Everything You Need to Know about Substance Abuse in 22 Minutes

LESSON PLAN

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Teaching Point:
Everything You Need to Know about Substance Abuse in 22 Minutes

Subject Area: Health Education

Grade Level: 7-College

Time Frame: One class period

Relevant Standards:
(National Health Education Standards, Grades 9-12)

1.12.3 Analyze how environment and personal health are interrelated.

1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

2.12.3 Analyze how peers influence healthy and unhealthy behaviors.

2.12.5 Evaluate the effect of media on personal and family health.

2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

3.12.4 Determine when professional health services may be required.

5.12.6 Defend the healthy choice when making decisions.

7.12.1 Analyze the role of individual responsibility for enhancing health.

7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

Learning Objectives:
Students will be able to...

- Describe the physical and psychological effects of alcohol, nicotine, THC, stimulants, inhalants, club drugs, and performance enhancing drugs.

- Recognize the risk of sudden death from alcohol, inhalants, stimulants, club drugs, and performance enhancing drugs.
Learning Objectives continued:

- Explain the short and long-term health problems associated with using various drugs.
- Describe the legal consequences of drug possession and dealing, underage drinking, and driving while intoxicated.
- Support the decision to abstain from or quit using drugs.
- Classify various drugs by drug type.

Materials:

- eight pieces of chart paper
- a marker for each student
- pre/post test for each student (see pages 11-12 for template)
- homework assignment page for each student (see page 14 for template)
- 2 copies of pre/post assessment rubric (see page 10 for template)
- video notes worksheet for each student (see page for 9 template)
- video vocabulary handout for each English Language Learner (see page 8 for template)
- a few anti-smoking ads (see Advance Preparation)

Advance Preparation:

- Prepare eight charts, each with one of the headings below, and post them around the classroom where students can write on them.

  Alcohol  
  Tobacco  
  Marijuana  
  Inhalants  
  Stimulants  
  Club Drugs  
  Performance-Enhancing Drugs  
  Substance Abuse and the Law

Vocabulary:

- abuse
- amphetamines
- binge
- carcinogen
- central nervous system
- creatine
- Ecstasy
- ephedrine
- inhalants
- ketamine
- marijuana
- methamphetamines
- nicotine
- psychoactive
- Rohypnol
- steroid
- stimulants
- substance
- Sudden Sniffing Death Syndrome (SSD)
- tetrahydrocannabinol (THC)
- tobacco
Advance Preparation continued:

- Give English Language Learners a vocabulary handout a day or two before the lesson. Have them familiarize themselves with the words and write any definitions they need on the page.

- Bring in a few anti-smoking ads to use as examples for the homework assignment. You can find them in magazines or print them from the internet.

- **Optional:** Give students the pre-test and fill in the pre-assessment rubric before teaching the lesson. Use the data to help you differentiate the lesson.

Procedure:

Motivation

- Tell students that they will be learning about several kinds of dangerous drugs today. Point out the seven charts you posted around the room (see “Advance Preparation”) and read each chart's heading. Tell students that they will walk around the room and write one thing they know about each topic on the corresponding chart, such as the names of specific drugs in a category, products the drugs are found in, physical and psychological effects of the drugs, health risks associated with the drugs, legal consequences for drug use or possession, and any other information they know.

  **Teacher Note:** If your students are unfamiliar with a type of drug, give them a couple of examples of drugs in that category. For example, *club drugs* include Ecstasy and Rohypnol (“Roofies”), and *stimulants* include nicotine, amphetamines, and meth.

- Remind students of the classroom rules and explain that only two people may write on a chart at the same time. Suggest that students plan what they are going to write while they are waiting for a chart. Give each student a marker and five or ten minutes to complete the activity.

  **Teacher Note:** You may want students to write their initials next to each statement they write so that classmates can ask them questions about what they wrote during the discussion.
Motivation continued

- As students fill in the charts, circulate around the room and offer support as needed.

  **Teacher Note:** If students write incorrect information on a chart, leave it for now. You will have an opportunity to discuss mistakes after students watch the video.

- As students finish, have them go back to their seats and read what their classmates wrote on each chart. Ask them to hold any questions or comments about the charts until after they watch the video.

**Adaptation for students with special needs:**

If your students may have difficulty managing this activity, break the class into small groups and give each group one of the charts to fill in. When everyone is finished, have each group very briefly present their chart to the class. Depending on the size of your class, you may not use all of the charts. Instead, you can choose a few topics that are most relevant for your students.

**Adaptation for English Language Learners:**

Give each English Language Learner a video vocabulary handout a day or two ahead of time (see “Advance Preparation”). The handout lists the lesson vocabulary as well as some additional challenging words in the order in which they are used in the video. Have students familiarize themselves with the vocabulary before the lesson and write the definitions of any difficult words on the page. Have students keep the handout on their desks during the lesson so they can refer to it as needed.

Show the video

- Give out the video notes worksheets and tell students to write down any important facts they want to remember or add to the class charts when the video is over.
Discussion

- Invite students to briefly share their reactions to the video, then ask them to reflect on the charts they filled in. They can add information, ask a question, or respectfully dispute something a classmate wrote on a chart. As they do this, review important content from the video, focusing on the specific drugs in each category, their physical and psychological effects, the dangers and health risks associated with them, and the legal consequences of possessing, using, and dealing them. Be sure students understand that nicotine is the drug in tobacco and THC is the drug in marijuana.

- Engage students in a class discussion using the discussion questions below as a guide. You can start filling out the post-assessment rubric as you listen to students’ comments.

Discussion Questions

- Of the drugs you just learned about, which do you think is the most dangerous? Why?

- Is it safe to use a drug if you are only going to try it once?

- Drugs can be classified in many ways, but a category cannot tell you everything about a drug. Do you think all stimulants are equally dangerous? What about all club drugs or performance enhancing drugs?

- Do you think legal drugs are safer than illegal drugs? Why or why not? Give an example to illustrate your point.

- How can drugs kill a person after just one use? Over time?

- Drugs can kill or harm a person because of their direct effects on the body. But drugs can also harm a person indirectly. What risks to a person’s health and quality of life are associated with drugs?

Teacher Note: Possible responses include alcohol-related car crashes, choking on vomit, learning and memory problems, addiction, unexpected side effects, date rape, social problems caused by drug-induced mood changes like aggression and hostility, and legal consequences such as jail time, license revocation, and criminal record.
Discussion Questions continued

- Considering how dangerous drugs are, why do you think people use them?

- If you were in a situation where you felt pressure to try a drug that everyone was using, what could you tell yourself to support the decision to abstain?

Adaptation for gifted students:

The video introduced students to a few drug categories, but drugs can be classified in many ways. Challenge students to categorize the drugs by different properties, such as form (pill, powder, liquid, gas, plant), addictiveness, and drug effect (depressant, stimulant, hallucinogen).

Interdisciplinary Connection:

Create drug categories based on what students are learning in science and social studies. For examples, drugs can be sorted according to chemical structure, natural vs. synthetic form, region of origin, legal status, market value (as part of an economics study), and history (legal history, history of use or distribution).

The following information about the drugs discussed in the video might be useful:

Alcohol, Rohyphol (“roofies”), and GHB are depressants. Stimulants include nicotine, cocaine, crack, amphetamines (“crank,” “crystal,” “uppers”), methamphetamines (“meth,” “ice”), ephedrine (the active ingredient in the ephedra plant), and Ma huang (the Chinese name for the ephedra plant). Ketamine is a hallucinogen, and inhalants are asphyxiant gases with hallucinogenic effects. Ecstasy is a stimulant with hallucinogenic properties. THC has properties of a stimulant, depressant, and hallucinogen. Andro is a synthetic version of androstenedione, a steroid found in the human body. Creatine is a synthetic version of a protein that is naturally found in human muscles.

Wrap up/Assessment

- Cover the charts on the wall and have students complete the post-test.

- As you grade the tests, finish filling out the post-assessment rubric.
**Homework**

- Pass out the homework assignment page and explain the directions. Show a few anti-smoking ads you brought in (see “Advance Preparation”) and ask students to describe other ads they have seen. Discuss what makes the ads powerful. For example, does the ad make one strong point by showing a disturbing image? Does the ad state a simple but startling fact? Tell students that they should make an anti-drug ad about one of the drugs or drug types they learned about today. Their ads should make a strong point about why the drug is dangerous by stating a health risk or other consequence associated with using the drug. Plan for students to share their ads during the next class.

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**Video Vocabulary**

**Directions:** Familiarize yourself with the video vocabulary words below and write down the definitions of difficult words. Keep this page out for reference during the lesson.

<table>
<thead>
<tr>
<th><strong>Alcohol</strong></th>
<th><strong>Stimulants</strong></th>
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<tbody>
<tr>
<td>substance</td>
<td>amphetamines</td>
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<td>binge</td>
<td>methamphetamines</td>
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<td>central nervous system</td>
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<thead>
<tr>
<th><strong>Tobacco</strong></th>
<th><strong>Club Drugs</strong></th>
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<td>arsenic</td>
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<td>nicotine</td>
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<tr>
<th><strong>Marijuana</strong></th>
<th><strong>Performance-Enhancing Drugs</strong></th>
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<tr>
<td>tetrahydrocannabinol (THC)</td>
<td>steroid</td>
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<th><strong>Inhalants</strong></th>
<th><strong>Substance Abuse and the Law</strong></th>
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<tr>
<td>Sudden Sniffing Death Syndrome (SSD)</td>
<td>possession</td>
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Video Notes

Directions: Use this page to write down important facts you want to remember or add to the class charts when the video is over. The title of each video segment is listed to help you organize your notes.

Alcohol

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Tobacco

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Marijuana

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Inhalants

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Stimulants

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Club Drugs

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Performance Enhancing Drugs

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Substance Abuse and the Law

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**Pre/Post Assessment Rubric**

Record each student's performance by writing a 1, 2, or 3 in each box, or use your own grading scale.

**Key:** 1 = not meeting expectations  2 = approaching expectations  3 = meets expectations

<table>
<thead>
<tr>
<th>Student:</th>
<th>Describe the physical and psychological effects of alcohol, nicotine, THC, stimulants, inhalants, club drugs, and performance enhancing drugs</th>
<th>Recognize the risk of sudden death from alcohol, inhalants, stimulants, club drugs, and performance enhancing drugs</th>
<th>Explain the short and long-term health problems associated with using various drugs</th>
<th>Demonstrate an understanding of the legal consequences of drug possession and dealing, underage drinking, and driving while intoxicated</th>
<th>Support the decision to abstain from or quit using drugs</th>
<th>Classify various drugs by drug type</th>
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Pre/Post Test

Name: ____________________________________________

Directions: Answer each multiple choice question by circling the correct response.

1. Binge drinking means:
   a. drinking alcohol without eating any food
   b. drinking more than seven alcoholic drinks in a row
   c. drinking four or five alcoholic drinks in a short period of time
   d. having a drink every time there is a special occasion

2. Which statement about spit tobacco is true?
   a. it is less addictive than cigarettes
   b. it does not contain cancer-causing chemicals like cigarettes do
   c. it can cause oral cancer
   d. it is safe to use if you brush your teeth afterwards

3. If you are with a person who may have alcohol poisoning, the best thing to do is
   a. let the person sleep it off
   b. place the person on his or her side and call for help
   c. give the person coffee
   d. leave the person and go get help

4. Marijuana can cause which of the following?
   a. respiratory disease
   b. alcohol poisoning
   c. impaired memory
   d. both a and c

5. Sudden Sniffing Death Syndrome is a risk associated with which kind of drug?
   a. inhalants
   b. stimulants
   c. club drugs
   d. performance enhancing drugs
Pre/Post Test continued

6. **Powerfully addictive drugs that speed up the activity of the central nervous system are called**
   
a. inhalants  
b. stimulants  
c. hallucinogens  
d. carcinogens

7. **A dangerous effect of club drugs is**
   
a. lung cancer  
b. coma  
c. Sudden Sniffing Death Syndrome  
d. secondhand smoke

8. **Who are the main targets of advertising by tobacco companies?**
   
a. women  
b. adults age 35-55  
c. teens and preteens  
d. the upper class

9. **Which kind of drug is sold over the counter as health supplements?**
   
a. ecstasy  
b. ketamine  
c. marijuana  
d. creatine

10. **Which legal consequences can juveniles face for driving while intoxicated?**
    
a. license suspension  
b. a permanent criminal record  
c. jail time  
d. all of the above
Post-Test Answer Key

1. c  
2. c  
3. b  
4. d  
5. a  
6. b  
7. b  
8. c  
9. d  
10. d
Homework Assignment:

Directions: Anti-smoking ads are powerful because they show a disturbing image and state a simple but startling fact or statistic to make a point. For example, an ad might show a smoker with a tracheotomy saying “Smoking gave me throat cancer.” Choose a drug or category of drugs you learned about today and make your own anti-drug ad in the space below. Your ad should state a health risk, legal consequence, or other danger associated with the drug. Here are just a few of the many possible topics: risk of sudden death, long and short-term health problems, legal consequences of drug possession, and drinking and driving.
Additional Titles in this Video/Print Series for Grades 7 – College

Everything You Need to Know about...

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...Marijuana in 22 Minutes

...Drugs and the Teen Brain in 22 Minutes

...Prescription & OTC Drugs in 22 Minutes

...Substance Abuse in 22 Minutes

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