



Introductory and Follow-up Lessons *4th & 5th Grade*

Dear Classroom Teacher,

Thank you for inviting the Peer Educators, from the Peers with IMPACT program, to present information about alcohol, tobacco and other drug prevention to your classroom. The Peers will arrive in groups of two to four and will conduct an interactive and fun lesson. We hope your students will enjoy the presentation and see the high school students as positive role models.

To prepare your students for the Peers' presentation, we have created a short introductory lesson for you to give to your class before the Peers arrive, and a short follow-up lesson to be given a few days after the presentation to reinforce the information that was conveyed. Both lessons are optional and are provided to you as a supplement to the Peers with IMPACT presentation. Feel free to adapt the lesson to fit within your time frame.

Youth today are exposed to drugs earlier and earlier in their lives. They often receive incorrect information about substances like alcohol, tobacco or other drugs (ATOD). The goal of the introductory lesson is to have your students:

- begin thinking about the topic of alcohol, tobacco and other drugs
- prepare them to have a great experience with the Peers
- learn the facts about ATOD using interactive games

DIRECTIONS

Please give the following Pre-test to your students a day or two before the Peers arrive. We have printed two tests on one sheet for you to copy and cut. **Please DON'T correct or give the answers to your class.** Collect the Pre-test and give them to the Peers at the end of their presentation, along with a completed Teacher Evaluation Form, which they will give to you when they arrive. The Peers will give the same test to the class at the end of their presentation as a Post-test.

Name _____

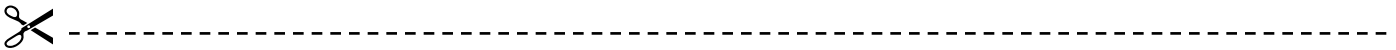
School _____ Age _____

Home Zip Code _____ Please check one: Boy Girl

PRE-test 4th – 5th Grade

Please circle the correct answer.

1. True False Alcohol is a drug.
2. True False If a young person starts smoking, it is easy for them to quit.
3. True False Marijuana is an illegal drug.
4. True False People can die instantly from inhaling the fumes of common household products.
5. True False Most high school students use alcohol, tobacco, or other drugs.



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Introductory Lesson

Objective

By the end of these prevention activities, the students will:

- understand the 3 rules and the behavior expected when listening to a guest speaker
- be assigned to a team and choose a team spokesperson for the ATOD game
- describe what a drug is
- understand the difference between a drug of abuse and a medicine
- know the definition of an inhalant
- understand what addiction is

Activity 1: The Peers with IMPACT Peers are coming!

1. Inform your class that several high school students will be coming to your class to give a presentation on alcohol, tobacco and other drug abuse prevention. Let them know they will be in your classroom for 45 to 60 minutes.
2. Have one student volunteer to read something in front of the classroom. Assign 1 or 2 students to be disruptive and impolite for 1 minute while the student is reading. You can do this several times with different volunteers. Ask, “How did it feel to be interrupted? How did it affect the rest of the class? What would a guest speaker think of the class if that happened to them while they were presenting?”

The Peers will have three rules that they will want you to follow during their presentation.
State or write on the board the 3 Rules:

1. If you have something to say, please raise your hand
2. Only one person talks at a time
3. If you have a story about someone, please don't use his or her name, instead say “Someone I know.”

Ask, “Why do you think they have the third rule?” Discuss the importance of confidentiality.

3. Ask the class to brainstorm “How can we make the Peers feel welcome?” (If there is a suggestion that could work, feel free to initiate it.)

Examples include: a welcome banner, an official greeter or group of greeters who welcome them verbally to start the program, or writing “Welcome Peers with IMPACT” on the board. Have the students create a nametag or place card for their desks with one question they want to ask the Peers about alcohol or other drugs.

Activity 2: Create teams for the ATOD game that the Peers will lead

1. Divide the group into 4 teams. Have them create a “team name” and make a place card large enough that the Peers will be able to read it from the front of the room. Have the team members choose who will be the spokesperson. Decide as a class, how the Peers will know who is the spokesperson (they can have a special badge, raise their hand, or simply stand up).

2. Have the team practice working as a team. Have them discuss, as a team, one question that the team wants to ask the Peer about what it is like to be in high school.

Activity 3: What is a drug?

Begin the activity by holding a class discussion. Give students the chance to present different views.

1. Ask students: “What is a drug?”

Possible answers include: illegal drugs, such as marijuana or cocaine, over-the-counter medications like aspirin (Tylenol) or cough medicine (Robitussin) and prescription medications (medicine prescribed by a doctor that you must get from a pharmacy.)

2. Ask students: “What is the definition of the word *drug*.”

Some might say it is something that is illegal that can harm a person’s health or is a chemical that a person takes to treat a disease or illness. Both are correct.

- Write the definition of the word DRUG on the board: *any substance, other than food, which is taken to change the way the body or the mind works or functions.*

3. Ask students: “What is the difference between a drug of abuse and a medicine?”

Drugs of abuse are illegal drugs often known as street drugs. Write the definition of the word MEDICINE on the board: *a drug used to prevent, treat or cure an illness or pain. Some medicines can be bought at a store that sells drugs and some drugs must be prescribed by a doctor.*

4. Write the words “Harmful and Helpful” in two columns. Ask them to give the name of a drug and say whether they think it is helpful or harmful. Write the name of each drug on the board under the column they choose. After the list is made, ask if anyone disagrees with where each drug is placed on the list, and explain why they think so.

Follow-up by saying, “Drugs don’t always come from doctors or drug stores. Most drugs are medicines and are used to treat diseases, but some drugs are not and can be misused or abused. Drugs can come from plants growing in fields, or they can be manufactured in labs. They can be legal or illegal. They can be harmful or helpful depending on the way they are used such as:

- taking too much of a drug
- taking a drug regularly for a long time
- combining a drug (knowingly or unknowingly) with certain other drugs
- taking a drug or substance for the wrong reason, or without following instructions

“For example, there is a category of drugs called INHALANTS. Inhalants are household products that are sniffed or huffed to get high. Those kinds of products have a printed label that warns the buyer about the danger of inhaling the product. Inhalants are not drugs, they are poisons. Inhaling is an example of incorrectly taking a chemical or toxic substance into your body and brain. That is called misuse or abuse.”

Activity 4: What is addiction?

Addiction is a dependence on a substance or a behavior that a person is powerless to stop. If the person stops using the substance, unpleasant physical and mental effects called “withdrawal” result, affecting the person’s body, mind and emotions. No one plans to become addicted. Addiction does not usually happen immediately. A person’s body first develops a tolerance for the substance. He or she must then start taking more and more of it to get the same effect.

Being dependent or addicted to a substance is not the only problem associated with substance use.

1. Ask students: “What are some of the other problems that could result from smoking?”
2. Ask students: “What are some of the other problems that could result from drinking alcohol?”

Follow-Up Lesson

Overview

The earlier youth begin using, the more likely they will develop problems with substances and other risky behaviors later in life. Prevention messages have to be reinforced often and with every age group to have a lasting and positive effect. Sometimes, school is the only arena where youth receive a no-use message. Just a few minutes of review can help to reinforce the message that the Peers conveyed.

Objective

By the end of these prevention activities, the students will:

- be reminded that alcohol is a drug
- know that the majority of high school students don't smoke, drink or use other drugs
- understand where to get help for substance abuse problems
- appreciate the time and effort the Peers took to be able to present to the class
- name one thing they can personally do to remain ATOD-free
- make a pledge to stay ATOD-free

Activity 1: What did you learn from the Peers presentation?

1. Begin the activity by holding a class discussion. Ask students, “What did you learn from the Peers with IMPACT presentation?”
2. Repeat the questions from the 4⁵th grade quiz given by the Peers at the end of the presentation. Ask students to raise their hands if they think the statement is true or false. Give them the correct answer and discuss any misconceptions.

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1. Alcohol is a drug. **(TRUE)**
 2. If a young person starts smoking, it is easy for them to quit. **(FALSE)**
 3. Marijuana is an illegal drug. **(TRUE)**
 4. People can die instantly from inhaling the fumes of common household products. **(TRUE)**
 5. Most high school students use alcohol, tobacco, or other drugs. **(FALSE)**
-

Remind them that the Peers have taken a pledge to be alcohol, tobacco and other drug-free. Correcting the myth that most high school students use ATOD is a primary reason that youth, rather than adults, deliver the presentations—so they can be perceived as good role models and support others to make healthy lifestyle choices.

3. Ask the class, “What was the three digit telephone number given to you by the Peers?”
2-1-1 is the answer.

If someone needs help with food, shelter or with problems relating to alcohol, tobacco or other drug abuse, they can call that number and they will be given ways to get help.

4. Ask the class: “Can you think of one or two people you could turn to if you needed help?”

Activity 2: Becoming Media Savvy

1. Where do you see advertisements?
This can include television ads, billboards, magazine ads, product placement in movies, television shows, etc.
2. How many advertisements do you think you see in 1 day?
The average teenager is exposed to an estimated 3,000 ads a day.
3. What is the goal of the company advertising the product?
Inform you – so you know more about their product
Entertain you - to make you laugh, create suspense and cause a reaction
Persuade you – influence behavior, change what you believe and how you think
4. What techniques do advertisers use to persuade you to use their product?
Ads show the great things that are supposed to happen to you when you use their product: make a person happier, more popular, cool, attractive, successful, etc.
Ads seek to grab a person’s attention.

Youth need to be able to see through the messages that advertisers are sending through their advertisements. The more aware a person becomes the easier it will be to resist the pressure to buy into the message the advertiser is sending. Companies spend a lot of money advertising their products to young people because young people are easily influenced. Even though you may not think ads affect you, they are branding their product so that when the time comes for you to pick a product you buy their product.

Activity 3: What is in a Cigarette?

Cigarette smoke contains over 4,000 chemicals, 69 of which are known to cause cancer. The main ingredient in cigarettes that causes a person to become addicted is nicotine. Nicotine is an extremely addictive drug. Smoking is the number one cause of death for adults in the U.S. 440,000 people every year die from tobacco related causes. In all 50 states in the USA, it is illegal for someone under the age of eighteen to buy cigarettes.

1. Ask students: “What chemicals are in a cigarette?”

Nicotine – a chemical used to kill insects

Carbon Monoxide – the gas produced from car exhaust

Tar – this is the same tar they use to pave the streets

Ammonia – used in household cleaning products

Many more including: arsenic (chemical used in rat poison), butane (key ingredient in lighter fluid), DDT (chemical used to kill insects), naphthalene (ingredient used in moth balls), etc.

2. Discuss what happens to a person’s body if they smoke cigarettes.

Mouth – bad breath

Teeth – turn yellow from the tar

Lungs – harder to breathe, cough

Heart – nicotine causes the heart to beat faster

Activity 4: Thank the Peers with IMPACT Peers for coming

1. Have the students individually write a thank you letter to the Peers including one fact or idea that they learned from the presentation.

Send the note or letter to the coordinator or give it to the person who set up the presentation for you so that they can pass it on to the Peers.

2. Have the class make a group banner and take a digital picture of your students with the banner, thanking the Peers for their effort. Send it via e-mail to the coordinator.

Let your class know that the Peers had to make a commitment to be ATOD-free, apply to be a Peer with IMPACT, attend a full day of training to understand the material, learn how to teach the lesson, practice with their group and give up class time to come and present to your class.

Activity 5: What can you do to stay alcohol and drug-free?

1. Have your class brainstorm ideas for staying ATOD-free. Make a poster or a list (like 20 fun things to do without using alcohol, tobacco or other drugs) and post it in the room as a reminder. If you want, you can adapt the Peers motto in the reminder poster: “Helping youth to see they can choose to be drug-free.”
2. Create a pledge (see example) or have the class create their own. Have the students sign and date it and say the pledge out loud. Make a large poster of the pledge, have everyone in your classroom sign it and place it outside your room e.g. “Room 102 promises to be alcohol, tobacco and drug-free!”

PERSONAL PLEDGE

I _____
pledge allegiance to myself
and who I want to be,
'cause I can make my dreams come true,
if I believe in me.
I pledge to stay in school
and learn the things I need to know,
to make the world a better place for kids like me to grow.
I pledge to keep my dream alive and be all that I can be.
I know I can, and that's because,
I pledge to stay...
Drug-Free!

This pledge courtesy of the Maricopa County Attorney's Office, Phoenix, AZ