

Supplemental Websites and Resources for Drug Awareness Education

DEA – Drug Enforcement Administration - dea.gov

Websites

DEA provides essential information about the harmful effects of illicit drug use through our educational materials and three websites, www.justthinktwice.com for teens, and www.getsmartaboutdrugs.com for parents, educators, and caregivers and www.campusdrugprevention.gov for professionals in higher education.



www.JustThinkTwice.com

DEA's website for teens, www.justthinktwice.com, provides credible information about the harmful effects of drug use. The site includes information about various drugs, including facts and fiction about drugs, the consequences of drug use, as well as topics about addiction, impaired driving, and true stories about teens that have had drug problems. The site provides descriptions of specific drugs, such as marijuana, Spice/K2, bath salts, and heroin, as well as the drugs' street names, effect on the mind and body, overdose effects, legal status, and origin.



www.GetSmartAboutDrugs.com

DEA's website for parents, www.GetSmartAboutDrugs.com, provides valuable drug education information for parents, educators, and caregivers to further help identify drug use, drug paraphernalia, warning signs of drug use, and the harmful side effects of the most commonly abused drugs. The site features several downloadable publications including "Growing Up Drug-Free: A Parent's Guide to Prevention," "Prescription for Disaster: How Teens Abuse Medicine," and "The Dangers and Consequences of Marijuana Abuse."



Campus Drug Prevention

www.campusdrugprevention.gov is DEA's latest effort to support drug abuse prevention programs on college campuses and in surrounding communities. The website was created for professionals working to prevent drug abuse among college students, including educators, student health centers, and student affairs personnel. In addition, it serves as a useful tool for college students, parents, and others involved in campus communities.

The website offers valuable information, including data, news updates, drug scheduling and penalties, publications, research, national and statewide conferences and events, state and local prevention contacts, and resources available from DEA's federal partners. The website also includes a "Help a Friend" resource to educate and prepare those who plan to talk to their friends or loved ones about drug use concerns.

Red Ribbon Week Campaign – dea.gov/redribbon



RED RIBBON WEEK® - NATIONAL FAMILY PARTNERSHIP -
<http://nfp.org/rr/>



NIDA – National Institute on Drug Abuse – drugabuse.gov – NIDA is the lead federal agency supporting scientific research on drug use and its consequences.

NIDA for Teens – teensdrugabuse.gov - Nida for Teens is the trusted source for science-based information on teen drug use and its effects.

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DIRECTIONS

Become an EXPERT on the information in each Center by...

1

READING THE INFORMATION

If you do not like to read:

- a) Ask another student or an adult volunteer to read the information out loud, or
- b) Take turns reading.

2

DOING ONE OF THE FOLLOWING THINGS:

Working alone or with another person, decide how you want to learn the information.

Consider having fun...

- A. Quizzing each other, or
- B. Making a poster containing at least 10 facts about the information you're studying, or
- C. Making up a song, a poem, a rap, or a story telling at least 10 facts about the information you're studying, or
- D. Writing a story about someone who has problems because of not understanding the information you're studying. For example, if you are reading the Stimulants Learning Center, you could write a story about a person who uses cocaine. Be sure to include at least 10 facts, or
- E. Making up an ad which tells the "true story" about whatever it is you are studying. Once again, be sure to include at least 10 facts.



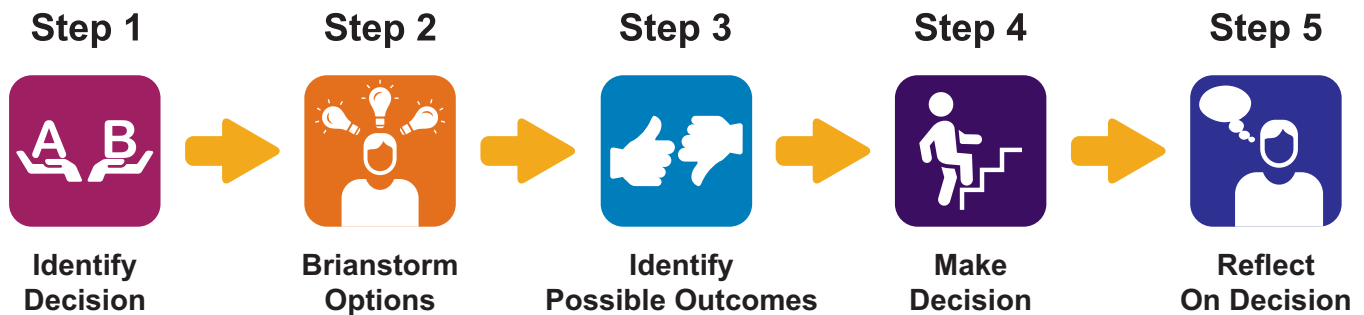
Grade 6-8 Decision Making

Background Information:

Students make decisions everyday, however, many of the decisions they see and experience may not have been carefully considered. It is important for students to understand that the use of this skill will allow them to sort through problems, brainstorm options, analyze the positive and negative outcomes, and then implement and reflect on the choices they make. When applied to health issues, this process gives students the ability to make decisions individually, or collaboratively, to improve their quality of life.

The decision making model for grades 6-8 involves five basic steps. It is a good idea to have these steps posted in the room or available as a handout. The model and an example should be shared with students during the teaching of the skill. By understanding how to make good decisions students will learn that they will have more control over their lives.

The Model



THE
COLORADO
EDUCATION
INITIATIVE

The Steps

Skill Steps	Teaching progression	Grades MS Decision Making Example:
Step 1: Identifying a Decision That Needs a Decision	<p>Before students can identify a decision, they need to be able to have a discussion about circumstances that can help or hinder healthy decision-making.</p> <p>They need to anticipate when and where situations will arise that will require them to make a healthy decision.</p> <ul style="list-style-type: none"> • Going to a party with friends • Parents are gone-what are kids expected to do here? • Choosing healthy foods <p>The next step is being able to evaluate when a thoughtful decision is needed versus an everyday decision. For example, smoking marijuana vs. what to wear to school.</p> <p>Another concept for students to examine is the difference between an impulsive versus a thoughtful decision.</p> <p>Students should discuss what situations they will need help with a decision.</p> <p>Finally, students need to be able to verbalize why this decision is important to their health and how making a healthy decision will benefit themselves and/or others.</p>	<p>A couple of my friends have gone to parties and are bragging about smoking cigarettes. I am going to a party this next weekend and I am afraid that I may be pressured to smoke. "If someone at the party asks me to smoke, am I going to say yes or no"</p>
Step 2: Brainstorm Possible Options	<p>Make a list of all of the possible options you would consider.</p>	<p>Brainstorm Options:</p> <ol style="list-style-type: none"> 1. Don't go to the party at all. 2. Go to the party and try smoking. 3. Go to the party and say no.
Step 3: Identify the Positive and Negative Outcomes for Each Option	<p>The use of a chart is beneficial in listing all of the positive and negative outcomes of each option: The criteria to be used is as follows:</p> <ul style="list-style-type: none"> • Is the option healthy or unhealthy? • How does the option affect myself? • How does the option affect others? • Does this option support my values? • How do these options affect my goals? • Does the decision follow the law? 	<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Don't go to the party at all. Outcomes, positive no pressure to smoke, negative I miss out on being with friends. 2. Go to the party and try smoking. Outcomes, positive fit in with my friends; negative labeled by others as a smoker and may become addicted. 3. Go to the party and say no. Outcomes, positive not breaking the law, be with my friends, negative, might lose my smoking friends
Step 4: Make a Decision and Follow Through	<p>Students are now ready to make their decision based on their analysis of the positive and negative outcomes.</p>	<p>The decision will be to go to the party and say no.</p>
Step 5: Reflect on the Decision That was Made	<p>Students need to take time to reflect on the decision that was made and analyze the outcome of the decision. Students can answer a variety of questions related to the decision making process.</p> <ul style="list-style-type: none"> • What was the decision I made? • Why did I make the choice that I did? • Did the decision that I made work? Why or Why not? • How did this decision affect my health? • Would you make this decision again? 	<p>Use the reflection questions to analyze if the decision was the correct one for me.</p> <p>It was good choice because I was able to be with my friends and I did not break the law. They accepted my decision to say no.</p>

Name: _____



Decision-Making Process



STEP 1: Identify the Decision to be Made

Describe the situation that involves a decision that needs to be made:

What is the decision to be made? _____

Why is this decision important to me and my health? _____

Does this situation require me to use the decision-making process? YES or NO

Explain. _____

Can I make this decision alone, or do I need the help of an adult or trusted resource?

Explain. _____

How will this decision affect me the rest of my life? _____



Step 2: Brainstorm Possible Options

Step 3: Identify Possible Outcomes

Options	Positive Outcome	Negative Outcome
1.		
2.		
3.		



Step 4 - Make a Decision and Follow Through

According to the options above, which one looks like the best and circle it.

Now, look at the criteria below, answer each question about the option you chose. If you answered no to any of the questions, then you need to re-evaluate your option.

	YES	NO
Is the option healthy?	_____	_____
Does this decision respect my mind and body?	_____	_____
Does this decision respect people that care about me?	_____	_____
Does this option support my values?	_____	_____
Does this option promote my goals?	_____	_____
Does this decision follow the law?	_____	_____

Which healthy option did you chose? _____

Step 5: Reflect on the Decision that was Made: