

INSTRUCTIONAL GUIDE

FRIEND 2 FRIEND

SUBSTANCE USE
PREVENTION

Overview

This guide provides companion lesson plans that can be used to introduce, localize and extend the learning of *Friend2Friend: Substance Use Prevention* in your classroom. The guide contains preparation materials, handouts and two 45-min lesson plans, each with in-person and virtual options for remote learning.

Goal

Discourage substance misuse by offering students tools to navigate real-life situations involving substances.

- ✓ **Understand** how positive self-concept can be used to help self and others
- ✓ **Understand** positive social norms
- ✓ **Understand** the differences between healthy and unhealthy coping strategies
- ✓ **Identify** ways to resist peer pressures and stay safe
- ✓ **Recognize** substance misuse and potential support services
- ✓ **Reflect** on and create an action plan based on personal values and goals
- ✓ **Apply** communication skills to help a friend



Skills

- 01 Goal-Setting
- 02 Assertiveness and Refusal Skills
- 03 Stress Management & Coping Skills
- 04 Help-Seeking Skills
- 05 Critical Thinking & Problem-Solving Skills
- 06 Empathy & Active Listening Skills



CASEL Core Competency Alignment

01 Social Awareness & Relationship Skills

Strengthen communication and healthy relationship skills

- ✔ Demonstrate empathy and support help-seeking
- ✔ Identify own emotions and those of others
- ✔ Recognize and evaluate the influence of the media
- ✔ Understand and utilize refusal skills (assertiveness)

02 Self-Management & Self-Awareness Skills

Develop strategies for managing stress and making healthy decisions

- ✔ Identify and use coping strategies
- ✔ Develop personal interests and set goals
- ✔ Build self-efficacy and growth mindset

03 Responsible Decision-Making

Grow critical thinking skills

- ✔ Anticipate and evaluate the consequences of actions
- ✔ Identify solutions to personal and social problems

Lesson Plan Snapshot


Includes: 2 class sessions, 45 mins each

Part 1

- 01** Mini-Lesson: Getting Ready for Friend2Friend (5 mins)
- 02** Students Complete Friend2Friend online (35 mins)
- 03** Reflection & Wrap-up (5 mins)

Part 2

- 01** Mini-Lesson: Review Wrap-Up of Lesson 1 (10 mins)
- 02** Applying New Knowledge: Media Influence (15 mins)
- 03** Reflecting on...Goal Setting, Know Your Why (20 mins)
- 04** Wrap-up (5 mins)



F2F SUBSTANCE USE PREVENTION

Part 1

Prepare

- ✔ **Access and review *Friend2Friend: Substance Use Prevention* online.**
Confirm login information. Students will need headphones.
- ✔ **Print Note-Taking Guide for all students:** email document file for remote learning
- ✔ **Review and customize PowerPoint if needed:** Slides 1-7

Instruction

01 Mini Lesson (5 mins)

Introduce the purpose of the lesson and what students can expect; setup/login for the simulation. Distribute the Note-Taking Guide.

- Introduce group norms for lesson (Slide 3 – customize if needed)
Sample norms: actively participate, be respectful, do not share names or identifying information of students or staff, reach out to me or another trusted adult if you like to talk

02 Students complete *Friend2Friend: Substance Use* online (35 mins)

Instruct students to use the Note-Taking Guide as they watch, and to write their thoughts about:

- The skills taught:
- The things that struck them the most was:

Note: When the students get to the section on Goal Reflection, instruct them to write on the Note Taking Guide:

- Goals I have (1 or 2):

03 Reflection & Wrap-up (5 mins)

- Allow students to share thoughts on the four note-taking points.
- Inform students that the following lesson will build on themes introduced online.
- Collect Note-Taking Guide or ask students to keep them for Part 2.

Note-Taking Guide

Example

Strategies I can use for stress (1 or 2)

Example: *“Go for a walk” or “Spend time on a hobby I enjoy (sport, craft, reading, music, writing)” or “Talk with someone”*

My goals (1 or 2)

Example: *“Improve my Social Studies course score” or “Make the basketball team” or “Join the robotics team”*

Communication Skills I Can Use to Support A Friend

Example: *“Ask open-ended questions, which are questions that don’t have a ‘yes’ or ‘no’ answer” or “Stay positive. Speak honestly and focus on the good parts of the situation. Let my friend be upset or frustrated, and reassure that you are there for them” or “Show understanding. Try sharing some of my experience, then ask my friend a question about their experience.”*

My key takeaway(s):



F2F SUBSTANCE USE
PREVENTION

Part 2

Prepare

- ✔ **If learning is virtual:** determine how students will submit work, and if virtual breakout rooms will be used for discussion.
- ✔ **Handout:** “Positive/Misleading/Socially Influential/Realistic?”
(one copy for each student or display for all)
- ✔ **Handout:** “Know Your Why?”
(one copy for each student or display for all)
- ✔ **Students’ Note-Taking Guide from Part 1**
(pass back out to students if you collected at the end of the previous class)
- ✔ **Review and customize PowerPoint if needed:** Slides 1-7

Instruction

01 Mini Lesson – review wrap-up of Lesson 1 (10 mins)

Review Group Norms

Have students discuss some of their key-takeaways

- Applying New Knowledge
- Example questions to spark conversation: “What were some of key take-aways from the program? What was one thing you learned? Describe how you might use one of the skills you learned”

02 Media Influence (15 mins)

Encourage students to think about advertisements and reflect on the suggestion that substances are part of fitting in, relaxing and coping.

- Distribute handout. Have students describe a media example that they have seen that portrays substance use and if they felt it was realistic or misleading? Have students list reasons that the media may be incentivized to portray substance use in this way. (5 mins)
- Discuss Responses. (10 mins)

03 Reflecting on...Goal Setting, Know Your Why? (15 mins)

Set the stage for the activity:

In this activity we are going to discuss your goals and the things that inspire you. Setting goals is a powerful tool that can energize us, help us frame choices and get to know ourselves and our others. Reference the characters Ruby & Dan and their conversation about how goals help them cope with stresses and make healthy choices.

- Distribute the “Know Your Why?” handout.
- Instruct students to keep in mind the Ruby & Dan conversation, reflecting on it as they follow prompts and voice their own goals on the “Know Your Why?” handout. (5 mins)
- Invite students to share 1 goal and reflection in a follow-up discussion, either in groups, or as a whole class. (10 mins)

Note for a teacher: This exercise is a great way to learn more about your students, as they practice voicing, shaping and supporting their goals. This activity can be repeated every few weeks to give students a chance to check-in on their goals and voice any challenges.

04 Wrap-up (5 mins)

Allow students to complete unfinished individual goal and commentary sections of “Know Your Why?” handout.

Media Portrayals of Substance Use

Example

Directions: Describe a media example that you have seen that portrays substance use. Do you think the media example was realistic or misleading?

Media Example:

Example: *“Movie, social media influencer’s page, advertisement”*

Realistic or Misleading? Why?

Example: *“Misleading. None of my friends do this.”*

What incentives might the media have for portraying substance use this way? Give at least two reasons.

Example: *“Perpetuating a stereotypical movie trope, boosting an influencer’s profile, convincing someone to purchase the substance.”*

“Know Your “Why?”

Example

My goals (from Part 1, or new goals) Fill in at least one

Personal Goal : _____

Skill/Hobby Goal: _____

Academic Goal: _____

Why is this goal important to me?

What are three things I can do to move toward achieving my goal?

Example: *“Set up time to do practice drills with my friend on the team, so I can prepare for tryouts”* or
“Reduce the time I spend on video games by 25 or 50 percent so I can go outside and go for a walk” or
“Go for extra help with my teacher.”

How could substance misuse affect my goal?

Example: *“It would make me less alert”* or *“It would take time away from practice”* or *“Example: It could put me in physical danger.”*

How will I react to challenges to my goal?

Example: *“Reach out to a friend for support”* or *“Talk to a coach or teacher about the challenge to find a potential solution”*

Who is someone who will support me in my goal?

F2F SUBSTANCE USE PREVENTION

Student Handouts

Note-Taking Guide

Strategies I can use for stress (1 or 2)

My goals (1 or 2)

Communication Skills I Can Use to Support A Friend

My key takeaway(s):

Media Portrayals of Substance Use

Directions: Describe a media example that you have seen that portrays substance use. Do you think the media example was realistic or misleading?

Media Example:

Realistic or Misleading? Why?

What incentives might the media have for portraying substance use this way? Give at least two reasons.

“Know Your “Why?”

My goals (from Part 1, or new goals) Fill in at least one

Personal Goal : _____

Skill/Hobby Goal: _____

Academic Goal: _____

Why is this goal important to me?

What are three things I can do to move toward achieving my goal?

How could substance misuse affect my goal?

How will I react to challenges to my goal?

Who is someone who will support me in my goal?
