

Data on drugs

SPECIFIC OUTCOMES

Expand practices that provide safety for self and others by

- learning the definition of a drug
- identifying the reasons why people use drugs
- gaining an awareness of the changes our bodies may experience when affected by drug use
- recognizing that the effects of drugs may vary

CONTENT AND TIME (45-MINUTE LESSON)

- 1.1 Opening activity: Dealing with drugs (15 minutes)
- 1.2 Drugs depend on: Emphasizing effects (20 minutes)
- 1.3 Review: What we have learned (10 minutes)

REQUIRED MATERIALS

Handout 1.1: Dealing with drugs

Handout 1.2: Drugs depend on:
Emphasizing effects

Sentence strips (for the class bulletin board)

1.1 Opening activity: Dealing with drugs

(15 minutes)

Provide the definition of a drug and the reasons why people use drugs, referring to Handout 1.1.

A drug is a substance, other than food, which is taken to change the way the body or the mind functions. A drug changes the way you feel and act.

Drugs are used for one of the following reasons:

- to prevent disease
- to fight disease
- to help the body function
- to change the way one feels (for example, to relieve pain, to relax)

Provide an opportunity for the class to generate a list of questions about gambling and alcohol or drug use. Record these questions on sentence strips and have volunteers post them on a class bulletin board. Explain that you too will be learning the answers to many of their questions in activities and discussions throughout these lessons. Emphasize that you will also be available to help the students address personal concerns they may have and that this will be done on an individual basis.

1.2 Drugs depend on: Emphasizing effects

(20 minutes)

Gather the students as a large group and explain that this activity will help demonstrate changes our bodies experience. Ask the students to sit in a comfortable position, think about a peaceful place, quiet their breathing and focus on the feelings they are experiencing in their bodies and minds. Once they are relaxed, ask them to stand up and explain that the next part of this activity involves jogging on the spot for one minute. If you have already worked with the students on taking their pulses, you can have them do so before they begin jogging and after they have finished, in order to make comparisons. If you have not introduced this concept, you can simply focus on how they feel before and after jogging.

Have the students take a few deep breaths and remind them to pace themselves so they are able to continue jogging for the full minute.

After one minute has passed, ask the students to stop, focus on the feelings they are experiencing and consider changes that occurred during and after jogging.

Discuss the following questions about this activity with the class:

- **OPTIONAL:** What was your pulse before and after jogging?
- **OPTIONAL:** What is happening to your body when your pulse speeds up?
- How did the normal way your bodies work change as a result of this activity?
- How did this activity affect your heart? Was your heart pumping blood faster or slower when you were relaxed or jogging?
- How did this activity affect your breathing? Why was it more difficult to breathe after jogging for one minute?
- What might happen if you were to overextend yourselves and jog too fast for too long?
- How does your heart pump blood when you are sleeping?
- Why do you think this activity might affect your body differently on another day or at a different time of day? (If the students have difficulty, ask them to consider being tired, feeling sick or having just eaten.)
- Did this activity affect everyone in the same way? How were your experiences similar to and different from others?





It is very important to emphasize that jogging is a healthy activity. It increases the blood flow in our bodies in a way that is good for us. Similarly, we need rest on a daily basis. Slowing down the blood flow through rest is necessary. Drugs change the way our bodies function. Sometimes, drugs are used to help people; for example, taking a specific medicine can be good for an individual. However, sometimes drugs can be dangerous. The drug may affect an individual's body in a harmful way.

You may also want to discuss the effort it takes to change your body. For example, jogging requires physical exertion. Taking a pill is quick and easy, but the effects can be extensive. This is a disturbing concept when we consider the wide-ranging effects we could experience, simply by swallowing a pill. Unlike exercise, which can be stopped immediately if we begin to experience unpleasant effects, once we have taken a drug we cannot control the changes that will occur in our bodies.

Using *Handout 1.2*, discuss the following information regarding drug use:

A drug's effects depend on the kind of drug you take, how much of the drug you take, when you take the drug, how often you take the drug and what else you have taken with the drug. However, once a drug has been taken, you cannot control the drug's effects. It will continue to work in your body until the body breaks it down and removes it. For example, if you take a drug that makes you dizzy, you will continue to feel dizzy until the drug wears off. Taking this kind of drug could prevent you from going bike riding because you may get hurt, or you may hurt someone else.

1.3 Review: **What we have learned** (10 minutes)

Ask the students to identify what they have learned in this lesson. You may want to list on the board some questions to consider. For example:

What is a drug?

Why do some people take drugs?

What can change the effects of a drug?

If time permits, you could ask the students to write down two or three things that they learned today about drugs.

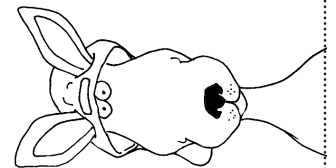
HANDOUT 1.1

Dealing with drugs

A drug is a substance, other than food, which is taken to change the way the body or the mind functions. A drug changes the way you feel and act.

Drugs are used for one of the following reasons:

- to prevent disease
- to fight disease
- to help the body function
- to change the way one feels (for example, to relieve pain or to relax)



Drugs depend on: Emphasizing effects

A drug's effects depend on:

- the **kind** of drug you take
- **how much** of the drug you take
- **when** you take the drug
- **how often** you take the drug
- **what else** you have taken with the drug

Once a drug has been taken, **you cannot control the drug's effects**. It will continue to work in your body until the **body breaks it down and removes it**. For example, if you take a drug that makes you dizzy, you will continue to feel dizzy until the drug wears off.

