Overview

In this lesson, students will discuss appropriate and inappropriate uses of a drug and explore reasons associated with why a person would abuse a drug. Students will explore the scope of the problem by analyzing the impact of substance abuse on relationships, society, the user’s health, education, and future. According to Monitoring the Future (http://www-monitoringthefuture.org/) and the CDC (https://www.cdc.gov/nchs/fastats/drug-use-illegal.htm), a majority of students are drug-free. Understanding the problem will prepare learners in their decision to stay drug-free.

National Health Education Standards

Standard 1: Comprehending Concepts

- Performance Indicator 1.12.6: Summarize the harmful short- and long-term physical, psychological and social effects of drug use.
- Performance Indicator 1.12.7: Describe the effects of drugs on school performance, job performance, job absenteeism and job loss.

Standard 2: Analyzing Influences

- Performance Indicator 2.12.9: Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies on practices and behaviors related to drug use.

Healthy Behavior Outcome (HBO)

Make choices about drugs that support a healthy lifestyle.

Lesson Objectives

Students will be able to:

<table>
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<tr>
<th>Objective</th>
<th>Assessment</th>
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<tr>
<td>1. Identify appropriate and inappropriate reasons why a person would use a drug.</td>
<td>• Talking about Drug Use Question 2</td>
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<td>2. Analyze the trends of drug use by reviewing data from the Ohio Youth Risk Behavior Survey (YRBS) and identify group norms for drug use.</td>
<td>• Talking about Drug Use: Question 3</td>
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<td>3. Identify the negative social, physical and psychological impact of drug abuse. Examples include: relationships with others; in the community; the health of the user; academic success; and future goals, including job/career performance and finances.</td>
<td>• Talking about Drug Use: Question 4&lt;br&gt;• Exit Ticket</td>
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<td>4. Analyze at least two reasons why people abuse illegal or legal drugs and determine an alternative to combat each reason.</td>
<td>• Talking about Drug Use Question 5</td>
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<td>5. Write a declarative sentence that summarizes at least one specific reason why they will not abuse drugs.</td>
<td>• Exit Ticket</td>
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Time: 45-55 minutes
Lesson Materials

Assessments and Worksheets
• Talking About Drug Use worksheet (Attachment 1); Carousel Activity Impact of Drug Use worksheet (Attachment 2); Exit Ticket (Attachment 3).

Resources
• Lesson 1 HS.Lesson1. Drug Use and Its Impact on You PowerPoint

Other Materials
• Task cards (Six different colors of index cards and label A, B, C, D on each color group. For larger classes add a blank card and have two task masters); poster paper; six different colors of markers.

References
• PSA for the Truth About Drugs – http://www.drugfreeworld.org/drugfacts/the-truth-about-drugs.html
• Ohio Youth Risk Behavior Survey (YRBS) 2013 Data: https://odh.ohio.gov/wps/portal/gov/odh/know-our-programs/Youth-Risk-Behavior-Survey/High-School-Data/
• CDC Data regarding Opioid Use – https://www.cdc.gov/drugoverdose/opioids/index.html

Introduction
Today we are going to take a closer look at drug use and the impact drugs have on an individual's health, relationships with others and future success in school and career.

Teaching Steps

Activity 1: Think, Pair, Share.
• Step 1: Distribute the worksheet, Talking About Drug Use (Attachment 1), and have the students individually complete the questions (THINK).
• Step 2: PAIR up with a partner to discuss their answers.
• Step 3: SHARE – The students will share their answers as a class. Some answers might include:
  o What is a drug?
    • A substance that changes how your body functions.
  o Can drugs be helpful? How?
    • Yes. If you have a headache you can read the directions on an over-the-counter (OTC) medicine and take the appropriate amount based on your age to help with the symptoms of the headache.
  o What are the consequences of taking an illegal or legal drug inappropriately?
    • Drugs can impair a person's driving, change how the brain functions, cause depression, lead to death, loss of relationships, etc.
Activity 2: Group Norms: Who is using drugs?

- Are a majority of teens abusing drugs?
  - No! Most teens are making good choices about drug use.
    - Refer to your school’s data and utilize Ohio YRBS link and local health department information.

- Why do you think people abuse illegal or legal drugs?
  - To fit in, curious, bored, lonely, role modeled in home, portrayed as fun or not a big deal in the media, etc.
  - How can you combat these reasons? Associate with friends who share your same values; join a club or activity; discuss media images and the consequences for the behavior; build relationships with parents, school, and community leaders, etc.

Activity 3: Carousel Activity

- We are now going to explore the impact of drug use on the following categories: Family, Friends, Society, Health, Education, and Future.

- Hang poster paper around the room with one category (Family, Friends, Society, Health, Education, and Future) written on each one.

- Step 1: Break the students into six groups. One strategy is using task cards – six different colors of index cards labeled with A, B, C, D on each color group.
  - The person with the A card is the WRITER (have a different color marker for each group).
  - The person with the B card is the REPORTER (they share out the answers at the end of the activity).
  - The person with a C card is the SUPPLY PERSON (they are responsible for getting the marker and returning it at the end of the activity).
  - The person with the D card is the TASK MASTER (they are responsible for keeping everyone on task during the activity). For larger classes – If you need groups of seven, add a blank card. If you need groups of eight or nine add a task manager to keep Students A-D on task.

- Step 2: The teacher assigns which poster paper the group begins at and gives the cue when to begin. Each group member contributes answers to the question, “How do drugs impact…”
  - Only give 30 seconds at the first and second newsprint because they are the first groups to contribute answers. Raise the time to 45 seconds for stations 3 and 4; and give 60 seconds for the last two stations because it will become more challenging to think of answers that the groups prior did not think of.
  - They are now back at the original poster paper. A lot more information is now on the paper for them to review as a group. Students can circle the answers they believe to be in the top 5 answers for the reported to share.
  - The supply person will return the marker and everyone will have a seat.
• **Step 3:** Distribute the *Carousel Activity: Impact of Drug Use* (Attachment 2) worksheet and have students record three or more answers from what the reporter shares for that station.
  - Answers can include:
    - **Family** – loss of trust, stealing, fighting, stress, withdrawal, lack of communication
    - **Friends** – loss of genuine friends to hang with new friends who use drugs, loss of trust, rumors, disconnect from school, feelings of depression
    - **Society** – homicide, vandalism, poor role modeling, loss of property value, fear, loss of productivity
    - **Health** – bad teeth, brain impairment, bad heart and lungs, depression, aggression, death
    - **Education** – poor grades, drop out, trouble at school – suspensions, detentions, juvenile detention center
    - **Future** – loss of dreams/goals, no money, can’t hold a job, lack of respect, mental health concerns, poor relationships, feelings of loss/grief

• **Closure**
  - We have defined drug use and the effects it has on an individual and our nation.
  - Have the students view the PSA link below that provides a window into the reality of drugs:  
    http://www.drugfreeworld.org/drugfacts/the-truth-about-drugs.html

**Activity 4: Exit Ticket**

• After our discussions today, reflect on the negative effects of drugs pertaining to the physical, psychological, and social domains of health.
  - Exit Ticket (Attachment 4): Write a negative physical (body), psychological (mind), and social (relationships with others) effect of drug use.
  - Exit Ticket: I won’t abuse drugs because...
  - Distribute the Exit Ticket for students to complete.
TALKING ABOUT DRUG USE

1. What is a drug?

________________________________________________________________________
________________________________________________________________________

2. Can drugs be helpful? How?

________________________________________________________________________
________________________________________________________________________

3. What are the consequences of taking an illegal or legal drug inappropriately?

________________________________________________________________________
________________________________________________________________________

4. Are a majority of teens abusing drugs? ______________________________________________________________________

5. Provide reasons why some people abuse illegal or legal drugs and an alternative to combat each reason.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Alternative</th>
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<tr>
<td>Example: Boredom</td>
<td>Join a school club or activity</td>
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Name: ________________________________

**CAROUSEL ACTIVITY: IMPACT OF DRUG ABUSE**

*Directions: For each section, write at least three ways drug use can impact this category:*

<table>
<thead>
<tr>
<th>Category</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
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<tbody>
<tr>
<td><strong>Family</strong></td>
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<tr>
<td><strong>Friends</strong></td>
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<tr>
<td><strong>Society</strong></td>
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<td><strong>Health</strong></td>
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<td><strong>Education</strong></td>
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<td><strong>Future</strong></td>
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</table>
Drug Use & Its Impact on You

HIGH SCHOOL
LESSON 1

HOPE
Health and Opioid Prevention Education

Attachment 3: Exit Ticket.

Write a negative PHYSICAL (Body), PSYCHOLOGICAL (Mind), and SOCIAL (Relationships with others) effect of drug use. Write a concluding statement why you will not abuse drugs.

I WILL NOT ABUSE DRUGS BECAUSE...