



# About Marijuana - Level 3

## 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 Guide, 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.

### Viewing the Video:

Without Student Video Viewing Guide - (4 minutes)  
With Student Video Viewing Guide - (5-8 minutes)

### Student Activities:

Activity #1 Write About It - (20 minutes)  
Activity #2 Group Activity - (10 minutes)  
Activity #3 Extended Learning - (20 minutes)

### Brain Quiz:

(5-10 minutes)

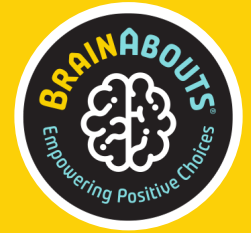
### Student Video Viewing Guide Strategies:

#### Before the video (3-5 minutes)

- Have students "popcorn out" (share without raising hand) to get the wheels turning-"Why is marijuana called a gateway drug?"
- Ask students to "pair and share" with a classmate, and/or have a brief class discussion, "What do you think may be the long term effects of marijuana use?"

#### During the video (3-5 minutes)

- Pause the video at times for Checks for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share. Students can complete the brain quiz either during or after the video.



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### Brain Quiz Answer Key: (5-10 minutes)

1. Which of the following is NOT a name used to describe marijuana? (Answer: c. molly)
2. True or False: Marijuana stays in the body longer than other substances and could arrest brain development longer than others. (Answer: True)
3. Long term effects of marijuana use could include: (Answer: e. All of the Above)
4. What percentage of marijuana users, who start using as a teenager, will become dependent? (Answer: a. 1 out of 6)
5. All of the following are true about delaying marijuana use EXCEPT: Delaying marijuana use: (Answer: c. is only necessary until 11 or 12 years old)

### Student Activity Options:

#### Activity #1 Write About It (10 minutes)

- a. Materials needed: journal, notebook paper and writing utensil.
- b. Directions: Write about it. Have students write a short story about a teenager who smokes marijuana and experiences four or more of the short-term consequences. Now have students write an "alternate ending" in which the teenager is faced with the option to smoke marijuana and says "no."
- c. Criteria for success: student is able to identify four or more short-term effects of using marijuana and 1-2 positive things that could happen if they do not use marijuana.

#### Activity #2 Group Activity (20 minutes)

- a. Materials Needed: scratch paper and writing utensils for planning.
- b. Directions: Divide the class into groups of 3-5 students. Have each group create a skit depicting a scenario in which a teen is being pressured to use marijuana but chooses to say "no." Have the students share their skits with the class.
- c. Criteria for Success: each group is able to identify and appropriately act out how to say "no" when offered marijuana.

#### Activity #3 Extended Learning Activity (20 minutes)

- a. Materials needed: journal, notebook paper and writing utensil.
- b. Directions: review the long-term effects of marijuana use. Then tell students to imagine they are an adult that has used marijuana since being a teenager. They are currently experiencing many of the long-term effects of marijuana. Have students write a letter to a teenager encouraging them to avoid marijuana use.
- c. Criteria for success: students are able to identify 3-5 reasons why teenagers should not engage in the use of