

Alcohol and Drug **A B U S E**



Name _____

Age _____

(As of January 1 of the current year)

Club name _____

Club advisor _____

County _____

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NOTES TO THE PROJECT HELPER

Congratulations! A 4-H member has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another individual who's important in the 4-H member's life. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Member Project Guide. This is followed by helping the youth focus on each activity; providing support and feedback; and determining what was done well, what could have been done differently, and where to go next.

As a project helper, it is up to you to encourage, guide, and assist the 4-H member. How you choose to be involved helps shape the 4-H member's life skills and knowledge of the importance of avoiding alcohol and drug abuse.

YOUR ROLE AS PROJECT HELPER

As a project helper, your contributions are critical to delivery of the 4-H program. It is essential that your interactions support positive youth development within the framework of these Eight Key Elements:

1. Positive relationship with a caring adult
2. Safe environment, emotional and physical
3. Opportunity for mastery
4. Opportunity to value and practice service
5. Opportunity for self-determination
6. Welcoming environment
7. To be an active participant in the future
8. Engagement in learning

For more information on the Eight Key Elements, please refer to the Advisors Handbook available online at ohio4h.org. In addition, on a practical level, your role as a project helper means you will . . .

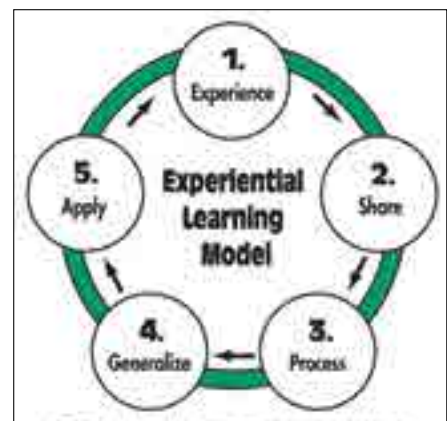
- guide the youth and provide support in setting goals and completing this project.
- encourage the youth to apply knowledge from this project book.
- serve as a resource person.
- encourage the youth to go beyond the scope of this 4-H project book to learn more about the problem of substance abuse.

WHAT YOU SHOULD KNOW ABOUT EXPERIENTIAL LEARNING

The information and activities in this book are arranged in a unique, experiential fashion (see model). In this way, the youth is introduced to a particular practice, idea, or piece of information through an opening (1) experience. The results of the activity are then recorded in the accompanying pages. The youth then takes the opportunity to (2) share what he or she did with his or her project helper and (3) process the experience through a series of questions, allowing him or her to (4) generalize and (5) apply the new knowledge and skill.

WHAT YOU CAN DO

- Review the Learning Outcomes (Project Skill, Life Skill, Educational Standard, and Success Indicator) for each activity to understand the learning that is taking place. See the inside back cover of this book for a summary of all Learning Outcomes.
- Become familiar with each activity and the related background information. Stay ahead of the youth by trying out activities beforehand.
- Begin the project by helping the youth establish a plan for the project. This is accomplished by starting the Member Project Guide.
- After each project area is completed, briefly talk with the youth so that he or she has an opportunity to share the results of the activities and the answers to the questions on each Talking It Over page. This important step improves understanding from an experiential learning perspective and helps the youth become better at assessing his or her own work.
- Help the youth celebrate what was done well and discover what could have been done differently. Allow the youth to become better at assessing his or her own work.
- In the Member Project Guide, date and initial the activities as they are completed.



Pfeiffer J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"
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Member Project Guide

Thank you for taking the Ohio 4-H alcohol and drug abuse project. As you are about to learn, the abuse of alcohol and drugs is a serious threat to our society.

Alcohol and Drug Abuse is designed for advanced-level youth who are interested in learning about problems associated with substance abuse and addiction. In addition to exploring how alcohol and drugs affect brain performance, this project covers the nature of addiction, how alcohol is marketed, why teens use, and how best to respond to the problem.

Check your county's project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.

Project Guidelines

Step 1: Complete all twelve activities and all four Talking It Over pages.

Step 2: Take part in at least two learning experiences.

Step 3: Become involved in at least two leadership/citizenship activities.

Step 4: Complete a project review.

STEP 1: PROJECT ACTIVITIES

Complete all twelve activities and all four Talking It Over pages. The More Challenges activities are optional. When you begin an activity, jot down the date you start it. When you finish an activity, review your work with your project helper. Then ask your project helper to initial and date your accomplishment.

Member Project Guide continued

PROJECT AREAS AND ACTIVITIES	DATE STARTED	DATE COMPLETED	PROJECT HELPER INITIALS
A Serious Problem			
1. By the Numbers			
2. Impairment			
3. The Disease of Addiction			
Talking It Over			
Alcohol			
4. Legal but Lethal			
5. What's the Message in the Bottle?			
Talking It Over			
Drugs			
6. Marijuana as a Gateway			
7. Prescription Drug Myths and Facts			
8. Illegal and Dangerous			
9. Drugs and Crime			
Talking It Over			
Let's Be Substance-Free			
10. Are You Able to "Just Say No"?			
11. Treatment and Recovery			
12. Send a Message			
Talking It Over			



STEP 2: LEARNING EXPERIENCES

Learning experiences are meant to complement project activities, providing the opportunity for you to do more in subject areas that interest you. What are some learning experiences you could do to show the interesting things you are learning about? Here are some ideas:

- Attend a clinic, workshop, demonstration, or speech related to the use of addictive products.
- Help organize a club meeting based on this project.
- Ask a recovering addict to speak to a group (4-H club or school club).
- Host a workshop to share tips about how to respond to peer pressure and to marketing efforts that promote alcohol use.
- Host a workshop to share tips about rehabilitation support in your community.
- Prepare your own demonstration, illustrated talk, or project exhibit.
- Participate in county judging.

Once you have a few ideas, record them here. Complete at least two learning experiences. Then, describe what you did in more detail. You may add to or change these activities at any time. Ask your project helper to date and initial in the appropriate spaces below.

PLAN TO DO	WHAT I DID	DATE COMPLETED	PROJECT HELPER INITIALS
<i>Demonstration</i>	<i>Shared with club members the extent of addiction problems in the county, and the community resources for dealing with addiction</i>	<i>5/5/YR</i>	<i>B.C.</i>

Member Project Guide continued

STEP 3: LEADERSHIP/CITIZENSHIP ACTIVITIES

Choose at least two leadership/citizenship activities from the list below (or create your own), and write them in the table below. Record your progress by asking your project helper to initial next to the date each one is completed. You may add to or change these activities at any time. Here are some examples of leadership/citizenship activities:

- Teach someone about the dangers of alcohol and drugs.
- Become a member of your county CARTEENS (youth traffic safety) program.
- Help another member prepare for his or her project judging.
- Help organize a club field trip to your local health department.
- Organize a substance abuse awareness event in your area.
- Arrange for a nurse or a public health official to speak to your club.
- Volunteer at your local health clinic.
- Present this topic in your county speaking contest.
- Plan your own leadership/citizenship activity.

PLAN TO DO	WHAT I DID	DATE COMPLETED	PROJECT HELPER INITIALS
<i>Field trip</i>	<i>Organized a club field trip to the local health department.</i>	<i>5/5/YR</i>	<i>B.C.</i>

By the Numbers



Glossary
Words in **red** throughout this book are defined in the glossary.

Sometimes the best way to tell a story is with numbers or **statistics**. What percentage of high school students participates in heavy or **binge drinking**? How many people use illegal drugs such as **marijuana, heroin,** or **methamphetamine**? How many people overdose on prescription pain medication each year, and how does that number compare to the number of people killed in, for example, traffic accidents?

LEARNING OUTCOMES

PROJECT SKILL: Using statistics

LIFE SKILL: Working with numbers

EDUCATIONAL STANDARD: NHES 2.12.7:

Analyze how the perception of norms influences healthy and unhealthy behaviors

SUCCESS INDICATOR: Discovers and shares revealing statistics about substance abuse

What to Do

Use the Internet or go to the library to find three interesting national, state, or local statistics about alcohol and drug abuse. Rewrite them in the form of multiple-choice questions, each with four possible answers. Be sure to include your sources. After you've written your questions, find out whether people you know can answer them correctly. Write the correct answers in the box on the next page.

EXAMPLE:

According to the Centers for Disease Control and Prevention, in 2008 what percentage of U.S. high school students had ever taken a prescription drug without a doctor's prescription?

- A. 5%
- B. 20%
- C. 50%
- D. 75%

Question 1

- A. _____
- B. _____
- C. _____
- D. _____

Question 2

- A. _____
- B. _____
- C. _____
- D. _____

continued on next page



What to Do continued

Question 3

A. _____

B. _____

C. _____

D. _____

Answers to Multiple
Choice Questions

Example: B #1: _____ #2: _____ #3: _____

Stay Informed

The abuse of alcohol and drugs is one of the largest health and social problems facing teens today. Alcohol and drug abuse contributes to traffic accidents, poor health, poor performance in school, legal and financial problems, depression, and problems with family and friends. And, of course, it can lead to death.

According to a report from the United States Department of Health and Human Services, in 2009 about 21.8 million Americans—or 8.7 percent of the population age 12 and older—reported using illicit drugs. That’s the highest level since the survey began in 2002.

But that statistic applies to *all* Americans age 12 and older. What’s the percentage for teens only? Among youth ages 12–17, the rate of **illicit drug** use is 10 percent. What’s the rate for older teens and young adults? It jumps to 21 percent, or one out of every five people.

Did You Know?

The longer a person engages in alcohol and drug abuse, the higher the probability that he or she will eventually become dependent.

More Challenges

Take the ten-minute National Drug IQ Challenge at

teens.drugabuse.gov

(Click on the “Interactives and Videos” tab.) Ask a friend to take it too, and compare your results.