

CONTENTS

| | |
|-------------------|------|
| Acknowledgments | ix |
| About the Authors | xi |
| Notes to Teacher | xiii |

CHAPTER 1

TOBACCO

| | |
|--|----|
| Icebreaker: Tobacco People Hunt | 1 |
| Lesson 1: Tobacco Grab Bag | 5 |
| Lesson 2: Demonstration of Tobacco’s Harmful Effects | 7 |
| Lesson 3: Tobacco No-No | 14 |
| Lesson 4: Tobacco Decision Making | 18 |
| Lesson 5: Tobacco Talk Show | 22 |
| Home–School Connection: Smoking Interview | 24 |
| Project: Multiple Intelligence Tobacco Project | 27 |
| Assessment: Functional Knowledge and Skills Exam | 31 |

CHAPTER 2

ALCOHOL

| | |
|---------------------------------------|----|
| Icebreaker: Concentric Circles | 39 |
| Lesson 1: Alcohol Concept Splash | 42 |
| Lesson 2: Alcohol Simulation Stations | 45 |

Contents

| | |
|---|----|
| Lesson 3: Drinking and Driving Timeline | 53 |
| Lesson 4: Dysfunctional Families—An Alcohol Story | 56 |
| Lesson 5: Pick-and-Choose Refusal Skills | 62 |
| Home–School Connection: Contract for Life | 70 |
| Project: Show Us the Money! Alcohol Grant Writing | 73 |
| Assessment: Functional Knowledge and Skills Exam | 79 |

CHAPTER 3

DRUGS

| | |
|--|-----|
| Icebreaker: Raise Your Hand If You Take Drugs | 87 |
| Lesson 1: Paper Plate Pharmacology | 89 |
| Lesson 2: Refusal Skills and Marijuana | 91 |
| Lesson 3: How Social Is Norm? | 97 |
| Lesson 4: The “I’s” Have It | 101 |
| Lesson 5: Up Close and Personal | 109 |
| Home–School Connection: Talking About Marijuana | 112 |
| Project: What’s Up in Health? | 116 |
| Assessment: Functional Knowledge and Skills Exam | 120 |

CHAPTER 4

NUTRITION

| | |
|--|-----|
| Icebreaker: Toilet Paper Game | 127 |
| Lesson 1: Puzzling Pieces | 129 |
| Lesson 2: Did I Eat That? How to Read a Food Label | 147 |
| Lesson 3: What’s That? | 151 |
| Lesson 4: Hearty Appetites | 154 |
| Lesson 5: Positive and Negative Weight Loss Cards | 157 |
| Home–School Connection: Favorite Family Recipe Conversion | 162 |

| | |
|--|-----|
| Project: Food Diary and Reflection Paper | 166 |
| Assessment: Functional Knowledge and Skills Exam | 173 |

CHAPTER 5

SEXUALITY EDUCATION

| | |
|--|-----|
| Icebreaker: Abstinence Bingo | 179 |
| Lesson 1: Sexuality Brainstorm | 182 |
| Lesson 2: That’s My Line | 185 |
| Lesson 3: Raw Oysters Have Feelings, Too! | 188 |
| Lesson 4: Contraception Commercials | 191 |
| Lesson 5: What Are They Selling? | 195 |
| Home–School Connection: Hopes and Fears | 198 |
| Project: Music with a Message | 201 |
| Assessment: Functional Knowledge and Skills Exam | 206 |

CHAPTER 6

VIOLENCE PREVENTION

| | |
|---|-----|
| Icebreaker: Tie Activity—What Do I Want to Be When I Grow Up? | 213 |
| Lesson 1: Violence Match Game | 217 |
| Lesson 2: Where Do You Stand? | 219 |
| Lesson 3: Managing Anger Round Robin | 221 |
| Lesson 4: Crossing the Line | 225 |
| Lesson 5: Conflict Resolution | 228 |
| Home–School Connection: Television Violence | 234 |
| Project: Production Company | 237 |
| Assessment: Functional Knowledge and Skills Exam | 245 |

CHAPTER **7**

PHYSICAL ACTIVITY

| | |
|---|-----|
| Icebreaker: Who’s Who on the Playground? | 251 |
| Lesson 1: The Secret Magic Super Pill for Good Health | 253 |
| Lesson 2: Disco Aerobics | 258 |
| Lesson 3: Physical Activity and Goal Setting | 262 |
| Lesson 4: “Counterfeit Fitness”—The Dangers of Using Anabolic Steroids and Other Performance-Enhancing Substances | 272 |
| Lesson 5: A Pound of Fat—Doing the Weight-Loss Math | 277 |
| Home–School Connection: Physical Activity | 283 |
| Project: Student-Created Public Service Announcements | 286 |
| Assessment: Functional Knowledge and Skills Exam | 294 |
| Index | 301 |

SECTION

1

DRUGS, ALCOHOL, AND SMOKING

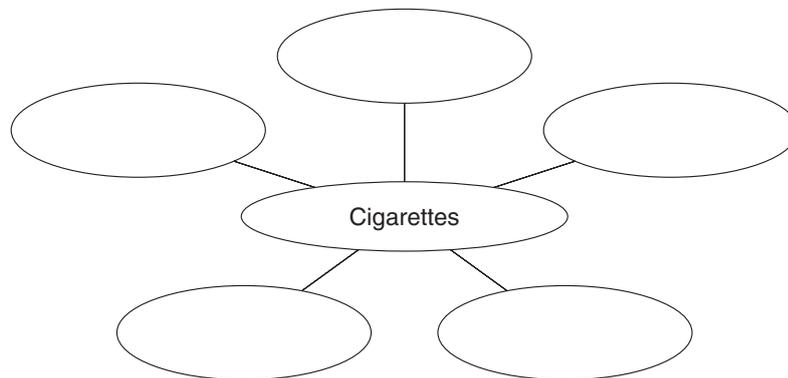
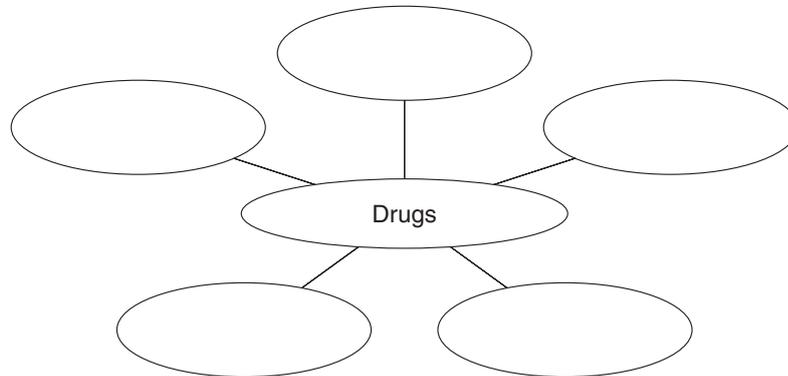
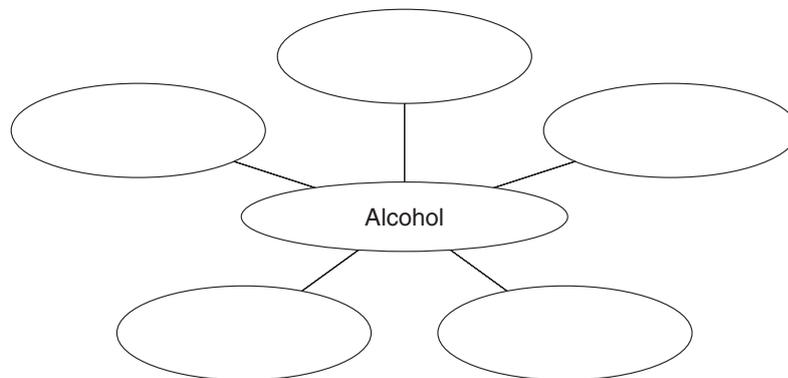
*Of all the tyrannies which have usurped power over humanity,
few have been able to enslave the mind and body
as imperiously as drug addiction.*

Freda Adler

Word Association

What do you think of when you see the word . . . ?

Instructions: Write in the smaller circles the words that you associate with the words that are shown in the larger circles.



How many of these words do you consider to be positive (mark these with a +) and how many do you consider negative (mark these with a -)?

What Drug Am I?

Read each riddle and guess the name of the drug the riddle describes.

1. Some call me weed.
Some call me pot.
Some smoke me in a joint
And think they're really hot.

What drug am I? _____

2. Even though teens drink me
They should be twenty-one
If they want me legally
For their parties and their fun.

What drug am I? _____

3. There's no penalty to smoke me.
Some people have a fit.
They try to stop this addiction,
But they just can't quit.

What drug am I? _____

4. People snort it up their nose
And call it coke or snow or ice.
It's highly addictive; don't try it
If you want some good advice.

What drug am I? _____

5. I'm very, very popular
And found in coffee and tea.
I'm not illegal anywhere
And people drink me.

What drug am I? _____

Trends in Tobacco Use

Circle the correct answer. (The source for the information in this quiz is the American Lung Association.)

1. What percentage of Americans die each year from smoking-related illnesses?
 - a. 5 percent
 - b. 10 percent
 - c. 20 percent
 - d. 50 percent
2. According to a recent survey, what percentage of the American population smokes cigarettes regularly?
 - a. 5 percent
 - b. 15 percent
 - c. 25 percent
 - d. 45 percent
3. According to statistics, which state has the highest percentage of smokers?
 - a. Alaska
 - b. California
 - c. Florida
 - d. Nevada
4. According to statistics, which state has the lowest percentage of smokers?
 - a. California
 - b. Texas
 - c. Utah
 - d. Washington
5. What percentage of smokers want to quit smoking?
 - a. 25 percent
 - b. 50 percent
 - c. 70 percent
 - d. 95 percent
6. Of those who want to quit smoking, what percentage of people actually attempt to quit each year?
 - a. 15 percent
 - b. 35 percent
 - c. 50 percent
 - d. 75 percent
7. Of the people who attempt to quit each year, what percentage of them are actually successful in quitting?
 - a. 2.5 percent
 - b. 10 percent
 - c. 20 percent
 - d. 50 percent
8. Which age group has the highest population of smokers in the United States?
 - a. 18- to 24-year-olds
 - b. 30- to 34-year-olds
 - c. 45- to 54-year-olds
 - d. 70- to 85-year-olds

NAME _____

DATE _____

Thoughts About Secondhand Smoke

What is secondhand smoke? _____

Why is secondhand smoke dangerous?

For each statement listed below, decide whether you agree, disagree, or are undecided. Then, in the comment section, explain your position.

1. Smokers should not be allowed to smoke in any restaurants, bars, or public places in the United States.

| | | | | | |
|--------------------------|-------|--------------------------|----------|--------------------------|-----------|
| <input type="checkbox"/> | Agree | <input type="checkbox"/> | Disagree | <input type="checkbox"/> | Undecided |
|--------------------------|-------|--------------------------|----------|--------------------------|-----------|

Comments: _____

2. Smokers who have children should not be allowed to smoke in the home or near their children.

| | | | | | |
|--------------------------|-------|--------------------------|----------|--------------------------|-----------|
| <input type="checkbox"/> | Agree | <input type="checkbox"/> | Disagree | <input type="checkbox"/> | Undecided |
|--------------------------|-------|--------------------------|----------|--------------------------|-----------|

Comments: _____

3. Since it has been proven that secondhand smoke is so lethal, a law should be passed making cigarette smoking illegal.

| | | | | | |
|--------------------------|-------|--------------------------|----------|--------------------------|-----------|
| <input type="checkbox"/> | Agree | <input type="checkbox"/> | Disagree | <input type="checkbox"/> | Undecided |
|--------------------------|-------|--------------------------|----------|--------------------------|-----------|

Comments: _____

Young Kids and Smoking

Kids begin smoking as early as nine and ten years of age. By the time they reach high school, many of these smokers are addicted. In fact, a National Youth Tobacco Survey reported that over 25 percent of ninth graders smoke regularly.

With all the information and statistics that prove smoking is harmful, why do kids start smoking in the first place? Think of five reasons why they do.

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

Imagine that you have been hired by the American Lung Association to encourage young smokers to stop smoking or to avoid trying smoking in the first place. List ten things you would do in a campaign to persuade the youth of today not to smoke.

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

Show Me the Money

The main reason people should not smoke is obvious: their health. However, another good reason for not smoking is financial. The objective of this worksheet is to show how much money a smoker could save by not buying cigarettes.

Today, a pack of cigarettes costs approximately \$5.00. Imagine that you are a smoker who smokes an average of one pack of cigarettes a day.

In order to see how much money you might save in one year by not buying cigarettes, multiply the price of one pack of cigarettes (that is, \$5.00) by 365 = _____ (a).

If you did not spend this money on cigarettes, you could have invested it in the bank. Imagine that you did invest the money in the bank at an interest rate of 5 percent. To determine how much you made on the interest, multiply your total from (a) by .05 = _____ (b).

Then add the number from (a) to the number from (b) to see how much money you could have saved in a year. That total is _____ (c).

In order to see approximately how much you could have saved by not spending money on cigarettes for 5 years, multiply the amount from (c) by 5. That total is _____ (d).

In order to see approximately how much you could have saved by not spending money on cigarettes for 10 years, multiply the amount from (c) by 10. That total is _____ (e).

In order to see approximately how much you could have saved by not spending money on cigarettes for 20 years, multiply the amount from (c) by 20. That total is _____ (f).

In order to see approximately how much you could have saved by not spending money on cigarettes for 40 years, multiply the amount from (c) by 40. That total is _____ (g).

Think how much a 40-year smoker spends on cigarettes. What might you do with that money instead of spending it on cigarettes? Answer this question on the back of this sheet.

Getting Tough on Smoking: An Editorial

Read the editorial below and answer the questions that follow on a separate piece of paper.

In the last few years, the number of young people taking up smoking has increased. Most nonsmokers, and even some smokers, are horrified by the statistics. Everyone complains and points fingers, but few people propose ways of dealing with the problem. However, I'm going to change all that with my ideas on how to stop kids from taking up this nasty habit.

First, Hollywood needs to **BUTT OUT!** By that I mean a law is needed to ban Hollywood from showing actors smoking. Let's face it, kids idolize actors, and when they see a star smoking, they think it's cool and OK to smoke. We can eliminate this message by eliminating smoking in films.

Next, laws need to change so that people who are ill with smoking-related diseases must pay all their medical expenses, even if they are covered by health insurance. The law should state that health insurance will not cover a penny if the ill person smokes. This may seem harsh, but this stiff financial penalty may cause a lot of young people to really think twice before lighting up their first cigarette.

Finally, all fourth- or fifth-grade students should have to participate in a mandatory class trip to a local hospital to visit people who are dying from smoking-related illnesses. This, too, may seem horrific and extreme, but if the horror of seeing a person dying because of smoking causes even one kid not to start smoking, then the whole experience is worthwhile.

Although I have many more ideas, I believe these three suggestions, if acted upon, are all that is needed for our nation to force our young people to think twice before starting a deadly habit.

1. Summarize the three ideas that the author proposes to get kids to stop smoking or not start in the first place.
2. For each method, explain why or why not you think this would be successful.
3. What three additional ideas can you suggest that might stop young people from smoking? Write an editorial like this one in which you explain your thoughts.

Antismoking Slogans

Imagine that you work for an advertising agency that has been hired to create an antismoking campaign. Rather than create a brand-new slogan, you've decided to rework a slogan for another product and turn it into a nonsmoking slogan. For example, one of your ideas is to take Nike's "Just do it" slogan and reword it so that it reads: "Smoking: Just don't do it." You've been asked to come up with eight ideas. Below are some popular slogans. For each slogan, reword it so that it becomes an antismoking slogan or an encouragement-to-quit slogan. With your new slogan, people should be able to figure out the original slogan. Try not to alter the wording of the original too much.

1. American Express credit cards: "Don't leave home without it."

2. Calvin Klein jeans: "Nothing comes between me and my Calvins."

3. Club Med resorts: "Vacation is a world where there are no locks on the doors, or the mind or the body."

4. Coldene cold tablets: "Don't spread the cold. . . . Spread the word."

5. Florida Citrus Commission: "A day without orange juice is like a day without sunshine."

6. Rolaid's antacid tablets: "How do you spell relief? R-O-L-A-I-D-S."

7. Pepsodent toothpaste: "You'll wonder where the yellow went when you brush your teeth with Pepsodent."

8. Pampers diapers: "Give your baby something you never had as a baby: a drier bottom."

Classifying the Types of Drugs

Drugs can be classified into various categories. Four of the main categories are these:

1. *Stimulants*: These drugs act on the central nervous system and increase brain activity.
2. *Depressants*: These are the opposite of stimulants. They act on the central nervous system and slow down brain activity.
3. *Hallucinogens*: These drugs distort the user's senses and ability to perceive reality.
4. *Narcotics*: These drugs reduce pain and induce sleep.

Complete the following chart by putting the name of all the drugs found below it into their appropriate category.

| Stimulants | Depressants | Hallucinogens | Narcotics |
|------------|-------------|---------------|-----------|
| | | | |
| | | | |
| | | | |
| | | | |

- | | | |
|-----------|--------------|-----------------|
| codeine | cocaine | morphine |
| alcohol | LSD | nicotine |
| marijuana | heroin | tranquilizers |
| caffeine | barbiturates | PCP (also known |
| methadone | crack | as angel dust) |

The Types-of-Drugs Chart

This chart is incomplete. Fill in the missing sections with the proper information.

| | Depressants | Hallucinogens | Narcotics | Stimulants |
|--|--|--|---|--|
| What this type of drug does | | These drugs distort the user's senses and ability to perceive reality. | These drugs reduce pain and induce sleep. | |
| Example of drugs in this category | alcohol tranquilizers barbiturates | | | cocaine caffeine nicotine crack |
| How the drugs enter the body | | | | swallowed snorted injected |
| Medical uses of this type of drug | | | Used for pain relief | |

Copyright © 2004 by John Wiley & Sons, Inc.

Facts and Myths on Drug Use

Here is a list of statements about drugs that are based on facts or myths. If you think the statement is true, circle the word FACT. If you think the statement is false, circle the word MYTH.

1. FACT or MYTH: One drink of alcohol will not affect a person's driving.
2. FACT or MYTH: Brain damage can occur if a person drinks heavily over a long period of time.
3. FACT or MYTH: All alcoholics live on the streets, beg for money, and talk to themselves.
4. FACT or MYTH: People can become addicted to prescription drugs.
5. FACT or MYTH: Not all drugs are harmful.
6. FACT or MYTH: Drinking hard liquor will make you more drunk than drinking beer or wine.
7. FACT or MYTH: Smoking cigarettes is more addictive than chewing tobacco.
8. FACT or MYTH: If the mother breathes in secondhand smoke, it can harm her unborn baby.
9. FACT or MYTH: Teenagers who have a parent who smokes are more likely to start smoking than teenagers whose parents do not smoke.
10. FACT or MYTH: Cigarettes are just as harmful as marijuana.
11. FACT or MYTH: Smoking can stunt a person's growth.
12. FACT or MYTH: You'll be able to handle drugs better the more you use them.
13. FACT or MYTH: Having a shower will sober up a person.
14. FACT or MYTH: If the mother drinks alcohol, it can harm her unborn baby.
15. FACT or MYTH: People who use drugs regularly may suffer from depression.
16. FACT or MYTH: People who smoke regularly have difficulty quitting.

Drug Use and Different Ages

The chart below, taken from the National Institute on Drug Abuse, examines the most commonly used drugs among different age groups.

Read the chart and then complete the questions that follow.

| Drug | Ages 12-17 | Ages 18-25 | Ages 26-34 | Ages 35+ |
|------------|------------|------------|------------|----------|
| Alcohol | 21% | 61% | 63% | 53% |
| Cigarettes | 20% | 35% | 35% | 27% |
| Marijuana | 8% | 12% | 7% | 2% |
| Cocaine | 0.4% | 1.3% | 1.2% | 0.4% |

- According to this chart, which two age groups have the highest percentages of reported drug use?

- Why do you think these age groups have a higher use than the other two age groups?

- What drug has the highest percentage of use and what drug has the lowest percentage of use?

- Why do you think the drug with the lowest percentage of use is not so popular a choice as the drug with the highest percentage?

The Drug-Use Continuum

Here is a description of drug users based on the drug use continuum.

- *Nonuser*: Has never used a drug.
- *Experimental user*: Has tried a drug once or several times.
- *Occasional user*: Uses a drug (or drugs) frequently on special occasions or when the opportunity presents itself.
- *Regular user*: Has a predictable pattern of use and seeks opportunities to use the drug.
- *Dependent user*: Uses drugs regularly, predictably, and frequently and depends on the drugs in order to function.

Note that a dependent user would have started as a nonuser and then worked up the continuum.

Write the names of the following five people on the continuum chart below.

1. Carlitos wakes up every Saturday morning and smokes three marijuana joints. He doesn't do this during the week because it would affect his performance at work.
2. At a party, Daoud, a member of his high school rugby team, is offered a marijuana joint. He refuses. He's never taken any drugs before because he wants to keep his body clean for sports.
3. Alexa never had a drink of alcohol until she went to Lewis's party. Then she tried beer for the first time.
4. Oliver is a manager at a bank; however, he may soon lose his job because of his drinking habits. He drinks as soon as he gets up, at lunchtime, during dinner, and before bed.
5. Candace is going to a party next weekend. Ken always has Ecstasy at his parties and Candace usually gets high on it when she's there. She doesn't get high any other time.

| Nonuser | Experimental User | Occasional User | Regular User | Dependent User |
|---------|----------------------|--------------------|-----------------|-------------------|
| | | | | |

The Marijuana Expert

A nightly news program is doing a special on marijuana use among teens. You work for the National Institutes of Health and are being interviewed on the show as a medical expert on marijuana use and its effects. Here are some questions that you will be asked. Write your response to each question in the space provided.

1. How do people use marijuana?

2. Why do teens use marijuana?

3. What are the immediate effects of using marijuana?

4. What are the long-term effects of using marijuana?

5. What does the term *gateway drug* mean, and why do some people consider marijuana to be one?

6. What are the signs that a person has used marijuana?

7. Where can someone who is addicted to marijuana go for help?

NAME

DATE

To Legalize or Not to Legalize?

At the present time, it is illegal to smoke or use marijuana in the United States. Imagine that a group is suing the government in the hopes of changing the law and making marijuana legal.

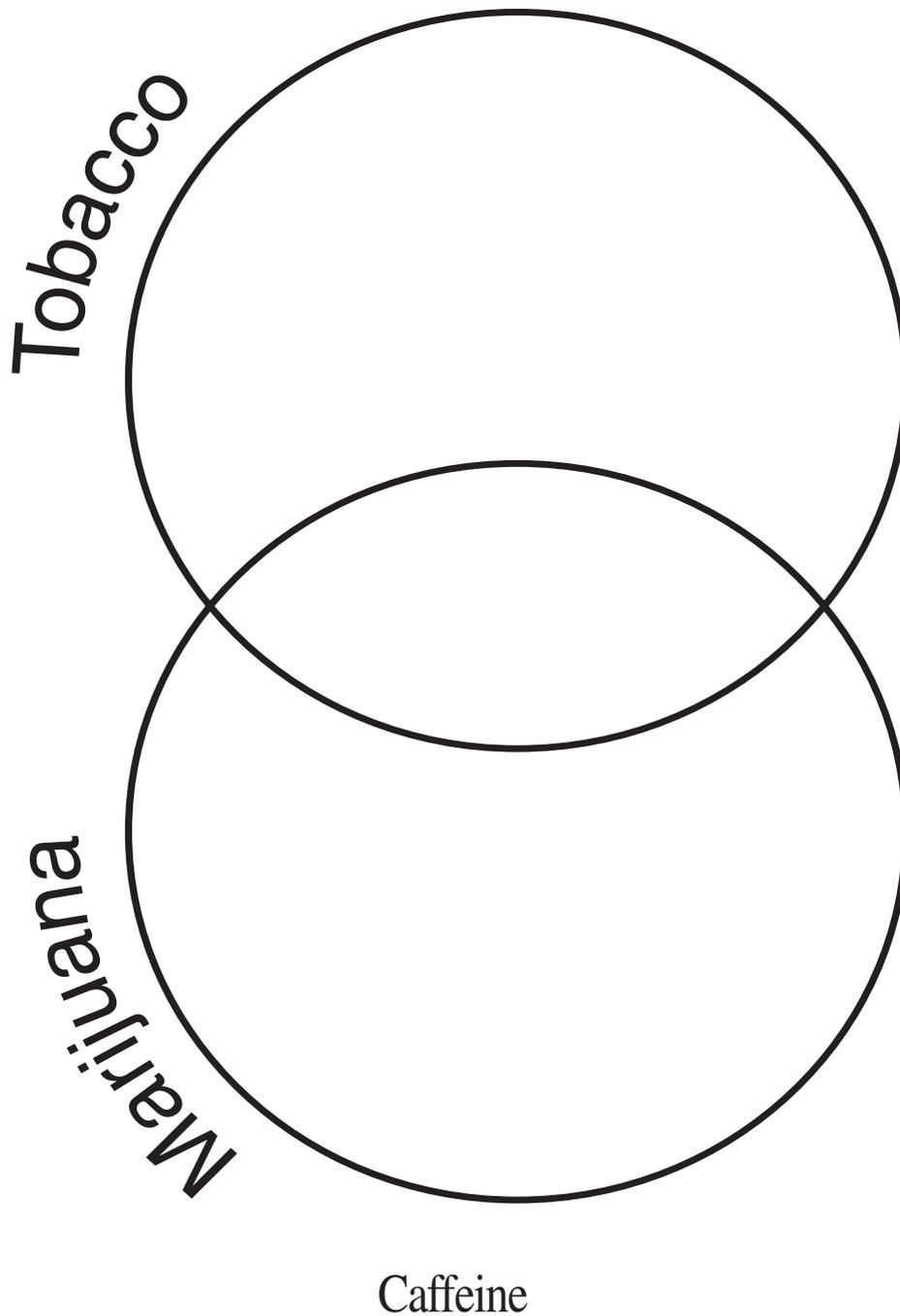
If you were the lawyer defending the group that wants to legalize marijuana use, what arguments would you make?

If you were the lawyer defending the government that does not want the law changed, what arguments would you use?

Copyright © 2004 by John Wiley & Sons, Inc.

A Venn Diagram Comparing Tobacco and Marijuana

Tobacco and marijuana are similar yet different. Use the Venn diagram below to write in point form the similarities and differences between these two drugs. In the space where the two circles meet, write the similarities. Where they don't join, write the differences.

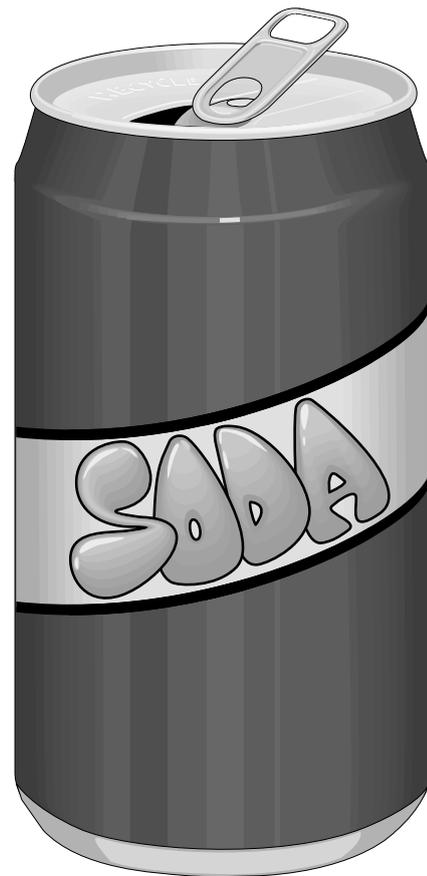


Copyright © 2004 by John Wiley & Sons, Inc.

Caffeine

Caffeine is the world's most popular drug. Although many people deny it, caffeine is addictive. People who have lots of caffeine in their daily diet and then suddenly lower their caffeine intake usually experience symptoms of withdrawal. Below is a list of products that contain caffeine. Rank the products according to their caffeine content: 1 has the most caffeine; 13 has the least. You may find some surprises when you learn the answers.

- _____ One 1-ounce piece of milk chocolate
- _____ One can of Pepsi
- _____ One can of Coke or Diet Coke
- _____ One 2-ounce serving of espresso
- _____ One 12-ounce glass of iced tea
- _____ One can of Mountain Dew
- _____ One 7-ounce cup of automatic drip coffee
- _____ One cup of instant decaffeinated coffee
- _____ One cup of imported, brewed tea
- _____ One can of Jolt cola
- _____ One Anacin tablet
- _____ One can of Dr. Pepper
- _____ One cup of hot cocoa



The Truth About Anabolic Steroids

Answer true or false to the following statements about anabolic steroids.

1. TRUE or FALSE: Anabolic steroids are used illegally by some athletes to enhance and improve their performance.
2. TRUE or FALSE: Anabolic steroids may cause women's voices to deepen and more facial and body hair to grow.
3. TRUE or FALSE: Anabolic steroids increase men's sperm count, sexual desire, and sexual performance.
4. TRUE or FALSE: Anabolic steroids may be prescribed by a doctor for people suffering from testosterone deficiency, postmenopausal osteoporosis, and other illnesses.
5. TRUE or FALSE: Athletes taking anabolic steroids do not have to work out longer and harder to see a desired effect than they would without the steroids.
6. TRUE or FALSE: Anabolic steroids come from a chemical derivative of the male sex hormone.
7. TRUE or FALSE: Anabolic steroids may cause acne, liver damage, and uncontrollable aggression in both men and women.
8. TRUE or FALSE: No one can purchase anabolic steroids legally.
9. TRUE or FALSE: Most athletes who take anabolic steroids illegally take 10 to 100 times the normal dosage prescribed for humans.

Tic-Tac Drugs: Teacher Page

This activity requires students to work in pairs. Give each pair a copy of the student page of this exercise (following); let each pair decide who is PLAYER 1 and who is PLAYER 2. Read the first question aloud for PLAYER 1. PLAYER 1 writes his or her answer on the student page after "Answer to Question 1." After all the PLAYER 1's in the class have finished writing down their answer, give them the correct answer. If PLAYER 1 is correct, he or she can put an X anywhere in the tic-tac-toe grid. If PLAYER 1 is incorrect, then PLAYER 2 can put an O anywhere in the tic-tac-toe grid. Then, ask the next question of PLAYER 2. Follow this same procedure until all the students have completed the game.

Nine questions are provided per game. You have been provided with two sets of nine questions so that your students can play two games.

Questions for Game 1

PLAYER 1'S QUESTION: Can marijuana be eaten? Answer: Yes.

PLAYER 2'S QUESTION: Can inhalants enter the body by being smoked? Answer: No.

PLAYER 1'S QUESTION: Roids is the slang name for which drug? Answer: Anabolic steroids.

PLAYER 2'S QUESTION: Weed is the nickname for which drug? Answer: Marijuana.

PLAYER 1'S QUESTION: What do the initials FAS stand for? Answer: Fetal alcohol syndrome.

PLAYER 2'S QUESTION: What does BAC stand for? Answer: Blood alcohol concentration.

PLAYER 1'S QUESTION: How do depressants enter the body? Answer: They are swallowed.

PLAYER 2'S QUESTION: What is the addictive stimulant found in tobacco? Answer: Nicotine.

PLAYER 1'S QUESTION: What group of drugs speeds up the mental process and puts the user on a high: stimulants, depressants, or hallucinogens? Answer: Stimulants.

Questions for Game 2

PLAYER 2'S QUESTION: Do filters on a cigarette eliminate the health risk for a smoker? Answer: No.

PLAYER 1'S QUESTION: Is alcohol high in calories? Answer: Yes.

PLAYER 2'S QUESTION: What is the term used to denote when two drugs combined produce a greater effect than if each drug were used alone? Answer: Synergism.

PLAYER 1'S QUESTION: What is the name of the process by which the liver burns up the consumed alcohol? Answer: Oxidation.

PLAYER 2'S QUESTION: What is the name of the liver disease caused by drinking heavily for a long period of time? Answer: Alcoholic Cirrhosis.

PLAYER 1'S QUESTION: What is the type of alcohol found in drinks? Answer: Ethyl.

PLAYER 2'S QUESTION: Which organ is responsible for oxidizing alcohol? Answer: The liver.

PLAYER 1'S QUESTION: What is the name of the black, sticky, cancer-causing substance in tobacco? Answer: Tar.

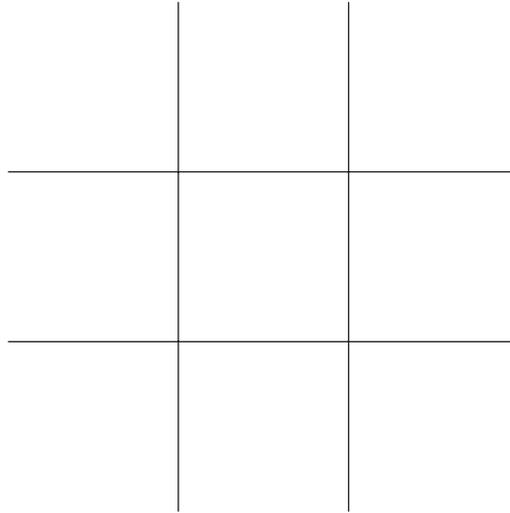
PLAYER 2'S QUESTION: Along with swallowing, injecting, and smoking, what is the fourth method of taking a drug? Answer: Sniffing.

22a

NAME _____

DATE _____

Tic-Tac Drugs: Student Page



Game 1

Game 2

ANSWERTO QUESTION 1 _____

ANSWERTO QUESTION 2 _____

ANSWERTO QUESTION 3 _____

ANSWERTO QUESTION 4 _____

ANSWERTO QUESTION 5 _____

ANSWERTO QUESTION 6 _____

ANSWERTO QUESTION 7 _____

ANSWERTO QUESTION 8 _____

ANSWERTO QUESTION 9 _____

Copyright © 2004 by John Wiley & Sons, Inc.

The Effects of Alcohol

Alcohol has both immediate and long-term side effects. Chronic alcohol use can cause many long-term problems. Below is a list of some of the effects of alcohol consumption. If the effect is short term, then write SHORTTERM in the space to the right. But if the effect is the result of long-term chronic use, then write LONGTERM in the space provided.

1. Slurs speech _____
2. Impairs reflexes and reaction times _____
3. Causes liver damage _____
4. Impairs judgment _____
5. Causes heart disease _____
6. Causes irreversible brain or nerve damage _____
7. Relaxes the eye muscles, making it difficult to focus _____
8. Reduces production of sex hormones _____
9. Increases frequency of urination _____
10. Causes cancer of the stomach _____
11. Causes nausea and vomiting _____
12. Causes malnutrition _____
13. May cause anger, violence, or mood swings _____
14. Causes diseases of the stomach, digestive system, pancreas _____
15. Results in a vitamin deficiency _____

Is Drinking a Problem for You?

Answer yes or no to the following questions by circling the appropriate response.

1. YES or NO: Do you sometimes drink alone?
2. YES or NO: Do your family or friends express concern about your drinking habits?
3. YES or NO: Do you occasionally have a drink when you first wake up?
4. YES or NO: Have you ever gone to school drunk?
5. YES or NO: Have you missed school because of a hangover or because you were too drunk to attend?
6. YES or NO: When you go out with friends, do you drink until you get drunk?
7. YES or NO: Do you drink to relax?
8. YES or NO: Do you lie about your drinking habits?
9. YES or NO: Do you ever pass out when you're drinking?
10. YES or NO: Do you get angry when others accuse you of having a drinking problem?
11. YES or NO: Do you guzzle drinks or drink shots in order to get drunk faster?
12. YES or NO: Do you do illegal or crazy things after drinking?

If you answered yes to any of these questions, you may want to rethink some of your drinking habits.

If you answered yes to six or more of these questions, then you may have a drinking problem and might want to seek counseling or help in order to deal with this issue.

NAME _____

DATE _____

Reasons, Reasons, Reasons

There are various reasons why teens drink alcohol. If you don't drink, think of people you know who do drink. If you have tried alcohol, think of the reasons why you tried it.

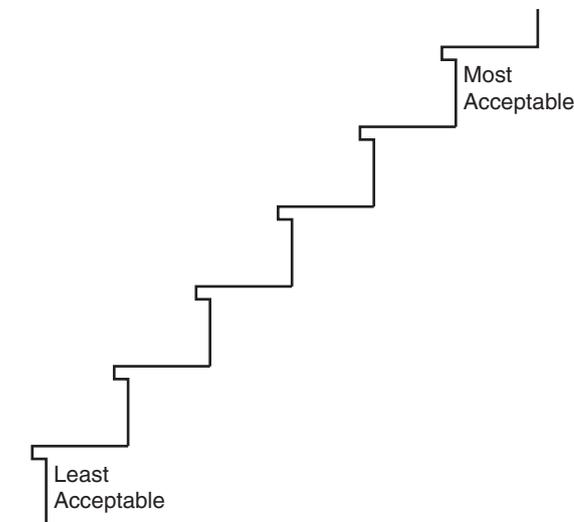
Instructions: Listed below are reasons why teens may try alcohol. Put a check mark in the box next to the reasons that apply to you or someone you know.

| | |
|--|---|
| | - peer pressure or the need to fit in |
| | - rebellion |
| | - curiosity |
| | - to escape problems |
| | - encouraged or pressured by the media |
| | - for the "high" it gives you |
| | - to feel grown-up |
| | - to look cool |
| | - encouragement from parents or imitating parents |
| | - to relax |
| | - other (include your own reason) _____ _____ |
| | - other (include your own reason) _____ _____ |

Copyright © 2004 by John Wiley & Sons, Inc.

The Staircase of Decisions with Drinking

On the staircase shown below, place the letter representing each scenario on one of the steps. The top stair represents the most acceptable behavior and the bottom stair represents the least acceptable behavior.



- A. A teenage girl uses fake ID to get into a bar. While in the bar, she gets so drunk that she throws up in the washroom.
- B. A 10-year-old boy takes a few sips of his dad's champagne during a New Year's party. His dad encouraged him to have the drink.
- C. While baby-sitting, a 16-year-old boy opens the family's liquor cabinet and helps himself to a few shots of vodka before the parents come home. He does not tell the parents what he did.
- D. A 17-year-old girl decides to drive her boyfriend home from a party because he is so drunk that he can't stand. The girl herself has had three drinks but feels fine enough to drive.
- E. A group of teenagers skips a class and heads to a bar. They get drunk and head back to school for their class. In the class, they are noisy and disruptive.
- F. Two kids sneak a bottle of vodka into a school dance. When some of the students aren't looking, the kids pour some of the vodka in the other students' soda.

The Gray of Alcoholism

Alcoholism is a difficult term to define. Some people consider themselves alcoholics and yet drink only once a week. Other alcoholics hide their drinking from family and friends, while still others drink openly with family and friends. Below are some descriptions of people and their drinking habits. Put a check mark in the alcoholic column if you consider this person to be an alcoholic. In the third column explain why you put the check mark there, or if you did not put a check mark, why you did not. On the back of this sheet, provide your definition of an alcoholic.

| Scenario | Is this person an alcoholic or not? | Why or why not? |
|--|-------------------------------------|-----------------|
| Micol teaches high school and likes to party. Because of the demands of his job, he only drinks on weekends. Micol usually drinks until he passes out on both Friday and Saturday nights throughout the year. | | |
| Becca finds her job extremely stressful so she usually has a shot of vodka with her orange juice in the morning before she starts the day. She finds this helps her relax before work. She also believes that one shot is harmless, although she did recently try to stop her morning routine and found she could not. | | |
| Quang is incredibly shy but works as a sales rep in an outgoing company. In his position, he often takes clients out for lunch or dinner. Whenever Quang does, he always has five or six drinks to relax. Clients agree that he's a funnier person when he's drunk. | | |
| George has a glass of wine with dinner every night. His wife suggests that he try something different, but as a creature of habit, he refuses to give up his wine. His daily glass of wine is the only alcohol he ever drinks. | | |

What is your definition of the term *alcoholic*?

Thoughts About Drinking and Driving

Read the case below. First, respond as if you were the lawyer defending Anna, then as if you were the lawyer representing the parents of the victims.

On the last day of school in June, the teachers of Bright High School hosted a party for all the twelfth-grade graduates. Although the teachers did not supply alcohol to this group of underage drinkers, many of the students sneaked alcohol into the party. One such student was Anna Kofski, who had five drinks.

Anna's parents gave her the car that day so that she could drive some of her friends home from the party. Anna's parents had often told her never to drink and drive or to get into a car with a driver who had been drinking. They told her to call anytime she needed a ride in such a situation.

Before leaving the party, Anna thought about calling her parents but decided against it because both her parents were working at the time and she did not want to be a nuisance. So Anna, despite the refusal of one of her friends to get into the car, drove home with two passengers.

En route, she turned onto a street and drove on the wrong side of the road, causing the driver of a school bus to lose control of the bus while trying to avoid Anna's car. The bus flew down an embankment and the accident resulted in the death of all 25 passengers, who were young middle-school students, and the bus driver. Anna and her two passengers survived with no injuries.

1. On a separate piece of paper, explain how you would defend Anna if you were her lawyer. What arguments would you use to prevent her from being given a prison sentence or even the death penalty?
2. On another piece of paper, explain how you would argue the case if you were the lawyer for the families of the victims. What punishment do you think Anna deserves? What arguments would you use to try to have her convicted?

A Letter from a Child with FAS

Read the letter and answer the questions that follow on a separate piece of paper.

Dear pregnant mothers everywhere,

In a matter of months, you're going to be a new mom. You're probably getting ready for this upcoming day. I know that my mom painted the nursery walls blue and pink because she wasn't sure if I'd be a boy or a girl. She also went out with her friends regularly to celebrate the upcoming event and often had a few drinks, assuming that by drinking less than she had before she became pregnant, she wasn't causing me any harm.

She was wrong. I was born with FAS (fetal alcohol syndrome). When my mom drank, the alcohol quickly entered her bloodstream and then passed through the placenta to me in the womb. So when she had a drink, I had an equal amount of alcohol in my system. But because I was so much smaller than my mom, the alcohol had a much greater effect on me.

From the time I was a newborn, it was obvious I had FAS. I weighed less and was shorter than most other infants. Fortunately for me, I don't have the heart abnormalities or other physical defects that some FAS babies suffer from. However, like many children with FAS, I'm a behavioral problem at school and have such a short attention span that my teacher actually wrote this letter for me.

No one really knows how many children have FAS, although one study in Seattle estimates that one in every 900 pregnant moms delivers an FAS baby. Unfortunately, because there is no cure for FAS, this letter won't help me, but I hope it will help all the unborn babies of the future. If you're pregnant, please don't drink. It's amazing how little alcohol it takes to create someone like me. The good thing about this problem is that it can be prevented if you say no to that one glass of wine, bottle of beer, or evening cocktail.

Thanks for thinking of your baby.
Bobby White

1. What did you learn about FAS from this letter? What are some of the symptoms of FAS?
2. What is the cure for FAS?
3. Why did Bobby write this letter? Do you think he will succeed in his reason for writing this? Explain.

NAME _____

DATE _____

Express Yourself

Below are some controversial statements about drugs, alcohol, and smoking. Do you agree or disagree with each statement? Explain your opinions in the spaces provided and then share these opinions with your classmates.

1. Rock stars and other celebrities promote drug use.

2. All Olympic athletes should be tested for steroid use before and during the Olympics.

3. The legal drinking age should be lowered.

4. There should be a law against women smoking while pregnant.

5. Smoking cigarettes should be illegal.

Copyright © 2004 by John Wiley & Sons, Inc.

Word Removal

Follow the instructions and cross out the appropriate words in the chart at the bottom of the page. Some words may be eliminated by more than one instruction. When you are finished, you will have a message that reads from left to right.

The message reads: _____

1. Cross out all three-letter words.
2. Cross out all the words in Columns 2, 3, and 4 that begin with the letter *s*.
3. Cross out all the words that rhyme with the word *three*.
4. Cross out all the words in Columns 1 and 4 that begin with the letter *a*.
5. Cross out all the contractions (for example, *can't*).
6. Cross out any words in Columns 2, 3, and 4 that start with letters from the last half of the alphabet.
7. Cross out any words in Column 1 that start with letters from the first half of the alphabet.
8. Cross out any words that consist of eight or more letters.

Copyright © 2004 by John Wiley & Sons, Inc.

| 1 | 2 | 3 | 4 |
|---------|------------|------------|---------------|
| The | Park | Priority | Entertainment |
| Another | See | Should | Alcohol |
| Stay | Isn't | Won't | Fry |
| Blood | Ambulance | Bye | Relax |
| Let | Clean | Me | After |
| Don't | Tree | Influences | Legitimate |
| Just | Alcoholism | Avoid | Soap |
| A | Stoned | Tobacco | Be |
| All | Vitamin | Let's | Youth |
| Free | Wine | Problems | Drugs |

