

## 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:*

Objective	Assessment
1. Identify appropriate and inappropriate reasons why a person would use a drug.	<ul style="list-style-type: none"><li>Talking about Drug Use Question 2</li></ul>
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.	<ul style="list-style-type: none"><li>Talking about Drug Use: Question 3</li></ul>
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.	<ul style="list-style-type: none"><li>Talking about Drug Use: Question 4</li><li>Exit Ticket</li></ul>
4. Analyze at least two reasons why people abuse illegal or legal drugs and determine an alternative to combat each reason.	<ul style="list-style-type: none"><li>Talking about Drug Use Question 5</li></ul>
5. Write a declarative sentence that summarizes at least one specific reason why they will not abuse drugs.	<ul style="list-style-type: none"><li>Exit Ticket</li></ul>

**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/>
- Local Health Department Information – <https://odh.ohio.gov/wps/portal/gov/odh/know-our-programs/violence-injury-prevention-program/Drug-overdose/>
- 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.

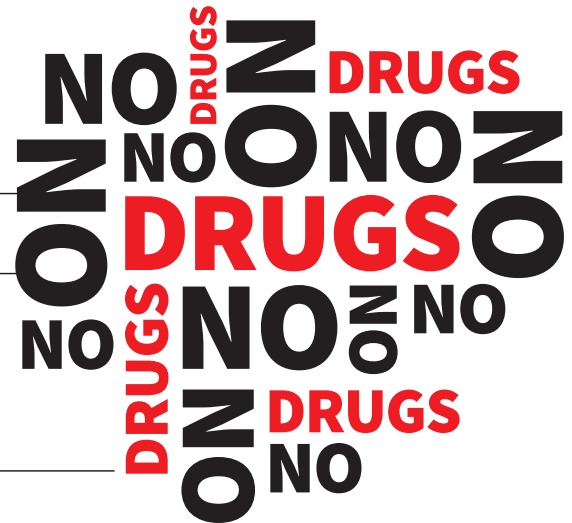
- **Step 3:** Distribute the *Carousel Activity: Impact of Drug Use* ([Attachment 2](#)) worksheet and have students record three or more answers from what the reporter shares for that station.
  - o Answers can include:
    - **Family** – loss of trust, stealing, fighting, stress, withdrawal, lack of 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**
  - o We have defined drug use and the effects it has on an individual and our nation.
  - o 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.
  - o Exit Ticket ([Attachment 4](#)): Write a negative physical (body), psychological (mind), and social (relationships with others) effect of drug use.
  - o Exit Ticket: I won't abuse drugs because...
  - o Distribute the *Exit Ticket* for students to complete.

Name: \_\_\_\_\_

### TALKING ABOUT DRUG USE



1. What is a drug?

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2. Can drugs be helpful? How?

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

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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.

Reason	Alternative
<b>Example:</b> Boredom	Join a school club or activity

Name: \_\_\_\_\_

## CAROUSEL ACTIVITY: IMPACT OF DRUG ABUSE

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

### Family

- 1.
- 2.
- 3.

### Friends

- 1.
- 2.
- 3.

### Society

- 1.
- 2.
- 3.

### Health

- 1.
- 2.
- 3.

### Education

- 1.
- 2.
- 3.

### Future

- 1.
- 2.
- 3.

**HOPE**

**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.*

<b>PHYSICAL</b>	<b>PSYCHOLOGICAL</b>
<b>SOCIAL</b>	<b>I WILL NOT ABUSE DRUGS BECAUSE...</b>

**HOPE**