



**Drug Abuse:  
Causes and  
Effects**



School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class Period: \_\_\_\_\_

Date: \_\_\_\_\_

**Implementation Checklist**

1) For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • Identify the causes of drug use.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Scientists have discovered that there are many different causes of drug use.</i>            | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>The most powerful influence to use drugs comes from drug users themselves.</i>              | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify the major social factors promoting drug use.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Kids start using drugs that are widely available to them, such as alcohol and tobacco.</i>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Drug use in social situations often leads to solitary use as well due to addictiveness.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Drug users tend to have friends who also use drugs.</i>                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Some factors will put you at greater risk for becoming a drug user.</i>                     | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>People with high risk scores can take specific steps to avoid becoming a drug abuser.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Describe physical and psychological dependence.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Once a person begins to abuse drugs it is very difficult for them to stop.</i>              | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>The powerful chemical properties of drugs make risk of becoming addicted greater.</i>       | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Drug abuse is a major factor in the spread of diseases, violence and auto fatalities.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Drugs are so powerfully addictive that no one intends on becoming a drug addict.</i>        | <input type="checkbox"/> | <input type="checkbox"/> |

2) For each of the topics and activities listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • <i>Understanding Drug Abuse</i> (Worksheet 1) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Review Steps Leading to Drug Abuse            | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>What’s My Risk?</i> (Worksheet 2)          | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Lowering My Risk</i> (Worksheet 3)         | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary                               | <input type="checkbox"/> | <input type="checkbox"/> |





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- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • Review the 3-C formula for making decisions.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>The 3-C decision making formula can be used for most ordinary situations.</i>          | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Complicated and important decisions will generally require more time and effort.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Apply the decision-making formula to a variety of situations through in-class practice. | <input type="checkbox"/> | <input type="checkbox"/> |

2) For each of the topics and activities listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • Review The 3 Cs of Effective Decision Making.              | <input type="checkbox"/> | <input type="checkbox"/> |
| • Review <i>Putting the 3 Cs Into Practice</i> (Worksheet 4) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Decision Making Practice                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary  | <input type="checkbox"/> | <input type="checkbox"/> |





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- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • Identify the sources of media influence.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>The major types of media are television, movies, radio, books, CD’s and the internet.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss the impact the media have on attitudes and behavior.                               | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>The media affects us by influencing our thoughts and actions.</i>                         | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>All forms of media are powerful tools of communication.</i>                               | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>The electronic media are very influential because of their ability to reach millions.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Proof of media success can be found in the money spent by advertisers for air time.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Formulate alternative responses to pro-drug media influences.                              | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>The media can be a fantastic educational tool.</i>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>However, the media can manipulate and control our thoughts and actions.</i>               | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>We must recognize the powerful impact the media can have on us to protect ourselves.</i>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>By avoiding media with obvious pro-drug bias, we can protect ourselves.</i>               | <input type="checkbox"/> | <input type="checkbox"/> |
| • Use critical thinking skills to resist pro-drug media influences.                          | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Analyzing what we see and hear is another way to protect ourselves from the media.</i>    | <input type="checkbox"/> | <input type="checkbox"/> |

2) For each of the topics and activities listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • <i>Looking at Media Influences</i> (Worksheet 5)             | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Resisting Media Influences to Use Drugs</i> (Worksheet 6) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary  | <input type="checkbox"/> | <input type="checkbox"/> |





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- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • Identify techniques for coping with anxiety                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>It is important for individuals to know what causes them to feel anxious.</i>    | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>There are a number of specific techniques for dealing with anxiety.</i>          | <input type="checkbox"/> | <input type="checkbox"/> |
| • Review and practice progressive relaxation, deep breathing and hand warming.      | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Raising the temperature of your hands causes relaxation and reduced anxiety.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Review and practice cognitive self-control skills for dealing with anxiety.       | <input type="checkbox"/> | <input type="checkbox"/> |

2) For each of the topics and activities listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • <i>Anxiety: Self Assessment</i> (Worksheet 7)                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Review and Practice Relaxation Techniques 1-5                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Action Plans for Improving My Ability to Cope With Anxiety</i> (Worksheet 8) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary   | <input type="checkbox"/> | <input type="checkbox"/> |





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- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • Discuss the physical symptoms of anger.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Different things can make people angry, but everyone feels angry sometimes.</i>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Just like anxiety, feeling angry has a physical reaction that is usually unpleasant.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss common situations that produce anger.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss reasons for keeping anger under control.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Just like anxiety, there are things we can do to control our anger and feel better.</i>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Losing control can make the situation worse. Once you lose control, you don't know what will happen.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>It is important to recognize that you are feeling angry before you lose control. If you know the situations that make you angry and the way your body feels when you are angry, you can help keep your anger in check.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Review techniques for controlling anger.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Sometimes the things that make us angry happen by accident and have nothing to do with us personally.</i>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Changing our view of a situation can change our reaction to it.</i>  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Practice techniques for controlling anger.  | <input type="checkbox"/> | <input type="checkbox"/> |

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- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • <i>That Makes Me Mad!</i> (Worksheet 9)      | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Reframe These Pictures</i> (Worksheet 10) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary                              | <input type="checkbox"/> | <input type="checkbox"/> |





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- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • Identify and use common greetings and brief exchanges.<br><i>Because greetings are so brief, they are a good way to practice getting over shyness.</i><br><i>Sometimes greetings may be used as a way of starting a conversation.</i>               | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify and use skills for starting, continuing and ending conversation.<br><i>Conversing with someone you know very well is easy because you are relaxed</i><br><i>Speaking with people you do not know very well may be much more difficult.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss situations which require “deeper” conversation.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify techniques for “deep” conversations.   | <input type="checkbox"/> | <input type="checkbox"/> |

2) For each of the topics and activities listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • <i>Rating My Social Skills</i> (Worksheet 11)  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Demonstrate and Practice Greetings             | <input type="checkbox"/> | <input type="checkbox"/> |
| • Review Tips for Starting Conversations         | <input type="checkbox"/> | <input type="checkbox"/> |
| • Review Tips for Keeping the Conversation Going | <input type="checkbox"/> | <input type="checkbox"/> |
| • Review Tips for Ending a Conversation          | <input type="checkbox"/> | <input type="checkbox"/> |
| • Review Tips for Deep Conversations             | <input type="checkbox"/> | <input type="checkbox"/> |
| • Demonstrate and Practice Social Skills         | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Practicing Social Skills</i> (Worksheet 12) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary                                | <input type="checkbox"/> | <input type="checkbox"/> |





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- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • Identify situations which warrant assertive responses.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Sometimes people don't stand up for themselves to avoid a scene or an argument.</i>          | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Assertiveness is calmly but firmly standing up for your feelings without hurting others.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Aggressiveness is acting in a hostile manner, often hurting the people involved.</i>         | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Assertiveness brings benefits like more self-esteem, competency and self-satisfaction.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify and use verbal assertive skills.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>“I” statements are assertive and let people know exactly how you feel.</i>                   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify and use non-verbal assertive skills.   | <input type="checkbox"/> | <input type="checkbox"/> |

2) For each of the topics and activities listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • Review and Demonstrate Saying “No”                          | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Saying “No”</i> (Worksheet 13)                           | <input type="checkbox"/> | <input type="checkbox"/> |
| • Review and Demonstrate Making Requests and Asserting Rights | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Making Requests and Asserting Rights</i> (Worksheet 14)  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Review and Demonstrate Expressing Feelings                  | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Expressing My Feelings</i> (Worksheet 15)                | <input type="checkbox"/> | <input type="checkbox"/> |
| • Review and Demonstrate Non-Verbal Assertiveness Skills      | <input type="checkbox"/> | <input type="checkbox"/> |
| • Review and Demonstrate Practice Situations.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary   | <input type="checkbox"/> | <input type="checkbox"/> |





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- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • Define conflict resolution.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Conflict resolution is deciding how to solve an argument or disagreement.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>There are different ways to solve a conflict. Some work better than others. The best approaches lead to resolving conflicts without arguing or fighting.</i>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>In most circumstances, problem-solving is the best way to resolve conflicts. However, if a situation is unsafe, avoidance may be the best approach and if a person’s basic rights are being violated, confrontation may be necessary.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify styles of resolving conflicts.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>The skills and techniques students have been practicing throughout the program can be used to resolve conflicts successfully.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify the basic steps of conflict resolution.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Practice suggesting compromises.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Practice resolving conflicts.  | <input type="checkbox"/> | <input type="checkbox"/> |

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- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • <i>Conflict Styles</i> (Worksheet 16)   | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Let’s Compromise</i> (Worksheet 17)  | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>What Would You Do</i> (Worksheet 18) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary                         | <input type="checkbox"/> | <input type="checkbox"/> |





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- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • Identify situations involving peer pressure to engage in drug use.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify and practice techniques for dealing with peer pressure to smoke, drink or use drugs. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>There are different ways to say no to drugs as it is like saying no to anything else.</i>    | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Different people say no in different ways in their own style.</i>                            | <input type="checkbox"/> | <input type="checkbox"/> |

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- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • <i>More Ways to Say “No”</i> (Worksheet 19)                    | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Action Plans for Resisting Peer Pressure</i> (Worksheet 20) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary  | <input type="checkbox"/> | <input type="checkbox"/> |

