



HIGH SCHOOL CURRICULUM



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LESSON ONE

NARCONON DRUG EDUCATION SCHOOL CURRICULUM

LESSON ONE - WHAT IS A DRUG?

Start your presentation to the students with this statement:

1. *“Sometimes drugs are necessary.”*

1b. *“Who can give me an example of a drug being necessary?”*

(A couple of your own examples help before you get them to give theirs, e.g. I often use the example of undergoing surgery to extract my wisdom teeth and taking Tylenol for the next couple of days to kill the pain and enable me to work.)

1c. Get the students to give you a few examples of their own until they really get the point.

Work with them until you are absolutely sure that they understand completely that sometimes drugs are necessary and can be useful.

2. *“One very important point to understand is: Nearly all drugs are toxic. In other words, most drugs are basically poisons!!”*

2a. Next, ask them this question: *“How many of you have ever heard of a teenager getting alcohol poisoning?”* (Get their response. Usually this is very real to them as it is covered in the media quite a bit.)

2b. Then ask, *“How many of you have heard of a teenager or college student dying after binge drinking alcohol?”*

2c. *“This is a good example of a common drug in society, yet it is a poison when too much is consumed too rapidly. Another good example is aspirin. This common drug has helped many people with pain relief and other ailments. When you think about it, this is a very mild drug compared to drugs such as heroin and cocaine, yet less than a small bottle of aspirin can kill an adult if they consumed it too rapidly. Much less can kill a child. All of these drugs have a toxic level. THEY ARE ALL POISONOUS AT CERTAIN DOSAGES.”*

(See if you can get the students to give their own examples of various drugs being poisonous at certain dosages, e.g., heroin, cocaine, etc. etc.)

2d. ***“Methamphetamine is the fastest growing drug in usage throughout America. It is interesting that every single ingredient that goes into making ‘meth’ is a poison.”***

(Get the students to understand that practically every drug we know of can kill a person if enough is consumed. Even a milder drug like marijuana contains THC, which is a poisonous molecule.)

3. ***“Here is the pattern that nearly all drugs appear to follow:”***

A) ***“A small amount acts as a stimulant (wakes you up).”***

Ask them this question to make it real, ***“How many of you have seen an adult drink 2 or 3 drinks and start to get more talkative?”*** (You may be amazed at how many hands go up on this.)

“How many of you have seen an adult drink a little more and start getting loud and laughing a lot?”

Use questions like the above to get them to see that people get stimulated at first. Then ask this question:

“So, is the alcohol putting the person to sleep or waking them up?”

(Get students to answer.)

“Right! a small amount wakes you up.”

B) ***“If the person takes more of the drug, it begins to depress. In other words, it slows you down or puts you to sleep.”*** (Use more questions to get them tracking).

“How many of you have seen an adult drink way too much alcohol?”

(Get their response).

“How many of you have seen an adult start to slow down and sometimes fall asleep?”

(Get their response).

C) ***“The third and final stage of taking drugs is death. If enough is consumed rapidly enough, the body shuts down and the person dies.”***

“How many of you have heard of a drug overdose?”

(Get their response).

4. Get them to understand this by going over it one more time, in a simple way.

A) A SMALL AMOUNT WAKES YOU UP.

B) MORE OF THE DRUG PUTS YOU TO SLEEP.

C) ENOUGH OF THE DRUG FAST ENOUGH, KILLS YOU.

You can quiz them verbally on this, by having them fill in the blank, in other words:

A SMALL AMOUNT

MORE OF THE DRUG

ENOUGH OF THE DRUG FAST ENOUGH

CLASS DISCUSSION (End of Lesson 1)

Have a class discussion after lesson 1. Go over the information regarding drugs being poisons. Take this time to answer students' questions. Most of the Narconon presenters have a wealth of experience:

- A) Have had a substance abuse problem.
- B) Successfully overcome addiction sometime ago.
- C) Have worked professionally in the drug rehab field and are CCDCs (Certified Chemical Dependency Counselors).

This section will probably be the only time in this curriculum that you will be able to cover all the miscellaneous drug info, so use it well.



LESSON TWO

NARCONON DRUG EDUCATION **SCHOOL CURRICULUM**

LESSON TWO – DRUG STORAGE IN THE BODY, LONG TERM PHYSICAL EFFECTS OF DRUG ABUSE.

This session covers the fact that drugs, such as LSD, marijuana, cocaine, methamphetamine; as well as other drugs, are fat soluble and can store in the body for extended periods of time, thus creating health problems.

“ICE BREAKER:”

Have the class look at a person near them, then another person, shake 2 peoples’ hands, then have them say “hello” to a person near them and a person far away. Then have everyone look at the right wall, left wall and finally direct their attention to the board. End off the drill and start your presentation.

Note:

You will need a glass, some water, a pack of instant lemonade and some common cooking oil in a small bottle with a dropper.

1. Have a sample drawing of a person’s body on the board.
2. Let the students know that you are going to talk about how certain drugs can stick inside your body and can stay there a long time.
3. Ask them if they’ve ever heard of a drug called marijuana? cocaine? heroin?
4. Most, if not all, have heard the street names; weed, spliffs, bones, etc. – Whatever communicates correctly to the students, use it. Explain to them that inside marijuana is a chemical called “THC”. As we learned earlier, THC (tetrahydrocannabinol) is a poison. This is one of the drugs that can stay in your body a long time after you use it. Let’s take a look at how that happens.
5. ***“How many of you have made lemonade?”***
“How many of you have seen someone mix lemonade?”
“Okay, if you watch the person mix it....” (At this point, take a package of lemonade, dump it in a glass and stir it.)

- Hold it up to the class – ***“As you can see the ingredients mix with the water or go into the solution. This is what we call ‘water soluble’. All that means is that it mixes with water.”***

“If a person drinks this, it usually goes through their body in about 24 hours.”

“Not true of many drugs.”

“Let’s take the THC in marijuana as an example. THC is what’s known as fat soluble, This means it mixes with fat.”

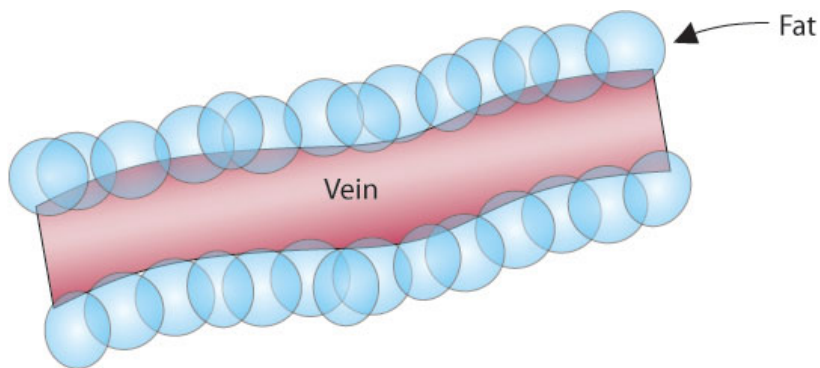
Take a small bottle of cooking oil and an eye dropper. Drop the oil in a glass of water, stir it and show how it separates.

“This does not mix with water, because it’s a fat soluble substance, meaning it mixes with fat.”

6. ***“So, let’s see what happens when a person takes a drug like marijuana or cocaine.”***

6b. Have a diagram on the board similar to the one below, to show a clear demonstration of this.

DIAGRAM

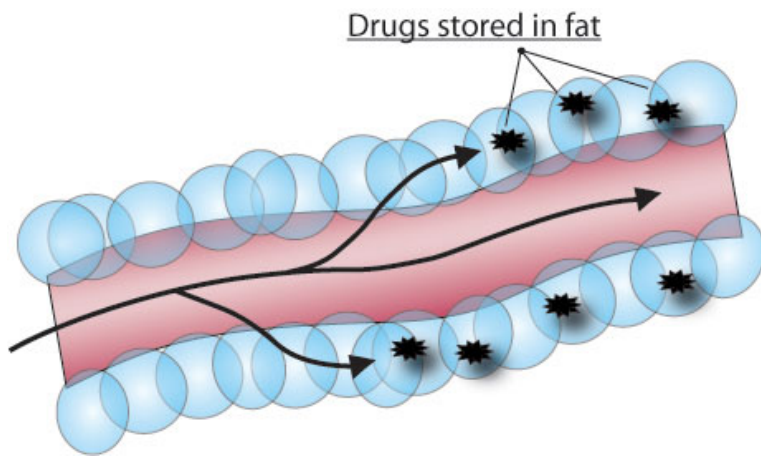


7. ***“The first thing I’d like everyone to do is look at the inside of your left wrist (or right) and see if you can locate the veins in the inside of your wrist. Ok, now hold your hand down towards the floor and rub the inside of your wrist. The veins should show a little clearer. Alright, now bend your hand inwards toward your wrist and pinch a little bit of fat that’s close to the vein. Observe how close your fat is to the blood stream.”***

8. Direct the class’s attention back to the board.

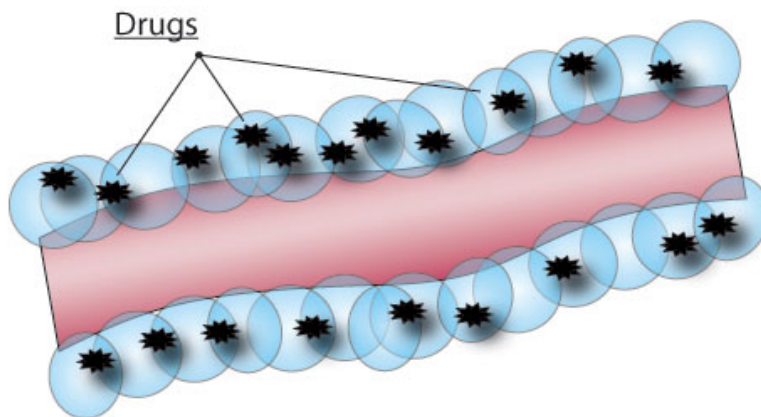
“When a drug enters the body, it always, always goes through the bloodstream. As the drug moves through the bloodstream, some of it can get lodged in the fat.”

DIAGRAM



“As a person uses more and more of the drug, it can start to build up in the body.”

DIAGRAM



“When this happens, the body has more and more poison in it.”

PRACTICAL

LESSON TWO

DEMONSTRATIONS:

These were found to be vital in boosting the level of retention for the students.

Post-program student evaluations showed these also came up as being the most important part of the curriculum when we surveyed students.

1. The first thing to do is pick 14 or so students and line them up like so;

O O O O O O O - FAT

VEIN

O O O O O O O - FAT

Let them know they are “fat cells”.

2. Next, have 8 or so students come up and have them stand in a group near the fat.

O O O O O O O - FAT

● ● ●

VEIN

←----- ● ● ● ● - DRUGS

O O O O O O O - FAT

● ● ●

Let them know that they represent “the drugs”.

3. Shown them that the space between the students represents the bloodstream.

O O O O O O O O - FAT

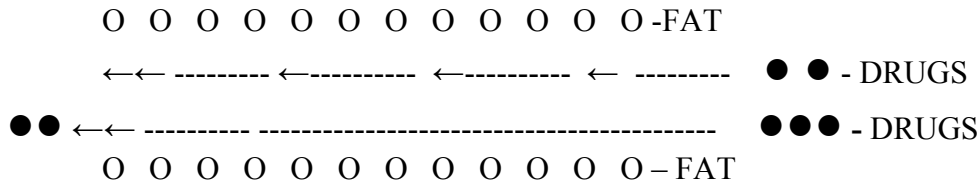
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BLOODSTREAM

= = = = = = = = = = = = =

O O O O O O O O - FAT

4. Let them know we're going to show how drugs pass through the bloodstream.

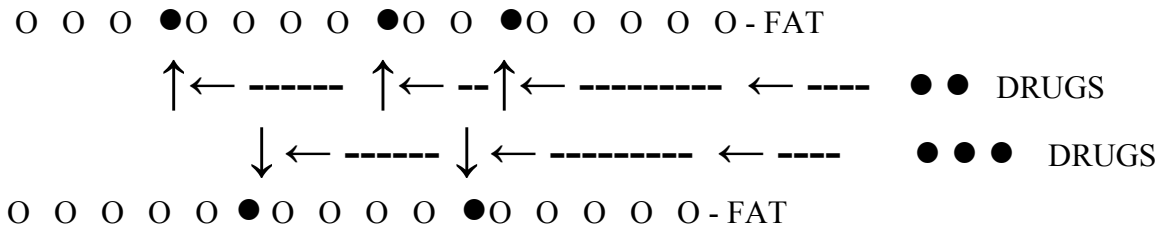


“Some of the drugs pass through the body” (send 2 students through the “vein”).

“But because marijuana, cocaine, heroin and others are fat soluble, some of the drugs stick in the what?”-----Students, ***“Fat.”***

“Exactly!”

Now send 3 more students through and have the ‘fat cells’ grab 2 and ‘stick in the fat’.



Send 3 more students through and have the fat pull them in. Have all the “drugs” raise their hands now, so the students can see how the drugs begin to ‘accumulate’ in the fat.

Close this session by thanking them for their participation and have them take a seat.

“Before we wrap up here”. A quick quiz;

“Sometimes drugs are needed, but they are all ----- ? (Answer: Poisons).

“Drugs can stick where? In the ----- ? (Answer: Fat).

PARENTAL DISCUSSION HOMEWORK ASSIGNMENT

The purpose of this assignment is to learn about some real instances where drugs affected someone and to learn why another person took drugs. This is also a good time to communicate with your parents about drugs and to ask any questions you have. You should tell your parent(s)/guardian what you did this first lesson and anything you learned from it. Then do the following survey.

Please bring this assignment back to class.

Survey Questions:

1. Have you ever known someone who took drugs?
2. What drugs did the person take?
3. Why did the person start taking drugs?
4. What effects did that drug have on the person.
5. Do you think that person is still taking drugs? Why? (or why not?)

Dear Parent(s)/guardian,

This space is for anything you would like to say about this assignment. This is an anonymous survey, so do not write students name on it.

Parent(s)/guardian's comments:



LESSON THREE

NARCONON DRUG EDUCATION SCHOOL CURRICULUM

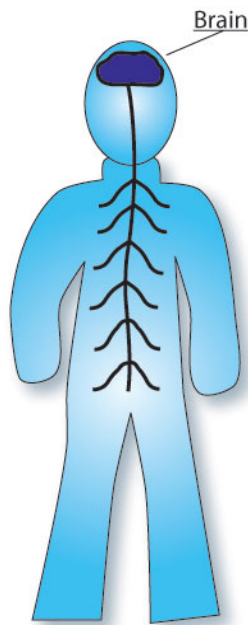
LESSON THREE - NERVOUS SYSTEM

“The first thing we’re going to look at now that we know all drugs can be toxic, is why that’s important. “

Ask the class why they feel it’s important to understand that drugs can be poisonous.
Get as many answers as possible.

“To understand this even better, let’s take a look at something called the nervous system.”

Draw simple diagram:



Draw the brain and let them know that the brain receives messages from all parts of the body.

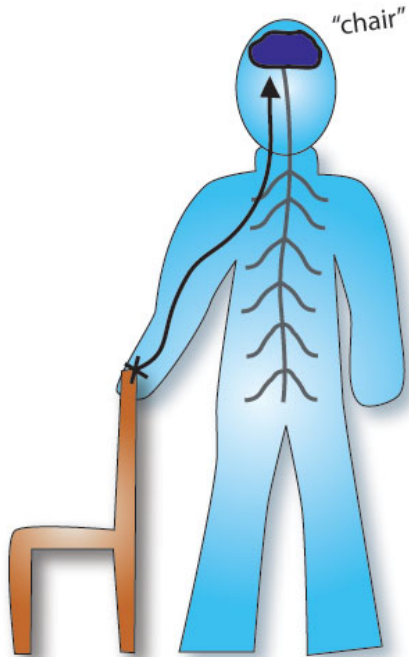
To illustrate, have the students close their eyes and reach down to feel the chair below them.

“Can you see the chair?” Students: *“No.”*

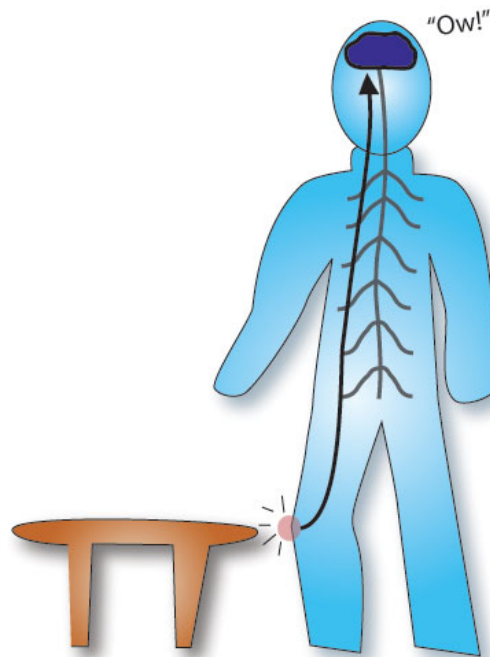
“Exactly, but you know it’s there, right?”

“Let’s take a look at how that happens”

(Draw this out – show graphically)



Your nervous system sends a message from your fingertips to your brain and “tells you” the chair is there.



Your nervous system sends a message from the body part to your brain and “tells you” you are feeling pain.

“Keep in mind - the nervous system also sends pain messages and discomfort messages. If you bang your knee, it hurts because the message is sent from your knee to your brain.” (Point out diagram).

“Let’s take a look at what happens to a person physically - not mentally or emotionally, but just physically.”

“Drugs numb the body or can kill pain.”

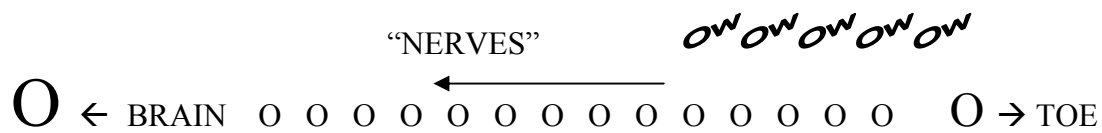
“The first thing that happens is that vitamins and minerals are destroyed in the body. Vitamin A, B, C, D and others are ‘burned up’ by the drugs.”

“Can anyone tell me why vitamins and minerals are important to your body?” (Get answers).

“What can happen if you don’t have enough of them?” Students: ***“You can get sick.”***

“Okay, well the positive thing about some drugs is that they temporarily relieve pain or discomfort. Let’s take a look at how this happens.”

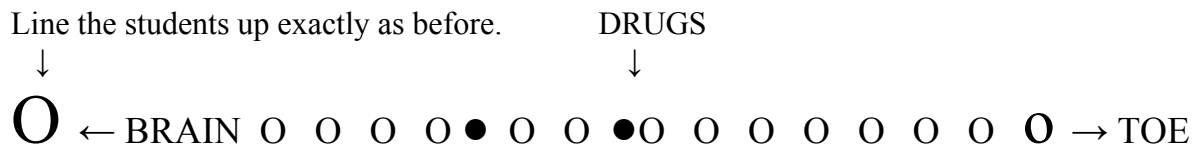
Have the whole class participate. Have one student be the brain.



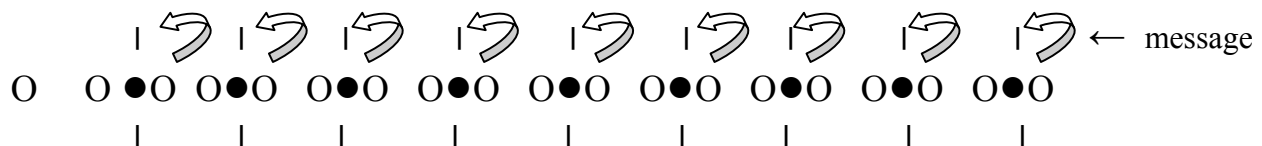
Have the student on the end stub his toe and say, “Ow!” and pass that “Ow!” message by tapping the next student and that student sending the “Ow!” all the way down, student to student to the brain. Have them practice this a couple of times. Then do it as a speed drill to illustrate how fast a message can travel.

Now have 8 students be the drugs. (I usually use marijuana as an example, as it’s a common street drug.)

“Let’s demonstrate how the body goes numb and pain or discomfort is shut off.”



One more time, have them send the pain message from toe to brain rapidly. Next, put 2 drugs into the nervous system and have the drugs “impede” the message to the brain. Have them stop the message by blocking the “nerve cell” (student) from tapping the next “nerve cell” (student) to show how the pain message is slowed down. Finally, put all 9 “drugs” (students) into the line of nerves.



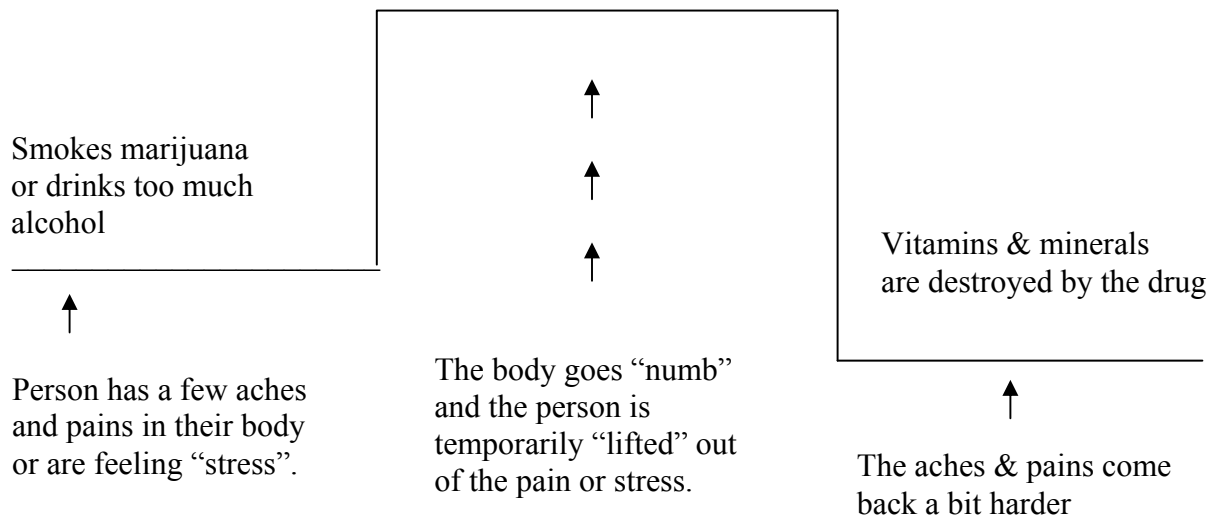
This shows the class how the drug ‘kills’ pain.

Have the class give you examples of someone they know who used a medical drug to relieve pain.

“So we all agree sometimes drugs are necessary, but this is what can fool people.”

“Drugs like alcohol, marijuana and even cocaine do the same thing.”

“This graph should help to show you how the person gets trapped.”

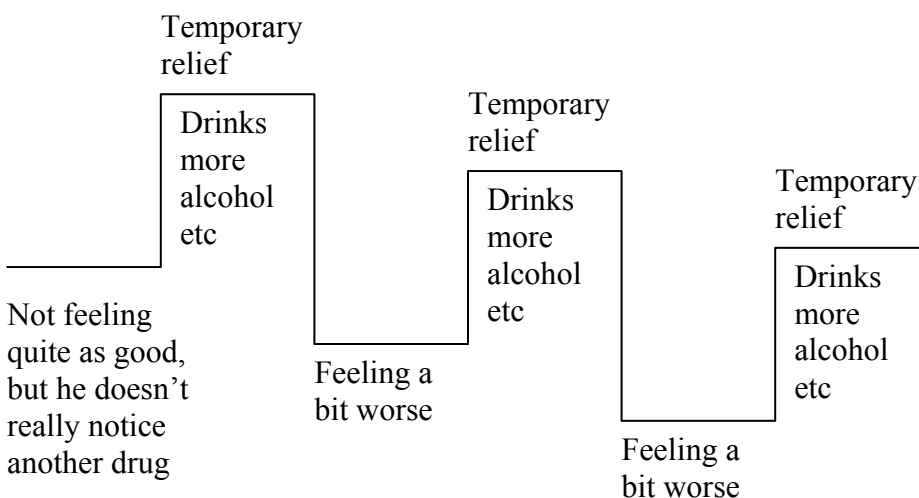


“Vitamins, minerals, good food and nutrition can keep a person healthy and strong. When these are used up, the person is not as healthy, stresses out and in general does not feel as well.”

“So a person, for instance who smokes marijuana or uses too much alcohol does get some physical ‘relief’ at first. Here’s an important question: If a person is feeling relief from aches, pains and stress, will he probably think the drug is a ‘bad’ or ‘good’ thing?”

Students: ***“A good thing.”***

“Right! In his mind, it helped him, so this is the start of a deadly trap for many people. Let’s get back to the graph.”



“Each time he takes the drug, more vital nutrition is destroyed and often physically he can feel worse.”

“Here’s another important question: If he feels worse and worse, what might he do to feel better?”

Students: ***“DRUGS!”***

“That’s part of the trap. The more he takes, the more his body can crave it. He feeds that craving with more alcohol or drugs, until finally the drug can take control of him.”

“One of the dangers of drug abuse is this:”

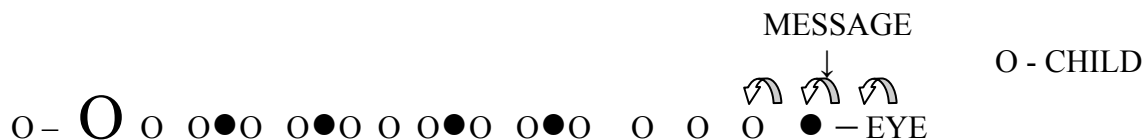
Let the students know we are going to do another demonstration and that you are going to need all their help.

Get your students up in their nervous system demonstration. Have one student represent an “eye”, with another student as a “child” who runs in front of the eye.

The students send the message rapidly to the “brain” and the person swerves to avoid the child. Have them do this a few times so they get up the speed. Now have some of the students be the “alcohol” and block the message from going through the nervous system.



“When a person drinks too much alcohol, let’s watch what happens.”



Have the students start sending the message from the “eye” to the “brain” and the students that are being the “alcohol” delay the message from arriving to the “brain”.

“Do you see what happens when a person tries to react after drinking too much alcohol?”



LESSON FOUR

NARCONON DRUG EDUCATION **SCHOOL CURRICULUM**

LESSON FOUR ECSTASY - THE REAL STORY – MEDIA

The media effects:

Note: For this presentation you will need the video, Ecstasy – The Real Story.

ICE BREAKER:

To ensure that everyone's attention is right there and they are ready to view the video. Have the students shake one person's hand, have them say hello to a person close to them and then far away. Next have them look at the left wall, right wall, then lastly have them put their attention on the T.V. monitor. Acknowledge them after they do each step.

Have the video ready to play; switch off the lights and turn it on. (It runs for approx. 34 minutes).

Note: You need to move fast as a class period is only 45 to 50 minutes long.

After video ends:

1. Ask for a volunteer who is a fast writer.
2. Let the students know we are going to do a quick quiz.

“What do they call it when you put a product next to something people think is desirable?”

Students: *“positioning!”*

“Where is one of the most powerful mediums used to advertise?”

Students: *“Movies”*

At this point, you are simply getting the students to review important points in the video. As it is an extremely interesting piece, they normally answer the questions with ease. Now that you have them oriented to the important points, do the following steps to help them see how drugs are promoted.

Ask:

“How many of you have seen a movie in the past 2 months?”

(Get “hands” on this and have the students keep them up.)

Pick one student.

“Okay, what did you see?”

Have the students give you the name of the movie and have the designated student write it on the board.

As an example, these were actually movies that came up when we asked classes this question in Hawaii (2006).

- Herald & Kumar Go To White Castle
- Get Rich or Die Trying
- The Big Labowski
- The 40 year Old Virgin
- Scary Movie II
- Dukes of Hazard

I then ask the class if they’ve noticed any drug promotions in the above movies.

(This will normally turn into a “clamor” of drugs they’ve noticed in these movies. Generally the teacher is amazed that it is this pervasive.)

I then point to the board and ask, ***“Are those movies made for adults or for you?”***

Students: ***“Us!”***

Two things that clinch it in the students mind are:

1. I will give the example of the “Mini-Cooper”. ***“How many of you have noticed a lot of Mini-Coopers driving around out there?”***

“Who has seen an actual Mini-Cooper commercial on TV?” (You will get 0 hands, because there are none.)

“Well, how did this car get so popular in the last five years without any advertisement?”

At this point, 99% of the classes I’ve spoken to are immediately on top of this. You will hear a murmur throughout the audience, ***“Italian Job.... Italian Job.”***

“How many of you saw the movie ‘Italian Job’?”

(Over half of the hands raise.)

“That’s the power of putting something in a movie!!”

“Do you guys get it?”

2. ***“One last thing, how many of you have younger brothers or sisters?”*** (Hands).

“Okay, imagine your little sister is 10 years old and watches a movie. 3 or 4 teenagers in the movie are using drugs. Six months later, by the time your little sister is 13 years old, what’s she likely to think about drugs?”

Students: *“It’s normal,” “It’s cool,” “Everybody does it.”*
(3 top answers).

*“My advice before I leave, please keep your eyes and ears open and ‘think for yourself!’.
Don’t let anyone sway your thoughts, think for yourself.”*

“Thank you very much and stay safe!”



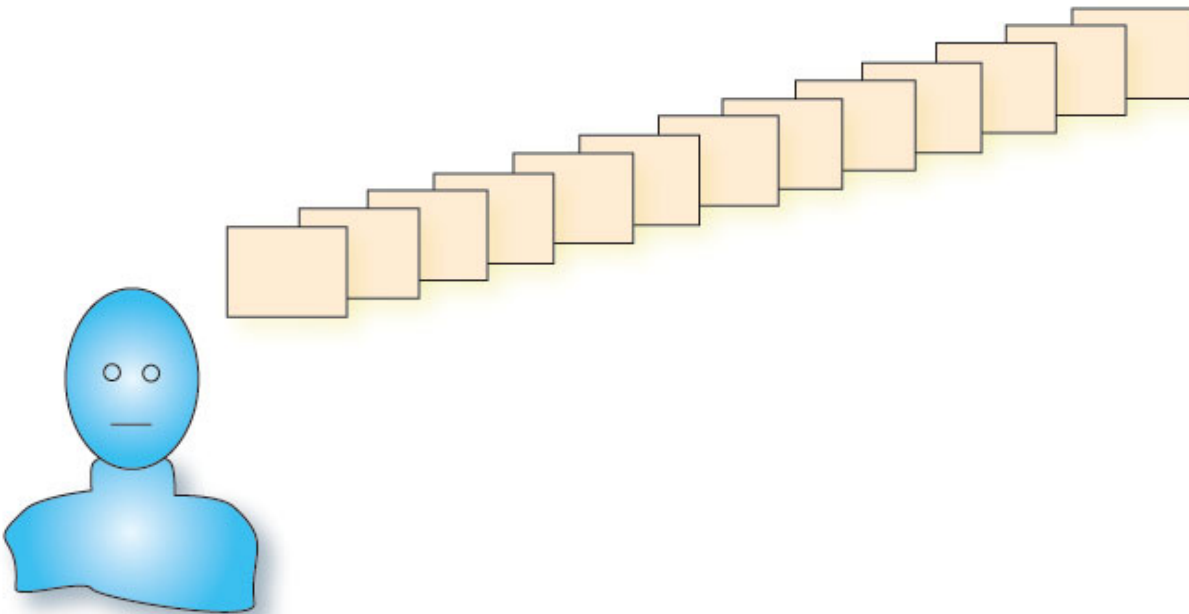
LESSON FIVE

NARCONON DRUG EDUCATION SCHOOL CURRICULUM

LESSON FIVE – The mental effects of drugs

PART A:

Start this presentation off with a huge diagram on the board.



Ask class, ***“Who remembers what they ate for dinner last night?”***
(Get hands).

Pick one student and ask, ***“What did you have?”*** Get answer.
“Do you have a pretty clear picture of that?”

Pick the next student and ask, ***“What did you have?”*** (Get answer).
“Did you get a pretty clear picture of that food?”
“Good”

“What else is in the picture?”

Do this with a couple more students.

“Okay, so we all agree that your mind is made up of memories right?” (Get agreement).

“All right, can we also agree that mostly these memories are made up of pictures?”

One last example.

“Get the picture of your favorite place, mountains, beach, whatever.”

“Raise your hands if you got a picture of your favorite place.”

(Have the class give you examples if they’d like.)

“Basically, it appears that we record things in pictures and so you could say our minds are made up of pictures?”

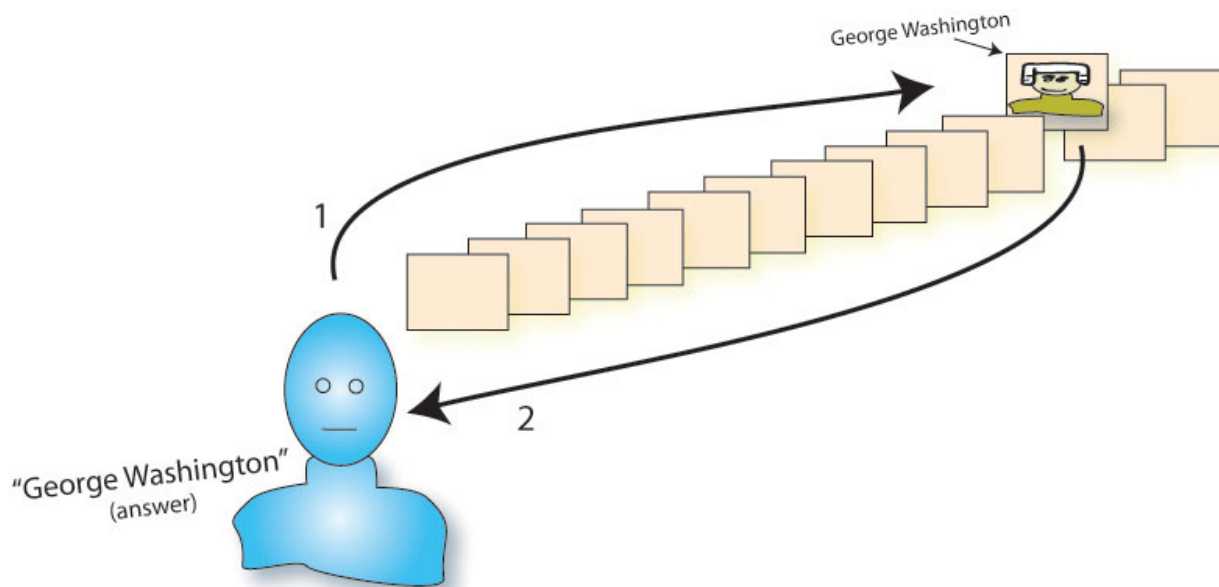
“If you look at it, your mind is sort of like a computer; storing information and helping you to solve problems.” “Let us take a look at how this works.”

“I’m going to ask you a question and I’d like you to answer it as fast as you can, okay?”

“Here we go, who was the first president of the United States?”

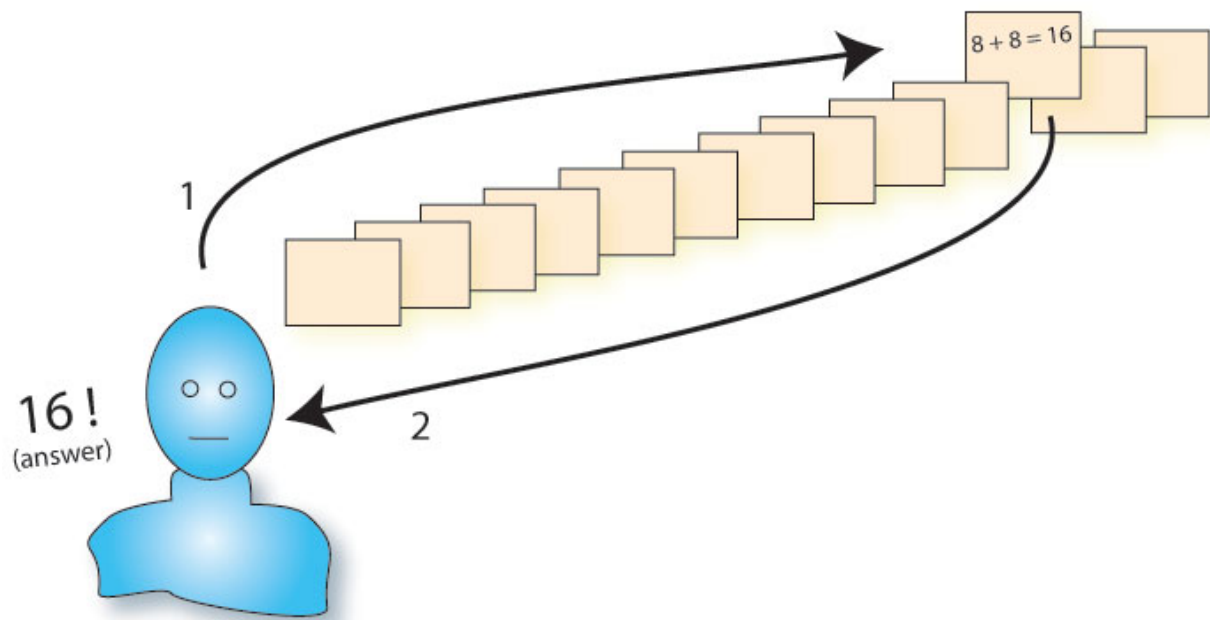
Class: *“George Washington!”*

“Right!” “Let us take a look at what happens”



“One more example..... what’s 8 + 8?”

Class: "16!"



"You store the information back here" (indicate on the board where the answer is stored)

"And you access that information to solve whatever problem you are trying to solve." "When your computer is working correctly, you are able to solve problems and succeed in your endeavors."

PART B

"Let's take a look at what can happen to this computer when a person takes drugs."

"Raise your hand if you've ever heard something like this said."

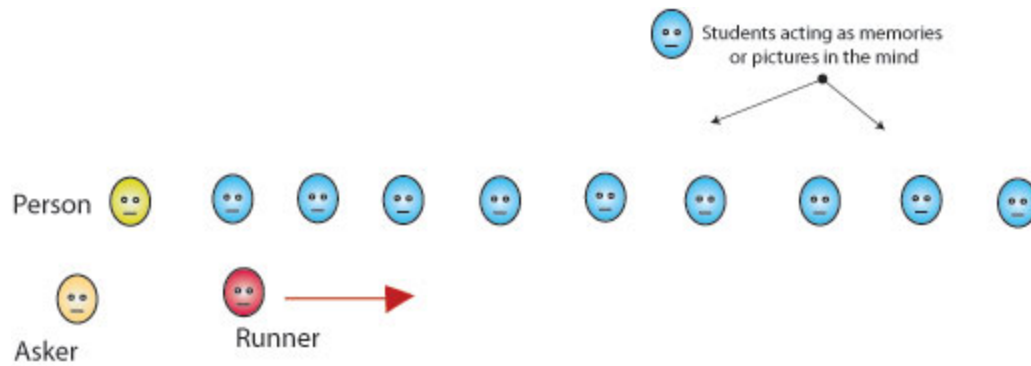
"I got so wasted, or I drank so much at that party on Saturday night, I can hardly remember leaving the party."

(Count the % of hands raised.)

"How many of you have heard of a 'black out', when a person drinks too much alcohol?"
(Hands).

"Let's go back to our diagram and watch what happens?"

Now have 12 to 16 students come up and designate them as “memories” or “pictures” in the mind.

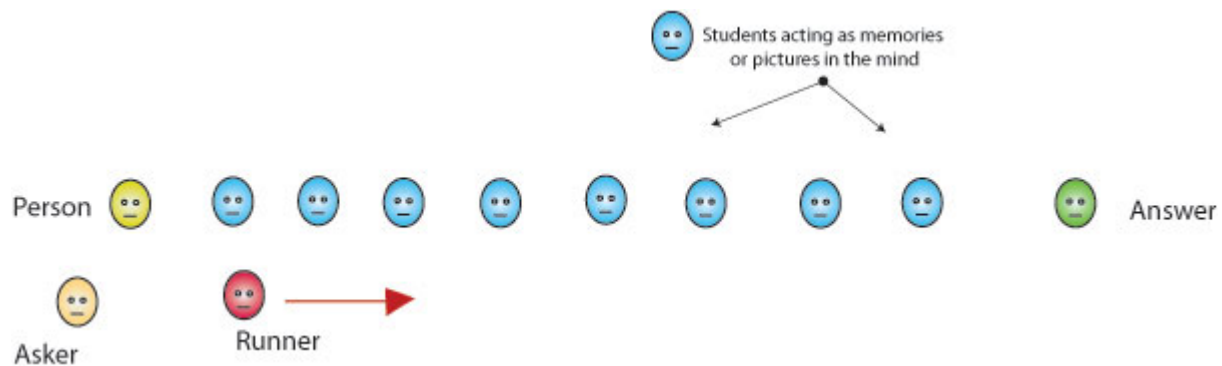


Then have another student come up and designate that student to be the “runner”.

Explain to the students that, ***“The first thing we are going to demonstrate is how a person uses their mind to solve problems” “Get a piece of paper and write down, ‘What is the Capitol city of the US?’ on the piece of paper.”***

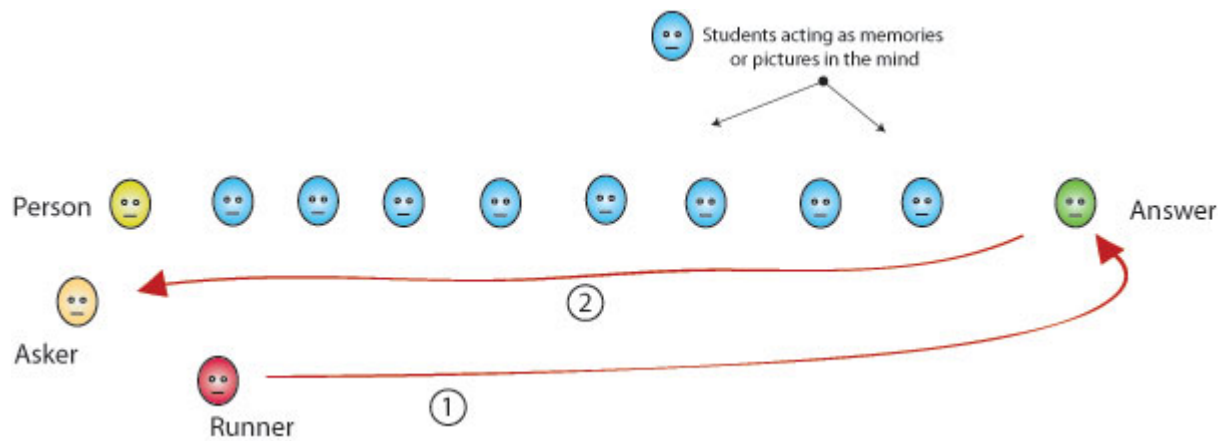
“Get another piece of paper and write down ‘Washington DC’ on the paper. Give the paper to one of the ‘pictures’ at the end of the line.”

Let the students know that the “asker” is going to ask the person a question he probably learned when he was about 10 years old. Give the answer to one of the “pictures”.



Have the “asker” ask the question, *“What is the capitol city of the U.S.?”*

Have the person then tap the “runner” on the shoulder and send him to get the “answer” (Washington D.C.).



He runs, gets the answer, runs back and gives the answer to the “person” who answers it.

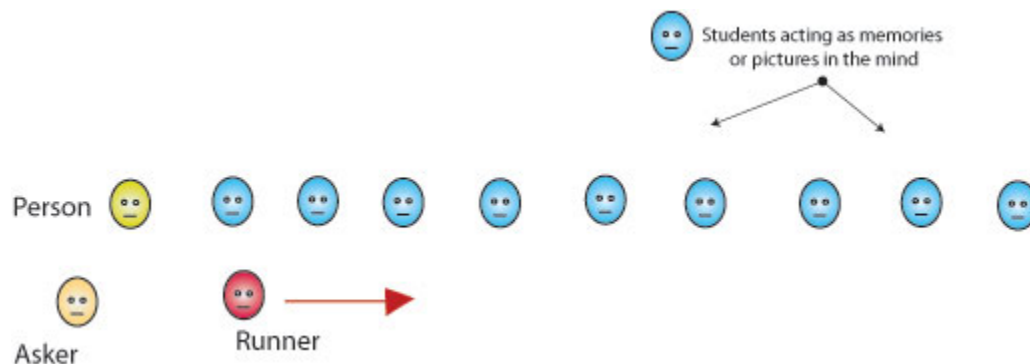
Have 5 or 6 questions and answers written down (8 + 8, capitol city of the U.S., recent President of the U.S., etc, etc.) So they can do this drill a few times, picking up speed each time.

Once the students really are doing the exercise rapidly and smoothly they move on to the next section.

Note: The main idea here is to get the students to understand what an incredible tool their minds are and to show them how important the mind is to solving problems.

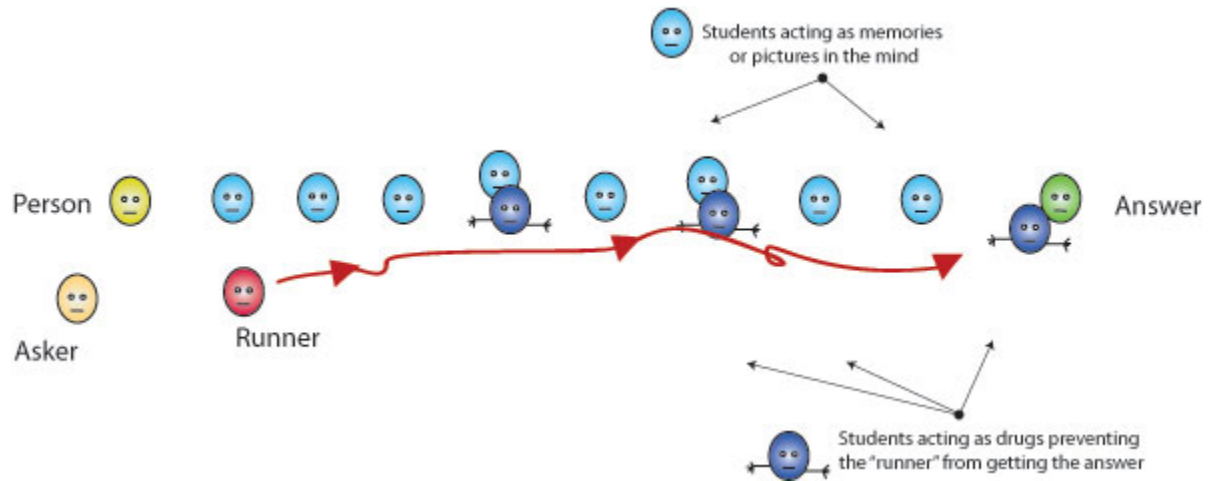
“In the next section we are going to show how drugs affect the mind and what devastating effects substance abuse has on the person’s mind.”

Use the same configuration as before:

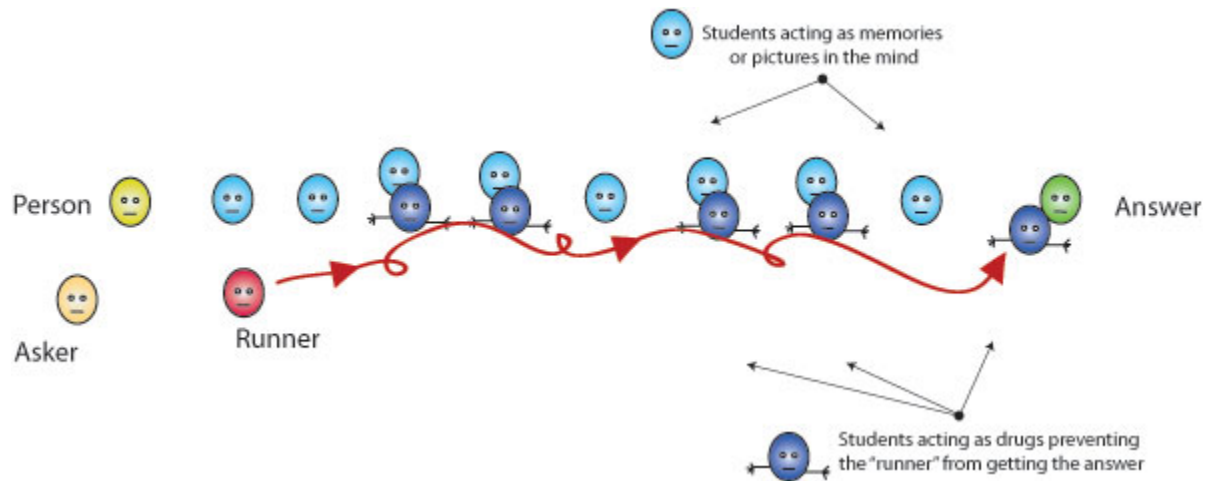


Now you want to designate 6 to 8 students to be the drugs. The “drugs” should pull the “pictures” out of the line of pictures to demonstrate drugs leave “blank spots” in the memory.

Then send the “runner” back to get the answer and the “runner” gets lost for a second in the “blank spots”, before he finally gets the answer.

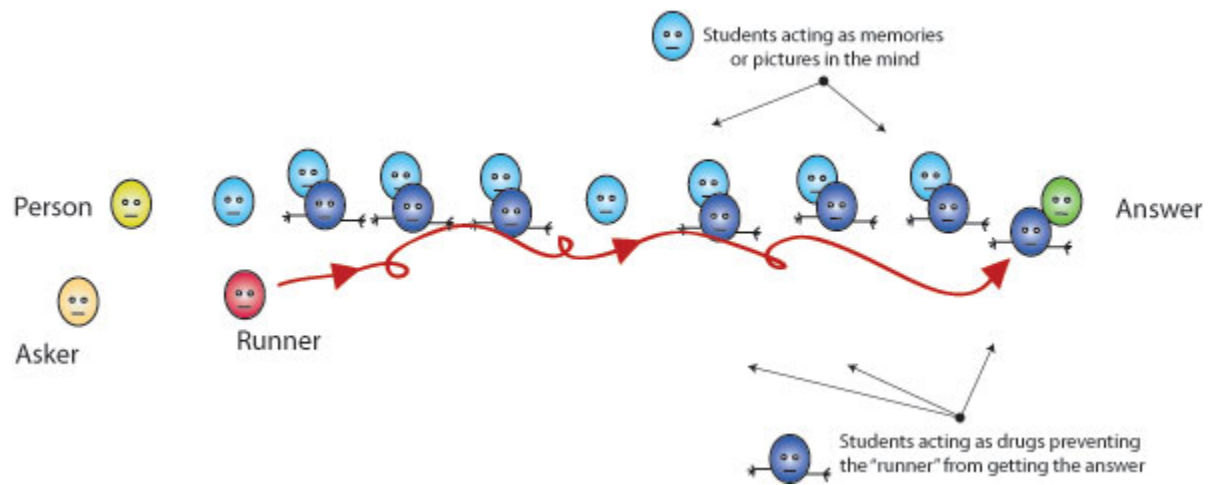


Then simply add more drugs.



Have the drugs hold the “pictures” back, so the “blank spots” are in the mind and the “runner” is going frantic trying to get an answer and finally running back to the “person” with his hands in the air and no answer.

Finally blank out almost all of the whole mind to illustrate what happens when a person abuses drugs.



Discussion and Q and A:

Have a discussion with the students and find out if they've actually observed people who have a drug problem. See if they've observed a problem those people have had with memory, keeping appointments etc and reliability.



LESSON SIX

NARCONON DRUG EDUCATION SCHOOL CURRICULUM

LESSON SIX - TOOLS YOU CAN USE TO STAY DRUG FREE

DRUGS AND EMOTIONS:

1. Have the students pair up so each has a partner.

Note: This is a good ‘icebreaker’ but it has more educational value than being used to simply get them involved.

2. Let the class know:

“We are going to cover a few emotions that most of you have heard of or experienced.”

3. *“The first emotion is called*

A. *APATHY – This means the person doesn’t care about anything.”*

B. The facilitator acts out a person sort of listless and not caring.

C. *“How many of you have seen someone act like this?”* (Hands).

D. *“Take a look at your partner and stare at their chin. Get the feeling like you don’t care about anything and say “Hello” to your partner in the emotion of APATHY.”*

4. “The next one on the tone scale is the emotion of

A. *GRIEF – This means the person is kind of ‘sad’.”*

The facilitator then says:

B. *“Take a look at your partner, then gaze downward and say “Hello” in the emotion of grief.”*

5. *“Next one up is the emotion of*

A. *FEAR – Take a look at your partner, then make your eyes dart around fast like you’re scared and say “hello” in the emotion of fear.”*

Note: As you go, put the emotions on the board in order from bottom to the top:

FEAR

GRIEF

APATHY ↑

6a. *"The next emotion on the scale you may have seen in action many times. The words we use to describe it may be new. I'll take a minute to define this."*

"We call this emotion

"COVERT – Which is something hidden or 'sneaky'."

"HOSTILITY – which means against something in a somewhat angry way; 'in your face' in an unpleasant way."

6b. *"Look at your partner. Sort of get in their face and say "Hey" in hostility."*

6c. *"I know of only one way to get this emotion of 'COVERT HOSTILITY' across, as it's so sneaky."*

"Take a look at your partner. Look them right in the eye and give your partner a great big smile. While you're smiling at your partner, think all these critical thoughts about your partner, but keep smiling and say "Hi."

"How many of you have seen this before?" (This is usually very real to the students.)

"We all feel different emotion, sometimes we're sad, sometimes happy, but people can get stuck in certain emotions. How many of you have seen someone who is sad a lot of the time? Angry? Don't care a lot of the time?"

"People can get 'stuck' in different emotions and very often the drug dealer is stuck in covert hostility – they smile at you, they pat you on the back, they 'pretend' to be your friend. But the truth is they just want to make?"

(Students) *"Money."* *"Right, so is that for your benefit or their's?"* (Students: *"THEIRS."*)

Have the students act out covert hostility one more time so they get it.

7. *"The next one up is the emotion of*

ANGER -Take a look at your partner and say "Hello" with the emotion of anger."

(Students) *"HELLO!!!!"*

8. *“The next emotion is*

BOREDOM” - Have students do same with boredom.

9. *“The next is*

STRONG INTEREST - *Make good eye contact with your partner, get really interested in them and say “hello” with strong interest.*”

10. *”Next is: **CHEERFUL** - say, “Hello” to your partner cheerfully.*”

11. *“Lastly is*

ENTHUSIASM” - Have the students give their partners hi-fives and say, “Hello” enthusiastically!!

At this point, you should have the emotions written out on the board something like this:

Enthusiasm
Cheerful
Strong Interest
Boredom
Anger
Covert Hostility
Fear
Grief
Apathy

12. Show the students that as a person’s body gets more and more poisoned, the drugs can begin to drive the person emotionally further and further down. From using drugs just to “relieve boredom” on down until the person doesn’t care about anything - their health, their family or their job. They want to “feel good” but the drugs just make them feel worse.

GOALS:

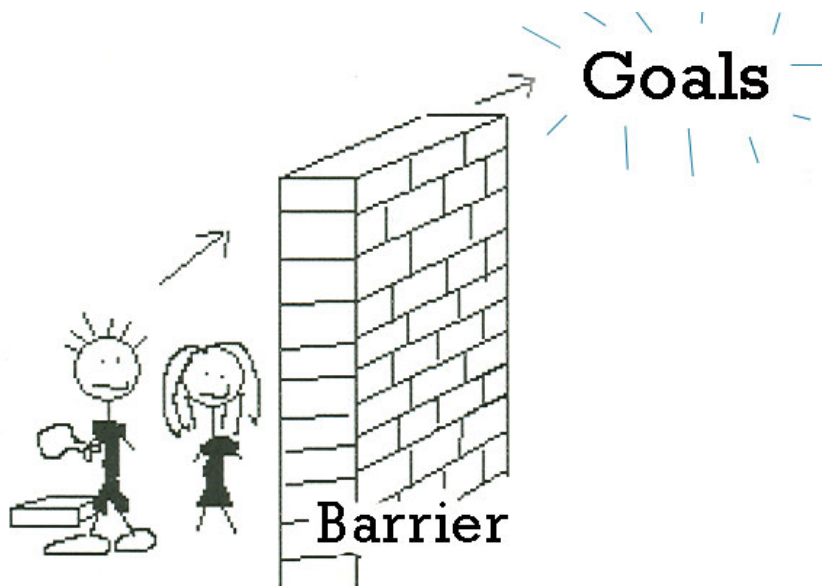
“One tool we use with students on the Narconon program that helps keep them cheerful, enthusiastic and interested in life – so they feel they don’t need drugs, is this:”

“If you look at life as a game, the first thing in any game is to have a goal.” Have the students give you examples of things they’d like to have someday, then things they’d like to do. Finally, ask if anyone kind of knows what they want to be when they get older. Once you have gotten all their examples, point out to them that those are all goals.

“The next thing the person probably needs is some freedoms to get to his goals. For example, if he is free to go to school and learn, that would be a freedom.”

“The last part of the game is ‘barriers’.”

“So, it looks like this”



The example that I use is a boy playing football, running for the goal and players on the other team stop him. He tries again, makes headway, but is stopped again. He keeps making headway towards the goal. I get them to see what it would be like if the boy ran for the goal, no one tried to stop him and he ran for a touchdown. Now, let’s say he does this 5 or 6 times, with no resistance.

“How do you think he’d feel after a while?”

Point the emotions

On the board:

Enthusiasm
Cheerful
Interest
Boredom
Anger
Covert Hostility
Fear
Grief
Apathy

The class usually guesses correctly – Bored!

“If he’s bored, what might he use to “relieve the boredom?” (They usually guess ‘drugs’.)

“One tool you can use to stay interested in life and be happier is setting reachable goals.”

“What we’re going to do now is practice setting goals and planning how to reach them.”

(Pass out the goals homework assignment and take a few minutes to discuss it with them so that all questions are answered and they know what they are doing.)

PRACTICAL ASSIGNMENT:

SETTING GOALS

HOMEWORK ASSIGNMENT

GOALS

School..... Grade.....

Date..... Name.....

1. List out 3 short term goals

Something that you want to be (*Example: a competitive skateboarder.*) ----

Something that you want to do (*Example: take a trip, go skiing etc.*) ----

Something that you want to have (*Example: a computer, bicycle etc.*) ----

2. Write down one long term goal and the steps you need to take to achieve it.
(List out step by step what you would need to do. As an example, what would you need to do to become a doctor?)