

## EFFECTS OF OTHER DRUGS

### Teacher Script Day #1

#### Prep before class:

→ Have copies of the following activities for students:

1. Make copies for either activity A) **or** B) below:

A) Storybook activity

1. *Tommy Digs Up the Dirt on Drugs* book

If using the book in Power Point format have projector setup and ready

2. *If I had a Robot Activity* (Page 42)

3. *Tommy's Match Game* (Page 43)

B) Fact Sheet activity

1. *Drugs Fact Sheet: Marijuana* (Page 45)

2. *Drugs Fact Sheet: Cocaine* (Page 46)

3. *Which Drug Is It? worksheet* (Page 47, 48)

2. *Memory/Word List worksheet* (Page 50)

→ Have one copy of :

1. *Memory Word List* (Page 50a)

2. *School Rules and Consequences of Drugs* (Page 51)

### Lesson Day 1

#### **Introduction to the Other Drugs Lesson:**

1. Today we are going to talk about marijuana and cocaine, two of the most commonly used illegal drugs and how they can affect the body, particularly the brain.

#### **Complete ONE of the following activities (either A. or B. below):**

##### **A. Read and discuss *Drug Fact Sheets***

1. Have students that need to move, pass out the *Drugs Fact Sheet: Marijuana* (Page 45) and the *Drugs Fact Sheet: Cocaine* (Page 46) to the class.
2. Have students volunteer to take turns reading a bullet or two from the fact sheet.

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3. After finishing the fact sheets, have students complete the *Which Drug Is It worksheet* (Pages 47, 48)

- OR -

### B. Read the story: *Tommy Digs Up the Dirt on Drugs*

- 1) If you are using the story books, select students that need to move and have them pass out the *Tommy Digs Up Dirt on Drugs* books to the class.
- 2) If you are using the Power Point story, start the projector to display slides.
- 3) Have students volunteer to take turns reading the book (slides) out loud.
- 4) Discuss the story using the discussion questions from the end of the book as a guide.

If you are using the Power Point story the discussion questions are:

- What did you think of the story?
  - What did you like? What did you not like?
  - Why was it important that Tommy found someone to ask about the information he had overheard but did not understand?
  - Did you learn anything new from the story? If so, what?
  - When are drugs safe?
  - Why are some drugs dangerous?
  - Are all prescription drugs safe for you to take?
  - Should you ever take anyone else's prescription medication?
  - What effect does alcohol have when taken with drugs?
  - What does addictive mean?
  - Why do you think people use drugs that are illegal?
  - Has anyone ever offered you any drugs to try?
  - What would you do if a friend offered you a pill to try and said it would make you feel good?
  - What would you do if you knew a friend was taking illegal drugs that could be dangerous to them?
- 5) Writing activities
    - a. Pass out the *Tommy's Match Game* (Page 43) *worksheet*
    - b. Pass out the *If I had a Robot* (Page 42) *worksheet*

### Memory/Word List Activity

#### 1. List One

- A. Pass out *Memory Word List worksheet* (Page 50) and ask students to take out something to write with, but have them set the pen/paper to the side for right now.
- B. Tell the students that you will be reading a list of 20 words to them out loud. Ask the students to listen carefully and try to remember as many words as they can.
- C. Read from List #1 on *Memory Word List* (Page 50a).

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- D. Be sure to read steadily and at a reasonable pace.
- E. Once you have finished reading the list, ask the students to write down as many words as they can remember in the first column of their worksheet. Tell students that it doesn't matter what order the words are in, and spelling doesn't matter.
- F. Give the students approximately 2 minutes to write down their words.
- G. Have the students check their list as you read List #1 again, and have them write down how many they remembered at the bottom of the List #1 column.

### 2. List Two

- A. Ask students set their papers aside, put their pencils down, and listen carefully as you read List #2.
- B. Unbeknownst to the class, you will have a pre-planned distraction that will occur as you read List #2. This distraction activity is to happen while the second list of words is being read; make sure to read the second word list in the same tone of voice and at the same pace that the first list was read.
- C. Examples of possible distractions:
  - 1) Have two or three people carry on a very loud conversation
  - 2) Have two or three people start singing out loud
  - 3) Have someone play music from a CD player or boom box
  - 4) Have someone use a pencil sharpener
  - 5) Have someone make a cell phone call and talk loudly
- D. Read the words from List #2 of *Memory Word List* (Page 50a) with the distraction going on at the same time.
- E. Once you have finished reading the second list, ask students to write down as many of the words as they can remember.
- F. Give the students approximately 2 minutes to write down words.
- G. Read List #2 again, have students check their papers and write the number of words they remembered on the bottom of the List #2 column.
- H. Ask the students to compare their scores. Which time did they do better? Why?
- I. Let the students take a few minutes to describe how the activity felt and how they did remembering the lists.
- J. Discussion, ask the students :

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- 1) “What does this activity show us?” (wait for some responses)
- 2) “Can you think of ways that this activity might relate to the topic of drugs?”  
Students often say that the activity is trying to show how well students can learn with and without distractions. They may think that you were trying to show that memory is affected by distractions in the environment.
- 3) **The goal of this activity is to simulate (in a very safe manner) what our brains might feel like when taking some form of illegal drug. When under the influence of drugs, our attention is often distracted and our perceptions distorted by the chemicals entering our brain. This chemical change can make it difficult for us to concentrate, learn and remember information; these chemicals may also distort the perceptions of our 5 senses.**

K. Ask the students to answer the question at the bottom of the *Memory Word List worksheet* after the discussion.

### Memory Issues and Marijuana

1. Discuss and explain how the *Memory/Word List Activity*, coupled with the distraction task, is somewhat similar to the interference that marijuana can have on brain functions. The delta-9-tetrahydrocannabinol THC is the main active chemical in marijuana which interferes with normal information transfer and memory. For example, it can keep information in short term memory from transferring to long term memory, making recall of the information difficult.
2. Discuss the impact that marijuana use can have on an individual. What problems can develop because of short term memory difficulties? What impact can that have on various individuals such as physicians, students, truck drivers, or athletes?

### School Rules and Drugs

1. Pass out a copy of your schools drug policy and: *School Rules and Consequences of Drugs worksheet* (Page 51).
2. Ask students to complete it for homework. Plan to review it together another day.

#### REFERENCE:

[http://www.drugabuse.gov/PDF/TEENS\\_Marijuana\\_brochure.pdf](http://www.drugabuse.gov/PDF/TEENS_Marijuana_brochure.pdf)