

RUNNING TITLE: Anchor 3A Drug Addiction Lesson Plan

Anchor Assignment 3A
Drug Addiction Lesson Plan
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Introduction

Drug abuse is a subject that affects students of all grades in all schools. The following course was given at West Hills High School on May 15, 2007. It was a jointly taught two-year Physical Education and Biology class. The video was preselected but the instructional material below was of my design.

Lesson 1 – Drug Abuse

Description: The class will learn 1) how use of street drugs lead to addiction, and 2) the affects drugs have on the brain and nervous system. The students will learn to differentiate the different classes of drugs and understand their mechanisms of action. Last, the students will learn the history of drug use in the United States, particularly since the last half of the 20th Century, and the impact these drugs have had on peoples' lives.

Materials and Resources: The video, *The Addicted Brain*, will provide the background science that will be reinforced by the instructor. Posters listing the classes of narcotics and their nicknames for the past fifty years will be prominently displayed. Also, articles on the impact of certain drugs on individuals are available in manila folders on the front desk. Handouts are provided to test understanding and to list all of the parts of the assignment. Discussion of student and teacher experiences with drug abuse will close the lesson.

Objectives: The students will understand the differences between amphetamines, barbiturates, hallucinogens, and other mind-altering drugs. They will understand the risks associated with altered states of consciousness, including impaired driving, susceptibility to rape, and increased paranoia and aggression. Students will understand the difference between physical and emotional addiction, and learn the difficulty breaking

free from either. Students will also learn that smoked drugs such as crack cocaine and marijuana have additional effects on the larynx, trachea, and lungs.

Varied Objective For:

Students that do not Understand – The student will be clear that drugs are not to be taken unless given to them by a parent or health care professional. Recognizing the names and images will be the focus, and knowing the class and particular effects will be deemphasized.

Students that have already mastered the concept: will research the folders or Internet to find true stories of how illegal drugs have ruined families and individuals. Time permitting, they will present them to the class. These will “bring home” the dangers of narcotic abuse that impact millions of real people every day.

Students that are Learning English present an additional opportunity. They will have the assignment of finding the names of street drugs in their primary languages. This will help them bring the message of drug avoidance back to their families and communities.

Reflective Action Procedures

1. Preassessment – In a warm-up, students will be asked to try and fill out a matching exercise linking drug names and classes (example: drawing a line between LSD and hallucinogen).
2. Motivation – Drugs have impacted most families and every neighborhood in the United States. Drug abuse is prevalent among rich and poor, every nationality and ethnic group, and every age group. In addition, with the increase in medicating students suffering from ADD, ADHD, and anxiety disorders, mood-altering drugs can be compared and contrasted.

3. Statement of Purpose – Perhaps education is the most effective way to protect students from the influence of drug “pushers”. Certainly it is an essential channel that schools are uniquely in a position to provide. Therefore, it is essential that we do our best to get the highest quality, most understandable, anti-drug abuse information to our students. Drug addiction will keep many of our students from achieving their maximum human potential, and it is up to each teacher to do their part to prevent addiction, or even drug abuse.
4. Demonstration and Modeling – *The Addicted Brain* is a video that explains how individual brain cells show addiction, how laboratory animals display addictive behavior, and how addiction affects real people. After viewing the film, students and the teacher will share any drug-related experience they wish to.
5. Guided Practice – Using the posters, handouts, and other resources, students in groups of 4-6 will fill out a worksheet where drug names are matched with classes of drugs and answer questions pertaining to addiction and the brain.
6. Check for understanding - Students will then write a brief essay on aspects of their lives that would be ruined by drugs.
7. Independent practice or activity – Using the Internet, students will explore drugs that are new enough that they are not on the worksheets. Examples are Ecstasy, Anabolic Steroids, Viagra, and Erythropoietin. Groups of 4-6 will report on these newer classes of abused drugs.
8. Assessment – Lesson handouts will be graded by other students and then handed in as an in-class assignment. A drug abuse section will be on the mid-term exam for these students.

9. Closure – Students will be able to explain the dangers of various recreational drugs to their families and friends. Students will also understand that any unreported drug abuse on campus will lead to terrible consequences for the user, whether the using student is ever found out or not.

Rubric

Adapted from journeytoexcellence.org/practice/assessment/rubrics/project.phtml

	Understanding Of Subject	Quality & Completeness	Cooperation In Groups	Demonstration Of Knowledge
1	Unable to see Danger in drug Abuse	Worksheet Incomplete or Missing	Lack of, or Little contribution To group	Poor performance On essay and exam
2	Unable to Define Dangers	>3 Inaccuracies on worksheet	Halfhearted Contributions	Inability to define Real impacts of Drugs on essay
3	Can define dangers From >2 classes Of drugs	Worksheet Complete and Accurate	Contributed items On final project	Understands and Demonstrates on Essay and exam
4	Understands dangers Of drugs covered and Can extend to other Drug classes	Worksheet Complete and Includes extra Information	Provided overall Form and organization of final project	Dmonstrates Facility with Additional Information.