

Abridged Lesson Plan to Address Heroin Use & Addiction

Grade: 9-12 graders

Time for Lesson: a 90 min. block or two 45 min. classes for first section,
one 45 min. class for Skill Building

Learning Objectives:

1. Students will understand that no one plans on becoming addicted
2. Students will understand on an emotional level that alcohol and other drug abuse AND addiction slowly takes away things that were important to them/cared about and sometimes that loss is out of their control
3. Students will identify their strengths/skills that help them make healthy choices and create a plan for using them.
4. Students will articulate several kinds of refusal skills for a situation that makes them feel uncomfortable.

Advance Preparation:

1. Have the WreckEd website on the computer/lcd to show to all the students near the beginning of class. Website is: <http://pact360.org/programs/youth360>

2. RESERVE COMPUTER LAB IF NECESSARY

The students will be choosing 3 stories to listen to on the webpage so think about noise level (headphones or ear buds available). They can do this on their own tablet or in the computer lab - whichever works best for you and you can control the sound. It should take them about 20 min.

3. Materials:

- 1 copy of handout for each student
- 3 small pieces of paper for each student

A detailed lesson plan has been created. THIS is the summary of key points of the lesson plan to be used after you have read the detailed plan.



For the TEACHER to facilitate



For the Peer Educator to Facilitate



I. **Introduction - Teacher - 2 min.**



II. **Connect - Peer Educator - 5 min.,**
3 pieces of paper/student - Person, Possession, Interest



III. **the students watch a video as a class - Peer Educator - 12 min.**
WreckEd video -



IV. **Connect w/ personal experience - Teacher - 5 min.**
Know someone with a alcohol/other drug problem, Know someone that doesn't think they have a problem



V. **Each student chooses 3 Videos (Fly Effect) to watch and completes handout - Teacher - 20 min.**



VI. **Learn from each other - Teacher - 10 min.**
Teacher randomly picks students to answer each of the 3 questions from handout



VII. **Bringing closure to the personal connect at beginning of lesson - Peer Educator - 5-10 min.**

Lose all 3 things they value, How feeling?.



VIII. **Identify What's Working - Teacher - 10 min.**
Write down what they do that helps them make healthy choices



IX. **Peer Educator - 3-5 min.**

Get back what they threw away - read them to yourself. Thoughts/Feelings?



X. Closure & Wait Time TEACHER - 5-8 min. :

1. I liked it when..... OR
2. Now I know why.....



XI. TEACHER - 2 min.

Offer to be a trusted listener, Homework Assignment (abstain from favorite food)

Lesson II - Skill Building (45 min.)

PREPARATION:

1. Take a look at the skills/strategies that the students identified at the end of the previous lesson - what helps them make healthy choices. Put them into whatever categories make the most sense. Write those topics on the board (Ways to Deal with Stress, Refusal Skills (they might not have this on their list but this is such an essential skill that it should be included), Healthy Risk Activities, Friends, etc.
2. Review the role plays from the Teacher Lesson Plan 6 - Refusal Skills [handout http://www.nytimes.com/learning/teachers/NIE/focusonmarijuana/Lesson06.pdf](http://www.nytimes.com/learning/teachers/NIE/focusonmarijuana/Lesson06.pdf). There are a couple about smoking/marijuana. You might want to change at least one of them to prescription drugs or heroin. If there are any scenarios that the students won't relate to, change them. Finalize the ones that will be used with the students and have enough different scenarios on individual strips of paper for each group.
3. Decide HOW you are going to group the students for the role play practice - 4 to 5 students/group. Suggest that they NOT choose their own groups - either use a random method (count off, use a card) or assign students to a specific group but have a quick way to get into that group.
4. Write on the board the 4 questions from the Warm Up activity (p. 39 of Lesson Plan 6) OR type them on a piece of paper and have 1 for each small group.
5. Display the following on the board so all students can read it:

Five types of refusal skills

1. Say "No Thanks" once, then "No" firmly if they don't let up
2. Give a believable excuse or reason (that you've thought of ahead of time)
3. Say "No" or "No thanks" or "Don't do that stuff" and then immediately change the subject
4. Suggest alternative activity if drug use is the center of the proposed activity
5. Reverse the pressure

Materials:

1. Warm Up Activity Questions
2. List of Five Refusal Skills
3. List of categories of what students do to make healthy choices (from previous class)
4. Role Play scenarios - one/group (see advance preparation remarks)

- I.  **Checkin on Homework - 5 min.**
What did you learn about craving?

- II.  **Explanation of Role Play and Grouping - 5-10 min.**
Why role play is an important learning strategy, rules, assign groups

- III.  **Role Play - Practice/Present 15-20 min.**
Each group gets 1 scenario and creates skit for 1 refusal skill

- IV.  **Appreciation - 2-3 min.**
In small groups, you helped us when.....

- V.  **Small Group Discussion re: Other Skills - Report Out - 10 min.**
Some other areas that class identified help them make healthy choices -
how to make them happen

- VI.  **Individual Writing Assignment - what will I do? - 3-5 min.**
After hearing all these ideas, what will I do?

- VII.  **Closure - 5 min.**
One thing I learned today is..... OR One thing I will do is