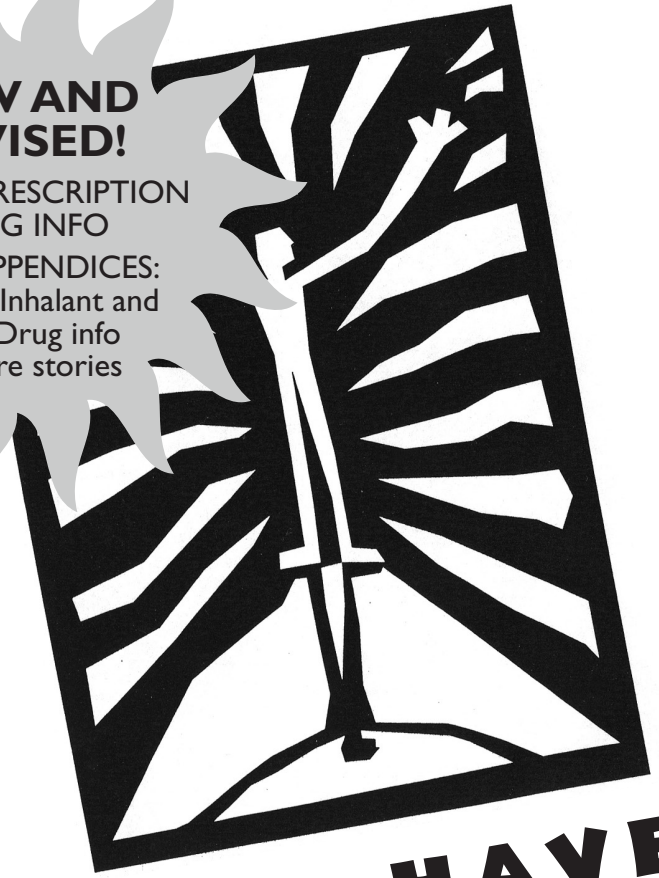
NEW AND REVISED!

ADDED PRESCRIPTION DRUG INFO

NEW APPENDICES:
A. Meth, Inhalant and Club Drug info
B. More stories



YOU HAVE THE POWER TO CREATE YOUR LIFE!

Storytelling POWER BOOK

SUBSTANCE ABUSE PREVENTION

- KNOWLEDGE POWER
- SKILL POWER
- PERSONAL POWER
- CHARACTER POWER
- CULTURE POWER
- FUTURE POWER

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Revised 2nd Edition, 2014

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To the young people of many colors in North America with great hopes for your health and bright future.

Storytelling Power Book

Substance Abuse Prevention

Annabelle Nelson

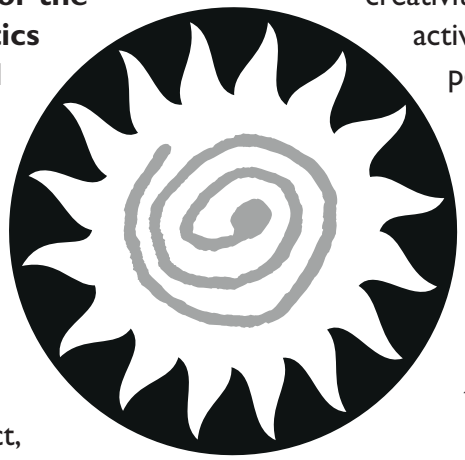


The Wheel Council
Prescott, Arizona

DEAR GROUP LEADERS, YOUTH WORKERS, PARENTS OR TEACHERS,

This curriculum is a comprehensive, tested set of activities to prevent substance abuse, addiction and resulting self-destructive behaviors. Through these activities, young people can gain knowledge, skills, choose role models, learn the powerful lessons in stories, create symbols of strength for themselves, affirm their culture and family, choose healthy character traits, and set goals for the future.

The activities help youth build the protective factors of healthy self-concept, sense of humor, hope for the future, problem-solving skills and delaying tactics to withstand pressure from peers to use and abuse substances, how to create natural highs, and how to strengthen cultural affirmation and pride. These factors surround youth with the protection necessary to withstand the risks all around them. The activities help youth form an inner sense of power to motivate them toward health and success, regardless of the messages they receive of inadequacy and failure.



THE ACTIVITIES WORK! In a pilot project, young people who used the curriculum used fewer drugs, and increased self concept and problem-solving skills.

This book has 26 lessons which can be used across 26 days. There is a cover sheet on each lesson to explain the objective (What?), the activity (How?), and the materials needed for each lesson. Be creative and expand on the activities as you'd like. Bring in the young peoples' own culture with community storytellers, dance groups, and parents to demonstrate cooking and crafts. Use the WHEEL Council's companion video tape Stories Teach—Stories Heal to add the visual mode.

The art work is very important to the activity since it taps the creativity of the mind to express emotions. Use music during activities. Give people lots of colorful markers. Encourage people to draw whatever comes! It's not an art lesson. After people draw or complete a lesson use a "go-around" to share drawings or ideas. Everyone sits in a circle. Each person has a chance to say their reaction to thoughts without being interrupted. The teacher or leader can start as a model, or the person sitting in the East can begin, moving around the circle in a clockwise motion. People can pass if they don't want to say anything.

Have fun with the activities! Call us at the WHEEL to share your successes. Tell us what works and what we need to change.

TABLE OF CONTENTS

KNOWLEDGE POWER

How your brain works Page 7
How to get natural highs Page 13
What is addiction? Page 17
What do drugs do to your brain and body? Page 21
Prescription Drugs Page 29
Substance Abuse Bingo Page 31

SKILL POWER

You always have options Page 39
You can always delay Page 45

PERSONAL POWER

Juan Bobo—Its okay to make mistakes Page 49
The Children—Respect keeps you healthy Page 53
What's your metaphor? Page 57
Buffalo Woman—Love will get you through Page 63
What is your symbol? Page 67
Shaman's Story—You can't keep a good person down Page 71
What's your story? Page 75

CHARACTER POWER

Sequoyah—Strength through adversity Page 79
Osceola—Strength through anger Page 83
Who do I want to be? What's my future? Page 87

CULTURE POWER

What is culture? Page 91
What is a subculture? Page 95
What is bicultural? Page 99
What is my cultural symbol? Page 103



FUTURE POWER

What is a role model? Page 107
Who is my role model? Page 115
Where am I going? Page 119

APPENDIX A

Meth, Inhalant, Club Drug Info & Activities Page 121

APPENDIX B

More Stories Page 138

Glossary Page 148



Knowledge Power

HOW YOUR BRAIN WORKS.

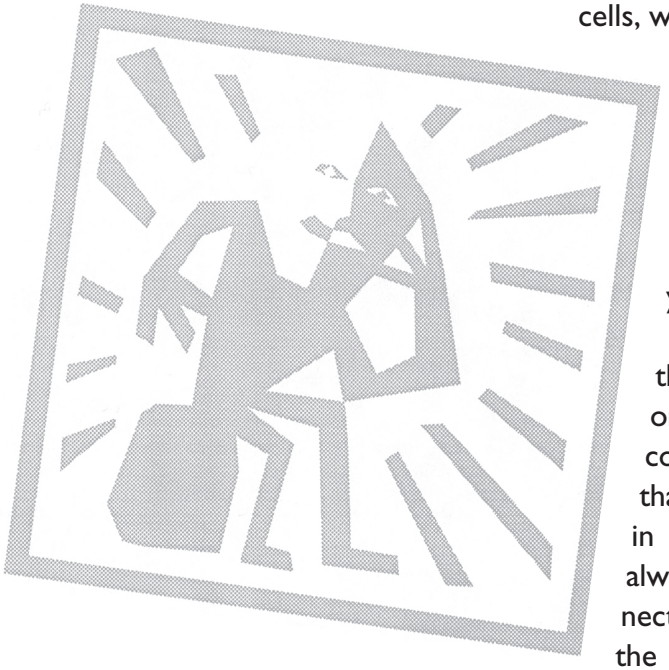
WHAT:
Learn the amazing potential of your brain.

HOW:
Read and color.

MATERIALS:
Colored pencils.

THE BRAIN

Your brain is an amazing organ. It is about the size of your two fists put together. It has billions of cells. Brain cells are called neurons. The way you think, and the way your body carries on its activities is by the "firing" of the space between two neurons. This space is called the synapse. Even though you have billions of brain cells, what is more important is the number of connections, or the number of synapses, that you have. The more connections you have, the more you can think and the more your body can do.

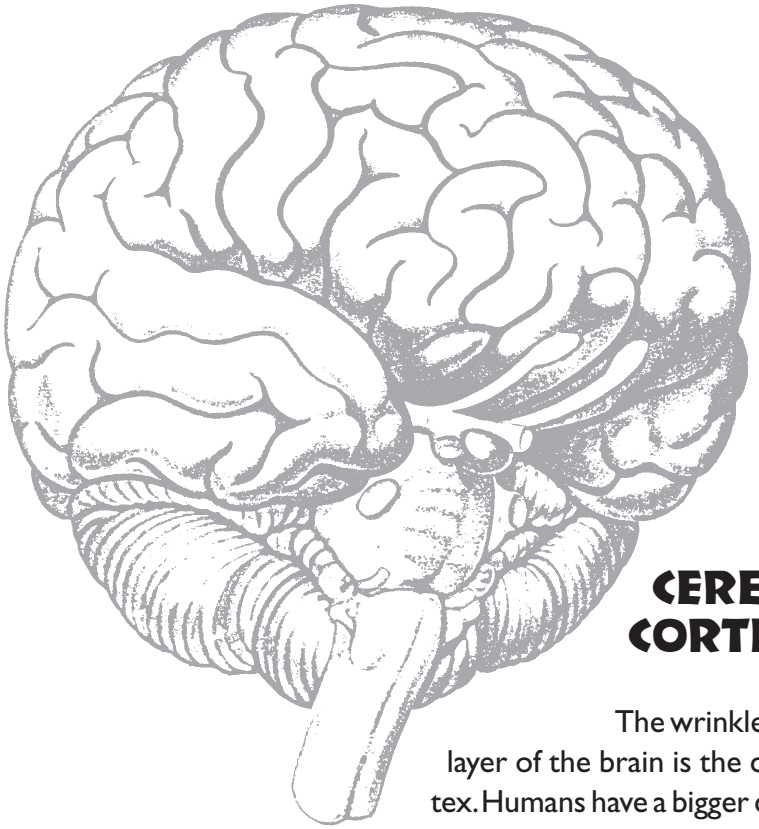


Some scientists say that humans have over one hundred trillion neural connections. This is more than there are known stars in the Universe. You can always grow new neural connections. The more you learn, the more connections you will grow. One brain scientist says, "Use it, or lose it," meaning if you don't continue to learn and be your best, you will lose neural connections and the capacity to learn. You have quite a gift right under your cranium. If you learn how to work with your brain you have a tremendous potential for learning, healing, and creating.

The next few pages are your coloring book to learn a little more about your brain. The reasons drugs work are that the brain already has chemicals, or neurotransmitters, that create states of happiness and well-being or euphoria. Drugs pretend to be your own brain chemicals. It is much better to learn to create "natural highs" without drugs, because then you will not damage your brain. All drugs in some way kill brain cells. So take the challenge and learn enough about your own brain so that you can create states of well-being or euphoria on your own. "Natural highs" are created by the release of neurotransmitters called endorphins. Endorphins are released by rhythmic, sustained activities like running, walking, dancing, drumming or singing.

THE CEREBRAL CORTEX OF THE BRAIN

View of the brain without the skull. Your brain is about the size of your two fists put together side by side.



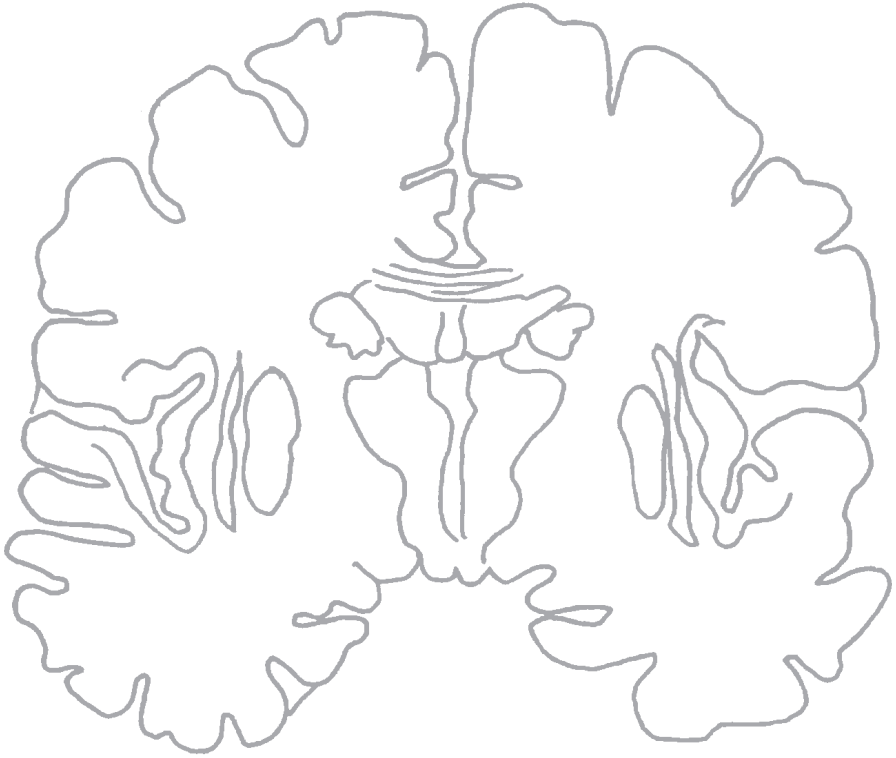
CEREBRAL CORTEX

The wrinkled gray outer layer of the brain is the cerebral cortex. Humans have a bigger cerebral cortex than other mammals proportionate to their body weight, except for whales. The frontal lobes of the cortex are where planning and organizing takes place. Are you good at planning and organizing? What is an activity you can do to "exercise" that part of the brain? When you use your brain often you can increase the connections between you brain cells. Your brain actually grows in size. How can you practice planning and organizing?

Color the front lobes a color that you like. Write down what you can do to "exercise" your brain (reading, writing a journal, making a list, etc.).

THE TWO HEMISPHERES OF THE CEREBRAL CORTEX

HORIZONTAL CROSS-SECTION OF BRAIN



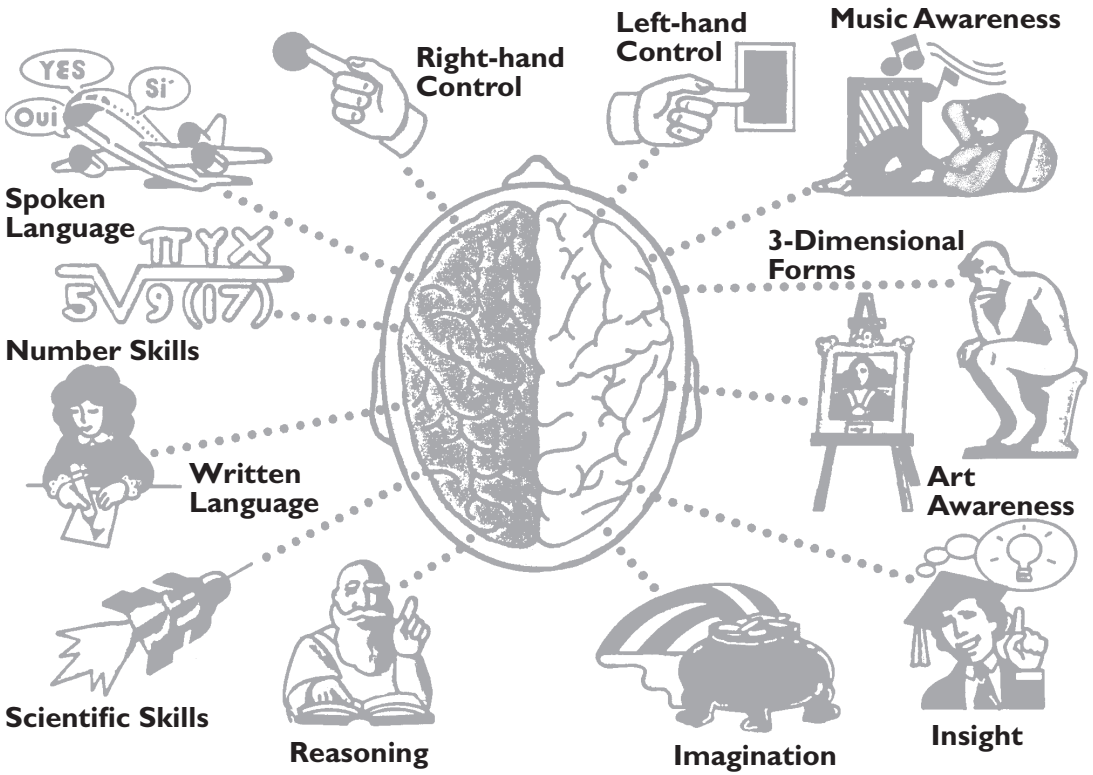
The cerebral cortex of the brain has two sections called hemispheres. Each hemisphere specializes in certain skills. See the right and left brain skills in this drawing. Which skills are you good at? Which would you like to improve?

Color the right hemisphere one color. Color the left hemisphere another color. Underline words that are your strengths, with one color. Underline words that you would like to work on another color.

LEFT BRAIN	RIGHT BRAIN
REASONING	MUSIC
SCIENTIFIC SKILLS	ART
LANGUAGE	FORMS
WRITING	INSIGHT
NUMBER SKILLS	IMAGINATION
CREATIVITY	MOVEMENT/SPORTS

WHAT PART OF THE BRAIN DOES WHAT?
RIGHT BRAIN - LEFT BRAIN SKILLS

LOOKING DOWN AT THE BRAIN



WHICH SIDE OF THE BRAIN IS A STRENGTH FOR YOU?

This is another way to look at the two hemisphere of the brain and the right brain and left brain skills.

Choose one skill that is a strength and one that is a weakness. Set goals for exercising your brain to improve the skill.

My Strength:_____

I will exercise my brain by: _____

_____

_____

My Weakness:_____

I will exercise my brain by: _____

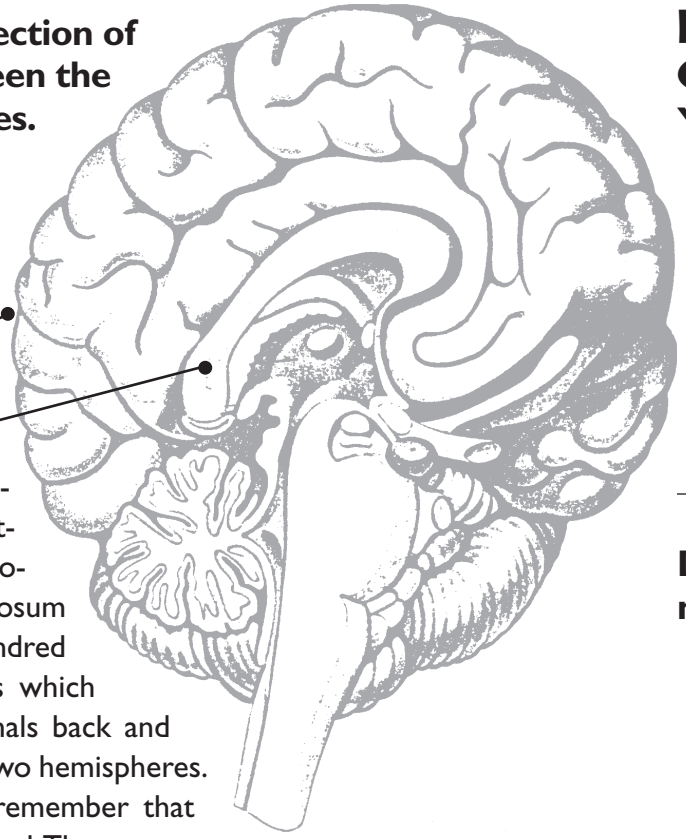
_____

_____

THE CONNECTION BETWEEN THE RIGHT BRAIN/LEFT BRAIN:

THE CORPUS CALLOSUM

Vertical cross section of the brain between the two hemispheres.



The two hemispheres are connected by the corpus callosum. The corpus callosum is a bundle of two hundred million nerve fibers which sends electrical signals back and forth between the two hemispheres. It is important to remember that you are whole brained. The corpus callosum is sending millions of messages back and forth all the time. You can improve all your thinking skills, both left brain **and** right brain skills.

Color the section of the brain called the corpus callosum.

INCREASE YOUR NEURAL CONNECTIONS

You can't grow more brain cells or neurons but you can increase the size of your brain by growing more neural connections!

YOU HAVE ONE TRILLION CONNECTIONS NOW.

Write out that number in the space below.

_____

Draw a picture of the synapses (the space between neurons) firing in your brain.

!What is ONE thing that you love to do that will exercise your brain and grow more connections?

_____



Knowledge Power

HOW TO GET NATURAL HIGHS.

WHAT:

Learn that you always have the capacity to feel elated and happy.

HOW:

Read and color.

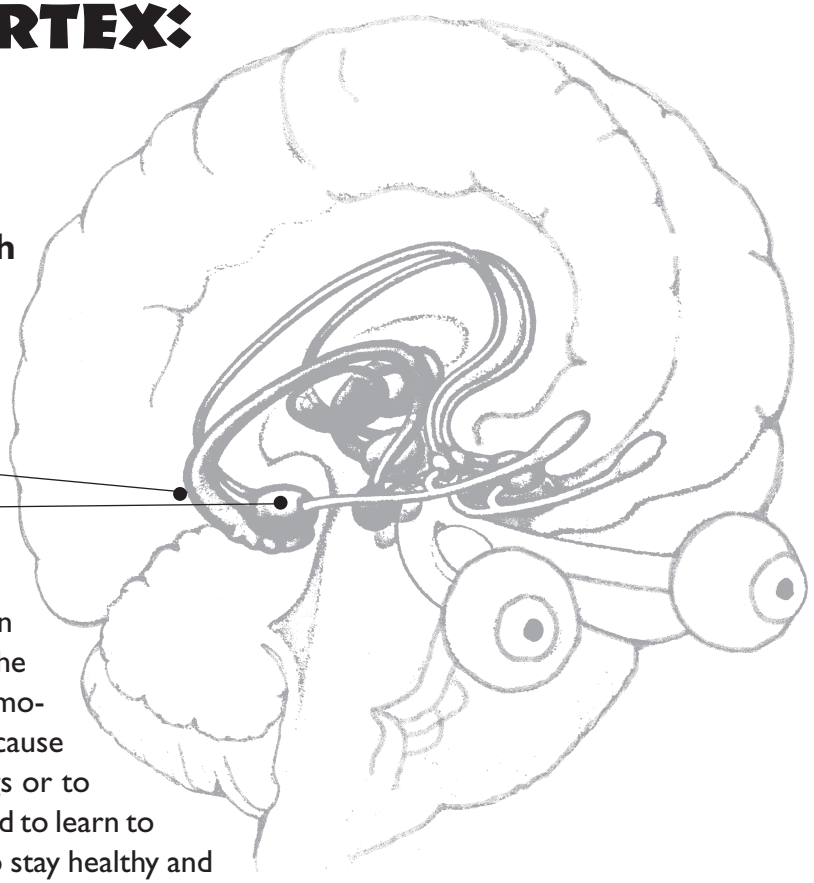
MATERIALS:

Colored pencils

UNDERNEATH THE CEREBRAL CORTEX: THE LIMBIC SYSTEM

View of what is underneath the cerebral cortex

The two parts of the limbic system are the hippocampus and the amygdala

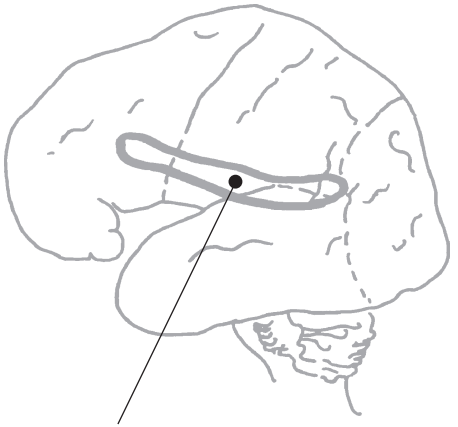


It is very important to learn about the limbic system since this is the part of the brain that deals with emotions. Most people abuse drugs because of emotional issues, to escape things or to be accepted by their friends. You need to learn to deal with your emotions in order to stay healthy and not abuse drugs. Drugs stimulate the limbic system and make you feel "high" or euphoric. The limbic system is part of the pleasure pathway in the brain. **But you DO NOT have to take drugs to stimulate the pleasure pathway to feel good. The limbic system likes rhythm. When you need to escape what you feel, do something rhythmic, like: drumming, walking, running, dancing, singing, hiking or playing sports.**

Color the limbic system a color that makes you feel happy.

THE PLEASURE PATHWAY

Side view of the cerebral cortex

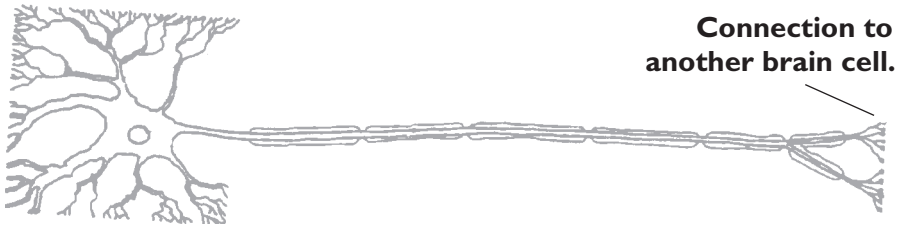


This is the pleasure pathway. The limbic system is right underneath this pathway.

Color the pleasure pathway your favorite color. Color the rest of the brain another color.

HOW CAN YOU STIMULATE THE PLEASURE PATHWAY?

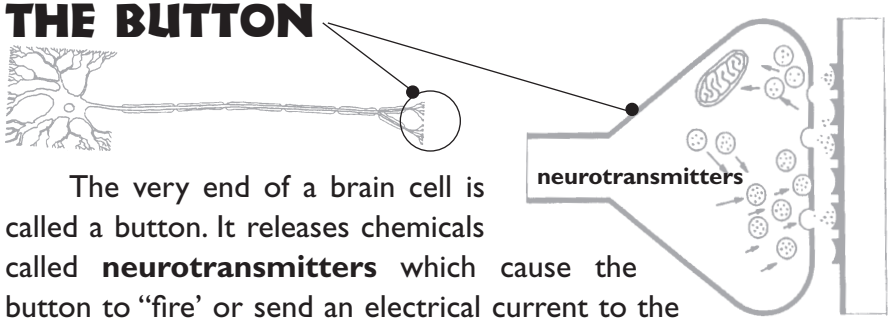
BRAIN CELLS - NEURONS
VIEW OF ONE NEURON



Both the cerebral cortex and the limbic system are made up of many, many cells. Your brain has over two billion cells called neurons. You can never grow more brain cells. All drugs kill brain cells, so you need to protect the brain cells you have.

Color the neuron beautiful colors. Your neurons make you think! Appreciate them.

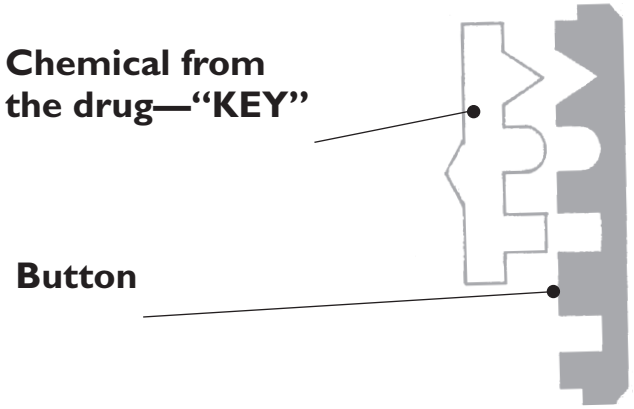
THE END OF A NEURON— THE BUTTON



The very end of a brain cell is called a button. It releases chemicals called **neurotransmitters** which cause the button to "fire' or send an electrical current to the button of another neuron. Endorphins are a natural neurotransmitter that create "natural highs". You can "exercise" your brain to manufacture endorphins. Endorphins are in the limbic system and make the pleasure pathway "fire". Remember, running, walking, dancing, hiking, playing sports, and singing create natural highs.

Color the neurotransmitter circles your favorite color.

DRUGS WORK LIKE NEUROTRANSMITTERS



Chemicals in drugs act like neurotransmitters. They act like a "key" opening the button of a neuron. If you use drugs to "unlock" your brain cells to create "highs", your brain will stop manufacturing its natural chemicals. Therefore when you don't use drugs you will be very depressed. It can take up to seven years to restore normal brain function after an addicted person stops using drugs.

Color the "key" (chemical from a drug) a color you dislike.



SCHEDULE AN ENDORPHIN ACTIVITY!

DANCING
DRUMMING
WALKING
RUNNING
PLAYING (RHYTHMICALLY)

When you feel sad or depressed, what can you do for a "natural high"?

_____

_____

Draw a picture of yourself releasing endorphins.



Knowledge Power

WHAT IS ADDICTION?

WHAT:

Learn how to recognize when people are in the danger zone with their substance abuse.

HOW:

Answer questions with a friend. Make a poster.

MATERIALS:

Pencil, poster board, magazines, paints.

ADDICTION



Addiction occurs when you can no longer control your use of a substance. You may not want to use it, but you will use it when it is around. You know you are having problems with a substance, if you cannot say no to a substance when you are next to it, or when somebody offers it to you. Many people that are abusing or addicted to drugs are in denial about it. They don't think that they have a problem, but they cannot prevent themselves from taking it. As a young person, you don't want to abuse substances that will result in your physical harm or your addiction to the substance. Addiction to substances makes you lose out on what you want to happen in life because the substance takes over and controls your life. All your time and energy go into getting the substance. Over time, addiction leads to physical problems and, in many cases, death. After people become addicted to a substance, they cannot even use a small quantity of the substance, because they cannot control how much they will use. When people stop using a drug to which they have been addicted, they are said to be in "recovery." When people are in recovery, they are not able to use any of the substance again.

Besides physical death, there is emotional, mental, and spiritual death. You lose your relationships with your family and loved ones. You often can't hold down a job. You can't realize your dreams. With addiction you die a slow death, inside and out.

Many young people think that they are strong and that they can play around with substances without getting hurt. But you never know when addiction starts. You cross a fine line. Sometimes you can never go back across that line. So be very careful with the precious gift of life that you have. You are unique and have gifts that other people need. You are the only one to give those gifts to others. With substance abuse and addiction, you lose everything that you might have wanted in life.

QUESTIONS

Do you know people who abused or were addicted to a substance?

_____

What were they addicted to?

_____

_____

What happened to their lives?

_____

_____

How would you define addiction?

_____

_____

RECOGNIZING ADDICTION
WHAT ARE THE SIGNS OF ADDICTION?

After each statement write ADDICTION or NO ADDICTION.

1. Before he hangs out with his friends, Antone says he's not going to smoke dope. But when he's with his friends and someone hands him a joint, he always takes it.

   _____

2. Jennifer decided to stop hanging out with her friends after school, because they wanted her to try cocaine.

   _____

3. Vincent's father has a drinking problem, but he says he can control it now and will only drink at parties.

   _____

4. Fred smokes pot every afternoon. He tells his friends he can't get addicted because pot is natural.

   _____

5. Sandra smoked pot for a while, about once a week, but she noticed that she had trouble doing her homework when she smoked. She hasn't smoked now for six months.

   _____

6. Jim Morrison of The Doors died of heart failure at 28 because of his excessive alcohol use.

   _____

SHORT ANSWERS:

7. What signs would you look for to determine if someone was abusing or addicted to drugs.

8. If someone starts drinking alcohol and that person's mood changes, do you think that person is alcoholic? Why or why not?

9. Some say that addiction means you are dependent on a drug. What does dependent mean to you?

10. What would you do if you notice a friend has signs of addiction?

11. If a person smokes marijuana every morning, is that person an addict? Why or why not?

12. If someone drinks regularly and blacks out, do you think that person is alcoholic? Why or why not?

    _____

13. If someone's grades or family relationships start to suffer because of pot use, do you think that person is an addict? Why or why not?

14. How would your life change if you became addicted to a substance?

    _____

Make a poster or a drawing with a symbol, picture, or abstract representation of addiction. Being out of control on a substance makes people do what they wouldn't do usually. Violence and abuse usually occur when people are high or drunk. Post your poster where people can see it.





Knowledge Power

WHAT DO DRUGS DO TO YOUR BODY AND BRAIN?

WHAT:

Learn what substances are and what they do to you physically.

HOW:

Work with a friend or group to fill out the charts. Draw a cartoon character of each substance to show how it eats away the body.

MATERIALS:

Pencils, markers

READ THE NEXT TWO PAGES ON DRUGS AND UNDERLINE WITH A COLOR MARKER THE PHYSICAL EFFECTS THAT THESE DRUGS HAVE ON THE BODY.

INHALANTS

Inhalants are breathable vapors that produce psychoactive (mind-altering) effects.

Some inhalants are solvents such as paint thinner, degreaser, dry cleaning fluids, gasoline or glues, correction fluids, or felt-tip marker.

Other inhalants are gases such as butane lighters, propane tanks, whipping cream aerosols, spray paints, hair or deodorant spray, or fabric-protector sprays.



Still others are gases for medical uses such as ether, chloroform, halothane and nitrous oxide.

Finally inhalants can be nitrites that are sold as over-the-counter such as room deodorizers.

Inhalants slow your body's function like an anesthetic. Sniffing highly concentrated amounts can make your heart stop working and kill you. Sniffing for a long time will cause extreme damage to your nervous system which cannot be fixed. You can have hearing loss, bone marrow damage, or liver and kidney damage. You can suffer spasms (your body moving without control). You can also get cancer.

Death from inhalants is caused by inhaling a very high concentration of fumes. Deliberately inhaling from a paper sack or a will cause suffocation.

Inhalants are very damaging to you physically and are very addictive. The more you use, the more you want, since it takes more and more of the inhalant to get the same effect.

Answer these questions in a cooperative group, in pairs, or in group discussion.

QUESTIONS

1. What are the effects of using inhalants?

2. What do young people you know inhale?

3. What do you think inhalants do to a person over time?

4. Why isn't it smart to use inhalants?

ALCOHOL

Alcohol use is a leading cause of death, including motor vehicle crashes, alcoholism, liver disease, suicide and homicides. Many more people who drink die in car crashes than for the general population.

Some scientists believe that people inherit a tendency to become alcoholic. **This means that if there is an alcoholic in your family, you may have a biological tendency to become an alcoholic.**

Alcohol is toxic to babies who are growing inside of their mothers. Alcohol kills brain cells and stops development of the unborn babies, which makes them mentally handicapped or hyperactive when they are born. This is called Fetal Alcohol Syndrome or FAS. Don't hurt your baby by drinking while you are pregnant.

People that use alcohol are more likely to get cancer. There is no question that abuse and addiction of alcohol results in serious physical problems and death. In addition to losing your health, you lose everything else in your life, including good relationships with family members and your job.

Answer these questions in a cooperative group, in pairs or in class discussion.

QUESTIONS:

1. What does alcohol do to you?
2. Do you know anyone who is an alcoholic?
3. What has happened to that person's life?
4. Why do you think people drink?

FOR EACH DRUG WRITE IN SOME OF THE PHYSICAL EFFECTS.

Worksheet: Inhalants & Alcohol

DRUG	PHYSICAL EFFECTS
Inhalants	
Alcohol	

READ THE NEXT THREE PAGES ON DRUGS AND USE A COLORED MARKER TO UNDERLINE THE PHYSICAL EFFECTS THAT THESE DRUGS HAVE ON THE HUMAN BODY.

METHAMPHETAMINES

Crank, ice, speed, crystal, meth, chalk, chicken powder, peanut butter-crank, go-fast, crystal-meth, shabu-shabu, glass, go, zip, chris, and christy.

Methamphetamine activates the pleasure pathway of the brain and produces euphoria, or a state of well being. **Methamphetamine is highly addictive.** Some people become addicted with the first or second use. Over time people become very nervous, lose weight, and can't sleep. They also become very paranoid, meaning that they think people are after them. They may think that people in the TV are watching them, or that someone is trying to hurt them. In 1994 in Arizona, a man who was on meth murdered his son because he thought he was Satan. Meth is an extremely dangerous drug. Stay away from it. Use of methamphetamines over time damages your brain and can even cause death.

COCAINE—CRACK COCAINE

Cocaine is a white powder that comes from the leaves of the South American coca plant. Cocaine is either "snorted" through the noses or injected intravenously. Street names are "coke", "C", "snow", "blow", "toot", "nose candy", "flake", and "the Lady". Cocaine is called a stimulant which means it gives an illusion of limitless power and energy or euphoria. After it wears off a person feels depressed, edgy, and starts craving more. Crack is a form of cocaine that is smoked. **Cocaine and crack cocaine are highly addictive.** There is an intense craving for cocaine. Cocaine activates the pleasure pathway in the brain to fire very fast. After a person begins recovery of cocaine addiction, it can take many years for the brain to begin functioning normally again.

Cocaine can create paranoid behavior, depression, confusion, anxiety and depression, as well as a loss of interest in food. People can act "crazy" or out of touch with reality. **If you inject cocaine, you can get AIDS or hepatitis.**

TOBACCO

Cigarettes are the most popular method of taking nicotine. At first nicotine makes you feel up, but then it makes you sleepy. Sometimes you can feel very tired and even depressed after you smoke, which makes you want to smoke again. **Nicotine is highly addictive,** and most adults who are addicted began smoking when they were teenagers.

Smoking causes lung cancer, emphysema, frequent colds, and smoker's cough. Most of the gas in cigarette smoke is carbon monoxide which increases the chances of heart disease and high blood pressure.

Pregnant women can hurt their babies by smoking. Babies can be born premature, stillborn, or with a low birth weight.

Some teenagers and adults use chewing tobacco. This is also highly addictive and can cause cancer and lung disease.

MARIJUANA

The chemical in marijuana that affects the brain is THC. By affecting the hippocampus, part of the limbic system, THC changes the way we see, hear, feel. Over time marijuana use will destroy brain cells, lead to memory loss, and make it difficult to have children. Many people also use marijuana to avoid dealing with emotional problems in their life which makes everything worse. Some people think that marijuana is "natural" and not addictive. This is not true, over time it can be very addictive, meaning that a person cannot say no to it when it is offered.

LSD-ACID

LSD changes one's mood in a very dramatic way. The effects of LSD are unpredictable and depend in part on the person's personality. A person's sense of time and self changes. Sensations "cross over", so that a person hears a color or sees a sound. Some people have "bad" trips with terrible thoughts and visions, as well as fear of death and insanity. Some people become "crazy" after use, meaning they can't tell what is real or not real.

HEROIN

Heroin is a **highly addictive drug.** When using heroin people make their whole lives revolve around getting and using heroin. **Needle use can cause AIDS and hepatitis.** When people stop using heroin, they suffer very painful withdrawals. If they continue to use, they eventually die from the addiction.

Answer these in cooperative groups, in pairs or in a group discussion

QUESTIONS:

1. How can you get AIDS from drug use?
2. List the drugs that will harm babies if women take them when they are pregnant?
3. What drug can be addictive with the first or second use?
4. What drugs can promote mental illness, or make people "crazy"?
5. What drug do some people take to avoid dealing with problems?
6. When do most people become addicted to cigarettes?

FOR EACH DRUG WRITE IN SOME OF THE PHYSICAL EFFECTS.

Worksheet: Methamphetamines, Cocaine, Tobacco, Marijuana, LSD, & Heroin

DRUG	PHYSICAL EFFECTS
Methamphetamines, Crystal, Crank	
Cocaine Crack	
Tobacco	
Marijuana	
LSD Acid	
Heroin	

PRESCRIPTION DRUGS

There are three kinds of prescription drugs people use illegally, (1) opioids (pain relievers), (2) central nervous system depressants (like Valium), and (3) stimulants (like Ritalin). Opioids are the most dangerous and can lead to death.

Prescription opioids like OxyContin create an immense high. People feel on top of the world, like they can do anything. If people have any pain — emotional or physical — it erases it immediately. That is why it is so highly addictive and dangerous. People, particularly teens, are abusing them more and more.

The number of opioid (pain relievers) and stimulant prescriptions has increased astronomically in the last ten years. In 2010, there were 210 million prescriptions of opioids and 45 million of methylphenidate. During the same year, 2.4 million Americans abused prescription drugs, getting them illegally for the highs. This can be fatal. Recently, the Center for Disease Control (CDC) reported that there were 39,000 drug-induced deaths in one year.

OPIOIDS

These drugs reduce the intensity of pain signals and include hydrocodone (e.g., Vicodin), oxycodone (e.g., OxyContin, Percocet), morphine (e.g. Kadian, Avinza), and codeine. Under the influence of these drugs, people experience euphoria since they effect the reward center of the brain.

OcyContin and heroin have similar chemical structures and unlock the same receptors, making OxyContin extremely addictive.

Physical effects are severe respiratory depression and death.

CENTRAL NERVOUS SYSTEM (CNS) DEPRESSANTS

These central nervous system (CNS) depressant drugs are often called sedatives or tranquilizers, and they slow brain activity by increasing gamma aminobutyric acid (GABA). They increase drowsiness. Some sedatives include the benzodiazepines such as diazepam (Valium) and alprazolam (Xanax). There are more sedating benzodiazepines like triazolam (Halcion) and estazolam (ProSom). Another set of depressant drugs are barbiturates such as mephobarbital (Mebaral), phenobarbital (Liminal Sodium), and pentobarbital sodium (Nembutal). Addiction is possible with all of these drugs, but the barbiturates are the most addictive. Other CNS depressants are less addictive, such as non-benzodiazepine such as zolpidem (Ambien), eszopiclone (Lunesta), and zaleplon (Sonata).

Physical effects from these drugs can be seizures.

STIMULANTS

Effects of stimulants include increased alertness, attention, and energy, as well as elevated blood pressure, heart rate, and respiration. This class of drugs includes dextroamphetamine (Desedrine and Adderall) and methylphenidate (Ritalin and Concerta) and act like the neurotransmitters of norepinephrine and dopamine. They create euphoria, increase blood glucose, and act to open up breathing passages.

Physical effects can be fatigue, depression, and disturbance of sleep patterns. Continued abuse can create hostility or paranoia and possibly psychosis (a mental illness in which people lose a sense of reality).

FOR EACH DRUG WRITE IN SOME OF THE PHYSICAL EFFECTS.

Worksheet: Prescription Drugs

CLASS OF PRESCRIPTION DRUG	BRAND NAMES	PHYSICAL EFFECTS
Opiates	**Hydrocodone** **Percocet** **Oxycodone** **Kadian** **Morphine** **Avinza** **Codeine Vicodin** **Opana** **OxyContin**	
CNS Depressants	**Benzodiazepines** Diazepam Alprazolam Triazolam Barbiturates Mephobarbital Phenobarbital Pentobarbital Sodium **Non-benzodiazepines** zolpidem eszopiclone zaleplon **Sedating** Valium Nembutal Xanax Ambien Halcion Lunesta Mebaral Sonata	
Stimulants	**Dextroamphetamine methylphenidate** **Desedrine & Adderall** **Ritalin & Concerta**	

DRAW A PICTURE OF WHAT EACH SUBSTANCE MIGHT LOOK LIKE IF IT WERE A CARTOON CHARACTER.

Inhalants	**Alcohol**	**Cocaine - Crack**
Tobacco	**Marijuana**	**LSD - Acid**
Heroin	**Methamphetamine**	**Drug Opiates**

PRESCRIPTION DRUGS: THEY MUST BE GOOD FOR YOU, RIGHT? WRONG...

Read the cases below. Pair off with someone in your group. Choose one of these true cases, and work together. Come up with one idea that could have prevented the fatal outcome.

CASE 1

Connor was a teen, and his mother noticed he was sleeping in past noon. It didn't seem that unusual but his mother decided to check on him. He was dead of an Oxycodone overdose. Connor was good in school, and he loved snowboarding and skateboarding. When he visited his grandpa, he was always up for a fishing trip.

Connor had a big heart too; there was a physically handicapped kid in his class named Max. He would stay after school to help him. Connor's mother was understandably distraught, and she did some research about what happened. Connor had been at a friend's for dinner. After he came home, he watched TV for a while, and his mother did the smell test, no alcohol or marijuana on his breath. She found out that at 1:30am, he texted his friend and said he had a headache. Then he took some prescription Oxycodone that he had picked up at his friend's house.

Do you think Connor knew that an overdose could be fatal? How can people spread the word about the dangers?

CASE 2

Julie's best friend Mark died of an overdose of Opana. She always felt he was the happiest person she knew. She was shocked and felt so much guilt that she hadn't done something. She wanted to help other teens who might be misusing prescription opiates.

What could Julie do to help teens know about dangers of prescription opiates?

CASE 3

My mom had moved to another state to be with my aunt and to go to rehab. I went up for the weekend to visit her. It was fun; she took my cousin and me out shopping, and she bought me new jeans. We went home, and my cousin went to her house.

After a little bit, my mom's new boyfriend came over. They went into the bedroom and shut the door. I watched TV for a while, and then my aunt called and asked me to come to her house. I was worried about my mom, so I knocked on the bedroom door, but no one answered. My aunt came by to pick me up, so I decided to go. I kept calling my mom, but no one answered. The next morning, my aunt told me my mom was dead. She had overdosed on Oxycodone.

What can teens go for help when their parents are addicts?



Knowledge Power

SUBSTANCE ABUSE BINGO

WHAT:

See what you know about substances.

HOW:

Pull out the bingo cards. Have someone read the questions. Give a prize to the one who wins.

MATERIALS:

Prize, bingo tokens. Bingo cards can be duplicated ahead on colored sheets.

QUESTIONS FOR BINGO

These questions can also be put on 3x5 cards and used for a board game. A board with beginning and end and dice are required. Students throw dice and draw a card. If the person can answer the question. He or she can move the number of spaces on the dice.

Q. People use it to avoid emotional problems.
A. Marijuana

Q. Some people become permanently crazy (schizophrenic) after they take it.
A. LSD

Q. Activates the pleasure pathway of the brain to fire very fast.
A. Cocaine-crack

Q. A breathable vapor with mind altering effects.
A. Inhalant

Q. Can be snorted, injected, or smoked.
A. Cocaine-crack

Q. Creates a state of paranoia in which you think you are being followed and people are out to hurt you.
A. Methamphetamine

Q. After a person stops using it, it can take years for the person's brain to start functioning normally.
A. Cocaine-crack

Q. Addiction to this substance can cause the loss of job, and loss of relationships with friends and families.
A. Inhalants, methaphetamines, heroin, cocaine-crack cocaine, marijuana and alcohol

Q. Solvents such as paint thinner, degreaser, dry cleaning fluids, glues, correction fluids, felt tip markers.
A. Inhalants

Q. You feel all-powerful when you're on it, but extremely depressed when you come down.
A. Crack-cocaine

Q. 25,000 people die a year in car crashes caused by drivers under the influence of this substance.
A. Alcohol

Q. Gases for medical use—ether, chloroform, halothane and nitrous oxide.
A. Inhalant

Q. When women use this substance, their babies are born with low birth weights.
A. Tobacco

Q. Can kill brain cells, and cause mental retardation in unborn babies if the mother uses the substance.
A. Alcohol

Q. This substance causes lung cancer.
A. Tobacco

Q. It is possible to inherit a tendency to be addicted to this substance.
A. Alcohol (This is probably true for all substance addiction)

Q. Can become addicted on first or second use.
A. Methamphetamine, heroin

Q. Damages the nervous system and can create hearing loss, bone marrow damage, liver and kidney damage.
A. Inhalants

Q. Makes you feel very nervous and lose weight.
A. Methamphetamines

Q. Can cause death due to liver disease, suicide and motor vehicle crashes.
A. Alcohol

Q. This substance causes heart disease and high blood pressure.
A. Tobacco

Q. Highly addictive substance.
A. Inhalants, cocaine-crack cocaine, methamphetamine, tobacco

Q. Most people become addicted to this substance in high school and then cannot break the addiction.
A. Tobacco

Q. Damages your brain and addiction to it can cause death.
A. Methamphetamines, inhalants, alcohol, cocaine-crack cocaine, tobacco, heroin

Q. The chemical which affects the brain is THC.
A. Marijuana

Q. If you inject it and share needles you can get AIDS or hepatitis.
A. Crack cocaine, heroin

Q. First you feel up when you use it, but then you are sleepy.
A. Tobacco

Q. This substance changes your mood.
A. LSD-Acid

Q. Is addictive even though people think it can't be because it is natural.
A. Marijuana

Q. Senses "cross-over" when you take it. You see sounds.
A. LSD-Acid

Q. Has extremely painful withdrawals after a person who is addicted stops using.
A. Heroin, crack-cocaine, alcohol, inhalants



SUBSTANCE ABUSE PREVENTION BINGO CARD 1

NHALANTS	ALCOHOL	LSD-ACID	METHAMPHETAMINE	HEROIN	COCAINE CRACK-COCAINE
MARIJUANA	TOBACCO	COCAINE	MARIJUANA	LSD-ACID	TOBACCO CRACK-COCAINE
METHAMPHETAMINE	HEROIN	LSD-ACID	ALCOHOL	INHALANTS	LSD-ACID
ALCOHOL	INHALANTS	MARIJUANA	TOBACCO	COCAINE CRACK-COCAINE	METHAMPHETAMINE
LSD-ACID	MARIJUANA	TOBACCO	HEROIN	MARIJUANA	INHALANTS
TOBACCO	COCAINE CRACK-COCAINE	METHAMPHETAMINE	ALCOHOL	TOBACCO	HEROIN

SUBSTANCE ABUSE PREVENTION BINGO CARD 2

HEROIN	TOBACCO	COCAINE CRACK-COCAINE	MARIJUANA	METHAMPHETAMINE	ALCOHOL
MARIJUANA	ALCOHOL	INHALANTS	HEROIN	LSD-ACID	COCAINE CRACK-COCAINE
LSD-ACID	METHAMPHETAMINE	LSD-ACID	INHALANTS	ALCOHOL	MARIJUANA
ALCOHOL	INHALANTS	MARIJUANA	TOBACCO	COCAINE CRACK-COCAINE	HEROIN
COCAINE	HEROIN	TOBACCO	LSD-ACID	MARIJUANA	INHALANTS
TOBACCO	LSD-ACID	METHAMPHETAMINES	ALCOHOL	TOBACCO	METHAMPHETAMINE

SUBSTANCE ABUSE PREVENTION BINGO CARD 3

METHAMPHETAMINE	ALCOHOL	INHALANTS	MARIJUANA	TOBACCO	COCAINE CRACK-COCAINE
ALCOHOL	LSD-ACID	TOBACCO	COCAINE CRACK-COCAINE	MARIJUANA	METHAMPHETAMINE
COCAINE CRACK-COCAINE	MARIJUANA	ALCOHOL	INHALANTS	HEROIN	LSD-ACID
MARIJUANA	INHALANTS	LSD-ACID	HEROIN	TOBACCO	ALCOHOL
INHALANTS	METHAMPHETAMINE	HEROIN	LSD-ACID	COCAINE CRACK-COCAINE	MARIJUANA
HEROIN	TOBACCO	LSD-ACID	METHAMPHETAMINE	ALCOHOL	TOBACCO

SUBSTANCE ABUSE PREVENTION BINGO CARD 4

COCAINE	MARIJUANA	INHALANTS	ALCOHOL	TOBACCO	HEROIN
MARIJUANA	HEROIN	LSD-ACID	INHALANTS	ALCOHOL	METHAMPHETAMINE
INHALANTS	COCAINE CRACK-COCAINE	TOBACCO	LSD-ACID	MARIJUANA	HEROIN
HEROIN	TOBACCO	METHAMPHETAMINE	ALCOHOL	TOBACCO	LSD-ACID
ALCOHOL	INHALANTS	TOBACCO	COCAINE CRACK-COCAINE	MARIJUANA	METHAMPHETAMINE
METHAMPHETAMINE	LSD-ACID	MARIJUANA	TOBACCO	COCAINE CRACK-COCAINE	INHALANTS

SUBSTANCE ABUSE PREVENTION BINGO CARD 5

COCAINE CRACK-COCAINE	MARIJUANA	INHALANTS	HEROIN	LSD-ACID	ALCOHOL
INHALANTS	LSD-ACID	TOBACCO	COCAINE CRACK-COCAINE	MARIJUANA	METHAMPHETAMINE
ALCOHOL	HEROIN	TOBACCO	LSD-ACID	METHAMPHETAMINE	COCAINE CRACK-COCAINE
HEROIN	TOBACCO	METHAMPHETAMINE	ALCOHOL	TOBACCO	LSD-ACID
METHAMPHETAMINE	COCAINE CRACK-COCAINE	MARIJUANA	TOBACCO	LSD-ACID	INHALANTS
MARIJUANA	HEROIN	LSD-ACID	INHALANTS	ALCOHOL	METHAMPHETAMINE



Skill Power

YOU ALWAYS HAVE OPTIONS

WHAT:

Learn that you don't always have to do what others are doing. Learn skills to get out of an uncomfortable situation, that's not good for you.

HOW:

Read the SODAS. Work through each case study with a friend and then share what you do as a group. Or role play the scene for others.

MATERIALS:

Make up and clothes to use to dress up for role playing.

PROBLEM SOLVING SKILLS

The next section is designed to teach you problem-solving skills that you can use to deal with situations where you feel peer pressure to do something that you don't want to do and which is self-destructive in some way. These skills which are called **SODAS.**

SODAS stands for Stop, Options, Decide, Act, and Self Praise.

Following the outline of SODAS are case studies where you can practice using the SODAS. In a small group or in pairs, read the case study, then fill out the chart after the case study. Brainstorm together on how to handle the situation. Then role play how you've decided to deal with it for the whole group.



SODAS: PROBLEM SOLVING SKILLS TO HELP YOU TAKE CARE OF YOURSELF

Stop: take a breath, count to 3, Is this what you want to do?

Options: What can you do? YOU have choices. How can you take care of yourself?

Decide: Choose what you do. Don't let others decide what's good for you.

Act: Act don't react. Don't be stupid, don't do something to be cool that will hurt you. What do YOU want to do?

Self Praise: If you feel good about your action, say "Congratulations, good for me, I'm on the right track. I like myself."

CASE STUDY 1

You are on campus after lunch and you notice two of your friends on the other side of the fence. They motion for you to come over to them. You move over to them.

One says to you, "Let's do a number," wanting you to share a marijuana joint.

You're not sure you want to. You know you might get in trouble at school, and you are committed to graduating. But you feel that your friends will think you aren't cool if you don't take it.

Your friend hands you the joint. What do you do?

CHART TO BRAINSTORM ON HOW TO USE SODAS

Stop **How do you delay?**	
Options **What are your choices?**	
Decide **What will you do?**	
Act **How do you do it?**	
Self Praise **How will you praise or reward yourself?**	

CASE STUDY 2

It's after school and you don't have anything to do, so you decide to walk around. You see some of your friends hanging out at an old building. You know they are doing something they shouldn't, but you're bored.

You go over and one friend offers you a bottle of beer and says, "Let's check it out."

What do you do?

CHART TO BRAINSTORM ON HOW TO USE SODAS

Stop **How do you delay?**	
Options **What are your choices?**	
Decide **What will you do?**	
Act **How do you do it?**	
Self Praise **How will you praise or reward yourself?**	

CASE STUDY 3

You are talking to your friends after school. There is a dance on Friday.

One of your friends is saying, "You have to come up with some money. We are going to pool our money and buy cigarettes and beer for the dance."

You say, "I don't have any money. I can't get any."

Your friend gets in your face and says, "You need to help us out, what's the matter? Are you afraid to steal from your parents?"

What do you do?

CHART TO BRAINSTORM ON HOW TO USE SODAS

Stop **How do you delay?**	
Options **What are your choices?**	
Decide **What will you do?**	
Act **How do you do it?**	
Self Praise **How will you praise or reward yourself?**	

CASE STUDY 4

You have had a bad day at school, and one of your best friends ignored you. That friend seemed to be talking about you to someone else. There was a guy in your trig class that had been flirting with you and making rude comments over the last week. Saying things like, "You look so hot. I want to eat you up." You thought he was totally disgusting, but you were feeling bad about yourself and that it didn't matter what you did.

On this day, he had invited you to his house after school, and you decided to go with him. You talked one of your girlfriends into going with you, since it seemed pretty dicey. When you got there, you were all sitting in the family room listening to music. It seemed pretty safe. The boy left and came back with two cokes in glasses with ice for you and your friend. You had heard someone talk about Ketamine before. You were wondering what you should do.

CHART TO BRAINSTORM ON HOW TO USE SODAS

Stop **How do you delay?**	
Options **What are your choices?**	
Decide **What will you do?**	
Act **How do you do it?**	
Self Praise **How will you praise or reward yourself?**	

CASE STUDY 5

There was a girl you really liked. When you were at your locker, she walked by and seemed to smile at you. Later that day, you overheard her talking to another girl, making fun of you. It felt horrible.

As you were walking home after school, one of your friends yelled for you. He said he had something to make you feel better, some "Oxy." "The first one is free," he said. You thought, "Why not?" You reached out your hand. Would you take it?

CASE STUDY 6

You have always had a hard time in school. Your mind always wandered, and it was hard to pay attention. Your parents had taken you to many doctors, and right now, you were taking Ritalin. Your mom usually kept the bottle hidden away. But this morning she had left it out, and you slipped it in your backpack.

There was a video game you wanted, and it seemed like a good time to turn the pills to make some money. You walked over to the druggies hanging out at the play ground and started to say something to offer them your pills. You stopped for a minute. What do you do?

CHART TO BRAINSTORM ON HOW TO USE SODAS

Stop **How do you delay?**	
Options **What are your choices?**	
Decide **What will you do?**	
Act **How do you do it?**	
Self Praise **How will you praise or reward yourself?**	

CHART TO BRAINSTORM ON HOW TO USE SODAS

Stop **How do you delay?**	
Options **What are your choices?**	
Decide **What will you do?**	
Act **How do you do it?**	
Self Praise **How will you praise or reward yourself?**	

CASE STUDY 7

You are hanging out with friends. Someone says something insulting to you. You feel you need to defend yourself. The other person starts yelling at you. You are sort of flustered and don't say anything. The person pushes you and hits you.

What do you do?

CHART TO BRAINSTORM ON HOW TO USE SODAS

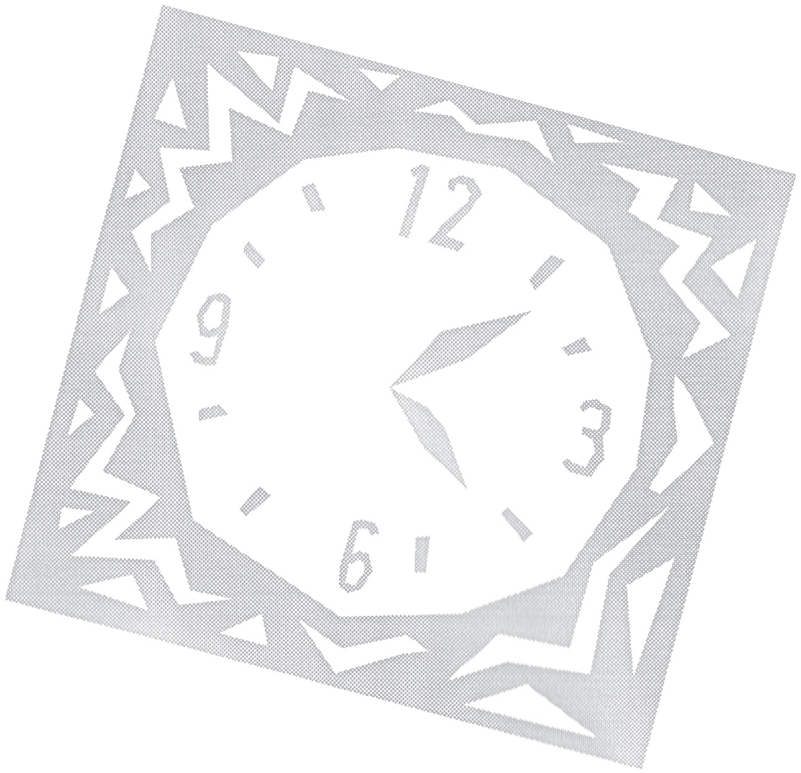
Stop **How do you delay?**	
Options **What are your choices?**	
Decide **What will you do?**	
Act **How do you do it?**	
Self Praise **How will you praise or reward yourself?**	

MAKE UP YOUR OWN SCENE AND ROLE PLAY THAT FOR THE GROUP.

CHART TO BRAINSTORM ON HOW TO USE SODAS

Stop **How do you delay?**	
Options **What are your choices?**	
Decide **What will you do?**	
Act **How do you do it?**	
Self Praise **How will you praise or reward yourself?**	

Skill Power



YOU CAN ALWAYS DELAY.

WHAT:

You can still be cool, and get out of a bad scene.

HOW:

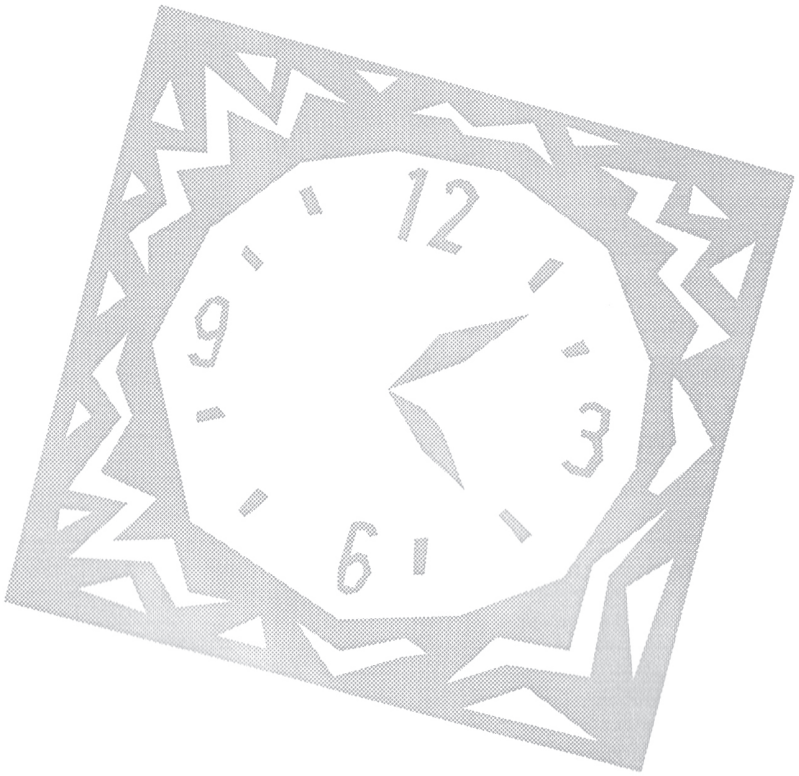
Read the delaying tactics. Fill out answers in the situations with a friend. Act out a situation.

MATERIALS:

Make up and clothes to dress up for role playing.

POSSIBLE DELAYING TACTICS

Read the delaying tactics to the right and then write a delaying statement or action you can use to give yourself time to figure out what to do.



1. DELAY STATEMENTS

Things you could say:

I don't feel like it now.
Not now.
Sorry, I have to go.
It's not the right time.
Not tonight—I've got a sore throat.
I've got to call home.

2. DELAY ACTIONS

Things you could do:

Chew a cough drop.
Look distracted.
Drop something.
Go to the restroom.
Pretend you lost something.

3. CREATING SPACE

Things you could say or do:

"I need to go think about this."
Arms in front of body.
Take a step back.
Turn away.

4. ENDING THE SITUATION QUICKLY

Things you could say or do:

"I've got to go now."
"Wow, look at the time."
Push the person away.
Walk away.

5. BUILDING THE RELATIONSHIP

Things you could say:

I really like you and want to be your friend, but I don't want to try this now.

Let's do something else besides use drugs.

_____

_____

USING DELAYING TACTICS

SITUATION 1

Choose two students to take on roles or have students write answers. Student 2 is to use a delaying tactic.

Student 1 Let's get high. It will make you forget your troubles at home.

Student 2 (Delay) _____

Student 1 Come on, you know you want to. Do you think you are better than us?

Student 2 (Delay) _____

How can you use self-praise that you got out of a bad scene, when your peers make you feel weird?

SITUATION 2

Choose two students to take on roles or have students write answers. Student 2 is to use a delaying tactic.

Student 1 Someone just turned me on to this crack cocaine. You've got to smoke it. It makes you feel amazing.

Student 2 (Delay) _____

Student 1 Why won't you try it? What do you have to lose?

Student 2 (Delay) _____

How can you use self-praise that you got out of a bad scene, when your peers make you feel weird?

SITUATION 3

Choose two students to take on roles or have students write answers. Student 2 is to use a delaying tactic.

Student 1 I found out cocaine is so much better when you inject it. You've got to try it.

Student 2 (Delay) _____

Student 1 Just try it once, be a part of the group. Do you think you're better than us?

Student 2 (Delay) _____

How can you use self-praise that you got out of a bad scene, when your peers make you feel weird?

USING DELAYING TACTICS

SITUATION 4

Choose two students to take on roles or have students write answers. Student 2 is to use a delaying tactic.

Student 1 Let's get drunk. I got two quarts of beer.

Student 2 (delay)_____

Student 1 You don't know what's good. Come on you've done it before.

Student 2 (delay)_____

How can you use self-praise that you got out of a bad scene, when your peers make you feel weird?

SITUATION 5

Students are to write their own dialogue for a new situation.

Student 1 _____

_____

_____

Student 2 (delay)_____

Student 1 _____

_____

_____

Student 2 (delay)_____

How can you use self-praise that you got out of a bad scene, when your peers make you feel weird?

SITUATION 6

Student 1 _____

_____

_____

Student 2 (delay)_____

Student 1 _____

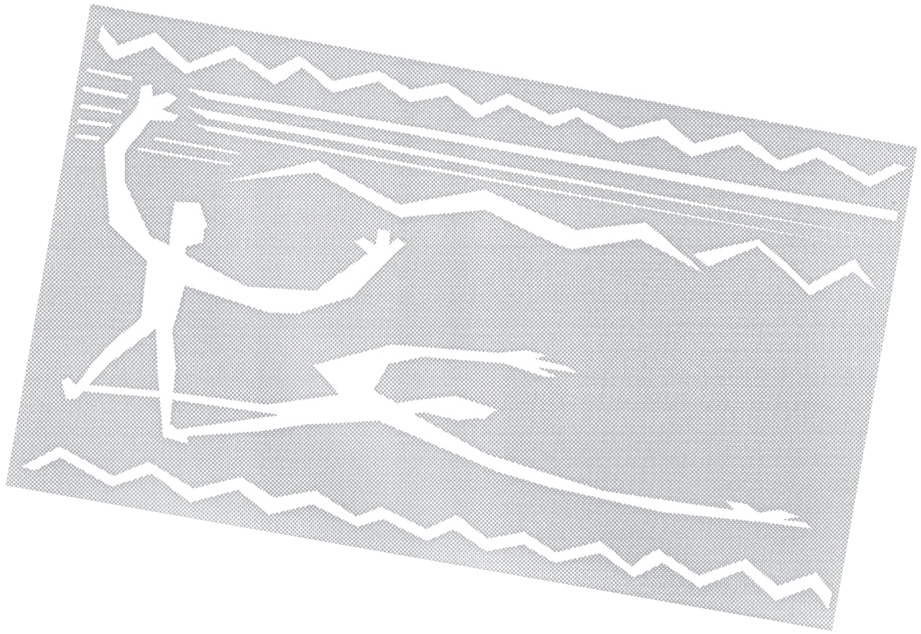
_____

_____

Student 2 (delay)_____

How can you use self-praise that you got out of a bad scene, when your peers make you feel weird?

Personal Power



JUAN BOBO - IT'S OKAY TO MAKE MISTAKES.

WHAT:

A Mexican folktale to teach how respect, trust, and innocence pays off for Juan Bobo.

HOW:

Assign parts to group members and then act out the play. Leader can lead discussion about what the story teaches.

MATERIALS:

Mexican clothes to act out roles. Markers for drawing. Paints for mural.

STORY: LAS ADVENTURAS DE JUAN BOBO—THE ADVENTURES OF JUAN BOBO

Story is paraphrased from the book Leyendas Latinoamericanas by Genevieve Barlow, National Textbook Company, 1991. This translation is by Veronica Behn.
Note to Reader: A "bobo" is an ignorant and awkward person who does not learn from experiences. It is said that tales about bobos originated in India. From there these tales were transported to other countries. This explains why bobo tales in Asia, Europe, Africa, and the Americas are more or less the same. In almost every country there are tales of entire communities whose inhabitants are bobos, such as the Gotham in England and the Lagos in Mexico. Sometimes there is one individual in these towns who is considered to be the most bobo of all bobos. In Spanish speaking America, Juan Bobo is the hero of many legends. Generally, after making a series of funny errors, the young man has good luck without seemingly doing anything to deserve it.



Narrator: Once upon a time many years ago, there was a boy who was so lazy that he seemed stupid. Although he really tried to behave himself, he did nothing but say and do silly things. That is why the whole world, except his intelligent and hard-working mother, called him Juan Bobo.

Mother: Go to the market in town and sell a fat chicken. With the money you receive, buy a bag of rice.

Juan: Si, mama.

Mother: Be courteous and obedient with every person you encounter.

Juan: Si, mama.

Narrator: Saying this, Juan took the chicken and happily left to go to the market. Soon he encountered a lot of people. Half of them came in a carriage and the other half were riding horses. They had come from a wedding. Walking along the road were the groom, the bride, the family members, and the friends who were riding horses.

Juan: Have my deepest condolences.

Narrator: On one occasion he had been with his mother at a funeral and because he had greeted the family in that manner, Juan thought that you had to give this greeting any time you saw a procession of people. Naturally the newlyweds, as well as the friends, became very angry.

Husband: Next time when you encounter a group of people you have to greet them saying, "Viva, viva!"

Juan: Thank you very much. That's what I will do.

Narrator: So the boy kept on walking, and soon he encountered a butcher and his three sons. They had come back from the market, bringing some pigs that they had bought. Remembering the words that the groom had told him, Juan greeted them.

Juan: "Viva, viva!"

Narrator: Juan shook his hat the way that the groom had showed him. The pigs were frightened by the hat waving and by the yelling, causing them to run in all directions towards the fields.

Butcher: You stupid boy!, Next time you see something similar, it is better to say, "I hope God gives you two for each one."

Juan: Thank you very much, that's what I will do.

Narrator: Near the market Juan saw a farmer who was burning a pile of weeds that he had taken out of his field. Remembering what the butcher had told him, Juan greeted him saying,

Juan: I hope God gives you two for each one.

Farmer: What is it son? You shouldn't say that.

Juan: What should I say, señor?

Farmer: Next time, you see something like this, it is best that you help instead of saying silly things.

Juan: Thank you very much. That's what I will do.

Narrator: He kept on walking, thinking that he was born to make mistakes. Soon he saw two big and strong men who were fighting in the middle of the road. He remembered what the farmer had advised him. And he ran yelling,

Juan: Wait señores, let me help you.

Narrator: When they saw the boy, the men stopped fighting and started to laugh.

Man 1: You shouldn't say that.

Juan: So what should I say?

Man 1: You should say, please don't fight, señores.

Man 2: Yes that's what you should say.

Juan: Thank you very much for your advice señores. I will remember that.

Narrator: Saying this, Juan continued on his way, while he repeated, "Please don't fight....," When he got to the market, he sold the chicken and bought the bag of rice, following the instructions his mother had given him. Then he walked happily around the market. He observed potters making and decorating beautiful pitchers, big and small. In awe, he watched the glass blowers, and he was sad that he didn't have the money to buy a flower vase for his mother. Finally, Juan left the market. He headed home.

But soon he felt tired, and climbed into a big a tree to take a siesta. He settled into a big branch and soon fell asleep. While he was sleeping, the sky turned dark and a storm came in. It started drizzling. The sound of the rain and a murmur of voices woke him up. He saw several thieves were taking refuge below the tree, but they couldn't see him.

Paco: Here we will be safe from the rain. Nobody will see us while we count the money we stole.

Narrator: The chief deposited a big pile a gold coins on the ground.

Thief: Don't be stupid, Paco! We shouldn't count the money until tonight.

Paco: Silence!

Narrator: Paco hit the other thief with his fist.

Juan: Please don't fight, señores.

Narrator: While he was yelling, the sack of rice broke.

Paco: Help! Help!, It is hailing. The God of the storm has discovered us. Run! Run!

Narrator: And the bandits ran away hurriedly, abandoning the treasure. Juan climbed down from the tree and quickly picked up the bounty which he put in his sarape. Then whistling a happy song he ran towards home.

Juan: Here I am, mama, and I bring you a present. Look at all these gold coins I have under my sarape.

Mother: Ay, my dear Juanito, we are rich!, but explain to me what happened.

Juan: There is nothing to explain, mama, it is easy to get rich if a person is courteous and obedient with everybody.

DRAWING OR WRITING

OPTION 1

Draw anything that comes in your mind from the story of The Adventures of Juan Bobo. It can be a scene from the story, a character, an object, or just splashes of colors that the story reminds you of. Don't worry if you can draw well or not, the idea is to express what is in your mind with colors, not to make a picture.

OPTION 2

Write a paragraph on your reaction to this story. Why did Juan succeed in gaining a fortune? If you were Juan, how would you spend the money?

OPTION 3

Make a group mural of the story.



DISCUSSION QUESTIONS

Talk to a friend . Do you think the story teaches these things? Why or why not?

1. **Teaches Beliefs:** Juan Bobo follows his mother's advice and good things happen to him.

2. **Teaches Safety:** On the simplest level, this story teaches Juan to stay out of trouble by being courteous and doing what he is told.

3. **Teaches Character Traits:** Juan Bobo shows the character traits of trust, innocence, humbleness, and the desire to do the right thing, similar to the traits of Forrest Gump in the 1994 movie. Even though people laugh at both Juan Bobo and Forest Gump, both prevail in the end and gain riches. Juan and Forest have the last laugh. Juan teaches us that we can be in embarrassing situations, and at the same time prevail and succeed.

4. **Affirms that the Individual Is Part of the Group:** Even though Juan Bobo keeps making mistakes and keeps making people mad, he still follows guidance from his mother. He returns from his adventures to rejoin his mother, but he has been changed by his experiences. He comes back as an adult who can offer his mother help.

5. **Teaches Acceptance of Destiny:** Even though Juan Bobo attempts to follow the rules, he can never avoid making mistakes. He, in effect, must accept himself as he is and realize that his strengths outweigh his weaknesses. He may look foolish at times, and people can get very mad at him, but he is okay just the way he is.

6. **Teaches How to Live in Harmony with the Forces of Nature:** The story teaches people the forces of nature can help them. The robbers thought that the thunder was the voice of God, prompting them to run away and leave the gold for Juan.

7. **What does the story teach you?**



Personal Power

THE CHILDREN—RESPECT KEEPS YOU HEALTHY.

WHAT:

An African folktale to teach that respect for elders keeps us healthy.

HOW:

Have some one read story to group. Draw, write or interview someone. Discuss the metaphors from the story with your leader.

MATERIALS:

Colored pencils for drawing.

STORY: THE CHILDREN

Paraphrased from Yoruba (African) Children's Tales by Amoke Omoleye, Chicago, Ill. 1990

For a long time the women of the village had been unable to have children. The women were very sad and longed to have children. To deal with this the village had a meeting and decided to consult the great mother of the village for help.

The women went to talk to her; they went to her house but they could not find her. She was sitting by the river behind her house. When she saw them coming she said, "What's the matter?" They told her their problem and asked if she could help them.

The wise woman said that she would pray for them, and that if their hearts were free of guilt, hatred, and deceit then they would have children. She also told them that they must never forget what she had done for them. The women assured her that they would never forget her.

Soon the women had children, and many of the women had twins. This continued for five years. Everyone in the village was happy, but they ignored the wise woman. No one in the village visited her or helped to take care of her.

Soon there was drought, and all the children fell ill with a fever. The people of the village knew that a special herb was needed to heal them and that only the wise woman knew how to prepare it.

The women went to find the wise woman, but she was hiding from them. They searched for five days and then finally found her. They asked for her help. She told them to get her wild lettuce. Then she told them to get cornstarch porridge. Then she told them to bring her kola nuts. She mixed all these together and made a poultice which cooled the childrens' fever.



The people of the village rejoiced with dancing and singing. They realized that it was their job to take care of their elders. The women of the village cleaned for the great mother and prepared her food. The men helped repair her house. They never forgot to show her respect. The people of the village learned that children were a great blessing and that they needed to take the responsibility of the children seriously.

They had made a promise to the wise woman when they had

children, but then they ignored it. They had to keep their word to have healthy children. The wise woman is like the earth. The earth gives us everything we need, clean water and food, but if we don't take care of the earth none of us can live.

LESSON
METAPHORS: DRAWING & WRITING

OPTION 1

Draw anything that comes in your mind from the story of "The Children". It can be a scene from the story, a character, an object, or just splashes of colors that the story reminds you of. Don't worry if you can draw well or not, the idea is to express what is in your mind with colors, not to make a picture.

OPTION 2

Write a paragraph answering the questions, "Do you think it is important to take care of elders?" "How do you help take care of elders?"

OPTION 3

Ask your grandparents if they know ways to stay healthy. Report on that to the group.

DISCUSSION

Talk to a friend about which metaphor in the story you liked. Draw a picture of the one you like. Share with the group.

1. **A River:** In the story of "The Children" the wise woman is sitting by river. A river could represent life. It could also represent a doorway or a threshold to cross to learn a new way.

2. **Green Herbs:** The wise woman asks the women to go find wild lettuce. The green plant could represent healing and growth.

3. **Elder Woman:** The wise woman in the story is old. Since women birth children, an older woman can represent the wisdom of creation.

4. **A Mountain:** This usually stands for a struggle to accomplish a goal. You can't see where you are going during the struggle, but when you reach the goal you can see the path you have taken. Mountains touch the sky and stand for humans' highest goals.

5. **The Ocean or the Sea:** This stands for the depths of the human mind or the Unconscious. Going into the sea or the ocean represents going into the part the mind that is unknown. This opens more mind power for the person.

6. **The Forest or the Woods:** This represents tests or trials to prove oneself. By facing the tests a person shows strength and courage.



Personal Power

WHAT'S YOUR METAPHOR?

WHAT:

Choose a metaphor for yourself to help you feel strong.

HOW:

Color the metaphors. Draw your own metaphor. Talk about the discussion questions with your leader.

MATERIALS:

Markers and colored pencils.

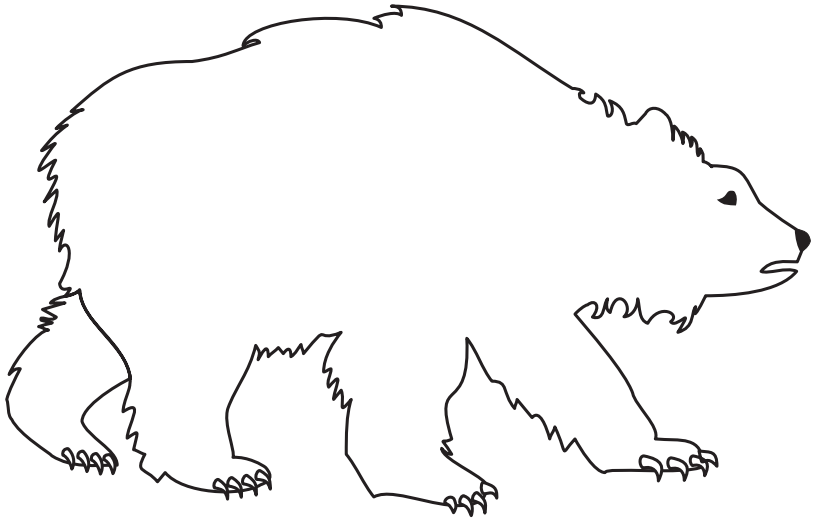
METAPHOR—
OLDER WOMEN

METAPHORS

Each of the following metaphors contains a picture of a word that is often used as a metaphor in stories. These metaphors are taken from all the stories in the book. Some you haven't read yet. Look at the picture and color it with colors that remind you of the metaphor.



METAPHOR—BEAR



METAPHOR-GREEN PLANTS



METAPHOR - DEATH



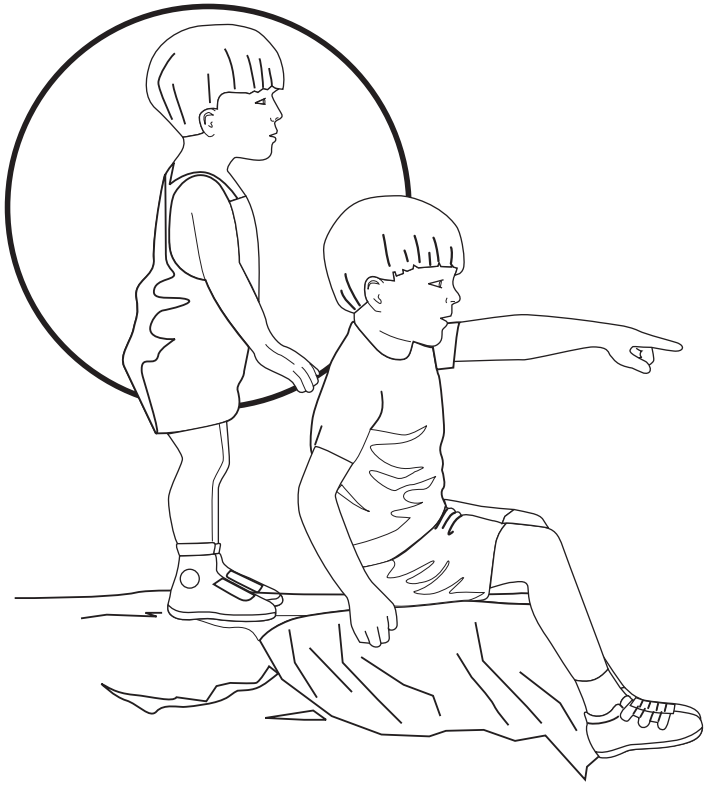
METAPHOR-RIVER



METAPHOR-MOUNTAIN



METAPHOR-CHILD

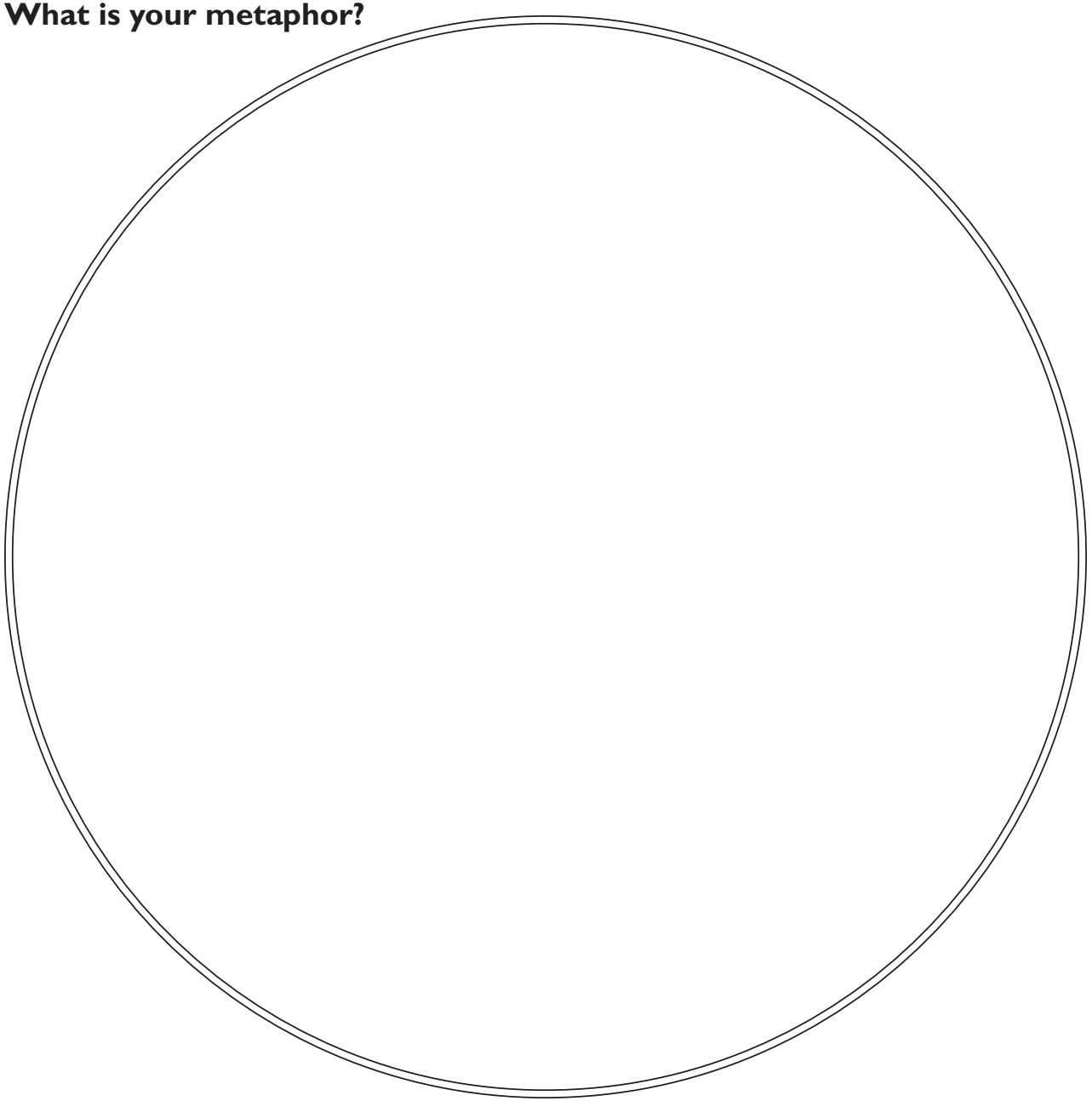


METAPHOR-EAGLE



MY METAPHOR

Think of images in your mind that come to you when you listen to stories. Which one do you identify with? What is your metaphor?



DISCUSSION QUESTIONS:

What is a metaphor? How can choosing a metaphor make us feel strong? Why do sport teams choose animals as their logos?



Personal Power

BUFFALO WOMAN—LOVE WILL GET YOU THROUGH.

WHAT:

An Osage story teaches how love and never giving up creates a strange but happy ending.

HOW:

Take on parts and act out the story. Draw or write about the story.

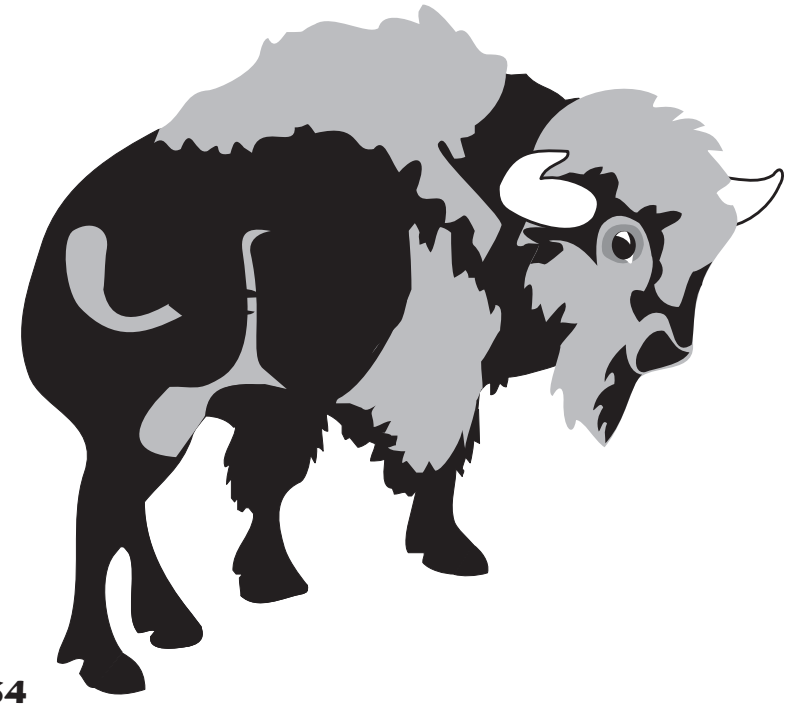
MATERIALS:

Costumes to use to act out story. Markers to draw about story.

STORY: BUFFALO WOMAN

Paraphrased from Buffalo Woman, by Paul Goble, Aladdin Books, Macmillan Publishing Company. 1984. Based on an Osage story.

The story may be read as a play. Parts: Narrator, Hunter's Mother, Calf Boy, Buffalo Woman, Hunter, Chief Bull.



Narrator: There was a young hunter who was very good at catching game. His tribe relied on him to find buffalo to feed and clothe them. The hunter was very respectful to the buffalo and would only kill what was needed and would give thanks to the buffalo for giving their lives. One day the young hunter was by a stream. A buffalo cow approached the stream, and the hunter readied his bow to kill the cow. Something strange happened. It was almost as if the hunter went to sleep for a moment. He looked up and the cow was no longer there, instead there was a young woman. She was not from his tribe. Her hair was not braided, but fell loosely to her waist, smelling of wild sage and prairie flowers. The hunter loved her at once.

The young woman had come from the Buffalo Nation to be his wife. They were married and had a son named Calf Boy. They were very happy, but his family was jealous of her. One day when the hunter was gone, his family came and said to her,

Hunter's Mother You should go away. He doesn't really love you. You are like an animal anyway.

Narrator: The woman grabbed up Calf Boy and ran away. Just then the hunter came back to the village. He saw his wife and son leaving. He ran after them and followed their tracks all day. At the end of the day, he came to a tipi with smoke rising from a fire inside. Calf Boy came out to meet him and said,

Calf Boy: It's good you came, mother has a meal waiting for you.

Buffalo Woman: I'm going home. Your people were cruel to me. But you must not follow. There is great danger ahead for you.

Hunter: I love you, and I will go wherever you go.

Narrator: The next morning, the hunter woke up and the tipi was gone. It wasn't a dream because he could see the tracks of his wife and son leading away.

He followed the tracks all day until he came upon the tipi again. His son ran out to meet him and said,

Calf Boy: Mother says you shouldn't follow us anymore.

Buffalo Woman: I am going up to the high ridge to my people. Do not follow anymore, because they are angry that your family was unkind to me, and they will kill you.

Hunter: I love you, and I will go wherever you go.

Narrator: When she slept, the hunter tied his wife to him and wrapped her hair around his wrist. It didn't help.

The next morning his wife and his son had disappeared. He looked and looked and finally found their tracks and followed them. But the tracks were no longer human. Now, they were a cow and calf's tracks. He followed the tracks to a high ridge and saw a huge herd of the Buffalo Nation.

As he started over the ridge, a young buffalo came toward him and said,

Calf Boy: Father you must go back now because they will kill you.

Hunter: I won't go back. I will always stay with you and mother.

Calf Boy: If you must stay, listen to me. Whatever you do, do not show that you are afraid. They will ask you to choose me and mother out of the herd. You will know me because I will flick my ear, and I will put a cockleburr on mother's back so that you will know her.

Narrator: A huge bull bellowed and charged at him. The ground trembled as his hoofs hit the ground, but the hunter did not move or show any fear.

Chief Bull: You have saved yourself by your courage, Straight-up Person. You have a strong heart. Now follow me.

Narrator: The buffalo herd parted as the bull led the hunter to the center of the circle. There was a painted tipi in the center and all the buffalo formed circles around the tipi, going from youngest to oldest.

Chief Bull: Now you must find your son and wife.

Narrator: All the buffalo looked alike, but the hunter used the clues his son had given him and picked them out of the vast herd.

Chief Bull: This Straight-up Person loves his wife and son so much that he is willing to die for them. We will make him one of us.

Narrator: The buffalo took him inside the tipi and covered him with a buffalo robe. For three days the buffalo surrounded the tip and grunted and bellowed. Then they rushed the tipi and knocked it down and rolled over the hunter over and over until his breath was gone. At that point they breathed new life into him, and he stood up on four legs as a buffalo.

Through his sacrifice, courage, bravery, commitment, and love for his wife and son, the young hunter became a link between the people and the Buffalo Nation. From that time on, the buffalo provided meat and clothes to the people. The people returned the respect to the buffalo by singing praises to them.

DRAWING OR WRITING

OPTION 1

Draw a symbol that comes in your mind from the story of "The Buffalo Woman". It can be a buffalo, a bow and arrow, a tipi, or another object from the story that stands for a feeling the story gave you, or what you think was most important about the story. Don't worry if you can draw well or not. The idea is to express what is in your mind with colors, not to make a picture.

OPTION 2

Write a paragraph to answer the question, "Why would a person want to turn into a buffalo?"

HERO-HEROINE STAGES FROM BUFFALO WOMAN

1. **Separation** Hunter's wife left with Calf Boy when her in-laws told her Hunter didn't love her.

2. **Tests** Hunter had to follow his wife's tracks. He found them and tied his wife's hair around him to keep her near him. But then she disappeared. Calf Boy kept telling his father to go back. A buffalo bull charged him, but he showed no fear. He had to find his wife and calf boy amidst the buffalo herd. His son helped him by flicking his ears. He had to die and get new life as a buffalo.

3. **Return** Hunter became part of the herd, and created a connection between humans and buffalo. Buffalo gave meat and clothes to the people.

What metaphor did you like in the story: wilderness, demons, monkey-god, or herbs?

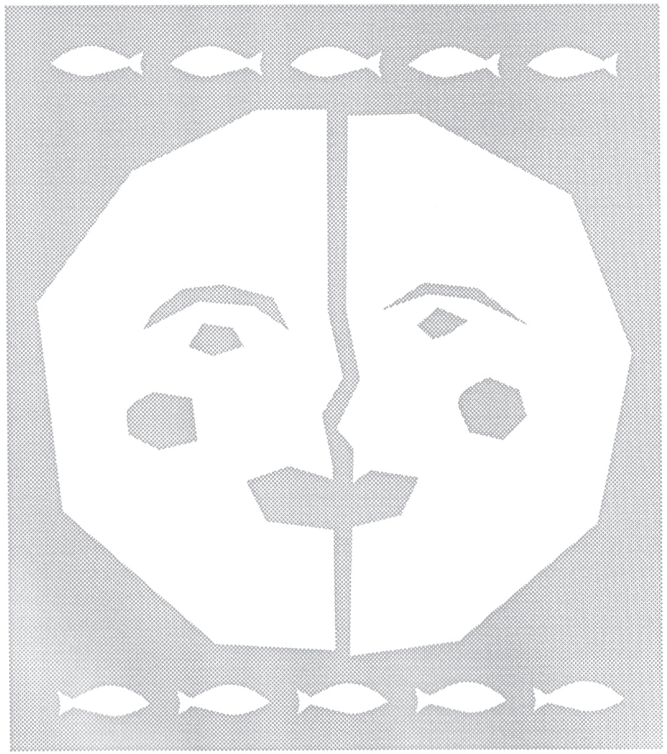
What kind of tests have you had in your life?

Who has helped you when things are hard?

HEROES AND HEROINES: EXTENSION ACTIVITIES

Make a poster or drawing of your favorite hero or heroine.

Personal Power



WHAT IS YOUR SYMBOL?

WHAT:

Symbols are powerful tools to help you be strong and powerful.

HOW:

Look at the symbols. Draw your personal symbol. Do a go-around, sit in a circle with your leader, show your symbol and talk about it.

MATERIALS:

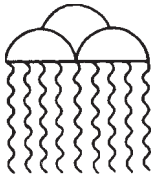
Folktale books from a library with symbols. Magazines with symbols of businesses. Markers, paints and poster board to paint symbols.

LESSON: SYMBOLS

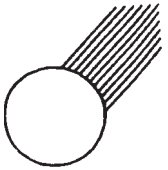
A symbol is a drawing, picture, or graphic that represents something which is difficult to explain. For example, the concept of infinity, that something goes on and on without ending, is very difficult to understand. A visual symbol sometimes conveys more meaning. You know they say a picture is worth a thousand words. The symbol for infinity is . This symbol shows that infinity goes on and on without ending. A symbol is a drawing or an object that stands for information that is hard to express or understand. A symbol is like a metaphor but it is a picture or a drawing. Look at the next page for examples of symbols. Humans have used symbols for a very long time to get ideas across. Symbols go right into the deep part of the mind and affect how we act. Advertisers know that symbols are powerful. They put symbols on products and these symbols affect what we buy, without us even knowing it. It is good to find symbols that represent how you might want to be, so that you are choosing the symbols that affect you, instead of having symbols affect you unconsciously.



TRICEPS



RAIN

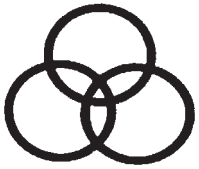


COMET



WORLD TRIAD

EXAMPLES OF SYMBOLS



TRIPLE RING



DOUBLE WHEEL

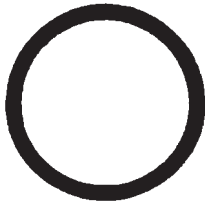


ISLAND

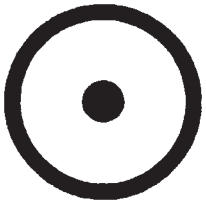


FIRE

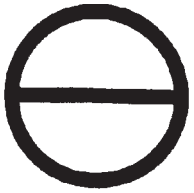
ELEMENTS



FIRE



AIR



WATER



EARTH

DRAW YOUR SYMBOL

Draw a symbol that you think represents who you are. Make sure that the symbol represents you personally, not necessarily the group to which you belong.



Personal Power

SHAMAN'S STORY—YOU CAN'T KEEP A GOOD PERSON DOWN.

WHAT:

A tale from Greenland that teaches that you always have help even when things are terrible.

HOW:

Have someone read the story. Draw a picture, imagine a time that was hard for you and an animal came to help you.

MATERIALS:

Colors

SHAMAN'S JOURNEY

Story of an Eskimo Shaman paraphrased from Shamanic Voices by Joan Halifax, New York: E.P, Dutton, 1979



There was a young Eskimo boy who lived in Greenland. He made a sledge. He had a mean mother. When she saw the sledge, she beat him with it. He decided then that he would become an angakoq or shaman.

The boy went to the mountain where there was a very large crack. This side of the mountain faced the sunrise. He put a stone over the crack and then put another stone on top of the first stone. He rubbed the upper stone round against the lower in the direction that the sun moves. He did this until he could barely move his arms. He heard a voice calling him from beneath the Earth. He didn't understand the words, and he was terrified. He decided that he would no longer eat entrails, livers, and hearts of seals, nor would he work in iron.

He went back the next day and moved the stone over and over in a circle. He heard the voice again and felt a violent pain. He did the same thing the next day and this time the voice said, "Shall I come up?"

The boy said, "Yes, come up."

A huge sea monster came and looked at the sunrise, and then went back down. This would be a spirit helper that the boy would work with when he was a shaman.

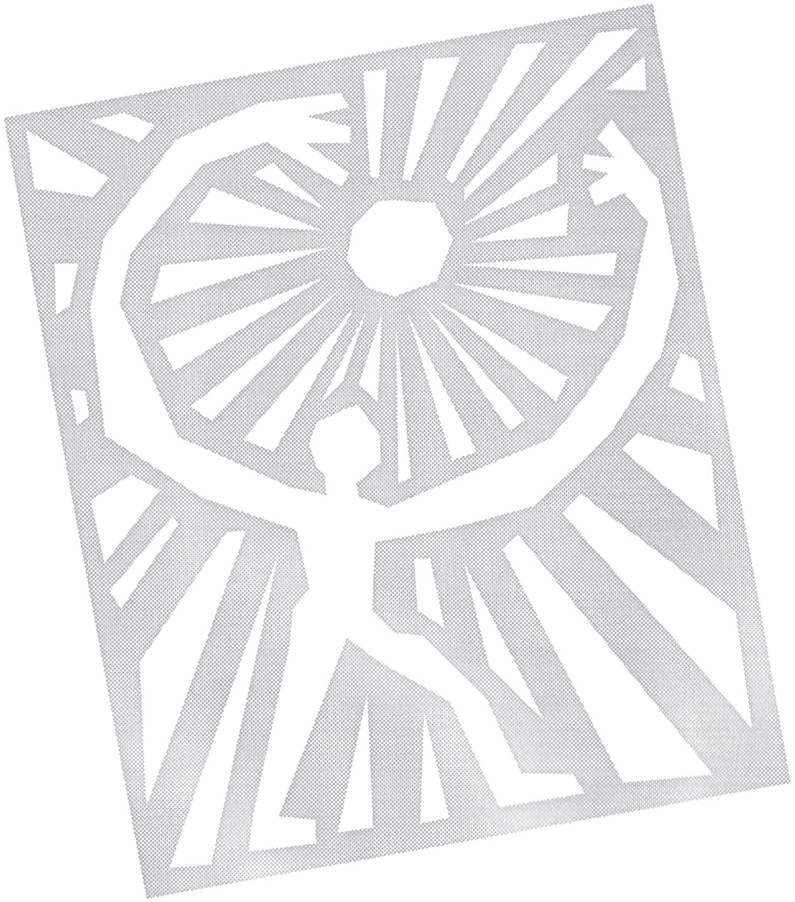
Winter came and the boy did not go to the crack in the mountain. But in spring the boy repeated rubbing the stones, and a little man came up. This was his second spirit helper. He could catch salmon for the boy. The boy fainted after he saw the little man. When he awoke, the man was gone.

The next spring the boy went to a little lake. Another little man came up and that was his third spirit.

The next year the boy went to the ocean and he threw a stone in the ocean. An enormous bear came out and ate him. He fainted and was dead. Then he came to. The boy had a bear and three spirits to help him when he grew up to be a shaman.

IMAGINE A TIME WHEN YOU HAD DIFFICULTY AND IMAGINE AN ANIMAL COMING TO HELP YOU.

DRAW A PICTURE OF THIS OR WRITE ABOUT IT.



Personal Power

WHAT'S YOUR STORY?

WHAT:

Learn that you can make up a story where you are the hero or heroine. Learn that you don't need to abuse drugs to prove you are strong.

HOW:

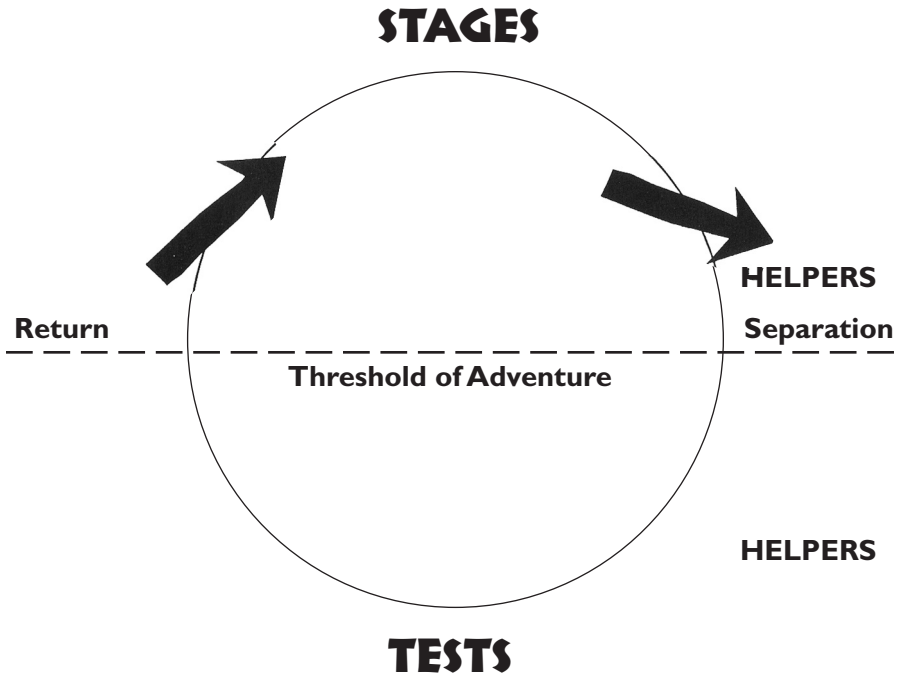
Have someone read the Tests section. Then work with a friend to figure out your test. Draw, talk or write about it. Write and illustrate your own story.

MATERIALS:

Pencils, paper and colored pencils to illustrate the story. Material to bind story into a book.

TESTS

Stories have these stages: Separation, Initiation and Return. Look at this drawing.



The hero or heroine goes on a quest to prove strengths. This journey can be used to understand a lot of things. For example, teenagers go on a quest to separate from their families and become an adult. Many times they make up tests for themselves, like abusing drugs or joining gangs, which prevent them from making the return stage of this journey. They are separating from their families, but they destroy themselves in the process.

Other teenagers make up tests for themselves that end up proving their strength and ability to be independent. With these type of tests, the teenager does something very difficult and proves him or herself. Some examples might be beginning a sports activity, writing a poem, asking for help, learning a new skill, making a dress, going on a trip, visiting someone who is very different from yourself, going on a wilderness journey, climbing a mountain, or creating a piece of art work. The best test for you would be one you create for yourself that is unique to you.

The journey also shows that bad things will happen in everybody's life, like the death of the friend, difficulty at home, problems with friends or family members, or problems at home. These difficulties can also be seen as a test. The way you face these problems can help you become more independent and become an adult. The hero-heroine's journey also shows that when we face difficult things, there will be helpers, both from spiritual sources and from friends.

MY QUEST

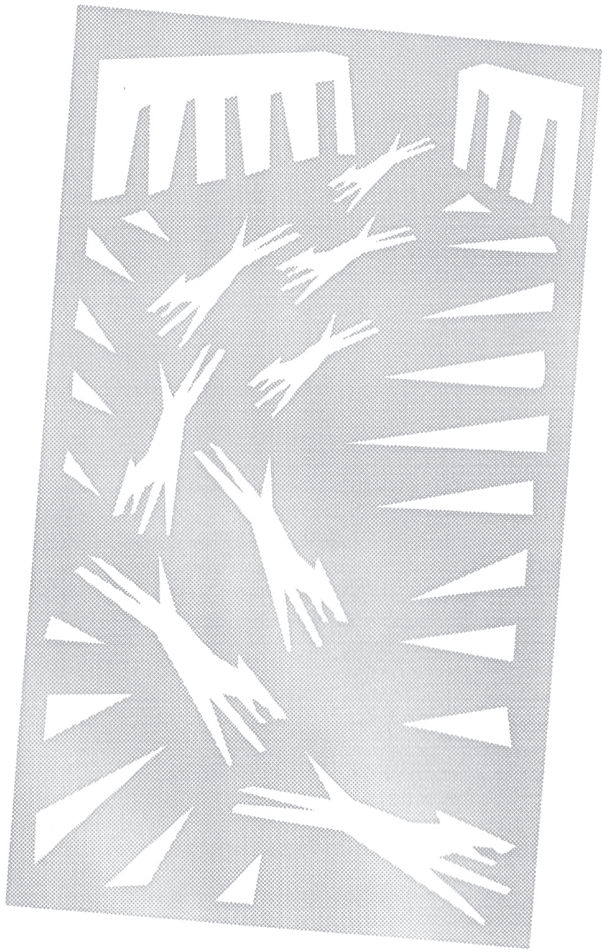
Your job is to think of an activity that would be a test for you, that you can do which will show courage and strength. It should be something that tests your limits a little, but will not end up hurting you. Maybe you could brainstorm with a friend. Once you get an idea, write or draw about an activity or plan an activity that will show that you are strong.

LESSON: MY OWN STORY

The purpose of this lesson is for your to write or draw a story. Think about all the stories you have heard or listened to. Remember characters and events that you liked. Now try to visualize your own story.

- **Who will be your characters?**
- **What will they do?**
- **What is the action of the story?**
- **How will the story end?**
- **What will be the separation, tests and return?**
- **Who will be the helpers?**

Brainstorm on ideas for your story. Your leader will help you. Write ideas in circles on a page with lines to connect the circles that go together. Then write it out. Then illustrate it. You may want to make a book out of your story, or your group could put all of the stories in a book.



Character Power

SEQUOYAH—STRENGTH THROUGH ADVERSITY.

WHAT:

Learn that someone can triumph over adversity.

HOW:

Have someone read Sequoyah's story. Look at the list of his character traits and discuss the questions with your leader. Put traits you like in the character circle and color it.

MATERIALS:

Colors.



SEQUOYAH'S STORY

Note: These characters are from the U.S. constitutional period to show that the founders of our country had character traits that helped us all.

I was born in the hills of Tennessee in 1773. I was a member of the Tsalgi Tribe, what most people call Cherokee. My mother's name was Wuh-the. She was a royal princess of the Paint clan. My father was white. His name was Nathaniel Gist. He was a soldier, trader, and explorer. My people gave him an island to live on. When I was little my father left me and my mother to live among the white people.

At that time, I got really sick and when I got well, my knee was hurt. One of my legs was shorter than the other. I couldn't run as well as the other kids, so I spent my time carving and painting masks. I also made iron pots and pans for my mother. As I grew older, I became better and better at handwork. I could make jewelry.

I made necklaces and bracelets for my bride. And I made a spinning wheel and a log cabin for her, too. We had five children. The first four were boys, and then finally we had a daughter named Ah-yoka.

During the Revolutionary War I fought alongside the white people for the United States. I saw many things I had never seen before, like their clothes, and food. I also heard them speak a language I did not know. One day I was shocked to see someone look at a "leaf" with marks on it and say words. (It was a piece of paper). It was almost like the leaf was talking to the person. After the war, I went home, and I was determined to make leaves talk to my people in my language.

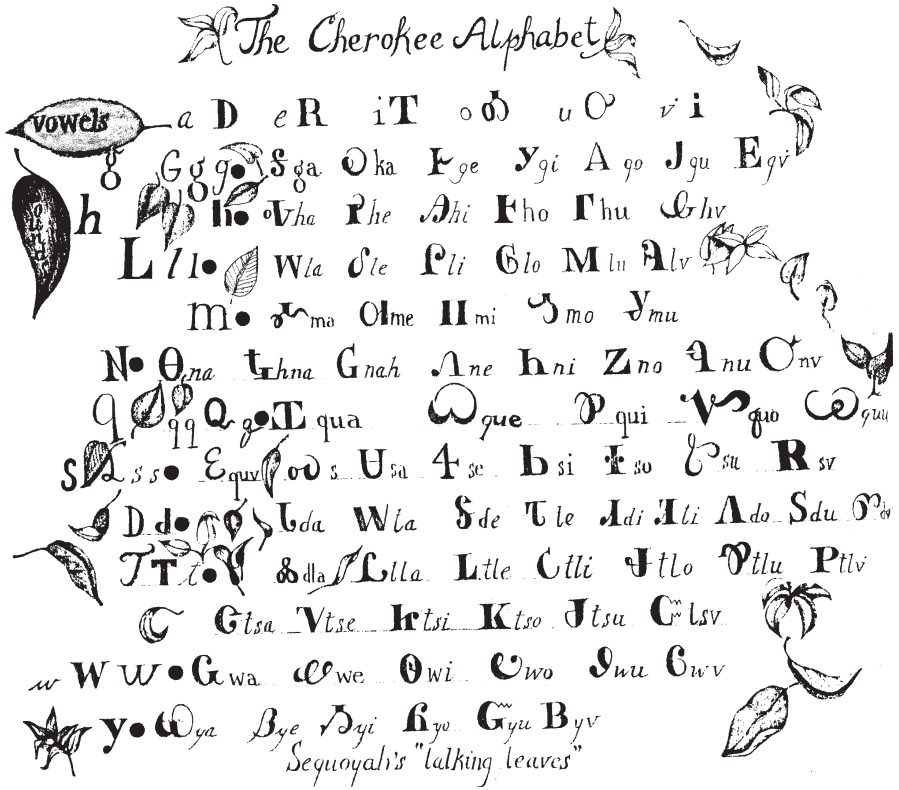
At first I drew signs for every word I could think of with charcoal on bark. I realized there were too many signs and I had to go about it in a different way. I made symbols of each sound in Cherokee. But the medicine man told everyone I was doing evil magic, so my wife took all of my bark and burned it. I decided to try again. This time, I made a sign for each syllable. I made 86 signs.

In 1821, I took the alphabet to my tribal council. They wanted me to prove that my signs would work. I left the room and my daughter, Ah-yoka, wrote in my signs. When I came back in the room, I read what it said. The tribe was excited, and many people started writing in my signs.

The President of the United States gave me $500 a year for the rest of my life, and my people gave me a silver medal with my picture on it to wear around my neck.

After a time, I heard that there were people of my tribe in Mexico, so I went there to help them learn how to write their language. But I became very, very sick then.

Note: Sequoyah died in Mexico. Everyone was very sad. But he is still remembered today. The tallest trees in the world, the giant redwood, are named after him. They are called sequoias.



DISCUSSION QUESTION
SEQUOYAH'S CHARACTER TRAITS

Handicapped

Talented

Artistic

Loving son, husband, and father

Warrior

Perceptive

Determined

Adventurous

Creative

Inventive

Do you know of a person who has one of these traits?

Who is this person? _____

Which trait does she or he have? _____

Do you think that trait is good or bad? _____

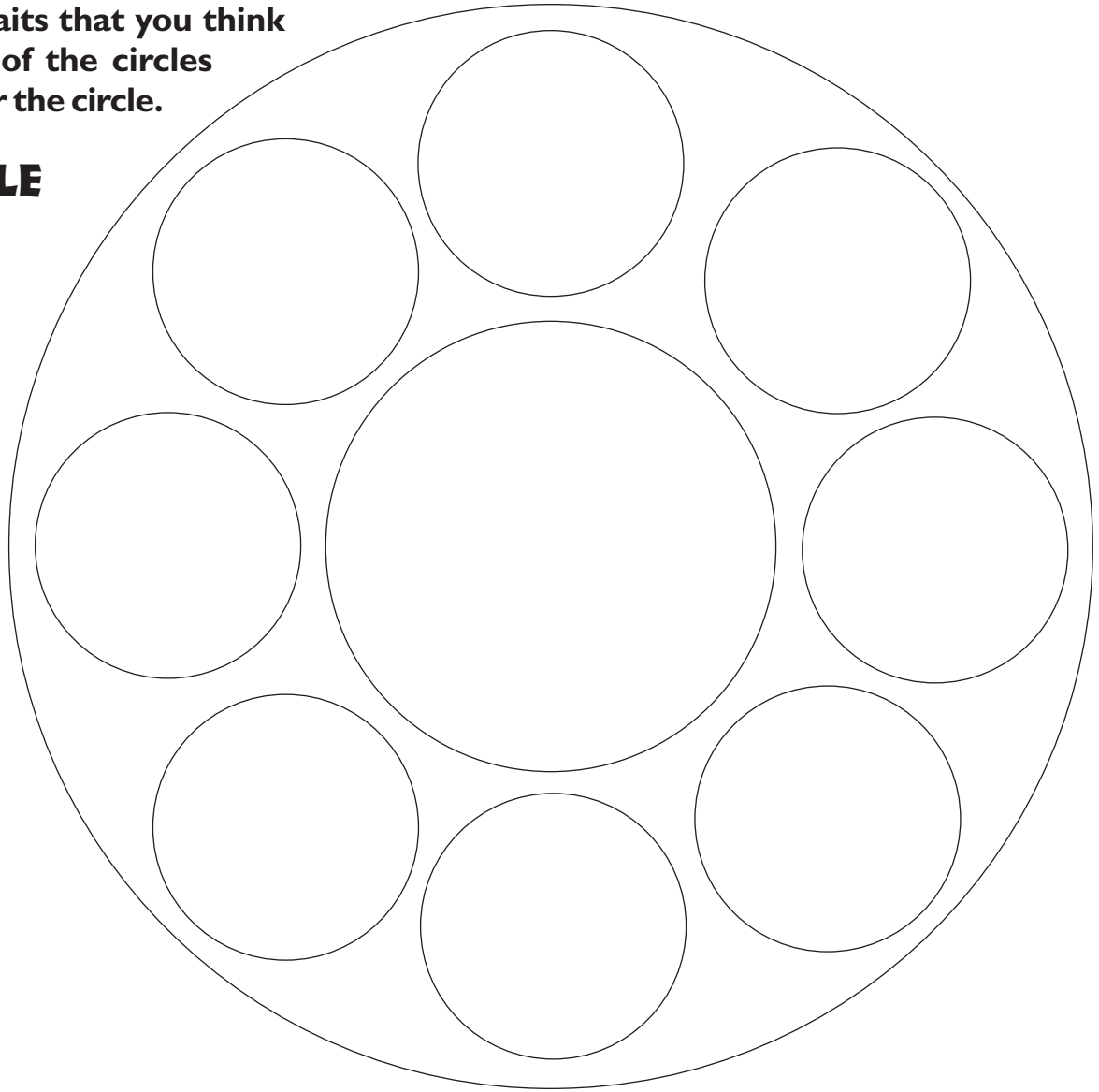
Do you want this trait for yourself? _____

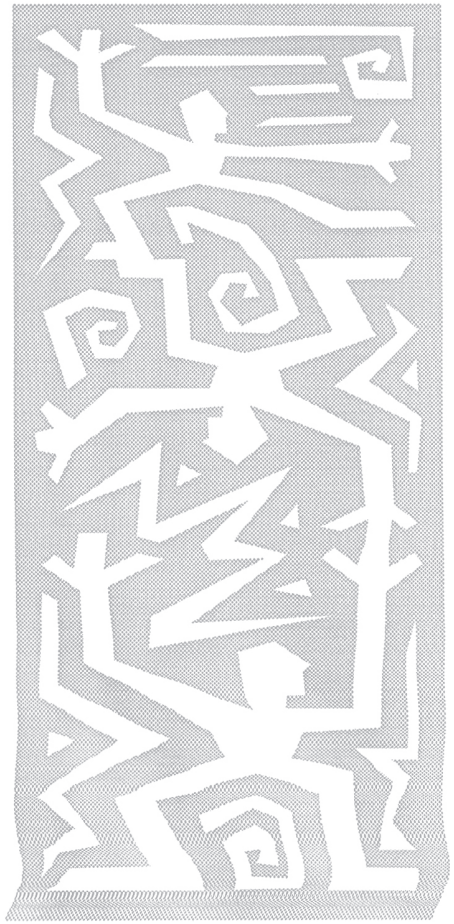
Which of these character traits do you like? _____

Sequoyah lived in two cultures, his Indian culture and in the majority culture of the army. He stayed true to his Indian culture, but he adopted things from the majority culture that he thought could help him and his people, like writing. He was bicultural. He could move in and out of the majority culture without losing his pride at being Indian.

Write Sequoyah's name in the middle circle below. Put character traits that you think are good ones in each of the circles around the middle. Color the circle.

CHARACTER CIRCLE





Character Power

OSCEOLA—STRENGTH THROUGH ANGER.

WHAT:

Learn that you can stay true to yourself.

HOW:

Have someone read Osceola's story. Look at the list of his character traits and discuss the questions with your leader. Put traits you like in the character circle and color it.

MATERIALS:

Colors or markers.

OSCEOLA'S STORY



I was born in 1804. I was born in the Muscogee Indian village near a river in what is now known as Alabama. My parents left Alabama because of disease and we moved to Florida. Florida was claimed by Spain at that time. Many escaped black slaves joined us. We became one people and married each other.

I had to become a warrior at a young age, because the United States army came to attack us. They wanted to capture the escaped slaves and they wanted our land. The U.S. Army used terrible methods. In July, 1816, they killed 270 Black Seminoles at one time.

In 1819, Spain gave Florida to the United States. The U.S. military attacked us more then. In 1823, some of our leaders signed a treaty that gave the U.S. millions of acres in northern Florida. We were given poor land in southern Florida that we could not even farm. There wasn't much game to hunt either.

One time the army came and took my wife. She was the daughter of a slave, so they said she was a slave too. I swore I would have revenge.

In 1832, some of our leaders signed away all of our land in Florida. We were to travel by foot to Oklahoma in three years. I took the treaty and slashed it with my knife, and they put me in prison.

Once they let me out, I organized our warriors. We used the swamps to attack. We would sneak out and attack and retreat as fast as we had come. We fought and fought and many generals were sent to subdue us, but they could not.

But you know those white generals finally tricked me. They set up a peace meeting. I came with a white flag of truce, and they captured me and imprisoned me. I became very sick in prison, but I would not let the white doctor help me. I died staying true to my people and my land.

Note: In 1842, 4,500 Seminoles were moved to the Indian Territory in Oklahoma. But hundreds stayed behind, hidden in the swamps. Their ancestors live in Florida today.

DISCUSSION QUESTION
OSCEOLA'S CHARACTER TRAITS

Strong

Angry

Warrior

Strategist

Smart

Loving Husband

Lover of the Land

Vengeful

Outspoken

Leader

Which of these character traits do you like?

Do you know of a person who has one of these traits?

Who is this person? _____

Which trait does she or he have? _____

Do you think that trait is good or bad? _____

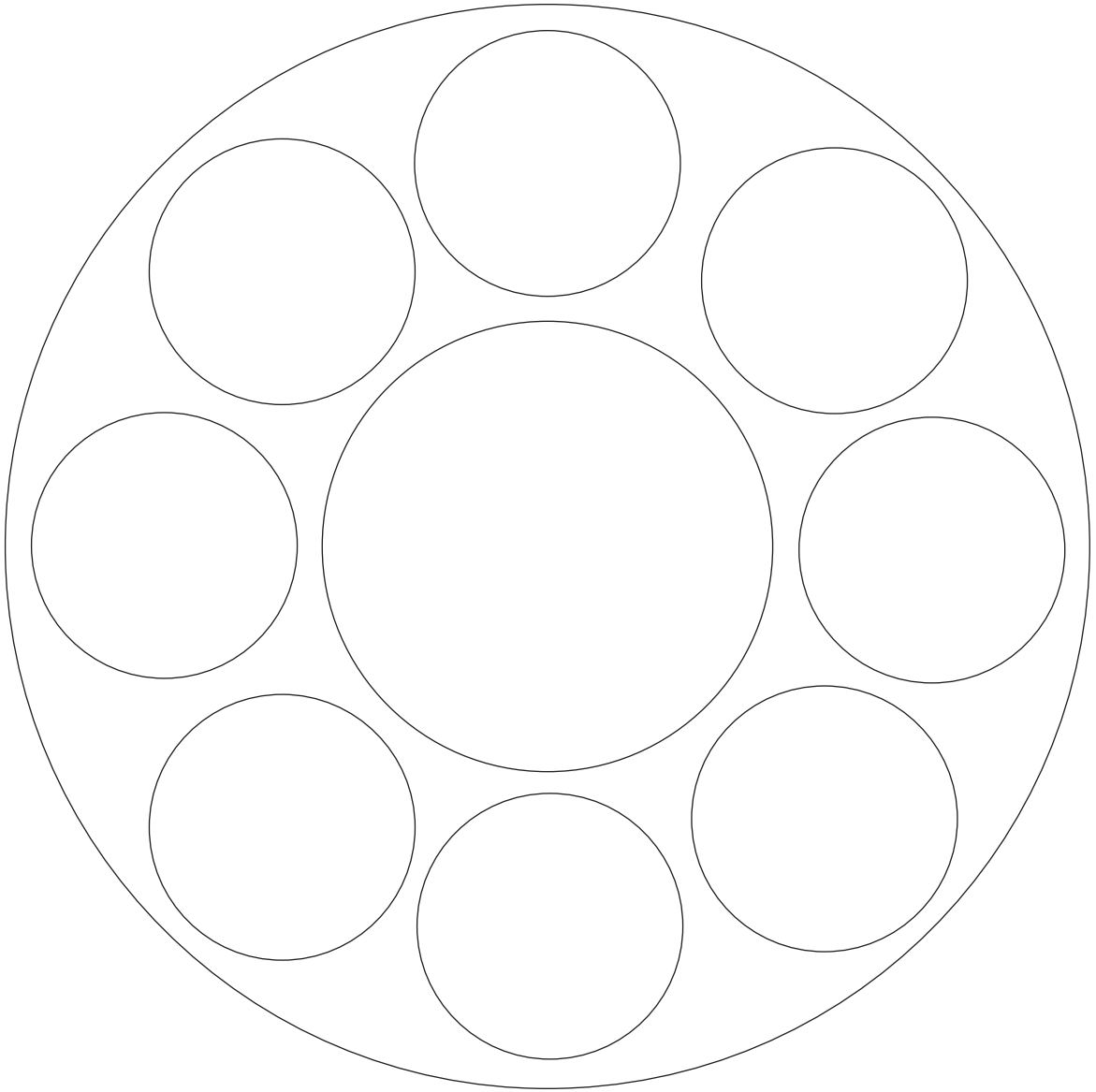
Do you want this trait for yourself? _____

Which of these character traits do you like? _____

Osceola had some character traits, like vengeance, that caused his death. What do you think about this character trait?

Write Osceola's name in the middle circle below. Put character traits that you think are good ones in each of the circles around the middle. Color the circle.

CHARACTER CIRCLE





Character Power

WHO DO I WANT TO BE?

WHAT:

Choose character traits that you want that will help you do what you want in the future.

HOW:

Make a character circle for yourself. Put in words and color it. Answer the discussion questions with your leader. Draw or write about what you want to happen in the future.

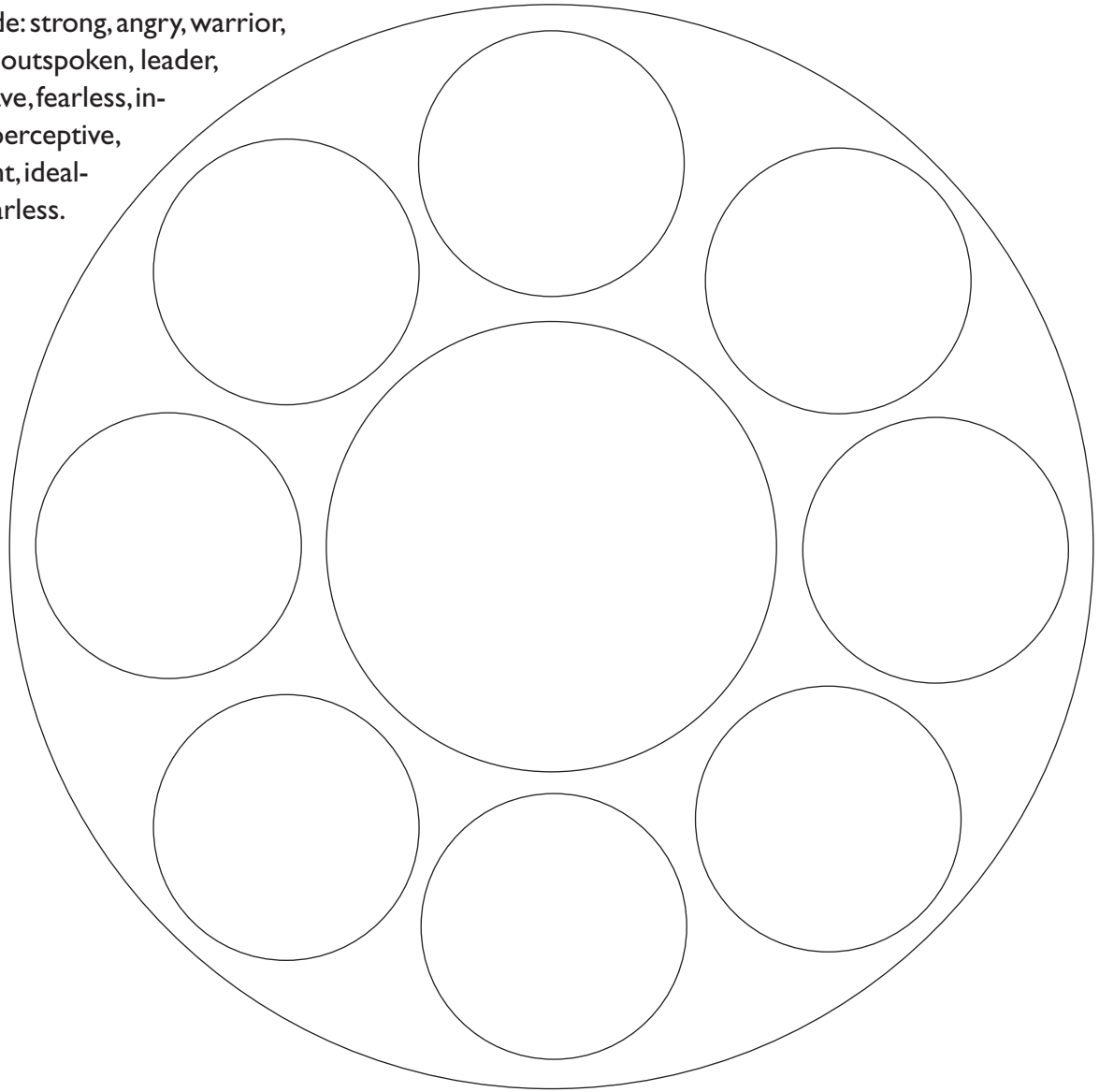
MATERIALS:

Colors or markers.

MY CHARACTER TRAITS

Now that you have read about famous historical people and looked at character traits, it is time to think about what character traits you would like to have. Put your name in the middle of this circle. Put character traits in the circles of ways you would like to have. These traits can be in the stories, or can be ones that you make up. Color each of the circles a color that go with those traits.

Traits from the stories include: strong, angry, warrior, strategist, smart, loving, vengeful, outspoken, leader, loyal, aggressive, hard working, brave, fearless, intuitive, dreamer, talented, artistic, perceptive, adventurous, creative, independent, idealistic, courageous, opinionated, fearless.



DISCUSSION QUESTIONS
HERO/HEROINE CHARACTER TRAITS

Who do you admire in your family?

What character traits do they have?

What public figure do you admire?

What character traits do they have?

MY FUTURE

Write several paragraphs of what you want to happen in the future and how your character traits will help make that happen, or draw a picture of what you want to do in the future.

Culture Power



WHAT IS CULTURE?

WHAT:

Learn the definition of culture.

HOW:

Work with a friend and answer the questions. Report back to the group.

MATERIALS:

Pencil.

WHAT IS CULTURE?

Culture is the beliefs, values, and habits that a group of people share. Values are what are considered important and what is considered good or bad. Culture is learned by children at a very young age when their parents and other family members teach them how to behave. Most people learn the beliefs, values, and habits of their culture by imitating the people around them. Different cultures can be very, very different. What one culture values, another culture rejects. For example, smiling and looking at a person is friendly in one culture, whereas looking down and being respectful may be friendly in another culture. It is important to understand that one culture is not better or worse than another culture. Cultures are just different. Culture is not the same as race, even though if people of the same race grow up together they are often a part of the same culture. However sometimes people of the same culture are of different races.



Culture can include the following things. Work with a friend and read the following questions about your culture.

Food
What is your favorite food? _____

Holidays
What is your favorite holiday? _____

Religion
What is your religion? _____

Greetings
How do you greet someone you know? _____

How do you say goodbye to someone you know? _____

Dress
What do you like to wear? _____

_____

Family relationships
Who do you live with? _____

What relatives do you see often? _____

What relatives do you see once or twice a year?

Roles of Men and Women
Who should take care of the house? _____

Who should make money? _____

Who should take care of children? _____

Music
What is your favorite music? _____

Art
What kind of art do you like? _____

Marriage
What are your ideas about marriage? _____

Transportation
How do you get around? _____

Dating
When and who do you want to date? _____

Meeting people
How do you meet your friends? _____

Communicating
How do you like to talk to people you know? _____

Dancing
What is your favorite dance? _____

Parenting
How old should you be to have a child? _____

Morals: What is good and bad.
What is the best thing someone could do? _____

What is the worst thing someone could do? _____

Education, learning
How important is education? _____

Should you finish high school? _____

Should you go to college? _____

Money
How important is money? _____

Laws
What laws are fair? _____

The Meaning of Life
What is important to do in life? _____



Culture Power

WHAT IS A SUBCULTURE?

WHAT:

Find the subculture that you belong to and have pride in it.

HOW:

Have someone read information. Brainstorm with your leader about subcultures. Choose one. Put it in the circle. Fill out the chart on habits with a friend. Interview someone on his or her story and report back, or bring someone in to tell a story.

MATERIALS:

Pencil.

WHAT IS A SUBCULTURE?

A subculture is a group of values, habits and beliefs that subgroups of society share. For example, teenagers are a subculture in the U.S. They have similar values and ways of dressing. Within the subculture of teenagers there are many other subcultures, like skaters, stoners, "good students," and more. You are a member of many subcultures, and as you grow you can pick and choose the values, beliefs and habits you like to create your own unique subculture. You do this by building on the values and habits you like from your childhood.

A person can be in a number of subcultures all at once. You are currently a member of many subcultures: a teenager, a son or daughter, a sister or brother, and a U.S. citizen.

Brainstorm with your leader on all the subcultures you could be a part of. A subculture can be any group with shared values (environmentalists, people who listen to rock and roll, who are Latina or Latinos, people who are poor, and on and on).

What is the subculture you feel the most a part of and have pride in?

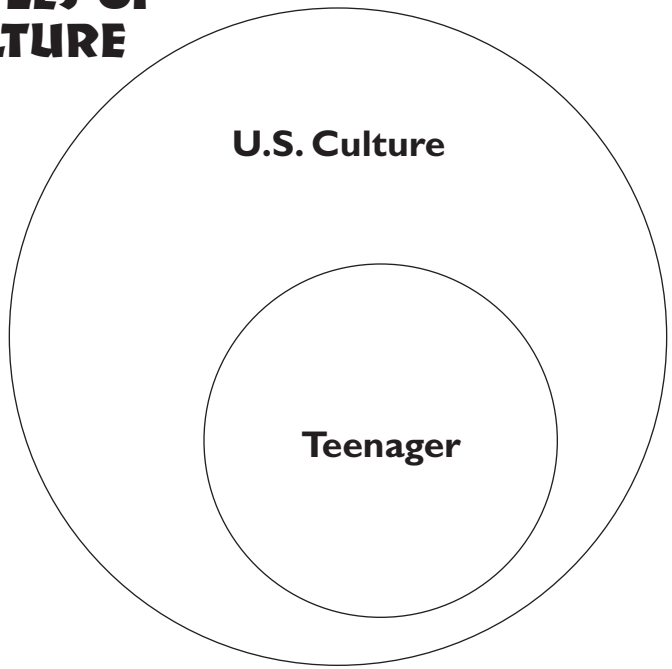
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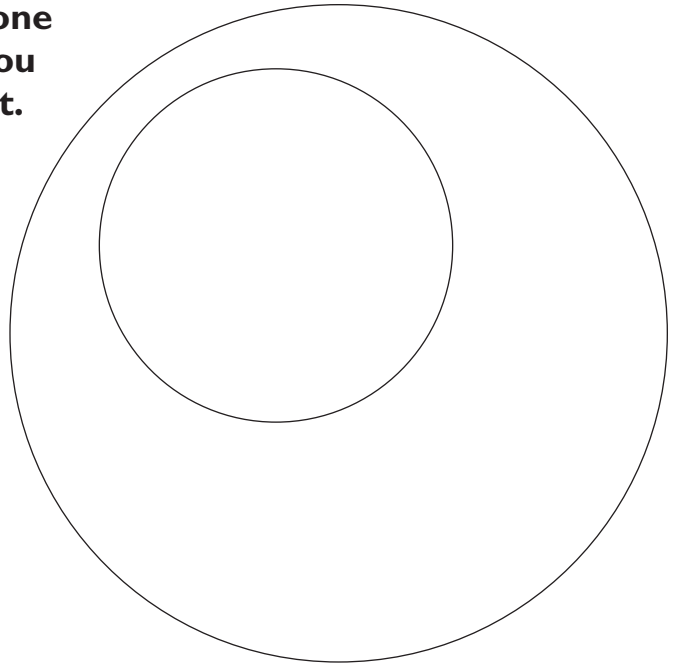
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EXAMPLES OF SUBCULTURE



Put labels on one culture and one subculture you might inhabit.



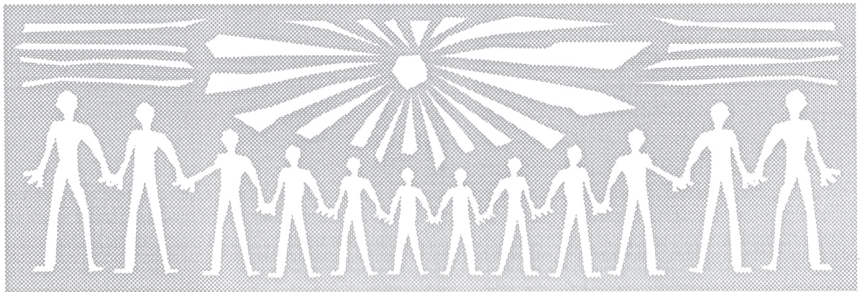
Habits of subcultures are different. Work with a partner and write down habits of these different subcultures.

Fill in the blanks in this chart about habits from different subcultures.

HABIT	TEENAGE CULTURE	TEACHER CULTURE	MY FAMILY CULTURE
Greetings: How do you say hello?			
Music: What music do people like?			
What do people think you should do with your time?			
What food is the best?			
How do you show respect?			

INTERVIEWING TASK: FIND A STORY FROM LONG AGO

Ask a teacher, other employee at the school, or family member to tell you a story from his or her childhood. Try to find someone older so that you can learn what it was like a long time ago. This shows you how culture changes over time. Habits and beliefs change. Write a few sentences to tell part of the story or report back to the group.



Culture Power

WHAT IS BICULTURAL?

WHAT:

Learn that cultures are not better or worse than each other. They are just different. Learn to feel good about the two main cultures you inhabit.

HOW:

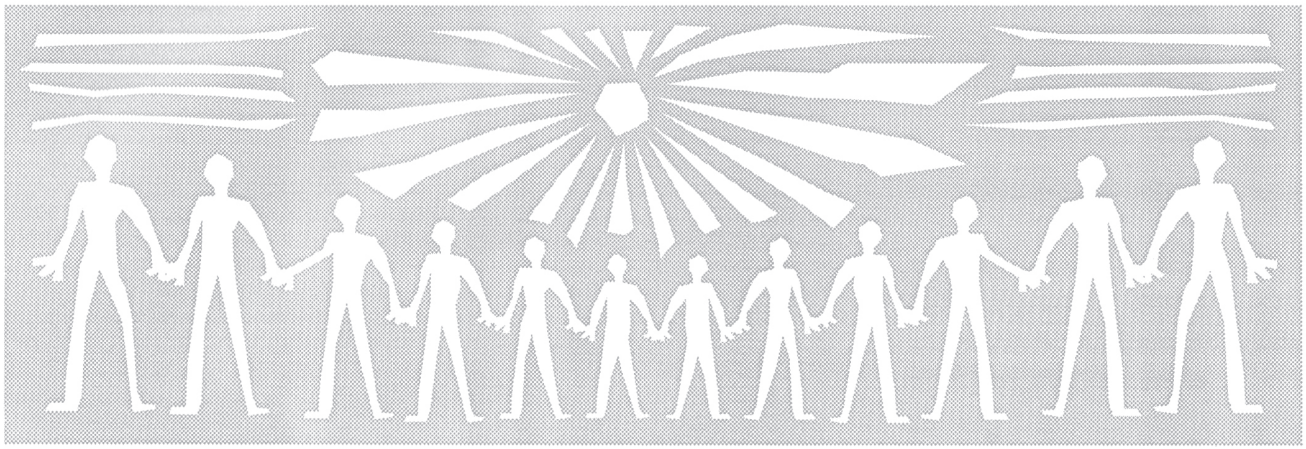
Have someone read the information and talk about the questions with your leader. Make a diagram of your cultures.

MATERIALS:

Pencil.

GROWING UP BICULTURALLY

Biculturalism means that you are a member of two main cultures and that you can move in and out of both cultures without feeling that one culture is better that another. Some people grow up in two different primary cultures, like in one cultural group and also as a U.S. citizen. This can be confusing since the different cultures have different customs or beliefs. It is important to not let the beliefs from one culture make you feel that you are not okay. For example, if you notice that families on TV are different from yours, it doesn't mean that your family is not okay. All cultures are equal and have different gifts, and you have special gifts from your culture. You can choose which culture you want to be part of, or you can choose parts of both cultures to put together. You might want to talk to a family member, an elder or your teacher in helping you think about what you do when you feel judged by another culture.

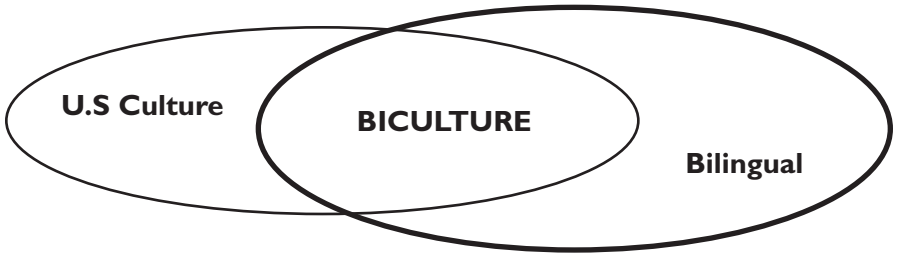


Talk about the following questions with a friend.

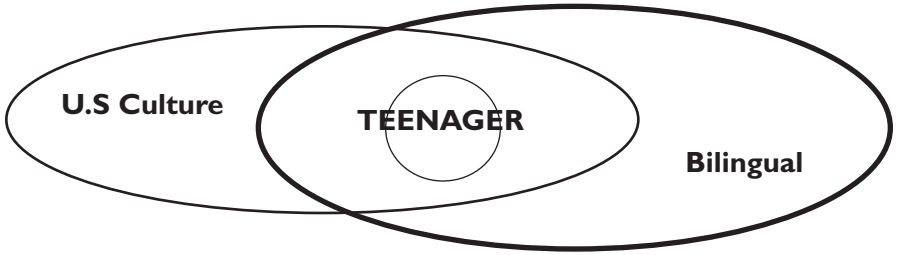
- **What do I like about my culture?**
- **What do I dislike about my culture?**
- **What do I like about the U.S. culture?**
- **What do I dislike about the U.S. culture?**

Your culture is what you think is important or values you have for the future. What is one thing you want to happen in life?

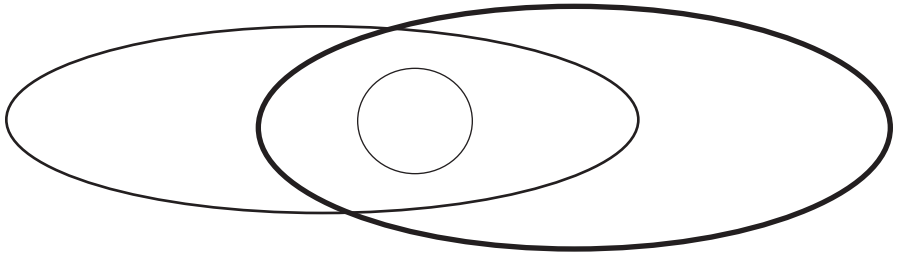
EXAMPLES OF BICULTURAL



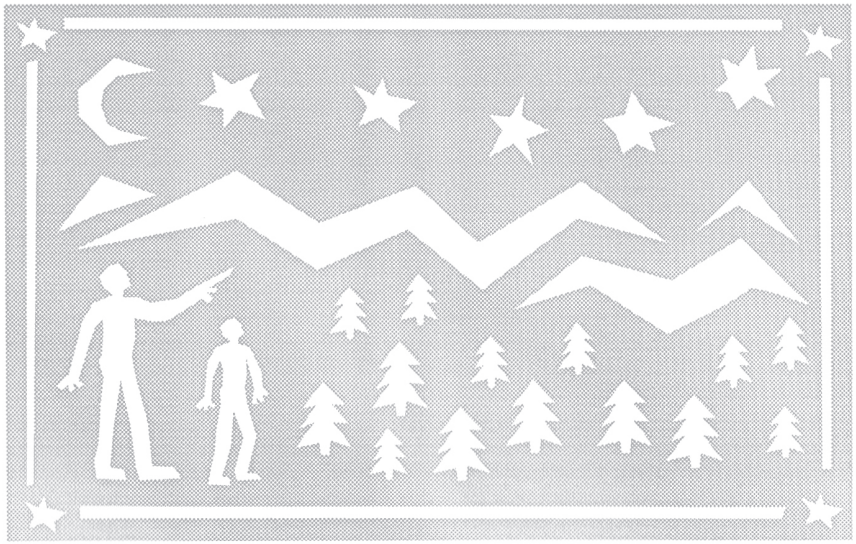
EXAMPLE OF BICULTURE AND SUBCULTURE



Put labels of two cultures that intersect in your life and one subculture



Culture Power



WHAT IS MY CULTURAL SYMBOL?

WHAT:

Create a symbol of your culture to give you pride in your culture.

HOW:

Look at the symbols and then draw a symbol of your culture. Draw a picture of your dream for the future. Do a "go around" to show your symbols. Sit in a circle and each person has a chance to share his or her symbol.

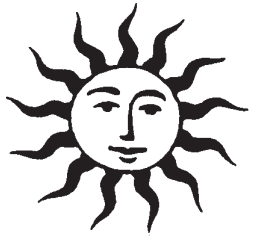
MATERIALS:

Colors, markers, paints and colored pencils.

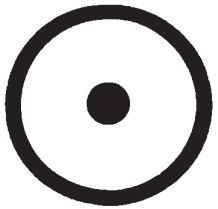
SYMBOLS

Cultures use symbols to show what is important to them or represent their values. Symbols are very important since they go deep into the mind and influence our behaviors. That is why advertisers use symbols. If we see a symbol a lot of times, and we have a good feeling about it, this symbol starts to influence our behavior. An example of this is the McDonald symbol. When we get hungry, we start looking for that symbol. That's why it is important to consciously choose a symbol that stands for something positive from your culture. That way the symbol will influence you to grow in a positive way and to make your dreams come true.

Choose one or more of the symbols from the next two pages, copy with markers or write about why you like them.



SUN



EARTH



BIRD
HUMAN SPIRIT



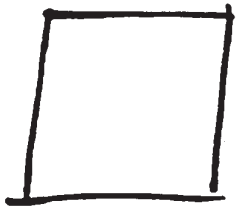
MALE-FEMALE



ANGEL



WHEEL-UNIVERSE
SUN



SQUARE-BALANCE



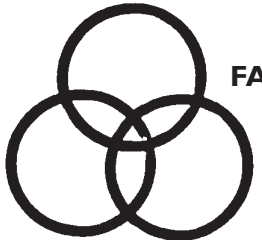
INFINITY-UNLIMITED



CLOUD



CIRCLE-STRENGTH



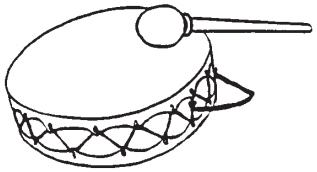
FATE



CREATIVITY



FEMALE



DRUM



EYE-VISION



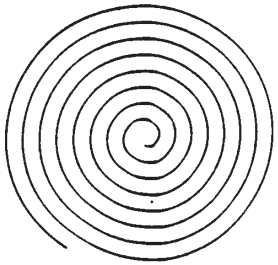
MAZE



EAGLE



WEB-WEAVING



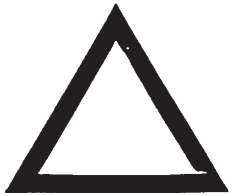
SPIRAL



YANG AND YIN
OPPOSITES AS ONE
(DARK-LIGHT, YOUNG-OLD ETC)



LIGHTNING-FORCE



MALE



STAR-GUIDANCE



HEART-LOVE

SYMBOLS OF MY CULTURE

Draw a symbol of your culture. Use some of the symbols on the previous pages as ideas to draw a symbol of your culture. Talk to your parents about what they like about their culture. The symbol should stand for some values or beliefs that are important to you. Your symbol can be a combination of a number of other symbols. You can use markers to add colors to the symbol.

MY DREAM FOR MY SELF, FAMILY OR COMMUNITY

Close your eyes a minute and look into the future. See yourself, your family or community being as you want them to be. See changes, see growth, see your dreams coming true. Draw a picture or write about what your dream is.



Future Power

WHAT IS A ROLE MODEL?

WHAT:

Learn what a role model is and read about some famous people.

HOW:

Write or talk to a friend about whether or not you think they are role models. Think about what you'd like to see in your role model. Report back to the group. You could also recruit people who you consider role models to present to your group. Invite people from your home, community and school who you think are role models. Have refreshments and celebrate them.

MATERIALS:

Pencil.

WHAT IS A ROLE MODEL?

A role model is someone who has character traits that you would like to have someday. It is a person who you look up to. It is someone you admire who showed you how you could be. Role models can be relatives, friends, sports stars, movies stars, teachers, and characters in movies or books.

Some role models today might be in the following list. Brainstorm with your group about whether or not you consider these people role models.

Mother Teresa

Michael Jordan

Your Mother

Your Father

Charles Barkley

President Clinton

Hillary Clinton

Rosanne Barr

List two more role models you can think of. Talk to your friend for help on ideas:

1._____

2._____

AMY TAN, AUTHOR, (1952 -)



Amy was born in San Francisco in 1952. He parents came to the U.S. from China. Her Chinese name means An-mei or "blessing from America." Her parents put a lot of pressure on her to succeed. They wanted her to be a doctor or an executive. But she was very rebellious and wanted to be a writer. Once her mother did not talk to her for six months when she changed colleges without telling her. She was a speech writer and worked too hard - 90 hours a week. She decided to heal herself; she read beautiful books and did art. She sold her first book, The Joy Luck Club, for $50,000 and sold the movie rights to the book for more than a million dollars. Her mother accepted her as a writer when she bought her a house.

Would you consider Amy Tan a role model?

Why or why not? Talk to a friend and report back to the group or write your answer.

_____

_____

_____

_____

_____

_____

MAHATMA (GREAT SOUL) GANDHI, LEADER OF INDIAN INDEPENDENCE (1869 - 1948)



Gandhi was born in India in October, 1869. He was the third son of four children in an upper class family. Gandhi went to England and became a lawyer. He lived in South Africa for awhile. In South Africa, Gandhi organized demonstrations because Indians in South Africa could not vote. In India, Gandhi organized fasts and demonstrations to free India of England's oppressive rule. He taught people to use non-violence to get rid of England. He became the symbol of independence and his fasting brought an end to English rule.

On January 30, 1948, Gandhi was shot while walking through his garden. He was shot three times in the chest, and he fell to the ground saying, "Hai Rama - Oh God."

Would you consider Gandhi a role model?

Why or why not? Talk to a friend and report to the group or write your answer.

ISHI THE LAST YALU (1862-1916)



In 1911, Ishi came out of the hills of California, expecting to be killed as all members of his tribe had been killed by gold prospectors. Ishi was put in jail. But two men who spoke Yani (a similar language) came to visit him. He then lived at a museum and taught others his skills of making knives, strong bows, arrows and harpoons.

Would you consider Ishi a role model?

Why or why not? Talk to a friend and report back to the group or write your answer.

SANDRA DAY O'CONNOR, SUPREME COURT JUSTICE (1930 -)



Sandra O'Connor is the first woman to be appointed to the Supreme Court. She is a mother and was a state senate majority leader and a judge. She supported the Equal Rights Amendment for women in the '70s. She also has supported bilingual education, antipollution laws and support for migrant workers. She has had difficulties in her life including breast cancer. She has said, " Society as a whole benefits immeasurably from a climate in which all persons, regardless of race or gender, may have the opportunity to earn respect, responsibility, advancement, and remuneration based on ability."

Would you consider Sandra Day O'Connor a role model?

Why or why not? Talk to a friend and report to the group, or write your answer.

JESSE JACKSON, MINISTER CIVIL RIGHTS LEADER (1941 -)



and received a football scholarship. He eventually went to the Chicago Theological Seminary and became a minister. He was active in the Civil Rights movement and worked with Dr. Martin Luther King. He has tried to become a candidate for president and has forced the U.S. to take the idea of a black president seriously.

Would you consider Jesse Jackson a role model?

Why or why not? Talk to a friend and report to the group, or write your answer.

TONI MORRISON, NOVELIST, EDITOR (1931 -)



she was the only black in her class and the only person who could read. Her fifth novel, Beloved, won the Pulitzer Prize for literature. She also received the Nobel Prize in literature.

Would you consider Toni Morrison a role model?

Why or why not? Talk to a friend and report to the group, or write your answer.

WILMA MANKILLER, FORMER CHIEF OF CHEROKEE NATION (1945 -)



Wilma was the tribal leader of the Cherokee Nation of Oklahoma, the second-largest Indian Nation in the U.S. She is the first woman to hold that position. She has had serious health problems and says that traditional Cherokee wisdom can heal the whole Cherokee community. She says the Cherokee secret is that "we never give up".

Would you consider Wilma Mankiller a role model?

Why or why not? Talk to a friend and report to the group, or write your answer.

JOHN MUIR, MAN OF THE WILD PLACES (1838 - 1914)



John was born in Scotland, his father and his teacher were very strict and beat him. His family moved to the U.S. when he was 11. John loved nature and travel. When he was 22 he packed his sack and left home. At one point John walked through Mexico and wrote in a journal that God loved everything in the world, not just people. He ended in the Sierra Nevada Mountains in California. He fought many political battles to preserve the wilderness and helped make Yosemite a National Park.

Would you consider John Muir a role model?

Why or why not? Talk to a friend and report to the group, or write your answer.

CESAR CHAVEZ, UNITED FARMER WORKER'S ORGANIZER (1927 - 1993)



Cesar Estrada Chavez was born in 1927 on a farm in Yuma. Arizona. He had 14 brothers and sisters. During the depression, his father lost his business and became a farm worker, moving around farms in California. Farmers would promise $20 per week, but then only pay $10. In three hours, the entire Chavez family members could only make 20 cents picking peas. They lived in one room ,10 x 12 feet. In school, teachers treated Mexican-American students as if they were retarded.

Cesar began the United Farm Workers(UFW) Union to help Mexican Americans, Mexicans, Puerto Ricans, Filipinos, Blacks, and Southern Whites strike to earn better wages. He fasted for 45 days in 1968 to support the strike against the California grape growers. He worked for the rest of his life to help organize and strengthen UFW so that farm workers could make decent wages.

Would you consider Cesar Chavez a role model?

Why or why not? Talk to a friend and report to the group, or write your answer.

ISABEL ALLENDE, AUTHOR, (1942 -)



1942 and lived in many countries since her mother and stepfather were diplomats. She lived in Bolivia, Europe and the Middle East. Her experiences with her grandmother gave her much of the material found in her books.

She thinks that supernatural phenomenon, or talking to spirits, is a natural part of life. She was a journalist in Chile, but a revolution in her country that killed her uncle the president, Salvador Allende, forced her to flee and live in Venezuela. She writes books for adults and children.

She now lives in California with her husband and children.

Would you consider Isabel Allende a role model?

Why or why not? Talk to a friend and report to the group, or write your answer.



Future Power

WHO IS MY ROLE MODEL?

WHAT:

Learn who other people think of as role models. Choose your own role model.

HOW:

Conduct interviews. Tabulate your results. Discuss questions with the leader. Draw a picture of your role model or find a picture of him or her. Do a "go around" and share your role models with the group.

MATERIALS:

Colored pencils.

INTERVIEW TASK : ASK 9 PEOPLE WHO THEIR ROLE MODEL IS!

Ask nine people in your class.Who is your role model? Who do you want to be like when you grow up?

People to Ask	Who is your role model?
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

TALLYING RESULTS FROM INTERVIEW

List all the different role models people proposed and tally the number of times they were proposed.

Role Model	Number of times selected

MY ROLE MODEL

After all this work on role models, who would you choose as a role model?

MY ROLE MODEL IS _____

_____

Make a collage, draw a picture, or write a paragraph about your role model.

MY ROLE MODEL



Future Power

WHERE AM I GOING?

WHAT:

Look into the future. Set goals you want to see happen in the future.

HOW:

Talk to a friend or the leader. Brainstorm on what you want to happen in the future.

MATERIALS:

A vivid imagination.

DREAM YOUR DREAMS

Goals (Education, Family, Fun, Travel, Jobs, Home, Car, Places to Live). Write or draw your goals.



SIX MONTHS

ONE YEAR

WHEN I GRADUATE

WHEN I'M OLD

INTRODUCTION TO

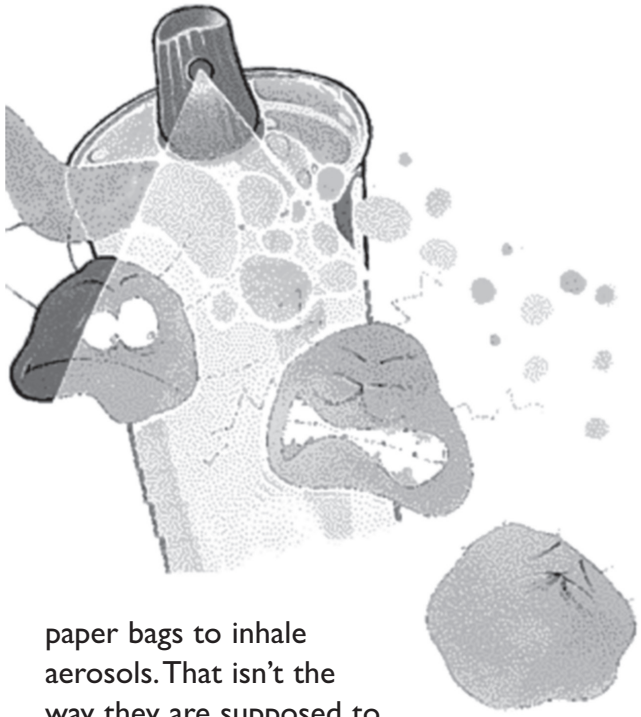
Inhalants



Many people are confused about inhalants because they are not sure about what inhalants are and if they are drugs or not. Don't let rumors become your opinions, inhalants are drugs and inhalants are dangerous! Inhalants are chemical vapors that are inhaled through the nose or mouth to cause a feel good high, an intoxicating or mind-altering effect. There are over a thousand different household chemicals that are used to create a high. Glue, paint, lighter fluid, gasoline, and cleaning fluids are just a few. Those sound like fun to sniff, right? WRONG! Not for your brain, your body or your future! Read on to learn why inhalants are best to steer clear of.

To start, lets divide inhalants up into four different groups so we can understand first what they are and then what they can do to you. The four groups are called **volatile, solvents, aerosols, gases, and nitrites.**

- **Volatile solvents** are liquids scientifically defined as those which turn into gas when they are exposed to room temperature. Some popular examples of volatile solvents are paint thinner, gasoline, correction fluids, and some types of markers. These products aren't dangerous when they are used properly but when inhaled, they become very dangerous.
- **Aerosols** are sprays that contain chemicals. Most spray cans contain chemicals so it is important to be careful when using them. Many people use rags or



paper bags to inhale aerosols. That isn't the way they are supposed to be used. Hair spray, room freshener, and cleaning sprays can really damage your lungs when inhaled. Remember, hair spray is for the hair on your head, not the hair in your nose!

- Gases are used in medical offices. Doctors called anesthesiologists are specially trained to give patients gases for surgery and other medical procedures. Gases are also found in many household products such as bug fumigators and propane tanks. These types of gases are not safe to use on your own, they contain really nasty chemicals.

- Nitrites are different from other kinds of inhalants because they are used to enhance sexual pleasure, not to get "high". Nitrites are found in certain heart medications and sold on the streets as a drug called "poppers" or "snappers". This type of inhalant is very rare and most people that use inhalants do not use nitrites.

The good news about inhalants is that less and less people are using them. The bad news is that there are still young people and teens out there trying them out. Inhalants are abused by young kids more than older ones. It is a drug that many have tried by the time they reach 4th grade! While most teens stop using inhalants by the time they reach high school, some do not. This is because **inhalants are EXTREMELY ADDICTIVE**. Starting at a young age can make it difficult to stop using, even if you want to. That is why it is important to join the growing group of teens that are staying away from inhalants in the first place.



REALITY CHECK

Do you know anyone that has used inhalants?

What kind of inhalants did they use, nitrites, volatile solvents, gases, or aerosols?

What did the chemicals make them feel?

Do they want or plan to use the stuff again?

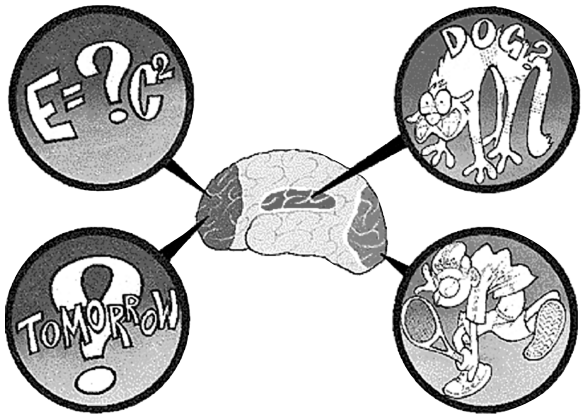
THE EFFECTS OF INHALANTS

When a drug is used, there is always some type of effect. An effect is what happens to you, how you feel: high, spinning, dizzy, sick. Effects of using a drug are both short term, which is what happens immediately after taking it, and long term, which is what happens after taking a drug for a long time.

The short-term effects of inhaling chemicals are very similar to what happens when someone drinks alcohol. The chemicals that are inhaled are absorbed into the lungs and from there they move into the bloodstream. Once in the blood, these chemicals

including the brain and other organs. When the chemicals get to the brain the way a person feels and acts begins to change. The user may have **slurred speech, dizziness, and poor coordination. Users might also get lightheaded, have hallucinations, and feel "high".** All of these symptoms only last a few minutes so in order to keep feeling this way, a person has to keep using inhalants over and over. Using inhalants repeatedly is dangerous because it can lead to drowsiness, headaches, loss of consciousness (passing out), or even death.

Being addicted to inhalants and using them repeatedly for a period of time causes some very serious problems. These are called the long term effects of use. **Long term effects** can be either reversible or irreversible. Reversible effects are problems that might go away after you quit using and let your body repair itself. Some of the reversible effects of using inhalants are liver damage, kidney damage and blood oxygen



but if a person stays away from drugs, eventually these problems may go away (but that doesn't mean that they will). Irreversible effects are ones that are permanent and a user will have them for the rest of his or her life. **Irreversible effects (the permanent ones!) are hearing loss (*no more music,)* limb spasms (*less control*,) central nervous system damage (*your body and brain won't work together*,) brain damage (*no more decent or even good grades or learning new games*,) and bone marrow damage (*you'll stay sick longer.)***



The brain is a very important organ in the body because it controls everything that we do and controls all of our other organs. **Using inhalants puts your brain at great risk.** Studies show that using inhalants actually shrinks the size of a brain! Inhalants also damage nerves which serve as the messengers throughout the body. Certain chemicals in inhalants damage the outer cover of the nerve. This cover is called the myelin sheath. Once the myelin sheath is gone, the nerve no longer has any form of protection and can become damaged permanently. Those cells never grow back!

Another scary effect of inhalant use is called "sudden sniffing death". Sudden sniffing death is when the heart suddenly stops after using inhalants (especially pens within a few minutes of inhaling the chemical and can happen the very first time a person uses!

Another cause of death associated with using inhalants is suffocation. When we breathe we bring oxygen into our bodies and breathe carbon dioxide out. We do this thousands of times every day without even thinking about it. When a person uses inhalants they are breathing in more chemicals than oxygen. If they do this over and over, they run out of oxygen in their body and they suffocate. Some people inhale drugs from a paper or plastic bag, this is called huffing. People who huff are at even greater risk of suffocation.

REALITY CHECK

One of the irreversible effects of inhalant use is hearing loss.

How would your life be different if you couldn't hear?

What sounds would you miss the most?

Inhalant Brain Activity

FACT: Using inhalants causes brain damage and actually shrinks the size of the brain!

ACTIVITY: Use the boxes below to draw a picture of your healthy brain and your brain after using inhalants.

Your brain is the size of your two fists put together. Trace around your fists or find a picture of a healthy brain to copy and color the brain with colors you associate with health.	Now draw another brain, smaller and darker. This is the brain of someone who's been huffing for a while. It has been damaged by inhalants. Color this brain with colors that remind you of sickness and death.

HUFFING
Scene and Role Play

Hameed told his mom he was going to his friend's house to swim. Hameed and his friend had bought a can of computer duster and were planning to huff. They inhaled the fumes and dove down deep into the water to make the high last longer. Hameed's friend surfaced but Hameed didn't. His friend pulled him out of the water. He was afraid to call 911 but he did it anyway. The firemen were able to save Hameed.

- ***When do you think someone should have done something for Hameed?***
- ***What should they have done?***
- ***Make a role play showing this***

YOUR SENSE OF SMELL IS PRECIOUS

When we inhale through our nose, we are using our sense of smell. The sense of smell is a very powerful sense. Many times just by smelling something, we can tell whether we like what is in front of us or we don't like what is in front of us. Think about the last time you smelled rotten eggs…did it make you want to eat them? Probably not. Our sense of smell is also closely related to our memory. Sometimes just smelling something will bring back the memory of a person or a place. Maybe when you smell a certain type of flower you remember your grandma's garden, or when you smell rain it reminds you of playing outside with your friends. It doesn't matter if it is good or bad, when we inhale through our nose we are capturing information and memories through our sense of smell.



Creative INTELLIGENCE

Make a collage using colors, symbols, drawings, and magazine pictures to represent some of your favorite scents. (You won't be able to smell them any more if you use a lot of inhalants, all you'll have will be the pictures.)

INTRODUCTION TO

Methamphetamine

Methamphetamine is a human-made stimulant that affects the central nervous system. Methamphetamine is made up of many deadly ingredients such as battery acid, drain cleaner, lantern fuel, and antifreeze. Since methamphetamine is made up of many different ingredients, there are also many different colors, forms, ways of making it, and ways of using methamphetamine. Methamphetamine can be a powder or it can be in rock-like chunks. It also comes in many colors like white, yellow, brown, gray, orange, and pink. Methamphetamine can be smoked, snorted, injected, or taken as a pill. This makes buying and using meth very risky, who knows what it is made out of, who knows what it will do to you – chances are not even the dealer knows.

Not Everyone is Doing It!

So who is using this drug anyways? Old people, young people, rich people, poor people…all different types of people use methamphetamine. It is a very popular drug right now. Researchers are especially concerned about high school students that are choosing to try it for the first time. While a lot of high school students may be trying it, it's important to know that not everyone in high school thinks it is okay to try methamphetamine. In fact, a 1999 National High School Survey showed that 80% of teenagers disapprove of using methamphet-



amine even once or twice[1]. That is a lot of students who believe that trying methamphetamine is not okay. And they have a good reason to think so. **Methamphetamine is a powerfully addictive drug; so powerful that users can get addicted the first or second time they try it!** Once a person is hooked, they develop a tolerance to the drug. This means that in order to get "high", they have to take more and more of the drug than they used to.

Withdrawal, or getting off of methamphetamine, is very difficult since the drug is so powerful. After stopping methamphetamine use, addicts will experience withdrawal symptoms such as depression, anxiety, fatigue, paranoia, aggression, and an intense craving for the drug. Psychotic symptoms can last for months or even years after a person stops taking the drug.

REALITY CHECK

Being addicted to drugs can change your life in many ways.

How would your life be different if you were addicted to meth?

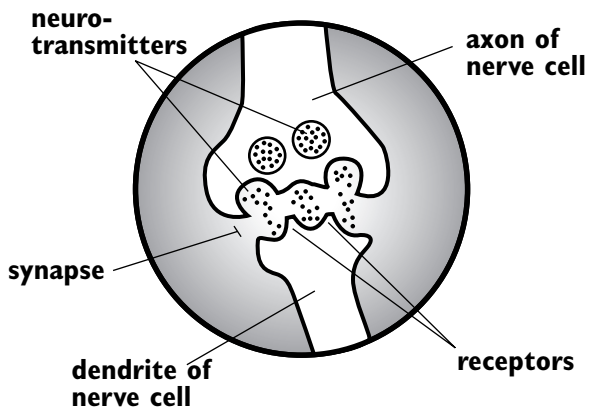
Have you ever seen anyone on meth? Did they seem like they were having a good time or were they having a bad trip?

If you haven't seen anyone on meth, describe how you think they would act.

Effects of Methamphetamine

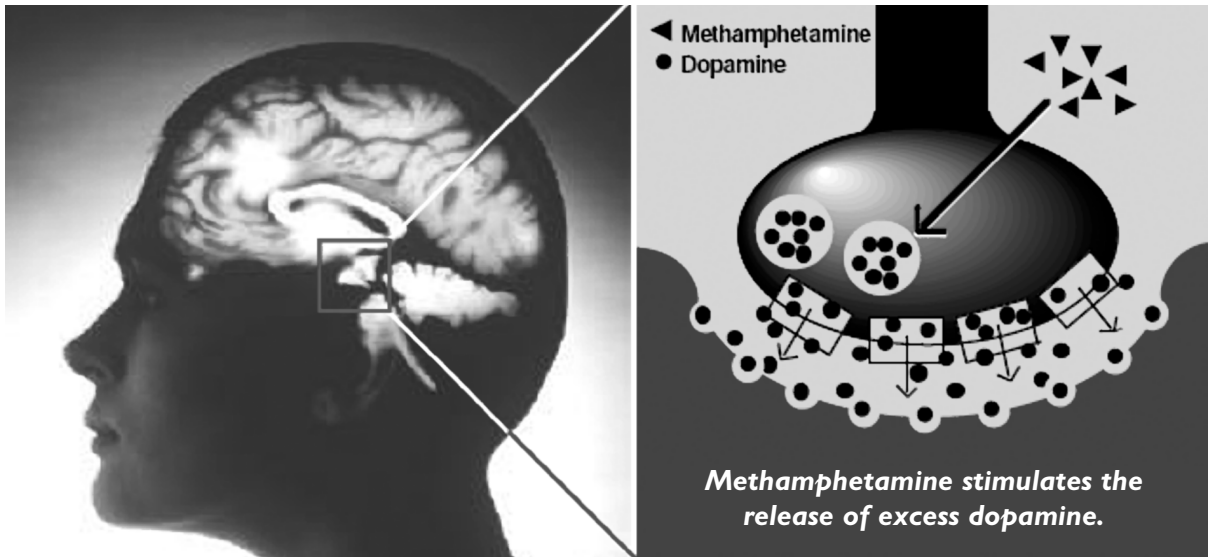
How does methamphetamine affect the body right away?

When a person takes methamphetamine, some amazing things happen in the brain. Very high amounts of a neurotransmitter (brain communicator) called dopamine are released. Dopamine is communicator that tells your brain to pay attention and feel positive. It is what's in your brain when you eat chocolate or feel excited about something. When someone takes methamphetamine, lots of dopamine is released and the person experiences a rush or high that feels really great. This is why people take this really nasty mix of chemicals, it intensifies your excitement, enthusiasm, and



engagement with whatever scene you are in. Is it worth it? Do you want to trade a lifetime of experiencing happiness for one hour of tweeking out? Read on and make up your own mind. Feeling good for an hour does not mean good things are happening to your body. The large release of dopamine is toxic to the nerve terminals in the brain. The nerve terminals are flooded by dopamine and the high levels cause body temperature to rise to dangerous levels. Body temperature could reach levels that cause convulsions or even death.

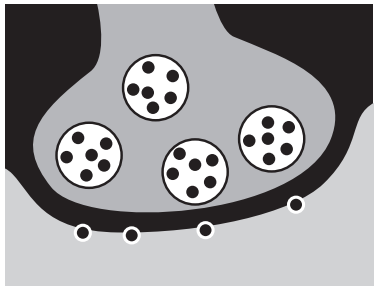
1) Substance Abuse and Mental Health Services Administration (n.d.). Tips for teens: the truth about methamphetamine. In *Tips for Teens.* Retrieved July 22, 2004 from http://www.health.org/govpubs/PHD861/



Methamphetamine stimulates the release of excess dopamine.

Other immediate effects of methamphetamine include stroke, cardiac arrhythmia, stomach cramps, and shaking. Immediate effects of methamphetamine can last as long as 12 or even 24 hours because that's how long it takes for the drug to leave the body.

In the picture below, see the button at the end of a neuron. The packets of dopamine are ready to be released. If someone takes methamphetamine, all of the dopamine is released, and the cell loses it supply of dopamine. Dopamine puts you in a good mood. So the brain stops taking dopamine back up into the buttons, and also stops producing it. This means that now the only way a person can be in a good mood is if they take methamphetamines. Chocolate or excitement before a big game won't even register anymore.



How does methamphetamine affect the body over time?

One of the biggest long-term effects of methamphetamine is addiction. Addiction changes the way a person behaves and their relationships with others. A methamphetamine addict is in constant search of the drug and will do lots of nasty, mean and manipulative things to get it. Addiction also changes a person's brain because the drug is always in their system and floods the brain with chemicals that shouldn't be there normally. Methamphetamine addicts have symptoms of violent behavior, anxiety, confusion, out-of-control rages, and insomnia (they can't sleep). Many addicts also experience psychotic behaviors such as paranoia and hallucinations. Extreme paranoia can lead to homicide (killing others) or suicide (killing oneself). Other possible effects of using methamphetamine include inflammation of the heart lining, damaged blood vessels (from injecting needles) and lead poisoning (from the poisonous ingredients in methamphetamine).

Most of the damage of using methamphetamine happens in the brain and in the heart. As mentioned earlier, methamphetamine causes the release of lots of dopamine in the brain. Even a little bit of methamphetamine can damage as much as 50% of the cells that produce dopamine in the brain! Methamphetamine also damages another brain neurotransmitter called serotonin. Serotonin helps control mood.

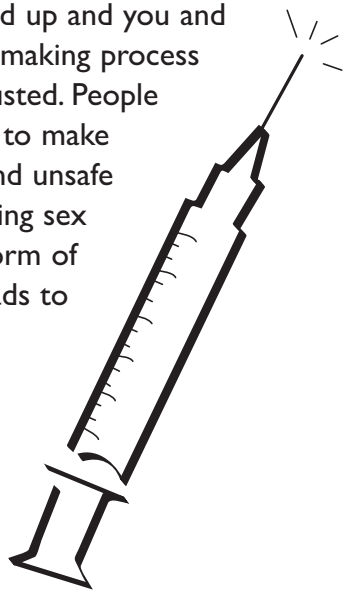


Methamphetamine also damages the heart. Cardiovascular problems from using the drug include rapid heart rate, irregular heartbeat, high blood pressure and strokes. Many users die when they overdose on methamphetamine and their body temperature rises too high.

Pregnant women who take methamphetamine risk severe damage to their unborn babies. Using methamphetamine during pregnancy can lead to premature delivery, altered behavior, extreme infant irritability, and deformities.

What does HIV have to do with methamphetamine?

HIV can be a big problem for those using methamphetamine. Many users inject the drug and then share needles. Needles that have been contaminated with HIV are passed around and shared by more than one person. Almost one third of Americans with HIV got the disease from using needles to inject drugs. Another way that methamphetamine users get HIV is through risky sex. When you're high, your brain is messed up and you and your decision making process can not be trusted. People on meth tend to make really dumb and unsafe decisions. Having sex without any form of protection, leads to HIV infection.



REALITY CHECK

Of all of the scary things that methamphetamine use can do to your body, what do you think is the worst thing that methamphetamine does?

METHAMPHETAMINES
Scene and Role Play

Megan was a normal 14 year old. A cheer leader and doing well in school. She had lots of friends. Her dad left their family and she was devastated; she always thought she had the perfect home. She didn't want to talk to anyone about her problems since she felt she was supposed to deal with it, and it really hurt to talk about it. She started going into the back rooms at parties and started spending more time with people who had scared her before. One day they said, "Let's cut school." They went to this old guy's house, who gave them some pills; it was meth. She loved the high it gave her. She could stay up all night and she lost weight. Soon she was not going to school because she didn't want to and the shakes she had in classes gave her away. She began thinking the teachers were out to get her and that her mom was trying to poison her food. She was staying up for days. She quickly learned that shop lifting would help pay for the meth. Some nights Megan and her friends would go out joy riding. One night after being on meth for hours, Megan decided that it would be a riot to get up on top of the car and surf. The road was bumpy and her muscles were so weak from all the drugs that she couldn't hold on. The driver turned a corner and she fell and smacked her head and blacked out. The people she thought were her friends dropped her at the hospital sidewalk and ditched her. The tests the hospital did showed meth and she was sent to the cops. The police pulled her in. Her dad was a judge so he got her off. But she kept using. Finally her family found her in the bathroom passed out. She finally got help. But she is different now, her memory is not very good, and she must be in a learning disability class.

- **When do you think someone should have done something for Megan?**
- **What should they have done?**
- **Make a role play showing this.**

The People Could Fly

Retold by Annabelle Nelson



There was a time long ago in Africa when the people could fly. They flew like blackbirds up above with their wings shining against the blue sky. When these people were captured into slavery they forgot that they could fly. They shed their wings on the long boats to America. As slaves the people lived in misery, they got sick on the waves of the sea, and they no longer could breathe and smell the sweet scent of Africa.

Once in America, they were slaves and they had a master, and the master had an overseer, and the overseer had a driver. All of these people were very cruel to the people from Africa who once could fly.

There was an old man among the slaves who remembered about flying, his name was Toby. There was a woman among the slaves named Sarah and she had a baby tied to her back. It was hard to work in the cotton fields when you had a baby on your back. The overseer would yell at the slaves when they slowed down, and the driver would ride close with his horse and beat the slaves who were slow with his whip. That whip would cut a person so blood would run.

Sarah would work and work, hoeing and chopping, but the baby would get hungry and start to cry.

"Keep that baby quiet," the overseer would yell. But the baby cried and cried. The driver would come close and crack his whip.

Sarah fell down. Toby came to her and helped her up.

"I must move on," Sarah said.

"It will happen soon," Toby said.

Sarah was so weak, she said now. The drive came and started whipping, and Sarah's legs started bleeding.

Toby came back.

"Now, Toby, help me, before it is too late," Sarah cried.

Toby replied, "Yes it is now." Toby started chanting, "Kum yali, kumbuba tabe."

Sarah repeated the words and started rising. She felt the African magic and rose as light as a feather, flying like an eagle, black wings against the blue sky.

The next day, it was so hot in the fields, people started falling from the heat. The overseer yelled. The drive cracked his whip and brought blood.

Toby whispered, "Kum kunka yali kum tambe."

Man and woman began rising from the fields and rising above, flying like hawks and eagles. Toby was still there and the master

yelled at the driver to kill Toby. But Toby started rising.

"Take us with you," the remaining slaves said.

But Toby said, "I don't have the time to teach you. Run to freedom."

"Goodbye!" Toby said as he released his black wings into the blue sky.

The overseer told a lot of people about this. The master said it never happened.

But you know, everyone knows, they all flew towards FREEDOM! ■

QUESTIONS:

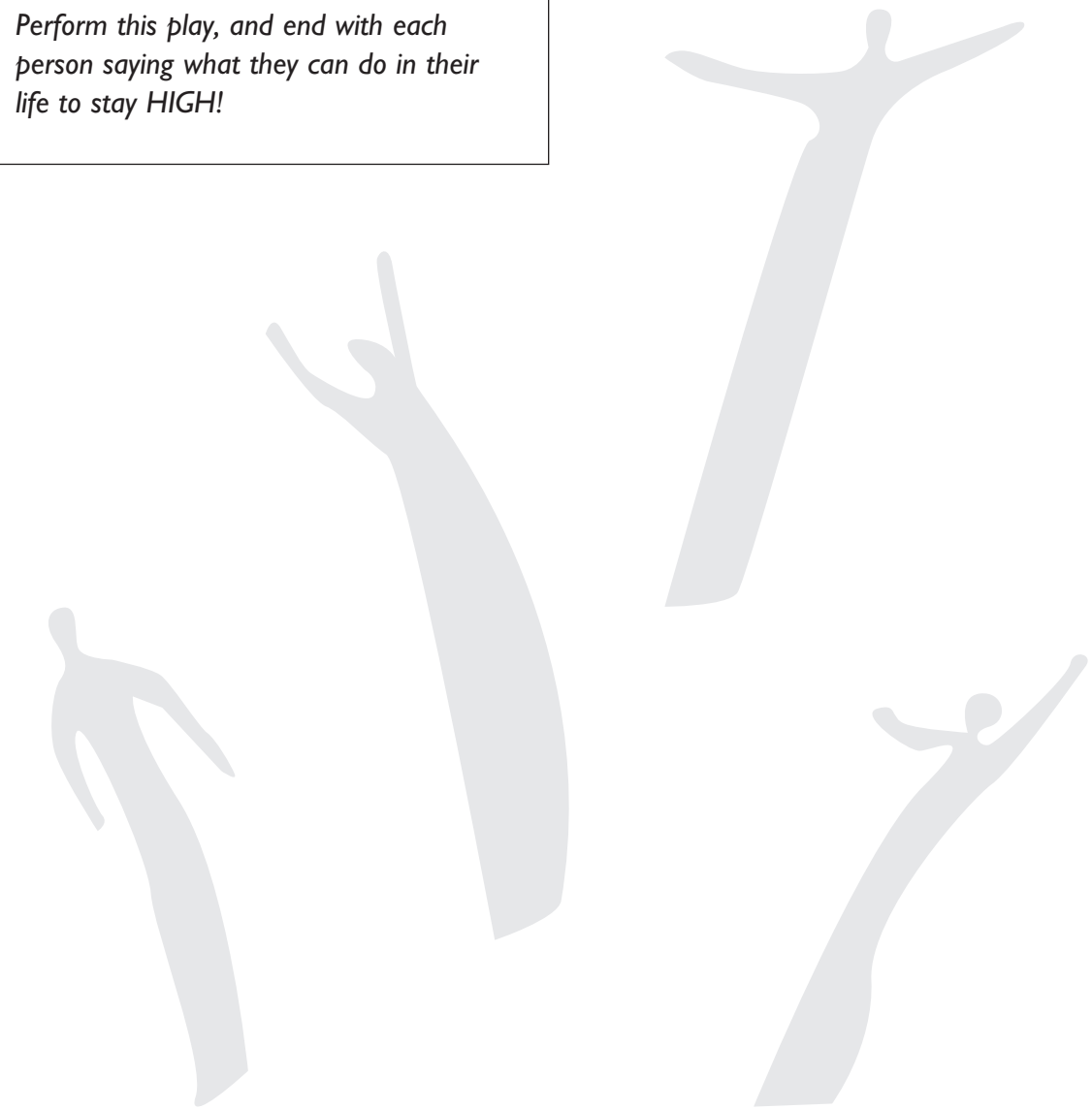
Do you need drugs to feel HIGH?

What could you do in your life to feel HIGH without drugs?

How do you think Toby kept himself going when he was feeling in so much pain in slavery?

Creative INTELLIGENCE

Perform this play, and end with each person saying what they can do in their life to stay HIGH!



INTRODUCTION TO

Club Drugs



Club drugs are a group of drugs that are commonly used at nightclubs and raves. Club drugs are usually synthetic (human-made) drugs. As with all drugs, club drugs are either stimulants or depressants. Stimulant drugs make the user

feel more energetic because they cause the heart to beat faster and body temperature to rise. LSD and MDMA are examples of club drugs that are stimulants. Depressant are another type of drugs and they slow down the body, especially the central nervous system. This means that muscles relax, breathing slows down, and people feel really tired. Too much of this leads to unconsciousness, memory loss, and maybe even coma. Some examples of club drugs that are depressants are Rohypnol (Rufies), Ketamine (Special K), and GHB.

Club drugs got their name because they can be easily found at nightclubs and raves. Raves are all night dance parties usually held in warehouses or other abandoned buildings. Raves usually feature loud techno music and light shows. Raves usually are attended by lots of people, hundreds and even thousands go to these events. Many young people use stimulant club drugs so that they can dance all night long at raves.

One of the risks in using club drugs is that what you see isn't always what you get. Since club drugs are human-made, many sellers will try to save money by mixing in other drugs or chemicals that are cheaper

and of lower quality. So while a person may think they are taking one drug (such as MDMA), they are actually taking a combination of many things, some of which are probably poisonous. This leads to a greater risk of overdose and also to emergency room complications.



One of the reasons that people are using these drugs is because they believe that they aren't as harmful or addictive as other drugs such as cocaine. This is not necessarily true! Teens and young people also use club drugs because they look fun and they are easy to take – just pop the pill in your mouth. Most club drugs come in pills that are colorful and have fun pictures stamped on them. This makes them seem more attractive to use. But don't be fooled by appearances, these drugs are dangerous!

REALITY CHECK

Why do you think that teens are using club drugs?

Is it possible to enjoy going to raves and parties without drugs?

EFFECTS OF CLUB DRUGS

Just like with all drugs, using club drugs affects the body in many ways. Some of the effects happen right away; others occur over time. Even though club drugs are grouped together, each drug is very different and does different things to the body. In this section we will learn the differences between MDMA, Rohypnol, Ketamine, GHB, and LSD and how each drug is harmful.

MDMA



Most people have heard of MDMA before, but they may have heard a different name for it. Most people refer to MDMA as "ecstasy". It is important to remember that ecstasy is just a slang term for the drug MDMA.

Ecstasy is one of the most popular club drugs. Ecstasy is a stimulant. This means that the user has lots of energy and then they don't need to sleep. That is one of the reasons that it is so popular at raves, people can dance all night long without getting tired. That doesn't sound bad, right? Maybe not, read on and make up your own mind. In order to have that kind of energy, the drug is doing lots of damaging things inside the body. One of the main things that ecstasy does is it changes the way serotonin works in the brain. Serotonin is a chemical in the brain or nuertransmitter that helps neurons communicate with one another. Serotonin also regulates mood, aggression, sexual activity, sleep, and sensitivity to pain. By putting ecstasy in your body, you are replacing the natural chemicals that your body needs with human-made ones. This damages the brain and creates confusion. So instead of your brain telling your body it needs sleep, it tells it to stay awake all night. But its not just sleep that gets affected by the chemicals in ecstasy, studies have shown that mood, thinking, and judgment are also affected. People who use ecstasy regularly can develop permanent brain damage such as depression, anxiety, memory loss, and learning difficulties.

Ecstasy is damaging to other parts of the body also. One of the scariest effects of ecstasy is that it interferes with the body's ability to regulate temperature. The body's normal, healthy temperature is 98.6 degrees. Ecstasy causes the body's tempera-

ture to get very high. This is called hyperthermia. Hyperthermia is very dangerous because it can lead to liver, kidney, and cardiovascular system failure. Deaths from ecstasy have occurred where the body temperature was 107 to 109 degrees! Other effects of ecstasy include muscle tension, involuntary teeth clenching, nausea, blurred vision, faintness, and chills. Overdosing can lead to unconsciousness, seizures, and even death.

While ecstasy is a drug that most people have heard of before, don't be fooled to think that everyone is doing it. That is just not true. A survey in 2003 showed that ecstasy use among teens is actually decreasing and many teens are never using in the first place. In fact, over 90% of teens are choosing to stay away from ecstasy.

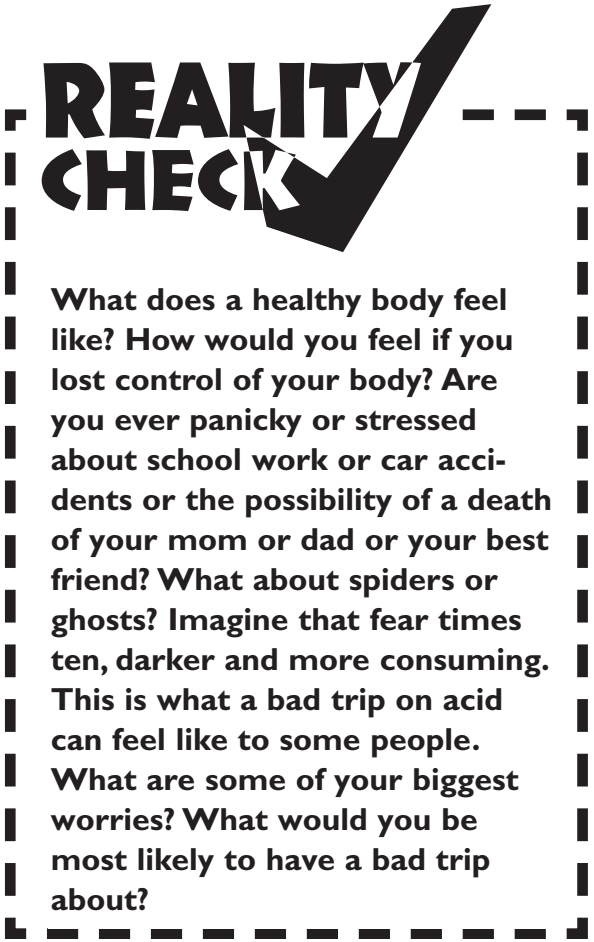
LSD

LSD is another common club drug. LSD is most often called "acid". LSD is a drug that has been popular for a very long time and is one of the strongest mood-changing chemicals. LSD is sold in many different forms such as tablets, capsules, and liquid form. It is also sometimes sold on small decorated squares of paper called blotter paper. Acid is odorless and colorless and has a kind of bitter taste. Just like the other illegal drugs we've talked about, LSD may not be of very high quality. This drug may have some very nasty and poisonous additives that are put in there to make them cheaper to produce.

One of the biggest hazards of LSD is that it is very unpredictable. The effects of the drug can vary depending on how much is taken, the user's personality and mood, and the atmosphere where the drug is used. LSD is a stimulant drug so it causes body temperature to increase, heart rate and blood pressure to rise, and also causes sweating, loss of appetite and sleeplessness. However, the physical symptoms of LSD are not as strong as the emotional ones.

LSD causes severe mood swings where one emotion quickly changes to another. LSD also causes the senses to "cross over". This means that a person believes they can hear a color or smell a sound. This kind of change is usually very frightening. LSD also causes hallucinations. Users may not realize what is real and what is not. Terrifying thoughts and feelings have led to many deadly accidents during LSD use. People call these bad trips and they can be terrifying not only to the person on acid but also to all their friends who are with them and have to take care of them. LSD use can eventually lead to permanent psychosis and conditions such as schizophrenia. This means that the stuff you hear and experience on acid won't go away, even when you haven't taken the drug for years. Another frightening fact about LSD is that over time, users will create a tolerance to it. This means that their bodies get used to it so they have to take more and more of the drug in order to get the same effect. This often leads to overdosing on the drug.

Just like ecstasy, there are teens that use LSD. But also like ecstasy, most teens do not use it.



DATE RAPE DRUGS

Date rape drugs are depressant drugs that someone uses to take advantage of a person sexually. By putting one of these drugs into someone's drink, a rapist can make their victim become weak so they can't fight back and also erase their memory so they won't remember what happened or who raped them. That is very scary!

Here are things you can do to make sure that you don't become a victim of date-rape drugs:

1) The most important thing to do is never accept drugs from anyone!

2) Avoid drinking alcohol at parties or accepting any type of drink from a stranger.

3) Always watch your drink closely and never let it out of you sight…it only takes a second for someone to drop a date-rape drug into it!

4) Avoid drinking anything that comes in a big punch bowl, you have no idea what is in there.

5) It is also important to know what the drugs are and how they affect the body. Here is an overview of the three date-rape drugs:

Name	How it looks, smells, or tastes	Effects of the drug
Rohypnol	A pill that is tasteless and odorless. It dissolves quickly in liquids.	Muscle relaxation, low blood pressure, sleepiness, amnesia, dizziness, headaches and confusion.
GHB (Gamma-Hydroxybutyrate)	It is usually a salty liquid. Sometimes flavors are added to it to hide the salty taste.	Drowsiness, dizziness, nausea, unconsciousness, seizures and coma.
Ketamine	Comes in a liquid or a powder.	Breathing problems, depression, and memory loss.

REALITY CHECK

What can you do to keep yourself safe from date-rape drugs and other dangerous situations?

What would you say to a friend of yours who suggested using ruffies in order to take advantage of someone you know?

CLUB DRUG WHO AM I GAME: PRACTICAL INTELLIGENCE

Your instructor will tape a card on your back with the name of a drug on it. DO NOT LOOK AT THE CARD. When everyone has a card, you will walk around the room asking questions to find out what drug you are wearing. You can only ask yes/no questions and you have to ask at least three questions before you guess what drug you are.

Instructions for facilitator:
Make enough copies of the drug cards for the students in the group (drugs can be repeated). Tape a card on each student's back so that they can't see what drug card they have. Then have them walk around the room and play "Who Am I". Students can ask yes or no questions such as "Am I a stimulant drug?", "Do people take me as a pill?" Once they have figured out what drug they are they can help other students figure out who they are or receive a prize.

LSD/Acid

MDMA/Ecstasy

Rohypnol

FREE WRITING

Free-writing is putting down as much information as possible, as fast as possible. Try not to let your pen leave the paper. The words may not make sense together, but that doesn't matter; it is just a way to get many ideas, thoughts and feelings out. There may be a topic to start the free write but it is okay to go off of the topic if that is where the free write takes you. Free-writing is like a journey where you start out at what point but never know where you may end up! If you get stuck just relax and rewrite the first few words over and over again until something comes to you.

Creative INTELLIGENCE

Do a free-write about drugs and teens. To help you get started, choose a sentence or phrase from this book that struck you as interesting. That is your intro sentence. After that, you can write whatever comes to your mind, there are no limits. This works best if you make a strong effort to write for the whole time that you are supposed to be writing and try to write down your thoughts quickly. Afterwards, the group can share some of what they wrote if they choose to.

Ketamine

GHB

ECSTASY
Scene and Role Play

Gustavo didn't fit in at school. He tried to wear the right clothes, and say the right things but he just couldn't plug in with a group. He felt different and that no one liked him. One day a girl who looked kinda "edgey" approached him. She had tattoos and her nose was pierced, and she wore a lot of black. "Hey, come with me to the rave tonight," she said. He had heard about raves and this drug ecstasy, but it seemed weird to him. But he liked her and wanted to fit in so he went. She gave him a pill, and he hesitated, but he took it. He felt GREAT! He danced all night. The next morning he couldn't get up. His mom yelled at him, so he went to school. He kept going to the raves, and he felt that he finally fit in. But he couldn't focus too well at school anymore.

- **When do you think someone should have done something for Gustavo?**
- **What should they have done?**
- **Make a role play showing this.**

APPENDIX B: MORE STORIES

DISCUSSION QUESTIONS FOR ALL STORIES

- **Who was the hero or heroine in the story?**
- **What is an adjective you'd use to describe the hero or heroine?**
- **What or who was the helper?**
- **Would you change the end? How?**
- **Would a different helper make a difference?**

BRER RABBIT AND THE MOSQUITOES:



Brer Wold had a daughter who was sho' nuf good-looking. Now, before I go any further I can hear you thinking that Brer Wolf been killed off twice. What that got to do with anything? Am I the tale? Is the tale me? Or is the tale the tale? Well, you can figure that out. If I ain't the tale and the tale ain't me, it don't make one bit of difference if Brer Wolf was dead or alive. Ain't that so?

Dead or dead, Brer Wolf had a daughter and she was a fine young thing. All the animals was hitting on her! First one was Brer Fox. He was sitting on the porch talking his stuff to her, and everybody know that Brer Fox could talk stuff sho' nuf'. All of a sudden the mosquitoes started coming around. The mosquitoes at Brer Wolf's house was near 'bout big airplanes and just as loud. Brer Fox started hitting and slapping at them. Brer Wolf came out of the house and told Brer Fox to go. "Any man what can't put up with a few mosquitoes can't court my daughter."

Next was Brer Coon. He hardly got one foot on the porch before he was slapping and biting at the mosquitoes. Brer Wolf showed him how the road run the same both ways.

Next was Brer Mink and he declared war on them mosquitoes. Brer Wolf told him to fight his war somewhere else.

It went on this way until all the animals had eliminated themselves except Brer Rabbit. He sent word that he was coming courting. Brer Wolf's daughter, who had always thought Brer Rabbit was kind of cute, put on her mascara and eyeliner and whatever else it is that the women put on their face. She squeezed herself into a pair of jeans four sizes

too small. Have mercy! And she put on a pink halter top! When Brer Rabbit saw her, he thought he'd died and gone to heaven.

When Brer Wolf saw what his daughter was looking like, he said there was no way in this lifetime she was gon' sit there in the porch swing by herself with Brer Rabbit. Not with all he knowed about Brer Rabbit! So he pulled his rocking chair out and sat with them.

They hadn't been there long before Brer Rabbit heard the mosquitoes coming. Zoom, zoom, zoom.

"Mighty nice place you got here, Brer Wolf."

Zoom, zoom, zoom.

"Some say it's too low in the swamps." Brer Wolf answered.

Zoom, zoom, zoom.

The mosquitoes were zooming so fierce that Brer Rabbit started getting scared, and when Brer Rabbit gets scared his mind works like a brand-new car motor.

"I was in town today, Brer Wolf, and I saw a spotted horse. Never seen a spotted horse in my life.

"Do tell! I ain't never seen one of them myself."

"You're wonderful," said the girl. She figured wouldn't nobody else in the world could've seen a spotted horse. Shows you how far gone she was.

Zoom, zoom, zoom.

"My granddaddy was spotted, Brer Wolf."

"Do tell!"

Zoom, zoom, zoom

"That's the naked truth I'm telling you. He was spotted all over. He had one spot right here." Brer Rabbit slapped his face and killed one of the mosquitoes.

"I don't want nobody to laugh, but my granddaddy had spots all over. Had that one on the side of his face which I just showed you. Had another one right here on his leg."

Slap!

Another mosquito gone.

"Even had one right here in between his shoulder blades."

Blip!

And one down here at his hipbone

Phap!

Brer Rabbit kept on talking about his granddaddy's spots until near 'bout every mosquito in the county was dead. Brer Wolf was so tired of hearing about Brer Rabbit's granddaddy's spots he fell asleep.

At which point, Brer Wolf's daughter went on a walk with Brer Rabbit in the woods, and thestory don't go no further.

Comments:

Like the indigenous characters of the coyote in the Southwest and the raven in the Northwest, Brer Rabbit is a great archetype of human frailty. Part of the human condition is that we are frail or weak at times and that we have strong times as well, and it helps us to laugh at those times we are weak. Brer Rabbit doesn't mind looking stupid or silly because he can use his wits to maneuver out of situations. Teens need many messages that it is okay to think for themselves, and even look silly or "uncool" before their peers. Brer Rabbit is a good one for this, and the humor always helps get a message across.

RAMAYAMA



Many, many, many years ago there was a king in India who had no children. He had three wives but no sons or daughters. He asked a holy man to help him have children. The holy man did a ceremony, and a spirit appeared, handing the king a drink. By drinking the heavenly fluid the king would have sons. One son would be able to defeat the great ten-necked demon, Ravana, who plagued the Earth.

A year later the king's wives gave birth to four sons; one wife having twins. The sons names were Rama, Bharata, Lakshmana and Shatrughna. Rama and Lakshmana became close friends, as did Bharata and Shartrughna. Rama was the first-born.

The sons grew into fine men with good character and with great love for each other, and for their father and mothers. A holy man came to the king and asked him if Rama could be sent to help him. There were

demons in the forest who were causing him a great deal of trouble. The king didn't think that Rama was ready, but the Holy man insisted and performed spells for Rama so that he would have great strength. Rama took Lakshmana, his favorite brother, and went into the woods. A great demoness rose up to kill them, but Rama killed her with his mighty bow. Then Rama threw another demon in the ocean.

Rama and Lakshmana were near a kingdom where the king had a great bow. They went to visit the king to find out if they could have the bow. The king asked Rama if he could bend it to string it, knowing that no one had been able to do this before. Rama easily bent the bow. The king was impressed and gave him the bow as well as his daughter, Sita, for a wife.

Many years passed and Rama's father decided it was time to pass his on kingdom. He consulted with his advisors and decided that Rama would be king. Rama was told to prepare for the ceremony. But a slave of one of the king's wives had overheard these plans. The slave went to her mistress who was Bharata's mother. She told her that if Rama were king, then Bharata would have no power, and that the mother would then be nothing. Bharata's mother ignored her and said that it was right for Rama to be king. But the slave would not give up. Finally Bharata's mother agreed to influence the king against Rama. She dressed in rags and began grieving. The king came and was overcome with sadness that his wife was in such distress.

He said, "Tell me what I can do, I will do anything."

She said he was to send Rama into the wilderness for fourteen years and make Bharata the king. At first the king resisted, but after awhile he agreed to follow her wishes.

Bharata was angry at his mother because he loved Rama. But Rama insisted that everyone should follow his father's command. Sita and Lakshmana begged to go with Rama into the wilderness. The three of them left to begin their journey. Soon after Rama, Sita, and Lakshmana left, the king died of a broken heart. Bharata followed his brother in the wilderness and implored him to become king, but Rama said they must keep their father's word.

Rama, Sita, and Lakshmana journeyed in the wilderness for many days. They had many helpers. A great vulture told them where to go to be safe and have enough to eat. Often, Rama was asked to help people who were being tortured by demons. He killed many demons, and even killed a giant. Rama received another mighty bow as a present for this great feat.

Once when Rama killed a demon, a man who had been trapped inside the demon was released. When released the man gave Rama information about the next place to travel.

There came a time, when Rama, Sita, and Lakshmana were staying at a beautiful place. A great demoness came out of the forest and wanted to marry Rama. She told Rama that she would eat Sita, and then Rama and she would be free to marry. Lakshmana had a hot temper and when Rama told him the story, Lakshmana went out and cut off the demoness' ears and nose. She was very angry and sent her two demon brothers and 14,000 men to kill Rama and Lakshmana. Rama killed them all using all of his bows.

The demoness was still angry so she traveled across the sea to an island where her ten-necked brother, Ravana, lived. She hoped that he would take revenge against Rama. The demoness told Ravana about Sita's beauty. She also told him that he would be able to rule the earth if he had Sita as his bride. Ravana had his chariot prepared, and he immediately flew across the sea to find Sita.

On his way he met a demon who could change into any form at will. Ravana asked him to change into a golden deer to entice Sita. But the demon argued with Ravana, saying that Rama was of noble character. However, the demon finally turned into a deer and came near Sita. Sita loved the deer, and she pleaded with Rama to go after the deer for her. Rama suspected a trick, but Sita kept asking him over and over. Rama finally went after the deer.

Rama chased the deer and killed him with his bow. He then realized it was a demon in disguise. When the demon died he called out to Sita in a voice that sounded exactly like Rama's voice. Hearing Rama call, Sita sent Lakshmana to help him. When Lakshmana was gone, Ravana came to see Sita dressed as a beggar. Ravana grabbed Sita and swept her away to his island.

When Rama and Lakshmana returned they realized that Sita was gone. Rama was beside himself with grief. But Lakshmana said that it was a time for action. They started traveling to see if they could find clues to Sita's disappearance. They encountered a man they had helped who told them to go to the kingdom of the monkeys to find help for Sita. The king there asked Rama's help in defeating the king's brother, promising he would help Rama find Sita if he would help. Rama did this, but the king was so happy he forgot he promised to help Rama.

Lakshmana became very angry and reminded the king of his promise. Hanuman was the monkey king's most trusted warrior. The king sent all of his soldiers under Hanuman's direction to find Sita. He gave them a month to find her. They looked and looked but could not find her. The month was almost over and the great monkey warrior, Hanuman, was going to kill himself because he had failed. But a vulture appeared and said that Ravana had taken Sita to his island 100 leagues across the sea.

Hanuman was the son of the wind god, and he jumped across the sea. He found Sita, but she would not let him bring her back, because only Rama could touch her.

Hanuman returned to get Rama, and he set out to free Sita. First he had to figure out how to get a huge army of warriors across the sea. He prayed to the sea god for three days. Finally he sent his arrow into the sea and frightened the sea god. The sea god calmed the sea and a bridge was built. Rama, Lakshmana, Hanuman and great hordes of monkeys crossed the sea. They went to Ravana's castle. Ravana sent his son, his brother and other demons out to fight Rama and his warriors. The fighting was fierce. At one point Lakshmana was wounded and lay dying. Hanuman flew to the mountains and brought back the top of a mountain that had healing herbs. Lakshmana was restored to life. Finally, Ravana came out to battle Rama. It was a terrible battle with blows and counter blows. A great sage appeared to Rama and said to continuously pray to the sun, for it destroys all fears and overcomes all evil. Rama shot an arrow with all his might, and Ravana fell, slain.

Sita was rescued and Rama returned home. Bharata gladly gave him the throne of the kingdom. Rama ruled his kingdom with Sita by his side, and his land was free from evil.

To the reader or listener of the story of Rama, prosperity will come.



JOHN THE TRUE

There was once a king. The king's father had recently died and the son had been far away fighting battles. When he returned to his castle, his best friend since childhood handed him the keys to the castle.

"It is yours now, my King. You can explore your castle," said John, bowing on one knee, bending his head down, and holding his hand up with keys.

"Get up, John. You are my oldest friend, my foster brother. Stand up and show me the rooms. You know more about the castle than I do. You were allowed to run free, but as the Prince I had to stay on my side of the castle. Let's go. Let's have fun," laughed the King, as he grabbed John under the arms and pulled him up.

They ran from room to room in the enormous castle, trying keys. Finally they came to a room full of furniture and old paintings. One painting was on the wall. The King looked up at the painting and stopped cold.

"What are you staring at my King? You look like you have seen a ghost," yelled John to get the King's attention. The King startled and looked at John.

"Who is she, who is that beautiful princess with skin as white as snow, cheeks as red as blood and hair as black as ebony? She is the most beautiful woman I have ever seen, you must find her for me," the King yelled looking like a wild man. His eyes were as big as saucers, and his hair stood on end as if he had been hit by lightning.

"Calm down, John. This is the Princess of the Golden Horde. You father has been in a war with her father for the past 20 years. In fact, that is where you have been fighting her father's army. You could never marry her. Turn that picture around and face it to the wall," John said as he patted the King on the shoulder. Then he took the painting off the wall and turned it.

Days passed, and the King could think of nothing but the Princess.

He tried to forget her, but he was listless, stopped eating and would not get out of his bed. John could not stand watching him so he went to him and said.

"Be of good cheer, my King. I will go get her for you," claimed John.

"But how can you do that? You told me that we were enemies and that I could never have her. I have decided to die. I am starving myself, since I can never live without her," the King claimed as he sucked in his cheeks to look as if he was starving.

"I can't stand to see you this way and I have an idea. Give me a ship and load it with furniture made of gold," said John. So the King did what was asked. John was a tricky guy and he knew the way to a Princess' heart. He sailed to the port of the Empire of the Golden Horde, but never let on that he was from the Kingdom of the Horde's hated enemies. He pretended he was a merchant on his way to another kingdom with tribute for the King there. He had stopped at the Horde to pick up the supplies. Rumors had reached the King, Queen and their beautiful daughter with skin as white as snow, cheeks as red as blood, and hair as black as ebony about the ship containing furniture made of gold. One night the royal family came down to the dock to see the furniture.

John the True invited them over the gangway into the ship, and the Princess fell in love with a dressing table made of gold with crystal mirrors.

"Father, I must have this. Look how beautiful I look in this mirror. Make him sell this to you father," the Princess pleaded.

"No this is not for sale. It is for a special purpose and I am not allowed to tell who it is for," John said stoically.

That night the Princess came down with her maid to persuade John to sell the dressing table. As John saw her board the boat, he ran to the captain and told him to set sail as soon as the Princess went into the cabin.

"Please, please, Master John, will you sell me this dressing table? I will give you more gold than it is worth," the Princess said, as she stood regally ready to command John to do her bidding.

"Well, it is this way. I have been told to find a very special woman. One whose skin is as white as snow, whose cheeks are as red as blood and whose hair is as black as ebony. Only then can I give the table to her," claimed John looking out at the water, but watching the Princess carefully from the corner of his eye to see how she was reacting.

"Let's go into the cabin and I will show you my reflection in the mirror," the Princess explained emphatically. "I am the woman, you will see, I have snow white skin, red blood cheeks, and black ebony hair. You must give this to me."

At that she ran below deck, John followed her and the ship set sail. In a little while, the Princess felt the motion of the ship as it rocked on the waves.

"What is happening? What! What! You've kidnapped me!" the Princess shrieked.

"Wait my Princess, you must listen for a bit, and then I will take you back if you want," John responded and the Princess calmed down. "My king has fallen in love with you and he is such a wonderful man. He is now ill with sickness since he cannot have you. Please come back and see him and then decide if you can marry him," John explained.

The Princess eyed the dressing table and the other gold furniture and decided to check this out.

They went on their voyage for over a month. On one long, sunny day, the Princess was resting on the deck watching the birds fly by. She noticed three ravens coming overhead. She saw them cawing overhead. John standing nearby was a huntsman and could understand the language of the birds.

"Caw, Caw, there is the princess. She thinks that she will go to the King and be married but it will not happen," crowed the first Raven.

"Why not?" asked John.

"Well, when she first meets the King he will put her on his horse. But it is a wild horse and they will both be thrown off and die," the Raven continued.

"But can't this be prevented?" John asked.

"Only if someone cuts of the head of the horse. But if he tells anyone why he did it he will turn to stone up to his knees," the Raven replied.

"Caw, caw, there is another danger. When the king drinks wine at his wedding feast, he will die because it will be poisoned. The only way

to stop it is to throw the goblet from his mouth. But if the person who does this tells anyone, he will turn to stone to his heart," explained the second Raven.

"Caw, caw, there is still another danger. On their wedding night a dragon will come into the bridal bedroom and kill both the King and the Princess. Someone must drive off the dragon, but if he tells anyone he will turn to stone from head to toe. Caw, caw," called the third raven.

The ravens flew off. But John was deeply troubled and decided that he must save his King even if it meant that he would become a stone statue.

It came to pass just as the first raven had said. When the Princess arrived on shore, she immediately fell in love with the King. He reached down to put the Princess on his horse. Just as he did this, John rushed forward and cut off the horse's head. The King's guards tried to arrest John, but the king would not let them.

"Stop, this is my dear friend. He must have had some reason," the King proclaimed.

Then the second raven's prophecy was fulfilled. At the wedding dinner, the King brought a goblet to his lips, and John leapt to strike the cup to the ground. Again the King's guards tried to arrest him, and again the King would not let them.

"Stop, this is my dear friend. He must have had some reason," the King decried again.

Finally the third raven's words were realized. Immediately after dinner, John walked quietly up the steps from the dining hall to the royal bedroom. He gently opened the door, and saw the dragon waiting just inside the window hidden by a curtain. He moved quickly to the curtain, drawing his sword and striking at the dragon's heart. The dragon moved quickly too so that John did not kill the dragon. However the dragon was gravely wounded, he jumped from the window to fly away to his cave. John turned around towards the door with the sword in his hand, dripping blood.

"John what have you done? This is too much. I can't trust you after this. Guards take him. He will be executed tomorrow," the King cried, distraught to have to kill his foster brother.

Bowing on one knee with his head bent, John said, "Do you want me to explain all this?"

"Yes, of course, my dear foster brother. Help me make sense of this," the King reached down and pulled up John.

As John began to explain, his feet turned to stone. Then as he explained more, he turned to stone through his heart. Then as he explained about the dragon, he turned to stone up through his head. His mouth was still open as he froze to stone at his last word.

The King and Queen placed John the True, now as a statute, in the courtyard in the plaza outside the palace. They had twin boys and the boys would march by the statue and salute John the True.

Then one night the Queen had a dream that if she would scrape the dragon's blood off the floor of the bedroom and put it on the statute, then John the True would become a man again. She did just that, and the King's foster brother was restored to life.



THE DRAGON'S ROBE

There was a young woman in China named Kwan Yin. Her parents had died and they were very poor, but they had made sure that Kwan Yin had learned a skill when she was very young. They had sent her to a weaver to apprentice, and she had become an excellent weaver. When they died she had inherited a little loom. Now she would travel from village to village and plead with rich people to give her food and a place to put her sleeping mat. Sometimes she wove practical things like towels, but other times she was given colors of silk, vermilion, emerald green, and bright yellow to weave beautiful robes.

There was a great famine in China and there came a time when there was very little food, and no one would feed Kwan Yin to do their weaving. Kwan Yin had not eaten for many days and decided that she must do something to save herself. She had heard that the Emperor's palace beyond the mountains was a safe haven.

Kwan Yin was a hopeful person. Even though terrible things had happened to her, she always hoped things would work out better.

"I am going to climb the mountain and make my fortune at the Emperor's palace," Kwan Yin said as she strapped her loom on her back.

She started off with a spring in her step, ready to make her fortune. She found a path going into the mountains. She was singing as she started climbing the steep and rocky trail. As the path got steeper and steeper, Kwan Yin's breathing became strained, and she realized how weak she was from hunger. She came to a stream and sat down. After splashing her face with water, she looked up to see a roofline in the mountain pine trees. Realizing she couldn't go on, she decided to see if the resident might want some weaving. She walked over to the small house, and saw an old man who was very sick. He was barely moving and had difficulty breathing.

Seeing a cup near his bed, she grabbed it and ran back to the stream. Returning she knelt by his bedside and held his head up so that he could drink.

"Thank you, you are so kind young maiden. I am the keeper of the dragon shrine. But I am too sick to take care of the shrine anymore. If the shrine is not attended, the dragon will become angry and terrible things will happen here in China," said the old man.

"I am a poor weaver with no home and no family. I am on my way to the Emperor's palace because I have heard that he will give a great reward to the weaver that weaves the most beautiful dragon robe. I have only three days to get there, but I could stop here for a day to help you."

"Stay here a day. I already feel better with you around. You need to stay and rest and eat, so that you can be strong to go on to the Emperor," the old man responded.

Kwan Yin decided to stay since no one had ever offered her free food before. By the next morning the old man could sit up. Kwan Yin saw a stranger coming by the stream.

"Who is it?" said the old man.

"I am Lord Phoenix, Overseer of the Emperor's rice fields," the stranger said as he entered the house.

"Will you help me with my duties and lay these golden rice seedlings on the altar for me? The dragon spirit will reward you with great crops," the old man said.

"Sure, I will do that for you," Lord Phoenix said as he put the rice in his great coat.

After the man left, the old man said to Kwan Yin, "Follow him and see what he does."

Kwan Yin followed him to the altar and heard him say,

"It would be silly to leave this golden rice to this foolish dragon spirit. He'll never know."

He slipped the seedlings in his pocket and left by the stream to take the path up the mountain.

Kwan Yin came back to the old man's hut to report, but was unable to speak, since a wind emanated from the shrine and moved out from the mountain burning all the rice fields in its path.

Kwan Yin decided to stay another day. The old man was so much better, he could get up and walk around. Another stranger came that day.

"I am Lord Tiger," he said in an official voice. "I am the General of the Emperor's army on the Great Wall. I must have a drink and this terrible wind has dried up your creek."

"Great Lord," said the old man. "I am the guardian of the Emperor's dragon shrine but I have been so sick I have not been able to complete my duties. If you lay this golden knife on the altar, the spirit of the rain dragon will reward your army with victory in battle."

Lord Tiger put the knife in his cloak and left.

"Follow him and see what he is doing," the old man said to Kwan Yin after Lord Tiger left the door.

Kwan Yin followed him to the shrine, and just as before the Lord did not follow the old man's wishes. He pulled the knife out of his cloak and looked at it very carefully.

"Why should I leave such a magnificent knife when I can keep it for myself," Lord Tiger said as he put the knife back in his cloak.

Kwan Yin returned to tell the old man the bad news, but before she could say anything she heard the distant cry of warriors and horses' hooves that came from the Great Wall.

"Oh no," the old man yelled. "Phoenix and Lord Tiger have defiled the shrine. They have dishonored the dragon shrine. The rice crops are ruined and now the Khan rides over the Great Wall to attack us."

"What can I do to help?" Kwan Yin said, upset that the Old Man was yelling. "I am not a farmer or a soldier. I can't fight the Khan's warriors, but I can weave a robe fit for the Emperor and put it at the altar of the dragon's spirit."

"Then go," said the old man. "Go weave, don't let anything stop you. Weave a great gift to the dragon spirit."

Kwan Yin took out her loom and began to weave.

Suddenly Lord Phoenix came up to her and said, "Get out of the way, the crops are ruined, the people are running to the mountains."

But Kwan Yin would not stop. She kept on weaving.

"I command you to stop," Lord Phoenix yelled as he reached down to push her out of the way.

As he said this, the golden rice seeds fell out of his greatcoat. The seed exploded and created a ring of flame around Lord Phoenix. The fire raged around him, and in an instant he exploded. Just then, a brilliant phoenix emerged from the flames and flew away.

Kwan Yin would not stop weaving, even with this amazing transformation. She kept on weaving.

Lord Tiger and his men then arrived on horse back.

"Get out of the way, you dirty little urchin. You are nothing. Get out of the path, we must all retreat since the Khan has scaled the Great Wall," Lord Tiger yelled at her.

Kwan Yin would not stop weaving. She kept on weaving.

"Stop!" shouted Lord Tiger, reaching out to push her aside.

As he reached for Kwan Yin, the golden knife slipped from his coat. Where it landed great trees grew, engulfing the Lord and his men. Soon a tiger jumped from the jungle of trees and ran down the mountain, gone forever.

Kwan Yin would not stop weaving even with the tiger leaping from the jungle. She kept on weaving. The robe was almost finished, she only needed four more rows of silk.

The Khan rode up to her and screamed at her.

"Stand in my presence," the Khan commanded.

She pushed the shuttle furiously, one, two, three times. The Khan reached out to grab her, and just as he did, she threw the shuttle for the last row. The robe was finished.

"Give me that robe, I will be the most powerful in the land," the Khan said as he reached for the robe. As he grabbed it, the robe took on a life of its own. It filled with air and created a great wind. Soon the wind blew water from all the mountain streams down on the Khan. A great flood engulfed the Khan and his men. They were washed away.

Kwan Yin stood there untouched. She looked down at her fingers and they had been healed of the cuts from weaving. She looked down at her dress and it was no longer tattered but now a golden robe of silk.

She looked up, and the old man was standing before her. No longer sick, but now clothed in the fine robes of an Emperor.

"Thank you Kwan Yin. You have taught me to trust a poor weaver over my selfish Lord. Come lie in my palace and help me remember what I have learned." Said the Emperor.

Kwan Yin smiled and thanked the dragon for helping her make her fortune.



CUPID AND PSYCHE

There was once a queen and king who had three beautiful daughters. One was particularly beautiful and her name was Psyche. Her beauty was so great that all through the surrounding lands people heard about her beauty. It was said that she wasn't even a human, she was the goddess of beauty, Venus. People from all over would bring her gifts and would come to worship her and say their prayers to her.

Psyche was unhappy though. Her two sisters had married kings, but no one would dare to ask Psyche to marry him, since she seemed to be a goddess.

Venus heard of all this and was very angry, calling her son Cupid, the trickster god of love, to come to her. When Cupid's golden arrow struck someone with the slightest touch, that person or god would fall in love with the next person they would see. Because of this power, all the gods feared Cupid.

Venus said, "Cupid, you must help me. There is a woman, Psyche,

who thinks she is as beautiful as me. We must teach her a lesson."

Cupid responded, "Great, I love to play tricks. What can I do for you mother?"

Venus directed him, "I want you to go to her when she is sleeping and prick her with your arrow, so she will fall madly in love with a monster."

Cupid raised his quill of arrows as he was leaving, "I'm on it mom."

Cupid flew to Psyche's bedchamber as she was sleeping. He entered through a window and came close to her bed. As he leaned over and pulled his bow back, he hesitated, struck by her beauty. She opened her eyes suddenly. Surprised, Cupid nicked himself with his arrow.

Cupid cried, "Oh no, I haven't done mother's wishes!" And he flew away.

Psyche was so unhappy she decided to go consult an oracle, or a god who could see into the future. She traveled to Delphi, where Apollo the oracle lived. It was a hard trip up a long mountain.

Psyche cried out when she saw the statue of Apollo, "Tell me, tell me what will happen to me, will I ever marry?"

Apollo spoke through his priestess, "You will wed, but it will be to someone who even the gods fear. Go to the top of the nearest mountain and you will find out what will happen."

Psyche went home to say good bye to her family. Everyone cried, but Psyche said, "Being married to a creature cannot be worse than living alone."

She climbed back up the nearest mountain and stood waiting. She was afraid and shook a little as she stood there. All of a sudden the warmth of Zephyrus, the gentle west wind, picked her up and carried her to the most beautiful castle she had ever seen.

Psyche walked in and exclaimed, "Wow, this is so amazing; it is so beautiful! But no one is here except me. It is like there is magic everywhere. When I sit down, there is food. If I reach out, someone pours me wine. There are clean and gorgeous clothes laid out for me. When I want to go to bed, the sheets are folded back for me. I love it here."

At dinner time she would go into the dining room, and all the lights would be off except a few candles. Then she would hear a voice, but she could not see who was talking. He was hiding in the darkness.

"Well beautiful Psyche, welcome to my castle. We will meet each night for dinner and talk about our days. All your needs will be met. You must never see me though. I want you to learn to love me for what I am, not how I look."

Psyche and the mysterious stranger started their life together and Psyche began to love her life, although she missed her family.

One night Psyche pleaded, "Please let my sisters come. I love you now, but I am alone so much and I miss my family."

The mysterious man relented, "Well, if you must you may let them come. But under no circumstances must you tell them about me. If you do, all will be lost."

The next morning, Psyche excitedly called Zephyrus, "Go, get my sisters as soon as possible."

The sisters arrived. They were very impressed with the castle and they pestered Psyche and pestered her to find out about their host.

Finally one sister said, "He is the creature whom everyone fears that Apollo said you would marry. You must go to his bedroom at night and kill him before he kills you."

Psyche didn't want to believe her sisters, but her fears took her over. She was by herself a lot of the time and she longed to know her host. Finally she lost control and decided to take a knife to her host's room.

As she crept into his bedroom, she suddenly saw her host. She was shocked! He was not a monstrous creature, but a handsome god, Cupid. She reached out to touch an arrow in his quiver and pricked herself, falling immediately in love with Cupid. However, he was so handsome and brilliant, and he had been so kind to her, she would have fallen in love with him anyway.

Cupid startled, "What are you doing standing over me with a knife? Love cannot live without a very strong trust. I am leaving you forever!"

Psyche was distraught and so ashamed that she had listened to her sisters' cruel doubts. Her sisters wanted to be with Cupid in the beautiful castle and went to the mountain top, awaiting the west

wind Zephyrus' buoyancy to take them to the wonderful castle. They jumped to let Zephyrus carry them, but he was not there and they fell to their deaths.

Cupid flew to his mother with his pain, and being distraught and wanting to win Cupid back, Psyche went to Venus as well. Venus set up three tests for Psyche, assured that she would lose.

Venus directed Psyche, "You must sort this grain into three piles of barley, wheat and millet."

Psyche began but was overwhelmed, but she saw a group of ants and said, "Please help me and I will share with you."

The ants helped and by sunset all the grain was sorted. Venus didn't like this at all.

Venus gave Psyche her next test, "Now you must go out and find the sheep with golden fleece and bring me an armful of fleece."

Psyche thought this was easy. As she walked towards the fleece, she saw a sparrow who fell from his nest. She picked him up and put him in his nest. The mother sparrow, who was grateful said, "Don't try to gather the fleece now. The rams will kill you. Wait until midday when they go into the woods for shade. Then you can gather the gold fleece."

Psyche did just that and when she brought it to Venus she was very peeved, "Okay, now I'll give you a test you cannot complete, you little arrogant snit. Take this box to Queen Proserpine in the land of the dead, so she can fill it with beauty. I am in need of rejuvenation."

Cupid saw all this, and finally realized that Psyche loved him. He came to her and gave her two gold coins and six honey cakes.

He said, "Psyche do not stop for any reason and eat nothing, and tell no one you are from the land of the living. If you forget any of this you will never return to the land of the living."

Psyche did as she was told. She gave the ferry man a gold coin to take her over the river Styx which separated the living and dead. She gave the three headed dog Cerberus, the three honey cakes. She went to Proserpine and gave her the box and then received it back again. But she ate nothing. On the way back she gave the three headed dog Cerberus the honey cakes and the ferry man the last coin. She returned to the land of the living. But she was tempted to open the box so she could have some of the beauty so that Cupid would love her. She opened it slowly and then fell down as if dead.

Cupid flew by her as he was waiting her return, "Psyche, what have you done? I will kiss death from your lips and open your eyes."

Psyche was revived, and Cupid flew her to meet Jupiter, the father of the gods. He made Psyche immortal and she and Cupid lived as husband and wife forever. They had a daughter named Joy.

Glossary

STUDENT GLOSSARY

abduct: to carry off by force, kidnap.

acid: a popular name for LSD.

addiction: dependency on a substance so that when a person is in its presence, she or he cannot refuse it.

amygdala: part of the rim like structure in the brain underneath the cortex. Integrates emotions and memory. Responds to rhythm.

bicultural: living in two cultures and valuing both of them.

cerebral cortex: the wrinkled gray matter on the outside of the brain that we use for higher-order thinking skills.

crank: street name for methamphetamine.

culture: a particular group in society that has shared values, habits and beliefs.

character: the features that form the individual nature of a person; moral quality or integrity; status or capacity; a person represented in a drama or story.

conceive: to imagine or think; to form an idea.

deities: gods or goddesses; divinity.

destiny: something that is to happen to a particular person or thing; the predetermined course of events.

distress: acute physical or mental suffering.

endorphin: a neurotransmitter (chemical messenger) in the brain that creates feelings of euphoria.

entice: to be led on by excitement.

euphoria: elated state of well being.

Fetal Alcohol Syndrome (FAS): when mothers are heavy alcohol users, their babies are born with smaller brain sizes.

generation: the body of individuals born and living at the same time.

generosity: the quality of giving and sharing abundantly.

genetics: of the same origin, a chemical code in each cell passed on to a son or daughter by the father and mother.

habits: a usual way of behaving.

hemisphere: a half of a circle; in the brain one half of the cerebral cortex.

hippocampus: part of the rim like structure in the brain underneath the cortex. Brings memories in and out of the unconscious mind. Responds to rhythm.

hyperactive: moves around a great deal.

initiation: to introduce a person into the knowledge of some subject.

justice: rightfulness or lawfulness.

legend: an unverifiable story handed down from earlier times and popularly accepted as historical.

limbic system: the rim like structure underneath the cortex that includes the amygdala and hippocampus.

lobe of the cerebral cortex: each hemisphere has 4 lobes which have unique functions (ex. The occipital lobe at the back deals with vision).

medicine person: a person who works with invisible forces for healing.

mentally handicapped: reduced mental capacity.

metaphor: use of speech to suggest a resemblance as opposed to a literal expression.

morals: ways of behaving that have to do with right or wrong.

myth: a traditional or legendary story usually concerned with deities or demigods.

neuron: a type of cell that is in the brain and nervous system.

neurotransmitter: a chemical released by a neuron at a synapse (space between two neurons) to activate firing between the two neurons.

oral: uttered in words other than written.

pleasure pathway: an area on the side of the brain that endorphins and substances activate to create euphoria.

race: a family, tribe, people or nation that come from the same origin.

reverence: a feeling of respect tinged with awe.

shaman: a medicine man among certain people, as in Eskimo.

subculture: a small group of people with shared values, beliefs and customs.

symbol: a material object representing something, often something immaterial.

THC: the active chemical in marijuana.

tradition: the handing down of beliefs, legends, and customs from generation to generation by word of mouth or by practice.

traits: a distinguishing quality of one's personal nature.

values: something desirable.

