



Alcohol, Drugs and Tobacco: What Are the Effects?

Contributor

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Objective

This lesson provides an opportunity for students to examine the effects of alcohol, drugs and tobacco on the body. It is part of a larger unit linking these effects to appetite and nutritional needs. Students will learn how addiction affects the body both physically and mentally. Students will examine issues related to substance abuse. This is an optional lesson that follows the Science 14 unit titled, Body in Balance. Students should already have a basic understanding of the systems of the body and how they function.

Getting Started

Knowledge Now

Ask students if they can remember the elements of a balanced diet. They would have studied this in junior high health, science or home economics. Ask them to list as many elements as they can remember by themselves and to then compare their lists with five or six other students.

Ask the group to create a mind map using flip chart paper that documents the group's findings.

Use the Canadian Food Guide to cross-reference answers.

Engaging Interest

Ask the class to think about the following questions:

- What does *moderation* mean when it refers to eating, drinking or taking drugs?
- What does *addiction* mean to you?

Ask students to look up the meanings of these terms as they are defined in the science text. Compare answers to the ones given in the text.

A number of different food items that people ingest have little nutritional value. Ask each group to list four or five foods that have little or no nutritional value. Then ask students to individually record their answers to the following questions:

- What physical and emotional effects do these foods have on you?

- How do you feel after eating non-nutritional foods?
- What are the effects of eating a little or a lot of non-nutritional foods?

Lead a class discussion based on students' answers.

The rest of this lesson focuses on the physical and emotional effects of drugs, alcohol or tobacco.

Begin by asking students to think about how consumption of these products is portrayed in the media. Are the images positive or negative? Are they realistic?

Remind students that as people grow and develop, they change in many ways. As well as experiencing changes in their bodies, they experience changes in their thinking. Ask them if some of their ideas about smoking, drinking and taking drugs have changed since they were younger? What factors have influenced changes in thinking? For example, have they been influenced by peer pressure, seeing adults drink and smoke, commercials on television and so on?

Experiential Learning/Skill Practice

Invite experts to the class to help students understand the various effects of drugs, alcohol and tobacco. School resource officers, community health nurses or a representative from AADAC qualify to speak on various implications of the use of these substances. Ask these experts to provide information related to the effects of drugs, alcohol and tobacco and explain how people can become addicted. The health nurse will be able to explain how these substances affect appetite and reduce the body's ability to absorb essential nutrients.

New Knowledge, Skills and Attitudes

On a T-chart ask students to list the hazards and benefits of taking alcohol, tobacco or over-the-counter drugs. *Note all of these products are legally purchased notwithstanding age restrictions.

Ask students to individually develop a description of the effects of alcohol, nicotine, caffeine and over-the-counter drugs. Are all equally harmful?

Ask students to think about their responses to people who use these substances.

- What actions support or encourage a person to use alcohol, drugs or tobacco (i.e. do you buy them these substances, do you think they are cool, and so on)?
- Have you done any of these things? * Caution: ask this question if you have established a strong and trusting rapport with your students.
- What might work to discourage a person from taking drugs, alcohol or tobacco?
- If you say you don't drink, smoke or drink coffee, will you be looked at differently by peers?
- What do you assume about people who do or don't use these substances?

Engage students in thinking about the implications of saying "no" to alcohol, drugs and tobacco. Discuss the pressures one needs to withstand to avoid or modify consumption.

Topics for Debate

Drugs, alcohol and tobacco can be taken in moderation and will not become addictive.

The government should have stronger restrictions on the selling of drugs, alcohol and tobacco.

Application and Assessment

Close the lesson by engaging students in thinking about stereotypes that may be associated with ways various cultures use the substances discussed in this lesson. Begin by focusing on the messages our culture transmits about consumption of alcohol, tobacco and drugs.

Different practices can be found throughout the world. For example, in aboriginal societies, tobacco is considered sacred and is used reverently in many ceremonies. In many countries alcohol is illegal but some drugs that are outlawed in Canada are not. They should know that when we fail to understand the context of consumption, conflict and negative stereotyping can occur.

Provide information about various programs that help people with addictions, how one can help to intervene when someone they know is suffering from an addiction and how to avoid becoming addicted themselves.

Resources include help-lines, organizations such as AADAC and counselling services.

Science 14 Learner Outcome

The student will analyze the effects of alcohol, drugs and tobacco on an individual's appetite and nutritional needs.

Safe and Caring Topics and Concepts

Developing Self-Esteem

Taking Responsibility for Our Language and Actions

Respecting Diversity and Preventing Prejudice

- Studying different cultures, religions and lifestyles in society and in the school

Resolving Conflict Peacefully

Avoiding Drugs, the Fuel for Violence

- Describing ways that specific drugs encourage violent behavior and increase the likelihood of becoming a victim of violence

Teaching Strategies

Go to www.sacsc.ca for <i>Strategies/Resources</i> for strategy descriptions	Cooperative Learning	Inquiry Learning	Direct Instruction

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
		<ul style="list-style-type: none"> Social Perception 	<ul style="list-style-type: none"> Creating Posters News Centres Interactive Bulletin Boards Brainstorming Mind Mapping

Supplementary Resources

- Canadian Food Guide
- www.gov.ab.ca/aadac/
- Safe and Caring Schools Project booklet *Expecting Respect*—available through the Learning Resources Centre www.lrc.gov.ab.ca