Drugs and Alcohol (Addictions)

**Subject:** Health

**Grade:** 9

**Unit:** Drugs and Alcohol (Addictions)

**Timeline:** Wednesday, March 21st – Wednesday, March 28th (5.7 hours)

**Outcome USC 9.6** – Analyze the health, economic, and social supports and challenges on addictions on self, family, community and the environment.

| Big Ideas/Essential Questions: | - What do I know about addictions and where can I go for more reliable information  
- Why do addictions occur  
- When have I felt pressure  
- How do I avoid addictions  
- How do addictions affect others and communities  
- How can drug use be responsible, when is it not  
- What does my community and culture say about addictions  
- How are addictions seen in laws  
- How is my family affected by addictions and how are we not affected |
| --- | --- |

| Title/Task: | **Curriculum Indicators:**  
- a. Evaluate personal knowledge in terms of what is known and what needs to be learned about addictions  
- c. Evaluate and respond to sources of, and information about, addictions. |
| --- | --- |

|  | **Curriculum Indicators:**  
- b. Determine situations where youth may feel pressured and tempted to smoke, chew tobacco, drink, gamble or use drugs. |
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum Indicators:</strong></td>
<td></td>
</tr>
<tr>
<td>e. Examine possible consequences of addictions on the health of self, family and the community</td>
<td></td>
</tr>
<tr>
<td>h. Assess family and community norms and expectations regarding addictions.</td>
<td></td>
</tr>
<tr>
<td>k. Explore and describe the strengths within own family and cultural heritage, and of the struggles and challenges family and ancestors have faced related to addictions.</td>
<td></td>
</tr>
<tr>
<td><strong>Curriculum Indicators:</strong></td>
<td></td>
</tr>
<tr>
<td>f. Investigate how addictions affect the well-being of the environment.</td>
<td></td>
</tr>
<tr>
<td>i. Assess community supports and services related to addictions.</td>
<td></td>
</tr>
<tr>
<td>j. Evaluate laws pertaining to tobacco use, alcohol use, drug use and gambling.</td>
<td></td>
</tr>
<tr>
<td><strong>Materials and Resources:</strong></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1

Subject: Health

Grade: 9

Unit: Drugs and Alcohol (Addictions)

Outcome USC 9.6 – Analyze the health, economic, and social supports and challenges on addictions on self, family, community and the environment.

Curriculum Indicators:

a. Evaluate personal knowledge in terms of what is known and what needs to be learned about addictions

c. Evaluate and respond to sources of, and information about, addictions.

b. Determine situations where youth may feel pressured and tempted to smoke, chew tobacco, drink, gamble or use drugs.

Materials:

- worksheet

- computer and projector

- chalkboard

Set: (10-15 minutes)

1. Outline our expectations
   a. Respect- eye contact, no side conversations, no inappropriate language, NO CELL PHONES (if we see cell phone, it will immediately be gone. No questions asked).
   b. Be comfortable, we understand we don’t know most of you but we would like to develop relationships over the time we have with you. Ask questions!
   c. Complete work and work hard- all worksheets must be completed, assignment and short quiz will be done for summative assessment. We are not trying to trick you, you will have an option of doing the exam orally or written. All material on exam will be covered in class.

2. Outline of today’s class- ice breaker, introduction of unit, pre assessment worksheet (What do you know about drugs), what are drugs, video, what are the harms of drugs, how does drug use start, process of use.
3. Ice breaker activity- have students interview the person beside them and introduce one another to the class. Must include: name and something unique about them.

4. Introduce the question box- encourage students to ask questions

**Development: (20-25 minutes)**

1. KWL Chart- tell students to make 3 columns on a piece of loose leaf. They will write down what they know, and what they want to know at this point.

2. `What do you know about drugs` worksheet.
   - Review answers with students
   - Have students hand in at front table with name on it

3. Discuss: What are drugs?
   - Drugs are substances, other than food, that affect person's mental, emotional or physical state. Psychoactive drugs (mood altering drugs) affect our mental and emotional state. There are such things as illegal and legal drugs (example- prescription drugs for illness versus ecstasy)

3. Briefly discuss types of drugs but tell students we are going to focus on these in more detail next class.
   - 5 main categories we are going to focus on are:
     - marijuana
     - hallucinogens
     - depressants
     - stimulants
     - anabolic steroids

4. Introduce to students that drug use starts in different ways for various people.
   - We will then show them this video:
   - Before students watch the video we will tell them to be thinking about the harms of drug use, as well as how drug use begins.
   - Video is 8 minutes

5. Make two lists on the board- one stating the harm in drug use and the other stating how drug use begins. Have a class discussion with students and have them give answers which we will write on the board (they are expected to take notes of these).

<table>
<thead>
<tr>
<th>Harms of Drug Use:</th>
<th>How Drug Use Begins:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Safety concerns</strong>- most substances affect the user's judgement and</td>
<td>1. <strong>Culture and media</strong>- Often magazines, movies, television shows,</td>
</tr>
</tbody>
</table>
motor coordination. It can cause people to make unsafe choices. This makes any kind of physical activity, such as driving or playing sports very dangerous.

2. **Long-Term Physical Health Problems** - introducing a foreign substance to the body generally has long term effects. Some effects are reversible, some are not.

3. **Mental Health Problems** - depending which drug is being used it could cause things such as anxiety or other negative feelings. People with mental health problems often use drugs to self medicate their condition but this will aggravate health problems.

4. **Cognitive Problems** - drugs have a clear effect on the way users perceive and understand what is going on. For example- marijuana has been shown to impair short term memory and the ability to concentrate.

5. **Violence and crime** - give uses a sense of self-confidence and vulnerability. For example- lying, cheating, stealing

6. **Death**

7. **Risk of an Overdose**

8. **No family, no good relationships**

9. **Weighing the hazards of substance abuse:**

   http://www.drugfreeworld.org/#/documentaries/truth-about-drugs-documentary-intro

**Closure (10-15 minutes)**

1. Take a couple minutes and brainstorm at least one question each to put in the question box.
2. Finish KWL chart- students will fill out third column about what they learned. They will also add to the column about what they want to learn. This is where they will write down any questions or anything they are curious about.

3. Discuss briefly what next class is going to be about and what it is going to look like.

**If extra time at the end of class we will talk about decision making with students**
Lesson 2: Tobacco and Alcohol (Legal Drugs)

Subject: Health
Grade: 9
Unit: Drugs and Alcohol (Addictions)

Outcome USC 9.6 – Analyze the health, economic, and social supports and challenges on addictions on self, family, community and the environment.

Curriculum Indicators:

d. Evaluate and respond to sources of, and information about, addictions.

g. Distinguish between the responsible and irresponsible use of traditional, prescription, and over the counter drugs (including tobacco).

e. Examine possible consequences of addictions on the health of self, family and the community

i. Assess community supports and services related to addictions.

j. Evaluate laws pertaining to tobacco use, alcohol use, drug use and gambling.

Materials:

- access to computer and internet
- worksheet

Set: (12 minutes)

1. We will explain to students why we assigned them a seating plan- to eliminate off task behavior and switch up students.

2. We will go through the outline of class with students and reinforce the expectations from yesterday. Reminding them that we expect them to follow all the same rules.

3. We will begin the class by showing students this video about alcohol: http://www.drugfreeworld.org/#/documentaries/truth-about-drugs-documentary-alcohol
Development:

1. We will discuss the question- What is alcohol?
   a. Alcohol is produced by fermenting or distilling various fruits, vegetables or grains. In beverages, pure ethyl alcohol, which is clear and colourless, is mixed with other ingredients that affect the color and reduce the alcohol content.
   b. The effects of any alcoholic drink depend on the amount of pure ethyl alcohol consumed.
   c. In Canada, a typical serving of alcohol contains 17 ml of absolute alcohol.
   d. Alcohol is the most used substance in Canada aside from caffeine.
2. We will discuss what the short term effects of alcohol.
3. We will discuss the long term effects of alcohol
4. We will discuss abuse and dependence
5. We will talk shortly about alcohol and the law. (Mothers Against Drinking and Driving)
6. To lead into the topic of smoking and tobacco use we will show the class a short video with some basic statistics: http://www.youtube.com/watch?v=mZ-OjppQGi4
7. Why people use tobacco
8. Short term effects of tobacco use
9. Long term effects of tobacco use
10. We will discuss ways of seeking help, where you can go for help, and how you can influence those around you.
11. We will discuss the laws and liabilities around tobacco and alcohol use.

Closure:

1. Students will do worksheet 5.4. They will choose to describe the health effects of tobacco on the body.
   -They will be given time to work on this. If they do not finish in class time, they will have to finish it at home and hand it in next day.
2. We will outline what will be happening next class:
   a. We will be looking at the five classifications of drugs (marijuana, hallucinogens, depressants, stimulants and steroids) in details.
Lesson 3: Illegal Drugs

Subject: Health

Grade: 9

Unit: Drugs and Alcohol (Addictions)

Outcome USC 9.6 – Analyze the health, economic, and social supports and challenges on addictions on self, family, community and the environment.

Set:

1. We will outline the expectations again and go through the plan for the class.
2. We will begin class by talking about current events in the community that are related to drug use. There are two articles that we will read and discuss with the class. The first article is about laced Ecstasy in Saskatchewan and the second article is about Derek Boogard and his overdose resulting in death.

Questions we will ask:
- Why are tragic stories such as these always in the newspapers and on the news? What is the purpose?
- Does hearing stories like this make you think twice about using drugs? Why?
- Does it hit home when you hear about real life situations happening to other people around you in Regina, at school?

Development:

1. We will describe the 5 main types of mood-altering drugs and write them on the white board. Students should write these down as well.
2. We will discuss what marijuana is (the most popular form of cannabis - the plant from which it is produced). We will not go into detail about marijuana right now.
3. Discussion: What is the Gateway Theory?
   - The Gateway Theory proposes that use of marijuana leads to use of other drugs. Someone who uses marijuana is more likely than a non user to use drugs such as cocaine and heroine.
   - We will ask students: Do you believe this is true? Why or why not?
4. We will discuss the different between stimulants and depressants and give examples of each of these drugs
a. Stimulants- speed up or excite the central nervous system (Examples are nicotine, cocaine, amphetamine-type stimulants and methylphenidate which is Ritalin)
b. Depressants- have the effect of depressing the activity of the central nervous system and slowing down bodily systems (Examples are alcohol, opiates, inhalants and various prescribed medications)

5. We will explain that marijuana is a class on its own because marijuana produces several effects.

6. We will discuss what hallucinogens are:
   - Hallucinogen drugs greatly distort the senses and, as their classification implies, can cause hallucinations. Most of these substances are taken orally. (Examples are LSD, Ecstasy, magic mushrooms which are psilocybin)

7. We will do a brain break!!

8. We will explain the jigsaw activity to the class with verbal instructions and written instructions. Each group of 3 will be assigned one drug. They will have the opportunity to present a skit, or simply present it. The information they must include in their presentation to the class is:
   a. What class the drug falls into
   b. The effects of the drug
   c. The harms and dangers of the drug
   d. One or two other facts about the drug

Closure:

1. After learning about the different types of illicit drugs and the previous conversation we will show students the Vancouver Insite video.
2. We will lead a discussion around the students thoughts regarding this video and the supervised injection site in Vancouver? http://www.youtube.com/watch?v=dQpRMJAcTlQ
   a. Is this is a good idea? Why or why not?
   b. Would a program such as this benefit Regina?
Lesson 4

Subject: Health

Grade: 9

Unit: Drugs and Alcohol (Addictions)

Outcome USC 9.6 – Analyze the health, economic, and social supports and challenges on addictions on self, family, community and the environment.

Curriculum Indicators:

Materials:

Set:

1. After learning about the different types of illicit drugs and the previous conversation we will show students the Vancouver Insite video.

2. We will lead a discussion around the student’s thoughts regarding this video and the supervised injection site in Vancouver?
   
   http://www.youtube.com/watch?v=dQpRMJacTiQ
   
   a. Is this is a good idea? Why or why not?
   
   b. Would a program such as this benefit Regina?

Answers in support:

- if people are going to inject anyways, at least they are safe and supervised

- referral to addiction treatment services and mental health providers are part of the package

- the facilities are clean, which is more than you can say for the street

Answers not in support:

- public funds should not be used to encourage people to inject legal drugs

- if you give people safe places to inject themselves, they will do it more often
Drug users will frequent the neighborhoods where the injection sites are located and the area will become unsafe

3. This is a resource available to users, can you think of any other resources?
   - Public health units, hospital programs, community programs

4. What resources are available to you as young adolescents- for help? For information?

Resources:
1. www.drugpolicy.org
2. www.camh.net (Center for Addiction and Mental Health)
3. www.alcoholics-anonymous.org
4. www.ccsa.ca (Canadian Center on Substance Abuse)
5. www.partyprogram.com (Prevent Alcohol and Risk-Related Trauma in Youth)
6. Regina Rehab-alcohol and drug rehabilitation
7. Sobriety

Development:

1. Canada’s drug policy
2. Canada’s drug policy has five objectives:
   a. Reduce the demand for drugs
   b. Reduce drug related deaths
   c. Improve the effectiveness of, and accessibility to, substance abuse information and interventions
   d. Restrict the supply of illicit drugs and reduce the profitability of illicit drug trafficking
   e. Reduce the costs of substance abuse to Canadian society

*EXTRA POINTS: Health Canada is the leading agency for implementing Canada’s drug policy. It relies more on a harm reduction model than an enforcement model.
*The United States relies primarily on an enforcement or criminal justice model (arrest, prosecution, incarceration)

**Closure:**

1. Go over review for quiz- everything that we have talked about in class will be what the test is composed of.

2. Discuss assignment (pamphlets) and give students the assessment criteria for them and due date. They will choose a topic out of a hat. They will have the rest of class to work on it. They will want to use this time wisely to get information from the text book.

**Different Drugs:**

3- Marijuana

3- LSD

3- Ecstasy

3- Heroin and other Opiates

3- Inhalants

3- Anabolic Steroids

3- Cocaine and Crack

3- Amphetamine-type stimulants
Due:

As an individual you will choose a drug out of a hat, and your assignment is to research that drug and create a visual representation of the following information about your drug. Your project could be (but is not limited to) a poster, a pamphlet, or a power point. If you have any other presentation ideas, make sure to pass them by Ms. Bachart and Ms. Law.

1. Drug Name
2. Description—what does it look like? What forms does it come in? (pictures)
3. What type of drug is this (depressant, stimulant, opiate, hallucinogen, cannabis, solvents & inhalants)?
4. What are some short term effects?
5. What are some long term effects?
6. What is the legal status on this drug?
7. Tolerance—how much can the body take? What is the recommended dosage (if applicable)?
8. Dependence—how much does it take to get hooked?
9. Most common use (ex. Pain killer)
10. How is it used (smoked, swallowed, sniffed, injected, etc.)?
11. What are some different ways to get help? What resources are available for use?

Please be thorough with your answers and check spelling before including it in your project. Your project **MUST** be readable. Be sure to include you and your partner’s names on the project.

**Evaluation:** /50 marks

<table>
<thead>
<tr>
<th></th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug Information</td>
<td>25</td>
</tr>
<tr>
<td>Creativity</td>
<td>10</td>
</tr>
<tr>
<td>Spelling/grammar</td>
<td>5</td>
</tr>
<tr>
<td>Presentation of Content</td>
<td>10</td>
</tr>
</tbody>
</table>
Alcohol: Matching

Use the following words: Name: _______________________

____ Alcohol 1) controls or restraints over our emotions and behaviors

____ Alcoholic 2) drunkeness/when alcohol interferes with our emotions and mental capacity

____ Alcoholism 3) stage of alcoholism characterized by guilt/rationalizing/promises broken

____ binge drinking 4) heavy episodic use of alcohol

____ BAC Blood Alcohol Content 5) physical and psychological dependence on alcohol (addiction)

____ Hangover 6) stage of alcoholism characterized by death in 10% of cases/health problems/interferes with school or job

____ Inhibitions 7) the amount of alcohol in the blood

____ Intoxication 8) stage of alcoholism characterized by increased tolerance/embarassing behavior/blackouts

____ warning stage 9) a person dependent on the continued use of alcohol

____ crucial stage 10) a drug that depresses the central nervous system

____ chronic stage 11) dehydration after excessive use of alcohol/accompanied by feeling ill

Answer Key:
10 – alcohol
9 – alcoholic
5 – alcoholism
4 - binge drinking
7 - BAC Blood Alcohol Content
11 – hangover
1 – inhibitions
2 – intoxication
8 - warning stage
3 - crucial stage
6 - chronic stage

http://www.youtube.com/watch?v=buGX_JDabGA


1. Brain break: Minute to Win It→ Face the Cookie
   ⊙ Show the video off of the TV show “Minute to Win It.”
   ⊙ Give each of the students an Oreo cookie; make sure to tell the students “NOT TO EAT THE COOKIES.”
Time the students for a minute and see if any of the students can have success.