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Girl Scouts®
Where Girls Grow StrongSM

In The Zone Living Drug Free

for girl Ages 8-11



In the Zone Living Drug Free

The Issues for Girl Scouts' *In the Zone: Living Drug Free* series is a dynamic substance-abuse prevention resource. It will help leaders deliver clear anti-drug messages by encouraging Girl Scouts to think and talk about their Anti-Drugs. An Anti-Drug is something in a youngster's life that is important enough to stand between her and drugs. It may be self-esteem, personal goals, Girl Scouts, friends, softball, soccer, reading, art, and music... It provides girls with a framework of solid substance abuse facts and information. Age-appropriate activities are designed to teach and reinforce positive, empowering messages about living drug free.

In the Zone gives girls a chance to speak and listen, to reflect and evaluate, to belong and participate, to create and build, and to succeed and grow in self-esteem. In keeping with GSUSA program goals, *In the Zone* activities foster leadership, strong values, social conscience and conviction about each girl's own potential and self-worth—qualities that help girls grow strong.

This curriculum is designed for girls in grades 4-6 or the Junior Girl Scout program level. The entire *In the Zone: Living Drug Free* program requires eight one-hour sessions to complete. Each participant will need a copy of the *In the Zone: Living Drug Free* book for Junior Girl Scouts. By completing the activities in this curriculum girls will also earn the Junior Girl Scout badge High on Life (page 64-65 in the *Junior Girl Scout Badgebook*).

Session 1: Your Drug IQ: A 45-minute session that focuses on basic information about legal and illegal drugs.

Session 2: What is Your "Anti-Drug?": A 45-minute session that looks at values and helping the girls determine their "anti-drug."

Session 3: Decisions, Decisions: A 45-minute session on how to make decisions.

Session 4: Advertisements: A 45-minute session on how advertisements promote smoking and the consumption of alcohol.

Session 5: Give Me A Beat!: A 45-minute session of music and song promoting positive messages, healthy lifestyles and drug free living.

Session 6: Friends: A 45-minute session about friendship and dealing with peer pressure.

Session 7: Getting Ready to Share: A 45-minute session where the participants are creating the activity they want to use to share what they have learned in the previous sessions.

Session 8: Sharing: In this session the students present what they have created to share the positive, healthy living messages they have learned.

Evaluation: The participants are given a pre and post session evaluation to complete.

This program provides support and reinforcement for the following Commonwealth of Virginia Standards of Learning.

Health Education Standards of Learning

- 3.1 The student will explain that health habits impact personal growth and developments. Key concepts/skills include:
 - c) Safe and harmful behaviors
 - d) Positive interaction with family, peers and other individuals.

- 3.2 The student will use decision-making skills to promote health and personal well-being. Key concepts/skills include:
 - b) The process of resolving conflicts peacefully
 - c) Strategies for solving problems related to health.

- 3.3 The student will identify the effects of drug and inhalant experimentation and alcohol and tobacco use on personal health. Key concepts/skills include:
 - a) Improper use of medicines
 - b) The use of refusal skills to counter negative influences
 - c) The effects of nicotine, alcohol, and other drugs on body systems
 - d) The use of common household items as inhalants
 - e) The effects of mind-altering drugs on behavior

- 4.2 The student will develop skills necessary for coping with difficult relationships. Key concepts/skills include:
 - a) Development of refusal skills

- 4.3 The student will describe and evaluate the effects of alcohol, inhalants, tobacco, and drug use on the family and community. Key concepts/skills include:
 - a) The impact on self, family, and community.
 - b) The long-term consequences of drug use.
 - c) Development of coping skills.

- 5.1 The student will demonstrate the interpersonal skills necessary to build healthy relationships. Key concepts include:
 - b) The use of refusal and conflict resolution skills

- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing the behaviors that promote and active, healthy lifestyle. Key concepts/skills include:
 - f) The importance of developing and maintaining a positive self-image.

- 6.1 The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and well-being. Key concepts/skills include:
 - a) The importance of significant friends or adult mentors.
 - d) Refusal strategies related to alcohol, tobacco, and other drugs.

In The Zone for Girls Ages 8 – 11 (Junior Girl Scouts)

Purchase *In The Zone: Living Drug Free* books for Junior Girl Scouts – one for each girl.

Session 1: Your Drug IQ

Getting Started

Explain that *In the Zone* is about controlling your own future. It will help you find out what kind of person you want to be. It's about finding out about THE REAL DEAL—facts about drugs, medicines, inhalants, stimulants, tobacco and hallucinogens.

Discussion Questions:

1. What choices do you make in your life right now?
2. Describe several of the simple choices. Now describe one difficult choice.
3. Sometimes you have to make choices that you really may not want to make. Take a look at the example on page 1 of the *In the Zone: Living Drug Free* book. (Paragraph 2). What would you do?
4. Where do you get information on drugs and medicine?
5. Do you think you have enough information to make choices?

Activities:

1. YOUR DRUG IQ: Have the girls try to answer the questions in the Drug IQ test. Use the *In the Zone* book pages 4 and 5 "Drugs 101" to help with the answers. Help the girls find the answers using the information in their book and in your leader's guide. Once the girls have answered as many of the questions as they can have the girls share their answers.
2. The word search on page 3 contains all the words in the quiz. Have the girls complete this puzzle.
3. The REAL DEAL: Each time the group meets REAL DEAL reporters will be reporting about one of the drugs in the "Real Deal" sections of the *In the Zone* book. Using the girls' names on slips of paper and something to choose them from (a box, bag, hat) place the girls in 6 reporting groups. Give each group one of these drugs to report the REAL DEAL. Give the girls 20 minutes to read the information and create posters as props for their reports. The REAL DEAL reports will start at the next session. The leader should keep the posters from session to session.

Materials Needed:

In the Zone: Living Drug Free book for each girl.
(This book is purchased at the Skyline Shop in Roanoke or Charlottesville.)

Check out your drug IQ "test".

Quiz Word Search

Poster Board and construction paper

Markers, crayons, glue sticks, scissors.

Each girl's name on a small sheet of paper.

A bag, box, hat for choosing groups.

Recommendation: Help the girls with the spelling of the words. A big piece of paper and a marker will give you a place to write for all to see each answer as it is discovered.

Continued

REAL DEAL topics:

- X Marijuana (pages 3, 5)
- X Tobacco (pages 6, 7, 8)
- X Alcohol (pages 10, 11, 12)
- X Inhalants (pages 16, 17)
- X Hallucinogens (page 19)
- X Stimulants (page 30)

Session 2: What is Your Anti-Drug?

Getting Started

Don't forget to bring the REAL DEAL posters the girls' made at the last session.

The leader should review the About Tobacco section on page 30 of the *In the Zone* Guide for Girl Scout Adults. When the REAL DEAL Reporters report the facts about Tobacco at the beginning of the session you can support their facts with additional ones if the girls want more information.

Review the What Are Your Values? Activity and What's Your "Anti-Drug?" on pages 6-8 of the girls' *In the Zone* book.

Activities:

1. REAL DEAL Reporters report on Tobacco.
2. What Are Your Values? Talk about:
 - X What is a value?
 - X Does everyone have the same values?
 - X How do you decide what your values are?
 - X What in Girl Scouting helps you determine your values?
 - X What do you do when someone else's values are different from yours?
3. Do the activity on page 6 of the *In the Zone* book. Ask each girl to rank the values in the list 1 through 12. 1 is the most important and 12 is the least important. Following the instructions in the book for the rest of the activity. Make a note of where the girls ranked Health. It will be a good starter for the next activity.
4. What is Your Anti-Drug? Ask the girls if they know what an Anti-Drug is? Talk about the definition that is in the book on page 7. Ask them to brainstorm a list of their Anti-Drugs. Or brainstorm a list of things in their life that give them natural highs (High on Life badge requirement 1, page 65 *Junior Girl Scout Badgebook*. If they are having trouble, stop and ask them to help Ami with her anti-drugs found in the maze.
5. Divide the girls into small groups. Ask them to read the "Straight Scoop" on page 9 and talk about these girl's Anti-

Materials Needed:

In the Zone books.

REAL DEAL Reporters posters on Tobacco

12 signs with the numbers 1-12 each on a different sign.

A tape player or CD player with music if the option of having a DJ will be used.

Junior Girl Scout Badgebook

Continued

Drugs.

6. Ask each girl to stop and think about her self, her values and what are her Anti-Drugs. Ask her to write them in the green box on page 8.
7. Once the girls have their Anti-Drugs written ask them to share in small groups and answer this question as a group: "Why does having an Anti-Drug make it easier to choose positive things to do with your time?"
8. Share your Anti-Drug with the world. Make a mini-poster to put on the wall in your bedroom or in your favorite book or taped to your locker door with the name of your Anti-Drug.
9. Close the session with the sharing of the Anti-Drug mini-posters.

Ask the girls to write about their Anti-Drug in the space on page 11 or on a plain piece of paper. Tell them you will be using their stories to begin the next session. Ask them to bring their stories about their Anti-Drug to the next session.

Session 3: Decisions, Decisions

Getting Started

As the opening to this session ask the girls to share their stories about their Anti-Drug with the rest of the group.

The REAL DEAL Reporters for Inhalants will report the facts about inhalants. The leader should review the "About Inhalants" on page 25 of the *In the Zone* Leaders' Guide so that you can support the reporters with additional facts or answer questions if the girls' want more information.

Review the following in the *In the Zone; Living Drug Free* for Juniors: Decisions, Decisions, and It's All About Choices.

Activities:

1. One half of the group will share the Anti-Drug stories they wrote at home. The other half of the group will share as the closing.
2. REAL DEAL reporters share information on Inhalants.
3. Decisions, Decisions—talk about
 - What do you have to make decisions about every day?
 - How do you make decisions?
 - Why are some decisions easier to make than others?
4. Look at the *In the Zone* book on page 13. Read the six steps to making smart decisions. You can have the girls read these to themselves or take turn reading the six steps.
 - 1 Figure out the real problem.
 - 2 Get the facts and think about the consequences
 - 3 Get advice.

Construction paper in bright colors.
Scissors
Markers, crayons, stickers

Materials Needed:

In the Zone books
REAL DEAL Reporters
posters on Inhalants



The six steps written large on posters or large pieces of paper.

Continued

- 4 Think of other possible decisions
 - 5 Make a decision
 - 6 Think about the results
5. Post the six step posters around the room. Ask the girls how these steps can help them make decisions. Try the technique out on this simple story.
 - You have a big test in English tomorrow. You will need to study tonight for it. Your best friend has asked you to go to the mall with her tonight to help her find a new pair of shoes. She said her mother could pick you up at 7 PM and you would be home by 8:30 PM. Use the decision making steps to decide to go or not to go to the mall.
 - Talk about how using the six steps helped.

 6. Divide the girls into groups of 3 or 4. Ask each group to read the comic on pages 14-15 of the *In the Zone* book. They should follow the instructions on top of page 14 about marking the frames where important decisions are being made. Remind the girls to keep the six steps in mind.
 - Ask each group to answer the question "If you were Njeri, what would you do?"
 - Ask each group to share their answers and talk about why they decided what they did.
 - Ask each group to write their own ending to the cartoon: "The next day after school" --what happens to Njeri and Danielle? The groups need to share their endings. You can suggest that they draw their cartoon ending on a big piece of paper for all to see or they can act out their ending.

 7. Have each group share their ending.
 - Use the questions on pages 16-17 to guide the group discussion about the decision and the drug that Danielle used.

 8. If there is time have the girls start to write their own cartoon about a difficult decision. They can either make something up or use something that they have had to make a decision about.

 9. Share the rest of the Anti-Drug stories.

Ask each of the girls to bring in one of their favorite magazines and a favorite magazine of their parents. They should be old ones so that they can be torn apart.

Session 4: Advertisements

Getting Started:

During this session the girls will be making posters with a drug-free message. Get permission for the posters to be displayed at school and/or in the meeting place or local grocery store, library or other community business.



Large pieces of paper and markers and crayons enough for the number of groups of 3 or 4 you have.

Blank paper, pencils, markers and crayons.

Materials Needed:

Bring extra old magazines and newspapers for the advertisements exercise. Scissors for each girl
Glue (glue sticks to share)
Poster board

Continued

The REAL DEAL reporters will report at the start of the session on Alcohol. You will need to review the "About Alcohol" section of the Leaders' Guide pages 18-19 so that you can share additional information or answer girls' questions.

You will need to do a brief introduction about advertisements and how they try to convince you to buy their products. The information in the girls' *In the Zone* book on page 18 at the top will make a good introduction.

Activity:

1. The REAL DEAL Reporters will share the facts about Alcohol.
2. Ask the girls to look through the magazines they brought and cut out or tear out all the advertisements that encourage people to smoke or drink.
3. Divide the girls into groups of 3 or 4. Ask them to use the ads they found and brainstorm reasons why the ad doesn't show the truth. For example, the smoker may look beautiful, but smoking actually makes your face show wrinkles much faster than it would if you did not smoke. The girls can use their *In the Zone* books to help them remember the facts about tobacco and alcohol.
4. Have the groups share what they found out about their ads.
5. Now ask the girls to go back through the magazines to find all the ads that encourage people not to use tobacco or drugs. With the ads the girls have collected ask them to make a poster with a drug-free message. The posters will be posted in the community. Share with the girls where you have received permission to post them.
6. In preparation for next session's music extravaganza ask the girls to list their favorite songs that are about living a positive, drug-free lifestyle. Post the list for all to see. Ask the girls to bring CD's or tapes of these songs for the next session. You can share that next session you will be listening to songs and writing your own anti-drug song.
7. Close the session with the sharing of the posters.

Ask the girls to watch three of their favorite TV shows or movies. Count how many references are made to teenagers using drugs, alcohol or tobacco. Make a note if the show is promoting a drug-free message or making these substances look "cool." Report back to the group at the next session.

Between Session 4 and 5 the leader will need to make sure that the drug-free message posters get placed in the school, meeting place, library or local business.

REAL DEAL Reporters' poster on Alcohol.

Put up the REAL DEAL Reporters' posters on Alcohol and Tobacco.

Large paper and a marker

Continued

Session 5: Give Me a Beat!

Getting Started

This session will be loud and full of music. You want the girls to listen to the messages of the different songs they have brought to share. You also want the girls to talk about the positive messages the songs bring. If someone brings a song that is not appropriate you will need to be ready to talk about it and why it is not what the activity calls for and why the message is not positive.

The REAL DEAL Reporters for Marijuana will open the meeting. You need to read pages 26 and 27 of the Leaders' Guide to gain additional information about Marijuana so that you can give the girls additional information and answer questions they may have.

Activities:

1. REAL DEAL reporters for Marijuana will share the facts.
2. Have the girls share what they found out watching their three favorite TV programs. Make a list on paper of the shows that promote a drug-free message. Tell the girls next week you will bring paper and the name of the producers/network so they can write letters congratulating them on the positive messages they are showing.
3. Set up the CD and tape player for the music extravaganza. Each girl will have a chance to share the song that she brought. After each song have the girls talk about these things:
 - Why do you like this song?
 - What is its positive message?
4. After listening to all the songs divide the girls into groups of 2 or 3 and have them write their own anti-drug song. Choose a "cool beat" or the music to a song they like and write a song highlighting why living drug free is the way to be.
5. If there are girls who do not want to write a song, challenge them to write a 30 to 60 second radio commercial that discourages kids from using drugs.
6. Share the songs and commercials.
7. Sharing what the girls learn in these sessions will be one of the last sessions. Ask the girls how they might like to share the living drug-free information they have learned.
 - Do they want to work on their songs and add dance and background music?
 - Do they want to record their radio commercials to share with a local station or the school?
 - Do they want to make more posters to put up around in the community?

Materials Needed:

Tape player, CD player, extension cord, CDs or tapes with songs that are about living a positive drug-free life.

It would be great for this session if you had a CD or tape player with a microphone.

REAL DEAL Reporters' posters on Marijuana

Large paper and marker

Paper and pencils



Continued

- Do they want to create a skit or presentation for younger children?
- 8. Record the decision of the group. At session 7 the group will prepare what they are going to share.
- 9. Close with one of the favorite positive message songs.

Before section 6 you will need to find the addresses for the major TV networks. The easiest way to do this is on the internet. If the facility where your group meets has a computer with internet access that you and the girls can use, the notes to the networks can be sent by email. If you are going to use this method you will need to look at each of the network sites to determine how to contact the network by email so that when the girls begin using the computer for this you can guide them.

Session 6: Friends

Getting Started

The REAL DEAL Reporters will share facts about Hallucinogens. You should read page 23 in the Leaders' Guide so that you have information to support the REAL DEAL reporters and so that you can answer questions.

This session is about friendship, how to deal with peer pressure and how to make positive choices.

As the girls come into the session ask one of the girls to lie down on the big piece of paper and have another girl draw around her so you have the outline of a person. Title the paper 'What is a Friend?' Put the paper up on the wall.

Activities:

1. The REAL DEAL Reporters will report on Hallucinogens sharing the facts with the group. Encourage questions and discussion.
2. Using the 'What is a Friend' drawing ask the girls to brainstorm all the characteristics of a friend. Write them on the outline of the "friend" on the wall.
3. Remind the girls that if the 'r' is dropped out of friend—the 'R' for Respect, Real, Relate, and Rescue—you get fiend (an evil monster). Ask them if they are a friend or a fiend? Use the "What Kind of a Friend Are You?" quiz on page 67 of the Junior Girl Scout Handbook. You can read the questions and answer choices to the girls and have them record their answers on a scrap piece of paper. Use this quiz as a place to start talking about what it means



Materials Needed:

REAL DEAL Reporters' posters about Hallucinogens.

A piece of paper large enough for one of the girls to lie down on and trace the outline of her body. A roll of brown paper or sheets of newsprint taped together will work.

Junior Girl Scout Handbook

Scrap paper and pencils

Continued

to be a friend.

4. Show the girls the B.F.F. (Best Friends Forever) quiz on pages 22 and 23 of the *In the Zone* book. Ask them to take this quiz with their best friend. This is something that they can do at home. Everyone may not have a 'best friend' in the group.
5. Ask Dr. M on pages 24 and 24 of the *In the Zone* book provides the material for the next activity. Divide the girls into three groups. Have each group take one of the Ask Dr M situations. Read the situation and answer it (before they read the answers in the book) as if they were Dr M or her daughter Liz. Have the girls compare their answers to Dr M and Liz. What was the same? What was different? Why?
6. Have each group share their situation and the answers from the group and from Dr M and Liz.

Help guide the discussion so that each girl has a chance to share her thoughts and opinions. Help the girls relate their advice and answers to what they have learned so far In the Zone.

7. Remind the girls that at the last session they talked about the TV shows they had watched and which ones gave a positive message about living drug free. To end this session you will each be writing a note to the producer/network of those TV shows complementing them on producing a show with a positive message. Help the girls compose the messages they want to send. Have them read each others' messages to make sure they make sense, say what the writer intended and that the words are spelled correctly. Finally write the messages on notepaper or in email and send to the networks.
8. At the last session the group talked about how they wanted to share what they have learned. Next session will be spent putting together what the necessary props to use for the group to share their knowledge. Review the decision and talk about who will be bringing what materials to help put together the sharing. Talk to the group about where they want to share their knowledge. Tell them you will make the arrangements based on their decision.
9. Closing: Ask each girl to share one of her 'Anti-Drugs' with the group.

Before the next session you will need to make arrangements for the group to share their knowledge. How and where this is done will depend on how the group has decided to share. If it is appropriate you may want to ask parents to attend the last 15 minutes of this session to see the "dress rehearsal" of the girls' presentation. (Remember the presentation may be posters, a skit, a song, a dance, etc.)

Note paper, envelopes, pens and the addresses of the TV show producers/network OR if your location has access to a computer the girls with your help can email their messages to the network. If you are going to use this method check out each network website before the session so that you can help the girls navigate to the place where they can email their comments.

Notes from Session 5 about how the group wants to share their knowledge.



Continued

Session 7: Getting Ready to Share

During this session the girls will be preparing what they are going to share and how they are going to share it. You will need the appropriate supplies to make this happen.

You will need to read the Leader's Guide information 'About Cocaine and Crack' on page 20 and 'About Methamphetamine' on page 28. These are stimulants and you will need this information to supplement the information the REAL DEAL Reporters share with the girls.

Activities:

1. REAL DEAL Reporters share the information on Stimulants. Encourage questions and discussion.
2. Organize the girls to create their presentation of their knowledge and message about being positive and living drug free. Share with the girls where and when they will be doing their presentation.
3. Practice.
4. Have a "dress rehearsal" as the closing for the meeting.

If this is the last session then the girls should be presented with the In the Zone patches and High on Life Junior Girl Scout badge. Both they have earned by completing the activities in these 8 sessions. If there is to be one more session to make the presentation to another group then the awards can be presented then.

Materials Needed

REAL DEAL Reporters' posters on Stimulants.

In the Zone patches and Junior GS badge High on Life enough for each participant.



PROGRAM LIFESAVERS EVALUATION

(Must be completed by adult responsible for implementing the Program Lifesaver.)

Name: _____

Day phone: (____) _____ Evening phone: (____) _____

Email address: _____

Name of group: _____ Troop/Group number: _____ Service unit: _____

Dates used: ___/___/___ to ___/___/___ Place used: _____

Name of Program Lifesaver used: _____

Number of participants by program level:

_____ Daisy _____ Brownie _____ Junior _____ Cadette _____ Senior _____ Adult

Was this Program Lifesaver easy to use? _____ Yes _____ No Explain:

Was it appropriate for your group's age level? _____ Yes _____ No Explain:

Did the activity sessions take the amount of time indicated? _____ Yes _____ No Explain:

Would you recommend this Program Lifesaver to others? _____ Yes _____ No Explain:

What activities did the girls like best?

Girl comments about the program:

Adult comments about the program:

Please complete & return this form to:

Girl Scouts of Virginia Skyline Council, 3663 Peters Creek Road, NW, Roanoke, VA 24019