

This publication is for teachers in schools or community settings.

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FUTURE FORWARD: PREVENTING YOUTH MARIJUANA USE CURRICULUM

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GUIDELINES FOR USE

FUTURE FORWARD: PREVENTING YOUTH MARIJUANA USE CURRICULUM

This curriculum is meant to be used for an audience of sixth grade students, including students and adolescents in alternative programs, on site in a classroom setting.

Sacramento County Coalition for Youth does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.

STANDARDS

There is a specific teenage lifestyle, promoted in the CA Health framework, that is very effective in engaging sixth grade students. This life-long lifestyle **is the alcohol, tobacco, and other drugs (ATOD) – free** lifestyle. To use this strategy, with its goal of having youth learning and choosing positive health and wellness, teachers can use *Future Forward: Preventing Youth Marijuana Use*, in order to effectively engage students in *both* the CA NGSS Science and Health standards.

California’s health standards ask students to develop knowledge and skills to make choices that are based on facts. One tool for this type of student-centered thinking is the Five-Step Decision Making Process. Using this tool, educators can attend to the science standards MS-LS1-3, MS-LS1-8, and MS-PS1-3 and students can use the concepts within those standards (effects on brain processes and cellular health) to help them brainstorm lifestyle decisions based on science and health, rather than what is perceived to be cool or popular. Additionally, through using this material, students can engage in California’s Environmental Practices and Concepts. Students can look at the political and social processes that allow decisions affecting society at large: such as the legalization of marijuana and the boundaries for those decisions (such as a minimum age and specific circumstances for legal use). For example, students could use Chapter 3, activity B to help determine if athletic performance is affected by marijuana use, or, of academic success can be affected through even occasional use of Marijuana (Health 6.1.7.A). In both frameworks, connections are made for student engagement and student voice. Using the Science and Engineering Practices of Communicating and Constructing Solutions, students are asked through the Health framework

to create PSA’s, engage in community resources, and role-play to help practice and apply learned knowledge from using the *Future Forward* curriculum. In making positive decisions and publically showing how these decisions help create healthy ATOD - free lifestyles, students are creating deep and lasting decision-making skills, not just memorizing facts about marijuana use.

The Collaborative for Academic, Social and Emotional Learning (CASEL) defines Social Emotional Learning (SEL) as “the process through which **children and adults** acquire and effectively apply the knowledge, attitudes, and skills necessary **to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions**”. CASEL has developed the below image (CASEL Wheel) to



help practitioners understand how the five core competencies of healthy social emotional development can be taught in schools (as well as outside of schools). Furthermore, the ASPEN Institute’s National Commission on Social, Emotional, and Academic Development recommends embedding SEL skill development into academic (classroom), and school-wide practices. *Future Forward, Understanding the Risks: Preventing Youth Marijuana Use* curriculum successfully accomplishes the recommendation of the ASPEN Instituted by embedding SEL into all six modules of the curriculum. Using the CASEL Wheel as a point of reference, one can track how the 5 core SEL competencies are successfully taught throughout the curriculum. The following abbreviations will be used to link the modules to the core competencies: Self-Awareness (SA), Self-Management (SM), Social Awareness (Soc A), Relationship Skills (RS) and Responsible Decision-Making (RDM).

Using the handbook helps students’ access multiple health standards, science standards, and SEL. See chart below:

Future Forward Module	Sixth Grade Health Standards		California Science Standards	SEL
Module 1	1.1 A 1.6 A 3.1 A	1.4M 1.5M 5.1M	MS-LS1-3 MS-LS1-8 MS-PS1-3	SA, SM, Soc A, RDM
Module 2	3.1 A 8.1 A	3.1M 5.1M	MS-ETS1-1 MS-ETS1-2	Soc A, SM, RS, RDM
Module 3	5.1 A 5.3 A	1.7M 3.2M 5.1M	MS-LS1-3 MS-LS1-8 MS-PS1-3	Soc A, RDM
Module 4	2.2 A 2.4 A 4.2 A 8.1 A	1.5M 2.1M 3.1M 5.1M	MS-ETS1-1 MS-ETS1-2	SA, Soc A, SM, RS, RDM
Module 5	2.2 A 2.4 A 6.1 A 8.1 A	4.1M 5.1M 5.2M 6.1M 6.3M	MS-ETS1-1	SA, Soc A, SM, RDM
Module 6-8	7.1 A	7.1M 8.1M	MS-ETS1-1	SA, Soc A, RS, SM, RDM

INSTRUCTOR INTRODUCTION

Research shows that most young teens think of marijuana as less harmful than other drugs or alcohol. Current research also shows that young people do not have access to all of the information regarding the effects of marijuana use on a developing brain, the neuroscience of addiction, or California Recreational and Medicinal Marijuana use laws. **The Future Forward: Preventing Youth Marijuana Use** curriculum talks about all of these topics.

It is important to educate youth about marijuana because of how many young people are using marijuana as a coping mechanism. Data shows that young people are greatly impacted by social and academic stress, feel lonely, and lack the skills they need to bounce back. At the same time, young people have specific interests and future goals that motivate them towards their short and long-term futures.

This resource was designed to assist in the education of cannabis/marijuana awareness and use prevention.

Overall Strategy for this Prevention Curriculum

The purpose of this curriculum is to teach students how to make their own choice when it comes to the use and consumption of marijuana. Also, to teach students how to cope with stressful situations in healthier ways. This will be done by:

- Providing facts, laws, and scientific opinions for healthy decision making.
- Strength building, identifying communication skills, empathy, and community engagement.
- Teaching students how to find their friends, find safe situations, and talk to a trusted adult.
- Making sure they know: they matter, what they do matters, people care about them, and want them to achieve what they want.

Future Forward: Preventing Youth Marijuana Use provides a science-based approach to learning. Through the use of this curriculum, students will build their knowledge, skills, and strengthen their ability to make healthy choices.

Knowing the facts, the law, the product, the brain, and the risk of marijuana consumption helps students make better decisions. Studies tell us that in addition to the facts, successful prevention programs teach resilience and self-control.

Making sure students are in safe places is important, and encouraging them to build supportive relationships. Doing these means students are less likely to consume marijuana. Support them as they learn about themselves! This teaches students to focus on the positive aspects of life. This also reduces their likeliness of using marijuana. Encourage the belief that the rewards of **not** using marijuana are better than the rewards **of** consuming marijuana.

This curriculum uses a student-centered, activity-based approach to guide all learning. They will brainstorm, problem-solve, and create a prevention project at the end of all eight modules.

This will all be covered in eight, 60-minute sessions. These eight modules explore marijuana facts, laws, the developing brain, addiction, impairment, and positive coping skills. In all modules, you will find a LOT of information. There is written content, slideshows, videos, reviews, and more. Feel free to pick and choose the way you present the information. You do not need to use every method provided. To accomplish the goals of this curriculum, instructors will choose from three tracks:

VIDEO CAMPAIGN

POSTER CAMPAIGN

WRITTEN WORD CAMPAIGN

These projects have students work in groups, build relationships, gather information, and learn personal skills. Students will have the opportunity to find their own personal strengths, build resilience, coping skills, and set big goals. The goal is to teach students to refuse to consume marijuana through supportive learning.

This curriculum uses:

- Project-based learning.
- Behavior-Change Theory.
- Social-emotional learning practice.
- Trauma-informed, resilience-building methods.
- A youth-positive approach.
- Strength-based coaching.

This curriculum was created by using Human-Centered Design and focuses on youth making their own choices for their future.

TEACHER TIPS

Lesson Overview

Each of the **Future Forward: Preventing Youth Marijuana Use** curriculum modules are 60-minute sessions. All eight sessions are intended to be implemented sequentially to complete the final project.



Be Curious

MODULE 1: BE CURIOUS

In Module 1, students are encouraged to be curious as they are introduced to the **Future Forward: Preventing Youth Marijuana Use curriculum**. Participants will learn to identify their own personal strengths as they learn about resilience. Marijuana facts and laws are presented through an exciting and informative animated lecture.



Your Project

MODULE 2: YOUR PROJECT

In Module 2, instructors will describe the 3 project tracks. Students can choose from a video, poster, or written word campaign. From there, they will choose teams, roles, and create “due dates” for each aspect of the project.



One Brain

MODULE 3: ONE BRAIN

In Module 3, students will learn about brain science, health risks, and how impairment occurs with the consumption of marijuana. A short animated video showcases the effects of smoking marijuana on the teen brain.



One Campaign

MODULE 4: ONE CAMPAIGN

In Module 4, students will review prevention campaigns from the past. In this review, students will learn how to recognize what does and does not make a good prevention campaign. From there, they will learn how to create and identify a target audience.



**Resilience is a
Super Power**

MODULE 5: RESILIENCE IS A SUPERPOWER

In Module 5, students will learn about resilience and how it can lead to lifelong success. They will also use the Human-Centered Design method of “Ideation” to synthesize all the information they have learned about their target audience to begin creating their campaign messaging.



Positivity Helps

MODULE 6: POSITIVE HELPS

In Module 6, students use daily observation skills to gather information for themselves and their team which will be important for skill-building and their project. Participants will also practice prevention message delivery and focus on campaign production.



**Adapt and
Get Stronger**

MODULE 7: ADAPT AND GET STRONGER

In Module 7, instructors will support students who are applying what they have learned towards the completion of their marijuana prevention campaign. Students continue to build resilience skills by identifying and reducing personal stress with specific coping strategies. Providing the opportunity to build resiliency leads to a stronger ability to make safe and healthy personal decisions.

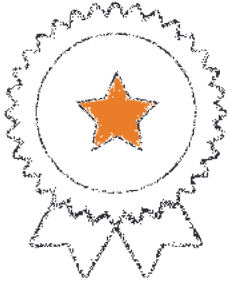


You Matter

MODULE 8: YOU MATTER

In Module 8, students will complete their campaign. In groups, students will identify what worked well within the campaign and what could be improved.

END OF INSTRUCTOR INTRODUCTION



Learning Objective

Teacher Tip

The slide presentation titled **Module 1** can be used to describe several of the upcoming topics to be covered in this unit.

Introduction

Welcome to the **Future Forward: Preventing Youth Marijuana Use Curriculum**. You will use video, activities, and group work to create an advocacy campaign. **Advocacy** is a way of taking action which supports a special cause. You will learn about science and coping skills. By learning those facts, you will learn how to make your own choice when it comes to marijuana, and mean it.

What comes to mind when you think about marijuana? Do you know about all the laws for using marijuana? Do you know how it impacts your body? It's okay if you don't! We are going to explore scientific statistics about marijuana. We are going to learn about the laws that are in place.

In learning, we will teach you how to keep moving and acting Future Forward. This will also give you a chance to pick up new skills to cope with stress. You will learn how to make healthy decisions for yourself and your future.

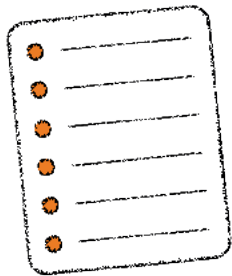
By the end of this curriculum, you will have designed and created a marijuana prevention campaign.



Be Curious



Learning Objective



Glossary

MODULE 1: BE CURIOUS

Learning Objectives

Recognize how many young people are actually consuming marijuana.

Recognize what marijuana looks like and how it is used.

Learn about the chemicals in marijuana.

Learn about marijuana laws.

Time: 50 minutes

Glossary Terms:

Advocacy: Support for a particular cause.

Marijuana: is a drug made up of a mixture of dried leaves and flowers from a plant called **Cannabis**.

Tetrahydrocannabinol (THC): THC is the main chemical in marijuana. It is responsible for what we call the drug's psychotropic effects or "high." This "high" makes you feel and perceive things differently than they actually are.

Cannabidiol (CBD): CBD is the second most important ingredient in marijuana. While CBD an ingredient marijuana (one of hundreds), by itself it does not cause a "high."

Schedule I Drug: A substance that has no accepted medical use and can be abused.

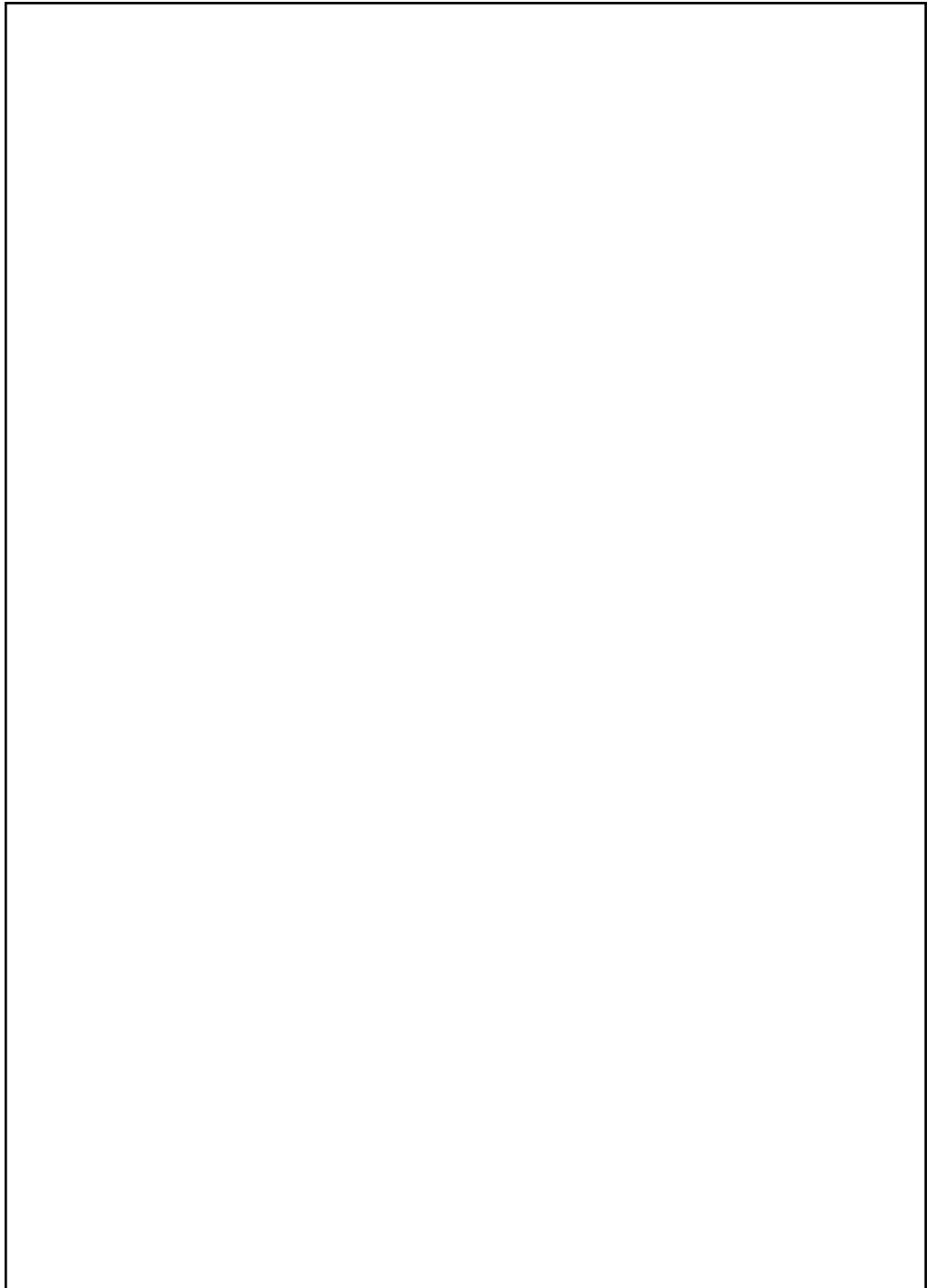
Potency: How strong something is.

Ice Breaker: One Minute Picasso (3 min)

Teacher Tip:

- Allow the students to break into their creative space.
- When the drawing is done, ask if anyone wants to share their “art.” Have them sign it and give to their partner.

At “GO”, each person will draw their partner WITHOUT looking at the paper OR lifting the pen. Draw fast — you only have ONE minute.





Be Curious

MODULE 1: BE CURIOUS

Introduction (10 min)

It is important to talk about marijuana, no matter where you talk about it. Teen brains react differently to marijuana than adult brains. When you're a teenager, your brain is growing a lot! Regular marijuana use by teens causes damage to your brain.

When you know all the facts, you are more likely to make smart choices! With the correct information, you can be trusted to make good decisions. The first step in talking about marijuana is understanding what you already know.

Fill out the questions below with what you already know.

1. Responses may include:

- It's a drug.
- It's legal in CA for 21+.
- It can help you de-stress.

2. Responses may include:

- It's hard, I don't know how.
- I've tried, and people made fun of me.

Teacher Tip:

This may be a discussion you want to have with your students. These questions are designed to be open-ended for individual self-reflection or to be held as a group discussion.

Please note this is the first module, students may not provide answers that are accurate.

1. What do you think about marijuana? What do you know about it?

2. How do you make your own choice when someone offers you marijuana? Is it hard? Is it hard to make that choice?

3. Responses may include:

- I could get in trouble, and lose my spot on _____.
- People who reach their goals are successful.
- People who accomplish their goals are happier.



Brain Storm

Teacher tip:

Direct the students to think deeply about their answers. Notice if there are any words that are similar or different.

We will revisit this activity in Module 4 in order to add strengths to their list.

Teacher Tips

These lists of words often overlap. The strengths you admire in others are often qualities you aspire to have also.

People who know their strengths often demonstrate resilience in their lives.

3. How would using marijuana keep you from reaching your goals? Why do we admire people who are able to reach their goals?

Fast 5 — Brainstorming Activity

As part of exploring what you know about marijuana, it is also important to identify what you know about yourself and how others view you. Using this worksheet, you will individually brainstorm the successful traits you see in someone you admire. Then find the successful traits that a person would see in you. In your mind, think of someone in the world you really admire. **Write down their initials and list five words that describe why you like them.** These can be traits that make them friendly, loving, successful, etc.

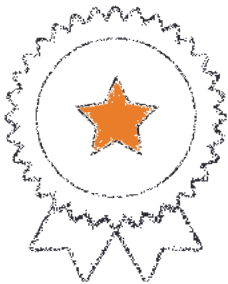
Now, think of a good friend of yours, and write five words describing them and five words they would use to describe you. Take a moment to compare the lists for each person. Are there the same words on each list? Are they completely different?



Be Curious

Teacher tip:

To stay within the time allotted, we suggest you: read this section aloud to the class. Don't worry about explaining the details just yet. There is a short video and slideshow below that will re-explain this information to students. Do your best to make this brief, and instead, spend more time with the slideshow.



Learning Objective

Be Curious—Research on the Use and Effects of Marijuana (30 min)

There is much more to marijuana than you might know. You can learn about the science of marijuana, the laws, or how marijuana makes you feel. In this curriculum, we want you to take in all of this information!

Where do you get your information on marijuana?

There is a good chance you talk about marijuana with your friends or your parents. You might read about it on social media or see it on the news.

It is important that you think about from who or where you receive your information. In this curriculum, you get information from scientists who research what marijuana does to the human body.

First, let's learn more about what marijuana is.

Marijuana is considered a **Schedule I Drug**. According to the Federal government, this means a substance that has no accepted medical use and can be abused. **Abuse** in this definition means using something incorrectly in a way that it becomes dangerous. **Marijuana** is a drug made up of a mixture of dried leaves and flowers from a plant called **Cannabis**. Marijuana has a lot of nicknames but in this curriculum, we will only call it marijuana.

Some people argue that marijuana is safe because it is natural and comes from a plant. Scientists say that is false. For example, tobacco also comes from a plant and years of research show that it is not safe to consume. Heroin comes from a plant—a poppy plant. Cocaine is from a coca plant, but that does not mean they are healthy to consume.

There are nearly 400 chemicals found in marijuana. The two main chemicals are **tetrahydrocannabinol (THC)** and **cannabidiol (CBD)**. THC is the main chemical in marijuana. It is responsible for what we call the drug's psychotropic effects or "high." This "high" makes you feel and perceive things differently than they actually are. CBD is the second most important ingredient in marijuana. While CBD an ingredient marijuana (one of hundreds), by itself it does not cause a "high."

The amount of THC in marijuana determines its **potency** or how strong it is. Over the years, marijuana has been genetically modified to have a higher THC content. This is bad because that means it can be more addictive.

People consume marijuana in a variety of ways:

Smoking the dried plant in a rolled cigarette, a pipe, a glass pipe, or bong.

Vaping is the act of using a battery-powered device that can come in many shapes and sizes. Coils heat marijuana in the form of liquid or wax which the user then inhales as vapor, not smoke.

Marijuana can be cooked or baked into food for people to consume. These are known as **edibles**.

Marijuana can also be brewed in beverages, like tea.

The dried plant can be used in oils and **tinctures** that can be applied to the skin or the inside of the mouth.

Edibles are very dangerous. This is because it takes longer for people to feel “high” when they eat marijuana. This can make people eat too much, and become very sick or need emergency medical help. Edibles can also be especially dangerous for small children. They might not understand that marijuana is hiding in their favorite treat.

There are stronger forms of marijuana, but we will not be covering those in this curriculum.

Drug mixing is another factor that has a high risk of negative effects. This is when marijuana has been mixed with heroin, or other strong drugs without the user’s knowledge.



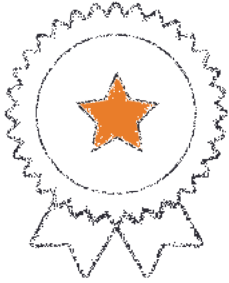
Learning Objective

Marijuana in the Law

In the United States, it is illegal for anyone under 21-years-old to purchase, have, use, or grow marijuana. In 1996, California became the first state to legalize marijuana for medical use with the approval of Proposition 215’s Compassionate Use Act. Marijuana became legal for recreational use in California in 2018.

If you are under 21 and caught with marijuana, you will have to complete drug education, counseling, and community service.

A driver can be charged with a **DUI offense**, or Driving Under the Influence offense, if under the influence of marijuana while operating a car, boat, or any other vehicle. Marijuana-related incidents can make it harder for you to get financial aid for college and/or be accepted into certain colleges, careers, and the military.



Learning Objective



Video

Teacher Tips

- Introduce the video to the class. This two-minute video is about **Marijuana: The Facts and The Laws**.

[DOWNLOAD VIDEO](#)

Medical marijuana is no different than other kinds of marijuana. Under California law, a person must be 18 years old to have a medical marijuana card.

In 2016, most high school students in California said they were not using marijuana. Only about 15 percent (less than 1 in 5) reported using marijuana in the past 30 days. That means that the majority of high school students (85% are not using).

Play Video (02:48 min)

To recap all you have learned, watch this short video.





Slide Content

Teacher Tips

Find Teacher Notes for Module 1 Slideshow on page 99-100.

[DOWNLOAD PRESENTATION](#)

Slide Content

Slide 1 Title: Module 1 Be Curious

Slide 2 Title: What is Marijuana?

- Why is it important to think about who (or what) teaches you about marijuana? TV? Social Media? Your friends? Your teachers?
- Marijuana is a Schedule 1 Drug. This means it has no currently accepted medical use, isn't safe, and can be abused.
- Marijuana is legal for people 21 and over in California, but it is not legal for every state.
- The scientific name for marijuana is cannabis, but during this course, we will only call it marijuana.

Slide 3 Title: Why Isn't Marijuana Safe for Youth?

- Marijuana is not safe because of its mind-altering side effects on the developing teen brain.
- It is mainly made of two chemicals: tetrahydrocannabinol (THC) and cannabidiol (CBD).
- The amount of THC in marijuana is what determines how strong it is. More THC = more addictive.
- Today's marijuana has higher levels of THC than ever before.

Slide 4 Title: How is Marijuana Consumed?

- The most common ways of consuming marijuana are through smoking or eating.
- There are many different ways of smoking marijuana. Some of the most popular are through e-cigarettes, vapes, or rolled into "joints".
- Since marijuana can be eaten, marijuana has been made into "candy." These candies, like gummi-bears or chocolate, are also very popular. They look so much like candy that they are often mistaken for actual candy.
- Just because it looks like a gummi-bear, doesn't mean it's good! Eating marijuana is dangerous because it takes longer to feel "high." Because of this, people usually eat too much and become sick.

Slide 5 Title: Recreational Marijuana in the Law:

- In the United States, it is illegal for anyone under 21-years-old to purchase, have, use, or grow marijuana.
- If you are under 21 and caught with marijuana, you will have to complete drug education, counseling, and community service.
- Medical marijuana is no different than other kinds of marijuana. Under California law, a person must be 18 years old to have a medical marijuana card.

Slide 6 Title: How Many Teens Actually Use Marijuana?

- In 2016, most high school students in California said they were not using marijuana.
- Only about 15% (less than 1 in 5) reported using marijuana in the past 30 days. That means that the majority of high school students, 85%, are not using.

Quiz (7 min)

Now that you know the facts, has your view about marijuana changed? Look back at what you wrote earlier. In the space provided, jot down what you now think.

You should now be able to answer these questions in more detail.

1. Responses may include:

- No, cocaine, tobacco, and heroin also come from plants.
- Just because something comes from a plant, doesn't mean it's safe to consume.

1. Is marijuana a safe drug? Why or why not?

2. Responses may include:

- Yes, only people over 21 can legally recreationally smoke marijuana.
- Anyone under the age of 21 caught consuming marijuana can receive jail time.
- If caught, you will have to undergo drug counseling.

2. Is marijuana against the law for teenagers?

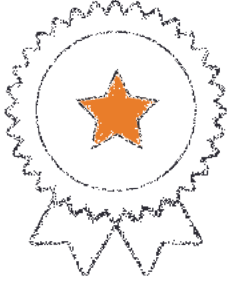
3. Responses may include:

- Fewer teens actually use marijuana than we think. There seems to be a perception that many friends are using—but that is not true. Only about 15% of high school students are using marijuana.

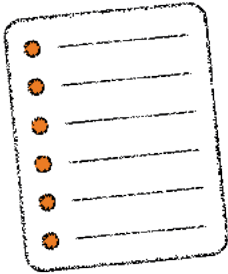
3. How many teens really use marijuana?



Your Project



Learning Objective



Glossary

MODULE 2: YOUR PROJECT

Learning Objectives

Identify what a prevention campaign is.

Learn the process of using Human-Centered Design.

Time: 50 minutes

Glossary Terms:

Brand: The look and feel of your campaign. This can mean colors and the words you use. The best campaigns have a consistent brand across all their materials.

Human-Centered Design: A creative way of solving problems. You start with the people you are designing for and end with new solutions special made for them.

Ideation: When you look at research and create your brand.

Implementation: Make your best idea real! Here, you will start to film, write, or create your project.

Inspiration: When you find a solution to your design challenge.

Messaging: This can come in many forms. The most popular forms are television, magazine advertisement, or a slogan on a product package. Whatever form it takes, your message is meant to tell someone a certain idea.

Prevention Campaign: Messages you see on television, radio, social media, and newspapers. They aim to influence decisions or prevent someone from taking a particular action.

Target Audience: A group of people who like the same things. They are most likely to be interested in what you talk about. They are who you will be “talking” to.

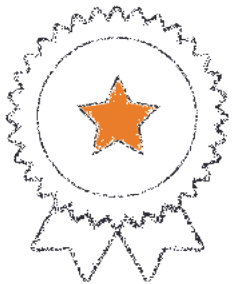


Your Project

MODULE 2: YOUR PROJECT

Teacher Tip:

To stay within the time allotted, we suggest you: read this section aloud to the class. Don't worry about explaining the details just yet. There is a short video and slideshow below that will re-explain this information to students. Do your best to make this brief, and instead, spend more time with the slideshow.



Learning Objective

Introduction (5 min)

Welcome to your project! Throughout this curriculum, you will be creating your own prevention campaign. There are three different projects tracks that you can choose from: video, poster, and written word. To create your campaign, you will also learn about Human-Centered Design. Don't worry if you have no idea how to create a campaign. In this module, we will teach you the basics!

In addition to learning about how to create a campaign, you will learn about other prevention campaigns. There have been many throughout history, some successful and some not! By the end of this module, you will know what makes prevention campaigns successful and how to begin creating your own.

Marketing a Prevention Campaign (15 min)

Opinions do not change without research and facts. In the last activity, you wrote down new answers to questions about marijuana. Your view on marijuana may have changed because of a new fact you learned. That's the basic idea behind marketing a prevention campaign. For our project, it is important for you to understand three main points about marketing: your messaging, your brand, and your target audience.

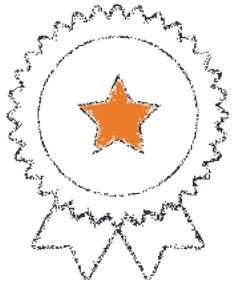
What is a prevention campaign?

A **prevention campaign** is a group of messages shown on things like TV, radio, and social media. These campaigns are trying to prevent someone from taking a particular action. They are usually done to prevent drug use, underage drinking, and sexual behavior.

In this curriculum, you will develop your own prevention campaign which will use creative messages to engage your peers.

How is a prevention campaign created?

You can create a prevention campaign in many ways. Most prevention campaigns have the same basic elements: a target audience, brand, and messaging. Your **target audience** is the group of people you want to talk to. The **brand** is the look and feel of your campaign. This can be colors and images; to the words you use for messaging. The most effective campaigns have the same brand across all their materials. **Messaging** can come in many forms. The most popular forms are television, magazine advertisement, or a slogan on a product package. Whatever form it takes, your message is meant to tell someone a certain idea.



Learning Objective

In this curriculum, we will use an adapted method of Human-Centered Design to brainstorm, research, and create your prevention campaigns.

What is Human-Centered Design?

Human-Centered Design is a creative way of solving problems. You start with the people you are designing for and end with new solutions special made for them. No matter what kind of design challenge you are tackling, you approach them all by moving through inspiration, ideation, and implementation.

Inspiration: When you find a solution to your design challenge.

Ideation: When you look at research and create your brand.

Implementation: Make your best idea real! Here, you will start to film, write, or create your project.

After exploring the definition of a target audience, brand, and messaging, take what you have learned and compare some of the most well-known drug prevention campaigns for teens.

Popular Prevention Campaigns

Below is a list of popular prevention campaigns. Explore the examples to learn about each. Some of these campaigns use graphic material. We suggest watching the video PSA, or public service announcements, with a parent or guardian.

D.A.R.E. (Drug Abuse Resistance Education) wants students to feel empowered to make smart decisions. The campaign was one of the first nationwide solutions to the War on Drugs. In 1971, President Richard Nixon promised to fight drug use. He also created the Drug Enforcement Agency (DEA) in 1973. D.A.R.E was iconically spearheaded by First Lady Nancy Reagan, and it still thrives in schools nationwide today.

MTV's Truth Campaign is a campaign aimed at entirely eliminating teen smoking in the United States. Working with MTV, they educate teens about the truths of the tobacco industry. When they launched, 26% of teens smoked tobacco products. In 2014, they launched "Finish It." This redesigned Truth campaign encourages youth to be the generation that ends smoking. In 2016, only 6% of teens smoked tobacco products.

The Montana Meth Project seeks to reduce methamphetamine use among teenagers. They used television, radio, print, and internet ads which graphically showed the negative consequences of methamphetamine use. They were commonly shown to children in elementary school as early as the third grade. In 2010, the campaign expanded its reach into seven other states, then later joined the Partnership for Drug-Free Kids.

Explore:
dare.org/history/
<https://dare.org/d-a-r-e-online-opioid-lesson/>
www.instagram.com/dareamericainternational/

See more at:
<https://www.thetruth.com/articles/videos/vaping-inner-monologue>

See more at:
<https://www.youtube.com/watch?v=CPu-W06ZMgg>

See more at: <https://www.youtube.com/watch?v=zYuyS1Oq8gY>

See more at: <https://www.youtube.com/watch?v=34tnI3ZWKYU>



Slide Content

Teacher Tip

- Find Teacher Notes for Module 2 Slideshow on page 100-102.

DOWNLOAD PRESENTATION

The Real Cost Campaign was launched in 2014 by the U.S. Food and Drug Administration (FDA). They want to educate “at-risk teens” on the harmful effects of cigarette smoking. In 2018, the campaign expanded to educate teens on the dangers of e-cigarette use. They are most notably known for television commercials that show teens buying cigarettes and paying for them with their skin. This illustrates the “true cost” of smoking on teen bodies.

The Future Forward Campaign is designed to reach youth and parents, providing updated information on the law, the drug itself, and the effects of marijuana use on youth. The goal is to educate the Sacramento community, offer information, resources, and youth development programs.

Slide Content:

<p>Slide 1 Title: Module 2 Your Project</p>
<p>Slide 2 Title: What is a prevention campaign?</p> <ul style="list-style-type: none"> • Messages shown on TV, the internet, and radio to educate and influence someone from doing a certain action like using drugs.
<p>Slide 3 Title: How do you create a campaign?</p> <ul style="list-style-type: none"> • You will use the Human-Centered Design method to create your campaign. Human-Centered Design is a way of designing specifically for your target audience.
<p>Slide 4 Title: What are the steps of creating a campaign?</p> <ul style="list-style-type: none"> • Inspiration: brainstorming, asking questions, and looking at examples. • Ideation: researching, analyzing your research, and creating your “brand.” • Implementation: filming/designing/writing your campaign!
<p>Slide 5 Title: Examples of Prevention Campaigns</p> <ul style="list-style-type: none"> • D.A.R.E Campaign: https://dare.org • MTV’s Truth Campaign: https://www.thetruth.com • Montana Meth Project: https://www.montanameth.org • The Real Cost Campaign https://www.fda.gov/TobaccoProducts/PublicHealthEducation/PublicEducationCampaigns/TheRealCostCampaign/ucm20041242.htm



DOWNLOAD VIDEO

Play Video (01:48 min)



Group Assignment

Working Together (3 min)

In order for teams to work best together, the team members must agree to work together to accomplish tasks.

You will be working in big groups, small groups, or by yourself. There are always guidelines that can help you get your work done and also allow you to rely on your teammates.

Future Forward Group Agreements

I agree to the following and put my initials at the end of each statement:

- We all agree to listen to each other's ideas with respect. _____
- We all agree to complete our work on time. _____
- We all agree that each team member is accountable for their task list. We will have check-ins before deadlines are due. _____
- We agree it's okay to ask questions. _____
- We agree to not share personal stories when talking about marijuana. _____

Printed Name _____

Signature _____

Date _____



Campaign Projects



Video



Poster Campaign



Written Word

Developing a Campaign: Choose Your Track (5 min)

A prevention campaign can appear in many forms, but your teacher will choose which track you will take to complete your project. You will have a chance to create a video, design a poster, or create a written word campaign. Skip to the track they have decided you will take to learn more.

Video Campaign

The **video campaign** will result in one 60-second video. Your video will help other students stay focused on what is important to them while not using marijuana. The video will talk about marijuana prevention, youth-positive messaging, resilience and coping skills, or the opportunity to reduce risk-taking behaviors. Your video will be created throughout all eight modules of this curriculum.

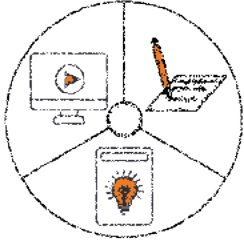
Poster Campaign

The **poster campaign** will focus on the messages you create. All of the activities in this track can be done as a group or individually. These messages support your peers in making healthy decisions to not use marijuana. Messages designed by your group may include marijuana prevention, youth-positive messaging, resilience, coping skills, or the opportunity to reduce risk-taking behaviors. At the end, you will have an 11x17 poster designed and developed throughout all eight modules of this curriculum. Your group will use strong messaging and images to make your poster stand out.

Written Word Campaign

The **written word campaign** will focus on the pieces you write. These stories are meant to support your peers in making healthy decisions to not use marijuana. Messages written by you may include marijuana prevention, youth-positive messaging, resilience and coping skills, or the opportunity to reduce risk-taking behaviors. Your work will be developed throughout all eight modules of this curriculum. You are encouraged to make your written word campaign stand out with a strong message.

You can choose to write a narrative, informational explanatory text, spoken word, rap, or poem.



Campaign Projects



Video

The Plan for Your Campaign (10 min)

You will have time set aside in each module to work on your chosen project. Before jumping into the research of your project, it's best to start a plan and choose your roles. In your group, take some time to review the roles for the campaign you've chosen.

The Plan - Video Campaign

Review your project and determine what roles are best for each person in the group. Work together to pick the best person for each task. Determine due dates. Some areas of the project plan will be completed in future sessions.

This project involves brainstorming, research, timeline planning, and storyboard writing to get to your finished product.

Choose a role for each participant and initial:

Producer: Plan and coordinate various aspects of the video such as script, writing, directing, editing, and timeline. ____

Director: Control a film's artistic and dramatic tone. Have the actors work through the script in a realistic way—you are their guide and direct them. You will dictate where the camera is and check shots as they are being done. ____

Script Writer: Develop scripts that describe the stories in detail, including physical environments and the moods of the characters. ____

Storyboard Creation: Draw scenes by hand or computer. Work with producers, directors, and film crew from start to finish by sketching scenes during initial meetings, and editing or eliminating scenes as the project progresses. ____

Camera Operators: Physically control camera equipment both in-studio and on location for the video. ____

Grip: Person that prepares all the locations, lights, sound, and scenes for filming. ____

Video Editor: Assemble recorded raw material into a finished product that's suitable for broadcasting. The material may include camera footage, dialogue, sound effects, graphics, and special effects. ____

Music: Work with the editing team to determine or create the music to be used for the video. ____



Poster Campaign

The Plan - Poster Campaign

Review your project and determine what roles are best for each person in the group. Work together to pick the best person for each task. Determine due dates. Some areas of the project plan will be completed in future sessions.

The poster campaign involves brainstorming and research for messaging, graphics, and creative design. You will also develop a plan for displaying posters. This project results in either a physical or digital exhibition shared with the school community. Engaging the larger community is encouraged.

Choose a role for each participant in teams of 4-6 and initial.

Team Brainstorming: Gather your team and discuss roles, goals, and process. ___

Art Director: Review all artwork, layouts, and content. Ensure that art always refers back to the original goals of the project. ___

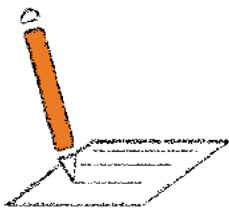
Graphic Designer: Create designs on the computer. Work with stock images or create your own originals. ___

Photographer: Take photos of the real students that will be reflected in your posters, as directed by the Art Director. ___

Copywriter: Write the creative taglines and Call-To-Action phrase(s). ___

Researcher: Dig deep into what your target audience is looking to engage with. Find what is most important to your audience. ___

Proofreader: Proofread all the content to make sure it is free from grammar errors, typos, formatting, or narrative mistakes. ___



Written Word

The Plan - Written Word Campaign

Review your project and determine what roles are best for each person in the group. Work together to pick the best person for each task. Determine due dates. Some areas of the project plan will be completed in future sessions.

The written work created will present prevention information which supports students to make healthy decisions and not consume marijuana. Messages written may include marijuana prevention, youth-positive messaging, resilience, coping skills, or highlight protective factors that reduce risk-taking behaviors.

Choose a role for each participant and initial.

Team Brainstorming: Gather your team and discuss roles, goals, and process. ___

Writing Team: Each team member will write and work together on their written word finals. This includes editing, researching, and fine-tuning their final project. ___

Proofreader: Proofread all the content to make sure it is free from grammar errors, typos, formatting, other mistakes. Do not proofread your own work!

Teacher Notes

Take time to review with students what they learned in this module about marijuana.



Your Project

Teacher Notes

1. Hand out the "Take Out Ticket" to every student.
2. This will be their homework. Instruct them to do some research outside of the classroom to further their project during the next module.

Be Curious Review (5 min)

After diving into some research about marijuana and how it is used, it is time to dig a little deeper! In the space below, circle the correct answer:

True or False? Most teens do not use marijuana.

True or False? Marijuana is a real drug.

True or False? Using marijuana is against the law for teenagers.

True or False? THC is the chemical that alters brain perception. There is a lot of TCH in today's marijuana.

Your Project: Take Out Ticket (5 mins)

You have gotten some great information about marijuana today. Now, it is time to gather some audience research. Anytime we want to reach a particular population with a message, we need to do audience research.

Observe in a HOW, WHAT, WHERE, and WHEN fashion what your friends or other students think about marijuana. **Collect** information from magazines, newspapers, and social media for the next class.

1. When and where do you see information about marijuana?

2. Are there any local publications that have information about marijuana?

3. Do you see any information on TV?

4. What information is available to you about marijuana?

5. Who do you ask or talk to if you have questions about marijuana.



One Brain

MODULE 3: ONE BRAIN



Learning Objective

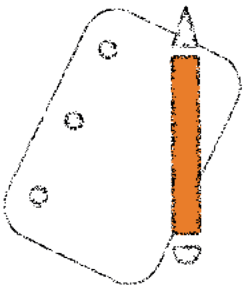
Learning Objectives

Recognize health risks when consuming marijuana.

Recognize that the human brain is still growing until age 25.

Identify that THC is the chemical in marijuana that is mind-altering.

Recognize that there is NO marijuana that is considered safe for teens.

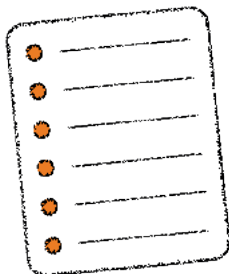


Supplies Needed

Time: 50 minutes

Supplies:

- Module 2 Take Out Ticket (pg. 32-33)



Glossary

Glossary Terms:

Addiction: A form of learning. This kind of learning teaches the “reward” circuit in the brain. This is what makes you want something more and more.

Basal Ganglia: A part of the brain that helps control movement.

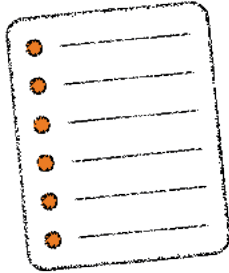
Cannabinoid Receptors: Specific cells or neurons in the brain to which THC attaches.

Cannabis Use Disorder: Using marijuana more often than intended. This can increase cravings, or cause withdrawal symptoms.

Cerebellum: Controls coordination and is where balance skills develop in the brain.

Cerebral Cortex: The outer layer of the brain. Made of folded gray matter. Plays an important role in consciousness.

Dopamine: The “feel good” chemicals in your brain. This helps control your brain’s reward and pleasure centers. Dopamine also helps regulate movement and emotional responses. It enables us not only to see rewards but motivates us to take action to move toward them.



Glossary

Endocannabinoid System: The part of your brain that is responsible for normal brain development and function.

Euphoria: A feeling or state of extreme unrealistic feeling—feeling “high.”

Frontal Cortex: The part of the brain where your sense of judgment is created. This is one of the last regions to develop.

Hippocampus: A part of the brain that plays a critical role in certain types of learning. Disrupting its normal functioning can lead to problems studying, learning new things, and short-term memory.

Neural Pathways: The way the brain allows you to learn new things.

Neurons: A special cell that sends nerve impulses through the brain.

Paranoia: The feeling of mistrust or suspicion of people and their actions without reason.

Psychosis: A severe mental disorder in which thoughts and feelings are so impaired that contact is lost with outside reality.

White Matter: This is what allows the brain to talk to itself. You grow white matter while you are a teenager. White matter is the foundation for a person’s basic learning abilities.



One Brain

MODULE 3: ONE BRAIN

Introduction

You have probably heard it dozens of times “eat your vegetables to grow up big and strong,” or “stay fit to keep an active healthy lifestyle.” But what do you do to keep your brain healthy? You can exercise it through learning, but the real answer is in what you should **not** do.

In this module, you will learn why marijuana is harmful to consume. These scientific studies will help you explore ways to talk about marijuana for your project. You will also learn more about what makes a campaign successful or unsuccessful. Use this information to make your prevention campaigns stand out.

In Module 2 on pg. 26, you were given examples of other prevention campaigns. Before you begin building on what you have learned, use your **Take Out Ticket** from Module 2 on pg. 32-33 to answer the following questions.

Teacher Tip

Make sure the students have their **Take Out Ticket** from Module 2 (pg. 32-33) to review. Open the floor for discussion of the five questions they were asked.

Take Out Ticket (5 min)

1. Did you take the time to explore any of the other prevention campaigns?

2. If so, which campaign did you like the most? Why?

3. Which campaign did you like the least? Why?

4. Do you think prevention campaigns work?

5. If you explored the campaigns with a parent or guardian, did you talk about them? What was it like to talk to an adult about marijuana?



One Brain

Teacher Tip

To stay within the time allotted, we suggest you: read this section aloud to the class. Don't worry about explaining the details just yet. There is a short video and slideshow below that will re-explain this information to students. Do your best to make this brief, and instead, spend more time with the slideshow.

One Brain—Research on the Effects of Marijuana on the Teenage Brain (35 min)

Recreational marijuana is illegal under federal law, but some states have legalized, just because it is legal does not mean that it is safe. It is especially not safe for teens whose brains are still developing until age 25.

The good news is that your ability to learn and grow is at an all-time high while you're a teen. The teen brain is sending all kinds of signals! Your opportunities to build new pathways in the brain and to learn new things is off the charts. People used to think the brain was done developing around six-years-old but advanced brain imaging tells a different story.

The teen brain is physically near adult size but it's still undergoing massive change inside. Specifically, in the areas where there is **white matter**. White matter is what allows the brain to talk to itself. You grow white matter while you are a teenager. White matter is the foundation for a person's basic learning abilities. Without white matter, the brain does not function properly. Altering the way the white matter develops as a teen can badly disrupt the regular development needed for the brain.



Learning Objective

When marijuana is consumed in any way, THC passes quickly to the bloodstream and it is carried throughout the body to all organs. THC attaches to cells or neurons in the brain that have specific receptors called cannabinoid receptors. These receptors are part of an overall system of communication called the **endocannabinoid system**, which is responsible for normal brain development and function.

Marijuana stimulates the release of dopamine in the brain's reward centers. This is what creates a "high."

Certain parts of the brain have a lot of cannabinoid receptors. Because of this, marijuana affects the following functions:

- Learning and memory function
- Coordination and balance
- Your sense of judgment



Learning Objective

Researchers believe the teen brain is still under construction under age 25. **The frontal cortex** is the part of the brain where your sense of judgment is created. This is one of the last regions to develop. This puts the frontal cortex at a higher risk of being damaged if youth use marijuana. This part of the brain is important for planning, judgment, decision-making, and personality. The endocannabinoid system is also considered under development and serves as the bridge between the body and the mind.

Scientists have discovered that teens can rapidly grow new neural pathways to learn new skills. Neural pathways decrease if the brain is otherwise engaged by other activities. This supports the importance of encouraging learning and supporting a young brain to thrive and flourish.

Addiction is when your body makes you want something more and more until your need for this thing becomes dangerous. Once you are addicted to something, it can feel impossible to not want that thing all of the time. When you are addicted to something, you will want it more than you want things like food, water, and sleep.



Learning Objective



Video

Drug use can eventually lead to dramatic changes in neurons and brain circuits. These changes can be present even after the person has stopped taking drugs. This is more likely to happen when a drug like marijuana is consumed over and over again.

How many teens use marijuana? It may seem like a lot, but it is actually far less than you think. In a study done by the National Institute on Drug Abuse, 13% of 8th graders said they have used marijuana at least once in their lifetime and 0.8% use it daily. The research also looked at the numbers for 10th and 12th graders. 2.9% of 10th graders said they use marijuana daily and 5.9% of 12th graders said they use it daily.

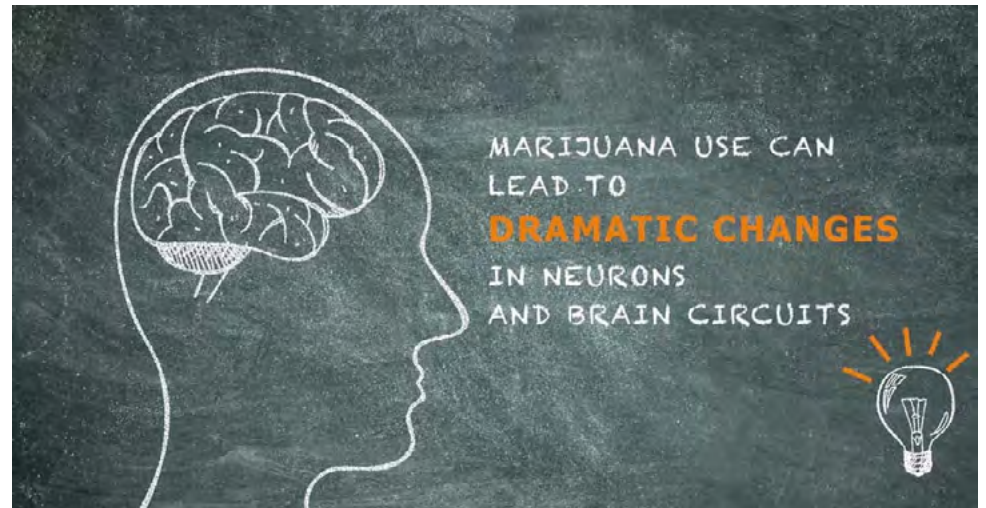
Continue to be curious, keep collecting information and asking questions! Knowing you only have one brain, and how it is affected by marijuana is important. How things turn out for you matters. It matters to you and it matters to those in your life.

Play Video (02:42 min)

Teacher Tips

This curriculum encourages students to be curious, collect information, and ask questions.

1. Introduce the video to let your students know what they will be learning in this section. This video covers scientific facts about how **marijuana affects the teen brain**.
2. Following the video, have students answer the questions on the following page. They will use this information later in their projects.
3. Know that **Future Forward: Preventing Youth Marijuana Use** provides accurate and trusted information about marijuana and how it can affect a teens developing brain.



[DOWNLOAD VIDEO](#)



Slide Content

Teacher Tips

Find Teacher Notes for Module 1 Slideshow on page 103.

[DOWNLOAD PRESENTATION](#)

Slide Content

Slide 1 Title: Module 3: One Brain

Slide 2: What Marijuana Does to Your Brain

- Just because marijuana is legal does not mean that it is safe.
- White matter is what allows the brain to talk to itself, marijuana harms the white matter.
- Altering the way the white matter develops in a teen brain can badly disrupt the regular development needed for the brain.
- Marijuana stimulates the release of dopamine in the brain's reward centers. This is what creates a "high."

Slide 3: What Marijuana Affects

- A person's:
 - Learning and memory function
 - Coordination and balance
 - Sense of judgment
 - Frontal cortex
- Teen brains can "learn" to need marijuana.

Slide 4: Can You Become Addicted to Marijuana?

- Yes. Scientists have discovered that teens can rapidly grow new neural pathways to learn new skills, which is good! But, that also means the possibility of addiction is also at an all-time high.
- Addiction is a form of learning.
- Addiction is a possibility for anyone at any age, but especially teens.
- Research says one in six teenagers who use marijuana will become addicted to marijuana.

Quiz: (5 min)

Now you can start putting together important information you want to use when developing messaging for your target audience. Without looking back in your workbook, answer the following questions about marijuana:

1. Responses may include:

THC is more potent in the marijuana grown today. THC significantly alters normal brain function.

1. Is the main ingredient in marijuana (THC) much stronger today?

2. Responses may include:

There is no type of marijuana that is safe or legal for teenagers to use.

2. Is any kind of marijuana safe for teens?

3. Responses may include:

Marijuana alters learning, memory, coordination, and judgment. Since the teen brain is still growing, scientists are concerned about the negative consequences of marijuana.

3. How does marijuana affect your brain?

4. Responses may include:

Yes, teens are more likely to become addicted because their brains are still developing.

4. Is marijuana addictive? If yes, who is most susceptible?



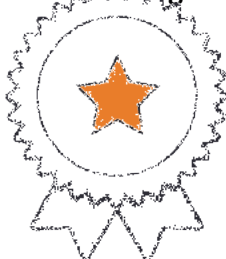
Group Assignment

Take out Ticket—Finding Your Message (5 min)

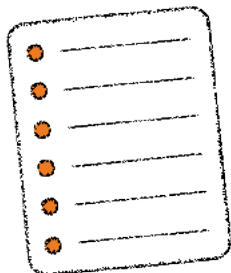
Think about the reading and the video. What are some “headlines” or main ideas that stuck out to you? As a group, take five minutes to write down as many headlines as you can think of.



One Campaign



Learning Objective



Glossary

MODULE 4: ONE CAMPAIGN

Learning Objectives

Identify why prevention campaigns do and do not work.

Recognize what a target audience is and how it is important to your campaign.

Time: 50 minutes

Glossary Terms:

Communication Barrier: is something that keeps your audience from hearing or responding to what you are trying to tell them.

Empathy: The ability to put yourself in someone else's shoes. Predicting how others might feel about an issue or an experience.

Fear Mongering: The action of deliberately causing public fear or alarm.

Pain Points: issues that create a strong emotional response.

Prevention: The act of influencing someone away from choosing a particular action.

Target audience: is the group of people with shared interests who you desire to engage with your message.



One Campaign

Teacher Tips

To stay within the time allotted, we suggest you: read this section aloud to the class. Don't worry about explaining the details just yet. There is a short video and slideshow below that will re-explain this information to students. Do your best to make this brief, and instead, spend more time with the slideshow.

Teacher Tip

Take time to review what students learned in this module about marijuana.

- You can either use this Take out Ticket activity to evaluate what the students are learning or to jog their memory.
- It is up to you if you would like to collect this activity.

MODULE 4: ONE CAMPAIGN

Introduction

The first step in creating your final project is creating your target audience! Learning about creating a prevention campaign will also help you learn how other companies target you. For example, when tobacco companies want to sell more of their products, they first identify a target audience. Now, you will identify a target audience for your prevention campaign.

Take out Ticket (3 min)

It is time to dig a little deeper! In the space below, answer the questions:

What are two benefits of not consuming marijuana?

_____, and _____.

True or False

The brain is fully developed at age 13.

True or False

Marijuana has many chemicals; one is called Tetrahydrocannabinol (THC) which alters the mind.

True or False

Marijuana impacts the brain and can cause learning, memory, coordination, and decision-making problems.

True or False

No marijuana is safe for teens.

True or False

Knowing your target audience is important to your campaign.

True or False

Fear-mongering is the best approach for a prevention campaign targeting teens.

Defining Your Target Audience (25 min)

Defining your target audience makes all the difference when you are creating your campaign. How do you frame this kind of campaign correctly? The answer all depends on who you are trying to reach or talk to. A well-defined target audience creates a more successful campaign.

Why don't some prevention campaigns work?

In the last module, we reviewed the Montana Meth Project as a prevention campaign. The campaign was targeting teenagers. They chose to use a negative, **fear-mongering** approach. Research shows teens do not respond well to negative or fearful education tactics, are quick to notice clear exaggerations, and your campaign may lose all credibility. The Montana Meth Project took this approach and it didn't work.



Learning Objective

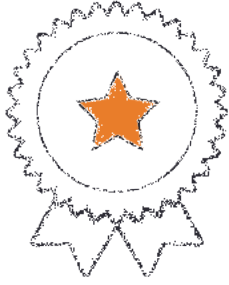
How can you create a successful prevention campaign?

Research shows that using a balanced approach is best. Explaining the risks of drug use without exaggerating makes teens more likely to respond positively. Over-exaggeration and fear-mongering do not work. With MTV's Truth Campaign, marketers found great success by literally telling the truth. In 2014, 26% of teens smoked tobacco products. The truth campaign launched "Finish it" encouraging youth to be the generation that ends smoking. In 2016, only 6% of teens smoked tobacco products.

The Future Forward campaign focuses on a positive message and encourages teens to look towards their future and goals they can achieve if they make healthy choices. Goals they can better achieve if they make healthy choices. When comparing campaigns like Future Forward and the Montana Meth Project, you will see some clear differences.

- Positive messaging vs. negative, over-exaggerated messaging.
- Bright, future-looking visuals vs. scary, confusing visuals.
- Teens engaged as good role models vs. example of poor role models.

This is where your target audience comes into play. To know how to talk to your audience, you need to know who they are.



Learning Objective

1. Responses may include:

- My age
- A teen
- Someone who is 12-14 years old

2. Responses may include:

- Sacramento
- California
- The United States

3. Responses may include:

- YouTube
- Cats
- Hanging out with friends

What is a target audience?

Your **target audience** is the group of people with shared interests who you desire to engage with your message. For example, the target audience of cat food company are cat owners. It wouldn't make sense for cat food companies to market their products to dog owners.

How do you identify a target audience?

Defining your target audience will help you create a clear picture of exactly who you are (and are not) trying to reach. First, you must start by defining what your audience gains from engaging with your messaging. Ask yourself:

1. What is the age of your target audience.

2. Where does your target audience live?

3. What are the interests of your target audience.

4. Responses may include:

- Why marijuana is bad
- Marijuana laws

4. What do you want your target audience to learn from your campaign?

5. Responses may include:

- Engaging images
- Positive words
- Inspiring scenarios
- Popular concepts

5. What would make your target audience most likely pay attention to your message?

6. Responses may include:

- Boring images
- Scary or confusing messages
- Negative words

6. What would make them least likely to pay attention?

All you need is a little research to answer some of these questions. These questions should help you begin to form a picture of your target audience. To take your definition one step further, interview someone in your target audience.

How do you talk to your target audience?

First, use **empathy** to put yourself in their shoes. Predict how they might feel about an issue or situation. Next, identify their **pain points**, issues that create a strong emotional response. This will help you learn what problems need to be addressed. How can you specifically address these issues? This will help you understand how your target audience might engage with the messaging of your campaign.

Now take your research and apply it to create the message of your campaign.

The way you talk to your audience is called “messaging.”

Messaging can be slogans or phrases: Nike’s “Just do it” or McDonald’s “I’m lovin’ it.” Your messaging will be the words you use for your poster, video, or essay. Instead of a slogan, let’s create a motto or overall idea that you can build from.

You will use this motto or idea as the theme of your projects. There are two themes you can choose from:

1. Marijuana and the brain.
2. Marijuana and the law.

Get together with your group to choose a theme.

We already know WHO we are talking to, now let’s figure out the WHAT and WHY. What do you want your target audience to know? Why should they care?

WHO: Target audience.

WHAT: _____

WHY: _____

Next, what is the specific focus you want for your theme? It could be something like marijuana damages a teens brain and you want to remind people to stay healthy. Or it could be that there are healthier ways to cope with stress that will not affect the health of the teens brain.

THEME: Healthy brains are happier brains.

Once a theme is determined, come up with ways to talk about your theme without actually saying it. Ways you could do this might be:

- What are the ways we keep our brain healthy?
- How does a healthy brain help you in school?
- How does a healthy brain help you stay positive?

Let's combine all that we have found. Here is an example:

WHO: Teens

WHAT: Smoking marijuana damages your brain.

WHY: It hurts the white matter in your brain.

THEME: A healthy brain is a happy brain.

Example Message: Exercise reduces stress!

Repeat this exercise until you feel like you have found a few messages you like. Come up with a few options and use these new messages to create the rest of your campaign.



Slide Content

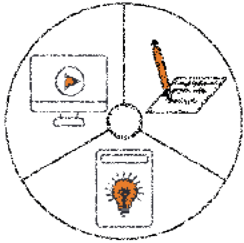
Teacher Tip:

- Find Teacher Notes for Module 1 Slideshow on page 99-100.

[DOWNLOAD PRESENTATION](#)

Slide Content

<p>Slide 1 Title: Module 4 One Campaign</p>
<p>Slide 2 Title: Why some prevention campaigns don't work</p> <ul style="list-style-type: none"> • Prevention campaigns tend to: • Make people afraid on purpose. • Exaggerate the dangers of using drugs. • Make using drugs seem normal. • Effective Prevention Campaigns: • Educate and create awareness about drugs. • Use attention-grabbing images and words. • Use video, poster, and social media campaigns to talk to teens.
<p>Slide 3 Title: What is a prevention campaign?</p> <ul style="list-style-type: none"> • Messages shown on TV, the internet, and radio to educate and influence someone from doing a certain action like using drugs.
<p>Slide 4 Title: Examples of campaigns that didn't work:</p> <ul style="list-style-type: none"> • Both the Montana Meth Project and D.A.R.E did not work because they were based on fear and exaggeration. They also made students more aware and curious about drugs than they had been initially.
<p>Slide 5 Title: Examples of campaigns that are working</p> <ul style="list-style-type: none"> • MTV's Truth Campaign: This campaign used bright colors and attention-grabbing text to convey truths about the tobacco industry. Each ad ends with the phrase "You decide," leaving teens empowered to make their own choices when presented with the facts. • The Real Cost Campaign: This campaign did work! It used very clear and honest video ads to show the real health risks of smoking tobacco products. • Future Forward: There are currently no studies which say it has or has not been successful. But, since studies show that campaigns which use positive messaging are more successful, we can say that this campaign is on the right track.
<p>Slide 6 Title: Basically, to be successful, you need to</p> <ul style="list-style-type: none"> • Tell the truth • Provide real facts • Provide education • Avoid exaggerating and purposefully scaring people



Campaign Projects



Group Assignment

Teacher Tip

Each module has time set aside to work on the prevention campaign, whether in a group or individually.

1. Divide the student into groups.
2. For each project (video, poster, or written word) students will work to identify target audience and begin building their campaign.
3. To simplify you may choose to have students create their campaign on marijuana laws or marijuana and the brain.

Creating Your Campaign (10 min)

The first step in designing an effective campaign is to identify who you are talking to. The best way to discover what motivates your target audience is to ask them!

Identifying what your classmates like, don't like, and what they think about a subject is the perfect place to start when creating a new campaign. To collect all the research you need, talk to at least five of your classmates. Remember, the more detailed of an answer they provide, the easier it will be to create your campaign. Write your answers in the spaces below.

1. What kind of things do you like to do when you're not at school? Why?

2. What are you looking forward to in the next school year? Why?

3. What do you think about people who don't use marijuana? Why?

4. What do you think about people who do use marijuana? Why?

5. Where do you go when you have questions about marijuana? Why?



Group Assignment

Break into your groups (10 min)

Work together as a group to combine your research and your previous answers to begin shaping your campaign messages.

1. Who is your target audience?

2. What words would target audience use to talk about marijuana?

3. How old are your target audience? Where do they live?

4. What are your target audience interested in?

5. What do you want your target audience to learn from your campaign?

6. What personality traits would make someone most likely to listen to your message? "Who" are they?

7. What would make your target audience least likely to pay attention?



One Campaign

One Campaign: Take Out Ticket (5 min)

You have learned how marijuana affects the teen brain. You learned about target audiences. It is time to dig deeper to understand why those messages may or may not be heard by your target audience. Answer the following questions. You will use them in the next module.

A **communication barrier** is something that keeps your audience from hearing or responding to what you are trying to tell them.

Teacher Tips

This activity is to identify any barriers which might prevent teens from hearing or understanding the campaign messages. This will encourage students to think about why certain prevention messages work for teens and others do not.

- Each student should complete their own **Take Out Ticket**
- This can be done in class or as homework.

1. Define a communication barrier in your life.

2. What is one way that you can break that communication barrier?

3. What communication barriers might you face with your campaign?

4. How will you address the communication barriers so your target audience will hear your message?



**Resilience is a
Super Power**

MODULE 5: RESILIENCE IS A SUPER POWER

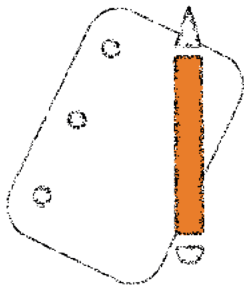


Learning Objective

Learning Objectives

Identify the definition of resilience.

Identify ways to build resilience and use coping skills.

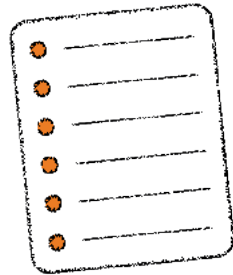


Supplies Needed

Time: 50 minutes

Suggested Supplies:

- Finding Your Message Activity (pg. 42).
- Module 4 Take Out Ticket (pg. 54)



Glossary

Glossary Terms:

Awareness: A common marketing goal, when you create awareness you are purposefully increasing someone's knowledge of a particular topic.

Call-to-action: The last message you want to leave the audience with.

Haiku: A form of Japanese poetry that uses a few words to capture a moment.

Resilience: The ability to adapt well to challenges, threats, or significant sources of stress.

Resilience factors: Actions you can take to build a healthy life.

Thesis: One or two sentences that contain your core idea or main point.

Tone: The general character or attitude of something.

Visual style: What something look like.



Resilience is a
Super Power

MODULE 5: RESILIENCE IS A SUPER POWER

Introduction

You can do anything you set your mind to. You may have heard from a very early age. Armed with the right tools, you can build your resilience and achieve the goals you set for yourself. But first, you need to build your toolbox.

In this module, you will learn why some teens will choose to use marijuana. You will see how to make your own choice with confidence. Building **resilience**—the ability to adapt well to challenges, threats or significant sources of stress—can help you manage stress, feelings of anxiety, and uncertainty.

You will also begin branding your campaign. Now that you have identified your target audience you will learn about the importance of messaging. Speaking directly to that audience is important! In the last module, you were asked to explore communication barriers—how they impact your life, affect your peers, and how they might alter your campaign plan. This is the start of creating your messaging. Take a moment to review your answers from the last **Module 4 Take Out Ticket** (pg. 54).

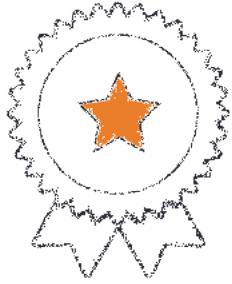
Take Out Ticket

1. What are the barriers that you discovered?

2. What gets in the way of your peers receiving messages.

3. How do we make the audience care about our message?

Identifying these barriers is very important and will help guide you through your projects. It is important to look at your messaging and ask yourself: are we addressing these barriers? If barriers are addressed, there is a better chance your campaign will be noticed, more interesting, and potentially, more effective.



Learning Objective

Teacher Tips

To stay within the time allotted, we suggest you: read this section aloud to the class. Don't worry about explaining the details just yet. There is a short video and slideshow below that will re-explain this information to students. Do your best to make this brief, and instead, spend more time with the slideshow.

Resilience is a Super Power, Making Healthy Choices (15 min)

Learning to have resilience, or the ability to recover quickly from difficulties and “spring back” after issues occur, will help you make your own choice when it comes to marijuana. Resilience isn't something people are born with, it is something you learn how to do over time. You demonstrate resilience when you bounce back from tough situations, and this builds confidence and personal strength, both of which help when confronted with pressures from others.

Building resilience isn't something you have to do by yourself! Having a good support system around you will help you stay strong during stressful situations. Sometimes teens turn to drugs or drinking to help cope with hard times. No one can predict who will use drugs. However, evidence shows young people with more **resilience factors** are less likely to turn to drugs.

Some factors may be uncontrollable (things like family situation, strong relationships), but most resilience factors can be added to your life with the right mindset and hard work. Some resilience factors you can build in your life include:

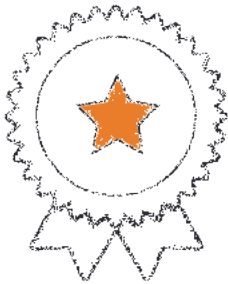
- Positive adult role models.
- Positive friends.
- Thinking before acting.
- Good teacher-student relationship.
- Success in school.

Teens who have these resilience factors in their lives are less likely to start using and abusing drugs. Research says your self-esteem plays an important role in coping with stress and recovering from difficult events. This is a chance to remind yourself of your strengths and accomplishments. This is the first step in changing your mindset. When you hear negative thoughts in your head, practice immediately replacing them with positive ones. Try saying “I can do this,” “I'm a great friend,” or “I'm a good student.” It may seem silly, but it is the first step to becoming more confident in your abilities. This is a great way to build self-esteem and resilience.

Another important step to building resilience is building a strong social network—surrounding your self with people you can confide in and gain support from. That can be a family member, teacher, friend, or role model. Simply talking about a situation with a friend or role model may not make your stress go away, but it may allow you to share your feelings, get support, and receive positive feedback.

A resilient teen has a good self-care plan. When you are stressed, it may be easy to forget to care for yourself. Neglecting yourself in the face of stress could include; losing your appetite, ignoring exercise, not getting enough sleep, and turning toward substances. Now is your chance to work on building your self-care skills. Your plan could be making sure you get enough sleep, are eating well, or asking friends for advice. You can start by making time for healthy activities that you enjoy. By taking care of your own needs, you can boost your overall health and resilience.

It is also important to learn how to set reasonable goals for your future. When you find yourself becoming overwhelmed by a situation or feeling stressed, take a step back to simply look at what is before you. Brainstorm possible solutions, and then break them down into manageable steps.



Learning Objective

You demonstrate resilience when you make your own choice clearly and confidently to someone who invites you to use marijuana. You are able to draw on your strengths and leave an uncomfortable situation. You leave feeling just as positive and goal-oriented as you were before. You “bounce back” easily. Don’t stress about learning to do this quickly, it takes time to learn how to be resilient. Use the tools below to begin practicing.

How do you work through a hard situation?

Think through situations calmly. Be confident in your ability to make the right choice.

Come up with strategies that help to avoid situations where marijuana may be present.

Be ready to avoid feeling pressured to use.

In the moment, you can:

- Use good body language.
- Make eye contact.
- Take deep breaths.

When you aren’t feeling confident in your ability to make the right choice, remember:

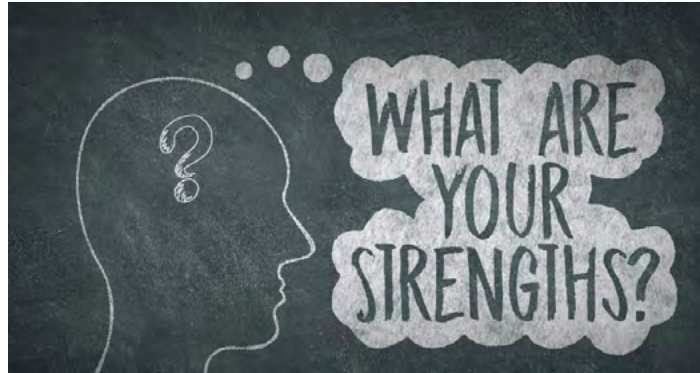
- You have a right not to use marijuana.
- You can suggest different activities.
- You can leave an uncomfortable situation.

Play Video (01:58 min)



Video

DOWNLOAD VIDEO



Slide Content

Teacher Tip

To spur understanding and conversation around resilience, use slide presentation **Resilience is a Super Power** to explain the concepts.

Teacher Tip

Find Teacher Notes for Module 1 Slideshow on page 107-108.

DOWNLOAD PRESENTATION

Slide Content:

Slide 1 Title: Resilience Is a Super Power!

Slide 2 Title: Resilience Is a Super Power!

- Working through hard situations is a great skill to learn.
- When you are being resilient, you are able to recover from a hard situation quickly. You will feel just as positive as you were before. You “bounce back” easily.
- A resilient student is a strong student. When you plan ahead, set boundaries, and use your voice, you are being resilient.

Slide 3 Title: How do you become resilient?

- No one is born resilient. It’s something you learn how to do over time.
- You can begin to do this by thinking through situations calmly, confident in your ability to make the right choice.
- Being prepared for any situation means you know you will be able to work through hard situations.

Slide 4 Title: In The Moment, You Can

- Try to take deep breaths.
- Remember that no one can make you do anything you do not want to do.
- Identify a space, place, or person you can go to if you feel overwhelmed.

Slide 5 Title: When You Aren’t Feeling Confident in Your Ability to Make the Right Choice, Remember:

- You can suggest alternative activities
- You can place attention on another activity
- You can leave
- You have a right not to use marijuana

Slide 6 Title: Ways to Build Resilience:

- Maintaining a hopeful outlook on life.
- Feeling confident in yourself, even when in hard situations.
- Remembering that learning how to be resilient takes time!

Building Your Resilience (5 min)

Now you will apply what you have learned about resilience to your life. Read through the following situations and answer each with one way you might respond that would allow you to build your resilience.

1. How would you to respond if your favorite class got canceled:

2. Keep things in perspective. Check-in with yourself—is this really a big deal? Circle yes or no.

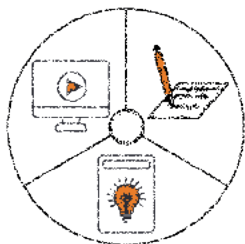
Yes

No

3. Take action to solve problems. What are some problem-solving steps?

4. Identify a trusted person in your life. Who do you trust and why?

5. Look for opportunities for self-discovery. List three things you are proud of:



Campaign Projects



Poster Campaign

Designing Your Campaign (30 min)

You have done your research about marijuana and dug deeper into what makes up your target audience. Now, you have all the information you need to create your messaging and the look and feel of your campaign. These activities are meant to be done in your project groups. Look back into past modules if you need to.

Poster Campaign Activity

Creating your moodboard

Once your target audience has been selected, make a moodboard for the

poster project. A **moodboard** is a collection of typefaces, color swatches, illustration files, and anything you find inspirational. These things must visually represent your target audience's needs and lifestyle. Think of it like a Pinterest board. You will use this to create the basis of your visual elements on the poster.

For example: Your audience is a mom, 35-40 years old. She is active, loves to cook, and enjoys yoga in the evening. Imagine the kinds of things that she likes. Now, also consider her views on teens and marijuana use. You can visualize this by using images of a woman doing yoga, or setting the table for a family meal. Her love of exercise and healthy eating may be one way she inspires her children make smart choices. What colors might go along with this feeling?



Video Campaign Activity

The first step in creating your video campaign is identifying your goal. Before you sit down to script out your video, you'll want to take a step back and consider why you want to create a video in the first place. It's important to get crystal clear on your goals before you start writing dialogue. For this project your goal is message **awareness** —meaning, increasing someone's knowledge of a particular topic.

Now that you have your goal, it should be a little bit easier to determine what makes sense in terms of direction. Choose your direction and write it into the space below. To give you some ideas, here's a list of possible directions you could go in:

Introductory: Tell your audience who you are, explain your mission.

Explanatory: Explain how something works (like your product or a specific feature).

Problem/solution: Show the old way/new way and how your product is the solution.

Narrative: Use story elements (like plot, conflict, resolution, etc.) to subtly introduce or explain something.

Drive action: Get the audience to do something (i.e.—shop now, act now).

Testimonial: Interviews, quotes, and/or soundbites. Have people tell a personal story.

Endorsement: Use of celebrity or influencer approval/likeness.

Informative: Educate your audience about something specific, tutorial-style, etc.

Direction: _____

Your next step is to set the tone. **Tone** is defined as “the general character or attitude” of something. But to make it simple, think of it as how your video is going to make your audience feel. For example, do you want to make your audience laugh or do you want them to feel moved? Do you want them to feel informed, or do you want to tell them a story? Below are some tones you can explore for your concept and creative direction. Choose a tone and write it in the space below.

Dramatic: Moves you emotionally.

Straightforward/informative: Clear and concise.

Conversational: Casual and authentic.

Urgent: Urges you to take action, now!

Fun/playful: Uses fun creative devices.

Humorous: Comedic; makes you laugh or smile.

Cutesy: Something that makes you go, “aww!”

Inspirational: Uses inspiration to drive action (manifestos are typically done in this style).

Artsy/hip/cool: Feels youthful, stylish, trendy, etc.

The **duration** of your video is important to establish before you get started. Without using some type of time frame, your video will likely end up too long and unfocused. Remember, your idea should only be as big as the time it has to unfold. So, putting restrictions on your concept will only help to make it stronger and more effective. For this project, you will be making either a **30-second or a 60-second** video. Write your agreed duration below.

Duration: _____

Now that you have figured out your goal, direction, tone, and duration, the next thing to consider what will be the **visual style** of the video. This means what it will look like. The visual style of your video can come to life in many different ways. Here are some general ideas for how it can be done. Choose your visual style and add it to your video outline below.

Real people: The actors who play out the characters you’ve created; this may or may not include dialogue (depends on your script).

B-roll: Supplemental or alternative footage typically used in-between “main shots” or used as background, action, or flashback-style scenes.

Live-action: Combining real-life footage with elements of animation or special effects.

Screencast: A digital recording of a computer screen often containing movement, audio, or some type of demonstration.

Whiteboard: This is similar to a screencast, except imagine a hand holding a marker as it writes on a whiteboard (it can be any type of writing instrument). This is usually used to write out a message (leading the story with visual text), create drawings, etc.

Phone/Tablet/App: This is also similar to screencast, but you’re showing something specific on the device (like a scrolling website, an action like clicking an icon, etc.).

Assuming you have a loose idea for your video, it’s now time to start **outlining** your story. To do that, start by writing out a paragraph that summarizes your idea in a big-picture way. This paragraph should focus on the concept itself. You will always have something to refer back to when you begin building out the ideas. Throughout this process, your script inevitably gets a little murky, so keep this with you as reference. In the space below, make sure you include your beginning, middle, end, and final **call to action**. A call to action is the last message you want to leave the audience with. What do you want them to feel or do? (i.e. make healthy choices, learn more, don’t choose marijuana, etc.)

The last step in your story development is creating a script. This includes direction for your actors, or what they might say in the video. Below is an example.

Camera on girl sitting at her desk.

Boy walks up to girl.

Boy: Hi Felicia, what are you working on?

Girl: Hi Tommy! I’m trying to figure out this math homework, but it’s complicated.

Boy sits in desk next to girl.

Boy: Can I help you with anything? Which problem are you working on?



Video

Video Master Plan

Goal:

Direction:

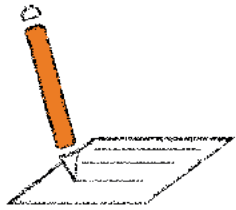
Tone:

Duration:

Video Style:

Outline:

Script:



Written Word

Written Word Activity

In your group decide what form your written word will take. Will it be an essay or poem? If you choose the essay, you will create a research essay made from the information found in all eight modules. If you choose poetry activities, you will create several different styles of poems that reflect your prevention messaging.

Essay Activity

Using your prevention message, you will develop your thesis. A **thesis** is one or two sentences that contain your core idea or main point. A strong thesis statement is specific, takes a stand, and asks then answers a question. Below, you will break out your essay into an outline with your newly developed thesis.

Start with an introduction. An introduction uses a flashy hook to grab the attention of the reader. The last sentence of the introduction is your thesis and it contains all of the main ideas that will be presented.

Introduction:

Rewrite the sentence that you have decided is your thesis:

The supporting paragraphs will use facts and evidence to support the thesis. Below, write the general idea for each paragraph.

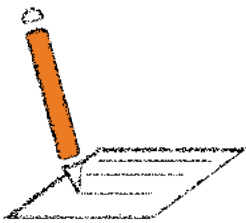
First Supporting Paragraph:

Second Supporting Paragraph:

Third Supporting Paragraph

The conclusion restates your thesis statement while wrapping up all of the information you used to support your claim. (Tip: Don't add in new information. Instead, support the information presented in the introduction.)

Conclusion:



Written Word

Poetry Activity:

The prevention message you developed is your inspiration for creating your poem. Poetry is one type of writing that puts feelings and ideas into words. The words are then arranged in a particular way meant to express emotions. The language is organized intentionally.

Taking the prevention messages, you will make traditional **Haiku**. The Haiku is a form of Japanese poetry that uses a few words to capture a moment. Using the following formula, you will have three lines of text. This is the first step to inspire developing your prevention poem.

First line is five syllables.

Second line is seven syllables.

Third line is five syllables.

Example:

This is a marijuana-specific message that is combined with the stress one feels in life.

One puff will not solve

What I can find within me

This I proclaim true.

Now, give it a try:



**Resilience is a
Super Power**

Teacher Tip

Now that students have learned how to properly craft their campaign messaging, use this final activity to review their comprehension.

- Have students pull out their **Take Out Ticket**.
- This will be their homework. Instruct them to exchange contact information with their group members. Have students continue to develop their messaging so they will be ready to begin final projects during the next module.

Resilience is a Super Power Take Out Ticket (5 min)

You have been given some tips about how to be build resilience in your life. You have also learned how to properly craft the message for your campaign. Answer the following questions and bring them back to the next module.

True or False A barrier is something that gets in the way of your audience hearing or seeing your message.

List three words that your target audience would identify in your messaging.

True or False Maintaining a hopeful outlook is one way of being resilient.

True or False Resilience is when a person is able to withstand or recover quickly from difficult situations.

What are five things that make you feel positive?



Positivity Helps



Learning Objective



Supplies Needed

MODULE 6: POSITIVITY HELPS

Learning Objectives

Identify coping skills that help build resilience.

Recognize what messaging is and how to create your own.

Time: 50 minutes

Supplies:

- For the Video Campaign track: selfie stick, a tripod, and microphones.
- For Poster Campaign track: colored pencils, markers, and crayons.

Glossary Terms:

Mindfulness: focusing on your awareness of the moment, allowing thoughts and feelings to calmly come and go.

Mindset: The way you choose to perceive a situation.

Scannable Content: Content is short and to the point, sentences and paragraphs are brief, bold text and bullet points are used to highlight key points.



Positivity Helps



Learning Objective

Teacher Tips

To stay within the time allotted, we suggest you: read this section aloud to the class. Don't worry about explaining the details just yet. There is a short video and slideshow below that will re-explain this information to students. Do your best to make this brief, and instead, spend more time with the slideshow.

MODULE 6: POSITIVITY HELPS

Introduction

In this module, you will be applying all you have learned to begin creating your final projects. We will also learn about how a positive outlook on life can change your mental health for the better.

Resilience is the ability to “bounce back” from difficult situations, stress, or peer pressure. It is important to have resilience because it allows you to keep moving forward toward your goals and to find confidence within yourself.

Building Blocks of Resilience (10 min)

The biggest building block of resilience is your personal strengths. Learning to use your strengths is important! When you use your strengths, you look and feel strong; it shows and people notice. It also gives you the best possible chance of dealing with hard situations. You will learn to think of obstacle as challenges that you have the ability to overcome.

Changing how you think about hard times is an example of creating a positive mindset. **Mindset** is how you choose to perceive a situation. Creating a positive mindset allows you to move through daily stresses easier. You can build a positive mindset by focusing on your goals. You can also meditate or practice mindfulness. **Mindfulness** is focusing on your awareness of the moment, which allowing thoughts and feelings to calmly come and go. You genuinely feel more positive, even when something negative comes up. The big things feel smaller and you can bounce back to normal life faster.



Slide Content

Teacher Tips

Find Teacher Notes for Module 6 Slideshow on page 109.

[DOWNLOAD PRESENTATION](#)

Slide Content:

Slide 1 Title: Positivity Helps

Slide 2 Title: How Do You Identify Your Strengths?

- Start with thinking about what you are good at. Do you make people laugh? Are you smart? Inventive? Make a list!
- Here is an example of a strengths list:
 - I am....
 - Smart
 - Brave
 - Good at talking to people
- Ask friends and family to help.

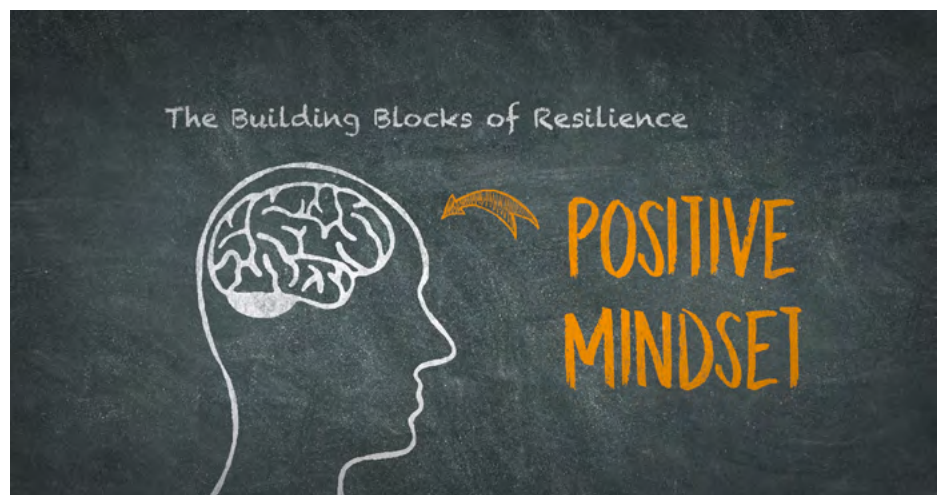
Slide 3 Title: Building Strengths

- How do you build strengths?
- Tell yourself all the good things about yourself. Think something like "I know this. I got this. I'm good at this!"
- Talk to a trusted person.
- Develop a positive mindset.

Slide 4 Title: Developing a Positive Mindset:

- Think of hard times as challenges
- Recognize and focus on progress! Let that fuel you towards your goals.
- Try meditation or mindfulness.
- Schedule exercise and get enough sleep.

Play Video (0:55 min)



[DOWNLOAD VIDEO](#)

Teacher Tips

Remind students that they can refer back to these strengths when dealing with difficult situations.

Fast 5 - Build Your Strength

Now you have learned a little more about yourself through the process of building strengths and resilience. Revisit your Fast 5 Brainstorming Activity from pg. 16. List five strengths about someone you admire. Write five strengths about yourself.



Campaign Projects

Taking Action on Your Campaign (35 min)

Use the skills you have learned about creating a prevention campaign to begin creating your final product. You have already defined your target audience and brainstormed messaging. You can refer to these activities from past modules:

- Target Audience Worksheet (pg. 45-46)
- Messaging Worksheet (pg. 47-52)

In this module, take all your research and put it into your working product. (If you need a reminder of what the research says, see Modules 1 and 2.) Below are some general “best practices” you can refer to if you get stuck while working on your project.



Video

Best Practices of a Video Campaign:

Center your video around the story. Focus on the narrative you are trying to create. In the end, this will help you produce a better product. This will help you avoid “forcing” your message, upon the viewer.

Make the first 10 seconds the best 10 seconds ever. Most people will only watch the first 10 seconds of a video before scrolling away. Make sure your first 10 seconds catch your audience’s attention and keep them wanting to watch.

Have fun! A video that is boring to make will be boring to watch.

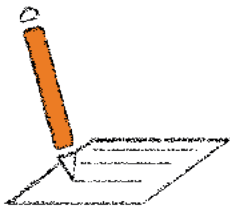
Educate AND entertain your audience.



Poster Campaign

Teacher Tip

Scannable content is short and to the point, sentences and paragraphs are brief, bold text and bullet points are used to highlight key points.



Written Word

Best Practices of a Poster Campaign:

Less is more, visually. When designing your poster, remember not to overload your viewer. Visually, less is more.

Create a headline and a subline that grabs attention. You want to keep your audience captivated, so the message stays with them and they read all information you want to relay.

Less is more, textually. When writing the copy or messaging of your poster, remember to get straight to the point. You want your message to be simple, clear, and catchy.

Use fonts. Font can make your poster really hard or really easy to read. It also affects the overall design and text. It needs to match the overall brand, look, and feel of the campaign.

Colors and contrast. There is a lot of research that talks about colors. Color can bring out a particular mood in a viewer. For example, using red is bold and grabs attention. Blue is calming and yellow is bright and happy. Keep that in mind as you put your final project together.

Best Practices of a Written Word Campaign:

Write with scannable content. The copy (the words of your campaign) should be scannable and easy to quickly read and understand.

Create an easy, readable flow. The headline, the body, and supportive text should flow easily.

Write to your readers' emotions. Make it clear how your message will improve your audience's lives.

Use the proper tone of voice. Ask if the message comes off as positive, negative, or neutral. How do you want the reader to feel?

Developing Your Campaign

You have created your outlines and now it's time to further develop your campaign. The activities below are meant to be done in your project groups. Go back to review information from past modules should you need any of your research.



Poster Campaign



Video

Teacher Tip

1. Instruct students to refer back to those best practices to help frame their final projects.
2. Give students remaining class time to work on campaigns.

Poster Activity

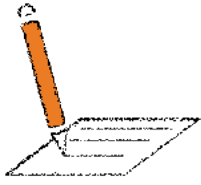
Grab your moodboard and messaging. Each member of the group should share the moodboard they created and why those particular elements were chosen. As a group, brainstorm ideas to further develop the concepts presented. There are no wrong answers. If the group seems to be losing interest, try using the phrase “yes, and” to spark further ideas. Encourage the presenting student to take notes. These notes can be used as inspiration for the poster design.

Video Campaign Activity

Using your Video Master Plan, begin filming your video. Gather supplies such as a selfie stick, a tripod, and microphones.

Here are a few hints to make your video look professional. - Always hold your phone horizontal or in the landscape orientation. This will help your video look more professional and high quality enough for TV.

- Hold the camera still. Use a tripod, someone’s shoulder, the ground, a pop-socket, or anything to stabilize the camera.
- Use different camera angles. Don't shoot everything from the shoulder or eye level, try putting the camera on the ground or up high. Varying your shots will keep the attention of your viewer and tell a better story.
- Check for bright consistent lighting, good color, and that the image is in focus.
- Some color correction can be done in editing. But blurry is... just blurry. Take multiple shots of the same scene. It is always a good idea to have options. If you have a shot that needs to be five seconds long, film it a few times and then film a shot that’s a little shorter or a little longer. You never know, you might hit gold! More footage is better and gives you choices.



Written Word

Written Word Activity

Essay Activity:

Use the thesis and rough outline you created to develop a stronger outline for your paper. Remember that it will be helpful to use the prevention messages you created to build your content.

Reread your introduction (from pg 68) and refine it. Make sure it has 3-4 sentences, with your thesis as the last sentence.

Introduction

Supporting paragraphs will use facts and evidence to back up the thesis claim. Use the space below to draft your supporting paragraphs. Include 2-3 specific facts in each paragraph.

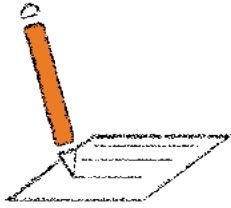
First Supporting Paragraph:

Second Supporting Paragraph:

Third Supporting Paragraph

Conclusion:

Reread your conclusion. Does it still establish the information needed to support your thesis statement? (Tip: there should be no new information that is not already in your supporting paragraphs.)



Written Word

Poetry Activity:

In this activity, you will explore new collaborative poetry called Renga. Renga is a form of Japanese poetry. You will use what you have learned about marijuana and teens to create an overall feeling. Think of what you want your reader to come away with.

Get into groups and begin with a blank sheet of paper. Brainstorm a list of 3-5 words from your prevention message. This will be your vocabulary list. Each group member will use a word from the list to create a line of poetry 5-10 words long.

Choose a group member to begin. They will select a word from the list, create their line of poetry and pass the paper to the next group member. The second group member will read the first line and write a second line using one of the remaining words from the vocabulary list and trying to make a connect to the first sentence.

Repeat this step until all group members have participated. Your poem should have as many lines as you have group members. Read the final poem aloud to the group.

Discuss with the group and answer the following questions for your poem.

- What works well with the poem?
- Are there two lines together that are particularly powerful?
- Does the entire poem work?
- Are there combinations of words or phrases that work well together?
- Do the words convey a visual image?

Circle the pieces in your poem you want to keep in your final draft. You can pull out certain phrases, parts of lines, or come up with more ideas. Together create a more cohesive poem as your final piece.



Positivity Helps

Positive Helps: Take Out Ticket (5 min)

Now that you are aware of some of your own personal strengths, take the time to sit with a mentor, parent, or friend and discuss these with them. How might you build upon your existing strengths?

Use the questions below to guide your answers.

Where is the easiest place to start in improving your strengths? Why?

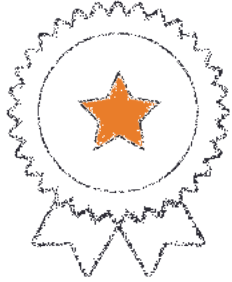
Which strengths would be the hardest to work on? Why?

What is one way you could reach out to someone in your life for help in building these strengths?

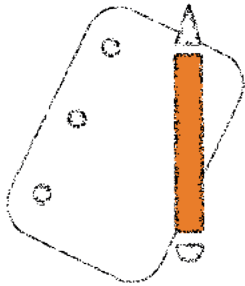
Do you feel more confident in your ability to make your own choices when it comes to marijuana? Why or why not?



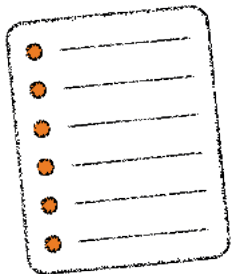
**Adapt and
Get Stronger**



Learning Objective



Supplies Needed



Glossary

MODULE 7: ADAPT AND GET STRONGER

Learning Objectives

Identify personal strengths.

Time: 50 minutes

Supplies:

- For the Video Campaign track: selfie stick, a tripod, and microphones.
- For Poster Campaign track: colored pencils, markers, and crayons.

Glossary Terms:

Six-Word Stories: A sentence or phrase comprised of just six words.



**Adapt and
Get Stronger**

MODULE 7: ADAPT AND GET STRONGER

Teacher Tips

- Remind students to read the Best Practices Section (Module 4 pg. 75-77) of their workbook if they need additional information.



Learning Objective

Introduction (15 min)

Use the skills and information that you have learned throughout Modules 1-6 to create your final projects. While working, refer back to the section of your workbook that highlights “best practices” of creating a video, poster, and written word campaign.

Take Out Ticket

Review your answers from the **Take Out Ticket** from Module 6 (pg. 81) and take a few minutes to fill out the questions below.

1. What did you learn about yourself from speaking with a family member or friend?

2. Was it easier to identify your strengths with help? Did you find it difficult to talk about?

3. How can you help others find their strengths?

4. How will your campaign messaging help your peers find their strengths?



Slide Content

Teacher Tip

Find Teacher Notes for Module 7 Slideshow on page 110-111.

[DOWNLOAD PRESENTATION](#)

Slide Content:

Slide 1 Title: Adapt and Get Stronger

Slide 2 Title: Let's Reflect: Why Are You Creating This Campaign?

- When you've reached this lesson, you have learned a lot about yourself! Take a moment to think about what you have learned about yourself.
 - HINT: Think about your strengths!
- Is there a way you can use what you have learned about yourself to make the campaign better?
 - HINT: Maybe add some advice that you found helpful?
- Was it easier to identify your personal strengths with the support of others?
- How can you help others find strengths in themselves?
- How will your campaign messaging help your peers find their own strengths?

Slide 3 Title: Poster Activity:

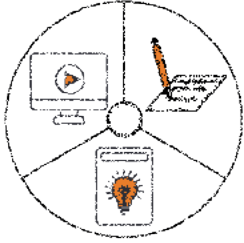
- Create three rough ideas for your poster design
- Sketch it and design it!
- Choose a concept for each team member to move forward.

Slide 4 Title: Poster Video:

- It's time to start telling a story! Using your script as a guide, plan out your video and tell a story.
- Finish shooting or begin editing your video. You don't have to film things in order, you can make the order when you're editing.
- Use titles and graphics to drive home your message.

Slide 5 Title: Written Word Activity:

- Create three rough ideas for your poster design
- Sketch it and design it!
- Choose a concept for each team member to move forward.



Campaign Projects



Poster Campaign



Video

Developing Your Campaign (25 min)

Use the rest of the time in this module to work on your campaign. Refer to the **Best Practices** section (pg. 75-77) of your workbook for direction and further inspiration.

Poster Activity:

Sketch It and Design It:

Create three ideas for your poster design. Once the sketches have been completed, present your concepts and ask your classmates for feedback. Determine the best concept for your poster.

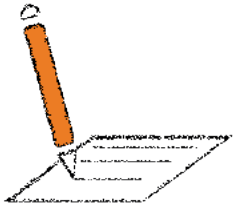
Now take time to design your poster. Posters should use type, color, and imagery including photography, illustration, or hand-drawings. You will present your final designs to the class in the next module.

Video Activity

As you began filming your video in the last module, now you will finish shooting and begin editing.

It's time to tell your story! Editing is an art form. It's how you convey all your hard work into one seamless message. You want your final product to cause your viewer to do something: push a button, tell somebody, help somebody, or even cry—if you do it right.

Using your script as a guide, lay out your video and tell your story. Keep the message tight. Select the best shots that convey the emotion you want to convey. Use music if it helps sell your message. Imagine a motion picture without a cinematic soundtrack. How boring would that be? Use titles and graphics to drive home your message.



Written Word

Written Word

Essay Activity:

Using the outlines you created in the last module, work to complete your introduction, three supporting paragraphs, and a conclusion. Look back at past modules for motivation.

Poetry Activity:

In this activity, you will create **Six-Word Stories**. It's quite simple: You are allowed to select six words to create a story. Below are a couple of examples.

I leave. Dog panics. Furniture shopping.

Rock bottom? Hey, I like climbing.

I choose my future. Not marijuana.

Freshly baked cookies. Santa. Empty plate.

First, choose some words, phrases, or information that you have learned in this program. Write them in the space below.

Now, using a piece of paper, create a minimum of five, Six-Word Stories that can be used in prevention messaging to support either not using marijuana, or in making healthy choices. These can be specific to not using marijuana. They may also support resilience, coping skills, a positive outlook, goal setting, building your strengths, and your interests.

Adapt and Get Stronger: Take Out Ticket (5 min)

It's time to take it one step further with your group: examine your prevention campaign. What would make it just a little bit more impactful? Is anything missing? List three things that you and your group could do to improve your final project.

1.

2.

3.



You Matter

MODULE 8: YOU MATTER



Learning Objective

Learning Objectives

Understand how to offer and receive constructive feedback on projects.

Time: 50 minutes



You Matter

MODULE 8: YOU MATTER

Introduction (15 min)

In this final module, you will complete your campaigns and display them to the class.

You have come a long way! You have researched the laws and policies around marijuana. You have uncovered how marijuana is used in the world concerning you. You have learned how it could impact your developing brain. You have spoken to your peers about prevention and you have developed messaging that will make others think and take action. You had a chance to explore who you are, inside and out. Now, you are armed with tools to build your resilience when faced with stress or peer pressure.



Slide Content

Teacher Tip

Find Teacher Notes for Module 8 Slideshow on page 112.

[DOWNLOAD PRESENTATION](#)

Slide Notes

Slide 1 Title: You Matter

Slide 2 Title: Throughout this curriculum you have learned about:

- How to create a prevention campaign
- How marijuana effects your brain
- What the law says about marijuana and the number of teens actually consuming marijuana
- How to recognize and use the building blocks of resilience
- How to identify your strengths and where to get help if you need it
- How to make healthy choices for yourself

Slide 3 Title: Remember, YOU MATTER! You are always encouraged to:

- Be curious.
- Ask questions.
- Collect information.
- Manage stress with healthy choices.
- Continue to build your strengths.
- Make healthy decisions for you and encourage others to do so.
- Choose to do other activities and not consume marijuana.

Slide 4 Title: How things turn out for you matters. It matters to you. It matters to us!

Play Video (0:49 min)



DOWNLOAD VIDEO

Activity: View Campaigns (25 min)

Video Campaign:

Show your videos to the class.

Written Word Campaign:

Chose the poem or a section from your essay that you are most proud of, read it aloud to the class.

Poster Campaign:

Display your posters for the class to see.

Teacher Tip

- This module is an opportunity to conduct a peer review and evaluation of each student’s final campaign. Have technology available to show videos, time for groups to set up and display posters around the class, and the opportunity for students to present their written word.
- Following all campaign presentations, students will reflect and share feedback.
- Have students present their completed campaigns.
- Create a gallery walk for the students to view the final results of the poster campaign.

What You Do Matters: Take Out Ticket (10 min)

In your final Take Out Ticket, take a moment to reflect on what it was like to look at your peer’s final projects.

1. What are three things you found interesting in your peer’s final projects?

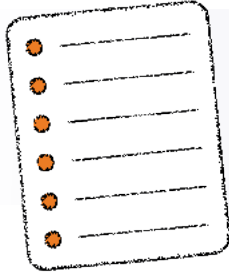
2. What worked well for your project? What would you do differently next time?

Conclusion

Remember, YOU MATTER. You are always encouraged to:

- Be **curious**.
- Ask **questions**.
- Collect **information**.
- Manage stress with **healthy choices**.
- Continue to build your **strengths**.
- Make healthy **decisions** for you and encourage others to do so.
- **Choose** to do other activities and not consume marijuana.

How things turn out for you matters. It matters to you and it matters to us!



Glossary

GLOSSARY TERMS

Addiction: A form of learning. This kind of learning teaches the “reward” circuit in the brain. This is what makes you want something more and more.

Advocacy: Support for a particular cause.

Awareness: A common marketing goal, when you create awareness you are purposefully increasing someone’s knowledge of a particular topic.

Basal Ganglia: A part of the brain that helps control movement.

Brand: The look and feel of your campaign. This can mean colors and the words you use. The best campaigns have a consistent brand across all their materials.

Call-to-action: The last message you want to leave the audience with.

Cannabidiol (CBD): CBD is the second most important ingredient in marijuana. While CBD an ingredient marijuana (one of hundreds), by itself it does not cause a “high.”

Cannabinoid Receptors: Specific cells or neurons in the brain to which THC attaches.

Cannabis Use Disorder: Using marijuana more often than intended. This can increase cravings, or cause withdrawal symptoms.

Cerebellum: Controls coordination and is where balance skills develop in the brain.

Cerebral Cortex: The outer layer of the brain. Made of folded gray matter. Plays an important role in consciousness.

Communication Barrier: is something that keeps your audience from hearing or responding to what you are trying to tell them.

Dopamine: The “feel good” chemicals in your brain. This helps control your brain’s reward and pleasure centers. Dopamine also helps regulate movement and emotional responses. It enables us not only to see rewards but motivates us to take action to move toward them.

Empathy: The ability to put yourself in someone else’s shoes. Predicting how others might feel about an issue or an experience.

Endocannabinoid System: The part of your brain that is responsible for normal brain development and function.

Euphoria: A feeling or state of extreme unrealistic feeling—feeling “high.”

Fear Mongering: The action of deliberately causing public fear or alarm.

Frontal Cortex: The part of the brain where your sense of judgment is created. This is one of the last regions to develop.

Haiku: A form of Japanese poetry that uses a few words to capture a moment.

Hippocampus: A part of the brain that plays a critical role in certain types of learning. Disrupting its normal functioning can lead to problems studying, learning new things, and short-term memory.

Human-Centered Design: A creative way of solving problems. You start with the people you are designing for and end with new solutions special made for them.

Ideation: When you look at research and create your brand.

Implementation: Make your best idea real! Here, you will start to film, write, or create your project.

Inspiration: When you find a solution to your design challenge.

Marijuana: is a drug made up of a mixture of dried leaves and flowers from a plant called Cannabis.

Messaging: This can come in many forms. The most popular forms are television, magazine advertisement, or a slogan on a product package. Whatever form it takes, your message is meant to tell someone a certain idea.

Mindfulness: focusing on your awareness of the moment, allowing thoughts and feelings to calmly come and go.

Mindset: The way you choose to perceive a situation.

Neural Pathways: The way the brain allows you to learn new things.

Neurons: A special cell that sends nerve impulses through the brain.

Pain Points: issues that create a strong emotional response.

Paranoia: The feeling of mistrust or suspicion of people and their actions without reason.

Potency: How strong something is.

Prevention Campaign: Messages you see on television, radio, social media, and newspapers. They aim to influence decisions or prevent someone from taking a particular action.

Prevention: The act of influencing someone away from choosing a particular action.

Psychosis: A severe mental disorder in which thoughts and feelings are so impaired that contact is lost with outside reality.

Resilience factors: Actions you can take to build a healthy life.

Resilience: The ability to adapt well to challenges, threats, or significant sources of stress.

Scannable Content: Content is short and to the point, sentences and paragraphs are brief, bold text and bullet points are used to highlight key points.

Schedule I Drug: A substance that has no accepted medical use and can be abused.

Six-Word Stories: A sentence or phrase comprised of just six words.

Target Audience: A group of people who like the same things. They are most likely to be interested in what you talk about. They are who you will be “talking” to.

Target audience: is the group of people with shared interests who you desire to engage with your message.

Tetrahydrocannabinol (THC): THC is the main chemical in marijuana. It is responsible for what we call the drug’s psychotropic effects or “high.” This “high” makes you feel and perceive things differently than they actually are.

Thesis: One or two sentences that contain your core idea or main point.

Tone: The general character or attitude of something.

Visual style: What something look like.

White Matter: This is what allows the brain to talk to itself. You grow white matter while you are a teenager. White matter is the foundation for a person’s basic learning abilities.

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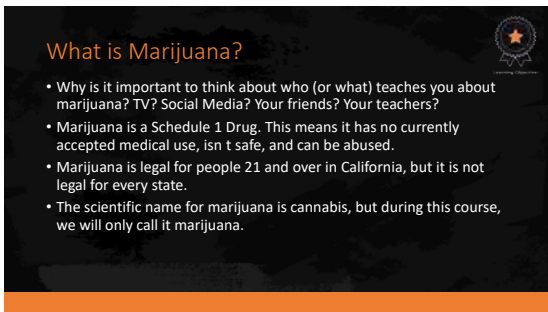
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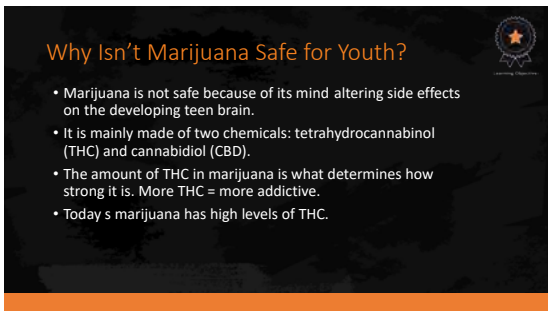
POWERPOINT TEACHER NOTES: MODULE 1



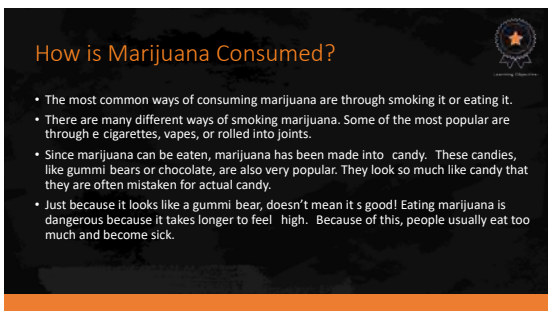
- Use this slideshow to help support both the reading and the video.



- In this curriculum, students will receive information for high-quality, science-based resources. Staying mindful of where you get your information from ensures that you are always paying attention and only accepting accurate, science-based facts.
- While medical marijuana is more accepted for medical use, marijuana is still categorized as a Schedule 1 Drug by the United States Drug Enforcement Administration. In particular, because it has a high potential for abuse.
- There are many slang terms for marijuana.



- Tobacco also comes from a plant. However, years of research show that it is not safe to consume. Heroin comes from a plant—a poppy plant. Cocaine is from a coca plant, but that does not mean they are healthy to consume.
- THC is the main chemical in marijuana. It is responsible for what we call the drug's psychotropic effects or "high." This "high" makes you feel and perceive things differently than they actually are.
- Over the years, marijuana has been genetically modified to have a higher THC content. This is bad because that means it can be more addictive.



- Edibles are very dangerous. This is because it takes longer for people to feel "high" when they eat marijuana. This can make people eat too much, and become very sick or need to go to the hospital. Edibles can also be especially dangerous for little kids. They might not understand that marijuana is hiding in their favorite treat.

MODULE 1 CONTINUED

Recreational Marijuana in the Law



- In the United States, it is illegal for anyone under 21 years old to purchase, have, use, or grow marijuana.
- If you are under 21 and caught with marijuana, you will have to complete drug education, counseling, and community service.
- Medical marijuana is no different than other kinds of marijuana. Under California law, a person must be 18 years old to have a medical marijuana card.

- Marijuana-related incidents can make it harder for students to get financial aid for college and/or be accepted into certain colleges, careers, and the military.

How Many Teens Actually Use Marijuana?



- It may seem like a lot of teens are using marijuana but they aren't.
- In 2016, most high school students in California said they were not using marijuana.
- Only about 15% (less than 1 in 5) reported using marijuana in the past 30 days. That means that the majority of high school students, 85%, are not using.

References

- Schedule 1 Drug: <https://www.dea.gov/drug-scheduling>

POWERPOINT TEACHER NOTES: MODULE 2



- Teacher Tip
- To begin instructing students on how to craft their own prevention campaigns, use slideshow Your Project. Explain slide content and show attached links/videos to illustrate points.



- Prevention Campaigns in Action
- To really understand how prevention campaigns work, it's best to see them in action in the marketing world.
- You can see how D.A.R.E.'s prevention campaign empowers teens at dare.org.
- MTV's Truth campaign continues strong beyond the generation it was created for. You can see how it adapted through the years at thetruth.com.



- For more information on Human-Centered Design, visit: <https://www.designkit.org/human-centered-design>



- For more information on the steps of Human-Centered Design, visit: <https://www.designkit.org/methods>

MODULE 2 CONTINUED

Dare

- D.A.R.E. wants students to feel empowered to make smart, healthy life decisions for themselves.
- Play PSA Videos.

MTV's Truth Campaign:

- "Let's be the first generation to finish it"
- Exposing "Big Tobacco" by gaming not shaming, sharing facts, and investigating claims.
- Optional Activity: Which Butt Are You? Quiz
- Play Video: Burn Through - See The Truth

Montana Meth Project:

- This campaign seeks to prevent first time use of meth among teenagers. It gained popularity because of the very dramatic video commercials which were shown to children in elementary school.
- Play PSA Videos
- In the Montana Meth Project you can find the clear difference in prevention tactics through its PSA's at methproject.org.
- Through the Future Forward Campaign's marketing, you will see the county's goal to educate teens in making healthy choices sacramentoccy.org.

The Real Cost Campaign:

- Created by the FDA, this campaign focuses on the "real cost" of smoking cigarettes through its provocative television commercials.

Sacramento County Coalition for Youth

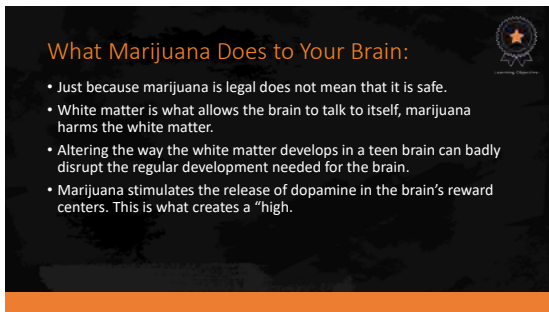
- In 2018, they began Future Forward Campaign.
- The campaign is designed to reach youth and parents, providing updated
- information on the law, the drug itself and the effects of marijuana on youth.
- Play Video



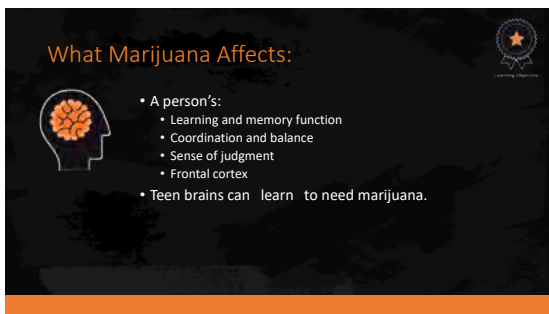
POWERPOINT TEACHER NOTES: MODULE 3



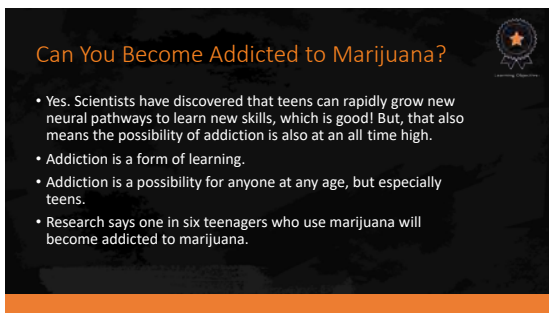
- Use this slideshow to help support both the reading and the video.



- It is especially not safe for teens whose brains are still developing.
- The teen brain is physically near adult size but it's still undergoing massive change inside. Specifically, in the areas where there is white matter such as the frontal cortex and cerebrum. The cerebrum is responsible for the area of your brain that controls processing information such as movement, smell, sensory perception, language, memory, and learning.



- Researchers believe the teen brain is still under construction until at least the age of 25. The frontal cortex is one of the last areas of the brain to develop. This puts the frontal cortex at a higher risk of being damaged. This part of your brain is important for planning, judgment, decision-making, and personality.



- In the teenage years, you are more susceptible to the effects of substances, like marijuana, and other factors that may lead to substance use like stress.

POWERPOINT TEACHER NOTES: MODULE 4



- Use this slideshow to help support both the reading and the video.



- While campaigns that utilize things like fear-mongering and exaggerating tend to be more memorable, studies have showed that they do not create actual behavior change over time.



- Teacher Notes: Exaggerating and using fear make it so teens quickly notice they are being lied to. Once you lose credibility, it is very hard to earn it back.

MODULE 4 CONTINUED



Teacher Notes:

- While statistically regarded as successful, the Montana Meth Project has been under major scrutiny for its actual correlated influence when it comes to its direct responsibility for the decrease in meth use among teens. Its 2005 launch also correlated with the imposition of the Combat Methamphetamine Epidemic Act, which created a 68% decrease in meth lab incidents in Montana. According to many studies, the program itself created very little impact on meth use in high school students.
- D.A.R.E. did not work because according to a 1992 study conducted by Indiana University, and subsequently many more in the following years, "graduates of the D.A.R.E. program had significantly higher rates of hallucinogenic drug use than those not exposed to the program....The reasons for D.A.R.E.'s failure are summed up by the words of the psychologist William Colson, who in '98 argued that D.A.R.E. increased drug awareness so that as they get a little older, [students] become very curious about these drugs they've learned about from police officers." This was later supported by a 2004 study which stated: "Conclusions. Our study supports previous findings indicating that D.A.R.E. is ineffective."



Teacher Notes:

- The Real Cost Campaign is regarded as effective because it reached a large number of people and built negative attitudes towards tobacco products and greater risk perceptions of cigarette smoking among U.S. adolescences. Meaning, that after its creation, more teens regarded tobacco products with a negative attitude than they had previously.
- MTV's Truth/FinishIt campaign is regarded as successful because Exposure to the truth campaign is associated with a lower risk of teens starting to smoke (relative risk=0.80, p=0.001). Through 2004, approximately 450,000 adolescents were prevented from trying smoking nationwide...The current study strengthens the available evidence for antismoking campaigns as a viable strategy for preventing youth smoking. The bright colors and youthful style of the campaign remain very engaging for teens.
- The Future Forward Campaign: There is currently no definitive research which states whether this campaign is successful. However, research shows that campaigns which educate without exaggerating and use positive messaging to encourage teens to make their own choices when it comes to using drugs tend to be more successful than others.

MODULE 4 CONTINUED

References:

DARE :

- Project D.A.R.E. Outcome Effectiveness Revisited
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1448384/>
- Was D.A.R.E. Effective?
- <https://www.livescience.com/33795-effective.html>
- Does the DARE Program Work?
- <https://www.dualdiagnosis.org/drug-addiction/dare-program-work/>

Montana Meth Project:

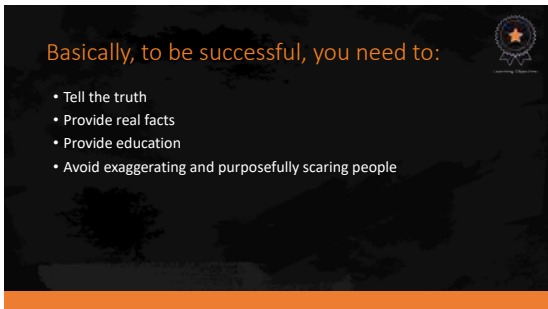
- Does Information Matter? The Effect of the Meth Project on Meth Use among Youths
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4323270/>
- Evaluating the effectiveness of the Montana Meth Project
- http://www.montanakaimin.com/news/evaluating-the-effectiveness-of-the-montana-meth-project/article_39f61954-ac5a-11e6-b695-bfd686efc470.html

The Real Cost Campaign:

- Impact of The Real Cost Campaign on Adolescents' Recall, Attitudes, and Risk Perceptions about Tobacco Use: A National Study <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5295293/>

MTV's Truth/Finish/It Campaign:

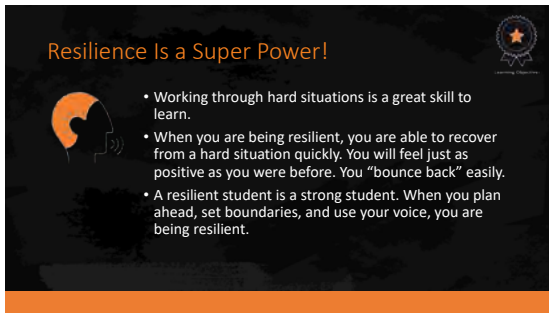
- The Influence of the National truth® Campaign on Smoking Initiation
- [https://www.ajpmonline.org/article/S0749-3797\(09\)00074-9/fulltext](https://www.ajpmonline.org/article/S0749-3797(09)00074-9/fulltext)



POWERPOINT TEACHER NOTES: MODULE 5

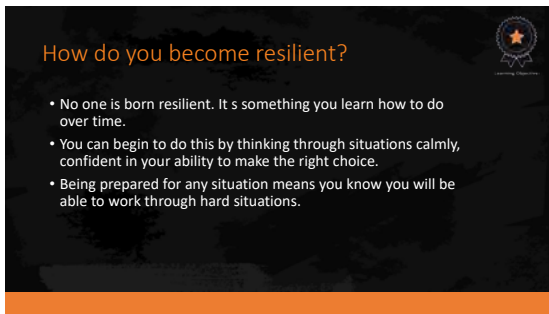


- Use this slideshow to help support both the reading and the video.



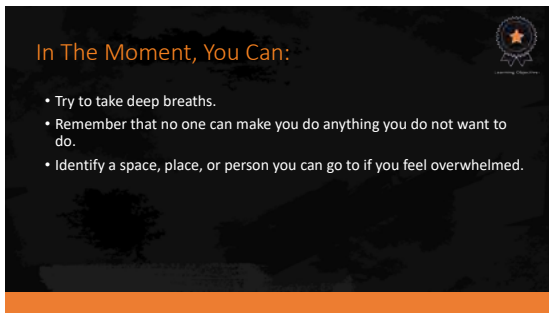
Extended Discussion:

- Resilience Is a Super Power
- You demonstrate resilience when you bounce back from tough situations, showing that you can make your own choices when confronted with pressures from others



Extended Discussion:

- When you leave uncomfortable situations, and feel just as positive and goal-oriented as you did before, you demonstrate resilience – you bounce back easily.



Extended Discussion:

- How do you demonstrate resilience OR how do you show leadership in an uncomfortable situation:
- Think through situations calmly, confident in your ability to make the right choice.
- Come up with strategies to help avoid situations where marijuana may be present.
- Be ready to avoid feeling pressured to use.

MODULE 5 CONTINUED

When You Aren't Feeling Confident in Your Ability to Make the Right Choice, Remember:



- You can suggest alternative activities
- You can place attention on another activity
- You can leave
- You have a right not to use marijuana

- If students are still struggling with this concept, some teachers found that offering a personal anecdote helped students understand.

Ways to Build Resilience:



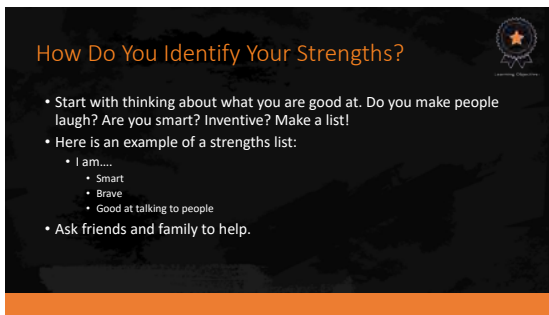
- Maintaining a hopeful outlook on life.
- Feeling confident in yourself, even when in hard situations.
- Remembering that learning how to be resilient takes time!

- Remind students that you are also a resource if they are looking for support when building their own resilience skills.

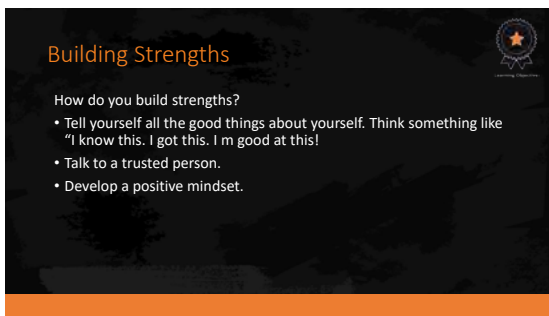
POWERPOINT TEACHER NOTES: MODULE 6



- Use this slideshow to help support both the reading and the video.

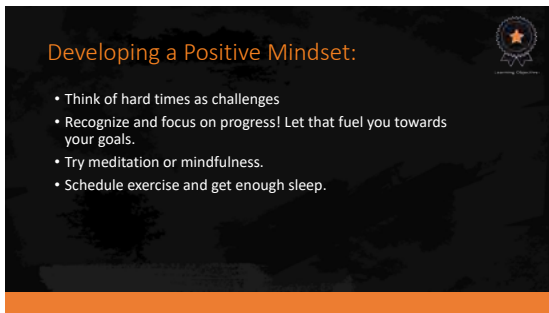


- If students struggle to think of examples, offer examples by talking about your own strengths.



Extended Discussion:

- What are the Building Blocks of Resilience?
- Identify personal strengths on your own or by talking to a trusted person.
- Focus on these strengths during difficult times.
- Develop a positive mindset.



- Remind students that developing a positive mindset is something that takes a lifetime!

POWERPOINT TEACHER NOTES: MODULE 7



- Use this slideshow to help support both the reading and the video.



- Depending on time, use this slide to create an open conversation with the class.



- Encourage students to not spend too much time drawing, this is just a "rough" sketch.



- Encourage students to write a script, even if it's very short! It doesn't have to be super detailed.

MODULE 7 CONTINUED

Written Word Activity:



- Essay Activity: use your outline to complete your final essay.
- Poetry Activity: Create a Six Word Story, use the instructions from your workbook to complete.

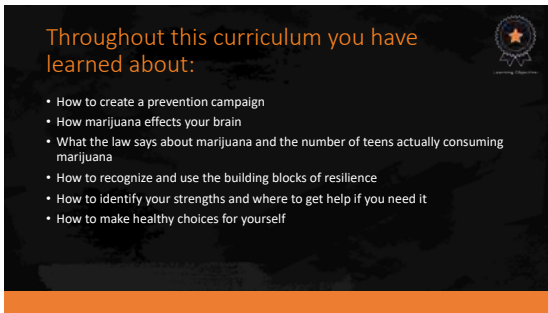


- For more information on creating Six-Word Stories, click here: <https://www.masterclass.com/articles/how-to-write-an-unforgettable-six-word-story#how-to-write-a-sixword-story>

POWERPOINT TEACHER NOTES: MODULE 8



- Use this slideshow to help support both the reading and the video.



- Depending on time, use this slide to create an open conversation with the class.



- Take a moment to remind students that you are available to encourage, support, and help them!



- Congratulations! You have completed the Future Forward Understanding the Risks: Preventing Youth Marijuana Use Curriculum

INSTRUCTIONS FOR MARIJUANA PREVENTION CURRICULUM SURVEY

About the Survey

The Marijuana Prevention Curriculum was designed for middle school students and is made up of 8 modules that work together to help students learn about, and design, a prevention campaign. The survey was created to assess student learning regarding underage marijuana use and effective presentation strategies. Ideally, the survey would be administered after all modules have been completed; however, it may be administered at any time after completion of the intended modules by the teacher.

Survey Contents

The survey contains six general demographic questions and thirteen content questions that are aligned to the curriculum. Data collected through this survey will be confidential.

Survey Administration

The survey will take about 10 minutes to complete. You can clarify or simplify questions and answer choices as needed and it's ok for students to leave questions blank if they don't understand them or don't want to answer them. It can be completed on any device (phone, tablet, computer, etc.).

After you have completed all of the modules that you intend to teach, please set aside designated time to complete the survey and follow the steps below:

- Provide the following information to students so that results can be matched to the correct school.
- Survey link:
<https://www.surveymonkey.com/r/MarijuanaCurriculumSurvey>
- School zip code
- School name (short version)
- City where school is located
- Module completion (choose one) All, Some, None

Read or send these directions to the students:

We would like you to take a survey to tell us what you thought about the marijuana prevention units that we worked with. Your answers are all confidential and I will not be able to know who said what. It's ok to ask me questions about it and it's ok for you to leave a question blank if you don't understand it or don't want to answer it. Use the information I provided to answer the questions about your school name and city, the zip code, and how many modules we completed.

Survey Results

You may request grade level survey results for your school by contacting mjneuburger@scoe.net.

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School
ABC

