



About Illicit Drugs - Level 3 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 Guide, 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.

Viewing the Video:

Without Student Video Viewing Guide - (6 minutes)
With Student Video Viewing Guide - (7-10 minutes)

Student Activities:

Activity #1 Write About It - (10 minutes)
Activity #2 Group Activity - (20 minutes)
Activity #3 Extended Learning Activity - (20-30 minutes)

Brain Quiz:

(5-10 minutes)

Student Video Viewing Guide Strategies:



Before the video (3-5 minutes)

- Have students "popcorn out" (share without raising hand) to get the wheels turning - What kinds of drugs do you think are involved in the term, "illicit drugs?"
- Ask students to "pair and share" with a classmate what they think- What are keys to minimizing or eliminating illicit drug use among teenagers?

During the video (3-5 minutes)

- Pause the video at times for Checks for Understanding (CFU). You can call out a few students to answer and/or have them pair and share.



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Brain Quiz Answer Key: (5-10 minutes)

1. Which of the following is NOT a way to measure the harm of a drug?
(Answer: e. All of these are ways to measure the harm of a drug)
2. Match the word below with its definition.

A. Hallucinogens	___C___
B. Methamphetamine	___D___
C. Heroin	___A___
D. Ecstasy (MDMA)	___B___
3. What is "denial" in terms of illicit drug use?
(Answer: When someone refuses to believe that they have a problem)
4. Match the words below with the definition.

A. Steroids	___C___
B. Pain Medications	___B___
C. Inhalants	___E___
D. Cocaine	___B___
E. Illicit "Street Drugs"	___A___

Student Activity Options:

Activity #1 Write About It (10-15 minutes)

- a. Materials Needed: Journal or notebook paper and writing utensil.
- b. Directions: Give students a journal entry with the prompt, "My personal experience with illicit drugs is..." Encourage students to write about an experience with illicit drugs that involved themselves, a family member, friend, classmate, or character in a TV show/ movie. Encourage students to express their thoughts or feelings regarding why the person may have used drugs and why they will personally "say no" to illicit drugs. Ask students to think about their personal goals as they ponder reasons to say "no."
- c. Criteria for Success: Students are able to identify a time where illicit drugs effected them and give examples of why they should not utilize such drugs.

Activity #2 Group Activity (20 minutes)

- a. Teacher Action Item: Prior to class, cut a sheet of paper into 7 slips. Write a different illicit drug on each slip of paper. Heroin, Steroids, Cocaine, Ecstasy (MDMA), Xanax, Methamphetamines, Inhalants. Drop each slip into a container. Divide the class into groups of 3-5 students. Have each group pick a type of illicit drug from the container.
- b. Materials Needed: Container, posters, art materials such as markers, glue, colored pencils, scissors, construction paper, etc.
- c. Directions: Have each group use images and words to create a poster or other form of artwork informing others of the short and long-term effects of the illicit drug they picked from the container. Have the students present their artwork to the class.
- d. Criteria for Success: Students are able to illustrate 3-5 examples of short and long term side effects of their assigned drug.

Activity #3 Extended Learning Activity (20-30 minutes)

- a. Teacher Action Item: (Same as 2a)
- b. Materials Needed: filming technology (phone, iPad, Chromebook, etc.)
- c. Directions: Have each group create a 3-minute "Just say no!" educational video about the drug they picked from the container.
- d. Criteria for Success: as a group, students are able to educate the audience on the drug they selected and WHY peers should say "no" to the drug.