Lesson 1: Marijuana Facts
Objectives: Students will learn about the health and social consequences of marijuana use, and identify strategies to prevent and discourage use.
Activities - Think About It: Discuss the effects of marijuana on memory, motor skills, and perception. Have students read the information about marijuana located at the end of this page. Instruct students to complete the activity sheet as a group. Each student should also provide their own interpretation of the message in the editorial cartoon. Have a class discussion of some of the results. Use the following questions to guide your discussion:

1. “Media” represents all the messages, hidden and obvious, that you see in ads, TV shows, and social media. Paired with essential facts about the risks associated with marijuana use, these lessons will equip your students to make informed decisions about marijuana use.

2. Students will learn how to use this knowledge, source reliable or unreliable.

3. Any media message (just like the TV in the cartoon) could be attempting to spoon-feed you with messages that reflect the dominant force “spoon-feeding” the viewer information on what to eat, buy, wear, etc. The man represents the lazy consumer who resists change by not taking the effort to seek or even read the facts about the product. The consumer is the one responsible for him or her own health and safety. The student can make these decisions based on the facts and not on his own personal situation or someone’s personal situation.

4. The activity sheets in this guide are comprised of critical-thinking questions that are intended to have more than one interesting finding presented by the class. You can also use the questions to guide a class discussion of your own. The students should consider when viewing and evaluating the messages in a popular song or music video to consider which messages they are exposed to, and then evaluate those messages. Ask students to study the editorial cartoon. Have a group discussion of the results. Use the following questions to guide your discussion:

5. Any media message (just like the TV in the cartoon) could be attempting to spoon-feed you with messages that reflect the dominant force “spoon-feeding” the viewer information on what to eat, buy, wear, etc. The man represents the lazy consumer who resists change by not taking the effort to seek or even read the facts about the product. The consumer is the one responsible for his or her own health and safety. The student can make these decisions based on the facts and not on his own personal situation or someone’s personal situation.

Activities: Answer the question. Before you answer the question, you must be able to identify both hidden and obvious media messaging.

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Activities: Update the chart to reflect the number of students who correctly identified when marijuana use was likely to occur.

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Activities: Answer the question.

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Teaching With the Poster/Teaching Guide

The four lessons and activity replications included in this teaching guide may be used individually, as an additional resource for unit plans or daily classroom discussions. The classroom posters and reference pages combine with lesson plans to provide rich discussions about media and personal health.

Lesson 1: Marijuana Facts

Objectives: Students will name some basic facts about marijuana and the effects of marijuana on the body. Students will complete a worksheet to determine what they understand about marijuana.

Directions

20-minute class period with additional time for extension activity. Additional time needed for students to complete the activity.

Materials

• Class set of “Marijuana Facts” Activity 1 reproducible
• 4 copies of poster

Before Activity

Ask students to write down four things they know about marijuana.

Activity

Activity 1: Have students set up teams of four. Each team will discuss and write down four things they know about marijuana. Require students to state their facts and to explain why they are believable. Then, each team will write a statement that summarizes what they learned about marijuana. Team members can change their facts if the team agrees that they are not correct.

Activity 2: After the teams finish, have each team present its answers to the class. Ask students if any information was added to their team's answers. Ask them to explain if the facts learned were believable or not. Ask students if they can explain why.

Wrap-Up

Ask the class to consider why there are so many myths about marijuana. Discuss the potential effects of marijuana on the body and brain. Have students design a flyer that states the basic facts about marijuana. Encourage students to think of ways to help others to think critically about messages they hear or see. Provide each student with a poster to complete the activity. Additional time needed for students to complete the activity.

Materials

• “Marijuana Facts” poster class set and reproducible, pen or pencil

Activity Answer Key

Lesson 3: Think It Through

Objectives: Students will be able to identify both hidden and obvious media messages. Students will be able to form a supporting argument.

Directions

20-minute class period with additional time for extension activity. Additional time needed for students to complete the activity.

Materials

• “Think It Through” reproducible, pen or pencil

Setup

Turn the music down. Tell the students that they are about to watch a video that shows the effects of using marijuana. Explain that they will be thinking about the message and how to explain it.

Activity

Activity 1: Watch the video “Marijuana: Are You Ready?” The video is a public service announcement that shows the effects of using marijuana. It is designed to make the viewer think about what marijuana is and what it does to the body. Ask students if they think the video is reliable. Have them explain why. Then, have the students write a supporting argument, and a closing sentence. Ask students what they would do if they were going to watch the video. Do you think it is a critical-thinking question in the “Think It Through” reproducible?

Wrap-Up

Have the class discuss the video “Marijuana: Are You Ready?” This video is a public service announcement that shows the effects of using marijuana. It is designed to make the viewer think about what marijuana is and what it does to the body. Ask students if they think the video is reliable. Have them explain why. Then, have the students write a supporting argument, and a closing sentence. Ask students what they would do if they were going to watch the video. Do you think it is a critical-thinking question in the “Think It Through” reproducible?

Extension

Ask students to design a poster for their school that shows the effects of using marijuana. The poster should be designed to make other students think about what marijuana is and what it does to the body.

Evaluation

Evaluate the students’ ability to identify both hidden and obvious media messages. Assess the students’ ability to form a supporting argument.

Lesson 4: Analyzing Media Messages

Objectives: Students will practice analyzing messages in popular songs. Students will develop their own strategy for analyzing messages in popular songs.

Directions

20-minute class period with additional time for extension activity. Additional time needed for students to complete the activity.

Materials

• “Analyzing Media Messages” reproducible, pen or pencil

Setup

Choose a song or music video that contains a message about marijuana or alcohol use. This song or video should be chosen from the video library or selected by the students. Additional time needed for students to complete the activity.

Activity

Activity 1: Have students select a song or music video that contains a message about marijuana or alcohol use. This song or video should be chosen from the video library or selected by the students. Provide each student with a “Analyzing Media Messages” reproducible. Have students analyze the song or music video to determine what ideas the song or music video was portraying.

Wrap-Up

Have the class discuss the song or music video that was analyzed. Ask students what they learned from analyzing the song or music video. Ask students if they think the song or music video is reliable. Have them explain why. Then, have the students write a supporting argument, and a closing sentence. Ask students what they would do if they were going to analyze the song or music video. Do you think it is a critical-thinking question in the “Think It Through” reproducible?

Extension

Have students design an editorial cartoon about understanding media messages. This cartoon should be designed to make other students think about what messages are portrayed in the media.

Evaluation

Evaluate the students’ ability to analyze messages in popular songs. Assess the students’ ability to form a supporting argument.

Oregon by: Joshua J. Whitman

Additional resources

• Critical Thinking
• Life Science
• Social Perspectives
• Media Literacy
• Personal and community health

Download the Facts

Marijuana: Download the Facts for Grades 7–12

Dear Teacher,

For Grades 7–12

Teaching Guide

Grades 7–12

Standards

• Life Science
• Social Perspectives
• Media Literacy
• Personal and community health

ABOUT DRUGS AND YOUR BODY

For the latest news and updates, visit: www痘health.gov

National Institute on Drug Abuse

Nora D. Volkow, M.D.

Marijuana: Download the Facts

Marijuana:

• 1. “Media” represents all the messages, hidden and obvious, that you see in ads, TV shows, and movies. They are designed to influence people’s beliefs and behaviors. The media is a powerful tool for shaping public opinion. Ask students to describe “Media” as they see the word. They might be encouraged to think about the media they see regularly. Ask them to explain how “Media” affects them.

• 2. The arm represents the media as a powerful, over time affects the listener or viewer. The media can influence people’s beliefs and behaviors. The media can also shape public opinion. Ask students to describe “Media” as they see the word. They might be encouraged to think about the media they see regularly. Ask them to explain how “Media” affects them.

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Answers will vary according to the song or music video chosen for evaluation.

Evaluation

Evaluate the students’ ability to analyze messages in popular songs. Assess the students’ ability to form a supporting argument.
Marijuana Facts

ACTIVITY 1

PACT: Marijuana in addictions.

Marijuana is addictive. However, moderate use of marijuana does not lead to addiction in most people. It is possible to become addicted to marijuana. It is important to keep in mind that the effects of marijuana vary from person to person. Some people may feel more relaxed or less anxious, while others may experience more anxiety or paranoia. In addition, marijuana can also lead to psychological dependence, which means that a person may crave marijuana or feel physically and mentally unable to function without it. However, it is important to note that marijuana is not as addictive as other substances like opioids or nicotine.

FACT: Marijuana use can negatively affect your performance in school and athletics.

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Writing a book requires reading a lot of background information. In the beginning of this project, you may find yourself spending a lot of time looking up information on the internet and taking notes. As you continue with the project, you may find yourself writing more than reading, and your notes may become more organized and structured. It is important to practice good writing habits, such as outlining and planning your ideas, to help you stay organized and focused.

FACT: Marijuana use can negatively affect your performance in school and athletics.

A young man wants to smoke marijuana with his date before going to a movie. He tells her it will help him relax and make it easier to enjoy the movie. However, smoking marijuana can actually impair your ability to concentrate and may even make it harder to enjoy the movie since it can cause distractibility and may impair memory.

Two members of a high school football team are nervous before a big game. A friend gives them a joint and tells them it will help them calm down before the game. What are the risks involved in this scenario?

ACTIVITY 2

Think It Through

Study the editorial cartoon below. Try to identify both obvious and hidden messages in the cartoon before answering the questions below.

ACTIVITY 4

Analyzing Media Messages

Just how often are you exposed to messages about drugs and alcohol? If you listen to music, watch TV, or use social media, you are likely to see messages about drugs and alcohol. The messages you see can start to influence how you think about drugs and alcohol.

ACTIVITY 3

Analyzing Music Messages

How often are messages about drugs or alcohol mentioned in popular music or videos? Measures the impact of exposure to media messages on drug use.

ACTIVITY 1

Consider the Source

A fact can be verified with data. An opinion is a personal judgment based on the information available. Sometimes it may not be possible to verify a fact. You may not be able to verify a fact because there is not enough evidence to support it. However, you should still be aware of the source of the information when evaluating it. You can consider the source by asking questions such as, "Who said it?" and "What do you know about the source?" The source should provide evidence that supports the information presented.

Consider the type of information available. Consider the source reliability. Source Reliable Source Unreliable

Consider the Source

ACTIVITY 1

Think It Through

Consider the Source

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ACTIVITY 1

Think It Through
Marijuana Facts

Marijuana users may experience the following:
- THC affects many parts of the brain, including those that control memory and movement.
- Increased heart rate
- Distorted perceptions (sight, sound, time, touch)

A study group gets together to prepare for an important test. During a study break, one member pulls out a joint and offers to share it with anyone who wants to join her. What do the facts tell you about the risks involved in this scenario?

Two members of a high school football team are nervous before a big game. A friend gives them a joint and tells them it will help them calm down before the game. What are the risks involved for these two teammates? What about the team as a whole?

Marijuana—sometimes in combination with other drugs and alcohol—is found in the bloodstream of up to 40 percent of drivers who die in car accidents. If marijuana, alcohol, and the choices you make?

Think It Through

1. The word “weed” is written on the billboard in this picture. What does this portray to you?
2. What does the image show in the action and setting?
3. What is the most obvious message of this editorial cartoon?
4. Editorial cartoons also have hidden messages. Imagine if this cartoon were published in the school newspaper. What message is the cartoon sending?

ACTIVITY 4

Analyzing Media Messages

Just how often are you exposed to messages about drugs and alcohol? If you listen to the same song every day, several times a day, for months, does it start to influence how you think about drugs and alcohol? If you listen to the same song every day, several times a day, for months, does it start to influence how you think about drugs and alcohol?

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<th>Reference</th>
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ACTIVITY 2

Consider the Source

A fact can be verified with data. An opinion is a personal judgment based on the available evidence. Look for marijuana myths and answer the questions on separate paper.

A) Can the above statement be verified as true?
B) Is the above statement most likely fact or opinion?
C) Where did the NHTSA most likely get its information from?

ACTIVITY 1

PACT: Marijuana in addictions.

Some studies and research suggest that marijuana is addictive. It stimulates brain cells to release the chemical dopamine, artificially causing a feeling of pleasure. The “high” feeling it creates is artificially causing a feeling of pleasure. The “high” feeling it creates is

FACT: Marijuana is addictive.

PACT: Driving under the influence of marijuana is dangerous.

Safe driving involves many skills, including the ability to control your vehicle, observe your surroundings, and make good decisions. Safe driving is not always easy, and marijuana use can affect all of these necessary skills. In fact, up to 14 percent of drivers who die in car accidents have marijuana in their bloodstreams.

FACT: Driving under the influence of marijuana is dangerous.

Analyzing Media Messages

Main theme of song/video: “not dangerous”) or negative (e.g., “not cool,” “not fun,” “dangerous”).

What information about marijuana or other drug use was omitted from this song/video?

Based on the information from the chart above, is the overall message about drugs positive or negative?

What messages about marijuana, other drugs, or drug use are mentioned/portrayed in the song/video?

What does this song/video do to influence drug use? How might the artist have intended to influence drug use? How might the artist have intended to influence drug use?

ACTIVITY 3

Think It Through

Study the editorial cartoon below. Try to identify both obvious and hidden messages in the cartoon before answering the questions below.

1. What is the obvious message of this editorial cartoon?
2. What does the image show in the action and setting?
3. What is the most obvious message of this editorial cartoon?

Analyzing Media Messages

Name of song/video: you are analyzing

Audience: intended audience of song/video


Make theme of song/video: "not dangerous”) or negative (e.g., “not cool,” “not fun,” “dangerous”).

What other factors should the student take into consideration before getting behind the wheel of the car?

Consider the Source

1. What messages about drugs in this song “hidden”? If so, what are the hidden messages?

2. Could the above statement be verified as true?

3. Could the above statement be verified as true?

4. Could the above statement be verified as true?

5. Could the above statement be verified as true?

ACTIVITY 1

PACT: Marijuana use can negatively affect your performance in school and athletics.

THC affects many parts of the brain, including those that control memory and movement. THC affects many parts of the brain, including those that control memory and movement.

FACT: Marijuana use can negatively affect your performance in school and athletics.

**ACTIVITY 1**

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Safe driving involves many skills, including the ability to control your vehicle, observe your surroundings, and make good decisions. Safe driving is not always easy, and marijuana use can affect all of these necessary skills. In fact, up to 14 percent of drivers who die in car accidents have marijuana in their bloodstreams.

FACT: Driving under the influence of marijuana is dangerous.

**Analyzing Media Messages.**

Many times there are songs or TV shows that portray drug use in a positive way (“cool,” “fun,” “dangerous”). What would happen if this song were published in the school newspaper? What message is the song sending?

**ACTIVITY 4**

**Analyzing Media Messages.**

Just how often are you exposed to messages about drugs and alcohol? If you listen to the same song every day, several times a day, for months, does it start to influence how you think about drugs and alcohol, and the choices you make?

Choose a popular song or music video that mentions drugs or portrays drug use. Remember, even if it isn’t widespread, there may be hidden messages. Write the song title, the artist, and whether the song suggests that marijuana, tobacco, alcohol, or other drugs are no big deal. Fill in the blanks below. What do the facts tell you about the messages you might be getting about marijuana or other drug use?

**ACTIVITY 3**

**Think It Through.**

Study the editorial cartoon below. Try to identify both obvious and hidden messages in the cartoon before answering the questions below.

1. What is the obvious message of this editorial cartoon?
2. What does the image show in the action and setting?
3. What is the most obvious message of this editorial cartoon?

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**Consider the Source.**

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Many times there are songs or TV shows that portray drug use in a positive way (“cool,” “fun,” “dangerous”). What would happen if this song were published in the school newspaper? What message is the song sending?

**ACTIVITY 4**

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**Analyzing Media Messages.**

Many times there are songs or TV shows that portray drug use in a positive way (“cool,” “fun,” “dangerous”). What would happen if this song were published in the school newspaper? What message is the song sending?

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**Analyzing Media Messages.**

Just how often are you exposed to messages about drugs and alcohol? If you listen to the same song every day, several times a day, for months, does it start to influence how you think about drugs and alcohol, and the choices you make?

Choose a popular song or music video that mentions drugs or portrays drug use. Remember, even if it isn’t widespread, there may be hidden messages. Write the song title, the artist, and whether the song suggests that marijuana, tobacco, alcohol, or other drugs are no big deal. Fill in the blanks below. What do the facts tell you about the messages you might be getting about marijuana or other drug use?
Marijuana Facts

Marijuana users may experience the following:

THC affects many parts of the brain, including those that control memory and movement.

FACT: Marijuana use can negatively affect your performance.

Problems with learning and memory

Increased heart rate

Loss of interest and motivation

Delta-9-tetrahydrocannabinol (THC) is the main active ingredient in marijuana. It stimulates brain cells to release the chemical dopamine, artificially causing a feeling of pleasure. The "high" feeling it creates is one of the reasons some people use it again and again, which can lead to addiction. And if you use it often, your brain may become addicted.

About one in six teenagers who smoke marijuana will become addicted.

Marijuana use can negatively affect your performance in school and athletics.

Marijuana use among high school students is widespread, but it can also affect driving performance and ability.

Driving under the influence of marijuana is dangerous. Safe driving skills and normal reaction time can be affected. Safe drivers must also alert and have good coordination.

Marijuana users who are impaired may not realize just how impaired they are.

When this idea doesn't click on her and she terminally gets her driver's license, what do you think she'll consider doing next time? Can opinions be trusted? It depends on the source.

ACTIVITY 2

Consider the Source

A fact can be verified with data. An opinion is a personal judgment based on the occurrence or tendency the person has noticed in the past. Use opinions wisely. It depends on the source.

If you have any trouble reading the following information and then answer the "Think It Through" question at the bottom of the page, use separate paper as needed.

Give answers to the "Think It Through" questions and indicate whether the drug reference is positive (e.g., "cool," "fun," "relaxing") or negative (e.g., "dangerous," "caution," "illegality"). Based on the information from the chart above, is the overall message about drugs positive or negative?

ACTIVITY 3

Think It Through

Study the editorial cartoon below. Try to identify both obvious and hidden messages in the cartoon before answering the questions below.

ACTIVITY 4

Analyzing Media Messages

Just how often are you exposed to messages about drugs and alcohol? If you listen to the same song every day, several times a day, for months, does it start to seem normal to you when you see ads about marijuana, alcohol, and the choices you make?

ACTIVITY 1

PACT: Marijuana in Addictions

Some high school football players say marijuana helps them get through their rigorous training schedule. The "high" feeling it makes them feel good. They may not realize just how impaired they are.

PACT: Marijuana use can negatively affect your performance

In school and athletics

THC affects many parts of the brain, including those that control memory and movement. Safe drivers must also alert and have good coordination.

Driving under the influence of marijuana is dangerous. Safe driving skills and normal reaction time can be affected. Safe drivers must also alert and have good coordination.

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Marijuana Facts

Delta-9-tetrahydrocannabinol (THC) is the main active ingredient in marijuana. It stimulates brain cells to release the chemical dopamine, artificially causing a feeling of happiness. The "high" feeling it produces is one of the reasons some people use it again and again, which can lead to addiction. And just as you don't feel the effects of alcohol immediately, about six to 15 minutes after using marijuana, you will become addictive.

Marijuana use can negatively affect your performance in school and activities. THC affects many parts of the brain, including those that control memory and movement.

FACT: Marijuana use can negatively affect your performance in school and activities.

PACT: In a national probability (NHANES) in the rate of use among teenagers is 22%. It stimulates brain cells to release the chemical dopamine, artificially causing a feeling of happiness. The "high" feeling it produces is one of the reasons some people use it again and again, which can lead to addiction. And just as you don't feel the effects of alcohol immediately, about six to 15 minutes after using marijuana, you will become addicted.

Cluster (Relevant)

THC affects many parts of the brain, including those that control memory and movement. Marijuana use can negatively affect your performance in school and activities. THC affects many parts of the brain, including those that control memory and movement.

ACTIVITY 1 Reproducible

Marijuana in advertisements.

ACTIVITY 2 Reproducible

Consider the Source

A fact can be verified with data. An opinion is a personal judgment based on the experience or tendency the person has in the area. Use opinion to discuss it. Be sure to identify the difference between the following:

- opinions with bearing and memory
- determined perceptions (sight, sound, touch)
- impaired motor coordination
- distorted perceptions (sight, sound, time, touch)
- loss of interest and motivation
- Safe driving involves good concentration, judgment, and reaction time. Safe drivers must also be alert and have good coordination.

FACT: Driving under the influence of marijuana is dangerous.

Driving under the influence of marijuana—which also contains small amounts of alcohol—affects all of these natural abilities. In fact, up to 14 percent of drivers who die in car accidents have marijuana or both marijuana and alcohol in their bloodstream.

FACT: About one in six people who start smoking marijuana will become addicted.

Through daily use, one in six teenagers who smoke marijuana will become addicted. One third of the drivers who die in car accidents have marijuana or both marijuana and alcohol in their bloodstream.

ACTIVITY 3 Reproducible

Analyzing Media Messages

Make some of your own: Write an essay or create a poster about a song or video that mentions marijuana. Make sure to include details about the song or video you chose, including the title, artist, and any other relevant information. You can also include any relevant facts about the effects of marijuana or other drugs.

ACTIVITY 4 Reproducible

Thought It Through

Study the editorial cartoon below. Try to identify both obvious and hidden messages in the cartoon before answering the questions below.

1. What do you think is the most obvious message of this editorial cartoon?
2. What does the image of the arm and its actions symbolize?
3. What is the most obvious message of this editorial cartoon?
4. What cause is most likely the image connected to?
5. How do you know the information in the image is false?

ACTIVITY 1 Reproducible

Marijuana in advertisements.

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Lesson 1: Marijuana Facts

Objectives: Students will come to realize the importance of using reliable sources when making decisions about marijuana use. Students will be able to identify key information from fact-based sources. Students will learn how to distinguish opinion from fact.

Materials: “Marijuana Facts” Activity 1 reproducible, pen or pencil

Time Required: 20-minute class period with additional time for extension activity

Evaluation: Questions from Activity 1

Activity: Before beginning the activity, ask students what they know about marijuana. How much do they know? What do they know about the effects of marijuana on their bodies? How much do they know about how marijuana affects the brain? How much do they know about the proper use of marijuana? How much do they know about the social consequences of marijuana use? How much do they know about the legal consequences of marijuana use? How much do they know about the medical consequences of marijuana use?

Activity: Have students read through each of the “Marijuana Facts” in Activity 1 and then answer the questions. How many do they think are true or false? How many do they think are true or false?

Evaluation: Did students understand how to use this knowledge, understand how opinions are formed, and how opinions may be influenced by different sources? Did students understand the differences in the types of opinions that are made by different people and how those opinions may be influenced by different sources?

Activity: Have students read the information about marijuana located at the URL www.teens.drugabuse.gov. Have them answer the questions. How many do they think are true or false? How many do they think are true or false?

Evaluation: Did students understand how to use this knowledge, understand how opinions are formed, and how opinions may be influenced by different sources?

Activity: Have students read the information about marijuana located at the URL www.scholastic.com. Have them answer the questions. How many do they think are true or false? How many do they think are true or false?

Evaluation: Did students understand how to use this knowledge, understand how opinions are formed, and how opinions may be influenced by different sources?

Activity: Have students read the information about marijuana located at the URL www.drugabuse.gov. Have them answer the questions. How many do they think are true or false? How many do they think are true or false?

Evaluation: Did students understand how to use this knowledge, understand how opinions are formed, and how opinions may be influenced by different sources?

Activity: Have students read the information about marijuana located at the URL www.teens.drugabuse.gov. Have them answer the questions. How many do they think are true or false? How many do they think are true or false?

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Activity: Have students read the information about marijuana located at the URL www.scholastic.com. Have them answer the questions. How many do they think are true or false? How many do they think are true or false?

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Activity: Have students read the information about marijuana located at the URL www.scholastic.com. Have them answer the questions. How many do they think are true or false? How many do they think are true or false?

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Teaching With the Poster/Teaching Guide

The four lessons and activity reproducibles included in this guide are intended for use with the Marijuana: Download the Facts teaching poster. Each lesson begins with a discussion prompt to launch a class discussion. Students will be able to answer the questions following each activity by using the critical-thinking skills they have learned. Each lesson provides an opportunity to present a particular subject or point of view and can be used to address the concepts covered in the Teaching Guide. Each lesson is designed to work best with 20–30 minutes dedicated to teaching the lesson and an additional 20–30 minutes for student work. Students should be encouraged to work in pairs or small groups when appropriate.

Objective:

Lesson 1: Marijuana Facts

Students will be able to accurately identify marijuana as it is used in the classroom and in the media, activities that help them critically analyze media messages, and activities that help them critically analyze persuasive messages.

Lesson 2: Consider the Source

Students will be able to accurately identify which sources are more reliable than others, and they will be able to identify which sources are more significant than others.

Lesson 3: Think It Through

Students will be able to accurately identify what is fact or opinion, and they will be able to identify what is necessary or significant.

Lesson 4: Analyzing Media Messages:

Students will be able to accurately identify what is fact or opinion, and they will be able to identify what is necessary or significant.

Lesson Plans continued

Lesson 1: Marijuana Facts

Objective:

Students will be able to accurately identify marijuana as it is used in the classroom and in the media, activities that help them critically analyze media messages, and activities that help them critically analyze persuasive messages.

Classroom Poster

Activity Reproducible

1. One or both of the players could have a hard time remembering or properly executing their lines in the play. Source Unreliable.
2. It is not harmful. Source Unreliable.
3. Smoking marijuana affects a person’s ability to concentrate and remember facts. So students should not smoke marijuana before a test. Source Reliable.
4. It can be used to prompt discussions about media and peer influences. Source Reliable.

Activity Answer Key

1) a. opinion; b. A friend or popular culture; c. To justify smoking marijuana and prove it is not harmful. 2) a. fact; b. From a scientific study; c. To report the rate of marijuana addiction among individuals who began smoking during their teen years. Source Reliable. 3) a. No, this is the student’s opinion; b. His own beliefs and feelings. Source Reliable.

Lesson 2: Consider the Source

Objective:

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Lesson 4: Analyzing Media Messages:

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Students will be able to accurately identify what is fact or opinion, and they will be able to identify what is necessary or significant.

Classroom Poster

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