



Department of Teaching and Learning
Secondary Opioid Lessons

Level Focus	Standard(s)	Sample Learning Activity from the VBCPS Health Curriculum
<u>Grade 6:</u> Understanding the differences between the proper use and misuse of prescription and nonprescription medications.	SOL 6.1.e Differentiate between proper use and misuse of prescription and nonprescription medications.	Teacher's Guide https://teens.drugabuse.gov/teachers/lessonplans/prescription-pain-medications-what-you-need-know How Prescription Opioids Are Misused: People misuse prescription opioid medications by taking them in a way that is not intended, such as: <ul style="list-style-type: none">• Taking someone else's prescription, even if it is for a legitimate medical purpose like relieving pain.• Taking an opioid medication in a way other than prescribed—for instance, taking more than your prescribed dose, taking it more often or crushing pills into powder to snort or inject the drug.• Taking the opioid prescription to get high.• Mixing them with alcohol or certain other drugs. Your pharmacist can tell you what other drugs are safe to use with prescription pain relievers. Video on symptoms of prescription drug abuse: https://www.youtube.com/watch?v=16YhXNIC414 Article, "Prescription Pain Medications": http://headsup.scholastic.com/students/prescription-pain-medications-what-you-need-to-know
<u>Grade 7:</u> Awareness of the consequences of engaging in opioid misuse.	SOL 7.2.i Identify consequences of engaging in risky behaviors, to include alcohol, tobacco and drug use.	Achieve 3000 article, "The Dangers of Pain Meds" Online lesson: https://app.operationprevention.com/welcome/what-is-an-opioid Stories of teenagers that engaged in opioid misuse and the consequences they suffered.
<u>Grade 8:</u> Understanding the health issues of opiate addiction.	SOL 8.1.i Describe the short and long-term health issues related to alcohol, tobacco and other drug use, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids and performance-enhancing drugs.	Video on the introduction to the epidemic and health issues of opioid addiction: https://www.youtube.com/watch?v=UtMi9ciJN70 Article on the signs, symptoms and causes of opiate addiction: http://www.deltamedcenter.com/addiction/opiates/signs-symptoms-effects Teacher reiterates the 3 main signs of an addicted individual: <ol style="list-style-type: none">1. A compulsive need to use and the inability to stop.2. Losing control over the amount and frequency of use.3. Continuing use despite awareness of negative side effects.

	<p>SOL 8.1.j Research the signs, symptoms and causes of addiction.</p>	<p>Video showing the life of a teen from the beginning of opioid abuse to the death of the individual: http://www.drugfreeworld.org/drugfacts/prescription/opioids-and-morphine-derivatives.html</p> <p>Students write a letter to their parent/guardian sharing what they learned in the lesson and how it affected the way they felt about the use of pain medication (opioids).</p>
<p>Grade 9: Creating personal standards for resisting drugs, evaluating the effects on brain function and the creation of a personal plan to prevent abuse of substances.</p>	<p>SOL 9.2.x Identify health-related social issues such as underage drinking and substance abuse.</p> <p>SOL 9.2.i Evaluate the effects of drug use on human body systems, brain function and behavior and describe health benefits associated with abstaining from the use of drugs.</p> <p>SOL 9.2.j Develop a set of personal standards to resist the use of harmful substances and other harmful behaviors.</p> <p>SOL 9.3.c Develop a personal plan to reduce or prevent substance use.</p>	<p>List of opioids and morphine derivatives: https://www.drugfreeworld.org/drugfacts/prescription/opioids-and-morphine-derivatives.html Students determine opioids and morphine derivatives they are familiar with and the ones they are not. List short and long-term effects.</p> <p>Students select three videos from the opioid diaries: http://time.com/stories-opioid-addiction-epidemic-america Answer the following questions about each one:</p> <ul style="list-style-type: none"> • What do you believe is the social issue behind this situation? • What are the consequences that the individual(s) must face and others within their lives? <p>Students will go to <u>Behind the Project</u> and read, "Our National Crisis" from the editors of TIME and write a summary about the health-related social issue substance abuse and its consequences based on the information from the editors.</p> <p>Video – <i>Heroin: The Hardest Hit</i> A documentary on heroin addiction and prescription pill abuse. www.youtube.com/watch?v=kVd8rxe-bBA</p> <p>Discussion questions after video:</p> <ul style="list-style-type: none"> • Many people use drugs as a crutch to help them handle difficult emotions such as anger, depression and anxiety. These emotions are challenging for everyone and it can be hard to resist the temptation of an easy escape. What choices does a person have, other than drug use, when confronted with these painful emotions? What emotions might lead someone to using drugs or alcohol? • Some people say that addiction is a disease and others believe it's a choice. What do you think and why? How may counseling, support groups or other treatments help a person who struggles with addiction? • Some people are able to function adequately and complete their responsibilities such as work or school, despite having an addiction. However, for most of these people, functioning would be even better without drugs. Do you think that any of the young people in the video we watched realized they were spiraling out of control as they became more reliant on Heroin? <p>Article website: http://www.scholastic.com/drugs-and-your-body/brain.htm Read about addiction and the effects on the brain. Watch the video clip on how anyone can become addicted.</p>

		<p>Students develop a personal plan to reduce or prevent substance abuse using the following criteria:</p> <ul style="list-style-type: none"> • Address the influences including family, social or personal • Address how this plan will help you • Describe ways your influences impact you or others • Plan goals and strategies
<p>Grade 10: Awareness of the dangers of opiate addiction, trends in abuse, the impact on the community and development of a commercial that stimulates individuals decisions in advance of the temptation.</p>	<p>SOL 10.1.i Identify behaviors that result in intentional and unintentional injury.</p> <p>SOL 10.2.g Explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can influence that decision.</p> <p>SOL 10.2.h Evaluate the protective factors needed to reduce substance use.</p> <p>SOL 10.1.g Research trends in teen use/abuse of alcohol, tobacco and other drugs and their impact on the community.</p> <p>SOL 10.3.n Identify and create a plan to address a community health-related social issue such as, homelessness, underage drinking or substance abuse.</p>	<p>Quizlet definitions https://quizlet.com/173457114/chasing-the-dragon-flash-cards/</p> <p>Video: "Chasing the Dragon" https://www.youtube.com/watch?v=lqdmWRExOkQ</p> <p>Creation of a Google slide or PowerPoint slide that represents the feelings of the group towards drug addiction after viewing the film, "Chasing the Dragon".</p> <p>Quizlet test: https://quizlet.com/173457114/test</p> <p>Student choices:</p> <ol style="list-style-type: none"> 1. Construct a flow chart or diagram that includes the following key components of an effective drug avoidance strategy: <ul style="list-style-type: none"> • Say no • Help is available • Support each other to overcome peer pressure • Do not believe "just trying" something is possible – trying is doing • Never take a pill that has not been prescribed by a qualified physician for a legitimate reason • Do not go to parties where drugs are present and avoid situations where drugs may be offered • Inform a parent, guardian, school administrator, school resource officer or teacher if you are aware of someone abusing drugs. You can remain anonymous. <p>Flow Chart Template: https://www.smartdraw.com/flowchart/flowchart-maker.htm?id=45057&gclid=Cj0KEQjwrYbIBRCgnY-OluOk89EBEiQAZER58kJ6pjHQtzn44ul-mmWkfjS8sJ3hkLqmF4BoezPfkaAkFq8P8HAQ</p> <ol style="list-style-type: none"> 2. Draft a proposal to a state representative, your school district's Superintendent, a federal, state or local law enforcement agency about an initiative to raise awareness of teen drug abuse. Use text-based evidence to support your recommendations. 3. Draft a message or script based on the medium in which you would communicate the following: Suppose a friend or family member has started to abuse prescription or illegal drugs. You have noticed a change in their behavior, and you are deeply concerned for their well-

	<p>being. What would you say to this person to try to convince them to quit using drugs and get the help they need? Include how you would convey this message to them (in person, via email, phone call, text) and agencies that are available to help them.</p> <p>Student creation of a television commercial that will influence the community in advance of the use/abuse of drugs, including the concerns and consequences. Afterwards, students will set up a walkabout showcase presentation using computers to display their end product.</p> <p>A summary paragraph on ways your thinking has changed or been influenced by these lessons on teen use/abuse of drugs.</p>
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Daily Learning Plan

Grade 6

Teacher:	Date:	Unit: Substance Abuse
SOL: SOL 6.1.e Differentiate between proper use and misuse of prescription and nonprescription medications.		
Daily Learning Target(s) Displayed Student Learning Goal: I can identify the difference between the proper use and misuse of prescription and nonprescription medications.		Materials:
Before The way you treat your body affects its ability to function appropriately. The misuse of substances may compromise overall health. Write down ways you believe prescription and nonprescription medications can be misused. Students share with their shoulder partner. Introduce learning target.		PowerPoint Pain Meds Handout Student Portfolio's
During PowerPoint Presentation: Prescription opioids are medications that are chemically similar to <i>endorphins</i> – opioids that our body makes naturally to relieve pain – and also similar to the illegal drug heroin. Prescription opioids usually come in pill form and are given to treat severe pain—for example, pain from dental surgery, serious sports injuries or cancer. Opioids are also commonly prescribed to treat other kinds of pain that lasts a long time (chronic pain). For most people, when opioids are taken as prescribed by a medical professional for a short time, they are relatively safe and can reduce pain effectively. However, <i>dependence</i> and <i>addiction</i> are still potential risks when taking prescription opioids. Dependence means you feel withdrawal symptoms when not taking the drug. Continued use can lead to addiction, where you continue to use despite negative consequences. These risks increase when these medications are misused. Prescription medications are some of the most commonly misused drugs by teens, after tobacco, alcohol and marijuana. Prescription opioids are chemically closely related to heroin and their effects, especially when misused, can be very similar. Because heroin may be cheaper to get, people who have become addicted to prescription pain medications sometimes switch to using heroin. Nearly 80 percent of people addicted to heroin started first with prescription opioids. Opioid Types: <ul style="list-style-type: none">• oxycodone (OxyContin, Percodan, Percocet)• hydrocodone (Vicodin, Lortab, Lorcet)• diphenoxylate (Lomotil)• morphine (Kadian, Avinza, MS Contin)• codeine• fentanyl (Duragesic)• propoxyphene (Darvon)• hydromorphone (Dilaudid)• meperidine (Demerol)• methadone		Teacher's Guide https://teens.drugabuse.gov/teachers/lessonplans/prescription-pain-medications-what-you-need-know

How Prescription Opioids Are Misused: People misuse prescription opioid medications by taking them in a way that is not intended, such as:

- Taking someone else's prescription, even if it is for a legitimate medical purpose like relieving pain.
- Taking an opioid medication in a way other than prescribed—for instance, taking more than your prescribed dose or taking it more often or crushing pills into powder to snort or inject the drug.
- Taking the opioid prescription to get high.
- Mixing them with alcohol or certain other drugs. Your pharmacist can tell you what other drugs are safe to use with prescription pain relievers.

While watching the video, list at least 10 signs or symptoms of prescription drug abuse. <https://www.youtube.com/watch?v=16YhXNIC414>

After

Students will read the article "Prescription Pain Medications: What you need to know" and take notes for a quiz tomorrow on the information within the article, the PowerPoint, and the video.<http://headsup.scholastic.com/students/prescription-pain-medications-what-you-need-to-know>

Lesson Reflection:

Write:

- Two things that surprised you in the lesson
- One thing you heard that connected to your life or someone you know
- One question you have about anything in the lesson

Homework

Study for the quiz tomorrow on opioids.

Formative Assessment(s):

Lesson reflection and quiz.

Daily Learning Plan

Grade 7

Teacher:	Date:	Unit: Drugs
SOL: SOL 7.2.I Identify consequences of engaging in risky behaviors, to include alcohol, tobacco, and drug use.		
Daily Learning Target(s): I can discuss the consequences of engaging in the risky behavior, opioid misuse.		
Before Students will go to the Achieve 3000 article, "The Dangers of Pain Meds" then read and complete the questions. Introduce learning target: I can discuss the consequences of engaging in the risky behavior opioid misuse.		Materials: Computers
During Teacher have students go to the following site: https://app.operationprevention.com/welcome/what-is-an-opioid		
After Students will complete the 40 minute <i>Operation Prevention</i> lesson.		
Lesson Reflection Think/Pair/Share: Discuss the consequences of engaging in the risky behavior, opioid misuse.		
Formative Assessment(s): Within the online lesson lies the assessment.		

Daily Learning Plan

Grade 8

Teacher:	Date:	Unit: Opiates
SOLs:		
SOL: 8.1.i Describe the short and long-term health issues related to alcohol, tobacco and other drug use, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids and performance-enhancing drugs.		
SOL: 8.1.j Research the signs, symptoms and causes of addiction.		
Daily Learning Target(s): I will understand the health issues and consequences of opiate addiction.		
Before Introduce learning target: I will understand the health issues and consequences of opiate addiction. Entrance Ticket: Write as much as you already know about opioids and one question you might have that you want answered during this lesson. Introduction: Opiates are a class of strong narcotic drugs that bring the user feelings of well-being and freedom from pain, whether the pain is physical or emotional. Opiates, such as heroin, morphine and codeine are considered some of the most powerful and most addictive substances. While heroin is the most commonly recognized opiate, synthetic opiates (often called opioids) such as hydrocodone, oxycodone and Vicodin, work in very much the same way and can bring about many of the same effects. Students watch: https://www.youtube.com/watch?v=UtMi9ciJN70 Quick write reflection: What are some nationwide health issues involved in doctors prescribing pain medications? Class discussion on student's written answers and the video.		
During Students read the following article and write the signs, symptoms and causes of opiate addiction: http://www.deltamedcenter.com/addiction/opiates/signs-symptoms-effects Teacher reiterates the 3 main signs of an addicted individual: 1. A compulsive need to use and the inability to stop. 2. Losing control over the amount and frequency of use. 3. Continuing use despite awareness of negative side effects.		
After Teacher shows the video: http://www.drugfreeworld.org/drugfacts/prescription/opioids-and-morphine-derivatives.html Students are put in groups and share what the video taught them, or how it made them feel. Teacher asks a few students to share out to the entire class answers that were given in their groups.		
Lesson Reflection Class Discussion: Write down something from the lesson that you found confusing or difficult. When students finish, have them share their answers to their group.		
Formative Assessment(s): Write a letter to your parent/guardian and share what you learned today and how it affected the way you feel about the use of pain medication (opioids).		

Daily Learning Plan

Grade 9

Teacher:	Date:	Unit: Substance Abuse – Lesson 1
SOLs: SOL 9.2.x Identify health-related social issues such as underage drinking and substance abuse.		
Daily Learning Target(s): I can identify the health-related social issue substance abuse and its consequences.		
Before Quick write: Based on what you know about opioids at this point, write what you believe they are and where do they come from? Do you know of any benefits of opioid use? Pair/Share: Students share their answers to the Quick Write and compare answers. Teacher introduces the learning target and gives a quick introduction to opioids and the present epidemic of its misuse. Opioids are drugs that act on the nervous system to relieve pain. Continued use and abuse can lead to physical dependence and withdrawal symptoms. Students will go to the following site: https://www.drugfreeworld.org/drugfacts/prescription/opioids-and-morphine-derivatives.html Based on the list of opioids and morphine derivatives on this site, students will create two columns. In one column they will list the opioids and morphine derivatives they are familiar with and in the other column list the ones they are not. They will also write the short and long-term effects of opioids and morphine derivatives listed on the next page.	Materials: Computers Student Journals	
During Students will go to the following site: http://time.com/stories-opioid-addiction-epidemic-america They will select three videos from the opioid diaries to watch and answer the following questions about each one: <ul style="list-style-type: none">• What do you believe is the social issue behind this situation?• What are the consequences that the individual(s) must face and others within their lives?		
After In the “TIME The Opioid Diaries” site, students will go to the top and click on <u>Behind the Project</u> and read, “Our National Crisis” from the editors of TIME.		
Lesson Reflection: Exit Ticket: Students will write a summary about the health-related social issue substance abuse and its consequences based on the information from the editors of TIME.	Homework:	
Formative Assessment(s): Lesson Reflection		

Daily Learning Plan

Grade 9

Teacher:	Date:	Unit: Substance Abuse – Lesson 2
SOLs:		
SOL 9.2.i Evaluate the effects of drug use on human body systems, brain function and behavior and describe the health benefits associated with abstaining from the use of drugs. SOL 9.2.j Develop a set of personal standards to resist the use of harmful substances and other harmful behaviors.		
Daily Learning Target(s): I will discuss my personal standards to resist the use of harmful substances and evaluate the effects of drug use on brain function and behavior.		
Before		Materials:
Think/Write/Pair/Share: Think/Write – What do you remember from yesterday's lesson about what influences individuals to get involved with abusing legal or illegal drugs? Pair/Share – Discuss with someone else ways you will reduce the potential of using harmful substances or doing other life changing harmful behaviors.		Video Computers Student Journals
During		
Students will watch the following video: <i>Heroin: The Hardest Hit</i> www.youtube.com/watch?v=kVd8rxe-bBA . A 2016 documentary on heroin addiction and prescription pill abuse. Afterwards, students will discuss some of the important aspects covered in the video and the impact the stories had on them. Questions to guide discussion:		
1. Many people use drugs as a crutch to help them handle difficult emotions such as anger, depression and anxiety. These emotions are challenging for everyone and it can be hard to resist the temptation of an easy escape. What choices does a person have, other than drug use, when they are confronted with these painful emotions? What emotions might lead you to using drugs or alcohol? 2. Some people say that addiction is a disease and others believe it's a choice. What do you think and why? How do you believe counseling, support groups or other treatments could help a person who struggles with addiction? 3. Some people are able to function adequately and complete their responsibilities such as work or school, despite having an addiction. However, for most of these people, functioning would be even better without drugs. Do you think that any of the young people in the video we watched realized they were spiraling out of control as they became more reliant on Heroin?		
After		
Following the video, students will open their computers and go to this website: http://www.scholastic.com/drugs-and-your-body/brain.htm . Read about addiction and watch the two minute clip on how anyone can become addicted.		
Lesson Reflection:		Homework:
Exit Ticket: Students will write a summary about what they learned from the video and website about impacts of drug addiction on the body and why you should be cautious about using any kind of illegal drugs or prescription stimulants.		Complete any unfinished classwork
Formative Assessment(s): Lesson Reflection		

Daily Learning Plan

Grade 9

Teacher:	Date:	Unit: Substance Abuse – Lesson 3								
SOL:										
SOL 9.3.c Develop a personal plan to reduce or prevent substance use.										
Daily Learning Target(s): I will understand different factors that can affect teens towards the abuse of legal or illegal drugs and develop a personal plan to reduce or prevent abuse of substances.		Materials:								
Before		Computers Risk Factor Organizer Sheet Student Journals								
<p>Student Quick Write: Copy the questions and write truthful answers in your journal. See how many of these questions you can answer “yes” to.</p> <ol style="list-style-type: none"> 1. Do you avoid situations where you think drugs might be used? 2. Have you practiced refusing an offer of drugs? 3. Are there adults in your life whom you trust and with whom you can talk about your problems? 4. Do you manage stress in your life in healthy, constructive ways? 5. Each question you answer with a “yes” is a way you protect yourself from drug abuse. What other influences or factors in your life that might help protect you from using drugs? Explain how each might protect you. 										
During										
Students will be given the following organizer to take notes during the presentation of information.										
<table border="1"> <thead> <tr> <th>Risk Factor</th><th>Examples</th></tr> </thead> <tbody> <tr> <td>Family factors</td><td></td></tr> <tr> <td>Social factors</td><td></td></tr> <tr> <td>Personal factors</td><td></td></tr> </tbody> </table>			Risk Factor	Examples	Family factors		Social factors		Personal factors	
Risk Factor	Examples									
Family factors										
Social factors										
Personal factors										
<p>Information: A number of factors make it either more or less likely that a teen will abuse legal or illegal drugs. They include family factors, social factors and personal factors. Family factors, such as poor family relationships or drug abuse by family members, may make teen drug abuse more likely. Social factors that influence teens to use drugs include a peer group or role models who abuse drugs. Competitive pressure placed on athletes may lead to drug abuse as well. Finally, personal factors, such as stress and low self-esteem, can also influence a teen to use drugs.</p> <p>A protective factor is a factor that reduces a person's potential for harmful behavior. Having strong protective factors in your life will help you stay drug free. Teenagers who have good relationships with their parents and other family members are better equipped to deal with life's problems and stresses and are less likely to use drugs.</p> <p>Other protective family factors include:</p> <ul style="list-style-type: none"> • strong and positive family bonds • parental awareness of a teen's social activities and peer group • clear rules that are consistently enforced 										

Strong social bonds and supports can also cushion the negative effects of stress in your life and act as powerful buffers against drug use. Protective social factors include:

- having strong bonds to school and other community institutions
- associating with peers who are drug free
- having friends who are supportive and accepting

Finally, personal factors that can protect against abuse of legal or illegal drugs include:

- a commitment to success in academics and extracurricular activities
- a personal belief that drug use is unacceptable

After

Students will log into Google Classroom to complete the assignment of developing a personal plan to reduce or prevent substance abuse.

Students will use the following criteria:

1. Address the factor(s) and where they fall such as: family, social or personal
2. At least one picture that relates to the factor(s)
3. Why this plan will help you
4. Ways your factor(s) impact you or others
5. Plan goals and strategies

Lesson Reflection:

Journaling:

Look back at your answer to number 4 from the Quick Write at the beginning of class. Based on factors you learned today, what additional influences or factors in your life might help protect you from using drugs that you can add to the ones you already wrote?

Homework:

Complete any classwork unfinished in Google Classroom

Formative Assessment(s):

Personal plan and lesson reflection

Daily Learning Plan

Grade 10

Teacher:	Date:	Unit: Substance Abuse – Lesson 1
SOLs: SOL 10.1.i Identify behaviors that result in intentional and unintentional injury. SOL 10.2.g Explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can influence that decision. SOL 10.2.h Evaluate the protective factors needed to reduce substance use.		
Daily Learning Target(s): I will be able to list and discuss the dangers of opiate addiction.		
Before Quick Write: Why do you think the misuse of prescription drugs is so prevalent in high school? Share some student answers. Without looking up any answers, write the definitions you believe to be correct for the following vocabulary words: banging, Chasing the Dragon, dope, heroin, opiates/opioids, oxycodone, tolerance and withdrawal. When you finish, go to Quizlet to check your answers: https://quizlet.com/173457114/chasing-the-dragon-flash-cards/ If any of your definitions were incorrect or incomplete, change your answer. Class Discussion/Notes from the, “Chasing the Dragon Discussion Guide” (*Copy located below the learning plan.)		Materials: “Chasing the Dragon” Teacher Guide Student Chrome books
During Students are assigned discussion questions that need to be answered based on viewing the video, “Chasing the Dragon” https://www.youtube.com/watch?v=lqdmWRExOkQ Video will be stopped periodically for class discussion. Questions: <ul style="list-style-type: none">• What did the opiate addicted individuals in the film have in common prior to becoming addicted?• What are the ways the people in the film got hooked on opiates?• Many argue that using alcohol, marijuana or other seemingly minor drugs, acts as a gateway to stronger, more lethal drugs and addictions. In hearing the real stories of the addicted persons in this video, do you believe there is support for this claim? Why or why not?• What influence did friends have on the interviewees' use of drugs?• What did you learn about how fast someone can become addicted? If someone said to you, “But it's only one pill – you can't get addicted from just one”. How would you respond?• How did the people in the film describe their daily routine once opiate addition set in?• What did Cory mean when he said he was eventually just taking opiates to “stay well”?• Since addicted persons need more and more prescription painkillers to get high or “stay well”, what are some consequences they may face that you learned about from the film?• What are the similarities and differences between prescription opiates and heroin?• What are the main reasons users switched from prescription pain medicine to using heroin?• What were some of the health consequences of opiate abuse discussed by the persons in the film?• How did people in the film describe opiate withdrawal?		

- What did Melissa do after she overdosed on heroin and had to be revived using a defibrillator?
- Were Kristyn and Cierra the only victims when they passed away?
- Katrina said that the kids in attendance at Kristyn's funeral were high. Trish said that her daughter died six days after her release from jail, where she had received treatment every day for seven months. Cory continued to abuse opiates despite the death of his girlfriend. What do these events say about the long-term hold of opiates on persons who abuse them?
- What advice did we get from the interviewees at the end of the film?
- After watching this film, why do you think the FBI and DEA are putting this film out to high school students?

After

Students will create groups and begin sharing their answers to the questions given for "Chasing the Dragon".

Lesson Reflection

Each group will create a Google slide or PowerPoint slide that represents the feelings of all the members of their group towards drug addiction after viewing the film, "Chasing the Dragon".

Homework

Finish any questions about the film.

Formative Assessment(s):

Student written answers to the film questions.
Group Google slide or PowerPoint slide.

Grade 10: Substance Abuse – Lesson 1

Chasing the Dragon
Quizlet Vocabulary

Banging – slang for a procedure involving the injection of a solution containing heroin or prescription opioids directly into the bloodstream.

Chasing the Dragon – expression given to the pursuit of the original or ultimate but unattainable high, which can lead to a dangerous spiral of legal and health consequences.

Dope – slang for heroin.

Heroin – an opioid drug that is synthesized from morphine, a naturally occurring substance extracted from the seedpod of the Asian opium poppy plant.¹

Opiates/Opioids – drugs (such as heroin) derived from compounds found in the opium poppy plant, or synthetic drugs (such as prescription painkillers) that contain substances that mimic these compounds. These terms are often used interchangeably.

Oxycodone – a semi-synthetic narcotic analgesic that is a popular drug of abuse. It is synthesized from thebaine, a constituent of the poppy plant.²

Tolerance – a state in which a person no longer responds to a drug and a higher dose is required to achieve the same effect.³

Withdrawal – the wide range of symptoms that occur after stopping or dramatically reducing opiate drugs after heavy and prolonged use. Symptoms include but are not limited to agitation, anxiety, sweating, body aches, abdominal cramps, nausea, vomiting, and diarrhea.⁴

1 “Heroin,” *National Institute on Drug Abuse*, last modified March 2015, <http://www.drugabuse.gov/drugs-abuse/heroin>.

2 *Drugs of Abuse, 2015 Edition* (Drug Enforcement Administration, 2015), 43, accessed January 19, 2016, http://www.dea.gov/pr/multimedia-library/publications/drug_of_abuse.pdf.

3 “The Neurobiology of Drug Addiction,” *National Institute on Drug Abuse*, last modified January 2007, <http://www.drugabuse.gov/publications/teaching-packets/neurobiology-drug-addiction/section-iii-action-heroin-morphine/6-definition-tolerance>.

4 “Opiate withdrawal,” *MedlinePlus, U.S. National Library of Medicine*, last modified April 5, 2013 <https://www.nlm.nih.gov/medlineplus/ency/article/000949.htm>.

CHASING THE DRAGON

Discussion Guide

CENTRAL THEMES:

The film organizes the interviewees' testimony along a series of central themes showing how people become addicted to opiates and the severe consequences of addiction. Students should identify these themes, listed below, during class discussion of content covered in the film.

Everyone is at risk of opiate addiction—it does not discriminate. The opiate epidemic has spread rapidly due to a false perception that only certain demographics are at risk. Persons of all life circumstances become victims each day. High school students are no exception.

Opiate addiction can occur quickly, and, in most cases, individuals first become addicted by abusing pain pills. Prescription drugs are very accessible and can rapidly lead to addiction if abused.

A life-consuming routine that revolves around seeking opiates emerges once a person becomes addicted. It is this routine that is best described by the expression "chasing the dragon."

Increasing tolerance to opiates can often lead to a more costly and dangerous addiction in terms of quantity, substance type, and method of abuse. It is this dynamic of opiate addiction that can cause individuals to take greater and greater risks as they pursue the unattainable experience of the first high.

Legal consequences often result from the lengths users will go to support their opiate habit. The grip of addiction can lead an ordinarily law-abiding person to cross legal boundaries he/she would normally have respected—many opiate-addicted individuals turn to theft, fraud, and prostitution to obtain drugs. The public harm associated with opiate abuse has many forms, affecting more than just the addicted persons themselves.

Health consequences from opiate abuse are prevalent and severe. Bloodborne pathogens, infections, permanent injury due to overdoses, and other health issues make opiate addiction extremely dangerous.

Withdrawal from opiates is often extremely difficult and represents a significant challenge to breaking the cycle of abuse. Addicted persons often find their pursuit of opiates is no longer for the purpose of getting high but to avoid experiencing the symptoms of withdrawal.

Overdoses are common. Misconceptions exist that overdoses are only associated with abuse of large quantities of drugs. The risk of overdose is real and can occur at any point in the cycle of abuse.

Death can be a tragic consequence of opiate abuse. The victims of an opiate overdose resulting in death include not only the deceased but also the family and friends left in the wake of losing a loved one.

Saying no to abusing opiates—or any drug—is a primary strategy to stay safe. Peers should support each other in making wise choices and countering the pressures placed on young people today.

Help is available to those who need it. Opiate addiction is not generally something someone can overcome alone, and we should all help ensure anyone who is struggling finds the resources he/she needs.

CHASING THE DRAGON

Discussion Guide

STATISTICS:

The testimonies in the film are representative of what statistics have shown to be a widespread epidemic. The film presents the following statistics between sections to reinforce themes or express the magnitude of the problem described by the interviewees.

- Approximately **one in five** high school seniors reports misusing prescription drugs at least once in their lifetime.¹
- A 2014 national survey found an estimated 1.4 million people in the U.S. abused a prescription painkiller for **the first time** that year.²
- Most first-time abusers of painkillers obtain them from a **friend or relative**.³
- Nearly **all people** who use heroin also use at least one other drug.⁴
- People who take prescription painkillers can become addicted with just one prescription.⁵
- A large percentage of individuals arrested for major crimes—including homicide, theft, and assault—are under the influence of illicit drugs.⁶
- In the 1960s, more than 80% of opioid abusers got hooked on heroin first. In the 2000s, 75% of opioid abusers started with prescription opioids.⁷
- More than 10 million people 12 years and older in the U.S. reported nonmedical use of prescription opioids in 2014.²
- Each day, 44 people in the U.S. die from an overdose of prescription painkillers.⁵
- More than 93% of those identified as needing treatment for dependence or misuse of an illicit drug believe they do not need help.²

1 Richard A. Miech, Lloyd D. Johnston, Patrick M. O’Malley, Jerald G. Bachman, John E. Schulenberg, *Monitoring the Future: National Survey Results on Drug Use, 1975-2014: Volume I, Secondary School Students* (Ann Arbor: Institute for Social Research, The University of Michigan, 2015), 218, http://monitoringthefuture.org/pubs/monographs/mtf-vol1_2014.pdf.

2 Center for Behavioral Health Statistics and Quality, *Behavioral Health Trends in the United States: Results from the 2014 National Survey on Drug Use and Health: Detailed Tables* (2015), Table 1.1A, <http://www.samhsa.gov/data/sites/default/files/NSDUH-DetTabs2014/NSDUH-DetTabs2014.pdf>.

3 Substance Abuse and Mental Health Services Administration, *Results from the 2013 National Survey on Drug Use and Health: Summary of National Findings* (Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014), 3, <http://www.samhsa.gov/data/sites/default/files/NSDUHresultsPDFWHTML2013/Web/NSDUHresults2013.pdf>.

4 Christopher M. Jones PharmD, Joseph Logan, PhD, R. Matthew Gladden, PhD, Michele K. Bohm, MPH, “Vital Signs: Demographic and Substance Use Trends Among Heroin Users — United States, 2002-2013,” *Morbidity and Mortality Weekly Report* 64, no. 26 (2015): 719-725, <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6426a3.htm>.

5 “Understanding the Epidemic,” Centers for Disease Control and Prevention, National Center for Injury Prevention and Control: Prescription Drug Overdose, last modified October 28, 2015, <http://www.cdc.gov/drugoverdose/epidemic/>.

6 Substance Abuse: The Nation’s Number One Heath Problem (Waltham, MA: Schneider Institute for Health Policy, Brandeis University, 2001), 67, <http://www.rwjf.org/content/dam/farm/reports/reports/2001/rwjf13550>.

7 Theodore J. Cicero, PhD, Matthew S. Ellis, MPE, Hilary L. Surratt, PhD, Steven P. Kurtz, PhD, “The Changing of Heroin Use in the United States: A Retrospective Analysis of the Past 50 Years,” *JAMA Psychiatry* 71, no. 7 (2014): 821-826, <http://archpsyc.jamanetwork.com/article.aspx?articleid=1874575>

Daily Learning Plan

Grade 10

Teacher:	Date:	Unit: Substance Abuse – Lesson 2
SOLs: SOL 10.2.h Evaluate the protective factors needed to reduce substance use. SOL 10.1.g Research trends in teen use/abuse of alcohol, tobacco and other drugs and their impact on the community.		
Daily Learning Target(s): I will research trends in teen use/abuse of drugs and their impact on the community and create a project that shows understanding of that impact including strategies to keep a drug-free life.		
Before Student's will take a Quizlet test to check for understanding of the previous lesson: https://quizlet.com/173457114/test	Materials: Chrome book	
During Students will be encouraged to broaden their current anti-drug knowledge to include activity-based learning where students can process information in a variety of formats to generate practical ideas, form decisions in advance of temptation and raise general awareness. Students will be allowed to pick from the following choices: 1. Construct a flow chart or diagram that includes the following key components of an effective drug avoidance strategy: <ul style="list-style-type: none">• Say no• Help is available• Support each other to overcome peer pressure• Do not believe “just trying” something is possible – trying is doing• Never take a pill that has not been prescribed by a qualified physician for a legitimate reason• Do not go to parties where drugs are present and avoid situations where drugs may be offered• Inform a parent, guardian, school administrator, school resource officer or teacher if you are aware of someone abusing drugs, you can remain anonymous. Flow Chart Template: https://www.smartdraw.com/flowchart/flowchart-maker.htm?id=45057&gclid=Cj0KEQjwrYbIBRCgnY-OluOk89EBEiQAZER58kJ6pjuHQtn44ul-mmWkfjrS8sJ3hkLqmF4BoezPfkaAkFq8P8HAQ 2. Draft a proposal to a state representative, your school district's Superintendent, a federal, state or local law enforcement agency about an initiative to raise awareness of teen drug abuse. Use text-based evidence to support your recommendations. 3. Draft a message or script based on the medium in which you would communicate the following: <ul style="list-style-type: none">• Suppose a friend or family member has started to abuse prescription or illegal drugs. You have noticed a change in their behavior and are deeply concerned for their well-being. What would you say to this person to try to convince them to quit using drugs and get the help they need? Include how you would convey this message to them (in person, via email, phone call, text) and agencies that are available to help them.		

After	
Students will choose the task they want to complete and work towards completing it during class.	
Lesson Reflection	Homework
What is your personal plan to help you stay drug free? Include strategies that will work for you.	Finish project and reflection

Formative Assessment(s):
Created project and personal plan.

Daily Learning Plan

Grade 10

Teacher:	Date:	Unit: Substance Abuse – Lesson 3
SOL:		
SOL 10.1.g Research trends in teen use/abuse of alcohol, tobacco and other drugs and their impact on the community.		
SOL 10.3.n Identify and create a plan to address a community health-related social issue such as, homelessness, underage drinking or substance abuse.		
Daily Learning Target(s): I will research trends in teen use/abuse of drugs and their impact on the community and develop a television commercial that will stimulate decisions in advance of the temptation.		
Before Think/Write/Pair/Share: If everyone is at risk of opiate addiction, with persons of all life circumstances become victims each day, what are the potential situations you would be looking for to guide younger siblings or a friend away from possible addiction? Introduce the learning target: I will research trends in teen use/abuse of drugs and their impact on the community and develop a television commercial that will stimulate decisions in advance of the temptation.		Materials: Chrome books
During Students will be introduced to possibilities of how they might go about creating a television commercial that will influence the community in advance of the use/abuse of drugs, including the concerns and consequences. They can work alone or with a partner. After the development of all the commercials, students will set up a walkabout showcase presentation using computers to display their end product. Students will move about and observe all their classmates commercials.		
After Each student will create a Google slide or PowerPoint slide that represents the impact of the walkabout showcase presentation on them.		
Lesson Reflection A summary paragraph on ways your thinking has changed or been influenced by these lessons on teen use/abuse of drugs.		Homework Complete walkabout slide and summary paragraph.
Formative Assessment(s): Television commercial Google slide or PowerPoint slide Summary paragraph		