

MANITOBA ADDICTIONS AWARENESS WEEK

TOPIC:	Staying Safe
AUDIENCE:	Kindergarten – Grade 5
OUTCOME:	Recognize safety helpers in the community. Recognize appropriate response in potentially dangerous situations. Demonstrate ways of exercising caution avoidance, and/or refusal in case scenarios involving unknown substances (i.e., avoiding substances with a danger symbol, foods that cause allergies and opened Halloween candy; taking proper dosage of prescribed medication).

TOUGH KIDS & SUBSTANCE ABUSE FASD Activity 5

The following is another adaptation of a *Tough Kids & Substance Abuse* lesson plan.

“STAYIN’ SAFE!” Role Playing Situations

SYNOPSIS

- ✓ This lesson focuses on helping students develop comfortable behavioural strategies for avoiding drugs, alcohol, inhalants and other substances by exploring various scenarios. Its intent is not to teach new information but rather to take existing experiences and help students develop strategies on how to cope with them.
- ✓ Using the scenarios of situations the students have already discussed in class or with staff, these scenarios are role-played and video taped for the students to see.

OBJECTIVES

- ✓ To provide an opportunity for students to practice strategies to say “No” and to keep safe in unsafe or uncomfortable situations.
- ✓ To encourage awareness that substance use is a choice and that it is okay to say “No”.
- ✓ To make it easier for the student to say “No” to drugs and other substances and to stay safe through practicing strategies to say “No”, to avoid dangerous situations and keep themselves safe.

Materials, Resources & Preparation

1. Discuss various scenarios with adults who will be involved in the role-playing. You will need 2 adults to initiate the role-playing. Bring the student into the role-playing gradually. Ask for volunteers, both adult and student.
2. Obtain video camera.
3. Ingredients for Props : 1 ounce of dried oregano leaves, salt, baking soda, 26 ounces of unsweetened regular tea (prebrewed), 26 ounces of salted water (very strong), one package of cigarette papers, one lighter, one package of cigarettes (any brand), a clean handkerchief, a brown paper bag, coloured candy, clean, unused syringe without the needle, a small flat cosmetic mirror.
4. Recipes for substitute drugs:
 - a. Marijuana: Place 1 ounce of cut and dried oregano into a baggie and roll it into a cylinder. Use some of the oregano to roll 1 or 2 “marijuana” cigarettes.
 - b. Cocaine: Pour a small amount of baking powder mixed with salt into a small glass vial. Alternatively wrap about ¼ tsp. of baking powder into a piece of foil or paper. Have a short straw ready to “snort” the “cocaine”. Ask a medical professional for a clean, unused syringe without a needle to be used in the role-play.
 - c. Alcohol: Bottles can be used empty or pour unsweetened tea into a whisky bottle and salt water into gin or vodka bottle. Avoid flavoured drinks because if the student consumes any of the substitutes a pleasant experience is counter-productive.
 - d. Sniff: Use a balled up handkerchief or paper bag to simulate “huffing” or “sniffing”.
 - e. Drugs: Used coloured candy to simulate pills. Use 1 or 2 colours of candy for a more realistic presentation. DO NOT give the candy to students to eat at the end of the role-play, it is counter-productive and may give a contradictory message.

Lesson Plan

1. **Never have the student role-play the part of the dealer, or a friend or sibling under the influence of various substances or someone trying to get others involved in the substance abuse.**
2. Use scenarios that the students have mentioned or discussed during the lessons.

Suggested Scenarios

- A friend is sniffing behind the community center and asks you to sniff some gasoline.
 - Someone you know meets you at the corner store and asks you to smoke a joint.
 - Your older brother (cousin or other relative) is drinking and tries to get you to get drunk.
 - You are over at a friend's house and they bring out some cocaine and ask if you want to snort a line.
 - You find a syringe on the street or in your house.
 - There is no one around, and you find some drugs, sniff or alcohol at home.
 - You go home and find there is a BIG party going on.
 - You are in a car with a driver who is driving recklessly and who is drunk or stoned.
 - You go home after a party at your house and find people sleeping on the floor and joints and bottles lying around.
 - Someone is calling you names and making fun of you because you are not sniffing with them.
 - Someone offers to give you \$5.00 (any money or gift) for taking a package (of drugs) somewhere.
3. Ask for volunteers (both students and adults), if students are new to role-playing have the adults enact the scenario and model the behaviour you wish to encourage (refusal skills). If students go first and end up taking the drug in the scenario, ask what else they could have done. Have adults model the more positive choice (not taking drugs), and ask students to re-enact the role-playing.
 4. Video-tape each scenario and replay them for the students as soon as the role-play has finished. Students may notice actions on the videotape of which they were previously unaware.
 5. Take as much time as necessary to deal with each "situation". You may need more than one lesson to play all scenarios pertinent to the students' situations. Students often bring up other situations you may not have previously identified. Be sure to acknowledge their input and use scenarios in class.

Direction

- The lesson may take 2 or more classes. Some scenarios take an entire class. However, this lesson has been found to be very effective in allowing students greater control over their own behaviour.
- Though this is described as a separate lesson, it can be used between any other lessons. It is most effective towards the end of a safety-planning unit. You may find a student needs this lesson as soon as it can be scheduled.

- Role-playing can be done with students on an individual basis if needed.
- If a student does not want to participate, don't force the issue. Initially, the first class may be just the adults role-playing for students; Students may not become involved until they feel safe/more at ease with the scenarios.
- However the student acts, avoid condemning a feeling as this may generate negative reactions from others. Direct the student towards behaviour that promotes interacting in a positive way with others. Be sure the student has enough "space" when dealing with the feelings the scenarios may evoke.

Assessment

- Take each situation one at a time; focus on increasing the student's self-awareness. If the student makes a decision with negative consequences, have others suggest alternative ways of acting. Have someone else play the role.
- Come back to the first student later and play out a similar scenario. Keep engaging the student until the behaviour is appropriate for a healthy choice.
- Be sure to note how a student acts in role-playing, as you will need to address their behaviour until it shows potential for a positive outcome. If a student identifies a safety strategy, encourage and reward the behaviour.
- Ensure your classroom is a "safe" place in which to role-play and avoid judgemental comments about the students' feelings. Remember, all feelings are real and legitimate, neither "good" nor "bad" and it's the way feelings are dealt with that is important. Be sure your questions are direct, for e.g. "Would you give dope to your younger brother?", and then demonstrate other ways to deal with the situation than through acquiescence.