

# The Affects of Substance Use & Abuse on the Body/Brain of Adolescents

by Jamie Day

<b>Tool(s) used:</b>	<ul style="list-style-type: none"> <li>• Systems Iceberg</li> </ul>
<b>Purpose of using tool:</b>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Generating Questions</li> <li>• Synthesizing Thinking</li> <li>• Guiding Discussion</li> </ul> <p><b>Overview:</b></p> <p>I used this tool with my 9th-grade substance use and abuse class. I first used it to guide our discussion after watching a pretty intense film on the effects of binge drinking. We used it to generate questions about the topic as well as to analyze the events, patterns of behaviour, systems that support those patterns and underlying mental models or values and beliefs behind the idea of drinking and partying specific to teens and college-age students.</p>
<b>Context of lesson/case study:</b>	9th-grade Health/PE class
<b>Participants (# and description):</b>	9th-grade students about 25 students in total
<b>Topic, Theme, or Key Understanding of unit:</b>	The affects of substance use and abuse on the body/brain of adolescents
<b>Length of unit/project:</b>	3-week unit - 1-week project
<b>Resources/materials &amp; setting required:</b>	Discovery learning video on binge drinking; Iceberg tool; classroom; projector; whiteboard

## Lesson Plan/Description of the Project:

In these documents, [Copy of 9th Grade Health 1st Semester by Jamie Day.pdf](#) and [Iceberg Model for substance abuse 9th grade by Jamie Day.pdf](#), you can see how we used the Iceberg model in that particular lesson. The plan was to use the Iceberg tool to analyze the underlying currents of the events that are a result of use and abuse of drugs and alcohol by teens. Then to generate questions of things we might want to know more about. Then students were asked to do research on a variety of different drugs and make a presentation answering 10 questions about those topics to present to the class. They were then to use the Iceberg tool with the different questions to analyze their research and look at the layers of the issues that surround their particular topic. They were then asked to write a reflection on what they learned and share it with the class.

## Reflection

### Plusses:

We are in the middle of the presentations now but I think in general using the Iceberg tool takes students thinking to a deeper level, the next step is now what? Which unfortunately given current time constraints in the units we won't really get to explore but perhaps in the future.

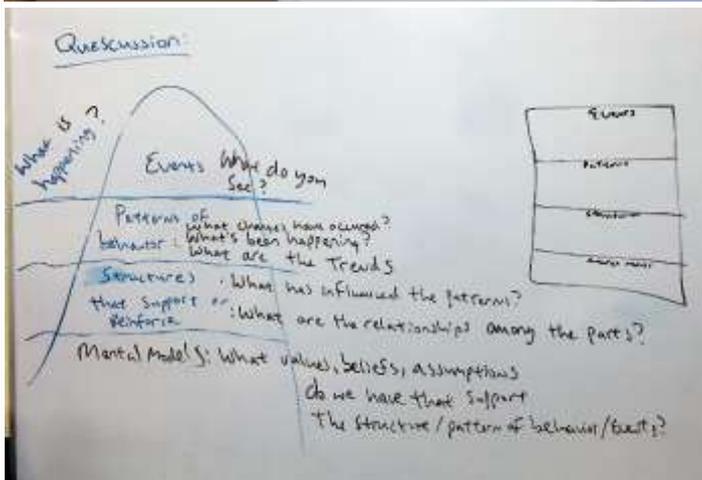
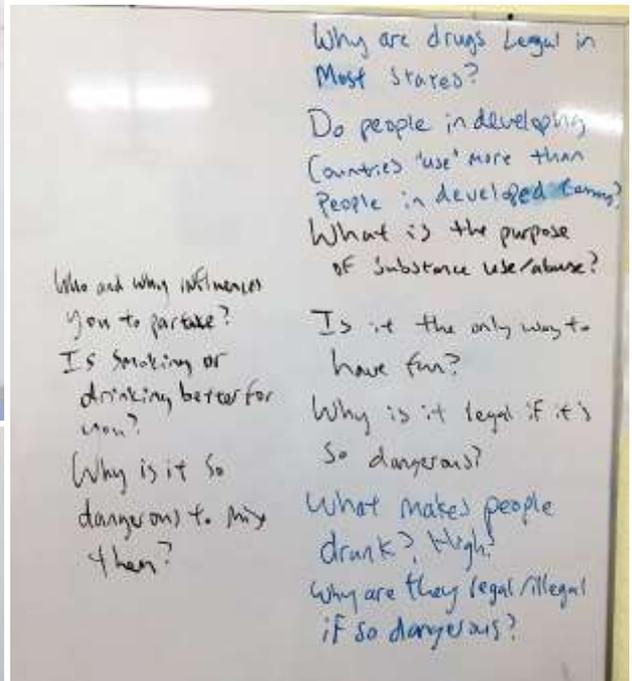
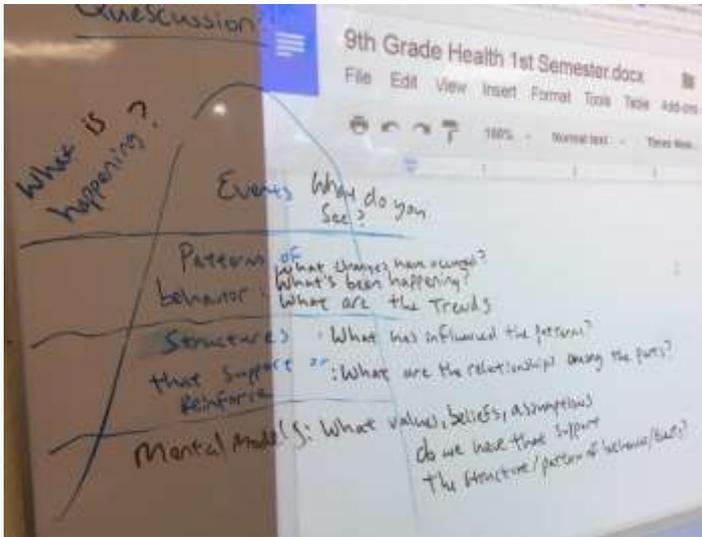
### Challenges:

Gettings students to understand how to use the ice berg tool correctly, also those that were absent the day the ice berg tool was used in class have a harder time grasping the concept, so perhaps a video to help people use it if they don't see it first hand would be helpful.

**Suggestions for other practitioners and educators:**

One student said 'Wow, this really makes us think..., we haven't had to do that in a long time' :-) I thought that was pretty funny and insightful for us as teachers and found that this tool is great for critical thinking skills.

**Evidence and Resources:**



*Case study submitted by: Jamie Day, 2017, while serving as Secondary PE and Health at the Colegio Maya, Guatemala City, Guatemala*