

## Substance Use, Misuse, Abuse and Addiction

Standard 1 – Health Promotion and Disease Prevention

Standard 2 – Access Health Information, Products and Services

Standard 3 – Self-Management

Standard 4 – Influence of Culture, Media, and Technology

Standard 5 – Interpersonal Communication

Standard 6 – Goal-Setting and Decision-Making Skills

Standard 7 – Advocating for Health

**Outcome(s):**

- The students will recognize how the misuse and abuse of substances can affect one's health and/or lead to disease.
- The students will understand how attitudes toward drug use and drug-using/abusing behavior can impact health maintenance and disease prevention.
- The students will explain the impact of substance using behaviors on the functioning of body systems, finances, interpersonal relationships, and the health of those around the user.

**Objective(s):**

- The students will be able to describe how to delay onset and reduce risks of potential health problems during adulthood as related to drug use.
- The students will be able to analyze how public health policies and government regulations related to drug use influence health promotion and disease prevention.
- The students will be able to explain the genetic connection that may exist with substance abuse and addictions.
- The students will be able to analyze the short-term and long-term consequences of safe, risky, and harmful behaviors on self and others.
- The students will be able to evaluate the short- and long-term risk of the use of tobacco, alcohol, and other drugs.

**Activity 1: *United Streaming video clip: "Smoking: Truth or Dare"***- (available from United Streaming: [www.unitedstreaming.com](http://www.unitedstreaming.com)). After viewing this video, you should lead the students in a class discussion about the history of the use of tobacco and how the public perception of tobacco is changing. (To access Unites Streaming, contact the Greenbush Technology Media Center)

**Outcome(s):** • The students will demonstrate the ability to access valid health information and health-promoting products and services as they relate to substance use and abuse.

**Objective(s):** • The students will be able to analyze situations of substance use and abuse that require professional health services.  
• The students will be able to demonstrate the ability to evaluate sources of health information, products, and services for accuracy, validity, and reliability as they relate to drug and alcohol use.

**Activity 1: Drug Research** – (more information in resources and materials section) Have students select from the “Choice of Drugs” list a certain Rx drug, OTC drug, controlled or illegal drug –and find print journalism and/or websites with information on the topic. Ask students to compare and contrast the information given, using “Drug Research Notes” worksheet.

**Activity 2: Self-Quiz on Drug Use** - (more information in resources and materials section) Once students complete the quiz, it will help give them a view on what is acceptable use of prescription and over the counter (OTC) drugs, etc. and reveal insight into illegal or controlled drug use.

**Activity 3: Guest Speaker Panel** - Have a guest speaker panel from a local mental health group come to discuss the relationship between drug use and the difficulty in gaining control of some mental illnesses. Can also discuss the importance of drug therapy in successful treatment.

**Activity 4: United Streaming video clip: “Bulking Up: The Dangers of Steroids” or “Flipped: The Reality of Drug Use”** - (available from United Streaming: [www.unitedstreaming.com](http://www.unitedstreaming.com)). After viewing this video, you should lead the students in a class discussion about ephedrine, diet supplements, weight aids, etc. (To access Unites Streaming, contact the Greenbush Technology Media Center)

**Outcome(s):** • The students will analyze the influence of culture, media, technology, and other factors on substance use and abuse.

**Objective(s):** • The students will be able to evaluate the influences of media on drug use and abuse.  
• The students will be able to analyze how information and influences from the community affect health choices as related to drug use and abuse...

**Activity 1: Mixed Messages Media Assignment** – (more information in resources and materials section) Ask students to find an ad on alcohol, smoking or drugs to complete the worksheet.

**Activity 2: Tobacco Ads** – Have students choose tobacco ads from magazines; write their own captions to create a PSA to share with the rest of the class. Have students write their own ad for tobacco, alcohol, steroids, etc.

**Outcome(s):**

- The students will demonstrate the ability to use interpersonal communication skills to enhance health as related to substance use and abuse.
- The students will demonstrate ways to express needs, wants and feelings.

**Objective(s):**

- The students will be able to analyze how interpersonal communication affects relationships and may lead to substance abuse.
- The students will be able to demonstrate strategies for resolving interpersonal conflicts without harming self or others, especially as it related to drug and alcohol use.
- The students will be able to analyze potential causes of conflict in schools, families, and communities as fueled by drug and alcohol use.
- The students will be able to demonstrate the attempt to influence and support others in their decisions to not use substances.
- The students will be able to demonstrate effective refusal skills related to substance use.

**Activity 1: Refusal Skills** - Discuss refusal skills with students (topic also for peer pressure, sexual responsibility). Devise scenarios where students can practice their refusal skills and demonstrate their interpretation of how students pressure each other to take risks, try new things, and how you can navigate these relationships.

**Activity 2: Drug Research Topic Worksheet** – (more information in resources and materials section) Ask students to complete this worksheet and present their research to their classmates.

**Outcome(s):**

- The students will demonstrate the ability to use goal setting and decision-making skills to enhance health and avoid substance abuse or misuse.

**Objective(s):**

- The students will be able to consider the role of a natural high as a desirable alternative to drug use and other high risk behaviors, related to violence prevention and enhancement of the lifestyle.

**Activity 1: Goal Setting** - Discuss goal setting and give an example from your own life. Ask students to select an example pertinent to their own lives. Detail the steps necessary for successfully setting and achieving goals. What gets in the way of success in achieving a goal? What promotes success in achieving a goal?

**Activity 2: *New Year's Resolution (or New School Year Resolution)*** – Students may work alone or in pairs. Have students devise an individual goal. Write it down and make it measurable, reasonably attainable. Detail the steps you need to achieve this goal. Put a time limit. Ask students to describe individuals necessary to help support them in achieving their goal. Ask students to establish a reward for achieving their goal. Ask them to put it on display somewhere in their life. Have them revisit the goal in one week, two weeks, and three weeks. Any changes in behavior? Any advancement? Set-backs? Why or why not?

**Outcome(s):** • The students will demonstrate the ability to advocate for personal, family, and community health as related to substance abuse and misuse.

**Objective(s):** • The students will be able to express information and opinions about health issues.  
• The students will be able to demonstrate the ability to influence and support others in making positive health choices.

**Activity 1: *Drug Research Topic Worksheet*** – (more information in resources and materials section) Have students complete the worksheet. Discuss the results of student's research. Use topics such as legalization of marijuana, medical use of illegal drugs, drugs in sports, club drugs, etc.