Marijuana: Facts and Decision Making Unit

By,

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FLA 518

Dr. Verplaetse
Introduction
Unit Introduction

1. **Title**: Marijuana: Facts and Decision Making

2. **Grade level**: 7th Grade (Middle School)

3. **Target group**: Specials class that includes mainstream students with integrated ELL students.


5. **Source of lessons**: These are original lesson plans created by Rolando Navarro with some assistance of worksheets from the Middle School Health Teacher Teaching Manual.

6. **List 3-4 learning goals**:
   - I want my students to know the effects Marijuana has on the body.
   - I want my students to know the process of making decisions so they get an idea of how to manage difficult decision making situations.
   - I want my students to know they have options and can feel confident for saying ‘no’ when they don’t want to do something they don’t feel comfortable with.

*These lessons are part of a five day unit.*
Lesson 1
### Content/Knowledge Objectives

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### Language Goals

1. Students will be able to identify and summarize the effects Marijuana use has on the human body

1a. Students will read aloud the Marijuana Facts hand out.

1b. Students will discuss questions about Marijuana’s effects on the human body.

1c. Students will write out a semantic map about the reading.

### Samples of turning the above content/language objectives into performance indicators, based on language proficiency, following the K-12 TESOL Standards.

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# Functional/Notational Chart for Lesson # 1

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<th>Situation</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
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<tbody>
<tr>
<td>Identify</td>
<td>The effects Marijuana use has on the human body.</td>
<td>Marijuana causes (a/an)________.</td>
<td>1a. Memory loss 1b. Increase in sensory perception 1c. Decrease in testosterone production 1d. Lack of focus 1e. Poor balance, posture, and coordination 1f. Lung Cancer 1g. Chest colds and bronchitis</td>
<td>A/ An Distinction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>When Using Marijuana (a/an)________ can occur.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1a-g)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarize</td>
<td>The effects Marijuana use has on the human body.</td>
<td>When the____ (is/are)affected by Marijuana use________ can occur.</td>
<td>2a. lungs 2b. Reproduction System 2c. Brain 2d. Personality 3a. Chest colds and bronchitis 3b. Decrease in testosterone 3c. Increase in sensory experiences 3d. Poor balance, posture, and coordination 3e. Lack of focus 3f. Lung Cancer 3g. Memory loss</td>
<td>Is/ Are Distinction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using marijuana can affect your____ by causing (a/an)________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2a-d)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>(3a-f)</td>
<td></td>
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Marijuana: Facts and Decision Making Unit

Lesson # 1: Marijuana Facts (Class Time 42 min.)

Materials:

- (1) Overhead projector
- (1) Dry/Erase marker
- (1) Eraser
- Pencils (Enough for every student)
- (1) Marijuana Facts hand out for the over head projector. (Make a transparency copy of pages 9-10)
- Marijuana Facts hand out (Intermediate ELL’s and above) (See pages 9-10) *Modified from original lesson
- Marijuana Facts hand out (Speech Emergent ELL level) (See pages 11)*Modified from original lesson
- Marijuana Facts hand out (Early Production-Pre-Production ELL level) (See pages 12) *Modified from original lesson
- Marijuana Facts Sheet (One for each student) (See page 13) *Modified from original lesson
- (1) List of names for groups with language level (See page 14) *Modified from original lesson
- (1) List of sample questions for discussion groups (See page 15) *Modified from original lesson
- (1) List of sentence starters with word bank (See page 16) *Modified from original lesson
- Marijuana Facts Map with a word bank for Early- Production and Pre-Production level students hand outs (See Page 17-18)

Preparation:

- Teacher will make necessary copies of all hand outs
- Teacher will set up the overhead projector
- Teacher will have content and language objectives written on the board
- Teacher will have sentence starters written on the board.
- Teacher will have sample questions on the board for the discussion groups

➢ Content and Language Objectives: (1 min)
  *Modified from original lesson
• The teacher will ask a student to read the content and language objectives for the day's lesson. The content and language objectives are always posted on the front board every day. The teacher will ask another student to describe, in their own words, what the objectives are for the day so the students can demonstrate meaning of the objectives. (Example of teacher question: In your own words or phrases, what are the content/language objectives asking of you to do today?)

➢ Introduction: (5 min.)
  *Modified from original lesson
  • KWL Chart: The teacher will create a KWL chart with the whole class on the board. The teacher will ask the students what they know or want to know about Marijuana, and later on in the lesson the teacher will come back to this KWL chart to fill in what the students have learned about Marijuana after participating in the lesson. The students have the option of participating in their native language if another student in the room can help translate.

➢ Demonstrate how to read the hand out and model how to pick out the important information for each section. Use the hand out for the overhead projector and present on the overhead projector (3 min.) *Modified from original lesson
  • Teacher will read a section from the Marijuana Facts hand out aloud to the class. (See pages 9-10)
  • Teacher will highlight the important information on the hand out for the students.
  • The teacher will do the same thing again with the help of the students. The teacher will read a section aloud to the class and ask for the students to help pick out the important information that should be highlighted. (Example of teacher question: What is important about what I just read? Or what would you highlight, and tell me why it is important?)
  • The teacher will leave the overhead projector on throughout the lesson so the students can use the examples that were demonstrated at the start of the lesson.

➢ Grouping (See page 4): *Modified from original lesson
The teacher will then divide the students into their assigned groups before the teacher hands out any reading materials. The teacher has some prior background knowledge of the students academic and language history, so the teacher will leave a list with the names of the students and their groups. The teacher will try to match up as many level 4 ELL speakers with ELL levels 1, 2, and 3 speakers as possible. The teacher will have to pay close attention to the ELL level 1 speakers, as much as possible, to make sure they are not too confused. (See page 14)
Read the “Marijuana Facts” hand out. Then, take notes from the reading and write them on the “Marijuana Facts Sheet” hand out. (See Pages 9-13) (With the whole class) (15 min.)

*Modified from original lesson

- **Read the Marijuana Facts hand out (See Pages 9-12):** The teacher will pass out the appropriate hand outs for the correct language levels of the students. (The teacher will have this written down somewhere) They will read the hand out and discuss what important information should be underlined or highlighted for that section. **The teacher will model and demonstrate some of the questions that should be taking place in the groups.** The teacher will then refer to them on the board and they will be there throughout the lesson. Examples of questions the students should be asking during discussions:
  - What do you think is important?
  - What should we underline or highlight?
  - Why should we underline or highlight this?
  - What should we write down to remember this?

- **Write Notes on the Marijuana Facts Sheet (See page 13):** Students can highlight or underline the important information for each section, but then they should write in their own words or phrases something to help them remember that topic or section.

- **Write out a Semantic Map about the reading (See pages 17-18) (10 min.)** *Modified from original lesson

  - In groups, students will write out a semantic map about the reading. Students have been introduced to these maps before so they are familiar with how to fill these maps out. Students will use the text as well as the notes they wrote to complete the map.

- **Review in full class the Semantic Map the group made up about the reading. (5 min.)** *Modified from original lesson

  - Students will present back to the class the information they wrote on the Semantic Maps. The students may use the example sentence starters on the board to help them report back to the class their work from the maps. (See page 16)
  - Teacher can ask some of the discussion questions from above for the students to answer. The ELL level 4’s and above will probably be the ones to answer these questions that summarize. (See page 15)
• The teacher can ask questions that require thumbs up or thumbs down response, or yes/no questions so that the lower ELL language students can participate as well. (Examples of these questions are as follows: Marijuana causes lung cancer? Yes/No, or Using Marijuana is bad for your body? Thumbs up/Thumbs down)

➢ Closure (3 min.) *Modified from original lesson
• The teacher will go back to the KWL chart that was started at the beginning of class and ask students what they learned so it could be recorded. Hopefully, some of the questions or things the students wanted to know were answered. If they weren’t then the teacher will try hard to answer any unanswered questions.
• The teacher will then ask another student to read the content and language objectives. The teacher will ask the students if the objectives have been met for the class.
Marijuana Facts (Intermediate level and above)

Effects of Marijuana Use

The Brain

THC works by binding to specific receptors in the brain called “cannabinoid receptors,” which are located throughout the following brain structures:

- **Cerebellum**: THC interferes with the normal function of the cerebellum, which controls balance, posture, and coordination.
- **Hippocampus**: This affects memory by decreasing nerve cell activity in this area. Short-term memory is the first to be affected. Studies on lab animals show conclusive long-term memory damage.
- **Cerebral Cortex**: THC affects areas in the cerebral cortex that are responsible for sensory perception. As a result of marijuana use, sense of taste, sight, smell, hearing, and touch may be altered.
- **Limbic System**: THC produces changes in the limbic system, which governs our emotions. These changes, which are most evident during withdrawal from THC, are similar to those observed after long-term use of cocaine, heroin, and alcohol.

The Lungs

Marijuana leaves contain more coal tar than tobacco leaves, which increases the potential for chest colds, bronchitis, and lung cancer. Because they are smoked farther down and the smoke is held in the lungs longer, two marijuana cigarettes are estimated to have the same cancer causing potential as a pack of regular cigarettes.

The Reproductive System

THC binds to areas of the body with high fat content, such as the testes and ovaries. In males, marijuana may decrease testosterone production to the point that female secondary characteristics, such as breast tissue, may be observed.
Personality

A lack of motivation appears among many chronic users of marijuana. Called the “amotivational syndrome,” this symptom is marked by lack of focus and inability to concentrate on future goals. Some chronic marijuana users become aggressive when questioned about their use. When threatened with loss of their drug, some marijuana users become violent, suggesting dependency.
Marijuana Facts (Speech Emergent Level)

Effects of Marijuana Use

The Brain

THC works by binding to specific receptors in the brain called "cannabinoid receptors," which are located throughout the following brain structures:

- **Cerebellum**: THC interferes with the normal function of the cerebellum, which controls balance, posture, and coordination.
- **Hippocampus**: Short-term memory is the first to be affected and then long-term memory damage.
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- **Limbic System**: THC produces changes in the limbic system, which governs our emotions.

The Lungs

Marijuana leaves contain more coal tar than tobacco leaves, which increases the potential for chest colds, bronchitis, and lung cancer.

The Reproductive System

In males, marijuana may decrease testosterone production

Personality

A lack of motivation appears among many chronic users of marijuana. It also causes a lack of focus and inability to concentrate on future goals.
Marijuana Facts (Early Production-Pre-Production Level)

Effects of Marijuana Use

The Brain

- **Cerebellum**: Marijuana affects balance, posture, and coordination.
- **Hippocampus**: Marijuana affects short-term and long-memory.
- **Cerebral Cortex**: Marijuana affects sense of taste, sight, smell, hearing, and touch may be altered.
- **Limbic System**: Marijuana affects our emotions.

The Lungs

Marijuana causes and increases the potential for chest colds, bronchitis, and lung cancer.

The Reproductive System

In males, marijuana causes decrease testosterone production.

Personality

Marijuana causes a lack of motivation and inability to concentrate on future goals.
Marijuana Facts Sheet

Effects on the Brain

- Cerebellum

- Hippocampus

- Cerebral Cortex

- Limbic System

Effects on the Lungs

Effects on the Reproductive System

Effects on Personality-
List of Students and Language Levels

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Group 1</td>
<td></td>
</tr>
<tr>
<td>2. Group 2</td>
<td></td>
</tr>
<tr>
<td>3. Group 3</td>
<td></td>
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<tr>
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<tr>
<td>5. Group 5</td>
<td></td>
</tr>
<tr>
<td>6. Group 6</td>
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List of Sample Questions for Discussion Groups

- What do you think is important?
- What should we underline or highlight?
- Why should we underline or highlight this?
- What should we write down to remember this?
Identifying: Sentence starters for speech emergent ELL's

- Marijuana causes (a/an)___________.
  (1a-g)

- When Using Marijuana (a/an)__________can occur.
  (1a-g)

1a. Memory loss
1b. Increase in sensory perception.
1c. Decrease in testosterone production.
1d. Lack of focus
1e. Poor balance, posture, and coordination.
1f. Lung Cancer
1g. Chest colds and bronchitis

Summarizing: Sentence starters for intermediate ELL’s

- When the_____ (is/are) affected
  (2a-d)
  by Marijuana use__________
  (3a-f)
can occur.

2a. lungs
2b. Reproduction System
2c. Brain
2d. Personality

- As a result of using marijuana, it can affect your_____ by
  (2a-d)
  causing(a/an)___________.

3a. Chest colds and bronchitis
3b. Decrease in testosterone
3c. Increase in sensory experiences
3d. Poor balance, posture, and coordination
3e. Lack of focus
3f. Lung Cancer
3g. Memory loss
Marijuana Facts Map

- Effects on the brain
- Effects on the Lungs
- Effects on the Reproductive System
- Effects on Personality

Marijuana Causes
Word Bank for the Marijuana Facts Map (For Pre-Production-Early Production)

3a. Chest colds and bronchitis
3b. Decrease in testosterone
3c. Increase in sensory experiences
3d. Poor balance, posture, and coordination
3e. Lack of focus
3f. Lung Cancer
3g. Memory loss
Lesson # 1 Narrative of Changes

When I first started planning this lesson I thought I had done a pretty good job with modifying it and trying to make it comprehensible for a wide range of students. After learning new ways of differentiation, I think I have modified it even more. I followed the same format from the first lesson I planned, but I made a few changes regarding the delivery and materials I used to teach the lesson. I’ve planned it so I was conscious of ELL’s, as well as, all learners.

The first time I planned this lesson I started off by doing a semantic map to find out what the students knew about the topic I was about to teach them, and the direction I needed to go with, based on what I learned from them. I really liked the semantic map idea, but I decided to change the activity to a KWL chart, because with the KWL chart I really get the chance to learn the students’ interests. The KWL chart allows me the opportunity to see what the students know and use the things they want to know as motivation for learning. Also, the KWL chart serves as a good purpose for closure of a lesson because after the content is taught the teacher could go back to the KWL chart to sum up or answer any questions that were not covered in the lesson. The KWL chart serves as a great visual for the students because they get to see what they actually learned from the lesson.

The second thing I modified in this lesson came from observing Dr. Verplaetse in our own class, which is how I plan to introduce the content and language objectives. I use to have a student read the objectives but I never thought to have the students put the objectives in their own words in order to internalize, assess meaning, and understand them. It’s a good opportunity to see if the students really understand what is being asked of them to do for the class period. Sometimes students understand things better when they get to say them in their own words.

The fourth thing I realized I needed to do more of was modeling and demonstrating the activity or task at hand. I demonstrated for them what I wanted them to do so they had a better understanding of what was expected of them. The students really get a better understanding of what is expected of them to do when they get to see it completed in front of them while being explained at the same time. This really helps those students who are visual learners especially for those students who are low level ELL’s who can’t keep up with the English language. Those students heavily rely on visual cues and demonstrations.

The fifth change I made on this lesson was the grouping of students. It is extremely important for the teacher to have a strong understanding of the language levels of the students in the classroom. The lesson should provide a good amount of time for the students to be engaged in discussion in order for the ELL’s to develop the language. If students are not grouped properly then the ELL’s may not get the opportunity to make the verbal exchanges that are necessary for learning the English language. It’s important to group students that are in the ELL
levels 1-3 with students that are in ELL level 4 so the students still get the support in their native language if needed as well as English exposure. This is what I tried to do in this lesson because hopefully the ELL students that are in a low English language level will feel more comfortable participating if they know they can fall back on their native language. I also tried to keep the groups small for the lower level ELL’s because it can be intimidating for them to have to participate in large group settings.

The sixth thing I changed was the length of the reading and discussion. I modified the text so that it was not so lengthy. I also added clip art to it so that when it comes time to write notes the students could match the sections by pictures. This should help the ELL students feel less intimidated about reading because they will not feel like they have to read so much. For the discussion part of the reading activity I tried to give discussion questions so each of the students knew the types of questions that should be taking place during the discussions. I also have them placed on the board for all the students to see. Those questions should have been the language all the students were using during the discussion time including the mainstream students. By doing that it was my attempt to get the ELL’s to participate more knowing everyone would be using the same language through the questions.

The final thing I changed was the semantic mapping. In the old lesson, I had them do the map at the beginning of the lesson but this time around I have them doing it sort of as the last activity to make sense of what they read. The purpose of the semantic map in this activity is for the students to gather their thoughts and make meaning from what they read so they could present it back to the class. I strongly believe this graphic organizer is helpful for a lot of students especially ELL’s because it separates the information nicely and allows the students to focus on one thing at time to put the big picture together. For the lower level ELL’s I’ve created a semantic map with a word bank so they have words to choose from to complete the assigned task. I really wanted to have an illustrated word bank, but for the sake of time I couldn’t complete it and clip art didn’t help me much. When it came time to present back to the class I suggested that the teacher could ask yes/no questions or thumbs up or thumbs down questions so all the students would be able to participate. I also suggested that they could use the expressions on the board to present some of the information on their maps. Lastly, if some students didn’t feel comfortable participating in whole class discussion they could ask the Level 4 or higher students present the information in this setting.

This type of planning requires a lot of work from the teacher but the impact it has on the students is priceless. A lot of students wouldn’t be able to make it through our school system if teachers didn’t have the proper training. I am grateful and appreciative for getting the training and making the difference in someone’s life.
Lesson 2
### Content/Knowledge Objectives
1. Students will be able to explain the steps involved in solving a problem.

### Language Goals
1a. Students will write out a semantic map of possible solutions to a problem situation.
1b. Students will compare positive and negative consequences for each solution to the problem.
1c. Students will defend their decision for their solution to the problem situation.
1d. Students will write out the four steps involved in solving a problem.

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<td><strong>Speaking in groups:</strong> Compare positive and negative consequences to a problem situation</td>
<td>In groups, students will compare positive and negative consequences for each solution to the problem.</td>
<td>In groups, students will compare positive and negative consequences for each solution to the problem using the semantic map for support.</td>
<td>In small groups (Matching with students from level 4), students will compare positive and negative consequences for each solution to the problem and answer yes/no questions or either/or questions to determine which solution they agree with more.</td>
<td>In pairs (Matching with students from level 4), students will listen to others compare positive and negative consequences for each solution to the problem situation by pointing to a solution on the board they agree with the most.</td>
<td>One on one with the teacher, students will listen to others compare positive and negative consequences for each solution to the problem situation by pointing to a solution on the board they agree with the most.</td>
</tr>
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<td><strong>Speaking in class discussion:</strong> Defend decision for their solution to the problem situation.</td>
<td>In a class discussion, students will defend their decision for their solution to the problem situation.</td>
<td>In groups, students will defend their decision for their solution to the problem situation using the semantic map for support.</td>
<td>In small groups (Matching with students from level 4), students will defend their decision for their solution to the problem situation by using words from a word bank.</td>
<td>In pairs (Matching with students from level 4), students will listen to the discussion and defend their decision for their solution to the problem situation by using words from a word bank.</td>
<td>One on one with the teacher, students will write out a semantic map of possible solutions to a problem situation by drawing a picture and matching words from a word bank to them.</td>
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<td><strong>Writing:</strong> Write out a semantic of possible solutions to a problem situation.</td>
<td>In groups, students will write out a semantic map of possible solutions to a problem situation.</td>
<td>In small groups, students will write out a semantic map of possible solutions to a problem situation.</td>
<td>In pairs (Matching with students from level 4), Students will write out a semantic map of possible solutions to a problem situation by using words from a word bank.</td>
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<td>One on one with the teacher, students will write out a semantic map of possible solutions to a problem situation by drawing a picture and matching words from a word bank to them.</td>
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<td><strong>Writing:</strong> Write out four steps involved in solving a problem</td>
<td>In groups, students will write out the four steps involved in solving a problem using the semantic map for support.</td>
<td>In small groups (Matching with students from level 4), students will write out the four steps involved in problem solving by using words from a word bank.</td>
<td>In pairs (Matching with students from level 4), students will write out the four steps involved in problem solving by using words from a word bank.</td>
<td>In pairs (Matching with students from level 4), students will write out the four steps involved in problem solving by using words from a word bank.</td>
<td>One on one with the teacher, students will write out the four steps involved in problem solving by drawing a picture and matching words from a word bank to them.</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expressions</td>
<td>Vocabulary</td>
<td>Grammar</td>
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<tr>
<td>Explain</td>
<td>The steps involved in solving a problem</td>
<td>A possible solution to the problem could be……….</td>
<td>Positive consequences</td>
<td>Adjective</td>
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<td></td>
<td></td>
<td>The positive consequences of this choice are ……..</td>
<td></td>
<td>Verbs</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>The negative consequences of this choice are………..</td>
<td>Negative consequences</td>
<td>Adverbs</td>
<td></td>
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<td></td>
<td></td>
<td>Our decision is……..</td>
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<td></td>
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<td>We made this decision because………..</td>
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<td></td>
<td></td>
<td>The four steps to problem solving are………..</td>
<td>Identify the problem, list possible solutions, compare positive and negative consequences, and make a decision.</td>
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</tbody>
</table>
Marijuana: Facts and Decision Making Unit

Lesson #2: Learning the Four Steps to Problem Solving/Decision Making (Class Time 42 min.)

Materials:

- (1) Overhead projector
- (1) Dry/Erase marker
- (1) Eraser
- Blank white paper (Enough for every student)
- Blank Poster Paper (Enough for every student) *Modified from original lesson
- (6 boxes of crayons) *Modified from original lesson
- Pencils (Enough for every student)
- (1) List of vocabulary words (See page 29) *Modified from original lesson
- Semantic Map Transparency (See page 30) *Modified from original lesson
- Semantic Map hand out (Enough for Intermediate Level Students and Above) (See page 31) *Modified from original lesson
- Semantic Map hand out (Enough for Speech Emergent Level Students) (See page 32) *Modified from original lesson
- Semantic Map hand out (Enough for Early Production and Pre-Production Level Students) (See page 33) *Modified from original lesson
- (1) List of problem situations (See page 34) *Modified from original lesson
- (1) List of sample questions for discussion groups (See page 35) Modified from original lesson
- (1) List of sentence starters with word bank (See page 36) *Modified from original lesson

Preparation:

- Teacher will make necessary copies of all hand outs
- Teacher will set up the overhead projector
- Teacher will have content and language objectives written on the board
- Teacher will have sentence starters written on the board.
- Teacher will have vocabulary words written and defined on the board.
- Teacher will have sample questions written on the board for the discussion groups
- Teacher will have the list of problem situations written on the board
Content and Language Objectives: (1 min)
*Modified from original lesson
- The teacher will ask a student to read the content and language objectives for the day's lesson. The content and language objectives are always posted on the front board every day. The teacher will ask another student to describe in their own words what the objectives are for the day so the students can demonstrate meaning of the objectives. (Example of teacher question: In your own words or phrases, what are the content/language objectives asking of you to do today?)

Introduction: (2 min.)
*Modified from original lesson
- The teacher will introduce the lesson by doing an activity called, 'Take a Stand'. The teacher will introduce the lesson by explaining to the students that they will be learning about problem solving. By doing this activity the teacher will be conducting a pre-assessment about what the students know in regards to problem solving. The teacher will make a statement about problem solving and the students need to decide whether they agree or disagree with the statement. If they agree then they take a stand and if they disagree they will remain seated in their chairs. The teacher will allow enough time to think about their decision before giving the cue (raised hand) to display their decision. The teacher will pick on a couple of students to explain why they agree or disagree. The teacher will listen to the students’ answers and write them on the board but will not comment on them at this point. The teacher is just listening to the students rational at this point.
Example Statements:
- Problem situations have only one solution.
- Solutions have positive consequences.
- Solutions have negative consequences.
- You shouldn’t compare positive and negative consequences before making a decision to the problem.
- The teacher will then introduce and point to the four steps to problem solving that will already be written on the board as part of their vocabulary words. The teacher will discuss the four steps to problem solving on the board. (See page 29)

Teacher will model and demonstrate how to make a semantic map on how to solve a problem using the four problem solving steps. The teacher will use the overhead projector to present the semantic map. (See page 30) (5 min.) *Modified from original lesson
- Teacher will make up a problem situation and then discuss it with the students. (Example: Forgot health homework at home) The teacher will then write down the problem in the designated area on the semantic map. (See page 30)
• Teacher will then model how to think of possible solutions to the problem.
  (Example: List possible solutions of what you could do to solve the problem
  and then narrow it down to three.) When it has been narrowed down to three
  solutions write them down in the designated area on the semantic map. (See page
  30)

• The teacher will then model how to think of positive and negative consequences
  for each solution to the problem situation. The teacher will define what positive
  and negative consequences mean. (Example: Teacher will point to the board
  where the vocabulary words will be written and defined for the students.) (See
  page 29) The teacher may even ask the students what positive and negative
  consequences could be based on the solutions listed. (What positive consequence
  could happen for this solution? Or what negative consequence could happen
  for this solution?)

• Based on the positive and negative consequences a decision needs to be made.
  The teacher will demonstrate how to compare the positive and negative
  consequences for each solution. (Example: Look at the positive and negative
  consequences for each solution and determine which list is longer the positive
  or the negative consequences and determine your answer from that. If the list
  for the negative consequences is longer than the positive consequences then it
  is not a good decision.) The teacher will stress that it is important to make a
  healthy decision in order to solve the problem. The healthy decision should be a
  solution that has the least amount of negative consequences. (See page 30)

• The teacher will leave the overhead projector on throughout the lesson so the
  students can use the examples that were demonstrated at the start of the lesson.

➤ **Grouping: *Modified from original lesson**

The teacher will then divide the students into their assigned groups before the teacher
hands out any materials. The teacher has some prior background knowledge of the
students' academic and language history, so the teacher will try to match up as many level 4
ELL speakers with ELL levels 1, 2, and 3 speakers as possible. The teacher will have to
pay close attention to the ELL level 1 speakers as much as possible to make sure they are
not too confused.

➤ **Semantic Map Activity: (15 min.)** In groups, students will work on creating a semantic
map using the four problem-solving steps in order to solve a problem situation. (See
Pages 31-33) Students will choose one problem from a menu of problem situations that
are written on the board to work with. (See Pages 34)

  *Modified from original lesson*
Create a semantic map using the four problem solving steps in order to solve a problem situation. (See Pages 31-33): The teacher will pass out the materials and appropriate handouts for the correct language levels of the students. They will work together and discuss what should be included in their semantic map. The teacher will model and demonstrate some of the questions that should be taking place in the groups. The teacher will then refer to them on the board and they will be there throughout the lesson. (These are examples of questions the students should be asking during discussions)

- What is a possible solution to this problem?
- Is it a positive or negative consequence?
- Why is it a positive or negative consequence?
- What is our decision?

The students can answer these questions in their groups in different ways in order to accommodate the different language levels. The ELL level 1 students could use their L1 to discuss their answers with the students whose ELL level is 4 and they could communicate with the rest of the group if they speak the same language. The teacher can come by and ask these ELL level 1 students questions that could be answered with a simple thumbs up or thumbs down response such as “Do you think it is a positive consequence?” The ELL level 2 students can answer questions that require a yes/no answers such as “Do you agree that this is a negative consequence?” The ELL level 3 students can use the sentence starters on the board to help them answer questions or communicate in the group discussions. (See page 36)

Review in full class the Semantic Map the group made up about the problem situation. (9 min.) *Modified from original lesson

- Students will present back to the class the information they wrote on the semantic maps. The students may use the example sentence starters on the board to help them report back to the class their work from the maps. (See page 36)
- Teacher can ask some of the discussion questions from above for the students to answer.
- The teacher can ask questions that require thumbs up or thumbs down response, or yes/no questions so that the lower ELL students can participate as well. (Examples of these questions are as follows: Did you agree with the decision your group came up with? Yes/No, or Can problem situations have more than one solution? Thumbs up/Thumbs down)
- The teacher can refer back to the activity at the beginning of the class and repeat the same activity over again to assess students’ answers after participating in the lesson. The teacher can compare previous responses with the new responses to see how much they have changed.
Closure: (10 min.) In the same groups, make a poster that shows or lists the four steps in the correct order on how to solve a problem situation. The poster must have a drawing and the four steps written on the poster. *Modified from original lesson

- Students will work together to make a poster that illustrates the four steps involved to solving a problem.
- The lower level ELL students can make the drawings and the higher level ELL students can write the steps. The lower level ELL students can also write if they want too with the help from the vocabulary list on the board. (See page 29)
- The students will then put their names on their posters and the teacher will collect them to assess if the students understood and learned the content objective for the lesson.
- The teacher will then ask another student to read the content and language objectives. The teacher will ask the students if the objectives have been met for the class and how have they been met.
Vocabulary Words

• **Positive Consequences:** Something good that could happen from a choice that is made.

• **Negative Consequences:** Something bad that could happen from a choice that is made.

Four Steps Involved in Problem Solving:

• **Identify the Problem:** Find out what is wrong.

• **List Possible Solutions:** Think of answers to fix what is wrong.

• **Compare Positive and Negative Consequences:** Take a look at what good things and bad things could happen if you choose one of the solutions.

• **Make a Decision:** Choose a solution. Determine your answer from the list of good things and bad things that could happen from the solution. The better choice should come from the solution that has the least amount of bad things that could happen.
Example of Problem Situation (Transparency)

Problem situation:
Forgot health homework at home

Possible Solution:
Call home and see mom/dad can bring it to school for you.

Consequences:
- Mom/dad will bring it in. (Positive)
- Mom/dad will not bring it in. (Negative)
- Mom might bring you food too. (Positive)

Possible Solution:
Don't do anything and hope the teacher forgets to ask for it.

Consequences:
- The teacher may collect it and you may be in trouble for not having it. Teacher may call parents to report you not having the homework. (Negative)
- Your grade may suffer. (Negative)

Possible Solution:
tell the teacher you forgot your homework and ask if you could turn it in late.

Consequence:
- Teacher may say yes. (Positive)
- Teacher may say no (Negative)
- You may get a detention (Negative)
- Your grade may suffer (Negative)

Decision:
This solution is the best option because it has more positive consequences and you may be able to turn in the homework on time and the teacher will never know you forgot it at home.
Semantic Map for Problem Situation (Intermediate Level and Above)

Problem situation:

Possible Solution:

Possible Solution:

Possible Solution:

Consequences:

Consequences:

Consequences:

Decision:
Semantic Map for Problem Situation (Speech Emergent Level)

Problem situation:

Possible Solution:
A possible solution could be......

Consequences:
A positive consequence is...

Decision:

Possible Solution:

Consequences:
A negative consequence is...

Possible Solution:

Consequences:
Possible Solution: A possible solution could be...

Consequences:
A positive consequence is...
A negative consequence is...

Decision:
Our decision is...
Sample Problem Situations

• Argument with a friend or family member.
• Friend wants you to skip class.
• Another student is bullying you.
• Having a problem making friends.
Sample Questions for Discussion Groups

- What is a possible solution to this problem?
- Is it a positive or negative consequence?
- Why is it a positive or negative consequence?
- What is our decision?
List of Sentence Starters

- A possible solution to the problem could be ........
- The positive consequences of this choice are ........
- The negative consequences of this choice are ..........
- Our decision is .......
- We made this decision because ........
- The four steps to problem solving are .......  **Word Bank**: Identify the problem, list possible solutions compare positive and negative consequences, make a decision.
Lesson # 2 Narrative of Changes

Content and Language Objectives:

I modified how I plan to introduce the content and language objectives. I use to have a student read the objectives but I never thought to have the students put the objectives in their own words in order to internalize, assess meaning, and understand them. It's a good opportunity to see if the students really understand what is being asked of them to do for the class period. Sometimes students understand things better when they get to say them in their own words.

Take a Stand:

I did this activity as an introduction to the lesson as a warm up to lead into the assignment. This was different from the original lesson because I was just asking the students questions aloud and only calling on individual students to assess understanding. In this activity all the students get to participate and I get to assess how the students feel about each statement. There are no wrong answers so students shouldn't have to feel uncomfortable about participating. This also helps ELL's because even if they didn't speak the language they were still able to participate. If another student in the class speaks their L1 then maybe through the student I could communicate with them to explain their decisions.

Modeling and Demonstrating:

I’m trying to do more modeling and demonstrating of the activity or task at hand. I modeled and demonstrated for them how I wanted them to go about doing the semantic map. I walked them through the whole process before having them do it in their groups. I also modeled and demonstrated the types of discussion questions they should be asking each other in their groups. The students really get a better understanding of what is expected of them to do when they get to see it completed in front of them while being explained at the same time. This really helps those students who are visual learners especially for those students who are low level ELL’s who can’t keep up with the English language. Those students heavily rely on visual cues and demonstrations.

Grouping:

It is extremely important for the teacher to have a strong understanding of the language levels of the students in the classroom. The lesson should provide a good amount of time for the students to be engaged in discussion in order for the ELL’s to develop the language. If students are not grouped properly then the ELL’s may not get the opportunity to make the verbal exchanges that are necessary for learning the English language. It’s important to group students that are in the ELL levels 1-3 with students that are in ELL level 4 so the students still get the support in their native language if needed as well as English exposure. This is what I tried to do in this lesson because hopefully the ELL students that are in a low English language level will feel more comfortable participating if they know they can fall back on their native language. I also tried to keep the groups small for the lower level ELL’s because it can be intimidating for them to have to participate in large group settings.
Semantic Map:

The purpose of the semantic map in this activity is for the students to solve a problem using a graphic organizer. The graphic organizer will help students organize the four steps in the problem solving process before making a decision about the problem. This will help the students make meaning from what they are doing so they could present it back to the class. I strongly believe this graphic organizer is helpful for a lot of students especially ELL’s because it separates the information nicely and allows the students to focus on one thing at time to put the big picture together. For the lower level ELL’s I’ve created a semantic map with sentence starters and images so they have a place to begin to complete the assigned task. I really enjoy differentiating these maps because all the students in the class can participate with mapping and the content is not watered down. All the students in the class can participate in the lesson and these graphic organizers really help the students understand the material without confusion.

Discussions:

For the discussion part of the activity I tried to give discussion questions so each of the students knew the types of questions that should be taking place during the discussions. I also have them placed on the board for all the students to see. Those questions should have been the language all the students were using during the discussion time including the mainstream students. By doing that it was my attempt to get the ELL’s to participate more knowing everyone would be using the same language through the questions. As for the class discussion, I tried to differentiate the types of responses I would expect from the different language levels of students. For example I might allow lower ELL students to answer yes/no questions or thumbs up/down questions while the higher ELL students would be answering in full sentences.

Poster Project:

I have the students completing a poster project in groups so they can show me that they understood what the content objective was for the lesson. This allows those ELL students who don’t speak the English language an opportunity to participate even more because they have the ability to illustrate their understanding of the content. The higher level ELL students can contribute by writing the words on the poster or even communicating with the students in their L1 if they speak the language to communicate what they want to illustrate on the poster to convey understanding of the four steps of problem solving. This assignment is great for the ELL students because it’s opportunity for them to shine and show their talents or strengths even though they can’t speak the language.
Lesson 3
### Content/Knowledge Objectives

1. Students will be able to apply the different ways to say no through decision making situations about Marijuana.

### Language Goals

1a. Students will read aloud the Ways to Say No hand out.
1b. Students will discuss other examples of saying no.
1c. Students will role-play their group generated ways to say no.

### Samples of turning the above content/language objectives into performance indicators, based on language proficiency, following the K-12 TESOL Standards.

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Nearly Fluent</th>
<th>Intermediate</th>
<th>Speech</th>
<th>Early Production</th>
<th>Pre-production</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading:</strong> Read aloud the Ways to Say No hand out</td>
<td>Students will read aloud the Ways to Say No hand out to the whole class.</td>
<td>Students will read aloud the Ways to Say No hand out to the whole class, but the teacher will pre-assign the reading as homework for the students the night before.</td>
<td>In small groups (Matching with students from level 4), students will listen to others reading aloud the Ways to Say No hand out while following along in the text. They will circle words they don’t know.</td>
<td>In pairs (Matching with students from level 4), students will listen to others reading aloud the Ways to Say No hand out while following along in the text. They will circle the important words.</td>
<td>One on one with the teacher, students will listen to others reading aloud the Ways to Say No hand out while following along in the text. They will circle words they know or hear.</td>
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<tr>
<td><strong>Speaking:</strong> Discuss other examples of saying no</td>
<td>In a class discussion, students will discuss other examples of saying no in full sentences.</td>
<td>In small groups (Matching with students from level 4), students will discuss other examples of saying no using the text and work sheets for support.</td>
<td>In pairs (Matching with students from level 4), students will discuss other examples of saying no with yes or no answers, either/or answers, or with the help of a word bank.</td>
<td>One on one with the teacher, students will discuss other examples of saying no by using listening guides that will help them circle words or phrases they know.</td>
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<td><strong>Speaking:</strong> Group generated ways to say no.</td>
<td>In groups, students will role-play their group generated ways to say no.</td>
<td>In small groups (Matching with students from level 4), students will role-play their group generated ways to say no with support from sentence starters.</td>
<td>In pairs (Matching with students from level 4), students will role-play their group generated ways to say no by gestures or actions, and using words from a word bank.</td>
<td>One on one with the teacher, students will role-play their group generated ways to say no by using gestures or actions only.</td>
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</table>
## Functional/Notational Chart for Lesson # 3

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Apply    | The different ways to say no through decision making situations about Marijuana. | **We chose to _____ (1a-1f)** as a way to say no to marijuana. **_____ (1a-1f) is an example of a way to say no to marijuana.** | 1a. Say no firmly  
1b. Repeat the word no over and over  
1c. Give an excuse  
1d. Avoid or leave the situation  
1e. Find friends who feel the same way you do  
1f. Tell your friends, “I have made a decision” | Verbs  
Adverbs  
Nouns |
Marijuana: Facts and Decision Making Unit

Lesson # 3: Learning to Say No (Class Time 42 min.)

Materials:

- (1) Overhead projector
- (1) Dry/Erase marker
- (1) Eraser
- Pencils (Enough for every student)
- (1) List of vocabulary words that are defined (See page 47) *Modified from original lesson
- (1) Ways to Say No (Transparency) (See page 48) *Modified from original lesson
- Ways to say No hand out (Enough for Intermediate Level and Above students) (See page 49-50) *Modified from original lesson
- Ways to say No hand out (Enough for Speech Emergent level students) (See page 51) *Modified from original lesson
- Ways to say No hand out (Enough for Early Production-Pre-Production level students) (See page 52) *Modified from original lesson
- (1) List of sentence starters with phrase bank (See page 53) *Modified from original lesson
- (1) List of sample questions for discussion groups (See page 54) *Modified from original lesson
- Copies of Marijuana Decision Making Situations (6 different Situations) (See pages 55-59) *Modified from original lesson

Preparation:

- Teacher will make necessary copies of all hand outs
- Teacher will set up the overhead projector
- Teacher will have content and language objectives written on the board
- Teacher will have sentence starters written on the board.
- Teacher will have vocabulary words written and defined on the board.
- Teacher will have sample questions written on the board for the discussion groups

➤ Content and Language Objectives: (1 min.)
*Modified from original lesson

- The teacher will ask a student to read the content and language objectives for the days lesson. The content and language objectives are always posted on the front
board every day. The teacher will ask another student to describe in their own words what the objectives are for the day so the students can demonstrate meaning of the objectives. (Example of teacher question: In your own words or phrases, what are the content/language objectives asking of you to do today?)

➢ Introduction: (5 min.)
   *Modified from original lesson
   - KWL Chart: The teacher will create a KWL chart with the whole class on the board. The teacher will ask the students what they know or want to know about ways to say no to Marijuana, and later on in the lesson the teacher will come back to this KWL chart to fill in what the students have learned about the ways to say no to Marijuana after participating in the lesson. The students have the option of participating in their native language if another student in the room can help translate.
   - The teacher will then introduce the different ways to say no that they will be learning and point to them on the board because they will already be written there as vocabulary words. (See page 47)

➢ Teacher will model and demonstrate how to read the Ways to Say No hand out and pick out the important information so the students can jigsaw and teach it back to their classmates. The teacher will use the overhead projector to present the Ways to Say No Transparency hand out to the students. (See page 48) (5 min.) *Modified from original lesson
   - Teacher will read a section from the Ways to Say No hand out aloud to the class. (See page 48)
   - Teacher will highlight the important information on the hand out for the students.
   - The teacher will do the same thing again with the help of the students. The teacher will read a section aloud to the class and ask for the students to help pick out the important information that should be highlighted. (Example of teacher question: What is important about what I just read? Or what would you highlight, and tell me why it is important?)
   - The teacher will leave the overhead projector on throughout the lesson so the students can use the examples that were demonstrated at the start of the lesson.
   - The teacher will then model and demonstrate how the students should teach the information back to their peers. The teacher will give the students a sentence starter to help the students teach the information back to their peers. The teacher will point to a sentence starter that will be written on the board for the students to use. (See Page 53) (Example: _______ is an example of a way to say no to marijuana.) The teacher will then ask the students either to read or explain in their own words the example the hand out gives for using the way to say no. (For
Example: The way to say no is to ignore the problem/act dumb and the examples that the hand out gives is to say “Huh? Yeah, right? Say What?”

- Once the students teach back to their peers they will listen and pay attention to their peers teach back to them.
- The teacher will model how to listen and pay attention by asking students to make eye contact with the students that are teaching, to follow along on their hand outs, or suggesting the students ask their peers questions about what they just learned from the teach back.

➢ Grouping: *Modified from original lesson
The teacher will then divide the students into their assigned groups before the teacher hands out any materials. The teacher has some prior background knowledge of the students academic and language history so the teacher will try to match up as many level 4 ELL speakers with ELL levels 1, 2, and 3 speakers as possible. The teacher will have to pay close attention to the ELL level 1 speakers as much as possible to make sure they are not too confused.

➢ Jigsaw Activity: (5 min.) In groups, students will work on reading the ‘Ways to Say No’ hand out and pick out the important information to teach back to their peers. Each group will choose to learn one way to say no and to teach it back to their peers. (See Pages 49-52) *Modified from original lesson

- Each group will choose to learn one way to say no and teach it back to their peers. (See Pages 49 -52) The teacher will pass out the materials and appropriate hand outs for the correct language levels of the students. They will read the hand out and discuss what important information should be underlined or highlighted for their way to say no. The teacher will model and demonstrate some of the questions that should be taking place in the groups. The teacher will then refer to them on the board and they will be there throughout the lesson. Examples of questions the students should be asking during discussions:
  - What do you think is important?
  - What should we underline or highlight?
  - Why should we underline or highlight this?
  - What should we say when we teach this?

- The students can answer these questions in their groups in different ways in order to accommodate the different language levels. The ELL level 1 students could use their L1 to discuss their answers with the students whose ELL level is 4 and they could communicate with the rest of the group if they speak the same language. The teacher can come by and ask these ELL level 1 students questions that could be answered with a simple thumbs or thumbs down response such as
“Do you think it is a good way to say no to marijuana?” The ELL level 2 students can answer questions that require a yes/no answers such as “Do you agree that this is important to underline?” The ELL level 3 students can use the sentence starters on the board to help them answer questions or communicate in the group discussions. (See page 53)

- They will work together and discuss how they will teach it back to their peers. (Students can use the sentence starter on the board if they need it.)

➤ **Jigsaw Activity Continued:** (5 min.) Review in full class the ways to say no. Students will teach back the way to say no that they learned about in their groups. *Modified from original lesson*

- Students will teach back the way to say no that they learned about in their groups. They can do it from their seats or from the front of the classroom. They have the option of modeling it, reading it, or explaining it in their own words. The whole group can present it or one member from each group could be the reporter. The students can decide how they want to teach it back to their peers.

- The teacher will give the students a sentence starter to help the students teach the information back to their peers if they want to use it. The teacher will point to a sentence starter that will be written on the board for the students to use. (See Page 53) (Example: _______ is an example of a way to say no to marijuana.) The teacher will then ask the students give the example the hand out uses for applying this way to say no in action. (For Example: The way to say no is to ignore the problem/act dumb and the examples that the hand out gives is to say “Huh? Yeah, right? Say What?”)

- The sentence starters with the help of a word bank will assist the lower level ELL students with participating in the project.

- The teacher can also ask questions that require thumbs up or thumbs down response, or yes/no questions so that the lower ELL students can participate as well. (For Example: Do you think it is a good way to say no?)

➤ **Marijuana Decision Making Situations Role-Play:** (15-16 min.) (See pages 55-59) *Modified from original lesson*

- The teacher will pass out one decision making situation to each group.

- In the same groups, students will work together to read a marijuana decision making situation and apply one of the examples of ways to say no to the situation. The students will have the option of choosing the way to say no from the ones they learned from the jigsaw activity. They are also written on the board if they need to refer back to it. The students will have to come up with their own examples of the ways to say no to role-play for the class. (For example: The way to say no is to give an excuse. The students will have to role-play giving
their personalized excuse and not one that is provided by the hand out. Also, the students can’t say I am going to give an excuse because they have to role-play the way to say no and not just say the way to say no.)

- The lower level ELL students can participate in this activity even if they are only making gestures or saying one word, which is no. Some ELL students can even use sentence starters if they needed too. This activity is a great opportunity for the ELL students to learn from visual representations because of all the movement and action happening in front of them especially coming from their peers. The ELL students will have the support of their peers when they are role-playing and they will be learning from each other.
- In the groups the students will discuss the different examples of how to role-play the ways to say no for their option. The students will have to decide as group which example they will be role-playing in front of the class.
- When the students begin to role-play one student can narrate the situation or they could role-play it without the narration.
- When the students are finished with role-playing their situation then the rest of the students will get the opportunity to guess the option the group chose for saying no to the marijuana decision making situation.

➢ Closure: (5 min.) *Modified from original lesson
- The teacher will go back to the KWL chart that was started at the beginning of class and ask students what they learned so it could be recorded. Hopefully, some of the questions or things the students wanted to know were answered. If they weren’t then the teacher will try hard to answer any unanswered questions.
- The teacher will then ask another student to read the content and language objectives. The teacher will ask the students if the objectives have been met for the class and how have they been met.
Vocabulary Words

- **Say no firmly**: To say no strongly and mean it.
- **Repeat the word no over and over**: To say no a lot times.
- **Give an excuse**: Make up a reason for not doing something.
- **Avoid or leave the situation**: To ignore or walk away from a situation.
- **Find friends who feel the same way you do**: To have friends that share the same interests.
- **Tell your friends, “I have made a decision”**: To make up your mind to do something.
Ways to Say No (Transparency)

• **Change the subject.**

  **Example:** If the conversation begins to drift to the topic of drug use, subtly change the subject.

  - “Hey, let me tell you how wasted I got last week.”

  - “Speaking of wasted, did you see how Stone Cold Steve Austin ‘wasted’ the Undertaker on WWE last night?”

• **Delay your decision.**

  **Example:** If you’re being pressured, this skill buys you time and temporarily, at least, gets you off the hook. Responses include: in a minute; catch me later; not yet.
Ways to Say No
(Intermediate Level and Above)

➢ Say no firmly.

Example: When you are asked or pressured to do something you don’t want to do, say no firmly and convincingly. Sometimes it’s best to say no and physically turn away.

➢ Repeat the word no over and over.

Example: If teased or called a name, don’t counter with your own “put downs”; just continue to repeat the word no. Usually, the other person eventually gets tired and leaves.

➢ Give an excuse. (a believable one)

Examples:

- I tried it once, and when I got home, my folks could smell smoke on my clothes, and I was grounded for a week.

- I tried smoking a couple of times and always got sick. The doctor said I’m probably allergic to tobacco smoke.

- I’ve got a cold sore in my mouth, and everything hurts.

➢ Avoid or leave the situation.

Example: When in an unfamiliar setting such as a party, scan the rooms to see what people are doing. Many times the tobacco users hang out by themselves. Avoid these people while looking for those who share your values to talk to. If you find yourself getting pressured or just feel uncomfortable with what is going on around you, say that you have to meet someone (or will be back later) and then leave immediately.

➢ Suggest an alternative activity.

Example: Invite your friends to do something else, which leaves the door to the friendship open.

- I’m hungry, who wants to get something to eat with me?

➢ Find friends who feel the same way you do.
**Example:** There really is safety in numbers, especially if the “numbers” (your friends) share your beliefs and values about not doing certain things. For example, at a party, you and your friends can watch out for each other. A person is much less likely to try to pressure you when you are surrounded by a “wall” of your friends.

➢ **Tell your friends, “I have made a decision.”**

**Example:** The best decision for your health is to be tobacco free. If you’re clear about your decision, your friends may stop pressuring you.
Ways to Say No (Speech Emergent Level)

- **Say no firmly.**
  
  **Example:** When you are asked or pressured to do something you don’t want to do, say no firmly and convincingly. Sometimes it’s best to say no and physically turn away.

- **Repeat the word no over and over.**
  
  **Example:** If teased or called a name, just continue to repeat the word no. Usually, the other person eventually gets tired and leaves.

- **Give an excuse. (a believable one)**

  Examples:

  - I tried it once, and when I got home, my folks could smell smoke on my clothes, and I was grounded for a week.
  
  - I’ve got a cold sore in my mouth, and everything hurts.

- **Avoid or leave the situation.**

  **Example:** Many times the tobacco users hang out by themselves. Avoid these people while looking for those who share your values to talk to.

- **Suggest an alternative activity.**

  **Example:** Invite your friends to do something else, which leaves the door to the friendship open.

  - I’m hungry, who wants to get something to eat with me?

- **Find friends who feel the same way you do.**

  **Example:** There really is safety in numbers, especially if the “numbers” (your friends) share your beliefs and values about not doing certain things.

  - A person is much less likely to try to pressure you when you are surrounded by a “wall” of your friends

- **Tell your friends, “I have made a decision.”**

  **Example:** The best decision for your health is to be tobacco free. If you’re clear about your decision, your friends may stop pressuring you.
Ways to Say No
(Early-Production- Pre-Production Level)

➢ Say no firmly.
Example: Say no firmly and convincingly. Sometimes it’s best to say no and walk away.

➢ Repeat the word no over and over.
Example: Just continue to repeat the word no. The other person eventually gets tired and leaves.

➢ Give an excuse. (a believable one)
Example: I tried it once, my folks could smell smoke on my clothes, and I was grounded for a week.

➢ Avoid or leave the situation.
Example: Avoid people or situations you don’t want to be in.

➢ Suggest an alternative activity.
Example: Invite your friends to do something else.

➢ Find friends who feel the same way you do.
Example: Find friends who share your beliefs and values about not doing certain things.

➢ Tell your friends, “I have made a decision.”
Example: If you’re clear about your decision, your friends may stop pressuring you.
List of Sentence Starters

- We chose to ____ as a way to say no to marijuana.

- ____ is an example of a way to say no to marijuana.

Phrase Bank

- Say no firmly
- Repeat the word no over and over
- Give an excuse
- Avoid or leave the situation
- Find friends who feel the same way you do
- Tell your friends, “I have made a decision”
Sample Questions for Discussion Groups

- What do you think is important?

- What should we underline or highlight?

- Why should we underline or highlight this?

- What should we say when we teach this?
Marijuana Decision Making Situations # 1
(Making the Grade)

You have always wanted to get good grades and perform well on tests. At the same time, you want to stay “connected” to friends who have pressured you to smoke weed. There is just not enough time to prepare well for school and also hang out with this group of friends. If you do use marijuana, it clouds your mind and makes it difficult to do well on tests.

What will you decide?

What way to say no will you use?

What will you tell your friends?
Marijuana Decision Making Situations # 2
(This is Your Life)

A friend tries to persuade you to smoke marijuana, arguing that it lets you chill and really relax. An older friend that you respect told you that when you are high you are so laid back you are more likely to do something really stupid. You might do something you could regret for the rest of your life, such as having unprotected sex or possibly causing a car accident.

Who are you going to believe?

What will you say to the friend who is urging you to smoke?

What way to say no will you use?
Marijuana Decision Making Situations # 3
(Power Play)

You are hoping to qualify for a new record in your sport this year. Recently you were also invited to smoke marijuana by a group of students you think are cool. You know that along with the “high” from marijuana comes a lack of coordination and energy, difficulty paying attention, and anxiety.

What will you decide?

Will you decide to make the team or be part of the party scene?)

What way to say no will you use?

Just Say NO!
Marijuana Decision Making Situations # 4
(Financial Freedom)

You have been working an after-school job and have spending money for some fun stuff, like CD's and movies. You have been putting some money away for that big-ticket item you have always wanted. Now, some friends want you to spend money on weed, and you know it is not cheap.

What is it worth to you?

How will you explain your decision?

What way to say no will you use?
Marijuana Decision Making Situations # 5
(Trusting Ties)

You want to belong. You love your family, but when friends you think are cool offer you some weed, you make the decision to smoke it; and now you find yourself lying to your family. Feeling high also makes it difficult to communicate with people who are not high. You find that you are fighting more at home. Friends who do not use drugs say you seem distant and think you do not like them.

Is smoking marijuana worth trading for the trust of your friends and family?

How will you explain your answer to everyone involved (friends and family)?

What way to say no will you use?
Lesson # 3 Narrative of Changes

Content and Language Objectives:

I modified how I plan to introduce the content and language objectives. I used to have a student read the objectives but I never thought to have the students put the objectives in their own words in order to internalize, assess meaning, and understand them. It's a good opportunity to see if the students really understand what is being asked of them to do for the class period. Sometimes students understand things better when they get to say them in their own words.

KWL Chart:

The first time I planned this lesson I didn’t have an introduction activity. I just described what the students were going to do for the lesson. I decided to do another KWL chart with the students because with the KWL chart I really get the chance to learn the students’ interests. This is extremely important to me because even though I have to teach specific curricula I want the students to be involved in their learning as much as possible. The KWL chart allows me the opportunity to see what the students know and use the things they want to know as motivation for learning. Also, the KWL chart serves as a good purpose for closure of a lesson because after the content is taught the teacher could go back to the KWL chart to sum up or answer any questions that were not covered in the lesson. The KWL chart serves as a great visual for the students because they get to see what they actually learned from the lesson.

Modeling and Demonstrating:

I'm trying to do more modeling and demonstrating of the activity or task at hand as demonstrated in all three lessons now. I modeled and demonstrated for them how I wanted them to go about reading and picking out the important information on the Ways to Say No hand out. I walked them through the whole process before having them do it in their groups. I also modeled and demonstrated what it would look like when they teach back to their peers and what their peers should be doing while they are listening to their peers teach back. I also modeled and demonstrated the types of discussion questions they should be asking each other in their groups. The students really get a better understanding of what is expected of them to do when they get to see it completed in front of them while being explained at the same time. This really helps those students who are visual learners especially for those students who are low level ELL's who can’t keep up with the English language. Those students heavily rely on visual cues and demonstrations.

Grouping:

It is extremely important for the teacher to have a strong understanding of the language levels of the students in the classroom. The lesson should provide a good amount of time for the students to be engaged in discussion in order for the ELL’s to develop the language. If students are not grouped
properly then the ELL's may not get the opportunity to make the verbal exchanges that are necessary for learning the English language. It's important to group students that are in the ELL levels 1-3 with students that are in ELL level 4 so the students still get the support in their native language if needed as well as English exposure. This is what I tried to do in this lesson because hopefully the ELL students that are in a low English language level will feel more comfortable participating if they know they can fall back on their native language. I also tried to keep the groups small for the lower level ELL's because it can be intimidating for them to have to participate in large group settings.

Jigsaw:

The purpose of a jigsaw activity is to take a big topic and divide it into smaller sections. The smaller sections then get learned by the students individually or in small groups. Either way, the smaller sections of the topic get presented back to the whole group to piece the larger topic back together again. The ELL students get to participate in these activities in multiple ways because they may be able to draw, paste, recite, or even role play their understanding of the objectives. This gives the ELL students multiple opportunities to succeed in my classroom. The jigsaw strategy also allows the students to master a topic and become the teacher. This shows the students that they have ownership of their learning and they will get what they put into it. This is also good for the ELL students because it becomes a smaller task for them and they can focus their attention on a smaller amount of work instead of being responsible for a large amount of work they may not even understand.

Discussions:

For the discussion part of the activity I tried to give discussion questions so each of the students knew the types of questions that should be taking place during the group discussions. I also have them placed on the board for all the students to see. Those questions should have been the language all the students were using during the discussion time including the mainstream students. By doing that it was my attempt to get the ELL’s to participate more knowing everyone would be using the same language through the questions. As for the class discussion, I tried to differentiate the types of responses I would except from the different language levels of students. For example I might allow lower ELL students to answer yes/no questions or thumbs up/down questions while the higher ELL students would be answering in full sentences.

Role Playing:

I have the students' role playing in groups as the last activity of the lesson because I want the students to demonstrate knowledge of the ways to say no in a more realistic situation. I could simply have the students list the ways to say no, test them, or even have them create a poster, but I chose for them to role play because it may bring better understanding of the ways to say no if they have to physically practice applying them to realistic situations. Having the students participate in the role play is a more successful activity for the ELL students because they are not asked to write anything or even speak. They can demonstrate their knowledge of the content in other ways such as gestures or physically acting things out with their bodies. The reason I believe this is different from the original lesson is because I now have a
different expectation of the students in regards to what they are capable of producing. I have a better understanding of how to differentiate the role play to allow the students to demonstrate their knowledge of the objectives. I didn’t have this knowledge when I planned this in the original lesson and I expected different results from the students not paying any attention to the different levels of English proficiency.
Checklists
FLA 518: Sheltered ELL Strategies Checklist

Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>SHELTERED STRATEGIES</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Contextualize Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. A. Build and Activate Background Knowledge</td>
<td>5, 7</td>
<td>23, 24</td>
<td>25, 26</td>
</tr>
<tr>
<td>I.B. Develop Vocabulary</td>
<td>16</td>
<td>23, 24</td>
<td>26</td>
</tr>
<tr>
<td>I. C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>5, 6, 7</td>
<td>23, 24</td>
<td>25, 26</td>
</tr>
<tr>
<td>I.D. Model (Instructions, Processes)</td>
<td>5, 6</td>
<td>23, 24</td>
<td>25</td>
</tr>
<tr>
<td>I.E. Create Opportunities To Negotiate Meaning/Check Understanding</td>
<td>5, 6, 7</td>
<td>23, 24</td>
<td>25, 26</td>
</tr>
<tr>
<td>II. Make Text Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.A. Intentional Use of Graphic Organizers</td>
<td>5, 6, 7</td>
<td>23, 24</td>
<td>25</td>
</tr>
<tr>
<td>II.B. Modify Written Text</td>
<td>6</td>
<td>23, 24</td>
<td>25</td>
</tr>
<tr>
<td>III. Make Talk Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.A. Pace Teacher’s Speech</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.B. Use of Listening Guides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.C. Use of Word Walls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.D. Frame Main Ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.E. Check for Understanding</td>
<td>5, 6, 7</td>
<td>23, 24</td>
<td>25, 26</td>
</tr>
<tr>
<td>IV. Engage: Opportunities for Output</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.A. Use Teacher Questioning and Response Strategies</td>
<td>5, 6, 7</td>
<td>23, 24</td>
<td>25</td>
</tr>
<tr>
<td>IV.B. Practice Instructional Conversations</td>
<td>5, 6, 7</td>
<td>23, 24</td>
<td>26</td>
</tr>
<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V.A. Use questions appropriate for language proficiency levels in conversations, activities, and assessments</td>
<td>7</td>
<td>25, 26</td>
<td>40, 41</td>
</tr>
<tr>
<td>VI. Give Students Voice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI. A. Challenge students to produce extended talk</td>
<td>6, 7</td>
<td>23, 25</td>
<td>26</td>
</tr>
<tr>
<td>VI. B. Model Language for Oral and Written Production</td>
<td>5, 6, 7</td>
<td>24, 25</td>
<td>26</td>
</tr>
<tr>
<td>VI. C Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td>6, 7</td>
<td>24, 25</td>
<td>26</td>
</tr>
</tbody>
</table>
## Functions and Grammar Checklists

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify</td>
<td>1</td>
</tr>
<tr>
<td>• Summarize</td>
<td>1</td>
</tr>
<tr>
<td>• Explain</td>
<td>2</td>
</tr>
<tr>
<td>• Apply</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A/ An Distinction</td>
<td>1</td>
</tr>
<tr>
<td>• Is/ Are Distinction</td>
<td>1</td>
</tr>
<tr>
<td>• Adjectives</td>
<td>2</td>
</tr>
<tr>
<td>• Verbs</td>
<td>2, 3</td>
</tr>
<tr>
<td>• Adverbs</td>
<td>2, 3</td>
</tr>
<tr>
<td>• Nouns</td>
<td>3</td>
</tr>
</tbody>
</table>
Original Lessons
Marijuana: Facts and Decision Making Unit (Lesson # 1)

Lesson # 1: Marijuana Facts (Class Time 42 min.)

1. Introduction/ Pre-Assessment: Concept map. (5-7 min.)

2. Demonstrate how to read the hand out and pick out the notes from each section. (3 min.)

3. Read the “Marijuana Facts” hand out. Then, take notes from the reading and write them on the “Marijuana Facts Sheet” hand out. (With the whole class) (25 min.)

4. Review the concept map from the beginning of the class to compare what the student’s knew before reading the facts about Marijuana to what they learned after reading the facts. (5-6 min.)

5. Closure (1 min.)
Marijuana Fact Sheet

1. Source

2. How Used

3. Medical Uses

4. Effects on the Brain
   a. Cerebellum
   b. Hippocampus
   c. Cerebral Cortex
   d. Limbic System

5. Effects on the Lungs

6. Effects on the Reproductive System

7. Effects on Personality
Marijuana Facts

Marijuana is produced from the dried leaves and flowers of the cannabis plant. The active ingredient is THC (tetrahydrocannabinol), a fat-soluble drug, which produces marijuana's psychoactive effects. Fat-soluble means that the drug will be distributed to those areas of the body with high fat content, such as the brain, lungs, and reproductive system. It also means that THC will stay in the body for several weeks. Unlike alcohol, THC is not water-soluble and cannot leave the body quickly. A person who uses marijuana may be under its effects several days later, even though the "high" has worn off.

How It's Used

Marijuana can be smoked, ingested, or taken as a pill. When smoked, much more THC enters the bloodstream. It is used to achieve a state of calmness or euphoria, although other short-term effects include increase in heart rate, reddening of the eyes, talkativeness, and giddiness. Marijuana causes some users to become quiet and reflective. Almost all users report a change in how they perceive time. Larger doses may produce anxiety and feelings of paranoia.

Medical Uses of THC

When made synthetically and given orally, THC may lessen the nausea associated with chemotherapy. Synthetic THC may also help people with AIDS to regain their appetite. Synthetic THC can also be used to treat glaucoma, which is the build-up of pressure on the eyeball. Synthetic THC produces very little euphoria.

Effects of Marijuana Use

The Brain

THC works by binding to specific receptors in the brain called "cannabinoid receptors," which are located throughout the following brain structures:

a. Cerebellum: By binding with the cannabinoid receptors, THC interferes with the normal function of the cerebellum, which controls balance, posture, and coordination.

b. Hippocampus: THC activates cannabinoid receptors in the hippocampus. This affects memory by decreasing nerve cell activity in this area. Short-term memory is the first to be affected. Studies on lab animals show conclusive long-term memory damage.
c. **Cerebral Cortex:** THC affects areas in the cerebral cortex that are responsible for sensory perception. As a result of marijuana use, sense of taste, sight, smell, hearing, and touch may be altered.

d. **Limbic System:** Recent studies in animals suggest that THC produces changes in the limbic system, which governs our emotions. These changes, which are most evident during withdrawal from THC, are similar to those observed after long-term use of cocaine, heroin, and alcohol.

---

**The Lungs**

Marijuana leaves contain more coal tar than tobacco leaves, which increases the potential for chest colds, bronchitis, and lung cancer. Because they are smoked farther down and the smoke is held in the lungs longer, two marijuana cigarettes are estimated to have the same carcinogenic potential as a pack of regular cigarettes.

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**The Reproductive System**

Because it is fat soluble, THC binds to areas of the body with high fat content, such as the testes and ovaries. In males, marijuana may decrease testosterone production to the point that female secondary characteristics, such as breast tissue, may be observed.

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**Personality**

A lack of motivation appears among many chronic users of marijuana. Called the "amotivational syndrome," this symptom is marked by lethargy, lack of focus, and an inability to concentrate on future goals. Some chronic marijuana users become aggressive when questioned about their use. When threatened with loss of their drug, some marijuana users become violent, suggesting dependency.
Original Lesson Plan

Marijuana: Facts and Decision Making Unit (Lesson # 2)

Lesson # 2: Making Healthful Decisions (Class Time 42 min.)

1. Review the material from the previous lesson. (Assessment: Questions for Marijuana Lesson hand out) (5 min.)

2. Introduce today’s lesson (1 min)

3. Demonstrate and go through an example of the assignment. (5 min)

4. In groups have the students work on the assignment. (Making Healthful Decisions hand out) (25 min.)

5. Review the answers from the groups as a whole class. (5 min.)

6. Closure (Homework: Decision Making Situations) (1 min.)
Questions for Marijuana Lesson

Directions: Please read all the questions and use the Marijuana Facts Sheet to answer the following questions. Please answer the following questions in complete questions.

1. Where does Marijuana come from?

2. What is the name of the drug inside of Marijuana?

3. Name three ways Marijuana can be used?

4. How long will THC stay in the body’s system for?

5. What other medical purposes could THC be used for?

6. What does Marijuana do to the body’s lungs?

7. What does Carcinogenic mean?
Making Healthful Decisions

Identify and define the problem.

List at least three options for action.

1. 
2. 
3. 

Identify the positive and negative consequences of each option.

<table>
<thead>
<tr>
<th>Option 1 Positive</th>
<th>Option 1 Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
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<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 2 Positive</th>
<th>Option 2 Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 3 Positive</th>
<th>Option 3 Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
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</tr>
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<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

Choose the best option.

My Decision

Evaluate the decision.
Original Lesson Plan

Marijuana: Facts and Decision Making Unit (Lesson # 3)

Lesson # 3: Learning to Say No (Class Time 42 min.)

1. Review the material from the previous lesson. (Assessment: Q and A) (5 min.)

2. Introduce today's lesson (1 min.)

3. Read and demonstrate an example from the list of the Learning to Say No hand out. (2 min.)

4. With the whole class read and discuss some examples from the list of the Learning to Say No hand out. (12 min.)

5. In groups the students will apply the ways to say no through decision making situations about Marijuana. (Decisions about Marijuana hand out or Made up situations) (15 min.)

6. Review groups answers (6 min.)

7. Closure (1 min.)
Learning to Say No

Young people may find themselves in a variety of pressure situations, so no single refusal strategy can be adequate for safeguarding their health. Students must be equipped with a repertoire of strategies to choose from, depending on the setting.

Skill Practice

Effective skill practice has the following components.

1. Introduce the skill.
2. Present steps for developing the skill (if applicable).
3. Model the skill correctly.
4. Allow learners to practice and rehearse the skill.
5. Provide feedback and reinforcement.

This lesson offers students twelve refusal strategies. However, it is probably more important that students are able to use four or five of the refusal strategies well as opposed to using ten or eleven poorly.

Ways to Say No

1. Say no firmly.

When you are asked or pressured to do something you don’t want to do, say no firmly and convincingly. Sometimes it’s best to say no and physically turn away.

2. Repeat the word no over and over.

If teased or called a name, don’t counter with your own “put-downs”; just continue to repeat the word no. Usually, the other person eventually gets tired and leaves.

3. Give an excuse (a believable one).

Examples:

- I tried it once, and when I got home, my folks could smell smoke on my clothes, and I was grounded for a week.
- I tried smoking a couple of times and always got sick. The doctor said I’m probably allergic to tobacco smoke.
- I've got a cold sore in my mouth, and everything hurts.

4. Give reasons.

Similar to the “Give an excuse” refusal strategy, this technique stresses the use of a rationale to explain why one is not participating in a certain behavior. Knowing the facts about tobacco can help.
Examples:
- Tobacco would be one more thing to worry about. Besides, I need the money for other things.
- Diabetes runs in my family, so I don't want to risk my health with nicotine.

5. Avoid or leave the situation.
When in an unfamiliar setting such as a party, scan the room to see what different people are doing. Many times the tobacco users hang out by themselves. Avoid these people while looking for those who share your values to talk to. If you find yourself getting pressured or just feel uncomfortable with what is going on around you, say that you have to meet someone (or will be back later) and then leave immediately.

6. Change the subject.
If the conversation begins to drift to the topic of drug use, subtly change the subject.
Example:
“Hey, let me tell you how wasted I got last week.”
“Speaking of wasted, did you see how Stone Cold Steve Austin ‘wasted’ the Undertaker on WWF last night?”

7. Suggest an alternative activity.
Invite your friends to do something else, which leaves the door to the friendship open.
Examples:
- I'm going to my house to play Intendo, want to come?
- I'm starving. I want to go get a taco; who wants to go with me?

8. Ignore the problem/act dumb.
Remind students of the tone of voice they employ when they try to convince you that they just can't remember that you said they were going to have a quiz today.
Examples:
- Huh?
- Yeah, right?
- Say what?
- Duh, I don’t know what you’re talking about.
9. Find friends who feel the same way you do.

There really is safety in numbers, especially if the "numbers" (your friends) share your beliefs and values about not smoking or not using drugs. For example, at a party, you and your friends can watch out for each other. A person is much less likely to try to pressure you when you're surrounded by a "wall" of your friends.

10. Reverse the pressure.

Shift the focus away from the tobacco and onto your friendship. People who are really your friends will usually back off at this point. If friends keep pressuring you, rather than argue with them, simply say, "Why are you hassling me on this?" or "Why are you on my case so much today?" This skill is effective only if a friendship already exists. A person who doesn't really care for the other isn't going to be put off by such questions.

Another version of this strategy is the Fairness Argument. For example, you could say, "Look, I'm not telling you not to smoke, so why are you telling me I have to smoke?" or "I'm not telling you what to with your life, so why are you trying to tell me what to do with mine?"

11. Delay your decision.

If you're being pressured, this skill buys you time and temporarily, at least, gets you off the hook. Responses include: in a minute; catch me later; not yet.

Another version is to combine this strategy with Number 6, Change the Subject. For example, you could say, "Not now, I'm getting ready to dance/talk to/check out that person over there."

Be aware that using this strategy may give the impression that you are a person who sometimes uses tobacco. If you want to get the word out that you are tobacco free, this strategy may send mixed messages. It may be more appropriate to use when you are with a group of people you don't expect to see again.

12. Tell your friends, "I have made a decision."

The best decision for your health is to be tobacco free. If you're clear about your decision, your friends may stop pressuring you.
Decisions about Marijuana

Directions: Read the scenarios. Then use the decision-making steps you discussed in class to help you decide what to do for scenarios 2 and 3.

1. Alwyn was at a friend's house watching a video one evening when he and his friend were joined by his friend's older brother, who lit up a joint and watched some of the video before leaving. Your friend tells you later that night that he is worried because his brother smokes much more marijuana than he used to. He also thinks his brother might be dealing marijuana on the side. What could Alwyn do?
2. Jaycee is visiting her older sister Charla at college for Little Sisters Weekend. As they are eating a pizza in her dorm room one night, one of Charla’s friends pokes her head into the room, hands Charla a plastic bag with marijuana inside, and says, “You can pay me later.” Jaycee had no idea her sister smoked pot. What could Jaycee do?

3. Tim’s class is all set to go on its annual class trip to Mega-ride Park. Tim is excited about going but also worried because he has heard that some of the students in his group of friends plan to get high before going on the rides. He doesn’t want his friends to smoke marijuana, but he’s afraid that if he tells one of the adult chaperones, the whole trip will be canceled. What could Tim do?
Dilemma 3. POWER PLAY.
You are hoping to qualify for a new record in your sport this year. Recently you were also invited to smoke marijuana by a group you think is cool. You know that along with the “high” from marijuana comes a lack of coordination and energy, difficulty paying attention and anxiety. Will you decide to make the team or make the “scene”?
Dilemma 4. FINANCIAL FREEDOM.
You’ve been working an after-school job and have spending money for some fun stuff, like CD’s and movies. You’ve even been putting some aside for that big-ticket item you’ve always wanted. Now some friends are urging you to spend money on weed, and you know it isn’t cheap. What’s it worth? How will you explain your decision?
Dilemma 1. MAKING THE GRADE.

You have always wanted to get good grades and perform well on tests. At the same time, you want to stay “connected” to friends who have pressured you to smoke weed. There is just not enough time to prepare well for school and also hang out with this group of friends. And if you do use marijuana, it clouds your mind and makes it difficult to do well on tests. What will you decide? What will you tell your friends?
Dilemma 2. THIS IS YOUR LIFE.
A friend tries to persuade you to smoke marijuana, arguing that it lets you chill and really relax. But an older friend that you respect told you that when you’re high you’re so laid back you’re more likely to do something really stupid – something you could regret for the rest of your life, such as having unprotected sex or possibly causing a car accident. Who are you going to believe? What will you say to the friend who is urging you to smoke?
Dilemma 5. TRUSTING TIES.

You want to belong. You love your family. But when friends you think are cool offer you some weed, you make the decision to smoke it; and now you find yourself lying to your family. Feeling high also makes it difficult to communicate with people who aren’t high. You find yourself fighting more at home. Friends who don’t use drugs say you seem distant and think you don’t like them. Is smoking marijuana worth trading for the trust of friends and family? How will you explain your answer to everyone involved?