

Performance Objective 5: Drug Resistance

Enabling Objectives:

1. Have more sophisticated information about drugs.
 2. Make connections between drug use and its consequences for the individual and society.
 3. Emphasize that drug use does not fit in with establishing productive life goals.
 4. Age oriented information on illegal drug use.
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Because this information changes so frequently, information contained in this chapter will be more reference info than standard info. We will provide internet links, and other reference material that will allow each Young Marine and unit to maintain an up to date hold on drug resistance.

Review

Ensure that you review all the information on drug resistance in the previous two guidebooks.

E.O. 1 Have more sophisticated information about drugs

As a senior Young Marine, it is now your responsibility to lead. Lead by intellect, lead by doing, lead by example. As a leader, you should have the most and the best information available to you so that you can properly train those under your care. The below listed websites are the same as in the junior guidebook. These are the best websites for the information you should know. Even though we listed them in the junior guidebook, you should use these to get more information. Become as knowledgeable as you can on this subject. Your subordinates will undoubtedly have questions, and you will need to have the answers.

www.whitehousedrugpolicy.gov

www.prevention.samhsa.gov

www.cdc.gov

www.ed.gov

www.dea.gov

www.rugfreeamerica.org

E.O. 2 Make connections between drug use and its consequences for the individual and society

In this section, you are required, through research, to develop a training period of instruction showing the connections between those that use drugs and the consequences they suffer as well as the consequences our society suffers.

Some things that our society suffers are;

1. Higher taxes as a result of needing more police officers, more drug resistance trained staff at hospitals, as well as money for drug rehab clinics, to name a few.

2. Disease. Getting stuck by a used needle can infect you with any number of diseases, some fatal.
3. Crime. People that get hooked on drugs just have to have them. When they can no longer afford them, they turn to crime to get the money they need for them. Crime affects everyone, even you.

Using the websites above as well as local assistance from the police, hospital and even school counselors, you should be able to construct a good lesson on this issue.

E.O. 3 Emphasize that drug use does not fit in with establishing productive life goals.

In this section, you should be not only creating lesson plans for classes about the above subject, but you should be constantly relating news articles and maybe even your own experiences that deal with people who have lost their way because of drugs and now live a life that is void of any goals.

You can have all the education in the world, but if you are doing drugs, they will destroy what you have worked for. Your job will go away, and soon so shall your family and friends. Any goals you have had for your life will disappear in a heartbeat. No one will want to hire you as no one hires drug users. If you have aspirations of being a professional athlete, forget it! Athletes today undergo extensive drug tests. There is no room for illegal drugs in today's society.

E.O. 4 Age oriented information on illegal drug use.

In teaching your Young Marines about illegal drugs, tobacco, and alcohol, we have provided the following information. Use this in addition to the other areas we have offered above.

Children ages 8-11.

In this age group, children need to know:

- How to identify alcohol, tobacco, marijuana, cocaine, inhalants, hallucinogens, and stimulants in their various forms.
- That use of alcohol, tobacco, and other drugs are illegal at their age.
- That laws about drug use and sales are designed to protect people.
- About addiction and how addiction affects individuals and their families.
- That smokeless tobacco and wine coolers are drugs that are both harmful and illegal for them.
- How and why the effects of drugs vary from person to person, especially immediately after use.
- How drugs affect different parts of the body, and why drugs are dangerous for growing bodies and developing minds.
- How social influences such as media advertising, peer pressure, family influences, and community standards may promote drug use.

Drug prevention lessons and activities for this age group should:

- Focus on the drugs children are apt to use first – tobacco, alcohol, and marijuana.
- Encourage open and frank discussions of concerns about drugs and drug use.
- Focus on life skills such as problem solving, resisting peer pressure, developing friendships, and coping with stress.
- Not glamorize drug use through accepting the drug-using behavior of some folk heroes such as musicians, actors, or athletes.
- Emphasize that most people, including a vast majority of people their own age, do not use drugs.
- Emphasize the development of personal and civic responsibility.
- Emphasize the development of self esteem.
- Emphasize the development of healthy leisure activities, such as sports, music, art, clubs, and volunteering.

Children ages 12-13

Children in this age group need to know:

- How to identify alcohol, tobacco, marijuana, cocaine, inhalants, hallucinogens, and stimulants in their various forms.
- That use of alcohol, tobacco, and other drugs is illegal at their age.
- That experimenting with drugs is using drugs and does carry significant risks.
- How drugs are pushed and how society fights the drug supply problem.
- That laws about the use, manufacture, and sale of drugs are designed to protect people.
- The extent of the drug problem locally and the efforts of authorities to control it.
- How addiction affects individuals and their families.
- That smokeless tobacco and wine coolers are drugs which are both harmful and illegal for them.
- How steroid use can damage the body and mind.
- How drugs affect different parts of the body, especially the circulatory, respiratory, nervous, and reproductive systems, and why drugs are dangerous for growing bodies and developing minds.
- How drugs interfere with the performance of physical and intellectual tasks.
- How social influences such as media advertising, peer pressure, family influences, and community standards may promote drug use.

Drug prevention lessons and activities should allow opportunities to prove that they are becoming more responsible by:

- Thorough independent research
- Helping others
- Serving as a positive role model for young adults

Children ages 14-18

This age group should:

- Know how to identify alcohol, tobacco, marijuana, cocaine, inhalants, hallucinogens, and stimulants in their various forms.
- Understand that the long and short term effects of specific drugs include addiction and death.
- Understand that use of alcohol and other drugs is illegal at their age.
- Understand that experimenting with drugs is using drugs.
- Know how drugs are pushed and how society fights the drug supply problem.
- Know that laws about the use, manufacture, and sale of drugs are designed to protect people.
- Be aware of the extent of the drug problem locally and know what authorities are doing to control it.
- Understand addiction and know how it affects individuals and their families.
- Know that tobacco in any form is unhealthy, and that wine coolers are illegal drugs.
- Understand how steroid use can damage the body and mind.
- Know how and why the effects of drugs vary from person to person, especially immediately after use.
- Know how drugs affect different parts of the body, especially the circulatory, respiratory, nervous, and reproductive systems, and why drugs are dangerous for growing bodies and developing minds.
- Know how drug use is related to certain diseases and disabilities including AIDS, learning disorders and handicapping conditions, birth defects, and heart, lung, and liver disease.
- Understand that taking a combination of drugs, whether illegal or prescription, can be fatal.
- Know how alcohol, tobacco, and other drugs affect the developing fetus and the breast feeding infant.
- Know the full effects and consequences of operating equipment, driving vehicles, and performing other physical tasks while using drugs.
- Know the full effects and consequences of drug use on performance of intellectual tasks.
- Know that drug use can affect opportunities for personal growth and professional success.
- Be familiar with treatment and intervention resources.
- Understand that they are role models for younger youth.

Drug prevention lessons and activities should:

- Have more sophisticated information about drugs.
- Make connections between drug use and its consequences for the individual and society.
- Emphasize that drug use does not fit in with established productive life goals.
- Underscore that they are citizens and consumers, and that as part of society they must bear the costs of drug use.

For more information, see the registered adult manual, chapter 11.

PERFORMANCE QUALIFICATION REVIEW
Performance Objective 5: Drug Resistance

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluators Signature
1	Have more sophisticated information about drugs.	
a.	The Young Marine can show that they know where to go to find information about drug resistance.	
2	Make connections between drug use and its consequences for the individual and society.	
a.	Using the information in this chapter, the Young Marine can successfully develop a class on drug use and its consequences for the individual and society.	
3	Emphasize that drug use does not fit in with establishing productive life goals.	
a.	Along with enabling objective 2, the Young Marine should include a class about how illegal drug use does not fit in with productive life goals.	
4	Age oriented information on illegal drug use.	
a.	Young Marine uses this information when developing classes so as to reach the appropriate audience.	