# Alcohol and Other Drugs of Abuse

## Introduction

The modules in this curriculum contain discussion topics, classroom lessons, computer lab activities, worksheets, and projects when applicable.

Activities are based on Social Learning Theory, a public health theory that predicts why people change their behaviors. You may tailor activities to fit your center’s unique population or add additional activities as you see fit.

## Activity Order

This curriculum will work best if all activities are implemented. Centers may use activities in any order they feel is appropriate.

## Best Practices

In addition to the educational component, this curriculum contains suggestions to promote healthy choices and harm reduction throughout your center. Substance abuse prevention programs for adolescents and young adults have been shown to be most effective when certain criteria are met. Substance-abuse prevention programs are most effective when they:

* Incorporate skill-based activities that focus on social problem solving, decision making, assertiveness, normative beliefs (prevalence and acceptability, harm/consequences, and refusal skills can decrease drug use in adolescents (Faggiano, 2008) (Stephens, 2009)
* Include activities that enhance logical decision-making skills (Faggiano, 2008)
* Incorporate peer-lead activities (Faggiano, 2008)
* Address risk factors for adolescents (Castro, 2006)
* Employ tenants of the Social Cognitive Theory (i.e., reciprocal determinism, behavioral capability, expectations, self-efficacy, observational learning, and reinforcement) (Stephens, 2009)
* Focus on reducing risk factors (aggression, delinquency, influences from delinquent peers, and impulsive-like behaviors) (Winters, 2007)
* It will be beneficial to separate males and females for some activities as males and females sometimes have different reasons for using drugs (Castro, 2006)
* Some students in Job Corps require enhanced services, whether or not they have tested positive for drugs. Job Corps uses the Social Intake Form (SIF) to screen for substance abuse issues. These students may benefit from activities in this curriculum, but will need individualized services as well.
* In order for behavior change to be effective, negative behaviors should be replaced by positive behaviors. Job Corps students who successfully stop using drugs and alcohol often take advantage of recreation activities. This is a great opportunity to collaborate with the center’s HEALs committee.

## Getting Ready

Before completing these activities:

* Brief the class or group on issues of confidentiality and respect. Ensure that everyone understands that discussions do not leave the room and that this should be a safe place to explore questions and differing views.
* Read through the activities as many of the activities require materials and preparation.
* Go into this with an open mind. Tell students that you will try to not be judgmental and encourage them to not be judgmental of each other. Encourage sharing but do not require students to reveal personal information.

#### Module 1: Drug and Alcohol Education

## Background

Underage alcohol use is more likely to kill young people than all illegal drugs combined and the age at which kids start experimenting with alcohol is now younger than ever. By the time they reach the eighth grade, nearly half of all adolescents have had a least one drink, and over 20 percent report having been “drunk.” A recent study of 12th graders showed that nearly a third of these students “binge” drink–that is, they reported drinking at least five drinks at one time within the last 2 weeks.

Apart from being illegal, underage drinking is risky business–to both the drinker and the community. Each drink increases the total crash risk more among drivers under 21 than drivers 21 and older. Adolescents who drink also may be at greater risk for alcohol–induced brain damage, which could lead to poor performance at school or work. Moreover, a person who starts drinking at an early age is more likely to develop serious alcohol problems, including alcoholism, later in life.

The Monitoring the Future survey has measured drug, alcohol and tobacco use in 12th graders nation-wide since 1975. In 2012, in general, alcohol and cigarette use has decreased, and illicit drug use, which declined in the late 1990s and early 2000s, has been increasing in recent years. In 2012, 25.2% of 12th graders had used illicit drugs in the past 30 days (NIDA, 2012).

Drug users face many barriers to employment when entering the job market, such as low levels of education and technical skills, and low levels of interpersonal skills. As a result of these and other barriers, employment rates in these groups is generally low (Sigurdsson, Ring O’Reilly, & Silverman 2012).

This module focuses on fact-based drug, alcohol and tobacco education. Factual knowledge about these topics is an important part of behavior change, but that is often not enough to result in sustained change. If time is limited, pick and choose through these activities and focus efforts on later behavior-based modules.

## Activity: What’s Your Alcohol IQ?

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| --- | --- |
| **Overview** | This activity is a good ice breaker to get students thinking about the truths and misconceptions about alcohol and its effects. |
| **Learning Objectives** | Students will be able to:   * Describe the effects of alcohol * Contrast facts and myths surrounding alcohol |
| **Materials** | *What’s Your Alcohol IQ?* Worksheet |
| **Getting Ready** | * Print worksheets |
| **Introduction and Pre-Activity**  **Discussion** | Discuss the prevalence of alcohol in society and the fact that there are many myths surrounding alcohol. |
| **Activity** | Hand out one worksheet to each student and have them complete it on their own. Once they are finished, review the answers as a group. |
| **Post-Activity Discussion** | Discuss the answers to the questions as a group and stimulate discussion about what the students think one way or the other. |

##### **Worksheet: What’s Your Alcohol IQ?**

Directions: Below are a dozen statements about how alcohol affects a person’s brain activities. Some of these are misconceptions, or mistaken beliefs. Do you know which are true and which are false? Circle TRUE or FALSE for each statement.

|  |  |
| --- | --- |
| 1. Alcohol is a pick-me-up. | TRUE FALSE |
| 1. Under the influence of alcohol, everything may appear to be fuzzy; drinkers may slur their words and have difficulty hearing, tasting, and smelling. | TRUE FALSE |
| 1. Under the influence of alcohol, a drinker’s ability to think, speak, and move may slow way down. | TRUE FALSE |
| 1. Under the influence of alcohol, drinkers are usually calm, thoughtful, and easygoing. | TRUE FALSE |
| 1. Drinking alcohol over a long period of time may damage a person’s self-control and ability to plan, think, and make decisions. | TRUE FALSE |
| 1. Alcohol does not affect memory. | TRUE FALSE |
| 1. Alcohol may make it difficult for drinkers to keep their balance or hold on to things. | TRUE FALSE |
| 1. Under the influence of alcohol, a drinker may be emotional and weepy. | TRUE FALSE |
| 1. Alcohol will help a person sleep. | TRUE FALSE |
| 1. Drinking alcohol will help a person lose weight. | TRUE FALSE |
| 1. People attending a winter football game should drink alcohol to keep warm. | TRUE FALSE |
| 1. The more alcohol people drink, the hungrier and thirstier they will become. | TRUE FALSE |

##### **Answer Key: What’s Your Alcohol IQ?**

\*Note: the answers below are just guidelines. Try to get students to discuss why they answered one way or another to get the wheels turning; ask for examples to support their answers.

1. Alcohol is a stimulant. **FALSE**

Alcohol is a central nervous system depressant. It can appear to be a stimulant because, initially, it depresses the part of the brain that controls inhibitions.

1. Under the influence of alcohol, everything may appear to be fuzzy; drinkers may slur their words and have difficulty hearing, tasting, and smelling. **TRUE**

Alcohol slows down the brain as it works with information from your senses.

1. Under the influence of alcohol, a drinker’s ability to think, speak, and move may slow way down. **TRUE**

When you think of something you want your body to do, the brain sends a signal to that part of the body. Alcohol slows down the brain, making you think, speak, and move slower.

1. Under the influence of alcohol, drinkers are usually calm, thoughtful, and easygoing. **FALSE**

When alcohol affects the brain, you may find it hard to control your emotions and urges. You may act without thinking or even become violent. Drinking alcohol over a long period of time can damage the brain forever.

1. Drinking alcohol over a long period of time may damage a person’s self-control and ability to plan, think, and make decisions. TRUE

The brain is important for planning, forming ideas, making decisions, and using self-control. Drinking alcohol over a long period of time can damage the brain forever.

1. Alcohol does not affect memory. **FALSE**

* When alcohol reaches the brain, you may have trouble remembering something you just learned, such as a name or a phone number. This can happen after just one or two drinks.
* Drinking a lot of alcohol quickly can cause a blackout—not being able to remember entire events, such as what you did last night.
* If alcohol damages the brain, you may find it hard to learn and to hold on to knowledge.

1. Alcohol may make it difficult for drinkers to keep their balance or hold on to things. **TRUE**

The brain is important for coordination, thinking, and being aware. You may have trouble with these skills when alcohol enters the brain. After drinking alcohol, your hands may be so shaky that you can’t touch or grab things normally. You may lose your balance and fall.

1. Under the influence of alcohol, a drinker may be emotional and weepy. **TRUE**

The brain is important for planning, forming ideas, making decisions, and using self-control. When alcohol affects the frontal lobes of the brain, you may find it hard to control your emotions and urges. You may act without thinking or even become violent. Drinking alcohol over a long period of time can damage the brain forever.

1. Alcohol will help a person sleep. **FALSE**

After a person drinks alcohol, blood pressure, hunger, thirst, and the urge to urinate increase while body temperature and heart rate decrease; this can make sleeping more difficult and/or less restful.

1. Drinking alcohol will help a person lose weight. **FALSE**

After a person drinks alcohol, blood pressure, hunger, and thirst increase. In addition, alcohol contains a lot of empty calories.

1. People attending a winter football game should drink alcohol to keep warm. **FALSE**

Alcohol actually chills the body. Drinking a lot of alcohol outdoors in cold weather can cause your body temperature to fall below normal. This dangerous condition is called *hypothermia*.

1. The more alcohol people drink, the hungrier and thirstier they will become. **TRUE**

Alcohol increases hunger and thirst.

## Activity: Drug Myths and Facts

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| --- | --- |
| **Overview** | This activity is a good ice breaker to get students thinking about the truths and misconceptions about alcohol and its effects. |
| **Learning Objectives** | Students will be able to:   * Contrast facts and myths surrounding drugs |
| **Materials** | None |
| **Getting Ready** | NA |
| **Introduction and Pre-Activity**  **Discussion** | Discuss the prevalence of drug use in society and the fact that there are many myths surrounding drug use. |
| **Activity** | Read the first Myth statement below out loud to the students. Have the students who think it is true move to one side of the room and the students who think it is false move to the other side. Let them discuss freely why they think it is true or false.  **Myth**: Synthetic drugs are ok to use since you won’t get into trouble.  **Fact:** Synthetic drugs can still have harmful side effects and pose major health risks, just like illegal drugs.  **Myth**: Marijuana won’t hurt you, it’s just a plant.  **Fact**: Cocaine comes from coca plants, heroin from poppy plants and both are harmful.  **Myth**: Marijuana is not addicting.  **Fact**: Marijuana can be addictive, like any other psychoactive drug.  **Myth**: Marijuana is allegedly used for medicinal purposes, so it can’t be bad for you.  **Fact**: Cocaine and opiates are used for medicinal purposes too, and they can be dangerous.  **Myth**: Marijuana doesn’t cause you to lose control; you know what’s going on around you.  **Fact**: Marijuana can impair your judgment, causing you to do things you'll regret (e.g., having sex and increasing your risk of STDs, unplanned pregnancy, driving with people who are high or intoxicated or putting yourself in any other vulnerable position).  **Myth**: Marijuana smoke isn’t all that dangerous to the lungs.  **Fact**: Marijuana smoke contains toxic chemicals that can cause lung problems, including cancer. |

## Activity: National Drug IQ Challenge

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| --- | --- |
| **Overview** | This activity is designed to get students thinking about drug use and its effects while gauging their prior knowledge. The answers to some of these questions will likely surprise students and spark further discussion and questions. |
| **Learning Objectives** | Students will be able to:   * Describe the negative effects of drug use |
| **Materials** | Computers to do IQ Challenge online  **OR**  Printed IQ Challenge to do on paper |
| **Getting Ready** | Print IQ Challenge (if applicable) |
| **Introduction and Pre-Activity**  **Discussion** | Discuss with students the importance of being well-informed about the prevalence and effects of drug and alcohol abuse in society. |
| **Activity** | The National Institute on Drug Abuse has developed a National Drug IQ Challenge to get young people thinking about the truths surrounding drug and alcohol abuse. There is an interactive IQ Challenge available online or you can print out the quiz as a worksheet to be done by hand.  For either version of the quiz, you can either let students run through the entire quiz and discuss all the questions at the end or answer the questions one at a time and discuss each as you go along.  <http://drugfactsweek.drugabuse.gov/iqchallenge.php#quiz> (online version)  <http://drugfactsweek.drugabuse.gov/files/DrugIQFlyer_English_122812.pdf>  (printable version) |
| **Post-Activity Discussion** | Discuss the answers to the questions as a group and stimulate discussion about which questions stumped the students and why. |

## Activity: Tobacco Use

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| --- | --- |
| **Overview** | Cigarette smoking has been identified as the most important source of preventable morbidity (disease and illness) and premature mortality (death) worldwide. Smoking-related diseases claim an estimated 443,000 American lives each year, including those affected indirectly, such as babies born prematurely due to prenatal maternal smoking and victims of "secondhand" exposure to tobacco’s carcinogens.   * Cigarette smoke contains over 4,800 chemicals, 69 of which are known to cause cancer. * About 8.6 million people in the U.S. have at least one serious illness caused by smoking. * Smokers die significantly earlier than nonsmokers: 13.2 years for men and 14.5 years for women. * Smoking causes chronic obstructive pulmonary disease (COPD, including chronic bronchitis and emphysema), coronary heart disease, stroke, abdominal aortic aneurysm, acute myeloid leukemia, cataract, pneumonia, periodontitis, and bladder, esophageal, laryngeal, lung, oral, throat, cervical, kidney, stomach, and pancreatic cancers. Smoking is also a major factor in a variety of other conditions and disorders, including slowed healing of wounds, infertility, and peptic ulcer disease. |
| **Learning Objectives** | Students will be able to:   * Describe trends in youth smoking behaviors * Discuss the effects of smoking |
| **Materials** | None |
| **Getting Ready** | NA |
| **Introduction and Pre-Activity**  **Discussion** | Discuss with students the following statistics about the decline in youth smoking:   * From the mid-1990’s until 2012, the smoking rates have declined by about three-fourths among 8th graders, two-thirds among 10th graders and half by 12th graders * Among 12th graders, the smoking rate has declined from a high of 36.5% in 1997 to a record low 17.1% in 2012 |
| **Activity** | Discuss the following questions with students:   1. Why do you think so many young people smoke? 2. Why do you think smoking rates among young people have decreased so much recently? 3. Do you or someone you are close to smoke? How do you feel about it? 4. How do you think smoking will affect your future? |

#### Module 2: Drug and Alcohol Consequences and Decision-Making Skills

## Background

Skill-based interventions that focus on decision-making and refusal skills have been shown to significantly reduce marijuana use in adolescents (Faggiano, 2008). Practicing refusal skills can make it easier for adolescents to turn down drugs or alcohol when they are offered. Intentions to use drugs and alcohol are an important predictor of drug and alcohol use (Stephens, 2009).

## Activity: Consequences of Alcohol and Drug Use

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| **Overview** | The consequences of drug and/or alcohol abuse are not always apparent to young people. This activity will help students to see the “big picture” effects of their drug and alcohol use, including how it will affect them socially, on the job, and health wise. |
| **Learning Objectives** | Students will be able to:   * Describe the repercussions of drinking alcohol and drug use |
| **Materials** | Drug and Alcohol Use Consequences Worksheet |
| **Getting Ready** | * Print worksheets |
| **Introduction and Pre-Activity**  **Discussion** | **Discuss the following question with the students:**  Sometimes drinking alcohol or using drugs causes bad things to happen. What types of issues do alcohol and drugs cause?  Below are some examples of consequences to help lead the discussion:   * **Driving Under the Influence** –Motor vehicle crashes are the leading cause of death among youth ages 15 to 20. Adolescents already are at increased risk through their relative lack of driving experience, and drivers younger than 21 are more susceptible than older drivers to the alcohol- or induced impairment of driving skills. Driving under the influence of drugs is a major concern because it impairs a driver’s motor function, concentration and perception (<http://www.getsmartaboutdrugs.com/identify/health.html>). * **Suicide** –Alcohol use interacts with conditions such as depression and stress to contribute to suicide, the third leading cause of death among people between the ages of 14 and 25. Youths who abuse drugs are at a much higher risk for mental health disorders and suicide. * **Sexual Assault** –Sexual assault, including rape, occurs most commonly among women in late adolescence and early adulthood, usually within the context of a date. Research suggests that alcohol or drug use by the offender, the victim, or both, increases the likelihood of sexual assault by a male acquaintance. * **High-Risk Sex** –Research has associated adolescent alcohol and/or drug use with high–risk sex (for example, having multiple sexual partners, failing to use condoms, and having unplanned sex). The consequences of high–risk sex also are common in this age group, particularly unwanted pregnancy and sexually transmitted diseases, including HIV/AIDS. * **Social Consequences –** Many alcohol and drug offenses lead to criminal convictions, including jail time that can remain on your record forever. These records can affect many aspects of life, including your career and employment, as well as being discriminated against by your peers. |
| **Activity** | Hand out one worksheet to each student and have them complete it on their own. |
| **Post-Activity Discussion** | Discuss with students their responses on the worksheets. |

##### **Worksheet: Drug and Alcohol Use Consequence**

**Student Name: Date Begun:**

This exercise is designed to help you identify the unmanageability in your life that is related to your drug/alcohol use. As you reflect on each area of your life, try to recall specific incidents that involved drug/alcohol use, some kind of negative effect from your use, and any emotions you may have been experiencing at the time. Vague or general examples are not going to be helpful.

|  |  |  |
| --- | --- | --- |
| **What Happened** | **Consequence** | **How I Felt as a Result** |

**School**

1.

2.

3.

4.

**Family Relationships**

1.

2.

3.

4.

|  |  |  |
| --- | --- | --- |
| **What Happened** | **Consequence** | **How I Felt as a Result** |

**Motivation**

1.

2.

3.

4.

**Legal Issues**

1.

2.

3.

4.

**Friendships/Social Life**

1.

2.

3.

4.

|  |  |  |
| --- | --- | --- |
| **What Happened** | **Consequence** | **How I Felt as a Result** |

**Employment**

1.

2.

3.

4.

**Finances**

1.

2.

3.

4.

**Physical Health**

1.

2

3.

4.

## Activity: How Alcohol Impairs You

|  |  |
| --- | --- |
| **Overview** | Many young people may not understand just how much alcohol impairs motor skills. This activity will give them a chance to experience how difficult everyday tasks can be when under the influence of alcohol. |
| **Learning Objectives** | Students will be able to:   * Describe how alcohol impairs motor function |
| **Materials** | * Nuts and bolts * Mittens * Sunglasses |
| **Getting Ready** | * Assemble materials |
| **Introduction and Pre-Activity**  **Discussion** | Divide your class into even teams of 4-5. Give each team a bolt and nut with the nut screwed all the way onto the bolt. |
| **Activity** | Explain that each person must unscrew the bolt entirely and then re-screw it back on completely before passing it on to the next teammate. Also explain that you will be timing them. The first team to finish the relay wins. Record each team’s time.  The second time through the exercise, explain that they must do the same thing but this time wearing a pair of mittens. The mittens are to be passed from player to player along with the bolt and nut. Again record each team's time during the mitten round. Finally, the teams will need to do the same task but wearing dark sunglasses with the lights off. Again record their times. After the sunglass round, have each team note their three times and share their observations. |
| **Post-Activity Discussion** | Wrap up with a discussion of how these various impairments mirror the effects of drugs and alcohol on us when we are performing important tasks like driving or operating machinery. |

## Activity: Mock Debate on Legalizing Marijuana

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| --- | --- |
| **Overview** | A debate is an opportunity to hear two sides of a story, with equal weight given to each side. Holding one on medical marijuana dispensaries will require you to think hard about the problem—and how to solve it! |
| **Learning Objectives** | Students will be able to:   * Articulate their feelings about marijuana legalization |
| **Materials** | * “For” and “Against” squares * Affirmative and Negative Worksheets |
| **Getting Ready** | * Print and cut out the “For” and “Against” squares at the end of this activity, making sure you have one per student. Fold the squares and place them in a container. |
| **Introduction and Pre-Activity**  **Discussion** | While the debate over the controversial topic of marijuana use continues, some states have passed laws that make it legal to use marijuana for medical and limited recreational use. |
| **Activity** | * Each student should choose one from the container. * Have the students who are for the legalization of marijuana sit on one side of the room and the students who are against it on the other side. * Let students have ample time to discuss their arguments using the forms below as a guide. |

##### **Affirmative – Group 1**

Our team members are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and we agree that Medical Marijuana dispensaries should be legal in this state.

Outline the reasons you agree below. Example: Without it, many who are terminally ill will be “criminalized” or suffer an agonizing death.

Reason #1

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reason #2

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Reason #3

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Reason #4

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##### **Negative – Group 2**

Our team members are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and we disagree with the idea that Medical Marijuana dispensaries should be legal in this state.

Outline the reasons you disagree below. Example: We have enough teens with access to addictive drugs and this will provide easier access for them.

Reason #1

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reason #2

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Reason #3

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Reason #4

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#### Module 3: Refusal Skills

## Background

Teens and young adults face a number of tough decisions every day. Since making friends and fitting in are important to many of them, peer pressure has a big impact on decisions, especially on those about drug, alcohol, and tobacco use. They may be afraid that if they say no to something harmful, they won't be accepted. It is important to teach students refusal skills. Refusal skills are a set of skills designed to help people avoid participating in high-risk behaviors. Practicing refusal skills can make it easier for adolescents to turn down drugs or alcohol when they are offered (Stephens, 2009).

For more information about building refusal skills, visit this website from NIH: <http://rethinkingdrinking.niaaa.nih.gov/toolsresources/drinkrefusalskills.asp>

## Activity: Brainstorm Alternatives to Drinking

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| **Overview** | Often times, young people don’t want to drink but aren’t armed with the refusal skills they need to feel comfortable turning down peers. This activity will allow them to practice these important skills. |
| **Learning Objectives** | Students will be able to:   * Identify refusal skills they can use in peer situations where alcohol is being used |
| **Materials** | Chalkboard or whiteboard |
| **Getting Ready** | Write suggested questions on the board |
| **Introduction and Pre-Activity**  **Discussion** | Use the table below to get students talking about why young people drink and the pressures that go along with it. Write the Suggested Questions on the board and use the Leader’s Points as a guide for the discussion. |
| **Activity** | For the activity, students will role play with each other. First, write the sentence starter “Why drink when we could…” on the chalkboard. Challenge students to come up with as many answers as possible, such as:   * “**Why drink when** **we could** play basketball?” * “**Why drink when we could** go to the movies?”   Write the answers students come up with on the board.  Put students into small groups of 3-4. Have the students role play following the guide below.  Imagine you are at a social gathering of some kind. Fill in the blanks of what you could say to refuse alcohol:  Friend: “Let’s get drunk.”  You: “Why drink when we could \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”  Friend: “Come on, don’t be a loser. Let’s get drunk.”  You: “No, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”  Let students get detailed with the scenarios and let it play out. Write the best refusals on the board. |

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| **Post-Activity Discussion** | Discuss the following questions with students:  Do you feel more prepared to suggest alternatives to drinking when faced with peer pressure? Why? |

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| **Suggested Questions** | **Possible Responses** | **Leader’s Points** |
| Why do you think some young people who don’t want to drink feel pressured to drink? | They want a certain person to like them.  They don’t want to be different.  They don’t want to create a big scene. | There are other things to do together that would be fun and don’t involve drinking. Try some of those.  You can choose not to drink – most young people don’t drink!  Sometimes it is easier to use a one-liner that allows you to say no without making a big scene. |
| What are some things to say if someone pressures you? | Students may suggest one or more of the ideas in the next column. Be sure they get a chance to discuss all of them. | Some possible alternatives:   * No thanks. * I don’t feel like it – do you have any soda? * Alcohol’s NOT my thing. * Are you talking to me? FORGET it. * Why do you KEEP pressuring me when I’ve said NO? |
| Why do you think young people start to drink? | Peer pressure – some friends and classmates want you to do it.  We see our parents and other adults drinking.  We want to appear grown up.  Alcohol is easy to get – someone always brings it to a party.  Ads show young people drinking.  We see ads everywhere that make drinking look cool and a way to be popular and have friends.  We want to see what it tastes like. | Actually, many studies have shown that a large majority of people your age—most of them—DO NOT drink or get drunk! A recent study by the Substance Abuse and Mental Health Services Administration (SAMHSA) shows that more than 80 percent of youth ages 12 to 17 reported they had not drunk alcohol in the past month.  The media’s glamorous portrayal of alcohol encourages many teens to believe that drinking will make them popular, attractive, happy, and cool.  To generate sales, alcohol advertising makes products look appealing. |

## Activity: What Would You Do?

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| **Overview** | Students can develop critical thinking skills to handle a situation before they are involved in it. This activity will help students to plan ahead for a situation where they are offered drugs. |
| **Learning Objectives** | Students will be able to:   * Describe how they will be able to handle a situation where they are offered drugs. |
| **Materials** | What Would You Do? Worksheet |
| **Getting Ready** | Print worksheet |
| **Introduction and Pre-Activity**  **Discussion** | Ask students to think about a time when they said or did something they regretted because they went along with a group. If any students would like to share an experience, permit them to do so.  Acknowledge that it is sometimes challenging to go against a group of peers. |
| **Activity** | Have students complete the What Would You Do Worksheet? |
| **Post-Activity Discussion** | Bring students back together to discuss their responses. |

##### **Worksheet: What Would You Do?**

**Directions:** Read the following scenario and answer the questions.

**Scenario:** You are about a month from graduating and are excited to start your new career. In the next couple of weeks, you have several job interviews coming up. You know that all of these jobs will drug test you. You are home on a weekend pass and go to a party at some guy’s house in the neighborhood. The guy who lives in the house passes you a blunt and says, “Go ahead, hit it.” You are tempted to take a hit off the blunt, but know that weed will stay in your system for a month. Your job interviews are only two weeks away. You know that you might not get those jobs if you smoke it. At the same time, you want to have fun at the party and you don’t want everyone to think you’re a punk.

1. What are your options?
2. If you decide to take the hit, what might happen?
3. If you decide to pass, what would you say?

#### Module 4: Promoting a Culture that Embraces a Sober Lifestyle

## Background

Centers that are able to create a culture of sobriety often see fewer issues than other centers. This gives students a support system and help staying sober.

## Activity: Brainstorm Alternatives to Drinking

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| **Overview** | This activity is designed to allow students to showcase their talents, using creative writing and/or art, while getting out the message that using tobacco/alcohol/drugs is not cool in a way that is relatable to their peers. |
| **Learning Objectives** | Students will be able to:   * Create a project that depicts the negative consequences of drug use |
| **Materials** | * Poster board * Pens, pencils, markers, etc. * Scissors and glue * Magazines   (The items on this list are only suggestions. There may be other materials students request for their projects.) |
| **Getting Ready** | Compile materials |
| **Introduction and Pre-Activity**  **Discussion** | Discuss with students ways that drugs, alcohol or tobacco may have negatively affected them personally. |
| **Activity** | Ask students to write an essay or poem, design a poster, or do a presentation about how drugs, tobacco, or alcohol are not cool or how they have negatively affected themselves, a friend, or family member. Following are some examples of what this might look like. |
| **Post-Activity Discussion** | Discuss the following with students:   * Did they enjoy the activity? * Do any of the other student’s creations “speak” to them? Why? |

## Discussion: Introduction to Services on Center/Where to go for Help

### Background

This information will introduce students to the TEAP program as a center-wide alcohol and drug prevention and education effort with a focus on preventing barriers to employability.

### Materials

Handouts that detail services offered. (Center to create own.)

**Lesson Outline:**

1. TEAP SPECIALIST INTRODUCTION – Introduce the TEAP Specialist and describe his/her role on center.
2. CONFIDENTIALITY (42 CFR Part 2 and HIPAA) – Outline how confidentiality is maintained and define “need to know.”
3. ZERO TOLERANCE (ZT) POLICY – Explain Job Corps’ ZT policy related to employability.
4. Center-wide prevention and education activities – Explain you center’s specific activities (e.g., Red Ribbon Week; Above the Influence Day; Substance Abuse Awareness Month) and how students can get involved.
5. STUDENTS WHO ARE AT RISK FOR SUBSTANCE ABUSE – Define “at-risk” and explain how risk is determined and why determining risk is important (e.g., use the example of CAR question on CRAFFT and the number of deaths associated motor vehicle accidents).
6. WHEN SUBSTANCE USE BECOMES A PROBLEM – Describe the use of Medical Separation with Reinstatement Rights (MSWR) and why this important.
7. DRUG SCREENING – Describe the entrance drug test including timeline for results and what happens next, 45-day test, and suspicion test process. Also, discuss the importance of drug screening related to employment.
8. TEAP Mandatory Program – Describe 45-day mandatory intervention program for those who test positive on entrance. Describe off-site services, such as 12-step meetings, aftercare, and Alanon, and other requirements such as involvement in recreation activities and restriction to center. Emphasize seriousness of the situation.
9. ALCOHOL USE POLICIES – Detail alcohol prohibitions and the consequences if a student is found in possession, use of the Breathalyzer, and consequences of testing positive. Warn students of the repercussions for purchasing alcohol for minors. Discuss the negative effects that using alcohol has on employment.
10. ALTERNATIVE ACTIVITIES – Lead a discussion about alternatives to using alcohol and drugs that are available on center for students.
11. TOBACCO USE PREVENTION PROGRAM (TUPP) – Describe current program, services are available, helpline availability, and tobacco cessation programs available, including nicotine replacement products. Describe the policy that minors cannot use tobacco on center.
12. HAZARDS OF DRUG USE – Discuss the negative consequences associated with drug use as it pertains to health, employability, and the future. Discuss specific issues with prolonged drug use as it pertains to the brain, and cognition and memory function. (This should be an extended conversation involving the students with motivational enhancement techniques utilized to raise awareness about how their employability is impacted by drug use).
13. SUMMARY – Summarize role of the TEAP program as well as TEAP Specialist’s hours, availability, self-help meetings and relapse prevention programming.
14. QUESTION AND ANSWER PERIOD

## Additional Resources

1. The Quit For Life® Program is the nation’s leading tobacco cessation program offered by 27 states and more than 675 employers and health plans throughout the U.S. Brought to you by collaboration between the American Cancer Society and Alere Wellbeing, the program is built on the organizations’ 35 years of combined experience in tobacco cessation. Available in English and Spanish, the Quit For Life® Program employs an evidence-based combination of physical, psychological, and behavioral strategies to enable participants to take responsibility for and overcome their addiction to tobacco. A critical mix of medication support, phone-based cognitive behavioral coaching, text messaging, web-based learning, and support tools produces an average quit rate of 46 percent\*. More information is available at: <http://www.alerewellbeing.com/our-services/quit-for-life/>
2. SAMHSA’s National Registry of Evidence-based Programs and Practices (NREPP) is a searchable online registry of [more than 290 interventions](http://www.nrepp.samhsa.gov/ViewAll.aspx) supporting mental health promotion, substance abuse prevention, and mental health and substance abuse treatment.
3. Not on Tobacco (NOT) from the American Lung Association is a voluntary non-punitive program that uses life-management skills to help teen smokers handle stress, decision-making, and peer and family relationships. N-O-T teaches youth how to effectively communicate with family members, provides informative handouts to parents and family members, and offers strategies for participants to assert their needs with family who use tobacco. The *Not-On-Tobacco*® curriculum consists of ten 50-minute sessions that typically occur once a week for 10 weeks. More information is available at: <http://www.lung.org/stop-smoking/how-to-quit/getting-help/not-on-tobacco.html>
4. Freshstart® is a group-based tobacco cessation support program offered by the American Cancer Society. Freshstart incorporates the most current guidelines for tobacco cessation support into four face-to-face group support sessions.

The Freshstart evidence-based approach is geared to help participants increase their motivation to quit, learn effective approaches for quitting and guide them in making a successful quit attempt. The evidence-based components of Freshstart include:

* Motivational intervention activities
* Practical counseling (problem solving skills)
* Social support
* Education about medication and approaches to quitting

More information is available at: <http://www.acsworkplacesolutions.com/freshstart.asp>

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