



### Module 3

#### Lesson Plan: Drug Abuse

<p><b>Objectives:</b></p>	<ul style="list-style-type: none"> <li>• To name different types of drugs</li> <li>• To recognise the danger of drug abuse</li> <li>• To identify the short-term effects of drug abuse</li> <li>• To understand the differences of drugs effect</li> <li>• To analyse the health risks of drug abuse</li> <li>• To say no and stick to this resolution</li> <li>• To turn down a drug and stick to this resolution</li> </ul>
<p><b>Learning Outcomes:</b>  (use action verbs from Bloom's Taxonomy)</p>	<p>Based on this lesson the participants will acquire:</p> <p>Knowledge: Recognise the effects of drug abuse</p> <p>Skills: Illustrates different consequences of drug abuse</p> <p>Attitudes: Refuse to consume drugs; able to say no; be assertive.</p>

Activity No.	Description	Duration	Resources / Hiperlinks / Links
1	<p><b>Think smart!</b></p> <p><b>Aim:</b> to connect new knowledge with what they already know.</p> <p>The teacher gives/illustrates to the students the following Scenario: John is watching a basketball game at school. Then a friend invites him and his friends over to his house after the game because he is alone at home, as his parents are out of town. John's friends want to go and are pressuring him to come along. John knows that parties without supervision from parents are not accepted by his parents, and John had told them he would go home after the game. So, he really does not know what to do or which decision to make.</p> <p>Write a paragraph explaining why it may be difficult for John to say no and what strategies he can use to help him stand up to peer pressure.</p>	20'	



	<ul style="list-style-type: none"> <li>• What are the possible risks associated with John going along with his friends?</li> <li>• What are the possible benefits of him going along with his friends?</li> <li>• How do the risks compare with the benefits?</li> <li>• What strategies could John use to help him make decisions when faced with peer pressure?</li> </ul> <p>Write a few sentences that you would actually say in a similar situation to help you stand up to peer pressure.</p>		
<p>2</p>	<p>The teacher presents the following scenario:</p> <p>Your ‘friends’ think that to fit in with the “cool” group, they have to try drugs. However, they do not want to try the “worst” drugs. You have to convince your friends that any drug can be someone’s own personal “worst”.</p> <p>Divide the class in groups of 5. Nominate a spokesperson in each group to summarise the conclusions. Give them a piece of paper and a pen. Tell them to <b>choose one</b> of the questions below and incorporate at least <b>three</b> factual pieces of evidence from the <b>enclosed chart (Drugs: What’s the “Worst”? and the chart with facts about major drugs of abuse)</b>. Give the students the charts.</p> <p><b>Question A:</b> What does it mean to say that there is no single universal worst drug but, at the same time, that any drug can be the "worst" for a particular individual?</p> <p><b>Question B:</b> Why can’t comparing the dangers from using different drugs be reliable when trying to figure out which drug is the overall “worst”?</p> <p>The students analyse the chart with facts about major drugs of abuse and use the information to complete the answers.</p> <p>The students work in groups and answer the questions.</p> <p>Each spokesperson shares with the class their answers and sticks the paper on the wall.</p>		<ul style="list-style-type: none"> <li>▪ WiFi, Computers/Smart Phones/ Internet/ Videos/Websites</li> <li>▪ Texts; charts.</li> <li>▪ <a href="http://WWW.SCHOLASTIC.COM/HEADSUP">WWW.SCHOLASTIC.COM/HEADSUP</a></li> </ul>



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	Then, they discuss the conclusions of each group.		
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Attachments:

A 1 worksheet	KWL Chart