

Component: Controlling Substances

CONTROLLING SUBSTANCES

Titles	Specific Curriculum Outcomes [with identified links to GCOs and KSCOs in Health (H)]
Impacts of Substances	<p>Critically analyse the impacts of substance use/abuse on personal aesthetics and behaviour. (H-GCO5, KSCO1)</p> <p>Identify and analyse the impact of substance use/abuse on personal well-being. (H-GCO5, KSCO1)</p>
Substances and You	<p>Identify challenges in dealing with substance use and abuse. (H-GCO5, KSCO1)</p> <p>Develop a personal plan for the management of substance use. (H-GCO5, KSCO2; GCO8, KSCO1)</p>
Substances and Society	<p>Demonstrate an understanding of what constitutes socially responsible behaviour towards substance use within the home, school and community. (H-GCO5, KSCO3)</p> <p>Identify the impacts of substance use/abuse on society. (H-GCO5, KSCO3)</p> <p>Identify cultural links between substance use/abuse and spiritualism. (H-GCO5, KSCO3)</p> <p>Analyse moral and ethical issues related to substance use/abuse. (H-GCO5, KSCO3)</p>

Technology, the Media and Substances

Critically analyse the media's portrayal of substance use/abuse. (H-GCO9, KSCO1)

Utilise information technology to access, present and communicate information on substance use/abuse. (H-GCO9, KSCO2)

Recognize and critically analyse the influence of technological innovation on substance use/abuse. (H-GCO9, KSCO2)

Life Choices and Controlling Substances

Identify careers in the substance use/abuse field. (H-GCO9, KSCO3)

Identify skills and abilities required to work in areas related to substance use/abuse. (H-GCO9, KSCO3)

IMPACTS OF SUBSTANCES

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Critically analyse the impacts of substance use/abuse on personal aesthetics and behaviour.

1. Teachers could introduce this component by asking students to consider the title “Controlling Substances”. What does it say to them? Where does the ‘control’ lie? How is the term ‘control’ linked to the term ‘power’? What does “substances” include?

Identify and analyse the impact of substance use/abuse on personal well being.

2. Teachers could have students describe how appearances and behaviour change while under the influence of a substance.

Note: Real life experiences or examples from movies, books, or plays could be used to illustrate the transitions and changes that occur.

3. a) Teachers could ask students to brainstorm a list of positive and negative effects of substance use. They could label three columns with the following headings: Physical Effects, Psychological/Emotional Effects, and Social Effects and record student responses in the appropriate column.

b) Using the generated list, students could identify those characteristics that may be a result of substance abuse.

4. Teachers could invite resource people in the community (RCMP, ACT, public health, Teen Tobacco Team, MADD) to discuss the impacts of substance use on personal health and well-being.

5. Teacher and students could discuss the financial impacts of substance use/abuse with an emphasis on positive uses for money spent.

6. Teachers could have students research facts and statistics on crime, date rape, family violence and disease as they relate to substance use/abuse.

Teaching Notes and Resources

This component focuses on personal choices, assessing risks, and taking actions that are health enhancing.

Background information:

LIFECHOICES: Healthy & Well, Teacher Resource, pp. 105-106, 108-110, 112-114, 118-122.

Health Canada Online: Educator's Page

<http://www.hc-sc.gc.ca/english/educators.htm>

Tobacco Web Sites:

Alliance for the Control of Tobacco (ACT) and the Teen Tobacco Team: www.smokingsucks.ca

British Columbia Ministry of Health:

www.tobaccofacts.org

Massachusetts Dept of Public Health:

<http://www.getoutraged.com/>

National Center for Tobacco-Free Kids:

<http://www.tobaccofreekids.org/>

www.wholetruth.com (Florida)

Canadian Council for Tobacco Control:

<http://www.cctc.ca/>

Resources for Prevention of Substance Misuse:

www.preventionsource.bc.ca/

Physical Effects may include: lethargic, smokers with yellow-stained fingers, shortness of breath, loss of coordination, pain relief, increased coordination, increased strength, flexibility.

Psychological/Emotional Effects may include: sense of calm, anxiety, loss of fear, confusion, sense of well-being, relaxed.

Social Effects may include: withdrawn, aggressive, talkative, outgoing, agreeable.

Kick the Nic: Teen Smoking Cessation Program, Department of Health and Community Services. (See Appendix 4: Resources for overview.)

Teen Tobacco Team (see Resources Appendix 4: Resources for a description.)

Suggestions for Assessment

1. Students could research an organization or program dealing with substance abuse. They should choose a specific focus, i.e., a topic or questions related to the impacts of substance use on individuals and present to the class.

2. Students could write a poem, a story, or create a dance regarding the positive or negative impacts of substance use on health.

Note to Teacher: Present the criteria for evaluating each type of product. For example, the dance:

- specified length (2-3 minutes)
- movements in synch with rhythm
- variety of movements (3 or 4)
- movements connect (flow from one to the next)
- demonstrates impacts of substance use

For written products, teachers should check with language teacher for guidelines.

All products must clearly demonstrate the impacts of substance use.

3. The case study created by students in activity 13. b), page 60, can be used to evaluate student ability to propose strategies for resolving problems related to substance abuse.

4. Students could discuss the following statements:

“A drug is a chemical substance.”

“Caffeine is a stimulant drug.”

“Over-the-counter drugs can be legally bought without a prescription.”

IMPACTS OF SUBSTANCES (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Critically analyse the impacts of substance use/abuse on personal aesthetics and behaviour.

7. Teachers could use a variety of activities to simulate the effects of substances on behaviour. For example: walking blindfolded; talking with a large object in the mouth; or performing a manual, fine motor skill wearing an oven mitt.

Identify and analyse the impact of substance use/abuse on personal well-being.

8. The class could discuss: Drugs can be helpful or harmful to individuals and families.

9. Teachers could invite a pharmacist to speak about drugs: regulation, proper use of over-the-counter drugs and prescription drugs.

10. Teachers could have students research the percentage of alcohol in different alcoholic beverages. They should obtain information regarding the “legal” purchase and transport of these beverages.

11. Teachers could have students research the caffeine content of common foods such as: 1 cup of coffee, 1 cup of tea, 1 portion chocolate bar, and 1 cup of cocoa.

12. Teachers could have students survey tobacco use by students in grades 7-12. They should determine and record results, make recommendations based on the data collected, and formulate action plans to address the recommendations.

13. a) Teachers could ask each student to define “problem substance use”. Students could be grouped into pairs to compare definitions, come to a consensus and write a new definition. The teacher could ask pairs to join with another pair and repeat the activity. The definition of each group of four could be shared with the whole class for discussion. Students should try to formulate a single definition acceptable to the entire class.

b) Using the class definition, teachers could have each original pair create a case study which describes a situation of substance use. They should provide enough detail about the situation to enable the reader to understand what is happening in each situation. The case studies could be shared among groups of four who will design strategies to resolve the problem situation described.

Teaching Notes and Resources**Suggestions for Assessment**

Caution: Before choosing to implement this activity, teachers need to assess the situation based on safety to students. In some settings, a demonstration may be the appropriate choice.

Note: Gambling is included in the area of substance use and addictions. When asking students to consider risks and deterrents to health, teachers should present gambling as an issue. Students should be encouraged to explore their knowledge, experiences, attitudes and behaviours with respect to gambling.

“Drawing the Line: A Resource for the Prevention of Problem Gambling”, Volume 11 Senior High (1997), Problem Gambling Services, Drug Dependency, Department of Health, Nova Scotia.

To avoid an overwhelming and extremely time consuming data tabulation and analysis process, the survey/questionnaire should be limited to 1 page in length.

Provincial Student Drug Use Survey, Department of Health and Community Services.

Canadian Tobacco Use Monitoring Survey (CTUMS):
www.hc-sc.gc.ca/hppb/tobacco/ctums/

Activity 13. b) enables students to work on consensus seeking, communication and collaboration skills - concepts addressed in the *Personal Dynamics* component of the course.

5. Enterprise scenario: You work for an advertising agency that has been approached by a potential client interested in positively affecting the health of young people. The client’s goal is to sell the idea of substance reduction to adolescents. Your task is to create a variety of strategies with rationales and present them to the client. Note: A group of students in the class could act as the client.

SUBSTANCES AND YOU

Specific Curriculum Outcomes

Students will be expected to:

Identify challenges in dealing with substance use and abuse.

Develop a personal plan for the management of substance use.

Suggestions for Learning and Teaching

1. Drug Awareness Day: Teachers could ask for student volunteers who use a substance, such as nicotine in cigarettes or chewing tobacco; caffeine in coffee, tea or cola, to give it up for 24 hours. During and following the cessation period, students could reflect in their journals about feelings, problems, success or failure, money saved, etc..
2. Teachers could ask students to interview a person about 'giving up' a substance.
3. a) Teachers could have students organize and facilitate a drug awareness forum to discuss the challenges to the reduction or elimination of substance use. The panel could include students, teachers, school board officials and parents.
b) Recommendations from the forum could be presented to the School Administration, School Council, Regional Health and Community Services Boards, the Teen Tobacco Team and/or the Ministers of Health and Community Services and Education.
4. a) Teachers could have students choose a substance they use and calculate the amount of money they regularly spend on this substance. They could then take this amount and invest it at a rate of 10% return. With compound interest, they should calculate how much money they would accumulate over a 1-, 2-, and 5-year period.
b) Students could identify other uses for the accumulated funds.
5. a) Teachers could have students work in small groups of smokers and non-smokers and use the articles " Butt-Out Basics", "Harsh Reality", "Quit It" and "Weed Out the Need for Nicotine" to develop a comprehensive list of ways to help smokers quit smoking.
b) Using the lists generated by the small groups, teachers could facilitate class consensus to develop a single list to be transferred to a poster or banner for class display.

Teaching Notes and Resources

This could be coordinated with Drug Awareness Week in November, Weedless Wednesday during National Non-Smoking Week in January, and/or on World No Tobacco Day, May 31st.

LIFECHOICES: Healthy & Well, Teacher Resource, pp. 105-106, 108-110, 112-114, 118-122.

Newfoundland Heart Health Leadership Manual and video

LIFECHOICES: Healthy & Well, Teacher Resource, #4, p.103.

Newfoundland & Labrador Cancer Society:
www.nfandlab.cancer.ca
Newfoundland & Labrador Lung Association
quitline: 1-800-363-LUNG; www.nf.lung.ca
Kick the Nic: Teen Smoking Cessation Program,
Department of Health and Community Services.

Articles in *LIFECHOICES: Healthy & Well*, Student Resource include: “Butt-Out Basics”, pp. 71-72; “Harsh Reality”, p. 34; “Weed Out the Need for Nicotine”, pp. 54-55; “Quit It”, p. 89.

Note: A “Taking Steps” banner could have footprints with student-generated suggestions for quitting.

Suggestions for Assessment

1. a) What are some of the challenges associated with managing or reducing the use of a substance?
b) Suggest possible strategies to address these challenges.
2. Teachers or students could select articles, related to this topic, in which individuals have taken specific actions that impact on health. Students could analyse these actions and comment on their effectiveness. Were the actions health enhancing? If not, what could have been done to make them so?
3. Teachers could evaluate student action plans for this component of the course.
Note: The plan will be re-assessed and revised throughout the year. The Action Plan will constitute one part of student Personal Strategic Health Plans.
4. Students could research the topic of adolescent substance abuse and develop guidelines for parents to assist them in the following areas:
 - a) recognizing the signs of substance abuse
 - b) understanding the stages of addiction
 - c) communicating with their children

SUBSTANCES AND YOU (cont'd)

Specific Curriculum Outcomes (repeated)

Students will be expected to:

Identify challenges in dealing with substance use and abuse.

Develop a personal plan for the management of substance use.

Suggestions for Learning and Teaching

6. Teachers could ask students to come up with short descriptions of situations that often occur at parties, involve the use of alcohol, and can put young people at risk. Then, using the information in the article, "Going to a Party?", students could create action plans to address the situations described in the short descriptions.

7. Teachers could have students develop a personal plan of action with reasonable, realistic goals for the management of substances that are having or can have a negative impact on health and well-being.

8. Teachers could use the video from *Newfoundland Heart Health Leadership Manual* to illustrate how some Newfoundlanders and Labradorians have responded to the challenges to substance reduction. The class could discuss the process of making lifestyle changes. Are any of the issues in the video relevant to students' lifestyles?

Teaching Notes and Resources**Suggestions for Assessment**

“Going to a Party?”, *LIFECHOICES: Healthy & Well*, Student Resource, p. 3.

LIFECHOICES: Healthy & Well, Teacher Resource, #11, p. 108.

Teachers could have students complete a “Personal Assessment (CLASS) Survey” as part of their action planning. See Appendix 3, p. 102.

See “Reflection/Self-assessment”, Appendix 1, p. 98.

Newfoundland Heart Health Leadership Manual and video

Note: This resource also addresses healthy eating and active lifestyles.

SUBSTANCES AND SOCIETY

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of what constitutes socially responsible behaviour towards substance use within the home, school and community.

Identify the impacts of substance use/abuse on society.

Identify cultural links between substance use/abuse and spiritualism.

Analyse moral and ethical issues related to substance use/abuse.

1. a) The class could discuss substance use by movie, television, sports or music personalities. Issues could include how these individuals are portrayed in the media and how substance use affected their careers and personal lives. Teachers should bring discussion around to what happens to an individual in Newfoundland and Labrador who breaks the law with regard to substance use and abuse.

b) When does substance use become substance abuse? What are the factors involved in this process?

2. Teachers could have students research the role of substance use as part of the spiritual practices in native cultures.

3. Teachers could have students consider one of the moral or ethical issues related to substance use/abuse. Issues to consider include: second-hand smoke - social, human rights, effects on children; Fetal Alcohol Syndrome (FAS); non-smoker versus smoker rights; selling to minors to support a habit; trafficking; underage drinking; and driving with someone who is drinking.

1. Write a scenario about one of the above issues.

2. Discuss the choices available to the person(s) involved along with the advantages/disadvantages of each choice.

3. What decision is made and why?

4. Teachers could have the class explore and discuss the concept of “safe grad” as a socially responsible response to adolescent drinking. They could also discuss other options.

5. Teachers could have students outline and discuss the benefits and drawbacks of substance use. They could create a chart with the following titles:

Impacts of Substance Use and Abuse

Use

Abuse

Then students could research the key terms and facts related to these topics. Key terms: Use - prevention of disease, treatment, benefits, costs, legality; Abuse - -crime, family violence, Fetal Alcohol Syndrome (FAS).

Teaching Notes and Resources

Health Canada On-Line:
<http://www.hc-sc.gc.ca/english/index.htm>

LIFECHOICES: Healthy & Well, Teacher Resource,
 pp. 105-106, 108-110, 112-114, 118-122.

Teachers could have students help prepare a file of community resource personnel. Include information such as the following: name, title, business/association/department, phone and fax numbers, e-mail and/or website address, mailing address, brief description or list of resources/topics.

See “Groundrules”, Appendix 1, p. 97.

Suggestions for Assessment

1. Students could create a poster or display to illustrate the impacts of substance abuse: the costs to society, effects on families and communities.
2. Students could discuss or describe the relationship between prescription drugs and over-the-counter drugs.
3. International Focus: In groups of 3-5, students could select a country or region to research and prepare for presentation. In this component, students would examine drugs and substances used in the culture.
 (There is a similar activity with a global focus in each of the other components.)

SUBSTANCES AND SOCIETY (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Learning and Teaching

Students will be expected to:

Demonstrate an understanding of what constitutes socially responsible behaviour towards substance use within the home, school and community.

6. The class could implement a teen smoking cessation program such as the “Kick the Nic” program.

Identify the impacts of substance use/abuse on society.

7. Teachers could have students explore the signs of problem drinking and how problem drinking might be addressed.

Identify cultural links between substance use/abuse and spiritualism.

8. Teachers could have students consider the role of peer pressure in relation to substance use. They should describe situations they have to face and develop strategies they can try out to deal with each situation.

Analyse moral and ethical issues related to substance use/abuse.

Note: This activity can be done through role play or as reflection/self-assessment.

Teaching Notes and Resources**Suggestions for Assessment**

Kick the Nic: Teen Smoking Cessation Program,
Department of Health and Community Services.

Health Canada On-Line:
<http://www.hc-sc.gc.ca/english/index.htm>

LIFECHOICES: Healthy & Well, Teacher Resource,
#2, p. 115.

LIFECHOICES: Healthy & Well, Teacher Resource,
#12 p. 117, and p. 122.

“Quit It”, *LIFECHOICES: Healthy & Well*, Student
Resource, p. 89.

“Self Talk”, *LIFECHOICES: Healthy & Well*, Student
Resource, p. 61.

TECHNOLOGY, THE MEDIA AND SUBSTANCES

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Critically analyse the media's portrayal of substance use/abuse.

Utilise information technology to access, present and communicate information on substance use/abuse.

Recognize and critically analyse the influence of technological innovation on substance use/abuse.

1. Teachers could have students examine a variety of media to determine the messages sent regarding substance use and present findings to the class. Examples could be the messages that magazines send in tobacco or alcohol ads, alcohol companies sponsoring sporting events or musical concerts, television commercials promoting substance use such as alcohol, or promotion campaigns that deliver a prevention message.

2. Teachers could have students examine the influences of the media by creating a Media Kit of ads and movies that a) promote substance use as part of a positive, desirable lifestyle and b) promote anti-substance use messages as a means to a healthy lifestyle.

Students would use both sets of ads and list of movies to initiate discussion on the types of advertizing and how they influence individual choices and behaviours.

3. "What's the News": Teachers could have students collect and summarize recent newspaper or magazine articles about substance use/abuse. They would include the date, title, summary and opinions expressed in the articles. Each student would complete one or two summaries and present in a "What's the News" class.

4. Teachers could display examples of innovations such as the inhaler and nicotine patch/gum. They would include a student question sheet for each product covering why it is used, how it is used, effectiveness, and concerns.

5. Teachers could have students create a list of web sites that deal with substance use and abuse. They should provide brief descriptions of each site.

Teaching Notes and Resources**Suggestions for Assessment**

Health Canada On-Line:
<http://www.hc-sc.gc.ca/english/index.htm>

Smoking Sucks Ad Campaign Resource, Alliance for the Control of Tobacco (ACT)

This activity could include remedies such as herbal teas, ginseng, and other natural remedies.

MADD (Mothers Against Drunk Driving):
www.madd.org

SADD (Students Against Drunk Driving):
www.saddonline.com

1. Students could create a collage to demonstrate the role of media in advertising substance use.
2. Students could discuss the sponsorship of professional sports and/or arts activities by alcohol, beer and tobacco industries.
3. Students could pick a piece of music with lyrics that reflects the topic for this component. They should provide an interpretation of the relationship between the topic and the lyrics. Note: The teacher should monitor the lyrics for suitability before use in class.
4. For “Advertising and Substances”, students could:
 - a) Choose a magazine ad for a substance.
 - b) Outline the message(s) portrayed by the ad.
 - c) Look at the flipside of the ad and create that version.

LIFE CHOICES AND CONTROLLING SUBSTANCES

Specific Curriculum Outcomes

Suggestions for Learning and Teaching

Students will be expected to:

Identify careers in the substance use/abuse field.

Identify skills and abilities required to work in areas related to substance use/abuse.

1. a) Teachers could have students investigate a variety of careers in which knowledge of substances and abuse is a requirement and/or an asset. Some examples: RCMP or RNC officer, social worker, and addictions counsellor.
- b) Students could outline the knowledge and skill requirements for the above listed careers.
2. Teachers could have students generate a list of personal characteristics that would be an asset in careers related to substance use/abuse, drugs, and addictions.
3. Teachers could have students search the Internet for careers related to drugs and addictions. As students view these sites, they could make a list of possible careers.
4. As a class, students could generate a list of jobs and occupations, then work in small groups to analyse the list of characteristics and qualities of individuals who do these jobs.

Teaching Notes and Resources

CHOICES (occupation exploration program)

The Youth Employment Strategy is designed to help young people acquire the knowledge, skills, work experience and career information they need to enter and participate fully in the labour market:

<http://youth.hrhc-drhc.gc.ca/common/home.shtml>

LIFECHOICES: Healthy & Well, Teacher Resource, #17, p. 24.

Suggestions for Assessment

1. Students could select a variety of careers and describe the role that each plays in the area of substance use/abuse.
2. Students could interview a professional regarding the following:
 - education and training
 - professional development
 - job responsibilities
 - job opportunities
 - related positions
 - why they chose their career
 - what they like most about the job

