

Lesson 8

Making the Connection between Drug Use, Sex and Violence

Specific Expectations:

By the end of the course, students will:

- Produce sequential action plans to achieve personal health goals
- Identify major factors (e.g., environmental influences, such as peer pressure, media influences, adolescent attitudes) that contribute to the use of alcohol, tobacco and other drugs

Materials:

- Blackboard and chalk
- Culminating Activity Scenarios (8.1 REF)
- Role Play Checklist (8.2 H)
- Poster – Guidelines for Respondents (Unit 1; 6.4)
- Evaluation for Role Plays (8.3 OH/H)
- Advice Column Assignment (8.4 OH/H - *optional*)
- Advice Column Evaluation (8.4 REF)
- Personal Safety Plan Assignment (8.5 H - *optional*)
- Personal Safety Plan Evaluation (8.5 REF)

Teaching/Learning Strategies:

- Some strategies have been adapted from *Beyond Monet* by Barrie Bennett and Carol Rolheiser, 2001 and *Think Literacy Cross Curricular Approaches*, 2004

Activity # 1

(75 min)

- Tell students in this activity they will be “thinking on their feet.” Each student will come to the front of the class. Youth workers may act as perpetrators in each role play.
- The remaining class members act as observers. Students are to keep in mind the skills practised in all units on creating an assertive response. Refer to “Role Play Checklist” (8.2 H) and the poster “Guidelines for Respondents.”
- Review the evaluation process. **STUDENTS ARE EVALUATED AS RESPONDENTS (VICTIMS).** Use the “Role Play Checklist” (8.2 H) for immediate verbal feedback at the end of the role play. Class observers may also be given the “Role Play Checklist” (8.2 H).
- Select one or two student observers to also give verbal feedback to respondents. (Optional)
- Use the Evaluation for Role Plays (8.3 H) to provide written feedback to RESPONDENTS.
- Seek a student volunteer to be in front of the class. **Explain to students you will read aloud a scenario.** Use Culminating Activity Scenarios (8.1 REF). Perpetrators are to immediately begin the dialogue (you may suggest to them an opening statement as a prompt). Respondents (victims) must respond in “real time.” Script writing and rehearsal time is removed.

NOTES TO TEACHERS/YOUTH WORKERS:

Scenarios are provided, however, you may wish to create scenarios knowing the challenges facing individual students and their current circumstances. Depending

on class size, rotate students through a second role play and/or extend the role play activity to two class periods.

Optional Activities

(25-30 min)

- **Option 1:** Hand out a copy of the Advice Column (8.4 OH/H) to each student and display it on the overhead. Read aloud to students. Ask students to think of the information they have learned in all three units combined, along with their own experiences. Allow students the rest of the time to complete this activity. Collect responses.
- **Option 2:** Plus, Minus, Interesting Strategy. Write the three headings in table form on the board: “Plus, Minus, Interesting” in three separate columns. Explain to students that PMI assists us in making decisions. The “plus” column refers to reasons why something is a good idea or a good decision, the “minus” refers to reasons why something is a bad idea or a bad decision, while the “interesting” column refers to the action one usually takes after balancing out the plus and minus columns or it can refer to further considerations about the topic. Instruct students to consider everything they have learned in the unit with respect to substance use and abuse. Explain that you would like students to copy the table you have drawn on the board into their books. Students are then to work individually to record their ideas about PMI as it relates to substance use and abuse.
- **Option 3:** Have students develop a Personal Safety Plan for the situations listed on the assignment sheet (8.5 H). Each safety plan should refer to information from handouts, videos, and role plays in all 3 units.
- Students hand in their written plan for evaluation. See Personal Safety Plan Evaluation (8.5 REF)

AND/OR

- Students present their Personal Safety Plan orally to the large group. Also use Personal Safety Plan Evaluation (8.5 REF).

Culminating Activity Scenarios

Your “friend” has been drinking too much at a party. S/he’s showing signs of intoxication. You’re ready to leave the party, but s/he wants to stay. You see lots of available drugs and alcohol.

You’re standing with a “friend” in a parking lot. S/he decides to break into a car to steal the wallet left on the car seat. It’s late at night.

You’re standing in your school’s designated smoking area prior to the start of classes. A guy in your classes approaches you with a joint and offers to share it with you before class. S/he says, “Don’t be soft.”

A “friend” asks you to “store” some new belongings for them- ipod, stereo, baseball hat – s/he says they will pick them up next week.

You are with your “friend” in a convenience store. You notice s/he shoplifting several items. S/he is ready to leave the store without paying for them. They say, “Okay, let’s go.”

You are working with a partner on a school computer. While you are taking notes, your partner is visiting pornography sites.

8.2 H

Role Play Checklist

(Victim and perpetrator)

Check the following boxes based on the **victim's** response to the scenario:

Criteria	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Uses a calm voice				
2. Uses eye-contact				
3. Explains why it is a problem				
4. Explains what needs to happen to resolve the problem				
5. Respects rights of the other person				
6. Response is realistic				
7. Overall, the response was good				
Check the following boxes based on the victim's response to the perpetrator's comment.				
1. Victim paused and thought before responding to perpetrator's comment				
2. Maintained a calm voice				
3. If perpetrator was unreasonable, victim suggested speaking at another time				

Evaluation For Role Playing

Category	Level 1 50-59	Level 2 60-69	Level 3 70-79	Level 4 80-100
Thinking/ Inquiry	-makes decision with limited effectiveness	-makes a decision that is somewhat effective	-makes an adequate decision	-makes an appropriate/ realistic decision
Application	-uses assertiveness skills/conflict resolution skills with some effectiveness -use of strategies is limited	-uses assertiveness skills/conflict resolution skills with some effectiveness - uses some strategies as they relate to the issue being explored	-uses assertiveness skills/conflict resolution skills with considerable effectiveness - good use of strategies as they relate to the issue being explored	-uses assertiveness skills/conflict resolution skills with a high degree of effectiveness -excellent use of strategies as they relate to the issue being explored
Communication	-communicates ideas with limited clarity (limited use of voice/ inappropriate demonstration of emotions)	-communicates ideas with some clarity (attempts to use expression at significant times)	-communicates ideas with considerable clarity (uses expression to show emotions with reasonable success)	-communicates ideas with a high degree of clarity (excellent use of voice/clearly shows emotions)

8.4 OH/H - OPTIONAL

Advice Column Assignment

Dear "Experienced"

I am a grade 10 student. I am nervous about going to a new school. I have heard many wild stories from my brother. Could you help me and give me some suggestions so that I am not so anxious about everything? I have some friends at my new school that binge drink at parties. Other friends have done sexual things they regretted later and felt embarrassed about because they were drunk or high. I've tried beer and weed but I didn't really like using drugs. I have seen the things that can go wrong with weekend drug use. A couple of my friends were recently caught stealing. They were charged with theft. Their parents were really angry and disappointed in them. I just want to have fun at high school. How do I resist the pressures to drink, smoke weed and be sexually active? I just want to fit in. I want to keep my friends.

Please tell me what you think. Can you give me suggestions?

Signed,

Confused!

Advice Column Evaluation:

Category	Level 1 50-59	Level 2 60-69	Level 3 70-79	Level 4 80-100
Communication	communicates ideas about the strategies with limited clarity	communicates ideas about the strategies with some clarity	communicates ideas about the strategies with considerable amount of clarity	communicates ideas about 5 different strategies with a high degree of clarity
Application	the product is not very realistic in preventing risk taking behaviours	the product is a somewhat realistic approach to prevent risk taking behaviours	the product is a considerably realistic strategy to prevent risk taking behaviours	the product is a realistic strategy to prevent risk taking behaviours
Knowledge	student demonstrates limited understanding of risk reduction strategies	student demonstrates some understanding of risk reduction strategies	student demonstrates considerable understanding of risk reduction strategies	student demonstrates a thorough understanding of risk reduction strategies

8.5 H – optional

Personal Safety Plan Assignment

Directions:

Develop a PERSONAL SAFETY PLAN for **ONE OR MORE** of the following situations.

Each plan should contain at least 10 items. Items should include specific safety awareness/knowledge drawn from handouts, class discussions, videos and role plays in all 3 units. Also include ideas on what you will do and will NOT do (boundary setting) to enhance your personal safety and the safety of others.

- a) going to a bush party

- b) going on a date with a new acquaintance

- c) sexual harassment

- d) attending a new school

- e) using the internet (to “chat” with new friends; meet new friends etc.)

Due Date: _____

Personal Safety Plan Evaluation

Category	Level 1 50-59	Level 2 60-69	Level 3 70-79	Level 4 80-100
Communication	communicates ideas about the strategies with limited clarity	communicates ideas about the strategies with some clarity	communicates ideas about the strategies with considerable amount of clarity	communicates ideas about the strategies with a high degree of clarity
Application	the strategies are not very realistic in increasing safety	the strategies are somewhat realistic in increasing safety	the strategies are considerably realistic in increasing safety	the strategies are highly realistic in increasing safety
Knowledge	student demonstrates limited understanding of risk reduction strategies	student demonstrates some understanding of risk reduction strategies	student demonstrates considerable understanding of risk reduction strategies	student demonstrates a thorough understanding of risk reduction strategies