



## Grade 5 Sample Lesson Plan: Coping with the Influence to Smoke Marijuana

### Objectives/Goals

- Students identify how culture, family, friends, and the media influence health practices *about smoking marijuana*.
- Students explain the benefits of having positive relationships with family, friends, and neighbors.

### Materials

- Graphic Organizer - Health Education-Analyzing Influences-Marijuana
- Prompt and Graphic organizer - Analyzing Influences – Marijuana – Harrison and Carson
- Prompt and Graphic organizer - Analyzing Influences – Marijuana – Peer Attitudes
- Powerpoint-Analyzing Influences-Marijuana

### Steps

#### Lesson Details

##### Lesson Opening

1. Read the objectives of the lesson.
2. Review the meaning of the vocabulary words. Using call sticks,  
Vocabulary word: Identify - “Who can identify five items in the classroom that help you learn?” (Definition: to show who someone is or what something is.)
3. Today, we are learning about the benefits of not using marijuana, to identify if friends pressure you to use or not use marijuana, and what to do about it.

##### During the Lesson

1. Using the power point, give the pre-test to determine current knowledge about marijuana and peer pressure
  - a. Marijuana cigarette is made from the crushed leaves of the cannabis plant. (T)
  - b. THC in marijuana affects your physical health. (T) (lungs - chronic cough, bronchitis - decreased blood pressure, decreased ability to fight off infections)
  - c. Riding your bike after smoking marijuana is safe. (F- THC effects coordination, your senses, and perception of time)
  - d. Because marijuana may cause depression or anxiety, it effects emotional development. (T)
  - e. Using marijuana will not affect your ability to do well in school. (F-THC effects concentration, thought, and memory.) (Nemours, 2018)
  - f. If your friends are users and you use with them, your social health will not be affected. (F- THC may give you feelings of pleasure but the effects interfere in interpersonal relationships.)
  - g. In Massachusetts, people with certain diseases can get a prescription for marijuana. (T)
  
1. Class activity – Use the Graphic Organizer (**Health Education-Analyzing Influences- Marijuana**) to identify the effects of marijuana on emotional, intellectual, physical, and social health.
  
2. Class activity - Scenarios that identify how peers influence healthy and unhealthy behaviors *relating to marijuana*.
  - a. Distribute the scenarios. Students choose to complete a behavioral practice or read the prompt.

**1) Harrison and Carson ( Analyzing Influences – Marijuana – Harrison and Carson)**

**2) Peer Attitudes ( Analyzing Influences – Marijuana – Peer Attitudes)**

- b. In groups, the students identify if the peers have healthy attitudes about marijuana or unhealthy attitudes.
- c. If the attitude is unhealthy, the students identify strategies to cope with the unhealthy attitude in a healthy way.

Lesson Closing

1. Directions: Instruct the students to pack up all their belongings. When settled, ask the following reflective questions.
  - a. Identify examples of the emotional, intellectual, physical, and social health of children *who do not use marijuana*
  - b. Identify how peers influence healthy and unhealthy behaviors *relating to marijuana*.

Exit ticket - What healthy strategy would you use if you were worried about a friend or family member who is smoking marijuana?

**Assessment Idea**

- Formative – Health Education-Analyzing Influences-Marijuana
- Formative – Analyzing Influences – Marijuana – Harrison and Carson
- Formative - Analyzing Influences – Marijuana – Peer Attitudes
- Formative - Exit ticket

**References**

- KidsHealth-Marijuana

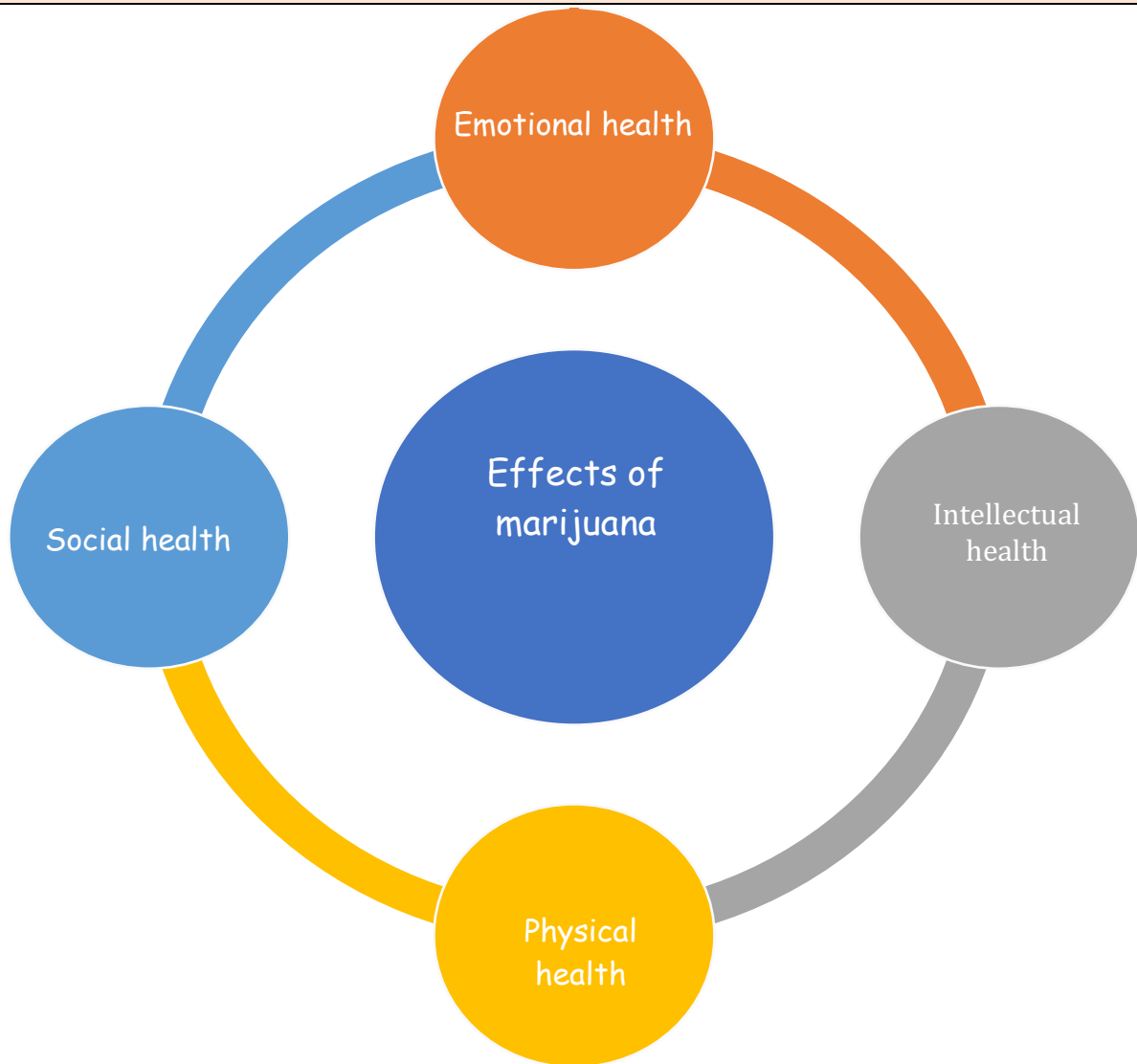
**Handout**

The next page includes a handout for the lesson. The handout is designed for print use only.

## Health Education-Analyzing Influences-Marijuana

Directions:

1. Identify at least one effect of marijuana on each of the components of health.
2. In the reflection box, explain why not using marijuana is good for emotional, intellectual, physical, and social health.



Reflection	
Emotional Health	
Intellectual Health	
Physical Health	
Social Health	

### Analyzing Influences – Marijuana – Harrison and Carson

Directions: Identify if the peers in the prompts have healthy attitudes about marijuana or unhealthy attitudes. If the attitude is unhealthy, the students identify strategies to cope with the unhealthy attitude in a healthy way.

#### Scenario #1



Harrison and Carson ran behind the basketball court to get the ball. They smelled something different and when they looked at the bleachers, a few boys were smoking. Carson said, "Those boys are smoking. They won't last the track and field season." Harrison responded, "That's not tobacco, that smells like marijuana." The boys on the bleachers seemed to be having a good time. They were laughing and joking around. The boys got the ball and went back to the court. Harrison said, "If we go over there, do you think they would give us some?" "Are you crazy! We are not going over there, we are leaving."

1. Identify how the peers on the bleachers influenced healthy and unhealthy behaviors *about marijuana* to Carson and Harrison.

Carson

Harrison	
2. How did Carson cope with Harrison's curiosity about marijuana?	
3. Was Carson's strategy healthy or unhealthy?	

## Analyzing Influences – Marijuana – Peer Attitudes

Directions: Identify if the peers in the prompts have healthy attitudes about marijuana or unhealthy attitudes. If the attitude is unhealthy, the students identify strategies to cope with the unhealthy attitude in a healthy way.

### Scenario #2



Jeana and Melia were walking home from school. They are best friends. Jeana could tell something was wrong with Melia. "Melia, is something wrong? You seem sad today." "I am worried about my sister, Angie. She is behaving strange lately." "What do you mean?" asked Angie. "She doesn't seem to care about school, she is always fighting with our parents but then she acts silly, she has a bad cough but won't go to the doctor, and she is hanging out with new friends." "Sometimes when she walks by me, her clothes smell bad and I know she always leaves the house wearing clean clothes."

Jeana asked who Angie was hanging around with. Jeana knows that group has a reputation for using marijuana. "Maybe Angie is smoking marijuana and that is why she is behaving so strangely." said Jeana. "I never thought my sister would ever use a drug!" Melia said, "What should I do?"

1. Do Jeana and Melia have healthy or unhealthy attitudes about marijuana?



<p>2. Does Melia's sister have a healthy or unhealthy attitude about marijuana?</p>	
<p>3. What strategy would help Melia cope with this situation in a healthy way?</p>	