Teen Choices

Unit: Drugs
Lesson: Intro to Drug Effects

Competencies/Purpose: Essential Question - What are the potential negative consequences of drugs on the brain and body?

Time Needed: 2-3 90 Minute Periods
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FACS Standards (Colorado and National):

- FMCS.01.05.b - (Teen) Apply guidelines for assessing the nature of issues and situations.
- FMCS.01.05.c - (Teen) Apply critical thinking and ethical standards when making judgments and taking action.
- FMCS.01.05.e - (Teen) Compare the relative merits of opposing points of view regarding current ethical issues.
- FMCS.08.04.g - (Teen) Evaluate potential short- and long-term consequences of possible actions on self, others, culture/society, and global environment.
- FMCS.08.04.h - (Teen) Justify possible reasons and actions based on valued ends and information that is judged to be adequate and reliable.

Objectives - Upon completion of this lesson, students will:

Analyze and better understand the long term and short term consequences of drug use and abuse on the brain and body. Information will include segments on the most current and popularly used and abused drugs meeting the needs of individual student populations. Students will begin by researching the functions of the brain, and then dive deeper into the specific affects of various types of drugs.
**Instructional Strategies/Tools, Equipment/Supplies/Resources:**

**Key Terms:**

Drugs, Brain, Cerebral Cortex, Brain Stem, Limbic System, Dopamine, Neurotransmitters, Marijuana, Cocaine, Ecstasy, Inhalants, Meth, Nicotine, Heroin, Prescription Medications, CNS

**Introduction of Lesson:**

The introduction of this lesson will be having Lynn Reimer from ACT on Drugs, Inc. come in for a block period and have her share her presentation with the students about drugs. This serves as an eye opener to what is going on in the brain and body when drugs are used. She will discuss the latest research and trends involving issues with drugs, as well as stories from her experiences in the field of law enforcement. Lynn will take a scientific approach to explain the effect of drugs which will reveal to students the severe impact drugs can have on your brain, body, and future.

**Exploring the Content (Lesson):**

After having Lynn in to present, students will be given the drug info packet to research and reiterate the information shared with them the previous day. This portion of the lesson could be split into multiple regular class periods (2-3 50 minutes) if block scheduling is not available. They will use [http://teens.drugabuse.gov/](http://teens.drugabuse.gov/) to answer the questions and find various information about drugs.

**Review/Summary:**

At the conclusion of the research, students should then write a page paper explaining why it is important for them to stay drug free. This includes why specific harmful effects may be detrimental to their specific goals and dreams. This paper should include a current analysis of behaviors, as well as ways to maintain a drug free lifestyle.

**Assessment:**

As an extension students could then be required to create a role-play, skit, or video involving a typical peer-pressure conversation that may involve decision making about drugs and be required to integrate the long term and short term consequences of their use. Additionally a drug-trivia identification game could be played where students are given clues and have to determine which drug is being described based on the information found during their research and the presentation from Lynn.

**FCCLA Integration:**

This lesson could be integrated with the Student Body National program with the Make Healthy Choices Unit.