

Play by the Rules

Chapter 5: Alcohol & Other Drugs

Objectives: The student will be able to

- Describe laws that involve alcohol and drugs;
- Discuss tobacco laws;
- Demonstrate an understanding of the categories of other dangerous drugs; and
- Display the use of decision-making skills.

Alabama Course of Study, Seventh Grade Civics: Objective 5

Character Education: Cooperation, creativity, diligence, patience, perseverance, respect for others and self-respect

Materials: *Play by the Rules* book, art or notebook paper, markers and **Worksheets 5-1, 5-2 and 5-3**

Method(s): Brainstorming, directed reading and cooperative activity

Activities:

Review: Ask students to share the results of their parents'/guardians' accuracy on **Worksheet 4-2**.

Directed Reading:

1. Read aloud the introductory paragraph on p. 27.
2. Tell the students to look at the picture on p. 27. Ask the students:
 - a. Describe what is going on in the picture.
 - b. What illegal items is this man offering to Bama Jack? *Cigarettes, beer, drugs, aerosol spray and miscellaneous drugs.*
 - c. Has Bama Jack made the right decision? Why?
3. Tell the students to read pp. 27-28 silently. Then, ask the following questions:
 - a. Look at the picture on p. 28. Is a crime being committed? If so, what crime?
Using a fake ID is a form of fraud.
 - b. Who can legally buy and drink alcoholic beverages? *Only people age 21 and over can buy, consume or have alcoholic beverages in their possession. (p. 27)*
 - c. Why do you think there is an age limit on buying and consuming alcohol? *If it is not mentioned by the students, remind them that they are still growing and their brains are still maturing. Alcohol and other controlled substances may injure immature brains and bodies.*

- d. What is DUI and what does it mean to motorists? *Driving while under the influence of alcohol or drugs (i.e., drunk driving). A blood test or Breathalyzer will determine if the driver is DUI. DUI is extremely dangerous for all drivers and pedestrians. (p. 28)*

The Party:

1. Distribute **Worksheet 5-1**.
2. Read the story aloud to the class. Tell the students to raise their hands each time they hear any action that they believe is illegal. Write them on the board and continue the story.
3. Review the students' list and use the answer key to discuss the correct answers with the class.

Directed Reading Continued:

1. Ask the students to silently read pp. 28-30.
2. What are some examples of tobacco products? *Tobacco products include cigarettes, cigars, chewing tobacco, dip (snuff) or pipe tobacco. (p. 28)*
3. At what age is it legal to buy tobacco products? *19 and older (p. 29)*
4. Why do you think it is against the law for minors to use tobacco products? *Tobacco use has been proven to be hazardous to health and even cause death.*
5. What is drug trafficking? *It is the possession of large quantities of illegal drugs. It is against state and federal law. (p. 30)*
6. What are the different categories of illegal drugs and what are their effects on the body?
 - *Hallucinogens: distort the real world – angel dust, PCP, LSD, marijuana*
 - *Stimulants: speed up the nervous system – crack, coke, crank, crystal meth, yellow jackets*
 - *Sedatives: slow down the nervous system – tranquilizers, sleeping pills*
 - *Inhalants: high or head rush – aerosols, cleaning supplies (p. 29)*
7. Ask the students to look at the picture on p. 30.
 - a. Who is conducting this search? *Policeman with official drug dog*
 - b. Is it legal? *Yes*
8. Look back at the cartoon on p. 27.
 - a. What crime(s) is this man guilty of committing? *Contributing to the delinquency of a minor, drug distribution and drug trafficking (pp. 28 and 30)*

Decision-Making Skills:

1. Tell the students they are about to participate in a cooperative activity involving decision making. Explain that they will be faced with making decisions about alcohol, drug and tobacco use. This activity is designed to help students make the right decisions about substance abuse.

2. Put the students into cooperative groups of three to five. Distribute **Worksheet 5-2**.
3. Ask each group to choose a recorder.
4. Tell the students to read the questions and, as a group, decide on the response. Instruct the students to be prepared to defend their answers with the laws found in Chapter 5. Give the groups five to seven minutes to formulate their answers.
5. Call time. Have the recorders from the groups read their responses.
6. After the activity, discuss how important decision-making skills are when it comes to drugs and alcohol. Ask the students to discuss other things that might help teens make better decisions about alcohol and substance abuse.

Evaluation: Observation, feedback/questioning, accuracy of activities and Scoreboard (for Scoreboard directions see “Assessment.”)

Outside Resource Person (ORP): The following ORPs might be utilized: local judge, attorney, law enforcement officer or school resource officer (SRO).

Taking Home the Law: Have students take home **Worksheet 5-3** and complete with their parents/guardians.

Extra Innings: TG p. 136