

TABLE OF CONTENTS

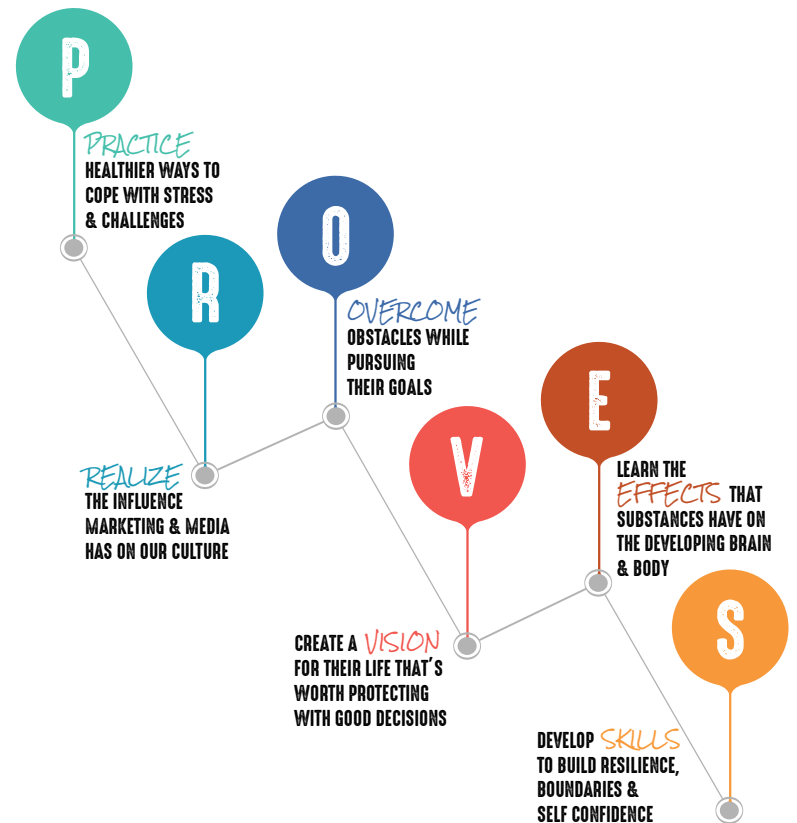
About the Authors.....	1
Introduction.....	3
Confidentiality.....	4
Policies.....	5
Mandatory Reporting.....	6
Evaluation Process & Guidelines.....	7
Presenting the Materials.....	10
Course Outline.....	11
PHASE 1: DEFINING YOUR DESTINATION.....	13
What's Your Destination	16
Chance Versus Choice.....	20
It's Your Future, Protect It!.....	23
PHASE 2: MINDING THE MEDIA.....	27
Marketing 101: We're Being Tricked.....	30
Culture We Are Submerged In.....	39
Influenced or Influencer.....	44
PHASE 3: SHORT CUTS VS SKILL SETS.....	51
Drug of Choice.....	54
Healthier Ways To Cope, Communicate and Process.....	58
Retraining Your Brain.....	62
PHASE 4: BRAINS, BODIES, DOPE AND DOPAMINE.....	69
Your Brain is Freakin Amazing.....	72
Warning: Real Side Effects May Occur.....	74
Paying for Results.....	76
PHASE 5: BUILDING SELF RESILIENCE WITH REFUSAL SKILLS.....	79
Identifying the Pressures.....	82
Establishing Healthy Boundaries.....	86
Saying "YES" to Success.....	90
PHASE 6: SEND OFF FOR A LIFE OF PURPOSE.....	95
Values and Morals.....	98
Course Correction.....	105
Long Walk, Short Steps.....	109

INTRODUCTION

Welcome. This is the Destructive Decisions program for Vaping, Drugs and Alcohol Program developed by Bryan Wright and Jake White through Dynamic Family Solutions, LLC and Vive18.

We recognize the uneasiness many may feel upon beginning the program. As facilitators, our role is not to blame or judge, but to help participants turn what began as a negative experience into an opportunity for personal reflection and change.

This will be accomplished through six weeks of structured class time that will work with our **PROVES** method:



PHASE 1:

DEFINING YOUR DESTINATION

Student's reasons for drug use tend to fall under "short term gratification." This section gives them a long term vision. When students have goals in their life, they want to protect it and are less likely to do destructive things.



PHASE 1: DEFINING YOUR DESTINATION



ACTIVITY #1 (30 minutes)

WHAT'S YOUR DESTINATION

Purpose: Define success.
What does it look like to you?



ACTIVITY #2 (30 minutes)

CHANCE VS CHOICE

Purpose: Help students understand the importance of attitude and how they respond to life's challenges will lead you to where you want to be.



ACTIVITY #3 (30 minutes)

PROTECT YOUR FUTURE

Purpose: To create an unwavering sense of purpose that will give a person the ability to see how valuable their future is and why it is so important to protect.

DEFINING YOUR DESTINATION

DEFINITIONS WORKSHEET

Please define each of these words or phrases:

1. Long Term Goal / Vision –
2. Obstacles –
3. Attitude –
4. Success –

With the words and phrases you defined above, use each word or phrase in a paragraph to describe how you have seen each of these happening in society and the impact they have had on you.

Long Term Goals / Vision: _____

Obstacles: _____

Attitude: _____

Success: _____

PHASE 2:

MINDING THE MEDIA

Students consume thousands of hours of media each year. Companies are spending billions of dollars trying to capture their attention and define our cultural norms. Exposing marketing tactics will teach the students to look beyond the message and find out the truth about substance use.



PHASE 2: MINDING THE MEDIA



ACTIVITY #1 (30 minutes)

MARKETING 101: WE'RE BEING TRICKED

Purpose: Exposing main marketing tactics used by companies and how to determine whether a product can truly give us the desired outcome or feeling.



ACTIVITY #2

CULTURE WE ARE SUBMERGED IN

Purpose: Getting individuals to acknowledge how pervasive the drinking and drug culture is and how we can change societal norms for the better.



ACTIVITY #3

ARE YOU INFLUENCED OR AN INFLUENCER?

Purpose: To create an unwavering sense of purpose that will give a person the ability to see how valuable their future is and why it is so important to protect.

MINDING THE MEDIA DEFINITIONS WORKSHEET

Please define each of these words or phrases:

1. Influencer –
2. Consumerism –
3. Maslow's Hierarchy of Needs –
4. Cultural/Social Norms –

With the words and phrases you defined above, use each word or phrase in a paragraph to describe how you have seen each of these happening in society and the impact they have had on you.

Influencer: _____

Consumerism: _____

Maslow's Hierarchy of Needs: _____

Cultural/Social Norms: _____

PHASE 3:

SHORT CUTS VS SKILL SETS

Students consume thousands of hours of media each year. Companies are spending billions of dollars trying to capture their attention and define our cultural norms. Exposing marketing tactics will teach the students to look beyond the message and find out the truth about substance use.



PHASE 3 : SHORT CUTS VS SKILL SETS



ACTIVITY #1 (30 minutes)

DRUG OF CHOICE

Purpose: Exposing main marketing tactics used by companies and how to determine whether a product can truly give us the desired outcome or feeling.



ACTIVITY #2 (30 minutes)

HEALTHIER WAYS TO COPE, COMMUNICATE & PROCESS

Purpose: Teaching students coping skills to manage, process, and deal with struggles in life without using drugs.



ACTIVITY #3 (30 minutes)

RETRAIN YOUR BRAIN

Purpose: Learning how to rethink and evaluate situations with a healthier attitude, giving students more options when it comes to decision making.

SHORT CUTS VS SKILL SETS

DEFINITIONS WORKSHEET

Please define each of these words or phrases:

1. Shortcut –
2. Skillset –
3. Cope –
4. Retrain –

With the words and phrases you defined above, use each word or phrase in a paragraph to describe how you have seen each of these happening in society and the impact they have had on you.

Shortcut: _____

Skillset: _____

Cope: _____

Retrain: _____

PHASE 4:

BRAINS, BODIES, DOPE & DOPAMINE

Teaching students how drugs affect your body and brain while they are still developing, so that the students can understand the short and long-term effects.



PHASE 4: BRAINS, BODIES, DOPE & DOPAMINE



ACTIVITY #1

YOUR BRAIN IS FREAKIN' AMAZING

Purpose: Better understanding of the brain, its development, and how to use it to its full potential.



ACTIVITY #2

WARNING: REAL SIDE EFFECTS MAY OCCUR

Purpose: Understanding the difference between physical and mental addiction and how drugs influence your brain and body.



ACTIVITY #3

PAYING FOR RESULTS

Purpose: Teaching students to find the source of studies. As new drugs are released, there will be opinions and research on both sides.

BRAINS, BODIES, DOPE & DOPAMINE

DEFINITIONS WORKSHEET

Please define each of these words or phrases:

1. Drug –
2. Neurons –
3. Dopamine –
4. Addiction –

With the words and phrases you defined above, use each word or phrase in a paragraph to describe how you have seen each of these happening in society and the impact they have had on you.

Drug: _____

Neurons: _____

Dopamine: _____

Addiction: _____

PHASE 5:

BUILDING SELF RESILIENCE WITH REFUSAL SKILLS

Saying no is not enough. Students will identify scenarios where they will be pressured and learn how to protect their future with real refusal skills and boundaries.



PHASE 5: BUILDING SELF RESILIENCE WITH REFUSAL SKILLS



ACTIVITY #1

IDENTIFYING THE PRESSURES

Purpose: Understanding the different types of pressures we face and how to begin to overcome them. Give students a safe place to share what they're facing and know that we are here to help.



ACTIVITY #2

ESTABLISHING HEALTHY BOUNDARIES

Purpose: How to protect your values and goals by deciding what you are and aren't willing to do.



ACTIVITY #3

SAYING "YES" TO SUCCESS

Purpose: Teaching students that avoiding substance use is saying yes to their goals and future success.

BUILDING SELF RESILIENCE WITH REFUSAL SKILLS

DEFINITIONS WORKSHEET

Please define each of these words or phrases:

1. Boundary –
2. Delayed Gratification –
3. Pressure –
4. Resilience –

With the words and phrases you defined above, use each word or phrase in a paragraph to describe how you have seen each of these happening in society and the impact they have had on you.

Boundary: _____

Delayed Gratification: _____

Pressure: _____

Resilience: _____

PHASE 6:

SEND OFF FOR A LIFE OF PURPOSE

Getting students to better understand that if they have an actual map or plan laid out in place that their future is within their own hands and that they get to choose, dictate and guide where they end up.

Leaving students with an actual plan to create the life they want, giving them the ownership of their future and a guide to get there. By following a consistent plan they are less likely to choose drugs or alcohol and stay on course.



PHASE 6 : SEND OFF FOR A LIFE OF PURPOSE



ACTIVITY #1

VALUES & MORALS

Purpose: Helping students develop values and morals that will guide them throughout the decisions of their lives.



ACTIVITY #2

COURSE CORRECTION

Purpose: Understanding that we all make mistakes and have challenges, but our future is determined by how we react in these moments.



ACTIVITY #3

LONG WALK, SHORT STEPS

Purpose: Help students map out the small, consistent actions that will make the biggest difference in successfully reaching their goals.

SEND OFF FOR A LIFE OF PURPOSE

DEFINITIONS WORKSHEET

Please define each of these words or phrases:

1. Values –
2. Morals –
3. Obstacles –
4. Personal Success Plan –

With the words and phrases you defined above, use each word or phrase in a paragraph to describe how you have seen each of these happening in society and the impact they have had on you.

Values: _____

Morals: _____

Obstacles: _____

Personal Success Plan: _____
