

# CHOICES & CONSEQUENCES



## DRUG EDUCATION ELEMENTARY SCHOOL

Developed, written and revised by the health education staff of  
The Alice Aycock Poe Center for Health Education.

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Dear Teacher:

Thank you for working with The Poe Center for Health Education to meet the educational needs of your students.

The attached supplemental pages serve two purposes: (1) to continue to stimulate thought and activity related to a given program area after the program has been presented, and (2) to further meet the NC Standard Course of Study competencies listed on the following pages. They are also intended to be fun. The activities in this booklet were created at The Poe Center unless otherwise noted. For more activities, health information and fun visit [www.poehealth.org](http://www.poehealth.org).

We hope that you will find time in the weeks following your Poe Center experience to implement some of the activities contained in this booklet with your class. As you know, the more times a student gets a message, the more likely (s)he is to change behavior.

Please feel free to call the Poe Center for more information about meeting all of your health education needs.

Sincerely,

Poe Center Health Education Staff

## Choices & Consequences

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The following objectives from the NC Standard Course of Study for Healthful Living Curriculum are addressed by The Poe Center's Drug Education programs and this packet of supplemental materials.

### Grade 4:

**Competency Goal 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.**

1.01 Summarize health risks for age group.

**Competency Goal 6: The learner will choose not to participate in substance use.**

- 6.01 Describe social, emotional, physical, and mental health risks associated with various substances.
- 6.02 Describe dependence.
- 6.03 Demonstrate examples of refusal skills in response to persuasion.
- 6.04 Identify signs and behaviors of substance use.

### Grade 5:

**Competency Goal 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.**

- 1.01 Summarize health risks for own age group.
- 1.02 Assume responsibility for own health.
- 1.05 List personal benefits of a healthful lifestyle.

**Competency Goal 6: The learner will choose not to participate in substance use.**

- 6.01 Explain motivations for drug use and healthful alternatives.
- 6.02 State long-term and short-term effects of tobacco products, including spit tobacco.
- 6.03 State rational counter-arguments to pressure to use drugs, alcohol, or tobacco products.

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# \$moking Costs a WHAT?!



## Objectives

By the end of this activity, students will:

- Identify the monetary cost of smoking
- Identify monetary benefits of not using tobacco products

## Directions:

1. Distribute *Smoking Costs a WHAT?! Activity sheet*.
2. Students research the cost of tobacco products and then calculate the following costs.
3. Students then identify items that they could purchase if they choose not to use tobacco.

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Price of 1 pack of cigarettes \_\_\_\_\_  
 Price of 1 tin of smokeless tobacco \_\_\_\_\_  
 Price of 1 pack of Black & Milds \_\_\_\_\_



## 1 Pack a Day Smokers will spend:

Weekly Cost \_\_\_\_\_ Monthly Cost \_\_\_\_\_  
 Yearly Cost \_\_\_\_\_ 5 Years \_\_\_\_\_  
 10 years \_\_\_\_\_ 30 Years \_\_\_\_\_

Using the amount determined from smoking for 1 year... now identify possible alternative purchases (i.e. TV, video games, etc.) for that same amount.

_____	_____
_____	_____
_____	_____
_____	_____

Using the amount determined from smoking for 30 years... now identify possible alternative purchases (i.e. TV, video games, etc.) for that same amount.

_____	_____
_____	_____
_____	_____

## Labels by Design

### Objectives

By the end of this activity, students will:

- Evaluate tobacco warning labels
- Predict the effectiveness of tobacco warning labels



### Directions

1. Distribute *Labels by Design* Activity sheet.
2. Have students complete the Activity sheet and share their warning labels with the class.

**SURGEON GENERAL'S WARNING:**  
Smoking Causes Lung Cancer,  
Heart Disease, Emphysema,  
And May Complicate Pregnancy.

**SURGEON GENERAL'S WARNING:** Quitting Smoking  
Now Greatly Reduces Serious Risks to Your Health.

Do you think these labels are effective? Explain why or why not.

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Design your own tobacco product warning label.

On the back of this Activity sheet explain how you came up with the idea for your label. Also explain why it will be effective.

## A World of Choices & Consequences

### Objectives

By the end of this activity, students will:

- Think critically about the factors that influence a person's decision to use or not use substances
- Review refusal skills



### Directions:

1. Classroom desks will be used as game board and students will be the game pieces.
2. Laminate each choice card and place a card on each desk.
3. The front of the choice cards presents a situation and two possible choices. Students make their choice and then flip the card over to see the corresponding consequences of their choice and move as directed.
4. Establish a part of the room as the dead zone where students go when their choices kicks them out of the game.
5. Students will all be in motion at the same time and working at there own pace. The teacher should move throughout the room to randomly check answers although students will be expected to self monitor their responses.
6. The first student to make it back to his or her own desk wins a prize.

<p><b>A friend offers you a pack of cigarettes.</b></p> <p><b>Choice A:</b> Refuse cigarettes</p> <p><b>Choice B:</b> Accept the pack.</p>	<p><b>Choice A:</b> Demonstrates strong refusal skills. Move <u>3</u> desks forward.</p> <p><b>Choice B:</b> You're on a slippery slope toward ultimate bad decision. Slip back <u>1</u> desk.</p>
<p><b>While baking a cake, you think about the article you read about teens sniffing non-stick baking spray.</b></p> <p><b>Choice A:</b> Carefully spray the pan without breathing in the substance.</p> <p><b>Choice B:</b> Decide to try it just this once.</p>	<p><b>Choice A:</b> Enjoy your cake. Move <u>1</u> desk forward.</p> <p><b>Choice B:</b> You're dead. <u>You are out of the game.</u></p>
<p><b>While at your best friend's birthday party, someone opens a bottle of liquor.</b></p> <p><b>Choice A:</b> Toss back a couple of shots. (It's just a little glass.)</p> <p><b>Choice B:</b> Turn up the music and dance.</p>	<p><b>Choice A:</b> The liquor makes you throw up. Move <u>3</u> desks back.</p> <p><b>Choice B:</b> You're dancing to a healthy future. Move <u>3</u> desks forward.</p>
<p><b>Friends are smoking in the bathroom at school and invite you to join in.</b></p> <p><b>Choice A:</b> Walk out of the bathroom.</p> <p><b>Choice B:</b> Take a puff.</p>	<p><b>Choice A:</b> Demonstrate great refusal skill! You're walking healthy. Advance <u>3</u> desks.</p> <p><b>Choice B:</b> Your coughing spell gets you busted with a teacher. Move back <u>3</u> desks.</p>



<p><b>A friend with a driver’s license offers to take you to the movies. Once in the car you see open beer cans.</b></p> <p><b>Choice A:</b> Click your seatbelt and look the other way.</p> <p><b>Choice B:</b> Say thanks, but no thanks and get out of the car.</p>	<p><b>Choice A:</b> It turns out your friend has drunk several beers. Lacking good judgment he rounds a curve too fast, loses control and crashes the car. You’re dead and <u>out of the game</u>.</p> <p><b>Choice B:</b> You can always go to the movies another time. Move forward <u>3</u> desks.</p>
<p><b>At the local baseball field, friends are gathering for an afternoon game. One of the guys pulls out a pouch of chewing tobacco.</b></p> <p><b>Choice A:</b> Put a pinch between your cheek and gum.</p> <p><b>Choice B:</b> Un-wrap a piece of bubblegum.</p>	<p><b>Choice A:</b> A hard grounder catches a bad bounce and hits you causing you to accidentally swallow the juice. You’re puking. Move back <u>2</u> desks.</p> <p><b>Choice B:</b> You blow the biggest bubble ever. Advance <u>2</u> desks.</p>
<p><b>Your friend’s parents go out to dinner, leaving your friend and you at home alone. Your friend shows you his dad’s case of beer and cracks one open.</b></p> <p><b>Choice A:</b> Down a couple of cold ones.</p> <p><b>Choice B:</b> Discourage your friend and ask for a cola instead.</p>	<p><b>Choice A:</b> Your friend’s dad notices the missing beer and tells your parents. You are grounded for a long time. Move back <u>2</u> desks.</p> <p><b>Choice B:</b> You’re a great friend. Move forward <u>2</u> desks.</p>
<p><b>Out at your grandpa’s farm, you and your best friend go four wheeling.</b></p> <p><b>Choice A:</b> You grab 2 helmets and rev the engine.</p> <p><b>Choice B:</b> You jump on the four-wheeler with no helmets.</p>	<p><b>Choice A:</b> What a fun ride! Advance <u>3</u> desks.</p> <p><b>Choice B:</b> A deer runs in front of you. Your judgment is impaired and you panic. You crash into a tree throwing your friend and you off the bike. Your friend’s neck is broken. He’ll never walk again. Move back <u>5</u> desks.</p>

<p><b>You are cleaning the computer using canned air.</b></p> <p><b>Choice A:</b> Decide to breathe in the compressed air.</p> <p><b>Choice B:</b> Use the canned air as directed to clean the computer and keyboard.</p>	<p><b>Choice A:</b> Your lungs are damaged and you collapse without breathing. Your brain is damaged due to lack of oxygen to the brain. <u>You're out of the game.</u></p> <p><b>Choice B:</b> Mom never knows you were eating at the computer desk. Move forward <u>2</u> desks.</p>
<p><b>You and your friends are skateboarding. Some older teens in a car invite you over and offer you marijuana.</b></p> <p><b>Choice A:</b> Accept it and share it with your friends.</p> <p><b>Choice B:</b> Skate in the other direction</p>	<p><b>Choice A:</b> Because of the marijuana your judgment is very impaired and on the way home you veer off the sidewalk into the path of a car. You're dead and <u>out of the game.</u></p> <p><b>Choice B:</b> You are a healthy skater. Skate forward <u>3</u> desks.</p>
<p><b>You are meeting friends at the mall to catch the latest action movie. Your mom has left cigarettes on the kitchen table.</b></p> <p><b>Choice A:</b> Light one up and smoke.</p> <p><b>Choice B:</b> Leave the cigarettes alone and put on a little cologne.</p>	<p><b>Choice A:</b> At the theater no one wants to sit beside you because you stink. Move back <u>2</u> desks.</p> <p><b>Choice B:</b> That cute girl you've been trying to impress compliments you on your nice smelling cologne. Advance <u>2</u> desks.</p>
<p><b>A friend has been sneaking drinks from her mom's bottle of cooking wine.</b></p> <p><b>Choice A:</b> You laugh and encourage her to drink up.</p> <p><b>Choice B:</b> You tell her all the reasons it is a bad idea to drink alcohol.</p>	<p><b>Choice A:</b> Over time your friend develops a serious drinking problem. Move back <u>5</u> desks.</p> <p><b>Choice B:</b> Your friend tells you to mind your own business. Sometimes doing the right thing means we make a friend angry. Even so - you're still a hero for doing the right thing. Advance <u>5</u> desks.</p>

<p><b>Your older brother and his wife just had a new baby. He passes out cigars to celebrate. You see the box of cigars left on the counter.</b></p> <p><b>Choice A:</b> You take a couple and head outside to smoke.</p> <p><b>Choice B:</b> You leave the cigars and go tickle the baby's feet.</p>	<p><b>Choice A:</b> You feel light headed and sick from the cigar smoke. Move back <u>3</u> desks.</p> <p><b>Choice B:</b> You're going to make a great role model. Advance <u>3</u> desks.</p>
<p><b>You're fishing with friends at the lake when you see a floating cooler in the water. Opening the cooler you discover a couple of six packs of beer.</b></p> <p><b>Choice A:</b> Keep fishing.</p> <p><b>Choice B:</b> Drink up.</p>	<p><b>Choice A:</b> You catch the biggest fish of all. Advance <u>2</u> desks.</p> <p><b>Choice B:</b> Your coordination is impaired and your casting is off. You snag your fishing line in a nearby tree and then lose your lure and break your rod. Move back <u>2</u> desks.</p>
<p><b>Your baseball team has advanced to the state playoffs. One of the players has brought a bottle of bourbon to celebrate.</b></p> <p><b>Choice A:</b> Discourage your fellow players from drinking.</p> <p><b>Choice B:</b> Join the guys in a few toasts to your anticipated success.</p>	<p><b>Choice A:</b> You are successful in convincing your teammates to steer clear of the alcohol. Everyone is at the top of their game and your team wins the state championship. Advance <u>3</u> desks.</p> <p><b>Choice B:</b> You're at bat in the bottom of the 7<sup>th</sup> inning, two outs, bases are loaded and the score is tied. The pitcher winds up and throws you a perfect fastball. Because your fine motor skills are affected you swing and miss 3 times. You're out. Move back <u>3</u> desks.</p>
<p><b>You are looking through a fashion magazine with your best friend. She stops at an ad featuring an attractive woman holding a cigarette and says aloud "I would like to look that good maybe I should start smoking."</b></p> <p><b>Choice A:</b> Strike a pose as if you were smoking a cigarette.</p> <p><b>Choice B:</b> Name reasons smoking isn't cool in order to discourage your friend from smoking.</p>	<p><b>Choice A:</b> Your friend has the impression that you think smoking is ok. Move back <u>1</u> desk.</p> <p><b>Choice B:</b> Way to care for your friend! Move forward <u>1</u> desk.</p>

<p><b>At a friend's party, your friends are playing a drinking game.</b></p> <p><b>Choice A:</b> Join in.</p> <p><b>Choice B:</b> Ignore them.</p>	<p><b>Choice A:</b> You gave in to peer pressure. Move back <u>2</u> desks.</p> <p><b>Choice B:</b> Celebrate your independent thinking. Move forward <u>2</u> desks.</p>
<p><b>You notice a friend's clothing smells like cigarette smoke.</b></p> <p><b>Choice A:</b> Ignore it.</p> <p><b>Choice B:</b> Confront your friend and ask if he is smoking.</p>	<p><b>Choice A:</b> You avoided a difficult conversation. Move back <u>1</u> desk.</p> <p><b>Choice B:</b> You demonstrated personal courage and care for your friend. Move forward <u>1</u> desk.</p>
<p><b>You see a friend stumbling around and hear them slurring their words.</b></p> <p><b>Choice A:</b> Laugh and mess around with them.</p> <p><b>Choice B:</b> Confront your friend and ask if she is drinking.</p>	<p><b>Choice A:</b> Your laughter encouraged your friend to continue making poor choices. Move back <u>1</u> desk.</p> <p><b>Choice B:</b> You demonstrated personal courage and care for your friend. Move forward <u>1</u> desk.</p>
<p><b>While riding your bike, you take a bad spill and hurt your knee. Looking in the medicine cabinet you see the prescription painkiller that your Dad took when he injured his back.</b></p> <p><b>Choice A:</b> Read the directions and take the dose as recommended.</p> <p><b>Choice B:</b> Tell your parents how badly you hurt and ask for their help.</p>	<p><b>Choice A:</b> The medicine was too strong for your body and you damaged your liver irreparably. Move back <u>5</u> desks.</p> <p><b>Choice B:</b> Your parents provide a non-prescription medication appropriate for your age and weight and schedule an appointment for you to see a doctor. Move forward <u>2</u> desks.</p>

<p><b>You tell your friend you are having trouble paying attention in class. He tells you his doctor gave him some medicine to help focus. He offers to share.</b></p> <p><b>Choice A:</b> Refuse his offer.</p> <p><b>Choice B:</b> Take one of the pills.</p>	<p><b>Choice A:</b> You demonstrated great decision making skills. Move forward <u>2</u> desks.</p> <p><b>Choice B:</b> Medicines should only be taken by the person for whom they were prescribed. Move back <u>2</u> desks.</p>
<p><b>You have been experiencing pain for days. Your mom gave you acetaminophen but one hour later you are still hurting.</b></p> <p><b>Choice A:</b> You decide to take two more tablets.</p> <p><b>Choice B:</b> You ask your mom what to do.</p>	<p><b>Choice A:</b> You overdose on acetaminophen. Move back <u>3</u> desks.</p> <p><b>Choice B:</b> You demonstrate good judgment. Move forward <u>3</u> desks.</p>

## Substance Use Scenarios

### Objectives

By the end of the activity, students will:

- Explain how personal values can predict health behaviors
- Compare and contrast why a person would decide to participate or not participate in substance use
- Demonstrate counter arguments and refusal skills for tobacco, alcohol and drug use



### Directions

1. Divide students into groups of 4 or 5. Assign half of the groups to be “Substance Use Sam” and the other groups to be “Straight-edge Sal”.
2. Have students’ complete activity sheets in their small groups.
3. Once completed have students review answers to activity sheets as a class.
4. Reinforce reasons that teens would choose to participate or not participate in substance use.

\*Make sure students explore the positive and negative aspects of both sides (example: losing lifelong friendships due to not choosing to drink alcohol)

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Introducing "Substance Use Sam"!

Sam is a 10<sup>th</sup> grader at Highland High School. Sam frequently goes to her friends house after-school and on weekends where she drinks alcohol and smokes cigarettes. Sometimes Sam will smoke a couple of joints or take some pills that her friends have stole from their parents.



Brainstorm some reasons a young person, like Sam, would decide to use tobacco, alcohol or drugs.

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Identify personal, familial or cultural values that would influence a young person's decision to use tobacco, alcohol or drugs.

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Write some actual lines that Sam could use the next time she is faced with drinking, smoking or using drugs. (Use the back if more space is needed)

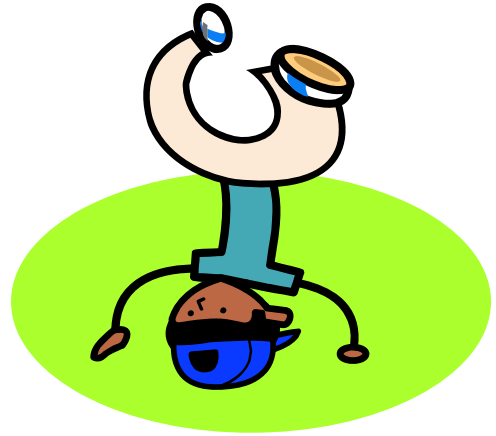
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## Introducing Straight-edge Sal!!!

**Sal is an 11<sup>th</sup> grader at Highland High School. Sal goes to his friends houses' after school and on weekends to hang out. Sal has been offered cigarettes, alcohol and some weed but he has never tried any of them.**



Brainstorm some reasons a young person, like Sal, would decide to refuse tobacco, alcohol or drugs.

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Identify personal, familial or cultural values that would influence a young person's decision to not use tobacco, alcohol or drugs.

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Write some actual lines that Sal could use the next time he is faced with drinking, smoking or using drugs. (Use the back if more space is needed)

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## Resources

- American Cancer Society: <http://www.cancer.org/>
- Campaign for Tobacco Free Kids: <http://www.tobaccofreekids.org/>
- Centers for Disease Control & Prevention: <http://www.cdc.gov>
- Drug Enforcement Administration (DEA): <http://www.usdoj.gov/dea/>
- Drug Watch International: <http://www.drugwatch.org/>
- Food & Drug Administration: <http://www.fda.gov/>
- National Clearinghouse for Alcohol & Drug Information (NCADI):  
<http://www.health.org/>
- National Institute on Drug Abuse (NIDA): <http://www.nida.gov/>
- National Institutes of Health: <http://www.nih.gov/>
- National Youth Anti-Drug Media Campaign:  
<http://www.abovetheinfluence.com>
- National Youth Anti-Drug Media Campaign: <http://www.freevibe.com>
- Offices of Disease Prevention & Health Promotion:  
<http://www.odphp.oash.dhhs.gov/>
- Office of Juvenile Justice and Delinquency Prevention:  
<http://www.ojjdp.ncjrs.org/>
- Office of National Drug Control Policy:  
<http://www.whitehousedrugpolicy.gov/>
- Partnership for a Drug-Free America: <http://www.drugfreeamerica.org/>
- Substance Abuse & Mental Health Services: <http://www.samhsa.gov/>
- U.S. Department of Health & Human Services: <http://www.os.dhhs.gov/>
- World Health Organization: <http://www.who.org>