

MODEL OF ORGANIZATION THE STUDENT ACTIVITIES IN FORMING THE CANNABIS CONCEPT

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ABSTRACT. The drug habit problem has been existing since ancient times and it will continue to be always topical. The main factor that exercises influence is the society, by the means of media, legislation decrees as well as all the institutions like schools, hospitals, working places and others.

The prepared by us health-educational program for prevention from drug abuse is based on individual, inner personal and social models and theories which have been dominant in the sphere of the health education for the several last decades. During structuring the separate subjects of our program we used the popular Health Belief Model and Consumer Informational Processing Model.

In order to illustrate with an example the construction of our health-educational program, we decided to present Cannabis subject as an exemplary subject

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The drug habit problem has been existing since ancient times and it will continue to be always topical. There are a great number of factors that exercise influence – from the very bad way of living and the efforts a solution of the problems to be found, to a very high standard of life and the usage of drugs as means of achieving variety and a different point of view on life. Howsoever, the main factor that exercises influence is the society, by the means of media, legislation decrees as well as all the institutions like schools, hospitals, working places and others. Despite the readiness of the society [5;37] and the possibilities for allocating a bigger budget for educational materials connected with prevention from psychoactive dependence, medication of dependent drug addicts, struggle against drug dealers and the drug

traffic, still there always will be people who will abuse with drugs. However, it is necessary social consensus for struggle against the drugs to be formed.

The growing up generation is a risk group of psychoactive substances abuse because of the following reasons:

- The age from 11 to 18 years is connected with the formation of personality and building up of a system of values; (1, 2, 4)
- At this age it is easier strong influence to be exercised on the individual by different social groups like friends, crowds, classmates and others; [4;74]
- During that period the growing ups tend to experiment with different things, one of which is taking psychoactive substances. (3, 5)

Undoubtedly the most widespread psychoactive substances that student abuse with, are marijuana and hashish, which are extracted from cannabis plant (hemp). That is why in this report the subject Cannabis as a model of work will be presented together with the developed by us health-educational program for prevention from psychoactive abuse. The purposes of the present report are as follows:

- To describe how the program is constructed and some recommendations to the future authors of health-educational programs to be made;
- The informational part of Cannabis subject to be presented;
- Recommendations and instructions for work with the program to be done.

The prepared by us health-educational program for prevention from drug abuse is based on individual, inner personal and social models and theories which have been dominant in the sphere of the health education for the several last decades. During structuring the separate subjects of our program we used the popular Health Belief Model, (6) which is consisted of the following stages: 1) accepted persuadability – the person's opinion about the possibility of falling into a particular state; 2) the accepted difficulty – the person's opinion about the seriousness of this state; 3) accepted benefits – the person's opinion about the effectiveness of some conscious actions for decreasing the risk of complicating the influence and 4) the accepted barriers – the person's opinion about the particular and psychological cost of these conscious actions.

Our program is constructed on a modulus principle and it is consisted of three sections. The introductory section includes information and assignments referred to the introduction in neurobiology. In this way it is aimed the first two stages of the health-convincing model to be covered. In order to be discussed the accepted difficulty and the accepted persuadability among the students on subjects referred to the drug addiction, it is necessary that they are aware of the basic principles and structures studied by the neurobiology. In the second section the main groups of psychoactive substances are introduced – stimulants, cannabis and inhalants, solid

drugs, hallucinogens and steroids. In this section each of the mentioned modules are divided into three working cards – an informational card, a card for additional information and interesting facts and a working card. The way of working with these cards is going to be explained in the Cannabis subject further in this report. Subjects with informational content describing the drug addiction as a social problem are introduced in the last third section of the program. In this section information about the legislation decrees is presented as well as the national authorities for struggle against the drug addiction and the social consequences caused by the psychoactive substance abuse. Topical subjects connected with the problem, that is studied, are presented for discussion as well.

We used the health convincing model because the program is directed to the growing ups who should be helped to build up their health attitudes and convictions. They are necessary for the young people in order to be resistant against possible pressure by a definite group of people on one hand and on another hand – their behavior to be changed in case of observed developed dependence on given psychoactive substance.

In the process of building up our program we used some key elements of the Consumer Informational Processing Model, introduced by Bettman and McGuire. The so called „search for information“ and „capacity of processing“ of information take the main place in this model. The search for information is an important process for gaining and acquiring new information (7). It is necessary to point out that in this case human motivation, attention and acquiring information in the time takes an essential place (8). The taught ones tend not to deal with extended informational search and that is why our program, in its part of the influence of the psychoactive substances, is divided into three working cards. This is done in order the informational search to be facilitated. In the theoretical part of Cannabis subject basic information about the hashish and marihuana is presented, as it is aimed the new information to be facilitated. In the second section interesting facts and additional information are given which, according to the interests and willingness of the taught ones, can make them enforce the informational search and extend their knowledge on the psychoactive substances. At the same time, as we have already mentioned, the informational search, according to the processing model, depends on the motivation, attention and the perception. That is why in card number two a number of interesting facts are presented in order to incite the attention of the taught ones, to attract their attention and from that point on - to advantage the acquiring the new information. The students should not be expected to process big quantity of information for a short time. Each student has a particular capacity of processing information, which is specific for him. During building up our program our aim was the information to be presented in an intriguing way and to be acquired easily by the students. For this purpose the information is given briefly and accessibly with the presence of lots of causes, games, discussions, which increase the effectiveness of the health-educational program. The teacher who directs the educational process has to use the working

cards according to the abilities and the capacity of processing the information of the taught ones in this particular purpose group. Each of the cards can be used in different components of the process of teaching. The program is constructed so that changes can be done at any moment and to be flexible, so that to allow the teacher to adapt it for optimal usage in the particular purpose group.

In order to illustrate with an example the construction of our health-educational program, we decided to present Cannabis subject as an exemplary subject. Before the beginning of the subject the following purposes are set:

After the end of the classes the taught ones will be able to:

- Clarify the effect and the mechanism of functioning of the cannabis;
- Tell very interesting facts referred to the origin, history and usage of the cannabis;
- Give their opinion pros and cons of taking marihuana and discuss the possibilities of its legalizing;
- Work in groups for solving a given cause, connected with the cannabis;
- Estimate the dangerous influence of the marihuana and hashish;
- Solve assignments connected with the cannabis;
- Work with younger children

In the theoretical card the information is presented briefly and intriguingly. Some information is given about the plant cannabis, from which the hashish and marihuana are extracted, as well as the ingredient causing psychoactive influence on the human organism – tetrahydrocannabinol. The mechanism of functioning of cannabis substances and the main influences of tetrahydrocannabinol are described as well. At the end of the informational card the new discoveries and researches connected with cannabis substances – marihuana and hashish are presented.

In card number two some information about the dangerous indirect influence of the marihuana on human behavior is provided as well as historical facts about the origin of the hemp plant and its widespread usage in the light industry and a lot of other intriguing and useful for the students information.

In the working card of Cannabis subject games, causes and discussions are presented. In order to illustrate the content of card number three, we are going to present some assignments.

With the first assignment in the working sheet of paper it is aimed the influence of tetrahydrocannabinol on human memory to be recreated. For the purpose the following experiment is done. Twenty words are read aloud and the students are required to write down as many words as possible, which they have managed to memorize. After that several couples of students, who are situated in different ends of the room, start talking to each other loudly while another twenty words are read. The

students are required to write down the memorized words. At the end of the experiment it is necessary the taught ones to:

- Compare the number of the memorized words from both experiments (it is pointed out that the disturbing noise influences in a similar way on the transfer of information and the memory as taking marihuana);
- To be identified the areas of brain that are responsible for the memory and to be explained in brief how the marihuana causes similar effect.

In assignment number two the students are required to comment how taking marihuana or hashish will reflect on different professions, as a prepared in advance list of jobs is given. The students are required to transfer the newly received information to a real situation.

Next come three assignments of discussion character. The discussions are presented so that there is thesis and anti thesis. The discussion is guided by preliminarily presented in the assignment supporting questions. For example, the subject „Do we have to legalize marihuana?“ is a very interesting topic of discussion.

The taught ones are divided in two groups – supporters of the thesis that marihuana should be legalized and supporters of the opposite thesis. First inner, discussions in both groups are carried out and then a general discussion with all the participants is implemented. The basic arguments are noted in support of the respective thesis and the best opinions are recorded. Some helping questions are presented, which mark the frames where the discussion will be conducted.

At the end of the working card two cases are presented. The assignments of this type aim using the information of the first and the second card of the health-educational program. In this way it is possible the given casus successfully to be solved. Supporting questions are presented as well, which help the activities of the students in their attempts to solve the created problem situation. We are going to give the following casus as an example: Lots of actors, artists and creators state that the marihuana has a beneficial effect because it changes their perception and in this way it stimulates their talents. A good example in this respect is the saxophonist Milton Mesrow, who recorded his best compositions under the influence of marihuana.

The following questions are asked:

1. Is taking marihuana justifiable in the described cases, having in mind that most of the famous people of art do not „satisfy“ only with its usage, but move on solid drugs?
2. What will you do if you are with friends and you are offered marihuana, by somebody that convinces you that it will release your mind and will make you feel the world around you in a different way?

In order to work with the program and particularly with the presented in the report subject, it is necessary some instructions to be given: We are going to present an example of consequence of the teacher's actions in the process of conducting the health-educational assignment with a subject „Cannabis“ according to the described program. It is necessary, however, to specify, that lots of other variants of work with the program and the described in detail subject are possible.

It is appropriate at the beginning of the assignment some questions for actualization to be asked. For example: „Make a list of the psychoactive substances that are not banned by the law!“; „What is the difference between the terms: usage, abuse and dependence?“; „Why some of psychoactive substances are banned and others are freely distributed and sold?“; and so on.

As a motivation it is possible the information presented in card two to be used. Creating a problem situation by solving some of the cases presented in the working card also can be used.

In the operational-activity component of the teaching process in the particular subject, it is possible the three cards to be used. For example, after introducing the term hemp and its active ingredient tetrahydrocannabinol, by using the information in card number one, it is possible the knowledge on these terms to be extended and added with the help of the information given in card number two. The teacher is supposed to explain and describe the mechanism of the tetrahydrocannabinol on the human organism and to introduce the term cannabinoid receptor. According to the teacher's style of work, it is possible the assimilating of the new information to be done immediately after the new term is introduced or at the end of the lesson when all the new terms have been introduced. For example, from the card with the interesting information the following can be used: some information where the cannabinoid receptors are situated in the human organism, how the presence of TCHC is detected in the organism and others. From card number three can be used the already described assignments one and two as well as the second casus.

At the end of the lesson the teacher tells about the new discoveries made in reference with TCHC. The term anandamid is introduced and a comparisson is made between it and the already studied TCHC. Again additional information from card number two can be used and from the working card can be used the casus describing a court trial in the USA, which was a real event, where the trial was won by a twenty-one-year-old man, who was growing cannabis in his garden, but he proved that he had used it to cure his glaucoma. Then comes the main question, do really ill people who grow cannabis for medical purposes should be punished and how this usage should be reglamented. A lot of other questions are asked in the other cases in orther to help the students to solve the casus.

We could make the following conclusions on the basis of the presented report:

- It is necessary at the process of planning health-educational programs, the information to be presented briefly and clearly in order to serve each of the components of the teaching process;
- The teacher should include the students in as many activities as possible. That is why during planning the health-educational programs, it is necessary a great number of assignments to be provided.
- The person teaching health education should be well prepared and to be able to make the best choice the teaching contents according to the purpose group.

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