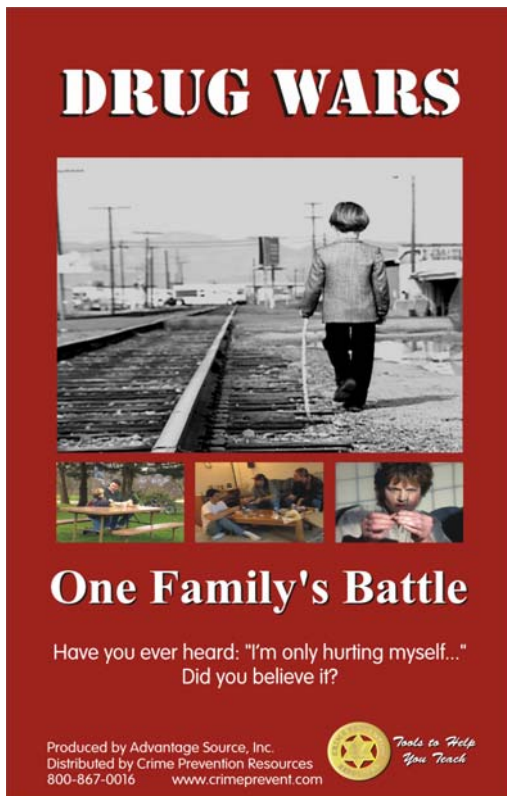


Instructor Guide

This CPR Productivity Pack is for use with the video:

Drug Wars: One Family's Battle



In this handout:

How to Use this Video Package	page 2
Discussion Questions	pages 3-4
Meeting Announcement Poster	page 5
Sample Press Release	page 6
How To Tell If Your Child Is Using Drugs	page 7
The 40 Developmental Assets For Healthy Youth	page 8

How to use this video package

DRUG WARS - One Family's Battle is designed to be used by anyone who has the task of disseminating information about drug abuse. Some of you will be able to develop a discussion outline by simply watching the video. For the rest of you, what follows is a brief guide that you can use as a starting point to stimulate discussion.

People Like Eric...

The story of Eric is one that many of us are familiar with. Some of us have run into an “Eric” on occasion. Sadly, we often didn't realize it at the time.

At an early age, Eric began his journey into the world of drug addiction by opening the door that lead to the use of alcohol, tobacco, and marijuana. We call these chemicals “Gateway Drugs” because they often lead to harder drugs. The most common danger in walking down this well-trod path is that, because these drugs are often seen as socially acceptable, the user finds more and more reasons to use them, and frequently in greater amounts.

As was the case with Eric, the user often acquires friends who teach their new “buddy” how to use drugs to greater effect. They also introduce their friend to substances with even greater potency, like cocaine, heroin, and methamphetamine. In short, these newly acquired “friends” become the people who teach kids all about drugs. Point out to your viewers that this is often the normal progression in drug abuse cases.

There is a tendency to stereotype drug users as longhaired, dirty, seedy looking, and uneducated. Eric, however, does not fit this stereotypical mold. He's clean-cut, athletic, educated, motivated, and personable. He comes from a good family background. He's also someone's son, brother, father, and friend. He is anybody that draws breath. He's you. He's me. He's our kid.

Eric shows us that the statement, "I'm not hurting anyone but myself" is nothing but a flimsy excuse drug users want you to believe, and sometimes even believe themselves.

Target Audience: Parents, teachers, clergy, students, recovering users, police officers, counselors. Ages 12 and up.

Date of Video: Release date was 03-17-98.

How to Incorporate Video Into Your Program: Supplement the video with discussion questions like those included in this guide.

How to Get The Most From This Video: Show it to that one person who says, "I'm only hurting myself." Use in prevention programs including: a community watch, neighborhood watch, or block meeting. Use it at school assemblies and PTO meetings. Show it to civic, health care, community organizations, and county health agencies. Show it to users and former users and to parents of those at risk. Use as part of on-going treatment / recovery curriculum.

Discussion Questions

1) How did Eric's drug use affect him?

- Encourage the viewers to speculate about Eric's level of self-esteem. Recall his shame at having to roll his sleeves down to hide his arms.
- Point out the physical effects of heroin withdrawal, and the psychological problems that resulted from Eric not getting the kind of treatment he wanted (methadone, etc.).
- Relate that as Eric continued his drug use he became suicidal when going through withdrawal.

2) How did Eric's drug use affect those around him?

- Highlight that while some family members bailed out of helping him with his problem, at least one of them stayed and was dragged deeper into his cycle of destruction.
- Point out that because of his addiction, there is a little boy who already lost one father and now has to deal with the loss of another.
- Bring into focus the sister's duty to tell both parents about Eric's death and the anguish that it caused them.
- Put the viewer in the place of Eric's fiancée, Kathy, who traveled hundreds of miles only to find Eric too late.

3) How could Eric have avoided getting involved with drugs in the first place?

- A greater degree of parental involvement.
- Earlier, direct intervention.
- Having a mentor to lead him down the right path.
- Diversions like sports, other activities.
- 'Tough love' when called for.

4) What are some of the dangers of using Gateway Drugs?

- Point out that Eric started using gateway drugs at an early age.
- Alcohol and tobacco may not be illegal for an adult but at the time that Eric started using them *they were illegal for him*.
- Greater degrees of intensity in stronger drugs.

- Social acceptability.
- Peer pressure to expand his experience to “better” drugs.

5) What caused Eric to use stronger drugs like Heroin?

- Point out that people usually don't intend to become addicted to stronger, more dangerous drugs.
- Show them where the true danger lies (what may appear to be harmless usually isn't.)
- Eric always had an excuse (his friend committing suicide, his girlfriend dumping him, etc.).

6) What was Eric like before and after he started using heroin?

Before: Personable, talkative, outgoing, the life of a party.

After: Despondent, quiet, tuned out, would fall asleep while friends were talking to him.

7) What were some of the withdrawal symptoms Eric suffered when he stopped using?

Shaking, sweating, feeling cold, diarrhea, vomiting, anxiety, sensitivity to light, and feeling suicidal.

8) What are some of the stereotypes of drug users?

Uneducated, dirty looking, poor, criminal background, runaways, depressed, losers.

9) What are some of the problems and feelings those left behind will have to face?

Grief, loss, anger, guilt. Always asking, “what if” questions. Many think they should have/could have done more.

10) Why do you think drug users believe they will never go on to use harder drugs?

- People feel they are strong enough to avoid the temptation.
- They believe their drug-using friends won't pressure them to try other drugs.
- They feel they won't get addicted if they try it just once or twice.
- They say they don't know anyone who sells harder drugs.
- They know they can't afford it so why even get started.

“I’m not hurting anyone but myself”

Find out why this isn’t true when someone decides to start using drugs. *Drug Wars: One Family’s Battle* brings to light how a drug user’s addiction causes friends and families to suffer.



You can help prevent young people from becoming addicted to drugs. Come to this important meeting.

Date:

Location:

Time:

For more information, contact:

Phone:

Photocopy
and
distribute/post

Sample Press Release

Use this release to announce availability of *Drug Wars: One Family's Battle* in newspapers and on TV/radio.

Instructions: Substitute your own information for the material in boldface.

NEWS RELEASE

Today's Date: **January 22, 2004**
For Immediate Use

Contact: **Ira Lee, 892-1234**
Sally Forth, 782-5678

One Family's Battle With Heroin

[Your agency name] will offer a special substance abuse prevention program **Tuesday, January 27**. The half-hour-long program will begin at **7:00 p.m. in the YMCA meeting room at 321 May Street**.

"The program will look at how quickly and easily people can become addicted to drugs and how their addiction affects those around them," according to **Ira Lee, community resources director**. "This is a powerful program that addresses the affects of drugs use on friends and family."

Lee indicated that the presentation will include a new video called *Drug Wars: One Family's Battle*. "It's basically a wake-up call for those who think they can't or won't become addicted to drugs," said Lee of the video. "It shows us how bad choices hurt more than just ourselves."

If you cannot attend the meeting on **Tuesday**, contact **[agency name] at 782-5678** if you have questions or would like to borrow the video. It is recommended for viewing by students of all ages, parent-teacher organizations, civic groups, and community/neighborhood watch groups.

How to tell if your child is using drugs

If you believe that your child is using drugs, you need to get help. It doesn't matter why you have suspicions. Whether it is based on evidence or other information, do not ignore your feelings—get some help! Also, don't blame yourself for what has happened. Often parents think it may be something they have or haven't done. The reason your child is using isn't important. What's important is that you act quickly. The sooner you do, the sooner your child will be able to get help.

Warning Signs

No sign will pop up on your child's forehead saying that he or she is having a problem, but if you are alert you can see some of the indications.

Actions

- ✓ As children grow older, we see changes in their actions and behavior. Often we figure that this is just part of growing up. Though these changes may be subtle, they may also be warning signs. Pay attention! Here's what to look for:
- ✓ Your child spends a lot of time in his room or away from home.
- ✓ You notice a change in his personal grooming habits.
- ✓ Your child appears withdrawn from family contact and activities.
- ✓ She demonstrates a lack of responsibility.

Appearance

One tip-off of possible drug use is a change in the physical appearance of your child. Even if there is no drug involvement, her loss of concern about her general appearance may be an indicator of low self-esteem. In either case, you should talk to your child. Here are some things to look for:

- ✓ You notice a change in your child's personal appearance and grooming habits.
- ✓ You notice a drastic change in dress.
- ✓ He stops caring about the way he looks.
- ✓ Her hair is unkempt.

- ✓ She uses makeup more liberally.

Behavior

Look for:

- ✓ Changes – becomes aggressive or more withdrawn.
- ✓ Mood swings – quickly goes from happy to sad.
- ✓ Poor grades in school, or drastic change in grades.
- ✓ Poor attendance in school.

Paraphernalia

Certain items are associated with the use of illegal drugs. Although by themselves they may not be a warning sign, they should make the parent or guardian be more watchful.

Roach clips – used to hold the dope when it is too small to hold with the fingers.

- ✓ Water pipes – used for smoking marijuana and other dope that is smoked.
- ✓ Brass or glass pipes – also used to smoke certain types of dope.
- ✓ Cigarette lighters and matches – often found in pockets. If the child doesn't smoke cigarettes, then what other use could he or she have for it? Starting fires? Many times burned matches are found lying around the child's room or places he or she frequents.
- ✓ Eye drops – Many drugs cause the user to have red eyes, which can be masked by eye drops.

Where to find help

- ✓ Schools have counselors and sometimes school psychologists who can help. And if they can't, they can at least point you in the right direction.
- ✓ Your local law enforcement agencies have community relations, community resources, and drug prevention officers who can refer you to local agencies that can help.
- ✓ Your community may have a public health department. This agency should be able to offer assistance or direct you to another resources for drug programs.
- ✓ Alcoholics Anonymous and Narcotics Anonymous have chapters in almost every city in North America. Check your telephone book (white pages) for a local phone number.
- ✓ Your community has other parents facing this same problem. They can be found through the school system, parent-teacher organizations, Alcoholics Anonymous, hospitals, and community or neighborhood watch groups.
- ✓ Your personal or family physician may be able to offer some solutions, or refer you for help.
- ✓ Check the yellow pages under Drug Treatment, Drug Abuse and Drug Rehabilitation. Be sure to check out any treatment center. If you know of any people who have been to one of these treatment centers, contact them for information. Shop around until you find one that fits your needs and is recommended by others.
- ✓ There are many good books about overcoming problems with substance abuse in children and teens. Check with your local library.

The 40 Developmental Assets for Healthy Youth

The Search Institute of Minneapolis, MN (www.search-institute.org) has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible. There are eight categories of assets, four external and four internal. Each asset is listed in bold. (Printed with permission of Search Institute.)

Support (External Assets)

1. **Family support** – Family life provides high levels of love and support.
2. **Positive family communication** – Young person and her parent(s) communicate positively; young person is willing to seek advice and counsel from parent(s).
3. **Other adult relationships** – Young person receives support from three or more non-parent adults.
4. **Caring neighborhood** – Young person experiences caring neighbors.
5. **Caring school climate** – School provides a caring, encouraging environment.
6. **Parent involvement in schooling** – Parent(s) actively involved in helping young person succeed in school.

Empowerment (External Assets)

7. **Community values youth** – Young person perceives that adults in the community value youth.
8. **Youth as resources** – Young people are given useful roles in the community.
9. **Service to others** – Young person serves in the community one hour or more per week.
10. **Safety** – Young person feels safe at home, at school, and in the neighborhood.

Boundaries and Expectations (External Assets)

11. **Family boundaries** – Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School boundaries** – School provides clear rules and consequences.
13. **Neighborhood boundaries** – Neighbors take responsibility for monitoring young people's behavior.
14. **Adult role models** – Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence** – Young person's best friends model responsible behavior.
16. **High expectations** – Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time (External Assets)

17. **Creative activities** – Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs** – Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. **Religious community** – Young person spends one or more hours per week in activities in a religious institution.

20. **Time at home** – Young person is out with friend "with nothing special to do" two or fewer nights per week.

Commitment to Learning (Internal Assets)

21. **Achievement motivation** – Young person is motivated to do well in school.
22. **School engagement** – Young person is actively engaged in learning.
23. **Homework** – Young person reports doing at least one hour of homework every school day.
24. **Bonding to school** – Young person cares about school.
25. **Reading for pleasure** – Young person reads for pleasure three or more hours per week.

Positive Values (Internal Assets)

26. **Caring** – Young person places high value on helping other people.
27. **Equality and social justice** – Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity** – Young person acts on convictions and stands up for her beliefs.
29. **Honesty** – Young person "tells the truth even when it is not easy."
30. **Responsibility** – Young person accepts and takes personal responsibility.
31. **Restraint** – Young person believes it is important not to be sexually active or use alcohol or other drugs.

Social Competencies (Internal Assets)

32. **Planning and decision-making** – Young person knows how to plan ahead and make choices.
33. **Interpersonal competence** – Young person has empathy, sensitivity, and friendship skills.
34. **Cultural competence** – Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance skills** – Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful conflict resolution** – Young person seeks to resolve conflict nonviolently.

Positive Identity (Internal Assets)

37. **Personal power** – Young person feels he or she has control over "things that happen to me."
38. **Self-esteem** – Young person reports having high self-esteem.
39. **Sense of purpose** – Young person reports that "my life has a purpose."
40. **Positive view of personal future** – Young person is optimistic about his personal future.