

REAL LIFE TEENS DRUG ADDICTION

Teacher's Resource Guide Q399DVD

Intended Audience

This program is designed for use with a general high school audience, grades 8-12, home schooler's, teen clubs and social organizations, social service agencies and health departments, hospitals, churches, young offenders facilities and any place where teens, whether normal or troubled can be reached.

Introduction

Today's teens are more exposed to illegal, prescription and over the counter drugs than ever before. Many teens are starting to see drug use as part of the normal teenage experience whether to escape, self-medicate, get instant gratification, or hide feelings of low self-esteem and lack of confidence. This program discusses the ways teens can resist pressure to try drugs, ways they can say "no" to their friends and the dangers and consequences if they don't ...

Learning Objectives

After completing the program students will have a better understanding of the effects of drug addiction. Students will discuss the negative effects of addiction and why it can be detrimental to a teen's future.

Discussion Topics/Questions

- The dangers of trying drugs – even if you think "you'll just try it "once"
- How to deal with the temptation and peer pressure to try drugs
- How doing one drug (like cigarettes or marijuana) can lead to abuse of other drugs
- The core issues of why teens try drugs and alcohol
- How to recognize the warning signs of addiction?
- What friends can do to guide or inform of the dangers and consequences
- Where a teen can turn to for help

7 Popular Myths about Drugs, Addiction and Recovery

Myth #1:

If it's a prescription, it must be safe; you can't get addicted to something a doctor prescribes. Drugs are drugs, if they're not used as they were intended – they are dangerous.

Myth #2:

"Natural" drugs are safer than synthetic ones. Marijuana mushrooms and other "natural" highs alter brain chemistry and produce dangerous side effects. No drugs are harmless.

Myth #3:

If you have a stable school and family life, you're not addicted. You may still have a drug or alcohol problem. Holding down a job or managing your grades doesn't mean you're not addicted—it could mean that you have a tolerant teacher or tolerant friends and parents who haven't picked up on the warning signs.

Myth #4:

Drug addiction is a choice. Drug use is a choice and prolonged use changes your body and brain chemistry. When that happens, the user no longer appears to have a choice—that is when use and misuse become addiction.

Myth #5:

Detox is all you need. Detox is difficult and it's just the beginning. It is the first step towards recovery. Addiction is a chronic illness—like diabetes, asthma or hypertension, it needs to be managed throughout life. There is no cure.

Myth #6:

If someone in recovery uses drugs or alcohol again, they'll be right back where they were when they first stopped. This can be a self-fulfilling prophecy. If you believe that one drink will throw you back to "square one," then it will. However, it is entirely possible to relapse, realize your mistake and get right back in recovery.

Myth #7:

Addicts are bad people. Addicts aren't "bad" people trying to get "good," they're people with serious issues trying to get well. They are proof that addiction doesn't discriminate—but, thankfully, neither does recovery.

Presenting the Program:

To prepare a lesson plan for each program, please review the suggested outline below.

1) Before Students View the Program:

Assign a brief essay on the student's view of the subject. Have available as many online reference guides and recommended books as possible to help generate class interest and participation. Discuss as a group what each student's advice would be on the subject to other teens. Preview each program and become familiar with the concepts presented. Opinions will vary and no answer should be considered wrong.

2) Students View The Program:

The first class viewing of the program should be uninterrupted.

3) After the First Viewing:

Students should be prompted to discuss the views of the teens featured in the program. The students may be asked whom they agreed with most and who they disagreed with most.

4) Second Viewing:

The second viewing will enforce and help students remember the subjects that they have just discussed. Students may point out which featured teens opinion they agreed or disagreed with. This viewing may be interrupted as needed to facilitate discussion. Teacher or students may prompt the pausing of the program. The concept of solutions regarding the issues brought up by the students is important to this discussion.

5) Post Activities and Discussion:

If appropriate - second brief essay may be assigned to compare the difference in the student's opinion before and after the viewing and discussion. Discussion questions may be used to stimulate interest in solutions, reinforce concepts and evaluate student comprehension.

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