

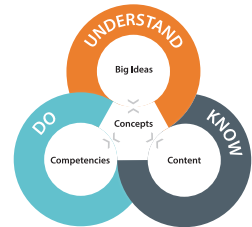
Why do we feel so bad about feeling good?

Pleasure is the motivation or many things people do in life. One of the many ways people choose to experience pleasure is by using drugs, whether it is caffeine, tobacco, cannabis or alcohol.

Yet, seeking pleasure is something that we are sometimes made to feel guilty about. Researchers point out how certain pleasures are strictly regulated in modern discourse. This is particularly true when it comes to drugs.

So why might it be important to talk about pleasure in the context of drug use? Well, it turns out that, for all of us, our motivations operate within a tension between short-term pleasure and long-term goals. Furthermore, the pleasures of drug use are inextricably bound up with its risks. We cannot effectively talk about the one without the other.

This lesson plan aims to engage students to think more critically about the concepts of pleasure, pain and risk related to drug use and to explore why pleasure is often missing from the conversation about drugs. This helps equip students to make more informed choices in their pursuit of pleasure.



Instructional strategies

- Watch the following [video](#) with your students, and then facilitate a discussion about the topic of pleasure with questions such as those below.
 - What does pleasure mean to you?
 - Why do humans seek pleasure? Is experiencing pleasure important? What does it bring us?
 - Why might people value some pleasures more than others? Why might different people value different pleasures?
 - Is there such a thing as a “bad” pleasure? If some pleasures can have bad consequences, does that mean we should avoid those pleasures?
 - Can you ever have too much pleasure? Can you ever have too much of one kind of pleasure?
 - Is pleasure the ultimate good? If so, does that mean pain is never good?
- Ask students to read the following [article](#) (or listen to the embedded and more detailed soundtrack) about the link between drugs and pleasure. Facilitate a class discussion about the article/soundtrack with questions such as those below.
 - If most people who use drugs do so “just for the fun of it,” why is it that pleasure never seems to be part of the conversation about drugs? Should it be? Should it not be?
 - If we did talk about the pleasure as well as the potential harms would more people use drugs? Would it change how people use them? Explain.
- Have students write a media story (or other genre) on the following issue.

While Canada only recently shifted toward a legalized approach to recreational cannabis (only for adults), we have had legalized medical



cannabis for several years. Many people believe that some people claiming to use cannabis for medical reasons were actually using it for recreational purposes.

Thinking about these issues, write a media article (or other genre) exploring **some** of the following questions. Is there a difference between medical use and recreational use? Is pleasure a kind of medicine? Is there a danger in making medicine taste good (pleasurable)? Who should decide about using medicine? Who should decide what pleasures people should enjoy? Are all pleasures good? Are pleasures always good? If a pleasure is good for one person, does that mean it is good for everyone?

Drug literacy

Big ideas

- ✓ Drugs can be tremendously helpful and also very harmful
- ✓ As humans, both individually and as communities, we need to learn how to manage the drugs in our lives
- ✓ We can learn how to control our drug use by reflecting on the different ways people have thought about drugs, exploring stories from various cultures and listening to each other

Competencies

- ✓ Explore and appreciate diversity related to the reasons people use drugs, the impact of drug use and the social attitudes toward various drugs
- ✓ Develop social and communication skills in addressing discourse and behaviour related to drugs
- ✓ Recognize binary constructs (e.g., good vs bad) and assess their limitation in addressing complex social issues like drug use

Links to curriculum

English Language Arts 11 – Composition

Big ideas

- ✓ The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world
- ✓ People understand text differently depending on their worldviews and perspectives
- ✓ Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens
- ✓ Engagement with writing processes can support creativity and enhance clarity of expression

Competencies

Comprehend and connect (reading, listening, viewing)

- ✓ Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts personal, social, and cultural identities

Create and communicate (writing, speaking, representing)

- ✓ Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking
- ✓ Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences
- ✓ Transform ideas and information to create original texts, using various genres, forms, structures, and styles
- ✓ Experiment with genres, forms, or styles of creative and communicative texts



English Language Arts 11 – New Media

Big ideas

- ✓ The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world
- ✓ People understand text differently depending on their worldviews and perspectives

Competencies

Comprehend and connect (reading, listening, viewing)

- ✓ Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- ✓ Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors
- ✓ Construct meaningful personal connections between self, text, and world

Create and communicate (writing, speaking, representing)

- ✓ Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking
- ✓ Use digital and multimedia writing and design processes to plan, develop, and create engaging and meaningful literary, imaginative, and informational texts for a variety of purposes and audiences
- ✓ Transform ideas and information to create original texts, using various genres, forms, structures, and styles

English Language Arts 12 – Composition

Big ideas

- ✓ The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world
- ✓ People understand text differently depending on their worldviews and perspectives
- ✓ Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens

Competencies

Comprehend and connect (reading, listening, viewing)

- ✓ Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts
- ✓ Identify and understand the role of personal, social, and cultural contexts, values, and perspectives in texts
- ✓ Construct meaningful personal connections between self, text, and world

Create and communicate (writing, speaking, representing)

- ✓ Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking
- ✓ Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences
- ✓ Transform ideas and information to create original texts, using various genres, forms, structures, and styles



English Language Arts 12 – English Studies

Big ideas

- ✓ The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world
- ✓ People understand text differently depending on their worldviews and perspectives
- ✓ Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens

Competencies

Comprehend and connect (reading, listening, viewing)

- ✓ Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts
- ✓ Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors
- ✓ Construct meaningful personal connections between self, text, and world

Create and communicate (writing, speaking, representing)

- ✓ Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking
- ✓ Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences
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English Language Arts 12 – New Media

Big ideas

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Competencies

Comprehend and connect (reading, listening, viewing)

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This resource was developed by the **Canadian Institute for Substance Use Research** with funding provided by the **British Columbia Ministry of Health**. Any views expressed herein are those of the authors and do not necessarily represent the views of the Ministry or the Institute.