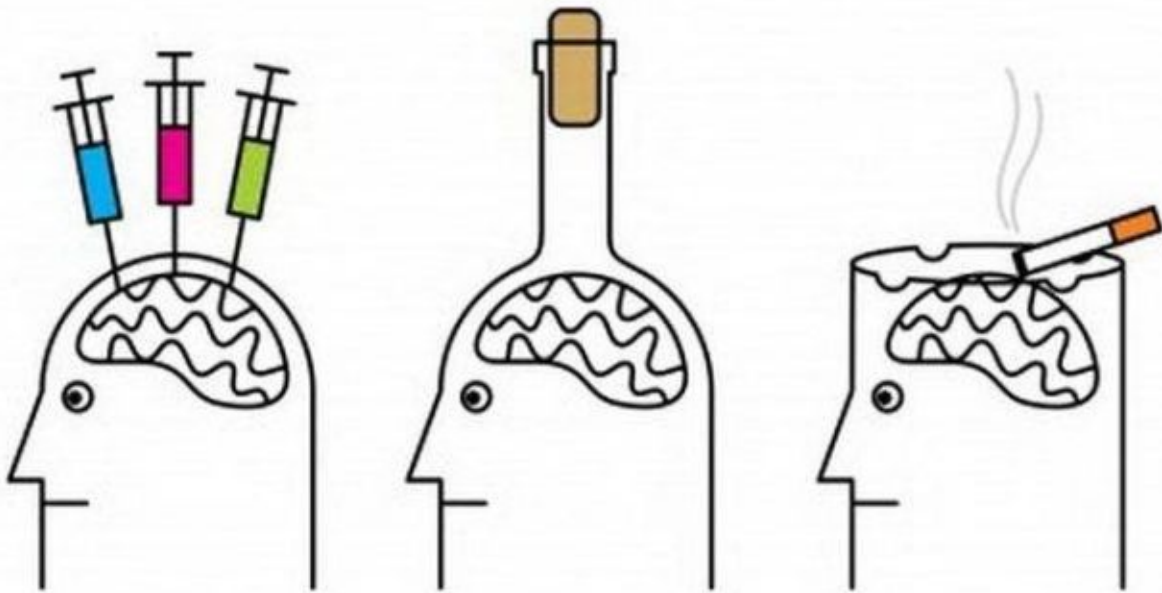


Drugs, Alcohol, and Tobacco Unit

7-8

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Reading

objectives:

- Cognitive: Students will be reading the book *Go Ask Alice Anonymous* by Beatrice Sparks to gain a perspective on what drug abuse might be like.
- Affective: The students will gain appreciation for abstinence from drugs.

Materials:

- Notebook for chapter note

Procedure:

- Students will each receive a copy of the book supplied by the teacher.
- They are expected to answer 3 or 4 specific questions about each chapter that the teacher will come up with.

Assessment:

Students will write a two page paper on how drugs can negatively affect a person's life by using references from the book.

Science:

objectives:

- Students will be able to identify terminology that relates to how the brain gets addicted to drugs and research a facility that helps addicts recover from addiction.

Procedure: (direct instruction)

1. SHORT-TERM GRATIFICATION: First there is short-term gratification. You feel good **NOW**. There is a strong short-term gain that causes you to assume the drug or behavior is good for you.

2. LONG-TERM PAIN AND DYSFUNCTION: The **short-term gratification** is eventually followed by **long-term pain**. This pain, part of which is from physical withdrawal, and part of which is from the inability to cope psycho-socially without drugs/alcohol, is the direct consequence of using the addictive chemical/s.

3. ADDICTIVE THINKING: The long-term pain and dysfunction trigger addictive thinking. **Addictive thinking** begins with **obsession** and **compulsion**. Obsession is a continuous thinking about the positive effects of using alcohol and drugs. Compulsion is an irrational urge or craving to use the drug to get the positive effect even though you know it will hurt you in the long run. This leads to **denial** and **rationalization** in order to allow continued use. Denial is the inability to recognize there is a problem. Rationalization is blaming other situations and people for problems rather than drug use.

4. INCREASED TOLERANCE: Without your being aware that it is happening, more and **more of the drug is required** to produce the same effect.

5. LOSS OF CONTROL: The obsession and compulsion become so strong that you cannot think about anything else. Your feelings and emotions become distorted by the compulsion. You become stressed and uncomfortable until finally the urge to use is so strong that **you cannot resist it**. Once you use the addictive chemicals or the addictive behaviors again, the cycle starts all over.

6. BIO-PSYCHO-SOCIAL DAMAGE: Eventually there is damage to the health of your body (**physical health**), mind (**psychological health**), and relationships with other people (**social health**). As pain and stress get worse, the compulsion to use the addictive drugs or behaviors to get relief from the pain increases. A deadly trap develops. You need addictive use in order to feel good. When you use addictively **you damage yourself physically, psychologically, and socially**. This damage increases your pain which increases your need for addictive use.

Assessment:

Students are to research facilities that help with addiction and how they try to change the way the brain things. It should be about a one page summary of a certain facility.

Math: Blood Alcohol Concentration

Objectives: Students will be able to distinguish how many drinks would be too many after they have been drinking. The students can also make sure not to get into a car with someone that has been drinking.

Material

- Computer or Ipad

Procedure: Students will go to this [website](#) to learn about the legal limit

Assessment: Students record their peak and the amount at which they will be over the legal limit.

Music: Song Search

Objectives:

- Students are to research a song that is positively or negatively portrays drugs, alcohol, or tobacco.

Procedure:

- The teacher will give the student a specific drug and they are to find a song that talks about that drug.
- The song can be a negative or positive portrayal of that drug.
- They are to write a 300 word essay on why they think media portrays drugs this way.

Assessment: essay

Health:

Objectives:

- Students will identify some of the harmful effects of smoking cigarettes.
- Students will improve decision-making ability.
- Students will clarify personal values and attitudes

Materials:

- Pollution Outside the Body activity sheet
- Pollution Inside the Body activity sheet

Procedure:

1. Ask the children to define the word, "pollution." Webster's New Word Dictionary of the American Language gives this definition: "Pol-lu-tion: to make unclean, impure, or corrupt; desecrate; defile; contaminate; dirty."
2. Discuss pollutants in the air in the outside environment. Use pictures from magazines and newspapers. Include the pollution caused by factory smoke, car exhausts, rocket launches, and smoke from someone else's burning cigarette.
3. Talk about how pollution makes the air "dirty."
4. Have the children complete the Pollution Outside the Body activity sheet.
5. Explain how all living things need air to breathe.
6. Put a plant under an airtight container. What begins to happen?
7. Put ants or other insects in an airtight jar. Give them everything else they need to survive. What happens? Why? (When the ants' activity begins to decrease, open the jar and set them free.)
8. Study the picture on the Pollution Inside the Body activity sheet that shows the passage of air into the lungs.
9. Talk about the fact that smoking cigarettes is harmful to our health, and how it "pollutes" the internal environment of our body (the lungs).
10. Blow smoke from a cigarette through a tissue. (A smoking machine may be able to be obtained from your local Cancer Society or Heart Association.) What did you observe? Wouldn't that also make your lungs "dirty?"
11. What would happen to us if something interfered with our breathing properly? How long does it take to use up all the air in your lungs? Hold your breath and have someone check the time. Did you have to breathe very soon after you started holding your breath?
12. Demonstrate the effects of sick or injured lungs:

(1) Light a candle. Ask a child to stand a reasonable distance from the candle. Instruct the child to take a deep breath, and then blow out the candle. (2) Relight the candle. Ask the child to stand at the same distance from the candle. Instruct the child to take a deep breath and blow out at least half of the breath before attempting to blow out the candle. With the breath that is left, ask the child to blow out the candle. What happened?

13. Identify and discuss other facts about cigarettes and cigarette smoking:

Cigarettes are made of brown leaves called tobacco.

Tobacco contains a drug called nicotine.

Smoking cigarettes deadens the nerve-endings for smell and taste.

People who smoke cannot smell or taste as well as nonsmokers.

14. Look at the Pollution Inside the Body activity sheet again and find the nerve endings for smell. Find the nerve endings for taste on the tongue as shown in the activity sheet's illustration.

15. People with stuffy noses cannot smell or taste well either. To simulate what it would be like for a smoker, ask a child to taste a snack. Then ask the child to hold his or her nose and taste the snack. Describe the difference. Ask other students to participate. A child can be asked to close his or her eyes, and hold his or her nose. Offer several different tasting foods. Have the child try to guess what foods are being offered.

Discuss.

Smoking makes the smoker's clothes and other things around him or her smell.

Smoking stains the smoker's teeth.

Smoking costs a lot of money to buy cigarettes.

Assessment: Ask the children to create a poster illustrating the theme, "Smoking Is Dangerous for Your Health." The poster should have effort and look pleasing to the eye. (This incorporates art)

Drama: Role Play

Objectives:

- Students will be putting themselves into mock situations in order to learn how to tell someone no or to take someone out of a situation.

Materials:

- Cue cards
- Phones/video cameras/computers
- props

Procedure:

1. Explain to students that there will be many times when they will be tempted to do drugs. Sometimes, it is easy to say no while other times it may be hard to say no.
2. Ask "What are some instances and ways in which you may have felt pressured to use a drug?" Record Answers on the board or just have an open discussion.
3. Have students get into groups.
4. Give each group a card that has a scenario on it. Allow them to read it and together think of a solution to the problem or questions posed.

Scenarios:

- A very obviously pregnant woman smoking. What do you do?
- You are at a party and you see someone put something into another person's drink
- You see someone who has been drinking heading to their car with their keys in their hand
- You suspect a friend has a drug addiction problem. When you ask him/her, they deny it. Now what do you do?
- Your friend is considering taking steroids. What do you tell him/her? What may the risks?

Assessment: With the scenarios, each group must make a video to demonstrate the scenarios and the solutions. Students are to do this in class or around school property during class time. Therefore school policies should apply (no actual smoking or drinking will occur in the videos, only simulations)

Writing: Write to an Addict

Objectives:

- Students will review components of a letter
- Students will demonstrate empathy for addicts

Materials:

- Paper
- pencil

Procedure:

1. With students, review the different components of a good letter.
2. Have students write letters to addicts that encourage them to hold tight to their faith and to fight their addiction.
3. Give the letters to the pastor or send them to an AA or Rehab center

Assessment: written letters

Summative Assessment: Trifold Presentation

Objectives:

- At the completion of this assignment, students will be researching one drug of their choice and creating a trifold poster of their drug and presenting to the class.

Materials:

- trifold poster

Overview:

- The students will pick any drug they want to research. They will sign up for their drug on a sign-up sheet to avoid overlap.
- The student will need to know the history of the drug, side-effects, slang, uses, and addictive properties.
- They will present their information on their drug in a pleasing manner on the trifold poster.

Rubric Categories		Great	Good	Okay	Not Present
Conventions	No Errors: spelling, grammar, punctuation, caps & paragraph				
Presentation	Trifold has the history, side-effects,slang, uses, and addictive properties				
Presenter	The presenter speaks in a clear and professional voice and with confidence.				

Extra Activities:

- D.A.R.E.
- Police come in to talk about legal limit, have students experiment with drunk goggles