

DRUG ABUSE AND VIOLENCE: CAUSES AND EFFECTS

Date: _____	Observer Name: _____
Site (city, state) _____	School: _____
Instructor(s): _____ <i>(Please indicate if instructor is a substitute)</i>	# of students: _____
Time LST Started: _____	Time LST Ended: _____
Total time of LST lesson: _____	
If interrupted, how much time was taken from the lesson? _____ minutes.	
Did the lesson begin in a prior session? YES NO	If YES, draw a line above the first point made in THIS session

Check "YES" or "NO" to indicate if each teaching point below was covered when the session was taught.

	YES	NO
The Problem of Drug Abuse and Why People Use Drugs		
▪ Worksheet1: Understanding Drug Abuse (Student Guide pg. 10)		
▪ Define drug abuse as the compulsive use of one or more psychoactive drugs		
▪ People begin to use drugs for many different reasons		
▪ Drug abuse is a major factor in the spread of infectious diseases, violence and auto fatalities		
▪ Drug addiction is a process that begins with the occasional use of tobacco, alcohol or other drugs and develops as a person increases the amount (dosage) to experience the same effects		
▪ Lead a discussion and list reasons about why people begin using drugs (Student Guide, pgs. 9 – 10)		
▪ The most powerful influence to use drugs comes from people who are drug users themselves		
How Drug Abuse Starts and Becoming a Drug User		
▪ The first drugs people tend to use are those that are most available to them and used by the most people, typically tobacco and alcohol		
▪ There is a predictable sequence leading from alcohol and tobacco use to marijuana and the use of hard drugs like cocaine		
▪ Initially drug use is limited to social situations like parties or hanging out with peers		
▪ Once a pattern of addictive use has started, drug use tends to become a solitary activity where the primary goal is to experience the pharmacologic effects of the drug		
▪ Review the <i>Steps Leading to Drug-Abuse</i>		

DRUG ABUSE AND VIOLENCE: CAUSES AND EFFECTS

Drug Abuse Risk and Reducing the Risk for Drug Abuse		
▪ Discussed and defined the concept of risk factors		
▪ Having friends who use drugs is a risk factor for becoming a drug user		
▪ There are many risk factors, some are greater than others, and the more risk factors you have, the higher your risk for becoming a drug abuser		
▪ Worksheet 2: What’s My Risk? (Student Guide, pg. 11)		
▪ The higher your score the higher your risk		
▪ Even people with high risk scores can avoid becoming a drug abuser by taking specific steps to lower their risk		
▪ Worksheet 3: Lowering My Risk Factors (Student Guide, pg. 12)		
▪ Lead a discussion summarizing the actions identified by the students and adding others. (Teacher’s Manual pg. 3.8)		
Session Summary		
▪ Summarized key points in the Unit		

MAKING DECISIONS

Date: _____	Observer Name: _____
Site (city, state) _____	School: _____
Instructor(s): _____ <i>(Please indicate if instructor is a substitute)</i>	# of students: _____
Time LST Started: _____	Time LST Ended: _____
Total time of LST lesson: _____	
If interrupted, how much time was taken from the lesson? _____ minutes.	
Did the lesson begin in a prior session? YES NO	If YES, draw a line above the first point made in THIS session

Check "YES" or "NO" to indicate if each teaching point below was covered when the session was taught.

	YES	NO
Making Decisions and Solving Problems		
▪ Lead a discussion about recent decisions and their outcomes	<input type="checkbox"/>	<input type="checkbox"/>
▪ Sometimes we make decisions impulsively. It is important to take time when making careful decisions	<input type="checkbox"/>	<input type="checkbox"/>
The 3C's of Decision-Making and Decision-Making Practice		
▪ Review the 3 C's of Decision-Making model	<input type="checkbox"/>	<input type="checkbox"/>
▪ Demonstrate the 3 C's of Decision-Making	<input type="checkbox"/>	<input type="checkbox"/>
▪ Worksheet 4: Putting the 3 C's into Practice (Student Guide, p. 16)	<input type="checkbox"/>	<input type="checkbox"/>
▪ Important decisions require time and effort	<input type="checkbox"/>	<input type="checkbox"/>
▪ Conduct in-class practice of the 3 C's of Decision-Making	<input type="checkbox"/>	<input type="checkbox"/>
Session Summary		
▪ Summarize key points in the session	<input type="checkbox"/>	<input type="checkbox"/>

MEDIA INFLUENCES

Date: _____	Observer Name: _____
Site (city, state) _____	School: _____
Instructor(s): _____ <i>(Please indicate if instructor is a substitute)</i>	# of students: _____
Time LST Started: _____	Time LST Ended: _____
Total time of LST lesson: _____	
If interrupted, how much time was taken from the lesson? _____ minutes.	
Did the lesson begin in a prior session? YES NO	If YES, draw a line above the first point made in THIS session

Check "YES" or "NO" to indicate if each teaching point below was covered when the session was taught.

	YES	NO
Defining Media & How the Media Influences Us		
▪ Lead a discussion defining media		
▪ The major types of media are television, movies, radio, books, newspapers, magazines, billboards, CDs and the Internet		
▪ Media influences our thoughts and opinions		
▪ Electronic media (television, the internet) are particularly powerful because they reach millions of people using words and images		
▪ Evidence of the power of the media to influence can be found in billions of dollars that advertisers and political candidates spend on media		
Resisting Media Influences		
▪ Lead a discussion about the pros and cons of media influence on attitudes, opinions and beliefs		
▪ Lead a discussion about how some people can protect themselves from unhealthy or unwanted media influence		
▪ Some media influences are healthy, especially when it is an educational tool		
▪ In order to protect ourselves from negative media influences, it is first necessary to recognize the powerful impact the media can have on thoughts and actions (attitudes and behaviors)		
▪ One way to protect ourselves is to think critically about the messages being presented and their accuracy or the motivation of the person or organization who created the media message		

MEDIA INFLUENCES

Media Influences to Use Drugs & Resisting Media Drug Influences		
<ul style="list-style-type: none"> ▪ Worksheet 5: Looking at Media Influences (Student Guide, p. 20) 		
<ul style="list-style-type: none"> ▪ Media may present positive or negative information (pharmacologic effects, legal or social consequences, popularity of the drug) about the effects of drug use may influence our thoughts and actions 		
<ul style="list-style-type: none"> ▪ Media may influence or promote drug use by portraying it as glamorous, popular, cool, or exciting 		
<ul style="list-style-type: none"> ▪ Characters in media who are seen as popular, attractive or famous may serve as unhealthy role models and be imitated in an attempt to be like them 		
<ul style="list-style-type: none"> ▪ Lead a discussion about recent media they have seen or heard which promoted or glamorized drug use 		
<ul style="list-style-type: none"> ▪ Review the steps for protecting oneself from being influenced by unhealthy media messages: recognize influences, critically evaluate messages, develop resistance responses 		
<ul style="list-style-type: none"> ▪ Worksheet 6: Resisting Influences to Use Drugs (Student Guide, p. 21) 		
<ul style="list-style-type: none"> ▪ We can protect ourselves from media influences to use drugs by avoiding media with an obvious pro-drug bias 		
Session Summary		
<ul style="list-style-type: none"> ▪ Summarize the main points of the session 		

COPING WITH ANXIETY

Date: _____	Observer Name: _____
Site (city, state) _____	School: _____
Instructor(s): _____ <i>(Please indicate if instructor is a substitute)</i>	# of students: _____
Time LST Started: _____	Time LST Ended: _____
Total time of LST lesson: _____	
If interrupted, how much time was taken from the lesson? _____ minutes.	
Did the lesson begin in a prior session? YES NO	If YES, draw a line above the first point made in THIS session

Check "YES" or "NO" to indicate if each teaching point below was covered when the session was taught.

	YES	NO
Introduction and Definition of Anxiety		
▪ Review definition of Anxiety		
▪ Worksheet 7: Anxiety Self Assessment (Student Guide, pg. 23)		
▪ Everybody experiences anxiety to one degree or another		
▪ Knowing the situations that make us feel anxious can help us be better prepared to cope with them		
▪ Review anxiety reduction techniques taught in Middle School Level 2; Life Skills Training Relaxation Exercise, Deep Breathing, Progressive Muscle Relaxation, Mental Rehearsal, Positive Thinking		
▪ There are a number of techniques you can use. Some involve learning how to reduce the physical symptoms of anxiety and others help control anxiety provoking thoughts		
Review of Techniques & Coping With Anxiety: Skills Application		
▪ Review the steps for and organize practice of 5 techniques for coping with anxiety (Student Guide pg. 24-26): Relaxation Exercise, Deep Breathing, Hand Warming, and Positive Thinking. Appendix 1 Scenarios (Teacher's Manual, pg. 4.11) and Preparation and Practice		
▪ Worksheet 8: Action Plans for Improving My Ability to Cope With Anxiety (Student Guide, pg. 27)		
Session Summary		
▪ Summarize the main points of the session		

COPING WITH ANGER

Date: _____ Observer Name: _____

Site (city, state) _____ School: _____

Instructor(s): _____ # of students: _____
(Please indicate if instructor is a substitute)

Time LST Started: _____ Time LST Ended: _____ Total time of LST lesson: _____

If interrupted, how much time was taken from the lesson? _____ minutes.

Did the lesson begin in a prior session? YES NO If YES, draw a line above the first point made in THIS session

Check "YES" or "NO" to indicate if each teaching point below was covered when the session was taught.

	YES	NO
What Makes Us Angry and Staying in Control		
▪ Worksheet 9: That Makes Me Mad (Student Guide pg. 29)		
▪ Different things make different people angry but everyone feels angry sometimes		
▪ Just like anxiety, feeling angry has an unpleasant physical reaction		
▪ Just like anxiety there are things we can do to control our anger and feel better		
▪ Lead a discussion about what happens when people lose control of their anger		
▪ Point out that losing control can make the situation worse		
▪ If you know what makes you angry and the way your body feels when angry, you can help keep your anger in control		
Techniques for Controlling Anger		
▪ Reviewed and practiced the steps for techniques for staying in control. Staying in Control (Student Guide, pg. 30)		
▪ Some anxiety techniques such as deep breathing and mental rehearsal can help control anger		
▪ Worksheet 10: Reframing (Student Guide, pg. 31)		
▪ Sometimes things that make us angry have nothing to do with us personally		
▪ Changing our view of a situation can change our reaction to it		
Session Summary		
▪ Summarize the main points of the session		

SOCIAL SKILLS

Date: _____	Observer Name: _____	
Site (city, state) _____	School: _____	
Instructor(s): _____ <i>(Please indicate if instructor is a substitute)</i>	# of students: _____	
Time LST Started: _____	Time LST Ended: _____	Total time of LST lesson: _____
If interrupted, how much time was taken from the lesson? _____ minutes.		
Did the lesson begin in a prior session? YES NO		If YES, draw a line above the first point made in THIS session

Check "YES" or "NO" to indicate if each teaching point below was covered when the session was taught.

	YES	NO
Introductions & Greeting and Brief Social Exchanges		
▪ Lead a discussion about why it is important to have healthy social skills		
▪ Basic social skills help us have satisfying personal relationships.		
▪ People with poor social skills are generally less happy than those who have developed these skills		
▪ Worksheet 11: Rating My Social Skills (Student Guide pg. 34)		
▪ Identify social skills students feel comfortable using		
▪ Developing healthy social skills takes practice and by using them everyday you can quickly improve and increase your self-confidence		
Greetings & Brief Social Exchanges and Practicing Greetings		
▪ Lead a discussion about the importance of greeting someone and generate examples of greetings they use everyday		
▪ Because greetings are so brief they are a good way to practice overcoming shyness and improving your self confidence		
▪ Depending on the situation, a greetings may also be a way to start a conversation		
▪ Organize and conduct practice of greetings (Teacher's Manual pg. 6.3)		
Starting a Conversation		
▪ Review the tips for starting a conversation (Student Guide, pg. 33) and generate additional suggestions for starting conversations		
▪ Having a conversation with friends or someone you know well is easy because we are more relaxed with people we know		
▪ Talking with someone you don't know very well or at all is more difficult and these tips can help us kick off a conversation		
Keeping a Conversation Going and Ending a Conversation		
▪ Review the tips for Keeping a Conversation Going (Student Guide, pg. 33)		
▪ Review the tips for Ending a Conversation (Student Guide, pg. 33)		

SOCIAL SKILLS

	YES	NO
Superficial vs. "Deep" Conversations		
▪ Discuss the difference between superficial and deep conversations		
▪ Deep conversations are more personal, emotional, or meaningful		
▪ Deep conversations are more difficult and can lead to misunderstandings		
▪ Lead a discussion developing examples of deep conversations		
▪ Reviewed the Tips for deep Conversation (Student Guide, pg. 35)		
Practicing Social Skills		
▪ Organize and conduct practice of social skills using situations in the Appendix 1-2 (Teacher's Manual, pgs. 6.10 – 6.11)		
Session Summary		
▪ Summarize the main points of the session		

ASSERTIVENESS

Date: _____	Observer Name: _____
Site (city, state) _____	School: _____
Instructor(s): _____ <i>(Please indicate if instructor is a substitute)</i>	# of students: _____
Time LST Started: _____	Time LST Ended: _____
Total time of LST lesson: _____	
If interrupted, how much time was taken from the lesson? _____ minutes.	
Did the lesson begin in a prior session? YES NO	If YES, draw a line above the first point made in THIS session

Check "YES" or "NO" to indicate if each teaching point below was covered when the session was taught.

	YES	NO
Introduction		
<ul style="list-style-type: none"> ▪ Lead a discussion about: <ul style="list-style-type: none"> ○ Situations that call for an assertive response ○ why people find it difficult to stand up for themselves ○ the difference between assertive and aggressive responses ○ the advantages of being assertive 		
<ul style="list-style-type: none"> ▪ There are many reasons why people don't stand up for themselves including not wanting to start an argument or look foolish 		
<ul style="list-style-type: none"> ▪ Assertiveness means calmly and firmly standing up for your rights or expressing your thoughts and feelings without hurting others 		
<ul style="list-style-type: none"> ▪ There are many advantages to being assertive such as getting what want, personal satisfaction, increased self-esteem, and competency 		
Reviews of Verbal Assertive Skills		
<ul style="list-style-type: none"> ▪ Review and practice the steps for using three refusal skills (Student Guide, pg. 42): <ul style="list-style-type: none"> ○ Saying "No": Worksheet 13: Saying "No" (Student Guide, pgs. 40-41) ○ Making Requests and Asserting Rights: Worksheet 14: Making Requests and Asserting Rights (Student Guide, pg. 44) ○ Expressing Feelings: Worksheet 15: Expressing My Feelings (Student Guide, pg. 45) 		
<ul style="list-style-type: none"> ▪ "I" statements are assertive and an excellent way of letting others know how you feel 		
Non-Verbal Assertive Skills		
<ul style="list-style-type: none"> ▪ Review and practice the use of non-verbal assertive skills. (Student Guide, pg. 42), (Teacher's Manual, pg. 7.7), and Appendix 1: Practice Situations (Teacher's Manual, pg. 7.10) 		
Session Summary		
<ul style="list-style-type: none"> ▪ Summarize the main points of the session 		

RESOLVING CONFLICTS

Date: _____	Observer Name: _____
Site (city, state) _____	School: _____
Instructor(s): _____ <i>(Please indicate if instructor is a substitute)</i>	# of students: _____
Time LST Started: _____	Time LST Ended: _____
Total time of LST lesson: _____	
If interrupted, how much time was taken from the lesson? _____ minutes.	
Did the lesson begin in a prior session? YES NO	If YES, draw a line above the first point made in THIS session

Check "YES" or "NO" to indicate if each teaching point below was covered when the session was taught.

	YES	NO
Resolving Conflicts		
▪ Lead a discussion that develops a definition of conflict resolution		
▪ Conflict resolution is deciding how to solve an argument or disagreement		
▪ Worksheet 16: Conflict Styles (Student Guide, p. 47)		
▪ Lead a discussion about conflict resolution styles		
▪ Define the terms "confrontation", "avoidance", "compromise" and "problem solving"		
▪ There are different ways to solve conflicts and some work better than others. The best approach is not to fight or argue		
▪ In most circumstances, problem solving is the best way to resolve conflicts		
▪ If a situation is unsafe, avoidance may be the best approach		
▪ If a person's rights are being violated, confrontation may be necessary		
Life Skills and Conflict Resolution		
▪ Lead a discussion about the types of conflicts typical among kids their age		
▪ Review the six steps for conflict resolution learned in Level 2		
▪ The skills and techniques that they have been practicing throughout the program can be used to resolve conflicts		
Suggesting Compromises and Practice in Conflict Resolution		
▪ Lead a discussion that develops a definition of the term "compromise"		
▪ Worksheet 17: Let's Compromise (Student Guide, p. 48)		
▪ Worksheet 18: What Would You Do? (Student Guide, pg. 49)		
Session Summary		
▪ Summarize the main points of the session		

RESISTING PEER PRESSURE

Date: _____ Observer Name: _____

Site (city, state) _____ School: _____

Instructor(s): _____ # of students: _____
(Please indicate if instructor is a substitute)

Time LST Started: _____ Time LST Ended: _____ Total time of LST lesson: _____

If interrupted, how much time was taken from the lesson? _____ minutes.

Did the lesson begin in a prior session? YES NO If YES, draw a line above the first point made in THIS session

Check "YES" or "NO" to indicate if each teaching point below was covered when the session was taught.

	YES	NO
Situations Involving Peer Pressure and Guidelines On What To Say		
▪ Lead a discussion about situations they have seen or heard about involving peer pressure and drugs		
▪ Compile a list of those situations		
▪ Review the verbal and non verbal components of assertiveness; verbal is what we say and non verbal is how we say it		
▪ To be effective you should use both verbal and non verbal components		
▪ People often give in to peer pressure because they don't know what to say or how to say it		
▪ Worksheet 19: More Ways To Say "No" (Student Guide, p. 52)		
▪ There are many ways of saying "no". Saying "no" to drugs is the same as saying "no" to anything else		
▪ Different people say "no" in different ways		
Practice Resisting Peer Pressure		
▪ Organize and conduct practice of way to say "no" (Teacher's Manual, Appendix 1, p. 9.6)		
▪ Worksheet 20: Action Plans for Resisting Peer Pressure (Student Guide, p. 54)		
Session Summary		
▪ Summarize the main points of the session		