

# SUBSTANCE USE & ABUSE PREVENTION



EDUCATION TOOLKIT



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Broward County Public Schools (BCPS) is committed to preparing students to be emotionally resilient and academically prepared for success in a global community. Providing prevention education on substance use and abuse promotes the academic success, health, and well-being of our students. This toolkit includes curriculum to help prevent the abuse of and addiction to alcohol, nicotine, and drugs as required in the State Board of Education state statute Rule 6A-1.094123 (Rulemaking Authority 1001.02(2)(n), 1003.42(2) F.S.

Annually every BCPS student in grades K-12 will receive a lesson from this toolkit related to substance use and abuse prevention and awareness. The lessons advance each year through developmentally appropriate instruction and skill building. For more resources and information related to substance use and abuse prevention, please go to [BrowardPrevention.org](http://BrowardPrevention.org) or contact the School Climate & Discipline Department at 754-321-1655.

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# ELEMENTARY SCHOOL LESSONS

# KINDERGARTEN



**TITLE:** [Keeping Your Brain Healthy \(Module 4\)](#)

**GRADE LEVEL:** K Grade (NIDA: K – 1<sup>st</sup> Grade)

**TIME:** 45 minutes

## MATERIALS

- Newsprint
- Markers
- Video: Grades K – 1, Module 4 [online video](#)
- [Class Chart](#)

## OBJECTIVES

Students will:

- Learn how they can keep building healthy habits
- Work on establishing healthy habits

## HEALTH STANDARDS

- HE.K.P.7.1: Identify healthy practices and behaviors to maintain or improve personal health.
- HE.K.C.1.4: Recognize ways to prevent childhood injuries in the home, school, and community settings.
- HE.K.C.1.1: Recognize healthy behaviors.

## DIRECTIONS

1. Begin the lesson by asking students what practices people should adopt to stay healthy. Suggest that students focus on activities they think have something to do with the brain. Look for the following ideas:
  - Eat 3 meals a day. Make sure you eat food from each of the food groups at every meal.
  - Exercise at least 30 minutes each day.
  - Get 9-10 hours of sleep each night.
  - Always wear a helmet when you ride your bike or scooter. When you go roller-blading, wear kneepads and wrist pads, along with a helmet.
  - Never smoke cigarettes.
2. Make sure the class list includes the items above. Other items students may mention that are important, but have less to do with the brain include the following:
  - Brush your teeth at least twice a day.
  - Take a shower or bath at least 3 days a week.
3. Show the students the Module 4 video. Have them watch while Corty explains the ways to keep your brain healthy.
4. Make a class chart of healthy habits like the sample shown at the back of this [Teacher's Guide Page 10](#). The sheet includes such items as eating three healthy meals a day, eating healthy foods, getting enough sleep each night, and getting some exercise each day.

example, did more students get enough sleep at the end of the week than at the beginning? Were more students eating healthy foods, to unhealthy foods?

5. At the end of the week, make graphs in the following categories: Diet, Sleep, Exercise, and Safety. On the vertical axis, list the number of students. On the horizontal axis, list Day 1, Day 2, through to Day 7. Make a graph in each category of the number of students who engaged in healthy activities. What conclusions can students draw from the results shown on the graph?
6. Congratulate the students. They have completed the fourth mission of the NIDA Brain Power! Program.

### Discussion Questions

1. What trends did students observe by the end of the week? Were students engaging in more healthy activities in every category? Almost every category? In what areas did students improve the most? In what areas do students still need to work to develop more healthy habits?
2. Discuss how engaging in healthy habits specifically helps the brain. For example, how does good nutrition help the brain? What about sleep and exercise?

### OPTIONAL EXPANSION LESSONS/ACTIVITIES

The activities listed below provide links to other areas in the curriculum.

1. Draw pictures of different foods in each category and try to think of interesting foods. For example, for the fruit group, draw mango and kiwi. For the bread, cereal, rice, and pasta group, consider putting in barley, couscous, and bagels.
2. Encourage each student to work with an adult at home to develop a health log for 1 week. The log should include specific information about what the student eats each day, what he or she does for exercise, and what time he or she goes to sleep at night and wakes up each morning. At the end of the week, have each student bring his/her health log in and share it with the class. How are the logs different? How are they similar? What can students learn from reading the logs?
3. Bring in food labels from several common foods, such as cereal, crackers, cookies, and juice. As a class, discuss what information they include. What can students learn about the ingredients in the food? What can they learn about the nutrients the food contains?
4. Bring in a world map and have each student point out where the food is from and why it is commonly eaten in that part of the world. If possible, have an international food festival, with students and their parents bringing in foods students researched and discussed.
5. Have each child learn about a particular dance or exercise he or she can share with the class. Each of the students can teach the rest of the class one move from the dance or exercise. They can do this at home for more exercise.

### WANT TO LEARN MORE?

#### TEACHERS

- National Institute on Drug Abuse (NIDA) <https://www.drugabuse.gov/> 301-443-1124  
This Web site contains information about drug abuse and a section designed specifically for parents, teachers, and students.
- NIDA DrugPubs Research Dissemination Center  
<https://drugpubs.drugabuse.gov/>, 877-NIDA-NIH (877-643-2644; TTY/TDD: 240- 645-0228)  
Order materials free of charge in English or Spanish.
- National Clearinghouse for Alcohol and Drug Information (NCADI)  
<https://store.samhsa.gov/substances>, 1-800-662-HELP (4357)  
NCADI is operated by the Substance Abuse and Mental Health Services Administration (SAMHSA). Many free publications are available here.

- ENC Learning Inc. <http://www.goenc.com/>  
This Web site provides useful information and products to improve mathematics and science teaching and learning.

## STUDENTS

- Maas, J. *Remmy and the Brain Train: Traveling Through the Land of Good Sleep*. Blue Ridge Summit, PA: Maas Presentations, LLC, 2001.  
This is a story for young children that explain the importance of getting a good night's sleep each night.
- McGinty, A. *Staying Healthy: Sleep and Rest (The Library of Healthy Living)*. New York, NY: Franklin Watts, Incorporated, 1999.  
This book, written for young children, is a comprehensive overview of the importance of sleep.
- McGinty, A. *Staying Healthy: Eating Right (The Library of Healthy Living)*. New York, NY: Franklin Watts, Incorporated, 1999.  
This book, written for young children, is a comprehensive overview of the importance of eating right.
- Albee, S. *Watch Out for Banana Peels and Other Sesame Street Safety Tips*. New York, NY: Random House Children's Books, 2000.  
In this fun book, Officer Grover and Safety Deputy Elmo share important safety tips.

## PARENTS/GUARDIANS

### Taking Care of Your Brain

In this lesson *Keeping Your Brain Healthy*, your child learned about basic health practices. He or she learned:

- Children should get 9 to 10 hours of sleep each night.
- Children should participate in at least 30 minutes of physical activity each day.
- Children should eat about 1,500 calories each day of foods from each of the food groups.

What your child may not have realized, however, is that following these basic rules is also a good way to keep the brain healthy. An important addition to this list is always wearing helmets while bike riding or roller-blading.

Try to reinforce these healthy habits at home. Discuss with your child why they are so important and encourage your child to take responsibility for his or her body and brain.

### Science at Home

With your child, go over his or her routine, including diet, exercise, and sleep. Discuss what you can do to make improvements, and then try to implement at least one of those suggestions. Some suggestions for healthy changes are:

- Having fruit for a snack instead of chips;
- Going outside and riding a bike or playing with friends, instead of sitting in front of the television; and
- Going to bed at a specific time each night.

After your child improves one habit, try to help him or her improve another one.

### What Does Your Child Think?

Suggest that your child draw a picture of two healthy things he or she does each day. The picture could show your child riding a bike with a helmet and eating a healthy snack.

**CREDIT:** NIDA: Junior Scientists Program (K-1)

# GRADE 1



**TITLE:** [Protecting Your Brain \(Module 5\)](#)

**GRADE LEVEL:** 1<sup>st</sup> Grade (NIDA: K – 1<sup>st</sup> Grade)

**TIME:** 45 minutes

## MATERIALS

- Video: Grades K – 1, Module 5 [online video](#)
- Newsprint and markers
- [Trading Cards](#)
- Large piece of paper

## OBJECTIVES

Students will:

- Learn about the difference between helpful medicines and harmful drugs
- Learn about the effects that both medicines and drugs have on the brain and the body
- Learn about the importance of taking helpful medicines carefully, under the right circumstances, and with adult supervision

## HEALTH STANDARDS

- HE.1.C.2.4: Recognize health consequences for not following rules
- HE.1.B.5.1: Describe situations when a health-related decision can be made individually or when assistance is needed.
- HE.1.B.5.3: Explain the consequences of not following rules/practices when making healthy and safe decisions.

## DIRECTIONS

1. Split the children into groups. Hand out one copy of each trading card to each group. Without discussing the cards first, ask students to group the cards as described below. You may want to write the different groupings on a large piece of paper and hang it in the room. Tell students to record their groupings by writing down the names of the medicines or drugs.
  - Have the students put the cards into two piles. One pile will be helpful medicines, and the other will be a harmful drug.
  - Have the students group substances by how they are taken. Have one group be “Substance Taken by the Child Alone,” and the other group be “Substance Given by an Adult.” If a card doesn’t fit into either category, put it aside.
  - Have the students group substances by amount taken. Have one group be “Must Take Only a Certain Amount of the Substance,” and the second group be “Never Take.” If a card doesn’t fit into either category, put it aside.
  - Have the students group substances by when they are taken. Have one group be “Only Take at Certain Times,” and the second group be “Never Take.” If a card doesn’t fit into either category, put it aside.

2. Give students about 10 minutes to group the cards in the categories requested, and then discuss the groupings. Did most students group the cards correctly? If so, can they explain how they made their decisions? If they were not able to group the cards correctly, discuss what problems they had.
3. Talk with students about the relationship between the substances grouped in each category. Do students notice any patterns emerging about which substances fit into each group? For example, point out to students that all the helpful medicines must be administered by an adult, given at the right time, and taken in the right dosage. Helping students understand this tells them that the healthy medicines are very powerful and must be taken carefully.
4. Ask students whether there are rules about alcohol and nicotine, and if they are put in place for children. Point out that these substances are very powerful. Alcohol can be very harmful if too much is consumed. Over time, alcohol can cause severe problems in the body and brain. Children should never drink alcohol because their brains are still growing. Tobacco is the primary way people receive nicotine. Tobacco is harmful to the brain and body, and nicotine's addictive effects are the reason people continue using tobacco. Tobacco is illegal for children because it is dangerous.
5. As a class, have students draw some final conclusions based on this activity. What is the most important thing they learned about helpful medicines? What is the most important thing they learned about harmful drugs? How will they apply this information to their own lives?
6. OPTIONAL: If you think your students are ready to discuss alcohol and illegal drugs, information you can use to start such a dialogue can be found on page 4 of the [Teacher Guide](#).
7. OPTIONAL: After learning about illegal drugs, what conclusions can students draw? They will discover that the illegal drugs—cocaine and marijuana—have negative effects on the body and the brain and should not be taken at all. Also, alcohol must be taken with great care; too much alcohol has a detrimental effect on just about every system in the body and is illegal for kids.

### Discussion Questions

1. If you did not discuss illegal drugs and alcohol, ask students if they are familiar with any other substances that could be considered healthy or harmful. Make a list of their ideas.
2. If you did discuss these substances, ask students if they have any additional questions about them. Give students an opportunity to express their ideas about what they have just learned.

### OPTIONAL EXPANSION LESSONS/ACTIVITIES

The activities listed below provide links to other areas in the curriculum.

1. Write a class story about what life would be like if we did not have the helpful medicines available. How would our health be affected? How would the unavailability of these medicines affect our overall quality of life?
2. Do a class research project about when tobacco and alcohol were introduced to North America. Where did these drugs come from? How were they grown in the New World? What effect did they have on life in America? With the teacher's help, students can use books from the library or the Internet to do the research.

### WANT TO LEARN MORE?

#### TEACHERS

- National Institute on Drug Abuse (NIDA) <https://www.drugabuse.gov/>, 301-443-1124  
This Web site contains information about drug abuse and a section designed specifically for parents, teachers, and students.
- NIDA DrugPubs Research Dissemination Center  
<https://drugpubs.drugabuse.gov/>, 877-NIDA-NIH (877-643-2644; TTY/TDD: 240- 645-0228)  
Order materials free of charge in English or Spanish.



- National Clearinghouse for Alcohol and Drug Information (NCADI) <https://store.samhsa.gov/substances>, 1-800-662-HELP (4357)  
NCADI is operated by the Substance Abuse and Mental Health Services Administration (SAMHSA). Many free publications are available here.
- ENC Learning Inc. <http://www.goenc.com/>  
This Web site provides useful information and products to improve mathematics and science teaching and learning.

## STUDENTS

- Neuroscience for Kids [faculty.washington.edu/chudler/nic.html](http://faculty.washington.edu/chudler/nic.html)  
Presents the history of tobacco and cigarette smoking, nicotine addiction, and the effect of nicotine on the brain.
- Friedman, D. *Focus on Drugs and the Brain*. Frederick, MD: Twenty-First Century Books, 1990.  
Part of the “Drug-Alert” series, this book gives a good overview of the brain, neurotransmission, the effects of drugs on the brain, and addiction.
- DeStefano, S. and Neuhaus, D. *Focus on Medicines*. Frederick, MD: Twenty-First Century Books, 1990.  
Part of the “Drug-Alert” series, this book gives a good overview of medicines and how various medicines work with the body and brain to help heal.
- McGinty, A. *Staying Healthy: Personal Safety (The Library of Healthy Living)*. New York, NY: Franklin Watts, Incorporated, 1999.  
Written for young children, this book is a comprehensive overview of the importance of personal safety.
- Cosgrove, S. *Crickle-Crack (Serendipity Books)*. New York, NY: Price Stern Sloan Publishing, 2001.  
Crickle-Crack is the story of Squeakers, a young squirrel who is curious about a certain tree in the forest, even though he knows it is very dangerous.

## PARENTS/GUARDIANS

### Keeping Your Brain Safe

During the lesson “*Protecting Your Brain*”, children are introduced to the concept of helpful medicines and what characteristics they have. Students learn that only a trusted adult should give medicines, and children can take only a small amount of the medicine. In some cases, physicians must prescribe the medicines. Finally, students learn medicines are taken for a specific purpose, such as when they have a headache or sore throat, but can be harmful if taken incorrectly.

Then, students discuss two other substances: alcohol and nicotine. They discover that these substances are not medicines, and there are laws about consuming them, especially for kids. They are very harmful. Students learn that alcohol and nicotine are examples of drugs and are illegal for children. [Although nicotine is not considered a medicine, it can be used to aid in smoking cessation.]

### Science at Home

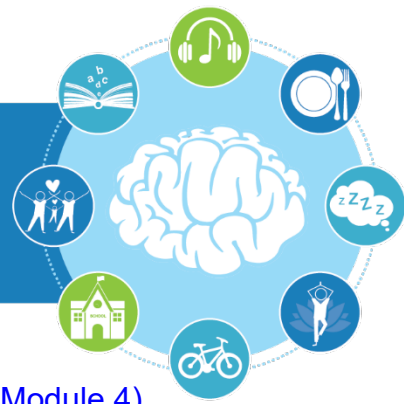
Ask your child what his or her impressions were of the lesson. Ask if there are any questions you can answer. Now is a good time to correct any misconceptions your child may have about the differences between helpful medicines and harmful drugs.

### What Does Your Child Think?

Ask your child to write or draw one question or concern he or she may have about medicines and drugs.

**CREDIT:** NIDA: Junior Scientists Program (K-1)

# GRADE 2



**TITLE:** [Medicines and Drugs: What's Helpful, What's Harmful \(Module 4\)](#)

**GRADE LEVEL:** 2<sup>nd</sup> Grade (NIDA: 2<sup>nd</sup> – 3<sup>rd</sup> Grade)

**TIME:** 45 minutes

## MATERIALS

- Drug fact sheets
- Video: Grades 2 – 3, Module 4 [online video](#)
- Trading cards
- [Riddle Sheet](#)
- [Log Sheet](#)
- Instruction Sheets
- Paper and pencils

## OBJECTIVES

- Students will learn about different drugs and how they affect the body.
- Students will classify drugs and their effect on the body into two groups: helpful medicines and harmful drugs.
- Students will think about whether any drugs can be both helpful and harmful.

## HEALTH STANDARDS

- HE.2.C.1.1: Identify the healthy behaviors that affect personal health.
- HE.2.C.1.3: Describe ways a safe, healthy home environment can promote personal health.
- HE.2.B.3.1: Understand the meaning of warning labels and signs on hazardous products.
- HE.2.B.5.2: Name healthy options to health-related issues or problems.
- HE.2.B.5.3: Compare the consequences of not following rules/practices when making healthy and safe decisions.

## DIRECTIONS

1. Conduct a class brainstorming session about drugs. Ask students what drugs they are familiar with and what they know about each drug. For example, do they know what the drug does? Do they know whether the drug is effective? Write down their responses on a sheet of paper.
2. Tell the students they will be learning about the following drugs: aspirin/Tylenol, fluoride, immunizations, antibiotics, alcohol, caffeine, nicotine, and illegal drugs. Explain that they will be solving riddles about these substances.
3. Decide how you want to conduct this activity.
  - OPTION 1 - Read the riddles to the class and have them solve the riddles as a group.
  - OPTION 2 - Divide the class into teams, read the riddles, and then give a point to whichever team comes up with the correct answer first.

OPTION 3 - Divide the students into groups of three and have each student perform one of the following jobs: reader, responder, or recorder. The reader will ask the questions identified on the fact sheet; the responder will answer them; and the recorder will write down the responses on the recording sheet. If you decide to do the activity this way, make sure each student has a chance to do each job.

4. The fact sheets for each substance are on page 40 of the [Teacher Resource Guide](#). If you are going to do the activity as a class, you don't have to make extra copies. Depending on your teaching approach, decide whether you are going to distribute them to the class.

### Discussion Questions

1. Use the riddles on the handout "Learn More About Drugs" to give the students more information about each of these substances. Use the teaching strategy that works best with your students.
2. Lead a discussion about the different drugs the students learned about and answers any questions they may have. As a class, make a Venn diagram. One circle should say "Drugs That Help the Body," and the other circle should say "Drugs That Hurt the Body."
3. Are there any drugs that are in both circles? Which ones are they? Are some more helpful than harmful? More harmful than helpful? Discuss how a drug can be both helpful and harmful.
4. Have each student or group make a list of the most important things to know about the effects of drugs on the body. Then have each student or group share the lists. Students may want to create a brochure or poster identifying the effects different drugs has on the body. Students can use the trading cards to reinforce what they learned.

### OPTIONAL EXPANSION LESSONS/ACTIVITIES

The activities listed below provide links to other areas in the curriculum. These activities also make use of the trading cards included in the module.

1. Make several extra sets of the trading cards (page 40 of the [Teacher Guide](#)). Divide the students into pairs and have them test each other until both students have fully grasped the information about each substance. Have students take turns being the "reader" and the "responder."
2. Have each student select a drug from the group he or she studied. Then have each student make a large drawing showing the setting in which drug would be used. For example, immunizations may be given at the doctor's office, a clinic, or the hospital.
3. Have the students write a class play about one of the drugs studied during the lesson. The play could be about how a drug was discovered, how it is used, and what impact it has had on our lives.

### WANT TO LEARN MORE?

#### TEACHERS

- National Institute on Drug Abuse (NIDA) <https://www.drugabuse.gov/>, 301-443-1124  
This Web site contains information about drug abuse and a section designed specifically for parents, teachers, and students.
- NIDA DrugPubs Research Dissemination Center <https://drugpubs.drugabuse.gov>, 877-NIDA-NIH (877-643-2644; Order materials free of charge in English or Spanish.
- National Clearinghouse for Alcohol and Drug Information (NCADI) <https://store.samhsa.gov/substances>, 1-800-662-HELP (4357) NCADI is operated by the Substance Abuse and Mental Health Services Administration (SAMHSA). Many free publications are available here.
- ENC Learning Inc. <http://www.goenc.com>. This Web site provides useful information and products to improve mathematics and science teaching and learning.

## STUDENTS

- Friedman, D. *Focus on Drugs and the Brain*. Frederick, MD: Twenty-First Century Books, 1990. Part of the "Drug-Alert Book" series, gives a good overview of the brain, neurotransmission, the effects of drugs on the brain, and addiction.
- Neuhaus, D. & DeStefano, S. *Focus on Medicines*. Frederick, MD: Twenty-First Century Books, 1990. Part of the "Drug-Alert Book" series. Gives a good overview of medicines and how various medicines work with the body and brain to help heal.
- Perry, R. & Nehaus, D. *Focus on Nicotine and Caffeine*. Frederick, MD: Twenty-First Century Books, 1990. Part of the "Drug-Alert Book" series. Gives a good overview of nicotine and caffeine and how each of these drugs affect the body and brain.
- Neuroscience for Kids [faculty.washington.edu/chudler/nic.html](http://faculty.washington.edu/chudler/nic.html)  
Presents the history of tobacco and cigarette smoking, nicotine addiction, and the effect of nicotine on the brain.

## PARENTS/GUARDIANS

### Medicines and Drugs: What's Helpful, What's Harmful

The goal of the lesson *Medicines and Drugs: What's Helpful, What's Harmful* is to introduce children to the topic of medicines and other drugs. Children are learning information about the effects of drugs on the body. Drugs can be divided into two categories: helpful medicines and harmful drugs. One group of drugs, with a beneficial effect on the body, includes medicines they have probably take such as aspirin/Tylenol, antibiotics, immunizations, and fluoride. The other category, which can have harmful effects on the body, includes alcohol, nicotine, and illegal drugs, such as marijuana and cocaine.

One of the points we emphasize in the lesson is all these substances are powerful. Even helpful drugs must be taken under the right conditions and given by trusted individuals—parents or health care professionals, for example. If too much medicine is consumed, this can be just as dangerous as taking an illegal substance. For example, the drug Adderall is an effective treatment for ADHD, but when it is taken in doses higher than prescribed or without a prescription, it can cause many harmful effects and even death. Drugs and medicines can be both helpful and harmful. Therefore, all substances must be handled with care.

We encourage you to ask your child about this learning experience. Try to find out how much he or she understands and what is still confusing. Work with your child to clarify points that he or she hasn't yet grasped. Help provide your child with more knowledge so when the time comes, he or she will make a solid, science-based decision not to take drugs.

### Science at Home

Discuss certain lifestyle choices made in your home. For example, if you have a glass of wine with dinner, explain that your choice is okay because you are an adult, are drinking in moderation, and are not doing anything dangerous, such as driving after drinking. Emphasize that adults can make these choices, while children are not yet old enough. Your child is getting a foundation to make thoughtful decisions in the future, by learning about how the brain works and the effects drugs has on the brain and body.

### What Does Your Child Think?

Have your child draw or write something about drugs.

**CREDIT:** NIDA: Junior Scientists Program Brain Power (2-3)

# GRADE 3



**TITLE:** [How Drugs Affect the Brain \(Module 6\)](#)

**GRADE LEVEL:** 3<sup>rd</sup> Grade (NIDA: 2<sup>nd</sup> – 3<sup>rd</sup> Grade)

**TIME:** 45 minutes

## MATERIALS

- Video: Grades 2 – 3, Module 6 [online video](#)
- [Fact Sheets](#)
- Student [instruction sheet](#)
- [Riddles](#)
- [Log Sheet](#)
- Trading cards
- Paper and pencils

## OBJECTIVES

- Students will review information about four drugs - cocaine, marijuana, alcohol, and nicotine.
- Students will explain how these drugs affect the brain and the rest of the nervous system.
- Students will present their findings to members of their class.

## HEALTH STANDARDS

- HE.3.C.1.5: Recognize body parts and organs work together to form human body systems.
- HE.3.B.3.1: Locate resources from home, school, and community that provide valid health information.
- HE.3.B.3.2: Describe criteria for selecting health information, resources, products, and services.

## DIRECTIONS

1. Briefly discuss the difference between helpful and harmful drugs, and what tobacco does to the body. Tell the students they are going to draw some conclusions about how different drugs harm the body and the brain. Ask students if they know what the first step is in scientific inquiry. Help the class remember the first step is to *observe* and *describe* these materials.
2. After the class shares its ideas, tell students to get into groups of three. Have each group develop conclusions based on what they know about drugs. Then have each student record his or her group's conclusions on the log sheet. For example, one possible conclusion may be: "It is important to take care of your brain by not putting unnecessary drugs into your body." Each group's conclusion should emphasize the importance of not taking any substance that could harm the way the brain and the nervous system work.

3. Now give students an opportunity to apply what they learned to two new substances. Give half the groups the fact sheets about cocaine and alcohol and the other half the fact sheets about marijuana and nicotine. Tell students that their mission is to determine how these drugs affect the brain and the body. Then students will have an opportunity to present their ideas to the class. They also can develop a skit, make a poster, write a comic strip, or develop their own unique presentation.

### Discussion Questions

1. Have each group give its presentation. After the presentations, discuss how cocaine, marijuana, alcohol, and nicotine affect the brain and the body.
2. Have each student summarize what he or she learned during this lesson. Ask each student to read his or her summary to the class.
3. Ask students to think of one thing they would tell their friends and family about drugs. Suggest they make a poster of their one thought and share it with their families.

### OPTIONAL EXPANSION LESSONS/ACTIVITIES

The activities listed below provide links to other areas in the curriculum. These activities also make use of the trading cards included in the module.

1. Have the students imagine that a good friend has just started smoking. Ask the students to decide what they would say to their friend to convince him or her to stop smoking. Then ask for volunteers to act out the scene.

### WANT TO LEARN MORE?

#### TEACHERS

- National Institute on Drug Abuse (NIDA) <https://www.drugabuse.gov/>, 301-443-1124  
This Web site contains information about drug abuse and a section designed specifically for parents, teachers, and students.
- NIDA DrugPubs Research Dissemination Center  
<https://drugpubs.drugabuse.gov/>, 877-NIDA-NIH (877-643-2644; TTY/TDD: 240- 645-0228)  
Order materials free of charge in English or Spanish.
- National Clearinghouse for Alcohol and Drug Information (NCADI)  
<https://store.samhsa.gov/substances>, 1-800-662-HELP (4357)  
NCADI is operated by the Substance Abuse and Mental Health Services Administration (SAMHSA). Many free publications are available here.
- ENC Learning Inc. <http://www.goenc.com/>  
This Web site provides useful information and products to improve mathematics and science teaching and learning.
- Sara's Quest [teens.drugabuse.gov/sarasquest/index.php](https://teens.drugabuse.gov/sarasquest/index.php)  
This site from NIDA contains a multiple choice game on a variety of drug related categories.
- Bellenir, K., ed. *Drug Abuse Sourcebook. Health Reference Series*, Vol. 14. Omnigraphics, Inc., 2010. Basic health-related information about the abuse of legal and illegal substances such as alcohol, tobacco, marijuana, and cocaine.
- Greenfield, S. A. *The Human Brain: A Guided Tour*. New York: Basic Books, 1998. Written for a lay audience, provides a holistic view of the brain as an integral part of the body; part of the Science Masters Series.

#### STUDENTS

- National Institute on Drug Abuse (NIDA)—Mind Over Matter  
[teens.drugabuse.gov/mom/index.php](https://teens.drugabuse.gov/mom/index.php) Series developed to educate children about the effects of drug abuse on the body and the brain.

- Friedman, D., & Neuhaus, D. *Focus on Drugs and the Brain*. Frederick, MD: Twenty-First Century Books, 1990. Part of the “Drug-Alert Book” series. Describes the function of the brain and nervous system and how drugs affect the body.
- Neuroscience for Kids [faculty.washington.edu/chudler/neurok.html](http://faculty.washington.edu/chudler/neurok.html)  
Explores the brain and spinal cord; lists the effects of drugs on the brain and nervous system.

## PARENTS/GUARDIANS

### How Drugs Affect the Brain

Your child has learned about how four substances—cocaine, marijuana, alcohol, and nicotine—affect the brain and the body.

To help students complete this task, they received fact sheets about two of the four substances. For your reference, this information is summarized below.

Drugs	Effects on the Brain and Body	Parts of the Brain affected
Cocaine	<ol style="list-style-type: none"> <li>1. Increase in blood pressure and heart rate</li> <li>2. Change in emotional behavior</li> <li>3. Impaired thinking and decision making</li> </ol>	<ol style="list-style-type: none"> <li>1. Brain stem</li> <li>2. Limbic system</li> <li>3. Cerebral cortex</li> </ol>
Marijuana	<ol style="list-style-type: none"> <li>1. Short-term memory loss</li> <li>2. Impaired thinking and problem solving</li> <li>3. Impaired movement</li> </ol>	<ol style="list-style-type: none"> <li>1. Limbic system</li> <li>2. Cerebral cortex</li> <li>3. Cerebellum</li> </ol>
Alcohol	<ol style="list-style-type: none"> <li>1. Impaired thinking and problem solving</li> <li>2. Change in emotional behavior</li> <li>3. Impaired coordination</li> </ol>	<ol style="list-style-type: none"> <li>1. Cerebral cortex</li> <li>2. Limbic system</li> <li>3. Cerebellum</li> </ol>
Nicotine	<ol style="list-style-type: none"> <li>1. Increase in respiratory rate and blood pressure</li> <li>2. Increases the amount of the neurotransmitter dopamine present in synapses</li> </ol>	<ol style="list-style-type: none"> <li>1. Brain Stem</li> <li>2. Limbic System</li> </ol>

Our goal in introducing this material is to provide scientific information about the effects of drugs on the body. By presenting the material to students when they are still young, we hope to lay a foundation upon which they can build ideas as they grow. We also hope that their early exposure to this information will help them make healthful choices about drugs in the future. We encourage you to discuss these issues with your child. Ask your child what he or she learned from the program. What overall impressions has he or she brought away from the Brain Power! program?

### Science at Home

At school, your child was asked to write down one message he or she would convey to family and friends after completing this lesson. Try this activity as a family. What is one message about the brain and drugs your family would like to convey to others? Then send the message on to a friend and ask him or her to spread the word. Friends and family members are influential people in children’s lives. We believe the more people repeat the message about the harmful effects drugs can have, the clearer the message will be for children.

### What Does Your Child Think?

Have your child draw or write something about how drugs affect the brain.

**CREDIT:** NIDA: Junior Scientists Program Brain Power (2-3)

# GRADE 4



**TITLE:** [Drugs in Society \(Module 1\)](#)

**GRADE LEVEL:** 4<sup>th</sup> Grade (NIDA: 4<sup>th</sup> – 5<sup>th</sup> Grade)

**TIME:** 45 minutes

## MATERIALS

- Paper and pencils
- Markers
- Video: Grades 4 – 5, Module 1 [online video](#)
- [Trading cards](#)
- Old newspapers and magazines
- Computer with Internet access

## OBJECTIVES

Students will:

- Students understand the difference between legal and illegal drugs.
- Students find examples of how drugs are presented in the media.
- Students create a scrapbook identifying how drugs are presented in print media, movies, and electronic media.
- Students draw conclusions about why drug use is a pervasive problem in our culture.

## HEALTH STANDARDS

- HE.4.C.1.6: Distinguish differences among various healthcare providers, products, and services.
- HE.4.C.2.5: Explain how media influences personal thoughts, feelings, and health behaviors.
- HE.4.C.2.6: Explain how technology influences personal thoughts, feelings, and health behaviors.
- HE.4.B.3.1: Describe characteristics of valid health information, products, and services.

## DIRECTIONS

1. Begin the lesson by discussing the difference between legal and illegal drugs. Ask the students if they can name some legal drugs. Write down their responses on a sheet of paper. Next, ask them to name some illegal drugs, and write down those responses as well. Examples of each are listed below:

a. **Legal Drugs**

- i. Caffeine (in coffee, tea, and many soft drinks)
- ii. Medication for headaches, colds, and other illnesses

b. **Legal for Adults**

- i. Alcohol
- ii. Nicotine (in cigarettes)



### c. **Illegal Drugs**

- i. Marijuana
- ii. Cocaine

2. After developing the lists, help the students understand the differences between legal and illegal drugs. Many legal drugs, such as medications, are helpful but must be taken carefully, in the right dosage, and under the right circumstances. Some legal drugs, such as cigarettes and alcohol, may be purchased only when individuals reach a certain age (e.g., an individual must be at least 21 to purchase alcohol in the United States). Illegal drugs are all harmful in some way, and illegal for everyone.
3. Have the students Video: Grades 4 – 5, Module 1 [online video](#). Stop the video at the break.
4. Now that the students have an idea of the kinds of drugs commonly used, give them an opportunity to find examples of them in the popular media. First, decide if you want the students to work in pairs or in small groups. Then organize the class accordingly.
5. Tell the students their mission is to create a scrapbook showing how drugs are presented in the media. The scrapbook should include examples from newspapers, magazines, the Internet, television, and movies. Be careful to select media that is appropriate for this age group. Some media may contain images that aren't appropriate for children this age.
6. Give the students class time to work on their scrapbooks. Pass out the magazines and newspapers and have them look for pictures to include in their scrapbooks. The students can also check on the Internet for examples. With their groups, they should brainstorm on how drugs are portrayed in the movies and on television.
7. After the students have completed their scrapbooks, watch the remainder of the video segment. At the conclusion of the video segment, have each group make a presentation to the class. During the presentations, ask the students questions, such as: Was it difficult to find pictures of drugs commonly used? Where did you find cigarette ads? Where did you find alcohol ads? Why do you think these kinds of media advertise these substances? Then conclude the activity by discussing the similarities and differences among the scrapbooks. What features do all the scrapbooks share? How are they different?

### **Discussion Questions**

1. Discuss with the class how drug use is portrayed in the media. For example, what do the people drinking or smoking look like? Are they well dressed and attractive? Are they engaged in an appealing activity, such as picnicking in the park, or laying on the beach? Ask the students if they think these images make drug use more attractive to young people. If so, do they think the media contributes to drug use in our society?
2. After the students have watched the video, discuss the question that Corty has posed: Why do they think that people take illegal drugs, even when they know they are bad for them?
3. Create a class diagram showing the similarities and differences between how drugs are portrayed in print versus other kinds of media. Does one kind of medium portray drugs more positively or negatively than another kind? What conclusions can the students draw by analyzing the diagram?

### **OPTIONAL EXPANSION LESSONS/ACTIVITIES**

The activities listed below provide a link to other areas in the curriculum.

1. Design a class mural showing how drugs are portrayed in society. Encourage the students to include as many different examples of drug use as they can.
2. Have each student write a summary of what they have learned about how drugs are portrayed in society. Ask for volunteers to read their essays to the class and ask the students to note what characteristics each student is focusing. What aspects of this issue have made an impression on the class?

3. Have the students write a short play showing how drugs are portrayed in society. Students can then perform the play for other classes in the school.

## WANT TO LEARN MORE?

### TEACHERS

- National Institute on Drug Abuse (NIDA) <https://www.drugabuse.gov/>, 301-443-1124  
This Web site contains information about drug abuse and a section designed specifically for parents, teachers, and students.
- NIDA DrugPubs Research Dissemination Center  
<https://drugpubs.drugabuse.gov/>, 877-NIDA-NIH (877-643-2644; TTY/TDD: 240- 645-0228)  
Order materials free of charge in English or Spanish.
- National Clearinghouse for Alcohol and Drug Information (NCADI)  
<https://store.samhsa.gov/substances>, 1-800-662-HELP (4357)  
NCADI is operated by the Substance Abuse and Mental Health Services Administration (SAMHSA). Many free publications are available here.
- ENC Learning Inc. <http://www.goenc.com/>  
This Web site provides useful information and products to improve mathematics and science teaching and learning.
- *Drugs and Society: Behavioral Medicines and Abusable Drugs*. [Leccese, A. P.] Saddle River, NJ: Prentice Hall College Division, 1991.  
Covering a range of drugs, this book addresses the societal views of medicines and abused drugs, and the motivation theories for their use and abuse.

### STUDENTS

- Office of National Drug Control Policy (ONDCP): <https://abovetheinfluence.com/>This Web site provides information directed at teens about drugs of abuse and how to resist pressure to use drugs.
- *Why Do People Take Drugs?* [Westcott, P.] Chicago, IL: Raintree Publishers, 2001.  
The students will find this book to be a good starting point when answering the question of why people take drugs. It covers the various cultural and individual perceptions people have about drug use and how laws governing it differ around the world.
- *Drugs and the Media*. [Lee, M. P.] New York, NY: The Rosen Publishers, 1994.  
In a straightforward, concise manner, this book presents a variety of propaganda techniques in the media, including advertising, entertainment, and news.
- National Institute on Drug Abuse (NIDA): NIDA for Teens  
[teens.drugabuse.gov](https://teens.drugabuse.gov)  
This site, developed specifically for teens, provides information on drugs.

### PARENTS/GUARDIANS

#### Drugs in Society

In this lesson *Drugs in Society* students are encouraged to think about what drugs are, and the impact they have on our society. For this lesson, we define a drug as any substance that changes the way the body and brain work; examples include medicines, alcohol, caffeine, nicotine, and illegal drugs like marijuana and cocaine. Students will learn the differences between legal and illegal drugs and find examples in the media that show how information about drugs is presented. Students may be surprised to discover that drugs are mentioned often in all types of media. After making this observation, students will have a better understanding of why drug use is such a serious problem to our society.

During this lesson, students will research in magazines, newspapers, on the Internet, and in movies to find out how drugs are portrayed in our society. Students will discover that drugs are often shown as being enticing and appealing. Both men and women shown using drugs are, in some cases, attractive, well dressed, and look successful. The fact that drugs are paired with such positive qualities sends a confusing message to kids. Once the students learn how drugs are presented in the media, they will have a better understanding of why drugs pose such a serious problem to our society.

### **Science at Home**

Ask your child to help you find examples in the media that show how drugs are portrayed. Watch TV or a movie with your child, look through magazines and newspaper articles, listen to music, or surf the Internet. Discuss how the drugs are portrayed, and how the people look who are using these drugs. Talk to your child about these drugs and the confusion that can happen when the media portrays them in a positive manner.

**CREDIT:** NIDA: Junior Scientists Program Brain Power (4-5)

# GRADE 5



**TITLE:** [Alcohol, Marijuana, and Inhalants \(Module 5\)](#)

**GRADE LEVEL:** 5<sup>th</sup> Grade (NIDA: 4<sup>th</sup> – 5<sup>th</sup> Grade)

**TIME:** 45 minutes

## MATERIALS

- Video: Grades 4 – 5, Module 5 [online video](#)
- Alcohol, Marijuana, and Inhalants [Fact Sheet](#)
- Web sites for brain images (listed below in Preparation section)
  - <http://www.addictionrecoverycenteroftemecula.com/browse-20741/Brain-Scan-Images.html>
  - <https://www.amenclinics.com/spect-gallery/addictions/>
  - <http://faculty.washington.edu/chudler/alco.html>
- Paper and pencils
- Poster board and markers

## OBJECTIVES

Students will:

- Students learn about alcohol, marijuana, and inhalants.
- Students find out how alcohol, marijuana, and inhalants affect the brain and the nervous system.
- Students examine how alcohol, marijuana, and inhalants affect the body.

## HEALTH STANDARDS

- HE.5.C.1.3: Explain ways a safe, healthy home and school environment promote personal health.
- HE.5.C.1.5: Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.
- HE.5.B.3.1: Discuss characteristics of valid health information, products, and services.

## DIRECTIONS

1. Begin the lesson by stating they are going to learn about the effects of alcohol, marijuana, and inhalants on the brain, the nervous system, and the body.
2. Pass out the Alcohol, Marijuana, and Inhalants [Fact Sheet](#). Give the students time to read it over. Then divide them into their working groups.
3. Have the students watch the first segment of the Video: Grades 4 – 5, Module 5. Stop the video at the break.

4. Tell the students their mission is to draw a picture of the human body and indicate how stimulants, alcohol, marijuana, and inhalants affect the brain, the nervous system, and the body. The challenge is to figure out how to show all the effects of these drugs on the multiple systems in the body. Before beginning this activity, spend some time brainstorming ways to show all the effects of these drugs on one poster. The students may want to develop a color-coded key to represent different drugs. They also may want to draw a close-up of the brain to highlight the parts of the brain and the neurotransmitters affected.
5. When the picture is completed, conduct a discussion on what the drawing shows.
6. Conclude the mission by watching the remainder of the Video: Grades 4 – 5, Module 5. Discuss the many ways drugs affect the body and the nervous system, resulting in major impairments.

### Discussion Questions

1. Show the students the *Brain Power!* Video: Grades 4 – 5, Module 5. It depicts the other science club working on this activity, but they are having trouble. Ask the students why that is the case. Then ask them to consider whether the kids in the video have all the information they need to complete the activity.
2. Ask the students what collaboration is. Discuss what role collaboration plays in science. Ask them if they think there is any value to collaborating with the other science club working on this module.
3. Ask the students what the differences were between the [SPECT brain image of a person with 12 years of marijuana use and the SPECT brain images of healthy people](#). Ask them if brain activity was increased or decreased in the brain of the person who had used marijuana.

### OPTIONAL EXPANSION LESSONS/ACTIVITIES

The activities listed below provide links to other areas in the curriculum.

1. Have the students make a series of posters illustrating why inhalants are dangerous. Suggest that they include as much information as possible. The students can hang up their posters in the halls at school if this is acceptable.

### WANT TO LEARN MORE?

#### TEACHERS

- National Institute on Drug Abuse (NIDA) <https://www.drugabuse.gov/>, 301-443-1124  
This Web site contains information about drug abuse and a section designed specifically for parents, teachers, and students.
- National Institute on Drug Abuse (NIDA): Mind Over Matter [teens.drugabuse.gov/MOM/TG\\_intro.php](https://teens.drugabuse.gov/MOM/TG_intro.php), 301-443-1124  
This Web site was developed to educate children about the biological effects of drug abuse on the body and brain.
- National Clearinghouse for Alcohol and Drug Information (NCADI) <https://store.samhsa.gov/substances>, 1-800-662-HELP (4357)  
NCADI is operated by the Substance Abuse and Mental Health Services Administration (SAMHSA). Many free publications are available here.
- *Drug Abuse Sourcebook. Health Reference Series*, [Shannon, JB, ed.] Detroit, MI: Omnigraphics, Inc., 2010.  
Basic health-related information about the abuse of legal and illegal substances, such as alcohol, marijuana, and inhalants.
- National Institute on Drug Abuse (NIDA): NIDA for Teens [teens.drugabuse.gov](https://teens.drugabuse.gov) This site is developed specifically for teens. It provides information on drugs.

## STUDENTS

- *Focus on Drugs and the Brain*. [Friedman, D. & Neuhaus, D.] Frederick, MD: Twenty-First Century Books, 1990.  
This book, part of the “Drug-Alert Book” series, describes the function of the brain and nervous system, and how drugs affect the body.
- *Inhalant Drug Dangers (Drug Dangers Series)*. [Monroe, J.] Berkley Heights, NJ: Enslow Publishers, Inc., 2002.  
This book explains the serious risks associated with abusing chemical substances, including sections on how these chemicals work on the human body and sections on societal pressures put on children that lead to abuse.
- *Bottled Up*. [Murray, J.] New York, NY: Dial Books for Young Readers, 2004  
This book is the story of a 16-year-old boy who has experienced problems with alcohol and marijuana. The book describes the issues he faces as a result of substance abuse.
- *The Encyclopedia of Drugs and Alcohol (Reference)*. [Roza, G.] New York, NY: Franklin Watts, Inc., 2001.  
Written for ages 9 through 12, this book covers more than 250 commonly used and abused, legal and illegal drugs, including prescription, over-the-counter, and illegal drugs.
- National Institution Drug Abuse (NIDA): Mind over Matter  
[teens.drugabuse.gov/MOM](https://teens.drugabuse.gov/MOM).  
This series is designed to encourage students in grades 5-9 to learn about the effects of drug abuse on the brain and body.
- National Institute on Drug Abuse (NIDA): NIDA for Teens  
[teens.drugabuse.gov](https://teens.drugabuse.gov)  
This site was developed specifically for teens. It provides information on drugs.

## PARENTS/GUARDIANS

### Alcohol, Marijuana, and Inhalants

In the lesson *Alcohol, Marijuana, and Inhalants*, your child learned about stimulants, which make up one group of drugs.

During the lesson, he or she will focus on three more drugs—alcohol, marijuana, and inhalants. Students find out how alcohol, marijuana, and inhalants affect the brain and the nervous system. Alcohol and marijuana affect the nervous system in different ways, but both can result in memory loss, impaired motor coordination, impaired thinking and problem solving, and changes in emotional behavior. Inhalants are chemical fumes that are sniffed and have a powerful effect on the brain. They can result in decreases in coordination and alter thinking, memory, and the ability to learn.

## Science at Home

Talk to your child about the different types of drugs and how they affect the brain and body. Revisit the issue regarding the reasons people would use drugs when they know how harmful they can be.

Drug	Source	How the Drug is Used	Negative Effects on the Body	How the Drug Works
Alcohol	Found in beer, wine, and liquor	Consumed by drinking	Impairs concentration, slows reflexes (impaired reaction time), reduces coordination, and causes drowsiness when used in excess	Impacts many neurotransmitters in the brain. Alcohol increases turnover of some neurotransmitters and alters the function of others. Long-term use can lead to a reduction in brain size and neurological problems.
Marijuana	From the dried leaves and flowers of the cannabis plant	Smoked, baked into brownies or cookies, or brewed like tea	Impairs memory, concentration, perception, and movement	Acts on receptors in the brain, causing increased blood pressure and heart rate, sleepiness, and disruption in attention.
Inhalants	Found in rubber cement, paint thinner, fingernail polish remover, and pressurized cans of hair spray and whipped cream	Fumes are either sniffed or inhaled	Decrease coordination and cause a kind of stupor; thinking, memory, and the ability to learn are affected. Can cause fatal heart failure within minutes of using. This is known as "sudden sniffing death."	Inhalants suppress nerve action, kill neurons, and change the structure of the brain. They can damage myelin, the insulation that covers neurons. They affect many areas of the brain, including the frontal cortex, cerebellum, hippocampus, and brain system.

**CREDIT:** NIDA: Junior Scientists Program Brain Power (4-5)



# MIDDLE SCHOOL LESSONS



# GRADE 6



**TITLE:** Session 2: Making Our Own Choices

**GRADE LEVEL:** 6<sup>th</sup> Grade (CATCH: 5<sup>th</sup> – 6<sup>th</sup> Grade)

**TIME:** 45 minutes

## **MATERIALS**

All materials can be found <https://www.catch.org>. Follow the [Quick Start Instructions](#) for CATCH My Breath enrollment.

1. Prepare enough blank index cards for each student to receive one card. If you do not have index cards, you can cut a blank sheet of paper into four squares to make cards.
2. Pull up the video [The Fall Out](#) (0:30 min).
3. Make enough copies of [Session 2, Activity 3: Adult Interview \(Spanish Version\)](#) for each student to receive one.
4. Get a ball or make one out of paper or tape.

## **OBJECTIVES**

Students will:

- Identify the percentage of E-cigarette users in high school and middle school and describe nonsmokers as the majority.
- Describe the harmful consequences of e-cigarette use.
- Identify reasons why teens may begin using e-cigarettes.
- Identify positive alternatives to using e-cigarettes.
- Develop, practice, and demonstrate refusal skills and smart exit strategies.

## **HEALTH STANDARDS**

- HE.6.C.1.3: Identify environmental factors that affect personal health.
- HE.6.C.1.8: Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
- HE.6.C.2.1: Examine how family influences the health of adolescents.
- HE.6.C.2.2: Examine how peers influence the health of adolescents.
- HE.6.C.2.5: Examine how media influences the health of adolescents.
- HE.6.B.4.2: Practice refusal skills and negotiation skills to reduce health risks.
- HE.6.B.5.2: Choose healthy alternatives over unhealthy alternatives when making a decision.

## **DIRECTIONS**

Follow the [Quick Start Instructions](#) for CATCH My Breath enrollment.

1. Introduction (5 minutes)
2. Direct Instruction (15 minutes)
3. Work Time (20 minutes)
4. Closing (5 minutes)

## **OPTIONAL EXPANSION LESSONS/ACTIVITIES**

For additional lessons/activities visit School Climate & Discipline [Substance Abuse Prevention Curriculum](#).

## **WANT TO LEARN MORE?**

### **TEACHERS**

For additional supports and resources visit [School Climate & Discipline](#).

### **PARENTS/GUARDIANS**

For additional supports and resources visit [School Climate & Discipline](#).

**CREDIT:** CATCH My Breath E-Cigarette & JUUL Prevention

# GRADE 7



**TITLE:** Session 1: Consequences of E-cigarette Use

**GRADE LEVEL:** 7<sup>th</sup> Grade (CATCH: 7<sup>th</sup> – 8<sup>th</sup> Grade)

**TIME:** 45 minutes

## **MATERIALS**

All materials can be found <https://www.catch.org>. Follow the [Quick Start Instructions](#) for CATCH My Breath enrollment.

1. Pull up the video prior to the lesson: [The DeNoble Files: e-Cigarettes](#)
2. Print [Session 1, Activity 1: E-cigarette Ingredient Investigation](#) (one for each group).
3. Prepare enough blank index cards for each student to receive one card. If you do not have index cards, you can cut a blank sheet of paper into four squares to make cards.

## **OBJECTIVES**

Students will:

- Identify hazards of e-cigarette ingredients.
- Describe the health hazards associated with e-cigarette use.
- Describe nicotine as highly addictive.

## **HEALTH STANDARDS**

- HE.7.C.1.8: Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
- HE.7.B.3.1: Analyze the validity of health information, products and services.
- HE.7.B.3.3: Compare a variety of technologies to gather health information.
- HE.7.B.5.5: Predict the short and long-term consequences of engaging in health-risk behaviors.

## **DIRECTIONS**

Follow the [Quick Start Instructions](#) for CATCH My Breath enrollment.

1. Introduction (5 minutes)
2. Direct Instruction (15 minutes)
3. Work Time (20 minutes)
4. Closing (5 minutes)

## **OPTIONAL EXPANSION LESSONS/ACTIVITIES**

For additional lessons/activities visit School Climate & Discipline [Substance Abuse Prevention Curriculum](#).

## **WANT TO LEARN MORE?**

**TEACHERS:** For additional supports and resources visit [School Climate & Discipline](#)

**PARENTS/GUARDIANS:** For additional supports and resources visit [School Climate & Discipline](#)

**CREDIT:** CATCH My Breath E-Cigarette & JUUL Prevention

# GRADE 8



**TITLE:** Session 2: Making Our Own Choices

**CREDIT:** CATCH My Breath E-Cigarette & JUUL Prevention

**GRADE LEVEL:** 8<sup>th</sup> Grade (CATCH: 7<sup>th</sup> – 8<sup>th</sup> Grade)

**TIME:** 45 minutes

## **MATERIALS**

All materials can be found <https://www.catch.org>. Follow the [Quick Start Instructions](#) for CATCH My Breath enrollment.

1. Prepare enough blank index cards for each student to receive two cards. If you do not have index cards, you can cut a blank sheet of paper into four squares to make cards.
2. Make enough copies of [Session 2, Activity 3: Adult Interview \(Spanish Version\)](#) for each student to receive one.
3. Pull up [Video: Nicotine = Brain Poison](#) (1:00 min).
4. Pull up [Video: Good Luck Getting That Out](#) (0:15 min).

## **OBJECTIVES**

Students will:

- Identify the percentage of e-cigarette users in high school and middle school. Describe nonsmokers as the majority.
- Describe nicotine as highly addictive.
- Identify consequences of e-cigarette use.
- Identify reasons why teens begin using e-cigarettes and positive alternatives.

## **HEALTH STANDARDS**

- HE.8.B.3.2: Analyze the accessibility, validity and reliability of products and services that enhance home, school and community health.
- HE.8.B.3.3: Recommend a variety of technologies to gather health information.
- HE.8.B.5.3: Compile the potential outcomes of each option when making a health-related decision.
- HE.8.C.1.8: Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
- HE.8.C.2.2: Assess how the health beliefs of peers may influence adolescent health.
- HE.8.C.2.3: Analyze how the school and community may influence adolescent health.
- HE.8.C.2.5: Research marketing strategies behind health-related media messages.
- HE.8.C.2.6: Analyze the influence of technology on personal and family health.

## **DIRECTIONS**

Follow the [Quick Start Instructions](#) for CATCH My Breath enrollment.

1. Introduction (5 minutes)
2. Direct Instruction (15 minutes)
3. Work Time (20 minutes)
4. Closing (5 minutes)

## **OPTIONAL EXPANSION LESSONS/ACTIVITIES**

For additional lessons/activities visit School Climate & Discipline [Substance Abuse Prevention Curriculum](#).

## **WANT TO LEARN MORE?**

### **TEACHERS**

For additional supports and resources visit [School Climate & Discipline](#)

### **PARENTS/GUARDIANS**

For additional supports and resources visit [School Climate & Discipline](#)

**CREDIT:** CATCH My Breath E-Cigarette & JUUL Prevention



# HIGH SCHOOL LESSONS

# GRADE 9



**TITLE:** AlcoholEDU for High School

**GRADE LEVEL:** 9<sup>th</sup> Grade

**TIME:** 60 minutes

## **MATERIALS**

Teachers must assign students to the AlcoholEDU course in EverFi. Follow the [Quick Start Instructions](#) to log into EverFi and add your class to the AlcoholEDU course.

1. Computers for each student

## **OBJECTIVES**

Students will:

- Define a standard drink of beer, wine, and liquor
- Assess personal values and goals
- Challenge misconceptions about alcohol use
- Understand goals in the course
- Explain where common myths about alcohol come from
- Recognize the influence of advertising on people's drinking-related attitude and behaviors
- Identify reasons to abstain from drinking
- Describe the dangers of drinking from communal sources
- Assess personal background risks for drinking-related problems
- Explain the basic facts concerning BAC, factors that influence it, and the biphasic effect
- Recognize how parts of the brain and body are affected by alcohol use
- List effective strategies to help someone who may have alcohol poisoning

## **HEALTH STANDARDS**

- HE.912.C.1.1: Predict how healthy behaviors can affect health status.
- HE.912.C.1.7: Analyze how heredity and family history can impact personal health.
- HE.912.C.1.8: Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
- HE.912.C.2.5: Evaluate the effect of media on personal and family health.
- HE.912.B.3.3: Justify the validity of a variety of technologies to gather health information.
- HE.912.B.4.1: Explain skills needed to communicate effectively with family, peers, and others to enhance health.
- HE.912.B.5.1: Determine the value of applying a thoughtful decision-making process in health-related situations.
- HE.912.B.5.5: Examine barriers that can hinder healthy decision making.
- HE.912.B.6.2: Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
- HE.912.P.7.2: Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.

## **DIRECTIONS**

Follow the [Quick Start Instructions](#) to log into EverFi and add your class to the AlcoholEDU course.

1. Introduction
  - Introduction
  - Pre-Quiz
  - Standard Drink
  - My Values
  - My Goals
  - Challenging the Myths
  - Myth vs. Fact
  - Post-Quiz
2. Know Your Influences
  - Myth Origins
  - Pre-Quiz
  - Advertisements
  - Advertisement Messages
  - My Reasons
  - Myth vs Fact
  - Post-Quiz
3. Brain Body
  - Introduction
  - Pre-Quiz
  - Communal Sources
  - Background Risks
  - My Reasons
  - BAC Basics
  - BAC Influences
  - Biphasic Effect
  - BAC Calculator
  - Risky Behaviors
  - Your Brain and Your Body
  - Alcohol Poisoning
  - Myth vs. Facts
  - Post-Quiz

## **OPTIONAL EXPANSION LESSONS/ACTIVITIES**

For additional lessons/activities visit School Climate & Discipline [Substance Abuse Prevention Curriculum](#).

## **WANT TO LEARN MORE?**

### **TEACHERS**

For additional supports and resources visit [School Climate & Discipline](#)

### **PARENTS/GUARDIANS**

For additional supports and resources visit [School Climate & Discipline](#)

**CREDIT: EVERFI**



# GRADE 10



**TITLE:** AlcoholEDU for High School

**GRADE LEVEL:** 10<sup>th</sup> Grade

**TIME:** 60 minutes

## **MATERIALS**

Follow the [Quick Start Instructions](#) to log into EverFi and add your class to the AlcoholEDU course.

1. Computers for each student

## **OBJECTIVES**

Students will:

- Analyze internal and external factors that may impact decisions
- Identify positive examples of refusing a drink and resisting peer pressure
- List strategies for staying safe if choosing to drink
- Identify options for handling a situation involving someone who might drive under the influence
- Understand the laws surrounding underage drinking
- Explain positive techniques for approaching difficult alcohol-related conversations
- Reassess their personal values and goals
- Create an action plan for future alcohol-related behaviors

## **HEALTH STANDARDS**

- HE.912.C.1.8: Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
- HE.912.C.2.2: Compare how peers influence healthy and unhealthy behaviors.
- HE.912.B.4.1: Explain skills needed to communicate effectively with family, peers, and others to enhance health.
- HE.912.B.4.4: Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
- HE.912.B.5.1: Determine the value of applying a thoughtful decision-making process in health-related situations.
- HE.912.B.5.2: Generate alternatives to health-related issues or problems.
- HE.912.B.5.5: Examine barriers that can hinder healthy decision making.
- HE.912.B.6.2: Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
- HE.912.P.7.2: Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.

## **DIRECTIONS**

Follow the [Quick Start Instructions](#) to log into EverFi and add your class to the AlcoholEDU course.

### 1. Smart Decisions

- Introduction
- Pre-Quiz
- Your Factors
- Peer Pressure
- Factors that Influence Decisions
- Refusal Skills
- Peer Pressure Scenario
- Protective Strategies
- Drunk/Buzzed Driving
- Myth vs. Fact
- Post-Quiz

### 2. Conclusion

- Introduction
- Pre-Quiz
- Underage Laws
- Relationships
- Resources
- My Values
- My Goals
- Action Plan
- Post-Quiz

## **OPTIONAL EXPANSION LESSONS/ACTIVITIES**

For additional lessons/activities visit School Climate & Discipline [Substance Abuse Prevention Curriculum](#).

## **WANT TO LEARN MORE?**

### **TEACHERS**

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### **PARENTS/GUARDIANS**

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**CREDIT: EVERFI**

# GRADE 11



**TITLE:** Session 1: Designed for Addiction

**GRADE LEVEL:** 11<sup>th</sup> Grade (CATCH: 9<sup>th</sup> – 12<sup>th</sup> Grade)

**TIME:** 45 minutes

## **MATERIALS**

All materials can be found <https://www.catch.org>. Follow the [Quick Start Instructions](#) for CATCH My Breath enrollment.

1. Prepare enough blank index cards for each student to receive one card. If you do not have index cards, you can cut a blank sheet of paper into four squares to make cards.
2. Print out enough copies of [Activity 1: Peer and Adult Interview \(Spanish Version\)](#) for each student to receive one.
3. If you have a learning platform or are able to email your students an assignment, you can ask students to print it at home or complete the activity on a computer.

## **OBJECTIVES**

Students will:

- Understand the highly addictive nature of nicotine.
- Describe the health hazards associated with e-cigarette use.
- Identify the health and social consequences of e-cigarette use.

## **HEALTH STANDARDS**

- HE.912.C.1.4: Propose strategies to reduce or prevent injuries and health problems.
- HE.912.C.1.8: Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
- HE.912.C.2.2: Compare how peers influence healthy and unhealthy behaviors.
- HE.912.B.3.1: Verify the validity of health information, products, and services.
- HE.912.B.3.3: Justify the validity of technologies to gather health information.
- HE.912.B.5.5: Examine barriers that can hinder healthy decision-making.
- HE.912.P.7.1: Analyze the role of individual responsibility in enhancing health.

## **DIRECTIONS**

Follow the [Quick Start Instructions](#) for CATCH My Breath enrollment.

1. Introduction (5 minutes)
2. Direct Instruction (15 minutes)
3. Work Time (20 minutes)
4. Closing (5 minutes)

## **OPTIONAL EXPANSION LESSONS/ACTIVITIES**

For additional lessons/activities visit SC&D [Substance Abuse Prevention Curriculum](#).

## **WANT TO LEARN MORE?**

**TEACHERS:** For additional supports and resources visit [School Climate & Discipline](#)

**PARENTS/GUARDIANS:** For additional supports and resources visit [School Climate & Discipline](#)

**CREDIT:** CATCH My Breath E-Cigarette & JUUL Prevention

# GRADE 12



**TITLE:** Session 2: What Could Go Wrong?

**GRADE LEVEL:** 12<sup>th</sup> Grade (CATCH: 9<sup>th</sup> – 12<sup>th</sup> Grade)

**TIME:** 45 minutes

## **MATERIALS**

All materials can be found <https://www.catch.org>. Follow the [Quick Start Instructions](#) for CATCH My Breath enrollment.

1. Prepare enough blank index cards for each student to receive two cards. If you do not have index cards, you can cut a blank sheet of paper into four squares to make cards.

## **OBJECTIVES**

Students will:

- **Identify** existing knowledge or perceptions of e-cigarettes.
- **Dispel** misconceptions about e-cigarettes.
- **Synthesize** information about the health and social consequences of using tobacco products such as e-cigarettes.
- **Discover** ways to quit using tobacco products (including e-cigarettes) and support peers who want to quit by offering encouragement and referring cessation resources to them.

## **HEALTH STANDARDS**

- HE.912.C.2.2: Compare how peers influence healthy and unhealthy behaviors.
- HE.912.C.2.5: Evaluate the effect of media on personal and family health. and behaviors.
- HE.912.B.3.1: Verify the validity of health information, products, and services.
- HE.912.B.3.3: Justify the validity of a variety of technologies to gather health information.
- HE.912.B.4.1: Explain skills needed to communicate effectively with family, peers, and others to enhance health.
- HE.912.B.4.4: Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
- HE.912.B.5.5: Examine barriers that can hinder healthy decision making.
- HE.912.P.8.1: Demonstrate how to influence and support others in making positive health choices.

## **DIRECTIONS**

Follow the [Quick Start Instructions](#) for CATCH My Breath enrollment.

1. Introduction (5 minutes)
2. Direct Instruction (15 minutes)
3. Work Time (20 minutes)
4. Closing (5 minutes)

## **OPTIONAL EXPANSION LESSONS/ACTIVITIES**

For additional lessons/activities visit School Climate & Discipline [Substance Abuse Prevention Curriculum](#).

## **WANT TO LEARN MORE?**

### **TEACHERS**

For additional supports and resources visit [School Climate & Discipline](#)

### **PARENTS/GUARDIANS**

For additional supports and resources visit [School Climate & Discipline](#)

**CREDIT:** CATCH My Breath E-Cigarette & JUUL Prevention

# ADDITIONAL RESOURCES & LINKS

- [Above the Influence \(ATI\)](#) (grades 1-12): Everyone's life has pressure, some of it good, some of it bad. ATI helps students stand up to negative pressures or influences such as drugs and alcohol, bullying, discrimination, and destructive behavior or attitudes. Use the ATI Toolkit's lessons as a stand-alone, or in preparation for the annual ATI March.
- Catch My Breath Curriculum (grades 6-12): A best-practices youth E-cigarette and JUUL prevention program developed providing up-to-date information to teachers, parents, and health professionals to equip students with the knowledge and skills they need to make informed decisions about the use of E-cigarettes, including JUUL devices. All materials can be found <https://www.catch.org>. Follow the [Quick Start Instructions](#) for CATCH My Breath enrollment.
- [Drug Free World](#) (grades 6-12): The Foundation for a Drug-Free World "The Truth about Drugs" kit is free with numerous videos, pamphlets, and curriculum surrounding the topic of substance abuse prevention.
- ENC Learning Inc. <http://www.goenc.com>: This Web site provides useful information and products to improve mathematics and science teaching and learning.
- [EVERFI](#) (grades K-12): Engaging digital resources equips students with critical skills for success beyond the classroom. The digital education platform has lessons, videos, surveys, assessments, and interactive exercises that teach financial capability, character, substance abuse prevention, STEM, health and wellness, social-emotional learning, relationships skills, cultural & civic literacy, and career preparedness.
- [Health Teacher](#) (grades K-12): Curriculum addresses knowledge, attitude, and skill development. Provides opportunities to practice behaviors promoting lifelong health and violence prevention. Login using group code 'browardfl'.
- [Substance Abuse and Mental Health Services Administration \(SAMHSA\) Clearinghouse](#): Many free publications are available here.
- [National Institute on Drug Abuse](#) (NIDA): This Web site contains information about drug abuse and a section designed specifically for parents, teachers, and students.
- Neuroscience for Kids [faculty.washington.edu/chudler/neurok.html](http://faculty.washington.edu/chudler/neurok.html)  
Explores the brain and spinal cord; lists the effects of drugs on the brain and nervous system.
- Sara's Quest [teens.drugabuse.gov/sarasquest/index.php](http://teens.drugabuse.gov/sarasquest/index.php)  
This site from NIDA contains a multiple choice game on a variety of drug related categories.
- [School Climate & Discipline Department](#) (SC&D) has many substance abuse prevention resources. To access them, Broward County Public School (BCPS) staff go to the [SC&D SharePoint](#) and community members go to [BrowardPrevention.org](http://BrowardPrevention.org).



