

16 Learn to Avoid Illegal Drugs

TRANSITION OBJECTIVE

Students will learn about various illegal drugs and why they must avoid them.

RELEVANCE TO SUCCESSFUL TRANSITION

The choice of whether or not to use or distribute illegal drugs is a decision many children and youth must make every day. Promoters of drugs can be quite skilled in recruitment. Knowing the effects of drugs can help students make responsible choices about using drugs.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

To me, using illegal drugs means . . .

❑ STEP 2: Convene Roundtable

"One thing I know about illegal drugs is _____."

❑ STEP 3: Advance Organizer

"Today you will learn the harmful effects of using illegal drugs."

❑ STEP 4: Activity - 15 Minutes

Start a large group discussion about drugs. Ask students to participate with an open mind and to avoid using the names of people when they discuss what they know about drugs. Explain that some of us may know a teenager who has used drugs. Many students may know more about illegal drugs than some adults. Ask the class, "Why do people, especially teens, choose to use illegal drugs?" Write the main ideas on the board and stimulate active participation with the following questions: "Do you know any adults who take illegal drugs regularly?" "Do you know of any way the use of drugs has affected some adult's life in a negative way? Why do we have drugs anyway? Can legal drugs be helpful and improve the quality of life for someone? What are the negative side-effects of taking drugs?"

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LIFE MANAGEMENT: Unit 1

LESSON 16

What Do They Do?

Stimulants: Amphetamines, Cocaine, Crack, Caffeine, Nicotine
AKA - Addys, Speed, Tweek, Uppers, Geek, Coke, Blow, Git
 May cause paranoia, high blood pressure, suppressed appetite, dilated eyes, hallucinations, coma, confusion, depression and death. May cause damage to the kidneys, nasal passages and stomach. It makes the abuser feel awake and excited. When the drug wears off, the user feels tired and let down. If they can't get more of the drug, they become depressed and desperate. Sometimes the abuser uses other to come down from the stimulant "high". Stimulants are highly addictive, both psychologically and physically.

Depressants: Alcohol, Hypnotics, Opiates
AKA - Heroin, Soma, K, Dope, Tar, Hole, Oxy
 May cause tiredness, kidney poisoning and loss of control. Users will feel hopeless. Their speech may be slurred. Feelings of euphoria and relaxation until the drug wears off. High dosage lead to overdose and death. Depressants can slow the central nervous system which can lead to shallow breathing, slowed heart rate and potentially death. Depressants very psychologically addictive and physically addictive and those withdrawing may require medical supervision.

Anxiolytics: Benzodiazepines, Barbiturates
AKA - Benzos, Bars, Xanmys, Downers, Tranx, Barbs
 May cause tiredness, kidney poisoning and loss of control. Users will feel hopeless. Their speech may be slurred. They will be easily confused and often experience drug induced amnesia. High dosage lead to overdose and death. Anxiolytics make the abuser sleepy, relaxed, and calm. It slows the heart, lungs and other body functions. It is very psychologically addictive and physically addictive and those withdrawing require medical supervision.

Hallucinogens: LSD, Mushrooms, PCP, Angel Dust
AKA - Acid, Caps, Shrooms, Boomers, Dust, Sherm
 The abuser of hallucinogens may not be able to control their actions. An abuser may move slowly or become violent and uncontrollable. They may not feel pain and unknowingly hurt themselves. These drugs cause hallucinations. Many times the abuser will see very negative images. These could be horrible monsters or other things that cause fear and induce paranoia.

Marijuana: AKA - Pot, Grass, Weed, Chronic, Mary Jane
 If smoked like tobacco, marijuana contains cancer causing chemicals. Abusers become mentally dependent on the drug. They will need more and more to get the same effect. This may cause pleasant feelings or depression. It can cause a loss of memory even when not high on the drug. It can also cause feelings of panic and confusion about time. It can cause paranoia, withdrawing into self, and loss of interest in school or work.

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LIFE MANAGEMENT: Unit 1

LESSON 16

Why Start?

With your group discuss the advantages and disadvantages of using legal drugs. Write your answers in the columns below. Be ready to share your answers with the class.

Advantages	Disadvantages

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□ STEP 5: Activity - 30 Minutes

Have students read the handout **What Do They Do?** either to the class or in small groups. Ask them to underline any information that is new to them and add any additional information they know about drugs that is not included on the sheet. Also, ask them to add to the list any illegal drugs that are not included.

In groups of four, have students write the advantages and disadvantages of using illegal drugs on the worksheet **Why Start?**. After five minutes, have groups share their ideas while you write them on the board under “advantages” and “disadvantages.” End the activity by having an open discussion, weighing the advantages and disadvantages with the class. As an

important role model, students need to know that being drug-free has a positive impact on their potential for success in all aspects of life. Take care not to leave an impression of tolerating drug use, but also, do not condemn a student in the presence of their peers. Model an attitude of belief in the potential of each student to make good decisions about behaviors that are illegal and dangerous.

□ STEP 6: Evaluate Outcomes

One new thing I learned about unhealthy habits today is “_____.”

□ STEP 7: Connecting Activity

Find a recovered drug abuser or alcoholic to speak to the class. The most effective speaker will be someone close to the students' age. Talk with the speaker first to make sure the content is appropriate.

KEY WORDS

abuse**amphetamines****barbiturates**
heroin**hallucinogens****cocaine****MATERIALS AND PREPARATION**

- Student Handouts: **What Do They Do?**, page 46; **Why Start?**, page 47.
- Prepare to ask questions and discuss drugs.
- Prepare for open discussion about drugs.
- Visit the drugabuse.gov website and click on “Children and Teens” to find out the latest information, handouts and videos concerning substance use and abuse to share with your students.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading
- Thinking Skills: Decision Making, Reasoning
- Personal Qualities: Responsibility, Self-Esteem, Self-Management