 Characteristics of Tobacco, Alcohol, and Illegal Drugs

General Information
Class: Health
Subject: Substance Abuse Prevention
Lesson Title: Characteristics of Tobacco, Alcohol, and Illegal Drugs
Grade Level: 7th
Lesson Length: 9 40-minute class periods

Purpose
The purpose of this lesson is to show students the physical characteristics of tobacco, alcohol, and illegal drugs and the effects these substances have on their bodies. Laws involving the control of substances will also be examined. Armed with this information, students will discuss how to make positive choices in regard to substance abuse.

Objectives
Content Objectives
Given a research project, all students will be able to identify the characteristics of tobacco, alcohol, and illegal drugs, their effects on the human body, and the health risks associated with their use.

1. ELL's will become familiar with the physical characteristics of tobacco, alcohol, crystal meth, inhalants, cocaine/crack, heroin, and ecstasy; ELL's will become familiar with the effect of these substances on the human body; ELL's will become familiar with the health risks associated with these substances.

2. ELL's will investigate, through guided research, the physical characteristics of a specific drug, the effect this drug has on the human body, and the health risks associated with using this drug.

3. ELL's will create one part of a group presentation about the group's assigned drug, using multimedia software tools (such as Keynote, Power Point, Slide Rocket, etc.)
**Language Objectives**

Given a research project, all students will be able to identify the physical characteristics of specific drugs, categorize the effects of these drugs on the human body, and explain the health risks associated with the use of these drugs.

1. ELL's will read articles (web-based, books, magazines, newspapers) about their specific drug. A list of vocabulary will be provided prior to beginning research.
   1. Addictive
   2. Stimulant
   3. Depressant
   4. Hallucinogen
   5. Inhalant

2. ELL's will list the main points of their research using the concept map below:

Once the research has been completed, ELL's will meet with their cooperative group, discuss the information they have found, and decide how that information fits into the final presentation.

3. ELL's will rewrite the main points of their research, using Keynote or Power Point, as part of the group presentation of the assigned drug.
**State Standards**

NCSCOS for Healthful Living – Competency Goal 5: The learner will choose not to participate in substance abuse. Sub-goals 5.01, 5.02, 5.03, 5.05, and 5.06

**Teacher Materials**

Materials required for this lesson: handout describing expectations of the assignment, Post-It brand sticky chart paper, markers, computer lab with Internet access, digital still camera, digital video camera, Power Point or Keynote (or on line presentation tool such as Slide Rocket), classroom computer and projector for presentations, rubric for evaluation of presentation

Alternate list of materials: (If computer and Internet access is unavailable) handout describing expectations of the project, access to school library or a set of encyclopedias and health texts, Post-It brand sticky chart paper (for presentations), colored markers, pencils, plain copy paper, glue sticks

**Day 1 – Introduction of Project**

Location: Classroom

**Activity 1 – Interactive Classroom Discussion**

Students will write a thoughtful response to the following questions:

1. What are drugs?
2. What are illegal drugs?
3. List 2 positive and 2 negative consequences of drug use.
4. What is the cost of drug addiction?

Placed around the room will be 4 sticky posters with one question on each poster. Students transfer their different responses onto the posters using markers. This provides a whole class consensus for each question. When all of the answers have been recorded the teacher will lead a whole class discussion about the points on each poster. Student feedback will be the primary focus of the discussion with teacher comments added for clarification of points, to refocus the class, or to correct wrong information.

**ELL Accommodation** – ELL's will partner with another student to answer the questions, if needed. If written responses by ELL's are not possible, the teacher will assist them with an oral response.
Activity 2 – Introduction and Focus of the Project

The drug project will be conducted in small groups. The focus will be to become an expert on a specific drug (with emphasis on the dangerous side effects) and share that expertise with the class. Each group will be assigned a drug and will gather specific information about that drug. This information will be organized into a presentation that each group will deliver to the class. A copy of the scoring rubric for the presentation will be provided to the students. The presentation should include some multimedia elements such as pictures, audio, video, graphics, etc. and should be 5-8 minutes in length. Sources should be cited.

The project will contain 3 phases:

1. The research phase - each group will research information about their drug using Internet resources, books, magazines, video, or newspapers.
2. The organization phase - each group will organize the information they have gathered about their drug into a multimedia/hypermedia presentation using a program such as Keynote, Power Point, or a web-based application.
3. The presentation phase – each group will present their project to the class.

Information to be gathered about each drug:
1. Name of drug
2. Street names (if any; 3 max)
3. Active ingredient
4. Is the drug classified as a stimulant, a depressant, or a hallucinogen; is it non addictive, mildly addictive, highly addictive, or psychologically addictive.
5. The short term effects of using this drug
6. The long term effects of using this drug
7. Medical uses, past or present (if any)
8. Laws concerning the control of this drug

Drugs to be studied:
1. Alcohol
2. Marijuana
3. Tobacco
4. Crystal Meth
5. Inhalants
6. Cocaine/Crack
7. Heroin
8. Ecstasy

The assignment of students into their cooperative groups will follow. Group size is determined by class size but typically there will be 3 students per group (adapt the group roles where you have groups of 4). Each group should contain students from all ability levels (1 high, 1 med, 1 low) and no group should contain more than one ELL. At least one group member should have access to a computer and the Internet at home. Group roles are defined below.
Days 2 – 3
Location: Computer Lab

Activity 1 – Cooperative groups (5-10 min)

On Day 1, each group will meet for the purpose of dividing up the information to be gathered into somewhat equal portions and assigning each portion to a member of the group for research. Group members will assume the following roles (the teacher should choose the Manager and must also control the role of the ELL in the group):

1. Project Manager – divides information to be gathered into equal parts and assigns each group member (including himself) a part to research.
2. Researcher Text – research assigned topic with emphasis on information in text
3. Researcher Multimedia – research assigned topic with emphasis on pictures, graphics, audio, video. Digital still and video cameras will be available for group use should they choose to create their own content to add to their presentation.

ELL Accommodation – The ELL's research should be no more than the street names, class of drug (stimulant, depressant, or hallucinogen), and short term effects.

On Day 2, the cooperative groups should discuss the information that was gathered on Day 1 and its usefulness to the project by checking it against the project requirements. Groups should then discuss what additional information needs to be gathered for the day.

ELL Accommodation – The ELL (as well as the other group members) should explain to the rest of the group the meaning of the information found on day 1.

Activity 2 – Research

In the computer lab, each group member will be responsible for researching a part of the project. Group members will be assigned computers that are adjacent to each other. Each group member is responsible for bringing the information back to the group for organization at a later time.

ELL Accommodation – the ELL will use the vocabulary list and the concept map to guide their research and to help them focus on the specific information they need to find.
Days 4 – 6

Location: Computer Lab

Activity 1 - Cooperative Groups

Cooperative groups

1. Project Manager/Presenter – Makes sure the project pieces fit together in an organized and logical way, helps type up text or with multimedia, presents the final product to the class.

2. Multimedia Manager – Chooses and places multimedia components in appropriate places within the project

3. Text and Page Layout Manager – Chooses the overall layout theme and types up the text

ELL Accommodation – the ELL will use the information they gathered on their concept map to help them rewrite and type up their part of the presentation.

Days 7 – 9

Location: Classroom or Computer Lab

Activity 1 – Assessment: Group Presentations

Groups will be assigned a random presentation time the day before presentations begin. It is the responsibility of each group to provide handouts of their presentation to the class for the compilation of a drug notebook. Each group will present and will be graded according to the following rubric:

<table>
<thead>
<tr>
<th>Drug Project Presentation Scoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item to be Scored</td>
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<tr>
<td>-------------------</td>
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<tr>
<td>Name of Drug</td>
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<tr>
<td>Street Name</td>
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<tr>
<td>Active Ingredient</td>
</tr>
<tr>
<td>Stimulant, Depressant, or Hallucinogen; Addiction Level</td>
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<tr>
<td>Short Term Effects</td>
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<tr>
<td>Long Term Effects</td>
</tr>
<tr>
<td>Medical Uses</td>
</tr>
<tr>
<td>Laws for Control</td>
</tr>
<tr>
<td>Multimedia Content</td>
</tr>
<tr>
<td>Quality of Presentation</td>
</tr>
<tr>
<td>Length of Presentation</td>
</tr>
<tr>
<td>Teacher Bonus</td>
</tr>
</tbody>
</table>

Total:
Instructional Technology Used for Teaching

First use of technology - #5 Student Use Only (Internet Research)
In a computer lab setting, students will conduct research using Internet resources. The purpose for Internet research is the depth of information and the speed with which it can be gathered when compared to traditional forms of research.

Second Use of Technology - #8 Student Helper (Generating)
In a computer lab setting, students will use multimedia and presentation software tools to create a presentation using the information they obtained from research. The purpose for the use of multimedia and presentation software is to give students a means for creating an organized and visually appealing presentation of their research. Students are free to be creative with how they present their information (within the confines of software).

Third Use of Technology - #9 Student-made Resources (Creating)
Digital still cameras and digital video cameras will be available for student use should they choose to create their own content to add to their projects where appropriate.

Fourth Use of Technology - #3 Teacher Helper (Instructing)
For their presentations, students are the teachers and will use a computer, projector, and presentation software to present their projects to the class. Again, the purpose of the presentation software is to give students a way to present their research in an organized and visually appealing manner.

Author Identification

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Permission to Publish: Yes