

# **An Introduction to Marijuana**

A Presentation Provided by [www.getsmartaboutdrugs.com](http://www.getsmartaboutdrugs.com)

## **An Introduction to Marijuana**

Slide provides information about the [Get Smart About Drugs](http://www.getsmartaboutdrugs.com) website that is summarized in the presenter notes below.

### **Presenter Notes: An Introduction to Marijuana**

Get Smart About Drugs is an educational outreach and awareness website that helps parents and caregivers identify and prevent drug use. The website located at [www.getsmartaboutdrugs.com](http://www.getsmartaboutdrugs.com) also provides a number of resources parents can use to get help if they suspect their child has a problem with drugs.

The website features tools to help parents:

- Visually identify drugs
- Understand the hidden dangers in their home
- Learn the signs of drug use
- Prevent drug use in their home
- Explore ways to talk to their children about drugs
- Find resources for getting help

## **Presentation Outline**

Slide presents four bullet points addressed in the presenter notes below.

### **Presenter Notes: Presentation Outline**

Today, we will cover:

- An overview of marijuana
- The effects of marijuana use
- Signs of marijuana use
- Addressing marijuana use with your children

## **Overview of Marijuana**

Slide contains the following bulleted list:

- A mind-altering (psychoactive) drug
- Produced by the Cannabis sativa plant
- Contains more than 400 chemicals
- THC (delta-9-tetrahydrocannabinol) is the main chemical ingredient that produces the psychoactive effect

- One of the most commonly used drugs by teenagers (Source: <http://monitoringthefuture.org/pubs/monographs/mtf-overview2011.pdf>)
- High potential for addiction
- Research finds that approximately 9% of marijuana users become dependent
- Research also indicates that the earlier young people start using marijuana, the more likely they are to become dependent on marijuana or other drugs later in life

## Presenter Notes: Overview of Marijuana

So what is marijuana? Marijuana is a mind-altering (psychoactive) drug, produced by the Cannabis sativa plant. Marijuana contains more than 400 chemicals. THC is believed to be the main chemical ingredient that produces the psychoactive effect.

Marijuana is one of the most commonly used drugs by teenagers. The Monitoring the Future survey, an annual report sponsored by the National Institute on Drug Abuse, shows that year after year, marijuana is the most widely used illicit drug among teens. And each year, more teens enter treatment with a primary diagnosis of marijuana dependence than for all other illicit drugs combined.

Research finds that approximately 9% of marijuana users become dependent. Research also indicates that the earlier young people start using marijuana, the more likely they are to become dependent on marijuana or other drugs later in life.

## Street Names

Slide contains the following bulleted list:

- |             |              |
|-------------|--------------|
| • Aunt Mary | • Indo       |
| • BC Bud    | • Joint      |
| • Blunts    | • Kif        |
| • Boom      | • Mary Jane  |
| • Chronic   | • Mota       |
| • Dope      | • Pot        |
| • Gangster  | • Reefer     |
| • Ganja     | • Sinsemilla |
| • Grass     | • Skunk      |
| • Hash      | • Smoke      |
| • Herb      | • Weed       |
| • Hydro     | • Yerba      |

## Presenter Notes:

Like most drugs, marijuana has many different street names including: Chronic, dope, ganja, grass, hash, herb, Mary Jane, pot, and weed, to name a few.

## Forms of Marijuana

Slide contains the following bulleted list:

- Dry, shredded mix of flowers, stems, seeds, and leaves from the Cannabis sativa plant
- Typically green, brown, or gray in color
- May resemble tobacco

## **Presenter Notes: Forms of Marijuana**

Marijuana is a dry, shredded green/brown mix of flowers, stems, and leaves from the Cannabis sativa plant.

The mixture is typically green, brown, or gray in color and may resemble tobacco.

## **Methods of Marijuana Use**

Slide contains the following bulleted list:

Methods of use include

- Smoked as cigarette (joint)
- Smoked in pipe or bong
- Smoked in blunts (cigars emptied of tobacco and refilled with marijuana)
- Mixed with foods
- Brewed as tea

## **Presenter Notes: Methods of Marijuana Use**

Marijuana is usually smoked as a cigarette (called a joint) or in a pipe or bong.

It is also smoked in blunts, which are cigars that have been emptied of tobacco and refilled with marijuana, sometimes in combination with another drug.

Marijuana is also mixed with foods or brewed as a tea.

## **Legal Status**

Slide contains the following information:

Schedule I substance under the Controlled Substances Act (CSA):

- High potential for abuse
- Lack of accepted safety for use of the drug under medical supervision
- No accepted medical use in treatment

## **Presenter Notes: Legal Status**

Marijuana is a Schedule I substance under the Controlled Substances Act (CSA). Schedule I drugs are classified as having a high potential for abuse, no currently accepted medical use in treatment in the United States, and a lack of accepted safety for use of the drug or other substance under medical supervision.

Marinol is a Schedule III substance under the Controlled Substances Act (CSA). It is a synthetic version of THC, the active ingredient found in the marijuana plant. Marinol can be prescribed as medication for the control of nausea and vomiting caused by chemotherapeutic agents used in the treatment of cancer and to stimulate appetite in AIDS patients.

## **Other Drugs Made from the Cannabis Plant**

Slide contains the following information:

Hashish (hash)

- Made from resinous material of cannabis plant
- Forms include balls, cakes, or cookie-like sheets
- Smoked in pipes or mixed with tobacco

Hashish oil

- Color and odor varies
- Can be added to a cigarette
- 1-2 drops is equal to a single marijuana joint

### **Presenter Notes: Other Drugs Made from the Cannabis Plant**

Hashish and hashish oil are drugs made from the cannabis plant that like marijuana, only stronger. Like marijuana, hashish and hashish oil are both Schedule I drugs.

Hashish (hash) consists of the rich resinous material of the cannabis plant, which is collected, dried, and then compressed into a variety of forms, such as balls, cakes, or cookie-like sheets. Pieces are then broken off, placed in pipes or mixed with tobacco and placed in pipes or cigarettes, or smoked. The main sources of hashish are the Middle East, North Africa, Pakistan, and Afghanistan.

Hashish Oil (hash oil, liquid hash, cannabis oil) is produced by extracting the cannabinoids from the plant material with a solvent. The color and odor of the extract will vary, depending on the solvent used. A drop or two of this liquid on a cigarette is equal to a single marijuana joint.

## **The Consequences of Marijuana Use**

This slide presents a list of the consequences of marijuana use that will be explored within the next section of the presentation. All are addressed in the presenter notes below.

### **Presenter Notes: The Consequences of Marijuana Use**

Now let's take a look at the damage marijuana causes to the mind and body of those who use it, as well as the legal and social consequences of marijuana use.

## **Effects on the Mind: Short-Term**

This slide presents the following four bullet points:

- Problems with memory and learning
- Distorted perception
- Difficulty in thinking and problem-solving
- Loss of coordination

### **Presenter Notes: Effects on the Mind: Short-Term**

When marijuana is smoked, the THC passes from the lungs and into the bloodstream, which carries the chemical to the organs throughout the body, including the brain.

In the brain, the THC connects to specific sites called cannabinoid receptors on nerve cells and influences the activity of those cells.

Many of these receptors are found in the parts of the brain that influence pleasure, memory, thought, concentration, sensory and time perception, and coordinated movement.

The short-term effects of marijuana include problems with memory and learning, distorted perception, difficulty in thinking and problem-solving, and loss of coordination.

The effect of marijuana on perception and coordination are responsible for serious impairments in driving abilities.

## **Effects on the Mind: Long-Term**

The slide contains a four-item bullet list that is fully addressed in the presenter notes below.

### **Presenter Notes: Effects on the Mind: Long-Term**

Long-term chronic marijuana use is associated with Amotivational Syndrome, characterized by apathy, impairment of judgment, memory and concentration, and loss of motivation, ambition, and interest in the pursuit of personal goals.

Researchers have also found an association between marijuana use and an increased risk of depression; an increased risk and earlier onset of schizophrenia and other psychotic disorders, especially for teens that have a genetic predisposition.

High doses of marijuana can result in mental confusion, panic reactions and hallucinations.

## **Effects on the Body: Short-Term**

This slide contains the following list:

- Sedation
- Bloodshot eyes
- Increased heart rate
- Coughing from lung irritation
- Increased appetite
- Decreased blood pressure
- Serious health problems similar to tobacco smokers:
  - Bronchitis
  - Emphysema
  - Bronchial asthma

### **Presenter Notes: Effects on the Body Short-Term**

Short term physical effects from marijuana use may include sedation, bloodshot eyes, increased heart rate, coughing from lung irritation, increased appetite, and decreased blood pressure.

Like tobacco smokers, marijuana smokers experience serious health problems such as bronchitis, emphysema, and bronchial asthma.

## Effects on the Body: Long-Term

This slide presents three bullet points related to the suppression of the immune system, increased risks of cancer, and withdrawal and its physical signs. Each is fully addressed in the following presenter notes.

### Presenter Notes: Effects on the Body: Long-Term

Extended use may cause suppression of the immune system.

Because marijuana contains toxins and carcinogens, marijuana smokers increase their risk of cancer of the head, neck, lungs, and respiratory track.

Withdrawal from chronic use of high doses of marijuana causes physical signs including headache, shakiness, sweating, stomach pains and nausea. Withdrawal can also cause restlessness, irritability, sleep difficulties, and decreased appetite.

## Effects on the Environment

This slide presents three bullet points from the source

[http://www.justthinktwice.com/factsfiction/fiction\\_drug\\_productions\\_does\\_not\\_damage\\_the\\_environment.html](http://www.justthinktwice.com/factsfiction/fiction_drug_productions_does_not_damage_the_environment.html):

- Cannabis grown in U.S. national Forests
- Growers chop down trees and burn off plants, destroying natural wildlife habitats
- Toxic pesticides, fertilizers, and insecticides seep into creeks and municipal watersheds

### Presenter Notes: Effects on the Environment

The illegal growth and cultivation of marijuana has destroyed and contaminated thousands of acres of public lands. Mexican drug trafficking organizations and criminal groups are growing large amounts of cannabis in U.S. National Forests. To plant marijuana, growers chop down trees and burn off plants, destroying natural wildlife habitats. The Pollution continues when toxic pesticides, fertilizers, and insecticides seep into creeks and municipal watersheds.

## Legal Consequences

This slide presents five areas in which there are legal consequences of using marijuana – athletics, career, military, college loans, and prison – using

<http://www.justthinktwice.com/content/consequences.html> as a source.

### Presenter Notes: Legal Consequences

The United States has clear, explicit drug use laws at the federal, state, and local levels. A drug-related conviction can have a major impact on a teen's future. With a drug-related offense on their record, your teen may not be able to get the job they want, join the military, or keep their college loans. And one of the biggest consequences of being caught with drugs is being sentenced to time in prison.

Testing positive for drugs can have major consequences, including getting fired from a job or being suspended from a sports team or other school activities. Drug testing has become a fact of life at many high schools. It also impacts job applicants and employees of companies

choosing to maintain a drug-free workforce. Drug testing has also become an essential part of collegiate sports.

Students convicted of drug crimes – possessing or selling illegal drugs – while receiving federal student aid could lose their grants, loans, and/or work-study. As part of the Free Application for Federal Student Aid (FAFSA) process, students convicted of a drug offense have to complete an eligibility worksheet to determine if they're eligible, partially eligible, or ineligible for federal student aid.

The Controlled Substances Act (CSA) prohibits unauthorized manufacturing, distributing, or dispensing of controlled substances including marijuana. Federal penalties for trafficking marijuana, hashish, or hashish oil depend on the quantity of the drug and how many prior offenses the trafficker has.

## **Social Consequences**

This slide presents three areas – relationships, academics, and risky behavior – in which social consequences of using marijuana occur and cites

[http://www.justthinktwice.com/factsfiction/fiction\\_marijuana\\_is\\_harmless.html](http://www.justthinktwice.com/factsfiction/fiction_marijuana_is_harmless.html) as a source.

### **Presenter Notes: Social Consequences**

Marijuana use can radically impact the way a teen interacts with family, friends, teachers, and others.

Substance abuse affects the wellbeing of the entire family. Teens who use drugs withdraw from their family members and family activities, as well as set bad examples for their younger siblings. Because their judgment and decision-making ability becomes impaired, they may become more hostile toward family members and even steal from them to get money for drugs.

Teens who use marijuana may be alienated from and stigmatized by their peers. As a result, they may disengage from school and community activities.

Teens who use drugs have declining grades, a higher rate of absenteeism from school and other activities, as well as an increased potential for dropping out of school. Research has shown that a low level of commitment to education and higher truancy rates appear to be related to substance abuse. Cognitive and behavioral problems may also interfere with the academic performance of teens who use marijuana.

Research shows that kids who use marijuana in early adolescence are more likely to engage in risky behaviors that may put their futures in jeopardy such as delinquency; having multiple sexual partners; perceiving drugs as not harmful; and having more friends who exhibit deviant behavior.

## **Drugged Driving**

This slide presents ways in which marijuana uses can impact driving ability (all of which are addressed in the presenter notes) and cites

[http://www.justthinktwice.com/consequences/drugged\\_driving\\_you\\_get\\_high\\_and\\_drive.html](http://www.justthinktwice.com/consequences/drugged_driving_you_get_high_and_drive.html)

## **Presenter Notes: Drugged Driving**

Marijuana's effects on perception and coordination are responsible for serious impairments in driving abilities. Marijuana can alter a driver's perception, attention, balance, coordination, reaction time, and other skills drivers need to stay alert and be safe. By affecting driving abilities, marijuana puts teens, their passengers, and other drivers at risk.

Drivers who drive after drinking alcohol **and** using marijuana are at an even higher risk. Research shows that combining alcohol and a low dose of marijuana impairs driving skills even more than when alcohol and a moderate dose of marijuana are used separately.

## **Signs of Marijuana Use**

This slide presents an introduction to the signs of marijuana use section with a bulleted list that is fully addressed in the presenter notes below.

### **Presenter Notes: Signs of Marijuana Use**

In this section, we are going to cover signs that indicate the possibility of marijuana use. We will break these signs into three categories:

- Physical signs
- Behavioral signs, and
- Marijuana paraphernalia

## **Physical Signs of Marijuana Use**

This slide lists three physical signs of marijuana use – bloodshot eyes, increased heart rate, and smell of marijuana – and cites

[http://www.getsmartaboutdrugs.com/identify/signs\\_of\\_drug\\_use.html](http://www.getsmartaboutdrugs.com/identify/signs_of_drug_use.html) as a resource to learn more.

### **Presenter Notes: Physical Signs of Marijuana Use**

Take a look at your teen. Are his or her eyes red? That can be a sign of marijuana use. Increased heart rate is another physical sign.

Marijuana has a telltale smell. Whether you notice that smell on your teen's breath or clothing, it is reason for alarm – simply being around other teens who may be smoking marijuana makes it more likely that your teen will too. Follow your nose, and don't forget that excessive "good" smells, like breath fresheners and heavy perfume, can be as telling as the smells they're trying to mask.

## **Behavioral Signs of Marijuana Use**

This slide lists seven behavioral signs of marijuana use – restlessness, irritability, sleep difficulties, change in appetite, mental confusion, panic reactions, and hallucinations – and cites

[http://www.getsmartaboutdrugs.com/identify/signs\\_of\\_drug\\_use.html](http://www.getsmartaboutdrugs.com/identify/signs_of_drug_use.html) as a resource to learn more.



## **Presenter Notes: Behavioral Signs of Marijuana Use**

When you notice behavioral changes in your child, you want to be able to identify if these changes are due to adolescent stress and typical “growing up” or due to something darker, like drug use.

Marijuana use leads to many behavioral changes. Some behavioral signs of marijuana use include:

- Restlessness
- Irritability
- Sleep difficulties
- Change in appetite
- Mental confusion
- Panic reactions
- Hallucinations

## **Marijuana Paraphernalia**

This slide lists seven marijuana paraphernalia items that are fully included in the presenter notes below.

### **Presenter Notes: Marijuana Paraphernalia**

Paraphernalia is also a strong indicator of possible marijuana use.

Items that suggest this include:

- Rolling papers
- Cigars to make a “blunt”
- Small plastic baggies and “stash cans”
- Deodorizers, incense, room deodorizers used to disguise the smell of marijuana
- Pipes (metal, wooden, acrylic, glass, stone, plastic, or ceramic)
- Bongs
- Roach clips

## **Addressing Marijuana Use with Your Children**

- Children who learn about the risks of drug use from their parents are 50% less likely to use drugs than those who do not
- Take advantage of “teachable moments”
- Encourage your children to act and think responsibly

### **Presenter Notes: Addressing Marijuana Use with Your Children**

Addressing drug use with your children is often a very difficult task, but remember: the role you play in keeping your children safe from drugs is vital. In fact, children who learn about the risks of drug use from their parents are 50% less likely to use than those who do not. Talk to them about the risks of marijuana.

Use blocks of time such as after dinner, before bedtime, before school, or on the drive to or from extracurricular activities to talk about drugs and why they’re harmful. Take advantage of everyday “teachable moments” and, in no time at all, you’ll have developed an ongoing dialog

with your child. Teachable moments refer to using everyday events in your life to point out things you'd like your child to know about. Use the following "teachable moments as a starting point, but develop others based on your own life:

- Use newspaper headlines or TV news stories as a conversation starter. The daily news is filled with stories that detail the consequences of alcohol and drug use. Talk to your child about the mother who used drugs and was arrested. Who will take care of her baby now? Did she make a good decision when she used drugs?
- Watch TV with your kids, and ask them what they think. Do the shows and advertising make drug use look acceptable and routine? Or do they show its downside? How did that program make your child feel about drugs? Write a letter with your child to companies or TV networks about the messages they put out about drugs. Also remember that anti-drug messaging – such as that from The Partnership at Drugfree.org – is a great kickoff to discussion.

Encourage your children to think and act responsibly.

The Partnership at Drugfree.org has different scenarios you can act out in their Parent Talk Kit at <http://www.timetotalk.org>.

In addition, the Get Smart About Drugs website has a variety of tools and resources available to help you talk to your child about drugs at <http://www.getsmartaboutdrugs.com/content/prevent.html>.

## Finding Treatment: Hotlines

Hotlines for drug use:

- Center for Substance Abuse Treatment Hotline 800-662-HELP (4357)
- Girls and Boys Town National Hotline 800-448-3000
- National Alcohol and Substance Abuse Information Center 800-784-6776

For more resources, visit: <http://www.getsmartaboutdrugs.com/content/help.html>

## Presenter Notes: Finding Treatment: Hotlines

If you suspect that your child, a loved one, or even an acquaintance has a problem with drugs or alcohol, know that you are not alone and that you don't have to face it alone. There are many resources available where you can get help. You can find contact information for these resources on the Get Smart About Drugs site.

There are a number of hotlines, such as the Center for Substance Abuse Treatment Hotline at 800-662-HELP, the Girls and Boys Town National Hotline at 800-448-3000, and the National Alcohol and Substance Abuse Information Center at 800-784-6776, where you can call to get information, help and resources.

## Finding Treatment: Online

Online resources for finding treatment:

- The Partnership at Drugfree.org's "Get Treatment" page: <http://www.drugfree.org/get-treatment>
- Just Think Twice, "Find Help" page: [http://www.justthinktwice.com/content/find\\_help.html](http://www.justthinktwice.com/content/find_help.html)
- SAMHSA Substance Abuse Treatment Facility Locator: <http://findtreatment.samhsa.gov>

- NIDA Treatment Research: [www.drugabuse.gov/related-topics/treatment-research](http://www.drugabuse.gov/related-topics/treatment-research)

For more resources, visit: <http://www.getsmartaboutdrugs.com/content/help.html>

## **Presenter Notes: Finding Treatment: Online**

There are also online resources, such as the Partnership at Drugfree.org, DEA's Just Think Twice website for teens, SAMHSA's Substance Abuse Treatment Facility Locator, and the National Institute on Drug Abuse, where you can get information, help, and resources.

## **Online Resources: Government Agencies**

This slide lists online resources provided by government agencies – all of which are provided in the presenter notes below.

### **Presenter Notes: Online Resources: Government Agencies**

Here are a number of government agencies including DEA that work in the drug abuse prevention, treatment, and education fields and can be an excellent resource for parents.

DEA provides resources and updated information for parents and caregivers at <http://www.getsmartaboutdrugs.com>. DEA also has a teen-focused website, <http://www.justthinktwice.com>, that presents information on drug use and abuse to teens and teaches teens about drug facts and fiction.

The National Institute on Drug Abuse, NIDA, is a part of the National Institutes of Health, and is the nation's leading supporter of scientific research on drug abuse and addiction. More information is available at <http://www.nida.nih.gov> or 301-443-1124. NIDA also has a teen-focused website, <http://www.teens.drugabuse.gov>.

The Center for Substance Abuse Prevention, or CSAP, is part of the U.S. Department of Health and Human Services' Substance Abuse and Mental Health Services Administration, and works with states and communities to develop comprehensive prevention systems that create healthy communities. More information is available at [www.prevention.samhsa.gov](http://www.prevention.samhsa.gov) or 240-276-2420.

## **Online Resources: Drug Prevention Organizations**

This slide lists drug prevention organizations as online resources. Each of these items is explored in greater detail in the presenter notes below.

### **Presenter Notes: Online Resources: Drug Prevention Organizations**

There are quite a few drug prevention organizations dedicated to keeping communities and families drug free, including:

- **The Partnership at Drugfree.org**, a nonprofit organization that helps parents in the prevention, intervention, and treatment of drug and alcohol abuse by their children. More information is available at <http://www.drugfree.org>.
- **American Council for Drug Education (ACDE)**, a substance abuse prevention and education agency that develops programs and materials based on the most current and scientific research on drug use and its impact on society. More information is available at <http://www.acde.org>.

- **Boys and Girls Clubs of America (BGCA)**, with over 4,000 clubs throughout the country serving more than 4.8 million children, the BGCA has programs available in areas of education, alcohol and drug prevention, gang prevention, and leadership development. More information is available at <http://www.bgca.org>.
- **The Anti-Drug**, a drug prevention and information center and support community for parents to learn from each other. More at <http://www.theantidrug.com>.
- **D.A.R.E. America**, D.A.R.E. or Drug Abuse Resistance Education, is a police officer-led classroom program for anti-drug, anti-gang, and anti-violence education for children from kindergarten through senior high school. For more information, please visit <http://www.dare.com>.
- **Join Together**, a national resource that helps community leaders understand and use the most current, scientifically valid prevention and treatment approaches. For more information please visit <http://www.jointogether.org>.

Visit <http://www.getsmartaboutdrugs.com/content/help.html> to learn more about government agencies and drug prevention organizations that can be helpful resources in drug prevention.

## Conclusion

- Know the facts about marijuana
- Be aware of the risks associated with marijuana
- Learn to detect signs of marijuana use
- Talk to you children about the risks associated with marijuana, and keep them safe
- Share your knowledge about marijuana with others

## Presenter Notes: Conclusion

Thank you for taking the time today to come to this presentation about marijuana.

Now that you know about marijuana, please **pass it on**.

Talk to you friends. Talk to you family. Talk to your children. Talk to you neighbors. Talk to anyone you can.

Visit <http://www.getsmartaboutdrugs.com> for more information and tool to identify, prevent, and get help for drug use.