



Substance Use and Abuse Grade 7

UNIT OVERVIEW

NOTE: This lesson can be taught as part of the Physical and Health Education programme.

Duration: 3 lessons; 3 hours.

- 1) **Just the Facts Please**
- 2) **Debating the Issues**
- 3) **I.D.E.A.L. Choices! I Can Do It!**

Description:

The lessons in this unit will have 3 main foci:

- provide students with some information regarding drugs and alcohol
- discuss issues related to substance abuse
- provide opportunities to learn and apply decision-making skills in a variety of situations

Assessment and Evaluation:

- 1) **Just the Facts Please:** students will gain knowledge about drugs and alcohol; the unit will begin with a diagnostic assessment to see what the students already know (student questionnaire)
- 2) **Debating the Issues:** students will gain knowledge about the issues related to substance use and abuse through brainstorming, whole group discussion and the use of a brainstorming web
- 3) **It's My Choice! I Can Do It!:** students will apply decision-making skills to a variety of imaginary situations; students will write out their plan of action based on the situation they are assigned; a graphic organizer will be provided; a rubric will be used to evaluate

Links to Fully Alive and Health and Physical Education:

Fully Alive: Theme 4: Growing in Commitment

- explore their feelings about growing up
- examine and apply a model for decision-making
- explore their responsibilities toward themselves and others
- be encouraged to recognize the need for balance in their lives

Health and Physical Education:

- Outline a variety of issues related to substance use and abuse

- Apply a decision-making process to make informed choices regarding drug use
- Demonstrate strategies that can be used to counter pressures to smoke, drink, and take drugs, and identify healthy alternatives to drug use

Background Information

*Do you not know that you are God's temple and that God's Spirit dwells in you?
If anyone destroys God's temple, God will destroy that person.
For God's temple is holy, and you are that temple.*

1 Corinthians 3: 16-17

“The concept of lifestyle indicates the way in which persons choose to meet their human needs. Christians believe that human persons are created with a physical body and eternal soul and reach fullness of personhood in relationship with God and neighbour. We are thus called to choose a lifestyle which addresses our spiritual and material needs and allows others to do the same.” EOCCC

Substance abuse is an issue that touches the lives of many of the families in our school community. As many as one of every five adults in Ontario may have personal experience of these problems. To “just say no” is not enough! The Ontario curriculum states that, “Education is critical to the prevention of drug abuse.” The substance use and abuse learning expectations respond to these facts by focusing on an understanding of the effects of drugs and alcohol and the consequences of their use. This knowledge is integrated with the development of a variety of living skills that help students make and maintain healthy choices. Research has indicated that students who feel attached to their schools are less likely to engage in anti-social behaviour or drug use practices. The quality of the students’ relationships with teachers and their peers influences their sense of belonging. Teachers therefore have an opportunity to make a positive difference in the lifestyle choices of their students by developing warm relationships which value the dignity and worth of each individual, role modelling, sharing of knowledge and teaching of the substance use and abuse curriculum.

The Centre for Addiction and Mental Health states:

Substance use is but one of many "adult behaviours" adopted by youth. As youth generally use substances to express their independence and autonomy, this use should not be automatically equated with "substance abuse". Most adolescents who use substances do not progress to problem use or dependency. But for those youth who do develop a substance use problem, it is common to also find a mental health problem. The combination of problem substance use and a mental health concern is referred to as a concurrent disorder. What comes first - the substance use problem or the mental health concern - varies and may be difficult to determine. The two are often intertwined and related. Accordingly, the treatment of both problems must be integrated. If one problem is present, investigate the possibility of another also being present.

Working with peers in small group activities, students categorize commonly known drugs, examine the issues related to substance use and abuse, and apply decision-making skills to real-life situations. Students apply these skills by teaching younger students and working with them cooperatively.

Suggestions for Accommodations:

- Provide opportunities to ‘pair-share’ or arrange for student to have a ‘study buddy’
- Arrange activity breaks to assist student to focus on instruction
- Review important vocabulary
- Provide checklists, outlines, organizers to assist in assignment completion
- Provide oral discussion before writing
- Clarify definitions, terms and vocabulary in assignments
- Make use of computer technology where possible
- Make expectations explicit

Black Line Masters

| | | | |
|-----|---|------|--|
| i | Activity Cards – Drug Categories (cut and mount) | viii | Rubric – Brainstorming Web |
| ii | Key Information Table | ix | Activity Cards – IDEAL |
| iii | Getting Straight on the Facts | x | Activity Sheets “Make an IDEAL Decision” |
| iv | Substance Abuse Questionnaire | xi | Scenarios |
| v | Substance Abuse Qu. - Answers | xii | Quick Comebacks |
| vi | Brainstorming Web Model | xiii | Refusal Techniques |
| vii | Activity Cards – Drug Use Issues | xiv | Rubric – Skits |

Sources:

Grade Seven Curriculum Support for Healthy Living Strand, Durham Region Health Department & Durham Catholic District School Board
 OPHEA “Health and Physical Education” Grade 7, www.ophea.net

Additional Resources:

CAMH “Educating Students about Drug Use and Mental Health”

Catechism of Catholic Church: 1706 By his reason, man recognizes the voice of God which urges him "to do what is good and avoid what is evil." Everyone is obliged to follow this law, which makes itself heard in conscience and is fulfilled in the love of God and of neighbour. Living a moral life bears witness to the dignity of the person.

Websites:

www.school.net.ca/alcohol
www.virtual-party.org

www.ccsa.ca
<http://sano.arf.org>

Substance Abuse and Addictions Grade 7

Lesson One JUST THE FACTS!

[Top](#)

Description:

- students will gain current knowledge about drugs and alcohol;
- students will identify effects of drugs and alcohol on the body by participating in an activity in which they categorize drugs and alcohol as stimulants, depressants, hallucinogens and narcotics.

Materials:

- copies of headings;
- copies of “Key information table” one per student;
- copies of “Getting Straight on the Facts” one per student;
- copies of “Important Facts to Remember” one per group;
- for “Optional Activity”, materials for collage making

Notes to Teacher: See Black Line Masters for supporting information and Black Line Masters

Learning Expectations:

- **Ministry Expectations:** identify and categorize drugs as stimulants, depressants, hallucinogens and narcotics
- **Catholic Graduate Expectations:** listens actively and creatively to understand and learn in light of Gospel Values; reads and understands and uses materials effectively; examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities

Assessment Opportunities: suggestions for assessing expectations

- **Formative assessment:** Paper and pencil task “Getting Straight on the Facts”
- **Formative assessment:** Poster “Important Fact to Remember”

TEACHING / LEARNING STRATEGIES

- 1) Brainstorming:** begin by asking students to individually brainstorm a list of different types of drugs and alcohol; have them share their personal list with a partner; have students share with whole class; teacher records words on blackboard
- 2) Categorizing:** place drug category headings around the classroom (see BLM I); ask students to define headings; use guiding questions to assist students with their definitions (e.g.: What does it mean to depress/stimulate something? What is an hallucination?); place correct definition under headings (see BLM I); in small groups, have students decide under which heading the brainstormed words belong
- 3) Class Discussion:** review students' answers; explain that some drugs fall into more than one category; distribute a copy of the "key information table" (see BLM II) to each student to use as reference throughout unit
- 4) Paper and Pencil Task:** have students complete the task "Getting Straight on the Facts" (see BLM III)
- 5) Whole Group Debrief:**
 - a. review answers from "Getting Straight on the Facts.
 - b. have students reflect and share feelings about what our faith says regarding drug use; have students design posters to reflect these thoughts
 - c. display posters around classroom during unit

Optional Activities:

- Students create a picture collage of drugs or drug use/abuse for each of the four categories
- Students participate in a discussion based on the following scriptural quotation:

"Be careful then how you live, not as unwise people but as wise, making the most of the time, because the days are evil. So do not be foolish, but understand what the will of the Lord is. Do not get drunk with wine, for that is debauchery; but be filled with the Spirit, as you sing psalms and hymns and spiritual songs among yourselves, singing and making melody to the Lord in your hearts, giving thanks to God the Father at all times and for everything in the name of our Lord Jesus Christ." (Ephesians 5: 15-20)

The author of Ephesians does not mince words. This passage encourages the early Christians, and us, to wake up and find out what pleases God. It calls them to avoid participating in actions they would be ashamed of if the actions were exposed in the light. Its tone is not of scolding but rather of passionate encouragement, wanting the best for each of us.

Although the use of alcohol is singled out in this passage, drinking is not the only substance abuse issue young people face during adolescence. Many young people have to choose whether to participate in drinking, smoking, and using drugs. Abuse of these substances prevents us from being filled with the Spirit. As the author of Ephesians advises, making wise choices about these substances is important.

Take some time to reflect on your own life. What temptations do you face in this regard? What choices can you make that would please God and allow you to enjoy the fullness of life in the Spirit? Who can help you make the correct decisions and help you stick to them?

- The following is another suggestion of a scriptural quotation which can be used as a starting point for discussion:

“By contrast, the fruit of the Spirit is love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control. There is no law against such things. And those who belong to Christ Jesus have crucified the flesh with its passions and desires. If we live by the Spirit, let us also be guided by the Spirit. Let us not become conceited, competing against one another, envying one another.” (Galatians 5: 22-26)

Black Line Masters

[I: Activity Card 6](#) (Grade Seven Curriculum Support for Healthy Living Strand, Durham Region Health Department & Durham Catholic District School Board) p.118

[II: Key information table](#) (Grade Seven Curriculum Support for Healthy Living Strand, Durham Region Health Department & Durham Catholic District School Board) p.112

[III: Getting Straight on the Facts](#) (Grade Seven Curriculum Support for Healthy Living Strand, Durham Region Health Department & Durham Catholic District School Board) p.122

Substance Abuse and Addictions Grade 7

Lesson Two

DEBATING THE ISSUES

[Top](#)

Description:

- students will gain knowledge about the issues related to substance use and abuse through brainstorming, whole group discussion and the use of a brainstorming web.

Materials:

- pieces of different coloured wool;
- copies of “Substance Use and Abuse Questionnaire” one per student;
- copies of “Brainstorming Web Model” one per student;
- copies of “Drug Use Issues – Activity Cards” (see BLM IV & V) one per group;
- chart paper and markers

Notes to Teacher:

As you move through this lesson, supporting the process of discovering and researching information and formulating opinions and conclusions based on investigations, it is important to bring to the attention of the students the Church’s teachings. The Catechism of Catholic Church states: (1706) “By his reason, man recognizes the voice of God which urges him "to do what is good and avoid what is evil." Everyone is obliged to follow this law, which makes itself heard in conscience and is fulfilled in the love of God and of neighbour. Living a moral life bears witness to the dignity of the person.”

Learning Expectations:

- **Ministry Expectations:** outline a variety of issues related to substance use and abuse
- **Catholic Graduate Expectations:** listens actively and creatively to understand and learn in light of Gospel Values; reads and understands and uses materials effectively; thinks effectively and creatively to evaluate situations and solve problems; makes decisions in light of Gospel values with an informed moral conscience; adopts a holistic approach to life by integrating learning from various subject areas and experience; acts morally and legally as a person formed in Catholic traditions

Assessment Opportunities:

- **Formative assessment:** brainstorming and questionnaire
- **Summative assessment:** brainstorming web; see BLM VI for rubric

TEACHING / LEARNING STRATEGIES

- 1) **Warm-Up Activity:** before class, tangle the pieces of wool all together into a jumbled ball so that it looks like a confusing mess (however, you still need to be able to separate the wool); begin the class by holding up the tangled ball; state that: “issues related to the use of drugs can be very much like this tangled ball. There are many different issues, they can be interconnected, they can be quite confusing and hard to sort out. There can also be many differing sides and opinions on how to handle the issues.”; inform the class that you are going to separate these issues (begin separating the wool) so that they can take a closer look at them.
- 2) **Whole Group Brainstorming:** ask the class to identify some issues they think are related to drug use, e.g.:
 - i. Second-hand smoke
 - ii. Laws governing drug use
 - iii. Access to drugs
 - iv. Economic impact on society
 - v. Impact on reproductive health and the unborn
 - vi. Impact of tobacco growing manufacturing on the environment
 - vii. Media influences
 - viii. Steroid use in athletes
 - ix. School policies
 - x. Drinking and driving
 - xi. Peer pressure
- 3) **Questionnaire:** students use the questionnaire to focus on drug use and its impact on the user as well as those around the user (see BLM V and VI). Briefly take it up with the whole class. (see BLM XVI for support information)
- 4) **Brainstorming Web:** with the whole class, model the brainstorming web using one of the topics shared earlier (see BLM VI).
- 5) **Small Group:** students research one or two issues using the web model.
- 6) **Class Discussion:** students share their findings with whole group
- 7) **Paper and Pencil Task:** using the following questions as a guide, students will individually write a response paragraph:
 - a. Which 3 issues could affect you or do affect you?
 - b. Explain how these issues could or do affect you. (e.g.: parents smoking in the home)
 - c. How do these issues affect me as a Catholic student?

Optional Activities instead of completing the brainstorming web and the paper and pencil task, students will investigate 6 different issues. Divide the class into 6 groups and

assign each of the groups an issue (see BLM VIII). Instruct the groups that they are to prepare an argument to support their issue. Instruct them to research the facts, choose the most important information and decide on an interesting and creative way to present it to the class.

Black Line Masters

[IV. Substance Use and Abuse Questionnaire](#)

[V. Substance Use and Abuse Questionnaire Answers](#)

[VI. Brainstorming Web Model](#)

[VII. Brainstorming Web Rubric](#)

[VIII. Drug Use Issues – Activity Cards](#)

Substance Abuse and Addictions Grade 7

Lesson Three

I.D.E.A.L. CHOICES! I CAN DO IT!

[Top](#)

Description:

- students will apply I.D.E.A.L. decision-making skills to a variety of imaginary, contemporary situations;
- students will write out their plan of action based on the situation they are assigned; a graphic organizer will be provided.

Materials:

- one copy of “IDEAL” Activity Cards;
- copies of Activity sheets “Make an IDEAL decision”;
- copies of “Scenarios” one per group;
- copies of “Quick Comebacks”, “Refusal Techniques”;
- copies of “Rubric for skits” one per group (see BLM IX to XIV)

Notes to Teacher: Decision-making skills are vital for everyone. Preparing young people to make wise independent decisions will make them less easily influenced by negative peer pressure. As Catholic educators, we need to encourage our students to understand the reason for making good choice is related directly to informing one’s conscience. “The concept of lifestyle indicates the way in which persons choose to meet their human needs. Christians believe that human persons are created with a physical body and eternal soul and reach fullness of personhood in relationship with God and neighbour. We are thus called to choose a lifestyle which addresses our spiritual and material needs and allows others to do the same.” EOCCC

Learning Expectations:

- Ministry Expectations:** apply living skills to deal with peer pressure related to substance use and abuse; apply a decision-making process to make informed choices regarding drug use
- Catholic Graduate Expectations:** applies effective communication, decision-making, problem-solving, time and resource management skills; develops attitudes and values founded on Catholic Social Teaching and acts to promote social responsibility, human solidarity and the common good; makes decisions in light of Gospel values with an informed moral conscience

Assessment Opportunities:

- Formative assessment:** acrostic poem; discussion
- Summative assessment:** activity sheets or skits

TEACHING / LEARNING STRATEGIES

- 1) **Acrostic Poem:** students will create an acrostic poem using one of the terms of their choice from the unit (e.g.: narcotics, drugs, alcohol, etc.). The poem must reflect what they believe about substance abuse, what standard they hold for themselves, and their personal goals related to being drug-free. Encourage the students to share their piece of poetry with important adult role models in their lives (e.g.: parents, coaches, priest).
- 2) **Small Group Sharing:** have students share their acrostic poems in groups of four.
- 3) **Whole Group Brainstorming:** ask the students to identify the keys to making decisions; as they identify a component in the IDEAL process, put up the appropriate card (see BLM IX)
- 4) **Whole Group Instruction:** give the students some examples and use the IDEAL steps to come to a decision, e.g.:
 - a. Your friends want to go to the mall and your parents told you to come home right after school.
 - b. You found a wallet with \$50 in it and no I.D.
 - c. Your friend took 2 bottles of beer from home and is offering you one.
 - i. Ask the students to provide some situations they have faced and come up with a decision based on the IDEAL model.
- 5) **Decision-Making Scenarios:** give the students one of the activity sheets “Make an IDEAL decision” (see BLM X); have them complete one with a partner; take up answers with whole class; assign a different sheet as homework or as an in-class assignment; remind the students of the model for decision-making found in their Fully Alive text, pp.108-113 (Teacher’s manual: pp.105-106)
- 6) **Whole Group Discussion:** students participate in discussion led by teacher on why it is important to make good decisions.

Optional Activities:

1. students will apply their decision-making skills and develop skits to present to younger students (see BLM XI to XII); students write skits to demonstrate the application of the decision-making process; after practising their skits, students will develop discussion questions to be used with the younger students, following the presentation of their skits.
2. students will participate in a virtual reality game online at www.virtual-party.org; each group of 4 students will each participate in one of the four possible situation; they will share their experiences with their small group afterwards; large group debriefing will follow to ensure that students have the correct information

Black Line Masters:

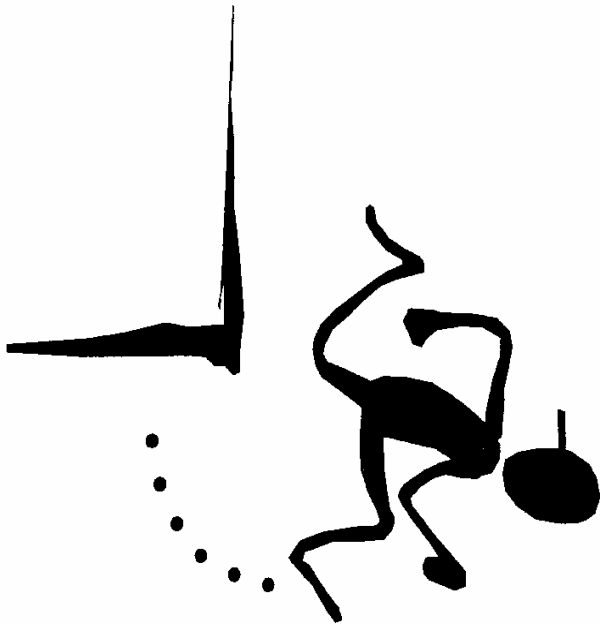
- [IX. IDEAL Activity Cards](#)
- [X. Activity Scenarios “Make an IDEAL decision”](#)
- [XI. Quick Comebacks](#)
- [XII. Refusal Techniques](#)
- [XIII. Group Discussion](#)
- [XIV. Summative Evaluation - Skits](#)
- [XV. Drug Fact Sheets](#)

BLM I

See Cards on Following Pages...

STIMULANTS

**Speed up the
body's
functioning**



Activity Card 6 - Drug Categories - cut and mount

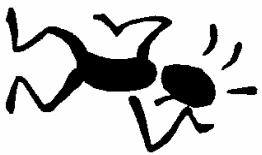
DEPRESSANTS

**Drugs that slow
down the way
the body works.**



HALUCINOGENS

**Change the users
perceptions,**



thinking & emotions

NARCOTICS

**Dull the senses and
relieve pain.**



Gr. 7 – Healthy Living Curriculum Support, Durham Health Dept./D.C.D.S.B.

| Depressants | | |
|--|--|--|
| Description and Effects | Examples | Slang Names |
| <ul style="list-style-type: none"> - drugs that slow down or depress all body systems, especially the central nervous system; - they make up the largest class of drugs and are the most commonly and easily abused; - they are usually taken orally, but can be injected; - they are especially dangerous when mixed with other drugs, mixing alcohol with other depressants can be fatal; - they are addictive and withdrawal can be very difficult; - depressants slow down the heart rate and breathing, lower blood pressure; - they can have legitimate medical uses, e.g., for relaxation before surgery, lower blood pressure; - effects can include slurred speech, staggering, impaired judgement, vision and coordination; in large doses can cause respiratory depression, coma and death. | <ul style="list-style-type: none"> -Barbiturates -Nembutal Seconal -Tuinal -Methaqualone -Qualalude -Tranquilizers -Valium -Librium -Alcohol -Wine -Beer -Spirits | <ul style="list-style-type: none"> - ludes - barbs - downers - booze - reds yellowes - Q's - tranks - goofballs |
| <ul style="list-style-type: none"> - it is the most widely used depressant; - it is very addictive, both physically and psychologically; - many short and long term consequences to alcohol use; e.g., mood, thinking, speech, memory, balance, coordination, reflexes, judgement are all impaired; irritates the entire digestive system and can cause permanent damage to the stomach and liver; | <ul style="list-style-type: none"> -Alcohol | <ul style="list-style-type: none"> -Booze |

| Stimulants | | |
|---|--|--|
| Description and Effects | Examples | Slang Names |
| <ul style="list-style-type: none"> - stimulants make people feel more alert and energetic by exciting the central nervous system; - they are a mood altering drug; - they are highly addictive; - they do have some legitimate medical uses, e.g., narcolepsy; - they are swallowed, snorted or injected; - mixing amphetamines with alcohol can be very dangerous, even fatal; - they increase heart rate, breathing and blood pressure, dilate pupils, decrease appetite and dry mouth; - people may experience dizziness, sweating, headache, blurred vision, sleeplessness, anxiety and moodiness; - high doses can cause irregular heart beat, tremors, high fever and heart failure. | <ul style="list-style-type: none"> -Amphetamines - benzadine -dexedrine -methadrine -Ritalin -Voranyl -Cylert -Caffeine -Nicotine | <ul style="list-style-type: none"> - Crystal - Ice -speed - uppers - pep pills - crank - dexies - black beauties |
| <ul style="list-style-type: none"> - one of the most powerful central nervous system stimulants known; - it comes from the cocoa plant; - cocaine is a white powder that is most often ‘snorted’ through the nose, it is sometimes mixed with liquid and injected into the veins; - crack is a form of cocaine that looks like small, light brown ‘rocks’. It is usually smoked in a pip; it is stronger than cocaine; - it is illegal to buy or sell any form of it; - it is severely addictive, - cocaine use can result in many serious consequences, including breathing problems, heart failure and death | <ul style="list-style-type: none"> -Cocaine -Crack | <ul style="list-style-type: none"> - coke -snow - lady - charlie |

| Hallucinogens | | |
|---|--|---|
| Description and Effects | Examples | Slang Names |
| <ul style="list-style-type: none"> - these drugs change the way a person experiences things, they affect the user’s perceptions, thinking and emotions; • - they distort the senses and users often see things that are not there (hallucinations); - these drugs can be from plant sources or synthetically made; - they can be swallowed, injected, smoked, chewed; - they can be very dangerous, even in low doses, they may produce bizarre unpredictable behaviour, they affect memory, attention span, abstract thinking, coordination, judgement and user’s ability to feel pain, these factors all contribute to an increased risk of accident, burns, self-inflicted injury, drowning and falls; - they can have serious effects on the body, e.g., headaches, sleeplessness, upset stomach, cramps, vomiting, anxiety. | <ul style="list-style-type: none"> -LSD - PCP -Mescaline -Psilocybin | <ul style="list-style-type: none"> - acid - angel dust - cubes - window panes - blue heaven - purple haze - mesc |
| <ul style="list-style-type: none"> - this drug is a hallucinogen, but can also act as a stimulant and a depressant; - it comes from the hemp plant and is made from the crushed leaves, twigs and seeds. It is usually smoked as a hand rolled cigarette or “joint”. It is sometimes smoked in a pipe or mixed with food; . - it contains over 421 different chemicals; - hash and hashish oil are also taken from the hemp plant;- it can cause chest pains, cough, hinder reproduction, impair memory function, decrease ability to concentrate and learn new facts, affect problem-solving and decision- making skills, judgement and mood, diminish motor skills and reduce reaction time, which causes problems with driving a car or operating machines. | <ul style="list-style-type: none"> -Cannabis -Marijuana | <ul style="list-style-type: none"> - grass - weed - pot - reefer - dope - Mary-Jane - joint - spliff |
| <ul style="list-style-type: none"> - tt is a combination of an hallucinogen and a stimulant and produces the effects of both categories; - It is taken orally and is addictive; - The effects appear to be related to dose, up to 150 thg. creates feeling of euphoria, increases visual sound perception and alters | <ul style="list-style-type: none"> -MDMA -methylenedioxy - methamphetamine | <ul style="list-style-type: none"> -Ecstasy -E -Doves -X-mon |

| | | |
|--|--|--|
| <p>mood; over 150 mg. creates tension, fear, vagueness and hallucinations; - Common results are muscle tightening, teeth clenching, dehydration, shaking and visual disturbances.</p> | | |
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| Narcotics | | |
|--|---|---|
| Description and Effects | Examples | Slang Names |
| <ul style="list-style-type: none"> - narcotics dull the senses, relieve pain and if misused can lead to unconsciousness and death; - some narcotics come from plant sources, others are made in laboratories; - many narcotics are prescribed by doctors to manage pain, but many are also bought and sold illegally; - narcotics are highly addictive and regular users need larger and larger quantities to get the same effect; - they have many serious effects on the body, e.g., stomach cramps, vomiting, diarrhea, slows breathing, depression, drowsiness, infections from dirty needles such as HIV and hepatitis, babies of narcotic users can be harmed, e.g., premature, stillborn, addicted | <ul style="list-style-type: none"> -Opium -Morphine Codeine -Heroin -Demerol | <ul style="list-style-type: none"> -Brown sugar -Smack -H -Horse -Junk |



Name: _____

Getting Straight On The Facts

1. Define the term 'drug'.

2. Define the term 'addiction'.



3. Describe how depressants affect the body.

4. Describe how stimulants affect the body.

5. Describe how hallucinogens affect the body.

6. Describe how narcotics affect the body.



7. Put the following drugs into the correct category.

- | | | | |
|-----------|---------------|----------|-------|
| LSD | Tranquilizers | Codeine | |
| Marijuana | Cocaine | Alcohol | |
| PCP | Valium | Opium | |
| Mescaline | Barbiturates | Demerol | |
| Nicotine | Heroin | Caffeine | Crack |

| Stimulants | Depressants | Hallucinogens | Narcotics |
|------------|-------------|---------------|-----------|
| | | | |

8. What 2 drug categories does ecstasy belongs to?

9. Name five body organs that can be damaged by drug abuse.

10. Why does drug abuse put you at a greater risk for accidents and injuries?



Substance Use and Abuse – Questionnaire

Indicate whether each statement is True or False with either a T or an F.

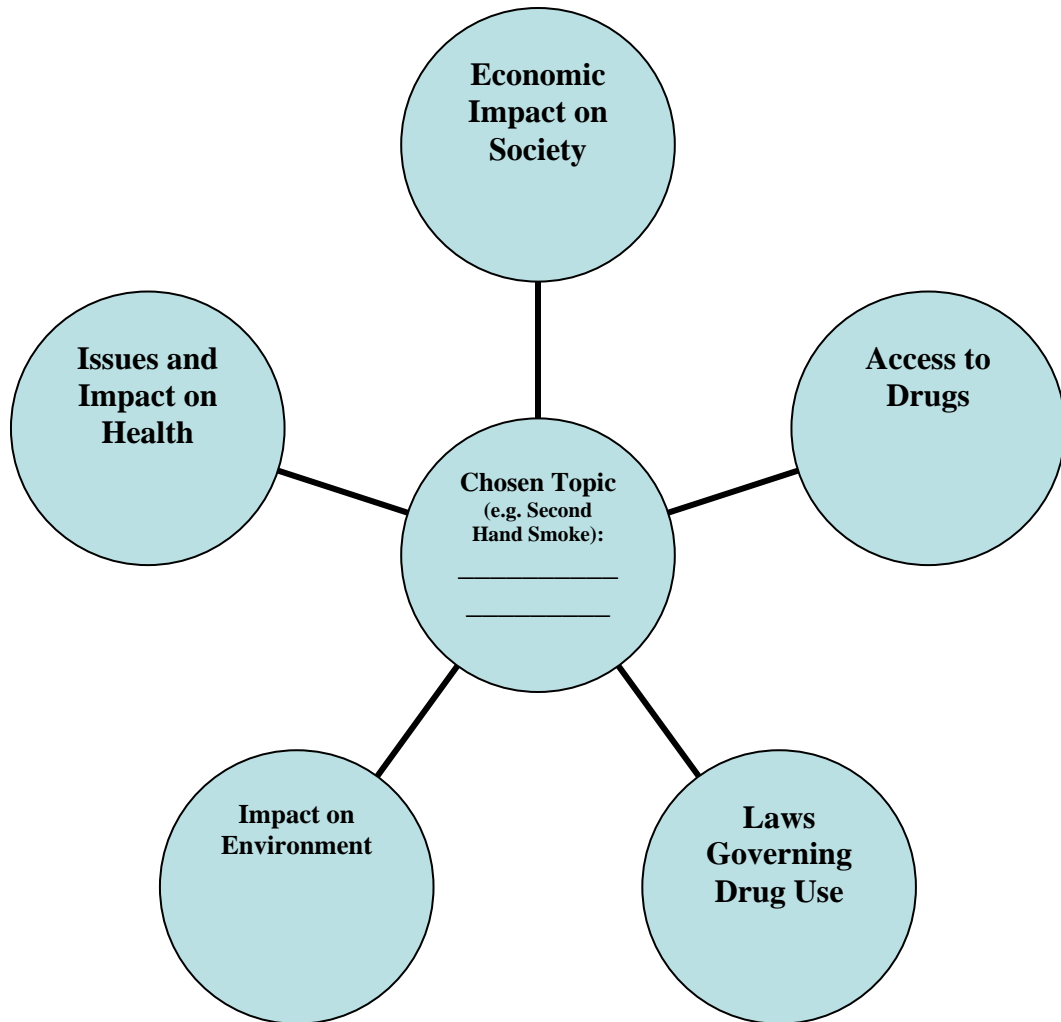
1. A pregnant woman who smokes is not likely to harm her unborn child. _____
2. It is very difficult to quit smoking once you are a constant smoker. _____
3. If you are in a room with smokers, but you are not smoking yourself, the smoke is not harmful. _____
4. Filters on cigarettes eliminate any danger to the health of a smoker. _____
5. Parents play a significant role in their children’s decisions about smoking. _____
6. Nicotine use can result in addiction. _____
7. After a person lights a cigarette, the heart begins to work 25 percent harder. _____
8. Drugs can be used for medicinal purposes. _____
9. Prescription drugs can be harmful if not used properly. _____
10. Drinking coffee is not habit-forming. _____
11. Use of household inhalants can cause death. _____
12. Cocaine is an illegal drug. _____
13. More boys than girls smoke cigarettes. _____
14. Glue sniffing may cause brain damage. _____
15. Reactions from drugs may continue for two years even though the user has quit taking drugs. _____
16. Emotions, not behaviour, are affected by drugs. _____
17. Drugs artificially change how we feel. _____
18. Drinking alcohol affects the whole brain. _____
19. You will never die taking an overdose of drugs. _____

Substance Use and Abuse — Questionnaire

Answer Page

1. A pregnant woman who smokes is not likely to harm her unborn child. F
2. It is very difficult to quit smoking once you are a constant smoker. T
3. If you are in a room with smokers but you are not smoking yourself, the smoke is not harmful. F
4. Filters on cigarettes eliminate any danger to the health of a smoker. F
5. Parents play a significant role in their children's decisions about smoking. T
6. Nicotine use can result in addiction. I
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17. Drugs artificially change how we feel. T
18. Drinking alcohol affects the whole brain. T
19. You will never die taking an overdose of drugs. F

Brainstorming Web (Model)



Understanding of Concepts Rubric – Brainstorming Web

Topic: Outline Issues Related to Substance Use and Abuse.

Grade: 7

Indicators Outline issues related to substance use and abuse.

| | |
|---------|--|
| Level 1 | Shows understanding of few of the issues related to substances use with major errors or omissions |
| Level 2 | Shows understanding of some of the issues related to substances use and abuse with several minor errors or omissions |
| Level 3 | Shows understanding of most of the issues related to substances use and abuse with few minor errors or omissions |
| Level 4 | Shows understanding of all or almost all of the issues related to substances use and abuse with practically no errors or omissions |

Activity Cards – Drug Use Issues

Second Hand Smoke:

There are more than 4,000 chemicals in second hand smoke and more than 40 of these are known to cause cancer. No level of exposure to second-hand smoke is considered safe.

1. What are the facts?
2. Who is impacted by this issue?
3. What are your recommendations and how could these be implemented?

Prepare an ‘argument’ to support your issue. Choose a creative way to present it to the class to convince them of your position, e.g., prepare a debate, a court case, a motion or law for consideration to a government body, a news report, etc.

Laws Governing Drug Use:

Laws are created to protect the health and well-being of people. Laws are a deterrent for some people but many young people do not regard legal restrictions as a major restraining factor in the use of illegal or restricted substances.

1. What are the facts?
2. Who is impacted by this issue?
3. What are your recommendations and how could these be implemented?

Prepare an ‘argument’ to support your issue. Choose a creative way to present it to the class to convince them of your position, e.g., prepare a debate, a court case, a motion or law for consideration to a government body, a news report, etc.

Access to Drugs:

If tobacco, alcohol and drugs are easy for young people to obtain, then rates of use will be higher. Despite legal restrictions many students say it is easy to obtain illegal or restricted drugs, especially alcohol and tobacco.

1. What are the facts?
2. Who is impacted by this issue?
3. What are your recommendations and how could these be implemented?

Prepare an ‘argument’ to support your issue. Choose a creative way to present it to the class to convince them of your position, e.g., prepare a debate, a court case, a motion or law for consideration to a government body, a news report, etc.

Economic Impact of Drug Use on Society:

Health care costs related to tobacco, alcohol and other controlled substances is astronomical. Police services spend much of their time and money fighting drug use and related crimes. Drug use costs employers millions of dollars every year due to lost productivity, increased medical claims and accidents.

1. What are the facts?
2. Who is impacted by this issue?
3. What are your recommendations and how could these be implemented?

Prepare an 'argument' to support your issue. Choose a creative way to present it to the class to convince them of your position, e.g., prepare a debate, a court case, a motion or law for consideration to a government body, a news report, etc.

Impact on Reproductive Health and the Unborn:

Any substance taken into the body of a pregnant woman, enters the blood stream and from there is carried to the unborn baby. Alcohol, tobacco and other drugs can seriously harm an unborn child.

1. What are the facts?
2. Who is impacted by this issue?
3. What are your recommendations and how could these be implemented?

Prepare an 'argument' to support your issue. Choose a creative way to present it to the class to convince them of your position, e.g., prepare a debate, a court case, a motion or law for consideration to a government body, a news report, etc.

Impact of Tobacco Growing and Manufacturing on the Environment:

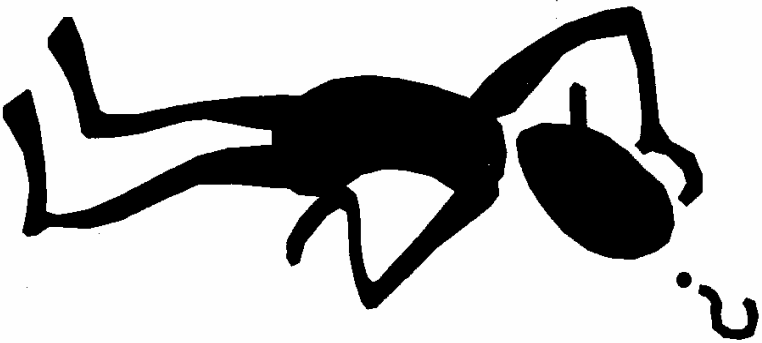
Tobacco growth and manufacturing negatively impacts the environment in many ways including soil depletion, de-forestation and pollution.

1. What are the facts?
2. Who is impacted by this issue?
3. What are your recommendations and how could these be implemented?

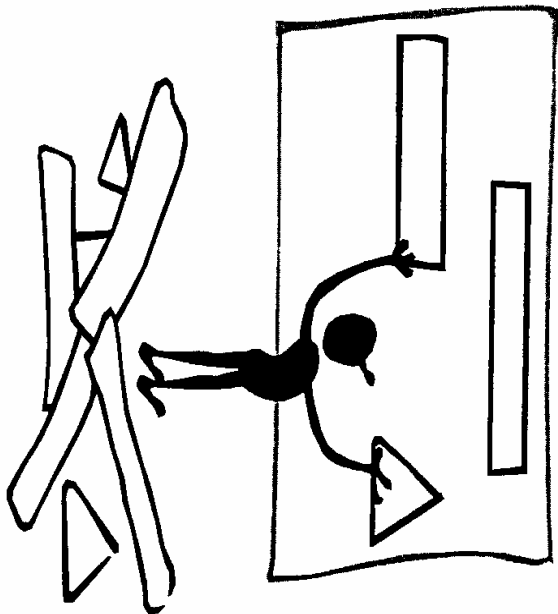
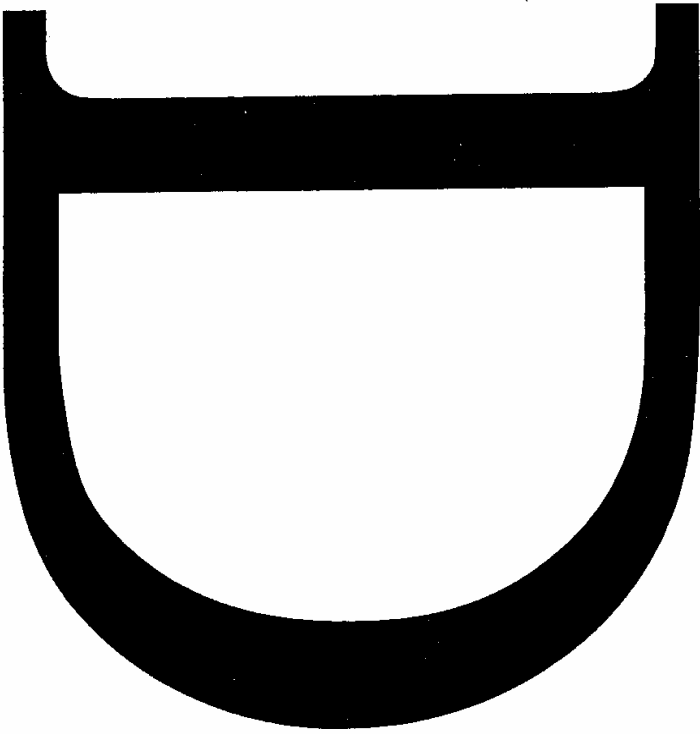
Prepare an 'argument' to support your issue. Choose a creative way to present it to the class to convince them of your position, e.g., prepare a debate, a court case, a motion or law for consideration to a government body, a news report, etc.

I

Identify the
problem
or decision
that has to
be made.

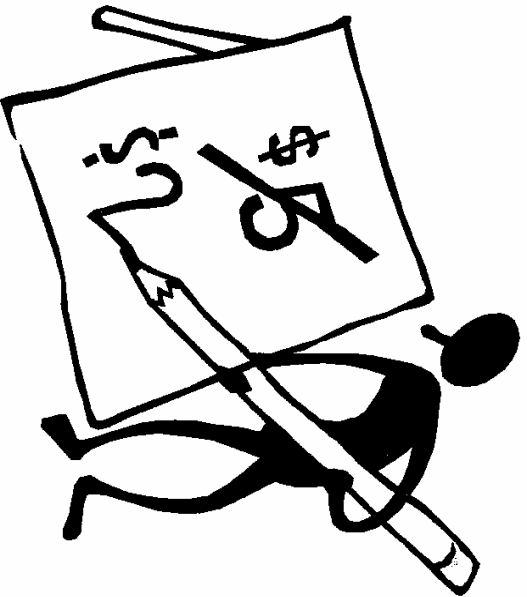


Decide on options.



**Evaluate the
consequences
of each option.**

E



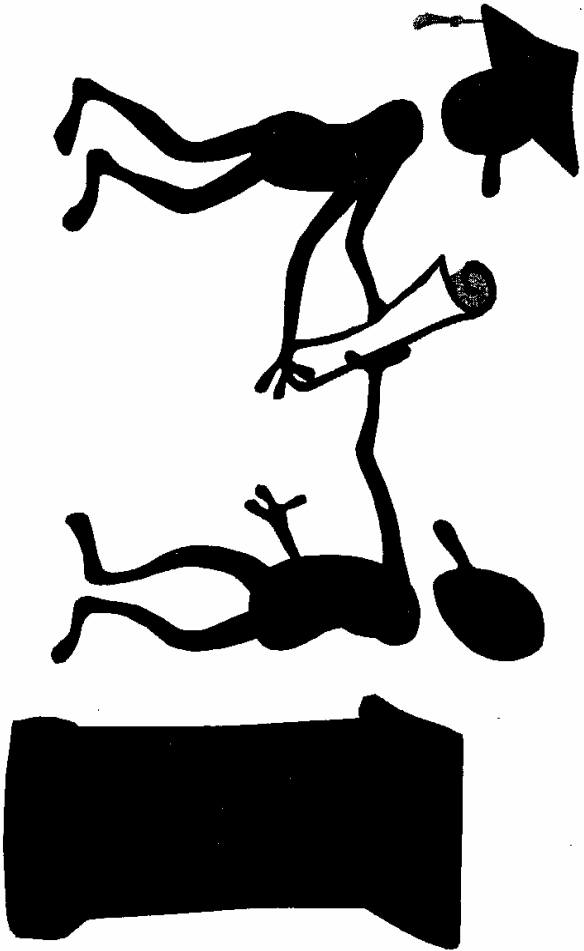
A

**Act on what you
decide is the best
choice for you .**




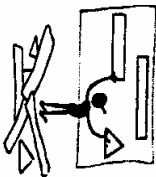



LEARN


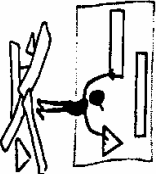



Learn from your
experience.


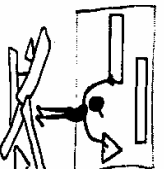






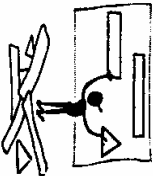



Make An IDEAL Decision

Name _____

| | | |
|---|--|---|
| <p>You are hanging out at the park with your friends. Mike takes out a pack of cigarettes and offers one to everyone. Keisha and Ali say thanks and take one.</p> <p>What will you do?</p> <p>Use the IDEAL process to make your decision</p> | <p>I Identify</p> <p>What is the problem or decision that has to be made?</p>  | <p>D Decide</p> <p>What are your options?</p>  |
| <p>E Evaluate</p> <p>What are the consequences of each option?</p>  | <p>A Act</p> <p>What is the best choice for you?</p>  | <p>L Learn</p> <p>What can you learn from this experience?</p>  |

| | | |
|--|--|---|
| <p>When you go to your friend's house he says he has something to show you in the garage.</p> <p>When you get there he opens a box of several partially filled bottles of alcohol.</p> <p>He says they are left over from his cousin's wedding. He says 'let's try some, no one will know if we take some.'</p> <p>What will you do?</p> <p>Use the IDEAL process to make your decision.</p> | <p>I Identify</p> <p>What is the problem or decision that has to be made?</p>  | <p>D Decide</p> <p>What are your options?</p>  |
| <p>E Evaluate</p> <p>What are the consequences of each option?</p>  | <p>A Act</p> <p>What is the best choice for you?</p>  | <p>L Learn</p> <p>What can you learn from this experience?</p>  |

| | |
|---|--|
| <p>I Identify What is the problem or decision that has to be made?</p>  | <p>D Decide What are your options?</p>  |
| <p>E Evaluate What are the consequences of each option?</p>  | <p>A Act What is the best choice for you?</p>  |
| <p>L Learn What can you learn from this experience?</p>  | <p>Use the IDEAL process to make your decision.</p> <p>When it comes to you, your friend says, "Here man, join the party".</p> <p>What will you do?</p> |

| | | |
|--|--|--|
| <p>D Describe Describe a situation where you had to make a decision.</p> | <p>I Identify What was the problem or decision that had to be made?</p>  | <p>D Decide What were your options?</p>  |
| <p>E Evaluate Use the IDEAL process to look at your decision. What would be the consequences of each option?</p>  | <p>A Act What was the best choice for you?</p>  | <p>L Learn What did you learn from this experience?</p>  |

REAL LIFE SCENARIOS

You go to watch a local hockey game with a group of friends. While there, a girl in your group starts talking to a Grade 9 boy who seems very attracted to her. She is smoking while she talks to him. What are some alternative healthy ways to appear mature or interesting?

You are over at Joanne's house, working on a school project. She's babysitting her younger brother. Just as you settle down to work, she brings in a couple of shots of liquor. "I always have a drink before I start work," she says. "It helps me think better."

You are at your Uncle Joe's house. He's your Dad's younger brother. He comes into the living room with a marijuana joint and offers it to you. "Here," he says. "It's time you learned to be a man."

Anu and Amit, both in Grade 7, are invited to Mark's party on Saturday night. They know Mark's parents will not be home and that Mark is planning to have beer at the party. Decide what Anu and Amit will do.

Armand wants to try out for the football team but worries that he is too small. His older brother has recently gotten much more muscular and is working out a lot at the gymnasium. Armand asks his brother to help him get bigger. His brother has some pills that he says he will give Armand if he really wants to bulk up. What will he do?

Best friends Ramona and Lesley were just leaving school, when another friend pulled out a joint (of marijuana) and invited them to join her behind the plaza, where they could smoke the joint. Ramona wants to go, but Lesley doesn't and they start to argue. How is the dilemma resolved?

You have just moved to a new school and sit beside one of the "cool" kids. She has invited you to hang out with her friends on Saturday. You really want to make a good impression with her and her friends, and spend ages deciding what to wear. One of the gang "borrows" cigarettes from his Mom for you all to try. What do you do?

Quick Comebacks

Nah, they'll
burn up my
allowance.

Let's go play hockey
instead.

**HEY DO YOU KNOW
WHY DINOSAURS
BECAME EXTINCT?
THEY SMOKED!**

Don't bug me and
I won't bug you.

I have better things to do.

**Not a chance, I m
allergic to smoke.**

No thanks, I'm
in training.

No way, I hate the smell.

No thanks, I don't
smoke.

Why are you picking
on me?

*I'd rather spend my
money at the mall.*

*Nah, smoking is
not my thing.*

No way, I have
asthma.







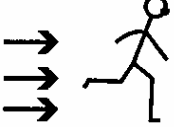
I'd rather be a chicken
than a dead duck.

I'm late, I have to go.

Hey don't nag me, you
sound like a horse!

I'm already cool!

Refusal Techniques

| | |
|---------------------------|---|
| Change the subject |  |
| Give alternatives |  |
| Turn the tables |  |
| Give reasons |  |
| Use humour |  |
| Broken record |  |
| Leave |  |

Suggested Questions for Group Discussions

What did you like about the skits?

What problem did the main character face?

Why was it a problem?

What options did the main character consider?

Which option was the best choice?

Did the person choose the best option?

What did the person learn from this situation?

What will he/she do next time he's/she's in trouble?

What other actions could you do in this situation that are safe?

What did the person do that was safe?

Have you ever been in an unsafe situation? What did you do that was safe?

What could you do in unsafe situations?

What could you say in unsafe situations?

What did you learn from this presentation?

Summative Evaluation of Grade 7 Skits

- Level 1 Demonstrates little understanding of strategies required to counter pressures to use drugs. May touch on either issues of substance abuse or categorizing drugs, and has major errors or omissions. The Decision-Making Process is communicated poorly, with many errors and omissions.
- Level 2 Demonstrates some understanding of the strategies required to counter pressures to use drugs in the scenarios designed for the Grade 3 students. Touches on one of either categorizing drugs or issues of drug use, and may have errors or omissions. The Decision-Making Process is communicated with some errors and omissions.
- Level 3 Demonstrates understanding of using strategies to counter pressures to use drugs in the scenarios designed for the Grade 3 students. Touches on the concepts of categorizing drugs and the issues of substance abuse, and may have a few errors or omissions. Communicates clearly the application of the Decision-Making Process.
- Level 4 Demonstrates thorough understanding of using strategies to counter concepts of categorizing drugs. Scenarios clearly identify the issues of substance abuse, with no errors or omissions. Communicates clearly and precisely the application of the Decision-Making Process.

Facts Sheets (Adapted from OPHEA, Health and Physical Education document, Grade 8)

Cannabis

Marijuana, hashish and hashish oil are all products of the hemp plant *Cannabis sativa*, a hardy annual that grows in both tropical and temperate climates. The chief ingredient in the cannabis plant — the one that alters mood and perception — is called delta-9-tetrahydrocannabinol (THC).

Although THC and other cannabis constituents have been tested for treatment of asthma, epilepsy, glaucoma, anorexia nervosa and nausea caused by anti-cancer therapy, so far there are no generally accepted medical uses. Cannabis, however, is the most widely used illegal psychoactive drug in North America.

Marijuana comes from the flowering tops and leaves of the dried plant and frequently contains seeds and stems. It ranges in colour from greyish-green to greenish-brown, and in texture from a fine substance resembling the herb oregano to a coarse substance that looks like tea. It is smoked in pipes or in hand-rolled cigarettes called “joints.”

Hashish, known as “hash” is the dried, caked resin from the flowers and leaves of the female plant. It usually contains a higher THC concentration than marijuana, and is therefore more potent. It is sold in either soft or hard chunks and ranges in colour from light or medium brown to nearly black. Hash is usually mixed with tobacco and smoked in pipes or joints.

The most potent preparation other than pure THC is hash oil, a reddish-brown or green oily extract of cannabis, also called weed oil or honey oil on the street. Hash oil is usually dropped onto the end of a regular cigarette, or wiped onto the paper before it is rolled into a marijuana joint.

Tobacco

Today, tobacco use is considered Canada’s greatest public health problem. Tobacco smoke is made up of thousands of components, the main ones being nicotine, tar and carbon monoxide. Nicotine is the addictive agent in tobacco, tar can cause cancers and bronchial disorders, and carbon monoxide contributes to heart disease.

Nicotine is a powerful mood-altering substance that reaches the brain quickly when you smoke a cigarette. Nicotine is also extremely toxic.

Tar is not a single ingredient; it is a dark sticky combination of hundreds of chemicals including poisons and cancer-causing substances. Carbon monoxide (CO), the poisonous emission from automobile engines, is also formed when tobacco is burned. While

nicotine causes the heart to work harder, CO deprives it of the extra oxygen this work demands.

Among chemicals in cigarette smoke are acids, glycerol, glycol, alcohols, aldehydes, ketones, aliphatic and aromatic hydrocarbons, phenols, and such corrosive gases as hydrogen cyanide and nitrogen oxide, as well as a heavy dose of carbon monoxide.

Steroids

Steroids include a wide variety of chemicals found in both plants and animals — for example cholesterol, toad poisons, sex hormones and plant toxins. One member of the steroid family are the anabolic steroids which are a chemically manufactured version of the male sex hormone, testosterone. Anabolic steroids have both anabolic (tissue building) and androgenic (masculinizing) effects. They are used primarily in veterinary medicine but they also have medical uses in humans. Athletes and body builders use anabolic steroids in the belief that steroids will enhance performance, and increase muscle bulk and body size. Increasingly, adolescents use steroids to “improve” their appearance. Dissatisfaction with body image particularly the perception of being too small or not muscular enough is common in individuals who use anabolic steroids. This disorder has been called “reverse anorexia nervosa.” Despite the fact that there is little compelling evidence that anabolic steroids enhance athletic performance, the general public and young athletes in particular are often convinced that these drugs can improve physique and athletic performance. While it is illegal to sell anabolic steroids in North America, possession of these drugs is not illegal. They can be readily obtained in gymnasiums or other weightlifting settings.

Cocaine

Cocaine is a powerful central nervous system (CNS) stimulant that heightens alertness, inhibits appetite and the need for sleep, and provides intense feelings of pleasure. It is prepared from the leaf of the *Erythroxylon coca* bush, which grows primarily in Peru and Bolivia.

Pure cocaine was first extracted and identified by the German chemist Albert Niemann in the mid-19th century, and was introduced as a tonic/elixir in patent medicines to treat a wide variety of real or imagined illnesses. Later, it was used as a local anesthetic for eye, ear and throat surgery and continues today to have limited employment in surgery.

Because of its potent euphoric and energizing effects, many people in the late 19th century took cocaine. In the 1880s, the psychiatrist Sigmund Freud created a sensation with a series of papers praising cocaine’s potential to cure depression, alcoholism and morphine addiction.

Skepticism soon replaced this excitement, however, when documented reports of fatal cocaine poisoning, alarming mental disturbances and cocaine addiction began to circulate. According to information collected in 1902, 92 percent of all cocaine sold in

major cities in the United States was in the form of an ingredient in tonics and potions available from local pharmacies.

In 1911, the Canadian government legally restricted cocaine use. Cocaine's return to popularity, beginning in the late 1960s, coincided with the decreased use of amphetamines.

Drug Use and Pregnancy

Alcohol

Many times, we do not think of alcohol as a drug — largely because its use is common for both religious and social purposes in most parts of the world. It is a drug, however, and compulsive drinking in excess has become one of modern society's most serious problems.

The effects of drinking do not depend on the type of alcoholic beverage — but rather on the amount of alcohol consumed on a specific occasion. Pregnant women who drink risk having babies with fetal alcohol effects known as Fetal Alcohol Syndrome or FAS. The most serious of these effects include mental retardation, growth deficiency, head and facial deformities, joint and limb abnormalities, and heart defects. While it is known that the risk of bearing a FAS- affected child increases with the amount of alcohol consumed, a safe level of consumption has not been determined.

Opioids (“pain killers,” cough suppressants, “nerve pills”)

Opioid-dependent women are likely to experience complications during pregnancy and childbirth. Among their most common medical problems are anemia, cardiac disease, diabetes, pneumonia and hepatitis. They also have an abnormally high rate of spontaneous abortion, breech delivery caesarean section and premature birth. Opioid withdrawal has also been linked to a high incidence of stillbirths. Infants born to heroin-dependent mothers are smaller than average and frequently show evidence of acute infection. Most exhibit withdrawal symptoms of varying degrees and duration. The mortality rate among these infants is higher than normal.

Tobacco

Tobacco use during pregnancy increased the risk of such complications as stillbirths, low birth weight, premature delivery, miscarriage and Sudden Infant Death Syndrome. Women who smoke may also experience reduced fertility.

Benzodiazepine (“nerve pills, anxiety pills, medication for sleep disorders)

Use of benzodiazepines during pregnancy may lead to withdrawal symptoms in the newborn. They are also passed on through breast milk and should be used with caution, if at all, while nursing. Consult a physician about the safety of medications during pregnancy.

Amphetamines

Little research has been done in humans into the effects of amphetamine use on pregnancy and fetal growth. Experiments with animals suggest, however, that use during pregnancy may produce adverse behavioural effects, such as hyperexcitability, in offspring. Among humans, several cases have been documented of withdrawal symptoms among newborn infants of mothers using amphetamines.

Sedative/Hypnotic

Studies link certain sedative/hypnotic drug use with birth defects and behavioural abnormalities in babies. Breathing difficulties have also been reported among infants, as have such withdrawal symptoms as irritability, disturbed sleep and feeding difficulties.

Cannabis

Cannabis use during pregnancy can retard fetal growth and result in mild withdrawal symptoms in the newborn. Experiments with animals also suggest that prenatal exposure retards the baby's growth and behavior.

Cocaine

There is little research on cocaine effects on pregnant women or the fetus. One preliminary report suggests that its tendency to raise blood pressure may increase the risk of obstetrical complications. Studies of the effects of crack use on offspring have been reported, but the possible contributions to these effects of other factors, including use of other drugs — such as alcohol, cannabis and tobacco is difficult to assess.

LSD

There appears to be a higher risk of spontaneous abortion and congenital abnormalities in babies born to women who regularly used LSD during pregnancy. Studies with LSD use and chromosome damage have yet to be confirmed.

PCP

Little is known about PCP's effects on pregnancy. Since the drug passes through the placenta, however it may cause the signs of intoxication often observed for a few days after birth in babies born to PCP users. The drug is also excreted in the milk of nursing mothers.

Alcohol, Other Drugs and Driving

Most people know that driving while impaired by alcohol is against the law in Canada. Not so many realize that driving while impaired by any drug is a crime. Driving while impaired whether by alcohol, by other drugs, or by one or more other drugs combined is a major health and safety problem. It is also by far the largest single criminal cause of death and injury in Canada. Driving requires attention, judgement, perception, decision-making, physical reaction and the ability to coordinate these skills. Drivers under the influence of any drug that alters behavior, or mood, may be dangerous behind the wheel or other complex machinery.

The Law

It is a crime in Canada under the Criminal Code of Canada to operate any motor vehicle, boat, railway equipment or aircraft while one's ability to do so is impaired by alcohol or other drugs. More charges are laid for drinking and driving than for any other federal offense. A convicted impaired driver has a criminal record. It is also a Criminal Code offense to:

- Drive if you have more than 80 milligrams of alcohol in 100 millilitres of your blood (0.08 % BAC).
- Refuse to provide a breath, or in some cases a blood sample, unless you have an acceptable excuse for your refusal:
 - Drive if you are disqualified from doing so by either a federal court order or an accompanying provincial suspension.

Minimum Federal Penalties under the Criminal Code:

First Offense: Three-month driving prohibition and \$300 fine.

Second Offense: Six-month driving prohibition, \$300 fine and 14 day jail sentence

Third Offense: One-year driving prohibition, \$300 fine and 90 day jail sentence.

Fourth and Subsequent: Same as third offense.

Besides Federal offenses, there are Provincial Penalties. In Ontario, an impaired driver's consequences under the Highway Traffic Act is as follows:

First Offense: One-year suspension and remedial measures requirement.

Second Offense: Three-year suspension and remedial measures requirement.

Third Offense: Lifetime license suspension (reducible to 10 years if certain conditions are met).

Fourth and Subsequent: Lifetime license suspension.

Drivers who are caught while their license is suspended for a Criminal Code conviction will have the vehicle they are driving impounded and face fines from \$5,000.00 to \$50,000.00.

Rave Drugs

Individuals who use rave drugs do not typically drink alcohol while using the drugs. Instead, they typically drink a lot of water. They may also have baby pacifiers, which they use to keep from grinding their teeth. At the present time, the media has focussed much attention on the rave scene specifically recent deaths of students who have died while using various rave drugs. During the spring of 2000, there have been many articles in the media about rave culture and the rave drugs. All rave drugs are created in home labs, therefore the quality and content of the drug will vary. The potency of the drug and the effects that it will have on the individual vary greatly. For this reasons, the rave drugs can be very dangerous.

Ecstasy

Also called MDMA-a methylenedioxymethamphetamine, ecstasy can cause the user to feel relaxed, energetic, happy, exhilarated, warm, loving and sensitive. The user may also feel panic anxiety, nausea, have vomiting, be unable to sleep, have jaw clenching, become overheated, have seizures, have an irregular heartbeat and/or a stroke. The user may feel “spaced out” for a period of about 24 hours after use because the use of ecstasy depletes serotonin. The user may feel lethargic, depressed and/or moody. The long-term effects of use have not yet been established. Liquid ecstasy acts on the body in very similar ways to ecstasy, and has become known as the date rape drug.

Crystal

Crystal is a methamphetamine (see amphetamines above). It is also known as crystal meth, cat and ice. Its use will cause an adrenalin rush with feelings of high energy, well-being, sensuality and sexual self-confidence. Similar to ecstasy, the user will feel nauseous and have vomiting, and experience inability to sleep, jaw clenching, irregular heartbeat, overheating, seizure and/or stroke. The long-term effects of use are weight loss, paranoia, aggressiveness, extreme fatigue and psychological dependency.

Ketamine

Ketamine is clinically known as ketamine hydrochloride. On the street it is called special K, Vitamin K, Ket and K. Use of ketamine causes the individual to have an “out of body experience” and a speedy rush. The drug is fast-acting general anaesthetic which has hallucinogenic and pain-killing qualities. The user will lose motor control, have temporary mem loss, numbness, drowsiness and nausea. The user may also cause severe injury to Qv(thout being aware of it, since ketamine blocks normal thinking patterns and sensory input.

Rohypnol

Rohypnol is a benzodiazepine (see benzodiazepine above) called Flunitrazepam. It is known on the street as rophies, ropies, roofies, R-2, Mexican Valium, rip and rope. The user will lose his/her inhibitions and will often use this drug in combination with other drugs to soften the effects. The user will have amnesia and enhanced feelings of drunkenness.

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