

PROPEL Curriculum, Facilitator Guide

Presentation Details:

- The priority audience for this curriculum is middle school youth.
- The script will be on the speaker notes in the linked presentation. This facilitator guide will walk through the various options for this presentation depending on time.
- The full presentation without additional activities is estimated to be 50 minutes.
- If needed, this presentation may be split into two sections: slides 1-18 (20 minutes), slides 16-40 (30 minutes)
- The small business card printout is required so make sure to adjust time for this activity.
- To save time, you do not need to have the audience share their thoughts regarding scenarios or discussion questions. This will make the whole presentation take approximately 35-40 minutes.
- If you have extra time, ask the questions below and complete an additional activity or two.

Required Activity Print out:

- Print one card per attendee by using the template provided on the website.
- Students will fill this out as they listen to the presentation. Then, they will be able to hold onto these cards by putting them inside their phone case, wallet, etc.

Name: _____

S.T.O.P: _____

Early Red Flags: _____

Strategy 1: _____

Strategy 2: _____

ISTEP My Life My Quit: Text 36072 Suicide & Crisis Hotline: Call 988 Quitline Iowa: Call 1-800-QUIT-NOW



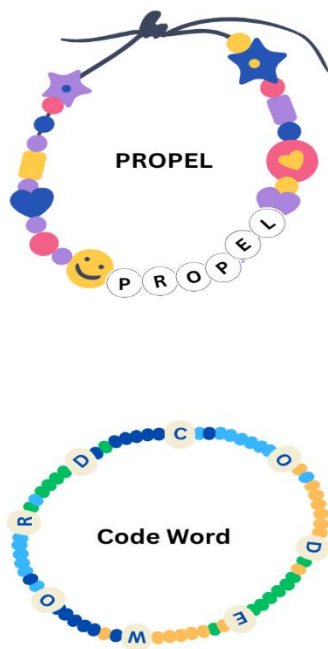
Debrief Questions: pick 3 debrief questions to check for knowledge. Feel free to pick the various questions based on grade level/difficulty with your specific group.

1. Why is substance use education so important?
 - a. Answer (*can be multiple*): Many adolescents are vulnerable to substances because of their brain developing. Those with substance use addiction often started using substances at an early age.
2. What is the difference between a risk and protective factor for substance abuse? Give examples and how you might increase the number of protective factors around you or decrease the number of risk factors around you?
 - a. Answer (*can be multiple*): Risk factors are characteristics that increase the likelihood of substance misuse, such as lack of parental supervision, while protective factors decrease that likelihood, such as strong community bonds.

You can increase protective factors by building healthy relationships and decrease risk factors by seeking trustworthy information.

3. Why is it important to have trustworthy information about substance use and where can you get it?
 - a. Answer (*can be multiple*): having the right information can help you make good decisions. You can get trustworthy information from opportunities at school, from your family, community spaces, and more.
4. How can you be safe in a situation with substances involved?
 - a. Answer (*can be multiple*): S.T.O.P (see, think, choose options, and plan). You can also look for red flags in the way people behave or your environment.
5. What are a few things to keep in mind to stay safe?
 - a. Answer (*can be multiple*): Having a plan, choosing a code word, and not falling victim to peer pressure.
6. What are two resources that can help you in times of need?
 - a. Answer (*can be multiple*): My Life My Quit, 988, etc.

Optional Additional Activities:



Activity #1: Bracelet Making

Needed Materials:

- String
- Bracelet Beads (circular beads of choice and letter beads)

Instructions:

1. Use beads and colors of your choice to make a bracelet! Optional bracelet templates can be seen below. Try to incorporate concepts from the presentation such as including the word PROPEL on your bracelet.

Activity #2: Role Playing Card Game

Needed Materials:

- Scenario Cards
 - Print the table linked below and cut each row into squares. Fold each row in half so the left column (the role/scenario) is shown to the student, while the right column (the questions/prompts) is on the back.

Instructions:

1. Groups of 2 students
2. One student will select a card from the scenario pile while another will listen to the scenario.
3. The student who selected the card will read the scenario while the one listening will respond. Take turns responding and discussing each prompt.

Note: You may also decide to use this as a class activity where you read out the prompt, have groups answer, and then share and collaborate as a class.

- If given time, print blank cards to have students write their own scenario and share them.

The Athlete	You are a student athlete and care about your performance and team. You have a big competition coming up. Your teammates are hanging out after practice, and someone suggests trying a secret pill because it will "help you relax" and "prepare you for the game." • How do you respond while maintaining friendships? • What factors might influence your decision? • What could you do instead to manage stress?
The New Student	You recently moved to a new school and are trying to make friends. A group of students invites you to hang out but starts pressuring you to do something you are uncomfortable with. • How can you handle wanting to fit in while staying true to yourself? • What could you say or do?

The Leader

Your friends look up to you, and someone in your group suggests doing something risky because "no one will find out." A younger student nearby hears the conversation.

- How does your role as a leader affect your choice?
- How can you influence others positively?

The Student Under Stress

You have multiple assignments, activities, and responsibilities. A friend tells you about something they use when they feel overwhelmed and says it helps them forget their problems.

- What are healthier ways to manage stress?
- How could you support your friend?

The Explorer

You hear different opinions online and from friends about substances. Some people say they are harmless, while others say they are dangerous. You want to understand what is true.

- What questions would you ask before making a decision?
- Where could you find trustworthy information?

The Helper

A close friend tells you they feel pressured to try something because "everyone else is doing it." They ask you not to tell anyone.

- How can you support your friend?
- Is there anyone you might contact, even if they say not to tell anyone?
- How do you balance trust with keeping someone safe?

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