

Health Unit 7: Drugs—Unit Lesson Outline

Day 1: Thursday, March 29, 2012

Introduction to Unit 7: Drugs

- Short Pre-test (25 points) outlining the basic objectives of the unit.

Test Contents:

- **3 Short Answer—**
 - **Define what a drug is and how it affects the body**
 - **List three out of the five ways that a drug can enter the body**
 - **List at least five risk factor associated with drug use**
- **15 Matching—**Match the vocabulary word with the correct definition

Activity:

Drug Scattergories Game—in pairs students will work together to list as many drug names, both legal and illegal, as they can think of on a sheet of paper. Student goal is to come up with as many as possible. Once everyone has created their list together as a class each group will share their list. They must cross off the drugs that other groups have (no one can have the same drug as another). The group at the end with the most drugs still left on their list win the challenge

Day 2: Monday, April 9, 2012

Chapter 19: Medicine and Drugs

- Power-point Presentation (Slides 1-10)

Worksheets:

- Unit 7: Chapter 19—Reteaching Activity Worksheet
- Unit 7: Chapter 19—Lesson 1 Quiz

Day 3: Tuesday, April 10, 2012

Chapter 19L Medicine and Drugs

- Using Drugs Safely—Power-point (Slides 11-13)
- Short Youtube Video Clips (Drug Abuse and Drug Misuse)
- Video Reflection: have students reflect on what they heard, or saw in each video.

Worksheets:

- Unit 7: Using Medicine Safely Quiz

Day 4: Wednesday, April 11, 2012

Chapter 20: Tobacco

- Power-point Presentation (Slides 15-23)
- Slide 24—Promoting Smoke Free Environment Youtube Video

Activity:

Straw Breathing Activity—each student will be given a straw; to start the activity have the students spread out throughout the classroom. Have them perform 15 jumping-jacks, and 10 push-ups in a row. This will increase their heart-rates slightly. Right after they have completed both exercises have them breath through the open straw—the air way and air flow should be fairly easy to breathe through. From there have them perform the exercises once again only this time when they are done they must breathe into a straw that has been closed up at the end with a small paper ball. Only small amounts of air are able to pass through the straw now making it harder to breathe through. This indicates how tobacco and smoking can affect your lungs and breathing. Have students reflect on what they experienced during the activity.

Day 5: Thursday, April 12, 2012

Choosing to Live Tobacco Free

- Promoting a Smoke Free Environment

Activity

Students will work together in small groups to create a smoke free advertisement using poster-board, markers, colored pencils, etc. that informs the public about the risks of smoking and the long-term affects if can have on the body. Once all the posters have been created each group must share their advertisement with the class explaining the meaning of their ad.

Day 6: Friday, April 13, 2012

Class Work Day

- Provide students with class time to work on any unfinished projects, worksheets, or handouts.

Day 7: Monday, April 16, 2012

Chapter 21: Alcohol

- Power-point Presentation (Slides 25-36)
 - Health Risks of Alcohol Use
 - Choosing to Live Alcohol Free
 - Impact of Alcohol Abuse

Activity:

Alcohol and Driving—Impaired Judgment Activity using tape as a walking guide for volunteer to come up and spin around in a circle 30X then have them attempt to walk the straight line. Students must reflect on what they observe and how they feel after trying to walk

a straight line. The dizziness from spinning will distort the student's judgment making it more challenging for them to walk a straight line. (Simulates effects of alcohol)

Activity #1:

Scenario relating to Blood Alcohol Content (BAC) levels and how individuals are affected differently based on body weight, height, size, and gender.

Scenario -if 2 individuals attend a party and drink the same amount of alcohol, will they be affected in the same way? Ask students to share reasons why?

Answer: not all people respond the same way to alcohol. What kind of factors influence the extent to which a person is affected by drinking an alcoholic beverage?

Visual Example: compare body sizes among male and female within class

Day 8: Tuesday, April 17, 2012

Chapter 22: Illegal Drugs

- Power-point Presentation (Slides 37-48)
 - Health Risks
 - Marijuana, Inhalants, Steroids
 - Psychoactive Drugs

Discussion:

Talk about positive ways teens could avoid drug use. (Example: Athletics, school clubs, supportive friends, family support)

Activity:

Date Rape Drug Activity with Skittles and Sprite—talk about how it can be risky for individuals to leave their drinks set out at a party or get together with strangers because someone could easily slip something into their drink without them knowing. The drug causes people to pass out and become unconscious not aware of his/her surroundings – leads to rape, or other ways of being taken advantage of.

Worksheets:

- Reteaching Activity #1
- Quiz #1

Day 9: Wednesday, April 18, 2012

Chapter 22: Illegal Drugs

- Power=point Presentation (Slides 49-53)
 - Living Drug Free
 - STOP Steps

Question: What are some ways we can avoid drug abuse, and live drug free lives?

Activity:

Students will partner-up and practice applying the STOP steps to saying "NO". Have one partner create a scenario in which they try to convince the other partner to try a certain drug. Other partner's goal is to use STOP steps to say no and walk away.

Worksheets:

- Quiz #3
- Cross-Word Puzzle

Day 10: Thursday, April 19, 2012

Unit 7: Drugs Review Day

- Jeopardy Review Game

Day 11: Friday, April 20, 2012

Unit 7: Drugs Test

All Worksheets and Projects are Due!!