

About Marijuana - Level 1

Staff Activity Guide



What's Included:

The purpose of this guide is to support teachers in empowering students to make positive choices even when faced with high-risk situations. In this guide you will find a Student Video Viewing Guide, Student Activity options, and a Brain Quiz with an answer guide. Each of these resources can be used independently or in conjunction with one another as time allows. For your planning purposes, please find the estimated time needed for each activity below.

- **Viewing the Video**

Without Student Video Viewing
Guide - 4:07 minutes

With Student Video Viewing
Guide - 8 minutes

- **Student Activities -**

Write About It Prompt - 5-10 minutes
Group Activity - 10 minutes
Independent Practice - 10 minutes
Extended Learning - 5-10 minutes

- **Brain Quiz - 5-10 minutes**

Student Video Viewing Guide Strategies:

- **Before the video (3-5 min) -**

Have students complete the **Do Now** question box to get the wheels turning

Ask students to "**pair and share**" with a classmate, and/or have a brief class discussion

Remind students to "**preview**" the Video Viewing Guide so that they know what they are listening for

- **During the video (3-5 min) -** Pause the video to talk about Check for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share.

Pause the video to talk about for CFU Question 1 -
What are other common names for the drug marijuana?

Pause the video to talk about for CFU Question 2 -
What negative impacts does using marijuana have on the brain?

Continued On Back

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Student Activity Options:

- **Write About It Prompt (5-10 minutes) -**

- a. What is the difference between medicine you should take to feel better and taking marijuana feel better? Why is it important to know the difference?

- **Independent Practice Activity (10 minutes) -**

- a. **Materials needed:** writing utensil, print out of blank "Prevention Plan." 1 per each student.

Directions: Because one risky behavior that young people get curious about is marijuana, we want to make sure everyone has a prevention plan in case they see or are offered marijuana. Fill out the space below to create a prevention plan.

- b. **Criteria for Success:** students will write at least 3 appropriate responses in each column.

- **Group Lesson Activity (10 minutes) -**

- a. **Materials needed:** Heart/Stop Sign drawn on chart paper or white board/ Markers. **Directions:** As a class, brainstorm some healthy ways to maintain health and feel good and list them in the heart shape. Next, identify reasons we need to stay away from addiction or unhealthy ways of getting dopamine and list those in the stop sign.

- b. **Criteria for Success:** Students are able to participate in discussion and decipher between healthy ways to make us feel good, and reasons it is important to not utilize drugs to make us feel good.

- **Extended Learning Activity (5-10 minutes) -**

- a. **Materials needed:** Prevention plan from independent practice. **Directions:** Take your prevention plan home and review it with your adult.
- b. **Criteria for Success:** Students review their plan at home and add one prevention step to each column, and prepare to possibly share the next day.

- **Brain Quiz Answer Key (5-10 minutes)**

1. True
2. A
3. False