



## Educator guide: Marijuana lesson

### **Recommended for grades:**

4<sup>th</sup> – 5<sup>th</sup> grades

### **Time:**

5 minutes

### **National Health Education Standards:**

This activity aligns with the following National Health Education Standards:

- Standard 1: Use functional health information to support health and well-being of self and others.
- Standard 6: Use a goal-setting process to support health and well-being of self and others.
- Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.

For more information about the National Health Education Standards, visit the SHAPE America website: [shapeamerica.org](http://shapeamerica.org).

### **Learning objectives:**

After completing this lesson students will be able to:

1. Name the main chemical in marijuana.
2. Describe two short-term and two long-term health effects of marijuana use.
3. Write down one short-term goal and one long-term goal they would like to achieve.

### **Lesson description:**

In the Marijuana lesson, students will learn what marijuana is, the short and long-term effects of marijuana use and how setting short and long-term goals can help students remain drug-free.



### Pre and post-test questions:

Use the following questions with your students in any way that you see fit (on paper, using a survey tool etc.) You may choose to combine questions from various lessons and activities that your students participate in. Correct answer choices are bolded.

1. Which of these is an example of a long-term goal?
  - a. Getting an A on next week's math test
  - b. Getting your driver's license**
  - c. Winning this weekend's basketball game
2. What is the main chemical in marijuana?
  - a. Nicotine
  - b. Aerosol
  - c. THC**
3. Which of the following is a short-term effect of marijuana use?
  - a. Lots of energy
  - b. Trouble concentrating and remembering things**
  - c. A high that lasts for eight or more hours

## Vocabulary:

Use the following list of vocabulary as a reference for yourself or your students as you complete the Marijuana lesson. You may choose to use this list in any way that fits your needs.

- Blunt – marijuana rolled with a tobacco leaf wrapper
- Brain – the main organ in the nervous system that controls the body's activities by sending and receiving messages to and from different parts of the body
- Drug – a chemical that changes the way a person's body works
- High – a short period of time when a person feels happy, euphoric or carefree after using drugs
- Inhaling – a way drugs can enter the body through the mouth or nose, by breathing them directly into the respiratory system (lungs). Examples of drugs that are inhaled include cigarettes and marijuana
- Joint – a hand-rolled cigarette that contains marijuana instead of tobacco
- Long-term effects – health problems or diseases that take a longer time to develop (months or years). An example of a long-term effect of smoking cigarettes is tar building up in the lungs causing breathing problems or lung cancer.
- Long-term goals – things a person wants to accomplish in the future, usually a year or more away
- Lungs – the organs of the body which take in air to provide the body with oxygen, and exhale, or get rid of, carbon dioxide. The lungs are part of the respiratory system
- Marijuana – a drug made from dry, shredded leaves, stems and flowers of the cannabis sativa plant. It is also called "pot" or "weed".
- Pipe – a device used to smoke marijuana or tobacco. Dried leaves of the tobacco plant or cannabis sativa plant are put into the bowl of the pipe and then lit. The smoke is inhaled through a tube connected to the bowl
- Short-term effects – the immediate health consequences of drug use. An example of short-term effects from alcohol use is feeling dizzy, making poor decisions and loss of coordination and balance
- Short-term goals – things a person wants to achieve in the near future, usually within a few months
- THC – the main active chemical in marijuana, which causes the high for marijuana users. THC is the abbreviation for the chemical delta-9-tetrahydrocannabinol.

# Marijuana worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Complete this worksheet as you move through the Marijuana lesson.

1. Approximately how long does marijuana stay in the body?

\_\_\_\_\_

2. What is the main active chemical in marijuana?

\_\_\_\_\_

3. List three short-term effects of marijuana.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

4. List three long-term effects of marijuana.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

5. What is one short-term goal you would like to accomplish?

\_\_\_\_\_

6. What is one long-term goal you would like to accomplish?

\_\_\_\_\_



# Marijuana worksheet answer key

1. Approximately how long does marijuana stay in the body? 30 days
2. What is the main active chemical in marijuana? THC
3. List three short-term effects of marijuana.

Increased heart rate and blood pressure, red, bloodshot eyes, dry throat, increased hunger, increased sleepiness, trouble concentrating, trouble remembering things, trouble solving problems, feeling nervous, confused or depressed

4. List three long-term effects of marijuana.  
Frequent coughs, colds, respiratory infections, depression or cancer
5. What is one short-term goal you'd like to accomplish? Answers will vary.
6. What is one long-term goal you'd like to accomplish? Answers will vary.

# Supplemental activity: SMART goal setting board

## **Objectives:**

After completing this activity, students will be able to:

- Write down one short-term goal and one long-term goal they would like to achieve.

## **Materials needed:**

- Chalkboard or whiteboard for brainstorming
- Large poster board or other material to create the SMART goal board
- Materials to decorate the SMART goal board

## **Time required:**

30 minutes

## Instructions:

Brainstorm a list of goals that students may have for their future. Many students will probably state goals like going to college, playing professional basketball, getting their driver's license etc. Explain to students that those are examples of long-term goals. Long-term goals are things they would like to accomplish several years down the road.

Encourage students to think about some short-term goals they might have. Individually, each student should think about and write down 2-5 goals that they would like to accomplish by the end of the school year.

Teach students that their goals should be SMART. That means their goal should be Specific, Measureable, Attainable, Relevant and Timely. So, for example, simply saying that they want to get good grades this year isn't SMART. A SMART example of this goal could be saying that they want to improve their math grade by one grade level by the end of the semester.

If time allows, create a SMART goal board in your classroom. Students can each post their goals and monitor their progress on the board. Have students participate in the decorating of the board. Encourage them to find goal-related pictures, comics etc. to make the board lively and fun.

Talk about how decisions made right now can affect their goals, both short and long-term. How might using drugs affect a person's ability to reach their goals? Also, remind students of the importance of adults in their lives. Adults can help students reach their goals in lots of different ways.

# Supplemental activity: Vision boards

## Objectives:

After completing this activity students will be able to:

- Write down three short or long-term goals and three dreams.
- Create a vision board that reflects their hopes, dreams and goals.

## Materials needed:

- One poster board per students
- Markers
- Glue
- Scissors
- Magazines or newspapers

## Time required:

40 minutes

## Instructions:

Have students think about their goals. Instruct them to write down three long or short-term goals. Remind them to make sure their goals are SMART. That means their goal should be Specific, Measureable, Attainable, Relevant and Timely. Also ask them to take a few minutes and write down any dreams they may have. Discuss with students how using drugs and alcohol can interfere with being able to achieve their goals and dreams.

Discuss with students what a vision board is. A vision board is something you create to remind yourself of your own personal goals. Your vision board represents a collection of your greatest dreams and desires. Once you have made your vision board, you will be able to look at it and use it as a reminder of the things you want to achieve most.

Vision boards can include images or words cut out of magazines, photographs or hand-written words. Encourage students to be creative in how they represent their goals and dreams. Once students complete their vision board they can take it home and display it in a place where they can see it every day.





# Handouts

Included on the following pages are additional resources that you and your students' families may find useful.



# Resources and services: Alcohol and other drug-use prevention

- American Lung Association Lung Help Line, 1-800-LUNG-USA (800-586-4872)
- Children's Wisconsin, [www.childrenswi.org](http://www.childrenswi.org)
- KidsHealth, [www.kidshealth.org](http://www.kidshealth.org)
- LifeStance Health, [www.lifestance.com](http://www.lifestance.com)
- National Institute on Drug Abuse (NIDA), [www.drugabuse.gov](http://www.drugabuse.gov)
- Partnership to End Addiction, [www.drugfree.org](http://www.drugfree.org)
- Rogers Behavioral Health, [www.rogersbh.org](http://www.rogersbh.org)
- The Tobacco Control Resource Center for Wisconsin, [www.tobwis.org](http://www.tobwis.org)
- United States Government-Drug Enforcement Administration (DEA), [www.getsmartaboutdrugs.gov](http://www.getsmartaboutdrugs.gov)
- Wisconsin Tobacco Quitline, 1-800-QUIT-NOW

# Transcript

## Slide 1

Many kids believe that using marijuana is not as harmful as using other drugs, such as tobacco or alcohol. To set the record straight, we're going to look at a few statements about marijuana and you are going to determine if each statement is the truth or a myth.

## Slide 2

Marijuana can get into the body through smoking it, eating it, or drinking it. Is that the truth or a myth?

Truth: Correct! Marijuana can be smoked, and sometimes it is mixed into food or brewed as tea.

Myth: Not quite. This is a true statement. Marijuana can be smoked and sometimes it is mixed into food or brewed as tea.

## Slide 3

Marijuana does not stay in the body for a very long time. Is that the truth or a myth?

Truth: Sorry, but that's not true. The high of using marijuana usually wears off in a few hours, but traces of marijuana can be detected in urine tests up to 30 days after using it.

Myth: Great job! Marijuana can be detected in urine up to 30 days after using it.

## Slide 4

Marijuana is not as harmful to your health as tobacco. Is that the truth or a myth?

Truth: Sorry, marijuana is as bad for you as tobacco. Both marijuana and tobacco contain cancer-causing chemicals. Marijuana can also affect your lungs by making it harder for you to breathe, and it can lead to infections in your lungs and airways.

Myth: You are correct! Marijuana contains cancer-causing chemicals. It can also affect your lungs by making it harder for you to breathe, and can lead to infections in your lungs and airways.

## Slide 5

Marijuana is made from dry, shredded leaves, stems and flowers of the Cannabis sativa plant. It is also called "pot" or "weed." There are several ways that people can use marijuana. It is commonly smoked in the form of a rolled cigarette or cigar called a "joint" or a "blunt," or in a pipe called a "bong" or "bowl". It can also be mixed into food or brewed as tea.



### Slide 6

THC, which stands for delta-9-tetrahydrocannabinol, is the main active chemical in marijuana and starts to take effect on many bodily functions as soon as it connects with a receptor in the brain. This effect is called a high because it produces a good or happy feeling for a short period of time.

### Slide 7

The high from marijuana use causes an increase in heart rate and blood pressure. It also causes the user to have red, bloodshot eyes and a dry throat. People who are high often become very hungry or sleepy. They may have trouble concentrating, remembering things, and solving problems. They may even feel nervous, confused or depressed. These short-term effects of being high usually wear off in about three hours, depending on how much marijuana was consumed.

### Slide 8

Even after the short-term high wears off, people who smoke marijuana can experience some long-term effects. Someone who is using marijuana regularly may suffer from frequent coughs, colds, or respiratory infections. Some users have feelings of depression. Using marijuana may also lead to cancer.

### Slide 9

Growing, possessing or selling marijuana is illegal in the state of Wisconsin. If you are caught with marijuana, you may be fined or even go to jail. Breaking the law creates a criminal record that can make it hard to get a job or get into college.

### Slide 10

Going to college or getting a job is an example of a long-term goal. Long-term goals are things that you want to accomplish over the next ten years or so. The other type of goal is a short-term goal. Short-term goals are things that you want to accomplish today, tomorrow, next week, or next month. This may be getting a good grade on a test, or scoring a goal at your soccer game this weekend. Using marijuana can affect your ability to reach the goals that you set. When you are under the influence of marijuana, it is hard to perform at your very best. Choosing not to use marijuana will help you accomplish your goals and be the healthiest that you can be!

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