

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

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LESSON 3.19

*Making Good Choices and Take
a Deep Breath*

Unit:
MAKING GOOD CHOICES

PRECEPTS

- G. Physical Growth
- G2. Respect one's body

NATIONAL STANDARDS

- CS.03.02.03.c. Examine an ethical dilemma and prepare an argument for a position.
- NL-ENG.K-12.2 – Understanding the Human Experience
- NL-ENG.K-12.12 – Applying Language Skills



Lesson Type:
Large Group

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

- Define and identify *inhalants*.
- Describe the harmful effects from using *inhalants*.
- Encourage others to say no to using *inhalants*.





TIME

Instruction time for this lesson: **50 minutes**.



RESOURCES

Nemours. Kids Health. What you need to know about drugs, inhalants. 1995-2010, Nemours Foundation http://kidshealth.org/kid/grow/drugs_alcohol/know_drugs_inhalantss.html

It's My Life. PBS Kids GO! Castleworks, Inc. 2005, <http://pbskids.org/itsmylife/body/drugabuse/article4.html>

National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ **Empty containers of common *inhalants*** (*paint thinner, finger nail polish remover, glue, gasoline, aerosols, etc.*)
- ✓ **Pens and pencils or crayons and markers**
- ✓ **Paper** – one per student
- ✓ **PALS3.19.LG.AS.A** – one per student
- ✓ **PALS3.19.LG.ASSESS.A** – one per student
- ✓ **Dark-colored sack for inhalants**

KEY TERMS



The following term is presented in this lesson and appears in ***bold italics***:

Inhalants



CONTENT OUTLINE

- I. ***Inhalants***: substances that are sniffed or huffed to give the user an immediate rush, or high.
 - A. Types of ***Inhalants***
 1. Paint thinner, finger nail polish remover, glue, gasoline, cigarette lighter fluid and nitrous oxide
 - B. Other names
 1. Whippets, poppers, snappers, rush, bolt and bullets
- II. Harmful effects of ***inhalants***
 - A. Sudden Sniffing Death (SSD), when inhaled fumes take the place of oxygen in the lungs and central nervous system
 - B. Cardiac arrest, death by disrupting the normal heart rhythm
 - C. Hepatitis

- D. Liver failure
- E. Muscle weakness
- F. Lowers production of all types of blood cells

III. Say no to ***inhalants***

- A. Draw a picture representing a method on how to say no to peers offering ***inhalants***

INTEREST APPROACH

Students will begin today's lesson by engaging in a game of Simon says. Each student will stand and follow the commands administered by a mentor at the front of the room. If a student does not follow directions, they will be asked to be seated.



It's great to see you all today. Thanks for coming on time. Raise your hand if you have ever played the game Simon says. Great! Let's play. Everyone please stand.

Simon says, "Raise both hands in the air." Simon says, "Place both your hands on your stomach." Simon says, "Make a big smile on your face."

So far all students should be in the game as Simon says has been stated before each statement.



"Jump up and down." Oops! If you jumped up and down, please take a seat. *Students who jumped up and down are now out of the game because 'Simon says' was not spoken before the command.*

Let's continue. Simon says, "Give your neighbor to the right a high five with your right hand." Simon says, "Give the class a big round of applause." Simon says, "Take a seat."

After ending the game of Simon Says, lead students to think about what in their body controls their actions.



Excellent job, class. What part of our body controls the motions we just did?

Student response should be your brain.



Yes! From breathing to playing a game where we control our body movements, our brain is in control. Our brain is the part of our body that helps us make the right decisions. What types of things can we do to protect our brain from harm?

Student responses may include wearing a bike helmet, etc.



Other than physically hitting our head and hurting our brains, what other things could we do to cause harm to our brain?

*Student responses may include doing drugs such as marijuana, smoking, using **inhalants**, etc.*



Excellent. Doing drugs of any kind can harm our brains and kill brain cells causing brain damage. By the end of the day, we will understand just how drugs can have a harmful effect on us. Using our healthy brain, let's check it out.

OBJECTIVE 1. | Define and identify **inhalants**.



One type of drug causing major brain damage in today's youth is **inhalants**.

A. **Inhalants** are substances that are sniffed or huffed to give the user an immediate rush, or high.

Inhalants are identified as common household products. These common products include paint thinner, fingernail polish remover, glues, gasoline, cigarette lighter fluid and nitrous oxide. We may also hear **inhalants** referred to as whippets, poppers, snappers, rush, bolt and bullets.



Many **inhalants** are found at home. Think of any household products at your house that someone might use to get high.

*Student responses may include hairsprays, deodorants, whipped cream cans, etc. Out of a dark colored sack, take each empty container and set them on a front table for all students to see. As you set each container out on the table, ask students whether they believe that product can be used as an **inhalant**.*



In this bag I have five different products that are found in a typical household. As each one is set out on the table, give me thumbs up if you believe it could be used as an **inhalant**.



Great job. Each one of these can be used as **inhalants**. Now that we know what an **inhalant** is and how to identify it, let's identify the harm they can do.

OBJECTIVE 2. | Define the harmful effects of using *inhalants*.



*Students will take notes on the harmful effects of **inhalants**.*



The chemical structure of various types of **inhalants** makes it difficult to say just how every **inhalant** affects our bodies. However it is known that vaporous fumes can change brain chemistry and may be permanently damaging to your brain and central nervous system.

Please pull out a piece of paper and writing utensil to take a few notes on the harmful effects of using **inhalants**.

- II. Harmful effects of **inhalants**:
 - A. Sudden Sniffing Death (SSD), when inhaled fumes take the place of oxygen in the lungs and central nervous system
 - B. Cardiac arrest, death by disrupting the normal heart rhythm
 - C. Hepatitis
 - D. Liver failure
 - E. Muscle weakness
 - F. Lowers production of all types of blood cells

How exactly do **inhalants** cause harm?

Elicit student responses.



Inhalants enter the bloodstream quickly and are then distributed throughout the brain and body. They have direct effects on both the central nervous system (brain and spinal cord) and the peripheral nervous system (nerves throughout the body).

Inhalants produce a quick feeling of being drunk followed by sleepiness, staggering, dizziness and confusion. Long-time users get headaches, nosebleeds and sometimes lose their sense of smell.

What is the worst thing that could happen to someone who did **inhalants**? *Elicit student responses.*



Yes, someone could die. Although **inhalants** can be found around the house, using them just one time can kill us. If we respect our bodies, then we must make the decision to say no to all drugs, including **inhalants**. Now that we know what happens when people inhale chemicals, how can we just say no?

OBJECTIVE 3. | Encourage others to say no to using *inhalants*.



Students will draw a picture that depicts how they would say no to someone who was pressuring them to inhale a drug and what happens to them.



Many people abuse ***inhalants*** because they're easy to get and cheaper than other drugs. But the truth is ***inhalants*** are just as dangerous and sometimes even more dangerous. Nevertheless, people still have a hard time saying no to drugs.

If one of us was approached by a peer to inhale drugs, how could we say no?

Student responses may include walking away, telling them why they are harmful, etc.



When I say COLOR, using the white paper and markers at your table, draw a picture that shows how we could say no to someone pressuring us to inhale drugs. When we're finished, be ready to explain the picture to your PALS. You will have five minutes. What questions are there?



COLOR

Great job. Please explain your drawing to a partner for the next 60 seconds.



REVIEW / SUMMARY

Acting or role playing a situation can strengthen a student's understanding and comprehension of the subject matter. To drive home the point of making good choices, students will engage in a Party Host e-Moment®. Select students or volunteers that will act as guests at a party, four to five. Each guest acts out his or her unique character taken from the subject matter using words and actions. Some examples may include a person high on an inhalant, a person against drugs, a person who is a drug dealer, a person who is a drug survivor, etc. The host will greet each guest at the door; welcome him or her to the party, briefly interact with him or her and then greet the next guest all while being unaware of their identities. As the party grows and the last guest arrives, the host and guests interact in 30 seconds of conversation. At the end of the party, the host guesses each guest's identity. If desired, you may send the party host out of the room as well and tell the identities of the guests to the remaining students. If needed, allow the class to give clues when the host is stuck.



Thanks for sharing. It looks like we have a lot of great artists in the room. Let's play a game called party host.

We are holding a mock party today with guests that represent people faced with decisions about drugs and *inhalants*. Here's how it works. Five volunteers from the class will be given a guest personality. Our sixth volunteer will be our party host. Are there six volunteers? Excellent. The party host will welcome each guest to the party and spend a few brief moments conversing with them. Once all the guests arrive and the party host interacts with them all, he or she will try and guess their identities.

Will the first five volunteers please step outside?

Take five volunteers outside of the classroom and set them up with a guest personality.



Let's have a party!

Once each guest at the party has been revealed, wrap up the lesson.



Great job today. I know that each of you will be making the right decision about drugs. Remember, just say NO!

APPLICATION



Small Group Suggestion: *Create posters in small groups identifying the harmful effects of inhalants to kids.*



One-on-One Suggestion: *Play the online game, Bonko's Body Quiz, testing student's knowledge on the effects of drugs on our bodies, <http://pbskids.org/itsmylife/body/drugabuse/article4.html>.*



EVALUATION

Read PALS3.19.LG.AS.A and answer the corresponding questions from PALS3.19.LG.ASSESS.A.

ANSWERS TO EVALUATION:

1. True
2. False
3. True
4. Answers may include: sudden death; suffocation; visual hallucinations; severe mood swings; and numbness and tingling of your hands and feet
5. Answers may include: headaches, nausea, muscle weakness, stomach pains, decrease in or loss of your sense of smell

PALS3.19.LG.AS.A

Inhalants are Nothing to Sniff At

I lost my 13 year-old brother to inhalant abuse. He died in my arms at the county hospital, and there was nothing that the doctors could do. I was the one who took him to the hospital after some of his friends had a “sniffing party.” He sniffed his way to his own death. He didn’t know that inhalants could kill him.

Inhalant abuse is deadly serious. By starving the body of oxygen or forcing the heart to beat more rapidly and erratically, inhalants can kill sniffers - too many of whom are people around my brother’s age.

Using inhalants even one time can put you at risk for: Sudden death; suffocation; visual hallucinations; severe mood swings; and numbness and tingling of your hands and feet.

Long-term use of inhalants can result in: Headaches, nausea, muscle weakness, stomach pains; decrease in or loss of your sense of smell; nosebleeds; hepatitis; liver, lung, and kidney damage; violent behavior; and brain damage.

If inhalant use continues over a period of time, your body can develop a tolerance to the drug. This means that the user has to sniff or “huff” more poison and do it more frequently to achieve the high. The user is at much greater risk of suffering the long-term effects of using inhalants once he or she develops a tolerance.

Inhalants are dangerous. I wish that I could have told my brother all of these things. Maybe if I had, he would have made a no-use decision about using inhalants, and he would be alive today. I can do one thing. I can share what I know about inhalants with other people his age so that more brothers and sisters will live. That’s why I am writing this article. Inhalants are nothing to sniff at, and this stuff can kill you.

PALS3.19.LG.ASSESS.A

Name _____

Circle true or false based on the statement.

1. True or False. Inhalants can kill you.
2. True or False. If inhalant use continues over a period of time, your body cannot develop a tolerance to the drug.
3. True or False. If you build a tolerance to an inhalant, you have to inhale more of the poison to get a high the next time.

Short answer questions.

4. Name three harmful things that can happen to someone who uses inhalants.
5. Name three things that can result from long-term use of inhalants.