



# Educator Guide: Pressure Lesson

## **Recommended for Grades:**

6<sup>th</sup>

## **Time:**

9 minutes

## **National Health Education Standards:**

This activity aligns with the following National Health Education Standards:

- Standard 1: Use functional health information to support health and well-being of self and others.
- Standard 2: Analyze influences that affect health and well-being of self and others.
- Standard 4: Use interpersonal communication skills to support health and well-being of self and others.
- Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.

For more information about the National Health Education Standards, visit the SHAPE America website: [shapeamerica.org](http://shapeamerica.org).

## **Learning Objective:**

After completing this lesson students will be able to:

1. Define sudden sniffing death syndrome.

## **Lesson Description:**

In this lesson students will learn about different types of pressure and where it can come from. Different ways to get out of pressure situations will be explored. Inhalants, how they are abused and what they can do to the body will also be discussed.



### Pre and Post-Test Question:

Use the following question with your students in any way that you see fit (on paper, using a survey tool, etc.) You may choose to combine questions from various lessons and activities that your students participate in. Correct answer choices are bolded.

1. Which of the following statements are true about sudden sniffing death syndrome? Choose three.
  - a. **It can happen to a young or older person**
  - b. It only happens when a person uses inhalants regularly
  - c. **It's when the heart stops from using inhalants**
  - d. **It could happen the first time a person uses inhalants**

## Vocabulary:

Use the following list of vocabulary as a reference for yourself or your students as you complete the Pressure Lesson. You may choose to use this list in any way that fits your needs.

- Brain – the main organ in the nervous system that controls the body's activities by sending and receiving messages to and from different parts of the body
- Consequence – the effect or result of something
- Depression – feeling sad, moody, angry or just not caring about anything for an extended period of time
- Delusions – a false belief or opinion
- Dizziness – having the sensation of whirling and a tendency to fall
- Drug – a chemical that changes the way a person's body works
- Hallucinations – seeing and/or hearing things that aren't really there
- Heart – the organ in the body responsible for pumping blood to every other part of the body. The heart is part of the circulatory system.
- High – a short period of time when a person feels happy, euphoric or carefree after using drugs
- Inhalants – a way drugs can enter the body through the mouth or nose, by breathing them directly into the respiratory system (lungs)
- Lightheadedness – the feeling of being giddy, dizzy or delirious
- Nausea – feeling sick to the stomach
- Peer pressure – social pressure from other friends or students your age to do, say or act a certain way
- Safe code – a simple word or phrase that you can call or text to a trusted adult so that the adult will immediately understand that you need to be picked up
- Sudden sniffing death syndrome – occurs when the heart beats quickly and irregularly and then suddenly stops. This can happen any time a person uses an inhalant.
- Suffocation – when someone dies because oxygen can't get into the body. This can happen when someone uses inhalants.

# Pressure Lesson Worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** Complete this worksheet as you move through the Pressure Lesson.

1. List four ways to get out of a pressure situation.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

2. List four examples of inhalants.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

3. List three short-term effects of inhalants.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

4. How long does the high from inhalants usually last?

\_\_\_\_\_



5. List three long-term effects of inhalants.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

6. What is sudden sniffing death syndrome?

# Pressure Lesson Worksheet Answer Key

1. List four ways to get out of a pressure situation.  
Say no, walk away, make up an excuse, reverse the situation, give a personal reason, come up with something else to do or create a safe code with a trusted adult
2. List four examples of inhalants.  
Glue, paint thinner, gasoline, felt-tip markers, white-out, hairspray, spray paint or cleaning products
3. List three short-term effects of inhalants.  
A high, nausea, sleepiness, loss of coordination, slurred speech, dizziness, lightheadedness, hallucinations or delusions
4. How long does the high from inhalants usually last?  
A few minutes
5. List three long-term effects of inhalants.  
Headaches, nosebleeds, depression, loss of sense of smell or hearing, liver and kidney damage or brain damage
6. What is sudden sniffing death syndrome?  
Sudden sniffing death syndrome is when an inhaled substance causes the heart to beat quickly and irregularly, then then suddenly stop.

# Supplemental Activity: The Pressure's On

## **Objectives:**

After completing this activity students will be able to:

- Demonstrate, in a role play situation, at least one way to get out of a negative peer pressure situation.
- Demonstrate, in a role play situation, how to ask for assistance from a trusted adult.

## **Materials Needed:**

- Chalkboard or whiteboard for brainstorming
- Props (can be items from the classroom or if students agree, personal items like phones or backpacks)

## **Time Required:**

60 minutes

**Instructions:**

As a class, brainstorm different ways to get out of pressure situations and write them on the board. Examples can include saying no, walking away, making up an excuse, finding a trusted adult, pressuring the other person not to use drugs, etc. Next, brainstorm a list of trusted adults that students feel comfortable going to for help. Then, brainstorm different situations in which students might be pressured to use drugs. Allowing students to come up with these situations can make them more realistic and applicable.

Divide the class into small groups of two to four students. Assign each group one of the peer pressure situations. Within each group, students should identify who is going to play which role. They should choose one way to get out of a pressure situation that they can demonstrate. They should also choose one trusted adult they could approach for help and role play how they would approach the adult and what they would say or do. Encourage students to be creative and use props. Allow the groups time to practice their skits.

Have each group present their skit to the entire class. If time allows, each group could prepare and present two different ways to get out of each situation. This encourages students to think about different ways to handle situations before they find themselves in a similar situation.

# Handouts

Included on the following pages are additional resources that you and your students' families may find useful.



# Resources and Services: Alcohol and Other Drug-Use Prevention

- American Lung Association Lung Help Line, 1-800-LUNG-USA (800-586-4872)
- Children's Wisconsin, [www.childrenswi.org](http://www.childrenswi.org)
- KidsHealth, [www.kidshealth.org](http://www.kidshealth.org)
- LifeStance Health, [www.lifestance.com](http://www.lifestance.com)
- National Institute on Drug Abuse (NIDA), [www.drugabuse.gov](http://www.drugabuse.gov)
- Partnership to End Addiction, [www.drugfree.org](http://www.drugfree.org)
- Rogers Behavioral Health, [www.rogersbh.org](http://www.rogersbh.org)
- The Tobacco Control Resource Center for Wisconsin, [www.tobwis.org](http://www.tobwis.org)
- United States Government-Drug Enforcement Administration (DEA), [www.getsmartaboutdrugs.gov](http://www.getsmartaboutdrugs.gov)
- Wisconsin Tobacco Quitline, 1-800-QUIT-NOW

# Transcript

## Slide 1

Kwasi: Have you ever felt pressure to do things that you might not normally do? That pressure can come from lots of different places: friends, or peers, family, the media... and even yourself!

Claire: That's right, Kwasi. But did you know that pressures can be positive or negative? Most of the time we think of pressure as being negative, like a friend pressuring you to try an inhalant. Or a classmate pressuring you to let them cheat off of you. But positive pressure exists too! A friend wanting you to try out for volleyball with them, or you pressuring a family member to quit smoking would be positive pressure.

Kwasi: Whether it's positive or negative, pressure can be a very powerful thing. And it can be direct or indirect. Someone handing you a beer, and saying, "Come on...it's no big deal! Just try it" would be direct pressure. Being at a party where there is beer or drugs all around you would be indirect pressure. Even though no direct offer or comment is made, there is still pressure to engage in this behavior in order to fit in.

Claire: Peer pressure can often be very subtle. Your peers may send subtle signals without saying anything at all, letting you know that you must dress or talk a certain way if you want to be part of their group. This pressure to conform, or do what others are doing, can be very powerful and hard to resist.

## Slide 2

What should you do if you're being pressured to do something you don't want to do?  
Here are some ideas:

- Say no. Sometimes it's as easy as that. You'd be surprised by how a simple "no thanks" or "no way" can get you out of a pressure situation.
- Walk away. If you are able to walk away from the situation, that sends a powerful message without even having to say anything, and it prevents the person from being able to keep pressuring you.
- Make up an excuse. This is one time when stretching the truth is ok. If making up an excuse can get you out of a harmful situation, then do it! Say that you have to babysit your little sister, or that you have a big test to study for.
- Reverse the situation. Try turning the situation around by pressuring them not to do what they're trying to get you to do. Tell them the potential consequences of their actions. It just might work!
- Give a personal reason. Maybe you want to feel your best for the swim meet coming up, or maybe you had a relative who died from a smoking related illness. Be honest and say what you really believe.
- Come up with something else to do. Maybe suggest grabbing some pizza or catching a movie instead.
- Create a safe code with a trusted adult. If you are ever in a situation, and you want to get out of it safely, you can call or text the code to that adult and they will immediately understand that you need to be picked up. It could be as simple as "I'm getting a bad headache" or "I forgot that I have to babysit."

### Slide 3

Take a look at this video showing two teens being pressured to drink alcohol.

#### Video

Talon: Hey, what's up?

Katie: Not much, just hanging out.

Talon: Cool, you guys wanna skate?

Rosanne: Uh, we don't really skate, but we do something else.

Talon: Like what?

Rosanne: Do you want to try it? I promise it's a lot of fun.

Click the buttons to watch three ways they could respond in this situation.

Make an excuse:

Rosanne: Do you want to try it? I promise it's a lot of fun.

Talon: No, that's ok. I have to watch my little sister tonight. Let's go.

Give a personal reason:

Rosanne: Do you want to try it? I promise it's a lot of fun.

Josh: Uh, no thanks. We're actually wanting to join the track team so we don't want that to affect us in any way making the team.

Talon: Yeah, so, sorry. Let's go.

Walk away:

Rosanne: Do you want to try it? I promise it's a lot of fun.

Talon: Uh, no thanks. Let's go skate.

#### Slide 4

Now, take a look at this video of someone being pressured to smoke marijuana.

#### Video

Takiera: Come on Kerry, let's go. I have to get home for dinner.

Kerry: Just hold on a sec, I have something I want to show you. I got some marijuana from my brother yesterday. You ever tried it?

Takiera: No. I don't smoke and I don't want to start now.

Kerry: Takiera, it's no big deal. It's fun and makes you feel real relaxed. Everybody in high school smokes. Hey, let's go to my house, my parents won't be home until later. I promise it'll be a blast.

Click the buttons to watch three ways she could respond.

Suggest a better idea:

Takiera: Look Kerry, my mom's making her famous lasagna tonight. Maybe you can stop by and get some dinner.

Kerry: Mmm, lasagna does sound good. Let's go.

Give a personal reason:

Takiera: Look Kerry, I am going out for the track team again, and sometimes they do random drug tests. That stays in your system and that might affect me getting on the team.

Kerry: You know what, that's cool, and I can respect that.

Reverse the situation:

Takiera: No Kerry. I am not going to smoke and neither should you. Marijuana is a drug that messes with your memory. I have to try and keep my grades up and I can't do that if I smoke. Kerry you know drugs are bad. It's not cool, so why are you doing it?

## Slide 5

Claire: You may find that some of these ideas will work great for you, and some of them you're just not comfortable with. Try to plan ahead and think about what you would do in a pressure situation.

Kwasi: That's a good idea, Claire. And always trust your gut. If you feel uncomfortable in a situation, do what you need to do to get out of there. Don't second guess yourself. If a situation seems dangerous, don't hesitate to get an adult's help. Talk to a parent or other relative, a teacher or counselor at school or any other adult you trust.

Claire: Also, try to hang out with people who feel the same way you do about drugs. Choose friends who will speak up for you when you need help.

## Slide 6

One of the drugs that teens sometimes feel pressured to use is inhalants. Inhalants are substances that are sniffed to give the user a rush, or a high. Examples of inhalants include glue, paint thinner, gasoline, felt-tip markers, white-out, hairspray, spray paint and cleaning products. When used as directed these products are safe. But when they aren't used for their intended purposes they're considered inhalants, and can be deadly.

People inhale these chemicals in several ways, including:

- Sniffing, snorting or spraying the inhalant directly into the nose or mouth
- Putting it into a bag or other container and inhaling it from there
- Or putting a chemical-soaked rag in their mouth

## Slide 7

The user will immediately feel a quick high, followed by serious effects such as nausea, sleepiness, loss of coordination, slurred speech and dizziness. Users can also experience lightheadedness, hallucinations and delusions. Because the high from the inhalants only lasts a few minutes, some people may inhale over and over again for long periods of time to maintain the high. This increases the amount of dangerous chemicals entering and damaging the body.

## Slide 8

Long-term use puts the user at risk for many health issues such as:

- Headaches
- Nosebleeds
- Depression
- Loss of sense of smell or hearing
- Liver and kidney damage
- And even brain damage, which can cause memory loss, trouble learning new things and trouble solving problems

## Slide 9

The scariest thing about inhalants is that an otherwise healthy young person can die from just one use. This is called sudden sniffing death syndrome. The substance inhaled causes the heart to beat quickly and irregularly, and then it suddenly stops. A user can also die from suffocation or choking on their own vomit.

## Slide 10

Kwasi: Wow! Who knew these chemicals could be so dangerous?

Claire: Most people don't think of common household products as being dangerous, but they sure can be. Make sure to practice the different ways to get out of a pressure situation so you'll be prepared if someone ever pressures you to use inhalants.

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