

Module 4: What's Substance Use Prevention (S.U.P.)?

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Overview

Substance use affects the health and wellness of many young people in a variety of ways, contributing to delayed brain development and higher risk behaviors, like unprotected sex and dangerous driving. Although alcohol, marijuana, and tobacco are the most commonly used substances among adolescents, almost two in ten 12th graders have reported trying prescription pills without having a prescription¹.

The role of Youth Health Workers is to act as a resource to peers. In this section, you will learn about substance use effects and substance use vs. misuse vs. dependence.

Objectives

In this module, participants will:

1. Identify common substances, their effects, and harm reduction tips.
2. Differentiate between substance use, misuse, and dependence.
3. Understand the stigma surrounding addiction and learn about addiction as a disease.

Agenda 1: Substance Use (110 min)

1. Icebreaker/Check-In and Pre-Test (20 min)
2. Activity: Substance Use & Harm Reduction (35 min)
3. Activity: An Introduction to Substance Use, Misuse, & Dependence (20 min)
4. Activity: Addiction as a Disease (25 min)
5. Post-Test and Check-Out/Closing (10 min)

Section Handouts

- Common Substances
- Stigma Scenarios
- Additional Resources
- Additional Curricula & Resources

Word Bank

Harm Reduction
Substance Use Disorder

Did you know?

More than half of U.S. high school graduates will have tried an illegal substance by the end of 12th grade.²

¹Johnson LD, O'Malley PM, Bachman JG, Schulenberg JE, Miech RA. Monitoring the Future national survey results on drug use, 1975-2013: Volume 1, Secondary school students. Ann Arbor, MI: Institute for Social Research, University of Michigan, 2014: 32-36.

²Monitoring the Future (2005). Trends in Lifetime Prevalence of Use of Various Drugs for Eighth, Tenth, and Twelfth Graders. Web: July 8, 2015.

Agenda I: Substance Use (110 min)

Instructions:

1. Icebreaker/Check-In and Pre-Test (20 min)
 - a. Share “Agenda I: Substance Use” Pre-Test with students: <https://forms.gle/azXhqHhXuT1Dwipi7>
 - b. Say: “This is a pre-survey to see what participants already know about substance use prevention. You aren’t putting your names on this survey and I won’t even see your responses. The student ID is just to match the pre and post surveys to help learn about any changes in knowledge after completion of the What’s S.U.P.? Module.”
 - c. Think of an ice breaker or check-in question to ask participants.
 - d. After participants finish filling out the Agenda I: Substance Use Pre-Test, conduct the ice breaker or go around the room and have participants answer the check-in question.
 - e. Establish community agreements and revisit them throughout the module. Agreements can include: respect, confidentiality, one mic, self-care, etc.
2. Activity: Substance Use & Harm Reduction (35 min)
3. Activity: An Introduction to Substance Use, Misuse, & Dependence (20 min)
4. Activity: Addiction as a Disease (25 min)
5. Post-Test and Check-Out/Closing (10 min)
 - a. Say: “We have learned about the difference between substance use, misuse, and dependence. We also covered addiction as a disease and how we can change the criminalization of drugs to a more effective approach such as offering support in the form of substance use programs or counseling.”
 - b. Share “Agenda I: Substance Use” Post-Test with students: <https://forms.gle/FXNBEzqiNJSSpw6W8>
 - c. Say: “This is a survey to see what participants have learned about substance use prevention. You aren’t putting your names on this survey and I won’t even see your responses. The student ID is just to match the pre and post surveys to help learn about any changes in knowledge after completion of the What’s S.U.P.? Module.”
 - d. Think of a brief check-out or closing activity.

Activity: Substance Use & Harm Reduction (35 minutes)

In this activity, participants will:

- Identify common substances and their effects.
- Identify harm reduction tips for substance use.

You will need: Computer, internet, pdf of Handout 1

Instructions:

1. Say: “Drugs can also be called substances. There are various types of substances that are known by different names. It’s important to be familiar with the common substances and the potentially harmful effects that they have on your mind and body from short-term and long-term use.” *Facilitator’s Note: For additional substance use resources, see **Facilitator Handout 2**.*
2. Say: “We are going to learn about substances through a game of Jeopardy.”
3. Open “Substance Use Jeopardy Game”: <https://jeopardylabs.com/play/substance-use-jeopardy-board>. *Facilitator’s Note: This is a web-based game customized for this activity. Clicking on any box will direct you to the corresponding question. As noted in the game, press the spacebar to show the correct answer and ESC to go back to the main game board. Please do not make edits to the game, as it will be used by other trainers.*
4. Say: “I will choose the first question, if you know the answer type “Buzz” in the chat. I will call on people in that order. Whoever is the first person to get the question right, gets the number of points that correspond to the question and they will get to choose the next question. You choose the category and the amount of points.” *Facilitator’s Note: If you would like you can split students into teams. If you have a prize to give away, or can give away participation points, that can help with student participation. To keep track of score, in the main menu you can opt to indicate the number of teams and edit team names. If students are playing individually, depending on the number of students, you can choose to also customize the number of teams to the total number of individuals. This is also a great way to keep track of participation.*
5. *Facilitator’s Note: For score tracking, you can click on the green [+] button to add points to specific teams/individuals. It will automatically add the amount of points for the latest question. For example, if the latest question answered is 300 points, when you click on the green [+] button, it will add 300 points to that team/individual. The red [-] button will also deduct the designated points. For customization of scoring, you are also able to manually edit the score.*
6. Explain the topics at the top. Say:
 - “Examples” will give you examples of the substance and you will have to guess the substance
 - “Also Known As” will give you other names the substance is known by and you will have to guess the substance
 - “Effects” will give you short-term or long-term side effects and you will have to guess what substance has those side effects. There is more than one answer for these questions.
 - “Addictive and/or Overdose” is a true or false question about a substance and whether or not it can cause addiction and/or overdose

- “**Harm Reduction**” is a set of practices and services aimed at reducing the negative effects of substance use. This section will ask you for an example of various harm reduction strategies.

7. Play the game!

8. Below are the questions and answers:

- Examples
 1. Beer, wine, and liquor are examples of what substance? - Alcohol
 2. Felt tip markers, spray paint, and whipped cream dispensers are examples of what substance? – Inhalants
 3. OxyContin, Vicodin, and Katian are examples of what substance? – Opioids
 4. Membaral, Xanax, and Lunesta are examples of what substance? – Prescription depressants
 5. Dexedrine, Adderall, and Ritalin are examples of what substance? – Prescription stimulants
- Also Known As
 1. Candy, Dex, and Lean are also known as what substance? – Cough and cold medicines
 2. Blunt, Chronic, and Dank are also known as what substance? – Marijuana
 3. Spice, Black Mamba, and K2 are also known as what substance? – Synthetic Cannabinoids
 4. Ecstasy, Molly, and Adam are also known as what substance? – MDMA
 5. Smokes, Goza, and E-cigs are also known as what substance? – Tobacco/Nicotine
- Effects
 1. Loss of coordination is a short-term side effect of what substance? - Possible answers: Alcohol, cough and cold medicines, inhalants, marijuana, prescription depressants
 2. Impaired decision-making/confusion are short-term side effects of what substance? - Possible answers: Alcohol, inhalants, LSD, marijuana, synthetic cannabinoids, opioids, prescription depressants, stimulants
 3. Anxiety is a short-term side effect of what substance? - Possible answers: LSD, marijuana, synthetic cannabinoids, stimulants
 4. Cancer is a long-term side effect of what substance? - Possible answers: Alcohol, opioids, tobacco/nicotine
 5. Long-term mental health problems are side effects of what substance? - Possible answers: LSD, marijuana, MDMA, opioids, stimulants, tobacco/nicotine
- Addictive and/or Overdose
 1. T or F: A person can overdose on LSD – True
 2. T or F: Opioids are addictive but a person cannot overdose or die from them - False, opioids are addictive and a person can overdose or die from them
 3. T or F: Stimulants are addictive and a person can overdose or die from them – True
 4. T or F: Marijuana is not addictive - False, marijuana is addictive
 5. T or F: A person can overdose or die from alcohol but it is not addictive - False, a person can overdose or die from alcohol and it is addictive
- Harm Reduction
 1. What is one harm reduction strategy related to friends? - Example: Make sure you are not alone and are with friends you trust
 2. What is one harm reduction strategy related to mixing? - Example: Avoid mixing with alcohol or other substances
 3. What is one harm reduction strategy related to eating and drinking? - Example: Eat before using and stay hydrated
 4. What is one harm reduction strategy related to source? - Example: Know your source
 5. What is one harm reduction strategy related to transportation? - Example: Do not drive or get in a car with someone who has been using substances

9. At the end of the game, share **Handout 1** with students. Say: “This handout has what we learned in the Jeopardy game and then some. One other thing that I would like to mention is, in 2014, California passed the “Yes Means Yes” law. This law states that in order to engage in sexual activity there needs to be verbal sober agreement. As we can see, many substances affect your thoughts and decision-making skills. Because of this,

anyone who is under the influence of substances cannot give consent. This means if someone says yes to sex while under the influence of substances it does not count as giving consent. At the same time, if both people are under the influence, neither person can give consent.”

Handout I: Common Substances³

Substances	Examples and Common Names	Effects	Harm Reduction Tips
<p>Alcohol</p> 	<p>Examples: beer, wine, and liquor</p> <p>Also known as: 40s, Booze, Brew, Drank, Juice, Liquid Confidence, and Sauce</p>	<p>Short-Term Effects: Affects decision making, increases injuries and risky behavior, loss of coordination, slowed reflexes, slowed breathing, slurred speech, blurred vision, and memory problems</p> <p>Long-Term Effects: Permanently affects information processing and learning, irregular heartbeat, stroke, high blood pressure, deterioration of the liver, brain damage, and mouth/throat/liver/breast cancer</p> <p><input checked="" type="checkbox"/> Addictive <input checked="" type="checkbox"/> Can overdose or die</p>	<ul style="list-style-type: none"> • Don't drink alone • Pace yourself • Avoid mixing with other substances • Don't drink on an empty stomach • Stay hydrated • Reduce dosage and frequency • Give car keys to someone else before you start drinking
<p>Cough and Cold Medicines</p> 	<p>Examples: Dextromethorphan (DXM) cough syrup, tablets, and gel capsules Promethazine-codeine cough syrup</p> <p>Also known as: Candy, Dex, Drank, Lean, Robo, Robotripping, Skittles, Triple C, Tussin, and Velvet</p>	<p>Short-Term Effects: Loss of coordination, numbness, nausea, increased blood pressure, increased heart rate, vision changes, slurred speech, and feeling very excited</p> <p>Long-Term Effects: Unknown</p> <p><input checked="" type="checkbox"/> Addictive <input checked="" type="checkbox"/> Can overdose or die</p>	<ul style="list-style-type: none"> • Be with friends you trust • Pace yourself • Do not mix with alcohol • Reduce dosage and frequency
<p>Inhalants</p> 	<p>Examples:</p> <p><i>Solvents:</i> paint thinner, nail polish remover, degreaser, gasoline, felt tip markers, glue</p> <p><i>Aerosols:</i> spray paint, hair spray, deodorant spray, vegetable oil sprays</p> <p><i>Gases:</i> butane lighters, propane tanks, whipped cream dispensers, nitrous oxide</p> <p><i>Nitrites:</i> amyl, butyl, and cyclohexyl</p> <p>Also known as: Bold (nitrites), Laughing Gas (nitrous oxide), Poppers (amyl nitrite)</p>	<p>Varies by chemical</p> <p>Short-Term Effects: Dizziness, nausea, slurred speech, vomiting, confusion, lack of coordination, skin irritation, headache, and sudden death</p> <p>Long-Term Effects: Brain and liver damage, lung and kidney impairment, increased heart rate, spasms, bone marrow damage, hearing and vision loss, and weakened immune system. Nervous system damage can also cause immediate death from heart failure or lack of oxygen.</p>	<ul style="list-style-type: none"> • Be with friends you trust • Pace yourself • Get fresh air • Avoid mixing with stimulants like nicotine/tobacco, caffeine, or other substances because it puts too much strain on your heart • Inhalants are highly flammable. Keep away from cigarettes, candles,

³ Adapted from: National Institute on Drug Abuse for Teens. *Drug Facts*. Web: February 6, 2020; Health Initiative for Youth. (2002). Substance Use Drug Chart.

	and butyl nitrite), Rush (nitrites), Snappers (amyl nitrite), and Whippets (fluorinated hydrocarbons)	<input type="checkbox"/> Addictive <input checked="" type="checkbox"/> Can overdose or die	and lighters. <ul style="list-style-type: none"> • Avoid using balloons to inhale substances • Nitrous oxide is a safer alternative to using computer dusters, gasoline, or butane
LSD 	Also known as: Acid, Blotter, Blue Heaven, Cubes, L, Microdot, and Yellow Sunshine	Short-Term Effects: Rapid emotional swings, distortion of a person's ability to recognize reality and think rationally, dilated pupils, higher body temperature, increased blood pressure, increased heart rate, loss of appetite, sweating, dry mouth, nausea, dizziness, stomach pains, anxiety, paranoia, panic, and tremors Long-Term Effects: Frightening flashbacks, disorganized thinking, paranoia, and mood swings <input type="checkbox"/> Addictive <input checked="" type="checkbox"/> Can overdose, but unlikely to be fatal	<ul style="list-style-type: none"> • Be with friends you trust • Pace yourself • Avoid mixing with other substances • Know your source
Marijuana 	Also known as: Cannabis, Blunt, Bomb, Boom, Bud, Chronic, Dank, Dope, Gangster, Ganja, Grass, Green, Hash, Herb, Joint, Mary Jane, Pot, Reefer, Sinsemilla, Skunk, Smoke, Trees, and Weed	Short-Term Effects: Altered senses, altered sense of time, mood change, slowed reaction time, coordination problems, increased appetite, trouble problem solving, memory problems, hallucinations, delusions, tiredness, red eyes, dryness of mouth, anxiety or paranoia, nausea, dizziness, confusion, and panic attacks Long-Term Effects: Increased heart rate and blood pressure, breathing problems, mental health problems, loss of short-term memory, and yellowed teeth <input checked="" type="checkbox"/> Addictive <input type="checkbox"/> Can overdose or die	<ul style="list-style-type: none"> • Be with friends you trust • Pace yourself • Avoid mixing with other substances • Stay hydrated • Roll your own joint to make sure it's not laced with other substances • Reduce dosage and frequency

<p>Synthetic Cannabinoids</p> 	<p>Also known as: Spice, Black Mamba, Bliss, Bombay Blue, Fake Weed, Genie, K2, Moon Rocks, Skunk, Smacked, Yucatan Fire, and Zohai</p>	<p>Short-Term Effects: Fast heart rate, increased blood pressure, throwing up, agitation, extreme anxiety, paranoia, hallucinations, feeling confused, violent behavior, suicidal thoughts</p> <p>Long-Term Effects: Unknown</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Addictive <input checked="" type="checkbox"/> Can overdose or die 	<ul style="list-style-type: none"> • Be with friends you trust • Pace yourself • Avoid mixing with other substances • Know your source • Reduce dosage and frequency
<p>MDMA</p> 	<p>Also known as: Ecstasy, Molly, Adam, Beans, Clarity, Doves, E, Empathy, Eve, Hug, Love Drug, Lover's Speed, Peace, Uppers, X, and XTC</p>	<p>Short-Term Effects: Decrease in appetite, increased heart rate and blood pressure, increased body temperature, muscle tension, teeth clenching, low sex drive and difficulty reaching orgasm, blurred vision, nausea, dizziness, faintness, dehydration, mild depression, and fatigue</p> <p>Long-Term Effects: Confusion, depression, and memory and attention problems</p> <p>Unknown if addictive</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Can overdose or die 	<ul style="list-style-type: none"> • Be with friends you trust • Pace yourself • Avoid mixing with other substances • Stay hydrated • Know your source. Pills are usually mixed with other substances that are more harmful. A testing kit can help determine the purity of the Ecstasy.
<p>Opioids:</p> <ul style="list-style-type: none"> • Heroin 	<p>Also known as: Black Tar, Brown Sugar, China White, Chiva, Dope, H, Hop, Horse, Junk, O, Ska, Skag, Skunk, Smack, Tar, and White Horse</p>	<p>Short-Term Effects: Tiny pupils, dry mouth, clouded thinking, itchy skin, sweating, runny nose, body aches, sedation, sleeplessness, constipation, nausea, slowed breathing and heart rate, lowered libido, vomiting, and flu-like symptoms that last 4-12 days</p> <p>Long-Term Effects: Infection of the heart, liver and kidney disease, lung problems, and mental health problems</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Addictive <input checked="" type="checkbox"/> Can overdose or die 	<ul style="list-style-type: none"> • Be with friends you trust • Pace yourself • Avoid mixing with other substances • If injecting, don't share needles • Avoid long term use; after 3-4 weeks of steady use the body becomes physically dependent on the drug
<ul style="list-style-type: none"> • Prescription Pain Medications 	<p>Examples: <i>Oxycodone:</i> OxyContin, Percodan, Percocet <i>Hydrocodone:</i> Vicodin <i>Diphenoxylate:</i> Lomotil <i>Morphine:</i> Katian, Avinza <i>Codeine</i> <i>Fentanyl:</i> Duragesic</p> <p>Also known as: Happy Pills, Hillbilly</p>	<p>Short-Term Effects: Tiny pupils, dry mouth, clouded thinking, itchy skin, sweating, runny nose, body aches, sedation, sleeplessness, constipation, nausea, slowed breathing and heart rate, lowered libido, vomiting, and flu-like symptoms that last 4-12 days</p> <p>Long-Term Effects: Infection of the heart, liver and kidney disease, lung problems, and mental health problems</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Addictive <input checked="" type="checkbox"/> Can overdose or die 	<ul style="list-style-type: none"> • Be with friends you trust • Pace yourself • Avoid mixing with other substances • If injecting, don't share needles • Avoid long term use; after 3-4 weeks of steady use the body becomes physically dependent on the drug

	Heroin, OC, Oxy, Oxycotton, Percs, and Vikes		
Prescription Depressants 	<p>Examples:</p> <p><i>Barbiturates:</i> Mebaral, Luminal, Nembutal</p> <p><i>Benzodiazepines:</i> Xanax, Klonopin, Valium, ProSom, Ativan</p> <p><i>Sleep Medications:</i> Lunesta, Ambien, Sonata</p> <p>Also known as: A-minus, Barbs, Candy, Downers, Phennies, Red Birds, Reds, Sleeping Pills, Tooies, Tranks, Yellow Jackets, Yellows, and Zombie Pills</p>	<p>Short-Term Effects: Slurred speech, poor concentration, confusion, dizziness, shallow breathing, slowed breathing, sleepiness, lack of coordination</p> <p>Long-Term Effects: Unknown</p> <p><input checked="" type="checkbox"/> Addictive</p> <p><input checked="" type="checkbox"/> Can overdose or die</p>	<ul style="list-style-type: none"> • Be with friends you trust • Pace yourself • Do not mix with alcohol • Do not drive after using depressants
Stimulants: <ul style="list-style-type: none"> • Prescription (Amphetamines) 	<p>Examples: Dexedrine, Adderall, Ritalin, and Concerta</p> <p>Also known as: Bennies, Black Beauties, Crosses, Hearts, IIF, LA Turnaround, MPH, R-ball, Roses, Skippy, Speed, Study Drugs, The Smart Drug, Truck Drivers, Uppers, and Vitamin R</p>	<p>Short-Term Effects: Increased heart rate and blood pressure, irregular heartbeat, dangerously high body temperature, wide eyes, dilated pupils, restlessness, welts/skin sores, nausea, vomiting, diarrhea, headaches, irritability, moodiness, anxiousness, shortness of breath, aggressiveness, nervousness, paranoia, twitching, jaw clenching, dehydration, exhaustion, depression, mental confusion, and insomnia</p> <p>Long-Term Effects: Heart attack, severe depression and suicidal tendencies, extreme paranoia and panicking, violent behavior, psychosis, fatal kidney and lung disorders, possible brain damage, weakened immune system, liver damage, seizures, severe dental problems, loss of sex drive, and stroke</p> <p><input checked="" type="checkbox"/> Addictive</p> <p><input checked="" type="checkbox"/> Can overdose or die</p>	<ul style="list-style-type: none"> • Be with friends you trust • Pace yourself • Mixing with opioids or alcohol increases the risk of overdosing • Eat and stay hydrated • Know your source • If given the choice, avoid injecting as it is the riskiest form of use
<ul style="list-style-type: none"> • Cocaine 	<p>Also known as: Base, Blast Blizzard, Blow, Bump, C, Candy, Charlie, Coca, Coke, Crack, Flake, Nose Candy, Powder, Rock, Snow, and Toot</p>		
<ul style="list-style-type: none"> • Methamphetamine 	<p>Also known as: Chalk, Crank, Crystal, Fire, Glass, Go Fast, Ice, Meth, Speed, and Tina</p>		

<p>Tobacco / Nicotine</p> 	<p>Also known as: <i>Cigarettes:</i> Butts, Cigs, Smokes <i>Smokeless Tobacco:</i> Chew, Dip, Snuff, Snus, and Spit Tobacco <i>Hookah:</i> Goza, Hubble-bubble, Narghile, Shisha, and Waterpipe <i>Vaping:</i> E-cigarettes, E-cigs, JUULing</p>	<p>Short-Term Effects: Increased pulse rate and blood pressure, reduced appetite, bad breath, yellow teeth, shortness of breath, dizzy, nauseous, clothes and hair smell like smoke</p> <p>Long-Term Effects: Lung disease (bronchitis, cancer), heart disease, difficulty breathing, throat cancer, anxiety, depression, irritability, and restlessness</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Addictive <input checked="" type="checkbox"/> Can overdose or die 	<ul style="list-style-type: none"> • Pace yourself • Know your source • Reduce dosage and frequency • Avoid smoking around young people, especially those with asthma problems • Avoid smoking indoors
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Activity: An Introduction to Substance Use, Misuse, and Dependence (20 min)

In this activity, participants will:

- Differentiate between substance use, misuse, and dependence.

You will need: Computer, internet

Instructions:

1. Say: “Now we are going to define different levels of substance use.”
2. Ask the students to define "Substance Use," "Substance Misuse," and "Substance Dependence" and briefly discuss how they came up with those definitions.
3. Share the following definitions with students via the chat box:
 - a. **Use:** Refers to any use of illegal substances.
 - b. **Misuse:** The improper or unhealthy use of a prescription medication or alcohol. It also includes using prescription drugs in ways other than prescribed or using someone else’s prescription.
 - c. **Dependence:** A person’s inability to control the impulse to use substances even when there are negative consequences.⁴ There are 2 kinds:
 - i. **Physical dependence:** The need to use a substance to prevent withdrawal symptoms. Often accompanied by building tolerance (need more to feel the effects).
 - ii. **Psychological dependence:** The condition in which user relies on substance to be able to function.
4. Say: “NIDA’s definition may be different than what you are used to. According to these definitions, use and misuse are the same levels of use, just different types of substances. It is important to be able to understand the difference between use/misuse and dependence because it can help a person identify when substance use is possibly becoming a problem. Now that we have common definitions for these words, we are going to practice what this can look like with common scenarios. We are going to do this through a game of Kahoot. There will be a statement from a person and you will determine whether it is substance use, misuse, or dependence.”
Facilitator’s Note: Check to see if students have access to a computer or a computer and a cellphone/tablet. If they only have access to a cellphone or tablet, then you can share your screen (with the question on one side and the answer choices on the other) and play all together.
5. Open “Substance Use, Misuse, and Dependence” Kahoot: <https://create.kahoot.it/share/substance-use-misuse-and-dependence/0a021044-ba3c-4885-bc58-89d886444490>
6. Click on “Play as guest”
7. Click on “Classic”.
8. The unique Game PIN will be displayed on the screen. Share your screen with the students.
9. Have students access the game either through the Kahoot app on their phone or going to <http://www.kahoot.it> on their internet browser. If students access Kahoot through their internet browser, let them know that they will need to either split their computer screen so they can see both the screen you are sharing through Zoom as well as the internet browser page OR click between the Zoom and the Kahoot windows.

⁴ National Institute on Drug Abuse. (2018). *The Science of Drug Use and Addiction: The Basics*. Web: October 24, 2015

10. Say: “On my shared screen you will see the question and possible answers (with corresponding shapes and colors). On your phone or internet browser you will see the same shapes and colors. When it is time to answer the question, you should select the shape/color that corresponds to the answer you want. You get points for getting the correct answer combined with how quickly you answer.”
11. Instruct students to enter in the unique Game PIN. Students can then enter in their “nickname”. Let students know the first question will be a sample question.
12. Once all the students’ names are displayed in the waiting screen, you can press “Start.” The game will begin and students can enter in their answers while the screen displays interactive questions and responses. *Facilitator’s Note: During gameplay, you can use the spacebar or mouse to go to the next question.*
13. Below are the questions and answers. After each question, ask participants to explain their reasoning:
 - a. I don’t drink that often, but when I do, I drink to get trashed. – Misuse
 - b. I usually smoke weed every weekend with my friends. – Misuse
 - c. I smoke weed when I need to relax. – Dependence
 - d. I usually vape on my way to school, it helps me relax before I have to sit in class all day. – Dependence
 - e. Every once in a while, I take pills like Adderall for fun with friends. - Misuse
 - f. I've blacked out on cocaine three times in my life. – Use
 - g. I have a hard time sleeping, so most nights I vape. It’s really hard to sleep without doing it. - Dependence
 - h. I took ecstasy at a party just to see what it was like. - Use
14. At the end of the game, click “Feedback and Results.”
15. Say: “Health professionals call substance use, misuse, and dependence, **substance use disorders** or SUDs. Our brains do not fully mature until about age 25 and, because our brains are not fully developed, substance use permanently structurally changes our brains. Because of this, the adolescent brain is more susceptible to SUDs.”

Activity: Addiction as a Disease⁵ (25 minutes)

In this activity, participants will:

- Understand the stigma surrounding addiction.
- Learn about addiction as a disease.

You will need: Computer, internet, Facilitator Handout 1, pdf of Handout 2

Instructions:

1. *Facilitator's Note (trigger warning): This can be a sensitive topic. Make sure you revisit your community agreements. Also place emphasis on self-care (such as breaks, stepping out, etc.) and acknowledge that people can have their own experiences with stigma.*
2. Say: "Stigma is defined as the experience of being 'deeply discredited' or marked due to one's 'undesired differentness.'⁶ Another way to think about stigma is as negative stereotypes. People who have an addiction to substances experience stigma on a regular basis. Some substances and substance users are more stigmatized than others. Can you think of any drugs or groups of people that are judged more than others?"
3. Ask: "Has anyone heard of the War on Drugs?"
4. Show "The War on Drugs: From Prohibition to Gold Rush" video, <http://www.drugpolicy.org/issues/brief-history-drug-war>.
5. Say: "The United States imprisons more people than any other nation in the world – largely due to the war on drugs. Misguided drug laws and harsh sentencing requirements have produced unequal outcomes for people of color. Although rates of drug use and sales are similar across racial and ethnic lines, Black and Latinx people are far more likely to be criminalized than white people. Racism, ageism, and poverty play a big role in the criminalization of drugs. Young people of color are more likely to be targeted and arrested for their drug use." (Stat to offer: African Americans are 13% of the US population and 13% of US drug users, but 35% of drug arrest, 55% of drug convictions & 74% of those sentenced to prison for drugs.)
6. Say: "We are in a place where we can change how the criminalization of drugs is handled. On a societal level, rather than lock people up for their substance using behaviors, we think it's more effective to offer them support in the form of drug treatment services. On a school level, rather than suspend and expel students for substance use, offer them substance use programs or counseling."
7. Say: "This stigma can play out on an individual level as well. I am going to share a few scenarios on the screen and ask for volunteers to read the scenarios out loud." *Facilitator's Note: Share screen with **Facilitator's Handout 1**.*
8. Say: "Of course not all family members and friends hold these attitudes and beliefs. However it is important to acknowledge that some people do attribute negative stereotypes to SUDs, and this can impact a person's willingness to access services."
9. Have students discuss:
Facilitator's Note: If possible, use breakout rooms for smaller group discussions. Ask students to take notes and report back to larger group.
 - a. What are some of the issues related to stigma in this scenario?

⁵ Adapted from: Center for Addiction and Mental Health. *Beyond the Label*. Canada.

⁶ Drug Policy Alliance. *Stigma and People Who Use Drugs*. Web: January 29, 2020

- b. What are some of the barriers that stop this person from getting the help they need?
 - c. What could you say if you heard this?
10. Say: “Now we are going to switch gears a little and learn about addiction as a disease.”
11. Show “Addiction & the Brain” video, <https://preventionactionalliance.org/learn/about-addiction/>.
12. Say: “Understanding that addiction is a disease can reduce the stigma associated with addiction. Addiction is not a choice, it is a disease. If the people in these scenarios knew addiction was a disease, how might it change their views?”
13. Say: “When people are sick with a disease we surround them with support and try to help them get connected to services, we should do the same with addiction. When looking for substance use services for yourself or a friend, a great place to start is your school-based health center.” *Facilitator’s Note: Share with students the best way to get in contact with their SBHC.*
14. Share **Handout 2** with students.
15. For additional curricula and resources on SUDs, see **Facilitator Handout 2**.

Facilitator's Handout 1: Stigma Scenarios

From a friend: I felt sorry for Walter when he tore his ACL. It's not his fault that football is such a rough sport, but now he's buying pain killers from his teammates and getting into all kinds of trouble. He should just stop already.

From a parent/guardian to their child: I don't want you going over to Fatima's house. I heard her mother just got out of the hospital from an overdose. If she's on drugs, you never know what she might do.

From a friend: I think Joe has a drinking problem, he got completely wasted at the party last night. Before it was okay but he's taken it to another whole level. It's so annoying to take care of him when he's wasted, we don't want to have to keep doing that.

Handout 2: Additional Resources

We know that additional questions about substance use may come up. Below are some good resources:

- **Just Think Twice** – <https://www.justthinktwice.gov/>
- **National Institute on Drug Abuse for Teens** – <https://teens.drugabuse.gov/>
- **PA Opioid Prevention Project** - <https://www.paopioidprevention.org/>
- **Dance Safe** – <https://dancesafe.org/top-10-safety-tips-from-dancesafe/>
- **Truth Campaign** – <https://www.thetruth.com/>

Facilitator's Handout 2: Additional Curricula & Resources

We know that many additional questions may come up during this module, and there are many great curricula and resources available for reference. Check out the free or low cost resources below for additional lesson plans and information on substance use disorders.

Curriculum & Lesson Plans:

- **HIFY SKILL Program** – Training and lesson plans on a variety of youth development topics related to SUD: <https://hi4youth.org/programs/skill-program/>
- **National Institute on Drug Abuse** – Lesson plans on SUDs: <https://teens.drugabuse.gov/teachers>
- **Operation Prevention** – Lesson plans for elementary, middle, and high school students on opioid use disorders: <https://www.operationprevention.com/classroom>
- **Project ALERT** – Lesson plans for middle school students on SUDs: <https://www.projectalert.com/>
- **Project TND** – Lesson plans for high school students on SUDs: <https://tnd.usc.edu/>
- **Stanford Tobacco Prevention Toolkit** – Lesson plans on tobacco prevention for high school students: <http://med.stanford.edu/tobaccopreventiontoolkit.html>

Resources:

- **Just Think Twice** – Information on SUDs for teens: <https://www.justthinktwice.gov/>
- **National Institute on Drug Abuse** – Information on the opioid crisis for teens: <https://www.drugabuse.gov/publications/opioid-facts-teens/letter-to-teens>
- **Dance Safe** – Top Ten Safety Tips for harm reduction and partying safely: <https://dancesafe.org/top-10-safety-tips-from-dancesafe/>
- **Truth Campaign** – Tobacco prevention information and activities: <https://www.thetruth.com/>