

S.O.A.R.: Students of Orange Acting Responsibly

Curriculum Outline

In order to cater to the needs of the students within the Orange Public School system, the Orange Police Department Youth Services Division has implemented the S.O.A.R. program as an alternative to the D.A.R.E. program for the Sixth Grade Students in the Orange Public School System.

S.O.A.R. is an acronym for **Students of Orange Acting Responsibly**. The program is taught by the department School Resource Officers: Detective Carolyn Bailey and Detective Charles Knepper.

S.O.A.R. focuses on the decision making choices of the students, and helps increase awareness amongst students on key issues such as:

- The Role of Police in Our Community
- Internet, Social Media, and Cell Phone Safety
- Drug Resistance, Vaping and Alcohol Educations
- Peer Pressure and Bullying
- Management of Stress
- Tobacco, Vaping, and Alcohol Education
- Respect and Communication

Youth Detectives will instruct each sixth grade student at Turkey Hill, Peck, and Racebrook School. Each class will receive eight (8) hours of instruction on the previously mentioned topics, culminating in a graduation ceremony held at the end of the school year.

The overall goal of this in classroom learning is to help strengthen the bond between students and local police. Through this education, OPD hopes to teach the juvenile citizens of Orange where they fit in the community, and how they can do their part to not only help themselves develop, but help each other.

At the end of the classroom instruction, classes will break into two (2) or three (3) groups of students. Each group/team will work together to create a short video, no longer than a minute, about what they learned in the SOAR Program. This video can be an educational sketch, a parody of Detectives Knepper and Bailey, or any other vessel to illustrate what was learned throughout the eight (8) classes. Then, each class will vote on which group's video will be played at the graduation ceremony. There will be one (1) video presented per classroom.

Class #1- Introductions

OBJECTIVE:

- Meet and learn about your SROs
- Learn about the role of Police Officers in the Community
- Visually see the tools Officers use to perform their duties

Bio on Detectives Bailey and Knepper

- Years of Service
- Special Details/Assignments
- Goals and Aspirations

SOAR Question Box - a shoebox where students can submit anonymous questions for the officers, which will be addressed in the beginning of each instruction period. Only appropriate questions will be answered.

SOAR Classroom Rule: No putting others down, students must raise their hands, work together, and if a student wants to tell a story they mustn't use names.

Example: "a friend of mine did _____" "someone I know did _____"

Class Discussion/Scenarios:

Role of Police Officers in the community

- What do Police Officers do? (*Keep us safe*)
- What would the world look like if we didn't have police officers? (*Crimes would go unsolved, people would be unsafe, there would be no authority and a loss of control*)
- Who can Police Officers count on to help them achieve this? (*citizens of any age*)
- In what ways can you help the police keep the community safe? (*follow laws, report crimes, help others*)

How do we contact the police if there is an emergency? (*Call 9-1-1*)

What do we tell 9-1-1 when we call? (*Name, what the emergency is, where you are located, any other details you can think of*)

Do we call 9-1-1 as a joke? (*Never, this can be reported as a crime.*)

Instruct students about what situations in their lives may require a report to be made to police:

- Statements that deal with harm to themselves or to others.
- Child Abuse
- Statements related to drug use.

KNOWLEDGE CHECK:

When is it appropriate to call OPD for help?

- You are home alone, and someone is ringing your doorbell that you do not know. - yes
- You are walking home from school, or riding your bike, and a car appears to be approaching you/following you. -yes

You get in an argument with a brother or sister, or any other family member while playing
-no
A family member seems to be having a medical emergency - yes

Equipment Presentation:

Officers will present their duty belts and explain each piece of equipment, how it helps Officers perform their duties, and keep others safe.

Officers will bring a patrol cruiser to the school that day, and after classroom instruction the students will get a chance to see the cruiser up close, go inside, and take a class photo.

Lt. LaPlante will also bring the OPD Motorcycle Unit to school grounds that day. (Weather permitting, can be moved to the end of another instructional class if needed)

Class #2: Internet, Social Media, and Cell Phone Safety

OBJECTIVE:

- Learn the proper ways to stay safe on the internet
- learn positive behavior with peers
- understand responsibilities of having a cellphone, using social media, and reporting issues/bad behavior.

Top of the class Officer will go through the SOAR question box, and answer any anonymous questions from the previous class.

Interactive Questioning:

Students will be asked the following questions, and are expected to raise their hands if they answer “yes” to the prompt.

Who in the class has a cell phone?

Who uses their cell phone for social media?

Who has limits on what social media apps they are allowed to use?

Who has a parent or guardian who checks their phone?

Internet

What is the Internet used for?

Research/news, social networking/blogs/photo sharing, buying/selling, entertainment, telephone, television

What social media apps do students use?

What social media apps are students not allowed to use?

What are the positive impacts of social media?

Promote events, collect charity, spread positive news stories, spread awareness, speak with family and friends far away, etc.

What are the negative consequences of social media?

Bullying, harassment, mean behavior

Cyberbullying:

Harassing/threatening/spread rumors electronically

Posting pictures or videos

Creating fake profiles, catfishing

Can lead to: low self-esteem, skipping school, poor grades, health problems, dark thoughts/actions

CT Juvenile Law:

Juveniles can be arrested starting at the age of 10

Common Charges: Harassment, Vandalism, Breach of Peace

Proper Posts:

Never post your name, address, family members jobs, license plates, location, etc.

Do not post when you and the family are on vacation, you are letting people know that your home is vacant.

Stranger Danger:

Watch your social networking. Do not meet someone from the internet that you have never met. Keep your profiles private, and do not allow people you do not know to follow you. If someone online wants to meet you, and you have never met them before, report this to an adult immediately.

Posting Is Permanent:

Employers and schools go through social media because you represent them. Anything you post is permanent even if deleted. People are able to screenshot and screen record anything you post and can negatively use it against you.

Freedom of Speech:

The First Amendment does not prevent you from getting in trouble for posting or sending obscenity, defamation, blackmail, true threats, or soliciting to commit crimes.

Social Media Isn't Real:

You should never feel pressure from seeing others posts.
People only post the highlights, never when they struggle.
Live your life authentically, be proud of what you post, but don't chase fame, don't feel social pressures to be perfect always.

Class Discussion/Scenarios:

You meet someone on instagram, who you have not met in person, and they ask to meet you in public. Do you meet with them? - *NO, AND you report this to an adult.*

You see a friend post something online that concerns you. Do you tell your parents or a school staff member? - *Yes*

Should you post where you go to school, when you take a vacation, your address, or your birthday on social media? *Never. Avoid posting sensitive information about yourself online.*

Anonymous Bullying Exercise:

Have the students shut their eyes, ask the following questions, and have the students raise their hands if the answer to the question is "yes":

- Who in this room knows what cyberbullying is?
- Who has ever WITNESSED someone being cyber bullied online?
- Who has ever EXPERIENCED cyberbullying online?
- Has anyone ever stood up or reported a cyberbullying incident to either their parents or a school staff member?
- Has anyone ever lost a friendship over cyberbullying online?
- Who here pledges to better themselves going forward, both in stopping cyberbullying and reporting any online bullying?

Officers will discuss the importance of students looking out for each other. That each student has a responsibility as a member of the Orange community to treat each other with respect, regardless of if they are friends or not. That each student has a responsibility to step up when they see wrong doing, and report any problems. Because as a community we have to take care of each other, and be kind to one another.

Class#3 - Drug Resistance Education

OBJECTIVE:

- Learn about the different kinds of drugs
- Learn about the side effects these drugs have on the body
- Understand the consequences of using/selling/buying drugs.

Top of the class Officer will go through the SOAR question box, and answer any anonymous questions from the previous class.

Officers will review terminology and vocabulary before getting into the lesson:

- Drug: any substance other than food that can affect the way your mind and body work.
- Addiction: a compulsive need for a habit forming substance
- Drug Addiction: a constant need for a mind altering substance.

Drugs are not defined as most or least harmful. All drugs have the potential to produce negative health effects or lead to a dangerous situation in the short or long term. Whether a drug causes a serious health issue - like a life threatening overdose - can depend on how much a person uses, how they consume it, and other factors.

Types of Drugs:

Stimulants: Make the user feel energetic and speed things up in your body, like your heart rate and blood pressure.

Examples: cocaine and crystal meth

Depressants: slow everything down. People who are taking depressants might feel relaxed or drowsy.

Examples: sleeping pills, alcohol, cigarettes

Opiates: type of depressant and super strong painkiller that can be given by a doctor. Often abused by people who have them prescribed to them. Opiates are pills that can give you an initially strong feeling of happiness, followed by a calm and peaceful feeling.

Examples: oxycontin, morphine, and codeine.

Hallucinogens: cause the user to perceive things differently than they are actually seeing.

Example: LSD, Peyote, ecstasy

Inhalants: breathable substances that produce mind-altering results and effects.

Examples: plastic cement, gasoline, paint thinners, hair sprays, gasoline, etc.

Narcotics: relieve pain, induce euphoria, and create mood changes in the user.

Examples: heroin, methadone, vicodin, oxycontin

Cannabis: the scientific name for marijuana. The active ingredient in cannabis is THC.

CT Marijuana Laws:

As of July 1, 2021 recreational use of cannabis for ADULTS over age of 21 became legal in CT.

The law allows up to 1.5 ounces of cannabis possession by adults.

Adults ages 18-20 years old who are caught with small amounts of cannabis would be subject to a \$50 fine.

The bill prohibits anyone under the age of 18 from being a patient eligible for marijuana. It prohibits use on any public property, schools, school grounds, school buses, etc.

21a-279a: Possession of less than 5 ounces of cannabis plant material or cannabis product or combination (Under 18)

What do drugs affect:

The brain stem: controls breathing, moving blood, and digesting food. Also links the brain with the spinal cord, which runs down the back and moves muscles and limbs. It also lets the brain know what's happening to the body.

The limbic system: links together a bunch of brain structures that control our emotional responses.

The cerebral cortex: processes information from our senses, allowing us to see, feel, hear, and taste.

Drugs have the ability to alter or completely shut down functions of the body. Each time a drug is experimented with, tested, or taken it will have an affect on your body. Years of abuse and usage can lead to permanent irreversible damage.

Class Discussion/Scenario:

You go to a friend's house over the weekend for a sleepover, and your friend has an idea to sneak alcohol from their parents' cabinets. Do you go along with it or stop them? *-No, you stop them.*

Your friend says that they took some medicine from their parent's bathroom, and brought it to school. They say they are going to sell it to other students and try to make money. What do you do? *- Even though they are your friend, you need to keep them and others safe. You report the incident to a staff member.*

Current Event:

Officers will present a news article to the class of a recent tragedy where a juvenile student overdosed on school property from fentanyl contamination. This is not meant to horrify the students; however, this is a goal to inform them that these problems do happen to peers their ages and CAN happen anywhere.

<https://www.nbcconnecticut.com/news/local/hartford-school-closed-again-tuesday-after-fentanyl-contamination-student-overdose/2692503/>

Officers will bring the "Drug Kit" to class and display. Students will get the chance to observe the different narcotics that Officers come in contact with.

Class#4 - Peer Pressure

OBJECTIVE:

- Review negative and positive forms of peer pressure
- Brainstorm and provide examples of how to resist peer pressure.

Top of the class Officer will go through the SOAR question box, and answer any anonymous questions from the previous class.

Officers will review terminology and vocabulary before getting into the lesson:

- Pressure: a force or influence that acts on you to do something
- Peer Pressure: when people about your age try to get you to do something.
- Resistance: the refusal to accept others influence

*In pairs - Have students come up with examples of peer pressure.

- FACILITATE DISCUSSION:

- How does peer pressure make you feel? (Scared, nervous, hopeless, guiltig, no way out)
- What can you do if you feel peer pressure?
- What can peer pressure look like online?
- What's the difference between pressuring someone and encouraging them?
- Have you ever experienced peer pressure? Share examples, how did it feel?

In pairs - Have students come up with examples of how to RESIST peer pressure.

Facilitate discussion - Why would kids/teens give into peer pressure?

- Peer pressure can be positive and or negative (examples)
- Discuss how peer pressure can lead to situations with consequences from parents, school officials, and even police.
- OPD Case examples of groups of teens entering schools after hours from roof hatches, parties, etc. (OPD Case #21-24693)
- Reporting other students vs. "tattling" on other students

Knowledge Test:

Hypothetical Situational Training:

- The issue: your friends want to sneak out on saturday night, and go to High Plains Community Center to spray paint something on the basketball court.
- What options are you faced with?
- What will the consequences be for each of the options you face? Are there any positive outcomes with the options you face?
- What choice should you make?

Class#5 - Management of Stress

OBJECTIVE:

- Define stress, and provide examples of what can cause stress
- Discuss the physical and psychological effects of stress
- Provide healthy alternatives and outlets to relieving stress

Top of the class Officer will go through the SOAR question box, and answer any anonymous questions from the previous class.

Officers will review terminology and vocabulary before getting into the lesson:

- Stress: any strain, pressure, or excitement felt about a situation or an event.
- Self-esteem: a way you feel about yourself
 - How can we increase our self-esteem?
 - Compliments from others
 - Recognition of achievements
 - Realistic self-praise
 - How does someone's self esteem get damaged?
 - Put-downs
 - Lack of a sense of accomplishment
 - Harmful self-criticism
 - What makes someone sad? Negative feelings
 - What makes you happy? Positive feelings
 - Resources for when students feel overwhelmed (Talk to guidance counselors, peer mentorship, police mentorship)
 - What do students do to manage stress? Sports, Clubs, Music, Hobbies, etc.
 - What are some things that students stress about day to day?

Balloon Demonstration:

Officers will ask the class to name things that stress them out, for each stressful suggestion Officers will inflate the balloon more and more. Until almost no air is able to be pumped inside. This will demonstrate to students how we feel when we are stressed. Officers will then ask the class how we can get rid of some of this stress, and will deflate the balloon more and more until it is flat.

Think of a time you were stressed. You may remember your heart racing, palms sweating, shoulders tensing up. These reactions are part of the body's natural stress response. When the brain perceives a threat, it triggers a release of chemicals that prepare the body for the challenge. Known as "fight or flight," the stress response evolved to help us survive (imagine an early human chased by a lion). But it can also be triggered by events that aren't life-threatening. You may feel stressed by school demands, personal relationship struggles, or social media pressures. National or global challenges can also cause stress, such as the COVID-19 pandemic and social issues like racial discrimination. Feeling some stress is normal and can even be helpful. For example, the stress response can boost your energy and focus for a test.

But constant stress can take a toll on your health. Here's why it's important to recognize when you are feeling overwhelmed and to take actions that can help you cope.

BODY RESPONSES:

Heart: Heart rate and blood pressure increase so that blood travels through the body faster. This helps deliver oxygen to make muscles work.

Lungs: Breathing rate increases to deliver more oxygen to muscles and tissues.

Sweat Glands: Stress can trigger sweat to be released from some parts of your body. Stress-sweat is different from sweat caused by being hot.

Brain: When you feel stressed, the brain sends a signal to the adrenal glands (located above the kidneys). The signal triggers the glands to release stress hormones. These chemicals cause changes to the body to prepare it to fight or run away (the "flight" response).

Liver: The liver releases glucose (sugar) into the bloodstream. This powers cells in the body

Stomach/Intestines: Digestion decreases so that the energy needed to break down food can be redirected to other parts of the body

Muscles: Muscles tense up throughout the body to prepare for responding with action.

Chronic Stress:

Ongoing, or chronic, stress does not allow the body's stress hormones to return to normal levels. This can lead to health problems. Chronic stress can:

- Increase the risk of getting sick by weakening your immune system
- Cause sleep problems because of the energy surge brought on by stress hormones
- Lead to headaches from constant muscle tension
- Increase the risk of anxiety and depression
- Lead to problems with learning and memory
- Increase the risk for heart disease, obesity, and diabetes

Healthy Tips to Help you Cope:

- **MOVE YOUR BODY:** Regular aerobic exercise, like running, activates a response that helps your body cope with emotional stress.
- **MEDITATE:** Meditation and deep breathing exercises can help you decrease blood pressure and improve symptoms of anxiety and depression.
- **TAKE A TIME-OUT:** Stepping away from distractions, such as social media and texting, may be stressful at first, but with practice it can help you relax.
- **DO ONE THING AT A TIME:** If you feel overwhelmed with multitasking, try to tackle one challenge at a time.
- **GET SUPPORT:** If you are stressed, ask for help from your family, friends, or a professional, such as a doctor or school counselor.
- **RELAXING DURING A TEST:** If you experience stress during a test, you may feel your mind "go blank." This happens because norepinephrine—a stress hormone—may temporarily disrupt brain circuits that are used to recall memories.

Class Discussion/Scenario:

We are home, having issues with our homework. We are stressed out, do we throw an item across our bedroom in anger, or do we step away from the problem and take a break? *-Take a break, remove yourself from the stress temporarily, and do something to distract yourself.*

We see someone is having a bad day at school, is there a way we can cheer them up as their peer? *Yes, we can give them a compliment, ask them if they need help with anything, and give positive reinforcement.*

Class Activity: Officers will stimulate stress by having the class participate in a game of "Simon Says."

Class#6 - Respect and Communication

Top of the class Officer will go through the SOAR question box, and answer any anonymous questions from the previous class.

OBJECTIVE:

- Build understanding of the relationship between healthy communication and respecting others.
- Build understanding of the relationship between healthy behaviors and respecting oneself.
- Build healthy communication skills. Students Can Also: Develop awareness of how healthy communication can be a protective factor against violence and drug use

RESPECT - Officers will have a slide showing the word "Respect" have students engage in a conversation about what respect means and why it's important.

Facilitate Discussion:

1. How is the way you talk to others related to respect?
2. How do people respect themselves?
3. How are healthy behaviors, ex: not using drugs, related to self-respect?
4. How is respecting others and self-respect related to relationships - friendships, dating?

Who are people that we are respectful toward every day?

How should we show someone that we respect them?

- Look at a person's eyes when talking to them, pay attention when you are being talked to, use "Sir" or "Ma'am" when addressing adults, treat others nicely, be polite, don't talk when others are talking, do not put others down, etc.

-How can we show respect to property?

-Our homes, our classroom and school, neighbors, etc.

Display the definition of **Respect** -- Treating all people (including yourself as well as people with whom you disagree) in a way that demonstrates that all people are important and that their feelings and thoughts are valued.

Display the definition of **Healthy communication** -- When communicating with another person, feeling heard, understood, and respected by the other person, as well as being able to listen, understand and respect what the other person is saying.

Display the definition of **Nonverbal Communication**: physical actions or body language that goes along with what we are saying

Display the definition of **Effective Listening Skills**: showing the other person through verbal and nonverbal communication that you are paying attention.

Display the definition of **Empathy**: understanding how other people feel

GROUP ACTIVITY:

This activity presents students with statements that illustrate disrespectful ways of saying something or behaving so as to provide an opportunity to correct the disrespectful language or

behavior. Students are asked to consider how particular language or behavior would make someone feel, and to think of respectful alternatives.

- ° Step 1: Read or display the statements
- ° Step 2: After each statement, ask students to offer ideas on how the statement would make the other person feel.
- ° Step 3: Ask students to offer a respectful alternative to each statement.
- ° Step 4: Ask students how the alternative would make the other person feel.

Statement 1: What is up with your outfit today?

Statement 2: I don't care. Whatever.

Statement 3: That's stupid.

Statement 4: I HATE YOU!

Statement 5: Go Away!

Display -- 5 Tips for Healthy Communication:

1. Stay in control of your feelings. (Discuss how when we are angry, stressed, or overwhelmed we can let our feelings control how we react to a situation. Have students describe a time when this happened).
2. Make eye contact (Explain how eye contact lets the person you're talking to know that you're present and paying attention to what they're saying. Not making eye contact, or looking at your phone when someone is talking shows disrespect).
3. Pay attention to your gestures, facial expressions, and tone of voice (as well as other people's): (Have students give examples of when this is important. Discuss text messages and how we cannot read tone of voice).
4. Listen actively: Take turns talking, ask questions, and don't jump to conclusions. (Discuss not interrupting, acknowledging that you hear/understand what the person is telling you.)
5. Use "I" statements to express your feelings. (Have students give examples of "I" statements.
 - a. When we need to confront others about their behavior
 - b. When we feel others are not treating us right
 - c. When we feel defensive or angry
 - d. When others are angry with us

Class Discussion/Scenario:

On a weekend, your friends and you ride your bikes to the school, and find an open door. Do you go inside the school without permission? -*No.*

You are playing at Old Tavern Rec, and someone suggests climbing the announcers booth. Do you join? -*No.*

You are at High Plains Community Center and see three (3) students from your school spray painting inappropriate words on the blacktop. Do you call OPD or report them? - *Yes, vandalism is a crime and we must do our part to keep our community crime free.*

Current Events:

Officers will discuss with students recent "Tiktok Challenges" that encourage students to vandalize property, harass staff members, and document illegal activity.

<https://yaledailynews.com/blog/2021/10/15/viral-tiktok-challenge-incites-violence-and-vandalism-at-local-schools/>

Officers will discuss with students the CT laws and that they are able to be arrested for these offenses.

Class Activity:

Students will practice good communication skills by being split into three (3) groups. Each group will be handed a brown paper bag, and one (1) student of each group will be blindfolded and asked to remove the item from the bag. The student will then ask yes or no questions to their peers to try to guess what the item in their hands is.

Class #7 - Tobacco, Vaping & Alcohol

OBJECTIVE: For students to understand the health effects of smoking tobacco, vaping, addiction, and secondhand smoke. Risks and health effects of underage drinking

Definitions:

Fact - Something proven to be true

Health Effect: changes in health resulting from exposure to a source.

Addiction: fact or condition of being addicted to a particular substance, thing, or activity. Constantly needing something, and not being able to live without it.

Group Activity: Officers will present the following questions and have open discussion and let the students guess the answers.

1. How many chemicals are found in cigarette smoke?
a. 100, b. 700, c. 2,000 d. **7,000** e. 10,000

The percentage of adults and youth who smoke has decreased in the last 10 years. Answers may vary about why but may include that education has helped give people the facts about how dangerous cigarettes and tobacco are for health. That may have encouraged fewer people to smoke.

2. Which of the following materials contains chemicals that are also found in tobacco smoke?
a. car exhaust, b. Gasoline, c. rat poison, d. Household cleaners, e. **All of the above**

These products contain nicotine, a drug that is addictive. It causes changes in the brain that make you feel more alert or give you a sense of pleasure. But once the effects wear off, you crave more of it.

3. More teens smoke today than they did 10 years ago. True **False**

Answers may vary but should include benzene, which can be found in gasoline; formaldehyde, which is used to embalm dead bodies; cadmium, which is used in batteries; or polonium 210, which is found in fuels from nuclear reactors.

4. Breathing in secondhand smoke can increase people's risk of cancer even if they don't smoke themselves. **True** False

Answers may include that people once thought tobacco could help people, such as soldiers injured in World War I. Over time, evidence grew that tobacco was dangerous. Eventually, government officials created laws, such as banning certain ads, aimed at protecting people from the dangers. Smoking rates then decreased.

5. E-cigarettes are harmless because they have candy-like flavors and it is just vaporized water. True **False**

E-cigarettes are not regulated by the FDA and they do not need to have the same warnings on their packages as tobacco cigarettes. Answers may include that this may make teens think that the products are safe to use.

6. Young people are more likely to become addicted to nicotine than adults. **True** False
7. Opening a window makes it safe to be near someone who is smoking True **False**

8. The chemicals from tobacco smoke can stick to surfaces for days. **True** False
9. Using tobacco can increase a person's chance of having a heart attack **True** False
10. E-cigarettes are required to carry warning labels, like real cigarettes **True** **False**
11. In Connecticut, you are not allowed to buy a tobacco product (including e-cigarettes) until the age of 21. **True** False

In 2019, the age was raised from 18 to 21 in CT. Advocates for this new law say they hope the change will curb the number of young smokers and prevent others from getting hooked on vaping. The new law increases the maximum fines that may be imposed on those who sell, distribute, or deliver tobacco products to underage people \$300 for the 1st offence, \$750 second, \$1000 for third. Discuss compliance checks.

Discuss: Tobacco contains many toxic chemicals. When people use smokeless tobacco, such as chew or dip, or smoke a cigarette, these chemicals are absorbed into the body. That's true even for nonsmokers who inhale secondhand smoke.

Health effects:

BRAIN: Nicotine in tobacco and related products causes feelings of pleasure by raising the level of dopamine. When the nicotine wears off, the feeling disappears. The result: crave more nicotine

EARS: Children who are exposed to secondhand smoke experience more ear infections

LUNGS: The poisonous chemicals in tobacco smoke damage cilia, fine hairs in the lungs, which makes it difficult to breathe and increases the risk of serious illnesses, such as pneumonia. The chemicals also cause lung cancer.

BLOOD: Chemicals in tobacco can make blood cells stickier. That increase a person's risk of potentially deadly stroke, when blood stops flowing to parts of the brain.

EYES: Smoking increases the risk of developing cataracts -- a condition in which the lens of the eye becomes cloudy, making it difficult to see.

TONGUE: Using tobacco products can damage the tongue's taste buds, which detect flavors. People who smoke may not be able to taste as well as a non-smoker.

MOUTH: Using smokeless tobacco, such as chewing tobacco can cause gums to bleed and may lead to mouth cancer.

HEART: The chemicals in tobacco damage the body's blood-carrying vessels. These changes can cause your heart to beat harder and faster, increasing the risk of a heart attack,

Alcohol Education:

In the US, you **MUST** be 21 Years of Age in order to consume or buy alcohol.

Kids who drink underage are more likely to become victims of violent crime, to be involved in alcohol-related traffic crashes, and have serious school-related problems.

Alcohol is a depressant. That means it's a drug that slows down or depresses the brain. Like many drugs, alcohol changes a person's ability to think, speak, and see things as they really are. A person might lose his or her balance and have trouble walking properly. The person might feel relaxed and happy and later start crying and or get into an argument.

When people drink too much, they might do or say things they don't mean. They might hurt themselves or other people, especially if they drive a car. Someone who drinks too much also might throw up and could wake up the next day feeling awful.

Underage Drinking is Dangerous:

Minors who consume alcohol are disrupting their natural and normal growth and development. Minors who drink are also more likely to have emotional issues, and are an increased risk for suicide. Underage drinking also causes memory issues that can have long term consequences even in adulthood.

Knowledge Test:

Is drinking underage something that you can get in trouble for? **Yes**

True or False: the number one drug of choice by minors is alcohol? **True**

If you host a party with underage drinking and the Orange Police Department is contacted you can be arrested for possession of alcohol by a minor? **Yes**

True or False: Your schools are not contacted if you get in trouble with OPD? **False, the school receives notice about when and what you got in trouble for.**

Officers will also bring the "Drunk Goggles" to class, and each student will have the opportunity to wear the goggles and see what visual impairment induced by alcohol consumption feels like. Officers will have students attempt to walk in straight lines, and perform one (1) of the three (3) field sobriety tests Officers conduct on DUI suspects.

Class #8 - Video Presentation

The class will split into three (3) groups at class #1, and will have until the final class to create a video up to one (1) minute long summarizing what they learned throughout the SOAR program. This video can be informative, comical, serious, etc. as long as it remains school appropriate. The class will then vote on which video will represent them at the SOAR graduation.