



## Grade 5 Sample Lesson Plan: Unit 9 – Coping with the Influence to Use Opioids

### SOLs

- 5.3h Identify how culture, family, friends, and the media influence health practices *about using opioids*
- 5.1l Analyze the effects of *opioid* use on relationships with family, peers, and other individuals.

### Objectives/Goals

- Students identify how friends influence health practices *about using opioids*. (5.3h)
- Students analyze the effects of *opioid* use on relationships with family, peers, and other individuals. (5.1l)

### Materials

- Red, yellow, green squares
- Sticky notes
- White boards
- Vocabulary matching sheet
- Graphic Organizer –Endorphins
- Prompt and Graphic organizer –Micha
- Powerpoint-Analyzing Influences-Opioids

### Procedure

#### Lesson Opening

1. Read the objectives of the lesson
2. Review the meaning of the vocabulary words. Use call sticks.

3. Vocabulary (Explained on the power point) Matching. Print the vocabulary words on 3x5 cards and the definitions on 3x5 cards then place in a baggy. Group students. Give one baggy to each group and allow time to match the vocabulary word to the definition.
  - a. **Endorphins** – Chemicals released by the nervous system that transmit messages across nerve endings to the brain to make us feel good and reduce pain.
  - b. **Opioids** – Drugs that work on the nervous system to reduce pain signals reaching the brain. They are made from the opium poppy or in a laboratory. Examples: heroin, morphine, oxycodone.
  - c. **Tolerance** – A person needs more of the drug to get the same feeling. Can result in addiction
  - d. **Addiction** – The body has to have the drug to feel normal.

#### During the Lesson

1. Using the power point, give the pre-test to determine current knowledge about the influence culture has on health practices and behaviors about opioids. Put the red square on top if you do not know the answer, the yellow if you are not sure, and the green if you agree



- u a. T F Endorphins are released in your body when you laugh, eat chocolate, or exercise. (T)
- u b. T F Endorphins send messages to your brain that your body is enjoying something. (T)
- u c. T F Endorphins are neurotransmitters. (T)
- u d. T F Nerve endings have receptors for specific neurotransmitters. (T)
- u e. T F Opioids such as heroin, oxycodone, and morphine all come from a plant. (F)
- u f. T F Tolerance means you need more and more of a drug to get the same feeling. (T)
- u g. T F Opioids are addicting. (Your body needs the drug to feel normal)(T)

u h. Opioids relieve pain and make us feel good. (T)

- u i. T F Our culture does not contribute to opioid abuse. (F)
- u j. T F If a person suddenly stops taking an opioid, the body is happy and has no reaction. (F)
- u k. T F Your body is healthier when opioids are used according to a prescription and not misused. (T)

2. Class activity: Demonstrate how endorphins and opioids both share the same receptors. (**Endorphins handout**)  
Provide students with puzzle pieces that fit and do not fit.
  - a. When the opioid puzzle piece fits, ask, “Is this a healthy or an unhealthy way to feel good?  
(Unhealthy) Ask, why are opioids a dangerous way to feel good? (addiction, tolerance, etc.) What other substances that we have learned about in this unit make us feel good but are dangerous?
  - b. When the endorphin puzzle piece fits, ask, “Is this a healthy or an unhealthy way to feel good? (Healthy)  
Ask, what is another healthy way to feel good? (exercise, certain foods, laughing, etc.)
  - c. Why are the activities and foods that release endorphins a better choice for us than opioids?  
(Activities and foods do not cause addiction.)
  
3. Class activity - Micha (**handout Micha**): Identify the influence of culture on health practices and behaviors *about opioids*.
  - a. Write the reflection questions on newsprint and place the sheets around the room.
    - 1.) How was Micha influenced by the American culture?
    - 2.) How were the opioids in the story misused?
    - 3.) Was the influence healthy or not healthy?

4.) If the influence was not healthy, what should he do?

- b. Provide sticky notes for pairs of students.
- c. In pairs, students respond to the questions and post them to the sheets on the wall.
- d. Reflect as a class and write the class consensus on the prompt paper.

#### Lesson Closing

1. Directions: Instruct the students to pack up all their belongings. When settled, ask the following reflective questions.
  - a. It is not impossible for nerve receptors to tell the difference between a “feel good” endorphin such as chocolate or an opioid.
  - b. Using opioids with a doctor’s prescription is a healthy way to manage pain.
  - c. Write one way our culture contributes to opioid abuse.
  - d. Write down one reason why not using opioids is good for your body.

Exit ticket - What healthy strategy would you use to protect yourself from being influenced by the culture to use opioids?

#### Assessment Idea

- Formative assessment- Vocabulary matching
- Formative assessment –Endorphins
- Formative assessment–Micha
- Formative assessment- Exit ticket

#### References

- Source: Mary Connolly
- Operation Prevention (DEA, Discovery Education)  
<https://www.operationprevention.com/>

#### Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

## Vocabulary Matching

<b>Endorphins</b>	Chemicals released by the nervous system that transmit messages across nerve endings to the brain to make us feel good and reduce pain.
<b>Opioids</b>	Drugs that work on the nervous system to reduce pain signals reaching the brain. They are made from the opium poppy or in a laboratory. Examples: heroin, morphine, oxycodone.
<b>Tolerance</b>	A person needs more of the drug to get the same feeling. Can result in addiction
<b>Addiction</b>	The body has to have the drug to feel normal.

**Endorphins**

**(See power point)**



This Photo by Unknown Author is licensed under CC BY-NC-

## Micha



While watching television, Micha often sees advertisements for different drugs. There is a drug for asthma, headaches, stomach aches, and pain relief! It seems normal to use a drug to relieve any discomfort. Micha's friends also use drugs for asthma, ADHD, colds, and flu. One friend has an EpiPen to use when he has an allergic reaction.

Micha's older sister Ella broke her leg in track and was in a lot of pain. The doctor prescribed oxycodone, an opioid, and Ella said it was like magic. The pain went away!

Oxys! Micha recognized that word from listening to the older kids at the bus stop. They take left over prescriptions from their parent's medicine cabinet and share them for fun!

Micha remembered his health teacher telling the class that a prescription is personal. It is made for a person's age and size. Mrs. Rodriguez said it is dangerous for a child to take a pill prescribed for an adult or to take opioids if you are not in pain.

Suddenly, Micha realized that taking drugs can be dangerous if they are not used the way they are prescribed. Those television advertisements made the drugs look safe!

Questions:

1. How was Micha influenced by the American culture?
2. How were the opioids in the story misused?
3. Was the influence healthy or not healthy?
4. If the influence was not healthy, what should he do?