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A Prevention Guide
for Youth Leaders in
FAITH Communities

PATHWAYS

to

guiding youth to wise decisions

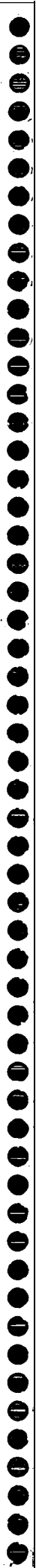
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NATIONAL YOUTH ANTI-DRUG MEDIA CAMPAIGN
OFFICE OF NATIONAL DRUG CONTROL POLICY



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Prevention

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as part of the National Youth Anti-Drug Media Campaign.
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Additional drug prevention resources for the faith community
can be found online at *www.TheAntiDrug.com/faith*.

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CONTENTS

Foreword: Guiding Youth to Wise Decisions i

Introduction: Pathways to Prevention—
More than Religious Education and Youth Group v

Youth Activities

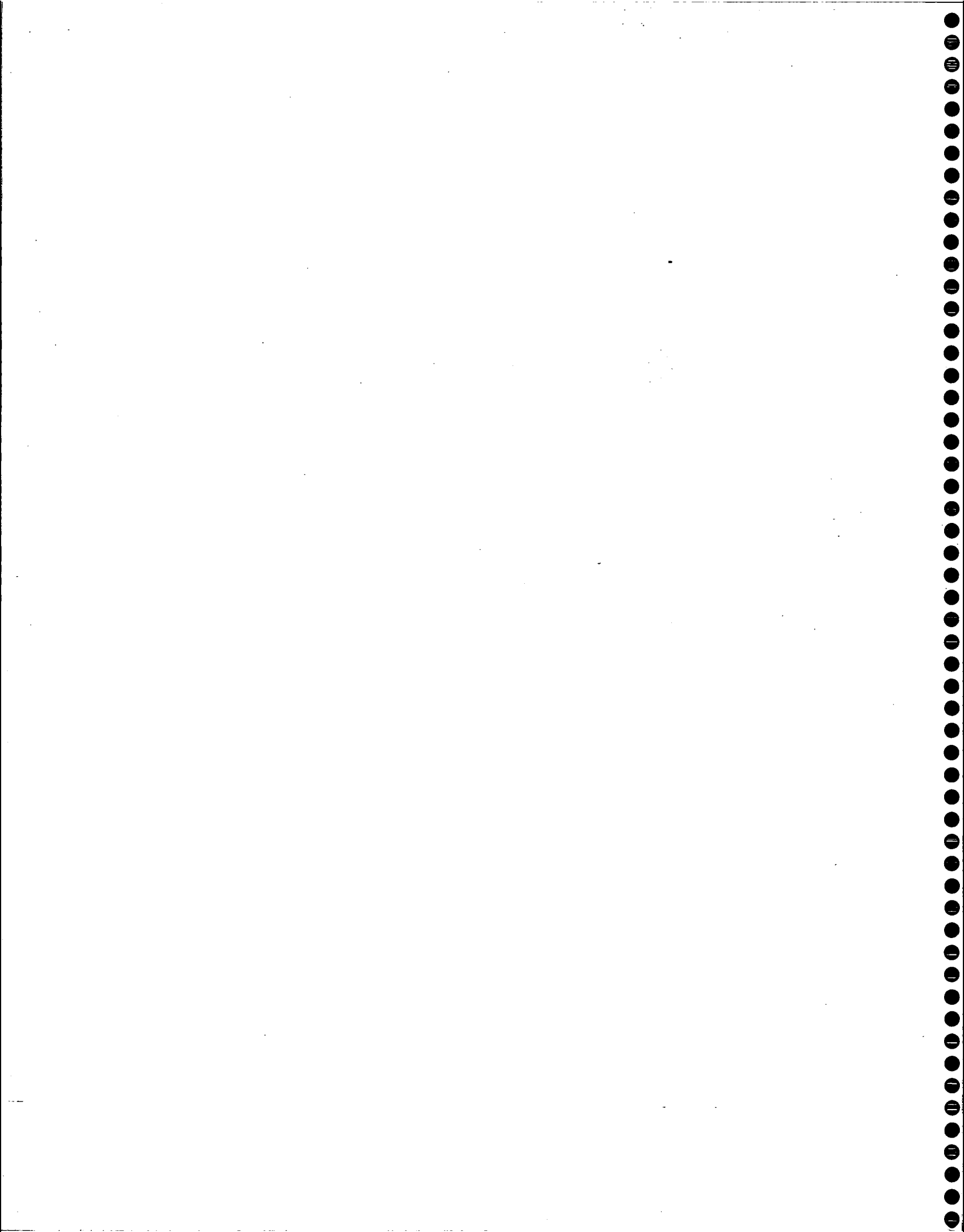
About Peer Pressure	Y-1
This We Believe	Y-7
Top Ten Ways to Resist	Y-11
What Are Friends For?	Y-17
So, What's in It for Me?	Y-23
Mighty Media	Y-29
What to Do, What to Say	Y-33
Faith Night Lock-In	Y-37

Adult and Intergenerational Activities

Getting Young People and Adults to Mix	A-1
Parents and Youth Leaders: What You Should Know	A-5
Truth and Consequences	A-11
Can We Talk?	A-15
Share an Adventure	A-21
Community Drug Prevention	A-25

Resources

General Prevention/Drug Information	R-1
Substance Abuse Treatment Information	R-2
Inter-Faith Support for Substance Abuse Programs	R-3
For Youth Safety	R-4
For Youth	R-4
For Parents and Other Caring Adults	R-5
Publications and Resources	R-6



FOREWORD

guiding youth to wise decisions

Today young people have more opportunities than ever before. And yet, the work of adolescence is unchanged—during these years youth need to learn the skills to move successfully into adult life. The climate in which today's youth are making this transition is challenging. Popular culture often promotes materialism and casual sex, as well as the use of illicit drugs,* alcohol and tobacco. The mass media sends conflicting messages that can easily overwhelm their ability to distinguish right from wrong. The aimless entertainment offered by round-the-clock access to video, audio and the Internet can distract many good youth from more positive activities. Under pressure from friends, youth must often make on-the-spot choices about using illicit drugs, alcohol and tobacco. These choices can alter their lives forever. In this climate, having a strong moral and ethical foundation on which to base their choices becomes critical.

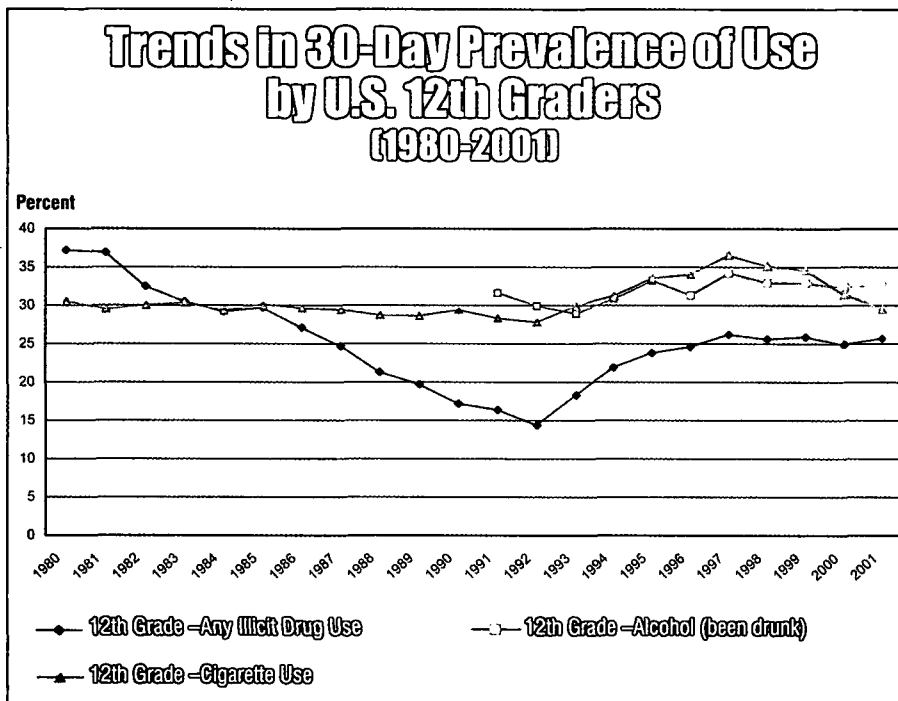
As a person who works with youth in a religious community, you play a vital role in their transition to adulthood. Guiding young people on this journey is a task filled with challenges. In the face of constant negative influences on young people, youth leaders and mentors sometimes feel they have taken on a futile job. Yet, youth leaders can make a huge difference. A supportive youth leader in a faith community can give teens positive alternatives to becoming negative statistics. Those who stay with it take heart in success stories of

* The term illicit drugs in this guide refers to illegal drugs (marijuana, cocaine, heroin, methamphetamine, etc.) as well as inhalants and misuse of over-the-counter or prescription medicine (such as pain relievers). The term substance use in this guide refers to illicit drugs as well as the use of alcohol and tobacco.

young lives turned around and in having mentored young people who go on to lead successful, balanced lives.

Research supports what youth mentors have experienced firsthand—their presence is a strong, positive influence in young people's development. You are in an ideal position to help youth make wise, life-affirming decisions about how they live their lives. *Pathways to Prevention* offers activities to help encourage both planned and spontaneous communication with young people. This guide is designed to help you work with the youth in your community to empower them to make wise decisions that will keep their journey to adulthood free from substance abuse.

What Is the Extent of Youth Drug Use?



Source: Monitoring the Future, 2001.
Available at www.monitoringthefuture.org,
University of Michigan News and
Information Services: Ann Arbor, MI.

Every year since 1975, the University of Michigan has surveyed youth about their use of illicit drugs, alcohol and tobacco. The graph at the left summarizes the percentage of young people who reported use of illicit drugs, alcohol and tobacco in the 30 days prior to the survey. Use of marijuana and other illicit drugs fell steadily throughout the 1980s, followed by a resurgence in the first half of the 1990s. Some researchers believe that the past three years might mark the beginning of a downturn.

While the percentage of young people using illicit drugs has

fluctuated greatly in the past 20 years, youth drug use is still not the norm. During this time, the majority of younger teens never have used illicit drugs regularly. That's the good news. The bad news is that by the time they graduate from high school, roughly a quarter of our youth have already become regular users of marijuana and other drugs. Research has shown that teens are starting to use drugs at earlier ages than they did ten years ago. Every young person—no matter where he or she lives—is at risk for using drugs or experiencing the consequences of others' use.

The use of alcohol and illicit drugs has serious costs for young people. It affects judgment and can lead to involvement in other risky actions, including sexual activity. But beyond these health risks, it can also impair a young person's ability to reach his or her goals by slowing academic progress, impairing athletic performance and affecting the ability to function in the workplace. It also can hurt young people's ability to form deep and trusting relationships with others. Finally, youthful trials of illicit drugs, alcohol and tobacco can lead to regular use and then addiction, which can wreak havoc with the health and well-being of entire families.

What's Faith Got to Do with It?

Faith is the personal relationship between an individual and his or her Supreme Being. It is the unfailing confidence expressed in the adage: "Sorrow looks back. Worry looks around. Faith looks up." Faith looks up to and depends on a higher power—a stronger, more unfailing source than ourselves. Faith is expressed through strong beliefs that provide the moral lens through which one peers when choosing between right and wrong. Helping young people to use their faith in life's decision-making process is like teaching them to ride a bicycle: once learned, the skill lasts a lifetime.

Faith reflects a hope in the future. It is a belief that there is a higher plan for one's life, a plan worth waiting for, sacrificing for and standing up for. The faith that springs from the roots of our religious traditions can be a powerful motivating force when it comes to making tough choices. The teen whose faith is strong can visualize that higher plan and say with confidence: "No, thanks, I don't do drugs," or "No, thanks, I don't drink." The sustaining power of faith is a safety zone in times of temptation, which, for many teens, are all too frequent. As a youth leader in the faith community, your role is both timely and vital. You can give young people one of the most valuable gifts an adult can provide—a good example.

Faith and religion can play an important role in the healthy development of youth. Research consistently shows that young people actively involved in a religious community tend to have lower rates of drug and alcohol use. This inverse relationship between religious involvement and substance use is remarkably robust across different regions, ages, ethnic groups and substances. As a youth leader, you are in an ideal position to influence youth by illustrating the practical power of faith in your life. *Pathways to Prevention* offers ideas, exercises, information and inspiration to put your faith to work guiding youth to wise decisions.



INTRODUCTION

Pathways to Prevention
more than religious education and youth group

No one knows exactly why some young people avoid drugs completely, why some experiment and why others develop serious problems. What *is* known is that by the time most young people leave high school, they will have been in unsupervised situations—alone or with friends—in which they made decisions about drugs. Most youth begin to face such decisions in the middle school years, and some are faced with making these decisions while they are still in elementary school.

We know that participation in a religious community is one factor that can help reduce young people's risk for substance abuse. But a strong religious upbringing alone cannot ensure that a young person will make wise choices about drugs and alcohol. Years of research on school- and community-based drug prevention programs have also found that young people are less likely to make destructive decisions about substance use when they are equipped with credible and accurate drug information and practical communication and refusal skills and when they have positive role models in their lives. Drug prevention programs are an important complement to the foundation that a religious background lays for youth development. This guidebook can be a useful tool for congregations as they encourage young people to make healthy decisions in their lives.

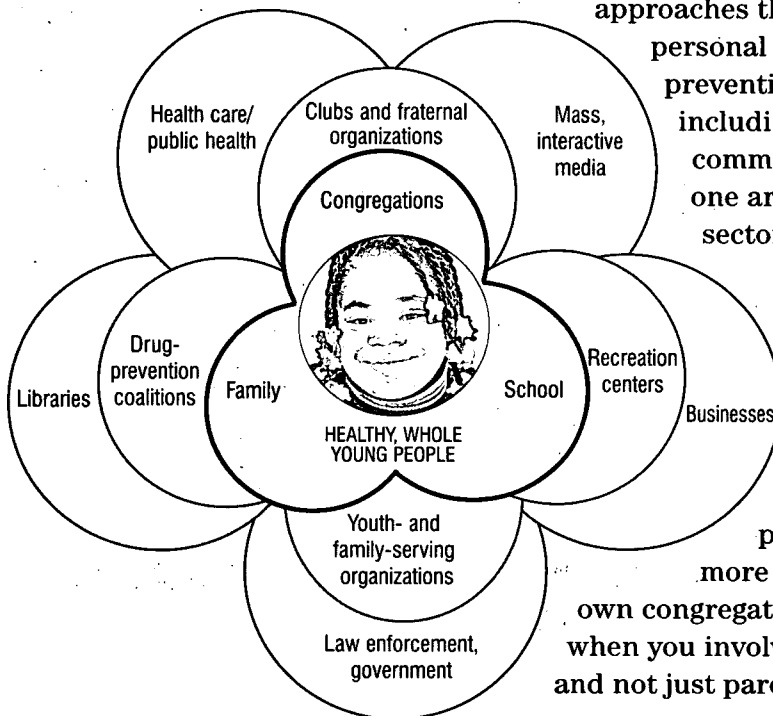
What Do We Know About Effective Approaches to Prevention?

Prevention programs work. Whether the issue is tooth decay or teen drug use, research studies show that prevention programs help. But

these programs are only part of the prevention picture. Other critical factors that can affect youth drug use include:

- **Social and environmental influences** including family; friends; availability of illicit drugs, alcohol and tobacco; religious beliefs; social norms and public policy; and
- **Personal factors** including personality, genetic characteristics and reasoning ability.

A World of Influence



Effective prevention programs use all-inclusive approaches that address these critical social and personal factors. These programs focus the prevention message on many sectors within society, including families, social groups and local communities. A single program, focusing on only one area without involving efforts in other sectors, is likely to have only a modest impact.

The two “flower-petal” illustrations on these pages show many of these influences. Each plays an important role in youth development. The more drug-prevention efforts identify all potential community sectors and coordinate prevention work among these groups, the more powerful the impact will be. Within your own congregation, your efforts will be more successful when you involve the whole congregation—not just youth and not just parents.

How Can the Faith Community Help in Prevention?

The faith community is in a powerful position to effect changes in attitudes toward the use of illicit drugs, alcohol and tobacco. People of faith—including young people and their parents—often look to their religious roots and their fellow believers when grappling with life’s problems. The values that religious communities promote and maintain are a solid foundation on which effective prevention programs can be built.

While the challenges of youth development are both immense and complex, the faith community is unusual in its ability to instill deep, lasting changes in people’s lives. It’s a unique environment, in part because it consists of people of different ages. In fact, many congregations are a “sleeping giant” of possibilities for the creation of a “community of caring” for youth. Today our lives are

often structured so that adults in the workforce spend most of their waking hours with other adults while young people are engaged in activities with youth their own age. Religious communities offer one of the few places where large groups of unrelated adults and young people gather together. Weekly worship, Sabbath or prayer offer chances for encounters between ages—giving young people the chance to talk with not only adult congregation members but also those “near” peers who are just slightly older.

You can involve your entire congregation in the work of prevention by building on structures and practices already in place. Consider the following possibilities:

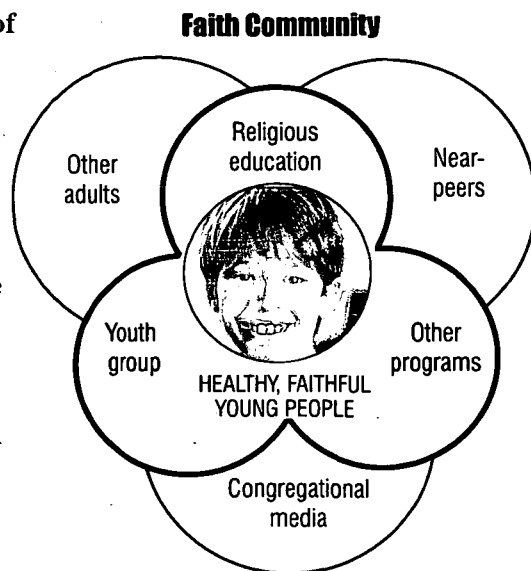
- **Work prevention messages into sermons and homilies.** For example, your religion may believe that there is only one God and that all believers should put God first in their lives. In this belief system, addicted persons have allowed their drug of choice to control their lives in a way that should be reserved for God.
- **Encourage youth to design and display anti-drug posters in the meeting/social hall.** From cartoons to photography, let the creativity of youth shine through in their own messages.
- **Publish your faith’s policies on drugs, alcohol and tobacco.** Receptions, meetings or even celebrations may be an opportunity to make community members aware of your congregation’s policies.

This guidebook provides many practical, easy-to-use ideas for congregational events that include persons of different ages. (See pages A-1 to A-3.)

As a Leader in My Faith Community, How Can I Help with Prevention?

Youth leaders can play a pivotal role in guiding young people toward choosing to stay drug and alcohol free. One simple, effective way you affect young people is teaching by example. You may be surprised to know what an effective message your actions send.

- Your presence is a visible sign that young people matter. You care enough to be there and invest time in what happens in another person’s life.



KEY MESSAGES FROM THE NATIONAL YOUTH ANTI-DRUG MEDIA CAMPAIGN

YOUTH AUDIENCES

Most kids don't use drugs.
Using drugs is likely to lead to negative consequences.
A drug-free lifestyle is likely to lead to positive outcomes.
It is important to spend time in healthy and positive activities.

ADULT/PARENT AUDIENCES

Marijuana and inhalants can be harmful to kids physically, socially and spiritually.
Each child is at risk for using drugs.
Your actions can make a difference when it comes to influencing kids against using drugs.

- Your own life is an example of prevention at work. You are sharing yourself in ways that model the benefits of making wise decisions about drugs, alcohol and tobacco. The more you demonstrate these benefits to the youth you lead, the more young people will open themselves to heeding your messages about prevention.
- You can help young people understand that the decisions they make today can have an impact on their lives tomorrow. You can help young people by:
 - Discussing the wisdom you've gained from past and current personal experience;
 - Acknowledging your own struggles with life's challenges;
 - Laughing together at life's funny moments;
 - Sharing ways in which your faith is a source of joy and strength; and
 - Listening attentively when youth share their stories.

How Should I Use This Guide?

The National Youth Anti-Drug Media Campaign developed *Pathways to Prevention* for adults in a faith community to use as a guide for strengthening young people's prevention skills. Activities in this book are designed to be easily adapted for use within a structured religious education program or youth program or as an addition to a planned service project.

The activities keep these tough issues in perspective: the topics are serious, but the activities are fun! Each activity promises positive interaction between caring adults and inquisitive, energetic youth.

The **Youth Activities** section offers creative discussion ideas and activities for youth ages 9 to 18. As a youth leader, you have the opportunity to integrate these prevention ideas into the beliefs and practices of your faith tradition. For example, an area of focus might be the use of marijuana. Your faith tradition might teach that the body is a temple of holiness. Abstaining from the use of any substance that defiles the body—including marijuana—therefore, is choosing to keep one's "temple" holy. The strategies in this guidebook are flexible. Be creative in adapting them to the tenets and practices of your faith.

In the **Adult and Intergenerational Activities** section, you will find ideas suitable for religious education classes, fellowship suppers or special intergenerational events. This section also has tips for expanding the support network for youth. Here you'll find

Youth Activities

Adult & Inter- generational Activities

a list of simple but effective ideas for getting all adults in the religious community to contribute to the healthy development of young people. This section also offers activities that you can use to help parents be ready to talk with their children about substance abuse and addiction.

The **Resources** section lists free tools from the Office of National Drug Control Policy and other federal agencies and youth-serving organizations, as well as inter-faith resources for congregations wanting to start substance abuse programs.

Interspersed throughout the guide you also will find **Tips for Facilitators**—quick tips and ideas for leading group activities and engaging participants. Topics include ice-breaker ideas, role-play tips, group discussion pointers and more. An index of these tips is included below. Whether you're a seasoned pro or novice leader, we hope you find these helpful in running youth activities.

Resources

Tips for Facilitators

Tips for Facilitators At-A-Glance	
<i>Tip Name</i>	<i>Page</i>
Tips for Group Leaders	
■ Building the Environment	x
■ Age Differences—Middle vs. High School Youth	Y-8, Y-9
■ Let's Role-play	Y-12
■ Break out	Y-13
■ Listen with Your Heart	Y-19
■ Little Lessons for Leaders	A-2, A-3
■ Youth of Today	A-12
■ How to Ask Questions So You Get Answers	A-13
■ Teachable Moments	A-26, A-27
Ice-breakers	
■ Fun Ice-breakers for Kids Ages 9 to 11	Y-2, Y-3
■ Thought-provoking Ice-breaker for Youth Ages 14 to 18	Y-24
■ Fun Ice-breakers for Youth Ages 14 to 18	Y-25, Y-30
■ Thought-provoking Ice-breaker for Adults	A-6
■ Thought-provoking Ice-breakers for Youth Ages 14 to 18 or Adults	A-7
■ Fun Ice-breakers for Adults	A-17

TIPS FOR FACILITATORS

Building the Environment

As a leader you can build an environment conducive to sharing and learning in your group.

- Put chairs in a circle, not rows.
- If possible, arrange for the seating options to be equal. If you have ten chairs and two comfortable recliners, the most popular/powerful persons in the group will get the recliners, so eliminate that possibility.
- Sit around tables when you want youth to work on something, sit on rugs on the floor when you want informal sharing or worship.
- Upset the applecart every once in a while by forcing the members of your youth group to interact with someone new.
- Establish clear rules, guidelines and boundaries at the beginning of the session for age-appropriate behavioral expectations or have the youth generate a list of guidelines to post where all can see (mutual respect, leaving to use the restroom, drinking fountains, shouting...). This eliminates problems later on and corrals participants into a realm of comfort, knowing what to expect from the sessions and what will be expected of them.

How you engineer the environment can have a profound effect on the tone and success of an activity.

How Can I Make the Most of These Prevention Activities?

As you review this guidebook, remember you do not have to be a professional counselor or an experienced teacher to build meaningful relationships with youth; you just have to care about them. We designed these activities for caring youth leaders such as you. We have built the activities around the following core themes:

- **Most young people do not use drugs, alcohol or tobacco.** The activities work to instill the belief that drug use is not an accepted social norm.
- **Drug use causes pain and trouble for the user and others.** Through a wide range of activities, youth are encouraged to think seriously about the negative consequences of using drugs, alcohol and tobacco.
- **A drug-free lifestyle has clear and positive benefits.** Activities help youth understand the physical, social, emotional and spiritual benefits of choosing to be drug free.
- **Youth can learn and practice skills that have been shown to be useful in drug prevention.** We have woven these skills—developing effective communication skills, making wise choices about how to spend time and cultivating good friendships—into many of the activities.

We hope this guide will give you tools to link proven prevention ideas with your religion's history and traditions. Use the religious texts, songs and worship resources in your faith tradition to enrich the activities and make them come alive for your young people. Integrate the ideas, people and events of your tradition into each session. Make the tools in this book your own. We hope that you will find the activities that follow a refreshing starting point for your ongoing efforts to guide the young people of your faith community along the pathway toward wise decisions and a healthy, drug-free life.



Youth Activities At-A-Glance

Activity Name	Grade	Goal	Time	Follow-up Activity	Page
About Peer Pressure	Late Elementary, Middle School	Learn how to deal with peer pressure	Short	So, What's in It for Me?	Y-1
This We Believe	Middle/ High School	Initiate self-examination of beliefs regarding the use of alcohol, tobacco and other drugs	Long	Top Ten Ways to Resist Community Drug Prevention (Intergenerational Activity)	Y-7
Top Ten Ways to Resist	Middle School	Learn to resist negative peer pressure	Short	Mighty Media	Y-11
What Are Friends For?	Middle/ High School	Discover positive qualities for friends and how to deal with conflict in a friendship	Medium	So, What's in It for Me?	Y-17
So, What's in It for Me?	High School	Open discussion about use of alcohol	Medium	What to Do, What to Say	Y-23
Mighty Media	Middle/ High School	Learn critical thinking skills about the media	Long		Y-29
What to Do, What to Say	High School	Learn how to support a loved one with a substance abuse problem	Medium	Recruit youth for "Can We Talk" session with adults	Y-33

*Activity time may vary considerably based on a variety of factors (for example, size of group). Typically, activities noted as **SHORT** will run less than one hour; **MEDIUM** is one to one and a half hours; and **LONG** may be two hours or more.*



About **PEER** Pressure

GOALS

Help children identify how peer pressure affects them, and how to say “no” to behaviors that would hurt them.

FOCUS

Tell me about your friends

- ☒ Give each student a piece of paper and a pencil.
- ☒ Tell the students you do not want them to write their names on the papers.
- ☒ Tell them you are going to read several statements, and they should write their answers on the paper. Read the following statements:
 1. True or False – Sometimes my friends ask me to do things I shouldn't do.
 2. True or False – Sometimes my friends help me do things that are good.
 3. One thing that my friends might want me to do that may not be right is _____.
 4. One thing that my friends and I do that is good is _____.
- ☒ Collect the papers.

CONNECT TO THE CONTENT

What would you do?

- A. Make two columns on a flip chart or chalkboard. Label one column “Negative” and one column “Positive.”
- B. List the responses to statement 3 from the FOCUS section under Negative and the responses to statement 4 under Positive.
- C. Add anything from your own experience that you feel comfortable in sharing. Talk about how you handled negative peer pressure in the past.
- D. Place students into groups of two to three.

MATERIALS

- ▶ Paper and pencil for each student
- ▶ Flip chart or chalkboard
- ▶ Copies of “Pledge Card” handout for all participants

PREPARATION

- ▶ Think about times when your peers influenced you—both positively and negatively.
- ▶ Choose an applicable prayer or reading from your faith tradition to close the session.

TIPS FOR FACILITATORS

Fun Ice-breakers for Kids Ages 9 to 11

Balloon circle

Youth should be seated in a circle. Begin with one blown-up balloon. When you blow the whistle, they start passing the balloon around the circle. When you blow the whistle again, the person holding the balloon must get on all fours, bark like a dog and then sit on the balloon until it pops. Begin a new round with two balloons. When you blow the whistle, one of the persons holding a balloon must do the dog thing and sit on the balloon until it pops; and the other one must stand up, flap his or her wings, "caw" like a crow and sit on the balloon until it pops. Keep adding different animals for each round and continue as long as you want to!

Supplies needed: a package of balloons and a whistle.

- E.** Ask them to role-play a few of the negative and positive situations described below.

Examples:

NEGATIVE Students A, B and C are in a convenience store. Students A and B each steal a candy bar by slipping it into their pocket. They tell student C to do so as well. Student C chooses whether to do it.

POSITIVE Student A talks to student B about joining the soccer team. Student B says she isn't a good player and she'd rather stay home and watch TV. Student A says that soccer is good for her because she will get some exercise. Student B decides whether to join.

Allow time for role-play/presenting activities.

- F.** Talk about the role-play situations.

Point out that friends can influence each other in both good ways and bad ways. Did any of the students say "no thanks" when they were asked to do something negative? How did they say no?

- G.** Write the following on the chart or board:

Say no.

Say no again and again.

Mention a negative result that might happen if you do this.

Suggest something else to do.

Leave.

- H.** Ask students to role-play the negative situations again, but this time assign them one of the responses listed above. Make sure each response is covered at least once.

- I.** After they have acted these situations out, talk about what they experienced.

How did they feel? How else can they respond to negative peer pressure?

- J.** Sometimes we have the best intentions to do what is right and good for us, but we mess up. Sometimes it helps to make a decision or pledge to do what is right and to share that pledge with another person.

TAKE-AWAY

- A.** Distribute the "Pledge Cards" handout and encourage each youth to fill out the pledge card and sign it.
- B.** For those willing to make a pledge, ask them to seek out another class member—a "buddy"—who will hold them accountable for their commitment and remind them why they made this choice today.
- C.** Encourage them to put the pledge card someplace where they will see it and be reminded of their commitment—such as on the mirror in their bedroom, in their school locker or on their bulletin board.
- D.** As a take-home activity, ask youth to show the "Pledge to Support" to a parent or other trusted adult.
- Encourage them to discuss the pledge and to personalize the language to better suit their situation.

WRAP UP

Close with a prayer according to your faith.

- ✓ Pray for each student by name, asking for the strength for each one to say "no" to the bad influences in their lives and for the ability to be a good influence on others. Or choose an appropriate prayer from your tradition.
- ✓ Or, the youth leader can take this opportunity to reinforce the main messages of this activity according to the needs of the group.
- Young people are responsible for their own actions.
 - It is tough to say "no" to peer pressure, especially about things like drugs, alcohol and tobacco.
 - There is help among your friends, in your congregation and in your community.

TIPS FOR FACILITATORS

Fun Ice-breakers for Kids Ages 9 to 11

I've got a handful

This relay calls for the facilitator to assemble two identical sets of items that will be carried by the teams. You should have at least 12 items. Examples of items: two brooms, two pillows, two soccer balls, two rolls of bathroom tissue, two cooking pots, two stuffed animals, two heavy books, two glasses of water.

Place the two sets of objects on separate tables at one end of the room, and line up two teams at the other end of the room. The first player from each team runs to their table, picks up one item, runs back to the second player and gives the item to that player. The second player takes that item, gets a second item, runs back to the third player and passes on the two items. The relay continues with each player adding another item to what they are carrying.

Once picked up, an item may not touch the table or floor. Any item that's dropped must be returned to the table and picked up again. No one may assist the giving and receiving players as they exchange their items.



Pledge Cards

Pledge Card

When my friends ask me to do something bad such as _____, I will _____. I PROMISE (AFFIRM) to consider my own values and what my faith teaches in making my decision and to seek advice or help from others I trust if I need to talk about it.

Name

Pledge to Support

As a pledge "buddy" I PROMISE (AFFIRM) to support my friend in this decision by supporting him/her no matter what and holding him/her accountable.

Pledge "buddy"



This We Believe

GOALS

Youth will think about their beliefs regarding the use of drugs, alcohol and tobacco and learn what some adults in their congregation believe about these topics. They also will discover what their religious tradition teaches about the use of these substances.

FOCUS

What do youth think?

- ✓ Read the statements below to the youth, and ask them to indicate what they believe about each statement.

You may ask them to line up, with one side of the room being "AGREE" and the other side "DISAGREE." Or you can have them stand up if they agree, sit down if they disagree and crouch if they are in between. Tell them that if they choose the "middle ground," you will ask them to explain why (this is to prevent them from "copping out").

- ✓ As you go through the statements, note where the students are lining up so you can discuss their positions.

Statements:

1. Most teens in my town smoke.
Most students at my school use drugs.
Most of my friends drink alcohol.
2. I know what my religion says about using these substances.
3. It is difficult to be popular if you don't smoke, drink or use drugs.
4. There's not much I can do if one of my friends is into smoking, drinking or using drugs.
5. I know who I could talk to if I had questions about these substances or if I or someone I knew was using them.
6. I know what I believe about these substances and I feel that my actions will support my beliefs.

- ✓ After the exercise, discuss each statement with the youth, asking them to reflect on where they stood and to elaborate on their position.

Here are a few discussion points you may wish to highlight during your discussion of these statements. To help you

MATERIALS

- ▶ Paper and pens
- ▶ Copies of interview questions for each participant
- ▶ Symbols of your faith for each student. These should be something the students can wear (necklace, bracelet, sticker, etc.)

PREPARATION

- ▶ This lesson can be conducted in two sessions, if young people interview members of the community and then return results.
- ▶ For CONNECT TO THE CONTENT:
Invite members of your congregation to be part of a panel discussion.
- ▶ Think about your own history of substance use, including alcohol. How has your faith influenced (or failed to influence) your choices?

TIPS FOR FACILITATORS

Age Differences— Middle vs. High School Youth

A lot of changes happen to young people between the ages of 11 and 17. These changes are physical, emotional and intellectual. Effective youth leaders know how to tailor their approach according to the age and maturity of the young people in the group.

- Younger adolescents are still figuring out who they are and what they believe in. They are likely to feel more threatened by larger groups (more than seven) than their older peers, who have a little more self-confidence.
- You can expect older teens to pay attention to a discussion topic for longer (up to 30 minutes on the same topic) than younger teens (10 to 15 minutes max). If you want to do a longer discussion, think about breaking up the discussion periods with physical activities, crafts, quick games, etc.
- Finally, older teens have a little bit more life experience and are more likely to go deeper in their discussions about illicit drugs, alcohol or tobacco.

continued on next page

prepare for specific drug questions, see sources for drug fact sheets in the Adult and Intergenerational Activities section (A-2) or under General Prevention/Drug Information in the Resources Section.

Discussion points for each statement:

1. Although many people think that “everyone does it,” the truth is the majority of young people do not regularly use illicit drugs, alcohol or tobacco, according to the 2001 National Household Survey on Drug Abuse (NHSDA), an annual survey conducted by the U.S. Department of Health and Human Services.

Nearly 90 percent of youth ages 12 to 17 do **not** regularly use drugs—10.8 percent of this age group reported past-month illicit drug use in the 2001 NHSDA. Current cigarette use declined between 2000 and 2001 among youth ages 12 to 17—the rate of past-month use dropped from 13.4 percent in 2000 to 13.0 percent in 2001. The rate of current alcohol use among youth ages 12 to 17 is well under one-fifth of this population, with 17.3 percent reporting past-month use of alcohol in 2001.
2. Although religious texts or holy books may not specifically refer to marijuana or other illicit drugs, they do often speak of resisting temptation and doing the right thing in the face of outside influences.
- 3, 4. You may or may not feel pressure to do these things to be popular, but you always have a choice. Refusing to smoke, drink or use drugs will take guts, but talking to your friends about your decision can make a difference. Peer pressure can work both ways. If your friends like you and see that you are a cool person even though you don’t do these things, that will make a positive impression on them about the choice to live drug free.
5. The person(s) you can trust may be someone in your congregation, a school counselor, a parent, another adult or a telephone hotline counselor. Provide the name of a community resource, if you know one.
6. The first step toward being able to say “no” is deciding firmly what you believe—*before* you have to take a stand. When someone hands you a “joint,” that is not the time to be deciding what you believe.

CONNECT TO THE CONTENT

Interview the experts

- A.** Invite members of your congregation to participate in a panel discussion with youth about drugs, alcohol and tobacco.

Invitees could include religious leaders, lay leaders, community leaders, parents, youth leaders and older teen members of the congregation.

- B.** Give invitees a list of possible questions ahead of time, and let them know that the youth will also be able to ask additional questions.

Some possible questions:

- ☒ What do you think our faith and religious tradition teaches about drug, alcohol and tobacco use? What religious texts speak to the use of these substances?
- ☒ What does our faith say about the occasional use of some of these substances as opposed to habitual use of them? What does it mean to abuse them?
- ☒ What differences are there between youth and adults using these substances?
- ☒ Does the congregation provide a way to get good advice about dealing with the pressure to use drugs, tobacco and alcohol?
- ☒ How does drug use affect one's ability to develop a spiritually meaningful life?

- C.** At the beginning of the session, briefly explain the topic and allow youth to submit questions (anonymously if they prefer) on a piece of paper or index card. (If possible, let them know the topic prior to the class to give them time to consider their questions.)

- D.** Gather the group and arrange the panel. Begin by introducing the panel members (or allowing them to introduce themselves).

- E.** Lead the panel in discussing the answers to the questions. Encourage youth to contribute other questions or comments throughout the session.

TIPS FOR FACILITATORS

Age Differences—Middle vs. High School Youth

continued from previous page

Both groups need a "jump-start" to their discussions with something tangible, visible or audible that provides a concrete image or common ground from which they can begin to focus their discussion. Generally speaking, appeal to the five senses!

Both age groups need to tie into current events (in the congregation, community, school, news events, national calendar events, etc.) to establish a common thread, or link, to relate the discussion to something.

Neither age group likes to "rehash" the same discussion topics in a subsequent session, unless there is an entirely new "spin" on the subject. They are more of the "been there, done that" frame of mind and always want to be challenged with new horizons.

TAKE-AWAY

What have you learned?

- A. Go around the room and ask each young person to state one thing that your faith and religious tradition believes about the use of drugs, alcohol and tobacco. Continue until they run out of ideas.
- B. Ask each young person in the group to share two things that they know now about alcohol, drugs and smoking that they didn't know when the session started.

WRAP UP

Hand out paper and pencils and a symbol (e.g., cross, Star of David, Allah in Arabic) of your faith tradition to each student. Ask them to write at the top of the page "THIS I BELIEVE." Below it, ask them to write what they now believe about the use of drugs, alcohol and tobacco. Encourage the students to be honest and realistic in what they write down. Encourage them to wear the religious symbol as a reminder of what they believe.

IDEAS FOR ENHANCEMENT

Using the same questions and possibly the same people as CONNECT TO THE CONTENT, assign youth to interview people and videotape the responses. The youth interviewers should be in groups of two to three. In addition to interviewing people who have been contacted ahead of time, the youth might want to try some "on-the-street" interviews to see what kind of responses they get.

Questions to use in the discussion might include:

- ☒ What surprised you about what people said? Why?
- ☒ What did people agree and disagree on regarding what our faith and religious tradition teaches us?
- ☒ Where were there strong opinions? Where were people unclear or kind of wishy-washy?
- ☒ Is there a difference in what our religion teaches about adults or youth using these substances? How about between drugs, alcohol and tobacco?



Top TEN Ways to Resist

GOALS

Youth will learn creative ways to resist peer pressure to use drugs, alcohol or tobacco.

FOCUS

Outrageous no's

- ✓ Divide youth into groups of three to five and give each group two large sheets of paper and a marker.
- ✓ Ask them to make a top ten list of outrageous, crazy ways to respond to a friend who is pressuring them to use illicit drugs such as marijuana.

Examples: No, the weather just isn't right for it.
No, I never do that on days that end in Y.
No, I'd rather eat my mother's mystery casserole.
No, I prefer my brown eyes to your red ones.

- ✓ When all of the groups are done, ask a representative from each group to stand and read the list, beginning with number ten. Encourage youth to applaud and have fun with this!

CONNECT TO THE CONTENT

Serious no's

- A. Staying in the same groups from the FOCUS section, now ask each group to come up with a top ten list of **serious** ways to use "no." Again, ask the participants to write the list down.
- B. Have one person present the list to the whole group. Encourage applause and discussion.
- C. Post all of the lists around the room. Looking at the lists of both "crazy" ways and "serious" ways, ask how different situations might affect the responses they could use. For example, how would responses differ if they're in a small group, with close friends, at a party, etc.?
- D. Give each person three stickers, and ask them to move around the room, read the lists and place a sticker next to each of the three they think are the most likely to work.

MATERIALS

- ▶ Large sheets of paper (two for each group)
- ▶ Markers
- ▶ Index cards

PREPARATION

- ▶ Be prepared to tell or read stories from your faith or religious tradition and/or holy book about people who were in situations that challenged their beliefs—especially situations in which they had to resist pressure to do something wrong.

TIPS FOR FACILITATORS

Let's Role-play

Young people of all ages find role-playing very appropriate and it provides a time for youth to "try on" a new identity and experiment with facial expressions, voice disguise, body language, etc. Role-playing a situation also is a good way to initiate discussion as to "why" someone would react that way, or "what alternative" options or strategies could have been used.

Role-playing does not require good acting or people who are extroverts. If your group needs help with role-playing, lead by example. Get involved yourself. For example, ask a youth to volunteer to role-play his or her parent, and you will be the teenager. The youth should choose the parent whom he or she can most easily imitate. You, as the teen, have broken a house rule (curfew, got caught with marijuana, didn't clean your room, or another situation you want to portray). Role-play the dialog between you two. If youth have other scenarios they want to role-play, do it!

E. When they are done, talk about it together.

Ask the youth to share stories about ways to use "no."

F. Tell stories of people in your faith or religious tradition who have been in situations where they said no to something that would not have been right for them.

Ask the youth to identify the following in each story:

- ☒ Why did the person say no?
- ☒ How did the person say no?
- ☒ What was the result?
- ☒ Did the person use any of the ways on the lists?

Putting 'no' to work

G. Divide the youth into groups of four and ask them to act out the following scenario:

Pushy Paul asks Waffling Wally to do something they shouldn't be doing. Waffling Wally can't decide what to do. Conscientious Chuck is the conscience of Wally, and he is trying to use no. Hedonistic Hal is the other side of Wally, who wants to do it because it would be fun and thinks everyone is doing it. Chuck and Hal are having a verbal "fight" over what to do, Wally just looks confused, and Paul is trying to convince Wally.

Feel free to change the names of characters to reflect the gender of participants—Paul to Paula or Wally to Wilma—or to create a different dynamic in the scene. Here's how a scenario could look:

Pushy Paul: Hey Wally, I've got some smokes. Let's go to the park!

Waffling Wally: Uh, I don't know.

Conscientious Chuck: I don't want to smoke. It's nasty.

Hedonistic Hal: But I don't want Paul to think I'm chicken.

Conscientious Chuck: I don't want to get caught. My Dad would ground me.

Hedonistic Hal: But nobody will know.

Pushy Paul: Come on, you'll like it! What's your problem?

Encourage Pushy Paul to keep the dialogue going and to really put the pressure on.

H. Discuss the skits by putting these questions to the group:

- ☒ What was hard about the choice given to Waffling Wally?
- ☒ What makes choices like this so hard?

- ✓ What can you do to help yourself when choices like these are given to you?
- ✓ Is there a way that Wally could have avoided this situation in the first place? How?

Act it out

- I. If time permits, divide the youth into groups of three to four. Ask each group to come up with a short skit about being pressured to do something like smoke marijuana and act it out in front of the larger group.

The participants should decide the setting, and how and why a person is being asked to smoke. If the youth are stuck for ideas, hand them the two scripts at the end of this session—"Ben's House" or "Ashes." They can choose to leave the ending open and have the larger group decide how it ends, or they can provide the ending.

- J. Ask them how the person being offered the beer or pot could have made the situation end up the way he or she wanted it to. Ask them how the person might have avoided getting into the situation in the first place.

TAKE-AWAY

- A. Distribute index cards to the class.
- B. Paraphrase the following: "It is hard to stay true to our beliefs if we don't make a commitment to them. Think about what your peers might pressure you to do that is against what you believe in."
- C. Then ask the youth to write down their thoughts on their index card.
- D. Give them time to do this, then paraphrase the following: "Some people also find it easier to remain true to their beliefs if they share them with their close friends. It gives them people to be accountable to. If you feel comfortable with it, share what you wrote on your card with the group."
- E. Ask class members to share their commitments, and encourage other class members to support these commitments.

TIPS FOR FACILITATORS

Break Out

To quickly and easily divide youth into groups and help better randomly mix those that tend to cluster together, bring an inexpensive bag of colored candy or lollipops to the session. As participants enter the room have each person take a piece of candy or hand out the candy once the group is seated. Once everyone has a piece of candy, ask that they arrange themselves in smaller groups according to the particular color/flavor they received.

WRAP UP

Close with a prayer according to your faith.

- ✓ Go around the group and, in the tradition of your faith, pray for each student by name, asking for guidance in the choices they are facing.

- ✓ Or, tell the students that you recognize how tough it is to resist peer pressure to use drugs, alcohol and tobacco. Remind them how important it is to:
 - Do what is right—even when that makes you different.
 - Resist pressure by those who seek to involve you in things that are hurtful to your body, spirit and dreams.
 - Be humble and submit to the will and laws of your Creator.
 - Live a life that will be pleasing to your Creator and consistent with the history and teachings of your religion.



ASHES

Characters

Ashley

Miranda

Kelli

Lindsey

Props

a fake marijuana joint,
a blanket,
a lighter

Staging: Put the blanket on the floor and explain to the four girls that they are going to pretend this is Ashley's bed in her room. They are having a slumber party to celebrate Ashley's birthday, and the four characters are sitting on the bed.

Miranda (*Pulls out the joint*): Hey Ash, look what I've got to help celebrate your birthday.

Ashley (*Looks at the joint awhile*): My parents would kill me.

Miranda: They'll never know.

Kelli: The door's closed. I've smoked pot in my room at home—my parents are clueless.

Lindsey: Give me that.

Miranda (*Hands her the joint, then flips the lighter*): You wanna light?

Lindsey: In a minute. Ash should go first. It's her birthday.

Kelli: Come on, Ash. Lighten up.

Miranda: Don't tell me you're going to pull a goody-goody girl on us.

Ashley: I don't know...

BEN'S HOUSE

Characters

Ben - has recently moved to a small town

Jose - a new friend of Ben's

Michael - teen who lives in the town

Janique - teen who lives in the town

Prop

a paper bag

Ben: I hate this place. There's nothing to do.

Jose: Yeah, I know what you mean.

Ben: Wanna rent a video?

Jose: I guess. (*Looks over toward Michael and Janique, who are on the other side of the room.*) We could ask them if they want to come.

Ben: Sure. (*Looks closer at Janique.*) I mean—YEAH. She's hot!
Jose and Ben walk toward Michael and Janique.

Jose: Hey.

Michael: Hey yourself.

Jose: What's in the bag?

Michael: Guess.

Jose: Booze?

Michael: Yep.

Jose: How'd you get that?

Michael: I've got connections.

Jose: Whatcha gonna do with it?

Michael: Well I ain't gonna water the flowers.

Jose: I mean, where you gonna drink it?

Michael: Not sure. The park, maybe.

Jose: We're gonna rent a video and go to Ben's house. Ben, are your parents home?

Ben: Uh, no.

Michael: Like, when are they coming back?

Ben: Later tonight.

Michael: You sure?

Ben: Yeah I'm sure.

Michael: Then we're there, man.

Janique: Is that okay with you, Ben?

Ben: Uh....



What Are FRIENDS For?

GOALS

Youth will identify qualities to look for in a friend and learn how to deal with conflict in a friendship.

FOCUS

What do you look for in a friend?

- ✓ Ask each young person to create four “response cards” by writing each of the following statements on a separate sheet of paper: Gotta Have It, Preferable, No Big Deal, Doesn’t Matter at All.

- ✓ Tell the students that you will name a potential quality found in friends (*see list on next page*) and that they are to hold up the card that represents how important that quality is to them.

Decide in advance whether you will ask them to choose one category, or allow them to hold up two to signify the answer is somewhere in the middle.

- ✓ Make two columns on a flip chart or chalkboard—“Gotta Have It” and “Doesn’t Matter at All.”
- ✓ As students respond to the qualities you name, write them down in the columns.

CONNECT TO THE CONTENT

What would you do if your friend did ...?

- A. Using the responses noted by the group, talk with the youth about the qualities they said were very important and those that didn’t matter at all.

Ask them to explain why they feel their friends need the qualities in the “Gotta Have It” column.

Example: *Sometimes your friends are the best thing about your life, and the next time you’d just as soon never see them again. Friendships are full of ups and downs, times when you feel soooo close, and times when you fight. That is all part of being friends.*

- B. Divide the class into groups of three to four people. Ask each group to come up with an example of when friendship is difficult. If they are struggling with ideas give them the

MATERIALS

- ▶ Papers and markers
- ▶ Response cards (one set for each participant)
- ▶ Flip chart or chalkboard
- ▶ Cards with the “I Formula” on them (one for each participant)

PREPARATION

- ▶ Familiarize yourself with the “I Formula” concept by reading through the activity.
- ▶ Think about what is important to *you* in a friend.

examples below. Tell each group to discuss possible ways to resolve their situation.

- ✓ Your friend is nice to you when the two of you are alone but makes fun of you in front of other people.
- ✓ You get into a big disagreement with your friend.
- ✓ Your best friend gets involved with something that you think is wrong.
- ✓ Your friend says bad things about you behind your back.

FRIENDSHIP QUALITIES?

is honest
is good looking
likes the same music
cares about helping others
has enough money to do things
wears clothes that are "in"
has same religious beliefs
is fun
lives near me
goes to my school
trusts God/Allah/the Creator with his/her life
likes the same food
is popular
is athletic
is intelligent
is serious about his/her faith/religion
has a good sense of humor
owns great stuff
has the same values
likes to do the same things
is someone I always agree with
is very different from me

- C.** Ask the groups to report on what they decided to do in their assigned situation.

Acknowledge that these are difficult situations that do not have easy answers and that, even as an adult, these problems are also challenging.

The I's have it.

- D.** Hand out the "I Formula" cards.
- E.** Explain that the "I Formula" cards are a good way to resolve issues that bring conflict into their lives. This formula doesn't accuse the other person of being bad or wrong, and therefore lessens the chance that the person will be angry. The "I Formula" statements focus on how the speaker feels and communicate those feelings to the other person.
- F.** Talk with the youth about how they could use the "I Formula" for each of the four scenarios in the previous section.

Examples: "I feel hurt when you make fun of me because it seems like you like me when we're together but not when we're with other people. I want you to understand how I feel and stop making fun of me."

"I feel upset when you smoke weed because it seems like you don't care about your body and yourself. I want to be your friend but I don't like the smoking."

TAKE-AWAY

- A.** Ask the students how they feel about the "I Formula."

Do they think it could work? Do they have ideas that might work as well or better?

It is important to explain that the "I Formula" is not a magic solution. It is a way for you to speak your mind without accusing. But it does not always get you what you want. The other person has to decide how they will react.

- B.** Ask each group member to make a commitment to use the "I Formula" with one person over the next week.

If they feel comfortable doing so, ask them to explain how they will use it and with whom.

WRAP UP

I Can Cope with Conflict

Go around the group and ask each student to finish this sentence:

"I can be a good friend because I _____."

Affirm each student after he or she completes the statement.

TIPS FOR FACILITATORS

Listen with Your Heart

Listen with your eyes as well as your ears. Focus on the young person talking to you. Give him or her your full attention and don't plan your response while he or she is talking. Young people instantly detect when you have disengaged from listening to them. In today's busy world, one of the most valuable things you can give a young person is your undivided attention.

We are created with two ears and a mouth for a reason, but sometimes the mouth still dominates our times as a leader. Choose your words carefully. If you ramble on and on, youth will learn to tune you out. If young people feel that they are being talked "AT," they will lose interest in the sessions quickly.



"I Formula" Cards

I Formula

"I feel _____ when
you _____ because
it seems like _____.
I want you to/or I want to _____
_____."

I Formula

"I feel _____ when
you _____ because
it seems like _____.
I want you to/or I want to _____
_____."

I Formula

"I feel _____ when
you _____ because
it seems like _____.
I want you to/or I want to _____
_____."

I Formula

"I feel _____ when
you _____ because
it seems like _____.
I want you to/or I want to _____
_____."



So, What's in It for ME?

GOALS

Encourage open, frank discussion with the youth about the pros and cons of using drugs, alcohol and tobacco. Discuss the benefits of a substance-free lifestyle.

FOCUS

What would you like to do?

- ✓ Before the youth come into the room, put the six-pack carton on a table or on the floor in the center of the room. Cover it with the jacket so no one can see what it is.
- ✓ After the youth come in and are seated for class, say a prayer. You might ask for divine help to decide what to do about what's under that jacket.
- ✓ Just for fun, go around the room and have the youth say what they would like to do with what's under that jacket. Of course they will be guessing, but that's okay.
- ✓ Take the jacket away. Recall what each person said they were going to do with the "beer" (before they knew what it was). Encourage lively discussion here and have fun with this—this activity helps set an open, relaxed atmosphere, which is important for this session.
- ✓ Ask the youth to contemplate the choices that they are likely to face when they leave this room. When it comes to using substances, how will they choose? What will be the results?

CONNECT TO THE CONTENT

Pros and cons

- A. If your group isn't too large and will share freely, you don't need to divide into smaller groups for this activity. If the group is large or you need smaller groups in order for everyone to share, divide into groups of four to five.
- B. On the left side of the chart or board, ask students to make a list of all the reasons to use drugs, drink alcohol or smoke tobacco—all of the things that make them desirable things to do. On the right side of the chart or board, ask students to make a list of all the reasons not to use these substances.

MATERIALS

- ▶ A carton from a six-pack of beer
- ▶ A jacket that a teen might wear
- ▶ Flip chart or chalkboard
- ▶ Large pieces of paper and markers for each group (if dividing into small groups as described in the CONNECT TO THE CONTENT section)
- ▶ Six copies of your holy book (Bible, Qu'ran*, Torah)

PREPARATION

- ▶ Choose appropriate examples from your faith tradition to share as noted in the WRAP UP section.

* The Muslim holy book is spelled in different ways in English documents. Qu'ran is used throughout this guide.

The "Benefits" handout on page Y-27 provides some ideas for the "not using" side and can be distributed at the end of the activity for the participants to keep.

- C.** Compare the lists of pros and cons and talk about them with the group.
- D.** Share with the group what your faith tradition believes about the use of drugs, alcohol and tobacco.

TAKE-AWAY

What is the real choice?

- A.** Divide students into groups and give each group a sheet of paper and a pen/marker.
- B.** Ask each group to look at the "benefits" list again. Ask them to come up with at least one way—other than drinking, doing drugs or smoking—a person could get that benefit or one that would be similar.
- C.** Keep these lists and share them with your congregational leadership.

What can the congregation do to help provide these benefits for youth so they don't have to look to substances for them? For example, if a benefit of drinking is "fun," what is your congregation doing to provide a setting for youth to have fun? If a benefit of smoking is peer acceptance, how can you help your youth find that love and acceptance in a way that does not involve substance use? If a benefit of smoking marijuana is relieving stress, what kinds of stress-relievers can your congregation offer, such as counseling, sports or hobbies?

What does the holy book say?

- D.** Give each group a piece of the carton from the six-pack and a holy book.
- E.** Ask them to discuss among themselves what each item might say to the other.

What would be the dialogue between the beer and the book? What values does the holy book communicate

TIPS FOR FACILITATORS

Thought-provoking Ice-breaker for Youth Ages 14 to 18

Who would you like to be?

Seat your group in a circle. Say this: "If you could be anyone you want to be for the next year, who would you choose, and why?"

Or would you choose to be yourself and if so, why?" Go around the circle and share.

regarding alcohol? What stories does it tell? What would the alcohol say in return?

- F.** Have the small groups report to the larger group.

WRAP UP

You make the call

Bring all the students together and place the beer carton and the holy book in the center of the room so everyone can see them.

Talk with the group about the choices that people have made in their faith tradition—choices that brought blessings to them and choices that brought bad consequences, sometimes even death. Give examples from your holy book.

IDEAS FOR ENHANCEMENT

What's the real story?

Invite a person or persons—preferably a young adult—to come share their experiences with addiction or substance use. Stating facts is good, but hearing personal stories makes lasting impressions.

If you know someone who has been a victim of date rape, who is an alcoholic, who was involved in a serious accident, who lost a loved one because of a drunk driver, who got pregnant, etc.—these are powerful stories.

In selecting a speaker, be sure that he or she can effectively relate to youth and will present the negative impacts of substance use sensitively and accurately.

TIPS FOR FACILITATORS

Fun Ice-breakers for Youth Ages 14 to 18

Blind man's tag

Seat youth in a circle, with one person standing in the middle. Blindfold the person in the middle and give him or her a newspaper.

Spin the person around, then have him or her try to tap someone in the circle with the newspaper. The person who is tapped makes an animal sound of his or her choice in a disguised voice. The blindfolded person tries to guess who the person is. If successful, they trade places. If not, the blindfolded person is spun around again for another try.

Supplies needed: a rolled up newspaper and a blindfold.

Line it up

Tell youth to form a line based on their ages, beginning with oldest and going to youngest, and to do so without talking. Let them figure out how to do it, but if they need a hint, they may use their hands to indicate the month and day of their birthday.



Benefits of Staying Drug, Alcohol and Tobacco Free

..... Here are some factors to consider for “not using”
drugs, alcohol and tobacco:

- ⊙ Won't get arrested for underage drinking, smoking or for the possession of illegal drugs.
- ⊙ Won't become an alcoholic, a chain-smoker or addicted to drugs.
- ⊙ Won't be driving a car while under the influence of alcohol or drugs and risk causing a serious crash.
- ⊙ Won't get violent due to being drunk.
- ⊙ Will learn how to deal with life's problems in a healthy way instead of using chemical crutches to escape them.
- ⊙ Won't lose a job because the boss smells alcohol on your breath or wonders why you can't concentrate on what you're doing.
- ⊙ Won't get pregnant (or get a girl pregnant) while under the influence.
- ⊙ Won't get HIV or other STDs due to sex while under the influence.
- ⊙ Won't have to lie to your parents about whether you were drinking, smoking or doing drugs.
- ⊙ Won't lose your parents' trust if you get caught.
- ⊙ Will be less likely to say or do things you might regret later.
- ⊙ Will feel good that you have made the choices you believe in.
- ⊙ Won't have to hide the fact that you're drinking, smoking or doing drugs from friends and people at school or in your faith community.
- ⊙ Because you can have a lot of fun without it.
 - ⊙ Because you won't do the stupid things people do when they are drunk or high.
 - ⊙ Because you are following what your faith tradition teaches about taking care of your body and your mind.



Mighty Media

GOALS

Youth will learn critical thinking skills and determine whether media images conflict with their values and religious teachings about drugs, alcohol and tobacco.

FOCUS

What are your favorites?

- ✓ Go around the room and ask each student to name his or her favorite television show(s) and movie(s).

A more active method of getting the same information is to ask the youth to act out or play charades so that the rest of the group has to guess their favorite show or film.

- ✓ Make a list on a flip chart or chalkboard.

CONNECT TO THE CONTENT

Pop culture review and critique

- A. You can either play preselected TV shows, commercials or movie segments to the class or ask youth to (prior to the session) watch a favorite TV show, video or movie at home.

While watching, they should note every reference to drug, alcohol or tobacco use and what's going on in conjunction with the use of the substance.

(Examples: Smoking because the person is stressed out, having a beer after coming home from work, attending a party where socializing means drinking and/or drugs.)

If watching television, ask students to also make note of the ads—what is being sold and how? Also, make note of how persons of different ethnic and racial backgrounds are depicted, how males and females are portrayed, how sexuality issues are presented and whether all ages are represented.

Option: Make copies of the questions you are going to discuss and hand them out to the youth to review as they watch the show or movie.

Let's talk about it

- B. Discuss what you have watched using the "Critical Thinking Questions" handout to guide the discussion.

MATERIALS

Flip chart or chalkboard

Paper and pencils

For CONNECT TO THE CONTENT: Tape a TV show, commercials and/or segments of movies that illustrate the use of drugs, alcohol or tobacco.

Arrange to have a TV and a VCR in the room when you do this activity.

PREPARATION

▶ Contact peer leaders before you plan to have this session. Review the content, explaining that you would like them to lead it.

Decide who will help with which parts of the session.

Ask them to help contact youth or choose the TV shows, commercials or movie segments.

(See CONNECT TO THE CONTENT.)

▶ Learn about media literacy online at www.medialit.org.

TAKE-AWAY

Compare and contrast

A. Distribute paper and pencils and ask students to draw a line down the center of a page.

B. On the left side, have them summarize the media discussion from CONNECT TO THE CONTENT.

What do they remember? What did they learn?

C. On the right side, they should write what they believe their faith or religious tradition teaches about the use of substances, male and female roles, sexuality, violence and how to relate to persons of different cultures and racial backgrounds.

D. Discuss each list and have youth share what they've noted on their lists.

Are there any aspects that fall into both categories? Does their faith or religious tradition ever overlap with what the media portray?

E. Comment on anything you feel is missing, especially in the religious area.

Ranking

F. Look at the lists made in the FOCUS section of favorite shows and movies.

G. Ask the youth to rate each one on a scale of 1 to 5 (with 1 being the least realistic and 5 being the most realistic) in terms of the show's realistic portrayal of the following:

- ☒ Illicit drug use
- ☒ Alcohol use
- ☒ Tobacco use
- ☒ Sex
- ☒ Violence
- ☒ The roles of men and women
- ☒ What makes us truly happy

WRAP UP

Ask each student to make one statement about what they learned and to complete their statement with the words: "And that's the truth."

TIPS FOR FACILITATORS

Fun Ice-breakers for Youth Ages 14 to 18

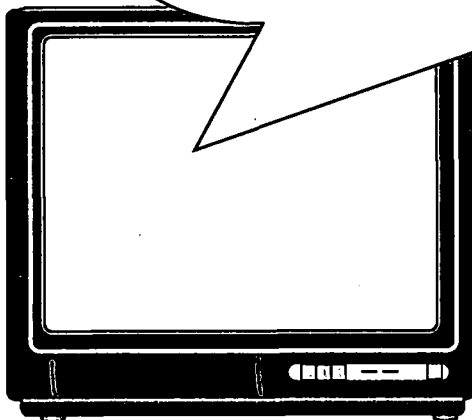
Pity me

Youth should be seated in a circle. Give each participant five tokens such as marbles or pennies. The point of the game is to collect tokens from others by telling everyone something that they've never done, but that others in the group may have experienced, such as riding in a roller coaster, flying, etc. The group members who have done that must give a token to the one who hasn't. Begin with one person and go around the circle. Rules to mention are that they must tell the truth and that what they relate should be in "good taste." The person who has "missed the most" in life will gather the most tokens.



Critical Thinking Questions

1. What **choices** were the people making about the use of substances? About their sexual activity? About their relationships? About engaging in violent behavior?
2. Did the characters **talk** about their choices? If so, what did they say? If not, why not?
3. Were there **good or bad consequences** to their choices? What were they?
4. Was there a **difference** in how **males and females** were portrayed? How about persons of different **ethnic and racial groups**? What about people of different ages? Give examples.
5. How did the show, ad or movie relate to **your values**?
6. Did **male and female** characters make different choices as far as their **use of substances** or their **sexual activity**? How about **adults versus teens**?
7. What was the role of **violence** in the show or movie?
8. In what ways did the show, ad or movie portray the **risks of using substances** or engaging in violent behavior?
9. **Who was the intended audience** for this show, ad or movie? **How did it "hook"** (get the interest of) the audience?
10. In what ways did the show, ad or movie present a **realistic picture** of life? In what ways was it **unrealistic**? Is it OK to be unreal? Why or why not?
11. Why did you **like** or dislike this show or movie?
12. What did this show or movie say about the things in life that make us **happy, joyful and satisfied**?
13. How did this show, ad or movie compare with **what you learn in your congregation about life**? Similar? Compatible? Very different? How do **you feel** about that?





What to ~~DO~~, What to Say

GOALS

Give youth tools to help a friend or family member whose involvement with drugs, alcohol or tobacco concerns them.

FOCUS

One-on-one

- ✓ Divide the students into pairs.
- ✓ Ask each pair to role-play the following scenario:
Person A knows that his or her friend (Person B) is using alcohol, tobacco or other drugs, and that concerns Person A. Person A decides to talk to Person B, and says _____.
Person A decides to talk to Person B, and says _____.
- ✓ Ask pairs to switch roles and role-play again.
- ✓ Bring the group together and ask for volunteers to share their role-plays.
- ✓ Discuss the responses.
Did they know what to say? What was said? How was it said?

CONNECT TO THE CONTENT

What our faith has to say

- A. Share examples from your faith or religious tradition and/or refer the youth to your holy book to see how people there confronted each other with love and concern.

Six steps to better communication

- B. Tell the group that you are going to share a six-step process with them that will help in situations like the one they role-played.
- C. Explain that the steps help reduce denial and defensiveness because they focus on facts and behaviors that can't be argued with.
- D. Write these six steps on a chalkboard or flip chart as you go through each one.

MATERIALS

- ▶ Flip chart or chalkboard
- ▶ A blank index card and pen for each participant
- ▶ Index cards with one situation written on each (see CONNECT TO THE CONTENT)

PREPARATION

- ▶ Be prepared to give examples from your faith or religious tradition about a time when one person cared enough for another person to confront them with love.
- ▶ Gather a list of local resources available to persons with substance abuse problems; make a copy for each participant. Contact NCADI or CADCA (see the Resources section).

1. I CARE

First, say "I love you. I care about you—you're my friend. I want the best for you." This establishes a personal connection and reduces defensive feelings on the part of the person you are talking to.

2. I SEE

Talk about specific behavior that concerns you. Focus on the behavior, not the person. Present facts, not impressions, rumors or guesses.

3. I FEEL

Be straightforward about how the behavior makes you feel. This will help keep a sense of blame out of the interaction, and it will sound less judgmental and more caring. It's not necessary or helpful to make assumptions about the cause of the behavior—you don't have to diagnose anything or be an expert. You just need to be concerned.

4. I'M LISTENING

Be quiet. Stop talking. Listen to the person's response. Allow him or her to share feelings, problems or explanations. Be prepared for a variety of responses—silence, admitting a significant problem, denial or hostility.

5. I WANT

Be ready to share specific suggestions of what you think would be helpful to get past this problem, including changing behavior. Don't demand; instead, tactfully but firmly suggest what behavior change you believe would help this person.

6. I WILL

Be ready to say what you're willing to do to help the person make a change. Provide moral support? Arrange a meeting with someone who can help? Listen more? Offer a ride to meet with a counselor? Make it clear that you're willing to keep in touch and to help that person, whether he or she decides to do something now or at another time.

Compare and contrast—what have we learned?

- E.** Compare what the students learned in the role-plays, the stories from your faith or religious tradition and the six-step process.

What are the similarities and differences?

- F.** Explain that if the person is unable to change the behavior, he or she may have a serious and complex problem. Perhaps the person simply is not going to respond to you. In either case, at

that point it is important for you to talk to a religious leader, youth leader, school counselor, physician, someone at a drug-abuse treatment center or any adult you trust to help the person. While it is not your responsibility to fix the problem, trying to get professional help for the person is the most caring action you can take. Try your best to offer this suggestion as a way to demonstrate concern for someone that you care about. It is not about tattling or condemning. It is about getting help for the person.

TAKE-AWAY

What can you do?

- A.** Divide the students into groups of three to four.
- B.** Hand each group a card containing one of the situations from the following list. Ask students to discuss the situation and how they would respond based on what they have learned in this session.
- C.** Ask them to prepare a role-play to share with the rest of the group.
Encourage the students to develop other role-plays that may be more relevant to their lives—actual situations that they are aware of.

Situations

- ☒ You know an older sister has been coming home drunk late at night.
- ☒ You're on a retreat with your youth group. The weekend speaker talks about the dangers of drugs. You know your youth group president has been smoking pot.
- ☒ You see a brother, who's in 6th grade, smoking a cigarette with a classmate.
- ☒ You're at a birthday party with several friends. Somebody brings beer and one of your friends gets drunk and tells some very personal things about you that should have been kept confidential.
- ☒ A group of classmates is talking about a rave (all-night dance party) planned for Saturday night and many of them excitedly mention that there may be Ecstasy (an illicit drug that increases heart rate and blood

pressure and can lead to heart or kidney failure) available at the event. A person that you have really been wanting to go out with has invited you to go along.

- ☑ The person who has been selling marijuana to other students in school is someone that the adults would never suspect, but you know him or her quite well.

WRAP UP

Give each person a blank index card, a pen and a list of local resources. Ask youth to copy the six-step list onto their index cards and to take them home. Encourage them to refer to the card whenever they are in conflict with someone, whether or not substances are part of the conflict.



Faith Night Lock-In

GOALS

A lock-in is a fun way for youth to get to know one another and learn about their faith, religion and themselves. A lock-in can be for a day, overnight or expanded to a weekend retreat.

TIPS FOR LOCK-IN LEADERS

While a lock-in is not an easy undertaking, it can be a powerful and memorable way to build relationships within your group and to encourage (or affirm) young people's commitment to staying drug- and alcohol-free.

While lock-ins will vary greatly among congregations, age groups and even from year to year within a single congregation, here are some tips to help ensure success:

- ☒ Engage young people in the planning.
- ☒ Always have more than one adult leader present. One adult for every ten youth is recommended.
- ☒ Have one person present throughout the night, but consider rotating others through in shifts (so you have fresh faces at three in the morning).
- ☒ Offer a balance of low-key and high-energy activities.
- ☒ Get permission slips that include emergency contact information from parents or guardians.
- ☒ Have youth sign statements affirming that they will not use or possess alcohol, tobacco or illicit drugs at the event.
- ☒ Have food and beverages available at various points during the night.
- ☒ Provide a quiet space for meditation, relaxation or sleep.
- ☒ Insist that no youth leave the building.

ACTIVITY DIRECTIONS

Rather than provide a step-by-step guide, we've listed suggested activities. How you piece them together will depend on the age of your group and the specifics of what you hope to accomplish.

Potential lock-in activities

From this guide:

- ☒ This We Believe (page Y-7)

MATERIALS

- ▶ Lots of food and drink
- ▶ Decorations for the public areas of your building and meeting rooms
- ▶ Materials to be used in the activities and games

- ✓ Top Ten Ways to Resist (page Y-11)
- ✓ What Are Friends For? (page Y-17)
- ✓ Mighty Media (page Y-29)

Other ideas:

- ✓ Relaxation exercises
- ✓ Scavenger hunt
- ✓ Prepare food together to share
- ✓ Hide-and-Go-Seek games (be clear about which areas of the building are off-limits)
- ✓ Indoor sports such as basketball or volleyball
- ✓ Karaoke
- ✓ Temporary tattoos, face paint or body crayons (available at toy stores)
- ✓ Talent show, art show, poetry reading or other performance
- ✓ Games such as charades or Pictionary
- ✓ Integrate appropriate religious rituals (prayers, worship, etc.)
- ✓ Show a feature-length film and discuss it in the context of your religion or faith.

CONCLUSION

Lock-ins involve a great deal of preparation and can be exhausting for adult supervisors. However, because they are unique and time intensive, they also have the potential to be quite memorable. They provide a great opportunity to present or reinforce the message that being drug free is healthy and fun. Be flexible, stay awake and enjoy yourself!



Adult and Intergenerational Activities At-A-Glance

Activity Name	Grade	Goal	Time	Follow-up Activity	Page
Parents and Youth Leaders: What You Should Know	Parents, other adults	Learn more about drugs, alcohol and tobacco and how they are being used today	Long	Truth and Consequences	A-5
Truth and Consequences	Inter-generational	Learn facts about marijuana Build intergenerational relationships	Short	Can We Talk?	A-11
Can We Talk?	Parents, other adults	Gain skills to communicate with young people about dangers of alcohol, tobacco and other drugs	Medium	Community Drug Prevention	A-15
Share an Adventure	Parents, other adults	Increase awareness of activities that promote healthy adult/youth relationships	Short	Here's Something to Do! (online) Fellowship dinner to exchange ideas between youth and adults	A-21
Community Drug Prevention	Inter-generational	Explore youth and adult perceptions of alcohol, tobacco and drug use in order to examine these views as they relate to their faith congregation	Long	What to Do, What to Say (Youth Activity)	A-25

Activity time may vary considerably based on a variety of factors (for example, size of group). Typically, activities noted as *SHORT* will run less than one hour; *MEDIUM* is one to one and a half hours; and *LONG* may be two hours or more.



GETTING YOUNG PEOPLE AND ADULTS TO MIX

Mentoring is an oft-repeated solution to many of the ills that afflict our youth. Drug prevention and youth development research supports the idea that a relationship with caring adults helps youth to thrive. Busy adults today may have little time in their lives to give to young people. Fortunately, there is a great deal adults can do to show they care and to make a difference in young people's lives that does not require a major commitment. Here are some ideas you might try in your congregation.

Everyday actions

- ☒ Greet young people when you see them. Ask how they're doing.
- ☒ Congratulate young people when they accomplish something.
- ☒ Ask young people for their opinions and perspectives.
- ☒ Set reasonable boundaries and have high expectations.
- ☒ Replace put-downs with affirmations. Make sure any teasing is supportive, not harsh.

Special occasions

- ☒ Send cards or e-mail greetings to young people you know to mark holidays, birthdays and other important milestones.
- ☒ Cheer at a child's sports game, concert, play or other performance.
- ☒ Be a classroom assistant or tutor. Help a teacher prepare materials for class.

TIPS FOR FACILITATORS

Little Lessons for Leaders

- Lead by example. Share from your heart, but don't dominate the session. Youth do appreciate hearing you being vulnerable—they don't want to be preached to.
- Listen. Use your ears twice as much as your mouth.
- Use genuine and specific affirmation. Instead of just saying "good job," tell them you like the way they got into the character of the role-play, their willingness to share, their full participation in the session. Let them know that you think they are great, but always be genuine. Youth see through fake flattery.
- Students want very much to tell their story and to be heard. You may need to create smaller groups or allow them to write responses on pieces of paper if the larger group intimidates them.
- If one or several youth dominate the discussion, find ways to change those dynamics, such as "Thanks for sharing, Bill, and now let's hear from Mary."

continued on next page

- ✓ Take a child on a zoo adventure. Look for different animals, shapes, sounds and colors.
- ✓ Teach young people to share their money with charities by recruiting adults to match youth contributions.
- ✓ Throw an after-school T (for "terrific") party. Ask youth to wear their favorite t-shirts. Play games that start with the letter T, such as tag and trash can basketball. Serve snacks that start with the letter T, such as Tootsie Rolls and tangerines.

Commitments

- ✓ Hand down a hobby. Teach a young person a skill such as quilting, carpentry or gardening.
- ✓ Invite a child or teenager to join you in doing a certain activity each season, such as attending a "season opener" baseball game, picking strawberries, finding the biggest pumpkin or planting a garden.
- ✓ Plan a "zip trip" once every two months for a group of youth. Zip over to a fun place such as the city's best playground, a nature center, museum or outdoor festival.
- ✓ Advocate for developing safe places for youth to spend time with friends in the community.

Make youth more visible in your congregation

- ✓ Highlight the activities and accomplishments of your youth to the whole congregation.
- ✓ Ask for young people's ideas on making your congregation a better place—and publicly recognize their ideas and act on them.
- ✓ Give youth opportunities to make announcements, serve as ushers and perform other tasks that make them visible in the larger community of faith.

Drug prevention ideas

You can use free anti-drug resources from the National Youth Anti-Drug Media Campaign (www.TheAntiDrug.com and www.mediacampaign.org) in the following ways:

- Use articles on drug prevention in newsletters or other communication vehicles. You might also use public service announcements (PSAs), parenting tips, drug facts or resource information.

- Call the National Clearinghouse for Alcohol and Drug Information (NCADI) at (800) 788-2800 for free prevention materials.
- Participate in national or community events to tie your congregation into existing prevention efforts. For example, Red Ribbon Week (www.redribbonworks.org or www.nfp.org) is an annual national event designed to celebrate healthy, drug-free lifestyles for youth and is observed in communities across America at the end of every October.

TIPS FOR FACILITATORS

Little Lessons for Leaders

continued from previous page

- Sometimes a group will benefit from a "spontaneous opportunity" to respond, especially shy youth. Something as simple as tossing a ball (or stuffed animal, etc.) to another person in the group who must respond when the ball is thrown to him/her, allows ALL members of the group to automatically participate, including the focus group facilitator. Or, tossing a bag of wrapped, colored candy on the floor, and after all youth have chosen one to eat, having them respond to a question that matches the color of their candy choice.

Examples: What makes you a good friend? (mint flavor); What do you celebrate? (lemon flavor)

**Parents and Youth Leaders:****What You Should Know****GOALS**

Adults will enhance their understanding of today's drug culture, their knowledge of specific drugs and their awareness of the dangers of drugs, alcohol and tobacco.

FOCUS

- ✓ Bring together a group of parents and other adults. Play or show a video, magazine or popular song that depicts substance use. Clarify any language that may be unclear or unknown to your group.
- ✓ Open the discussion by paraphrasing the following:

"The drug culture has changed drastically over the past 10 or 20 years. What we knew about drugs, alcohol and tobacco back then pales in comparison to what our kids are exposed to today. Because of today's computer technology, music lyrics and media outlets, young people know much more than we did at earlier ages (yes, even in elementary school). They also are under pressure from friends and acquaintances to try these dangerous substances.

"Experimentation with alcohol and marijuana can lead to serious problems. Experts tell us that young people who use alcohol and drugs are more likely to be victims or perpetrators of violence, to be injured in auto crashes and to be engaged in other risky behaviors while under the influence of these substances.

"Take marijuana, for instance. Marijuana is the most widely used illicit drug among America's youth. And despite the growing scientific evidence of the harm it can cause, many kids—as well as parents and other adults—see the drug as benign. Marijuana puts kids at risk. Research shows that youth marijuana use can lead to significant health, social, learning and behavioral problems at a crucial time in kids' lives, when their young bodies and minds are still developing.

"Adults who show care and concern for young people are in a good position to steer them away from drugs, alcohol and tobacco. Kids will make mistakes, but the more informed the adults are, the more we can help minimize those mistakes. Most of us probably need to bring ourselves up to date."

MATERIALS

- ▶ Several newspapers or popular magazines
- ▶ Copies of "Drug Awareness Quick Quiz"
- ▶ Poster board or chart paper
- ▶ Glue
- ▶ Drug fact sheets from www.TheAntiDrug.com/faith

PREPARATION

- ▶ Find a video, magazine or popular song that depicts substance use. Find out what is popular by either asking youth or visiting the Center for Media Literacy Web site (www.medialit.org).
- ▶ Additional drug information can be obtained from the National Clearinghouse for Alcohol and Drug Information (see Resources section).

CONNECT TO THE CONTENT

Quiz!

- A.** Hand out the “Drug Awareness Quick Quiz” questions.

Tell them this is not intended to embarrass anyone but just to get the discussion going about drugs. This discussion will help us better communicate with our youth about drugs.

- B.** Allow approximately ten minutes for completion.

- C.** Once everyone has completed the quiz, start the discussion by asking a volunteer to respond to the first question.

Refer to the answer sheet provided to help facilitate the discussion. Allow discussion of each question. Use answers provided on page A-10 to spark discussion.

Instant experts

- D.** Divide the group into five smaller groups.

- E.** Give each group drug fact sheet handouts from www.TheAntiDrug.com/faith or <http://ncadi.samhsa.gov> on one specific substance; e.g., all members of Group A get handouts on Ecstasy, all members of Group B get handouts on inhalants, Group C gets marijuana, Group D gets alcohol and Group E gets tobacco. To better highlight the concerns important to your community, you might also consider customizing the exercise by adding state or local statistics on substance abuse. For information, contact your local coalition or go to www.helpyourcommunity.org and search the database of over 400 community coalitions across the country. You can also find state-based statistics on substance abuse at www.samhsa.gov/oas/states.htm.

- F.** Tell the groups they are going to become experts on their particular substance and will be educating the other groups about their substance.

- G.** Allow the group members to decide who will share what, and strongly encourage them not to read the information but to learn it and relate it to the group. Encourage them to tell stories of people they know, without using real names, that illustrate the points, if they have such stories to share.

TIPS FOR FACILITATORS

Thought-provoking Ice-breaker for Adults

A pocket tour

Ask participants to open their wallets and take out four items that represent:

- the most worthless item,
- the most priceless item,
- the most revealing item,
- the item with a story behind it.

Tell the women in the group that they may use their entire purse, not just their wallet, for this activity. Break into groups and discuss the choices.

- H.** Give the groups enough time to learn their information, then call on them to present it.

TAKE-AWAY

- A.** Give each person a blank copy of the "Drug Awareness Quick Quiz" to try with someone at home or in the congregation. Be sure to also provide them with a copy of the Answer Sheet for reference.

- B.** Make arrangements to share the results at a later date.

WRAP UP

Understanding the harm that drugs can do to the mind, body and spirit is a powerful lesson. Together, reflect on the wisdom that you can share about your faith tradition that might help keep the youth of your congregation away from these dangers.

Whether as parents or other caring adults, discuss the ways in which they might help guide youth to make healthy decisions in their lives. What might be one small "next step" they could commit to doing? Solicit ideas from the group or refer to the list of ideas starting on page A-1.

IDEAS FOR ENHANCEMENT

What youth see

Ask the group to work in teams. Have some sift through the newspapers to locate every possible mention of drugs, alcohol or tobacco in stories and advertisements. Have the others do the same with the popular magazines. Cut them out and paste as many as you can on poster board or chart paper.

Discuss the articles and ads they found. Discuss how young people see these materials and the attractions and dangers they present.

Share relevant information mentioned in the Resources Section.

TIPS FOR FACILITATORS

Thought-provoking Ice-breakers for Youth Ages 14 to 18 or Adults

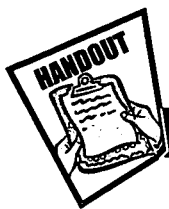
Getting to know you

Hand out the name tags and pens. Ask each person to put his or her name close to the top, then to divide the rest of the name tag in half, vertically down the middle. In the left half, they should write two issues they feel strongly about. In the right half, they should write two people they admire.

When they're done, ask them to put on the name tags; then go around the group and ask each person to share what they wrote and why.

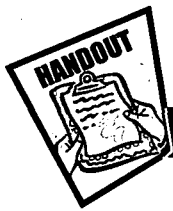
Variation on this activity: After people have filled out their name tags, the facilitator collects them and reads them (excluding the name) to the group, one at a time. The group tries to guess who the clues describe, and then the person can elaborate on them as they wish. Wear the name tags for the remainder of the session.

Supplies needed: Large name tags and pens

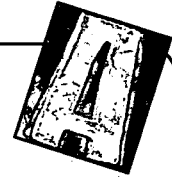


Drug Awareness Quick Quiz

1. Smoking one marijuana joint is as harmful as smoking how many cigarettes?
2. Which of the following items do some kids use to conceal marijuana?
 - a. apples
 - b. soda cans
 - c. toilet-paper rolls
3. What common, legal substances are many youth inhaling to get high?
4. What does the drug Ecstasy look like?
5. Ecstasy is especially popular at raves (all-night dance parties). Why?
6. Some adults don't make a "NO DRUGS" rule because they think kids are naturally rebellious and will do them anyway. What do you think about that?
7. Which substance kills the most people in the United States each year—tobacco, alcohol or cocaine?
8. When asked why they chose not to do drugs, what reason did the most kids give?
 - a. Peer influence
 - b. Religious beliefs
 - c. Didn't want to disappoint parents
 - d. Fear of negative consequences
9. Most parents don't talk to their kids about drugs. Why do you think that's the case?
10. **True or False:** A can of beer has the same amount of pure alcohol as a shot of hard liquor.
11. What is marijuana stuffed into a cigar called?
12. "Educating kids about drugs too early gives them knowledge that may lead them to want to experiment with the drugs." How do you feel about that statement?
13. Name several resources where you can go for more information on strategies and tips to raise healthy, drug-free children.



Drug Awareness Quick Quiz Answer Sheet



1. Smoking one marijuana joint is as harmful as smoking five cigarettes. Smoking four joints is like smoking an entire pack.
2. All of the above. Kids are inventive with the ways they conceal that they are getting high. Adults who relate to youth will need to be just as inventive in finding out the truth.
3. The results of "huffing" or sniffing inhalants can be deadly. Inhalants are ordinary household products that youth inhale to get high. Examples of products kids abuse to get high include model airplane glue, nail polish remover, cleaning fluids, hair spray, gasoline, the propellant in aerosol whipped cream, spray paint, fabric protector, air conditioner fluid (freon), cooking spray and correction fluid. We need to be aware of the chemicals, solvents and household cleaners that kids can abuse. Keep them in one specific place in your home, possibly under lock and key.
4. It is usually a tablet or capsule, often with a symbol printed on it. Occasionally it comes as a powder.
5. Users believe it lowers inhibitions and enhances feelings of love and affection, and the stimulant in it enables the user to dance for extended periods.
6. Kids need to feel independent, but they don't need 100 percent independence. Reasonable and clear rules are necessary and, in reality, youth need and appreciate having some boundaries set for them, whether or not they admit it or follow the advice all the time.
7. Tobacco kills more people annually than alcohol and cocaine combined.
8. Didn't want to disappoint parents. Adults, take this to heart! Youth do care what you think and how you feel about them. They need to know you are there for them. Don't give up when they say "Leave me alone." Give them the space they crave as much as possible, but pick your battles. The anti-drug battle is one worth fighting.
9. There are many possible answers, including the fact that they don't know how to start, or what to say once they get the conversation started, or they don't think it will make a difference. Encourage discussion.
10. True.
11. A blunt.
12. Most kids will learn about drugs one way or another. They need to hear about drugs from you. By sharing your knowledge, concern and your willingness to talk with them, they will be more likely to ask questions and share with you. It is better for you to be the source of their information than their peers.
13. There are many resources. Some are www.TheAntiDrug.com and <http://ncadi.samhsa.gov>.



Truth and Consequences

GOALS

To have fun while learning the facts about marijuana, and to build intergenerational relationships.

FOCUS

Marijuana: Truth and Consequences

- ✓ Open the meeting by saying, "Thank you for coming to Truth and Consequences. We're going to have some fun together, and we're also going to learn some things about marijuana and about each other."
- ✓ Hand each person a pencil and an index card. Ask them to write their name on the card, and collect the cards.
- ✓ Shuffle the cards and make piles of about ten, or whatever is appropriate for the size of your group. Call out the names of the people in each pile and ask them to group themselves together. Have each group choose an animal sound that will be their "bell" indicating they want to answer a question. Groups might roar like a bear, quack like a duck, meow like a cat, etc.
- ✓ Explain the game: You will be calling out a question about marijuana. As a group, they need to come up with the answer and make their sound when they have it. If the group gets the answer right, they will get a point. If not, another group will have a chance to answer. The group with the most points wins!

CONNECT TO THE CONTENT

FAQ'S

- A.** Identify one person to tally the scores on a flip chart or chalkboard, and to help you determine who responds first to the questions.

Questions

1. What percentage of 8th graders in the United States have tried marijuana?

Answer: While the majority of those in this age range have not ever used marijuana, 20.4 percent of 8th graders have tried it, according to the annual study Monitoring the Future, 2001.

MATERIALS

- ▶ Pencils and an index card for each person
- ▶ Flip chart or chalkboard
- ▶ Snack or prizes for the game winners
- ▶ Food for a social time at the end

PREPARATION

- ▶ Invite members of your congregation to a fun, educational game with both youth and adults. The meeting is about drug education but let them know this will be a fun evening, not a boring presentation. Encourage families to come together, mentors to bring the young people they are mentoring.
- ▶ Download or order some of the drug prevention materials listed in the Resources section and be ready to answer questions raised about substance use.

TIPS FOR FACILITATORS

Youth of Today

"The most stunning change for adolescents today is their aloneness. The adolescents of (this generation) are more isolated and more unsupervised than other generations. It used to be that kids sneaked time away from adults. These days youngsters can easily do more good or bad without other people knowing about it. . . . Young adolescents do not want to be left to their own devices. In national surveys and focus groups, America's youth have given voice to serious longing. They want more regular contact with adults who care about and respect them." (*A Tribe Apart*, by Patricia Hersch, The Ballantine Publishing Group, 1999.)

2. How does marijuana make a person feel?

Answer: Relaxed. But that is temporary. It does not help a person cope with life. It often makes life more difficult, not easier.

3. Can marijuana be addictive?

Answer: Research has revealed that marijuana is addictive, with an estimated one in 11 who use the drug becoming dependent. Sixty percent of teens currently in drug treatment have a primary marijuana diagnosis. Among youth, marijuana is responsible for almost as many admissions as all other drugs combined, including alcohol. Research also indicates that individuals who regularly smoke marijuana experience withdrawal symptoms after they stop using the drug.

4. **(youth only)** How many people do you know who use weed?

Answer: No "right" answer. Give a point to everyone who answers it.

5. *True or False:* Marijuana cannot cause cancer like tobacco can.

Answer: False.

6. Marijuana smoke has two of the same elements as tobacco smoke. What are they?

Answer: Carbon monoxide and tar.

7. How does marijuana affect the brain?

Answer: It affects short-term memory and interferes with the ability to concentrate.

8. **(high school youth)** When is the last time that you or someone you know had the opportunity to smoke pot?

Answer: No "right" answer. Give a point to everyone who answers it.

9. Some people don't feel well after smoking marijuana. What are some symptoms they may have?

Answer: Depression, nervousness, confusion.

10. *True or False:* Smoking pot can make it difficult to learn.

Answer: True. Marijuana use interferes with memory, speech, comprehension and decision-making ability.

11. Everyone knows that drinking alcohol and driving is a very unsafe thing to do. What about smoking pot and driving? Safe or unsafe? Explain why.

Answer: Unsafe, because marijuana impairs many of the skills required for safe driving: alertness, the ability to concentrate, coordination and reaction time.

12. The active ingredient in marijuana, THC, is absorbed into the tissues and organs of the smoker's body. For how long can THC be identified in a person's body?

Answer: Up to one month.

13. What are other names for marijuana? (Team with the most gets the point.)

Answer: joint, grass, weed, pot, dope, reefer, mary jane, etc.

14. What happens if a person gets caught smoking marijuana?

(Give points to anyone who answers—there will be different responses.)

15. **(youth only)** What percentage of the adults in this congregation do you think really care about you?

- a. none
- b. some
- c. about half
- d. most
- e. all

Give points for any answer.

16. **(adults only)** What percentage of the adults in this congregation do you think have a significant relationship with a young person not related to them?

- a. none
- b. some
- c. about half
- d. most
- e. all

Give points for any answer.

TIPS FOR FACILITATORS

How to Ask Questions So You Get Answers

Remember that youth spend a lot of time in a classroom where there is only one right answer that is expected of them when they raise their hands to respond. They may be afraid to participate if they are not sure they have the right answer. Young people respond well to creative or "open-ended" questioning where there is no particular right answer, just a "viewpoint." Youth feel comfortable responding if they know there is no danger of "making a mistake" or "humiliation," etc. Whenever you ask a question, make sure it is open-ended.

For example:

Closed: Were you surprised?

Open: What surprised you?

Closed: Do you agree?

Open: What do you agree with?

Closed: Do you like sports?

Open: What sports do you like?

Youth also benefit from narrowing the focus of the discussion and being able to think about their responses privately first. An activity such as allowing them to write as many answers or situations first on "sticky-notes," one idea per sheet, and then posting them on a wall according to categories, is assurance that all will get to contribute their ideas, if not verbally, then in a written anonymous form.

- B.** Declare the winning team and have the other team(s) applaud them. Distribute rewards.

TAKE-AWAY

Get the whole group together and lead a discussion.

What did they learn? What was new information? What else do they want to know? What questions or comments do they have?

WRAP UP

Hand out half of the index cards to participants, making sure they do **not** get their own card. Tell them to find the person whose card they have, and to eat together during the social time, and to get to know each other more during that time. Serve refreshments.



Can We Talk?

GOALS

Adults will identify and practice skills useful in communicating with young people about the dangers of drugs, alcohol and tobacco.

FOCUS

Dialog builders and busters for adults and teens

- ✓ Ask two adult-youth teams to present role-plays of a situation that causes conflict between youth and adults (such as substance abuse, dating, curfew, school, etc). Using the "Dialog Builders and Busters" handout, ask one pair to use the "Builders" in their role-play, and the other pair to use the "Busters."
- ✓ Discuss how the interactions were different. This discussion should not go on too long—you can cut it off by mentioning that everyone will get more opportunities to talk about these issues later in the session.

CONNECT TO THE CONTENT

- A. Give everyone in the group the "Dialog Builders and Busters" handout.
- B. Ask them to make a list of the times they have found themselves using the "Dialog Busters."
What are the situations or issues that elicit those responses from them?
- C. Record the list on a flip chart or chalkboard.
- D. Ask for adult volunteers to role-play something from the list.
If they are struggling to come up with something, offer them one of the two scenarios available on page A-18.
- E. Ask the teens to participate again and have some adults fill the role of the teens or have them switch roles—the adult portrays the teen's perspective and the teen plays the adult role. Have fun with this!

MATERIALS

- ▶ Chart paper, pens, markers, tape
- ▶ Handout: "Dialog Builders and Busters"
- ▶ Keeping Your Kids Drug-Free (see page R-5 in Resources section)
- ▶ Index cards

PREPARATION

- ▶ Invite youth who are willing and able to be "expert resources" in a discussion with adults about substance use. Let them know that you are inviting them because they are experts from whom the adults want to learn.
Try to get two youth for every five to six adults you expect at the session. Youth should be confident in their ability to communicate with adults.
- ▶ Before the session, contact two adults and match each with a young person to conduct a role-play. (See FOCUS)
- ▶ Arrange the chairs in the room in a circle.

FACTS ABOUT PARENTING

Research shows that parents play a crucial role in their teen's decision not to use drugs:

- Teens who get anti-drug messages at home are 42 percent less likely to use drugs.
- Involved parents make a difference. Spending time with kids—taking a walk or playing a game—can significantly drop the rate of teen drug use.
- Teens whose parents monitor TV viewing or Internet use, know where their teen is after school and expect their teen to tell them where they are going are at half the risk of substance abuse as teens whose parents do not.

Young people need guidance from their parents now more than ever:

- In a recent "national report card," teens gave parents a "C-" in preventing youth from using drugs.
- Teens with "hands-off" parents are at four times greater risk of smoking, drinking and using illegal drugs as teens with "hands-on" parents.
- Dads are far less likely than moms to talk to kids about drugs.

Sources: National Center on Addiction and Substance Abuse at Columbia University (CASA); Teen-age Unlimited; U.S. Census Bureau.

F. Discuss with the group: How is the dialog being built or busted? How could they have improved their communication? How did teens feel in the role of adults? vice versa?

G. Form groups of three to four adults and three to four youth. Give each group a piece of chart paper and a marker. Each group should talk about and write down their answers to the following questions:

- ✓ What are some of the challenges in communicating with young people? (The teen groups would answer about communicating with adults.)
- ✓ What are some of the slang terms teens use for drugs and what do they mean?
- ✓ Why do adults sometimes "miss the boat" in communicating with teens?

H. Ask each group to tape their paper to the wall and share their discussion with everyone.

Encourage open dialog and discussion with the teens and adults. Affirm the teens, calling them "Mr. Expert" or "Ms. Expert." Set a tone of both openness and humor as well as serious discussion.

TAKE-AWAY What can you do?

A. Brainstorm a list of at least ten effective ways to open up communication between adults and youth on the subject of drugs, alcohol and tobacco.

B. Ask the "youth experts" how they would like to have adults address these topics with them and how they want adults to respond when they bring up the topic.

Some questions to ask the teens would be:

- ✓ If your parents are concerned that you might be involved with drugs, how would you like them to bring up the concern with you?
- ✓ If you have a friend who's drinking and you're worried about it, and you tell your parents, how do you want them to respond?

WRAP UP

What will you do?

Hand out an index card to each adult. Ask them to write down at least one thing they will do in the next week to open up communication with a young person in their life, whether it's a son or daughter, congregation member or someone they are mentoring. Ask them to have their commitment "notarized" by one of the teens present. (If the commitment is personal and the adult doesn't want the teen to read it, the teen could sign the back of the card.)

TIPS FOR FACILITATORS

Fun Ice-breakers for Adults

Tell me about me

Ask adults to get together in pairs with someone they don't know very well. Tell them to stand back to back. Using questions that can be answered only with YES or NO, have them guess the following things about their partner.

- Eye color
- Favorite TV show
- Shoe size (no peeking!)
- Hobby

Two true, one not

Tell participants to think of their answers to these three questions, but to make one of the answers incorrect. They then take turns sharing their answers and the group guesses which statement was not correct. If the group is larger than 10 to 12 people, break into smaller groups.

- What is your favorite fun thing to do?
- Who is your favorite comedian and why?
- Tell about a silly, crazy thing you'll admit you did.



SCENARIO

Rhoda and Her Mom



Fifteen-year old Rhoda and her mother say they have a close relationship. They spend hours together shopping, playing tennis, talking and attending worship services. They talk about everything—everything except “touchy” subjects like sex and substance abuse. Each time Rhoda brings up one of those topics, her mother says, “You know what our religion says about that, so there’s nothing more to discuss.”

Rhoda is feeling pressure from friends to get involved with marijuana and become sexually active. One day she comes home from school, determined to talk to her mom about her best friend who has been partying every weekend.

Continue the dialog at this point using “dialog busters,” then do it again with “dialog builders.”

SCENARIO

Steve and His Dad



Thirteen-year-old Steve is an all-around good kid—he gets good grades, plays sports and is active in cocurricular activities. Teachers respect him, his peers like him and he gets along well with his parents.

One day after soccer practice, Steve’s friend Brandon invites him over to his house for “some fun.” When Steve asks what they are going to do, Brandon says he has a blunt (hollowed-out cigar filled with marijuana) stashed away in his room. Steve doesn’t want to get into that stuff, so he says he needs to go home.

When he gets home, he asks his dad if he can talk to him. He needs help in knowing how to say no to Brandon next time, and he wonders what a “blunt” is.

Act out the dialog at this point between Steve and his father, using both dialog busters and builders.



Dialog Builders and Busters

Dialog Builders

Ask open-ended questions:

- "What do you think...?"
- "How else could you...?"
- "Tell me about...?"

Repeat back what you hear:

- "Sounds like you're saying...."
- "Do you mean that...?"
- "When that happens to me I feel like...."
- "I'm having a hard time understanding what you are saying. Can you tell me more?"

Dialog Busters

Using responses such as:

- "I can't talk right now."
- "Can you wait just a minute?"
- "When I was your age...."
- "Why can't you just...."

Being evasive, lying

Pretending to listen while you're doing something else

Tips for Establishing a Dialog

- ✓ Take the time to listen when your teen is ready to talk.
- ✓ Listen first, then speak; don't interrupt.
- ✓ Repeat back what you hear.
- ✓ Don't ask "yes" or "no" questions. Instead, ask open-ended questions.
- ✓ Use unconditional statements sparingly—for example, *never*, *always*, *impossible*.
- ✓ Show respect for your child's feelings and experiences.
- ✓ Remember: A young person will value you to the extent that he or she believes you value him or her.



Share an Adventure

GOALS

Adults will increase their awareness of activities that promote healthy relationships with youth through talking, questioning, listening and doing things together.

FOCUS

Go around the group and ask each person to share one or two things they have done with a young person that were highlights for them because the activity:

- ☒ provided a lot of fun,
- ☒ drew them closer together,
- ☒ gave the adult a new insight on the young person,
- ☒ was a significant time of sharing their religious traditions.

You also can identify any other highlight they experienced with a young person. As the experiences are shared, write down the activities on the appropriate chart paper.

If they struggle to answer, offer some of your own experiences. Or, suggest they recall significant mentoring experiences from their own youth.

CONNECT TO THE CONTENT

- A.** Ask the adults: Have you ever asked a young person, "What would you like to do?" What do they say? (Wait for the answer.) The answer is often "I don't know. What would YOU like to do?"
- B.** Say something like this: Being involved in the life of a young person, modeling acceptable behavior and sharing religious and cultural traditions can be a great experience. But often we don't know how to do that creatively—we don't know what to do to connect with a young person. We aren't sure how to have fun or to share serious moments together. Well, for starters, you've already made several lists (refer them to the lists made in the FOCUS section).
- C.** Look at the lists as a group. Talk about what made the different activities special. Why did they work?

MATERIALS

- ▶ "Adventures to Share" handout (see page A-25)
- ▶ Chart paper, markers, tape
- ▶ Refrigerator magnets (one for each participant)
- ▶ Index cards and pens

PREPARATION

- ▶ Think about positive mentoring experiences you have had—as an adult mentor, or as someone who is receiving mentoring.
- ▶ Tape four pieces of chart paper to the wall.
Label them:
FUN
GOT CLOSE
NEW INSIGHT
SHARED FAITH

D. Look at the lists in terms of money spent. How important is it to spend a lot of money to create a memorable time together?

E. Hand out the "Adventures to Share" sheets.

Ask participants to look at the list and talk about things on the list that they have done with a young person or would like to try. Encourage sharing among the group on the different activities: "Oh yes, I've done that and this is what happened...."

TAKE-AWAY

A. Hand out the index cards.

B. Ask each person to pick one activity that they will commit to doing with a young person in their life in the next week or two.

C. Hand out the refrigerator magnets and ask them to post the card where they will see it and be reminded.

(If the computer or the bathroom mirror is a better place for a reminder, use masking tape!)

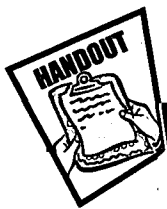
WRAP UP

Encourage participants to take the "Adventures to Share" list with them and to go over it with a young person they are relating to, and together plan to do some of the activities.

Engaging in activities such as these helps to strengthen relationships within a family or congregation. Spending time together presents an opportunity to share thoughts and teachings from your faith tradition.

Explain that spending quality time with young people is the best investment that we as adults can make in their lives. That investment will be extremely important as they face decisions about using drugs, alcohol and tobacco.

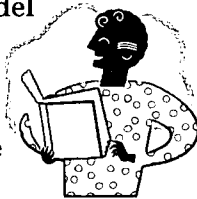
Optional: Arrange a youth/adult fellowship dinner to exchange mentoring ideas from this session, as well as ideas from the "Adventures to Share" list.



Adventures to share

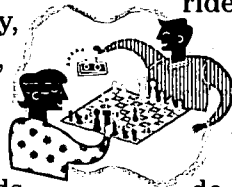
Hobbies and interests

collect coins
collect baseball cards
build a model
paint
read
do a puzzle
draw
make a scrapbook
go fishing
grow plants
learn a language
collect dolls
collect stamps
design a Web site
write a letter, poem,
story, song or rap
organize your room
learn photography
play video games
babysit
enjoy a pet
play an
instrument
listen to music



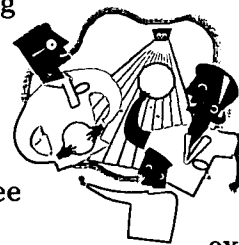
Games and outings

go shopping/to the mall
watch TV or a movie
tell extremely stupid and pointless jokes
play board games like backgammon, Monopoly, Scrabble, chess
play cards
talk to friends
walk in the rain
go to the library
play Twister, charades, bingo
play flashlight tag
go to a concert
have a picnic
build a snowman
go to the beach
go to an amusement park
visit the zoo



Sports and exercise

jump rope
camp
hike
go sledding, skiing, sailing
try basketball, football, racquetball
ride a horse
lift weights
play ping-pong
backpack
do aerobics
swim
go bungee jumping or roller blading
jog
play badminton
skateboard
go canoeing
fly a kite
try yoga
go bowling
play Frisbee



Create and learn or Fun stuff

build a birdhouse
watch a sunrise or sunset
create an anti-drug skit
share funny stories
study the stars
make a "careers" collage
volunteer at a shelter
visit a religious landmark or bookstore
learn the story of your tradition's founders
create an anti-drug Web page or video
make greeting cards to give to other people
visit a museum or art gallery
cook a meal or make cookies
explore a tide pool





Community Drug Prevention

GOALS

Discover what "piece of the puzzle" your congregation can contribute to creating a healthy, drug-free community.

FOCUS

Divide into two groups: high school youth and adults. Give each group a piece of flip chart paper and marker. Do not tell each group the questions that the other group is answering.

High school students answer these questions.

- ☒ How have you learned about drugs, alcohol and tobacco? How much of it is from peers and how much is from drug education resources?
- ☒ How does the information from peers and from educators differ? Be honest about the value of information from both sources.

Adults answer these questions.

- ☒ When you were young, how did you learn about drugs, alcohol and tobacco? How much of it was from peers and how much from drug education resources?
- ☒ How did the information from peers and from educators differ? Be honest about the value of information from both sources.

Groups report to larger group. Points of discussion for the combined group:

- ☒ How are the adults of this community (within and outside the congregation) doing in educating youth about drugs, alcohol and tobacco?
- ☒ How are we doing in helping youth stay safe?
- ☒ What is our congregation's role in developing healthy youth?

CONNECT TO THE CONTENT

A. High school students discuss the following and record their answers:

- ☒ What do you hear or see modeled by adults in this congregation that you appreciate with regard to the use of drugs, alcohol and tobacco?

MATERIALS

- ▶ A large candle (burning in the center or front of the room when participants arrive), small candles for each participant
- ▶ Flip chart and markers
- ▶ Refreshments for a social hour at the end

PREPARATION

- ▶ Write the questions for each of the three groups from the FOCUS section on a flip chart.
- ▶ Invite persons in your congregation and/or community who work with youth, such as teachers, school counselors, coaches, drug prevention or treatment counselors, police officers, etc., to participate. They can serve as informal resources for your discussions.

TIPS FOR FACILITATORS

Teachable Moments

As you work with young people, look for those special connections called "teachable moments." Think of a time when something you heard or saw sparked an unanticipated response, a quick comment, a provocative question or unexpected revelation. That "something" was the invitation to a teachable moment. Youth leaders, parents and caring adults can use teachable moments to connect, guide a discussion, offer advice or just make a clear statement of their own beliefs.

Teachable moments can occur when you are with one person, a small group or a large group. They often occur when least expected—in the middle of a youth retreat when the conversation suddenly turns to a celebrity who was admitted to a rehabilitation clinic. The challenge for youth leaders is to anticipate these teachable moments and seize the opportunity to share insight, wisdom or experience in sensitive, meaningful ways.

You can create moments by actively listening and providing some triggers.

continued on next page

- ☒ What do you hear or see demonstrated by adults in this congregation that you do not appreciate in regard to the use of drugs, alcohol and tobacco?
- ☒ Imagine you are an adult talking to someone your age about these topics. What would you tell them?
- ☒ Based on your experience and knowledge, what do you think middle school students should know about this topic?
- ☒ What can your congregation do to prevent youth substance use? What can congregations do that schools or community groups (or maybe even parents) cannot?

B. Adults discuss the following and record answers:

- ☒ What is this congregation's stance on the use of alcohol? Drugs? Tobacco? Where is it clear or confusing?
- ☒ How is this stance communicated to the young people in the congregation? Or is it?
- ☒ What is happening in our community in terms of education on substance abuse? What are some of the programs? In what ways are they working? How could they be more successful?
- ☒ How could the congregation become involved with the programs? To what extent is this approach integrated with other community prevention efforts?
- ☒ What is the niche of your congregation in youth substance abuse prevention? What can your congregation do that schools or community groups cannot?

C. Groups report on and discuss their responses.

TAKE-AWAY

- A. Mix up the groups. You should have groups of five to six people with all ages represented.
- B. Each group will decide on two ways that the congregation membership is committed to prevention.
 - ☒ What can we as a group do in the next two weeks?
 - ☒ How can we best use the resources of the schools and prevention organizations to make the programs we decide on work?
- C. Each group shares its responses.

WRAP UP

Dim the lights and pass out the candles. Form a circle and ask participants to light their candles from the large one that has been burning all evening. When all candles are lit, a leader shares something like the following:

"Look around the group. The one light that was burning when you came here today and that burned during our time together has now been multiplied. Look around the room. Your many individual lights all came from one source, and isn't this much more beautiful than the one light alone? We are all part of the same community. Together, we can spread enlightenment, education and support for the prevention of substance abuse in our congregation and community. One light alone can't illuminate this room, but that light can create many more. Let's go out and share our light. Let's make a difference in our world."

IDEAS FOR ENHANCEMENT

Acting out

If you'd like to include middle school students in the session, have them develop a skit or video to share with the larger group.

Tell the youth that they are going to make a skit or video (for this you'll need a video camera, TV and VCR) about the use of alcohol, drugs and tobacco. Divide them into working groups and encourage them to be creative in developing the material.

Examples include:

- ✓ Present top ten lists of "What I Know About Drugs" (and/or alcohol and tobacco).
- ✓ Host a talk show, interviewing "guests" on their views regarding alcohol, tobacco and drugs.

This enhancement activity will require a creative leader to work with the youth to plan, prepare and show the skit or video at the end of the session.

TIPS FOR FACILITATORS

Teachable Moments

continued from previous page

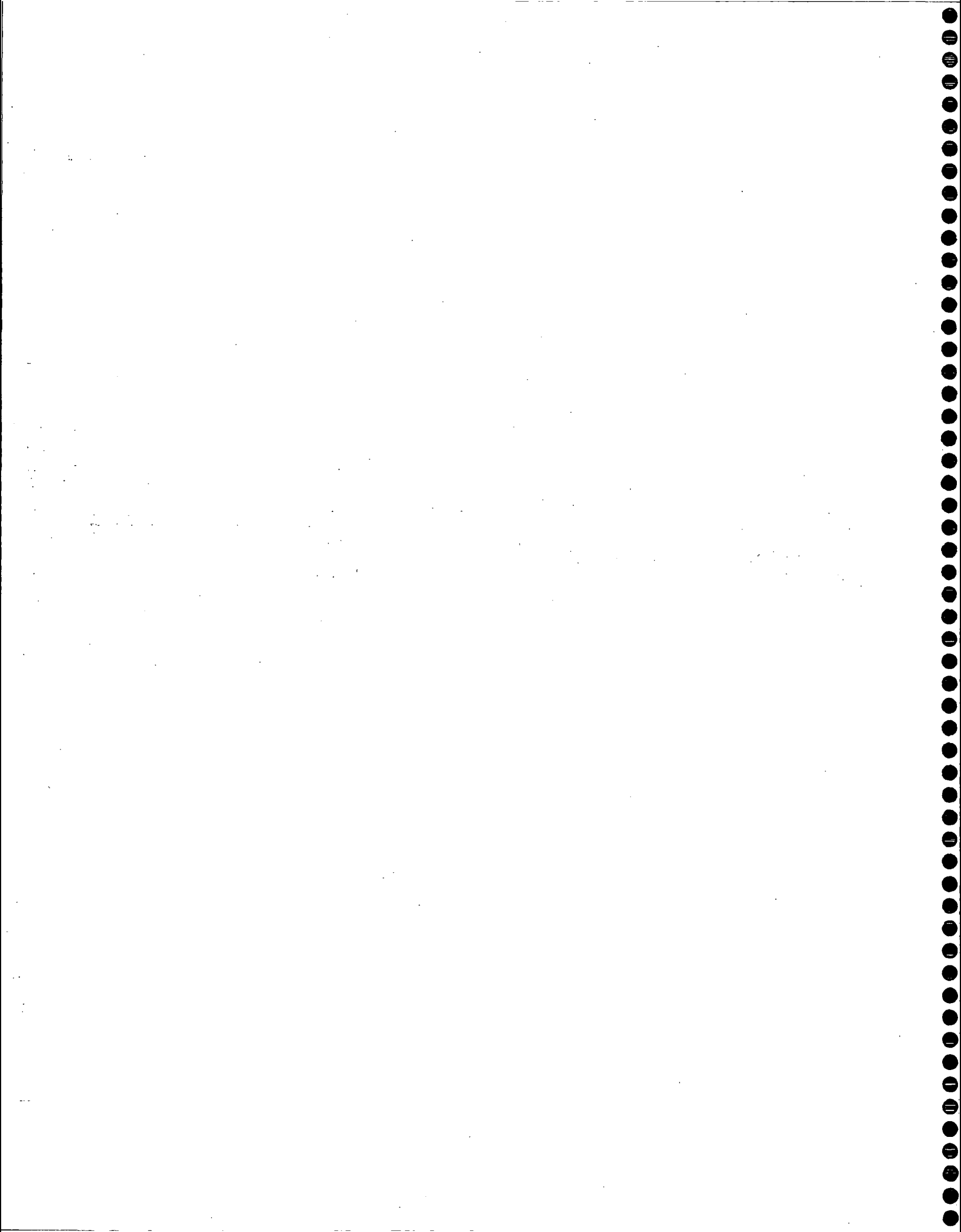
Here are three tips for sparking teachable moments:

- Share a news article regarding substance abuse or addiction with young people and discuss what they think.
- Check out what's in an upcoming episode of a popular show and then watch the program together. Talk about the content afterward. How was the depiction of drug and/or alcohol use handled?
- Show a music video, film or TV show that portrays the use of drugs, alcohol or tobacco as the norm. Contrast the realities of substance use with the portrayal in the program.

To make the most of teachable moments:

- Draw connections with a question. How is this story like our discussion last month about choices and consequences?
- Draw connections with a statement. This story reminds me of our discussion about setting goals and priorities.
- Explore with a question. What does our religion or faith tradition have to offer us in dealing with this situation?
- Explore with a statement. What do you think the consequences of this person's actions might be for him? For his family? For his community?





RESOURCES

General Prevention/Drug Information

National Youth Anti-Drug Media Campaign

With bipartisan Congressional support, the Office of National Drug Control Policy (ONDCP) created the National Youth Anti-Drug Media Campaign, a multi-dimensional effort designed to educate and empower youth to reject illicit drugs. The Web site contains a comprehensive overview of all aspects of the Campaign. It provides information about the Campaign's drug prevention programs, activities and strategies. Other information and resources include Campaign press releases, fact sheets and quarterly newsletters. The Ad Gallery includes advertising samples to download from print, radio, television and the Web that promote the prevention messages of the Campaign.

○ www.mediacampaign.org

The AntiDrug

The AntiDrug is a Web-based component of the National Youth Anti-Drug Media Campaign, providing parents and other adult caregivers with strategies and tips on raising healthy, drug-free children. This award-winning site encourages parents to help their children with

these issues by offering information from behavioral experts as well as other parents. It offers suggestions on how to address sensitive subjects such as a parent's personal history with drugs. You can also register for a free parenting tips e-mail service at this site. Information from TheAntiDrug.com is available in Spanish at www.laantidroga.com and in various Asian languages (Korean, Cambodian, Chinese and Vietnamese) through the homepage.

○ www.TheAntiDrug.com

Freevibe

A component of the National Youth Anti-Drug Media Campaign, this Web site helps young people understand the dangers of substance abuse and make responsible decisions with their lives. The site features moderated bulletin boards, role-playing games, media literacy tools, pop culture news and facts about today's drugs. The site also engages visitors to submit their own "anti-drugs." The Campaign maintains Freevibe in collaboration with the National Clearinghouse for Alcohol and Drug Information.

○ www.freevibe.com

National Clearinghouse for Alcohol and Drug Information (NCADI)

NCADI provides a wealth of free, valuable information and resource material that parents and others can share with young people about substance abuse. The Clearinghouse offers research data and statistics and an online catalog of resources and highlights prevention-related conferences, events and initiatives. NCADI's information line is staffed by information specialists 24 hours a day. NCADI is a service of the Substance Abuse and Mental Health Services Administration (SAMHSA), a division of the U.S. Department of Health and Human Services.

✉ P.O. Box 2345

Rockville, MD 20847-2345

☎ (800) 788-2800 TDD: (800) 487-4889

Se Habla Español (877) SIN-DROGAS

○ <http://ncadi.samhsa.gov>

Community Anti-Drug Coalitions of America (CADCA)

CADCA is the premier membership organization of more than 5,000 anti-drug coalitions, each working to make its community safe, healthy and drug-free—one community at a time. The organization supports its members with technical assistance and training, public policy, media strategies and marketing programs, conferences and special events. The Web site includes a calendar of nationwide prevention events, public policy alerts, resources for community action and other information.

☎ (800) 54-CADCA

○ www.cadca.org

Center for Media Literacy (CML)

The Center for Media Literacy promotes media education, produces media literacy teaching tools for educators and parents and maintains a Web site featuring interesting and timely topics about media literacy. Media literacy teaches youth how to think critically about media messages and decode inaccurate, misleading or harmful messages. Books and videos are available for purchase through CML's printed and online catalogs.

○ www.medialit.org

National Association for Children of Alcoholics (NACoA)

NACoA is a national nonprofit membership organization working on behalf of children of alcohol- and drug-dependent parents. NACoA advocates for all children and families affected by these dependencies. The Web site provides information on the research, educational materials, posters, brochures and other pieces available to the community.

☎ (888) 55-4COAS

○ www.nacoa.org

Substance Abuse Treatment Information

Center for Substance Abuse Treatment (CSAT)

The Substance Abuse and Mental Health Services Administration (SAMHSA) is a government agency responsible for improving the quality and availability of prevention, treatment and rehabilitative services for substance abuse and mental illness. CSAT maintains a Web-based Substance Abuse Treatment Facility Locator service to provide

detailed information on treatment facilities in every state. To use this resource, go to the SAMHSA Web site, click on "Looking for help?" and then click on "Substance Abuse Treatment Facility Locator." By typing in a ZIP code, the searcher retrieves names of area drug and alcohol treatment facilities as well as addresses, maps and phone numbers.

○ www.samhsa.gov

Alcoholics Anonymous (AA)

AA helps those suffering from an alcohol addiction to achieve and maintain sobriety. AA is a fellowship of people who share their experience, strength and hope with each other so that they may solve their common problem and help others to recover from alcoholism. The Web site provides information for youth and adults as well as background on the AA program and how to find meetings in your community.

○ www.aa.org

Narcotics Anonymous (NA)

NA is an international, community-based association of recovering drug addicts with more than 28,000 weekly meetings in 113 countries. NA provides a recovery process and support network inextricably linked together by seeking to create an environment in which addicts can help one another stop using drugs and find a new way to live. The Web site includes contact information for local NA chapters as well as background on the organization.

○ www.na.org

Inter-Faith Support for Substance Abuse Programs

A large number of national religious organizations and denominations have excellent resources for youth development and substance abuse prevention. It is not possible for us to list all of them here. We urge you to contact the national office of your denomination for more information.

Campaign Resources for Faith Leaders

The National Youth Anti-Drug Media Campaign's adult Web site has an area dedicated to supporting the work of prevention advocates in congregations. On this Web site you will find ideas for starting a prevention program in your congregation, more adult and youth activities, links to prevention resources and a registration form for a special e-newsletter for prevention advocates in congregations.

○ www.TheAntiDrug.com/faith

Faith Partners

Faith Partners is a national nonprofit organization that brings together religious leaders representing various faith traditions to work jointly to prevent alcohol, tobacco and illicit drug use among the people they serve. Faith Partners has developed a variety of resources that are available to congregations interested in starting their own substance abuse programs.

☎ (888) 451-9527

✉ partners@faithpartnerscentral.org

○ www.faithpartnerscentral.org

One Church - One Addict, Inc. (OCHOA)

OCHOA enrolls and equips faith communities to prevent recovering addicts from relapsing into substance abuse. "Faith communities" is inclusive of churches, temples, synagogues and mosques. OCHOA focuses on reducing addiction by providing a faith communities support network to help recovering addicts remain drug free. OCHOA offers volunteer training and sponsors statewide and national gatherings of volunteers, clergy, facilitators and clinicians who work with addicts. OCHOA also sponsors "recovery revivals" and publishes training materials and a newsletter.

○ www.onechurch-oneaddict.org

Search Institute

Search Institute is an independent, nonprofit, nonsectarian organization whose mission is to advance the well-being of adolescents and children by generating knowledge and promoting its application. To accomplish this mission, the Institute generates, synthesizes and communicates new knowledge, convenes organizational and community leaders and works with state and national organizations. The site provides many resources for faith leaders including publications, research and information on training and conferences.

○ www.search-institute.org

For Youth Safety

Nonprofit Risk Management Center

The Nonprofit Risk Management Center provides assistance and resources for community-serving nonprofit organizations. Their mission is to help nonprofits cope with uncertainty. They offer a wide range of services (from technical assistance to software to training and consulting help) on a vast array of risk management topics (from employment practices, to insurance purchasing to internal controls and preventing child abuse). Helpful free resources are available online.

○ www.nonprofitrisk.org

National Service Resource Center (NSRC)

NSRC is a training and technical assistance provider to programs funded by the Corporation for National and Community Service. Look for "Staff Screening Tool Kit: Building a Strong Foundation Through Careful Staffing" for useful forms and information.

○ www.etr.org/nsrc

For Youth

Freevibe

A component of the National Youth Anti-Drug Media Campaign, this Web site helps young people understand the dangers of substance abuse and make responsible decisions with their lives. The site features moderated bulletin boards, role-playing games, media literacy tools, pop culture news and facts about today's drugs. The site also engages visitors to submit their own "anti-drugs." The Campaign maintains Freevibe in collaboration with the National Clearinghouse for Alcohol and Drug Information.

○ www.freevibe.com

Youth to Youth International

Youth to Youth International is a drug prevention and youth leadership organization focusing primarily on middle- and high-school students. The organization uses the influence of positive peer support and the idea of teens helping other teens to choose and maintain a drug-free lifestyle. The site provides information on upcoming events, conferences and training as well as access to several newsletters published by Youth to Youth International.

✉ 700 Bryden Road

Columbus, OH 43215

☎ (614) 224-4506

○ www.y2yint.com

For Parents and Other Caring Adults

The AntiDrug

The AntiDrug is a Web-based component of the National Youth Anti-Drug Media Campaign, providing parents and other adult caregivers with strategies and tips on raising healthy, drug-free children. This award-winning site encourages parents to help their children with these issues by offering information from behavioral experts as well as other parents. It offers suggestions on how to address sensitive subjects such as a parent's personal history with drugs. You can also register for a free parenting tips e-mail service at this site. Information from TheAntiDrug.com is available in Spanish at www.laantidroga.com and in various Asian languages (Korean, Cambodian, Chinese and Vietnamese) through the homepage.

○ www.TheAntiDrug.com

The Community Coalition Drug Prevention Campaign

This campaign seeks to coordinate the efforts of all sectors of the community—parents, business, media, law enforcement, schools, social, religious, and civic and health organizations—to help keep their neighborhoods drug free. The Help Your Community site provides a database of over 400 coalitions across the country as well as information on improving or starting a coalition. This campaign is jointly sponsored by the White House Office of National Drug Control Policy and the Ad Council.

○ www.helpyourcommunity.org

Connect for Kids

Connect for Kids helps adults make their communities better places for families and children. The site offers information for adults—parents, grandparents, educators, policymakers and others—who want to become more active citizens, from volunteering to voting with kids in mind.

○ www.connectforkids.org

National Family Partnership (NFP)

NFP seeks to lead and support our nation's families and communities to nurture the full potential of healthy, drug-free youth. The site provides information on national Red Ribbon Week, an annual prevention event, as well as other prevention resources.

☎ (800) 705-8997

○ www.nfp.org

National PTA - Drug and Alcohol Abuse Prevention Project

The National PTA is a not-for-profit association of parents, educators, students and other citizens active in their schools and communities. The PTA site offers a special section for parents on protecting their children from drugs and alcohol and provides drug facts, positive parenting tips and family activities.

✉ 330 Wabash Avenue, Suite 2100
Chicago, IL 60611-3690

☎ (800) 307-4782 or (312) 670-6782

○ www.pta.org/parentinvolvement/drugalcohol/index.asp

Publications and Resources

Facts for Families: Helping Teenagers with Stress. (No. 66). This fact sheet includes tips for teens on how to reduce stress. This fact sheet can be viewed online at

www.aacap.org/publications/factsfam/66.htm.

Order copies by contacting the American Academy of Child & Adolescent Psychiatry, Public Information, ☎ (800) 333-7636. **Free.**

Help Your Community. This brochure provides useful information about drug prevention community coalitions. White House Office of National Drug Control Policy and the Ad Council, ☎ (877) KIDS-313. **Free.**

Keeping Your Kids Drug-Free: A How-To Guide for Parents and Caregivers.

White House Office of National Drug Control Policy. National Clearinghouse for Alcohol and Drug Information, Publication No. PHD 884.

☎ (800) 788-2800; TDD: (800) 487-4889. **Free.**

Wake Up to the Risks of Marijuana: A Guide for Parents. White House Office of National Drug Control Policy. National Clearinghouse for Alcohol and Drug Information, Publication No. PHD 956.

☎ (800) 788-2800; TDD: (800) 487-4889 or www.TheAntiDrug.com/pdfs/Risks_Marijuana_ParentGuide.pdf. **Free.**

Marijuana: Facts Parents Need To Know.

National Institute on Drug Abuse, U.S. Department of Health and Human Services, NCADI Publication No. PHD712.

☎ (800) 788-2800; TDD: (800) 487-4889. **Free.**

Tips for Teens. Specially designed to appeal to teenagers, Tips for Teens pamphlets provide relevant facts about substance abuse and specific drugs, offering vital statistics, answers to frequently asked questions and Web site addresses and toll-free numbers so teens can get information. This series of brochures includes Alcohol, Club Drugs, Cocaine, Hallucinogens, Heroin, Inhalants, Marijuana, Methamphetamines, Steroids and Tobacco. National Clearinghouse for Alcohol and Drug Information, ☎ (800) 788-2800; TDD: (800) 487-4889 or <http://ncadi.samhsa.gov> and search for Tips for Teens. **Free.**

National Clearinghouse for Alcohol and Drug Information (NCADI) catalog. To view the entire list of substance abuse and prevention-related resources housed at NCADI, go to <http://ncadi.samhsa.gov>. **Free.**

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