

# “Too Good for Drugs” Curriculum Training



Presented by:



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# Risk & Protective Factors

<b>Risk Factors</b>	<b>Domain</b>	<b>Protective Factors</b>
Early Aggressive Behavior	Individual	Self-Control
Lack of Parental Supervision	Family	Parental Monitoring
Substance Abuse	Peer	Academic Competence
Drug Availability	School	Anti-drug Use Policies
Poverty	Community	Strong Neighborhood Attachment

# Components & Objectives

## GOAL SETTING

- Define goal.
- Identify the importance of goal setting.
- Describe ways to set and achieve goals.
- List short-term steps to reach long-range goals.
- Set & achieve personal/group goal.

# Components & Objectives

## DECISION MAKING

- Discuss personal responsibility for making healthy & safe choices.
- Discuss the importance of the “stop & think” technique.
- Learn the steps of a decision-making model.
- Know the difference between safe and unsafe use of medicine.
- Know the consequences of alcohol, tobacco & other drug (ATOD) use.

# Components & Objectives

## BONDING WITH OTHERS

- Define what a friend is, and how to make and choose a friend.
- Demonstrate interpersonal skills.
- Describe importance of offering & asking for help.
- Discuss the importance of recognizing others' feelings.
- Demonstrate celebrating differences.

# Components & Objectives

## IDENTIFYING & MANAGING EMOTIONS

- Recognition of feelings.
- Demonstration of feelings with facial expressions.
- Discuss the facts about feelings, i.e., feelings are neither right or wrong.
- Define self-esteem.
- List ways to enhance self-esteem.

# Components & Objectives

## COMMUNICATING EFFECTIVELY

- Discuss the importance of communicating clearly.
- Discuss the importance of listening.
- Demonstrate effective listening skills, paraphrasing and active listening.
- Discuss the importance of communicating assertively, understanding facial expression, body language, and tone of voice.
- Learn effective ways of handling peer pressure.

# Using the Curriculum

First page of each lesson will list:

- Objectives
- Activities
- Materials
- Home Workout
- Rationale

Lesson also includes:

- “Looking for More?” Section

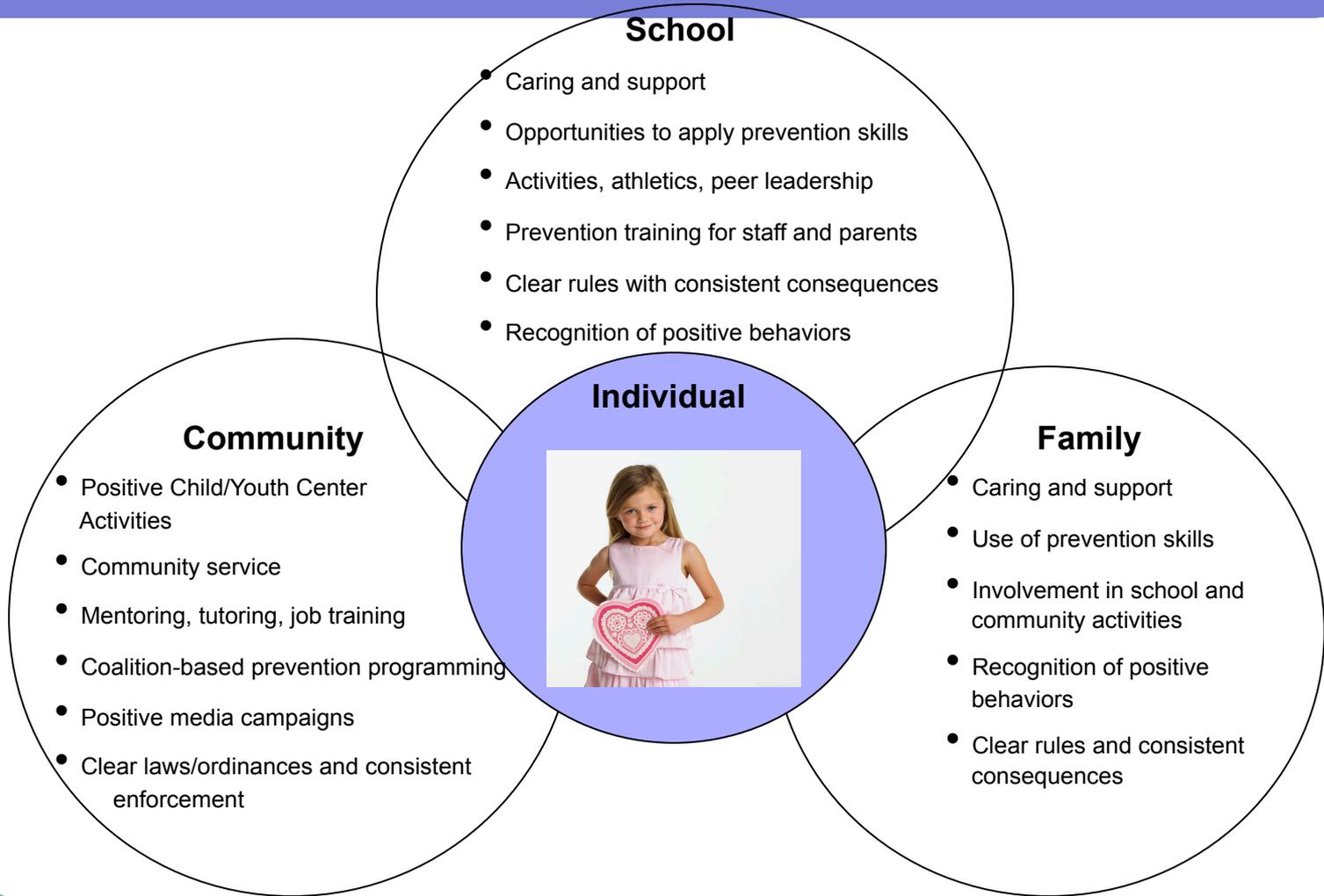
# Lesson Preparation

- Big apple icon  - “Before You Start...” section
- *Italics*- Teacher directions and student responses.
- Small apple icon  - indicates teacher directions.
- Faces icon  - indicates anticipated student response to scripted question.
- **Bold Letters**- teacher’ s script.

# The Mendez Foundation's Thoughts on Teaching Children

1. Only the Beginning
2. Building Blocks
3. Beyond a Curriculum
4. Companion to *Too Good for Violence*
5. Link with Families and the Community

# A Framework for Prevention



# Building the Bond Between the Child & School

- Research has shown that when a child bonds with the school, he or she is more likely to adopt the pro-social values of the school and less likely to become involved in violence, drug use and other problem behaviors. (O' Donnell, Hawkins & Abbott, 1956).
- Studies show that schools in which students feel as though they belong and that people and the school care about them experience less disorder and student misbehavior. (Duke, 1989).

# Building Family-School Connectedness

## EMPOWERING PARENTS

- Teach parents how to nurture, affirm and support their children.
- Help parents to play a proactive role in preventing drug use, violence and other problem behaviors.
- Show parents how to make and enforce clear rules, standards and discipline regarding aggressive behavior and ATOD use.

# Building Family-School Connectedness

## FAMILY INVOLVEMENT

- Send a letter to parents to inform them about the curriculum and invite them to participate.
- Offer a prevention-oriented parenting program that focuses on skills, fosters family bonding and encourages a supportive parent network.
- Use the Home Workouts included in the curriculum.

# LCDC Plan of Action

## TOPICS FOR PARENTING SESSIONS

- Parental Monitoring and Supervision
- Risk and Protective Factors
- Signs and Symptoms of Substance Use

# Building Family-School Connectedness

## ENCOURAGING PARENTS' ATTENDANCE

- Have students sing, dance or perform a short skit before the meeting.
- Choose an easily accessible, parent-friendly location.
- Organize a team of parents to make personal phone calls inviting other parents.
- Publicize meeting dates, times and topics in a wide variety of venues.

# Building Community Involvement

- Prevention efforts do not exist in a vacuum.
- Greatest obstacle to safe & drug free schools is norms that favor ATOD use and violence.
- A benefit of community-wide prevention strategies is the creation of environments that promote healthy choices and discourage problem behaviors.
- Successful programs enlist cooperation of family, religious and community leaders, legal and medical professionals, social service agencies and others.
- Involvement of young people.

# Instructions for Role Playing

- Model for the students.
- Explain the purpose of role-playing.
- Role-play a variety of skills.
- Review refusal style as well as refusal skills.
- Remind the students that the purpose of role-playing is to refuse.
- Establish clear, consistent rules for role-playing.
- Offer a friendly prompt.
- Recognize participation.
- Provide positive feedback.
- Stress one technique at a time.
- Role-play often and have fun!

# Instructions for Normative Education

- Many students overestimate the percentage of people that engage in problem behavior.
- Normative education teaches that most people are not involved in negative behaviors.
- Be aware of negative norms provided by our culture.

# Negative Norms about Safety/Violence

- The world is a dangerous place.
- I am not safe here.
- I have to fight to keep myself safe.
- I need to be strong and use force to get what I want or need.
- I must look out for myself. Others should look out for themselves.
- If I am not strong, I'm helpless and need to find a protector.
- Helping others or needing help is a sign of weakness.
- Entertainment is violent, and violence is entertaining.
- Weapons mean power.

# Negative Norms about ATODs

- It is normal for teenagers to experiment with ATODs.
- Everybody does it.
- I can show that I'm grown up by drinking and smoking.
- Drinking is the way to have fun.
- Smoking is a good way to lose weight.
- Drinking and drugging is a good way to forget my problems.
- It's my body. What I do is nobody else's business.

# Positive Norms about Violence-Free Living

- I am safe here.
- I can learn to keep myself safe without fighting.
- Adults will help to keep me safe.
- Conflict is normal and inevitable, but violence is not.
- I can participate in decisions that affect my life.
- There are many ways I can give and get respect.
- I can feel powerful by using self-control, and mastering many skills.

# Positive Norms about Drug-Free Living

- My family and community expect me to be drug free.
- I am unique and special. It is important to be myself.
- I know how to resist negative peer pressure.
- I can find many ways to have fun without using drugs.
- Stress is normal; I am learning healthy ways to relax.
- I can participate in decisions that affect my life.
- I am learning many ways to get what I want and need without using ATODs.

# Explanation of the Logic Model

- Description of assumptions that drive a prevention program
- Communicates an “If-Then” message of changes that program intends to produce
- Helps to make the connections among the target group, goals, strategies, objectives and planned program results

**The Target Group** (the people who participate  
In or are influenced by the program described in  
the terms of their risk and protective factors)

to

**The Goals** (the risk and protective factors that  
the program is addressing)

to

**The Strategies** ( the procedures and  
activities that will be implemented)

to

**The Theory of Change** (the program's  
assumptions about why those changes  
will occur)

to

**The Short-Term Outcomes** (the immediate  
changes that are expected in individuals,  
organizations, or other communities)

to

**The Long-Term Outcomes** (the final  
consequences)

# ATOD Prevention



# References

- “Too Good for Drugs” Curriculum, Mendez Foundation, 2003
- Preventing Drug Abuse Among Children and Adolescents. (2003) National Institute of Drug Abuse (NIDA), [www.nida.nih.gov](http://www.nida.nih.gov)