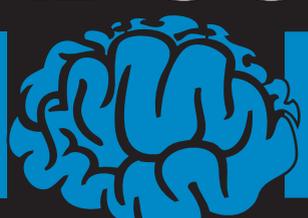


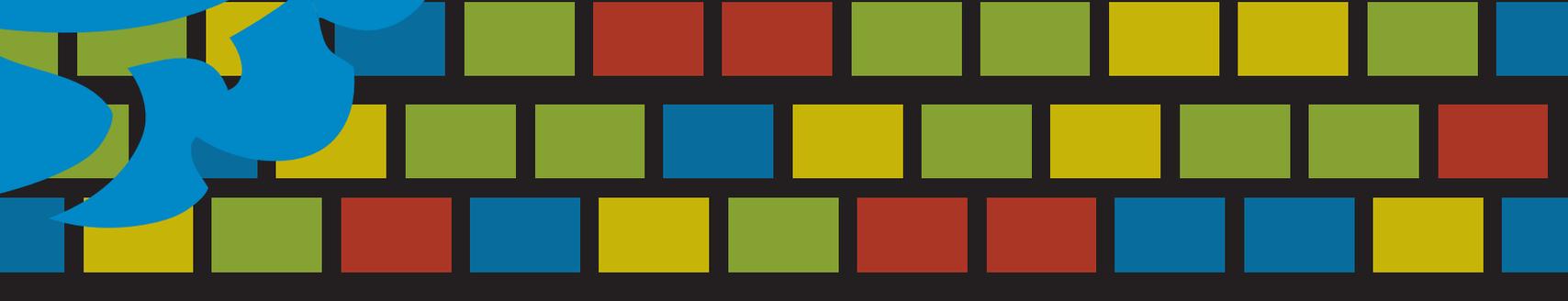


SUBSTANCE ABUSE PREVENTION



"It is time for America to deal with our Nation's number one public health problem: substance abuse and addiction. While we must provide treatment for those in need, the best cure is prevention."

*-Jim Ramstad,
Former Member of Congress*



Substance Abuse Prevention



Providing education and awareness of substance use and abuse is imperative to promoting the academic success of our students – that is why it is our prevention strand #2. Not only do current findings suggest that substance abuse and violence prevention programs improve academic achievement, but research shows the age of substance use onset is a HUGE predictor in terms of adult dependency. Prevention is key for the health and well-being of our students both today and in the future. OPP’s recommended prevention lessons related to substance abuse are:

- **Alcohol**
- **Brain Curriculum**
- **Drugs**
- **Inhalants**
- **Marijuana**
- **Over the Counter Prescription Abuse**
- **Red Ribbon Week**
- **Steroids**
- **Tobacco**



Below and Appendix I are lessons that can be utilized with primary and secondary students. **Appendix I** is a workbook supplement for middle and high students entitled, “**The Truth about Drugs and Alcohol.**” To access more links and resources on substance abuse prevention, go to <http://www.browardprevention.org/resources/substance-abuse-prevention/>, Broward Enterprise Education Portal (BEEP) <http://beep.browardschools.com/ssoPortal/index.html> and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).

Alcohol

Underage drinking is a leading public health problem in this country. Each year, approximately 5,000 young people under the age of 21 die as a result of underage drinking; this includes about 1,900 deaths from motor vehicle crashes, 1,600 as a result of homicides, 300 from suicide, as well as hundreds from injuries such as falls, burns, and drownings. The prevention of underage drinking is vital to our students’ futures. Even “light” drinking has been linked to criminal charges, a decline in academics, as well as emotional/mood impairment. Frequent binge drinkers (nearly 1 million high school students nationwide) are more likely to engage in risky behaviors such as having sex with six or more partners, earning mostly D and F grades, and using other drugs such as marijuana and cocaine – part of the reason alcohol is considered one of the “gateway drugs.”

One of the most dangerous risks of early drinking is a change in brain chemistry, which greatly increases the odds of alcohol dependency in adulthood. People who began drinking before the age of 15 are four times more likely to report alcohol dependence at some point in their lives. Research shows that the serious drinking problems typically associated with



middle age (including alcoholism) actually begin to appear much earlier, during young adulthood and even adolescence.

Below and Appendix I are lessons that can be utilized with primary and secondary students. **Appendix I** is a workbook supplement for middle and high students titled, “**The Truth about Drugs and Alcohol.**” To access more links and resources on substance abuse prevention, go to <http://www.browardprevention.org/resources/substance-abuse-prevention/>, BEEP <http://beep.browardschools.com/ssoPortal/index.html> and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).

Alcohol Prevention Lesson: Primary Grade Level

The Consequences of Drinking Alcohol

Grade Level: Primary

Duration: 30 minutes

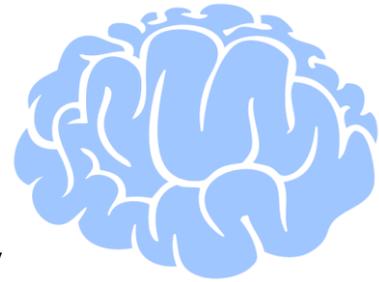
Title of Lesson: The Consequences of Drinking Alcohol

Essential Question: How harmful is the use of alcohol on the brain and other parts of the body?

By the end of this lesson students will be able to:

- Know the harmful effects of alcohol on the brain and the body

Materials/Resources Needed: Chart paper, markers



Instructions:

1. Lead a discussion with your students using “The Facts of Alcohol Use and Abuse” (see below). Adjust the language in the handout to match your students’ grade level. Make sure you cover the following questions in your discussion: “What is alcohol? And what happens when someone drinks too much alcohol?”
2. Explain they will now have an opportunity to use the information they learned about the effects that alcohol has on the body, and think about why teenagers choose to drink.
3. Divide the class into groups of 4-5 students.
4. Distribute a piece of chart paper and markers to each group. Have each group fold their chart paper in half. Instruct students to write as many reasons as they can think of why teenagers drink on the left column.
5. Give them ten minutes to brainstorm and write down answers. After have each group share their responses with the class.
6. Next have the groups brainstorm and write down alternatives to drinking on the right column. After have each group share their responses with the class.
7. Display the charts around the room so everyone has an opportunity to read them.

Alternative Activity:

1. Working in groups, students will create a comic strip that will finish the following story:
It is your first year in middle school and you want to make sure you are accepted. Your parents are away for the weekend and some of your friends come to your house. They find some beer, wine, and liquor in the cupboard.
2. The students will place themselves in their comic strip. Have the students consider the following essential questions:
 - Would you initiate drinking or persuade others not to drink? Why or why not?

- What are the potential effects of alcohol, and what, if anything, will you accomplish by drinking?

Assessment: The teacher will listen and observe as students work together in their groups. Each group's final conclusion should provide some indication as to what the students have learned and applied in their decision-making process.

Common Core Standards/ESOL: Across the K-5 Grades: SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade K-5 topics and texts, building on others' ideas and expressing their own clearly. A15 Use Simple, Direct Language; B2 Explain Key Concepts; E10 Think-Pair-Share.



Alcohol Prevention Lesson: Secondary Grade Level

The Consequences of Drinking Alcohol

Grade Level: Secondary

Duration: 30 minutes

Title of Lesson: The Consequences of Drinking Alcohol

Essential Question: How harmful is the use of alcohol on the brain and other parts of the body?

By the end of this lesson students will be able to:

- Know the harmful effects of alcohol on the brain and the body

Materials/Resources Needed: "The Facts of Alcohol Use and Abuse" handout, Scenarios, paper and pencils

Instructions:

1. Have students read silently or aloud the "The Facts of Alcohol Use and Abuse" handout (see below).
2. Divide the class in small groups of 4-5 students. Tell them that they are to pretend to be parents. Their task will be to develop consequences for their "teenage" children, if needed, based on what they learned about alcohol use from the handout. Assign each group one of the scenarios. As a group, they are to come to a consensus about their reaction to the scenario as parents. Give each group an opportunity to share their conclusions with the class.

Assessment: Use students' verbal responses, class discussion to check for understanding.

Common Core Standards/ESOL: Across the 6-12 Grades: SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 6–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A15 Use Simple, Direct Language; B2 Explain Key Concepts; E10 Think-Pair-Share.



The Facts of Alcohol Use and Abuse

What is Alcohol? Alcohol is a depressant drug found in some beverages and medicines. When people drink alcohol it goes to the brain and causes changes in the user's body.

- Alcohol is the #1 drug problem in America.
- Alcohol is a psychoactive drug that disrupts the brain more than cocaine, heroin & nicotine.

What is a depressant? A depressant is a drug that slows down body functions.

What happens when someone drinks too much alcohol?

Consumption of alcohol can have a negative effect on our feelings and behaviors, which increase with consumption:

- Walking, talking, and hand movements become more clumsy
- Speech, judgment, and balance are affected
- Blurred vision, slower reaction time
- Irresponsible behavior, decrease in sensing pain
- Lack of motor control, mental confusion or dazed state, unconsciousness may occur
- The breathing process may stop functioning



Alcoholism is a disease in which a person is dependent on alcohol. The disease can be treated but not cured.

- Alcoholism is chronic, progressive, and potentially a fatal disease.
- Alcoholism is characterized in three stages:
 - a) Tolerance** – it now requires more and more alcohol to give the desired effect.
 - b) Dependency** – the body and/or the mind become accustomed to the presence of the drug and its effects.
 - c) Withdrawal** – unpleasant physical and emotional symptoms result when alcohol is no longer in the body.

Why do kids drink alcohol? To look older, everyone tries it once to experiment, to keep their friend(s), to look cool.

Alcohol Trend: Recent trend among youth and young adults involves combining high doses of caffeine with alcohol. The mixture is seen in cocktails of liquor and nonalcoholic energy drinks or in new fruit flavored malt liquor products containing elevated levels of caffeine. A study of 4,300 students conducted at 10 colleges and universities revealed that 25% of those who had an alcohol drink in the past month reported use mixed with an energy drink. In fact, the study found that those drinking alcohol mixed with energy drinks were twice as likely to:

- Drink more
- Be drunk
- Ride with a driver who had been drinking
- Commit a sexual assault
- Be a victim of a sexual assault
- Be hurt or injured
- Require medical attention

Scenarios



- You are the parent of a 15 year old son. He just walked in the door, and you notice he is a little tipsy. After questioning him, you find out that he had three beers at a friend's house. Because his friend's parents were away for the evening, the beer was taken from the parent's liquor cabinet. What is your reaction as parents? What consequence would you give, if any? Why?
- You are the parent of a 16 year old daughter. She was supposed to be watching a movie with her girlfriend. When you ask her how she liked the movie, you smell liquor on her breath. She finally tells you she and her girlfriend stopped at the park on the way home and had some drinks with three older boys from school. She says she had only a few sips. What is your reaction as parents? What consequence would you give, if any? Why?
- One of your neighbors tells you that your 13 year old son is drinking at the park with a couple of friends. You drive to the park and find him and his friends drinking a six pack of beer. What is your reaction as parents? What consequence would you give, if any? Why?
- Your 16 year old son just returned from a dinner party at his friend's home. He tells you that they served cocktails before dinner and wine was served during the meal. Your son says he participated because his friend always joins his parents in these activities. What is your reaction as parents? What consequence would you give, if any? Why?

Brain Curriculum

In the following section, please find the "Human Brain Operator's Manual: Guide to getting the most out of a growing brain." This Social Norms formatted lesson plan and practical guide helps students focus on taking better care of their brains with such topics as: "How to sleep, what to eat, where to spend extra time. How not to look like a drunken idiot. Party tricks, sports performance, IQ tests, and more." The manual provides positive do's and don'ts (like NOT drinking), to teach substance abuse prevention without the use of scare tactics.

To find out more about social norms, go to

<http://www.browardprevention.org/resources/substance-abuse-prevention/social-norms/>

Additional lessons are in Appendix I, "**The Truth about Drugs and Alcohol.**" Access more resources on substance abuse prevention at www.browardprevention.org/resources/substance-abuse-prevention/, BEEP <http://beep.browardschools.com/ssoPortal/index.html> and the "Prevention Programs" CAB Conference located within Learning Communities (see Instructional Resources.)



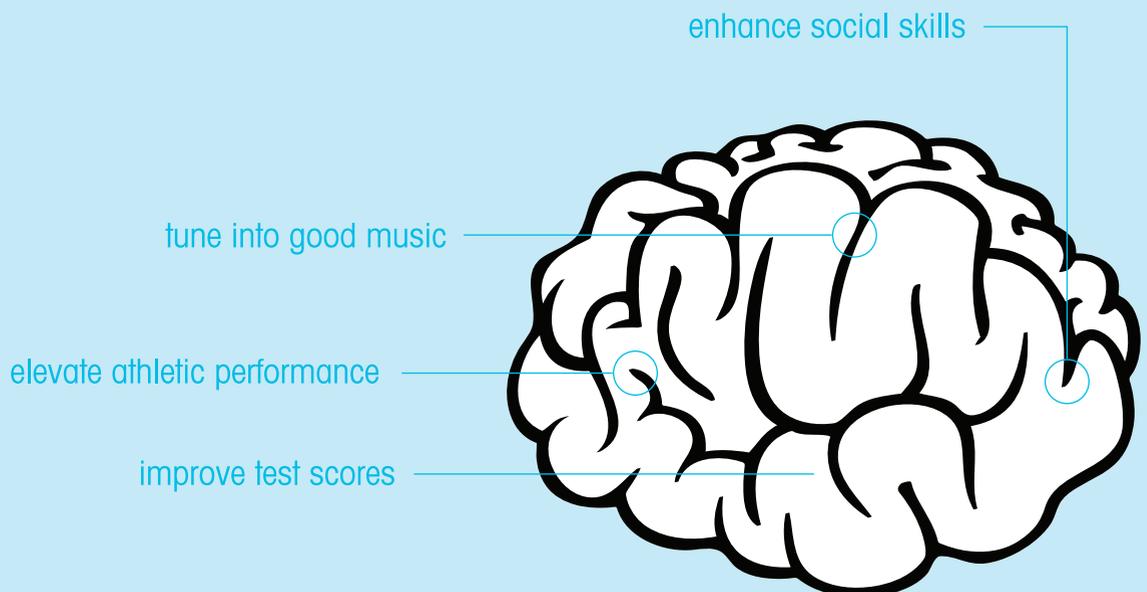
human brain

OPERATOR'S MANUAL

Guide to getting the most out of a growing brain.

How to sleep, what to eat, where to spend extra time. How not to look like a drunken idiot. Party tricks, sports performance, IQ tests, and more.

What you need... to think quickly.



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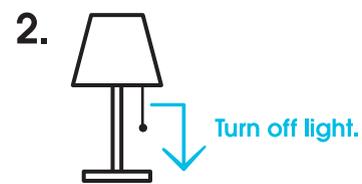
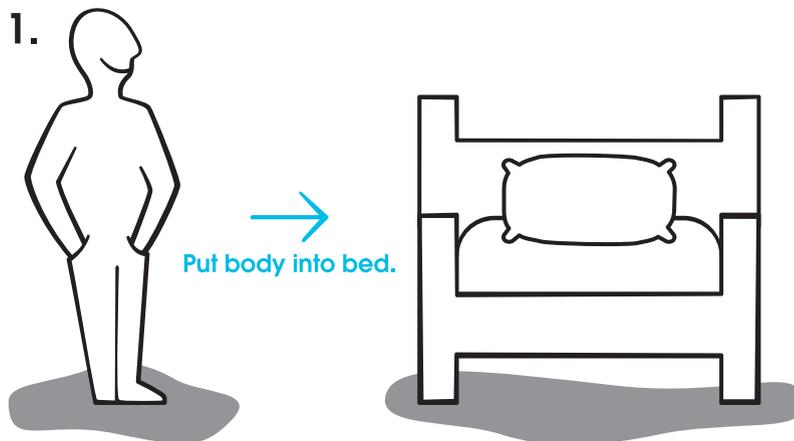
Get it?
Table of...



WHAT PART OF THE BRAIN MAKES US LAUGH?
NO CLUE? BRAIN SCIENTISTS DON'T KNOW EITHER.

HOW TO SLEEP

Giving it a rest



Yeah, it actually makes a difference: Your touchy little brain doesn't sleep well unless it's dark. Sleeping in complete darkness lets your brain re-charge. Like a power boost.

 TRY RUNNING A FAN FOR WHITE NOISE TO BLOCK OUT DISTRACTING SOUNDS.

The brain loves to sleep. It's lazy that way: that giant organ in our head is hungry for shut-eye. It yearns to rest—more than nine hours a night when it's a teenager, the experts tell us. Apparently, it wants time to organize what it collects all day, processing time so when we want to fetch a memory we can get it—quickly.

And it's not just more rest the brain wants. No, that's not good enough. It wants better rest. Solid sleep. Brain time.

TURN IT OFF (1-A)



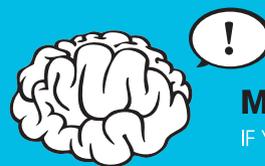
WATCH WHAT YOU CONSUME (1-B)



Unless you want to feel miserable in the morning, you probably also want to turn off things like your cell phone, iPod or TV (DIAGRAM 1-A).

People who drink find that downing a beer or whatever doesn't help you sleep. It just makes you feel worse in the morning (DIAGRAM 1-B).

Do not consume coffee or soda if you plan to sleep in the near future. If you haven't been sleeping much, maybe you forgot that caffeine is a stimulant that keeps people awake. (Diagram 1-B)



Mr. Brain Complains

IF YOU DON'T SLEEP, GUESS WHAT YOU GET.

You get stupid. Scientists say we need, on average, 9¼ hours of sleep, more if we play sports. But it turns out every little bit counts: In this one study, kids who cut their sleep by 15 minutes a night scored two grade levels lower on intelligence tests. So we say—grab whatever sleep you can. Keeps those angry red marks off the pop quizzes.

You can get fat. So here's the theory—when you get overtired, your brain thinks: Need. Fuel. Now. If you don't give it sleep, your brain craves food instead. Sleeping fights midnight snack attacks, and not just because you can't eat an entire bag of cheese puffs when you're unconscious.

You get zits. Skipping sleep makes your hormones go haywire, and pumps up the stress. You will wear the results on your face.

You get depressed. It could be a drop in serotonin—a tired body produces less of this neurotransmitter. Or it could just be some mysterious deep-sleep brain happy dance. Scientists don't know exactly why, but you need sleep to feel good. (Bad news: a 10 p.m. bedtime is a proven depression fighter).

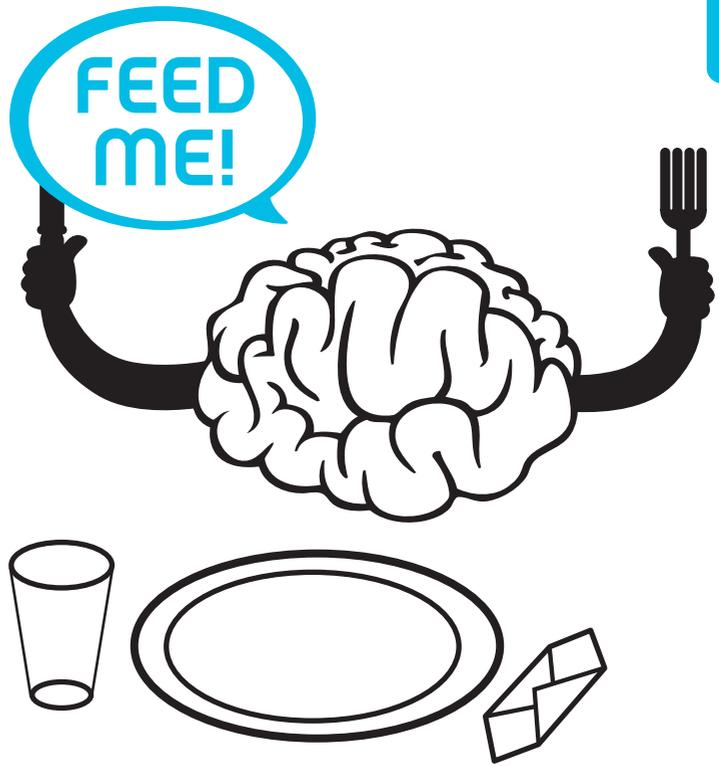
WHAT TO EAT

Brain fuel

Brains like to eat. About 20% of our calories are sucked up as brain fuel. In a way, how we think goes back to what we eat: Half the chemicals carrying messages around our brains start in our stomach. And without the right chemicals, it's tough for our brains to make the right connections.

In fact, all the way past age 21 we can mess up our brain long term because it's still growing. Not enough good stuff or too much bad stuff and our brain falls a little short. Like teenagers who drink a lot of alcohol—they end up with smaller brains.

Need to think fast, move quickly, or crack better jokes? You can get a boost from the strangest foods. Check it out the charts to the right.



WHAT'S GOOD: Fuel for your brain

| | |
|-------------|--|
| Fish | Brains love fish. Salmon, tuna, even those weird sardines in a can. Fish has Omega-3 fatty acids, little brain builders that boost energy, problem-solving skills and memory power. |
| Avocado | It's an IQ thing. Avocado increases circulation, giving our brains fresh oxygen they can use to get smart. |
| Broccoli | Another brain super food, right up there with fish. It's full of things our brain loves, including vitamin K. (Anybody know what the K stands for? Or any of those vitamin letters?) |
| Eggs | Scrambled or hardboiled, however you like them eggs keep your memory sharp. Eggs have an essential brain nutrient called "choline." Without it, your brain is fried. |
| Bananas | It's like texting for the brain. The potassium in bananas helps our brain transmit messages (no monthly charges). |
| Blueberries | Thinking fast. Blueberries boost cognitive processing (that's a fancy way of saying, um, thinking fast). |
| Walnuts | Ever notice walnuts look like a brain? Walnuts have lots of those brain-building Omega 3s (in case you don't like fish). |
| Chocolate | Sound too good to be true? Well it sort of is. Chocolate boosts memory, but only the really dark kind without a lot of sugar. Hershey's kisses don't count. |
| Yogurt | It's Zen food. Yogurt has a super-chilling amino acid called lysine that keeps our brain calm when we're under stress. |



WHAT'S NOT: Stuff that slows you down

| | |
|------------------------------|--|
| Fatty foods | Clogs synapses that brains use to transmit information. Sort of like a traffic jam in the brain. |
| Too much sugar | Quick high, quick crash. And the crash lingers. Our brain gets spacey. |
| Nothing | Go long enough without eating and you... can... get... real... slow. Brains don't store fuel. You need to keep eating to keep thinking. |
| Eating too much | Your brain is like Goldilocks. A picky little thing. Not too much. Not too little. |
| Getting drunk | Alcohol is a toxin that affects every part of the brain (which is why drunks fall down, slur their words and generally look stupid) until the liver can clean up the mess. Alcohol is worse for teenage brains, because they are still growing and can be permanently damaged. |
| A boring diet | Your brain craves variety. Eating only your favorite foods is like listening just to your favorite song—you end up sick of it. |
| Caffeine | Caffeine perks your brain up. And if you drink too much, your brain stays perked up all through the night. That means no deep sleep, which puts your brain in a really, really bad mood. |
| Zombies | You're right, you don't eat or drink zombies—they eat you. Your brain, as a matter of fact. So definitely steer clear of the undead. |
| Anything you can't pronounce | The more syllables an ingredient has, the less likely it's good for your brain. So flip over the package and read—we dare you. |

WHERE TO SPEND EXTRA TIME

Got a minute? Give it to your brain

✓ Hanging out with friends

Getting together with friends, talking on the phone, Facebooking and texting all keep our brain's synapses firing. Studies show communicating with another person for just 10 minutes a day improves performance on memory and test scores—and the more socializing, the better.

✓ Growing the prefrontal cortex*

Our brain likes to be taken care of. After all, it's still growing. Some of the last parts of our brain to develop are some of the coolest ones. Like the prefrontal cortex. It's the part that's in charge of planning ahead and sticking to goals, so we can get what we want out of life. Avoiding alcohol is one way to help—drinking stunts the prefrontal cortex. It never gets a chance to fully grow up.

* SEE DIAGRAM 8-A ON PAGE 18.

✓ Playing video games

Our mom might think we're wasting time, but experts say video games expand our brain. Unlike watching TV, video games engage higher-order thinking. We have to set goals, create a hypothesis (how we're going to get the bad guys), and then weigh the evidence, analyze situations, and make decisions as the game unfolds. So hunt down those aliens—it's educational.

BRAIN CELLS: A USER'S GUIDE

When we were little, they told us that we use only 10% of our brain. We always wondered why 90% of our intelligence would just hang around up there. Anyway, it turns out it's not true. New research says we use nearly all of our brain every day.



✓ Pumping up the music

Rap, Rock, Country, Pop, Indie, Classical. Music of any kind is a great way to feed our brain. And while there's a lot scientists still don't understand about how music affects our brain, here are some things they do know:

- Music lessons can boost memory and raise IQ scores.
- Listening to classical music does not in fact turn babies into geniuses.
- When musicians play together, their brain waves get into synch.
- Most people use their right brain while listening to music. Musicians use both sides of their brain.
- Musicians play worse when they drink alcohol (though they may think they sound better).
- Music helps us sleep better, controls food cravings and relieves depression.

Five easy ways to get smart

(no books required)



- 1 **Wiggling our toes.** Moving our toes activates nerves that stimulate our brain. Try this in class.
- 2 **Taking a hike.** Walking just 20 minutes a day wakes up our brain and helps us concentrate.
- 3 **Eating lunch with the opposite hand.** If we really want a challenge, we close our eyes, too. We just warn our friends first.
- 4 **Skipping the booze.** Our brains are still growing. Alcohol retards brain growth, so you end up with a smaller, slower-thinking brain.
- 5 **Watching less TV.** We know, we know. Sad but true. TV puts our brain in neutral. Nearly anything else—including just sitting and staring at our belly button—gets our brain into a higher gear.

HOW NOT TO LOOK LIKE A DRUNKEN IDIOT

Brain damage tips

Should I pickle my brain in alcohol?

Depends on your goal. Studies show that if you drink like a drunken idiot, you will tend to act like a drunken idiot. You will also dehydrate your brain and look (and feel) like puke the next day. Then there's this new research about how much of the brain is still being formed through high school. Getting smashed in high school can mess that up and make you... a... little... bit... slower.

I want long-term brain damage. How can I make that happen?

Getting drunk works if you do it enough and at the right time, which is to say before we get out of high school. You don't even have to try that hard. Some studies suggest as few as 20 drinks a month in high school can break down a teenager's white matter** —that's the connective stuff that sends messages around the brain. No worries, just use "um" a lot.

What specific types of brain damage can I get?

Teenagers who drink a lot tend to have smaller frontal lobes* and a tinier hippocampus*—parts of the brain that guide memory and learning. Heavy teenage drinkers talk, read and write at a lower level, and they aren't as good at problem solving. The longer a teen keeps getting drunk, the more intense the damage.

Q & A

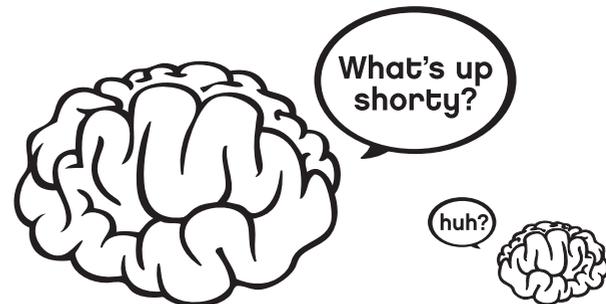
What if I wait? What if I just started getting drunk later in life?

You will have to try harder to get the same amount of brain damage. Your brain will no longer be developing. It's much easier to get brain damage if you drink before you leave high school while your brain is still growing. Get this: Teenagers only need to drink half as much as adults to suffer the same bad effects.

What if I just want to fit in?

When they're not bragging out loud, most Broward teens say they don't drink alcohol. They prefer soda (we didn't ask what kind, but look around and you can figure it out).

Drinking & brain development



The brain goes through rapid development and "wiring" changes from ages 12 to 21. The prefrontal cortex* and hippocampus* are especially vulnerable to alcohol damage during this time. Alcohol damage in middle and high school can be "long-term and irreversible," according to the American Medical Association. Here's what the science says:

Pea brain: The brain's hippocampus* (a key to memory) can be 10% smaller in heavy underage drinkers.

Can't communicate: Teenage drinkers score worse than non-drinkers on vocabulary and memory tests.

Growing up weird: Alcohol affects the sleep cycle, disrupting the hormones necessary for normal growth and maturation.

Flunkers: Teen drinkers do worse in school, and are more likely to end up depressed and considering suicide.

* SEE DIAGRAM 8-A ON PAGE 18. ** SEE DIAGRAM 8-B ON PAGE 18.

PARTY TRICKS

Having a little fun with our brains

TRICK #1

Math = vegetables? Only the brain knows...

Step 1

Ask a friend the five questions below. After each question, wait until your friend gives the answer, then ask the next question.

1. What's $5+1$?
2. What's $3+3$?
3. What's $4+2$?
4. What's $1+5$?
5. What's $2+4$?

Step 2

Tell your friend to close their eyes.

Step 3

Tell your friend to repeat the answer in their mind 15 times.

Step 4

Ask your friend, "Quick, what's the first vegetable you think of?"

Step 5

Write down your friend's answer below. Then give three other friends the same test, and see which vegetable they pick.

Friend 1 _____

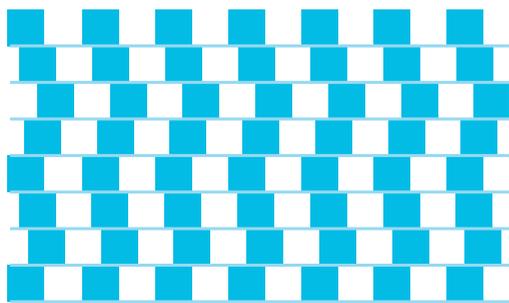
Friend 2 _____

Friend 3 _____

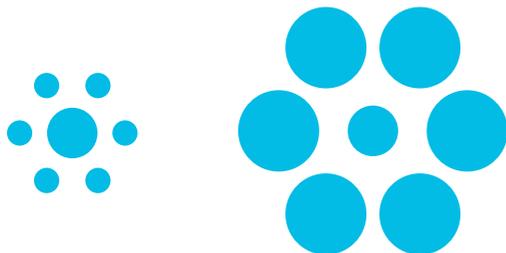
Friend 4 _____

TRICK #2

Seeing is believing. Or not.



Do the horizontal lines slope?



Which center circle is bigger?



? WHY IS OUR BRAIN ACTING STUPID?

Don't blame the brain—it's just got too much to do. Thinking about lunch, trying not to trip on the stairs, remembering our homework... It never gets a break. So our brain takes short cuts. It looks for patterns—things it has experienced before—so it can make quick decisions. Sometimes those decisions are just a little too quick. It's not all the brain's fault though—the eyes are a little lazy. They get tired easily, and don't always send information to the brain in the right order. Our poor brain ends up seeing things that aren't there.

HOW TO GET BETTER AT SPORTS

It's all in your head



Practice. Then you can think like a lizard. We want our brain in the game—except when we don't. Focus and mental stamina keep us sharp and determined. But our brain can also get in the way. When we think too much, our brain ends up second-guessing us—we hesitate, and miss the pass. In sports, the lizard brain rules. The primitive part of the brain—the “danger, RUN” part—is the automatic part. Do something over and over (practice, practice, practice) and a skill will move from the thinking part of the brain to the automatic part. It becomes a reflex.

Move fast. Get the blood flowing. Moving fast makes the heart pump and the lungs suck in air, sending more oxygen-filled blood cells to the brain—it's like brain cell Miracle Grow. The result? Our reflexes quicken, our hearing gets sharper and we think faster. We recall what's needed when it's needed even when the other guys are screaming in our face.

In the NFL game today, there are a lot of better athletes than I am... But I kind of stick to my roots of the disciplined quarterback...working hard, getting ready to play and making good decisions on Sundays.

: PEYTON MANNING
NFL Quarterback

Ninety percent of my game is mental. It's my concentration that has gotten me this far.

: CHRIS EVERT, Tennis Champion
(and Fort Lauderdale native)

Feed and water your brain regularly. Things our brain likes: food, water, sleep. It's kind of like a pet that way.

Keep moving. Then start moving again. Sitting around saps oxygen flow to the brain. The brain gets lethargic. The eyes droop, head drops, and... hey, did you just fall asleep? The more active we get, the better the body gets at moving oxygen to the brain. We can stay alert longer, even under stress like the two-minute drill.

Party with club soda. Win the next day. There's no getting around it: Alcohol reduces athletic ability, even days after a drink. The body sees alcohol as a toxin—technically it is a toxin after all. So the body concentrates on getting rid of it. Everything else gets slower and weaker. That means sucking wind (less endurance), forgetting plays (memory is slower), and wimping out (less testosterone).

HOW SMART ARE YOU?

Test your IQ

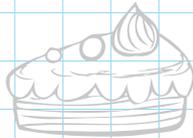


1 Sam has a bag of apples. If all of the apples in the bag are red apples and all red apples have a stem, can Sam predict how long till wedding bells will ring?

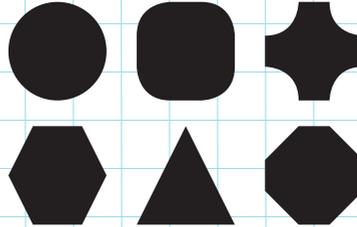
- a. Yes, by twisting the stem
- b. No, Sam hates apples
- c. Is this some stupid Internet test?

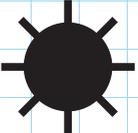
2 Susie has a cake that she splits into six pieces to share with all her friends. If each person with a piece of cake then splits their piece in half to give to another friend, how many pieces of cake are there in the end?

- a. None, they all got eaten
- b. Is the frosting chocolate or vanilla?
- c. Susie's friends are allergic to wheat



3 Which image belongs next in the sequence?



- a. 
- b. 
- c. 



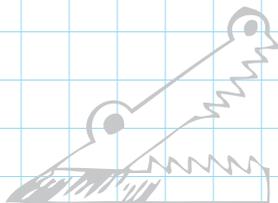
4 All work and no play makes Jack _____.

- a. A grownup
- b. The best person to pick for your group project
- c. Jack's just whining. He doesn't really work that hard.



5 If some of the pens are blue and some of the pens are in the drawer, then should you use a pencil sharpener?

- a. Duh, if you have a pencil
- b. Which drawer?
- c. My classroom doesn't have a pencil sharpener



ANSWER KEY

(TURN UPSIDE DOWN TO READ)

If you answered a, b, or c to any of the answers above, or decided this test was totally bogus and tossed it, or at the very least are reading this right now, our money-back guarantee, double-blind scientifically proven test shows beyond any reasonable doubt that you have a brain. Congratulations!

MAP OF THE BRAIN

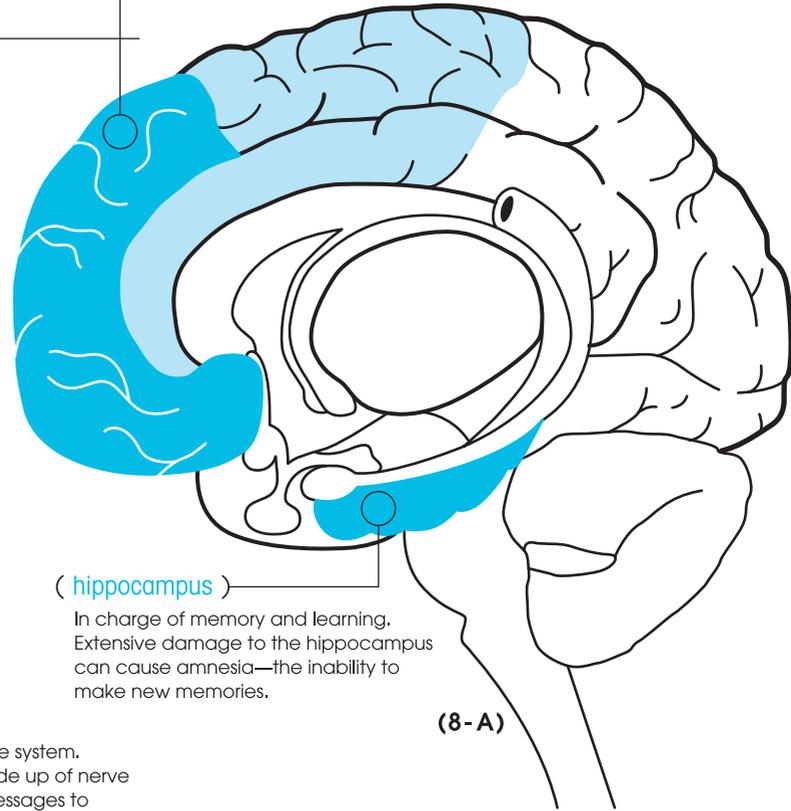
What's inside our heads

(prefrontal cortex)

Our brain's CEO. The prefrontal cortex is the part of the frontal lobes responsible for planning, good judgment, and impulse control. It's not fully developed until after age 21.

(frontal lobes)

Our emotional control center and home to our personality. The lobes are behind our forehead, one for each side of our brain.

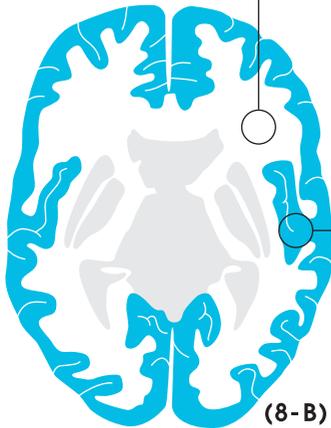


(hippocampus)

In charge of memory and learning. Extensive damage to the hippocampus can cause amnesia—the inability to make new memories.

(white matter)

The brain's message system. White matter is made up of nerve fibers that send messages to and from different parts of the brain. It also regulates body temperature, heart rate, and other automatic functions.



(gray matter)

Our information processing centers. Grey matter is in charge of things like muscle control, seeing and hearing, memory, emotions and speech.

Hey good looking.





Drugs

Providing education and awareness of drug/substance use and abuse is imperative to promoting the academic success of our students. Not only do current findings suggest that drug/substance abuse prevention programs improve academic achievement, but research also shows the age of substance use onset is a HUGE predictor in terms of adult dependency. Prevention is therefore key to ensuring the well-being of our students today and in the future.

Below and Appendix I are lessons that can be utilized with primary and secondary students. **Appendix I** is a workbook supplement for middle and high students titled, “**The Truth about Drugs and Alcohol.**” To access more links and resources on substance abuse prevention, go to <http://www.browardprevention.org/resources/substance-abuse-prevention/>, BEEP <http://beep.browardschools.com/ssoPortal/index.html> and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).

Drug Prevention Lesson: Primary Grade Level

Drugs: The Dangers of Using Them

Grade Level: Primary

Duration: 30 minutes

Title of Lesson: Drugs: the dangers of using them

Essential Question: What are the differences between drugs and medicines and how are they used?

By the end of this lesson students will be able to:

- Understand the differences between drugs and medicines

Materials/Resources Needed: Chart Paper, markers

Instructions:

1. Write the following terms on the board: drugs, medicines, prescription medicines, over the counter (OTC), and illegal drugs. Lead students in a class discussion to brainstorm what they think the definition of each word/phrase is. After several responses write the correct definition next to the work/phrase.
 - Drugs: any substance, other than food that affects the way the body or mind works.
 - Medicines: drugs used to treat illness or disease. (All medicines are drugs, not all drugs are medicines. Medicines cause changes in the body that can help prevent, treat, or cure health problems.)
 - Prescription Medicines: medicines that can be bought only with an order/prescription from a doctor. They are strong and can be harmful if they are not taken correctly. That is why a doctor must decide who should take them. The doctor also decides how much of the medicine should be taken and for how long.
 - Over the Counter Drugs (OTC): medicines that can be bought without prescriptions. OTC medicines usually treat minor health problems. They are for short term use. Cough medicine, nasal sprays, and pain relievers are examples of OTC medicines.





- **Illegal Drugs:** drugs that are not medicines and that are against the law to sell, buy, have, or use.
2. Say “Now that we have a clear definition of each word/phrase take out a sheet a paper and write the correct definition of each. After you have written all the definitions you will draw an example for each word/phrase and label the substance. Think about the medicines/drugs you see in the grocery or drug store, in the doctor’s office and or on television to help you with your examples.”

Assessment: Use students’ verbal responses, class discussions and class work to assess for understanding of key concepts.

Common Core Standards/ESOL: Across the K-5 Grades: SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade K-5 topics and texts, building on others’ ideas and expressing their own clearly. A15 Use Simple, Direct Language; B2 Explain Key Concepts; C8 Pictures.

Drug Prevention Lesson: Secondary Grade Level

Drugs: The Dangers of Using Them

Grade Level: Secondary

Duration: 30 minutes

Title of Lesson: Drugs: the dangers of using them

Essential Question: What are the differences between drugs and medicines and how are they used?

By the end of this lesson students will be able to:

- Understand the difference between drugs and medicines and the skills to say “No” to drugs

Materials/Resources Needed: Chart Paper, markers

Instructions:

1. Write the following terms on the board: drugs, medicines, prescription medicines, over the counter (OTC), and illegal drugs. Lead students in a class discussion to brainstorm what they think the definition of each word/phrase is. After several responses write the correct definition next to the work/phrase.
 - **Drugs:** any substance, other than food that affects the way the body or mind works.
 - **Medicines:** drugs used to treat illness or disease. (All medicines are drugs, not all drugs are medicines. Medicines cause changes in the body that can help prevent, treat, or cure health problems.)
 - **Prescription Medicines:** medicines that can be bought only with an order/prescription from a doctor. They are strong and can be harmful if they are not taken correctly. That is why a doctor must decide who should take them. The doctor also decides how much of the medicine should be taken and for how long.
 - **Over the Counter Drugs (OTC):** medicines that can be bought without prescriptions. OTC medicines usually treat minor health problems. They are for short term use. Cough medicine, nasal sprays, and pain relievers are examples of OTC medicines.





- Illegal Drugs: drugs that are not medicines and against the law to sell, buy, have, or use.
2. Say “Now that we have a clear definition of each word/phrase we will learn skills to say no to substances illegal and harmful to us.”
 3. Ask the students: “Why should you refuse drugs?” Call on several students to answer. Lead students to the conclusions: buying, selling, using illegal drugs, is breaking the law. Drugs can prevent them from doing well in school and sports and can ruin their health.
 4. Explain it is not always easy to withstand peer pressure and do the right thing. The next activity will help them develop creative answers to say no when offered drugs.
 5. Divide students into groups of 4-5 students. Give each team chart paper and markers.
 6. Tell students they will be creating a poster to educate others on ways to say no to drugs. Encourage them to be creative.
 7. Poster Guidelines: Every poster must include the title “Ways to Say No to Drugs.” Each poster must include at least three ways to say no to drugs. The posters must be visually appealing and interesting.
 8. Conclude the lesson by having students display their posters and do a gallery walk (students walk around the class to see other group’s final product.)

Assessment: Use students’ verbal responses, class discussions and class work to assess for understanding of key concepts.

Common Core Standards/ESOL: Across the 6-12 Grades: SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 6–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A15 Use Simple, Direct Language; B2 Explain Key Concepts; C8 Pictures; E2 Flexible Grouping.

Drugs Do Damage

DRUGDODG-09A1L



MYTH "SMOKING MARIJUANA IS THE BEST WAY TO UNWIND!"

FACT Drugs are a second-rate, dangerous way to unwind. There are lots of natural ways to relax. Take a walk, spend some time with a friend, or go to a movie.

MYTH "PEOPLE ARE FRIENDLIER WHEN THEY'RE DRUNK!"

FACT Not always. Sometimes they're more violent, more dangerous, more forgetful, more likely to hurt themselves. Half of all murders and a third of all suicides are alcohol-related.

MYTH "PEOPLE HAVE MORE FUN WHEN THEY'RE HIGH!"

FACT Nice try. Most people who get high become more violent, sleepy, and forgetful. They are more likely to take risks that hurt themselves and others. Does it really sound like fun?

MYTH "MARIJUANA INCREASES CREATIVITY AND ABILITY TO PERFORM!"

FACT It actually short-circuits your memory and your ability to concentrate. It *impairs* judgement and performance - including driving ability.

MYTH "TOBACCO ISN'T A DRUG!"

FACT Tobacco contains nicotine. Within two weeks of a person starting to smoke, nicotine changes the brains chemistry and addiction can begin.

MYTH "ONLY YOUNG PEOPLE HAVE DRUG PROBLEMS!"

FACT Drug abuse crosses all boundaries of age, gender, race and socio-economic groups.

MYTH "ALCOHOL ISN'T A DRUG!"

FACT It is. Alcohol is a major drug problem in North America – partly because not everyone recognizes the fact that it is a drug. Over 12 million Americans are dependent on alcohol!

MYTH "IF A FRIEND TAKES A DRUG AND SAYS IT'S OKAY, THEN IT WILL BE SAFE FOR ME!"

FACT Not true. We all have different bodies and react in different ways. Your reaction depends on your gender, general health, body size, age, tolerance, method of taking the drug, and even your attitude about taking the drug.

MYTH "MOST ALCOHOLICS ARE HOMELESS BUMS!"

FACT And aliens live on the moon!
All kinds of people are alcoholics. Ninety-five percent of them are ordinary people like you and me.

A Little More Information...

WHO USES DRUGS?

There is no one kind of student that uses drugs. The old stereotype – leather, jeans, and greasy hair – just doesn't apply. Drugs can affect anyone, including you.

WHAT DRUGS DO STUDENTS USE?

The list is endless. Tobacco, marijuana, cocaine, heroin, crack, PCP and LSD, gasoline, model airplane glue, paint thinner, and other cleaning fluids... All of these are dangerous chemicals. They mess with what ultimately is all you've got – you!

WHY USE DRUGS?

Why should you use drugs? They don't solve problems; they create problems. Drugs don't feel good – after the first few times, they start to feel like chains and iron bars. They use up all your money. They eat up all your time. They're a waste of time.

HOW DO DRUGS AFFECT YOU?

Drugs steal from you. They steal intelligence – over the long term (but not only in the long term) they fry your brain. They steal your meaning and purpose. Ultimately, drugs steal happiness.

HOW DO DRUGS AFFECT YOU AND SCHOOL?

Drugs and school don't mix. Think about it. Where is your future? In school and education – not in getting low and lower on drugs! Can you be in school, learn, and do well while on drugs? You don't need any help answering that! Drugs strangle your academic life – and without school, about 90% of people are on a fast track to nowhere. Don't let it happen to you – or your friends.



Inhalants

Inhalant abuse is a lesser-recognized but dangerous form of substance abuse. Inhalants are likely to be abused, in part, because they are readily available and inexpensive. Because of this ease of access, the dangers of inhalants are often underestimated and students are rarely aware that death can result from even one use.

Below and Appendix I are lessons to utilize with primary and secondary students. **Appendix I** is a workbook titled, ‘The Truth about Drugs and Alcohol.’ More links/resources are available at www.browardprevention.org/resources/substance-abuse-prevention,

<http://beep.browardschools.com/ssoPortal/index.html> and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).



BEEP

Inhalant Prevention Lesson: Primary Grade Level

Inhalants: The Dangers of Using Them

Grade Level: Primary

Duration: 30 minutes

Title of Lesson: Inhalants: the dangers of using them

Essential Question: How harmful is the use of inhalants on the brain, heart and body?

By the end of this lesson students will be able to:

- Know the harmful effects inhalants have on the brain, heart, and body

Materials/Resources Needed: ‘*Tips for Teens – The Truth About Inhalants*’ below or at <http://store.samhsa.gov/shin/content/PHD631/PHD631.pdf>

Dangers of Inhalants Word Search

Instructions:

1. Lead a discussion with your students “The Truth About Inhalants” using the handout. Adjust the language in the handout to match your students’ grade level. Make sure you cover the following questions in your discussion: “What are inhalants? How can inhalants hurt you?”
2. Draw three columns on the board. Label each column: brain, heart, and body. Ask, “How do inhalants affect the brain?” Put answers in the appropriate column. Ask, “How do inhalants affect the heart?” Put answers in the appropriate column. Ask, “How do inhalants affect the body?” Put answers in the appropriate column. Use the Tips for Teens – The Truth About Inhalants to help you facilitate this activity.
3. Pass out a word search to each student. Allow them some time to find all the words. Explain that these are all dangers of using inhalants.
4. Upon completion of the word search, conclude the lesson by discussing as a whole class the Q&A questions from the Tips for Teens.



Assessment: Use students’ verbal responses and class discussion to assess understanding

Common Core Standards/ESOL: Across the K-5 Grades: SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade K-5 topics and texts, building on others’ ideas and expressing their own clearly.

A15 Use Simple, Direct Language; B2 Explain Key Concepts.

Dangers of Inhalants



- BRAINDAMAGE**
- DEATH**
- HEARTATTACK**
- INHALANTS**
- LIVERDAMAGE**
- LUNGDAMAGE**
- NAUSEA**
- NOSEBLEEDS**



Inhalant Prevention Lesson: Secondary Grade Level

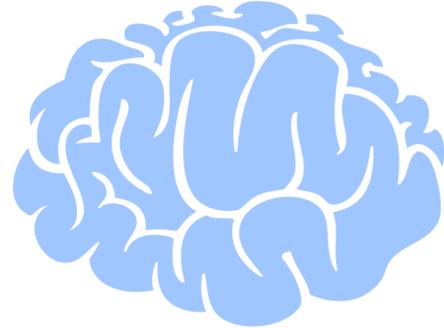
Inhalants: The Dangers of Using Them

Grade Level: Secondary

Duration: 30 minutes

Title of Lesson: Inhalants: the dangers of using them

Essential Question: How harmful is the use of inhalants on the brain, heart and other parts of the body?



By the end of this lesson students will be able to:

- Know the harmful effects inhalants have on the brain, heart and body

Materials/Resources Needed: ‘*Tips for Teens – The Truth About Inhalants*’ below or at <http://store.samhsa.gov/shin/content/PHD631/PHD631.pdf> Dangers of Inhalants Cross Word Puzzle

Instructions:

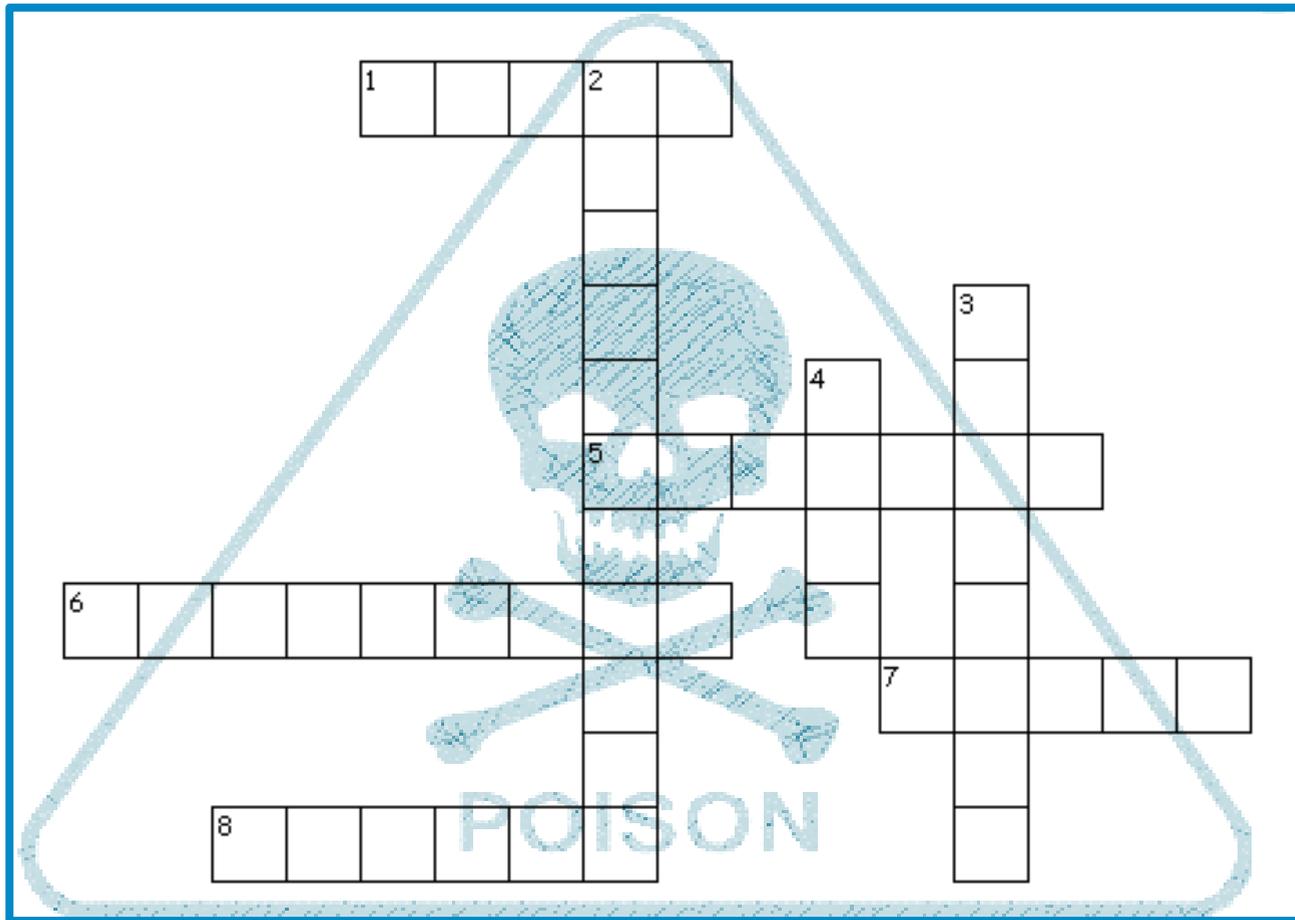
1. Have students read silently or aloud the “Tips for Teens: The Truth About Inhalants”
2. Draw three columns on the board. Label each column: brain, heart, and body. Ask, “How do inhalants affect the brain?” Put answers in the appropriate column. Ask, “How do inhalants affect the heart?” Put answers in the appropriate column. Ask, “How do inhalants affect the body?” Put answers in the appropriate column. Use the Tips for Teens – The Truth About Inhalants to help you facilitate this activity.
3. Pass out a cross word puzzle to each student. Allow them some time to find all the answers. Explain that these are all dangers of using inhalants.
4. Upon completion of the cross word puzzle, conclude the lesson by discussing as a whole class the Q&A questions from the Tips for Teens.



Assessment: Use students’ verbal responses and class discussion to assess understanding

Common Core Standards/ESOL: Across the 6-12 Grades: SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 6–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A15 Use Simple, Direct Language; B2 Explain Key Concepts.

Dangers of Inhalants



Across

1. Inhalants can kill you the very _____ time you use them
5. _____ inhalant abusers may permanently lose the ability to perform everyday functions like walking, talking, and thinking
6. _____ are substances or fumes from products such as glue or paint thinner that are sniffed or “huffed” to cause an immediate high
7. Inhalants can cause sudden _____
8. Inhalants starve the body of _____ and force the heart to beat irregularly and more rapidly

Down

2. Inhalant users can die by _____.
3. _____ is a slang word for inhalants.
4. People who use inhalants can _____ their sense of hearing or smell.

Info

To learn more about inhalants or obtain referrals to programs in your community, contact one of the following toll-free numbers:

SAMHSA's Health Information Network
1-877-SAMHSA-7 (1-877-726-4727)
(English and Spanish)
TTY 1-800-487-4889



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
Center for Substance Abuse Prevention
www.samhsa.gov

The bottom line: If you know someone who uses inhalants, urge him or her to stop or get help. If you're using inhalants—stop! The longer you ignore the real facts, the more chances you take with your life. It's never too late. Talk to your parents, a doctor, a counselor, a teacher, or another adult you trust.

Do it today!

Curious about the TV ads of the National Youth Anti-Drug Media Campaign? Check out the Web site at www.freevibe.com or visit the Office of National Drug Control Policy Web site at www.whitehousedrugpolicy.gov.

and can cause you to suddenly engage in violent, or even deadly, behavior. You could hurt yourself or the people you love.

A. Yes. Inhalants affect your brain

Q. Can inhalants make me lose control?

A. No. One "huff" can kill you. Or the 10th. Or the 100th. Every huff can be dangerous. Even if you have huffed before without experiencing a problem, there's no way of knowing how the next huff will affect you.

Q. Doesn't it take many "huffs" before you're in danger?

A. No. Even though household products like glue and air freshener have legal, useful purposes, when they are used as inhalants they are harmful and dangerous. These products are not intended to be inhaled.

Q. Since inhalants are found in household products, aren't they safe?

Q & A



Inhalants



The Truth About Inhalants

Slang—Glue, Kick, Bang, Sniff, Huff, Poppers, Whippets, Texas Shoeshine

Get the Facts...

Inhalants affect your brain. Inhalants are substances or fumes from products such as glue or paint thinner that are sniffed or “huffed” to cause an immediate high. Because they affect your brain with much greater speed and force than many other substances, they can cause irreversible physical and mental damage before you know what’s happened.

Inhalants affect your heart. Inhalants starve the body of oxygen and force the heart to beat irregularly and more rapidly—that can be dangerous for your body.

Inhalants damage other parts of your body.

People who use inhalants can experience nausea and nosebleeds; develop liver, lung, and kidney problems; and lose their sense of hearing or smell. Chronic use can lead to muscle wasting and reduced muscle tone and strength.

Inhalants can cause sudden death. Inhalants can kill you instantly. Inhalant users can die by suffocation, choking on their vomit, or having a heart attack.

Before You Risk It...

Get the facts. Inhalants can kill you the very first time you use them.

Stay informed. Inhalants include a large group of chemicals that are found in such household products as aerosol sprays, cleaning fluids, glue, paint, paint thinner, gasoline, propane, nail polish remover, correction fluid, and marker pens. None of these are safe to inhale—they all can kill you.

Be aware. Chemicals like amyl nitrite and isobutyl nitrite (“poppers”) and nitrous oxide (“whippets”) are often sold at concerts and dance clubs. They can permanently damage your body and brain.

Know the risks. Chronic inhalant abusers may permanently lose the ability to perform everyday functions like walking, talking, and thinking.

Look around you. The vast majority of teens aren’t using inhalants. According to a 2006 study, only 1.3 percent of teens are regular inhalant users and 9 in 10 teens have never even tried inhalants.¹

Know the Signs...

How can you tell if a friend is using inhalants?

Sometimes it’s tough to tell. But there are signs you can look for. If your friend has one or more of the following warning signs, he or she may be using inhalants:

- Slurred speech
- Drunk, dizzy, or dazed appearance
- Unusual breath odor
- Chemical smell on clothing
- Paint stains on body or face
- Red eyes
- Runny nose

What can you do to help someone who is using inhalants? Be a real friend. Encourage your friend to seek professional help. For information and referrals, call SAMHSA’s Health Information Network at 1-877-SAMHSA-7 (1-877-726-4727).

For more information or for references to facts found in this *Tips for Teens*, go to www.samhsa.gov/SHIN.



Marijuana

By most reports, marijuana use in any 30-day period is higher than cigarette use among all ages of teens. This high rate is greatly due to teens' misperceptions of the dangers associated with this substance. Marijuana is one of the drugs with the greatest amount of myths surrounding it, possibly due to it having some limited legal medical usage. The reality, however, is that for a young person who is still growing and developing, marijuana has the potential to inflict a long-lasting, negative impact on the brain.

Short-term marijuana use at a young age can result in weakened verbal and communication skills, lowered learning capabilities, impaired coordination, and shortened attention span. Chronic marijuana use has been linked to increased rates of anxiety, depression and schizophrenia. The effects of marijuana on developing lungs can be severe and cancer-causing as well, since marijuana smoke contains 50%-70% more carcinogenic hydrocarbons than tobacco smoke.



In the long term, marijuana use causes changes in the brain that increase the likelihood of becoming dependent on it, or other types of drugs, later in life – thus earning its place as the originally nicknamed “gateway drug.”

Below and Appendix I are lessons that can be utilized with primary and secondary students. **Appendix I** is a workbook supplement for middle and high students titled, “**The Truth about Drugs and Alcohol.**” To access more links and resources on substance abuse prevention, go to <http://www.browardprevention.org/resources/substance-abuse-prevention/>, BEEP <http://beep.browardschools.com/ssoPortal/index.html> and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).

Marijuana Prevention Lesson: Primary Grade Level

Marijuana: The Dangers of Using It

Grade Level: Primary

Duration: 30 minutes

Title of Lesson: Marijuana: the dangers of using it

Essential Question: How harmful is marijuana?

By the end of this lesson students will be able to:

- Know the harmful effects marijuana has on the body

Materials/Resources Needed: ‘*Tips for Teens – The Truth About Marijuana*’ below or at <http://store.samhsa.gov/shin/content/PHD641/PHD641.pdf> , ‘The Dangers of Marijuana Use!’ Comic Strip Worksheet, drawing materials



Instructions:

1. Lead a discussion with your students about “The Truth About Marijuana” using the handout found in the line listed under materials/resources needed. Adjust the language in the handout to match your students’ grade level. Make sure you cover the many ways marijuana is harmful.
2. For the next activity, it would be helpful to project the Tips for Teens – The Truth About Marijuana or print it out for distribution (to be used as a reference.)
3. Tell the students they will be creating a comic strip to educate other kids about the dangers of marijuana. Explain they can create their own characters, and dialogue. It is important they understand that it must highlight the dangers of marijuana use. Students can refer to the Tip for Teens to complete their comic strip.
4. Pass out the Dangers of Marijuana Use Comic Strip worksheet (one per student) and drawing materials. Remind the students to include at least one danger of the use of marijuana in their comic strip.
5. Conclude the lesson by having students share their comic strips with each other.

Assessment: Use students’ verbal responses and comic strip to assess for understanding of key concepts.

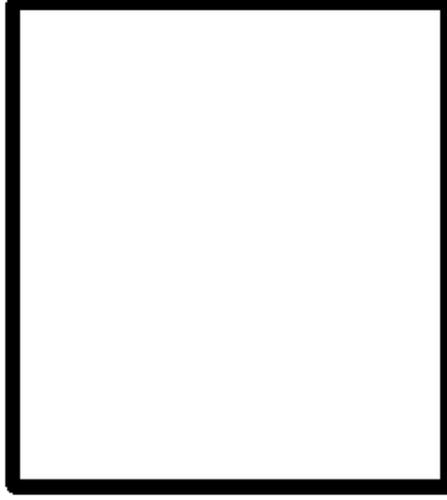
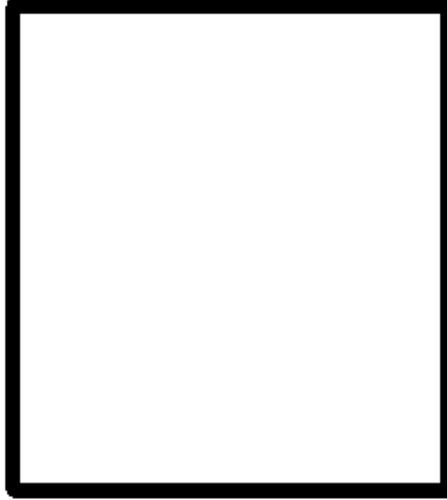
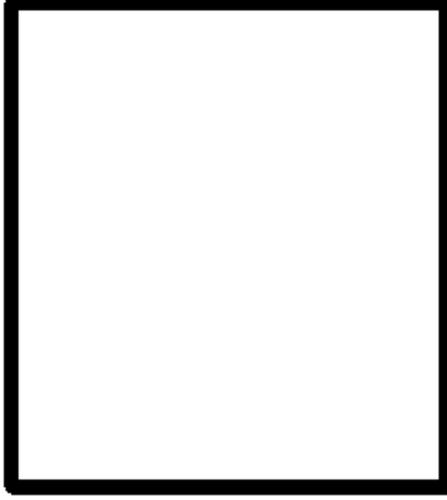
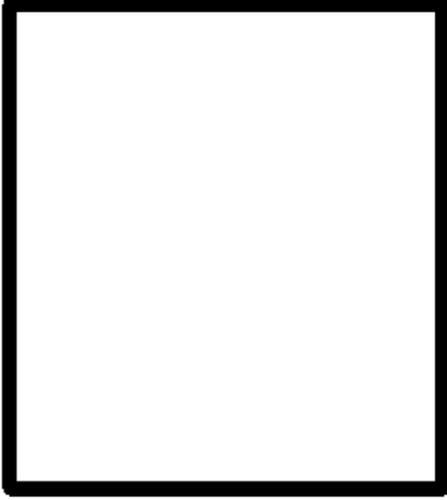
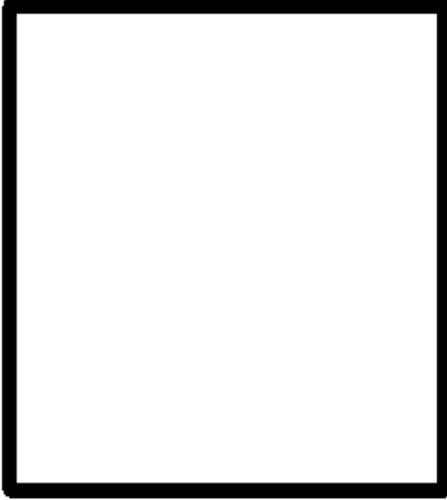
Common Core Standards/ESOL: Across the K-5 Grades: SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade K-5 topics and texts, building on others’ ideas and expressing their own clearly. A15 Use Simple, Direct Language; B2 Explain Key Concepts; C8 Pictures.





THE DANGERS OF MARIJUANA USE!

Directions: Create a comic strip with illustrations and dialogue that highlight the dangers of marijuana use.



Marijuana Prevention Lesson: Secondary Grade Level



Marijuana: The Dangers of Using It

Grade Level: Secondary

Duration: 30 minutes

Title of Lesson: Marijuana: the dangers of using it

Essential Question: How harmful is marijuana?

By the end of this lesson students will be able to:

- Know the harmful effects marijuana has on the body

Materials/Resources Needed: ‘*Tips for Teens – The Truth About Marijuana*’ below or at <http://store.samhsa.gov/shin/content/PHD641/PHD641.pdf> , ‘The Dangers of Marijuana Use Limerick Poem’ Worksheet

Instructions:

1. Have students read silently or aloud the “Tips for Teens: The Truth About Marijuana” handout. Once they have read the handout, engage the students in a discussion about the dangers of using marijuana.
2. For the next activity, it would be helpful to project the Tips for Teens – The Truth About Marijuana or print it out for distribution (to be used as a reference.)
3. Explain that today they will be writing a limerick poem highlighting the dangers of marijuana.
4. Distribute a copy of The Dangers of Marijuana Use Limerick worksheet to each student. Explain the instructions of how to write a limerick on the handout if needed. Remind students to write about at least one danger of marijuana use in their poem.
5. Conclude the lesson by having students share their poems with each other.



Assessment: Use students’ verbal responses and poems to assess for understanding of key concepts.

Common Core Standards/ESOL: Across the 6-12 Grades: W.6.4, W.7.4, W.8.4, W.9-10.4, W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. A15 Use Simple, Direct Language; B2 Explain Key Concepts; G11 Writing Sample.

Info

To learn more about marijuana or obtain referrals to programs in your community, contact one of the following toll-free numbers:

SAMHSA's Health Information Network
1-877-SAMHSA-7 (1-877-726-4727)
(English and Spanish)
TTY 1-800-487-4889



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
Center for Substance Abuse Prevention
www.samhsa.gov

The bottom line: If you know someone who smokes marijuana, urge him or her to stop or get help. If you're smoking marijuana—stop! The longer you ignore the real facts, the more chances you take with your health and well-being. It's never too late. Talk to your parents, a doctor, a counselor, a teacher, or another adult you trust.

Do it today!

Curious about the TV ads of the National Youth Anti-Drug Media Campaign? Check out the Web site at www.freevibe.com or visit the Office of National Drug Control Policy Web site at www.whitehousedrugpolicy.gov.

Q. Can marijuana be used as a medicine?

A. While the active ingredient in marijuana, THC, can be manufactured in a pill available by prescription to treat nausea and vomiting associated with certain cancer treatments, scientists say that more research needs to be done on its side effects and other potential medical uses.¹¹

Q. Can people become addicted to marijuana?

A. Yes. Research confirms you can become hooked on marijuana.

Q. Isn't smoking marijuana less dangerous than smoking cigarettes?

A. No. It's even worse. Five joints a day can be as harmful as 20 cigarettes a day.¹⁰

Q & A



Marijuana



The Truth About Marijuana

Slang—Weed, Pot, Grass, Reefer, Ganja, Mary Jane, Blunt, Joint, Roach, Nail

Get the Facts...

Marijuana affects your brain. THC (the active ingredient in marijuana) affects the nerve cells in the part of the brain where memories are formed.

Marijuana affects your self-control. Marijuana can seriously affect your sense of time and your coordination, impacting things like driving. In 2005, nearly 242,200 people were admitted to emergency rooms suffering from marijuana-related problems.¹

Marijuana affects your lungs. Marijuana smoke deposits four times more tar in the lungs² and contains 50 percent to 70 percent more cancer-causing substances than tobacco smoke does.³

Marijuana affects other aspects of your health.

Marijuana can limit your body's ability to fight off infection. Heavy marijuana use also has been linked with depression, anxiety, and personality disturbances.⁴

Marijuana is not always what it seems.

Marijuana can be laced with substances such as PCP, formaldehyde, or codeine cough syrup without your knowledge. "Blunts"—hollowed-out cigars filled with marijuana—sometimes have crack cocaine added.

Marijuana can be addictive. Not everyone who uses marijuana becomes addicted, but some users do develop signs of dependence. In 2006, nearly 290,000 people entered drug treatment programs to kick their marijuana habit.⁵

Before You Risk It...

Know the law. It is illegal to buy or sell marijuana. In most States, holding even small amounts of marijuana can lead to fines or arrest.

Get the facts. Smoking marijuana can cause health

problems, such as chronic coughing, chest colds, lung infections, breathing problems, and cancer.⁶

Stay informed. It has not yet been proven that using marijuana leads to using other drugs, but most teens who try drugs start with marijuana, alcohol, or tobacco.⁷ One study found that people who had used marijuana before the age of 17 were more likely to use other drugs and develop addiction problems later on.⁸

Know the risks. Marijuana affects your coordination and reaction time, raising your risk of injury or death from car crashes and other accidents.

Keep your edge. Marijuana affects your judgment, drains your motivation, and can make you feel anxious.

Look around you. Most teens aren't smoking marijuana. According to a 2006 study, about four out of five 12- to 17-year-old youths had never even tried marijuana.⁹

Know the Signs...

How can you tell if a friend is using marijuana?

Sometimes it's tough to tell. But there are signs you can look for. If your friend has one or more of the following warning signs, he or she may be using marijuana:

- Seeming dizzy and having trouble walking
- Having red, bloodshot eyes and smelly hair and clothes
- Having a hard time remembering things that just happened
- Acting silly for no apparent reason

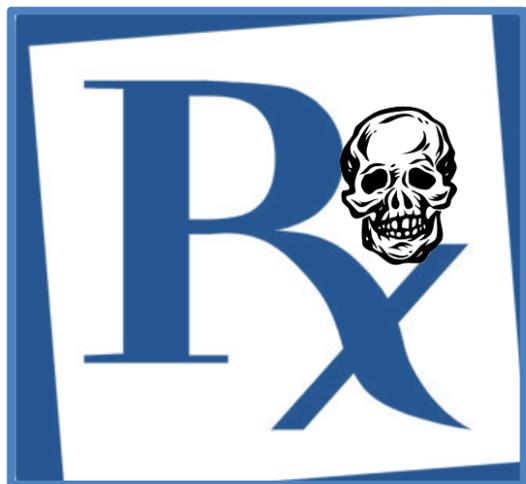
What can you do to help someone who is using marijuana or other drugs? Be a real friend. Encourage your friend to seek professional help. For information and referrals, call SAMHSA's Health Information Network at 1-877-SAMHSA-7 (1-877-726-4727).

For more information or for references to facts found in this *Tips for Teens*, go to www.samhsa.gov/SHIN.

Over-the-Counter Prescription Abuse



As many young people are turning away from street drugs, a new threat has emerged right in a family's own medicine cabinet. The abuse of prescription (Rx) and over-the-counter (OTC) drugs to get high can be especially dangerous because of their easy availability and the false



belief that they are a “safe” way to get high. There are serious health risks related to abuse of prescription and OTC drugs, however. A single large dose of prescription or OTC painkillers or depressants can cause breathing difficulties that can lead to death. Stimulant abuse can lead to hostility or paranoia, as well as heart failure or fatal seizures. Even in small doses, depressants and painkillers have subtle detrimental effects on motor skills, judgment, and ability to learn.

The abuse of OTC cough and cold remedies can cause blurred vision, nausea, vomiting, dizziness, coma, and even death. In fact, many teens report mixing prescription drugs, OTC drugs, and alcohol. Using these drugs in combination can most definitely be fatal.

Below and Appendix I are lessons that can be utilized with primary and secondary students. **Appendix I** is a workbook supplement for middle and high students titled, “**The Truth about Drugs and Alcohol.**” To access more links and resources on substance abuse prevention, go to <http://www.browardprevention.org/resources/substance-abuse-prevention/>, BEEP <http://beep.browardschools.com/ssoPortal/index.html> and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).

Over the Counter Prevention Lesson: Primary Grade Level

OTC Drugs: The Dangers of Abusing Them

Grade Level: Primary

Duration: 30 minutes

Title of Lesson: OTC Drugs: The dangers of using them

Essential Question: How are OTC drugs used to harm the body?

By the end of this lesson students will be able to:

- Understand how the use of OTC drugs can harm the body if not used properly

Materials/Resources Needed: Paper, markers, construction paper, and colored pencils or crayons

Instructions:

1. Write the definition of OTC drugs on the chalk/whiteboard:

- Over the Counter Drugs (OTC) are medicines that can be bought without prescriptions. OTC medicines usually treat minor health problems. They are for short term use. Cough medicine, nasal sprays and pain relievers are examples of OTC medicines.



2. Say, “Now we will talk about how to safely use OTC drugs.” Let the students know the following: “No over the counter drug is safe or effective unless you use it properly.”
3. Ask the students how can an adult know if they are using OTC drugs properly? Seek verbal responses from students. Answer: reading the labels carefully and following the directions is how adults know to use OTC drugs properly. Also, most OTC drugs warn the users about the possible side effects.
4. Say, “Now that we have a clear definition of OTC drugs, let’s talk about the possible short and long term effects of OTC drug use.”
 - **Short term effects:** Impaired judgment, nausea, loss of coordination, headache, vomiting, loss of consciousness, numbness of fingers and toes, abdominal pain, irregular heartbeat, aches, seizures, panic attacks, cold flashes, dizziness, and diarrhea.
 - **Long term effects:** addiction, restlessness, insomnia, high-blood pressure, coma, or even death.
5. Have students create a story on the use of OTC drugs. Students can read stories aloud to the class.

Assessment: Use students’ verbal responses, class discussions and stories to assess for understanding of key concepts.

Common Core Standards/ESOL: SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade K-5 topics and texts, building on others’ ideas and expressing their own clearly. A15 Use Simple, Direct Language; B2 Explain Key Concepts.

Over the Counter Prevention Lesson: Secondary Grade Level

OTC Drugs: The Dangers of Abusing Them

Grade Level: Secondary

Duration: 30 minutes

Title of Lesson: OTC Drugs: The dangers of using them

Essential Question: How are OTC drugs used to harm the body?

By the end of this lesson students will be able to:

- Understand how the use of OTC drugs can harm the body if not used properly

Materials/Resources Needed: Paper, markers, construction paper, colored pencils or crayons, and computers

Instructions:

1. Write the definition of OTC drugs on the chalk/whiteboard:
 - Over the Counter Drugs (OTC) are medicines that can be bought without prescriptions. OTC medicines usually treat minor health problems. They are for short term use. Cough medicine, nasal sprays and pain relievers are examples of OTC medicines.
2. Say, “Now we will talk about how to safely use OTC drugs.” Let the students know the following: “No over the counter drug is safe or effective unless you use it properly.”
3. Ask the students how can an adult know if they are using OTC drugs properly? Seek verbal responses from students. Answer: reading the labels carefully and following the directions is how adults know to use OTC drugs properly. Also, most OTC drugs warn the users about the possible side effects.



4. Say, “Now that we have a clear definition of OTC drugs, let’s talk about the possible short and long term effects of OTC drug use.”
 - **Short term effects:** Impaired judgment, nausea, loss of coordination, headache, vomiting, loss of consciousness, numbness of fingers and toes, abdominal pain, irregular heartbeat, aches, seizures, panic attacks, cold flashes, dizziness, and diarrhea.
 - **Long term effects:** addiction, restlessness, insomnia, high-blood pressure, coma, or even death.
5. Have students create public service announcements or posters based on the statistics below:
 - In 2006, about 3.1 million people aged 12 to 25 (5.3 percent) had used an over the counter (OTC) cough and cold medication to get high (i.e., “misused” the drug), and nearly 1 million (1.7 percent) had done so in the past year.
 - Among youths aged 12 to 17, females were more likely than males to have misused OTC cough and cold medications in the past year, but among young adults aged 18 to 25, males were more likely than females to have misused these medications.
 - Among persons aged 12 to 25 who had misused an OTC cough and cold medication in the past year, 30.5 percent misused a NyQuil product, 18.1 percent misused a Coricidin product, and 17.8 percent misused a Robitussin product.

Assessment: Use students’ verbal responses, class discussions and PSA’s to assess for understanding of key concepts.

Common Core Standards/ESOL: SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 6–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A15 Use Simple, Direct Language; B2 Explain Key Concepts; E4 Group Reports/Projects.

Red Ribbon Week



Broward County Public Schools Red Ribbon Week



Every year during the last full week in October, Broward County Public Schools celebrates Red Ribbon Week, a catalyst for drug and alcohol prevention in our schools and communities. The exact week and theme change every year, so to find the most up-to-date information, go to SBBC’s [resolutions](#) website or the [OPP Website](#). Red Ribbon Day is usually celebrated on the Wednesday of Red Ribbon Week.

Included in this book are the following teacher resources to utilize during Red Ribbon Week:

- Red Ribbon History
- Red Ribbon Daily Themes Suggestions
- Red Ribbon Pledge
- Certificate of Recognition, which teachers can distribute to students to recognize their participation in Red Ribbon Week activities
- Red Ribbon Morning Announcement Facts



Red Ribbon Week ideas for all grade levels, FCAT-related activities, website resources, and the Resource Guide may be found on the Office of Prevention Programs Web site at: <http://www.browardprevention.org/resources/substance-abuse-prevention/red-ribbon-week/>

Red Ribbon History

How did Red Ribbon Week Start?

Red Ribbon Week started with KiKi Camarena. Enrique "Kiki" Camarena grew up in a dirt-floored house with hopes and dreams of making a difference. Camarena worked his way through college, served in the Marines and became a police officer. When he decided to join the U.S. Drug Enforcement Administration, his mother tried to talk him out of it. "I can't not do this," he told her. "I'm only one person, but I want to make a difference."



The DEA sent Camarena to work undercover in Mexico investigating a major drug cartel believed to include officers in the Mexican army, police and government. On Feb. 7, 1985, the 37-year-old Camarena left his office to meet his wife for lunch. Five men appeared at the agent's side and shoved him in a car. Agent Camarena was kidnapped, tortured, and murdered by members of a drug gang in Mexico. It took a search by 500 special U.S. agents a month to find his battered body in a shallow grave on a ranch in Mexico. He was buried with honors in his hometown of Calexico, California.

In honor of Camarena's memory and his battle against illegal drugs, friends and neighbors began to wear red badges of satin. Parents, sick of the destruction caused by alcohol and other drugs, had begun forming coalitions. Some of these new coalitions took Camarena as their model and embraced his belief that one person can make a difference. These coalitions also adopted the symbol of Camarena's memory: The Red Ribbon. The first Camarena (Red Ribbon) Club was formed in April of 1985 at Calexico High School where Kiki Camarena and Henry Lozano graduated in 1966. Kiki's Memory Unites The Nation To Fight Substance Abuse.

Red Ribbon Daily Themes Suggestions



Sunday: Kickoff!

Monday: “Motivate to Celebrate Monday!” Start the week by wearing red ribbons and decorating your school with a Red Ribbon motif.

Tuesday: “Talk the Talk Tuesday!” Have students bring in tobacco/alcohol magazine ads and discuss media literacy. Focus on the financial aspect of drug use.

Wednesday: “Walk the Walk Wednesday!” “Walk all over Drugs” contest; students can perform as step teams or put on a talent show.

Add energy to the celebration: walk laps around your school’s playground or track to celebrate the number of students who have already committed to a drug- free lifestyle.

“Rally in Red” for those wearing red today.

Thursday: “Trash Drugs Thursday!” Students clean trash in the local area and discuss the importance of living in a “green”, litter- free environment.

Friday: “Drug- Free Friday!” End the week by having the students take the pledge to remain safe and drug free.

Pledge to be drug free!

Red Ribbon Pledge

*I pledge allegiance to myself
and who I want to be.
I can make my dreams come true,
if I believe in me.
I pledge to stay in school and learn
the things I need to know,
to make the world a better place for teens like me to
grow.
I pledge to keep my dreams alive and be all I can be.
I know I can, and that's because
I pledge to stay
DRUG FREE!*



Red Ribbon Morning Announcement Facts Substance Abuse and Your Brain

Monday

Alcohol

Kids who drink tend to have smaller frontal lobes and a tinier hippocampus – parts of the brain that guides memory and learning. Did you know that bananas are good for the brain? The potassium in bananas helps our brain transmit messages (no monthly charges).

Tuesday

Marijuana

Did you know that marijuana use negatively impacts your short-term memory? When you exercise your body, you exercise your brain. If you treat your body well, this can help your ability to process and remember information.

Wednesday

Prescription Drugs

Did you know that there are healthy, natural alternative ways to relieve pain? Research shows that meditation can help you deflect from feeling pain and improve brain activity in areas responsible for mapping nerve signals and nerve receptors. Increasing your Vitamin D intake (generously found in milk, fish, eggs, beef and chicken) helps decrease bone and joint pain. Exercise can help relieve headaches, back pain, and decrease stress!

Thursday

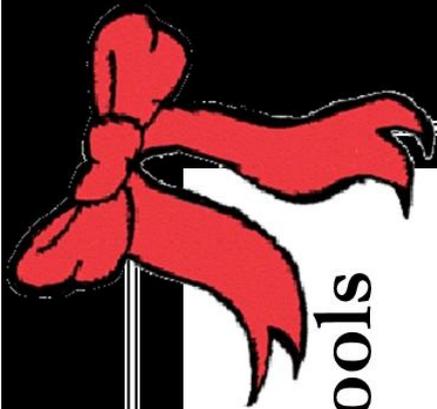
Inhalants

Since the hippocampus helps control memory, someone who repeatedly uses inhalants may lose the ability to learn new things, may not recognize familiar things, or may have a hard time keeping track of simple conversations. Did you know that eating eggs is good for your brain? Scrambled or hardboiled, however you like them eggs keep your memory sharp. Eggs have an essential brain nutrient called “choline.” Without it, your brain is fried.

Friday

Ecstasy and Club Drugs

Ecstasy’s users report that it makes them feel good. However, it causes long-term brain damage. Did you know exercise is good for you? Exercise improves mood, boots energy, promotes better sleep, and most important, exercising causes the body to produce endorphins – chemicals that can help a person feels more PEACEFUL and HAPPY.



Broward County Public Schools Red Ribbon Week

Certificate of Completion

In Recognition of Your Pledge
To Live a Drug-Free Life

&

Encourage Others
To Follow Your Example





Steroids

Steroid use among professional athletes has gained increased media attention and unfortunately, some adolescents who look up to sports heroes may view steroids as a way to improve their own athletic performance. What the media often fails to emphasize is the dangers of steroid use, up to and including death. Prevention surrounding steroid abuse is critical to the health and safety of our youth.

Below and Appendix I are lessons that can be utilized with primary and secondary students. **Appendix I** is a workbook supplement for middle and high students titled, “**The Truth about Drugs and Alcohol.**” To access more links and resources go to <http://www.browardprevention.org/resources/substance-abuse-prevention/>, BEEP



<http://beep.browardschools.com/ssoPortal/index.html>, and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).

Steroid Prevention Lesson: Primary Grade Level

Steroids: The Dangers of Using Them

Grade Level: Primary

Duration: 30 minutes

Title of Lesson: Steroids: the dangers of using them

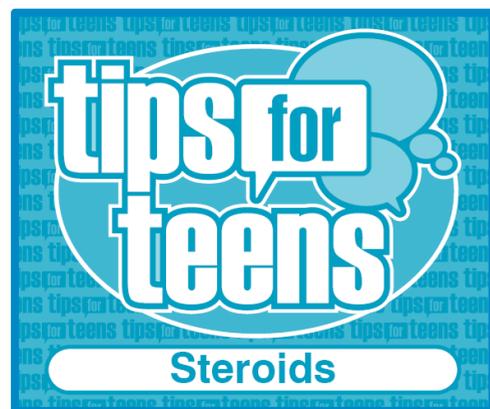
Essential Question: How harmful is the use of (anabolic) steroids on the brain and other parts of the body?

By the end of this lesson students will be able to:

- Know the harmful effects of (anabolic) steroids has on the brain and the body

Materials/Resources Needed: ‘*Tips for Teens – The Truth About Steroids*’ below or at

<http://store.samhsa.gov/shin/content/PHD641/PHD641.pdf>, paper, color pencils, markers



Instructions:

1. Explain to your students anabolic steroids are an artificial version of the hormone testosterone.
2. Lead a discussion with your students “The Truth About Steroids” using the handout found in the link <http://store.samhsa.gov/shin/content/PHD726/PHD726.pdf>. Adjust the language in the handout to match your students’ grade level. Make sure you cover the following questions in your discussion: “How are anabolic steroids abused? How do steroids affect your appearance? Can steroids make you angry and hostile for no reason?”



3. On a blank sheet of paper have students draw what a person would look like if they used steroids. Upon completion of the drawing have students share and discuss what they learned about steroid use.
4. Conclude the lesson by discussing as a whole class the Q&A questions from the Tips for Teens.

Assessment: Use students' verbal responses, class discussion and drawing to assess for understanding of key concepts.

Common Core Standards/ESOL: Across the K-5 Grades: SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade K-5 topics and texts, building on others' ideas and expressing their own clearly. A15 Use Simple, Direct Language; B2 Explain Key Concepts; C8 Pictures.

Steroid Prevention Lesson: Secondary Grade Level

Steroids: The Dangers of Using Them

Grade Level: Secondary

Duration: 30 minutes

Title of Lesson: Steroids: the dangers of using them

Essential Question: How harmful is the use of anabolic steroids on the brain and other parts of the body?

By the end of this lesson students will be able to:

- Know the harmful effects of anabolic steroids has on the body and athletes

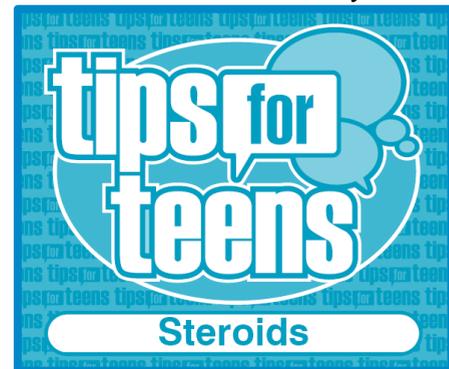
Materials/Resources Needed: *'Tips for Teens – The Truth About Steroids'* below or at <http://store.samhsa.gov/shin/content/PHD641/PHD641.pdf>, paper, pencils, or pens

Instructions:

1. Explain to your students anabolic steroids are an artificial version of the hormone testosterone.
2. Have students read silently or aloud the "Tips for Teens: The Truth About Steroids" (<http://store.samhsa.gov/shin/content/PHD726/PHD726.pdf>.)
3. Discuss the following questions with your class: "How are anabolic steroids abused? How do steroids affect your appearance? Can steroids make you angry and hostile for no reason?"
4. Have students research the effects steroid use has on athletes (they may use any of the athletes listed below or find one on their own.) Then have them write an essay on the effect of steroids on athletes using data from their research.
 - Marin Jones, Olympic Track Runner
 - Rafael Palmeiro, Major League Baseball Player
 - Alex Rodriguez, Major League Baseball Player
 - Chris Benoit, Professional Wrestler
 - Shawne Merriman, Professional Football Player
 - Bill Romonowski, Professional Football Player

Assessment: Use students' verbal responses and essays to assess for understanding of key concepts.

Common Core Standards/ESOL: Across the 6-12 Grades: W.6.4, W.7.4, W.8.4, W.9-10.4, W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. A15 Use Simple, Direct Language; B2 Explain Key Concepts; G11 Writing Sample.



Info

To learn more about steroids or obtain referrals to programs in your community, contact one of the following toll-free numbers:

SAMHSA's National Clearinghouse for Alcohol and Drug Information

800-729-6686

TDD 800-487-4889

línea gratis en español

877-767-8432



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
Center for Substance Abuse Prevention
www.samhsa.gov

The bottom line: If you know someone who abuses steroids, urge him or her to get help. If you're abusing them—stop! The longer you ignore the real facts, the more chances you take with your life. It's never too late. Talk to your parents, a doctor, a counselor, a teacher, or another adult you trust.

Do it today!

Curious about the TV ads of the National Youth Anti-Drug Media Campaign? Check out the Web site at www.freevibe.com or visit the Office of National Drug Control Policy Web site at www.whitehousedrugpolicy.gov.

Q. What can I do to excel in sports if I don't use steroids?
A. Focus on getting proper diet, rest, and good overall mental and physical health. These things are all factors in how your body is shaped and conditioned. Excelling in sports is achievable and done by millions of athletes without relying on steroids.

Q. How long do steroids stay in your system?
A. The length of time that steroids stay in the body varies. Injected steroids may be detected in the body for 3 to 4 months while the oral types may remain for 1 to 4 weeks.³

Q. Are steroids addictive?
A. Yes, they can be. Withdrawal symptoms include mood swings, suicidal thoughts or attempts, fatigue, restlessness, loss of appetite, and sleeplessness.²

Q & A



Steroids



The Truth About Steroids

Slang—Arnolds, Gym Candy, Pumpers, Stackers, Weight Trainers, Juice

Get the Facts...

Steroids affect your heart. Steroid abuse has been associated with cardiovascular disease, including heart attack and stroke. These heart problems can even happen to athletes under the age of 30.

Steroids affect your appearance. In both sexes, steroids can cause male-pattern baldness, cysts, acne, and oily hair and skin.

Steroids affect your mood. Steroids can make you angry and hostile for no reason. There are recorded cases of murder attributed to intense anger from steroid use.

Steroids increase your risk of infection. Sharing needles or using dirty needles to inject steroids puts you at risk for diseases such as HIV/AIDS and hepatitis.

Other slang terms associated with steroid use include:

- Roid rages—uncontrolled outbursts of anger, frustration, or combativeness that may result from using anabolic steroids.
- Shotgunning—taking steroids on an inconsistent basis.
- Stacking—using a combination of two or more anabolic steroids.

Before You Risk It...

Know the law. Steroids are illegal to possess without a prescription from a licensed physician. It is illegal for individuals to sell steroids.

Get the facts. Doctors prescribe steroids for specific medical conditions. They are only safe for use when a doctor monitors the person.

Know the risks. Illegal steroids are made overseas and smuggled into the United States or made in

underground labs in this country. They pose greater health risks because they are not regulated by the government and may not be pure or labeled correctly.

Look around you. The majority of teens aren't using steroids. Among teenage males, who are most likely to use steroids, only 1.3 percent of 8th graders, 2.3 percent of 10th graders, and 3.3 percent of 12th graders reported steroid use in the past year.¹

Know the Signs...

How can you tell if a friend is abusing steroids?

Sometimes it's hard to tell. But there are signs you can look for. If your friend has one or more of the following warning signs, he or she may be abusing steroids:

For Guys:

- Baldness
- Development of breasts
- Impotence

For Girls:

- Growth of facial hair
- Deepened voice
- Breast reduction

For Both:

- Jaundice (yellowing of the skin)
- Swelling of feet or ankles
- Aching joints
- Bad breath
- Mood swings
- Nervousness
- Trembling

What can you do to help someone who is abusing steroids? Be a real friend. Save a life. Encourage your friend to stop or seek professional help. For information and referrals, call the National Clearinghouse for Alcohol and Drug Information at 800-729-6686.

For more information, or for references to facts found in this *Tips for Teens*, go to www.ncadi.samhsa.gov.



Tobacco

Although cigarette smoking is less popular than it was in previous decades, it is still dangerously addictive and remains a “gateway” drug to further drug use. Cigarette smoke contains over 4,000 chemicals, more than 40 of which are known carcinogens.

Smoking tobacco kills hundreds of thousands of people each year by causing bronchitis, emphysema (breakdown of lung tissue), heart disease, and many types of cancer including lung and mouth cancer. Every type of tobacco, including “chew,” carries serious health risks.

Below and Appendix I are lessons that can be utilized with primary and secondary students. **Appendix I** is a workbook supplement for middle and high students titled, “**The Truth about Drugs and Alcohol.**” To access more links and resources on substance abuse prevention, go to <http://www.browardprevention.org/resources/substance-abuse-prevention/>, BEEP <http://beep.browardschools.com/ssoPortal/index.html> and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).



Tobacco Prevention Lesson: Primary Grade Level

Short Term Effects of Tobacco Use

Grade Level: Primary

Duration: 30 minutes

Title of Lesson: Short term effects of tobacco use

Essential Question: What are the short term effects of tobacco use and can those effects be reversible?

By the end of this lesson students will be able to:

- Identify the short term effects of tobacco

Materials/Resources Needed: ‘*Tips for Teens – The Truth About Tobacco*’ below or at <http://store.samhsa.gov/shin/content//PHD641/PHD641.pdf>, board/markers, ‘Effects of Tobacco’ Stick Figure Handout

Instructions:

1. Lead a discussion with your students “The Truth About Tobacco” using the handout found in the link <http://store.samhsa.gov/shin/content//PHD633/PHD633.pdf>. Adjust the language in the handout to match your students’ grade level.
2. Say “Tobacco use has both long term and short term effects.”
3. Ask “What is the difference between long term and short term effects?” (Answer: Long-term effects take years to occur and are harder to reverse. Short-term effects occur quickly and are almost always reversible.)



4. Say “Let’s talk about the short-term effects of tobacco use that may affect a student who smokes.”
5. Draw a stick person of a student on the board and handout copies of the Stick Figure handout. Note: The drawing needs to be big enough for everyone in the class to see.
6. Ask students to think of things that would happen to a student who is smoking. As they give examples, draw and have students draw those changes on the stick figure. Note: Focus on cosmetic changes kids are likely to experience:

| | |
|--|--|
| ▪ Decreased senses of smell and taste | ▪ Holes burned into clothing from ashes |
| ▪ Yellow stained fingers | ▪ Cough, wheezing |
| ▪ Brown stained teeth and tongue | ▪ Frequent colds |
| ▪ Smelly hair and clothing | ▪ More facial wrinkles sooner |
| ▪ Acne | ▪ Bleeding gums |
| ▪ Frequent mouth sores | ▪ Cigarette burns on skin |
| ▪ Difficulty keep up with sports | ▪ Bad breath |

7. Ask “What would happen to our kid if he/she stopped smoking today?” (Answer: All of these effects could be reversed.)
8. Erase the drawing until the stick person looks the way it did at the beginning while explaining you can do this because the changes you have been talking about are short term effects and are reversible changes caused by tobacco.
9. Conclude the lesson by discussing as a whole class the Q&A questions from the Tips for Teens.

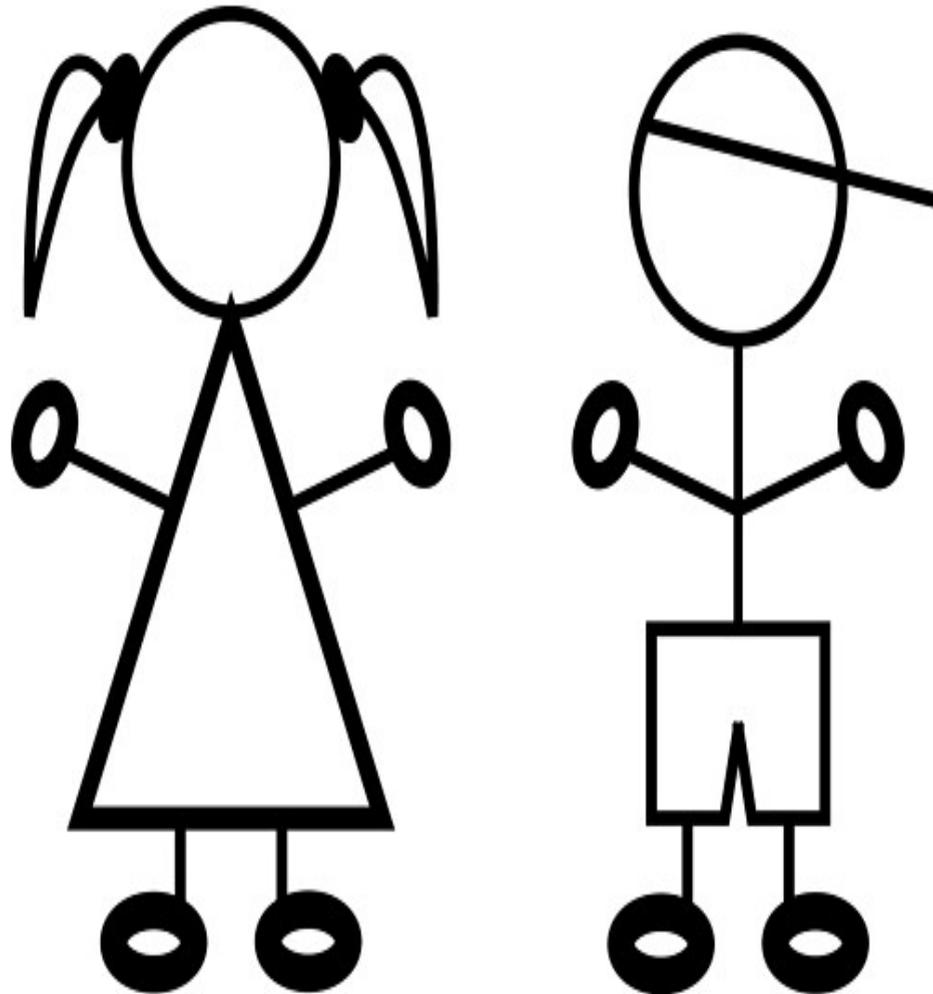
Assessment: Use students’ verbal responses and/or handouts to assess for understanding of key concepts.

Common Core Standards/ESOL: Across the K-5 Grades: SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade K-5 topics and texts, building on others’ ideas and expressing their own clearly. A15 Use Simple, Direct Language; B2 Explain Key Concepts; C8 Pictures.





Effects of Tobacco Use



Tobacco Prevention Lesson: Secondary Grade Level



Nicotine: How Addictive Is It?

Grade Level: Secondary

Duration: 30 minutes

Title of Lesson: Nicotine: how addictive is it?

Essential Question: What are the effects of nicotine on the brain?

By the end of this lesson students will be able to:

- Identify the effects nicotine has on the brain

Materials/Resources Needed: ‘Tips for Teens – The Truth About Tobacco’ below or at <http://store.samhsa.gov/shin/content/PHD641/PHD641.pdf>, Mind Over Matter, The Brain’s Response to Nicotine http://teens.drugabuse.gov/mom/mom_nic1.php computers, copy paper



Instructions:

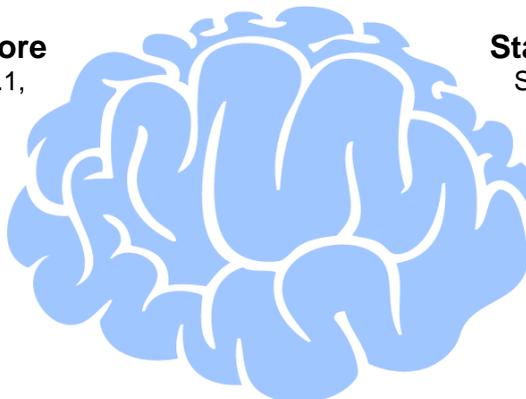
- Have students read silently or aloud the “Tips for Teens: The Truth About Inhalants” (<http://store.samhsa.gov/shin/content/PHD633/PHD633.pdf>)
- Share with the students there are several ingredients added to tobacco when cigarettes are manufactured. More importantly, over 4000 chemical compounds are created by burning a cigarette, many of which are toxic and/or carcinogenic (explain carcinogenic means it causes cancer.)
- Say “Today we are going to learn about nicotine, the chemical in cigarettes that is highly addictive and the effects it has on the brain.”
- Say “You will take a journey with Sara Bellum as you explore the brain’s response to nicotine.”
- Have students individually or in small groups (no more than three) read Mind Over Matter: The Brains’ Response to Nicotine found on this website: http://teens.drugabuse.gov/mom/mom_nic1.php.
- After completing the journey with Sara Bellum instruct students to complete one of the following activities to report to the class what they learned about nicotine and its effect on the brain. Students can complete/create one or more of the following activities:
 - Create a public service announcement (PSA) on the effects nicotine has on the brain. Student can role play PSAs if access to technology is limited.
 - Write an essay on the effects nicotine has on the brain.
 - Create a poster on the effects nicotine has on the brain.

Assessment: Use students’ PSAs, essays and/or posters to assess for understanding of key concepts.

Common

12 Grades: SL.6.1, SL.7.1, SL.8.1, participate effectively in a range on-one, in groups, and teacher-grades 6–12 topics, texts, and ideas and expressing their A15 Use Simple, Direct Concepts; E4 Group

Core



Standards/ESOL: Across the 6-SL.9-10.1, SL.11-12.1 Initiate and of collaborative discussions (one-led) with diverse partners on issues, building on others’ own clearly and persuasively. Language; B2 Explain Key Reports/Projects.

Info

To learn more about tobacco, or obtain referrals to programs in your community, contact:

SAMHSA's National Clearinghouse for Alcohol and Drug Information
800-729-6686
TDD 800-487-4889

Linea gratis en español
877-767-8432

Web site: <http://ncadi.samhsa.gov>



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
Center for Substance Abuse Prevention
www.samhsa.gov

The bottom line: If you know someone who is using tobacco, urge him or her to quit. If you are using it—stop! The longer you ignore the real facts, the more chances you take with your health and well-being.

It's never too late. Talk to your parents, a doctor, a counselor, a teacher, or another adult you trust.

Do it today!

Curious about the TV ads of the National Youth Anti-Drug Media Campaign? Check out the Web site at <http://www.freevibe.com> or visit the Office of National Drug Control Policy Web site at <http://www.whitehousedrugpolicy.gov>.

Do most teens smoke? No, out of every 100 teens, 87 do not use a tobacco product. Currently, the number of girls who smoke cigarettes slightly outnumber the boys who smoke.¹⁶

A. No. Remember, "no smoke" doesn't mean that smokeless tobacco is safe. Even a little smokeless tobacco has enough nicotine to get you addicted. Smokeless tobacco can lead to many types of health problems as well as cause cancer.¹⁵

A. Only if you think bad breath, smelly hair, yellow fingers, and coughing are sexy. Advertisements often portray smoking as glamorous and sophisticated, but think carefully about who created these ads and why.

A. No. Smoking can actually increase feelings of stress and nervousness. Break the cycle: Use drug-free strategies to calm your nerves like exercise and talking to your friends.

Q. Doesn't smoking help you relax?

Q. Is smokeless tobacco safe?

Q. Isn't smoking sexy?



Q & A

tips for teens

tips for teens

Tobacco

tips for teens

tips for teens

The Truth About Tobacco

Slang—Cigarettes: Smokes, Cigs, Butts. Smokeless Tobacco: Chew, Dip, Spit Tobacco, Snuff

Get the Facts...

Tobacco—cigarettes, smokeless tobacco, and snuff—damages your health. Smoking, which is the most common cause of lung cancer, is also a leading cause of cancer of the mouth, throat, bladder, pancreas, and kidneys. Over 13 percent—3.3 million—youths aged 12 to 17 used a tobacco product in the past month.¹ Smokeless tobacco contains 28 ingredients that can cause cancer in your lips, tongue, cheeks, gums, and the top and bottom of your mouth.²

Tobacco affects your body's development. Smoking is particularly harmful for teens because your body is still growing and changing. The 200 known poisons in cigarette smoke affect your normal development and can cause life-threatening diseases, such as chronic bronchitis, heart disease, and stroke.

Tobacco is addictive. Cigarettes contain nicotine—a powerfully addictive substance. The younger a person starts smoking, the more likely he is to become strongly addicted to nicotine.³ Even though it is rare, addiction can occur after smoking as few as 100 cigarettes.⁴ Of the adult tobacco users, more than 80 percent report using tobacco regularly before age 18.⁵

Tobacco can kill you. Each year in the United States, cigarette smoking accounts for 440,000 deaths.⁶ More deaths are caused each year by tobacco than by all deaths from HIV, illegal drug use, alcohol use, motor vehicle injuries, suicides, and murder combined.⁷

Before You Risk It...

Know the law. It is illegal for anyone under 18 to buy cigarettes, smokeless tobacco, or tobacco-related products.

Stay informed. Addiction to tobacco is hard to control. Young people often underestimate the addictiveness of tobacco and the effect of tobacco use on their health. Studies indicate that most teenage and young adult smokers want to quit and try to do so, but few succeed.⁸

Keep your edge. The poisons in cigarettes can affect your appearance. Tobacco stains teeth and nails and, also, dulls

skin and hair.⁹ There's more! Research confirms smoking causes skin to age prematurely—*wrinkles*—and also links smoking and hair loss—*baldness*.¹⁰

Be aware. It can be hard to play sports if you use tobacco. Smoking causes shortness of breath and dizziness, and chewing tobacco causes dehydration.

Think of others. Anyone who smokes puts the health of friends and family at risk—more than 126 million nonsmoking Americans are exposed to secondhand smoke in homes, vehicles, workplaces, and public places. Every year, about 3,000 nonsmokers die from lung cancer due to secondhand smoke.¹¹ There is no risk free level of secondhand smoke exposure; even brief exposures can be dangerous.¹²

Get the facts. Each day, nearly 4,400 young people between the ages of 12 and 17 start smoking.¹³ Many will suffer a long-term health consequence and roughly one-third of them will eventually die from a tobacco-related disease.¹⁴

Know the Signs...

How can you tell if a friend is using tobacco? Sometimes it's tough to tell. But there are signs you can look for. If your friend has one or more of the following signs, he or she may be regularly using tobacco:

- Wheezing
- Coughing
- Bad breath
- Smelly hair and clothes
- Yellow-stained teeth and fingers
- Frequent colds
- Decreased senses of smell and taste
- Difficulty keeping up with sports and athletic activities
- Bleeding gums (smokeless tobacco)
- Frequent mouth sores (smokeless tobacco).

What can you do to help someone who is using tobacco? Be a real friend. Encourage your friend to quit. For information and referrals, call the National Clearinghouse for Alcohol and Drug Information at 800-729-6686.

For more information or for references to facts found in this *Tips for Teens*, go to www.ncadi.samhsa.gov.