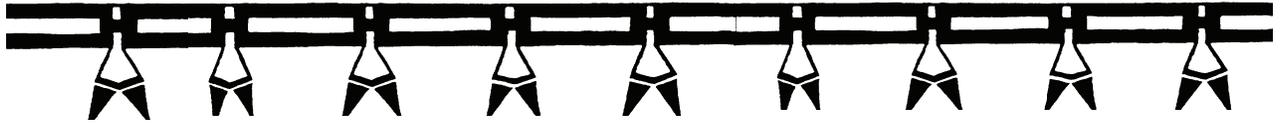


21: Drugs & Alcohol



Purpose:

To determine how drugs, alcohol and other substance use can increase the risk of STDs, HIV, and unplanned pregnancy.

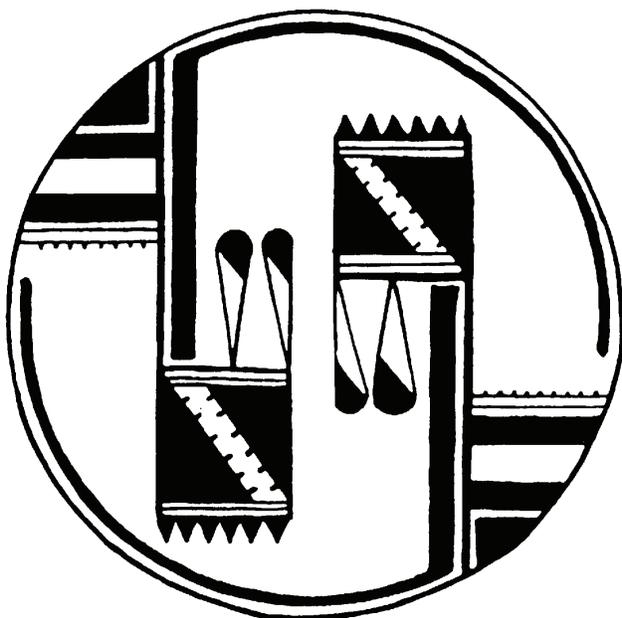
Stages of Change Process:

Getting information, involving emotions, thinking about how your actions affect others, building self-confidence

Learning Objectives:

By the end of this session, Native STAND members will be able to:

1. Describe how alcohol and drugs can increase the risk of STDs, HIV, and unplanned pregnancy.
2. Identify strategies to prevent high-risk behaviors when under the influence of drugs and/or alcohol.



Supplies/Materials:

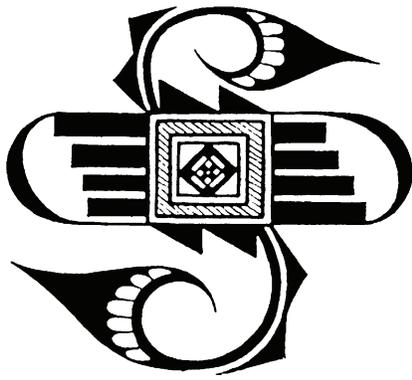
- Chart paper & markers
- 2 Barbie dolls with clothing and accessories
- 2 pairs of dishwashing gloves
- 2 pairs of goggles
- Vaseline
- Stopwatch
- Small prize for the winning team of Drunk Barbie activity (*optional*)

Resources/Handouts:

	RM	PM	HO
Words of Wisdom	●		
Drugs & Alcohol Myths & Statements	●		
Answers to Drugs & Alcohol Myths & Statements	●		
Additional Drug & Alcohol Facts	●	●	
Resources	●	●	

Preparation:

- Take some time to consider how to best address alcohol and drug use in your community. The students' maturity and degree of experience, and the extent to which alcohol and drugs are used and discussed in your community will impact how you address these issues.
- Display Words of Wisdom
- Set up laptop, computer with Internet connection, and screen for videos in activities #2 and #5.



1. Welcome/Overview

3-5 minutes, large group, adult facilitator

- Review Session 20: Healthy Relationships - Part 2.
- Answer any questions in the Question Box.
- Read Words of Wisdom and ask students to keep it in mind as you go through the session.
- Read today's WOW.

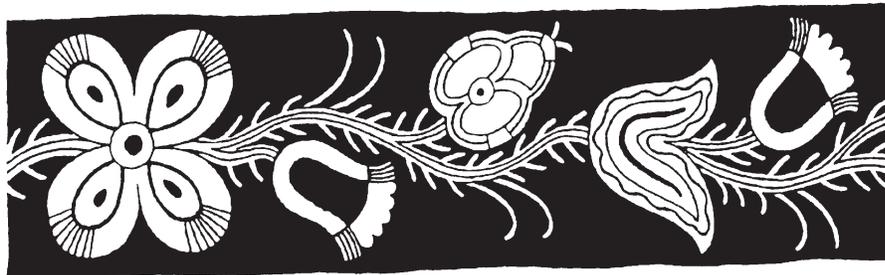
Touch not the poisonous firewater that makes wise men turn to fools and robs the spirit of its vision.

Tecumseh, Shawnee, c. 1800

2. Intro to Drugs & Alcohol

10-15 minutes, large group discussion with adult or teen co-facilitator, video clip

- In the past few sessions, we've spent a lot of time talking about very intense and emotional things. We've talked a lot about things you can do to deal with stress and depression and how you can tell whether you are in a healthy relationship. A lot of what we've been talking about centers around the need for you to feel confident to make decisions that are in your best interest. It's important to know what you need and want—and what you don't need and don't want—and to be proactive and confident in making your needs and wants known.
- Today we are going to talk about another important issue: alcohol and drug abuse. Youth often end up using drugs and alcohol because of peer pressure—because they don't know how to say “no” to their friends. In a future session we're going to learn some important strategies to communicate and negotiate in situations where peers may be pressuring you to do something you're not ready to do.
- Today, we are going to talk about the physical and mental effects of drugs and alcohol and how being drunk or high can put you at greater risk for getting an STD, HIV, or pregnant.
- Show Longhouse Media/Native Lens video on drugs and alcohol (6:20 minutes).
- Briefly discuss reactions to the video clip.



3. Drunk Barbie

20-25 minutes, competing teams, adult or teen co-facilitator

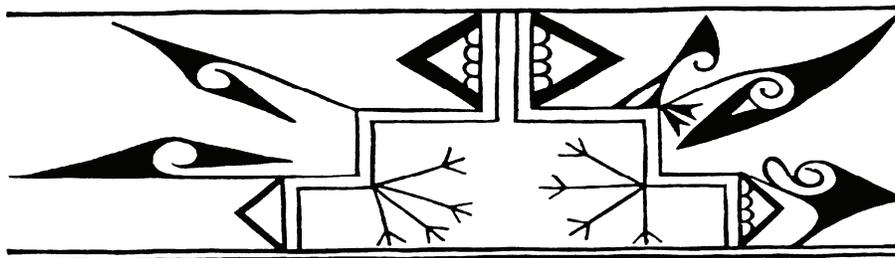
- Post chart paper to record times for each team.
- Divide students into two teams. Each team will select three members to represent them for this activity. Before you begin the activity, assign those team members numbers 1-3. (Do this before they realize what they are in for!)
- Each team gets a fully-dressed Barbie doll. Be sure there are small details included in the Barbie's' outfits such as a belt, shoes, jewelry, hairpieces, etc.
- The 1s will undress and dress their Barbie as fast as they can. They are not done until each article of clothing and each accessory is perfectly placed. Use a stopwatch to time each team.
- Next, explain that the 2s have been out to a party and each has had 1-2 drinks each. They will put on dishwashing gloves to undress and dress the Barbies. Time them and record the finish times for each.
- Next, explain that the 3s have been out partying and each has had 3-4 drinks. These guys are drunk. They will use the dishwashing gloves as well as goggles with Vaseline smeared on the lenses. Time them undressing and dressing the Barbies and record the finish times for each.
- Direct the students' attention to the chart paper. Point out how each pair of competitors got slower and sloppier as they drank more alcohol.
- Explain that the gloves demonstrated how drinking alcohol can impair motor skills. The goggles demonstrated how drinking alcohol can blur vision. These effects can make everything from driving to putting on a condom much more difficult and dangerous.
- Have a small prize for the winning team. *(Optional)*



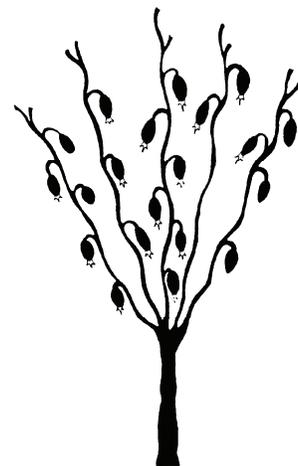
4. Effects of Drugs and Alcohol on Sexual Behavior

5-8 minutes, large group, adult facilitator

- Ask: How do you think using drugs and alcohol affects sexual behavior?
 - ◇ Relaxes sexual inhibitions.
 - ◇ Enhances romantic and sexual feelings.
 - ◇ Increases likelihood that intercourse will occur during adolescents' and college students' first dates.
 - ◇ Increases risk-taking behaviors.
 - ◇ Impacts ability to communicate clearly.



- Ask students if they know anyone who suffered negative sexual consequences as a result of drugs and alcohol such as:
 - ◊ They were influenced by alcohol or drugs to do something sexual.
 - ◊ They worried about STDs or pregnancy as a result of something they did sexually while drinking or using drugs.
 - ◊ They have used alcohol or drugs to feel more comfortable with a sexual partner.
 - ◊ They have had unprotected sex because they were drinking or using drugs.
 - ◊ They blacked out and were raped.
- Explain that many teens and young adults think that if they just drink once in awhile, on the weekends, out with their friends then they will not have any problems as a result of drinking. Explain the concept of bingeing: the consumption of several drinks in a row (5 drinks for men, and 4 for women) in a short time period. Emphasize the fact that binge drinking can especially impair decision-making and that social drinking does not make someone immune to the effects of alcohol.
- What should you do if you are drinking or using drugs and a situation comes up where you might have sex? (Brainstorm. Responses might include: have an agreement with my friends that they won't let me have sex with anyone while I'm high/drank, have a condom on hand and use it.)



5. **Myths & Facts About Drugs²**

30-35 minutes, two competing teams, adult facilitator

- This game will test the students' knowledge about drugs and their effects on health.
- Before the session begins, cut out the Myth & Fact Statements from the RM, fold them in half twice, and place them in a box or other similar container.
- Hang a piece of chart paper with two columns to keep track of the teams' scores.
- Divide students into two teams and have them line up on opposite sides of the room.
- Individual team members will take turns drawing statements about drug use from the container. Some of the statements are true and some are myths.
- After reading the statement aloud, the team member will consult with their entire team on the best answer. (Determine the maximum allowed time to come up with an answer [30-60 seconds] and make the teams adhere to the limit.)
- Teams will get 1 point each for a correct answer and an additional 1 point per answer if they provide information on why the statement is a myth or fact.
- When teams don't know the right answer, provide additional information from the Myths & Facts About Drugs Answers located in the RM.

1. Caffeine is the most widely used drug in the world.	2. It is rare for a teenager to be an alcoholic.
3. One out of every five people in the U.S. die from causes linked to cigarette smoking.	4. When people stop smoking cigarettes, they can reverse some of the damage to their body.
5. Babies exposed to secondhand smoke after birth have double the risk of Sudden Infant Death Syndrome (SIDS).	6. Drug addiction is a voluntary behavior.
7. Marijuana is not harmful because it is natural and comes from a plant.	8. You have to "huff" a lot of fumes (like glue, paint, gasoline, etc.) before it can hurt you.
9. Hallucinogens (like acid and "magic mushrooms") can affect you for a long time after taking them.	10. Methamphetamine is less harmful than crack, cocaine, and heroin.
11. Smoking marijuana is less dangerous than smoking cigarettes.	12. Beer and wine are safer than liquor.
13. Half of Native Americans over 12 years old currently use tobacco more than any other racial/ethnic group.	14. Taking someone else's prescription drugs is safer than taking illegal drugs, like cocaine or heroin.

² Adapted from Advocates for Youth Life Planning Education

- Repeat with the second team and alternate until everyone on both teams has had a turn.
- Have a small prize for the winning team. (Optional)
- Conclude the activity with these discussion points:
 - ◇ What other drugs or substances do your friends talk about using?
 - ◇ What other myths have you heard? Which ones do your friends still believe?
 - ◇ Which facts surprised you? Which myths?
 - ◇ Which myths are most harmful? Why?
 - ◇ How can you help friends who do not have accurate information about drugs and drug use?

OPTIONAL - Wrecked (IF TIME ALLOWS)

15-20 minutes, video clip, large group discussion with adult or teen co-facilitator

- Play the “Wrecked” video on Check Yourself (10:43 minutes) (<http://www.checkyourself.com/wrecked/aboutWrecked.aspx>)
- Briefly discuss reactions to the video clip.

6. Closing

3-5 minutes, large group, adult facilitator

- Refer students to the Resource List and additional information on drugs and alcohol. They should review the information on their own and bring any questions to the next sessions.
- Preview next session: Negotiation & Refusal Skills.
- Direct the students’ attention to the Words of Wisdom on the wall. Ask a volunteer to read the words and to share with the group what those words mean to him or her and how they relate to today’s session and activities.
- Adjourn.

Additional Drug & Alcohol Facts

What counts as 1 drink?
 $\frac{1}{2}$ ounce (oz) of alcohol = 1 standard drink =



5-oz shot of liquor

alcohol?

...e system, and
 ...become more
 ...taller body size
 ...ymes used to
 ...o they will have
 ...opposed to when
 ...unpredictable
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RESOURCES

Alcohol & Substance Abuse Treatment Locator
<http://www.samhsa.gov>
 Online resource for locating drug and alcohol abuse treatment programs sponsored by the Substance Abuse and Mental Health Services Administration (SAMHSA).

Check Yourself
<http://www.checkyourself.com>
 Teen-friendly site includes basic information, true stories, Q&A, quizzes, decision-making online games, and more. Developed by the Partnership for a Drug-Free America.

The Cool Spot
<http://www.thecoolspot.org>
 Youth-friendly, interactive website that gives teens a clearer picture about alcohol use among their peers and helps to develop skills to resist pressure to drink. Developed by the National Institute on Alcohol Abuse and Alcoholism (NIAAA).

Go Ask Alice: Alcohol & Other Drugs
<http://www.goaskalice.columbia.edu/ask.html>
 Columbia University's health Q&A Internet site.

NIDA for Teens
<http://teens.drugabuse.gov/facts/index.asp>
 Teen-friendly site with drug facts, Q&A, brain games, true stories. Developed by the National Institute on Drug Abuse.

TeensHealth
http://teenshealth.org/teens/drug_alcohol
 Website created for teens looking for honest, accurate information and advice about health, relationships, and growing up. Developed by Nemours, a leading pediatric health system.

Tips for Teens: The Truth About Alcohol
<http://nicat.samhsa.gov/resources/0424>
 A component of the Substance Abuse and Mental Health Services Administration's (SAMHSA) national clearinghouse for alcohol and drug information.

Too Smart to Start
<http://www.toosmartostart.samhsa.gov>
 A public education initiative sponsored by the Substance Abuse and Mental Health Services Administration (SAMHSA) to prevent underage alcohol use.



NOTES

