

SECTION



CHAPTER



ACTIVITY



ACTIVITY 1C: IS IT WORTH THE RISK?

Objectives:

Participants will:

- Learn about the health and cosmetic effects of using drugs.
- Describe specific health risks associated with using tobacco, alcohol, or other drugs.
- Experience how smoking affects lung capacity.
- Experience how addictions might feel.

Life Skills Learned:

- Healthy Life Choices
- Consequences of Actions
- Using Scientific Methods

National Health Education Standard 1:

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Time Needed:

30-45 minutes

Materials Needed:

- Glass measuring cup
- Jar of molasses
- Paper plate
- Cotton swabs
- Paper towels or hand wipes
- Pencils or pens and paper
- Paper - one sheet per participant
- Unlined white paper - two sheets per participant
- Watch/clock with a second hand
- KNOW YOUR DRUG Reference** (Print from CD)
- Optional: Radio or TV

CONNECTING TO TOBACCO, ALCOHOL, AND OTHER DRUGS

SECTION

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If youth are faced with a choice of using or not using drugs, they're likely to ignore how it might affect them in the future. Youth need to understand that using drugs—tobacco, alcohol, or other drugs—will result in not only short-term consequences, but in long-term consequences as well. Knowing what drugs will do now and in the future will help youth understand consequences and the causes of those consequences.

DRUGS - Reference to other drugs includes those drugs not permitted by law (illegal) and lawful drugs (prescription or over-the-counter) which are obtained or used illegally unless otherwise specified.

EXPERIENCE THE ACTIVITY

STEP 1.

Review lesson highlights from the last session to reinforce what youth have learned.

STEP 2.

Explain that you are going to do several experiments to help youth relate cause and consequence. Ask if they can explain what is meant when talking about cause and consequence. Have participants share examples. One example might be when they smoke, they might get lung cancer. The consequence is lung cancer, which was caused by the smoking.

STEP 3.

Have participants measure one cup of molasses into the measuring cup. Ask them what they think it represents. Give them an opportunity to think it through and discuss several ideas. Remind them this section is talking about cause and consequences.

STEP 4.

Using a cotton swab, have youth smear some of the “tar” onto the paper plate.

- What is the consistency of the molasses?
- What are its physical properties?
- How does it feel?
- What does it look like?

KEY HEALTH MESSAGE:

A **cause** is the reason something occurs or brings about an effect or result.
A **consequence** is what might happen because a certain action is taken.

Share that tar is the solid substances that get into a smoker's lungs when the cigarette is burned. It contains more than 40 known carcinogens (substances that cause cancer). The average smoker inhales about one cup of tar per year. Because of its sticky consistency and the reduced ability of the smoker's lungs to get rid of impurities, the tar may remain in the lungs for a long time. Tar from smoking paralyzes the hair-like structures called "cilia" inside the bronchial tubes. Cilia protect the lungs by sweeping out mucus, impurities, and germs.

How do you think the lungs are affected if the cilia are out of order?

STEP 5.

Ask the participants to share what they thought the consequence was. Then ask them to share what was the cause of the consequence. Would they consider this a short-term or long-term consequence?

STEP 6.

Share that not all drugs have the same effects on users. They are going to do an experiment to show the effects that marijuana and other drugs can have on a user. Give each participant a piece of paper and a pencil/pen, but ask them to leave the items on the table. Read the list below of 20 words and ask youth to write down as many as they can remember without discussing them. Read this list again and have youth mark how many they got right.

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Marijuana | <input type="checkbox"/> Tobacco |
| <input type="checkbox"/> Cigarette | <input type="checkbox"/> Legal |
| <input type="checkbox"/> Cancer | <input type="checkbox"/> Addiction |
| <input type="checkbox"/> Brain | <input type="checkbox"/> Experiment |
| <input type="checkbox"/> Health | <input type="checkbox"/> Danger |
| <input type="checkbox"/> Inhalant | <input type="checkbox"/> Sick |
| <input type="checkbox"/> Prevent | <input type="checkbox"/> Choices |
| <input type="checkbox"/> Risks | <input type="checkbox"/> Methamphetamine |
| <input type="checkbox"/> Prescription | <input type="checkbox"/> Causes |
| <input type="checkbox"/> Tar | <input type="checkbox"/> Information |

STEP 7.

Have a couple of the teen/adult leaders or participants stand in pairs in different parts of the room and carry on loud conversations or turn on a TV or radio while you read the list below of 20 different words. Ask participants again to write down as many as they can remember.

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Marijuana | <input type="checkbox"/> Alcohol |
| <input type="checkbox"/> Craving | <input type="checkbox"/> Consequences |
| <input type="checkbox"/> Lungs | <input type="checkbox"/> Memory |
| <input type="checkbox"/> Cocaine | <input type="checkbox"/> Hallucinations |
| <input type="checkbox"/> Heart | <input type="checkbox"/> Medicine |
| <input type="checkbox"/> Environment | <input type="checkbox"/> Analyze |
| <input type="checkbox"/> Ecstasy | <input type="checkbox"/> Transfer |
| <input type="checkbox"/> Benefits | <input type="checkbox"/> Smoke |
| <input type="checkbox"/> Chew | <input type="checkbox"/> Beer |
| <input type="checkbox"/> Tolerance | <input type="checkbox"/> Illegal |
| <input type="checkbox"/> Decisions | |

STEP 8.

Compare the number the participants got right each time. Ask them what they think just happened. Share with youth that, just like the disruptive pairs of participants talking, marijuana interferes with normal information transfer and memory. What is the consequence? What was the cause?

STEP 9.

Explain that numerous symptoms occur with drug use so they are going to try one more experiment. Give each participant two sheets of unlined white paper. Have them draw a bull's-eye on one sheet of paper. On the other sheet of paper, have them make a small "X" in the center.

STEP 10.

Ask participants to stare at the bull's eye. Time them for about 20 seconds and then ask them to quickly shift their focus to the "X." They will find that an after-image of the bull's eye will appear. Explain that after-images are a class of optical illusions, which are similar to hallucinations. Hallucinogenic drugs include Ecstasy, LSD, PCP, mushrooms, mescaline, and others. These drugs plus others may cause hallucinations, and are not something the abuser can control.

EASE OF TEACHING TIP:

Refer to the **KNOW YOUR DRUGS Reference** for more specific information on these and other drugs.

EASE OF TEACHING TIP:

Depending on the size of the group and the number of teen/adult leaders, activities can be done as an entire group; or divide the groups and have them take turns moving from activity to activity.

EASE OF TEACHING TIP:

This activity can also be done on a white board or flipchart paper in the front of the room.

STEP 11.**Share:**

- Briefly review each activity.
- What was the purpose of doing the tar activity?
- What did the molasses do to your fingers and the plate?
- What was the purpose of the activity about remembering words? How does that relate to drug use?
- Hallucinogens are very dangerous drugs. What do you understand about the activity?

Process:

- How would you describe what tar does to a smoker's mouth and teeth?
- How would not being able to think clearly or remember because of using marijuana affect your family and school activities?
- Hallucinogens affect the way we see reality. How would that affect you at home or school?

Generalize and Apply:

- If someone continues to smoke, what health problems might tar cause in the lungs?
- How would this affect family and work?
- If someone smokes, how would you feel about spending time with them?
- What occupation are you considering in the future? How could marijuana use affect that career choice?

STEP 12.**Reflection:**

- What did you learn by doing these activities?
- How does smoking affect you?
- How does marijuana affect your brain?
- What drug(s) cause hallucinations?

STEP 13.

Discuss the "Family Corner" and "Community Corner" with participants. Encourage them to do one or both. If they choose to do something as a group, help them follow through.

- Family Corner:** Do the tar activity and discuss what you learned. You might also do the word activity and talk about the effects of marijuana on the brain. You can make up two lists of 20 words each.
- Community Corner:** Do the tar and marijuana activities at school or in other groups where youth your age are present.