

Expected effects

SPECIFIC OUTCOMES

Expand practices that provide safety for self and others by

- describing the effects of drugs
- recognizing that drugs affect different people in different ways
- understanding conditions that would cause the effects of drugs to vary
- learning to make healthy decisions about when to take drugs and when to avoid taking drugs

CONTENT AND TIME (45-MINUTE LESSON)

- 3.1 Opening activity: Peculiar powders (10 minutes)
- 3.2 Drugs depend on what? (15 minutes)
- 3.3 Describing drug decisions (15 minutes)
- 3.4 Review: What have we learned (5 minutes)

REQUIRED MATERIALS

Handout 1.2: Drugs depend on:
Emphasizing effects

Handout 3.2: Drugs depend on what?

Handout 3.3: Describing drug decisions

Materials for the opening activity:

Four clear bowls or glasses	Vinegar
Peculiar powders	One pitcher
Baking soda	Baking sugar
Flour	Baby powder

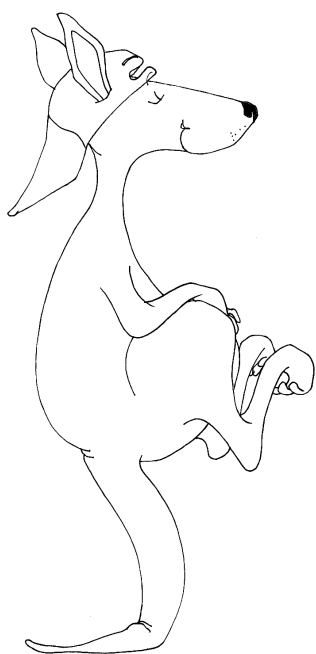
3.1 Opening activity: Peculiar powders

(10 minutes)

Prepare the materials for the opening activity before the students arrive. Pour about a cup of vinegar into a pitcher. Put a few tablespoons of the baking soda, baking sugar, flour and baby powder into four separate bowls (using one powder per bowl). Make cards to label the ingredients and place them face down beside the bowls. Number the backs of the cards from 1 to 4, for easy identification when the students are making their predictions.

Begin the lesson by explaining that you have placed a different powder in each of the four bowls and the students are going to have an opportunity to predict which of these substances will react when combined with the liquid in the pitcher. Ask the class to view the substances and discuss how similar they are in appearance. Do not give any hints as to the contents of the bowls. Have the students predict whether they think the powder from bowl 1, 2, 3, or 4 will react with the liquid. Record their responses on the board.

Next, add a little vinegar to each of the powders and discuss the effects. Remember to mix the vinegar with the baking soda last, as a reaction will occur. Briefly discuss the predictions and results. Ask the students some of the following questions about this experiment:



- How accurate was the class at predicting which powder would react with the vinegar?
- When you made your prediction, how did you decide which powder would react with the liquid? How well did your guessing work?
- Suppose that these powders were actually drugs (they could be different medicines, or even illegal drugs); what does this tell us about how our bodies may react?
- Will different people always react the same when taking a drug? Why or why not?
- Before taking a drug, do you know how you or someone else will react? Why or why not?
- Should we believe someone, other than a doctor or a parent, who tells us it is safe to take a drug? Why or why not?



It is important to introduce the concept that there are several factors to consider when taking drugs, whether these drugs are medicines or illegal drugs. Unless a doctor prescribes a drug for you or you have permission from a parent to take an over-the-counter drug, you cannot determine the reaction your body will experience. You may have a specific allergy or health condition of which you are unaware.

Accepting an illegal drug is very dangerous because a person simply does not know what goes into the drug. Illegal drugs do not meet certain standards of safety because they are against the law. As a result, people using the drugs have no idea what substances they are putting into their bodies. Moreover, anyone who sells illegal drugs cares more about making money than about the health and safety of the individuals who buy the drugs. You cannot trust someone's word that a drug is safe, unless he or she is a doctor, pharmacist or your parent.

3.2 Drugs depend on what?

(15 minutes)

Refer back to HANDOUT 1.2. Review the factors that can change the effects a drug has on an individual. Encourage the students to give examples for each bulleted item. For instance:

- The kind of drug you take – could be Tylenol®, cola drinks, cigars.
- How much of the drug you take – could be one cough drop, three chocolate bars or five glasses of wine.
- When you take the drug – could be in the morning before breakfast, at lunch after you have eaten or before you go to bed.

- How often you take the drug – could be only when you are sick, once a week or three times a day.
- What else you have taken with the drug – could be taking Aspirin® with a glass of pop, taking allergy medicines with cold remedies or drinking coffee and eating chocolate.

Distribute a copy of HANDOUT 3.2. In pairs, have the students complete the checklist. Ask them to check the factors that they think might affect how a drug makes a person feel and act. Explain that you will discuss this with the class in a few minutes.

When the students have completed the checklist, discuss each item. **All of the boxes should be checked off.** Explain that a drug's effects are dependant upon the drug itself, the person taking it and the setting in which the drug is taken. Have the students take this checklist home to quiz their parents.

3.3 Describing drug decisions (15 minutes)

Depending upon time constraints and the level of understanding demonstrated by the class, pose one or both of the questions provided on HANDOUT 3.3. Give all students a copy of the HANDOUT and divide the class into small groups to discuss the scenario(s) described. After a five-minute discussion period, have the students individually record their answer(s) in the space provided. Explain that they will have an opportunity to share ideas with the whole class at the beginning of the next lesson. Suggested answers to these questions are provided for the teacher in the opening activity for Lesson 5.

3.4 Review: What we have learned (5 minutes)

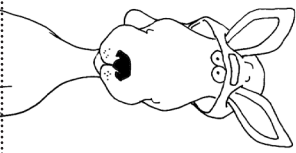
Refer to the questions that were recorded and displayed on the class bulletin board during Lesson 1. Challenge the students to provide any answers they have discovered since starting these lessons. Invite each volunteer to write the answer on the back of the sentence strip and post it again, this time with the answer showing.

Drugs depend on what?

Of the explanations below, check the boxes beside those that affect how a drug will make you feel and act:

The drug itself:

- Type (what kind of drug are you taking?)
- Dose (how much of the drug have you taken in a specific time period?)
- Frequency (how often are you taking the drug?)
- Multiples (have you taken any other drugs with this drug you have taken?)



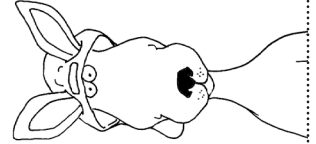
The person taking the drug:

- Experience (how long have you been taking this drug over time?)
- Mood (are you feeling happy, sad, angry, lonely, etc.?)
- Health (are you sick a lot or do you have a unique health condition?)
- Age (how old are you?)
- Biology (how your body breaks down drugs)
- Size (are you smaller, larger, shorter, taller or average for your age?)

The setting in which the drug is taken:

- Place (is it familiar, unfamiliar, comfortable or uncomfortable?)
- Time (is it early, mid-day or late?)
- Company (are you with friends, strangers, people you trust or people you don't trust?)
- Food (how much have you eaten?)

Describing drug decisions



1. Many drugs are medicines and are meant to heal specific conditions or illnesses. Does that mean that it is always safe to take medicine? Why or why not?

Consider the following example:

You are at school on the playground, when a classmate offers to let you try the inhaler she uses for her asthma. Is this a safe choice?

2. Many drugs are legal for adults to buy, such as cigarettes, alcohol and cannabis. Does that mean that these drugs will not harm a person? Why or why not?

Consider the following example:

You notice that your uncle has started to cough more than usual. He smokes cigars. What do you think is causing him to cough?
