Everything You Need to Know about Marijuana in 22 Minutes

LESSON PLAN

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M.A. NYU, Steinhardt School
Teaching Point:
All You Need to Know about Marijuana in 22 Minutes

Subject Area: Health Education

Grade Level: 9-12

Time Frame: One class period

Relevant Standards:
(National Health Education Standards, Grades 9-12)

2.12.3 Analyze how peers influence healthy and unhealthy behaviors.

3.12.4 Determine when professional health services may be required.

3.12.5 Access valid and reliable health products and services.

4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

5.12.6 Defend the healthy choice when making decisions.

6.12.1 Assess personal health practices and overall health status.

7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

Learning Objectives:
Students will be able to…

• Explain how marijuana affects movement, coordination, and judgment.

• Describe how marijuana impairs learning and memory.

• Recognize the physical and mental health risks associated with using marijuana.

• Compare the effects of synthetic marijuana with those of natural marijuana.

• Identify resources for getting help with a marijuana problem.
Materials:

- *Everything You Need To Know About Marijuana* Teacher’s Resource Book and video
- set of marijuana myths and facts cards per student pair (see page 8 for template)
- set of marijuana myths and facts cards for the class (see “Advanced Preparation” below)
- marijuana post-test for each student (see attached page 10 for template)
- homework assignment page for each student (see attached page 12 for template)
- 2 copies of pre/post assessment rubric (see attached page 7 for template)

Advanced Preparation:

- Copy and cut a set of marijuana myths and facts cards for each pair of students. Make an additional class set for the discussion. This can be an enlarged card set to stick to the board, a transparent card set for the overhead projector, or a regular card set to use with a document camera.

- Before students arrive, write the following “Do Now” message on the board:

> We are going to talk about marijuana today. Work with the person next to you to sort the marijuana myths and facts cards into two piles: true facts and myths.
Procedure:

Do Now

- As students enter the room, have them work in pairs for about five minutes to sort the marijuana myths and facts cards into two categories: true facts and myths (see “Advanced Preparation”).

Adaptation for English Language Learners:

Make sure English Language Learners are paired with students who are proficient in English, and give them access to a translation dictionary during the activity. If possible, give them a list of the vocabulary words ahead of time so they can learn unfamiliar words before the lesson.

Adaptation for students with special needs:

If your students read below grade level or have trouble working independently, you can do this activity as a whole class. Instead of giving each pair of students a set of cards, sort the class together.

Pre-Assessment

- Circulate around the room and observe each pair of students sorting the cards. As you do this, start noting their prior knowledge about marijuana on the pre-assessment rubric.

- Draw students’ attention to the class set of cards on the board. Have each student pair come up one at a time and place a card from the class set into the correct category all cards are sorted. Allow the class to respond if they disagree, and place any disputed cards in the middle, between the two categories. Finish filling out the pre-assessment rubric as students share their ideas.

Adaptation for advanced students:

When each pair of students comes up to place a card into a category, ask the students to support their category choice by giving details about a true fact card and explaining the truth behind a myth card.

Show the video

- Have students keep their cards out while they watch the video so they can see if they sorted them correctly.
Discussion

- Invite students to share their thoughts and reactions to the video. Then direct their attention back to the class set of marijuana myths and facts cards and ask them to reflect on the class sort. As students correct mistakes and decide on categories for disputed cards, review important content from the video. Use the following questions and possible responses as a guide:

**Content Review Questions and Possible Responses**

- **How can smoking marijuana on the weekend affect your academic performance during the week?**
  
  **Possible Response:** Marijuana makes it difficult to learn by impairing your memory and problem-solving abilities. These effects make it hard to study during the weekend, and they can last into the school week.

- **How does marijuana impair your ability to drive?**
  
  **Possible Response:** It impairs your coordination, balance, judgment, and reaction time, and it distorts your sense of time and distance. It can make objects seem further away than they really are.

- **What are the dangers of having impaired judgment when you’re out with peers?**
  
  **Possible Response:** You are more likely to engage in risky behaviors like driving under the influence, having unprotected sex, or trying other illegal drugs.

- **What are some health risks associated with marijuana?**
  
  **Possible Response:** Physical health risks include respiratory infections, cancer, and heart attack. Mental health risks include depression, anxiety, suicidal thoughts, and a greater chance of developing a psychotic disorder like schizophrenia if you are genetically vulnerable to it.

- **Is Spice/K2 safe?**
  
  **Possible Response:** No. It is 500 to 700 times stronger than natural THC and can cause rapid heartbeat, vomiting, agitation, high blood pressure, disorientation, hallucinations, and paranoia. You can end up in the emergency room after using Spice.
Content Review Questions and Possible Responses continued

• How can you become addicted to marijuana?

Possible Response: It doesn’t happen all at once. If you use it a lot, you can develop a tolerance and need more of it to get the same high. Then you can become dependent and need marijuana just to feel normal. When you cannot control your drug use anymore, you’ve become addicted.

• Where can you go for help with a marijuana problem?

Possible Response: You can go to a trusted adult like a teacher or school counselor, you can talk to your family doctor, or you can call a hotline. They can help you find a support group or substance abuse counselor.

• What are some things you can do to resist peer pressure to use marijuana?

Possible Response: Just say no, avoid situations where you know people will be smoking pot, practice what you’ll say to someone who you think might ask you to smoke pot, or offer a reason why you don’t want to smoke pot.

Wrap up/Assessment

• Collect the marijuana myths and facts cards and cover up the class set. Pass out the post-test and give students five or ten minutes to complete it.

• When you grade the tests, record student performance on the post-assessment rubric.

Homework

• Pass out the homework assignment page and explain the directions: interview an adult or high school student who is not in their class to find out what misconceptions they have about marijuana. Have students write the answers on the back of their assignment page: 1. False, 2. True, 3. False, 4. True, 5. False and go over any questions they have. Plan to share the interview results during the next class.
**Pre/Post Assessment Rubric**

Record each student's performance by writing a 1, 2, or 3 in each box, or use your own grading scale.

Key: 1 = not meeting expectations   2 = approaching expectations   3 = meets expectations

<table>
<thead>
<tr>
<th>Student:</th>
<th>Explains how marijuana affects movement, coordination, and judgment</th>
<th>Describes how marijuana impairs learning and memory</th>
<th>Recognizes the physical and mental health risks associated with using marijuana</th>
<th>Compares the effects of synthetic marijuana with those of natural marijuana</th>
<th>Identifies resources for getting help with a marijuana problem</th>
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### Marijuana Myths and Facts Cards

<table>
<thead>
<tr>
<th>MYTHS</th>
<th>TRUE FACTS</th>
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<tbody>
<tr>
<td>If you drive within a few hours of smoking pot, your risk of crashing nearly doubles.</td>
<td>Your risk of heart attack is almost 5 times greater in the first hour after smoking pot.</td>
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<td>Marijuana doesn’t have chemicals that cause cancer like tobacco does.</td>
<td>Marijuana isn’t addictive.</td>
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<td>Most teenagers try pot before they graduate high school.</td>
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<td>Smoking marijuana impairs your academic skills.</td>
<td>Synthetic marijuana, called K2 or Spice, is safer than regular pot.</td>
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<td>More teenagers enter treatment for marijuana than for all other illegal drugs combined.</td>
<td>You can go to jail for dealing pot, but not for using it recreationally.</td>
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<td>Marijuana slows your heart rate as it relaxes you.</td>
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<td>Some people develop a psychotic disorder from using pot.</td>
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<td>Marijuana is a psychoactive drug.</td>
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<td>Marijuana has a higher concentration of THC than it did a generation ago.</td>
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<td>Myth</td>
<td>Truth</td>
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Everything You Need to Know about Marijuana in 22 Minutes
### Marijuana Post-Test

**Directions:** Read each statement, then circle **TRUE** or **FALSE**.

1. You can’t get addicted to marijuana.  
   - **TRUE**  
   - **FALSE**
2. The majority of teenagers try pot in high school.  
   - **TRUE**  
   - **FALSE**
3. Your heart rate can double after using marijuana.  
   - **TRUE**  
   - **FALSE**
4. Marijuana contains chemicals that cause cancer.  
   - **TRUE**  
   - **FALSE**
5. Synthetic marijuana, called K2 or Spice, is safer than regular pot.  
   - **TRUE**  
   - **FALSE**
6. If you get caught smoking pot, you can go to jail.  
   - **TRUE**  
   - **FALSE**
7. Marijuana has twice as much THC as it did twenty years ago.  
   - **TRUE**  
   - **FALSE**
8. Marijuana won’t affect your ability to study for a test.  
   - **TRUE**  
   - **FALSE**
9. Smoking pot impairs your perception of distance.  
   - **TRUE**  
   - **FALSE**
10. Marijuana can trigger mental illness in people who are prone to it.  
    - **TRUE**  
    - **FALSE**
11. Marijuana doesn’t affect your ability to drive.  
    - **TRUE**  
    - **FALSE**
12. You are almost five times more likely to have a heart attack in the first hour after using marijuana.  
    - **TRUE**  
    - **FALSE**
13. Marijuana changes how you feel but not how you think.  
    - **TRUE**  
    - **FALSE**
14. Each year, more teenagers enter treatment for marijuana dependence than for all other illegal drugs combined.  
    - **TRUE**  
    - **FALSE**
Marijuana Post-Test Answer Key

1. FALSE
2. FALSE
3. TRUE
4. TRUE
5. FALSE
6. TRUE
7. TRUE
8. FALSE
9. TRUE
10. TRUE
11. FALSE
12. TRUE
13. FALSE
14. TRUE
_Name:_ ________________________________________________

_Homework Assignment: Marijuana Misconceptions_

_Directions:_ Interview an adult or a high school student who is not in your class to see how much they really know about marijuana. Ask them the questions below and note their responses. Give them a score (# correct out of 5) and answer the last question yourself. You can tell the person how he/she after you finish the whole interview.

_Person being interviewed: ________________________________

1. You can't get addicted to marijuana. [TRUE FALSE]

2. Marijuana impairs your perception of distance. [TRUE FALSE]

3. Marijuana is as potent as it was a generation ago. [TRUE FALSE]

4. Marijuana increases your risk of having a heart attack. [TRUE FALSE]

5. Marijuana changes how you feel but not how you think. [TRUE FALSE]

_Score:_ __________________

_What were some misconceptions the person you interviewed had about marijuana? If all questions were answered correctly, was there anything the person was unsure about?_

______________________________________________________

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