

Drug And Alcohol Prevention: Lesson One

Lesson Title: Reasons to avoid drugs and alcohol

Objective: To identify reasons not to use drugs or alcohol

Grade: 6/8 **Time:** 25-30 minutes

Materials: Board and Marker

1. Tell the class that we will now begin a drug and alcohol prevention unit. The goal of this unit is that students will be able to identify the many bad things that can happen with drug and alcohol abuse. This awareness should lead to more students avoiding drugs or alcohol.
2. Ask the students to write down three reasons some that students smoke cigarettes. Then ask the students to write down three reasons that students do not smoke cigarettes.
3. Ask the students to write down three reasons that some students drink alcohol. Then ask the students to write down three reasons that some students do not drink alcohol.
4. Ask the students to write down three reasons that some students do drugs. Then ask the students to write down three reasons that some students do not do drugs.
5. Have students get into groups of three to six. Ask them to come up with group answers to the six previous questions (steps 2-4 of this lesson). Ask a reporter to write down the answers.
6. Have the reporters share the answers with the class. Write the responses on the board.
7. Briefly explain to the class that there are many good reasons that students shouldn't smoke, drink or do drugs. Go over what was written on the board. Tell the students they will be able to identify the many bad things can happen with drug and alcohol abuse. This awareness will lead to more students to avoid.

Drug And Alcohol Prevention: Lesson Two

Lesson Title: Are you at risk for using drugs and alcohol?

Objective: To identify risk factors for using drugs and alcohol

Grade: 6/8 **Time:** 25-30 minutes

Materials: Board and Marker, Risk Factors sheet

1. Review the many good reasons that students shouldn't smoke, drink or do drugs. Review some of the reasons students gave last week.
2. Explain the definition of a risk factor. Risk Factor: something that puts someone in danger of injury to his or her health or in an unsafe situation.
3. The risk factors for drug and alcohol use vary greatly for students. We are going to take a survey that rates these risk factors.
4. Pass out the Risk Factors sheet.
5. Review risk factors for the environment. High Risk Factor Environment: When your people around you use or promote drug or alcohol use. For example, high risk factor environments can result if your mom smokes or your friends drink beer and try to talk you into drinking. Ask the students to answer the Environment question for the Tobacco, Alcohol and Marijuana sections of the Risk Factors sheet. Answer Yes or No.
6. When students don't know the bad effects of drugs and alcohol, they are more at risk of using. Also, if students don't know how or have the skills to refuse drugs and alcohol, they are more at-risk. Do you know the bad effects of drugs and alcohol and possess the skills to refuse them? Ask the students to answer the Knowledge and Skills question for the Tobacco, Alcohol and Marijuana sections of the Risk Factors sheet.
7. Students who don't feel OK about themselves are more at risk for drug and alcohol use. Ask the students if they feel OK about themselves. Ask the students to answer the Self-Concept question for the Tobacco, Alcohol and Marijuana sections.
8. Ask the students if they have long-term goals. Students with long-term goals are less at risk for drug and alcohol use. Ask the students to answer the Long-term goals question for the Tobacco, Alcohol and Marijuana sections of the Risk Factors sheet.
9. Ask the students to answer last section in the four areas for cigarettes, alcohol and marijuana.
10. Ask the class to split up into groups. Discuss how students and staff promote or not promote cigarettes, alcohol and marijuana.
11. Have groups share ideas. Write ideas on the board.
12. Review risk factors for cigarettes, alcohol and marijuana.

Risk Factors

Answer Each Question Yes or No

Using Tobacco

Environment _____

Knowledge and Skills _____

Self-concept _____

Long-term goals _____

Using Alcohol

Environment _____

Knowledge and Skills _____

Self-concept _____

Long-term goals _____

Using Marijuana

Environment _____

Knowledge and Skills _____

Self-concept _____

Long-term goals _____

Does our school have a high risk factor for cigarettes, alcohol and marijuana?

Environment _____ Why? _____

Knowledge and Skills - _____ Why? _____

Students have OK self-concept? _____ Why? _____

Drug And Alcohol Prevention: Lesson Three

Lesson Title: Self Image

Objective: To understand how people with a positive self-image are less likely to use drugs and alcohol

Grade: 6/8 **Time:** 25-30 minutes

Materials: Board and Marker, Self Image sheet

1. Review risk factors for cigarettes, alcohol and marijuana.
2. Self-image is how we see ourselves. Our self-image is usually formed by our past encounters. How did we behave in certain situations, and what have our family, friends and teachers have told us?
3. There are many aspects to self-image. We are good at some things, OK at others and in need of improvement in other areas. You may be good at math, OK at basketball and need to improve holding your temper. That pattern is normal. It is important that you can recognize your strengths as well as areas where you can improve. That attitude is the key to a positive self-image.
4. Having a positive self-image is one of the main keys to not using drugs and alcohol. Students with a negative self-image are three times as likely to use drugs and alcohol. Positive self-image also leads to students feeling happier, being more successful and having more satisfying friendships.
5. Many middle school students don't see themselves as they really are. They often have a more negative self-image than what reality warrants.
6. Self-image is something that can be improved. Identify your strengths and weaknesses. Be proud of your strengths and continue to work on them. Working to improve your weaknesses is a key to a positive self-image.
7. Ask the students to complete the Strengths and Weaknesses section of the Self Image sheet. Give lists of things that could make them proud: good at math, nice hair, kind, good basketball player, honest, follows rules, helpful, etc.
8. Ask the students to fill out the How do I see myself? section. You can put things that make you proud or things you would like to improve in this section.
9. Review self-image and how people with a positive self-image will be more likely to refuse alcohol and drugs.

Self-Image

What are my strengths?

1. _____
2. _____
3. _____
4. _____
5. _____

What are my weaknesses?

1. _____
2. _____
3. _____
4. _____
5. _____

How do I see myself? How would I like to be?

At Home

- | | |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |

At School

- | | |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |

With Friends

- | | |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |

Drug And Alcohol Prevention: Lesson Four

Lesson Title: Tobacco Damage

Objective: To know many harms that come to people when they smoke or chew tobacco

Grade: 6/8 **Time:** 25-30 minutes

Materials: Board and Marker, Tobacco Facts sheet

1. Review self-image and how people with a positive self-image will be more likely to refuse alcohol and drugs.
2. Ask students to tell the class bad things that can happen to people who smoke or chew tobacco. Write the responses on the board.
3. Pass out the Tobacco Fact sheet.
4. Ask individual students to read a statistic to the class.
5. Ask the students to rate 1-10 the most disturbing tobacco facts.
6. Ask the class to split up into groups of three to six people.
7. Have the groups rate 1-10 the most disturbing tobacco facts. Ask a reporter to write down their results.
8. Have the reporters share the results.
9. Decide as a class which tobacco facts are the most disturbing.

Tobacco Facts

1. There are over 47 million smokers in the United States.
2. People who smoke cigarettes or use smokeless tobacco have a significantly increased heart rate that can lead to high blood pressure, increased stress and heart attacks.
3. Around one-third of high school students are current smokers or have had one cigarette in the last thirty days. This number is an increase of 8% since 1992.
4. Teenagers who smoke are 8 times more likely to smoke marijuana and 22 times more likely to use cocaine.
5. Nearly one out of five deaths in the United States had tobacco as a contributing factor. It is the leading cause of death in United States.
6. Stained teeth and bad breath are caused by smokeless tobacco use. 72% of Americans report being sickened by smokeless tobacco use.
7. Over 80% of smokers wish they didn't smoke.
8. People who smoke are three times as likely to report poor overall health.
9. 71% of smokers under 18 have tried to quit but were unsuccessful.
10. 4 times as many smokers report a cough with phlegm or blood, shortness of breath when not exercising, wheezing and gasping.
11. Over 80% of smokers began smoking before the age of 18.
12. The younger a person is when they start smoking, the more likely that they will be a life-long smoker.
13. If smokers reach the age of 50, they are twice as likely to die before they reach the age of 60 than non-smokers.
14. Tobacco use has drained the US economy of more than \$100 billion in health care costs and lost productivity. This cost has doubled since 1993. The examples of losses range from hospital costs to people dying of lung cancer to missing work from being more susceptible to minor illnesses such as colds and the flu.
15. Oral cancer is caused by smokeless tobacco. Smokeless tobacco users are ten times more likely to develop cancer than non-tobacco users. Oral cancer is the most common.
16. Of smoke-related medical costs, 43% were paid by taxpayers by programs such as Medicaid and Medicare. In other words, individuals pay for tobacco-related costs even if they don't smoke.
17. Smokers are three times as likely to have a heart attack than non-smokers.
18. Current and former smokers spend four times as much on health care as non-smokers.
19. 87% of females between 18-24 said that they were less likely to want to kiss someone who used smokeless tobacco.
20. People will spend over \$1,200 a year if they smoke a pack of cigarettes a day.
21. Smoking makes your skin wrinkle and makes people look older, especially after the age of 30. Even former smokers' skin wrinkles at an earlier age.

Drug And Alcohol Prevention: Lesson Five

Lesson Title: Alcohol Damage

Objective: To know many harms of alcohol

Grade: 6/8 **Time:** 25-30 minutes

Materials: Board and Marker, Alcohol Fact sheet, Alcohol Quiz Sheet.

1. Review the harms of tobacco use. Ask the students to state what the class determined to be the biggest harms of using tobacco.
2. Ask students to tell the class some bad things that can happen to people who drink alcohol. Write the responses on the board.
3. Pass out the Alcohol Fact sheet. Tell them there will be a quiz at the end of class.
4. Ask individual students to read a statistic to the class.
5. Have the students pass in the Alcohol Fact sheet.
6. Pass out the Alcohol Quiz sheet.
7. Ask students to take the quiz.
8. The correct answers are: 1. b) 2. d) 3. a) 4. b) 5. Drunk Driving 6. c) 7. a) 8. c) 9. d) 10. a) 11. Smoking and drinking alcohol 12. b) 13. d) 14. b)
9. Have students exchange papers and check answers. Read the answers to class.
10. Pass the papers back to the owners. Ask class to write the five most disturbing alcohol facts or effects.
11. Ask students to tell their answers and why. This exercise should start a classroom discussion.
12. Review the negative effects of alcohol use.

Alcohol Fact Sheet

Facts

1. Alcohol is the number-one drug problem among teenagers.
2. People who use alcohol under the age of 18 are more likely to become problem drinkers and start using other drugs.
3. Children of alcoholics are four times as likely to become alcoholics than children whose parents are not alcoholics.
4. 14 percent of all adults who drink are problem drinkers in the United States.
5. Drunken individuals are four times more likely to lose their temper and six times more likely to commit an act of violence.
6. Drunk driving is the number one killer of teenagers.
7. Alcohol is a major cause in thousands of suicides and murders each year.
8. 27% of drivers under 21 report that they drove drunk last year.
9. Young people are affected faster and more severely by alcohol than fully-grown adults.
10. In 2001, there were 1,482 alcohol-related deaths of college students in the United States.
11. High school students reported the biggest reason that they drink alcohol to be peer pressure.

Effects

1. Alcohol is a depressant. It slows reactions and dulls the brain. Most people believe alcohol makes them happier, but it actually makes people sad.
2. Alcohol immediately affects your ability to think, speak, concentrate and control moods and behavior.
3. Alcohol affects coordination. It causes clumsiness and slows reactions.
4. Alcohol hurts the immune system, which causes people to be sick more often and have serious diseases.
5. One ounce of alcohol contains 200 empty calories. It makes you fat, but it has no vitamins, protein or carbohydrates.
6. Alcohol is a cause in thousands of deaths every week in the United States. It is the second-leading cause of death behind smoking.
7. The liver and kidney break down and eliminate alcohol, but only at the rate of about 1/2 ounce per hour. Many heavy drinkers die from liver and kidney disease.
8. Alcohol use shrinks the brain, especially in the frontal lobe area where higher cognitive functions occur. People have scored up to 20% lower on intelligence tests after years of alcohol abuse.

Alcohol Quiz

Circle the letter or fill in the correct answer. Questions ##5 and ##11 are fill in the blank.

1. Children of alcoholics are _____ times as likely to become alcoholics than children whose parents are not.
a) 2 b) 4 c) 6 d) 8
2. _____ percent of all adults who drink are problem drinkers.
a) 6 b) 8 c) 10 d) 14
3. People who are drunk are _____ times more likely to lose their temper.
a) 4 b) 6 c) 8 d) 20
4. People who are drunk are _____ times more likely to commit an act of violence.
a) 4 b) 6 c) 8 d) 20
5. What is the number one killer of teenagers? _____
6. _____ percent of drivers under 21 report they drove drunk last year.
a) 3 b) 10 c) 27 d) 34
7. In 2001, how many alcohol-related deaths of college students occurred?
a) 1,482 b) 2,988 c) 3,522 d) 5,677
8. Alcohol most often makes people _____.
a) happy b) hungry c) sad d) itchy
9. Alcohol hurts the immune system, which causes people to be more _____.
a) intelligent b) curious c) energetic d) sick
10. One ounce of alcohol contains 200 empty calories. That fact explains why people who drink alcohol tend to be more _____.
a) fat b) skinny c) hairy d) athletic
11. What are two top causes of death in the US? _____
12. What body part has to work the hardest when people drink?
a) feet b) liver c) brain d) throat
13. What part of the body shrinks when people abuse alcohol?
a) hands b) hair c) hips d) brain
14. The biggest reason that high school students drink alcohol is _____.
a) to relax b) peer pressure c) to get fat d) to have fun

Drug And Alcohol Prevention: Lesson Six

Lesson Title: Marijuana Damage

Objective: To know many harms of marijuana

Grade: 6/8 **Time:** 25-30 minutes

Materials: Board and Marker, Marijuana Fact sheet

1. Review how alcohol use can be damaging.
2. Ask students to tell the class some bad things that can happen to people who use marijuana. Write the responses on the board.
3. Pass out the Marijuana Fact sheet.
4. Ask individual students to read a fact to the class.
5. Ask the students to rate 1-10 the most disturbing marijuana facts.
6. Ask the class to split up into groups of three to six people.
7. Have the groups rate 1-10 the most disturbing marijuana facts. Ask a reporter to write down their results.
8. Have the reporters share the results.
9. Decide as a class which marijuana facts are the most disturbing.

Marijuana Facts

People who use marijuana:

1. Become less intelligent. Studies have shown marijuana users' IQs decrease over time.
2. When they are teenagers, show an increase in depression and behavior problems.
3. Have problems with memory, concentration and learning. The longer the use of marijuana, the more prevalent the problems.
4. Hearts can beats up to four times faster than normal. This increase weakens the heart and increases the chance of heart attack. Marijuana users are four times more likely to have a heart attack.
5. Engage in more violent acts. When people are high on marijuana, they are 7 times more likely to commit a weapons offense and 9 times more likely to commit murder.
6. Are three times more likely to have a panic attack.
7. If they smoke when they are pregnant, their children have an increased difficulty in functioning by the time they reached the age of ten. The biggest problems of these children were related to learning, hyperactivity, inattention and delinquency.
8. Develop a tolerance for marijuana. This tolerance means they need more potent and larger quantities to get high, which increases the negative effects of marijuana.
9. Lowers the testosterone in males, which makes them less masculine. It also reduces the quantity and quality of their sperm that can lead to birth defects and infertility.
10. When they are high school students, they are seven times more likely to take harder drugs than non-marijuana users.
11. Develop menstrual problems as females. There is an increased chance of birth defects.
12. Are more likely to develop lung cancer. Marijuana is worse for your lungs than tobacco. One joint harms your lungs as much as twelve cigarettes.
13. Become increasingly dull, confused and show a general lack of energy.
14. Become less productive.
15. Harms their immune system by destroying white blood cells. Users are three times more likely to have minor illnesses and four times more likely to develop life-threatening illnesses.
16. Is psychologically addictive. Most users who want to quit report that it is very difficult.
17. Become less coordinated and have more problems with physical endurance. Users have more difficulty in activities that require coordination such as hitting a baseball, shooting a basketball and running long distances.

Drug And Alcohol Prevention: Lesson Seven

Lesson Title: Reduce your risk for using drugs and alcohol

Objective: To reduce student's risk of using drugs and alcohol

Grade: 6/8 **Time:** 25-30 minutes

Materials: Board and Marker, Reduce Your Risk sheet

1. Review the negative effects of marijuana use.
2. Ask the class who remembers the definition of a risk factor. Risk Factor: something that puts someone in danger of injury to health or to be in an unsafe situation.
3. Explain to the class that the goal of this lesson is to have each of you recognize how you can put yourself at less risk of using drugs and alcohol.
4. Ask the students if they can remember the four main factors that decide your risk level for drug and alcohol use. They are environment, knowledge and skills, self-concept and the existence of long-term goals.
5. Pass out the Reduce Your Risk sheet.
6. Review the definition of a risk factor. High Risk Factor Environment: When people around you use or promote drug or alcohol use. 82% of high school students use drugs or alcohol if most of their close friends do. Only 21% of high school students use drugs or alcohol if most of their close friends do not use. High school students who are in extra-curricular activities such as student council, sports or have a job are over twice less likely to avoid the use of alcohol or drugs.
7. Ask the students to fill out the environment section of the Reduce Your Risk sheet.
8. Ask students to give a few examples of how you could refuse alcohol or drugs. Example: No thanks. I don't do that. That stuff will mess you up. I don't want to. It is not worth it if you get caught.
9. Ask the students to fill out the knowledge/skills section of the Reduce Your Risk sheet.
10. Tell the class that people who have pride are much less likely to use drugs. Having pride includes being able to name your strengths and working to improve.
11. Ask the students to fill out the self-concept section of the Reduce Your Risk sheet.
12. Long-term goals often keep people from using drugs. Examples: Boys may want to be fathers when they grow up so they don't smoke marijuana to reduce the chance of infertility or birth defects. A girl may want to play WNBA, so she doesn't smoke.
13. Ask the students to fill out the goal section of the Reduce Your Risk sheet.
14. Ask the students to list four things that they learned in this unit.

Reduce Your Risk

Environment

1. On a scale from 1-10, how would rate your environment to keep you away from drugs and alcohol? _____

2. How could you improve your environment? _____

Knowledge and Skills

1. What knowledge or facts do you know that will keep you away from

a) cigarettes _____

b) alcohol _____

c) marijuana _____

2. You will be asked to smoke, drink or do drugs. Name two things you could say to refuse.

1) _____

2) _____

Self-concept

1. List three of your strengths.

1) _____ 2) _____ 3) _____

2. List three things you would like to improve.

1) _____ 2) _____ 3) _____

Long-term goals

1. Name three long-term goals.

1) _____ 2) _____ 3) _____

How will this unit help you to avoid alcohol or drugs?

1. _____

2. _____

3. _____

4. _____

Drug And Alcohol Prevention: Lesson Eight

Objective: To reinforce the concepts taught in the Drug and Alcohol Prevention Unit

Grade: 6/8 **Time:** 25-30 minutes

Materials: Board and Marker, Drug and Alcohol Prevention Review sheet

1. Explain to the students that this is the last bully unit lesson. Handout the Drug and Alcohol Prevention Review sheet and go through it with the students. Pick up the papers when finished.
2. Split the class up into two groups.
3. Play Jeopardy. Write a Jeopardy board on the board with the answer squares empty. (The questions you ask are on the Drug and Alcohol Prevention Review sheet.)
4. Play Final Jeopardy. The teams can bet none, some or all their points.

Drug and Alcohol Prevention Review Sheet

Risk Factors

1. Name four risk factors. Environment, Knowledge and Skills, Self-concept and Long-term goals
2. What is an environmental risk factor? Friends who do drugs, parents who are alcoholics
3. What type of self-concept helps keep a student off drugs? Positive
4. State a way you could refuse smoking. No thanks. It burns my lungs. Smoke bothers me.

Tobacco

1. How many deaths in the US have smoking as a factor? One out of five
2. What percentage of smokers wishes they didn't smoke? 80%
3. What is the most common type of cancer caused by smokeless tobacco? Oral
4. How much does an average smoker spend per year on cigarettes? \$1,200

Alcohol

1. What percentage of adults are problem drinkers in the United States? 14%
2. What is the biggest reason high school students begin drinking? Peer Pressure
3. What type of drug is alcohol? A depressant
4. What part of your body is shrunk by alcohol abuse? Brain

Marijuana

1. What are some things marijuana users have problems with? Memory and depression
2. How much more likely are marijuana users going to have a heart attack? Four times
3. What can happen to males who abuse marijuana? Lower testosterone/less masculine
4. Why do marijuana users get sick more and die younger? White blood cells are killed

Miscellaneous

1. What percentage of students use drugs when most of their best friends do drugs? 82%
2. What percentage of students don't use drugs when most of their best friends do not use drugs? 21%
3. Name a long-term goal you have. Doctor, Father, Mother, Teacher, Basketball player
4. Name a fact you learned in this unit.