

Day 1

Objectives: a strong introduction to get the students interested, and to provide some basic facts about addiction and how it affects the brain.

Materials:

- “Nuggets” video <https://www.youtube.com/watch?v=HUnGLgGRJpo>
- A projector or tv screen and a computer to play the video
- x number of printed out or emailed versions of Governor Shumlin’s speech
 - <http://mediad.publicbroadcasting.net/p/vpr/files/2014-State-of-State-Shumlin-Final.pdf>

Introduction (15 mins)

- The students will watch the 5 minute video, and participate in a 10 minute discussion:
 - What did you think the yellow/orange bubbles represent?
 - Why couldn’t the bird stop eating them?
 - What are some of the most impactful details you saw in the video?
 - How does the character change through each part of the video?
 - How do you think the nugget made the bird feel?

Body (20 mins)

- The students will engage with Gov. Shumlin’s 2014 speech, maybe:
 - Read silently
 - Read aloud in small groups
 - Read aloud as a class
 - Use video clips from YouTube to reinforce certain sections

Wrap Up (5 mins)

- The students will try to define *Addiction* and then finalize their understanding as “the state of being enslaved to a habit, psychologically and physically, to such an extent that stopping would cause some trauma”
- The students will try to define *Recovery* and then finalize their understanding as “reintroduction to society without needing the drug”

Day 2

Objective: to understand facts, and compare the impact on the body of 6 common drugs

Materials: Some suggested sources of information:

- “Addiction from HBO”
http://www.hbo.com/addiction/understanding_addiction/12_pleasure_pathway.html
- “Trust me I’m a Doctor” <https://www.youtube.com/watch?v=huvPuCYoBGs>
- “Biology of Nicotine” <https://www.youtube.com/watch?v=coLit2bksJl>

Introduction (10 minutes)

- What are some common drugs relevant in New England?
- The students will list them (Make sure they have alcohol, nicotine, marijuana, opiates, and caffeine)

Body (25 minutes)

- The students will be shown sources of information and use them to summarize the effects of each drug, how addictive they are, withdrawal effects, and how it can be taken.
- Overview of the main 5 drugs (Effects of smoking the drug are not included because multiple of these can be smoked and those effects are the same, lung cancer etc.):
 - 1. **Caffeine:**
 - Alertness and energy.
 - Insomnia.
 - Withdrawal symptoms: Irritable fatigue, headache, and depression. (considered a dependence not an addiction)
 - 2. **Nicotine:**
 - Nicotine increases dopamine, alertness, memory, problem solving, reduces appetite.
 - Increased blood pressure and nausea.
 - Withdrawal symptoms: Cravings for nicotine, insomnia, and difficulty concentrating.
 - 3. **Marijuana:**
 - Changes how your brain takes in new info and communicates (But not from increase in dopamine). (debated by researchers and experts whether it’s a habit or an addiction)
 - Increased heart rate and paranoia
 - Withdrawal symptoms (minor): Increase of stress , insomnia, and decreased appetite.
 - 4. **Alcohol:**
 - Is the mostly abused/used drug. It is used by teens more than all the other drugs combined.
 - Impairs coordination, vision, and reaction.

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- Impacts all organs, malnutrition, depression. It can lead to cancer, stroke, and liver disease.
- Withdrawal symptoms: Agitation, nausea, and faster heart rate.
- **5. Opiates:**
 - Relieves pain and causes euphoria (From dopamine).
 - Paranoia, nausea, liver damage, and brain damage.
 - Withdrawal symptoms: Muscle pain, restlessness, and anxiety. (Very addictive)

Wrap Up (10 minutes)

- The students will discuss which parts of each drug make it addictive.
- The students will discuss why there is a correlation between the artificial extra dopamine and the more addictive drugs.

Day 3

Objective: to consider and appreciate what it's like to be addicted

Materials: *The Hungry Heart* (DVD included)

Intro (5 mins): Introduce the movie and mention that it is a local project from Kingdom Country productions by filmmaker Bess O'Brien

Body: students will begin watching the *Hungry Heart*

Pause the movie periodically so that the students will answer relevant questions such as:

- "What's the difference between someone with an addictive personality and people without it?"
- "What makes these people want to do the drugs if they know what the consequences are?"
- "What could make their brain want to steal just so they can get drugs just so they can make it through the day?"
- "Why is it so hard to stop the drug without rehab?"
- "Are there any pros of being an addict, after all we are hearing about how it has so many cons?"

Wrap Up:

- Ask the students what they have learned so far and what has most surprised them.
- Also discuss any questions that they have.

Day 4

Objective: to consider and appreciate how addiction impacts family and friends

Materials: *The Hungry Heart* (DVD included)

Intro (5 mins): The students will share their thoughts on the movie so far

Body: The students will continue watching the movie.

Wrap Up (10-15 mins): the students will participate in discussion

- What are some important points that were made in the movie?
- What do you think all these people that got interviewed have in common?
- How does it affect the family and others around them?
- What surprised you the most?
- Does this change your mind about addiction in Vermont?
- Is addiction a problem after watching this movie?
- What do you think we can do to stop addiction?

Day 5

Objective: to recognize recovery as a long and challenging process that is unique to the individual

Materials:

- Visiting Person in Recovery contact sheet (included)
- link to Gloucester Police Department ANGEL Program policy:
<http://paariusa.org/wp-content/uploads/sites/46/2015/08/Angel-program-policy-Aug-7-2015.pdf>

Intro (10 mins): The students will debate the value and efficacy of the Gloucester PD's Angel Program

Body: Students will listen to a presentation from a visiting person in recovery

Wrap Up: the students will list how the recovery process might begin and continue:

- An arrest
- A request for help
- A medical professional
- Counselling
- Prescription
- Safe injection sites
- Gloucester police department
- Restorative justice

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People in Recovery
who are prepared to speak with students

Angala Devoid

Dean Malanga