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**Girl Scouts®**  
Where Girls Grow Strong<sup>SM</sup>

# *In The Zone Living Drug Free*

*for girls Ages 11-14*





## ***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 6 to 9 or the Cadette Girl Scout program level. The entire *In the Zone: Living Drug Free* program requires seven one-hour sessions to complete. Each participant will need a copy of the *In the Zone: Living Drug Free* book for Girls 11-14 and *Girl Power: Keep It Going*. These materials are available from the Skyline Shop in Roanoke or Charlottesville.

**Session 1:** All About You: In this session the girls spend time getting to know themselves better and getting the facts about drugs, alcohol and tobacco.

**Session 2:** Drugs: Why Try Them? This session deals with situations from teens about drug, alcohol and tobacco use and the facts and skills needed to solve them.

**Session 3:** Friends Communicate: In this session girls deal with the issues that arise between friends and the communications skills necessary to be a good friend.

**Session 4:** What You See Isn't What You Get: At this session girls look at the print media and the messages that are being given about alcohol and tobacco use.

**Session 5:** Stress Less: This session helps the girls identify stressors in their lives and how to deal with them.

**Session 6:** You Can Say NO! and What Would You Do? The girls learn the techniques and the language to say no in situations that are typical for teens.

**Session 7:** Celebrate Success: The girls will make a plan for their Anti-Drug and celebrate what they have learned in the previous sessions.

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

### **Health Education Standards of Learning**

- 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.
  - a) Refusal strategies related to alcohol, tobacco, and other drugs.
  
- 7.1 The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include
  - b) Recognition of harmful and risky behaviors
  - c) The benefits of stress management
  
- 7.2 The student will describe and exhibit the behaviors associated with a physically active and healthy lifestyle. Key concepts/skills include:
  - c) Strategies for avoiding drugs, alcohol, tobacco, and inhalants
  
- 9.1 The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and well-being. Key concepts/skills include:
  - c) Application of personal standards regarding the use of alcohol, tobacco, and other controlled substances.
  - g) Utilization of a personal system for coping with distress and stress

## In The Zone for Girls Ages 11 - 14

Purchase the *In The Zone: Living Drug Free* for 11-14 year olds from the Skyline Shop in Roanoke or Charlottesville.

### **Session 1: All About You**

#### Getting started:

The setting for *In the Zone* for 11 to 14 year-olds should be informal and flexible. The curriculum is designed so that the girls have opportunities for discussion, sharing and exploration of new ideas and information. The role of the adult is to facilitate this process, guide the sessions and to give information.

At the end of the 7<sup>th</sup> session you will be presenting the girls with their *In the Zone* patches. These patches need to be ordered from the Girl Scout Shop. You can order the patches with the *In the Zone* books for the participants.

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 you, your friends, your passions and getting the facts about drugs.

As an introduction to this activity you need to set the stage. You are Stevina Dealburg the famous Hollywood producer. You may want to bring a microphone or something to symbolize a microphone to use for interviews.

#### Activities:

1. Using the All About YOU questions on page 2 and 3 of the *In the Zone* book ask the girls to take a few minutes for complete those questions.
  - Stevina Dealburg is going to come to the meeting to interview everyone. (You can be Stevina or you can get the girls to take turns interviewing each other.)
  - You will want to have Stevina alternate questions and alternate girls to interview. It is important to keep the interviews moving and keep everyone involved.
  - Give the girls a chance to share the similarities and differences of their answers.
  - On a large piece of paper record everyone's three favorite activities. This can be used as a jumping off point for planning things to do later.

#### **Materials Needed:**

*In the Zone: Living Drug Free* book for each girl.

*Girl Power! Keep It Going* book for each girl.

Microphone or simulated microphone

Large piece of paper or newsprint and markers.  
Masking tape

#### **Materials Needed:**

*In the Zone* books.

A poster or large piece of paper with the GET THE FACTS topics listed

Two or three copies of each of the Fact Sheets from the Leaders' Guide about each of the drugs.

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2. Role Models: Use the information in Girl Power Page 3 to have the girls share what it is about their role models inspires them. Have them record the information and then share.

- Ask the girls how they if they want to be more like their role models. How do they want to do that? Ask them to try to exhibit on characteristic of their role model this week.

3. *In the Zone* is about learning to live drug free. We all need to GET THE FACTS. Acknowledge the fact that the girls' have studied this in school and they will have a chance to use their knowledge in the GET THE FACTS sections of the sessions. In order to do that we are going to spend a little time at each session GETTING THE FACTS about the drugs on this list. There are resources available here and in teams of two you will be getting the facts about specific drugs to share with the others in our group.

- Ask the girls to get into groups of two. If they are having difficulty deciding divide them by some random method like drawing numbers or counting off. Ask each group of two to choose one of the topics on the list and go to the list and sign their names. If more than one group wants a topic help them decide in a fair way which group gets it.
- Give the appropriate fact sheets to each group. They can take a few minutes to read them. The girls can supplement this material with material they have learned in school. Tell the girls next week you will have supplies for them to use to put what they think are the most important facts about their topic on posters to share with the rest of the group. Each session will have a GET THE FACTS section where there will be a chance to share facts about drugs.

GET THE FACTS topics:

- X Alcohol
- X Tobacco
- X Cocaine and Crack
- X Club Drugs
- X Hallucinogens
- X Heroin
- X Inhalants
- X Marijuana
- X Stimulants-Methamphetamine, Methcathinone, Ritalin
- X Tranquilizers
- X Steroids

4. Close the session with the girls sharing one of the things



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they do really well.

## **Session 2: Drugs: Why Try Them?**

### Getting Started:

Review Drugs: Why Try Them? On pages 5-9 of the girls' *In the Zone* book.

### Activities:

1. Divide into the GET THE FACTS groups. Give the girls the supplies to make GET THE FACTS posters about the drug that their group has chosen. Make sure each group has the copy for the fact sheet from the Leaders' Guide for their drug. Give the groups about 20 minutes to complete their posters. The posters should present the facts that the girls think are the most important facts about their drug.
  - To finish this activity ask the girls which two drugs from the list do they want to GET THE FACTS about.
  - Ask those two groups to share their posters and the facts about the drug. Be prepared to answer questions based on the fact sheets in the Leaders' Guide.

*It is a good idea for you to take the GET THE FACTS posters home and bring them to the next session if they cannot be stored at the meeting location.*

2. What do You Think? Talk It Over. Divide the girls into small groups. Ask each group to read one of the stories on pages 5-9 of the girls' *In the Zone* book. Ask them to write down what they think of the reason that their person gave for choosing drugs.
  - How did the group's reason compare to the FACTS that were given?
  - *What do the girls think it would take to change the behaviors of the girls in the stories to healthy choices?*
3. *Have the girls briefly share what they have discussed.*
4. Closing: Ask the girls to share one of their favorite activities.
5. Share with the girls that these can be their "Anti-Drugs".

### **Materials Needed:**

A piece of poster board for each GET THE FACTS group, construction paper in bright colors.  
Scissors, glue  
Markers and/or crayons

Copies of the fact sheets from the Leaders' Guide



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### **Session 3: Friends Communicate**

#### Getting Started:

Two more of the GET THE FACTS groups will share at the beginning of this session. Ask the girls which two drugs they would like to review next.

You will need to review the “Getting Along with Friends and Family” in the Girl Power book. (Pages 16-23)

#### Activities:

1. Best Friends. Have the girls brainstorm a list of the characteristics of a best friend.
  - Here is something to share with the girls: *In a healthy friendship, both people give and take equally—the friendship is not one-sided. If things always went right in the world, all of our friendships would be balanced and there would never be a need to confront or cope with a changing relationship. But that isn't always the case. Relationships with friends are often like the waves of the ocean: they push forward, they pull back, they shift, they swirl, and sometimes they even crash. (Page 77 Cadette Girl Scout Handbook)*
2. Divide the girls into groups of 2. Ask them to prepare a short skit acting out the story they have been given. This will be the basis for discussion.
  - After each skit ask the girls to give advice to the two friends. How would they talk to their best friend if this happened to them? Share the comments about each story.

*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.*

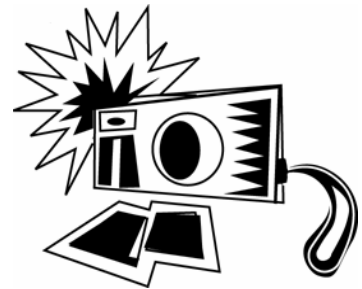
#### Materials Needed:

GET THE FACTS posters

*In the Zone* and *Girl Power* books

Large piece of paper of newsprint  
Magic marker  
Masking tape

Cadette Girl Scout Handbook—one copy for each group OR copies of the Friendship Stories in this curriculum.



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## Session 4: What You See is Not What You Get.

### Getting Started:

During this session the girls will be making posters with a drug-free message.

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 pages 13 and 14 makes good points to use in the introduction.

### Activity:

1. Two more GET THE FACTS groups will share. Ask the girls to decide which two. Be prepared for questions. Use the Leaders' Guide for additional facts.
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. Close the session with the sharing of the posters. Ask the girls if they would like to share their posters with the community. Find out where they think they should be posted. Get one or two of the girls to volunteer to contact the owner/administrator of the place they would like to put the posters. They will report to the group at the next session about the arrangements for putting up the posters.
6. Share with the girls that the next session will be all about stress and stress busters. They need to wear comfortable clothes to the session so that they can participate fully.

### Materials Needed:

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

GET THE FACTS posters

Put up the GET THE FACTS posters on Alcohol and Tobacco.



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## **Session 5: Stress Less for Success**

### Getting Started:

You need to be prepared to help the girls talk about stress and what things in their lives cause stress. It will be helpful to review the following resources: *In the Zone* page 18 "Taking Care of You", *Girl Power* pages 10 and 11 "Stressed Out" and the *Cadette Girl Scout Handbook* pages 88-90 "Life Success Skills #2: Handling Stress." A copy of the Teenage Stress Scale is included in this outline. It can be used as a discussion starter.

### Activities:

1. Two more GET THE FACTS groups will share. Ask the girls to decide which two. Be prepared for questions. Use the Leaders' Guide for additional facts.
2. Divide the paper into two columns. On the left side, write down what the girls say are the specific things that stress them out. On the right side, write down what they say is the specific result or action they take because of the stressful event (either emotionally or physically). If you choose to use the "Teenage Stress Scale" this would be the place to use it. It may help the girls think of other things that cause them stress.
3. Divide the group into groups of 5. Give each group 3 or 4 of the following questions to discuss.
  - What are the activities and pressures that give you the most stress and why?
  - How do you act when you are stressed, and who do you usually take it out on?
  - How can stress be a positive thing?
  - What can happen to people who never take stress seriously?
  - What steps can you take to avoid being stressed?
  - How can you relax in the middle of a stressful time?
  - How can your long-term outlook on life help you deal with stress?Ask each group to share a summary of their discussion.
4. There are specific activities that help you cope with stress. Let's take 10 minutes to try one. Relaxation can help you reduce feelings of stress. Sit or lie down in a quiet comfortable place. Close your eyes. Relax all your muscles, breathe slowly, and repeat the word "one" each time you exhale. Using a word helps to erase other thoughts. Continue this exercise of focusing on each exhalation for 10 to 15 minutes. Slowly open your eyes. How do you feel? Find time to do this exercise once a

### Materials Needed:

*In the Zone*, *Girl Power* and the *Cadette Girl Scout Handbook*

GET THE FACTS posters.

Large piece of paper and marker



**Continued**

day.

5. Doing things that make you feel good about yourself can help you cope with stress. Ask the girls to make a list of five things that they can do well and five things they really like about themselves. Positive self-messages are important. Have the girls share at least one of each of their 5 things.

*In an activity like this where the girls are sharing personal information it is important to give them the opportunity to “pass” not say anything if they wish. This option is without penalty and should happen with out comment or put-down.*

5. How does stress reduction relate to whether a person abuses drugs or not?

### **Session 6: What Would You Do? And You Can Say NO!**

#### Getting Started:

At this session the last three GET THE FACTS groups will share the facts about their drugs. Review the facts in the Leaders' Guide. Be prepared for discussion and questions. Read Ana's Story on page 22 in the girls' book. Review the suggestions for handling this situation. While discussing this situation the girls may share situations that they have been involved in. Be prepared to listen and guide the discussion so that the girls have a chance to help each other.

#### Activities:

1. The last 3 GET THE FACTS groups will share at this session. Be prepared for questions. Use the Leaders' Guide for additional facts. Remind the girls that at the beginning of the next session they will take the Get the Facts quiz in their books. The quiz is 10 true and false questions to see how many of the facts they remember.
2. Have the girls read Ana's Story on page 22 of the girls' *In the Zone* book. Have the girls share with each other what they would do if Ana were their friend. Check out the responses from other teens.
3. Trusted adults are important to solving problems like Ana's. Have the girls think about the adults in their lives that they trust. The girls need to be reminded that a trusted adult can help with advice for situations that may be too big for them to handle. They should not think that they are betraying a friend—they could be saving a life.



#### **Materials Needed:**

*In the Zone* books

GET THE FACTS posters



**Continued**

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*.

4. Act it out. Ask the girls to read You can say NO on page 20 of the girls *In the Zone* book. Using the situations on page 24 of the girls *In the Zone* book have the girls practice saying no. Divide the girls into groups of two. Each group will take a different situation and act it out. This gives the girls a chance to say NO in their own way. Ask the girls to share any other situations that they have been involved in or heard about where they had to turn down the offer of illicit drugs, alcohol and cigarettes.
5. Planning for next sessions' celebration. Ask the girls what they would like to have as a snack for their celebration. Make plans for who will bring what.
6. Close with the girls sharing one positive statement about their partner for the role-playing above.

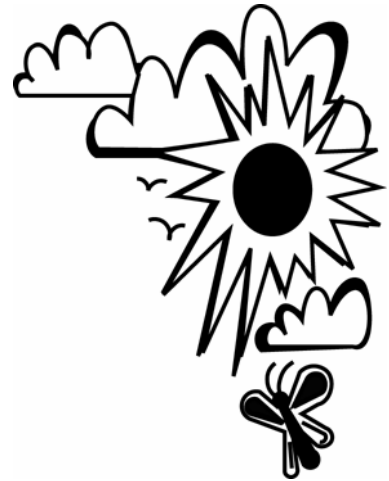
### **Session 7: Celebrate Success**

#### Getting Started:

The first activity in this session is the Get the Facts Quiz. You may want to have the girls review each of the GET THE FACTS posters.

The final part of this session will be the celebration of completion and success. The girls will receive their *In the Zone* patches. These are ordered from the Girl Scout Shop in Salem.

1. Open with the Get the Facts Quiz on page 10 of the girls' *In the Zone* Book. Check the answers and celebrate success. Review the answers to the questions that were answered wrong.
2. Do Your Zone. What is Your Anti-Drug? Talk about the definition that is in the Leaders' Guide on page 3. Ask them to brainstorm a list of their Anti-Drugs. Talk about why it is important to have positive things in your life that you like to do and that make you happy. Using the Do Your Zone chart in the girls' *In the Zone* Book on page 19 have the girls choose a month to write in their Anti-Drug for each day. The month they choose is a month that will be dedicated to finding out more about themselves and keeping their attitude positive and upbeat.
3. Have the celebration that the girls have planned. Present the *In the Zone* patches.



#### **Materials Needed:**

All the get the facts posters.

*In the Zone* patches  
(purchase from the Skyline Shop in Roanoke or Charlottesville)

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***The Selfish Friend***

“My best friend and I make plans to go somewhere or do something together, but if a boy asks her out on a date, she always cancels her plans with me. This has happened many times. She always puts boys ahead of our friendship.”

Your Advice: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Comments:* This is an easy way to lose the trust of a good friend. Friends should be able to depend on each other. The message this person has given her friend is that she places more importance on her relationship with her boyfriend. Many adult women say that the friendships they formed with girls during high school have lasted into their adult years, yet they can't even remember some of the boys they were once interested in.

***The Clinging Friend***

“I like my friend very much, but since we've started a new school, she hangs around me all the time. She won't give me a chance to make any new friends. She monopolizes my time. If I tell her I'd like to spend some time with someone else, she acts hurt.”

Your Advice: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Comments:* The clinging friend has not had an easy adjustment to her new school. She finds it difficult to take the initiative and form new relationships. Listening to each other is a good way to begin to face the real issues here.

***The Jealous Friend***

“I have a friend who has helped me in many situations. But recently she's been talking about me behind my back. I just got the clarinet solo part in the spring concert, and she's been telling everyone that I didn't deserve it, that the teacher gave it to me instead of her because I tutor the teacher's son after school.”

Your Advice: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Comments:* This person should talk to her friend directly to make sure that what she heard is accurate. It also sounds as if the friend may be angry, perhaps over something that has nothing to do with the clarinet solo. She should get her “jealous” friend to speak openly to her about her true feelings. This situation calls for honest communication.

***The “Boy” Friend***

“There’s this boy in my Spanish class. We’re both interested in old cars. His father just purchased a 1965 Mustang, and he wants me to help him work on it. He’s really cool and we like each other as friends, nothing more. But everybody keeps telling me that boys and girls can’t just be friends without it turning into something more.”

Your Advice: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Comments:* Many people cannot imagine boys and girls establishing friendships without some underlying romance creeping in. These people have been proven wrong quite often. Girls and boys can form close, long lasting friendships, and often they are based on mutual interests.

***The Friend of a Different Race***

“My best friend is white. We’ve been friends for five years. Now people are telling me that since we are both older, it is normal for us to grow apart and spend more time with people of our own race. So far, we have not grown apart.”

Your Advice: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Comments:* These friends may never grow apart unless they allow themselves to be influenced by other people’s negative, racist comments. True friendship has no color boundaries.

**Friendship Stories for Session 3**

**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*