

About Illicit Drugs - Level 1

Staff Activity Guide



What's Included:

The purpose of this guide is to support teachers in empowering students to make positive choices even when faced with high-risk situations. In this guide you will find a Student Video Viewing Guide, Student Activity options, and a Brain Quiz with an answer guide. Each of these resources can be used independently or in conjunction with one another as time allows. For your planning purposes, please find the estimated time needed for each activity below.

- **Viewing the Video**

Without Student Video Viewing
Guide - 3:56 minutes

With Student Video Viewing
Guide - 6 minutes

- **Student Activities -**

Write About It Prompt - 10 minutes
Group Activity - 10 minutes
Independent Practice - 10 minutes
Extended Learning - 5-10 minutes

- **Brain Quiz - 5-10 minutes**

Student Video Viewing Guide Strategies:

- **Before the video (3-5 min) -**

Have students complete the **Do Now** question box to get the wheels turning

Ask students to "**pair and share**" with a classmate, and/or have a brief class discussion

Remind students to "**preview**" the Video Viewing Guide so that they know what they are listening for

- **During the video (3-5 min) -** Pause the video to talk about Check for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share.

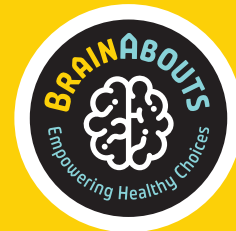
Pause the video to talk about for CFU Question 1 -
What does addiction mean when we are talking about illicit drugs?

Pause the video to talk about for CFU Question 2 -
What could happen if your brain gets too much dopamine from illicit drugs?

Continued On Back

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Student Activity Options:

- **Write About It Prompt (5-10 minutes) -**

- a. The video teaches us that illicit drugs can be sold by a drug dealer, but that some people get them from a doctor. What are some reasons a doctor might prescribe the drugs? Why is it important to never take drugs that are not prescribed to you?

- **Independent Practice Activity (10 minutes) -**

- a. **Materials needed:** Calm and Happy fill in the blank, writing utensil. **Directions:** Fill out the chart below with things that make you feel calm and happy in a safe way!

- b. **Criteria for Success:** Student is able to identify 5 things that make them feel calm and happy.

- **Group Lesson Activity (10 minutes) -**

- a. **Materials needed:** White board/chart paper and markers to create the list and tally. **Directions:** As a class, come up with 8-10 actions that a student could take if they are offered drugs, hear about someone doing drugs, or think they have seen drugs on their social media pages. Take 1-2 minutes to allow students to discuss which 3 actions they find the most important. After they discuss this amongst themselves, tally the top 3 most important things for the students to remember if they ever find themselves in this situation.
- b. **Criteria for Success:** Collectively, the class is able to identify how to respond if they are offered drugs or encounter a drug dealer.

- **Extended Learning Activity (10 minutes) -**

- a. **Materials needed:** Two posters or pieces of chart paper and markers. **Directions:** Make a class poster on healthy brain behaviors and then make a class poster on behaviors that are unhealthy. Keep the **"Healthy Brain Behaviors"** poster hanging where students can refer to it often as a reminder of what healthy brain behaviors are.
- b. **Criteria for Success:** Students are able to identify the difference between healthy brain behaviors and unhealthy brain behaviors.

- **Brain Quiz Answer Key (5-10 minutes)**

1. To appeal to kids
2. False
3. C
4. True
5. D