

Lesson #4: Club Drugs

Objectives:

1. Students will be able to describe cultural influences on use of club drugs.
2. Students will be able to identify specific club drug characteristics and ways they are used.
3. Students will be able to use technology, via internet, etc..., to obtain information for their research.

Equipment:

1. Internet Access
2. Printer
3. Paper and pen

Content/Learning Experiences:

1. Before the day of the lesson, ask students to identify music or movies that address club drugs. Or, research their own songs and lyrics to discuss in class. Within some songs that may be deemed offensive, there are particular lines or relevant themes that can be used independently in class for discussion.
2. Discussion: Ask students to relate the lyrics, messages, and/or theme of songs or movies to the class or have the students play a part of the song to the class (if appropriate). Facilitate a discussion on the lyrics, their meaning, their influence on individuals' behaviors, the perception of the singer(s) and/or band(s), frequency and popularity of the songs and groups.

Discussion questions may include: How popular is this song? How do you know it is popular? What do you picture when you hear the song? Are there any restrictions by parents or others listening to the music? What is the message? Why do you like or dislike this song? Are there subtle messages beneath the obvious? Do they influence behavior?

3. Have students list what they believe to be true about club drugs from these lyrics. What drugs are considered "club drugs"? How much are they used? What are the effects? Can they relate any instance of their use in real life?
4. Research: Direct students to the NewsHour story at: www.pbs.org/newshour/bb/youth/july-dec01/ecstasy.html
Ask students to compare their earlier perceptions as listed with the information provided in the article, compare their earlier perceptions as listed with the information provided in the article, noting the facts next to the perceptions. Discuss their findings, being sure to identify the emotional and physical sensitivity responses.
5. Continue the discussion by examining why they are also called date-rape drugs? Have students identify what lyrics in the songs are in conflict, if any, with current social mores and values in their community? Why or why not? Go beyond drug use to sexuality. What gender roles are involved? Define sexualization (using control and influence to manipulate others, including rape, incest, harassment, flirting). What attitudes contribute to this problem. Do parents, teachers, law enforcement personnel, doctors, and others in their community know about these drugs?

Organization/Transitions/Safety:

1. Caution: Language and content of some songs may be offensive and inappropriate in the school setting therefore, review the lyrics for relevant and appropriateness prior to class.

Literacy Content:

1. Students will write what they believe to be true about club drugs from the lyrics to their chosen songs.
2. Students will write a journal entry about what they thought was the most important point(s) to this lesson.

Hip-Hop Website:

1. Students may be directed to Hip-Hop website if they want some ideas or examples of songs, etc... from the popular culture.
2. Additional sites that students may tend to:
 - www.clubdrugs.org
 - www.health.org (National Clearinghouse for Alcohol and Drug Information)
 - http://www.nlm.nih.gov/medline_plus/clubdrugs.html
 - <http://www.nida.nih.gov/drugpages/clubdrugs.html>
 - http://www.jointogether.org/sa/issues/hot_issues

Source: www.pbs.org/newshour/extra/teachers/lessonplans/health/clubdrugs/index.html#standards