

HEALTHY LIVING: IS THAT A FACT?

PHYSICAL EDUCATION AND HEALTH CURRICULUM FRAMEWORK (K-8)

Health and Wellness Education shall provide content and learning experiences in nutrition, disease prevention, human growth and development, healthy life skills, personal health and safety, community health and promotion, decision-making skills, interpersonal communication skills, and information regarding the use and abuse of medications, alcohol, tobacco, and other drugs. The content shall focus on personal health and wellness and the practice of health-enhancing behaviors to avoid or reduce health risks. To learn more about the PE & Health standards, visit: <http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents/physical-education-and-health>

STANDARDS FOR THIS ACTIVITY LESSON

Content	Standard Code	Description
Tobacco	HW.10.(grade)	Recognize types of tobacco products, name forms of tobacco products, describe the effects of tobacco use on the body, identify major harmful chemicals found in tobacco products, recognize that tobacco products can be physically and psychologically addictive
Alcohol	HW.10.(grade)	Recognize that alcohol is a drug, recognize that alcoholic beverages are unhealthy and illegal for children, identify physical consequences of overuse of alcohol, describe the short term effects of alcohol use, recognize addiction both physical and psychological of alcohol abuse
Other Drugs	HW.10.(grade)	Recognize that some drugs are illegal, recognize ways to avoid tobacco and drug use, distinguish between legal and illegal drugs, identify illegal drugs (i.e., marijuana, methamphetamine, inhalants, prescription drugs)

*To see the full standard and find specific grade levels, visit:

[http://www.arkansased.gov/public/userfiles/Learning_Services/Curriculum%20and%20Instruction/Frameworks/PE%20Health/Physical Education and Health K 8.pdf](http://www.arkansased.gov/public/userfiles/Learning_Services/Curriculum%20and%20Instruction/Frameworks/PE%20Health/Physical_Education_and_Health_K_8.pdf)

BIG IDEAS

TOBACCO, ALCOHOL, AND DRUG USE FACTS

- Children and teens continue to use tobacco, alcohol, and drugs in significant numbers; armed with this knowledge, we can be better prepared to help younger youth make more responsible decisions regarding the use of these substances
- Each day in the United States, about 3,900 young people between the ages of 12 and 17 start smoking
- Half of American youth have tried cigarettes by their senior year in high school
- About 19% of seniors have smoked within the past month, while 10% of 12th graders smoke daily
- Smokeless tobacco use peaked in the mid-1990's and have been declining ever since
- Tobacco is often referred to as a “gateway drug,” one used by younger youth who move on to alcohol, marijuana, or other drugs
- Alcohol is typically the substance of choice among younger youth, with the average age of first consumption being age 11 for boys and age 13 for girls
- More than one-third of students have used alcohol at least once by the 8th grade
- More than half of high school seniors and almost 156% of 8th graders report having been drunk at least once in their life
- Marijuana is the most widely used illegal drug among youth
- Each day, roughly 3,800 youth under the age of 18 use marijuana for the first time
- Inhalants are the second most common illegal drug used by teens
- Eighth graders are the most common users of inhalants at 13.1% having used inhalants such as glues, solvents, gasoline, butane, and aerosols.
- Several drugs such as Vicodin and OxyCotin have showed signs of steady use over time.

SUPPLIES & PREPARATION

SUPPLIES

- FACT and ASSUMPTION cards
- Optional: signs with 0 – 10 on them
- Extra wide straws (milkshake straws) – one for each participant
- Regular size straws – one for each participant
- Coffee stirrer straws – one for each participant
- Clock or watch with second hand
- Table for recording breathing time

PREPARATION

- Have FACT and ASSUMPTION cards ready for the youth
- Count out each type of straw for each child in the group
- Copy of recording table for the length of time they could breathe through the different straws or paper and pencil/pen for students to create their table

ENGAGE THE STUDENTS

1. Explain to students that sometimes when we choose to do something, we do it because we know the facts about the situation and sometimes we choose to do something based off of assumptions or guesses
 - a. FACT is a reality or something that is true
 - b. ASSUMPTION is something that we assume or THINK is true, but when we learn the facts, it is not always correct
2. Tell the students that they are going to put their knowledge of facts and assumptions to the test by reading statements and they will decide if that statement is a fact or an assumption – regarding the use of tobacco, alcohol, and other drugs.
3. Point out to each student that one side of the room is FACT and one side of the room is ASSUMPTION; if they believe that the statement read is true, they should move under the FACT sign, if they believe that the statement is not true, they should move under the ASSUMPTION sign.
4. After each statement is read, allow the students to respond and ask how they know that it is fact or an assumption; let the student discuss with one another

FACT/ASSUMPTION Statements

- Most kids my age are using drugs
 - ASSUMPTION
 - Using someone else's prescription medicine is okay
 - ASSUMPTION
 - Smoking even one cigarette can hurt you
 - FACT
 - My friend did not say hello to me, so he/she must be mad
 - ASSUMPTION
 - May has 31 days
 - FACT
 - People who smoke are more relaxed
 - ASSUMPTION
 - Toilet bowl cleaner might be used in making methamphetamine
 - FACT
 - If someone is coughing, it means he/she is a smoker
 - ASSUMPTION
 - Because it's Friday, I'm going to have a spelling test
 - ASSUMPTION
 - Drinking alcohol makes you look more grown up
 - ASSUMPTION
 - There are 26 letters in the alphabet
 - FACT
 - We're going on a picnic, so there will be hot dogs
 - ASSUMPTION
5. Facts are true and can be proven, many people do not figure things out using actual facts; instead, they make assumptions, make a guess, or imagine the truth. While sometimes your assumptions are true, it's always best to check the facts before making a decision.
 6. This is definitely true of youth who are being pressured to smoke, drink alcohol, or use drugs; they tend to believe that "everyone else is doing it" They aren't basing their decision on fact.

EXPLORE & EXPERIMENT

1. Time to explore how many youth are actually participating in smoking, drinking alcohol, or using other drugs
 2. Ask for 10 youth to come forward as volunteers
 3. Explain to them that they will be a pretend group that represent 10 AVERAGE American youth
 - a. They could be a group of friends shopping at the mall, a circle of friends playing ball in the park, or a group of 10 as a 4-H club.
- Ask the rest of the group to guess how many of the pretend group of 10 would be likely to smoke cigarettes. 0? 1? 2? 3? More?
- Divide the group of 10 in to the number that the audience agrees upon. For example, if they agree that 7 smoke, divide the group into 7 and 3.
 - Ask the rest of the group, how close do you think you are to the actual number?
 - Explain that it's really only 1 out of every 10 youth that smoke; this means NINE of the TEN do not smoke
- Repeat the above steps for the following statistics
- Alcohol: 8 out of 10 DO NOT drink
 - Marijuana: 8 out of 10 DO NOT use marijuana
 - Smokeless Tobacco: 9 out of 10 HAVE NOT used smokeless tobacco
 - Inhalants: 9 out of 10 HVE NOT used inhalants
 - Prescription-type Drugs: 9.7 out of 10 HAVE NOT used OxyContin or Vicodin

EXPERIMENT TIME!

1. Time to complete an experiment that relates to smoking either tobacco or marijuana, and how it can affect one's breathing.
2. Give each youth an extra wide straw, have them sit down and pinch their nose closed so that no air can escape, have them put the wide straw in their mouth and try to breathe through it for one minute; have them record how many seconds that they make it
 - a. REMIND all students that they should stop if they start to feel light headed or if they feel that they cannot catch their breath
 - b. The table for the students to record on is at the bottom of this lesson, you could also have them create their own
3. Next, have students repeat the activity above but with the regular sized straw this time; nostrils should be pinched, breathe through the straw, and record how many seconds of one minute they can make it.
 - a. REMIND all students that they should stop if they start to feel light headed or if they feel that they cannot catch their breath
4. This time have the youth repeat the activity with the coffee stirrer straw, recording how long they can breathe through the coffee stirrer for one minute
 - a. REMIND all students that they should stop if they start to feel light headed or if they feel that they cannot catch their breath
5. Wait a few minutes after the sitting round of the activity before beginning the next round where they students will breathe through the straws while walking.
6. Repeat all three steps of the activity, holding their nose, breathing through all three straws, recording how long they last; but this time, have the students walk around the room instead of sit. If there is not enough room to walk around, have the students do arm stretches, toe touches, etc.

- a. This is very important during the walking portion: REMIND all students that they should stop if they start to feel light headed or if they feel that they cannot catch their breath
7. After walking around breathing through each straw, make sure the students record how many seconds they breathe

CONNECT & EXTEND

- How did knowing the real numbers of your peers using tobacco, alcohol, or drugs change your feelings about their use?
- Why do you think it's important to know the real numbers?
- Why is it important to find the facts, instead of what others think?
- How does what you learned help you make future decisions?
- What did we show or learn during the scientific breathing experiment?
- Which straw made it easier to breathe and why do you think it was easier?
- What differences were there when you were sitting down versus when you were walking around?
- When you are a life-long smoker, it's like breathing through the straw-type stirrer; every breath is a struggle – how do you think that would affect your daily life?

REFERENCES

Health Rocks! 4-H Healthy Life Series. (2012). National 4-H Council. University of Nebraska-Lincoln.

The University of Arkansas System Division of Agriculture offers all its Extension and Research programs and services without regard to race, color, sex, gender identity, sexual orientation, national origin, religion, age, disability, marital or veteran status, genetic information, or any other legally protected status, and is an Affirmative Action/Equal Opportunity Employer.

TAKE A DEEP BREATH: STRAW ACTIVITY

Record the length of time (number of seconds) that you could breathe through the different types of straws.

	LENGTH OF TIME COULD BREATHE (# OF SECONDS)	
TYPE OF STRAW	SITTING DOWN	WALKING AROUND OR OTHER ACTIVITY
EXTRA-WIDE STRAW		
REGULAR-SIZED STRAW		
COFFEE STIRRER STRAW		