

# SUBSTANCE ABUSE PREVENTION

## PROFESSIONAL DEVELOPMENT

**PREVENTION FIRST**  
*Building community capacity to prevent substance abuse*

### TIP SHEET

## TOO GOOD FOR DRUGS HIGH SCHOOL: IMPLEMENTATION

### PROGRAM OVERVIEW

Too Good for Drugs (TGFD) is a science-based prevention program designed to reduce risk factors and enhance protective factors related to alcohol, tobacco, and other drug (ATOD) use. TGFD is an effective school-based prevention program for kindergarten through 12th grade students, which focuses on five interwoven components that appear throughout the curriculum. These five components include goal setting, decision making, bonding with pro-social others, identifying and managing emotions, and communicating effectively.

TGFD has interactive, developmentally appropriate curriculum for each grade level. For every grade level, lessons include rationale, objectives, materials needed list, recommended resources, and lesson extenders. TGFD “Home Workouts” extend learning into the home environment, encourage students to engage in discussions and activities at home with their parents, and are centered on what they are learning during the Too Good for Drugs lessons.

### SPECIAL CONSIDERATIONS FOR ILLINOIS SUBSTANCE ABUSE PREVENTION PROVIDERS:

- Too Good for Drugs is approved for implementation for high school. It is highly recommended that high school curricula are implemented in 9th or 10th grades to give students opportunities throughout high school to know the right information and use the skills throughout.
- Providers are required to teach all 10 sessions of the core program. There are no booster sessions at the high school level.
- Session length is 50 minutes.
- Too Good for Drugs sessions should be taught once a week.

### TEACHING STRATEGIES:

The Too Good for Drugs program approaches prevention with a combination of normative education, information about the consequences of drug use, and the development of pro-social skills. Interactive activities allow youth an opportunity to internalize the skills they learn in the program. The following tips will help maximize the success and interaction of the TGFD sessions.

### Selling Points

- The Too Good programs meets numerous academic and health education requirements and standards (<https://toogoodprograms.org>). Share standards alignment with teachers.

- The Logic Model provided in the teacher's manual can be shared with schools to emphasize how the evidence-based curriculum can meet their needs.

### **Before going into a classroom**

- Create pre-arranged groups prior to your lesson to save valuable time.
- Be aware you can make small adaptations to the games. For example, Quality Assurance (Lesson 5): You may take situations out of the mix if they are not appropriate for your age group or your school.
- Listen to and build a collection of popular music whose lyrics either promote the use of alcohol or other drugs or discourages the use. (Lesson 6 - Effects of Alcohol Use)

### **Make Activities Fun**

TGFD is filled with interactive activities designed to engage students in active learning. The curriculum relies heavily on interactive games and a couple of role-play scenarios which are popular with youth upon completion of the program. Putting a little extra effort into these activities will encourage youth to fully participate and enjoy the lesson.

- Practice the games ahead of time. Don't let the first time you play a game in the classroom be the first time you look at the directions and play the game.
- Open all decks of cards and pieces before class and separate the different cards like Trial Run in Lesson 1. Play several times beforehand to become familiar with the games.
- Think what extras you might need: For example, if you have 30-40 students in a class you will need more game boards and card sets.

Students learn when they are engaged!

### **Looking For More**

Don't forget the Looking For More section that will allow your students to expand upon and reinforce concepts and skills they learned in the classroom by:

- Doing additional research
- Writing a poem or song raising awareness about a no-use message
- Quizzing family members

### **Instructions for Normative Education**

Many students overestimate the percentage of people who engage in problem behavior such as violence and drug use. Normative education teaches that most people are not involved in these behaviors, and that most people do not think drug use and violence are appropriate or cool. It is very important to be aware of the negative norms promoted by our culture, so you will not inadvertently reinforce them. For example, many young people have the misperception that everyone does drugs or that it's normal for teens to experiment with tobacco, alcohol, or other drugs. Paying too much attention to students who express these negative norms during discussions, for example, can reinforce the negative norm. Lastly, during discussions, be sure to correct students who express a negative norm and reframe the discussion to include a positive message based on a positive norm. So, for the student who expresses the opinion that it is normal for teens to experiment with alcohol, you would reframe the negative norm and focus on a positive norm by pointing out that through the lessons the young person will learn many ways to get what they want and need without using alcohol or other drugs.

### **ADDITIONAL RESOURCES**

For more information about technical assistance please contact [providerservices@prevention.org](mailto:providerservices@prevention.org) or call 217-836-5346.

Too Good for Drugs Implementation Assistance

Kim Menendez [kmenendez@mendezfoundation.org](mailto:kmenendez@mendezfoundation.org) or 1-800-750-0986 x213

Laura Marolf [lmарolf@mendezfoundation.org](mailto:lmарolf@mendezfoundation.org) or 1-800-750-0986 x214

Too Good for Drugs Internet Support – [www.mendezfoundation.org](http://www.mendezfoundation.org)

SAMHSA's Evidence-Based Practices Resource Center - <https://www.samhsa.gov/ebp-resource-center>