



## Introductory and Follow-up Lessons *6<sup>th</sup> - 8<sup>th</sup> 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 6<sup>th</sup> – 8<sup>th</sup> Grade

*Please circle the correct answer.*

1. True      False      Youth who start drinking before the age of 15 are more likely to become dependent on alcohol.
2. True      False      Once a smoker quits smoking, his or her body can repair all of the damage that smoking caused.
3. True      False      Marijuana is a plant that is natural and chemical-free.
4. True      False      Taking a medication that is prescribed for someone else is just as dangerous as taking an illegal drug.
5. True      False      Most high school students use alcohol, tobacco, or other drugs.
6. True      False      Inhaling household products to get high can result in instant death.



-----  
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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!

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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 ATOD.

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

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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 the spokesperson is (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?

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1. Begin the activity by holding a class discussion. Ask students “What is a drug?” Give students the chance to present different views.

Students will respond with a variety of answers. Some will give examples of illegal drugs, such as marijuana or cocaine, while others might give the names of over-the-counter medications like aspirin (Tylenol) or cough medicine (Robitussin). Have the students think about a 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.*

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
- using a drug that has no lawful human use
- taking a drug or substance for the wrong reason, or without following instructions

## Activity 4: What is addiction?

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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 happen immediately, but over time. A person’s body can develop a tolerance for the drug, which means that they must take more and more of it to get the same effect they had when they first used it. This can lead to addiction.

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?”

## Activity 5: What are the effects of marijuana?

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1. Ask students: “Who can give a definition of what marijuana is?”

Answer: Marijuana is the leaves and flowering tops of the hemp plant, Cannabis Sativa. Marijuana has many slang names and is also known as weed, pot, herb, cannabis, the bag, etc. Marijuana is smoked in hand rolled cigarettes called joints or hollowed out cigars called blunts.

2. Ask students: “What is the active ingredient (chemical) in marijuana that causes the high but also makes it harder to learn and remember things?”

*Answer: THC*

3. Ask students: “What are the Short-term effects of marijuana?”

- Sleepiness
- Difficulty keeping track of time
- Problems with memory and learning
- Increased heart rate
- Bloodshot eyes
- Dry mouth and throat
- Paranoia and hallucinations
- Reduced ability to perform tasks requiring concentration and coordination, such as driving
- Trouble with thinking and problem solving

4. Ask students: “What are the long-term effects of marijuana?”

- Increased cancer risk
- Dependence and addiction
- Coughs, colds, bronchitis or pneumonia
- Weakened immune system – makes it more difficult to fight a cold or disease

## 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?

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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 6-8<sup>th</sup> grade quiz (see quiz questions and answers below) given by the Peers at the end of the presentation and ask students to raise their hands if they think the statement is true or false. Give them the correct answer and clarify any misconceptions.
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1. Youth who start drinking before the age of 15 are more likely to become dependent on alcohol. **(TRUE)**
  2. Once a smoker quits smoking, his or her body can repair all of the damage that smoking caused. **(FALSE)**
  3. Marijuana is a plant that is natural and chemical-free. **(FALSE)**
  4. Taking a medication that is prescribed for someone else is just as dangerous as taking an illegal drug. **(TRUE)**
  5. Most high school students use alcohol, tobacco, or other drugs. **(FALSE)**
  6. Inhaling household products to get high can result in instant death. **(TRUE)**
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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 are the types or categories of drugs?

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1. Say to the class: “There are 5 categories of drugs. I am going to give you the 5 categories and ask you to write the definition for each category. We are also going to include a separate category for the drugs that don’t fit into those 5 categories.”

Write the following categories on the blackboard:

Depressants	Narcotics
Stimulants	Inhalants
Hallucinogens	Other

2. Ask students to write the definitions for the 5 categories.

*Depressants* – drugs that slow down a person’s heart and breathing rate. Drugs that make a person sleepy or that can cause a person to pass out.

*Stimulants* – drugs that increase a person’s heart and breathing rate and give them energy.

*Hallucinogens* – drugs that alter a person’s sense of sight, smell, taste, etc. They may see things that aren’t there or may have an anxiety or panic attack.

*Narcotics* – drugs that are derived from the opium poppy and are used for pain relief.

*Inhalants* - household products that are sniffed or huffed to get high. They have a printed label that warns about the danger of inhaling the product. Inhaling is an example of incorrectly taking a chemical or toxic substance into your body and brain.

3. Ask students to list 2 or 3 drugs that belong in each category. Use the “Other” category for drugs that don’t belong in the other 5 categories.

*Depressants* – Alcohol, GHB & Rohypnol (date rape drugs). Anti-anxiety medications or medications used for sleep disorders such as: Valium, Librium, Xanax, Amytal, etc.

*Stimulants* – Cocaine, Crack, Methamphetamine (speed), Ritalin/Adderall, Caffeine & Nicotine

*Hallucinogens* – Marijuana, LSD, Psilocybin mushrooms, PCP (Angel Dust), Peyote & Ketamine

*Narcotics* – Heroin, Opium, Codeine, Prescription Pain Medications (Vicodin, Percocet, Oxy-Contin, etc.)

*Inhalants* – gasoline, glue, paint thinner, whipped cream cans, etc.

*Other* – Steroids, over-the-counter medicines like aspirin, cough syrup or cold medicine

## Activity 4: What % of Middle School Students Use Drugs?

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*Remind your class 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.*

1. Draw the following chart on the board. Leave all the columns blank, except for the four headings (in white type) and the five categories (listed in bold type).

2. In the “guesses” column, write in 3 or 4 guesses from your students. Fill in guesses for each category. After you have all the guesses written in each category, fill in the actual percentages and the actual number of 8<sup>th</sup> graders who don’t use (listed in italics).

CATEGORIES OF USE	STUDENT GUESSES	% of 8 <sup>th</sup> GRADERS WHO USE	ACTUAL # THAT DON'T USE
<b>Used alcohol in the last 30 days</b>		16%	<i>5 out of 6 don't use alcohol</i>
<b>Used tobacco in the last 30 days</b>		7%	<i>13 out of 14 don't use tobacco</i>
<b>Used inhalants in the last 30 days</b>		4%	<i>24 out of 25 don't use inhalants</i>
<b>Used marijuana in the last 30 days</b>		6%	<i>16 out of 17 don't use marijuana</i>
<b>Used any illicit drug within the last 30 days (not alcohol or tobacco)</b>		7%	<i>13 out of 14 don't use illicit drugs</i>

### Activity 5: Thank the Peers with IMPACT Peers for coming

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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, take 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 6: What can you do to stay alcohol and drug-free?

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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 use 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, \_\_\_\_\_

promise to never,  
not ever, not-on-your-life,  
no, no, never, never, uh-uh-uh,  
take into my body and brain  
any substance that could  
hurt, change, or otherwise destroy  
my **incredible** potential  
to be the greatest person  
on the planet!

I refuse to be pressured  
and I promise not to pressure others  
into doing anything  
that could harm their potential  
to be the second-greatest  
person on this planet.

\_\_\_\_\_  
(today's date)