

teen 2 teen



Guide for Presenters



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Introduction

Youth and the March of Dimes Mission

The March of Dimes is a national voluntary health agency whose mission is to improve the health of babies by preventing birth defects, premature birth, and infant mortality. Founded in 1938, the March of Dimes funds programs of research, community services, education, and advocacy to save babies and in 2003 launched a campaign to address the increasing rate of premature birth. Youth play a critical role in achieving this mission by raising funds and by educating themselves and their peers about important health messages that can affect the outcome of pregnancies in the future. Teens today are the parents of tomorrow.

Youth and the Prematurity Campaign

Every year in the US, 1 in 8 babies arrive too soon amounting to more than 500,000 babies a year. Premature birth is the leading cause of death in the first month of life and is the most common, serious and costly infant health problem facing our nation. In response to the alarming increase in the rate of preterm birth in recent years, the March of Dimes initiated a Prematurity Campaign in 2003 to (1) raise awareness about the problem of prematurity and (2) to reduce the rate of premature births. Educating teens who are of childbearing age is one of the most important ways to achieve these goals.

Pregnant teens are at greater risk for having a preterm birth in part because teens often have poor eating habits, neglect to take their vitamins, and are less likely to be of adequate pre-pregnancy weight or to gain an adequate amount of weight during pregnancy. Preconception care – taking care of your body before becoming pregnant – is one of the most important known strategies for avoiding problems of pregnancy, including preterm birth. Just as teens need to focus on school work now to develop skills they will need to join the workforce in the future, teens need to take care of their bodies now to increase their chances of having healthy children of their own in the future.

Purpose of Curriculum

The purpose of this curriculum is to elaborate on the messages in the *Teen-2-Teen* youth health education videos and to help Presenters reinforce the messages among teens. The curriculum was designed to be a resource for both teen peer educators as well as adult educators, whether in a structured classroom setting or outside of school.

About Peer Educators

Studies have shown that trained peer educators are a more credible source of information for some youth than are adult educators because they communicate in readily understandable ways and serve as positive role models while dispelling misperceptions about the desirability of risk behaviors such as smoking, drinking, use of street drugs, and sex. (Advocates for Youth, 2003) Adolescents who are counseled by their peers are often more likely to engage in interactive discussion than when counseled by adult health care providers because they feel safer are less likely to feel judged. (Gainesville Chain Reaction Peer Education Program, 2005)

About Youth and Volunteerism

The curriculum focuses not only on important health messages for teens, but also on the importance of volunteerism. Studies have shown that youth who volunteer do better in school and are less likely to abuse alcohol and drugs. (Search Institute, 1995). Volunteering also teaches teens things they may not learn in the classroom. Teens say the benefits received from volunteering are: learning to respect others; learning to be helpful and kind; learning to understand people who are different from them; developing leadership skills, becoming more patient, and better understanding of good citizenship. (Independent Sector/Gallup, 1996)

Increasingly, schools are requiring students to participate in community service activities, and to take service-learning courses. Between 1990 and 2000, the number of High School students involved in service learning increased from less than 100,000 to more than 3 million (US Department of Education).

Summary

Whether you are a novice peer educator or an experienced adult teacher, we hope this curriculum provides you with the information and references that help you achieve your objectives. We are eager to hear your thoughts about the curriculum so please take a few minutes to complete and submit a brief survey enclosed in the curriculum after you have used the materials. Everyone who submits a completed survey should check the March of Dimes Team Youth Web site (www.marchofdimes.com/youth) for potential opportunities for free health education materials and to learn about the availability of grants.

The March of Dimes National Youth Program

Overview

Teen-2-Teen Videos

The *Teen-2-Teen* videos feature teens talking to each other about the March of Dimes mission and how their knowledge, attitudes, behaviors and involvement can promote their health now and increase the chance that future babies will be born healthy. Video Content includes:

Segment (length)	Topics Addressed
You Matter (8:42 minutes)	What is the March of Dimes? The Power of Youth Involvement
Truth and Consequences (10:19 minutes)	Alcohol Smoking Drugs
Healthy Lifestyles (7:52 minutes)	Eat Right Exercise Think Ahead

Curriculum

The Presenter's Guide provides the following components to facilitate discussion of the videos:

For Each Segment

- Learning Objectives (3 segments total)
- Key Messages (9 topics total)
- Sources of Data
- References for Teens
- References for Parents and Professionals
- Excerpts from Videos (talking points)
- Activities
- Pre-Test/Post-Test for each of the 9 topics, followed by answers
- Handouts (summary of key messages and references to copy and distribute)

For All Segments

- Template Letter to Parents explaining the information that will be discussed
- Participant Evaluation Form (to copy and distribute at end of presentation – this form can be modified by presenter to include different or additional questions)

Presenters and Audience

For use by teens and/or adults: High school students may use the videos to educate middle school students or other peers about the topics. Teachers, youth organization leaders, religious leaders, student activities directors, and community directors may use the videos in a classroom or other educational setting.

How to Present

Each video segment can be presented alone, or all three can be presented at once. While the total running time for the videos combined is less than 30 minutes, it is recommended that the segments be presented separately so that there is time for discussion and the exercises contained in this Guide. Suggested formats for presentation of the full content of the videos include:

- 9 presentations of 30-45 minutes each, focusing on each of the 9 topics separately
- 3 presentations of 60-75 minutes each, focusing on each of the 3 segments separately
- 1 presentation of 3.5 hours total length minimum, with 1 hour for each of the 3 segments, including at least one 30-minute break

Presenters should assess the needs and interests of their audience. In some cases, individual topics or an entire segment may be shortened or even skipped in exchange for emphasis on other topics and segments of greater interest or relevance. The order of the segments can be varied as well. For example, the first segment, which addresses volunteerism and fundraising, may be more appropriate to present after the mission education segments. For all segments, including a healthy snack as part of each presentation helps reinforce the message about the importance of nutrition.

Note: If the presenter is asked a question that he or she is unable to answer comfortably or correctly, the presenter should refer to one of the references cited in the Guide.

Self Esteem, Peer Pressure, and Stress Management

This chapter addresses topics that are integral to other segments, especially the Truth and Consequences and Healthy Lifestyles segments. The messages and exercises can be presented separately or can be integrated into the discussion of other topics.

Sensitive Issues and Parental Notification

A major risk factor for problematic outcomes in pregnancy is unintended pregnancy. The United States has the highest rate of teen pregnancy among all industrialized nations. Sections of the video address how risky behaviors can lead to unintended pregnancy. The intent of the videos and the activities in this Guide is to empower teens to make responsible decisions. Any discussion of pregnancy and youth is a sensitive topic and youth should have the ability to opt out of the discussion if they – or their parents – are uncomfortable with the discussion. Alternatively, presenters may agree to skip topics which involve discussion about sexuality and/or refer students to their parents or other parent-approved resources when issues related to sexuality arise in the discussion of other topics. This guide includes a template letter that can be sent to parents to notify them about the sensitive issues that may arise during discussion.



Template Letter to Parents

Dear Parents:

On ___[insert date]_____ there will be a presentation of the March of Dimes Teen-2- Teen health education series and we hope that your daughter/son will be able to attend since the information they will learn can impact on their health now and in the future. You probably know that the March of Dimes led our national efforts to eradicate polio, a devastating, preventable disease that can lead to paralysis and even death. But this was only achieved because so many families, including their children, participated in that campaign. Now, all of our children can get the polio vaccination and be spared the horrors of that preventable disease. But there are still so many problems affecting the health of our families throughout life and we now know that the health of babies at and even before birth can predict health throughout life. We also know that promoting optimal health among our youth is not only crucial to their ability to learn and achieve in school but is also the best way to help our future babies to be healthy. Therefore, we need to encourage all of our youth to do whatever possible to reduce risks to their health. Education that helps youth make healthy choices is a big part of this process. If this is done we will move closer to achieving the current mission of the March of Dimes, which is to prevent birth defects, preterm birth, and infant mortality. Reaching youth with these messages is essential since the teens of today are the parents of tomorrow.

The Teen-2-Teen videos were developed to empower girls and boys to make responsible decisions about nutrition, activity level, risky behaviors, and relationships. Despite a decreasing rate of teen pregnancies in the US, sadly we continue to have the highest rate of teen pregnancy among all industrialized nation. As many as 3 in 10 girls in the US will become pregnant at least once in their teens and more than 80% of these pregnancies will be unintended. In fact, about half of all pregnancies no matter what age of the mother are still unintended in the US. In an effort to do something about this serious problem, sections of the Teen-2-Teen series address how risky behaviors can lead to unintended pregnancy. However, if you or your child is uncomfortable with discussion of the sensitive issues surrounding teen pregnancy, please notify _____[insert name] _____ and apprise them of these concerns. As their parent, you decide whether your son/daughter can participate in this educational program.

If you would like more information about the March of Dimes, or if you would like to view the content of the videos yourself, please visit: www.marchofdimes.com/youth

Sincerely,

_____ [insert name] _____

_____ [insert address or institution] _____

●● Preparing to Present a Session

The role of the Presenter is to create a safe and comfortable environment where teens can express their thoughts and feelings. It is important to encourage participants to listen to and learn from different perspectives offered by their peers. Part of the Presenter's job is to help set and clarify the goals of the discussion and to maintain respectful discussion. The following are guidelines for effective Presenters Before, During, and After the presentation. See also, the *Presenter's Checklist*.

Before Your Presentation

- Anticipate your audience. Try to find out as much information as you can about the teens you will be presenting to, before you conduct the presentation. Some questions to consider include: How old are they? What is their cultural background and what are their religious beliefs? What are their types of behaviors and what is their attitude towards the topics you will be presenting? Where do they live and how much access do they have to support?
- Become very familiar with the videos by viewing them several times.
- Review the chapters of this Guide that correspond to the topics you plan to cover. Become comfortable with discussion of each of the quotes and key messages that you plan to present.
- Decide which learning objectives are most important to your audience, and whether there are additional or different objectives that are more appropriate for your presentation.
- Consider which activities may be most appealing to your audience. While open and interactive discussion is typically the best way for participants to learn about a topic and explore areas that are unclear to them, organized activities are helpful when participants are uncomfortable with the topic or are reluctant to engage in discussion.
- Be prepared for questions about the messages and, most importantly, be prepared for how you will respond to questions that you are *not* able to answer (such as by referring to one of the resources in the references section of the Handout, encouraging the participants to speak with their parents or their doctor, or offering to follow up with the correct response after conducting research yourself).
- Make photocopies of the Handout, Pre-Test/Post-Test and Participant Evaluation Forms for each topic you present.

During Your Presentation

- If the audience does not know you, introduce yourself and explain why you were invited to present the information, or why you convened the group. Then ask the audience to introduce themselves. See also, the *Ice-Breakers*.
- With the participants, develop ground rules for discussion that are agreeable to all participants and write them on a chalk board or flip chart. Ground rules may include: maintain confidentiality, listen to each other with respect, avoid interrupting one another, avoid dominating discussion, do not put down someone else's experience, it is OK to laugh *with* someone but do not laugh *at* someone, etc.

- Moderate discussion so that participants feel comfortable sharing their reactions and ask questions. Remind of ground rules when necessary. Stress the need for tolerance and mutual respect.
- Allow for moments of silence when participants may be processing a significant statement made.
- Correct any incorrect information that is shared. Define words or terms that are not understood by all participants. Refer participants to other resources (Web sites in the reference section, parents, doctors, etc) when appropriate.
- On a chalkboard or flip chart, create a “parking lot” for any questions that require follow up, that are not answered, or for which there is not sufficient time for discussion.
- Before ending, ask participants what the “take-away” messages are for them, what they learned and whether their expectations were met. If there is a next session, inform participants of what to expect, including the date, time, and location.
- Distribute the Handouts at the end of the presentation rather than at the beginning so that participants are not distracted by it. Be sure that participants are aware of resources available to them (Web sites in the reference section of the handouts, parents, doctors, etc) if they have questions or concerns they want to raise in private.
- End the presentation 5 minutes early to allow participants to complete the Participant Evaluation before leaving the presentation. Collect questionnaires at the door.

After Your Presentation

- Follow up with the participants as soon as possible after your presentation to provide answers to any questions that were not answered (see “parking lot” above), and to ask if there are additional questions or concerns about the material presented.
- Provide feedback to the March of Dimes about the videos and your presentation by completing an online survey at: www.marchofdimes.com/youth/tellus. Your feedback will help the March of Dimes develop materials that will serve you better.

Presenter's Checklist

In Advance of Presentation

- Identify a location and ensure a room is available at the date/time of your presentation.
- Arrange to have a DVD player or TV-VCR set up to show the videos. Ensure there is a chalkboard and chalk or a flip chart with markers available.
- Address any transportation needs of participants.
- If appropriate or necessary, secure consent/permission from parents of participating teens. [Note: This may be necessary for topics that involve a discussion of sensitive issues such as unintended teen pregnancy]
- Anticipate your audience and customize your presentation to what you know about them, or are able to find out in advance.
- Review the Videos and the Guide; decide on which activities you will use and ensure you have the needed materials. Be prepared to answer all questions in the Pre-Test/Post-Test.
- Collect information about local resources you can refer any participants to, if they ask for help (phone numbers of local substance abuse programs, phone number and address for local health clinic, list of community services available for youth, etc).
- Identify any additional information you want to provide that can complement the topics you will be addressing (health education brochures, demonstration supplies, etc).
- Photocopy Handouts, Pre-Test/Post-Test and Participant Evaluation forms.
- Plan to offer a healthy snack and beverage, especially if your presentation will involve a break or be longer than 1 ½ hours.

Day of Presentation

- Arrive in advance to prepare room, ensure DVD player or VCR works.
- Write the learning objectives on the chalk board or flip chart before the session begin.
- Distribute the Pre-Test/Post-Test at beginning of session but do not collect them. Answer the questions on the Pre-Test/Post-Test at the end of the session so that participants can evaluate what they have learned and take home the correct answers with them.
- Distribute copies of the Handout and the Participant Evaluation Form at the end of the session. Collect only the completed Participant Evaluation Form. The Handout is a summary of the Key Messages of the session and include an action plan and references that participants can use following the session.

After Presentation

- Follow up with participants to reply to any unanswered questions or unaddressed needs.
- Complete and submit the Presenter's Evaluation to the March of Dimes.

Participant's Evaluation Form

Date: _____ Location: _____

1. Teen-2-Teen Videos and Discussion:

- I enjoyed watching the videos. Yes No Not sure
- The information was easy to understand. Yes No Not sure
- I could relate to some of the teens in the videos. Yes No Not sure
- The discussion of the topics in the videos was helpful. Yes No Not sure
- I liked the activities. Yes No Not sure
- I am interested in the subjects discussed. Yes No Not sure
- I want to learn more about the subjects discussed. Yes No Not sure
- I feel I already know enough about the subjects discussed. Yes No Not sure

2. The session was: too short too long just right

3. Overall, how would you rate the Teen-2-Teen videos? Check one.

Excellent Fair Good Poor

4. Overall, how would you rate the Teen-2-Teen discussion of the topics? Check one.

Excellent Fair Good Poor

5. Overall, how would you rate your presenter? Check one.

Excellent Fair Good Poor

6. What did you learn in this session? _____

7. What did you like **most** about this session? _____

8. What did you like **least** about this session? _____

9. What were the strengths/weaknesses of the presenter? _____

Ice Breakers

These tools are available to Presenters to use as needed. Ice breakers are particularly helpful when the Presenter is not known to the group, or when the members of the group do not know each other very well before the start of a session.

Hello, my name is . . .

Context: Presenter is not familiar to the participants but participants know each other (such as high school student invited to speak to middle school students, or an outside educator who is a guest speaker in a Health Education class or at community center).

Time: 5-10 minutes, depending on number of participants

Supplies: chalkboard and chalk, or flip chart and markers

Activity: Presenter introduces himself/herself and provides background about self. Participants are asked to provide information about themselves (such as name, age, and place of birth). Optional: Ask each participant to give their expectations of session and write down on chalkboard or flip chart.

Today's class will focus on. . .

Context: Presenter is a teacher or regular presenter to a group of teens (such as a health teacher to a class of students, a religious instructor to a Sunday School class, an advisor to a school-based youth club, etc).

Time: 5-10 minutes, depending on number of participants

Supplies: chalkboard and chalk, or flip chart and markers

Activity: Presenter provides an overview of the video before starting it, asking if anyone has heard of the March of Dimes. Participant responses are recorded on the chalkboard or flip chart. Presenter defines the mission of the March of Dimes and then gives an overview of the session and what topics will be addressed.

Submit your expectation. . .

Context: This exercise is helpful when there is a very large group and introductions of each individual would be too time-consuming.

Time: 10-15 minutes, depending on number of participants

Supplies: an index card and a pen or pencil for each participant

Activity: Presenter distributes index cards and pens/pencils then asks participants to write down at least one expectation that they have of the session. Presenter collects all index cards and then reads or (ideally) writes some or all of the expectations up on a chalkboard or flip chart at the front of the room.

Note: The Pre-Test/Post-Test form included in each chapter can be used to gather this information instead of using index cards. The presenter should emphasize that the Pre-Test/Post-Test forms will not be collected and only are meant for participants to self-evaluate what they have learned when the correct answers are provided at the end of the session.



Segment 1:

●● YOU MATTER 8:42 minutes

Teens talking about what the March of Dimes means to them and all that they gain from being a part of "Team Youth" (all March of Dimes youth volunteers).

Learning Objectives:

1. Understand the mission of the March of Dimes and what it means to youth.
2. Identify the important role youth have played in promoting the mission since the 1950's.
3. List opportunities for youth as March of Dimes volunteers.

Topics Addressed in Segment 1:

- What is the March of Dimes?
- The Power of Youth Involvement
- Fundraising and WalkAmerica



KEY MESSAGES

The **Mission of the March of Dimes** is to improve the health of babies by preventing birth defects, premature birth, and infant mortality.

The March of Dimes was founded by **President Franklin D. Roosevelt** in 1938 to combat polio. "Through the outreach of teen volunteers, the scourge of polio was stopped dead in its tracks; the involvement of young volunteers is essential to the success of the foundation" (Dr. Jennifer L. Howse, March of Dimes President).

In the 1950's teen volunteers participated in a campaign called, *Teens Against Polio*. Today, the campaign is *Teens Against Prematurity*.

Prematurity: A National Health Crisis

A **premature baby** is a baby born before 37 weeks of gestation. A full term pregnancy lasts 37 to 42 weeks. The **Neonatal Intensive Care Unit (NICU)** cares for babies who are born premature or with serious health problems. Not all hospitals have a NICU.

More than 500,000 babies

are born prematurely every year in the United States. Prematurity:

- Affects 1 in every 8 babies
- Has increased by about 30 percent in the past 25 years
- Can happen to any pregnant woman

Premature Birth is Serious

Premature babies aren't just small babies; they're babies who aren't finished developing. Their lives and health may be in jeopardy. Prematurity is:

- The leading killer of babies in their first month of life
- A major cause of long-term health problems, including cerebral palsy, mental retardation, blindness, chronic lung problems
- The number one obstetrical problem in the country

Premature Birth is Costly

Besides the devastating physical toll it takes on babies, prematurity:

- Robs families of the full potential of their beloved children, society of future leaders and our nation of strong and healthy citizens
- Places tremendous financial burdens on everyone. Hospital charges for infants with a principal diagnosis of prematurity average \$79,000, and add up to billions of dollars each year.

Premature Birth is a Mystery

While no one knows what causes half of all premature births, experts have identified certain factors that put some women at increased risk, including:

- Pregnancy with twins, triplets or more
- Previous preterm birth
- Certain uterine or cervical abnormalities

A major reason for the lack of progress in preventing prematurity is the wide gap between identifying risk factors such as these and understanding how they actually cause premature birth. But scientific research is narrowing that gap.

Sources of Data for this Chapter

March of Dimes marchofdimes.com/prematurity

March of Dimes Team Youth marchofdimes.com/youth

References for Teens

March of Dimes Team Youth marchofdimes.com/youth

References for Parents and Professionals

March of Dimes (for parents and professionals) marchofdimes.com/prematurity

Nacersano (Spanish) nacersano.org

Segment 1, Topic 1 YOU MATTER: What is the March of Dimes?

EXCERPTS FROM VIDEO

Sakura: NICU was breathtaking; I was just speechless.

Rae: They are so tiny that they fit in the palm of your hand. When you actually see the babies in the NICU, and see how tiny they really are, it's life-changing.



Brian: In the NICU, you see that the babies are barely grabbing on to any semblance of life.

1. *Why were Sakura, Rae and Brian so deeply affected by their visit to the NICU?*
2. *What can you fit in the palm of your hand? Can you imagine what it would be like to be holding a baby in the palm of your hand?*
3. *Have you or has anyone in your family ever experienced a serious illness that required being in the intensive care unit of a hospital? What was that like for you or for them?*
4. *Why do babies born premature need to be in the NICU? What kind of care do they receive there?*
5. *When can parents expect that their premature baby will come home from the NICU? ["around the time of the mother's original due date, before the baby was born early"]*

Shawn: I was born at just 7 months and my mom didn't think I was going to make it. But when I left the hospital I graduated with the big kids. And now I'm a regular kid.

1. *Do you know anyone who was born premature?*
2. *How do you think Shawn feels about being born premature?*
3. *How do you think Shawn's mother felt when Shawn was born?*
4. *What part of the hospital cared for Shawn when he was born so soon? [NICU] What do you know about the NICU?*
5. *How did seeing the premature babies in the NICU on the video make you feel?*



ACTIVITIES: MISSION

Activity:	1 in 8 Babies
Time:	10-15 minutes
Purpose:	To visually demonstrate how prevalent prematurity is in the US today.
Materials:	None
Instructions:	<p>Have every participant number themselves from 1 to 8. Ask that all the participants stand up except for those who counted themselves as #1, who should sit down. Explain that 1 in 8 babies in the US are born premature, amounting to more than 500,000 babies, and that each participant sitting represents 1 baby born premature. Ask participants to visualize the number 500,000 – such as by asking what city they know of that has a total population of approximately 500,000 (Las Vegas, NV; Cleveland, OH; Oklahoma City, Long Beach, CA)</p> <p>Discuss reactions to this activity.</p>

Activity:	Premature Breathing
Time:	5-15 minutes
Purpose:	To give teens an experience of what it is like to be born premature.
Materials:	Small coffee straw stirrers (one per participant)
Instructions:	<p>Hand out a stirrer to each participant. Ask the participants to breathe through the straw for as long as they are able. Explain that the difficulty that they have breathing through the straw is what it is like for babies who are born premature, with underdeveloped lungs, to breathe.</p> <p>Discuss reactions to this activity.</p>

Activity: Visualize a Premie

Time: 5-15 minutes

Purpose: To help participants understand how small premature babies are through visual images.

Materials: At least one ring, paper clip, and band-aid. (ideally, one per participant)

Instructions: Hand out the paper clips and band-aids to each participant or demonstrate one at the front of the room, along with a ring (such as a wedding ring, class ring, etc). Provide participants with the following information:

1. The earlier a baby is born, the less they will weigh, the less developed their organs will be, and the more health complications they are likely to face.
2. Babies born early are at greater risk for breathing problems, brain and other neurological problems, digestive problems and death.
3. Every baby is at risk for a premature birth because we don't know the cause of preterm birth and we can only identify about half of women who are at risk of giving birth before 37 weeks (full term pregnancy).
 - > A premie's blood pressure cuff is about the size of a **Band-Aid**.
 - > An ordinary wedding **ring** can slip around the arm of a low birthweight baby.
 - > A preterm baby's foot is about as large as this jumbo **paper clip**.

Discuss reactions to this activity.



PRE-TEST/POST-TEST

Instructions:

Presenter distributes to participants before session begins and then provides correct answers at the end. The test is not collected and not graded – it is a self-assessment for participants.

1. What is the mission of the March of Dimes?

2. A full term pregnancy lasts:

20-24 weeks

37-42 weeks

45-50 weeks

None of the above

Not sure

3. How many babies are born too soon each year in the US?

1 in 100

1 in 10

1 in 8

1 in 4

Not sure

4. Premature birth is: (check all that apply)

The leading cause of death in the first month of life

The most common, serious and costly infant health problem facing the US

A birth occurring before 37 weeks of pregnancy

All of the above

Not sure

5. Babies that are born very premature or with serious health problems are cared for in the:

Neonatal Intensive Care Unit (NICU)

Pediatric Unit

Nursery

Maternity Ward

Not sure

6. What I hope to learn (pre-test) or what I did learn (post-test) from the session:

Segment 1, Topic 1 YOU MATTER: What is the March of Dimes?



PRE-TEST/POST-TEST ANSWERS

1. The Mission of the March of Dimes is to improve the health of babies by preventing birth defects, premature birth, and infant mortality.
2. 37-42 weeks
3. 1 in 8
4. All of the above
5. NICU
6. Open response



HANDOUT

Key Messages

- The Mission of the March of Dimes is to improve the health of babies by preventing birth defects, premature birth, and infant mortality.
- The March of Dimes was founded by President Franklin D. Roosevelt in 1938 to combat polio.
- In the 1950's teen volunteers participated in a campaign called, *Teens Against Polio*. Today, the campaign is *Teens Against Prematurity*.
- Every year in the US, 1 in 8 babies arrives too soon. More than 500,000 babies a year.
- Premature birth is the **leading cause of death** in the first month of life. Premature birth is the most common, serious and costly infant health problem facing our nation.
- A **premature baby** is a baby born before 37 weeks of gestation. A full term pregnancy lasts 37 to 42 weeks.
- The **Neonatal Intensive Care Unit (NICU)** cares for babies who are born premature or with serious health problems. Not all hospitals have a NICU.

Take Away

I understand how serious premature birth is. I will:

Share what I learned with my peers, family members, or neighbors.

Visit a NICU or find out more about the topic.

Think about becoming a health care professional or researcher.

Ask my mother what my own birth was like for her.

Other: _____

Want More Information?

The March of Dimes Mission

March of Dimes Team Youth

marchofdimes.com/youth

March of Dimes (for parents and professionals)

marchofdimes.com/prematurity

Nacersano (Spanish)

nacersano.org



KEY MESSAGES

The March of Dimes involves youth of all ages, from Kindergarten through College, in fundraising activities as well as mission awareness programs. Today, there is a nationwide network of more than 1 million youth volunteers who are actively involved in promoting the March of Dimes mission, raising millions of dollars each year.

The March of Dimes partners with national **Student Clubs and Organizations**, providing leadership opportunities, service learning, health education, and more to those who get involved. There is a chapter in every state. Top youth leaders are elected to a **National Youth Council**.

The March of Dimes offers teens the opportunity to:

- Build and develop leadership and public speaking skills
- Network among like-minded student leaders nationwide
- Advocate for policies that benefit children and families
- Earn community service credits and enhance their resume
- Learn about a healthy lifestyle today and for the future
- Give back to their communities and make a difference

Teens help the March of Dimes achieve its mission by:

- Increasing awareness about the problem of premature birth
- Promoting daily folic acid consumption
- Supporting anti-smoking activities
- Lobbying for policies that benefit women and children
- Participating in WalkAmerica and other fundraising events
- Serving on state and local advisory boards

“The involvement of young volunteers in the March of Dimes is essential to the success of the foundation.” Dr. Jennifer L. Howse, March of Dimes President

Sources of Data for this Chapter

March of Dimes Team Youth

marchofdimes.com/youth

References for Teens

March of Dimes Team Youth

marchofdimes.com/youth

References for Parents and Professionals

March of Dimes (for parents and professionals)

marchofdimes.com/prematurity

Nacersano (Spanish)

nacersano.org



Segment 1, Topic 2 YOU MATTER: The Power of Youth Involvement

EXCERPTS FROM VIDEO

Natalie: Working with the March of Dimes is different from other organizations. The March of Dimes goes to the youth to get their help.



1. *Has anyone asked you to help them recently? How did you feel about it?*
2. *Have you ever volunteered for an organization before?*
3. *Name some ways that youth can volunteer in your community?*
4. *What would you want to gain from a volunteer experience?*
5. *What would make a volunteer experience fun, or worthwhile?*

Ben Murane: The March of Dimes has continued to say "I want you. And so now it is my turn to find other students and say, 'I want you and we need you'." The March of Dimes needed my voice on the local level, the state level, and the national level.

1. *What does Ben mean by "needed my voice"?*
2. *What does advocacy mean to you?*
3. *What do lobbyists do, and why is their job important?*
4. *Have you visited your state capitol or the US Capitol in Washington, DC?*
5. *Can you name your US Representative and Senators to Congress?*

Arianny: One person can make a difference. It's just whether you try or not.

1. *Who has made a difference in your life?*
2. *Name one person who made a difference in your community? Your state? Your country? The world?*
3. *Who would say that you have made a difference in their life?*
4. *If you were introduced before winning an award, what would you want you want the introduction to say about you?*
5. *Where do you see yourself making a difference in the lives of others?*



ACTIVITIES: VOLUNTEER

Activity:	Define Famous
Time:	15-20 minutes
Purpose:	To encourage teens to think about what it means to be known for an accomplishment and how achievements are evaluated in the eyes of their peers.
Materials:	Chalkboard or flipchart
Instructions:	<p>Have participants call out the names of famous people. Write down the first 10 to 15 names. One by one, ask participants to identify qualities of each famous person on the list and then vote on which of the famous people listed has had the most significant impact on the most people. Optional: include Jonas Salk, the scientist who discovered a cure for polio, among the list and explain that Dr Salk's research was funded by the March of Dimes. Alternate option: include President Franklin D. Roosevelt, a polio victim himself, among the list and explain that he founded the March of Dimes.</p> <p>Discuss reactions to this activity.</p>

Activity:	Start Your Own Event
Time:	20-45 minutes
Purpose:	To encourage participants to think about how to plan a volunteer event on their own and to trouble-shoot challenges to a successful event.
Materials:	Copies of the <i>Fundraising Activities for Youth</i> and the <i>Mission Education Activities for Youth</i> references located at the end of this section.
Instructions:	<p>Divide the participants into groups of 5. Hand out the <i>Fundraising Activities for Youth</i> and the <i>Mission Education Activities for Youth</i> references included at the end of this section. Ask each group to choose an activity and to create a plan for the event at their school or in their community. Give the groups 10-15 minutes to plan their event, including when and how it will take place, what permission they may need for aspects of the event, and what barriers or challenges they must overcome. Allow 3-5 minutes for each group to report about their event and answer questions from the other groups. After all presentations, ask the participants which activity they would most likely join if invited. Discuss why.</p>

Activity: The Ideal Community

Time: 30-45 minutes

Purpose: To encourage teens to work collaboratively to identify and prioritize what they feel is most important to a community. The activity encourages participants to assume a position of leadership and consider what they would do if they had the power to make decisions about how their neighborhood or town is run.

Materials: Paper for 4 groups – ideally 4 flip charts.

Instructions: The group's mission is to create an *Ideal Community*. Ask participants to volunteer for the following Committee Chair positions: (a) Head of Health and Public Safety; (b) Secretary of Education; (c) Director of Development: Housing Commercial Construction; and (d) President of Parks and Recreation. Allocate an equal number of participants to each of the Committees – this can be done by participant interest or by presenter selection. Give the Committees 10-15 minutes to discuss and come up with their top 3-5 priorities for the *Ideal Community* based on the role they have been assigned. The Chair of the Committee then reports the results to the full group (2-3 minutes each report). Spend 10 minutes discussing the results. Were there any priorities that conflicted? What resources would be needed to ensure all priorities were met? How did the groups respond to one another and to their Committee Chairs? What would they do differently if the activity were held again?



FUND-RAISING ACTIVITIES FOR YOUTH

Some of the more popular ways in which youth raise funds for the foundation include:

- WalkAmerica
- WonderWalk/WalkMania
- Coinstar Program
- Coin Banks
- Two Colors, One Cause Ribbon Pins
- Tye-Dye Wristbands for Awareness (wearable bracelets + virtual bands)



WalkAmerica

WalkAmerica is the March of Dimes' largest fundraiser and typically takes place in late April. Visit walkamerica.org to sign up online and find the date and location in your area. On the site, choose "Register now;" then choose whether to walk with an existing team (if you know anyone walking), walk as an individual, or create a new team by asking your local March of Dimes chapter to add your new team. Find your local chapter by entering your zip code in the box at the top of marchofdimes.com/youth.

WonderWalk/WalkMania



WonderWalks and WalkManias are fund-raising and community service events for children in preschool, elementary, and middle schools. The events offer young students the opportunity to learn how to volunteer and older students the opportunity to experience leadership by helping to organize and hold the event. These events require little effort and are inexpensive and easy to prepare. They also work equally well in rural and metropolitan areas.

To make the most of your Walk, try these fund-raising ideas:

- Investigate opportunities for in-kind incentives and refreshments, such as healthy snacks (pretzels, fruit, etc) and water (especially for WonderWalk and WalkMania events)
- Consider incentive items like pizza parties, classroom TV/DVD player and gift certificates.
- Use incentives that are easy to distribute and redeem (gift certificates, pizza parties, etc).
Note: Incentives should be awarded immediately following the conclusion of the event.

To obtain WonderWalk and WalkMania materials, contact your local March of Dimes chapter by entering your zip code at the top of the Team Youth Web site: marchofdimes.com/youth. In many cases, March of Dimes chapter staff can help you with most aspects of the event.

Guidance for WonderWalk is on the Elementary School page of the Team Youth Web site. Guidance for WalkMania is on the Middle School page of the Team Youth Web site.

Coinstar® Program

The March of Dimes has a partnership with Coinstar®, the worldwide leader in self-service coin-counting. Coinstar® Centers accept donations on behalf of the March of Dimes through a feature available in most of the 11,000 supermarket-based machines. For an administrative fee of 7.5%, individuals have the option to donate to the March of Dimes by simply pouring their loose change into the machine (which automatically counts the change) and entering the March of Dimes code (1-2-3-0). A tax-deductible receipt for the amount of the requested donation is printed. The money is allocated to chapters according to the zip code of the machine.



To find the nearest Coinstar® Centers or for more information regarding our partnership, visit www.coinstar.com. Check to be sure the Coinstar® machine nearest you includes the March of Dimes among its charities.

Coin Banks



Coin box collections are popular among students of all ages and can be done as a promotion for WalkAmerica teams and WonderWalk/WalkMania events. The milk carton-shaped boxes can hold up to \$100 in quarters.

Before initiating a coin box campaign, it is very important to gain support and permission from school officials, starting with the Superintendent of Schools, then individual school principals. Work with school principals to determine who will be the staff lead for this project. Consider a staff member who is not the school's principal.

One person who may be ideal is the school secretary who, in most cases, has direct access to all teachers and is in daily contact with the principal and other school officials. Since most schools do not allow teachers to hold money raised by students, consider activities that encourage students and teachers to collect funds over the weekend.

School clubs and organizations can also help implement a successful coin box campaign, especially when done as part of a community service project. Clubs and organizations that have national partnerships with the March of Dimes include: FBLA-PBL, Key Club, and FCCLA.

To obtain coin boxes or other coin-collection supplies, contact your local March of Dimes chapter by entering your zip code in the box at the top of the Web site: marchofdimes.com/youth

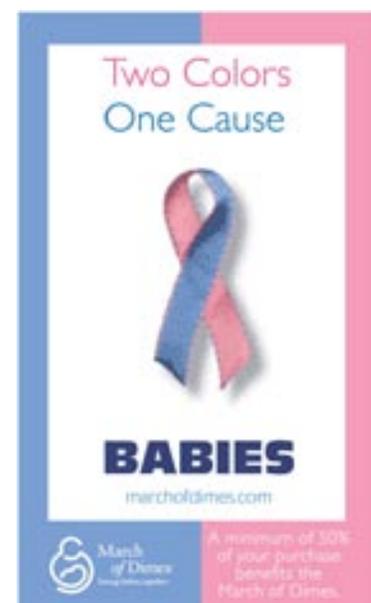
Links to each of the March of Dimes national youth partners are also on the Team Youth Web site.

Two Colors, One Cause Ribbon Pins

Raising funds for the March of Dimes is easy, especially with the popular pink and blue ribbon pins. Students can buy the pins and then sell them at their school – with appropriate permission from the school principal's office – or they can sell them in their communities, or as an activity of an after-school student group, religious group, or other youth organization.

To obtain pins, just look for the Ribbon image on the Team Youth Web site and download the order form there:

1. Go to: marchofdimes.com/youth
2. Click on "Get Awareness Ribbons"



Tye-Dye Wristbands for Awareness

Another fun and easy fund-raiser for youth of all ages is to sell March of Dimes Tye-Dye Wristbands for Awareness. To obtain the pink and blue bracelets – available in both YOUTH and ADULT sizes – go to the Team Youth Web site and download the order form:

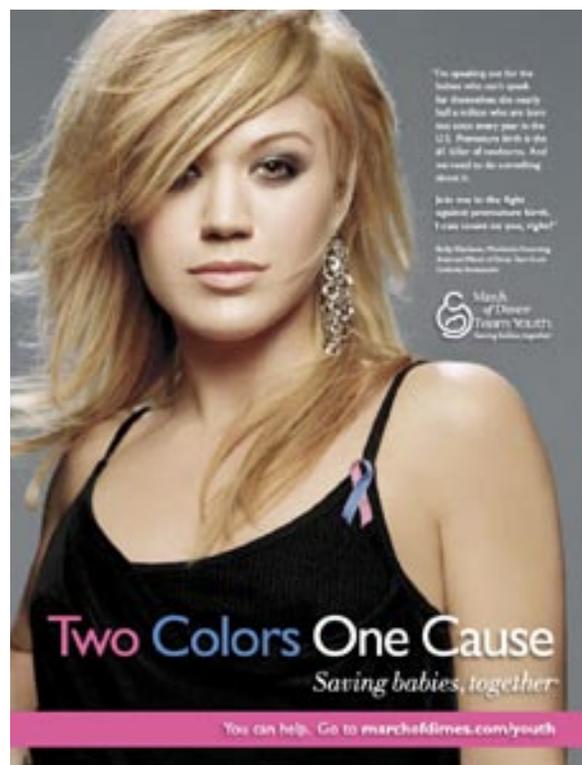


1. Go to: marchofdimes.com/youth
2. Click on “Activities” icon
3. Select the “Tye-Dye Wristbands for Awareness order form”

Virtual Bands

Anyone can create their own virtual hospital band as an online fund-raiser. To make a donation to a band requires the use of a credit or debit card so this activity may be better for college students. Kelly Clarkson, the March of Dimes Team Youth Celebrity Ambassador, has already raised more than \$15,000 for the foundation with her online band:

1. marchofdimes.com/youth
2. To see the band that Kelly Clarkson created, click on “Join Kelly and make a difference”
3. Contribute to Kelly’s band or make your own band
4. Or, go directly to the March of Dimes Prematurity Campaign site and click on “BandingTogether”
marchofdimes.com/prematurity





MISSION EDUCATION ACTIVITIES FOR YOUTH

Help the Babies at Neonatal Intensive Care Units (NICUs)

- Collect books to read to the babies, donate camera film, knit blankets or help staff with reunions.
- Prepare or enhance Parent Care Kits, which are gifts that are given to each NICU family filled with comforting and informative materials.
- Decorate the interior and/or halls of a NICU. Contact different preschools and elementary schools to partner on “Project Paintbrush.” Their art can be used as the decorations making a colorful and cheerful addition to the NICU.
- Decorate shoeboxes to hold the mementos of mothers of babies who died before going home.
- Make greeting cards for new parents, including information about newborn screening, immunizations and other topics your local March of Dimes suggests.



Educate Your School and Your Community about Important Health Messages

School Activity

- Work with your school newspaper to get mission information out to the students. An article, a free ad or a letter to the editor – it’s a fantastic vehicle to get the word out! Call your local March of Dimes chapter for copies of repro ad sheets.

Community Activity

- Folic Acid education is a top priority for girls and women ages 14 to 44. Taking folic acid before pregnancy can reduce the chance of a certain type of birth defects, neural tube defects, by up to 75 percent. All women of childbearing age should take 400 micrograms (mcg) of folic acid each day, as part of a healthy diet. Pick a day and pass out orange juice and green ribbons while informing students about the importance of folic acid. For more information, see the Healthy Lifestyles “Eat Right” segment of the Teen-2-Teen curriculum.

There are many opportunities for you to get involved. Work with your local March of Dimes office to find out how you can help.

Your March of Dimes Resources:

- Your local March of Dimes chapter: enter your zip code at marchofdimes.com/youth
- Online: marchofdimes.com/youth and marchofdimes.com
- Click on “National Youth Council” at marchofdimes.com/youth
- National Youth Program staff at teamyouth@marchofdimes.com



PRE-TEST/POST-TEST

Instructions:

Presenter distributes to participants before session begins and then provides correct answers at the end. The test is not collected and not graded – it is a self-assessment for participants.

1. What have youth accomplished for the March of Dimes?

2. How many youth are involved in the March of Dimes nationwide?

- less than 500
- approximately 1,000
- more than 1 million
- 1 billion
- Not sure

3. What are some of the opportunities the March of Dimes offers youth? (check all that apply)

- Build leadership skills and develop public speaking skills.
- Advocate for policies that benefit children and their families.
- Earn community service credits and enhance resume.
- Give back to their communities and to make a difference locally.
- All of the above
- Not sure

4. How do youth volunteers help achieve the March of Dimes mission? (check all that apply)

- Increasing awareness about the growing problem of premature birth
- Lobbying for policies that benefit women and children
- Organizing fundraising events to further the mission
- Participating on state and local advisory boards
- All of the above
- Not sure

5. What I hope to learn (pre-test) or what I did learn (post-test) from the session:



PRE-TEST/POST-TEST ANSWERS

1. Open response
2. More than 1 million
3. All of the above
4. All of the above
5. Open response



HANDOUT

Key Messages

The March of Dimes offers teens the opportunity to:

- Build and develop leadership and public speaking skills
- Network among like-minded student leaders nationwide
- Advocate for policies that benefit children and families
- Earn community service credits and enhance their resume
- Learn about a healthy lifestyle today and for the future
- Give back to their communities and make a difference

Teens help the March of Dimes achieve its mission by:

- Increasing awareness about the problem of premature birth
- Promoting daily folic acid consumption
- Supporting anti-smoking activities
- Lobbying for policies that benefit women and children
- Participating in WalkAmerica and other fundraising events
- Serving on state and local advisory boards

Take Away

I want to make a difference in the lives of others. I will:

- Volunteer my time to help with a community project.
- Raise funds to support a cause.
- Educate my peers about important health issues.
- Seek opportunities to help others.
- Advocate for policies that benefit others.

Want More Information?

Volunteer Opportunities

March of Dimes Team Youth

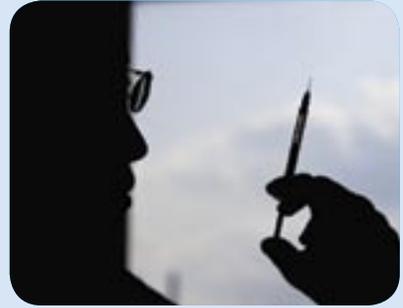
marchofdimes.com/youth

March of Dimes (for parents and professionals)

marchofdimes.com/prematurity

Nacersano (Spanish)

nacersano.org



Segment 2:

●● TRUTH and CONSEQUENCES 10:19 minutes

Teens talking about the effects of drinking, smoking, and drugs on developing babies.

Learning Objectives:

1. Understand problems associated with drinking alcohol, smoking, and doing drugs: legal consequences as well as effects on brain development, behavior, and overall health.
2. State how smoking, drinking, and drugs can have negative effects on the health of developing babies.
3. List resources for additional information on the topic.

Topics Addressed in Segment 1:

- Alcohol
- Smoking
- Drugs



KEY MESSAGES

Most Commonly Abused Drug is Alcohol

- Alcohol is the number one drug of choice for children and adolescents.
- Youth are more likely to use alcohol than tobacco or illicit drugs.
- People who begin drinking in their teens are much more likely to become addicted than those who begin at 21.

Alcohol Affects Your Brain and Your Body

- Drinking alcohol can lead to loss of coordination, poor judgment, memory lapses, and even blackouts.
- Alcohol can damage every organ in your body.

Alcohol Leads to Risky Behaviors

- Drinking alcohol can lead to risky behaviors, such as driving when you shouldn't, or having unprotected sex.
- Teens who use alcohol are 7 times more likely to have sex than those who don't.
- Teens are more likely to have unprotected sex when using alcohol or drugs.
- Most teens believe their peers fail to use protection when they are under the influence of alcohol or drugs.
- Having sex without protection can lead to Sexually Transmitted Infections (STIs).
- Having sex without protection can lead to pregnancy.

Alcohol Can Kill You

- Drinking large amounts of alcohol at one time or very rapidly can cause alcohol poisoning, which can lead to coma or even death.
- Driving and drinking can be deadly.
- Alcohol is the leading cause of death in people under 21.
- More than 1,000 college students are killed annually in alcohol-related incidents
- College students' drinking is a factor in thousands of injuries, assaults on students and cases of sexual assault or date rape

Drinking Alcohol Impairs Sexual Performance in Men

- Heavy alcohol use by the male can lower the level of the male hormone testosterone, leading to low sperm counts and, occasionally, to infertility.
- Men who drink are at risk for impotence.

Alcohol Consumed During Pregnancy Hurts Babies

- Alcohol use during pregnancy may increase the risk of problems to the baby, including being born small, early, and having birth defects including mental retardation.
 - > Even light drinking may harm the baby. No level of alcohol during pregnancy has been proven safe. This includes beer, wine, and liquor.
 - > Drinking alcohol at any stage of pregnancy can affect the baby's brain.
- When a pregnant woman drinks, alcohol passes swiftly through the placenta to her baby.
 - > In the unborn baby's immature body, alcohol is broken down much more slowly than adult's body.
 - > As a result, the alcohol level of the baby's blood can be even higher and can remain elevated longer than the level in the mother's blood.
 - > This sometimes causes the baby to suffer lifelong damage.
- Fetal Alcohol Syndrome (FAS) is one of the most common known causes of mental retardation, and the only cause that is entirely preventable.
 - > The effects of FAS last a lifetime.
 - > Prenatal alcohol exposure is a leading cause of mental retardation in the US – and is entirely preventable.
 - > Babies born to mothers who drink alcohol may have FAS. Children with FAS may:
 - Be born small
 - Have problems eating and sleeping
 - Have problems hearing and seeing
 - Have problems paying attention
 - Have trouble controlling their behavior
 - Need medical care all their lives

Alcohol Abuse and Safety: Messages for Teens

- Never operate a motor vehicle or other type of machinery while under the influence of alcohol or other drugs.
- If you or someone you are with is experiencing a medical emergency as a result of ingesting drugs or alcohol call 911.
- Do not be afraid of "getting in trouble." If you don't seek medical attention, you or your friend could suffer brain damage or die.
- Underage drinking (under 21) and using illicit drugs is illegal, and the consequences can be devastating. You could lose ability to apply for federal financial aid for college (Higher Education Act).

How to Get Help

- Discuss your concerns with a friend, parent, or health care professional.
- Ask your family and friends to help you stay away from alcohol.
- Avoid situations where drinking is encouraged.
- Seek help from a school nurse, community health clinic, or your doctor.
- Call Alcoholics Anonymous, listed in the local phone book
- Call the Alcohol Quit Line: 1-800-ALCOHOL (1-800-252-6465)

Note to Presenters

See additional information in the Chapter, “Self Esteem, Peer Pressure, and Stress Management.”

Sources of Data for this Chapter

March of Dimes	marchofdimes.com
March of Dimes Team Youth	marchofdimes.com/youth
National Campaign to Prevent Teen Pregnancy: “Sobering Facts on Alcohol and Teen Pregnancy”	teenpregnancy.org
National Center on Addiction and Substance Abuse at Columbia University	casacolumbia.org
National Institute on Alcohol Abuse and Alcoholism	niaaa.nih.gov
Substance Abuse and Mental Health Services Administration	www.samhsa.gov

References for Teens

Alcohol Quit Line	1-800-ALCOHOL (1-800-252-6465)
March of Dimes Team Youth	marchofdimes.com/youth
National Campaign to Prevent Teen Pregnancy: “Sobering Facts on Alcohol and Teen Pregnancy”	teenpregnancy.org
Students Against Destructive Decisions (SADD)	sadd.org

References for Parents and Professionals

March of Dimes (for parents and professionals)	marchofdimes.com
Nacersano (Spanish)	nacersano.org
National Campaign to Prevent Teen Pregnancy: “Sobering Facts on Alcohol and Teen Pregnancy”	teenpregnancy.org
National Center on Addiction and Substance Abuse at Columbia University	casacolumbia.org
National Institute on Alcohol Abuse and Alcoholism	niaaa.nih.gov
Substance Abuse and Mental Health Services Administration	www.samhsa.gov

Segment 2, Topic 1 TRUTH and CONSEQUENCES: Alcohol
EXCERPTS FROM VIDEO



Marcel: We see liquor as something we can't have so we do it.

Brian: I don't drink at all.

1. Marcel concludes that teens will drink because it is off limits. What do you think?
2. Brian, an athlete, is aware that some of his friends may be drinking and yet he doesn't drink at all. How do you think he resists the peer pressure to drink?
3. What are some of the risks consequences of choosing to drink as a teen?
4. Why do you suppose some teens drink, in spite of the risks?
5. Do you know teens who drink?

Voice: Drinking lowers your inhibitions.

Dr Damus: Alcohol is one of the most common reasons for unintended pregnancy.

Shannon: Drinking in excessive amounts is not thinking of your future. And having an unplanned pregnancy is not thinking of your future.

1. What happens when your "inhibitions" are lowered?
2. Do you know teens who are or have been pregnant – or male teens who are parents to a child already? If so, do you think it's possible the pregnant teens – and/or their boyfriends – were drinking when they got pregnant?
3. Do you know anyone – teen or adult – who is pregnant now and drinking alcohol?
4. What amount of alcohol do you think is safe for a pregnant woman to drink during pregnancy?
5. Why does how much you drink as a teen matter in the future, when teens become adults?

Lourdez Droz, NICU Mom: People used to say to me that I could have a wine cooler. But I never did – I didn't trust it because I know mom's who did drink while they were pregnant and their babies came out slower than other babies.

1. *What do you think about Lourdez's decision not to drink even a wine cooler?*
2. *What is Fetal Alcohol Syndrome?*
3. *What do you think it would be like to be a child who is developmentally delayed or mentally retarded?*
4. *What do you think it would be like to take care of (or baby-sit) a child who is developmentally delayed or mentally retarded?*
5. *Have you seen any movies or read any books that involve children who are born with birth defects, mentally retarded, or with other problems?*

ACTIVITIES: ALCOHOL

Activity:	Drunk Driver
Time:	5-15 minutes
Purpose:	To engage participants in a discussion about alcohol and responsibility.
Materials:	None
Instructions:	<p>Describe a scenario where 3 teens are at a park, hanging out on a school night, and it's starting to get dark. One of the teens (Chris) has been drinking a lot and is visibly drunk to the point where he can't walk a straight line, a second teen (Jesse) has had a couple drinks but does not appear drunk, and the third teen (Pat) has not been drinking at all. Chris drove everyone to the park and has the keys to the car. Jesse states that it's time to go home because they all have exams the next morning. Pat does not know how to drive. Each teen lives more than 5 miles from the park. Ask the participants to imagine that they are Pat and what they would do?</p> <p>Discuss reactions to this activity.</p> <p><u>Note:</u> It is best to use names that don't belong to any of the participants. Substitute different names in the scenario where appropriate.</p>

Activity: Teen Party

Time: 10-20 minutes

Purpose: To encourage participants to think about the potential consequences of drinking alcohol on sexual behavior, and what they can do to control their own actions and potentially to influence the actions of their peers.

Materials: None

Instructions: Describe a scenario where teens are at a party where alcohol is available and many of the teens at the party are drinking, and some are drunk. One of the older teens at the party, Joe, approaches one of the younger girls, Lisa, and starts to flirt with her, offering her more alcohol, telling her how attractive she is, etc. Lisa, who is not used to drinking alcohol, laughs and enjoys the attention, but eventually becomes dizzy and says she needs to sit down. Joe puts his arm around Lisa and offers to take her into an upstairs bedroom to rest. Lisa, stumbling and unable to focus, leans on Joe and follows him upstairs. Lisa's best friend, Maggie, and Lisa's brother's best friend, Ben, are at the party and see Joe taking Lisa upstairs.

Ask the female participants what they would do if they were Maggie.

Ask the male participants what they would do if they were Ben.

Note: It is best to use names that don't belong to any of the participants. Substitute different names in the scenario where appropriate.

Activity: Pregnant Drinking

Time: 10-20 minutes

Purpose: To consider and discuss the consequences of drinking while pregnant and what role teens can play in influencing each other's behavior.

Materials: None

Instructions: Describe the following scenario: Jenny is 15 years old and had her first sexual experience with Jason a month ago Saturday. Jenny found out this morning that she is pregnant and she told Jason this afternoon after school – she also told her best friend, Eileen. Upset and unsure what to do, Jenny races home and begins drinking beer that is in her parents' refrigerator. By the time Jason and Eileen arrive at Jenny's home to check on her, she has had 2 beers and is starting to drink a third.

Ask the female participants what they would do if they were Eileen.

Ask the males participants what they would do if they were Jason.

Note: It is best to use names that don't belong to any of the participants. Substitute different names in the scenario where appropriate.

PRE-TEST/POST-TEST

Instructions:

Presenter distributes to participants before session begins and then provides correct answers at the end. The test is not collected and not graded – it is a self-assessment for participants.

1. People who begin drinking in their teens are much more likely to become addicted than those who begin at 21.
 - True
 - False
 - Not sure

2. Drinking alcohol can lead to: (check all that apply)
 - Loss of coordination
 - Poor judgment
 - Memory lapses
 - All of the above
 - Not sure

3. Teens who use alcohol are 7 times more likely to have sex than those who don't.
 - True
 - False
 - Not sure

4. Alcohol can kill you:
 - True
 - False
 - Not sure

5. Babies born to mothers who drank alcohol during pregnancy may: (check all that apply)
 - Weigh less than babies born to mothers who didn't drink
 - Be born with birth defects
 - Have problems eating and sleeping
 - Have problems hearing and seeing
 - All of the above
 - Not sure

6. What I hope to learn (pre-test) or what I did learn (post-test) from the session:

Segment 2, Topic 1 TRUTH and CONSEQUENCES: Alcohol



PRE-TEST/POST-TEST ANSWERS

1. True
2. All of the above
3. True
4. True
5. All of the above
6. Open response



Segment 2, Topic 1 TRUTH and CONSEQUENCES: Alcohol
HANDOUT

Key Messages

Drinking alcohol affects your brain, your body, and your self-control:

- Can lead to loss of coordination, poor judgment, memory lapses, and even blackouts.
- Can lead to risky behaviors, such as driving when you shouldn't, or having unprotected sex. Teens who use alcohol are 7 times more likely to have sex than those who don't.
- People who begin drinking in their teens are much more likely to become addicted than those who begin at 21.

Alcohol can kill you:

- Drinking large amounts of alcohol at one time or very rapidly can cause alcohol poisoning, which can lead to coma or even death.
- Driving and drinking can be deadly.
- Alcohol is the leading cause of death in people under 21.

Alcohol Consumed During Pregnancy Hurts Babies:

- Alcohol during pregnancy increases the risk of miscarriage, low birthweight, stillbirth, and birth defects.
- When a pregnant woman drinks, alcohol passes swiftly through the placenta to her baby.
- Fetal Alcohol Syndrome (FAS) is one of the most common known causes of mental retardation, and the only cause that is entirely preventable.

Take Away

I won't let alcohol ruin my life. I will:

- Refuse get in the car of a driver who has been drinking.
- Decline alcohol when it is offered to me.
- Advise my friends to avoid alcohol, and watch out for friends who have been drinking.
- Find other outlets for fun, stress release, and relaxation.
- Find out more about the effects of alcohol on myself and/or on others.

Want More Information?

National Campaign to Prevent Teen Pregnancy:

"Sobering Facts on Alcohol and Teen Pregnancy"

teenpregnancy.org

Students Against Destructive Decisions (SADD)

sadd.org

Alcohol Quit Line

1-800-ALCOHOL (1-800-252-6465)

Segment 2, Topic 2 TRUTH and CONSEQUENCES: Smoking
KEY MESSAGES

Who Smokes?

- Every day, thousands of teens try a cigarette for the first time.
- Every day, hundreds of youth become smokers.
- Young people become addicted to smoking more easily than adults.
- Two-thirds of high school smokers say they want to quit.
- As many as 1 in 4 men smoke.
- As many as 1 in 5 pregnant women smoke.
- Approximately 90 percent of smokers begin smoking before the age of 21.

Smoking Kills

- Millions of people are sick with diseases caused by smoking.
- At least 7 die every minute from a smoking-related illness.
- Tobacco kills more Americans than AIDS, drugs, homicide, fires, and auto accidents – combined.
- Cigarette smoke contains more than 4,800 chemicals, 69 of which are known to cause cancer.

Secondhand Smoke Makes People Sick

- Secondhand smoke puts others at risk for cancer, respiratory illness, asthma, infections, and impaired lung function.
- In the US, thousands of people die each year from secondhand-smoke-related disease.
- Secondhand smoke is as harmful to babies and young children as if they were smoking the cigarette themselves

Smoking Leads to Reduced Fertility

- A male who smokes more than 1 cigarette a day risks a decrease in sperm count, density, mobility, and production.
- Chewing tobacco is as dangerous as smoking. One chew contains 15 times the nicotine of a cigarette.
- Women who smoke can have a difficult time becoming pregnant.

Smoking During Pregnancy Hurts Babies

- Nicotine and carbon monoxide [ingredients of cigarettes] reduce the supply of oxygen to the baby.
- Smoking during and after pregnancy increases risk for Sudden Infant Death Syndrome (SIDS) by 3-fold
- Smoking during pregnancy results in hundreds of infant deaths each year.
- Pregnant smokers compared to nonsmokers are more likely to experience miscarriage, stillbirth, early rupture of membranes, growth restriction, and birth defects

How to Get Help

- Discuss your concerns with a friend, parent, or health care professional.
- Ask your family and friends to help you stay away from cigarettes and tobacco.
- Avoid situations where smoking is encouraged.
- Seek help from a school nurse, community health clinic, or your doctor.
- Call the American Cancer Society Quit Line: 1-800-227-2345

Note to Presenters

See additional information in the Chapter, “Self Esteem, Peer Pressure, and Stress Management.”

Sources of Data for this Chapter

American Legacy Foundation	americanlegacy.org
Campaign for Tobacco-Free Kids	tobaccofreekids.org
Kick Butts Day	kickbuttsday.org
March of Dimes	marchofdimes.com
March of Dimes Team Youth	marchofdimes.com/youth
Smoke Free Families	smokefreefamilies.org
Youth Action	tobaccofreekids.org/youthaction

References for Teens

American Cancer Society Quit Line	1-800-227-2345
Kick Butts Day	kickbuttsday.org
March of Dimes Team Youth	marchofdimes.com/youth
truth® (youth smoking prevention campaign)	theTruth.com
Youth Action	tobaccofreekids.org/youthaction

References for Parents and Professionals

American Legacy Foundation	americanlegacy.org
Campaign for Tobacco-Free Kids	tobaccofreekids.org
March of Dimes (for parents and professionals)	marchofdimes.com
Nacersano (Spanish)	nacersano.org
Smoke Free Families	smokefreefamilies.org

Segment 2, Topic 2 TRUTH and CONSEQUENCES: Smoking
EXCERPTS FROM VIDEO



Dresdner: People say that smoking has gone down but, in my personal opinion, it has actually stayed the same.

1. *How many people do you know who smoke?*
2. *Do you know anyone who has recently quit, or tried to?*
3. *Name some reasons for why a teen might start smoking.*
4. *Name some reasons for why a teen might quit smoking.*
5. *How do you feel about smoking – does it bother you?*

Dr Damus: It takes a lot less exposure for a young person to become addicted than it does for an adult.

1. *What does addiction mean?*
2. *Are you addicted to anything?*
3. *Why do you suppose a young person is more likely to become addicted to smoking than an adult?*
4. *Have you ever tried to quit something you once enjoyed? What was it like?*
5. *What are some ways to quit smoking?*

Dr Campbell: The effect of smoking on pregnancy is similar to the effect of illegal drugs: babies tend to be smaller, lighter at birth, and have smaller heads. And this can persist.

1. *Have you ever seen a pregnant woman smoking?*
2. *Without using names, do you know any pregnant women who smoke?*
3. *What can a baby do to protect itself from the smoke its mother inhales?*
4. *What can a teen do to protect him or herself against secondhand smoke?*
5. *Have you ever been annoyed by another person's smoke?*



ACTIVITIES: SMOKING

Activity:	What Does a Smoker Look Like?
Time:	10-20 minutes
Purpose:	To encourage participants to visualize and then depict the effects of smoking on the body in a fun, and potentially humorous way that draws attention to the specific consequences of smoking that are most significant to them.
Materials:	Paper and pens or pencils
Instructions:	Distribute at least 2 pieces of paper and pens or pencils to each participant. Ask that each participant draw a picture of a smoker and then a non-smoker on same or separate sheets of paper. Then have participants pair up and exchange pictures with their partner. Give the partners a chance to describe their picture and what features they intended to draw. Have the partners hold up and describe the pictures to the rest of the participants, trying to accurately describe what the artist intended.

Activity:	Marketing Madness
Time:	15-30 minutes
Purpose:	To encourage participants to become aware of and to evaluate how tobacco companies try to influence their behavior by encouraging them to use their products.
Materials:	Tobacco ads clipped from magazines, Web sites, newspapers, etc.
Instructions:	Distribute or display the ads to the participants. One ad at a time, ask participants to describe what message the ad is trying to convey. Who is the target audience in terms of age, gender, and lifestyle? Is the ad appealing or convincing? Who do they think would be influenced to buy the product after seeing this ad? After all ads have been displayed and discussed, ask participants to assign the following three awards to the most deserving ad or ads: (1) Worst Ad for Kids Award; (2) Worst Ad for Adults Award; and (3) Most Deceptive Marketing Award. More than 1 award can be assigned to an ad.

Activity: Nick Nicotine and Healthy Helen Debate

Time: 20-40 minutes

Purpose: To encourage a lively discussion surrounding the pros and cons of smoking.

Materials: Ideally, 2 podiums at the front of the room (tables or desks can be used instead). A drum, buzzer, bell, or other form of “gong” device. A timer with a seconds hand.

Instructions: Select a participant to play the role of Nick Nicotine, a fan of smoking who claims to have had his first cigarette before he was born (secondhand), when he was in his mother’s womb. Nick works for a tobacco company and thinks that all kids should smoke. Ask Nick to identify 2 other participants to join his team. [Vary the name to Nicki Nicotine, if a female will play the role – or chose another N name if there is someone named Nick or Nicki among the participants (eg, Norman, Nancy, Nemo)]

Select another participant to play the role of Healthy Helen, an anti-smoking activist who plays all sports, sings for her church choir, and recently won the Miss Beautiful Complexion Award by her peers. Helen thinks that cigarette smoking and chewing tobacco should be illegal. Ask Helen to identify 2 other participants to join her team. [Vary the name to Healthy Hal, if a male will play the role – or chose another H name if someone named Helen or Hal is among the participants (eg, Harriet, Harold, Honey)]

Explain the procedures of debate. Nick and Helen will each be allowed 3 minutes for their opening statement and then 2 minutes for rebuttal up to a maximum of 3 rebuttals each. A coin will be flipped to decide who speaks first. Interruptions during opening statements and/or rebuttals will be discouraged with a gong. After three gongs and the other side of the debate automatically wins.

Allow Nick and Helen 5 minutes to confer with their 2 teammates to prepare their opening statement. Each of the 2 teammates can be consulted only once during the debate, if needed.

While Nick and Helen are preparing, explain to the rest of the participants, the “Audience”, that they will be witnessing a debate and then asked to vote on which debater was the most compelling. Have the Audience prepare to take notes paying attention to when either of the debaters presents information that is not correct or that seems unlikely to be true. One of the Audience should be assigned to “gong” the debaters if they break the rules and interrupt more than once. Another Audience member should be assigned to keep track of time for opening statements and rebuttals, providing 30 second warnings before time is up.

Segment 2, Topic 2 TRUTH and CONSEQUENCES: Smoking
PRE-TEST/POST-TEST

Instructions:

Presenter distributes to participants before session begins and then provides correct answers at the end. The test is not collected and not graded – it is a self-assessment for participants.

1. Teens who smoke are more likely to become addicted than adults
 - True
 - False
 - Not sure

 2. Every day, _____ of teens try a cigarette for the first time.
 - Hundreds
 - Thousands
 - Millions
 - Not sure

 3. In the US, _____ of people are sick with diseases caused by smoking.
 - Hundreds
 - Thousands
 - Millions
 - Not sure

 4. Tobacco kills _____ Americans than AIDS, drugs, homicide, fires, and auto accidents combined.
 - More
 - Less
 - About the same
 - Not sure

 5. Babies whose mothers smoked during pregnancy are more likely to: (check all that apply)
 - Die from sudden infant death syndrome (sids)
 - Be low birth weight
 - Be premature
 - Be born with birth defects
 - All of the above
 - Not sure

 6. What I hope to learn (pre-test) or what I did learn (post-test) from the session:
-

Segment 2, Topic 2 TRUTH and CONSEQUENCES: Smoking
PRE-TEST/POST-TEST ANSWERS

1. True
2. Thousands
3. Millions
4. More
5. All of the above
6. Open response



HANDOUT

Key Messages

Who Smokes?

- Every day, thousands of teens try a cigarette for the first time. Every day, hundreds of youth become smokers. *Young people become addicted to smoking more easily than adults.*

Smoking Kills

- Millions of people are sick with diseases caused by smoking – and more than 7 die every minute. *Tobacco kills more Americans than AIDS, drugs, homicide, fires, and auto accidents – combined.*

Secondhand Smoke Makes People Sick

- Secondhand smoke puts others at risk for cancer, respiratory illness, asthma, infections, and impaired lung function.

Smoking During Pregnancy Hurts Babies

- Nicotine and carbon monoxide [ingredients of cigarettes] reduce the supply of oxygen to the baby. Pregnant smokers compared to nonsmokers are more likely to experience miscarriage, stillbirth, early rupture of membranes, growth restriction, and birth defects.

Take Away

I won't let tobacco ruin my health. I will:

- Refuse to smoke cigarettes or chew tobacco.
- Advise my friends and family to avoid smoking, explaining the health risks.
- Ask friends and family members not to smoke around me.
- Join the Kick Butts Campaign (visit: kickbuttsday.org)
- Join The Campaign for Tobacco-Free Kids (the Campaign recognizes youth advocates each year with scholarships and grants – visit: tobaccofreekids.org/youthaction)

Want More Information?

American Cancer Society Quit Line	1-800-227-2345
Kick Butts Day	kickbuttsday.org
March of Dimes Team Youth	marchofdimes.com/youth
truth® (youth smoking prevention campaign)	theTruth.com
Youth Action	tobaccofreekids.org/youthaction



KEY MESSAGES

Teens and Drug Use

- Teens who use drugs are more likely than non-users to think about committing suicide.
- Dependence on alcohol and other drugs is associated with severe psychiatric problems such as depression and anxiety.
- The earlier you start using drugs, the more likely you are to become addicted.
- Teens who use drugs are more likely to have or cause an unplanned pregnancy.
- If you're drunk or high, you can't make good decisions about sex.

Just Say No

- Just because you think everyone is doing it, doesn't mean they are. Some are, some aren't and some are lying.
- You can always say NO even if you've said YES before.

Reasons Why Teens Use Drugs

- Relieve boredom
- Feel good
- Forget their troubles and relax
- Have fun
- Satisfy their curiosity
- Take risks
- Ease pain
- Feel grown-up
- Show their independence
- Belong to a specific group and look cool

Common Drugs of Abuse in Adolescence

- Marijuana (Weed, pot, reefer, grass, dope, ganja, etc)
- Inhalants (Laughing gas, whippets, aerosol sprays, cleaning fluids, solvents)
- Prescription Drugs (Vicodin, Oxycontin, Xanax, Ritalin)
- Ecstasy (XTC, X, Adam, MDMA)
- Cocaine (Coke, snow, nose candy, flake, blow, big C, lady, white, snowbirds)
- Crack (Rock, freebase)

- Designer Drugs (Synthetic heroin, goodfella)
- Heroin (Smack, horse, mud, brown, sugar, junk, black tar, big H, dope)
- Methamphetamine (Speed, meth, crank, crystal, ice, fire, glass, etc)

Marijuana: Most Commonly-used Illegal Drug

- About half of US teenagers try marijuana before finishing high school
- Short Term Effects: Distorted view of reality, short term memory loss, difficulty thinking and solving problems, increased appetite
- Long Term Effects: Compulsive and long-term marijuana use may lead to loss of personal motivation, decreased ability to concentrate, and may cause lung damage
- Legal problems associated with marijuana use and possession could cost you your college education and your future.

Inhalants: Most Commonly Used Drugs Among the Youngest Adolescents

- Breathable chemical vapors that users intentionally inhale because of the chemicals' mind-altering effects. The substances inhaled are often common household products that contain volatile solvents or aerosols.
- Substances Include: Glue, nail polish remover, gasoline, solvents, butane, whipped cream dispensers, markers
- Sudden Sniffing Death: Heart failure and death within minutes of sniffing. Can occur after a single sniffing session. Can happen to an otherwise healthy person
- Long-term use of inhalants can cause hearing loss, brain damage, liver and kidney damage, and permanent limb spasms

Prescription Drug Abuse: Any Prescription Medication Taken for Non-medical Reasons

- Prescription drug abuse among teens has tripled since 1992.
- More Americans abuse prescription drugs than abuse heroin, cocaine, hallucinogens, and inhalants combined.
- Commonly Abused Prescription Drugs Include: Valium, Ritalin, Xanax, Dexadrine, Lomotil, Demerol, Oxycontin, and more
- If you take a medicine than is not prescribed to you or in a way other than it was intended, you are abusing drugs.
- Abusing prescription drugs can lead to addiction, illness, and death.
- Abusing prescription drugs is illegal.

For more information about specific drugs and their effects, see the chart at the end of this Section, *Commonly Abused Drugs*.

Substance Abuse and Pregnancy

- Substance abuse during pregnancy can cause a baby to have mental retardation, learning and attention problems, birth defects, and the baby can suffer withdrawal after it is born.
- Substance abuse can also cause a baby to be born preterm or low birth weight. It also may cause miscarriage.
- Nearly 3 percent of pregnant women use illegal drugs such as cocaine, methamphetamine, and heroin during their pregnancies.
- Babies exposed to cocaine before they are born may start life with serious health problems. Cocaine use in early pregnancy appears to increase the risk of certain birth defects and miscarriage.
- Babies who are regularly exposed to cocaine in utero sometimes have feeding difficulties and sleep disturbances. As newborns, some are jittery and irritable, and they may startle and cry at the gentlest touch or sound
- Babies born to mothers who used drugs while pregnant may start life with serious health problems. Drug use hurts babies.

How to Get Help

- Discuss your concerns with a friend, parent, or health care professional.
- Ask your family and friends to help you stay away from drugs.
- Avoid situations where using drugs is encouraged.
- Seek help from a school nurse, community health clinic, or your doctor.
- Call the Drugs Quit Line: 1-800-662-HELP (1-800-662-4357)

Note to Presenters

See additional information in the Chapter, “Self Esteem, Peer Pressure, and Stress Management.”

Sources of Data for this Chapter

Kaiser Family Foundation

kff.org

March of Dimes

marchofdimes.com/

March of Dimes Team Youth

marchofdimes.com/youth

National Campaign to Prevent Teen Pregnancy: “Sex and Drugs”

teenpregnancy.org

National Center on Addiction and Substance Abuse
at Columbia University

casacolumbia.org

The National Institute on Drug Abuse (NIDA)

www.drugabuse.gov

National Youth Anti-Drug Media Campaign (for parents)

theantidrug.com

Substance Abuse and Mental Health Services Administration

www.samhsa.gov

References for Teens

Drugs Quit Line: 1-800-662-HELP	(1-800-662-4357)
March of Dimes Team Youth	marchofdimes.com/youth
National Campaign to Prevent Teen Pregnancy: "Sex and Drugs"	teenpregnancy.org
NIDA for Teens	teens.drugabuse.gov
National Youth Anti-Drug Media Campaign (for youth)	freevibe.com

References for Parents and Professionals

Association of Women's Health, Obstetric and Neonatal Nurses	awhonn.org
Kaiser Family Foundation	kff.org
March of Dimes (for parents and professionals)	marchofdimes.com/
Nacersano (Spanish)	nacersano.org
National Campaign to Prevent Teen Pregnancy: "Sex and Drugs"	teenpregnancy.org
National Center on Addiction and Substance Abuse at Columbia University	casacolumbia.org
The National Institute on Drug Abuse (NIDA)	www.nida.nih.gov
National Youth Anti-Drug Media Campaign (for parents)	theantidrug.com
Substance Abuse and Mental Health Services Administration	www.samhsa.gov

Segment 2, Topic 3 TRUTH and CONSEQUENCES: Drugs
EXCERPTS FROM VIDEO



Chandler, 8th Grader: At my school two of my best friends got kicked out for having marijuana.

Shawn: When I was partying my grades went down...if you're high, you're not going to be able to concentrate; your mind is not working 100 percent.

Fantasia: When someone encourages you to just try a drug, you may think you are just trying but often one try leads to an addiction.

Tyler: What you don't realize is that it is gradually taking its toll on your body, leading you farther and farther down into a depression, and you're eventually making choices that you really don't want to make.

1. Chandler, Shawn, Fantasia, and Tyler all speak about some of the consequences of doing drugs. What are some other consequences of doing drugs that impact teens?
2. Tyler speaks about depression and bad choices. What does it mean to be depressed?
3. Some drugs are more common than others. What drugs are you aware of that are being used at your school or in the community where you live?
4. What are some of the reasons teens do drugs?
5. Given the reasons teens do drugs, what are some alternatives to doing drugs that might satisfy the same needs or goals?

Shannon: Some people will look highly upon you if you don't do the drugs.

Shawn: You can't just think about what's going to happen in the moment. You have to think long term, like what's going to happen after – in the future.

1. Do you agree with Shannon that your friends may look highly upon you if you don't do drugs?
2. What are some ways to say "no" to drugs?
3. How would you feel if a friend rejected you for saying "no" to doing drugs?
4. What is an addiction? Without mentioning them by name, do you know people who can't say "no" to drugs – who you would describe as addicted?
5. Shawn says it's important to think about the future. How do you think doing drugs might interfere with your long term goals (what you hope to be doing 5-10 years from now)?

Kat: Staying away from drugs and alcohol now can help you stay away from them in the future, which means you are more likely to have a healthy baby when you want to.

1. *Do you expect to have a family someday? If so, when?*
2. *Why does taking care of your body now matter for the future?*
3. *How can using drugs now affect the baby you may have in the future – or that your partner may have?*
4. *How do the drugs a pregnant woman takes impact her baby?*
5. *Can drugs kill you? How?*



ACTIVITIES: DRUGS

Activity:	Let's Party
Time:	5-15 minutes
Purpose:	To role play and practice decision-making skills when offered drugs.
Materials:	None
Instructions:	<p>Describe the following scenario: Alice is interested in Max and has been invited, along with her friend Betty, to his house for a party. When they get there, the house is filled with older kids that Alice and Betty haven't met before, as well as kids that they know. They go over to talk to the friend they know. Max, noticing Alice has arrived, comes over to say hello and then brings her into another room to introduce her to his friends who she has never seen before. Max's friends in the other room are all sharing a joint. They pass the joint to Alice.</p> <p>Female Participants: Imagine you are Alice – what would you do as the joint is passed to you? What would you do if you were Betty?</p> <p>Male Participants: After females reply above, imagine you are Max – how would you respond to Alice's decision.</p> <p><i>Note: It is best to use names that don't belong to any of the participants. Substitute different names in the scenario where appropriate.</i></p>

Activity:	Guess the Drug
Time:	15-30 minutes
Purpose:	To introduce participants to the effects of different drugs in an amusing, interactive way.
Materials:	A photocopy of the "Commonly Abused Drugs" chart of information provided at the end of this Section cut into 17 pieces so that each of the 17 drugs described is on a single piece of paper. Make more than 1 copy of the chart if there are more than 17 participants in your group.
Instructions:	<p>Distribute a drug description to each participant. Give participants a couple minutes to read about the drug privately, without sharing the information with any of the other participants. Call on participants to come to the front of the room to act out, without using words or props, what a person who is using that drug would look like.</p> <p><i>Note to Presenters: Assess your audience to ensure that this activity does not further intrigue your audience and potentially <u>increase</u> interest in the drugs discussed.</i></p>

Activity: In the News

Time: 20-45 minutes

Purpose: To encourage participants to think about the legal consequences of criminal drug use through role play.

Materials: Copies of local newspapers and magazines – identify ones that include information about celebrities and drug use and/or criminal activities surrounding drugs.

Instructions: Divide the participants into groups of 5. Provide a magazine or newspaper to each group and ask them to find a story related to drug use and explain that the story they find will be the basis for a mini trial that they will act out.

Ask each group to identify one person who will serve as the Prosecutor and another person who will serve as the Defense Attorney. The 3 other members of the group may serve as actors or props (if only one person is involved in the story's crime, have the others play imagined roles such as of the person's parents or children, or someone who might be affected by the crime).

Have each group portray the story they have located – first, the 3 actors should display the drug-related criminal activity reported in the story. Then, the Prosecutor should state why the accused is guilty and what the punishment should be for the crime. Finally, the Defense Attorney should attempt to defend the criminal activity. Have all other participants watching the scenarios act as the Jury and decide to convict or exonerate the accused.

COMMONLY ABUSED DRUGS

From The National Institute on Drug Abuse (NIDA), 2004.
<http://www.drugabuse.gov/DrugPages/DrugsofAbuse.html>

Substance: Category and Name	Examples of Commercial and Street Names	DEA Schedule*/ How Administered**	Intoxication Effects/Potential Health Consequences
Cannabinoids			
hashish	boom, chronic, gangster, hash, hash oil, hemp	I/ swallowed, smoked	<i>euphoria, slowed thinking and reaction time, confusion, impaired balance and coordination/cough, frequent respiratory infections; impaired memory and learning; increased heart rate, anxiety; panic attacks; tolerance, addiction</i>
marijuana	blunt, dope, ganja, grass, herb, joints, Mary Jane, pot, reefer, sinsemilla, skunk, weed	I/ swallowed, smoked	<i>euphoria, slowed thinking and reaction time, confusion, impaired balance and coordination/cough, frequent respiratory infections; impaired memory and learning; increased heart rate, anxiety; panic attacks; tolerance, addiction</i>
Depressants			
barbiturates	<i>Amytal, Nembutal, Seconal, Phenobarbital; barbs, reds, red birds, phennies, tooies, yellows, yellow jackets</i>	II, III, V/ injected, swallowed	<i>reduced anxiety; feeling of well-being; lowered inhibitions; slowed pulse and breathing; lowered blood pressure; poor concentration/fatigue; confusion; impaired coordination, memory, judgment; addiction; respiratory depression and arrest, death</i>
benzodiazepines (other than flunitrazepam)	<i>Ativan, Halcion, Librium, Valium, Xanax; candy, downers, sleeping pills, tranks</i>	IV/ swallowed, injected	<i>Also, for barbiturates—sedation, drowsiness/depression, unusual excitement, fever, irritability, poor judgment, slurred speech, dizziness, life-threatening withdrawal.</i>
flunitrazepam***	<i>Rohypnol; forget-me pill, Mexican Valium, R2, Roche, roofies, roofinol, rope, rophies</i>	IV/ swallowed, snorted	<i>for benzodiazepines—sedation, drowsiness/dizziness</i> <i>for flunitrazepam—visual and gastrointestinal disturbances, urinary retention, memory loss for the time under the drug's effects</i>
GHB***	<i>gamma-hydroxybutyrate; G, Georgia home boy, grievous bodily harm, liquid ecstasy</i>	I/ swallowed	<i>for GHB—drowsiness, nausea/vomiting, headache, loss of consciousness, loss of reflexes, seizures, coma, death</i>
methaqualone	<i>Quaalude, Sopor, Parest; ludes, mandrex, quad, quay</i>	I/injected swallowed	<i>for methaqualone—euphoria/depression, poor reflexes, slurred speech, coma</i>
Dissociative Anesthetics			
ketamine	<i>Ketalar SV; cat Valiums, K, Special K, vitamin K</i>	III/ injected, snorted, smoked	<i>increased heart rate and blood pressure, impaired motor function/memory loss; numbness; nausea/vomiting</i>
PCP and analogs	<i>phencyclidine; angel dust, boat, hog, love boat, peace pill</i>	I, II/ injected, swallowed, smoked	<i>Also, for ketamine—at high doses, delirium, depression, respiratory depression and arrest</i> <i>for PCP and analogs—possible decrease in blood pressure and heart rate, panic, aggression, violence/loss of appetite, depression</i>

Substance: Category and Name	Examples of Commercial and Street Names	DEA Schedule*/ How Administered**	Intoxication Effects/Potential Health Consequences
Stimulants			
amphetamine	<i>Biphphetamine, Dexedrine</i> ; bennies, black beauties, crosses, hearts, LA turnaround, speed, truck drivers, uppers	II/ injected, swallowed, smoked, snorted	<i>increased heart rate, blood pressure, metabolism; feelings of exhilaration, energy, increased mental alertness/rapid or irregular heart beat; reduced appetite, weight loss, heart failure, nervousness, insomnia</i>
cocaine	<i>Cocaine hydrochloride</i> ; blow, bump, C, candy, Charlie, coke, crack, flake, rock, snow, toot	II/ injected, smoked, snorted	<i>Also, for amphetamine—rapid breathing/tremor, loss of coordination; irritability, anxiousness, restlessness, delirium, panic, paranoia, impulsive behavior, aggressiveness, tolerance, addiction, psychosis</i>
MDMA (methylenedioxy- methamphetamine)	Adam, clarity, ecstasy, Eve, lover's speed, peace, STP, X, XTC	I/ swallowed	<i>for cocaine—increased temperature/ chest pain, respiratory failure, nausea, abdominal pain, strokes, seizures, headaches, malnutrition, panic attacks</i>
methamphetamine	<i>Desoxyn</i> ; chalk, crank, crystal, fire, glass, go fast, ice, meth, speed	II/ injected, swallowed, smoked, snorted	<i>for MDMA—mild hallucinogenic effects, increased tactile sensitivity, empathic feelings/impaired memory and learning, hyperthermia, cardiac toxicity, renal failure, liver toxicity</i>
methylphenidate (safe and effective for treatment of ADHD)	<i>Ritalin</i> ; JIF, MPH, R-ball, Skippy, the smart drug, vitamin R	II/injected, swallowed, snorted	<i>for methamphetamine—aggression, violence, psychotic behavior/memory loss, cardiac and neurological damage; impaired memory and learning, tolerance, addiction</i>
nicotine	cigarettes, cigars, smokeless tobacco, snuff, spit tobacco, bidis, chew	not scheduled/ smoked, snorted, taken in snuff and spit tobacco	<i>for nicotine—additional effects attributable to tobacco exposure, adverse pregnancy outcomes, chronic lung disease, cardiovascular disease, stroke, cancer, tolerance, addiction</i>
Other Compounds			
anabolic steroids	<i>Anadrol, Oxandrin, Durabolin, Depo-Testosterone, Equipoise</i> ; roids, juice	III/ injected, swallowed, applied to skin	<i>no intoxication effects/hypertension, blood clotting and cholesterol changes, liver cysts and cancer, kidney cancer, hostility and aggression, acne; in adolescents, premature stoppage of growth; in males, prostate cancer, reduced sperm production, shrunken testicles, breast enlargement; in females, menstrual irregularities, development of beard and other masculine characteristics</i>
inhalants	<i>Solvents (paint thinners, gasoline, glues), gases (butane, propane, aerosol propellants, nitrous oxide), nitrites (isoamyl, isobutyl, cyclohexyl)</i> ; laughing gas, poppers, snappers, whippets	not scheduled/ inhaled through nose or mouth	<i>stimulation, loss of inhibition; headache; nausea or vomiting; slurred speech, loss of motor coordination; wheezing/unconsciousness, cramps, weight loss, muscle weakness, depression, memory impairment, damage to cardiovascular and nervous systems, sudden death</i>

Substance: Category and Name	Examples of <i>Commercial</i> and Street Names	DEA Schedule*/ How Administered**	<i>Intoxication Effects/Potential</i> Health Consequences
Hallucinogens			
LSD	<i>lysergic acid diethylamide</i> ; acid, blotter, boomers, cubes, microdot, yellow sunshines	I/ swallowed, absorbed through mouth tissues	<i>altered states of perception and feeling; nausea; persisting perception disorder (flashbacks)</i> <i>Also, for LSD and mescaline—increased body temperature, heart rate, blood pressure; loss of appetite, sleeplessness, numbness, weakness, tremors</i> <i>for LSD—persistent mental disorders</i> <i>for psilocybin—nervousness, paranoia</i>
mescaline	buttons, cactus, mesc, peyote	I/ swallowed, smoked	<i>for LSD—persistent mental disorders</i> <i>for psilocybin—nervousness, paranoia</i>
psilocybin	magic mushroom, purple passion, shrooms	I/ swallowed	
Opioids and Morphine Derivatives			
codeine	<i>Empirin with Codeine, Fiorinal with Codeine, Robitussin A-C, Tylenol with Codeine; Captain Cody, Cody, schoolboy; (with glutethimide) doors & fours, loads, pancakes and syrup</i>	II, III, IV/ injected, swallowed	<i>pain relief, euphoria, drowsiness/nausea, constipation, confusion, sedation, respiratory depression and arrest, tolerance, addiction, unconsciousness, coma, death</i> <i>Also, for codeine—less analgesia, sedation, and respiratory depression than morphine</i> <i>for heroin—staggering gait</i>
fentanyl and fentanyl analogs	<i>Actiq, Duragesic, Sublimaze; Apache, China girl, China white, dance fever, friend, goodfella, jackpot, murder 8, TNT, Tango and Cash</i>	I, II/ injected, smoked, snorted	
heroin	<i>diacetylmorphine</i> ; brown sugar, dope, H, horse, junk, skag, skunk, smack, white horse	I/ injected, smoked, snorted	
morphine	<i>Roxanol, Duramorph; M, Miss Emma, monkey, white stuff</i>	II, III/ injected, swallowed, smoked	
opium	<i>laudanum, paregoric</i> ; big O, black stuff, block, gum, hop	II, III, V/ swallowed, smoked	
oxycodone HCL	<i>Oxycontin; Oxy, O.C., killer</i>	II/ swallowed, snorted, injected	
hydrocodone bitartrate, acetaminophen	<i>Vicodin; vike, Watson-387</i>	II/ swallowed	

*Schedule I and II drugs have a high potential for abuse. They require greater storage security and have a quota on manufacturing, among other restrictions. Schedule I drugs are available for research only and have no approved medical use; Schedule II drugs are available only by prescription (unrefillable) and require a form for ordering. Schedule III and IV drugs are available by prescription, may have five refills in 6 months, and may be ordered orally. Most Schedule V drugs are available over the counter.

**Taking drugs by injection can increase the risk of infection through needle contamination with staphylococci, HIV, hepatitis, and other organisms.

***Associated with sexual assaults.

Segment 2, Topic 3 TRUTH and CONSEQUENCES: Drugs
PRE-TEST/POST-TEST

Instructions:

Presenter distributes to participants before session begins and then provides correct answers at the end. The test is not collected and not graded – it is a self-assessment for participants.

1. Teens who use drugs are more likely than non-users to think about committing suicide.
 - True
 - False
 - Not sure

 2. Dependence on alcohol and other drugs is associated with: (check all that apply)
 - Good grades
 - Popularity
 - Athletic ability
 - Depression and anxiety
 - None of the above
 - Not sure

 3. The earlier kids start using drugs, the more likely they are to become dependant later in life.
 - True
 - False
 - Not sure

 4. Teens who use drugs are _____ likely to have or cause an unplanned pregnancy.
 - More
 - Less
 - Not sure

 5. Substance abuse during pregnancy can cause a baby to: (check all that apply)
 - Have mental retardation
 - Suffer learning and attention problems
 - Be born with birth defects
 - Be born preterm
 - All of the above
 - Not sure

 6. What I hope to learn (pre-test) or what I did learn (post-test) from the session:
-

Segment 2, Topic 3 TRUTH and CONSEQUENCES: Drugs
PRE-TEST/POST-TEST ANSWERS

1. True
2. Depression and anxiety
3. True
4. More
5. All of the above
6. Open response



Segment 2, Topic 3 TRUTH and CONSEQUENCES: Drugs
HANDOUT

Key Messages

Teens and Drug Use

- Teens who use drugs are more likely than non-users to think about committing suicide.
- The earlier you start using drugs, the more likely you are to become addicted.
- Teens who use drugs are more likely to have or cause an unplanned pregnancy.
- If you're drunk or high, you can't make good decisions about sex.

Substance Abuse and Pregnancy

- Substance abuse during pregnancy can cause a baby to have mental retardation, learning and attention problems, birth defects, and the baby can suffer withdrawal after it is born.
- Substance abuse can also cause a baby to be born preterm or low birth weight. It also may cause miscarriage.
- Babies born to mothers who used drugs while pregnant may start life with serious health problems. Drug use hurts babies.

Take Away

I won't let drugs ruin my life. I will:

- ___ Refuse any illegal or harmful drugs that are offered to me.
- ___ Avoid situations where drug use is encouraged.
- ___ Advise my friends and family to avoid using drugs, explaining the health risks.
- ___ Encourage a friend who uses drugs to get help, such as by referring him/her to the Drugs Quit Line: 1-800-662-HELP (1-800-662-4357)
- ___ Get more information about drugs by checking out resources on the Internet, etc.

Want More Information?

Drugs Quit Line	1-800-662-HELP (1-800-662-4357)
National Campaign to Prevent Teen Pregnancy: "Sex and Drugs"	teenpregnancy.org
National Youth Anti-Drug Media Campaign	freevibe.com



Segment 3:

●● HEALTHY LIFESTYLES 7:52 minutes

Teens sharing ways to relieve stress, avoid peer pressure, eat well, and make decisions that are enjoyable and healthy.

Learning Objectives:

1. Understand the components of a healthy lifestyle: good nutrition, regular exercise, adequate sleep, stress management, positive peer relationships, and making good decisions for your mind and body.
2. State why a healthy lifestyle – of both men and women – is necessary for a healthy pregnancy even before deciding to have a family.
3. List resources for additional information on the topic.

Topics Addressed in Segment 3:

- Eat Right
- Exercise
- Think Ahead



KEY MESSAGES

The Importance of Nutrition

- A balanced diet includes eating three meals a day. It is especially important not to miss breakfast.
- Nutritional requirements vary from person to person, depending on age, sex, size, level of activity, and other factors.

What is a “Healthy Diet”?

- A diet that emphasizes fruits, vegetables, whole grains, and fat-free or low-fat milk and milk products;
- Includes lean meats, poultry, fish, beans, eggs, and nuts; and
- Is low in saturated fats, trans fats, cholesterol, salt (sodium), and added sugars.

The Food Pyramid

- Grains provide many nutrients that are vital for the health and maintenance of our bodies: including dietary fiber, several B vitamins (thiamin, riboflavin, niacin, and folate), and minerals (iron, magnesium, and selenium).
 - > Include in your daily diet: whole grain bread, cereal, crackers, rice, or pasta.
- Fruits and Vegetables can help prevent cardiovascular disease, high blood pressure, diabetes, and cancer.
 - > Dark green veggies, orange veggies, and dry beans and peas are especially good sources of important nutrients.
 - > Eat a variety of fruit (fresh, frozen, dried, or canned); go easy on fruit juices.
- Milk and milk products can reduce the risk of low bone mass throughout the life cycle. Nutrients in milk include calcium, potassium, vitamin D, and protein.
 - > Drink low-fat or fat-free milk.
 - > If you are lactose intolerant, drink lactose-free products or other sources of calcium.
- Meat and Beans are a source of many nutrients including protein, B vitamins (niacin, thiamin, riboflavin, and B6), vitamin E, iron zinc, and magnesium. Proteins function as building blocks for bones, muscles, cartilage, skin, and blood. They are also building blocks for enzymes, hormones, and vitamins.
 - > Choose low-fat or lean meat and poultry
 - > Vary your diet with fish, beans, peas, nuts, and seeds.
- Oils are fats that are liquid at room temperature, like the vegetable oils used in cooking. Oils come from many different plants and from fish. Most of the fats you eat should be polyunsaturated (PUFA) or monounsaturated (MUFA) fats. PUFAs contain some fatty acids that are necessary for health—called “essential fatty acids.”
 - > Make most of your fat sources from fish, nuts, and vegetable oils.
 - > Limit solid fats like butter, stick margarine, shortening, and lard.

There are three nutrients that provide calories: protein, fat, and carbohydrates.

Eating Disorders

Below are some of the more common eating disorders and their symptoms:

Bulimia Nervosa:

- recurrent episodes of binge eating (minimum average of two binge-eating episodes a week for at least three months)
- a feeling of lack of control over eating during the binges
- regular use of one or more of the following to prevent weight gain: self-induced vomiting, use of laxatives or diuretics, strict dieting or fasting, or vigorous exercise
- persistent over-concern with body shape and weight

Anorexia Nervosa

- refusal to maintain weight that's over the lowest weight considered normal for age and height
- intense fear of gaining weight or becoming fat, even though underweight
- distorted body image
- in women, three consecutive missed menstrual periods without pregnancy.

Obesity

- weight is 10 percent higher than what is recommended for age and height
- may have reduced energy or interests and reluctance to enter into social relationships
- obsession with eating and/or food
- most commonly begins in childhood between the ages of 5 and 6, and during adolescence

Everyone Needs Folic Acid (or Natural Folate)

- Folic acid is needed for all fast dividing cells, including skin, hair, cervix and sperm. For example, males make 1,000 sperm each second and folic acid is needed for healthy sperm reproduction.
- Everyone – males and females – need folic acid from puberty throughout life: 400 micrograms (mcg) per day.
- Folic acid or natural folate is found in breakfast cereals, beans, orange juice, leafy green vegetables, fortified bread, and grain foods.
- Folate is susceptible to destructive oxidation with 50-95% destroyed in canning and cooking
- Multivitamins typically have 400 mcg of folic acid and are needed to supplement a diet, even one that is rich in folate, for most people.

Folic Acid Prevents Birth Defects

- Folic acid is a B vitamin that can help prevent birth defects of the brain and spinal cord called neural tube defects (NTDs).
- A neural tube defect is a defect of the spine that can cause paralysis of varying degrees.
- Up to 70 percent of all NTDs could be prevented if all pregnant women received an adequate amount of folic acid daily.

Nutrition and Pregnancy

- A woman’s nutrition and weight can contribute to the outcome of her pregnancy and the health of her child.
- For males and for females, the things that you do to your body now affect you not only now, but also for the rest of your life.
- Women underweight before pregnancy, particularly teens, have higher risk of low-birthweight infant.
- Women obese before pregnancy may experience complications and are at higher risk of birth defects.

Note to Presenters

See additional information in the Chapter, “Self Esteem, Peer Pressure, and Stress Management.”

Sources of Data for this Chapter

Advocates for Youth	advocatesforyouth.org
American Academy of Child and Adolescent Psychiatry	aacap.org
Annie E. Casey Foundation	aecf.org
Child Trends	www.childtrends.org
Guttmacher Institute	guttmacher.org
Healthy Teen Network	healthyteennetwork.org
March of Dimes	marchofdimes.com
March of Dimes Team Youth	marchofdimes.com/youth
US Department of Agriculture, Center for Nutrition Policy and Promotion, MyPyramid.gov	mypyramid.gov

References for Teens

Advocates for Youth	advocatesforyouth.org
GirlsHealth.gov	4girls.gov
Healthy eating and active living for kids	Kidnetic.com
Healthy Teen Network	healthyteennetwork.org
March of Dimes Team Youth	marchofdimes.com/youth
MyPyramid.gov for Kids	mypyramid.gov/kids
Team Nutrition	www.fns.usda.gov/tn/
TeensHealth	kidshealth.org/teen

References for Parents and Professionals

Advocates for Youth	advocatesforyouth.org
Action for Healthy Kids	actionforhealthykids.org
American Academy of Child and Adolescent Psychiatry	aacap.org
Annie E. Casey Foundation	aecfh.org
Child Trends	www.childtrends.org
Guttmacher Institute	guttmacher.org
Healthy Teen Network	healthyteennetwork.org
March of Dimes (for parents and professionals)	marchofdimes.com
Nacersano (Spanish)	nacersano.org
US Department of Agriculture, Center for Nutrition Policy and Promotion, MyPyramid.gov for Professionals	mypyramid.gov/professionals

National Standards for Family and Consumer Sciences Education

Understand how knowledge and skills related to nutrition and food affect the well-being of individuals, families, and society

Level 3 Benchmarks (Grades 6-8)

- Understands the mental, social, and emotional aspects of good health
- Understands general nutritional principles and knows the functions and sources of various nutrients

Level 4 Benchmarks (Grades 9-12)

- Understands basic nutritional needs and dietary practices (e.g., understands classifications, sources, and functions of nutrients; understands how nutritional needs vary throughout the life cycle and in relation to illness and disease)
- Knows meal preparation techniques (e.g., basic food preparation that preserves nutritional value; types and safe use of equipment, tools, and utensils; correct measuring techniques)
- Understands the impact of food and diet fads, food addictions, and eating disorders on wellness
- Understands alternative meal plans for persons with special nutritional needs (e.g., diabetic, pregnant, teen, convalescent, athlete)



Segment 3, Topic 1 HEALTHY LIFESTYLES: Eat Right

EXCERPTS FROM VIDEO



Fantasia: Vending machines also have healthy food, like nutrition bars that contain folic acid.

Shawn: We see a celebrity and we might want to copy them. If we see a lot of nutrition on TV, we might want to copy that too.

1. *Why is nutrition important?*
2. *What is a "balanced diet"?*
3. *What is the meaning of the "Food Pyramid"?*
4. *Which three nutrients are a source of calories? [protein, fat, and carbohydrates.]*
5. *Does everyone need the same amount of nutrients (and calories) per day?*

Dr Campbell: The things that you do to your body now affect you not only now but for the rest of your life.

Caitlin: Some people think dieting is eating right.

1. *Why is your health now important for the future?*
2. *What are the consequences of a poor diet on long-term health?*
3. *What is an "eating disorder"? Without identifying by name, do you know anyone who has an eating disorder?*
4. *Why is weight important to health?*
5. *What are some of the health consequences of being significantly overweight? Significantly underweight?*

Dr Damus: When you're developing inside your mother's uterus, ladies, by 20 weeks gestation (the amount of time your mother has been pregnant) you have all the eggs you're ever going to have. So anything your mother did affects those eggs.

Dr Damus: Men need folic acid for healthy sperm. Once you start making sperm, gentlemen, you make 1,000 sperm a second.

1. *What is folic acid?*
2. *What are sources of folic acid?*
3. *Why is folic acid important?*
4. *Why do pregnant women need folic acid?*
5. *What are the consequences of folic acid deficiency on babies?*



ACTIVITIES: EAT RIGHT

Activity:	Make Your Own Pyramid
Time:	10-20 minutes
Purpose:	To engage teens in thinking about their diet and encourage them to plan for making healthier choices.
Materials:	Paper and colored pens or pencils for all participants.
Instructions:	<p>Ask each participant to draw a Pyramid that represents what they eat on an average day. Then have participants compare it against what they know or think their pyramid should look like for an optimally healthy diet. Ask participants to suggest what they can do to make their pyramid ideal – such as by eating more fruits and vegetables instead of candy bars, drinking low-fat milk instead of soda, etc.</p> <p>Refer to resources on the Web site: www.mypyramid.gov for additional guidance and references about specific quantities recommended for each food group.</p>

Activity:	First Pregnant Man Ever
Time:	10-15 minutes
Purpose:	To remind participants of the impact of nutrition on pregnancy and provide an opportunity for them to articulate what they learned.
Materials:	None
Instructions:	<p>Ask for a male volunteer to serve the role of the First Pregnant Man Ever. Have the male sit at the front of the room. Tell the participants that since this male has never been pregnant before, and probably never thought he would become pregnant, he may need some advice. Then ask each participant to come up to the male one by one and give him a tip about how to have a healthy pregnancy. Encourage participants to mention what they learned during the session (such as how much folic acid he should have, what the benefits of folic acid are, why his nutrition and weight is important to the baby's health, etc).</p>

Activity: Find the Folic Acid

Time: 10-20 minutes

Purpose: To help in recognition of which foods are sources of folic acid.

Materials: Food items containing folic acid (peanuts, beans, oranges, broccoli, granola bars, etc) and foods that do not contain folic acid (candy bar, gum, soda, etc).

Instructions: Before participants arrive in the room, hide the food items in the room where they will not be visible during your presentation. After the key messages of the session have been discussed, tell participants that they now must go out and find food items – ideally, sources of folic acid. Once all the food items have been found, have participants return to their seats and then, one by one, show the item/s that they found. Ask the participants to identify whether the item contains folic acid. For every item found that contains folic acid, award 10 points. For every item found that doesn't contain folic acid, award 1 point. Finally, ask the winner, the person with the most points, to divide up his folic acid sources and share them with the rest of the participants.



PRE-TEST/POST-TEST

Instructions:

Presenter distributes to participants before session begins and then provides correct answers at the end. The test is not collected and not graded – it is a self-assessment for participants.

1. What does a “balanced diet” mean?

2. Which one of these is not part of the recommended food pyramid:

- Whole grains
- Fruits and vegetables
- Sweets
- Meat and beans
- Not sure

3. Which nutrient(s) provide calories: (check all that apply)

- Protein
- Fat
- Carbohydrates
- All of the above
- Not sure

4. Who needs folic acid? (Check all that apply)

- Women and girls over age 14 who are not pregnant
- Pregnant women
- Men
- All of the above
- Not sure

5. What foods are sources of folic acid or natural folate? (Check all that apply)

- Orange juice
- Fortified cereals
- Leafy green vegetables
- All of the above
- Not sure

6. What I hope to learn (pre-test) or what I did learn (post-test) from the session:



Segment 3, Topic 1 HEALTHY LIFESTYLES: Eat Right

PRE-TEST/POST-TEST ANSWERS

1. A balanced diet includes food from all the main food groups with emphasis on: fruits, vegetables, whole grains, fat-free or low-fat milk and milk products; lean meats, poultry, fish, beans, eggs, and nuts; and low in saturated fats, trans fats, cholesterol, salt (sodium), and added sugars.
2. Sweets
3. All of the above
4. All of the above
5. All of the above
6. Open response



HANDOUT

The Importance of Nutrition

- A balanced diet includes eating three meals a day. It is especially important not to miss breakfast.
- Nutritional requirements vary from person to person, depending on age, sex, size, level of activity, and other factors.

Folic Acid

- Folic acid is a B vitamin that has many health benefits including preventing some serious birth defects when taken before and during pregnancy.
- All teens and adults need folic acid daily.
- Folic acid (or natural folate) is found in: breakfast cereals, dried beans, orange juice, leafy green vegetables, fortified bread and grain foods.
- Taking a multivitamin every day is a good way to make sure you get the 400 micrograms (mcg) needed.

Take Away

I recognize the importance of a healthy diet. I will:

- Eat more whole grains, fruits and vegetables.
- Eat more foods that are sources of folic acid and/or take a multivitamin daily.
- Eat less fat.
- Find out more about nutrition for myself and/or to help others.
- Try to maintain a healthy weight by eating right.

Want More Information?

Advocates for Youth	advocatesforyouth.org
GirlsHealth.gov	4girls.gov
Healthy eating and active living for kids	Kidnetic.com
Healthy Teen Network	healthyteennetwork.org
MyPyramid.gov for Kids	mypyramid.gov/kids
Team Nutrition	www.fns.usda.gov/tn/
TeensHealth	kidshealth.org/teen

Segment 3, Topic 2 HEALTHY LIFESTYLES: Exercise
KEY MESSAGES

Exercise Can Help:

- Build muscles and make you stronger
- Boost your energy level and mood
- Make it easier to handle stress and feel better about yourself
- Improve your flexibility so that you can move with ease
- Promote health now and in the future

Teens should exercise each day.

Why Maintain a Healthy Weight?

- Lowers your risk of illnesses like diabetes and high blood pressure
- Lowers your risk for delivering preterm
- Increased energy
- Increased confidence
- Decreased stress
- Being too heavy or too light is not healthy and can affect future childbearing.

What you do to your body now affects you for the rest of your life.

How to Maintain a Healthy Weight

- Teens should get at least 60 minutes of exercise that is moderate in intensity each day
- In some cases, teens may need to be careful with how much exercise they get, especially if they are experiencing:
 - > Pain when exercising
 - > High blood pressure
 - > Heart problems
 - > Dizzy spells
 - > Extreme exhaustion after physical activity
 - > Arthritis or bone problems
 - > Severe muscle, ligament or tendon problems

What is physical fitness?

- You are physically fit when you look, feel and are able to do your best.
- When you are physically fit you can do tasks full at energy, whether schoolwork or activities with family and friends.
- Fitness also can influence how you feel emotionally and your ability to pay attention.
- It is a basis for a healthy lifestyle.

Exercise to Achieve Physical Fitness

- Exercise involves using your muscles, heart and lungs.
- Making physical activity a regular part of your life early on is one of the most important things you can do to improve your health now and improve your chances of greater health in the future.

Consequences of a Sedentary Lifestyle

- Weight gain
- Obesity
- Type 2 diabetes
- High blood pressure
- Vulnerability to other diseases

What You Do to Your Body Now Affects You for the Rest of Your Life

- Activity level and weight – long before deciding to have children – contribute to the outcome of pregnancy and the health of babies.

The Importance of Sleep

- It is difficult for teens to get an adequate amount of exercise if they haven't had enough sleep.
- Teens need 8 1/2 to 9 or more hours of sleep a night
- Some teens have trouble getting to sleep early enough to get an adequate amount of sleep due to changes in hormones that take place during adolescence and affect their body's circadian rhythm.
- Many teens experience insomnia: difficulty falling or staying asleep. Causes include:
 - > Stress or anxiety
 - > Physical discomfort
 - > Emotional troubles, such as depression
 - > Sleeping environment

Note to Presenters

See additional information in the Chapter, “Self Esteem, Peer Pressure, and Stress Management.”

Sources of Data for this Chapter

American Academy of Child and Adolescent Psychiatry	aacap.org
GirlsHealth.gov	4girls.gov
March of Dimes	marchofdimes.com
March of Dimes Team Youth	marchofdimes.com/youth
Nemours Foundation: TeensHealth	kidshealth.org/teen
The President’s Council on Physical Fitness and Sports	fitness.gov

References for Teens

GirlsHealth.gov	4girls.gov
Healthy eating and active living for kids	Kidnetic.com
Healthy Teen Network	healthyteennetwork.org
March of Dimes Team Youth	marchofdimes.com/youth
TeensHealth	kidshealth.org/teen

References for Parents and Professionals

Advocates for Youth	advocatesforyouth.org
American Academy of Child and Adolescent Psychiatry	aacap.org
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)	www.aahperd.org
Annie E. Casey Foundation	aecf.org
Child Trends	www.childtrends.org
Guttmacher Institute	guttmacher.org
Healthy Teen Network	healthyteennetwork.org
March of Dimes (for parents and professionals)	marchofdimes.com
Nacersano (Spanish)	nacersano.org
The National Women’s Health Information Center, US Department of Health and Human Services Office on Women’s Health	4woman.gov
National Sleep Foundation	sleepfoundation.org



Segment 3, Topic 2 HEALTHY LIFESTYLES: Exercise

EXCERPTS FROM VIDEO



Joe: When I was in Middle School, I used to be a little overweight so people used to make fun of me. I started working out and now I look more muscular and I feel stronger. I also feel a lot healthier than I used to before.

Brian: You have to cover all your bases – you have to get enough sleep, eat well, and exercise regularly.

1. *What do you think Joe felt like before he started working out, when people used to make fun of him for being overweight?*
2. *What does Brian mean by covering all your bases: What is enough sleep? What does eating well mean? What does "regular" exercise mean?*
3. *What about YOU – how often do you exercise? How long each day or week? How do you feel about your body? Do you consider yourself "fit"?*
4. *What are some ways to keep fit?*
5. *What are the potential immediate and long term health consequences of not staying fit?*

Sarfo: People who are stressed out aren't as likely to get up and go run a mile. They're more likely to sit on their couch and watch TV or something. But if you're stressed and you get up and go out and get some exercise, you might actually feel better; the stressful feeling is more likely to go away.

Ramone: Dance is a great anti-drug for stress.

1. *Do you agree with Sarfo's point that exercise might make you feel better when you are feeling stressed out?*
2. *Why does exercise help reduce stress?*
3. *What are your favorite forms of exercise?*
4. *Can exercise ever be stressful? If so, what is healthy exercise?*
5. *What might happen if you never exercised at all? What impact do you think lack of exercise throughout your life might have on your ability to have children later?*



ACTIVITIES: EXERCISE

Activity:	Future of Flabbiness Prevention Plan
Time:	20-30 minutes
Purpose:	To encourage participants to think about their environment and how it can be more conducive to a healthier lifestyle where physical fitness is encouraged.
Materials:	None
Instructions:	Divide participants into 2 teams. Tell the teams that the Surgeon General of their School (or Community) has determined that all students (or residents) are not getting enough exercise and that something must be done to protect their health and save the School (or Community) from a Future of Flabbiness. Ask each team to come up with a plan that would encourage everyone in their school, community, or family is as fit as possible – tell them to name their team and their plan. You may need to provide examples such as mandating that elevators only be used by those who are physically disabled and/or for the transportation of furniture, putting quotas on TV viewing time, distributing exercise equipment to all households, etc. After 10-15 minutes, ask that a representative of each team report their plan to the whole group. After both teams have reported their plan, ask the participants to evaluate what aspects of the plans they think are reasonable.

Activity: Fashion Fitness

Time: 15-20 minutes

Purpose: To encourage participants to evaluate the physical health of fashion models and consider how to improve health through an individual action plan.

Materials: Fashion magazines (men's and women's)

Instructions: Divide participants into groups of 5. Distribute fashion magazines to each group. Ask the groups to pick out one person from the magazine and create a Fitness Plan for that person that addresses the following points:

1. How much exercise, how often, and what type should this person get?
2. What kind of diet should this person have?
3. How much sleep should this person get?
4. What are the sources of stress for this person and how should they be addressed?

After 10 minutes of planning, have one person report for each group, holding up the photo of the person they have selected.

Discuss this activity among the participants – what did they learn?



PRE-TEST/POST-TEST

Instructions:

Presenter distributes to participants before session begins and then provides correct answers at the end. The test is not collected and not graded – it is a self-assessment for participants.

1. Exercise can help: (check all that apply)

- Make you stronger
- Boost your energy level and mood
- Make it easier to handle stress
- Feel better about yourself
- All of the above
- Not sure

2. It is recommended that teens get exercise every day, unless there is a physical or medical problem that affects the ability to exercise safely.

- True
- False
- Not sure

3. What is a benefit of maintaining a healthy weight? (check all that apply)

- Lowers your risk of illnesses
- Increased energy
- Increased confidence
- Decreased stress
- All of the above
- Not sure

4. What are some consequences of a sedentary lifestyle (no exercise)? (check all that apply)

- Weight gain
- Obesity
- Type 2 diabetes
- High blood pressure
- Vulnerability to other diseases
- All of the above
- Not sure

5. What I hope to learn (pre-test) or what I did learn (post-test) from the session:



Segment 3, Topic 2 HEALTHY LIFESTYLES: Exercise

PRE-TEST/POST-TEST ANSWERS

1. All of the above
2. True
3. All of the above
4. All of the above
5. Open response



HANDOUT

Key Messages

Exercise can help:

- Build muscles and make you stronger
- Boost your energy level and mood
- Make it easier to handle stress and feel better about yourself
- Improve your flexibility so that you can move with ease
- Promote health now and in the future

Teens should get exercise each day.

Being too heavy or too light is not healthy and can affect future childbearing.
What you do to your body now affects you for the rest of your life.

Take Away

I recognize the value of being fit. I will:

- ___ Join a sports team.
- ___ Ride my bike or walk to school.
- ___ Go for a walk, run, or dance when I am feeling stressed.
- ___ Watch less TV and spend more time being active instead.
- ___ Try to maintain a healthy weight by getting enough exercise.

Want More Information?

GirlsHealth.gov

4girls.gov

Healthy eating and active living for kids

Kidnetic.com

Healthy Teen Network

healthyteennetwork.org

March of Dimes Team Youth

marchofdimes.com/youth

TeensHealth

kidshealth.org/teen



KEY MESSAGES

Teens and Sex

- You can get pregnant the first time you have sex.
- One in 3 girls get pregnant at least once in their teens.
- Half of all pregnancies (and 80% of teen pregnancies) are unplanned.
- Most teens who have sex wished they waited longer.

What is a Sexually Transmitted Infection (STI)?

- A STI is an infection that can be transferred from one person to another through sexual contact.
- Sexual contact includes kissing, oral-genital contact, and the use of sexual "toys," such as vibrators, as well as sexual intercourse (vaginal and anal).
- Untreated STIs can lead to infertility.
- Signs of STIs can often be hidden in both males and females, for days, weeks, months, and sometimes for years.
- HIV (human immunodeficiency virus) is a virus that can infect people and begin to destroy their immune system, preventing the body from fighting infection.
- AIDS (acquired immunodeficiency syndrome) is a serious illness that is marked by multiple infections over time, and that is usually fatal.
- Genital HPV is a common virus that is passed on through genital contact. While most HPV types cause no symptoms and go away on their own, some types can cause cervical cancer in women. As of 2006, the HPV vaccine is recommended for 11-12 year-old girls, and can be given to girls as young as 9. [For more information, see the CDC Web site: www.cdc.gov/std/HPV]

For more information about STIs including symptoms and treatment, see the "Sexually Transmitted Infections" chart at end of this chapter.

Teens and STIs

- Young people who are sexually active are at greater risk for contracting a STI – youth are more likely to be single, have multiple sex partners, and engage in risky behavior.
- Each year, 1 in 4 teens contracts a STI.
- The most common STIs for sexually-active teens are Chlamydia, gonorrhea, and herpes.

STI Infection and Protection

- Sexual intimacy can lead to STIs and other problems that affect pregnancy and general health.
- Mothers with HIV can pass the virus to their babies during pregnancy and childbirth.
- The Pill, diaphragm, and Norplant (or other form of contraception by hormone implant) do not provide any protection against STIs.
- The “pull out method” where a male pulls out his penis before ejaculating does not provide any protection against STIs and is a risky method of preventing pregnancy.
- Lambskin condoms do not protect against STIs effectively.
- Latex, vinyl, or plastic condoms can prevent pregnancy and protect against STIs, and are considered the safest form of protection against pregnancy and STIs for those who are sexually active, but they can also fail.
- Abstinence is the only 100% effective way to prevent STIs.
- Abstinence is the only 100% effective way to prevent pregnancy.

Peer Pressure and Sex

- Just because you think everyone is doing it, doesn't mean they are. Some are, some aren't and some are lying.
- You can always say no even if you've said yes before.

Complications of Teen Pregnancy

- Teens often have poor eating habits, neglect to take vitamins, and may smoke, drink alcohol and take drugs, increasing the risk that their babies will be born with health problems.
- Teens are less likely to be of adequate pre-pregnancy weight and/or to gain an adequate amount of weight during pregnancy. Low weight gain increases the risk of having a low-birthweight baby.
- Teens are more likely to give birth prematurely.

Consequences of Teen Motherhood

- Less likely to complete high school
- Dependence on welfare
- Single parenthood
- More likely to have more children sooner on a limited income
- More likely to abuse or neglect the child

Risks to Children of Teen Mothers

- Growing up without a father
- Low birthweight and prematurity
- School failure
- Mental retardation
- Insufficient health care
- Abuse and neglect
- Poverty and welfare dependence

Child Sex Abuse and Teens

- Teens who have been sexually victimized are at increased risk for HIV infection, unplanned pregnancy and other negative outcomes
- Child sexual abuse involves engaging a child in sexual activities for which the child is developmentally unprepared and cannot give informed consent.
- Child sexual abuse involves deception, force or coercion.
- As many as 1 in 4 girls and as many as 1 in 5 boys have experienced some form of sexual abuse as a child.
- Teens in violent dating relationships are more likely to be in abusive marriages as adults.
- No matter what has happened before, no one should be made to do something they don't want to do.

Note to Presenters

See additional information in the Chapter, "Self Esteem, Peer Pressure, and Stress Management."

Sources of Data for this Chapter

Advocates for Youth	advocatesforyouth.org
American Academy of Child and Adolescent Psychiatry	aacap.org
American School Health Association	www.ashastd.org
Annie E. Casey Foundation	aecf.org
Centers for Disease Control and Prevention (CDC)	www.cdc.gov/std
Child Trends	www.childtrends.org
Guttmacher Institute	guttmacher.org
Healthy Teen Network	healthyteenetwork.org
March of Dimes	marchofdimes.com
March of Dimes Team Youth	marchofdimes.com/youth
National Campaign to Prevent Teen Pregnancy:	teenpregnancy.org

Articles and Studies:

Singh, S., & Darroch, J.E. (2000). Adolescent pregnancy and childbearing: Levels and trends in developed countries. *Family Planning Perspectives* 32(1), 14-23. Pregnancy rates calculated as the sum of births, abortions, and estimated miscarriages (20 percent of births plus 10 percent of miscarriages).

National Campaign to Prevent Teen Pregnancy. (1997). *Whatever Happened to Childhood? The Problem of Teen Pregnancy in the United States*. Washington, DC: Author.

Maynard, R.A., (ed.), *Kids Having Kids: A Robin Hood Foundation Special Report on the Costs of Adolescent Childbearing*, New York: Robin Hood Foundation, 1996.

References for Teens

Advocates for Youth

advocatesforyouth.org

GirlsHealth.gov

4girls.gov

Healthy Teen Network

healthyteennetwork.org

IWannaKnow.Org

www.iwannaknow.org

March of Dimes Team Youth

marchofdimes.com/youth

QuieroSaber (Spanish)

www.quierosaber.org

National Campaign to Prevent Teen Pregnancy

teenpregnancy.org

TeensHealth

kidshealth.org/teen

References for Parents and Professionals

Advocates for Youth

advocatesforyouth.org

American Academy of Child and Adolescent Psychiatry

aacap.org

American School Health Association

www.ashastd.org

Annie E. Casey Foundation

aecf.org

Association of Women's Health, Obstetric
and Neonatal Nurses (AWHONN)

awhonn.org

Child Trends

www.childtrends.org

Guttmacher Institute

guttmacher.org

Healthy Teen Network

healthyteennetwork.org

March of Dimes (for parents and professionals)

marchofdimes.com

Nacersano (Spanish)

nacersano.org

National Campaign to Prevent Teen Pregnancy

teenpregnancy.org

Segment 3, Topic 3 HEALTHY LIFESTYLES: Think Ahead
EXCERPTS FROM VIDEO



Sakura: I don't necessarily think a lot about whether I'm making a healthy choice. I do think a lot about what's going to happen to me if I do something.

1. *What is a Sexually Transmitted Infection (STI)?*
2. *What are ways to protect yourself from getting an STI?*
3. *What are some of the consequences of STIs?*
4. *How can getting an STI in your teens impact your future?*
5. *Without naming them, do you know anyone who has an STI? What are some of the challenges for that person? If you don't know anyone, have you ever asked anyone whether they have an STI?*

Maria Ramirez, mother of a baby in the NICU: It's not easy having a baby, at any age. I'm grown and it's hard. Babies need a lot of loving tender care and attention.

1. *What are the needs of babies?*
2. *Do you know any teens who have had a baby? If so, what is their life like? How did it change after the baby was born?*
3. *How would your life change if you were responsible for a baby right now? How would it change your family's life?*
4. *Imagine that you and your current boyfriend, girlfriend, or someone you are interested in are going to be parents together. Can you imagine deciding now to have a relationship with this person for the rest of your life?*
5. *How can you protect yourself from getting pregnant (females) or getting someone else pregnant (males)?*

Dr Damus: If you're planning to get pregnant in your 20's or 30's, you have to be concerned about taking care of your health long before you become pregnant if you want the best outcome for your baby.

Dr Damus: We have to be concerned with the health of the mother and the health of the father if we want the best – and healthiest start – for the life of the baby.

Dr. Campbell: If the father is not healthy, he can affect the pregnancy as well.

1. *Why does what you know about health now matter if you are not planning to have a baby for many years?*
2. *What does a pregnant woman's health have to do with the health of her baby?*
3. *What does a man's health have to do with his ability to father a child?*
4. *Do think you'll want to have children some day? If so, when?*
5. *What do expect your life to be like 10 years from now? How does what you do now matter to whether you achieve your goals in 10 years?*



ACTIVITIES: THINK AHEAD

Activity:	Pregnancy and Parenthood
Time:	20 minutes
Purpose:	To encourage participants to think about the differences between adult and teen pregnancy and parenthood
Materials:	2 flip charts (or 2 pieces of flip chart paper taped to a wall) or chalk board
Instructions:	<p>On one flip chart or sheet, write the word "Pregnancy." On the other, write the word "Fatherhood." If using a chalk board, make a line down the middle and write the words on either side of the line. Ask participants to think about what each of these words means to <u>adults</u>. Have participants call out descriptors (adjectives, qualities, actions, or other words) for each category. Then, write the word TEEN above Pregnancy and above Fatherhood. Ask participants if they would change anything they listed, or add to the list in any way.</p> <p>When the lists are complete, discuss reactions this activity.</p>

Activity:	Find the STI
Time:	5-15 minutes
Purpose:	To encourage participants to become more familiar with STIs and the potentially severe consequences.
Materials:	Copies of the <i>Sexually Transmitted Infections</i> chart at the end of this chapter.
Instructions:	<p>Distribute to each participant a copy of the <i>Sexually Transmitted Infections</i> chart at the end of this chapter. Ask them the following questions:</p> <ol style="list-style-type: none"> 1. Name two STIs for which there is no cure [AIDS and Herpes]. 2. Name two STIs that can lead to death [AIDS and Syphilis]. 3. Name two STIs that may not have symptoms at first [most on list]. 4. What can you learn from this chart that you didn't already know? 5. What is the only 100% effective protection against each of the STIs? [abstinence]

Activity: What Would You Do?

Time: 15-20 minutes

Purpose: To encourage participants to think about how they would act if confronted with an abusive relationship.

Materials: None

Instructions: Separate the participants by gender. Ask the participants to imagine and discuss privately among their gender group the following scenario:

Males: You are outside with your friend and he sees his girlfriend flirting with someone else. Your friend approaches his girlfriend and they get into a heated argument. During the course of the argument, your friend hits his girlfriend. You're watching everything. What do you do or say to your friend?

Have the males report back their response without interruption by the females.

Females: You are outside with your friend and she sees her boyfriend flirting with someone else. Your friend approaches her boyfriend and they get into a heated argument. During the course of the argument, your friend slaps her boyfriend. You're watching everything. What do you do or say to your friend?

Have the females report back their response without interruption by the males.

Discuss how the responses differed or were similar.

SEXUALLY TRANSMITTED INFECTIONS

Infection	Symptoms	Treatment
AIDS (Acquired Immune Deficiency Syndrome)	Flu-like symptoms; skin lesions; recurring infections; cancers and dementia. Some people do not experience symptoms immediately.	There is no cure. Medicines can slow down the onset of AIDS symptoms and specific infections can be treated.
Chlamydia	In men: discharge from the penis; burning feeling when urinating. In women: discharge from the vagina; burning when urinating; may have abdominal pain and pain during sex. It is possible to have no symptoms at all.	Antibiotics taken as pills for about 7 days. Sexual partners must also be treated.
Genital Warts	In both men and women: wart-like growths on the genitals; warts may itch; warts may be in the vagina or urinary tract and may not be visible.	Warts are burned off by an acid, freezing, or electrical needle; or removed by surgery or self-administered prescription cream.
Gonorrhea (clap)	In men: discharge from the penis; burning feeling when urinating; some men have no signs. In women: most have no signs; some may have a discharge from the vagina and burning feeling when urinating.	Antibiotics that are taken as pills or as a shot. Sexual partners must also be treated.
Herpes	Sometimes there are no symptoms. You may see tiny blisters which break open to form sores.	There is no cure. A medication (cream and/or pills) is used to treat outbreaks.
Syphilis	First stage: single, painless sore, usually on the genitals. Second stage: flu-like symptoms; rash. Later stage: affects nervous system, causing problems with brain, heart, and eyes; leading to death.	In first and second stage, it can be treated with penicillin shots or other antibiotics. Sexual partners must be treated. In later stages, it cannot be treated.
Trichomoniasis (trich)	In men: usually no symptoms. May have discharge from penis; itching and burning in urinary tract. In women: greenish discharge from vagina; itching and burning in and around vagina.	Antibiotic taken as a pill. Sexual partners must be treated at the same time.



PRE-TEST/POST-TEST

Instructions:

Presenter distributes to participants before session begins and then provides correct answers at the end. The test is not collected and not graded – it is a self-assessment for participants.

1. You can not get pregnant the first time you have sex.
 - True
 - False
 - Not sure

 2. One in 3 girls get pregnant at least once in their teens.
 - True
 - False
 - Not sure

 3. Most teens who've had sex wish they'd waited longer.
 - True
 - False
 - Not sure

 4. Which of the following are Sexually Transmitted Infections (STIs)? (check all that apply)
 - AIDS
 - Chlamydia
 - Herpes
 - Genital warts
 - All of the above
 - Not sure

 5. Which of the following is the most effective way to prevent STIs and pregnancy?
 - Latex condoms
 - Lambskin condoms
 - The pill
 - Diaphragm
 - Pull out method
 - Abstinence
 - Not sure

 6. What I hope to learn (pre-test) or what I did learn (post-test) from the session:
-

Segment 3, Topic 3 HEALTHY LIFESTYLES: Think Ahead



PRE-TEST/POST-TEST ANSWERS

1. False
2. True
3. True
4. All of the above
5. Abstinence
6. Open response



HANDOUT

Key Messages

Teens and Sex

- You can get pregnant even the first time you have sex.
- One in 3 girls get pregnant at least once in their teens, almost all are unplanned.
- Most teens who have sex wished they waited longer.

Sexually Transmitted Infections (STIs)

- Physical intimacy can lead to STIs that cause health problems and can affect future pregnancies.
- Latex condoms can prevent pregnancy and protect against STIs, but they can also fail.
- Abstinence is the only 100% effective way to prevent STIs and pregnancy.
- Just because you think everyone is doing it, doesn't mean they are – some are, some aren't and some are lying.
- You can always say NO even if you've said yes before.

Take Away

I will think ahead. I will:

- ___ Protect myself from an unwanted pregnancy.
- ___ Protect myself from getting a STI.
- ___ I will tell my friends what I learned about pregnancy and STIs.
- ___ I will say no or walk away when asked to do something I don't want to do.
- ___ I will get more information for myself or others about sex and STIs.

Want More Information?

Advocates for Youth

advocatesforyouth.org

Healthy Teen Network

healthyteennetwork.org

IWannaKnow.Org

www.iwannaknow.org

March of Dimes Team Youth

marchofdimes.com/youth

QuieroSaber (Spanish)

www.quierosaber.org

TeensHealth

kidshealth.org/teen



SELF ESTEEM, PEER PRESSURE, & STRESS MANAGEMENT

Note to Presenters: The information in this chapter can be presented separately or can be integrated into all segments where appropriate.

Key Messages

High Self Esteem

- Self-esteem can be defined as a combination of feeling loved and capable.
- Teens who feel good about themselves seem to have an easier time handling conflicts and resisting negative pressures.
- Teens who feel good about themselves tend to smile more readily and enjoy life.
- Teens who feel good about themselves are realistic and generally optimistic.

Low Self Esteem

- For teens who have low self-esteem, challenges can become sources of major anxiety and frustration.
- Teens who think poorly about themselves have a hard time finding solutions to problems.
- Teens who think poorly about themselves are more inclined to engage in high risk behaviors, such as smoking, drinking alcohol, and using illicit drugs.

Peer Pressure

- A peer is someone in your own age group, such as a classmate at school.
- Pressure is the feeling of being pushed into doing something—good or bad.
- Peer pressure is the feeling of being pushed into doing something by someone your own age.

Why Teens are Vulnerable to Peer Pressure

- To be accepted and liked by people their own age.
- To appear grown up.
- Afraid of being rejected.
- Afraid of losing a friend.
- Afraid of being teased.
- Don't know how to say "no"

How to Avoid Negative Peer Pressure and Just Say NO

- Think about the consequences – is it worth it?
- Explain why you are not interested:
 - > I don't want to.
 - > I don't enjoy it.
 - > It doesn't make me feel good.
 - > It may keep me from doing other things I enjoy.
 - > I'd rather do something else.
- Suggest something else to do
- Walk away

Stress Management

- Most teens experience more stress when they find a situation to be dangerous, difficult, or painful and they do not have the resources to cope.
- Teens can become overloaded with stress, which can lead to anxiety, withdrawal, aggression, physical illness, or poor coping skills such as smoking, drinking alcohol, and using illicit drugs.
- Healthy ways to manage stress include:
 - > Exercise and eat regularly
 - > Listen to music, talk to a friend, draw, write, or spend time with a pet
 - > Build a network of friends who help you cope in a positive way
 - > Avoid caffeine which can cause feelings of anxiety and agitation
 - > Avoid illegal drugs, alcohol and tobacco

Sources of Data for this Chapter

American Academy of Child and Adolescent Psychiatry

aacap.org

March of Dimes Team Youth

marchofdimes.com/youth

The Cool Spot

thecoolspot.gov

References for Teens

Advocates for Youth

advocatesforyouth.org

GirlsHealth.gov

4girls.gov

Healthy Teen Network

healthyteennetwork.org

March of Dimes Team Youth

marchofdimes.com/youth

National Campaign to Prevent Teen Pregnancy

teenpregnancy.org

TeensHealth

kidshealth.org/teen

References for Parents and Professionals

Advocates for Youth	advocatesforyouth.org
American Academy of Child and Adolescent Psychiatry	aacap.org
Annie E. Casey Foundation	aecf.org
Child Trends	www.childtrends.org
Guttmacher Institute	guttmacher.org
Healthy Teen Network	healthyteenetwork.org
March of Dimes (for parents and professionals)	marchofdimes.com
Nacersano (Spanish)	nacersano.org
National Campaign to Prevent Teen Pregnancy	teenpregnancy.org



SELF ESTEEM, PEER PRESSURE, & STRESS MANAGEMENT EXCERPTS FROM VIDEO



Natalie: To have someone come up to you and ask for help, and feel that your word is valid, is the most rewarding feeling in the world.

1. What is self esteem?
2. What is a person who has extremely low self esteem like?
3. What are the advantages of having high self esteem?
4. Who is more likely to engage in self-destructive behaviors such as smoking, drinking and doing drugs – a person with low or high self esteem? Why?
5. Natalie feels good about herself when she is able to help others. What are other ways to increase your self esteem?

Sakura: If people like you for who you are they aren't going to be mad at you – or reject you – for making a right and good decision.

1. What is peer pressure?
2. What are some ways to resist negative peer pressure?
3. How would you feel if a friend rejected you for saying "no" to an illegal activity?
4. What are your long term goals? (Where do you expect to be and what do you expect to be doing 5-10 years from now?)
5. What would keep you from achieving your long term goals?

Sarfo: People who are stressed out aren't as likely to get up and go run a mile. They're more likely to sit on their couch and watch TV or something. But if you're stressed and you get up and go out and get some exercise, you might actually feel better; the stressful feeling is more likely to go away.

Ramone: Dance is a great anti-drug for stress.

1. Why do you think that people are not as likely to get up and go run a mile when they are stressed? Do you agree?
2. What else, besides exercise, is a healthy way to reduce stress?
3. What are sources of stress in your life?
4. Ramone suggests dancing as the solution to stress. What do you do when you are feeling stressed out?
5. What can you do to prevent or reduce stress in your life?

SELF ESTEEM, PEER PRESSURE, & STRESS MANAGEMENT

Activity:	What Are They Trying to Tell Us?
Time:	15-20 minutes
Purpose:	To increase awareness about the impact marketing and media play on our perceptions of ourselves and our actions.
Materials:	Teen magazines, or popular fashion and fitness magazines and scissors.
Instructions:	<p>Divide participants into groups of 5. Provide each group with at least 1 magazine and ask them to cut out pictures that answer the following questions:</p> <ol style="list-style-type: none"> 1. What messages are females given about being feminine? 2. What messages are males given about being masculine? 3. What do advertisements want you to think you need? 4. What are advertisements trying to get you to do? 5. Overall, what does your group think about the images you selected – are they positive messages, negative ones, or neutral? <p>Have one person from each group answer one of the questions so that each person reports back.</p>

Activity: Stress Boggle

Time: 10-15 minutes

Purpose: To encourage participants to think of creative ways of reducing stress.

Materials: Paper and a pen or pencil for each group. Flip chart or chalk board.

Instructions: Divide participants into groups of 5. Using a timer, give each group 5 minutes to strategize about creative ways to reduce stress. Inform the groups that they will be awarded one point for each unique idea they come up with to reduce stress and that any idea they suggest that another group has also suggested will not count for any points.

After 5 minutes, ring a bell or signal that time is up so that everyone stops talking and writing down ideas at once. Have each group report, one by one, their ideas for reducing stress reading from their written lists. Whenever an idea is mentioned that another group has written down, both or all groups cross it off their list. The presenter writes down on the flip chart or chalk board all the unique ideas. The group that has the most unique ideas that were not mentioned by any other group is allocated the most points and wins.

Activity: Participant Peer Pressure

Time:	10-20 minutes, depending on number of participants
Purpose:	To have each participant experience making a choice and saying out loud to the group what their choice is or acting out their choice.
Materials:	Paper and a pen or pencil for each group. Flip chart or chalk board.
Instructions:	<p>A set of index cards that each has an instruction to take a specific action – for example:</p> <ul style="list-style-type: none"> • Give something you own or have with you to the person on your side. • Tell the person on your side a secret. • Tell the person on your side a lie. • Stand up and do 10 jumping jacks. • Hug the person in front of you (or behind you). • Shake hands with the person behind you (or in front of you). • Take something from the person on your side, without asking. • Do something that you know will annoy the person beside you. • Glare at the person on your side. • Pay a compliment to the person on your side. • Stand up and sing a song. • Cough loudly for 2 minutes. • Pick your nose. • Pick your ear. • Scratch yourself hard. <p>Instructions: Distribute an index card to each person. Tell each person to read their card and then ask the person sitting next to them (choose which side) to do that activity. Each person must either do the activity or state out loud why they will not. Go around the room until each person has asked the person next to them to do an activity. The last person asks the first person to do the activity that is on the last person's card.</p> <p>Discuss reactions to this activity. Did everyone agree to do the activity they were asked to? Did anyone say no? If some said no, what were their reasons? If some said yes, what were their reasons? How did the participants feel about this exercise?</p>



SELF ESTEEM, PEER PRESSURE, & STRESS MANAGEMENT

PRE-TEST/POST-TEST ANSWERS

Instructions:

Presenter distributes to participants before session begins and then provides correct answers at the end. The test is not collected and not graded – it is a self-assessment for participants.

1. A person who has high self esteem: (check all that apply)

- Feel loved and capable
- Have an easier time handling conflicts
- Are able to resist negative pressures
- Smile more readily and enjoy life
- All of the above
- Not sure

2. A person who has low self esteem: (check all that apply)

- Can get frustrated easily
- Has a hard time finding solutions to problems
- Is more inclined to smoke
- Is more inclined to drink alcohol and use illicit drugs
- All of the above
- Not sure

3. It is possible to resist negative peer pressure.

- True
- False
- Not sure

4. Healthy ways to manage stress include:

- Exercise and eat regularly
- Listen to music, talk to a friend, draw, write, or spend time with a pet
- Build a network of friends who help you cope in a positive way
- Avoid caffeine which can cause feelings of anxiety and agitation
- Avoid illegal drugs, alcohol and tobacco
- All of the above
- Not sure

5. What I hope to learn (pre-test) or what I did learn (post-test) from the session:



SELF ESTEEM, PEER PRESSURE, & STRESS MANAGEMENT

PRE-TEST/POST-TEST ANSWERS

1. All of the above
2. All of the above
3. True
4. All of the above
5. Open response



SELF ESTEEM, PEER PRESSURE, & STRESS MANAGEMENT HANDOUT

Key Messages

Self Esteem

- Self-esteem is a combination of feeling loved and capable. Teens who feel good about themselves seem to have an easier time handling conflicts and resisting negative pressures. They smile more readily and enjoy life. They are realistic and generally optimistic.
- For teens who have low self-esteem, challenges can become sources of major anxiety and frustration. They have a hard time finding solutions to problem and they are more inclined to engage in high risk behaviors, such as smoking, drinking alcohol, and using illicit drugs.

Peer Pressure

- A peer is someone in your own age group, such as a classmate at school. Peer pressure is the feeling of being pushed into doing something by someone your own age.

Stress Management

Healthy ways to manage stress include:

- Exercise and eat regularly
- Listen to music, talk to a friend, draw, write, or spend time with a pet
- Build a network of friends who help you cope in a positive way
- Avoid caffeine which can cause feelings of anxiety and agitation
- Avoid illegal drugs, alcohol and tobacco

Take Away

I will take care of myself. I will:

- Recognize negative peer pressure and learn how to say “no” when asked to do something that is not in my best interests.
- I will strive to do my best as much as possible, giving myself credit for my accomplishments and being careful not to be too hard on myself when I have tried my hardest but have not succeeded.
- I will find ways to reduce stress in my life.
- I will find healthy outlets for the stress in my life that I cannot control.
- I will set goals for the future and strive to achieve them.

Want More Information?

Advocates for Youth

advocatesforyouth.org

Healthy Teen Network

healthyteennetwork.org

March of Dimes Team Youth

marchofdimes.com/youth

TeensHealth

kidshealth.org/teen



Teen-2-Teen Presenter's Survey



Please let us know what you think – All respondents should check the March of Dimes Team Youth Web site for potential opportunities for free health education materials and to learn about the availability of grants.

1. How did you find out about the *Teen-2-Teen* educational materials? (X all that apply)

- March of Dimes Web site
- at March of Dimes event
- Email
- Ad (if so, where? _____)
- In school
- Other: _____

2. About how many times have you used these March of Dimes Web sites?

- 2a. marchofdimes.com Never 1-4 5-24 25-49 50-99 100+
- 2b. marchofdimes.com/youth Never 1-4 5-24 25-49 50-99 100+
- 2c. marchofdimes.com/peristats Never 1-4 5-24 25-49 50-99 100+
- 2d. nacersano.org Never 1-4 5-24 25-49 50-99 100+

3. Which segments of the *Teen-2-Teen* DVD or VHS video segments have you viewed, presented to others, or plan to present to others? (X all that apply)

	Have not viewed	Viewed	Presented to others	Plan to present
3a. You Matter (Segment 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b. Truth and Consequences (Segment 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c. Healthy Lifestyles (Segment 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. If you have presented the *Teen-2-Teen* DVD or VHS video segments please indicate to which audiences. (X all that apply)

	Middle School Students	High School Students	College Students	Teens Outside of School	Other—describe
4a. You Matter (Segment 1)	<input type="checkbox"/> _____				
4b. Truth and Consequences (Segment 2)	<input type="checkbox"/> _____				
4c. Healthy Lifestyles (Segment 3)	<input type="checkbox"/> _____				

5. How many teens have you reached with the *Teen-2-Teen* DVD or VHS video segments?

- None 1-4 5-24 25-49 50-99 100+, if 100+, how many? _____

6. Objectives and quality of the *Teen-2-Teen* DVD or VHS video segments.

For each of the segments that you have viewed and/or presented please check if you agree or disagree that each objective for that segment was met. Also, please provide an overall rating of the segment.

6a. **Segment 1: You Matter** I have not viewed or presented this segment (skip to 6c)

The following learning objectives were met:	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. Understand the mission of the March of Dimes and what it means to youth.	<input type="checkbox"/>				
2. Identify the important role youth have played in promoting the mission since the 1950's.	<input type="checkbox"/>				
3. List opportunities for youth as March of Dimes volunteers.	<input type="checkbox"/>				

6b. Overall I think that **Segment 1: You Matter** is:

- Excellent Very good Good Fair Poor No opinion

6c. **Segment 2: Truth and Consequences** I have not viewed or presented this segment (skip to 6e)

Please Complete Next Page of Survey

The following learning objectives were met:

- | | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Understand problems associated with alcohol, smoking and drugs: legal consequences and health effects | <input type="checkbox"/> |
| 2. State how smoking, drinking, and drugs can have negative effects on the health of developing babies. | <input type="checkbox"/> |
| 3. List resources for additional information on the topic. | <input type="checkbox"/> |

6d. Overall I think that **Segment 2: Truth and Consequences** is:

- Excellent Very good Good Fair Poor No opinion

6e. **Segment 3: Healthy Lifestyles** I have not viewed or presented this segment (skip to 7)

The following learning objectives were met:

- | | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Understand the components of a healthy lifestyle: (good nutrition, regular exercise, sleep, etc) | <input type="checkbox"/> |
| 2. State why a healthy lifestyle is necessary for a healthy pregnancy even before deciding to have a family. | <input type="checkbox"/> |
| 3. List resources for additional information on the topic. | <input type="checkbox"/> |

6f. Overall I think that **Segment 3: Healthy Lifestyles** is:

- Excellent Very good Good Fair Poor No opinion

7. What would you change on each of the **Teen-2-Teen** DVD or VHS video segments have you seen?

- | | Have not Seen it | OK as Is | Needs Changes | Suggested Changes |
|--------------------------------------|--------------------------|--------------------------|--------------------------|-------------------|
| 7a. You Matter (Segment 1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 7b. Truth & Consequences (Segment 2) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 7c. Healthy Lifestyles (Segment 3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |

8. Other comments about the **Teen-2-Teen** DVD or VHS video segments: _____

9. Please tell us about yourself (X all that apply)

9a. Your role/title:

Adviser to Student Club/Organization: FBLA-PBL Key Club FCCLA Other _____

Student: High School Student College Student Graduate Student (studying): _____

March of Dimes: Youth Volunteer Adult Volunteer Staff

Teacher/Educator: Health Science Homeroom Nursing Consultant Other: _____

Other: (what role, occupation or title)? _____

9b. Experience as a presenter: No previous experience Some experience Very experienced

9c. Gender: Male Female

9d. Your community is: Rural Suburban Urban

9e. The state where you live (eg CA, NY, NM, TX, etc): _____

10. Are you interested in a \$1,000 youth health education grant? Yes No Not sure

10a. If yes, how would you use the funds? _____

Please provide contact information for free materials and grant notice [this information is kept confidential]:

Contact person: _____ Email: _____

Mailing address: _____

Please return by FAX to: 914-428-9366 Or submit ONLINE survey at: www.marchofdimes.com/youth/tellus

Questions? TeamYouth@marchofdimes.com

Thank you – your feedback is greatly appreciated!