



AACPS School Counselor Lesson Plan

Modeled after the ASCA Lesson Plan

School Counselor:

Date:

AACPS Core Curriculum Topic: Substance Abuse

Grade(s): 5

*** Note this lesson is intended to be for a 50 minute lesson. Feel free to adapt to meet the needs of your classes.

[ASCA Mindsets & Behaviors](#) standards addressed:

- **M 1** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- **B-LS 1** Demonstrate critical-thinking skills to make informed decisions
- **B-SMS 7** Demonstrate effective coping skills when faced with a problem

Essential question and 21 Century Learning connection

- What are effects of opioids and other drugs on your body?
- What is peer pressure?
- How do I say no when I'm uncomfortable?

Objectives/Outcomes:

- Students will identify and practice strategies to deal with peer pressure.
- Students will explore the effects of opioids and other substances on the body.

Materials (please attach any supplemental materials referenced in the lesson):

- *How Common Drugs of Abuse Harm* Chart
- "Drugs + your body: It isn't pretty" Poster
- *Mind over Matter* pamphlets – Opioids, Marijuana, Steroids, Cocaine.
- *What Would You Do?* worksheet
- *Ideas About How to Handle an Unsafe Situation* Sheet

Procedure (include how the instruction will be differentiated):

1. Distribute *How Common Drugs of Abuse Harm*. Have students work in small groups to explore this chart and then to share with the whole group one thing the group learned about the effect of a drug on the body. You can give them the *Mind over Matter* pamphlets at this time for further information.
2. Spend a few minutes discussing opioids in more detail so students understand there is an addiction to opioid epidemic in our country right now.
 - a. Examples of opioid drugs are prescription drugs prescribed for pain like, oxycodone, Vicodin, and hydrocodone.
 - b. **Be sure to name fentanyl and tell why it is so dangerous.**
 - c. Many people in our country are getting addicted to these drugs.
 - d. Many times it is because someone has a surgery or injury, the doctor prescribes it, and people become addicted.
 - e. Use the "Drugs and the Body-It isn't pretty" poster to discuss this.
3. (You can use Julia Cook's *Peer Pressure* book to lead-in to this next part of the lesson.) Ask, "Have you ever been pressured to do something you didn't want to do?" Take a few responses. Divide the students into groups and distribute the scenarios. They will discuss in their small groups, using the *What Would You Do?* worksheet as a guide.

- a. You are at a friend's house and his/her parents aren't home. The friend offers you alcohol. What would you do and why?
- b. At school a friend offers you a pill because you say you are not feeling well. Your friend tells you that they take that pill all the time when they are feeling the way you are feeling. What would you say and why?
- c. Two of your friends are smoking, and ask if you want to smoke with them. What would you say and why?
- d. You and some friends are playing basketball. Some older kids stop by with a brown bag. They ask you and your friends if you want to try what is in the bag. What would you say and why?
- e. Some older kids ask you to carry a grocery bag for them into school. You don't know what is in the bag. What would you say and why?

Students will complete the activity and then report out to the whole class.

- a. Distribute the *Ideas about How to Handle an Unsafe Situation* sheet at this time.
 - b. As groups report out, record the strategies they have listed.
 - c. Each student will identify at least one trusted adult to go to if they have a situation they need help in handling.
 - d. You can have a few groups role play if time allows.
4. Students create a list of refusal strategies to keep with them, including the names of at least three trusted adults.

Plan for Evaluation: Process Data/Perception Data used to measure understanding (i.e. High level questions, inventory, exit ticket, thumbs up and down):

Exit Ticket: Students leave with refusal strategies, including trusted adults.

Family Follow Up Activity:

Talk to their child about the harmful effects of drug abuse, using the chart provided and/or materials given to the students during the lessons. Talk with their child about how they can safely and effectively handle unsafe situations, including talking to a trusted adult.

Scenarios

You are at a friend's house and his/her parents aren't home. The friend offers you alcohol. What would you do and why?

At school a friend offers you a pill because you say you are not feeling well. Your friend tells you that they take that pill all the time when they are feeling the way you are feeling. What would you say and why?

Two of your friends are smoking, and ask if you want to smoke with them. What would you say and why?

You and some friends are playing basketball. Some older kids stop by with a brown bag. They ask you and your friends if you want to try what is in the bag. What would you say and why?

Some older kids ask you to carry a grocery bag for them into school. You don't know what is in the bag. What would you say and why?

What Should You Do?

1. What are some things you could say?
2. Why?
3. What else can you do?
4. Who can help? (list at least three trusted adults)

Our Ideas About How to Handle an Unsafe Situation

“No thanks” technique: Simply say “no”

Broken Record: Repeat the same phrase over and over

Give a Reason or Excuse: “My mom will kill me”; “I have to go feed the dog”; “I know that’s a bad choice because...”

Cold Shoulder: Ignore the person and walk away.

Change the Subject: “Yeah, right. Let’s go play basketball now.”

Reversing the Pressure: “I thought you were my friend.”

Start Talking Maryland Fifth Grade Lesson: Family Take-Home Activity

Today, in your child's class, we discussed drugs that are sometimes abused and how they can harm you. Please talk with your child about what he/she learned about these drugs.

You may want to review this chart about the effects of drugs of abuse with your child:

This chart details the effects and risks associated with the more common drugs of abuse. Study the chart to answer the questions in the Pop Quiz below.

Drug	Effects on the Body	Risks
CIGARETTES	<ul style="list-style-type: none"> stimulate and sedate the central nervous system cause kidneys to secrete epinephrine, a stress hormone 	<ul style="list-style-type: none"> can cause lung and heart disease, and cancer smoking while pregnant can cause birth defects
COCAINE	<ul style="list-style-type: none"> central nervous system stimulant releases brain chemical dopamine temporarily increases energy 	<ul style="list-style-type: none"> can cause fatal heart and lung failure, seizures, and strokes sharing needles to inject a liquid form of the drug increases risk of contracting HIV, Hepatitis B and C, and other infectious diseases
ECSTASY	<ul style="list-style-type: none"> overstimulates serotonin-producing nerve cells creates short-term feelings of pleasure and increases energy 	<ul style="list-style-type: none"> can cause nausea, fainting, and depression long-term use can cause memory problems and learning disabilities can cause a potentially fatal heat condition called hyperthermia
HEROIN	<ul style="list-style-type: none"> central nervous system depressant induces euphoria by releasing endorphins, hormones that block pain and anxiety 	<ul style="list-style-type: none"> can cause vomiting, respiratory failure, pneumonia, and miscarriage chronic users may develop collapsed veins, heart infections, and liver disease sharing needles to inject heroin increases risk of contracting HIV, Hepatitis B and C, and other infectious diseases
INHALANTS	<ul style="list-style-type: none"> stimulate the brain to give a temporary head rush, or high some inhalants dilate blood vessels, causing the heart to pump dangerously fast 	<ul style="list-style-type: none"> can damage the cardiovascular and nervous systems, causing headache, nausea, slurred speech, loss of coordination, and breathing difficulties can cause depression and memory loss can cause death from suffocation and heart failure
MARIJUANA	<ul style="list-style-type: none"> active ingredient THC creates feelings of mild euphoria and relaxation 	<ul style="list-style-type: none"> affects memory and coordination long-term use may cause lung disease
METHAMPHETAMINE	<ul style="list-style-type: none"> causes the release of high levels of the brain chemical dopamine, which creates an intense rush and feelings of euphoria 	<ul style="list-style-type: none"> can cause insomnia, confusion, tremors, convulsions, and aggressive behavior can damage blood vessels, cause respiratory problems, and irregular heartbeat damage to brain cells, over time, can result in a severe movement disorder
STEROIDS	<ul style="list-style-type: none"> disrupt normal hormonal balance can draw out masculine traits 	<ul style="list-style-type: none"> can cause aching joints, swollen feet, acne, balding, skin to yellow can stunt a teen's growth boys can develop breasts girls may sprout facial hair risk of heart failure and liver cancer

We also discussed peer pressure and how to refuse when someone asks you to do something you don't want to. As you talk with your child about this, please reinforce that they can always talk with you about these situations and that you are there to support them. You may want to ask to see the pocket card with refusal strategies that your child received.

These strategies include:

"No thanks" technique: Simply say "no"

Broken Record: Repeat the same phrase over and over

Give a Reason or Excuse: "My mom will kill me"; "I have to go feed the dog"; "I know that's a bad choice because..."

Cold Shoulder: Ignore the person and walk away.

Change the Subject: "Yeah, right. Let's go play basketball now."

Reversing the Pressure: "I thought you were my friend."