

# Lesson 3

## LESSON 3

**At the conclusion of this lesson, your students should be able to identify marijuana as an illegal drug and describe its harmful effects on the body.**

**Materials Needed:** Chalkboard  
Copy of Activity Sheet B-3 for every student  
One or more copies of Activity Sheet B-4

**Step I** Write on the chalkboard: **Marijuana**

Ask the students:

*Have you ever heard of marijuana?*

*What are some of the other names that marijuana is called?*

Their responses could include: **pot, grass, reefer, hooter, smoke, joint, and weed.**

Tell the class:

*Marijuana is smoked like a cigarette, but it affects the brain like both cigarettes and alcohol. Marijuana affects the body like cigarettes because it makes the heart beat faster, and because it has 50 percent more tar than cigarettes, it does more damage to the lungs. It can cause the throat to become dry, which makes a person cough. Also, it can cause the eyes to redden.*

*Marijuana affects the brain because it causes people to become sad and confused about time and where they are. Also, they are not able to remember new information, follow directions, or concentrate.*

*Marijuana affects a person's ability to make decisions and to respond quickly when something happens unexpectedly. For instance, if a person who has been smoking marijuana rides a bicycle down the street and a car suddenly backs out of a driveway, that person might have difficulty making a quick decision about what to do in order to keep from being hit by the car.*

*People who smoke marijuana before they become teenagers may have more difficulty learning.*

**Step II**

Ask the students:

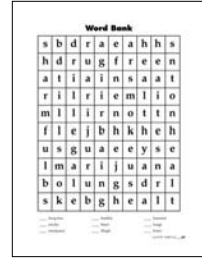
*What are some things that it would be difficult or dangerous for a person to do if that person has been smoking marijuana?*

Their responses could include: **Drive a car, take the correct amount of medicine, swim, cook, read, do homework.**

Emphasize that smoking, buying, or selling marijuana is against the law. It is illegal.

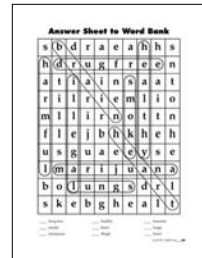
**Step III**

Distribute Activity Sheet B-3, "Word Bank," to every student. Use the word box to find the words listed at the bottom of the sheet. The words read across, from left to right, from top to bottom, and diagonally from top to bottom.



**Step IV**

Display a copy of Activity Sheet B-4, "Answer Sheet to Word Bank," so that the students can check their papers for the correct answers.



# Word Bank

s	b	d	r	a	e	a	h	h	s
h	d	r	u	g	f	r	e	e	n
a	t	i	a	i	n	s	a	a	t
r	i	l	r	i	e	m	l	i	o
m	l	l	i	r	n	o	t	t	n
f	l	e	j	b	h	k	h	e	h
u	s	g	u	a	e	e	y	s	e
l	m	a	r	i	j	u	a	n	a
b	o	l	u	n	g	s	d	r	l
s	k	e	b	g	h	e	a	l	t

\_\_\_ drug free

\_\_\_ smoke

\_\_\_ marijuana

\_\_\_ healthy

\_\_\_ heart

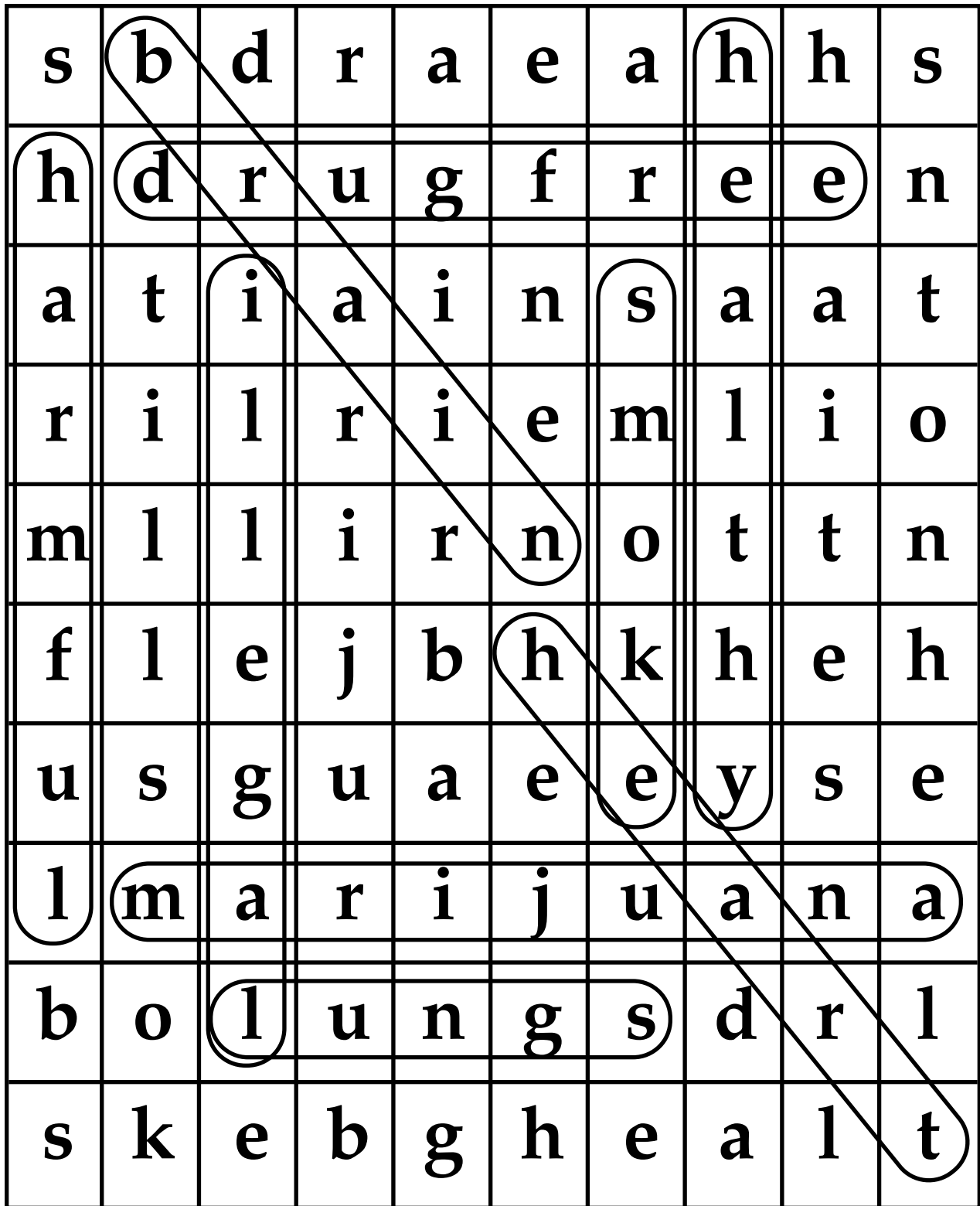
\_\_\_ illegal

\_\_\_ harmful

\_\_\_ lungs

\_\_\_ brain

# Answer Sheet to Word Bank



\_\_\_ drug free

\_\_\_ smoke

\_\_\_ marijuana

\_\_\_ healthy

\_\_\_ heart

\_\_\_ illegal

\_\_\_ harmful

\_\_\_ lungs

\_\_\_ brain