



MIDDLE SCHOOL



Art & Music
English
History and Government
Science



SONG-WRITE AND PRODUCE

Have students create a school song or rap which includes a positive/healthy (anti-drug) message. Have the students turn the song into a music video.

Resources

- See what others have done:
<http://www.schooltube.com/video/7033da4f291c28b41300/DrugFree-Rap> and
<http://www.youtube.com/watch?v=JH1TZ7YpKIA>
- Pre-written rap to use:
<http://www.songsforteaching.com/charactereducationsongs/pledgetoleadadrugfreelifemarharman.htm>
- Incorporate music to teach content:
<http://songsforteaching.com/index.html>

DON'T START SMART ART

Have students create drug-free art, logos, bumper-stickers, banners, door decorations, t-shirts, and collages to be displayed throughout the school and community. Have the students take pictures of their completed projects and submit them to the local paper or school newsletter along with a brief description.





DRUG-FREE POSTER

Have a student, class, or school contest to create a drug-free poster to be printed and placed throughout the school and community. Announce the winner and talk with the local newspaper for coverage. Also, post the winning poster on your school's website, and social media.

SOURCES

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

PEER-to-PEER

Invite high school **peer leaders** to meet with small groups to discuss how alcohol, tobacco, and other drugs can interfere with extracurricular activities (e.g., sports, clubs, dances, trips). Be sure the peer leaders discuss school, sports rules, and sanctions. Have students discuss the presentation and write a reaction.

“Myth v. Fact Tweet” where students share alcohol, tobacco, and other drug misperceptions and post questions or comments.

- Share statistics on the number of teenagers who do not use drugs. Talk about how the media often focuses on teenagers who use drugs, rather than the majority of teens who do not.
- *Optional: Students pre-interview students and adults in the community to gather information on current perception and use these as topics.*

“Top 10” Divide the class into small groups to discuss the short-term and immediate risk and consequences of substance use. Each group develops a list of reasons not to use drugs and then must decide the order of the top ten reasons from least serious to most serious. A spokesperson for each group summarizes the discussion and presents the top reasons to the class. (Have a scribe record the top reasons from each group on a large sheet of newsprint.) The entire class ranks the reasons and comes to consensus on the top ten and posts using youth technology or creates a YouTube video.

- *Optional: Students predict if these reasons will change as they get older.*

BUZZ INTO ACTION!

Organize several small “buzz” groups and assign each group an alcohol, tobacco, and other drug issue, such as how to get rid of drugs in the community or how to stop the sale of tobacco products to kids. In each group, students discuss potential solutions and write the ideas on chart paper.

Groups present their ideas to the class. Collect additional solutions and proposals from the class and vote on the three best proposals.

Using the ideas generated, students write letters to the editor of the local newspaper or a government official expressing concern about one of the three issues, and suggesting possible strategies to deal with the issue.

Variation

Have students experiment with different writing styles (i.e., persuasive). Students practice using these different styles and then identify best fit according to the purpose of the letter



HELP A FRIEND

Objective

Students think and share ways they could support and help a friend in need.

Direction

Pose these questions and discuss: “A friend comes to you for advice. How prepared do you feel to give your friend advice? What is the first thing you would say or do when your friend approaches you with a problem? Where did you learn how to handle these kinds of situations? Are there times when you might be afraid or concerned to offer advice? When would that be?”

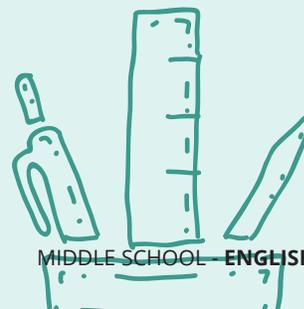
After this initial discussion, organize the class into pairs and assign each pair a situation. Students alternate playing both listener and responder. After allowing time for practice and reflection, volunteers demonstrate effective listening and communication skills while helping a friend. After each situation, ask if there are alternative ways to handle the situation.

Sample Situations

- A friend discloses he/she has started smoking.
- A friend discloses he/she is hanging out with older kids who drink.
- A friend discloses that he/she has begun taking pills to stay awake in class.
- A friend discloses that he/she is being pressured by an older teen to drink and have sex.
- Someone discloses that he/she tried smoking marijuana.
- Someone discloses that he/she has started drinking beer every day after school.
- A friend discloses that he/she is very depressed.
- A friend discloses that he/she is being bullied
- Someone discloses that his/her parents are getting a divorce.
- Someone discloses that his/her parent was arrested.
- Someone discloses that his/her brother is in the hospital after a drunk driving accident.



school





KNOW YOUR NO

This activity allows students to explore the many reasons why people do not use alcohol, tobacco, and other drugs.

Prior to class, create index cards, each listing a reason not to use alcohol, tobacco, and other drugs. Distribute the cards, one per student.

In small groups, each student reads his/her card aloud, states the reason not to use, and tells which drug fits the reason. For example, Card=Drugs can damage body organs and systems. "I run track and to do this I need to have healthy lungs. Because smoking cigarettes causes lung damage, making it hard to breathe, I couldn't run track. This reason fits tobacco, marijuana, and inhalants too."

As each group discusses the answers, the group's recorder enters the information on chart paper divided into four quadrants, with headings as shown below.

- Some Reasons Not To Use Alcohol
- Some Reasons Not To Use Tobacco
- Some Reasons Not To Use Marijuana
- Some Reasons Not To Use Inhalants

Each group presents the reasons listed on the group chart. Using a sheet of paper divided into two columns, each student outlines "My Reasons for Not Using Drugs" and "Why Each Reason is Important to Me." Volunteers share their responses.

NOW LIVE YOUR NO!

Sooner or later most teens are faced with making an important decision about alcohol, tobacco, and other drugs. In order to be prepared to make the right decision, students need to practice how to handle a variety of real-life situations.

Divide the class into small groups to write their own screenplay called "The Party." The script must emphasize the effective use of refusal and resistance skills. Allow time for students to develop the script, practice, and then present their original screenplay to the class. After each skit, allow time for discussion about the use of skills. The class votes on the best script/performance. Videotape the winning group performing its screenplay.

Variation

Students use the video as a peer teaching tool or develop a parent/community education program on teenage substance use.

Variation

Broadcast the video on school, university, or community channel, submit to news channels, post on social media or school website.

Variation

Each student writes a letter to an anonymous teenager, offering the teen advice on how to deal with pressures to use alcohol, tobacco, and other drugs.



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 states and/or countries.

Variation

Assign a different country to every student. Have the students compare alcohol laws and fines in those countries and states to the laws and fines in the United States or your home state.

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>

LAW & ORDINANCES: THE PROCESS

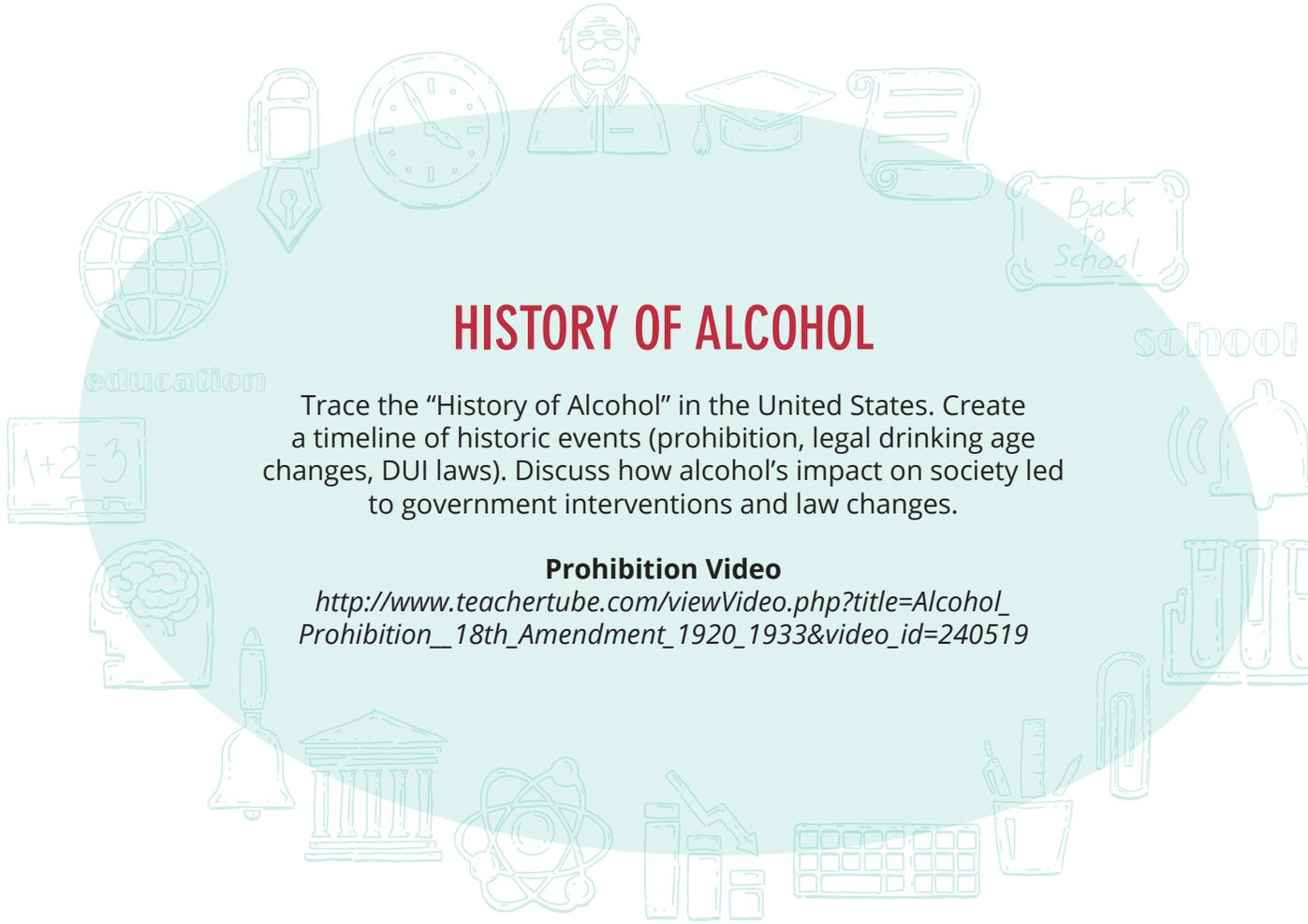
Have students research and learn how local laws and ordinances are passed in their community. Guide them in the process of proposing/passing a law or ordinance which would benefit the community by decreasing alcohol, tobacco, and other drug use/abuse. Notify local media of all efforts.

Hint: Have students interview local city officials (city auditor or 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

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.

Variation

Invite an attorney or police officer 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.



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).

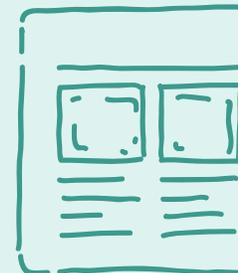
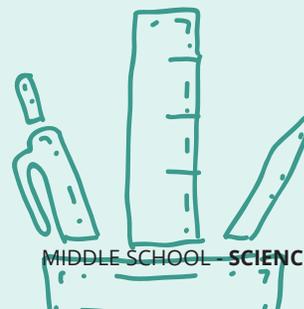
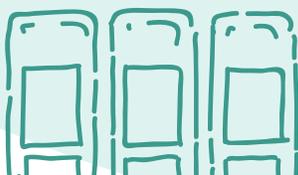
SOURCES

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

*cross-curriculum



school



NORTH DAKOTA 
PREVENTION
RESOURCE & MEDIA CENTER

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www.prevention.nd.gov

To request copies

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email : ndprmc@nd.gov

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