

That's Life

A Drug Education Series



GRADE
10
LEVEL

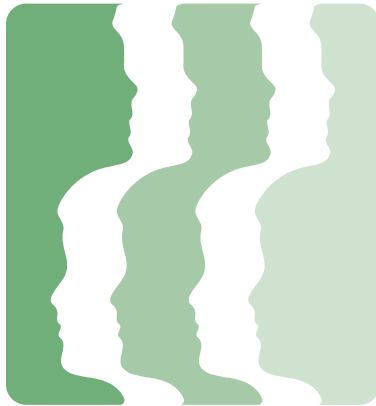
Curriculum and Teacher Training Manual



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10th Grade



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Pharmacology

INSTRUCTOR’S GUIDELINES:

The activities contained in this section are designed to facilitate student understanding of issues associated with drug and alcohol use/abuse. Emphasis is placed on the personal and societal impact of drugs, such as AIDS and drug addiction, and relies, in part, on knowledge gained in earlier That’s Life units.

Student Activity List

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Interaction and open discussion of the materials covered in this unit are important to the development of student skills in dealing with the many issues surrounding the abuse of drugs and alcohol. Instructor involvement is equally important. The teacher should be particularly alert to student needs during this section and ensure that each student has an avenue to find answers or seek help should the need arise.

The following table illustrates where specific drug information is emphasized in grades 7 - 10.

Grade Level	Pharmacology Information
7th	Tobacco
8th	Alcohol
9th	Steroids
10th	HIV Drug Use and AIDS

INTRODUCTION

Many of the concepts presented in this unit have been covered in earlier That's Life subject matter. This unit however, expands upon previous information and provides an opportunity for application of skills already developed. It further applies this knowledge and skill to the contemporary issues facing teenagers.

Emphasis:

Emphasis in this unit is placed on the secondary effects of drug use, in particular HIV (AIDS) transmission resulting from illicit drug use.

Recommendations:

Topics covered through the activities contained in this section may touch on issues which are directly relative to members of the class. The teacher should be particularly alert to student needs during these activities. Plans should be developed to ensure that each student is able to find answers or seek help should the need arise. Efforts should be directed toward establishing clear strategies to deal with the often complex problems experienced by teenagers.

Suggestions include:

- In-service training in student crisis situations
- Establishment of an information and referral network
- Readily available information on crisis and counseling services
- Setting up of a student peer-counseling program
- School sponsored training for parents in drug and alcohol related issues

WHY HIGH AND WHY NOT

- TIME:** 2 class periods
- MATERIALS:** Chalkboard or large paper pad, chalk or markers, Why High and Why Not Worksheet
- OBJECTIVES:** To establish alternatives to drugs and alcohol through the recognition of how people rationalize their use. To establish perspectives for not abusing drugs/alcohol by introducing alternatives.

INSTRUCTIONS:

1. Give a brief presentation on “Brainstorming.”
2. On the chalkboard, have the group compile a list of all possible reasons why people use or abuse different substances. Since this is a brainstorming exercise, students should remember that any reasonable response is a good one; go for quantity, not necessarily quality.
3. Share the following information with the students. For every reason that was brainstormed in part one of this exercise, there are underlying causes which are important to identify. These causes are potentially unmet needs that have caused a person to turn to drugs. (e.g., one reason a person may get high is curiosity; on closer inspection we see that a possible underlying cause may be the need to seek out new experiences.)
4. Have the students come to a general agreement on eight reasons why students at their school use alcohol and other drugs and then come to an agreement on the underlying causes.
Now that the group is in touch with the causes and unmet needs, have the students take the worksheet home to finish the activity by filling out the alternatives column. Remind the students to offer alternatives that are realistically available in their own community.

This activity could possibly bring a heightened awareness of the lack of drug-free alternatives in your community. If so, discuss with your class and community leaders how this problem can be resolved by reallocation of community services.

AIDS

TIME: 2 class periods

MATERIALS: AIDS: Reading Assignment
Optional films or video tapes from district media center or community library

OBJECTIVE: An introductory activity to the hazards of AIDS. The primary objective is placed on the concepts of prevention.

INSTRUCTIONS:

1. The day before you teach this unit, ask your students to give their definition of AIDS. Write two or three definitions on the board and save them until after you have taught this unit. After you have taught the unit, review the original definitions. Also, have the students complete the AIDS Testing Worksheet before you teach this unit and again at the end of the unit.
2. Preview films and videos from your own district media center or community library.
3. Assign AIDS as a homework reading assignment prior to showing the video. This reading assignment is above average in reading difficulty. Therefore, ask your students to read the materials twice. On the second reading, instruct your students to write in their own words, their understanding of each sub-topic. They should write down questions they would like answered about AIDS. (Allow two days for this homework assignment.) Have an open class discussion on the issues surrounding AIDS.
4. As an additional part of the homework assignment, ask your students to complete the vocabulary builder worksheet.
5. You may wish to invite a physician or a subject matter expert in to support your class discussion.
6. Encourage your students to write or call for additional information on AIDS and other sexually transmitted diseases.