

ARISE WORK IN PROGRESS: SUBSTANCE ABUSE AND GUNS INSTRUCTOR'S MANUAL TABLE OF CONTENTS

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ARISE WORK IN PROGRESS: SUBSTANCE ABUSE AND GUNS

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NOTE TO INSTRUCTORS:

PLEASE COPY THE VOCABULARY LIST ON PAGE 116 FOR THE LEARNERS IF YOU DO NOT HAVE THE ADDITIONAL LEARNER'S WORKBOOK. OTHERWISE, THEY CAN FIND THE VOCABULARY LIST ON PAGE 81 OF THE LEARNER'S WORKBOOK.

SECTION ONE

INTRODUCTION

Substance abuse has contributed to car accidents, domestic violence, unemployment, broken relationships, serious health problems, and even death. Today, the United States has the highest drug abuse rate of any developed nation in the world.

The only way to stop this problem is through education. Everyone needs to learn coping skills in order to survive and lead healthy lives.

The goal for learners in this section is:

To learn about different types of drugs and their effects on the body, how to prevent drug abuse, and where to go for help.

REMEMBER TO INCLUDE THE WONDERFUL INTERACTIVE RESOURCE MATERIAL BEGINNING ON PAGE 127 AS PART OF THIS EXCITING LEARNING EXPERIENCE.



INFORM LEARNERS:

THERE WILL BE A QUIZ FOLLOWING EACH SECTION. IF THE YOUTH DON'T UNDERSTAND A WORD, ASK THEM TO REFER TO THE VOCABULARY LIST ON PAGE 116 OF THIS MANUAL AND PAGE 81 OF THE LEARNER'S WORKBOOK.

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DRUGS DEFINED

LEGAL OR ILLEGAL

Worksheet: *None*

1. Write the word “drug” on the board or large piece of paper where all can see. Brainstorm and list all of the drugs they know. Classify them into illegal and legal. Some examples are *amphetamines: legal if given by a doctor; antihistamines: legal; cocaine: illegal; crack cocaine: illegal; marijuana: illegal; nicotine: legal; quaaludes: illegal; steroids: legal if given by a doctor; tranquilizers: legal if given by a doctor; ecstasy: illegal.*
2. Divide learners into small groups and have each list all the reasons why people abuse drugs. Then have them present their lists to the group. After the presentations, add the following reasons if they were not mentioned: *peer pressure; adults in their lives use drugs; they have family problems and want to escape; curiosity; lack of self-respect; they are angry or depressed.* Discuss with the group if any of these are good reasons to use drugs. Why or why not?

GOOD AND BAD ROLE MODELS

Worksheet: *None*

Ask learners what kind of role model they want to be for younger kids. Have them use a sheet of paper and draw two columns labeling one side “What I want my little brother or sister (or a younger person) to see in me” and the other “What I don’t want my little brother or sister (or a younger person) to see in me.” Provide the learners with examples, such as: *I sell drugs; I don’t use drugs even though my friends encourage me to; I don’t need drugs to fit in; I steal; I make good choices; I lie; I am controlled by drugs.* Give them a few minutes to add their own ideas, then share it as a group.

HOW DRUGS AFFECT YOU

Worksheet: *Pages 40-42*

Learner’s Workbook: *Pages 3-5*

1. Working in small groups, have learners read worksheet pages 40-42 or Learner’s Workbook pages 3-5. As they read, have them list the effects of using drugs (such as *loss of coordination, slowed reflexes, distorted vision, memory loss, risky behavior can lead to AIDS, etc.*). Have them share responses with the entire group.
2. Divide them into pairs to create a public service announcement for staying away from drugs (remind them to mention some of the effects just learned). For example: *If you’re on drugs, then you’re a loser with distorted vision, loss of memory, and more likely to get diseases such as AIDS. I don’t want to die or see my family cry. Not me. I want to be drug-free.*

MORE EFFECTS OF DRUGS

Worksheet: *None*

Read the following story out loud. Discuss the learners' reactions and thoughts afterward.

My name is Alan. I live with my mom and dad in a middle-class neighborhood. Both my parents have a good education and great jobs. My dad is a cop and my mother a schoolteacher. And me? I'm a recovering drug user. It all began at this party when I started smoking weed. At first, I didn't want to try it because if my parents found out, they would have killed me. I finally gave in and tried some. I liked it and nothing bad happened to me, so I tried it again and again until it became a habit.

My parents had no clue. At night, I would go into the backyard, smoke a joint and fall asleep. I smoked weed for about six months until I decided to try something new. So, the next time I went to get more weed, the person told me that I could get more of a rush for the same price. It was CRACK! One night my dad had to work really late, and when he came home, he realized that I was not in my bed. He woke up my mom and they started to look for me. They found me passed out in the backyard. They rushed me to the hospital to find out that I had OD'd (overdosed) on crack. I was in a coma for two and a half months. Thank God I woke up! I was lucky because I got a second chance. My advice to you is to stay away from drugs, even weed, because it is the gateway to other drugs. You have a choice. Take it or leave it. It's up to you.

STRESS-RELATED CONDITIONS AND ILLNESSES

Worksheet: *Page 43*

Learner's Workbook: *Page 6*

Ask learners to brainstorm what stress means to them. Some answers might be *tension, anger, frustration, feeling wired, or fearful*. Ask for volunteers to read worksheet page 43 or Learner's Workbook page 6 out loud. Discuss each stress-related disorder or illness with the group. Ask questions and encourage learners to give their opinions. Questions to ask: Have you ever experienced this or do you know someone who has? What caused it? What did you do to help yourself or what did the person you know do?

JUST SAY NO

Worksheet: *Page 44*

Learner's Workbook: *Page 7*

1. Have learners write down some of the ways they could say "no" to the come-ons listed on worksheet page 44 or Learner's Workbook page 7. Afterward, share the worksheets as a group.
2. Ask everyone to draw a cartoon on a piece of paper to illustrate one of these sentences.

WRAP-UP

Worksheet: *None*

Ask learners to think for a moment about the information discussed in this chapter. Then ask them to tell what they now know about drugs. Confirm correct information.

HOW DRUGS AFFECT YOU

Amphetamines: Some sources include speed, ice, crank, and crystal methane (crystal meth). These stimulate (speed up) a person's body. They increase heart rate and blood pressure and decrease appetite; cause serious heart and blood pressure problems, even seizures; make the user feel more confident, eager, and excited; and cause the user to become irritable and suspicious. Amphetamines are often used to push a person beyond his normal limits. Death, strokes and damage to the heart and blood vessels have been reported using these types of drugs.

Depressants: Some sources include alcohol, OxyContin, quaaludes (ludes, soapers, saps, Q's), barbiturates (reds, blues, yellows), tranquilizers (valium, xanax, vals, librium), ketamine (K, special K, Ket, Vitamin K, Kit Kat). They make the user sleepy and reduce bodily functions, such as breathing and muscular coordination, and reduce the user's tension, anxiety, inhibitions, and body heat. Talking and moving smoothly become very difficult. OxyContin offers a heroin-type rush. You can die from taking just one pill.

Cocaine (coke, snow, blow): This stimulates (speeds up) a person's body. Heart rate and blood pressure greatly increase and muscles are overenergized. User feels overconfident and capable of doing anything. If stimulation continues, breathing becomes very rapid, and the person becomes irritable, overly talkative, restless, suspicious, confused, violent, depressed and even suicidal. Cocaine is highly addictive. Basketball star Len Bias died from a heart attack as a result of cocaine use.

Crack (base, rock, crank): This is a freebase substance made by mixing cocaine crystals and baking soda. It is an extremely addictive and destructive drug. Many crack users lose control and become violent or suicidal.

Hallucinogens: Some sources include angel dust, LSD, acid, Ecstasy (E, X, XTC, MDMA, herbal ecstasy, doves, rave energy, cloud 9, blotter), Psilocybin (magic mushrooms, shrooms), Phencyclidine (PCP, boat, CID, illusion, ozone, wack), and 2C-B (Nexus). These are stimulants that produce extreme changes in the mind. Messages to and from the brain become disturbed; things you see and hear become intensified or distorted. The brain often creates hallucinations — visions of things that are not really there. Users forget what they are actually capable of. People have jumped out of buildings thinking they could fly or walked into traffic thinking they were invisible. Often, unpleasant effects last for days. Hallucinogens can put you in a coma, or they can also cause heart and lung failure. One pill of ecstasy can cause severe damage or even death.

HOW DRUGS AFFECT YOU (CONT.)

Inhalants: A group of liquids or gases that are absorbed through the lungs. Some sources are familiar: gasoline, glue, lighter fluid, amyl nitrite (poppers), nitrous oxide (whippets, laughing gas, butyl nitrate, rush), and metallic paints. Inhalants cause dizziness, slurred speech, low blood pressure, and lack of coordination. Users may get a good feeling followed by extreme irritability, headaches, possible hallucinations, or even death. Inhalants can cause permanent damage to all parts of the body, including the brain, lungs, heart, liver, kidneys, and bone marrow. Inhalants can kill you instantly; suffocation and sudden death can occur even on the first try. Inhalant users can die by suffocation, choking on their own vomit, or by having a heart attack. These chemicals can permanently damage the body and brain.

Marijuana (pot, grass, weed, reefer, herb, or smoke): Users get a dreamlike feeling and lose their sense of time. Frequent use destroys brain cells and damages short-term memory. Continued use can cause a short attention span and increased memory loss. It also ruins the body's ability to protect itself against illness. Boys who use marijuana before age 13 often have a less-than-normal sexual development. A more potent and expensive drug than marijuana is Hashish (Hash), which has the same effects.



Quaaludes (ludes, soapers, soaps, Q's): Effects are similar to alcohol: a very relaxed state, reduced inhibitions, and a temporary feeling that life is great. Quaaludes are very addictive and can be deadly when combined with alcohol. Also called the "love drug" or "party drug."

Steroids (roids): Chemicals used to increase muscle mass. Often used by athletes or body builders as a quick fix for gaining strength and bulking up. At first, they can cause a feeling of confidence, followed by uncontrollable temper outbursts and violence. Effects can include sterility (the inability to conceive children), permanent vision damage, high blood pressure, liver damage, weak bones, and various types of cancer.

HOW DRUGS AFFECT YOU (CONT.)

Tranquilizers: Sources include Valium, Xanax, Vals, Librium, Ketamine (K, Special K, Ket, Vitamin K, Kit Kat). Effects are similar to alcohol but more intense. They cause sleepiness and slow down breathing. The user loses muscle coordination, body heat, speech control, and inhibitions.

Date Rape Drugs: Sources include Gamma Hydroxybutyrate (GHB, grievous bodily harm, scoop, liquid ecstasy, liquid X, Georgia home boy), Rohypnol (roofies, R-2). GHB and Rohypnol are used in date rape and assaults because they are sedatives that can make you unconscious and immobilize you. These drugs can cause amnesia — users may not remember what they said or did while under the effects of the drug, making it easier for others to take advantage of them. GHB is colorless, odorless, and has very little taste. There have been many cases of people slipping it into other people's drinks.

Ritalin (Vitamin R, R-ball, smart drug): Ritalin is a prescription drug and should never be taken unless under a doctor's care. It affects and can cause damage to the central nervous system, and can cause liver cancer, blood clots, and infections. Some people who have Attention Deficit Disorder (ADD) are prescribed this drug by a doctor, so they are not abusing it.

Opioids/Opiates (Codeine, Heroin, Morphine, Opium, Percodan, Percocet, Vicodin): Users may feel a surge of pleasure, then a state of gratification into which hunger, pain, and sexual urges do not intrude. The body feels warm and heavy and the mouth feels dry. The user goes into a stupor. Physical effects include nausea, vomiting, insensitivity to pain, contraction of pupils, increased urination, constipation, sweating, itchy skin, slowed breathing. With large doses, pupils contract to pinpoints, skin is cold, moist, bluish, and breathing may slow to a complete stop, resulting in death. Heroin use is particularly risky since purity and contents of dose can only be guessed. Using heroin in combination with alcohol can be deadly.



STRESS-RELATED CONDITIONS AND ILLNESSES

Stress is anything that affects our bodies and minds in a negative, harmful way. Everyone feels this at some point during their lives. But for children of drug abusers or alcoholics, the stress is intense and almost constant. These children often develop stress-related disorders or illnesses. The greater the stress, the worse the effects. **TOO MUCH STRESS OF ANY KIND CAN RUIN YOUR HEALTH!**

Headaches: Stress is a very common cause.

Insomnia: Not being able to fall asleep or stay asleep; often occurs when a person can't "turn off" his mind at the end of the day. Insomnia can happen even if a person feels extremely tired physically.

Fatigue: Constant feeling of never having enough energy to make it through the day or even to get out of bed; can be a sign of illness or excessive stress.

Anxiety: Feelings of uneasiness, restlessness, or agitation; usually makes the stomach feel jumpy and tight. It is often hard to pinpoint the cause.

Ulcers: Condition that causes a burning, aching pain or soreness high up in the stomach. Ulcers are raw spots in the stomach area that can occur when too much stomach acid is produced. Stress usually makes this painful condition worse.

Eating Disorders: These include eating with no regularity or care about your body's nutritional needs, getting no pleasure from eating, having very little food for a period of time and then having too much. Eating disorders sometimes occur when a person is trying to ignore a serious problem.

Depression: Constantly feeling very sad, low, and hopeless. Everyone experiences brief periods of sadness in their lives; but a true depression is constant and long-lasting, and can include fatigue, restlessness, sleeping and eating disorders, and feelings of deep hopelessness that last for weeks, months, or even years.

JUST SAY NO

For each of the situations below, write one way to say “no.” For these purposes, don’t worry about spelling and grammar. Just do the best you can.

“Hey, do you wanna get high with me? Everybody’s doing it.”

“Only losers don’t do drugs.”

“You’ll never feel anything better than this.”

