


CHOOSE TO REFUSE!

A Middle School Substance Abuse
Education Prevention Program



Office of District Attorney Jonathan W. Blodgett

Presenter Guide



Choose to Refuse: A Middle School Substance Abuse Prevention Education Program was funded by the Youth Opioid Prevention grant through the Massachusetts Attorney General's Office.

CHOOSE TO REFUSE!

A Middle School Substance Abuse Education Prevention Program



Jonathan W. Blodgett,
Essex District Attorney

FOREWORD

This program is based upon our high school programs, *Choose To Refuse: A Heroin and OxyContin Prevention Education Program* and *Choose 2 Refuse: A Heroin and OxyContin Education Presentation*. Both of these programs provide students with basic information about addiction, brain development, and specific substances. Students then engage in activities to aid them in developing specific decision-making skills that will assist them in handling a situation in which drugs are offered. Students develop strategies to either refuse the drugs or remove themselves from the situation.

Choose to Refuse for Middle School is ostensibly a heroin/opioid program for middle school students; however, it addresses different substances such as e-cigarettes and edible marijuana. This is due to the fact that middle school students are more likely to encounter those substances rather than heroin. In addition, most heroin users generally start with substances such as alcohol, tobacco, and marijuana before moving on to more dangerous substances.

This program invites students to anticipate a situation where others may be using e-cigarettes or sharing a marijuana infused brownie and think about how they would handle the situation. This is an evidence-based approach based on the work of Dr. Elias J. Duryea with whom we consulted heavily when developing the first *Choose to Refuse Program*.

As District Attorney, it is my duty to uphold the law and protect the public's safety. I strongly believe in prevention efforts, especially when it comes to young people. There are many reasons why preventing young people from using drugs or drinking alcohol is a good idea. It improves school performance, reduces risk of injury, mental health issues and death, as well as reduces criminal behavior. Working together, we can give our young people the information and skills they need to reject this path in life and make positive decisions.

A handwritten signature in black ink that reads "Jonathan W. Blodgett". The signature is fluid and cursive.

Jonathan W. Blodgett, Essex District Attorney
March 2019

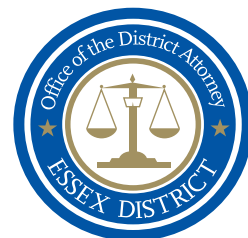


Table of Contents

INTRODUCTION

The Choose to Refuse Program	3
Decision-Making Skills	4

HOW TO ACCESS "CHOOSE TO REFUSE"

Steps to Take.....	5
Requirements to Run the Presentation	6

SESSION 1

The Science of Addiction.....	8
Brain Development.....	8
Healthy Brain	9
Substances.....	12

SESSION 2

How to Say No.....	16
Decision-Making Skills	16
Addiction in the Home	19

SESSION 3

Scenarios #1 - 5.....	21
-----------------------	----

ADDENDUM

Information & Resources	25
Handouts	
Four Additional Optional Activities	26
Decision-Making Skills for Life	26
Five Scenarios.....	27

INTRODUCTION

Choose to Refuse: A Middle School Substance Abuse Prevention Education Program is adapted from the original *Choose to Refuse: A Heroin and OxyContin Prevention Education Program* and *Choose2Refuse: A Heroin and OxyContin Education Presentation*.

The *Choose to Refuse Program* was developed using the tenets of inoculation theory, which proposes that an individual will better resist persuasive or threatening arguments if he or she learns the content of the arguments and practices resistance strategies beforehand. Thus, if young people are exposed to the addictive nature of substances and are taught strategies to avoid using substances before their exposure in real life, they will be less vulnerable when confronted with actual pressures to use substances.

Choose to Refuse employs these concepts to educate youth about the hazards of alcohol, drugs, and nicotine. On completing the program, participants understand the negative impact these substances can have on their bodies and social consequences associated with using these substances.

They also learn decision-making skills.*

The program uses many evidence-based principles of prevention as defined by the Office of National Drug Control Policy. The goal is to strengthen anti-drug-use attitudes and norms as well as life skills and drug refusal skills.

This *Choose to Refuse Program* is recommended for middle school children, grades 5 through 8.

It is designed to be presented in 1 to 3 sessions. To ensure age appropriateness, we recommend that you view the presentation in its entirety before introducing it to participants.

*Decision-Making Skills

FORECASTING: Thinking through a future situation in terms of risks and benefits.

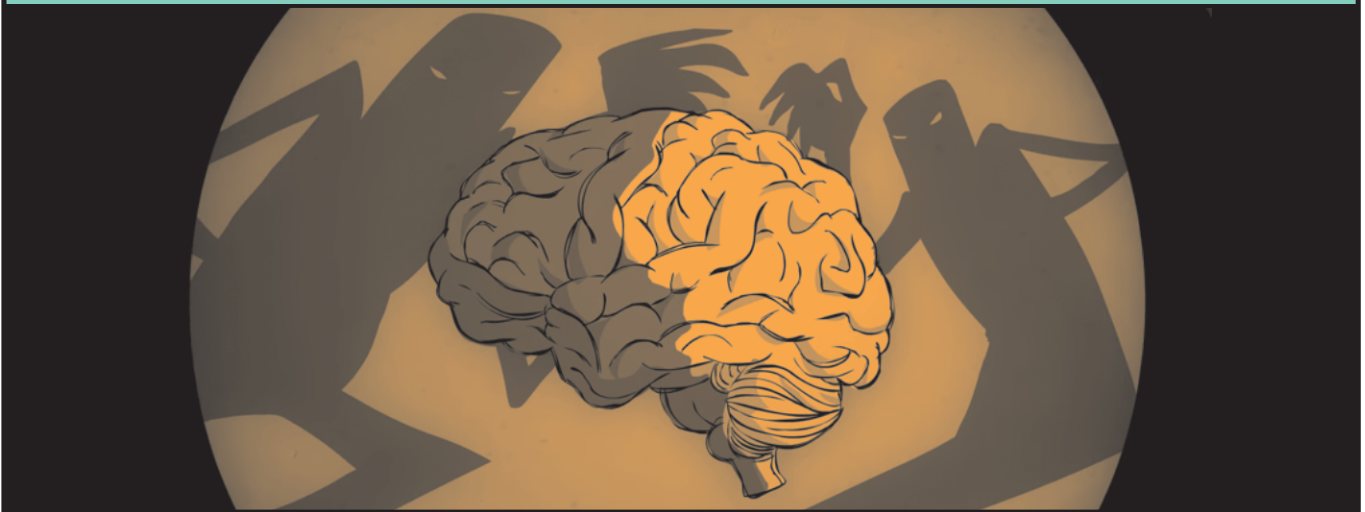
AVOIDANCE: Staying away from situations that one knows may be risky.

REFUSAL: Choosing, verbally or nonverbally, not to engage in risky behavior.

VERBAL REFUSAL: Rebutting or discrediting arguments that favor risky behavior.

NONVERBAL REFUSAL: Communicating refusal by gestures, gaze, body language, touch, and/or use of space.

EXIT: Removing oneself from a risky or dangerous situation.



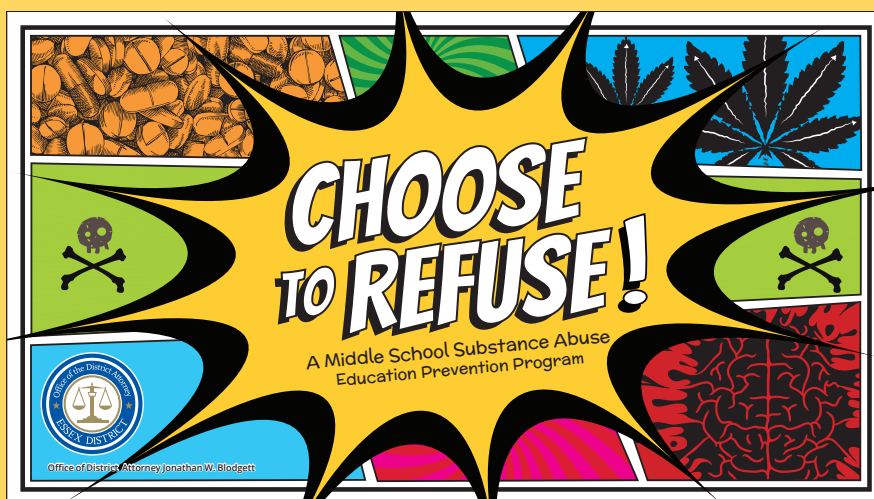
HOW TO ACCESS **CHOOSE TO REFUSE!**

STEP 1.

Go to the following URL: www.mass.gov/essexda

STEP 2.

Look for the link/ graphic "*Choose to Refuse! Middle School*" and click on it.



You will be brought to the "Choose to Refuse!" program page.

The following downloads will be listed.

- "Choose to Refuse!" PowerPoint presentation
- Presenter Guide (*pdf, this brochure*)
- Introduction Brochure (*pdf*)

Handouts (pdfs):

- Four Additional Optional Activities
- Decision-Making Skills for Life
- Five Scenarios

STEP 3.

Download the Presentation, Guide, and Handouts.

NOTE: Make sure you have adequate space on the computer you are using for the presentation. The presentation is a large file.

STEP 4.

RUN THE PRESENTATION.

REQUIREMENTS TO RUN THE PRESENTATION

- **A Mac or PC with adequate memory:** The presentation and collateral are large files.
- **A recent version of PowerPoint:**
 - **PC version:** Microsoft PowerPoint 2016. PowerPoint 2016 is compatible with Windows 10, Windows 8.1, and Windows 7.
 - **Mac version:** Microsoft Office 365 (PowerPoint) for Mac.
- **Internet connection:** The videos need the Internet to run since they are sourced from YouTube.

NOTES:

- **Slide text:** The slides are animated. To bring up the text simply click on your mouse or track pad.
- **Security Warning–Enable Content:** MicroSoft has built in security when there are external links within a document. You **MUST** click on the “Enable Content” button when the Security Warning appears when you first open the presentation or the videos will NOT play.
- **Videos:** To run the videos click on the slide that contains the video and click on the play button. Use YouTube’s pause, play and back buttons to control the video.



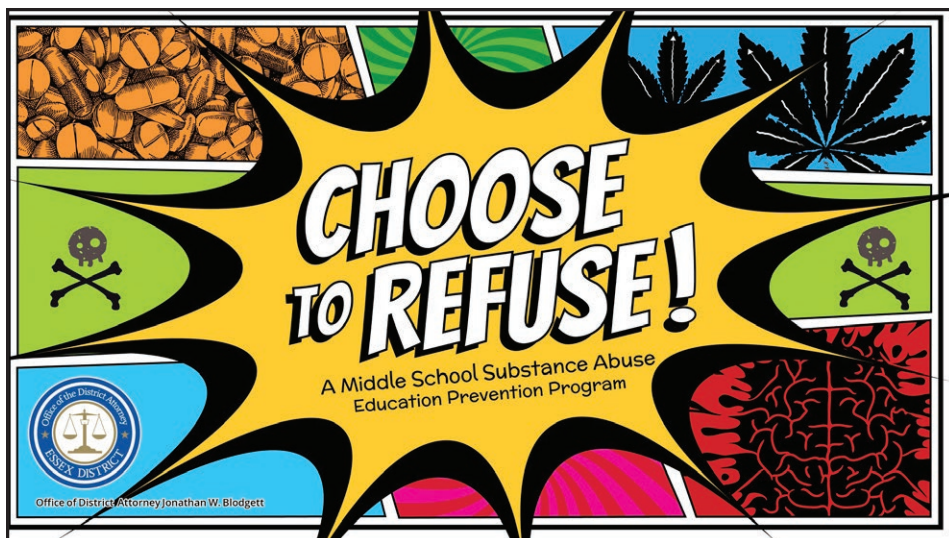
- **Apple icon:** The apple icon indicates a presenter note. These notes are in PowerPoint’s “Notes” section and within this Guide.

Presenter Guide



SESSION 1





1

SLIDE 1

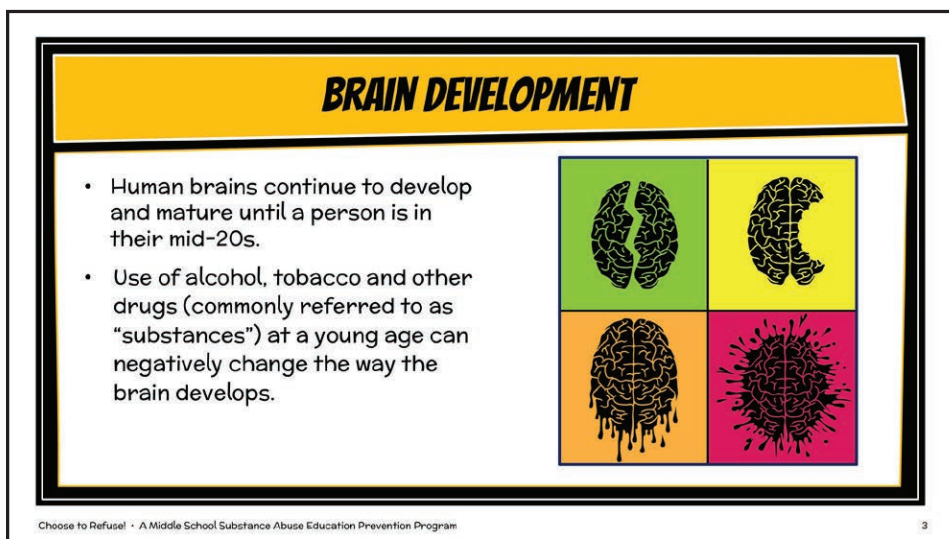
Choose to Refuse!



2

SLIDE 2

The Science of Addiction
Session 1



3

SLIDE 3

Brain Development



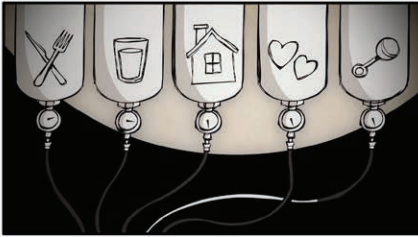
Presenter Notes:

Addiction changes two key parts of the brain –

1. The prefrontal cortex, which regulates decision-making and impulse control, and
2. The Limbic System, which is responsible for our emotions and basic survival instincts.

When we complete tasks that promote our survival, our brain's reward circuit is activated, and a burst of dopamine signals that something important is happening that needs to be remembered.

HEALTHY BRAIN



- Our brain is programmed with natural instincts that tell us to eat good food, drink water, keep warm and dry, and to care for our children.
- When we accomplish those tasks, our brains release chemicals that make us feel happy to reinforce our survival.

Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

4

4

SLIDE 4

Healthy Brain

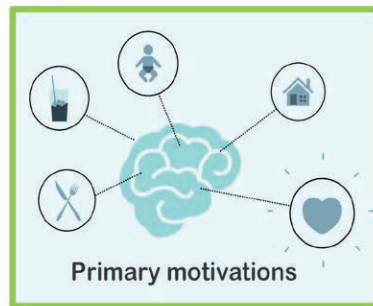


Presenter Notes:

Pose to students: What are ways that we keep our brains healthy? Eating healthy, exercising, getting fresh air, limiting screen time, reading a good book, learning new things.

LIMBIC SYSTEM: BASIC INSTINCTS & SURVIVAL

- The limbic system is the part of the brain responsible for these natural instincts.
- Cells in the limbic system fire when a basic need is met - like when you have something good to eat or when you quench your thirst with a glass of water, reinforcing your survival.



Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

5

5

SLIDE 5

Limbic System: Basic Instincts & Survival

SLIDE 6

Substances And The Brain



Presenter Notes:

Substance use activates the dopamine process in the survival center much more powerfully than natural rewards like food.

Just as substances produce intense euphoria, they also produce much larger surges of dopamine, powerfully reinforcing the connection between consumption of the substance, the resulting pleasure, and all the external cues linked to the experience.

Large surges of dopamine "teach" the brain to seek substances at the expense of other healthier goals and activities, as well as basic survival.

SUBSTANCES AND THE BRAIN

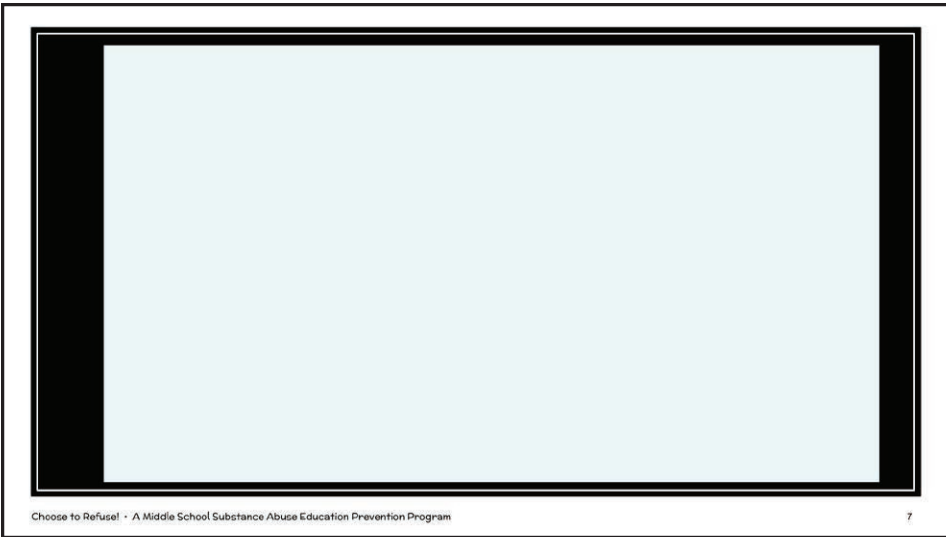


- When substances are used, they produce the same response in the limbic system as when a basic survival task is accomplished.
- Continued use of the substance hijacks the brain and tricks it into believing the substance is needed for survival.
- A developing brain is more susceptible to being hijacked.

Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

6

6



7

SLIDE 7

What is Addiction?



Presenter Notes:

Click only once to play the video "What is Addiction?"

How would someone addicted to drugs act?

How do you feel when you are hungry, tired, or cold?

All you can think about is getting food, getting to bed, or getting warm.

That is how it feels to be addicted to drugs. All you can think about is finding and using drugs.

SLIDE 8

What Is Addiction?




Presenter Notes:

Addiction, the severe form of a substance use disorder, is a chronic, relapsing brain disease characterized by compulsive substance seeking and use, despite harmful consequences.

Addiction can cause people to damage relationships with family and friends, do poorly in school, lose jobs, and suffer from health problems, some of which can be fatal. People with an addiction are more likely to be involved in criminal activity.

WHAT IS ADDICTION?

- Addiction is a brain disease that happens when substance use causes damage to the limbic system.
- Addiction means loss of control over substance use. People who become addicted use substances even when they want to quit.
- Some people are at a higher risk of developing addiction because it runs in their family.



Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

8

8

SLIDE 9


What Substances Are Addictive?

Presenter Notes:

Before revealing the list, ask students to name substances that they believe are addictive.

Inform students that there are other addictive substances that are not on the list. Any substance that can cause firing in the limbic system can be addictive.

WHAT SUBSTANCES ARE ADDICTIVE?



- Alcohol
- E-Cigarettes/Vapes
- Marijuana
- Marijuana Edibles
- Prescription Drugs
- Cocaine
- Heroin/Fentanyl

Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

9

SLIDE 10

Progression of Addiction

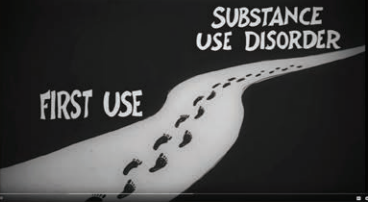
Presenter Notes:

Some children are already using substances by age 12 or 13, and some may begin even earlier. As kids get older, they typically use substances more heavily and frequently and they often use more kinds of substances.

The best way to prevent substance problems and addiction is to never start using substances. Non-use is also one of the best ways to protect your health and your brain development.

PROGRESSION OF ADDICTION

- The younger a person begins using an addictive substance and the more often they use it, the more likely they will develop an addiction.
- Although using substances at any age can lead to addiction, research shows that the earlier a person begins to use substances, the more likely they are to progress to more serious use.



Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

10

ADDICTION IS PREVENTABLE

- Choosing not to use substances is the only certain way to protect you from developing an addiction. It is also one of the best things you can do to protect your health and brain development.
- Laws and school rules against substance use for people under the age of 21 were created to protect you.



Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

11

11

PREVENTION TOOLS

The following will help to decrease your risk of developing an addiction:

- Choosing friends that do not use substances.
- Being involved in school and community activities and groups.
- Having a trusted adult in your life.
- Communicating with your parents or guardians about your whereabouts and who is with you to ensure your safety.
- Knowing your family's history of addiction.

Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

12

12

SUBSTANCES



Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

13

13

SLIDE 11

Addiction is Preventable



Presenter Notes:

Although alcohol and tobacco products are legal for adults over the age of 21, these substances can still be very harmful.

It is important to reinforce that even adults who have attained the age of 21 should exercise caution when using alcohol and tobacco products and that it is never safe to use illegal drugs at any age.

Just as eating healthy and exercising can help to prevent other diseases, there are ways to prevent addiction.

SLIDE 12

Prevention Tools



Presenter Notes:

Ask students to provide examples of places they can go for positive experiences.

SLIDE 13

Substances

E-CIGARETTES/VAPES

- E-cigarettes/vapes are electronic devices that allow users to inhale an aerosol containing nicotine.
- One Juul pod has as much nicotine as one pack of cigarettes.
- Nicotine is highly addictive and is proven to cause cancer among many other diseases.
- Nicotine is harmful to adolescent brain development including effects on working memory, mood, attention, and impulse control.



Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

14

14

SLIDE 14

E-cigarettes/Vapes



Presenter Notes:

Many young people believe e-cigarettes to be water vapor and harmless when, in fact, they contain high levels of nicotine.

Juul users seem to get much higher peaks of nicotine in their brains which can lead to an even greater impact on brain functioning than regular cigarettes.

SLIDE 15



Presenter Notes:

Click once to play video "An Epidemic Is Spreading"



Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

15

15

MARIJUANA



- Marijuana is a drug that comes from the cannabis plant.
- The cannabis plant makes a chemical called "THC."
- Smoking, vaping, or eating marijuana allows THC to enter the body and get to the brain where it can mimic natural brain chemicals and cause firing in the limbic system.
- Marijuana is addictive just like all other substances that can affect the limbic system.
- Marijuana can also harm brain development. Teens that use marijuana are more likely to develop a mental health disorder and have difficulty with memory, learning, and focus.

Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

16

16

SLIDE 16

Marijuana



Presenter Notes:

THC is tetrahydrocannabinol.

MARIJUANA EDIBLES

- Edibles are foods that have THC added to them. Brownies, cookies, and candies are the most common food product containing marijuana.
- When a person eats marijuana, it takes at least an hour before the THC is absorbed into the bloodstream and reaches the brain where they can feel the effect.
- Sometimes, people eat too much because they don't know what kind of effect the marijuana is going to have in an hour or two.
- When people overdose on marijuana, they may see or hear things that are not real (hallucinate), become paranoid, or imagine things that are not really happening (delusions). These symptoms are unpleasant and can be very scary.
- Toddlers or pets that accidentally eat marijuana can have very severe reactions and need medical attention.

Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

17

17

SLIDE 17

Marijuana Edibles



Presenter Notes:

A veterinary study from Colorado by the Journal of Veterinary Emergency and Critical Care reported a four-fold increase in the number of dogs treated for marijuana intoxication between 2005 and 2010, following the legalization of medical marijuana in that state.

Similarly, over the past five years Pet Poison Helpline has experienced a 200 percent increase in the number of cases for pets that have ingested marijuana.

PRESCRIPTION DRUGS

- Prescription drugs are medications that can only be purchased with a prescription from a medical professional.
- There are lots of prescription medications that are used to treat lots of different problems, including severe pain, mental health disorders, and physical diseases.
- These drugs are only safe to take when prescribed by your doctor to treat your specific medical condition.
- It is never safe to take someone else's prescription.



Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

18

18

SLIDE 18

Prescription Drugs



Presenter Notes:

Ask students if they are familiar with specific prescription medications.

Examples can include: Adderall, OxyContin, Vicodin, Percocet, Lipitor, Amoxicillin.

This concludes session one. At this time, you may consider assigning Additional Activity 1 or 2 found in the addendum.

Presenter Guide

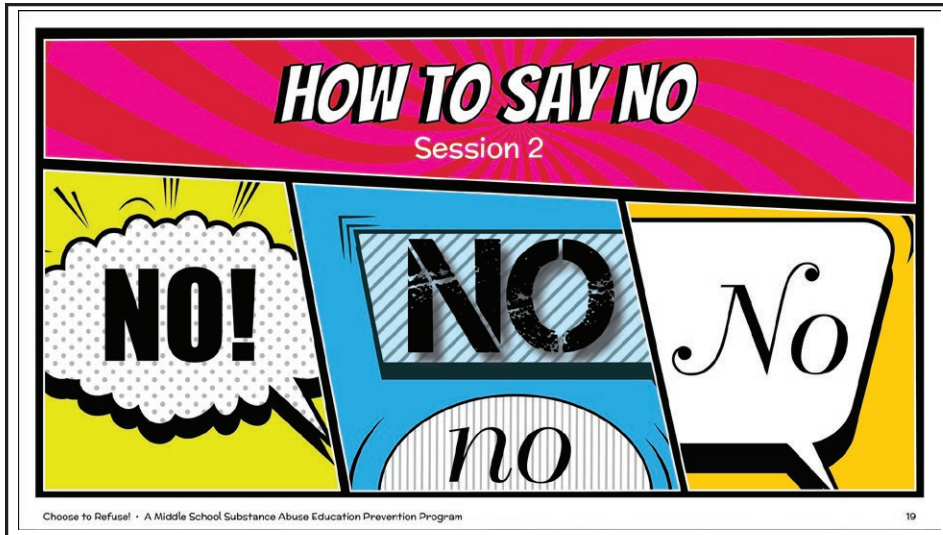
NO

SESSION 2

NO!

SLIDE 19

How To Say No Session 2



19

SLIDE 20

Decision-Making Skills

DECISION-MAKING SKILLS

Decision-making skills are techniques that will help you avoid or leave risky or dangerous situations.

- These skills are important to help you navigate the many new experiences and situations you will face in middle school and high school.
- Unfortunately, you may be pressured to prove yourself to others, and people sometimes do things in a group that they wouldn't normally do if they were alone.
- Wanting to go along with the crowd is normal, however, it is not always a good thing to do. Learning to avoid or reject risky or dangerous situations is an important lifelong skill to have.

Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

20

20

SLIDE 21

Decision-Making Skills



Presenter Notes:

Engage students in a discussion about specific situations where they may need such skills.

DECISION-MAKING SKILLS

- **Forecasting:** Thinking ahead and deciding ahead of time what you will do if you find yourself in a risky situation.
- **Avoidance:** Staying away from situations that may be risky.
- **Refusal:** Refusing to take part in a risky behavior.
 - **Verbal:** Stating that you will not participate or arguing against a risky behavior.
 - **Nonverbal:** Using gestures, gaze, body language, touch, and/or use of space to communicate unwillingness to participate in a risky behavior.
- **Exit:** Removing yourself from a risky or dangerous situation.

Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

21

21

SLIDE 22

Forecasting

FORECASTING

- If I go to this party, will someone offer me drugs or alcohol?
- If someone does offer me drugs or alcohol, what will I say?
- Is someone available to come pick me up if I do not feel comfortable?
- Could I get in trouble for going to a party with drugs and alcohol?



Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

22

22

SLIDE 23

Avoidance



Presenter Notes:


For first bullet, pose to students: What can some of your excuses be?

Examples – “not feeling well,” “ride can only pick me up at a specific time,” “parents need help at home.”

For fourth bullet, pose to students: What events can they attend that don't involve substances being used?

Examples – school or town sporting events, plays or musicals, concerts, going to the park, beach, mall, or movies.

AVOIDANCE



- If you find yourself in a problem situation, make an excuse to leave.
- Ask for support from other friends or adults if someone is really pressuring you to use substances.
- Make new friends who respect your decision not to use substances.
- Go to events that don't involve substances. Do not put yourself in an unsafe or difficult situation.
- Your body and your future belong to you. Do not let anyone talk you into doing something that could be harmful or dangerous.

Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

23

23

SLIDE 24

Refusal




Presenter Notes:

Ask students to provide other examples of how they can refuse to use substances.

Remind students that although it may seem like most of their peers are drinking alcohol or using substances, that is not the case.

REFUSAL

- If you are on a sports team, you can say you are staying healthy to maximize your athletic performance.
- You have to study for a big test/go to a concert/visit your grandmother/babysit and you can not do that after a night of drinking/using drugs.
- Keep a bottled drink like soda or juice with you to drink at parties. People will be less likely to pressure you to drink alcohol if you are already drinking something. If they still offer you something, just say “I am covered.”
- When all else fails, blame your parents or guardians. They will not mind. Explain that they are really strict, or that they will check up on you when you get home.



Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

24

24

SLIDE 25


Exit

Presenter Notes:

Ask students if they can come up with any other exit strategies.

Have students come up with examples of code words.

EXIT



- Always have a back up plan.
- Have someone you can call for a ride.
- Never get in a car with a driver who has been drinking or using drugs.
- Make sure your cell phone has battery so that you can contact someone for a ride.
- Know your location so that you can tell someone where to get you.
- Have an agreed upon code word to use when calling or texting a trusted adult so that they know to come get you.

Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

25


SLIDE 26

Do Not Be Afraid To Say No

DO NOT BE AFRAID TO SAY NO

Sometimes our fear of a negative reaction from our friends, or others, keeps us from doing what we know is right.

- Do not let someone else make your decisions for you.
- If someone is pressuring you to do something that you are not comfortable with, you have the right to say no, not to give a reason why, and to just walk away.



Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

26


SLIDE 27

Speak Up

SPEAK UP

Take responsibility for your life, your health, and your safety.

- If you are concerned about your own or a friend or loved one's substance use, tell someone you trust. You do not have to deal with it alone.
- Help is available and it can make people feel better.



Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

27

SLIDE 28

Addiction In The Home



Presenter Notes:

For more information about the impact of parental addiction on students, see Children of Addiction: A Kit for Educators available at www.nacoa.org

ADDICTION IN THE HOME



- An estimated 20 million Americans have an addiction.
- There is a good chance you or someone you know has a loved one who suffers from addiction.
- If you are living with someone in active addiction, it can be detrimental to your own well-being. Reach out to someone you trust. Coaches, guidance counselors, and teachers are able to help.

Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

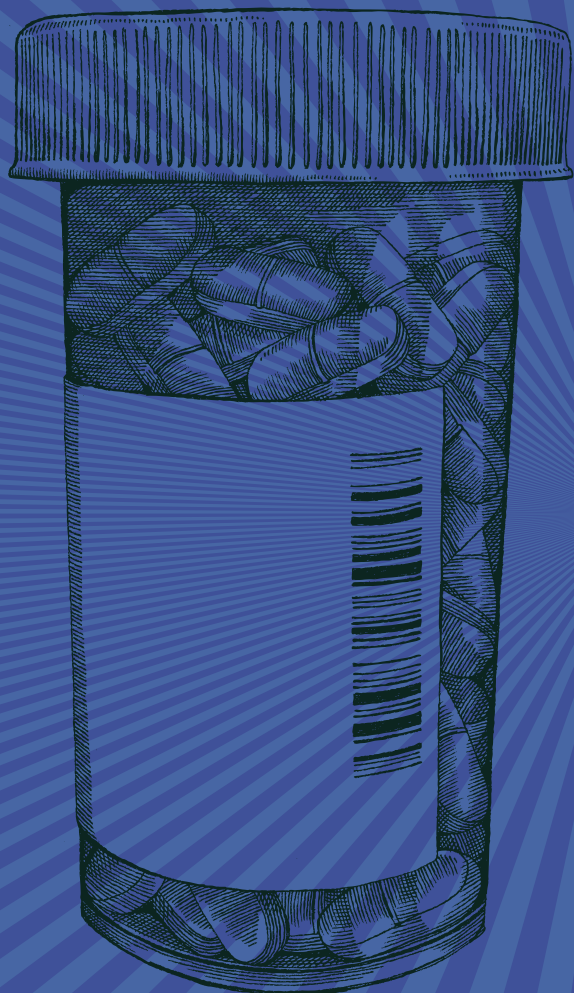
28

28

Presenter Guide



SESSION 3





29

SLIDE 29

Scenarios

Session 3



Presenter Notes:


The next 5 slides present different scenarios wherein your students may find themselves. Ask them to discuss what tools they would use to forecast, avoid, refuse, or exit.

There are also optional additional activities in the addendum that correspond with the scenarios.

SCENARIO 1

You and your three close friends are hanging out at one of their houses. Your friend's parents are out for the night.

A few more kids from school come over to the house. You are not close friends with them, just classmates. One of the kids who comes over has a joint and offers to share it with you and your friends. Two of your friends decide to try it, but you and another friend are hesitant.




Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program
30

30

SLIDE 30

Scenario 1

SCENARIO 2



You and your friend are planning to go to a party later on tonight.

Your friend has an older sibling that drinks, and your friend knows where their sibling hides their alcohol.

Your friend says that they will sneak the bottle out of their sibling's room so that you both can drink it at the party.

Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program
31

31

SLIDE 31

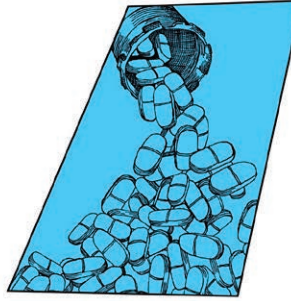
Scenario 2

SCENARIO 3

You are at rehearsal for the school play and everyone is working hard because opening night is in a few days. A lot of the kids are stressed about keeping up with their homework and attending extra rehearsals for the play.

During a break, one of your classmates says they are prescribed Adderall and it helps them focus and they are able to get all of their work done.

They offer to sell some to anyone who wants it.



Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

32

32

SLIDE 32

Scenario 3

Presenter Notes:

Adderall is a prescription medication used to treat Attention Deficit Disorder, however, it is commonly misused and can be addictive. It is never safe to take another's prescription medication.

SCENARIO 4



You are at your friend's house playing video games on a Friday night. Your friend's older brother is also home and joins you.

After a few hours, you are all bored and are looking for something else to do. Your friend's older brother says he has a pot brownie that you can all share while you watch a movie.

He says that the movie will be much funnier after eating the brownie.

Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

33

33

SLIDE 33

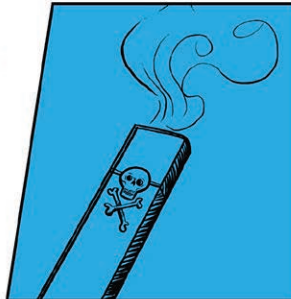
Scenario 4

SCENARIO 5

You and your friend are on your way to lunch. While on your way, your other friend comes up to you and asks if you want to join them in the bathroom after lunch to rip a Juul.

You know that Juuling is not allowed in school, and that other kids have received detention or have been suspended for Juuling.

Your friend says they know which bathroom to use so they won't be caught.



Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

34

34

SLIDE 34

Scenario 5

SLIDE 35

SAY NO!



THE END



Office of District Attorney
Jonathan W. Blodgett
Ten Federal Street
Salem, MA 01970
(978) 745-6610
www.mass.gov/essexda

Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

35

35



ADDENDUM

INFORMATION AND RESOURCES

Addiction Policy Forum

- www.addictionpolicy.org

National Institute on Drug Abuse (NIDA)

Drugs, Brains, and Behavior: The Science of Addiction

Preventing Drug Use among Children and Adolescents: A Research-Based Guide for Parents, Educators, and Community Leaders

- www.drugabuse.gov/publications/research-reports/marijuana/what-marijuana
- www.drugabuse.gov/about-nida/legislative-activities/testimony-to-congress/2016/what-science-tells-us-about-opioid-abuse-addiction
- <https://teens.drugabuse.gov/drug-facts>

Centers for Disease Control and Prevention

- www.cdc.gov/marijuana/faqs
- www.cdc.gov/marijuana/factsheets/teens.htm

Drug Enforcement Administration

- www.justthinktwice.gov

U.S. Food and Drug Administration

- www.fda.gov/Drugs
- <https://therealcost.betobaccofree.hhs.gov/?g=t>

Children of Addiction: A Kit for Educators

- www.nacoa.org

Pet Poison Helpline

- www.petpoisonhelpline.com/

The Adolescent Substance Use and Addiction Program at Boston Children's Hospital

- http://www.childrenshospital.org/centers-and-services/programs/a-_e/adolescent-substance-abuse-program
- Phone: 1- 617-355-2727

HANDOUTS

The handouts are available as pdf downloads on the “Choose to Refuse!” web page.

PRESENTER HANDOUT

Additional Optional Activities

These activities listed on the handout are optional. They correspond with the scenarios on slides 30-34.

ADDITIONAL OPTIONAL ACTIVITIES

- 1** Select a popular song, television show, movie or book that depicts alcohol or drug use.
 - Analyze how alcohol or drugs are portrayed. Is it generally positive or negative?
 - Did the person suffer any consequences as a result of using alcohol or drugs?
 - Is it realistic?
- 2** Evaluate your own family history and potential prevention tools.
 - Speak with your parents or another adult in your family about your family's history of addiction.
 - Identify any prevention tools you have. Are there others you could add?
- 3** You have been given a scenario that places you in a situation that may make you uncomfortable.
 - Using the Decision-Making Skills for Life as a guideline, write a role play as to how you would possibly deal with the situation.
 - What might your friend say to get you to try a substance and what would your response be?
- 4** Write a Public Service Announcement (PSA) or make a poster that would educate students on the effects that using substances may have on them.

Presenter Notes:
The activities above are optional.
Activity Number 3 corresponds with the scenarios on slides 30-34.



Office of District Attorney Jonathan W. Blodgett
Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

Activities_Handout.pdf

STUDENT HANDOUT

Decision-Making Skills for Life

Engage students in a discussion about specific situations where they may need such skills.

DECISION-MAKING SKILLS FOR LIFE

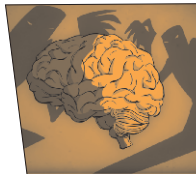
Decision-making skills are critical to your life.
You use them every day, whether you are trying to decide where to go on a Saturday night or need to figure out what to do after high school.

Decision-making skills are techniques that will help you avoid or leave risky or dangerous situations. These skills are important to help you navigate the many new experiences and situations you will face in middle school and high school.

Unfortunately, you may be pressured to prove yourself to others, and people sometimes do things in a group they would not normally do if they were alone.

Wanting to go along with the crowd is normal, however, it is not always a good thing to do. Learning to avoid or reject risky or dangerous situations is an important lifelong skill to have.

Decision-making skills give you more power in all aspects of your life. If you take a strong stand by choosing not to use tobacco, drugs, or alcohol, consider yourself already on the road to success!



You have the power to make that choice. (Turn over for the skills >)



Office of District Attorney Jonathan W. Blodgett
Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

Decision_Making_Handout.pdf



STUDENT HANDOUT

Scenarios

There are 5 different scenarios wherein your students may find themselves. Ask them to discuss what tools they would use to forecast, avoid, refuse, or exit.

There are also optional additional activities in the addendum that correspond with the scenarios.

SCENARIOS

SCENARIO 1

You and your three close friends are hanging out at one of their houses. Your friend's parents are out for the night. A few more kids from school come over to the house. You are not close friends with them, just classmates. One of the kids who comes over has a joint and offers to share it with you and your friends. Two of your friends decide to try it, but you and another friend are hesitant.

SCENARIO 2

You and your friend are planning to go to a party later on tonight. Your friend has an older sibling that drinks, and your friend knows where their sibling hides their alcohol. Your friend says that they will sneak the bottle out of their sibling's room so that you both can drink it at the party.

SCENARIO 3

You are at rehearsal for the school play and everyone is working hard because opening night is in a few days. A lot of the kids are stressed about keeping up with their homework and attending extra rehearsals for the play. During a break, one of your classmates says they are prescribed Adderall and it helps them focus and they are able to get all of their work done. They offer to sell some to anyone who wants it.

Office of District Attorney Jonathan W. Blodgett
Choose to Refuse! • A Middle School Substance Abuse Education Prevention Program

Scenarios_Handout.pdf



Office of District Attorney
Jonathan W. Blodgett
Ten Federal Street
Salem, MA 01970
(978) 745-6610

www.mass.gov/essexda

