**gate-way drug**  (gā’t wā  druːg)

Drug with which people first experiment, and which often leads to the use of more dangerous drugs.

**Gateway**

Recent studies have shown that children who use gateway drugs are up to 266 times as likely to use cocaine as those who don’t use gateway drugs. What causes the linkage? Gateway analyzes the connection and suggests ways to reduce juvenile experimentation.

This special program was produced by the highly skilled television and education team at CWK Network, Inc.
### Character Traits

All Connect with Kids programs address these 26 character traits:

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For more information on Connect with Kids or Gateway, please call (888) 891-6020 or email to sales@cwknetwork.com
Discussion Questions (cont.)

1. Are parents a part of the drug experimentation problem? How? Are they part of the solution, or can they be? How?
2. What are two of the four major conclusions that research scientists have developed regarding adolescents, drug experimentation and addiction?

GENERAL QUESTIONS
1. How can adolescents avoid experimentation with gateway drugs?
2. Are drugs readily available in your community? How do you know?
3. What role can parents play in helping their children stay away from drugs?
4. Why would anyone think that experimentation with drugs is okay?

Recent studies have shown that children who use gateway drugs are up to 266 times as likely to use cocaine as those who don’t use gateway drugs. What causes the linkage? Gateway analyzes the connection and suggests ways to reduce juvenile experimentation.

This resource guide is designed to accompany the video entitled “Gateway.”
This resource guide includes:
- Gateway Drugs Fact Sheet
- Parent Tip Sheet
- Grades 3-5 Lesson Plan
- Grades 6-8 Lesson Plan
- Grades 9-12 Lesson Plan
- Discussion Questions
According to the National Institute on Drug Abuse, by the time kids are in the 12th grade:

- Nearly half of them have tried marijuana,
- Over half of them have tried cigarettes, and
- Over three-quarters of them have tried alcohol.

Marijuana, cigarettes and alcohol are the “gateway drugs” of our society today. When young people experiment with cigarettes, alcohol and marijuana, it often opens doors or “gateways” to stronger, more dangerous drugs and to risky situations where these drugs are readily available.

Statistics support this trend:

- Adolescent cigarette smokers are 100 times more likely to smoke marijuana and are more likely to use illicit drugs such as cocaine and heroin in the future than young people who do not smoke cigarettes.
  – U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration
- Of those teenagers who use marijuana three to 10 times, 20 percent go on to use cocaine. Of those who use marijuana 100 or more times, 75 percent go on to use cocaine.
  Based on research reported in the Journal of Clinical Psychiatry.
- Marijuana smokers who initiated use before age 17 have up to a six times greater chance of developing dependence on marijuana, alcohol or other drugs.
  – NIDA Notes, Volume 18, Number 4
- Teens who are heavy drinkers (consume at least five drinks on five occasions over 30 days) are 12 times likelier to use illegal drugs than those who do not drink.
  Research conducted by Columbia University’s National Center on Addiction and Substance Abuse.
- Youth who drink alcohol are 50 times more likely to use cocaine.
  – Drug Watch International
- Nearly 90 percent of cocaine users had first smoked tobacco, drank alcohol or used marijuana.
  Research conducted by Columbia University’s Center on Addiction and Substance Abuse as reported by Drug Watch International.

WHAT YOU NEED TO KNOW …

The American Council for Drug Education offers the following signs and symptoms of drug use that adults should be aware of:

Physical Signs
- Change in eating habits; decrease or increase in appetite, unexplained weight loss or gain (decrease or increase depends on the drug used)
- Slow or staggering walk
- Poor physical coordination
- Inability to sleep, awake at unusual times, unusual laziness
- Red, watery eyes, pupils larger or smaller than usual, blank stare
- Cold, sweaty palms
- Puffy face, blushing or paleness
- Smell of substance on breath, body or clothes
- Extreme hyperactivity or talkativeness
- Runny nose, hacking cough
- Needle marks on lower arm, leg or bottom of feet
- Nausea, vomiting or excessive sweating
- Tremors or shakes of hands, feet or head
- Irregular heartbeat

Behavioral Signs
- Change in overall attitude/personality with no identifiable cause
- Changes in friends, new hang-outs, sudden
For the Classroom

EVALUATION

• Did all students participate in the fairy tale tableau activity?
• Did students complete an analysis of the anti-drug advertisements from the website?
• Did students create original anti-drug tableaus?
• Did students write their message and find a way to present their advertisements as an ad to mount in the classroom?

Gateway

Grades 9-12 Lesson Plan

Are You The Anti-Drug? (cont.)

RESOURCES

American Academy of Child and Adolescent Psychiatry – www.aacap.org
American Council for Drug Education – www.acde.org
Drug Watch International – www.drugwatch.org
The National Center on Addiction and Substance Abuse – www.casacolumbia.org
Pride Omaha, Inc. – www.pride.org

Young people need to know the myths about the use of tobacco, alcohol and marijuana:

• It is not accurate that “everybody’s doing it.”
• These “soft” drugs are not harmless.
• Young people can learn strategies against the peer pressure to use gateway drugs.

avoidance of old crowd, doesn’t want to talk about new friends, friends are known drug users
• Change in activities or hobbies
• Drop in grades or poor performance at work, skips school or is late for school
• Change in habits at home, loss of interest in family and family activities
• Difficulty paying attention, forgetfulness
• General lack of motivation, energy, self-esteem, an “I don’t care” attitude
• Sudden oversensitivity, temper tantrums or resentful behavior
• Moodiness, irritability or nervousness
• Silliness or giddiness
• Paranoia
• Excessive need for privacy
• Physically unreachable
• Secretive or suspicious behavior
• Car accidents
• Chronic dishonesty
• Unexplained need for money, stealing
• Change in personal grooming habits
• Possession of drug paraphernalia

For more information on gateway drugs and strategies to avoid them and/or deal with their consequences, please refer to the recommended resource websites.

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Gateways 9-12 Lesson Plan
Are You The Anti-Drug? (cont.)

presentations. Give the groups ample time to create a tableau. Allow students to use certain objects in the room for props.
5. After 10-15 minutes of preparation time, ask students to sit in proper audience formation facing a part of the room that will become the stage. Each group will present its tableau one at a time. The audience will take turns guessing the story and the characters.
6. After each scene, ask the audience: How did you recognize the scene? Was it the positions the actors took, the props, the facial expressions, the gestures, or some other factor that influenced your guess?
7. When all of the scenes have been presented, have a round of applause for all participants.
8. Ask the class to write a brief explanation of how print advertising is really a well-constructed tableau. For a homework assignment, ask students to bring in examples from their favorite magazines for class the next day.

PART II
The initial part of this class should take place in the computer lab or media center; if this is unavailable, you will need to prepare beforehand by copying several anti-drug campaign advertisements from magazines, or download them from the website http://www.mediacampaign.org/mg/print.html Have enough copies for class use.
1. Review the definition of tableau from the previous lesson. Have students discuss the tableaus they found in the magazine advertisements they brought to class.
2. Explain this portion of the lesson: Today we will explore the “anti-drug” campaign and the print advertisements that promote family and friend involvement in helping young people avoid drugs. The ads also promote kids selecting activities to help them stay away from drugs.
3. Put students into groups of two and assign each group to a computer terminal. Students should log onto the Internet and go directly to http://www.mediacampaign.org/mg/print.html and click on the link to the ad gallery prints. Instruct students to examine several of the anti-drug advertisements and select one in particular to analyze with the following questions. Students should write their answers on a piece of paper.
   • What message does this advertisement send? How?
   • Is there truth in this advertisement? Explain why or why not.
   • What words reflect the image?
   • What message from negative sources does the ad intend to combat? How?
   • Who is the anti-drug that the advertisement endorses?
   • Who do you consider your anti-drug?
4. For the second part of this lesson, students will need to form groups no larger than three to create a tableau.
5. Have each group determine their anti-drug and create a tableau that would express it. Students may use props, costumes, other people, etc. Tell students not to create the entire scene that accompanies the tableau, just the frozen picture.
6. Each group must design text for its message. Ask students: What do you want your anti-drug message to say? In a brief phrase (three words or less), what is the anti-drug? Write your message on a piece of paper.
7. Take a photo or have students draw their tableau. Have each group use the image with their written message to create an ad. Mount the student-created advertisements around the classroom.

GATEWAY DRUGS: SO WHAT?
According to the American Council for Drug Education, marijuana, alcohol and tobacco are considered to be “gateway drugs” because of the following combination of factors:
• They are readily available.
• Using them often leads to experimentation with and/or use of more harmful drugs.
• Using “gateway” or “soft” drugs often leads young people into risky situations.
Because of their accessibility, gateway drugs are often introduced to young people by their older siblings, peers and even some parents. Regardless of the source, one point is clear — when a person tries one drug, statistics show that he/she will try another drug, and that the other drug will be stronger, more powerful and more addictive than the last.

SIGNS/SYMPTOMS OF GATEWAY DRUGS
(As listed by the American Council for Drug Educ.)
Marijuana
• Glassy, red eyes
• Loud talking and inappropriate laughter followed by sleepiness
• A sweet, burnt smell on clothes and/or in hair
• Loss of interest in usual activities and friends
• Loss of motivation (school, work, play)
• Weight gain or loss
Alcohol
• Clumsiness
• Difficulty walking
• Slurred speech
• Sleepiness
• Poor judgment
• Dilated pupils
• Possession of a false ID card
Tobacco/Nicotine
• Smell of tobacco on clothes, hair, breath, etc.
• Stained fingers or teeth
• Coughing

Remember, just because your child exhibits some of these characteristics or behaviors does not mean he/she is involved in drug use. These signs could indicate other problems, or they could just be part of typical adolescent behavior.

If you are unsure, consult your child’s physician or talk with a health professional. One of the most important things to pay attention to is a change in your child’s appearance, behavior, personality or attitude. Consulting a doctor to rule out physical causes is a good first step. If you and/or your doctor is concerned, consider having your child evaluated by a child and adolescent psychiatrist.

PARENTS DO MAKE A DIFFERENCE
The Federal government is currently running “The National Youth Anti-Drug Media Campaign.” The campaign’s goal is preventing and reducing youth drug use, and it is the largest and most visible symbol of the government’s commitment to youth drug prevention. The main component of the campaign is the slogan: “Parents: The Anti-Drug.” You’ve probably seen the magazine or television ads or read the radio spots. But do you believe them? You should. According to the National Center on Addiction and Substance Abuse at Columbia University (CASA), parents are indeed the key to helping kids be drug-free. CASA research shows that the more involved parents are in raising their kids, the more they establish appropriate roles and standards of behavior, and the more they monitor their teens, the lower the teen’s risk of substance abuse.
grades 9–12 lesson plan

are you the anti-drug?

project and purpose
This lesson integrates drama and drug education. Students will analyze the messages of anti-drug campaigns in print advertisements and create original anti-drug dramatic tableaus — representations of a scene by a group posing (usually in costume).

objectives
Students will...
- Understand tableaus by creating tableaus from famous fairy tales.
- Analyze print advertisements for the “anti-drug” campaign.
- Develop an anti-drug tableau using a new message.
- Select and execute an alternative way to present the tableau — photograph, artwork, written, music, poetry, etc.

materials
- Fairy tale scenes on 3x5 index cards
- Computer
- Anti-drug advertisements (tear out print ads from magazines or download and print from http://www.mediacampaign.org/mg/print.html)

length of lesson
This is a two-day lesson.

procedure
preparation
Prior to the lesson, list a specific scene and characters from the scene of a famous fairy tale on each 3x5 index card. Examples might include:
- “Goldilocks and the Three Bears” — when the bears discover Goldilocks sleeping in bed. Characters: Goldilocks, three bears
- “Cinderella” — when the footman tries the slipper on Cinderella’s foot. Characters: Cinderella, two stepisters, stepmother, footman, prince
- “Jack and the Beanstalk” — when Jack first encounters the giant. Characters: Jack, the giant, the beanstalk.

CREATE at least 10–20 cards, and put them in piles according to the number of characters in each scene. As an alternative to using fairy tales, you can also use scenes from whatever piece of literature the class is studying at the time.

part 1 – drama terms
1. Introduce the dramatic term “tableau.” It means a “living picture,” or, according to Webster, “a depiction of a scene frozen in time, usually presented on a stage by silent and motionless costumed participants.” All photographs, in essence, are tableaus because they freeze a moment in time, and they are silent.

2. Ask the class: Who would the characters be in a tableau of the first two lines from “Humpty Dumpty”? What props are necessary to present this tableau? Do we need objects, or can you be the props yourselves? Ask for volunteers to demonstrate.

3. Explain that everyone will participate in creating tableaus of different scenes from fairy tales (or whatever scenes you have selected and written on the index cards). Have students form groups of “actors” no larger than the largest scene you have selected written on your cards. Distribute the appropriately numbered character scenes, one card to each group. After all cards are distributed, the groups may trade-in their scenes one time only; once the card has been traded in, that is the scene which the group must present.

tell the students: do not tell any other group what your scene is. They will have to guess from your presentation.

4. Have the groups go to different parts of the room or another room/hallway to prepare their

resources
American Academy of Child and Adolescent Psychiatry — www.aacap.org
The American Council for Drug Education — www.acde.org
The National Center on Addiction and Substance Abuse — www.casacolumbia.org
Parents: The Antidrug — www.theantidrug.com
Pride Omaha, Inc. — www.pride.org

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We will never give you cause to hate us; We won’t hide your spectacles so you can’t see, Put toads in your bed or pepper in your tea.

If you won’t scold and dominate us, Never give us castor oil or gruel; Love us as a son and daughter And never smell of barley water.

Never be cross or cruel, Very sweet and fairly pretty; Take us on outings, give us treats, Sing songs, bring sweets.

You must be kind, you must be witty, Have a cheery disposition; Rosy cheeks, no warts! Play games, all sorts.

[Sung] If you want this choice position, adorable children …"

—Jane Banks

Hurry, Nanny!
Many thanks
Sincerely,
Jane and Michael Banks.

PROJECT AND PURPOSE
Students will create an imaginary job application, “Apply to Be My Friend.” Students will then complete the application themselves – can they meet their own requirements and standards?

OBJECTIVES
Students will:
• Analyze what it takes for a person to be a good friend.
• Create a “job application” for being a friend.
• Apply the requirements to themselves.

MATERIALS
• Black/whiteboard or overhead projector
• Paper and writing implements

PROCEDURE
1. In the movie Mary Poppins, Jane and Michael Banks present their list of requirements for a new nanny in the song “Perfect Nanny.” Play an audio recording of the song, or read the lyrics below:

Jane Banks: [spoken]: “Wanted: a nanny for two

2. Ask students, Why are these requirements so important to the children? How do you think the children came up with these requirements? What would you add to the list if you were going to have a sitter for you or your brothers and sisters?

3. Now imagine that you are interviewing for a good friend, and you have to create a list of requirements. What are your requirements for a good friend? What are the requirements for a good friend? Working with a partner, list at least 10 requirements. Consider the following:
• What activities should your friend like to do?
• What would your friend do to help you out of a bad situation?
• What new things would you try together?
• What do you do to help your friend?

4. With a partner, students will generate a list of requirements for a good friend. Students will use this list to develop a “Friendship Application.” Show students an example of a job application. The Friendship Application should include a variety of fill-in-the-blank questions and space for the prospective friend to write in answers.

5. Make a copy of the application for both partners. If the partners came up with two different lists, they can each create and complete their own Friendship Application.

6. Have each student complete his/her own application. Ask students, Do you meet your own standards and requirements?

7. Now ask your students to consider: if a good friendship takes work, and work is like a job,
Grades 6-8 Lesson Plan
What Is A Gateway?

PROJECT AND PURPOSE
In Part I, students will learn two forms of poetry, the diamante and haiku, and create original versions. In Part II, students will define the term gateway, identify gateways in their own lives, discuss how passing through a gateway changes people, and create original poetry that expresses their views.

OBJECTIVES
Students will:
• Create original diamante poems.
• Define and identify gateways.
• Determine ways gateways change a person.
• Relate their understanding of a gateway to the topic of “soft” drugs/“hard” drugs.

MATERIALS
• Black/whiteboard
• Samples of diamante poems (located in literature books and on the Internet)
• Resources with photographs and background information on the St. Louis Gateway Arch
• Paper and writing implements

TIME
This is a two-day lesson.

PROCEDURE
PART I: ABOUT POETRY
1. Ask your students about “the purpose” of poetry. How is poetry supposed to make us feel? What does it want us to see? How does poetry differ from other forms of writing?
2. Discuss images and imagery (creating pictures with words) in poetry and give examples of strong images from poems in their language arts books. Can students offer any examples from poems they know?
3. Explain to students: Today we are going to create an interesting form of poetry, called diamante poems. Diamante poems take the shape of a diamond and use related words, not full sentences or phrases, to create an image of one thing and transform it into another.
4. The form of a diamante poem is as follows:
   Line 1: One noun
   Line 2: Two adjectives that describe the noun
   Line 3: Three participles (verbs ending in -ing) related to the noun
   Line 4: Four nouns (two connected to the first line but also two relating to the upcoming last line noun (line 7)
   Line 5: Three participles (leading to the last line noun)
   Line 6: Two adjectives (about the last line noun)
   Line 7: One noun (new but related to the first line noun)

   Diamante Poem Example:
   Tadpole
   Brown      Legless
   Swimming   Slithering   Growing
   Tail          Body            Legs        Arms
   Reaching   Swelling   Hopping
   Green     Slimy
   Frog

5. Ask students, What do you notice about the form of the poem? What about the words themselves? What images are created by the poem?
6. Talk about where you start and where you finish a diamante. The original noun is transformed by passing through other words into a new noun at the end that is related to the original, but somehow changed.
7. Create a diamante poem as a class and then have students create their own diamantes and share them with the class. Ask, What images do the new diamantes create?
8. For homework, have students write at least two original diamante poems.
Grades 6-8 Lesson Plan

What Is A Gateway?

PROJECT AND PURPOSE
In Part I, students will learn two forms of poetry, the diamante and haiku, and create original versions. In Part II, students will define the term gateway, identify gateways in their own lives, discuss how passing through a gateway changes people, and create original poetry that expresses their views.

OBJECTIVES
Students will:
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   Line 6: Two adjectives (about the last line noun)
   Line 7: One noun (new but related to the first line noun)

   Diamante Poem Example:
   Tadpole
   Brown Legless Swimming Slithering Growing
   Tail Body Legs Arms Reaching Swelling Hopping
   Green Slimy Frog

5. Ask students, What do you notice about the form of the poem? What about the words themselves? What images are created by the poem?
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8. For homework, have students write at least two original diamante poems.

(continued on next page)
Grades 6-8 Lesson Plan
What Is A Gateway? (cont.)

PART II: GATEWAYS

1. Show the class a picture of the Gateway Arch of St. Louis and tell them about its historical significance. (It was built in the 60s to honor the westward pioneers of America, paying particular homage to pioneers Lewis and Clark, who set out from St. Louis on their transcontinental journey of exploration.)

2. Many states have literal or figurative references to “gateways.” Write on the board a nickname for the state of Connecticut: “Gateway to New England.” What does that name mean? (Connecticut is located halfway between New York and Boston; Connecticut tourism talk is that you have to go through the “gateway” of Connecticut to get to the rest of New England.)

3. Ask students: We have just talked about a physical gateway and an image of a gateway. So, what is a gateway? (Answer: A gateway brings you from one place or experience to a new place/experience, and once you go through it, you will always have the experience and knowledge from passing through it, for better or for worse.)

4. Ask, How does passing through a gateway change people?

5. Explain to your students: Let’s compare the image of a gateway to a closed door. You don’t know what is on the other side until you open it. Sometimes you can guess what will happen when you go through a door or gateway, but other times you will have no idea. A person must decide whether or not it is worth taking the risk of opening a door and going through it — whether you know the possible risks or not.

6. Pose the following possibility: What if you had X-ray vision and could see through a gateway or door to reveal what is on the other side? How would that help you decide whether or not to pass through the gateway?

7. To begin a more personal discussion, explain to students: As we grow up, we may encounter a lot of gateways in our lives. You pass through a gateway when you enter school for the first time. You pass through a gateway when you choose to go on your first date. Sometimes you are faced with decisions that represent gateways. The choice to break a rule, for example, could be a gateway to other risk-taking behaviors. What gateways have you encountered in your lives? How were these gateways presented to you? How did you decide whether or not to go through them? How do you keep yourself from walking through a big risk gateway? How do you close the door on a risky choice? Or do you?

8. Ask students to think about the CWK video they watched, Gateway, and discuss which drugs are considered gateway drugs and why they are given that name.

9. Explain: Using the format we learned yesterday, you will create a diamante poem about gateway drugs and how they change a person’s life. Have students share their diamantes in class.

EVALUATION
- Did students create original diamante poems in Part I?
- Did students understand the concept of gateways, both literal and figurative?
- Did students understand the concept of “gateway drugs”?
- Did each student create an original diamante for a gateway?

Grades 3-5 Lesson Plan
Friendship Application

PROJECT AND PURPOSE
Students will create an imaginary job application, “Apply to Be My Friend.” Students will then complete the application themselves — can they meet their own requirements and standards?

OBJECTIVES
Students will:
- Analyze what it takes for a person to be a good friend.
- Create a “job application” for being a friend.
- Apply the requirements to themselves.

MATERIALS
- Black/whiteboard or overhead projector
- Paper and writing implements

PROCEDURE
1. In the movie Mary Poppins, Jane and Michael Banks present their list of requirements for a new nanny in the song “Perfect Nanny.” Play an audio recording of the song, or read the lyrics below:

   Banks present their list of requirements for a new nanny in the song “Perfect Nanny.” Play an audio recording of the song, or read the lyrics below:

   Jane Banks (spoken): “Wanted: a nanny for two adorable children …”

   [Sung] If you want this choice position, adorable children …”

   [spoken]: “Wanted: a nanny for two

   Hurry, Nanny! Many thanks Sincerely, Jane and Michael Banks.

2. Ask students, Why are these requirements so important to the children? How do you think the children came up with these requirements? What would you add to the list if you were going to have a sitter for you or your brothers and sisters?

3. Now imagine that you are interviewing for a good friend, and you have to create a list of requirements. What are your requirements for a good friend? Working with a partner, list at least 10 requirements. Consider the following:
- What activities should your friend like to do?
- What would your friend do to help you out of a bad situation?
- What new things would you try together?
- How do you keep yourself from walking through a big risk gateway? How do you close the door on a risky choice? Or do you?

4. With a partner, students will generate a list of requirements for a good friend. Students will use this list to develop a Friendship Application. Show students an example of a job application. The Friendship Application should include a variety of fill-in-the-blank questions and space for the prospective friend to write in answers.

5. Make a copy of the application for both partners. If the partners came up with two different lists, they can each create and complete their own Friendship Application.

6. Have each student complete his/her own application. Ask students, Do you meet your own standards and requirements?

7. Now ask your students to consider: if a good friendship takes work, and work is like a job,
Parent Tip Sheet (cont.)

“Involved” or “hands-on parenting,” according to CASA, means parents who consistently take 10 or more of these actions:

- Monitor what their children watch on television.
- Monitor what their children do on the Internet.
- Put restrictions on the music their children buy.
- Know where their children are after school and on weekends.
- Expect to be and are told the truth by their children, especially teenagers, about where they are going.
- Are “very aware” of their children’s academic performance.
- Impose a curfew.
- Make clear they would be “extremely upset” if their child used pot.
- Eat dinner with their children six or seven times a week.
- Turn off the television during dinner.
- Assign their children regular chores.
- Have an adult present when children get home from school.

In terms of drug use, the CASA survey found that teens whose parents would “not be too upset” about their pot use are three times more likely to use drugs than teens whose parents would be “extremely upset.” The survey also found that children with “hands-on” parents are far more likely to have excellent relationships with their parents than those with “hands-off” parents.

HOW TO TALK ABOUT DRUG USE

The Pride Organization (www.pride.org) offers these tips for talking with your children about drug use:

- Be absolutely clear with your kids that you don’t want them using drugs. Never. Ever. Anywhere. Don’t leave room for interpretation or assumptions. Talk often about the dangers and effects of alcohol and other drug use.
- Be a better listener. Ask questions and encourage questions from your child. Show your willingness to listen.
- Give honest answers. Don’t make up what you don’t know, offer to find out. If your children ask if you ever used drugs, let them know what’s important — that you don’t want them using alcohol, tobacco or drugs.
- Use television news reports, commercials and school projects to talk about drugs. You can use these “teachable moments” as a natural, enforced way to talk about your values and expectations.
- Don’t react in a way that will cut off further discussion. If your child makes statements that challenge or shock you, take a deep breath, listen and try to continue having a calm discussion.
- Role play with your child and practice ways to refuse drugs in different situations. Acknowledge how tough these moments can be. Together, come up with things your child can do or say with which he/she is comfortable.

RESOURCES

American Academy of Child and Adolescent Psychiatry – www.aacap.org
The American Council for Drug Education – www.acde.org
The National Center on Addiction and Substance Abuse – www.casacolumbia.org
Parents: The Antidrug – www.theantidrug.com
Pride Omaha, Inc. – www.pride.org

For the Classroom

Grades 9-12 Lesson Plan
Are You The Anti-Drug?

PROJECT AND PURPOSE

This lesson integrates drama and drug education. Students will analyze the messages of anti-drug campaigns in print advertisements and create original anti-drug dramatic tableaus — representations of a scene by a group posing (usually in costume).

OBJECTIVES

Students will...

- Understand tableaus by creating tableaus from famous fairy tales.
- Analyze print advertisements for the “Anti-Drug” campaign.
- Develop an anti-drug tableau using a new message.
- Select and execute an alternative way to present the tableau — photograph, artwork, written, music, poetry, etc.

MATERIALS

- Fairy tale scenes on 3x5 index cards
- Computer
- Anti-drug advertisements (tear out print ads from magazines or download and print from http://www.mediacampaign.org/mg/print.html)

LENGTH OF LESSON

This is a two-day lesson.

PROCEDURE

PREPARATION

Prior to the lesson, list a specific scene and characters from the scene of a famous fairy tale on each 3x5 index card. Examples might include:

- “Goldilocks and the Three Bears” — when the bears discover Goldilocks sleeping in bed. Characters: Goldilocks, three bears
- “Cinderella” — when the footman tries the slipper on Cinderella’s foot. Characters: Cinderella, two stepsisters, stepmother, footman, prince
- “Jack and the Beanstalk” — when Jack first encounters the giant. Characters: Jack, the giant, the beanstalk.

Create at least 10-20 cards, and put them in piles according to the number of characters in each scene. As an alternative to using fairy tales, you can also use scenes from whatever piece of literature the class is studying at the time.

PART 1 – DRAMA TERMS

1. Introduce the dramatic term “tableau.” It means a “living picture,” or, according to Webster, “a depiction of a scene frozen in time, usually presented on a stage by silent and motionless costumed participants.” All photographs, in essence, are tableaus because they freeze a moment in time, and they are silent.
2. Ask the class: Who would the characters be in a tableau of the first two lines from “Humpty Dumpty”? What props are necessary to present this tableau? Do we need objects, or can you be the props yourselves? Ask for volunteers to demonstrate.
3. Explain that everyone will participate in creating tableaus of different scenes from fairy tales (or whatever scenes you have selected and written on the index cards). Have students form groups of “actors” no larger than the largest scene you have selected written on your cards. Distribute the appropriately numbered character scenes, one card to each group. After all cards are distributed, the groups may trade-in their scenes one time only; once the card has been traded in, that is the scene which the group must present.

TELL THE STUDENTS: DO NOT TELL ANY OTHER GROUP WHAT YOUR SCENE IS. THEY WILL HAVE TO GUESS FROM YOUR PRESENTATION.

4. Have the groups go to different parts of the room or another room/hallway to prepare their
presentations. Give the groups ample time to create a tableau. Allow students to use certain objects in the room for props.

5. After 10-15 minutes of preparation time, ask students to sit in proper audience formation facing a part of the room that will become the stage. Each group will present its tableau one at a time. The audience will take turns guessing the story and the characters.

6. After each scene, ask the audience: How did you recognize the scene? Was it the positions the actors took, the props, the facial expressions, the gestures, or some other factor that influenced your guess?

7. When all of the scenes have been presented, have a round of applause for all participants.

8. Ask the class to write a brief explanation of how print advertising is really a well-constructed tableau. For a homework assignment, ask students to bring in examples from their favorite magazines for class the next day.

PART II

The initial part of this class should take place in the computer lab or media center; if this is unavailable, you will need to prepare beforehand by copying several anti-drug campaign advertisements from magazines, or download them from the website http://www.mediacampaign.org/mg/print.html. Have enough copies for class use.

1. Review the definition of tableau from the previous lesson. Have students discuss the tableaus they found in the magazine advertisements they brought to class.

2. Explain this portion of the lesson: Today we will explore the “anti-drug” campaign and the print advertisements that promote family and friend involvement in helping young people avoid drugs. The ads also promote kids selecting activities to help them stay away from drugs.

3. Put students into groups of two and assign each group to a computer terminal. Students should log onto the Internet and go directly to http://www.mediacampaign.org/mg/print.html and click on the link to the ad gallery prints. Instruct students to examine several of the anti-drug advertisements and select one in particular to analyze with the following questions. Students should write their answers on a piece of paper.

   • What message does this advertisement intend to combat? How?
   • Is there truth in this advertisement? Explain why or why not.
   • What words reflect the image?
   • What message from negative sources does the ad intend to combat? How?
   • Who/what is the anti-drug that the advertisement endorses?
   • Who/what do you consider your anti-drug?

4. For the second part of this lesson, students will need to form groups no larger than three to create a tableau.

5. Have each group determine their anti-drug and create a tableau that would express it. Students may use props, costumes, other people, etc. Tell students not to create the entire scene that accompanies the tableau, just the frozen picture.

6. Each group must design text for its message. Ask students: What does your anti-drug message to say? In a brief phrase (three words or less), what is the anti-drug? Write your message on a piece of paper.

7. Take a photo or have students draw their tableau. Have each group use the image with their written message to create an ad. Mount the student-created advertisements around the classroom.

8. Ask the class to write a brief explanation of how print advertising is really a well-constructed tableau. For a homework assignment, ask students to bring in examples from their favorite magazines for class the next day.

GATEWAY DRUGS: SO WHAT?

According to the American Council for Drug Education, marijuana, alcohol and tobacco are considered to be “gateway drugs” because of the following combination of factors:

• They are readily available.
• Using them often leads to experimentation with and/or use of more harmful drugs.
• Using “gateway” or “soft” drugs often leads young people into risky situations.

Because of their accessibility, gateway drugs are often introduced to young people by their older siblings, peers and even some parents. Regardless of the source, one point is clear – when a person tries one drug, statistics show that he/she will try another drug, and that the other drug will be stronger, more powerful and more addictive than the last.

SIGNS/SYMPTOMS OF GATEWAY DRUGS

(As listed by the American Council for Drug Educ.)

Marijuana
- Glassy, red eyes
- Loud talking and inappropriate laughter followed by sleepiness
- A sweet, burnt smell on clothes and/or in hair
- Loss of interest in usual activities and friends
- Loss of motivation (school, work, play)
- Weight gain or loss

Alcohol
- Clumsiness
- Difficulty walking
- Slurred speech
- Sleepiness
- Poor judgment
- Dilated pupils
- Possession of a false ID card

Tobacco/Nicotine
- Smell of tobacco on clothes, hair, breath, etc.
- Stained fingers or teeth
- Coughing

Remember, just because your child exhibits some of these characteristics or behaviors does not mean he/she is involved in drug use. These signs could indicate other problems, or they could just be part of typical adolescent behavior.

If you are unsure, consult your child’s physician or talk with a health professional. One of the most important things to pay attention to is a change in your child’s appearance, behavior, personality or attitude. Consulting a doctor to rule out physical causes is a good first step. If you and/or your doctor is concerned, consider having your child evaluated by a child and adolescent psychiatrist.

PARENTS DO MAKE A DIFFERENCE

The Federal government is currently running “The National Youth Anti-Drug Media Campaign.” The campaign’s goal is preventing and reducing youth drug use, and it is the largest and most visible symbol of the government’s commitment to youth drug prevention. The main component of the campaign is the slogan: “Parents: The Anti-drug.” You’ve probably seen the magazine or television ads or heard the radio spots. But do you believe them?

You should. According to the National Center on Addiction and Substance Abuse at Columbia University (CASA), parents are indeed the key to helping kids be drug-free. CASA research shows that the more involved parents are in raising their kids, the more they establish appropriate rules and standards of behavior, and the more they monitor their teens, the lower the teen’s risk of substance abuse.
avoidance of old crowd, doesn’t want to talk about new friends, friends are known drug users
• Change in activities or hobbies
• Drop in grades or poor performance at work, skips school or is late for school
• Change in habits at home, loss of interest in family and family activities
• Difficulty paying attention, forgetfulness
• General lack of motivation, energy, self-esteem, an “I don’t care” attitude
• Sudden oversensitivity, temper tantrums or resentful behavior
• Moodiness, irritability or nervousness
• Silliness or giddiness
• Paranoia
• Excessive need for privacy
• Physically unreachable
• Secretive or suspicious behavior
• Car accidents
• Chronic dishonesty
• Unexplained need for money, stealing
• Change in personal grooming habits
• Possession of drug paraphernalia

For more information on gateway drugs and strategies to avoid them and/or deal with their consequences, please refer to the recommended resource websites.

RESOURCES
American Academy of Child and Adolescent Psychiatry – www.aacap.org
American Council for Drug Education – www.acde.org
Drug Watch International – www.drugwatch.org
The National Center on Addiction and Substance Abuse – www.casacolumbia.org
Pride Omaha, Inc. – www.pride.org

Young people need to know the myths about the use of tobacco, alcohol and marijuana:
• It is not accurate that “everybody’s doing it.”
• These “soft” drugs are not harmless.
• Young people can learn strategies against the peer pressure to use gateway drugs.

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Discussion Questions

Students, educators and families can discuss gateway drugs after viewing the show. Use these questions as a guide.

OPENING
1. What was the goal of “Reefer Madness”? Do you think it accomplished its goal? How?
2. Define “experimenting with drugs” in your own words. Why do teens experiment with drugs?

SECTION ONE
1. How are Andrew’s and Eric’s experiences with drugs similar? How are they different?
2. Discuss in general how genetics influence human reactions to drugs.
3. According to Dr. John Mendelson (the addictive drug researcher from the video), what are some of the specific ways genetics can influence a person’s reaction to drugs?

SECTION TWO
1. Explain the steps of Victor’s addiction. What were the signs of addiction? How does his situation illustrate the research findings of Dr. Frances Leslie (gateway theory researcher from the video) with regards to brain development and impulse control?
2. How does Dr. Leslie’s research with rats and nicotine indicate that adolescents who experiment with drugs are more likely to get addicted than adults?
3. The video narration states, “If kids stay off drugs through their mid-twenties … they’ll probably never start.” Do you agree or disagree? Why?

SECTION THREE
1. In the video, Victor says, “Once you start doing one drug, you start hanging out with people who do other drugs.” What influence do peers have in getting each other into drugs? What influence do peers have in preventing each other from experimenting with drugs?
2. In what ways do people become physically addicted to drugs? In what ways do people become psychologically addicted to drugs?
3. In the video, why does Dennis Acha (the project director for Smokeless Saturday School) say, “There is no difference between smoking cigarettes and smoking crack”? Do you agree or disagree? Why?
Discussion Questions (cont.)

CLOSING SECTION
1. Are parents a part of the drug experimentation problem? How? Are they part of the solution, or can they be? How?
2. What are two of the four major conclusions that research scientists have developed regarding adolescents, drug experimentation and addiction?

GENERAL QUESTIONS
1. How can adolescents avoid experimentation with gateway drugs?
2. Are drugs readily available in your community? How do you know?
3. What role can parents play in helping their children stay away from drugs?
4. Why would anyone think that experimentation with drugs is okay?

Gateway
Recent studies have shown that children who use gateway drugs are up to 266 times as likely to use cocaine as those who don’t use gateway drugs. What causes the linkage? *Gateway* analyzes the connection and suggests ways to reduce juvenile experimentation.

This resource guide is designed to accompany the video entitled “Gateway.”
This resource guide includes:
- Gateway Drugs Fact Sheet
- Parent Tip Sheet
- Grades 3-5 Lesson Plan
- Grades 6-8 Lesson Plan
- Grades 9-12 Lesson Plan
- Discussion Questions
Character Traits

All Connect with Kids programs address these 26 character traits:

- Caring/Compassion
- Civility
- Cooperation
- Courtesy
- Freedom
- Helpfulness
- Honor
- Justice/Fairness
- Loyalty
- Peace
- Respect
- Self-Control
- Tolerance
- Citizenship
- Conviction
- Courage
- Diligence
- Generosity
- Honesty
- Integrity
- Kindness
- Patience
- Perseverance
- Responsibility
- Togetherness
- Trustworthiness

For more information on Connect with Kids or Gateway, please call (888) 891-6020 or email to sales@cwknetwork.com
Recent studies have shown that children who use gateway drugs are up to 266 times as likely to use cocaine as those who don’t use gateway drugs. What causes the linkage? Gateway analyzes the connection and suggests ways to reduce juvenile experimentation.

This special program was produced by the highly skilled television and education team at CWK Network, Inc.