

Activities Answer Key

The activity sheets in this guide are comprised of critical-thinking questions that are intended to have more than one possible answer or interpretation. Most student answers will vary, but should demonstrate that students understand that they are exposed to a wealth of messages that may, without them realizing it, influence their behavior, and that all messages they are exposed to should be reviewed for reliability. It is equally important that, upon completion of the exercises, students understand that marijuana use has serious consequences.

Lesson 1: Marijuana Facts: *1. One or both of the players could have a hard time remembering or properly executing plays during the game. Worse, they could get injured during the game. As for the team, if two members are not performing well, the entire team's performance may suffer. 2. Marijuana can affect a person's coordination and reaction time, and thus his or her ability to drive safely. This effect can last hours after using the drug, especially if mixed with even a little alcohol. 3. Smoking marijuana affects a person's ability to concentrate and remember facts. So students studying under the influence of marijuana may not learn as much and do poorly on their test.*

Lesson 2: Consider the Source: *1) a. opinion; b. A friend or popular culture; c. To justify smoking marijuana and prove it is not harmful. Source Unreliable. 2) a. fact; b. From a scientific study; c. To report the rate of marijuana addiction among individuals who began smoking during their teen years. Source Reliable. 3) a. No, this is the student's opinion; b. His own personal feelings at the moment; c. He should consider that mixing alcohol and marijuana can impair his ability to drive even more than either marijuana or alcohol alone. He should also consider that he is putting himself and his passengers in serious danger, even if he feels "okay to drive." Source Unreliable. 4) a. Yes; b. A study of fatal traffic accidents; c. The student can use this information to make a decision about whether to use either drug and also whether to drive after taking these drugs. The student can make these decisions based on the facts and not on his own personal situation or feelings. Source Reliable.*

Lesson 3: Think It Through: *1. "Media" represents all the messages, hidden and obvious, that you see in ads, TV shows, public service announcements, hear in music, read in magazines, etc.; 2. The arm represents the media as a powerful, dominant force "spoon-feeding" the viewer information on what to eat, buy, wear, etc. The man represents the lazy consumer accepting information without questioning the source or making choices for himself; 3. The obvious message is that people don't think for themselves; 4. The hidden message is that you should think for yourself and question what you see and hear; 5. Any media message (just like the TV in the cartoon) could be attempting to spoon-feed you with messages that reflect their own interests. You should consider the source, subjective messaging, and the facts when making decisions.*

Lesson 4: Analyzing Media Messages: *Answers will vary according to the song or music video chosen for evaluation.*