



# HIGH SCHOOL



- Art & Music
- Business and Computer
- English
- History and Government
- Math
- Science



## BUILD-A-BILLBOARD

Have a “Create a Billboard” contest with an alcohol, tobacco, and other drug free prevention message. Once the winner is chosen, work with community coalitions, businesses, or community leaders to have the billboard placed within the community. Keep in mind to look at places other than classic billboards to display the winning design (e.g., on the side of a garbage truck or on dumpsters).

## REMIX THE MESSAGE

Have students listen to the lyrics of a popular song (country, rap, rock) and count the number of times alcohol or drugs are referenced. After listening to the songs, have a group discussion on the culture of alcohol in music.

### *Variation*

*Have students listen to their three favorite songs, do the same activity and report back to the class.*

## MUSE-ICAL

Have the students create their own anti-drug song or rap about what inspires them to stay focused on their goals or dreams. Get creative and turn this into a music video.



# 2B OR NOT 2B?!?

Have the students create a short play where they demonstrate positive behaviors, positive role modeling, and/or ways to say “no” to alcohol, tobacco, or other drugs. Then, have the group go around to the younger classrooms and put on or act out that play. Record the short play for future projects and make sure to invite the media. This would make for a great story!

## SOURCES

Real Life Issues Curriculum Infusion, Network for Dissemination of Curriculum Infusion at Northern Illinois University; American Council for Drug Education (ACDE)

## BUSINESS BLUES

Discuss how alcohol, tobacco, and other drug use and abuse affects a business. Calculate what alcohol, tobacco, and other drug use and abuse costs businesses in lost productivity, absenteeism, health care costs, etc. Have students create and present a PowerPoint on findings.

For example, underage drinking costs the citizens of North Dakota nearly \$160 million (PIRE, 2013). Have the students come up with the possible breakdown of the \$160 million and ask them how much every citizen in the state would have paid.

### Resources

- <http://www.alcoholcostcalculator.org/sub/cost/?page=3>
- <https://www.nsc.org/forms/substance-use-employer-calculator/index.aspx>

## GRAPH AND COMPARE

Create graphs that compare state and national consumption (underage drinking consumption rates and adult consumption rates) and consequences (DUI, alcohol-related crashes, crime, etc.).

### Resources

- [www.sund.nd.gov](http://www.sund.nd.gov)
- [www.prevention.nd.gov/data](http://www.prevention.nd.gov/data)

## PROFESSIONS

Discuss career options and how alcohol, tobacco, and other drug use and abuse directly relate to the work in each of the fields identified below:

- Drug Enforcement Agency
- Federal Bureau of Investigation
- Other Law Enforcement
- Counselor
- Attorney
- Juvenile Justice
- Probation/Parole
- Doctor/Nurse
- Social Worker

## GLAM SCAM

Bring tobacco and alcohol advertisements to the classroom and identify and discuss the messages behind them, who is the target audience, and the advertising approaches being used. Explain why the message is untrue. For more information on “Alcohol Advertising and Youth” visit <http://www.camy.org/>

### Variation

*If you want the students to be creative, have them develop a counter-advertising poster or billboard.*

- *Counter-advertising takes a position contrary to an advertising message that preceded it. Such advertising may be used to take an opposing position on a controversial topic, or to counter an impression that might be made by another party's advertising.*

# DESIGN AND PUBLISH

Create brochures/print materials/PowerPoint presentations that demonstrate refusal skills and ways to say NO. How would you persuade or market a healthy lifestyle to your peer group? What marketing strategy would you utilize? What about other age groups. Would your strategy change?

## Resource

View some examples of brochures/print materials or request some (free) for your classroom by visiting the North Dakota Prevention Resource and Media Center (PRMC) website - [www.prevention.nd.gov](http://www.prevention.nd.gov).

**SOURCES**  
Real Life Issues Curriculum Infusion, Network for Dissemination of Curriculum Infusion at Northern Illinois University; American Council for Drug Education (ACDE)

## BIOGRAPHIES

### Objective

Alcohol and other drug use affects everyone – it doesn't discriminate; even rich people and celebrities who appear to have it all. Substance use and abuse doesn't just risk loss of life, but it can lead to several losses that have lifetime consequences.

### Materials

Library (magazines, etc.) and computer with internet accessibility and word processing capabilities (<http://www.famouscelebritydrugaddicts.com/>)

### Direction

Research the biographies of famous people who have been negatively impacted by alcohol and other drugs. This includes death, brain damage, causing harm to another, etc. Students can work independently or in groups.

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#### Hints

Ozzy Osborne struggled his whole life with alcohol and drugs and has lifelong health issues. Amy Winehouse struggled with alcoholism and her death was thought to be attributed to alcohol withdrawal symptoms. Michael Phelps, 28-time Olympic Gold medalist lost a huge endorsement deal, received a three-month suspension from competition, and took a huge blow to his reputation because of a photo of him smoking a bong at a house party. Michael Jackson, the King of Pop, self-medicated and died from prescription drug misuse. Jose Canseco, Mark McGwire and other MLB players used performance-enhancing drugs and destroyed their careers. Miley Cyrus', best friend videoed her smoking Salvia. How does her decision negatively influence kids that idolize her? What about Lindsay Lohan, Mel Gibson, Britney Spears, Eminem, Heath Ledger, Charlie Sheen, Anna Nicole Smith, Dennis Rodman, among others? How have their lives been affected? What about the lives of their family, children, friends, and fans? How did they get there? Were they trying to run from their problems? Did they get pulled in and pressured to use drugs? Was it accidental? What are their regrets, and what do they say now or what do you think they'd say if they were still here?

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#### Variation

*"Coulda, Shoulda, Woulda"- Choose a famous person negatively affected by drugs and/or alcohol. Rewrite a news article that discusses everything that person could have accomplished had alcohol and/or drugs not been involved, or discuss what you think they would change.*



## YOUTH YELLOW PAGES

### Objective

Have students research, compile, and publish a document that lists local community organizations and crisis numbers where individuals in their community can get help for alcohol, tobacco, and other drug problems, eating disorders, depression, stress, suicide, LGBTQ, teen pregnancy, etc. The document can also include positive, healthy activities that are present in the community (e.g., movie theatre, battle of the bands events, volunteer opportunities, etc.).

### Materials

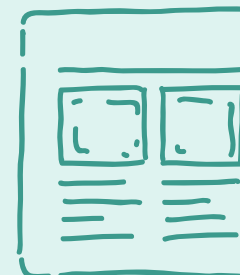
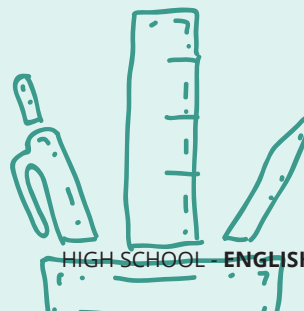
Computer with internet accessibility and word processing/publishing capabilities

### Variation

Extract information to create newsletters for school newspaper or bathroom stall (i.e., “News Flush”) or expand topics during awareness months or events (e.g., Prom, Mental Health Awareness Month, etc.).



school



## RESEARCH DRUG POLICIES AND LAW

Have students research your school's drug/alcohol policies, as well as, local policies and state laws relating to alcohol, tobacco, and other drugs. Compare those policies/laws with those in other countries.

### *Variation*

*Assign a different country to every student. Have the students compare alcohol laws and fines in those countries to the laws and fines in the United States.*

### *Variation*

*Look at the laws in countries around the world where students' military friends/family members have been deployed.*

### **Resources**

ND Century Code (Chapter 5)  
<http://www.legis.nd.gov/information/statutes/cent-code.html>

Laws in other Countries  
<http://www.nhtsa.gov/people/injury/research/pub/dwiothercountries/dwiothercountries.html>

## LAWS & ORDINANCES: THE PROCESS

Have students research and learn how local laws and ordinances are passed in their community. Guide them in the process of proposing/passing a law or ordinance which would benefit the community by decreasing alcohol, tobacco, and other drug use/abuse. Notify local media of all efforts.

Hint: Have students interview local city officials (city auditor, legislators).

You can also encourage students to join local community groups and coalitions as extra credit projects in order to get involved in the process of changing laws and ordinances. Some laws and ordinances that have been found to be effective include Social Host and Mandatory Responsible Beverage Service Training.

### **Resource**

Regulatory Strategies for Preventing Youth Access to Alcohol: Best Practices  
<http://pire.org/documents/UDETTC/overview-framework/RegStrategiesAccessLaws.pdf>





## HISTORY OF ALCOHOL

Trace the “History of Alcohol” in the United States. Create a timeline of historic events (prohibition, legal drinking age changes, DUI laws). Discuss how alcohol’s impact on society led to government interventions and law changes.

### Prohibition Video

[http://www.teachertube.com/viewVideo.php?title=Alcohol\\_Prohibition\\_18th\\_Amendment\\_1920\\_1933&video\\_id=240519](http://www.teachertube.com/viewVideo.php?title=Alcohol_Prohibition_18th_Amendment_1920_1933&video_id=240519)

## COURTROOM SCENARIOS

Hold a mock trial based on an alcohol, tobacco or other drug incident involving a teen. Students write the script and perform the trial for younger students, who serve as jury and rule on the outcome of the case.

Supplement: Looking for more real-world social and legal consequences involving teens? Let “Class Action” guide the process. Borrow “Class Action” from the North Dakota Prevention Resource and Media Center for free: [www.prevention.nd.gov](http://www.prevention.nd.gov).

### Variation

*Invite an attorney to speak on alcohol, tobacco or other drug laws or real-life case studies of adolescents with alcohol, tobacco or other drug problems. Ask the speaker to discuss how juvenile arrests impact career options, voting privileges, and driving privileges.*



## STATISTICS

Students can investigate local, state, and/or national statistics on drug use, focusing on measures of recent use and consequences. This activity could help students learn about survey methods and designs. It also could enhance math skills such as figuring percentages and graphing.

### Resources

- [www.sund.nd.gov](http://www.sund.nd.gov)
- [www.prevention.nd.gov/data](http://www.prevention.nd.gov/data)

## ALCOHOL IN THE MEDIA

Have the students watch a specific TV program and record the number of times it refers to alcohol, tobacco, or other drugs. Note the number of ads seen during prime time and create a percentage of ads that are alcohol, tobacco, or other drugs related.

Discuss the possible results/impact on youth as a result of these ads. Have students calculate how much TV they watch a week and multiply the average number of alcohol, tobacco, or other drugs related ads to see what they are exposed to.

### Resource

- <http://www.camy.org>

### Variation

*Have the students bring in their favorite magazine in order to count the number of advertisements that are alcohol, tobacco, or other drugs related. Answer the same questions as with the above video clip example.*

## COLLECT AND REPORT

Have students develop a questionnaire focused around alcohol, tobacco, and other drugs. Example questions include:

- Have you ever been pressured to use alcohol?
- In the past 30 days, have you participated in binge drinking (drinking 4-5 drinks in a 2 hour sitting)?
- Have you ever been pressured into a situation that makes you feel uncomfortable?
- Do you think underage drinking is acceptable in your community?

After the questions are developed, have the students complete the questionnaire/survey, gather and analyze the findings, and graph and interpret the information.

### Variation

*Create a game for use in the classroom based on the ND Department of Transportation (DOT) Crash Summary Information, which can be found at this link <http://www.dot.nd.gov/divisions/safety/docs/crash-summary.pdf>. The game could be an active board format. Have the students vote on the spot. For example: Ask, "What percentage of fatal crashes were alcohol related in 2010?" Have them vote, tally their results, and compare their results to the actual stats from the ND DOT Crash Summary information.*



# PROBABILITY SCENARIOS WITH ADVERTISING

## Probability NOT!

Ask students to look at newspapers and magazines for examples of how numbers are used in advertisements. For example, it is not unusual to see something like “two-thirds less fat than the other leading brand” or “four out of five dentists recommend Brand T gum for their patients who chew gum.”

Ask questions like: Why do advertisers use numbers like these? What information are they trying to convey? Do you think that the numbers give accurate information about a product? Why or why not?

## Real World Data Applications

Ask students to look at newspapers or magazines for examples of how politicians, educators, environmentalists, or others use data such as statistics and probability. Then have them analyze the use of the information. Ask questions like: Why did the person/company use data? What points were effectively made? Was the data useful? Did the data strengthen the argument? Have students provide evidence to support their ideas.

## Pricey v. Priceless

Contact law enforcement agencies, treatment centers, and local public health agencies to calculate the costs incurred by them in combating alcohol, tobacco, and other drugs. Ask questions like: How much does treatment cost an individual? What is the average length of time someone may spend in a treatment facility? Now use those numbers and take the cost of a case of beer (Average \$15). Create word problems based on this information.

Use questions similar to the following:

- If you bought two cases of beer every week at the cost of \$15, how much money would you spend in a year?
- Research the average cost of a college tuition. Compare that cost to the amount of money you would spend buying alcohol.
- Compare those numbers to car payments each month.
- Calculate the average cost of a carton of cigarettes and compare those numbers.

Note: We want the students to find the correlation between the cost of beer vs. something that has meaning in their life (college, first car, etc.)

# EXAMPLE WORD PROBLEMS

Math teachers can incorporate data about the use of alcohol, tobacco, and other drugs into word problems, which can serve as springboards for discussion.

- Students can estimate the annual expense of buying two packs of cigarettes per day.
- It is estimated that 30 percent of all suicides are at least partly attributable to alcohol. Given this information, if 20,000 people commit suicide, how many deaths were attributed to alcohol in some way?
- Given a polynomial function describing blood alcohol content level in the body as a function of time, students can graph a given function using calculators and polynomial function graphing techniques.

## EFFECTS OF ALCOHOL, OTHER DRUGS AND TOBACCO ON THE HUMAN BODY

Examine the effects of alcohol, tobacco, and other drugs on the body. Draw a picture of the brain, indicating which areas control various parts of the body. Note which parts of the brain alcohol affect first, and how it impairs vision and reaction time.

### *Variation*

*Have the students discuss how alcohol, tobacco, and other drugs affect production and formation of proteins and DNA. For a variety of science related stories, visit "Science Daily" at <http://www.sciencedaily.com/>.*

### *Variation*

*Have the students discuss Fetal Alcohol Syndrome/Fetal Alcohol Effects.*

### **Resource**

<http://www.parentslead.org/how-alcohol-affects-brain>

## WHAT IS A DRUG?

Have students research what the criteria are through the Food, Drug, and Cosmetic Act for something to be considered a drug. <http://www.merriam-webster.com/dictionary/drug>

### **Answer**

According to the Food, Drug, and Cosmetic Act –

- A substance recognized in an official pharmacopoeia or formulary
- A substance intended for use in the diagnosis, cure, mitigation, treatment, or prevention of disease
- A substance other than food intended to affect the structure or function of the body
- A substance intended for use as a component of a medicine but not a device or a component, part, or accessory of a device

## DEBATE TOPICS

Note: Always have an anti-drug take home message from the debate and only conduct those that you feel comfortable leading.

- Would you immunize your kids from becoming addicted to a drug, such as alcohol? (Immunization would block all effects of alcohol.)
- Should an alcoholic be allowed to receive a liver transplant?
- What are the reasons for the drinking age being at 21?
- What are the reasons for marijuana remaining illegal?



## NATURAL HIGH\*

### Prerequisite

Review of the anatomy and physiology of the central nervous system.

Students research the effects of alcohol, tobacco, and other drugs on the various functions of the central nervous system with particular emphasis on naturally occurring substances such as ENDORPHINS. Students create a video or presentation entitled “100 Ways to Feel Great without Using Alcohol, Tobacco, or Other Drugs” and develop posters, banners, or bumper stickers to support a theme.

### Variation

*Students investigate the effects of exercise on the brain and emotions.*

### Variation

*In small groups, students simulate the movement of neurotransmitters across the synapse. Each student portrays a different aspect of the process. Students develop diagrams, models, or computer graphics to illustrate the working of the human brain and the effects of various substances on human behavior. How do alcohol, tobacco, and other drugs affect this process? Students can be creative and create a human model of the process. While the students are demonstrating how it works, assign other students as “toxins” (i.e., alcohol, tobacco, other drugs) and have them “interrupt” the process (e.g., redirect/slow down/deplete).*

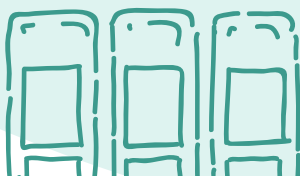
### SOURCES

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\*cross-curriculum



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