



Preventing Drug/Alcohol Abuse and Violence

a newsletter for people who care about self-esteem

Volume 14, Number 2 - Issue 77 - March-April, 1994

Dear Readers,

Recognizing the urgent need to reduce drug/alcohol abuse and violence, this issue of **WE** focuses on prevention of these abuses and provides a necessary and humane approach to solving these pervasive problems.

In this issue you will find information from the four authors of *Help! For Kids and Parents About Drugs*, including:

- Don Brundage's report on the rise in drug use among children and adolescents.
- Information about the *Help! For Kids and Parents About Drugs* book and an activity taken from it.
- A description of the game *Keyed-Up For Being Drug-Free* by Carole Gesme.
- Ways to use the game in families or in large groups by Jean Illsley Clarke.
- Marlon London's thoughts about preventing violence.
- Eight handouts for you to copy and use in your family or, if you are an educator, to ease into an already existing program. We are delighted with the fine Keys Kathi Kreatz designed and we hope you are too. If you want to change your behavior around one of the keys, we urge you to focus on one key at a time. Stay underwhelmed.

Carole Gesme reminds us that good prevention is often good intervention. With that in mind, as you invent new ways to use these engaging materials, we hope you will send them to **WE** for inclusion in future issues.

Remember, an ounce of prevention is worth a thousand tears.

Sincerely,

Now More Than Ever Parents Need Accurate Drug Information

by Donald Brundage

A recent national survey indicates that, after a decade of decline, teenage use of illicit drugs has increased significantly. While such use is still not as high as the peak years of the late '70s, the trend is, nonetheless, alarming.

Since 1975, the National Institute of Drug Abuse (NIDA) has monitored teenage drug use through an annual University of Michigan survey of 50,000 eighth, tenth and twelfth graders from around the United States. According to that study, 1979 was the heaviest year for use with numbers declining slowly and steadily until 1992.

The most recent survey shows that young people are more willing to ignore messages about the danger of drugs and that they respond more favorably to pro-drug messages in the media. Specifically, the use of marijuana increased by three to four percentage points during the past two years among those surveyed. The use of stimulants, LSD and inhalants has also increased.

"Drug use among American youth has been making a clear comeback in the past two years," says Lloyd Johnston, the University of Michigan research scientist. Secretary of Health and Human Services Donna Shalala agrees. "These findings are more than a warning signal, they are an urgent alarm we must heed at once."

What can concerned parents do? Parents who know recent trends, who are well versed on what specific drugs can do to the mind and body, and who engage their children in non-accusatory discussion can help counteract the messages from peers and the media.

Of course, information on the effects of drugs is one of the most important keys to prevention. So, be informed. Learn about the so-called hard drugs such as crack and the "soft-drugs" such as marijuana which is anything but soft. Find out about the legal drugs - tobacco and alcohol. They are the number one and two killers in our country and constitute some of the most serious drug problems for youth. Do not assume that the "war on drugs" has somehow been won or that other institutions such as schools will take care of the job of educating children about their dangers.

"Now more than ever," says NIDA Director Richard Millstine, "we need to counter erroneous messages that glamorize the use of illicit drugs, alcohol and cigarettes." *Help! For Kids and Parents About Drugs* is an excellent place to start that process.

Donald Brundage is the drug prevention education coordinator for the Rosemount - AV - Eagan School District in Minnesota.

HELP! For Kids and Parents About Drugs

by Jean Illsley Clarke, Carole Gesme, Donald Brundage and Marion London (159 pages, \$10.00)
HarperSanFrancisco, 1993

This easy-to-read little red book, identifies the 24 Keys to drug abuse prevention. You will find the Keys are listed on page 6 of this WE. They are not listed in order of importance because individual families will determine their own priorities. While the Keys are based on many pieces of research, the most comprehensive source is "The Troubled Journey" by Search Institute, 625 Fourth Avenue South, Minneapolis, MN 55415.

Each of the 24 Key sections contains a short explanation of the Key, Suggestion Circles about how to implement the Key, and Activities to help a family or group strengthen that Key. Here is a sample activity, this one from -



Key 4 Teach Values.

The family is the hearth at which values are forged. Parents teach their values by words and deeds.

Activity-Values and Attitudes About Drug Use

Everyone holds values about drug use. Rank order the following examples of drug use from 1 (least damaging) to 13 (most damaging). If this task is difficult, remember that the object is to stimulate thinking about your values. There is no right or wrong answer.

- _____ A friend who gives neighborhood youngsters caffeinated soft drinks.
- _____ The coach who looks the other way when his players put on a lot of muscle from obvious steroid use.
- _____ The doctor who prescribes Valium or Xanax for every complaint of stress.
- _____ The child-care worker who gives decongestants to children without their parents' knowledge.
- _____ The parent who offers teenagers their choice of wine coolers or soft drinks.
- _____ The father who serves wine to family members, young and old, at holiday gatherings.
- _____ Someone who discovers a marijuana plant in her backyard and leaves it there.
- _____ An adult who uses a child as bartender.
- _____ The boss who picks his inner circle based on who will go to happy hour with him.
- _____ The friend who asks to share your prescription pain pills.
- _____ A person who drives after several drinks.
- _____ Someone who gives a line of cocaine to a friend.
- _____ An adult who allows a child to sip drinks.

Ask each family member to rank order this list. Compare your answers, and talk about why you ranked the way you did, not about who is right or wrong.

About The Game...

Keyed-Up For Being Drug-Free

by Carole Gesme, game creator

In my work I emphasize learning through playing games. I believe there is magic in games that is not found in other forms of play and learning. Recently, television and computers have changed the social nature of how games are played since those games tend to be played alone, thus reducing the learning of social skills. Also, the subject of many of those games relates to violence which influences the learning of life skills. The *Keyed-Up For Being Drug-Free* game, on the other hand, helps players connect with others in respectful ways.

Keyed-Up For Being Drug-Free can be played in family, school, community or clinical settings. The game design offers an incredible amount of information in a concise, fun, format and provides a structure for safe sharing between adults and children.

The content of the game introduces players to the 24 keys to drug abuse prevention. Played on a Bingo-like board, the game involves drawing and reading cards and placing markers on designated keys. The cards ask questions and suggest topics for discussion in ways designed to deepen understanding and identify positive behaviors. They also identify risk behaviors for drug abuse.

The very playing of the game *Keyed-Up For Being Drug-Free* reinforces Key 7 - Value Drug-Free Celebrations. Learning ways to celebrate, play and have fun without the aid of alcohol/drugs is an important deterrent to drug abuse.

Carole Gesme is the creator of many games including *Ups & Downs With Feelings* and *The Love Game: Unconditional Love, A Pathway into Celebration*.

Suggested Game Activities For Preventing Drug Abuse...

Using the game *Keyed-Up For Being Drug-Free*

For small groups:

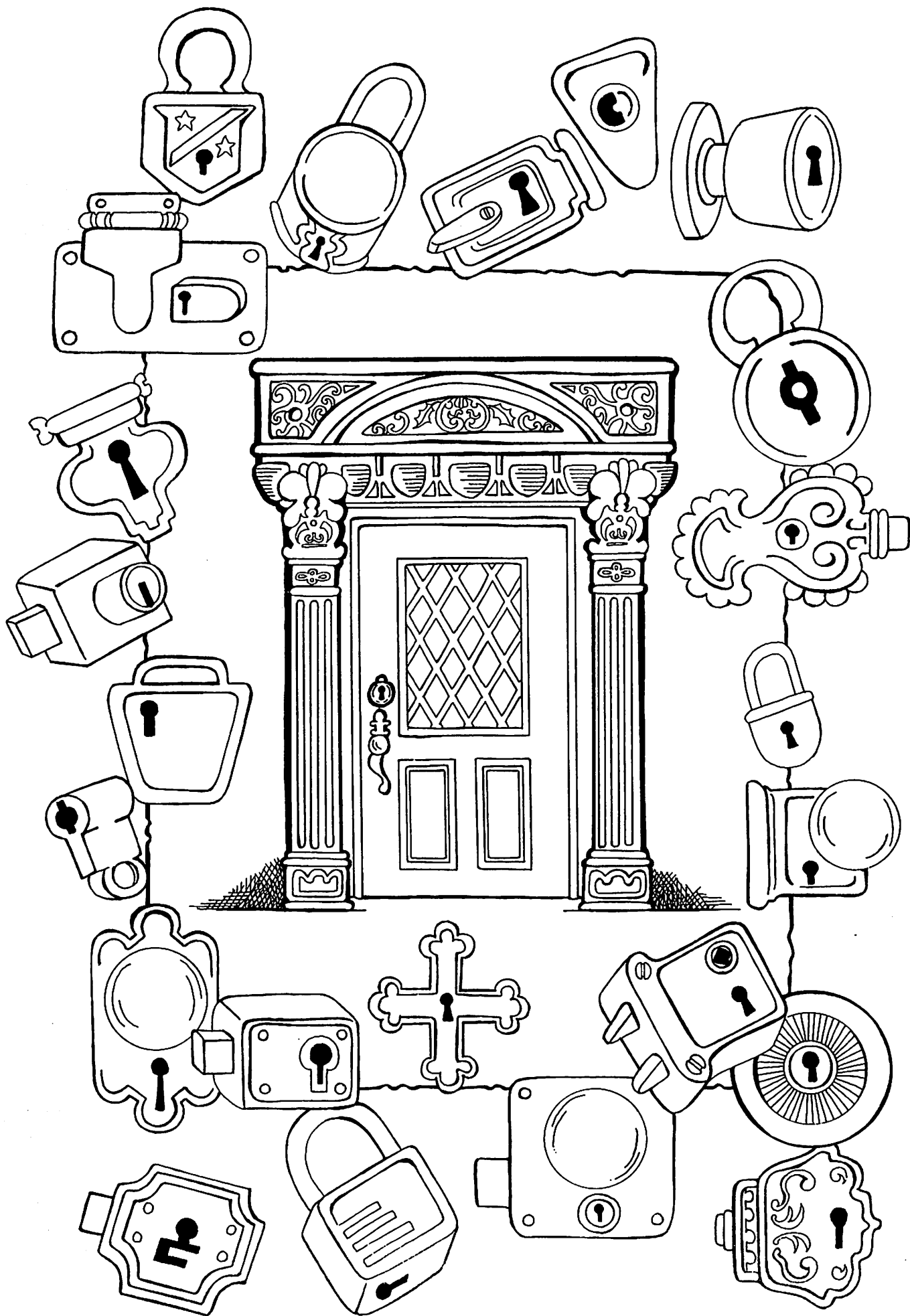
- Get the game *Keyed-Up For Being Drug-Free* (order blank enclosed) and play it in groups of four or six.

For large groups:

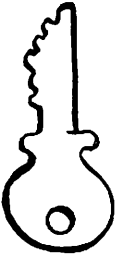
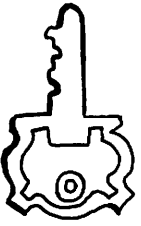
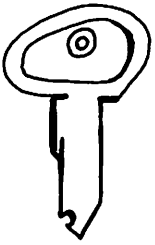
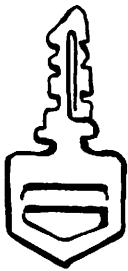
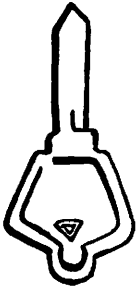
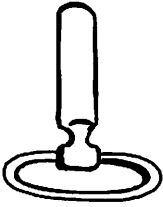
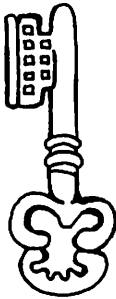
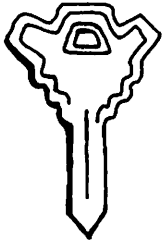
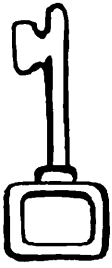
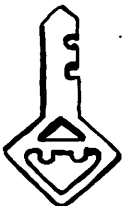
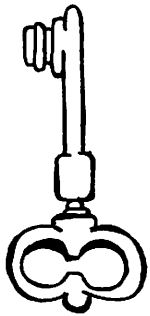
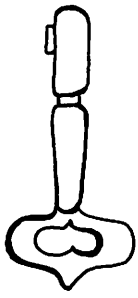
- Hand out copies of the game board on page 5. Ask people to number off 1, 2, 3, 4. You draw the cards and read the directions, "No. 1, your card says..." No. 1 places a marker or makes a pencil mark on that Key. Play for a specified length of time or until someone fills a line with markers and shouts, "Drug-Free!"

Using This WE

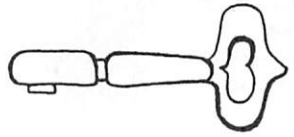
For Drug Prevention Activities using only this WE, use the Suggestions on page 7 for Violence Prevention, but substitute the Drug Board on page 5 and the Drug Keys on page 6.



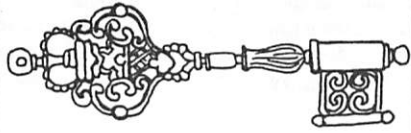
Keyed-Up for Being Drug-Free



Keyed-Up for Being Drug-Free



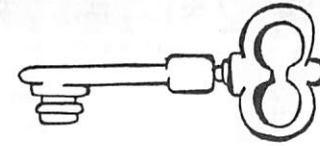
1. Love & Structure



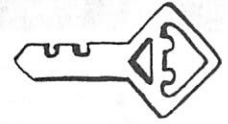
2. Self-Esteem



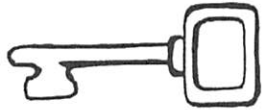
3. Stages of Growth



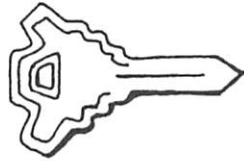
4. Values



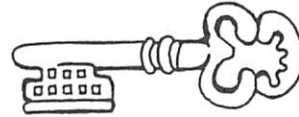
5. Role Model



6. Talk About Drugs



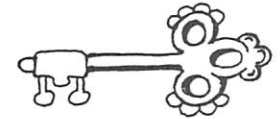
7. Drug-Free Celebrations



8. Rituals & Traditions



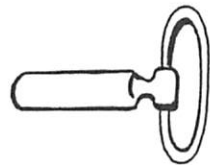
9. Spiritual Growth



10. Empathy



11. Resolve Grief



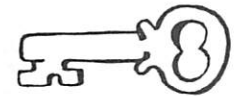
12. Delayed Gratification



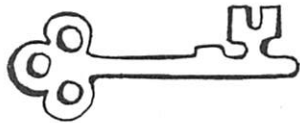
DRUG FREE



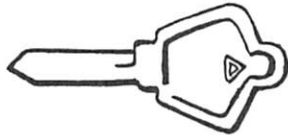
13. Family History



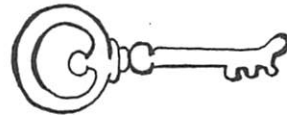
14. Make Decisions



15. Respect Feelings



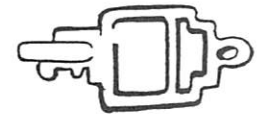
16. Negative Peer Pressure



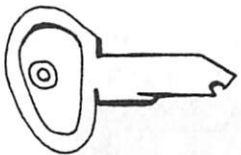
17. Positive Peer Pressure



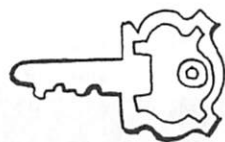
18. Communication



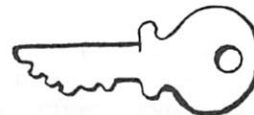
19. Media



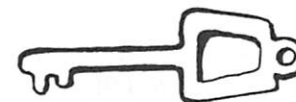
20. Drugs & Sex



21. Community



22. Other Adults



23. School



24. Drug Information

Keys to Drug Abuse Prevention

The following twenty-four keys can be used as guidelines to halt drug abuse before it starts or to help families change direction if someone has already been using alcohol or other drugs. Start with the key that you are most likely to succeed at. Practice and explore it. Then add others.



Key 1 Provide Love and Structure
The love and consistent structure that parents offer is the first line of defense against drug/alcohol abuse.



Key 7 Value Drug-Free Celebrations
Learning ways to celebrate, play and have fun without the aid of alcohol/drugs is an important deterrent to drug abuse.



Key 13 Share History of Drug Use, Abuse or Addiction in the Family
Children deserve to know that they are more likely to develop drug/alcohol problems if there is a history of these problems among family members.



Key 19 Resist Media Messages
The media send constant, persuasive messages that drug abuse is OK. Children deserve to know how to recognize and resist those messages.



Key 2 Build Self-Esteem
It is important for parents to encourage, reward, and celebrate self-esteem in their children and themselves.



Key 8 Cherish Rituals and Traditions
As parents we need to realize that tradition and rituals are part of the consistent structure that gives stability to children's lives. It is our job to create rituals and traditions that are meaningful for every family member.



Key 14 Make Decisions, Plan for Action
It is important for children to know how to make decisions and solve problems before they are confronted with pressures to use drugs.



Key 20 Drugs, Needles, AIDS and Sex
AIDS has added a whole new fatal aspect to drug abuse.



Key 3 Affirm Each Stage of Growth
Every age is a good age at which to affirm your children of their right to be healthy and to enjoy life without using drugs.



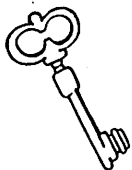
Key 9 Promote Spiritual Growth
Children need guidance in their spiritual growth.



Key 15 Respect Feelings
As parents it is our job to teach and model for children how to accept, understand, label and appropriately express feelings.



Key 21 Connection with Community
Children need to understand the importance of their membership in several communities, including family, school, neighborhood, nation, and humanity.



Key 4 Teach Values
The family is the hearth at which values are forged. Parents teach their values by words and deeds.



Key 10 Care About Others - Teach Empathy
Children need to be helped to know not only that caring about others is important, but they need to practice, with their parents, how to care for others.



Key 16 Negative Peer Pressure
Resisting peer pressure is a skill that allows children to make their own decisions about their behavior. The parents' job is to teach children this skill.



Key 22 Adult Support
Grade-school age children and adolescents need at least three adults outside of their family to ask for help. The teenager, to help form identity and expand values, needs to have frequent, serious conversations with an adult who is not his parent.



Key 5 Parents Are Active Role Models About Drug Use
Children need to see responsible attitudes and behavior concerning drug use in their most important role models, their parents.



Key 11 Resolve Grief
Children need the family to be a safe place for them to mourn the many losses they encounter while growing up.



Key 17 Positive Peer Pressure
Children need to learn how to make and maintain healthy friendships.



Key 23 School
Children need to feel connected with school and have positive experiences socially and academically. Parents need to be directly involved in the school.



Key 6 Talk About Drugs
Children want their parents to initiate talking knowledgeably about drugs/alcohol and their effects.



Key 12 Practice Delayed Gratification
The degree of freedom children will experience as adults may depend partly on how they learn to defer the urge to "have it all" now.



Key 18 Practice Positive Communication Skills
Children need to practice effective communication skills - both speaking and listening - within the family.



Key 24 Be Informed About Drugs
In order to be a credible and reliable resource to their children, parents need to know about the effects of different drugs on the mind and body.

These keys are not arranged in order of importance and the length of each key-section will not imply how important that key is for your family. That will vary from family to family. Preventing drug abuse is a complex problem. You can think of it as a door with twenty-four locks. You probably have many of the keys already.

From *HELP! For Kids and Parents About Drugs* by Jean Illsley Clarke, Carole Gesme, Marion London, and Donald Brundage, © HarperCollins, September 1993.

Keys to Violence Prevention

The following twenty-four keys can be used as guidelines to halt violence before it starts or to help families change direction if someone has already been involved with violence. Start with the key that you are most likely to succeed at. Practice and explore it. Then add others.



Key 1 Provide Love and Structure
The love and consistent structure that parents offer is the first line of defense against violence.



Key 7 Value Violence-Free Celebrations
Learning ways to have fun and excitement and take risks without violence is an important deterrent to joining violent activities.



Key 13 Share History of Violence and of Peace Initiatives in the Family
Children deserve to know the big and little family stories, both the successes and the pains, around violence and peace making.



Key 19 Resist Media Messages
The media send constant, persuasive messages that violence is an easy and acceptable way to solve problems. Children deserve to know how to recognize and resist those messages and to learn other ways to solve problems.



Key 2 Build Self-Esteem
It is important for parents to encourage, reward, and celebrate self-esteem in their children and themselves.



Key 8 Cherish Rituals and Traditions
As parents we need to realize that tradition and rituals are part of the consistent structure that gives stability to children's lives. It is our job to create rituals and traditions that are nonviolent and that are meaningful for every family member.



Key 14 Make Decisions, Plan for Action
It is important for children to know how to make decisions and solve problems before they are confronted with pressures to use violent behavior.



Key 20 Violence, Drugs, Needles, AIDS and Sex
Children need to be fortified against acquaintance rape and to know the connection between drugs and violence. AIDS has added a whole new fatal aspect to drug abuse.



Key 3 Affirm Each State of Growth
Every age is a good age at which to teach nonviolent problem solving skills.



Key 9 Promote Spiritual Growth
Children need guidance in their spiritual growth.



Key 15 Respect Feelings
As parents it is our job to teach and model for children how to accept, understand, label and appropriately express feelings.



Key 21 Connection with Community
Children need to understand the importance of their membership in several communities, including family, school, neighborhood, nation, and humanity.



Key 4 Teach Values
The family is the hearth at which values are forged. Parents teach their values by words and deeds.



Key 10 Care About Others - Teach Empathy
Children need to be helped to know not only that caring about others is important, but they need to practice, with their parents, how to care for others.



Key 16 Negative Peer Pressure
Resisting peer pressure is a skill that allows children to make their own decisions about their behavior. The parents' job is to teach children this skill.



Key 22 Adult Support
Grade-school age children and adolescents need at least three adults outside of their family to ask for help. The teenager, to help form identity and expand values, needs to have frequent, serious conversations with an adult who is not his parent.



Key 5 Parents Are Active Role Models Against Violence
Children need to see responsible attitudes and behavior concerning the prevention of violence in their most important role models, their parents.



Key 11 Resolve Grief
Children need the family to be a safe place for them to mourn the many losses they encounter while growing up.



Key 17 Positive Peer Pressure
Children need to learn how to make and maintain healthy friendships.



Key 23 School
Children need to feel connected with school and have positive experiences socially and academically. Parents need to be directly involved in the school.



Key 6 Talk About Violence
Children want their parents to initiate talking knowledgeably about violence and how children can avoid it and how adults will get it stopped.



Key 12 Practice Delayed Gratification
The degree of freedom children will experience as adults may depend partly on how they learn to defer the urge to "have it all" now.



Key 18 Practice Positive Communication Skills
Children need to practice effective communication skills - both speaking and listening - within the family.



Key 24 Be Informed About Violence
Parents need to understand and discuss the kinds of violence in the child's world and find out what the child perceives as violence.

These keys are not arranged in order of importance and the length of each key section will not imply how important that key is for your family. That will vary from family to family. Preventing violence is a complex problem. You can think of it as a door with twenty-four locks. You probably have many of the keys already.

Adapted from *HELP! For Kids and Parents About Violence* by Jean Illsley Clarke, Carole Gesme, Marion London, and Donald Brundage, © HarperCollins, September 1993.

ACTIVITY CARD

Setting consistent limits is one step toward building self-esteem and creating safety. Tell about a rule you have in your family and how it keeps people safe.

Place a marker on Key #2.

ACTIVITY CARD

Have one player tell about a recent media message that tells a child that using violence is OK.

Place a marker on Key #19.

ACTIVITY CARD

One young person asked,
"How has violence affected your life?"
Have each player tell how he or she would answer this person.

Everyone place a marker on Key #6.

ACTIVITY CARD

Bullying, tripping, beating and intimidating are violent actions.

If you did one of these during the last month...
**Remove a marker from Key #14
or any other Key.**

ACTIVITY CARD

True or False?
Spanking children to enforce a "no hitting" rule teaches children that it's OK for adults to hit.

If you said true...
Place a marker on Key #5
If you said false...
Remove a marker from any key.

ACTIVITY CARD

Have players tell about a time during their childhood when an adult intervened in a violent activity or a time they wish someone had intervened.

Everyone place a marker on Key #1 & Key #5.

ACTIVITY CARD

Have each player tell what the word "violence" means to him or her.

Everyone place a marker on Key #13.

ACTIVITY CARD

Have each person tell one nonviolent way to avoid being bullied.

Everyone place a marker on Key #6.

Why Violence?

by Marion London

Open a newspaper, turn on a TV or read a magazine and most likely you will feel overwhelmed with violent scenes. Even if you live in a community with a low incidence of violence, your children still cope with the verbal violence of name calling, sexual harassment, bullying, and aggressive behavior. In fact, many of our children live in fear on a daily basis and this fear has a devastating result on their psyches, and their potential to develop into productive adults.

Violence is a learned behavior. It can be unlearned.

Help! For Kids and Parents About Drugs is an excellent resource for families trying to minimize the effects of violence in our society. The book promotes healthy behaviors that will help kids avoid violent situations and learn peaceful solutions to their problems. And while the main intent of the book is drug prevention, the activities that help prevent drug/alcohol abuse can also be used to help keep children safe and to prevent the abuses of violence.

Dr. Prothrow-Stith, author of *Deadly Consequences*, HarperCollins, 1991, and Dean of the School of Public Health at Harvard, suggests that in order to reduce violence we must teach the following:

- Conflict is a normal part of human interaction.
- When people take the time to explore their prejudices, they can learn how to get along with (and enjoy) people whose backgrounds are different.
- Most disputes do not have to have a winner or loser.
- Win/win is the ideal way to resolve most disputes.
- Children and adults who learn how to assert themselves nonviolently can avoid becoming bullies or victims.
- The self-esteem of children will be enhanced if they learn to build nonviolent, non-hostile relationships with their peers.

Families play a vital role in helping kids find alternatives to violence when resolving conflicts. The parental role in such families begins with the first two Keys of the *Help!* book:

Key 1 Providing love and structure

Key 2 Building self-esteem

When we provide our children with these two Keys we are modeling important behaviors and attitudes about peace.

A myriad of influences shape violent attitudes and behaviors. Among them are the cycle of family abuse, drug abuse, issues of self-esteem, the role of peer pressure, and lack of other pro-social skills. The 24 Keys address these issues and teach skills and model behaviors that will help kids to accept and respect themselves, and learn positive ways to get along with others by practicing peaceful solutions to their conflicts. *Help! For Kids and Parents About Drugs* guides families through this process, creating opportunities for families to wage peace in their communities.

Marion London is a prevention specialist. She works with Project Charlie, an international drug abuse prevention program.

Suggested Activities For Using this WE in Preventing Violence

For small groups:

- Copy the game board on page 8 and give one to each player. Supply some kind of markers.
- Copy the Keys on page 9, cut them up, and shuffle them.
- Show the Door and Locks picture on page 3. Explain that since there is no *one* way to prevent violence we will be looking at 24 Keys to opening the door to violence prevention.
- Each player draws a Key, puts a marker on that Key, reads the card and tells one way a family or group can turn that Key into action.
- Play for a specified length of time or until someone has filled a line with markers and shouts, "Violence-Free!" Or you may continue until all of the cards have been read.

For large groups:

- Make copies of the Keys on page 9 and the Keys Frame on page 13.
- Ask each person to circle two or three of the Keys on page 9 that she or her family or group does well.
- Then ask each person to circle the Key pictures on her Key Frame (page 13) that correspond to the Keys she circled on page 9 and write a short description inside the Key Frame of what she or her family or group does about those Keys.
- Ask people to share in groups of four or six what each does about one of her Keys and how she understands this prevents violence.
- Celebrate by sharing congratulations.

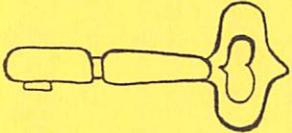
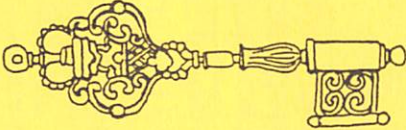

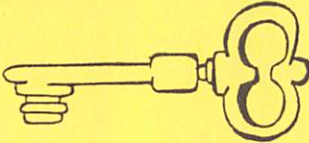
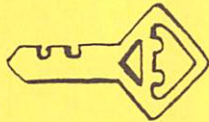
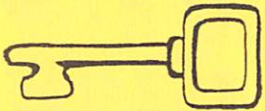
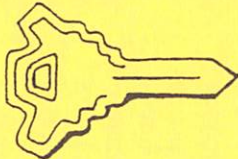
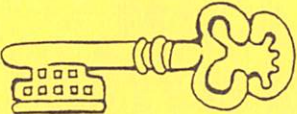

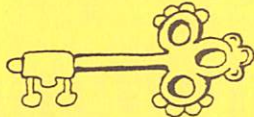
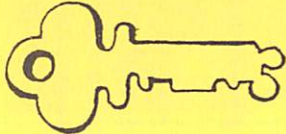
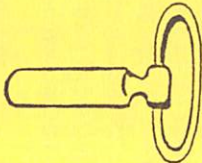


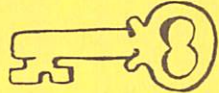
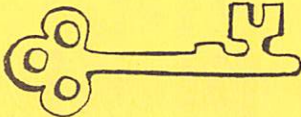
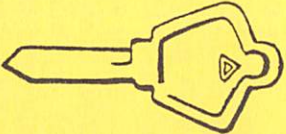
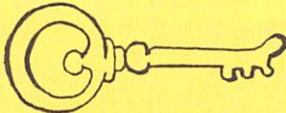
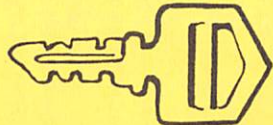
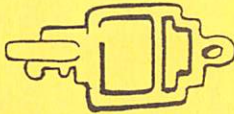
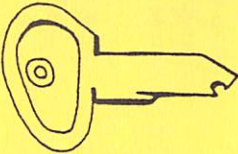
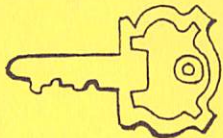



In addition you may:

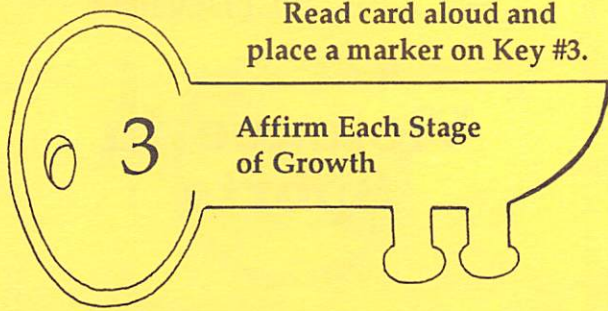
- Ask each person to return to the Keys List and choose one Key she would like to do better.
- Ask each person to circle that Key on the Key Frame and write one thing she will do about that in the coming weeks. She may tell the people in her small group what she plans to do or she may ask them for ideas.
- Celebrate by sharing congratulations.

Suggested Activities For Using the Keyed-Up For Being Drug-Free Game For Violence Prevention

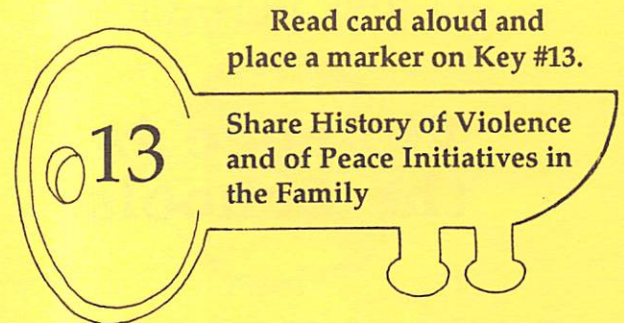
- Get the game, *Keyed-Up For Being Drug-Free*. (Order blank enclosed.)
- Remove all of the Drug Risk cards, and only the Keys Cards and the Activity Cards that refer directly to drugs.
- Copy and cut up the Violence Activity Cards on page 10, the Violence Key Cards on page 11, and the Violence At Risk Behavior Cards on page 12. Shuffle them in with the remainder of the cards in the Drug game.
- Give copies of the Violence Keys Board on page 8 to each player.
- Play as directed in the *Keyed-Up For Being Drug-Free* game.

Keyed Up for Being Violence-Free

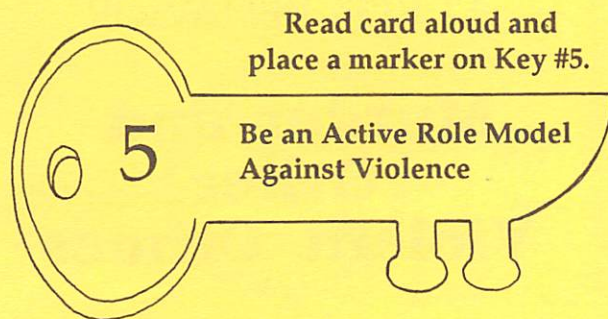
 <p>1. Love & Structure</p>	 <p>2. Self-Esteem</p>	 <p>3. Stages of Growth</p>	 <p>4. Values</p>	 <p>5. Role Model</p>
 <p>6. Talk About Violence</p>	 <p>7. Violence-Free Celebrations</p>	 <p>8. Rituals & Traditions</p>	 <p>9. Spiritual Growth</p>	 <p>10. Empathy</p>
 <p>11. Resolve Grief</p>	 <p>12. Delayed Gratification</p>	 <p>VIOLENCE FREE</p>	 <p>13. Family History</p>	 <p>14. Make Decisions</p>
 <p>15. Respect Feelings</p>	 <p>16. Negative Peer Pressure</p>	 <p>17. Positive Peer Pressure</p>	 <p>18. Communication</p>	 <p>19. Media</p>
 <p>20. Drugs & Sex</p>	 <p>21. Community</p>	 <p>22. Other Adults</p>	 <p>23. School</p>	 <p>24. Info. About Violence</p>



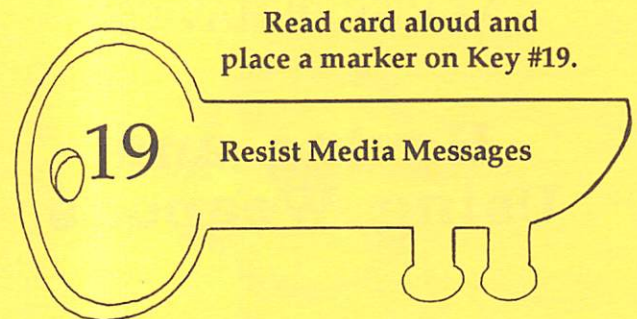
Every age is a good age at which to teach nonviolent problem solving skills.



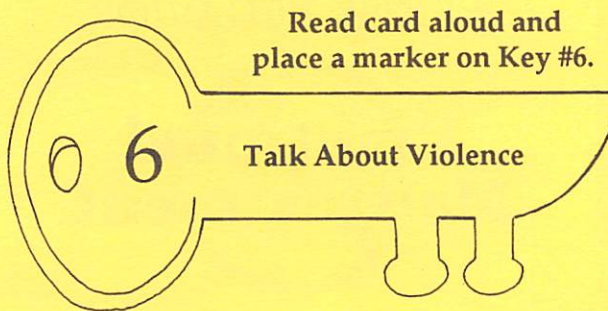
Children deserve to know the big and little family stories, both the successes and the pains, around violence and peace making.



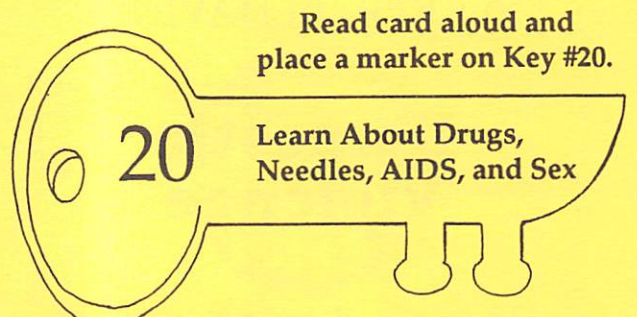
Children need to see responsible attitudes and behaviors concerning the prevention of violence in their most important role models, their parents.



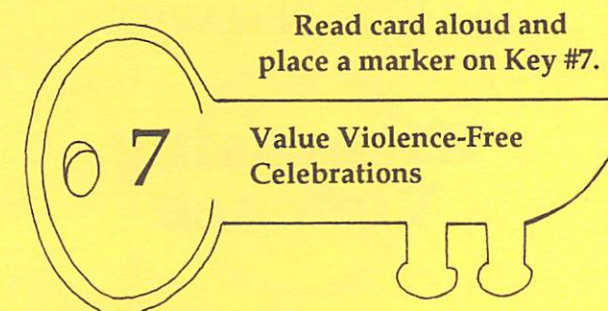
The media send constant, persuasive messages that violence is an easy and acceptable way to solve problems. Children deserve to know how to recognize and resist those messages and to learn other ways to solve problems.



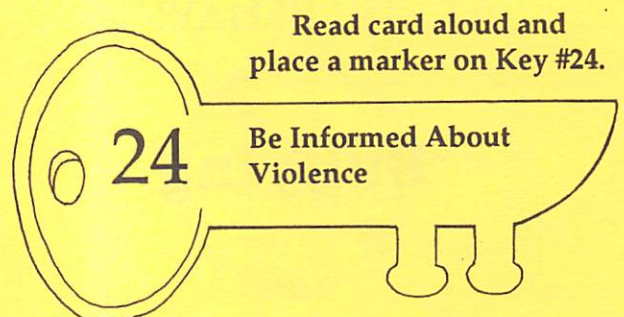
Children want their parents to initiate talking knowledgeably about violence and how children can avoid it and how adults will get it stopped.



Children need to be fortified against acquaintance rape and to know the connection between drugs and violence. AIDS has added a whole new fatal aspect to drug abuse.



Learning ways to have fun and excitement and take risks without violence is an important deterrent to joining violent activities.



Parents need to understand and discuss the kinds of violence in the child's world and find out what the child perceives as violence.

AT RISK BEHAVIOR

Violence in the Schools

This behavior is not OK. Remove two markers. If you know one way to get help for someone who is doing this behavior, share it with the group and add a marker to Key 23.

AT RISK BEHAVIOR

Violence in Sports

This behavior is not OK. Remove two markers. If you know one way to get help for someone who is doing this behavior, share it with the group and add a marker to Key 21.

AT RISK BEHAVIOR

Having and Using Weapons

This behavior is not OK. Remove two markers. If you know one way to get help for someone who is doing this behavior, share it with the group and add a marker to Key 1.

AT RISK BEHAVIOR

Murder and Other Violent Crimes

This behavior is not OK. Remove two markers. If you know one way to get help for someone who is doing this behavior, share it with the group and add a marker to Key 4.

AT RISK BEHAVIOR

Domestic Violence

This behavior is not OK. Remove two markers. If you know one way to get help for someone who is doing this behavior, share it with the group and add a marker to Key 5.

AT RISK BEHAVIOR

Emotional Maltreatment

This behavior is not OK. Remove two markers. If you know one way to get help for someone who is doing this behavior, share it with the group and add a marker to Key 15.

AT RISK BEHAVIOR

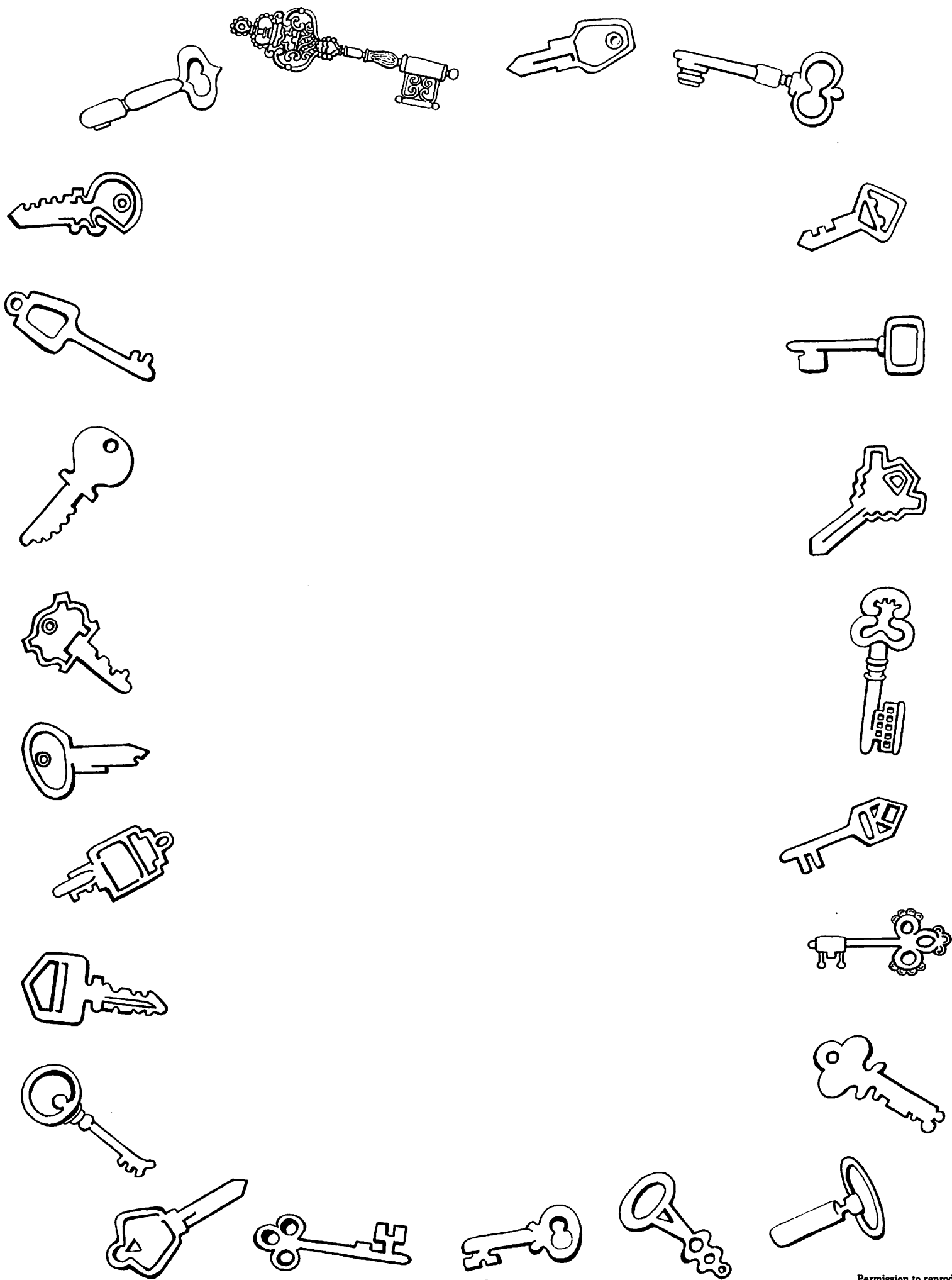
Bullying

This behavior is not OK. Remove two markers. If you know one way to get help for someone who is doing this behavior, share it with the group and add a marker to Key 10.

AT RISK BEHAVIOR

Witnessing Violence

This behavior is not OK. Remove two markers. If you know one way to get help for someone who is doing this behavior, share it with the group and add a marker to Key 11.



Opening Activity

For Preventing Drug Abuse.

Enlarge the sheet of keys that have no words under the keys (p. 4). Cut up and use for name tags.

- Choose a partner. Choose one of the keys and make a name tag for her.
- Together look at the *keys board* (p. 5). Find your keys. Tell each other why you think your key is an important part of drug abuse prevention.
- Introduce your partner and read to the group the description of her key (p. 6).

Closing Activity

That Offers Everyone a Celebration About Preventing Drug Abuse.

At the end of the meeting, briefly review the activities of the meeting.

- Ask each person to name the drug abuse prevention key that he is learning about or is already competent at doing.
- After each person has reported or passed, celebrate everyone's competence by cheering or clapping or asking people to shake hands and say "Congratulations!"
- Ask for Resentments. Listen to resentments, do not defend or explain.
- Ask for Appreciations.

PREVENTING
DRUG ABUSE

Edited by Jean Illsley Clarke
Designed by Kreatez Art/Advertising
WE

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