

Physical Education and Health

Learner's Material

Health

Unit 2: Prevention of Substance Use and Abuse

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and/or universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

Physical Education and Health – Grade 9

Learner's Material

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HEALTH

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Prevention of Substance Use and Abuse

INTRODUCTION

This learner's material is designed to inform you about the present drug scenario in the Philippines, the different classifications of drugs abuse and their harmful short-term and long-term effects on the body. Common and informative terms encountered in drug education are included. Signs and symptoms of drug use and abuse among teenagers will also be tackled. You will also learn about the effects of drug addiction to self, family, community and the country as a whole. Various strategies and techniques presented in this learner's material will help to prevent substance use and abuse. Furthermore, this material provides you with a solid knowledge from which you may gain more information about prevention, intervention, and healthy alternatives to avoid substance use and abuse.

Before you go through this learning material, you need to answer the pre-assessment which checks your prior knowledge, processing and understanding of the topics. The learner's material will have seven lessons. Each lesson contains the four core parts of learning namely: Knowledge, Process, Understanding and Transfer. The learner's material will culminate with a product or performance assessment to check your level of proficiency. Suggested *media resources* are given to further enhance your growing mind.

Stay healthy and enjoy learning!

PRE-ASSESSMENT

Let's play ADD (Agree , Disagree, Don't Know)

Start the game by staying behind a line with your classmates. The line can be a chalk line or an adhesive tape. This game allows you to discuss topics about drugs that you would rather not talk about. You will analyze your current values and express your personal beliefs. You will also listen to your classmates and be able to get new and exciting ideas.

How to play the game:

1. Choose a venue with free space. Your teacher will post the three signs "Agree", "Disagree" and "Don't Know" beside each other facing your class.
2. Your teacher will read a statement to the class. You and your classmates will decide if you agree, disagree or don't know the answer.
3. Wait for the "Go!" signal before you go to the sign which suits your values,

beliefs and feelings. Avoid pushing and pulling.

4. Your teacher may want to ask you about your decision.
5. You can change your decision if you feel it is necessary.
6. Your teacher will proceed to the next statement until all statements have been read.
7. Processing will follow.

Statements:

1. Drugs are not a concern in the Philippines!
2. Filipino males are more prone to drug use than females.
3. Teenagers are in danger to drug use, misuse and abuse.
4. All medicines are drugs but not all drugs are medicines!
5. Drugs change the way the brain thinks and processes information.
6. There are many healthy alternatives to combat drug use and abuse.
7. Shabu is one of the commonly used and abused drugs in the Philippines.
8. Drug dependence is the state of physical and psychological dependence on drugs by a person following its continuous use and abuse.
9. Drug abuse is the continuous use of a drug or several drugs other than their specified purpose.
10. A drug is a substance which brings about mental, emotional, behavioral and physiological changes to a person.

AGREE

DISAGREE

DON'T KNOW

LINE

STUDENTS

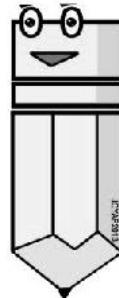
K-W-L CHART

List ideas you know about the drug scenario in the Philippines. Write these in the K (What I Know) column. List things you want to know in the W (Want to Know) column. Do not write anything in the L (What I Learned) column yet.

K (What I Know)	W (Want to Know)	L (What I Learned)

Quiz Time!

Your teacher will assess your prior knowledge, process and skills on the current drug scenario in the Philippines. The score will not be recorded. Write the answers in your notebook or activity sheet.



Supply the missing words

- Commonly abused drugs in the Philippines are __ (1) __, __ (2) __, and __ (3) __.
- Filipino (4) __ are most vulnerable in experimenting and abusing drugs.
- __ (5) __ are any substances or chemicals which when taken into the body have psychological, emotional and behavioral effects on a person.
- Cigarettes and alcohol are classified under __ (6) __ because smokers and drinkers have a tendency to use drugs of abuse.

True or False.

Write True if the statement is true and false if it is false.

- 7. Stimulants, depressants, hallucinogens, narcotics and inhalants are drugs of abuse.
- 8. Teenagers who engage in drug use and abuse are prone to drop-out and fail in their academic performance.
- 9. Taking small amounts of drugs of abuse will not make a person an addict in the long run.
- 10. There are healthy and enjoyable things to do than taking drugs.

LESSON 1

DRUG SCENARIO IN THE PHILIPPINES

INTRODUCTION

Lesson 1 presents the drug scenario in the Philippines. You will be provided with information about the study conducted by the Dangerous Drugs Board. This is the lead government agency which plans, establishes and initiates programs and projects necessary to combat and reduce the illegal distribution, manufacture and sale of drugs of abuse. You will also be introduced to basic terms used in the study of substance use and abuse. Activities are provided to further develop knowledge, skills and attitudes toward the topic.

OBJECTIVES

At the end of the lesson, you are expected to:

- Describe the drug scenario in the Philippines
- Explain the concepts of drug dependence, drug use, drug misuse and drug abuse
- Conduct a survey in school or in the community about its present drug scenario
- Create a box of information which includes all information who have learned, gathered and processed

WHAT TO KNOW

Activity 1: Buzz Time!

Look at some of the headlines in the newspapers or electronic news, watch news on television or listen to radio news program about drug-related crimes in the Philippines. Have a buzz session with the class about the present drug scenario in the country.



Activity 2: Reading Time!

In the year 2004, an estimate of 6.7 million drug users in the Philippines was recorded by the Dangerous Drugs Board (DDB). The “*2008 National Household Survey on the Nature and Extent of Drug Abuse in the Philippines*” conducted by the same agency revealed that there is a downward trend in the number of drug users down to 1.7 million users. The decline may be associated with the government’s intense efforts in combating drugs. The following are the reasons for the successful decline of drug abuse in the country:

- Operations conducted by different law enforcing agencies like the Philippine National Police (PNP), National Bureau of Investigation (NBI), Philippine Drug Enforcement Agency (PDEA), Bureau of Customs and other law enforcers have helped arrest local and international drug syndicate members, traffickers, and destroy secret laboratories and warehouses.
- Strict implementation of policies under the “Dangerous Drugs Act of 2002” like the compulsory drug test for application of driver’s license, entrance to military service, application for firearms licensing, and others.
- Actualization of the Dangerous Drugs Board’s programs and projects in partnership with other agencies like the Department of Education (DepEd), Department of Social Welfare and Development (DSWD) and other local

government units (LGU) and non-government organizations (NGO). These are positive efforts bearing fruits and achievements; however the government does not rest on its laurels but rather creates more productive programs and projects to make the country a drug-resistant society.

Profile of Filipino Drug Users

Profile	Findings
Ratio of Users (male to female):	10:1
Mean Age:	28 years old
Civil Status:	Single (58.2%)
Employment Status:	Unemployed
Educational Attainment:	High School level
Average Monthly Household Income:	Php 16,290.80
Duration of Drug Use:	6 years and more
Residence:	Urban areas
Nature of Drug Use:	Poly-drug use (multiple drug use)
Common Drugs of Abuse Used:	Shabu (1st) Marijuana (2nd) Inhalants (3rd)

Source: “2008 National Household Survey on the Nature and Extent of Drug Abuse in the Philippines”

Common Concepts in Drug Education

The following are the usual words you will encounter in studying substance use and abuse:

- **Drugs** are any substances or chemicals which when taken into the body either through nasal, oral, transdermal or intravenous way have psychological, emotional and behavioral effects on a person.

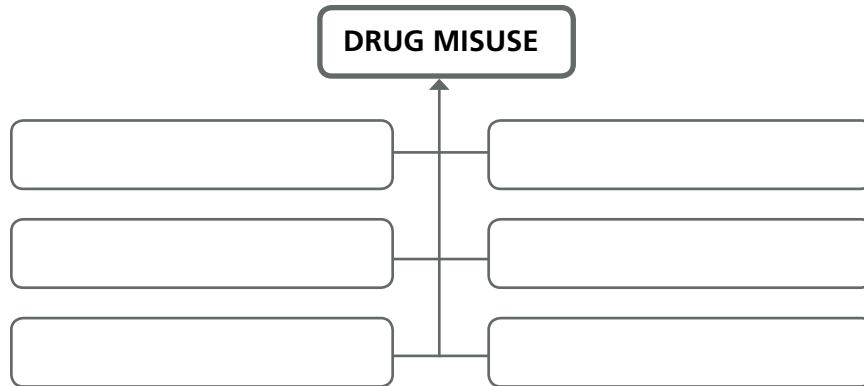
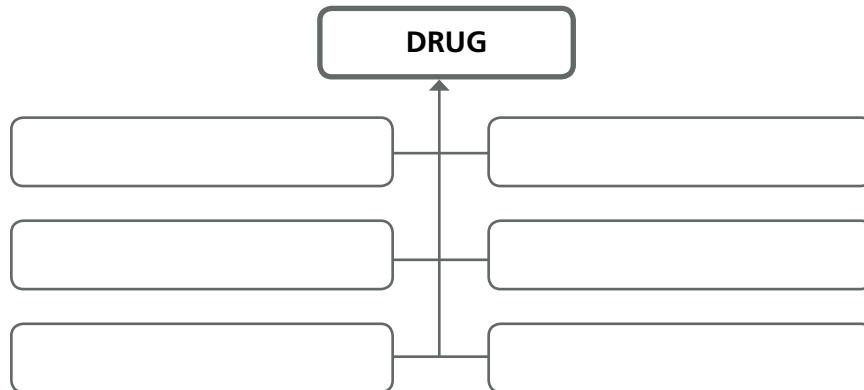
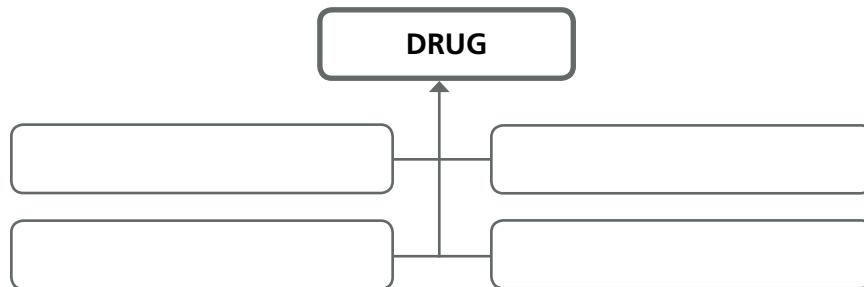
- **Drugs of abuse** are drugs commonly abused by users. In the Philippines the three drugs of abuse are shabu, marijuana and inhalants.
- **Drug dependence** is a cluster of physiological, behavioral and cognitive phenomena of variable intensity in which the use of a drug takes on a high priority thereby creating a strong desire to take the substance.
- **Drug misuse** is the use of a substance incoherent or inconsistent with the prescribed dosage or frequency of use.
- **Drug Abuse** is the use of a substance for non-medicinal purposes. Abuse leads to organ damage like brain damage and liver damage, addiction and troubled behavioral patterns.
- **Drug tolerance** is the condition of the body to adapt to the effects of substances to the body thus requiring an even larger amount of the substance to experience the same physiological and mental effect experienced when taking the smaller dosage.

Use the following guide questions:

1. What is the Dangerous Drugs Board report all about? What is your personal opinion?
2. What is the current drug scenario in your community and school?
3. What are the common terms related to drugs?

Activity 3: Key Drug Concepts

Fill in the necessary concepts about each term related to drugs. Add more tags if necessary.



Activity 4: Ways Drugs of Abuse Enter the Body

Draw a silhouette of a man or woman's figure. Show 4 ways by which drugs of abuse enter the body.

WHAT TO PROCESS

Activity 5: What is your Choice?

Form a big circle. Your teacher will read out each statement below. How do you feel after reading each statement? Do the double thumbs up and placed on your cheeks for **AGREE**, cover your eyes for **DISAGREE**, and look up for **UNDECIDED**. Discuss with each other and see if some will change their minds.

Statements:

- Smoking should be banned in public places.
- It is okay for students to use cigarettes and alcohol.
- Our law is too easy on teenagers caught using drugs.
- Advertising is causing teenagers to try alcoholic drinks.
- Severe penalties for drug use will stop people from using drugs.
- Parents should be held responsible for their children who are into drug use.

WHAT TO REFLECT AND UNDERSTAND

Activity 6: Reflection Time

Write an essay about the present drug scenario in the Philippines. Include data and information including common terms you have learned in class and have gathered personally. Also include ways for the government and society to combat drug syndicates and addiction. Limit your essay to 150-200 words.

WHAT TO TRANSFER**Activity 7: Let's Make a Box of Information**

Now that you know the present drug scenario in the Philippines and the common terms used in the study of substance use and abuse, show what you learned in a creative way. You will create a box of information which will include:

- a map of your community
- pictures related to the topic
- information and data collected

The box of information can be made either of wood or cardboard. Creativity is encouraged like the use of lights and sounds. The rubric on the next page will show you how your information box will be graded.

Rubric for Box of Information

Criteria	4 points	3 points	2 points	1 point
Required Elements	The material includes all required elements as well as additional information.	All required elements are included in the material.	All but one of the required elements are included in the material.	Several required elements are missing.
Labels	All items of importance on the material have labels that can be read from at least 3 ft. away.	Almost all items of importance on the material have labels that can be read from at least 3 ft. away.	Few items of importance on the material have labels that can be read from at least 3 ft. away.	Labels are too small to view or no important items were labeled.
Graphics - Relevance	All graphics are related to the topic and easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most are easier to understand. Some borrowed graphics have a source citation.	All graphics relate to the topic. One or two borrowed graphics have a source citation.	Graphics do not relate to the topic or several borrowed graphics do not have a source citation.

Attractiveness	The material is exceptionally attractive in terms of design, layout, and neatness.	The material is attractive in terms of design, layout, and neatness.	The material is acceptably attractive though it may be a bit messy.	The material is distractingly messy or very poorly designed. It is not attractive.
Grammar	There are no grammatical/mechanical errors in the material.	There are 1-2 grammatical/mechanical errors in the material.	There are 3-4 grammatical/mechanical errors in the material.	There are more than 4 grammatical/mechanical errors in the material.

Total Score: /20

LESSON 2

THE RISK AND PROTECTIVE FACTORS OF USING DRUGS

INTRODUCTION

Lesson 2 gives the different risks and protective factors in substance use, abuse and drug dependence. Risk factors are those that contribute to drug abuse. Protective factors prevent drug use. You will be asked to discuss in depth these risk factors and protective factors. You will also be asked to analyze different situations where you might encounter these factors.

OBJECTIVES

At the end of the lesson, you are expected to:

- discuss risk and protective factors in substance use, abuse and drug dependence
- analyze situations for the use and non-use of psychoactive substances
- state personal opinions about preventing drug use and abuse.
- write an essay about preventing drug use and abuse.

WHAT TO KNOW

Activity 8: Risk and Protective Factors

This activity will help you discuss the risk and protective factors regarding substance use, abuse and dependence.

How to play the game:

1. Get markers/crayons and a short bond paper cut crosswise to be used as metacards.
2. List a risk factor on one sheet. A risk factor is one that can result to using and abusing drugs. Write legibly.
3. List a protective factor on the other sheet. A protective factor is one that prevents you from using and abusing drugs. Write legibly.

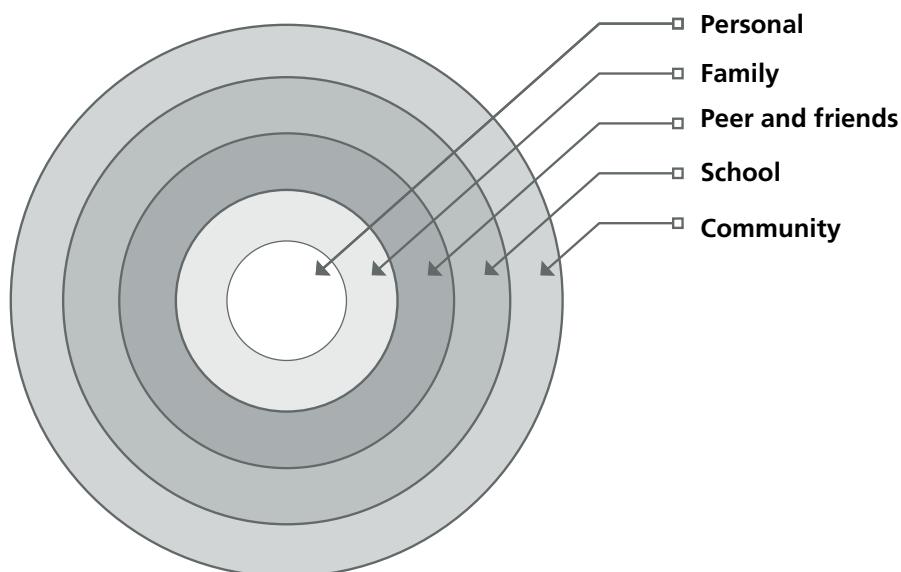
4. Post the meta-cards for the risk factors on one side of the board and the meta-cards for the protective factors on the other side.
5. After everybody has posted his/her meta-cards, your teacher will ask you questions or clarify things.
6. Teacher feedback will follow.

Activity 9: Reading Time!

Risk and Protective Factors for Drug Use, Misuse, Abuse, and Dependence

The use, misuse, and abuse of drugs are the result of various factors surrounding a person. These factors either increase or decrease the possibility of a person to use drugs.

Risk factors are those influences which increase the chances of using, misusing, and abusing drugs. Protective factors, on the other hand, are those influences which decrease the chances of using, misusing, and abusing drugs. According to studies, protective factors counterbalance negative effects of risk factors. It is important to understand that it does not necessarily mean that several risk factors present make a person highly susceptible to drug use, misuse, and abuse. Protective factors even if few in number may be enough to work against the risk factors, more so if there are several of these protective influences. These factors are composed of influences in different domains of life.



Domains of Life which Affect Drug Use and Abuse

Reference: www.drugabuse.gov

Below are the risk and protective factors in the use, misuse, and abuse of drugs:

PERSONAL (EARLY AGGRESSIVE BEHAVIOR VS. SELF-CONTROL)



Risk Factors

- Use of drugs at an early age
- Risk taking behavior
- Experimentation
- Poor social skills and interaction
- Childhood problems
- Feelings of isolation



Protective Factors

- Self-control behavior
- Good reasoning skills
- Excellent social skills
- Positive interaction with people
- Sense of belonging

FAMILY (Weak Parental Guidance vs. Strong Parental Guidance)



Risk Factors

- History and patterns of drug use
- Attitudes toward drug use
- Poor parenting and child rearing
- Inconsistent family rules
- Poor family values
- Poor family ties



Protective Factors

- Good communication with people
- Positive family relationship
- Clear and consistent family rules
- Strong family values

- Positive expectation to child's success in family, school, and community
- Reliance on family for emotional support

PEERS AND FRIENDS (Substance Abuse vs. Academic Excellence)

Risk Factors



- Association with peers and friends known to use gateway drugs (cigarettes and alcohol)
- Preference to stay with peers and friends than with family

Protective Factors



- Association with peers and friends who do not use gateway drugs
- Formation of friendships
- Reliance on friends for emotional support
- Inviting friends at home to know the family

SCHOOL (Availability of Drugs vs. Strong Anti-Drug Policies)

Risk Factors



- Poor academic performance
- Lack of commitment to studies
- Poor attendance in school
- Involvement in fights and conflicts

Protective Factors



- Good to excellent academic performance
- Joins extra-curricular activities and school organizations
- Shows interest in attending classes

COMMUNITY (Poverty vs. Strong Community Relationship)

Risk Factors



- Easy access to gateway drugs
- Poor community organization and neighborhood relationship
- Poor implementation of community laws

- Negative attitudes which favor drug use



Protective Factors

- Strong community relationships
- Active and positive community programs, projects, and activities for the youth
- Positive attitude which combat drug use
- Strong community advocacy against drugs

Reference: Risk Factors and Protective Factors. (October 2003). Retrieved November 8, 2013, from <http://www.drugabuse.gov/publications/preventing-drug-abuse-among-children-adolescents/chapter-1-risk-factors-protective-factors/what-are-risk-factors>

Reflect on the risk and protective factors you have just read. Share your ideas in class.

Activity 10: You be the Judge of It!

Read the editorial below and answer the questions on your notebook, answer sheet or journal.

Though it seems that society is winning in the battle against illegal drug use and abuse, I believe that we are still a long way from declaring victory in the battle. Teenagers are still victimized by drug addiction. Everyone complains? But only a few propose ways to completely stop drug use and abuse. The following are some suggestions to stop this terrible and frightening habit.

First, the film industry should stop glamorizing drug addiction. Drug addicts and drug pushers should not come out as heroes and saints in films and television programs. They should realize that young people look up to these actors and actresses and what they portray on camera is something that looks cool and good for the young viewers. The government and the actors' guild should come up with a law banning the industry from showing drugs of all forms on television and film.

Second, the government should have strict laws and policies on drug trafficking and possession of drugs and their paraphernalia. We should follow our neighboring countries which include death penalties as sanction to drug traffickers. Right now, the Philippines serve as a drop-off point for drugs coming from other countries. Drug Laboratories have been

discovered in residential houses and old abandoned factories. Foreign members of syndicates have been caught and charged by authorities. These are proofs that there is a need to review and revise our present laws on drug abuse and trafficking.

Third, horrific videos of people dying from drug-related illnesses should be used by the government as advocacy materials for students to see and know the real deal about drug use and abuse. If students will understand the ugly truth about drugs through these advocacies and they will no longer start to take drugs, then the approach will be effective and the experience worthwhile.

There are still more ideas I can share with you regarding drug abuse prevention but I think that these three suggestions are more than enough to change the scenario. My parting words are to “think several times before acting out foolishly”.

- The Editor

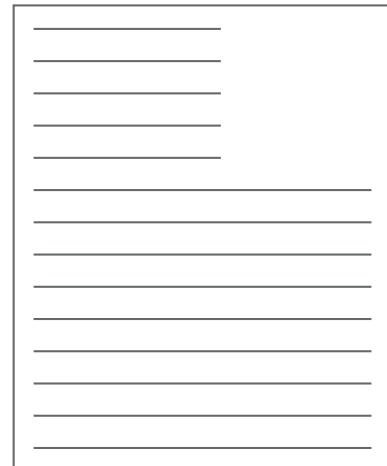
Questions:

1. What are the ideas of the editor to stop drug use, abuse, and drug trafficking. Summarize these ideas.
2. Do you think the ideas of the editor will be effective? Why or why not?
3. Do you have other ideas that might help stop drug use, abuse, and trafficking? Write one idea in each box.

WHAT TO PROCESS

Activity 11: Editorial Page

Write your own editorial page about your thoughts in activity 10. Include your own editorial cartoon.



Sample editorial page

WHAT TO REFLECT AND UNDERSTAND

Activity 12: Role Play

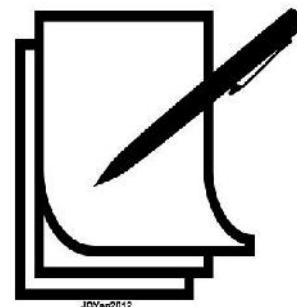
Devide the class into five groups. Think of a play that showcases preventing risk factors and strengthening protective factors.

A rubric for this play will be discussed by your teacher.

WHAT TO TRANSFER

Activity 13: Let's Do an Essay

Your teacher will give you several situations about drug use and abuse which you may encounter in real life. Choose one and write an essay about how you can prevent or avoid such a situation. Write the activity in your notebook or activity sheet. Limit your essay to 50-100 words.



The rubric below shows how your essay will be graded.

RUBRIC FOR ESSAY WRITING

Criteria	Advanced (5 pts.)	Proficient (4 pts.)	Approaching Proficiency (3 pts.)	Developing (2 pts.)	Beginning (1 pt.)
Content	Content surmounts anticipation. Treatment of details is advanced and in-depth.	Content reaches expected result. Treatment of details is of good quality.	Content is near the expected result. Treatment of details with some shallow ideas.	Content is beyond the expected result. Details are in the developing phase and very shallow.	Content is very basic and lacks in-depth analysis.
Organization and Style	The structure of the essay is highly organized and shows coherence. There is variety in style which makes the essay very impressive.	The structure of the essay is organized and coherence is obvious. There is variety in style which makes the essay impressive.	The structure of the essay is somewhat organized and coherent. There is somehow a variety in style which makes the essay good.	The structure of the essay is not too organized and coherent. There is little variety in structure and subject.	Structure is unorganized and not coherent with the topic. There is no variety in structure and subject matter.
Grammar	There are no grammatical errors in the essay.	There are minimal grammatical errors in the essay.	There are some grammatical errors found in the essay	There are many errors found in grammar. Editing is suggested.	Grammar lacks order and neatness. There are numerous errors. Major reconstruction is suggested.
Spelling	There are no spelling errors in the theme.	There are 1-3 errors in spelling.	There are 4-6 errors in spelling.	There are 7-10 errors in spelling.	There are more than 10 errors in spelling.
				Total:	/20

LESSON 3

DRUGS OF ABUSE

INTRODUCTION

Lesson 3 deals with the classification of drugs of abuse. Learners will be able to classify the drugs of abuse according to their effects on the body. Stresses that some of these drugs of abuse also have their medical purposes but are highly addictive if misused and abused. As a learner, you will be provided with information about the topic. Activities are provided to assist you in developing your knowledge, skills and attitudes about classifying drugs of abuse.

OBJECTIVES

At the end of the lesson, the learners are expected to:

- describe how drug of abuse are classified
- classify drugs of abuse according to their effects on the body
- produce a table flipchart of the classification of drugs and their effects on the body

WHAT TO KNOW

Activity 14: Body Frisking

There are six dangerous drugs in the crossword puzzle below. They are written horizontally, vertically, diagonally or in reverse. Find the words and write them on your activity sheet or notebook.

S	N	E	G	O	N	I	C	U	L	L	S	H
S	A	H	U	N	G	A	I	C	O	S	S	A
G	R	E	R	I	O	P	O	P	P	T	T	L
U	C	L	D	A	S	D	G	N	N	O	I	L
R	O	P	S	Q	Z	X	C	A	P	Y	M	U
D	S	S	Q	W	E	R	S	R	T	Y	U	C
Y	S	A	S	D	E	S	S	C	O	O	L	I
A	F	D	O	S	E	F	G	O	L	U	A	N
W	W	R	W	R	C	V	Y	T	M	T	N	A
E	A	Q	P	W	G	F	D	I	N	H	T	T
T	S	E	S	E	B	N	M	C	V	U	S	I
A	D	S	F	D	D	T	L	S	G	N	O	O
G	A	G	I	N	H	A	L	A	N	T	S	N

Activity 15: Reading Time!

Classification of Drugs of Abuse

The Dangerous Drugs Board listed three major drugs of abuse in the Philippines. These are methamphetamine hydrochloride or “shabu”, cannabis sativa or “marijuana” and inhalants better known as “solvents”. These drugs of abuse are included in the six classifications of drugs.

The six classifications of drugs are the following:

1. Gateway drugs

Gateway drugs such as cigarettes and alcohol are legal drugs that a non-drug user might try, which can lead him/her to more dangerous drugs such as marijuana and shabu. Teenagers who engage in early smoking and early drinking have a higher chance of using and experimenting with dangerous drugs of abuse.

2. Depressant drugs

Depressant drugs slow down a person's central nervous system (CNS). The Central nervous system includes the brain, spinal cord, and nerves. Doctors commonly prescribe depressant drugs to help certain persons to be less angry, less stressed, or tensed. Depressant drugs relax muscles and nerves. These drugs also make patients feel sleepy and light-headed. Depressant drugs include alcohol, barbiturates, and tranquilizers.

3. Stimulant drugs

Stimulant drugs speed up a person's central nervous system. Stimulant drugs have the opposite effect of depressants. Stimulants make a person's energy high. Negative effects of stimulants include depression and tiredness. Stimulants include amphetamines which include shabu, caffeine, nicotine, and cocaine.

4. Narcotics

Narcotics are drugs which relieve pain and induce sleepiness. In medicine, these drugs are administered in moderation to patients with mental disorders and those in severe pain like cancer. Narcotic drugs include cocaine, heroin and marijuana. These drugs are illicit and dangerous if taken.

5. Hallucinogens

Hallucinogens are drugs which distort reality and facts. It affects all senses and makes a user see, hear and feel things that don't exist in the time being. The name hallucinogen came from the word hallucination which is to perceive illusions. Hallucinogens include lysergic acid diethylamide, psilocybin obtained from mushrooms and mescaline.

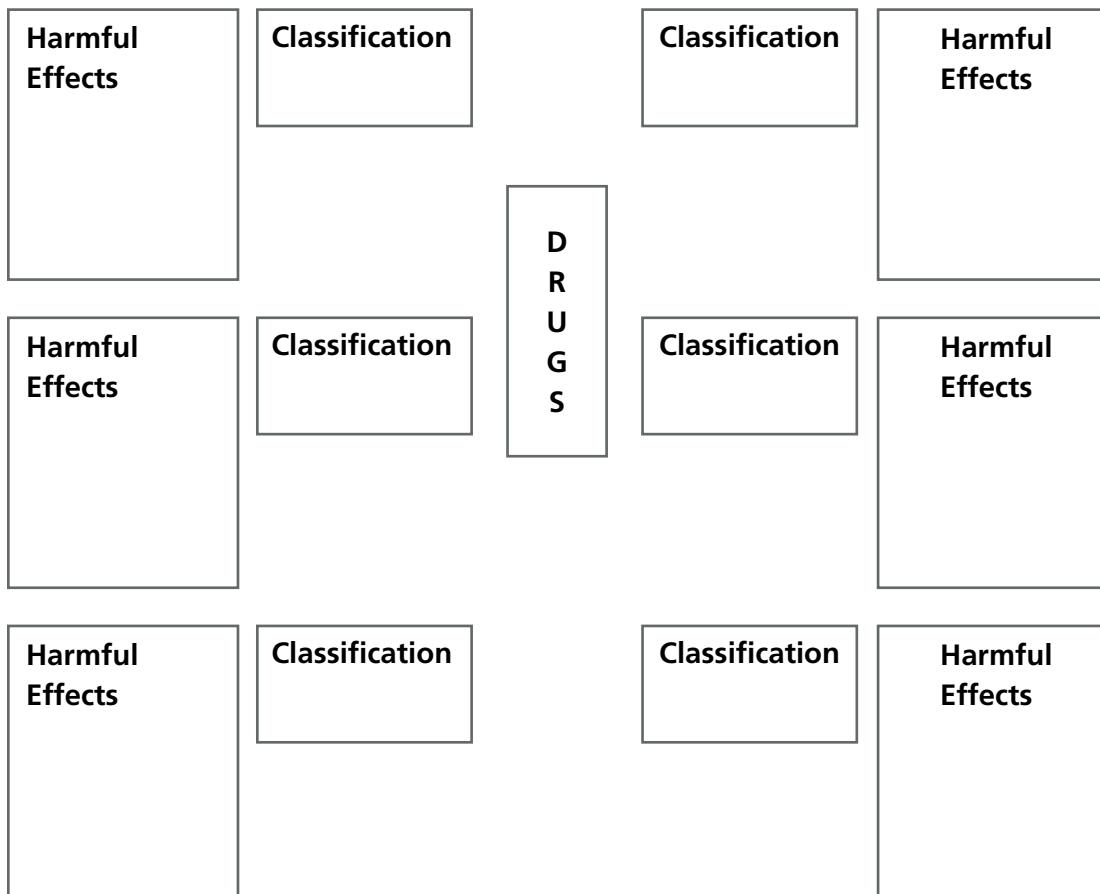
6. Inhalants

Inhalants are found in ordinary household chemical products and anesthetics. It is readily available and accessible to young children. Inhalant intoxication is similar to the signs and symptoms of alcohol intoxication. One difference is the foul smell of chemicals sniffed, inhaled or huffed by the user. Continuous use and abuse leads to delusions, brain damage, liver damage, coma and death. Examples of household products used as inhalants are acetone, rugby or solvent, ordinary and spray paint, cleaning fluids and air conditioner fluid (Freon).

WHAT TO PROCESS

Activity 16: The Drug Concept Map

After reading activity 15, copy the concept map below in your notebook or activity sheet and add information to complete the map.



WHAT TO REFLECT AND UNDERSTAND

Activity 17: Relay Game

Instructions:

1. Form a team with six members.
2. Each member will make a meta-card. Write on each meta-card a class of drugs of abuse. Write legibly. There will be six meta-cards per group.
 - Meta-card 1: GATEWAY DRUGS
 - Meta-card 2: DEPRESSANTS
 - Meta-card 3: STIMULANTS
 - Meta-card 4: NARCOTICS
 - Meta-card 5: HALLUCINOGENS
 - Meta-card 6: INHALANTS
3. Each group will form a line.
4. Your teacher will read a statement or phrase. If your meta-card is being referred to, run to your circle. Wait for the signal “GO!” before running inside the circle.
5. Once inside the circle, raise the meta-card up high.
6. Your teacher may inquire about your answers.
7. Your teacher will then give the correct answer and will briefly explain.
8. Your teacher will record the number of correct answers garnered by the team.
9. Return to your line when cued by your teacher.



TEAM 1

TEAM 2

TEAM 3

TEAM 4

TEAM 5

TEAM 6

WHAT TO TRANSFER

Activity 18: Let's Make a Table Flipchart

Make a flipchart showing how drugs are classified and how they affect the body. Ask your teacher to check your draft. Print the chart using paper and old folders. Include pictures to make your flipchart more attractive.

The rubric on the next page shows how your flipchart will be graded.



RUBRIC ON TABLE FLIPCHART MAKING

Criteria	Advance (5 pts.)	Proficient (4 pts.)	Approach- ing Profi- ciency (3 pts.)	Developing (2 pts.)	Beginning (1 pts.)
Accuracy of content	All information is true and correct.	Almost all information is true and correct.	Much of the information is true and correct.	Not much of the information is true and correct.	Information is not true and correct.
Visual attractiveness	Format and lay-out are very attractive.	Format and lay-out are attractive.	Format and lay-out are organized.	Format and lay-out lacks organization..	Format and lay-out are disorganized.
Graphics and pictures	Graphics and pictures go well with the content and information.	Graphics and pictures are good but are too many that they dominate the material.	Graphics and pictures are good but are too few that texts dominate the material.	Graphics and pictures do not go well with the text making the material disorganized.	No graphics and pictures are used in the making of the material.
Grammar and spelling	No grammatical errors and /or misspelled words.	1-3 grammatical errors and/ or misspelled words.	4-6 grammatical errors and/ or misspelled words.	7-9 grammatical errors and/ or misspelled words.	10 or more grammatical errors and/ or misspelled words.
Total score:		/ 20			

LESSON 4

MYTHS, MISCONCEPTIONS, SIGNS AND SYMPTOMS OF DRUG ABUSE

INTRODUCTION

Lesson 4, analyzes the different myths misconceptions about substance use and abuse. You will learn to describe the signs and symptoms of drug use and abuse among Filipino teenagers. You will be provided with information about the topics. Activities are provided to further enhance your current knowledge, skills and attitudes toward the said topics.

OBJECTIVES

At the end of this learning material, you are expected to:

- analyze myths and misconceptions about substance use and abuse
- describe signs and symptoms of possible substance use and abuse among adolescents
- conduct an interview about myths, misconceptions, signs and symptoms of substance use and abuse
- make an advocacy brochure about the truth of drug use and abuse and the signs and symptoms of drug use and abuse

WHAT TO KNOW

Answer the following questions:

1. What do you know about drug use?
2. What are the signs and symptoms of drug abuse?

Activity 16: Reading Time!

People give several reasons for taking drugs. Some believe that these drugs can make them feel and look good. Certain drugs of abuse produce pleasure or euphoria. Euphoria is the high sensation of feeling good and extremely relaxed. Euphoria is a sensation brought about by the chemical reactions of the neurotransmitters in the brain. Thus, drugs affect your brain process.

Continuous and prolonged drug use has a very bad effect in a person. It can alter his behavior, and his mental, physical, and psychological condition. Most importantly, drug dependence results in drug abuse, drug tolerance, problems with society and law, withdrawal symptoms, severe health problems, poor quality of life and eventually death.

You must understand that it is not easy to know and feel the effects of drugs on the body. Effects are not always the same with drug users. A small amount of a substance may create a feeling of pleasure to a person but the same amount may cause restlessness, stress or even immediate death to another person. It is important to remember that each individual's brain capacity and function and total body chemistry are different from other persons, thus we have different reactions to drugs and substances.

Myths and Misconceptions about Drugs of Abuse

Myths and Misconceptions	Facts about Drugs of Abuse
Drugs of abuse improve memory.	Drugs of abuse shut down proper brain functioning. Certain drugs stimulate the brain but do not really help improve memory. Most drug users claim they think better and clearly after taking drugs but tests on performance and cognition have proven that they have performed worst. <i>Drugs of abuse do not improve memory.</i>
Drugs of abuse help in the digestion of food.	Certain drugs of abuse stimulate the production of stomach acids. Constant exposure to higher than normal acid level damages stomach linings which can result to ulcers. <i>Drugs of abuse do not help in the digestion of food.</i>

<p>Drugs of abuse make a person bold and brave.</p>	<p>Certain drugs of abuse remove shyness and inhibition. In psychology, normal inhibition prohibits a person to do unacceptable things, thoughts and desires. Normal inhibition includes not taking other people's things, not crossing a busy street and knowing what is right from wrong. The temporary courage brought about by taking drugs is a dangerous one as it makes a drug user lose normal judgment which is part of the person's normal inhibition.</p> <p><i>Drugs of abuse place a user in a dangerous and life-threatening situation.</i></p>
<p>Drugs of abuse remove life's problems and worries.</p>	<p>Drugs of abuse are not the solution to problems and worries people encounter. Some people believe that using drugs eliminate one's problems and worries in life. The truth is drugs of abuse will only worsen the scenario and further add more problems some of which are even harder to solve.</p> <p><i>Drugs of abuse worsen life's problems and worries.</i></p>
<p>Drugs of abuse heat up the body.</p>	<p>Drug users believe that certain drugs cause the blood to become warmer which makes the body temperature rise. In cold countries, drugs are used to heat the body. The truth about this is far from reality. Drugs dilate blood vessels in the skin which makes the blood to flow nearer to the skin which enhances convection of heat from the body to the outside environment. Convection transfer heat from inside the body to the outside. Through convection of heat, body heat is lost faster than normal.</p> <p><i>Drugs of abuse do not heat up the body; instead they make the body lose heat faster than normal.</i></p>

Profile of a Drug Abuser

The Dangerous Drugs Board listed the following signs and symptoms of drug abuse. It is important to note that having a few of these signs doesn't immediately make a person a drug user. Therefore, observations of physical, mental, emotional and social behaviors must be carefully done to confirm if a person is a drug user.

Below are some of the signs and symptoms of drug use:

- Declining interest in studies and work
- Identification with known drug users
- Negative outlook in life

- Uncontrolled irretation
- Paranoia (fear that people always stalk and talk about him/her)
- Severe feeling of depression and loneliness
- Complains of over fatigue (psychological or physiological)
- Frequent involvement in petty fights and crimes
- Frequent changes of mood and extreme mood swings
- Lousy physical appearance
- Reddish eyes
- Sudden loss in weight
- Frequent complaints of headache and stomach pains
- Convulsions
- Frequent attacks of cough and runny nose
- Brown stains on fingertips
- Foul body smell
- Wearing of sunglasses even at night
- Loss of balance
- Loss of interest in sports and hobbies
- Poor judgment and loss of inhibition
- Loss of concentration

Activity 20: Interview

Group yourselves into five groups. Interview for three persons. They can be professionals, students or somebody from the community. Get their profile and include the following in the interview questions.

1. Myths and Misconception of Drug Use and Abuse
2. Signs and Symptoms of Drug Use and Abuse

WHAT TO PROCESS

Activity 21: Table of Signs

List the signs and symptoms of drug use and abuse based from the interviews. List them according to the changes they cause in a person.

Physical Changes	Mental Changes	Emotional Changes	Social Changes	Moral-spiritual changes

Activity 22: Acrostic Poem

Make an acrostic poem about breaking the myths and misconception about drugs. Use the letters of the words “SAY NO TO DRUGS” as the first letter of each stanza.

S _____

A _____

Y _____

N _____

O _____

T _____

O _____

D _____

R _____

U _____

G _____

S _____

WHAT TO REFLECT AND UNDERSTAND

Activity 23: News Casting

Group yourselves into small groups. Plan your live news casting about myths, misconceptions and signs of drug use and abuse. Some members can be field reporters and ordinary people who get to be interviewed. Your teacher and classmates will share their insights on your report.

WHAT TO TRANSFER

Activity 24: Advocacy Brochure

Now that you have learned the myths, misconceptions and signs and symptoms of drug use and abuse, create an advocacy brochure about drug use and abuse and their signs and symptoms. Have your teacher review and approve the advocacy brochure. Produce ten copies of the advocacy brochure and distribute it to your friends. Have them sign on a piece of paper as proof of receipt. Submit the original brochure to your teacher with the receipt form. The rubric on the next page tells how your brochure will be graded.

RUBRIC FOR ADVOCACY BROCHURE MAKING

Criteria	Advance (5)	Proficient (4)	Approaching Proficiency (3)	Developing (2)	Beginning (1)
Accuracy of content	All information is true and correct.	Almost all information is true and correct.	Much of the information is true and correct.	Not much of the information is true and correct.	Information is not true and correct.
Visual attractiveness	Format and lay-out are exceptionally attractive.	Format and lay-out are attractive.	Format and lay-out are organized.	Format and lay-out lack organization.	Format and lay-out are disorganized.
Graphics and pictures	Graphics and pictures go well with the content and information.	Graphics and pictures are good but are too many that they dominate the material.	Graphics and pictures are good but are too few that texts dominate the material.	Graphics and pictures do not go well with the text making the material disorganized.	No graphics and pictures are used in the making of the material.
Grammar and spelling	No grammatical errors and/or misspelled words.	1-3 grammatical errors and/or misspelled words.	4-6 grammatical errors and/or misspelled words.	7-9 grammatical errors and/or misspelled words.	10 or more grammatical errors and/or misspelled words.
Writing organization	All parts of the material have a beginning, middle and an end.	Almost all parts of the material have a beginning, middle and an end.	Most parts of the material have a beginning, middle and an end.	Only a small part of the material has a beginning, middle and an end.	Writing is unorganized which makes it hard to convey the message.
Total score:			/ 25		

LESSON 5

SHORT TERM AND LONG TERM EFFECTS OF SUBSTANCE USE AND ABUSE

INTRODUCTION

Lessons 5 and 6 will discuss the harmful short term and long term effects of substance use and abuse on the body. You will also be asked to discuss the harmful effects of substance use and abuse on the: self, family, school and community. Various activities will help you reflect on what you learned and inspire you to become a healthy and active person.

OBJECTIVES

At the end of this learning material, you are expected to:

- Discuss the harmful short-term and long-term effects of substance use and abuse on the body
- Discuss the harmful short-term and long-term effects of substance use and abuse on the following domains:
 - Self
 - Family
 - School and
 - Community
- Discuss the relationship between drug use and the incidence of HIV-AIDS
- Explain the health, socio-cultural, psychological, legal, and economic scope of substance use and abuse

WHAT TO KNOW

Activity 25: Reading Time!

Each classification of drugs has different short- term and long-term effects. Short-term effects last for a couple of days, hours or even shorter periods while long-term effects can be felt for weeks, months and even for a life time. The following is an overview of the short-term and long-term effects of substance use and abuse.

A. GATEWAY DRUGS

Gateway drugs are accepted and legal with restrictions. In the Philippines, people below 18 years of age are not allowed to buy and use gateway drugs. The use of gateway drugs puts a person at risk of using more dangerous and illicit drugs. Tobacco of any form and alcohol are gateway drugs.

Gateway Drug	Short-Term Effects	Long-Term Effects
A. Alcohol	<ul style="list-style-type: none"> - Headache and light headedness - Slurred speech - Slow body reflex, senses and coordination - Overconfident - Mood swings (depression, high spirit, aggressiveness) - Nausea (headache with vomiting) - Experience of blackout (loss of consciousness) 	<ul style="list-style-type: none"> - Damage of organs like liver, heart, colon and brain - Cancer - Cardiovascular diseases - Cirrhosis of the liver - Poor study and work performance - Paralysis and/ or loss of limb due to road accidents and other tragic events - Alcohol poisoning which leads to coma and eventual death

B. Tobacco	<ul style="list-style-type: none"> - Stress - Rapid heart rate and pulse rate - Persistent cough - Difficulty in breathing - Halitosis or bad breath - Sinusitis and otitis media - Increased phlegm production - Stomach problems - Weak physical performance 	<ul style="list-style-type: none"> - Development of asthma - Atherosclerosis - Thrombosis - Cardiovascular diseases - Chronic Obstructive Pulmonary Disease - Cancer of the mouth, throat, skin, lungs, and other body parts - Hypertension or increased blood pressure - Heart attack and stroke which leads to coma and death
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B. DEPRESSANTS

Depressants, also known as “downers”, suppress or slow down the central nervous system. In the medical field, depressants are also called sedatives which are used to treat anxiety, mental disorders and sleep disorders like insomnia. Types of depressants are tranquilizers, barbiturates, and hypnotics. Tranquilizers are mild depressants which are used to treat anxiety. Barbiturates are stronger than tranquilizers and are used to treat insomnia and other sleep disorders and control seizures. Hypnotics are the most powerful depressants. Alcohol is also a depressant.

The table below shows the effects of depressants on the body.

Short-Term Effects	Long-Term Effects
<ul style="list-style-type: none"> - Slow brain function which leads to temporary memory loss - Slow pulse rate and heart rate - Below normal breathing pattern - Low blood pressure - Inability to concentrate and poor judgment - Confusion and irritability - Dizziness and lightheadedness - Slurred speech - Loss of body balance and sluggishness - Depression 	<ul style="list-style-type: none"> - Agitation and aggressive behaviors - Depression leading to mental disorders - Hypertension or high blood pressure - Cardiovascular diseases - Paralysis of the muscles and nerves - Brain stroke - Chronic liver disease - Renal or kidney failure - Cancer of the colon and other form of cancer - Diabetes - Coma and death

C. STIMULANTS

Stimulants are also known as “uppers” or “speeders”. They stimulate or activate the central nervous system. A person can stay awake for longer periods under the influence of stimulant drugs. Some stimulants are legal while some are illicit and dangerous. Caffeine is a stimulant which is found in soft drinks, energy drinks, coffee, tea, and chocolate. Illicit stimulants include cocaine and methamphetamine or shabu. The table on the next page shows the effects of stimulants on the body.

Short-Term Effects of Stimulants	Long-Term Effects of Stimulants
<ul style="list-style-type: none"> - Increased heart rate and pulse rate - Increased respiration (breathing) rate - Increased digestive processes - Increased blood pressure - Increased body temperature - Decreased appetite - Alert body responses - Inability to sleep - Euphoria - Depression (the “down” that follows the “up” sensation) 	<ul style="list-style-type: none"> - Paranoia - Heart attack - Brain stroke - Brain damage - Kidney damage - Liver damage - Coma which leads to death

D. NARCOTICS

Narcotics are known as “painkillers”. They also induce sleepiness. Narcotics are administered to patients with mental problems. They are also given to cancer patients to relieve severe pain. Narcotic drugs include cocaine, heroin, and marijuana.

Short-Term Effects of Narcotics	Long-Term Effects of Narcotics
<ul style="list-style-type: none"> - Drowsiness - Euphoria - Loss of appetite - Vomiting - Nausea - Muscle cramps and pain - Chills and shaking - Weight loss - Difficulty in sleeping - Difficulty in breathing - Inflammation of the veins - Panic attacks 	<ul style="list-style-type: none"> - Development of diseases like hepatitis, tetanus and HIV-AIDS due to needle sharing - Overdose leading to coma and death

E. HALLUCINOGENS

Hallucinogens create hallucinations. Hallucinations distort what is real. Everything the person sees, hears, and feels are the opposite of reality. Lysergic acid diethylamide (LSD), psilocybin, and mescaline are some of the common hallucinogens.

Short-Term Effects of Hallucinogens	Long-Term Effects of Hallucinogens
<ul style="list-style-type: none">- Euphoria- Hallucinations (seeing things which are not really there)- Poor judgment of time and distance- Inability to sleep- Loss of appetite which lasts up to 10 hours- Nausea- Poor body coordination- Feeling of super strength- Increased blood pressure and heart rate- Aggressive behavior- Memory loss- Slurred speech	<ul style="list-style-type: none">- Flashback (effects of the drug comes back after a long time of not using it)- Increased blood pressure- Brain damage- Psychosis (a mental disorder in which reality is distorted or twisted)- Coma and death

F. INHALANTS

Inhalants are found in common household chemical products. Inhalants are huffed or sniffed. The effects of inhalants are similar to the effects of alcohol intoxication.

Short-Term Effects of Inhalants	Long-Term Effects of Inhalants
<ul style="list-style-type: none">- Slurred speech- Poor coordination- Euphoria- Dizziness and nausea- Feeling of lightheadedness- Foul breath- Hallucinations- Delusions	<ul style="list-style-type: none">- Loss of hearing- Uncontrolled muscle spasms- Brain damage- Nerve damage- Bone marrow damage

Drug Use vis-à-vis HIV-AIDS

According to reports, drug use and HIV-AIDS are often not interrelated. In the Philippines, injecting drug users (IDUs) is one of the known modes of transmission for the Human Immunodeficiency Virus or (HIV) which is the causative agent that causes the Acquired Immune Deficiency Syndrome (AIDS). HIV is a blood-borne virus which means, it is transmitted from one person to another through blood transfusion, sexual intercourse, exchange of body fluids, and from mother to child during pregnancy and breastfeeding. AIDS is a syndrome because it is a complex pattern of symptoms. AIDS is a disease which attacks and weakens the body's immune system.

The Department of Health (DOH) reported that around 13 Filipinos are infected with HIV-AIDS every day. From 1987 to 2013, there were more than 14,000 cases of infection and the rate of infection is very high in highly urbanized areas like Metro Manila. In relationship to drug use and abuse, the two most recorded means of transmission of HIV-AIDS is through the following:

1. Risky sexual behavior
2. Sharing of needles through drug use

High risk behaviors:

A. Injecting Drug Users (IDUs).

The risk of getting HIV-AIDS through intravenous injection (IV) is very high. Drug users are particularly vulnerable to this risky behavior. The need to inject drugs through needle sharing during sessions with co-users puts each person at high risk of getting HIV-AIDS.

B. Poor judgment and risky sexual practices.

Drug intoxication greatly affects the person's way of thinking and decision-making skills. This can lead the person to perform risky sexual practices which further aggravate HIV-AIDS infection.

C. Prognosis of disease and drugs.

Drug abuse and addiction worsen HIV-AIDS infection. A medical study has shown that HIV damages a larger percentage of brain cells and nerve cells among users of methamphetamine. In animal subjects, viral presence in brain cells is more than the other cells in the body.

D. Delay in drug abuse treatment.

Medical study has found that the longer drug users delay drug abuse treatment,

the higher the chance of getting and spreading HIV. Delayed drug abuse treatment means the person will engage in more intravenous drug sharing and risky sexual behavior and practices. The earlier a drug user seeks intervention and treatment, the better the chance of not acquiring and spreading HIV-AIDS and other diseases. Drug abuse treatment also educates and counsels the user and the family about the risk of drug use and abuse.

Effects of Drug Use

Aside from oneself, drug use and abuse also affects the immediate family, school and community where the drug user lives. Below are some of the effects of drug use and abuse on the family, school and community.

A. Effects of Drug Use and Abuse on the Family

- Broken and unhappy family ties
- Ignored duties and responsibilities
- Financial constraint due to drug dependence and addiction
- High cost of drug treatment and rehabilitation
- Family dishonor and embarrassment
- Separation of family members

B. Effects of Drug Use and Abuse on the School

- Poor academic performance
- Increased rate of absenteeism and tardiness
- Increased incidence of school fights
- Low academic achievement rate
- Incidence of disrespect to school authorities

C. Effects of Drug Use and Abuse on the Community

- High incidence of crime which includes stealing, robbery, and snatching
- High incidence of accidents, e.g. road accident, accidental falling, etc.
- Affected economy due to low manpower production
- Loss of government funds due to drug-related operations, treatment and rehabilitation

WHAT TO PROCESS

Activity 26: Dear Diary

Write yourself a letter. Tell about the dangerous short-term and long-term effects of drugs to oneself, family, school, community, and the nation as a whole. Have your English teacher check the grammar. Have your teacher check the content. Submit in printed form.

Activity 27: Drugs as a Burden to the World

Think of a creative way of showing how drugs are a burden to health, socio-cultural, psychological, legal, and economic magnitude. You may write a poem, a song, draw a cartoon, poster, etc. Share with the class your literary work and have your teacher check it.

WHAT TO REFLECT AND UNDERSTAND

Activity 28: Dear Sir/Madam

Make a recommendation letter to your mayor or barangay captain about the dangers brought by drug abuse in the community. Sight possible evidences of drug abuse like the presence of “hamog boys”, “rugby boys”, etc. Submit it to your teacher for evaluation.

WHAT TO TRANSFER

Activity 29: Advocacy Video

Form five groups. Create an advocacy video about drug abuse and its effect on the body. You can use video camera recorders, tablets or your cell phone camera. This will be reviewed by three teachers you have invited to the film viewing along with your classmates.

LESSON 6

PREVENTION AND CONTROL OF SUBSTANCE USE AND ABUSE

INTRODUCTION

Lesson 6 deals with different strategies in the prevention and control of substance use and abuse. These strategies include application of decision-making skills and the use of resistance skills in different situations related to substance use and abuse. Decision-making and resistance skills will help you enhance your knowledge, skills and attitude in facing and overcoming real-life situations. You will practice these skills in class and will be guided by your teacher. You will also suggest healthy alternatives to prevent the use of drugs of abuse.

OBJECTIVES

At the end of this learning material, you are expected to:

- Discuss strategies in the prevention and control of substance use and abuse
- Apply decision-making and resistance skills in situations related to substance use and abuse
- Describe healthful alternatives to substance use and abuse

WHAT TO KNOW

Activity 30: Reading Time!

There are various and healthy ways to get rid of drugs. These range from simple immersion to hobbies like interactive and board games, sports, and joining clubs of interest.

Prevention is the best way for people like you to avoid the use and abuse of drugs. People should understand the different protective factors and risk factors. Protective factors should be enhanced while risk factors should be avoided and dropped for good. You should learn decision-making skills and resistance skills in order to be able to refuse temptations and offers from known drug users.

The following are protective factors you need to fight drug use and abuse:

- Loving and caring family
- Involvement in sports
- Positive outlook in life
- Positive self-image
- Caring and supportive friends
- A sense of worthiness and achievement
- Always having the right attitude
- Ability to cope with stress and depression
- Having responsible adult role models
- Active participation in sports or recreation
- Participation in school clubs and activities
- Consultation with responsible adults like parents, teachers, counselors regarding problems, concerns and queries in life
- Development of talents and skills

Which of the protective factors are within your control? Beyond your control?

Decision-making Skills

The following activities will strengthen your decision-making skills.

Skills	Guides
Step 1: Describe the situation you are in.	Describe the situation you are in. You can better describe by writing it on a piece of paper. You can say it out loud several times.
Step 2: List possible actions for the situation.	List down all possible actions. Don't worry about listing the not-so-good ones. You can eliminate them afterwards. You can also say out loud all possible actions. Think over them several times.
Step 3: Share your list with responsible adults.	Share your list of possible actions with a responsible adult. Make sure that this person has not been associated with known drug users. His/Her decisions should be credible.
Step 4: Carefully evaluate all possible actions.	Carefully evaluate all possible actions. Ask yourself if the actions will protect and promote healthy results, protect safety of self and of other people, respect and does not violate laws and policies, follow guidelines of home, school and community. Lastly, ask if the actions will show your good image and persona.
Step 5: Choose which action is most responsible and suitable.	After questioning and evaluating all actions, choose the most responsible and suitable action for the situation.
Step 6: Act responsibly and intelligent.	Do the action responsibly and intelligently. Don't stop evaluating the action.

Resistance Skills

Use the following steps to practice resistance skills in saying “NO” to drugs.

Step 1: What is the problem?

Say what is wrong. Say “that is wrong,” or “drugs are bad,” or “that is prohibited,” or “Drugs are against the law and school rules.”

Step 2: What could happen?

Ask the following:

- *Could anyone be harmed if I do it (including you)? How?*
- *Could it get you into trouble? What trouble?*
- *Would it make you feel bad if you do it?*

Step 3: What are the ways of saying NO?

Choose from any of the following:

- *Say No. “No, I’m not interested,” or simply say “No”*
- *Change the topic. Say “I’m going to the park, you can come with me.” or “Would you like to see a movie with me?”*
- *Tell the truth. Say “I hate drugs, it destroys dreams,” or “Drugs make you become sad and unhappy,” or “I’m too young to die.”*
- *Joke about it. Say “My parents are good at smelling, I won’t get past them,” or “Are you really ready to die? I’m not!”*
- *Give reasons. “I don’t do drugs, it’s bad for the health,” or “I have a training today, I need clean air to get going,” or “Let’s play basketball, beat me!”*
- *Tell a story. Say “My friend died of drugs, he’s only 15 years old. It was painful,” or “my classmate died from drugs. I don’t want that to happen to me or to you!”*
- *Walk away if you can’t change your friend’s mind.*

Drug Abuse Treatment and Rehabilitation

The Dangerous Drugs Board in cooperation with the Department of Health offers treatment and rehabilitation programs to Filipinos who become ill because of drug abuse. Drug dependents undergo effective modes of treatment. It is the responsibility of the state to help and rehabilitate drug dependents so that they can once again achieve their dreams and become responsible and productive members of the society.

Requirements for Drug Abuse Treatment and Rehabilitation

1. **Application for Drug Dependency Examination (DDE)** through the City Anti-Drug Abuse Council (CADAC) in your city or province.
2. **Application for Police Clearance and Barangay Clearance** where the drug dependent resides.
3. **Application for Certificate of No Pending Case from the Regional Trial Court (RTC).** If the drug dependent is a minor and with a pending case, the parents or guardian must secure a Certification of Suspended Sentence also from the RTC.

Steps on Drug Abuse Treatment and Rehabilitation

Drug abuse treatment and rehabilitation follows certain steps and procedures. Treatment and rehabilitation can be voluntary, voluntary thru representations and compulsory confinement.

- “**Voluntary**” means the drug dependent decides on his/her own to be examined and admitted in rehabilitation centers,
- “**Voluntary thru representations**” means the drug dependent is willing but wants to be represented by an immediate family member or legal guardian and
- “**Compulsory confinement**” means the drug dependent needs to be confined as the condition is life-threatening or threatens the life of the family.

Below are the steps securing drug abuse treatment and rehabilitation:

1. Secure referral form for Drug Dependency Exam at CADAC or Dangerous Drugs Board (DDB).
2. Have the drug dependent examined by DOH accredited doctor.
3. If drug dependent is found positive, DDE must be submitted with the

- other documents to the Legal Affairs Division of DDB.
4. A “Petition for Confinement” shall be filed with the RTC where the drug dependent lives.
 5. Decision of place of confinement. The immediate family or legal guardian will decide where the drug dependent will be confined. The government usually recommends government-owned treatment and rehabilitation centers but the family has the right to choose where to confine the patient.

Mode of Treatment

There are various modes of treating drug dependents. Each mode is effective on its own. Centers may apply several modes during the period of confinement.

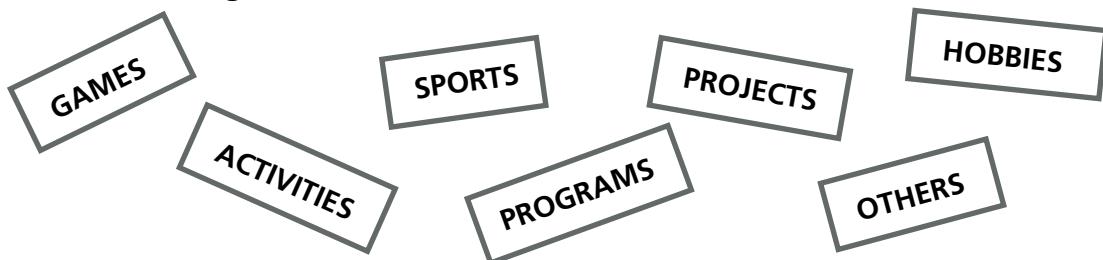
Mode of Treatment	Description
Eclectic Approach	This approach uses a holistic approach in the treatment process. The professional skills and services of the rehabilitation staff are made available. Eclectic approach addresses different personality aspects of the patients geared towards their rehabilitation and recovery from the dependency.
Spiritual Approach	This approach uses Bible teachings as a source of inspiration to change drug dependents. The approach looks at drug abuse as a sin. It also teaches patients to turn away from the evil ways of drug addiction and renew their connection with God.
Therapeutic Community Approach	This approach views drug addiction as a manifestation of a more complex psychological problem. The treatment is a highly structured program wherein the community is used to foster change in attitude and behavior. Role modeling and peer pressure play important parts in the program. The approach teaches personal responsibility, positive self-image, importance of human community and cooperation among community members. Its goal is to turn patients into responsible citizens.
Hazelden-Minnesota Model	This model views any form of addiction as a disease that it is an involuntary condition caused by various factors outside an individual's control. The program consists of instructive lectures, cognitive-behavioral psychology. This approach teaches a set of values and beliefs about the powerlessness of persons over drugs and turning to a higher power to help them overcome the disease. Psychologists, psychiatrists and patients help each other in this program.

Multidisciplinary Team Approach	This approach utilizes professional skills and services of a team composed of psychiatrists, psychologists, social workers, occupational therapists and other related disciplines in cooperation with the immediate family of the drug dependent.
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WHAT TO PROCESS

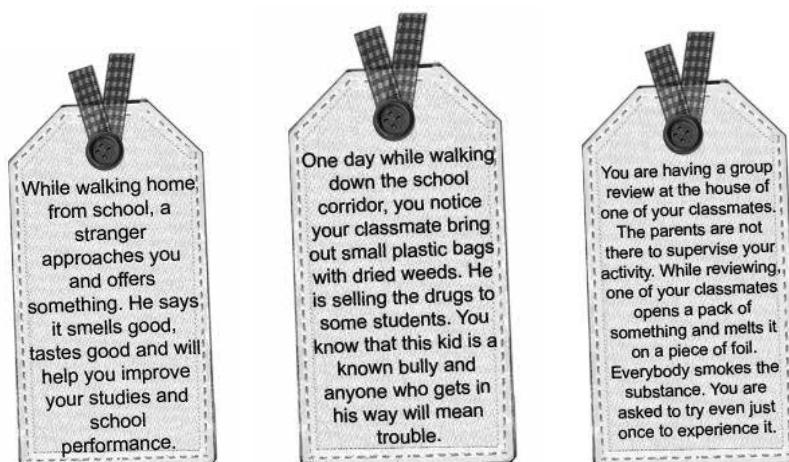
Activity 31: Play List

List several alternative ways to prevent and control drug use and abuse. Use pieces of paper to write down specific programs and activities which can prevent and control drug use and abuse.



Activity 32: What Will you Do?

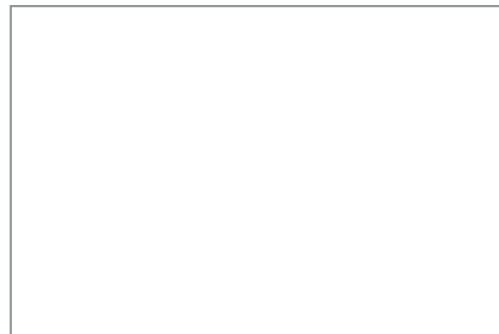
Apply decision-making and resistance skills to the following situations. Role-play these situations. Let the class analyze and critique your decisions and resistance skills used in the play.



WHAT TO REFLECT AND UNDERSTAND

Activity 33: Armor Shield

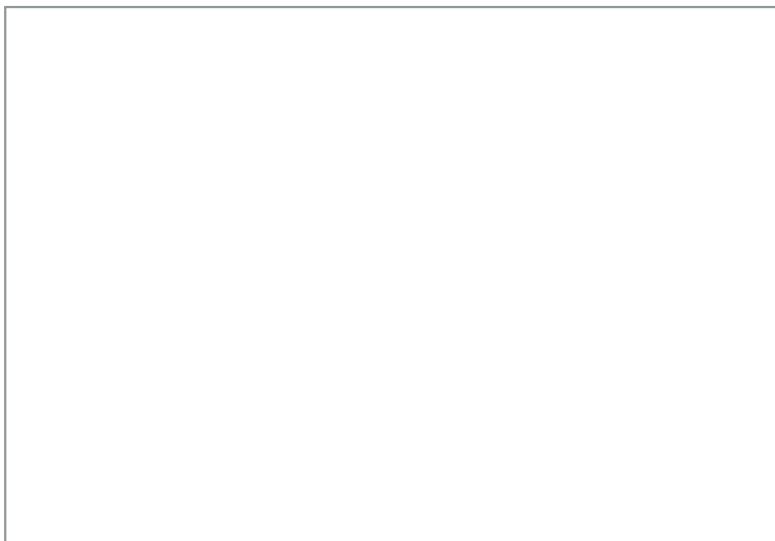
Create your very own armor shield against drug use, abuse and dependence. Be very creative. Simple drawings will suffice. Your armor shield will look like an emblem. Present your shield in class and submit it to your teacher for assessment.



WHAT TO TRANSFER

Activity 34: Let's Make a Game

Now that you have learned about the prevention and control of substance use and abuse, you will create a board game or card game about it. The game should be unique and focus on educating players about the importance of substance use and abuse prevention and control. The board game should include elements of temptation to use drugs, resistance skills and decision-making skills in resisting drug use. Utilize indigenous materials to minimize expenses. Use the rubric on the next page to guide you in your output.



RUBIC FOR BOARD AND CARD GAME

Total Score:	Criteria	Visual Appearance	Relevance with the topic	User-friendly and grammar use
/ 15 POINTS	Advanced (5 pts.)	The game looks very attractive to play. Most elements and principles of design are included.	The game is relevant to the topic. Additional healthy information is included in the game.	The game is very easy to play. Direction for use is provided. Grammar is correct and all words are spelled correctly.
	Proficient (4 pts.)	The game is attractive to play. Several elements and principles of design are included.	The game is relevant to the topic. There are few additional healthy information included.	The game is easy to play. Direction for use is provided. Grammar is correct with 1-2 misspelled words.
	Approaching Proficiency (3 pts.)	The game is good to play. Few elements and principles of design were included.	The game developed is quite relevant with the topic. There are no efforts to add new healthy information.	The game is quite easy to play. Direction is provided with minimal grammatical errors and 3-4 misspelled words.
	Developing (2 pts.)	The game lacks the attractiveness to lure players to play the game. Elements and principles of design are not properly utilized.	The game is still in the developing stage. Some topics are not in line with the expected concepts.	The game is somewhat hard to follow. Direction is provided but hard to follow because of many grammatical errors. There are 5-10 misspelled words.
	Beginning (1 pt.)	The game is not attractive. Players are not lured to play the game. There are no elements and principles of design incorporated in the game.	The game is not in line with the topic. There is no learning in playing the game.	The game cannot be played because of unclear direction. There are many grammatical errors and more than 10 misspelled words.

GENERALIZATION

The present drug scenario in the Philippines is changing. Likewise, local and international drug syndicates are being apprehended and prosecuted by the long arm of the law.

Drugs by nature are good. They are used to treat illnesses, help calm down patients with mental disorders or relieve pain and suffering. Illicit use of drugs is the result of greediness in some men to earn money and create chaos and disorder in society. In the Philippines, the most commonly used drugs are shabu, marijuana and inhalants or solvents.

Drugs of abuse are classified according to their effect on the body gateway drugs, depressants, stimulants, hallucinogens, narcotics and inhalants. Some people have myths and misconceptions regarding drug use.

Various risks of drug use have been discovered by medical science. These risks are called effects. Effects are either short-term effects or long-term effects. One of the effects of drugs particularly drugs those injected into the blood stream is the risk of HIV-AIDS contamination. HIV-AIDS in the Philippines is continuously growing and posing a threat to every Filipino, his/her family, and the community. Generally, effects of drug use affect the following domains namely: self, family, school and community.

With the continuous presence of drugs in our society, the government along with non-governmental organizations and private institutions find alternative ways to prevent and control the spread of drug addiction and dependence in the country. These healthy alternatives are effective strategies to educate, advocate and promote a drug free-community and instill in our youth that drugs are not good and will only destroy their lives and that their family and community.

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