



# Facilitator's Guide



## Facilitator's Guide

Dear wreckED Facilitator,

On behalf of the Partnership for a Drug-Free America, we would like to welcome you to the wreckED program, a teen-oriented substance abuse prevention and education program. We are pleased that you are taking part in this program and continuing to educate today's youth about the dangers of drugs and alcohol.

It is our hope that with your expertise and experience in guiding the wreckED program we will be able to reach youth across the country and continue to educate them in such a way that they grow to be strong, healthy adults, with the ability and drive to have a successful life.

To get more information about the wreckED program, or general information about drugs and alcohol, visit [checkyourself.com](http://checkyourself.com) and [drugfree.org](http://drugfree.org).

Thank you for your involvement,

The Partnership for a Drug-Free America

This project was supported by Grant No. 2007-DG-BX-K002 awarded by the Bureau of Justice Assistance. The Bureau of Justice Assistance is a component of the Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, and the Office for Victims of Crime. Points of view or opinions in this document are those of the author and do not represent the official position or policies of the U.S. Department of Justice.



## Table of Contents

|                                                         |                   |
|---------------------------------------------------------|-------------------|
| <b>Facilitator's Guide</b>                              | <b>Pages 3-6</b>  |
| Background                                              | Page 3            |
| Program Name                                            | Page 3            |
| Program Components                                      | Page 3            |
| Program Format                                          | Page 3-4          |
| The wreckED video                                       | Page 4            |
| The wreckED card game                                   | Page 4            |
| Drug-Specific Modules                                   | Page 4            |
| The Web site                                            | Page 4 -5         |
| Role of the Facilitator                                 | Page 5            |
| Tips for conducting the wreckED presentation            | Page 5            |
| What to do if there is not enough time to play the game | Page 6            |
| Audience evaluation form                                | Page 6            |
| Event Report                                            | Page 6            |
| <b>wreckED Card Game Directions</b>                     | <b>Pages 7-9</b>  |
| Object of the game                                      | Page 7            |
| Elements of the game                                    | Page 7            |
| Set-up                                                  | Page 7-8          |
| Game play                                               | Page 8            |
| Helpful tips for playing the game                       | Page 8            |
| <b>Card Game Scenarios</b>                              | <b>Pages 9-10</b> |
| <b>Discussion Questions</b>                             | <b>Page 11</b>    |



## **Facilitator's Guide**

### **Background**

The Partnership for a Drug-Free America has developed a teen-oriented substance abuse prevention and education program to teach teens about the realities and consequences of substance use. wreckED encourages teens to think more introspectively about their own and their friend's behaviors regarding alcohol and other drugs, and to consider the associated consequences of getting involved. In addition to getting audience members to take a closer look at themselves, the program will also motivate them to be proactive in "looking out" for their friends who may be engaging in unhealthy behaviors.

The wreckED program is available to anyone who works with kids and is concerned about their well-being and educating them about the dangers and risks of alcohol and substance use and abuse. This presentation will also be made widely available to any interested community or organization via the Partnership's online resources and through collaborative efforts with national and local youth organizations.

### **Program Name**

Through its creative development process and evaluation with target youth, the name that has been selected is "wreckED" (pronounced as two words - "wreck" and "ED"). The idea behind the name is that it captures a contemporary term that defines a credible negative consequence of drug and alcohol use, "getting wrecked," and expresses it in a way that suggests the learning value of the program - "ED," as in education. The wreckED name was evaluated with several alternatives among hundreds of youth and proved to be, by far, the strongest candidate.

### **Program Components**

The wreckED program is a community-based presentation designed to engage youth in a discussion about alcohol and other drug use and abuse through three major components: 1) an engaging narrated 10-minute video dimensionalizing the current drug scene in the youth's world; 2) a facilitated discussion among presentation attendees about various issues generated by the video (to help stimulate the discussion, the facilitator will be provided with an innovative, interactive card game, a collection of real-life drug scenarios and two drug-specific educational modules in video format); 3) a "call-to-action" destination - an online resource where attendees can visit to learn more, keep the discussion going, access a host of additional tools and resources and network with peers virally to spread the word about the program and the issues addressed.

### **Program format**

Each wreckED program kit contains the following:

1. A wreckED DVD containing the primary 10-minute video and two drug-fact presentation modules on methamphetamine and ecstasy.
2. The Facilitator's Guide.
3. An Audience Evaluation form to be passed out to all attendees upon completion of the program.
4. The Event Report to be completed by the facilitator.

5. The wreckED card game (cards and game instructions)
6. Discussion questions.
7. List of card game drug situation scenarios.

### ***The wreckED Video***

The wreckED program begins with the ten-minute video. The video is a combination of newly-produced footage depicting all aspects of the contemporary drug and alcohol scene that is part of the teen life today, as well as footage dramatizing real-life stories of addiction and recovery from the A&E Network program, *Intervention*. The wreckED video is narrated by an experienced youth prevention specialist/intervention leader, now in recovery, who draws upon his own life stories to create credibility among the youth audience.

The video is designed to get teens to think about the choices they make on a daily basis about their own behaviors, and helps them recognize the risk factors that lead to drugging behaviors. The video will demonstrate the spectrum of alcohol and drug use, from casual use to abuse to addiction, as well as the range of consequences from the seemingly minor to the more serious, life-threatening.

Following the video, the facilitator leads the group discussion in a stimulating conversation about individual observations of depictions in the video by: 1) playing the wreckED card game using a comprehensive list of a wide range of drug/alcohol use scenarios; and/or 2) using a list of already created discussion questions about drug and alcohol use. If time does not permit playing the card game or there are other circumstances that do not allow the card game to be played, the discussion questions are to be used. The sole purpose of either format is to create an engaging and stimulating conversation among the attendees and keep the conversation going once the presentation has been completed.

### ***The wreckED Card Game***

The interactive card game focuses on the issues presented in the video, simulating real-world choices, behaviors, and consequences. While the video sets up the bigger picture regarding alcohol and other drug use and abuse, the card game personalizes the choices, behaviors, and resulting consequences, giving teens the opportunity to play out scenarios from their own experiences and viewpoints. The game engages the teens and helps them identify risk factors in their lives, and discusses the negative behaviors that lead to drug/alcohol use. (See Card Game Directions below)

### ***Drug-Specific Modules***

Two additional videos are available on the Program DVD as well as on [checkyourself.com](http://checkyourself.com). These are drug-specific educational slide presentations of drug facts and information focusing on meth and ecstasy. These may be used by the facilitator later in the discussion phase to supplement the dialogue or illustrate answers to questions. The plan is to produce additional drug-specific modules to add to the program until all drug/alcohol issues are addressed.

### ***The Web site***

The primary online resource supporting this program is **[checkyourself.com](http://checkyourself.com)**, a Partnership site that is aimed at youth to help them take stock in their own behaviors, and become aware if they are engaging in potentially dangerous activities. The site allows visitors to “look in the mirror” by answering quiz questions about their lifestyle, reading first-person stories, communicating with other teens, and playing decision games to see how they might act in situations involving drugs and alcohol.

**Checkyourself.com** has been modified to include a landing page for visitors coming to the site from the wreckED presentations, and space to promote, support and spread the word about the wreckED program. The site also includes the video from the community presentation in both viewable and downloadable formats.

A landing page on **drugfree.org/wreckED** was developed to provide the video and downloadable materials to those who are interested in implementing the program in their community, and to those who are interested in providing his or her expertise and experience in guiding the wreckED program to reach youth across the country.

### **Role of the Facilitator**

As the facilitator for the wreckED program, it is your job to guide your audience through the wreckED program experience. Your roles and responsibilities to successfully implement the program are as follows:

1. Engage youth in the wreckED program.
2. Deliver all program assets.
3. Format for program delivery:
  - Introduce the wreckED program and explain why the attendees are at the presentation and what we hope they will gain from the program.
  - Show the ten-minute video.
  - Once the video is over, emphasize the availability of the online resource **checkyourself.com**
  - Ask if there are any questions or comments about the video.
  - Engage the audience in a stimulating discussion by playing the card game (Game rules are below).
  - If you don't have time for the card game you can use the discussion questions.
  - Time permitting and if desired, you may show the one or both of the drug-specific modules
  - Wrap-up: Once the discussion is over and presentation has come to an end, pass out the audience evaluation form and collect them once completed. (Directions for audience evaluation form are below).
  - Complete event report (Directions for event report are below).

### **Tips for conducting the wreckED presentation**

Below are tips for successfully engaging youth and implementing the wreckED program:

1. Make sure that your audience knows that everything that is discussed during the presentation is confidential.
2. Remind your audience that there will not be any negative comments about, or judgment of, anyone in the room.
3. Remind everyone to be respectful of each other during the card game and any discussion.
4. Make sure everyone in the group is engaged. (This can be challenging at times, and if someone does not feel like participating in the discussion, don't push it.)
5. Make sure everyone who wants to speak gets a chance.
6. Make sure audience members are talking to each other and not just answering the questions provided by the facilitator.

***What to do if there is not enough time to play the card game***

There may be reasons why you might not be able to play the card game: 1) limited time with only enough for the video and short discussion; 2) too many people in the room to break them up in small groups; or 3) you are not comfortable playing the game for any reason.

If any one of the above situations presents itself, you should engage your audience in a discussion following the video using the sample discussion questions. You may also read the scenarios and ask your audience members what they would do in these given situations.

***Audience Evaluation Form***

The audience evaluation form is to be passed out to all audience members once the presentation is over. Each audience member should fill out the form which is then collected by the facilitator and sent to the Partnership for data entry. The audience evaluation forms help us learn whether the wreckED program is successful, how it resonates with the target audience and if we need to make program enhancements.

***Event Report***

The event report is to be completed by the facilitator after the presentation and sent to the Partnership for data entry. This information helps us track the wreckED presentations that are taking place and to gather feedback from the facilitators about the success or challenges being faced with the presentation. We are able to make program enhancements based on this information.



### **wreckED Card Game Directions**

Like much of life, wreckED is a random game of chance. wreckED playing cards and wreckED scenario cards are available but are not necessary; you can use a standard deck of playing cards and the scenario list.

The game simulates the scenarios, choices and consequences faced by teens confronting their personal views of substance use and abuse. It feeds off the momentum built by the video presentation and engages the audiences in random, real-world situations to help participants better identify the risk factors and behaviors that lead to substance abuse and addiction. The game allows them to personalize the consequences of their choices.

#### ***Object of the game***

To generate a discussion among the players on alcohol/drug issues and consequences.

#### ***Elements of the game***

- Players
  - 5 to 10 per group (optimal number is 7 people).
- wreckED playing cards - the deck includes the following:
  - 13 "Checked" cards
  - 37 "Wrecked" cards
  - 2 "Intervention" cards
  - 2 "Check Your Friend" cards
  - 10 Scenario cards (you can also refer to the list of scenarios)
- If you do not have the wreckED playing cards, a standard deck of cards will work. Below is the breakdown of how to use the Checked, Wrecked, Intervention, and Check Your Friend cards. You will also need the list of scenarios to read from in this situation.
  - 13 "Checked" cards (hearts)
  - 37 "Wrecked" cards: (diamonds, clubs and spades)
  - 2 "Intervention" cards: (jokers)
  - 2 "Check your friend cards" (two-eyed jacks)
  - 10 Scenario cards (use the scenario list)

#### ***Set-up***

- Players break into groups and sit in a circle.
- The cards are scattered on the table face down.
- Each player creates a "Cherish" card:
  - To create a "Cherish" card each player writes down one thing he or she cherishes -- something they could lose as a negative consequence of getting in trouble with drugs or alcohol.

Examples: a friend, a relationship, respect from a teacher, playing on a sports team, a scholarship.

- “Cherish” Cards remain face down in front of the players

### ***Game Play***

- The game is played in several rounds

- In each round
  1. Each player in the group draws a card at random.
  2. The facilitator or designated leader then chooses a scenario card and reads it to the group and picks someone to go first.
  3. Each player verbally completes the scenario (finishes the story) based on the type of card drawn. These are the four possibilities: drawn.
    - a. **Checked**- positive result.
      - These cards are taken out of play once used.
    - b. **Wrecked**- negative result.
      - These cards are taken out of play once used.
    - c. **Intervention**- a safe card- player doesn't complete the story- nullifies the next wrecked card.
      - Intervention cards are taken out of play once used.
    - d. **Check Your Friend**- you must give this card to another player to nullify a wrecked card and explain how she/he would help a friend in need.
      - Check your Friend cards are taken out of play once used.
  4. .The game can last from 3-6 rounds, time permitting.
  5. Once any player draws his or her 3<sup>rd</sup> wrecked card they are out of the game and must read their “Cherish” card aloud to the group.

THE FACILTATOR or GROUP LEADER ENCOURAGES AND MODERATES DISCUSSION GENERATED BY SCENARIO ENDINGS

### ***Helpful Tips for Playing the Game***

- Make sure you are familiar with the game before your first presentation (the rules, scenario questions, etc.) It is helpful to play the game ahead of time with people to get a feel for the format, flow, and anticipated responses.
- Always make sure there is discussion going on between all the players.
- Make sure everyone who wants to speak gets a chance.
- If you have extra time and everyone is willing to participate, have the players create new scenarios and discuss them among the group as if these are part of the game. Complete the scenarios in the same format as the players completed the scenarios during the game (positive result or negative result with consequences). This offers more conversation and allows the players to create other situations that they have either experienced themselves, situations that someone else has experienced or the scenario is made up.



### Game Scenarios

#### *Scenarios (top 10 followed by others)*

1. It's a school night and your parents have gone out and left you and your older brother home alone. Your brother has some friends over and they are hanging out in his room. You go into his room and they are smoking pot, he asks you if you want to smoke with them. What do you do?
2. You do not do drugs, but it is well known that one of your best friends smokes pot from time to time. Your friend has even been caught with pot before. Your friend asks if they can stash their pot in your locker at school because nobody would ever check your things. What do you do?
3. You're a star on your school basketball team and you twisted your knee during the last game. You haven't told the coach yet, in hopes that you will play in the upcoming tournament. Your teammate offers you a painkiller they were prescribed for an injury earlier in the season. What do you do?
4. A friend invites you to visit at college. The two of you have a few drinks in the dorm room before heading to a house party off campus. You arrive there and immediately lose track of your friend. You join a group of students who seem to be the "life of the party" and they offer you ecstasy. What do you do?
5. Your friend picks you and a few other people up to head to a house party across town. Once there, you have a few mixed drinks and head upstairs to make a phone call. When you come back you see that all the people you came with are snorting cocaine in the kitchen. You just assumed that your friend would be the designated driver. What do you do?
6. You and a friend scored some pretty believable fake ID's. You decide to head toward the college bars to test them out. To your surprise they work and you spend the whole night drinking and flirting with a good-looking stranger. They invite you back to their place. What do you do?
7. You got into some trouble a few months ago and now you are on probation. You are at a party and someone offers you a beer. You know that you are with someone who is the designated driver. What do you do?
8. You are cramming for finals and you have to do well to avoid academic probation. A friend told you about a pill he was able to get from someone which helps him stay really focused and study for a longer period of time. Even though you know they aren't his pills to begin with he offers you a couple. What do you do?
9. You and one of your soccer teammates are getting ready for a game. You see the star forward on the team pop a couple of pills. You ask what they are for and are told they make you run faster. They offer you a couple. What do you do?

10. Your parents aren't big drinkers but you do have alcohol in the house. They are away one evening and you decide to mix yourself a drink. It tastes pretty good, so you have another. Before you know it, the bottle is almost empty and you know your parents will notice. What do you do?
11. You are a senior in High School and you have received a scholarship for college in the fall. It's graduation weekend and your friends come to pick you up to celebrate. There are alcohol and drugs in the car. What do you do?
12. You are invited over to a friend's house where you know your crush is going to be. While you all are hanging out, one of your friends pulls out some pills. Your crush pops one and hands you the bottle. What do you do?
13. Your best friend just started dating this new girl. You know this girl is into drugs and alcohol and have even seen her passed out at parties before. You notice your friend starting to drink more frequently and there is a definite distance in your friendship. What do you do?
14. It's the weekend and Sally's parents are out of town - guaranteed - and she's having a party. Then you get there everyone is dancing and playing drinking games. As the night continues, one of the partygoers offers everyone ecstasy to keep the party going. What do you do?
15. It's the dying days of summer and school starts in a week. You've gotten permission from your parents to take their car go to a concert in the city with a friend. You arrive at the venue and find a parking spot a few blocks away. Your friend grabs some weed out of a bag, rolls a blunt, and says how much fun the concert is going to be, sparks up and passes it to you. What do you do?
16. It's finally Friday, and some friends have invited you to a bonfire. You tell your parents you need a ride to your friend's house to study. After they drop you off, your friend's brother picks you two up and you all head to the bonfire. He is drinking a beer when you get in the car. Your friend grabs one and cracks it open, then offers one to you. What do you do?
17. It's a boring Saturday night until some kids you know call to invite you to see a movie. The last time you went out with them you all smoked pot and had a good time. There is nothing else going on tonight. What do you do?
18. You're at your local skate park trying to pull a switch Five-O down the hubba ledge. You finally make it and the resident park ripper that you hope to be as good as someday clacks his board on the deck and gives you the knuckles. A while later he asks you if you want to smoke a joint with him. What do you do?
19. You enter the locker room at school to change before track tryouts. Several seniors are smoking cigarettes and hitting a bottle of vodka next to the open window. You see the captain of the track team in the group and he calls you over. What do you do?



### Discussion Questions

1. What are some life pressures that you deal with?
2. How do you deal with life pressures?
3. Why do kids do drugs?
4. What are consequences that people deal with when they engage in negative behaviors?
5. What consequences have you encountered?
6. How do you think drug use affects users' family and friends? Why?
7. How do family and friends react/respond to the drug use?
8. Who do you feel most comfortable talking to about drugs, sex, problems, etc.? Why? (purpose is to establish the importance of trust)
9. Have you ever talked to a friend in trouble with drugs?
10. How did you start the conversation?
11. How can you "take stock" in your own behaviors? (How do you check yourself)
12. How do you "look out" for others, your friends?
13. How can you recognize a friend who is trouble?
14. In what ways do you think doing drugs defines a person?
15. How would your family feel about you doing drugs?
16. How would your friends feel about you doing drugs?
17. Name different ways that doing drugs puts yourself or others in danger?
18. How is doing drugs irresponsible?
19. Do you think about the chances that you could get in trouble if you do drugs?
20. Do you respect other kids who don't do drugs? If yes, what do you respect about them? If no, why don't you respect them?
21. Can you name some of the negative influences of doing drugs?
22. How would you resist drugs when faced with the negative influences that lead to drug use?
23. How can you stand up to pressures that could bring you down?
24. Identify "good" influences and "bad" influences.
25. What do you find to be inspirational, positive and empowering?
26. What are your perceived highs and lows of drug use?