

# NTTI Media-Rich Lesson

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**NAME**

I'm In Love With Mary Jane

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**LESSON TITLE**

Eleven and Twelve Grades

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**GRADE LEVELS**

Two - 60- minute class periods

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**TIME ALLOTMENT**

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**OVERVIEW**

Marijuana is one of the most widely and popular drugs used illegally by teens and young adults. Most people are ignorant about the negative effects and uninformed about positive effects of marijuana. Yet, it is purchased by the billions yearly. Students come to class daily high on marijuana and teachers must deal with its negative effects.

Marijuana can lead to the usage of hard drugs. Marijuana, when prescribed by a doctor can have positive effects on the body. However, its medicinal value is often overshadowed by misuse and abuse.

Through these activities, students will become knowledgeable of the positive and negative effects of Marijuana on the body systems. After viewing video clips and web sites, students will participate in a hands-on activities and oral debates. The lesson will be used as an introduction to the study of gateway drugs and their effects on the nervous system.

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**SUBJECT MATTER**

Biology and Health

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**LEARNING OBJECTIVES**

The student will be able to:

- Identify the chemical make-up of Marijuana;
  - Differentiate between addiction and a Gateway drug;
  - Compare and contrast it's positive and negative effects
  - Articulate the systems and organs affected by Marijuana use.
  - States its uses medically and non-medically
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**STANDARDS**

From the Georgia State Learning Standards for Science available on line at Georgia Quality Core Curriculum Standards (<http://www.glc.k12.ga.us>

Standard 40:3

Students will be able to explain how addictive drugs affect the nervous system.

Standard 40:3

Students will be able to summarize the medicinal use of drugs.

From the National State Standards for grades 9-12, available on line at <http://wwwbooks.nap.edureadingroom/booksnses/html/overview.html>

Students should understand that drugs can result in physical dependence and can increase the risk of injury, accidents and death.

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**MEDIA COMPONENTS**

STRAIGHT: This video depicts the evils of drug use and abuse.  
KCET Video, U.S. Department of Drug Education.

[www.brainpop.com](http://www.brainpop.com) This web site offers a video which examines the effects of marijuana use and a quiz, designed to test students comprehension from the video.

<http://gpb.org/peachstar/> This web site offers a multitude of videos and video clips correlated to the Georgia's QCC's that can be integrated into lessons to assist students in meeting performance expectations.

National Institute of Health

[www.marjintro.html/](http://www.marjintro.html/)

This web site offers teen testimonies concerning marijuana use, quizzes, tests and

instructional materials designed to educate teens. National Institute of Health  
[www.nida.nih.gov/marijBroch/](http://www.nida.nih.gov/marijBroch/)

This web sites created by the National Institute of Health offers facts parents should know about Marijuana, and its effects upon the body.

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### Materials

- Lap- tops
- VCR
- computers
- tape player
- 4 to 6 students to a group
- song, “Mary Jane for class by Rick James

### For each student:

- Marijuana square fun sheet and questions (See attached)
- Pencil
- Paper

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### PREP FOR TEACHERS Prior to teaching this lesson:

- Scan the Marijuana square and Marijuana questions sheet onto your students’ computers. (See attached)
- Bookmark the web sites used in the lesson on each computer or laptops.
- Prepare the hands-on element of the lesson by;
  - 1) Copying the marijuana square, one per student, but they will work in cooperative learning groups, 4-6 students to a group.
  - 2) One copy of the questions for the Marijuana Square game.
- When using media. Provide students with a **FOCUS FOR MEDIA INTERACTION**, a specific task to complete and/ or information to identify during or after viewing of video segments, web sites on other multimedia elements.

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### INTRODUCTORY ACTIVITY: SETTING THE STAGE;

Using a hook!

The teacher introduces the lesson by asking students to listen to the first segment of the song. “I’m in Love with Mary Jane, by Rick James”

### Step 1

Provide a **FOCUS FOR MEDIA INTERACTION** by asking students to listen to words of the of the song and interpret their meaning. **START THE TAPE** at the beginning. **STOP THE TAPE**, where Rick James says, “She likes to spread her love around.” **Ask** the students, specifically who is the singer referring to in the song. After student responses, **Ask**, “Why does he refer to marijuana as a female?”

## Step 2

Ask the students how were they able to guess that the Mary Jane referred to in the song was really Marijuana? Did the singer mention negative or positive things about the drug? He mentioned positive things like, she makes me feel alright, she makes my heart sing, she takes me to paradise. Point out to the students that the song represents persons who are addicted to marijuana and are in denial that the drug offers negative effects. Emphasize that the drug is being used to escape from problems that persons sometimes refuse to deal with. It gives one a false sense of security.

## Step 3

Provide students with a **FOCUS FOR MEDIA INTERACTION**, by asking your students to log on to The National Institute of Health Website [www.nida.nih.gov/MarijBroch/Marijintro.html](http://www.nida.nih.gov/MarijBroch/Marijintro.html) or locate the website in the Favorites List or Bookmarks. **Click** on NIDA Marijuana Information, Marijuana Facts for Teens, short and long term effects and marijuana sometimes used as a medicine. Ask them to note what systems are affected by Marijuana and are there more negatives than positives?

**\*\*Note:** The following systems are negatively affected: Nervous, Circulatory, Respiratory and Reproductive. The systems affected on the positive side are the Nervous and Digestive.

## Step 4

Ask the students, why do most people who smoke marijuana only want to know about the positive effects? (Answers will vary). Have students list positive effects of Marijuana.

## Step 5

Inform students of well known positive effects of Marijuana. The positive effects include: reduction of intraocular pressure in the eye. Say, “only when it is prescribed by a doctor in controlled amounts does its use remain a positive.”

Provide students with **A FOCUS FOR MEDIA INTERACTION** by asking them to click on <http://www.nida.nih.gov/NIDA Homehtm/> ,1. Teen drug abuse.gov , 2. Facts on Drugs, and 3. Marijuana. Ask them to list four new facts about Marijuana. After your students have read the article and written their responses. **CHECK FOR COMPREHENSION:** Students responses should include: *Marijuana is a green, brown or gray mixture of dried, shredded leaves, stems, seeds and flowers of the hemp plant. Sinsemilla, or hashish and hash oil are stronger forms of marijuana. They all contain THC, the main active chemical in Marijuana. They contain more than 400 other chemicals. It's effects on the user depends on its strength or potency, which is related to the amount of THC.*

### Step 6

Ask your students if they think most teenagers use marijuana? \_Ask for a percentage? (Student responses will vary? Many will give a percentage based on peer association and social environment.) Point out that, according to statistics fewer than one in four high school seniors is a current marijuana user.

### Step 7

Ask students to discuss why marijuana is such a popular drug?

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## LEARNING ACTIVITIES

### Step 1

Ask your students to discuss what visual images come to mind when they hear the word addict? (Students will probably say Alcoholic, and cocaine user.)

### Step 2

Explain to your students that the risk of using cocaine is much greater for those who have tried Marijuana than for those who have never tried it. Scientists are examining the possibility that long term marijuana use may create changes in the brain that may make a person at risk of becoming addicted to other drugs (Gateway drugs) such as alcohol and cocaine.

### Step 3

Insert the video, "Straight", into the VCR. Provide students with a **FOCUS FOR MEDIA INTERACTION** by asking them to identify drugs that lead to addiction in the male and female and what does the head band symbolize? **Start** the **tape** at the Cave where Lou Gossip (Cosmo) sends Ben into a pit to view the evils of Marijuana use. **PAUSE** the tape when Bens says, "Over time marijuana can be come addictive.

**CHECK FOR COMPREHENSION.** Most users do not realize addiction until after the family has been affected, health problems occur, someone ends up in jail or dead.

### Step 4

Ask students to predict how the young boy's friends will respond, now that he is trying to escape the evils of drug use? (answers will vary.) Provide students with a **Focus For Media Interaction** by asking them to check their predictions against the facts in the video segment. **PLAY** the tape until you see a group of students getting high in a parking lot and the bully of the group say, "You have been spying on us" **PAUSE** the tape when Ben says, "I've been finding out about booze and pot". **CHECK FOR STUDENT COMPREHENSION.** Were their predictions correct?

### Step 5

Provide your students with a **FOCUS FOR MEDIA INTERACTION** ask your students to compare a space ship to pot. **START** the tape at the enemy space ships. **STOP** the tape when the space ship explodes and say, pot like the enemy space ships are out to

destroy you. You will become full of aliens (chemicals in pot which can affect the body negatively.)

### **Step 6**

Ask your students if they agree with the video's depiction of the negative effects of marijuana. What did the students notice about the children hanging with the bully? (They were all younger and vulnerable.)

Ask students, How do you think the children felt when they learned of the evils of drugs? Did it make a difference?

### **Step 7**

Ask students to log on to Web site at <http://www.brainpop.com> click on Health, Drug Abuse, Play the movie and then take the quiz. Explain this Web site offers students video and quiz lessons on a variety of subject matters. (Discuss the quiz answers) Provide your students with a **FOCUS FOR MEDIA INTERACTION** by asking them to **Click** on <http://gpb.org/peachstar/streaming>. Primary subject: alcohol tobacco and illegal drugs. Scroll down to Topic Marijuana: The Burning Truth, Stream for 2 minutes and 53 seconds. From a teen perspective, how much of the video segment do you agree or disagree with? (Answers will vary).

## **CULMINATING ACTIVITY**

### **Step 1.**

When presented with the facts on marijuana, students are prepared and knowledgeable enough to make responsible decisions concerning marijuana use. For the next activities, students will debate. "Do the Negative effects of Marijuana out-weigh the positive and is it worth the risk?" Divide the class into two major groups, depending upon class size. One group will take the positive effects and the other group will take the negative effects.

### **Step 2.**

As another assessment of the lesson, allow the students to play marijuana Square. Divide the class into two major groups, if the class is too large allow the winner to compete against another group. Project marijuana square on an LCD panel, overhead or draw on the blackboard. The teacher asks marijuana related questions from the activity sheet. An O or an X gets the Square. Try and block with an X or O. The group with the best two out of three games wins. Each game is worth fifty points.

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## **CROSS-CURRICULAR EXTENSIONS**

### **LANGUAGE ARTS**

Write about a friend, relative or classmate that you are aware of who have experienced the negative effects of drugs. Tell if the person started out with marijuana as a casual

user.

### **MATHEMATICS**

Statistics states that one in four high school seniors is a current marijuana user. Calculate the number of students in your high school who might be using marijuana.

### **SOCIAL STUDIES**

Locate and list the countries where Marijuana is most commonly grown for distribution. Include in your report why these places are ideal for growth and what the U.S. government is doing to curtail distribution to the U.S.

### **TECHNOLOGY**

Search the web for ten or more web sites on marijuana that would be of interest to teens.

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### **COMMUNITY CONNECTIONS**

1, Visit a drug treatment center and interview a counselor about clients and the effects on marijuana as a Gateway Drug.

2. Invite a drug educator to come to class and discuss marijuana as a Gateway drug, Ask the educator to bring in an x-drug user, brochures and videos to class.

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### **STUDENT MATERIALS:**

Pencil

Paper

Computers

VCR

MARIJUANA SQUARE and QUESTIONS

SONG: MARY JANE

## MARIJUANA SQUARE™

<i>M</i>	<i>1A</i>	<i>R</i>
<i>I</i>	<i>J</i>	<i>U</i>
<i>2A</i>	<i>N</i>	<i>3A</i>

### Marijuana Square Questions

This represents a set of sample questions. You can always generate your own. These materials are produced by the National Institute on Drug Abuse, National Institute of Health.

1. Marijuana is made up parts of a \_\_\_\_\_
  - a. hemp plant
  - b. fern
  - c. ivy plant
2. The chemical in marijuana that causes the user to feel “high” is \_\_\_\_\_.
  - a. dopamine
  - b. cannabis sativa
  - c. tetrahydrocannabinol (THC)
3. Pot, grass, chronic and Mary Jane are all slang terms for \_\_\_\_\_.
  - a. the effects of marijuana
  - b. marijuana
  - c. methods of smoking marijuana
4. How many teens smoke marijuana regularly?
  - a. more than half
  - b. fewer than 25%
  - c. fewer than
5. Marijuana users experience short –term memory loss because of the drugs effect on.

- a. the heart
  - b. the hippocampus
  - c. the basal ganglia
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6. Which of the following is an accurate description of marijuana?
- a. the dried, shredded leaves, stems, flowers and seeds of the hemp plant
  - b. juice extracted from the hemp plant
  - c. the roots of the hemp plant
7. Tetrahydrocannabinol, the active ingredient in marijuana, acts on the brain by
- a. coating the skull
  - b. binding to specific receptors
  - c. causing brain tissue to grow
8. While pot, grass, chronic and Mary Jane are slang terms for marijuana, the term for loose marijuana rolled into a cigarette is a \_\_\_\_\_.
- a. joint
  - b. blunt
  - c. bong
9. It is easy to see why fewer than 25% of today's teens are choosing to smoke marijuana. In addition to causing trouble in the brain, smoking marijuana May increase the risk of \_\_\_\_\_.
- a. amputation and obesity
  - b. kidney stones and ruptured appendix
  - c. heart attacks and lung cancer
10. Memory problems associated with marijuana use are due to the THC's action in which part of the brain?
- a. cerebellum
  - b. hippocampus
  - c. dopamine

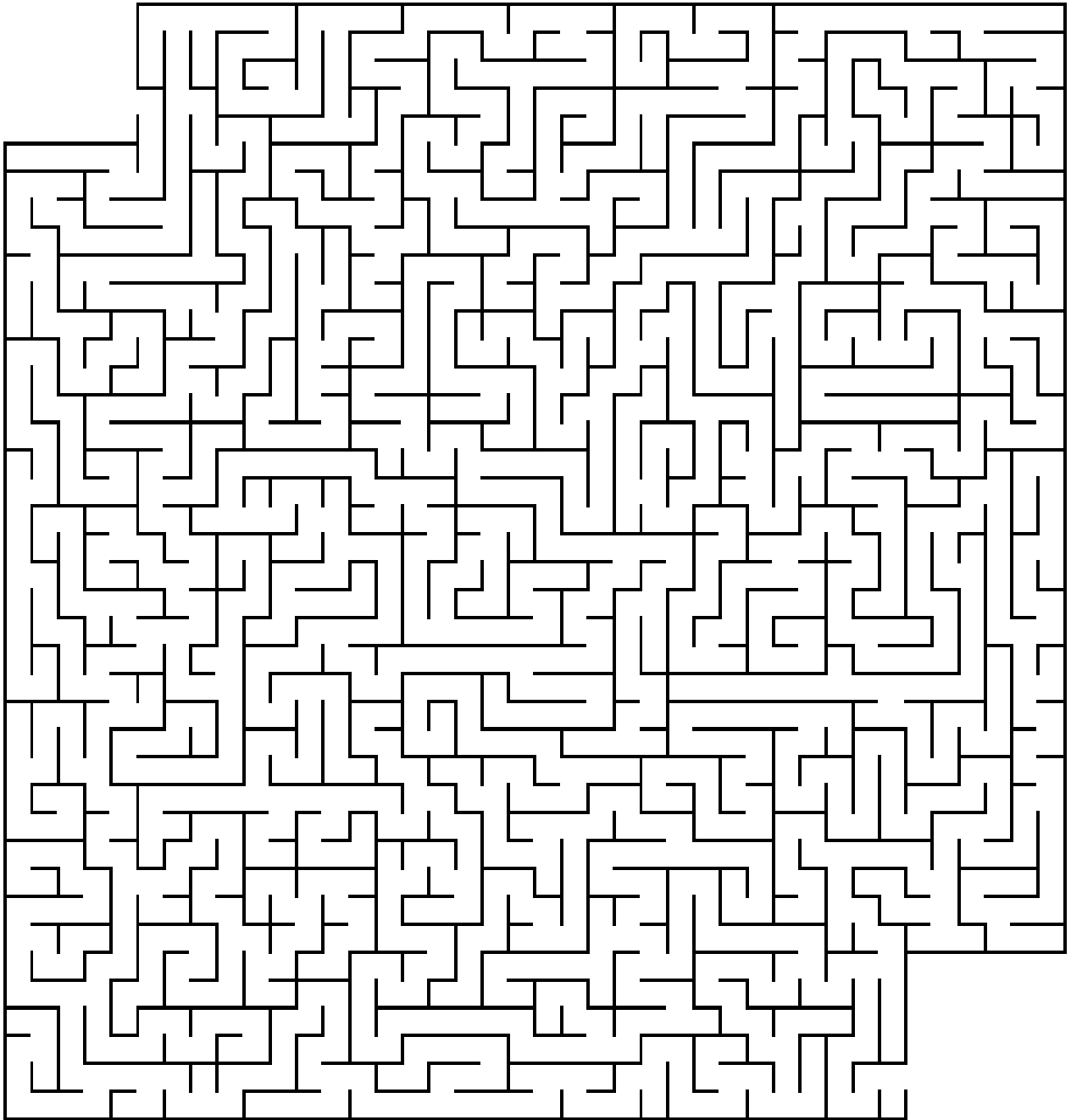
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## **I' M IN LOVE WITH MARY JANE**

### **MATERIALS LIST**

- **Laptops 4-to 6 students**
- **I'm in Love with Mary Jane song by Rick James**
- **Tape Player**
- **VCR**
- **Tape player**



**WHERE'S the BEEF?**

**DIRECTIONS:**

**Each time you answer a question, move your way through the maze  
UNTILL YOU REACH THE HAMBURGER?**

