



**Do Drugs Make You Happy? (🧠 An Emotional Health Story)
(5th Grade – 10-11 yrs.)
Think, Pair, Share: Medication, Drugs, and Addiction**



STORY CONNECTION – SLIDES 13-14 (Approx Time: 25-30 mins)

What can happen is the brain is so consumed with wanting the drug that it does not care anymore about getting other things that you need to survive. Remember the food, water, and shelter that you need to survive? Your brain does not care about you getting food, water or taking care of yourself. Your brain just wants the drug – it craves the drug - and your brain will do anything to get the drug. When this happens, we say that the brain is addicted. Addiction is a brain disease. It is a disease that affects the happy place in your brain. Your happy place is such an important place in your brain not only because being happy is nice, but this is the place in your brain that usually makes sure you are getting all the things that you need to survive. People who have an addiction “crave” what they are addicted to – which means they want it even when they know it could hurt them. There are lots of different drugs that have the potential to become addicting – nicotine, cocaine, opiates, alcohol, and marijuana.

Materials needed:

- Medication Vs. Drug brainstorming sheet (included below) or paper
- Pencils
- Chart paper or whiteboard
- Markers
- Harmful Effects worksheets (included below)
- Graphic Organizer (included below)

Preparation needed:

- Determine if student(s) will use the Medication Vs. Drug Brainstorming sheet.
 - If so, print 1 copy per student. (2 per page)
 - If not, have a digital/chart paper copy displayed for student(s) to see how to set up their blank paper.
- Print Harmful Effects worksheets.
 - Each group will need one.
 - Option: Print 1 per group member to increase engagement
- Determine student(s) grouping for Part II of the activity.
 - There are four different group topics. Facilitators working with an individual student can either choose one of the group topics or work with the student on all the topics.
 - Ideally, student(s) would be placed into four groups.
 - Depending on the number of student(s), you may need to...
 - duplicate content for more than four groups.
 - give more than one topic to a small group for smaller number of student(s).

- Draw the circular graphic organizer on chart paper or the whiteboard. A sample is included below.

Instructions:

1. In this activity, student(s) will look at the differences between medications and illegal drugs and the effects of the use and abuse of them on the user as well as those around the user.

Part I: Brainstorming

2. Explain to student(s) that they will brainstorm independently for the first part of this activity.
3. Pass out the Medication Vs. Drug brainstorming sheet.
4. Give student(s) several minutes to jot down their thoughts and ideas about what a medication is and what a drug is. Encourage them to write down examples if they have them.
5. Next, have the student(s) “turn and talk” to someone near them about what they wrote on their paper.
6. Have the partner groups share out some of the ideas they talked about and write the group ideas on the chart paper or the whiteboard.
7. Discuss some or all the following:
 - How could we define a medication?
 - How could we define a drug?
 - What about illegal drugs?
 - Are they the same thing or different things? Why?
 - Can you become addicted to medication?
 - Can you become addicted to a drug?
 - How do you know if someone is addicted to a medication or drug?
 - Does everyone react to medications and drugs the same way?
 - How do you know how you will react?
 - What is the difference between use and abuse?
 - Can medication be abused?
 - Can drugs be abused?

Part II: Group

8. Next, explain to the student(s) that they will think about how drug use and abuse can affect themselves and others. They will work in pre-determined groups.
9. Organize the student(s) into four groups (or more depending on whole group size).
10. Give each group one of the four Harmful Effects sheets.

Note: For larger groups, more than one small group can have the same sheet to keep groups from being too big.
11. Give the student(s) an allotted amount of time to work as a group to list all the harmful effects drug addiction can have on each category-the body, friends/family, school/activities, community.
12. While the student(s) are working, hang up or draw the circular graphic organizer.
13. When the allotted time is over or all groups have finished, bring the group back together.
 - Have each group share the effects of drug abuse or addiction on each category that they thought about.
 - After the group shares, invite student(s) from other groups to add to that circle before moving on.
 - Repeat until all circles are filled and all student(s) have had a chance to share their thoughts.
 - Hopefully, this part of the activity allows the student(s) to see that the drug user/addict is not the only one affected by the drug use/abuse.
14. In closing, review that when the brain is craving drugs over all other needs (food, water, shelter, etc.) that it has become addicted. People who are addicted crave the drugs and do not necessarily care about the effects they have on their body, loved ones, activities, community, etc. Many drugs can lead to addiction and there is no “one size fits all” formula for becoming addicted. The best way to keep the body and brain healthy and is to not try these drugs in the first place.

Medication Vs. Drug Brainstorming

Name:

Medication

Drug

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Medication Vs. Drug Brainstorming

Name:

Medication

Drug

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Group 1: Harmful Effects of Drugs on the Body

Group 2: Harmful Effects of Drugs on Family and Friends

Group 3: Harmful Effects of Drugs on School and Activities

Group 4: Harmful Effects of Drugs on The Community

Graphic Organizer

