

# PARADE classroom®

TEACHER'S GUIDE

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October 23–29, 2005

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*According to a new study, more students report drugs in their school today than three years ago.*

► This Week's Focus:

## Red Ribbon Week

This week's issue recognizes Red Ribbon Week (Oct. 23-31). The commemoration began in 1985 after drug traffickers killed federal agent Enrique Camarena. Red ribbons, which once celebrated his courage, now symbolize a pledge to maintain a healthy, drug-free lifestyle. In keeping with this theme, we have two related lesson plans. One looks at the decline in the number of drug-free schools and the other considers the dangers of teen methamphetamine use. Elsewhere in the issue, we recognize Adopt A Dog month. And finally, we'd like to remind you about the Great American Bake Sale and our teen poetry contest. You'll find details on our Web site, [www.paradeclassroom.com](http://www.paradeclassroom.com).

### Everyday Newspaper Activity

**Activity #9: National and local news.** Ask a group of students to write down the national headlines for several days, while another group records the local ones. Are the two related? Are some local trends becoming national? Are some national trends reaching your area? How do the actions of Congress and the President affect your city?

### Coming Up Next Week

- Earthquakes
- Should You Get a Flu Shot?
- Driving Safely Near Trucks

► In the News:  
**Fewer Drug-Free Schools; Teen Methamphetamine Use p.2**

► In PARADE: **Adopt A Dog p.3**

► Skills Sheets:  
**Newspaper Poetry p.4; The Truth About Meth p.5**

## Fewer Drug-Free Schools

**Curriculum links:** Health, physical education, family and consumer science, social studies

**Briefing:** Is your school drug-free? The odds are worse than they were a few years ago, according to a recent survey by the National Center on Addiction and Substance Abuse at Columbia University. In the new study, 28% of middle school students said that drugs were sold, kept or used at their schools. That's an increase of 47% since 2002. Some 62% of high school students surveyed said that drugs were in their schools as well—up 41% from three years ago. The study also shows that the presence of drugs fuels their use. Teens who say that drugs are available at school are three times as likely to try marijuana. The students most likely to avoid drugs were those who believed that they were morally wrong—or that their parents would be upset if they used them. Since this week is Red Ribbon Week, it's a good time for your students to affirm their own stand against drugs. They can join thousands of other teens in pledging a healthy, drug-free lifestyle.

**Media activity:** Have students keep a log of media messages that encourage or discourage drug use, including news stories, ads, TV and movie plotlines, song lyrics and videos, and public service announcements (PSAs). What conclusions can they draw?

**Resources:** Books: Shelagh Masline's *Drug Abuse and Teens* (Enslow, 2000), Elaine Landau's *Hooked* (Millbrook, 1995) and Tamara Roleff's *Drug Abuse: Opposing Viewpoints* (Greenhaven, 2004). Mature readers may also enjoy Janet Fitch's YA novel, *Kicks* (Fawcett, 1996) or the classic anonymous teen diary, *Go Ask Alice* (Simon Pulse, 1998). The National Institute on Drug Abuse has two Web sites for its NIDA Goes Back to School campaign: one specifically for teens and another that offers curricula for teachers.\*

### Classroom Debates

• **Why do some kids take drugs?**

Does the media contribute to this problem? What are the dangers of drugs? If you were in charge of a campaign to prevent teen drug use, what would you do? How could you use the media? Red Ribbon Week asks students to pledge not to use drugs. Would you sign this pledge? Why or why not? What is your own "anti-drug"—the belief, passion or interest (from football to film-making) that keeps you drug-free?

## Teens and Methamphetamine

**Curriculum links:** Health, physical education, family and consumer science, social studies

**Briefing:** In some parts of the country, methamphetamine use is growing among teens. It is a problem not only in urban areas but also in rural and suburban areas, particularly in the West and Midwest. Girls often are attracted to meth because it can cause weight loss. It also provides a euphoric rush followed by a feeling of being in control that can last for as long as 12 hours. Unfortunately, meth has other effects as well. It can cause yellow skin, sunken eyes and gray, deteriorating teeth. Users—who can quickly become addicted and need to use more and more to get the same high—often become violent and paranoid. Other effects can include hallucinations, an extreme rise in body temperature, panic, irritability, insomnia and depression. In the longterm, meth can cause brain damage, fatal kidney disorders, liver damage, stroke and death. The drug is so addictive that it is very difficult to get off it. However, kicking meth can save your life. (See the related skills sheet on p.5.)

**Newspaper activity:** Imagine that you are in charge of an information campaign about amphetamines. Write your own PSA or advertisement about the dangers of the drug.

**Resources:** Books: Susan Elliott-Wright's *Amphetamines and Ecstasy* (Raintree, 2005) and Hal Marcovitz's *Methamphetamine* (Lucent, 2005). Mature readers may enjoy Ellen Hopkins' cautionary YA novel, *Crank* (Simon Pulse, 2004). Web sites: Learn more about the dangers of meth use and current trends.\*

### Classroom Debates

• **Why are some teens attracted to meth use?**

What dangers does meth pose? Is trying it worth the risk? What could be the consequences in later life? What would you do if someone tried to get you to use meth? What would you do if you knew a friend was becoming addicted? Should meth users who become violent or commit crimes be sent to prison? Or to treatment centers? Explain. What consequences should dealers face?

\*Visit [www.paradeclassroom.com/links](http://www.paradeclassroom.com/links) for links to all mentioned Web sites.

# Adopt a Dog!

**Curriculum links:** Family and consumer science, social studies, service learning, current events

**Briefing:** In this week's *Fresh Voices*, teens talk about the joy of owning a dog. That's because October is Adopt-a-Shelter-Dog Month. Every year, about 15% of the dogs in animal shelters are reunited with their owners and about 25% are adopted. But nationwide, about 9.6 million homeless dogs and cats are euthanized annually. You can save a life by adopting a shelter dog or cat. This year, shelters are particularly hard-pressed because of the animals (projected to be approximately half a million) affected by Hurricane Katrina. Shelters need you to adopt (or if you can't adopt, foster) animals who were there before the storm to make room for pets waiting to be reunited with their owners. Eventually, if the owners cannot be found, these pets will also need to be adopted. Once you have adopted a pet, you can keep track of him by making sure he wears an identification tag (as well as a license and a rabies tag). The ID tag should include your name, the pet's name, your phone number and address. Many more of the Katrina-affected pets could have been reunited with their owners if they had worn ID tags. Another alternative is to get your pet tattooed or microchipped. It is also important to spay or neuter your pet to help control the number of unwanted animals.

**Newspaper activity:** Ask students to look through the paper. Can they find classified ads for animals that people are giving away? Does the local animal shelter place ads showcasing pets that are in need of adoption?

**Resources:** Books: The ASPCA has several useful books, including Sheldon Gerstenfeld's *ASPCA Complete Guide to Dogs* (Chronicle, 1999), Bruce Fogle's *ASPCA Complete Dog Care Manual* (DK, 1993) and *ASPCA Complete Dog Training Manual* (DK, 1999). Also check out Claudia Isler's *Volunteering to Help with Animals* (Children's Press, 2000). Web sites: Drop in on the ASPCA or the Humane Society. Visit PetFinders to find dogs awaiting adoption in your area (including Katrina-affected pets) or stop by Save Our Strays and Best Friends to find no-kill animal shelters. To find breed rescue groups, visit the American Kennel Club.\*

## Classroom Debates

• **Why do so many people abandon pets?** Adopting an animal from a shelter is one way to help them. If you could adopt a pet, what type would you choose? Why? Would this pet fit in well with your family? What factors do you need to consider in choosing a pet? If you can't adopt, what else can you do to help abandoned or hurricane-affected animals—as an individual, a class or as part of a group? What type of help might local shelters need? What careers involve helping animals? Why is it important to spay or neuter pets? Should shelters ever euthanize animals? Why or why not?

## ASK MARILYN

### Wordteaser

The word is **POOKA**. What is the definition?

- A) A person skilled at using a pogo stick.
- B) A type of billiards combining pool and snooker.
- C) A person in a position of authority or importance.
- D) An unpredictable goblin, shaped like a horse.
- E) A type of folk music with lots of accordions.

Answer: D.

**Interact:** Do students have questions or comments for Marilyn? Send them to Ask Marilyn, 711 Third Avenue, New York, N.Y. 10017, or e-mail [marilyn@parade.com](mailto:marilyn@parade.com).

### Answer Key:

**Newspaper Poetry (p. 4):** Answers will vary.

**The Truth About Meth (p. 5):** All statements are true.

## Newspaper Poetry

Poetry and news may seem completely different. But newspapers have actually inspired poetry. (One famous poem begins, "One morning the world woke up and there was no news.") To write your own newspaper-related poem, try the poetry-starters below on a separate sheet of paper. Send your best poem to our teen poetry contest. The deadline is Dec. 31.

**1. Look for an interesting headline in the entertainment or sports section of the newspaper** (e.g., "Planting Your Feet in the Digital Landscape," "Cowgirls Get the Blues"). Cut out the headline without reading the story. What does the headline bring to mind? Do the words intersect with your own life in any way? Write a poem with the headline as a title.

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**2. Look for an interesting photo in any section of the newspaper, but don't read the accompanying story.** What do the people seem to be doing? What do you think they're like? What are they feeling? Write a poem about the photo.

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**3. Look through the newspaper for a human interest story.** Read it and think about it. Then write a poem from the point of view of one of the people in the story. What is he or she thinking or feeling? How would he or she explain the events?

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**4. Find another story with lots of human interest.** Write a poem—in the form of a letter—from one person in the story to another.

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**5. Cut out one story from the news section and another story from the sports section.** Circle 20 words at random in each story. Then write a poem that uses at least 30 of those words. Don't limit yourself to those 30 words unless you want to. You can use as many other words as you want.

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**6. Find a pullquote from a story in the paper (a quote enlarged from the story such as, "still playing the game of love with a knowing wink").** Make the pullquote the first line of your poem.

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**7. Pick two unrelated headlines from the paper.** Make one your poem's first line. Make the other the last line. Write a poem that gets you—logically or emotionally—from one to the other.

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**CALLING ALL TEEN POETS!** Submit your best poem to PARADE Classroom's poetry contest. If you win, you'll see your poem in print and get paid! The contest begins on Oct. 2, 2005 at 12:01 a.m. and ends on Dec. 31, 2005 at 11:59 p.m. ET. Your poem must be original and no longer than 20 lines. Send one poem along with your name, age, address, teacher's name, school name and phone number to PARADE Poetry Contest, P.O. Box 5103, Grand Central Station, N.Y., N.Y. 10163-5103 or fax it to: 212-450-7284. The first-place winner will have his or her poem published in PARADE and receive \$300. All entries must be received by 11:59 p.m., ET, on Dec. 31, 2005. See full rules below.

### NO PURCHASE OR PAYMENT OF ANY KIND IS NECESSARY TO ENTER OR WIN THIS CONTEST

A purchase will not improve chances of winning. The contest begins on Oct. 2, 2005 at 12:01 a.m. and ends on Dec. 31, 2005 at 11:59 p.m. ET. Entrants must be 12 to 18 years old as of date of entry and a legal resident of one of the 50 United States or District of Columbia. The poem each student enters must be his or her own original work. All submissions become the property of PARADE, and no entries will be acknowledged or returned. Only one entry per person. We will not be responsible for entries that are lost, late, incomplete, illegible, misdirected, postage due or incompletely received for any reason, including by reason of hardware, software, browser, or network failure, malfunction, congestion or incompatibility at Sponsor's Web site or elsewhere. All entries must be received by 11:59 p.m. ET, on 12/31/05. Entries will be judged on their originality, creativity and literary merit on or about April 1, 2006. Finalists will be chosen by editors at PARADE. All decisions of the judges are final. The first-place winner will receive \$300, second-place winner will receive \$200, and third-place winner will receive \$100. In addition, the first-place winner will have his or her poem published in PARADE. Second- and third-place winners will be published in PARADE, in the PARADE Classroom Teacher's Guide or on the PARADE or Classroom Web sites. Acceptance of a prize constitutes consent to use the winners' names, likenesses and entries by PARADE for editorial, advertising, promotional and publicity purposes without further compensation or notification (except where prohibited by law). Winners may be required to sign an Affidavit of Eligibility and Liability/Publicity/Permission release, which must be returned within 14 days of receipt or an alternate winner will be selected. Void outside of the 50 United States and the District of Columbia and where prohibited. Subject to all federal, state and local laws and regulations. Income and other taxes, if any, are the sole responsibility of the winners. If winner is a minor, prize will be awarded to his or her parent or legal guardian who must sign necessary affidavits and releases. For a list of winners, send a SASE to Poetry Contest Winners P.O. Box 5103 Grand Central Station, N.Y., N.Y. 10163-5103 after April 1, 2006 but before Oct. 1, 2006.

## The Truth About Meth

How much do you know about methamphetamines? For each of the statements below, write T for true or F for false. Your teacher has the answers!

- \_\_\_ 1. Meth can cause weight loss.
- \_\_\_ 2. Students use meth to help them focus on studying.
- \_\_\_ 3. Meth can make your skin look yellow.
- \_\_\_ 4. Meth can make your teeth turn gray and deteriorate.
- \_\_\_ 5. Meth can make you paranoid.
- \_\_\_ 6. You can quickly become addicted to meth and need more and more to get the same high.
- \_\_\_ 7. Meth can cause brain damage.
- \_\_\_ 8. Meth users can turn violent.
- \_\_\_ 9. Meth can cause hallucinations.
- \_\_\_ 10. Meth can cause convulsions.
- \_\_\_ 11. Meth can cause acute lead poisoning.
- \_\_\_ 12. People who share needles to shoot meth risk contracting AIDS.
- \_\_\_ 13. Meth use by pregnant women can hurt their babies.
- \_\_\_ 14. The production of meth creates poisonous gases and toxic wastes.
- \_\_\_ 15. Meth can kill you.