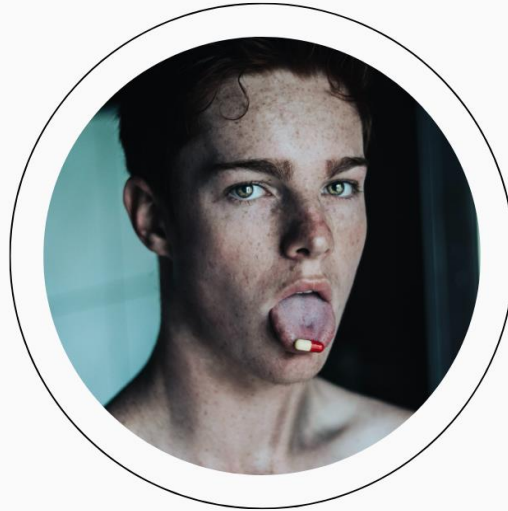


Health Education Today Preview:

-3 Week Drugs Unit -

DRUGS



High School Health Unit



Health Education Today

WHY CHOOSE HEALTH EDUCATION TODAY?

Skills

- To help your teens acquire skills and wisdom to be above unhealthy influences.

Content

- To have relevant, inspiring, standards-based and medically accurate lessons.

Ease of Use

- For an editable program where you can choose to print or work online; using step-by-step directions and PowerPoints for visual student lessons!

**National Board-Certified Teachers
with Masters of Education Degrees
and 60+ years of experience** teaching
K-12 PE & Health, with collegiate
athletic and coaching experience!



Created by
Master Teachers!



A family of
educators,
for educators.

The Program Meets Health Standards:

Aligned to National, Common Core, and State Standards!

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ELA College and Career Anchor Standards https://learning.ccsso.org/common-core-state-standards-initiative		
	Writing Grades 9/10	ELA College and Career Anchor Standards for Writing
1	Write arguments focused on discipline-specific content.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3	Incorporate narrative elements effectively into arguments and informative/ explanatory texts. <i>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</i>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.



Real Teachers' Reviews endorse This program:

❖ *"Best unit I've ever used!"*

❖ *"So well put together and worth purchasing!"*

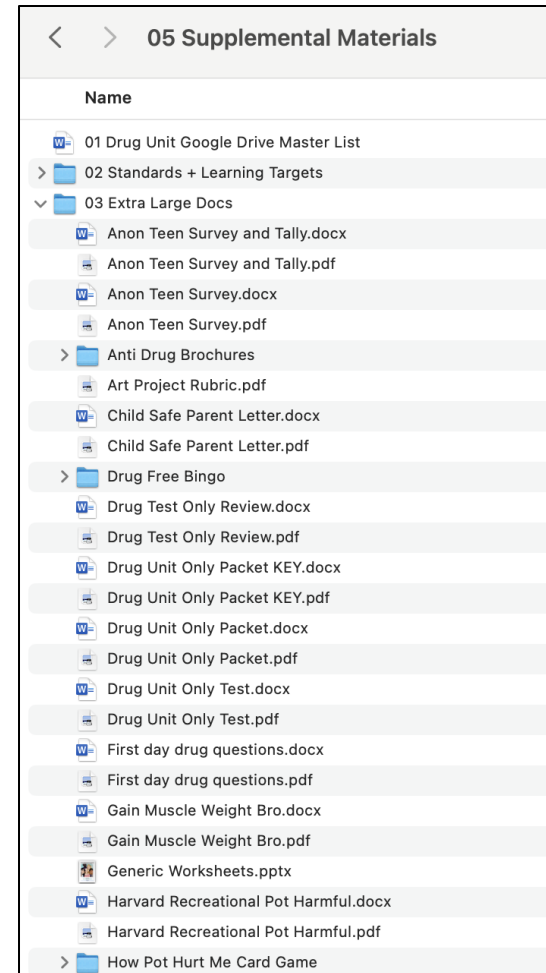
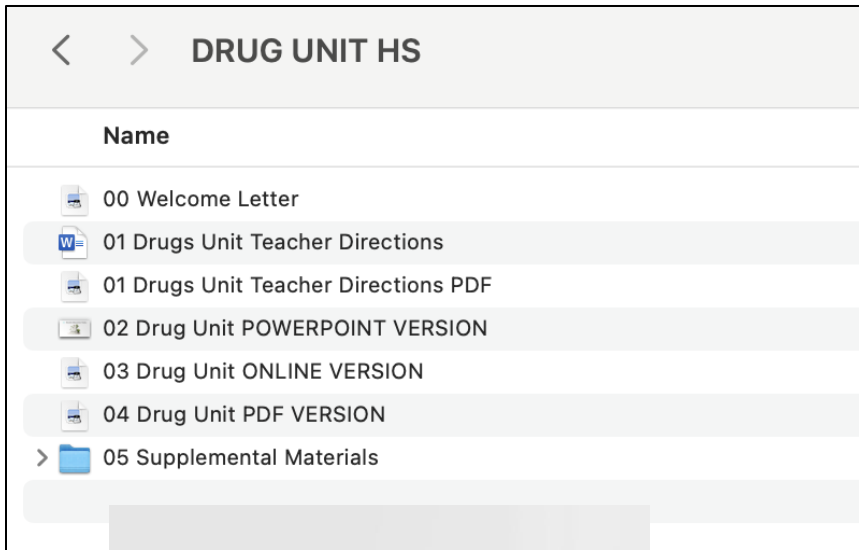
❖ *"The PowerPointS are wonderful!"*

❖ *"I've found that Mrs. S.'s products are reliable, relevant, and age appropriate. My students love her units and have fun with her projects."*

❖ *"Everything you need to be successful reaching to young adults."*

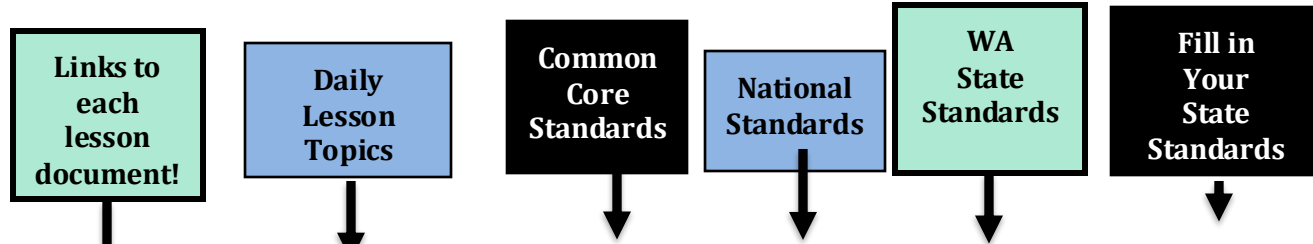


File Organization:



***Editable in Word and Google Slides!**

Easy to Navigate “Table of Contents”:



DRUG UNIT 11 DAYS + 5 Optional Days	Lesson Titles:	HOMEWORK Click on “Day” it’s listed in to see directions	Common Core Standards Met:	National Health Standards Met:	Washington Health Standards Met:	Add Your State Health Standards Here:
	Drugs-Day 1 -Pre-Lesson and “Risk Factors For Addiction” Quiz -Intervention Video with video review sheet		R 3 R 4 W 4	1.12.1, 1.12.2, 1.12.3, 1.12.5, 1.12.6, 1.12.7, 1.12.9, 1.12.10, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 5.12.1, 5.12.2, 5.12.4, 5.12.5, 5.12.6, 5.12.8, 5.12.9, 6.12.8, 7.12.1, 7.12.2, 7.12.3	H1.W1.HS H2.W2.HSa H2.W2.HSb H1.Su1.HSa H1.Su2.HSb H5.W6.HS H6.Su3.HS H1.Su4.HS H1.Su1.HSb	

Standards: Beginning each lesson

Day 1: Risk Factors for Addiction / Intervention

[return to table of contents](#)

Washington
State
Standards

Your
Own State
Standards

Common
Core
Standards

National
Health
Standards

Content
Learning
Target

Materials
Needed

Behavioral
Learning
Target

WA State Standards Met: Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS		My State Standards Met:
National Standards Met: 1.12.1, 1.12.2, 1.12.3, 1.12.5, 1.12.6, 1.12.7, 1.12.9, 1.12.10, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 5.12.1, 5.12.2, 5.12.4, 5.12.5, 5.12.6, 5.12.8, 5.12.9, 6.12.8, 7.12.1, 7.12.2, 7.12.3		
Common Core Standards Met: Reading 3.4 / Writing 4		
Materials Needed:		
PowerPoint	-Drug PowerPoint -“Risk Factors PowerPoint Survey Or use the online Google Forms version-see link below in “Teacher Directions”	-In PowerPoint folder -In PowerPoint folder
Packet	-“Substance Packet”	-They should have this from Tobacco and Alcohol Units
Printed Materials	-“Resource Sheet” -“Intervention Video Review Worksheet”	-They should have this sheet filed in their file folders from Stress Unit -Print 1 for each student
Optional:		
Video	-Intervention T.V. Show Video	-See below for more information
Learning Target	Content: I will learn risk factors for addiction.	Behavioral: I will recognize risk factors in my life and use skills to overcome them.
Exit Task	-“Success Criteria Sheet” -Have students get with a partner and share notes they wrote so far on the video review.	
Assessment	-“Intervention Video Review Worksheet” will be turned in and graded. Students are self-assessing.	

**Optional:
Exit Task**

**Optional:
Lesson
Assessment**

Step-by-step Teacher Directions



Your Lesson Planning is Done!

PRINT & ONLINE.

GOOGLE + MICROSOFT + ADOBE +
YOUTUBE + MORE!



Teacher Directions: Lead You Through the Lessons PowerPoint.

Day 3: Stimulants

[return to table of contents](#)

WA State Standards Met: Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS Analyze why individuals choose to use or not use substances. H1.Su1.HSa Analyze how addiction and dependency impact individuals, families, and society. H1.Su2.HSb Analyze prevention, lifestyle factors, and treatment of communicable and non-communicable diseases. H2.W2.HSa Assess personal risk factors and predict future health status. H2.W2.HSb Predict potential short- and long-term outcomes of a personal health-related decision. H5.W6.HS Predict how a drug-free lifestyle will support achievement of short- and long-term goals. H6.Su3.HS Differentiate classifications of substances. H1.Su1.HSb		My State Standards Met:
National Standards Met: 1.12.1, 1.12.2, 1.12.3, 1.12.5, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 3.12.1, 3.12.2, 6.12.2, 6.12.3, 6.12.4, 7.12.3, 8.12.1		
Common Core Standards Met: Reading / Writing		
Materials Needed:		
PowerPoint	-Drug PowerPoint -Meth Labs PowerPoint	-In PowerPoint folder
Packet	-"Drug Packet"	-In 3. Student Docs folder
Printed Materials		
Other Materials		
Optional:		
Video	-"The Faces of Meth" -"The Truth About Drugs Crystal Meth"	-See below for more information
Learning Target	Content: I will learn the dangers of stimulants.	Behavioral: I will try to stay away from stimulants.
Exit Task	-"Success Criteria Sheet"	
Assessment	-Points will be given for the "Drug Video Spreadsheet Page" in the Drug Packet (Will start using packet on Day 3)	

1. **TITLE SLIDE:** The title slide is a place marker. You could have this on as students come in and as you tell students to get out their "Drug Packets."

2. **PRECIOUS BRAIN:** Think of all your brain does for you...Discuss. Talk about just why drugs are so tempting.

3. **DOPAMINE and 2 MORE SLIDES:** Read to them about the brain development between the ages of 15 and 22. (That's them!!!!)

Day 3:

Stimulants

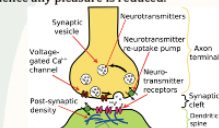
judgment reasoning senses
decision-making mood, behaviors
problem-solving
appetite processing
info
learning sleep attention
hearing speech
ambitions dreams addiction
movement emotions perception
vision memory coordination reaction time
breathing heart rate



Article Highlight: Psychoactive drugs target the brain's reward system by flooding the circuit with **dopamine**. Dopamine is a neurotransmitter in the brain that regulates emotion, motivation, and pleasure. The overstimulation of this system produces a false euphoric (high) effect."

The most development of the frontal lobe (which controls rational thinking, reasoning, emotions, decisions, memory, and personality) is between the **ages of 12 and 22**. Are you allowing drugs to hinder this important development? A teen who uses drugs, changes his or her brain, and that in turn changes their emotions, personality and values!

Just like turning down the volume on a radio that's too loud, the brain adjusts to the overwhelming surges in dopamine by producing less or by reducing the number of receptors that can receive and transmit signals. As a result, dopamine's impact can become abnormally low, and the ability to experience any pleasure is reduced.



PowerPoints
walk you through
the lessons



Daily PowerPoint Slides:

Health Education Today



Drug Unit

Copyright © Health Education Today

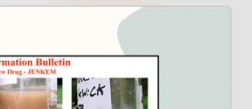
Day 1:

Intro and Intervention Lesson

Drugs will take you places you never thought you'd go...

μροσθημ λοληη δο...
ημεσρε λολη ημεσρε

And change who you are...



From this...To?



From your elementary school self - "I'd never do drugs..."

How low will you go? It's different for everyone?

"Woman takes dog meds" article¹

Article Highlight: A woman faces up to four years in prison for pretending her dog was sick so she could use her pet's painkiller for herself.

She could be sentenced up to four years in prison. She used seven aliases for herself and even gave aliases for her dog in 180 visits to veterinarians!

NORTH CAROLINA

Drug user accuses pet's writer: A woman faces up to four years in prison for pretending her dog was sick so she could use her pet's painkiller for herself.

She could be sentenced up to four years in prison. She used seven aliases for herself and even gave aliases for her dog in 180 visits to veterinarians!

Article Highlights:

Information Bulletin

On 09/10/17 14:00, Sharon received and email from a concerned parent regarding a new drug called "Buck". The parent said that their child had used this drug through various connections with several students at Putnam Ridge High.

Students engaged in Africa and after their world countries by forwarding new "wings" to create a gas which is called to achieve a high. Students receive a complete drug kit from Putnam Ridge High.

How low will a person go to get a high?

Linkers is a homemade substance which contains of focal matter and urine. The focal matter and urine are placed in a bottle or jar and covered most commonly with a balloon. The container is then placed in a sunny area for several hours or days until fermented. The contents of the container will separate and release a gas, which is captured in the balloon. Inhaling the gas is said to have a euphoric high similar to ingesting cocaine but with strong hallucinations of times past.

Once ingested the onset of the high takes approximately 10 seconds with the most severe hallucinations happening in approximately 20 minutes. Several articles indicate that the subject immediately passes out after ingesting the gas then requires a surgical hallucinogenic state within seconds of regaining consciousness. The high has been described by subjects as a feeling of "being out of it" and "telling to dead people. The feeling of being "out of it" may last for several hours or days.

All subjects who used the Linkers declared the taste of sewage in their mouth and the fact that the taste continued for several days.

Strong terms: Wines, Skin, Banners, Fruit from Crack Pipe, Lenny Jenkins, Midge, Butthole, and Wines.

The information is being provided for Law Enforcement purposes only and should be handled as CONFIDENTIAL. The dissemination of this information outside the scope of the original source (Putnam Ridge High) Office of Intervention Services Bureau would constitute the exposure of this information to the public and the release of this information.

Pair | Share:

Discuss with a partner what things can happen in childhood or the teen years to cause a person to turn to drugs and alcohol.

Write your ideas in the "Drug Packet" on page 12: "Guess 5 Things..."

Speaker Notes:

Guides you through each PowerPoint/Google Slide.

Pair | Share:

Discuss with a partner what things can happen in childhood or the teen years to cause a person to turn to drugs and alcohol.



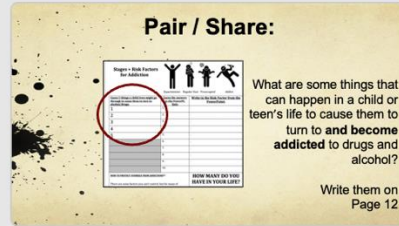
11+12. PAIR /SHARE and RISK FACTORS CIRCLED SLIDE: Have students discuss with a partner which things can happen in childhood or the teen years to cause a person to turn to drugs and alcohol. Instruct them to fill in on Page 12 of the packet where it says, "Guess 5 things that can happen in childhood or the teen years to cause a person to turn to drugs and alcohol."

Students should be also filling out the back page of their "Substance Packet" as you get the "Risk Factors PowerPoint Survey" ready to show. (It's in the PowerPoints" folder) If you aren't using the "Substance Packet," you can print the "Risk Factors Survey" below.

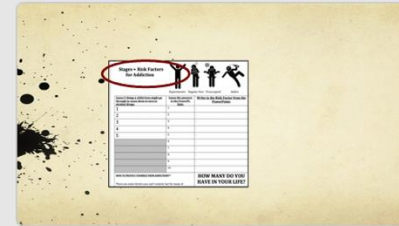
4 Additional PowerPoints:



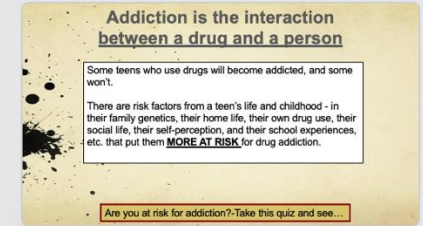
1



2



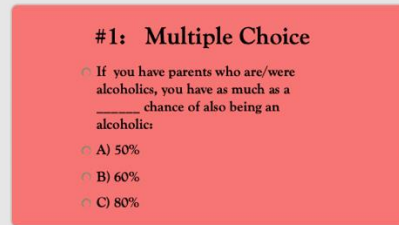
3



4



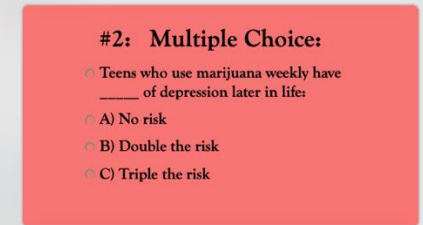
5



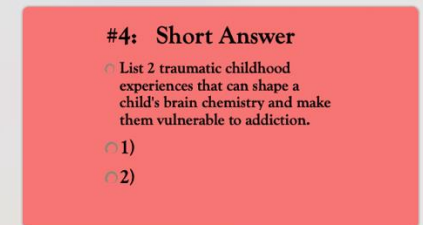
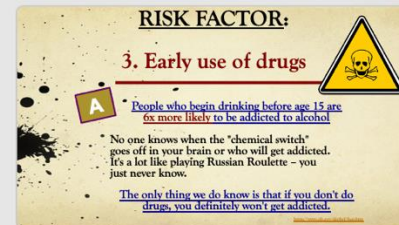
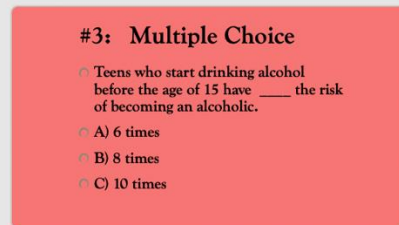
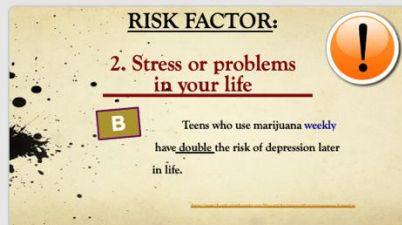
6



7



8



“Risk Factors Survey!”

Caution: some slides are bad...	Drugs are bad	Drugs are bad-that includes Marijuana
1 ★ 0:12	2 ★ 0:12	3 ★ 0:12
Pot changes who you are... How long will you get? These are Super Head Kung-Fu... These are Super Head Kung-Fu... These are Super Head Kung-Fu... This is definitely the worst they've ever seen... You're not going to believe this one... These are Super Head Kung-Fu... These are Super Head Kung-Fu... The teens called a paramedic and drug use... a body after 11 years old boy who died in 1921. It's not clear whether the teens displayed the same level of maturity as they found it like that. But they have all confessed to smoking marijuana and of the boy's head. And, it's often a GATEWAY into the following drugs...	Drugs are bad-that includes "E" NEW HEADLINE: "Look, it's not really overdose"	"E"stasy is not safe This girl died minutes before this picture was taken. She lost her fight for life, 36 hours after taking two high strength ecstasy tablets. This picture was taken at the request of her parents to publicize the dangers of taking ecstasy.
5 ★ 0:12	6 ★ 0:12	7 ★ 0:12
Ecstasy Death – could you be held responsible if you were there? The teen who gave this 16-year old girl Ecstasy stood by as the drug ended the girl's life. She was convicted of second-degree manslaughter.	Synthetic drugs are not safe Spice Krokodil K2 Bath Salts	Drugs are bad- how about Meth?

“Drugs 'R Bad!”

Synthetic Drugs Matching Game



...What's in This Anyway?

Worksheet Question

1. Guess which one of the following is a drug?





Worksheet Question Answer

1. Guess which one of the following is a drug?





Table Salt You'll be told the name of this drug shortly Borax Laundry Soap

Note to Self: ★

One of the dangers of Synthetic Drugs is that you never know what you're getting! (Do you trust a drug dealer?)





Table Salt You'll be told the name of this drug shortly Borax Laundry Soap

Guess the drug:

1.



2.



3.



4.



“Synthetic Drugs Guessing Game”



The Dangers of Meth Labs

27, 30
tpe.com
© Health Education Today

1

Recognizing a Meth Lab



Like the above photo, most of the photos you see in this presentation are government photos of **REAL meth lab busts**

31

2

Where do you think our state ranks for meth lab busts?

3

Meth Lab Busts in U.S-2022. TOP 10:¹

- Michigan (220)
- New York (220)
- Indiana (144)
- Illinois (129)
- North Carolina (127)
- California (114)
- Pennsylvania (105)
- Tennessee (102)
- Ohio (60)
- Florida (59)



28

4

"Recipe for Danger"²

– There are a handful of private contractors certified by the state Department of Health to remove and neutralize the chemical residues left by "cooks," the producers of methamphetamine and other illegal drugs...

Every pound of meth leaves five to six pounds of toxic waste. In some cases cleaning up a large lab can cost up to \$150,000.00. Common leftovers include lye, acetone (lighter fluid), and red phosphorus, which can erupt into flames if dropped...

Meth cooks don't live very long. Their teeth fall out. Their hair falls out. They will literally vomit up their lungs.

"One place was an absolute pigpen. There were three children there...The diapers on one child for a week. We nearly broke down and cried. We found \$34,000.00 at the scene, but nothing for the kids to eat. Continued..."

5

We went out and bought food for them. They were so hungry.

Virtually every place I've been I've seen this scenario re-enacted..."

"We've responded to meth labs where children are eating and breakfast and there's meth cooking in the kitchen. These are horribly toxic chemicals and you've got families living in that situation... Our guys are going in there suited up and these people are living there every day with this stuff."



30, 31

6




What meth looks like: Ice, powder, liquid, pills

22, 23, 29

How to Recognize a Meth Lab:



-Strong chemical smells-

32




-Lots of lab equipment-
stoves, beakers, bottles, Bunsen burners...

30, 26

"Meth Lab Dangers!"

Engaging Lessons
walk you through
with activities



Presentations + Student Documents: Available on Google Drive/Google Slides



Risk and Protective Factors Teen Survey

Risk factors increase the likelihood that an individual will become a perpetrator or a victim of violence. Select any risk factor in your life.

Anonymous! Mark anything that is true for you. There are no right or wrong answers!

Description (optional)

Image title



W _____ could _____ ?:

W _____ do _____ ?:

W _____ is _____ ?:

W _____ do I _____ ?:

H _____ to _____ ?:

5. Your friends want you to try sniffing "Dust Off" (computer keyboard cleaner). They've done it before and they said it was fun and it's not a drug so it's safer than other drugs. They snuck 3 cans from their dad's home office. Should you do it?

W _____ could _____ ?:

W _____ do _____ ?:

W _____ is _____ ?:

W _____ do I _____ ?:

H _____ to _____ ?:

Stages + Risk Factors for Addiction



Do I or does my friend _____

Experimenter Regular User Preoccupied Addict

Guess 5 things a child/teen might go through to cause them to turn to alcohol/drugs.

Guess the answers to the PowerPoint Quiz.

Write in the Risk Factor from the PowerPoint:



ing drugs on the weekends. They have been
ends, but you are on a sports team and don't
at their next party?




High School Drug Unit Assessment

Form description

Name: *

Short answer test

Name: _____ Period: _____ Date: _____

Title: Synthetic Drugs Guessing Game

1. Guess which one of the following is a drug? Write your guess here: _____



2. Use this word bank to guess the 8 pictures of synthetic drugs (either on the PowerPoint or printed for you). Write the name of the drug you think it is by the number below.

Molly	2C-C-NBOMe	Bath Salts	Heroin
		Salvia	
Krokodil	Synthetic Marijuana	Spice	

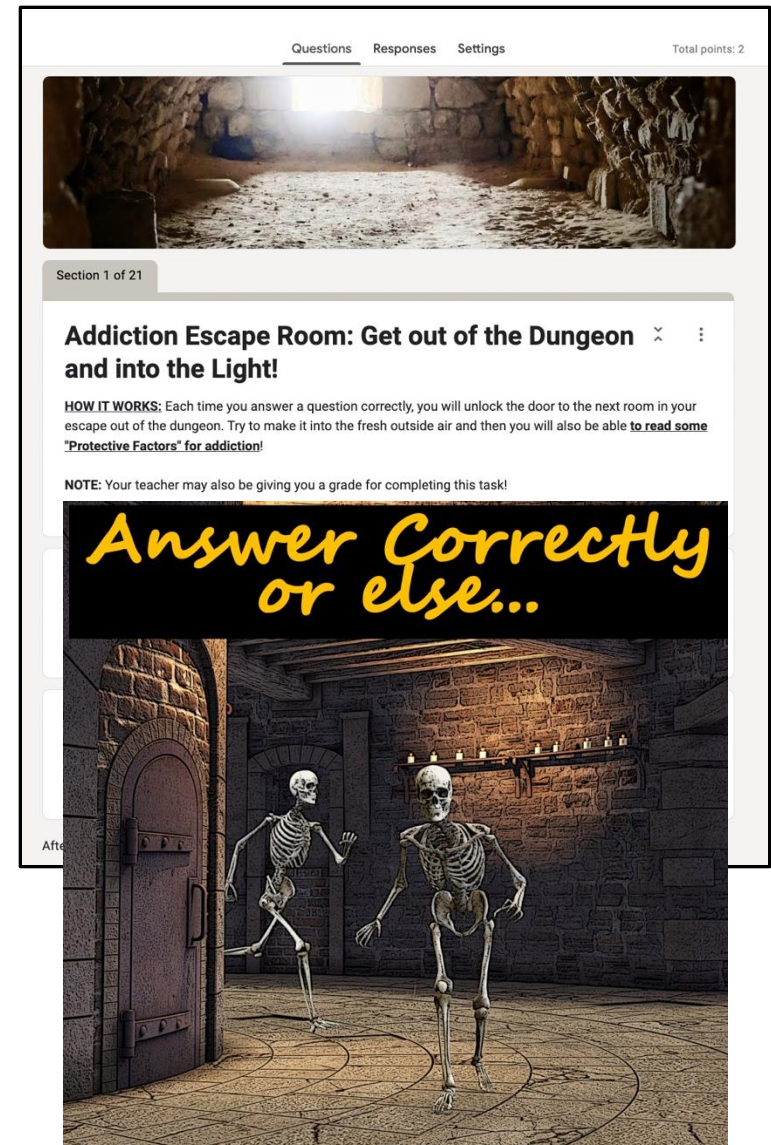
1. _____

2. _____

3. _____

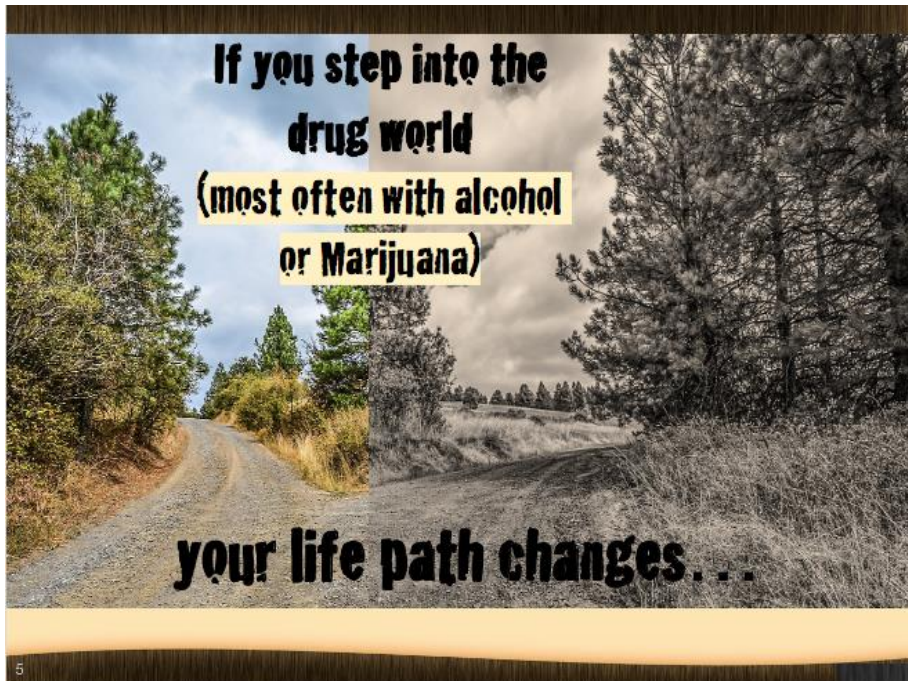
Copyright © Health Education Today

Online: Digital Escape Room



Examples of Daily Lessons:

-The theme of this “Drug Unit” is that although drugs can be tempting for teens, drugs will take you places you never thought you go and often change who you are.



One Woman – 120 months of Methamphetamine Use.....Any Questions?

Nov '79 Jul '80 Aug '80 Mar '81 Jan '82 May '86

Jan '88 Apr '88 Jun '88 Jan '89

The photos you see here are all of the same woman.
She was approximately 38 years old at the time the Jan '89 photograph was taken.
These are Department Of Justice' photos taken at the time of arrest.
She is now deceased.

Help is available at **SERENITY LANE**, Treatment Center for Alcohol and Other Drug Dependencies.
Call (541) 687-1110. More information is on our website at: www.serenitylane.org
At Serenity Lane patient identity is held in strictest confidence.

“Anonymous Survey” to be able to show your students the % of students in their grade actually using drugs (It’s almost always less than they think!)

Anonymous Health Survey *(You can say T.P. if it's too personal)*

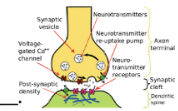
1. How would you rate your self-esteem (how you feel about yourself)?
really good _____ pretty good _____ O.K. _____ sort of low _____ really low _____
2. Have you ever cut or self-mutilated your body? Yes or No
3. Do you have a friend who has cut or self-mutilated their body? Yes or No
4. Have you ever thought about committing suicide? Yes or No
5. Do you have a friend who has told you they are thinking of suicide? Yes or No
6. Have you drank alcohol with people other than your family in the last month? Yes or No
7. Have you smoked pot in the last month? Yes or No
8. Have you tried to get high with an inhalant like aerosol spray, dust off, etc. in the last month?
Yes or No
9. Have you used any methamphetamine (meth) or cocaine in the last month? Yes or No
10. Have you taken prescription pills that you didn't have a prescription for in the last month?
Yes or no
11. Have you made a decision **not** to drink alcohol during your years in high school? Yes or
No or Still Deciding
12. Have you made a decision **not** to use drugs during your years in high school or longer? Yes
No or Still Deciding
13. Have you made a decision **not** to have sex during your years in high school or longer? Yes
No or Still Deciding
14. Have you smoked cigarettes in the last month? Yes or No



Optional: Daily students follow along with your PowerPoint as they copy notes in their packet.

Psychoactive drugs target the brain's reward system by flooding the circuit with _____. Dopamine is a neuro-transmitter in the brain that regulates emotion, motivation, and pleasure. The overstimulation of this system produces a false euphoric (high) effect. Just like turning down the volume on a radio that's too loud, the brain adjusts to the overwhelming surges in dopamine by producing _____ or by reducing the number of receptors that can receive and transmit signals. As a result, dopamine's impact can become abnormally low, and the ability to experience **any** pleasure is reduced.

This is why the abuser eventually feels flat, lifeless, and depressed, and is unable to enjoy things that previously brought them pleasure. Now, they need to take drugs just to bring their dopamine function back up to normal, + they must take larger amounts of the drug to create the dopamine high - an effect known as _____



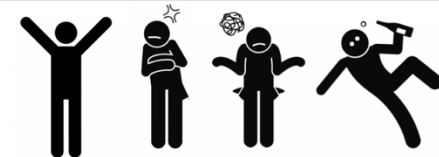
1. Stimulants: (SPEED UP the CNS)

- **Cocaine** - the high feels so intense, and then the crash feels so bad, that the person wants to use again...
- **methamphetamine** - can give even healthy people a heart attack _____ and can damage blood vessels in the brain, leading to strokes (which can produce irreversible damage).
- Meth can cause paranoid, _____ and _____ behaviors.
- **Ecstasy** - Ecstasy is a stimulant that can cause hyperthermia-where body temp. can get so high it leads to liver, kidney and heart failure. The second phase of E is a hallucinogen that causes people to have heightened _____, BUT they are actually killing the brain cells responsible for these emotions and can _____ the ability to feel emotions and desires permanently!!! (Meth and cocaine use also causes this some type of brain damage!)
- **Ritalin** - is a prescription safely used to help people with ADHD focus, but it can cause dangerous reactions if used without a prescription.

2. Depressants: (SLOW DOWN the brain's CNS)

- **Alcohol** - The brain of a teen and who drinks heavily is about 10 % _____ than the non-drinker's brain!!
- Repeated alcohol exposure can alter the trajectory, or path, of teen brain development impacting adolescents even after they become adults.
- **Cough Medicine**: Some cough syrups that contain **DXM** also contain decongestants, which when abused, can cause hypoxic _____ (not getting enough oxygen to the brain). Just because it's an "Over-the-Counter" drug does not mean it's safe. It's not if you don't follow directions.

Stages + Risk Factors for Addiction



Experimenter Regular User Preoccupied Addict

Guess 5 things a child/teen might go through to cause them to turn to alcohol/drugs:	Guess the answers to the PowerPt. Quiz:	Write in the Risk Factor from the PowerPoint:
1	1.	.
2	2.	.
3	3.	.
4	4.	.
5	5.	.
	6.	.
	7.	.
	8.	.
	9.	.
	10.	.

HOW TO PROTECT YOURSELF FROM ADDICTIONS??

There are some factors you can't control, but for many of these risks, simply choose the opposite in your life:

- choose friends who don't use
- work on good grades
- don't smoke cigarettes
- don't drink alcohol while your body's still growing
- choose to have positive self-esteem
- get depression or other mental illnesses treated
- deal with stress with time out, work out, reach out (counseling), and be honest about the risk involved and negative side effects of drug use.

HOW MANY DO YOU HAVE IN YOUR LIFE?

The more risk factors you have on this list, the more likely it is that you will become **ADDICTED!!**

If you have several risk factors... Look at yourself, your family background, your behavior and your experiences. BEING HONEST about the risk factors in your life can help you assess your own personal risk for addiction. **You are still young and you can have many healthy years ahead.**

Graphics by Pixabay.com

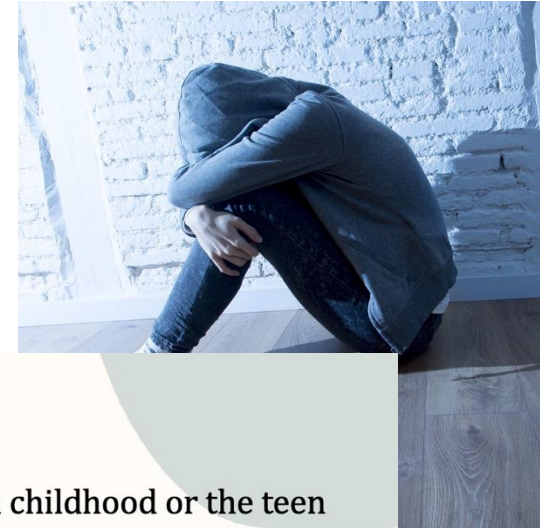
Day 1 & 2:

- “Risk Factors For Addiction” Quiz
- Intervention Video with Video Review
- Intervention Day 2 / Healthy Alternatives

Name: _____ Per: _____

"Intervention" Show Risk Factors

Risk Factor:	Signs of this risk factor in the alcoholic (Ryan) :	Signs of this risk factor in the boy addicted to Heroin/ <u>Xanax</u> (Jason) :
1. Family Genetics		
2. Stress / Problems in your life		
3. Early Use of Drugs		
4. Childhood Trauma (divorce, death, abuse, moving, etc.)		



Pair | Share:

Discus with a partner what things can happen in childhood or the teen years to cause a person to turn to drugs and alcohol.

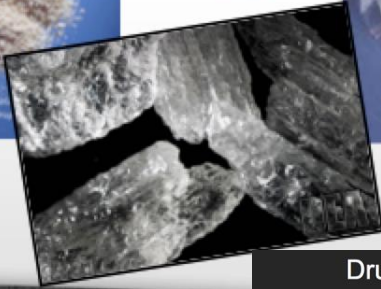


Day 3:

Methamphetamine -Can give even he a heart attack **on the spot** and can damage vessels in the brain, leading to strokes produce irreversible damage). Meth can cause paranoid, **bizarre** and **violent** behaviors.



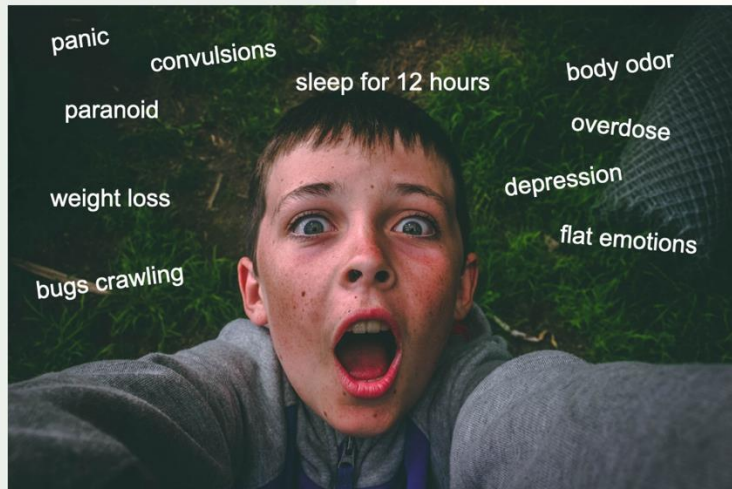
fascination
with
picking...



Drugs are bad



-Stimulants Notes
-"Faces of Meth"
-Stimulants Video



Meth can do this:

One Woman – 120 months of Methamphetamine Use.....Any Questions?



Day 4:

- Depressant Notes
- Date Rape Drugs
- Ecstasy and Depressants Video
- “Drink Safety Tips” Activity



The brain says “yes” to pleasure.

Why? **For survival.** We need food and procreation (sex).



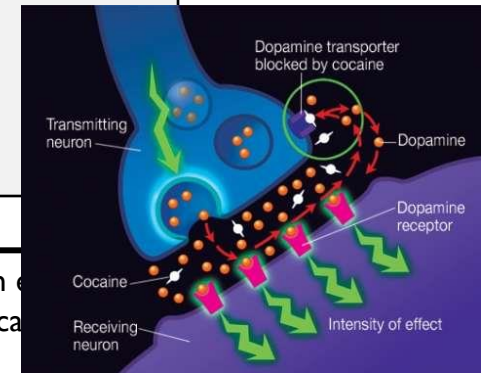
Drug Name	Appearance pill, liquid, powder, plant?	Why do teens want to use it?:	What does Someone look like on this drug:	Negative effects of the drug (short term/ or long term):
<u>Meth</u>	-Pill -powder -liquid -crystal (E=cute shapes) 	-high -Energy -Rush -To stay awake confidence E= -intense emotions - “unity”	-sweat -sleep for days -Sores -Pasty skin -Wt. lose -Not taking care of self E =-Hyper, dancing -then mellow - touchy feely -out of it -have a pacifier or candy necklace	-paranoid -Violent -Picking -Your skin Morals Change -addiction -depression -seizures -death E=can't feel normal emotions

Stop Date Rape Drug:



Day 5:

- Hallucinogens Notes
- Amotivational Syndrome
- Gateway Drugs
- Marijuana Video



What in your daily life are you motivated to do?	What could happen if amotivational syndrome?	Yes or No	Long-term effects not caused by amotivational syndrome?
homework			

HEALTH & MEDICINE

It may be increasingly legal, but it doesn't mean cannabis is safe

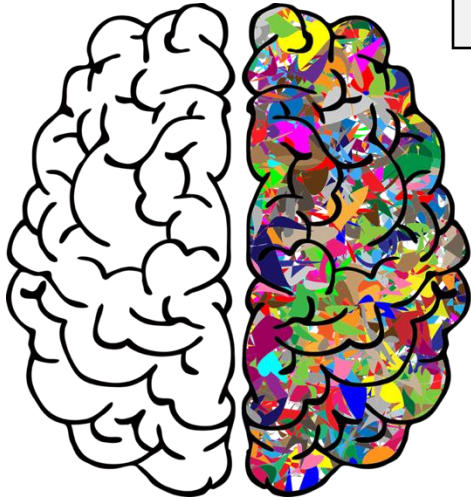
The Harvard Gazette

Adolescence is another period of particular vulnerability. The prefrontal cortex is the last part of the brain to achieve maturity, Hurd explained. Still growing until we are in our early 20s, this area has shown structural changes in teens and young adults who have used cannabis — once again, resembling the changes seen in stressful conditions.

Another complicating factor is the variability of cannabis. "Today" said Hurd, "we are seeing such high concentrations of THC in cannabis that it overpowers our endocannabinoids." While the long-term effects of THC on adolescents include stress sensitivity, high-dose THC also impacts decision-making she said.

Day 6 & 7:

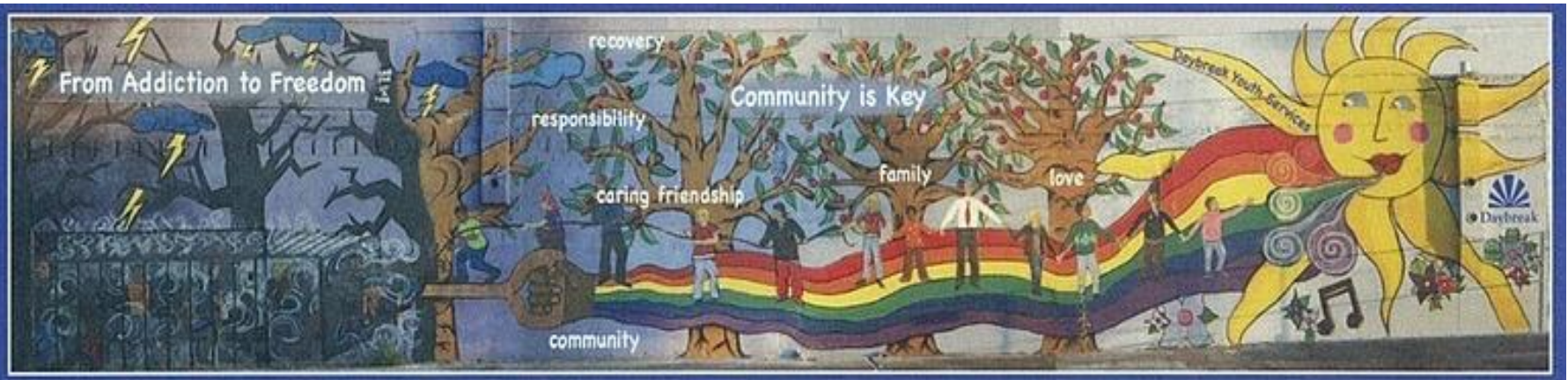
- “The Truth About Marijuana” Reflection
- PAIR/SHARE and discussion
- “The Truth About Marijuana” Mural
- Video



We say “no” to pain:

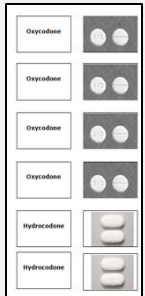
Whenever we encounter pain, our brain immediately searches for a way to avoid it (Survival instinct).

This is one reason it’s so hard to quit using.



Day 8:

-Narcotics Notes -“Pharm Party Activity” -Narcotics Video



Name: _____ Period: _____ Date: _____

1. Draw 8 pill cards from the “Pharm” party bowl. Put an “x” after the drug name for each pill you draw.

Narcotics (Opioids for Pain):	Benzodiazepine (Sedative/Hypnotics for Sleep or Anti-Anxiety):	Stimulants (for ADHD):
Oxycodone _____	Valium _____	Ritalin _____
Percocet _____	Xanax _____	Adderall _____
Hydrocodone _____	Diazepam _____	
Codeine _____		
Vicodin _____		
Morphine _____		
Methadone _____		
Other pills or Unknown: _____		
Coumadin (Grandma's blood thinner) _____		
Benazepril (Dad's high blood pressure medicine) _____		

For Today's “Pharm Party” Activity:

Talk about individual body chemistry
(if you feel comfortable doing so).

1. Tell your table partner any food or product sensitivities you have:

- foods that bother your stomach and make you feel sick
- any products that cause you irritation like lotions, etc.

2. Tell your partner of any allergies you have.

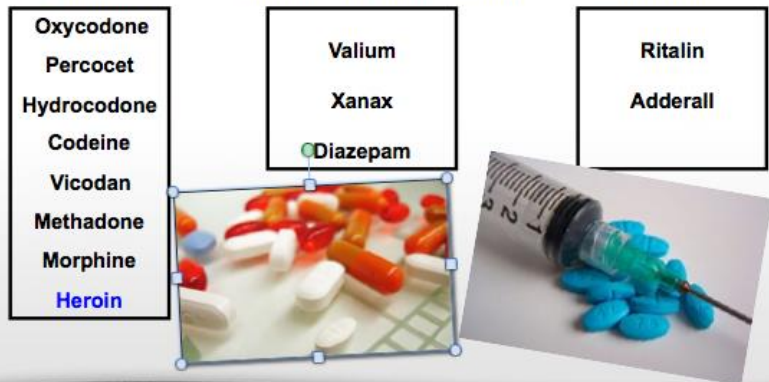
3. Tell your partner of any medical conditions you have or any medications you have to take.

The statistics are frightening.

7 of the top 10 drugs being abused by teenagers today are legal prescriptions or over-the-counter medications.⁴

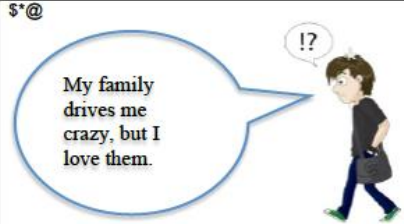
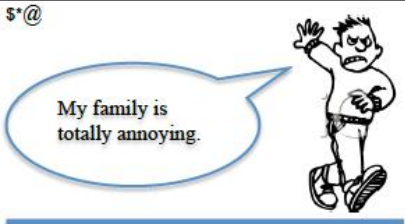
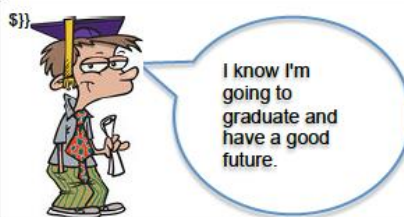
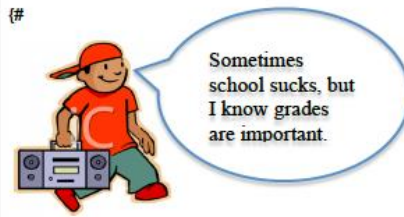
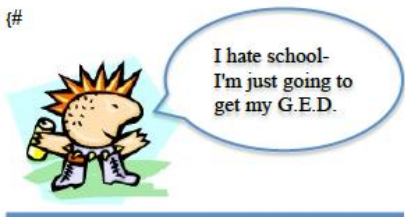
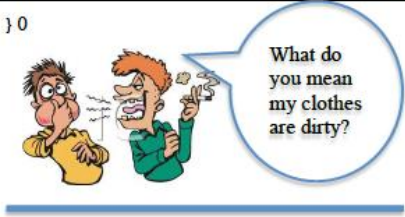
Marijuana still ranks first but it is quickly followed by:

painkillers, tranquilizers, sedatives and stimulants.



Day 9:

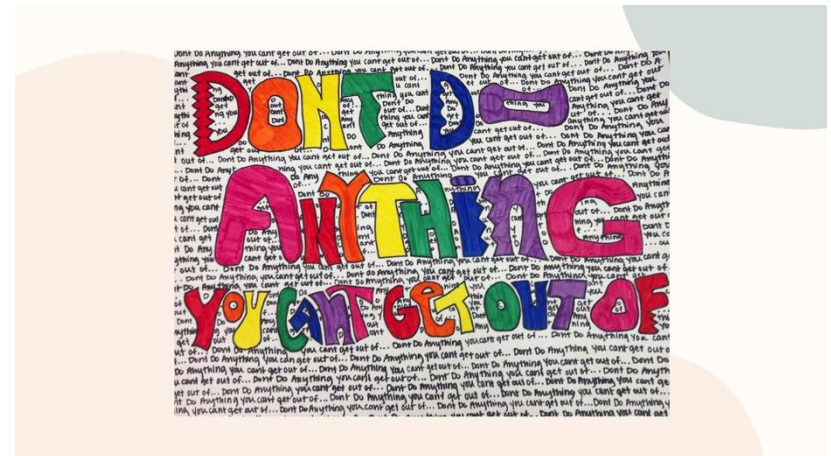
- “True-False Pot Quiz”
- “Why Teens Use Drugs Body Part Homework”
- “How Pot Hurt Me Card Game”

\$*@  My family drives me crazy, but I love them.	\$*@  My family is totally annoying.
\$}}\$  I know I'm going to graduate and have a good future.	\$}}\$  School is so boring.
#  Sometimes school sucks, but I know grades are important.	#  I hate school- I'm just going to get my G.E.D.
}0  I need to take a shower and wash my hair.	}0  What do you mean my clothes are dirty?

Names: _____ + _____
 Period: _____ Date: _____

THE TRUTH: Marijuana True or False?

1. Kids who start smoking Marijuana before age 16 smoke more often per week than those who start smoking pot after age 16.
2. In the United States, more than 20 % of 8th graders have tried Marijuana.
3. Marijuana is a stimulant drug.



Day 10:

- Narcotics Day 2
- Heroin
- Video
- WWWWH Decision Making & Drug Role-Plays

Day 10:

🎯 Substance Unit Test

Fentanyl Facts

Español | Spanish | Print

THE FACTS ABOUT FENTANYL

Fentanyl is a synthetic opioid that is up to 50 times stronger than heroin and 100 times stronger than morphine. It is a major contributor to fatal and nonfatal overdoses in the U.S.*

There are two types of fentanyl: pharmaceutical fentanyl and illegally made fentanyl. Both are considered synthetic opioids. Pharmaceutical fentanyl is prescribed by doctors to treat severe pain, especially after surgery and for advanced-stage cancer.

However, most recent cases of fentanyl-related overdose are linked to illegally made fentanyl, which is distributed through illegal drug markets for its heroin-like effect. It is often added to other drugs because of its extreme potency, which makes drugs cheaper, more powerful, more addictive, and more dangerous.

Fentanyl is a synthetic opioid that is up to 50x stronger than heroin and 100x stronger than morphine.

From May 2020 to April 2021, more than 100,000 Americans died from a drug overdose, with over 64 percent of these deaths due to synthetic opioids like fentanyl and its analogs.

One measure to prevent fentanyl overdose is distributing naloxone to bystanders. Naloxone can reverse an overdose as it occurs by blocking the effects of opioids.

VIDEOS:

https://youtu.be/zu_WtBmScs
https://youtu.be/zWe_IPnEq4

Fentanyl and Overdose

Fentanyl and other synthetic opioids are the most common drugs involved in overdose deaths.* Even in small doses, it can be deadly. Over 150 people die every day from overdoses related to synthetic opioids like fentanyl.*

Drugs may contain deadly levels of fentanyl, and you wouldn't be able to see it, taste it, or smell it. It is nearly impossible to tell if drugs have been laced with fentanyl unless you test your drugs with fentanyl test strips.

Test strips are inexpensive and typically give results within 5 minutes, which can be the difference between life or death. Even if the test is negative, take caution as test strips might not detect more potent fentanyl-like drugs, like carfentanyl.*

<https://www.cdc.gov/stopoverdose/fentanyl/index.html>

<https://www.umassmed.edu/news/news-archives/2022/05/what-is-fentanyl-and-why-is-it-behind-the-deadly-surge-in-us-drug-overdoses/>

Goal Topic:

Making healthy decisions regarding drugs

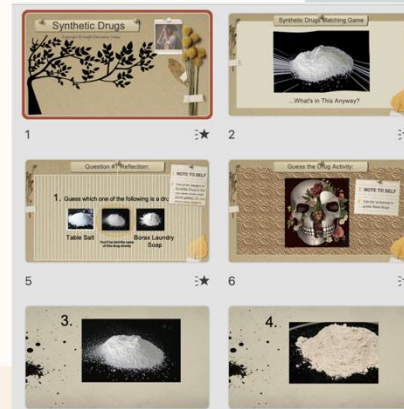
Goal I set:

If I am faced with a choice of using drugs, I will think about these things to help me see the dangers:

Day 11:

-Synthetic Drugs Guessing Game and Project & More on Heroin

Open the "Synthetic Drugs Matching Game" in the PowerPoints Folder.



Guess the Drug Activity:



4.



Day 12 & 13:

- Conclusion and wrap up unit
- Drug Test Review" Drug-Free BINGO
- Finish mural

Inhalants Dangers:



How to Recognize a Meth Lab:



-Strong chemical smells

Drug-free Bingo

<u>How Drugs Can Affect our Lives:</u>	<u>Progression to Addiction</u>	<u>Drug Facts:</u>	<u>Resources for help with drugs + alcohol:</u>	<u>Why be drug-free ?</u>
Family -lying to them	Addicted	Must take the positive with the negative	Doctor	Drugs can kill brain cells
Family -not care anymore	Regular User-more activities include drugs	Mentally	Grandpa	Drugs steal your future
Community -stealing for drugs	Experiment-use in unplanned	Free	Parent	Drugs end up doing you
Emotional Health -lose friends	Experiment-curiosity	Inhalants	Pastor	Drugs will take you places you never wanted to go
School -skip class	Preoccupied User-uses alone	You could-lose your license	School drug and alcohol counselor	Drugs will change who you are

Day 14:

- Drug Unit Test
- Drug Parent-Teen Communicator Homework
- Video

Parent-Teen Communicator

Dear Parents or Guardians:

This Parent-Teen Communicator's topic is alcohol and drug use. Young people are choosing not to drink or use drugs. Both alcohol and drug use can increase the risk for trying other drugs, for trouble at school, for violence, driving accidents, heart disease, organ disease, brain damage, dangerous party games, addiction, unsafe sexual situations, injury from other unsafe behaviors teens may later regret.

Did you know that 1 out of every 5 kids in 8th grade has already used alcohol, and teens who smoke cigarettes are more likely to drink alcohol, and teens who use marijuana? You, as parents/guardians, have an important role to play in helping your child and convince them not to use.

"Teens who learn anti-drug messages at home are 42% less likely to use drugs!"

**Keeping Your Kids Dr*

Please ask each other the following questions and return only your answers (not your contract). Nothing discussed needs to be written down, just

1. **Teen Ask Parent:** Have you seen any negative impacts of tobacco or alcohol?
2. **Parent Ask Teen:** What are your impressions about how many kids use alcohol? Are you personally feeling pressured to drink alcohol? What do you choose to drink alcohol? **Tell each other:** What are some of the negative consequences of alcohol?
3. **Parent and Teen:** State to each other your personal values in regard to the negative consequences it can cause (for minors and adults). Especially for those who drink and/or use drugs?
4. **Both read this:** "Drugs will take you places you never thought you would go."

Teen: Tell your parent any examples of people you learned about in the news who got into trouble in a negative way

Parents: Tell your teen about any true stories that you know of where someone was changed by drugs in a negative way.

5. **Parent Ask Teen:** Which do you think is more of a problem for teens-drinking alcohol, or using

Name: _____ Per: _____ Date: _____

SUBSTANCE UNIT TEST

Write **1 thing** that is important in your life. Then list 3 ways using drugs could put that thing at risk.

1. _____
2. _____
3. _____
4. _____

List 2 adults you could go to if you needed to get treatment for drug use / addiction .

5. _____
6. _____

List 2 safety tips for drinks to be sure you don't get slipped a drug in your drink:

7. _____
8. _____



Day 15:

- Guest Speaker or
- Optional Inhalants Lesson

Reasons Teens Use Drugs:

They're bored

They're curious

To fit in

To have fun

For the high or relaxation

To look cool

To be rebellious or take a risk

For a relief or escape from problems

They think it's a safe drug

Embarrassed to say "No"

Friends kept pressuring them

It feels good

To feel grown up and show

They're addicted

Everyone else is

Other:

Son's huffing death leads couple to act Brady Coates of Monroe died inhaling butane

By Diana Hefley
Herald Writer



MONROE - Brady Coates always stuffed his pockets with keys, lighters and Hacky Sacks. Most of the time it was odd.

His parents chided him for walking around with bulging pockets, but they didn't know he was carrying wads of rubber bands for snapping, decks of cards to flick across the room and a crisp apple.

He just couldn't seem to leave anything behind when he left the door.

"He took his socks back," said his mother.



1. Pressurer: Your friend is going to drive you guys to go camping 200 miles from your town. You brought some beer that you just want to put in his/her trunk for the drive over.

No one will find out

I've done it before

Just this once...

More:

-Optional: "Through the Door" Art Project



This Program is all about the Students:

- ◆ Classroom “**kid-tested**,” teacher-approved, and full of real student examples and responses.
- ◆ Promotes **high student engagement and interaction**.
- ◆ **Challenges and impacts the mental, emotional, social life of teens.**

Buy it Today, Teach it Tomorrow!



What makes this program unique?

- ◆ This program features highly organized step-by-step teacher directions that follow daily PowerPoints, providing talking points for each slide.
- ◆ **Documents and PowerPoints are editable** to cater to you and your students needs. Documents are included in both **Word and PDF** formats.
- ◆ PowerPoints are full of trending topics, photos, and video links that teens will appreciate.

Copyright © Health Education Today All rights reserved by author.

**Copyright © Health Education Today
All rights reserved by author.**



- 1) This product is to be used by the original downloader only. It is not transferable to any other person.
- 2) Copying for anyone other than the person who purchased this program; or for another classroom, department, school, or school system is prohibited.
- 3) This resource is not to be shared with colleagues or used by an entire grade level, school, or district without purchasing the proper number of licenses. If you are a coach, principal, or district interested in a site license, please contact me for a quote at hello@healtheducationtoday.com.
- 4) This product (or any part thereof) may not be distributed or displayed digitally for public view, and cannot be used on commercial sites; including, but not limited to Outschool and Course Hero. (Google Drive and online posting MUST BE Password-protected student websites only.) Failure to comply is a copyright infringement and a violation of the Digital Millennium Copyright Act (DMCA).
- 5) The purchaser is granted permission to make duplicates for classroom use only. Redistributing, editing, or selling are prohibited.

Works Cited:

Yosemite Photo by the author:

WA Standards From: <http://www.k12.wa.us/healthfitness/Standards.aspx>

NYC Standards From:

<http://www.p12.nysed.gov/ssss/schoolhealth/schoolhealtheducation/healthPE>

Photos From:

<https://labs.openai.com/>

<http://www.fotosearch.com>

<http://www.pixabay.com>

<http://www.shutterstock.com/index-in.mhtml>

<http://stokpic.com>

<https://unsplash.com>

<https://static.pexels.com>

**Thanks for
previewing!**

