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</table>
The Truth About Teens & Drugs

Directions: Think about what you learned about teens and drugs today, and answer the questions. Be specific and give details in your answers.

Part 1

Based on the data from the national survey, did most of your class guess high, guess low or accurately estimate the percent of eighth graders who are currently using each of these drugs? (Check one for each drug.)

Tobacco □ high □ low □ accurate
Alcohol □ high □ low □ accurate
Marijuana □ high □ low □ accurate

Many students think more young people use drugs than actually do. Why do you think this might be?

What are perceived norms?

How can perceived norms influence a person's choices to use or not use drugs?

Part 2

You have your own blog. You want people to know the truth about teens and drugs. Write a paragraph to post on your blog that explains that most teens do not use tobacco, alcohol or other drugs. Use the national survey data you learned about in class to support your post.

Self-Check

☐ I reported whether the class estimates were high, low or accurate and explained why this might be.
☐ I defined perceived norms.
☐ I explained how perceived norms can influence a person's choices about drug use.
☐ I explained that most teens do not use drugs, using the national survey data for support.
Alcohol: What Do You Know?

Directions: Read each statement. Put a T next to the statement if you think it is true. Put an F next to the statement if you think it is false. On the lines below each statement, explain your answer.

T or F?

____  1 Alcohol can change how the brain works.

____  2 Drinking alcohol isn't connected to doing other dangerous or risky behaviors.

____  3 Alcohol is a stimulant or “upper.”

____  4 Alcohol can kill you.

____  5 Drinking alcohol can make you gain weight.

(continued)
6. People who begin to drink alcohol before age 15 are more likely to get addicted than those who begin at the legal age of 21 or later.

7. Most teens don’t drink alcohol.

8. Teens who drink a lot have the same long-term health risks as adults who drink a lot.

9. School grades aren’t related to drinking.

10. Experimenting with alcohol can be dangerous.

11. Activities teens like to do can be negatively affected by drinking alcohol.
How Alcohol Could Negatively Affect My Life

**Directions:** Think about what you learned about alcohol today. In Part 1 write 3 negative consequences of alcohol use for teens. Next to each consequence you list, write how that consequence could negatively affect your own life, including your goals and the things you like to do. Then answer the question in Part 2. Be specific in all your answers.

**Part 1**

<table>
<thead>
<tr>
<th>Negative Consequences</th>
<th>How It Would Affect My Life</th>
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<tbody>
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</tbody>
</table>

**Part 2**

How can alcohol increase the dangerous risks a person takes? Give at least 2 specific examples of risks someone who's under the influence of alcohol might take.

---

**Self-Check**
- [ ] I identified 3 negative consequences of alcohol use for teens.
- [ ] I wrote a specific way each consequence could affect my life, including my goals or the things I like to do.
- [ ] I explained how alcohol can increase the risks a person takes and gave 2 specific examples of risks someone who's under the influence of alcohol might take.
Reasons to Be Tobacco Free

**Directions:** Write about what you've learned today about tobacco and what the benefits of being tobacco free would be for you. Be clear and specific in all of your answers. In your work:
- Identify at least 3 short-term and 2 long-term negative health effects of using tobacco.
- Discuss at least 2 negative health effects of secondhand smoke.
- Describe at least 2 benefits that being tobacco free would have for you.

**Effects of Using Tobacco:**

Short term:

Long term:

**Effects of Secondhand Smoke:**

**Benefits of Being Tobacco Free:**

**Self-Check**

- I identified at least 3 specific negative short-term and 2 negative long-term consequences of using tobacco.
- I discussed at least 2 specific health effects of secondhand smoke.
- I described at least 2 benefits of being tobacco free for me.
Marijuana: Know the Facts

What Is Marijuana?

Marijuana is made from the leaves and buds of the hemp plant. It’s also called pot, grass or weed.

The drug in marijuana is called THC. THC changes how the brain works. It is a mild hallucinogen. This means it can cause a person to see or feel things that aren’t really there. Marijuana can also make a person feel calmer or more alert. The effects vary based on how much is used and the length of time it’s used.

Marijuana today may have more THC than it did in the past. Most research on marijuana was done when it had less THC. So the effects may be stronger now. THC can stay in the body for up to a month after one use.

Short-Term Effects

Short-term effects are things that can happen right away, even the first time someone tries marijuana.

- Smelly hair and clothes
- Red eyes
- Feeling hungry
- Dry throat
- Thirst
- Feeling worried
- Faster heart rate
- Being clumsy
- Being less able to follow a moving object
- Less self-control
- Changes in how things look, sound or feel
- Problems with memory and learning
- Trouble thinking and solving problems
- Loss of interest and motivation

Fact

Memory and learning are impaired for up to 24 hours after using marijuana.

Many of these short-term effects increase the chance of being injured from car crashes, falls, burns, drowning or other risks.

(continued)
Marijuana: Know the Facts

(continued)

▶ Long-Term Effects

Long-term effects happen over time if a person keeps using marijuana.

**Long-term use may hurt the lungs.** Marijuana smoke makes the lungs sore and red. It can increase the risk of pneumonia, a lung infection, or other illnesses. Users who inhale deeply are more at risk of harm. Marijuana cigarettes have 4 times more tar than tobacco does. (Tar is the biggest cause of smoking-related cancer.)

**Fact**

Some people find it hard to stop using marijuana.

**Long-term use can harm the heart and immune system. It can also damage the reproductive system.** Men who are long-term users have lower sperm counts. The drug also may keep a woman’s ovaries from releasing eggs.

**Long-term users who try to quit say they feel cranky or worried and can’t sleep.** They may crave the drug. This suggests that long-term use can make a person depend on the drug or even get addicted.

▶ Medical Uses

Marijuana can be used to reduce pressure in the eye caused by an eye disease called glaucoma. It's also sometimes used by cancer patients to reduce the upset stomachs caused by cancer treatments.

▶ Youth and Marijuana

**Most teens don't use marijuana.** In fact, nearly 95% of eighth graders and more than 80% of all high school students do not use it.

**Use by youth may be extra risky,** because teens’ bodies are still growing. Teen users often lose interest in school and other things.

One study of college students found that often their focus, memory and learning skills were worse even 24 hours after they’d used marijuana.
What's Your Advice About Marijuana?

Directions: These are questions some fifth graders really asked. Read each letter and use what you've learned about marijuana to answer the question.

- In each of your responses to letters 1, 2 and 3, be sure to describe at least 1 negative short-term and 1 negative long-term effect of using marijuana related to the letter writer's situation.
- In your response to letter 4, clearly state in a convincing way that most teens do not use marijuana using evidence you learned in class.

Dear Expert,
I heard that marijuana was a safe drug to use and won't hurt your health. Is that true?
Signed,
Confused

Dear Confused,

Dear Expert,
My older sister smokes pot. She's always trying to get me to try it. She tells me there's nothing wrong with it, and you can stop using anytime you want. What should I say to her?
Signed,
Looking for Answers

Dear Looking for Answers,

(continued)
What’s Your Advice About Marijuana?
(continued)

Dear Expert,
Two guys at the skateboard park are always talking about getting high. If I started using marijuana, would it relax me and make me a better skateboarder?
Signed,
Inquisiteve Skateboarder

Dear Inquisiteve Skateboarder,


Dear Expert,
I hear that almost everyone in eighth grade smokes pot. Is that true?
Signed,
Wanting to Know the Truth

Dear Wanting to Know the Truth,


Self-Check
☐ I described at least 1 negative short-term and 1 negative long-term effect of using marijuana in my responses to letters 1, 2 and 3.
☐ I described different effects in each response.
☐ I clearly stated that most teens do not use marijuana in my response to letter 4, using what I learned in class.
Looking at Labels

Directions: Look at these sample labels for an over-the-counter medicine and a prescription medicine. Then answer the questions about each medicine.

Over-the-Counter Medicine

This is a medicine used for allergies. (Antihistamines help stop itching and sneezing.)

<table>
<thead>
<tr>
<th>Drug Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active Ingredient (in each tablet)</strong>&lt;br&gt;Chlorpheniramine maleate 2 mg</td>
</tr>
<tr>
<td><strong>Uses</strong> temporarily relieves these symptoms due to hay fever or other upper respiratory allergies:&lt;br&gt;- sneezing&lt;br&gt;- runny nose&lt;br&gt;- itchy, watery eyes&lt;br&gt;- itchy throat</td>
</tr>
<tr>
<td><strong>Warnings</strong>&lt;br&gt;Ask a doctor before use if you have&lt;br&gt;- glaucoma&lt;br&gt;- a breathing problem such as emphysema or chronic bronchitis&lt;br&gt;- trouble urinating due to an enlarged prostate gland</td>
</tr>
<tr>
<td><strong>Ask a doctor or pharmacist before use if you are taking tranquilizers or sedatives</strong></td>
</tr>
<tr>
<td><strong>When using this product</strong>&lt;br&gt;- you may get drowsy&lt;br&gt;- alcohol, sedatives, and tranquilizers may increase drowsiness&lt;br&gt;- be careful when driving a motor vehicle or operating machinery&lt;br&gt;- excitability may occur, especially in children</td>
</tr>
<tr>
<td><strong>If pregnant or breast-feeding, ask a health professional before use.</strong></td>
</tr>
<tr>
<td><strong>Keep out of reach of children.</strong> In case of overdose, get medical help or contact a Poison Control Center right away.</td>
</tr>
<tr>
<td><strong>Directions</strong>&lt;br&gt;adults and children 12 years and over take 2 tablets every 4 to 6 hours; not more than 12 tablets in 24 hours&lt;br&gt;children 6 years to under 12 years take 1 tablet every 4 to 6 hours; not more than 6 tablets in 24 hours&lt;br&gt;children under 6 years ask a doctor</td>
</tr>
<tr>
<td><strong>Other Information</strong> above of 30-35°C (86-95°F)</td>
</tr>
</tbody>
</table>

1. Under what circumstances should a person take this over-the-counter medicine?

2. At what time(s) should the person take this medicine?

3. What is the right amount of this medicine to take?

4. How much medicine can the person take in a day?

5. What are some possible side effects from taking this medicine?
Looking at Labels
(continued)

**Prescription Medicine**

This is an antibiotic that’s used to cure or prevent infection.

---

1. Who would be the right person to take this prescription medicine?

   

2. At what time(s) should the person take this medicine?

   

3. What is the right amount of this medicine to take?

   

4. How much medicine can the person take in a day?

   

5. How long should the person take this medicine?

   

---

**Self-Check**

- I answered all of the questions for the over-the-counter medicine.
- I answered all of the questions for the prescription medicine.
In the News

Directions: The information in these stories is true. The names of the teens have been changed to protect their identities. Read each story and decide whether it is an example of proper use or misuse and explain why based on the details in the story. Then describe the negative effects of each type of drug.

Calvin
Calvin, a 17-year-old senior, started taking his friend's prescription painkillers to help him deal with some back pain. Calvin died suddenly after mixing over-the-counter cold medicine and his friend's painkillers. Calvin's father said his son wasn't aware of the dangers of prescription drugs because they were legal drugs.

Is this an example of proper use or misuse? 

Why?

Justin
Justin was a nationally ranked high school tennis player. His parents had no idea their son was going to school and to practice high on prescription drugs. Justin started stealing and using prescription drugs when he was just 13 years old. By the time Justin was 17, he was losing a lot of weight and looking sick, and his parents finally checked him into a drug treatment clinic. Because of his drug addiction, Justin missed most of his senior year in high school and lost his national ranking as a tennis player.

Is this an example of proper use or misuse? 

Why?

Sharise
Sharise assumed that all over-the-counter medicines were safe. She took aspirin for a headache and cough syrup when she had a cold and never had any problems. So when her best friend told her she could take a lot of cough syrup to get high, Sharise thought it wouldn't be a big deal. But after she drank a large amount of cough syrup all at once, she began to feel dizzy and nauseous, and started having a seizure. Sharise's friend got scared and told her mom. They took Sharise to the emergency room.

Is this an example of proper use or misuse? 

Why?

(continued)
In the News (continued)

Kaitlyn

Kaitlyn, a middle school student, hurt her back during gymnastics practice. Her coach told her to ice her back and skip practice for a few days. Kaitlyn did this, but her back still hurt, so her mom took her to their family doctor for help. The doctor prescribed a pain medicine. Kaitlyn and her mom picked up the prescription from the pharmacy and read the directions together. Kaitlyn followed the directions on the label and took the medicine twice a day for 10 days. After a week, her back started to feel better. After 10 days, she was able to go to gymnastics again.

Is this an example of proper use or misuse?

Why?

Angel

Angel was a promising baseball player. At age 16, the 6-foot-2, 180-pound athlete was told by his coach he “needed to get bigger” if he wanted to make the varsity team. Angel started taking steroids he bought from a guy at his gym. The steroids worked at first. He got bigger, stronger and faster. But there were also negative side effects. His acne got worse and he noticed that he was developing breasts and starting to lose some of his hair. Angel was also experiencing severe mood swings. He committed suicide at age 17. Experts said the suicide was due to depression caused by taking the steroids.

Is this an example of proper use or misuse?

Why?

Describe the negative effects (physical, emotional, social) of misusing:

Prescription medicines

Over-the-counter medicines

Steroids

Self-Check

☐ I determined whether each story showed proper use or misuse of the drug and explained why.
☐ I described the negative effects of each type of drug.
What Stage of Addiction Is This?

**Directions:** Match each stage of addiction to one of the case studies. Then answer the questions.

### Stages of Addiction

1. **First use**
   The person tries a drug for the first time.
2. **Continued use**
   The person keeps using the drug to feel a certain way.
3. **Tolerance**
   It takes more of the drug to get high.
4. **Dependence**
   The person gets sick without the drug.
5. **Addiction**
   The person can't stop using the drug, even when the drug use causes serious problems.

### Case Study: Damian

"Everybody's getting on my case! I asked my best friend if I could borrow some money to get some chewing tobacco and he told me he's not going to hang out with me if I keep using chew. Who cares? I don't need him as a friend! And my mom grounded me because she found a tin in the back pocket of the jeans I threw in the wash. What's her problem? Then this morning I saw a weird white spot in my mouth. But if I tell anyone, they're just going to hassle me about using tobacco. I'll wait and see if it gets better. It's probably nothing to worry about..."

**Stage of Addiction**

### Case Study: Alex

"I've been having a beer a few times a week. But I don't drink that much—just when I'm stressed about school and stuff. It helps me relax and calm down. But it's not like I can't go without it..."

**Stage of Addiction**

### Case Study: Jessie

"I've been smoking for a while now, but we went to my grandma's house for the weekend and she's really strict. She won't let anyone smoke—not even outside—since my granddad died of lung cancer a few years ago. I didn't think it was going to be a big deal to not smoke for a few days. Boy was I wrong. I got a really bad headache and felt dizzy. I was really cranky too and it was hard to sleep at night..."

**Stage of Addiction**

(continued)
What Stage of Addiction Is This?
(continued)

► Case Study: Keisha

"I've been drinking a few beers whenever I go to a party on the weekend. But lately I don't get the same kind of buzz from it. So this weekend I'm hoping there's something stronger at the party. I'm going to switch to tequila or some other kind of liquor and see if that makes a difference."

Stage of Addiction ______

► Case Study: Hector

"These guys I skateboard with started using marijuana. I know it's not supposed to be good for you, but they're cool and I like hanging out with them. I wondered what it was like, so one day when they offered me a joint, I took a drag. I thought I was going to cough my lungs out. But then I got this buzz that felt pretty good..."

Stage of Addiction ______

► Questions:

1 What are some reasons teens might choose to use tobacco, alcohol or other drugs? List at least 4 reasons.

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

2 Why is it dangerous to experiment with tobacco, alcohol or other drugs? Support your answer with at least 1 example.

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

3 What are some negative consequences of drug addiction? Describe at least 3 negative consequences.

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Self-Check

☐ I matched each stage of addiction to the correct case study.

☐ I listed at least 4 reasons teens might start using drugs.

☐ I explained why experimenting with drugs is dangerous, and included at least 1 example.

☐ I described at least 3 negative consequences of drug addiction.
What Are the Negative Consequences?

**Directions**: For each area, write the 3 most likely consequences of drug use that the group for that area reports. Rate how serious you think each consequence is and explain your ratings.

<table>
<thead>
<tr>
<th>Physical/Body</th>
<th>How serious is it?</th>
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<td>Not</td>
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Explain your ratings:

<table>
<thead>
<tr>
<th>Family</th>
<th>How serious is it?</th>
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<tr>
<td></td>
<td>Not</td>
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Explain your ratings:

<table>
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<th>Friends</th>
<th>How serious is it?</th>
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Explain your ratings:

(continued)

**Self-Check**
- [ ] I recorded 3 likely consequences of drug use for each area.
- [ ] I rated how serious each consequence would be.
- [ ] I explained my ratings.

Tobacco, Alcohol & Other Drug Prevention
What Are the Negative Consequences?
(continued)

<table>
<thead>
<tr>
<th>School/Work</th>
<th>How serious is it?</th>
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<td>Not 0 1 2 3 4</td>
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<tr>
<td>Explain your ratings: ______________________</td>
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<th>Legal/Law</th>
<th>How serious is it?</th>
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<td>Not 0 1 2 3 4</td>
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<tr>
<td>Explain your ratings: ______________________</td>
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<th>Financial</th>
<th>How serious is it?</th>
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<td>Explain your ratings: ______________________</td>
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<th>Future</th>
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<tr>
<td>Explain your ratings: ______________________</td>
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</table>
A Letter to Myself

Directions: Write a letter to yourself that uses self-talk about being drug free. In your letter:
- Describe 1 negative internal influence (something from inside yourself) and explain how this might pressure you to experiment with or use tobacco, alcohol or other drugs.
- Describe at least 3 people, things or situations that might be negative external influences and explain how each one might pressure you to experiment with or use tobacco, alcohol or other drugs.
- Write what you could say to yourself (your self-talk) to counter the negative internal influence and at least 1 of the negative external influences.

Dear ____________,

This internal influence might pressure me to use drugs:

________________________________________________________________________

These external influences might pressure me to use drugs:

________________________________________________________________________

________________________________________________________________________

Here’s what I can say to myself to counter these negative influences:

Internal: _______________________________________________________

________________________________________________________________________

External: _______________________________________________________

________________________________________________________________________

Sincerely,

Self-Check
☐ I explained how 1 internal influence might pressure me to use drugs.
☐ I explained how at least 3 people, things and situations (external influences) might pressure me to use drugs.
☐ I wrote specific self-talk I could use to counter the internal and at least 1 external negative influence.
What My Friends Think

**Directions:** Use these 3 questions to interview 3 of your friends or peers on the topic of tobacco, alcohol and other drugs. You’ll fill in the box at the bottom later, in class.

1. Why do you think teens our age might use tobacco, alcohol or other drugs?
   - Person 1: ____________________________________________
   - Person 2: ____________________________________________
   - Person 3: ____________________________________________

2. Why do you think teens our age would choose not to use tobacco, alcohol or other drugs?
   - Person 1: ____________________________________________
   - Person 2: ____________________________________________
   - Person 3: ____________________________________________

3. What are some good things about being tobacco, alcohol and drug free?
   - Person 1: ____________________________________________
   - Person 2: ____________________________________________
   - Person 3: ____________________________________________

---

**My Benefits from Staying Drug Free**

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

---

**Self-Check**

- [ ] I interviewed 3 different peers.
- [ ] I recorded 3 specific answers for each question.
- [ ] I described my 3 personal benefits from staying drug free.
Advice from an Adult About Tobacco, Alcohol & Other Drugs

Directions: Interview your parent, guardian or another trusted adult about tobacco, alcohol and other drugs. Write down his or her answers to these questions. Be prepared to share the answers to Questions 1 and 2 with the class.

Note to Parent/Guardian: If you do not feel comfortable allowing your child to share these answers in class, please verbally discuss your answers with your child.

1) What are our family rules about tobacco, alcohol or other drugs?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2) What advice do you have for me about how to resist pressure to use tobacco, alcohol or other drugs?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(continued)
Advice from an Adult About Tobacco, Alcohol & Other Drugs
(continued)

3 How would you feel if you found out I used tobacco, alcohol or other drugs?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4 What would you do if you found out I was using tobacco, alcohol or other drugs?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Self-Check
☐ I interviewed my parent/guardian.
☐ I recorded my parent/guardian’s responses for all 4 questions.
☐ I described our family rules about drug use in Question 1.
School Drug Policies Scavenger Hunt

Directions: With your partner, use the student handbook to find the answers to Questions 1 through 6.

1. What are the rules about using tobacco products on school property?

2. What are the consequences if you are caught using tobacco products on school property?

3. What are the rules about using alcohol on school property?

4. What are the consequences if you are caught using alcohol on school property?

5. What are the rules about using other drugs on school property?

6. What are the consequences if you are caught using other drugs on school property?

Self-Check

☐ We used the school handbook to find accurate answers to all 6 questions.
The Tobacco Industry: In Their Own Words

Directions: As you read the parts of the letter, think about and answer the questions. Use facts from what you read to support your answers.

Introduction

When lawsuits against the tobacco companies were settled, one of the outcomes was the public release of the documents used in the trials. Many of these were tobacco company memos and letters that the industry leaders never wanted other people to see. Here are some parts of an actual letter written by Mr. Claude Teague, an employee of the R.J. Reynolds tobacco company.

Section 1

Mr. Teague talks about how his company plans to get young people to start smoking:

“If our Company is to survive and prosper... we must get our share of the youth market. In my opinion... we need a new brand designed to be particularly attractive to the young smoker.”

The tobacco industry claims it does not target children or teens. What do you think? What is your evidence?

If the tobacco industry succeeds in getting young people to try its products what could happen?

Section 2

Mr. Teague then talks about how to get young people who don't smoke to start and how to make smoking easier for beginners:

“There is a strong drive in most people, particularly the young, to try new things and experiences.... A new brand offering something novel and different is likely to attract experimenters.”

“The beginning smoker... has a low tolerance for smoke.... The flavor of tobacco smoke is initially foreign and not pleasant.... Thus, for the beginning smoker, the cigarette should have a moderate level of blended flavor, but should be as free as possible from strong, unpleasant flavors...."
Section 2 (continued)

How does Mr. Teague think the tobacco industry can attract new smokers?

Section 3

Here's what Mr. Teague says about making smoking appealing to young people:

"...if the desire to be daring is part of the motivation to start smoking, the alleged risk of smoking may actually make smoking attractive....Preaching against smoking...would cause the young to want to be defiant and smoke. Thus a new brand aimed at the young group should not in any way be promoted as a 'health' brand, and perhaps should carry some implied risk. In this sense, the warning label on the package may be a plus."

"The fragile, developing self-image of the young person needs all the support and enhancement it can get. Smoking may appear to enhance the self-image in a variety of ways. If one values, for example an adventurous, sophisticated, adult image, smoking may enhance one's self-image...."

How does Mr. Teague describe young people in his letter? Do you agree with him?

Based on the quotes from this letter, how does the tobacco industry try to target young people?
What’s the Real Message?

Directions: As you read the tobacco or alcohol ads, think about and answer the questions. Use facts from what you read to support your answers.

1. What are the advertising strategies used in these tobacco or alcohol ads?
   Ad 1
   
   Ad 2
   
   
   

2. How do the ads appeal to young people? Be specific.
   Ad 1
   
   Ad 2
   
   
   

3. If someone believes these ads, what might happen?

   
   
   

4. What don’t these ads tell you about the product?

   
   
   

Self-Check

☐ I identified the specific strategies used in each ad.
☐ I described how each ad appeals to young people.
☐ I described what might happen if someone believes the ads.
☐ I described what the ads aren’t saying about the product.
Read Between the Lines

Directions: Write 3 pressure lines people might use to pressure others into using tobacco, alcohol or other drugs. When your teacher tells you to, write what you think the person is really saying with each line. An example is provided for you.

Example

Pressure line  What's wrong? Are you scared to smoke?

What they're really saying: I'm scared to smoke alone.

Pressure line 1

What they're really saying:

Pressure line 2

What they're really saying:

Pressure line 3

What they're really saying:

Self-Check

☐ I wrote 3 believable pressure lines.
☐ I wrote what the person could really be saying for each pressure line.
Saying NO to Alcohol

**Directions:** Read the Situation. Then write a response to each of the 5 pressure lines. Be sure to use at least 2 of the ways to say NO you learned about and describe at least 1 action that reinforces your refusal. Make your responses real, believable and ones that would work with the people you know.

### Situation

A friend from school has invited you and a few other people over to study. When you get there, you see that his/her parents aren’t home. Your friend takes a six pack of beer out of the refrigerator and offers each of you one. The others all take one of the beers, and now it’s your turn.

1. **Friend:** Here, have a beer.
   
   **You:**

2. **Friend:** Nobody besides us is going to know. It’ll be fun.
   
   **You:**

3. **Friend:** Come on. Everyone else is having one.
   
   **You:**

4. **Friend:** You don’t want to be the only one who isn’t drinking.
   
   **You:**

5. **Friend:** What’s the matter with you? Have a beer and relax!
   
   **You:**

---

**Self-Check**

- [ ] I wrote responses to all 5 pressure lines.
- [ ] I used at least 2 ways to say NO.
- [ ] I described at least 1 action to reinforce the NO.
- [ ] My responses are believable and would work with the people I know.
**Resisting Drug Pressure**

**Directions:** With your partner, write a roleplay about resisting pressure to use drugs.
- Describe the situation. Who are the characters, where are they and what is happening?
- Then write the pressure lines for Person A, and write responses to each pressure line for Person B.
- Include at least 3 different ways to say NO, and describe at least 2 actions person B will do to reinforce the NO in Person B’s responses.
- Complete the checklist on page 30 and explain how your responses are real for the situation and would work with the people you know.
- In the final pressure line and response, end your roleplay in a way that is safe and healthy for both Person A and Person B.

### Situation

Who are the characters, where are they and what is happening?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

### Pressure and Response Lines

**Pressure Line 1 – Person A**

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

**Response – Person B**

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

**Pressure Line 2 – Person A**

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

**Response – Person B**

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

(continued)
Resisting Drug Pressure (continued)

Pressure and Response Lines

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<th>Response – Person B</th>
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<th>Response – Person B</th>
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<th>Response – Person B</th>
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Check your responses as you write your roleplay to be sure they are real for the situation and would work with the people you know.

Our Responses:

☐ Are real for the situation
   - Explain why:
     ____________________________________________
     ____________________________________________

☐ Would work for the people we know
   - Explain why:
     ____________________________________________
     ____________________________________________

Self-Check

☐ We used at least 3 different ways to say NO in Person B's responses.
☐ We included at least 2 actions to reinforce the NO in Person B's responses.
☐ We wrote responses that were real for the situation and would work with the people we know.
☐ Our roleplay ends in a way that is safe and healthy for both people.
My Drug-Free Pledge

I, ____________________________
(Print your name.)

promise to

(List something specific you will do to stay drug free.)

► 3 benefits or rewards of keeping my pledge:

1. _____________________________________________

2. _____________________________________________

3. _____________________________________________

Signed, ____________________________  ____________________________
(Sign your name)  (Date)

(continued)
My Drug-Free Pledge

The words and actions I’ll use to keep my drug-free pledge

3 things I can say:
1. 
2. 
3. 

3 things I can do:
1. 
2. 
3. 

The words and actions I’ll use to help my friends keep their drug-free pledges

3 things I can say:
1. 
2. 
3. 

3 things I can do:
1. 
2. 
3. 

Self-Check

☐ I completed the pledge with something specific I will do to stay drug free.
☐ I described at least 3 benefits of keeping my pledge.
☐ I gave at least 3 examples of what I could say and 3 examples of what I could do to keep my pledge.
☐ I gave at least 3 examples of what I could say and 3 examples of what I could do to help others keep their pledges.