



OVERVIEW

BIG IDEA

Substance abuse is a complex health issue, in part because each abused drug has a unique set of characteristics.

OBJECTIVE

3.3 Identify commonly abused drugs by category, routes of administration, and effects.

AGENDA

1. Data Analysis
2. Definitions
3. Commonly Abused Drugs chart
4. Name that Drug

HOMEWORK

Create and defend a public billboard PDA deterring people from using or abusing a particular drug

LESSON 3.3

Drugs & Addiction

SUMMARY:

This lesson will provide students with an overview of the major classes of drugs, their routes of administration, and their short and long-term effects. Students will begin by analyzing a data table summarizing rankings for dependence, withdrawal, tolerance, reinforcement, and intoxication for commonly used drugs. Then they will learn the definitions of these terms and use their new vocabulary to devise a scenario about substance abuse. Next they will brainstorm a list of drugs they are familiar with, followed by reading through the NIDA Commonly Abused Drugs chart, a comprehensive resource for basic drug information. To reinforce their learning, they will answer a series of questions using information from the chart, then they will devise their own questions in a “Name that Drug” activity.

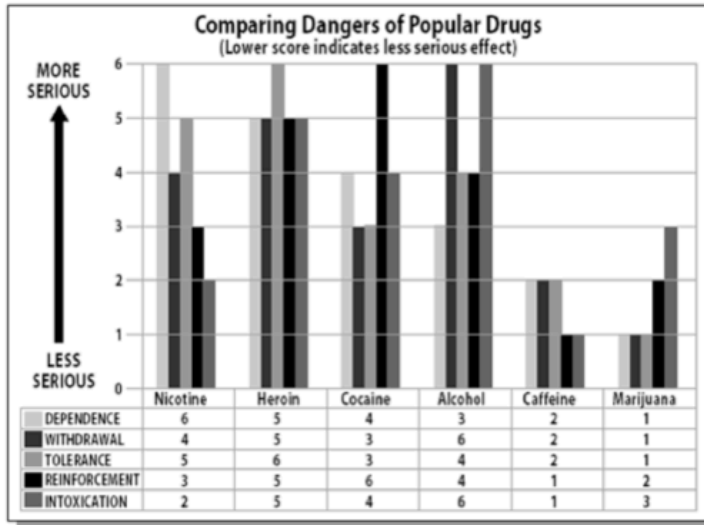


Drugs

Obj. 3.3: Identify commonly abused drugs by category, routes of administration, and effects.



Use the following graph to answer questions 1-8 below:



- Which drug has the highest tolerance? _____ Lowest tolerance? _____
- Which drug is least intoxicating? _____ Most intoxicating? _____
- What are the dependence rankings for nicotine and cocaine, respectively? _____, _____
- What are the intoxication rankings for marijuana and cigarettes, respectively? _____, _____
- Which drug is most addictive? _____ How do you know?
- Which drug alters the users mind and body the most? _____ How do you know?
- Which drug appears to be the most dangerous? _____ How do you know?
- Which drug appears to be the least dangerous? _____ How do you know?

DO NOW:

Questions & Answers:

- Heroin. Marijuana.
- Caffeine. Alcohol.
- 6, 4
- 3, 2
- Nicotine -- Highest dependence score.
- Alcohol -- Highest intoxication score.
- Answers will vary based on how students interpret the word dangerous. (How do you know? Look for evidence-based explanations. Dependence or intoxication scores are probably the best indicator of danger.)



In the Do Now exercise, you may have made inferences about particular terms. Read each of the following definitions below, then use each of the terms correctly to describe a drug addiction.

Dependence: How difficult it is for the user to quit, the relapse rate, the percentage of people who eventually become dependent, the rating users give their own need for the substance and the degree to which the substance will be used in the face of evidence that it causes harm.

Withdrawal: Presence and severity of characteristic withdrawal symptoms.

Tolerance: How much of the substance is needed to satisfy increasing cravings for it, and the level of stable need that is eventually reached.

Reinforcement: A measure of the substance's ability, in human and animal tests, to get users to take it again and again, and in preference to other substances.

Intoxication: Though not usually counted as a measure of addiction in itself, the level of intoxication is associated with addiction and increases the personal and social damage a substance may do.



Write a short scenario about a person addicted to a drug (you decide which drug). In the scenario, use each of the terms above correctly. Underline each term you use.

A large rectangular area enclosed by a dotted line, intended for students to write their scenario.



With a partner, make a list of all of the **types of drugs (or specific drugs)** you can think of.

NEW INFO: Ask students where they have heard these words before? Have them give examples or the context. This may reveal previous background knowledge among some students and misunderstandings among others.

DISCUSS: Brainstorming may bring up background knowledge—whether accurate or inaccurate. As students work on this brief thought exercise together, their conversations may get off-track when they begin discussing this background knowledge or questions. Encourage students to write appropriate questions down to research or ask in class; they won't forget them but can stay on task.



Review the **Commonly Abused Drugs** chart from National Institute on Drug Abuse (NIDA) and answer the following questions:

1. List the 10 substance CATEGORIES used in this chart:
2. How many different street names are listed for the club drug MDMA?
3. What is the difference between the DEA classification of a Schedule I and Schedule II drug? (*Hint: Read the footnote under the chart on page 1*)
4. What are the possible routes of administration for heroin? (*Hint: Use the "How Administered" column*)
5. List 5 major acute effects/health risks of nicotine:
6. **Name the Drug:** Which drug is a Schedule I drug that can only be swallowed, has a street name of goop, and causes drowsiness, disorientation, loss of consciousness, and memory loss (among other symptoms)?



Using the same chart, write 3 "**Name the Drug**" questions (similar to #6 above). Write the answers on a separate sheet of paper. Then exchange your questions with a partner and find the answers to one another's clues.

Name the Drug Question #1:

Name the Drug Question #2:

Name the Drug Question #3:

READ: Access to this information for each individual student will be essential—be sure to print handouts or have the PDF accessible for students via technology.

Answers to 1-6 can be found on NIDA chart.

THINK: This activity will boost familiarity of the drugs of abuse. Students don't need to memorize all the specific information for each drug, but learning to use the chart efficiently and effectively to both gain an overview of information or find a specific piece of information is a transferable skill.



Answer the following questions. You do not need to use complete sentences.

1. Name 3 of the 10 categories of drugs you read about:
 - a. _____
 - b. _____
 - c. _____

2. Name 2 possible routes of administration (how drugs are brought into the body):
 - a. _____
 - b. _____

3. What is a Schedule I drug?



Choose any one of the drugs on the **Commonly Abused Drugs** chart (NIDA). Use information from the chart (and any other credible sources you find) to make a billboard public service announcement (PSA) trying to persuade the public not to try that particular drug. Sketch your billboard in the box below. Then write a 3-5 sentence summary of the PSA, explaining why it will be effective.

Explanation:

ASSESS:

ANSWERS:

1. Example – tobacco, opioids, stimulants, etc.
2. Example – smoked, snorted, chewed, swallowed, etc.
3. (Answer can be found in footnotes): Schedule I and II drugs have a high potential for abuse. They require greater storage security and have a quota on manufacturing, among other restrictions. Schedule I drugs are available for research only and have no approved medical use

(Complete answers can be found on NIDA handout)

HOMEWORK:

The purpose of this homework assignment is to get students thinking about what motivates people to abstain from, try, or try to quit using drugs. It will also get them thinking about anti-drug messages they may have seen or heard in the media. By choosing one particular drug, they can consider it specifically when designing their campaign.