



Classroom Discussion Guide: Teacher Version

The following 6 questions included in this Classroom Discussion Guide are presented as an opportunity for students to engage in meaningful discussion following the viewing of the Natural High 4 film. Suggested teacher talking points are listed below each question. It is highly recommended teachers reference this document while facilitating classroom discussion.

QUESTION # 1: WHAT IS THE ONE THING THAT STOOD OUT TO YOU OR CAUGHT YOUR ATTENTION IN WHAT WE JUST HEARD AND SAW IN NATURAL HIGH 4?

Question Guide

Allow students to share whatever comes to them. In filling out the feedback form, we'd love to know if you noticed any common messages or themes that stood out most.

QUESTION #2: WHAT IS YOUR NATURAL HIGH? HOW DOES IT MAKE YOU FEEL?

Question Guide

Film Clip: Anna Rawson, LPGA pro golfer said, "My natural high is adrenaline. Playing golf at the highest level, knowing you have to hit that shot and there's butterflies and that crazy intense feeling that you get nervous where you can't control, your hands are shaky, your palms are sweaty—that's what I live for."

- Revisit the definition of a natural high and help kids apply the concept to their own life.
- The definition can be written on the board: A Natural High is an activity, art form, or sport that you LOVE to do and makes you feel good inside.
- A Natural High does not involve drugs and alcohol
- Everyone has at least one Natural High, no exceptions
- Make friends with like minded individuals by engaging in your Natural High

Give students a few minutes to think about this question.

Then let them write it on the board or let students yell out their own natural high if they know what it is.

Give them the opportunity to get excited, talk about why they love doing it and how it makes them feel.





QUESTION #3: IF A FRIEND OR FAMILY MEMBER WANTED YOU TO DRINK OR DO DRUGS WITH HIM OR HER, HOW WOULD YOU HANDLE IT?

Question Guide

Film Clip: Mike Conley, Jr, NBA star said, "The first time I heard about drugs was in the 6th grade. Where we moved to wasn't the best area. Guys were running around school talking about different things they were doing or they might try and I had a couple people approach me and say, hey man come over here and check this out...I always made up excuses until I had enough courage to say no, I'm good. I don't feel like doing that. I don't think that's going to help me become what I want to become."


Introduce students to or reinforce the concept of refusal strategies, which can be utilized when faced with peer pressure to use drugs or alcohol. Research has shown that the lack of refusal skills has been found to predict smoking, drinking, marijuana use and delinquency among adolescents.

Research has also shown that role playing these strategies enables students to practice these refusal behaviors to reinforce the message. If you are able, review the refusal strategy examples and set aside some time for students to practice role playing scenarios utilizing these strategies with each other.

Examples of Refusal Strategies:

- Say "no" or "no thanks"
- Make an antidrug statement or declaration statement: "I don't smoke marijuana"
- Give a reason or excuse for not accepting the offer: "I don't want to get in trouble" or "It's illegal"
- Change the subject: "Did you see last night's game?"
- Reverse pressure: Using sarcasm, insults or challenges
- Walk away and get of the situation
- Offer an alternative to behavior: "I'm going to go shoot some hoops."

*Research has also shown that it may be important to tailor the development of refusal skill strategies specific to peer pressure situations.



QUESTION #4: WHAT CAN YOU DO TODAY TO HELP YOU ACHIEVE YOUR DREAMS AND GOALS FOR THE FUTURE?

Question Guide

Film Clip: Paul Rodriguez, pro-skateboarder said, "whatever you do, just accomplishing something after trying it for weeks, months, days, hours and finally you land the trick and finally you're rolling away, it's just amazing, it's literally a buzz."





Introduce students to the idea of personal goal setting and understanding the difference between setting long-term and short-term goals. Explain or write on the board: Personal goals are goals that you set. They are important to you and also dependent on you. They should be measurable and realistic. Short-term goals can be reached within a few days or a month while long-term goals may take several months or years.

Emphasize it is important to create a plan to meet goals, whether short term or long. Give students the time in class or at home to create a plan for reaching a goal using the following steps: 1) define their goal-what they want to achieve, 2) list the steps they need to achieve it and 3) create a timeline. Also stress the importance of having friends and family who can and will provide support and encouragement. Explain that it is important to review the plan on a regular basis and celebrate once the goal has been reached.

QUESTION #5: WHO IN YOUR LIFE WOULD YOU CONSIDER TO BE A POSITIVE INFLUENCE OR ROLE MODEL? WHY?

Question Guide

Film Clip: Matt Thiessen said, "Something I'm really proud of in my life is that I've surrounded myself with really cool, quality people and really sunk in to those friendships and those people have all helped me to keep a positive outlook on life, especially with staying away from things I don't need to be involved in."

Ask students the definition of a positive role model or define it as "a person you look up to and want to be like." Have students list the names of drug-free role models that they look up to. They can be family, friends, even celebrities. Have students list specific characteristics of positive role models. Some characteristics could be: trustworthy, honest, friendly, helpful, passionate, compassionate and skilled at what they do.

Explain how positive role models can inspire students to believe in themselves, that they can in fact achieve their dreams and goals. They also set examples for us to observe and pattern positive behaviors from. As students increase positive behaviors they also increase their feelings of self-worth. They also can help build positive values, set attainable goals and provide direction in achieving those goals. Positive role models serve as examples to prove that dreams and goals can be fulfilled.

*It's important to note that some students may have problems recognizing anyone in their life as a positive role model. You may need to help them identify someone or else you can tell them to make up the person they would want to have as a positive role model.





QUESTION #6: HOW DO OLDER KIDS AND THE MEDIA MAKE DRUGS AND ALCOHOL LOOK COOL? WHAT DO YOU THINK IS REAL AND WHAT IS FAKE OR A RIP-OFF?

Question Guide

Film Clip: Jon Sundt, producer of Natural High said, "the high drugs give you is a rip-off. Older kids make it seem so cool and sometimes the media makes it seem so cool. But what I think is way cooler is a natural high."

Discuss the many negative and positive and false and real pressures that influence students' choices and attitudes. Have students make a list of negative and positive pressure in their lives. Examples can be: family, friends, teachers, media, celebrities, music, religion, TV, etc.

Using the media as an example, discuss the "rip off" false advertising that alcohol and cigarette companies and some media try to use to influence youth. Explain how media can mislead youth by associating using drugs and alcohol with an improved life or being cool. Most advertising and even pressure from peers is false and often does not contain information about the negative consequences of using drugs or alcohol.

Ask students to brainstorm some false messages they've heard about drugs and alcohol and then ask them to look at each message and discuss what is real and what is true.

False/Rip Off Messages about using drugs & alcohol:

- "Using will make you popular and cool."
- "Using will make you more attractive."
- "Using will make you better at your talent."
- "Using will relax you."
- "Everyone's doing it."
- "Using it has no negative consequences."

True Messages about using drugs & alcohol:

- Lots of popular and cool people-famous and not-don't use drugs
- Drugs can ruin your looks and rot your teeth
- Drugs have a lot of negative consequences like lost talent, destroyed relationships, lost financial resources, diseases, accidents and even death.
- Drugs can interfere with your talent, passion, knowledge and ruin your dreams.

Ask students to brainstorm true messages about pursuing a natural high.

True Messages about natural highs

- Natural Highs release chemicals that make you feel good
- Natural Highs can help you make new friends
- Natural Highs can keep you active and healthy
- Natural Highs can help with emotions and stress
- Natural Highs build self confidence and skills
- Natural Highs keep you from being bored

Classroom Discussion Guide: CA Health Education Standards Met :: 6th grade: 1.1.A, 1.2.A, 1.6.A, 1.7.A, 2.1.A, 2.3.A, 4.1.A, 4.2.A, 6.1.A, 5.1.A, 5.3.A, 8.1.A, 7.1.A; 7-8th grade: 1.1.A, 1.2.A, 1.3.A, 1.7.A, 2.1.A, 2.3.A, 4.1.A, 6.1.A, 5.1.A, 5.3.A, 8.1.A, 7.1.A, 7.2.A; 9-12th grade: 1.1.A, 1.2.A, 1.4.A, 1.10.A, 2.1.A, 2.2.A, 4.1.A, 5.1.A, 5.2.A, 6.1.A

