



***UTAH'S SAFE and DRUG-FREE SCHOOLS and COMMUNITIES***

PK–12 Prevention Program

Health Education  
Grades 7–8



***UTAH'S SAFE and DRUG-FREE SCHOOLS and COMMUNITIES***

PK – 12 Prevention Program

Utah State Board of Education  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, UT 84114-4200

Sydnee Dickson, Ed.D.  
State Superintendent of Public Instruction

[www.usoe.k12.ut.us](http://www.usoe.k12.ut.us)



Utah State Board of Education  
250 E 500 S | PO Box 144200  
Salt Lake City UT 84114-4200

**District 1: Terryl Warner**

623 Anderson Avenue  
Hyrum UT 84319  
435.512.5241  
Terryl.Warner6@gmail.com

**District 9: Joel Wright**

9102 Silver Lake Drive  
Cedar Hills, UT 84062  
801.426.2120  
joel.wright.uted@gmail.com

**District 2: Spencer F. Stokes**

4259 Skyline Drive  
Ogden, UT 84403  
801.923.4908  
utahboard2@gmail.com

**District 10: Dave Crandall (Chair)**

13464 Saddle Ridge Drive  
Draper, UT 84020  
801.232.0795  
crandall@xmission.com

**District 3: Linda B. Hansen**

5149 Village Wood Drive  
West Valley City, UT 84120  
801.966.5492  
linda.hansen@schools.utah.gov

**District 11: Jefferson Moss**

1668 Aspen Circle  
Saratoga Springs, UT 84045  
801.916.7386  
jeffersonRmoss@gmail.com

**District 4: Dave Thomas (First Vice Chair)**

7875 South 2250 East  
South Weber, UT 84405  
801-479-7479  
dthomas@summitcounty.org

**District 12: Dixie L. Allen**

218 West 5250 North  
Vernal, UT 84078  
435.790.6673  
dixieleeallen@gmail.com

**District 5: Laura Belnap**

845 East 1500 South  
Bountiful, UT 84010BE  
801.699.7588  
lbelnap@utahonline.org

**District 13: Stan Lockhart**

1413 South 1710 East  
Provo, UT 84606  
801-368-2166  
stanlockhartutah@gmail.com

**District 6: Brittney Cummins**

4601 Poseidon Drive  
West Valley City, UT 840120  
801.969.5712  
b4cummins@gmail.com

**District 14: Mark Huntsman**

435 South 700 East  
Fillmore, UT 84631  
435.979.4301  
mhuntsman@sunrise-eng.com

**District 7: Leslie B. Castle**

2465 St. Mary's Drive  
Salt Lake City, UT 84108  
801.581.9752  
lesliebrookscastle@gmail.com

**District 15: Barbara Corry**

1022 Cedar Knolls  
Cedar City, UT 84720  
435.586.3050  
Barbara.corry@schools.utah.gov

**District 8: Jennifer A. Johnson (Second Vice Chair)**

802 Winchester Street, #100  
Murray, UT 84107  
801.742.1616  
jj@jenniferajohnson.com

# Acknowledgments

Verne C. Larsen, Program Coordinator  
Utah State Office of Education (USOE)

---

## STEERING COMMITTEE

Susan Burke  
Commission on Criminal and Juvenile Justice

Lana Coombs  
Box Elder School District

Tim Cosgrove  
Utah State PTA

Mike Cottam  
USOE

Mary Lou Emerson  
Division of Substance Abuse/  
Mental Health

Noreen Heid  
WestCAPT

Rodney Hopkins  
University of Utah

Karen Hunter  
Weber School District

Joy Larson  
Utah State Department of Health

Nikki Lovell  
Consultant

Betty Moffat  
Salt Lake School District

Jeani Mulliner  
Jordan School District

Paula Price  
Weber Human Services

Margaret Pruitt  
Central Utah Mental Health

Michelle Staley  
Division of Substance Abuse/  
Mental Health

Shelley Stevens  
Granite School District

---

## PROGRAM ENHANCEMENT COMMITTEE

Diane Albrechtsen  
Weber County Health Department

Marthanne Argyle  
Nebo School District

Julie Brush  
Southwest Prevention Services

Mike Cottam  
USOE

Stephanie Cottam  
Alpine School District

Kathy Day  
Wasatch Prevention Services

Jennifer Edwards  
Jordan School District

Anna Griffin  
Bear River Health Department

Marty Heiskell  
Jordan School District

Karen Hunter  
Weber School District

Shar Linford  
Consultant

Nikki Lovell  
Consultant

Jenna Perego  
State Department of Health

Jeani Mulliner  
Jordan School District

Paula Price  
Weber Human Services

Margaret Pruitt  
Central Utah Mental Health

Shelley Stevens  
Granite School District

---

## PROGRAM EDITING COMMITTEE

Mike Cottam, USOE  
Emily Iizuka, USOE

## PROGRAM MUSIC COMPONENT

Steve James, Something Good, Inc.

## PROGRAM GRAPHIC ARTISTS

Matt Shay, Shay Design and Illustrations  
Lee Gray, USOE

---

## SPECIAL RECOGNITION AND TRIBUTE

*For their years of dedication and service to Prevention Dimensions*

Merlin F. Goode  
November 16, 1945–May 23, 2002

F. Leon PoVey  
August 16, 1934–December 10, 2002

For more information, call (801) 538-7713, or e-mail [vlarsen@usoe.k12.ut.us](mailto:vlarsen@usoe.k12.ut.us).

## Prevention Dimensions Introduction

Prevention Dimensions (PD) is a set of Utah’s Safe and Drug-Free Schools and Communities resource lessons which support the Utah State Office of Education pre-kindergarten through twelfth grade health core. The program began in 1982 as a joint effort between the Utah State Division of Substance Abuse, Utah State Department of Health, Utah State Office of Education, and Utah State PTA, and has been revised several times since. The mission of PD is to give students a strong foundation of effective violence and substance abuse prevention skills. The resource lessons are age-appropriate and meet the objectives through a scope and sequence methodology. The lessons are based on the risk and protective factors prevention model identified through research by Drs. David Hawkins and Richard Catalano of the University of Washington. Studies have shown that young people with these identified risk factors are more likely to engage in substance abuse and other antisocial behaviors. Conversely, students with strong protective factors are less likely to engage in substance abuse and antisocial behaviors. Lessons are, therefore, designed to decrease the risk factors and promote protective factors. PD teacher trainings develop teacher skills to teach proven prevention strategies, impart knowledge, and help maintain a positive prevention attitude.

Statewide surveys conducted by the Utah Division of Substance Abuse indicate the positive outcomes of the PD skill objectives. The PD Steering Committee uses these surveys to identify effectiveness of strategies utilized in the PD lessons and periodically revises lessons to meet current trends. Prevention Dimensions revisions include the 1990 alignment of lessons to better assist teachers in integration of prevention as part of the school day; 1994 inclusion of necessary prevention components based on Botvin’s life skills research and sophistication of secondary lessons; 1996 music component enhancement project; 1996 inclusion of Search Institutes 40 Developmental Assets; 1999 inclusion of media literacy lessons; 2000-2001 State Health Department inclusion of research-based tobacco lessons; 2002 revision of lesson content; and 2003 formatting and redesign of lesson appearance.

The continual submission of teacher evaluation data will assist PD in moving to a “best practices” program.

Young people can overcome the many risk factors in society when they see positive examples, hear clear and consistent messages, and practice healthy living. Prevention Dimensions has become a powerful tool for teachers to increase protective factors in students’ lives.

Thanks for your efforts in building healthy youth!  
Prevention works!

## Prevention Dimensions Evaluation Findings 1982–Present

### Early Years

- Evaluation findings from 1982-1984 indicate that teachers who participate in Prevention Dimensions trainings significantly increase their knowledge of the effects of alcohol, tobacco, and other drugs and show an increased willingness to use the curriculum in their classrooms.
- Student outcomes from Prevention Dimensions evaluations from 1982-1985 show significant increases in knowledge of the effects of alcohol, tobacco, and marijuana as well as improvements in individual decision-making skills.
- Student impacts from Prevention Dimensions evaluations from 1987-1988 show significant reductions in the rate of initiation of alcohol, tobacco, and marijuana use as well as a slight decrease in monthly alcohol use.

Conclusion: The teacher training and curriculum components of Prevention Dimensions empower teachers to more effectively deliver substance abuse prevention in the classroom, resulting in significant delays in the onset of substance use for a substantial percentage of junior high school students. The overall impact, based on the cumulative effects of curriculum exposure, is quite promising.

### Recent Findings

- Teacher evaluations from those participating in locally conducted Prevention Dimensions teacher inservice trainings continue to show significant increases in teacher knowledge of the effects of alcohol, tobacco, and marijuana. Teacher knowledge of effective prevention skills and teaching has also increased. Trained teachers maintain a willingness to use Prevention Dimensions in their classrooms.
- Student impacts from Prevention Dimensions evaluations (2000) show significant reductions in risk factors for substance abuse among high-risk students compared to high-risk students not receiving Prevention Dimensions. Further, students who receive Prevention Dimensions instruction score higher on knowledge of resistance skills and other personal problem-solving skills (life skills) than those who do not participate in Prevention Dimensions.

Conclusion: Prevention Dimensions continues to effectively fill its role as Utah's core substance abuse prevention curriculum.

### Current Status

- Prevention Dimensions received an exemplary award and “promising program” status in 2002 from the U.S. Department of Health & Human Services “National Registry for Effective Prevention Programs (NREPP).” A research-based study is planned for implementation in the 2003-2004 school year to measure the effectiveness of regional-based teacher trainings and the impact of the new curriculum on students in grades K-6.

# Table of Contents

<b>BE A BUILDER</b> .....	<b>10</b>
Define the development assets, explain what they are , why they are important and how to build them in self and others.	
<b>ONE OF A KIND</b> .....	<b>32</b>
Recognize and appreciate qualities and attributes that make each person “one of a kind.” Identify positive personal qualities and attributes in self and others.	
<b>CHALLENGES: STAND UP AND STAND OUT</b> .....	<b>45</b>
Understand the impact of attitude and disposition when facing challenges. Identify positive ways to deal with challenges and adversity.	
<b>GO FLY A KITE</b> .....	<b>62</b>
Distinguish between goals and dreams. Identify the benefits of having dreams, setting goals, and working toward them. Use guidelines for making dreams come true and for planning how to reach a specific goal. Recognize and discuss the benefits of learning and growing from mistakes and not repeating them.	
<b>LEARN FROM YOUR MISTAKES</b> .....	<b>76</b>
Recognize and discuss the benefits of learning and growing from mistakes and not repeating them.	
<b>WHAT’S YOUR BONGALOU?</b> .....	<b>84</b>
Identify talents and abilities in oneself and others and the benefits of finding, developing, and sharing these skills. Identify situations that trigger stress.	
<b>DON’T LET STRESS GET YOU ALL WET</b> .....	<b>95</b>
Distinguish between eustress and distress. Describe the stress response and how it influences performance. Develop strategies for managing or reducing stress.	
<b>DON’T WORRY, DO SOMETHING, THEN BE HAPPY</b> .....	<b>105</b>
Develop strategies for managing or reducing stress.	
<b>JUST RELAX</b> .....	<b>110</b>
Identify the benefits of relaxation and recognize ways to relax the body and mind.	
<b>FRIENDS</b> .....	<b>116</b>
Identify the people comprising a positive support system. Give examples of how friends influence us. List characteristics of friends who care, and friends who don't, and how to tell the difference. Identify the benefits of having good friends. Assess the importance of positive involvement with others in making healthy choices. Describe how peers and peer group norms can help support abstinence from substance abuse.	
<b>YOU CAN GET THROUGH IT</b> .....	<b>123</b>
Determine the impact of suicide (finality, irreversibility and loss of opportunities). Identify factors contributing to suicide risk. Identify the people included in a personal support system. Identify the warning signs of suicide.	
<b>LET ME ENTERTAIN YOU</b> .....	<b>131</b>
Understand external, internal, positive and negative peer pressure and their influences.	

<b>QUESTION, PERSUADE, REFER.....</b>	<b>136</b>
Identify the warning signs of suicide. Identify and practice the skills of questioning, persuading and referring.	
<b>REFUSAL SKILLS .....</b>	<b>149</b>
Develop strategies to manage peer pressure.	
<b>IT’S A GAMBLE.....</b>	<b>158</b>
Recognize the difference between reasonable and unreasonable risk. Identify potentially situations and develop a plan to avoid or reduce the risk. Identify factors that influence decision making, e.g., benefits vs. risks.	
<b>DRUGS IN SOCIETY .....</b>	<b>168</b>
Analyze the role of drugs in our society. Identify the types of drugs in our society and discuss the safe use of medicines. Recognize behavior characteristics on the use/misuse continuum. Identify the short- and long-term effects of various drugs. Develop strategies for maintaining a drug-free lifestyle.	
<b>REASONS FOR ME TO BE ALCOHOL-FREE .....</b>	<b>174</b>
Understand how alcohol impairs basic function, and the risk involved. Identify the short- and long-term effects of alcohol. Identify reasons to be alcohol-free.	
<b>HOW ALCOHOL DAMAGES A TEEN’S DEVELOPING BRAIN, PART 1.....</b>	<b>188</b>
Understand the processes of neural and brain development during adolescence (approximately ages 12-21) that forms the basis of a future successful life. Understand how alcohol affects an adolescent brain differently than an adult brain. It damages the neural wiring in both the prefrontal cortex (good judgment/impulse control center) and the hippocampus (memory/learning center), and can cause early addiction.	
<b>HOW ALCOHOL DAMAGES A TEEN’S DEVELOPING BRAIN, PART 2.....</b>	<b>208</b>
Students will understand how alcohol damages the brain and diminishes the sense of ordinary pleasure. Students will identify the risks of binge drinking and alcohol poisoning and alcoholism. Students will make a decision to stay alcohol-free.	
<b>TRUTH ABOUT TOBACCO .....</b>	<b>223</b>
Identify the short- and long-term effects of tobacco use.	
<b>SPIT (SMOKELESS )TOBACCO.....</b>	<b>240</b>
Identify the short- and long-term effects of smokeless tobacco use.	
<b>NICOTINE ADDICTION AND QUITTING .....</b>	<b>246</b>
Understand why tobacco is addictive. Identify how and why people quit using tobacco.	
<b>TRUTH IN ADVERTISING.....</b>	<b>252</b>
Determine media influences on perceptions and choices related to health. Identify advertising techniques used in advertising (particularly tobacco advertising) and the consequences of “buying into” various advertising schemes. Create an anti-tobacco ad advocating a tobacco-free lifestyle.	
<b>NATURAL HIGH, A BETTER CHOICE.....</b>	<b>258</b>
Identify “natural high” activities and their benefits as healthy alternatives to substance use.	



<b>BUILDING BRIDGES BETWEEN US</b> .....	<b>263</b>
Identify personal behaviors that contribute to, or detract from, a safe and caring community; e.g., service, respect, civility, inclusion, apathy, aggression, gang involvement, criminal behavior, prejudice	
<b>WHAT IT’S LIKE TO WALK IN THEIR SHOES</b> .....	<b>270</b>
Identifying personal behaviors that contribute to, or detract from a safe caring community.	
<b>GIVIN’ IT, TAKIN’ IT, AND WORKIN’ IT OUT</b> .....	<b>277</b>
Practice assertive communication, problem solving, and conflict management skills	
<b>POSITIVE THOUGHTS = POSITIVE FEELINGS</b> .....	<b>286</b>
Identify and redirect negative thoughts. Establish “positive self-talk” skills.	
<b>WHEEL OF MISFORTUNE</b> .....	<b>294</b>
Recognize risks involved with alcohol use. Identify short- and long-term effects of alcohol.	



## PROGRAM GOAL(S)

Healthy Life Skills  
 Healthy Self, Human Development and Relationships  
 Character Education: Responsibility

## PERFORMANCE OBJECTIVE(S)

Define the development assets, explain what they are , why they are important and how to build them in self and others.

## MATERIALS NEEDED

Posters: “Good Things,” “ Assets by Grade, Gender and Geographic Location,” “40 Developmental Assets,” “Power of Assets in Protecting,” Power of Assets in Promoting, “ “What Kids Need to Succeed,” “So What Do Assets Do?,” “It’s Easier to Build a Child Than Repair an Adult, “ Top Five Percentages”



Worksheets: “Checklist for Teens,” “Building Assets (body puzzle),” “What are the Developmental Assets?,” “What Do You Know About the Developmental Assets?” “Assets in Children’s Literature”

40 or more Jenga®-type blocks

Materials for optional projects and activities: Childrens’ books which highlight an asset (selected books list included with this lesson); empty CD cases; paper cutouts of CDs; asset pictiory strips.

## NEW VOCABULARY

developmental assets

## LESSON AT A GLANCE

1. Introduce developmental assets.
2. Complete the Asset Checklist activity.
3. Discuss how assets protect and promote.
4. Complete the class demonstration using Jenga®-type blocks.
5. Brainstorm ways to build assets in self and others.
6. Complete commitment cards.
7. Complete optional activities.

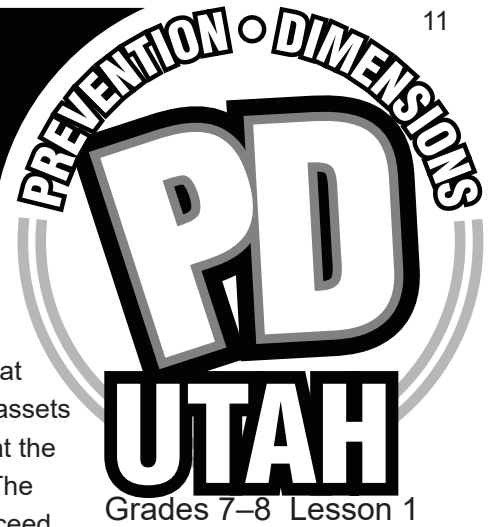
### Related Core Curriculum Objective

- 7100-0103 Analyze factors that impact mental/emotional health.
- 7100-00104 Describe how developmental assets contribute to personal growth, success, and wellness.

### Risk/Protective Factors

- Social skills  
 Belief in the moral order

# BE A BUILDER



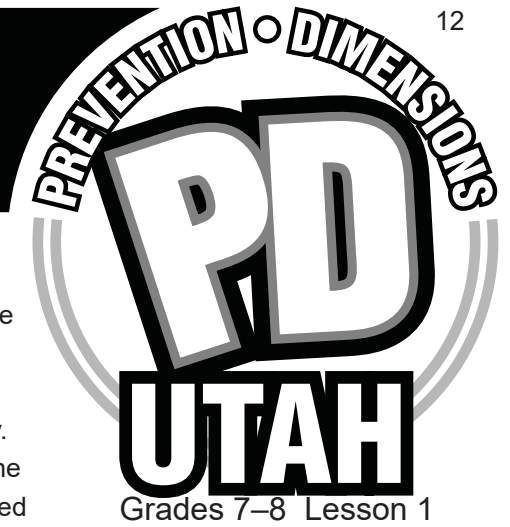
## INTRODUCTION (Setting Focus)

1. Ask the class, “How many of you want to succeed?” Explain that learning about the 40 developmental assets and ways to build assets can play an important role in success. Research has shown that the developmental assets are building blocks to successful living. The more assets the better (Benson, 1998, What Kids Need to Succeed, Search Institute).
2. Show the “Good Things” poster and explain that assets are the good things young people need in their lives to grow up healthy, caring, responsible, and successful.
3. Use the poster “Assets by Grade, Gender and Geographic Location” and the following prompts to discuss the various indications of assets in the lives of youth.
  - a. What data on the poster seems surprising or unusual.
  - b. What makes females have more assets than males?
  - c. What are the number of assets in 6th graders?
  - d. What happens to the number of assets as people grow older?
  - e. What promotes the decline of assets from 6th to 12th grade?)
  - f. What does it take to increase the number of assets as we get older rather than decrease the number of assets?

## BODY (Strategies/Activities)

1. Students complete the “Checklist for Teens” inventory, answering “yes,” “no,” or “sometimes.” Reading the statements as a class or explaining any unfamiliar terms may be necessary.
3. Students use their “Checklist for Teens” inventory to complete the “Body Puzzle” handout. “Yes” answers are completely shaded; “sometimes” answers are partially shaded; “no” answers are left blank. The “Body Puzzle” handout is for personal student information only and is not handed in for grading or evaluation.
4. Students compare their personal “Building Assets (body puzzle)” handout with the “40 Developmental Assets” poster. Also, students identify areas of personal strength and areas that can be strengthened. Students may also compare their list of assets (from the “Body Puzzle”) with the top and lowest percentage assets listed on the “Top Five Percentages” poster.
5. Discuss the “Power of Assets in Protecting” and the “Power of Assets in Promoting” posters Reinforce that assets protect youth from high-risk behaviors and promote positive attitudes and behaviors.

# BE A BUILDER



## BODY (Strategies/Activities) Continued

### Class Demonstration:

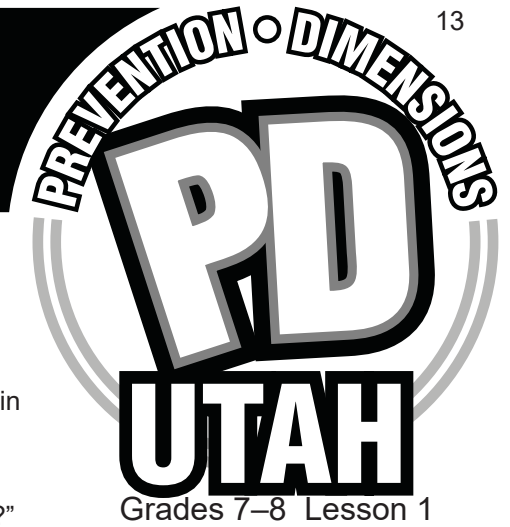
Use the following activity to demonstrate that having more assets in life is better than having fewer.

1. Number 40 Jenga®-type blocks (or similar) one through forty. Stack the blocks horizontally in groups of three, alternating the direction in which the blocks are placed. Each of the numbered blocks represents an asset. Ask two or three volunteers to take turns removing the blocks until they have removed nine of the blocks. (the stack now represents someone with 31-40 assets.).
2. Volunteers may not remove the top block, and once the other blocks are removed they shouldn't be added back to the stack.
3. Volunteers call out the number of the asset on the end of the block when it is removed. Students in the class take turns reading the asset it represents using their "Checklist for Teens Inventory" worksheet.
4. Volunteers continue to take out the blocks representing assets until the structure falls.
5. During the activity, reinforce that the absence of assets weakens a person and hampers his or her success and healthy growth.
6. Using the "Assets: What Kids Need to Succeed" and the "So What Do Assets Do?" posters, discuss the benefits of assets. Review why assets are important.
7. Students complete the "What Are the Developmental Assets?" worksheet.

### Asset Building in Self and Others

1. Discuss how the "It's Easier to Build a Child Than Repair an Adult" poster relates to asset development. Reinforce that now is the best time to build and strengthen assets. Use the "Assets by Grade, Gender and Geographic Location" poster to discuss the drop-in asset scores after sixth grade and the importance of building assets. The sooner youth build assets, the better.
2. Use the "Building Internal Assets" and "Building External Assets" posters to discuss the two main types of assets: external (good things young people need in their lives); and internal (good things young people need in themselves). (Discussion points include: external assets are dependent on others for nurturing; internal assets are normally built by self.)
3. Students brainstorm ways they can build assets in themselves and others. Create a poster to display the ideas from the brainstorm.

# BE A BUILDER



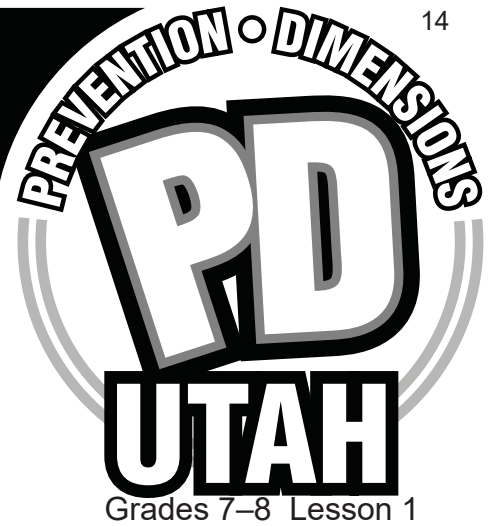
## CLOSURE (Wrap-Up and Extension)

1. Review student understanding of developmental assets, why assets are important, and how to build assets in oneself and in others.
2. Students complete the “What Are the Developmental Assets?” worksheet. Students share their answers with the class.

## Optional Activities

1. As a class, use the “Assets in Children’s Literature” worksheet and read a children’s story related to assets (see list of attached ideas).
  - a. Students identify the asset(s) associated with the story.
  - b. Discuss the moral or message of the story.
  - c. Students read their own story and complete a personal “Assets in Children’s Literature” worksheet.
  - d. Students share individual stories with the class.
2. Students write a story about the 40 developmental assets and then make it into a book.
  - a. As a class, select a name for the main character in your book. Everyone will write about the same character.
  - b. Assign each student one or more of the assets so all of the assets are covered. You may want to assign someone to complete an introduction page, a summary page, and a cover page. Each page could include the number of the asset, a short description of the asset, and a graphic.
  - c. After students have completed the project, have them share their individual page with the class. Compile the pages into a book and put it on display in the classroom.
3. Students prepare a song and CD cover for the hot new group called “The Assets.”
  - a. Provide students with an empty CD case for their cover and a paper cutout of a CD.  
 CD Cover Criteria and Contents  
 All of the songs, titles, etc., should be related to the forty assets.  
 Back Cover: Create a list of ten song titles featured on the CD.  
 List the asset number associated with each song. Each song should represent a different asset.  
 Inside Cover: Choose one song title to be the feature song.  
 Write lyrics of the feature song (at least two verses of four to eight lines each).  
 Front Cover: The name of the group is “The Assets.”  
 Choose an album name that is positive and related to the assets or the chosen asset song titles.  
 Create an interesting and appealing cover design.

# BE A BUILDER



CD Label: Draw or write the title of the CD.  
List names, producers and assets.

Example: My Time, My Family 20:00 (depicting asset number 20)

- b. Students share the CD cover creations with the class and say or sing the words of their feature song. Students may wish to record the performance for future playback.

## 5. Asset Pictionary

- a. Cut a list of the 40 developmental assets into individual strips.
- b. Divide the students into groups and give each group a set of the 40 assets paper strips.
- c. Students draw a picture depicting that asset on their strips while the other students try to guess which asset it is.

## 6. Asset Songs

- a. Students bring appropriate songs that are related to the assets and building assets in self and others.
- b. Students identify the asset(s) the song is related to and why.
- c. Play the songs while students are working on various projects.

## 7. Asset Word Search (not included)

- a. Students complete a word search.
- b. Students explain how the words are related to assets.

## 8. Asset Poster

- a. Discuss thoughts about which assets are most important and which assets are important to know about.
- b. Students select from any of the 40 assets and spend time advertising their selection to the school by creating signs or posters and displaying them in the classroom or hallway. Students could also create public service announcements, write and perform a song, put on skits, or use any other strategy they can devise.

### Additional Resources:

1. For additional resources and information about assets, please visit [www.search-institute.org](http://www.search-institute.org).
2. Play the game "Hidden Treasure of Assets" on the Internet at [www.empowering-youth.com](http://www.empowering-youth.com).
3. Logan School District has a great web about assets: [mlms.logan.k12.ut.us](http://mlms.logan.k12.ut.us)

## BE A BUILDER

DEVELOPMENTAL ASSETS  
ARE  
GOOD THINGS

The developmental assets are the good things young people need in their lives and in themselves to help them succeed.



## BE A BUILDER

## Assets

By Grade, Gender, and Geographic Location

GENDER	Number of Assets
FEMALES	20.7
MALES	17.8

GRADE	Number of Assets
6	23.1
7	21.1
8	19.6
9	18.3
10	17.8
11	18.1
12	18.3

GEOGRAPHIC LOCATION	Number of Assets
URBAN	19.4
OUT OF URBAN	19.4
RURAL	19.2







# Checklist for Teens



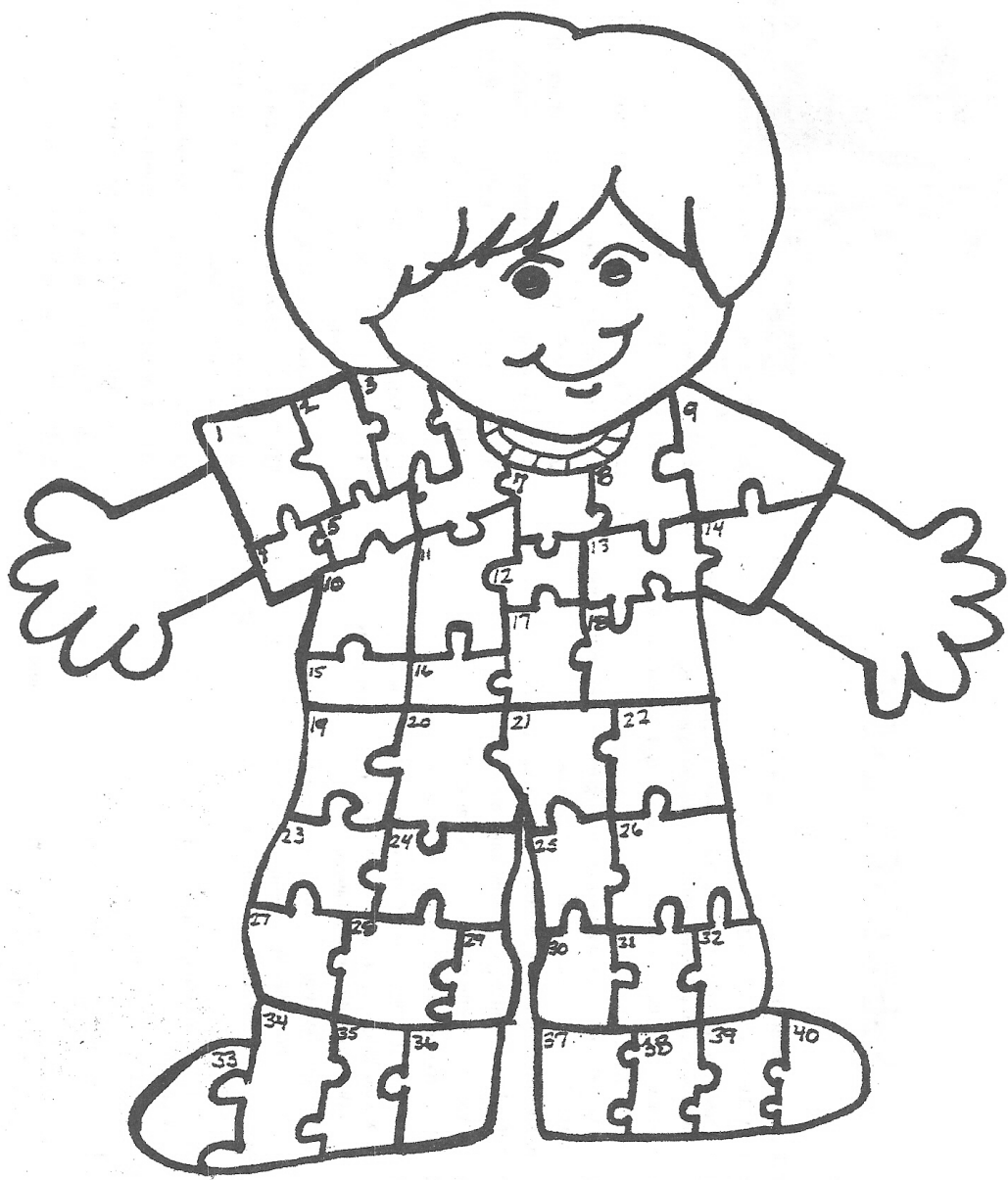
Check each statement that's true for you (yes, no, sometimes).

Yes No Sometimes

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. I feel loved and supported in my family.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. I can go to my parents for advice and support. We talk with each other often about many different things, including serious issues. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. I know at least three adults (besides my parents) I can go to for advice and support.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. My neighbors give me support and encouragement. They care about me.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. My school is a caring, encouraging place to be.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. My parents are actively involved in helping me succeed at school.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. I feel valued and appreciated by adults in my community.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. I am given useful roles in my community.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. I do an hour or more of community service each week.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. I feel safe at home, at school, and in my neighborhood.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11. My family has both clear rules and consequences for my behavior. They also monitor my whereabouts.                                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12. My school has clear rules and consequences for behavior.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13. My neighbors take responsibility for monitoring my behavior.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 14. My parents and other adults in my life model positive, responsible behavior.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15. My best friends model responsible behavior. They are a good influence on me.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 16. My parents and teachers encourage me to do well.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 17. I spend three or more hours each week in lessons or practice in music, theater, or other arts.                                     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 18. I spend three or more hours each week in school or community sports, clubs, or organizations.                                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 19. I spend one or more hours each week in religious services or spiritual activities.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 20. I go out with friends with nothing special to do two or fewer nights each week.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 21. I want to do well in school.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 22. I like to learn new things.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 23. I do an hour or more of homework each school day.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 24. I care about my school.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 25. I spend three or more hours each week reading for pleasure.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 26. I believe that it is really important to help other people.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 27. I want to help promote equality and reduce world poverty and hunger.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 28. I act on my convictions and stand up for my beliefs.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 29. I tell the truth -- even when it's not easy.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 30. I take personal responsibility for my actions and decisions.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 31. I believe that it is important for me not to be sexually active or to use alcohol or other drugs.                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 32. I'm good at planning ahead and making decisions.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 33. I'm good at making and keeping friends.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 34. I know and feel comfortable around people of different cultural, racial and/or ethnic backgrounds.                                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 35. I resist negative peer pressure and avoid dangerous situations.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 36. I try to resolve conflicts nonviolently.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 37. I feel that I have control over many things that happen to me.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 38. I feel good about myself.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 39. I believe that my life has a purpose.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 40. I feel positive about my future  |

# BE A BUILDER

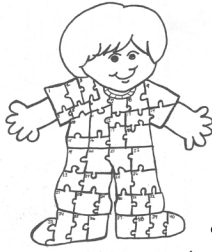
## BUILDING ASSETS BODY PUZZLE



What I Need to Succeed

PREVENTION DIMENSIONS





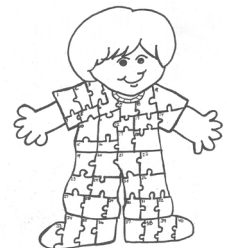
## BE A BUILDER

### Top Five Percentages

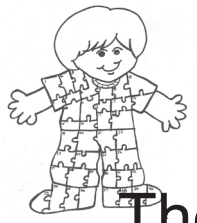
Percentage of youth with this asset.	Asset number	Description
74%	40	Positive View of Personal Future - Young person is optimistic about her or his personal future.
70%	1	Family Support - Family promotes high levels of love and support.
68%	28	Integrity - Young person acts on convictions and stands up for his or her beliefs.
67%	26	Caring - Young person places a high value on helping other people.
67%	29	Honesty - Young person tells the truth even when it is not easy.

### Five Lowest Percentages

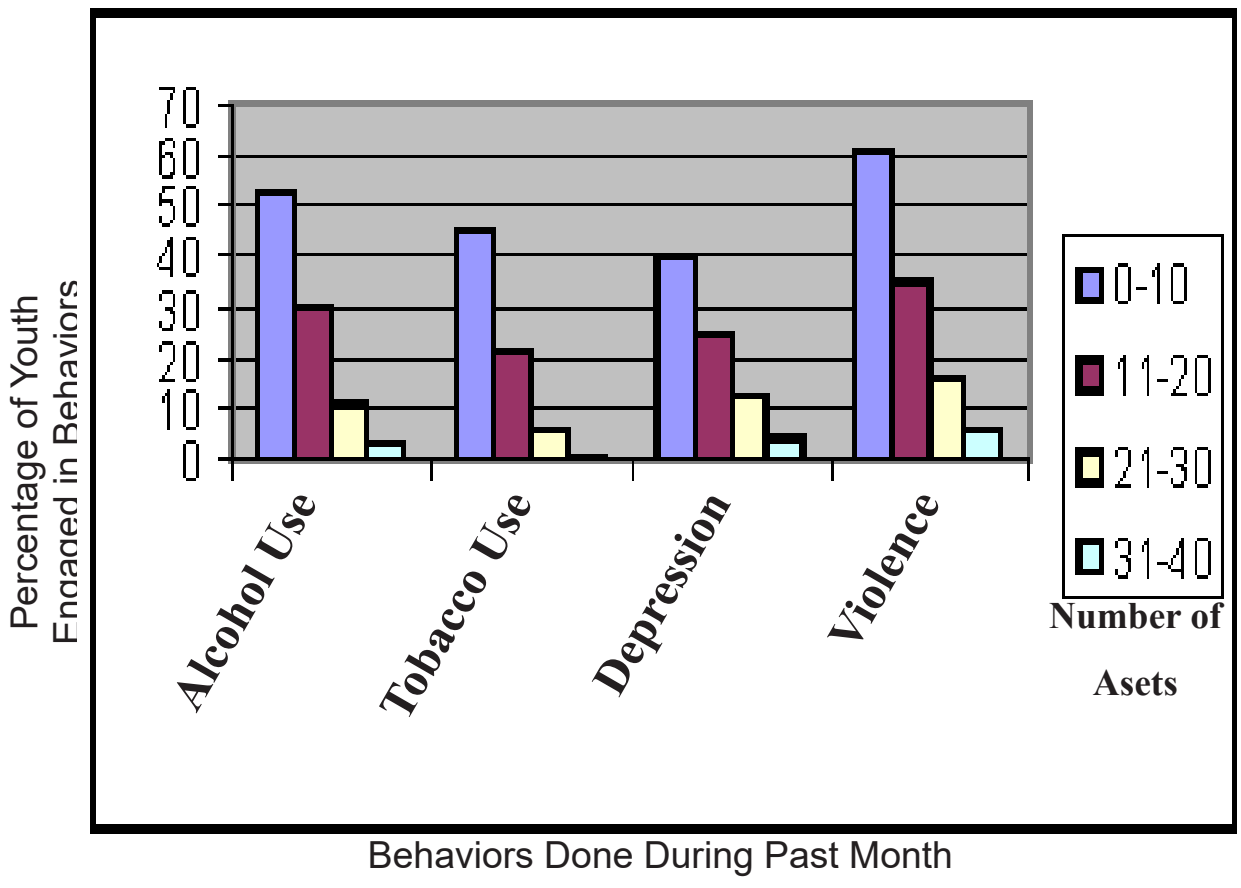
Percentage of youth with this asset.	Asset number	Description
20%	17	Creative Expression - Youth spends three or more hours per week in lessons or practice of the arts.
23%	25	Reading for Pleasure - Young person reads for pleasure three or more hours per week.
25%	7	Community Values Youth - Young person perceives adults in the community value youth.
29%	5	Youth as Resources - Young people are given useful mores in the community.
29%	5	Caring School Climate - School provides a caring, encouraging environment.



BE A BUILDER



The Power of Assets in Protecting

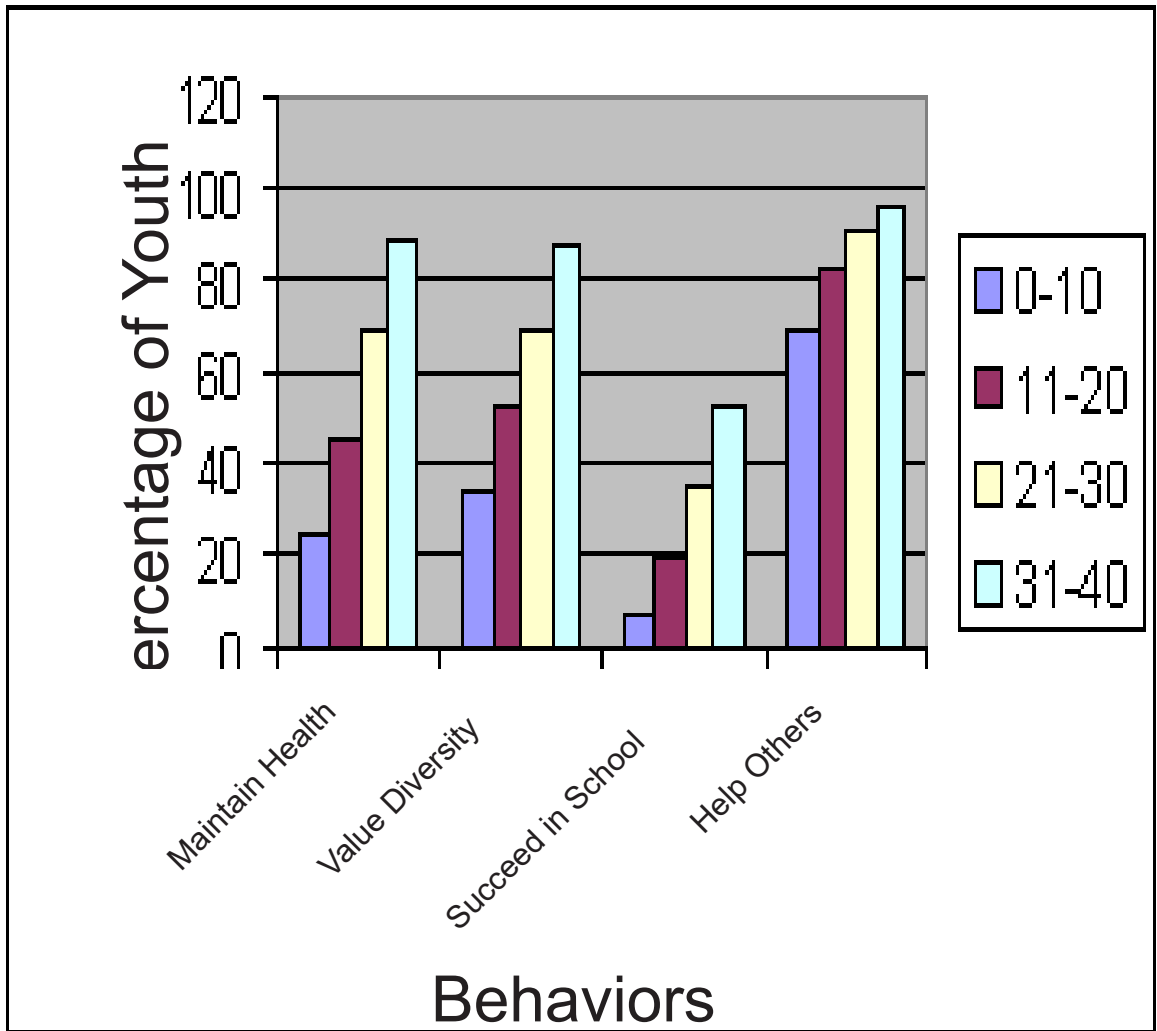


Based on studies on 6th - 12th grade public school students during 1996-97 school year. Sample includes 99,462 students in 213 cities. Search Institute, 1-800-888-7828





# The Power of Assets in Promoting



Based on studies on 6th - 12th grade public school students during 1996-97 school year. Sample includes

99,462 students in 213 cities.

Search Institute, 1-800-888-7828



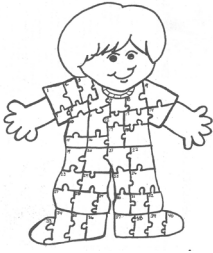


## What Kids and Teens Need to Succeed

The more assets young people have, the fewer risky, dangerous things they do and the less likely they are to get into trouble. Assets seem to **PROTECT** kids and teens from making choices that can hurt them.

Assets seem to **PROMOTE** kids and teens to make positive choices that can help them grow in positive ways.





## What Assets Do

They form a solid foundation for your life.



They have a positive influence on the choices you make and the actions you take.

They help you become more competent, caring, and responsible.

They keep you from getting involved in risky behaviors.

They make you a better, stronger, wiser, person.

They help you become a person that other people look up to, count on, trust, and respect.



Assets are good things to have in your life and in yourself.

You want them. You need them. You can get them.

BE A BUILDER

PREVENTION DIMENSIONS

IT'S  
EASIER  
TO BUILD  
A CHILD  
THAN  
REPAIR  
AN ADULT





# What Are The Developmental Assets?

1. The developmental assets are the things young people need in their lives

to help them grow.

2. Assets seem to

protect young people from making choices that can hurt them and assets also

encourage positive choices that can help young people grow in positive ways.

3. The more

assets a young person has, the better, so be a builder!



Name \_\_\_\_\_ BE A BUILDER

# Assets in Children's Literature



Write the title of the book.



Write the asset number and keyword associated with the story.

Explain how each asset listed is associated with the story.

a.



a.

b.



b.

c.



c.

What is the moral or message of the story?  
What can we learn from the story?



PREVENTION DIMENSIONS

PD

Name(s) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**BE A BUILDER**

**Asset CD Case**

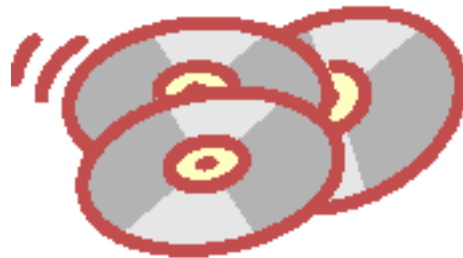


**Back Cover**

Write the names of ten songs that will be featured on your CD. Include the asset number associated with each song. Each song should represent a different asset.

Name of Songs	Asset Number
Example: My Time, My Family	20

**PREVENTION DIMENSIONS**



Name \_\_\_\_\_ BE A BUILDER

### Asset CD Case



### Inside Cover

Choose one of your song titles to be your feature song and write the lyrics to the song. The song should be a least two verses with four to eight lines in each verse.

#### Verse One

- 1.
- 2.
- 3.
- 4.

#### Verse Two

- 1.
- 2.
- 3.
- 4.

### Front Cover

### CD

- 1. Write the name of the group, **The Assets**, on the front cover.
- 2. Write the name of your CD.
- 3. Design an original, positive and interesting CD cover.

- 1. Write the title of your CD (same as on front).
- 2. Write the names of your producers (your group).
- 3. Share your album name, 10 songs and perform your feature song.



PREVENTION DIMENSIONS





## BE A BUILDER

# CHILDREN'S LITERATURE BOOK LIST

## Communication

Listen Buddy, Helen Lester

## Conflict Resolution

The Butter Battle Book, Dr. Suess  
 The Meanest Thing to Say, Bill Cosby  
 The Zax, Dr. Suess

## Cooperation

Just a Little Bit, Ann Tompert

## Family Love and Support

Because I Love You, Max Lucado  
 Heaven's Having You, Giles Andreae  
 No Matter What, Debi Gliori  
 The Kissing Hand, Audrey Penn

## Feelings and Moods

My Many Colored Days, Dr. Seuss  
 Today I Feel Silly and Other Moods That Make My Day, Jame Lee Curtis  
 What Are You So Grumpy About?, Tom Lichtenheld

## Friendship and Kindness to Others

Charlie the Caterpillar, Dom Deluise  
 Don't Need Friends, Carolyn Crimi  
 Friends, Helme Heine  
 Hana, The No-Cow Wife, Pat Bagley  
 Hope for the Frogs, Asa H. Sparks  
 Little Beaver and the Echo, Amy MacDonald  
 Prince Cinder, Babette Cole  
 Princess Penelope's Parrot, Helen Lester  
 The Original Warm Fuzzy Tale, Claude Steiner  
 The Rainbow Fish, Marcus Pfister  
 The Frog Prince, Continued, Jon Scieszka  
 The Paper Bag Princess, Robert N. Munsch  
 Tumble Bumble, Felicia Bond

## Hope for the Future

Oh, The Places You'll Go!, Dr. Seuss

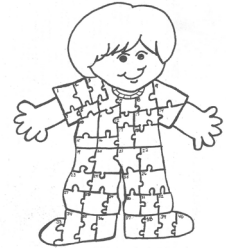


## CHILDREN'S LITERATURE (CONTINUED)

## BE A BUILDER

## Honesty and Taking Responsibility

Armadillo Tattletale, Helen Ketteman  
 Coyote Steals the Blanket, Janet Stevens  
 It Wasn't My Fault, Helen Lester  
 Lizzy Learns About Lying, Gary Hogg  
 The Emperor's New Clothes, Hans Christian Andersen  
 The Empty Pot, Demi  
 The True Story of the 3 Little Pigs, Jon Scieszka  
 Two Bad Ants, Chris Wan Allsburg  
 Who Sank the Boat?, Pamela Allen



## Peace and Happiness

The Greatest Treasure, Demi

## Peer Pressure

A Bad Case of Stripes, David Shannon  
 If Only I Had a Green Nose, Max Lucado  
 Stephanie's Ponytail, Robert Munsch

## Pursuit of Dreams

Salt in His Shoes, Deloris Jordan

## Respecting Differences

A Porcupine Named Fluffy, Helen Lester  
 Hooray for Diffendoofer Day!, Dr. Seuss  
 People, Peter Spier  
 Tacky the Penguin, Helen Lester  
 The Crayon Box the Talked, Shane DeRolf  
 The Most Wonderful Egg, Helme Heine  
 The Sneetches, Dr. Seuss  
 Three Cheers for Tacky, Helen Lester

## Self-Esteem and Believing in Self

A Hat for Ivan, Max Lucado  
 Cinder Edna, Ellen Jackson  
 Eggbert the Slightly Cracked Egg, Tom Ross  
 Giraffes Can't Dance, Giles Andreae  
 Hooray for You, Marianne Richmond  
 Hooway for Wodney Wat, Helen Lester  
 I Like Myself, Karen Beaumont  
 A Hat for Ivan, Max Lucado  
 Giraffes Can't Dance, Giles Andreae  
 Hooray for You, Marianne Richmond  
 Hooway for Wadney Wat, Helen Lester  
 I Like Myself, Karen Beaumont



CHILDREN'S LITERATURE (CONTINUED)

BE A BUILDER

## Self-Esteem and Believing in Self

I Wish I Were a Butterfly, James Howe

I'm Going to Like Me, Letting Off a Little Self-Esteem, Jame Lee Curtis

Leo the Lop, Stephen Cosgrove

Norma Jean, Jumping Bean, Joanna Cole

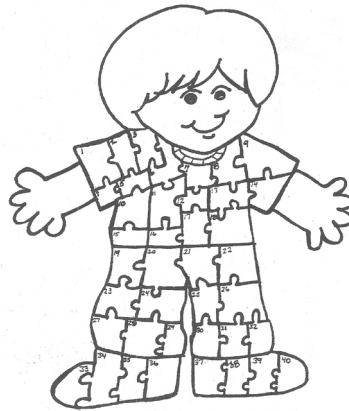
The Lion Who Couldn't Roar, Gary Hogg

You Are Special, Max Lucado

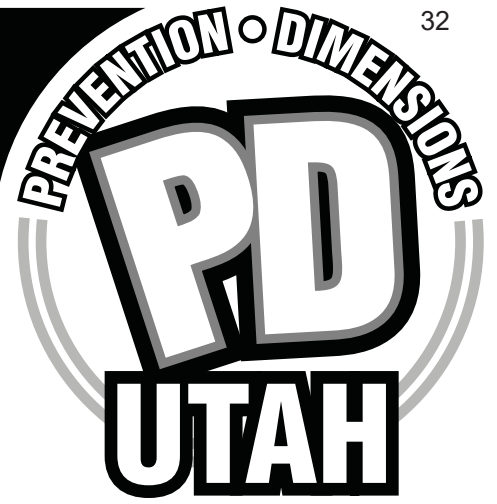
## Laughing and Enjoying Life

Don't Laugh, Joe!, Keiko Kasza

The Jester Has Lost His Jingle, David Saltzman



# ONE OF A KIND



## PROGRAM GOAL(S)

Healthy Self  
Character Education: Respect

## PERFORMANCE OBJECTIVE(S)

Grades 7–8 Lesson 2

Recognize and appreciate qualities and attributes that make each person “one of a kind.”  
Identify positive personal qualities and attributes in self and others.

## MATERIALS NEEDED

Posters: “Parable of the Apple Tree,” “Many Things Make Us a One-of-a-Kind,” “Be Patient, Have Faith, Believe in Yourself and You’ll Find the Stars,” Dr. Seuss Poem, “The Stone Cutter,” Malcom S. Ford quotation, Theodore Roosevelt quotation

Apple (Golden Delicious or Red Delicious works best) and knife

Quart jar filled with rice and eraser stars

Worksheet: “One-of-a-Kind Original Interview,” Everson Walls quotation and worksheet

Drawing paper and markers



Song: “Shine On” (Jeff Carson, Curb Records, 2001) (optional)

## NEW VOCABULARY

attributes

## LESSON AT A GLANCE

1. Tell the “ Parable of the Apple Tree” and discuss it.
2. Complete the “Things That Make You One-of-a-Kind ” interview and activity.
3. Discuss values messages in various quotes and readings.
4. Complete “Everson Wall” worksheet.
5. Complete optional activities.

### Related Core Curriculum Objective

7100-0103 Describe factors that contribute to mental/emotional health; e.g., self-efficacy, resiliency, developmental assets, values, dreams, goals, positive risk taking, sense of purpose.

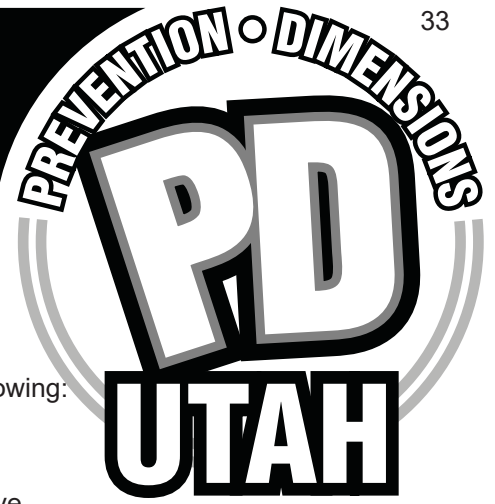
### Risk/Protective Factors

Opportunities/rewards for positive involvement  
Family attachment  
Social skills

Grades 7–8



# ONE OF A KIND



Grades 7–8 Lesson 2

## INTRODUCTION (Setting Focus)

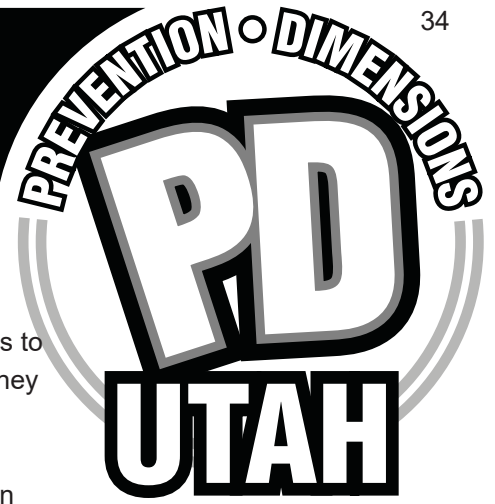
1. Read or tell the “Parable of the Apple Tree” and discuss the following:
  - a. How are we sometimes similar to the apple tree?
    - Think we are “not good enough.”
    - Focus on what we don’t have instead of what we do have.
    - Compare ourselves to others.
    - Don’t see strengths.
    - Look for negative traits instead of positive traits.
    - Want to be like others.
  - b. What advice could be given to the apple tree that would apply to all of us?
2. Show a jar with some eraser stars, or something similar, buried under rice. Shake the jar as you explain that if we are patient, if we have faith, and if we believe in ourselves, we’ll find our stars. Continue to shake the bottle until the stars come to the top of the rice. As you shake the jar say: “Be patient, have faith, believe in yourself, and you’ll find your stars.” Reinforce that each of us is an amazing “one-of-a-kind” design.
3. Using the “Many Things Make Us a One-of-a-Kind” poster, discuss what qualities and characteristics (stars) make a student “one of a kind.” Guide the discussion to help students better appreciate the unique characteristics of self and others.

## BODY (Strategies/Activities)

1. Assign students a partner. Give each student a copy of the “One-of-a-Kind” worksheet and allow them time to interview each other.
2. Using the information gathered from the worksheet, students draw a portrait of their partner. The drawings should include the person’s name and at least six drawings about their partner. Ask students to be positive, do their best, and make the drawings as colorful and lively as possible. If desired, play positive background music while the students are working on the drawings.
3. Students share their posters with the class and tell a little bit about their partner. Display the drawings around the classroom. Let the class know how enjoyable it has been getting to know them better and encourage them to continue to look for the stars in themselves and others.
4. Read and discuss the Dr. Seuss poem titled “Today You Are You.”
5. Read or tell the story of the “Stonecutter.” Discuss and share ideas about the moral or message of the story. Reinforce the concept that there is power and potential in each person and that success and happiness comes from recognizing and making the most of his or her own personal attributes.

Grades 7–8

# ONE OF A KIND



6. Discuss the meaning of the Malcom S. Forbes quote as it relates to the story of the stonecutter (“Too many people overvalue what they are not and undervalue what they are”).
7. Discuss the Theodore Roosevelt quote poster (“Do what you can with what you have, where you are”). Discuss what this means and how the concept can be applied to life. Share inspiring stories of people who have made the most of who they are.

Grades 7–8 Lesson 2

## CLOSURE (Wrap-Up and Extension)

1. Discuss the Everson Wall quote on the “It’s Your Time to Shine worksheet. Complete the “It’s Your Time to Shine” worksheet by listing personal qualities and attributes that they can be personally used to become successful.
2. Encourage students to find their “stars” and to do the best they can with what they have to build the best possible life. Reinforce that each person has special qualities, contributions and personalities.

## Optional Activities

1. Using their stars or personal attributes, students build unique sculptures using magnetic moons and stars to represent the best life possible. The stars and moons represent who they are (stars are qualities and attributes). Share and explain the designs with the class. Discuss how building sculptures with magnetic stars is like building real life. Things are not always easy and sometimes the end results are different that we imagined. The process takes time.
2. Play the song “Shine On” (Jess Carson, *Real Life*, Curb Records 2001) and discuss key phrases. Discuss what it means to “shine on.” Words are included in the handout.
3. Play the “Three Truths and a Lie” game. Students write three things that are true about themselves and one thing that is a lie. Students take turns reading the statements to the class, and the class members try to guess which of the statements is a lie.

Example:

I’ve hiked to the bottom of the Grand Canyon.

I play the guitar (the lie).

I collect frisbees.

I have a donkey.



## ONE OF A KIND

### Parable of the Apple Tree

This is a story about a little apple tree. She was nestled among a grove of oak trees. She was very unsatisfied with her situation in life; she felt inadequate among the great oaks. One day she said:

Dear Mother Nature, I want to grow big. I want to grow tall like the oak tree. I want to see the stars.

And Mother Nature would say:

Be patient, have faith, believe in yourself, and you will find the stars.

So she was patient and in the spring her branches were loaded with blossoms. They were the most beautiful blossoms anyone had ever seen. People came from all over to see her unique beauty. And when they left she said:

I know but, Dear Mother Nature, I want to grow big. I want to grow tall like the oak tree. I want to see the stars.

And Mother Nature would say:

Be patient, have faith, believe in yourself, and you will find the stars.

So she was patient and in the summer apples appeared where the blossoms had been and in the late fall they turned a bright, and brilliant red. Again, people came from all over in hopes of getting just one of her apples (like this one) and they commented that her fruit was more delicious than any they had ever tasted. They also commented on her unique, spectacular beauty and her ability to thrive in a grove of oaks. And when they all left she said:

I know but, Dear Mother Nature, I want to grow big. I want to grow tall like the oak tree. I want to see the stars.

And Mother Nature would say:

Be patient, have faith, believe in yourself, and you will find the stars.

[What the little apple tree didn't know was that the stars were within her. (Start cutting the apple across the middle, horizontally.) The seed pattern forms a star. (Show the apple.) The stars were within her just as the stars are within each and everyone of us. It is important to remember that each one of us brings special qualities, talents, contributions, and personalities which can make a positive difference in the world.]



Grades 7–8

## ONE OF A KIND

## The Stonecutter

(A Tale from China)

A stonecutter was chipping away at the face of a mountain. Clink. Clink. Clink.

The sun was hot, and the stonecutter was tired. "The life of a stonecutter is hard and miserable," he said. "How I wish I was a great and powerful emperor!"

No sooner said than done, the stonecutter found himself transformed into an emperor. He was dressed from head to toe in silks and brocades, riding a carriage of pure gold.

But wait. He was hot inside all those clothes. The sun was beating down on him.

"So," said the stonecutter, "the life of an emperor is not much better than the life of a stonecutter."

"I wish,  
I wish,  
I wish to be more powerful...  
I wish to be the sun!"

In a flash, his wish was granted. He was the great sun in the heavens, the most powerful of all.

But wait. Something was covering him up. Something was more powerful even than the sun. It was a cloud!

"I wish,  
I wish,  
I wish to be more powerful...  
I wish to be a cloud!"

In an instant, his wish was granted. He was a great billowing cloud in the sky, most powerful of all!

But wait. Something was making him move. Something was pushing him across the sky. Some-

thing

was even more powerful than the cloud. It was the wind!

"I wish,  
I wish,  
I wish to be more powerful...  
I wish to be the wind!"

And he became the wind. Joyfully he raced across the sky, swooped down to the earth to bend the trees, and stir up the waves in the ocean.

But wait. Wham! Something made him stop. He couldn't move. Something was even more powerful than the wind. It was a mountain.

"I wish,  
I wish,  
I wish to be more powerful...  
I wish to be the mountain!"

And he became the mountain—tall, old, and mighty. "Nothing is more powerful than I," he thought.

But wait.  
What was that noise?

It was hammer of a stonecutter, chipping away at the mountain. The stonecutter was even more powerful than the mountain.

"I wish,  
I wish,  
I wish to be more powerful...  
I wish to be a stonecutter once again."

©1991 by Judy Sierra and Robert Kaminski. Reprinted by permission of Greenwood/Heinemann. The story appeared in *Multicultural Folktales: Stories to Tell Young Children*, Onyx Press; [www.greenwood.com](http://www.greenwood.com)





# ONE OF A KIND

## ONE-OF-A-KIND ORIGINAL

Find out the following about your partner.

First and last name: \_\_\_\_\_

Favorite food: \_\_\_\_\_

Favorite colors: \_\_\_\_\_

Favorite music: \_\_\_\_\_

Accomplishments: \_\_\_\_\_

Favorite vacations: \_\_\_\_\_

Goals/Dreams: \_\_\_\_\_

Family members: \_\_\_\_\_

Favorite pet(s): \_\_\_\_\_

Favorite book(s): \_\_\_\_\_

Favorite TV show(s): \_\_\_\_\_

Favorite sports: \_\_\_\_\_

Hobbies: \_\_\_\_\_

Unusual or fun experiences: \_\_\_\_\_

Any other information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Interviewed by: \_\_\_\_\_

PREVENTION DIMENSIONS



# ONE OF A KIND



## It's Your Time to Shine

“I learned to look deep down inside myself and find something positive about myself and then use it to become successful.”

Everson Walls



PREVENTION DIMENSIONS



List something positive about yourself in the stars. Think about how you can use these positive qualities to become a success.



## ONE OF A KIND

Today You Are You



*Today you are you  
That is truer than true.  
There is no one alive  
That is you-er than you.*

*Shout aloud, "I'm glad  
To be what I am.  
Thanks goodness I'm not  
A ham or a clam or  
A dusty old jar of  
gooseberry jam.*



*I am what I am  
What a great thing to be.  
If I say so myself  
Happy everyday to me!"*



**Dr. Seuss**

Grades 7-8

## ONE OF A KIND

## Words to Song "Shine On"



Wherever you go, whatever you do,  
 Don't ever forget there's someone who believes in you.  
 When you're lost and weary, follow your heart.  
 'Cuzz you have a gift. You're one of a kind.  
 God put you on this earth so you could shine.  
 You don't have to be afraid of the dark

(Chorus)

Shine on,  
 Light up the world with your love.  
 With faith and desire you can build a fire.  
 Shine on, and let your dreams keep burning strong.  
 Oh, shine on!

There will be days, there will be doubts,  
 There will be those who lie and let you down,  
 When you just have to rise above it all.  
 Over the tears, over the pain,  
 And look for the rainbow in the pouring rain,  
 Like a ray of sun at the crack of dawn.

Chorus

There is a star in everyone of us, just waiting to be born.  
 Take the chance, dance the dance,  
 It's what you've waited for.

Chorus

Light up the world with your love.  
 With faith and desire you can build a fire.  
 Shine on, and let your dream keep burning strong.  
 Keep on shining.  
 Light up the world with your love.  
 With faith and desire, you can build a fire.

(Sung by Jeff Carson, Curb Records, Inc.)



“Do what you  
can with what  
you have,  
where you  
are.”

Theodore Roosevelt



## ONE OF A KIND

Be patient.  
Have faith.  
Believe in yourself.  
You'll see the stars.



It's Your Time To Shine



PREVENTION DIMENSIONS

PD

## ONE OF A KIND

“Too many people  
overvalue what they are not  
and undervalue what they  
are.”

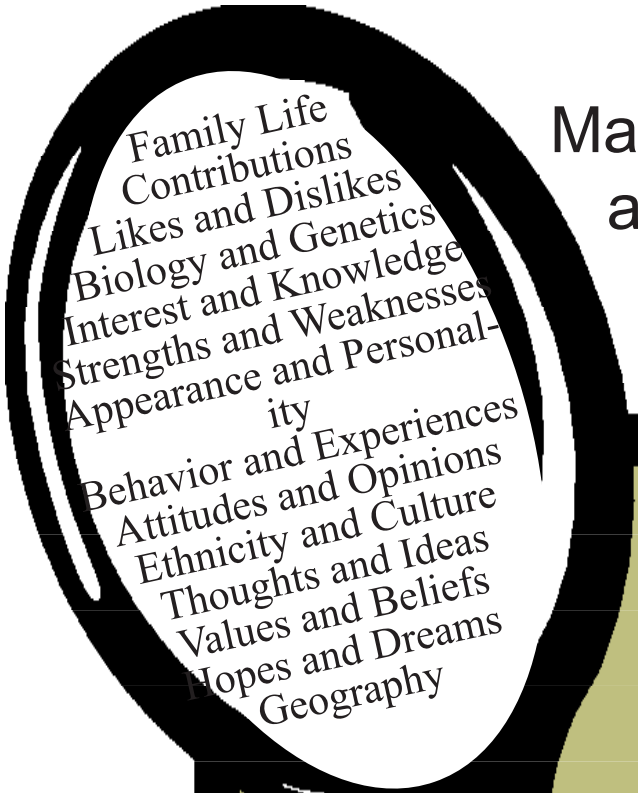
Malcom S. Forbes



**PD**

# PREVENTION DIMENSIONS

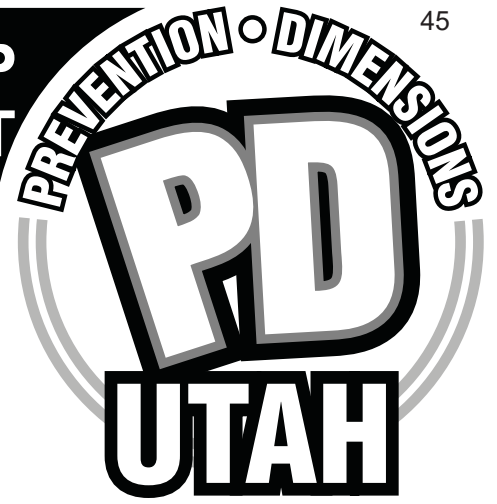
# PD



- Family Life
- Contributions
- Likes and Dislikes
- Biology and Genetics
- Interest and Knowledge
- Strengths and Weaknesses
- Appearance and Personality
- Behavior and Experiences
- Attitudes and Opinions
- Ethnicity and Culture
- Thoughts and Ideas
- Values and Beliefs
- Hopes and Dreams
- Geography

Many things make us a "one-of-a-kind."

# CHALLENGES: STAND UP AND STAND OUT



## PROGRAM GOAL(S)

Healthy Self  
Character Education: Responsibility

## PERFORMANCE OBJECTIVE(S)

Grades 7–8 Lesson 3

Understand the impact of attitude and disposition when facing challenges.  
Identify positive ways to deal with challenges and adversity.

## MATERIALS NEEDED

Poster: “Oh, What a Beautiful Morning,” “Life is Hard and Always Has Been,” “Life is Hard, But You Can Do Hard Things,” “Look for the Pony/Find the Pony,” “Attitude Is Everything,” “Never Give Up!” “Never Give Up on the Inside,”

Worksheets: “Positive Ways to Deal With Challenges and Adversity,” “You Can Do Hard Things,” and “Find the Pony”



Poem: “Attitude” by Charles Swindoll

Pony story

Jerry’s story

Quotations

Index cards or similar

Round balloon

## NEW VOCABULARY

optimist  
disposition

pessimist  
challenge

adversity  
attitude

## LESSON AT A GLANCE

1. Discuss the concepts of hardship, challenge and adversity (balloon activity).
2. Discuss positive outcomes of negative experiences
3. Complete worksheets “Find the Pony,” “Life is Hard but I Can Do Hard Things.”
4. View the video, “If You Can’t Stand Up, Stand Out” by Mike Schlappi (optional)

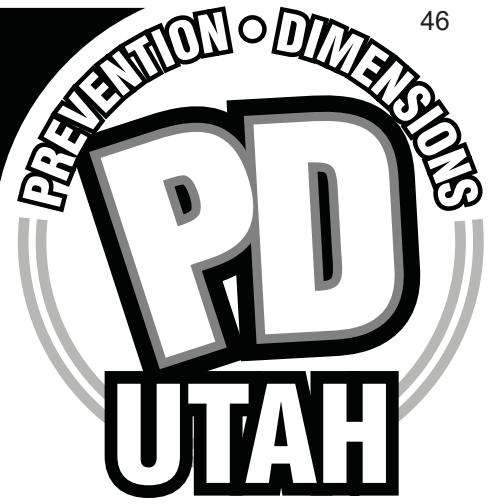
### Related Core Curriculum Objective

7100-0103	Analyze factors that impact mental/emotional health
7100-0103	Describe factors that contribute to mental/emotional health
7100-0103	Describe factors that interfere with mental/emotional health
7100-0104	Analyze the correlation between acceptance of responsibility and personal growth and development.
7100-0702	Create an advocacy plan to address a health-related need.

### Risk/Protective Factors

Social skills

# CHALLENGES: STAND UP AND STAND OUT



Grades 7–8 Lesson 3

## INTRODUCTION (Setting Focus)

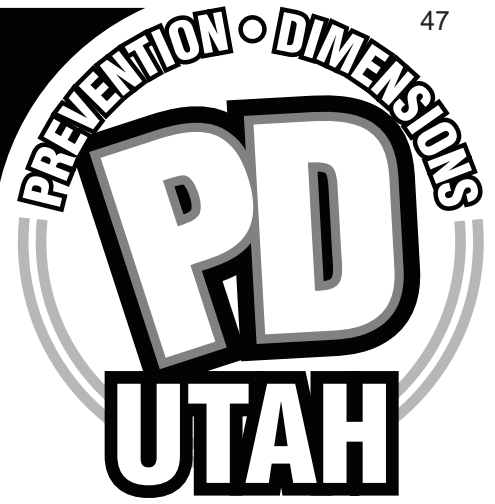
1. Show the “Oh, What a Beautiful Morning” poster and discuss what happens to people when they have a “bad day.” Ask students if they have ever had a day that seemed like the one depicted on the poster.
2. Show and discuss the “Life is Hard and Always Has Been” poster. Discuss about hardships and challenges and what create the difficult parts of life.
3. Before the class gets depressed and starts feeling sorry for themselves, show the “Life is Hard, But You Can Do Hard Things” poster. Explain that despite hardships and difficulties, we can still live a happy and fulfilling life. Reinforce that we can do hard things and overcome adversity.
4. Define the terms “challenge” and “adversity.” Students give examples of negative ways people deal with challenges and adversities. Use the following balloon activity to reinforce the discussion.
  - a. Whining  
Inflate a round balloon and release the air while pinching the neck of the balloon to create a “whining” sound.
  - b. Fly off the handle  
Inflate the balloon and let it go to zoom around the room.
  - c. Explode the anger  
Inflate a balloon until it pops.
  - d. Allow themselves to become a victim  
Inflate and tie off a balloon. Bop the balloon around the room at the pleasure of the group.
  - e. Take it out on others  
Ask for permission from student and lightly tap the student with the balloon.
5. Explain that the discussion for the day will focus on positive ways to deal with challenges and adversity.
6. Students complete the “Dealing With Challenges and Adversity” worksheet during the class discussion.

## BODY (Strategies/Activities)

1. Discuss the following quotations with the class:

“I am determined to be happy in whatever situation I may be for I have learned from experience that the greater part of our happiness or misery depends upon our disposition and not our circumstances.”

# CHALLENGES: STAND UP AND STAND OUT



Grades 7–8 Lesson 3

“What we become depends not on conditions but on decisions.”

Martha Washington

“The last of human freedoms is the ability to choose one’s attitude in a given set of circumstances.”

*Gordon W. Allport*

“It’s not what happens to you, it’s what you do about it.”

*W. Mitchell*

“Do you see the difficulty in the opportunity or  
Do you see the opportunity in the difficulty.”

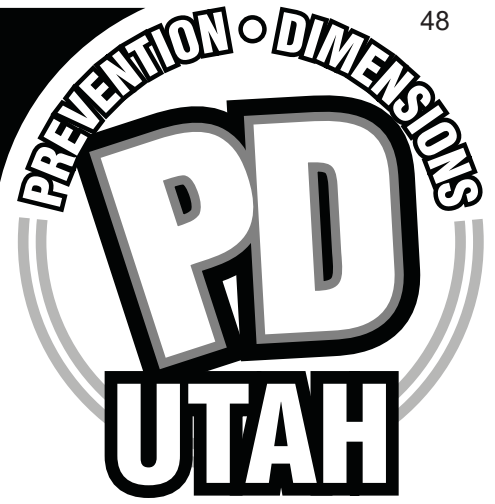
Reinforce that each of us has the power to overcome obstacles. We can’t always control our circumstances, but we do have control over our attitudes and the choices we make. It’s up to us.

2. Read and discuss the poem “Attitude” by Charles Swindoll. Reinforce that we can’t always control our circumstances but we can control our disposition or attitude.
3. Use the “Attitude is Everything” poster and explain that attitude is a choice, one of the most important choices we ever make. Every day, in every situation, we make a choice to have a positive attitude, a negative attitude, or to be indifferent. It’s a powerful choice that we alone can make.
4. Share “Jerry’s Story” with the class and discuss the differences a positive attitude can make.
5. Share the following story with the class:

The story is told of two twin brothers; one was an optimist and the other was a pessimist. (Define “optimist” and “pessimist.”) They each received a gift for their birthday. The pessimist was given a whole room full of toys. He quickly looked through the toys and then began to complain, because he didn’t get some of the things that he wanted. The optimist was then given his present. He opened up the door to the room, and there in front of him was an enormous pile of horse manure. His eyes lit up and he began to furiously dig through the pile of manure. Confused, his parents asked him what he was doing. He smiled and said, “With all of that manure, there has to be a pony in there somewhere.”

- a. Which boy do you think had the best circumstances?
  - b. Which boy do you think was the happiest?
  - c. What made the difference?
6. Show and discuss the “Look for the Pony” poster. Even though it may be hard to believe, some good can be found in every situation. The key is to “look for the pony” or to look for the good in every situation and experience. Encourage students to give examples of bad situations and then try to brainstorm something good about each one.

# CHALLENGES: STAND UP AND STAND OUT

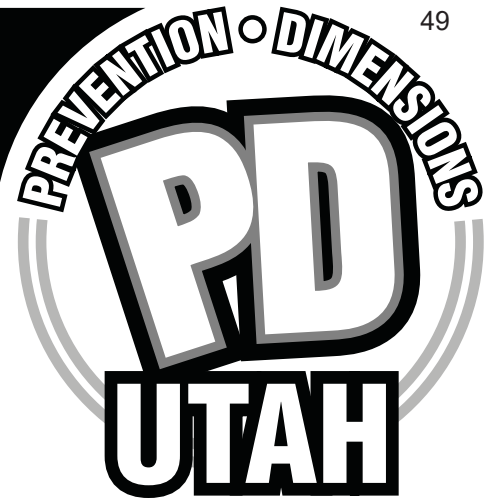


Grades 7–8 Lesson 3

7. Students complete the “Find the Pony” worksheet and share their ideas about finding potential positive outcomes from negative events.
8. Show the “You Can Learn and Grow From Misery and Woe” poster. Explain that we don’t need to go out and seek adversity. However, these experiences can provide an opportunity to learn, grow, and find strengths and abilities that would have otherwise remained buried. Discuss how we can learn and grow from challenges in our lives.
8. Examples:
  - A woman whose house burned down learned that the most important thing to her was her family; since they were all safe, the loss of the house didn’t really matter in comparison.
  - A boy born without arms learned how to write, paint, eat, cook, and drive with his feet.
  - Sir Edmund Hillary failed at his first attempt to climb Mount Everest. On one occasion while addressing a group in England he made a fist and pointed at a picture of the mountain. He continued that the mountain had beat him the first time, but that he was going to beat it the next time because the mountain had grown all that it was going to, but he was still growing. Hillary later became the first man to successfully climb Mount Everest with a sherpa, Tenzing Norgay.
10. Show the poster “Don’t EVER Give Up!” Does the frog still have a chance? Explain that he does if he doesn’t give up. Share some of the following examples of people who refused to give up:
  - Michael Jordan was cut from his high school basketball team.
  - Wayne Gretzky was told that he was too small to play professional hockey.
  - Dr. Seuss’s first children’s book, *And to Think that I Saw It on Mullberry Street*, was rejected by 27 publishers.
  - Winston Churchill flunked the sixth grade.
  - Walt Disney loved to draw and sketch as a child but was told he didn’t have any talent.
  - Lucille Ball’s drama instructor told her to try another profession.
  - In 1962 the Beatles were turned down by executives of a record company. They didn’t like the sound and thought the group’s guitars were on the way out.
  - Elvis Presley was fired after one performance. The manager thought he lacked talent.
  - Wilma Rudolph had double pneumonia and scarlet fever when she was four. This left her paralyzed in her left leg and she was never expected to walk. At age 13, she decided to become a runner. For the next several years she placed last in every race she ran. Eventually she won three gold medals.
  - Louis L’Amour received 350 rejections before he sold his first book.
11. Students write about someone they know who didn’t give up. How did that person deal with challenges and what can be learned for the person? Share the papers in small groups.
12. Use the “Positive Ways to Deal With Challenges and Adversity” worksheet as a review of the lesson.



# CHALLENGES: STAND UP AND STAND OUT



Grades 7–8 Lesson 3

## CLOSURE (Wrap-Up and Extension)

1. Reinforce that life brings challenges and adversity. Being able to triumph and grow from these experiences depends on the individual. It depends on what's inside the head and the heart. Remind students that life is hard, but they can do hard things.
2. Read the following Ann Landers quotation and discuss. The Harold Russell poster (included) may also be used.
 

“If I were asked to give what I consider the single most useful bit of advice for all humanity it would be this: expect trouble as an inevitable part of life and when it comes, hold your head high, look it squarely in the eye and say, ‘I’ll be bigger than you. You cannot defeat me.’”
3. Inflate a balloon and release the air into a whirligig or windmill. People can channel pressure to produce a positive effect.
4. Students complete the “Positive Ways to Deal with Challenges and Adversity” worksheet. Share ideas and plans for dealing with challenges and adversity in a positive manner.
5. Optional video activity - Many school and district media centers have the video, “If You Can’t Stand Up, Stand Out” by Mike Schlappi.
  - a. Introduce and view the Mike Schlappi video “If You Can’t Stand Up, Stand Out” (24 minutes).
  - b. Mike is a great example of someone who faced challenges and hardships in a positive manner.
  - c. After viewing the video, explore how Mike faced his challenges in a positive manner.
    - Didn’t blame anyone else.
    - Took responsibility for his own life.
    - Gave himself pep talks.
    - Dwelt on the positive.
    - Accepted help and support from others.
    - Stayed involved in school, sports, and with his family and friends.
    - Continued to set and work toward goals..
    - Had a positive attitude.

# CHALLENGES: Stand Up and Stand Out

# PREVENTION DIMENSIONS



Oh what a beautiful morning!!



Oh what a beautiful day!!



Everything is going my.....



## CHALLENGES: Stand Up and Stand Out

Life is hard,



it always has been  
and it always  
will be!

**PD**

CHALLENGES: Stand Up  
and Stand Out

Life is hard,

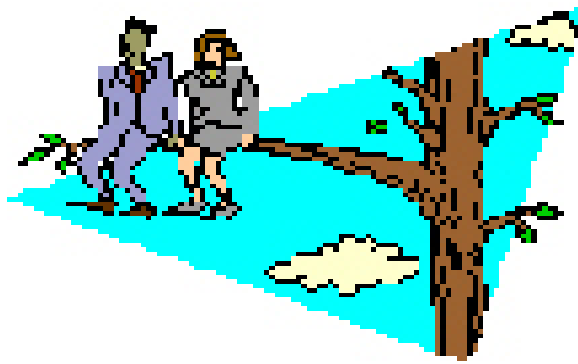


but you can do hard  
things!

**PD**

CHALLENGES: Stand Up  
and Stand Out

You can learn to  
grow



from misery and



woe.

PREVENTION DIMENSIONS

PD

## CHALLENGES: Stand Up and Stand Out

### Attitude Is Everything

The longer I live, the more I realize the impact of attitude on life.

It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do.

It is more important than appearance, giftedness, or skill.

The remarkable thing is — we have a choice every day of our lives regarding the attitude we embrace for that day.

We cannot change our past. We cannot change the fact that people will act in a certain way. We cannot change the inevitable.

The only thing we can do is play on the one string we have, and that is our attitude...

I'm convinced that life is 10 percent what happens to me, and 90 percent how I react to it.

And so it is with you. We are in charge of our attitudes.

Charles Swindoll

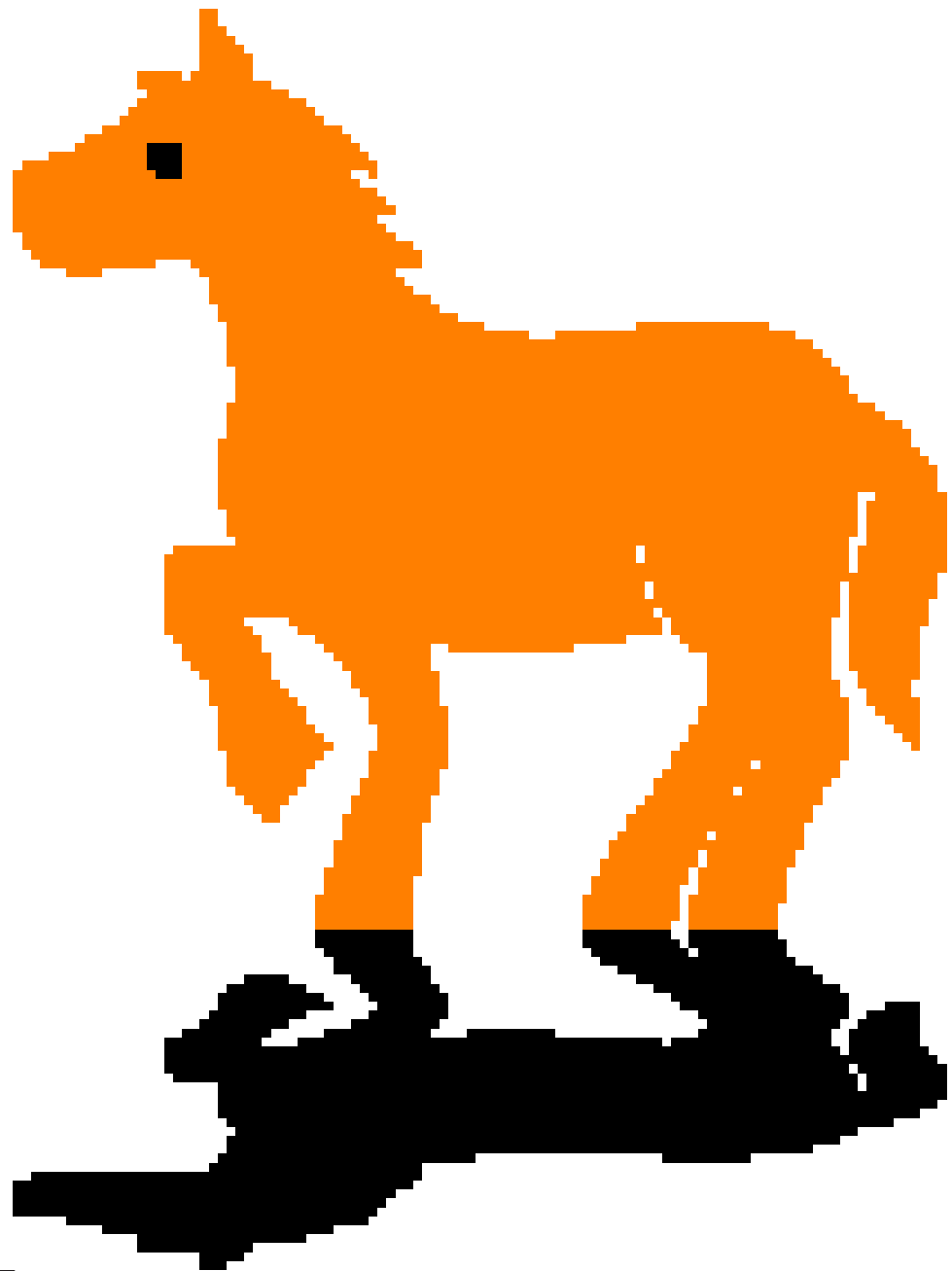


CHALLENGES: Stand Up  
and Stand Out

PREVENTION DIMENSIONS

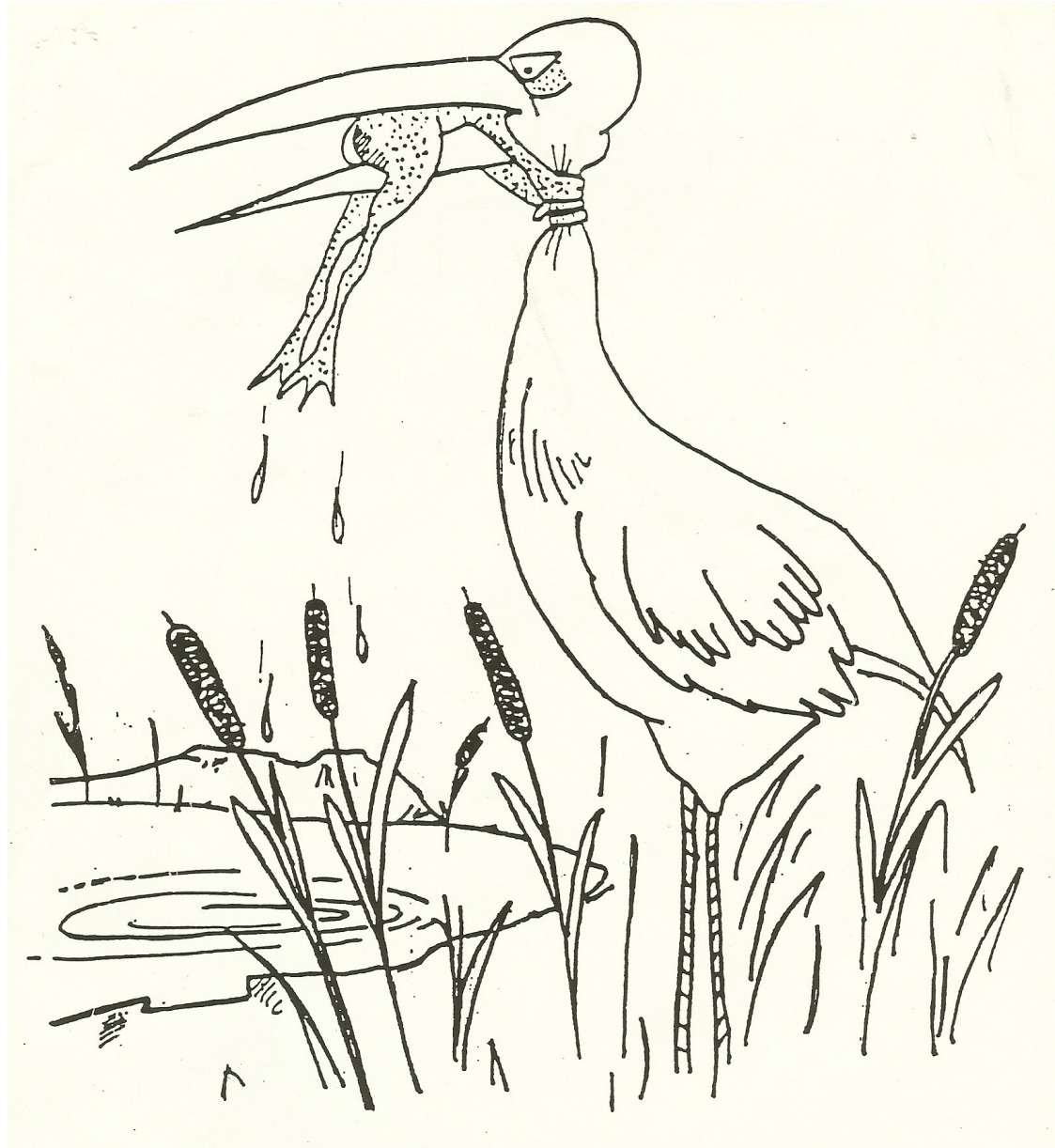


Look for the  
pony!



CHALLENGES: Stand Up  
and Stand Out

Don't EVER Give Up!



PREVENTION DIMENSIONS





CHALLENGES: Stand Up  
and Stand Out

**Never give up  
on the  
inside,  
no matter  
what happens  
on the  
outside.**



PREVENTION DIMENSIONS

**PD**

CHALLENGES: Stand Up  
and Stand Out

**The human soul,  
beaten down,  
overwhelmed,  
faced by complete  
failure and ruin,  
can still rise up  
against  
unbearable odds  
and triumph.**

**Harold Russell**



## CHALLENGES: Stand Up and Stand Out

Find the Pony.  
There's always a pony!

Briefly describe three "bad" situations and then describe the "good" that can come from each.

Bad Situation



Pony



Bad Situation



Pony



Bad Situation



Pony



**PD**

## CHALLENGES: Stand Up and Stand Out

# Positive Ways to Deal With Challenges and Adversity

Remember, it's not what happens to you,  
it's what you \_\_ \_ about it.

Choose to have a positive \_\_\_\_\_ ,  
it's one of the most important choices you will ever make.

Look for the \_\_\_\_\_ .

See the opportunity in \_\_\_\_\_ ,  
not the difficulty in \_\_\_\_\_ .

Remember, you can \_\_\_\_\_  
and grow from misery and \_\_\_\_\_ .

Don't ever \_\_\_\_\_ up.

I am determined to be \_\_\_\_\_  
in whatever situation I may be  
for I have \_\_\_\_\_ from experience  
that the greater part of \_\_\_\_\_ or misery  
depends upon our \_\_\_\_\_  
and not our circumstances.

Describe what you have learned  
about dealing with challenges  
and adversity.



# CHALLENGES: Stand Up and Stand Out

## JERRY'S STORY

Jerry is the kind of guy you love to hate. He is always in a good mood and always has something positive to say. When someone would ask him how he was doing, he would reply, "If I were any better, I would be twins!" He was a unique manager, because he had several waiters who had followed him around from restaurant to restaurant. The reason the waiters followed Jerry was because of his attitude. He was a natural motivator. If an employee was having a bad day, Jerry was there telling the employee how to look on the positive side of the situation.

Seeing this style really made me curious, so one day I went up to Jerry and asked him, "I don't get it! You can't be a positive person all of the time. How do you do it?" Jerry replied, "Each morning I wake up and say to myself, 'Jerry, you have two choices today. You can choose to be in a good mood or you can choose to be in a bad mood.' I choose to be in a good mood. Each time something bad happens, I can choose to be a victim, or I can choose to learn from it. I choose to learn from it. Every time someone comes to me complaining, I can choose to accept their complaining, or I can point out the positive side of life. I choose the positive side of life. "Yeah, right. It's not that easy," I protested. "Yes it is," Jerry said. "Life is all about choices. When you cut away all the junk, every situation is a choice. You choose how you react to situations. You choose how people will affect your mood. You choose to be in a good mood or bad mood. The bottom line: It's your choice how you live life."

I reflected on what Jerry said. Soon thereafter, I left the restaurant industry to start my own business. We lost touch, but I often thought about him when I made a choice about life instead of reacting to it.

Several years later, I heard that Jerry did something you're never supposed to do in the

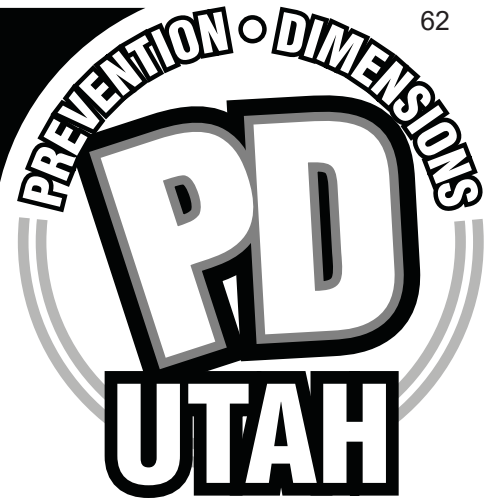
restaurant business: he left the back door open one morning and was held up at gunpoint by three armed robbers. While trying to open the safe, his hand, shaking from nervousness, slipped off the combination. The robbers panicked and shot him. Luckily, Jerry was found relatively quickly and rushed to the local trauma center. After 18 hours of surgery and weeks of intensive care, Jerry was released from the hospital with fragments of the bullets still in his body.

I saw Jerry about six months after the accident. When I asked him how he was, he replied, "If I were any better, I'd be twins. Wanna see my scars?" I declined to see his wounds, but did ask him what had gone through his mind as the robbery took place. "The first thing that went through my mind was that I should have locked the back door," Jerry replied. "Then, as I lay on the floor, I remembered that I had two choices: I could choose to live, or I could choose to die. I chose to live." "Weren't you scared? Did you lose consciousness?" I asked. Jerry continued, "...the paramedics were great. They kept telling me I was going to be fine. But when they wheeled me into the ER, and I saw the expressions on the faces of the doctors and nurses, I got really scared. In their eyes, I read, 'He's a dead man.' I knew I needed to take action." "What did you do?" I asked. "Well, there was a big burly nurse shouting questions at me," said Jerry. "She asked if I was allergic to anything. 'Yes,' I replied. The doctors and nurses stopped working as they waited for my reply. I took a deep breath and yelled, 'Bullets!' Over their laughter, I told them, 'I am choosing to live. Operate on me as if I am alive, not dead.'"

Jerry lived, thanks to the skill of his doctors, but also because of his amazing attitude. I learned from him that every day we have the choice to live fully. Attitude, after all, is everything. You have two choices now.



# GO FLY A KITE



Grades 7–8 Lesson 4

## PROGRAM GOAL(S)

Healthy Self  
Character Education: Responsibility

## PERFORMANCE OBJECTIVE(S)

Distinguish between goals and dreams.  
Identify the benefits of having dreams, setting goals, and working toward them.  
Use guidelines for making dreams come true and for planning how to reach a specific goal.

## MATERIALS NEEDED

Posters: “You Have to Have a Dream...,” “Dreams Are Things...,” “Benefits of Goals and Dreams”

Handout: “Guidelines for Making Your Dreams Come True”

Koosh® ball and small garbage can (or similar items)



Worksheet: “I Have a Dream,” “Getting Your Goals Off the Ground”

Kite project: kite story, sample kite, paper or colored construction paper, string, scissors, crayons, makers, and glue

## NEW VOCABULARY

short-term goals  
long-term goals  
dreams

## LESSON AT A GLANCE

1. Discuss the definitions and importance of goals and dreams.
2. Tell the kite story and discuss the importance of goals.
3. Discuss specific ideas for achieving goals (Koosh Ball® activity).
4. Complete the kite project.

### Related Core Curriculum Objective

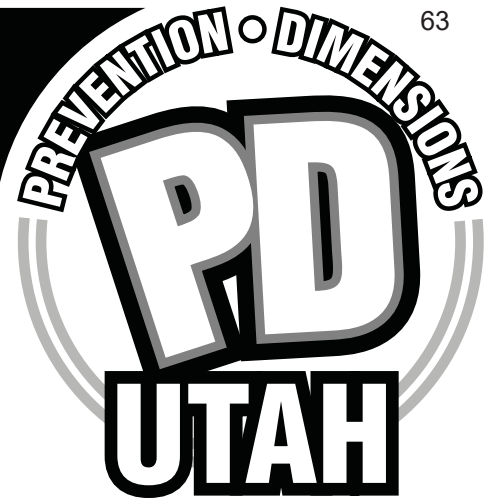
- |           |   |
|-----------|---|
| 7100-0103 | Predict how mental/emotional health may be influenced by values, dreams, and goals. |
| 7100-0103 | Describe factors that contribute to mental/emotional health.                        |

### Risk/Protective Factors

Social skills  
Opportunities for positive involvement

Grades 7–8

# GO FLY A KITE



Grades 7–8 Lesson 4

## INTRODUCTION (Setting Focus)

1. Discuss the definition and importance of dreams and goals. Using the “You Have to Have a Dream to Make a Dream Come True” poster, encourage students to think about:
  - What they want to have;
  - What they want to do;
  - What they want to be;
  - Where they want to go;
  - What they want to see.
2. Students complete the “I Have A Dream” worksheet and share some of their ideas with the class.
3. Discuss the difference between a dream and a goal using the “Dreams are things you want to have happen and goals are dreams that you make happen” poster.

## BODY (Strategies/Activities)

1. Relate the following story.

One March day, a little boy and his father were out flying a kite. It took them a while, but finally they managed to get their kite into the air. The little boy held on to the string as the kite went higher and higher. Curiously, the little boy inquired, “Dad, what is holding the kite in the air?” “It’s the string you’re holding on to,” replied the father. The boy gave a couple of jerks on the string and, smiling, said, “No, no, Dad, the string is holding the kite down. I want to know what is holding it up there.” Again the father replied, “The string holds it up. If you don’t believe me, let go of the string.” The boy let go of the string and sure enough the kite started to come down. It seems odd, but the very thing that appeared to hold the kite down was actually allowing the kite to go higher and higher.

2. Discuss that a kite doesn’t fly very high without a string and it’s not very fun or rewarding just flying the string. Dreams make our lives fun and exciting, whereas, structure, plans, and deadlines help us reach our goals and make our dreams become a reality.
3. Discuss the benefits of having dreams, setting goals, and working toward them.
4. Discuss some of the basic guidelines for reaching goals using the following outline, the Koosh Ball® exercise. Complete the “Getting Your Goals Off the Ground” worksheet after discussing all the guidelines.
  - a. **Decide on a measurable goal.** The goal should be believable, achievable, within control, precise enough to measure, desirable and positive.

# GO FLY A KITE



## BODY (Strategies/Activities) Continued

Grades 7–8 Lesson 4

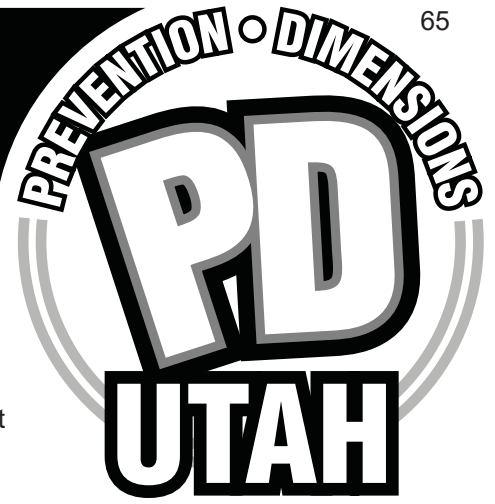
- b. Be specific. Set a specific goal that is measurable so you know when you've reached it. The more specific, the better.
- c. Make the goal challenging yet realistic. The goal should be achievable but not too easy.
- d. Break long-term goals into short-term goals. Discuss the difference between long- and short-term goals . Achieving each short-term goal can provide motivation and keep you moving forward.
- e. Seek the support of others. Find people who will help and support you in reaching your goal.
- f. Don't let obstacles get you down. Don't give up. Find ways to overcome any obstacles you may face.
- g. Stay focused. Keep working toward your goal.
- h. Periodically evaluate your progress. Make changes as needed.

### Activity Suggestion: **Koosh Ball®**.

- a. Invite a volunteer to hold the **Koosh Ball®** for a few seconds and then return it. Next, the student chooses a specific, nonhuman target and attempts to hit the target with the ball. Encourage the student to be as specific as possible in selecting a target. Discuss the differences between the two activities using some of the following ideas:
  - “What were you thinking when you held the ball and gave it back?”
  - “What different feelings happened when there was a target to try for as opposed to just holding the ball?”
  - “What is the difference between having a goal and not having a goal?”
  - “What are the benefits of having a measurable and specific goal?”
- b. Use another volunteer and instruct him or her to toss the Koosh into a large garbage can. Place the garbage can right next to the student. Place the garbage can so far away that the student can't possibly toss the Koosh in to it. Have the student select a place for the garbage can that offers a challenge but close enough allow the student to make the goal. Discuss the differences between the two activities using some of the following ideas:
  - “How rewarding is the activity if the goal is too close?”
  - “What are the different feelings between a goal that is too easy, too far or achievable?”



# GO FLY A KITE



Grades 7–8 Lesson 4

“What is the difference between having a goal and not having a goal?”

“How can a goal be both challenging and realistic?”

“What kind of goals can students set that challenge, yet are achievable?”

- c. Use another volunteer to figure out how to get the Koosh into a garbage can that is placed so far away that it is impossible to make the goal in one throw. The task can be complicated by requiring the ball never to touch the ground. Then allow the student to throw the Koosh and pick it up again to reach the goal.

Discuss the differences between the two activities using some of the following ideas:

“How was the goal achieved?”

“What other ways could this long goal have been achieved?”

“What makes long-term goals achievable?”

“What makes long-term goals difficult?”

- d. Use a different volunteer to throw the Koosh into the garbage can which another student is holding. As the first student tosses the Koosh, the second moves the can so the Koosh misses the target. Discuss the concept of connecting with people who can help realize goals and not stand in the way of achievement. Instruct the second student to cooperate with the goal of hitting the target.

Discuss the activities using some of the following ideas:

“What happened to make the first efforts unsuccessful?”

“What traits make a good team to achieve goals?”

“How did this team change to achieve their goals?”

“What other ideas would make this team more effective or efficient?”

- e. Use a different volunteer to tell you where to stand in the room that is challenging yet realistic. As the volunteer is attempting to hit the target, allow a few students to try to block it. If the volunteer is unsuccessful, brainstorm ways to overcome the obstacle. The volunteer and the class work together to overcome the few obstacles and achieve the goal.

Discuss the activities using some of the following ideas:

“What happened to make the first efforts unsuccessful?”

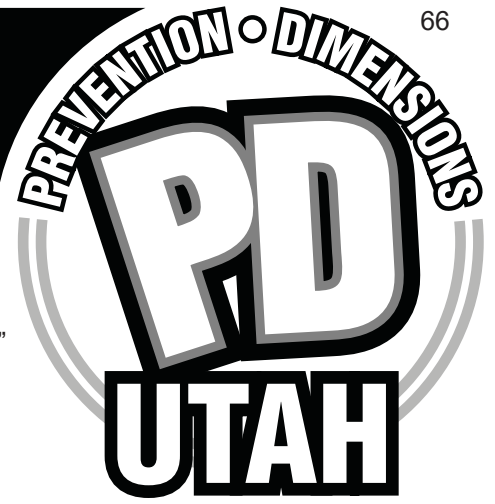
“What kinds of obstacles get between us and our goals?”

“What kinds of resources are available to people to realize goals and dreams?”

“Name several ideas that can help individuals overcome obstacles.”

- f. Another volunteer instructs you where to stand with the box (challenging but realistic). The volunteer attempts to throw the Koosh in the box a few times, while turned in the opposite direction so he or she can not see the box. The volunteer then faces the target and tosses until successful.

# GO FLY A KITE



Discuss the activities using some of the following ideas:

“What happened to make the first efforts unsuccessful?”

“When have you lost focus on a goal, turned away and forgotten about it?”

“What skills and behaviors do people need to stay focused on their goals?”

“What behaviors do you need to change to realize a lost goal or dream?”

- g. The next volunteer tells you where to stand with the garbage can target (challenging but realistic). Place the garbage can on the floor with the open side down. The volunteer tosses the ball at the target with the intent of making the goal. Evaluate the activity’s success. Brainstorm changes that must be made and try again.

Discuss the activities using some of the following ideas:

“What kinds of frustrations do people feel when trying to achieve goals?”

“What kinds of things need to be periodically evaluated to ensure progress?”

“What changes would you need to make to achieve a current goal that is not being met?”

5. Complete the “Getting Goals off the Ground” worksheet.

## CLOSURE (Wrap-Up and Extension)

1. Complete this lesson using the “Getting Goals Off the Ground” worksheet.
2. Students share their plans for reaching their goals and show their completed kites to the class.
3. Encourage the class to keep their kites as a reminder of their goals and to help them stay focused.

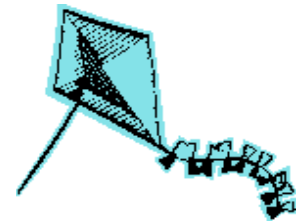
# GO FLY A KITE



## Getting Your Goals Off the Ground

“Each person must decide what he wants to do, plan how to do it, then work hard.”

1. Write down a specific, measurable, realistic short- or long-term challenging goal you want to achieve.
2. Outline the five specific steps necessary to reach your goal.
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_
  - E. \_\_\_\_\_
3. Who are people that could help you reach your goal, and how?
4. What are some obstacles you might face and how could you overcome them?
5. When do you want to have your goal completed and how will you evaluate your progress?
6. What is one thing you can do to stay focused on your goal?
7. What can you start doing today to help you reach your goal?



Remember...be patient.

It may take more than one attempt to get your kite off the ground.

Name \_\_\_\_\_ GO FLY A KITE

# I Have a Dream

PREVENTION DIMENSIONS



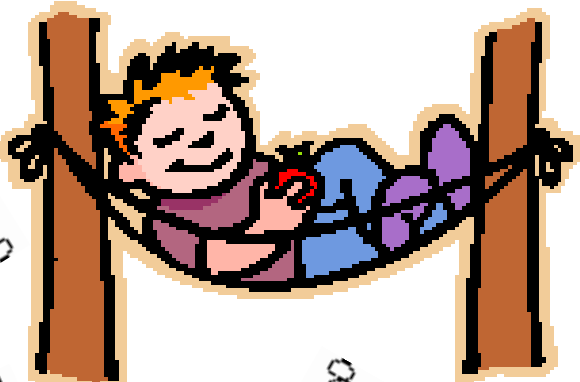
Write something you'd like to be.



Write something you'd like to do.



Write something you'd like to have.



Write something you'd like to see.



Write somewhere you'd like to go.



## GO FLY A KITE



Dreams are things

you want to

have happen

and

goals are dreams

that you

make happen.



PREVENTION DIMENSIONS

PD



What you do, where you go and what you become depend on your willingness to work towards a goal. You hold your destiny in your own hands.

PREVENTION DIMENSIONS

**PD**

You have to  
have a dream  
to make a  
dream come  
true.



PREVENTION DIMENSIONS

PD

## GO FLY A KITE

### Benefits of Goals and Dreams

- ▶ Goals make life interesting, exciting, and challenging.
- ▶ Goals give meaning and purpose to life.
- ▶ They motivate us and keep us moving forward.
- ▶ Goals give us a sense of direction and help guide our decisions.
- ▶ They keep us from being detoured or distracted.
- ▶ Goals provide us a way to measure our progress.
- ▶ Setting and reaching goals give us a sense of satisfaction and help build confidence.
- ▶ Goals help us reach our potential.





# GO FLY A KITE

## GUIDELINES FOR MAKING YOUR DREAMS COME TRUE

### #1. Decide On a Goal (Be Specific)

#### Points to remember

The more specific the better.

Phrase in the positive.

The goal should be conceivable, believable, achievable, controllable, measurable, desirable and positive.

### #2. Make the Goal Challenging Yet Specific

#### Points to remember

Guard against expecting too much, too soon.

An unrealistic goal can lead to failure.

Keep your goal manageable.

Don't sell yourself short.

Not too hard, not too easy.

### #3. Break Long-Term Goals into Short-Term Goals

#### Points to remember

Take one step at a time.

Achieving short-term goals provides motivation.

Break each short-term goal into smaller parts.

Be specific when naming the steps necessary to reach your goal.

### #4. Seek the Help and Support of Others

#### Points to remember

Get a goal buddy.

Talk to as many people as you can about your goal.

Don't be afraid to ask for help.

Talk to people who have already achieved the goal.

Avoid people who purposely try to keep you from your goal.



## GO FLY A KITE

### GUIDELINES FOR MAKING YOUR DREAMS COME TRUE

#### #5. Find a Way to Overcome Obstacles

##### Points to remember

Failure does not mean defeat.

Brainstorm solutions -- be creative and think outside the box.

Learn from others and ask them to share ideas.

#### #6. Stay Focused and Keep Working Towards Your Goal

##### Points to remember

Write down your goal.

Find a visible symbol that represents your goal.

Study ways of achieving your goal.

Visualize yourself reaching your goal.

Do something daily to work toward your goal.

Realize that some goals take a lot of time and effort.

#### #7. Periodically Evaluate Your Progress and Make Changes If Needed.

##### Points to remember

Keep track of successes and celebrate your progress.

Use failures as a learning tool for future success.

Get rid of outdated goals.

Make adjustments as needed.





## GO FLY A KITE

### Getting Your Goals Off the Ground

Name \_\_\_\_\_ Hour \_\_\_\_\_

- \_\_\_\_\_ 1. Create a kite of any shape and design that represents your goal.
- \_\_\_\_\_ 2. Write your specific goal on the front of your kite.
- \_\_\_\_\_ 3. Write your deadline for completing your goal on the front of your kite.
- \_\_\_\_\_ 4. Attach a string to the bottom of your kite.
- \_\_\_\_\_ 5. Attach five pieces of paper of any shape or design to the string. Write one specific step necessary to achieve your goal on each piece of paper on the string.
- \_\_\_\_\_ 6. Write your name on the front and back of your kite.
- \_\_\_\_\_ 7. After your kite has been corrected and shared with the class, put it where you can see it daily to help you stay focused on your goal.



Each person must decide what he or she wants to do, plan how to do it, and then work hard to get it done.

**PD**

# LEARN FROM YOUR MISTAKES



## PROGRAM GOAL(S)

Healthy Self  
Character Education: Responsibility

## PERFORMANCE OBJECTIVE(S)

Grades 7–8 Lesson 5

Recognize and discuss the benefits of learning and growing from mistakes and not repeating them.

## MATERIALS NEEDED



Student Handouts: “Autobiography in Five Short Chapters”  
2 pieces of paper for each student, pencils, crayons, etc.  
1 large paper bag and a few rocks (or similar)  
Worksheet: “My Book of Wisdom”  
Poster: “Learn From the Mistakes of Others”

## NEW VOCABULARY

mistake    embarrassment    growth

## LESSON AT A GLANCE

1. Define and discuss mistakes, embarrassment and growth.
2. Complete the crumpled paper activity.
3. Read and discuss “Autobiography in Five Short Chapters.”
4. Complete the “Book of Wisdom.”

### Related Core Curriculum Objective

- |           |   |
|-----------|---|
| 7100-0102 | Apply decision-making skills to address an issue.   |
| 7100-0103 | Analyze factors that impact mental/emotional health.  |
| 7100-0104 | Analyze the correlation between acceptance of responsibility and personal growth and development. |

### Risk/Protective Factors

Social skills  
Opportunities for positive involvement

# LEARN FROM YOUR MISTAKES



Grades 7–8 Lesson 5

## INTRODUCTION (Setting Focus)

Conduct a discussion regarding mistakes using the following prompts:

“What are mistakes?”

“What mistakes have you committed?”

“What embarrassing things have happened to you?”

“How did those mistakes and embarrassments make you feel?”

“What kinds of situations or activities have you dreaded or avoided because you were afraid of making a mistake?”

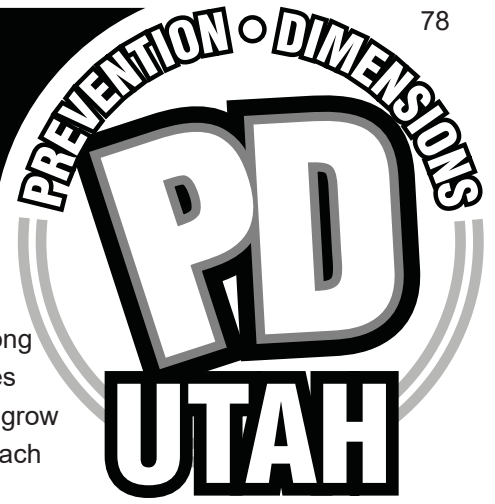
“How are making mistakes part of being human?”

“What does the phrase ‘I’m an imperfect person but I’m an okay person’ mean?”

## BODY (Strategies/Activities)

1. Students tear a piece of paper into two pieces. On one piece, they write a mistake they have made. If appropriate, share the mistake with the class.
2. Discuss that mistakes are common and an important part of growth. Emphasize that it is best to learn from mistakes and not to keep repeating the same mistakes.
3. Students write what they learned from their mistakes on the other piece of paper. Explain that we can learn from every mistake we make so we don’t continue repeating it.
4. Read and discuss the “Autobiography in Five Short Chapters” by Portis Nelson.
5. Students crumple the piece of paper that has their mistake written on it and throw the paper to a specific area. Remind the students that they should keep the paper that has what they learned. Why throw away the mistake? Keeping the mistake only adds emotional baggage, and it can keep us from trying new things or even succeeding in the future. (Show the class a bag and put all the wadded-up papers in it.)
6. Discuss how unhealthy it is to harbor all our mistakes and become overly critical, judgmental, and depressing ourselves about making more mistakes. Carrying these mistakes with us can weigh us down (put additional rocks or weights in the bag) and prevent us from being happy and reaching our full potential.
7. Discuss how wisdom develops as we learn from our mistakes. Refer to the piece of paper that the students still have and discuss how much wisdom is available from learning from mistakes.

# LEARN FROM YOUR MISTAKES



Grades 7–8 Lesson 5

8. Thomas Edison stated, “I’m not discouraged because every wrong attempt discarded is another step forward.” Explain that mistakes and failures are part of being human. The secret is to learn and grow from these experiences and not to ever give up. If people approach failures and mistakes with the right attitude, these can become stepping stones to greater success.
9. Show the poster, “Learn from the mistakes of others, life’s too short to make them all yourself!” and discuss how each student has much wisdom at his or her disposal to look at his or her own mistakes and the mistakes of others as opportunities to become wiser and move forward.
10. Each student records additional examples in his or her own “Book of Wisdom.”
11. Read the quote “A Wise Man Learns From His Mistakes. A Very Wise Man Learns From the Mistakes of Others,” and discuss how we can learn from the mistakes of others. Using the “Book of Wisdom,” students write and share examples of things they have learned from others’ mistakes.

## CLOSURE (Wrap-Up and Extension)

Using a clean sheet of paper, students write what they’ve learned from one particular mistake. Draw a picture representing the mistake and share the completed work with the class. If desired, you can compile the pictures and make a class or school *Book of Wisdom: What We’ve Learned by the Seventh/Eighth Grade*.

# LEARN FROM YOUR MISTAKES

## Autobiography in Five Short Chapters

by Portia Nelson

### **Chapter One**

I walk down the street.  
There is a deep hole in the sidewalk.  
I fall in.  
I am lost...I am helpless.  
It isn't my fault.  
It takes a long time to get out.

### **Chapter Two**

I walk down the same street.  
There is a deep hole in the sidewalk.  
I pretend I don't see it.  
I fall in again.  
I can't believe I am in the same place,  
but it isn't my fault.  
It still takes a long time to get out.

### **Chapter Three**

I walk down the same street.  
There is a deep hole in the sidewalk.  
I see it is there.  
I still fall in...it's a habit.  
My eyes are open.  
I know where I am.  
It is my fault.  
I get out immediately.

### **Chapter Four**

I walk down the same street.  
There is a deep hole in the sidewalk.  
I walk around it.

### **Chapter Five**

I walk down another street.

*From Life Line Books  
Portis Nelson*

PREVENTION DIMENSIONS



# My Book of

# Wisdom



A wise man learns from his \_\_\_\_\_ mistakes.

A very wise man learns from \_\_\_\_\_ the mistakes of others.





Learn from the  
mistakes of  
others;  
life is too short  
to make them  
all yourself.



**PD**

LEARN FROM YOUR  
MISTAKES



“I’m not  
discouraged  
because every  
wrong attempt  
discarded is  
another step  
forward.”

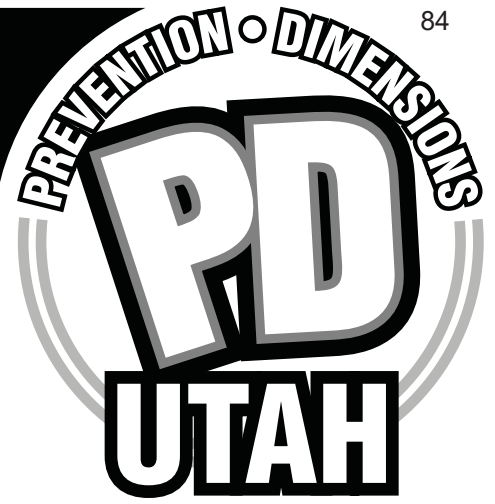
*Thomas Edison*



PREVENTION DIMENSIONS

PD

# WHAT'S YOUR BONGALOU?



Grades 7–8 Lesson 6

## PROGRAM GOAL(S)

Healthy Self  
Character Education: Respect and Caring

## PERFORMANCE OBJECTIVE(S)

Identify talents and abilities in oneself and others and the benefits of finding, developing, and sharing these skills.

## MATERIALS NEEDED



Posters: “What’s Your Bongalou?” “What’s a BONGALOU?” “No one can do everything, but every-  
one can do something,” “Bongalous students have shared”  
Bongalou skit or video  
Jar filled with rice which covers a walnut  
Dollar bill  
Worksheet: “Bongalou Worksheet”

## NEW VOCABULARY

bongalou

## LESSON AT A GLANCE

1. Perform the skit and discuss “bongalous.”
2. Demonstrate with a jar or rice.
3. Complete the dollar bill activity and discuss.
4. Invite students to share their bongalous.
5. Explain the guidelines for sharing—C.A.R.E.
6. Share the bongalous (one- to two-day activity).

### Teacher Note:

A **bongalou** is a talent, skill, or hobby. Using the word “bongalou” provides a fun and less threatening way to help students become more aware of their own abilities and those of others.

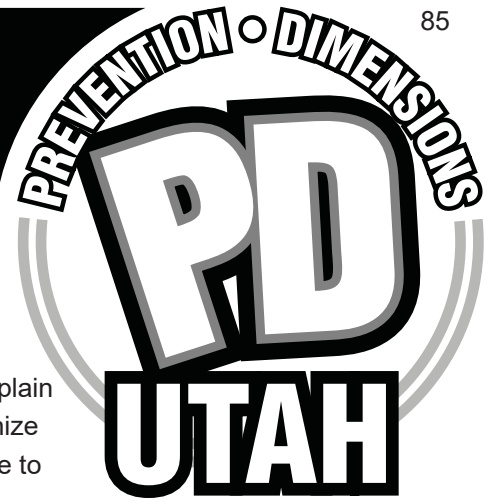
### Related Core Curriculum Objective

7100-0103 Analyze factors that impact mental/  
emotional health.

### Risk/Protective Factors

Social skills  
Opportunities/rewards of positive involvement

# WHAT'S YOUR BONGALOU?



## INTRODUCTION (Setting Focus)

1. Begin by casually using the word “bongalou” as you begin to explain that everyone has a bongalou even though they may not recognize it. Some people have more than one bongalou. Many people like to share their bongalous while others don’t.
2. Display poster “What’s Your Bongalou?” and feign puzzlement at the students’ lack of understanding.

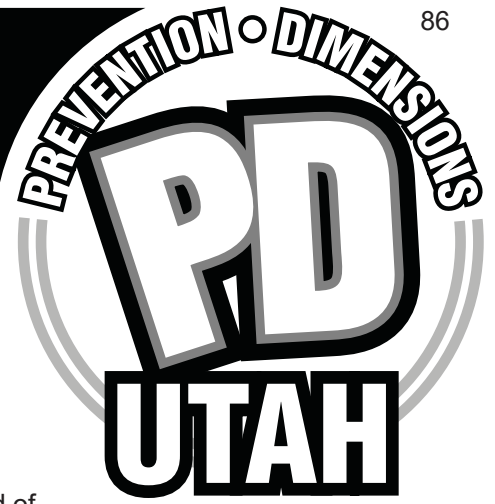
Grades 7–8 Lesson 6

## BODY (Strategies/Activities)

1. Previously assigned class members perform the bongalou skit, either live or on video. (The drama department at your school may be able to help prepare the performance.)
2. Use the poster “What’s a BONGALOU?” and discuss that bongalous are talents, special feelings, abilities, interests, and hobbies that everyone has.
3. Students discuss what they learned about bongalous from the video or skit.
  - Everyone has a bongalou but not everyone has the same bongalou..
  - Try a lot of new things, that’s how you find your bongalous.
  - Don’t give up—some bongalous take time and effort to discover.
  - Not everyone has the same bongalou.
  - It’s fun to share our bongalous.
  - Bongalous make life fun and rewarding.
  - Help others find and feel good about their bongalous.
  - It’s important to find our bongalous.
4. Show the jar with a walnut or other object buried under rice. Explain that sometimes bongalous aren’t noticeable to others or even ourselves. Stress that we all need to try a lot of different activities to discover our bongalous. If not, we may never find them. They may never come to the surface. Shake the bottle until the nut comes to the top of the rice to illustrate this point.
5. Display the poster, “No one can do everything, but everyone can do something.” Tape a dollar bill to the floor. Ask the class how many of them think that they can jump over the length of it while holding on to their toes. Explain that they won’t know until they try. Allow students to line up and make several attempts at jumping over the dollar. Remind them that they must keep hold of the tips of their toes the entire time to make it a legal jump. Usually one or two of the students will be able to jump over the dollar, with a little practice. Ask those students who succeed if they knew they had that bongalou. Ask them how they discovered it. Reinforce the importance of taking positive risk and trying new things. Bongalous help enrich our lives and make them more

Grades 7–8

# WHAT'S YOUR BONGALOU?



fun, interesting, and exciting. Keep in mind that some people might never be able to jump over the dollar bill, but that's okay. Not everyone has the same bongalou — but everyone can do something.

Discuss the Michael Chang quotation, “Everyone has some kind of talent and should work to make the most of it.”

Grades 7–8 Lesson 6

6. Students complete the bongalous worksheet in small groups and/or discuss the questions with the class.

## CLOSURE (Wrap-Up and Extension)

1. Students share one or more of their bongalous with the class. Give students a few days before they share their bongalous so they can make preparations.
2. Use the following guidelines to share bongalous:
  - a. Write the letter E on the board, which means **encourage** each other to share.
  - b. Write “R” above the E, which means to **respect** the performer and be a good audience.
  - c. Add an “A,” which means to accept different types of bongalous and to accept people that are at different skill levels.
  - d. Add the “C” above the A and discuss the importance of making sure that they **compliment** each other and show appreciation for their efforts.
3. Discuss the power of C.A.R.E. to create a safe and helpful environment to display bongalous. You may want to extend the activity for one more day if the students are still interested. It takes some students an extra day to muster up the courage to share their bongalou.
4. Teachers are encouraged to share personal bongalous with the class to build interest and stimulate confidence.
5. Use the poster “Bongalous students have shared” to stimulate interest in sharing.
6. Read the John D. Rockefeller quote (included) and encourage students to make a life-long pursuit of finding their own bongalous.

# WHAT'S YOUR BONGALOU?



Grades 7–8 Lesson 6

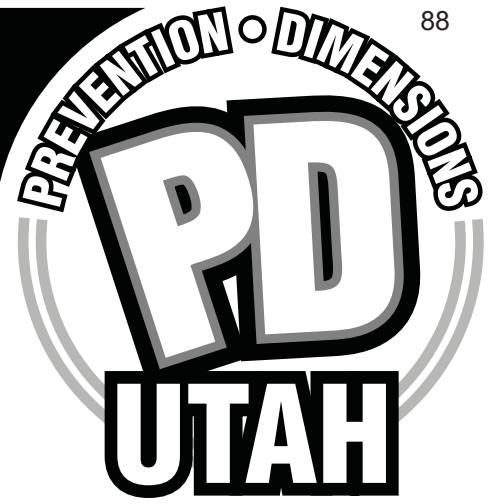
## Bongalous students have shared

Arm Wrestling  
 Babysitting  
 Basket Making  
 Basketball  
 Being Kind  
 Belly Dancing  
 Bike Jumping  
 Book Collecting  
 Cat Sharing  
 Coin Collecting  
 Computer Skills  
 Tongue to Nose  
 Tongue Tricks  
 Snowmobiling  
 Snow Boarding  
 Yo-Yo Tricks  
 Crafts  
 Juggling  
 Homing Pigeons  
 Artwork  
 Magic Tricks  
 Head Stands  
 Mountain Man Clothing  
 Clogging  
 Origami  
 Keyboard Skills  
 Photography  
 Painting  
 Raising Steers  
 Dog Tricks  
 Scrapbooks  
 Clay Pigeon Thrower  
 Showing Off Muscles  
 Building With Connects  
 Riding Motorcycle

Building With Legos  
 Double-Jointed  
 Tending Brother  
 Wood Burning  
 Football  
 Painting  
 Quilting  
 Telling Jokes  
 Modeling  
 Computer Drafting  
 Concentrating  
 Spelling  
 Shaking Eyeballs  
 Playing Drums  
 Whistling a Song  
 Cooking  
 Bead Art  
 Doing Backbends  
 Line Dancing  
 Kindness To Animals  
 Playing The Guitar  
 Making Models  
 Taking Pictures  
 Nail Polish Collecting  
 Toile Painting  
 Performing Skits  
 Calligraphy  
 Playing Instruments  
 Eraser Collecting  
 Rolling Stomach  
 Golf  
 Sewing  
 Performing Mime  
 Skateboarding  
 Blowing Bubbles & Catching

Writing Songs  
 Super Shopper  
 Bull Riding  
 Video  
 Welding  
 Wood Carvings  
 Tumbling  
 Dancing  
 Painting Dolls  
 Hunting  
 Raising Pigs  
 Making People Laugh  
 Rock Climbing  
 Moving Ears  
 Video  
 Paper Castle  
 Reading  
 Piano  
 Cartoon Art  
 Raising Bobcats  
 Horse Riding  
 Miniature Car Collection  
 Whistling  
 Singing

# WHAT'S YOUR BONGALOU?



## Bongalou Skit

A group of people walk around as though they are looking for something—looking high, low, and changing positions.

### Scene One

Girl #1: (Looking around everywhere...) I can't find my bongalou.  
Group: You can't find your bongalou? Everyone has at least one.

### Scene Two

Father: (Yelling out back door...) Anne, get in here right now and practice your bongalou.  
Daughter: (Sits down as if playing the piano, then later turns to the audience as if playing softball...) Now here's a bongalou I can live with.

### Scene Three

Girl #1: Do you sell bongalous?  
Man: They aren't for sale but I've got plenty you can try. What would you like?  
Girl #2: (Starts dancing...) Look! I have a bongalou.  
Girl #1: Do you have something for me? Something musical?  
Man: Try this guitar.  
Girl #1: (She tries but is having a very difficult time - she walks back to the man.) I don't think this is for me. (Returns the guitar.)  
Man: How about something athletic? (He hands her a tennis racquet.)  
Girl #1: (She holds the racquet by the wrong end and hits herself on the swing and sighs.)  
Man: How about art? Try this paint and brush. (Hands her paint and a brush.)  
Girl #1: (With a huge smile on her face as she is painting a picture.) I found my bongalou!

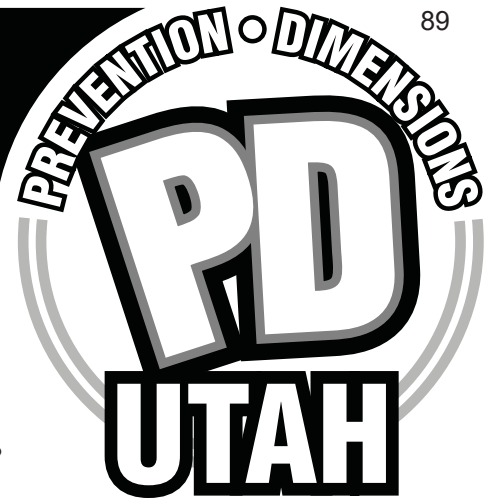
### Scene Four

Billy: (Comes out holding something in his hand.)  
Girl: Come on Billy, show us your bongalou. You are so good at it!  
Billy: (Acting very quiet and shy.) I don't like showing it to anyone. (Walks away so they can't see what is in his hand.)  
Group: But, Billy we really want to see it (friendly and concerned).  
Billy: Maybe just a peek (shyly). (He lets them look into his hands as he opens them just a little bit.)  
Group: Oh! Wow! Thanks for sharing your bongalou, Billy.

Grades 7–8 Lesson 6



# WHAT'S YOUR BONGALOU?



Grades 7–8 Lesson 6

## Scene Five

- Carol #1: (Exercising)  
 Jill #2: Carol, you have so many bongalous, more than anyone else I know. Can I have one of your bongalous?  
 Carol #1: Jill, I'm sorry. You can't use someone else's bongalou. You have to find your own. But, I'll help you find yours. (Walk off together, talking.)

## Scene Six

- Mark: (Holds a folded paper dinosaur in one hand.)  
 Girl #1: Mark, what do you have? (Walks up to him pointing to the object in his hand.)  
 Mark: It's my bongalou.  
 Girl #1: What is it?  
 Mark: Ever heard of origami? It's a pterodactyl.  
 Girl #1: Wow! Did you do that? (Looks with admiration.) Gosh, you have such a neat bongalou. I wish I could do that.  
 Mark: (Excitedly begins showing her how to make another one.)

## Scene Seven

- Girl: (Runs up to the group looking at everyone else.) Looks like everyone has a bongalou except me. What's wrong with me?  
 Group: Everyone has a bongalou.  
 Girl: But all of yours are so good.  
 Boy: Maybe your bongalou is being kind and giving compliments. Your compliments sure make others feel so good.  
 Girl: Wow! What a nice thing to say.  
 Group: (Gives a "thumbs up.")

Special thanks to Anna Mohlman and Tooele High Improvisational Troupe for the Bongalou skit.



# WHAT'S YOUR BONGALOU?

## Bongalou Worksheet

1. What is a bongalou?
2. List some different bongalous.
3. What can you do to find your bongalous?
4. What are some benefits of sharing our bongalous?
5. What can you do to help others find and feel good about their bongalous?
6. Everyone has a bongalou. What is yours?



WHAT'S YOUR BONGALOU?

# What's a BONGALOU?

A TALENT

A HOBBY

A SKILL

Something you like to do

Something you are good at

Special feelings

Abilities

Interests

PREVENTION DIMENSIONS



WHAT'S YOUR BONGALOU?

**Find what it is  
that interests you  
and that you do  
well. When you  
find it, put your  
whole soul into it.**

**John D. Rockefeller III**



WHAT'S YOUR BONGALOU?



**No one  
can do  
everything  
but**

**everyone**

**can do**



**something.**

**PD**

PREVENTION DIMENSIONS

WHAT'S YOUR BONGALOU?



What's



Your



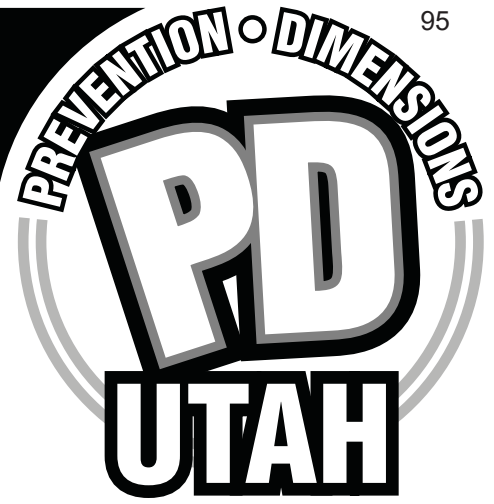
Bongalou?



PREVENTION DIMENSIONS

PD

# DON'T LET STRESS GET YOU ALL WET



Grades 7–8 Lesson 7


## PROGRAM GOAL(S)

Healthy Self  
Character Education: Responsibility and Respect

## PERFORMANCE OBJECTIVE(S)

Identify situations that trigger stress.  
Distinguish between eustress and distress.  
Describe the stress response and how it influences performance.  
Develop strategies for managing or reducing stress.

## MATERIALS NEEDED

- Posters: “Distinguishing Between No Stress, Distress and Eustress,” “Positive Ways to Manage Stress,”
-  Worksheets: “Stressors, Yours, Mine, and Ours ,” “Don’t Let Stress Get You All Wet,” “Biodot Log Sheet”
- Biodot for each student (To order, call 1-800-272-2340)
- A glass and a pitcher of water

## NEW VOCABULARY

stress  
stressors

distress  
fight/flight

eustress  
stress response

## LESSON AT A GLANCE

1. Define “stress,” “stressors,” “eustress” and “distress.”
2. Complete water pitcher activity.
3. Discuss the fight/flight response.
4. Discuss positive stress management strategies.
5. Complete worksheet, “Don’t Let Stress Get You All Wet”

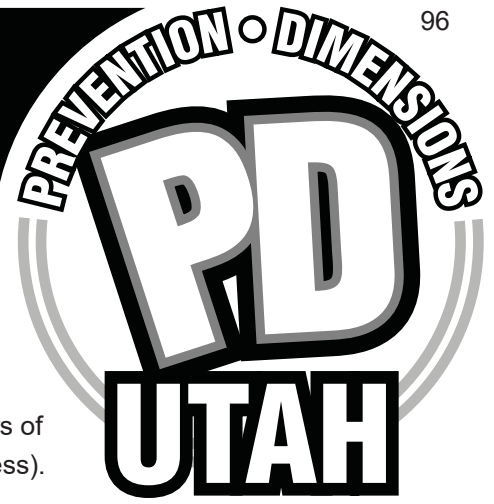
### Related Core Curriculum Objective

7100-0101 Use strategies for managing stressful situations.

### Risk/Protective Factors

Social skills

# DON'T LET STRESS GET YOU ALL WET



Grades 7–8 Lesson 7

## INTRODUCTION (Setting Focus)

1. Define and discuss “stress” (a normal part of living; the body’s response to change, demand and pressure); “stressors” (triggers of stress); “eustress” (positive stress); and “distress” (negative stress). Show poster “Distinguishing Between ‘Eustress’ and ‘Distress’”
2. Discuss the following:
  - a. People react differently to the same situation.
  - b. Stressors or triggers to stress are individual to each person.
  - c. The body reacts differently to different situations and not all people respond the same way.
  - d. Every event in life is a potential stressor.
  - e. Eustress and distress create various bodily reactions and feelings.
3. List possible stressors or triggers that affect students and the reactions and feelings that result.

## BODY (Strategies/Activities)

1. Students complete one of the following activities to help them become more aware of their stressors.
  - a. In groups of four students complete the “Yours, Mine, and Ours” worksheet. Students take turns telling their group something that is stressful for them and then discuss who else in the group is also affected by that specific stressor. The student write his/her stressor under the heading “One person,” “Two people,” “Three people,” or “All of us” depending on the response of the group. Each group shares some of their stressors with the class.
  - b. Explain how biodots work (use the information guide that comes with the biodots). Provide a biodot for each student. Have students determine their stress level. Encourage the students to wear their biodots for the next 24 hours and to monitor any changes that take place. Keep a log of changes and the situations surrounding the changes. Discuss what they learned from the experience.
  - c. Divide students into groups and complete the “Youth Stressor” worksheet. Each group shares their ideas with the class. Discuss which stressors are most common among all or most of the groups.
2. Discuss the fight/ flight response.
  - The alarm goes off in your mind.
  - The alarm triggers the release of hormones.
  - The hormones cause changes.
  - Changes prepare the individual for fight or flight.
  - The body tries to adapt.
  - The threat is resolved.
  - Fatigue or exhaustion results.
  - A recovery period follows.

Grades 7–8



# DON'T LET STRESS GET YOU ALL WET



- The body returns to normal.
2. Discuss the following:
    - a. When is the stress response harmful?  
(When caused by inaccurate perception, continued or unresolved stressor)
    - b. What are the effects of extreme unresolved stressors?  
(Weakening body, decreased immune system, slower thinking, death)
    - b. When is the stress response helpful?  
(When there is a need for changes, to better perform, to protect)
  3. Using an empty glass (person) and a pitcher of water (stress), demonstrate the following:
    - a. Hold the empty glass upside down and ask the class what happens when someone has too little stress (little or no growth, boredom, lowered performance).
    - b. Fill the glass half full and review “eustress” (alert, healthy, better performance, excited, challenged by an event, desire to work towards and accomplish goals).
    - c. Review distress and various associated stressors and add a bit more water each time an example is mentioned. Continue until the glass is full and overflowing.

Grades 7–8 Lesson 7

Discuss the glass and water demonstration using the following prompts:

- a. Have you ever “had it right up to here” or known of someone else who has? (Refer to the full glass.)
- b. What did they do? How do we “lose it” or “dump on” others?
- c. What problems are associated with distress stress? Discuss problems associated with “losing it” and “dumping on” others: headaches, ulcers, increased illness, problems getting along, lowered school and athletic performance, physical outbursts, fatigue, depression, feelings of hopelessness and despair, fighting, arguing, sleep disorders, and/or withdrawal.
- d. How does it feel to be “stressed out”?
- e. How is it to be around someone who is negatively stressed? (Walk around spilling a little bit of the water here and there.)
- f. If you realize someone’s glass is full (a teacher, parent, or a classmate), what could you do to help avoid getting dumped on?
- g. What are some of the things or situations that cause your glass to overflow?
- h. What are some of the choices people make, especially while under stress, that actually create more stress and make the problem bigger? (Truancy, eating too much, use of alcohol, tobacco or other harmful chemicals, fighting, running away from home, violence. (Add more water to the glass for each negative solution that is mentioned.)
- i. What are some positive things we can do to keep from “overflowing,” dumping on others, and to keep us from losing it? (Pour a little water into the pitcher with each positive suggestion.) Some suggestions might include: Talk it out, exercise, problem solve, take a break, utilize a positive physical outlet, plan better, get things done, go for a walk, listen to music, read a book, use deep breathing, take a hot

# DON'T LET STRESS GET YOU ALL WET

bath, keep a journal, spend some time in a peaceful place, exercise, eat right, drink plenty of water, laugh, smile, get enough sleep, and relax daily.



## CLOSURE (Wrap-Up and Extension)

1. Discuss how regular practice of positive stress management strategies **Grades 7–8 Lesson 7** keeps students healthy and productive level and reduce the risk of potential problems.
2. Review the “Positive Ways to Manage Stress” poster and complete the “Don’t Let Stress Get You All Wet” worksheet. Check back with students throughout the week to see how they are doing and then discuss what they learn or experience after completion of the assignment.

Note: This activity could also be completed at the conclusion of the “Don’t Worry” lesson, which focuses on additional stress management strategies.

DON'T LET STRESS  
GET YOU ALL WET

## Distinguishing Between

### No Stress, Eustress and Distress



**Too little stress causes these symptoms:**

Bored and low motivation

No growth

Lower performance level



**Distress (negative) causes these symptoms:**

Feeling worried and uptight

Discomfort and illness

Lower performance level

Tired feelings



**Eustress (positive) causes these symptoms:**

Good feelings

Feelings of excitement, challenge and motivation

Peak performance

Nudges people to higher achievement

**PD**

DON'T LET STRESS GET YOU ALL WET

PREVENTION DIMENSIONS

# Stressors Yours, Mine, and Ours

One Person

---

---

---

---

Two People

---

---

---

---

Names of our group

---

---

---

---

All of Us

---

---

---

---

Three People

---

---

---

---

Take turns describing stressors in your life. After each stressor is mentioned, poll the group and determine how many other people in the group share that stressor. Write the stressor under the appropriate label.



# DON'T LET STRESS GET YOU ALL WET

## Don't Let Stress Get You All Wet

Everyone experiences stress; it's a part of daily living. The secret is to participate in daily stress reducers to better prepare yourself for the stress you face daily. We can't get rid of all our stress, but we can find ways to relieve stress on a daily basis. Don't let stress get you all wet.

Some of my stressors are:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

List five things you could do to relieve stress during the next week and check off which ones you do each day.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<i>Example: ride a bike</i>							
1.							
2.							
3.							
4.							
5.							

What I learned and what I can do in the future to manage and reduce stress in a positive way.

PREVENTION DIMENSIONS





# When Stress Helps or Hinders

Write two examples of an event that relates to each boxed comment.

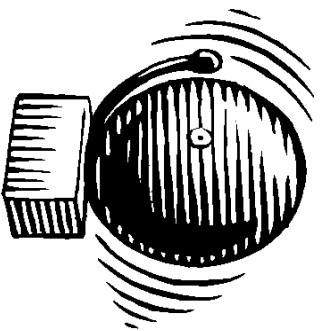
WHEN STRESS

HELPS PERFORMANCE

There is a need for the changes to quickly resolve an actual danger, emergency or crisis.

There is a need for the changes to get "geared up" for a physical activity.

The changes help the individual stay sharp, motivated, and focused on a task or goal.



STRESS RESPONSE  
(FIGHT/FLIGHT)

WHEN STRESS

HINDERS PERFORMANCE

The stressor is imagined or there is an overactive stress response.

The situation doesn't require the physical changes associated with the stress response.

A continued, long term or unresolved stress response that builds up and results in the inability to relax and recharge.

**Extreme Stress**





# DON'T LET STRESS GET YOU ALL WET

## Positive Ways to Manage Stress

### Look for the Causes

When you feel stressed, try to identify what is causing the stress and then do something about it.

### Plan Ahead and Get Organized

Plan ahead of time so you have time to get things done. Put things where they go so you don't spend time looking for them. Don't let things pile up and put off until the last minute. Do your homework the night before so you're not rushed the next morning.

### Talk It Out

Talking it out with someone can relieve your stress and give you a different outlook. People not directly involved can often see solutions you might miss and offer support and encouragement.

### Accept What You Cannot Change

Don't worry about things all the time, it doesn't help. If you can't do anything to change the stressor you are experiencing, try to make the best of it. If you are having a hard time, get help.

### Avoid Stress

Avoid unnecessary stress by pacing yourself, making positive choices, and avoiding alcohol, tobacco and other drugs.

### Relax

Take time to relax. Learn some effective relaxation techniques (lesson #9).

### Be Accepting and Forgiving

Change your thinking about someone or something that bothers you. Try to see things in a different light or from another point of view. Forgive someone that may have wronged you and don't be afraid to apologize.

### Get Plenty of Rest

Avoid staying up late and get at least eight hours of sleep each night.

### Get Regular Exercise

Physical activity provides an excellent outlet for stress. Aerobic exercise like walking, bicycling or swimming are especially helpful in relieving stress.

### Eat a Balanced Diet

Eat regular balanced meals and drink plenty of water. Limit consumption of caffeine, sugar and fat.

### Maintain a Positive Outlook

Your thinking effects your stress. Make sure you have an accurate perception of the problem. Don't make mountains out of molehills. Use positive self-talk and when you have a stressor thought, change it to something more helpful. Look for the good and don't be too hard on yourself or others.

### Laugh and Have Fun

Do something you really like and enjoy life. Watching a funny movie, reading a joke or sharing a humorous story with a friend can change your mood.





# DON'T WORRY, DO SOMETHING, THEN BE HAPPY



Grades 7–8 Lesson 8

## PROGRAM GOAL(S)

Healthy Self  
Character Education: Responsibility

## PERFORMANCE OBJECTIVE(S)

Develop strategies for managing or reducing stress.

## MATERIALS NEEDED

Poster: "I don't think I can handle this"



"Don't Worry, Be Happy" (Bobby McFerrin, *Best of Bobby McFerrin*, Blue Note, 1996)

Marble (or similar) for each student



Worksheet: "Don't Worry, Do Something, Then Be Happy"

## NEW VOCABULARY

stressors

## LESSON AT A GLANCE

1. Sing or play the song "Don't Worry, Be Happy" and discuss ideas of effective stress management.
2. Complete marble in shoe activity.
3. Discuss techniques for reducing and managing stress.
4. Complete the "Don't Worry, Do Something" worksheet.

### Related Core Curriculum Objective

7100-0101 Use strategies for managing stressful situations.

### Risk/Protective Factors

Social skills

# DON'T WORRY, DO SOMETHING, THEN BE HAPPY



Grades 7–8 Lesson 8

## INTRODUCTION (Setting Focus)

Do the following:

- a. Display the poster “I Can’t Handle This” and discuss what could happen to cause someone to feel this way.
- b. Play or speak the chorus of the song “Don’t Worry, Be Happy.” While the song is playing, give examples of stressful situations (a report that’s due, not getting along with friends, not having enough money).
- c. Discuss whether it works to just “don’t worry, be happy” when you’re stressed.

## BODY (Strategies/Activities)

Marble Activity

1. Give each student a marble and instruct students to put the marbles in their shoes right under the foot.
2. Take the class for a short walk. Walk flat-footed, faster, harder or skip.
3. Return to the classroom and discuss these ideas:
  - a. How did you enjoy the walk?
  - b. What part of the walk was most uncomfortable?
  - c. What could the marble represent?
  - d. What are some symptoms of stress?
  - e. How could a person fix the discomfort with the marble?
  - f. What kinds of behaviors and thoughts could a person do to reduce the stress in life?
  - g. What is the difference between “Don’t Worry, Be Happy” and “Don’t Worry, Do Something, Then Be Happy?”

4. Discuss the following ideas of stress management:

\_\_\_ Step 1: Identify the stressor.

Students name symptoms of stress experienced (i.e., walking with a marble in your shoe).

\_\_\_ Step 2: Brainstorm possible solutions.

During brainstorming all solutions are accepted without judgment. Discuss a wide variety of solutions to the marble problem and write the ideas on the board.

*Possible answers:*

Hop, crush it, move it to the arch, numb the foot, take shoe off, cut a hole in the shoe, just don’t think about it, take it out, get used to it, break your arm, use crutches, cut foot off, or walk on tiptoes.

# DON'T WORRY, DO SOMETHING, THEN BE HAPPY



Grades 7–8 Lesson 8

## BODY (Strategies/Activities) Continued

\_\_\_ Step 3: Select the best positive solution or solutions.

From the list of solutions, find best and most positive solutions that help reduce the stress without creating additional stress. Encourage students to select a positive solution for the marble problem. Discuss how positive solutions actually help reduce stress by reducing the problem, not adding to it.

\_\_\_ Step 4: Do it!

Discuss the importance of taking action and doing something about the stress in our lives. Wouldn't it be foolish to walk with a marble in your shoe and not do anything about it? Remember, don't worry, do something, and then you can be happy.

\_\_\_ Step 5: Evaluate (repeat the steps if necessary).

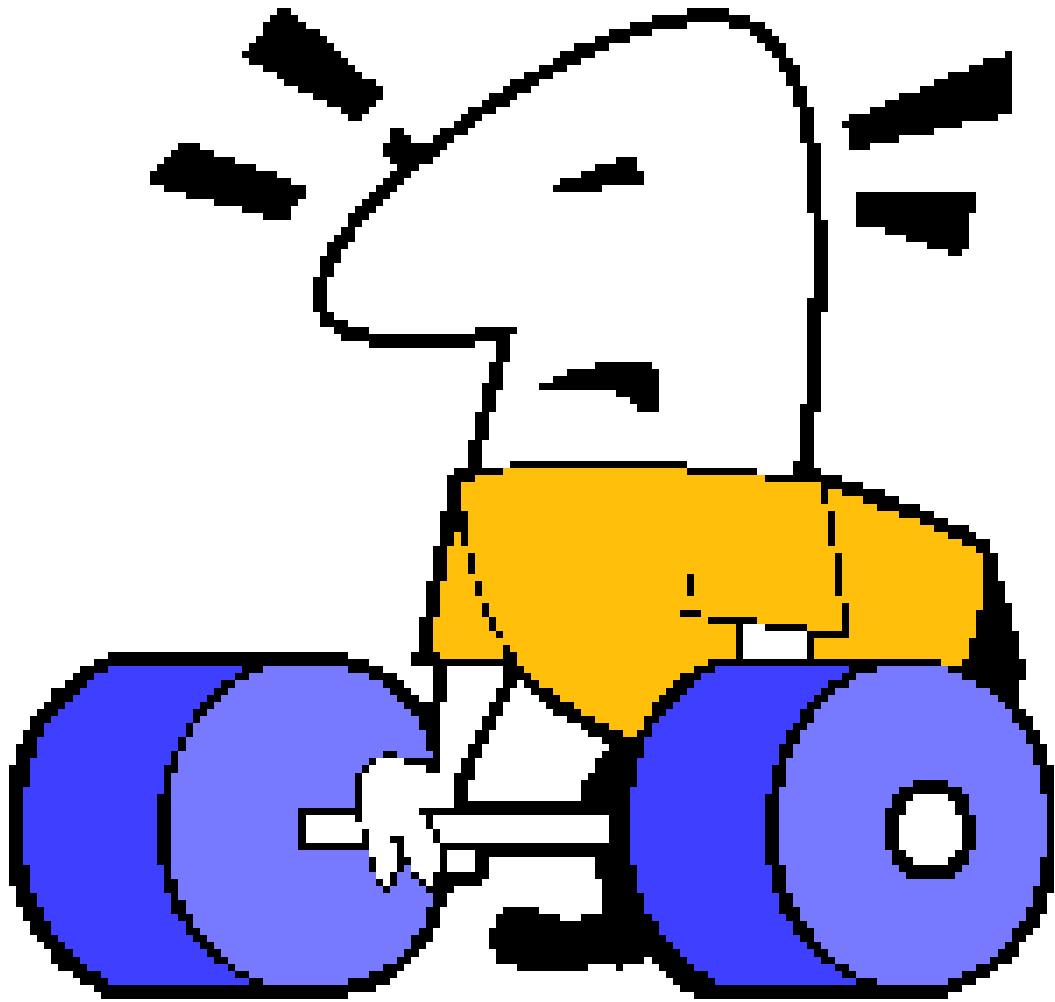
Discuss the various solutions to the marble problem. Evaluate whether some solutions are more beneficial than others. Note: some students may choose a solution other than taking the marble out. Nevertheless, collect all the marbles before students leave class.

## CLOSURE (Wrap-Up and Extension)

1. Students complete the "Don't Worry, Do Something, Then Be Happy" worksheet.
2. Share various strategies for managing stress.

DON'T WORRY, DO SOMETHING,  
THEN BE HAPPY

I DON'T THINK I CAN  
HANDLE THIS!



PREVENTION DIMENSIONS

PD

# DON'T WORRY, DO SOMETHING, THEN BE HAPPY

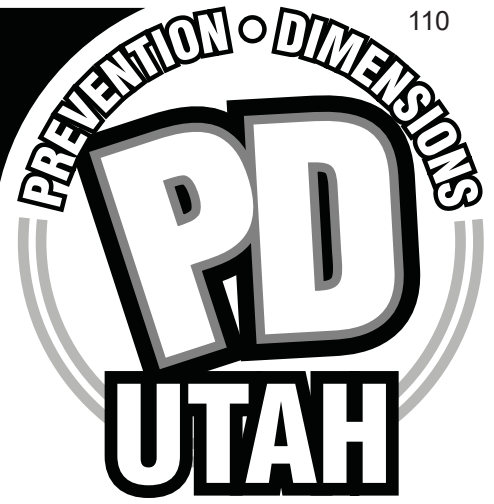
## Don't Worry, Do Something, Then Be Happy

1. List one of your stressors:
2. Brainstorm possible solutions:
3. Select the best positive solution or solutions:
4. On the other side of this paper, write down your stressor and your positive solution. Draw or paste a picture representing both the stressor and the solution.
5. Write down your best positive solution(s). You may include pictures or drawings.
6. On your own, test your solution(s) and then evaluate the results.

PREVENTION DIMENSIONS



# JUST RELAX



## PROGRAM GOAL(S)

Healthy Self  
Character Education: Responsibility

## PERFORMANCE OBJECTIVE(S)

Grades 7–8 Lesson 9

Identify the benefits of relaxation and recognize ways to relax the body and mind.

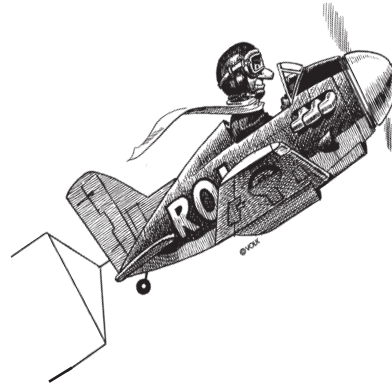
## MATERIALS NEEDED

Finger trap toys (optional)  
Handout : “Just Relax”  
Worksheet: “My Top Ten Ways to Relax”



## NEW VOCABULARY

progressive muscle relaxation  
autogenic  
imagery  
meditation



## LESSON AT A GLANCE

1. Discuss the benefits of relaxation and ways to relax the mind and the body.
2. Have students participate in different relaxation activities.
3. Discuss other ways to relax using the “Just Relax” handout or overhead.
4. Have students complete the “My Top Ten Ways to Relax” worksheet.

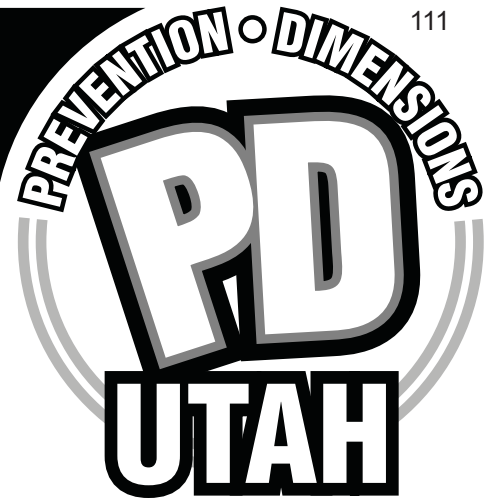
### Related Core Curriculum Objective

7100-0101 Use strategies for managing stressful situations.

### Risk/Protective Factors

Social skills

# JUST RELAX



Grades 7–8 Lesson 9

## INTRODUCTION (Setting Focus)

1. Discuss the following:
  - a. Relaxation won't solve problems, but it can relax the mind and body and provide an opportunity to build reserves and coping power.
  - b. Some studies show that people who practice daily relaxation actually recover from stress more quickly and don't get as stressed while under pressure. Relaxation also helps relieve the symptoms of stress, relieves stress related illnesses, reduces likelihood of contracting stress related diseases, lowers blood pressure, lowers pulse rate, reduces muscle tension and improves immune system functions.
  - c. Relaxation allows the body and mind to become rested, refreshed, and restored.
  - d. Relaxation can be achieved by relaxing the mind or relaxing the body.
  - e. Relaxation helps people feel better and reduces stress-related disease symptoms.

### Optional Demonstrations:

1. Use a finger trap toy to help students understand the concept of relaxation. Pushing in on either end of the finger trap will loosen the other end and allowing the person to escape the trap. If the body becomes relaxed, the mind will follow. If the mind relaxes, the body will follow.
2. The teacher stands rigid, feet shoulder-width apart and flat-footed. A student uses the index finger and pushes the teacher with a shoulder tap. If the teacher resists the push, the teacher will lose balance and fall.

Do the demonstration a second time with the teacher in a relaxed stance. Place the feet shoulder width apart but one foot is slightly behind the plain of the shoulder. The teacher's body moves with the push instead of tightening against it. This time, the teacher will maintain balance with no apparent off-balance effect from the push.

2. If stress registers mainly in the body, activities that break up physical tension may be most beneficial. Some ways to relax the body are:
  - deep breathing exercises
  - progressive muscle relaxation
  - swimming, biking and other physical activities
  - soaking in a hot tub
  - massage
  - yoga
  - stretching
3. If stress is experienced mainly in the mind, effective methods engage the mind completely and redirect it. Some ways to relax the mind are:
  - meditation
  - reading

Grades 7–8

# JUST RELAX



Grades 7–8 Lesson 9

## BODY (Strategies/Activities)

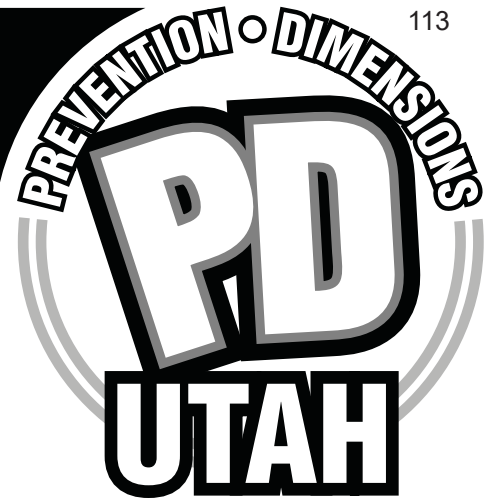
imagery/visualization  
 games  
 vigorous exercise  
 hobbies and crafts  
 listening to calming music  
 mindfulness  
 autogenic  
 talking to friends

1. Explore, demonstrate and experience various ways to relax.
  - a. **DEEP BREATHING:** Deep breathing is a basic relaxation technique. It can be done anywhere and at any time. During deep breathing, the individual inhales through the nose with the stomach expanding. Exhale through the mouth with the stomach deflating. Hold breath for two seconds. Repeat three to five times.
  - b. **PROGRESSIVE MUSCLE RELAXATION:** Lay down or sit in a comfortable position, with the feet flat on the floor and slightly apart and eyes closed, deep breathing. Tighten each muscle group (feet, legs, stomach, buttocks, hands, shoulder, and face) for a few seconds and release. Continue until the entire body is relaxed. Sit quietly and enjoy the feeling for a few minutes.
 

Specific progressive muscle tension and relaxation: Tighten each muscle, then relax slowly. Example: Make a fist with your right hand. Squeeze, squeeze, squeeze...now relax slowly. Now make a fist with your left hand. Squeeze, squeeze, squeeze, now relax slowly. Notice how good your relaxed muscles feel.
  - c. **IMAGERY AND VISUALIZATION:** Take a mini vacation in the mind. Get in a comfortable position, with the eyes closed, and start with some deep breathing. Have someone describe or imagine a relaxing scene. Focus on the details of images, e.g., lying on a warm beach listening to the waves, walking through the woods, being in a green field on a warm spring day, sitting next to a waterfall and feeling the crisp, cool, air of the mountains. Enjoy these good feelings for a few minutes.
  - d. **AUTOGENIC:** Lay down or sit in a comfortable position, feet flat on the floor and slightly apart. With eyes closed, begin with some deep breathing. Concentrate on a phrase such as, “My hands are feeling heavy and warm. I am feeling relaxed.” Repeat the phrase in your mind for several minutes. Practice for 5–10 minutes.
  - e. **MINDFULNESS:** Keep your mind in the moment—only the moment. Do not let your mind wander. Keep your mind less cluttered. Take a 10-inch piece of sewing thread, tie in a



# JUST RELAX



Grades 7–8 Lesson 9

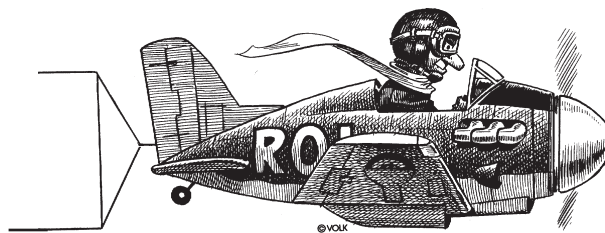
## BODY (Strategies/Activities) Continued

knot, place a small paper clip on the thread. Hold the thread by the right hand, steady your arm with your elbow on the table. Say in your mind: “Swing,” or “Swing in a circle,” or “Swing right, swing left.” Continue until the thread begins to move.

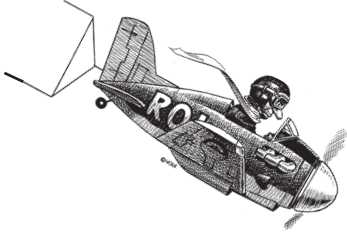
- f. YES SET: Students draw or visualize a triangle. As students inhale, visualize climbing to the top of the triangle, then, exhale and visualize sliding down the triangle. In their mind have them say, “Relax,” over and over, as they visualize crossing the bottom of the triangle. Repeat this process three to four times.
- g. PUSH-PULL: Students to grasp the seat of their chair and push down on the seat with their weight as they pull up with their arms. Hold this position for 10 to 15 seconds. Repeat three times.
- h. MEDITATION: Students lie down or sit in a comfortable position, feet flat on the floor and slightly apart. Close the eyes and begin deep breathing. Continue the relaxed breathing and say the word “one” silently. Say the word “one” over and over in the mind. As distracting or stressful thoughts enter the mind, return to the word “one.” Continue for 10 to 20 minutes.

## CLOSURE (Wrap-Up and Extensions)

1. Study and discuss the “Just Relax” handout. Brainstorm other positive ways to relax. Explain that there are lots of ways to relax—no one technique is better than another. The key is to find what works and then do it on a regular basis.
2. Have the students complete the “My Top Ten Ways to Relax” worksheet and share their ideas with the class.



# JUST RELAX



## JUST RELAX

The following activities will not take away your problems, but they can relax your mind and body and provide you with an opportunity to do some rational thinking and to better utilize your creative resources. They provide you with a little mental and physical space and allow you to build up your reserves and coping power. By regularly planning and scheduling some stress reducers into your routine, a great deal of frustration, anxiety, and plain old stress can be avoided or even eliminated.

If stress registers mainly in the body, activities that break up physical tension may be most beneficial.

Some ways to relax the body are:

deep breathing exercises	progressive muscle relaxation	physical activities
a vigorous body workout	biofeedback	yoga
stretching	a massage	taking a nap

If stress is experienced mainly in the mind, effective methods include those that engage the mind completely and redirect it. Some ways to relax the mind are:

meditating	using imagery/visualization	reading
exercising vigorously	listening to calming music	talking to a friend
pursuing hobbies/crafts	working crossword puzzles	playing games

Other ways to relax include:

taking a walk	soaking in a hot tub	laughing
having a good cry	writing it down	daydreaming
counting to ten	creating something	singing
talking it out	taking a break	playing for fun
yelling in a pillow	looking at photos	helping others
watching a good movie	thinking positive thoughts	biking
swimming	running	

**Others:**

---

***Find out what works best for you and then do it !***

# JUST RELAX

## My Top Ten Ways to Relax

1	2	3
4	5	6
7	8	9

10

PREVENTION DIMENSIONS



# FRIENDS



## PROGRAM GOAL(S)

Human Development and Relationships  
 Substance Abuse Prevention  
 Character Education: Trust, Caring, Responsibility, Respect and Friendship

## PERFORMANCE OBJECTIVE(S)

Grades 7–8 Lesson 10

Identify the people comprising a positive support system.  
 Give examples of how friends influence us.  
 List characteristics of friends who care, and friends who don't, and how to tell the difference.  
 Identify the benefits of having good friends.  
 Assess the importance of positive involvement with others in making healthy choices.  
 Describe how peers and peer group norms can help support abstinence from substance abuse.

## MATERIALS NEEDED



Materials: 30 to 60 mouse traps, masking tape, 6 toy mice (or drawings of mice)  
 Worksheet: "My Circle of Friends," "Instructions for making a Circle of Friends"  
 Music: "Lean On Me" (Bill Withers, *Best of Bill Withers*, Sony Music Entertainment, 1994)

## NEW VOCABULARY

positive peer support  
 support model

## LESSON AT A GLANCE

1. Play the mouse trap game.
2. Complete the Venn diagram, "Friends Who Care, Friends Who Don't Care."
3. Discuss ideas of keeping friends, being a friend, and ending friendships.
4. Complete "My Circle of Friends" worksheet.
5. Form a yurt circle.

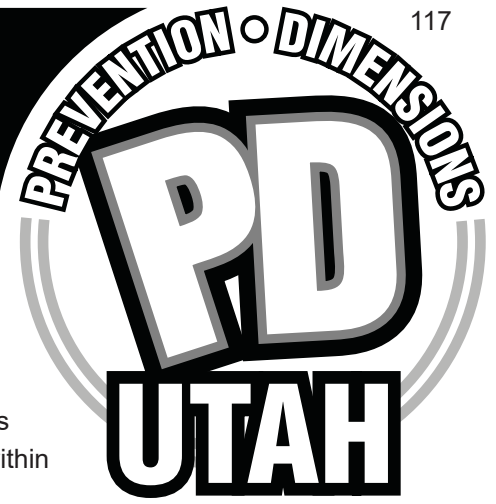
### Related Core Curriculum Objective

7100-0301 Demonstrate healthy expressions regarding interpersonal relationships.  
 7100-0302 Develop ways to manage and/or adapt to changes in relationships.  
 7100-0502 Practice assertive communication, problem-solving, and conflict-management skills.

### Risk/Protective Factors

Social skills  
 Opportunities/rewards for positive involvement

# FRIENDS



## INTRODUCTION (Setting Focus)

1. Use masking tape to define the borders of one or two rectangles about 6x4 feet each. Scatter and set about thirty mouse traps within each taped area and place four or five toy mice (or papers with drawings of mice) in the rectangle.
2. Each student selects a partner to lead him or her safely into the traps to retrieve one or two mice. The mouse collector is blindfolded and must enter the masking tape area under the direction of the partner, who must remain outside the rectangle. The partners cannot make any kind of physical contact. After the first student has completed the task, the partners trade places and roles.
3. The goal of the activity is to retrieve the mice without springing any traps. During the activity, encourage students to think about how this experience relates to friends, life and obstacles.
4. Discuss the activity using the following prompts:
  - a. What was watching the traps activity like?
  - b. What was your experience as the mouse collector?
  - c. What kinds of thoughts and feelings did you have toward the guide?
  - d. Did you prefer leading or being lead?
  - e. What kinds of communication problems happened between collector and guide?
  - f. What helped or hindered the success of the collector?
  - g. How does the trap activity relate to other situations where we rely on friends to influence us?
  - h. What feelings and thoughts accompany the possibility of getting caught in a mouse trap?
  - i. What are some metaphors in life that relate to mouse traps?
  - j. What traps of life can be devastating?
  - k. How can friends lead us away from or towards life's traps?
  - l. Why did many spectators seem very concerned when someone was close to a mouse trap, and yet people sometimes seem disinterested when someone gets close to a trap of life?
  - m. What are the traits of friends who lead us away from traps rather than toward traps?
  - n. How can you change to become a friend who cares rather than a friend who doesn't care?

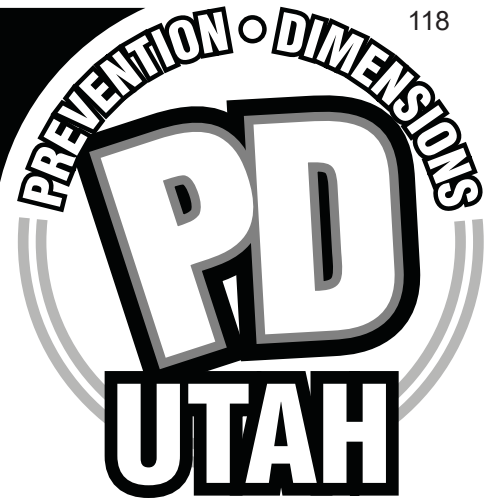
Grades 7–8 Lesson 10

## BODY (Strategies/Activities)

1. Divide the class into small groups.
2. Each group completes the Venn diagram worksheet, "Friends Who Care, Friends Who Don't Care" or, as an alternate activity, lists qualities of a good friend.
3. Each group shares the results of their Venn diagram.
4. Discuss how students can tell the difference between friends who care and friends who don't care. An illustration using the image of a crab pot may be useful. Crab pots are fairly shallow have no lids, but are very effective in keeping the crabs captive. When several crabs are placed in the pot and one seems almost poised to escape over the edge, the other crabs will grab hold of the escapee and drag it back into the pot.

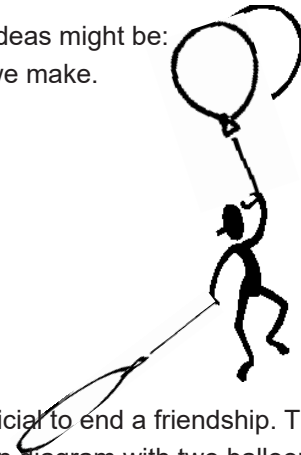
Grades 7–8

# FRIENDS



## BODY (Strategies/Activities) Continued

5. Discuss ideas of parental concerns about friends and why parents might be concerned about the friends of children. An illustration using a game of “spring back” may be useful. Pairs of students stand about three feet apart facing each other and touch palm to palm. Using each other for support, move away from each other, forming a pyramid between the partners. Students see how far they can separate while still being able to spring back to an independent standing position. Friends who care allow us to use them for support and also help us spring back to a solid, independent position when we need to do so.
6. Discuss and list the benefits of having friends who care. Some ideas might be:
  - a. They have a positive influence on the choices we make.
  - b. Our parents trust them more.
  - c. We can do more things with them.
  - d. They are there when we need them.
  - e. They help us feel good about who we are.
  - f. They help us avoid problems.
  - g. They help us out of bad situations.
  - h. They help us reach our goals.
7. Discuss and list examples of situations in which it may be beneficial to end a friendship. The illustration of the dragging balloon may be useful. Draw a balloon diagram with two balloons soaring on strings and a third balloon, only minimally inflated, dragging along on a string. List thoughts and ideas about the behaviors of friends who help us soar and the behaviors of friends who drag us down. Suggest that sometimes people just need to “cut the string” and move on rather than be continually dragged down.



## CLOSURE (Wrap-Up and Extension)

1. Discuss the saying, “To have a good friend, you need to be a good friend.”
2. List ideas of how students can be supportive friends who care. Use the teacher resource, “Ways to Help and Support Your Circle of Friends,” as a suggestion.
3. Students complete the “My Circle of Friends” worksheet and list five ways they can help, support, and strengthen their circle of friends. If students wish to make a paper cut-out of the Circle of Friends, relate how making the cut-out is like creating a real life circle of friends. It takes time, work and patience.
4. Form a yurt circle and, all together, say, “If we stand together we stand a chance.”

### Yurt Circle

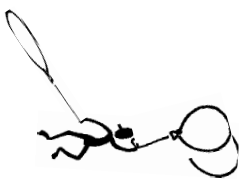
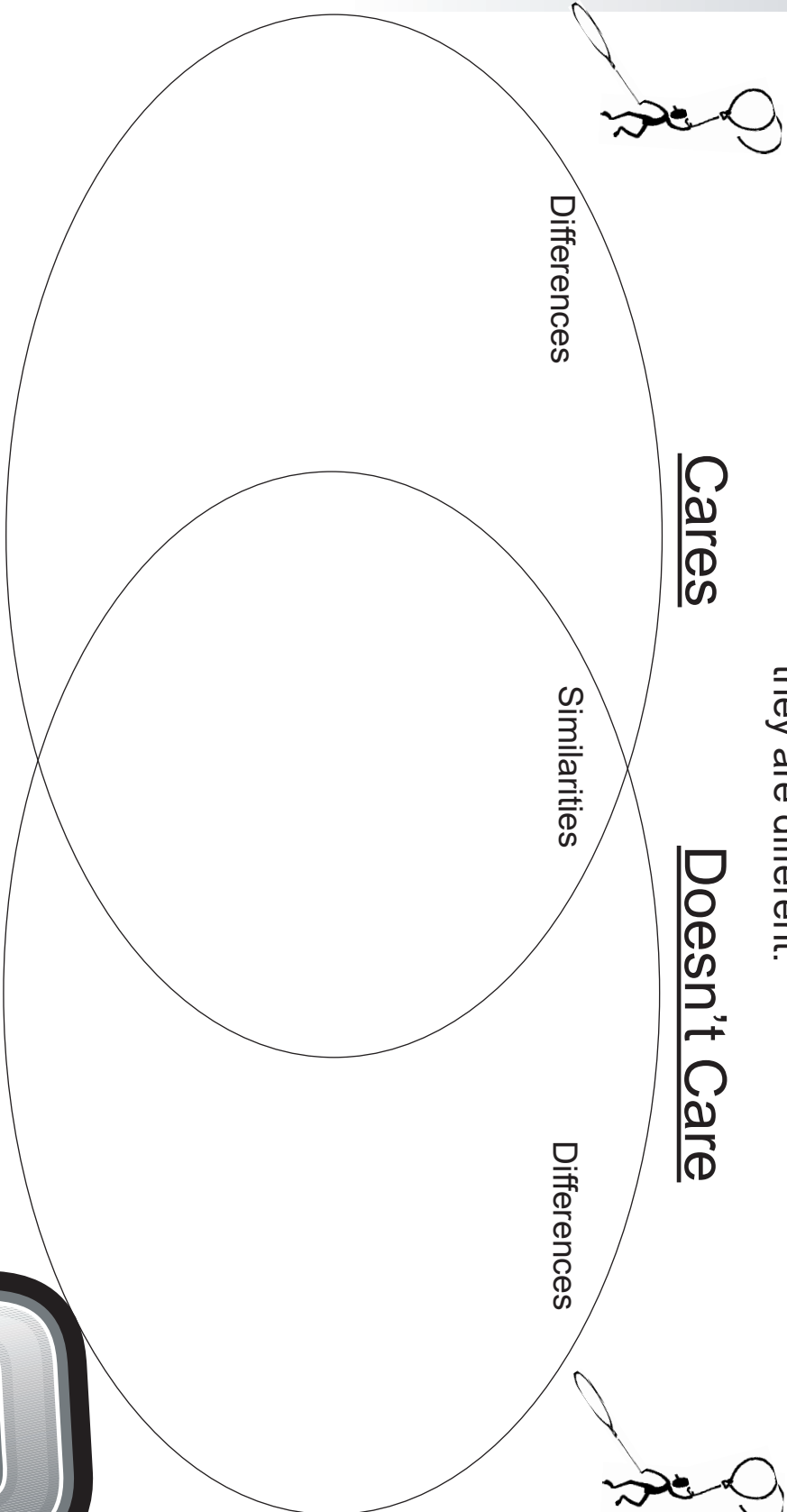
A yurt is a sturdy round house built on the plains of Mongolia by setting opposing stakes to form the walls. Students can form a yurt circle by standing in a circle and holding hands. Every other student leans toward the center of the circle, and the others lean toward the outside of the circle. If properly balanced, the students can lean at a sharp angle without falling. Each “stake” of the circle supports his or her neighbor.

Play the song, “Lean On Me,” while forming the yurt circle.

# FRIENDS

## Friends Who Care, Friends Who Don't Care

Think about the qualities and characteristics of friends who care and friends who don't really care. Complete the Venn diagram to show what they have in common and how they are different.



# PREVENTION DIMENSIONS



## Ways to Help and Support Your Circle of Friends



Lift  
Listen  
Accept  
Be there  
Encourage  
Compliment  
Understand  
Compromise

Be a positive influence  
Help out of bad situations  
Take time for others  
Stand up for others

Be dependable  
Be trustworthy

Sacrifice  
Be loyal  
Respect  
Forgive  
Protect



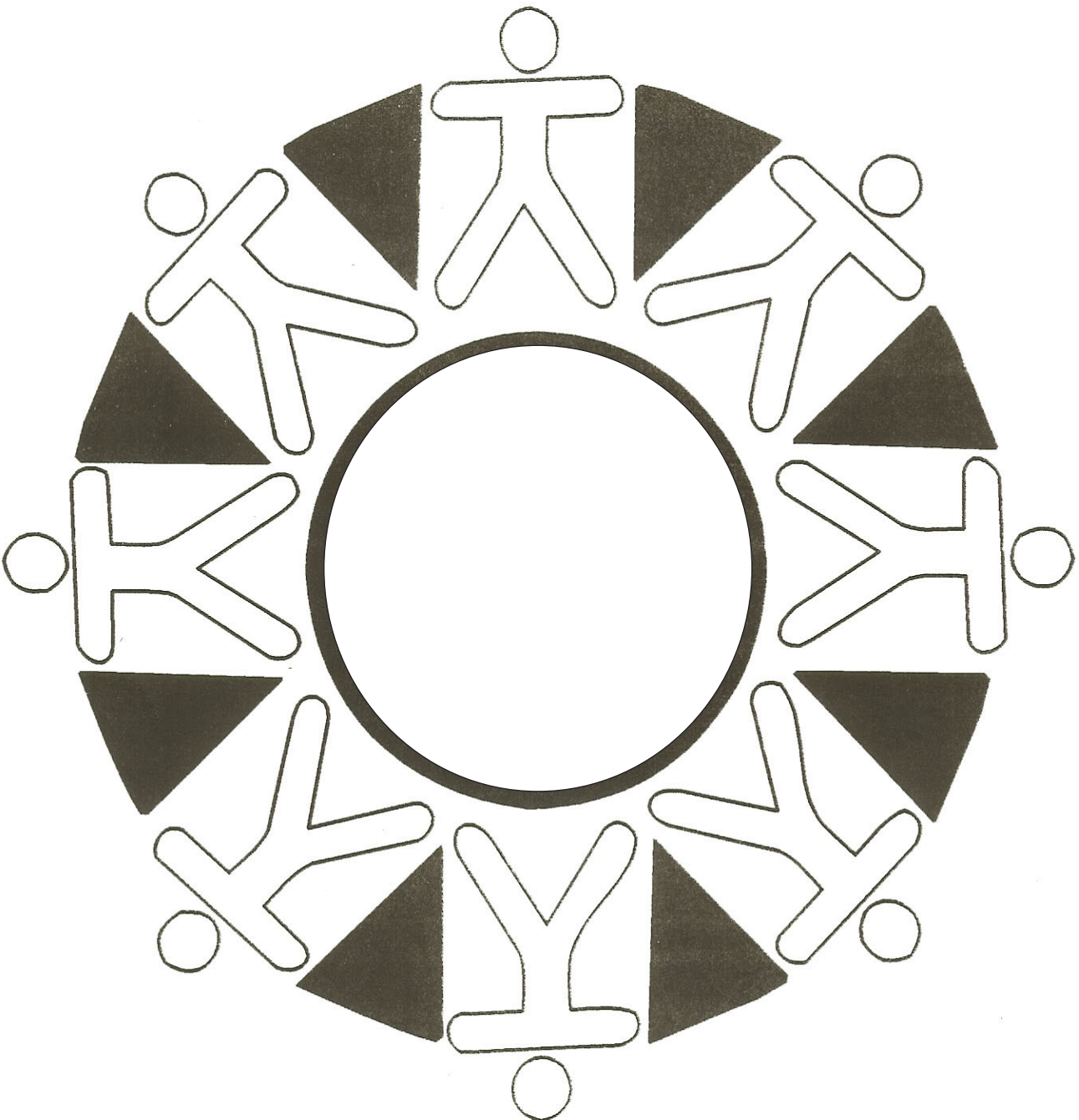


# FRIENDS

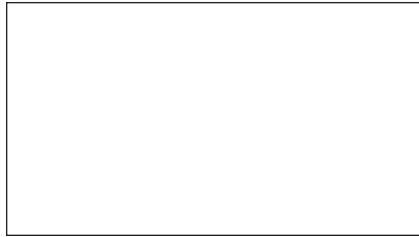
## My Circle of Friends (Positive Support System)



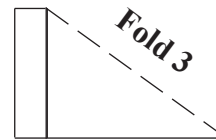
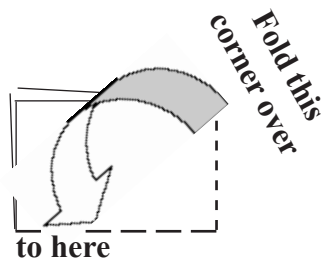
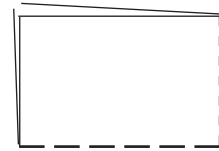
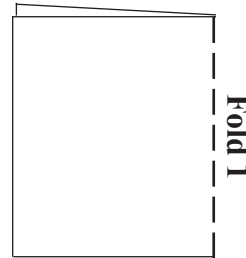
List five ways you can help, support, and strengthen your circle of friends.



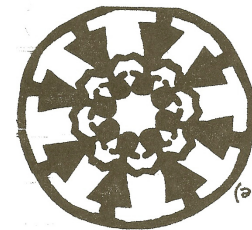
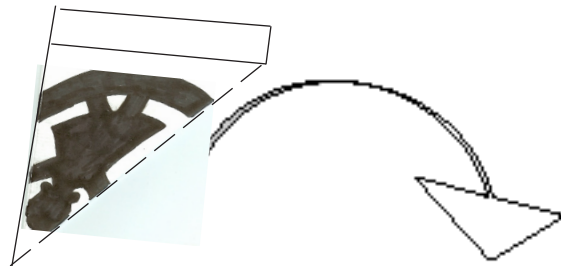
# Instructions for Making a Circle of Friends



8 1/2" x 11" sheet of type paper



Draw a pattern, cut and unfold.



PREVENTION DIMENSIONS



# YOU CAN GET THROUGH IT



## PROGRAM GOAL(S)



Healthy Self  
Character Education: Responsibility and Respect

## PERFORMANCE OBJECTIVE(S)

Grades 7–8 Lesson 11

- Determine the impact of suicide (finality, irreversibility and loss of opportunities).
- Identify factors contributing to suicide risk.
- Identify the people included in a personal support system.
- Identify the warning signs of suicide.

## MATERIALS NEEDED

- Poster: "Rock Bottom"
-  Worksheets: "Dealing With My Ups and Downs," "The Sun Will Come Out," "If We Stand Together,"
- Materials: 30-40 dowels or skewer sticks, glass, water, 3x5 cards, scissors
-  Music: "Tomorrow" (Annie, The Original Cast Recording, Martin Charnin, 1972)

## NEW VOCABULARY

suicide	ups and downs
risk factor	protective factor

## LESSON AT A GLANCE

1. Discuss concepts of "ups" and "downs."
2. Complete the "Dealing With My Ups and Downs" worksheet.
3. Complete the "people through paper" activity.
4. Complete the "water on back" activity.
5. Complete the "stick" activity.
6. Complete the "If We Stand Together" worksheet.
7. Complete the "The Sun Will Come Out" worksheet.

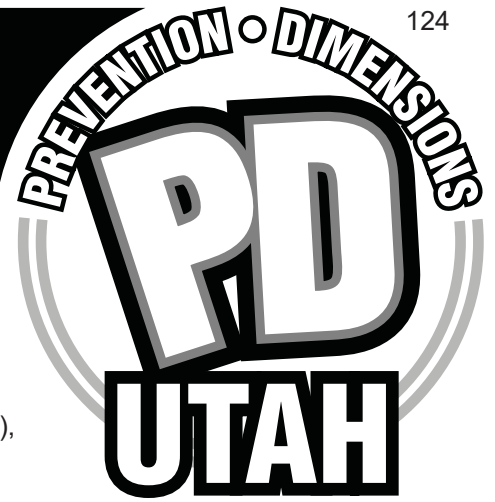
### Related Core Curriculum Objective

- 7100-0503 Determine the impact of suicide and the importance of prevention.
- 7100-0504 Create safety plans to mitigate a variety of risks.

### Risk/Protective Factors

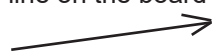

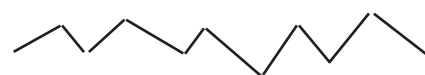
Social skills

# YOU CAN GET THROUGH IT



Grades 7–8 Lesson 11

## INTRODUCTION (Setting Focus)

1. Discuss the following:
  - a. According to the Centers for Disease Control ([www.cdc.gov](http://www.cdc.gov)), suicide is a leading cause of death among young people.
  - b. One suicide is too many.
  - c. Suicide is final and irreversible and results in lost opportunities.
  - d. Many people who attempt suicide do not want to die, but want their problems to go away and their pain to stop.
  - e. Many people who attempt suicide are pleading for help.
2. Draw a 45° upward sloping line on the board and ask students if this line represents actual life (always getting better). 
3. Draw a 45° downward sloping line and ask students if this line represents actual life (always getting worse). 
4. Use an up-and-down line similar to an EKG monitor, and discuss that life has ups and downs, just like an EKG. 
5. Discuss some of the protective factors or “ups” of life.
6. Discuss some of the risk factors or “downs” of life that might increase the risk of suicide.
7. Discuss that suicide is a permanent solution to a temporary problem. Use “arrow cards” and discuss the risk factors or “downs” of life, suggesting that downs are only temporary and there isn’t anything worth killing yourself over. During the discussion, turn the arrow cards to an up position as you explain that life’s downs are only temporary, and, with time and help from others, people can move past these problems.

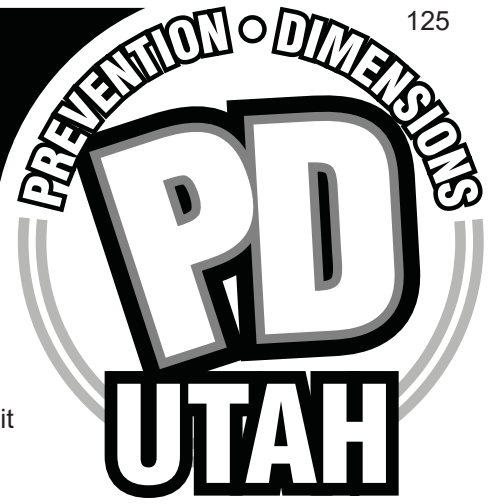
Make your own “arrow card” to look something like this.



## BODY (Strategies/Activities)

1. Show and briefly discuss the “rock bottom” poster.
2. Students complete the worksheet, “Dealing With My Ups and Downs.”
3. Complete the “people through paper” activity:
  - a. Each student receives a 3X5 card and a pair of scissors.
  - b. Students are to cut a hole in the card that is big enough for them to climb through.
  - c. Prepare the activity by asking the class for a vote of how many think this exercise is possible.
  - d. If a student asks for help, show him or her how it is done.
  - e. It is important for each member of the class to perform the activity.
  - f. Discuss the activity using the following prompts:
    - How did people accomplish the task even though at first it seemed impossible?
    - Did everything you tried work?
    - Is there more than one way to accomplish the task?
    - What previous knowledge or experience helped you with the problem?
    - How did watching others help?
    - How did people help each other?
    - When did people offer help?

# YOU CAN GET THROUGH IT



Did you offer help to others?

What can we learn from this activity about getting through problems?

What does the saying mean that says, “The impulse to end it all does not last forever”? (Feelings don’t last forever.)

4. Complete the “water on back” activity.
  - a. A volunteer kneels on both hands and knees in front of the class.
  - b. A glass of water is placed on the volunteer’s back between the shoulder blades.
  - c. The volunteer is to remove the glass and place it on the floor in front of him or her without spilling a single drop.
  - d. Some students may be able to accomplish this task by themselves, but most will require help.
  - e. Process the activity using the following prompts:
    - What happened to the people who tried to remove the water by themselves?
    - How did you feel when you asked for help?
    - What makes people afraid to ask for help?
    - If people would go to a doctor to treat a broken bone, why would they be afraid to ask for help with other problems?
5. Complete the stick activity.
  - a. A student volunteer is given a stick (dowel or skewer) which represents someone trying to deal alone with life’s challenges and disappointments.
  - b. The student is asked to break the stick and explain how easily it was accomplished.
  - c. The student is given another stick and asked to name examples of people and places he or she may go for support. Each time the student names a source of help, give him or her another stick. Continue until the student has 20-30 sticks. Encourage the student to attempt to break the new bundle.
  - d. Discuss the value of added strength in numbers.
6. Students complete the “If We Stand Together” worksheet.

Grades 7–8 Lesson 11

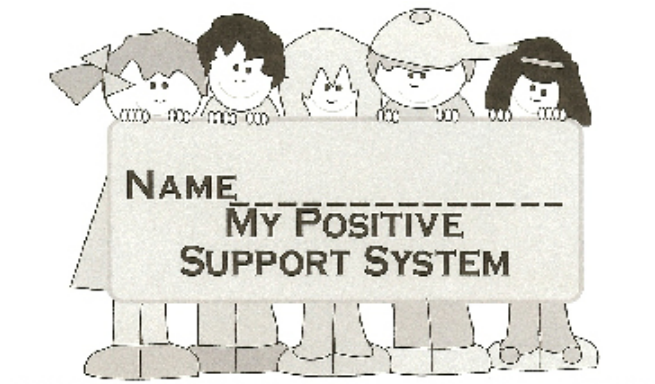
## CLOSURE (Wrap-Up and Extension)

1. While playing the song, “Tomorrow,” review that life is full of ups and downs but things will get better.
2. Students separate into small groups and complete the worksheet, “The Sun Will Come Out.”

# YOU CAN GET THROUGH IT

If We Stand Together,  
We Stand a Chance.

Draw and label a stick representing you. Draw and label 15 additional sticks representing different people and places you can go to for help and support.



PREVENTION DIMENSIONS

**PD**

# YOU CAN GET THROUGH IT

## Dealing With My Ups and Downs

Name \_\_\_\_\_ Hour \_\_\_\_\_

Describe ten of your "ups" and "downs" that have occurred in the last week, month or year. Complete the graph at the bottom of the page giving the ups positive points and the downs negative points.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Graph "Ups" or "Downs" as listed above.

	1	2	3	4	5	6	7	8	9	10
Positive or Negative										
+4										
+3										
+2										
+1										
0										
-1										
-2										
-3										
-4										

What are at least four "ups" that you enjoy and look forward to?

Describe three positive things you can do to get through the "downs."



Remember,  
when you hit  
“rock bottom”  
there is only one way to  
go,  
**UP!**



**PD**

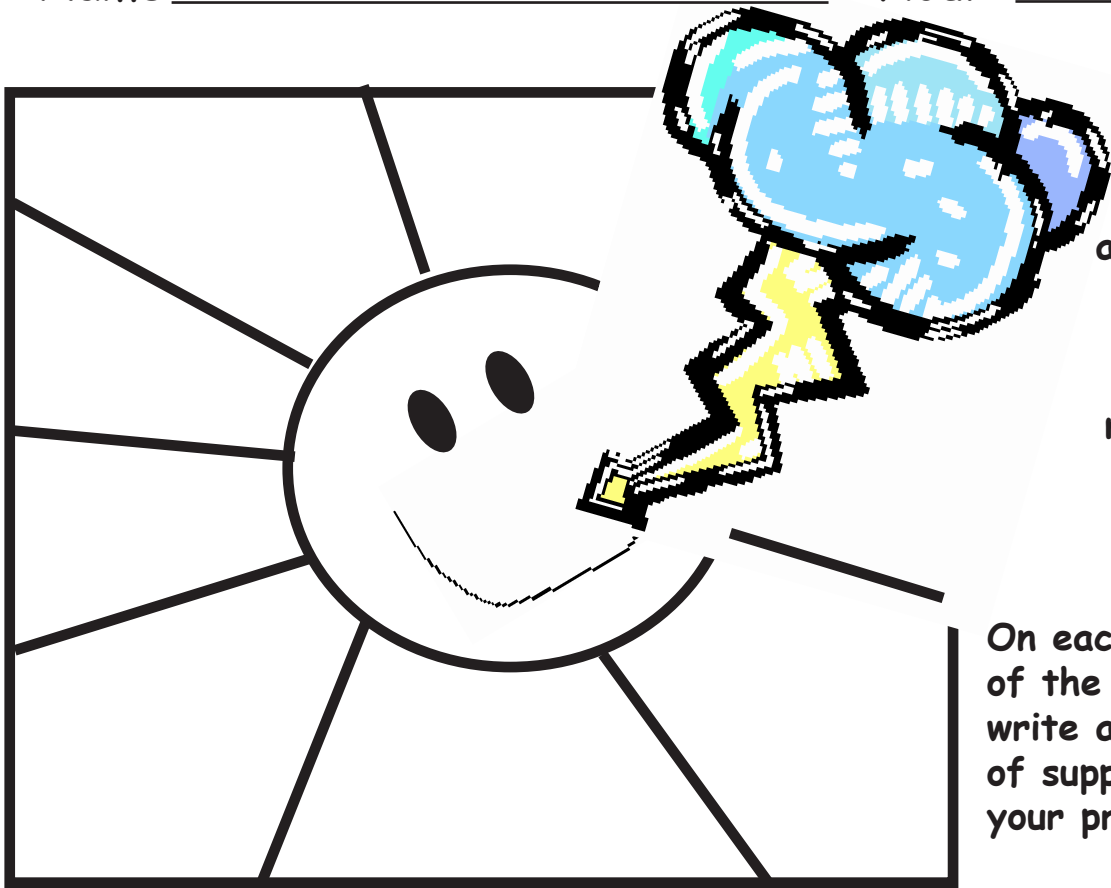
Things will get better.



YOU CAN  
GET THROUGH IT

# The Sun Will Come Out!

Name \_\_\_\_\_ Hour \_\_\_\_\_



In the cloud, describe a problem you have now or one you may have in the future.

On each ray of the sun, write a source of support for your problem.

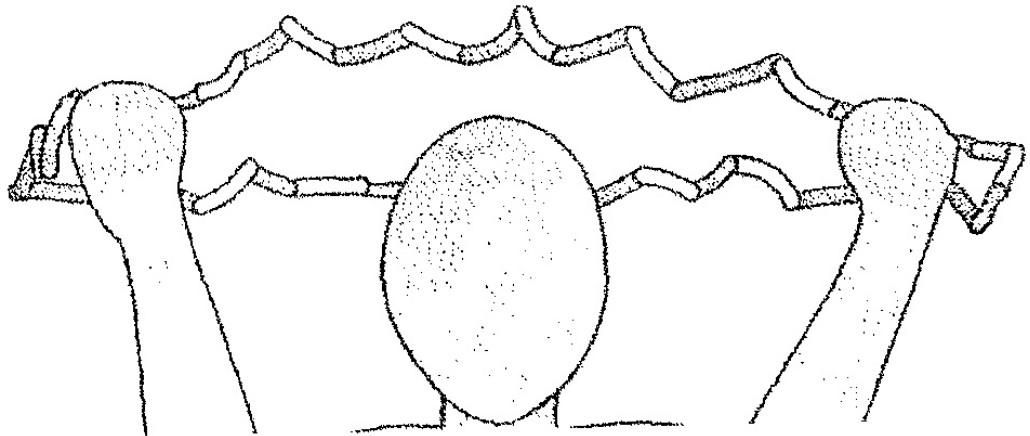
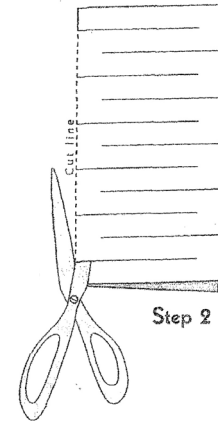
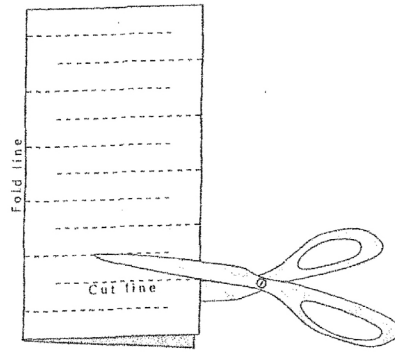
Explain what positive advice you would give other young people to help them get through their problems.

PREVENTION DIMENSIONS



# YOU CAN GET THROUGH IT

Idea for completing the "people through paper" activity:



There are several other solutions. Can you or the class discover another way to solve this problem?

# PD

# LET ME ENTERTAIN YOU



Grades 7–8 Lesson 12

## PROGRAM GOAL(S)

Healthy Self  
 Substance Abuse Prevention  
 Human Development and Relationships  
 Character Education: Responsibility and Self-Control

## PERFORMANCE OBJECTIVE(S)

Understand external, internal, positive and negative peer pressure and their influences.

## MATERIALS NEEDED

A die (One of a pair of dice)



Worksheet: "Peer Pressure Log," "Understanding Peer Pressure"

Book: *If I Only Had a Green Nose*, Max Lucado, Crossways Books, Wheaton, Ill. ISBN 1-58134-397-3

## NEW VOCABULARY

peer pressure  
 external pressure  
 internal pressure  
 fear pressure

## LESSON AT A GLANCE

1. Introduce and play "Let Me Entertain You."
2. Discuss peer pressure and its influence.
3. Students complete the worksheets, "Peer Pressure Log Sheet," and Understanding Peer Pressure."
4. Read and discuss the story, *If I Only Had a Green Nose*.

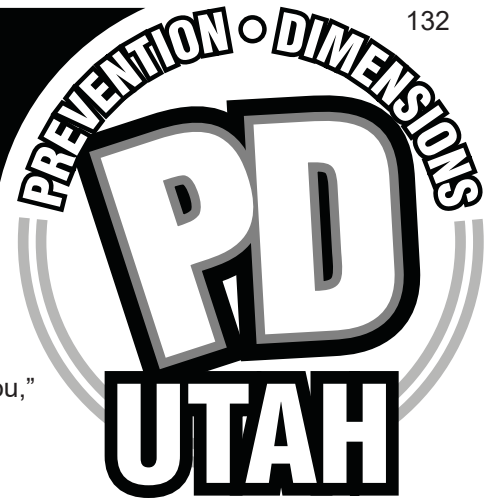
### Related Core Curriculum Objective

- |           |   |
|-----------|---|
| 7100-0202 | Describe how peers and peer group norms can help support abstinence from substance use. |
| 7100-0301 | Demonstrate healthy expressions regarding interpersonal relationships.                  |

### Risk/Protective Factors

Social skills  
 Opportunities for positive involvement

# LET ME ENTERTAIN YOU



Grades 7–8 Lesson 12

## INTRODUCTION (Setting Focus)

Tell students they will be playing a game called “Let Me Entertain You,” and the team with the most points will be the winner.

1. Divide the class into teams (about six people each).

Begin by writing six silly activities on the board such as:

- 1 = Do a dance.
- 2 = Act like an animal.
- 3 = Flirt (with permission).
- 4 = Flex your muscles (five poses).
- 5 = Sing a song.
- 6 = Lead a cheer.

2. Explain the following rules:

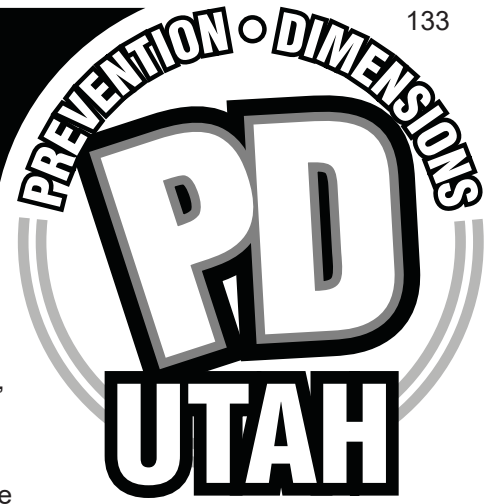
Each participant will roll the die to determine which activity he/she will perform in front of the class for 15 seconds. Allow the first player from each team to participate before the second player goes, and continue from team to team until everyone has had a turn.

If each player performs the task on the first roll, his/her team gets ten points. If he/she chooses to roll again and performs the activity after the second roll, he/she receives seven points. He/she will receive five points if he/she performs the activity after the third roll, and the player receives zero points if he/she chooses to pass (doesn't roll at all) and doesn't perform any of the activities. Keep track of the points for each team.

## BODY (Strategies/Activities)

1. After everyone has had a turn playing “Let Me Entertain You,” and the winning team has received a round of applause (which is all they should receive), discuss the activity using the following prompts:
  - a. How many of you did something that you really didn't want to do?
  - b. If you didn't want to perform the task, why did you do it? (Peers could be someone in the same age group, friends, fellow students, workmates, or anybody who hangs around with us. Peer pressure is the pressure that we feel when we believe or act the way that our peers want us to act. We may be influenced by peer pressure.)
  - c. Another name for peer pressure is **fear** pressure—fear of not belonging, being laughed at, or not being cool. What were some of the things you were afraid of?
  - d. What were some of the things people said to you that helped persuade you? (External pressure is what others say and do to try to persuade us.) Give additional examples.
  - e. What were some of your own thoughts that persuaded you? (Internal pressure is the pressure we feel within our own mind and our perception of the situation.) Give additional examples.

# LET ME ENTERTAIN YOU



Grades 7–8 Lesson 12

- f. When can peer pressure be negative, positive or neutral? (Negative peer pressure is when someone persuades a person to do something that is harmful, could cause trouble, goes against values, or just doesn't feel right. Positive peer pressure encourages us to do our best, help others, or make good choices. Neutral peer pressure is social pressure that does not affect us.)
  - g. What kinds of peer pressure were applied to people who played the game?
  - h. List some examples of positive, negative and neutral peer pressure.
  - i. What feelings did you experience as you played the game?
  - j. How do peers and peer pressure influence decisions?
2. Read and discuss the story, If I Only Had a Green Nose using the following prompts.
    - a. What happened in the story?
    - b. What happened in the story that surprised you?
    - c. What is an example of external peer pressure from the story?
    - d. What is an example of internal peer pressure from the story?
    - e. What is an example of positive peer pressure from the story?
    - f. How is the peer pressure in the story the same or different from the peer pressure faced by young people today?
    - g. What did you learn about peer pressure that can help with the kinds of pressure you face every day?

## CLOSURE (Wrap-Up and Extension)

1. Students complete the worksheet, "Understanding Peer Pressure."
2. Students maintain the "Peer Pressure Log Sheet" for a specified length of time.
3. Discuss the various logs and the kinds of pressure that have been observed by students.



# Understanding Peer Pressure

Name \_\_\_\_\_

Give an example of external peer pressure.

Describe some of your thoughts and feelings about peer pressure and how to manage it.

Give an example of negative peer pressure.



Give an example of positive peer pressure.

Give an example of internal peer pressure.

PREVENTION DIMENSIONS



# QUESTION, PERSUADE, REFER



Grades 7–8 Lesson 13



## PROGRAM GOAL(S)

Healthy Self  
Character Education: Responsibility and Respect

## PERFORMANCE OBJECTIVE(S)

Identify the warning signs of suicide.  
Identify and practice the skills of questioning, persuading and referring.

## MATERIALS NEEDED

- Posters: “Question,” “Persuade,” “Refer”
-  Worksheet: “Ask a Question, Save a Life”
-  Song: “Ghostbusters” (*Greatest Hits*, Ray Parker Junior, 1993, Arista Label)

## NEW VOCABULARY

suicide  
QPR

warning signs

## LESSON AT A GLANCE

1. Discuss warning signs of suicide.
2. Discuss and practice skills of QPR.
3. Students complete the “Ask a Question, Save a Life” worksheet.
3. Small groups complete one of the “What’s Going On” worksheets.

### Related Core Curriculum Objective

- 7100-0503 Determine the impact of suicide and the importance of prevention.
- 7100-0503 Determine steps that could be taken to help oneself and another prevent suicide; e.g., question, persuade referral.

### Risk/Protective Factors

Social skills



# QUESTION, PERSUADE, REFER



Grades 7–8 Lesson 13

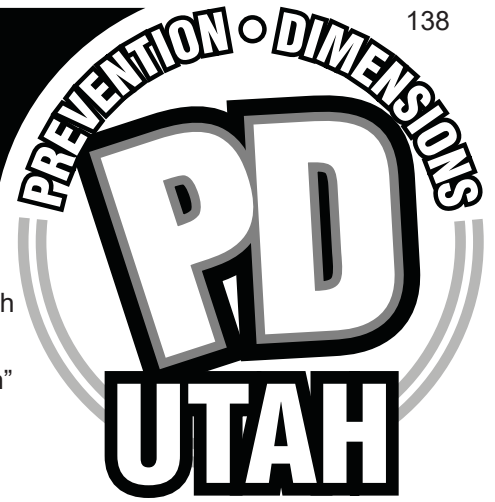
## INTRODUCTION (Setting Focus)

1. Most people who attempt suicide give some warning clue.
2. Some warning signs of suicide include:
  - a. Sudden or extreme changes in moods or personality.
  - b. Prolonged depression.
  - c. Consistent low energy level.
  - d. Avoidance of activities with friends or family.
  - e. Taking greater risks than usual.
  - f. Substance abuse.
  - g. Giving away prized possessions.
  - h. Talking about death or making suicide attempts.
  - i. Making suicide threats.
3. Some responses to a threatened suicide might be:
  - a. Assume it is a joke and laugh it off.
  - b. Ignore it.
  - c. Get mad, lecture or criticize.
  - d. Tell someone.
  - e. Talk to the friend about the threats.
4. Suicide is a serious matter and suicide warnings and threats should not be ignored.
5. Friends should take the threat seriously, show a caring attitude, remain calm and listen, and use the skills learned in this lesson to offer help.

## BODY (Strategies/Activities)

1. Introduce the concept of “QPR” or Question, Persuade, Refer.
2. Compare the use of QPR with CPR (Cardiopulmonary Respiration).
  - a. Both are lifesaving techniques if used properly.
  - b. Both require practice to be used effectively.
  - c. Both must be used after the warning signs of need are detected.
3. Question
  - a. As with CPR, the first step is to determine if the person is okay.
  - b. Discuss the contents of the “Question” poster.
4. Persuade
  - a. As with CPR, the victim is “persuaded” to live by doing chest compressions and by blowing into the person’s lungs.
  - b. QPR offers suggestions to help a person get help.
  - c. Discuss the contents of the “Persuade” poster.
5. Refer
  - a. It is important to seek professional help after giving lifesaving CPR, just as it is important to get professional help after using QPR.
  - b. Discuss the contents of the “Refer” poster.
6. Students review the steps of QPR and how to use QPR by

# QUESTION, PERSUADE, REFER



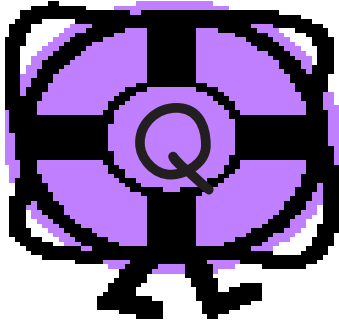
Grades 7–8 Lesson 13

completing the “Ask a Question, Save a Life” worksheet as each topic is discussed.

7. Small groups of students complete one of the “What’s Going On” worksheets.

## CLOSURE (Wrap-Up and Extension)

1. Discuss the importance of taking action if someone is considering suicide.
2. Review the warning signs and the techniques of QPR intervention.
3. Write local agencies and resources in the “Community Resources” section of the “QPR” cards found in this lesson before you distribute them to students. Use the “Ghostbuster” theme song and ask, “Who Ya Gonna Call?”



## Question

Question the person to determine what he or she is thinking about suicide.

**Are you joking?**

**Are you serious about what you just said?**

**Are you thinking about harming yourself?**

**What do you mean by what you just said?**

**Are you thinking about suicide?**

## Tips

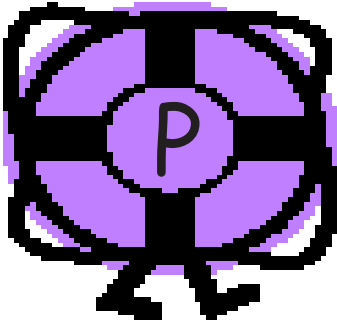
Plan a time and place to talk to the person.

Try to get the person alone or in a private place.

Give yourself plenty of time.

Don't be afraid to ask. Asking might save a life.

QUESTION,  
PERSUADE, REFER



## Persuade

Persuade the person to get help.

Let me help you.

Let's go get some help.

Come with me to talk to the counselor.

I want to help. Let's make an appointment with ...

I know where we can get help. Let's call the Teen Hotline.

### Tips

Give the person your full attention.

Listen carefully and let him or her talk.

Let the person know you care.

Don't judge or condemn the person.

Accept the reality of his or her pain.

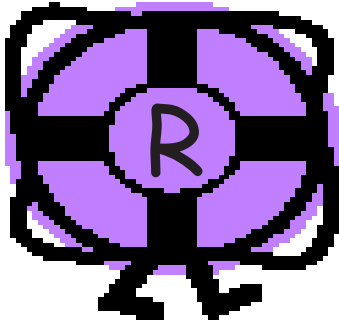
Insist that suicide isn't a good solution.

Offer hope in any form.

PREVENTION DIMENSIONS

PD

# QUESTION, PERSUADE, REFER



## Refer

Refer the person to someone who can help.

The best referrals are when you personally take the person to get help.

The next best is when a person agrees to see a professional and you know he or she goes.

If the person doesn't get help, make certain you notify someone who can follow through.

Contact a parent, church leader, teacher, coach, counselor, hotline, doctor or a trusted adult in the community.

### Tips

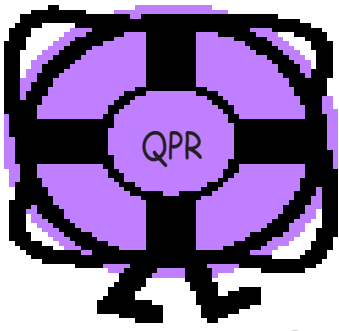
Don't promise secrecy.

Don't worry about being disloyal.

Get an adult or professional involved; don't try to handle it yourself.

Remember that you aren't responsible for other people's actions.





QPR - Ask a question; help save a life.

**Question** the person to see if he or she is really thinking about suicide.

After discussing the questioning technique with the class, write two questions you could ask someone to see if he or she is really thinking about suicide.

1. \_\_\_\_\_
2. \_\_\_\_\_

**Persuade** the person to get help.

After discussing the persuading technique with the class, write two examples of things you could say to persuade someone thinking about suicide to get help.

1. \_\_\_\_\_
2. \_\_\_\_\_

**Refer** for help.

After discussing the referring technique with the class, write three specific professionals, agencies, organizations, or trusted adults you could make a referral to. Include the telephone numbers for these referral sources.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## QPR for Suicide Prevention



Ask a question, save a life.

### Q Question the person about suicide.

Does he or she have thoughts, feelings or plans? Don't be afraid to ask to see if the person is really thinking about suicide.

### P Persuade the person to get help.

Listen carefully. Then say, "Let me help," or "Come with me to find help."

### R Refer for help.

If the person is a child or adolescent, contact any parent or other adult. Call your minister, rabbi, tribal elder, teacher, coach or counselor. Call a community resource number listed on this card.

#### To Save A Life:

Realize someone might be suicidal.

Reach out. Asking a suicide question does not increase risk.

Listen. Talking things out can save a life.

Don't promise secrecy and don't worry about being disloyal.

Don't try to do everything yourself. Get others involved.

Tell a trusted adult, or call a hotline or community resource.

## QPR for Suicide Prevention



Ask a question, save a life.

### Q Question the person about suicide.

Does he or she have thoughts, feelings or plans? Don't be afraid to ask to see if the person is really thinking about suicide.

### P Persuade the person to get help.

Listen carefully. Then say, "Let me help," or "Come with me to find help."

### R Refer for help.

If the person is a child or adolescent, contact any parent or other adult. Call your minister, rabbi, tribal elder, teacher, coach or counselor. Call a community resource number listed on this card.

#### To Save A Life:

Realize someone might be suicidal.

Reach out. Asking a suicide question does not increase risk.

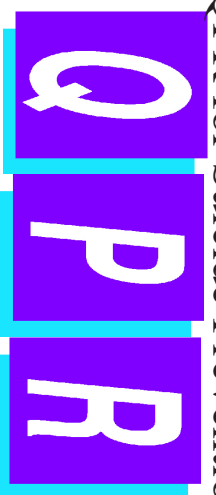
Listen. Talking things out can save a life.

Don't promise secrecy and don't worry about being disloyal.

Don't try to do everything yourself. Get others involved.

Tell a trusted adult, or call a hotline or community resource.

## QPR for Suicide Prevention



Grades 7–8

Ask a question, save a life.

### Q Question the person about suicide.

Does he or she have thoughts, feelings or plans? Don't be afraid to ask to see if the person is really thinking about suicide.

### P Persuade the person to get help.

Listen carefully. Then say, "Let me help," or "Come with me to find help."

### R Refer for help.

If the person is a child or adolescent, contact any parent or other adult. Call your minister, rabbi, tribal elder, teacher, coach or counselor. Call a community resource number listed on this card.

#### To Save A Life:

Realize someone might be suicidal.

Reach out. Asking a suicide question does not increase risk.

Listen. Talking things out can save a life.

Don't promise secrecy and don't worry about being disloyal.

Don't try to do everything yourself. Get others involved.

Tell a trusted adult, or call a hotline or community resource.



## Warning Signs of Suicide

- ✓ Talking about suicide or making suicide threats.
- ✓ Obsessing about death.
- ✓ Alcohol and drug abuse.
- ✓ Statements revealing a desire to die.
- ✓ Sudden changes in behavior or personality.
- ✓ Prolonged depression.
- ✓ Taking greater or unnecessary risks.
- ✓ Giving away prized possessions.
- ✓ Withdrawing from friends and activities.

## Community Resources

Nationwide Suicide Prevention Hotline

1-800-SUICIDE (1-800-784-2433)

Local Crisis Line

## Warning Signs of Suicide

- ✓ Talking about suicide or making suicide threats.
- ✓ Obsessing about death.
- ✓ Alcohol and drug abuse.
- ✓ Statements revealing a desire to die.
- ✓ Sudden changes in behavior or personality.
- ✓ Prolonged depression.
- ✓ Taking greater or unnecessary risks.
- ✓ Giving away prized possessions.
- ✓ Withdrawing from friends and activities.

## Community Resources

Nationwide Suicide Prevention Hotline

1-800-SUICIDE (1-800-784-2433)

Local Crisis Line

## Warning Signs of Suicide

- ✓ Talking about suicide or making suicide threats.
- ✓ Obsessing about death.
- ✓ Alcohol and drug abuse.
- ✓ Statements revealing a desire to die.
- ✓ Sudden changes in behavior or personality.
- ✓ Prolonged depression.
- ✓ Taking greater or unnecessary risks.
- ✓ Giving away prized possessions.
- ✓ Withdrawing from friends and activities.

## Community Resources

Nationwide Suicide Prevention Hotline

1-800-SUICIDE (1-800-784-2433)

Local Crisis Line



## QUESTION, PERSUADE, REFER

### Mike's Story

About six months ago Mike tried out for the basketball team. Mike was really looking forward to playing on the team, and was heartbroken when he didn't make the final cut. Since then his friends have asked him to play after school and on a city league team, but he told them he wasn't going to play anymore. Paul, one of Mike's good friends, has noticed that Mike has been especially moody, withdrawn, and extremely sad lately. When Paul asked if there was something he could do to help, Mike told him not to worry because it would "all be over soon."

What's going on and what can be done to get through it?

1. What are some of the "downs" in Mike's life that could put him at risk?
2. What are some warning signs that Mike might be in trouble?
3. What could Mike do to get through his problems, and who could he go to for help and support?
4. What question could Paul ask Mike to see if he is serious about suicide?
5. What could Paul say to persuade Mike to get help?
6. List three professionals, agencies, or trusted adults Paul could refer Mike to for help and support.



## QUESTION, PERSUADE, REFER

### Lisa's Story

Lisa is a 14-year-old girl living in the Midwest. Her parents recently divorced, which forced her to move to a new community. Lisa hates living in a small town and hasn't made new friends. Her sister Tiffany, her only friend, is going away to college in the fall, which makes Lisa feel even worse.

Lisa has had trouble sleeping, her grades are falling, and she cries almost every day. Lisa talked to her dad about how depressed she was feeling, and he told her to give it some time. A few days later, Lisa gave her sister her birthstone ring and said she wouldn't need it any more.

What's going on and what can be done to get through it?

1. What are some of the "downs" in Lisa's life that could put her at risk?
2. What are some warning signs that Lisa might be in trouble?
3. Lisa tried talking to her dad about her feelings. What else could she do to get through her problems and deal with her depression?
4. What question could Lisa's sister ask Lisa to see if she is serious about suicide?
5. What could Lisa's sister say to persuade Lisa to get help?
6. List three professionals, agencies, or trusted adults Lisa's sister could refer Lisa to for help and support.



# QUESTION, PERSUADE, REFER

## Peter's Story

Since Peter started running around with some new friends, it seems like he is always getting into trouble. This teachers have noticed that he has a totally different personality from last year. His grades have dropped severely and he is always picking on other students. Peter doesn't seem to care about anything but his friends. Until recently, most of Peter's trouble has been at school. He has been caught vandalizing, stealing, and harassing other students. He has had several detentions and his parents are getting less and less patient with him.

Peter got into trouble for drinking alcohol, and since then he doesn't seem to care what happens and is taking more and more risks. When Peter's parents were out of town for the weekend, Peter took their car and went "joy riding" with his friends. Peter has been extremely anxious since the police brought him home. Peter tells his brother that he can't face his parents and adds that they are probably going to kill him, unless he takes care of it first.

What's going on and what can be done to get through it?

1. What are some of the "downs" in Peter's life that could put him at risk?
2. What are some warning signs that Peter might be in trouble?
3. What could Peter do to get through his problems, and who could he go to for help and support?
4. What question could his bother ask Peter to see if he is serious about suicide?
5. What could Peter's sister say to persuade Peter to get help?
6. List three professionals, agencies, or trusted adults Peter's brother could refer Peter to for help and support.



## QUESTION, PERSUADE, REFER

### Melissa's Story

Melissa's father has remarried and lives about 20 miles away. Melissa stays with him about every other weekend. Melissa enjoys spending time with her dad, but she hates going there because of her older stepsister. Her stepsister has always been mean to her, but recently she has been getting physically abusive. Melissa hasn't said anything, because she is afraid she won't get to see her dad anymore and she is concerned that it will only make things worse with her stepsister.

Melissa stays to herself lately and is unusually quiet. A month ago, Melissa found out that her dad is moving and is trying to get custody of her. He wants her to live with him full-time. Since then, she has been sick and can't eat or sleep. Melissa finally tells her friend Amy everything that has been bothering her. She tells Amy that she would rather die than go live with her dad.

What's going on and what can be done to get through it?

1. What are some of the "downs" in Melissa's life that could put her at risk?
2. What are some warning signs that Melissa might be in trouble?
3. What could Melissa do to get through her problems, and who could she go to for help and support?
4. What question could Amy ask Melissa to see if she is serious about suicide?
5. What could Amy say to persuade Melissa to get help?
6. List three professionals, agencies, or trusted adults Amy could refer Melissa to for help and support.



# REFUSAL SKILLS



Grades 7–8 Lesson 14

## PROGRAM GOAL(S)

Healthy Self  
 Substance Abuse Prevention  
 Human Development and Relationships  
 Character Education: Respect Responsibility

## PERFORMANCE OBJECTIVE(S)

Develop strategies to manage peer pressure.

## MATERIALS NEEDED



Worksheets: “Refusal Skills®,” “Hot Spot Role Play Rotation Schedule”  
 Role Plays: “Refusal Skills®”  
 Poster: “Refusal Skills® Steps,” “Is Life Magic?”  
 Materials: Glass of water, piece of typing paper

## NEW VOCABULARY

peer pressure  
 refusal skills

## LESSON AT A GLANCE

1. Play and discuss “Is Life Magic?”
2. Explain the five steps of “Refusal Skills®.”
5. Discuss and practice the “Refusal Skills® Steps” worksheet in class.
6. Role-play using “Refusal Skills®.”

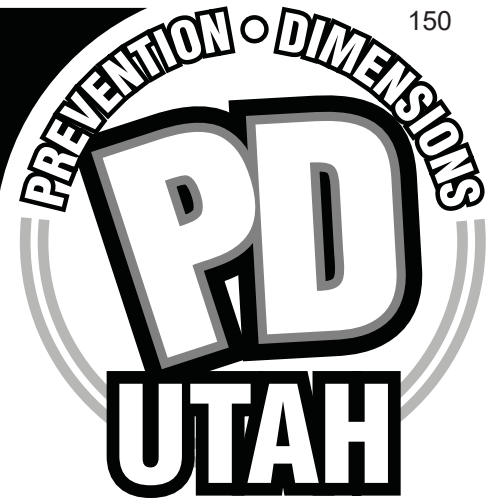
### Related Core Curriculum Objective

- |           |  |
|-----------|--|
| 7100-0102 | Apply decision-making skills to address an issue.                                      |
| 7100-0202 | Practice Refusal Skills® and other strategies for maintaining healthy personal limits. |
| 7100-0301 | Demonstrate healthy expressions regarding interpersonal relationships.                 |

### Risk/Protective Factors

Social skills  
 Belief in moral order  
 Opportunities/rewards for positive involvement

# REFUSAL SKILLS



Grades 7–8 Lesson 14

## INTRODUCTION (Setting Focus)

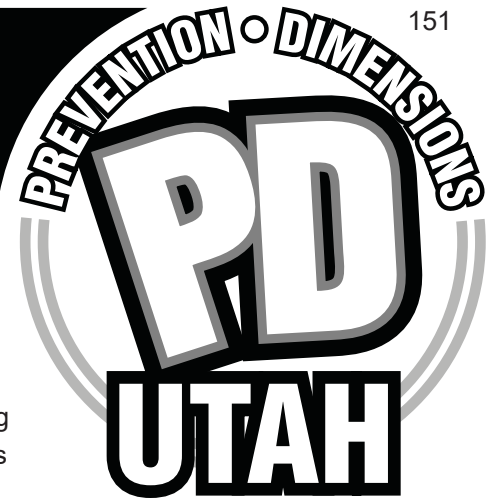
1. Play the game “Is Life Magic?”
  - a. Display the poster, “Is Life Magic?”
  - b. Feign psychic skills and build the idea that, by magic, the teacher will know the birthday of any student.
  - c. Ask a student volunteer to identify whether the day of the month, 1-31, of his or her birthday appears in line one. Repeat for lines two, three, four and five. Name the date of birth.
  - d. The secret of the “Is Life Magic?” poster is as follows:  
As the lines are identified, select the first number of the line in which the date appears. Add all the selected first numbers, and the resulting sum will be the birthday date. (For example, if the 25 were the birthday, it would be in line one [first number is 1], line four [first number is 8] and line five [first number is 16]:  $1+8+16=25$ ).
2. Explain how the magic is apparently done in the “Birthday Magic” game, and let the students practice performing the magic on each other.
3. Discuss the game using the following prompts.
  - a. Why do some things appear magic to some people?
  - b. How can learning skills make it appear that you are magic?
  - c. What kinds of skills do people learn to make their lives appear magic?
4. Identify and list situations when peers or friends have asked students to do something they didn’t want to do or something that was “trouble.”
5. Discuss that some people seem to be able to handle these kinds of situations as if by magic, while others seem to always fall for the pressure.
6. Discuss the purpose of this lesson, which is to learn skills of refusal that will allow students to deal effectively with pressure situations, keep friends, have fun, stay out of trouble and stay in control.
7. Emphasize that Refusal Skills® will only work if there is an intent to avoid trouble and say “no” to peer pressure.

## BODY (Strategies/Activities)

1. Students complete the “Refusal Skills®” worksheet during the course of the discussion.
2. Step 1 - Ask questions to see if there is trouble. Stop asking if trouble is found.
  - a. Discuss the idea that the best time to get out of trouble is before we get in it.
  - b. Use a glass full of water (representing trouble) and a piece of paper (representing a person) to demonstrate the questioning skill.
  - c. A volunteer is assigned the job of removing the paper from the table without spilling any water.
  - d. Tell the volunteer, “Imagine your friend asks you to go for a ride after school. You ask questions and find out that your friend is planning to steal the car for a joy ride.” Place the

Grades 7–8

# REFUSAL SKILLS



Grades 7–8 Lesson 14

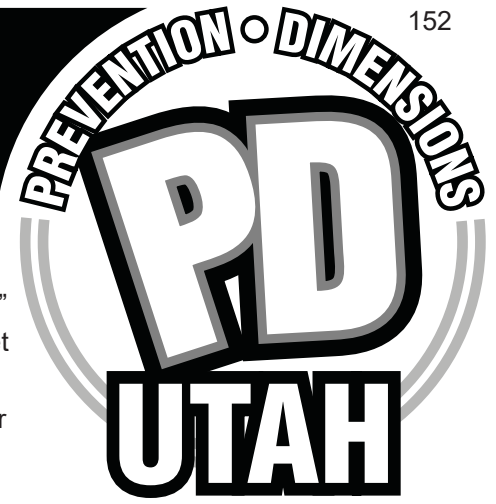
## BODY (Strategies/Activities) Continued

glass on the paper about one inch from the edge. Tell the student to grasp the opposite edge and remove the paper by only touching the paper and without spilling any water. Discuss the difficulty of the task and how it relates to staying out of trouble. It is easy to remove the paper when the glass is on the edge of the paper.

- e. Tell the volunteer, “Imagine you wait until you are sitting in the car before you ask questions and find out the car is stolen.” Place the glass about four inches from the edge of the paper and tell the volunteer to get out of trouble (pull away the paper). Discuss how getting out of trouble (not getting the paper wet) is getting more difficult.
  - f. Tell the volunteer, “Imagine you wait until you are riding around in the car before you ask questions and find out the car is stolen.” Place the glass right in the middle of the paper. Tell the volunteer to get out of trouble (pull the paper out) without getting any water on the paper. Discuss the difficulty of the task and how it relates to getting out of this type of troubled situation.
  - g. Tell the volunteer, “Imagine you wait until you are riding around in the car with a police car chasing you before you ask questions and find out the car is stolen.” Place the glass on the paper about two inches from the end of the paper closest to where the volunteer is grasping the paper. Tell the volunteer that he or she is in pretty deep now, but try to get out of trouble (pull the paper out with out getting any water on the table).
  - h. Discuss what has been learned from the paper and glass exercise. Reinforce that asking questions can help you get out of trouble before you are in it. Ask again, when is the best time to get out of trouble?
  - i. Remind students that once they have identified the trouble, or if they discover there isn’t any trouble, they can quit asking questions.
  - j. Role play the questioning skill with several of the situations discussed above.
  - k. Complete step 1 of the worksheet and share answers with the class.
3. Step 2 - Name the trouble.
    - a. Explain that using legal names, like “shoplifting,” “assault,” “vandalism,” and “trespassing,” can help a friend realize what she or he is really asking you to do and emphasize the seriousness of it.
    - b. Discuss that some troubled situations don’t have legal names, like “making fun of someone.”
    - c. Discuss that if the legal name is not known, or if the trouble doesn’t have one, students can say something like, “That’s mean,” “That’s dangerous,” or “That’s wrong.”
    - d. Discuss examples of key phrases, e.g., “That’s mean,” “That’s dangerous,” or “That’s wrong.”
    - e. Students complete step 2 on the worksheet and share answers with the class.
  4. Step 3 - State the consequences.
    - a. Discuss that there are a variety of consequences (physical, legal, social) to others as well as oneself for different types of trouble.
    - b. Discuss that consequences may be different for each person, and that stating the consequences helps a friend realize what could happen to you and them.
    - c. Discuss that one possible consequence is, “I just wouldn’t feel right about that.” It’s a consequence that you really can’t argue with, and a good friend will respect your feelings.

Grades 7–8

# REFUSAL SKILLS



Grades 7–8 Lesson 14

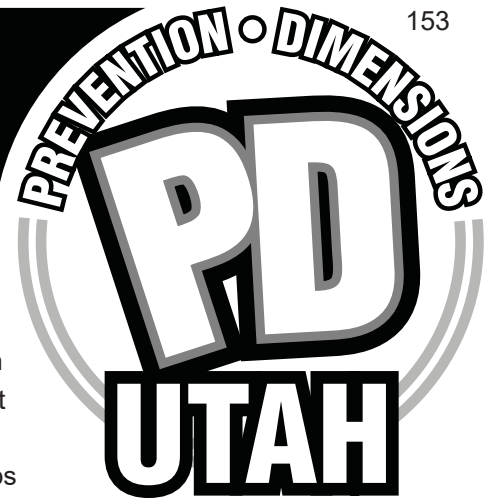
## BODY (Strategies/Activities) Continued

- d. Discuss examples of key phrases, e.g., “We could get arrested,” “My parents wouldn’t let me see you anymore,” or “We could get hurt.”
- e. Students complete step 3 of their answer sheets and share their answers with the class.
5. Step 4 - Suggest an alternative.
  - a. Discuss how suggesting an alternative means letting friends know that we are rejecting the trouble and not the friendship.
  - b. Discuss that one alternative could be to go somewhere with friends and figure out what to do. It provides a way to still do something fun together, but in a safe, legal, and responsible way. Alternatives should be positive and realistic, and work best when they fit the situation. Alternatives don’t have to be more exciting than the friend’s idea, but can be something simple like going for a walk.
  - c. Discuss examples of key phrases, e.g., “Let’s play basketball,” “Let’s get something to eat,” “Let’s go sit and talk.”
  - d. Students complete step 4 of their answer sheet and share answers with the class.
6. Step 5 - Move it, sell it, leave the door open.
  - a. Discuss ways of moving away from the trouble.
  - b. Discuss different ways of selling alternatives and making them sound fun, challenging, and appealing. This may include involving others in the activity, and should emphasize the importance of the friendship.
  - c. Discuss that friends don’t always have to agree on everything and that sometimes people just need to leave the situation, “leaving the door open.” Emphasize that leaving the door open in a kind manner lets friends know they are still wanted, and that we want to do things together.
  - d. Students complete step 5 on the worksheet and share answers with the class.
7. Students develop role plays that demonstrate the five-step Refusal Skills® model.
8. Discuss what would happen if a friend just didn’t listen. The following steps can be used when under pressure, or if you are interrupted when trying to use the Refusal Skills® techniques.
  - a. Stay calm.
  - b. Say the person’s name, make eye contact and say, “Listen to me.”
  - c. Pause to see if the person is listening.
  - d. If the person is listening, then continue to use the skills.
  - e. If the person still doesn’t listen after two or three times saying, “Listen to me,” then leave, saying something like, “I’ll see you later.”
9. Students complete role play practice using the “Hot Spot Role-Play Rotation Schedule” and various role play scenarios.
  - a. Divide students into groups of four, with each student having a “Hot Spot Role-Play Rotation Schedule.”
  - b. Each member of the group identifies himself or herself as either person 1, person 2, person 3, or person 4. Explain that each person will take turns persuading, refusing, coaching, and recording as explained in the “Hot Spot Role-Play Rotation Schedule.”
  - c. Begin the activity by giving the class a situation, e.g., smoke a cigarette in the park, egg a house, skip school, steal something, key a car, spray-paint, drink a wine cooler, or cheat on a test.

Grades 7–8



# REFUSAL SKILLS



Grades 7–8 Lesson 14

## BODY (Strategies/Activities) Continued

- d. Person 1 tries to persuade; person 2 uses the Refusal Skills® to refuse the pressure; person 3 coaches person 2 in using the Refusal Skills®; person 4 checks off each step that person 2 uses.
- e. After about 45 seconds, person 4 gives a thumbs up, thumbs down, or thumbs horizontal to let the class know how the group did.
- f. Briefly discuss how the role plays went and give feedback on how to use Refusal Skills® more effectively.
- g. Repeat the activity with situations two, three and four. Students may also select their own situations for the role plays.

## CLOSURE (Wrap-Up and Extension)

1. Reinforce that using the Refusal Skills® is a lifelong practice, and encourage students to think about different situations and how they could use the skills.
2. Discuss how these skills could appear to be magic to someone who did not know them.
3. Discuss how Refusal Skills® could magically help someone out of a difficult situation.

## Refusal Skills

Keep your  
friends

Have  
fun

Stay out  
of trouble

Stay in  
control

Fill in the blanks

1. **ASK QUESTIONS** - Ask questions to see if there is trouble.  
Some key phrases are: “\_\_\_\_\_?”  
“\_\_\_\_\_?”
2. **NAME THE TROUBLE** - Name the trouble to help the person think about what he or she is really asking you to do.  
Some key phrases are: “\_\_\_\_\_?”  
“\_\_\_\_\_?”
3. **STATE THE CONSEQUENCES** - State the consequences to help the person think about what could happen.  
Some key phrases are: “\_\_\_\_\_.”  
“\_\_\_\_\_.”
4. **SUGGEST AN ALTERNATIVE** - You are not rejecting the friend, just the trouble.  
Some key phrases are: “\_\_\_\_\_?”  
“\_\_\_\_\_?”
5. **MOVE IT, SELL IT, AND LEAVE THE DOOR OPEN** - Get away from pressure.

Move it means you start \_\_\_\_\_ away.

Sell it means you make alternative suggestions.

Some key phrases are:

“\_\_\_\_\_.”

“\_\_\_\_\_.”

Leave the door open by \_\_\_\_\_ the person to come with you.



# REFUSAL SKILLS

## REFUSAL SKILLS

The Goals:

1. Keep your friends.
2. Have fun.
3. Stay out of trouble
4. Stay in control.

1. ASK QUESTIONS.
  - a. Ask questions to see if there is trouble.
  - b. Two key phrases are, "Is it okay with your parents?" and "Do you have any money?"
2. NAME THE TROUBLE.
  - a. You name the trouble to help your friend realize what he/she is really asking you to do.
  - b. Two key phrases are, "That's mean," and "That's illegal."
3. STATE THE CONSEQUENCES.
  - a. You identify the consequences to help your friend realize what could happen.
  - b. Two key phrases are, "If I did that I could get sick," and "If I did that I just wouldn't feel right about it."
4. SUGGEST AN ALTERNATIVE.
  - a. You suggest an alternative to let your friend know you aren't rejecting him or her—just the trouble.
  - b. Two key phrases are, "Let's go play basketball," and "Let's go get something to eat."
5. MOVE IT, SELL IT, AND LEAVE THE DOOR OPEN.
  - a. You move it, sell it, and leave the door open to get away from the pressure.
  - b. "Move it" means you start walking away.
  - c. You "sell it" by making your alternative sound appealing.
  - d. You leave the door open by inviting your friend to come with you.



### WHAT TO DO UNDER PRESSURE:

1. Stay calm.
2. Say the person's name and make eye contact.
3. Say, "Listen to me."
4. Pause to see if the person is listening.
5. If the person is listening, continue to use the skill. If not, then say the person's name and "Listen to me," again.
6. If the person still doesn't listen after two or three times, then leave, saying something like, "I'll see you later."



# Is Life Magic?

1,3,5,7,9,11,13,15,17,19,21,23,25,27,31

2,3,6,7,10,11,14,15,18,19,22,23,26,27,30,31

4,5,6,7,12,13,14,15,20,21,22,23,28,29,30,31

8,9,10,11,12,13,14,15,24,25,26,27,28,29,30,31

16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31

# PREVENTION DIMENSIONS



Name \_\_\_\_\_ Number \_\_\_\_\_

## “Hot Spot” Role-Play Rotation Schedule

Persuader tries to get the refuser to participate in the trouble

Refuser uses the Refusal Skills® to avoid the trouble.

Coach helps the refuser with the skills and, if needed, can call a time-out and tell the refuser what to do.

Recorder keeps track of which steps the refuser used and evaluates how well the refuser used the Refusal Skills® to avoid trouble.

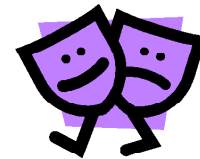
### Situation 1

Person 1 - Persuader  
Person 2 - Refuser  
Person 3 - Coach  
Person 4 - Recorder



### Situation 2

Person 2 - Persuader  
Person 3 - Refuser  
Person 4 - Coach  
Person 1 - Recorder



### Situation 3

Person 3 - Persuader  
Person 4 - Refuser  
Person 1 - Coach  
Person 2 - Recorder

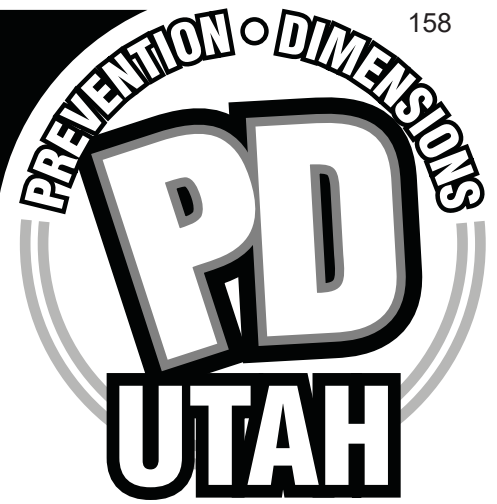


### Situation 4

Person 4 - Persuader  
Person 1 - Refuser  
Person 2 - Coach  
Person 3 - Recorder



# IT'S A GAMBLE



Grades 7–8 Lesson 16

## PROGRAM GOAL(S)

Healthy Self  
 Substance Abuse Prevention  
 Safety and Injury/Violence Prevention  
 Character Education: Responsibility

## PERFORMANCE OBJECTIVE(S)

Recognize the difference between reasonable and unreasonable risk.  
 Identify potentially situations and develop a plan to avoid or reduce the risk.  
 Identify factors that influence decision making, e.g., benefits vs. risks.

## MATERIALS NEEDED

Pair of dice  
 A small treat  
 A tree branch  
 Poster: "Taking Risks," "Protecting Yourself Against Risks"  
 Worksheets: "Think Before You Act," "It's Your Choice"



## NEW VOCABULARY

unreasonable risk

reasonable risk

risk

## LESSON AT A GLANCE

1. Introduce and discuss ideas of choice and consequence.
2. Play and discuss the "It's Your Choice" dice game.
3. Use a tree branch to discuss branching consequences of choices.
4. Students complete the "Think Before You Act" worksheet.
5. Students discuss ideas on "Protecting Yourself Against Risk" poster.
5. Students complete the "It's Your Choice" worksheet.

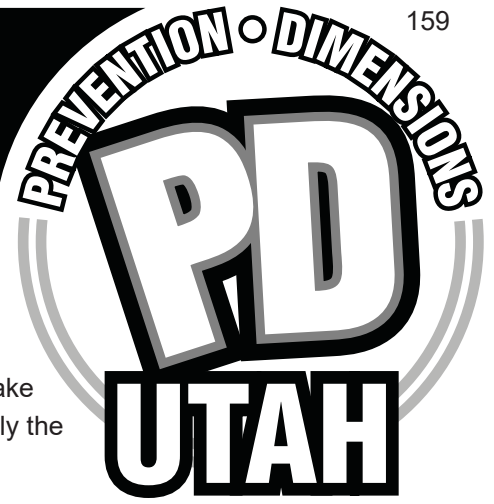
### Related Core Curriculum Objective

- |           |  |
|-----------|--|
| 7100-0102 | Apply decision-making skills to address an issue.                                      |
| 7100-0202 | Practice Refusal Skills® and other strategies for maintaining healthy personal limits. |
| 7100-0504 | Create safety plans to mitigate a variety of risks.                                    |

### Risk/Protective Factors

Social skills  
 Belief in moral order

# IT'S A GAMBLE



## INTRODUCTION (Setting Focus)

1. Discuss the concept of personal choice. Even though we may take advice from others regarding choice and consequence, ultimately the individual has the choice in the decision.
2. Play the game “It’s Your Choice.”
  - a. Students may roll the dice or pass (not roll).
  - b. If the player passes he or she will receive an A on the assignment.
  - c. If the player chooses to roll the dice, he or she will receive an A if he or she rolls a 3, 5, 7, or 11.
  - d. If he or she rolls any other number, an F will be received on the assignment.
  - e. Make sure students understand that this activity will count on their grade. You may want the class to repeat “*This really counts on my grade*” a few times.
  - f. Each student in takes a turn with the dice.
3. Discuss the game using the following prompts;
  - a. How many of you that passed received an A? How many of you that passed received an F? How many of you that rolled received an A? How many of you that rolled received an F?
  - b. Which choice involved the most risk? What were the risks of passing? What were the risks of rolling?
  - c. How do you feel about your choice?
  - d. Why did you make the choice you did? What influenced your choice?
  - e. How can you relate this experience to other choices and decisions?
4. Allow the students who rolled an A the first time to roll again—double or nothing. The student may receive an A on this and the next assignment or receive an F on this assignment depending on the outcome of the dice. Relate this to people who take risks and don’t have any real problems the first time, so they try it again because they feel immune to the danger. The problem is, misfortune can be just “one roll” away.

Grades 7–8 Lesson 16

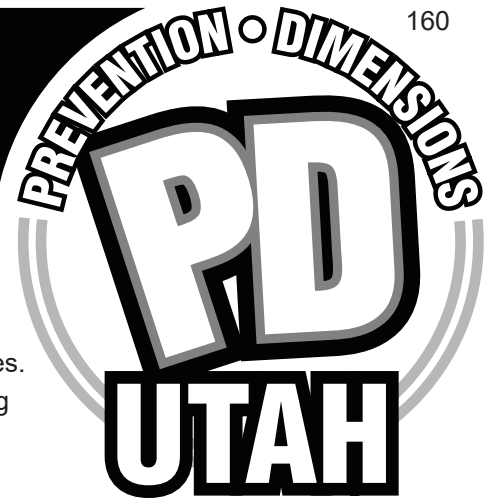
## BODY (Strategies/Activities)



1. Discuss the following concepts:
  - a. Some students may think that making good, safe choices is boring and that taking unreasonable risk is fun and exciting.
  - b. What are the rewards and consequences of skipping school, drinking alcohol, or using tobacco?
  - c. Making good choices can have its own sweet rewards (give everyone in the class who passed a treat). Discuss the benefits of making good choices.
  - d. Although we don’t always know all of the consequences of each choice we make (like getting the treat) we can predict the consequences.

Grades 7–8

# IT'S A GAMBLE



Grades 7–8 Lesson 16

## BODY (Strategies/Activities) Continued

- e. Making good choices more likely results in positive outcomes.
  - f. Rolling the dice wasn't life-threatening or an earth-shattering decision. However, some choices can have devastating results. Although it doesn't happen every time (just like rolling), taking unreasonable risk is a gamble! There can be a fine line between getting away with it and tragedy.
2. Share the following story.
 

A 7<sup>th</sup> grader once made an impulsive, ill-fated decision. He decided to throw a large rock off an overpass on the cars below that were traveling down the interstate highway. The rock smashed through the front windshield of a car driven by a minister on his way home. The rock struck the minister in the head, leaving him disfigured and permanently blind. Amazingly, the young man came forward and admitted his guilt. He was charged as an adult with attempted murder and vandalism. At his sentencing, wiping away the tears, he told the judge that he couldn't believe that the one bad thing he ever did in his life had hurt so many people. The judge sentenced him to twelve years in prison.
  3. Discuss the story using the following prompts and ideas:
    - a. Show the class a tree branch, which depicts various consequences.
    - b. Explain that when you make a choice you pick up all the consequences now and in the future that go with that choice.
    - c. What consequences could branch from the actions of the 7th grader in the story?
    - d. Give examples of other positive and negative choices and the possible consequences.
    - e. Discuss the quote, "Even though we are free to choose a course of action, we are not free to choose the consequences of our action." We own the choice and we own the consequence.
    - f. How are "choice making" and "risk taking" related?
  4. Discuss how good choices are made to avoid unhealthy risk and consequences. Is the risk reasonable or unreasonable?
    - a. Students explain the difference between reasonable and unreasonable risk.
    - b. Site examples of unreasonable risk that should be avoided and reasonable risk that young people may want to take. Students answer question number 1 on the "Think Before You Act" worksheet.
    - c. Discuss the benefits of reasonable risk.
    - d. Discuss some ways to deal with the pressure from others to take unreasonable risks.
    - e. Discuss the ideas on the "Protecting Yourself Against Risk" poster.
  5. As a class discussion or in student groups, complete the "It's Your Choice" worksheet. Discuss the answers as a class.





# IT'S A GAMBLE



Grades 7–8 Lesson 16

6. Discuss how even reasonable risk may involve some danger. Fortunately, we can all take steps when taking a risk that will protect us and others from harm.
  - a. Discuss how did knights protected themselves?
  - b. Discuss how a person can protect him or herself from harm when taking a risk.
  - c. Students answer question number 2 on the "Think Before You Act" worksheet.


## CLOSURE (Wrap-Up and Extension)

1. Reinforce that we can't control the consequences of our choices, but we are in control of the choices we make. Peers and friends may try to influence our decisions, but ultimately the decision is ours. It's our choice. Choosing to establish healthy boundaries and limits can play a major role in determining our health, happiness, and success.
2. Students complete number 3 on the "Think Before You Act" worksheet.



# IT'S A GAMBLE

## Think Before You Act

1  List six potentially risky situations which involve unreasonable or unnecessary risks.


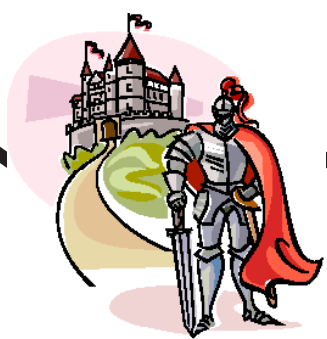
2. List a positive activity you participate in that involves some risk. Fill in the shield with steps you can take to reduce your risk while participating in that activity.

One way to stay safe is to avoid unreasonable and unnecessary risks altogether. However, even reasonable risks may involve some danger.

Fortunately we can all take steps when taking positive risks that will help protect ourselves and others from injury and harm.

Activity \_\_\_\_\_

Four ways to reduce the risk

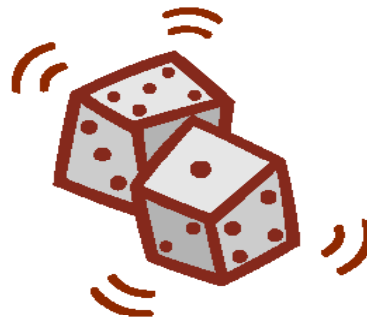
3. Describe three things you learned about risks, choices, consequences, and how to protect yourself from injury and harm.



# IT'S A GAMBLE

## It's Your Choice

1. Identify some potentially dangerous situations that could result in serious injury.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What kind of guarantee do people have that nothing bad will happen when they participate in risky behaviors?
3. How does making good choices take away a person's freedom or give more freedom?
4. Taking negative risk can be fun and exciting, a "real rush." What are positive ways young people can get those same type of feelings?



# IT'S A GAMBLE

## It's Your Choice (Continued)

5. What are some choices and decisions you can make that will help protect you from injury and misfortune?
6. How do you think and feel about the choices you are making and the risks you are taking?
7. What are some tips for making good decisions and staying safe?



## IT'S A GAMBLE

## Taking Risks

"You can't steal second base and still keep your foot on first."

Frederick Wilcox

There are risks involved in almost everything we do. To get where we want to go, we must take a risk. However, risks that are reckless, impulsive, unnecessary, and unreasonable are avoidable.

Unreasonable Risks:

Are negative

May lead to serious or life-threatening consequences

Negatives outweigh the positives

What we gain doesn't justify what we may lose

Chance of something bad happening is greater than something good happening

May cause injury or hurt to self or others



Reasonable Risks:

Are positive

Help us move forward and feel good about ourselves

Positives outweigh the negatives

What we gain justifies what we may lose

We gain something of greater value without risking something of greater value

Chance of something good happening is greater than something bad happening

Does not cause hurt to self or others



Grades 7-8

# IT'S A GAMBLE

## Protecting Yourself Against Risks

Consider the following before taking a risks?

PREVENTION DIMENSIONS

PD

Resist peer pressure.

Consider the consequences.

Pay attention to what you are doing.

Know your limits.

What do I have to gain?

What do I have to lose?

Do the things I might gain justify the things I might lose?

Do the positives outweigh the negatives?

Is this something I want for myself or am I being pressured?

How might my choice effect my future?



Stay away from risk takers.

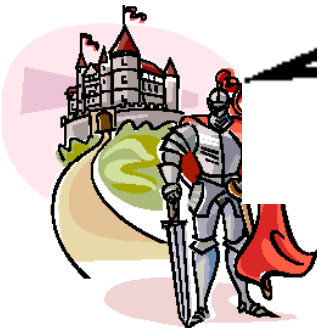
Consider other options.

Listen to your conscience.

Do you think, "It won't happen to me!"? Think again.

What are my chances for succeeding?

What other choices do I have?



Keep yourself healthy, safe, and out of trouble by protecting yourself against risk.

It's your choice  
and  
your consequences.



Think about the  
choices you are  
making and the  
risks you are  
taking.

**PD**



## PROGRAM GOAL(S)

Substance Abuse Prevention  
Character Education: Responsibility

## PERFORMANCE OBJECTIVE(S)

Analyze the role of drugs in our society.  
Identify the types of drugs in our society and discuss the safe use of medicines.  
Recognize behavior characteristics on the use/misuse continuum.  
Identify the short- and long-term effects of various drugs.  
Develop strategies for maintaining a drug-free lifestyle.

Grades 7–8 Lesson 17

## MATERIALS NEEDED



Worksheets: "Tips for Being Drug-Free," "Drugs in Our Society"  
Resources for student reports : "Possible Topics," plus other resources as available

## NEW VOCABULARY

misuse                      withdrawal  
addiction  
abuse  
tolerance  
medicine

## LESSON AT A GLANCE

1. Discuss the drug use/misuse/abuse continuum.
2. Students prepare and give group reports on specific drug topics.
5. Complete the "My Plan for Staying Drug-Free" activity.
4. Discuss tips for being drug-free and complete "Tips for Being Drug-Free" worksheet.

## Related Core Curriculum Objective

- 7100-0201 Analyze the results of individual choice and consequences related to drug use and/or non-use. Identify behaviors, characteristics, and steps on the use/misuse/abuse continuum.
- 7100-0202 Practice Refusal Skills® and other strategies for maintaining healthy personal limits.

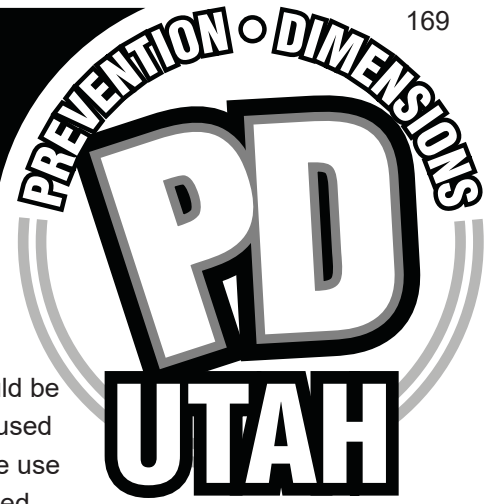
## Risk/Protective Factors

Social skills  
Perceived risk of drug  
Friend's use of drugs  
Opportunities/rewards for positive involvement

Grades 7–8



# DRUGS IN SOCIETY



Grades 7–8 Lesson 17

## INTRODUCTION (Setting Focus)

Teachers note: The main focus of substance abuse prevention should be the gateway drugs: alcohol, tobacco, and marijuana. This lesson is used to cover basic terminology and give students an overview of the safe use of medicines and the harmful effects of some of the commonly abused drugs.

Give students the "Drugs in Our Society" handout and briefly discuss common knowledge of how drugs are used in society.

## BODY (Strategies/Activities)

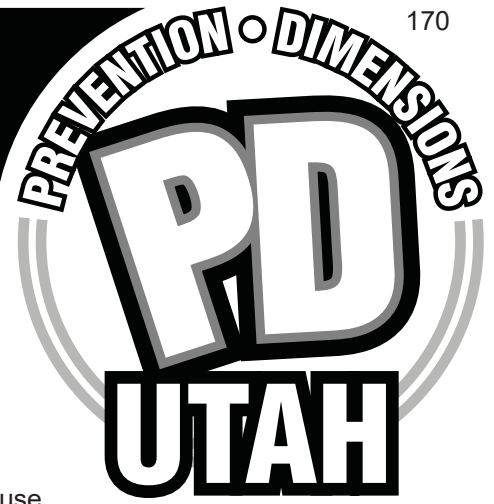
1. Discuss the different types of drugs used in our society: medicines (OTC and prescription drugs), natural and herbal remedies, age-restricted drugs (alcohol and tobacco), and illicit (illegal) drugs.
  - a. Discuss ways to reduce the risk of harm from medicines and herbal remedies by using them properly.
  - b. Discuss the benefits of abstaining from age-restricted and illegal drugs and thereby eliminating the risk of harm.
  - c. Reinforce that a person can protect his/her health and wellness by using medicines properly and by avoiding illegal drug use.
2. Using the "Drugs in Our Society" handout, discuss where all drugs fit on the use/misuse/abuse continuum below. Give examples that explain each stage on the continuum, and illustrate how a person moves toward greater risk to his or her health and negative impact on society by moving toward the harmful side of the continuum.

<b>USE</b> (proper medical use)	<b>MISUSE</b> (inappropriate use)	<b>ABUSE</b> (nonmedical use)
reading and following the directions	taking too many	getting high
disposing of old medications	taking someone else's	escaping
taking only when needed	not following the directions	

3. Discuss how all drugs can be dangerous in different ways.
4. Divide the class into small groups and have each group research a drug-related topic. Provide students with a variety of resources to prepare their presentations, and use the "Possible Topics" handout for ideas.
5. Each group prepares and presents a three- to five-minute presentation.
6. Students use the "Drugs in Our Society" worksheet for note taking.

Grades 7–8

# DRUGS IN SOCIETY



- Grades 7–8 Lesson 17**
7. Complete the "My Plan for Staying Drug-Free" activity
    - a. One or two volunteers complete a simple obstacle course (around tables or chairs, under a table, hop on one foot). The course represents individuals' movement through life and working toward goals.
    - b. Several students will represent the problems of substance abuse that have been discussed in the reports. Each student represents one problem. One of the first volunteers joins together with the "problem" students and the group stands close together. Wrap a rope or string loosely around the group so they can move but are bound together. This group represents an individual with drug dependencies or addictions who becomes "bound to the consequences of his or her choice," or, in other words, the consequences become part of his or her life.
    - c. The group of bound students moves through the obstacle course.
    - d. Discuss the activity using the following prompts:
      - How was the first time navigating the course different from the second time?
      - What specific examples of drug dependency can make navigating life's challenges more difficult?
      - How does misuse of drugs keep us from fulfilling our life's potential?
      - What ideas and behaviors will keep individuals away from drug misuse and abuse?

## CLOSURE (Wrap-Up and Extension)

1. Discuss ways in which students can have a drug-free lifestyle that promotes mental, physical, emotional and social health. Possible points of discussion:
  - Be prepared and practice what you will do in a situation in which drugs are offered to you.
  - If you are offered drugs, let your friends know that you aren't interested.
  - Hang around people who don't use drugs. (Remember, the majority of young people don't use drugs.)
  - Find positive ways to feel good about yourself and to help combat stress.
  - Stay away from situations where you think there may be drugs.
  - Think about what could happen if you give in to the pressure and use drugs.
  - Look at drugs as a non-choice and think of all the advantages of staying drug-free.
  - Enjoy life; get involved in positive activities, clubs and groups.
  - If you find yourself in a situation where drugs are being used, leave.
  - Set and work toward goals that will bring you success and happiness now and in the future.
  - Care about yourself and the importance of keeping your mind, body, and spirit strong and healthy.
2. Provide students with a "Tips for Being Drug-Free" worksheet and have them list tips that will help them stay drug-free.

## Possible Topics

### Over-the-Counter and Prescription Drugs

- Common over-the-counter (OTC) and prescription medications
- Community norms and values (Why these drugs are considered safe but not harmless?)
- Possible side effects of OTC and prescription drugs
- Important information you can find on OTC and prescription labels
- Tips for using medicines safely

### Herbal and Natural Remedy Medications

- Common types of herbal and natural remedy medications
- Precautions to take in using these substances

### Addiction

- Definition and causes of addiction
- Inclination toward or ease of addiction
- Physical, emotional, mental and social effects of addiction or dependency
- The withdrawal and recovery process
- Help or assistance for drug-dependant people

### Drugs and the Unborn

- Effects of drug use during pregnancy on both mother and child
- Different drugs and their effect on the unborn

### Marijuana

- Information about marijuana
- Myths about medical uses of marijuana
- Dangerous effects of marijuana

### Inhalants

- Information about inhalants
- Dangerous effects of inhalants

### Other Drugs

- Dangerous effects of methamphetamine
- Dangerous effects of LSD, PCP, and other hallucinogens
- Dangerous effects of heroin or other narcotics or depressant drugs
- Dangerous effects of steroids
- Dangerous effects of caffeine
- Dangerous effects of club drugs
- Dangerous effects of alcohol
- Dangerous effects of tobacco



# DRUGS IN SOCIETY

## DRUGS IN OUR SOCIETY

LIST THREE RISKS ASSOCIATED WITH THE USE OF EACH TYPE OF DRUG.

### OVER-THE-COUNTER (OTC) MEDICATIONS

These are medicines that can be purchased without a doctor's prescription. They are considered safe but not harmless.

### ILLEGAL AND ILLICIT DRUGS

It is against the law for people of any age to manufacture, process, buy or sell these substances. There is no accepted safe use.

### HERBAL AND NATURAL SUPPLEMENTS

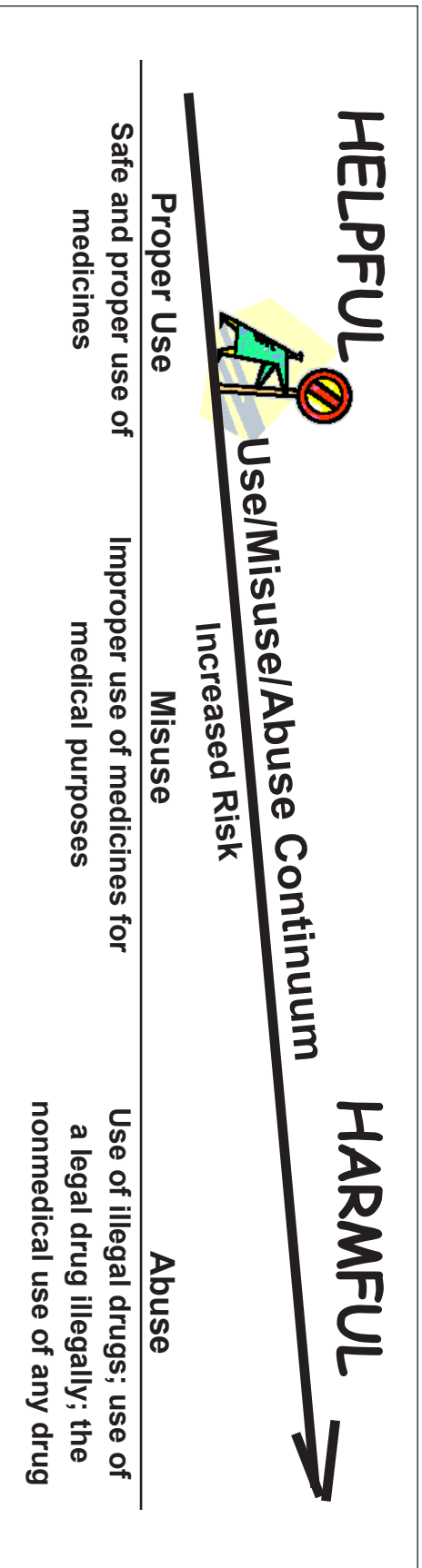
May be purchased OTC. "Natural" does not mean "harmless."

### PRESCRIPTION MEDICATIONS

These are medicines that can be purchased with a doctor's prescription. They are considered safe but not harmless.

### AGE-RESTRICTED DRUGS

These drugs are restricted until a certain age is reached. "Legal" does not mean "safe."





# REASONS FOR ME TO BE ALCOHOL-FREE



Grades 7–8 Lesson 18

## PROGRAM GOAL(S)

Consumer and Community Health  
 Substance Abuse Prevention  
 Character Education: Responsibility

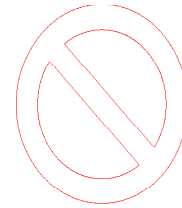
## PERFORMANCE OBJECTIVE(S)

Understand how alcohol impairs basic function, and the risk involved.  
 Identify the short- and long-term effects of alcohol.  
 Identify reasons to be alcohol-free.

## MATERIALS NEEDED



- Cards: “Alcohol Facts” and “Reasons for Me to Be Alcohol-Free”
- Student Handout: “What the Ads Don’t Tell You—Know the Facts”
- Worksheet: “Reasons for Me to Be Alcohol-Free” “What the Ads Don’t Tell You—How Alcohol Impairs”



## NEW VOCABULARY

oxidation	ethyl alcohol
addicting	alcoholism

## LESSON AT A GLANCE

1. Distribute the “What the Ads Don’t Tell You —Know the Facts” student handout.
2. Discuss alcohol facts and complete the “What the Ads Don’t Tell You—How Alcohol Impairs” worksheet.
3. Play “Alcohol Facts” pictionary using “Reasons for Me To Be Alcohol Free” cards.
4. Complete the “Reasons for Me to Be Alcohol-Free” worksheet.
5. Present alcohol prevention presentation to elementary students.

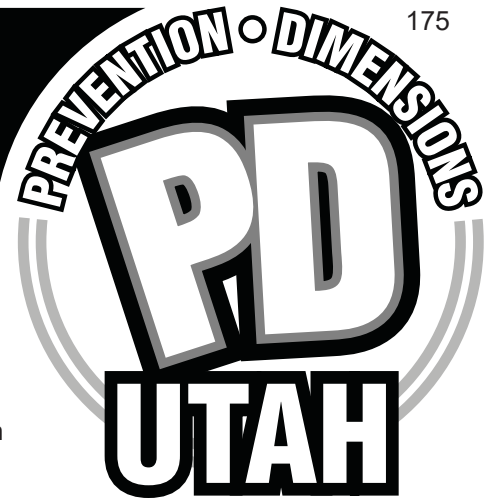
## Related Core Curriculum Objective

- |           |   |
|-----------|---|
| 7100-0201 | Analyze the results of individual choice and consequences related to drug use and/or non-use. Identify the short- and long-term effects of alcohol, tobacco, and marijuana use. |
| 7100-0202 | Practice Refusal Skills® and other strategies for maintaining healthy personal limits.  |
| 7100-0401 | Identify methods of prevention of communicable diseases; e.g., abstinence from high-risk behaviors.   |
| 7100-0401 | Identify methods of reducing the risks of non-communicable diseases: e.g., non-use of alcohol.  |

## Risk/Protective Factors

- Social skills
- Belief in moral order
- Favorable attitudes toward drugs
- Early initiation of problem behavior
- Low perceived risk of drug use
- Opportunities/rewards for positive involvement

# REASONS FOR ME TO BE ALCOHOL-FREE



Grades 7–8 Lesson 18

## INTRODUCTION (Setting Focus)

Discuss the following:

- a. By the time the average American is 18, he or she has seen thousands of beer commercials.
- b. Alcohol companies spend over 1 billion dollars a year trying to convince us that drinking alcohol is exciting, fun and cool.
- c. Advertising never shows the downside of alcohol consumption, such as slurred speech, memory loss, health problems, murder, suicide, car crashes, poor relationships, broken families and shattered lives. In addition, they don't show that a majority of people choose not to drink and that alcohol is not needed to have a good time.
- d. In spite of what the ads say, alcohol won't make us happier or more popular. Drinking will not make us more attractive.
- e. Alcohol doesn't solve our problems. In fact, it may create new problems that are worse than before.
- f. Don't buy the hype the ads are selling; look at all the reasons to be alcohol-free.

## BODY (Strategies/Activities)

1. Each student completes the “What the Ads Don't Tell You—How Alcohol Impairs” worksheet during the discussion.
2. Use the following facts to facilitate class discussions, activities, and demonstrations to help students learn the facts about alcohol.

### ALCOHOL FACTS

- a. **Alcohol is a depressant.** It slows down the central nervous system.
- b. **All alcoholic beverages contain ethyl alcohol.** Ethyl alcohol is a flammable, volatile liquid. It is used extensively as a solvent in varnishes, perfumes, in the preparation of flavorings, medicines as a disinfectant, and as an automobile radiator antifreeze. Although ethyl alcohol is less toxic than other types of alcohol, it can still be harmful and even deadly.
- c. **Alcohol is a poison.** Pure alcohol is deadly to living tissues. Explain that alcohol is a poison. It is an antiseptic that kills germs and also kills living cells in the human body. One of the major organs of the body affected by alcohol is the liver.

Liver cirrhosis activity:

To show the effects of alcohol on tissue, submerge a small piece of raw liver in a shallow bowl of rubbing alcohol and keep it overnight. Within minutes, the liver will begin to change in color (denatured alcohol will cause more rapid changes). Show how the bottom has been less affected because it has less exposure to the alcohol. On the following day, show how the outside has become harder, discolored, and almost crusty. The same thing can happen with the human liver (cirrhosis) as a result of drinking alcohol.

# REASONS FOR ME TO BE ALCOHOL-FREE



Grades 7–8 Lesson 18

## BODY (Strategies/Activities) continued

- d. Too much alcohol is deadly. Discuss the dangers of binge drinking (drinking a lot of alcohol at a time) and chug-a-lug contests. Drinking too much alcohol may cause a person to vomit. The body is trying to expel the poison so that the body is not destroyed. Alcohol poisoning happens when the blood alcohol level (the percentage of alcohol circulating in the bloodstream) rises to a danger point. At very high blood-alcohol levels, a person loses consciousness and goes into a coma. In

the worst case, the person dies. The adolescent brain has not yet fully formed the “shut-off” mechanism that would allow a person who overconsumes to pass out or fall asleep. Because

a youthful brain is less apt to shut down before the blood-alcohol level becomes lethal, youth who drink tend to drink in more deadly quantities, which leads to more damage and higher levels of alcohol poisoning.

- e. **Alcohol depresses brain activity and impairs function in three main areas: mental skills, physical skills and basic life support skills.**

### **Physical skill impairment activity:**

Divide the class into groups of about five and give each group a dime. Instruct them to take turns picking up the dime, straight off the desk, and putting it back down. Time them to see how long it takes each group to complete the task. Tell them that picking up a dime isn't very hard, so now you're going to impair them, just as alcohol impairs basic functions. It can make things harder. Give each team a pair of heavy gloves and have them repeat the activity. Discuss how it felt to be impaired and the difference in their team's time.

### **Mental impairment activity:**

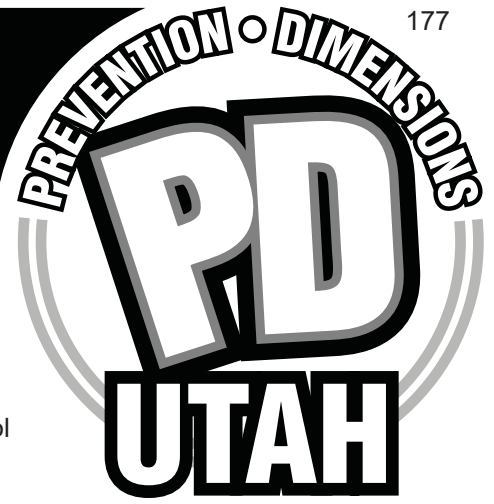
Students gather in two equal-sized groups and form parallel lines facing away from each other. At one end of the two lines, place a garbage can and a wad of paper. At the other end of the lines, the teacher flips a coin to either heads or tails. The person nearest the teacher is the “eye” and the person nearest the garbage can is the “foot.” All other students are the “nerves” and hold hands to make the best possible connection. Since nerves can only communicate with impulses, no talking is allowed.

When the coin is displayed with “heads,” the “eye” sends the signal to the next “nerve” by squeezing the hand. This squeeze or impulse is sent down the nerve-strand one squeeze at a time until it arrives at the “foot.” The foot quickly grabs the wad of paper and throws it into the garbage can, simulating quickly stepping on the brake pedal of a car. If the coin is displayed with “tails,” no action is taken.

Only correct impulses allow a rotation of the group. If the group sends a signal when “tails”



# REASONS FOR ME TO BE ALCOHOL-FREE



## BODY (Strategies/Activities) continued

of the coin is displayed and the foot places the paper in the garbage can, the other team is allowed to rotate.

One line of students simulates the physical effects of alcohol on the nervous system by not holding hands. Students must pass the signal down the group by giving each other a “high five” or tapping their neighbor on the shoulder. Play the game again and discuss how difficult mental functions become when under the influence of alcohol.

### Grades 7–8 Lesson 18

#### **Basic life support skills impairment activity:**

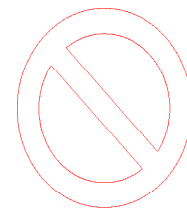
Mark a driving course on the floor with tape. Students take turns walking the course after being spun around 15 to 20 times and while wearing a pair of glasses with petroleum jelly smeared on the lenses. Discuss the impairment that the students experienced and how it affected their performance.

- f. **Alcohol increases the risk of accidents.** Discuss and give examples of the effects of alcohol on the brain and how this leads to an increase in accidents, e.g., car crashes, falls, drownings, fire deaths, and boating accidents.
- g. **Alcohol is not digested or processed like most foods.** It is absorbed directly into the bloodstream.

#### **Demonstration of alcohol absorption**

Use three different sizes of bottles almost full of water and drop the same amount of food coloring in each. Point out that the food coloring, much like alcohol, spreads immediately and circulates to all parts of the bottle.

- h. **The liver oxidizes alcohol from the body at a slow fixed rate.** Briefly discuss role of the liver in ridding the body of alcohol.



#### **Make the liver quiver activity**

Select eight students and have them form a circle. Choose one of the students to represent the liver. Introduce several soft squeeze-balls and suggest that they represent alcohol (three balls are equal to one can of beer). It will be the responsibility of the “liver” to squeeze each ball, one at a time, 15 times before setting them down outside of the circle. The squeezing represents the slow, fixed rate of oxidation of alcohol by the liver. The remaining students in the circle represent the body. They pass the balls (alcohol) around the circle. If the “liver” is still squeezing one of the balls, they pass him/her by and pass the ball to the next person. This represents the alcohol going to all parts of the body through the bloodstream. Students should move the balls around the circle as quickly as possible until the “liver” has been able to get rid of the balls (alcohol).

The “liver” begins by squeezing a ball (this represents the normal work of the liver.) The group begins passing two to three balls (that are different from the first one, representing alcohol).

# REASONS FOR ME TO BE ALCOHOL-FREE



## BODY (Strategies/Activities) continued

around the circle. As soon as one of the new balls get to the “liver,” have the student pass the first ball on and begin to squeeze the new balls representing alcohol. The remaining balls continue being passed around the circle until the “liver” is able to get rid of all of the balls representing alcohol.

Start passing 15 more balls around the circle. The students in the circle usually become louder, less coordinated, and off balance. The task becomes more difficult and disorganized. Just as the body is unable to function as well, the liver will eventually slow down and become damaged.

### Grades 7–8 Lesson 18

Process the activity using the following prompts:

How well did the group first handle the squeeze-balls or small amount of alcohol?

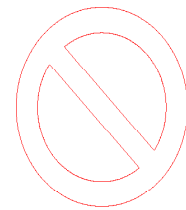
What did the group do when more alcohol was introduced?

What eventually happened to the liver?

What are similar effects of alcohol on a real body?

How could people avoid the damage caused by alcohol?

- i. **The only way to rid the body of alcohol is to let time pass.**



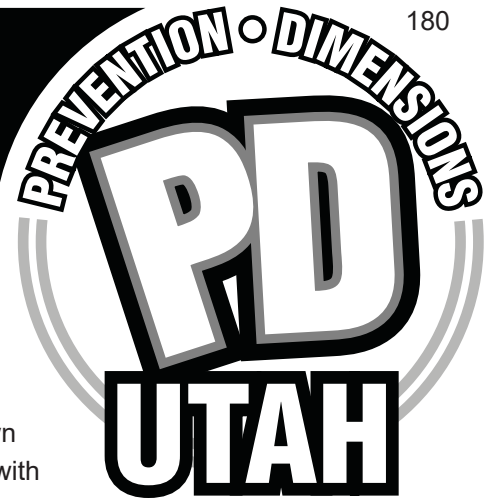
#### **Demonstration:**

Use the bottles of dye used previously. Place chlorine bleach into each bottle (more in the bigger bottle and less in the smaller ones) to demonstrate how time is needed to rid the body of alcohol. The liver is a vital organ in the body and without it, life is not possible. It is the organ responsible for the purifying of blood and removing toxins, such as alcohol, from the body. The liver identifies alcohol as a poison and immediately prioritizes its cleaning of blood to rid the body of this toxin. The liver ignores working on other jobs and handles the alcohol first. The use of alcohol can extract a devastating toll on the liver. The liver oxidizes alcohol at a slow, fixed rate, and it takes longer for a smaller and younger person to get rid of the alcohol poison in the body. Have the students observe the bottles throughout the class period. It is interesting to note that even though the dye will eventually clear from the bottles of color, they will be slightly discolored and not as clear as a bottle of water without the bleach and dye. (Show a bottle of clear water.) Even though a person will eventually become sober, it doesn't mean the body has been unaffected. Damage has occurred.

- j. **Alcohol is the leading cause of death and disability for young people.** According to [www.utah.gov](http://www.utah.gov) and the Behavioral Risk Factor Surveillance Survey, alcohol use contributes to the leading causes of death for young people: car crashes, suicide, homicide (killing six times as many people as all other drugs combined).
- k. **Drinking and Driving are Deadly.** Discuss different situations where students may be asked to ride with a driver who has been drinking. Divide the class into groups, and have each group select one of these situations, brainstorm safe alternatives, and then perform a short skit showing one of their alternatives.



# REASONS FOR ME TO BE ALCOHOL-FREE



## CLOSURE (Wrap-Up and Extensions)

1. Students complete the “Reasons for Me to Be Alcohol-Free” worksheet. Students draw pictures and list examples of their own reasons to be alcohol-free. Students share some of their ideas with the class.
2. Students imagine that they have been invited to speak to a fifth or sixth grade health class (for about 5 to 10 minutes) about the harmful effects of alcohol and the benefits of being alcohol-free. Students write out what they would do and say during this presentation. Encourage students to make the presentation as interesting as possible. At least six to ten facts about alcohol should be included in the presentation, as well as a conclusion, with a personal message, reinforcing some of the advantages of choosing to be alcohol-free. Some students may wish to make the actual presentations.

**Grades 7–8 Lesson 18**

## WHAT THE ADS DON'T TELL YOU —KNOW THE FACTS

1. Young people who drink alcohol do more damage to their brains than grown-ups who drink. That's because young people's brains are still growing.
2. Alcohol damages the hippocampus, a part of the brain where learning and memory take place.
3. Heavy drinking can make it harder for a teen to learn new things, remember facts, and perform physical tasks like playing basketball.
4. A young person who drinks a lot of alcohol can damage his or her brain permanently.
5. The hippocampus of a teen who drinks heavily is about 10% smaller than a healthy teen's hippocampus.
6. Young people who drink have a higher risk of getting hooked on alcohol.
7. Scientists have found that heavy alcohol use causes brain cells to break down and die.
8. Alcohol can cause changes in feelings and emotions. Since young people are still learning to deal with feelings, alcohol can lead to problems with friends, low self-esteem, and stress.
9. In studies, young people who are heavy drinkers scored lower on tests than young people who don't drink.
10. Alcohol is a depressant drug that changes how an individual acts and feels.
11. Ethyl or ethanol alcohol is the type of alcohol in all alcoholic beverages.
12. Ethyl alcohol is a dangerous poison. Too much alcohol is deadly.
13. Some risks of binge drinking or chug-a-lug contests are acute alcohol poisoning, passing out and choking on one's own vomit.
14. Alcohol is not digested and is absorbed directly into the bloodstream. Alcohol affects every organ of the body.
15. Alcohol affects every organ of the body.
16. Alcohol has two basic effects: it irritates and sedates.
17. Long-term effects include: pancreatitis, fatty liver, cirrhosis, stomach problems and ulcers, an increased risk of cancer and heart disease, blackouts or temporary amnesia, loss of memory, and the destruction of brain cells.
18. Alcohol impairs or makes worse, messes up, ruins, or harms.
19. Alcohol slows down brain activity and interferes with basic mental, physical, and basic life support skills.
20. The brain functions first affected or impaired by drinking alcohol are mental skills such as judgment and inhibitions.
21. Alcohol use increases the risk of murder, suicide, accidental death, assault, violent acts, and other crimes.



## WHAT THE ADS DON'T TELL YOU—KNOW THE FACTS

23. Alcohol adversely affects muscle function, reaction time, eyesight, coordination, balance, depth perception, and night vision.
24. Alcohol use increases the risk of car crashes, falls, drownings, and boating and aviation accidents.
25. In Utah, a person is considered legally drunk with a blood alcohol concentration (BAC) of .08. However, even one drink can affect an individual's ability to drive.
26. A BAC of .30 or higher may result in unconsciousness, coma, or even death.
27. The liver oxidizes or filters most of the alcohol out of the body at a slow fixed rate. Drinking coffee or taking a cold shower will not speed up this process or quicken sobriety. Letting time pass is the only way to sober up.
28. More than 100,000 Americans lose their lives each year as a direct consequence of alcohol use.
29. More than 50% of all teenage deaths, including the three leading causes of teenage death (suicide, accidents, and murder), are alcohol-related.
30. People who drink at an earlier age have a greater risk of developing alcohol-related problems.
31. Nearly 14 million people in United States—1 in every 13 adults—abuse alcohol or are alcoholics.
32. Alcoholism is a disease. There is no cure for alcoholism, but it can be treated. When supported in treatment, many alcoholics are able to stop drinking and rebuild their lives.
33. If you have alcoholism in your family, you have a greater risk of becoming an alcoholic.
34. Ala-Teen offers support to teens who have alcoholic friends and family members.
35. Fetal Alcohol Syndrome (FAS) is a group of irreversible birth abnormalities that are a direct result of the mother drinking during pregnancy. There is no safe level of alcohol during pregnancy.
36. Alcohol abuse doesn't just affect the person drinking, it affects our society as a whole.
37. There is approximately the same amount of ethyl alcohol in a can of beer, a glass of wine, and a one-ounce shot of whiskey.
38. It takes approximately the same number of hours as the number of drinks consumed for one to be sobered completely.
39. Much of the advertising for alcohol is specifically aimed at youth, particularly those in their teens and early 20s.

Sources: Fackelmann, Kathleen. "Teen drinking, thinking don't mix." USA Today, online article, October 17, 2000.

Wurthrich, Bernice. "Getting Stupid." Discover, Volume 22, No. 3, March 2001.



Name \_\_\_\_\_

# REASONS FOR ME TO BE ALCOHOL-FREE

## Reasons for Me to Be Alcohol-Free

Which three facts about alcohol do you think are most important to know? List reasons for your decision.



Describe two reasons for young people to “pass” when it comes to alcohol. In other words, list two reasons why young people should be alcohol-free.



# PD

Name \_\_\_\_\_ **REASONS FOR ME TO BE ALCOHOL-FREE**

**What the Ads Don't Tell You—How Alcohol Impairs**

1. List three mental skills impaired by alcohol use.

- 1.
- 2.
- 3.



2. Describe two problems associated with the impairment of mental skills.

- 1.
- 2.

3. List three physical skills impaired by alcohol use.



- 1.
- 2.
- 3.

4. Describe two problems associated with the impairment of physical skills.

- 1.
- 2.

5. List two basic life support skills impaired by alcohol use.

- 1.
- 2.

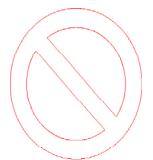


6. Describe two problems associated with the impairment of life support skills.



7. Describe two reasons for you to be alcohol-free.

- 1.
- 2.





# REASONS FOR ME TO BE ALCOHOL-FREE

Alcohol is a depressant.  
It slows down the central  
nervous system.

Reasons for me to be alcohol-free

Too much alcohol is deadly.

Reasons for me to be alcohol-free

All alcoholic beverages  
contain ethyl alcohol.

Reasons for me to be alcohol-free

Alcohol depresses brain  
activity and impairs function  
in three main areas: mental  
skills, physical skills and  
basic life support skills

Reasons for me to be alcohol-free

All alcoholic beverages  
contain ethyl alcohol.

Reasons for me to be alcohol-free

Alcohol increases the  
risk of accidents

Reasons for me to be alcohol-free

# REASONS FOR ME TO BE ALCOHOL-FREE

Alcohol is not digested or processed like most foods.

Reasons for me to be alcohol-free

The liver oxidizes alcohol from the body at a slow fixed rate.

Reasons for me to be alcohol-free

The only way to rid the body of alcohol is to let time pass.

Reasons for me to be alcohol-free

Alcohol is the leading cause of death and disability for young people.

Reasons for me to be alcohol-free

Drinking and driving are deadly.

Reasons for me to be alcohol-free

Alcohol is addictive.

Reasons for me to be alcohol-free

# REASONS FOR ME TO BE ALCOHOL-FREE

There is no cure for alcoholism.

Reasons for me to be alcohol-free

Alcohol use has a huge impact on society.

Reasons for me to be alcohol-free

Alcoholism is a family disease.

Reasons for me to be alcohol-free

Alcohol is much more damaging to a young, growing brain than to an older fully developed brain.

Reasons for me to be alcohol-free

People who drink don't just hurt themselves.

Reasons for me to be alcohol-free

Reasons for me to be alcohol-free

# HOW ALCOHOL DAMAGES A TEEN'S DEVELOPING BRAIN, PART 1



Grades 7–8 Lesson 19

## PROGRAM GOAL(S)

Healthy Life Skills  
Healthy Self, Human Development and Relationships  
Character Education: Responsibility

## PERFORMANCE OBJECTIVE(S)

Understand the processes of neural and brain development during adolescence (approximately ages 12-21) that forms the basis of a future successful life.

Understand how alcohol affects an adolescent brain differently than an adult brain. It damages the neural wiring in both the prefrontal cortex (good judgment/impulse control center) and the hippocampus (memory/learning center), and can cause early addiction.

## MATERIALS NEEDED

Handouts and posters: “Brain Change,” “How Brain Neurons Communicate,” “Stronger Neural Connections,” “Teens Choose How Their Brains Are Wired,” “Peaks of Plasticity,” “Brain Areas,” “Alcohol Damages the Adolescent Brain,” “Alcohol Damages Teen Brain Wiring!” “Under-age Drinking Is D.U.M.B.,” “Alcohol Stop Sign”



Parent Share Sheets: “Alcohol Fact Sheet” from the American Medical Association  
Worksheet: “Our Amazing Brain – The World’s Most Powerful Computer!”

## NEW VOCABULARY

neurons                      plasticity  
neural connections      prefrontal cortex  
neurotransmitter        hippocampus  
myelin sheath

## LESSON AT A GLANCE

1. Discuss the brain/computer metaphor.
2. Discuss various posters and ideas about youth and alcohol use.
3. Distribute parent share sheets.
4. Play “Pass the Neuron.”

## Related Core Curriculum Objective

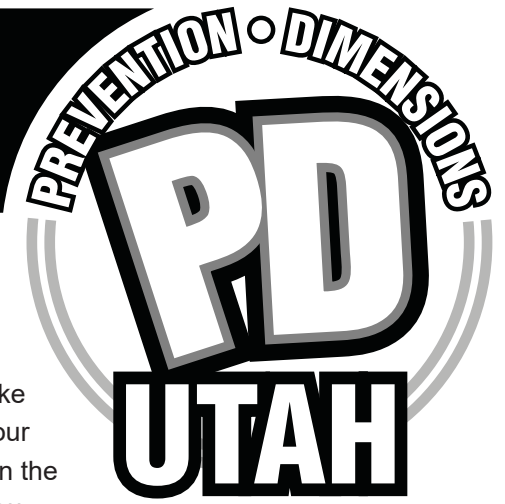
- |           |  |
|-----------|--|
| 7100-0201 | Analyze the results of individual choice and consequences related to drug use and/or non-use.<br>Identify the short- and long-term effects of alcohol, tobacco, and marijuana use. |
| 7100-0202 | Practice Refusal Skills® and other strategies for maintaining healthy personal limits.   |
| 7100-0401 | Identify methods of prevention of communicable diseases; e.g., abstinence from high-risk behaviors.  |
| 7100-0401 | Identify methods of reducing the risks of non-communicable diseases: e.g., non-use of alcohol.   |
| 7100-0701 | Evaluate the reliability of health information and services based on established criteria.   |

## Risk/Protective Factors

Challenging Favorable Attitudes Toward Drugs and Alcohol  
Opportunities for Positive Family Involvement

Grades 7-8

# How Alcohol Damages a Teen's Developing Brain, Part 1



Grades 7–8 Lesson 19

## INTRODUCTION (Setting Focus)

1. Say: Let's pretend that today is your birthday, and when you woke up this morning there was a big, beautifully wrapped box with your name on it sitting right beside you on the bed. A note said that in the box was the best gift you could ever receive. What gift would you want it to be? When you tore open the package you found the most advanced high-tech computer that had ever been created. Once you opened your computer, what is the first thing you would do? (Accept all answers; focus on: "read instruction book"; "find out what programs/software it had.")
2. Explain: This situation really did happen to each of you, for when you were born you received the most amazing "computer" ever created. Your computer has more than 150 billion nerve cells called "neurons" that communicate with each other – and every other cell in your body – at more than 200 mph. What is this computer? (brain) Our brain is more powerful than any computer ever made.
3. Explain: Like any new computer, we need to know how our brain works and how to care for it if we are to get the best use out of it. New scientific discoveries, made through MRIs, PET scans, and SPECT scans (which allow us to see the brain as it works), have given us valuable new information on how the brain works and what can harm it.

We used to think that the brain we were born with was the brain we'd have for life, but now we know that isn't true. Research shows that a young person's brain is still making the important neural wiring that is needed to be a responsible adult. What you think and do as a teen has a profound affect on how your brain develops. Adding brain wiring is like adding new software to your computer; with it you can become more competent and do more wonderful, exciting things. However, some things can harm your brain development.

4. Explain: New research shows that alcohol affects a teen's developing brain differently than an adult brain. Drinking alcohol before the age of 21 can actually harm brain development and can cause permanent damage.
5. Discuss the poster: "Brain Change."
  - a. The SPECT images show functional activity levels in the brain of a healthy non-drinker (left) and that of a sober 21-year-old with a 4-year history of heavy alcohol use (right).
  - b. The "holes" indicate areas of significantly reduced brain activity.
  - c. As a class, read aloud the quote on the poster: "The brain goes through dynamic change during adolescence (ages 12-21) and alcohol can seriously damage long- and short-term growth processes."
  - d. Why is it important for teens to know this new information?

# How Alcohol Damages a Teen's Developing Brain, Part 1



Grades 7–8 Lesson 19

## BODY (Strategies/Activities) Continued

- e. We will have two important lessons on the latest brain research that explain what things harm or help your brain's development. You'll learn how to make smart decisions in caring for your high-tech brain, so it will work right to help you have a happy, successful life.
6. Students complete the worksheet: "Our Amazing Brain – The World's Most Powerful Computer!" during the course of the discussion.
  7. Discuss poster: "How Brain Neurons Communicate."
    - a. Our brain is made of more than 150 billion nerve cells called neurons which send electrical and chemical signals to communicate with other neurons. A neuron looks somewhat like a tree. It is made up of:
      - Soma – The cell body where the neuron makes and stores electrical power that it uses to send signals.
      - Dendrites – They look like branches, but are actually antennae which are covered in tiny "receptors" that sense/receive chemical messages from other neurons. Each neuron has many dendrites and hundreds of receptors.
      - Axon – It looks like a tree trunk, but it is actually an information line that carries an electrical signal from the soma to the axon terminals.
      - Axon Terminals – They look like roots or tentacles that have tiny sacks on each end which are filled with chemicals called "neurotransmitters." Our body makes over 100 different neurotransmitters; two are dopamine and serotonin.
    - b. Discuss that every thought you think, every emotion that you feel, every action that you do is made possible because your neurons communicate with each other. This process takes place in nanoseconds, so fast we are not even aware of it. Every time we have new experiences or learn something new, our neurons form new connections between themselves. Neurons communicate by sending electrical and chemical messages:
      - The dendrites of a neuron receive a message from somewhere in the body and forward it to the soma.
      - The soma sends an electrical signal down the axon to the axon terminals.
      - This triggers the axon terminals to release a chemical neurotransmitter, which flows into the synapse.
      - The chemical message is picked up by the neighboring dendrite receptors.
      - When a message is successfully sent and received, a "neural connection" is made.
    - c. Explain that neurons don't touch each other. There is a tiny gap between the dendrites of one neuron and the axon terminals of another. This gap is called a synapse. Neurotransmitters flow across the synapse from one neuron to another. Point to the gap, have students repeat "synapse."

# How Alcohol Damages a Teen's Developing Brain, Part 1



Grades 7–8 Lesson 19

## BODY (Strategies/Activities) Continued

8. Complete the activity “Make a Neuron” by instructing the students in the following exercise. Using the dialogue below, the teacher models and gives verbal instructions to students, instructing them to copy the teacher’s actions and repeat the new words (in bold) aloud.
  - a. “Raise your right hand and pat the palm of your hand. Your palm is the soma or cell body of the neuron.”
  - b. “Wiggle your fingers. Your fingers are like dendrites that receive messages.”
  - c. “Touch your arm. Your arm is the axon or information line.”
  - d. “Now, make the axon terminals by putting the back of your left hand against your elbow.”  
(Compliment their fine neurons.)
  - e. “Now hold that position, and we are going to show our neuron in action.” Students do the actions as you say and model the following.
    - “When your dendrites [wiggle your fingers] sense a message...”
    - “They tell the soma [slap your palm]...”
    - “Which sends an electrical impulse that travels down your axon (run your fingers down your arm) to your axon terminals.
    - “Your axon terminals [put your left hand at your elbow and wiggle your fingers] release chemical neurotransmitters into the synapse gap, and it is picked up by a neighboring neuron.”

The concept of making a model of a neuron using our hand and arm comes from the MADD (Mothers Against Drunk Driving) “Protecting You– Protecting Me” alcohol prevention education program. See <http://www.madd.com>.

9. Discuss concepts on the poster “Stronger Neural Connections.”
  - a. Every time we learn something new or have new experiences, our neurons form new connections between themselves. If we repeat a thought or action several times, the neuron begins sending a larger amount of neurotransmitter across the synapse, and the neighboring neuron makes more dendrite receptors to receive it. The neural connection then becomes stronger. Eventually, the connection becomes a dominant pathway for the brain to think, feel, or act. This process is called “wiring” your brain.
  - b. The axon eventually becomes coated with a fatty, waxy coating called a “myelin sheath.” The myelin sheath acts like a type of insulation that protects brain wiring. The myelin sheath is not completely formed in the brain until about age 24. (NOTE: If the myelin sheath starts to deteriorate through a brain disease like Alzheimer’s, a person will lose brain function.)
  - c. The myelin sheath increases the speed at which electrical signals travel through many of the axons (from 200 m.p.h. to up to 400 m.p.h.), so you can think and do those things faster and easier.
  - d. What are some of the things you can do that were hard at first, but now are easy for you to do? (Sports, musical instruments, dance, multiplication tables, video games, etc.) Why did it get easier? (Your neural connections were

Grades 7-8

# How Alcohol Damages a Teen's Developing Brain, Part 1



Grades 7-8 Lesson 19

## BODY (Strategies/Activities) Continued

- strengthened until your brain became “wired” for that activity.)
- e. About 40 percent of our neurons are already communicating or “wired” at birth. The other 60 percent are waiting for outside stimulation to make their neural connections. Which brain neurons do you think are already wired at birth? (neurons that control breathing, eating, sleeping, crying, etc.)
  - f. What we choose to experience, think, feel or do becomes wired in our brain and becomes part of our character or identity – who we are. While in our teens, we can help “wire” our brain with good choices and positive learning experiences to make our brain even more powerful and effective.
10. Discuss poster, “Teens Choose How Their Brains Are Wired.”
- a. A student reads quote by Dr. Jay Giedd, Chief of Brain Imaging at the National Institutes of Health: “Teens, through their choices and actions, have the power to direct the development of their own brains.”
  - b. What activities can you do to help your brain make more positive neural connections? (reading, sports, music lessons, games, doing homework or chores, etc.)
  - c. As you learn and experience new, positive things, your brain develops more positive neural connections, and you become smarter and more capable.
  - d. What things do you think could harm our brain’s neural connections? (alcohol, tobacco, drugs, inhalants, head injuries)
11. Discuss the poster, “Peaks of Brain Plasticity.”
- a. While our brain continues to learn things throughout life, there are important periods of time when our brain is pre-programmed to increase brain chemicals that allow us to make neural connections. During this time the brain has an increased level of “plasticity.” Plasticity refers to the brain’s ability to reformat its internal structure when we have new learning and experiences. These times are called “peaks of plasticity.” Our brain is also pre-programmed to wire specific areas of the brain at specific times in life.
  - b. An example of “brain-wiring timing” is our ability to see. Eyesight is not fully wired in the brain at birth, but continues to develop until the age of six months. On rare occasions a baby is born with a cataract covering an eye. The cataract must be removed during the first six months of life. If it is not, the time to wire the brain for sight passes, and even if the cataract is removed later, the child will always be blind in that eye.
  - c. What period of brain plasticity are you in now? (Ask a student to point to it.)
  - d. One of the key brain wiring times takes place during the ages of 12-21 years. This time is sometimes referred to as “adolescence.” Research shows that drinking alcohol during this period of time can disrupt and harm brain wiring.
12. Discuss the poster, “Brain Areas.”



# How Alcohol Damages a Teen's Developing Brain, Part 1



Grades 7–8 Lesson 19

## BODY (Strategies/Activities) Continued

- a. The brain is divided into different specialized areas. Each brain area governs different parts of the body and has its own specific neural communication network.
  - b. We wire different brain areas at different times in life.
  - c. Two brain areas that must be wired during the teen years for a person to become a responsible, capable adult are the “prefrontal cortex” and the “hippocampus.”
  - d. The prefrontal cortex is the director or boss of the brain and governs good judgment, planning, analyzing, decision-making, and impulse control. It helps us avoid anti-social behavior and become a thoughtful, capable adult.
  - e. The majority of prefrontal cortex brain wiring takes place during the ages of 12 to 16, and continues to develop until about age 24. By the time we reach adulthood, the ability to wire our prefrontal cortex is much reduced.
  - f. The hippocampus is the part of the brain responsible for learning and memory. It goes through a developmental growth spurt during the ages of 12-21.
13. Discuss the poster, “Alcohol Damages the Adolescent Brain.”
- a. What do you think would happen to you if the prefrontal cortex area of your brain became damaged? (make bad decisions; lack impulse control; have relationship problems; do risky behaviors)
  - b. What do you think would happen if the hippocampus area of your brain were damaged? (have a bad memory; do poorly on tests; not be able to learn things as well)
  - c. What things can harm our brain's ability to form neural connections in our prefrontal cortex and our hippocampus? (alcohol, drugs, inhalants)
14. Discuss the poster, “Alcohol Harms a Teen Brain”.
- a. Alcohol is a chemical which, if consumed before our brains are fully developed, interferes with our own chemical neurotransmitters and damages our brain neuron wiring. Alcohol pretends to be a neurotransmitter and acts like a computer virus in our brain, garbling, changing, or deleting the messages we need to wire into our brains. It also slows or shuts down brain activity, thus keeping an adolescent brain from making proper connections. Drinking alcohol is like turning off the power when you are trying to download new software.
  - b. What would happen if you had a power outage right when you were trying to load some new software on your computer? (It wouldn't be there when the power came on.)
  - c. Alcohol acts the same way on a still-developing brain. Important neural connections that we need to be responsible, thoughtful adults may not be wired into our brains, making life more difficult for us and those who will depend on us. We may be harmed in ways we cannot predict, becoming less than we could be.
  - d. Most alcohol brain damage doesn't show up right away, not until your brain is needed to handle complex jobs or relationships, and then it's too late. Why is it important for teens to understand brain development and wiring?
  - e. Teen alcohol use not only harms brain wiring, it also:
    - Hijacks the brain's pleasure-reward system, causing the

Grades 7-8

# How Alcohol Damages a Teen's Developing Brain, Part 1



## BODY (Strategies/Activities) Continued

- brain to crave alcohol pleasure and harming the brain's ability sense ordinary pleasure; and
  - Causes early addiction. 40 percent of kids who begin drinking at age 15 will become alcohol dependant as adults. We will discuss more about this in the next lesson.
15. Discuss the poster, "Underage Drinking Is D.U.M.B" but keep the words "Drinking Underage Maims the Brain" covered at first.
- a. After reviewing all the latest scientific research on teen alcohol brain damage, the American Medical Association issued this slogan:  
**"Underage Drinking is a D.U.M.B. Decision"**
  - b. What does "underage" mean? (Under the age of 21. It is illegal to drink alcohol before the age of 21.)
  - c. In pairs, students brainstorm an answer to what the initials D.U.M.B. stand for.
  - d. Share answers and then uncover the AMA definition of D.U.M.B. (Drinking Underage Maims the Brain).
  - e. After learning how alcohol harms a teen's brain, what will you do to make sure you're not pressured into drinking before age 21?
16. Distribute a copy of "American Medical Association Fact Sheet," "Alcohol Damages Teen Brain Wiring" including the poster "Drinking underage is a D.U.M.B. decision!" to each student to take home to parents.

Grades 7-8 Lesson 19

## CLOSURE (Wrap-up and Extension)

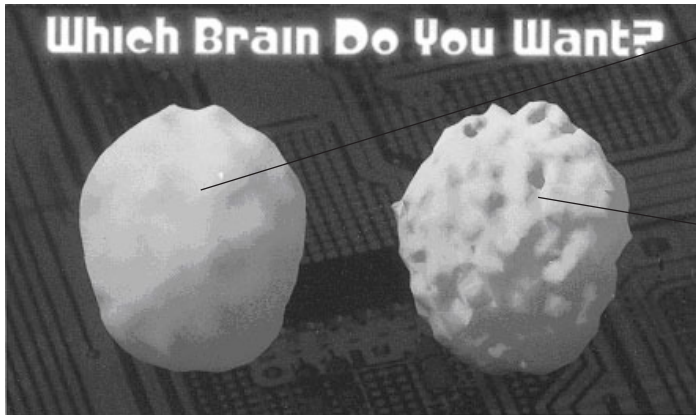
1. The winning team in the "Pass the Neural Message" contest stands up and shows how fast they can pass the "neural message" (piece of paper wadded up into a ball) from the neuron of the person in the front of the row to the person in the back.
2. This time, without warning, use the "Stop Sign" and try to block the passing of the neural message sent by the students.
3. Discuss how alcohol affects brain wiring – it hinders messages from being sent and slows down brain development. It creates feeling of frustration and anger.

# Brain Change

**“The brain goes through dynamic changes during adolescence (ages 12 to 21) and alcohol can seriously damage long- and short-term growth processes.”**

American Medical Association Fact Sheet, 2003)

PREVENTION DIMENSIONS

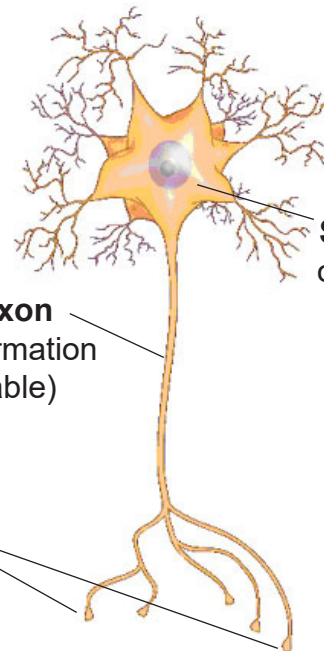
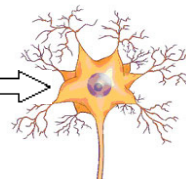


Scans courtesy of Dr. Daniel Amen <http://amenclinic.com>

**SPECT images show activity levels in the brain of a healthy non-drinker (left)...  
...and that of a sober 21-year old with a 4-year history of heavy alcohol use (right).**

The “holes” indicate areas of significantly reduced brain activity.

Your brain has about 150 billion neurons that look like this. (Does it look like a tree?)



**Soma** (body of cell where it stores electricity)

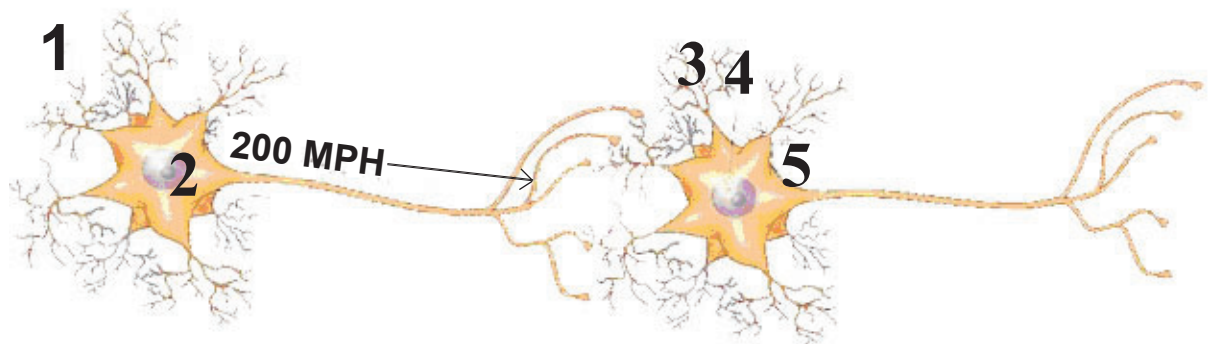
**Axon** (information cable)

**Axon Terminal** (sacks filled with chemicals called “neurotransmitters”)



## How Brains Communicate

1. The **dendrites** receive a message from the body and send it to the soma
2. The **soma** sends electrical impulses down the **axon** to the axon terminals.
3. The **axon terminals** give out a chemical message (neurotransmitter).
4. Dendrite **receptors** pick up the message and forward it to the soma.
5. A neural connection is made.

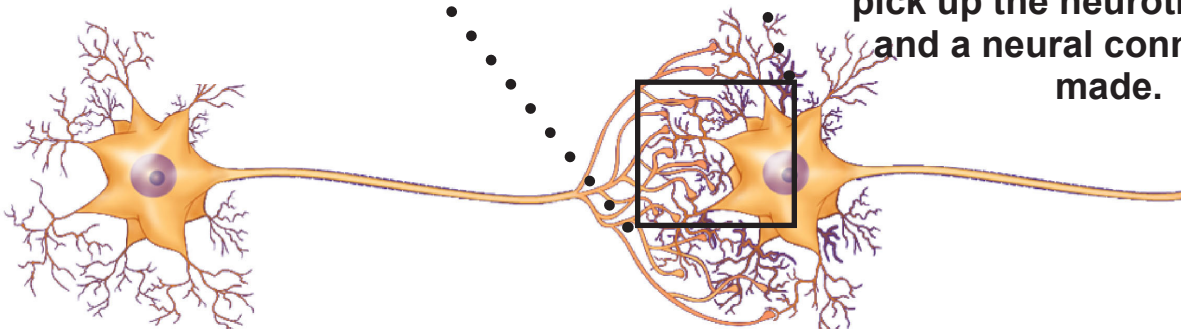


## Neurons Don't Touch—But They Connect!

There is a tiny gap called a **synapse** between the dendrites of one neuron and axon terminals of another.

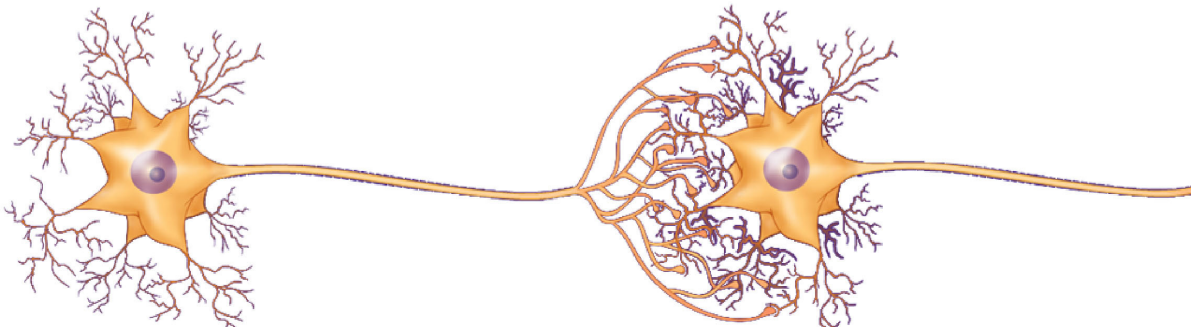
Chemicals called **neurotransmitters** flow across the synapse.

The receptors on the dendrites pick up the neurotransmitter, and a neural connection is made.



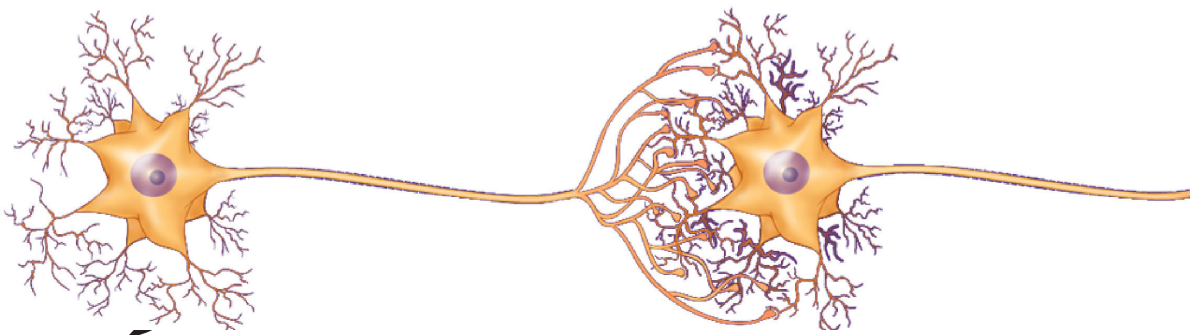
## Stronger Neural Connections

- If a thought or action is repeated often, the neuron sends more neurotransmitter...
- The dendrites make more receptors to receive it...
- The neural connection then becomes stronger – until it becomes a dominant pathway.

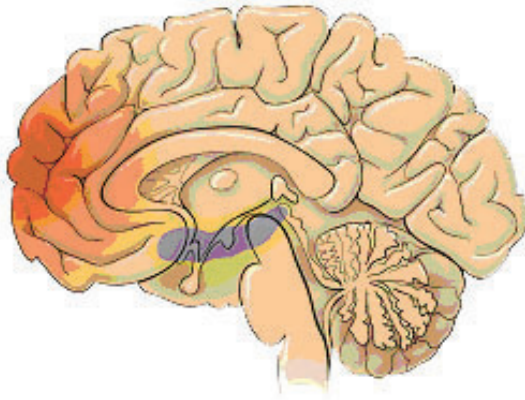


## Myelin Sheath = Brain Insulation

- Part of the neuron then becomes coated with a fatty, waxy coating called the myelin sheath.
- This whole process is called “wiring” the brain.
- The more neural wiring we have, the smarter and more capable we are.



# Teens Choose How Their Brains Are Wired

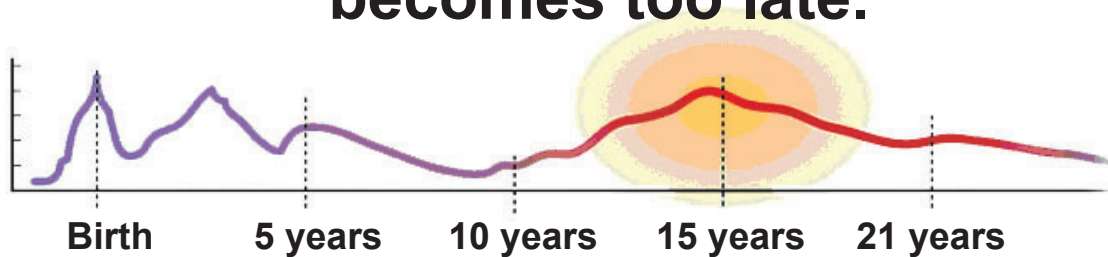


**“Teens, through their choices and actions, have the power to direct the development of their own brains.”**

- Dr. Jay Giedd, Chief of Brain Imaging at the National Institutes of Health

## Peaks of Brain Plasticity

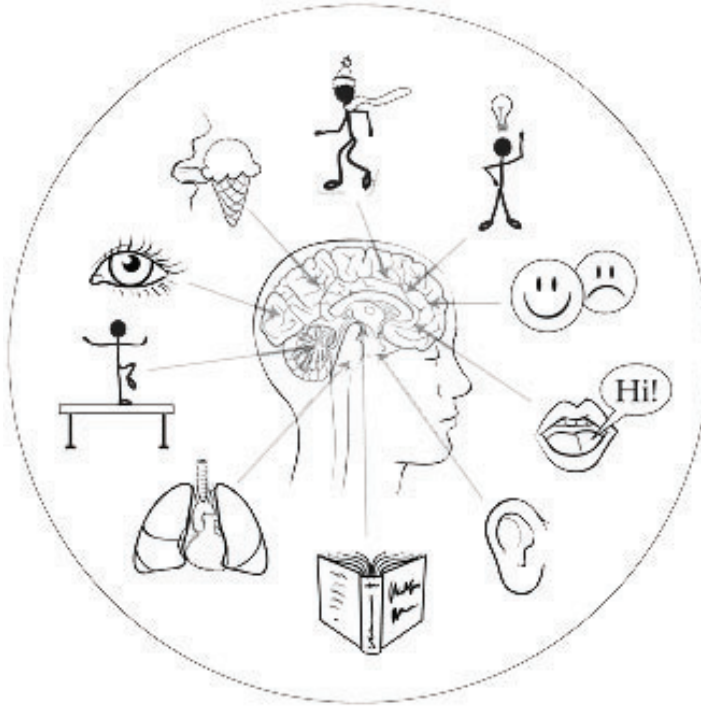
**During peaks of plasticity the brain must make the key neural connections to wire us to become responsible, thoughtful, capable adults, or it becomes too late.**



Drinking alcohol during times of plasticity can seriously damage brain wiring!

# BRAIN AREAS

Our brain is divided into specialized areas.



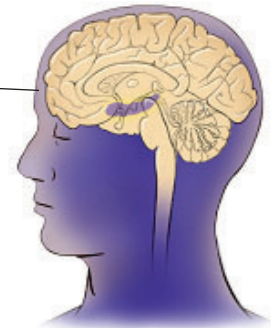
Each area has its own unique “**neuron communications network**” that governs and controls different parts of the body.

## ➤ Two Brain Areas MUST Be Wired During the Teen Years:

The **prefrontal cortex** is the boss or director of the brain.

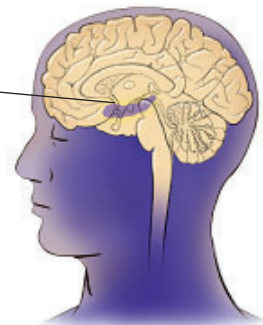
It governs good judgment, complex thinking, decision making, planning and impulse control.

The majority of prefrontal brain wiring takes place by age 16, and it continues to develop until about age 20.



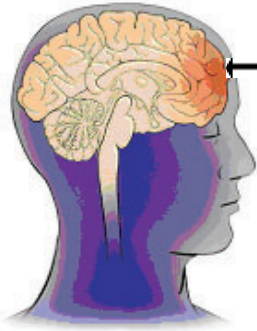
The **hippocampus** is part of the learning and memory area.

Adolescence (ages 12-21) is a key time of learning that wires the hippocampus for future successful learning.



# Alcohol Damages the Adolescent Brain

Alcohol damages key brain areas that need to be wired between the ages of 12 to 21!



The prefrontal cortex (frontal lobe) governs good judgment, decision making, planning and impulse control.

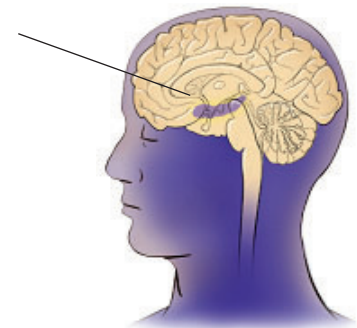
“The prefrontal area (behind the forehead) undergoes the most change during adolescence. Researchers found that adolescent drinking could cause severe changes in this area... which plays an important role in forming adult personality and behavior... **Damage from alcohol at this time can be long-term and irreversible.**”

(American Medical Association Fact Sheet, 2003)

“The hippocampus handles many types of memory and learning and suffers from the worst alcohol-related brain damage in teens. Those who had been drinking more and for longer had a significantly smaller hippocampus (10 percent)... **Frequent drinkers may never be able to catch up in adulthood, since alcohol inhibits systems crucial for storing new information.**”

(American Medical Association Fact Sheet, 2003)

The hippocampus governs learning/memory.



PREVENTION DIMENSIONS

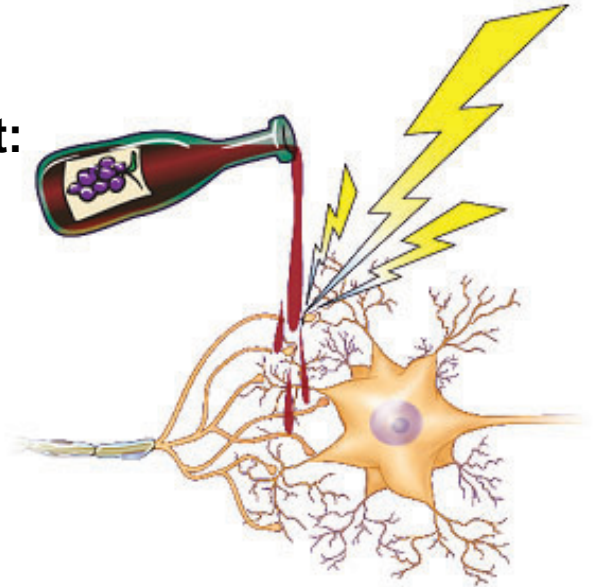
PD



# Alcohol Damages Teen Brain Wiring!

Ø Alcohol pretends to be a neurotransmitter. It acts like a computer virus that:

- Slows or shuts down brain activity.
- Deletes neural messages.
- Damages neural connections.
- Stops brain wiring that a teen needs to become a responsible, thoughtful adult.



After viewing all the latest alcohol brain damage research, the American Medical Association came up with this new slogan:

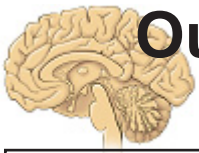
**Drinking underage is a D.U.M.B. decision!**

**(Drinking Underage Maims the Brain!)**

Decide NOW.

What will you do to keep your brain smarts?

**PD**



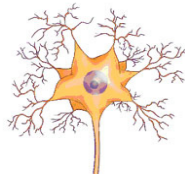
# Our Amazing Brain – The World’s Most Powerful Computer!

“The brain changes dynamically during adolescence (ages 12-21) and alcohol can seriously damage long – and short-term – growth processes.” (*American Medical Association Fact Sheet, 2003*)

Using the words below, fill in the blanks in the following statements:

neurons      alcohol      brain      software      planning      prefrontal cortex  
waiting      brain      illegal      plasticity      hippocampus

1. The brain is made up of billions of nerve cells called \_\_\_\_\_.
2. 40 percent of our neurons are “wired” at birth. The other 60 percent are \_\_\_\_\_ to be wired by our learning and experiences.
3. The \_\_\_\_\_ goes through rapid changes and development during ages 12 to 21.
4. Adding new brain wiring is like adding new \_\_\_\_\_ to a computer. We become more capable and can do more things.
5. During the teens we must wire the part of our brain that governs good judgment, \_\_\_\_\_ decision-making, and self-control.
6. The ability of the brain to rewire itself with our new learning is called \_\_\_\_\_.
7. Drinking \_\_\_\_\_ during a time of peak plasticity is like shutting off the power when you’re trying to load new computer software, and can damage brain development.
8. Two brain areas that can be badly damaged by drinking alcohol during the teen years are the \_\_\_\_\_ and the \_\_\_\_\_.
9. It is \_\_\_\_\_ to drink alcohol before you are 21 years old.
10. Below are parts of a neuron. Write the number of the correct definition next to each neuron part:
  - a. \_\_\_\_\_ Soma                      1. the cell body where the neuron stores its electrical energy
  - b. \_\_\_\_\_ Dendrites                2. brain chemicals stored in the axon terminals
  - c. \_\_\_\_\_ Axon                        3. antennae that pick up messages from other neurons
  - d. \_\_\_\_\_ Axon Terminals            4. root-like tentacles ending in tiny pockets which store chemicals
  - e. \_\_\_\_\_ Neurotransmitter        5. information line that carries electrical signals from the soma to the axon terminals





## Fact Sheet from an American Medical Association Report on Alcohol's Adverse Effects on the Brains of Children, Adolescents and College Students

### What is the summary report?

*Harmful Consequences of Alcohol Use on the Brains of Children, Adolescents, and College Students* is a compilation and summary of two decades of comprehensive research on how alcohol affects the brains of youth. The report's aggregation of extensive scientific and medical information reveals just how harmful drinking is to the developing brain and serves as a wakeup call to parents, physicians, elected officials, law enforcement, purveyors of alcohol – including the alcohol industry – and young drinkers themselves.

### Why is this report important?

The average age of a child's first drink is now 12, and nearly 20 percent of 12 to 20 year-olds are considered binge drinkers. While many believe that underage drinking is an inevitable "rite of passage" that adolescents can easily recover from because their bodies are more resilient, the opposite is true.

### The Adolescent Brain

The brain goes through dynamic change during adolescence, and alcohol can seriously damage long- and short-term growth processes. Frontal lobe development and the refinement of pathways and connections continue until age 16, and a high rate of energy is used as the brain matures until age 20. Damage from alcohol at this time can be long-term and irreversible. In addition, short-term or moderate drinking impairs learning and memory far more in youth than adults. Adolescents need only drink half as much to suffer the same negative effects.

### Drinkers vs. Non-Drinkers: Research Findings

- Adolescent drinkers scored worse than non-users on vocabulary, general information, memory, memory retrieval and at least three other tests
- Verbal and nonverbal information recall was most heavily affected, with a 10 percent performance decrease in alcohol users
- Significant neuropsychological deficits exist in early to middle adolescents (ages 15 and 16) with histories of extensive alcohol use
- Adolescent drinkers perform worse in school, are more likely to fall behind and have an increased risk of social problems, depression, suicidal thoughts and violence
- Alcohol affects the sleep cycle, resulting in impaired learning and memory as well as disrupted release of hormones necessary for growth and maturation
- Alcohol use increases risk of stroke among young drinkers

# American Medical Association

Physicians dedicated to the health of America



## Adverse Effects of Alcohol on the Brain: Research Findings

Youth who drink can have a significant reduction in learning and memory, and teen alcohol users are most susceptible to damaging two key brain areas that are undergoing dramatic changes in adolescence:

- **The hippocampus** handles many types of memory and learning and suffers from the worst alcohol-related brain damage in teens. Those who had been drinking more and for longer had significantly smaller hippocampi (10 percent).
- **The prefrontal area** (behind the forehead) undergoes the most change during adolescence. Researchers found that adolescent drinking could cause severe changes in this area and others, which play an important role in forming adult personality and behavior and is often called the CEO of the brain.

## Lasting Implications

Compared to students who drink moderately or not at all, frequent drinkers may never be able to catch up in adulthood, since alcohol inhibits systems crucial for storing new information as long-term memories and makes it difficult to immediately remember what was just learned.

Additionally, those who binge once a week or increase their drinking from age 18 to 24 may have problems attaining the goals of young adulthood—marriage, educational attainment, employment, and financial independence. And rather than “outgrowing” alcohol use, young abusers are significantly more likely to have drinking problems as adults.

## What can be done to stop this epidemic?

The AMA advocates numerous ways to combat this growing epidemic, including:

- Reducing access to alcohol for children and youth
- Reducing sales and provision of alcohol to children and youth
- Increasing enforcement of underage drinking laws
- Providing more education about the harmful effects of alcohol abuse
- Reducing the demand for alcohol and the normalization of alcohol use by children and youth

A major source of the normalization of alcohol use by children and youth is alcohol advertising. Television networks and cable stations have profited tremendously from the alcohol industry’s aggressive marketing to underage drinkers. These ads are proven to heavily influence the normalization and glamorization of drinking in the minds of children, and television has continued to endanger the health of these young viewers in spite of such findings.

With these new findings of the adverse effects of alcohol on the brain of children and adolescents, the AMA calls on cable TV and the TV networks to pledge not to run alcohol ads targeted at underage youth. This means no alcohol ads before 10 PM., none on shows with 15 percent or more underage viewers and no commercials with cartoons, mascots or other youth-focused images.

# American Medical Association

Physicians dedicated to the health of America



## What can I do?

Please visit our Web site, [www.alcoholpolicysolutions.net](http://www.alcoholpolicysolutions.net), to learn 10 things you can do to combat underage drinking as well as to send an e-mail or a fax to the TV networks and cable TV about your concerns about advertising alcohol to youth.

## Sources:

Office of Applied Studies, Substance Abuse and Mental Health Services Administration. "Results from the 1997 National Household Survey on Drug Abuse: Volume I. Summary of National Findings." 1998.

Office of Applied Studies, Substance Abuse and Mental Health Services Administration. "Results from the 2001 National Household Survey on Drug Abuse: Volume I. Summary of National Findings." 2002.

Brown SA, Tapert SF, Granholm E, Delis DC (2000). Neurocognitive functioning of adolescents: Effects of protracted alcohol use. *Alcoholism: Clinical and Experimental Research*. 24(2): 164-171.

Pyapali GK, Turner DA, Wilson WA, and Swartzwelder, SH (1999). Age and dose-dependent effects of ethanol on the induction of hippocampal long-term potentiation. *Alcohol*. 19(2): 107-11.

Brown SA, Tapert SF, Granholm E, Delis DC (2000). Neurocognitive Functioning of Adolescents: Effects of Protracted Alcohol Use. *Alcoholism: Clinical and Experimental Research*. 24(2): 164-171.

Tapert SF and Brown SA (1999). Neuropsychological correlates of adolescent substance abuse: Four-year outcomes. *Journal of the International Neuropsychological Society*. 5: 481-93.

National Institute on Alcohol Abuse and Alcoholism: Alcohol Alert, No. 41: *Alcohol and Sleep*. July 1998.

Seppa K and Sillanaukee P (1999). Binge drinking and ambulatory blood pressure. *Hypertension*. 33: 79-82.

DeBellis MD, et al (2000). Hippocampal volume in adolescent-onset alcohol use disorders. *American Journal of Psychiatry*. 157(5): 737-744.

Crews FT, Braun CJ, Hoplight B, Switzer RC, Knapp DJ (2000). Binge ethanol consumption causes differential brain damage in young adolescent rats compared with adult rats. *Alcoholism: Clinical and Experimental Research*. 24(11): 1712-23.

Schulenberg J, O'Malley PM, Bachman JF, Wadsworth KN and Johnston LD (1996). Getting drunk and growing up: Trajectories of frequent binge drinking during the transition to young adulthood. *Journal of Studies on Alcohol*. 57(3): 289-304.

Grant BF, Dawson DA. 1997. Age at onset of alcohol use and its association with DSM-IV alcohol abuse and dependence. Results from the National Longitudinal Alcohol Epidemiologic Survey. *Journal of Substance Abuse*

Last updated: Apr 10, 2003  
Content provided by: Alcohol/Other Drug Abuse



## Fact Sheet from an American Medical Association Report on Alcohol's Adverse Effects on the Brains of Children, Adolescents and College Students

### What is the summary report?

*Harmful Consequences of Alcohol Use on the Brains of Children, Adolescents, and College Students* is a compilation and summary of two decades of comprehensive research on how alcohol affects the brains of youth. The report's extensive scientific and medical information reveals just how harmful drinking is to the developing brain and serves as a wakeup call to parents, physicians, elected officials, law enforcement, purveyors of alcohol and young drinkers themselves.

**Why is this report important?** While many believe that underage drinking is an inevitable "rite of passage" that adolescents can easily recover from because their bodies are more resilient, the opposite is true.

### The Adolescent Brain

The brain goes through dynamic change during adolescence, and alcohol can seriously damage long- and short-term growth processes. ...Damage from alcohol at this time can be long-term and irreversible. In addition, short-term or moderate drinking impairs learning and memory far more in youth than adults. Adolescents need only drink half as much to suffer the same negative effects.

### Drinkers vs. Non-Drinkers: Research Findings

- Adolescent drinkers scored worse than nonusers on vocabulary, general information, memory, memory retrieval tests
- Significant neuropsychological deficits exist in early to middle adolescents (ages 15 and 16) with histories of extensive alcohol use
- Adolescent drinkers perform worse in school, are more likely to fall behind and have increased risk of social problems, depression, suicidal thoughts, violence

### Adverse Effects of Alcohol on the Brain: Research Findings

Teen alcohol users are most susceptible to damaging two key brain areas that are undergoing dramatic changes in adolescence:

- **The hippocampus** handles many types of memory and learning and suffers from the worst alcohol-related brain damage in teens. Those who had been drinking more and for longer had significantly smaller hippocampi (10 percent).

**The prefrontal area** (behind the forehead) undergoes the most change during adolescence. Researchers found that adolescent drinking could cause severe changes in this area and others, which play an important role in forming adult personality and behavior and is often called the CEO of the brain.

### Lasting Implications

Compared to students who drink moderately or not at all, frequent drinkers may never be able to catch up in adulthood, since alcohol inhibits systems crucial for storing new information as long-term memories and makes it difficult to immediately remember what was just learned.

Additionally, those who binge once a week or increase their drinking from age 18 to 24 may have problems attaining the goals of young adulthood—marriage, educational attainment, employment, and financial independence. And rather than "outgrowing" alcohol use, young abusers are significantly more likely to have drinking problems as adults.

# How Alcohol Damages a Teen's Developing Brain, Part 1

PREVENTION DIMENSIONS



PD

# HOW ALCOHOL DAMAGES A TEEN'S DEVELOPING BRAIN, PART 2



Grades 7–8 Lesson 20

## PROGRAM GOAL(S)

Healthy Life Skills  
Healthy Self, Human Development and Relationships  
Character Education: Responsibility

## PERFORMANCE OBJECTIVE(S)

Students will understand how alcohol damages the brain and diminishes the sense of ordinary pleasure.  
Students will identify the risks of binge drinking and alcohol poisoning and alcoholism.  
Students will make a decision to stay alcohol-free.

## MATERIALS NEEDED



Handouts and posters: “The Brain’s Pleasure-Reward System,” “Alcohol Hijacks Our Brain’s Pleasure-Reward System,” “Teen Alcohol Use Can ‘Wire’ The Brain for Early Addiction,” “Alcohol Poisoning: A Real Risk” “Pledge Cards”

Worksheet: “Alcohol Damages Our Brain’s Pleasure-Reward System”

Materials: Two clay-dough models shaped to look like a brain (see recipe at end) – one left out to dry hard for a few days, the other kept soft in an airtight bag; small ball or wad of paper.

## NEW VOCABULARY

pleasure receptors          dopamine

## LESSON AT A GLANCE

1. Review lesson 18, “How Alcohol Damages a Teen’s Developing Brain, Part 1.”
2. Complete worksheet: “Alcohol Damages Our Brain’s Pleasure-Reward System.”
3. Discuss various concepts regarding the central nervous system and the brain’s reward system.
4. Play “Pass the Brain Message.”

## Related Core Curriculum Objective

- |           |  |
|-----------|--|
| 7100-0201 | Analyze the results of individual choice and consequences related to drug use and/or non-use.<br>Identify the short- and long-term effects of alcohol, tobacco, and marijuana use. |
| 7100-0202 | Practice Refusal Skills® and other strategies for maintaining healthy personal limits.   |
| 7100-0401 | Identify methods of prevention of communicable diseases; e.g., abstinence from high-risk behaviors.  |
| 7100-040  | Identify methods of reducing the risks of non-communicable diseases: e.g., non-use of alcohol.   |
| 7100-0701 | Evaluate the reliability of health information and services based on established criteria.   |

## Risk/Protective Factors

Challenging Favorable Attitudes Towards Drugs and Alcohol  
Opportunities for Positive Family Involvement

Grades 7-8



# How Alcohol Damages a Teen's Developing Brain, Part 2



Grades 7–8 Lesson 20

## INTRODUCTION (Setting Focus)

1. Review lesson 18, How Alcohol Damages a Teen's Developing Brain, using the following prompts and ideas:
  - a. What is the “best birthday present ever”? (brain)
  - b. How does the brain act as the world's most powerful computer? (It governs everything we think, see, hear, feel and do.)
  - c. How much of the brain's “software” is fully wired and how much remains to be wired through learning and experiences? (40% of our neurons are wired at birth; the other 60% are waiting to be wired by our learning and experience.)
  - d. Display poster “Peaks of Plasticity” from lesson 18. What is brain plasticity? (Plasticity refers to the brain's ability to change and reformat its internal structure as we learn new things.)
  - e. Display poster “Myelin Sheath: Brain Insulation” from lesson 18. How do our brain neurons communicate and become wired?
    - The **dendrites** of a neuron receive a message and forward it to the **soma**.
    - The soma sends an electrical signal down the **axon** to the axon terminals.
    - The electrical impulse triggers the **axon terminals** to release a chemical **neurotransmitter**, which flows across the synapse.
    - The chemical message is picked up by the neighboring dendrite receptors.
    - When a message is successfully sent and received, a “**neural connection**” is made. Every time we have new experiences or learn something new, our neurons form new connections among themselves.
    - If we repeat a thought or action several times, the neuron begins sending a larger amount of neurotransmitter across the synapse, and the neighboring neuron makes more dendrite receptors to receive the increased neurotransmitter. The neural connection then becomes stronger until it becomes a dominant pathway.
    - The axon eventually becomes coated with a fatty, waxy coating called a “**myelin sheath**” that protects brain wiring.
  - f. When does the brain finish “wiring”? (The brain becomes fully wired with its myelin sheath in place about age 24.)
  - g. What two brain areas are most seriously harmed by underage drinking? (prefrontal cortex and hippocampus)
  - h. Display and discuss the poster, “Alcohol Damages the Adolescent Brain” from lesson 18.
  - i. Complete the brain clay activity
    - Show students the soft, fresh clay-dough brain, explaining that you just made it. Toss it to a student and have him/her describe what the clay-dough is like. (soft, pliable, easy to shape)
    - Show students the dried clay-dough “brain” you made last week. Toss this to a student as well, and have him/her describe what this clay-dough is like. (hard, set, not easily shaped)
    - Discuss that both these clay-brains are made from the

Grades 7-8

# How Alcohol Damages a Teen's Developing Brain, Part 2



Grades 7–8 Lesson 20

## INTRODUCTION (Setting Focus) Continued

- exact same material and they are different because one has been in the air longer than the other.
- Which clay brain is more susceptible to damage? (the new, soft brain)
  - How could we compare these two clay brains to an adult and adolescent brain?
  - How does a brain continue to develop? (It makes more neural connections when we have new learning and experiences.)
  - What is the term we use to describe the ability of the brain to change its internal structure as it wires itself with new neural connections? (brain plasticity)
  - What things harm the formation of neural connections? (alcohol, drugs, inhalants)
  - Discuss that alcohol, drugs, and inhalants all negatively affect brain wiring. Some drugs, like “meth” (also called “crank” or “speed”), and all inhalants, are made from such toxic chemicals that they can cause large-scale brain cell destruction and make you stupid. All illegal drugs and inhalants should be absolutely avoided. Of all addictive drugs, alcohol is most pervasive because it affects so many different areas of the brain at the same time.
2. Students will learn how alcohol hijacks the brain's pleasure-reward system and can create early addition in underage drinkers.
  3. Students complete the “Alcohol Damages Our Brain's Pleasure-Reward System” worksheet during the course of the discussion.

## BODY (Strategies/Activities)

1. Display and discuss poster, “The Brain's Pleasure-Reward System”.
  - a. Our brain is created to reward positive actions that contribute to the survival and well-being of the human race with feelings of pleasure, so that we value and want to repeat those actions.
  - b. Feelings of pleasure can range from an intense emotional high, to a sense of happy satisfaction for doing something good. Our feelings of pleasure are generated and stored in our brain. We remember the feelings of pleasure because of a brain chemical called “dopamine.”
  - c. Dopamine is a neurotransmitter which is stored in the axon terminals. When an electrical charge comes down the axon, the dopamine is secreted from the axon terminals and flows across the synapse, where it is picked up by the dendrite receptors of a neighboring neuron. As it makes a neural connection, it creates a pleasure sensation; and your brain then connects the pleasure-feeling you experienced to the thing you enjoyed.

# How Alcohol Damages a Teen's Developing Brain, Part 2



## Grades 7–8 Lesson 20

### BODY (Strategies/Activities) Continued

- d. With a partner, students list six things people can do, see, experience or feel that create a feeling of pleasure within them. Share a few ideas with the class. (Examples: eating a hamburger, dunking a basketball, holding hands or kissing someone you like, doing a kind deed)
  - e. Discuss how these activities bring us pleasure.  
(The reason you start to feel pleasure just looking at a juicy hamburger when you are hungry, or seeing your girl- or boyfriend coming down the hall, is because your eyes send signals to the brain that something good is about to happen, and the dopamine starts flowing across a pre-made neural connection. You've wired your brain to remember the feeling; and you want to repeat the action that brought the pleasure.)
2. Discuss the poster, "Alcohol Hijacks Our Brain's Pleasure-Reward System."
- a. Alcohol affects the way our brain experiences pleasure by invading and manipulating the brain's neural pleasure connections. Alcohol pretends to be a neurotransmitter and tricks our brain into generating pleasure-reward feelings from a harmful chemical instead of a real experience.
  - b. However, while the alcohol is creating a feeling of pleasure, it is also damaging the brain's neural wiring for pleasure. After a while, you need more and more alcohol to give you the same amount of pleasure. This leads to addiction, meaning that your craving for the feeling you get from alcohol will become so strong that you'll risk serious consequences, or neglect important things, to get it. What is worse, your ability to sense ordinary pleasure from real things and experiences will be diminished. After a while, yummy food, real accomplishments, special moments – even true love – may leave you feeling flat.
  - c. What are people like who seem to have experienced a deteriorating sense of pleasure through excess alcohol use? What is it like for them and those who live with them? (They spend their spare time drinking instead of doing things they used to enjoy.)
3. Read and discuss the true story of Carlos.  
Carlos loved playing soccer, and he was good. But then he started hanging around with friends who drank. After a while, he began drinking as well. Then he began to drink with them every weekend, and the drinking activities became more and more important to him. Pretty soon Carlos began to lose interest in soccer. One weekend he didn't even show up for a key game. When his teammates confronted him, he blew them off, saying, "Hey, it's just not fun for me anymore."
- What might have been happening to the neural wiring in Carlos' brain that caused him to value drinking with his new friends over playing soccer with his team?
4. Discuss the illogic of drinking using the following prompts:
- a. Why do young people drink? (to feel pleasure)
  - b. What are they really doing to themselves? (damaging their pleasure center)

# How Alcohol Damages a Teen's Developing Brain, Part 2



Grades 7–8 Lesson 20

## BODY (Strategies/Activities) Continued

- c. Why is damaging your pleasure center one of the D.U.M.B.-est things you can do? (The short-term pleasure-buzz of alcohol is never worth the life-long diminishing of our ability to sense real pleasure, nor the risk of becoming an alcoholic.)
  - d. What did the American Medical Association say that D.U.M.B. stood for? (Drinking Underage Maims the Brain)
  - e. Let's not be D.U.M.B.
5. Discuss the poster, "Teen Alcohol Use Can Wire the Brain for Addiction" using the following prompts and ideas:
- a. In addition to damaging the good judgment, the memory center, and the pleasure center of our brain, drinking alcohol under the age of 21 can also program the brain to become addicted to alcohol.
  - b. Research shows that if people begin drinking alcohol at age 15, they have a 40 percent chance of becoming an alcoholic.
  - c. If people wait until age 21 to drink, they have less than a 7 percent chance of becoming an alcoholic.
  - d. In 2004 there were 16 million alcoholics in the United States, and 4 million of them were teens.
  - e. What problems do alcoholics often have? (get angry, lose jobs, neglect family)
  - f. Alcohol has permanently changed an alcoholic's brain wiring, making them crave alcohol. This negatively affects who they become and not only harms their quality of life, but also causes great emotional distress to those with whom they live.
  - g. It is important to know that there is no cure for alcoholism – the pleasure center of an alcoholic's brain is permanently altered. Alcoholism can be "treated" through counseling and support groups like Alcoholics Anonymous to help a person get off alcohol, but the person must then abstain completely from alcohol for the rest of his or her life.
  - h. Why is society as a whole harmed when people become alcoholics? (Alcoholics often drive drunk and get in accidents, injuring or killing others. This takes police and court resources, and causes insurance rates to go up. They often abuse spouses or children when intoxicated, lose their jobs, become depressed or develop mental illnesses, and they or their families may end up on welfare.)
  - i. Some people are genetically predisposed to alcoholism, and may become alcoholics even if they begin drinking after age 21. Research shows that their brains often produce less serotonin, a neurotransmitter that makes a person feel calm and happy. Their pleasure centers also have an increased sensitivity to the pleasure alcohol provides – making them feel the pleasure alcohol provides much more intensely. They thus become more easily wired for addiction.
  - j. How do you know if you are genetically predisposed to alcoholism? (If a person has a family member who has a drinking problem, then he or she likely has a genetic predisposition to alcoholism and, to be safe, should probably not drink.)

Grades 7-8

# How Alcohol Damages a Teen's Developing Brain, Part 2



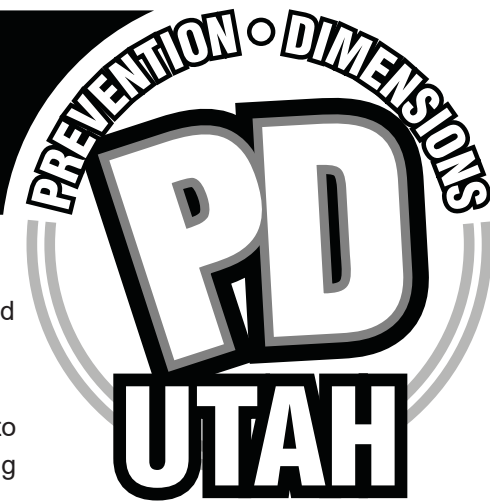
Grades 7–8 Lesson 20

## BODY (Strategies/Activities) Continued

- k. About 60 percent of the U.S. population doesn't drink at all. Some make the choice not to drink for health reasons; others, for religious reasons, or because they don't like the taste. Their children may not know if they are predisposed for alcoholism or not, because no one drinks in their family. They should be especially careful to avoid underage drinking.
  - l. What is the only sure way to stay safe from alcoholism? (stay alcohol-free)
6. Discuss the poster "Alcohol Poisoning: A Real Risk" using the following prompts and ideas:
- a. There is another huge danger with underage drinking. Because the adolescent brain is not fully formed, in many cases it has not yet developed the "shut-off" switch that adults have developed, which makes a person get sleepy or pass out from too much alcohol, and thus stop excessive drinking. As a result, most teens can drink more alcohol before passing out than adults.
  - b. Some participate in "binge drinking," which is defined as 5 or more drinks at a sitting. Because teens lack the shut-off switch, they can consume dangerous amounts of alcohol in a short period of time, which can result in alcohol poisoning or death.
  - c. How can you protect yourself or a friend from alcohol poisoning? (Never drink before age 21, and then if you choose to drink never have more than one or two drinks a day.)
  - d. What should a person do if he or she has a friend who passes out from drinking and starts to turn blue around the mouth? (The friend should be taken to a hospital emergency room immediately. If left untreated, he or she could die.)
7. Discuss the "Light Switch Object Lesson" using the following prompts and ideas:
- a. Turn a light switch off and on.
  - b. Most brain cells have a "go" switch that tells the soma in the neuron to fire off an electrical impulse, passing on information necessary for memory formation.
  - c. Excess alcohol turns off this "go" switch, preventing cells from firing and new memories from being stored. When we get drunk, it is like turning off a light switch in our brain, causing brain activity to slow down. The brain tries to compensate by increasing the activity of neurons. This causes over-stimulation of brain neurons, and the intoxicated person develops a "hangover" effect: headaches, nausea, etc.
  - d. Many of the over-stimulated cells break down and die in their own membranes. The effects on an adult brain from getting drunk diminish after about 24 hours and the brain resumes more normal activity.
  - e. In a teen brain, the negative effects of getting drunk can continue to linger in the brain for several days, affecting the "go" switch and interrupting neural brain development during this time.
  - f. Why do teens who get drunk every weekend hinder their ability to lay down memories, becoming less smart? (The brain of a teen doesn't get over the effect of getting drunk for several days – preventing the brain from effectively laying down new information and making needed neural connections during this period of time.)
  - g. Teens who drink often engage in risky or dangerous behavior

Grades 7-8

# How Alcohol Damages a Teen's Developing Brain, Part 2



Grades 7–8 Lesson 20

## BODY (Strategies/Activities) continued

- because the areas of their brain that governs good judgment and coordination are shut down by the alcohol.
- h. Many states, including Utah, have “Not A Drop” laws. That means that it is against the law for anyone under the age of 21 to have any alcohol in their body; and those who are found violating this law can be arrested and charged with a misdemeanor.
  - i. Why do you think it is against the law for people under age 21 to drink alcohol?
  - j. Why is it also illegal for an adult to provide alcohol for teens? (It harms teens’ developing brains, which can later cause them to do poorly in school, and do society harm.)
  - k. Adults can be fined or go to jail for providing alcohol for those under age 21.
1. Review the ideas of lessons 18 and 19 with the following prompts and ideas:

## CLOSURE (Wrap-Up)

- a. When is a brain most susceptible to damage – especially alcohol damage? (before age 21 — during times of peak plasticity)
  - b. What are some of the most impressive things you have learned about alcohol and brain damage from these lessons?
  - c. What will you do differently because of this new knowledge?
2. Complete the “Pledge Card” signing activity.
    - a. After considering the damaging effects of alcohol on the developing brain, how many of you would like to make a serious commitment to stay alcohol-free until at least age 21?
    - b. Interested students complete and sign the pledge cards.
  3. Students take home their completed worksheets from lessons 19 and 20 and teach a parent, family member, or friend (1) how the brain becomes wired, (2) what two areas need to be wired during adolescence, (3) and how alcohol harms a teen brain.
  4. Read and discuss the following letter written by a teen that appeared in a newspaper advice column, “Help Me Harlan.” Ask class members how they would have answered the letter. Then read how “Harlan” answered. Discuss his advice.

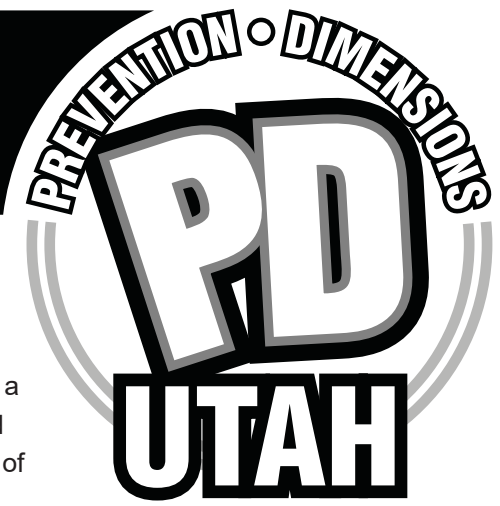
“Dear Harlan: I’m 17 years old, and I live in a small town. I’ve been drinking heavily for the past six months. At first, it would only be on the weekends, but now I find myself drinking more and more on weekdays. For the majority of the time, I’m by myself. Granted, alcoholism is a major problem in my family... but six months – I’m not sure I am an alcoholic. I’m confused if I’m drinking because of the crap going on in my life (parents, grades, lady friends, etc.) or if it’s because I can’t go without it. Alcoholics Anonymous is not an option. Some of my friends go and if they saw me there it would spread like wildfire. Is there any way of getting help without talking to parents or friends?

Signed: “Secretly Drinking”

Grades 7-8

# How Alcohol Damages a Teen's Developing Brain, Part 2

## CLOSURE (Wrap-Up) Continued



Grades 7–8 Lesson 20

“Dear Drinking: If addiction were a highway, you’re driving 110 mph on a winding mountain road during a freezing rainstorm on a motorcycle and not wearing a helmet. Drinking to escape, drinking alone and a history of alcoholism are all signs of major trouble ahead. You’re only a few exits from “Ruined-my-life-ville” (population: 1). Before turning away from family and friends, realize that they know this problem best and would be the last people to judge you. If attending an

AA meeting isn’t an option check out Al-Ateen. It is like AA, but it’s for relatives and friends of alcoholics ([www.al-ateen.org](http://www.al-ateen.org)). It’s an easy way to get information and not get labeled. Beyond Al-Ateen there’s Smart Recovery ([www.smartrecovery.org](http://www.smartrecovery.org)), which has online meetings. Also, check out the Alcoholics Anonymous Web site ([www.alcoholics-anonymous.org](http://www.alcoholics-anonymous.org)) or contact the AA general service office at 1-212-870-3400 to inquire about meetings. Please, put the breaks on what you know is a serious problem – exit immediately, and get the help you need.” (©Harlan Cohen 2004; Dist. By King Features Syndicate Inc.)

5. Play “Pass the Brain Message.”
  - a. Before beginning this activity, arrange with two students to toss the ball back and forth instead of letting it go around the circle.
  - b. The class makes a set of neural connections that will require everyone to stand up and form a huge circle all around the room. Each student makes a brain neuron (see lesson 1) with his or her hand and arm. This time we will pretend that \_\_\_\_ (student’s name) is visiting his/her cousin \_\_\_\_\_ (student’s name) in the country and they decide to climb a fence and cross a field to go swimming in the river. They don’t realize that an ill-tempered bull was just put in the field. Halfway across the field they notice the bull come running toward them. They have less than a minute to run the rest of the distance to safety.
  - c. In this circle, we need to get a neural message (a ball) sent from the eyes to the brain, and then to the feet telling them to run. If we can get this message-ball all the way around this giant neuro-connection, everyone gets a treat. Start the ball around. As it is going around the room, add the following: “I forgot to mention that these kids had found some beer and decided to have a few drinks before they went swimming. How is that going to affect their brain’s ability to send and receive messages?” (At this point the two designated students toss the ball instead of passing it.) When time ends have students take their seats.
  - d. How did alcohol affect these kids’ brain connections? (harmed them)
  - e. What were the consequences? (couldn’t run away from danger)
  - f. What could the consequences be in real life? (make poor decisions, etc.)

# How Alcohol Damages a Teen's Developing Brain, Part 2



Grades 7–8 Lesson 20

## Additional Resources

**CLAY-DOUGH:** Mix together:

- 1 cup flour
- ½ cup salt
- 2 teaspoons cream of tartar
- 1 cup water

Heat 1 tablespoon of oil in pan. Add flour mixture; cook for three minutes, stirring constantly until it forms a ball. Dump clay-dough onto an oiled countertop. Knead until soft. Store in plastic.

## **Websites for parents or teachers to talk to their kids about alcohol:**

1. AMA Fact Sheet on Youth Alcohol Brain Damage: <http://www.ama-assn.org/ama/pub/category/9416.html>
2. National Institute on Alcohol Abuse – facts/tips for kids to avoid alcohol: <http://www.thecoolspot.gov> and <http://www.alcoholfreechildren.org/en/audiences/youth.cfm>
3. Online pamphlet on how to help your kids avoid alcohol – English: <http://www.niaaa.nih.gov/publications/children.pdf>; Spanish version: <http://www.niaaa.nih.gov/publications/SpainParents.pdf>
4. MADD's web site to prevent underage drinking: <http://www.madd.org/under21/>

## **Media worth watching:**

1. "Brain Scans" video (*Human Relations Media: 1-800-431-2050* or <http://www.hrmvideo.com>)
2. "Don't Drain Your Brain – How Alcohol Damages Your Brain" (*Human Relations Media, 1-800-431-2050* or [www.hrmvideo.com](http://www.hrmvideo.com)).



## The Brain's Pleasure-Reward System



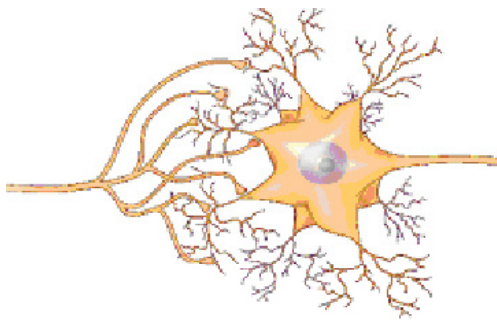
Our brain rewards positive actions – those that are important to the survival of the species – with feelings of pleasure, so we value and want to repeat those actions.

Feelings of pleasure range from an intense emotional high to a happy sense of satisfaction from giving service or doing a job well.

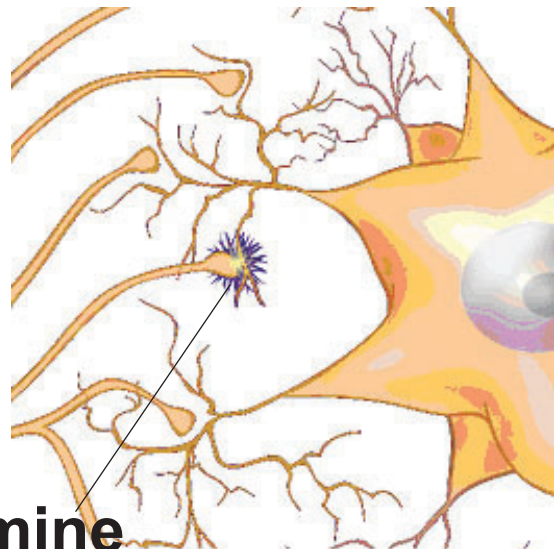


We remember feelings of pleasure from a neurotransmitter called dopamine.

Dopamine sends “feel-good” messages to our brain and body, connecting the pleasure we experienced to the thing we enjoyed.



Normal  
view



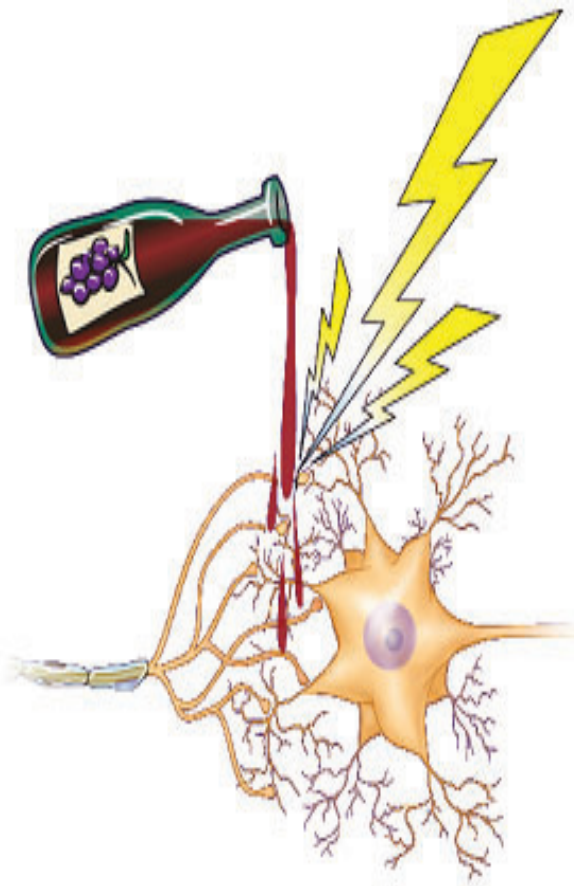
Dopamine

**PD**



## Alcohol Hijacks Our Brain's Pleasure-Reward System

Alcohol pretends to be a neurotransmitter. It tricks your brain into generating pleasure-reward feelings from a harmful chemical instead of a real experience.

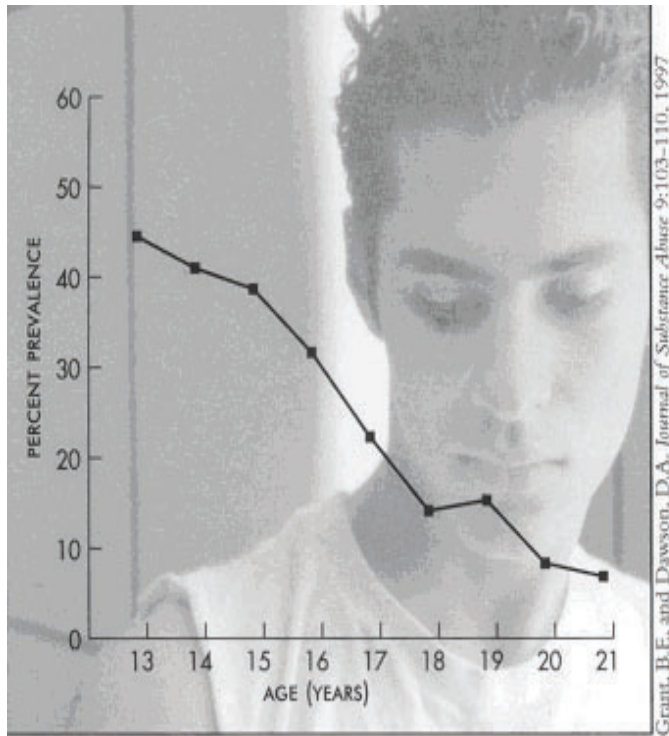


Alcohol also damages the ability to sense pleasure from real things and experiences – leaving a young person feeling “flat” about things he or she previously enjoyed.

**Drinking under the age of 21 can program your brain to crave the fake pleasure alcohol gives.**

**PD**

# Teen Alcohol Use Can “Wire” The Brain for Early Addiction



Graph courtesy of NIAAA and MADD

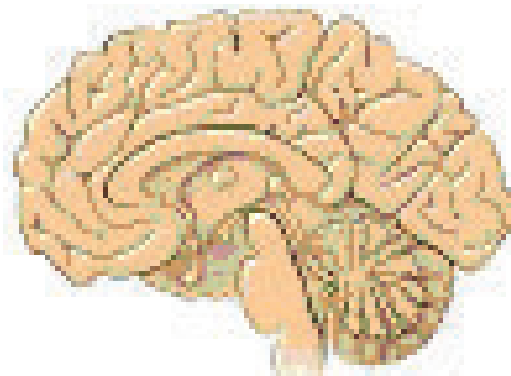
**40% of kids who begin drinking at age 15 will become alcoholics.**

**Only 7% of those who begin drinking at age 21 become alcoholics.**

**Drinking underage is a  
D.U.M.B. decision!**



**(Drinking Underage Maims the Brain!)**

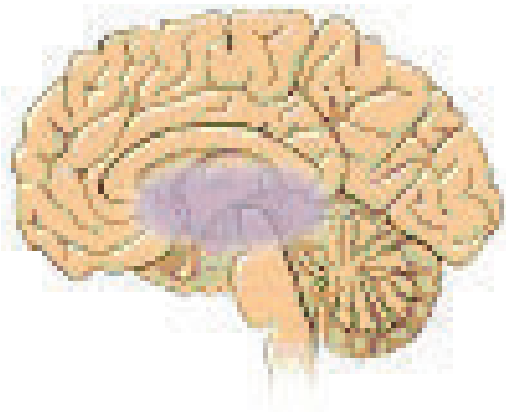


**PD**

# Alcohol Poisoning: A Real Risk



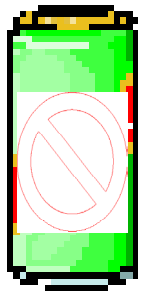
PREVENTION DIMENSIONS



Because most teen brains have not yet developed the “shut-off” switch that causes a person to become sleepy or pass out from drinking too much alcohol, many young people can drink dangerous quantities of alcohol without realizing the harm it is causing until it is too late.

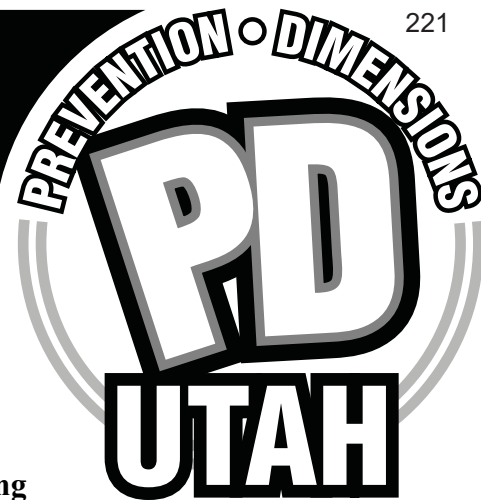
This is referred to as alcohol poisoning.

“Binge drinking contests” cause adolescent brain damage and can cause death.



Beer? No thanks. I’ll keep my brain cells.

# How Alcohol Damages a Teen's Developing Brain, Part 2



Name \_\_\_\_\_

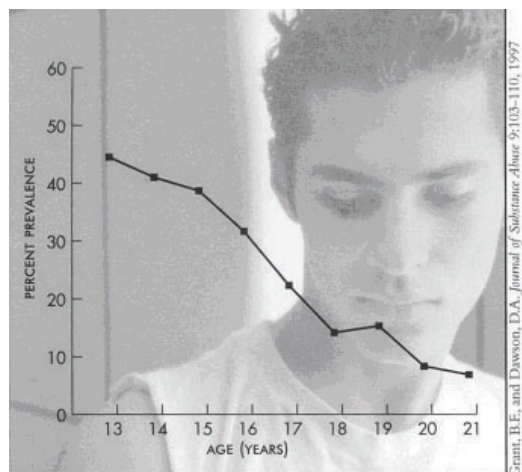
## Alcohol Damages Our Brain's Pleasure-Reward System

**Fill in the blanks using the words below:**

- |          |           |          |                   |                   |
|----------|-----------|----------|-------------------|-------------------|
| rewards  | alcohol   | damages  | alcohol poisoning |                   |
| pleasure | alcoholic | hospital | alcohol-free      | neurotransmitters |

1. Our brain \_\_\_\_\_ us with feelings of pleasure when we do positive things that contribute to the survival and well-being of the human race.
2. \_\_\_\_\_ can range from an intense emotional high to a sense of happy satisfaction for doing something good.
3. Pleasure is generated by brain chemicals called \_\_\_\_\_ that connect the feeling of pleasure to the thing we enjoyed.
4. \_\_\_\_\_ pretends to be a neurotransmitter that tricks the brain into generating a pleasure reward feeling from a harmful chemical instead of a real experience.
5. Alcohol also \_\_\_\_\_ the brain's ability to sense pleasure from real things and experiences.
6. Drinking alcohol before the age of 21 can program your brain to become an \_\_\_\_\_.
7. The only sure way to avoid becoming an alcoholic is to stay \_\_\_\_\_.
8. Drinking too much alcohol at once can result in \_\_\_\_\_.
9. If a friend passes out from drinking alcohol, you should take him/her to the \_\_\_\_\_.
10. Looking at the graph to the right, if a person begins drinking alcohol at age 15 they have a \_\_\_\_\_% chance of becoming alcohol dependant as an adult.

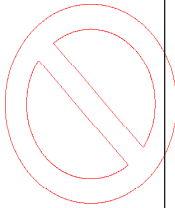
If they begin drinking at age 21 they have only a \_\_\_\_\_ % chance.





**I choose to maintain my brain.  
I will be alcohol-free.**

\_\_\_\_\_  
**Signature and date**



**I choose to maintain my brain.  
I will be alcohol-free.**

\_\_\_\_\_  
**Signature and date**



**I choose to maintain my brain.  
I will be alcohol-free.**

\_\_\_\_\_  
**Signature and date**



**I choose to maintain my brain.  
I will be alcohol-free.**

\_\_\_\_\_  
**Signature and date**



**I choose to maintain my brain.  
I will be alcohol-free.**

\_\_\_\_\_  
**Signature and date**



**I choose to maintain my brain.  
I will be alcohol-free.**

\_\_\_\_\_  
**Signature and date**



**I choose to maintain my brain.  
I will be alcohol-free.**

\_\_\_\_\_  
**Signature and date**



**I choose to maintain my brain.  
I will be alcohol-free.**

\_\_\_\_\_  
**Signature and date**



# TRUTH ABOUT TOBACCO



## PROGRAM GOAL(S)

Substance Abuse Prevention  
 Consumer and Community Health  
 Character Education: Responsibility

## PERFORMANCE OBJECTIVE(S)

Identify the short- and long-term effects of tobacco use.

Grades 7–8 Lesson 22

## MATERIALS NEEDED



Posters: “Short-Term Effects of Smoking,” “Long-Term Effects of Smoking,” “The Toll of Tobacco in Utah,” “Cigarette Use Data,” “Smokeless Tobacco Use Among Utahns,” “How the Tobacco Industry Influences Youth.”

Worksheets: “The Top Ten Reasons Why I’ll Never Use Tobacco,” “Reasons Not to Use Tobacco”

Materials: Tar jar made from a wide-mouth, 2-quart plastic jar filled with 1 quart of dark molasses or dark Karo Syrup  
 Coffee stirrer straws or other straws  
 Balloons



## NEW VOCABULARY

alveoli	blood pressure	bronchitis	cancer	tar
chronic	cardiovascular disease		emphysema	phlegm

## LESSON AT A GLANCE

1. Discuss the effects of tobacco use.
2. Play and discuss the “I’ve Got Your Number” magic game.
3. Discuss what manipulation is and how the tobacco industry manipulates.
4. Demonstrate and discuss the “Tar Jar,” “Straw,” and “Balloon” activities.
5. Review the short- and long-term effects of tobacco.
6. Discuss the benefits of not using tobacco and complete the “Top Ten Reasons” worksheet.

### Related Core Curriculum Objective

- 7100-0201 Analyze the results of individual choice and consequences related to drug use and/or non-use.  
 Identify the short- and long-term effects of alcohol, tobacco, and marijuana use.
- 7100-0505 Critically analyze media influences regarding violence and safety.
- 7100-0701 Evaluate the reliability of health information and service based on established criteria.
- 7100-0702 Create an advocacy plan to address a health-related need.

### Risk/Protective Factors

- Social Skills  
 Belief in the moral order

# TRUTH ABOUT TOBACCO



Grades 7–8 Lesson 22

## INTRODUCTION (Setting Focus)

1. Play the “I’ve Got Your Number” magic game.
  - a. This activity is a variation of an old magic trick. The trick is accomplished by using the words “select,” “choose” and “that leaves” at strategic times. In the end, the magician forces the selected number while the participant thinks he or she has had a free choice.
  - b. Write the chart listed below on the board:

A	B	C	D
1	5	9	13
2	6	10	14
3	7	11	15
4	8	12	16

- c. A volunteer writes one of the numbers on a piece of paper, shows it to the magician (teacher) and hides the selection from the class. In this example, we’ll use the number “11”; however, any number may be selected.
- d. Ask a second volunteer to select two columns. The object for the magician is to not cross out the column containing the chosen number but to eliminate the rest. If the person selects C as one of the columns and B as the other, then say, “You selected C and B. That leaves out A and D.” Cross out A and D.

A	B	C	D
1	5	9	13
2	6	10	14
3	7	11	15
4	8	12	16

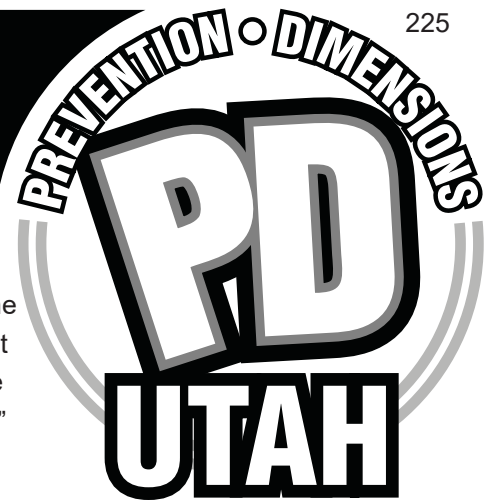
If the person selects A and D, say, “You selected A and D. We’ll cross those out. That leaves B and C.” The magician simply crosses out the unwanted numbers and uses the word “selected” to mean either columns and numbers to keep or to cross out.

- e. Another class member is asked to select either column B or column C. Use the same technique to eliminate column B in this example. If the volunteer selects B, say, “You selected B, we’ll cross that one out.” If the volunteer selects C, say, “You selected C for your choice, we’ll keep that and cross out B.”

A	B	C	D
1	<del>5</del>	9	13
2	<del>6</del>	10	14
3	<del>7</del>	11	15
4	<del>8</del>	12	16



# TRUTH ABOUT TOBACCO



Grades 7–8 Lesson 22

## INTRODUCTION (Setting Focus) continued

- f. Another volunteer is asked to choose two numbers within the remaining column, which in this example contains the secret number. Use the same tactics within the column to force the selection of the secret number, using the key words “select” and “leaves” until you have led the person to the chosen number 11.

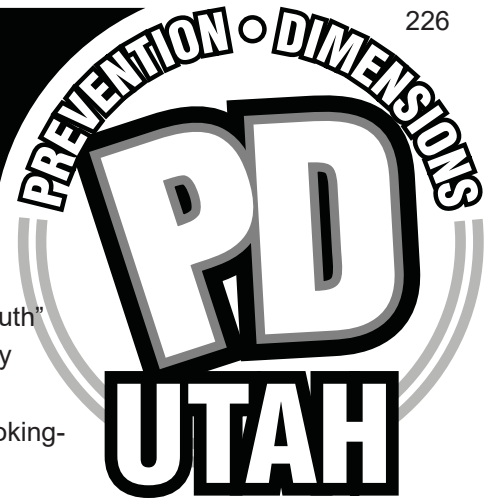
For example, First ask him/her to choose two numbers. If the volunteer selects 9 and 11, say, “You chose 9 and 11. We’ll cross out the other two numbers.” If the volunteer selects 10 and 12, say, “You selected 10 and 12 for yourself. That leaves us with 9 and 11.” Cross out 10 and 12. Repeat the process with the last two numbers, again using with words “select” and “leaves” as you eliminate the unwanted number. Dramatically reveal that the volunteers have, in some magic psychic way, selected the chosen number.

A	B	C	D
1	5	<del>9</del>	13
2	6	<del>10</del>	14
3	7	11	15
4	8	<del>12</del>	16

In print, the process seems unlikely to succeed. However, it almost always fools the participants into thinking they have actually magically arrived at the selected number.

- g. Most students will be pretty amazed that the volunteers are able to come up with the chosen number. Little do they realize, at first, what’s really going on. After a couple of times, you will probably have one or more students who figure out what you are doing. You can have them take turns leading the volunteers to the number. Play the game a few more times and then explain that the magic is really just trickery.
- h. Discuss the activity using the following prompts:
- What happened to make this magic trick seem like a real psychic phenomenon?
  - How did the magician lead the volunteer to where the magician wanted the volunteer to go rather than where the volunteer wanted to go?
  - What is trickery or manipulation? (*to play upon; control by artful or unfair means; to deceive or defraud; methods to influence the behavior or emotions of others for one’s own gain*)
  - Would you be tricked again if you played this game?
  - What skills would keep you from being tricked again?
  - How is the trickery or manipulation in this game similar to the trickery or manipulation of the tobacco industry? Explain that for many years, the tobacco industry has been manipulating us to try to get us where they want us to be for their gain.

# TRUTH ABOUT TOBACCO



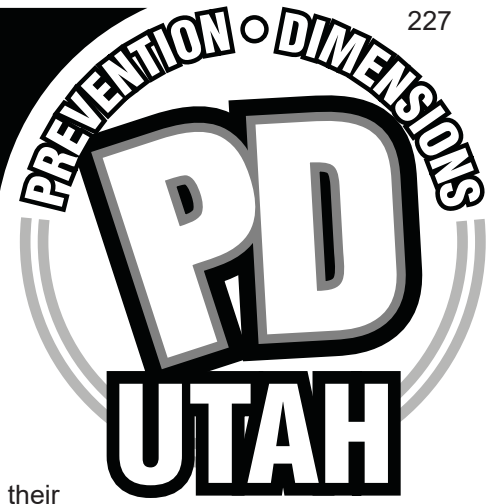
**Grades 7–8 Lesson 22**

## INTRODUCTION (Setting Focus) continued

2. Show and discuss the “How the Tobacco Industry Influences Youth” poster. Explain that the tobacco industry thinks “youth” are easily manipulated.
3. Explain that every year, more than 400,000 people die from smoking-related illnesses; others quit. To stay in business, the tobacco industry needs about 3,000 replacement smokers each day, otherwise they will go broke. Their number one target is YOUTH!
  - a. The tobacco industry targets youth because they are:
    - More influenced by advertising (they want to belong and fit in, be cool and popular, feel independent, look attractive, and/or have fun).
    - More likely to take risks.
    - More likely to smoke if peers smoke.
    - More likely to become addicted and to become a heavier smoker.
    - More likely to spend more money in their lifetime on smoking due to starting early—fewer people start smoking after the age of 18.
  - b. Ways the tobacco industry targets youth:
    - Billions spent on advertising (it’s hard to sell a deadly product).
    - Studies generated to find out what images, ads, and techniques attract kids.
    - Ads placed in magazines young people read.
    - Candy-flavored cigarettes and smokeless tobacco are produced.
    - Pay-outs to chain stores to prominently display tobacco products.
    - Pay-outs to the movie industry to show actors and actresses smoking on screen or have their products featured in movie sets.
    - Sponsorship of sporting and entertainment events that heavily expose youth to tobacco advertising.
    - Distribution of promotional items such as lighters, key chains, and hats with tobacco logos. Most kids who smoke own some of these items.
    - Television and magazine promotions using young, hip, and attractive models to convey the image that smoking is fun and exciting.
    - Advertisements directed at kids can be found everywhere. This exposure to tobacco products leads youth to overestimate the number of people who smoke.
    - Political contributions aimed at legislators to support the interests of the tobacco industry—an economic necessity in states dependent on taxes generated from tobacco companies.
4. Discuss the concept of youth tobacco usage with the following prompts and ideas:
  - a. Why would the tobacco industry want youth to think that everyone uses tobacco?
  - b. Estimate the percentage of people who use tobacco in each category (cigarette use among youth grades 7–12 and adults, spit tobacco use grades 7–12 and adults).
  - c. Display the posters “Cigarette Use Data” and “Spit Tobacco Use Among Utahans” and discuss the actual number of tobacco users in Utah. Compare the actual numbers to their estimates.
  - d. Why would people, especially youth, overestimate the number of tobacco users?
  - e. Who benefits from the erroneous idea that most people use tobacco?

Grades 7–8

# TRUTH ABOUT TOBACCO



Grades 7–8 Lesson 22

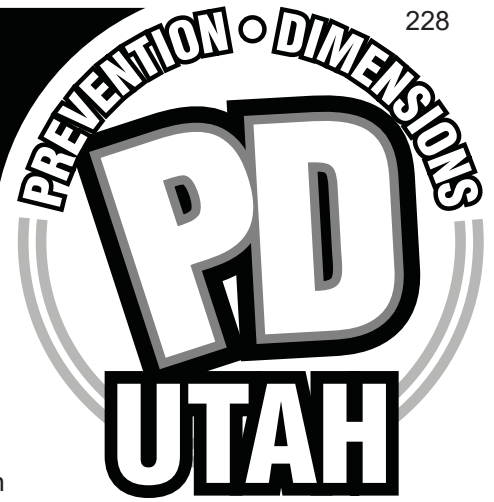
## INTRODUCTION (Setting Focus) continued

- f. Encourage students to GET THE TRUTH ABOUT TOBACCO--DON'T BE TRICKED!

## BODY (Strategies/Activities)

1. Students complete the “Top Ten Reasons Why I’ll Never Use Tobacco” worksheet during the following activities and discuss their answers.
2. Complete the tar jar activity:
  - a. Pass around the tar jar. Encourage participants to slowly turn it around to see the tar “goop” off the sides and top of the bottle.
  - b. Describe the tar jar. Use the tar jar to describe how much tar pack-a-day smokers take into their lungs in one year. The tar jar contains one quart of “tar.” This is the amount of tar that accumulates in the lungs after only one year of smoking a pack of cigarettes per day.
  - c. Describe the effects of tar.
    - Tar contains over 4,000 chemicals, 37 of which are known to cause cancer.
    - Tar affects the lungs by damaging cilia.
    - Cilia are tiny hairs in the lungs that move in a wave-like motion and help clean the lungs of mucus and smoke-borne chemicals.
    - When cilia don’t work, mucus that carries dust, chemical particles and bacteria no longer cleanses the lungs.
    - When mucus cannot be removed from the lungs, it results in an overload of mucus and results in “smoker’s cough.” With “smoker’s cough,” large amounts of mucus are coughed up, but not enough to completely and properly clean the lungs.
    - Excess mucus constantly in the lungs results in increased infections such as colds, and chronic irritation that can lead to cancer, emphysema, chronic bronchitis and chronic lung obstructions.
3. Complete the nicotine’s effects on heart activity:
  - a. Students make a fist with their hand.
  - b. Students open and close their fist. Encourage students to start out slow, then get faster and faster. This is to simulate the effect nicotine has on the heart. Time students until they can no longer open and close their fist.
  - c. Discuss the activity using the following prompts and ideas:
    - How does the hand feel?
    - Smoking places the heart under stress and makes it work harder. What happens to overworked, stressed muscles?
    - How can smoking damage heart muscles?
    - Repeat the activity and have students wrap their other hand around their wrists, applying slight pressure. This represents the reduced oxygen flow that results from smoking tobacco. How does this further stress the heart?
4. Complete the straw/emphysema activity. Be aware that this activity may be difficult for asthmatics, and please modify if necessary.
  - a. Pass out the straws (coffee stirrers, flex, or regular straws).

# TRUTH ABOUT TOBACCO



Grades 7–8 Lesson 22

## BODY (Strategies/Activities) Continued

- b. Instruct participants to put the straws in their mouths and plug their noses. Have the students wrap their lips around the straw and breathe only through the straw.
  - c. Time them for a minimum of 30 seconds. (Do not exceed 90 seconds.) For added impact, ask participants to march in place for a full 30 seconds. If regular straws are used, ask participants to run in place for the full 30 seconds.  
**NOTE: If anyone appears to be under undue physical or emotional strain, instruct him or her to stop the demonstration immediately.**
  - d. Explain that the activity is a very good simulation of what emphysema or another chronic obstructive lung disease is really like. Process the thoughts and feelings participants experienced:
    - What did you feel physically?
    - What thoughts were going through your mind?
    - How did you feel emotionally?
    - What if all of the feelings you just experienced never went away?
    - How would your daily life change?
  - e. Discuss the effects of emphysema.
    - Smoking affects alveoli.
    - Alveoli are tiny sacs in which air exchange takes place.
    - Alveoli are very flexible, expanding to take in air and contracting to push air out.
    - Emphysema occurs when the alveoli are damaged and lose their flexibility.
    - Instead of contracting to push air out, the alveoli stay expanded and can no longer contract.
    - In some cases, the alveoli are damaged so badly, they burst.
    - Emphysema is not an inability to take air in, but an inability to push air out.
    - People who suffer from emphysema experience an inability to participate in physical activity, difficulty in performing simple activities (like walking), a necessity for supplemental oxygen 24 hours a day, and difficulty breathing while lying down.
4. Balloon/alveoli demonstration:
    - a. Ask for two volunteers. Give one student a balloon and one a straight pin. Have one partner blow up the balloon (don't tie it off) and instruct the other partner to pop the balloon with the pin.
    - b. Once the balloon is popped, ask the student to blow up the same balloon again.
    - c. Once the student has established that this isn't possible, discuss the effect that tobacco smoke has on alveoli. Explain that the alveoli are no longer able to "grab" the oxygen molecules due to the tar found in tobacco smoke.





## Grades 7–8 Lesson 22

### CLOSURE (Wrap-Up and Extensions)

1. Discuss the benefits of NOT using tobacco. Emphasize that spit tobacco, pipe tobacco, and cigars are NOT safe alternatives to cigarette use.
2. Discuss reasons not to use tobacco.
3. Students complete “Top Ten Reasons Why I’ll Never Use Tobacco” worksheet.

### ADDITIONAL RESOURCES

1. Utah Department of Health (1-877-220-3466)
  - QuitLine: cards and brochures (1-888-567-TRUTH)
  - QuitNet: <http://www.quitnet.org>
  - Phoenix Alliance: <http://www.phoenixalliance.org> (youth advocacy group)
  - <http://www.youthagainsttobacc.com>
  - TheTRUTH@utah.gov or call 1-877-220-3466
2. American Lung Association
  - N.O.T. (youth tobacco cessation program)
3. **Local Health Departments**
  - END (Ending Nicotine Dependence), youth cessation program
  - QuitLine cards, brochures
4. American Cancer Society (1-800-234-0533)
  - Brochures, videos, posters, etc.
5. **Centers for Disease Control (CDC)**
  - [www.cdc.gov](http://www.cdc.gov)
  - Free videos with lesson guides, materials, and brochures (1-800-CDC-1311)
  - “Secrets Through the Smoke” (55 minutes)
  - “I Can’t Breathe: A Smoker’s Story” (20 minutes)



# TRUTH ABOUT TOBACCO

## Short-Term Effects of Smoking

*Teacher Resource*

Students are very conscious of the short-term effects of tobacco use because they can see them immediately. Short-term effects have a great impact on the decision whether or not to use tobacco.

Short-term health consequences include:

- Addiction.
- Bad breath, smelly skin, hair and clothes.
- Decreased temperature in hands and feet.
- Cavities, gum disease.
- Cough, itchy throat.
- Narrowed blood vessels.
- Dilated eyes.
- Yellow teeth and yellow fingers.
- Increased blood pressure and heart rate.
- Suppressed immune system
- Dizziness, less oxygen, shortness of breath.
- Slowed cilia.
- Decreased sense of taste and smell.
- Irritated eyes.

Long-term health effects include:

- Risk of ALL cancers increases with tobacco use.
- Chronic bronchitis, emphysema.
- Hardening of the arteries, heart disease, stroke.
- Asthma in people who breath in secondhand smoke.
- Damage to voice box.
- Smoking is the number one cause of death in the U.S., killing nearly 1,500 people per day, or over 400,000 people per year.
- Addiction.
- Lung cancer.
- Sudden Infant Death Syndrome (SIDS).
- Fetal smoking syndrome.
- Circulatory deficiencies.

Social effects include:

- Bad breath; smelly skin, hair, and clothes.
- Premature wrinkles.
- Yellow teeth.
- Financial burden on society.
- Tobacco use is expensive! People who smoke a pack of cigarettes a day spend \$1,500 a year.
- Fires.
- Secondhand smoke is proven harmful to all ages.
- Smokers are restricted to designated smoking areas at worksites, restaurants, and some amusement parks.



# TRUTH ABOUT TOBACCO

## Long-Term Effects of Smoking

### Lung Disease

1. Smoking accounts for about 80-90 percent of all chronic obstructive pulmonary disease, such as emphysema, chronic mucus secretion, and chronic air flow blocks.
2. Smoking is involved in 85 percent of all lung cancer deaths.
3. An individual with chronic bronchitis, which can be caused by smoking, is more likely to get a bacterial infection if he/she is a smoker.
4. Smoking at an early age increases the risk of lung cancer. For most smoking-related cancers, the risk rises as the individual continues to smoke.
5. Animal studies suggest that the cancer-causing agents in smokeless tobacco can cause lung cancer, even though they do not enter the body through the lungs.
6. Teenage smokers suffer from shortness of breath and produce phlegm.
7. Cigarette smokers have lower-level lung function than those persons who have never smoked.
8. Smoking reduces the rate of lung growth.
9. A smoker gets more nose and throat inflammations, respiratory infections, and chronic bronchitis than non-smokers.

### Heart Disease

1. Cigarette smoking accounts for 30 percent of all heart disease deaths.
2. Carbon monoxide found in cigarette smoke increases the amount of cholesterol that clogs the arteries.
3. Smoking causes heart disease and stroke. Studies have shown that early signs of these diseases can be found in adolescents who smoke.
4. The resting heart rates of young adult smokers are two to three beats per minute faster than non-smokers.
5. Smokeless tobacco may play a role in cardiovascular disease and stroke by increasing blood pressure and causing an irregular heartbeat. One major study has shown that smokeless tobacco use doubles the risk of dying from cardiovascular disease.
6. Smoking causes a stiffness in the walls of the arteries, which is harmful to the artery and increases the risk for the artery to rupture.
7. The nicotine in cigarettes can raise your blood pressure, heart rate, and the oxygen demand of muscles, especially the heart – the heart is a muscle.
8. A coronary spasm may occur during smoking, which may lead to chest pain and a heart attack.
9. Blood clots more readily in smokers than in nonsmokers.

### Cancer

1. Cigarette smoking is the major cause of cancer of the lips, tongue, salivary glands, mouth, larynx, esophagus, and middle and lower pharynx.
2. The development of stomach cancer can be directly associated with smoking.
3. Smoking is known to cause bladder cancer.
4. Cigarette smoking has been linked to cancers of the renal pelvis (part of the kidney), uterine cervix, and pancreas.



# CAMPAIGN For TOBACCO-FREE Kids®

## THE TOLL OF TOBACCO IN UTAH

### Tobacco Use in Utah

- High school students who smoke: 7.3% [Girls: 7.3% Boys: 7.2%]
- High school males who use smokeless tobacco: 4.9%
- Kids (under 18) who try cigarettes for the first time each year: 7,700
- Additional Kids (under 18) who become new regular, daily smokers each year: 3,500
- Packs of cigarettes bought or smoked by kids in Utah each year: 2.9 million
- Kids exposed to second hand smoke at home: 100,000
- Percentage of workplaces that have smoke-free policies: 83.9%
- Adults in Utah who smoke: 12.0% [Men: 14.0% Women: 9.9% Pregnant Females: 7.0%]

Nationwide, youth smoking has declined since 1997, but remains at high levels. The 2002 National Youth Tobacco Survey (YTS) found that 22.9% of U.S. high school kids smoke and 10.8% of high school males use spit tobacco. U.S. adult smoking has decreased gradually since the 1980s, and 22.5% of U.S. adults (about 45 million) currently smoke.

### Deaths in Utah From Smoking

- Adults who die each year in Utah from their own smoking: 1,200
- Annual deaths in state from others' smoking (secondhand smoke & pregnancy smoking): 150 to 270
- Utah kids who have lost at least one parent to a smoking-caused death: 1,600
- Kids alive in today who will ultimately die from smoking: 30,000 (given current smoking levels)

Smoking kills more people each year than alcohol, AIDS, car crashes, illegal drugs, murders, and suicides combined — and thousands more die from spit-tobacco use and other tobacco-related causes (but there currently are no good state-specific estimates of these other tobacco deaths). For every person in Utah who dies from smoking approximately 20 more state residents are suffering from serious smoking-caused disease and disability, or other smoking-caused health problems.

### Tobacco-Related Monetary Costs in Utah

- Annual health care expenditures in the Utah directly caused by tobacco use: \$273 million
- Total Utah Medicaid program payments caused by tobacco use: \$81 million
- Citizens' state/federal taxes to cover smoking-caused gov't costs: \$333.2 million (\$443 per household)
- Smoking-caused productivity losses in Utah: \$244 million
- Smoking-caused health costs and productivity losses per pack sold in Utah: \$6.43

Other non-health costs caused by tobacco use include direct residential and commercial property losses from smoking-caused fires (more than \$500 million nationwide); the costs of the extra cleaning and maintenance made necessary by tobacco smoke and tobacco-related litter (about \$4+ billion per year for commercial establishments alone); and additional work productivity losses from smoking-caused work absences, on-the-job performance declines, and disability during otherwise productive work lives (in the tens of billions nationwide) [productivity loss amount above is from smoking-death-shortened work lives, alone].

### Tobacco Industry Advertising and Other Product Promotion

- Annual tobacco industry marketing expenditures nationwide: \$12.7 billion (\$34+ million per day)
- Estimated portion spent in Utah each year: \$55.1 million

Published research studies have found that kids are three times more sensitive to tobacco advertising than adults and are more likely to be influenced to smoke by cigarette marketing than by peer pressure, and that one-third of underage



## THE TOLL OF TOBACCO IN UTAH

experimentation with smoking is attributable to tobacco company marketing.

### Utah Government Policies Affecting The Toll of Tobacco in Utah

- **Utah 2004/05 tobacco prevention spending from state tobacco settlement and tobacco tax revenues: \$7.0 million (National rank: 14)**
- **Utah cigarette tax per pack: 69.5¢ (National rank: 26th) [States' average is 84.0¢ per pack]**

### Sources

Youth smoking. 2003 Youth Risk Behavior Survey (YRBS). A 2001 Youth Risk Behavior Survey (YRBS) found that 8.3% of high school students smoked.. Current smoking = smoked in past month. The 2002 National Youth Tobacco Survey <http://www.cdc.gov/mmwr/PDF/wk/mm5245.pdf>. The 2001 Youth Risk Behavior Survey (YRBS), with a different methodology than the YTS, found that 28.5% of U.S. high school kids smoke and 14.8% of high school males use spit tobacco. Male Youth smokeless. 2003 YRBS. A 2001 YRBS found that 6.7% of high school males used spit tobacco.. Female smokeless use is much lower. New youth smokers. Estimate based on U.S. Dept of Health & Human Services (HHS), "Summary Findings from the 2000 National Household Survey on Drug Abuse" (2001), <http://www.samhsa.gov/oas/nhsda.htm>, with the state share of the national number allocated through the formula in CDC, "Projected Smoking-Related Deaths Among Youth — United States," Morbidity and Mortality Weekly Report (MMWR) 45(44): 971-74 (November 8, 1996) [based on state young adult smoking rates, and as updated in CDC, State Highlights 2004: Sustaining State Programs for Tobacco Control, 2004, <http://www.cdc.gov/tobacco/datahighlights/index.htm>]. Smokefree workplaces. Shopland, D., et al., "State-Specific Trends in Smoke-Free Workplace Policy Coverage: The Current Population Survey Tobacco Use Supplement, 1993 to 1999," Journal of Occupational & Environmental Medicine 43(8): 680-86 (August 2001). Kids exposed to secondhand smoke. CDC, "State-Specific Prevalence of Cigarette Smoking Among Adults, and Children's and Adolescents' Exposure to Environmental Tobacco Smoke – United States, 1996," MMWR 46(44): 1038-43 (November 7, 1997). Packs consumed by kids. Estimated from DiFranza, J. & J. Librett, "State and Federal Revenues from Tobacco Consumed by Minors," American Journal of Public Health (AJPH) 89(7): 1106-08 (July 1999) & Cummings, et al., "The Illegal Sale of Cigarettes to US Minors: Estimates by State," AJPH 84(2): 300-302 (February 1994), and Utah's youth population & smoking rates. Adult smoking. In state, 2003 Behavioral Risk Factor Surveillance System (BRFSS) <http://www.cdc.gov/mmwr/PDF/wk/mm5344.pdf> National rate, 2002 National Health Interview Survey (NHIS) <http://www.cdc.gov/mmwr/PDF/wk/mm5240.pdf> Pregnant Females. "Smoking During Pregnancy – United States, 1990-2002, Morbidity and Mortality Weekly Report (MMWR) 53(39): 911-15 (October 8, 2004) <http://www.cdc.gov/mmwr/PDF/wk/mm5339.pdf>

Adult deaths from smoking. CDC, State Highlights 2002: Impact and Opportunity, April 2002, <http://www.cdc.gov/tobacco/StateHighlights.htm>. CDC, "Annual Smoking-Attributable Mortality, Years of Potential Life Lost, and Economic Costs — United States 1995-1999," MMWR, April 11, 2002, <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5114a2.htm>. See, also, U.S. General Accounting Office (GAO), "CDC's April 2002 Report on Smoking: Estimates of Selected Health Consequences of Cigarette Smoking Were Reasonable," letter to U.S. Rep. Richard Burr, July 16, 2003, <http://www.gao.gov/new.items/d03942r.pdf>. Lost Parents. Leistikow, B., et al., "Estimates of Smoking-Attributable Deaths at Ages 15-54, Motherless or Fatherless Youths, and Resulting Social Security Costs in the United States in 1994," Preventive Medicine 30(5): 353-360, May 2000, and state-specific data from author. Projected youth smoking deaths. CDC, State Highlights 2004, 2004. See, also, CDC, "Projected Smoking-Related Deaths Among Youth — United States," MMWR 45(44): 971-974, November 11, 1996, [www.cdc.gov/mmwr/mmwr\\_wk.html](http://www.cdc.gov/mmwr/mmwr_wk.html). Secondhand smoke deaths. National Cancer Institute, Health effects of exposure to environmental tobacco smoke: the report of the California Environmental Protection Agency, Smoking and Tobacco Control Monograph no. 10, NIH publication no.

99-4645 (1999) [see, also, CDC, MMWR, April 11, 2002; CEPA, [http://www.oehha.org/air/environmental\\_tobacco](http://www.oehha.org/air/environmental_tobacco). Other. Hall, JR, Jr., Nat'l Fire Protection Assoc., The U.S. Smoking-Material Fire Problem, April 2001.

Health and productivity costs caused by tobacco use. CDC, State Highlights 2002: Impact and Opportunity, April 2002, <http://www.cdc.gov/tobacco/StateHighlights.htm> and CDC, State Highlights 2004, 2004, <http://www.cdc.gov/tobacco>. CDC, MMWR, April 11, 2002, <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5114a2.htm>. See, also, GAO, "CDC's April 2002 Report on Smoking: Estimates of Selected Health Consequences of Cigarette Smoking Were Reasonable," July 16, 2003, <http://www.gao.gov/new.items/d03942r.pdf>. Utah-federal tobacco-health tax burden. The Utah taxpayers' pro-rata share, based on adult population, of all federal and state government tobacco-caused costs. See above sources and Zhang, X et al., "Cost of Smoking to the



## THE TOLL OF TOBACCO IN UTAH

Medicare Program, 1993," Health Care Financing Review 20(4): 1-19, Summer 1999; Office of Management and Budget, The Budget for the United States Government - Fiscal Year 2000, Table S-8, 1999; Leistikow, B., et al., "Estimates of Smoking-Attributable Deaths at Ages 15-54, Motherless or Fatherless Youths, and Resulting Social Security Costs in the United States in 1994," Preventive Medicine 30(5): 353-360, May 2000 – with non-Medicaid Utah-paid tobacco-health costs taken to equal 3% of all tobacco-health costs in Utah. CDC, "Medical Care Expenditures Attributable to Smoking — United States, 1993," MMWR 43(26): 1-4, July 8, 1994.

Other non-health tobacco-related costs. U.S. Department of the Treasury, The Economic Costs of Smoking in the U.S. and the Benefits of Comprehensive Tobacco Legislation (1998); Chaloupka, F.J. & K.E. Warner, "The Economics of Smoking," in Culyer, A. & J. Newhouse (eds), The Handbook of Health Economics (2000); CDC, MMWR 46(44) (November 7, 1997); CDC, Making Your Workplace Smokefree: A Decision Maker's Guide (1996); Mudarri, D., The Costs and Benefits of Smoking Restrictions: An Assessment of the Smoke-Free Environment Act of 1993 (H.R. 3434), U.S. Environmental Protection Agency report submitted to the Subcommittee on Health and the Environment, Committee on Energy and Commerce, U.S. House of Representatives (April 1994); Brigham, P. & A. McGuire, "Progress Toward a Fire-Safe Cigarette," Journal of Public Health Policy 16(4): 433-439 (1995); Hall, J.R., Jr., op. cit.; Leistikow, B.N., et al., "Estimates of Smoking-Attributable Deaths at Ages 15-54, Motherless or Fatherless Youths, and Resulting Social Security Costs in the United States in 1994," Preventive Medicine 30: 353-60 (2000).

Tobacco industry marketing. U.S. Federal Trade Commission (FTC), Cigarette Report for 2002, October 22, 2004 [data for top six manufacturers only], <http://www.ftc.gov/reports/cigarette/041022cigaretterpt.pdf>; FTC, Federal Trade Commission Smokeless Tobacco Report for the Years 2000 and 2001, August 2003 <http://www.ftc.gov/os/2003/08/2k2k1smokeless.pdf>. [top five manufacturers]. State total a prorated estimate based on cigarette pack sales in the state. See, also Campaign fact sheet, Increased Cigarette Company Marketing Since the Multistate Settlement Agreement Went into Effect, <http://tobaccofreekids.org/research/factsheets>. Tobacco marketing influence on youth. Pollay, R., et al., "The Last Straw? Cigarette Advertising and Realized Market Shares Among Youths and Adults," Journal of Marketing 60(2):1-16 (April 1996); Evans, N., et al., "Influence of Tobacco Marketing and Exposure to Smokers on Adolescent Susceptibility to Smoking," Journal of the National Cancer Institute 87(20): 1538-45 (October 1995). See also, Pierce, J.P., et al., "Tobacco Industry Promotion of Cigarettes and Adolescent Smoking," Journal of the American Medical Association (JAMA) 279(7): 511-505 (February 1998) [with erratum in JAMA 280(5): 422 (August 1998)]. See, also, Campaign fact sheet, Tobacco Marketing to Kids (2001).

Utah spending to reduce tobacco use and ranking. Campaign for Tobacco-Free Kids, et al., A Broken Promise To Our Children: The 1998 State Tobacco Settlement Six Years Later (December 2, 2004), <http://tobaccofreekids.org/reports/settlements>. Utah cigarette tax and rank. Orzechowski & Walker, The Tax Burden on Tobacco (2003) [industry-funded annual report], with updates from state agencies and media reports.

Other major source of State tobacco-related data: CDC, state-specific tobacco information, <http://www.cdc.gov/tobacco/statehi/statehi.htm>.

All CDC MMWR's available at <http://www.cdc.gov/mmwr>. Abstracts of many of the cited articles at PubMed, <http://www.ncbi.nlm.nih.gov/entrez>.

Related Campaign for Tobacco-Free Kids Fact Sheets, available at <http://www.tobaccofreekids.org> or <http://tobaccofreekids.org/research/factsheets>:

- Toll of Tobacco in the USA
- Comprehensive State Tobacco Prevention Programs Effectively Reduce Tobacco Use; and State Tobacco Prevention Programs Save Money
- Raising State Tobacco Taxes Always Increases State Revenues and Reduces Tobacco Use

*National Center for Tobacco-Free Kids, 1.7.05, [www.tobaccofreekids.org](http://www.tobaccofreekids.org)/ Eric Lindblom / January 7, 2005*



# TRUTH ABOUT TOBACCO

## REASONS NOT TO USE TOBACCO

PREVENTION DIMENSIONS

1. I'm in charge.
2. Smokers' breath is gross.
3. Coughing isn't cool.
4. Over 90 percent of people with lung cancer die.
5. Cigarettes taste rotten.
6. People look stupid with smoke coming out of their noses.
7. Smokers' hair stinks.
8. Smoke would hurt my dog.
9. I would smell disgusting.
10. No one tells me what to do.
11. My friends don't smoke, why should I?
12. Even if my friends do smoke, I don't have to.
13. My friends like me the way I am.
14. Smoking kills 3 million people each year.
15. I don't want to be one of them.
16. There are over 4,000 chemicals in smoke.
17. 40 of them can cause cancer.
18. No way I'm putting tar and nicotine in this mouth.
19. I'm too smart to start!
20. Parties are more fun when you can breathe.
21. I wouldn't be able to run as fast.
22. I'm old enough to think for myself.
23. Cigarettes cost too much.
24. My friend has asthma.
25. Cleaning ashtrays isn't my idea of a good time.
26. Yellow teeth are ugly.
27. What if your teeth turned as black as your lungs?
28. I'd rather hike than hack.
29. It's like throwing money away.
30. I don't want a heart attack!
31. I know someone who had a stroke.
32. My parents smoke (and I worry about them).
33. 43 million smokers have quit!
34. Real smokers never look like the people in the ads.
35. It's a dirty habit.
36. Tobacco companies just want my money.
37. Once you start, it's hard to stop.
38. Smoke butts are litter and don't biodegrade.
39. Who wants to date a smoker?
40. Eight out of ten smokers say they would like to quit.
41. Who wants to kiss an ashtray?
42. My room would smell.
43. I don't like it when others smoke, so why should I start?

Put your own reasons here:

44. \_\_\_\_\_

45. \_\_\_\_\_

46. \_\_\_\_\_

47. \_\_\_\_\_

48. \_\_\_\_\_

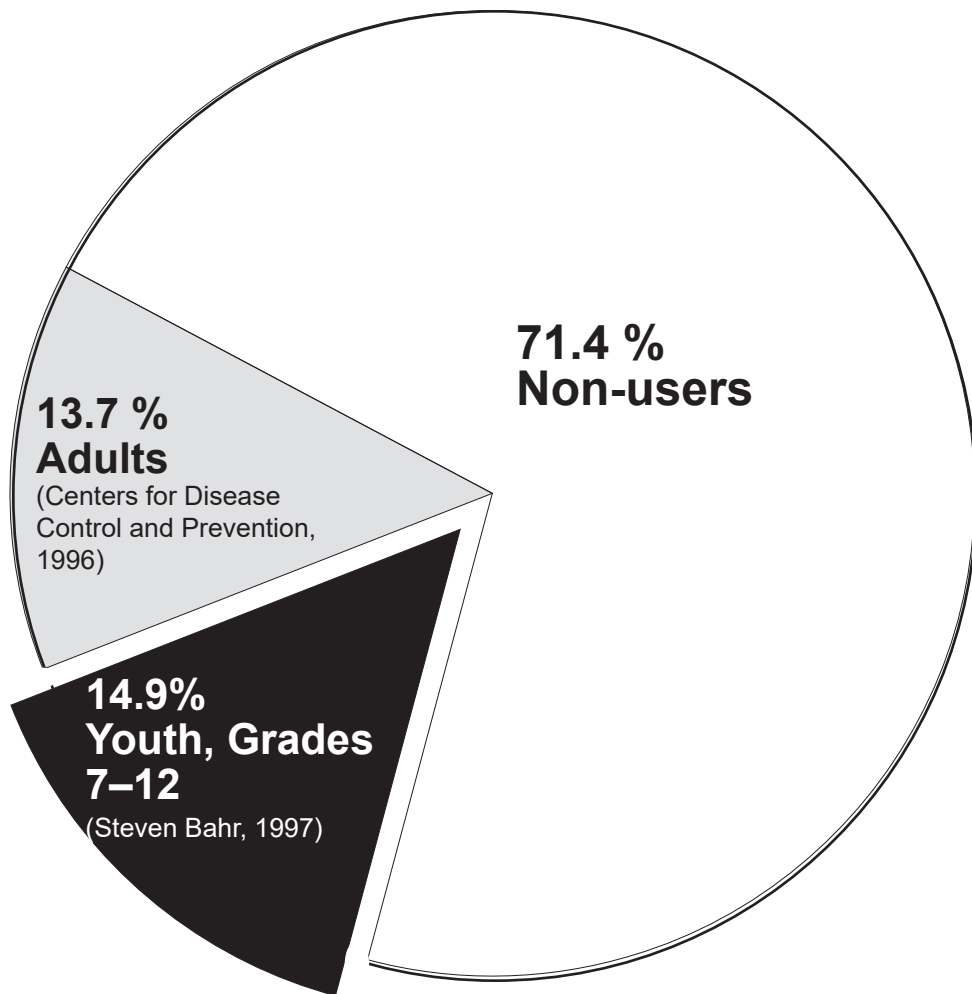
49. \_\_\_\_\_

50. \_\_\_\_\_



# TRUTH ABOUT TOBACCO

## Cigarette Use Data

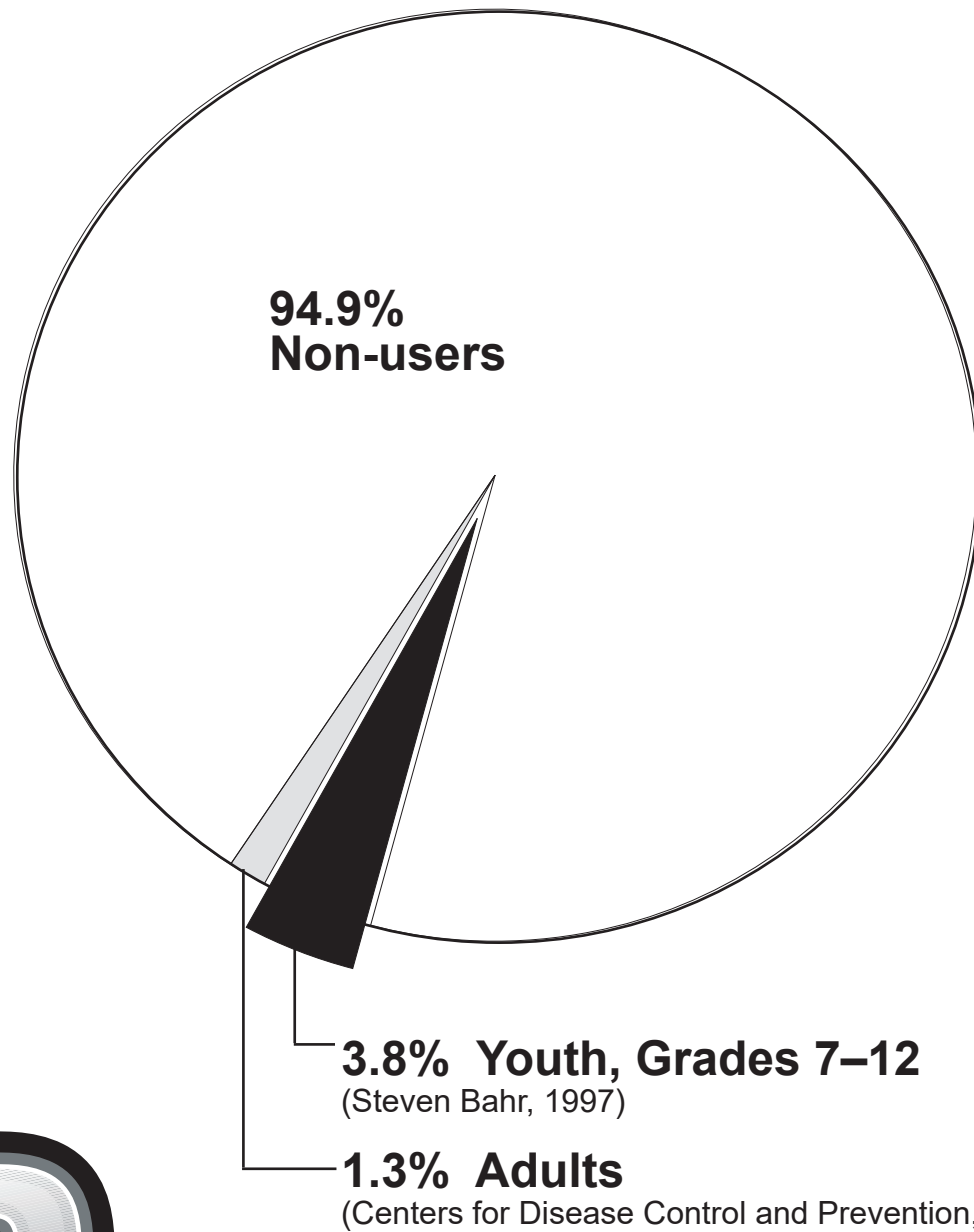


PREVENTION DIMENSIONS



# TRUTH ABOUT TOBACCO

## Smokeless Tobacco Use Among Utahns



PREVENTION DIMENSIONS



# TRUTH ABOUT TOBACCO

## How the Tobacco Industry Influences Youth



Cigarette advertising in magazines with high youth readership increased 33 percent in 1999, the year after tobacco companies agreed not to market to kids.

Eight-six percent of underage smokers who purchase their own cigarettes purchase the three most heavily advertised brands: Marlboro, Camel, and Newport.

Tobacco products are among the most heavily advertised products in the U.S., second only to cars and trucks.



The tobacco industry spends \$15.4 billion per year on advertising and promoting cigarettes and smokeless tobacco.

Tobacco advertising expenditures have increased more than 1,500 percent between 1970 (the year before television and radio advertising were banned) and 1992.

A 1992 Gallup survey found that half of adolescent smokers and one-quarter of adolescents who do not smoke owned at least one tobacco promotional item such as a t-shirt, cap, sporting good, or lighter. These kids become “walking billboards” for Big Tobacco.

Sponsorship of events such as tennis tournaments, car races, and rodeos provides a way for tobacco brands to be advertised on TV despite the broadcast-advertising ban.

A former tobacco company employee quoted a tobacco executive as saying, “We don’t smoke it. We just sell it. We reserve that for the young, the black, the poor, and the stupid.”

A Philip Morris vice president stated, “Today’s teenager is tomorrow’s potential regular customer...the smoking patterns of teenagers are particularly important to Philip Morris.”

PREVENTION DIMENSIONS

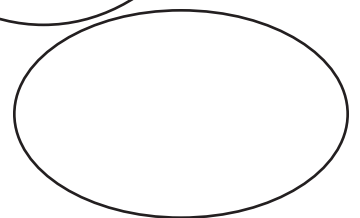
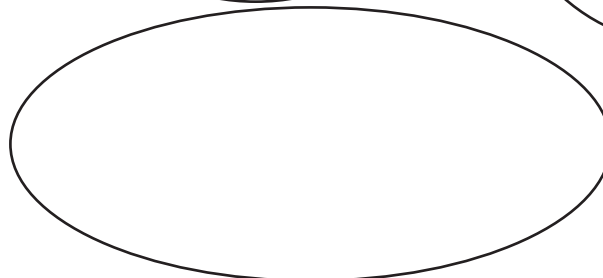
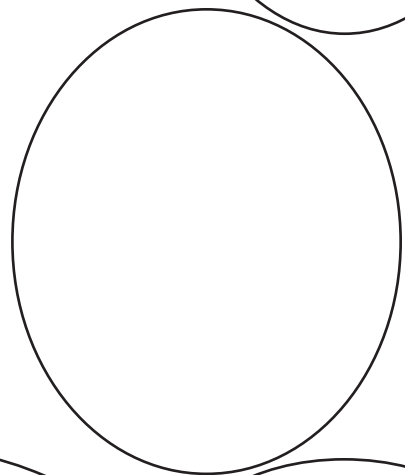
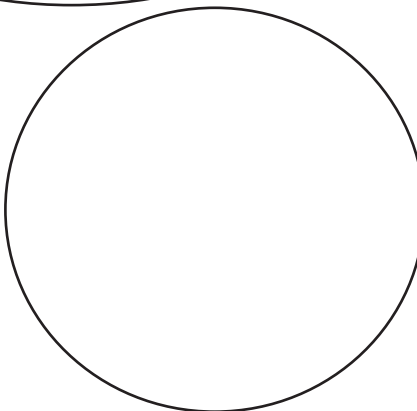
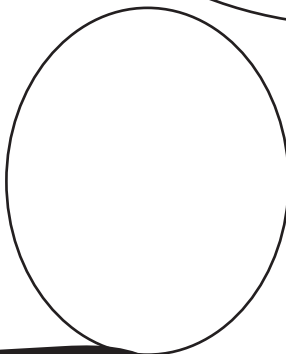
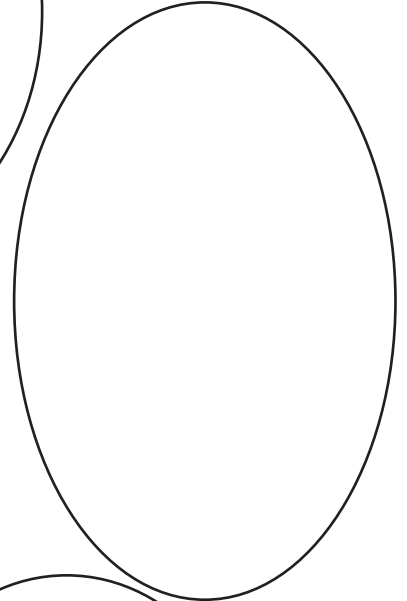
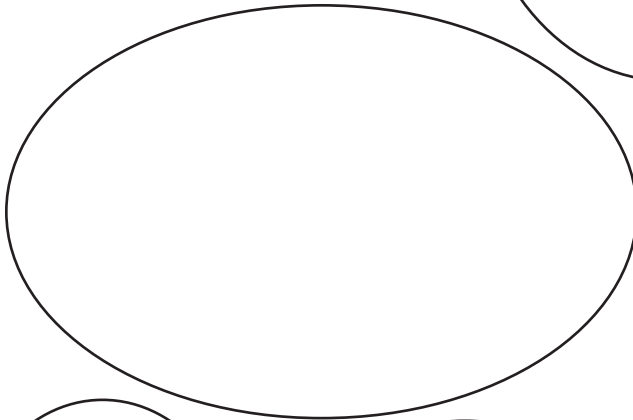
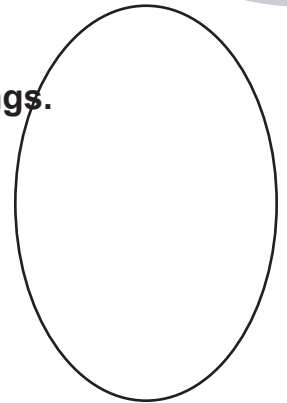
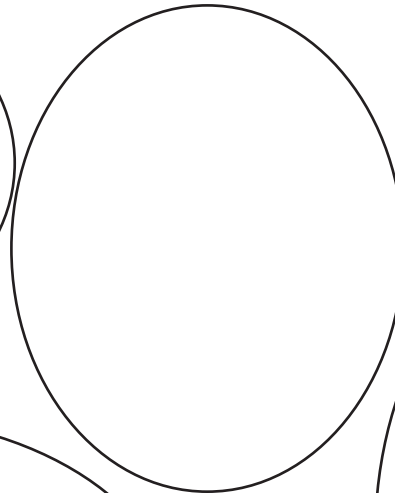
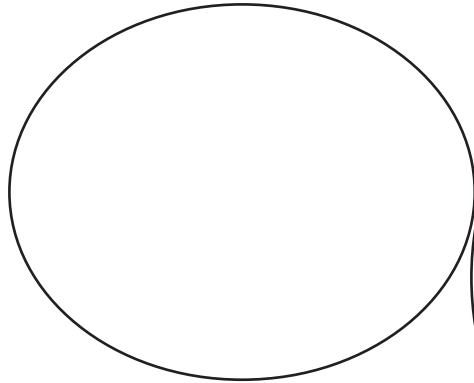
PD

# TRUTH ABOUT TOBACCO

## The Top Ten Reasons

Why I'll Never Use Tobacco

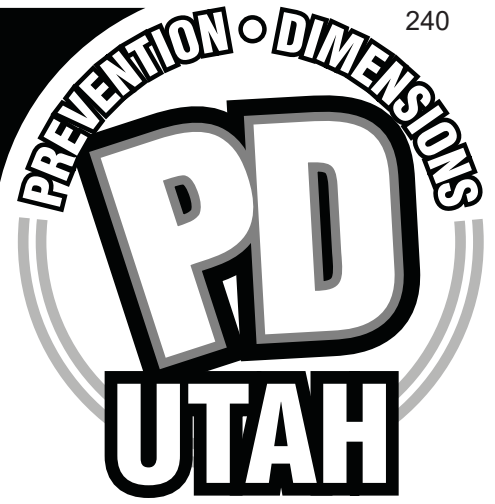
Fill in the circles with either words or drawings.



PREVENTION DIMENSIONS



# SPIT (SMOKELESS) TOBACCO



Grades 7–8 Lesson 23

## PROGRAM GOAL(S)

Substance Abuse Prevention  
Character Education: Responsibility

## PERFORMANCE OBJECTIVE(S)

Identify the short- and long-term effects of smokeless tobacco use.

## MATERIALS NEEDED

- Poster: "SPIT (Smokeless) TOBACCO"  
Worksheet: "Health Effects of Spit Tobacco"  
Materials: Boiled egg in container of spit tobacco  
Clear jar with sand, grit, and sugar (fiberglass optional)

## NEW VOCABULARY

abrasion/injury  
leukoplakia

cancer  
precancerous

constricted

## LESSON AT A GLANCE

1. Explain the different types of smokeless tobacco.
2. Discuss the reasons teens might use spit tobacco.
3. Distribute the "Health Effects of Spit Tobacco" worksheet and discuss the short- and long-term effects of using smokeless tobacco.
4. Conduct the eggshell stain, smokeless tobacco abrasion, and Tootsie Roll® activities.
5. Reinforce the reasons for not using tobacco and make a top ten list.

### Related Core Curriculum Objective

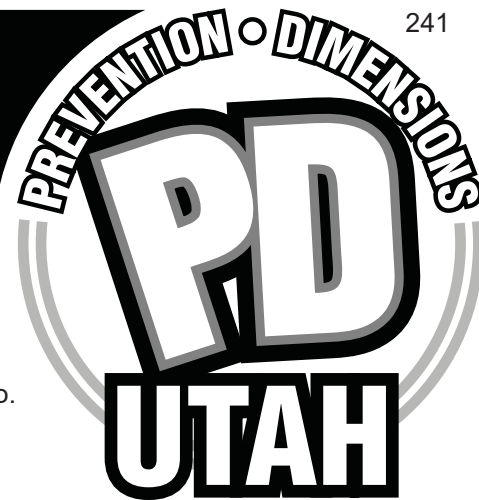
- 7100-020 Analyze the results of individual choice and consequences related to drug use and/or non-use. Identify the short- and long-term effects of alcohol, tobacco, and marijuana use.
- 7100-0202 Analyze the influence of an individual's support system on choices related to substance use.

### Risk/Protective Factors

Social skills  
Friends' use of drugs



# SPIT (SMOKELESS) TOBACCO



Grades 7–8 Lesson 23

## INTRODUCTION (Setting Focus)

1. Discuss the various types and forms of spit (smokeless) tobacco.
  - a. Snuff is finely cut or powdered tobacco. There is a dry powdered form, such as Levi Garrett, and a slightly damp form called moist snuff, such as Skoal or Copenhagen.
  - b. Chewing tobacco is made from large pieces of a tobacco leaf and comes in three forms. Loose leaf comes in pouches (Red Man, Mall Pouch, or Beech-Nut).
  - c. **Plug** comes in plastic-wrapped bars.
  - d. **Twist-and-roll** is twisted into a pigtail shape and comes in a wrapper.
  
2. Discuss the addictive qualities of smokeless tobacco;
  - a. Nicotine is more addictive than heroin.
  - b. Tobacco companies sell long, sugary cut dip that's easy for a new dipper to handle.
  - c. As customers get used to the buzz from the nicotine, they want more.
  - d. Users start dipping more. They start trying finer cut brands with more nicotine to satisfy their need. That's exactly what the tobacco companies want customers to do.
  - e. Dipping is addictive.
  
3. Discuss reasons some teens might use spit tobacco:
  - a. Spitting tobacco gives you a buzz or a high.
  - b. Athletes, cowboys, friends, or parents use spitting tobacco.
  - c. Using spit tobacco is less dangerous than smoking cigarettes.
  - d. Using spit tobacco makes you look cool.

## BODY (Strategies/Activities)

1. Students complete the "Health Effects of Spit Tobacco" worksheet during the course of the discussion.
  
2. Make two columns on the blackboard with the titles "short-term effects" and "long-term effects."
  
3. Use the following prompts and ideas to discuss the effects of smokeless tobacco. Also refer to the teacher's resource sheet.
  - a. Eggshell stain activity
    - The shell of an egg is similar to our teeth. This demonstration illustrates one of the consequences of smokeless tobacco use by showing that in only two days, the shell of an egg becomes visibly stained.
    - Hard boil an egg.
    - Place the egg in a container of spit tobacco that has been moistened with water.
    - Set the egg aside for two to three days. Make sure to

# SPIT (SMOKELESS) TOBACCO



Grades 7–8 Lesson 23

- keep the tobacco moist.
- Remove the egg and show it to the class.
- Discuss the results. How does this experiment demonstrate to spit tobacco's effect on the body?
- b. Smokeless tobacco abrasion activity
  - Show a clear jar with sand and sugar.
  - Spit tobacco naturally contains a lot of sand, grit, and sometimes fiberglass.
  - These products injure the gums and cause nicotine to be absorbed more readily into the bloodstream.
  - The grit wears down tooth enamel, affects the biting surface, causes improper bite, yellows the teeth, and causes tooth sensitivity.
- c. Tootsie Roll® activity
  - Give each student a small Tootsie Roll® and have them put it in their mouth between the lip and the teeth.
  - Give each student a small cup.
  - Students are not allowed to swallow for about 60 seconds.
  - After 60 seconds, students spit the contents of their mouth into the cup.
  - Discuss the activity with the following prompts:
    - How much saliva was generated by having the candy in your mouth?
    - What did the spit look like?
    - What do smokeless tobacco users do with the saliva?
    - What did you find gross about this activity?

## CLOSURE (Wrap-Up and Extension)

1. Display and discuss the poster "SPIT (Smokeless) TOBACCO."
2. As a review, come up with a class "Top Ten Reasons for Not Using Spit Tobacco" list and display it in the classroom.

### **Additional Resources:**

1. American Cancer Society (1-800-234-0533) Contact ACS to check availability.
  - "Mr. Gross Mouth" display
  - *Dipping and Chewing*, a five-minute video
  - "If You're Dipping Snuff, You Should Know The Truth" pamphlet
  - "Smokeless Tobacco, A Chemical Time Bomb" pamphlet
2. Utah Department of Health, Tobacco Prevention and Control Program Tobacco Free Resource Line: 1-877-220-3466  
Free resources such as material, videos, brochures, and posters  
[www.tobaccofreeutah.org](http://www.tobaccofreeutah.org)

# SPIT (SMOKELESS) TOBACCO

## Teacher Resource

Short-term health consequences include:

Students are very conscious of the short-term effects of tobacco use because they can see them immediately. Short-term effects have a great impact on the decision whether or not to use tobacco.

- addiction
- mouth sores and bleeding gums
- yellow teeth
- bad breath
- cavities
- gum disease
- decreased sense of taste and smell
- increased blood pressure
- decreased temperature in hands and feet
- increased heart rate

Long-term health effects include:

- addiction
- lip, cheek and tongue, and other types oral cancers
- risk of ALL cancers increases with tobacco use
- cancers of the head and neck
- abrasion of tooth enamel
- gum recession and disease
- leukoplakia (pre-cancerous sores; patches of white, thickened, and wrinkled skin inside the mouth)
- heart disease

Social effects include:

- bad breath
- yellow teeth
- tobacco particles in teeth
- offensive public spitting
- dirty, messy, disgusting habit
- expense (a tin of spit tobacco per day costs at least \$1,300 a year)



# SPIT (SMOKELESS) TOBACCO

## Effects of Spit Tobacco

- Can cause bad breath, decreased sense of taste, yellow teeth, black hairy tongue.
- Can lead to oral cancer, gum disease, and nicotine addiction, and increases the risk of cardiovascular disease, including heart attack.
- Can cause leukoplakia, a pre-cancerous disease of the mouth characterized by white patches and oral lesions on the cheeks, gums and/ or tongue.
- Increases the risk for cancer of the esophagus, pharynx, larynx, stomach, and pancreas.
- Can cause gum disease (gingivitis), which can lead to bone and tooth loss.
- Chewing tobacco wears away enamel on teeth and has been linked to dental cavities.
- Contains 28 proven carcinogens (cancer-causing agents) including formaldehyde, nickel, polonium-210, and nitrosamines.

Surgeon General Report: [www.cdc.gov](http://www.cdc.gov)

## Spit Tobacco Use in Utah

- 3% of Utah's high school students report current use of spit tobacco.\*
- 4.9% of Utah's male high school students report current use of spit tobacco. \*
- 3.4% of Utah males report current use of smokeless tobacco. \*\*
- Nicotine gum, available over the counter to people 18 or older, can help people quit spit tobacco. \*\*\*

\* Youth Behavior Risk Survey, 2003

\*\* Behavior Risk Factor Surveillance System, 2002

\*\*\* Public Health Service Clinical Practice Guideline: Treating Tobacco Use and Dependence, 2000

**For help quitting, call the Utah Tobacco Quit Line at 1.888.567.TRUTH or visit [utahquitnet.com](http://utahquitnet.com)**





# NICOTINE ADDICTION AND QUITTING



Grades 7–8 Lesson 24

## PROGRAM GOAL(S)

Substance Abuse Prevention  
Character Education: Responsibility

## PERFORMANCE OBJECTIVE(S)

Understand why tobacco is addictive.  
Identify how and why people quit using tobacco.

## MATERIALS NEEDED

Posters or handouts: “When Smokers Quit,” “Chemicals Found in Tobacco”  
Jolly Rancher® candies  
Worksheet: “Quitting Tobacco Use”



## NEW VOCABULARY

addiction  
nicotine  
withdrawal

## LESSON AT A GLANCE

1. Discuss the chemicals found in tobacco and distribute the chemical list handout.
2. Discuss addiction.
3. Complete and discuss the Jolly Rancher® activity .
4. Discuss quitting tobacco use.
5. Complete the “Quitting Tobacco Use” worksheet.

### Related Core Curriculum Objective

- |           |  |
|-----------|--|
| 7100-0201 | Analyze the results of individual choice and consequences related to drug use and/or non-use.<br>Identify the short- and long-term effects of alcohol, tobacco, and marijuana use. |
| 7100-0502 | Describe how to access health-related school and community resources.  |

### Risk/Protective Factors

Social skills  
Perceived risk of drugs

# NICOTINE ADDICTION AND QUITTING



Grades 7–8 Lesson 24

## INTRODUCTION (Setting Focus)

1. Distribute the handout or display the poster, “Chemicals Found in Tobacco” and discuss the chemicals and compounds found in tobacco products.
  - a. Tobacco has almost 800 other ingredients and more than 4,000 chemicals.
  - b. Chemicals are added to the paper and filter to slow the burning process. Other chemicals, such as ammonia, are added which heighten the nicotine “kick.”
  - c. The same pigment used in white shoe polish, titanium dioxide, is used to make cigarette filters white.
2. Reinforce that nicotine is one of many chemicals found in tobacco, and nicotine is what makes tobacco products so highly addictive.
3. Discuss how cigarettes are a common source of pollution.

## BODY (Strategies/Activities)

1. Discuss the following ideas about addiction:
  - a. What is an addiction?  
(A standard definition for addiction is loss of control over the use of a substance or activity, and its continued use despite problems.)
  - b. Why are tobacco products so addictive?  
(Nicotine in tobacco is the reason many smokers can’t stop smoking. Many people also develop behavioral habits around tobacco that are very hard to break, like smoking a cigarette every time they talk on the phone or lighting a cigarette during times of stress.)
  - c. How many cigarettes can a person smoke before getting addicted?  
(Nicotine is highly addictive and can have addictive effects after even one use. Addiction to a substance varies by person. For many teenagers, just a few cigarettes is all that are needed to get hooked.)
2. Discuss facts about addiction:
  - a. Nicotine is as addictive as heroin and cocaine, and is more addictive than alcohol.
  - b. When inhaled, it takes seven seconds for the nicotine in a cigarette to reach the brain. It takes about 30 seconds for the nicotine in spit tobacco to enter the bloodstream.
  - c. One drop (70 mg) of nicotine has the potential to kill a 160-pound male within minutes. One cigarette contains about .2 mg to 2.2 mg of nicotine.
  - d. Nicotine is an alkaloid used to kill bugs.
  - e. Most smokers say they want to quit smoking and wish they had never started. The younger people start smoking cigarettes, the more likely they are to become addicted to nicotine.
3. Jolly Rancher® activity
  - a. Give each student a Jolly Rancher® or other flavorful hard candy.
  - b. Instruct students that they may put the unwrapped candy in their mouth but may not swallow.

Grades 7–8

# NICOTINE ADDICTION AND QUITTING



Grades 7–8 Lesson 24

- c. During the next two minutes, say the following kinds of statements to the class:
- Move the candy around in your mouth.
  - Taste the flavor. Doesn't it taste good?
  - Enjoy the taste, but don't swallow.
  - Oh, don't you wish you could swallow?
  - Is the saliva building up in your mouth?
  - Wouldn't it feel so good to take a big swallow?
  - How many of you would like to swallow? Sorry, not yet.
  - Keep rolling it around in your mouth.
  - Enjoy the flavor. It tastes good, doesn't it?
- After two minutes say, "OK, you can swallow now."
- d. Discuss the activity using the following prompts:
- How strong was the desire to swallow?
  - What did you think about during those two minutes?
  - How is this similar to an addiction?
  - How is this different from an addiction?
  - If you were one who swallowed before time was called, what did you do to avoid detection?
  - What problems does an addict face in trying to manage the addiction?
4. Display and discuss the poster "When Smokers Quit."

## CLOSURE (Wrap-Up and Extension)

1. Emphasize that even though tobacco use is addictive, many people quit using it and many more never even start.
2. Explain that for all tobacco users, especially youth, the sooner they quit the better off they'll be, and the very best strategy is to never start.
3. Explore various free resources such as TRUTH about Tobacco (1-888-567-TRUTH), QuitLine, QuitNet (<http://www.quitnet.org>), Children Helping and Motivating Parents to Stop Smoking (CHAMPSS) (<http://www.champss.org>), and Phoenix Alliance (youth advocacy group) at [www.phoenixalliance.org](http://www.phoenixalliance.org)
4. Students complete the "Quitting Tobacco Use" handout.
5. Teachers in the Logan School District use "soil moist" or "Phantom Crystals" planting soils to demonstrate the feeling and consistency of lungs.
6. Teachers in the Logan School District use a balloon that has a small pin-hole in the end opposite the nozzle to demonstrate how an avioli cannot function when attacked by nicotine. The balloon will not stay inflated and does not respond well when air is blown into it.



# NICOTINE ADDICTION AND QUITTING



## Chemicals Found in Tobacco

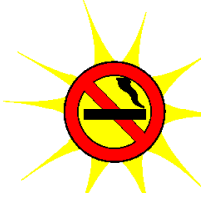
Acetaldehyde (used as a solid fuel)	Hydrogen Cyanide (gas chamber poison)
Acetone (paint stripper)	Hydrogen Sulfide (toxic sewer gas)
Acetic Acid (vinegar)	Hydroquinone (photographic developer)
Acetylene (metal welding)	Isoprene (synthetic rubber)
Acrolein (tear gas)	Methane (swamp and sewer gas)
Ammonia (toilet and floor cleaner)	Methanol (rocket fuel, antifreeze)
Arsenic (rat poison)	Methylamine (rocket propellant, explosives)
Benzene (carcinogen)	Napthalene (mothballs)
Benzo(a)pyrene (car exhaust)	Nicotine (insecticide)
Butane (lighter fluid)	Nitrogen Dioxide (deadly poison)
Cadmium (batteries)	Phenol (plywood adhesive)
Carbon Monoxide (car exhaust)	Propane (tractor fuel)
Dimethylamine (agricultural fungicide)	Pyrene (coal tar)
DDT/Dieldrin (pesticides)	Stearic Acid (candle wax)
Ethanol (alcohol)	"Tar"
Formaldehyde (body tissue preservative)	Toluene (industrial solvent)
Furfural (industrial solvent)	
Hexamine (barbeque lighter)	

PREVENTION DIMENSIONS



# NICOTINE ADDICTION AND QUITTING

Name \_\_\_\_\_



## Quitting Tobacco Use

Give at least three responses in each square.

<p>Why do people quit using tobacco?</p>	<p>How do people quit? Where can they get help?</p>
<p>What are some of the good things that happen to people who quit?</p>	<p>How can you help a friend or family member who is trying to quit?</p>

PREVENTION DIMENSIONS



# NICOTINE ADDICTION AND QUITTING

## When Smokers Quit

### 20 MINUTES

- \* Blood pressure drops to normal
- \* Pulse rate drops to normal
- \* Body temperature of hands and feet increases to normal

### 8 HOURS

- \* Carbon monoxide level in blood drops to normal
- \* Oxygen level in blood increases to normal

### 24 HOURS

- \* Chance of heart attack decreases

### 48 HOURS

- \* Nerve endings start regrowing
- \* Ability to smell and taste is enhanced

### 2 WEEKS to 3 MONTHS

- \* Circulation improves
- \* Walking becomes easier
- \* Lung function increases up to 30%

### 1 to 9 MONTHS

- \* Coughing, sinus congestion, fatigue, shortness of breath decrease
- \* Cilia regrow in lungs, increasing ability to handle mucus, clean the lungs, reduce infections
- \* Body's overall energy increases

### 1 YEAR

- \* Excess risk of coronary heart disease is half that of a smoker

### 5 YEARS

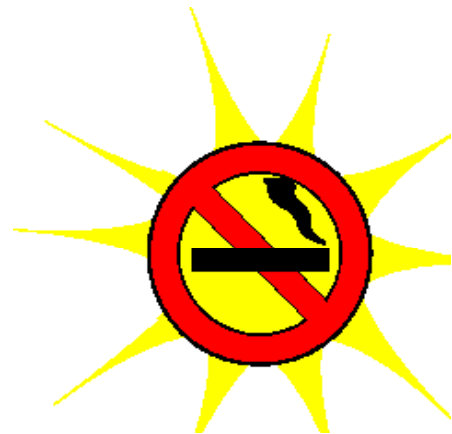
- \* Lung cancer death rate for average former smoker decreases by almost half
- \* Stroke risk is reduced to that of a non-smoker 5-15 years after quitting
- \* Risk of cancer of the mouth, throat and esophagus is half that of a smoker

### 10 YEARS

- \* Lung cancer death rate is similar to that of non-smokers
- \* Precancerous cells are replaced
- \* Risk of cancer of the mouth, throat, esophagus, bladder, kidney and pancreas decreases

### 15 YEARS

- \* Risk of coronary heart disease is that of a non-smoker



Sources: American Cancer Society; Centers for Disease Control and Prevention

Grades 7-8



# TRUTH IN ADVERTISING



Grades 7/8 Lesson 25

## PROGRAM GOAL(S)

Substance Abuse Prevention  
 Consumer and Community Health  
 Safety and Injury Violence Prevention  
 Character Education: Responsibility

## PERFORMANCE OBJECTIVE(S)

Determine media influences on perceptions and choices related to health.  
 Identify advertising techniques used in advertising (particularly tobacco advertising) and the consequences of “buying into” various advertising schemes.  
 Create an anti-tobacco ad advocating a tobacco-free lifestyle.

## MATERIALS NEEDED



Worksheet: “Do These Slogans Ring a Bell?”  
 Student handout or poster: “Advertising Techniques”  
 Advertisements from magazines, television or other media

## NEW VOCABULARY

advertising techniques

## LESSON AT A GLANCE

1. Students complete a short survey regarding advertising.
2. Identify and discuss different types of advertising techniques.
3. Students create anti-tobacco ads.
4. Students share their ads with the class.

### **Related Core Curriculum Objective**

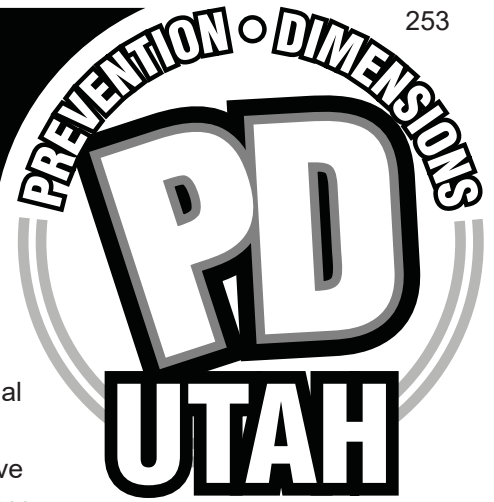
**7100-0701** Determine media influences on perception and choices related to health.

**7100-0505** Determine how the various types of media influence people. Predict how exposure to media impacts character and choices both positively and negatively. Analyze the role of personal responsibility related to media influences.

### **Risk/Protective Factors**

Opportunities for positive involvement.

# TRUTH IN ADVERTISING



Grades 7/8 Lesson 25

## INTRODUCTION (Setting Focus)

1. Survey the class about the impact of advertising on their personal lives. Many students will say “none,” or “not much.”
2. Distribute the “Do These Slogans Ring a Bell?” handout and have students complete it, or read through the handout and let the class respond orally.
3. Discuss how advertising impresses messages into our head which can be triggered with a few simple words.
4. Display the poster “Advertising Techniques” and discuss each of the techniques described. Use various advertising examples and decide as a class which of the techniques are being used in the example.
5. Discuss what kinds of advertising students think are the most effective in persuading people to use a product.
6. Discuss how techniques of advertising can be used to both encourage and discourage people from using a product, like tobacco.
7. Discuss what kinds of advertising might be effective to discourage underage persons from using tobacco.

## BODY (Strategies/Activities)

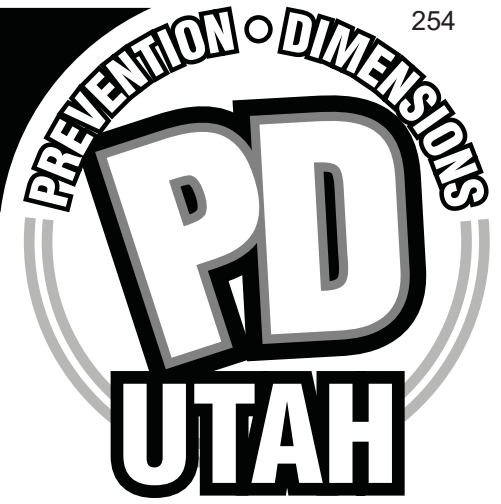
1. Students develop an ad that does one or more of the following:
  - Show the advantages of being tobacco free.
  - Portray the negative effects of tobacco (bad breath, stained teeth).
  - Help convince young people not to use tobacco.
  - Show advantages of quitting and encourage smokers to get help and quit.
  - Show that most youth don’t use tobacco.
  - Using tobacco isn’t glamorous and doesn’t improve performance.
  - Using tobacco in any form is addicting and harmful.
  - Explain that it’s unhealthy to be around cigarette smoke.
  - Show the benefits of being tobacco-free.

The ads should be original, creative, and factual.

- Students should use one or more of the advertising techniques.
  - Ads should not include name calling or put-downs.
  - Ads should present a clear anti-tobacco message.
2. Students may create a:
    - \_\_\_Poster. (Any three sizes of paper may be used.)
    - Radio ad of 30 seconds to 1½ minutes. (Students must write the script.)
    - TV ad of 30 seconds to 1½ minutes. (Students create a storyboard using drawn pictures depicting the visual that goes with the audio, printing the script below each picture. If

Grades 7–8

# TRUTH IN ADVERTISING



the technology exists, students may use a camera to produce the advertisements they have planned.)

- Billboard design. (Student use butcher paper to produce a billboard.)

## CLOSURE (Wrap-Up and Extensions)

Grades 7/8 Lesson 25

1. Each group shares their ad with the class, describing which techniques they used and how they hope their advertising will affect the listener.
2. Students vote to determine the best ad for each category (poster, audio and/or video, billboard) and display the winning poster or billboard. Play the winning radio or television ad for the student body schoolwide.

### **Additional Resources:**

1. Utah Department of Health (1-877-220-3466)
2. Phoenix Alliance, <http://www.phoenixalliance.org>
3. American Cancer Society (1-800-234-0533) for brochures, videos, posters, etc.
4. Centers for Disease Control (CDC), <http://www.cdc.gov>
5. Utah State Office of Education (USOE) (801-538-7713)

# TRUTH IN ADVERTISING

## Do These Slogans Ring a Bell?

Are those TV commercials getting to you? Here's a simple fun way to find out. After reading each slogan, fill in the blank with the name of the product associated with it.

1. "Obey your thirst." \_\_\_\_\_
2. "M'm, m'm good. M'm, m'm good." \_\_\_\_\_
3. "It's in the mix." \_\_\_\_\_
4. "Give me a break." \_\_\_\_\_
5. "Taste the rainbow." \_\_\_\_\_
6. "I'm lovin' it." \_\_\_\_\_
7. "Can you hear me now?" \_\_\_\_\_
8. "Think outside the bun." \_\_\_\_\_
9. "Got \_\_\_\_\_?" \_\_\_\_\_
10. "Just Do It." \_\_\_\_\_
11. "Hungry? Why wait?" \_\_\_\_\_
12. "Is it in you?" \_\_\_\_\_
13. "Don't bother me. I'm eating." \_\_\_\_\_

PREVENTION DIMENSIONS



# TRUTH IN ADVERTISING

## Do These Slogans Ring a Bell?

### Answer Sheet

Are those TV commercials getting to you? Here's a simple fun way to find out. After reading each slogan, fill in the blank with the name of the product associated with it.

- |                                    |                  |
|------------------------------------|------------------|
| 1. "Obey your thirst."             | Sprite           |
| 2. "M'm, m'm good. M'm, m'm good." | Campbell's soup  |
| 3. "It's in the mix."              | Twix             |
| 4. "Give me a break."              | Kit Kat          |
| 5. "Taste the rainbow."            | Skittles         |
| 6. "I'm lovin' it."                | McDonald's       |
| 7. "Can you hear me now?"          | Verizon Wireless |
| 8. "Think outside the bun."        | Taco Bell        |
| 9. "Got _____?"                    | milk             |
| 10. "Just Do It."                  | Nike             |
| 11. "Hungry? Why wait?"            | Snickers         |
| 12. "Is it in you?"                | Gatorade         |
| 13. "Don't bother me. I'm eating." | Carls Jr.        |





# TRUTH IN ADVERTISING

## Advertising Techniques

PREVENTION DIMENSIONS

### Sex Appeal Technique

A tobacco ad with a sexy woman implies you can be pretty too if you smoke this brand.

A tobacco ad with a strong, rugged man suggests you can be strong too if you smoke.

### Having Fun Technique

An ad showing people having fun suggests you can have fun too if you use the product.

### Comparison Technique

A tobacco ad claiming a cigarette is lowest in tar and nicotine suggests this brand of cigarette is healthier to smoke than others.

### Snob Appeal Technique

An ad showing someone rich using the product implies that if you use it, you too can be rich.

### Join the Crowd Technique

A tobacco commercial showing a big group of people smoking the same brand and having a good time appeals to the need to be accepted by peers.

### Symbol Technique

A symbol attached to a product, such as Marlboro cigarettes and a cowboy, makes a positive connection between the two. Another example is when the tobacco industry sponsors sporting events.

### Personal Testimony Technique

An ad showing a consumer, often a celebrity, giving a personal endorsement of a product.

### Mockery or Put Down Technique

An ad showing a put down such as “ring around the collar” or “I can’t make a good cup of coffee” diminishes self-esteem.

### Being Healthy Technique

An ad stating, “If you use this product, it will do wonders for your health,” provides motivation to use the product.

### Glittering Generality Technique

The ad makes exaggerated statements about tobacco products.

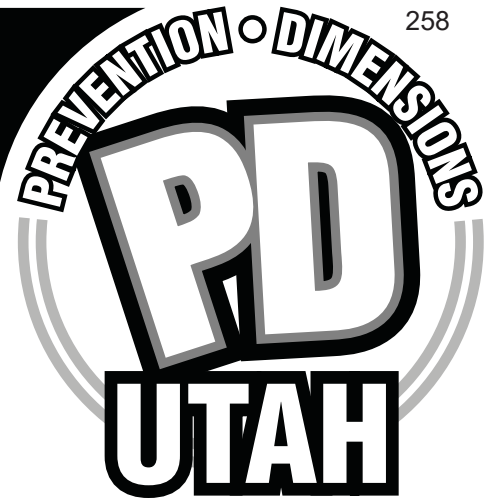
### Reward Technique

The ad makes an offer (money back, coupon, merchandise) with the purchase of a tobacco product in order to persuade a person to buy.

1-888-567-TRUTH

PD

# NATURAL HIGH, A BETTER CHOICE



## PROGRAM GOAL(S)




Substance Abuse Prevention  
Character Education: Responsibility

## PERFORMANCE OBJECTIVE(S)

Grades 7-8 Lesson 26

Identify “natural high” activities and their benefits as healthy alternatives to substance use.

## MATERIALS NEEDED

-  Poster: “Yesterday Is History”
-  Materials: Paper for “Top 10 Natural Highs” assignment
-  Music: “My Favorite Things” (Julie Andrews, The Sound of Music (Original Sountrack), RCA Records, 2005)

## NEW VOCABULARY

natural high          dopamine  
endorphin

## LESSON AT A GLANCE

1. Discuss why people use drugs, and possible consequences.
2. Discuss “natural highs,” dopamines and endorphins.
3. Participate in natural high activities.
4. Review benefits of natural highs.

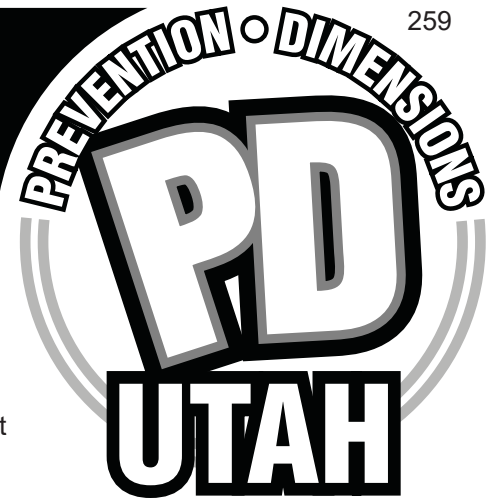
### Related Core Curriculum Objective

- 7100–0201** Develop healthy alternatives to substance use.
- 7100–0202** Assess the importance of positive involvement with others in making healthy choices.

### Risk/Protective Factors

- Social skills
- Opportunities/rewards for positive involvement

# NATURAL HIGH, A BETTER CHOICE



## INTRODUCTION (Setting Focus)

1. Discuss why people use tobacco, alcohol, and other harmful chemicals (what they want to “get to” and what they want to “get away from”) and then examine some of the consequences.

### Get To

be cool  
 fun and excitement  
 freedom  
 relaxation  
 friends  
 relief from stress  
 respect  
 confidence  
 acceptance  
 sense of accomplishment  
 good feelings

### Get Away From

demands and pressure  
 expectations  
 failure  
 negative feelings  
 problems  
 boredom  
 frustrations  
 disappointment  
 built-up emotions  
 stress

Grades 7-8 Lesson 26

### Consequences

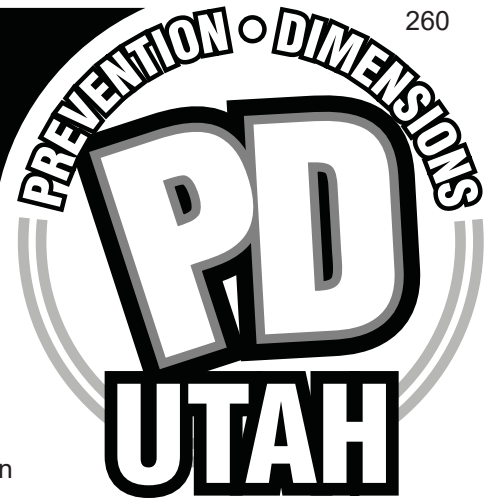
trouble at school  
 legal problems  
 addiction  
 health problems  
 poor relationships with others  
 death  
 money problems  
 fights  
 inability to stop

2. Explain that natural highs and positive alternatives can help an individual achieve his/her needs and desires in a fun, positive, and safe manner.

## BODY (Strategies/Activities)

1. Discuss and define “natural high” using the following prompts:
  - a. A natural high is a pleasant sensation caused by the release of brain chemicals called “endorphins” and “dopamines.”
  - b. Endorphins and dopamines are the body’s own natural, feel-good, painkilling opiates, similar to morphine. They are chemicals produced and released by the brain affecting the entire body.

# NATURAL HIGH, A BETTER CHOICE



Grades 7-8 Lesson 26

## BODY (Strategies/Activities) Continued

- c. The release of endorphins is often associated with feelings of well-being and a sense of euphoria.
  - d. These neuro-chemicals also increase the pain threshold, can counteract stress, and lower blood pressure and heart rate.
  - e. Although the physical effects of these neuro-chemicals are short-lived, the psychological effects are long lasting.
  - f. The reduction of these neuro-chemicals creates feelings of unease, lack of normalcy and a general feeling of “down.”
2. Discuss ways students can experience endorphins and dopamines using the following ideas and prompts:
- a. Plan a “Save the Endorphins” day and participate in a variety of activities.
  - b. Engage in some physical activity which includes laughter and humor. For instance, distribute cotton balls and have a class “snowball fight.”
  - c. Watch a funny video clip, tell jokes, read a funny story, give several students the assignment to make the class laugh, or use the “How to Laugh” cue cards.
  - d. Play a fun party-type game as a class.
  - e. Discuss service opportunities that are available to the students. Plan and participate in a service project.
  - f. Make a music video showing natural high activities or listen to enjoyable music.
  - g. Tell a scary story or have students share some of their “scary” experiences.
  - h. Participate in a challenging activity that can be achieved.
  - i. Make badges, or balloon animals, or do some other creative activity. Create and decorate paper airplanes and then have contests to see whose plane flies the farthest or shortest distance, does the most loops-the-loops, comes closest to the target, or has the most unique flight pattern.
  - j. Share and solve brain teasers and mind benders.
  - k. Make the choice each day to find opportunities to enjoy and celebrate life.
  - l. Discuss the poster, “Yesterday Is History.”
3. Students divide in small groups and create a poster of “101 Activities to Reach a Natural High.” Share the posters with the class.

## CLOSURE (Wrap-Up and Extension)

1. Discuss and review why natural highs and positive alternatives are a better choice than ingesting drugs. Encourage students to try different natural high activities and find what works for them.
2. Explore other activities that encourage natural highs.
  - a. Write the word or words that describe a personal natural high. Use the words as part of a line drawing of that natural high.

# NATURAL HIGH, A BETTER CHOICE



**Grades 7-8 Lesson 26**

## CLOSURE (Wrap-Up and Extension) Continued

- b. Design a natural high calendar representing their natural highs. List a natural high activity for each day of the month. The calendar can be enhanced by adding drawings, stickers, photographs, or magazine pictures. Encourage students to do the activities listed. Allow students to share their experiences with the class.
- c. Create a class calendar of natural high activities and, as a class, do an endorphin-producing activity every day.
- d. Develop a natural high brochure, collage, poster, or bookmark.
- e. Inflate a beach ball or similar toy. Toss it around the classroom and have each student tell the class one of his/her natural highs and then write it, with a permanent marker, on the beach ball. Continue until all students have had an opportunity to share their natural high. The ball can then be displayed in the classroom or used in games and class activities throughout the year.
- f. Prepare a natural high capsule. This can be accomplished by cutting two plastic liter bottles in half. The two bottom pieces can be put inside each other to make a capsule. Students write their favorite natural high activities on ping pong balls, marshmallows, or wooden blocks and put them in the capsule.
- g. Complete the “These Are a Few of My Favorite Things” worksheet while listening to the song. Share ideas with the class.
- h. Make a small poster illustrating their ten top natural highs. Display it around the class and/or school.

## NATURAL HIGH, A BETTER CHOICE

Yesterday is history.

Tomorrow is a mystery.

Today is a gift.



That's why we call it the  
present.

**PD**

# BUILDING BRIDGES BETWEEN US



## PROGRAM GOALS



Healthy Lifestyles  
Safety and Injury/Violence Prevention  
Character Education: Responsibility, Respect, Caring

## PERFORMANCE OBJECTIVE

Grades 7–8 Lesson 27

Identify personal behaviors that contribute to, or detract from, a safe and caring community; e.g., service, respect, civility, inclusion, apathy, aggression, gang involvement, criminal behavior, prejudice.

## MATERIALS NEEDED

- Posters: “Diversity Enriches...,” “Men Build...”
-  Worksheet: “Discovering Our Differences” Bingo
- Books: The Butter Battle Book, Dr. Seuss, Random House 1984; The Sneetches and Other Stories, Dr. Seuss, Random House, 1961.
-  Music: “Love Can Build A Bridge,” *The Judds: Greatest Hits Volume 2*, Curb Records, 1996
- Materials: Toothpicks and small marshmallows; A length of 1” tubular webbing for each group of 7-9 students

## NEW VOCABULARY

diversity	respect	aggression	prejudice
culture	civility	apathy	

## LESSON AT A GLANCE

1. Discuss diversity and how differences may cause conflict.
2. Read one of the selected books and discuss the themes of the book.
3. Play “Discovering Our Differences” Bingo and discuss the value of diversity.
4. Play Raccoon Circles and discuss the themes and ideas generated by the game.
5. Build toothpick-and-marshmallow bridges and discuss ideas and themes generated by the activity.

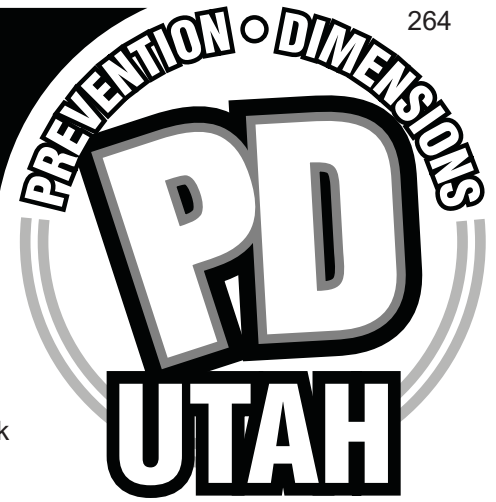
### Related Core Curriculum Objective

- |                  |  |
|------------------|--|
| <b>7100–0501</b> | Determine an individual's role and responsibilities in creating a safe and caring community. |
| <b>7100–0301</b> | Identify qualities of and ways to build healthy relationships with self and others.          |

### Risk/Protective Factors

Social skills Opportunities for positive involvement Belief in moral order
--

# BUILDING BRIDGES BETWEEN US



Grades 7–8 Lesson 27

## INTRODUCTION (Setting Focus)

1. Briefly discuss that, obviously, everyone is different and unique. Some individuals do not get along with others because they lack knowledge about the other person or do not accept the other's individual differences.
2. Discuss differences and how they may cause contention or indifference between people, e.g., culture, clothing, gender, economics, experiences, religion, preferences, ethnic background, appearance, or social group. Two books by Dr. Seuss which are readily available, *The Butter Battle Book* and *The Sneetches and Other Stories*, could be used to initiate discussion. Use the following prompts:
  - a. What are some of the differences between people in the book and at our school?
  - b. Which differences could cause conflicts?
  - c. How do people in contentious situations see differences?
  - d. How does lack of mutual respect contribute to conflict?
  - e. Who created the conflicts in the book?
  - f. How do third parties or non-participants in a conflict contribute to disharmony?
  - g. What reduces conflict and contention?
  - h. How can people learn to appreciate and value differences?
  - i. How are differences between people a good thing?
3. Each student completes a "Discovering Our Differences" bingo sheet.
  - a. Each student answers the questions in each square of the bingo sheet.
  - b. Students move about the room and find others who have different answers for a bingo square than what is written on their own sheet.
  - c. The person with the different answer writes his or her name in the bingo square.
  - d. To add interest, students may receive a sticker or something similar each time they get a bingo. The bingo may be five across, five down, or five diagonally.
4. Discuss the bingo activity using the following prompts:
  - a. What was surprising about the activity?
  - b. What differences were discovered?
  - c. Was it easy or difficult to find people who were different?
  - d. How can differences can be positive and useful?
  - e. How can diversity be a source of strength?
  - f. How can diversity add variety and enrichment to life?

## BODY (Strategies/Activities)

1. Choose an object in the room and discuss how it is composed of various objects and parts.
  - a. How many objects are made of just one thing?



# BUILDING BRIDGES BETWEEN US



Grades 7–8 Lesson 27

## BODY (Strategies/Activities) continued

- b. How do the parts of anything work together to complete the whole?
  - c. How do different people work together to create a working society?
2. Raccoon Circle Activities
- The purpose of these games is to find commonalities that exist within a diverse classroom. In addition, students can learn how to use diversity to solve problems. Raccoon Circles do not start as circles but as a 10-14-foot piece of 1" tubular webbing (available in a variety of colors at camping and sporting goods stores). Divide the class into groups of 7-12 members. Give each group a Raccoon Circle and play any of the following games:
- a. Cross My Line
 

Stretch the webbing into a straight line on the floor. Half of the group stands on one side of the line and half stands on the other. Explain that there are only two rules to the game:

Rule #1: Get as many people as you can from the other side of the line onto your side.

Rule #2: The entire group says when the game is over.

Discuss this and the following activities using the following prompts:

    - What happened during the game?
    - How effective were the various techniques used by the opposing teams?
    - Who were the leaders of the groups?
    - Who decided to listen to suggestions and ideas that were different?
    - Which method proved most successful to finishing the game?
    - How do different people think of different ideas?
    - If the same idea is always used and always fails, how can people find new solutions?
    - What would happen if everybody was physically identical and thought the same way?
    - When is diversity and asset?
  - b. The Bus
 

The Bus starts with lines of material for two Raccoon Circles stretched parallel to each other. Participants “get on the bus” by gathering between the two lines. The teacher is the bus driver and calls the stops. “Everybody off! Those who like chocolate ice cream best get off to the left. Those who like vanilla best, get off to the right.” The object is to find interests, activities, thoughts, likes and dislikes that students have in common. Play the game using some of these “bus stops”: cold/hot; loud/quiet; running/walking; hamburgers/hot dogs; school/home; mountains/desert; airplanes/submarines; tall/short; math/English.
  - c. Nuclear Fence
 

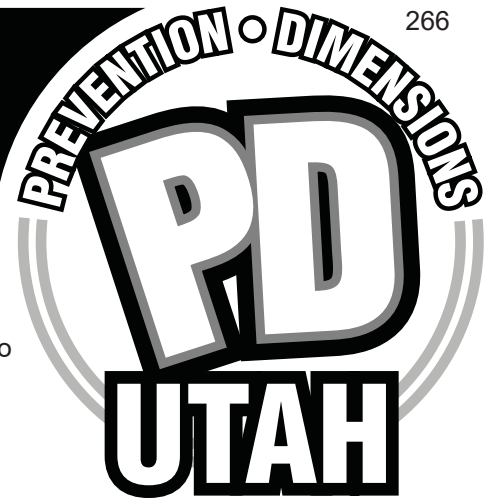
Stretch the webbing between two people at just about waist height. The remainder of the people in the group must get from one side of the web to the other using these four rules:

Rule #1: The group must always be in contact with each other. Each person must be physically touching one other person in the group at all times, even if they are on opposite sides of the webbing.

Rule #2: No one may touch the web.

Rule #3: No part of any person (including shoes, hair,

# BUILDING BRIDGES BETWEEN US



## BODY (Strategies/Activities) continued

fingers, etc.) may be under the webbing.

Rule #4: The only way across the webbing is over the top. No other route is permissible.

### d. Raccoon Circles

Tie the ends of the webbing together using one of the following methods:

- The Example Knot (or Water Knot)—Tie a loose overhand knot into one end of the web. This is the example knot. Follow the example, starting with the other end of the web, end for end, and follow the example until the knot is duplicated in parallel fashion from start to finish.
- The Friendship Knot—Tie a loose overhand knot in one end of the web. Thread the other end through the loop created by the first knot. With the second end, tie a second overhand knot around the webbing. There are basically two knots together, so they pull against each other in an impasse.

### e. Trust Balance

All members of the group hold the webbing with both hands, feet directly under the rope. The entire group slowly leans back and balances the circle. The balance is fragile at first but will develop as members begin to trust themselves, the group, the webbing and the facilitator. Often, younger members may wish to disrupt the balance because this is the only way they know to relate. Use this competitiveness to advantage by discussing how people can relate in different ways.

### 3. Build a Bridge activity

Pairs of students make a list of everything they have in common. Give each pair a marshmallow and a toothpick for each item they have in common. Students collaborate with their partner and build a bridge using the marshmallows and toothpicks. The bridge is representative of how we can bridge the gap between other people even when they are different from us. Play background music such as “Love Can Build a Bridge.”

4. Students show completed bridges to the class and tell at least two things they have in common with each other. Display the bridges in the classroom.

## CLOSURE (Wrap-Up and Extensions)

1. Discuss ways to encourage and support diversity, and ways to show respect for people who are different.
2. Discuss how people can gain balance and harmony even though they are different.
3. Discuss how people can build bridges with others.

# BUILDING BRIDGES BETWEEN US

## DISCOVERING OUR DIFFERENCES

Make a bingo (5 across, 5 down, or 5 diagonally) by talking to people and discovering people who are different than you for each category. When you find someone who is different, have that person write his/her name in the box. You may not use anyone's name more than two times.

Hobbies	Favorite ice cream flavor	Favorite family gathering of the year	Clothing style	Favorite school subject
Most typical meal your family eats	Color of your eyes	Town/city where you grew up	Typical family or summer vacation	Countries your ancestors came from
Cultural group of which you know very little	Places you have lived	Favorite activity	How long have you lived in this community?	Place you would most like to visit
Person you like to talk with	Dream vacation	Favorite music	Pet(s)	Future career plans
Person you admire the most	Number of your brothers and sisters	Do you live in a house, apartment, mobile home, or condo?	Favorite television program	Your city, state, and country of birth

PREVENTION DIMENSIONS



**Diversity  
enriches  
our lives.**

**Seek it.**

**Celebrate it.**



**BUILDING BRIDGES  
BETWEEN US**

**“Men build  
too many  
walls and  
not enough  
bridges.”**

***Sir Isaac Newton***

**PD**

# WHAT IT'S LIKE TO WALK IN THEIR SHOES



Grades 7/8 Lesson 27

## PROGRAM GOAL(S)

Safety and Injury/Violence Prevention  
Character Education: Caring, Respect, Responsibility

## PERFORMANCE OBJECTIVE(S)

Identifying personal behaviors that contribute to, or detract from a safe caring community.

## MATERIALS NEEDED

Handout: "Walk In His/Her Shoes"  
Drawing paper for each student  
Magazine pictures



Worksheets: "Walking in His/Her Shoes" and "What You Can See With Empathy"

Poster: You never really know a man until you stand in his shoes and walk around in them.

## NEW VOCABULARY

empathy  
sympathy

## LESSON AT A GLANCE

1. Discuss concepts of sympathy and empathy.
2. Complete the partner activity, "What It's Like to Walk in Their Shoes."
3. Complete the "Seeing With Empathy" picture activity.
4. Complete the "What It's Like to Walk in Their Shoes" worksheet and activity.

### Related Core Curriculum Objective

- 7100-0501** Determine an individual's role and responsibilities in creating a safe and caring community.
- 7100-0501** Identify personal behaviors that contribute to, or detract from, a safe and caring community; e.g., service, respect, civility, inclusion, apathy, aggression, gang involvement, criminal behavior, prejudice.

### Risk/Protective Factors

Social skills  
Opportunities for positive involvement  
Belief in a moral order

# WHAT IT'S LIKE TO WALK IN THEIR SHOES



Grades 7/8 Lesson 27

## INTRODUCTION (Setting Focus)

Write “sympathy” and “empathy” on the board. Explain that sympathy is when we feel sorry for another and what they are going through, and empathy is trying to understand someone’s point of view, their thoughts, and how they feel. Empathy means to understand what it’s like to “walk in someone else’s shoes.” We can become more empathetic by picking up on other people’s feelings through physical, verbal, and situational cues. People should make an effort to look at those with whom we come in contact with more empathy.

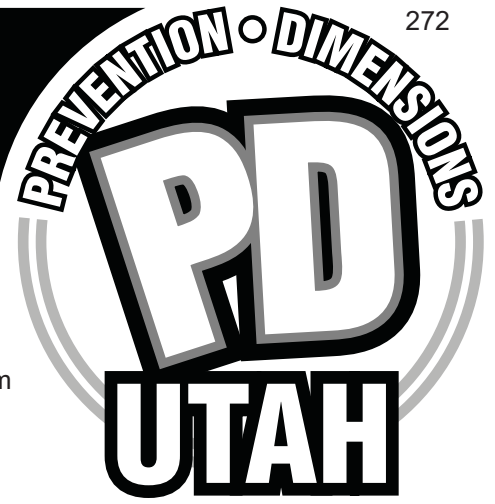
## BODY (Strategies/Activities)

1. Each student traces an outline of his or her own shoes on a piece of paper. Color or designs may be added to individualize footprints.
2. Students select a partner they may not know very well. Students exchange shoe drawings with their partner. Using the “Walking In His/Her Shoes” worksheet, students interview each other and find out what it’s like to walk in the partner’s shoes. Students discuss their strengths, likes, dislikes, successes, failures, joys, sorrows, family, school, feelings, life experiences, and so on.

A variation of this activity might be for students take turns asking each other “Who are you?” Each responds in turn saying, “I am someone who \_\_\_\_\_” (is a brother, likes sports, has a hard time in math). If students repeat this a number of times they can learn a lot about each other. Students take notes on the partner’s responses and then record this information to the partner’s footprints using words or drawings.

3. After the students have completed their drawings and notes, share them with the class, or in a small group.
4. Discuss the following:
  - A. What did you learn about another classmate?
  - B. How can you better prepared to understand them?
  - C. What can you do to better to enable yourself to show empathy?
5. Show and discuss the poster “You never really know a man until you stand in his shoes and walk around in them.”

# WHAT IT'S LIKE TO WALK IN THEIR SHOES



**Grades 7/8 Lesson 27**

## BODY (Strategies/Activities) Continued

6. Divide the class into small groups. Give each group a thought provoking picture from a newspaper or magazine and have them complete the prompts in the “What You See With Empathy” worksheet.
7. After each group has had a few minutes to discuss their picture as a group, share some of their ideas with the class. Discuss what the students can do to look at others more empathetically using verbal, physical, and situation or cues.

## CLOSURE (Wrap-Up and Extension)

1. Review the concept of empathy and discuss how understanding others (empathy) can help us get along and improve our relationships. Discuss how our feelings towards others are rarely static. All of us can probably think of a time when our feelings changed towards someone, or towards a particular situation. What caused the change? Did it change because you received new information, or by changing your perception (looking at the situation in a different light.). Discuss the idea that when people have empathy for someone, they are more likely to be more kind.
2. Students write a journal entry regarding a person with whom they are may have had some problem. Use the “What Is It Like To Walk In Their Shoes” worksheet to record the entry. Emphasize the ideas used in the interview activity including what students think the other person may be feeling and thinking. What are some of the other person’s challenges and struggles and how can we affect their actions? Students conclude by describing what they can do to better understand that other person and what they can do to get along better.



## WHAT IT'S LIKE TO WALK IN THEIR SHOES

### Journal Page

What is it like to walk in their shoes?

PREVENTION DIMENSIONS



# WHAT IT'S LIKE TO WALK IN THEIR SHOES

## What You See With Empathy

1. What one word describes the picture?
2. What do you think is going on in the picture?
3. What might the person be thinking and how might they feel?
4. What cues did you get from the picture to arrive at your conclusions about how the person might think and feel?
5. How would you be thinking and feeling if you were in the same situation?
6. What information could you use to help you be more empathetic with the person(s) in this picture?
7. What could you do to give this person your support and help the situation?



## WHAT IT'S LIKE TO WALK IN THEIR SHOES

### WALKING IN HIS/HER SHOES

Ask your partner about the following topics and record the answers on his or her shoe outline.

**Strengths**

**Likes**

**Dislikes**

**Successes**

**Frustrations**

**Joys**

**Sorrows**

**Concerns**

**Life experiences**

**Dreams**

*Rising out of the darkness of the womb, comes life. And with it comes new joy, new pain, new hopes and dreams, new mystery.*



WHAT IT'S LIKE TO WALK  
IN THEIR SHOES

You never  
really know  
a man until  
you stand in  
his shoes and  
walk around in  
them.

Excerpt From  
*To Kill A Mockingbird*

**PD**

# GIVIN' IT, TAKIN' IT, AND WORKIN' IT OUT



Grades 7–8 Lesson 27

## PROGRAM GOAL(S)

Safety and Injury/Violence Prevention  
Character Education: Respect, Responsibility, Caring

## PERFORMANCE OBJECTIVE(S)

Practice assertive communication, problem solving, and conflict management skills.

## MATERIALS NEEDED

Transparencies: Conflict management skills  
Role play: Sample situations

## NEW VOCABULARY

conflict  
peaceably

## LESSON AT A GLANCE

1. Complete the group activity and discussion on conflict.
2. Introduce “Givin’ It, Takin’ It, and Workin’ It Out” conflict management strategies.
3. Students role play, using the skills learned in this lesson.

### **Related Core Curriculum Objective**

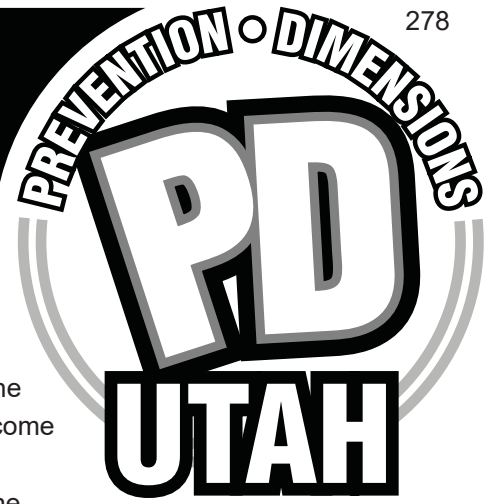
**7100–0501** Determine an individual’s role and responsibility in creating a safe and caring community.

**7100–0502** Practice assertive communication, problem-solving, and conflict-management skills.

### **Risk/Protective Factors**

Attitudes favorable toward antisocial behavior  
Drug use  
Rebelliousness  
Social skills  
Belief in moral order

# GIVIN' IT, TAKIN' IT, AND WORKIN' IT OUT



Grades 7–8 Lesson 27

## INTRODUCTION (Setting Focus)

1. Divide the class into small groups. Write the word “conflict” on the board. Have each group make a chart listing all the words that come to mind when they think of the word conflict. After the students have completed their charts, have them share their ideas with the class and then complete a similar chart on the board. Compare the different ideas and discuss the following:
  - a. How many responses were negative?
  - b. How many responses were positive?
  - c. Is conflict always negative?
  - d. When is it considered negative?
  - e. When is conflict good? (Good conflict is nonviolent, meets the needs of those involved, and improves the relationship between the two people.)
  
2. Explain that conflict is a natural and essential part of life. It occurs whenever people are living, working, and playing together. Conflict can be between just two people or involve an entire nation. It can range from a small disagreement to a world war. It isn't possible or even desirable to get rid of all conflict in our lives. However, we can learn to understand it and deal with it in a positive way. Conflict isn't always bad. When conflict is handled effectively, it can be an opportunity to learn and grow. It's our response to conflict that makes it constructive or destructive.
  
3. Explain that there are a variety of ways to respond to conflict that are nonviolent; i.e., avoiding the conflict, compromising, giving in, making distractions, sharing the subject, seeking the help of others, or working together, talking it out to find a solution that satisfies both people. There are times when we need to confront others and let them know how we feel, times when we need to walk away, and times when others may confront us. Conflict doesn't have to result in a negative outcome. We can learn to work things out peacefully.
  
4. Explain that “Givin' It, Takin' It, and Workin' It Out” are some skills that will help the students resolve conflict in a constructive manner.

## BODY (Strategies/Activities)

Introduce the “Givin' It, Takin' It, and Workin' It Out” conflict management skills with the students. Address each skill separately and then demonstrate how they can be used together.

### **GIVIN' IT**

*Find a good time and place to talk. Stay calm.*

1. Ask the person if you can talk to him or her.

# GIVIN' IT, TAKIN' IT, AND WORKIN' IT OUT



Grades 7–8 Lesson 27

## BODY (Strategies/Activities) Continued

2. Say something positive, if you can.
3. Tell the person what you need from him or her.  
(I feel \_\_\_\_\_ when \_\_\_\_\_  
because \_\_\_\_\_.)
4. Tell the person what you need from him or her.  
(I would like \_\_\_\_\_.)
5. Ask the person if he or she understands and how he/she feels about it.  
(Be ready to take it, and work it out.)
6. Thank the person for listening, if possible.

### Tips for “Givin’ It”

1. Find a good time and place to talk.
2. Let the person know how you feel and what you want without going on the attack (use “I messages”).
3. Avoid communication roadblocks (blaming, name calling, and put-downs).
4. If you realize you’ve made a mistake, admit it.

### TAKIN’ IT

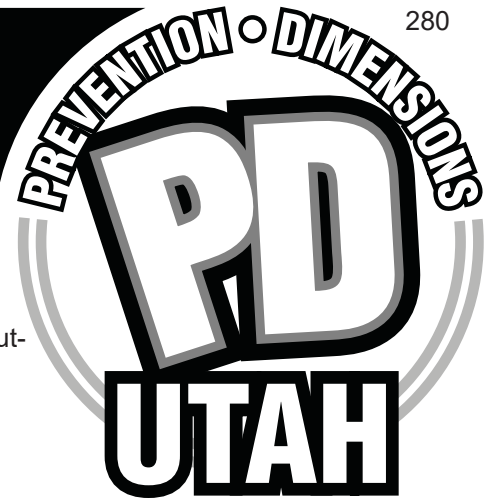
Find a good time and place to talk. Stay calm.

1. Listen to what the other person has to say. Put yourself in his or her shoes.
2. Ask for clarification if you don’t understand or need more information.
3. Ask what the person wants you to do.
4. Tell the person you understand and agree/apologize, or ask if you can tell your side. (Be ready to give it and work it out.)

### Tips for Takin’ It

1. Listen without interrupting (active listening, not reactive).
2. Pay attention to feelings.
3. If you made a mistake, admit it.

# GIVIN' IT, TAKIN' IT, AND WORKIN' IT OUT



## BODY (Strategies/Activities) Continued

4. Avoid communication roadblocks (blaming, name calling, and put-downs).

### WORKIN' IT OUT

Find a good time and place to talk. Stay calm.

1. Tell the person what you want (your solution); put yourself in his or her shoes.
2. Listen to the response. If the person does not agree, ask what he/she thinks the resolution should be. If you don't agree, then try the following:
  - a. Brainstorm and then evaluate other solutions.
  - b. Repeat the process until you reach an agreement or decide to peaceably disagree and drop it.

Note: You may also wish to seek a mediator, such as a friend, counselor, teacher, etc.

### Tips for Workin' It Out

1. Find a good time and place to talk.
2. Listen to each other (active listening and "I" statements).
3. Listen to all ideas. Don't reject or make fun of any idea right away.
4. Be willing to compromise.
5. Choose a solution that works for both of you.
6. It's okay to peaceably disagree.

## CLOSURE (Wrap-Up and Extension)

1. Review the conflict management skills with the class. Next, have the students give examples of situations that might lead to conflict and list them on the board. Then divide the class into groups of three and have them role play the situation. Using the "Givin' It, Takin' It, and Workin' It Out" skills, the third person acts as an observer, and provides assistance and feedback when necessary. In the beginning, it might be helpful for the students to write down what they are going to say before they start the role play. After each group presents their skit to the class, review the following:
  - a. What was the problem?
  - b. What did they do to solve it?
  - c. Did it help?
  - d. What are other positive solutions?



# GIVIN' IT, TAKIN' IT, AND WORKIN' IT OUT



Grades 7–8 Lesson 27

## CLOSURE (Wrap-Up and Extension) Continued

2. Conclude by telling the students that when people with problems get together, they can listen to each other, treat others with courtesy and respect, avoid blaming and name calling, attack the problem and not the person, and find a solution together. They can work to find a resolution they both like.

# GIVIN' IT, TAKIN' IT, AND WORKIN' IT OUT

## SAMPLE ROLE-PLAY SITUATIONS

1. Your friend John still owes you five lunch tickets, and you just ran out of lunch tickets yourself.
2. Your friend Bill borrowed your bike without asking and then brought it back with a flat tire.
3. You heard that Sally is spreading vicious rumors about you.
4. Bob was seen in your locker at lunch time.
5. Jennifer asked another friend to go to the soccer game that the two of you had planned on going to.
6. You were almost late for an appointment because you couldn't find your jacket. After you got home you found out your brother had it.
7. Your friend borrows one of your favorite tapes or CDs, and when you ask him for it he says he doesn't know where it is.



# GIVIN' IT, TAKIN' IT, AND WORKIN' IT OUT

## WORKIN' IT OUT

*Find a good time and place to talk.*

*Stay calm.*

1. Tell the person what you want (your resolution).
2. Listen to the response.  
If the person does not agree:
3. Ask what he/she thinks the resolution should be.  
If you don't agree:
4. Brainstorm and then evaluate other solutions.
5. Repeat the process until you reach an agreement.

PREVENTION DIMENSIONS



# GIVIN' IT, TAKIN' IT, AND WORKIN' IT OUT

## GIVIN' IT

*Find a good time and place to talk.*

*Stay calm.*

1. Ask the person if you can talk to him or her.
2. Say something positive, if you can.
3. A. Tell the person what's on your mind and how you feel.  
(I feel \_\_\_\_\_ when you \_\_\_\_\_)  
  
B. Tell the person what you need from him or her.  
(I would like \_\_\_\_\_)
4. Ask the person if he or she understands and how he/she feels about it.  
(Be ready to take it, and work it out.)
5. Thank the person for listening, if possible.



# GIVIN' IT, TAKIN' IT, AND WORKIN' IT OUT

## TAKIN' IT

*Find a good time and place to talk.*

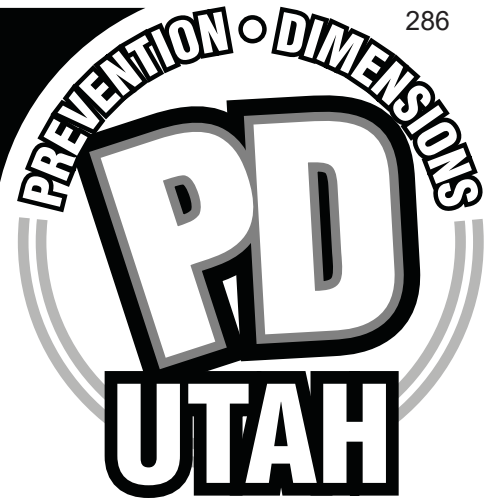
*Stay calm.*

1. Listen to what the other person has to say.
2. Ask for clarification if you don't understand or need more information.
3. Ask what the person wants you to do.
4. Tell the person you understand and agree/apologize or:
5. Ask if you can tell your side.  
(Be ready to give it and work it out.)

PREVENTION DIMENSIONS



# POSITIVE THOUGHTS = POSITIVE FEELINGS



Grades 7/8 Lesson 30

## PROGRAM GOAL(S)

Healthy Life Skills  
Character Education: Respect

## PERFORMANCE OBJECTIVE(S)

Identify and redirect negative thoughts.  
Establish “positive self-talk” skills.

## MATERIALS NEEDED



Worksheets: “Identifying and Squashing Automatic Negative Thoughts—‘A.N.Ts’” and “What Kind of A.N.Ts Are Ruining Your Life-picnic?”

## NEW VOCABULARY

A.N.Ts

## LESSON AT A GLANCE

1. Review how the brain functions and thoughts are generated (Lessons #19-20)
2. Introduce concepts of “mind dump,” “A.N. Ts,”
3. Discuss typical A.N. Ts which disrupt the lives of teens.
4. Discuss ideas of how to squash A.N. Ts and live a more successful happy life.
5. Complete worksheet “Identifying and Squashing Automatic Negative Thoughts— A.N. Ts” and homework sheet “What Kind of A.N. Ts Are Ruining Your Life-picnic?”



### **Related Core Curriculum Objective**

7100-0103 Analyze factors that impact mental/emotional health.

### **Risk/Protective Factors**

Avoiding Depressive Symptoms  
Social skills

# POSITIVE THOUGHTS = POSITIVE FEELINGS



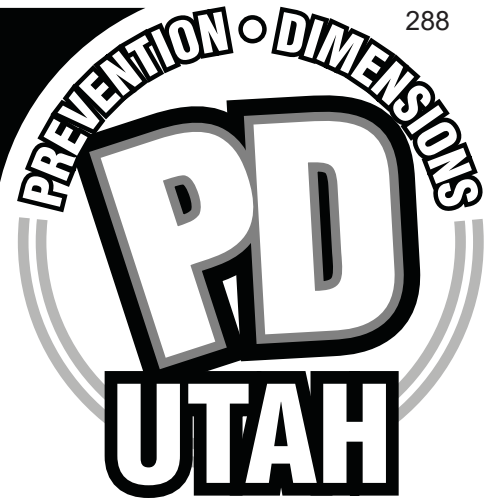
Grades 7/8 Lesson 30

## INTRODUCTION (Setting Focus)

1. Review the brain development and physiology of Prevention Dimensions Lessons 19 and 20, "How Alcohol Damages the Developing Teen's Brain."
  - a. How does the brain generate and transmit energy?
  - b. How much awareness do people have of the thought process?
  - c. With 110-150 billion neurons sending thought energy around the brain, what are possibilities of meaningless or random thoughts?
  
2. Discuss the following ideas:
  - a. The brain is much like a computer that is always on.
  - b. It never goes to sleep.
  - c. At night, our brain processes and stores all the things we heard or experienced during the day. Even negative experiences that are hurtful and not wanted are stored somewhere in our subconscious mind.
  - d. Scientists are studying more about how the brain stores and retrieves thoughts but for this lesson today we will call our thought storage bin the "mind-dump." All thoughts, both positive and negative, are stored in our "mind-dump."
  - e. Even false messages are stored and processed. Untrue statements like "I'm stupid," "I'm not good enough," or "Nobody likes me" are carefully sent to the mind dump.
  - f. Most of these messages are not true, and they are definitely not useful. These negative messages are like bits of garbage collected and thrown in a dump.
  
3. Compare a community garbage dump to the brain's mind dump using the following prompts:
  - a. How are the smells of a garbage dump that drift into our noses like the negative thoughts that drift into our conscious mind?
  - b. Because these negative thoughts seem to come from nowhere, some psychiatrists (like Dr. David Burns, Adjunct Clinical Associate Professor of Psychiatry and Behavioral Sciences at the Stanford University School of Medicine, call them "phantom thoughts."
  - c. Dr. Daniel Amen of the Amen Clinics calls these random bits of thought "Automatic Negative Thoughts or A.N.Ts."
  - d. These thoughts are usually inaccurate, and often lie to us, but at first glance they may seem believable.
  - e. The more a person thinks about these garbage type A.N.Ts, the more neural connections are made solidifying the thoughts (myelination of the connections) or, in other words, building "ANT hills."
  - f. Just as a few ants won't ruin a picnic but a whole swarm of them create misery. How constantly believing mental A.N.Ts ruin life's picnic?
  - g. How could learning to manage A.N.Ts help people have a more happy, successful and productive life?



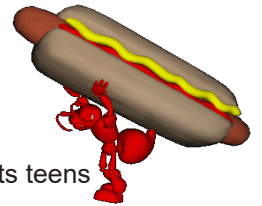
# POSITIVE THOUGHTS = POSITIVE FEELINGS



Grades 7/8 Lesson 30

## BODY (Strategies/Activities)

1. Expand student understanding of the mind-body-chemical connection using the following prompts:
  - a. When brain activity and thoughts occur, various electrical-chemical energy is released.
  - b. The body responds to this brain energy by releasing additional chemicals into the system. The body responds to every thought. In other words, the body speaks the mind.
  - c. Lie detectors work by measuring tiny changes in the body's electrical-chemical energy.
  - d. Positive, kind, happy thoughts produce chemicals (dopamines and endorphins) which make you feel happy or good.
  - e. Negative, angry, mean, or unhappy thoughts produces chemicals (cortasoids and andrenals) which make you feel sad, angry, or depressed.
  
2. Ants at My Picnic activity
  - a. The class divides into two teams and chooses a scribe to record answers.
  - b. Each team brainstorms answers the question, "What are five negative thoughts teens sometimes have?"
  - c. Each team scribe lists their team's responses on different sides of the board.
  - d. Teams look at the opposing team's list of negative thoughts and takes turns trying to discredit each item on the other team's list. (The teacher moderates this part of game by asking, "How is this negative thought really inaccurate or illogical?")
  - e. Teams get a point each time they prove a negative thought is not accurate. The team with the most points wins.

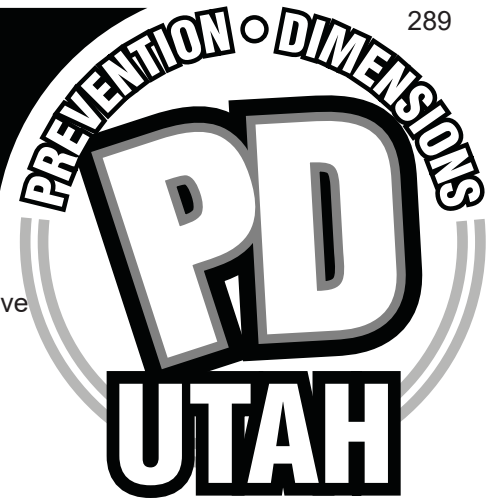


3. Tell the following story.

"It was summer and Shelley, age 17, was tending her neighbor's three children for a week while the parents went out of town. She had tended them before—but not overnight, and since they had offered her a lot of money, she decided to take the job. It was much harder than she thought. The two year old kept her awake all the night, and trying to keep three kids happy, fed, and entertained 24 hours a day was wearing her out. By the third day, she was exhausted and couldn't wait for the parents to get home. She had just settled one fight, got them playing nicely, and went into the kitchen to wash dishes when she heard a fight break out behind her. "I can't stand this any more!" she thought. "These kids are driving me crazy. If I have to spend one more minute here, I will go bonkers. Why did I ever take this job?" Telling the children to be nice, she hurried to finish the dishes—her negative thoughts growing worse and worse. She started to feel emotionally fragile and sort of tremble. Then all of a sudden, she realized what was happening, and said aloud, "What am I doing to myself?" She immediately stopped her negative self-talk and said in a resolute voice, "I can do this! I am strong and capable, and I can do this!" She repeated, "I can do this!" a few more times and was amazed at the positive difference she felt. She wiped her hands, quieted the children, and got them involved in a fun project. Then whenever things got difficult, she remembered to say, "I can do this!" She finished her week of baby-sitting tired but mentally strong and upbeat. She later reported



# POSITIVE THOUGHTS = POSITIVE FEELINGS



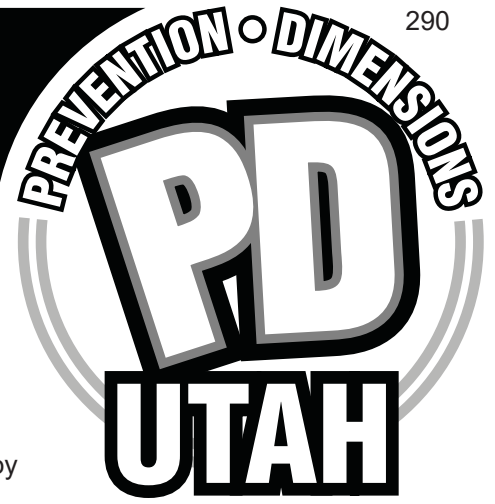
Grades 7/8 Lesson 30

- that she would never again “sand-bag” herself down with negative thoughts.
- How did the negative thoughts affect the girl in the story?
  - What did she do about it? Then how did she feel?
  - What are some personal experiences that are similar to those in this story?
- Conduct the following activity or a similar one to demonstrate the power of positive thinking over negative thinking.
    - Tell students to think of something challenging or hard that they have to do. Now, with that thought in their head, say aloud several times (with enthusiasm) “I can do this!”
    - Ask them, “How did saying a positive statement make you feel?”
  - Doctors have categorized negative thoughts into ten different types. We can get rid of negative thoughts or A.N.Ts by using a two-part process:
    - First we identify what type or species it is, and then
    - We squash it by telling it the truth.
  - Complete the worksheet “Identifying and Squashing Automatic Negative Thoughts—“A.N.Ts.””
    - Discuss the ten different **A.N.Ts.** types or “species” listed on the top of the handout.
    - Divide the class into pairs and have students decide which “species” describes each of the negative “A.N.Ts. statements on the handout.
    - Students fill in the “species” blanks on their individual worksheets.
    - As a class, brainstorm accurate things students could say to “squash” each “ANT,” allowing time for students to fill in their worksheets. (For ideas, see the answer guide.)
  - Discuss other ways people can use to replace negative thoughts. (e.g., sing a song; repeat a line from a poem, scripture, or inspirational thought; think of something funny; laugh at how silly the thought is, etc.)



NOTE: Some negative thoughts are caused by painful or harmful experiences and may need to be resolved through talking about it with a counselor or trusted adult before the thought can successfully be confined to the “mind-dump.” Other times, negative thoughts occur because the person has done something wrong. In that case, an apology needs to happen, the harm made up and then the thought can be confined, dumped or squashed.

# POSITIVE THOUGHTS = POSITIVE FEELINGS



**Grades 7/8 Lesson 30**

## CLOSURE (Wrap-Up and Extension)

1. Discuss how the mind can be trained to concentrate and accept thoughts that are hopeful and positive.
  - a. Each person has the power to squash the negative A.N.Ts by telling the truth about the thought, believing our own ability and value, telling the thought to leave our minds and refusing to think about the A.N.Ts.
  - b. With training and practice, negative thoughts will seldom drift out of our subconscious “mind-dump” and hinder us and we will feel a lot happier.
  
2. Complete the homework assignment “What Kind of A.N.Ts Are Ruining Your Life-Picnic?”

\*The A.N.Ts concept comes from Dr. Daniel Amen, psychiatrist and neuroscientist of the Amen Clinics, Newport Beach and Fairfield, California. See his websites at [www.brainplace.com](http://www.brainplace.com) and [www.mindworkspress.com](http://www.mindworkspress.com) for more information.

### **ADDITIONAL MATERIALS**

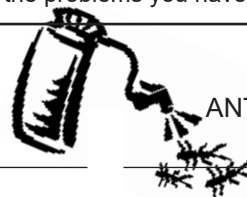
*Mind Coach—How to Teach Kids and Teenagers to Think Positive and Feel Good*, by Dr. Daniel Amen, M.D., Psychiatrist, the Amen Clinics, Newport Beach and Fairfield, California (ISBN 1-886554-07-2) or at [www.mindworkspress.com](http://www.mindworkspress.com)

# POSITIVE THOUGHTS = POSITIVE FEELINGS

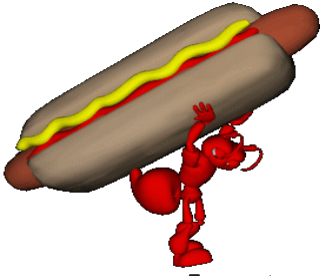
## Identifying and Squashing Automatic Negative Thoughts—“A.N.Ts”

Negative thoughts affect how we feel and how we behave, but we have power to get rid of them by identifying their types and telling them the truth.

Types:	
1. All or Nothing Thinking	Something is either all good or all bad, absolute, black or white.
2. Always thinking.	See one negative event as never-ending happening.
3. Focusing on the Negative	Seeing only the bad in the situation.
4. Fortune Telling	Predicting the worst possible outcome in a situation.
5. Mind-Reading	Believing you know what a person is thinking when they haven't told you.
6. Labeling	Attaching a negative label to yourself or others.
7. Guilt Beatings	Use of “I should” or “ought to” instead of “It would be in my best interest.
8. Magnifying negatives, discounting positives	Playing up negative, playing down positives.
9. Thinking With Your Feelings	I feel a certain way, so it must be true.
10. Blame	Blaming someone else for the problems you have.



Automatic Negative Thought	Type/Species	ANT-Squashing Truth
“There’s nothing to do.”	_____	_____
“No one ever plays with me.”	_____	_____
“The teacher doesn’t like me.”	_____	_____
“The whole class will laugh at me.”	_____	_____
“I’m stupid.”	_____	_____
“My whole party was ruined by Robb teasing Marianne.”	_____	_____
“I feel like such a loser. How could anyone like me?”	_____	_____
“I got a terrible report card!”	_____	_____
“I should be nicer to my Mom in the mornings.	_____	_____



# POSITIVE THOUGHTS = POSITIVE FEELINGS

## Identifying and Squashing Automatic Negative Thoughts—“A.N.Ts”

Negative thoughts affect how we feel and how we behave, but we have power to get rid of them by identifying their types and telling them the truth.

A.N.T. Automatic Negative Thought	Species	A.N.T. Squashing Technique
There's nothing to do	All or nothing thinking	There are probably lots of things to do if I think about it for a while
No one ever plays with me.	Always thinking	That's silly. I have played with lots of kids.
The teacher doesn't like me.	Mind reading	I don't know that. Maybe she's having a bad day or maybe I'm not acting like I need to be in this class.
The class will laugh at me.	Fortune telling	I don't know that. Maybe they'll really like my speech.
I am stupid	Labeling	Sometimes I make mistakes but I'm not stupid.
My whole party was ruined by Todd's stinking behavior.	Focusing on the negative	My party was really fun except for the few minutes when Todd teased too much.
I feel like such a loser. How could anyone like me?	Thinking with your feelings	There may be things I need to change (and I'm working on those) but I am still a good person.
I got a terrible report card.	Magnifying or minimizing	I may have gotten one "C" on my report card but all the other grades were "A's" and "B's."
I should be kinder to my mom in the morning.	Guilt beatings	Since Mom fixes my lunch and gives me smiles, it would be in my best interest to be nice to her.
It's the teacher's fault.	Blame	I need to look at my part of the problem and find ways to make the situation better.
It's all your fault	Blame	Maybe we both need to look at the problems we each caused and work toward a better solution.

# POSITIVE THOUGHTS = POSITIVE FEELINGS

## What Kind of A.N.Ts Are Ruining Your Life-Picnic?



Types:

- 1. "All or Nothing Thinking"
- 2. "Always" thinking.
- 3. "Focusing on the Negative"
- 4. "Fortune Telling"
- 5. "Mind-Reading"
- 6. "Labeling"
- 7. "Guilt Beatings"
- 8. "Magnifying negatives, discounting positives"
- 9. "Thinking With Your Feelings"
- 10. "Blame"

### ASSIGNMENT:

- A. List below five negative thoughts that you (or someone you know) sometimes have.
- B. Then list what type or species it is.
- C. Write what you could say to "squash it" by telling it the truth.



ANT (Automatic Negative Thought)	Type/Species	ANT-squashing Truth
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

D. List 3 other things you could do to replace negative thoughts, and give an example of each:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

*\*NOTE:* Some negative thoughts that are caused by painful or harmful experiences may need to be resolved through talking about it with a counselor or trusted adult before we can successfully confine it to our "mind-dump." Other times, we are bothered by negative thoughts because we have done something wrong. In that case, we need to apologize and try to make up for the harm we caused, and then we can dump those thoughts as well.



PREVENTION DIMENSIONS



# WHEEL OF MISFORTUNE



Grades 7–8 Lesson 31

## PROGRAM GOAL(S)

Healthy Self  
Substance Abuse Prevention

## PERFORMANCE OBJECTIVE(S)

Recognize risks involved with alcohol use.  
Identify short- and long-term effects of alcohol.

## MATERIALS NEEDED

Chalkboard  
Dice (2)  
Student Handout: “Wheel of Misfortune”

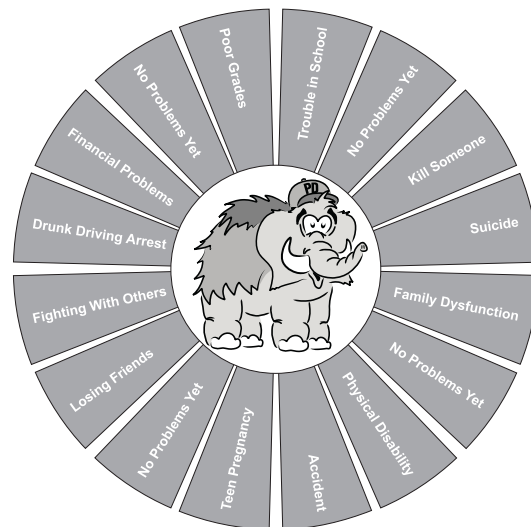


## NEW VOCABULARY

risks  
consequences

## LESSON AT A GLANCE

1. Students brainstorm risks of using alcohol.
2. Draw the “Wheel of Misfortune” on the board.
3. Play the “Wheel of Misfortune” game and relate it to using alcohol.
4. Play the game again with some sort of consequence in place.
5. Discuss the risks and consequences of alcohol use.
6. Discuss the influence of peers on decisions.
7. Prepare skits showing/encouraging others not to drink. (optional)



## **Related Core Curriculum Objective**

7100-0201 Analyze the results of individual choice and consequences related to drug use and/or non-use.

7100-0201 Analyze the results of individual choice and consequences related to drug use and/or non-use.

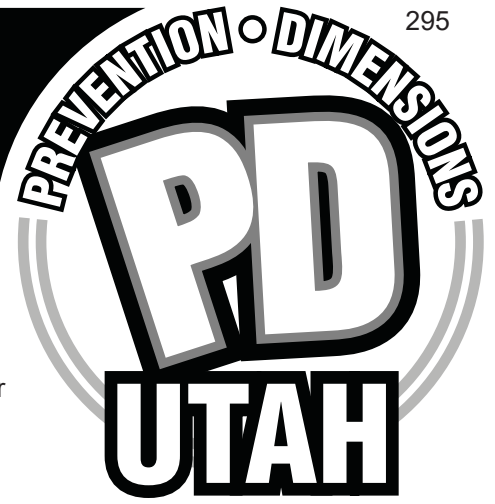
7100-0202 Describe how peers and peer group norms can help support abstinence from substance use.

## **Risk/Protective Factors**

Social Skills  
Belief in the moral order

Grades 7–8

# WHEEL OF MISFORTUNE



Grades 7–8 Lesson 31

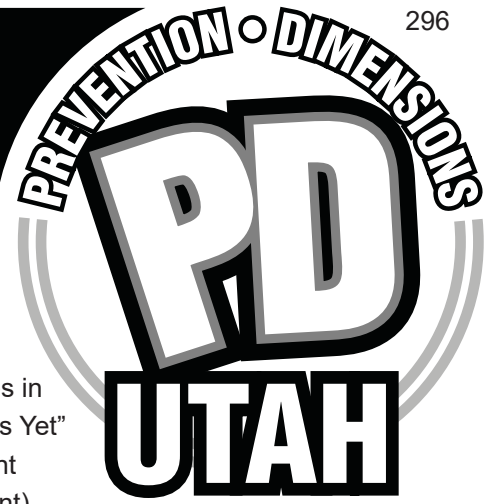
## INTRODUCTION (Setting Focus)

The purpose of this activity is to help students become more familiar with some of the risks involved with alcohol use and an individual's inability to control the consequences of drinking. An individual may feel in control of the results and can handle them. If an individual drinks, there may be consequences that are out of his/her control no matter how hard he/she tries or wants to avoid them. However, as the activity will demonstrate, the only way to avoid the risk involved with drinking alcohol is to pass (don't drink).

## BODY (Strategies/Activities)

1. Divide the class into groups of four. Have each group brainstorm and list negative consequences of alcohol use.
2. Draw the "Wheel of Misfortune" on the board (see example). Mark four to six spaces with "No Problems Yet." Have each group give examples of negative consequences related to alcohol use to fill in the remaining spaces (legal problems, accidents, hurting people you love, more fights, physical problems, alcoholism, drinking and driving accidents loss of friends, getting kicked off a sports team, or fights with parents).
3. Invite each student to play the "Wheel of Misfortune" by rolling the dice. Start at the top of the wheel and move clockwise the number of spaces the student rolled. Each student should try as hard as he/she can to land on a "No Problem Yet."
4. Allow each student to roll the dice and keep track of which space they land on. Ask the class how many of them weren't able to land on "No Problems Yet." Why not? Was it because they didn't try hard enough? Possible answers: (it was out of my control, it was determined by luck, the odds weren't in my favor, or it didn't matter how hard I tried.) Next, ask how many students were able to land on "No Problems Yet." Why? Was it because they tried harder than others in the class? Although they may boast that it was pure skill and determination, the fact is that it was just luck.
5. Relate this to alcohol use. A person who chooses to drink may or may not experience problems associated with alcohol use, but it's a risk and he/she can't control the consequences. Would anyone choose to become an alcoholic? Would anyone choose to kill someone in a drinking and driving accident, or choose to have poor family relationships because of drinking? No, yet these things happen everyday. Judgment may be affected and the individual may be blinded to the problems caused by alcohol. The drug takes control, and the drinker loses control. Furthermore, the younger an individual starts drinking, the higher risk of having problems related to alcohol use.

# WHEEL OF MISFORTUNE



Grades 7–8 Lesson 31

## BODY (Strategies/Activities) Continued

6. Play the game again. This time have some sort of consequences in place. You may want to grade them on the activity, “No Problems Yet” “A”, Hurting Others “C”, Killing Someone “F” and so on. A student may choose to pass this time. (Equal to an “A” on the assignment) Just like the non-drinker, the negative risks are eliminated. If a student does land on “No Problems Yet,” is there any guarantee that he/she will continue to land on that space if he/she keeps rolling? Some students will want to take the risk and continue rolling, just as there are some people that continue drinking until they have a serious problem. Discuss how the choice not to drink can help them avoid the consequences and risks caused by alcohol use.

## CLOSURE (Wrap-up and Extension)

1. Discuss the influence of peer pressure on the choice of whether or not to roll the dice. Were there class members who encouraged others to roll, or encouraged others to pass?
2. Discuss how the decision to roll or not roll affects others.
3. Discuss how friends can influence their friends to say “no” to drinking and change the pressure towards non alcohol use.

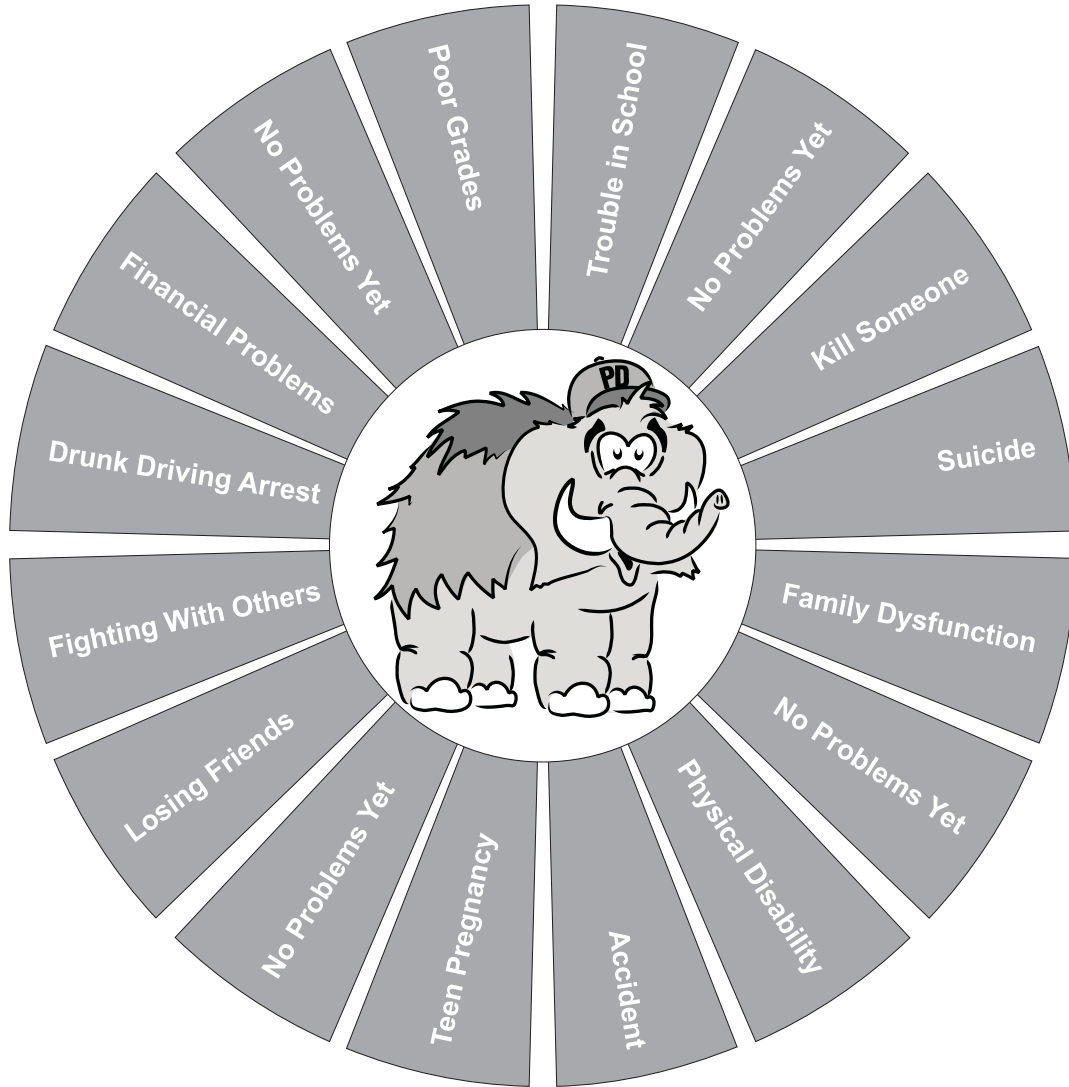
### **Optional Activity:**

Have students go back to their groups and prepare a short skit showing how friends can be a positive influence, encouraging others not to use alcohol.



# WHEEL OF MISFORTUNE

## Wheel of Misfortune Sample



PREVENTION DIMENSIONS

