

# ACTIVITY 1C: TAKE A DEEP BREATH

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SECTION

1

CHAPTER

1

ACTIVITY

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## Objectives:

Participants will:

- Learn about the health and cosmetic effects of using drugs.
- Experience how smoking affects lung capacity.

## Life Skills Learned:

- Healthy Life Choices
- Concern for Others
- Using Scientific Methods

## National Health Education Standard 1:

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

## Time Needed:

30 minutes

## Materials Needed:

- Extra-wide straws — one for each participant
- Regular size straws — one for each participant
- Straw-type coffee stirrer — one for each participant
- Clock or watch with second hand
- TAKE A DEEP BREATH Chart (Print from CD)** — one for each participant OR put example on chalkboard/flipchart and have participants make their own
- Pencils
- Poster board or butcher paper with a basic body outline on it (gingerbread person)
- Masking/cellophane tape, glue stick, glue or spray adhesive (to use with cards)
- CAUSE & CONSEQUENCE Cards (Print from CD)**
- Pictures of body parts (Print from CD)**

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## CONNECTING TO TOBACCO, ALCOHOL AND DRUG USE

When faced with the choice of using or not using drugs, younger youth tend to disregard future cost or consequences. It's important to make younger youth aware that there are serious short-term and long-term effects from using tobacco, alcohol and drugs. For example, anyone including younger youth with health problems who take prescription drugs can become seriously ill, or even die from a reaction, if they smoke, drink alcohol, or use drugs. Just as knowing that not all of their peers use drugs, younger youth need to have the facts about what drugs will do to them not only now, but in the future.

**DRUGS** - Reference to drugs includes those drugs not permitted by law (illegal) and lawful drugs (prescription or over-the-counter) which are obtained or used illegally unless otherwise specified.

Type of Straw	Length of time they could breathe	
	Sitting Down	Walking Around or Other Activity
Extra-wide straw		
Regular sized straw		
Straw-type stirrer		

### EASE OF TEACHING TIP:

If any of the participants have asthma, check with them before the start of the session and ask if they would be willing to share with the group what it feels like to have a disease that makes breathing difficult.

### EASE OF TEACHING TIP:

If someone has breathing difficulties, such as asthma or a cold, have them volunteer to be the timer or do some other task.

## EXPERIENCE THE ACTIVITY

### STEP 1.

Review lesson highlights from the last session to reinforce what participants have learned.

### STEP 2.

Tell participants they are going to do an experiment that relates to smoking either tobacco or marijuana, or using any drug. Give everyone an extra-wide straw. Have participants sit down and pinch their nose closed so that no air can escape, either when inhaling or exhaling. Have them put the wide straw in their mouth and try to breathe through it for one minute. Have them record how long they were able to breathe through the wide straw.

### STEP 3.

Have participants replace the wide straw with a regular straw. Have them keep their nostrils pinched and try to breathe through the regular straw for one minute. Have them record how long they were able to breathe through the straw.

### STEP 4.

Have participants do the same thing, but this time with the straw-type coffee stirrer. Make sure they keep their nostrils pinched and have them try to breathe through the stirrer for one minute. Have them record how long they were able to breathe through the stirrer.

**STEP 5.**

Wait a few minutes and try the activity again with each of the straws, but while walking around the room or doing an activity (arm stretches, bending, etc.).

**Share:**

- What did we just show through this scientific experiment?
- How much more difficult is it to breathe when you are doing a simple activity like walking?
- What was it like to breathe through the different straws?
- Which straw made it easier to breathe and why do you think it was easier?
- What differences did you see when you were sitting down versus when you were walking around?

**Process:**

- When you smoke, your lung capacity gets smaller and it's like breathing through the regular straw. Based on that, how do you think smoking would affect daily activities?
- When you are a life-long smoker, it's like breathing through the straw-type stirrer. Every breath is a struggle.

**Generalize and Apply:**

- What general statements can you make about smoking and lung capacity based on this scientific experiment?
- How might you use scientific data to convince your peers not to smoke?
- Based on what you learned, how might you design another scientific experiment about health related to smoking, chewing tobacco, drinking alcohol, etc?

**STEP 6.**

On a chalkboard or flipchart, list cigarette smoking, alcohol and drugs. Point out that cigarette smoking is the single most preventable cause of disease, disability and death in America. Children exposed to second-hand smoke are at a much higher risk for serious diseases.<sup>24</sup> When someone uses tobacco by smoking or chewing, drinks alcohol, or takes illegal drugs, health problems occur. Using drugs can change your looks and hurts your grades, sports, family, friends, etc.

**STEP 7.**

Give each participant a picture of a body part. Ask each to come up one at a time and put the body part on the body outline. Have them attach the body part with tape, glue, glue stick or spray adhesive. As they do, talk about what they think the **CONSEQUENCES** of using tobacco, alcohol, or drugs are to that body part. **CONSEQUENCES** are what happen because someone uses tobacco, alcohol, or drugs. When all body parts are attached, discuss whether there are some body parts that might be affected by these substances that are not included. Write them down and add them.

**EASE OF TEACHING TIP:**

If spray adhesive is used, ventilate the room properly. Read the **DANGERS** and **PRECAUTIONS** carefully before using.

**STEP 8.**

Hand out the **CAUSE & CONSEQUENCE Cards**. Explain that the **CAUSE** is something that brings about an effect or a result. A **CONSEQUENCE** is what is produced by that cause. An example might be that the ground is muddy, because it has rained. The **CAUSE** is the rain and the **CONSEQUENCE** is the mud.

**STEP 9.**

Have participants attach the **CAUSE & CONSEQUENCE Cards** they were given to the body parts on the body outline as they did in step 7.

**Share:**

- Share what your card says with the group.

**Process:**

- What did we just learn?
- Are there parts of the body that are not affected by tobacco, alcohol, or drugs? What are they?

**Generalize and Apply:**

- How many people do you know personally who have an illness or have died from an illness because they used tobacco, alcohol, or drugs?
- How many were younger than 18?
- Do you think you might be less likely to use tobacco, alcohol, or drugs now that you know you could get some serious illnesses or die from these substances?
- If you have a friend or relative that uses tobacco, alcohol, or drugs, what health risk do you fear the most for him or her?
- How could you help someone have better health habits?

**STEP 10.****Reflection:**

What consequence had you not thought about before? What consequences did you already know?

**STEP 11.**

Discuss the “Family Corner” and “Community Corner” with participants. Encourage them to do one or both. If they choose to do something as a group, help them follow through.

- Family Corner:** Talk about causes and consequences with your family. Ask them to talk about people they know who use or have used tobacco, alcohol, or drugs. How has it affected that person and his or her family?
- Community Corner:** Talk with others (classmates, neighbors, etc.) about some of the consequences you have learned.