

# **SUBSTANCE USE PREVENTION IN SCHOOL SETTINGS**

**TEACHER'S PROGRAMME GUIDE**



**NATIONAL INSTITUTE OF SOCIAL DEFENCE**  
Ministry of Social Justice and Empowerment  
Government of India, New Delhi

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## **FOREWORD**

When our young people grow into healthy, happy and productive adults, India will emerge as a super power in the world. As teachers, parents and representatives of various institutions we need to provide a healthy, growth oriented environment for our young generation.

Drug and alcohol use can cause havoc physically and mentally and destroy the young spirit. Recognizing this, we at National Institute of Social Defence (NISD) from the Ministry of Social Justice and Empowerment have initiated a nationwide prevention programme. Presenting the right facts about alcohol and drugs and initiating life skill development, will help our youngsters make informed decisions and stay away from substance use. We present here a structured, easy to follow prevention programme structure based on sound research evidence that teachers can implement in our school settings. When all of us in this great country join hands and work together, we can create a bright future for our children.



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in collaboration with NISD

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# **SCHOOL BASED SUBSTANCE USE PREVENTION PROGRAMME**

## **BACKGROUND**

Recognizing that preventing alcohol and drug use among our young people is of crucial importance, the Ministry of Social Justice and Empowerment developed a National Action Plan for Drug Demand Reduction (NAPDDR) to be implemented from 2018-2023.

## **OBJECTIVES OF NAPDDR**

This plan aims to reduce negative consequences of substance use (SU) by involving all stakeholders in the society by:

- increasing awareness to prevent substance use ;
- strengthening capacity of various stakeholders to address SU issues;
- facilitate research and documentation to strengthen the quality of the initiatives;
- provide community-based services to help people change SU pattern; and
- strengthen addiction treatment and rehabilitation programmes to help individuals and families affected by substance use disorders.

## **NEED FOR SCHOOL BASED PREVENTION PROGRAMMES**

- Schools provide a rich environment to shape attitudes and behaviours that help youngsters remain drug free.
- Teachers have a great influence over school children and can present facts about alcohol and drugs and help students make informed, healthy choices.
- Teachers interact with children on a regular basis and are in a unique position to present the right messages clearly and consistently.

Teacher-led school based prevention programmes can help students:

- Recognize negative consequences associated with alcohol and drug use;
- Learn life skills which can help them build their positive qualities, handle difficult situations and develop healthy problem solving skills ;
- Identify ways by which they can have 'fun and enjoy life' without substances and
- Learn ways by which they can refuse an offer of drugs or alcohol and say 'no' assertively and remain drug free.

## **PROGRAMME DESIGN**

School based substance use prevention programme has been designed to be implemented all over India at two levels.

**Level - 1: Students in 7<sup>th</sup> to 9<sup>th</sup> standard (approximately 12 to 14 years)**

**Level - 2: Students in 10<sup>th</sup> to 12<sup>th</sup> standard (approximately 15 to 17 years)**

Age-appropriate information and participatory activities have been designed for both levels. The programme schedule and session descriptions for both the levels have been presented separately. Though some sessions may appear similar; more details have been presented for Level 2 students.

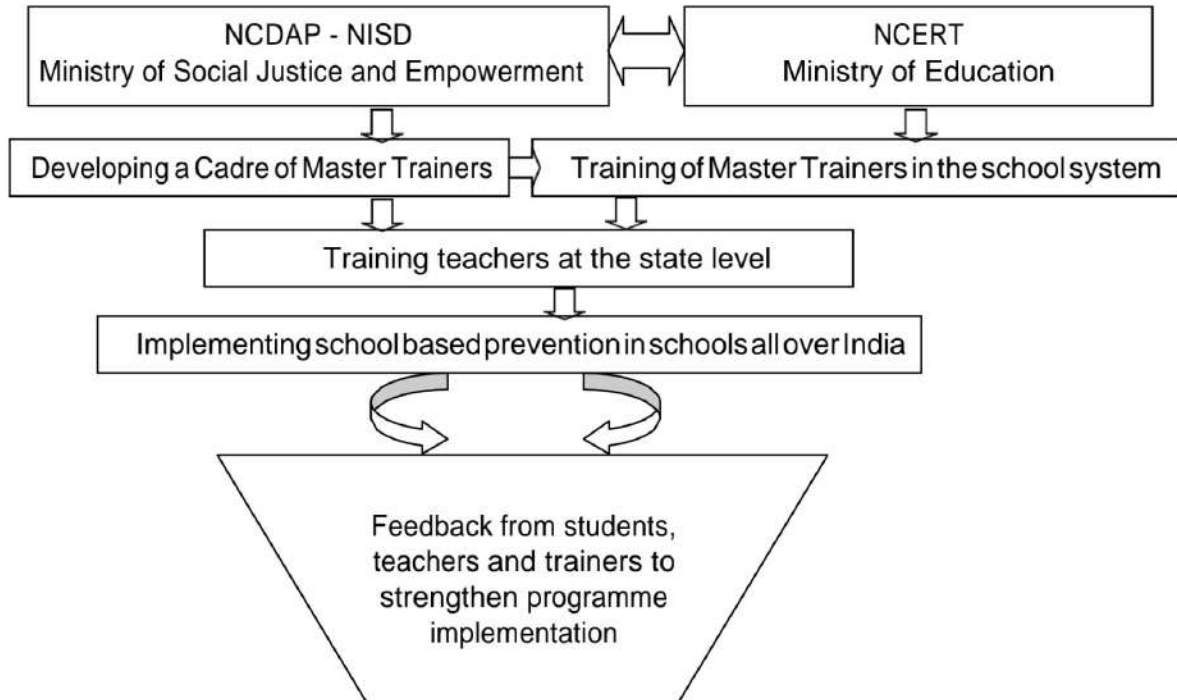
### TEACHER'S IMPLEMENTATION GUIDE:

This teacher's implementation guide contains:

1. Programme schedule for three half- a- day sessions with topics and the methodology used for Level 1 and Level 2 separately.
2. Step-by-step description has been presented for each of the sessions making this an easy to implement programme.
3. Fact sheets about alcohol and drugs which offer additional information that the teacher may like to use in their sessions have been presented

### IMPLEMENTATION OF THE SCHOOL BASED PROGRAMME

School based prevention is being implemented as joint initiative of the Ministry of Education and the Ministry of Social Justice and Empowerment. The flow chart below presents the roll out of this nationwide initiative.



## PROGRAMME IMPLEMENTATION GUIDELINES

- Focus of the programme: Information about drugs is presented to stress 'why' students should stay away from substance use. However, highlighting the dangers alone is not sufficient. The programme introduces life skills which teach the student 'what he/she can do and how one can avoid' using substances.

Life skills related exercises have been included to develop positive coping skills, emphasize personal responsibility and help them understand that using alcohol or drugs is not a meaningful solution to the challenging situations they may face.

- The information presented here has been carefully decided. Please remember: **DO NOT PRESENT PICTURES OF DRUGS OR DESCRIPTION OF HOW THE DRUG IS USED OR DETAILED INFORMATION ABOUT HOW THE USER FEELS WHEN IT IS USED.** This can glamorize drug use. The level of information presented here is sufficient. If you however, wish to add new information, please check the source of information and verify facts.
- Group based programme: The sessions presented in this guidebook are to be presented in the classroom setting. Ideally, the group size should be around 20. In most schools, the students in a particular standard are divided into sections with student's strength of 30 or more. These sessions can be presented in this classroom setting also. Conducting the session in groups with more than 50 students **IS NOT RECOMMENDED.**
- Delivery of the sessions: The programme is flexible. The three sessions of three hours duration each can be delivered at a stretch over one and a half days. The teachers may also decide to conduct each of three sessions with intervals in-between the sessions based on practical issues such as examination and holiday schedule and availability of time and other resources.
- Methodology used varies depending on the objective of the session. The programme has been structured based on research-evidence and drawing upon years of experience in this area and needs to be implemented using the same approach described. Brain storming, small group discussions and role-plays need to be carried out as described.
  - Presentations are used when we wish to provide factual information and help students recognize the dangers associated with drug use.

- Small group discussions help students to express their views and discuss others' ideas which may be different from theirs. This helps them clarify ideas, build communication skills and provides opportunities to work as a team.
- Role-play sessions have been suggested to demonstrate skills needed to say 'no' effectively and in a manner that does not jeopardize their relationships.
- Work sheets / exercises have been included to help clarify concepts and apply it to their individual life situations.

**Creating the environment for effectiveness - do's and don'ts for the session.**

- ❖ The teacher acts a facilitator to help the students think and make decisions based on reflecting upon the facts presented. Receiving information along with their peers and providing an opportunity to ask questions helps build positive peer pressure, encourage healthy choices and dissuade substance use. Providing information and telling them what to do or giving directions about what is right or wrong does not have a great impact.
- ❖ Presenting facts, helping them think, ask questions and exploring options available are important. Youngsters may view the world differently than adults do. The group may stress that they will abstain from tobacco use because it will affect their looks or because it tasted bad. Risk of cancer or causing anguish to their parents may not be cited as reasons. When you wrap up the session, you may briefly touch upon these points but do not question them about why these reasons were not highlighted.
- ❖ Encourage participation and avoid making critical or sarcastic comments. The more the students participate higher the effectiveness while critical and sarcastic comments will discourage participation. For example, if the students are able to state names of many drugs and argue impressively based on facts, appreciate them. Saying, "I wonder why you don't show the same level of interest in your studies" will damage the safe environment we want to create in the class room.
- ❖ During small group discussion, stay in the room as your presence will help them stay focused and interested in the activity. Do not join the discussion or give ideas about how they should present. After they make the presentation to the other students, call for comments from the other students. If the issues are not picked up by others also, you can provide feedback or correct misconceptions.



- ❖ Appreciate the students for asking questions, making suggestions and presenting their ideas. Try not to compare and judge some ideas as being the best. Use words such as “Good idea”, “That was a smart thinking”, “That was very creative” etc.
- ❖ Encourage all students to participate. Pay special attention to those who stay silent by inviting them to express their views, comment on what others said and appreciate even small efforts they make. It is likely that some students think quickly and list all the points. Request them to make only one point so that others will have equal opportunity to express their views.
- ❖ Be wary of students making sarcastic comments or bullying the other for expressing views that are different. Never make comments about their parents, where they live or generalized comments about their community. If a student shares about something painful such as violence, mental illness or addiction in their family, permit them to briefly state it and offer to speak to them later if possible. The Government of India funds eight Regional Resource and Training Centres to provide training and about 500 addiction treatment units across the country to provide free services related to addiction treatment. Use the contact details of these centres available on [www.nisd.gov.in](http://www.nisd.gov.in) to refer people for help if needed.
- ❖ Summarize issues discussed at the end of each session. It is important to end sessions on a positive note. Emphasize that by reaching out for help from the right people and making efforts, we can find healthy ways of coping with challenges.

*We thank you for consenting to conduct these sessions.*

***Your message will influence many youngsters to make the right choices and they will probably remember with gratitude your encouragement and support and your conviction that life can be happy and fun-filled without alcohol and drugs.***

## Level 1 Program Schedule - 7<sup>th</sup> to 9<sup>th</sup> standard students

### SESSION – 1

Time	Description	Methodology
10 to 10.45 am (45 minutes)	▪ Introduction to the Program	Brain storming
10.45 to 11.30 am (45 minutes)	▪ Substance Use and Young People	Presentation with or without power point
11.30 to 12 noon (30 minutes)	▪ Having fun and feeling good	Brain storming
12 noon to 12.45 pm (45 minutes)	▪ Progression of alcohol / drug use	Presentation

### SESSION - 2

1.30 to 2.15 pm (45 minutes)	▪ My Future : Preparing for a successful life	- Small group discussion - Presentation
2.15 to 3.15 pm (60 minutes)	▪ Weighing gains vs risks	- Brain storming - Small group activity and discussion
3.15 pm to 4 pm (45 minutes)	▪ Learning to say 'No'	

### SESSION - 3

#### **WRAP UP WITH GROUP ACTIVITIES**

- a) Individual essay writing in not more than 10 sentences
- b) Debate with five children in each group
- c) Role play based on a case scenario
- d) Prize giving ceremony

## Segment 1 - Session 1: Introduction to the programme

**Purpose:** This session is designed as an ice breaker to help students feel comfortable about discussing alcohol and drugs while the teacher will be able to assess their level of awareness about substance use. The students will list the substances they have heard of and start thinking about the negative consequences of substance use.

**Time (45 minutes):** 10:00 am to 10:45 am

**Materials needed:** Board with chalk / markers or flip chart

### Delivery:

- Step 1: Start with a brief introduction by stating that we will be discussing about youngsters making healthy choices and recognizing risks involved in using alcohol or drugs. Let them know about the duration of the sessions and when the sessions will be held. Explain that:
  - participatory activities such as small group discussions will be used and that they will find the sessions enjoyable and fun;
  - they can ask questions about drugs or alcohol openly to you; and
  - they need to express their opinion openly and participate enthusiastically.
- Step 2: Ask the group, 'What are some of the drugs you have heard of?' Permit them to call out the names of substances. Do not list the substances on the board. Do not show surprise if students list many drugs.
- Step 3: Explain the following points:
  - There are many types of drugs. Alcohol is also a drug.
  - Though the drugs may look different; all are mood changing chemicals that change the way we think, feel and behave.
  - Drugs may be legal or illegal. Some drugs like cannabis / ganja are illegal drugs and possession is punishable by law. Drugs which are prescribed by the doctor or legal but can cause harm when they are consumed without advice from a doctor.
- Step 4: Invite the students to call out the kind of problems that a youngster may face when he/she uses drugs or alcohol. Write the main points on the board. Summarize points listed and explain that you are going to present more information in the following sessions.

## **Segment 1 - Session 2: Effects of Substance Use on Young People**

**Purpose:** Information about negative consequences of alcohol and drug use is presented to increase awareness.

**Time (45 minutes):** 10:45 am to 11:30 am

**Materials needed:** Projector to make a power point presentation. If a projector is not available, the teacher can present the material as a lecture.

### **Delivery:**

Step 1: Use the power point presentation presented in Resource Page 1.

Step 2: Invite comments from the students. Summarize main points.

### **Segment 1 - Session 3: Having fun and feeling good**

**Purpose:** The student will be helped to think about the reasons why youngsters try drugs and identify ways to have fun and feel good without using substances.

**Time (30 minutes):** 11:30 am to 12 noon

**Materials needed:** Board with chalk / markers or flip chart

#### **Delivery:**

Step 1: Ask students what makes young people use alcohol or drugs. Invite as many responses as possible and do not make any negative comment. They are likely to give reasons that fall under three groups such as pleasure, pressure or problems. List the responses on the board or flip chart by grouping them under one of these three heads.

- Pleasure: be happy, have fun, feel good etc.
- Pressure from friends to use: the decision to try alcohol or drugs may not be made by the young person but when others his/her friends or relatives encourage them to try, they may use in order not to offend them.
- Manage problem situations: Young people may try alcohol or drugs under the impression that it will help them deal with sadness, disappointment, frustrations, failures, anxiety, boredom or fear.

Summarize stating that the reasons that people give often fall in these three categories – wanting to experience pleasure, handle problems or due to pressure from friends.

Step 2: State that we will discuss each of these three aspects in details. Say, “Let us look at the need to have fun or experience pleasure. When a person takes drugs, it artificially forces the brain to release the ‘feel good’ chemicals that make a person feel different. These ‘feel good’ chemicals are usually released naturally in response to healthy rewards such as eating, listening to music, playing games, meeting friends, helping somebody etc. One does not need drugs to experience the pleasure or feel good. Now let us think about what we can do to have fun without using drugs or alcohol. I am going to list your ideas on the board”.

List all the responses on the board. Encourage as many responses as possible

such as talking, playing music, listening to music, joking with friends, eating, running, playing cricket, reading novels, helping out a friend, swimming, talking to friends over the phone, dressing up .

Do not be surprised if they do not list 'doing well in studies' etc. and do not comment on it.

Students may list activities they want to engage in but do not have access to such as aero-modeling, acting, and mountaineering. That's okay. Please list these too. Seeing the board filled with alternative, healthy ways of having fun has a remarkable effect of young people.

When the group runs out of ideas, summarize saying that when we can have fun in so many ways, we do not need alcohol/drugs.

## Segment 1 – Session 4: Progression of alcohol and drug use

**Purpose:** This session helps students recognize that casual drug use can gradually lead to addiction.

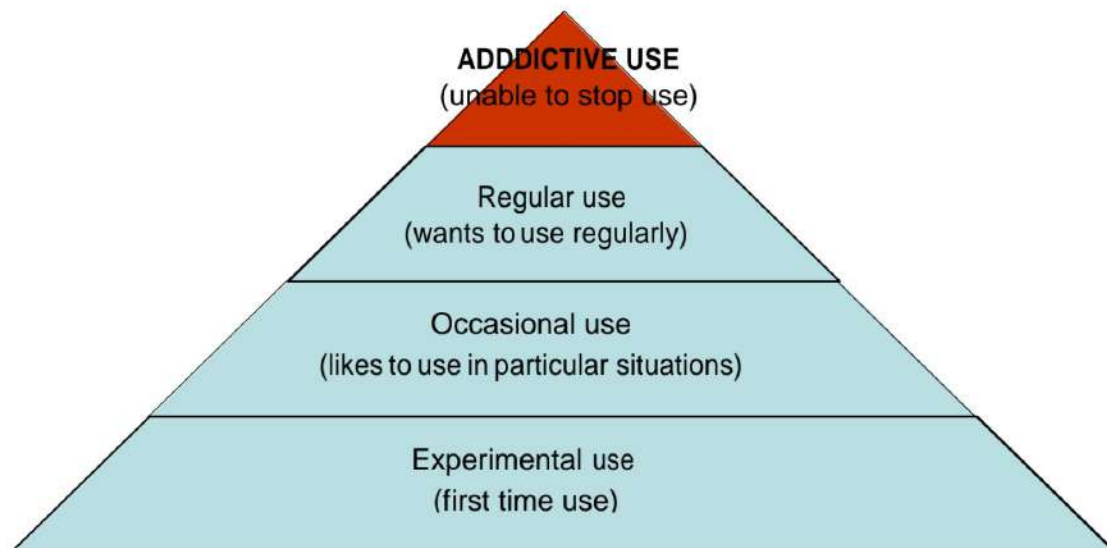
**Time (45 minutes):** 12 noon to 12.45 pm

**Materials needed:** Board with chalk / markers or flip chart

### Delivery:

Step 1: We discussed the reasons for starting use of alcohol/drugs. Ask the group, “When young person starts using substances does he/she want to get addicted?” The students will probably say, “No”. Respond by saying, “Yes. Nobody wishes to get addicted. Everyone who tries substances for the first time wants to use it in control. Unfortunately, loss of control sets in and the person is unable to stop using”.

Draw this diagram on the board.



The first time the person has a choice – to use or stay drug-free. After the first use, it becomes difficult to resist it, and becomes easier to use again. Occasional use can escalate into regular and later into addictive use. All people who are addicted today started off by saying, “It’s okay to use once in a way. I can control it”.

How long it will take to progress to addiction cannot be estimated. It works differently for different people. But what **we know for sure is that if a young person starts using the chances of getting addicted is high and the damage to the body and brain is high.** The smartest decision for a young person like you is to stay away from alcohol and drugs.

Step 2 : Let us see how drugs work on the brain and how drug addiction gradually develops.

- Drugs artificially release 'feel good' chemicals in their brain. This 'pleasurable' feeling makes the person want to take the drug again.
- Soon the amount of these natural 'feel good' chemicals in the brain becomes lesser. The person starts taking a larger quantity to release these brain chemicals and feel good but the desired effect is not as much as it was earlier. When the person is unable to get the 'pleasurable' effect the person increases the quantity or uses more frequently. The effect is not satisfying and not as good as earlier. However, the desire to take it again and again continues.
- Alongside, the person gradually starts reducing his/her involvement in other healthy leisure activities and engages more and more in drug use. Gradually, the person withdraws and engagement in other activities such as meeting friends or sports reduces.
- Addiction gradually develops and the person feels 'sick', uncomfortable', or 'sad' when the effects of drugs wear off, leading the person to take drugs in larger quantities and more often. Yet, the person is unable to function well. When the person tries to reduce or stop using, he/she is unable to.
- Alcohol/drugs not longer give pleasure but if reduced or stopped, withdrawal symptoms set in. The withdrawal symptoms may be physical such as tremors, body pain, vomiting sensation or psychological in nature making the person feel depressed, anxious or irritable. The person now continues to use alcohol and drugs in order to reduce these negative effects.

Alcohol or drug are no longer; fun' to do, but the body has becomes used to the presence of substances and the person feels unpleasant and uncomfortable with it as well as without it. Providing help for addiction treatment will help them give it up completely and start a new phase of their life.



Step 3: Draw an outline on the board to represent students' world view and explain that things considered important to a young person will be placed in it. Write some of the fun things they had listed earlier. State that this is how a young person's life looks like. Look at the sample presented below:



Family and friends have been listed more than once for a reason\*.

Step 4:

- Explain that when a young person starts using alcohol or drugs, the involvement or interest in these activities gradually reduce. Remove one entry of family and friends as well as exercise and replace these words with 'substances' to refer to alcohol or drugs.
- As the next step, remove a few more of the words such as hobbies and reading and write alcohol / drugs or substances to refer to both. Add a few more entries of 'substances' to show that the person gets more interested in substance use.
- As the next step, erase all the remaining activities and replace with the word 'substances'. Only alcohol and drugs or substances remain on the board and in the mind of the youngster. Explain that this is what happens—gradually alcohol and drugs take the place of meaning relationships and activities and the person with addiction can only think of using substances.

When this happens, the youngster will need medical and psychological help to stop using drugs and live well again. Explain that it is possible to recover from addiction. Recovery is possible but the person with addiction has lost a lot and has to go through the unpleasant task of losses, hurt, failure and disappointment due to the addiction.

- State, "Smart young people make smart decisions – they decide to say 'no' to alcohol and drugs and close the session.

## Segment 2 - Session 1: My future

**Purpose:** Students will think about the qualities needed to a successful, satisfying future and discuss how alcohol and drugs can interfere with their plans.

**Time (45 minutes):** 1.30 to 2.15 pm

**Materials needed:** Sheets of paper to be distributed

### Delivery:

Step 1: Divide the group into 4 or 5 groups with not more than seven students in each group.

Step 2: Ask the students, “If you were going on a week end trip to a distant place, what would you pack in your suitcase?”. They would probably list clothes, food, money, footwear, soap, toothpaste etc.

Step 3: Tell the students that if we take so much care and plan for a two day trip with so much care, we should be thinking about how ready we are to lead life as an adult.

- Tell the students, “Life is like a long journey. We begin the journey as a child and we become older we meet many people and handle different challenges. In about 5 to 6 years, you would be in college and soon after start working and hold responsible positions”.
- “I want you to discuss with the group members and list ten qualities your group members want to develop so that you will lead healthy, happy and productive lives. Think about what qualities you will need to have to create a future that you will be proud of. It is important that all of you in the group agree about the qualities you have listed”. Write the words ‘healthy, happy and productive lives’ on the board.
- “Discuss and list 10 qualities. As a group you decide these 10 qualities and list it on the poster paper I will pass around. We want the groups to complete your discussion and be ready to present in 30 minutes”.
- If you do not have poster papers, use any paper. Even a sheet of paper from a notebook will suffice. The idea is to get the students think, discuss, come to an agreement as a group and list it.
- Walk around the room. The students would probably list qualities such as honesty, hard-working, systematic, courageous, courteous, being a good team player etc.

- Ensure that all participate and the small group discussions are not dominated by just a few. Learning to listen to others views and come to an agreement is an essential life skill. So, encourage the shy students to speak up and the confident, outspoken students to patiently ask for and solicit others views.
- Keep reminding the group about the time available and announce when they have 10 minutes, 5 minutes and 2 minutes left to complete the presentation.
- At the end of 30 minutes, ask them to display the posters/ paper presentations for all to see. Request that each group nominate someone as their spokesperson to present their points.

Step 4:

- Ask a representative from the first group to list the first two points listed by them and explain why they think it is important.
- Move on the second group and ask them to present two points that have not already been listed by the previous groups.
- In the same manner, invite each group to present two points not given by the previous groups. This is done to avoid repetition and also provide all groups an opportunity to present their views. Make sure all give an explanation for why they think it is important. If the representatives are not able to explain why, permit them to consult with their group members to give the explanation.
- Appreciate all the students for the qualities they listed.

Step 5: Ask the students if it is possible for them to develop these positive qualities. Invite a few students to respond. Remind the group to make note of two qualities that they would like to develop and work towards it.

Step 6: Ask the group what could happen if a student starts using alcohol or drugs?. They are likely to state that they will not be able to develop these qualities and also lose them if they start using drugs.

Step 7: Close the session by emphasizing that one can be successful and build a future if we work for it. Remind them that alcohol and drug use in a young person will reduce the drive and motivation, make our bodies weaker and dull our brains in addition to increasing risk of becoming addicted. State that staying alcohol and drug-free is important for building a successful future.

## Segment 2 - Session 2: Weighing gains vs risks

**Purpose:** This session helps students to weigh the gains and risks and consider the consequences when making decisions. As part of the activity, students think about the risks associated with tobacco use.

**Time (45 minutes):** 2.15 pm to 3.15 pm

**Materials needed:** Board with chalk / markers or flip chart and poster papers for small groups to work with.

### Delivery:

- Step 1: Explain to the group that we are often faced with decisions to make. Weighing the gains and risks helps us think through and decide what to do. Present the examples here to explain the process.
- Raj is on the school football team and stands a chance of representing the district if he practices regularly. Raj enjoys playing football and has always dreamt of being a good football player. Moreover, the recognition he will get at school and at home, the scholarship he may get and chances of gaining admission into a course of his choice are all additional benefits. To make it to the team he knows he has to run for two kilometers each day to build his stamina. He needs to get up at 5 am and run in the cold weather while on the other hand continuing to sleep in the warm bed seems very comforting too. Help Raj make a decision based on this scenario. Both options – to train hard and try to get into the team or take it easy and enjoy his sleep have some gain and losses.
- Present this matrix on the board to help the student think through the situation. Help the students think through and list the gains as well as the difficulties Raj will face if he exercises. Explain that thinking about the consequences of each aspect of the situation, helps us make informed decisions.

Gains if he exercises	Losses if he exercises

- Maha wants to watch the TV serial show re-run that is to run continuously for two hours today. It is a serial show she enjoyed and would like to watch it. Her homework is incomplete and has to prepare for a major test too. One part of her mind tells her that she should study instead of watching TV. What are the gains and losses Maha faces with the decisions she has to take? Use this matrix to help students think about the benefits as well as the discomfort Maha will face if she studies instead of watching television. Permit a few responses.

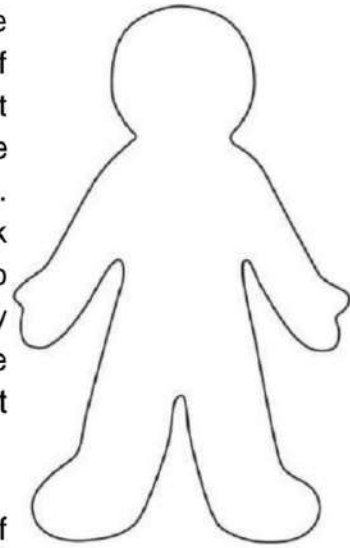
Gains if she studies	Losses if she studies

- Jacob is saving his pocket money to buy a bicycle. In the next three months, if he is able to avoid spending money on buying treats during the weekdays and during the weekends with his friends he will be able to save enough to buy one with gift money he received from his family. Help the students think about the gains and losses Jacob faces with each decision?

What does he gain if he avoids spending?	What are the difficulties he will face if he avoids spending money?

Explain that smart decision making is about thinking through about consequences and what will follow when we make a decision. Point out that many of us are carried away by the immediate pleasure and gratification and miss out on important things. State that any progress needs patience and consistent efforts.

Step 2: Divide the group into 4 or 5 groups with not more than seven students in each group. Ask each group of students to draw the outline of a young person and point out what can happen if the person uses tobacco. (Sample of the figure that can be used is presented alongside). Show or draw the figure on the board for reference. Ask them to pin point areas of possible harm related to tobacco use in the figure using arrows. For example, they may place an arrow in the area where the lungs would be located and write 'coughs and cold or lung cancer'. Permit them to work on it for 20 minutes and display their work.



Step 3: Call out the possible health consequences of tobacco use from the Fact sheet presented in Resource Page 2.

Step 4: Appreciate all the groups for the work done irrespective of whether they had the highest or lowest number of points.

Step 5: Present the following issues to the group to summarize and close the session:

- Tobacco contains more than 7000 chemicals and there is not a single benefit that one can hope to receive because of tobacco use. The hazards related to chewing / oral tobacco and smoking it varies a bit but the fact is that tobacco use does not benefit us in anyway.
- Smoking may appear to be stylish or an adult-like thing to do to gain admiration of one's friends. Oral tobacco may make one feel energetic and alert for a short while only to face the other disadvantages later.
- Life is all about making the right choices. It is important for us to weigh the gains and risks involved while making decisions.

## Segment 2 - Session 3: Learning to say “No”

**Purpose:** This session demonstrates the skill to say “no” to an offer of alcohol.

**Time (45 minutes):** 3.15 pm to 4 pm

**Materials needed:** Board with chalk / markers or flip chart

**Delivery:**

- Step 1: Explain to the group that we will learn how to say “No” if a friend or someone we know offers alcohol. Point out that :
  - Refusing a drink from a stranger is easier compared to saying it to a classmate or a friend;
  - There are a number of ways we say ‘No’, stand by our decision and protect ourselves.
  
- Step 2: Invite two students to the front of the classroom to role-play the situation. One of them will invite the other to have a drink of alcohol and the other will refuse it.
  - Present the scenario. One of the students tells the other, “My parents are away from town and will return only well after midnight. There is nobody at home and we will have the whole house to ourselves. Come over to my house. Two of my other friends also will come and bring a bottle of beer. Let us all drink together. You are my good friend. That is why I am inviting you”.
  - Direct the person inviting the other to use a number of reasons as why the other should come. The other student needs to stick to his/her decision and refuse to join the other to drink alcohol.
  
- Step 3: Permit the role- play to go on for a few minutes. If the student inviting runs out of ideas, encourage other students to add a few of their own. Wait for about 2 to 3 minutes. Call for it to stop if it gets repetitive or if the person inviting gives up. You can also add a few if needed:
  - “Hey, come on man, let’s have some fun – come and have just a sip”
  - “Don’t be scared.....you must be brave”
  - “If you are my friend... come”
  - “Nobody will know... come”
  - “Come - that’s final....I will wait for you”
  
- Step 4: Appreciate the students for their contribution.

- Ask the group, “Do you think this kind of situation can happen?”. If they say “yes”, emphasize that we need to know that we can say “No” in very many ways. If they say, “No”, explain that it may happen in the future.
- Explain that the suggestions we provide will be useful for them in difficult situations where the other is forcing us to agree to something we do not want to. For example, a friend may want to copy from you during the exam, may want you to come with them without letting parents know, want to borrow money from you or lie to their parents that they will be at your home though they are going to be away somewhere else. State that being able to stand up for what we think is right and protecting ourselves is an important life skill.
- Point to the statements listed on the board and explain that the offer may be made in different ways. Some invitations may be straight forward and simple to handle, some people may cajole and beg while some taunt and bully you into trying it. Explain that refusal of the offer also can also be made in different ways. Each of us may prefer to respond differently.
- Step 5: Summarize saying it is not difficult to say “No”. It will help if you can write these points on the board. Remind them to :
  - Start the refusal preferably with the word “No”
  - State your decision clearly, by looking at them and saying it in a firm, loud voice with a confident posture
  - Simply state your decision in a straight forward brief manner. Don’t give lengthy explanations or try to engage them in a long discussion.
  - Suggest an alternate activity
  - Repeat again and again if needed and walk away if the person continues to invite or ask you.



### **Segment 3 –WRAP UP WITH GROUP ACTIVITIES**

**Purpose:** Group activities based on the issues covered earlier are held as the last part of the programme. The students are able to express their understanding while the teachers can assess the level of assimilation of the ideas presented.

**Time (3 hours):** 10 am to 1 pm

#### **Materials needed:**

- Announcements are made at least a week ahead to help the students prepare for the session.
- Each student can join in any one of these three activities:
  - a. Essay competition: This is an individual activity.
  - b. Debate: Three to five students can be part of one debate team and two teams will be needed. If there are five in the team, three will participate in the debate while two members will provide ideas/assistance.
  - c. Role play: Two or three teams can be formed with 3 to 6 members in each group.
- Announce that a student can participate in only one of the three activities and that all students should be part of at least one.
- The members and teams need to register their names three days prior to the event. Two students can act as coordinators and to collect the names.

#### **Delivery:**

- The essay participants will assemble in a class room to write the essay under the supervision of a teacher for 30 minutes. Later, the participants can join the others to watch the role play and debate.
- Instructions will be provided for the groups participating in the debate and role play 15 minutes prior to their presentation.
- The instructions for each of the three activities are presented below.

#### **1. Individual essay writing competition.**

**Topic:** 'What will you do to stay away from alcohol / drugs?'

**Duration:** 30 minutes

#### **Guidelines for the essay:**

- Not more than 10 to 12 sentences are used to answer the question.
- The activities described focus on themselves and not directions on what others should do.
- The ideas need to be practical and do-able.

## **2. Debate with five children in each group.**

**Topic:** Making sure that school students remain drug-free is the responsibility of the society VS remaining drug-free is each student's personal responsibility.

**Duration: 15 minutes for preparation and 15 minutes for debate.**

**Guidelines for the debate:**

- The teacher can draw lots to decide the team that will argue for or against.
- Three students can talk on behalf of their group. The first speaker in each group can talk for 3 minutes presenting their case. The second speakers from both groups can elaborate or clarify on the points for 2 minutes each.
- Following this, the third speaker from each group can negate or argue against the points raised by the other group, summarize and close their arguments in 2 minutes.
- After each speaker the judges will enter the scores and on completion will rate the groups on issues presented by the group and not be influenced by their own personal views.

## **3. Role play based on a case scenario: Present one of these two case scenarios 10 minutes prior to the start of the programme.**

**Topic:** A case scenario is presented and the group demonstrates refusal skills.

**Duration: 30 minutes - 10 minutes for preparation and 2 minutes for role play.**

**Guidelines for the debate:**

- The teacher can draw lots to assign a case scenario and also the order of presentation.
- The focus of the role-play is on the skill to refuse to try cigarettes/ alcohol.

**Case scenario 1:** A group of friends are going home after watching a cricket match. One of the team members offers them a pack of cigarettes and invites them to smoke. All except one also decide to smoke and they try to change the decision of the student who refuses to smoke. Enact a role play for two minutes with your group members wherein the student is able to say 'No'.

**Case scenario 2:** You are attending a relative's wedding. You know most of the young people at the wedding. One of them brings a bottle of alcohol and invites all of you to drink. Role play the situation in which two members decide not to drink and are able to say 'No' effectively.

**Assessment criteria:**

- Three teachers drawn from the school can be nominated as judges.
- The judges can individually score the activities based on:
  - i. comprehensiveness / number of issues highlighted
  - ii. clarity of the messages presented
  - iii. level of appeal / manner of presentation / ability to maintain the attention of the audience.
  
- Essay writing will be scored as a individual activity. The debate and role plays will be assessed as a group activity.
- With five points for each of the three aspects listed earlier, individuals and group will receive a total score with the maximum being 15.

**Closing:** Appreciate all the participants for their efforts and enthusiasm.

1. Summarize the points highlighted in the essays submitted. Emphasize the need to present facts or avoid hearsay information.
  
2. Go over the issues highlighted during the debate. Explain that ensuring that young lives are not lost due to alcohol and drug use requires everybody's efforts. The government can implement laws to prevent drug supply and prohibit sale of alcohol to young people. The government, schools and other agencies can make efforts to create awareness and encourage youngsters stay away from drugs. However, the decision to remain drug-free has to be made by the student. If he/she is not willing to make a commitment to stay drug-free all the efforts of the society will not help. It is a goal that needs all of us to work together. Remind the students, "Your life is in your hands and you need to protect your body and mind by deciding to stay off alcohol and drugs".
  
3. Provide feedback about the skills displayed during the role play session. Emphasize that one can say 'No' effectively by following the tips presented during the programme and that one need not break off relationships or insult and abuse others who are making the alcohol / drug offer and can assertively say 'No'.
  
4. Announce the winners and present prizes if any.

**DRUGS THAT CAN CAUSE HARM**

- There are many types of drugs; look different
- Alcohol and other drugs have psychoactive effects that change the way the brain works and interfere with the normal body functions
- Some drugs are illegal ; some are not. Legal drugs can also cause harm
- Medically used drugs can also cause harm

Alcohol and other drugs can cause harm and have a dangerous impact on a young person.

- There are many types of drugs. The drugs may be in a liquid, powder or tablet form and used in different ways but the addiction causing drugs that we are discussing about have a common element.
- Alcohol and other drugs have psycho-active effects that change the way the brain works and interfere with the normal functions in our body.
- Some drugs are illegal; some are not. Adults can buy tobacco. Though it is a legal drug, we know that it can cause a lot of harm. Alcohol is also legally available in many parts of the country. Just because it is legal does not make it safe. Other drugs that you mentioned in the earlier session such as cannabis or ganja are illegal drugs.
- Medically used drugs can also cause harm. Doctors may prescribe sleeping pills or pain killers for a medical problem in a particular quantity (such as 2mg, 4mg) and a period of time such as few days or months. In rare cases, the person may need it for a longer period. However, when a person uses it without the doctor's advice it can cause problems and also lead to addiction.

### Drugs abused in India

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- Ganja / Marijuana : potent, addictive drug that many wrongly believe to be safe
- Brown sugar / heroin : Extremely addictive drug derived from opium
- Sleeping pill, cough syrups and pain killers used without the doctor's advice
- Alcohol and tobacco are the most commonly used drugs
- All can harm the physical growth and brain development of young people

Let us list the drugs that are commonly used in India.

- Ganja / Marijuana is potent (meaning strong), addictive drug that many wrongly believe to be safe.
- Brown sugar / heroin is an extremely addictive drug derived from opium.
- Sleeping pill, cough syrups and pain killers used without the doctor's advice.
- Alcohol and tobacco are the most commonly used drugs in India.
- All of these drugs can harm the physical growth and brain development of young people.

### Drugs rarely abused in India

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- Ecstasy and cocaine which are used to feel 'good or happy' but can cause tiredness, anxiety, depression or confusion and other serious health problems
- Inhalant use such as whiteners, petrol can damage the brain, affect concentration levels and may even lead to cardiac arrest in a young person
- Steroids : cause extreme mood swings and damage body organs

You may hear about some drugs used only by some groups of people in India.

- Ecstasy and cocaine are drugs that some use to feel happy and have a good time at the party but often end up feeling tired, exhausted, anxious or depressed the next day. It can also cause confusion or 'psychosis' a serious mental breakdown. Use can affect major organs such as the heart, kidneys, liver, stomach and even lead to seizures (fits), cardiac arrests or strokes (paralysis).
- Inhalant use such as whiteners, petrol can damage the brain, affect concentration levels and may even lead to cardiac arrest in a young person. Though the young person may use it to feel relaxed, it makes the person feel dizzy, nervous and is unable to walk or talk normally and generally ends up feeling 'sick'.
- Steroids are used by some to perform better in sports or increase their muscle and stamina. However, steroid use can lead to extreme mood swings and damage body organs such as the kidney and liver.

### What happens when one takes drugs?

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- Drugs even in small quantities can change the way in which the brain works
- Brain is the control centre
- Interfering with the brain can change :
  - the way the body works – heart rate, breathing etc.
  - the person's thoughts feelings and behaviour

Alcohol and drugs affect the body and brain.

- Drugs even in small quantities can change the way in which the brain works.
- Brain is the control centre and every action in every part of the body is controlled by the brain.
- When a person takes alcohol or drugs, this can :
  - interfere with the way body works and can change the heart rate, breathing etc. and
  - change the person's thoughts, feelings and behavior.

### What happens in the brain?

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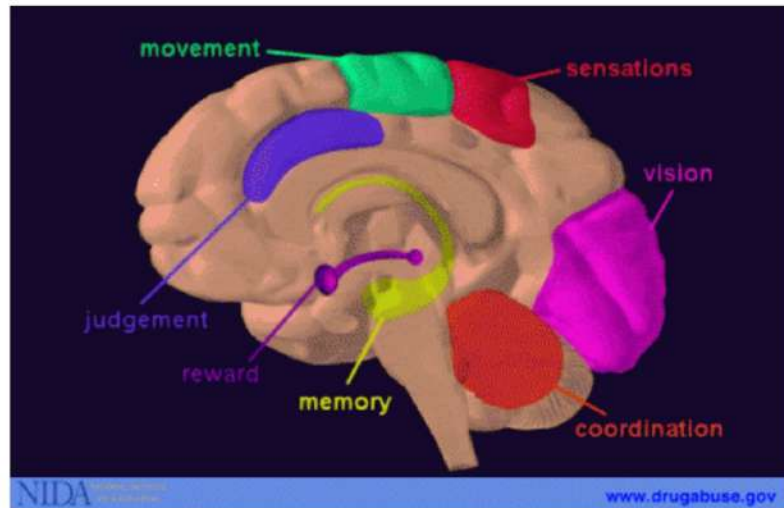
- Let us understand this by discussing alcohol
- Have you seen a person who has consumed a lot of alcohol?
- What are changes that are usually seen?

### What happens to the brain when a person takes alcohol/ drugs?

- Let us understand this by discussing alcohol.
- Have you seen a person who has consumed a lot of alcohol?
- What are changes that are usually seen? Co-ordination may be poor and that the person may not be able to write, eat or walk in a straight line and movements are likely to be slow and sluggish. Speech may be slurred, sensation of pain may reduce and vision may be blurred. They are not able to react quickly and have difficulty in focusing on what they are doing. When they have had too much they may just fall down and look as if they are in deep sleep.



## BRAIN



<https://www.drugabuse.gov/publications/teaching-packets/understanding-drug-abuse-addiction/section-i/3-brain-regions-their-functions>

Take a look at this picture of the brain.

- Each part of the brain is largely responsible for some activities. While other parts also may be involved, the picture shows the major areas of the brain that control or handles specific activities.
- If you take a look you can see how alcohol affects almost all areas in the brain – co-ordination, vision, sensation and movement.
- In the same way, each drug affects certain centres in the brain and accordingly those activities get affected.
- Every time a youngster takes alcohol or drugs, it interferes with the brain. Of course, the person may feel normal after the effect goes away in a few hours. However, these short term changes can also leave an impact.

### Other changes

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- Thinking: Not able to think clearly and make decisions
- Feelings: Can make a person relaxed or irritable or depressed
- Behaviour: Lead to impulsive behaviour or violence
- The risk to a young person is much higher

Let us consider the psycho-active effects of alcohol.

- Thinking: The person is not able to think clearly and make decisions. It may take longer to recognize the issues due to the depressant effect of alcohol on the brain which slows the process.
- Feelings: Alcohol also changes the kind of feelings the person has. It can make the person feel relaxed or irritable or aggressive or sad.
- Behaviour: The person may make impulsive decisions such as spending money or getting into a fight without considering the options.
- This is why driving after drinking alcohol can be so dangerous. The person will need to respond quickly while driving and with alcohol this is not possible. The person may not be able to respond and step on the brakes in time, he may not be able to judge distance or what would be best to do if a cyclist comes on to the road suddenly.
- All these effects are more pronounced in a young person.

### What can drugs do to a smart, healthy, enthusiastic youngster?

- Affect academic performance – affect ability to concentrate, understand and remember. Reduces motivation and involvement
- Cause physical deterioration
  - Poor eating and sleeping habits
  - Damage to lungs, kidneys, liver, heart
  - Brain damage
- Psychological problems
  - Depression, anxiety
  - Can trigger a psychiatric breakdown
- Hamper personality development

Let us take a look at the kinds of problems that a youngster may face when alcohol or drugs are used. Alcohol and drugs can cause all these problems but we will be explaining by making references to specific drugs.

- For a youngster being able to concentrate, understand and remember is essential to be able to study well. Drugs affect each part of the learning process and can reduce academic performance. Moreover using alcohol and drugs reduce the drive and motivation of a young person.
- Physical health condition can be affected.
  - Eating and sleeping patterns change with drug use. Some drugs may make you feel dull and reduce appetite and while with some drugs you may prefer eating snacks and not like to eat a wholesome meal which is essential for a young person. Almost all drugs interfere with sleep. The person may sleep more or less but is unable to enjoy the deep, restful sleep that the body needs.
  - All drugs can harm the physical health in a general while it may particularly harm particular organs in the body. Lungs can be particularly affected with tobacco and cannabis. All drugs are broken down by the liver but alcohol use particularly strains the liver. Though the drug by itself can harm the kidneys, most illegal drugs contain contaminants which also cause harm. For example, heroin may contain lead, pesticides as well as other

drugs to enhance the effect. Cardiac problems are commonly associated with use of tobacco, cocaine, ecstasy etc. With some drugs overdoses can suppress the breathing centre in the brain and cause death.

- Brain damage: When school students use cannabis, it may reduce their intelligence and they may not regain it even after they stop using cannabis. Inhalant use can reduce oxygen supply to brain, cause brain damage and can sometimes result in death. Drugs disrupt the way in which nerve cells or neurons communicate with each other in the brain and some drugs can damage the nerve cells in the brain and spinal cord.

- Psychological problems:

When drugs are used, it releases chemicals in the brain that make a person feel different and increases the desire to repeat the activity. The young person gradually reduces his/her involvement in healthy activities such as talking to friends or playing games to feel good and starts using drugs to feel good. Overtime, the natural supplies of these chemicals reduce in the brain and depression or anxiety may develop.

Many drugs such as cannabis, ecstasy, cocaine can trigger psychiatric problems. While these conditions often clear up when a person stops using, it can increase the risk of mental health problems later in life as an adult and in rare cases trigger a mental health problem that continue to affect the youngster.

- Hamper personality development: During adolescence the young person learns important life skills such as how to talk to people, resolve conflicts, deal with failure, make decisions, plan etc. When drug use starts, the young person's ability to deal with happy as well as difficult situations is affected and is unable to cope with life as an adult later.

### Risks even with single use .....

- Violence- reacting impulsively, poor judgment and increased aggressiveness
  - Accidents – falls, making wrong decisions when driving a cycle, risky actions
  - Possession of illegal drugs is against the law
  - Risk of addiction higher when young people use it - unable to stop using even if they want to
  - Hurt the people you love!!
- 
- Alcohol and drugs can make you behave differently as the control centre in the brain is affected. The young person is likely to react impulsively, with poor judgment and increased aggressiveness. A casual conversation can become a heated argument and turn into a fist fight with abusive language.
  - When the brain is under the influence of alcohol and drugs, coordination is poor and it takes longer to react and due to poor judgment wrong decisions may be made. Accidental falls, attempting risky acts such vehicle or doing stunts on the street or driving recklessly are more likely to happen.
  - Possession of drugs is against the law. If the police happen to search the person and find drugs, it can lead to an arrest, court appearances and imprisonment.
  - At some point the person may get addicted and finds it difficult to stop using drugs or alcohol even if they want to. The likelihood of a young person getting addicted is much higher when compared to the adults.
  - More than all of this, the young person hurts people who love and care for him/her.

### Remaining drug free

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- When a young person uses drugs, the risk of getting addicted is very high
- Staying drug free is a important decision to make
- Drugs may make a person feel different for a short while but harm many aspects - at present as well as in the future
- Smart youngsters decide to stay drug free as their future depends on it!!

Let us make a decision based on the facts we discussed.

- Any person who uses alcohol or drugs can get addicted. But in a young person like you the brain is still growing and the risk of getting addicted is very high.
- Staying drug free is an important decision to make.
- Drugs may make a person feel different for a short while but harm many aspects - at present as well as in the future.
- Smart youngsters decide to stay drug free as their future depends on it!

- There are many kinds of tobacco products:
  - Cigarettes, beedis, cigars and
  - Smokeless tobacco: chewing tobacco, pan masala, snuff etc.
  - E- cigarettes contain nicotine the addictive chemical found in tobacco products.
- Tobacco is harmful in any form and even in small quantities.
- Tobacco kills up to half of its users. More than 8 million people die each year due to tobacco use of who 1.2 million are non-smokers who die as a result of exposure to second hand smoke. In all about one person dies every 4 seconds.
- More than 80% of tobacco users live in low and middle income countries.
- Every time one smokes tobacco, they take in more than 7000 chemicals in tobacco smoke with at least 250 chemicals known to be toxic or cause cancer. Toxins like hydrogen cyanide, ammonia, arsenic, formaldehyde etc. enter the body when tobacco is used.
- When a young person uses tobacco:
  - The earlier one starts using, higher the risk of addiction and more the damage
  - More likely to use alcohol and other types of drugs
- Nicotine, a powerful, highly addictive chemical present in all tobacco products including e-cigarettes. Tobacco products contain nicotine which harms the adolescent's brain and increases risk of other health problems including heart disease and cancer. Nicotine can also lead to mood disorders, lower impulse control and harm parts of the brain that control attention and learning in young people.
- When tobacco is used, nicotine and other chemicals are absorbed rapidly and enters the brain where it :
  - stimulates release of chemicals that gives a feeling of pleasure;
  - increases blood pressure and heart rate; and
  - reduces appetite and disturbs sleep pattern.

- Young people develop addiction to nicotine very quickly. The younger the age the more likely they will become a regular smoker. The stimulation that tobacco use brings initially is followed by a low feeling and fatigue and users seek to use nicotine again. Tobacco addiction develops rapidly. The body becomes slowly resistant to the effect and user starts needing more and more to experience the effect. The person can feel irritable, restless and depressed when they try to stop smoking. The young person feels uncomfortable without it, craves for the next dose and continues to use even when one would like to quit.
  
- Tobacco use affects almost all organs of the human body from head to foot and there is no safe level of tobacco use. Yet, not even a single beneficial effect is present.
  
- Effect of tobacco use on the youngster:
  - Poor sense of taste and smell
  - Bad breath
  - Dark lips and stained teeth
  - Dental problems – yellowing of teeth , bad breath , affects gums and increases caries leading to teeth loss
  - Facial wrinkles - prematurely ages the skin
  - Affect muscles around eyes, worsens dry eye syndrome, higher risk of cataracts
  - Stroke - tobacco users are twice at higher risk compared to non-smokers, more likely to develop dementia later ( decline in mental ability interfering with daily activities)
  - Poor concentration, increased depression, anxiety levels
  - Reduction in the lung's capacity to take in oxygen and remove carbon dioxide reducing lung function.
  - Frequent cold and cough, wheezing, increases the buildup of mucus resulting in a painful cough and breathing difficulties.



- Increases risk of respiratory problems such as pneumonia, trigger asthma flare-ups and lead to Chronic Obstructive Pulmonary Disease (COPD) with chronic obstruction of airflow in the lungs which interferes with normal breathing especially in those who start smoking during their childhood and adolescence.
- Among teenagers, tobacco smoke significantly slows lung growth and development
- Cancers- Smokers are 22 times more likely to develop lung cancer than non-smokers. Apart from lung cancer, tobacco use can cause over 10 types of cancer in other parts of the body. With every puff of a cigarette, toxins and carcinogens are delivered to the body and tobacco smoke contains 70 chemicals known to cause cancer. Smokeless tobacco contains 28 carcinogens that cause cancer of the oral cavity, esophagus and pancreas.
- Heart disease - tobacco users face a fourfold increased risk of cardiac problems
- Gastrointestinal diseases such as gastritis, stomach ulcers and inflammatory bowel disease
- Risk of developing diabetes is higher in smokers
- Infertility, reduction in sperm count and impotence
- Weakened bones - Carbon monoxide, the main poisonous gas in tobacco smoke, binds to hemoglobin in the blood more easily than oxygen does, reducing the delivery of oxygen to the body's tissues. Smokers are more likely to lose bone density, fracture more easily and take longer to heal.
- Weakens immunity putting smokers at risk of infections
- Loss of stamina and poorer health status
- Restricted blood flow can lead to gangrene (death of body tissue) and may require amputation of arms or feet.
- Smoking damages health of other non-smokers in similar way and can lead to:
  - Heart disease
  - Lung diseases: emphysema and bronchitis

- Vascular diseases affecting blood circulation
  - Cancer
  - Stroke.
- 
- Legislation bans sale of tobacco to minors.
  - Smoking in educational institutions, government institutions, workplaces and health care facilities is banned by law.
  - May 31st is “World No Tobacco” day.

Source:

World Health Organisation. (2019). The Tobacco Body. Retrieved from <https://apps.who.int/iris/bitstream/handle/10665/324846/WHO-NMH-PND-19.1-eng.pdf?ua=1>

Centres for Disease Control and Prevention. (March 2019). Quick facts on the risks of e-cigarettes for kids, teens and adults. Retrieved from [www.cdc.gov](http://www.cdc.gov)

## Level 2 Program Schedule - 10<sup>th</sup> to 12<sup>th</sup> Standard Students

### SESSION – 1

Time	Description	Methodology
10 to 10.45 am (45 minutes)	<ul style="list-style-type: none"> <li>▪ Introduction to the Program</li> <li>▪ What are some of the drugs you have heard of?</li> <li>▪ What would you like to know about alcohol / drugs?</li> </ul>	<ul style="list-style-type: none"> <li>- Brain storming</li> <li>- Preparing questions for handing over to teacher</li> </ul>
10.45 to 11.45 am (60 minutes)	<ul style="list-style-type: none"> <li>▪ Alcohol and drugs - consequences</li> </ul>	<ul style="list-style-type: none"> <li>- Presentation with or without power point</li> </ul>
11.45 to 12.30 pm (45 minutes)	<ul style="list-style-type: none"> <li>▪ Why do young people drink alcohol or try drugs?</li> <li>▪ Identifying relaxing and fun activities without alcohol or drugs</li> </ul>	<ul style="list-style-type: none"> <li>- Brain storming</li> <li>- Presentation</li> </ul>

### SESSION - 2

1.30 to 2.30 pm (60 minutes)	<ul style="list-style-type: none"> <li>▪ Handling negative feelings</li> </ul>	<ul style="list-style-type: none"> <li>- Brain storming</li> <li>- Presentation</li> </ul>
2.30 to 3.30 pm (60 minutes)	<ul style="list-style-type: none"> <li>▪ Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>- Presentation</li> <li>-Worksheet in small groups</li> </ul>
3.30 to 4.30 pm	<ul style="list-style-type: none"> <li>▪ Dealing with offers to try substances</li> </ul>	Role play demonstration

### SESSION - 3

#### WRAP UP WITH GROUP ACTIVITIES

- a) Poster Preparation
- b) Debate with five students in each group
- c) Role play based on a case scenario
- d) Prize giving ceremony

## Segment 1 - Session 1: Introduction to the programme

**Purpose:** The students will be helped to think about what happens when a young person uses alcohol or drugs. The session also helps the teacher assess the level of awareness about Substance Use (alcohol and drug use).

**Time (45 minutes):** 10:00 am to 10:45 am

**Materials needed:** Board with chalk / markers or flip chart; small bits of paper for students to list their questions.

### Delivery:

- Step 1: Start with a brief introduction about the program by stating that we will be discussing about youngsters making healthy choices and recognizing risks involved in using alcohol or drugs. Let them know the time duration of the sessions. Explain that:
  - participatory activities such as small group discussions will be used and that they will find the sessions enjoyable and fun;
  - they can ask questions about drugs or alcohol openly to you; and
  - that you would like them to express their opinion openly and participate enthusiastically.
- Step 2: Ask the group, 'What are some of the drugs you have heard of?'. List the name of drugs called out by the students on the board. If different names are given for the same kind of drugs list them beside each other. For example, if different kinds of alcohol such as brandy, whisky, arrack, beer etc., are called out write them in one corner of the board close to each other. Refer to the list of common names presented in Resource Page 3 in the guide book. Do not show surprise or make critical comments when students call out the names of drugs.
- Step 3: Summarize by saying that all of these are mood changing chemicals that harm every young person who uses them. Point out that the drugs may be legal or illegal. Medically used drugs can also cause harm when a person uses medications which are not prescribed by the doctor for his/her use and have negative effects on the brain and body of the youngster.
- Step 4: Say, "I will be passing pieces of paper to each row. We would like you to write down questions about alcohol or drugs that you would like to be answered. You do not need to write your names. Just write the questions and get the last person seated in your row to place it in this box here".

## **Segment 1 - Session 2: Alcohol and drugs – the consequences**

**Purpose:** Information about negative consequences of alcohol and drug use is presented to increase awareness.

**Time (60 minutes):** 10:45 am to 11:45 am

**Materials needed:** Projector to make a power point presentation. If a projector is not available, the teacher can present the material as a lecture.

### **Delivery:**

Step 1: Use the power point presentation presented in Resource page 5 or present information in Resource Page 4 in the form of a lecture.

Step 2: Invite comments from the students. Summarize main points.

### **Segment 1 - Session 3: Why do youngsters use alcohol/ drugs?**

**Purpose:** The student will be helped to think about the reasons why youngsters try drugs and identify alternatives to alcohol and drug use.

**Time (45 minutes):** 11:45 am to 12.30 pm

**Materials needed:** Board with chalk / markers and poster / chart paper and marker pens

#### **Delivery:**

Step 1: Ask students what makes young people take drugs. Invite as many responses as possible. They are likely to give reasons that fall under the following heads:

- Pleasure: be happy, have fun, feel good etc.
- Pressure from friends to use: the decision to try alcohol or drugs may not be made by the young person but when others his/her friends or relatives encourage them to try, they may use in order not to offend them.
- Manage problem situations: Young people may try alcohol or drugs under the impression that it will help them deal with sadness, disappointment, frustrations, failures, anxiety, boredom or fear.

Summarize stating that the reasons that people give often fall in these three categories – wanting to experience pleasure, handle problems or due to pressure from friends.

Step 2: State that we will discuss each of these three aspects in details. Say, “Let us look at the need to have fun or experience pleasure. Our brain contains ‘feel good’ chemicals that are usually released naturally in response to healthy rewards such as eating, music, playing games, meeting friends etc. When a person takes drugs, it artificially forces the brain to release these chemicals. The same brain chemicals can be triggered through healthy activities such as playing games and the person can feel happy without the risk involved in substance use.

Step 3: Divide participants into small groups. Provide a poster paper or chart to each of the groups. Ask the group members to discuss and list ‘fun’ activities that can make youngsters feel happy. Encourage them to list as many as possible. State that it does not matter if they do not know how it is possible for them to do so. For example, they may list swimming though they may not know to swim and do not know where they can learn to do so. The idea is to help them know that there are many ways to have fun without using alcohol or drugs.

Step 4: Invite each group to present at least five ideas taking care not to repeat the ideas that the previous groups have listed.

Step 5: Point out that these activities also excite the reward circuit in the brain, make us feel pleasurable and do not carry any risk of addiction. On the other hand, if we use alcohol or drugs, our brains become used to these effects and we become unable to feel relaxed, happy or excited without the use of drugs.

We then will need to take more and more of the drug though the drug no longer is able to excite our brains and make us feel happy. The person will need to stop using which may be difficult to do after addiction develops.

Explain that addiction develops over time:

- The person tries drugs/alcohol and experiences some effects that he/she finds pleasurable;
- Repeats the use to feel good;
- Starts using regularly and
- Is unable to stop as the person feels uncomfortable without it.

Only if the person stops and makes efforts, gradually over months and years, the brain gradually recovers and goes back to the natural way of functioning. Unfortunately, in some people permanent damage may occur.

## Segment 2 - Session 1: Handling negative feelings

**Purpose:** The student will be helped to list situations where they experience negative emotions, list healthy ways of managing their feelings and understand that using alcohol or drugs is not a healthy choice.

**Time (60 minutes):** 1.30 pm to 2. 30 pm

**Materials needed:** Board with chalk / markers; papers for the groups to make a list of situations and four cards with the words GLAD, SAD, MAD AND BAD written in large letters. Emoticons of SAD, MAD AND BAD can also be made for display.

### Delivery:

Step 1: Day in and day out we are placed in a variety of situations. Some make us feel good, while other experiences leave us feeling uncomfortable. If we were to discuss about these feelings in a simple way we can classify the feelings into four categories: GLAD, SAD, MAD and BAD:

- GLAD: when something good happens and we feel happy, relaxed, excited,
- SAD: there is a loss, failure or situations where we feel rejected
- MAD: when we feel angry or frustrated or feel that we were not treated fairly
- BAD: other negative feelings such as feeling stressed, guilty, jealous, ashamed or fearful.

Step 2: Divide participants into small groups. Ask each group to describe five situations wherein they feel SAD, MAD or BAD. Explain that we discussed the positive feelings in the earlier session and we will focus on the uncomfortable feelings in this session. Permit them to work on this exercise for 20 minutes.

Please note that the term 'MAD' is often used in English to refer to anger. For example, we may say, "When she heard that her friend lost her book she got mad" to state that she became angry. The term 'mad' is also sometimes used to refer to someone who is mentally unstable. Here the term 'MAD' is used to refer to anger.

Step 3: Re-assemble the groups and deal with each of the three feeling states one by one. Request each group to present situations that make them feel 'sad'. Request other groups to present other situations that make them feel 'sad' without repeating those already listed. Repeat the same process and discuss examples related to 'mad' and 'bad'.






Step 4: Explain to the group that they need to now discuss what they can do to deal with these three mood states – SAD, MAD and BAD. Permits them to discuss for 10 minutes and re-assemble in the large group.

Being ‘mad’ or angry is very often a secondary feeling. For example, someone ignores me and I feel ‘sad’ but it comes out as ‘anger’ when I tell myself, “How dare they do this to me?”.

Clarify that the same situation may trigger different feelings in different people. Losing a match can make one sad, angry at oneself or the team members or may feel embarrassed. Don’t go too much into detail into the finer aspects. The focus of the activity is to initiate the skill of identifying feelings and dealing with it.

Step 5: Place the card ‘SAD’ or write it on the board. Ask the groups for suggestions about the best way to deal with it when we feel ‘sad’. List the ways suggested on the board. Repeat the process with ‘MAD’ and ‘BAD’. It is likely that the responses listed in the following table will be given.

<p><b>SAD</b></p>  <ul style="list-style-type: none"> <li>- Talk to someone you trust and feel comfortable with</li> <li>- Cry</li> <li>- Do something else to take your mind off it</li> <li>- Think about why it happened and how you can avoid it in future</li> <li>- Console yourself saying that such things happen, you will cope and feel okay after sometime</li> </ul>	<p><b>BAD</b></p>  <ul style="list-style-type: none"> <li>- Do something to relax</li> <li>- Decide to forget it/ let go</li> <li>- Do something (eat/ sleep it off/ talk to someone) and hope to feel better the next day</li> <li>- Tell yourself you could have handled it differently</li> </ul>
<p><b>MAD</b></p> <ul style="list-style-type: none"> <li>- Go away from the situation for awhile</li> <li>- Count 1 to 10, drink water or distract yourself with some other activity</li> <li>- Talk in a calm voice and tell the other person that you are unhappy with what happened and discuss it</li> <li>- Think about what you can do differently to avoid this in future</li> <li>- Talk to someone</li> </ul>	<ul style="list-style-type: none"> <li>- <b><i>Shout or scold</i></b></li> <li>- <b><i>Hit or hurt the other person</i></b></li> <li>- <b><i>Remain silent and not express it</i></b></li> <li>- <b><i>Strike or break something to release your anger</i></b></li> </ul> 

Step 6: Explain three issues:

1. Adolescents feel very strongly about things that happen around them. These strong emotions need to be handled with care.
2. Feelings are not 'good' or 'bad'. It is okay to feel angry, jealous or sad.
3. It is important to deal with feelings in the right way. Ignoring the feeling does not make it go away. The way we manage our feelings makes it healthy or unhealthy for our emotional well-being. For example, expressing anger by using the ways listed in bold italics can harm us, the other person or the relationship we have with the other person.

Asking ourselves if the way we are dealing with the feeling makes us feel better and if it harms us or the others helps us choose the right way to deal with it.

Step 7: Remind them that alcohol or drugs are not healthy ways to deal with sadness, anger or other difficult feelings. Substance use makes these feelings worse and it can make youngster feel depressed, aggressive or more fearful and nervous than before. Moreover, under the influence we may do or say something that creates more problems for us.

## Segment 2 - Session 2: Problem solving

**Purpose:** The process of identifying problems and making decisions is discussed in this session with examples of 'body-image' and 'stress' which are common issues for adolescents.

**Time (60 minutes):** 2.30 pm to 3. 30 pm

**Materials needed:** Board with chalk / markers or flip charts; copies of work sheet for distribution

### Delivery:

Step 1: Explain that adolescence is a period of change – the transition from being a child to learning how to be an adult. It can be a challenging time as:

- there are many changes in the body that he/she may not be comfortable with;
- the expectations from family, school and society are different;
- the pressure to conform to rules and perform well at school can high; and
- this can be a time of great stress when the young person is not able to cope.

Step 2: The body and brain is going through a lot of changes. Explain that:

- Young people's brain is working in such a way that there are strong emotions and yet the part of the brain involved in judgment and decision making has not yet fully developed.
- It is easy for young people to feel very strongly and make decisions based on emotions rather than facts.
- This session focuses on helping one think carefully about the problem and make decisions after considering all aspects of the problem.

Step 3: Inform the students that we will be using a four step process to do this. Write each step on the board as you proceed and use the example described in the text box.

**Step A: Identify the problem situation**

**Step B: List options.**

**Step C: Describe the consequences of each option.**

**Step D: Choose the option that would work best.**

**Step A: Identify the problem situation** – describe the problem and not your impression/ opinion about it. For example, “I find chemistry difficult or I get poor marks in chemistry” is a statement that describes the problem. If the person says, “I can never do well in chemistry or I am not intelligent or it is impossible for me to do well in chemistry” it reflects one’s opinion and does not describe the problem situation.

**Step B: List options.** Think about all the possible ways in which you can do something about the problem. For example, options for the problem identified as poor marks in chemistry may be:

- I can copy from my neighbor for the chemistry test
- I can spend one hour each day focusing on chemistry
- I can ask a friend to help me with chemistry
- I can look for simple explanations of concepts I did not understand using a guide book or through the internet.

**Step C: Describe the consequences of each option.** For each of the options listed, think about the consequences. Remember that consequences can be positive or negative. For the first two options, the consequences of copying may get one a better score if another student helps but may get both of you into trouble and this will not help in the final exam as it will not be possible to copy. Spending one hour studying chemistry may mean we need to commit to a plan and make adjustments such as reducing time spent on television.

**Step D: Choose the option that would work best:** In this step, we decide on the course of action and list action steps that need to taken.

Step 4: Using the four step process, help the group think of other problems they face. Explain with another example.

**Step A: Identify the problem situation:** “Feel stressed when there is a test”

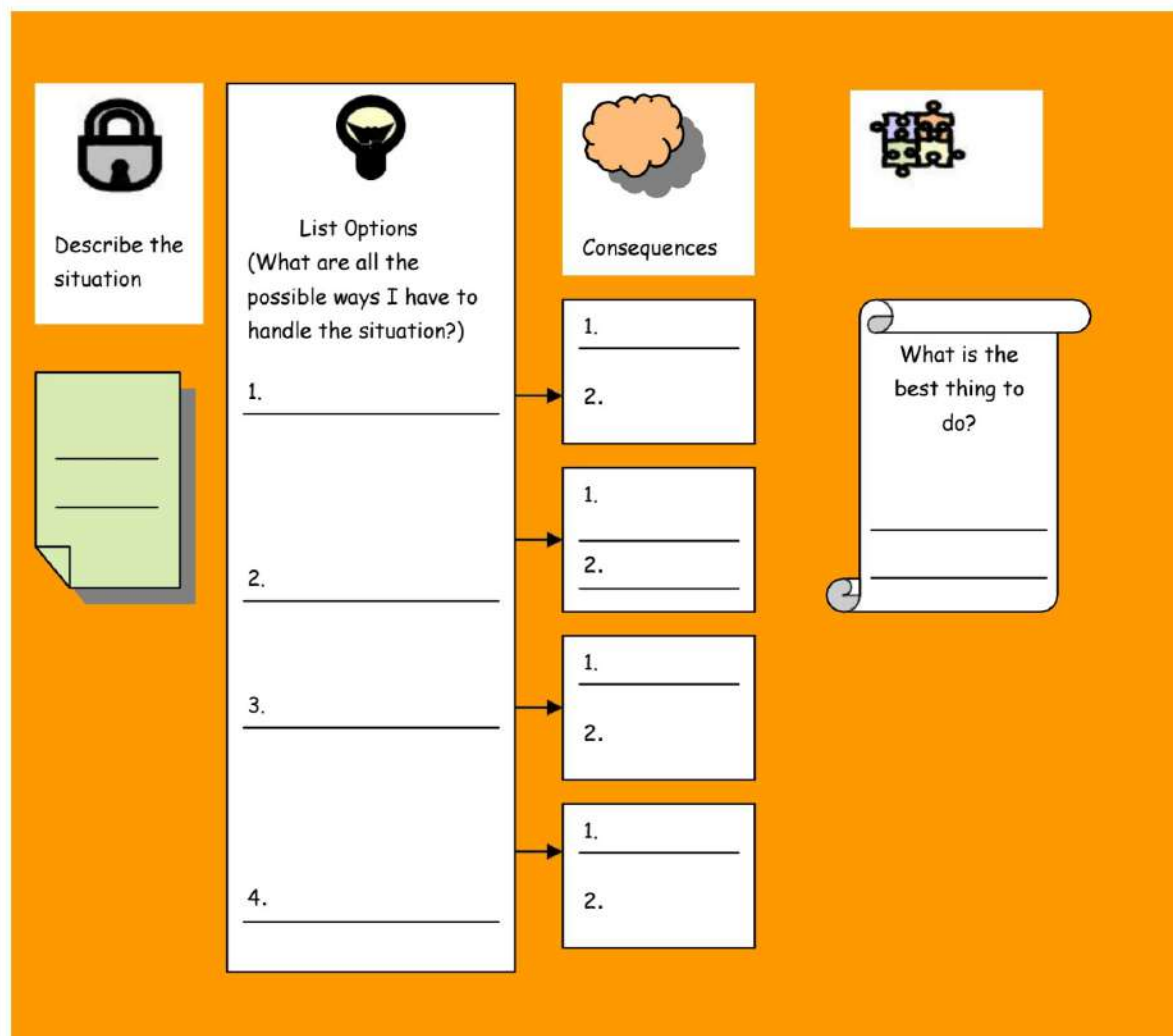
**Step B: List options:**

- I can plan my work ahead to avoid the last minute rush.
- I can tell myself that it is okay to be unprepared and go unprepared to the test or skip deadlines and not submit my records or assignments.
- I can reduce the time I spend on activities that are not so important.
- I can wake up half an hour earlier to prepare well-ahead for the test.

**Step C: Choose the option that would work best:** Start a discussion with the students to think of consequences for each of the options.

**Step D: Choose the option that would work best:** Ask the students what option they would choose.

Step 5: Explain that this tool can be used to think through many problems faced by young people. Present the following illustration to describe the four step process.



Step 6: Divide the students into small groups. Assign one of the following three case situations to each of the groups. Invite the group to present their analysis of the problem and chosen plan of action. Permit them to discuss the situation for 20 minutes and present their choices. Clarify if needed.

**Situation 1: Ravi feels isolated and would like to have more friends. What can he do to deal with the problem?**

**Situation 2: Anitha notices that two girls frequently make fun of others in the class room by calling them names based on their looks or the kind of dress they wear etc.**

**Situation 3: Mohan wants an expensive mobile phone that his parents do not want to buy for him.**

Step 7: Invite each group to present the decision made and the process. Use the points below to summarize before moving on to the next group.

**Situation 1:** Peer relationships are very important for most young people. This example can help us think about healthy ways in which they can initiate and build friendships. Emphasize that being popular with lots of friends by itself does not help. Building meaningful relationships with those whom you like and respect and those who like, respect and support you in return are important.

**Situation 2:** This situation has been described to turn the discussion on two issues with students - bullying and negative body image. Use the situation to highlight issues that you think are important to your group.

- Bullying in schools hurts a lot of youngsters and destroys their confidence. State that bullies often use this approach to hide their own inadequacy and that it is a cruel way of treating others and that you would not tolerate it as their teacher. Emphasize that looking for the good in ourselves as well as others is an important ingredient for happiness and success.
- Unfortunately, the social media and some adults place emphasis on physical looks. Some youngsters are influenced by these messages and constantly worry about looking too fat, thin, dark, pale, short or tall or for having ears/eyes/hair that is not perfect. They start criticizing others or feel ashamed, comparing themselves to their peers or movie stars, become depressed and lose control over important things in their lives. Looks do not determine what we can achieve. Being nice to ourselves, recognizing the positive aspects of ourselves, being thankful for what we have and for what we can do are ingredients for success.

**Situation 3:** Help the students think through what youngsters will do to get what they want even when they know that the parents cannot afford to do so. This discussion helps them think aloud and consider the consequences of their actions on others who they love the most.

Step 7: Request the group to apply this approach to think about their own problems, consider consequences and choose healthy ways to deal with their problems. Remind them that no matter what their problems are alcohol and drug use are not options that a smart youngster will consider.

## Segment 2 - Session 3: Dealing with offers to try substances

**Purpose:** This session focuses on refusal skills. The students will role play situations to demonstrate how they can say 'No' effectively.

**Time (60 minutes):** 3.30 pm to 4. 30 pm

**Materials needed:** Board with chalk / markers or flip charts.

### Delivery:

Step 1: Divide students into three groups. Assign one situation to each group. Allot 15 minutes to prepare and demonstrate how one can say "No" effectively.

Group 1: Your classmates offer a cigarette to you while you are walking back home after school.

Group 2: You are invited by a group of your friends to try some alcohol at a birthday party.

Group 3: A friend suggests that all of you try some cannabis / ganja to relax after a hectic week of tests.

Step 2: Invite each group to present their role-plays. Invite feedback after each role- play. Make sure the comments focus on the skills used to say 'No' and not on the quality of acting. Help the group think about:

- The reasons given to invite the person to try it.
- How effectively was the 'no' expressed?
- Could anything else have been done in this situation?

Step 3: Appreciate the students for the role play demonstration. Wind up by summarizing the important ideas to keep in mind while refusing a drug offer.

- Look at the other.
- Say 'No' in a clear tone of voice that is firm and loud enough.
- Stand or sit upright to show confidence.
- Repeat the 'No' as many times as necessary.
- Keep the dialogues short and to the point.
- Suggest an alternate activity that they could do together as a group instead of tobacco, alcohol or drugs.
- Leave the place if the other repeats the offer many times in spite of saying 'No'.

Emphasize that it is not difficult to say 'No' to friends and 'No' can be said without insulting or hurting the other. Moreover, saying 'no' may help others in the group to say so. Thus, they not only protect themselves but help others also stay drug free.

### **Segment 3 – WRAP UP WITH GROUP ACTIVITIES**

**Purpose:** Group activities are held as the third session to help students re-visit ideas presented in the earlier sessions and the teachers to recognize the level of assimilation of the ideas presented.

**Time (3 hours):** 10 am to 1 pm

#### **Materials needed:**

- Announcements are made at least a week ahead to help the students prepare for the session.
- Each student can join in any one of these three activities:
  - a. Poster competition: This is an individual activity.
  - b. Debate: Three to five students can be part of one debate team and two teams will be needed. If there are five in the team, three will participate in the debate while two members will provide ideas/assistance.
  - c. Role play: Two or three teams can be formed with 3 to 6 members in each group. The teams are expected to role play one of the three scenarios:
    - i. handling a difficult situation using the 4 step problem solving process;
    - ii. refusing an offer of drugs/alcohol or invitation to drive the motorcycle without a license or accompany friends to the beach without permission from the adults; or
    - iii. Dealing with a failure or handling negative feelings in a healthy manner.
- Announce that a student can participate in only one of the three activities and that all students should be part of at least one.
- The members and teams need to register their names three days prior to the event. Two students can act as coordinators and to collect the names.

#### **Delivery:**

- Three judges to be drawn from the teachers at the school for each event.
- Each judge will record their scores and the total calculated later.
- The poster competition participants will assemble in a class room to prepare the poster in the chart paper provided by the school under the supervision of a teacher in 60 minutes. Later, the participants can join the others to watch the role play and debate.
- Instructions will be provided for the groups participating in the debate and role play 15 minutes prior to their presentation.
- The instructions for each of the three activities are presented below.



## 1. Poster competition.

**Topic:** Create a poster depicting a school environment wherein students do not use tobacco, alcohol or drugs.

**Duration:** 60 minutes

**Guidelines for the essay:** The poster may depict activities or positive aspects in the school that helps students remain drug free.

**Assessment criteria:** Scored out of 5 on each of the following criteria with a maximum score of 15 in total.

- Number of positive aspects presented: students who have decided to remain drug-free, participation in healthy leisure activities, students who feel good about themselves and help others, supportive environment with students and teachers who care and support each other, rules and regulations in school, school, the school environment that is safe and drug-free etc.
- Presentation: appeal, creativity
- Clarity with which the ideas were presented.

## 2. Debate with five students in each group.

**Topic:** Creating an environment wherein young people remain drug free and receive support to do so is the responsibility of the school VS the family.

**Duration:** 15 minutes for preparation and 15 minutes for debate.

### **Guidelines for the debate:**

- The teacher can draw lots to decide the team that will argue for or against.
- Three students can talk on behalf of their group. The first speaker in each group can talk for 3 minutes presenting their case. The second speakers from both groups can elaborate or clarify on the points for 2 minutes each.
- Following this, the third speaker from each group can negate or argue against the points raised by the other group, summarize and close their arguments in 2 minutes. The two other team members can help by keeping track of ideas presented and providing ideas to present.
- After each speaker the judges will enter the scores and on completion will rate the groups on issues presented by the group and not be influenced by their own personal views.

**Assessment criteria:** Scored out of 5 on each of the following criteria with a maximum score of 15 in total.

- Factual and correct information is presented with focus on the topics
- Clarity of the points presented
- Interesting manner of presentation.

### **3. Role play.**

**Topic:** A case scenario of their own choice related to refusal, coping with a problem situation or handling feelings without use of substances.

**Duration:** 10 minutes for preparation and 3 minutes for each role play.

**Guidelines for the role play:** The situation for the role-play is left to the choice of the team.

**Assessment criteria:** Scored out of 5 on each of the following criteria with a maximum score of 15 in total.

- Number and type of issues covered, similarity to the situations that the students may face
- Presentation: appeal, creativity
- Clarity with which the ideas were presented.

**Closing:** Appreciate all the participants for their efforts and enthusiasm.

1. Summarize the points highlighted in the posters. Emphasize that we all can work together to help each other stay happy, healthy and lead fulfilling lives.
2. Go over the issues highlighted during the debate. Explain that schools and families are an important part of a youngster's life and they provide support to give one's best. It is essential for the youngster to reach out and take help from adults around when there is a problem. Emphasize that no matter what the decision to remain drug-free has to be made by the student. Remind the students, "Your life is in your hands and you need to protect your body and mind by deciding to stay off alcohol and drugs".
3. Provide feedback about the skills displayed during the role play session. Briefly review the refusal skills, problem solving process and healthy ways to handle feelings.
4. Announce the winners and present prizes if any.

- **Alcohol** : Contain ethyl alcohol and depress or slow down the Central Nervous System (CNS)
  - Arrack, Brandy, Gin, Rum, Toddy, Whisky, Wine.
- **Benzodiazepines**: Drugs that are prescribed by doctors to reduce anxiety and induce sleep and act by slowing down the activity in the CNS.
  - Sleeping pills, tranquilizers.
- **Cannabis**: Has a mild depressant effect on the CNS and can change mood and perception.
  - Ganja (Weed, Reefer, Pot, Joint), Hashish / Charas, Bhang.
- **Hallucinogens**: Drugs that distort perceptions and alter mood and perception
  - LSD, magic mushrooms
- **Opioids**: Drugs that reduce pain perception and have a depressant effect on the CNS.
  - Heroin and Brown sugar (Illegal)
  - Synthetic opioid medications - painkillers prescribed by the doctor to reduce pain
  - Cough syrups that contain codeine.
- **Stimulants**: Drugs that increase the activity of the CNS
  - Cocaine (coke, crack) and Ecstasy (Illegal).
  - Caffeine in coffee and energy drinks
  - Nicotine in tobacco products and e-cigarettes
- **Tobacco products**: Beedi, cigar, cigarettes, e-cigarettes, pan masala.

## Resource Page 4: ALCOHOL & DRUGS - how can these harm a young person?

### Alcohol use in India

- Majority of Indian adults do not drink.
- Prohibition is in force in few Indian states. In most states, sale of alcohol generates most part of the state's revenue

### Alcohol and youth

- Worldwide, alcohol use by youth is restricted by law. In India, sale to those below 18 to 25 years is banned as alcohol can have serious impact on physical and mental health of youngsters.
- Alcohol use by young students can impair memory, reduce ability to learn, lead to deficiency in verbal skills, reduce motivation and increase risk of depression.
- The earlier one starts drinking, the more that alcohol can damage brain development. Youngsters who start drinking while they are still at school are four times more likely to get addicted. Drinking alcohol leads many to try other drugs too.
- Youngsters mistakenly attribute positive benefits to alcohol. Facts need to be presented to help youngsters recognize that alcohol use harms them and do not help them in anyway.
  - Alcohol does not help young people build muscles – *only exercise and healthy lifestyle choices can do this.*
  - Drinking alcohol does not make one more attractive – *alcohol can on the other hand makes one look silly and drunk.*
  - Drinking alcohol does not help make one more popular - *drinking does not add value to you as a person.*
  - Alcohol does not make one act more intelligent or smart – *alcohol leads to loss of inhibition and they are likely to do something stupid.*

- Alcohol does not help deal with problems. On the other hand, *alcohol intensifies painful feelings and can make one more sad or angry, interfere with effective problem solving and add to the problem.* Youngsters who drink are more likely to:
  - Report poor academic performance
  - Be involved in traffic accidents
  - Be more prone to getting into fights (impulsive)
  - Get involved in crime and
  - Attempt suicide.

### **Some basic facts about alcohol**

- There are many types of alcoholic beverages and all contain ethyl alcohol which is the psychoactive chemical present.
- The percentage of alcohol present varies. Whisky, brandy, rum and vodka are distilled spirits with about 40% ethyl alcohol. Arrack may contain about 50%. Wine may contain 8 to 12 % while beer's alcohol content can vary from 5 to 8%.
- When one drinks alcohol, it is absorbed directly from stomach and small intestines and enters the blood stream. It quickly slows down the functioning of brain. Motor coordination, judgment and ability to react quickly is affected even with small amounts.
- Liver needs to break down this toxic material to avoid damage to cells and organs. It takes about one hour to break down half a bottle of beer (about 300ml).
- Alcohol contains empty calories and has no essential nutritive elements.

### **Drugs other than alcohol can also affect a young person**

Each type of drug has a different effect on the body and mind and harm all physically and mentally. Let us look at the specific problems associated with some of the common drugs.

#### **Cannabis / Ganja**

- When young people use cannabis it affects brain areas responsible for memory, concentration and problem-solving.

- Cannabis can reduce academic performance – may lead to dropping out of school.
- Cannabis use makes youngsters want to start focusing on oneself leading him/her to withdraw from others, lose motivation and reduce involvement in other activities such as meeting friends, music or sports.
- Cannabis use can increase anxiety, depression, bring on panic attacks, make one paranoid (suspicious of others) and may even lead to an acute psychotic episode (psychiatric breakdown).
- Cannabis use is associated with bronchitis and other lung infections in young people often leading to poorer physical condition and reduced performance in sports.
- Cannabis clouds thinking and judgment, compromises ability to assess risks and he/she is likely to make faulty decisions. Girls may fail to read the signs indicating danger and increase risk of exposure to physical or sexual violence. Reduced inhibition among boys and girls may lead to risky sexual behavior exposing them to infection and other problems that cause them a lot of emotional turmoil and jeopardize their future.
- Cannabis's effect on the brain reduces alertness, coordination and the delayed reaction can affect driving skills leading to risk of driving accidents.
- Addiction can develop to cannabis use and the young person is unable to feel relaxed or happy without using cannabis. They continue with use even when there are negative consequences.

### **Inhalants**

- When fumes from petrol, whiteners, adhesives etc. are inhaled it quickly enters the bloodstream from the lungs, reaches the brain and the young person experiences alcohol-like effects.
- The initial relaxation leads to slurred speech, inability to coordinate movements and dizziness. Headaches and vomiting are common.
- Bone marrow, liver and kidney damage as well as hearing loss can occur. Nerve damage can result in permanent difficulty with walking, bending etc.
- Reduced oxygen supply can lead to brain damage and 'sudden sniffing death' can result.

## **Heroin**

- Highly addictive drug derived from opium that has a strong effect on the mind and body.
- Used to experience pleasure but the person:
  - loses interest, becomes lethargic and seems apathetic; and
  - experiences drowsiness and mental clouding.
- When the drug's effect wears off the person feels dull and wants to try the drug again to feel better. Soon dependence develops and when the drug is not used severe body pain, restlessness and intense mental craving set in making it difficult for the user to stay off the drug even though he/she does not want to use it.
- Confusion, weakness, blurred vision and constipation are commonly experienced.
- Contaminants in this illicit drug can clog the blood vessels leading to the lungs, liver, kidney and brain.
- Overdose deaths are common as it reduces heart rate and breathing.
- Many start injecting the drug, increasing risk of Hepatitis, HIV and other blood borne infections.

## **Prescription pills**

- Sleeping pills, pain killers, cough medicines – can cause addiction
- Not to be used without prescription.
- Sleeping pills reduce anxiety, make one sleepy and cause other alcohol-like effects. These drugs can cause or aggravate depression. Often the opposite effects can happen making them feel irritable, agitated and behave aggressively. Lack of inhibition can lead to high risk behaviour such as unprotected sex.
- When combined with alcohol it can lead to overdose death.
- Many pain-killers and cold and cough medicines make a person feel drowsy and the reduced sensation of pain and dullness makes the person want to try the drug more often leading to addiction.

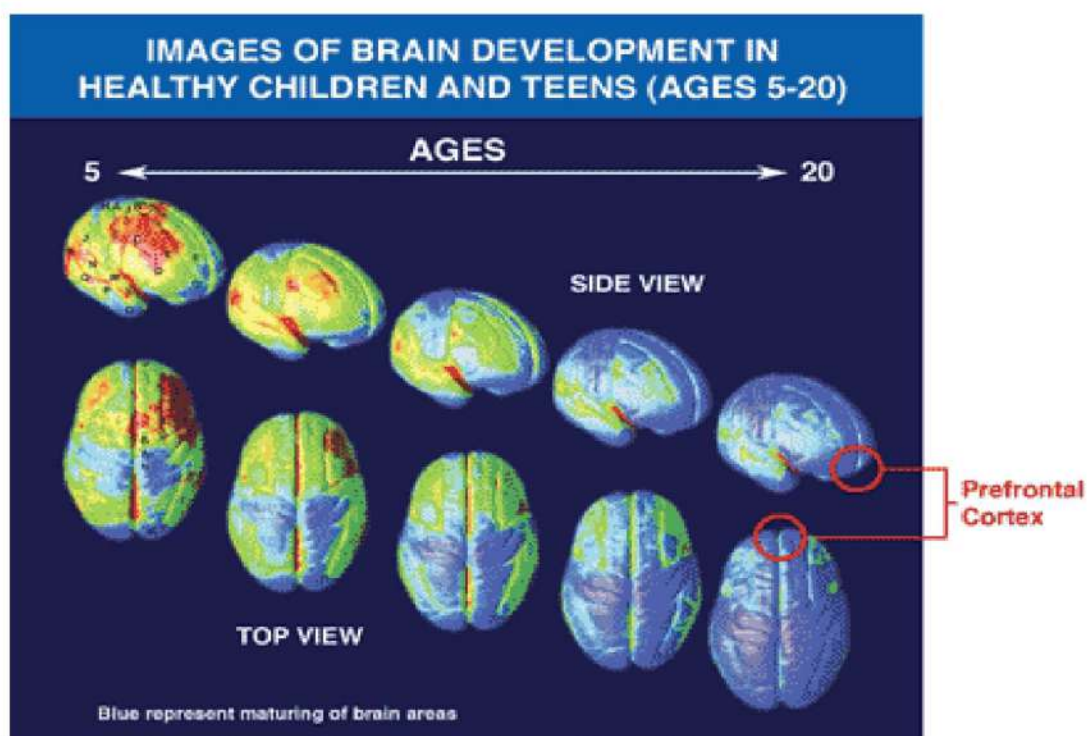
## Use of alcohol / drug use is especially dangerous for young people - Why?

### What happens during adolescence?

- Physical growth takes place - body functions like an adult
- Psychological growth incomplete - brain still in process of growing
- Restrictions from others decreases - independence increases
- So, alcohol/drugs and youth become a risky mix.

### Brain development in adolescents - poor judgment and control

- Different parts of the brain are responsible for different activities;
- Each part grows at a different pace;
- Pre frontal cortex - centre for self control and judgment develops only after 20's;



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- However, the youngster is capable of experiencing strong emotions which is risky as the judgment and decision making centre has not developed. Part of brain that makes decisions based on long term goals and consequences has still growing.



- Actions are driven by feelings without the steadying influence of mature judgment
- In this scenario, use of alcohol/ drugs may lead to risky choices.

### **Effect of SU on the rapidly growing brain during adolescence**

- Brain cells - develop new connections, change structure and improve functioning
- Drug use interferes with the brain's normal functioning and the changes persist even after drug use stops
- Drug use can destroy brain cells and cause lasting or even irreversible damage to the brain.

**Learning ability** reduces as drugs can:

- reduce motivation to do well;
- cause difficulty with concentration; and
- affect memory.

Cognitive ability (general mental capability) is affected and the young person's ability related to comprehension, reasoning, planning and problem solving reduces which interfere with academic performance.

### **Mental health problems**

Alcohol and drugs are used to feel better but on the contrary, it affects mental well-being and can:

- increase anxiety and nervousness;
- cause depression;
- set off panic attacks and may even
- trigger a psychiatric breakdown with delusions (believe that someone is plotting, controlling them etc.) or hallucinations (hearing, seeing or feelings things which are not there in reality).

### **Physical health**

Drug can cause deterioration to the young person's health as it can:

- affect even basic eating and sleep routines;
- reduce stamina and physical well-being and in addition
- affect particular organs and cause respiratory and cardiac problems etc.

## **Personality growth**

The young person is unable to handle normal pressures of life as he/she sees drugs as a way of coping with life. The young person starts using substances to handle the normal pressures that every young person faces. He/she may start using drugs to deal with anxiety, failure, frustration, irritation, boredom and even happiness and is unable to function as an emotionally stable, healthy person.

## **Problem behavior**

Alcohol and drug changes the way one behaves and increases the likelihood of:

- conflicts or disagreement with peers, teachers and parents;
- attempting suicide; and
- becoming physically aggressive and violent and injure oneself/others or destroy property.

Young people may get into trouble with authorities and as a result face disciplinary problems at school and be suspended or dismissed from school.

## **Safety risks**

Alcohol and drug use affects safety and increase risk of:

- falls / accidents due to poor judgment or poor coordination when driving or operating machinery under influence of drug; and
- reduced inhibition and caution increasing chances of sexual encounters.

## **Risk to life**

Young people can die as result of the drug's effects, unexpected reactions due to presence of other chemicals in the drug used or due to an overdose.

## **Loss of good times**

The greatest loss is that they can miss out on all the positive aspects of being young and fail to use opportunities for fun, learning and growth. When youngsters use drugs/ alcohol, this can weaken or destroy relationships with family and friends.

## Legal risks

India's drug laws prescribe stern punishments for possession and trafficking of drugs. Young people can be arrested, placed in detention, tried in court etc. causing a lot of problems at present and may affect his/her future too.

## How long does it take for addiction to develop?

- Nobody can predict when the brain cells will alter their functioning
- At some point , user starts craving for drugs
- This craving becomes more and more intense
- The disease of drug addiction sets in and user needs help to give it up

## Remember that...

- It is illegal for youngsters to buy alcohol
- Possession of drugs is a crime
- Alcohol and drugs lead youngsters to make risky choices that hurt themselves and others.
- Young brains are developing to become more efficient. Alcohol and drugs interfere with this development.
- Our youngsters need to stay smart and stay drug- free!!

.....end.....

## References:

- National Institute of Drug Abuse (NIDA) at [www.drugabuse.gov](http://www.drugabuse.gov)
- Colombo Plan Drug Advisory Programme, *The Universal Treatment Curriculum for Substance Use Disorders (UTC)*, Course 1: Physiology and Pharmacology for Addiction Professionals, International Centre for Certification and Education, 3<sup>rd</sup> Edition, 2017.

### Alcohol use in India

- Majority of Indian adults do not drink
- Prohibition is in force in few Indian states
- In most states, sale of alcohol generates most part of the state's revenue
- Sale of alcohol is prohibited to youngsters in all states

### Alcohol and youth

- Worldwide, alcohol use by youth is restricted by law
- In India, sale to those below 18 to 25 years is banned
- Can have serious impact on physical and mental health of youngsters

### Effect on the youngster

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- Impairs memory
- Reduces ability to learn
- Deficiency in verbal skills
- Reduces motivation
- Depression

### Alcohol and youngster's brain...

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- Earlier one starts drinking – more the damage to brain development
- Youngsters who start drinking at schools are four times more likely to get addicted
- Drinking alcohol leads many to try other drugs too

### Alcohol does not help

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- Does not build muscles – *only exercise and healthy choices help*
- Does not make you look attractive – *alcohol can make one look silly and drunk*
- Does not make you popular - *drinking does not add value to you as a person*
- Does not make you more intelligent – *alcohol leads to loss of inhibition, likely to do something stupid*
- Does not help deal with problems – *alcohol can add to the problem*

### Youngsters who drink are likely to:

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- Perform poorly in school
- Be involved in traffic accidents
- More prone to getting into fights
- Get involved in crime and
- Attempt suicide

### Alcoholic beverages....

- Whisky, arrack, brandy, wine, beer – are different types
- All contain ethyl alcohol
- Percentage of alcohol varies

### When one drinks alcohol.....

- It is absorbed directly from stomach and small intestines and enters the blood stream
- Functioning of brain slows down
- Motor coordination, judgment and ability to react quickly is affected even with small amounts

### Alcohol ....

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- Liver needs to break down this toxic material to avoid damage to cells and organs
- It takes about one hour to break down half a bottle of beer
- Contains empty calories and no nutrition

### What about drugs other than alcohol?

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- Each type of drug has a different effect on the body and mind
- Drug abuse harms all young people physically and mentally



## Cannabis / Ganja

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- Affects brain areas responsible for memory, concentration, problem - solving
- Reduce academic performance – may lead to dropping out
- Starts focusing on oneself – withdraws, reduced motivation and involvement in other activities
- Increase anxiety, depression, bring on panic attacks, paranoia or even acute psychosis

## Cannabis / Ganja

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- Bronchitis and other lung infections, poor physical condition and reduced sports performance
- Ability to assess risks and make faulty decisions
- Alertness, coordination and delayed reaction – affect driving
- Addiction can develop – be unable to feel relaxed, happy without using cannabis

## Inhalants

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- Inhaling petrol, whiteners, adhesives etc. - poisonous fumes
- Initial relaxation leading to alcohol-like effects- slurred speech, poor coordination, dizziness, headaches, vomiting
- Bone marrow, liver and kidney damage, hearing loss, permanent nerve damage
- Brain damage, due to reduced oxygen supply - may lead to sudden sniffing death

## Heroin

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- Highly addictive
- Used to experience pleasure but makes user :
  - lose interest and seem apathetic
  - drowsiness and mental clouding
- Triggers need to try drug again and again and addiction sets in quickly
- Contaminants damage brain, kidney etc.
- Overdose deaths common

## Prescription pills

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- Sleeping pills, pain killers, cough medicines
  - can cause addiction
- Not to be used without prescription
- Reduce heart rate and breathing
- Sleepy and dull, feel sick

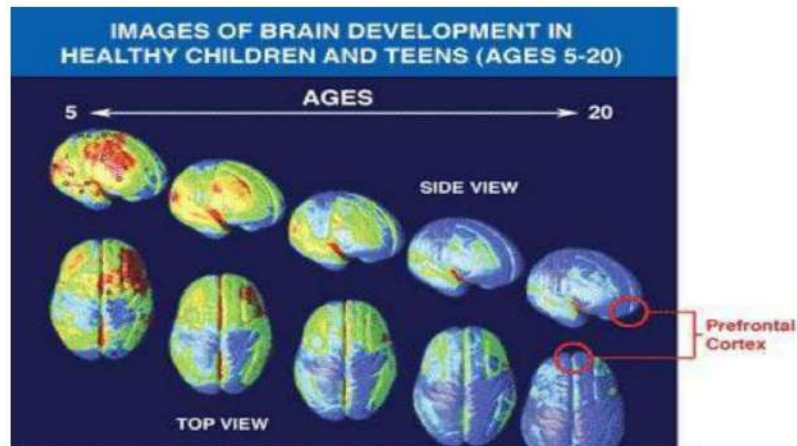
## Why it so harmful to young people??

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- ***What happens during adolescence?***
- Physical growth takes place
  - body functions like an adult
- Psychological growth incomplete
  - brain still in process of growing
- Restrictions from others decreases
  - independence increases
- So, alcohol/drugs and youth become a

### Brain development in adolescents - poor judgment & control

- Different parts of the brain are responsible for different activities
- Each part grows at a different pace
- Pre frontal cortex - centre for self control and judgment develops only after 20's
- Capable of experiencing strong emotions



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### Effect on the rapidly growing brain

- Brain cells - develop new connections, change structure and improve functioning
- Alcohol and drugs can interfere with this development
- Can cause lasting or even irreversible problems for the brain

### Brain – effect on the control centre

- Brain's functioning
  - reduces activity of brain
  - changes persist even after drug use stops
- Destroy brain cells and may cause permanent damage

### Affects academic performance

- Reduces motivation
- Interferes with concentration and memory
- Cognitive ability (general mental capability) affected and the young person's ability related to comprehension, reasoning, planning and problem solving reduces

### Effect on mental well-being

- Drugs can increase anxiety and nervousness
- Make the depression worse
- Set off panic attacks and may even
- May even trigger a psychiatric breakdown
- Affect personality growth
  - inability to handle normal life and sees drugs as the only way pressures of coping

### Physical health deteriorates

- Basic eating and sleep routines affected
- Reduce stamina and physical well-being
- Affect specific organs and cause respiratory and cardiac problems

### Affects personality growth

- Unable to cope with normal pressures
- Needs drugs / alcohol to deal with situations
- Inability to function as an emotionally stable person

### Problem behaviors

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- More conflicts with peers, teachers and parents
- Increased irritability and aggressiveness
- May harm oneself, others or destroy property

### Problems with authorities

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- Other risks:
  - disciplinary problems at school
  - suspension or dismissal from school
- Legal risks:
  - possession of drugs is punishable by law
  - may face arrests and detention



### Risk to life and limbs

- Safety risks
  - accidents when driving or operating machinery under influence of drug
  - reduced inhibition and caution increasing chances of sexual encounters
- Risk to life: Death due to drug's effects, unexpected reactions due to presence of other chemicals in the drug used or due to an overdose.

### Miss out on the positive aspects

- Weaken or break off relationships with
  - family
  - friends
- Fail to use opportunities for fun, learning and growth

### Remember that...

- It is illegal for youngsters to buy alcohol
- Drug use is illegal
- Alcohol and drugs can damage your brain
- It leads you to make risky choices that hurt yourself or others

### How long does it take for addiction to develop?

- Nobody can predict when the brain cells will alter their functioning
- At some point , user starts craving for drugs
- This craving becomes more and more intense
- The disease of drug addiction sets in and user needs help to give it up

## Remember....

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- Young brains are developing to become more efficient
- Alcohol and drugs interfere with this
- Stay smart and stay drug- free!!