

YOUTH SPIRIT PROGRAM



Chapter 12: Safe Journey without Alcohol and Drugs



The goal of this chapter

...is to learn about staying healthy mentally, physically, emotionally and spiritually by not using alcohol, tobacco and other drugs. Participants will hear from a member of the Canoe Family why substances are not allowed on Canoe Journey.

Age Groups: Middle and High School Youth

Time: 30 minutes

Youth will:

- Describe the effects and consequences of drug and alcohol use
- Identify healthy choices to take care of themselves physically, emotionally, spiritually, and mentally
- Know how substance abuse can affect others

Materials

- Whiteboard/flipchart + marker(s)
*Optional: poster board or flip chart for group activity
- Youth Handouts
- Question Box/ paper
- Timer or phone for keeping track of activity times
- Pencils/ pens

Preparation

- Preview Lesson plan.
- Preview the Handouts for this lesson to determine what is most appropriate for your youths' levels and your goals. Print enough copies of the lesson handouts for each youth.

Cultural Component Option(s)

Note: additional time needed for this activity

- A print-out of the booklet, "The Swinomish Totem Pole: Tribal Legends"

Preparation:

- Invite Canoe Family members to be part of the presentation. Request that they share about protocol and the reasons drugs and alcohol are not allowed on Canoe Journey. Let them know that after they speak you will be asking students to think about mental, physical, spiritual and emotional reasons for not using
- When the guest speaker is sharing, be aware of examples they give for mental, physical, spiritual and emotional reasons for not using, these can be used as examples for the final activity
- Read about the Canoe on the Totem Pole, page 38 of the Swinomish Totem Pole book to include in the closing



Welcome & Group Check in

5 minutes

Welcome youth, introduce yourself, have guest speakers and youth introduce themselves and direct youth where to sit.

Say, "Before we continue, do you have any questions or comments about the last chapter?"

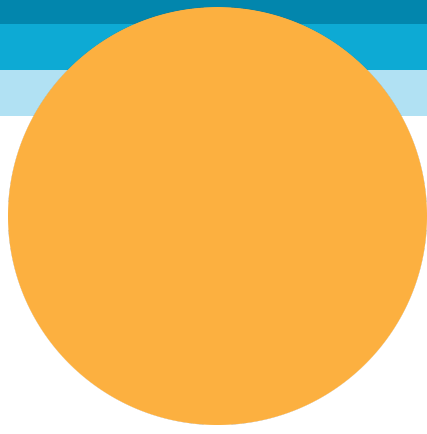
Question Box Q&A

Respond to questions left in the question box

Icebreaker

Time Varies

Use the "[Icebreaker](https://www.healthynativeyouth.org/stand-alone-lessons/)" activity guide found on Healthy Native Youth (<https://www.healthynativeyouth.org/stand-alone-lessons/>) to find an icebreaker appropriate for your group (i.e. small or large group, new or established group, etc.)



Doodle Page

Feel free to draw while you listen.
It can help you learn better!



Drugs & Alcohol

5 minutes

Reasons some chose to use

Say, "Over the past few lessons, we have talked a lot about making healthy choices and avoiding unhealthy choices. In today's lesson, we are going to focus on drugs and alcohol and how they affect the person who is using them, their families and their community. What are some reasons why someone might choose to use drugs or alcohol?"

Allow time for responses. Write responses. List may include: Curiosity, think it's cool, to relax, to escape, seems fun, seems grown up.

Reasons some chose *not* to use

Say, "Great job everyone! Now, who can tell me what reasons some might NOT use drugs or alcohol?"

Write responses. List may include: Could lead to addiction, harder to make good choices, could cause harm to self or others.

Say, "Some of these reasons for using or not using drugs/alcohol apply to whether we want to have them along for our life journey. And we know that drugs and alcohol are not allowed during Canoe Journey. How many of you have participated in Canoe Journey?"

Allow time for responses.



Bringing it All Together

5 minutes

This can be done with the facilitator leading the conversation or, if you have a lot of youth; divide them up into four groups with a poster board or flip chart and having the group members think of examples for one of the four categories - mental, physical, spiritual and emotional - and then share out. Don't worry if examples fit under multiple categories.

Say, "What have we learned today about the good things that happen when a person chooses not to use substances."

Allow time for responses.

Write on the board: Mental, Spiritual, Physical, Emotional with space to write under each one.

Go through each area one at a time, asking for each one "What are some good things that happen when a person chooses not to use alcohol or other drugs?"

Allow time for responses.

Say, "What are some good things that happen to a young person's mind when they choose not to use alcohol or other drugs?"

Allow time for responses.

Write down answers, help them think of answers that relate to the mental category that may have been shared by the guest speaker. Some things you might include: Stay sharp, can learn better

Say, "Good examples! Next, what are some good things that can happen to a person spiritually when they choose not to use?"

Allow time for responses.

Write down answers, help them think of answers that relate to spirituality that may have been shared by the guest speaker. Some things you might include: honor the creator by making healthy choices. Honor your people.



Bringing it All Together

Continued...

Say, "Those were more good examples. How about the good things that can happen to a person physically when they choose not to use?"

Allow time for responses.

Write down answers, help them think of physical examples that may have been shared by the guest speaker. Some things you might include: keeping our bodies strong.

Say, "Lastly, how about the good things that can happen to a person emotionally when they choose not to use?"

Allow time for responses.

Write down answers, help youth to think of examples about emotions that may have been shared by the guest speaker. Some things you might include: having healthy emotions and being able to deal with our struggles better. Being able to help others.

When the lists are completed, thank the students for their participation and go through each category and the examples they gave. Or, if doing as groups, invite them to come up with their list and describe what examples they came up with, allowing time for others to add more examples when they are done.

Say, "So when we choose not to use, it helps every part of our life and our journey."



Steroids & Depressants

5 minutes

Say, "The next two drugs that we will be addressing are steroids and depressants. First, who can tell me what they think steroids are?"

Allow for responses.

Say, "Anabolic steroids are man-made derivatives of the male hormone testosterone and are used to build muscle, increase performance and improve appearance. The "muscle-building" effects help the body retain protein, a necessary building block for the growth of muscles, bones, and skin. When ingested, steroids go straight to the individual cells in organs and muscles. They enter the nucleus of the cell and alter the genetic material to stimulate the production of new proteins. What are the risks involved in taking steroids?"

Allow time for responses, and list them on the board. List may include:

- Rapid weight gain and muscle development
- Damage to growth areas at the end of bones that permanently stunts growth
- Weakened tendons, resulting in tearing or rupture
- Headaches related to hormonal imbalance
- High blood pressure, hardening of the arteries, heart palpitation, heart attack, stroke
- Mood swings, depressed moods, irritability, delusions and impaired judgment
- Uncontrolled aggression and combativeness, called roid rage. "Hulk Smash"

Say, "What are the long-term effects of taking steroids?"

- Liver damage which can lead to cancer, jaundice, bleeding and hepatitis
- Impairment of the kidneys, which leads to kidney stones and kidney disease
- Risk of HIV infection through sharing needles to inject steroids
- Chronic steroid users have withdrawal symptoms that intensify psychological effects:
- For women, masculinities occur. The result is an increase in facial and body hair, a lower voice, irregular menstrual periods, thinning of the hair, skin problems in which the pores become enlarged and induces severe acne.
- For men, feminization occurs. Excess testosterone changes into the female hormone, estrogen. The result is abnormal breast enlargement, testicular shrinkage, increased tendency toward fatty deposits, extremely soft muscles, balding and a lowered natural production of testosterone.



Steroids & Depressants

Continued...

Distribute handout - Steroids and briefly discuss contents.

Say, "Now, who can tell me what depressants are?"

Allow for responses.

Say, "These drugs are used medicinally to relieve anxiety, irritability and tension. They produce a state similar to alcohol intoxication. What are some of the risks of taking depressants?"

Allow for responses. Include:

- Intoxication
- Depressed respiration
- Lowered blood pressure
- Clammy skin
- Dilated pupils
- Coma
- Slowed heart rate
- Overdose and death
- Sleepiness

Say, "Are depressants addictive?"

Allow for responses.

Say, "Yes. Tolerance to depressants builds quickly and produces physical and psychological dependence. Depressants are highly addictive."

Distribute handout - Depressants and briefly discuss contents.

Steroids

What are Steroids?

Anabolic steroids are man-made derivatives of the male hormone testosterone and are used to build muscle, increase performance and improve appearance. The “muscle-building” effects help the body retain protein, a necessary building block for the growth of muscles, bones, and skin. When ingested, steroids go straight to the individual cells in organs and muscles. They enter the nucleus of the cell and alter the genetic material to stimulate the production of new proteins.

Slang Terms

Gym Candy, Pumpers, A's, Stackers, Anabolics, Arnolds, Bolins, Arnies, Anabols, Balls or Bulls, Weight Trainers, Dep-Testosterone, Rhoids, Methyltestosterone, Juice

How are Steroids Used?

Steroids are taken either in pill form or injected in the muscle. Under the false notion that more is better, users ingest various steroids in mega doses of hundreds of milligrams. If a doctor prescribes steroids, the dose is usually only 1 to 5 milligrams per day.

Effects of Steroids

Abuse of steroids leads to negative side effects. The physical and psychological risks of anabolic steroid use include:

- Rapid weight gain and muscle development
- Damage to growth areas at the end of bones that permanently stunts growth
- Weakened tendons, resulting in tearing or rupture
- Headaches related to hormonal imbalance
- High blood pressure, hardening of the arteries, heart palpitation, heart attack, stroke
- Mood swings, depressed moods, irritability, delusions and impaired judgment
- Uncontrolled aggression and combativeness, called “roid rage”
- Liver damage which can lead to cancer, jaundice, bleeding and hepatitis
- Impairment of the kidneys, which leads to kidney stones and kidney disease
- Risk of HIV infection through sharing needles to inject steroids
- Chronic steroid users have withdrawal symptoms that intensify psychological effects

For women, masculinization occurs. The result is an increase in facial and body hair, a lower voice, irregular menstrual periods, thinning of the hair, skin problems in which the pores become enlarged and induces severe acne.

For men, feminization occurs. Excess testosterone changes into the female hormone, estrogen. The result is abnormal breast enlargement, testicular shrinkage, increased tendency toward fatty deposits, extremely soft muscles, balding and a lowered natural production of testosterone. Keep in mind that high doses of steroids over a long period of time produce the adverse effects.

Depressants

What are Depressants?

These drugs are used medicinally to relieve anxiety, irritability and tension. They produce a state similar to alcohol intoxication. Tolerance to depressants builds quickly and produces physical and psychological dependence. Depressants are highly addictive.

Slang Terms For Depressants

Methequalone: Soapers, Quads, Ludes | Barbituates: Downers, Goofballs, Blues, Barbs

What are the Effects of Depressants?

Low doses:

- calmness and relaxed muscles
- a feeling of well-being
- slight dizziness
- impaired coordination
- mild impairment of thought

Moderate dose effects are more pronounced:

- mild intoxication
- clouded judgment
- slurred speech
- greater release of inhibition
- impaired perception
- confusion

High doses result in an even more intense and unpredictable intoxication:

- babbling, incoherent talking
- staggering, stumbling
- confusion
- difficulty concentrating
- slowed reaction
- reduced sex drive
- lack of coordination
- distortion of reality
- reduced awareness
- weakened emotional control
- hostility
- depression
- impaired thinking memory
- paranoia
- suicide

Adverse Effects of Depressants

Depressants slow the central nervous system.

Symptoms include:

- intoxication
- depressed respiration
- lowered blood pressure
- clammy skin
- dilated pupils
- coma
- slowed heart rate
- overdose and death
- sleepiness

Withdrawal Symptoms of Depressants

Withdrawal and detoxification from

depressants can be fatal. Symptoms include:

- chills
- cramps
- insomnia
- anxiety
- muscle tremors

Abrupt cessation or reduced high dose may cause convulsions, delirium, and even death.

Dangerous withdrawal

symptoms typically require medical attention.

Cultural Component Option(s)

If time allows, consider: having youth listen a canoe family member discuss why D&A are not allowed on Canoe Journey.

Discussion can include:

Say, "Today we are honored to have a special guest from the Canoe Family [Insert name] who is going to talk to us about protocol and why drugs and alcohol are not allowed during Canoe Journey."

Review guidelines for how to honor a guest speaker when they are speaking.

Guest Speaker talks to youth about D&A and Canoe Journey protocols.

Say, "Thank you [Insert guest name] for talking to us about why drugs and alcohol are not allowed during Canoe Journey. Are there any questions for our guests?" youth listen to the Totem Pole Stories: *Legend of the Hail*. Invite an elder to tell the story.

**If you choose this option, this will add additional time allotted in the outline.*



Closing and Final Reflections

5 minutes

Distribute the handout - What have I learned today? Encourage youth to write what they have learned. If necessary, draw on the board and give the youth a few examples of what they may have learned from this chapter.

Say, "As we close up this lesson, I'd like to thank each of you and our guest speakers for being here today."

Say, "I would like to close with the Canoe story in the Totem Pole book on page 38 that tells about the Canoe on the Totem Pole."

Mention the next meeting time, location and the topic that will be covered, if applicable.

If time allows, close with a poem, song, story or tradition that highlights the activity concept.



Journal Space

What have I learned Today?

Think about your mental, spiritual, social, and physical self.
Then draw, doodle, or write about what you have strengthened
today.