# Suggested Career Development Period (CDP) Activities for TEAP

## Introduction

The activities will provide students with strategies to remain healthy during the Career Development Period (CDP). They contain discussion topics, classroom activities, and worksheets.

## Getting Ready

Before completing these activities:

* Brief the class or group on issues of confidentiality and respect. Ensure that everyone understands that discussions do not leave the room and that this should be a safe place to explore questions and differing views.
* Read through the activities as many of the activities require materials and preparation.

## Outline of CDP Activities

* Activity – What’s Your Alcohol IQ?
* Worksheet and Answer Key – What’s Your Alcohol IQ?
* Activity – Drug Myths and Facts
* Activity and Worksheet – Consequences of Alcohol and Drug Use
* Activity – Mock Debate on Legalizing Marijuana worksheets for affirmative group 1 and negative group 2
* Activity – Alternatives to Drinking
* Activity – Resistance Training
* Worksheets – What Would You Do?
* Activity – Creative Arts Exercise

## Activity: What’s Your Alcohol IQ?

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| **Overview** | This activity is a good ice breaker to get students thinking about the truths and misconceptions about alcohol and its effects. |
| **Learning Objectives** | Students will be able to:   * Describe the effects of alcohol * Contrast facts and myths surrounding alcohol |
| **Materials** | *What’s Your Alcohol IQ?* Worksheet |
| **Getting Ready** | * Print worksheets |
| **Introduction and Pre-Activity Discussion** | Discuss the prevalence of alcohol in society and the fact that there are many myths surrounding alcohol. |
| **Activity** | Hand out one worksheet to each student and have them complete it on their own. Once they are finished, review the answers as a group. |
| **Post-Activity Discussion** | Discuss the answers to the questions as a group and stimulate discussion about what the students think one way or the other. |

### Worksheet: What’s Your Alcohol IQ?

**Directions:** Below are a dozen statements about how alcohol affects a person’s brain activities. Some of these are misconceptions, or mistaken beliefs. Do you know which are true and which are false? Circle TRUE or FALSE for each statement.

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| 1. Alcohol is a pick-me-up. | TRUE FALSE |
| 1. Under the influence of alcohol, everything may appear to be fuzzy; drinkers may slur their words and have difficulty hearing, tasting, and smelling. | TRUE FALSE |
| 1. Under the influence of alcohol, a drinker’s ability to think, speak, and move may slow way down. | TRUE FALSE |
| 1. Under the influence of alcohol, drinkers are usually calm, thoughtful, and easygoing. | TRUE FALSE |
| 1. Drinking alcohol over a long period of time may damage a person’s self-control and ability to plan, think, and make decisions. | TRUE FALSE |
| 1. Alcohol does not affect memory. | TRUE FALSE |
| 1. Alcohol may make it difficult for drinkers to keep their balance or hold on to things. | TRUE FALSE |
| 1. Under the influence of alcohol, a drinker may be emotional and weepy. | TRUE FALSE |
| 1. Alcohol will help a person sleep. | TRUE FALSE |
| 1. Drinking alcohol will help a person lose weight. | TRUE FALSE |
| 1. People attending a winter football game should drink alcohol to keep warm. | TRUE FALSE |
| 1. The more alcohol people drink, the hungrier and thirstier they will become. | TRUE FALSE |

### Worksheet Answer Key: What’s Your Alcohol IQ?

**Note:** the answers below are just guidelines. Try to get students to discuss why they answered one way or another to get the wheels turning; ask for examples to support their answers.

1. **Alcohol is a pick-me-up. FALSE**Alcohol is a central nervous system depressant. It can appear to be a stimulant because, initially, it depresses the part of the brain that controls inhibitions.
2. **Under the influence of alcohol, everything may appear to be fuzzy; drinkers may slur their words and have difficulty hearing, tasting, and smelling. TRUE**Alcohol slows down the brain as it works with information from your senses.
3. **Under the influence of alcohol, a drinker’s ability to think, speak, and move may slow way down. TRUE**When you think of something you want your body to do, the brain sends a signal to that part of the body. Alcohol slows down the brain, making you think, speak, and move slower.
4. **Under the influence of alcohol, drinkers are usually calm, thoughtful, and easygoing. FALSE**When alcohol affects the brain, you may find it hard to control your emotions and urges. You may act without thinking or even become violent. Drinking alcohol over a long period of time can damage the brain forever.
5. **Drinking alcohol over a long period of time may damage a person’s self-control and ability to plan, think, and make decisions. TRUE**The brain is important for planning, forming ideas, making decisions, and using self-control. Drinking alcohol over a long period of time can damage the brain forever.
6. **Alcohol does not affect memory. FALSE**

* When alcohol reaches the brain, you may have trouble remembering something you just learned, such as a name or a phone number. This can happen after just one or two drinks.
* Drinking a lot of alcohol quickly can cause a blackout—not being able to remember entire events, such as what you did last night.
* If alcohol damages the brain, you may find it hard to learn and to hold on to knowledge.

1. **Alcohol may make it difficult for drinkers to keep their balance or hold on to things. TRUE**The brain is important for coordination, thinking, and being aware. You may have trouble with these skills when alcohol enters the brain. After drinking alcohol, your hands may be so shaky that you can’t touch or grab things normally. You may lose your balance and fall.
2. **Under the influence of alcohol, a drinker may be emotional and weepy. TRUE**The brain is important for planning, forming ideas, making decisions, and using self-control. When alcohol affects the frontal lobes of the brain, you may find it hard to control your emotions and urges. You may act without thinking or even become violent. Drinking alcohol over a long period of time can damage the brain forever.
3. **Alcohol will help a person sleep. FALSE**After a person drinks alcohol, blood pressure, hunger, thirst, and the urge to urinate increase while body temperature and heart rate decrease; this can make sleeping more difficult and/or less restful.
4. **Drinking alcohol will help a person lose weight. FALSE**After a person drinks alcohol, blood pressure, hunger, and thirst increase. In addition, alcohol contains a lot of empty calories.
5. **People attending a winter football game should drink alcohol to keep warm. FALSE**Alcohol actually chills the body. Drinking a lot of alcohol outdoors in cold weather can cause your body temperature to fall below normal. This dangerous condition is called hypothermia.
6. **The more alcohol people drink, the hungrier and thirstier they will become. TRUE**Alcohol increases hunger and thirst.

## Activity: Drug Myths and Facts

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| **Overview** | This activity is a good ice breaker to get students thinking about the truths and misconceptions about different drugs and their effects. |
| **Learning Objectives** | Students will be able to: Contrast facts and myths surrounding drugs |
| **Introduction** | Discuss the prevalence of drug use in society and the fact that there are many myths surrounding drug use. |
| **Activity** | Read the first Myth statement to the students. Have the students who think it is true move to one side of the room and the students who think it is false move to the other side. Let them discuss freely why they think it is true or false.   |  |  | | --- | --- | | **Myth** | **Facts** | | Synthetic drugs are ok to use since you won’t get into trouble. | Synthetic drugs can still have harmful side effects and pose major health risks, just like illegal drugs. | | Marijuana won’t hurt you, it’s just a plant. | Cocaine comes from coca plants, heroin from poppy plants and both are harmful. | | Marijuana is not addicting. | Marijuana can be addictive, like any other psychoactive drug. | | Marijuana is used for medicinal purposes, so it can’t be bad for you. | Cocaine and opiates are also used for medicinal purposes and they all can be dangerous. | | Marijuana doesn’t cause you to lose control; you know what’s going on around you. | Marijuana can impair your judgment, causing you to do things you'll regret (e.g., having sex and increasing your risk of STDs, unplanned pregnancy, driving with people who are high or intoxicated or putting yourself in any other vulnerable position). | | Marijuana smoke isn’t all that dangerous to the lungs. | Marijuana smoke contains toxic chemicals that can cause lung problems, including cancer. | |

## Activity: Consequences of Alcohol and Drug Use

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| **Overview** | The consequences of drug and/or alcohol abuse are not always apparent to young adults. This activity will help students to see the “big picture” effects of their drug and alcohol use, including how it will affect them socially, on the job, and health wise. |
| **Learning Objectives** | Students will be able to:   * Describe the repercussions of alcohol and drug use |
| **Materials** | Drug and Alcohol Use Consequences Worksheet |
| **Getting Ready** | * Print worksheets |
| **Introduction and Pre-Activity Discussion** | **Discuss the following question with the students:** Sometimes drinking alcohol or using drugs causes bad things to happen. What types of issues do alcohol and drugs cause?  Below are some examples of consequences to help lead the discussion:   * **Driving Under the Influence**–Motor vehicle crashes are the leading cause of death among youth ages 15 to 20. Adolescents already are at increased risk through their relative lack of driving experience, and drivers younger than 21 are more susceptible than older drivers to the alcohol- or induced impairment of driving skills. Driving under the influence of drugs is a major concern because it impairs a driver’s motor function, concentration and perception. * **Suicide**–Alcohol use interacts with conditions such as depression and stress to contribute to suicide, the third leading cause of death among people between the ages of 14 and 25. Youths who abuse drugs are at a much higher risk for mental health disorders and suicide. * **Sexual Assault**–Sexual assault, including rape, occurs most commonly among women in late adolescence and early adulthood, usually within the context of a date. Research suggests that alcohol or drug use by the offender, the victim, or both, increases the likelihood of sexual assault by a male acquaintance. * **High-Risk Sex**–Research has associated adolescent alcohol and/or drug use with high-risk sex (for example, having multiple sexual partners, failing to use condoms, and having unplanned sex). The consequences of high-risk sex also are common in this age group, particularly unwanted pregnancy and sexually transmitted diseases, including HIV/AIDS. * **Social Consequences**–Many alcohol and drug offenses lead to criminal convictions, including jail time that can remain on your record forever. These records can affect many aspects of life, including your career and employment, as well as being discriminated against by your peers. |
| **Activity** | Hand out a worksheet to each student and have them complete it on their own. |
| **Post-Activity Talk** | Discuss with students their responses on the worksheets. |

### Worksheet: Drug and Alcohol Use Consequence

**Student Name: Date Begun:**

This exercise is designed to help you identify the unmanageability in your life that is related to your drug/alcohol use. As you reflect on each area of your life, try to recall specific incidents that involved drug/alcohol use, some kind of negative effect from your use, and any emotions you may have been experiencing at the time. Vague or general examples are not going to be helpful.

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| **What Happened** | **Consequence** | **How I Felt as a Result** |

**School**

1.

2.

3.

4.

**Family Relationships**

1.

2.

3.

4.

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| --- | --- | --- |
| **What Happened** | **Consequence** | **How I Felt as a Result** |

**Motivation**

1.

2.

3.

4.

**Legal Issues**

1.

2.

3.

4.

**Friendships/Social Life**

1.

2.

3.

4.

|  |  |  |
| --- | --- | --- |
| **What Happened** | **Consequence** | **How I Felt as a Result** |

**Employment**

1.

2.

3.

4.

**Finances**

1.

2.

3.

4.

**Physical Health**

1.

2

3.

4.

## Activity: Mock Debate on Legalizing Marijuana

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| **Overview** | A debate is an opportunity to hear two sides of a story, with equal weight given to each side. Holding one on medical marijuana dispensaries will require you to think hard about the problem—and how to solve it. |
| **Learning Objectives** | Students will be able to:   * Articulate their feelings about marijuana legalization |
| **Materials** | * Affirmative and Negative Worksheets * “For” and “Against” squares |
| **Getting Ready** | * Print and cut out the “For” and “Against” squares at the end of this activity, making sure you have one per student. Fold the squares and place them in a container. |
| **Introduction and  Pre-Activity Discussion** | While the debate over the topic of marijuana use continues, some states have passed laws that make it legal to use marijuana for medical and recreational use. |
| **Activity** | * Each student should choose one from the container. * Have the students who are for the legalization of marijuana sit on one side of the room and the students who are against it on the other side. * Let students have ample time to discuss their arguments using the forms below as a guide. |

##### **Affirmative – Group 1**

Our team members are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and we agree that Medical Marijuana dispensaries should be legal in all states.

Outline the reasons you agree below. Example: Without it, many who are terminally ill will be “criminalized” or suffer an agonizing death.

Reason #1

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Reason #2

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Reason #3

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Reason #4

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##### **Negative – Group 2**

Our team members are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and we disagree with the idea that Medical Marijuana dispensaries should be legal in all states.

Outline the reasons you disagree below. Example: We have enough teens with access to addictive drugs and this will provide easier access for them.

Reason #1

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reason #2

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Reason #3

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Reason #4

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| **FOR** | **AGAINST** |
| **FOR** | **AGAINST** |
| **FOR** | **AGAINST** |
| **FOR** | **AGAINST** |
| **FOR** | **AGAINST** |

## Activity: Alternatives to Drinking

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| **Overview** | Often times, people don’t want to drink but do not have the refusal skills they need to feel comfortable turning down peers. This activity will allow them to practice these important skills. |
| **Learning Objectives** | Students will be able to:   * Identify refusal skills they can use in peer situations where alcohol is being used |
| **Materials** | Chalkboard/whiteboard |
| **Getting Ready** | Write suggested questions on the board |
| **Introduction and  Pre-Activity Discussion** | Use the table below to get students talking about why people drink and the pressures that go along with it. Write the Suggested Questions on the board. |
| **Activity** | For the activity, students will role play with each other. First, write the sentence starter “Why drink when we could…” on the chalkboard. Challenge students to come up with as many answers as possible and write them on the board, such as:   * “**Why drink when** **we could** play basketball?” * “**Why drink when we could** go to the movies?”   Put students into small groups of 3-4. Have the students role play:  *Imagine you are at a social gathering of some kind. Fill in the blanks of what you could say to refuse alcohol:*  Friend: “Let’s get drunk.”  You: “Why drink when we could \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”  Friend: “Come on, don’t be a loser. Let’s get drunk.”  You: “No, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”  Let students get detailed with the scenarios and let it play out. Write the best refusals on the board. |
| **Post-Activity Discussion** | Discuss the following questions with students:   * Do you feel more prepared to suggest alternatives to drinking when faced with peer pressure? Why? |

## Activity: Resistance Training

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| **Overview** | Students can develop critical thinking skills to handle a situation before they are involved in it. This activity will help students to plan ahead for a situation where they are offered drugs. |
| **Learning Objectives** | Students will be able to:   * Describe how they will be able to handle a situation where they are offered drugs. |
| **Materials** | What Would You Do? Worksheet |
| **Getting Ready** | Print worksheet |
| **Introduction and  Pre-Activity Discussion** | Ask students to think about a time when they said or did something they regretted because they went along with a group. If any students would like to share an experience, permit them to do so. Acknowledge that it is sometimes challenging to go against a group of peers. |
| **Activity** | Have students complete the What Would You Do Worksheet? |
| **Post-Activity Discussion** | Bring students back together to discuss their responses. |

### Worksheet: What Would You Do?

**Directions:** Read the following scenario and answer the questions.

**Scenario:** You are about a month from graduating and are excited to start your new career. In the next couple of weeks, you have several job interviews coming up. You know that all of these jobs will drug test you. You are home on a weekend pass and go to a party at some guy’s house in the neighborhood. The guy who lives in the house passes you a blunt and says, “Go ahead, hit it.” You are tempted to take a hit off the blunt, but know that weed will stay in your system for a while. Your job interviews are only two weeks away. You know that you might not get those jobs if you smoke it. At the same time, you want to have fun at the party and you don’t want everyone to think you’re a punk.

1. What are your options?
2. If you decide to take the hit, what might happen?
3. If you decide to pass, what would you say?

## Activity: Creative Arts Exercise

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| **Overview** | This activity is designed to allow students to showcase their talents, using creative writing and/or art, while getting out the message that using tobacco/alcohol/drugs is not cool in a way that is relatable to their peers. |
| **Learning Objectives** | Students will be able to:   * Create a project that depicts the negative consequences of drug use |
| **Materials** | * Poster board * Pens, pencils, markers, etc. * Scissors and glue * Magazines   (The items on this list are only suggestions. There may be other materials students request for their projects.) |
| **Getting Ready** | Compile materials |
| **Introduction and  Pre-Activity Discussion** | Discuss with students ways that drugs, alcohol or tobacco may have negatively affected them personally. |
| **Activity** | Ask students to write an essay or poem, design a poster, or do a presentation about how drugs, tobacco, or alcohol are not cool or how they have negatively affected themselves, a friend, or family member. Following are some examples of what this might look like. |
| **Post-Activity Discussion** | Discuss the following with students:   * Did they enjoy the activity? * Do any of the other student’s creations “speak” to them? Why? |