

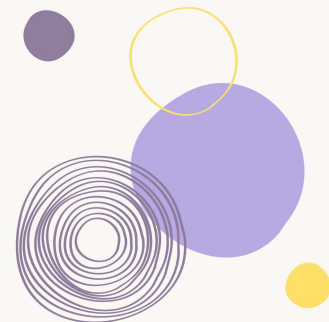
Scenario

“Nice and Clean”



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Topic: How to Maintain a Drug-Free Environment in Schools and Youth Centers, Recognize Early Signs of Drug Use, and Prevent Substance Abuse through Education and Communication

Participants Will Learn

- The most effective ways to maintain a clean and drug-free environment in schools and youth centers.
- How to identify early warning signs of substance use among young people.
- Methods to educate young people about the dangers of drug use.
- How to communicate effectively with young people who may be at risk of substance use.
- Where to refer individuals for professional help when needed.

Materials and methods

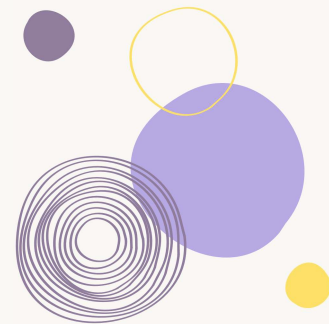
- Lecture by the workshop leader: An introduction to prevention strategies and the role of educators and youth workers in maintaining a drug-free environment.
- Group discussions: Participants discuss real-life challenges faced in keeping environments drug-free.
- Interactive exercises: Crosswords, single-choice and multiple-choice questions, and role-playing sessions.
- Platforms: Quizlet, Kahoot, Canva, and Genially will be used for interactive content creation and activities.
- Markers and papers

Exercises

- Exercise 1. Role Play – Engaging with At-Risk Youth
- Exercise 2: Myth or Fact Quiz – Substance Use
- Exercise 3: Crossword Puzzle – Substance Awareness
- Exercise 4. Creating a Drug-Free Environment Action Plan



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Part 1.

Introduction (30 minutes)

1.The Importance of a Drug-Free Environment:

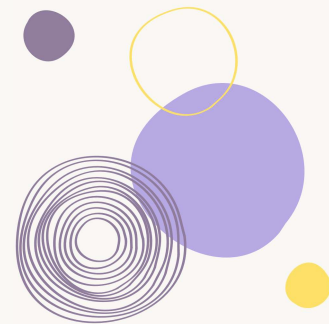
- Introduction to why it's important to maintain a clean and safe space for young people.
- Lecture content: How early education and awareness can prevent young people from experimenting with substances. Discuss the role of youth workers, educators, and community members in early prevention.

2.Recognizing the Early Signs of Drug Use:

- Lecture content: Educating participants on early warning signs of drug use, such as behavioral changes, appearance changes, and declining academic performance.



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Part 2.

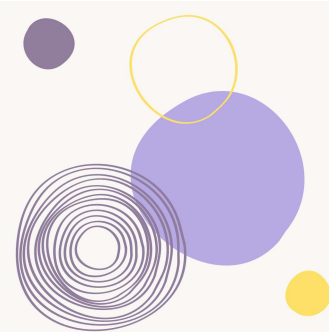
Theoretical Part (1 hour)

1. Case Study Analysis: Recognizing Substance Use (30 minutes)

- Activity: Participants are divided into small groups and provided with a series of real-life case studies. Each case will describe a young person's behavior, including signs such as isolation, poor school performance, and mood swings.
- Example case: A student named "Jake" has started skipping classes, his grades are declining, and he appears lethargic and distant. Friends report he has been hanging out with a new crowd. How would you approach this situation?



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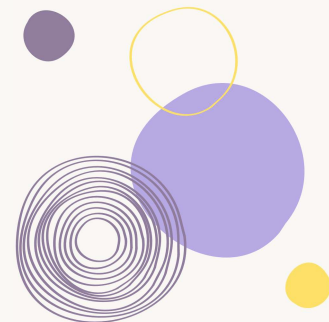
Theoretical Part (1 hour)

1. Case Study Analysis: Recognizing Substance Use (30 minutes)

- Task: Identify the potential red flags that suggest drug use and propose steps for intervention.
- Platform: Quizlet for multiple-choice questions that reinforce learning.
- Goal: Participants will learn to identify behavioral signs of substance use.



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Part 2.

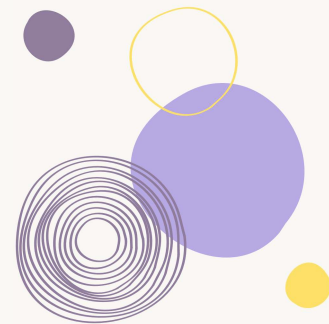
Theoretical Part (1 hour)

2. Lecture: Effective Communication with At-Risk Youth (30 minutes)

- Lecture content: Discuss the principles of non-judgmental, supportive communication, and how to create trust when addressing substance abuse.
- Techniques: Focus on active listening, asking open-ended questions, and reflective responses.



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Part 2.

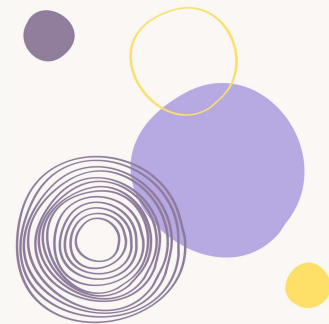
Theoretical Part (1 hour)

3. Real-Life Example 1: Interview with a Youth Worker:

- **Scenario: “Sarah,” a youth worker, shares a real conversation she had with a young person suspected of using marijuana:**
 - Sarah: “Hey, I’ve noticed you haven’t been yourself lately. You seem tired and a little distant.”
 - Student: “Yeah, I’ve just been stressed with school.”
 - Sarah: “I get that, but I’m worried about you. I heard you’ve been hanging with a new group. Is everything okay?”
 - Student: “They’re just friends. We’ve been hanging out, that’s all.”
 - Sarah: “I’m not here to judge, but I want you to know you can talk to me about anything. Have you thought about ways to handle your stress without using anything that might hurt you?”
 - Task: Participants will analyze the conversation and discuss how Sarah used non-judgmental language to create trust and open dialogue.
 - Goal: Understand how to engage with young people without pushing them away.



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Part 3.

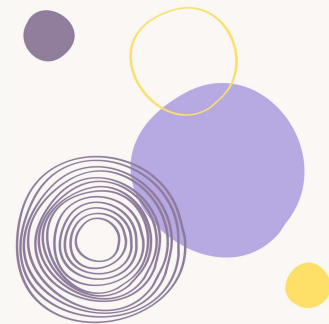
Practical Exercises (1 hour 30 minutes)

1. Exercise 1: Role Play – Engaging with At-Risk Youth (30 minutes)

- **Activity:** Participants are paired up to role-play a conversation between a youth worker and a student suspected of drug use. One plays the youth worker, the other plays the student. Focus is on creating trust and maintaining open communication.
- **Scenario:** “Mark,” a youth worker, is approached by a school counselor who believes one of her students may be experimenting with drugs. Mark meets with the student, who is defensive.



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Part 3.

Practical Exercises (1 hour 30 minutes)

Exercise 1: Role Play – Engaging with At-Risk Youth (30 minutes)

Mark: “I understand you’re going through a tough time right now. I’m here to help, not judge. Can we talk about what’s been happening lately?”

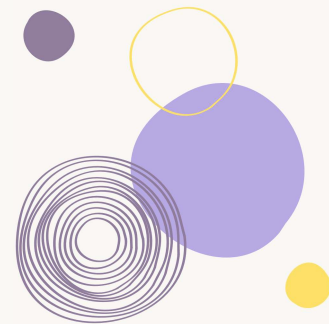
Student: “There’s nothing wrong. I don’t need help.”

Mark: “It’s okay if you don’t want to talk about it right now, but I’m here when you’re ready. I just want to make sure you have someone to support you.”

- **Task:** Participants will role-play the above situation, focusing on active listening, empathy, and ensuring the student feels supported.
- **Goal:** Improve communication skills when talking to at-risk youth.



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Part 3.

Practical Exercises (1 hour 30 minutes)

Exercise 2: Myth or Fact Quiz – Substance Use (30 minutes)

- **Activity:** Participants will participate in a Kahoot quiz where they have to identify whether statements about drug use are myths or facts.
- **Sample statements:**

“Marijuana isn’t addictive because it’s natural” (Myth).

“Amphetamines improve focus without long-term consequences” (Myth).

“Occasional drug use can lead to addiction” (Fact).

- **Platform:** Genially.
- **Goal:** Correct misconceptions about drug use among young people.



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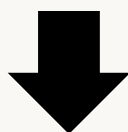


Part 3.

Practical Exercises (1 hour 30 minutes)

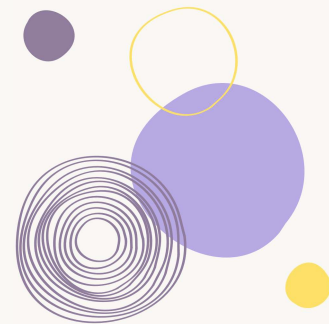
Exercise 2: Myth or Fact Quiz – Substance Use (30 minutes)

QR CODE FOR THE ONLINE QUIZ



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Part 3.

Practical Exercises (1 hour 30 minutes)

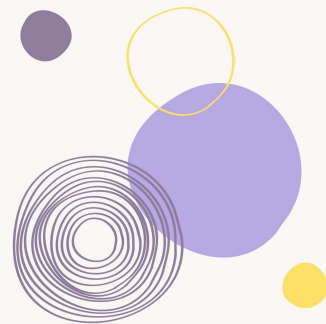
Exercise 2: Myth or Fact Quiz – Substance Use (30 minutes)

ANSWERS

1. Prescription drugs are safe to use without a doctor's guidance because they come from a pharmacy (Myth)
2. You can't get addicted to drugs the first time you use them (Myth)
3. Quitting drugs is just about willpower (Myth)
4. Using drugs at a young age increases the risk of addiction later in life (Fact)
5. All drugs are equally addictive (Myth)
6. Using drugs affects brain development, especially in teens (Fact)
7. It's easy to stop using drugs whenever you want (Myth)
8. Drug addiction is a chronic disease that requires treatment (Fact)
9. Marijuana isn't addictive because it's natural (Myth)
10. Occasional drug use can lead to addiction (Fact)



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Practical Exercises (1 hour 30 minutes)

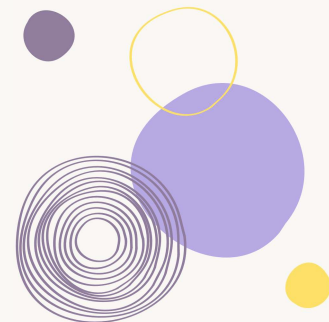
- **Activity:** Participants will complete a crossword puzzle created in Canva with key terms related to substance use, prevention, and support services.

“A type of hallucinogen often taken at parties” (Answer: Ecstasy).

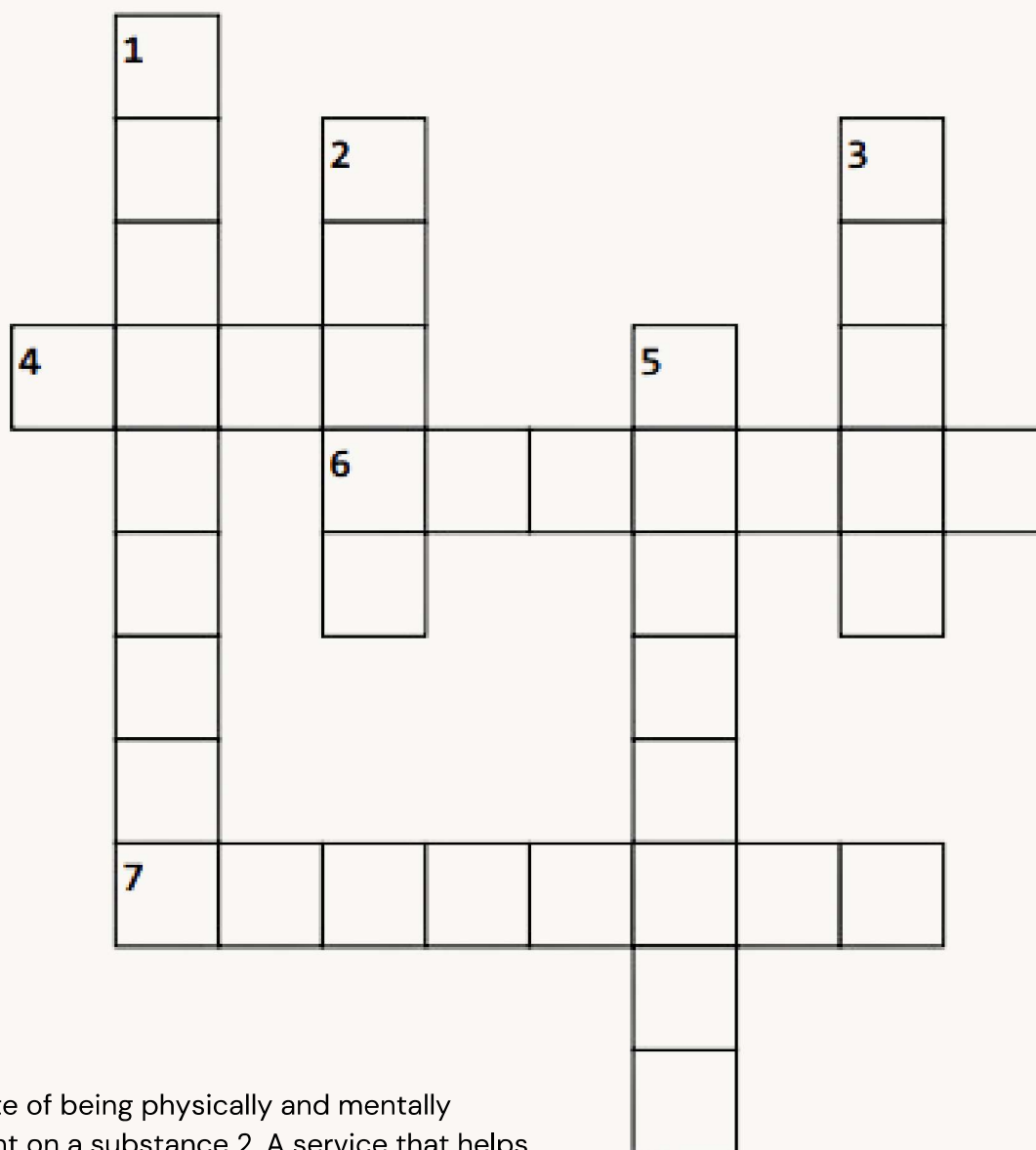
Goal: Reinforce knowledge of key terms and drug-related concepts.



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Substance Awareness



Down

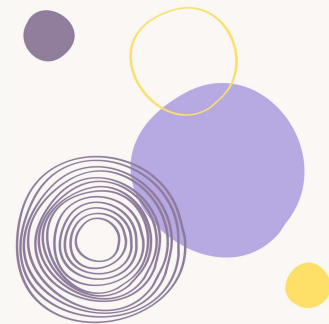
1. The state of being physically and mentally dependent on a substance 2. A service that helps individuals recover from addiction 3. A treatment approach that uses medication to help manage withdrawal symptoms 5. A harmful effect of prolonged drug use, such as liver or lung damage

Across

4. The feeling of extreme euphoria caused by some drugs 6. A legal substance that can impair judgment and motor skills 7. A highly addictive stimulant, often found in cigarettes



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Part 4.

Creating a Drug-Free Environment Action Plan (45 minutes)

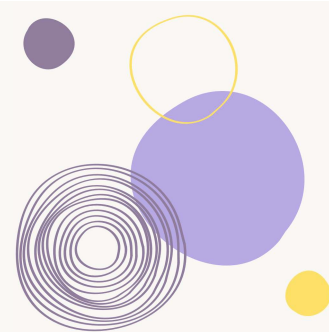
Activity: Each group will create a comprehensive action plan for keeping their educational or youth center drug-free. This plan should include prevention activities, collaboration with local authorities, and educational workshops. Groups will use markers and large papers for the creation of the action plan.

- **Content:** The action plan must cover the following:
 - How to raise awareness through educational campaigns.
 - Steps for early intervention when drug use is suspected.
 - Resources available for professional support and referrals.

Goal: By the end of the session, participants will leave with a tangible, actionable plan that can be implemented in their institutions.



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Part 5.

Summary and Reflection (15 minutes)

- **Group discussion:** Participants reflect on the key takeaways from the workshop. What strategies were most helpful? How will they apply the lessons learned to their work with youth?
- **Goal:** Reinforce the importance of ongoing education and support to maintain a drug-free environment.



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