



## Reality Avenue: “*Addiction – how REAL is it?*”

### Follow-Up Discussion Prompters, Classroom Activities & Assignments

#### Follow-up discussion questions for teachers

Questions can be utilized for interactive teacher driven activity or as a prompter for written assignments. *Classroom ground rules for the discussion should be set, if not already, for confidentiality (no names – “I know someone who...”), respect (all ideas accepted), what’s said in the class stays in the class, we all get a chance to talk, keep an open mind, etc.*

1. What is addiction?
2. What does addiction look like?
3. Name as many forms of addiction as you can? How do each of these addictions compare – what do they all have in common and are some more dangerous than others and if so why?
4. Why do you feel teens/adults turn to substances or other addictions?
5. How relevant is peer pressure in substance abuse and other forms of addiction?
6. What role does the media play in substance abuse and other forms of addiction? \*\*Can use as exercise with the collection and compilation of newspaper/magazine clippings that can promote addictions (shopping, cigarettes, alcohol, gambling, etc.) and turn in as an art exercise (collage), a report or just as a classroom exercise (create classroom board) done collaboratively.
7. What can we do when we believe a friend or family member has an addiction problem?
8. What are some warning signs of addiction? Who is most likely to notice them?
9. Who does addiction effect? Are any of us immune?
10. What can we do to prevent addiction? What do the experts say?
11. Have you ever been effected by addiction? What was your experience?
12. What impact does substance abuse or addiction have on your school?
13. How does an addiction affect your academic, athletic, or social life and the ability to reach your goals?

# **Reality Avenue Classroom Activities or Assignments**

(For middle and high school students)

<b>Sunshine State Benchmarks For Middle School</b>	<b>LAA1.3, LAA23, LAB1.3, LAB23, LAC1.3, LAC23, LAC3.3 SSA23, SSA3.3, FLA1.3, FLA23, FLB1.3, FLC1.3, DAB1.3 THA1.3, THA23, THE1.3, VAE1.3 HEA1.3, HEA23, HEB1.3, HEB23, HEB33, HEC1.3, HEC23</b>
<b>Sunshine State Benchmarks For High School</b>	<b>LAA1.4, LAA24, LAB1.4, LAB24, LAC1.4, LAC2.4, LAC3.4, LAD1.4, LAD2.4, LAE2.4, SSB2.4, FLA1.4, FLA2.4, FLA3.4, FLB1.4, FLC1.4, THB1.4, THC1.4, THE1.4, VAA1.4, VAB1.4, VAE1.4, HEA1.4, HEA2.4, HEB1.4, HEB2.4, HEB3.4, HEC1.4, HEC2.4</b>

## **Activity 1: “My Personal Goals”**

### **Student Learning Objectives:**

Students will demonstrate the ability to - Identify their personal goals verbally and in writing. Students will be able to identify the negative affects of an addiction (substance abuse, gambling, etc.) relative to their goals.

### **Activity:**

After students view the Reality Avenue video, have each student share a personal goal and tell at least 2 ways that a specific chosen addiction (drinking alcohol, abusing drugs, etc.) might interfere with the achievement of that goal.

Begin by folding a sheet of paper into 3 columns.

In the first column, list ways, for example, illegal drugs might affect their *physical health*. In the second column, identify *academic* goals (which can be linked to career) they have that might not be reached if they abuse drugs. In the third column, list important *relationships* that might be jeopardized by using drugs. Debrief as a class or can be turned in as assignment in essay form.

## **Activity 2: “Risk Factors”**

### **Student Learning Objectives:**

Students will demonstrate the ability to - Take a critical look at the risk factors associated with a specific addiction of their choice (alcohol, drugs – legal or illegal, gambling, etc.). Furthermore, they will have an understanding of the community and school resources and support systems available to them.

**Activity:**

After viewing the Reality Avenue video, have students create pamphlets titled, “Are you at risk?” in which they identify risk factors that increase the likelihood of becoming addicted to their chosen addiction topic.

In the pamphlet, the students will also describe school and community resources and support systems available to them for treatment of problems associated with this addiction.

**Activity 3 and 4: “Resistance Skills”****Student Learning Objectives:**

Students will demonstrate the ability to - Identify the unhealthy choices related to substance abuse and/or another form of addiction. Students will be able to express alternative ways to combat the peer pressure often found in schools.

**Activity:**

After students view Reality Avenue video, ask students to list five to ten responses that might be given when they are pressured to exhibit an unhealthy choice or participate in an illegal situation. They can also list what coping skills they utilize, in place of turning to unhealthy addictions. Role-play using the material either individually or in small groups.

Or

The students will write a recipe for “Resiliency”. They must include the “ingredients” needed for resiliency. For example, they might include a cup of stress management skills, three table spoons of adult role models who do not abuse drugs, 1/2 a cup of phrases to use to resist peer pressure. Publish the recipes on a bulletin board or in school newsletter.