

FOR THE HEALTH OF IT!



DRUG EDUCATION MIDDLE & HIGH 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.

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

For the Health of It!

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 6:

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

- 1.01 Explain health risks for age group.
- 1.02 Accurately describe the incidence of high-risk behaviors for age group.

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

- 6.01 Evaluate advertising for tobacco and alcohol.
- 6.02 Describe common antecedents of substance abuse.
- 6.03 Identify short-term and long-term benefits of resistance to substance abuse.
- 6.04 Delineate the sequence of substance abuse that can lead to serious health risks.
- 6.05 Explain the immediate social and physical consequences of tobacco, including spit tobacco, and other drug abuse.
- 6.06 Describe how one might encourage a friend not to be involved in substance abuse.

Grade 7:

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

- 6.03 Demonstrate refusal skills that refute persuasion to abuse substances.
- 6.05 Describe methods of encouraging others not to use illegal substances.

Grade 8:

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

- 1.01 Explain health risks for personal age group.
- 1.06 Explain how media can model both positive and negative health behaviors.

Competency Goal 5: The learner will apply behavior management skills to nutrition-related health concerns.

- 5.05 Identify media and peer pressures for unhealthy weight control through eating disorders, fad dieting, excessive exercise, and smoking.

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

- 6.02 Identify resources for assistance with problems involving alcohol, tobacco products, and other substances.
- 6.03 Summarize typical experiences and feelings of persons who attempt to quit tobacco use.
- 6.04 Describe the special risks associated with alcohol use and vehicles.

Grades 9-12

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

- 1.03 Determine individual control over health risks.

Competency Goal 3: The learner will interpret health risks for self and others and corresponding protection measures.

- 3.01 Interpret the importance of various health risks.

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

- 6.02 Describe the potential effects on others of substance abuse by individuals.
- 6.04 Access services for dealing with substance abuse problems.
- 6.05 Explain behavior change strategies used in the treatment of substance abuse.

Table of Activities

100 Things To Do Instead of Smoking Word Search	6-7
Smoking Costs A WHAT?!	8
Let's Talk Tobacco.....	9-10
Weekend Watch	11-12
Prevention Production	13
Marijuana Myths	14-15
Alcohol's Alleyway.....	16
Resources.....	17

100 Things To Do Instead of Smoking

Objectives

By the end of this activity, students will:

- Identify positive alternatives to smoking
- Choose healthy lifestyle behaviors

Directions:

1. Distribute **100 Things To Do Instead of Smoking Word Search** to students.
2. Have students work individually or in groups to find words.
3. Teachers may also identify number of words for students to find if 100 seem too daunting.

This Instead of That Activity: Post word search in the classroom and use it as an ongoing class activity.



100 Things To Do Instead of Smoking

E C W L C R S F X S N W U D C S D I R M M H I B Q U C Z M R A T I U G
 V A H H J H O N E E R Y R F K E R K E U S Q D U Q A O H V A X U E Q L
 I T O Z Y O E K O E N A G C Z D A S F I N C E N S F D P P U E D Z M A
 D C T F T A O W S W O I I F O G O R F W N M H G G N D A J V M R E K J
 Y H C B V J W T I B S R G D V L B E O F A C U E D A Y D R E A M C U Y
 K T A G L O L D W N T K G A E G E T D I T S M E N K C C P T Q O B S R
 S L E L E E L O R C G E I E M C T A L E I H U J R E A D A R L E Q J O
 L D E B D R N L I A B G H B R I A W K N I V R U B A S K E T B A L L C
 D T A A I S E G E A O W U O A G K S G R B D D M P R X D I S K U U K K
 F T S S R G A E L Y T B Q M Y K S J N V N E V P C H E E R L E A D I C
 S N F E K M N L T R B U E Y G X E J G N I L E E H W R U O F L E V C L
 E I C B C E E I A N E A M E S C U B A D I V E E P O R P M U J T F K I
 T A O A A K T C C T U S L U N T H R O W Y S R E K C E H C S L A P B M
 A P O L B D U I G N Z L G L E K S P V U H I Z E T M K T C F J K S A B
 R B K L E X L W K Y E N O H F S X B L S P Y O N T C I O C X N S E L L
 A E N I S Z W I B Y I F H V U R U Y U C A L U X A A O J P A Z E T L M
 K M R L R G X Y U T L E P A I I M M P V R H C R K T K E H K G C I U V
 U E B C O A R P F B M F U I S F T G T Y G G D D E M D S C O F I R A M
 I D T C H E D A R G L Y A C N F E J W V O S O R T I I H R Z C A W V B
 W Z X R H G R O K Q B F I M W Z W S Z T T J T D C S M W R E P K R Q A
 P Z A C I Q S O X V S A U Z Y M D X E H O J Z U Q L A G E T L A E R D
 N W R L E V A R T Y L I A S F C S H A R H K R N U E G O T Y U L L Y M
 G A W C B R G Y M N A S T I C S C N C Y P E K P V D I L S P P B O H I
 E N I L O P M A R T L S S T W T G T I C T A C T O E R F A W U T E R N
 E D I L S I N I Z A C M A A O L M Q E O N A I P Y G O S O A E Z P T T
 D Q V D P N O D C U I L L R I Q Q A B E M O V I E V S S C R N A Z L O
 G O C A R T Z R L L K K C D W X G L N O B C Q X I E K C R D U J H L N
 K P W E Q K O P E D M R E L A U G H P I A S V S H I J R E K D A M S E
 K D H T S S T G S O F T B A L L M G F I E C R I C P P X I L L V A I J W
 W E S E S B R D T B T E S J L L N K N I T U D R M I W S L B V N W X
 S E L B B U B W O L B U X Y Y D I Q Z Q B Y R G F W N L O O N G D C S
 H T Y O F B X E Y G K P G D R L W D M I U R V E A L A W R E Q X E Y E
 Z I J J X V X W E B M L T O K S S D K C C Y Y T E M U F T L R V U V N
 T X K F K D B D R K F T R D F S G E G I F O A D L Z E W W A K M N V W
 L R H E E Y H C R A E S E R I J Z L B M C H K B V W M S U A J X W W W

- | | | | | | | |
|-------------|-----------|---------------|-------------|---------------|-----------|------------|
| ARCHERY | CHESS | FOURWHEELING | KICKBALL | RAFTING | SKETCH | TICTACTOE |
| BADMINTON | CHEWINGGU | FRISBEE | KNEEBOARD | READ | SKIP | TRAMPOLINE |
| BAKE | COOK | GO-CART | KNIT | RESEARCH | SKYDIVE | TUBE |
| BASEBALL | CROQUET | GOLF | LACROSS | ROCKCLIMB | SLID | TRAVEL |
| BASKETBALL | CROTCHET | GUITAR | LAUGH | ROLLERCOASTER | SLIDE | VOLLEYBALL |
| BIKE | DANCE | GYMNASTICS | MAGICTRICKS | ROLLERSKATE | SMILE | VOLUNTEER |
| BLOWBUBBLES | DAYDREAM | HANGLIDE | MANICURE | RUN | SNOWBOARD | WALK |
| BOARDGAMES | DODGEBALL | HIKE | MOVIE | SAIL | SNOWSKI | WATERSKI |
| BUILD | DRAW | HOCKEY | MUSEUM | SCOOTER | SOFTBALL | WRESTLE |
| BUNGEEJUMP | DRUM | HORSEBACKRIDE | ORIGAMI | SCREAM | SWIM | WRITE |
| CARDS | EMAIL | HUNT | PAINT | SCUBADIVE | SWING | |
| CARTWHEEL | FENCING | ICESKATE | PEDICURE | SCULPT | TALK | |
| CATCH | FISH | IMAGINE | PHOTOGRAPHY | SEW | TELLJOKES | |
| CHECKERS | FLYKITE | JUMPROPE | PIANO | SING | TENNIS | |
| CHEERLEAD | FOOTBALL | KARATE | PUZZLE | SKATEBOARD | THROW | |

\$moking Costs a WHAT?!



Objectives

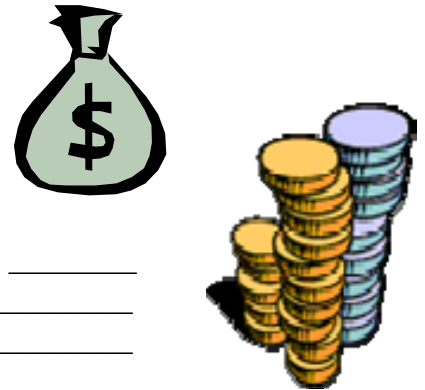
By the end of this activity, students will:

- 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.

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.

_____	_____
_____	_____
_____	_____

Let's Talk Tobacco



Objectives

By the end of this activity, students will:

- Summarize typical experiences and feelings of persons who begin using tobacco
- Summarize typical experiences and feelings of persons who attempt to quit tobacco
- Explain the social and physical consequences of tobacco use

Directions:

1. Please take this opportunity to interview an adult who uses or has used tobacco in the past.
2. Remember to be kind, courteous and respectful when conducting this interview.
3. Please use the form below to help with your interview. If you have additional questions feel free to use the space provide to record their answers.

Question	Response/ Answer
What type of tobacco do/did you use?	
How old were you when you used tobacco for the first time?	
Why did you decide to use tobacco?	
Did anyone influence you to use tobacco?	
Have you ever quit or tried to quit?	
Is it difficult to stop using tobacco?	
Do you wish you hadn't started?	

How much does it cost you per year?	
Has it cost you in other ways (health, work, etc.)?	
What advice would you give me about tobacco products?	
Other Questions???	

Name of Person Interviewed _____

Relationship to Interviewer _____

Interviewer's Signature _____

Interviewee Signature _____

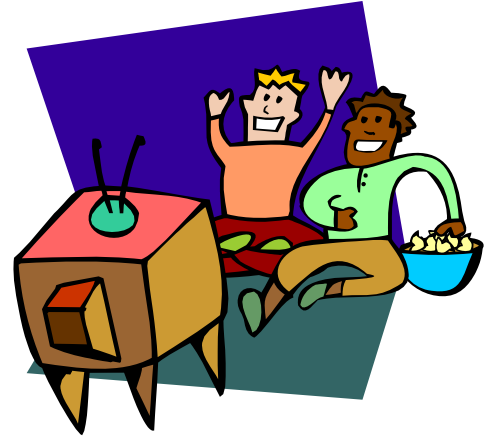
Weekend Watch

Date _____

Objectives

By the end of this activity, students will:

- Identify substance use in media/advertising
- Evaluate how the media promotes negative health behaviors



Directions:

1. Divide the class into 2 groups. Assign alcohol to one group and tobacco to the other.
2. Advise students that while using media (watching TV/music videos/movies, reading books/magazines/newspapers, listening to music) they are to record, using the form below, the times you see someone using tobacco or alcohol according to their assigned groups. Have students use back of handouts for more in-depth descriptions or comments.
3. Upon completing this activity have students write a paragraph describing their experience.

Name of Show/Program, Video, Movie or Sporting Event	Actor/Actress, Musician or Athlete Using	Type of Substance Used	Time of day you saw it	Target Audience

Name of Show/Program, Video, Movie or Sporting Event	Actor/Actress, Musician or Athlete Using	Type of Substance Used	Time of day you saw it	Target Audience

Prevention Production

Objectives

By the end of this activity, students will:

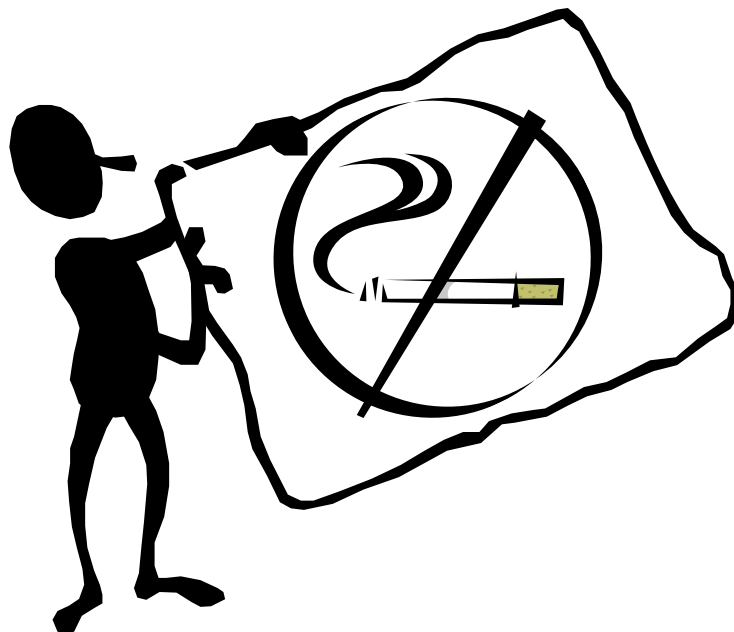
- Identify indicators of substance use and/or abuse
- Encourage friends not to use substances
- Identify resources for people who are using/abusing substances

Directions:

1. Explain to students that they will be creating an advertisement or storyboard for a substance abuse prevention campaign. Have students identify target substance.
2. Students will need to include the following information in their project:
 - Description of substance and how it is used
 - Physical, social & emotional consequences of use
 - Tips for friends/family members to identify use/abuse
 - Tips for encouraging friends/family members to NOT use
 - Local and national resources
3. Have students identify other requirements for project.
4. After project is complete have students turn it in for a grade.

This Instead of That Activity:

- Post projects in classroom
- Have students present projects in class
- Post projects in classroom or hallway and have other students or teachers act as judges



Marijuana Myths

Objectives

By the end of this activity, student will:

- Be able to distinguish what are the known facts about marijuana and separate these facts from common misconceptions

Directions:

1. Post Myth and Fact signs on opposing classroom walls. Allow enough space for students to congregate under signs.
2. Tell students that you will be reading a statement and they are to go stand under the sign that describes their understanding of marijuana.
3. Before reading the fact about the statement have students describe/defend opinions.
4. Review support information for each marijuana myth.

MYTH

FACT

Marijuana Myth Teacher Key

- 1. Marijuana is safe because it is natural.**
 - **MYTH:** Use of the drug can lead to significant health, safety, social, and learning or behavioral problems, especially for young users. Short-term effects of marijuana use include memory loss, distorted perception, trouble with thinking and problem-solving, and anxiety.
- 2. Marijuana is not addictive.**
 - **MYTH:** Recent research shows that use of the drug can indeed lead to dependence. The desire for marijuana exerts a powerful pull on those who use it, and this desire, coupled with withdrawal symptoms, can make it hard for long-term smokers to stop using the drug.
- 3. Marijuana is not as harmful to your health as tobacco.**
 - **MYTH:** The drug actually contains many of the same cancer-causing chemicals found in tobacco. Puff for puff, the amount of tar inhaled and the level of carbon monoxide absorbed is 3-5 times greater than among tobacco smokers. The harmful effect on the respiratory system of smoking 3-4 joints is comparable to smoking 20 cigarettes.
- 4. Marijuana makes you mellow.**
 - **MYTH:** Research shows that kids who use marijuana weekly are nearly 4 times more likely than non-users to engage in violent behavior. Studies showed that users were twice as likely as non-users to report they disobey at school and destroy their own things.
- 5. Marijuana is used to treat cancer and other diseases.**
 - **MYTH:** Whether marijuana can provide relief for people with certain medical conditions, including cancer is a subject of intense national debate. It is true that THC, the active chemical in marijuana, can be useful for treating some medical problems, administered under medical supervision. However, marijuana as a smoked product has never been proven to be medically beneficial and is, in fact, much more likely to harm one's health.
- 6. Marijuana is not as popular as Ecstasy (MDMA) or other drugs among teens.**
 - **MYTH:** Recent survey data shows that, among kids age 12-17, more than 2 million (8.2%) reported using marijuana in the last month. Marijuana is not only popular; it is the most widely used illicit drug among high school seniors.
- 7. If I buy marijuana, I'm not hurting anyone else.**
 - **MYTH:** Despite its reputation as the herb of peace and love - marijuana and violence go hand-in-hand. Smuggled marijuana from other countries accounts for most of the pot available in the US. Drug traffickers often use violence in the effort to get their product to the US Market. Marijuana also hurts communities when users commit crimes or cause crashes on the highway.
- 8. The government sends otherwise innocent people to prison for casual marijuana use.**
 - **MYTH:** Drug laws are not merely for punishment, but to reduce drug use and help keep people from harming themselves and others. Many inmates ultimately sentenced for marijuana possession were initially charged with more serious crimes.
- 9. There is not much parents can do to stop their kids from experimenting with marijuana.**
 - **MYTH:** People are surprised to know that parents have the most influence on their children when it comes to drugs and alcohol use. By staying involved, knowing what their kids are doing and setting limits with clear rules and consequences, parents can increase the chances their kids will stay drug free.

*Information from the Office of National Drug Control Policy's "Marijuana Myths & Facts: The Truth Behind the Misconceptions."

Alcohol's Alleyway

Objectives

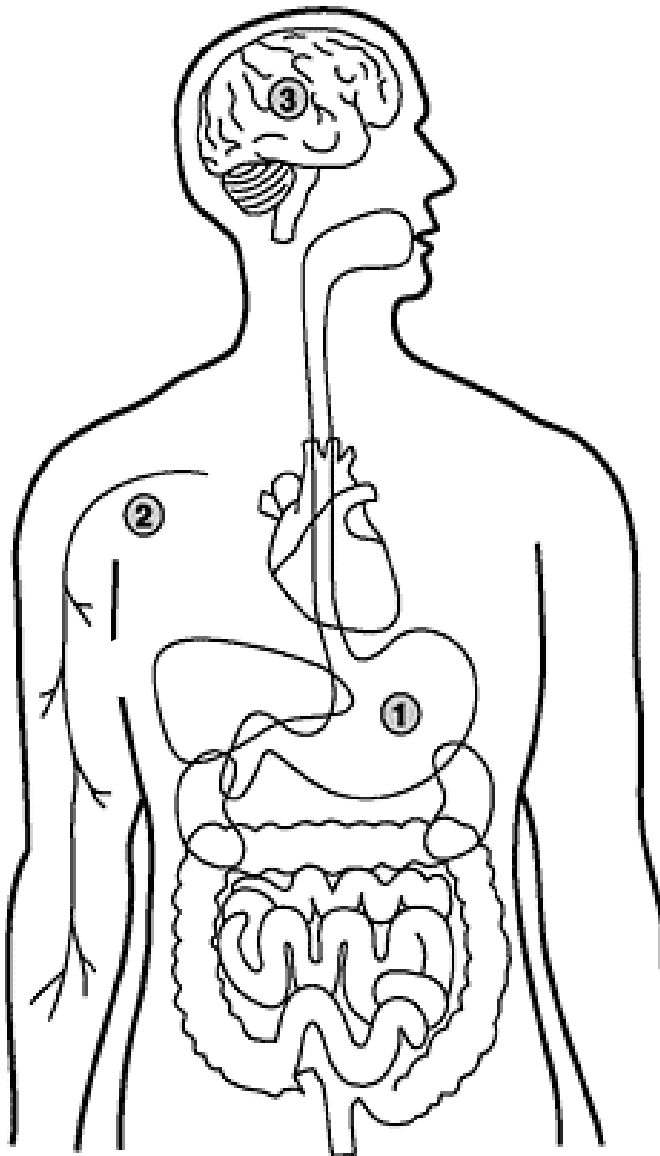
By the end of this activity, students will:

- List the systems and organs affected by alcohol
- Evaluate the effects that alcohol has on these systems

Directions:

1. On the diagram, trace the path that alcohol takes through the body.
2. Number the different systems and organs that are affected along the way. And in the space provided describe the effect alcohol has on these systems and/or organs.

*Image from: <http://science.education.nih.gov/supplements/nih3/alcohol/guide/lesson5.htm>



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/>

Offices of Disease Prevention & Health Promotion:
<http://www.odphp.oash.dhhs.gov/>

Office of Juvenile Justice & 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>

