



spice
rx_drugs
stimulants
inhalants dxm
k2_depressants
marijuana
hydrocodone

GET IT
STRAIGHT!



BOYS & GIRLS CLUBS
OF AMERICA

The Facts About Drugs

FACILITATOR GUIDE

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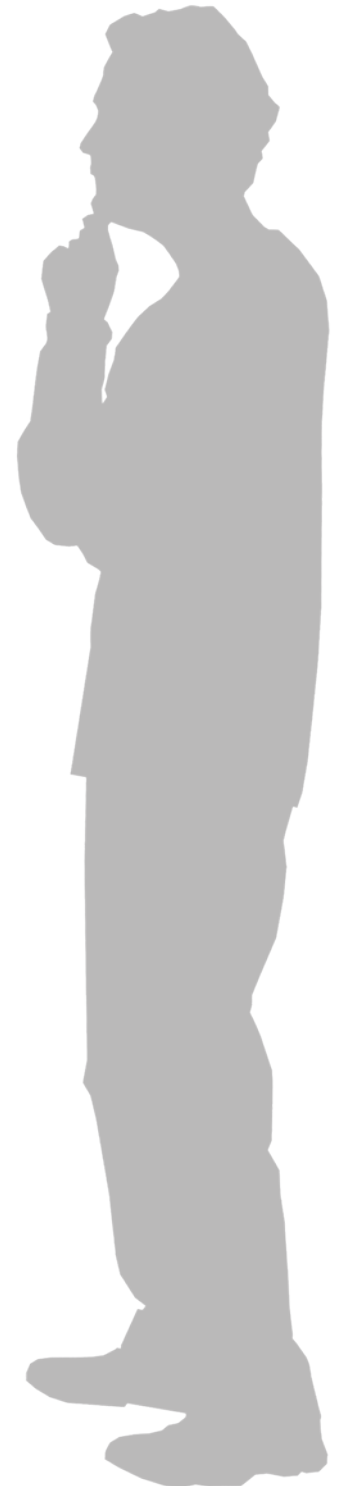
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www.justice.gov/dea/index.htm



Dear Instructor:

The Drug Enforcement Administration and Boys & Girls Clubs of America decided to join forces to respond to the problem of drug abuse among teens – a problem that continues to pose a serious risk to young people. We know that teens today face challenges from every direction – pressure from peers, media influences, faulty information, and “hype” about drugs – and, more than ever before, need reliable facts in order to make positive choices.

This Facilitator Guide, to be used in conjunction with the *Get It Straight!* Student Guide, will guide you in leading teens through an important program to help them “get it straight.” There’s no one-size-fits-all program for preventing drug abuse, but creating awareness – equipping young people with the truth about drugs – will go a long way toward encouraging them to make the right choices not to use drugs.

No one expects you to be a “drug expert” – that’s not what *Get It Straight!* is all about. This program has been developed to allow young people to discover the truth about drugs through small-group experiences and interactions. As teens proceed through the discovery activities in the Student Guide, you facilitate their learning of important lessons – lessons that will help them understand the facts, make them aware of the dangers of drug use, and ultimately motivate them to avoid drugs.

We thank you for your commitment and enthusiasm. Without you, we could not help your group of teens realize that using drugs is not the way to go!

The Drug Enforcement Administration
and

Boys & Girls Clubs of America



INTRODUCTION

Get It Straight!

Some of the most dangerous drugs used by teens are those that are readily available to them – prescription drugs, cough medicine and over-the-counter medications, household products used as inhalants, marijuana, K2, Spice, tobacco and alcohol. Because some of these substances are relatively easy to get and legal when used for their intended purposes, teens often believe they aren’t harmful. But these drugs are extremely harmful and dangerous when used by teens to get high.

Get It Straight! is an informative, interactive program designed to help younger teens (primarily middle-school youth) expose common myths about these types of drugs and learn the truth behind the myths – in short, to “get it straight.” The *Get It Straight!* Student Guide is not a complete guide that covers all illegal drugs; instead it concentrates on non-medical use of prescription drugs, cough medicine and over-the-counter medications, inhalants and marijuana. The Student Guide includes questions, activities and role-plays that allow teens to collaborate in small groups to discover the truth about these substances on their own, and to teach other teens what they’ve learned about the abuse of drugs and other substances. Through a process of conversation, discovery learning and sharing, teens become informed and aware of the dangers of drug abuse. This Facilitator Guide is developed to help you lead a group of teens through the activities in the Student Guide – providing guidance, encouragement, and support for the process of discovery learning.

Program Structure

The Facilitator Guide is designed to support implementation of the teen activities, and it includes the following components for each session in the Student Guide:

- * Overview
- * Learning Outcomes
- * Time Needed
- * Key Terms
- * Advance Preparation
- * Facilitation Notes
- * Integrating Other Subject Areas
- * Additional Study



In order to better meet the learning needs, age level, and maturity of your teen group, feel free to introduce additional material as needed. The Resource section of this guide provides contact information for other drug-prevention resources, such as additional federal government agencies, nonfederal prevention resources, and youth organizations.

Your Role as Facilitator

Your role as leader is to facilitate the learning process, not to serve as an encyclopedia of facts or provide all the answers. At some point, teens will ask questions you don’t have answers for; you can use these tough questions as a springboard to foster group discussion or further research among students. Remember that teens often think they know about drugs – or have all the information they need – so it’s important to keep encouraging them to challenge their pre-conceived ideas and to get the facts straight.

Subject-matter experts or co-facilitators are excellent resources to use throughout the program. Check with local law-enforcement agencies, medical providers, social-service providers, and community anti-drug coalitions to find professionals who can assist you with preparation or actual facilitation of the Student Guide activities.

General Tips

Vocabulary – New terms and key vocabulary words are identified in the Advance Preparation section of each session. Be sure to familiarize yourself with the terms before each session begins, using a dictionary or another source. It’s also a good idea to ask participants for other vocabulary words related to the content of each session (“What are some drug-related terms you have heard, but don’t understand?”), and encourage them to look up these terms in a dictionary or on the Internet and to share their meanings with each other.

Preparation – Review each lesson ahead of time so you’re familiar with the content. If teens ask questions and you don’t know the answer, encourage them to do research on their own to find answers – or work with them to find the information. In each session, participants identify what they already know or have heard from friends, and there will be misinformation that needs to be set straight. Some participants’ questions may not be directly related to the content of the session. Teens may ask, for example, “Can someone get high just by sniffing markers at school?” (*Answer:* Yes, fumes from markers and other inhalants are very dangerous; participants will learn more about inhalants in Chapter Two.). Or they may want to know, “Is it true you can get AIDS from kissing or drinking after someone?” (*Answer:* No, AIDS is transmitted through blood – sharing of needles, being bitten, or contamination of a cut – and unprotected sexual contact.) Encourage participants to ask whatever questions they may have.

Engaging Teens – Teens learn about drugs from various sources and, by the time they reach middle school, they think they’ve heard it all. Some of them already may have started experimenting, and they may be overwhelmed with information from teachers, parents, and the media. Much of this information may be incorrect! It’s important to involve teens as much as possible – encourage discussion and engagement rather than a simple presentation of information. Let teens share what they know, but be sure to keep them focused throughout the discussions.

Small Groups – The program is designed to be completed by teens working individually and in small groups of between three and five teens. Here are some general guidelines for facilitating small-group learning:

- * *Create safety.* Make it clear to teens that each group member should show respect and openness for the opinions of every other group member. Participants should listen to each other, take turns speaking, and give everyone a chance to participate equally.
- * *Clarify questions.* Review the small-group activities with teens and answer any questions they may have about what is expected of them, how much time they have, and resources they may access.
- * *Identify tasks and roles.* Many of the small-group activities involve several steps. Suggest to groups that they first identify the tasks that need to be completed and then decide which member will do what.
- * *Communicate your expectations.* Let group members know that the work they do in their small groups is important, and that you expect them to take it seriously. But, at the same time, let them know that it is their group, and they are responsible for the learning that takes place for members.
- * *Set up the room for groups.* If possible, arrange the room so each small group can have its own space. A circle works best, especially if the group can sit around a table.

Individual and Group Work – Each teen should have a copy of the Get It Straight! Student Guide. Group learning is the basis of each activity but, because the choice to use drugs or not use drugs is very personal, it is important that you encourage each teen to process the facts individually as well as collaboratively. Depending on the age level and maturity of group members, it may be preferable to keep all the Student Guides in the classroom – and distribute them to students at the beginning of each session.

The Process of Discovery Learning

Studies show that human beings are motivated by three basic needs: the need for *competence* (to be effective); the need for *autonomy* (to have choice and control over their lives); and the need for *social relatedness* (to feel connected to others). When all three of these needs are met, people tend to be intrinsically motivated. As teens learn about the risks and consequences of substance abuse, it is essential that they develop their own internal motivations for choosing not to abuse drugs or other substances.

For this reason, the *Get It Straight!* program is specifically designed to encourage discovery learning. This type of learning allows teens to discover new information on their own and, in doing so, meet the basic needs of competence, autonomy, and social relatedness.

But unassisted discovery learning is not always effective in helping students learn. Enhanced discovery learning involves active participation on the part of the teacher – preparing students for learning and providing support along the way – so that both teacher and learner are actively engaged in the process.

Three strategies have been found to be especially effective in supporting students through the process of enhanced discovery learning:

- * Providing guidance or feedback (“scaffolding”) at each stage of the learning task;
- * Asking learners to explain their own ideas and checking for accuracy by giving immediate feedback; and
- * Encouraging students to work through a problem or idea out loud so others can learn along with them.¹

By incorporating these three simple strategies into your facilitation of the *Get It Straight!* sessions, you can help students experience enhanced learning and develop the internal motivation they need to say “no” to drug and substance abuse.

Timelines

The *Get It Straight!* program is designed to be conducted over a period of 10 days – in sessions of approximately 45 minutes each. If the schedule does not allow for 45-minute sessions, one “day” can be broken into two shorter sessions of 20 to 25 minutes. Each of the following 10 days corresponds directly to a chapter/session in the Student Guide:

- Day 1:** Overview of Drugs and Teens
- Day 2:** The Truth about Drugs – Cough Medicine and Over-the-counter Drugs
- Day 3:** The Truth about Drugs – Non-medical Use of Prescription Drugs
- Day 4:** The Truth about Drugs – Inhalants
- Day 5:** The Truth about Drugs – Marijuana, K2 or Spice
- Day 6:** Consequences of Drug Use
- Day 7:** Reasons Teens Use Drugs
- Day 8:** Peers, Media, and Other Influences
- Day 9:** Making Good Personal Decisions
- Day 10:** Spreading the Word about Drug Prevention

¹ Louis Alfieri, Patricia J. Brooks, and Naomi J. Aldrich, “Does Discovery-Based Instruction Enhance Learning?” in *Journal of Educational Psychology* (2011): 103, no. 1, 1-18.



DAY 1: OVERVIEW OF DRUGS AND TEENS

(PAGE 1 IN STUDENT GUIDE)

Overview

Participants assess how much they know about drugs and substance abuse, identify common myths associated with drug abuse, and learn the truth behind the myths.

Learning Outcomes

- * Recognize common myths associated with drug abuse
- * Learn the truth behind the myths
- * Understand factors that influence drug abuse (risk factors) and factors that mitigate against drug abuse (protective factors)
- * Define drug addiction

Time Needed

One 40- to 50-minute session is ideal, but if needed, the material can be adapted to two separate 20- to 25-minute sessions.

Key Terms

Encourage students to use a dictionary (or search the Internet) to find the meaning of the following key terms:

- * Drug abuse
- * Addiction
- * Tolerance

Advance Preparation

Download information from the National Institute on Drug Abuse (NIDA), “NIDA Info Facts: Science-Based Facts on Drug Abuse and Addiction,” showing youth trends for drug use between 2007 and 2010 (<http://www.nida.nih.gov/pdf/infofacts/HSYouthTrends.pdf>).

Facilitation Notes

1. **Introducing the Session** – Begin the session by asking participants why they think the study of drugs is so important. Ask, “Why do you think we are doing this?” Ask group members how many of them know someone who is currently using drugs or may have experimented with drugs. Remind participants that drugs affect all aspects of society – regardless of race, ethnicity, education level, income level, age, or profession.
2. **Vocabulary** – Introduce key terms. Ask participants for other vocabulary words related to the content of the session.
3. **Discussion** – Encourage participants to discuss any myths or misunderstandings about drugs that they have held. Ask questions to stimulate discussion, “Why do you think there are so many myths and misunderstandings concerning drug use?” and “Where does most of the ‘hype’ about drugs come from?”
4. **Teen Activity** – As teens work together to complete the group activities, allow them to work on their own, but be available to groups in case they have questions. Make sure teens see the connections between the facts they are learning and common myths.
5. **Wrap-Up** – Encourage teens to volunteer their responses to the “It Could Happen to You” and “What Would You Do?” sections in the Student Guide. Give participants the chance to brainstorm, discuss, and practice different reasons and approaches for saying “no” when facing situations in which they may be pressured to try drugs.

Integrating Other Subject Areas

Physical Education – Tell participants that studies of adolescents suggest that youth who are physically active – particularly those involved in sports and exercise – are less likely to engage in risky behaviors such as drug abuse. Ask participants, “Why do you think physically active youth are less likely to try drugs than teens who are less active?” (For more information, see “Lower Rates of Cigarette and Marijuana Smoking among Exercising Teens,” http://drugabuse.gov/NIDA_notes/NNvol22N4/numbers2.gif).

Mathematics – Show participants the statistics on teen drug use from the Monitoring the Future Survey (<http://www.nida.nih.gov/pdf/infofacts/HSYouthTrends.pdf>). Refer them to the chart highlighting the use of various drugs by 8th, 10th, and 12th graders, and ask them to draw a simple graph that will visually present the trends for the years 2007 through 2010.

Additional Study

To learn more about drug myths and facts, teens can visit “Web Hunt – Questions about Drugs: Answers from Science” on the Heads Up: Real News about Drugs and Your Body website (<http://www.scholastic.com/smp/pdfs/NIDAYR8Stu%20CompWebHunt.pdf>).



DAY 2: THE TRUTH ABOUT DRUGS

(PAGE 7 IN STUDENT GUIDE)

Cough Medicine and Over-the-counter Drugs

Overview

Participants assess how much they know about abuse of over-the-counter medications (OTCs) – then identify the form, effects, and long-term consequences of abusing these drugs.

Learning Outcomes

- * Identify the most common forms of cough medicines and DXM
- * Recognize the street names for these drugs
- * Describe the immediate effects of abusing OTC medications
- * Identify the long-term consequences of abusing OTC medications

Time Needed

One 40- to 50-minute session is ideal, but if needed, the material can be adapted to two separate 20- to 25-minute sessions.

Key Terms

Encourage students to use a dictionary (or search the Internet) to find the meaning of the following key terms:

- * Over-the-counter drugs
- * DXM (dextromethorphan)
- * Intoxication

Advance Preparation

Bring in vitamins, aspirin, and other over-the-counter medications that may look alike. Locate information on the side effects of common over-the-counter drugs (for example: codeine in cough syrup can cause drowsiness and addiction). Create oversized labels on a copy machine.

Facilitation Notes

- 1. Introducing the Session** – Brainstorm with the group the definition of a drug: “What is a drug?” (A drug is a natural or manmade substance that can affect body structure, how the body functions, and feelings and behaviors.) Ask teens to list or name different over-the-counter medications they can think of.
- 2. Vocabulary** – Introduce key terms. Ask participants for other vocabulary words related to the content of the session.
- 3. Discussion** – Discuss the cautions and warnings on over-the-counter medications, their packages, and labels. Review the labels of the different OTC drugs, especially the side effects and warnings. Show the medications (pills) you brought in, and stress how many medications look alike. Emphasize the importance of always reading labels. Ask, “Why would a manufacturer warn you about operating machinery, driving, etc. while taking their medication?” (Because some medication may cause behaviors like drowsiness, poor depth perception, and impaired judgment that could result in injury while operating machinery or driving a car under the influence of the drug.) Ask, “Why do some medications caution you about taking it for an extended period of time?” (It may be addictive or cause other complications such as stomach irritation if taken for a long duration.)



4. **Teen Activity** – As teens work together to complete the group activities, allow them to work on their own, but be available to groups in case they have questions.
5. **Wrap-Up** – Encourage teens to volunteer their responses to the “It Could Happen to You” and “What Would You Do?” sections in the Student Guide. Give participants the chance to brainstorm, discuss, and practice different reasons and approaches for saying “no” when facing situations in which they may be pressured to try drugs.

Integrating Other Subject Areas

Writing/Art – Ask teens to create posters of warning labels for different types of medications and prescription drugs. Encourage them to use the information they have learned in their research to highlight the consequences of using drugs improperly.

Additional Study

For more in-depth information on the dangers of abusing cough medicines, refer teens to “Dextromethorphan (DXM)” on the DEA’s *Just Think Twice* website (http://www.justthinktwice.com/drugs/dextromethorphan_dxm.html).

Suggest teens download “Facts on Prescription and Over-the-counter Drugs” from the NIDA website (http://teens.drugabuse.gov/peerx/pdf/PEERx_Toolkit_FactSheets_RxDrugs.pdf).



DAY 3: THE TRUTH ABOUT DRUGS

(PAGE 11 IN STUDENT GUIDE)

Non-medical Use of Prescription Drugs

Overview

Participants assess how much they know about abuse of prescription drugs – then identify the different types of drugs, the effects on the body, and the method of abuse.

Learning Outcomes

- * Identify the difference between narcotics, depressants, and stimulants
- * Understand the concepts of dependence, tolerance, and withdrawal
- * Describe the effects on the body of narcotics, depressants, and stimulants
- * Identify the methods of abuse for each of the three types of prescription drugs

Time Needed

One 40- to 50-minute session is ideal, but if needed, the material can be adapted to two separate 20- to 25-minute sessions.

Key Terms

Encourage students to use a dictionary (or search the Internet) to find the meaning of the following key terms:

- * Prescription-drug abuse
- * Narcotics
- * Stimulants
- * Depressants
- * Dependence
- * Withdrawal

Advance Preparation

Locate information on the side effects of some prescription drugs. Many pharmacies have information sheets on specific drugs that include cautions and side effects.

Facilitation Notes

1. **Introducing the Session** – Begin the session by asking teens to list or name any prescription drug they may have taken and possible reasons for taking prescription drugs (like taking antibiotics for an ear infection). Teens may have specific questions about specific medicines they may have taken (Ritalin, for example, is a common medication for children who have Attention Deficit Hyper-Activity Disorder – but also is widely abused by teens who have no prescription, but like the side effects it produces). Explain the three R’s of medication:

- » Right Person (each prescription medication must be prescribed by a physician or dentist for each individual personally);
- » Right Amount (the dose of the medication and the frequency that it is taken must be prescribed by a doctor or dentist and is often based on a person’s height, weight, and age);





» Right Method (this includes taking medication as prescribed – with food, not mixing it with other medications; and in the right form).

- Vocabulary** – Introduce key terms. Ask participants for other vocabulary words related to the content of the session.
- Discussion** – Ask teens what they know about the Food and Drug Administration (FDA) approval process for prescription drugs. Explain that no drug can be sold unless it's undergone a series of tests and been approved for use. Ask, “Why do you think the FDA performs extensive tests on prescription drugs before releasing them?” (For two important reasons: 1) Because drugs need to be tested to make sure they are safe enough – if the benefit for a certain condition outweighs the risks – because there are always potential side effects and risks with any medication; and 2) The FDA regulates use of prescription drugs to make sure that only the person who has been prescribed the medication – under the guidance of a doctor or a dentist – is using it for a specific medical purpose and not for the purpose of getting high.)
- Teen Activity** – As teens work together to complete the group activities, allow them to work on their own, but be available to groups in case they have questions.
- Wrap-Up** – Encourage teens to volunteer their responses to the “It Could Happen to You” and “What Would You Do?” sections in the Student Guide. Give participants the chance to brainstorm, discuss, and practice different reasons and approaches for saying “no” when facing situations in which they may be pressured to try drugs.

Integrating Other Subject Areas

Writing – Encourage teens to brainstorm ideas for a slogan or tagline for an advertisement or poster designed to communicate the dangers and risks of using prescription drugs to get high. Have the group vote on the best idea, then ask teens to create a prototype of the ad or poster.

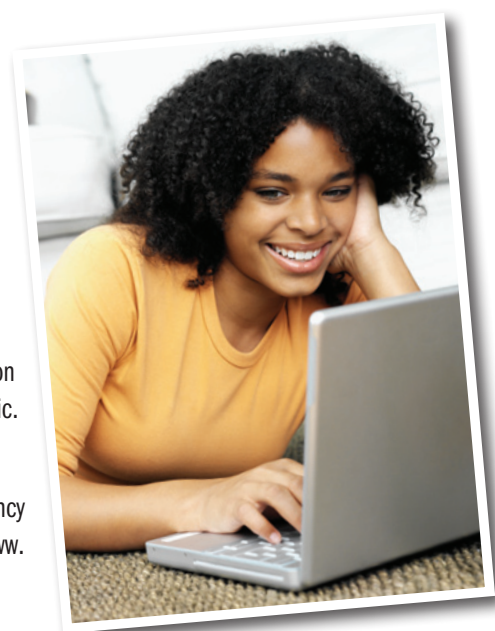
Additional Study

For more in-depth information on the dangers of non-medical use of prescription drugs, refer teens to “Fiction: It’s Safe to Use Prescription Drugs to Get High” on the DEA’s *Just Think Twice* website (http://www.justthinktwice.com/content/facts_and_fiction.html).

To learn more about prescription drugs, teens can visit “Web Hunt – Myths vs. Facts: Prescription Drugs” on the *Heads Up: Real News about Drugs and Your Body* website (http://www.scholastic.com/smp/pdfs/nida/nida9_web_hunt.pdf).

Encourage participants to read an interview of the director of a drug-research government agency by a teen reporter on the *Heads Up: Real News about Drugs and Your Body* website (http://www.scholastic.com/smp/pdfs/nida/NIDA9-INS1_Stu%20Mag.pdf).

For more in-depth information on prescription drugs, have teens download “Prescription Pain Medications” from the *Heads Up: Real News about Drugs and Your Body* website (http://www.scholastic.com/smp/pdfs/nida/NIDA9-INS2_Stu%20Mag.pdf).



DAY 4: THE TRUTH ABOUT DRUGS

(PAGE 17 IN STUDENT GUIDE)

Inhalants

Overview

Participants assess how much they know about abuse of inhalants – then identify the most common forms, the methods of abuse, and the immediate and long-term effects of abuse.

Learning Outcomes

- * Recognize the most commonly abused inhalants
- * Describe common methods of abuse
- * Identify the street names for inhalants
- * Describe the short-term and long-term effects of inhalant use on the brain and body

Time Needed

One 40- to 50-minute session is ideal, but if needed, the material can be adapted to two separate 20- to 25-minute sessions.

Key Terms

Encourage students to use a dictionary (or search the Internet) to find the meaning of the following key terms:

- * Inhalants
- * Myelin

Advance Preparation

Print a copy of the chart, “Examples of Effects by Type of Inhalant,” that shows the harmful health effects of different inhalants (http://teens.drugabuse.gov/facts/facts_inhale1.php).

Facilitation Notes

- Introducing the Session** – Begin the session by discussing reasons for abusing inhalants. Ask, “Why would someone abuse inhalants?” (Teens believe inhalants are a harmless and easy way to get high, and many inhalants are substances that are commonly found in the home so kids think they aren’t harmful.)
- Vocabulary** – Introduce key terms. Ask participants for other vocabulary words related to the content of the session.
- Discussion** – Discuss the damage inhalants can do. Ask, “What are some of the effects of using inhalants?” (Using inhalants can cause permanent damage to parts of the brain that control thinking, moving, seeing, and hearing – and they can dissolve the protective coating on brain cells – called myelin. If these are damaged, it can cause tremors and problems walking and talking. Inhalants can cause damage to the liver and muscle weakness. Some inhalants cause the body to produce fewer blood cells, which can lead to a condition called aplastic anemia.) Review the chart, “Examples of Effects by Type of Inhalant.” Ask, “Are inhalants addictive?” (Teens who use inhalants a lot and for a long time often need to continue using them and begin to use them compulsively. One of the ingredients in many inhalants, toluene, affects the brain in a way that is similar to other addictive drugs.)
- Teen Activity** – As teens work together to complete the group activities, allow them to work on their own, but be available to groups in case they have questions.

5. **Wrap-Up** – Encourage teens to volunteer their responses to the “It Could Happen to You” and “What Would You Do?” sections in the Student Guide. Give participants the chance to brainstorm, discuss, and practice different reasons and approaches for saying “no” when facing situations in which they may be pressured to try drugs.

Integrating Other Subject Areas

Science – Ask youth to research the specific effects of inhalants on brain functioning, then depict these effects visually using a drawing or a model of the human brain.

Additional Study

Teens can learn more about the effect of inhalants on the brain by visiting the *Heads Up: Real News About Drugs and Your Body* website (<http://www.scholastic.com/headsup/pdfs/NIDA3-experiment.pdf>) and reading the article on “How Inhalant Abuse Damages the Brain.”



DAY 5: THE TRUTH ABOUT DRUGS

(PAGE 21 IN STUDENT GUIDE)

Marijuana, K2 or Spice

Overview

Participants assess how much they know about marijuana use – then identify the most common form, the methods of abuse, the immediate and long-term effects on the body and the mind, and related risks of marijuana use.

Learning Outcomes

- * Describe common methods of abuse
- * Identify the street names for marijuana
- * Describe the short-term and long-term effects of marijuana use on the mind and body
- * Identify the additional risks related to marijuana use

Time Needed

One 40- to 50-minute session is ideal, but if needed, the material can be adapted to two separate 20- to 25-minute sessions.

Key Terms

Encourage students to use a dictionary (or search the Internet) to find the meaning of the following key terms:

- * Marijuana
- * Psychoactive
- * Amotivational syndrome

Facilitation Notes

1. **Introducing the Session** – Begin the session by asking teens what the signs are that someone is smoking marijuana. Point out that you can’t always tell when someone is on drugs or has recently taken them. Ask, “How long does THC actually remain the system?” (Up to several days after smoking one joint, or weeks for a chronic user.)
2. **Vocabulary** – Introduce key terms. Ask participants for other vocabulary words related to the content of the session.
3. **Discussion** – Discuss the ways marijuana affects the respiratory and circulatory systems. To show the effects of marijuana on depth perception, reaction time, and peripheral vision, select teens from the group to demonstrate the behaviors they think people smoking marijuana display. Ask, “How would smoking marijuana affect someone behind the wheel of a car?” (Marijuana smokers have poor memories, slow learning, difficulty following road signs and directions, poor depth perception, slow reaction time, impaired judgment, and difficulty making decisions.)
4. **Teen Activity** – As teens work together to complete the group activities, allow them to work on their own, but be available to groups in case they have questions.
5. **Wrap-Up** – Encourage teens to volunteer their responses to the “It Could Happen to You” and “What Would You Do?” sections in the Student Guide. Give participants the chance to brainstorm, discuss, and practice different reasons and approaches for saying “no” when facing situations in which they may be pressured to try drugs.





Integrating Other Subject Areas

Science – To help teens understand the immediate effects of marijuana on the brain, encourage them to take the “Short-Term Memory Quiz,” which shows how normal short-term memory operates (<http://www.scholastic.com/headsup/assets/quiz.htm>).

Additional Study

Teens can learn more about the impact of marijuana use by reading “The Effects of Marijuana on the Brain” on the *Heads Up: Real News about Drugs and Your Body* website (<http://headsup.scholastic.com/articles/the-deadly-effects-of-tobacco-addiction>).

DAY 6: CONSEQUENCES OF DRUG USE

(PAGE 29 IN STUDENT GUIDE)

Overview

Participants assess how much they know about drugs and the brain, then learn the short-term and long-term effects of drug abuse on cognitive functioning.

Learning Outcomes

- * Understand why drug abuse is particularly dangerous for the teen brain
- * Identify the impact of drug use on learning and cognitive function
- * Understand how drug abuse can lead to addiction
- * Recognize the long-term effects of drug abuse on the brain

Time Needed

One 40- to 50-minute session is ideal, but if needed, the material can be adapted to two separate 20- to 25-minute sessions.

Key Terms

Encourage students to use a dictionary (or search the Internet) to find the meaning of the following key terms:

- * Cognitive function
- * Central nervous system
- * Dopamine
- * Neurotransmitter

Advance Preparation

Locate a diagram of the human brain for use during the discussion (a simple graphic can be downloaded from http://kidshealth.org/misc/movie/bodybasics/bodybasics_brain.html).

Facilitation Notes

1. **Introducing the Session** – Begin the session by asking, “What are signs of drug abuse?” and ask teens to list visual signs (dilated eyes, needle marks, etc.) as well as behavioral signs (forgetfulness, lack of ambition, paranoia, etc.).
2. **Vocabulary** – Introduce key terms. Ask participants for other vocabulary words related to the content of the session.
3. **Discussion** – Ask participants, “Why is drug abuse particularly dangerous for teens?” (Their brains are still development, and drug abuse can lead to long-term and permanent changes. The long-term effects of drug use are worse the earlier and longer the brain is exposed to them.)
4. **Teen Activity** – As teens work together to complete the group activities, allow them to work on their own, but be available to groups in case they have questions.
5. **Wrap-Up** – Encourage teens to volunteer their responses to the “It Could Happen to You” and “What Would You Do?” sections in the Student Guide. Give participants the chance to brainstorm, discuss, and practice different reasons and approaches for saying “no” when facing situations in which they may be pressured to try drugs.

Integrating Other Subject Areas

Writing – Ask teens to write on individual index cards the following statements: 1) drugs make you feel high; 2) drugs make you relaxed; 3) drugs give you energy; 4) drugs reduce your appetite; 5) drugs help you stay awake longer; 6) drugs improve mental and physical performance; and 7) drugs increase activity. Ask them to work in pairs to research the actual brain changes that are causing these effects – and the harm that is being done to the brain.

Additional Study

Have teens visit the Scholastic website for a diagram on how each part of the body is affected by drugs (<http://www.scholastic.com/headsup/assets/poster.htm>).

Teens can learn more about the effect of drugs on the brain by visiting “Drugs and Your Brain” (http://www.scholastic.com/smp/pdfs/nida/NIDA7_worksheet2.pdf); they can explore the impact of drugs on the body by reading “Drugs and Your Body” (http://www.scholastic.com/smp/pdfs/nida/NIDA7_worksheet3.pdf).

Encourage teens to read “Out of It” on the *Heads Up: Real News about Drugs and Your Body* website (http://www.scholastic.com/headsup/pdfs/NIDA5-INS1_Mag.pdf).

For more in-depth information on drugs and the brain, teens can download a copy of “Drug Addiction is a Disease: Why the Teen Brain is Vulnerable” from the *Heads Up: Real News about Drugs and Your Body* website (<http://www.scholastic.com/headsup/pdfs/NIDA1-Article.pdf>).

DAY 7: REASONS TEENS USE DRUGS

(PAGE 35 IN STUDENT GUIDE)

Overview

Participants assess how much they know about the reasons teens use drugs, then discuss the common factors related to teen drug use.

Learning Outcomes

- * Identify common reasons teens give for abusing drugs
- * Recognize high-risk factors for teens

Time Needed

One 40- to 50-minute session is ideal, but if needed, the material can be adapted to two separate 20- to 25-minute sessions.

Key Terms

Encourage students to use a dictionary (or search the Internet) to find the meaning of the following key term:

- * Euphoria

Facilitation Notes

1. **Introducing the Session** – Begin the session by asking participants to consider why teens choose to abuse drugs, “What types of situations would lead a teen to drug abuse?” (Curiosity, low self-esteem, wanting to fit in, wanting to get high).
2. **Vocabulary** – Introduce key terms. Ask participants for other vocabulary words related to the content of the session.
3. **Discussion** – Using the list they made earlier, ask participants to brainstorm alternatives to drug abuse, “What are some positive, healthy ways to address the problems you identified that could lead to drug abuse?”
4. **Teen Activity** – As teens work together to complete the group activities, allow them to work on their own, but be available to groups in case they have questions.
5. **Wrap-Up** – Encourage teens to volunteer their responses to the “It Could Happen to You” and “What Would You Do?” sections in the Student Guide. Give participants the chance to brainstorm, discuss, and practice different reasons and approaches for saying “no” when facing situations in which they may be pressured to try drugs.

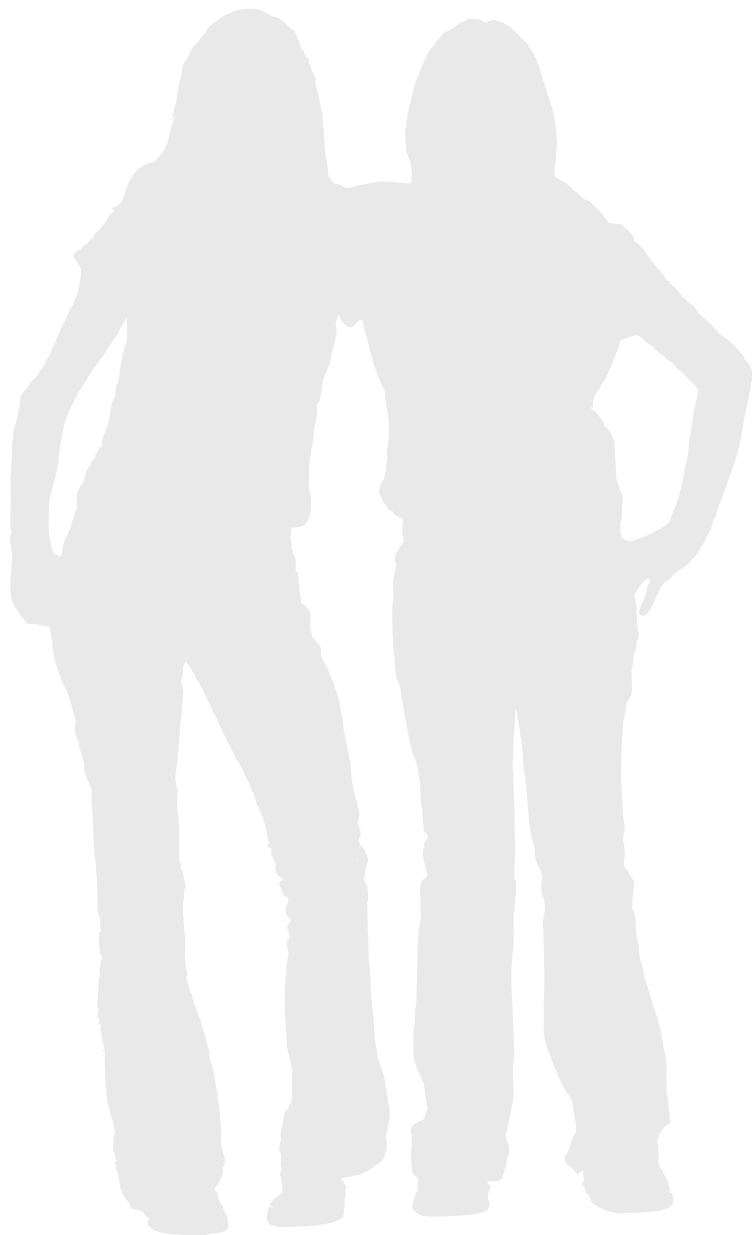


Integrating Other Subject Areas

Writing – Ask teens to brainstorm and write a brief example (a story or vignette) that illustrates why the following statement is true:
The long-term consequences of drug abuse are not worth whatever short-term problem they're intended to fix.

Additional Study

Teens can learn more about the relationship between stress and drug addiction by reading “Drug Addiction and Stress: The Brain Connection” on the *Heads Up: Real News about Drugs and Your Body* website (<http://headsup.scholastic.com/articles/drug-addiction-and-stress-the-brain-connection>).



DAY 8: PEERS, MEDIA, AND OTHER INFLUENCES

(PAGE 41 IN STUDENT GUIDE)

Overview

Participants learn about the primary information sources and influences on teens.

Learning Outcomes

- * Recognize the primary influences on teens
- * Identify the ways in which teens pressure other teens

Time Needed

One 40- to 50-minute session is ideal, but if needed, the material can be adapted to two separate 20- to 25-minute sessions.

Key Terms

Encourage students to use a dictionary (or search the Internet) to find the meaning of the following key term:

- * Peer pressure

Facilitation Notes

- 1. Introducing the Session** – Begin the session by asking participants where they think teens learn about drug use. Ask, “Where do teens get their information and ideas about drug use?” Ask, “What are some of the messages teens are getting about drug use from these sources?”
- 2. Vocabulary** – Introduce key terms. Ask participants for other vocabulary words related to the content of the session.
- 3. Discussion** – Discuss the challenge for teens in sorting out the truth about drugs from the hype they are exposed to every day. Ask, “What outlets do teens have for finding out the truth about the dangers of drug abuse?”
- 4. Teen Activity** – As teens work together to complete the group activities, allow them to work on their own, but be available to groups in case they have questions.
- 5. Wrap-Up** – Encourage teens to volunteer their responses to the “It Could Happen to You” and “What Would You Do?” sections in the Student Guide. Give participants the chance to brainstorm, discuss, and practice different reasons and approaches for saying “no” when facing situations in which they may be pressured to try drugs.

Integrating Other Subject Areas

Writing – Ask teens to choose a category (popular songs, television programs, or movies) and identify the messages they convey about drug abuse. Have them write the message in sentence form, then write another statement that counters the message with the truth.

Mathematics – Encourage teens to watch several television programs over the course of a week and record how many times drugs or alcohol use is mentioned. Ask them to make a graph or chart showing the frequency (number of mentions per show, number of mentions per evening, or number of mentions per station). Invite them to share the findings with the group.

Additional Study

Teens can learn more about peer pressure influences decision making by reading “Peer Influence” (http://www.scholastic.com/smp/pdfs/nida/NIDA7_worksheet4.pdf).

Encourage teens to assess how much they are influenced by peers by taking the “Feeling Pressured? Quiz” at <http://www.abovetheinfluence.com/influence/pressuredquiz>.

DAY 9: MAKING GOOD PERSONAL DECISIONS

(PAGE 47 IN STUDENT GUIDE)

Overview

Participants discuss reasons not to use drugs, learn the steps to take in making an important decision, and practice techniques for saying “no” when pressured to try drugs.

Learning Outcomes

- * Identify reasons not to use drugs
- * Describe the steps to take in making an important decision
- * Know techniques for saying “no” when facing peer pressure

Time Needed

One 40- to 50-minute session is ideal, but if needed, the material can be adapted to two separate 20- to 25-minute sessions.

Key Terms

Encourage students to use a dictionary (or search the Internet) to find the meaning of the following key terms:

- * Toxic
- * Substance abuse

Facilitation Notes

1. **Introducing the Session** – Begin the session by asking participants to brainstorm reasons not to do drugs. Ask, “What are some good reasons not to use drugs?” Ask teens to identify two or three reasons that are most meaningful for them personally.
2. **Vocabulary** – Introduce key terms. Ask participants for other vocabulary words related to the content of the session.
3. **Discussion** – Discuss the steps for resisting peer pressure. Ask, “What are the most important things to do when you want to say ‘no’ to peer pressure?”
4. **Teen Activity** – As teens work together to complete the group activities, allow them to work on their own, but be available to groups in case they have questions.
5. **Wrap-Up** – Encourage teens to volunteer their responses to the “It Could Happen to You” and “What Would You Do?” sections in the Student Guide. Give participants the chance to brainstorm, discuss, and practice different reasons and approaches for saying “no” when facing situations in which they may be pressured to try drugs.

Integrating Other Subject Areas

Science – To support good decision making in teens, suggest that they create a personal health journal in which they record what’s happening with their bodies, questions and concerns they have, and feelings and thoughts about their health. Encourage them to visit the *Heads Up: Real News about Drugs and Your Body* website for instructions for creating a journal (<http://headsup.scholastic.com/articles/creating-a-personal-health-journal/>).

Writing – Ask teens to write about their personal goals for the future and the way in which drug abuse would interfere with those goals.

Additional Study

Have participants visit *PeerX: Choose Your Path* on the *NIDA for Teens: The Science Behind Drug Abuse* website (<http://teens.drugabuse.gov/peerx/choose-your-path>) – a video simulation lets youth assume the role of the main character in real-life situations concerning prescription drugs. Participants choose between two different paths and see how the scenario plays out.

Teens can learn more about how they make decisions by visiting “The Science of Teen Decision Making” (http://www.scholastic.com/smp/pdfs/nida/NIDA7_worksheet1.pdf).



DAY 10: SPREADING THE WORD ABOUT DRUG PREVENTION

(PAGE 53 IN STUDENT GUIDE)

Overview

Participants learn and share ideas for activities they can do in order to spread the word about drug awareness and prevention.

Learning Outcomes

- * Know several activities to do to spread the word about drug prevention
- * Identify steps to take in helping a friend with a drug problem

Time Needed

One 40- to 50-minute session is ideal, but if needed, the material can be adapted to two separate 20- to 25-minute sessions.

Key Terms

Encourage students to use a dictionary (or search the Internet) to find the meaning of the following key term:

- * Prevention

Facilitation Notes

- 1. Introducing the Session** – Begin the session by discussing the importance of drug awareness and prevention. Ask, “Why is drug awareness important to prevention?” (The more teens know about the dangers of drugs, the less likely they are to use them.)
- 2. Vocabulary** – Introduce key terms. Ask participants for other vocabulary words related to the content of the session.
- 3. Discussion** – Discuss teens’ responsibility to friends and classmates who may be using drugs. Ask, “What are some things you could do in order to help a friend who may be using drugs?” (Suggest they get help; Talk to their parents; Enlist the help of a school counselor, teacher, or coach.)
- 4. Teen Activity** – As teens work together to complete the group activities, allow them to work on their own, but be available to groups in case they have questions.
- 5. Wrap-Up** – Encourage teens to volunteer their responses to the “It Could Happen to You” and “What Would You Do?” sections in the Student Guide. Give participants the chance to brainstorm, discuss, and practice different reasons and approaches for saying “no” when facing situations in which they may be pressured to try drugs.

Integrating Other Subject Areas

Art – Encourage teens to visit the *NIDA for Teens* website for templates they can use to create drug-prevention T-shirts (<http://teens.drugabuse.gov/downloads/downloads.php>).

Additional Study

Teens can explore the qualities of positive and negative friendships by taking the “Do You Have a Toxic Friend?” quiz (<http://decoder.drugfree.org/2011/09/15/toxicfriends/>).

DRUG-PREVENTION RESOURCES

Federal Government Agencies

Drug Enforcement Administration (DEA)

The main mission of the DEA is to dismantle the major drug-trafficking organizations. It is also committed to reducing the demand for drugs through prevention and education activities. DEA's Office of Demand Reduction works with special agents across the United States to provide drug-prevention information to communities on drug trends and the dangers of using illicit drugs.

<http://www.dea.gov> (general website); <http://www.justthinktwice.com> (for teens); <http://www.getsmartaboutdrugs.com> (for parents)

National Guard

The National Guard's Counterdrug Program's mission is to use the National Guard's resources to help create the best opportunity for America's youth to make the decision to be drug-free. The National Guard works with local law-enforcement, education, and community-based organizations to reduce the chances of exposure of illegal drugs to our nation's children.

<http://www.ngbcounterdrug.ng.mil/>

National Highway Transportation Safety Administration (NHTSA), Impaired Driving Division

This division has resources for driving, including information on investigation, prosecution, and adjudication of cases involving impaired driving. The NHTSA uses a three-pronged strategy: 1) high-visibility law enforcement with supporting communication campaigns; 2) enhanced prosecution and adjudication; and 3) medical screening and brief intervention for alcohol-abuse problems.

<http://www.nhtsa.gov/impaired>

National Institute on Alcohol Abuse and Alcoholism (NIAAA)

NIAAA provides leadership in the national effort to reduce alcohol-related problems.

<http://www.niaaa.nih.gov>

National Institute on Drug Abuse (NIDA)

NIDA conducts research and disseminates the results of research programs about the effects of drugs on the body and brain.

<http://www.nida.nih.gov>

Office of National Drug Control (ONDCP)

ONDCP reports directly to the President, oversees the substance-abuse budgets of all the federal agencies, and develops the President's National Drug-Control Strategy each year. ONDCP administers the Youth AntiDrug Media Campaign and the Drug-Free Communities Program.

<http://www.Whitehousedrugpolicy.gov>

<http://www.abovetheinfluence.com>

Substance Abuse and Mental Health Services Administration (SAMHSA)

SAMHSA is responsible for overseeing and administering mental-health, drug-prevention, and drug-treatment programs around the nation. The agency is made up of three centers: the Center for Substance Abuse Prevention (CSAP); the Center for Mental Health (CMH) and the Center for Substance Abuse Treatment (CSAT).

<http://www.SAMHSA.gov> (general website); <http://Store.samhsa.gov> (free publications)

U.S. Department of Education (ED)

The Office of Safe and Drug-Free Schools provides financial assistance for drug- and violence-prevention programs that promote the health and well-being of students in elementary and secondary schools and institutions of higher education.

<http://www.ed.gov> (general website)
<http://www2.ed.gov/programs/> (information on specific funding for programs)

Non-Federal Prevention Resources

American Council for Drug Education (ACDE)

This is a substance-abuse prevention and education agency that develops programs and materials based on the most current scientific research on drug use and its impact on society.

<http://www.acde.org>

Center for Substance Abuse Research (CESAR)

CESAR’s mission is to inform policymakers, practitioners, and the public about substance abuse, its nature and extent, its prevention and treatment, and its relation to other problems.

<http://www.cesar.umd.edu>

Community Antidrug Coalitions of America (CADCA)

CADCA is an organization whose purpose is to strengthen the capacity of community anti-drug coalitions to create and maintain safe, healthy, and drug-free communities.

<http://cadca.org>

Drug Strategies

This is a drug- and alcohol-addiction treatment website dedicated to providing the best resources for fighting substance abuse.

<http://www.drugstrategies.org>

Elks Awareness Program

The Benevolent and Protective Order of Elks has a resource center for the Elks National Drug Awareness Program, the largest volunteer drug-awareness program in the United States.

<http://www.elks.org/dap>



National Association of Children of Alcoholics (NACOA)

The mission is to eliminate the adverse impact of alcohol and drug use on children and families.

<http://www.nacoa.org>

National Crime Prevention Council (NCPC)

As a private nonprofit organization, NCPC’s mission is to help families and their communities keep safe from crime. The organization sponsors a public-education campaign involving 1,600 crime-prevention professionals.

<http://www.ncpc.org>

National Drug Court Professionals (NDCP)

NDCP is the national membership organization for public, drug-court, DWI-court, and mental-health court professionals, including justice system, alcohol and drug treatment, and mental-health treatment professionals.

<http://www.nadcp.org/>

National Inhalant Prevention Coalition (NIPC)

NIPC serves as an inhalant-referral and information clearinghouse, stimulates media coverage about inhalant issues, develops materials, and provides training and technical assistance.

<http://www.inhalants.org>

Partnership at Drugfree.org (PDFA)

The Partnership at Drugfree.org is a nonprofit organization that helps parents and caregivers prevent, intervene in, and find treatment for drug and alcohol use by their children.

<http://www.drugfree.org>

Youth Organizations

Boys & Girls Clubs of America (BGCA)

The mission of Boys & Girls Clubs of America is to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.

<http://www.bgca.org>

D.A.R.E. – Drug Abuse Resistance Education


D.A.R.E.’s primary mission is to provide children with the information and skills they need to live drug- and violence-free lives.

<http://www.dare.com>

Students against Destructive Decisions (SADD)

SADD is a peer leadership organization dedicated to preventing destructive decisions, specifically underage drinking, other drug use, impaired and risky driving and teen violence and suicide. It is a peer-to-peer youth-education, prevention, and activism organization with thousands of chapters in middle schools, high schools, and colleges.

<http://www.sadd.org>



inhalants
amphetamines
methadone
barbiturates
prescription drugs
SPICE
fentanyl

