

Drug Resistance: DDR Knowledge

PO.5, EO.1a

Introduction

To begin, introduce the program's stance on Drug Demand Reduction (DDR). Explain that DDR is a pillar of our program and a large part of living a healthy, drug-free lifestyle. You should also explain the importance of not only living a drug-free lifestyle but being a drug-free role model for their friends, family, and community members. Explain the DDR requirements are (three hours every quarter), and that the first thing they need to learn is why they should stay away from drugs. End the introduction by also explaining that today, in addition to learning why drugs are dangerous, they will be able to teach others why drugs are dangerous by creating a skit or commercial to share.

Direct Instruction

Use the PowerPoint provided to describe the major gateway drugs the recruits are being introduced to. The PowerPoint contains a lot of information, so it is a good idea to have recruits follow along in the Guidebooks or provide them with a printout of the DDR chapter so that they have a reference sheet for future use. They will also need this information for the activity. Because there is so much information included in this portion of the lesson, you should stop periodically to ask questions and engage the recruits in discussion about the various drugs and their negative health effects. Ask them why certain drugs are dangerous and to explain in their own words what the different drugs will do to their bodies.

Alternative instruction option: If you prefer not to lecture the whole group, you can also break the recruits into teams or small groups and have them become the instructors. Assign each group a different drug and have them become the "expert" on their drug. Each group will then either present their drug to the other recruits as a whole, or you can jigsaw the groups (create new groups using members of the old groups so that the new group contains all of the necessary information) and have them teach each other in a smaller setting. This choice is up to your personal preference or the ability of your recruits. Some children, much like adults, prefer not to present in front of large groups. In this case, jigsaw groups may be best. In this instance, make sure the recruits have access to the necessary drug information, either via the guidebook chapter or computer or smart devices.

Independent/Group Practice

Once all of the drugs have been introduced, you will need to take some time to introduce the next activity which will be creating a Public Service Announcement (PSA) for one or more of the drugs from the lesson. Explain the activity first to the recruits: that they will be creating a PSA, which is similar to a commercial, to teach others about the dangers of drugs and alcohol. Show them the example of a PSA provided in the PowerPoint. Once you've watched it once all the way through, watch it again and pause it periodically to point out the features of the PSA. After you've shown the video the second time, put up all the features of a PSA to review. Finally, explain the steps for creating a PSA including brainstorming their topic, outlining the PSA, and creating a storyboard to plan their PSA. Let the recruits know that they have the choice to create a skit that they can act out or to record their PSA to share with the rest of the unit and potentially with other units.

You will need to split up the PSA composition activity into several parts to not overwhelm the recruits: brainstorming, outlining/creating the storyboard, and putting together the PSA or skit.

Brainstorming

First, you'll need to decide if you want your recruits to do videos or skits on drugs in general or if you want to assign each group a different drug. You could also leave this up to your recruits. How you choose will depend on the recruits themselves: some may want more freedom than others while some classes will need to be given specifics. Take your cues from them. For this portion of the activity, give them no more than five minutes to jot down as many ideas as they can for their videos. The more they have, the better. Make sure they have paper and a writing utensil. When time is up, give them three to five minutes to choose the idea they want for their PSA.

Outlining/Creating a Storyboard

The second part of the activity is the most important. Instruct your recruits to outline all of the information that they want to include in their PSA in the order they want it. Their outlines can be very detailed and include all of the information and dialogue they want, or they can be just the order they want to present information in. The age and ability level of your recruits will dictate the detail needed in the outline. There are also outline handouts for you to supply to the recruits if they need more structure. Once they've finished their outline and had an instructor check it over, they can create their storyboard. A storyboard is essentially a comic strip that shows each scene that will be in their PSA. It displays any props or backgrounds needed in addition to the dialogue that will be included. Once again, the storyboard should be checked by an instructor before the recruits move on to the final production. recruits should be given ten to fifteen minutes for each portion. Be sure to have other adults and instructors move amongst the recruits as they are working to help where needed.

Final Production

When the above activities have been completed, the recruits are ready to create a script and produce their PSA. If you are having the recruits create and perform skits, or they have chosen this option, then during this portion, they will be writing their final script and practicing their skit. If you've chosen for the recruits to create videos, then they will be writing their script, practicing their lines, and recording their PSAs. Be sure to have other adults and instructors move amongst the recruits as they are working to help where needed, particularly with recording the videos. It would be a good idea to include your unit Public Relations Representative or Young Marine Correspondent (if applicable) in this portion as they can offer recording tips. There is no set time limit for this as recruits will work at their own pace, and you want them to produce good quality materials. However, be sure to monitor their progress and keep them on task as needed. If any group or team finishes before the others, have them assist the other teams.

Evaluation

For the evaluation, have each team perform their skit or show their PSA. As they are presenting, be sure to make note of any areas they may have misunderstood. This should have been cleared up in the outlining and storyboard process, but some misunderstandings can hold firm. After each video, invite the other recruits to comment on what each team or group did well. Avoid criticisms in this scenario. As it is the first time they will be presenting something of this nature and since most recruits are younger, criticizing in a whole group could discourage them from further displays of public speaking. Be sure to praise them for what they did well and thank them for participating.

Reflection

End the lesson by discussing the video/skit production process and what the recruits learned from making and watching the presentations. What was challenging? What parts did they

enjoy? What did they learn about drugs from this activity? What are they looking forward to as they learn more about DDR?

Finally, if there were any outstanding skits or videos, ask permission of the recruits, and their parents if necessary, to share their videos with other people and Headquarters Young Marines.