



**ELEMENTARY
SCHOOL
CURRICULUM**



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LESSON ONE

NARCONON DRUG EDUCATION **SCHOOL CURRICULUM**

LESSON ONE - WHAT IS A DRUG?

Start your presentation to the students with this statement:

1. *“Sometimes drugs are necessary.”*

1b. *“Who can give me an example of a drug being necessary?”*

(A couple of your own examples help before you get them to give theirs, e.g. I often use the example of undergoing surgery to extract my wisdom teeth and taking Tylenol for the next couple of days to kill the pain and enable me to work.)

1c. Get the students to give you a few examples of their own until they really get the point.

Work with them until you are absolutely sure that they understand completely that sometimes drugs are necessary and can be useful.

2. *“One very important point to understand is: Nearly all drugs are toxic. In other words, most drugs are basically poisons!!”*

2a. Next, ask them this question: *“How many of you have ever heard of a teenager getting alcohol poisoning?”* (Get their response. Usually this is very real to them as it is covered in the media quite a bit.)

2b. Then ask, *“How many of you have heard of a teenager or college student dying after binge drinking alcohol?”*

2c. *“This is a good example of a common drug in society, yet it is a poison when too much is consumed too rapidly. Another good example is aspirin. This common drug has helped many people with pain relief and other ailments. When you think about it, this is a very mild drug compared to drugs such as heroin and cocaine, yet less than a small bottle of aspirin can kill an adult if they consumed it too rapidly. Much less can kill a child. All of these drugs have a toxic level. THEY ARE ALL POISONOUS AT CERTAIN DOSAGES.”*

(See if you can get the students to give their own examples of various drugs being poisonous at certain dosages, e.g., heroin, cocaine, etc. etc.)

2d. ***“Methamphetamine is the fastest growing drug in usage throughout America. It is interesting that every single ingredient that goes into making ‘meth’ is a poisonous.”***

(Get the students to understand that practically every drug we know of can kill a person if enough is consumed. Even a milder drug like marijuana contains THC, which is a poison molecule.)

3. ***“Here is the pattern that nearly all drugs appear to follow:”***

A) ***“A small amount acts as a stimulant (wakes you up).”***

Ask them this question to make it real, ***“How many of you have seen an adult drink 2 or 3 drinks and start to get more talkative?”*** (You may be amazed at how many hands go up on this.)

“How many of you have seen an adult drink a little more and start getting loud and laughing a lot?”

Use questions like the above to get them to see that people get stimulated at first. Then ask this question:

“So, is the alcohol putting the person to sleep or waking them up?”

(Get students to answer.)

“Right! a small amount wakes you up.”

B) ***“If the person takes more of the drug, it begins to depress. In other words, it slows you down or puts you to sleep.”*** (Use more questions to get them tracking).

“How many of you have seen an adult drink way too much alcohol?”

(Get their response).

“How many of you have seen an adult start to slow down and sometimes fall asleep?”

(Get their response).

C) ***“The third and final stage of taking drugs is death. If enough is consumed rapidly enough, the body shuts down and the person dies.”***

“How many of you have heard of a drug overdose?”

(Get their response).

4. Get them to understand this by going over it one more time, in a simple way.

A) A SMALL AMOUNT WAKES YOU UP.

B) MORE OF THE DRUG PUTS YOU TO SLEEP.

C) ENOUGH OF THE DRUG FAST ENOUGH, KILLS YOU.

You can quiz them verbally on this, by having them fill in the blank, in other words:

A SMALL AMOUNT

MORE OF THE DRUG

ENOUGH OF THE DRUG FAST ENOUGH



LESSON TWO

NARCONON DRUG EDUCATION **SCHOOL CURRICULUM**

LESSON TWO – DRUG STORAGE IN THE BODY, **LONG TERM PHYSICAL EFFECTS OF DRUG ABUSE.**

This session covers the fact that drugs, such as LSD, marijuana, cocaine, methamphetamine; as well as other drugs, are fat soluble and can store in the body for extended periods of time, thus creating health problems.

“ICE BREAKER:”

Have the class look at a person near them, then another person, shake 2 peoples’ hands, then have them say “hello” to a person near them and a person far away. Then have everyone look at the right wall, left wall and finally direct their attention to the board. End off the drill and start your presentation.

Note:

You will need a glass, some water, a pack of instant lemonade and some common cooking oil in a small bottle with a dropper.

1. Have a sample drawing of a person’s body on the board.
2. Let the students know that you are going to talk about how certain drugs can stick inside your body and can stay there a long time.
3. Ask them if they’ve ever heard of a drug called marijuana? cocaine? heroin?
4. Most, if not all, have heard the street names; weed, spliffs, bones, etc. – Whatever communicates correctly to the students, use it. Explain to them that inside marijuana is a chemical called “THC”. As we learned earlier, THC (tetrahydrocannabinol) is a poison. This is one of the drugs that can stay in your body a long time after you use it. Let’s take a look at how that happens.
5. ***“How many of you have made lemonade?”***
“How many of you have seen someone mix lemonade?”
“Okay, if you watch the person mix it...” (At this point, take a package of lemonade, dump it in a glass and stir it.)

- Hold it up to the class – ***“As you can see the ingredients mix with the water or go into the solution. This is what we call ‘water soluble’. All that means is that it mixes with water.”***

“If a person drinks this, it usually goes through their body in about 24 hours.”

“Not true of many drugs.”

“Let’s take the THC in marijuana as an example. THC is what’s known as fat soluble, This means it mixes with fat.”

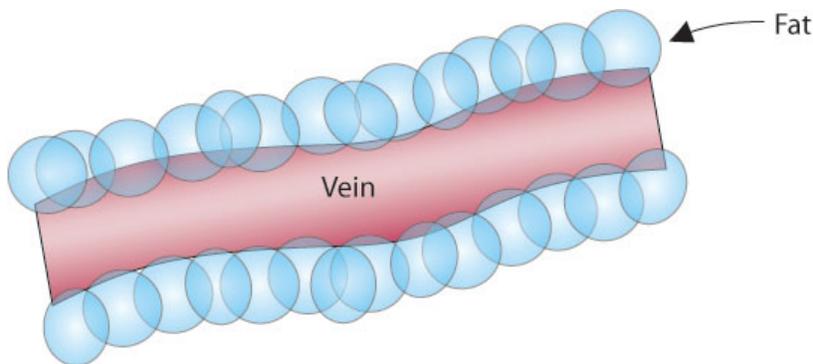
Take a small bottle of cooking oil and an eye dropper. Drop the oil in a glass of water, stir it and show how it separates.

“This does not mix with water, because it’s a fat soluble substance, meaning it mixes with fat.”

6. ***“So, let’s see what happens when a person takes a drug like marijuana or cocaine.”***

6b. Have a diagram on the board similar to the one below, to show a clear demonstration of this.

DIAGRAM

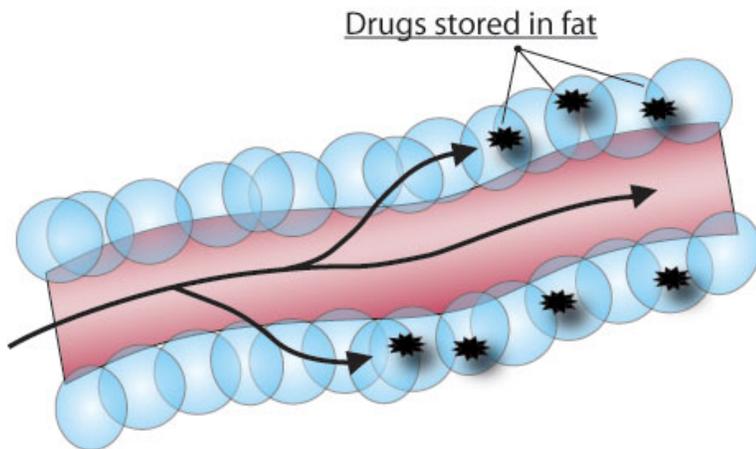


7. ***“The first thing I’d like everyone to do is look at the inside of your left wrist (or right) and see if you can locate the veins in the inside of your wrist. Ok, now hold your hand down towards the floor and rub the inside of your wrist. The veins should show a little clearer. Alright, now bend your hand inwards toward your wrist and pinch a little bit of fat that’s close to the vein. Observe how close your fat is to the blood stream.”***

8. Direct the class’s attention back to the board.

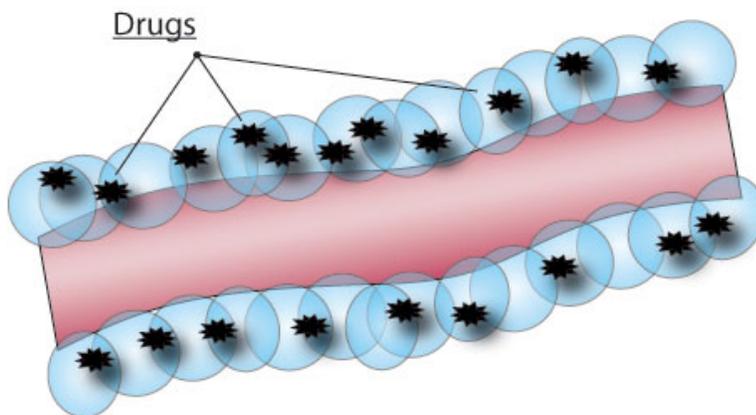
“When a drug enters the body, it always, always goes through the bloodstream. As the drug moves through the bloodstream, some of it can get lodged in the fat.”

DIAGRAM



“As a person uses more and more of the drug, it can start to build up in the body.”

DIAGRAM



“When this happens, the body has more and more poison in it.”

PRACTICAL

LESSON TWO

DEMONSTRATIONS:

These were found to be vital in boosting the level of retention for the students.

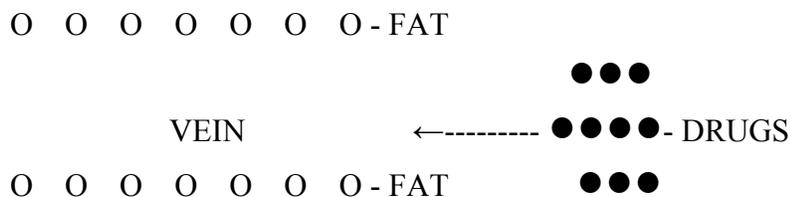
The post-program student evaluations showed these also came up as being the most important part of the curriculum when we surveyed students.

1. The first thing to do is pick 14 or so students and line them up like so;



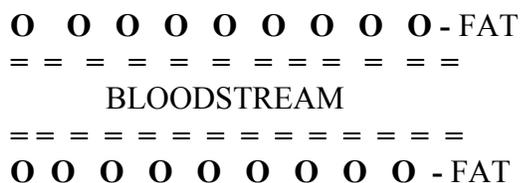
Let them know they are “fat cells”.

2. Next, have 8 or so students come up and have them stand in a group near the fat.

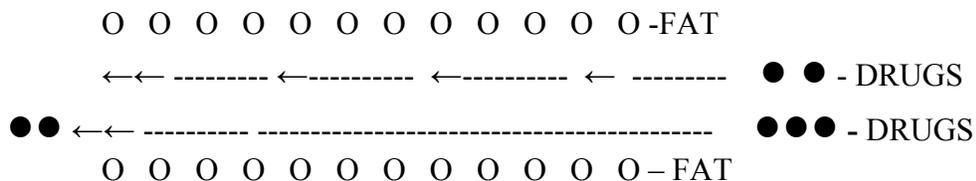


Let them know that they represent “the drugs”.

3. Shown them that the space between the students represents the bloodstream.



4. Let them know we're going to show how drugs pass through the bloodstream.

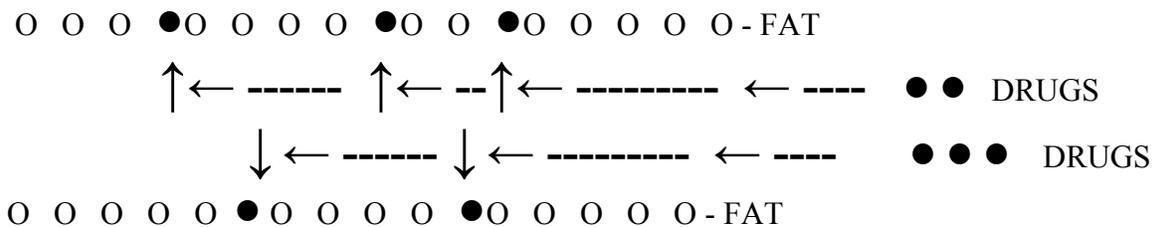


“Some of the drugs pass through the body” (send 2 students through the “vein”).

“But because marijuana, cocaine, heroin and others are fat soluble, some of the drugs stick in the what?”-----Students, ***“Fat.”***

“Exactly!”

Now send 3 more students through and have the ‘fat cells’ grab 2 and ‘stick in the fat’.



Send 3 more students through and have the fat pull them in. Have all the “drugs” raise their hands now, so the students can see how the drugs begin to ‘accumulate’ in the fat.

Close this session by thanking them for their participation and have them take a seat.

“Before we wrap up here”. A quick quiz;

“Sometimes drugs are needed, but they are all - - - - - ? (Answer: Poisons).

“Drugs can stick where? In the - - - - - ? (Answer: Fat).

PARENTAL DISCUSSION HOMEWORK ASSIGNMENT

The purpose of this assignment is to learn about some real instances where drugs affected someone and to learn why another person took drugs. This is also a good time to communicate with your parents about drugs and to ask any questions you have. You should tell your parent(s)/guardian what you did this first lesson and anything you learned from it. Then do the following survey.

Please bring this assignment back to class.

Survey Questions:

1. Have you ever known someone who took drugs?
2. What drugs did the person take?
3. Why did the person start taking drugs?
4. What effects did that drug have on the person.
5. Do you think that person is still taking drugs? Why? (or why not?)

Dear Parent(s)/guardian,

This space is for anything you would like to say about this assignment. This is an anonymous survey, so do not write students name on it.

Parent(s)/guardian's comments:



LESSON THREE

NARCONON DRUG EDUCATION SCHOOL CURRICULUM

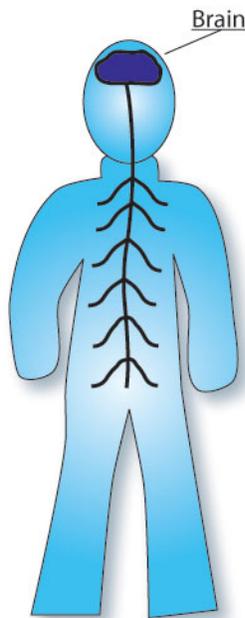
LESSON THREE - NERVOUS SYSTEM

“The first thing we’re going to look at now that we know all drugs can be toxic, is why that’s important. “

Ask the class why they feel it’s important to understand that drugs can be poisonous.
Get as many answers as possible.

“To understand this even better, let’s take a look at something called the nervous system.”

Draw simple diagram:



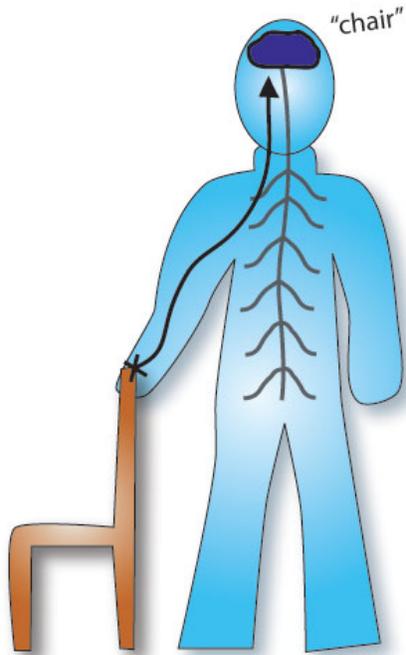
Draw the brain and let them know that the brain receives messages from all parts of the body.

To illustrate, have the students close their eyes and reach down to feel the chair below them.

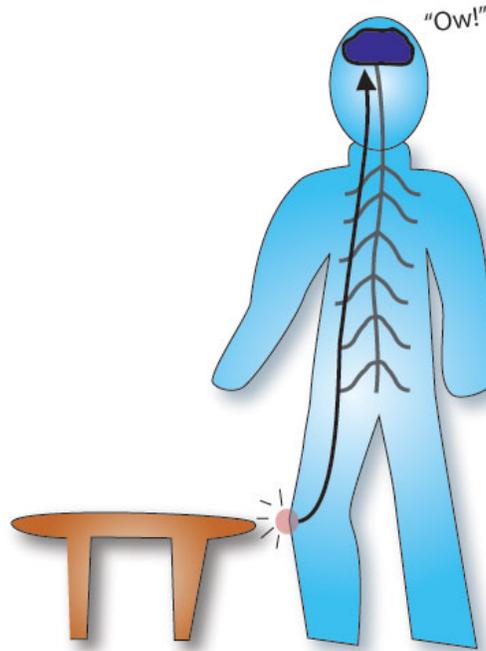
“Can you see the chair?” Students: ***“No.”***

“Exactly, but you know it’s there, right?”

“Let’s take a look at how that happens”
(Draw this out – show graphically)



Your nervous system sends a message from your fingertips to your brain and “tells you” the chair is there.



Your nervous system sends a message from the body part to your brain and “tells you” you are feeling pain.

“Keep in mind - the nervous system also sends pain messages and discomfort messages. If you bang your knee, it hurts because the message is sent from your knee to your brain.” (Point out diagram).

“Let’s take a look at what happens to a person physically - not mentally or emotionally, but just physically.”

“Drugs numb the body or can kill pain.”

“The first thing that happens is that vitamins and minerals are destroyed in the body. Vitamin A, B, C, D and others are ‘burned up’ by the drugs.”

“Can anyone tell me why vitamins and minerals are important to your body?” (Get answers).

“What can happen if you don’t have enough of them?” Students: ***“You can get sick.”***

“Okay, well the positive thing about some drugs is that they temporarily relieve pain or discomfort. Let’s take a look at how this happens.”

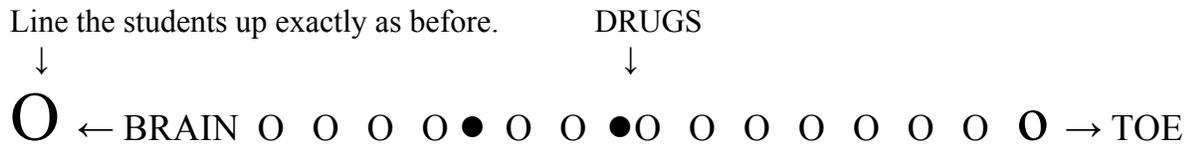
Have the whole class participate. Have one student be the brain.



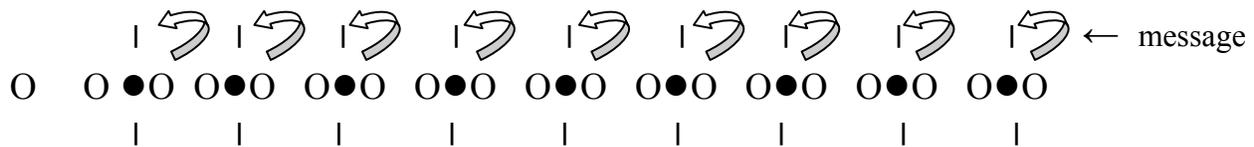
Have the student on the end stub his toe and say, “Ow!” and pass that “Ow!” message by tapping the next student and that student sending the “Ow!” all the way down, student to student to the brain. Have them practice this a couple of times. Then do it as a speed drill to illustrate how fast a message can travel.

Now have 8 students be the drugs. (I usually use marijuana as an example, as it’s a common street drug.)

“Let’s demonstrate how the body goes numb and pain or discomfort is shut off.”



One more time, have them send the pain message from toe to brain rapidly. Next, put 2 drugs into the nervous system and have the drugs “impede” the message to the brain. Have them stop the message by blocking the “nerve cell” (student) from tapping the next “nerve cell” (student) to show how the pain message is slowed down. Finally, put all 9 “drugs” (students) into the line of nerves.



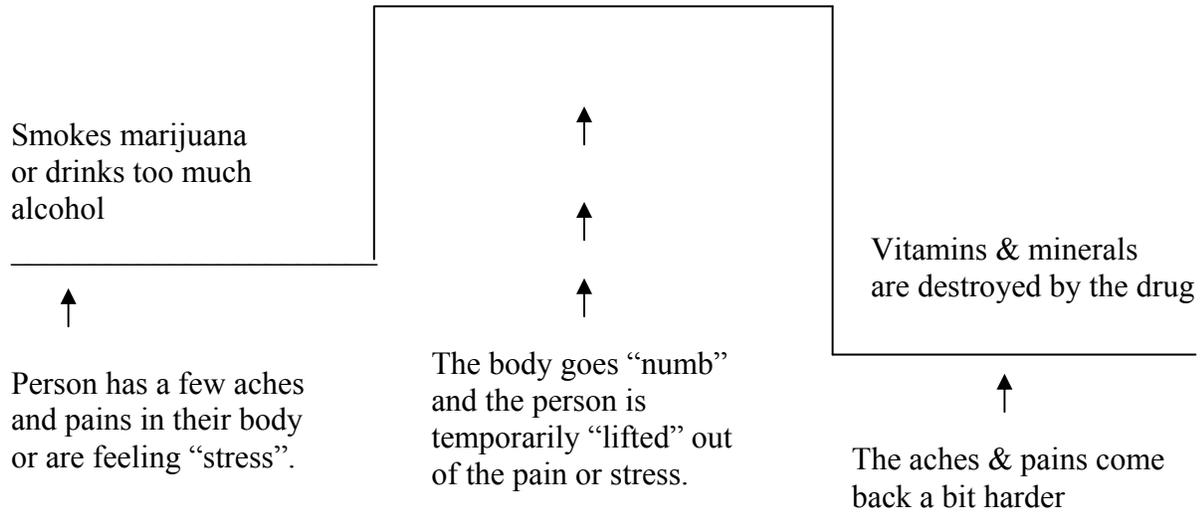
This shows the class how the drug ‘kills’ pain.

Have the class give you examples of someone they know who used a medical drug to relieve pain.

“So we all agree sometimes drugs are necessary, but this is what can fool people.”

“Drugs like alcohol, marijuana and even cocaine do the same thing.”

“This graph should help to show you how the person gets trapped.”

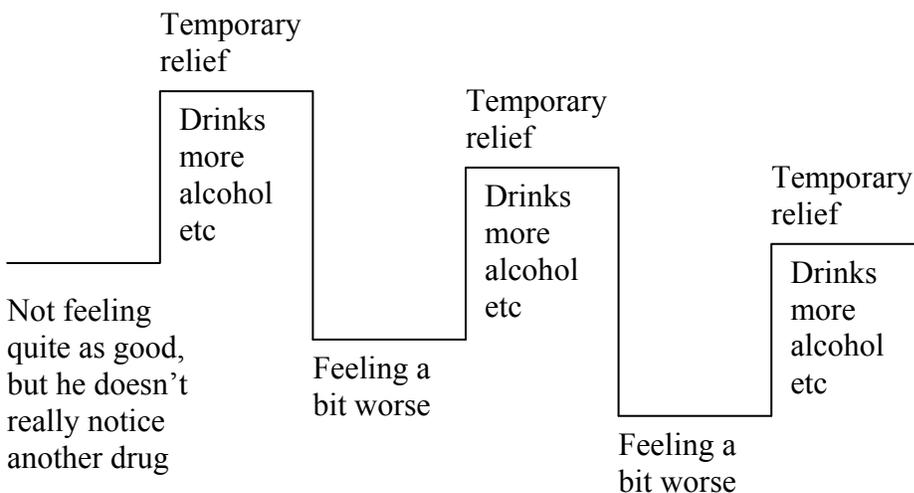


“Vitamins, minerals, good food and nutrition can keep a person healthy and strong. When these are used up, the person is not as healthy, stresses out and in general does not feel as well.”

“So a person, for instance who smokes marijuana or uses too much alcohol does get some physical ‘relief’ at first. Here’s an important question: If a person is feeling relief from aches, pains and stress, will he probably think the drug is a ‘bad’ or ‘good’ thing?”

Students: ***“A good thing.”***

“Right! In his mind, it helped him, so this is the start of a deadly trap for many people. Let’s get back to the graph.”



“Each time he takes the drug, more vital nutrition is destroyed and often physically he can feel worse.”

“Here’s another important question: If he feels worse and worse, what might he do to feel better?”

Students: **“DRUGS!”**

“That’s part of the trap. The more he takes, the more his body can crave it. He feeds that craving with more alcohol or drugs, until finally the drug can take control of him.”

“One of the dangers of drug abuse is this:”

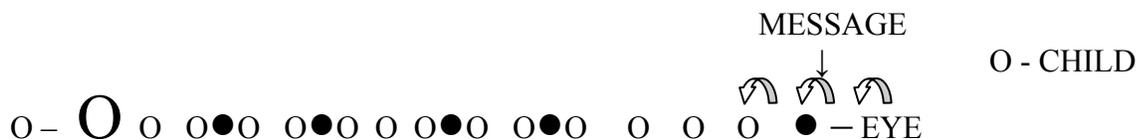
Let the students know we are going to do another demonstration and that you are going to need all their help.

Get your students up in their nervous system demonstration. Have one student represent an “eye”, with another student as a “child” who runs in front of the eye.

The students send the message rapidly to the “brain” and the person swerves to avoid the child. Have them do this a few times so they get up the speed. Now have some of the students be the “alcohol” and block the message from going through the nervous system.



“When a person drinks too much alcohol, let’s watch what happens.”



Have the students start sending the message from the “eye” to the “brain” and the students that are being the “alcohol” delay the message from arriving to the “brain”.

“Do you see what happens when a person tries to react after drinking too much alcohol?”



LESSON FOUR

NARCONON DRUG EDUCATION **SCHOOL CURRICULUM**

LESSON FOUR - TOOLS YOU CAN USE TO STAY DRUG FREE

DRUGS AND EMOTIONS:

1. Have the students pair up so each has a partner.

Note: This is a good ‘icebreaker’ but it has more educational value than being used to simply get them involved.

2. Let the class know:

“We are going to cover a few emotions that most of you have heard of or experienced.”

3. *“The first emotion is called*

A. *APATHY – This means the person doesn’t care about anything.”*

B. The facilitator acts out a person sort of listless and not caring.

C. *“How many of you have seen someone act like this?”* (Hands).

The facilitator then says:

D. *“Take a look at your partner and stare at their chin. Get the feeling like you don’t care about anything and say “Hello” to your partner in the emotion of APATHY.”*

4. “The next one on the tone scale is the emotion of

A. *GRIEF – This means the person is kind of ‘sad’.”*

B. *“Take a look at your partner, then gaze downward and say “Hello” in the emotion of grief.”*

5. *“Next one up is the emotion of*

A. *FEAR – Take a look at your partner, then make your eyes dart around fast like you’re scared and say “hello” in the emotion of fear.”*

Note: As you go, put the emotions on the board in order from bottom to the top:

FEAR

GRIEF

APATHY ↑

6a. *“The next emotion on the scale you may have seen in action many times. The words we use to describe it may be new. I’ll take a minute to define this.”*

“We call this emotion

“COVERT – Which is something hidden or ‘sneaky’.”

“HOSTILITY – which means against something in a somewhat angry way; ‘in your face’ in an unpleasant way.”

6b. *“Look at your partner. Sort of get in their face and say “Hey” in hostility.”*

6c. *“I know of only one way to get this emotion of ‘COVERT HOSTILITY’ across, as it’s so sneaky.”*

“Take a look at your partner. Look them right in the eye and give your partner a great big smile. While you’re smiling at your partner, think all these critical thoughts about your partner, but keep smiling and say “Hi.”

“How many of you have seen this before?” (This is usually very real to the students.)

“We all feel different emotion, sometimes we’re sad, sometimes happy, but people can get stuck in certain emotions. How many of you have seen someone who is sad a lot of the time? Angry? Don’t care a lot of the time?”

“People can get ‘stuck’ in different emotions and very often the drug dealer is stuck in covert hostility – they smile at you, they pat you on the back, they ‘pretend’ to be your friend. But the truth is they just want to make?”

(Students) *“Money.”* *“Right, so is that for your benefit or their’s?”* (Students: *“THEIRS.”*)

Have the students act out covert hostility one more time so they get it.

7. *“The next one up is the emotion of*

ANGER -Take a look at your partner and say “Hello” with the emotion of anger.”
(Students) *“HELLO!!!”*

8. *“The next emotion is*

BOREDOM” - Have students do same with boredom.

9. *“The next is*

STRONG INTEREST - Make good eye contact with your partner, get really interested in them and say “hello” with strong interest.”

10. *”Next is: CHEERFUL - say, “Hello” to your partner cheerfully.”*

11. *“Lastly is*

ENTHUSIASM” - Have the students give their partners hi-fives and say, “Hello” enthusiastically!!

At this point, you should have the emotions written out on the board something like this:

Enthusiasm
Cheerful
Strong Interest
Boredom
Anger
Covert Hostility
Fear
Grief
Apathy

12. Show the students that as a person’s body gets more and more poisoned, the drugs can begin to drive the person emotionally further and further down. From using drugs just to “relieve boredom” on down until the person doesn’t care about anything - their health, their family or their job. They want to “feel good” but the drugs just make them feel worse.

GOALS:

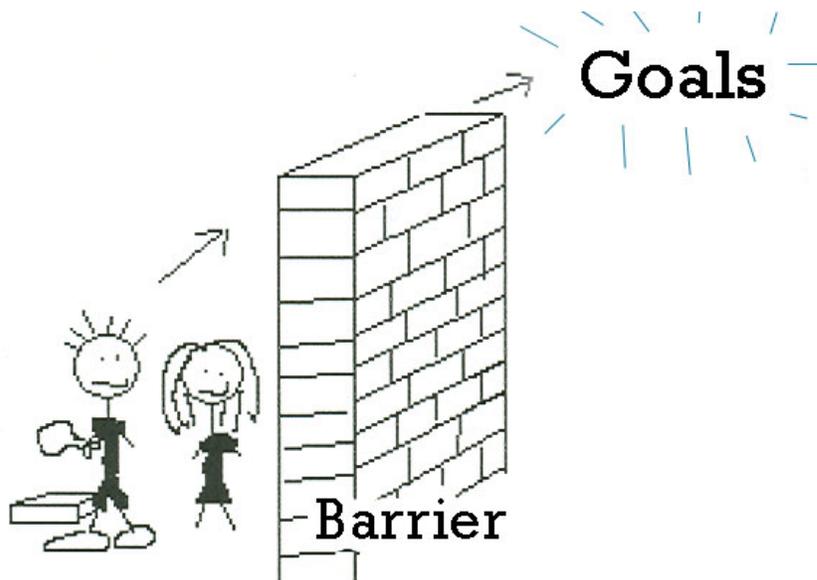
“One tool we use with students on the Narconon program that helps keep them cheerful, enthusiastic and interested in life – so they feel they don’t need drugs, is this:”

“If you look at life as a game, the first thing in any game is to have a goal.” Have the students give you examples of things they’d like to have someday, then things they’d like to do. Finally, ask if anyone kind of knows what they want to be when they get older. Once you have gotten all their examples, point out to them that those are all goals.

“The next thing the person probably needs is some freedoms to get to his goals. For example, if he is free to go to school and learn, that would be a freedom.”

“The last part of the game is ‘barriers’.”

“So, it looks like this”



The example that I use is a boy playing football, running for the goal and players on the other team stop him. He tries again, makes headway, but is stopped again. He keeps making headway towards the goal. I get them to see what it would be like if the boy ran for the goal, no one tried to stop him and he ran for a touchdown. Now, let’s say he does this 5 or 6 times, with no resistance.

“How do you think he’d feel after a while?”

Point the emotions

On the board:

**Enthusiasm
Cheerful
Interest
Boredom
Anger
Covert Hostility
Fear
Grief
Apathy**

The class usually guesses correctly – Bored!

“If he’s bored, what might he use to “relieve the boredom?” (They usually guess ‘drugs’.)

“One tool you can use to stay interested in life and be happier is setting reachable goals.”

“What we’re going to do now is practice setting goals and planning how to reach them.”

(Pass out the goals homework assignment and take a few minutes to discuss it with them so that all questions are answered and they know what they are doing.)

PRACTICAL ASSIGNMENT:

SETTING GOALS



LESSON FIVE

NARCONON DRUG EDUCATION **SCHOOL CURRICULUM**

LESSON FIVE

LIFE SKILLS **REFUSAL SKILLS**

In previous lessons we have concentrated on the basics of education before taking a more pro-active approach. The reasoning follows that if the student doesn't know what he's saying "no" to and the actual damage that drugs do, then he/she isn't really equipped to say "no." In a survey of over 43,000 students countrywide, only 31% could even answer the question "What is a drug?" Of that 31%, 99.6% of them gave an incomplete definition that would not lead to a "drug free" decision.

Now that we have a foundation, we can get down to the business of giving the students the tools to help them lead a life free from substance abuse.

Review quickly the emotions covered in the previous lesson:

Enthusiasm
Cheerfulness
Strong Interest
Boredom
Anger
Covert Hostility
Fear
Grief
Apathy

Have the students pair up and act out the emotions starting from the top. As in the previous lesson, do it rapidly.

To get the students involved, ask them the following:

"Have you ever tried to talk to someone who didn't seem to care about what you were saying?"

If you get hands on this, pick one and ask the student to tell you about it. Do the same with any other hands and get the students to tell you about it. Get them involved and explaining to you how it felt, etc. etc.

Then ask: ***"Did you ever try to talk to someone who seemed bored with what you were saying?"*** (Repeat handling as above.)

“Did you ever try to talk with someone who was angry at you?”

(Repeat handling as above).

Work this with the students, until they can see that it’s difficult to communicate with someone if they aren’t listening to you.

Then ask: ***“How many of you have had a really good conversation with someone where they were really listening to you and you were really listening to them?”***

(Get hands raised).

Put their attention on the board:

Enthusiasm

Cheerfulness

Strong Interest

Boredom

Anger

Covert Hostility

Fear

Grief

Apathy

Ask then what emotion or emotions the person displayed when they had that great conversation. Note: Most of the time the class gets it – Strong Interest.

Ask them: ***“Okay, what emotion seems to be the most optimum for communication?”***

(Usually the students’ answer Strong Interest, sometimes Cheerful.)

“Keep in mind, if you stay in strong interest in terms of life, there’s much less chance of drug abuse.”

“Goal setting is one tool we use. Now we’re going to cover a couple of more.”

COMMUNICATION

“Before we get into the communication section, let’s take a look at how important this skill is to living.”

“How many of you have been talking to someone and you suddenly realize they haven’t heard a word you said for the last 30 seconds?”

(This commonly gets many hands raised.)

“Is that person really “being there” ready to receive your communication?”

“So would we agree that in order for a person to communicate effectively, he needs to be there and not be somewhere else? Drifting off? Thinking about other things?”

(Get agreement.)

EXERCISES

“The first exercise is the simplest one, but it’s very important. What we are going to do is practice simply being there comfortably in front of another person until we can maintain our focus and really be there comfortably.”

Line the students up in a line across from their partners, about 3 feet apart.

O O O O O O O O - STUDENTS

O O O O O O O O - STUDENTS

Instruct the students that this is a silent drill--no talking or fidgeting in their seat. Also let the students know that posture is very important to good communication skills. If they are slouching or have their head down, they give the person their communication with the idea they’re not interested in them. Tell them not to be stiff but have a nice posture.

Let them know that they are going to do it with their eyes closed just to get them used to being in front of another person. It is a simple drill and they will be doing more complicated ones later.

Have the students do the drill for 1 minute to get warmed up. This takes a lot longer than 1 minute, as they usually have to get through the giggles and similar reactions.

Once all the students feel confident they have done the exercises correctly, let them know they are going for 3 minutes of doing it perfectly to pass the drill.

Once they have done 3 minutes, have them give themselves a hand – very important. Make sure they are fully acknowledged.

At the end, have them write up any successes they’ve had.



LESSON SIX

NARCONON DRUG EDUCATION **SCHOOL CURRICULUM**

LESSON SIX – ADVANCED COMMUNICATION SKILLS

As in the previous exercises, line up the exercise row again and have them partner up.

O O O O O O O O - STUDENTS

O O O O O O O O – STUDENTS

As a warm-up, have them do 4 minutes of being there comfortably with eyes closed. Once again, ensure they get a really good acknowledgement.

Let the students know we are now going to do a little more difficult exercise.

Important question:

“How many of you know someone who talks on and on and on and just doesn’t let you get a word in edgewise?”

(Get response).

“One of the reasons the person does this is because they don’t observe you. If they were looking at you, what would they see?”

(Get response).

“How about the person who talks on and on and you’re in a hurry? Have you ever had this happen?”

(Get response).

CONFRONT

“You’ve probably heard that it’s important to confront situations in your lives, and it’s also important to confront and communicate with people.”

“Confront doesn’t mean confrontation or going against something, it simply means to stand face to face without flinching or withdrawing and to be there comfortably while you are doing it.”

“We’re going to do an exercise that will help raise your ability to confront people and situations in your life.”

Explain to the students that they’re going to do the same exercise, only this time with their eyes open. The purpose is to be there comfortably and confront their partner.

Explain to them that it's not a staring contest; it's not that they're trying to stare their partner down. The goal is to observe their partner and get the idea of being able to receive a potential communication (listening skill) or send a potential communication (speaking skill).

Ensure all questions are answered before you start.

Have them do this drill for 1 minute and ensure all the students can do it.

Next go for the 3 minute pass and continue to ensure they're not just staring at each other, but that they're really doing the exercise.

Next, have one side be 'coaches' and the other side be 'students'

O O O O O O O O - STUDENTS

O O O O O O O O - COACHES

Let them know that the purpose of this drill (for the students) is to be there comfortably, confront their coach and to do that in spite of any distractions.

DEMONSTRATION:

The instructor should sit down across from one of the students

and have the rest of the students watch closely.

O O O O O O O O - STUDENTS

● O O O O O O O O - COACHES

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Instructor

Let the student across from you know that his whole purpose is to be there comfortably and confront. Then let him know that you are not allowed to touch him or leave your chair, but that you are going to try to distract him or throw him off.

Important: You are now going to train the coaches. There's only one way to do this if you're going to raise your ability. The coach says "Start" so the student knows he's started the drill. If the student gets distracted (laughs, flinches etc), the coach says "Flunk" and tells the students why. He says "Start" again to officially start the student. "That's it" officially ends the exercise.

Keep encouraging them. You will have to watch closely and be patient until the coaches get it right.

Have the coaches find 3 things that cause a reaction and have the coaches keep doing the same thing over and over until the student is totally comfortable and it no longer causes a reaction.

Once there's no reaction to the "role play," go on to the next one and ensure that it no longer produces a reaction. (This could take 10 to 20 times). Do this with 3 different "role plays" and make sure there's no reaction. The student is completely being there comfortably on each one before they go on to the next "role play."

The next step is to switch coaches--in other words, the students who were being the "student" now become the "coach" and they do 3 "role plays."

DISCUSSION

Have a discussion with the students, regarding how they are going to use these communication skills in life, first of all in resisting substance abuse, but also in terms of listening in class, absorbing information, and staying focused in spite of any distractions.

ESSAYS

Have the students write an essay on 3 different topics:

1. How they will use the information they've learned regarding drugs.
2. What they are going to do about setting short term and long term goals.
3. How they will use the communication skills to improve their lives.

HOMEWORK ASSIGNMENT

GOALS

School..... Grade.....

Date..... Name.....

1. List out 3 short term goals

Something that you want to be (*Example: a competitive skateboarder.*) ----

Something that you want to do (*Example: take a trip, go skiing etc.*) ----

Something that you want to have (*Example: a computer, bicycle etc.*) ----

2. Write down one long term goal and the steps you need to take to achieve it.
(List out step by step what you would need to do. As an example, what would you need to do to become a doctor?)