



SUBSTANCE ABUSE PREVENTION



Students learn about the resources for staying drug-free, and how to channel their energy into positive outlets as a substitute for drug use.

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Introduction to Urban Tech and the Youth Leadership Academy

Who We Are

The National Urban Technology Center, Inc. (Urban Tech), a 501(c)(3) education not-for-profit, was founded in 1995 to provide access to technology and training to address the widening computer literacy and achievement gap in inner-city communities. Urban Tech's primary focus is to transfer educational tools to schools and community-based organizations nationwide for promoting life skills, academic performance, and workforce preparation among young people, ages 10 to 19. Urban Tech accomplishes its mission through its two flagship programs, SeedTech® and the Youth Leadership Academy (YLA).

What We Do

The Youth Leadership Academy (YLA) was developed by the National Urban Technology Center (Urban Tech) to equip youth with the practical skills necessary to become productive, self-fulfilled and achievement-oriented adults. The life skills taught in YLA are the tools needed to make healthy lifestyle choices, to effectively present oneself in the workplace, to manage one's income resourcefully, and to make positive life goals and decisions. YLA was also designed to teach computer skills, and to address a range of important issues including school dropout, drug awareness and teen pregnancy. YLA empowers young people by opening the doors to education and career options, and by raising the self-esteem of young people so they are comfortable pursuing new opportunities. It encourages participants to become self-sufficient and instills behaviors such as punctuality, the spirit of teamwork and cooperation, and the ability to accept constructive criticism.

12-Year Track Record

- ✓ **460,000 people served**
- ✓ **500 Computer Training Centers**
- ✓ **200 Youth Development Programs**
- ✓ Recognized by the Verizon Foundation for "improving academic performance and workforce preparedness among at-risk youth." *Success Award: Partnership for Developing America's Future Leaders given by the Verizon Foundation, 2005*
- ✓ Recognized by the Ford Foundation and Harvard University, Urban Tech's SeedTech program with the U.S. Department of Justice is considered an "...exemplary program in American Government." *Innovation Award given by Harvard University and Ford Foundation, 2000*
- ✓ Recognized as a "...model for bringing technology to people in inner-cities and remote rural areas." *International Journal of the W.K. Kellogg Foundation, 1997*

Outcomes

- ✓ **Engaging Students** – "Students in Urban Tech programs respond with sheer enthusiasm to learning and exemplify the higher order thinking skills necessary to master classroom material and extend learning into their daily lives." *Youth Leadership Academy 2-Year Evaluation in Newark, NJ, Martin Finkelstein, Ph.D., 2007*
- ✓ **Increased Reading and Math Skills** – YLA participants' reading scores improved by 46% and math scores increased by 40% over 3 years, accompanied by a 26% increase in attendance, and a 100% graduation rate after the introduction of YLA into the curriculum. *Evaluation of YLA in Montclair High School, Elaine M. Walker, Ph.D., 2003*

Overview of “Substance Abuse Prevention”

A study by the National Institution on Alcohol Abuse and Alcoholism found that people who began drinking before they turned 15 were four times more likely to develop alcoholism than those who started drinking at the legal age of 21 (CNN, 1998). Also, a 16 year old is more likely to die from an alcohol related problem than any other cause. Based on these alarming facts, YLA has researched and developed learning strategies and curriculum for helping youth prevent alcohol and drug abuse so that they can avoid the pitfalls that stand in the way of achieving their goals and reaching their full potential in life.

This module helps adolescents become more aware of the social factors that create pressures to use drugs and learn ways to resist these pressures. YLA seeks to build the critical thinking skills necessary for teenagers to assess risk and the consequences of

using drugs and alcohol, and the problem-solving skills to deal with issues that make them vulnerable to drugs and alcohol. Participants will take steps to increase their self-control and self-esteem, develop coping skills for relieving stress and anxiety, and build positive, healthy attitudes despite the negative and unhealthy influences they may face.

On the Reel features the Crew – Shawna, Anthony, and Manny, all experiencing social pressure to use alcohol or drugs. Participants brainstorm ways to help the Crew become more critically aware of their environment and make decisions about their daily actions. Most importantly, participants can role-play and personalize the risks and challenges that the Crew undergoes. Ultimately, the participants will see the value in becoming “powers of example”, or role models, to fulfill their own dreams and make a difference in their community.

Goals for Learning

- ✓ Develop an awareness of how environmental influences and messages in the media affect drug and alcohol use;
- ✓ Understand and personalize the progression of substance use and abuse;
- ✓ Understand the physical, emotional and psychological effects of drugs and alcohol;
- ✓ Understand the connection between drug use, violence and other risky behaviors;
- ✓ Understand the relationship between daily attitudes and actions and achieving one’s future goals;
- ✓ Learn coping skills to refuse explicit drug offers and to protect oneself in drug-related situations;
- ✓ Learn about resources for how to stay drug-free and get help for drug-addiction and alcoholism;
- ✓ Learn to channel energy into positive outlets as a substitute for drug use.



Instructor Preparation Guide

The *Substance Abuse Prevention Curriculum Guide* is divided into 9 sections. The first half of the module is intended to examine the impact of social and media influences on youth, and to investigate participants' attitudes about drugs and alcohol. In the second half of the module, participants learn how to take control of their lives and daily actions. They also learn refusal skills to use during high-risk situations and set daily goals to live a drug-free life.

The following is a list of suggestions that will make the implementation of this curriculum enjoyable and feasible for the instructor. Use this guide, as well as the Session Plan on pages 9–10, to plan your lessons.

Prepare before class

- Watch *On the Reel: The Trouble With Dime Sacks* and use the note-taking worksheets on pages 7–8 to record your thoughts.
- Become familiar with all the activities in the Session Plan, the content of the Interface and the procedures in the Instructor's Notes in the curriculum guide, so that you are comfortable teaching this material.
- Collect related news articles to bring the topics covered in this module into context.

During class

- Have participants bring in, or provide, a “Substance Abuse Prevention” journal. The journal can be a place where they reflect at any time on the information being presented to them and record the changes they are electing to make in their own lives based on the topics of the curriculum.
- Vocabulary found in the curriculum will often be new to participants. Provide participants with a photocopied glossary of these words to use as a reference. The participants can then highlight the glossary words on the list as they are used in each activity. The instructor should also use the glossary words at all times to model and reinforce the correct usage of the words, helping to make them part of the participants' everyday vocabulary.

Review Worksheet: Modeling Positive Alternatives

- ▶ Summarize in your own words the key ideas in the following Break It Down activities:





Take the Wheel

Cope Not Dope

Be a Power of Example

Substance Abuse Prevention Session Plan: Sessions 1–5

This is a suggested session plan to integrate YLA's components. It offers an order, time frame, and page number for activities that are in this Curriculum Guide.

Session 1	Session 2	Session 3	Session 4	Session 5
<p>Final Answer: First Answer  Participants complete a pre-program survey of their attitudes, behavior, and knowledge about substance abuse. CG pg. 11 • 10 Minutes</p>	<p>Break It Down: Recognize the Hype  Participants learn to recognize con artists, be aware of the messages they use to get what they want, see how daily images about drugs appear in the community, and look at how the messages try to pull them in. CG pg. 21 • 20 Minutes</p>	<p>We Got Game: Perpetrating Rhymes  Participants compete in teams to identify songs. They also analyze lyrics to better understand the messages that are being sent to teens about drugs. CG pg. 29 • 30 Minutes</p>	<p>Hot Link Library: The Missing Link  Participants review the website directory and then write suggestions for additional sites to help enrich the listing. CG pg. 44 • 30 Minutes</p>	<p>Break It Down: Come Correct  Participants are encouraged to be honest about their own drug use, learn how drugs affect their body, and begin to weigh the consequences of drug and alcohol abuse. CG pg. 51 • 30 Minutes</p>
<p>Break the Ice: Identifying the Source and Signs This exercise previews the impact of social and media influences, investigating attitudes about drugs and alcohol, and getting the facts on drug and alcohol use. CG pg. 14 • 20 Minutes</p>	<p>Write to the Point: Recognize the Hype  Participants tell a story about a time when they realized someone was pressuring them or someone they know to use drugs. CG pg. 26 • 30 Minutes</p>	<p>Break It Down: Take Your Temperature  Participants pinpoint hot buttons, get to know what makes them uncomfortable, and examine how these feelings may lead to risky behaviors. CG pg. 38 • 30 Minutes</p>	<p>We Got Game: Read the Signs  Participants place characters on a progression chart based on what they know about each person's drug usage. Then they look at their own behavior to see where they would place themselves on the chart. CG pg. 46 • 30 Minutes</p>	<p>Write to the Point: Come Correct  Participants tell a story about how they felt when they began to see the dangers of drug and alcohol use. CG pg. 56 • 30 Minutes</p>
<p>On the Reel: The Trouble with Dime Sacks  Anthony offers Shawna a hit off his joint, but when Manny sees what's happening, he freaks out on them. CG pg. 17 • 10 Minutes</p>				

Substance Abuse Prevention Session Plan: Sessions 6–10

This is a suggested session plan to integrate YLA's components. It offers an order, time frame, and page number for activities that are in this Curriculum Guide.

Session 6	Session 7	Session 8	Session 9	Session 10
<p>Break the Ice: Modeling Positive Alternatives This exercise previews taking control of one's life through daily actions, learning how to cope in high risk situations, and setting daily goals to live a drug-free life. CG pg. 59 • 30 Minutes</p>	<p>Break It Down: Cope Not Dope Participants learn to recognize drug behavior, identify what they can and cannot control, stay away from situations that might lead to drug use, and reach out for help if they need it. CG pg. 66 • 30 Minutes</p>	<p>We Got Game: Tricky Situations Participants role-play to demonstrate key points about how to talk to someone about their substance abuse problem and how to stay drug-free at a party. CG pg. 74 • 60 Minutes</p>	<p>Break It Down: Be a Power of Example Participants learn to set daily goals, find positive alternatives, locate support networks among peers, and share their experience, strength and hope with others in the community. CG pg. 86 • 30 Minutes</p>	<p>Final Answer: Pays to Play Participants are quizzed on their retention of module content. CG pg. 91 • 40 Minutes</p>
<p>Break It Down: Take the Wheel Participants develop a vision for the future, look at the "disconnect" between their vision and what they are doing today, become aware of defense mechanisms keeping the "disconnect" going, and learn that they have the power to change their lives. CG pg. 62 • 30 Minutes</p>	<p>Write to the Point: Cope Not Dope Participants tell a story about when they used coping skills in a drug or alcohol situation where they felt uncomfortable. CG pg. 71 • 30 Minutes</p>	<p>Final Answer: Final Answer Participants complete a post-program survey of their attitudes, behavior, and knowledge about substance abuse. CG pg. 94 • 20 Minutes</p>		

Instructor Notes

Final Answer: First Answer

Pages 12–13

SECTION 1
PRE-ASSESSMENT

Background Note

Administer *Final Answer: First Answer*, YLA’s pre-assessment survey, to participants **before** the *Substance Abuse Prevention* curriculum is introduced. This is recommended because it allows you to assess the participants’ background knowledge and tailor activities according to their needs.

Objectives

- Demonstrate an understanding and awareness of the social factors that create pressures to use drugs, and how to resist these pressures.

Instructor Preparation

First Answer requires access to computers with internet connection. Review the survey’s questions prior to implementation to address any barriers that may arise due to reading comprehension.

Materials

Computers; internet access; and the *Substance Abuse Prevention Curriculum Guide*.

Instructional Procedures

- Before every exercise, you should present an overview of what the participants are about to do.
- Follow the instructions on pages 12–13 to guide you through *First Answer*.
- Tell participants to read the “Set Up” directions as you read them aloud.
- Tell participants that they will only be able to answer the *First Answer* survey once.
- Participants can view their progress in meeting the module’s goals for learning by accessing their portfolios. If this is the first time participants have completed a *First Answer* survey, you will need to direct them to their portfolio section.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Ask participants to write a question about a topic on the survey they would like to know more about. Post the questions on a bulletin board in your room. Tell participants they will find out the answer to their questions by the end of the unit.


Assessment

The results of the survey become part of the participant’s portfolio in APOLLO. View the surveys’ results in APOLLO by accessing your “Instructor Menu’s Assessment and Status Viewer.” If time constraints prevent you from viewing each participant’s survey individually, take a sampling of surveys to gauge participants’ prior knowledge.


After reviewing results, tailor the module’s activities to the needs of participants, taking full advantage of the extension and enrichment activities found in this guide.

Go to www.urbantech.org and click **YLA Login**.

Notes:

2. Enter  then click **Enter**.
3. Click on YLA Interactive!
4. Once the interface has appeared on your computer screen, click **MODULES**.
5. Select **8. THE TROUBLE WITH DIME SACKS**.
6. Roll mouse over fifth icon from left on the “Choose an Activity” screen:



7. Click .
8. After reading the instructions on screen, click **start**.
9. Select **1. FIRST ANSWER**.



FIRST ANSWER

SET UP:

This survey helps your instructor understand what you know and how you feel about topics covered in this module. Be honest when indicating your answers and don't worry about what you think the answer should be. You will have the opportunity to take the survey again at the end of the module to see how much you have learned.


DIRECTIONS:

Click the link below and take the questionnaire.

FIRST ANSWER QUIZ

10. After reviewing the First Answer directions, click **FIRST ANSWER QUIZ**.

continued on next page ▶

 The best responses are indicated on the following page, in blue. Participants will only be able to answer the Final Answer quiz once.

First Answer Quiz

- 1. The best way to help someone with a drug or alcohol problem is to try to control his behavior.**
 - a. Strongly agree (1 point)
 - b. Agree (2 points)
 - c. Disagree (3 points)
 - d. Strongly disagree (4 points)
- 2. Parties with drugs or alcohol are always more fun.**
 - a. Strongly agree (1 point)
 - b. Agree (2 points)
 - c. Disagree (3 points)
 - d. Strongly disagree (4 points)
- 3. People who offer drugs to you are NOT looking out for your best interests.**
 - a. Strongly agree (4 points)
 - b. Agree (3 points)
 - c. Disagree (2 points)
 - d. Strongly disagree (1 point)
- 4. In movies, music and on TV, drugs are usually made to seem less harmful than they really are.**
 - a. Strongly agree (4 points)
 - b. Agree (3 points)
 - c. Disagree (2 points)
 - d. Strongly disagree (1 point)
- 5. If a friend were going to drive drunk, you would take her keys away.**
 - a. Definitely (4 points)
 - b. Probably (3 points)
 - c. Maybe (2 points)
 - d. No (1 point)
- 6. If you thought you had a problem with drugs or alcohol, you would seek help.**
 - a. Definitely (4 points)
 - b. Probably (3 points)
 - c. Maybe (2 points)
 - d. No (1 point)
- 7. If someone offered you something to drink at a party and you didn't know what it was, you would refuse to try it.**
 - a. Definitely (4 points)
 - b. Probably (3 points)
 - c. Maybe (2 points)
 - d. No (1 point)
- 8. If your best friend experimented with drugs, you would experiment with her.**
 - a. Definitely (1 point)
 - b. Probably (2 points)
 - c. Maybe (3 points)
 - d. No (4 points)
- 9. Regular drinking puts you at a higher risk of _____.**
 - a. Contracting an STD
 - b. Diabetes
 - c. Breast cancer
 - d. All of these (4 points)
- 10. What is alcohol?**
 - a. A depressant
 - b. A substance that reduces coordination
 - c. A substance that can lead to liver damage
 - d. All of these (4 points)
- 11. Of the 12 million people arrested each year, the percentage under the influence of alcohol or drugs is:**
 - a. More than 50% (4 points)
 - b. 30-40%
 - c. 20-25%
 - d. 10-15%
- 12. A person who starts drinking in junior high is _____ to use drugs like cocaine than someone who waits until he is 21.**
 - a. more likely (4 points)
 - b. less likely
 - c. just as likely
 - d. unlikely

Instructor Notes

Break the Ice: Identifying the Source and Signs

SECTION 2
SET THE STAGE

Background Note

The *Substance Abuse Prevention* curriculum is divided into two parts. The first half of this module is intended to examine the impact of social and media influences on youth, and to investigate participants' attitudes about drugs and alcohol.

Objectives

- Discuss the goals of Sections 2–4 of the *Substance Abuse Prevention* module:
 - Take a closer look at the messages about drugs and alcohol;
 - Uncover and explore feelings and attitudes that put them at risk for using drugs;
 - Get informed about the consequences of drug use and abuse.

Instructor Preparation

Collect related news articles and internet resources to bring the topics covered in Sections 2-4 into context. Good examples are articles about the consequences of drug and alcohol use. This includes a wide range of topics such as drug related violence, the consequences of drug dealing and incarceration, and the traumatic effect drugs can have on families. Also, because young people pay attention to the lives of media and sports stars, articles about stars who have become addicted to drugs and alcohol and lost their ability to perform may help participants to see the long term detrimental effects of alcohol and drugs.

(optional) Ask participants to bring in journals that will be used throughout the unit. You should also prepare a modeling activity to demonstrate what is expected of the participants during journaling activities.

Materials

News articles (optional); internet resources (optional); journal (optional); and the *Substance Abuse Prevention Curriculum Guide*.

Instructional Procedures

- Get the participants excited about the activities in *Substance Abuse Prevention* with a glimpse of *We Got Game: Perpetrating Rhymes*.
- Explain to participants that the goal of this module is to help them become critical thinkers about the use of drugs and alcohol and sharpen their decision-making skills in order to resist the everyday pressures that lead to drugs. Explain that they have the power to shape their own lives and build a positive future for themselves.
- Emphasize that the goal of this module is to build upon what they already know about drugs and alcohol and give them further information to help them make their own decisions about becoming drug-free. Tell participants that the activities and discussions are intended to make them aware of risks and not to judge their current actions.
- Start a discussion about drugs to open up the topic. Ask questions like:
 - How serious a problem are drugs and alcohol for teenagers?
 - What are some of the consequences of drugs that you have seen?
 - Why do you think teens drink or use drugs?
- Review the objectives of the unit with participants.
- Read selected articles or internet resources with participants to bring these issues into context.

continued on next page ▶

Instructor Notes (continued)

Break the Ice: Identifying the Source and Signs

SECTION 2
SET THE STAGE

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Journal writing affords participants with time to reflect and speculate on paper, confident that their thoughts will be accepted without criticism. Ask participants to begin their journals by writing down a goal they would like to achieve during the *Substance Abuse Prevention* module.

Ask participants to reflect on the discussion questions by writing in their journals. Model the desired journaling techniques and format requirements by providing a sample journal entry.

Enrichment (optional)

Here are some suggested activities to extend participants' knowledge:

Create a bulletin board for the *Substance Abuse Prevention* module. The purpose of the board is to chart participants' progress towards reaching their goals. Participants can post work, submit work for their individual portfolios, or generate a "Wall of Ideas." A "Wall of Ideas" is place where participants add questions and comments as the unit progresses. Encourage participants to seek out the answers to these questions independently. Acknowledge those who actively submit answers by creating a rewards system, an example would be to record their names on an area of the bulletin board entitled "Wall of Ideas: Leaders."

Assessment

Use this discussion as an opportunity to assess the level of understanding the participants have of the topics in this module. This will help you to develop an approach to teaching the curriculum that targets the specific needs of the participants.

Journal Scoring Guide

Break the Ice: Identifying the Source and Signs

SECTION 2 SET THE STAGE

Name _____ Teacher _____ Date _____

Directions: Periodically review YLA participants' journals. Use this scoring guide to determine their need for specific instruction in good journal keeping habits. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

Primary Traits	Performance Criteria			
Mechanics				
Format: All entries clearly list <i>in the margin</i> : Date of entry Title of entry (e.g., <i>My Daily Routine</i>)	1	2	3	4
Organization: Entries appear in chronological sequence or as otherwise assigned	1	2	3	4
Effort				
Includes all assigned work	1	2	3	4
Is legible, presentable, coherent	1	2	3	4
Writing				
Fluent: Write with ease about a range of subjects	1	2	3	4
Developed: Includes examples, details, quotes when appropriate	1	2	3	4
Understanding				
Thorough: You write for the full time; your entries show you trying to fully understand or communicate an idea in writing	1	2	3	4
Insightful: The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character	1	2	3	4

Performance Evaluation Rubric	
Level	Control of trait or skill
1	Little or no evidence of use of target trait or skill.
2	Performance is characterized by many errors. Minimal evidence of use of target trait or skill. Does not meet performance standard.
3	Performance is characterized by few errors. Adequate evidence of use of target trait or skill. Beginning to meet performance standard.
4	Performance is characterized by minimal errors and compares favorably with same age peers' performance. Consistent evidence of appropriate use of target trait or skill. Meets performance standard.

Instructor Notes

On the Reel: The Trouble With Dime Sacks

Pages 19–20

SECTION 2
SET THE STAGE

Background Note

Mary J. Blige is an R&B recording artist who had a #1 hit in 2002 with “Family Affairs” off her CD, *No More Drama*. Mary acknowledges that there was a time in her life when she had her own problems with drugs and since then has done public service announcements as well as benefit concerts to spread a drug-free message to teenagers.

Objectives

- Identify environmental influences and messages that encourage drug use.
- Understand the physical, emotional, and psychological effects of drugs and alcohol.
- Understand the connection between drug use, violence and other risky behaviors.

Instructor Preparation

Review the objectives for the activities found in Sections 2–4 of the *Substance Abuse Prevention Curriculum Guide*. On page 7 you will find a note-taking page to record your observations and thoughts while watching *On the Reel: The Trouble with Dime Sacks*. After reviewing the results of participants’ pre-assessment surveys, tailor your notes to address your participants’ needs.

Materials

Computer(s); internet access or YLA CD-ROM; projector and/or speakers (optional); journal (optional); and the *Substance Abuse Prevention Curriculum Guide*.

Instructional Procedures

- Before every exercise, you should present an overview of what the participants are about to do.
- Recap the material from *Break the Ice: Identifying the Source and Signs*. Participants need constant reinforcement as they absorb the material.

- Review any difficult vocabulary before you begin the video, such as “propaganda,” “hypocrite,” or “vigilante.”
- The quote that appears on-screen sets the tone for the module. Have a participant read it aloud.
- Follow the instructions on page 19 of the curriculum guide to watch the animation.
- For younger participants, provide a second viewing, this gives them additional time to think clearly about the content matter.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

- After viewing *The Trouble with Dime Sacks*, write the quote used at the beginning of the animation on an overhead projector or chalkboard. Have participants interpret the quote in their own words using examples from the animation to support their ideas. For additional ideas on how to integrate quotation analysis into your curriculum, visit www.thinkfinity.org and enter the keyword “quotations.”
- Journal: Ask participants to analyze what they’ve seen. You may also suggest that they summarize, illustrate, or write down their thoughts.

Enrichment (optional)

Here are some suggested activities to extend participants’ knowledge:

Organize participants into small groups to analyze what they’ve seen. You may also suggest that they summarize, illustrate, or write down their thoughts.

continued on next page ▶

Instructor Notes (continued)

On the Reel: The Trouble With Dime Sacks

Page 19

SECTION 2
SET THE STAGE

Assessment (optional)

Use the Journal Scoring Guide on page 20 to assess the level of understanding participants have, as well as their levels of journal keeping skills. Print multiple copies of the Journal Scoring Guide for participants to review so they understand how they will be assessed. Make sure participants understand that they will not be judged on the value of their ideas, but will be evaluated based on the criteria outlined in the Journal Scoring Guide.

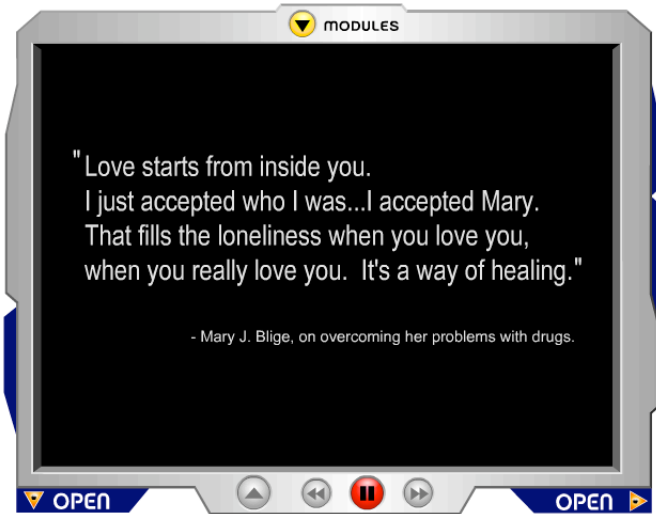


On the Reel: The Trouble With Dime Sacks

1. Roll mouse over first icon from left on the “Choose an Activity” screen: [Notes:](#)



2. Click .



The epigram that appears on-screen sets the tone for the module. Have a participant read it aloud. Click on the interface to pause the screen for more time. Click to resume play.

Who is Mary J. Blige?
Mary J. Blige is an R&B recording artist who had a #1 hit in 2002 with “Family Affairs” off her CD, No More Drama. Mary acknowledges that there was a time in her life when she had her own problems with drugs and since then has done public service announcements as well as benefit concerts to spread a drug-free message to teenagers.

Journal Scoring Guide

On the Reel: The Trouble With Dime Sacks

SECTION 2 SET THE STAGE

Name _____ Teacher _____ Date _____

Directions: Periodically review YLA participants' journals. Use this scoring guide to determine their need for specific instruction in good journal keeping habits. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

Primary Traits	Performance Criteria			
Mechanics				
Format: All entries clearly list <i>in the margin</i> : Date of entry Title of entry (e.g., <i>My Daily Routine</i>)	1	2	3	4
Organization: Entries appear in chronological sequence or as otherwise assigned	1	2	3	4
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Fluent: Write with ease about a range of subjects	1	2	3	4
Developed: Includes examples, details, quotes when appropriate	1	2	3	4
Understanding				
Thorough: You write for the full time; your entries show you trying to fully understand or communicate an idea in writing	1	2	3	4
Insightful: The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character	1	2	3	4

Performance Evaluation Rubric	
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3	Performance is characterized by few errors. Adequate evidence of use of target trait or skill. Beginning to meet performance standard.
4	Performance is characterized by minimal errors and compares favorably with same age peers' performance. Consistent evidence of appropriate use of target trait or skill. Meets performance standard.

Instructor Notes

Break It Down: Recognize The Hype

Pages 23–25

SECTION 3
SELF-AWARENESS

Background Note

Participants may not realize they are being taken advantage of— if it’s done by someone they trust. In *Break It Down: Recognize the Hype* participants identify how con artists take advantage of people, and become critically aware of the environmental influences in their lives.

Objectives

- Identify characteristics of con artists.
- Identify messages used to persuade others.
- Discuss how images and messages influence negative behavior.

Instructor Preparation

Review *Break It Down: Recognize the Hype* to become familiar with the content in the activity, as well as to begin thinking about the common images of drugs and alcohol in your community.

Materials

Computer(s); internet access or YLA CD-ROM; projector and/or speakers (optional); journal (optional); magazines; and the *Substance Abuse Prevention Curriculum Guide*.

Instructional Procedures

- Review any difficult vocabulary before you begin the activity.
- Ask if anyone has come in contact with a con artist—someone who has taken advantage of another person to get what they want. Then ask the participants to think of the types of “con artists” who take advantage of teens’ vulnerabilities to get them to smoke marijuana or use other drugs (the music industry, billboards, drug pushers) and brainstorm reasons for their doing this—what’s in it for them?

- Brainstorm all the words and expressions that they see in ads and in movies, hear in popular songs, or in conversations with their peers that may attract or “pull” teens into alcohol or drug use. For example, a large billboard showing beautiful people drinking beer and partying could be a “pull” for someone who wants to have fun and hang out with her friends.
- Follow the instructions on pages 23–24 of the curriculum guide to navigate *Break It Down: Recognize the Hype*.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Journal: Ask participants to describe all the images of drugs and alcohol that they see on their way to school in the morning. For example, do they see empty bottles of beer? Do they see people using or selling drugs? Do they see billboards advertising liquor? Do they see liquor stores lining the streets? Do they hear kids talking about doing drugs or getting drunk at a party? What effect do these daily images have?

Enrichment (optional)

Here are some suggested activities to extend participants’ knowledge:

Have participants bring in a magazine from home. Ask them to break into groups and identify advertisements, images or articles that address alcohol or drug use. Ask participants if they feel their examples promote or discourage alcohol or drug use. How does the example achieve its message? Are there certain magazines that have more of these messages than others? If so, why do participants feel that is the case?

continued on next page ▶

Instructor Notes (continued)

Break It Down: Recognize The Hype

Pages 23–25

SECTION 3
SELF-AWARENESS

Assessment

Use the Discussion Scoring Guide on page 25 to assess participants' levels of discussion skills. Give copies to the participants to review the characteristics of a good discussion and how to self-evaluate their own discussion skills.

Use the discussion as an opportunity to assess the level of understanding the participants have of the objectives of *Recognize the Hype*. This will help you to re-enter instruction based on the specific needs of the participants.

Vocabulary

hype, drug, con artist, agenda, enticing, image



Break It Down: Recognize The Hype

1. Roll mouse over second icon from left on the “Choose an Activity” screen:



2. Click .

3. After reading the instructions on screen, click **start**.

4. Select **1. RECOGNIZE THE HYPE**.



hype

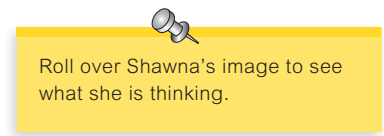
(noun) Exaggerated or deceiving claims made, especially in advertising. *Some companies use hype in their advertising in order to get you to buy their products.*

drug

(noun) A chemical substance that affects the central nervous system, causing changes in behavior and often addiction. *Alcohol is a drug because it affects the central nervous system and can be addictive.*

con artist

(noun) A person who takes advantage of the trust and confidence that has been placed in him. *The con artist got his sister to lend him \$25 to go to the 50 Cent concert by telling her that he needed the money to buy a textbook for school.*



Recognize The Hype

Today’s environment often glamorizes **drugs** and alcohol but there’s nothing glamorous about going to jail, not finishing school, or getting kicked off a sports team.

- ✓ Recognize the **con artists** and their **agendas**
- ✓ Be aware of how they use **enticing** messages to get what they want
- ✓ See how these daily **images** and messages appear in the community
- ✓ Look at how the messages pull you in

agenda

(verb) A list or program of things to be done or considered. *The agenda of the music industry is to get people to buy CDs.*

enticing

(adjective) Highly attractive and able to arouse hope or desire. *Anthony tries to create an enticing scene when he says the bench is like a private V.I.P. room.*

image

(noun) A vivid description or representation. *Alcohol companies use images of happy, young, beautiful people in their ads to make drinking seem more attractive.*

5. After reviewing the text on screen, click **next**.

continued on next page ▶

- 1. In what way is Anthony a con artist?** Anthony is taking advantage of his relationship with Shawna and her vulnerabilities to get her to smoke marijuana with him. In saying, “You’ve been misinformed by all that government propaganda,” he wants to influence her thinking about drugs and make her think drugs are harmless and okay to use.
- 2. What are some of the images of drugs and drug use in the Crew’s neighborhood?** The bench where Anthony hangs out and smokes marijuana, the beer can on the ground, the “burned out” crack house on Alexander Street, and drugged out people on the sidewalk where kids are walking home from school.
- 3. How does Anthony try to get Shawna to use drugs?** Anthony associates drugs with positive things that Shawna would like to have, like good music and good company. He is painting a picture of glamour, socializing, and entertainment to entice Shawna to use drugs. He says that drugs relax her and help her chill.
- 4. Do you think Shawna is pulled in? ___ Yes ___ No**
Yes. She doesn’t actually smoke marijuana with him and she tells him that she is not into doing drugs, but she is spending time with him and holds the drug in her hand. She could be a small step away from actually using the drug.
- 5. What do you think Anthony really wants?** He may want Shawna to get high so that he can have sex with her. Also, sometimes people who use drugs need companionship and reinforcement of their own behavior.
- 6. Tell a story about a time when you realized someone was pressuring you or someone you know to use drugs.**
Where did it happen? How were the drugs being represented? What was the message? How did the message affect you or the other person? What do you think the person really wanted?



The sentences after the boldfaced questions are possible answers.



Have participants vote on question #4 by a show of hands.



Participants will be asked to address #6 in writing during another exercise called Write to the Point.

Discussion Scoring Guide

Break It Down: Recognize The Hype

Name _____ Teacher _____ Date _____

Directions: Periodically observe a few students during a discussion. Use this scoring guide to diagnose their need for specific instruction in individual discussion characteristics. Or, use the scoring guide to evaluate the quality of control of discussion characteristics for grading purposes. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

Listener Demonstrates Behavior:	Always	Sometimes	Never
Body is turned towards speaker			
Makes eye contact with speaker			
Nods or smiles if appropriate			
Does not interrupt speaker			
Jots a brief note while listening with the intent of questioning or extending speaker's point			
Waits for speaker to finish before responding			
Quality of Discussion:	Above Average	Average	Below Average/ Needs Work
Asks relevant questions to clarify and show interest			
Asks the speaker to express him/herself in another way when unsure of what the speaker is saying			
Paraphrases/ summarizes speaker's main ideas to show understanding			
Reflects the speaker's feelings			
Shares ideas, thoughts and facts about the topic			
Sticks to the discussion topic by not including unrelated ideas or facts			
Comments express appreciation and respect towards speaker even when disagreeing			
Speaks clearly			