



Too Good for Drugs Student Workbook

Grade 8

Name:



MENDEZ FOUNDATION

Too Good for Drugs Grade 8

Student Workbook

Alcohol, Tobacco, and Other Drugs
Prevention Education

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Design Your Goal

Six Steps to Reaching Your Goal

Name It

Picture

I Can

Think

Go For It

Celebrate



Name It

Before you can name your goal, it must meet the Goal-Naming Criteria below.



Personal

The goal you set must be your goal. It must be something that you want to accomplish.



Possible

Why does the goal need to be possible? We wouldn't be able to reach something that wasn't possible.



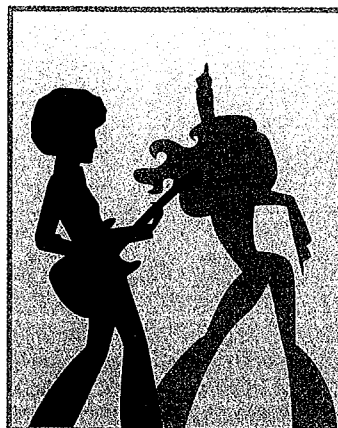
Positive

Your goal must be stated as a positive action. Rather than saying, "I won't put off doing my math homework," phrase it instead as "I will complete my math homework."



Specific

The goal you set needs to be something particular, or measurable, so you know when you have successfully completed it.



Rupert's To-Do List

Step 4 is to "Think How." In the spaces below, list four actions Rupert can take to make his night at the dance with Melanie happen.

Action 1:

Action 2:

Action 3:

Action 4:

Submit



Picture Yourself...

Picture yourself reaching your goal so you know what you are aiming for.



Say "I Can"

Using positive self-talk and saying "I Can" boosts your confidence.



Think How To Do It

Think of what actions you can take to accomplish this goal.



Go For It!



Celebrate Your Success

Something's Missing

Below you'll see a list of various students' goals. Each goal is missing one of the four Goal-Naming criteria. Circle the icon that represents the missing criterion, and then write it on the line provided. Next, revise the goal so that it meets all four criteria. The first one has been done for you.

1:    

Fiona's Goal: To practice every Friday so she can try out for the softball team because her best friend wants her to try out with her.

Which of the goal-naming criteria is not met? Personal

Revise the goal. Fiona signs up to take cello lessons every Friday because she has always wanted to learn to play.

2:    

Gino's Goal: He wants to get in shape.

Which of the goal-naming criteria is not met?

Revise the goal.

3:    

Cedric's Goal: To learn conversational Spanish in less than a week.

Which of the goal-naming criteria is not met?

Revise the goal.

4:    

Chandler's Goal: He would not eat sweets after 8 p.m.

Which of the goal-naming criteria is not met?

Revise the goal.



My Own Goal

Name a short-term goal of your own that you can accomplish within a week. In the space provided, name your goal. Explain how your goal meets each of the four criteria.

Username
View Profile

My Messages
My Videos
My Photos
My Friends
Edit Profile
Events

Username
View Profile

Edit Your Profile

Name Your Goal

Name your goal:

Evaluate Your Goal

Is your goal personal? ☐ Yes ☐ No

What makes it personal?

Is your goal possible? ☐ Yes ☐ No

What makes it possible?

Is your goal positive? ☐ Yes ☐ No

What makes it positive?

Is your goal specific? ☐ Yes ☐ No

What makes it specific?

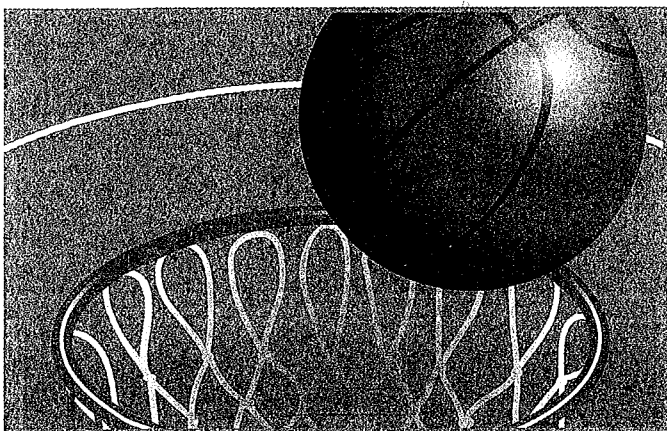
Save

Reminder

Remember to keep your goals: Personal, Possible, Positive, and Specific.

! What Can Get in Your Way?

Identify the obstacle that prevented the teens from reaching their goals. Decide if the obstacle was internal or external, and then describe how you would overcome the obstacle.

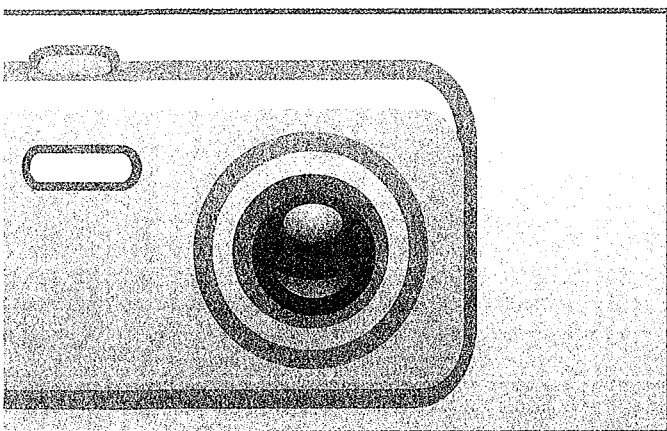


Josh dreams of becoming a basketball star. He loves watching the sport on TV and imagines how one day he could play on an NBA team. For now, Josh decides he'll try out for the summer basketball league. On the day of the tryouts, his mom gets a flat tire and cannot take him to the courts so he missed the tryouts.

What was the obstacle that got in his way?

Was this an internal or external obstacle?

How would you overcome this obstacle?



Raquel wants to learn how to edit photos so she can give them to her friend for her birthday at the end of the month. Raquel's cousin agreed to help her learn an editing program in time for the party. She spends a couple of weekends learning the program with her cousin and is really starting to get the hang of it. However, as soon as the new season of her favorite TV show begins, Raquel stops learning the program so she can watch the show. She never edits the pictures.

What was the obstacle that got in her way?

Was this an internal or external obstacle?

How would you overcome this obstacle?

! My Plan

On page 4 you named a goal for yourself. Write three actions that you will take to reach your goal. As you plan this to-do list, think about Josh and Raquel and the obstacles they faced on their path toward their goals. Josh had to deal with an unplanned transportation obstacle, and Raquel let herself become distracted by a TV show. Write three potential obstacles that could get in your way.

"Think How" To-Do List

- 1: ☐
- 2: ☐
- 3: ☐

Potential Obstacles

- 1:
- 2:
- 3:

Solve That Problem

For each dilemma below, write out three possible options, consider the consequences of each one, and place a check in the box next to the best solution.

Stop

What decision do I need to make?

Next

Think

- Consider what's influencing you.
- Picture a positive outcome.
- List options: What are potential consequences?

Next

Act

Act out the best decision.

Next

Reflect

Evaluate how you did.

Submit

The Reindeer Sweater

Last winter your aunt sent you a dreadful purple reindeer sweater. Today she's coming for a visit and your mom asks you to please wear the sweater so your aunt can see you in it. The trouble is your family is taking your aunt to the mall for some last-minute shopping, and you know that a lot of kids from school will be there. You're pretty sure that if these kids see you in this sweater, they will make fun of you for months, but you really don't want to hurt your aunt's feelings. What do you do?

☐ Option 1:

☐ Option 2:

☐ Option 3:

The Elective Class

It's time to choose an elective class for next year. You've considered signing up for French because your grandparents came from France and you've always wanted to learn the language. You've also wanted to surprise your grandparents by speaking their language when they come to visit. You think you've made your decision, but then you find out your friends are taking photography. You have always wanted to learn photography, and it would be fun to take a class with your friends.

☐ Option 1:

☐ Option 2:

☐ Option 3:

The Mother's Day Gift

You have saved up \$30 for a special Mother's Day present for your mom. You know exactly what she wants and can't wait to surprise her, but then you get the chance to go to a concert with your friends. Guess what? The ticket costs exactly \$30.

☐ Option 1:

☐ Option 2:

☐ Option 3:

Spend or Save?

As your group draws a numbered card, list the influence behind the choice to spend or save.

- | | | |
|----------|----------|-----------|
| 1: _____ | 5: _____ | 9: _____ |
| 2: _____ | 6: _____ | 10: _____ |
| 3: _____ | 7: _____ | 11: _____ |
| 4: _____ | 8: _____ | 12: _____ |



The Road Best Traveled

There are healthy and unhealthy ways to handle difficult situations. For the first three scenarios, select the healthy response. For the last two scenarios, formulate the healthy response, and write it in the space provided.

1: The person you've been dating for six months breaks up with you unexpectedly. You:

A: Tell yourself it's fine, but really you are hurt and confused. ☐

B: Try to find out what went wrong. ☐

C: Start sharing your sob story with everyone. ☐

2: When you are feeling down, you:

A: Pretend everything is OK. ☐

B: Spend some time thinking about what's bothering you. ☐

C: Are in a bad mood for days and days. ☐

3: When you are having a bad day, your friends:

A: Rarely notice because you try to keep your feelings to yourself. ☐

B: Can usually tell you're upset. If somebody asks if you're OK, you share your feelings. ☐

C: Can tell right away because you usually take your bad mood out on them. ☐

4: Your lacrosse team is moments away from becoming state champs when, all of a sudden, the other team scores 2 goals and wins the game. You:

A: Walk away as though it's no big deal. Later on that night you keep playing all the mistakes you made over and over again in your mind. ☐

B: ☐

C: Yell, "You all are cheaters!" and throw your lacrosse stick on the ground. ☐

5: You just got your Algebra test paper back and, surprise, you got a B+.

Math is your toughest class, and you've been studying for two weeks. You:

A: Just stuff it into your book. It wasn't a big deal to anyone but you, so why talk about it? ☐

B: ☐

C: Brag about your grade for the rest of the day to anyone who will listen. ☐



Work it Out

Think about situations or events that might trigger different emotional responses. Identify why people might handle their emotions in the two styles provided below. Predict what could happen as a result and then identify some healthy management strategies.

Why do people internalize their emotions?

Next

What could happen as a result?

Next

Management Strategies?

Save

Why do people feel compelled to share everything they are feeling?

Next

What could happen as a result?

Next

Management Strategies?

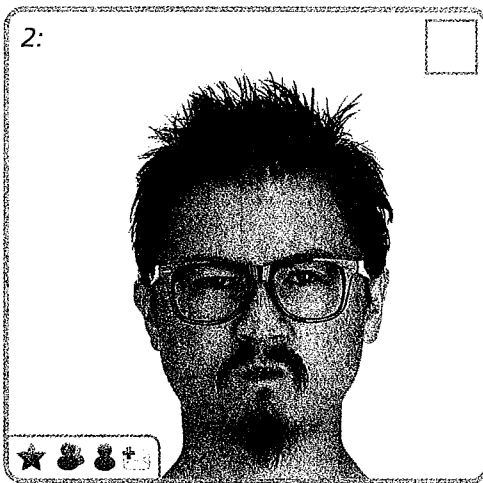
Save

! Face Your Feelings

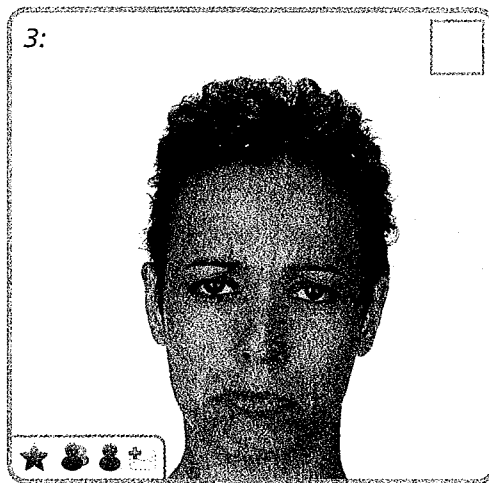
For each facial expression below, mimic the face, and write down the emotion you feel.



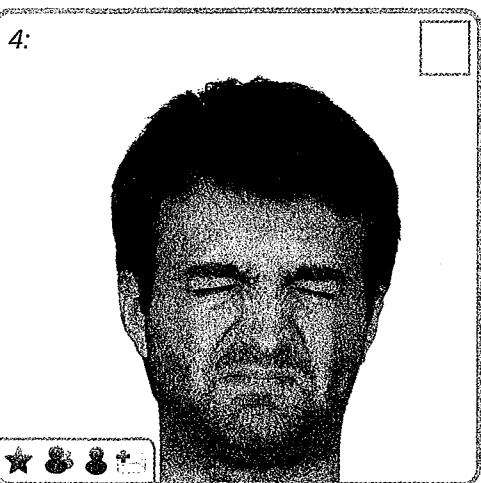
Emotion:



Emotion:



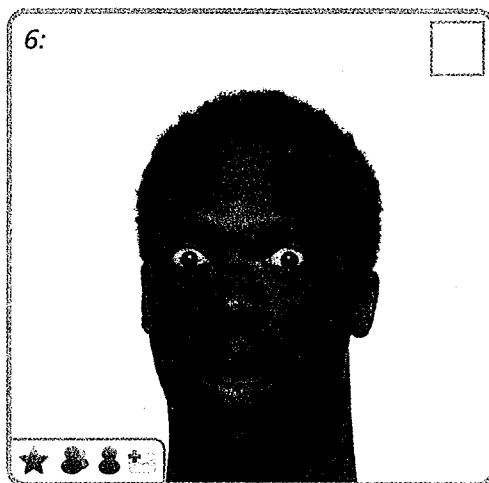
Emotion:



Emotion:



Emotion:



Emotion:





It's Written All Over Your Face!

Read each scenario and identify the emotion expressed in the face. Write the emotion in the space provided.
Use your emotional intelligence to respond to each question.

- 1: You desperately want to go to the movies because you heard that your "crush" is going to be there. You hear your mom's car pull up so you race down to the kitchen to beg for a ride. When she turns around, her face looks like this.

Decode that emotion

How do you respond to someone with this facial expression?



- 2: You want to borrow your friend's tennis racket. You knock on her door, but before you can ask her, she gives you this look and says, "What do you want?"

Decode that emotion

How do you respond to someone with this facial expression?



! Say it Like You Mean It...

Read each scenario and explain how you would handle each one using an Assertive Style of Communication.

Speaking Style	Characteristics	Body Language Cues
Assertive	<ul style="list-style-type: none"> -Prepares Words -Speaks Up (<i>Not too loud, not too quiet</i>) -Uses Appropriate Tone (<i>Not sarcastic or rude</i>) -Reads Non-verbal Cues 	<ul style="list-style-type: none"> -Looks Confident -Stands Tall -Makes Eye Contact -Matches Non-verbal Cues to Words

- 1: Your next door neighbor's dog has been waking you up at 5:30 a.m. with his incessant barking. Your mom tells you to speak to the neighbor yourself.

As an Assertive Speaker, what would you say and how would you say it?

- 2: You are working on a group science project due next week, but you find out that someone on the team has not even started working on his section. The whole team's grade will be affected. You know you need to convince your teammate to get busy.

As an Assertive Speaker, what would you say, and how would you say it?

! Listen Like You Mean It...

Read each scenario and explain how you would listen using a few of the Active Listening tips for each.

Listening Style	Characteristics	Body Language Cues
Active	<ul style="list-style-type: none"> -Listens Empathetically -Does Not Interrupt -Asks Clarifying Questions -Paraphrases 	<ul style="list-style-type: none"> -Looks Interested -Makes Eye Contact -Attentive Posture -Uses Affirming Gestures (<i>Nods head, etc.</i>)

- 1: A friend stops by your locker and says, "I am tired of the cliques around here. Coach Smith keeps excluding me during P.E. Jasmine avoids me to hang out with the "popular" girls." You are confused and need more information.

What would an Active Listener do in this situation? Be specific.

- 2: Your teammate walks up to you in the gym. His voice and body language show frustration and even some fear. You know he has been training hard and is a perfectionist. He nervously begins to tell you how he feels, but it is difficult for him to get the words out.

What would an Active Listener do in this situation? Be specific.



Communication in HD

Answer the questions under each scenario. Use the tips on Workbook Page 11 to help you.

- 1: **Ava:** I've got some amazing news! My cousin just tried out for "American Singer" and he got a great...
Carson: A great what? A great big rotten tomato thrown at him?
Ava: Let me finish my story. As I was saying, my cousin got picked...
Carson: Speaking of getting picked. I just got picked for the baseball team.

Which Active Listening tip should Carson have used?

What should Carson have done instead?

- 2: **Juan:** Alicia, do you want to go to the game on Friday night with me?
Alicia: (with arms folded, shrugging her shoulders) Sure, sounds great.

What is the mixed message Alicia is sending?

Do you think Alicia wanted to go to the game with Juan?

What should Alicia have said to Juan?

- 3: **Tammy:** Can I talk to you for a minute?
Jake: (texting and not looking up) Sure, what's going on?
Tammy: Someone started a rumor that I cheated on a test.
Jake: Really?
Tammy: Yes. Have you heard anything about the rumor?
Jake: What rumor?
Tammy: The rumor that I cheated on a test.
Jake: (finally looking up) Wait a minute... You cheated on a test?
Tammy: IT WAS A RUMOR!
Jake: Well, why didn't you say so?

Which Active Listening tips should Jake have used?

What should Jake have done instead?

- 4: **Narrator:** Ivey wants to ask Lenny, the math whiz, for tutoring in Algebra.
Ivey: (in a quiet voice with her head down) Uh, um what are you doing tonight, Lenny?
Lenny: I've got a football meeting. Why do you ask?
Ivey: Well, um, I have a big Algebra test next week...
Lenny: Are you ready for it?
Ivey: Um, well, not really. I'm having trouble solving for x.
Lenny: I'm sorry to hear that.
Ivey: OK, well, thanks.
Lenny: Good luck with the test.

Which Assertive Speaker tips should Ivey have used to get what she needed from Lenny?

What should Ivey have said instead?

Peer Predicaments

Read each scenario and answer the questions that follow. Determine how you would handle the friendship using assertive communication.

1: Edgar has just realized that his friend Ken only likes to hang out with him when his older sister is around. It doesn't really bother Edgar that Ken is interested in his sister; however, he feels used and is questioning their friendship.

How would you feel if you were Edgar?

How would you deal with Ken?

2: Mandy and Joel have been dating for several months. Joel insists that Mandy spend all of her time with him and gets jealous when she hangs out with her friends. Mandy misses her friends, but she is afraid to confront Joel fearing he might break up with her.

How would you feel if you were Mandy?

How would you deal with Joel?

3: Dominic wants to go to college someday and believes a basketball scholarship is the best way to make that happen. He practices everyday after school and does what he can to keep focused on his goal. His best friend Ron is a good friend but a risk taker. Whenever they hang out together, Ron gets them into lots of trouble. Dominic likes Ron but fears that one day Ron will get them into a situation that could sabotage his chances at that scholarship.

How would you feel if you were Dominic?

How would you deal with Ron?

4: Amber is worried about her upcoming math test, so she schedules extra time over the weekend to practice her equations. Monica wants her to go to the mall with her this weekend and tries to convince Amber to quit studying and just copy the answers from someone on the test day.

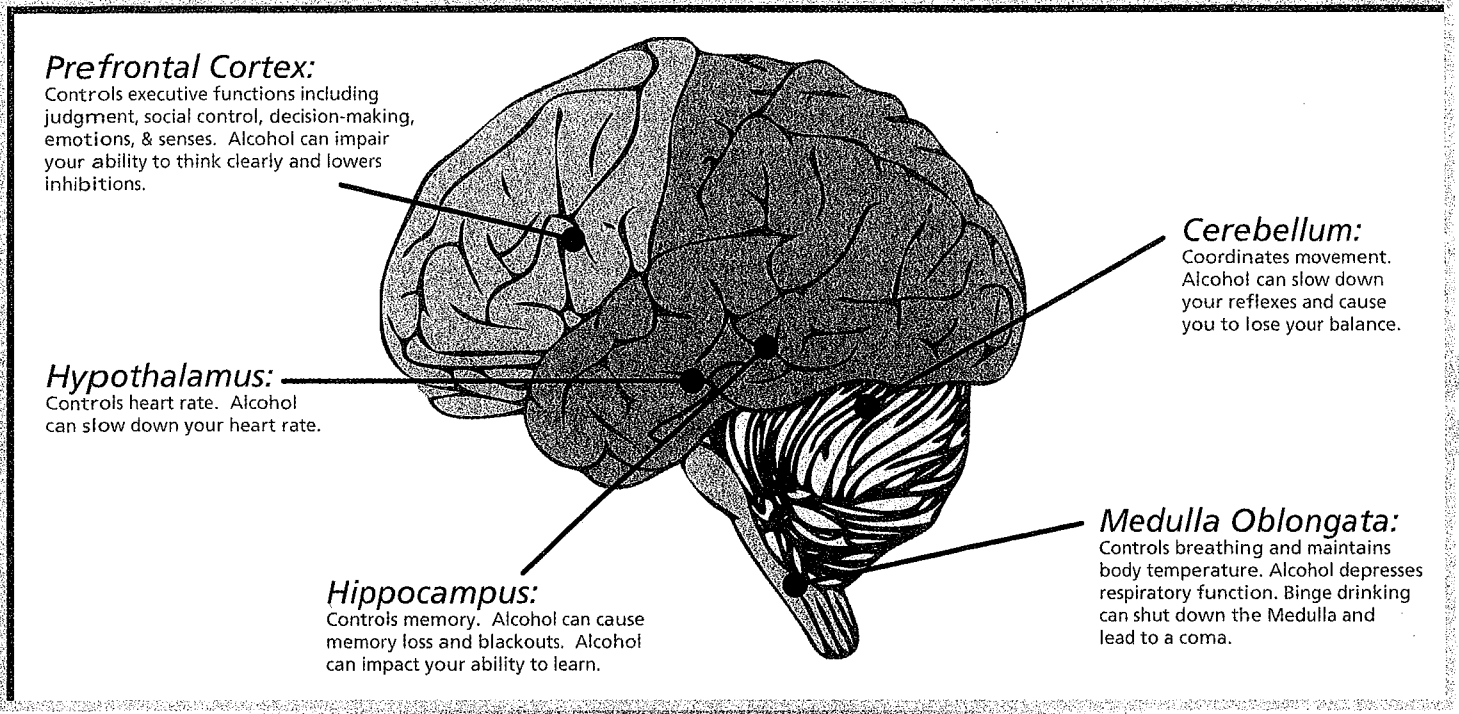
How would you feel if you were Amber?

How would you deal with Monica?



Anatomy Of The Teenage Brain

Read the short-term consequences alcohol use can have on the brain.



Warning:
Alcohol may cause
vomiting.



Warning:
Alcohol may cause
bad breathing.



Warning:
Alcohol may cause
body odor.

Think of an activity that you like to do or a goal you are working towards. Then refer to the above diagram and circle the areas of the brain that you would use to complete your activity or reach your goal. Because alcohol impairs the brain's ability to function properly, alcohol will affect your ability to reach your goal. List five reasons why drinking alcohol would keep you from reaching your goal or completing your activity.

- 1:
- 2:
- 3:
- 4:
- 5:



Addiction Notice

Identify the type of addiction described in each box by writing *Physical* or *Psychological* on the line provided.

1

A **Addiction** is the body's development of a chemical dependency to a substance. A user with this type of addiction will experience withdrawal when attempting to stop using the drug because the body has developed a chemical dependency to the substance.

A user with this type of addiction will experience:

- Physical withdrawal symptoms which can include: flu-like symptoms, diarrhea, shaking, headaches, irritability, and generally feeling awful when trying to stop using the drug
- The need to take more of the substance to get the same effect
- Changes in eating habits, including weight loss or weight gain
- Changes in sleeping habits

2

A **Addiction** is a behavioral development caused by the habitual use of a drug. This type of addiction creates a compulsive craving for the substance. A user who has this type of addiction will be overwhelmed with an emotional desire to have the drug. The addict's whole life revolves around the drug, including obtaining the drug, using the drug, and determining when the next fix will be.

A user with this type of addiction will experience:

- Spending a lot of time figuring out how to get drugs
- Loss of interest in activities that used to be important
- Problems with schoolwork, slipping grades, or absences
- The need to take more of the substance to get the same effect
- Anxiety, anger, or depression
- Mood swings



N.A.S.T.Y. By Steve Fitzhugh

As you listen to the song and follow along with the lyrics, underline the tobacco-related consequences.

I remember not too long ago,
I was back in school back in Ohio.
I was a young brother with a big rock head.
So cool, nothing more could be said.
I met a young honey; the girlie was fine.
Geometry class, she took a seat next to mine.
Everyday first hour, I'd look in those eyes.
Next twenty minutes, I was mesmerized.
I got up the nerve, asked her out on a date.
She said, "Sure, Stevie, how 'bout Friday at eight?"
We took in a movie, I took her home.
Feelin' kinda macho, like I had it goin' on,
I stood on her porch, I kissed her goodnight.
Like kissin' an ashtray, was what it was like.
She was a smoker, a cigarette smoker.
She looked foolish when I screamed, and I told her,
Eeeww, Naasty!
I was crushed, but life goes on,
Plenty fish in the sea, besides I'm still young.
Two weeks later I met a senior.
Intelligent and beautiful, and she liked this junior.
We started talkin'. I said, "Do you smoke?"
She said, "No way. You don't either, I hope."
"I sure don't, baby. Cigarettes are my enemy."
She said, "Cool, 'cause I'd never date a chimney."
After school cruisin' with the guys,
They fired up some smokes.
It started burning my eyes.
I said, "Roll down the window. I can hardly breathe."
That's when I saw that senior that said she liked me.
"Stop the car. Let me out," I said to my crew,
I ran over to the girl and said, "How do you do?"
She said, "Hi, Stevie, I'm doin' just fine."
We sat, we laughed, we talked for a time.
Leaned back in my chair, tried to scoot a little closer.
She walked away. I said, "Shorty, is it over?"
"Your clothes, honey, they smell like smoke,
And if I take another whiff, I'll probably choke."
I smelled my shirt, sweater, jacket and pants.
That cigarettes smoke even stunk up my hands.

"I don't smoke," I tried to say, I just heard these words
As she walked away,
She said, **"Eeeww, Naasty!"**
At the ballpark once sitting with my dad
Watching our team getting beat pretty bad.
One last chance, bases loaded, two out.
Slugger's at bat, "Take him deep," we shout.
Then—CRACK!--with one powerful swing,
He hit a home run for the home team!
I was so excited our team had won.
"Can I get his autograph, Dad?"
"Go ahead, son!"
I'll never forget standing next to this man,
Stickin' my pen and paper in his hand.
Then it happened. He smiled. I almost threw up.
He had a chew of tobacco. Homeboy spit in a cup.
Teeth brown and yellow, man, grossed me out.
Absolute worst case of yuck mouth!
I looked in his face, water filled my eyes.
I started singin' this song,
He looked kinda surprised.
I said, **"Eeeww, Naasty!"**
Some things, I guess, I'll never understand,
Like a pretty young girl with a cigarette in her hand.
A teenage boy smoking to be cool.
Why can't he see he's just actin' like a fool?
It doesn't take much for the habit to start.
But when the doctor says, "Stop," that's the hard part.
Smoking, chewing, tobacco kills.
Keep yourself clean, you're not missin' any thrills.
Nicotine smells bad, tastes bad, too.
Wise men don't smoke; the foolish men do.
It creates cancer, destroys your lungs.
Rots your breath, lips, teeth and gums,
I don't care if you call me a geek, nerd or patsy,
I'm gonna tell ya again and again,
Cigarette smoking is just plain Nasty.
Everybody say...
Eeewww, Naasty!

Categorize each of the consequences you identified in the lyrics as either a short-term, long-term, or social consequence. Add any additional consequences you can think of to the list.

Short-Term Consequences

Long-Term Consequences

Social Consequences

Stages of Addiction

Read each scenario and identify the tobacco user's stage of addiction.

Stage 1= First-Time Use, Stage 2= Occasional Use, Stage 3= Planned Use, Stage 4= Regular Use

- 1: I don't buy cigarettes, but if a friend offers me one, I'll smoke it. Cigarettes don't taste so bad anymore and I don't notice the smell so much. I don't cough or feel dizzy or sick like I did at first. My body must be getting used to the nicotine. I don't plan to become a regular smoker.

Identify the tobacco user's stage of addiction.

- 2: I've been smoking for a while, and now I'm starting to plan ahead, thinking about when I will be able to smoke the next time. I buy my own cigarettes now. When I have a choice of activities, I don't choose by what I enjoy or who will be there, but whether I can smoke or not. Some people I don't even like had a party last night. I went there instead of going bowling with my best friend, because I could smoke at the party. I enjoy smoking, and I don't worry about cancer and stuff. I can quit whenever I want. No problem.

Identify the tobacco user's stage of addiction.

- 3: This kid at a party said, "Try one." I thought just one cigarette couldn't hurt, so I smoked it. The smoke made me cough and the nicotine made me feel dizzy and sick. I think my body was trying to tell me something. I will never smoke again.

Identify the tobacco user's stage of addiction.

- 4: Smoking is a problem for me now. I feel uncomfortable when I don't smoke. Once when I had a really bad nicotine fit, I snuck a smoke in the restroom at school. I knew I might get caught and suspended, but I was totally stressed out and really needed a smoke. I wish I didn't feel this way. It is becoming difficult to compete in sports because I have trouble breathing. I wish I never started.

Identify the tobacco user's stage of addiction.

Race to the Bottom

Illustrate an additional movie scene depicting a real-life short-term, long-term, or social consequence of tobacco use.



The Blunt Truth

Read each scenario with your partner. Discuss your perception. Circle **True or False** and then go to the numbered card to find the answer. Give yourself 5 points for each correct answer and 0 points for the wrong answer. The person with the most points wins!

1: Sam watched a movie and assumed that movie stars were smoking real marijuana on screen. **True or False?** Marijuana in movies is *real* marijuana.
Circle your answer and then go to card 10.

Points

2: Raquel wanted to write a report on marijuana as a cure for cancer. She was having difficulty finding legitimate sources. When she found a legitimate source online, she was surprised at what she learned. **True or False?** Marijuana is a cure for cancer.
Circle your answer and then go to card 6.

Points

3: After smoking a joint, Max zoned out on the couch. His teammates called him to come practice for the big game on Saturday, but Max didn't want to make the effort. **True or False?** Marijuana makes users less motivated.
Circle your answer and then go to card 2.

Points

4: Michelle pressured her friend Monica to get high with her. Michelle said, "Come on Monica, marijuana is natural so it is harmless." **True or False?**
Circle your answer and then go to card 16.

Points

5: At a local middle school, police confiscated a stash of marijuana from someone's locker. The forensics lab determined the marijuana was laced with other chemical substances. **True or False?** When people buy marijuana, the marijuana is pure and contains no other substances.
Circle your answer and then go to card 11.

Points

6: Shawn knows that a girl he likes will be at tonight's party. He decides to impress her with his humor. Unfortunately, he got high before the party and couldn't remember his jokes and made a fool of himself. **True or False?** Marijuana makes users forgetful.
Circle your answer and then go to card 1.

Points

7: Advocates who want marijuana to be legalized often claim that marijuana is not addictive. **True or False?** Marijuana is not addictive.
Circle your answer and then go to card 14.

Points

8: Felicia's older sister Laura was driving her and her friend to a movie. As they were getting into the car Laura admitted that she had smoked marijuana, but no worries—she was fine to drive. **True or False?** Marijuana does not affect driving abilities.
Circle your answer and then go to card 3.

Points

9: Roman had to quit the track team because he was not able to run the 500-meter event as easily as he once could. He has trouble breathing, is short of breath, and suffers from a chronic cough. He didn't consider his marijuana use to be actual smoking. **True or False?** Marijuana smoke causes breathing problems.
Circle your answer and then go to card 13.

Points

10: Marie wanted to lose weight. She started smoking marijuana because she heard marijuana suppresses the appetite. **True or False?** Marijuana suppresses the appetite.
Circle your answer and then go to card 12.

Points

11: Marijuana contains a mind-altering substance which can cause brain damage. **True or False?**
Circle your answer and then go to card 5.

Points

12: Hannah was feeling anxious about an upcoming drama audition. Her friend encouraged her to get high to relax. Hannah did get high, but her heart began beating faster. Instead of feeling relaxed, she felt more anxious. **True or False?** Marijuana helps to calm anxiety.
Circle your answer and then go to card 15.

Points

13: Josie used to be the best gymnast on the balance beam. Recently she has had trouble concentrating on her routine and keeping her balance. **True or False?** Marijuana use impairs concentration and balance.
Circle your answer and then go to card 8.

Points

14: Jesse heard that marijuana smoke is not as dangerous as tobacco smoke. **True or False?** Marijuana smoke is safe.
Circle your answer and then go to card 9.

Points

15: Joey keeps getting colds and has a hard time getting rid of them. **True or False?** Marijuana affects the immune system.
Circle your answer and then go to card 4.

Points

16: After getting high at a friend's house, Marcus got in his car to drive home. He saw the traffic light turn red but could not stop in time. He was arrested for driving under the influence (DUI). **True or False?** It is possible to get a DUI while high on marijuana.
Circle your answer and then go to card 7.

Points

Your Score



Goal Interrupted

Review the short-term consequences of marijuana use as it could affect these teens' goals. Write your own personal short-term goal, and then describe five short-term consequences of marijuana use that could affect your goal.

Stuart's Short-Term Goal: Improving at Football

- 1: **Lack of motivation** could keep him from practicing and improving his game.
- 2: **Shortness of breath** could slow him down on the field.
- 3: **Slowed reaction time** could keep him from catching a pass.
- 4: **Loss of depth perception** could affect his ability to track the ball in play.
- 5: **Bad judgment** could cause him to make a bad play.

Marie's Short-Term Goal: Getting/Keeping a Part-Time Job

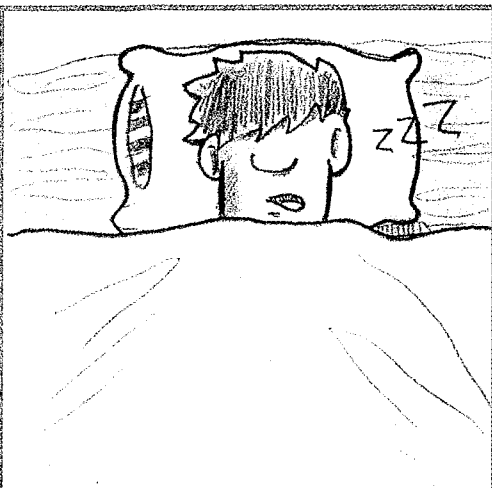
- 1: **Lying** to hide her marijuana habit would make her unreliable and appear untrustworthy to a potential employer.
- 2: **Lack of concentration** means she could make mistakes when giving change or giving out information.
- 3: **Red eyes** could be a giveaway that she uses marijuana which could result in a drug test.
- 4: **Memory problems** could make her forget how to complete a task.
- 5: **Irritability** could cause friction with co-workers.

My Short-Term Goal:

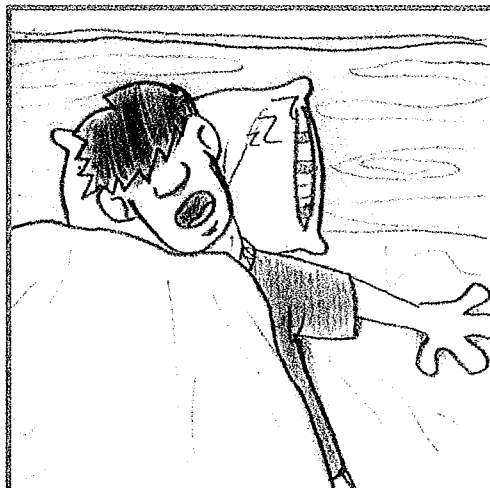
- 1: _____
- 2: _____
- 3: _____
- 4: _____
- 5: _____

Get High...?

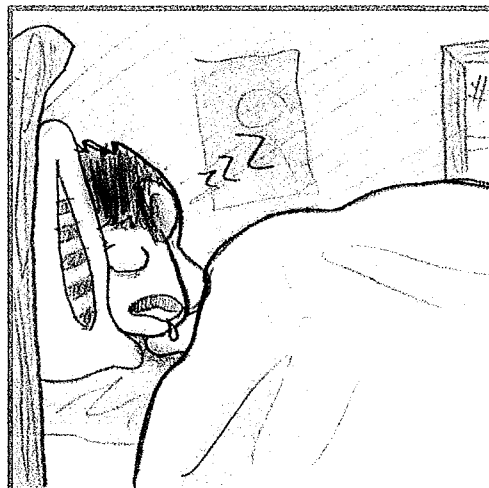
The following two pages depict a typical day of two teens. This page depicts a typical day for this marijuana user. Follow his activities as the day progresses. Consider the effects that marijuana use has on his choices and his opportunities.



6 AM



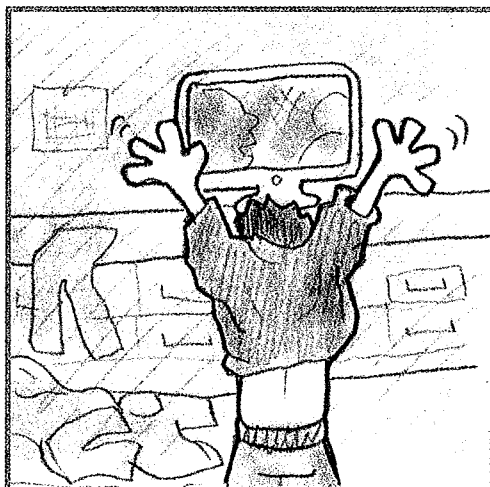
8 AM



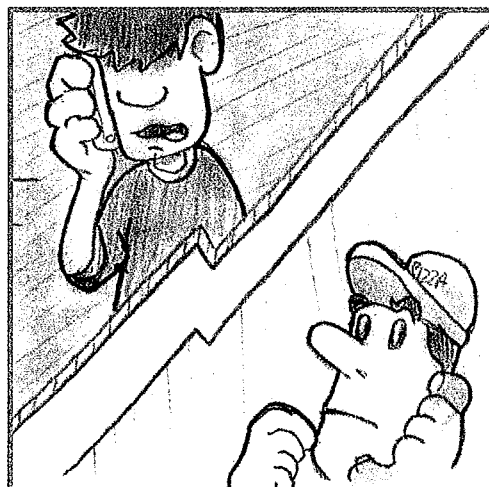
10 AM



12 PM



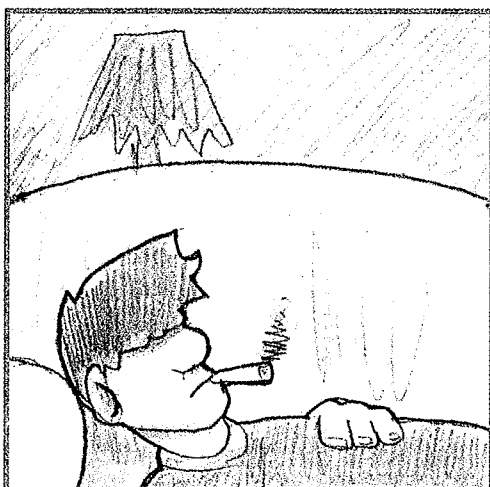
3 PM



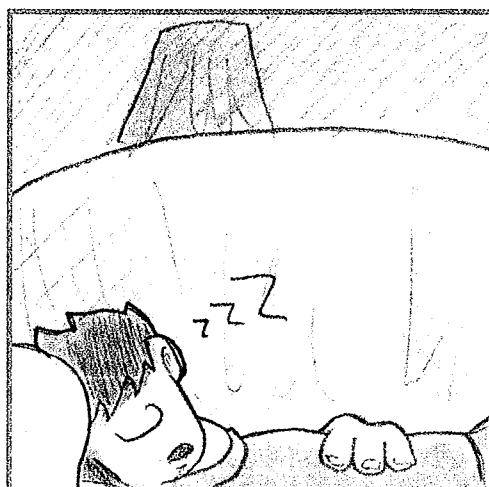
5 PM



7 PM



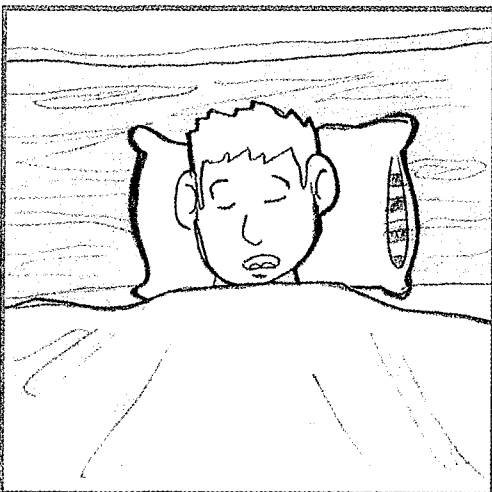
9 PM



11 PM

! ...Or Get Real?

This page depicts a typical day for this drug-free teen. Follow his activities as the day progresses. Consider the effects that drug-free living has on his choices and his opportunities. Be prepared to compare the types of activities, social interactions, and state of being for each teen.



6 AM



8 AM



10 AM



12 PM



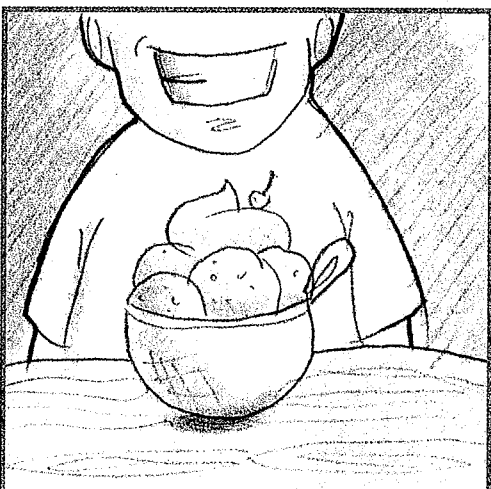
3 PM



5 PM



7 PM



9 PM



11 PM



Calculate The Risk

Identify the positive and negative consequences for each decision displayed in the calculators. Write the positive consequences under the plus signs and the negative consequences under the minus signs. Use the healthy and unhealthy criteria below to help calculate each risk. Determine if the risk is healthy or unhealthy, and write your answer on the line in each display screen.



Healthy

- Safe • Legal • Supports goal achievement
- Helps you learn something new



Unhealthy

- Illegal • May cause harm to self or others • Hinders goal achievement
- May cause unwanted consequences

Singing karaoke solo in front of a large audience.



Answer: _____

C	CE	MC	M ⁺
1	2	3	/
4	5	6	*
7	8	9	-
.	0	=	+

Sneaking out after curfew to be with your friends



Answer: _____

C	CE	MC	M ⁺
1	2	3	/
4	5	6	*
7	8	9	-
.	0	=	+

Asking someone to go out with you.



Answer: _____

C	CE	MC	M ⁺
1	2	3	/
4	5	6	*
7	8	9	-
.	0	=	+

Misusing prescription drug medication.



Answer: _____

C	CE	MC	M ⁺
1	2	3	/
4	5	6	*
7	8	9	-
.	0	=	+



Not What The Doctor Ordered

Read each scenario about the abuse of a prescription or over-the-counter (OTC) medication. Identify the type of drug, and list the short-term side-effects in the spaces provided.

1. Samantha was tired and wasn't feeling great, she needed to study for an exam. Reggie told her he had something that would definitely pep her up and help her focus. Samantha took a couple of the pills Reggie had from a prescription bottle.



Type: _____

Side Effects: _____

2. Austin is feeling anxious because he is worried his girlfriend likes someone else and is about to break up with him. He decided to take his aunt's anti-anxiety medication with the hope that it would make him feel better.



Type: _____

Side Effects: _____

3. Rachel took a timeout from her cheerleading practice because she had a severe headache. She asked her best friend Dustin, a big football player, if he had anything for pain. Dustin offered Rachel a prescription painkiller that his doctor had given him after his knee surgery.



Type: _____

Side Effects: _____

4. Albert was excited about going to the football game with his older brother and his brother's friends. Before the game, the older guys pulled out bottles of cough medicine. Everyone, except Albert, chugged the OTC cough medicine. One of the guys even decided to chase the medicine down with a beer.



Type: _____

Side Effects: _____



My Notes



[Faint, illegible text lines]



MENDEZ FOUNDATION

Too Good for Drugs
Kindergarten through High School
Alcohol, Tobacco, and Other Drug Prevention

Too Good for Violence
Social Perspectives

Kindergarten through High School
Social Emotional Learning and Character Education

Staff Development

After-School Activities

Celebrating Healthy Choices

Kindergarten through Grade 5

Connecting the Whole School and the Community

For more than thirty-five the Mendez Foundation has been developing and implementing unparalleled prevention education and character development programs K-12 that teach kids they are too good for drugs and violence, in addition to planting the seeds of healthy eating for healthy living. Our evidence-based skill-building programs make a positive impact on the lives of students, teachers, parents, and community leaders nationwide. Prevention Education: A small investment with a big return: healthy, happy kids for generations to come.



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Too Good for Violence
Social Perspectives
Student Workbook A4835

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