

Prevention in the Classroom

Californians for Drug Free Youth (CADFY) developed the following talking points and/or suggested classroom activities, listed according to subject matter and coded for the appropriate grades as follows:

A = All grades; E = Elementary; M Middle School; S = Senior High

Health/Physical Education

NOTE: Inform youth that tobacco & alcohol are also drugs

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| A | Discuss tobacco as the 'gateway drug' that kills 400,000 people in America every year. |
| E/M | Discuss the role that exercise and good health play in developing healthy minds and bodies. |
| E/M
and identify | Discuss tobacco, alcohol and other drug use by professional athletes sports figures who are positive role models for the abstinence from tobacco, alcohol and other drugs. |
| A | Discuss the dangers of steroid use. Discuss your school policy on tobacco, alcohol and other drugs use/possession. |
| M/S | Invite speakers who have never been involved in the use of tobacco, alcohol and other drugs to demonstrate good role modeling. |
| A
activities, | Plan a party without tobacco, alcohol and other drugs and describe the decorations and refreshments. |
| M/S | Give information about teenage alcoholism and its prevalence in our society. Discuss the effects that tobacco, alcohol and other drugs have on unborn children. |
| M/S | Invite a Neurologist to speak to your class regarding the effects that alcohol, tobacco, and other drugs have on the brain. |
| M/S | Invite a medical person (MD, RN, etc.) who understands the liver to speak to your class regarding Hepatitis A, B, and C and how they are transmitted and /or contracted. |
| M/S | Discuss how sharing needles can transmit HIV, the virus that causes AIDS. Discuss all kinds of needle sharing: steroid/other drug use, ear piercing, tattooing, etc. |
| S | Discuss methods to prevent the transmission of HIV emphasizing that the only 100% effective method of prevention is abstinence from any form of needle sharing. |
| S | Show a video or invite speakers who have HIV and/or AIDS as a result of drug use (using, contaminated needles). Also invite people who were not drug users, but became infected by sexual partners who got the AIDS virus through drug use. |

Lesson Plans Are Available Online

Free curricula resources are available through several websites including:

- National Clearinghouse for Alcohol and Drug Information – www.ncadisamhsa.gov/radar
- National Institute on Drug Abuse – www.drugabuse.gov
- Teen information resources – www.freevibe.com
- Parent and teacher resources – www.theantidrug.com
- Additional resource finder: www.healthfinder.gov

English/Public Speaking/Foreign Language/Journalism

NOTE: Inform youth that tobacco & alcohol are also drugs

- A Discuss the meaning of the Red Ribbon, "No use of illegal drugs, no illegal use of legal drugs." Have students define and discuss the difference between drugs that are legal/ illegal, helpful/harmful and how they are used/misused.
- A Write essays about tobacco, alcohol and other drug situations, e.g. how to avoid them, & how to resist peer pressure.
- A Create slogans for posters and bumper stickers with emphasis on 'no use' messages.
- A Discuss a 'habit' and write down the steps necessary to break a habit. How does the discussion relate to tobacco, alcohol and other drug use?
- E Write to restaurants and other public places thanking them for being tobacco free.
- S Write an essay from the point of view of a developing embryo. What would the embryo say about the relationship between using tobacco, alcohol and other drugs and pregnancy.
- M/S Create worksheets for younger students with pictures of myths and facts related to drugs, and instructions on how to complete the worksheets.
- A Write a letter to a good friend who smokes cigarettes or uses

Good Prevention Programs ...

- Help students recognize internal and external pressures that influence them to use alcohol, tobacco and drugs.
- Help students develop personal, social and refusal skills to resist internal and external pressures.
Internal pressures such as anxiety and stress
External pressures such as peer attitudes and advertising
- Teach students that using drugs, alcohol; and tobacco are not the norm among teenagers, even if students think "everyone is doing it" (Research suggests that this normative education is essential in prevention).
- Provide developmentally appropriate material and activities, including information about the short-term effects and long-term consequences of alcohol, tobacco and other drugs.

alcohol or other drugs, encouraging them to quit.

- M/S Read biographies of famous people who died from the use of tobacco, alcohol or other drugs. Write a report on how this behavior affected their professional lives, discussing the loss of potential due to their tobacco, alcohol and other drug use.
- S Write an editorial for the school newspaper or local paper stating why marijuana should remain illegal.
- M/S Work in teams to interview smokers or ex-smokers to determine why they wish they had never started. Have the teams report their findings to the class.
- S Conduct timed writings on the theme 'Get High on Life, Not Tobacco, Alcohol or Other Drugs.' Make tobacco, alcohol and other drug-free theme plays in a foreign language.
- S Produce a special edition of the school newspaper with articles about alternatives to tobacco, alcohol and other drugs, relating the effects of their use on the body.
- S Research your community services/support groups/treatment facilities. How many of them help people in need of smoking cessation, alcohol or other drug cessation, or help with a pregnancy? What factors contribute to limited services available? Suggest some long-term solutions.
- M/S Write press releases on Red Ribbon Week school activities. Create a radio *commercial* on a cassette encouraging people to avoid the use of tobacco, alcohol and other drugs.

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Art/Drama/Music

NOTE: Remind students that alcohol and tobacco are also drugs.

- A Draw a poster using the theme "Take a Minute, Make a Difference" and display at your school site.
- A Create tobacco, alcohol and other drug-free art, logos, bumper stickers, banners, door decorations, and collages.
- A Draw a mural of activities that are alternatives to the use of tobacco, alcohol and other drugs.
- S Create a script, cartoon, video storyboard, video game or interactive video disc presentation concerning pregnancy and the advertisements from discarded magazines and texts in order to publicize the need to be drug-free before, during and after a pregnancy.
- A Bring tobacco and alcohol advertisements to school for a classroom collage and discuss the messages behind the ads, and identify the advertising approaches being used. Explain why the message is untrue. Display the collages in the school hallway.
- A Identify popular music/musicians who encourage/discourage tobacco, alcohol and other drug use through their music, behavior or attitudes. Write songs/lyrics about healthy lifestyles.

- M/S Write and perform skits with anti-tobacco, alcohol, and other drug themes.
- A Discuss the harmful effects of tobacco, alcohol and other drugs on your vocal chords.
- M/S Practice refusal skills by role-playing situations where students are asked to participate in drug use involving needle sharing that could result in the transmission of HIV.
- M/S Role-play situations that illustrate how tobacco, alcohol and other drugs can affect judgment and decision-making processes. This behavior can result in sexual activity that may put students at risk for getting the AIDS virus.
- A Watch a TV program and record the number of times it refers to alcohol and other drugs. Note the number of alcohol ads seen during prime time, and discuss the possible results of these ads.

History/Government

- M/S Discuss news articles about the government's handling of the drug problem; examples would include an analysis of supply vs. demand approaches, zero tolerance, and local ordinances.
- M/S Discuss the origin of tobacco, alcohol and other drugs and their uses throughout history for medicinal/religious purposes.
- S Propose legislation related to tobacco, alcohol and other drug use. Identify the process for getting it passed. Present the legislation to local lawmakers.
- M/S Write letters to representatives encouraging them to eliminate tobacco and alcohol advertising, especially those ads targeting young people.
- M/S Trace the process used to obtain a liquor license for a bar or restaurant.
- M/S Research the extent of tobacco, alcohol and other drug use in the community. Report your findings.
- M/S Discuss the effect that tobacco, alcohol and other drugs have on society.
- M/S Organize debates about drug testing. What should society/government do about the drug problem?

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Math/Science

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- S Project the costs incurred by a 'heavy smoker' over a 35-year period.

- S Calculate what tobacco, alcohol and other drugs cost business in lost productivity and absenteeism.
- S Contact law enforcement agencies to calculate the costs incurred by them in combating tobacco, alcohol and other drugs.
- S Contact local public health agencies to calculate the costs incurred by them in combating tobacco, alcohol and other drugs.
- S Create graphs to depict statistics related to substance abuse. Example: How many alcoholics are there in the US? How many gallons of alcohol are sold in a year? What percentage of alcohol do alcoholics consume in the US?
- A Have students interview and survey other students to determine how many of them have experienced peer pressure to use tobacco, alcohol and/or other drugs. Tally and graph the results.
- S Discuss how tobacco, alcohol and other drugs affect production and formation of proteins and DNA.
- M/S Discuss the epidemic of fetal alcohol syndrome and drug-addicted babies.
- S Compare the effects of tobacco, alcohol and other drugs on the body. Draw a picture of the brain, indicating which areas control various parts of the body. Note which parts of the brain alcohol affects first, and how it impairs vision and reaction time.

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