

JUST THINK TWICE

YOU'VE HEARD THE FICTION. NOW LEARN THE FACTS.

THE TEACHER'S GUIDE TO

WWW.JUSTTHINKTWICE.COM

for high school students



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INTRODUCTION

Just Think Twice Teachers Guide

The *Just Think Twice* Web site (www.justthinktwice.com), developed by the Drug Enforcement Administration (DEA), is a resource for teens that provides accurate information about drugs—with the hope that this information will serve as the basis for healthy decisions. The DEA is a government agency that enforces laws and regulations relating to the production and distribution of drugs in the United States. Another mission of the DEA is to discourage drug use among the U.S. population by sharing information about the risks of drug use and the effects of drugs on society.

The *Just Think Twice Teacher's Guide* provides lesson plans for students in grades 9-12 based on the Web site. The guide includes a module for each main section of the Web site, an introductory module that introduces students to the site, and follow-on modules that accompany specific sections. Every module of the *Teacher's Guide* provides step-by-step instructions for how to conduct a lesson related to that section of the Web site within your class.

Overall, this program encourages students to think critically about the messages they hear about drugs through the media or from peers. In particular, this program challenges the idea that drugs are harmless and reinforces the societal benefits of enforcing laws against drugs. Through this program, you can work with your students to help them learn the truth about drugs, enabling them to make healthy decisions in the future.

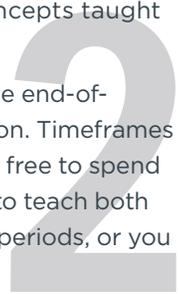


HOW TO USE THIS PROGRAM

THE JUST THINK TWICE PROGRAM HAS BEEN CREATED SO THAT IT CAN BE SCALABLE AND USED BY STUDENTS OF VARYING ABILITIES. THE STRUCTURE OF EACH SCALABLE LESSON IS SIMILAR.

- ▶ Part 1: A 25-minute lesson that includes an introductory discussion and a classroom activity that challenges students to use the Web site in different ways
- ▶ Part 2: A 25-minute lesson that includes a follow-on activity that reinforces and expands on the concepts taught during the first part of the lesson, and a final discussion
- ▶ Handouts: Relevant handouts students can use to guide them through the lesson activities
- ▶ Module Quiz: A quiz designed to encourage students to think critically about the subject matter, rather than recite facts from memory
- ▶ Extensions: Five extension activities that reinforce and expand on the concepts taught in the lesson and connect to other areas of the curriculum

Most lessons require one 50-minute class period to complete, not including the end-of-module quiz and extensions. A few exceptions are clearly marked in each lesson. Timeframes for each activity are provided within the lesson. However, teachers should feel free to spend more or less time on an activity as they see fit. For example, you may choose to teach both parts of the lesson in one class period or teach it over the course of two class periods, or you



may find that your students require more time in the computer lab, or a class discussion may run longer. The extension activities also typically require one 50-minute class period, but teachers may adjust according to class time and student abilities.

▶ **GROUP AND INDIVIDUAL WORK**

This guide suggests that the majority of the activities be conducted in small groups of three to five students. There are several advantages to this approach. First, the *Just Think Twice* Web site covers a large amount of information. When students work together on activities, one of them may see a crucial piece of information that others missed. In addition, having each group work on a different topic and then report back to the class allows each student to master their assigned topic, but still be exposed to the topics assigned to other groups. Secondly, most students find activities more enjoyable and engaging when working as part of a group. Finally, most schools have limited access to computers; group work may be necessary if students are required to share computers.

Despite the advantages of group work, teachers should use their own judgment when deciding if this is the best approach. If you find that working in groups is more of a distraction than an advantage, students may be better off working alone. Most activities in this guide can be easily adapted to be completed by individuals.

▶ **UNDERSTANDING THE ORGANIZATION OF THE WEB SITE**

The Web site is divided into five main sections. These sections are always listed in the top menu across every page on the Web site. Once you enter a main section, you see an introductory page and several subsections. Because the purpose of the site is to provide timely and relevant information about drugs, the titles and content of the subsections may change from time to time. For this reason, the teacher's guide generally does not refer to the subsections by name. To facilitate teaching the lesson, we recommend that you look at each main section before conducting each lesson and make a list of the subsections included. Having this list available should make it easier to assign topics to each student or group, as well as help you keep track of what is covered in each lesson.

▶ **ADDITIONAL INFORMATION**

Subsections are found in the main sections of the Web site. Clicking on one of the subsections will bring up a page about that subtopic. Many of these pages include links to other Web sites that provide valuable information for teachers and students. It is recommended that you visit these Web sites prior to the lesson, especially if it is an unfamiliar topic.

▶ **OTHER TIPS AND SUGGESTIONS**

Brainstorming Web: Teachers can create a brainstorming Web to help organize student responses. In this technique, teachers draw lines between connected concepts, showing that they are related. For example, if students are brainstorming about the consequences of drugs, the teacher might draw a line between a general concept, like "crime," and specific examples, such as "theft" or "drug trafficking." In turn, the word "crime" might be connected to the word "social consequences." Creating a Web can prompt students to think of additional concepts, as well as to help them think about how these concepts are connected. This technique can also help students see that they already know more than they may have realized about a particular issue. In addition, brainstorming Webs are

especially helpful for visual learners who need to see the connections to understand them.

Using a Whiteboard or Newsprint Pad: Because this program relies heavily on classroom discussions, it is important that all of the students are able to follow these discussions. Many students are visual learners, and hearing the discussion is not enough. However, these students will be better equipped to participate if you record key points on a whiteboard, newsprint pad, or interactive whiteboard if you have one. Similarly, we recommend writing down key terms and difficult vocabulary. In addition, writing the instructions for each activity will help visually oriented students understand what is expected, as well as serve as a reference for other students.

Teacher Learning: You may want to consider telling students when you learn something new from the Web site or through the lessons. Discovering that not even a teacher knows everything about drugs may help students feel more comfortable talking about what they have learned. In addition, it may help students realize there is a lot that can be learned through this program, which may increase their interest in the lessons and Web site.

Classroom Speakers: The Web site provides pictures and stories of real people whose lives have been changed by drugs that are intended to help students understand the realities of drugs. This point can be made even more clearly if students have the opportunity to meet someone in person whose life has been affected by drugs. If possible, arrange to have a speaker in your classroom at some point while teaching this program. Ideas for possible speakers include someone whose life has been changed directly or indirectly by drugs, a researcher studying the effects of drugs on individuals or society, or a law enforcement officer.

MODULES IN THE JUST THINK TWICE PROGRAM

This program includes the modules listed below. It is recommended that you teach Module 1: *Just Think Twice* About Drugs before teaching any of the other lessons. In addition, we recommend that you teach Module 2: Drug Facts second. The remaining modules may be taught in any order. If your time is limited, you also have the option of choosing the modules that are most relevant to your students.

MODULE 1: JUST THINK TWICE ABOUT DRUGS

The purpose of this module is to increase student interest in learning more about the risks and consequences of drug use. This module will also provide an introduction to the *Just Think Twice* Web site and help students understand why it is important to be informed about drugs.

MODULE 2: DRUG FACTS

This module will introduce students to the characteristics, effects, and risks of common drugs of abuse. It will provide an overview of the different drugs of abuse on the Web site. Because there are some drugs that are more commonly abused by teens, DEA has included stand-alone modules for these drugs.

MODULE 2A. PRESCRIPTION DRUGS

This module provides an overview of prescription drugs and the dangers associated with their abuse.

MODULE 2B. STEROIDS

This module provides an overview of steroids and the dangers associated with their abuse.

MODULE 2C. MARIJUANA

Marijuana continues to be the most commonly abused illicit drug among youth. This module covers marijuana abuse and the dangers associated with it.

MODULE 3: FACTS & FICTION

Just Think Twice presents myths about drugs and drug abuse that are commonly thought to be true. To help teens learn to separate fact from fiction, in this module, students will investigate these myths and discover the truths that lie behind them.

MODULE 4: CONSEQUENCES

Drug use and abuse has a number of legal, health, social, and financial consequences that students do not often realize. This module will encourage students to explore the different consequences of drug abuse.

MODULE 5: Q&A

On the Web site's Teens Ask Teens section, teens are provided with a wealth of information relating to drug use and abuse, communicated from one teen to another. This module will engage students and encourage them to communicate with each other about drugs. This module will include activities that provide students with the opportunity to interact with the questions on both the Teens Ask Teens section as well as the National Institute on Drug Abuse's -NIDA- Drug Facts Chat Day, a question and answer session between teens and scientists.

MODULE 6: INSIDE DEA

Just Think Twice includes a section about DEA, including the agency's mission, history, and special agents. This module will help students learn how they can get involved in their communities and learn more about DEA, including career paths within DEA.

MODULE 6A. RED RIBBON WEEK

Red Ribbon Week, celebrated each year during the last week of October, is an opportunity for parents, teachers, schools, and communities to raise awareness of drug use and abuse among children. This is a follow-on module to Inside DEA that provides teachers and students with tips on how to involve their school and community in Red Ribbon Week. This module also includes information about the Red Ribbon Week Boy Scout Patch.

MODULE 7: FOLLOW ON RESOURCES AND ACTIVITIES

This section includes follow-on discussions and activities teachers can use in their classrooms to keep the conversation about drugs and drug abuse going. This section will also include a list of online resources they can consult for more information.

MODULE 1

Just Think Twice About Drugs

▶ INTRODUCTION

Unfortunately, some teens just do not want to hear about drug use. They may be overwhelmed by the amount of information they have heard already or they may be tired of being told that “drugs are bad” without a very detailed explanation of why.

To effectively teach students about the risks and consequences of drug use, it is important that they develop a genuine interest in the topic. This can be accomplished by allowing students to have a chance to share their own thoughts and opinions and to explore new information in their own way. In short, students need to come to their own conclusion that drugs are an important topic, worthy of attention.

This first module is an introduction. Its purpose is to increase student interest and engagement in the topic of drugs. This module also introduces students to the *Just Think Twice* Web site and gives them a brief look at the topics that will be discussed as your students move through the program.

▶ LEARNING OBJECTIVES

AFTER COMPLETING THIS LESSON, STUDENTS WILL BE ABLE TO:

- ▶ List at least four interesting facts from the *Just Think Twice* Web site
- ▶ Provide at least two pieces of evidence that it is important to be informed about drugs

▶ MATERIALS

YOU WILL NEED THE FOLLOWING MATERIALS FOR THIS LESSON:

- ▶ Computers with Internet access
- ▶ Handout: “Explore *Just Think Twice*” (One copy for each group or student)
- ▶ Handout: “Developing an Anti-Drug Slogan” (One copy for each group or student)
- ▶ Module 1 Quiz (One copy for each student)
- ▶ Whiteboard or newsprint pad

▶ PREPARATION

- ▶ Prior to the lesson, browse the *Just Think Twice* Web site at www.justthinktwice.com. Familiarize yourself with the general contents of each section to get a sense of the material covered.
- ▶ Research examples of slogans used to educate the public about the dangers and consequences of drug use such as “Just Say No,” “Above the Influence,” or “Time to Act.” If your community or school has developed a local or school-wide anti-drug campaign, consider the slogans used for these campaigns. Make a list of these slogans to give to students as examples for in the activity for Part 2.

PART 1 -25 MINUTES-



INTRODUCTORY DISCUSSION -5 MINUTES-

Begin the class by asking students to name all of the drugs they know about. Record their answers on a whiteboard or sheet of newsprint.

WHEN THEY'RE FINISHED, ASK:

- ▶ What have you heard about these drugs?
- ▶ Do most people see them as safe or dangerous?

INTRODUCE THE JUST THINK TWICE WEB SITE

There is a lot of information in the world about drugs, but not all of it is accurate. One source that provides accurate and timely information about drug use is a Web site called *Just Think Twice*. This Web site was created by the Drug Enforcement Administration, also called DEA. DEA is the part of our government that enforces drug-related laws that protect individuals and society as a whole. DEA also educates people about the risks of drug use, and they created this Web site as a resource specifically for teens. Its intent is to help students make healthy choices based on accurate information.

The purpose of today's class is to see the type of information this Web site contains and to think about the importance of becoming more informed about drugs.



PART 1 ACTIVITY -20 MINUTES-

For this part of the activity, students may work individually or in groups, depending on the number of computers available. Pass out the handout "Explore *Just Think Twice*." Instruct students to browse the *Just Think Twice* Web site for 10 minutes and write down at least five facts they either found interesting or that they found surprising.

Ask students to share one of the facts they chose with the class and why they found it interesting. Is it important for teens their age to know? Why or why not?

PART 2 -25 MINUTES-

▶ PART 2 ACTIVITY -20 MINUTES-

Pass out the handout “Develop an Anti-Drug Slogan.” Divide students into groups and challenge them to imagine they are in charge of a campaign that teaches teens about the risks and consequences of drug use. This campaign can teach about drugs in general or can focus on a specific issue, such as drugged driving or prescription drug abuse. Challenge each group to invent a new slogan for their campaign. Provide them with examples of slogans you found during your research. Students can use the facts they gathered from the Web site or class discussions you’ve had as inspiration.

Ask each group to share their slogans, and have the class vote on the best one. If you feel the winning slogan is appropriate, write it in a prominent location that students will be able to see. If possible, keep the slogan on display in your classroom while you teach the *Just Think Twice* program.

▶ CONCLUDING DISCUSSION -5 MINUTES-

ASK THE FOLLOWING QUESTIONS TO LEAD A DISCUSSION AMONG STUDENTS ABOUT THE MAIN POINTS COVERED IN THIS LESSON.

- ▶ Do you think that learning about the risks and consequences of drug use is important? Why or why not?
- ▶ In your opinion, which of the topics on the Web site are most relevant to teens?

Conclude the lesson by telling students that over the next few class sessions, they will be exploring the *Just Think Twice* Web site in more detail. Explain that they will be participating in activities that may challenge their perceptions of drugs, and that will provide them with information that can help them make informed decisions related to drug use.

▶ ASSESSMENT

AS STUDENTS PARTICIPATE IN THE ACTIVITIES AND DISCUSSIONS, LOOK FOR EVIDENCE OF THE FOLLOWING:

- ▶ Are students interested in what the Web site says about drug use?
- ▶ Do students understand that being informed about the risks and consequences of drug use is important and valuable?

The quiz for Module 1 is an essay quiz that asks students whether or not they believe it’s important for teens to be informed about the risks and consequences of drug use and abuse and to use information they learned during the lesson to support their answer.

EXTENSIONS

The activities listed below reinforce and expand on the concepts taught in this lesson and connect to other areas of the curriculum.

WEB QUEST

-Technology/Language Arts/Health-

Pass out the “*Just Think Twice* Web Quest” handout. During this activity, students read five scenarios where they’re asked to make a decision related to drug use and abuse. Students must find three facts on *Just Think Twice* that support their decision. Students may work in groups or individually to complete the Web quest.

ACROSTIC POEM

-Language Arts/Art-

Ask students to create an acrostic poem using a topic related to drug use and abuse. They should use each letter of the topic to create word or phrase that describes the topic.

FOR EXAMPLE:

Drugged driving

Risky behavior

Unfulfilled goals

Grades drop

Addiction

Bodily harm

Users’ children neglected

Student loans lost

Environmental damage

Instruct students to use what they learned in this lesson to create their poem. If available, students may use art supplies or a computer to create their poems.

When they’re finished, ask students to share their poem with the class. Display the poems in the classroom.

CLASS BLOG

-Technology/Language Arts-

Create a class blog about drug use and abuse using a secure network designed for teachers and students. There are a number of free services available specifically for classrooms. Conduct a Web search to decide which one will work best for your students. Set up an account for every student in the class.

As a class, name your blog and define topics you want to cover. Students may write their own blog posts and comment on posts you and other students write.

As a first assignment, ask students to write a post about the most important information they learned during this first lesson.

EXTENSIONS

ANTI-DRUG POSTER

-Art-

Have students design a poster that highlights the slogan they created during the lesson. Display the posters in your classroom or in the halls of the school so that other students in the school can see them.

WEB PAGE

-Technology/Language Arts/Science-

Ask students to pretend they are responsible for creating Web content for *Just Think Twice*. Ask them to explore the sections of the Web site and develop copy for a new Web page on the site.

Ask them to research their topic either online or in the school library to write their copy. Their final Web page should cite at least three credible sources for their information as well as indicate where on the site the page should be located.

MODULE 1 HANDOUTS & QUIZ

EXPLORE JUST THINK TWICE

Explore the Just Think Twice Web site at www.justthinktwice.com. What facts do you find interesting or surprising?

1

2

3

4

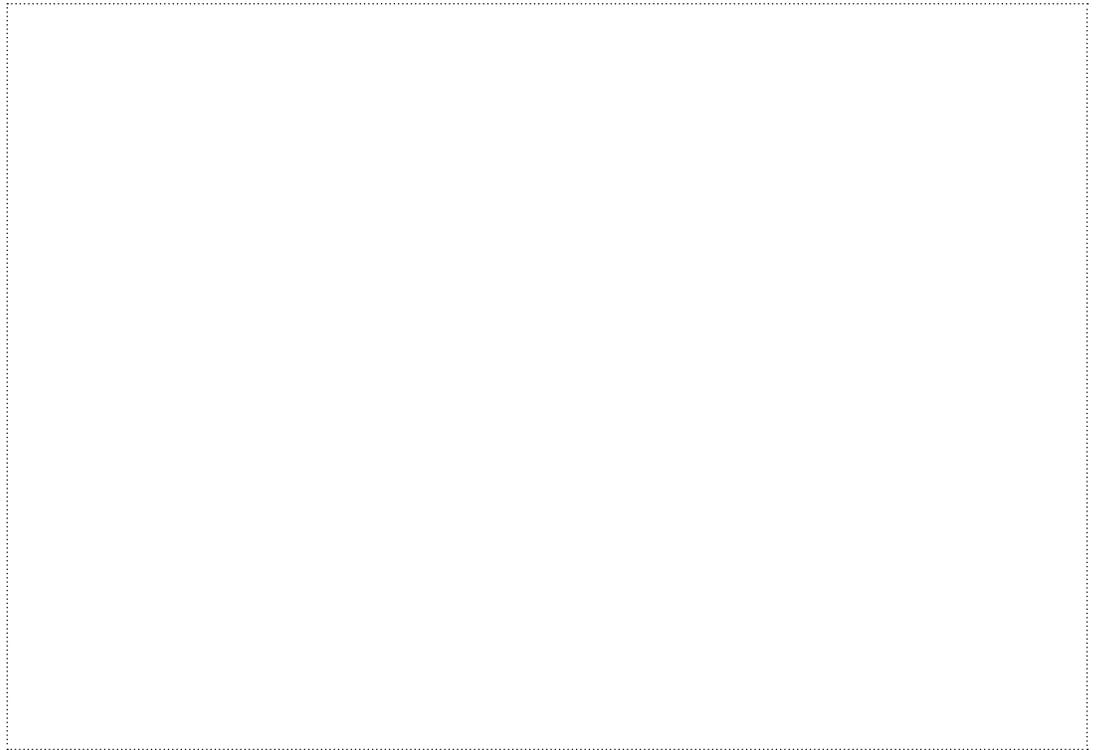
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JUST THINK TWICE WEB QUEST

DEVELOP AN ANTI-DRUG SLOGAN

Imagine you are in charge of a campaign that teaches teens about the risks and consequences of drug use. The campaign can teach about drugs in general or focus on a specific issue, such as drugged driving or prescription drug abuse. You may use information you learned on Just Think Twice or in class discussions to help you develop your slogan.

SLOGAN



JUST THINK TWICE WEB QUEST

Explore the Just Think Twice Web site to find answers the following scenarios.

▶ SCENARIO 1

During lunch, a kid at your table tries to give you a pill she took from her mom's medicine cabinet. She tells you that it's safe because a doctor prescribed it and that it will help you concentrate on a test you're taking that afternoon. Is it safe? Find three facts to support your answer.

1
.....
2
.....
3
.....

▶ SCENARIO 2

You suspect that a friend may have a drug problem, but when you ask him about it, he denies it. What are three things you can do to help him?

1
.....
2
.....
3
.....

▶ SCENARIO 3

At a party, someone asks you if you want to smoke marijuana. When you hesitate, she says that it won't hurt you and that you can't get addicted. Is she right? Find three facts to support your answer.

1
.....
2
.....
3
.....

▶ SCENARIO 4

After practice, some friends smoke marijuana before driving home. They ask you if you want a ride. Do you take it? Find three facts to support your decision.

1
.....
2
.....
3
.....

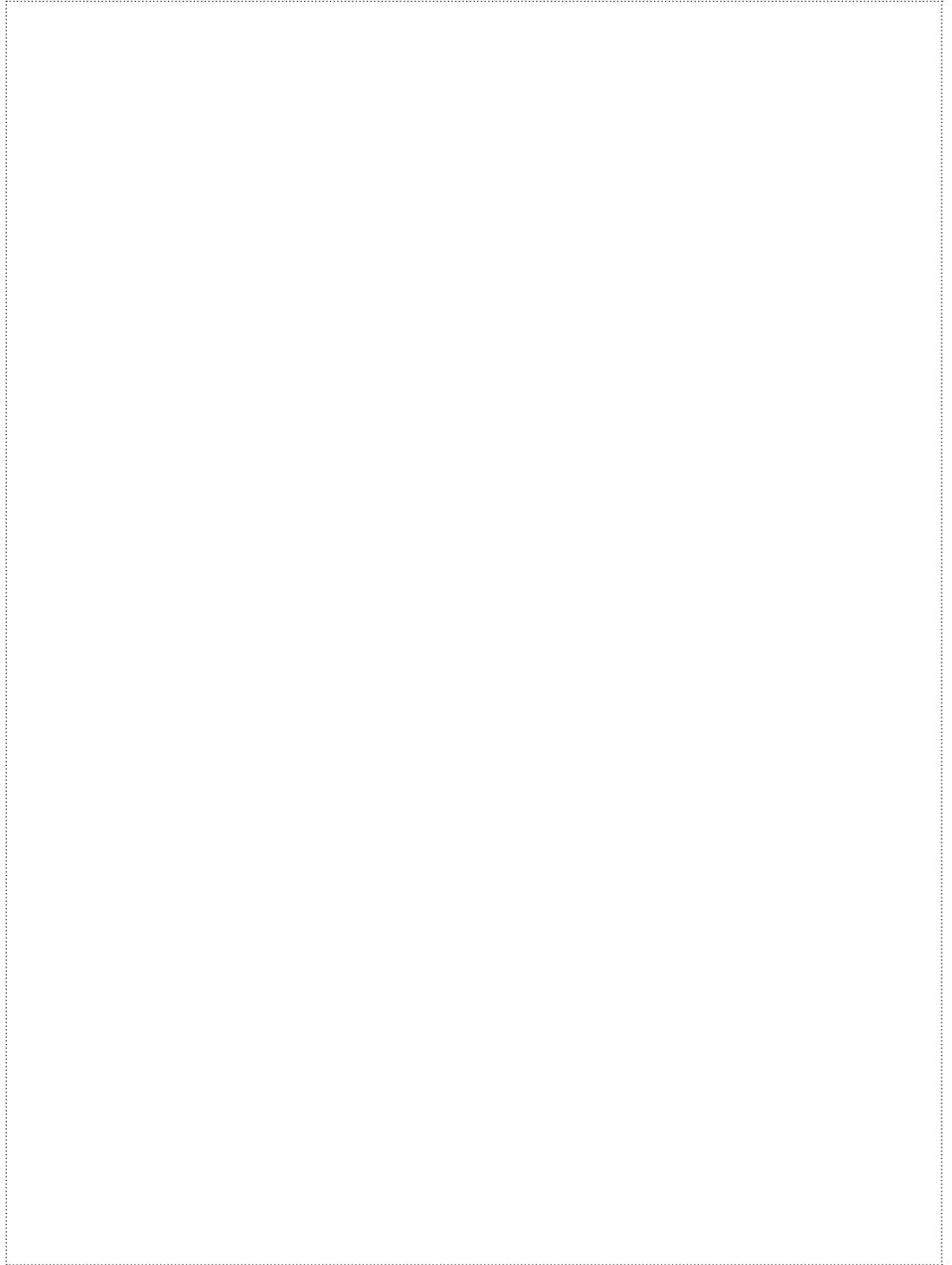
▶ SCENARIO 5

A friend confides in you that he is considering taking steroids because he thinks it will help him have a better chance of winning a sports scholarship. Do you think he should? Find three facts to support your answer.

1
.....
2
.....
3
.....

MODULE 1 QUIZ

Is it important for teens to be informed about the risks and consequences of drug use and abuse? Use information you learned on the Just Think Twice Web site and in classroom discussions to explain your answer.



MODULE 2

Drug Facts

▶ INTRODUCTION

“Drugs” is a catch-all term that may mean different things to different people. Technically defined, a drug is any substance that changes the way the brain and body work. Often, we differentiate between harmful substances and helpful medicines; sometimes, we forget that substances like alcohol, tobacco, household products, and prescription and over-the-counter medications can be dangerous drugs.

To help students make informed decisions about drug use—or talk to others about why drugs are dangerous, it’s important to guide their knowledge beyond a general discussion of drugs and to teach them in greater detail about common drugs of abuse.

The purpose of this module is to encourage students to learn the specific characteristics, effects, and risks of various drugs. Through the activities in this lesson, students will learn information that will enable them to make informed decisions.

▶ LEARNING OBJECTIVES

AFTER COMPLETING THIS LESSON, STUDENTS WILL BE ABLE TO:

- ▶ Identify characteristics of common drugs of abuse
- ▶ List legal drugs and substances can be just as dangerous as illegal drugs
- ▶ List effects drug use and abuse can have on the mind and body

▶ MATERIALS

YOU WILL NEED THE FOLLOWING MATERIALS FOR THIS LESSON:

- ▶ Computers with Internet access
- ▶ Handout: “Drug Facts – True or False” (One copy for each group or student)
- ▶ Module 2 Quiz (One copy for each student)
- ▶ Whiteboard or newsprint pad

▶ PREPARATION

- ▶ Prior to the lesson, be sure to read the section of the Web site titled “Drug Facts,” including the subsections on each topic. This section of the Web site is located at http://www.justthinktwice.com/content/drug_facts.html.

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PART 1 -30 MINUTES-



INTRODUCTORY DISCUSSION -10 MINUTES-

ASK STUDENTS TO BRAINSTORM WAYS THAT THAT DRUGS CAN DIFFER FROM ONE ANOTHER. MAKE SURE STUDENTS UNDERSTAND:

- ▶ Each individual drug has its own unique effects and, as a result, its own risks.
- ▶ Drugs may be used in different ways (such as injecting or smoking), and these differences change the risks involved.
- ▶ Some drugs are always illegal, but other drugs may be legal for adults or prescribed by a doctor.
- ▶ Drugs affect people in different ways. One person could have a completely different reaction to the same drug as another person who takes it.



PART 1 ACTIVITY -20 MINUTES-

Divide students into groups, and assign each group one or two drugs covered in this section. Make sure to assign drugs that you feel are important topics at your school. If you're planning on presenting the prescription drugs, marijuana, or steroid modules later, you may decide not to assign these drugs to groups during this activity.

Instruct each group to search the section of the Web site for the assigned drug's and then make a list of 10 statements, which are either True or False. For example, a list for PCP might include the following:

- ▶ Is always taken orally (False)
- ▶ Was originally used as a veterinary anesthetic (True)
- ▶ Often causes users to feel detached from their surroundings (True)
- ▶ Is sometimes referred to as Angel Dust (True)

After groups have developed their lists, have them challenge other groups to guess which statements are true and which ones are false. If time allows, consider playing a "game show" with this information, keeping score of which groups guess True or False correctly.

PART 2 -25 MINUTES-

▶ PART 2 ACTIVITY -20 MINUTES-

Using the same groups from the previous activity, ask students to research their assigned drug and prepare a timeline that shows the origins of the drug and time points of interest, such as important discoveries about the drug or when it became a controlled substance.

Students should use either computers or art supplies to develop the timeline to present and display to the class.

▶ CONCLUDING DISCUSSION -10 MINUTES-

ASK THE FOLLOWING QUESTIONS TO LEAD A DISCUSSION AMONG STUDENTS ABOUT THE MAIN POINTS COVERED IN THIS LESSON:

- ▶ Were you surprised by any of the information you found on the Web site? If so, what information?
- ▶ What are the key differences between drugs that are always illegal and drugs that are only legal as medicines? Do you think both types can be dangerous?
- ▶ What would you tell a friend who believes that drugs affect everyone the same?

▶ ASSESSMENT

AS THE STUDENTS PARTICIPATE IN THE ACTIVITIES AND DISCUSSIONS, LOOK FOR EVIDENCE OF THE FOLLOWING:

- ▶ Do students understand the characteristics and effects of common drugs of abuse?
- ▶ Do students understand that just because a drug is considered legal, it could be just as harmful as one that's not legal?
- ▶ Do students understand that the same drug can have different effects on different people who use them?
- ▶ Did the activities or discussions change anyone's opinions?

The quiz for this module is an essay/short answer quiz that asks students to list two physical effects and one risk for two different drugs, and five facts about the drug's they were assigned in the lesson. The quiz also asks students to explain how their beliefs or opinions have changed since participating in the classroom discussions and activities for this lesson.

EXTENSIONS

The activities listed below reinforce and expand on the concepts taught in this lesson and connect to other areas of the curriculum.

FLYER

-Technology/Language Arts/Health-

Ask students to design a flyer that details the characteristics and effects of one of the drugs listed in the Drug Facts section of the Web site. Encourage students to include photographs of the drugs in their flyers. Display the flyers in the classroom or throughout the school.

POEM

-Language Arts/Art-

Ask students to create a poem of any form -haiku, acrostic, free verse, etc.-, to describe the characteristics and effects of one of the drugs listed on the Web site.

If available, students may use art supplies or a computer to create their poems. When they're finished, ask students to share their poem with the class. Display the poems in the classroom.

BLOG POST

-Technology/Language Arts-

If your class created a blog during Module 1, have students write a blog post about information they learned during this lesson.

TOPICS COULD INCLUDE:

- ▶ How my beliefs about [] have changed.
- ▶ The effects of [] on the mind and body.
- ▶ Why legal doesn't mean "safe."

Encourage students to comment on each others' posts to keep the discussions going.

INTERACTIVE PRESENTATION

-Language Arts/Technology-

Have students create an interactive presentation that profiles one or more drugs of abuse using a presentation software program like PowerPoint or Keynote or an online slideshow creator like Prezi -www.prezi.com-.

Students should include photographs and key information about the drugs of abuse. Schedule time for students to show their presentation to the class.

GRAPH

-Mathematics/Technology-

Have students research statistics on the use and abuse of different drugs listed on the site and develop a graph or chart that compares the different drugs.

GOOD PLACES TO LOOK FOR UP-TO-DATE STATISTICS INCLUDE:

- ▶ The National Survey on Drug Use and Health
- ▶ Centers for Disease Control
- ▶ Monitoring the Future Survey
- ▶ National Institute on Drug Abuse

If available, encourage students to use a computer to create the graph.

MODULE 2 HANDOUTS & QUIZ

DRUG FACTS - TRUE OR FALSE

Search the Drug Facts section of the Just Think Twice Web site at http://www.justthinktwice.com/content/drug_facts.html to find information about your assigned drug. Write 10 "True or "False" statements about the drug.

NAME OF DRUG

1

2

3

4

5

6

7

8

9

10

MODULE 2 QUIZ

▶ 1

List two physical effects, and at least one risk, for two different drugs:

DRUG 1

Effects:

1.

2.

RISK

▶ 2

DRUG 2

Effects:

1.

2.

RISK

▶ 3

List at least five facts about the drug's you were assigned in this lesson:

1.

2.

3.

4.

5.

▶ 4

Did your opinions about a drug or drugs change during this lesson? Explain.

MODULE 2A

Prescription Drugs

▶ INTRODUCTION

Prescription drugs and over-the-counter (OTC) drugs are often teens' first introduction to getting high, and some have the same potential for abuse, dependence, and addiction as street drugs. There are thousands of medications out there, and new drugs come on the market every day. Teens commonly get these drugs from the family medicine cabinet or from friends, and they don't know enough about these drugs or their dangers. In fact, many teens believe prescription and OTC medications are safer than illicit drugs and that they are legal to use.

This lesson will provide an overview of prescription and OTC drugs and the dangers associated with their abuse.

▶ LEARNING OBJECTIVES

AFTER COMPLETING THIS LESSON, STUDENTS WILL BE ABLE TO:

- ▶ Identify the dangers associated with prescription and OTC drug abuse
- ▶ Understand that using prescription drugs not as prescribed is not legal
- ▶ Identify types of prescription and OTC drugs and their effects on the mind and body

▶ MATERIALS

YOU WILL NEED THE FOLLOWING MATERIALS FOR THIS LESSON:

- ▶ Computers with Internet access
- ▶ Paper and pencils
- ▶ Handout: "Prescription Drugs" (One copy for each group or student)
- ▶ Module 2a Quiz (One copy for each student)
- ▶ Whiteboard or newsprint pad

▶ PREPARATION

Prior to the lesson, be sure to read the sections of the Web site titled "Prescription Drugs," and "Painkillers" including the subsections on each topic. These sections of the Web site is located at http://www.justthinktwice.com/drug_facts/prescription_drugs.html and http://www.justthinktwice.com/drug_facts/painkillers.html.

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PART 1 -30 MINUTES-

▶ INTRODUCTORY DISCUSSION -5 MINUTES-

Read the following statements out loud to students, and ask them whether they believe the statement is true or false.

- ▶ If a doctor prescribes a drug to my friend, it's safe for me to use.
- ▶ Some prescription drugs are just as dangerous as illegal drugs like cocaine or heroin.
- ▶ It's not against the law to use someone else's prescription drugs to get high.
- ▶ Medicines I can buy at the store such as cough syrup and cold medicine are safe to use even when I'm not sick.
- ▶ If a prescription drug helps my friend concentrate, it will have the same effect on me.

Explain to your students that even though doctors prescribe medications to patients, using someone else's medications or using them not according to the doctor's instructions is dangerous and illegal. Tell students that the purpose of today's class is to learn the facts about prescription drugs and their effects on the body and mind.

▶ PART 1 ACTIVITY -25 MINUTES-

For this part of the lesson, students may work individually or in groups, depending on the number of students and computers available. Pass out the "Prescription Drugs" handout. Instruct students to browse the sections of the Web site that discuss prescription drugs for 15 minutes and write on their handouts:

- ▶ Three facts they found interesting or surprising
- ▶ Three effects prescription drugs have on the mind
- ▶ Three effects prescription drugs have on the body

When they're finished, ask groups each group to share one interesting or surprising fact they found, one effect on the mind, and one effect on the body. Write their answers on a whiteboard or sheet of newsprint.

PART 2 -25 MINUTES-

▶ PART 2 ACTIVITY -20 MINUTES-

IN THIS PORTION OF THE LESSON, STUDENTS WILL LEARN ABOUT THE CHARACTERISTICS AND EFFECTS OF DIFFERENT TYPES OF PRESCRIPTION AND OTC DRUGS. DIVIDE STUDENTS INTO GROUPS AND ASSIGN THEM ONE OF THE FOLLOWING TYPES OF DRUGS:

- ▶ Narcotics
- ▶ Opioids
- ▶ Barbiturates
- ▶ Benzodiazepines
- ▶ Amphetamines
- ▶ Dextromethorphan (DXM)

TELL STUDENTS THAT THEIR ASSIGNMENT IS TO USE INFORMATION FROM THE WEB SITE TO DESIGN A ONE-PAGE FACT SHEET ABOUT THEIR ASSIGNED DRUG. THE FACT SHEET SHOULD INCLUDE AT A MINIMUM:

- ▶ A brief overview of the drug
- ▶ Street names
- ▶ Effect on mind and body
- ▶ Legal status in the United States

Discourage students copying information directly from the Web site. They should use their own words to describe their drug.

▶ CONCLUDING DISCUSSION -5 MINUTES-

ASK THE FOLLOWING QUESTIONS TO LEAD A DISCUSSION AMONG STUDENTS ABOUT THE MAIN POINTS COVERED IN THIS LESSON:

- ▶ What information did you find most surprising about prescription and over-the-counter (OTC) drugs?
- ▶ What are the consequences of using prescription drugs that aren't prescribed to you or not following the instructions on the prescription?
- ▶ What effects can certain prescription drugs have on the mind and body?

▶ ASSESSMENT

AS THE STUDENTS PARTICIPATE IN THE ACTIVITIES AND DISCUSSIONS, LOOK FOR EVIDENCE OF THE FOLLOWING:

- ▶ Students understand the legal consequences of using prescription drugs not as prescribed.
- ▶ Students can name at least three effects different types of prescription drugs can have on the mind and body.
- ▶ The classroom discussion changed students' opinions about prescription drug and OTC abuse.

The quiz for this section asks students to give advice to a friend who may be considering using prescription drugs to get high.

EXTENSIONS

The activities listed below reinforce and expand on the concepts taught in this lesson and connect to other areas of the curriculum.

SURVEY

-Social Studies/Mathematics/Language Arts-

Ask students to develop survey questions about common myths and misconceptions about prescription drug abuse. Have students interview at least five students outside of class and develop a report detailing the survey results. The report should include a chart that illustrates respondent answers.

DRAMATIZATION

-Social Studies/Language Arts/Drama -

Divide students into groups and ask them to develop different scenarios involving prescription and OTC drug abuse. Scenarios could include:

- ▶ Talking to a doctor about using prescription drugs
- ▶ Telling a friend why they won't use prescription drugs they're being offered
- ▶ Asking a friend to take medications from his parents' medicine cabinet

Students should script out the scenarios to include information about the dangers of prescription and OTC drug abuse. Have students perform their scenario in front of the class. Consider recording it on video if resources are available.

BLOG POST

-Technology/Language Arts-

If your class created a blog during Module 1, have students write a blog post about the myths about prescription and OTC drug abuse.

TOPICS COULD INCLUDE:

- ▶ Myths about prescription drugs
- ▶ How their beliefs changed after participating in the lesson's activities and class discussions
- ▶ The effects of prescription drug abuse
- ▶ How they'd help friends who may be abusing prescription drugs

Encourage students to comment on each others' posts to keep the discussion going.

Q&A

-Social Studies/Language Arts-

DIVIDE STUDENTS INTO GROUPS, AND ASSIGN THEM ONE OF THE FOLLOWING INDIVIDUALS:

- ▶ Doctor
- ▶ Pharmacist
- ▶ Law enforcement official
- ▶ Guidance counselor
- ▶ Parent

Ask students to create a list of questions they would ask each individual about prescription and OTC drug abuse. If possible, have students get answers from individuals in the school or community.

NEWS BULLETIN

-Technology/Language Arts/Journalism-

Students should research information about prescription and OTC drugs to develop a news bulletin about the impact of their abuse.

Students may choose to focus on one drug and its effects, tell a local or personal story about an experience related to prescription drug and OTC abuse and its impact, or write about the consequences in general.

The article should cite statistics and include at least two credible references. Consider encouraging students with strong articles to submit them to the school or local newspapers.

MODULE 2A HANDOUT & QUIZ

PRESCRIPTION DRUGS

Visit the sections of the Just Think Twice Web site that provide information about prescription and over-the-counter (OTC) drugs to find answers to the following questions.

▶ 1

What three facts did you find interesting or surprising?

1. _____
2. _____
3. _____

▶ 2

List three effects that prescription drugs can have on the mind when used other than as directed.

1. _____
2. _____
3. _____

▶ 3

List three effects prescription drugs can have on the body when used other than as directed.

1. _____
2. _____
3. _____

MODULE 2A QUIZ

Imagine a friend comes to you and is stressed about a big test that's coming up next week. Your friend has had trouble concentrating and is thinking of taking some pills a doctor prescribed to her brother to help him concentrate in school. What advice would you give your friend, and why?

MODULE 2B

Marijuana

▶ INTRODUCTION

The safety of marijuana is an often-debated topic. While most people agree that drugs like heroin and cocaine are dangerous and should be kept illegal, some of these very same people believe marijuana is relatively harmless and should be legalized. These people give reasons like “marijuana is a medicine” or “it’s just a plant.”

Teens are especially likely to believe that marijuana is harmless. It’s important that students learn to think more critically about marijuana and become more aware of its potential dangers. The goal of this module is to teach students about the way marijuana affects the body and the brain, and how these effects can impact a person’s ability to accomplish tasks such as driving or focusing on school work. This module also challenges students to question common myths related to marijuana.

▶ LEARNING OBJECTIVES

AFTER COMPLETING THIS LESSON, STUDENTS WILL BE ABLE TO:

- ▶ List two short-term and two long-term effects of marijuana on the body
- ▶ Name two abilities that are impaired by marijuana use

▶ MATERIALS

YOU WILL NEED THE FOLLOWING MATERIALS FOR THIS LESSON:

- ▶ Computers with Internet access
- ▶ Paper and pencils
- ▶ Whiteboard or newsprint pad
- ▶ Handouts: “Memorandums” (One copy for each group or student)
- ▶ Module 2b Quiz (One copy for each student)

▶ PREPARATION

- ▶ Prior to the lesson, familiarize yourself with the section of the Web site about Marijuana, located at <http://www.justthinktwice.com/drugs/marijuana.html>.
- ▶ Also read each page of the interactive magazine: Stumble Weed: Cannabis Chronicles found here: <http://www.justthinktwice.com/stumbleweed/home.html>.

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PART 1 -25 MINUTES-



INTRODUCTORY DISCUSSION -5 MINUTES-

Begin the lesson by asking students what they know about marijuana. What are the immediate effects of marijuana? What are its long-term effects?

Tell students that the purpose of today's class is to learn about the ways marijuana affects the brain and body, and how these effects can impact a person's ability to accomplish tasks, such as driving or focusing on school work.



PART 1 ACTIVITY -20 MINUTES-

It's easy for high school students to feel like their parents "just don't get it." In this activity, students have an opportunity to play the role of parents. Ask students to imagine the following situation:

Ben is a junior in high school. During his freshman and sophomore years, he played baseball for the school and still brought home A's and B's on his report cards. This year, Ben decided he doesn't want to play baseball anymore, and his grades are dropping. He's also stopped spending time with his best friends since elementary school. Ben's parents are concerned about his failing grades and the new group of friends he hangs out with. Then one afternoon, as Ben's mom is putting away his laundry, she sees a bag of marijuana in his drawer. Ben's parents decide to sit down with him that night at dinner. When they ask him whether he's been using marijuana, Ben responds by saying it's totally harmless and all his friends are doing it. He also tells his parents it really helps him relax and blow off steam.

Divide students into groups and tell them they will have a chance to role-play the above scenario. Instruct students to review the Marijuana section and **Stumble Weed** magazine and to use the information provided to decide what Ben's parents should say to him. For this activity, students can focus on the main Marijuana section and the following sections of *Stumble Weed*:

- ▶ Pages 2 and 3 of the "Just a Plant" section
- ▶ Page 1 of the "Extreme Grades" section
- ▶ Page 1 of the "Totally Lame" section

Have students act out their scenario. After each group has given their presentation, discuss as a class what went well and what could have gone better in each acted-out discussion.

PART 2 -25 MINUTES-

▶ PART 2 ACTIVITY -20 MINUTES-

MAKE A COPY OF ONE OF THE THREE MEMO WORKSHEETS FOR EACH STUDENT OR GROUP. TELL THE STUDENTS THAT THEIR ASSIGNMENT IS TO PREPARE A MEMO FOR ONE OF THE FOLLOWING PROFESSIONALS: A PSYCHOLOGIST, A TEACHER, OR A LAWYER. EXPLAIN TO THE STUDENTS THAT THESE PROFESSIONALS ARE INTERESTED IN LEARNING MORE ABOUT HOW MARIJUANA IS RELATED TO THEIR FIELDS:

- ▶ The psychologist would like to know more about Marijuana & Mental Health
- ▶ The teacher would like to learn more about Marijuana & School
- ▶ The lawyer wants more details on Marijuana & the Law

Each topic area of the memos has a corresponding Web page in the Stumble Weed magazine. Make sure students explore the Web page and each of the “Learn More” links for their assigned topic.

After explaining the activity to students, give each student or group a copy of the memo worksheet for their assigned topic. Tell them to visit the *Just Think Twice* Web site to learn more about their assigned topic.

Afterwards, ask each group to present a summary of the key points from their memos. If students worked individually, have one student from each profession present. Allow other students to share their summaries if there is time.

▶ CONCLUDING DISCUSSION -5 MINUTES-

ASK THE FOLLOWING QUESTIONS TO LEAD A DISCUSSION AMONG STUDENTS ABOUT THE MAIN POINTS COVERED IN THIS LESSON:

- ▶ Did you learn anything new from the Web site? Did it change the way you think about marijuana?
- ▶ Were you surprised to learn that marijuana can affect the ability to accomplish tasks such as driving or paying attention in school? Can you think of any other tasks that marijuana might impair?

▶ ASSESSMENT

AS THE STUDENTS PARTICIPATE IN THE ACTIVITIES AND DISCUSSIONS, LOOK FOR EVIDENCE OF THE FOLLOWING:

- ▶ Are students using the Web site to think critically about the effects of marijuana?
- ▶ Do students understand that marijuana is a dangerous drug that has negative effects on the body?
- ▶ Did the activities or discussions change anyone’s opinions?

The quiz for this module is a short answer/essay quiz that asks students to discuss the effects of marijuana.

EXTENSIONS

The activities listed below reinforce and expand on the concepts taught in this lesson and connect to other areas of the curriculum.

DRAMATIZATION

-Technology/Visual Arts/Drama/Language Arts-

Using the scenario from the first activity in this lesson as a model, have students develop additional scenarios and perform them in front of the class. Encourage students to be creative. For example, assume the role of someone who's being pressured to use marijuana and perform a soliloquy about your thoughts and feelings.

If resources allow, consider filming the scenarios.

SOCIAL MEDIA CAMPAIGN

-Language Arts/Technology-

Ask students to develop short messages to be used in a social media or texting campaign about marijuana. Topics could include the myths about marijuana, the short-term and long-term effects of marijuana, slogans, etc.

FACT SHEET - MYTHS ABOUT MARIJUANA USE

-Technology/Language Arts-

Have students create a fact sheet that lists myths about marijuana and the facts that debunk that myth.

The fact sheet should be limited to one page and should include at least two references. Encourage students to use computers or art supplies to design the fact sheet.

Consider displaying fact sheets in the classroom or school.

NEWSPAPER COLUMN

-Art/Technology-

Ask students to survey students outside of the class about questions they have about marijuana. Students should bring five questions to class. Pass out note cards, and have students write one question on each card. Collect the cards, and eliminate the questions that are redundant or inappropriate. Shuffle the remaining cards, and distribute one to each student.

Students should write a newspaper column, responding to the question.

Have students share their columns with the class, or consider consolidating all of the columns to create a class newspaper.

BLOG POST

-Technology/Language Arts-

If your class created a blog during Module 1, have students write a blog post about information they learned during this lesson or reactions to the lesson content.

Encourage students to comment on each others' posts to keep the discussions going.

MODULE 2B HANDOUTS & QUIZ

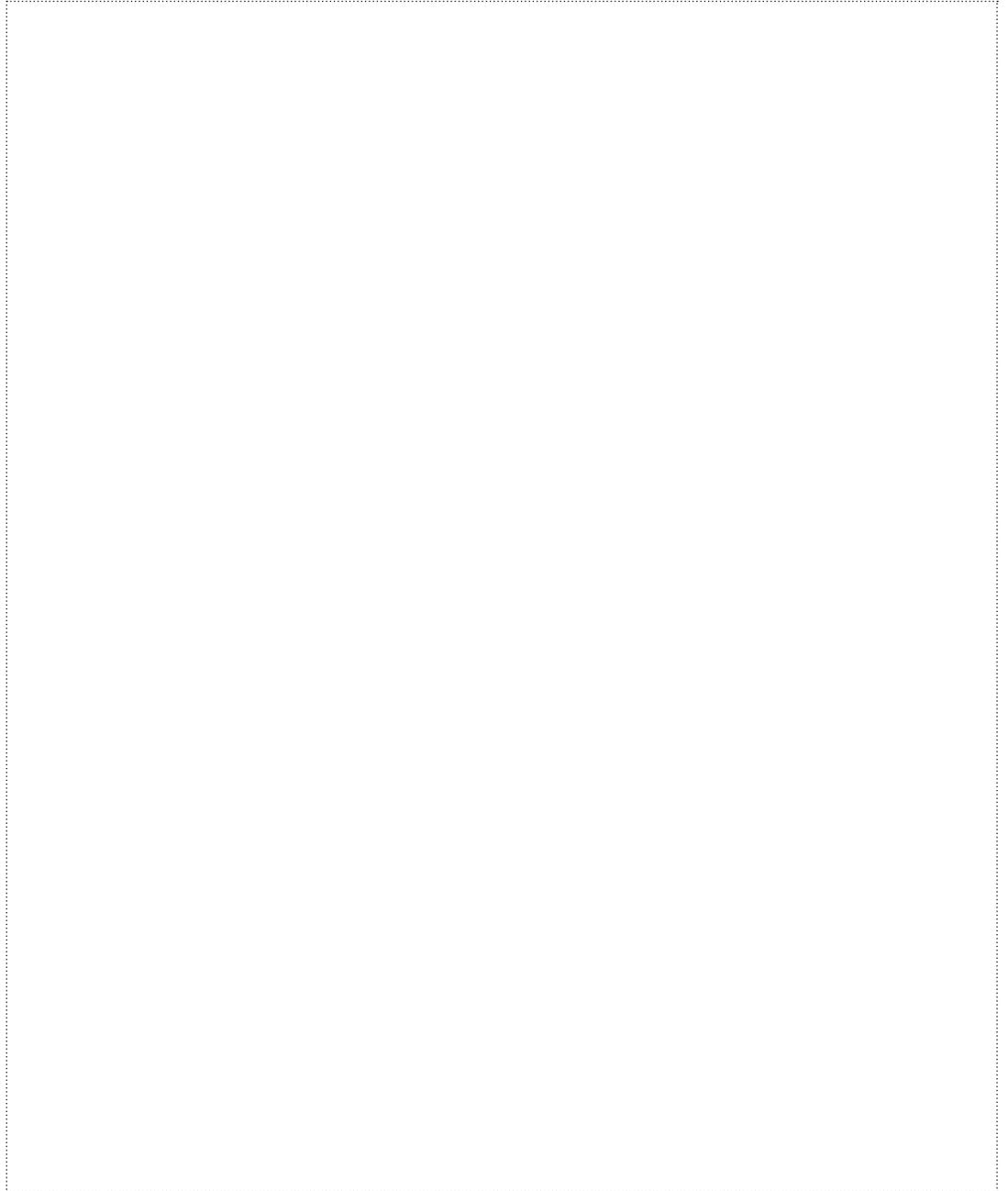
MEMORANDUM

TO: TEACHER

FROM: RESEARCHERS

SUBJECT: MARIJUANA AND MENTAL HEALTH

FINDINGS



MODULE 2B HANDOUTS & QUIZ

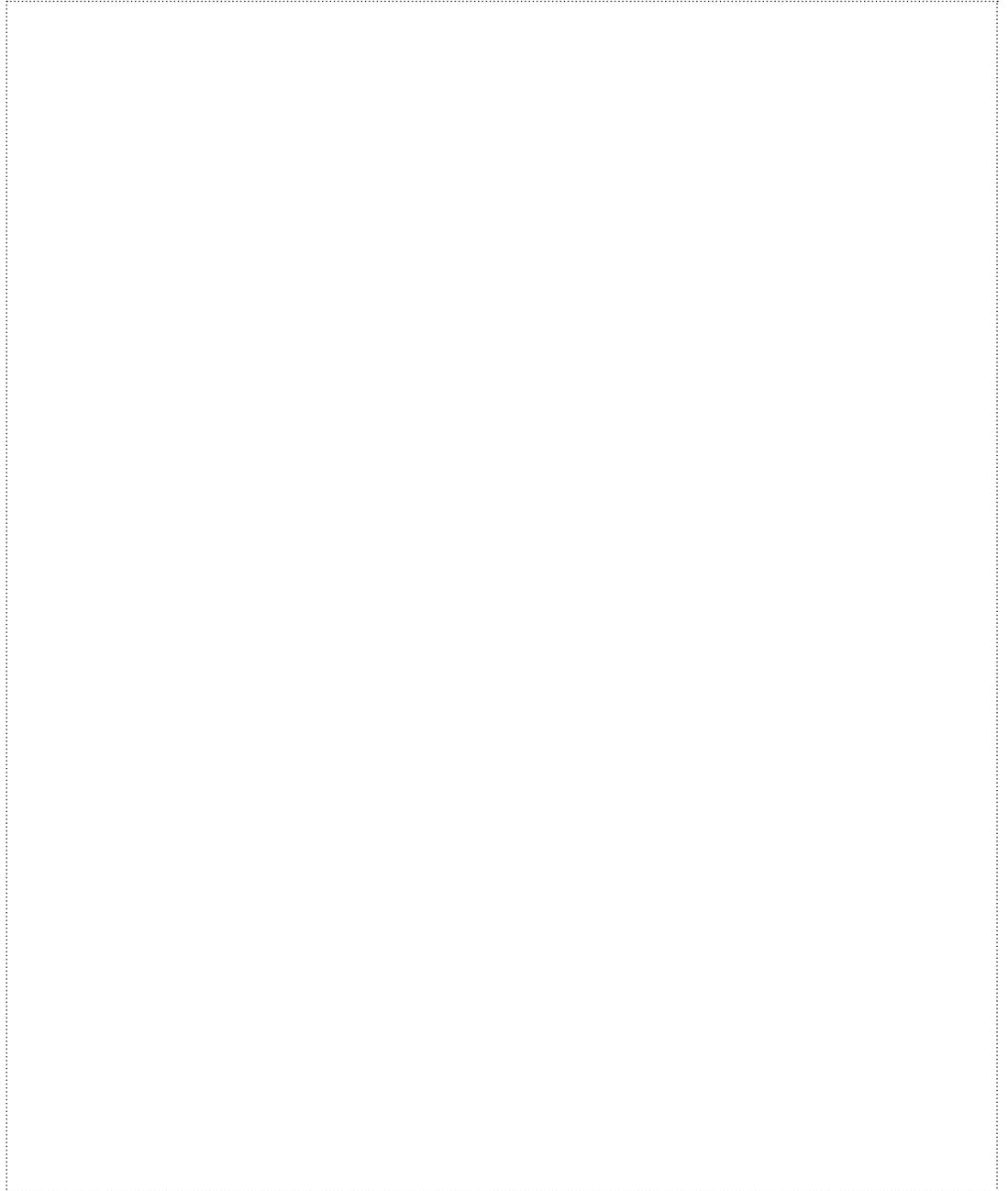
MEMORANDUM

TO: PSYCHOLOGIST

FROM: RESEARCHERS

SUBJECT: MARIJUANA AND MENTAL HEALTH

FINDINGS



MODULE 2B HANDOUTS & QUIZ

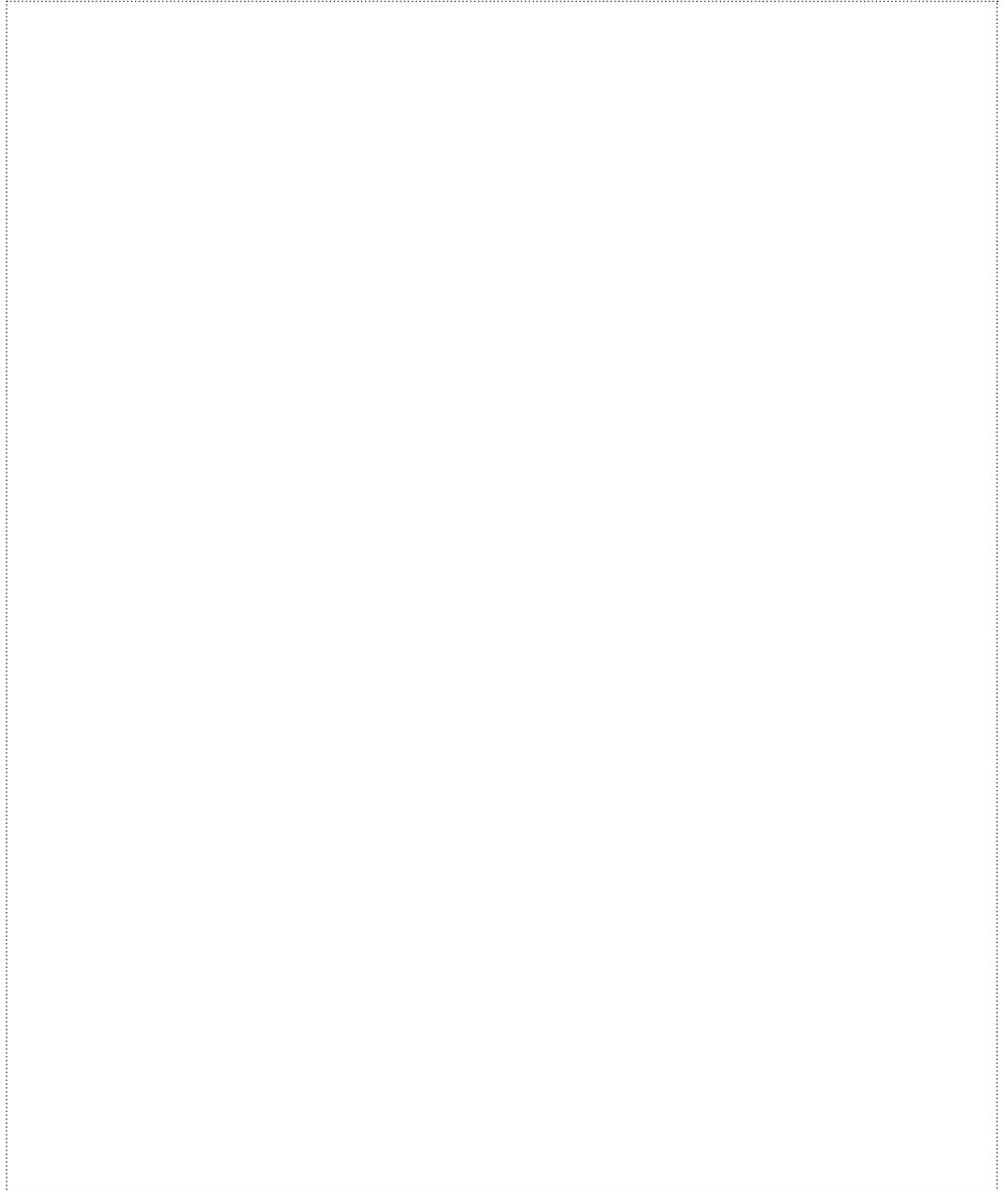
MEMORANDUM

TO: LAWYER

FROM: RESEARCHERS

SUBJECT: MARIJUANA AND MENTAL HEALTH

FINDINGS



MODULE 2B QUIZ



1

List two short-term effects of marijuana on the body.

1.

.....

2.

.....



2

List two long-term effects of marijuana on the body.

1.

.....

2.

.....



3

Name two abilities that are impaired by marijuana use.

1.

.....

2.

.....

MODULE 2C

Steroids

▶ INTRODUCTION

There is no doubt that today's teenagers are under a lot of pressure—to do well in school and get accepted into college, to “look good,” to be a top athlete. Unfortunately, some teens turn to steroids because they believe steroids give them a competitive advantage or give them an ideal-looking body. What teens don't know enough about are the dangers of steroids to their physical and mental health.

The purpose of this module is to introduce students to the dangers of steroid abuse and to help them learn how to make healthy choices.

▶ LEARNING OBJECTIVES

AFTER COMPLETING THIS LESSON, STUDENTS WILL BE ABLE TO:

- ▶ List effects steroids have on the mind and body
- ▶ List healthy ways they can help their bodies reach maximum performance

▶ MATERIALS

YOU WILL NEED THE FOLLOWING MATERIALS FOR THIS LESSON:

- ▶ Computers with Internet access
- ▶ Paper and pencils
- ▶ Handout: “Steroids Scavenger Hunt” (One copy per group or student)
- ▶ Module 2c Quiz (One copy per student)
- ▶ Whiteboard or newsprint pad

▶ PREPARATION

Prior to the lesson, familiarize yourself with the section of the Web site titled “Steroids” at http://www.justthinktwice.com/drugs/steroids_anabolic.html.

PART 1 -25 MINUTES-



INTRODUCTORY DISCUSSION -10 MINUTES-

On a whiteboard or piece of newsprint, make three columns with the following headings: K, W, and L.

Note: You'll need to keep this until the end of the lesson, so if you're teaching this to different classes or need your whiteboard for other classes, newsprint may be more ideal than a whiteboard.

Ask students to tell you what they know about steroids, and write their answers in the "K" column.

Ask students to tell you what they want to know about steroids, and write their answers in the "W" column.

Leave the "L" column blank for now and tell students you will fill that in at the end of the lesson.

Tell students that the purpose of today's class is to learn about the dangers of steroid abuse and how to choose healthy ways students can reach their goals.



PART 1 ACTIVITY -15 MINUTES-

For this activity, students can work individually or in groups. Provide each student or group with a copy of the "Steroids Scavenger Hunt" worksheet, and instruct them to fill in each blank using the Steroids section of the Web site.

When they're finished, allow students to volunteer their answers. Use the answer key located at the end of the module to check the answers provided. Encourage student discussion of the answers. Probe on any information that is new or surprising to ensure comprehension and clear up any misunderstandings.

PART 2 -25 MINUTES-

▶ PART 2 ACTIVITY -15 MINUTES-

DIVIDE STUDENTS INTO FIVE GROUPS AND PROVIDE EACH GROUP WITH ONE OF THE FOLLOWING SCENARIOS:

- ▶ Adam is a junior in high school and the quarterback on the school football team. He's starting to look at college and wants to get a scholarship. He's thinking about taking steroids to build muscle mass and give himself an advantage over other quarterbacks in the region.
- ▶ Jenna wants to get in better shape and works out four times a week. She's really busy with friends and school and has heard that certain types of steroids can help her tone her muscles. She's thinking about taking them instead of exercising so frequently.
- ▶ Chase is on the baseball team and wants to break the school's homerun record next year. A friend of his started taking steroids a couple of months ago, and Chase can already notice an improvement in his hitting. Chase is going to talk to his friend about the steroids.
- ▶ Tanya goes to her brother's room after school to look for an mp3 player she lent him. While trying to find it, she finds a vial of liquid with "Testosterone" written on the front of it. She knows her brother is trying out for the track team, but she's worried that he may be hurting himself with the steroids.
- ▶ For the last two years, Dina has always come in second in the 100 meter butterfly at the state swim meet. This year, she really wants that gold medal. A friend suggests she talk to another teammate who has been taking steroids to help improve her performance.

AFTER READING THE SCENARIO, INSTRUCT EACH GROUP TO:

1. Give advice to the person in each scenario. The advice must include at least three negative effects of steroid abuse.
2. Suggest healthier ways the students in each scenario could meet their goals without using steroids.

When students are finished, ask each group to share their advice with the class.

▶ CONCLUDING DISCUSSION -10 MINUTES-

Display the KWL chart you started with the class at the beginning of this lesson.

Look through the "K" column and ask students if anything they thought they knew about steroids at the beginning of the lesson has changed.

Look through the "W" column, and ask students if they learned what they wanted to know during the lesson.

Finally, fill in the "L" column by asking students what they learned during the lesson activities and class discussions.



ASSESSMENT

AS THE STUDENTS PARTICIPATE IN THE ACTIVITIES AND DISCUSSIONS, LOOK FOR EVIDENCE OF THE FOLLOWING:

- ▶ Students can name negative effects of steroid abuse.
- ▶ Students can list healthier alternatives to steroid abuse.
- ▶ Students' opinions about steroids have changed, or they have learned new information.

The quiz for this module asks students to reflect on what they learned about steroids and discuss ways that students can achieve their personal and physical goals without using steroids or illegal substances.

EXTENSIONS

The activities listed below reinforce and expand on the concepts taught in this lesson and connect to other areas of the curriculum.

MAGAZINE

-Technology/ Language Arts-

Divide the class into groups. Using information learned during the class activities and discussions, instruct each group to create a magazine about steroid use and abuse.

Students may use the Internet to research topics, but instruct them to be sure to cite their sources and not copy Web content word for word. Students should spend the class deciding on the content and layout of their magazine, but they will need time outside of class to put it together. They may use a computer to design and lay it out, or they may do it with paper and art supplies.

Assign a due date for the finished magazines and have each group show their magazine to the class. During the presentations, encourage other students to ask questions and comment on the magazine's contents.

CAMPAIGN - IMPACT OF STEROIDS

-Language Arts/Technology-

Have students create a school-wide campaign that raises awareness of steroid use and abuse. As time and resources allow, the campaign materials could include:

- ▶ Campaign messaging
- ▶ Slogans
- ▶ Flyers
- ▶ Social media messaging -Twitter, Facebook-
- ▶ PSAs
- ▶ School-wide announcements
- ▶ Posters
- ▶ Guest speakers

Encourage students to get creative with the campaign, and enlist administrators and other teachers to support the campaign throughout the school.

TALK SHOW

-Technology/Language Arts/Drama-

Instruct students to stage a talk show that focuses on steroid use and abuse.

THE TALK SHOW SHOULD INCLUDE THE FOLLOWING CHARACTERS:

- ▶ Host
- ▶ Panel of medical experts
- ▶ Audience members
- ▶ Former steroid abuser
- ▶ Family members of abuser

Assign roles to each student and have them work in groups to script out the show. For example, the “host” and “medical experts” could script questions and expert opinions about steroids. The “audience members” could script questions they want to ask the family members or experts. And the “former steroid abuser” and his/her family members can work together to create their “story.”

As a group, determine a name for the talk show, and put on the production. If resources allow, consider filming the show.

INTERVIEW

-Language Arts/Technology-

Assign students to write questions and interview an individual who is knowledgeable about steroid abuse.

INDIVIDUALS COULD INCLUDE SUCH PEOPLE AS:

- ▶ Athletic directors
- ▶ Coaches
- ▶ Doctors
- ▶ Team medics

After students have completed the interviews, instruct them to write an interview summary.

BLOG POST

-Technology/Language Arts-

If your class created a blog during Module 1, have students write a blog post about information they learned during this lesson.

Encourage students to comment on each others’ posts to keep the discussions going.

MODULE 2C **HANDOUTS & QUIZ**

STERIODS SCAVENGER HUNT

Search the "Steroids" section of the Just Think Twice Web site to fill in the blanks.

Some people abuse steroids in an attempt to promote muscle growth, enhance athletic or other physical [], and improve physical []. Steroids may be ingested orally, [] intramuscularly, or applied to the []. Other names for steroids include Arnolds, Juice, Stackers, and [] Gainers. The effects of steroids on the body include age, sex, the anabolic steroid used, the [] used, and the [] of use. Effects on steroids on both men and women include high cholesterol levels, [], heart attacks, acne, and fluid []. Behavioral effects of steroid use include mood [], increased levels of aggression, and [] judgment. When users stop taking steroids, they may experience depression that may be severe enough to lead one to commit []. Only a small number of anabolic steroids are [] for either human or veterinary use.

MODULE 2C HANDOUTS & QUIZ

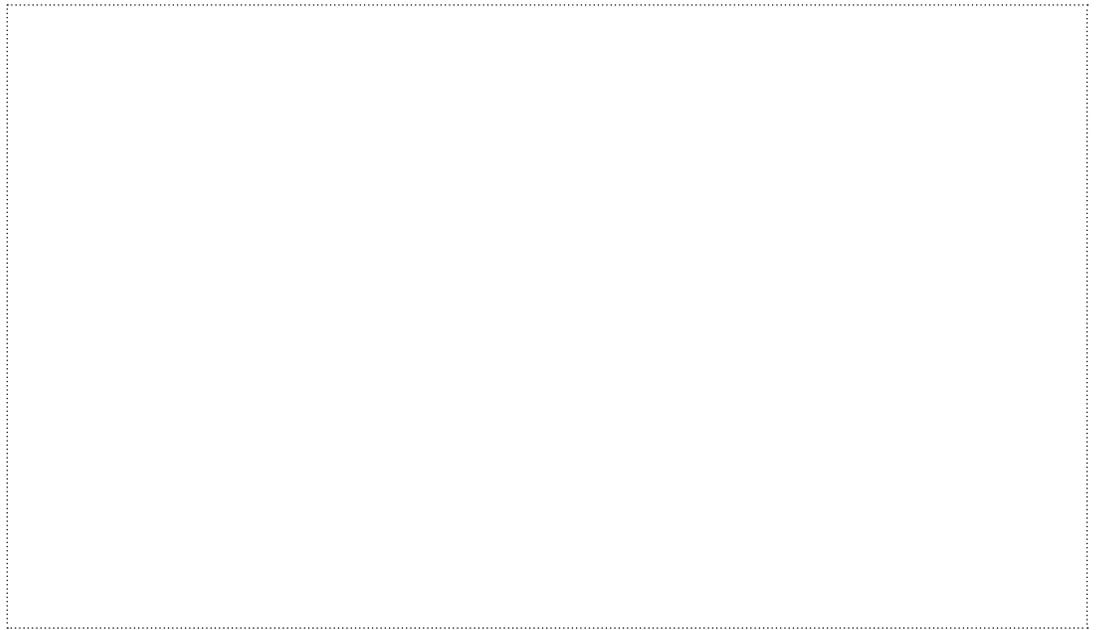
STERIODS SCAVENGER HUNT - ANSWER KEY

Search the "Steroids" section of the Just Think Twice Web site to fill in the blanks.

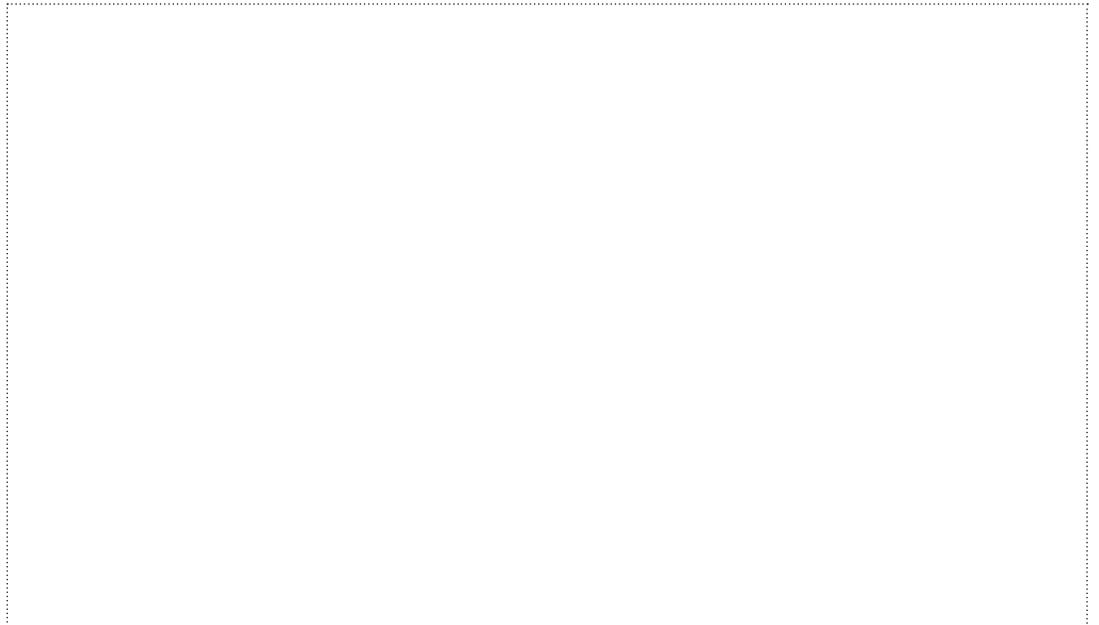
Some people abuse steroids in an attempt to promote muscle growth, enhance athletic or other physical **performance**, and improve physical **appearance**. Steroids may be ingested orally, **injected** intramuscularly, or applied to the **skin**. Other names for steroids include Arnolds, Juice, Stackers, and **Weight** Gainers. The effects of steroids on the body include age, sex, the anabolic steroid used, the **amount** used, and the **duration** of use. Effects on steroids on both men and women include high cholesterol levels, **strokes**, heart attacks, acne, and fluid **retention**. Behavioral effects of steroid use include mood **swings**, increased levels of aggression, and **impaired** judgment. When users stop taking steroids, they may experience depression that may be severe enough to lead one to commit **suicide**. Only a small number of anabolic steroids are **approved** for either human or veterinary use.

MODULE 2B QUIZ

In the space below, discuss what you learned about steroids.



What are ways people can achieve their personal and physical goals without using steroids or illegal substances?



MODULE 3

Facts & Fiction

▶ INTRODUCTION

As you listen to radio, watch TV, read news, or talk with others, you will notice that there are many messages—sometimes contradictory—about drugs. These messages often tell us how drugs affect individuals, communities, and society; what the risks or supposed benefits are; and how common or easy to obtain drugs are.

As a teacher, you are a key source of information about drugs for your students. Not only does your role include providing accurate information about the effects of drugs on the brain, body, and society, but it also includes correcting misinformation teens might have.

Many myths about drugs are commonly accepted as fact. The purpose of this module is to encourage students to question these myths by looking at facts that contradict them. This module also encourages students to look at where these myths come from and to think about which sources they should trust for information about drug-related topics. Working together, you and your students can learn the truth about drugs, enabling students to make healthy decisions in the future.

▶ LEARNING OBJECTIVES

AFTER COMPLETING THIS LESSON, STUDENTS WILL BE ABLE TO:

- ▶ List some of the common myths related to drug abuse
- ▶ Compare and contrast the myths with the facts that dispute them
- ▶ State two reasons why these myths are so widely believed

▶ MATERIALS

YOU WILL NEED THE FOLLOWING MATERIALS FOR THIS LESSON:

- ▶ Computers with Internet access
- ▶ Paper and pencils
- ▶ Whiteboard or newsprint pad
- ▶ Handout: “Facts and Fiction” (One copy per group or student)
- ▶ Module 3 Quiz (One copy per student)

▶ PREPARATION

Prior to the lesson, be sure to read the section of the Web site titled “Facts & Fiction,” including the subsections on each topic. This section of the Web site is located at http://www.justthinktwice.com/content/facts_and_fiction.html.

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PART 1 -25 MINUTES-

▶ INTRODUCTORY DISCUSSION -5 MINUTES-

Begin the lesson by asking students to raise their hands if they think the following statements are true. Read each statement and take a tally of how many students agree. Record their responses on a whiteboard or sheet of newsprint.

- ▶ Everyone uses drugs.
- ▶ Our prisons are full of drug users.
- ▶ Trends in teen drug use have not changed.
- ▶ It's safe to use prescription drugs to get high.
- ▶ Drug production does not damage the environment.
- ▶ Marijuana is medicine.
- ▶ Marijuana is harmless.
- ▶ Drug legalization works.
- ▶ Drug use is a victimless crime.
- ▶ It's safe to drive while high.
- ▶ Drugs have nothing to do with terrorism.
- ▶ Other people's drugs use doesn't cost me anything.
- ▶ Secret production of illegal drugs can't be stopped.

Explain to your students that some people accept these statements as truth without having thought about them. However, this doesn't mean they are. Tell students that the purpose of today's class is to think critically about some of these beliefs and to learn more accurate information by participating in activities centered around the *Just Think Twice* Web site.

▶ PART 1 ACTIVITY -20 MINUTES-

Pass out the "Facts and Fiction" handout. Divide the students into groups and assign each group one of the facts/fiction listed on the Web site.

Instruct each group to first read the section of the Web site for the assigned topic and then write down five compelling or surprising facts or arguments they discovered. After students have found the facts, they should prepare a short presentation to give to the class during the next section. The presentation should include the fictional statement along with at least three of the compelling facts that disprove the myth.

PART 2 -25 MINUTES-

▶ PART 2 ACTIVITY -15 MINUTES-

During this session, groups will present the facts/fiction presentation they prepared during the first part of this module. The presentation should include the facts that disprove the fiction. When students are finished, ask them to discuss whether their thoughts about the fictional statement changed and how it changed.

▶ CONCLUDING DISCUSSION -10 MINUTES-

ASK THE FOLLOWING QUESTIONS TO LEAD A DISCUSSION AMONG STUDENTS ABOUT THE MAIN POINTS COVERED IN THIS LESSON:

- ▶ Were you surprised by the information on the Web site? Does it change the way you think about drug-related issues?
- ▶ Why do you think the myths about drug-related issues are so widely believed? Where does this information come from? Do media, such as movies or TV, sometimes promote these myths? What about peers?
- ▶ Which sources can be trusted to provide accurate drug-related information? Which sources may be less reliable?
- ▶ What is the best way to communicate accurate information to the general population? How can misconceptions or drug-related issues be corrected? To teens? Why might this be an important goal?

▶ ASSESSMENT

AS THE STUDENTS PARTICIPATE IN THE ACTIVITY AND DISCUSSIONS, LOOK FOR EVIDENCE OF THE FOLLOWING:

- ▶ Are students using the information on the Web site to think critically about myths related to drug use?
- ▶ Do students understand that some sources, such as the media or peers, do not always provide the whole story about drug-related issues?
- ▶ Did the activities or discussions change anyone's mind?

The quiz for Module 3 is a short answer/essay quiz. Students are asked to discuss two of the myths on the Web site and explain whether their beliefs changed after reading the facts on the Web site and participating in class discussions. They must also discuss why they think these myths are widely believed and where people should go to find reliable information.

EXTENSIONS

The activities listed below reinforce and expand on the concepts taught in this lesson and connect to other areas of the curriculum.

SURVEY

-Social Studies/Mathematics/Language Arts-

Ask students to develop a survey that includes statements about the myths presented during the lesson. For example, “it’s okay to smoke marijuana because it’s harmless.” Students must give the survey at least 10 teens outside of class and chart the results.

They must then present the chart to the class and discuss the results, telling whether or not they were expected and how they can provide more accurate information to teens.

DEBATE

-Social Studies/Language Arts-

Have students brainstorm other myths about drug use that they seen presented in media, such as movies, TV, or on the Internet. Working in pairs, have students pick a myth and then research arguments for and against it.

Students should prepare a debate where they present the arguments to the class.

BLOG POST

-Technology/Language Arts-

If your class created a blog during Module 1, have students write a blog post about the myths surrounding drug abuse.

TOPICS COULD INCLUDE:

- ▶ How my beliefs have changed
- ▶ Why it’s important to know the facts
- ▶ How I plan on telling others the facts

Encourage students to comment on each others’ posts to keep the discussion going.

POSTER

-Art-

Have students design a poster that addresses a common misconception about drugs. Students can choose a myth from the module or another myth relating to drug abuse.

Display the posters in the classroom or around the school so other students can learn about the myths and facts.

NEWS ARTICLE

-Technology/Language Arts/Science-

Instruct students to write a news article about what life would be like if drugs were legalized. The article should focus on how the students or other teens would be affected.

ASK STUDENTS TO THINK ABOUT THE FOLLOWING QUESTIONS WHILE WRITING:

- ▶ Would friends or family members be more likely to use drugs?
- ▶ Would their neighborhood be safer or more dangerous?
- ▶ Would it be easier or harder for the community to function?
- ▶ How would these changes affect the student or other teens?

While writing the article, the student should interview and quote at least two people and cite at least two credible sources.

MODULE 3 HANDOUT & QUIZ

FACTS AND FICTION

Read the section of the Just Think Twice Web site that provides information about the "fiction" your teacher assigned you. Write down five compelling or surprising facts or arguments that disprove the fiction.

▶ 1

FICTION

1

2

3

4

5

▶ 2

Did your thoughts about the fiction change during this activity? How?

MODULE 3 QUIZ

▶ 1

Discuss two of the myths or fictions that are on the *Just Think Twice* Web site. What are the myths and what facts disprove them?

▶ 2

Did your opinion change after learning more information on the Web site and in class discussions?

▶ 3

Why do you think these myths are widely believed?

▶ 4

Where should people go to find reliable information about drugs and drug abuse?

MODULE 4

Consequences



INTRODUCTION

Some people—especially teens—believe that trying drugs is just a normal part of growing up. It's something everyone does, or a harmless right of passage. The fact is that most teens don't use drugs. And what some teens don't realize is that drug use—even occasional use or experimentation—can have very harmful consequences.

Drugs can change a person's life and destroy future opportunities. The goal of this module is to vividly illustrate the negative consequences of drug use. Helping your students understand that they risk both their goals for the future and the opinions of others will help them make better decisions for themselves. In addition, this module encourages students to think about what they can do to protect themselves from risky situations involving drugs.



LEARNING OBJECTIVES

AFTER COMPLETING THIS LESSON, STUDENTS WILL BE ABLE TO:

- ▶ Identify at least three of the possible consequences of drug use
- ▶ Provide evidence that these consequences could interfere with their plans for the future
- ▶ List two ways to protect themselves from risky situations involving drugs



MATERIALS

YOU WILL NEED THE FOLLOWING MATERIALS FOR THIS LESSON:

- ▶ Computers with Internet access
- ▶ Paper and pencils
- ▶ Whiteboard or newsprint pad
- ▶ Handout: "Understand the Consequences" (One copy per group or student)
- ▶ Handout: "Develop a PSA" (One copy per group or student)
- ▶ Module 4 Quiz



PREPARATION

- ▶ Prior to the lesson, familiarize yourself with the section of the Web site titled "Consequences" at www.justthinktwice.com/consequences. Be sure to read the subsections in this section as well.
- ▶ Find online examples of public service announcements -PSAs- relating to drug use. Examples could include PSAs from the Truth campaign -<http://www.thetruth.com>- or the Above the Influence campaign -<http://www.abovetheinfluence.com>-. Bookmark the ones you think are most compelling to show to students at the beginning of the Part 2 activity.

PART 1 -25 MINUTES-



INTRODUCTORY DISCUSSION -10 MINUTES-

Begin the class by explaining to students that some people believe it's okay to try drugs, just as long as it's only a few times. Ask students to raise their hands if they have ever heard this opinion.

On a whiteboard or piece of newsprint, make four columns with the following headings: legal, health, social, and financial.

Ask students if they can think of any consequences of drug use and which category on the board they would fit under. Ask students whether these things can happen even if it's a person's first time trying drugs.

Tell students that the purpose of today's class is to learn about some of the possible consequences of drug use by participating in activities centered about the *Just Think Twice* Web site.



PART 1 ACTIVITY -15 MINUTES-

PASS OUT THE HANDOUT "UNDERSTAND THE CONSEQUENCES." DIVIDE STUDENTS INTO GROUPS AND ASSIGN EACH GROUP TO ONE OF THE SCENARIOS IN THIS SECTION OF THE WEB SITE:

- ▶ You Become Addicted
- ▶ Your Friend ODs
- ▶ Your Drink Is Drugged*
- ▶ You Test Positive for Drugs
- ▶ You Lose Your Friends
- ▶ Drugged Driving: You Get High and Drive
- ▶ You Lose Your Student Loans
- ▶ You Are Caught With Drugs

**Because date rape and acquaintance rape can be sensitive subjects, use your best judgment in deciding whether to assign the topic, "Your Drink is Drugged." Some students may not be aware of this risk and may require a discussion of the associated topics of what date/acquaintance rape is, the importance of consenting to sex, and why a person is often unable to give consent while using drugs or alcohol.*

INSTRUCT EACH GROUP TO READ THEIR ASSIGNED SECTION OF THE WEB SITE AND THEN TO THINK ABOUT THE FOLLOWING:

- ▶ Describe the consequence—what could happen and how could it happen?
- ▶ What can a person do to avoid the consequence?
- ▶ What advice would you give someone who is in the situation?

Each group should record their thoughts on the handout.

PART 2 -25 MINUTES-

▶ PART 2 ACTIVITY -15 MINUTES-

Ask students if any of them have seen any public service announcements -PSAs- on television or the Internet relating to drug use. Show students a couple of examples of the PSAs you bookmarked before teaching the lesson. Ask students what they think of the PSAs they've seen. Were they effective? What do they think worked well? What didn't? Why?

Pass out the handout "Develop a PSA." Divide the students into the same groups they were in for the first activity in this module. Ask them to take another look at their assigned section and brainstorm ideas for a PSA that would communicate that particular consequence of drug use. Ask them to think of what approach they would take -e.g., a dramatization, animation, flashing images, or text-. Also ask them to think about what kind of visuals they would use, what text and voiceovers should be added, and what music or sound effects would have the biggest impact. Have them record their ideas on the handout.

If time allows, have each group present their ideas to the class. It should include a description of their assigned consequence and their vision of a PSA that would educate people about the risk. Ask classmates to provide feedback about which elements of the PSA would work best and how the idea might be improved.

▶ CONCLUDING DISCUSSION -10 MINUTES-

ASK THE FOLLOWING QUESTIONS TO LEAD A DISCUSSION AMONG STUDENTS ABOUT THE MAIN POINTS COVERED IN THIS LESSON:

- ▶ Do the risks identified on the Web site change your perception of the safety of drug use? Were there risks discussed that you didn't know about?
- ▶ What are the long-term consequences of some of these risks? How might they interfere with a person's goals for his or her life?
- ▶ In light of all the consequences that could occur as a result of drug use, do you think trying drugs is safe? What would you say to a friend who told you that they wanted to try a drug "just once"?
- ▶ What are some strategies for avoiding scenarios where drugs are involved? How should you respond if you ever find yourself in a situation where people around you are putting themselves at risk with drug use?

▶ ASSESSMENT

AS THE STUDENTS PARTICIPATE IN THE ACTIVITIES AND DISCUSSIONS, LOOK FOR EVIDENCE OF THE FOLLOWING:

- ▶ Do students understand that drug use is a risky behavior that has the potential to interfere with their future plans?
- ▶ Do students understand that to protect themselves from drug-related risks, it is important to avoid risky situations as much as possible, as well as to learn how to respond to these situations appropriately?
- ▶ Did the activities or discussions change anyone's mind?

The quiz for this module is an essay/short answer quiz that asks students to identify the risks of drug use and abuse and discuss how they can protect themselves and others from these risks.

EXTENSIONS

The activities listed below reinforce and expand on the concepts taught in this lesson and connect to other areas of the curriculum.

PSAS

-Technology/Visual Arts/Drama/Language Arts-

If students created PSAs, they can act out the PSAs they conceptualized. Alternatively, students can create storyboards for their PSA. Storyboards are like a comic strip that shows the sequence of shots that will be included in a movie or TV program. Each storyboard should show the setting -e.g., a park or a room-, the characters, and the dialogue for each shot. Students can create storyboards on paper or via a word processing or slideshow creation program. Consider setting up an online collaboration document or a wiki so students can collaborate outside of class.

If equipment is available, have students film the PSAs, following their storyboards.

STORY

-Language Arts/Technology-

Have students read the stories of teens whose lives were changed by drug abuse on *Just Think Twice*. http://www.justthinktwice.com/consequences/true_stories.html

Instruct each student to find another story of someone whose life has been changed by drug use. Students can look in newspapers, magazines, or the Internet. Students should write a report summarizing what happened and what various people involved in the incident could have done differently to change the outcome.

BLOG POST

-Technology/Language Arts-

If your class created a blog during Module 1, have students write a blog post about the consequences of drug use.

TOPICS COULD INCLUDE:

- ▶ How my beliefs have changed
- ▶ Why it's important to know the consequences
- ▶ How I can avoid risky situations

Encourage students to comment on each others' posts to keep the discussion going.

NEWS BULLETIN

-Art/Technology-

Have students design a news bulletin that addresses one of the consequences of drug use. The bulletin should include information on how to reduce the risk involved. If equipment is available, have them design it electronically. Display the bulletins in the classroom or around the school so other students can learn about the myths and facts.

CHART

-Mathematics/Technology-

Have students search *Just Think Twice* and other sources listed on the site for statistics about the consequences of drug use. Then have them present the statistics in a graph or chart. For example, students could make a pie chart displaying the number of accidents involving drivers under the influence of different types of drugs.

JUST THINK TWICE WEB QUEST

UNDERSTAND THE CONSEQUENCES

Read the section on the Just Think Twice Web site that provides information about the scenario your teacher assigns you, and answer the following questions:

▶ 1

Scenario:

Describe the consequence:

What could happen?

How could it happen?

▶ 2

What can a person do to avoid this consequence?

▶ 3

What advice would you give to someone in this situation?

MODULE 4 HANDOUTS & QUIZ

Using the information you've learned about the consequences of drug use, develop a concept for a public service announcement -PSA- that informs the public about the consequence you researched in the previous activity.

Consequence:

Approach:

Visuals:

Text:

Music/sound effects:

MODULE 4 QUIZ

▶ 1

List five of the possible consequences of drug use that are listed on the *Just Think Twice* Web site.

▶ 2

Pick one of the consequences you listed above and explain how it can interfere with someone's plans for the future.

▶ 3

What are two ways teens can protect themselves from risky situations involving drugs?

1

2

MODULE 5

Q&A



INTRODUCTION

Sometimes teenagers feel like the only people who understand them are other teens. Their peers know what they're dealing with as they face the same pressures of school, social life, and family. And teens often go to their friends when they're making a decision about trying or taking drugs. As a teacher, it's important that your students understand they can talk to each other about questions they have regarding drugs. It's also important that they know where to go to find factual information about drugs and drug abuse.

The "Teens Ask Teens" section on the *Just Think Twice* Web site features real teens answering questions that other teens across the country have submitted. The teens on the site are representatives of D.A.R.E.'s Youth Advisory Committee and answer questions ranging from "What do you do when other teens ask you to smoke weed?" to "Do permanent markers count as inhalants?" Teens have the opportunity to submit their own questions to the representatives on the site.

In addition to the "Teens Ask Teens" section, visitors to *Just Think Twice* can view a database of questions and answers from the National Institute on Drug Abuse's -NIDA- Drug Facts Chat Day. NIDA hosts Drug Facts Chat Day annually, and middle and high school students have the opportunity to submit their questions about drugs and drug abuse to NIDA scientists.

Both "Teens Ask Teens" and NIDA's Drug Facts Chat Day database offer teens the opportunity to see questions their peers have submitted and find credible answers.

The purpose of this module is to encourage students to communicate with each other about drugs and to learn where they can do to find credible answers to the questions they have. This module will include activities that provide students with the opportunity to interact with the questions on both the "Teens Ask Teens" section as well as NIDA's database.



LEARNING OBJECTIVES

AFTER COMPLETING THIS LESSON, STUDENTS WILL BE ABLE TO:

- ▶ List resources (individuals and online) they can turn to find information about drugs and drug abuse
- ▶ Understand the difference between getting advice from a friend and finding accurate, up-to-date information

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MATERIALS

YOU WILL NEED THE FOLLOWING MATERIALS FOR THIS LESSON:

- ▶ Computers with Internet access
- ▶ Handout: “Questions About Drugs” (One copy for each student)
- ▶ Module 5 Quiz (One copy for each student)
- ▶ Whiteboard or newsprint pad



PREPARATION

Prior to the lesson, be sure to read the section of the Web site titled “Teens Ask Teens,” including some of the questions the D.A.R.E. representatives answer. This section of the Web site is located at http://www.justthinktwice.com/content/teens_ask_teens.html. In addition, read some of the questions and answers in NIDA’s Drug Facts Chat Day database, located at <http://www.justthinktwice.com/>.

PART 1 -25 MINUTES-



INTRODUCTORY DISCUSSION -5 MINUTES-

Pass out the handout “Questions About Drugs” and ask students to write down three questions they have about drugs and drug abuse.

Explain to students that it’s normal to have questions about drugs and drug abuse, and that many teens often turn to their friends when it comes to making decisions about trying or taking drugs. Tell them that it’s always a good idea to talk to someone about questions they have, and friends can give great advice. However helpful it is to get information from their friends, it’s just as important that they’re getting correct information and that they know where to go to find it.

Tell students that today’s lesson will introduce them to questions other teens have about drugs and show them where they can go to get credible answers to their own questions.



PART 1 ACTIVITY -20 MINUTES-

Divide students into groups, and ask each group to look at the “Teens Ask Teen” section and the NIDA database to find answers to the questions they wrote down at the beginning of the class. Their handouts have space for the answers.

After groups have finished, ask students if any of the information they found was surprising. Were there any questions they had that they couldn’t find the answers to? If so, ask them to list those questions on the board or newsprint. **Note: Keep this list of questions for the Part 2 activity.**

PART 2 -25 MINUTES-

▶ PART 2 ACTIVITY -20 MINUTES-

Preparation: *Before class begins, write the questions students couldn't find answers to in the previous activity on note cards—one question per note card.*

Using the same groups from the previous activity, ask a representative from each group to draw a note card. Ask each group to research the Internet to develop an answer to their question similar to the type of answers included in the “Teens Ask Teens” section and the NIDA database. Tell students that Web sites and studies from government agencies, universities, and research institutions are often more credible than personal blogs and Websites, opinion pieces, or Wikipedia. Students should cite the sources they used to develop their answers.

After groups are finished researching, ask them to prepare presentations to give during a subsequent class. Encourage groups to submit the question to the “Teens Ask Teens” section and to check back and see what if it was answered and compare their answer to that of the D.A.R.E representative.

▶ CONCLUDING DISCUSSION -5 MINUTES-

ASK THE FOLLOWING QUESTIONS TO LEAD A DISCUSSION AMONG STUDENTS ABOUT THE MAIN POINTS COVERED IN THIS LESSON:

- ▶ Where can you go to find information to questions you have about drugs and drug abuse?
- ▶ What were the differences between the answers from the teens on the site and the answers from the NIDA scientists? Did they prefer one group over the other? Why?
- ▶ What advice would you give a friend who is trying to find information about drugs or make a decision about trying or using drugs?

▶ ASSESSMENT

AS THE STUDENTS PARTICIPATE IN THE ACTIVITIES AND DISCUSSIONS, LOOK FOR EVIDENCE OF THE FOLLOWING:

- ▶ Do students know where to go for information and advice about drugs and drug abuse?
- ▶ Do students understand the difference between asking a friend for advice and finding correct and up-to-date information?

The quiz for this module is an essay quiz that asks students to respond to a scenario where their friend is asking for advice about trying or using drugs.

EXTENSIONS

The activities listed below reinforce and expand on the concepts taught in this lesson and connect to other areas of the curriculum.

“TEENS ASK TEENS” ROLE PLAYING

-Language Arts/Drama-

Using questions students developed during the lesson or new student-generated questions, divide students into groups of two and give two questions to each group. Have students develop a role-playing scenario using both questions. Both students in the group should have the opportunity to be the advice seeker and the advice giver.

Ask students to perform the role-playing scenarios in front of the class or video tape it if equipment is available.

NEWSPAPER COLUMN

-Language Arts/Technology/Journalism-

Ask students to survey classmates and other students about questions they have about drugs. Assign each student a question, and ask them to develop a newspaper column responding to the question.

Consider creating a class newspaper that includes all of the questions and responses.

Work with your school's journalism teacher or school newspaper editor to include a regular column in the paper, where students throughout the school can submit questions. If you have a student or students whose columns are particularly strong, consider encouraging them to apply for the job of column editor.

BLOG POST

-Technology/Language Arts-

If your class created a blog during Module 1, have students write a blog post about information they learned during this lesson.

TOPICS COULD INCLUDE:

- ▶ Why it's important to ask questions about drugs.
- ▶ Questions I have about drugs.
- ▶ How to get answers to my questions.

Encourage students to comment on each others' posts to keep the discussions going.

PODCAST

-Language Arts/Technology-

Using a free podcasting creation and hosting site, have students create podcasts of Q&A sessions with other teens, teachers, law enforcement officials, etc.

Podcasts can be downloaded to students' mp3 players, burned to a CD, played from a classroom computer, or placed online. Consider setting up a monthly podcast featuring different drug-related topics with guest hosts from within the school and community.

RESOURCE LIST

-Language Arts/Technology-

In this activity, students will develop a list of resources they can use to find answers to their questions about drugs. Encourage students to consider “offline” resources such as people and places within the community as well as online resources. The list should include a brief description of each resource as well as why it’s a good resource to use. If the resource is a particular person or organization, students should include contact information.

If you have a class Web site, blog, or wiki, have students post the resources there. Students could also develop a brochure or poster that features the different resources available.

MODULE 5 HANDOUTS & QUIZ

QUESTIONS ABOUT DRUGS

It's normal to have questions about drugs and to seek advice about taking or using them. What questions do you have about drugs?

1.

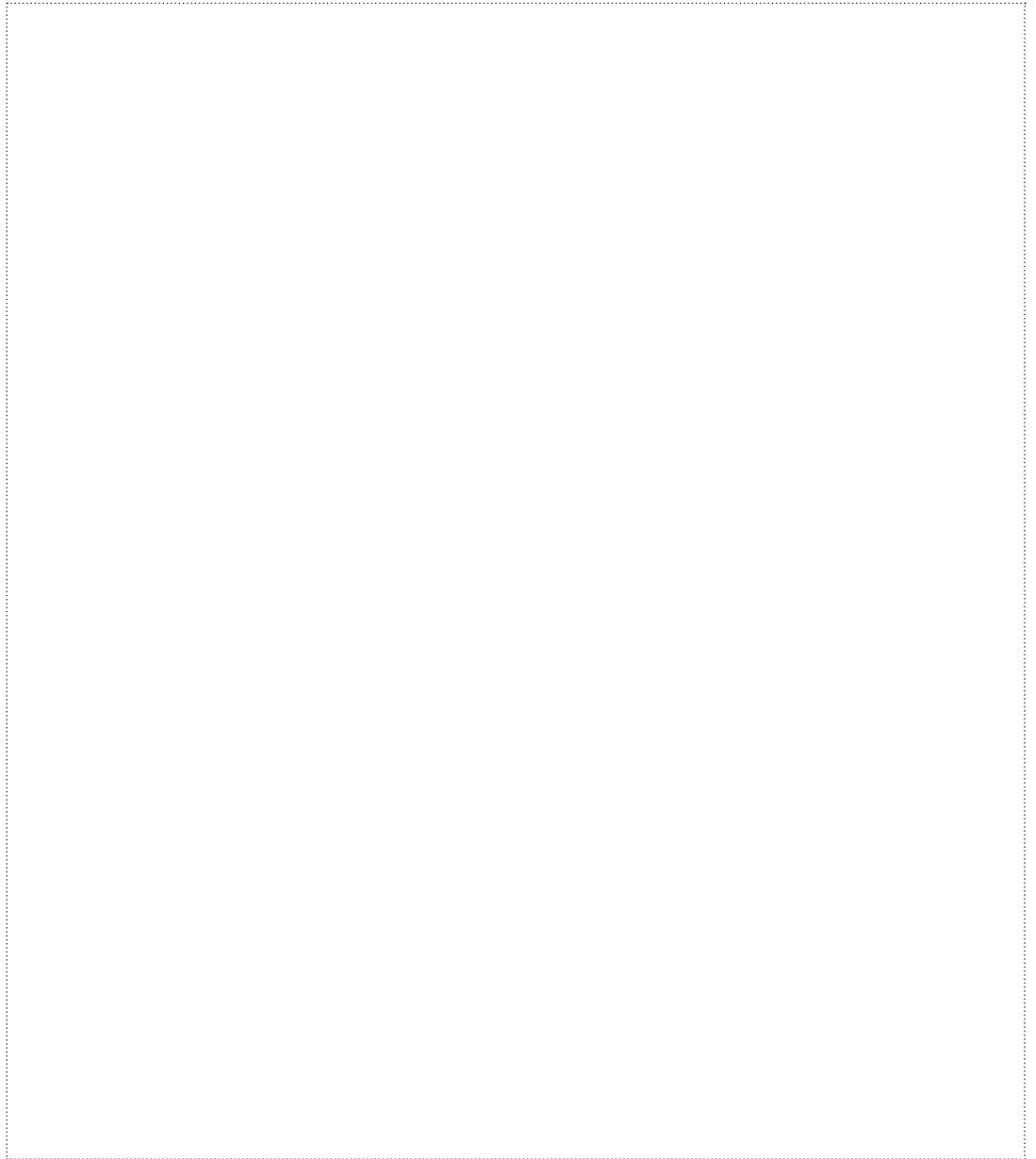
2.

3.

MODULE 5 QUIZ

A friend comes to you and tells you that his older brother and his friends keep trying to get him to smoke pot after school. His brother tells him that it's not addictive and won't hurt him, and he's getting tired of his brother pressuring him. He wants to know if he should try it just to get his brother and friends to leave him alone.

What advice would you give him? Include places -online or offline- where your friend can go to find more information about marijuana.



MODULE 6

Inside DEA

▶ INTRODUCTION

Even though the Drug Enforcement Administration (DEA) has been around since 1973, many people aren't familiar with the agency's responsibilities, mission, and impact on Americans' day-to-day lives. DEA performs an important law enforcement mission across America and in more than 50 countries around the globe.

This lesson will introduce students to DEA and its role in keeping the United States safe from drug trafficking and drug abuse.

▶ LEARNING OBJECTIVES

AFTER COMPLETING THIS LESSON, STUDENTS WILL BE ABLE TO:

- ▶ Identify at least three things DEA does to keep the nation safe
- ▶ Identify at least three types of jobs within DEA
- ▶ Identify ways they can participate in drug prevention and law enforcement-related activities

▶ MATERIALS

YOU WILL NEED THE FOLLOWING MATERIALS FOR THIS LESSON:

- ▶ Computers with Internet access
- ▶ Paper and pencils
- ▶ Handout: "DEA Scavenger Hunt" (One copy per group or student)
- ▶ Handout: "DEA Careers" (One copy per group or student)
- ▶ Module 6 Quiz (One copy per student)
- ▶ Whiteboard or newsprint pad

▶ PREPARATION

Prior to the lesson, be sure to read the section of the Web site titled "Inside DEA," including the subsections on each topic. This section of the Web site is located at http://www.justthinktwice.com/content/inside_dea.html.

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PART 1 -25 MINUTES-

▶ INTRODUCTORY DISCUSSION -5 MINUTES-

On a whiteboard or piece of newsprint write: “Drug Enforcement Administration (DEA).” For five minutes, ask students to take turns listing words or phrases that describe DEA and what the agency does.

Tell students that the DEA was created in 1973 as the nation’s top federal drug law enforcement agency. Today, it’s an organization of men and women dedicated to keeping our nation safe from drug trafficking and drug abuse. Tell students that the purpose of today’s lesson is to learn more about DEA, its role and mission, and how they can help DEA meet its mission by getting involved in their school and community.

▶ PART 1 ACTIVITY -20 MINUTES-

For this part of the lesson, students may work individually or in groups, depending on the number of students and computers available. Pass out the “DEA Scavenger Hunt” handout. Instruct students to browse the “Inside DEA” section of the Web site to find the answers.

When students are finished, ask them to look at the list you created at the beginning of the class, and identify items that are incorrect about DEA. Cross those items off the list and ask students to add new information they learned to the list.

PART 2 -25 MINUTES-

▶ PART 2 ACTIVITY -20 MINUTES-

In this portion of the lesson, students will learn about the different types of positions within DEA. Pass out the handout, “DEA Careers.” Divide students into six groups, and assign each group one of the following roles:

- ▶ Special Agents
- ▶ Intelligence analysts
- ▶ Forensic chemists
- ▶ Diversion investigators
- ▶ Lawyers
- ▶ Technology experts

Tell students that their assignment is to use information from the Web site and other online sources to complete the handout and learn more about different types of careers within DEA. When students are finished, have groups present the information to the class.

▶ CONCLUDING DISCUSSION -5 MINUTES-

ASK THE FOLLOWING QUESTIONS TO LEAD A DISCUSSION AMONG STUDENTS ABOUT THE MAIN POINTS COVERED IN THIS LESSON:

- ▶ What information did you learn about DEA?
- ▶ What can you do in your school and community to help DEA meet its mission?
- ▶ What types of career paths are available in DEA?

▶ ASSESSMENT

AS THE STUDENTS PARTICIPATE IN THE ACTIVITIES AND DISCUSSIONS, LOOK FOR EVIDENCE OF THE FOLLOWING:

- ▶ Students understand the types of activities DEA participates in to keep the nation safe from drug trafficking and drug abuse.
- ▶ Students can name at least three different careers individuals can have within the DEA.
- ▶ Students understand what they can do to get involved in their school and community.

The quiz for this section is a short answer quiz that includes questions about DEA.

EXTENSIONS

The activities listed below reinforce and expand on the concepts taught in this lesson and connect to other areas of the curriculum.

WORD CLOUD

-Technology/ Language Arts-

Using an online “word cloud” creator or art supplies, have students create a “word cloud” that includes words and phrases about DEA. Display the word clouds in the classroom.

TIMELINE

-Social Studies/Language Arts/Technology-

In this activity, students will use information on DEA’s Web site located at:

<http://www.justice.gov/dea/history.htm> to create a timeline of DEA’s history similar to the one found on Just Think Twice: http://www.justthinktwice.com/inside_dea/dea_history.html. The timeline should include at least 10 entries.

Students may use the computer to create the timeline, or if resources aren’t available, they can use art supplies to create the timeline freehand. Encourage students to include a graphic that represents each entry on the timeline.

Display the timelines in the classroom.

BLOG POST

-Technology/Language Arts-

If your class created a blog during Module 1, have students write a blog post about DEA.

TOPICS COULD INCLUDE:

- ▶ What I learned about DEA.
- ▶ DEA’s mission.
- ▶ Career paths within DEA.
- ▶ How to get involved in my community or school.

Encourage students to comment on each others’ posts to keep the discussion going.

CURRENT EVENTS

-Social Studies/Language Arts/Technology/Mathematics/ Geography-

In this activity, students will read a news story on the “Inside DEA” section of the Web site located at http://www.justthinktwice.com/inside_dea/news.html and compile a summary of the story. Visit the site, and assign each student a summary on the site.

Students must create a two-paragraph report of their news story. The first paragraph should include an overview of the story, answering who, what, when, where, and why. The second paragraph should include the student’s personal reaction to the story.

Have students present their summary and reaction to the class.

EXTENSIONS:

- ▶ Using a map of the United States, have students place a push-pin on the map in the location their news story takes place.
- ▶ Have students pull facts from the news stories that lend themselves to graphing -e.g., number of drug-related arrests, statistics involving drug use and abuse-. Group the facts into categories and have students choose one category to graph or chart.

DRUG RELATED AGENCIES POSTER

-Technology/Language Arts-

In addition to DEA, there are other federal agencies that work in the drug abuse prevention, treatment, and education fields. A subsection of "Inside DEA" lists these agencies: http://www.justthinktwice.com/inside_dea/drug_related_agencies.html.

Divide students into groups and assign each group one of the agencies listed on the site. Groups should research information on their assigned agency and create a poster that describes the agency. Display the posters in the classroom.

MODULE 6 HANDOUTS & QUIZ

DEA SCAVENGER HUNT

Visit the "Inside DEA" section of the Just Think Twice Web site to find answers to the scavenger hunt.

▶ 1

DEA has been around since [], and performs an important law enforcement mission across America and in more than [] countries around the globe.

▶ 2

LIST THREE THINGS DEA DOES:

1. _____
2. _____
3. _____

▶ 3

You can see state-of-the-art exhibits, displays, and interactive stations that teach you about DEA's mission and history at the [] in [].

▶ 4

THREE TYPES OF CAREERS WITHIN DEA ARE:

1. _____
2. _____
3. _____

▶ 5

In [], DEA joined forces with the FBI to bolster the effort with more anti-drug manpower and resources.

▶ 6

In [], the first major drug smuggling tunnel known to run between the United States and Canada was shut down.

▶ 7

[] is an annual anti-drug event that honors the life of Special Agent Enrique -Kiki- Camarena, who was kidnapped and killed by drug traffickers in Mexico.

MODULE 6 HANDOUTS & QUIZ

DEA SCAVENGER HUNT - ANSWER KEY

Visit the "Inside DEA" section of the Just Think Twice Web site to find answers to the scavenger hunt.

- ▶ 1
DEA has been around since 1973, and performs an important law enforcement mission across America and in more than 50 countries around the globe.
- ▶ 2
List three things DEA does:
Students should list three answers from the following list:
Makes cases against the world's most dangerous and powerful drug lords
Finds links between terrorists and drug traffickers
Tracks drug finances through international banking systems
Busts meth labs in middle America
Keeps city streets safe from drug gangs
- ▶ 3
You can see state-of-the-art exhibits, displays, and interactive stations that teach you about DEA's mission and history at the [DEA Museum & Visitors Center](#) in [Arlington, VA](#).
- ▶ 4
Three types of careers within DEA are:
Students should list three answers from the following list:
[Special Agents](#)
[Intelligence analysts](#)
[Forensic chemists](#)
[Diversion investigators](#)
[Lawyers](#)
[Technology experts](#)
- ▶ 5
In 1982, DEA joined forces with the FBI to bolster the effort with more anti-drug manpower and resources.
- ▶ 6
In 2005, the first major drug smuggling tunnel known to run between the U.S. and Canada was shut down.
- ▶ 7
[Red Ribbon Week](#) is an annual anti-drug event that honors the life of Special Agent Enrique -Kiki- Camarena, who was kidnapped and killed by drug traffickers in Mexico.

DEA CAREERS

Visit the 'Inside DEA' section of the Just Think Twice Web site and follow the links to find information about your assigned career.

Career Name:

Job Description -What does the individual in this career typically do?-:

Required Education:

Other Qualifications:

Where can you go/who can you contact to learn more about this career?:

MODULE 6 QUIZ

▶ 1

What does DEA stand for?

▶ 2

What does DEA do?

▶ 3

What kinds of careers can individuals have within DEA?

▶ 4

What ways can you get involved in your school and community to help DEA meet its mission?

▶ 5

What did you learn about DEA that you didn't know before this lesson?

MODULE 6A

Red Ribbon Week

▶ INTRODUCTION

Red Ribbon Week is the nation's oldest and largest drug prevention program, reaching millions of Americans during the last week of October every year. By wearing red ribbons and participating in community anti-drug events, young people pledge to live a drug-free lifestyle and pay tribute to DEA Special Agent Enrique "Kiki" Camarena. It's a unified way for school and communities to take a stand against drugs and show intolerance for illicit drug use and the consequences to all Americans.

In this lesson, students will learn the history of Red Ribbon Week and go through steps to observe Red Ribbon Week in their school and community.

▶ LEARNING OBJECTIVES

AFTER COMPLETING THIS LESSON, STUDENTS WILL BE ABLE TO:

- ▶ Provide an overview of Red Ribbon Week.
- ▶ List ways they can observe Red Ribbon Week in their school and community.

▶ MATERIALS

YOU WILL NEED THE FOLLOWING MATERIALS FOR THIS LESSON:

- ▶ Computers with Internet access
- ▶ Paper and pencils
- ▶ Whiteboard or newsprint pad
- ▶ Handout: "What is Red Ribbon Week?" (One copy per group or student)
- ▶ Module 6a Quiz (One copy per student)

▶ PREPARATION

- ▶ Prior to the lesson, familiarize yourself with the section of the Web site about Red Ribbon Week found here:
http://www.justthinktwice.com/inside_dea/red_ribbon_week.html
- ▶ Also read through the information and materials about Red Ribbon Week on DEA's Get Smart About Drugs Web site:
http://www.getsmartaboutdrugs.com/prevent/about_red_ribbon_week.html

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PART 1 -25 MINUTES-

▶ INTRODUCTORY DISCUSSION -5 MINUTES-

Begin the lesson by asking students to brainstorm ways they can raise awareness of drug abuse and prevention in their school and community. Ask them to think of ways school leaders and community leaders and organizations can get involved and help raise awareness. Write students' ideas on a piece of newsprint or a white board.

Tell students that the purpose of this lesson is to learn about Red Ribbon Week, an annual event in October that raises awareness of drug abuse and prevention and helps schools and communities take a unified stand against drug abuse.

▶ PART 1 ACTIVITY -20 MINUTES-

Divide students into groups and pass out the "What is Red Ribbon Week?" handout. Ask students to visit the Red Ribbon Week sections on the *Just Think Twice* and *Get Smart About Drugs* Web sites and answer the following questions:

1. What is Red Ribbon Week?
2. When is it observed?
3. Who was Special Agent Enrique "Kiki" Camarena?
4. What is the Boy Scout Patch initiative?
5. What are some ways you can celebrate Red Ribbon Week in your school and community?

When groups are finished, go around the room and ask groups to share their answers to the questions.

PART 2 -25 MINUTES-

▶ PART 2 ACTIVITY -20 MINUTES-

In this activity, students will develop a calendar of activities for Red Ribbon Week. Divide students into groups and ask them to plan an activity for each day of Red Ribbon Week. Encourage students to be creative and think of ways they can involve the entire school and members of the community. Sample activities could include:

- ▶ Wear red ribbons and distribute them to your friends, family, volunteers, staff, and employees.
- ▶ Sponsor a Red Ribbon Week activity (e.g., fun run; bike-a-thon; bookmark; poster; essay contest; classroom door decorating contest, etc.).
- ▶ Incorporate drug prevention facts and tips in your school-wide announcements throughout Red Ribbon Week. Create a bulletin board display about Red Ribbon Week and post it in a high traffic area of your school.
- ▶ Have a Red Ribbon Rally with performances by local talent or school groups.
- ▶ Have a school assembly (everyone can wear red) and invite a law enforcement officer to speak about the dangers of drug abuse.
- ▶ Do a drug prevention and refusal skills skit for your classmates.
- ▶ Promote Red Ribbon at your school's sporting events by handing out red ribbons, providing information about Red Ribbon Week, and have the parents and students say a drug free pledge.
- ▶ Sponsor an in-service training on drug prevention education for school administrators, teachers, counselors, and the school nurse.
- ▶ Start a Red Ribbon Club that meets regularly to promote drug prevention throughout the year.
- ▶ Sponsor a health fair and invite health and safety workers from the community to set up educational materials for students and parents.

When groups are finished, ask them to present their calendar of events to the class. As groups are presenting, create a list of the different ideas on a piece of newsprint or the white board.

In the next class, ask students to vote on the activities they think would be feasible and develop a calendar of events to present to the school administration. Work with school administrators and local organizations to plan and organize the approved events on the calendar for Red Ribbon Week.

▶ CONCLUDING DISCUSSION -5 MINUTES-

ASK THE FOLLOWING QUESTIONS TO LEAD A DISCUSSION AMONG STUDENTS ABOUT THE MAIN POINTS COVERED IN THIS LESSON:

- ▶ What is Red Ribbon Week?
- ▶ What kinds of things can you do to get your school and community involved in Red Ribbon Week?



ASSESSMENT

AS THE STUDENTS PARTICIPATE IN THE ACTIVITIES AND DISCUSSIONS, LOOK FOR EVIDENCE OF THE FOLLOWING:

- ▶ Do students understand what Red Ribbon Week is?
- ▶ Can students identify ways to get the entire community involved in Red Ribbon Week?
- ▶ Are students able to brainstorm a variety of activities to do in observance of Red Ribbon Week?

The quiz for this module is an essay question asking students to reflect on the activities and class discussions.

EXTENSIONS

The activities listed below reinforce and expand on the concepts taught in this lesson and connect to other areas of the curriculum.

RED RIBBON WEEK PLEDGE AND PROCLAMATION

-Technology/ Language Arts-

Divide students into groups, and pass out copies of the sample proclamation and pledges from the *Get Smart About Drugs* Web site -http://www.getsmartaboutdrugs.com/prevent/about_red_ribbon_week.html-. Ask students to create their own Red Ribbon Week proclamation and student and parent pledges for their school. If equipment is available, students should create the pledges using word processing software.

When groups are finished, have them share their proclamations and pledges with the class. Ask the class to vote on the best proclamation and pledges to use during Red Ribbon Week. Alternatively, if there are specific elements of the various proclamations and pledges that students like, choose the best elements from the different versions to create final versions for use during Red Ribbon Week.

RED RIBBON WEEK POSTER

-Language Arts/Technology/Art-

Have students create posters about drug abuse and awareness to display throughout the school during Red Ribbon Week. Encourage students to be creative and create a powerful message and engaging visuals that bring attention to the issues their poster presents. They may use a computer or art supplies to create the poster.

Consider organizing a contest where students in the school can vote on their favorite posters, and offer prizes to the winners.

RED RIBBON WEEK PSA

-Technology/Language Arts/Drama-

Ask students to conceptualize and create a Public Service Announcement -PSA- that provides information about Red Ribbon Week or drug awareness and prevention.

First have students create storyboards for their PSA. Storyboards are like a comic strip that shows the sequence of shots that will be included in a movie or TV program. Each storyboard should show the setting -e.g., a park or a room-, the characters, and the dialogue for each shot. Students can create storyboards on paper or via a word processing or slideshow creation program. Consider setting up an online collaboration document or a wiki so students can collaborate outside of class.

Once storyboards are complete, have students record the PSAs, using the storyboards as guides.

Work with school administrators and other relevant personnel to air the PSAs before and during Red Ribbon Week.

RED RIBBON WEEK PRESS RELEASE

-Language Arts/Technology/Journalism-

Ask students to read the sample Red Ribbon Week press release on the Get Smart About Drugs Web site -http://www.getsmartaboutdrugs.com/prevent/sample_red_ribbon_week_press_release.html-. Divide students into groups and have them write their own press release that provides information about Red Ribbon Week and the activities the school and community will participate in. Encourage students to interview school and community leaders about the importance of raising awareness of drug abuse and use quotes from the interview in the press release.

When groups are finished with their press releases, ask them to present them to the class. Have classes vote on the best press release, and submit the winner to local media outlets.

BLOG POST

-Technology/ Language Arts-

If your class created a blog during Module 1, have students write a blog post about information they learned during this lesson or reactions to the lesson content.

TOPICS COULD INCLUDE:

- ▶ Reactions to Red Ribbon Week events
- ▶ Ideas for events and activities
- ▶ Interviews with school and community leaders

Encourage students to comment on each others' posts to keep the discussions going.

MODULE 6A HANDOUTS & QUIZ

WHAT IS RED RIBBON WEEK?

Visit the Red Ribbon Week section on the Just Think Twice Web site to find the answers to the following questions.

▶ 1

What is Red Ribbon Week?

▶ 2

When is it observed?

▶ 3

Who was Special Agent Enrique “Kiki” Camarena?

▶ 4

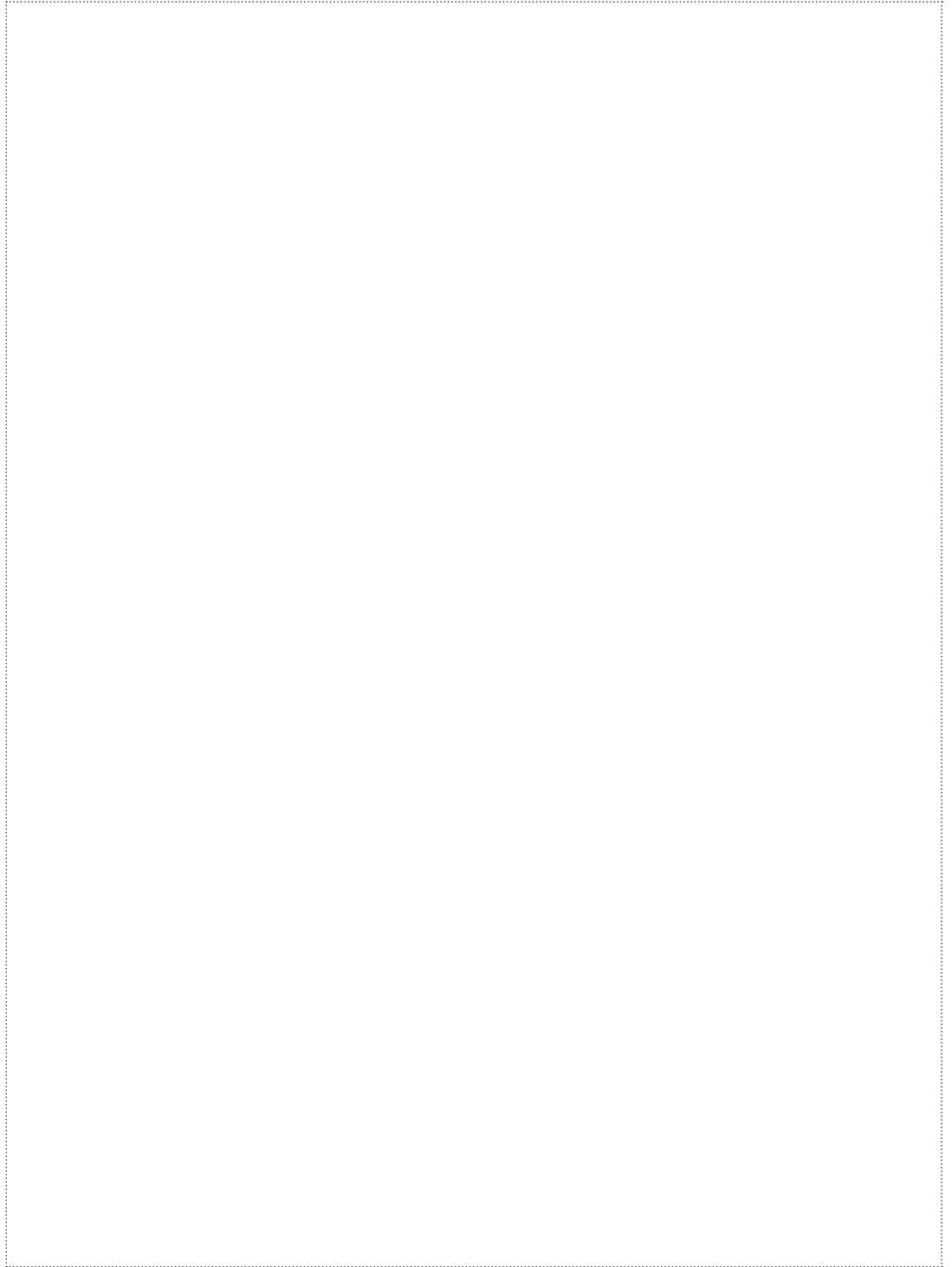
What is the Boy Scout Patch initiative?

▶ 5

What are some ways you can celebrate Red Ribbon Week in your school and community?

MODULE 6A QUIZ

In this lesson, you learned about Red Ribbon Week and came up with activities your school and community could participate in to celebrate Red Ribbon Week. What types of things did you learn during this lesson? Why is it important for communities to take a stand against drug abuse and prevention?



FOLLOW ON **RESOURCES & ACTIVITIES**

▶ **OVERVIEW**

There are a number of ways you can engage students in drug awareness and prevention activities beyond the lessons in this guide and throughout the school year. Following is a list of activities, technology-based aids, and resources you can use to keep the conversation going.

▶ **ACTIVITIES**

DRUG TASK FORCE

Establish a drug task force in your school. Members of the task force can comprise students, teachers, administrators, and school and local law-enforcement officials. The task force should establish roles and responsibilities and set up a regular meeting to discuss ways members of the drug task force can work together to keep the school drug-free.

“TEENS ASK TEENS” PANEL

Recruit a panel of students in your school to whom teens can submit questions about drugs and drug abuse. Establish a method of submission -online, print, e-mail-, and set up regular intervals for teens to provide responses to these questions. Encourage students to get creative with the panel. For example, a group of students could design and set up a Web site or blog specifically for the panel. Teens on the panel could answer questions via video, podcast, or blog posts. A wiki can be used to categorize and house questions and answers. Work with students to create a campaign that spreads the message about the panel and encourages other students in the school to submit questions.

COMMUNITY COALITIONS

Help students establish working relationships with members of local community organizations to form a community coalition that raises awareness of drug abuse and prevention. If one already exists, contact leaders of the coalition to discuss ways students can get involved. Students and members of the community can work together to sponsor events, awareness presentations, fund-raising opportunities, etc. Encourage students to create awareness and campaign materials -press releases, flyers, posters- that advertise events and activities and spread the word about drug awareness and prevention. Work with local media to help spread the message.

DRUG AWARENESS AND PREVENTION ENCYCLOPEDIA

Work with your students to create a comprehensive encyclopedia of drug awareness and prevention topics. Consider creating an interactive encyclopedia via a wiki or Web site that can live online and be easily updated. Students may research and create entries on a variety of drug awareness and prevention topics from drugs of abuse to effects of drug abuse. Encourage students to add graphics, charts, and photos to their entries.

EXPERT PANEL

Organize a panel of local law enforcement officials, health care experts, and scientists to answer student questions about drug abuse and prevention. Work with students to find experts—many may have family members or neighbors who would be willing to serve. Set up a time when the experts can come to the school and answer questions in person. If schedules do not permit this, consider setting up a Web site or blog where students can submit questions and members of the expert panel can send in written or even video-based responses to student questions. Work with students to create a campaign that spreads the message about the panel and encourages other students in the school to submit questions.



TECHNOLOGY-BASED AIDS

Not only is using technology in the classroom mandated in most school curricula, it's an effective way to engage students and tap into their creativity. There are a number of free resources teachers can use to integrate technology in the classroom. Perform a Web search to find the tools and resources that work best for you.

BLOGGING

A classroom blog is an excellent way for students to reflect and expand on class lessons and keep the conversation going after the lesson is over. Teachers can create public or private blogs and give publishing access to every student in the class.

MAPS

Teachers can use free online mapping software for numerous interactive lessons. For example, students could map locations across the country where there are prevalent drug problems or create maps that tell the story of communities who banded together to fight drugs. Using mapping software, students can build, share, save, and even export maps into other projects.

PHOTOSHARING

Photosharing sites give students the opportunity to post photos of classroom projects and events. Users have the ability to organize and tag photos according to topics enabling users to quickly search through the site for photos they need. Students can view, comment, and subscribe to different photo albums, and teachers can establish private groups. Students also have the ability to use photos from the site for their classroom assignments.

PODCASTS

Podcasts are a great way to connect with students, many of whom own personal mp3 players. Podcasts are mp3 files that users can either listen to online, download to their mp3 players, or burn to a CD or thumb drive. There are a number of podcasting sites that give students the opportunity to create, edit, share, and even broadcast their own podcasts.

SOCIAL MEDIA

With millions of people worldwide using social media to communicate, many educators are now using it in the classroom, from setting up classroom profiles to holding live chats. While there are many methods teachers can use social media, be aware of your school's social media policy before launching any efforts in the classroom.

VIDEO

With the growing popularity of online user-generated videos, having your students create videos is an excellent way to engage them and create a valuable learning experience. There are many free Web-based digital storytelling and video creation sites that enable students to create, edit, and share their videos. If privacy is a concern, there are even some sites that make the videos private and give teachers control of student accounts and access.

WIKIS

Wikis are editable Web sites that enable users to create documents and publish them quickly. No software is required, and students and teachers can edit pages in near real time anywhere. It's a great way to allow students to collaborate on work and create a Web site centered around a particular theme like drug awareness and prevention. Wikis are easy to use and many can be set up as private so that only teachers and students can view or edit.



ONLINE RESOURCES

The Internet is full of information and misinformation. Visit these sites to find credible information and valuable resources as you teach students about drug awareness and prevention.

GOVERNMENT AGENCIES

- ▶ Drug Enforcement Administration: www.justice.gov/dea
- ▶ *Just Think Twice* - www.justthinktwice.com
- ▶ Get Smart About Drugs - www.getsmartaboutdrugs.com
- ▶ Center for Mental Health Services: www.mentalhealth.samhsa.gov/cmhs
- ▶ Center for Substance Abuse Prevention: www.prevention.samhsa.gov
- ▶ Center for Substance Abuse Treatment: www.csat.samhsa.gov
- ▶ Community Capacity Development Office:
http://www.ojp.usdoj.gov/ccdo/welcome_flash.html
- ▶ National Guard Bureau Counterdrug Program:
<http://www.ngb.army.mil/jointstaff/j3/cd/default.aspx>
- ▶ National Highway Traffic Safety Administration Impaired Driving Division:
www.nhtsa.dot.gov
- ▶ National Institute on Drug Abuse: www.nida.nih.gov
- ▶ Office of National Drug Control Policy: www.whitehousedrugpolicy.gov

- ▶ Office of Safe and Drug-Free Schools: www.ed.gov/about/offices/list/osdfs/index.html
- ▶ Working Partners for an Alcohol-and-Drug-Free Workplace:
www.dol.gov/dol/workingpartners.htm

DRUG PREVENTION ORGANIZATIONS

- ▶ American Council for Drug Education: www.acde.org
- ▶ Boys and Girls Club of America: www.bgca.org
- ▶ D.A.R.E. America: www.dare.com
- ▶ Join Together: www.jointogether.com
- ▶ The Partnership at Drugfree.org: <http://www.drugfree.org/>