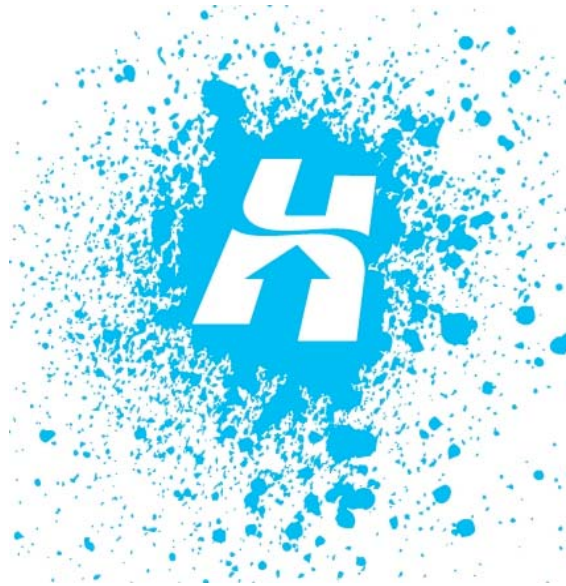


# Natural High®3 Health Education Discussion Guide

*Designed to meet Health Education Content Standards for California\*\**



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If viewing this document electronically, click [here](#) to access the General NH3 Discussion Guides

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*\*\*The Natural High® DVD Series does not meet every standard; however, we have provided you with basic information for the standards that are not met by the video series.*

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## Introduction

The Sundt Memorial Foundation has been bringing you the Natural High Video Series for nearly a decade. This year, we are proud to introduce the Natural High 3 Health Education Discussion Guide. This educational component of the Natural High program has been designed to meet California Department of Education's (CDE) health education standards for alcohol, tobacco, and other drugs (ATOD)<sup>1</sup>. It is important to note that at the time of Natural High 3 Health Education Discussion Guide's development, CDE only requires ATOD health education for the following grades: kindergarten, second, fourth, sixth, seventh/eighth, and high school. Due to the age recommendation of the Natural High Video Series being fifth grades and higher, a decision was made to begin this educational component at the fourth grade (excluding kindergarten and second grade).

The Natural High 3 Health Education Discussion Guide has also been designed to easily aid teachers in meeting, fulfilling, and exceeding the standards, while holding the students' attention. After you view Natural High 3, simply proceed to the section of Natural High 3 Health Education Discussion Guide for the grade you are teaching. You will find each standard and how the video relates to them. The Natural High Video Series does not meet every standard; however, we have provided you with basic information for the standards that are not met by the video series.

This Natural High 3 Health Education Discussion Guide is yours, and we encourage you to tailor it to meet your needs and the needs of your class. Feel free to read through it, write notes, and highlight sections you think are important or of interest to your class. After you have used the program, please feel free to visit [www.sundtmemorial.org](http://www.sundtmemorial.org) and provide us with your input. With your feedback, we will be able to tailor future health education materials to you and your class.

### Additional resources:

Community Anti-Drug Coalition of America  
<http://cadca.org>

National Institute of Health  
<http://nih.gov>

California Department of Education  
[www.cde.ca.gov](http://www.cde.ca.gov)

Center for Disease Control and Prevention  
[www.cdc.gov](http://www.cdc.gov)

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<sup>1</sup> Based on Health Education Standards (draft) printed in March 2008.

## Fourth Grade

### Standard 1: Essential Concepts

#### 4.1.A.1 Describe the short- and long-term harmful effects of alcohol, tobacco, and other drugs, including inhalants.



Many of the musicians from NH3 have been indirectly affected by the harmfulness of drugs, and there were a few people mentioned who did suffer from the harmful effects of drugs. Jon Sundt's younger brothers: Steven suffered from short-term effects, and although Jon doesn't go too deep into what they were, one can only imagine – Steven died in the back seat of a police car.

What types of short-term harmful effects do you think Steven, or anyone on drugs for that matter, could have been suffering or going through to get them arrested?

*Alcohol and short-term harmful effects:* impaired reaction time and motor coordination; impaired judgment and sedation; coma and death at high Blood Alcohol Concentrations; less of an ability to see, smell, taste, and hear; nausea; flushing, sweating, heat loss and hypothermia; formation of broken capillaries.

*Tobacco and short-term harmful effects:* nicotine alters mood; tars and toxins irritate mucous membranes and dull taste buds; nicotine constricts blood vessels; irritation increases mucus production and damages cilia in bronchial tubes; nicotine accelerates heart rate, elevates blood pressure; nicotine stimulates adrenal glands to release adrenaline, causing changes in functioning of heart and other organs; nicotine depresses hunger contractions; nicotine inhibits production of urine; nicotine causes liver to release glycogen, raising blood sugar level. All type of smokeless tobacco cause an increase in saliva production.

*Drugs and short-term harmful effects:* central nervous system depressants (barbiturates and sedatives) – reduce anxiety and cause mood changes, impaired muscular coordination, slurring of speech and drowsiness; central nervous system stimulants (cocaine, amphetamines) – irregular heartbeat, increase motor activity by counteracting fatigue and boredom, increase heart rate and blood pressure, changes sleep patterns; marijuana – impaired memory function, disturbed thought patterns, lapses of attention and feelings of depersonalization; inhalants – slow body functions, loss of consciousness, heart failure.



Jon also spoke about his brother Eric. Eric did drugs in high school and quit. Years later he developed a mental illness that was due to his drug use. He spent six years in a mental institution.

What other long-term harmful effects can be caused by alcohol, tobacco, and other drugs?

*Alcohol and long-term harmful effects:* damaged and destroyed brain cells; impaired memory; loss of sensation in limbs; brain atrophy; weakened cardiac muscle; elevated blood pressure; irregular heartbeat; increased risk of stroke; increased risk of breast cancer; lowered resistance to disease; cirrhosis; inflammation of the stomach and pancreas; increased risk of cancers of the lip, mouth, larynx, esophagus, liver, rectum, stomach, and pancreas; kidney failure associated with end-stage liver disease; nutrient deficiencies; obesity; increased risk of osteoporosis; increased risk of fractures from frequent falls.

*Tobacco and long-term harmful effects:* cardiovascular disease, including coronary heart disease, which

is caused by hardening of the arteries that supply oxygen to the heart muscle; lung cancer; lung diseases, such as emphysema, which is characterized by a loss of lung tissue elasticity and breakup of the air sacs, impairing the lung's ability to obtain oxygen and remove carbon dioxide; and chronic bronchitis, which is recurrent, persistent inflammation of the bronchial tubes; other respiratory damage.

*Drugs and long-term harmful effects:* central nervous system depressants (barbiturates and sedatives) – too much depression on the CNS slows respiration and may stop it entirely; central nervous system stimulates (cocaine, amphetamines) – inflammation of the nasal mucosa, which can cause persistent bleeding and ulceration of the septum between the nostrils, paranoia and/or aggressiveness, hallucinations, delusions, and incoherence; marijuana – respiratory damage, including chronic bronchial irritation and precancerous changes in the lungs, memory and attention impairments, decrease in testosterone; inhalants – impaired perception, reasoning, memory and muscular coordination, hearing loss, damage to the liver, kidneys and bone marrow.

**4.1.A.2 Identify ways to cope with situations involving alcohol, tobacco, and other drugs.**



Everyone copes with stress in their own way, and we can see this just by listening to the musicians and performers in NH3. Darrin Henson says, “For me, dance was used as a tool to make me feel good about myself, it’s what I focused on. Not everything was great in my life at the time. My family was broken up. There were people on drugs that I knew in my family. There were people selling drugs on the streets. Friends of mine were going to jail. Friends of mine were dying.”



What did Darrin Henson use to cope with his situation? To Darrin Henson, dancing was his Natural High.

Similarly, Mya’s way of coping led to her Natural High. She says, “...running from the problem or trying to fix it temporarily, it’s going to catch up to you ten times harder. The thing that worked for me, when I felt like I couldn’t turn toward my parents or when it was too personal of an issue to discuss with friends or people that I didn’t know – I wrote down in a diary what was bothering me. Writing about it at least lets it out.”

What are some of your Natural Highs or some things that kids your age could do to cope with situations involving alcohol, tobacco, and other drugs?

**4.1.A.3 Explain the difference between medicines and illicit drugs. Identify family and school rules about alcohol, tobacco and drug use.**

Medicines usually fall into two different categories: 1) over-the-counter (OTC) medicines, and 2) prescription medicines. Illicit drugs are those that are illegal. What are some examples of OTC medicines, prescription medicines and illicit drugs? What are some of your family and school rules about each? Can you take OTC, prescription or illicit drugs without your parents’ permission? Can you take them at school?

**4.1.A.4 Explain why individual reactions to alcohol and drug use may vary.**

Individual reactions to alcohol and other drugs vary for different reasons. The main differences are how fast your body absorbs the alcohol or drug and how fast your body metabolizes the alcohol or drug. This means how quickly your body can break that alcohol or drug down – just like your body does with food or anything else.

What do you think are some things that can affect how quickly your body breaks down alcohol or other

drugs? Do you think being a male or female will affect it? Weight? How much someone has taken?

## Standard 2: Analyzing Influences

### 4.2.A.5 Identify internal and external influences that affect the use of alcohol, tobacco, and other drugs.



Mya briefly speaks about both internal and external influences when she says, “And back to me, personally, I’ve never been tempted. I’d never want to disappoint myself or the people that I love [by using drugs].” Knowing what influences you (internal influences) and knowing how you are influenced by others (external influences) is an important factor in decision making.



For Wuv Bernardo from POD, the bottom line is this, “If you’re hard and you’re dope, and you’re cool and know it, then you’re going to be able to say no.” This is an excellent example of an internal influence. Wuv knows, inside himself, that he doesn’t need drugs to be cool.

What are some examples of internal influences? Some examples may include: individual knowledge; curiosity; interests; likes/dislikes; desires to feel accepted, loved, powerful, competent, etc.; or fears.



Prior to Wuv talking about his internal influences, he talked about some external influences. He states, “if you’ve got people who are telling you, you’ve got to try this, and are actually making you feel whack about not doing it, then they ain’t your homies anyway.” Here, the external influences are from friends or ‘so-called friends.’

What are some examples of external influences? Remember, these are outside sources and could be media/advertising, laws, parents/family/relatives, peers/friends/other teens, and role models outside the family, or culture.

### 4.2.A.6 Examine advertising strategies used for alcohol, tobacco, and other drugs.

According to a recent survey, nearly 75% of young people reported having a strong attraction to a celebrity and 59% of those studied reported that their idols had influenced some aspect of their attitudes and beliefs. Additionally, a separate study found that girls whose favorite celebrity was someone who smoked in at least two recent movies were almost twice as likely to start smoking within the next three years as girls compared to girls whose favorites stars did not smoke in films.

Do you think advertising companies know this? Can you recall any commercials you have seen on TV or scenes from a movie that involved alcohol, tobacco, or other drugs? Talk with your class about why this is important – the advertising companies are trying to sell their products. They want to make commercials that are ‘cool’ and memorable, but remember, you are ‘cool’ without trying them.

## Standard 3: Accessing Valid Information

### 4.3.A.7 Identify sources of valid information regarding alcohol, tobacco, and other drugs.



Valid information regarding alcohol, tobacco, and other drugs is the information that is true about each of those. Sources that can give you valid information also vary. Wuv Bernardo from POD talks about people trying to talk you into doing drugs and then the same people making you feel ‘whack’ for saying no. Would these people, or so-called friends, be sources of valid information? Probably not, since they

are using drugs. What are other sources of valid information? Teachers? Parents? Police officers or other law enforcement officials? What about strangers? Next-door neighbors?

## Standard 4: Interpersonal Communication

### 4.4.A.8 Demonstrate refusal skills to resist the pressure to experiment with alcohol, tobacco, and other drugs.

Resisting the pressures to experiment with alcohol, tobacco, and other drugs can be very difficult, and more times than not, it's more difficult once you're in that situation.

Group Work: Split your class into pairs and have them practice refusal skills. Some pairs can focus on alcohol scenarios, some can focus on tobacco scenarios, and the rest can focus on a variety of drug scenarios. You know your class, so do what you feel is right for your students. And if it feels right, have them share their scenarios with you and the rest of the class.

If you feel like they're stuck, give them some examples: "No thanks", "I have to get up early", "I still have to do homework when I get home", "I have to visit my grandmother later tonight".

### 4.4.A.9 Practice effective verbal communication skills to request assistance in situations where alcohol, tobacco, and other drugs are being used.

Group Work: Now that we know how to say NO, we need to practice requesting assistance in situations where alcohol, tobacco, and other drugs are being used. First, let's identify when these situations may occur. (Here is your chance to make a list on the board for everyone to see.) Once you have your list, split your class back into pairs and have them practice asking for assistance in some or all of the scenarios.

Some example scenarios are: A person is out of control; A person is unconscious; a person has had an injury.

It's important to remind your students that if they aren't sure what to do, call 911.

## Standard 5: Decision Making

### 4.5.A.10 Evaluate strategies to avoid situations where alcohol, tobacco, and other drugs are being used.



Chad Butler from Switchfoot talks about when they first started the band. He says, "we'd be hanging out backstage and somebody would be doing drugs or be offering you drugs... it was really great for us to be able to look at each other, and say 'hey, let's get out of here.'"



And Sonny Sandoval from POD says, "We looked for things to get into that didn't hurt ourselves and didn't hurt the people around us...we were cooler than the people doing drugs. We actually called it, dude, I'm on a natural. I'm going to catch a natural today... whether it was surfing or a little road trip or jumping on our bikes and cruising around the town."

How do you feel about the way each of these bands has chosen to avoid alcohol, tobacco, and other drugs? Could you do the same? What else could you do to avoid situations where alcohol, tobacco, or other drugs are being used?

## Standard 6: Goal Setting

### 4.6.A.11 Make a plan to choose healthy alternatives to tobacco and drug use.



POD made a plan to not use tobacco or other drugs. Wuv Bernardo states, “the music came, and once we started playing shows... we didn’t want to be whack, so we’d just rehearse every single day in our garage... we didn’t have time to party, it was like, ‘I want to try and get this rip down.’” POD’s plan was to become good at their music and they were successful at it.



Similarly, Switchfoot looks back on how tobacco and drug use may have affected their path to success. Chad Butler states, “You know, as far as your performance goes, as a musician, I guess it’s similar to an athlete. You train; you rehearse; you practice. You put all this work into it and then to get up in front of people and risk blowing it, because you’re completely high or you’re totally drunk or something... It takes so much work to get there that you don’t want to risk not being at your best. Man, I can’t imagine where it would go, if we had that interference of drugs in our life.” Drew Shirley follows up by adding, “Think about where you want to be in five or ten years or something. You’re making decisions now that will either take you in that direction or not take you in that direction.”

Group Work: Consider having your class make their plan to choose healthy alternatives to tobacco and drug use. Not sure where to start – check out [www.sundtmemorial.org](http://www.sundtmemorial.org) or [www.naturalhigh.org](http://www.naturalhigh.org) for more information.

## Standard 7: Practicing Health-Enhancing Behaviors

### 4.7.A.12 Use a variety of effective coping strategies when faced with alcohol, tobacco, and other drug use and abuse by family and/or friends.



All of the stars in NH3 used a variety of coping strategies. POD surfed, skated, rode their bikes, and played music. Darrin Henson danced. And Mya wrote in a diary. What are some Natural Highs or other strategies that you have used or will have to use to cope if you are faced with a situation that involves alcohol, tobacco, or other drugs?

## Standard 8: Health Promotion

### 4.8.A.13 Encourage others to be free of alcohol, tobacco, and other drugs.



Darrin Henson explains his campaign to empower youth to say no to drugs. “Close your eyes, and think about what your life is like. Really feel it. Close your eyes and think about what your life is like now and if you don’t change it. And then go into 10 years, 20 years, and even as far as 30 years – not changing your life, not doing what you want to do, not ever being successful, feeling like a failure.” He continues, “Don’t open your eyes. Now think about being successful. Think about making the right choices. Think about living drug free. Think about all the money [you will make]. The money that you’ve given to other people to help them in their lives... Now open your eyes. Now the negative has not happened. So, right now, you have the choice to never allow it to happen and you can choose the good over the bad.”

Group Work: Have your class begin their own campaign. Even if it’s as simple as creating a class slogan that you can say as a group before leaving every day. Once you have created your slogan, make posters and hang them around the school. Other classes may be inspired and do the same.

## Sixth Grade

### Standard 1: Essential Concepts

#### 6.1.A.1 Explain short- and long-term effects of alcohol, tobacco, inhalant and other drug use, including social, legal, and economic implications.



Many of the musicians from NH3 have been indirectly affected by the harmfulness of drugs, but there were a few people mentioned who did suffer from the harmful effects of drugs. Jon Sundt's younger brothers. Steven suffered from short-term effects, and although Jon doesn't go too deep into what they were, one can only image – Steven died in the back seat of a police car.

What types of short-term harmful effects do you think Steven, or anyone on drugs for that matter, could have been suffering or going through to get them arrested?

*Alcohol and short-term harmful effects:* impaired reaction time and motor coordination; impaired judgment and sedation; coma and death at high Blood Alcohol Concentrations; less of an ability to see, smell, taste, and hear; nausea; flushing, sweating, heat loss and hypothermia; formation of broken capillaries.

*Tobacco and short-term harmful effects:* nicotine alters mood; tars and toxins irritate mucous membranes and dull taste buds; nicotine constricts blood vessels; irritation increases mucus production and damages cilia in bronchial tubes; nicotine accelerates heart rate, elevates blood pressure; nicotine stimulates adrenal glands to release adrenaline, causing changes in functioning of heart and other organs; nicotine depresses hunger contractions; nicotine inhibits production of urine; nicotine causes liver to release glycogen, raising blood sugar level. All type of smokeless tobacco cause an increase in saliva production.

*Drugs and short-term harmful effects:* central nervous system depressants (barbiturates and sedatives) – reduce anxiety and cause mood changes, impaired muscular coordination, slurring of speech and drowsiness; central nervous system stimulates (cocaine, amphetamines) – irregular heartbeat, increase motor activity by counteracting fatigue and boredom, increase heart rate and blood pressure, changes sleep patterns; marijuana – impaired memory function, disturbed thought patterns, lapses of attention and feelings of depersonalization; inhalants – slow body functions, loss of consciousness, heart failure.



Jon also spoke about his brother Eric. Eric did drugs in high school and quit. Years later he developed a mental illness that was due to his drug use. He spent six years in a mental institution.

What other long-term harmful effects can be caused by alcohol, tobacco, and other drugs?

*Alcohol and long-term harmful effects:* damaged and destroyed brain cells; impaired memory; loss of sensation in limbs; brain atrophy; weakened cardiac muscle; elevated blood pressure; irregular heartbeat; increased risk of stroke; increased risk of breast cancer; lowered resistance to disease; cirrhosis; inflammation of the stomach and pancreas; increased risk of cancers of the lip, mouth, larynx, esophagus, liver, rectum, stomach, and pancreas; kidney failure associated with end-stage liver disease; nutrient deficiencies; obesity; increased risk of osteoporosis; increased risk of fractures from frequent falls.

*Tobacco and long-term harmful effects:* cardiovascular disease, including coronary heart disease, which is caused by hardening of the arteries that supply oxygen to the heart muscle; lung cancer; lung

diseases, such as emphysema, which is characterized by a loss of lung tissue elasticity and breakup of the air sacs, impairing the lung's ability to obtain oxygen and remove carbon dioxide; and chronic bronchitis, which is recurrent, persistent inflammation of the bronchial tubes; other respiratory damage.

*Drugs and long-term harmful effects:* central nervous system depressants (barbiturates and sedatives) – too much depression on the CNS slows respiration and may stop it entirely; central nervous system stimulates (cocaine, amphetamines) – inflammation of the nasal mucosa, which can cause persistent bleeding and ulceration of the septum between the nostrils, paranoia and/or aggressiveness, hallucinations, delusions, and incoherence; marijuana – respiratory damage, including chronic bronchial irritation and precancerous changes in the lungs, memory and attention impairments, decrease in testosterone; inhalants – impaired perception, reasoning, memory and muscular coordination, hearing loss, damage to the liver, kidneys and bone marrow.

What are some of the social, legal, and economical implications for using alcohol, tobacco, or other drugs?

*Social:* If an individual is in a situation where alcohol, tobacco, or other drugs are accepted, more than likely that individual will believe that it is okay to use each of them. And vice versa – if the individual is in a social setting where alcohol, tobacco and other drugs are not tolerated or used, then the individual probably will not use them.

*Legal:* Laws are laws. It is illegal to drink before the age of 21. You cannot buy cigarettes or chewing tobacco until you are 18 years of age. What happens when you drink and drive? It's illegal, so if you get caught, you will go to jail.

*Economical:* The economical cost of drug use is more than \$50 billion per year. An additional \$100 billion covers enforcement, prevention, treatment, lost wages, and drug-related injuries and crime. Health care costs related to smoking tobacco exceed \$70 billion per year and more than \$120 billion if you include lost productivity from sickness, disability, and premature death.

#### 6.1.A.2 Identify positive alternatives to alcohol, tobacco, and other drug use.



Many positive alternatives to using alcohol, tobacco, and other drugs are presented in NH3. POD catches a 'natural' by surfing, skating, cruising around town on bikes, and of course, playing music. Darin Henson began dancing as an alternative to using alcohol, tobacco, and other drugs. Drew Shirley from Switchfoot says his natural high is playing music.

What are some positive alternatives that you can do instead of using alcohol, tobacco, or other drugs?

#### 6.1.A.3 Differentiate between the use and misuse of prescription and non-prescription drugs.

Medicines usually fall into two different categories: 1) over-the-counter (OTC) medicines, which would be your non-prescription drugs, and 2) prescription medicines, those that are prescribed by a physician. To use either one of these products safely, one should always read labels and follow directions carefully. Additionally, you should never take prescription medicine that was prescribed to someone other than yourself. What are some examples of effects that a prescription or non-prescription drug might have on you? Dose? How often to take?

If you use prescription or non-prescription drugs for ways in which they are not intended or if they are someone else's, you are misusing them. The misuse of prescription and non-prescription drugs can be very harmful to you. What are some specific examples of misusing prescription and non-prescription

drugs?

**6.1.A.4 Identify the benefits of a tobacco-free environment.**

The benefits of a tobacco-free environment mean you are not subjected to mainstream smoke, which is smoke that is inhaled by a smoker and then exhaled into the atmosphere, or sidestream smoke, which is the smoke that comes from the burning end of a cigarette, cigar, or pipe. Additional benefits include ability to breathe easier; you suffer from fewer allergies; and a decreased risk of cancer. Have you ever experienced being in an environment that is not tobacco-free? Did the smoke bother you?

**6.1.A.5 Explain the dangers of secondhand smoke.**

Secondhand smoke includes mainstream and sidestream smoke. Secondhand smoke can cause you to cough more, develop headaches and nasal discomfort, and have irritation in the eyes. Some people may find it hard to breathe, and secondhand smoke causes allergies in many people. Using the other knowledge you have about tobacco (see section 6.1.A.1), what are some other dangers about second hand smoke?

**6.1.A.6 Explain the stages of drug dependence and addiction and its effects on the adolescent brain.**



While no one in NH3 directly talks about drug dependence and addiction or the way drugs affect the brain, Jon Sundt briefly tells the story about his brother Eric. He says, "He used drugs in high school and then he quit, but the drugs he used were bad and they messed up his brain. He developed a severe mental illness and he spent six years in a mental institution... Eric ended up taking his life."

There are five stages of drug dependence: 1) Experimental; 2) Recreational; 3) Misuse; 4) Abuse; and 5) Dependency. What do you think each stage entails? Experimental? Recreational? Misuse? Abuse? Dependency?

What are some ways we know you can take drugs? *Oral:* Drugs go to the brain via your bloodstream. So, a drug is taken. It dissolves in the stomach, and then it is absorbed into the bloodstream through the lining of the small intestine, liver, heart, and lungs. Then it gets carried to the brain. *Inhaled or absorbed by lungs:* We know that not all drugs are taken orally; the ones that are inhaled or absorbed by the lungs reach the brain more quickly. Once drugs get to the brain, they act on neurotransmitters, either increasing (stimulating) or decreasing (depressing) their concentration and actions. What can happen if your brain is overly stimulated? Or if it is depressed too much?

**6.1.A.7 Identify the effects of alcohol, tobacco, and other drug use on physical activity, including athletic performance.**



Chad Butler from Switchfoot compares his natural high, playing music, to that of an athlete and how the consequences of doing drugs might affect that. "You know, as far as your performance goes, as a musician, I guess it's similar to an athlete. You train; you rehearse; you practice. You put all this work into it and then to get up in front of people and risk blowing it, because you're completely high or you're totally drunk or something... It takes so much work to get there that you don't want to risk not being at your best. Man, I can't imagine where it would go, if we had that interference of drugs in our life."

After watching NH3 and knowing what you already know about alcohol, tobacco, and drugs, how do you think they affect physical activity and athletic performance?

## Standard 2: Analyzing Influences

### 6.2.A.8 Describe internal influences that affect the use of alcohol, tobacco, and other drugs.



Internal influences are what influence you from within. Both stars from POD explain this perfectly. Sonny Sandoval says, “You’ve got to listen to your heart and know that you’re better than that... and why do it? You’re cool without doing it.” For Wuv Bernardo, the bottom line is this, “If you’re hard and you’re dope, and you’re cool and know it, then you’re going to be able to say no.” This is an excellent example of an internal influence. Wuv knows, inside himself, that he doesn’t need drugs to be cool.

Describe some other internal influences that will affect the use of alcohol, tobacco, and other drugs (individual knowledge; curiosity; interests; likes/dislikes; desires to feel accepted, loved, powerful, competent, etc.; or fears). How do you think you’ll feel about smoking if your parents smoke? If they don’t smoke? What about alcohol? If you grow up with people doing drugs, how do you think you’ll feel about them? How did Wuv Bernardo, from POD, feel about drugs – remember that his dad used them and ended up living on the streets?

### 6.2.A.9 Examine the influence of marketing and advertising techniques, including the use of role models and how they affect use of alcohol, tobacco, and other drugs.

According to a recent survey, nearly 75% of young people reported having a strong attraction to a celebrity and 59% of those studied reported that their idols had influenced some aspect of their attitudes and beliefs.

Do you think advertising companies know this? Can you recall any commercials you have seen on TV or scenes from a movie that involved alcohol, tobacco, or other drugs? Talk with your class about why this is important – the advertising companies are trying to sell their products. They want to make commercials that are ‘cool’ and memorable, but remember, you are ‘cool’ without trying them.

Group Work: Consider having your students go through some magazines and cut out pictures that involve alcohol and tobacco. They can see for themselves what types of advertising is used, and then they can draw red circles and lines through them and hang around the class or put on their desks. The students will be reminded that they don’t want to use tobacco or drugs.

Who are your role models? Do they represent or endorse any particular items? Clothing? Food?

### 6.2.A.10 Analyze how impaired judgment and other effects of using alcohol or marijuana impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.



Wuv Bernardo from POD says, “My dad ended up living here in the streets here in San Diego... still doing drugs, and still putting his time and the things that he wanted to do into that.” Do you think he chose to live in the streets or do you think doing drugs impaired his judgment and that’s where he ended up?



Similarly, Darrin Henson speaks about impaired judgment, “There were people on drugs in my family. There were people selling drugs in the streets. Friends of mine that were going to jail. Friends of mine that were dying. These are your options.” Do you think his friends chose to go to jail or wanted to die? How do you think doing drugs impaired their judgment for them to end up there?

How do you think alcohol or marijuana will affect your success in school? And if you have goals, how do you think using alcohol and marijuana will affect them?

#### 6.2.A.11 Explain how culture and media influence the use of alcohol and other drugs.

A recent study found that girls whose favorite celebrity was someone who smoked in at least two recent movies were almost twice as likely to start smoking within the next three years as girls compared to girls whose favorites stars did not smoke in films. How does today's culture influence the use of alcohol and other drugs? How do you feel about them?

### Standard 3: Accessing Valid Information

#### 6.3.A.12 Identify sources of valid information regarding alcohol tobacco, and other drug use and abuse.



Valid information regarding alcohol, tobacco, and other drugs is the information that is true about each of those. Sources that can give you valid information also vary. Wuv Bernardo from POD talks about people trying to talk you into doing drugs and then the same people making you feel 'whack' for saying no. Would these people, or so-called friends, be sources of valid information? Probably not, since they are using drugs. What are other sources of valid information? Teachers? Parents? Police officers or other law enforcement officials? What about strangers? Next-door neighbors?

### Standard 4: Interpersonal Communication

#### 6.4.A.13 Use effective verbal communication skills to avoid situations where alcohol, tobacco, and other drugs are being used.

Resisting the pressures to experiment with alcohol, tobacco, and other drugs can be very difficult, and more times than not, it's more difficult once you're in that situation.

Group Work: Split your class into pairs and have them practice refusal skills. Some pairs can focus on alcohol scenarios, some can focus on tobacco scenarios, and the rest can focus on a variety of drug scenarios. You know your class, so do what you feel is right for your students. And if it feels right, have them share their scenarios with you and the rest of the class.

If you feel like they're stuck, give them some examples: "No thanks", "I have to get up early", "I still have to do homework when I get home", "I have to visit my grandmother later tonight".

#### 6.4.A.14 Demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use alcohol, tobacco, and other drugs.

Group Work: Split your class into pairs or groups and have them create a skit to perform in front of the class. They should include both verbal and nonverbal refusal skills in order to demonstrate their resistance to the pressures of using alcohol, tobacco or other drugs.

### Standard 5: Decision Making

#### 6.5.A.15 Analyze how decisions to use alcohol, tobacco, and other drugs will affect relationships with friends and family.



Mya says she's never been tempted because she'd "never want to disappoint myself or the people that [she] loves like that." Who do you think would be disappointed in her? Do you think these people use alcohol, tobacco or other drugs?

**6.5.A.16 Analyze the kinds of situations involving alcohol, tobacco, and other drugs for which help from an adult should be requested.**

You will encounter many different kinds of situations that involve alcohol, tobacco, or other drugs. The most important situations to recognize are those that require help from an adult. What types of situations do you feel you should request help from an adult?

A few examples may include: if someone is forcing you to use alcohol, tobacco, or other drugs or any situation in which someone is injured.

**6.5.A.17 Examine the legal, emotional, social, and health consequences of using alcohol and other drugs.**



Let's first examine the legal consequences of doing drugs. We all know that drugs are illegal. Jon Sundt talks about his brother Steven doing drugs and being in the back seat of a police car. What might someone on drugs do for them to end up in the back of a police car?



Next, let's talk about emotional consequences. How do you think Wuv Bernardo from POD felt about his father, who did drugs and ended up living on the streets? He says, "I've seen the process of being tore down and basically being brought down to the bottom."

There are also social consequences for using alcohol and other drugs. If an individual is in a situation where alcohol, tobacco, or other drugs are accepted, more than likely that individual will believe that it is okay to use each of them. And vice versa – if the individual is in a social setting where alcohol, tobacco and other drugs are not tolerated or used, then the individual probably will not use them.



Jon Sundt's brother Eric suffered from health consequences after using drugs. Even after he quit using drugs, he ended up in a mental institute for six years before he took his own life. What are some other health consequences? See 6.1.A.1.

## Standard 6: Goal Setting

**6.6.A.18 Develop personal goals to remain drug free.**



POD made a plan to not use tobacco or other drugs. Wuv Bernardo states, "the music came, and once we started playing shows... we didn't want to be whack, so we'd just rehearse every single day in our garage... we didn't have time to party, it was like, 'I want to try and get this rip down.'" POD's plan was to become good at their music and they were successful at it.



Similarly, Switchfoot looks back on how tobacco and drug use may have affected their path to success. Chad Butler states, "You know, as far as your performance goes, as a musician, I guess it's similar to an athlete. You train; you rehearse; you practice. You put all this work into it and then to get up in front of people and risk blowing it, because you're completely high or you're totally drunk or something... It takes so much work to get there that you don't want to risk not being at your best. Man, I can't imagine where it would go, if we had that interference of drugs in our life." Drew Shirley follows up by adding, "Think about where you want to be in five or ten years or something. You're making decisions now that will either take you in that direction or not take you in that direction."

Group Work: Consider having your class make their plan to choose healthy alternatives to tobacco and drug use. Not sure where to start – check out [www.sundtmemorial.org](http://www.sundtmemorial.org) or [www.naturalhigh.org](http://www.naturalhigh.org) for more information.

## Standard 7: Practicing Health-Enhancing Behaviors

### 6.7.A.19 Practice positive alternatives to using alcohol, tobacco, and other drugs.



Positive alternatives are presented all throughout NH3. POD skated, surfed, rode bikes across town, and played music. Darrin Henson danced. Mya sang and wrote. Switchfoot plays music. What are some positive alternatives that you're going to practice to keep from using alcohol, tobacco, and other drugs?

## Standard 8: Health Promotion

### 6.8.A.20 Practice effective persuasion skills for encouraging others not to use alcohol, tobacco, and other drugs.



Darrin Henson explains his campaign to empower youth to say no to drugs. "Close your eyes, and think about what your life is like. Really feel it. Close your eyes and think about what your life is like now and if you don't change it. And then go into 10 years, 20 years, and even as far as 30 years – not changing your life, not doing what you want to do, not ever being successful, feeling like a failure." He continues, "Don't open your eyes. Now think about being successful. Think about making the right choices. Think about living drug free. Think about all the money [you will make]. The money that you've given to other people to help them in their lives... Now open your eyes. Now the negative has not happened. So, right now, you have the choice to never allow it to happen and you can choose the good over the bad."

Group Work: Have your class begin their own campaign. Even if it's as simple as creating a class slogan that you can say as a group before leaving every day. Once you have created your slogan, make posters and hang them around the school. Other classes may be inspired and do the same.

## Seventh and Eighth Grade

### Standard 1: Essential Concepts

7/8.1.A.1 Describe the short- and long-term harmful effects of alcohol, tobacco, and other drugs, including steroids, performance-enhancing drugs and inhalants.



Many of the musicians from NH3 have been indirectly affected by the harmfulness of drugs, but there were a few people mentioned who did suffer from the harmful effects of drugs. Jon Sundt's younger brothers. Steven suffered from short-term effects, and although Jon doesn't go too deep into what they were, one can only image – Steven died in the back seat of a police car.

What types of short-term harmful effects do you think Steven, or anyone on drugs for that matter, could have been suffering or going through to get them arrested?

*Alcohol and short-term harmful effects:* impaired reaction time and motor coordination; impaired judgment and sedation; coma and death at high Blood Alcohol Concentrations; less of an ability to see, smell, taste, and hear; nausea; flushing, sweating, heat loss and hypothermia; formation of broken capillaries.

*Tobacco and short-term harmful effects:* nicotine alters mood; tars and toxins irritate mucous membranes and dull taste buds; nicotine constricts blood vessels; irritation increases mucus production and damages cilia in bronchial tubes; nicotine accelerates heart rate, elevates blood pressure; nicotine stimulates adrenal glands to release adrenaline, causing changes in functioning of heart and other organs; nicotine depresses hunger contractions; nicotine inhibits production of urine; nicotine causes liver to release glycogen, raising blood sugar level. All type of smokeless tobacco cause an increase in saliva production.

*Drugs and short-term harmful effects:* central nervous system depressants (barbiturates and sedatives) – reduce anxiety and cause mood changes, impaired muscular coordination, slurring of speech and drowsiness; central nervous system stimulates (cocaine, amphetamines) – irregular heartbeat, increase motor activity by counteracting fatigue and boredom, increase heart rate and blood pressure, changes sleep patterns; marijuana – impaired memory function, disturbed thought patterns, lapses of attention and feelings of depersonalization; inhalants – slow body functions, loss of consciousness, heart failure.

*Steroids and short-term harmful effects:* steroids are often used to enhance performance, but there effect on the brain is not often euphoric. Should adolescents use steroids, they may experience stunted growth.



Jon also spoke about his brother Eric. Eric did drugs in high school and quit. Years later he developed a mental illness that was due to his drug use. He spent six years in a mental institution.

What other long-term harmful effects can be caused by alcohol, tobacco, and other drugs?

*Alcohol and long-term harmful effects:* damaged and destroyed brain cells; impaired memory; loss of sensation in limbs; brain atrophy; weakened cardiac muscle; elevated blood pressure; irregular heartbeat; increased risk of stroke; increased risk of breast cancer; lowered resistance to disease; cirrhosis; inflammation of the stomach and pancreas; increased risk of cancers of the lip, mouth, larynx, esophagus, liver, rectum, stomach, and pancreas; kidney failure associated with end-stage liver disease; nutrient deficiencies; obesity; increased risk of osteoporosis; increased risk of fractures from

frequent falls.

*Tobacco and long-term harmful effects:* cardiovascular disease, including coronary heart disease, which is caused by hardening of the arteries that supply oxygen to the heart muscle; lung cancer; lung diseases, such as emphysema, which is characterized by a loss of lung tissue elasticity and breakup of the air sacs, impairing the lung's ability to obtain oxygen and remove carbon dioxide; and chronic bronchitis, which is recurrent, persistent inflammation of the bronchial tubes; other respiratory damage.

*Drugs and long-term harmful effects:* central nervous system depressants (barbiturates and sedatives) – too much depression on the CNS slows respiration and may stop it entirely; central nervous system stimulants (cocaine, amphetamines) – inflammation of the nasal mucosa, which can cause persistent bleeding and ulceration of the septum between the nostrils, paranoia and/or aggressiveness, hallucinations, delusions, and incoherence; marijuana – respiratory damage, including chronic bronchial irritation and precancerous changes in the lungs, memory and attention impairments, decrease in testosterone; inhalants – impaired perception, reasoning, memory and muscular coordination, hearing loss, damage to the liver, kidneys and bone marrow.

*Steroids and long-term harmful effects:* In men, steroids can shrink the testicles, reduce sperm count, cause infertility, cause baldness, result in the development of breasts, and increase the risk of prostate cancer. In women, steroids can enhance the growth of facial hair, create male-pattern baldness, change the menstrual cycle, and deepen the voice.

What are some of the social, legal, and economical implications for using alcohol, tobacco, or other drugs?

#### 7/8.1.A.2 Describe the relationship between using alcohol, tobacco, and other drugs and engaging in other risky behaviors.

Alcohol, tobacco, and other drugs are a main cause in someone engaging in risky behaviors. People who smoke are more likely to use alcohol, and people who use alcohol are more likely to use other drugs. Additionally, the more someone uses alcohol and/or other drugs, the more likely that person is to be involved in risky behavior, such as driving a vehicle or involving oneself in a situation in which an injury might occur. Can you give me some examples of these types of situations?

#### 7/8.1.A.3 Explain the dangers of drug dependence and addiction.



Drug dependence and addiction are very powerful and can cause psychological or physical problems. Wuv Bernardo tells you that his “dad ended up living on the streets” in San Diego and Darrin Henson tells you that there were “people doing drugs” in his family and friends of his were “going to jail” or “dying”. Mya proceeds by telling you “You can be cool all day long, but it’s really not cool when you get to a point where you’re strung out, because that can happen. There’s really no coming back from it. If you abuse a situation, because one time can mean the rest of your life. That’s with boys; that’s with drugs; that’s with violence – anything.”

Using what you’ve learned today and what you may have already known about drug dependence and addiction, what are some more dangers?

#### 7/8.1.A.4 Describe the consequences of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorder.

When a pregnant woman uses alcohol, tobacco, or other drugs, so does her unborn child. The use of

alcohol, tobacco, or other drugs during pregnancy can cause a variety of problems in the unborn child, including low-birth weight, learning deficiencies, blindness, loss of hearing, the possibility of the child being born addicted to drugs, and even miscarriages.

Fetal Alcohol Spectrum Disorder (FASD) is a general name of disorders that are caused by prenatal exposure to alcohol. Fetal Alcohol Syndrome (FAS) is one of the most severe, causing birth defects and retardation.

#### 7/8.1.A.5 Analyze the harmful effects of using diet pills without physician supervision.

While diet pills can help someone lose weight, it's important to note that they do not help you change the behavior that will prevent the weight from coming back. Diet pills have potentially dangerous side effects, just like other drugs, so it's very important that if you do take them, you advise your physician. First, diet pills are not FDA approved, which means you may not know what's making you lose the weight. Second, whatever is in them that's 'helping' you lose the weight, has side effects. Many diet pills will speed up your metabolism, but at the same time, they can make a person shaky and unable to concentrate.

#### 7/8.1.A.6 Examine the short- and long-term consequences of using alcohol and other drugs to cope with problems.



Drew Shirley from Switchfoot explains consequences of using alcohol and other drugs to cope with problems, "I've heard this a lot. People are just like, 'yeah, I just need to escape, you know, I just need an escape. I have so many problems, so I drink or I get high to escape them.' It's a mask. It's a temporary escape, but it doesn't fix anything. It doesn't help anything; it doesn't fix anything. You escape and you come back and things are exactly the way they are."

What do you think are some more specific short-term consequences of using alcohol and other drugs to cope with problems? Long term consequences?

#### 7/8.1.A.7 Explain why most youths do not use alcohol, tobacco, and other drugs.

Is it no wonder why most youths do not use alcohol, tobacco, and other drugs? It is much more appealing to be doing things you enjoy doing that are going to help you succeed in life, as opposed to doing drugs, which are only going to tear you down.

Why don't you use drugs? Do you have natural highs? What are they?

#### 7/8.1.A.8 Explain school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sales.

Discussion for Class: What are the school policies and community laws that relate to alcohol, tobacco, and illegal drug use, possession, and sales?

An example of this is that schools prohibit the use of all of these substances on campus. Also, there are laws that one must be 21 years of age before they can legally consume alcohol, 18 years old before they can legally purchase cigarettes, and drug use/possession/sales is illegal because drugs are illegal.

## Standard 2: Analyzing Influences

### 7/8.2.A.9 Analyze internal influences that affect the use and abuse of alcohol, tobacco, and other drugs.



Internal influences are what influence you from within. Both stars from POD explain this perfectly. Sonny Sandoval says, “You’ve got to listen to your heart and know that you’re better than that... and why do it? You’re cool without doing it.” For Wuv Bernardo, the bottom line is this, “If you’re hard and you’re dope, and you’re cool and know it, then you’re going to be able to say no.” This is an excellent example of an internal influence. Wuv knows, inside himself, that he doesn’t need drugs to be cool.

Describe some other internal influences that will affect the use of alcohol, tobacco, and other drugs (individual knowledge; curiosity; interests; likes/dislikes; desires to feel accepted, loved, powerful, competent, etc.; or fears). How do you think you’ll feel about smoking if your parents smoke? If they don’t smoke? What about alcohol? If you grow up with people doing drugs, how do you think you’ll feel about them? How did Wuv Bernardo, from POD, feel about drugs – remember that his dad used them and ended up living on the streets?

### 7/8.2.A.10 Evaluate the influence of marketing and advertising techniques and how they affect alcohol, tobacco, and other drug use and abuse.

According to a recent survey, nearly 75% of young people reported having a strong attraction to a celebrity and 59% of those studied reported that their idols had influenced some aspect of their attitudes and beliefs.

Do you think advertising companies know this? Can you recall any commercials you have seen on TV or scenes from a movie that involved alcohol, tobacco, or other drugs? Talk with your class about why this is important – the advertising companies are trying to sell their products. They want to make commercials that are ‘cool’ and memorable, but remember, you are ‘cool’ without trying them.

Group Work: Consider having your students go through some magazines and cut out pictures that involve alcohol and tobacco. They can see for themselves what types of advertising is used, and then they can draw red circles and lines through them and hang around the class or put on their desks. The students will be reminded that they don’t want to use tobacco or drugs.

Who are your role models? Do they represent or endorse any particular items? Clothing? Food?

### 7/8.2.A.11 Examine family and peer pressure as influences on the use of alcohol, tobacco, and other drugs.



In NH3, Mya says, “...personally, I’ve never been tempted. I’d never want to disappoint myself or the people that I love [by using drugs].” Who do you think she’s talking about when she says “the people that I love”? How do you think they feel about using drugs?



Also in NH3, Wuv Bernardo from POD speaks about peer pressure. He says, “I never really had peer pressure, or like any of my homies, saying, ‘hey dude, you need to try this,’ because I had real homies... if they even offered that to me, and I said ‘no,’ then they’d understand.” Is this a situation that you could encounter? Would your friends understand if they offered you alcohol, tobacco or other drugs and you said no?

### Standard 3: Accessing Valid Information

**7/8.3.A.12** Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs.



Valid information regarding alcohol, tobacco, and other drugs is the information that is true about each of those. Sources that can give you valid information also vary. Wuv Bernardo from POD talks about people trying to talk you into doing drugs and then the same people making you feel ‘whack’ for saying no. Would these people, or so-called friends, be sources of valid information? Probably not, since they are using drugs. What are other sources of valid information? Teachers? Parents? Police officers or other law enforcement officials? What about strangers? Next-door neighbors?

What are some additional items that should be considered when determining the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs? Who distributed the information? Why the information was distributed?

### Standard 4: Interpersonal Communication

**7/8.4.A.13** Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used.

Using effective refusal and negotiation skills to avoid risky situations where alcohol, tobacco, and other drugs may be present can be very difficult, and more times than not, it’s more difficult once you’re in that situation.

Group Work: Split your class into pairs and have them practice refusal skills. Some pairs can focus on alcohol scenarios, some can focus on tobacco scenarios, and the rest can focus on a variety of drug scenarios. You know your class, so do what you feel is right for your students. And if it feels right, have them share their scenarios with you and the rest of the class.

### Standard 5: Decision Making

**7/8.5.A.14** Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations.



Wuv Bernardo, from POD, made a decision to not do drugs. Why did he do this? Who in his family did drugs? His dad, right? And what does he say about what he saw with this dad? He says, “My dad ended up living here in the streets here in San Diego... still doing drugs, and still putting his time and the things that he wanted to do into that.” He goes on to say, “I’ve seen the process of being tore down and basically being brought down to the bottom.”



Chad Butler from Switchfoot talks about when they first started the band. He says, “we’d be hanging out backstage and somebody would be doing drugs or be offering you drugs... it was really great for us to be able to look at each other, and say ‘hey, let’s get out of here.’” The entire band made this decision.

Group Work: Divide your class into pairs or groups. Have one side try to ‘talk’ the other side into doing drugs. The other side will have to use some decision making skills in order to get out of the situation. When they’re all done, have them present their scenarios to the class.

## Standard 6: Goal Setting

### 7/8.6.A.15 Develop short- and long-term goals to remain drug free.



POD made a plan to not use tobacco or other drugs. Wuv Bernardo states, “the music came, and once we started playing shows... we didn’t want to be whack, so we’d just rehearse every single day in our garage... we didn’t have time to party, it was like, ‘I want to try and get this rip down.’” POD’s plan was to become good at their music and they were successful at it.

Similarly, Switchfoot looks back on how tobacco and drug use may have affected their path to success. Chad Butler states, “You know, as far as your performance goes, as a musician, I guess it’s similar to an athlete. You train; you rehearse; you practice. You put all this work into it and then to get up in front of people and risk blowing it, because you’re completely high or you’re totally drunk or something... It takes so much work to get there that you don’t want to risk not being at your best. Man, I can’t imagine where it would go, if we had that interference of drugs in our life.” Drew Shirley follows up by adding, “Think about where you want to be in five or ten years or something. You’re making decisions now that will either take you in that direction or not take you in that direction.”

Group Work: Consider having your class develop short- and long-term goals to remain drug free. Not sure where to start – check out [www.sundtmemorial.org](http://www.sundtmemorial.org) or [www.naturalhigh.org](http://www.naturalhigh.org) for more information.

## Standard 7: Practicing Health-Enhancing Behaviors

### 7/8.7.A.16 Use a variety of effective coping strategies when faced with alcohol, tobacco, and other drug use in group situations.



Everyone copes with stress in their own way, and we can see this just by listening to the musicians and performers in NH3. Darrin Henson says, “For me, dance was used as a tool to make me feel good about myself, it’s what I focused on. Not everything was great in my life at the time. My family was broken up. There were people on drugs that I knew in my family. There were people selling drugs on the streets. Friends of mine were going to jail. Friends of mine were dying.”

What did Darrin Henson use to cope with his situation? To Darrin Henson, dancing was his Natural High.



Similarly, Mya’s way of coping led to her Natural High. She says, “...running from the problem or trying to fix it temporarily, it’s going to catch up to you ten times harder. The thing that worked for me, when I felt like I couldn’t turn toward my parents or when it was too personal of an issue to discuss with friends or people that I didn’t know – I wrote down in a diary what was bothering me. Writing about it at least lets it out.”

What are some of your Natural Highs or some things that kids your age could do to cope with situations involving alcohol, tobacco, and other drugs?

### 7/8.7.A.17 Practice positive alternatives to using alcohol, tobacco, and other drugs.



Positive alternatives are presented all throughout NH3. POD skated, surfed, rode bikes across town, and played music. Darrin Henson danced. Mya sang and wrote. Switchfoot plays music. What are some positive alternatives that you’re going to practice to keep from using alcohol, tobacco, and other drugs?

## Standard 8: Health Promotion

### 7/8.8.A.18 Participate in school and community efforts to promote a drug-free lifestyle.



Darrin Henson explains his campaign to empower youth to say no to drugs. “Close your eyes, and think about what your life is like. Really feel it. Close your eyes and think about what your life is like now and if you don’t change it. And then go into 10 years, 20 years, and even as far as 30 years – not changing your life, not doing what you want to do, not ever being successful, feeling like a failure.” He continues, “Don’t open your eyes. Now think about being successful. Think about making the right choices. Think about living drug free. Think about all the money [you will make]. The money that you’ve given to other people to help them in their lives... Now open your eyes. Now the negative has not happened. So, right now, you have the choice to never allow it to happen and you can choose the good over the bad.”

Group Work: Have your class begin their own campaign. Even if it’s as simple as creating a class slogan that you can say as a group before leaving every day. Once you have created your slogan, make posters and hang them around the school. Other classes may be inspired and do the same.

## High School

### Standard 1: Essential Concepts

**HS.1.A.1** Describe health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.



Chad Butler from Switchfoot explains how abstaining from drugs has benefited his life, “You know, as far as your performance goes, as a musician, I guess it’s similar to an athlete. You train; you rehearse; you practice. You put all this work into it and then you get up in front of people and risk blowing it, because you’re completely high or you’re totally drunk or something... It takes so much work to get there that you don’t want to risk not being at your best. Man, I can’t imagine where it would go, if we had that interference of drugs in our life.”

Discussion for Class: While Chad doesn’t go into specifics about how not doing drug has benefited his life, what do you think? From what you’ve heard from all these musicians and performers and what you have heard from Jon Sundt about his brothers, how do you think abstaining from or discontinuing use of alcohol, tobacco, or other drugs will benefit your health?

**HS.1.A.2** Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, functioning, and behavior.



While no one in NH3 directly talks about drug dependence and addiction or the way drugs affect the brain, Jon Sundt briefly tells the story about his brother Eric. He says, “He used drugs in high school and then he quit, but the drugs he used were bad and they messed up his brain. He developed a severe mental illness and he spent six years in a mental institution... Eric ended up taking his life.”

There are five stages of drug dependence: 1) Experimental; 2) Recreational; 3) Misuse; 4) Abuse; and 5) Dependency. What do you think each stage entails? Experimental? Recreational? Misuse? Abuse? Dependency?

What are some ways we know you can take drugs? *Oral:* Drugs go to the brain via your bloodstream. So, a drug is taken. It dissolves in the stomach, and then it is absorbed into the bloodstream through the lining of the small intestine, liver, heart, and lungs. Then it gets carried to the brain. *Inhaled or absorbed by lungs:* We know that not all drugs are taken orally; the ones that are inhaled or absorbed by the lungs reach the brain more quickly. Once drugs get to the brain, they act on neurotransmitters, either increasing (stimulating) or decreasing (depressing) their concentration and actions. What can happen if your brain is overly stimulated? Or, if it is depressed too much?



Additionally, Jon’s other brother Steven died in the back seat of a police car. We already know that he was on drugs. Do you think his behavior, whatever he may have been doing to be detained by police, was due to drugs?

**HS.1.A.3** Explain the impact of alcohol and tobacco use on the risk of oral cancer.

The risk of getting oral cancer is high in both alcohol and tobacco users. The abuse of alcohol (more than 21 standard drinks in one week) is the second largest risk factor for the development of oral cancer. The first largest risk factor is those who use ‘smokeless’ chewing or spit tobacco.

For more information, visit [http://www.oralcancerfoundation.org/facts/alcohol\\_tobacco.htm](http://www.oralcancerfoundation.org/facts/alcohol_tobacco.htm).

#### HS.1.A.4 Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.

There are also social consequences for using alcohol and other drugs. If an individual is in a situation where alcohol, tobacco, or other drugs are accepted, more than likely that individual will believe that it is okay to use each of them. And vice versa – if the individual is in a social setting where alcohol, tobacco and other drugs are not tolerated or used, then the individual probably will not use them.



Many of the musicians from NH3 have been indirectly affected by the harmfulness of drugs, but there was one person mentioned who did suffer from the harmful effects of drugs. Jon Sundt's younger brothers. Steven suffered from short-term effects, and although Jon doesn't go too deep into what they were, one can only imagine – Steven died in the back seat of a police car.

Discussion for Class: What types of things do you think Steven, or anyone on drugs for that matter, could be doing to get them arrested? Also, what are some other consequences of doing drugs?

#### HS.1.A.5 Examine the use and abuse of prescription and nonprescription medicines and illegal substances.

To use either prescription or nonprescription medicines safely, one should always read labels and follow directions carefully. Additionally, you should never take prescription medicine that was prescribed to someone other than yourself. What are some examples of effects that a prescription or non-prescription drug might have on you? Dose? How often to take?

If you use prescription or non-prescription drugs for ways in which they are not intended or if they are someone else's, you are abusing them. The abuse of prescription and non-prescription drugs can be very harmful to you. What are some specific examples of abusing prescription and non-prescription drugs?

#### HS.1.A.6 Analyze the consequences to the mother and child of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorder and other birth defects.

When a pregnant woman uses alcohol, tobacco, or other drugs, so does her unborn child. The use of alcohol, tobacco, or other drugs during pregnancy can cause a variety of problems in the unborn child, including low-birth weight, learning deficiencies, blindness, loss of hearing, the possibility of the child being born addicted to drugs, and even miscarriages.

Fetal Alcohol Spectrum Disorder (FASD) is a general name of disorders that are caused by prenatal exposure to alcohol. Fetal Alcohol Syndrome (FAS) is one of the most severe, causing birth defects and retardation.

#### HS.1.A.7 Analyze consequences of binge drinking and its relationship to cancer, liver, pancreatic, and cardiovascular diseases, as well as a variety of gastrointestinal problems, neurological disorders, and reproductive system disorders.

Binge drinking is defined as periodically drinking alcohol to the point of severe intoxication.

People who abuse alcohol are about ten times more prone to cancer, especially in the throat, larynx, esophagus, upper stomach, liver and pancreas, than those who do not abuse alcohol.

*Cardiovascular diseases:* I'm sure all of you have heard that one glass of red wine is good for the heart, so you're probably wondering why and how drinking the cardiovascular system. While the abuse of alcohol can cause cardiac myopathy – a weakening of the heart muscle, binge drinking can cause what is known as 'holiday heart' – a syndrome characterized by serious abnormal heart rhythms, which usually appear within the first day of a binge drinking episode.

*Gastrointestinal problems:* A person who overuses and abuses alcohol may begin to experience bleeding in the gastrointestinal tract and painful irritation of the stomach lining.

*Neurological disorders:* The overuse and abuse of alcohol can cause immediate effects, such as impaired reaction time and motor coordination, impaired judgment, and sedation. It may also lead to coma and death.

*Reproductive system disorders:* The more one participates in binge drinking, the more one will participate in unplanned or unprotected sex. In women, the overuse and abuse of alcohol can cause menstrual irregularities and increased risk of having children with fetal alcohol syndrome. In men, the overuse and abuse of alcohol can cause impotence and testicular atrophy.

#### HS.1.A.8 Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sales.

Discussion for Class: What are the school policies and community laws that relate to alcohol, tobacco, and illegal drug use, possession, and sales?

An example of this is that schools prohibit the use of all of these substances on campus. Also, there are laws that one must be 21 years of age before they can legally consume alcohol, 18 years old before they can legally purchase cigarettes, and drug use/possession/sales is illegal because drugs are illegal.

#### HS.1.A.9 Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, and sexual risk behavior.



We've already established that alcohol and other drugs impair your judgment. At one point in NH3, Mya states, "You can be cool all day long, but it's really not cool when you get to a point where you're strung out, because that can happen. There's really no coming back from it. If you abuse a situation, because one time can mean the rest of your life. That's with boys; that's with drugs; that's with violence – anything."

When your judgment is impaired, there is no coming back from the actions you take while under the influence of alcohol or other drugs. The number one cause of drug-related deaths in the country comes from those that involve drug and alcohol combinations.

The risk of having an automobile crash increases with even a small amount of alcohol consumption. Despite the fact that most drivers in the US are aware of this, they still admit to having used alcohol or other drugs within two hours of driving a vehicle.

Violence is also very prevalent when alcohol is involved in situations because of impaired judgment, weakened sensory perception, reduced inhibition, and increased aggressiveness and hostility. Alcohol use more than triples the chances of fatal injuries during leisure activities, such as swimming or boating, and more than half of all fatal falls and serious burns.

The chances of participating in risky sexual behavior also increase with greater amounts of alcohol and

drug consumption. People who abuse alcohol and other drugs are more likely to engage in unplanned and unprotected sex, have multiple sex partners, and engage in other forms of high-risk sexual behaviors. Because of this, sexually transmitted diseases and unwanted/unplanned pregnancies also increase.

**HS.1.A.10 Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.**

Discussion for Class: What are some things that you have heard or you think you know? Teachers, this is the perfect time to clarify myths about alcohol, tobacco, and other drug use.

Some examples may be: alcohol is good for you: moderate doses of alcohol, less than one drink a day for women and two drinks a day for men, may reduce the risk of heart disease and heart attack in some people; drinking age is 21: true; can drink if parents say it's okay – myth.

**Standard 2: Analyzing Influences**

**HS.2.A.11 Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.**



Internal influences are what influence you from within. Both stars from POD explain this perfectly. Sonny Sandoval says, "You've got to listen to your heart and know that you're better than that... and why do it? You're cool without doing it." For Wuv Bernardo, the bottom line is this, "If you're hard and you're dope, and you're cool and know it, then you're going to be able to say no." This is an excellent example of an internal influence. Wuv knows, inside himself, that he doesn't need drugs to be cool.

What are your natural highs? Putting your time and thoughts and heart into pursuing your natural high will help you manage the impact of internal and external influences. What are some ways that you accomplish your natural highs?

**HS.2.A.12 Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.**



In NH3, Mya says, "...personally, I've never been tempted. I'd never want to disappoint myself or the people that I love [by using drugs]." Who do you think she's talking about when she says "the people that I love"? How do you think they feel about using drugs?



Also in NH3, Wuv Bernardo from POD speaks about peer pressure. He says, "I never really had peer pressure, or like any of my homies, saying, 'hey dude, you need to try this,' because I had real homies... if they even offered that to me, and I said 'no,' then they'd understand." Is this a situation that you could encounter? Would your friends understand if they offered you alcohol, tobacco or other drugs and you said no?

**HS.2.A.13 Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs.**

What are some of the social, legal, and economical implications for using alcohol, tobacco, or other drugs?

*Social:* If an individual is in a situation where alcohol, tobacco, or other drugs are accepted, more than likely that individual will believe that it is okay to use each of them. And vice versa – if the individual is in

a social setting where alcohol, tobacco and other drugs are not tolerated or used, then the individual probably will not use them.

*Legal:* Laws are laws. It is illegal to drink before the age of 21. You cannot buy cigarettes or chewing tobacco until you are 18 years of age. What happens when you drink and drive? It's illegal, so if you get caught, you will go to jail.

*Economical:* The economical cost of drug use is more than \$50 billion per year. An additional \$100 billion covers enforcement, prevention, treatment, lost wages, and drug-related injuries and crime. Health care costs related to smoking tobacco exceed \$70 billion per year and more than \$120 billion if you include lost productivity from sickness, disability, and premature death.

### Standard 3: Accessing Valid Information

#### HS.3.A.14 Access information, products, and services related to the use of alcohol, tobacco, and other drugs.

While having a natural high might help you cope with situations involving the use of alcohol, tobacco, and other drugs, it's important that you know where and how to access information, products and services should you need them. Where do you think you could go to get this information? Parents, maybe a friend's parent, teacher. Also, in this day and age, most sources have information that you can access on internet. It's important to remember to check whether the websites are valid. Who hosts the website? What do they benefit by giving you the information?

Teachers, if there is local information that you are aware of, feel free to give it to your students now.

#### HS.3.A.15 Evaluate alcohol, tobacco, and other drug prevention, intervention, and treatment resources and programs.

There are many prevention, intervention and treatment programs for alcohol, tobacco, or other drugs. If you run across any of these programs, you must ask yourself if they are valid and reputable. Who funds the program? Who does the program really benefit?

### Standard 4: Interpersonal Communication

#### HS.4.A.16 Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.

Group Work: To avoid dangerous situations regarding the use of alcohol, tobacco, and other drugs, it's very important to be able to demonstrate assertive communication. Split your class into groups and have the students state specifically what you want, using a firm but neutral tone. For example, "I don't feel comfortable riding with you after you've been drinking, and I don't think it's safe for you either."

#### HS.4.A.17 Use effective refusal and negotiation skills to avoid riding in a car or engaging in other risky behaviors with someone who has been using alcohol or other drugs.



Wuv Bernardo, from POD, made a decision to not do drugs. Why did he do this? Who in his family did drugs? His dad, right? And what does he say about what he saw with this dad? He says, "My dad ended up living here in the streets here in San Diego... still doing drugs, and still putting his time and the things

that he wanted to do into that.” He goes on to say, “I’ve seen the process of being tore down and basically being brought down to the bottom.”



Chad Butler from Switchfoot talks about when they first started the band. He says, “we’d be hanging out backstage and somebody would be doing drugs or be offering you drugs... it was really great for us to be able to look at each other, and say ‘hey, let’s get out of here.’” The entire band made this decision.

Group Work: Divide your class into pairs or groups. Have one side try to ‘talk’ the other side into doing drugs. The other side will have to use some decision making skills in order to get out of the situation. When they’re all done, have them present their scenarios to the class.

## Standard 5: Decision Making

**HS.5.A.18** Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.



Wuv Bernardo from POD says, “My dad ended up living here in the streets here in San Diego... still doing drugs, and still putting his time and the things that he wanted to do into that.” Do you think he chose to live in the streets or do you think doing drugs impaired his judgment and that’s where he ended up?



Similarly, Darrin Henson speaks about impaired judgment, “There were people on drugs in my family. There were people selling drugs in the streets. Friends of mine that were going to jail. Friends of mine that were dying. These are your options.” Do you think his friends chose to go to jail or wanted to die? How do you think doing drugs impaired their judgment for them to end up there?

In both of these situations, the individuals, family, and society were affected.

**HS.5.A19** Examine healthy alternatives to alcohol, tobacco, and other drug use.



Many positive alternatives to using alcohol, tobacco, and other drugs are presented in NH3. POD catches a ‘natural’ by surfing, skating, cruising around town on bikes, and of course, playing music. Darin Henson began dancing as an alternative to using alcohol, tobacco, and other drugs. Drew Shirley from Switchfoot says his natural high is playing music.

What are some positive alternatives that you can do instead of using alcohol, tobacco, or other drugs? Are these alternatives reasonable and easily accessible or easy to pursue?

## Standard 6: Goal Setting

**HS.6.A.20** Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.



POD made a plan to not use tobacco or other drugs. Wuv Bernardo states, “the music came, and once we started playing shows... we didn’t want to be whack, so we’d just rehearse every single day in our garage... we didn’t have time to party, it was like, ‘I want to try and get this rip down.’” POD’s plan was to become good at their music and they were successful at it.

Similarly, Switchfoot looks back on how tobacco and drug use may have affected their path to success. Chad Butler states, “You know, as far as your performance goes, as a musician, I guess it’s similar to



an athlete. You train; you rehearse; you practice. You put all this work into it and then to get up in front of people and risk blowing it, because you're completely high or you're totally drunk or something... It takes so much work to get there that you don't want to risk not being at your best. Man, I can't imagine where it would go, if we had that interference of drugs in our life." Drew Shirley follows up by adding, "Think about where you want to be in five or ten years or something. You're making decisions now that will either take you in that direction or not take you in that direction."

Group Work: Have your class develop short- and long-term goals to remain drug free. Not sure where to start – check out [www.sundtmemorial.org](http://www.sundtmemorial.org) or [www.naturalhigh.org](http://www.naturalhigh.org) for more information. After they have developed their goals, have them write an essay or practice public speaking tell the rest of the class how a drug-free lifestyle will help them reach their short-term and long-term goals.

## Standard 7: Practicing Health-Enhancing Behaviors

**HS.7.A.21** Use effective coping strategies when faced with a variety of social situations involving the use of alcohol, tobacco, and other drugs.



Everyone copes with stress in their own way, and we can see this just by listening to the musicians and performers in NH3. Darrin Henson says, "For me, dance was used as a tool to make me feel good about myself, it's what I focused on. Not everything was great in my life at the time. My family was broken up. There were people on drugs that I knew in my family. There were people selling drugs on the streets. Friends of mine were going to jail. Friends of mine were dying."

What did Darrin Henson use to cope with his situation? To Darrin Henson, dancing was his Natural High.



Similarly, Mya's way of coping led to her Natural High. She says, "...running from the problem or trying to fix it temporarily, it's going to catch up to you ten times harder. The thing that worked for me, when I felt like I couldn't turn toward my parents or when it was too personal of an issue to discuss with friends or people that I didn't know – I wrote down in a diary what was bothering me. Writing about it at least lets it out."

What are some of your Natural Highs or some things that kids your age could do to cope with situations involving alcohol, tobacco, and other drugs?

## Standard 8: Health Promotion

**HS.8.A.22** Participate in activities that support other individuals in the school and community to make positive health choices regarding the use of alcohol, tobacco, and other drugs.



Darrin Henson explains his campaign to empower youth to say no to drugs. "Close your eyes, and think about what your life is like. Really feel it. Close your eyes and think about what your life is like now and if you don't change it. And then go into 10 years, 20 years, and even as far as 30 years – not changing your life, not doing what you want to do, not ever being successful, feeling like a failure." He continues, "Don't open your eyes. Now think about being successful. Think about making the right choices. Think about living drug free. Think about all the money [you will make]. The money that you've given to other people to help them in their lives... Now open your eyes. Now the negative has not happened. So, right now, you have the choice to never allow it to happen and you can choose the good over the bad."

Group Work: Have your class begin their own campaign. Even if it's as simple as creating a class slogan that you can say as a group before leaving every day. Once you have created your slogan, make posters and hang them around the school. Other classes may be inspired and do the same.

**HS.8.A.23 Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youth.**



Through the creation of this video, Jon Sundt speaks from his heart. His message to you is “if you think you can use drugs and get away with it, you really can’t... find your natural high. You can chose life or you can chose death. A natural high is life.”

Find a natural high and encourage others to do so as well.