

Daily Lesson Plan

Instructor: Ms. Wenstrom **Topic:** Drugs and Alcohol Trends **Grade Level:** 7-12
Day 1 of Alcohol and Drug Prevention Unit

Introduction/Review: Today is the first day of our Alcohol and Drug Unit. This will be a 10-day Unit where we focus on all aspects of drugs and alcohol.	1 min
Bridging: Since today is our first day of the new unit, we are going to start off with “The Truth about Drugs and Alcohol: What do You Know?” quiz. This is to see where you are at with your own knowledge of alcohol and drugs.	1min
Objective: By the end of the lesson, students will be able to recognize the “truths” and the “myths” about alcohol and drugs by evidence of “The Truth about Drugs and Alcohol: What Do You Know?” Worksheet. And students will be able to analyze Minnesota student alcohol and drug trends by evidence of group discussion and the “Know Your Trends Game”.	1 min

<p>Outline:</p> <p>Task 1: “The Truth about Drugs and Alcohol: What Do You Know?” activity. (Attached)</p> <ol style="list-style-type: none"> 1. Pass out “Truth about Drugs and Alcohol” worksheets to students (attached) 2. Explain the directions to the students and have them complete the worksheet. 3. Put transparency of the worksheet on the overhead and go over the worksheet as a class. 4. Call on Students to answer the questions. 5. Explain why it is a “truth or myth” to students using the answer sheet. (Attached). 6. Wrap up activity by letting student know that each of these questions will be covered in our “alcohol and drug” unit and that we will be going into depth on each question. <p>Task 2: “Group Discussion” of Alcohol and Drug Trends</p> <ol style="list-style-type: none"> 1. Divide the class into groups of 2. 2. Hand out packets of “Minnesota Student Alcohol and Drug Trends” (attached). 3. Have students look at the “data charts” and talk about the following: <ol style="list-style-type: none"> a. What statistics shocked you? b. What are the highest percentages in each trend? c. Are boys and girls different? d. Does grade difference affect the percentages? 4. Bring class back together and then overview each data table and call on students to share what they found with each table. <p>Task 3: “Know Your Trends Game” activity (attached).</p> <ol style="list-style-type: none"> 1. Divide students into 2 groups. 2. Hand out packets of Surveys of Trends (look at resource). 3. Give students 15-20 minutes to go over “Surveys of Trends”. 4. Explain directions of the game. (Attached). 5. Tell students that they will be using this information in a game later. 6. Read questions to students (on question/answer sheet) and call on group that raises their hand first. 7. Give a point to the group that answers the question correctly. 8. Keep track of score and give candy to the winners of the game. 	<p>80 mins.</p>
<p>Closure:</p> <ol style="list-style-type: none"> 1. What is one “myth” of alcohol and drugs that we talked about today? 2. What is one “truth” of alcohol and drugs that we talked about today? 3. What is one trend that you saw today that shocked you? 4. Why does grade difference affect the percentages in the trend tables? 	<p>2 mins.</p>
<p>Preview: Tomorrow we will be discussing “risk factors” and reasons why people use and don’t use drugs and alcohol.</p>	<p>1 min.</p>

Activity Plan

Physical Education and Lifetime Fitness

Grade Level: 9-12 grade **Health Literacy:** critical thinking and self-directed leaning
(MN Grad Rule Goals)

Content: Drugs and Alcohol **Curriculum Infusion:** None
Multicultural Infusion: None, **Inclusion:** None

Activity Title: “The Truth about Drugs and Alcohol: What Do You Know?”

Objectives: By the end of this activity, students will be able to recognize “truths” and “myths” about alcohol and drugs by evidence of the “Truth about Drugs and Alcohol: What Do You Know?” worksheet. Student are not graded on this activity, this is just a started to the Alcohol and Drugs Unit to see where students are at with their knowledge of alcohol and drugs.

Materials Needed:

- A worksheet for each student.
- An overhead of the worksheet.
- Answer sheet to the worksheet.

Directions for Activity: Find out “What students Know” **Time Allowed:** 10-15 minutes

1. Pass out worksheets to students (attached)
2. Explain the directions to the students and have them complete the worksheet.
3. Put transparency of the worksheet on the overhead and go over the worksheet as a class.
4. Call on students to answer the questions.
5. Explain why it is a truth or myth to students using the answer sheet.
6. Wrap up activity by letting students know that each of these questions will be covered in our “alcohol and drugs” unit and that we will be going into depth on each question.

Evaluation:

Students will be evaluated by: completion of worksheet and participation of group discussion about the answers to the questions on the worksheet.

Resource:

Meeks, L., Heit, P., & Page, R. (1996). Comprehensive School Health Education. Chicago, Illinois: Everyday Learning Corporation.

The Truth about Drugs and Alcohol: What Do You Know?

Directions:

Below are statements about alcohol and drugs. Some are true, while others are myths. See how many you can identify correctly. Put a “T” for True and “M” for Myth in the blank.

1. _____ Alcohol is a drug just the way marijuana, cocaine, and heroin are drugs.
2. _____ Alcohol makes people lively.
3. _____ Alcohol can't affect you if you only have one drink.
4. _____ Marijuana is a gateway drug.
5. _____ Women usually get drunk more quickly than men.
6. _____ If you only drink when you party, or only drink beer, you can't become an alcoholic.
7. _____ If you eat while you drink, you won't get drunk.
8. _____ Marijuana is ok for you, while other drugs are bad.
9. _____ Over-the-counter drugs are not addictive.
10. _____ Pregnant women should never drink alcohol in any form.
11. _____ It takes less time for teenagers to get addicted to alcohol than it does adults.
12. _____ Fifty percent of all fatal car accidents are alcohol-related.
13. _____ A person can have one or two drinks and still drive safely.
14. _____ People who begin drinking at an early age are more likely to end up as alcoholics.
15. _____ Alcohol acts like a poison in your body.

Answers to “The Truth about Drugs and Alcohol: What Do You Know?”

1. **True.** Alcohol is a drug just like marijuana, cocaine, and heroin. It has short and long term effects and is addictive.
2. **Myth.** Alcohol does not make a person more lively and fun. Although, alcohol can make a person act in a manor in which they would not normally act if they were sober.
3. **Myth.** Alcohol can affect a person, even if they only have one drink.
4. **True.** Marijuana is known as the gateway drug. People who use marijuana tend to start out using this drug and then move on to harder drugs with more effects.
5. **True.** Women do tend to get drunk more quickly than men. Why? Because of body weight and size.
6. **Myth.** Alcohol is an addictive drug. It doesn't matter what type of alcohol it is or where you drink it, you can still become an alcoholic.
7. **Myth.** This is not exactly true. You still can get drunk, but if a person has food in his/her stomach, the alcohol does not get absorbed as quickly into the body's blood system as it would on an empty stomach.
8. **Myth.** Marijuana is a drug. It has harmful short term and long-term effects and is addictive.
9. **Myth.** Over-the-counter drugs can be harmful if used improperly. Too much of any type of drug and lead to an addiction.
10. **True.** Pregnant women should not have alcohol in any form. This prevents Fetal Alcohol Syndrome.
11. **Myth.** Addiction can start at any age. Teenagers can become addicted just as easily as an adult.
12. **True.** Fifty percent of all fatal car accidents are alcohol-related.
13. **Myth.** There are a lot of factors that go into this. It all depends on how fast a person drinks the alcohol, if they ate before drinking, and what body size they are. Everyone's BAC measures differently after 1 or 2 drinks of alcohol.
14. **True.** Statistics prove that people who begin drinking at an early age are more likely to end up as alcoholics. This is why there is an age limit of 21 and older for drinking.
15. **True.** Alcohol does act like a poison on the body. The body tries to reject and get rid of the alcohol. Too much alcohol can lead to alcohol poison and even death.

Activity Plan

Physical Education and Lifetime Fitness

Grade Level: 9-12 grade **Health Literacy:** critical thinking and self-directed leaning
(MN Grad Rule Goals)

Content: Drugs and Alcohol **Curriculum Infusion:** None
Multicultural Infusion: None, **Inclusion:** None

Activity Title: "Know Your Trends Game"

Objectives: By the end of the activity, students will be able to state alcohol and drug trends in Minnesota by evidence of the "know your trends" game. Students will not be graded on this activity; this is just a fun review game of trends we just learned.

Materials Needed:

- "Know your Trends Question and Answer" Sheet.
- Chalkboard for keeping scores of teams.
- Packets of MN student Trends taken from the 2001 Minnesota Student Survey

Directions for Activity: "Review of Trends"

Time Allowed: 40 minutes

9. Divide students into 2 groups.
10. Hand out packets of "Surveys of Trends" (look at resource).
11. Give students 15-20 minutes to go over "Surveys of Trends".
12. Explain directions of the game. (Attached).
13. Tell students that they will be using this information in a game later.
14. Read questions to students (on question/answer sheet) and call on group that raises their hand first.
15. Give a point to the group that answers the question correctly.
16. Keep track of score and give candy to the winners of the game.

Evaluation:

Students will be evaluated by: participation within their groups during the game.

Resource:

Minnesota Department of Children, Families & Learning and Minnesota Department of Human Services. (2001). "Key Trends Through 2001". Roseville, Minnesota. [Online]. Available: http://cfl.state.mn.us/studentsurvey/2001_STATEWIDE_TABLES.pdf

Directions to “Know Your Trends” Activity

1. The game is a test of your retention of the trends we just covered.
2. I (the teacher) will read the questions out loud to the class.
3. The group that raises their hand first, gets the first try at the answer.
4. **DO NOT SHOUT OUT THE ANSWER!**
5. Once a group is called on, they get 30 seconds to confer with each other and answer the question.
6. In order to answer the question, all group members must agree on the answer. (EVERYONE NEEDS TO PARTICIPATE).
7. If the group does not get the answer right. The question is given to the other group, and if they don't get the answer right, the question is thrown out.
8. A group gets 1 point for every question answered correctly.
9. At the end of the game, points will be tallied up and winners of the game get a treat.

Questions and Answers to “Know Your Trends”

- 1. On the “Reason for Substance Non-Use” Data Chart, what “reason” had the highest percentage for why both male and female 6th graders do not use alcohol or other drugs?**
- a. My friends don't use
 - b. Use is against my principles or religious beliefs
 - c. Alcohol and drugs are dangerous
 - d. I have no desire to use

Answer: “I have no desire to use”

- 2. On the “Consequences of Substance Use” Data Chart, for all students' grades 9-12 who answered “yes”, what was the percentage of “has alcohol or other drug use hurt your relationships with friends or family”?**
- a. 2%
 - b. 3-5%
 - c. 7-12%
 - d. 90%

Answer: “7-12%”

- 3. On the “Consequences of Substance Use” Data Chart, for all students grades 9-12, what was the percentage of “how many times have you used so much alcohol or other drugs that later you couldn't recall what you had said or done” at least once?**
- a. 2%
 - b. 90%
 - c. 3-5%
 - d. 7-14%

Answer: “7-14%”

- 4. On the “Consequences of Substance Use” Data Chart, comparing 9th grade to 12th grade, under the category of “how many times have you used more alcohol or other drugs than you intended to?” did the percentage increase or decrease as students got older?**

Answer: “increase”

- 5. On the “Reasons for Substance Use” Data Chart, students were asked, “If you use alcohol or drugs, which are reasons you use? What was the highest percentage answer?”**
- a. To relax
 - b. To have fun at parties
 - c. Because my parents do
 - d. Because of peer pressure

Answer: “To have fun at parties”

- 6. On the “Drinking and Driving” Data Chart, in the category of “during the last 12 months, how many times have you driven a motor vehicle after using alcohol or drugs?”, was the percentage for “3 or more times” higher for 12th grade males or females?**

Answer: “males” (22% compared to females: 12%)

7. On the “Substance Use Patterns” Data Chart, which time: “before school?”, “during school?”, or “right after school?” was it the highest percentage, all ages, for when students used alcohol or other drugs.

Answer: “right after school”

8. On the “Access To Other Drugs” Data Chart, what was the highest percentage response students gave for the question, “ If you used drugs other than alcohol, how did you get them in the last 30 days?”

- a. Got them from friends
- b. Got them at parties
- c. Bought them from people I know
- d. Took them from my home

Answer: “Got them from friends”

9. On the “Alcohol Use Frequency and Quantity” Data Chart, what was the percentage of the 12th grade males and females that “have NOT DRANK any alcoholic beverages during the last 12 months?”

- a. 80-85%
- b. 50%
- c. 30-31%
- d. 10-15%

Answer: 30-31%

10. On the “Sources of Information on Risk Behaviors” Data Chart, students’ answers to “Where have you received most of your information about alcohol and other drugs?” drastically changed from 6th grade to 12th grade. Out of the following choices, pick the correct answer that has the highest percentage for 6th graders followed by the highest percentage for 12th graders.

- a. 6th Brother or Sisters, 12th Parents
- b. 6th Friends or Peer, 12th School, Teacher, or Counselor
- c. 6th Internet, 12th Friend or Peer
- d. 6th School, Teacher, or Counselor, 12th Friends or Peer

Answer: “6th School, Teacher, or Counselor, 12th Friends or Peer