

## Lesson Plan re: Addiction in general, Heroin specifically

- Educator PN - Educating Students This Lesson Plan designed by Flo Hilliard and Genevieve Kirchman on behalf of Safe Communities of Madison-Dane Co. The Refusal Skill lesson plan borrowed from The New York Times Newspaper in Education Lesson Plan.

### Grade: 9-12 graders

#### Time for Lesson:

- 1st Lesson Designed for 90 min. block. If class is 45 min., divide into 2 classes.
- 2nd Lesson - Skill Building - 45 min.

#### 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 for Lesson 1:

1. Pull up the WreckEd website on the computer/lcd as it will be shown 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 need to individually go to another website to listen to 3 stories. Headphones or ear buds?. They can do this on their own tablet or in the computer lab - whichever works best for you and you can control the sound. If going to the computer lab, It should take about 20 min.

3. Get websites unblocked if necessary - WreckEd

<http://pact360.org/programs/youth360> and Fly Effect

<http://www.doj.state.wi.us/dci/heroin-awareness/fly-effect-heroin-prevention-campaign>

4. Materials:

1 copy of handout for each student

3 small pieces of paper for each student

Role Plays (included in lesson or new ones) on strips of paper - 1/group

#### KEY TO LESSON PLAN:

**What's in bold and quotes is a suggestion for what the facilitator would say - obviously, use your own words.**

**Rationale for specific components will be shown in italics.**



**For the TEACHER to facilitate**



**For the Peer Educator to facilitate (if there is no peer educator, then the teacher facilitates the entire lesson.**

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This is a very detailed lesson plan because we wanted to support the new as well as the experienced educator. Because low risk drug use can require behavior change, we felt it would be helpful to the instructor to understand the rationale for the lesson design so we have included that information when appropriate. There is also an Abridged Lesson Plan that just identifies the key components for the lesson plan that should be helpful when actually facilitating the lesson.



### I. Introduction - Teacher - 2 min.

Introduce the student peer educator to the class and remind them of your class rules/norms/agreements.

**“You are going to be doing some work independently and some as a class. When I ring this chime (or whatever signal you want to use), that is your cue to come back to the class and be attentive listeners.”**

**Rationale:** *Because they’ll be working independently sometimes, it is important to have a signal that we’re back as a class - even if they aren’t done w/ their task, this needs to happen. So be rigorous and consistent about this expectation. The best signal is auditory and visual - i.e. chime and raise your hand.*



### II. Connect - Peer Educator - 10 min.,

**Rationale:** *Start w/ an activity that helps the students connect to the topic - they won’t understand the connection now but hopefully will by the time the lesson is done. Students need to know when info. will be shared and when it won’t to help ensure honesty and safety.*

Give each student 3 pieces of paper

**“This activity is for your eyes only”**

**Rationale:** *it is important to give instructions one at a time so wait after each instruction until most of the students are done w/ that specific instruction.*

1. **“Please write down on one small sheet of paper the name of 1 person that is really important to you right now. When done, turn that paper upside down on your desk.”**

2. After they’ve completed this task, then ask them to **“Write down on the 2nd piece of paper a possession that is really important to you.”** After they’ve written down something on the 2nd piece of paper, **“Turn that piece of paper upside down on their desk.”**

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3. Then ask the students to

**“Now write down something that you like doing, that is important to you AND that doesn’t involve using alcohol or other drugs. Turn that piece of paper upside down on your desk.”**

4. **“We’ll be referring to this activity later but right now, just leave them on your desk.”**



III. Show the students a video by teens - Peer Educator - 12 min.  
**“We’re going to watch a short video. After it’s done, you’ll be answering 2 questions.”**

Start WreckEd video - <http://pact360.org/programs/youth360>

*Rationale: don’t give any intro. to the video, just have them watch it. Students sometimes tune out when there’s an explanation of what they’re going to see - let them be curious.*



IV. Connect w/ personal experience - Teacher - 5 min.  
*Tell the students that you’re going to ask a question and they should NOT name anyone, just raise their hand.*

1. **“How many of you know anyone (teens or adults) that you think has a problem w/ alcohol or other drugs.”**

**Summarize what % of the class raised their hand - keep it objective:**

**“I see that most of the class raised their hand”**

**Rationale: This is an opportunity for the students to see that most know someone with a drug problem. They are not alone.**

2. Next question:

**“How many of you know someone that seems to have a problem with alcohol or other drugs but THEY think that they’re doing just fine. If you know anyone like this, raise your hand.”**

**Then summarize what % of the class has raised their hand for this second question. Make a summary comment about the difference in responses for question 1 vs. question 2 and use that as a segue to the next activity.**

Whether a lot or a few raise their hand for question #2, say something like **“I see about the same number raised their hand for each question” - or “Less people raised their hand for question 2.”** again, just an objective observation.

**“The next thing we are going to look at is the path for some teens that are using and how it turns out for them. Everyone should get a handout with instructions**

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on what to do. Remember this is an independent activity so there's no need to talk to anyone else. We'll do that later."



V. Watch 3 Videos and complete handout - Teacher - 20 min.

Have the students go to the computer lab OR stay in classroom if they have their own tablets. Give each student a copy of the handout.

**"Each person should have their own handout with instructions. If you have any questions, ask me. This is an independent activity. After you've answered the questions on the handout, please remain quiet until I give the signal. I'll be calling on you to share your answers when we are back in the class. "**

**Rationale:** It is important for students to have choices so that is why instructions are for them to choose 3 videos to watch from the list of stories. Since many of the speakers are young people, they will be more likely to listen to their story than if the teacher were to tell the stories. *By advising them in advance that they'll be sharing from their worksheet, they'll (hopefully) be more conscientious about completing the assignment.*

**After the students have watched the 3 video stories they chose, give them a few minutes to complete the handout. Watch for indication that they are done. Some videos are 5 min. and some are only 1 min. - the instructions are to watch 3 five-minute videos - they need to hear enough of the story to answer the questions.**

**IF YOU HAVE A 45-47 MIN. CLASS, YOU'LL NEED TO HAVE THE DISCUSSION ABOUT THESE VIDEOS THE NEXT CLASS PERIOD SO REMIND STUDENTS TO BRING THEIR HANDOUT TO THE NEXT CLASS BECAUSE THAT IS WHAT WE'LL START WITH.**



VI. Learn from each other - Teacher - 10 min.

*Rationale: You are going to be asking the students about their answers to the 3 questions on the handout to raise their critical thinking about options to either see when they might be on the downward slide OR to help someone stop using that is sliding into addiction. And for them to understand that addiction doesn't happen overnight but over time and there are several things that can be done in advance IF one is aware and has the skills to act. Adolescents frequently underestimate the negative consequences so listen for that and if they do, challenge them gently about that minimization.*

**Teacher** randomly pick students to answer questions:

*Rationale: Hopefully the classroom environment is safe enough that students will be o.k. answering. This could be an opportunity to call on a student that might usually not say much and a way to control for the student that always has an answer. It is also a way to hold students accountable - they all had the worksheet and were advised before they watched the video that you'd be asking them about their responses.*

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### 1. "What 3 people did you listen to?"

"Of those 3 people, what were the most common reasons why they started using in the beginning?"

"Who else listened to one of those 3 people?"

"What did you notice about the reasons why any of them started using?"

### 2. Call on someone else:

"For any of the 3 people you listened to, what might have been ONE thing they could have done to have changed their path?"

IF the student says, "just stop using", subtly challenge their thinking by asking them "What if they had tried and just couldn't because they craved it too much. What else could have helped them to stop?"

*Rationale - students that haven't experienced drug use or who underestimate the physical and psychological dependence may simplify the problem and just think that the person should "just stop using". This is a common myth held by adolescents as well as many adults. Inviting them to think a little deeper about that approach is important.*

*Sometimes students are just at a loss for an answer. And sometimes they just need more time to think. Don't provide them with possible ideas unless they are really lost - struggling to think is important so weigh the option of when to give suggestions.*

ONLY give these suggestions if the students are totally blank. Ask the students, "what about this possibility - does it sound like it might work?"

- Talked w/ someone earlier they trusted just to check out about their use to get some objective feedback.
- Could have accessed a hotline to talk w/ someone and kept their identity secret
- Could have talked to a friend they trusted outside their inner circle to get some honest feedback on their use.
- Told a friend about their decision to cut back and ask that friend to support them on this decision

### 3. Ask 2 students.....

"What was the saddest part of the stories you listened to?"

"Anyone else notice something different from what has been shared? "

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

"We've seen how a person can start out innocently and progress to addiction without realizing it. Let's pretend that you have been using a drug and it has gotten totally out of hand but you don't think it's that bad."

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**“An incident just happened. Pick one of the 3 pieces of paper that you wrote on at the beginning of this class. Imagine what it would be like to lose whatever you wrote on that piece of paper. Crumple up that piece of paper and place it on the floor next to you - you’ve lost it.”**

**“Despite what happened and what you lost, you blame it on everyone else. You still don’t believe you have a problem and you’re not ready to quit. Now something else happens. This time, something is taken away and you can’t choose it - it’s just taken. Without looking at the 2 pieces of paper you have left, take one and crumple it and place it on the floor by their desk. It’s gone. “**

**“NOW look at whatever is left. This is the last thing that’s important to you. Think about what you’ve already lost. If you don’t check yourself at this point... (pause) everyone crumple up that last thing and put it down on the floor because now you have lost everything!!**

**“What feeling does anyone have right now?”**

*Give them a few seconds to pay attention to what they’re feeling - don’t let anyone answer right away. Acknowledge what they said w/ no judgement. If no one volunteers, just call on someone who hasn’t said anything yet.*

*Rationale: When you want people to really recognize a feeling or thought they are having, you need to give EVERYONE wait time to acknowledge it. If someone immediately responds, they might not have done their best thinking AND they will shut down the person that is still thinking of what they’re feeling. Wait time makes it better for everyone.*

*Asking this question right after this activity also gives the students the opportunity for the feeling to be remembered.*

VIII.  Teacher: 10 min.

**“No one starts out planning to become addicted.**

**No one starts out planning to lose everything but sometimes they do and it can happen even if they don’t become addicted.**

**We’ve been spending some time in this class looking at how alcohol and other drug use could play out in a really negative way.**

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And yet, every day there are things that you do that help you to make **POSITIVE** choices - but sometimes you just don't realize that is what you are doing. This could include things like:

- choosing friends that make healthy choices,
- planning your weekends in advance so you won't be going to a party that you aren't sure about,
- participating in sports or other drug-free activities that give you an adrenaline rush so you don't need to use drugs,
- finding other ways to deal with stress or feeling depressed than using alcohol or other drugs, etc.
- have a code/signal with my friends or family if I need an excuse to leave

Take a moment to just think about the last time that you made a healthy choice - what were some things you did that made that possible?" *Wait Time Here*

**"Write a couple of those things down on the back of your handout you used for the video. I'll be collecting those suggestions and we'll use them for the next lesson. "**

IF THERE IS TIME, you could have the students write down some of these skills on the board or on an electronic list or on a flip chart. These ideas will be the basis for your next lesson plan so use whatever method makes it possible to access them later. Students might not be comfortable sharing their thoughts with the rest of the class so writing them down on a piece of paper might be better - you decide. Collect the ideas.



IX. Reflection - Peer Educator: 3-5 min

**"Pick up your 3 pieces of paper from the floor because they are still yours. Now smooth out those pieces of paper and read them to yourself. What thoughts or feeling do you have as you look at these 3 items?"**

Elicit spontaneous responses from students - if no one says anything, wait before suggesting some possible feelings (grateful, appreciative, happy, etc.).



X. Wrap Up Teacher: 5-8 min. (depending how long it takes for students to get into circle)

**"Now take those 3 things that are important to you and let's stand in a circle around the desks.**

**Let's take about 10 seconds to silently think about an answer to one of these questions:**

1. I liked it when..... (referring to something in today's class)

**OR**

2. Now I know why.....

**We'll ALL pause for a few seconds before anyone answers this question."**

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*Rationale: This gives the processors in the group time to think of a response.*



XI. Homework & Closure - Teacher - 2 min.

**“Your homework assignment is the following:**

**Think of a food that you REALLY like - get it out tonight and keep it visible but DONT eat it. Pay attention to both your thoughts and feelings while you are aware of that food and what is happening in your body because you can't eat it. Write it down if you need to - we'll be talking about it at our next class.”**

**“I want to end the class by letting you know that students have come to me in the past to talk about concerns that they have re: their own or someone else's drug use. I want you to know that I'm a resource for you and it's completely confidential. AND there are lots of other caring adults in our school as well so seek them out.”**

**“Thank you for throwing the pieces of paper in the garbage on your way out of the room.”**

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### **Lesson II - Skill Building**

*Rationale: While the students hopefully learned something about addiction, it is important that they practice skills that will help them avoid drugs as well as make healthy choices. These can be skills to deal with stress, refusal skills, decision-making skills, problem solving skills, social competency skills, etc. This lesson plan focuses on refusal skills as well as planning to use other skills.*

#### **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>. 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.

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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)



### Part 1 - Connection to Previous Activity/Homework Assignment

Teacher - Introduction - 5 min.

**“First I want to hear about how you did on your homework assignment.**

**What food did you choose to stay away from?**

**How’d it go?**

**Did anyone give in and eat it anyway?**

**What thoughts did anyone have when they were trying NOT to eat it?**

**What feelings did anyone have?”**

Make some summary statement based on their comments and relate it to our topic of healthy choices and addiction.

**Thank you for trying the activity - hopefully you’ll remember this experience in the future.**

*Rationale: Obviously, the point of this activity is for them to experience on a very teensy level what it might be like to be addicted. The object they can’t have can become every MORE appealing or they start salivating, thinking about it all the time, have a lot of self-talk from anger to justification, etc.*



### Part II - Refusal Skills - Teacher - 5-10 min.

**“We’re going to take some time to practice a skill that is important to you now as a teen but also through life. It’s called Refusal Skills.**

**We’re going to do this through role play”**

Some will groan. If they do, ask them

**“Why do you think I’d ask you to act something out?”**

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If they don't have any ideas, tell them that a person is much more likely to actually use any of these communication skills if they first have practiced them. Their memory works better when they actually experience it so that's what we're going to do with the role play.

**“To do this, we're going to get into small groups as follows;”**

Place them in groups of 4 students using whatever method you decided in advance.

After they are in their group, ask the students:

**“What behaviors would you want students to have when you group is doing their role play?** (people paying attention, not rolling their eyes or making sarcastic remarks, listening, etc.).

**“Can everyone agree to these suggestions?”** and then hold them to it.

Refer to the Teacher Lesson Plan 6 for more detailed info. It's in your folder and also on the web at

<http://www.nytimes.com/learning/teachers/NIE/focusonmarijuana/Lesson06.pdf> . Just an FYI - The weblink identified on p. 41 of that lesson plan (theantidrug.com) is no longer available. The homework assignment in Lesson Plan 6 is to find a story in the NY Times - we suggest that you just ignore the whole homework assignment.



### Group Practice for Role Play - Peer Educator - 15-20 min.

1. See instructions in Teacher Lesson Plan 6 for “warm up”. After introducing the “think of a time...”, have them talk about their responses to the 4 questions listed in the Warmup section. Either write the ? on the board or give each group the questions on a piece of paper.

*Rationale: Students will work better in a group if they have had some time to just talk with each other before they get the task assignment. Hopefully, the warmup will help them connect with the topic.*

**“Thank you for taking the time to answer those questions. The situations that you talked about are exactly the kind of situations where refusal skills might have helped. So let's give it a try. Here's your assignment:**

1. **“One person from each group should get a role play assignment from me.”** (wait until that's done)
2. **On the board are 5 different ways to refuse. Which group would like to practice #1 (identify the specific group), #2 - same process, until you get all 5 types of refusal skills assigned. If more than 5 groups, have some skills role played by an additional group.**
3. **As a group, you need to come up with a real life situation where one might need to use a refusal skill. After you've decided what it is, decide as a group who will actually act it out - everyone participates but not everyone has to role play.**
4. **You have 5 minutes to plan what you're going to do and 1-2 min. to present.”**

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*Rationale: This is their chance to create something that reflects their world. It also gives them the task of working out who is going to act out the role play - hopefully, they'll be respectful of differences AND all work on it together.*

**Have each group present their role play to the class.**

Ask any open ended questions that are appropriate to the scenario, such as: anything else you might have done?

Do you think the refusal skill would work? If not, why not?

On a scale of 1-5 w/ 5 MOST likely and 1 LEAST likely, how likely is it that you'll use one of these refusal skills? Just hold up the # of fingers that describes your feelings on this.



**Appreciation - Peer Educator - 2-3 min.**

**“In each of your small groups, please take 1-2 min. to just recognize what someone did in your small group during this practice.”**

*Rationale: It is important for students to recognize “what works” and to allow time for this. If you don't do this very often, the students might feel a little stupid doing it - just remind them that it is important to take time once in a while to appreciate each other*

**STAY IN THE SAME SMALL GROUP FOR THE NEXT ACTIVITY**



**PART III - Other Skills - Teacher - 10 min.**

*After the students have role played refusal skills, ask them to look at the other categories that are on the board from their comments after the last class. Ask each group to choose one of the categories - more than 1 group can have the same category.*

*Then have them come up with several ways to actually use that skill/strategy to make healthy choices. Encourage them to think of specific steps - i.e. Dealing with Stress - might look like “go online to get a yoga or meditation instruction, talk to health teacher or counselor about relaxation exercises, etc.” Don't make it so general that you don't know what to do. This is called “scripting the critical moves”.*

**“You will have 5 min. to work on this activity and then each group will report out.”**

*Rationale: If they need more than 5 min., extend it after you have checked in with each group. They may need 10 min. to get concrete but giving them a shorter time usually helps them to focus. It also gives the instructor a chance to encourage them to be focused).*

*Before each group reports out, tell all the students that this discussion is to help them with a short writing assignment they will have.*

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*Remind the group of whatever your class rules/agreement/norms are before the groups report out.*

### **3- 5 min. for individual work.**

After all groups have reported, it is time for each student to make a commitment. Tell them that we've talked a lot about different things people do to help themselves and some things they do to harm themselves. Now it's time for them to think about what will work for them. Ask them to write down on a piece of paper the answer to this question - give them about 3-5 min.

**"This is what I WILL DO to stay healthy and not use alcohol or other drugs." .....**



**Closure - Teacher - 5 min.**

**(standing in circle or just going from 1 group to another)**

*One thing I learned today is..... OR One thing I will do is .....*