



be real

alcohol, tobacco and drug-free kids

Drug-Prevention Planning Guide

www.berealteens.com

PREVENTIONFIRST
INCORPORATED

Please save this guide for use in your prevention efforts every school year.

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Use Your Safe and Drug-Free Schools Funding for *Be Real* Materials

The Safe and Drug-Free Schools and Communities Act is the federal government's primary program for providing local communities and schools with financial resources to reduce alcohol, tobacco, and other drug use, as well as violence, through education and prevention activities. The act is administered by the U.S. Department of Education, which awards grants to states based on student enrollment. In Illinois, the grant is made to the Illinois State Board of Education, which then makes funds available to local school districts. Check with your superintendent or regional office of education to learn how your school district is putting its resources to work or to request funding for *Be Real* and other ongoing prevention efforts.

For more information, visit
www.ed.gov/offices/OESE/SDFS
or call 202.260.3954.



To Everyone Interested in Keeping Kids Drug Free:

Research demonstrates that effective drug prevention is like a puzzle. It must encompass all areas of a youth's life — home, school, personal/peer, and community — to complete the picture. No one effort will do it alone.

Likewise, not all drug programs are necessarily effective. As the lead training provider for the Illinois Department of Human Services Bureau of Substance Abuse Prevention and one of the largest prevention research libraries and clearinghouses in the country, Prevention First Inc. has the research to know what works in drug prevention. *Be Real*, a social-norms-marketing campaign, puts that research into practice.

It is crucial for teens to get support for their drug-free lifestyles at school, from the people with whom they often spend more time each day than their parents. But we know that educators cringe every time they are asked to add one more thing to their agenda. That is why we have developed a way to seamlessly — and in a fun, educational way — incorporate drug prevention into your curriculum. It means you can meet your learning requirements and still be providing EFFECTIVE drug prevention in your classroom.

- Incorporate the simple and fun lesson plans from the *Be Real* guide in your classroom throughout the year.
- Distribute *Be Real* wristbands to your students to remind them of the drug-prevention message.
- Use *Be Real* as the theme of your Red Ribbon Week activities.
- Tell other teachers about *Be Real* and how easy it is to include *Be Real* messages in their plans.
- Encourage your students to visit www.berealteens.com and apply to be our *Be Real* Star of the Month.

Thank you for bringing the *Be Real* messages to your classroom and serving as such an important link in the drug-prevention chain. Working together, we can make great progress in reducing drug use among kids in Illinois.

Sincerely,

Karel Ares
Executive Director
Prevention First Inc.

STATE OF ILLINOIS

EXECUTIVE DEPARTMENT

Proclamation

WHEREAS, children face decisions about using alcohol, tobacco and other drugs as early as their elementary school years; and

WHEREAS, it is critical to reach adolescents between the ages of 10 and 14 with anti-drug messages and encouragement to remain drug-free; and

WHEREAS, research shows that the longer teenagers delay trying alcohol, tobacco and other drugs, the less likely they are to become regular users; and

WHEREAS, research shows that informing this age group that the majority of their peers do not use drugs is an effective prevention message; and

WHEREAS, parents, teachers and community leaders play an important role in keeping youth real to themselves and drug-free; and

WHEREAS, Prevention First Inc. and the Illinois Drug Education Alliance (IDEA) are partners in promoting, Be Real messages and drug-free lifestyles among Illinois youth during Red Ribbon Week:

THEREFORE, I, Rod R. Blagojevich, Governor of the State of Illinois, do hereby proclaim October 18-26, 2003 as **BE REAL RED RIBBON WEEK**, and October 20, 2003 as **BE REAL DAY** in Illinois, and urge all citizens to support our youth in their efforts to Be Real, drug free.

In Witness Whereof, I have hereunto set my hand and caused the Great Seal of the State of Illinois to be affixed.

Done at the Capitol, in the City of Springfield,
this THIRTIETH day of JUNE, in
the Year of Our Lord two thousand and
THREE, and of the State of Illinois
the one hundred and THREE



Debbie White

SECRETARY OF STATE

Rod R. Blagojevich
GOVERNOR

★ Declaration of Support

As advocates of drug-free youth in Illinois, we support the *Be Real* drug-prevention campaign. The involvement of school administrators and teachers, youth group coordinators, prevention specialists, parents, elected officials, law enforcement agents, and business, faith, and community leaders is critical to the success of this statewide initiative.

We urge you to join us in our support by becoming actively involved in promoting *Be Real* in your community. It is only through our collective efforts that we can effectively reach Illinois' more than 1 million 10- to 14-year-olds to encourage them to remain drug free.



Rod Blagojevich
Governor, State of Illinois



Patricia Blagojevich
First Lady of Illinois



Dick Durbin
United States Senator



Richard M. Daley
Mayor, City of Chicago




Dr. Robert Schiller
State Superintendent of Education
Illinois State Board of Education



Arne Duncan
Chief Executive Officer
Chicago Public Schools



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Special Council
Chicago Public Schools



Ranjana Bhargava
Manager, Student Services
Chicago Public Schools
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Debra Schrock
Executive Director
Association of Illinois Middle Level Schools



Dr. Kay M. Pangle
Regional Superintendent of Schools
Iroquois-Kankakee
Regional Office of Education



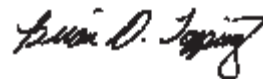
Priss Parmenter
President
Illinois Drug Education Alliance



Cardinal Francis George, O.M.I.
Archbishop to Chicago
Archdiocese of Chicago



Jimmy M. Lago
Chancellor of the Archdiocese of Chicago
Archdiocese of Chicago



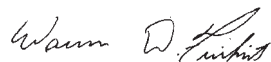
Brian Topping
Associate Director for Youth Ministry
Roman Catholic Diocese of Joliet



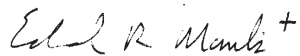
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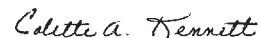
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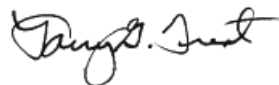
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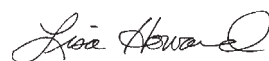
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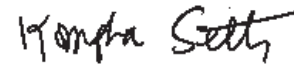
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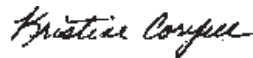
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Illinois Criminal Justice Information
Authority



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President
Treatment Alternatives for Safe Communities



Morton M. Silverman, MD
Director Emeritus
Student Counseling and
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The University of Chicago



Sean B. Scanlon
Executive Director
Illinois Fatherhood Initiative

★ Getting Started

Welcome to *Be Real*, a statewide, award-winning drug-prevention campaign for 10- to 14-year-old youth in Illinois. *Be Real* is a social-norms-marketing program with the goal to encourage and support drug-free lifestyles by getting the word out that research shows that most teens do not use tobacco, alcohol, or other drugs.

The campaign spotlights real Illinois teens showing what they do to stay drug free. It demonstrates how a healthy lifestyle gives them the energy and enthusiasm to be real to themselves, their families, and their friends. *Be Real* is designed to supplement and support other drug-prevention efforts in schools, homes, and communities.

This guide is designed to help teachers, counselors, youth-group leaders, and other educators integrate *Be Real* prevention messages and activities into education and youth activity plans throughout the year. Following, you will find information to use in your classroom or youth group, including:

- Prepared lesson plans meeting state learning standards
- Ways to make *Be Real* the theme of your Red Ribbon Week
- Ideas for working with media and other organizations in your community
- Resource booklet for parents which includes what they can do to keep their kids drug free

Additional information is also available on the *Be Real* Web site at www.berealteens.com including:

- How to plan a *Be Real* youth rally
- Ways to engage communities
- Prevention resources
- Funding information
- Drug facts
- More extensive information on how to promote your efforts

For additional copies of the *Be Real* Drug-Prevention Planning Guide, contact the Prevention First Inc. Clearinghouse at 800.252.8951, ext. 222, and be prepared to leave your name, title, school, grade level, address, daytime phone number with area code, and e-mail address. Specify that you are ordering the *Be Real* guide. *Be Real* wristbands, pencils, and other *Be Real* merchandise may be purchased through the *Be Real* Web site at www.berealteens.com (click on "*Be Real* products").

Be sure to complete and return the educator's evaluation form found in the back of this guide or on the *Be Real* Web site at www.berealteens.com (click on "Teachers/Youth Leaders"). Your feedback is critical in making *Be Real* even more effective in the future!

★ How Does *Be Real* Get the Message Out?

Information on *Be Real* was sent to every Illinois fifth- through eighth-grade teacher as well as the Boy and Girl Scouts, 4-H, and educational associations including the Association of Illinois Middle Schools, Illinois Education Association, Illinois Federation of Teachers, and the Illinois School Health Association.

In addition, *Be Real* television public-service ads are distributed to every Illinois TV station. The ads feature real teens talking in their own words about what being real means to them. Watch for *Be Real* messages in movie theaters as well.

Be Real pencils, buttons, ribbons, and wristbands are just a few of the fun ways teens see this important message on an ongoing basis.

★ How Did *Be Real* Get Started?

In June 2000, nearly 100 middle-school students gathered for a teen summit to discuss what kind of program they would find helpful for them and their friends. *Be Real* was created in 2001 by the State of Illinois in recognition of a need for an effective drug-prevention program targeted toward children at the vulnerable ages of 10 to 14.

Be Real was developed using ideas gathered at the summit and the most up-to-date best-practices research in the prevention of alcohol, tobacco, and other drug use. It is a campaign that is designed to change children's ideas about what is normal behavior, by pointing out that, contrary to what many teens believe, most kids their age do not use drugs. It provides support for drug-free lifestyles with programs conducted in middle schools and youth organizations statewide.

Be Real was launched during Red Ribbon Week in October 2001 and continues to be an exciting and supportive program for Illinois' more than 1 million middle-school students. The program is managed by Prevention First Inc., a training and information resource organization with offices in Springfield and Chicago, specializing in the prevention of substance-abuse and related issues such as violence and teen pregnancy.

The Be Real campaign is designed to supplement and support other drug-prevention efforts in schools, homes, and communities and takes a multifaceted approach to reaching kids by involving parents, youth and faith-based organization leaders, educators, and community members.

★ What Is *Be Real*'s Connection to Red Ribbon Week?

Red Ribbon Week is a national celebration in October each year that calls on citizens to make a commitment to end drug use. It was created in memory of Drug Enforcement Administration agent Enrique "Kiki" Camarena, who was killed fighting the drug war. In Illinois, Red Ribbon Week is sponsored by the Illinois Drug Education Alliance (IDEA).

Be Real works with IDEA to encourage use of *Be Real* themes and materials as part of Red Ribbon Week celebrations in schools, youth groups, faith-based organizations, and communities. There are special *Be Real* red ribbons and a weeklong program of activities adults can use to encourage teens to stay drug free.

★ What Is *Be Real*'s Connection to the Partnership for a Drug-Free America?

Prevention First Inc. joined with the Chicago Department of Public Health to form the Partnership for a Drug-Free Illinois. Together they serve as the alliance partner in Illinois for the Partnership for a Drug-Free America (PDFA), which exists to help kids and teens reject substance abuse by influencing attitudes through persuasive information. Each state alliance partner works with local media to encourage use of PDFA's popular and effective drug-prevention public-service ads. Additionally, *Be Real* public-service ads featuring Illinois teens help keep drug-free messages in front of people of all ages as much as possible.



www.berealteens.com

To order
additional *Be Real*
parent brochures,
contact the
Prevention First Inc.
Clearinghouse at
800.252.8951,
ext. 222.



be real

alcohol, tobacco and drug-free kids

★ Curriculum Infusion

HOW YOU CAN HELP YOUR STUDENTS STAY DRUG FREE WHILE TEACHING YOUR CURRICULUM.

You know how critical it is for schools to be actively involved in community drug-prevention efforts. However, prevention professionals recognize that it is difficult, sometimes impossible, for teachers to fit special drug-prevention programs into an already busy class schedule.

Curriculum infusion (CI) makes it possible for educators to seamlessly integrate research-based prevention strategies and content into classes across the curriculum. This methodology involves students as active learners engaged in critically analyzing problems and applying attitudinal and behavioral solutions to real-life situations. CI also draws teachers into the realities of their students' lives and the communities where they teach.

Seamless integration occurs when the prevention content is consistent with other class material and learning objectives. For example, the negative physiological effects of drugs fits science and health classes, while writing, research, and reflection papers can be part of English or language-arts classes.

SPECIAL THANKS TO NORTHEASTERN ILLINOIS UNIVERSITY

The lesson plans in this guide were developed especially for *Be Real* by Northeastern Illinois University (NIU). NIU has 15 years of experience developing successful CI prevention programs from elementary school through higher education. These lessons are based on the best practices known to work in alcohol, tobacco, and other drug prevention. For more information about this dynamic approach to prevention, visit the NIU Web site at www.neiu.edu/~k12pac.

Be Real is endorsed by Illinois' top education, health, and faith organizations, government officials, and business leaders and is designed for simple use in classrooms and youth groups.

★ Introduction to *Be Real*

Suggested Subject(s) Integration:

- English, Language Arts

Illinois State Goal(s):

- SG4: Listen and speak effectively in a variety of situations
- SG5: Use the language arts to acquire, assess, and communicate information

Illinois State Learning Standards:

- 4.A: Listen effectively in formal and informal situations
 - 4.A.2b: Ask and respond to questions related to oral presentations and messages in small- and large-group settings
- 5.C: Apply acquired information, concepts, and ideas to communicate in a variety of formats
 - 5.C.2a: Create a variety of print and audiovisual examples to communicate acquired information for specific audiences and purposes

Lesson Purpose:

- Students understand *Be Real*'s definitions and themes and the classroom's pledge.

Learning Outcomes:

- Students will demonstrate an understanding of the *Be Real* definitions and themes.

Prewrite:

- Alcohol, tobacco, and other drug prevention
- Interpersonal-skills development

Timing	Activity	Resources
2–4 minutes	<ul style="list-style-type: none"> • Introduce the lesson and tell the students that you will be discussing what it means to be real. • Ask the students to define the terms “be” (to exist, live, remain, or continue) and “real” (authentic, genuine, not pretend, sincere) and lead a discussion about the ideas that the students come up with, writing any salient points on a blackboard or white board. • Lead the discussion toward the definition that the campaign uses for <i>Be Real</i> (Illinois youth living alcohol-, tobacco-, and drug-free lives). 	<ul style="list-style-type: none"> • <i>Be Real</i> Drug-Prevention Planning Guide • Blackboard or white board
10–15 minutes	<ul style="list-style-type: none"> • Next ask the students what the following themes mean: <ul style="list-style-type: none"> ~ Be real to yourself. (Have pride in your talents, achievements, hobbies, and who you are — drug free.) ~ Be real to your family. (Demonstrate your love and respect for family members by committing to drug-free relationships.) ~ Be real to your friends. (Understand the role you and your peers play in influencing attitudes about drugs and recognize the qualities that make someone a real friend.) ~ Be real to your community. (Play an active role in making your community a safer, healthier place to live and understand how your decision to be drug-free affects the world around you.) ~ Be real to your dreams. (Remain drug free to achieve your goals and aspirations.) • Write any salient points on the blackboard or white board. 	<ul style="list-style-type: none"> • <i>Be Real</i> Drug-Prevention Planning Guide • Blackboard or white board

Timing	Activity	Resources
5–10 minutes	<ul style="list-style-type: none"> • Ask students to help to develop a <i>Be Real</i> pledge that they will hang on the wall in the classroom to remind them of their promise and goals. (Note: The pledge should include a promise to remain drug and alcohol free.) • Write the ideas on the newsprint, blackboard, or white board and develop the pledge. (Later, you will make a clean copy of the pledge to be displayed in the classroom.) 	<ul style="list-style-type: none"> • Blackboard or white board or newsprint and markers
2–3 minutes	<ul style="list-style-type: none"> • Summarize the lesson and remind students of the importance of <i>Be Real</i> and that the pledge will be displayed in the classroom. 	

Assessment:

- Student participation
- Development of the *Be Real* pledge

Please visit www.berealteens.com for more *Be Real* lesson plans.

★ If They Could See Me Now

Suggested Subject(s) Integration:

- English, Language Arts

Illinois State Goal(s):

- SG3: Write to communicate for a variety of purposes
- SG4: Listen and speak effectively in a variety of situations

Illinois State Learning Standards:

- 3.C: Communicate ideas in writing to accomplish a variety of purposes
3.C.2a: Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays), and persuasive writings (e.g., editorials, advertisements)
- 4.A: Listen effectively in formal and informal situations
4.A.2b: Ask and respond to questions related to oral presentations and messages in small- and large-group settings

Lesson Purpose:

- Students understand the importance of sticking to one's own values regardless of who is watching or who knows about it.

Learning Outcomes:

- Students will display an understanding of their own behavior.
- Students will demonstrate the ability to write about their own behavior, both positive and negative, and their feelings about both types of behavior.

Prewrite:

- Communication skills: listening
- Decision-making skills

Timing	Activity	Resources
2–3 minutes	<ul style="list-style-type: none">• Introduce the lesson and ask students whether they have ever done things, both right and wrong, that no one else knew about.	
10–15 minutes	<ul style="list-style-type: none">• Ask students to write two situations on a piece of paper: a time when they did something wrong and no one knew about it and a time when they did something good and no one knew about it.• Have them write a short description of how each behavior made them feel.• Ask them to write which behavior made them feel more real.	<ul style="list-style-type: none">• Paper and pencils for students
10–15 minutes	<ul style="list-style-type: none">• Ask for volunteers to share their stories with the class.• Ask students why people sometimes try to get away with things when others aren’t looking. (What does this type of behavior do to the individual? To society? How can we maintain our own standards of ethics even when faced with temptation?)• Allow as many questions as possible from the students.	<ul style="list-style-type: none">• Student stories
2–3 minutes	<ul style="list-style-type: none">• Summarize the lesson.• Remind students that they are the only ones who are always with themselves and that the most important thing is to be true to themselves.	

Assessment:

- Student participation
- Student written stories

Follow-up Activities:

- Create a folder or box where students can put anonymous stories of times when they were being real and true to themselves and no one knew about it. Periodically choose a story to share with the class. (Be sure to keep it anonymous so that students understand the concept of being able to feel good about themselves without anyone else knowing about it.)
- Thank the anonymous student for sharing and compliment the student for being real.
- Use the previously documented situations when the students did something wrong to teach them the steps in decision making:
 - ~ Clearly state the problem or issue.
 - ~ Brainstorm possible alternative choices.
 - ~ Gather information about each alternative and give the pros and cons for each.
 - ~ Decide on the best solution from among the alternatives.
 - ~ Implement the decision.
- Have students write a response to each of the steps.
- Ask how many of the students would have behaved differently had they initially followed the decision-making steps.
- Ask volunteers to share their reasons with the class. (Note: This follow-up activity can also be infused in physical-development and health classes.)

★ Family News Lesson 1

Suggested Subject(s) Integration:

- Language Arts

Illinois State Goal(s):

- SG3: Write to communicate for a variety of purposes
- SG4: Listen and speak effectively in a variety of situations
- SG5: Use the language arts to acquire, assess, and communicate information

Illinois State Learning Standards:

- 3.C: Communicate ideas in writing to accomplish a variety of purposes
3.C.2a: Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays), and persuasive writings (e.g., editorials, advertisements)
- 4.A: Listen effectively in formal and informal situations
4.A.2b: Ask and respond to questions related to oral presentations and messages in small- and large-group settings
- 5.A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas
5.A.2a: Formulate questions and construct a basic research plan
- 5.C: Apply acquired information, concepts, and ideas to communicate in a variety of formats
5.C.2a: Create a variety of print and audiovisual examples to communicate acquired information for specific audiences and purposes
5.C.2b: Prepare and deliver oral presentations based on inquiry or research

Lesson Purpose:

- Students get to know their older family members through interviewing and the creation of a news article.

Learning Outcomes:

- Students will display an understanding of what it means to be real.
- Students will display an understanding of what it means to be a newspaper reporter.
- Students will demonstrate the ability to create interview questions.
- Students will demonstrate the ability to conduct an interview through role-play.

Pework:

- Previous discussions of the *Be Real* themes

Timing	Activity	Resources
5 minutes	<ul style="list-style-type: none"> • Introduce the lesson and explain the ultimate goal is to create a <i>Be Real</i> family newsletter. • Ask students what it means to <i>Be Real</i> and review the <i>Be Real</i> definitions. 	<ul style="list-style-type: none"> • <i>Be Real</i> Drug-Prevention Planning Guide

Timing	Activity	Resources
20–30 minutes	<ul style="list-style-type: none"> • Distribute examples of newspapers or newsletters. • Ask students what the purpose of a newspaper or newsletter is. • Ask students what the job of a reporter is. • Ask students whether they wonder about what it was like for their parents, grandparents, or older relatives when they were their own age. • Tell students that they are going to take on the role of reporter and interview an older relative and that they will first develop interview questions to help to guide them through the interview. • Ask students to generate interview questions and write them on the newsprint, white board, or blackboard. • Discuss them as you go along and help the students choose the best four or five questions. • Ask the students to write the questions on a piece of paper that will become the interview sheet. 	<ul style="list-style-type: none"> • Samples of newspapers and/or newsletters • Newsprint, white board or blackboard, and markers • Paper and pencils for students • List of potential questions to help you guide the discussion <ul style="list-style-type: none"> ~ What were your dreams and goals when you were my age? How did you achieve them? ~ Who helped you the most as you worked toward your goals? How did this person help you? ~ What did you learn from the community you grew up in? How did that community help you to achieve your goals? How have you given back to your community?
5–15 minutes	<ul style="list-style-type: none"> • Ask for a volunteer or assign a student to take the role of interviewer while the teacher takes the role of older relative. • Practice the interview in front of the class and debrief with tips for conducting a successful interview. • If time permits, assign students to groups of three or four and ask them to take turns being the interviewer, interviewee, and observer. • Debrief the exercise. 	

Timing	Activity	Resources
3 minutes	<ul style="list-style-type: none"> • Ask students to choose an older relative (or important older individual) to interview and to conduct that interview between now and when the follow-up lesson is scheduled. (They should write the answers to the interview questions as they conduct the interview.) • Ask students to create a short news article based upon the interview. • Ask students to collect a picture of the interviewee when that person was about the same age as the student, if possible. 	

Assessment:

- Student responses to queries about what it means to *Be Real*
- Student-generated interview questions
- Student participation in role-play activities

Follow-up Activities:

- Student interviews
- Creation of *Be Real* articles based on interviews
- Development of classroom newsletter that contains the articles developed by the students

Please visit www.berealteens.com for more Be Real lesson plans.

★ Family News Lesson 2

Suggested Subject(s) Integration:

- Language Arts

Illinois State Goal(s):

- SG3: Write to communicate for a variety of purposes
- SG4: Listen and speak effectively in a variety of situations
- SG5: Use the language arts to acquire, assess, and communicate information

Illinois State Learning Standards:

- 3.C: Communicate ideas in writing to accomplish a variety of purposes
3.C.2a: Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays), and persuasive writings (e.g., editorials, advertisements)
- 4.A: Listen effectively in formal and informal situations
4.A.2b: Ask and respond to questions related to oral presentations and messages in small- and large-group settings
- 5.A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas
5.A.2a: Formulate questions and construct a basic research plan
- 5.C: Apply acquired information, concepts, and ideas to communicate in a variety of formats
5.C.2a: Create a variety of print and audiovisual examples to communicate acquired information for specific audiences and purposes
5.C.2b: Prepare and deliver oral presentations based on inquiry or research

Lesson Purpose:

- Students get to know their older family members through interviewing and the creation of a news article.

Learning Outcomes:

- Students will demonstrate the ability to independently conduct an interview based upon previous lesson.
- Students will demonstrate the ability to write an expository news article based upon an independently conducted interview.
- Students will demonstrate the ability to discuss and compare the experiences shared by the interviewees.

Pework:

- Family News Lesson 1 activities and homework

Timing	Activity	Resources
3 minutes	<ul style="list-style-type: none"> • Ask students to take out the articles that they have written based upon the interviews that they conducted. • Ask students how they felt that the interviews went. 	<ul style="list-style-type: none"> • Student homework articles based upon the interviews conducted
10–15 minutes	<ul style="list-style-type: none"> • Ask students to volunteer answers to each of the interview questions. • Write those answers on the newsprint, white board, or blackboard. • Ask students if they see any similarities to the issues that they are experiencing today. • Look for any common issues or themes in the answers generated. 	<ul style="list-style-type: none"> • Newsprint and markers or white board or blackboard

Timing	Activity	Resources
10–15 minutes	<ul style="list-style-type: none"> • Ask for a volunteer or assign students to read the articles they have created and to share any pictures that they have brought of the interviewee. • Thank each student for their contribution and ask them what they found to be most interesting about the interview. 	<ul style="list-style-type: none"> • Student articles
3–10 minutes	<ul style="list-style-type: none"> • Summarize the lesson by reviewing the issues, dreams and concerns of the interviewees, and the comparison to the lives of the students. • If desired, ask students if they feel that they have created articles that would make an interesting <i>Be Real</i> newsletter about their families. • Discuss how to technically create the newsletter. 	

Assessment:

- Student responses to queries about what it means to *Be Real*
- Student comparisons to today's issues
- Student presentations of articles

Follow-up Activities:

- Develop classroom newsletter that contains the articles developed by the students. (This could include the transfer of the articles to digital format — word processing on the computer and scanning of the pictures — cooperative group activities related to newsletter development, and distribution to home and school with appropriate releases or assurances of anonymity.)

★ Friendship Chain Lesson 1

Suggested Subject(s) Integration:

- English, Language Arts

Illinois State Goal(s):

- SG4: Listen and speak effectively in a variety of situations

Illinois State Learning Standards:

- 4.B: Speak effectively using language appropriate to the situation and audience
4.B.2b: Use speaking skills and procedures to participate in group discussions

Learning Outcomes:

- Students will demonstrate the ability to recognize and to articulate positive qualities about their classmates.
- Students will demonstrate an understanding of what friendship means and what the qualities of a real friend are.

Prewrite:

- The day before or a period or two before the lesson, give students the instruction to think about the positive qualities of their classmates; tell them that they are going to be asked to write one or more positive qualities about a randomly chosen student. (This creates an expectation for the lesson and sets a positive tone for the coming lesson.)

Timing	Activity	Resources
5 minutes	<ul style="list-style-type: none">• Have students sit in a large circle.• Remind students of your previous instructions to think about the positive qualities of their classmates while you are passing out strips of paper that will be used to create the friendship chain.• Assign students to write one positive statement about the person to his or her right.	<ul style="list-style-type: none">• Precut 1" x 4" strips of paper
15 minutes or more, depending on the number of students in the class	<ul style="list-style-type: none">• Have each student read the positive quality about his or her assigned student and discuss the reasons that the quality is important.• Have the student glue the ends of the paper together with the words facing out.• While the first student is doing that, have the next student read the positive quality about his or her assigned student and discuss the reasons that the quality is important.• Have the student slip the paper strip through the loop created by the first student to form the second link in the chain.• Continue in this fashion until all of the students have contributed to the friendship chain.	<ul style="list-style-type: none">• Glue or glue sticks

<i>Timing</i>	<i>Activity</i>	<i>Resources</i>
3 minutes	<ul style="list-style-type: none"> • Summarize what the class has learned; stress the importance of focusing on positive qualities. • Ask students to think about what it means to be a real friend. • Have students think about a time when they or someone else acted as a friend by helping a person resist doing something that would not be good for him or her. • Instruct students to write a one-page essay about the foregoing. 	

Assessment:

- Class participation
- One link in the positive qualities friendship chain produced by each member of the class

Please visit www.berealteens.com for more Be Real lesson plans.

★ Friendship Chain Lesson 2

Suggested Subject(s) Integration:

- English, Language Arts
- Physical Development and Health

Illinois State Goal(s):

- SG3: Write to communicate for a variety of purposes
- SG4: Listen and speak effectively in a variety of situations
- SG5: Use the language arts to acquire, assess, and communicate information
- SG24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

Illinois State Learning Standards:

- 3.A: Use correct grammar, spelling, punctuation, capitalization, and structure
3.A.2: Write paragraphs that include a variety of sentence types, appropriate use of the eight parts of speech, and accurate spelling, capitalization, and punctuation
- 4.B: Speak effectively using language appropriate to the situation and audience
4.B.2b: Use speaking skills and procedures to participate in group discussions
- 24.B: Apply decision-making skills related to the protection and promotion of individual health
24.B.3: Apply a decision-making process to an individual health concern
- 24.C: Demonstrate skills essential to enhancing health and avoiding dangerous situations
24.C.3 Apply refusal and negotiation skills to potentially harmful situations

Learning Outcomes:

- Students will demonstrate the ability to recognize and to articulate positive qualities about their classmates.
- Students will demonstrate an understanding of what friendship means and what the qualities of a real friend are.
- Students will demonstrate recognition of some of the ways to support friends and to help them make positive choices when faced with peer pressure to use illegal substances.

Prework:

- The day before or a period or two before the lesson, give students the instruction to think about the positive qualities of their classmates; tell them that they are going to be asked to write one or more positive qualities about a randomly chosen student. (This creates an expectation for the lesson and sets a positive tone for the coming lesson.)
- Previous lessons on alcohol, tobacco, and other drugs and refusal and negotiation skills

Timing	Activity	Resources
3 minutes	<ul style="list-style-type: none"> • Have students sit in a large circle. • Remind students of the previous lesson in which they described positive qualities about their classmates and created the friendship chain. • Remind students of the previous assignment to think about what it means to be a real friend and to write about a time when they or someone else acted as a friend by helping a person to resist doing something that would not be good for him or her. 	<ul style="list-style-type: none"> • Student ideas from homework assignments
15–20 minutes (more time if adding role-play scenarios)	<ul style="list-style-type: none"> • Ask the students what makes a good friend and write their answers on the board. • Ask students whether a good friend would encourage him or her to do something that they knew was wrong or that could hurt them. • Ask students what they would do if some other “friends” were trying to get his or her friend to smoke tobacco, take drugs, or drink alcohol and write their answers on the board. • If time permits, have volunteer students role-play possible scenarios and debrief. 	<ul style="list-style-type: none"> • Blackboard or white board • Steps in decision making on board or chart

Timing	Activity	Resources
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3 minutes

- Summarize what the class has learned and participated in.

Assessment:

- The written assignment
- Class participation

Follow-up Activities:

- Provide more opportunities to role-play friends helping friends to resist peer or other pressure to engage in behaviors that would be harmful to them.

★ Thank-You Cards

Suggested Subject(s) Integration:

- English, Language Arts
- Physical Development and Health
- Fine Arts

Illinois State Goal(s):

- SG3: Write to communicate for a variety of purposes
- SG24: Promote and enhance health and well-being through the use of effective communication and decision-making skills
- SG 26: Through creating and performing, understand how works of art are produced

Illinois State Learning Standards:

- 3.B: Compose well-organized and coherent writing for specific purposes and audiences
 - 3.B.2b: Establish central idea, organization, elaboration, and unity in relation to purpose and audience
- 24.A: Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict
 - 24.A.2b: Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language)
- 26.B: Apply skills and knowledge necessary to create and perform in one or more of the arts
 - 26.B.2d: Visual Arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching, and constructing

Lesson Purpose:

- Students create thank-you cards for people who have been real and have had a positive effect on their lives.

Learning Outcomes:

- Students will demonstrate the ability to recognize individuals who are being real.
- Students will demonstrate the ability to appreciate friends who are being real and having a positive effect on their lives.
- Students will demonstrate the ability to put that appreciation into writing through the development of thank-you cards.

Prework:

- Introduction to *Be Real* Lesson
- Friendship Chain Lessons 1 and 2
- Visual-arts instruction

Timing	Activity	Resources
2–3 minutes	<ul style="list-style-type: none">• Introduce the lesson and remind students of previous lessons where they discussed the qualities that make a good friend.• Ask students what some of those qualities are; record on blackboard, white board, or newsprint.	<ul style="list-style-type: none">• Blackboard, white board, or newsprint and chalk, pen, or markers
5 minutes	<ul style="list-style-type: none">• Ask students what it means to appreciate your friends. (Lead the discussion to the importance of saying “thank you.”)	
20–30 minutes	<ul style="list-style-type: none">• Tell students that they will be creating thank-you cards for friends who demonstrate <i>Be Real</i> qualities and have a positive effect on their lives; they should focus on one or two friends and create an individualized card for each person; they can include ways that the person has influenced them and/or memorable experiences they have shared.• Encourage students to decorate their cards using artwork, poetry, or photos.• Make supplies for developing the cards available to the students.	<ul style="list-style-type: none">• Construction paper or card stock and art supplies for students to create the cards

<i>Timing</i>	<i>Activity</i>	<i>Resources</i>
10–15 minutes (optional)	<ul style="list-style-type: none"> • If time permits, ask for volunteers to share the cards with the rest of the class by reading the card content and showing it to the class. 	<ul style="list-style-type: none"> • Student-developed thank-you cards
2–3 minutes	<ul style="list-style-type: none"> • Summarize the lesson and ask students to deliver the card to the person for whom it was created. • If desired, ask students to report back with the person's reaction to the card. 	

Assessment:

- Student participation
- Student-created cards

Follow-up Activities:

- Report back on the reactions of the persons who received the card.

Please visit www.berealteens.com for more Be Real lesson plans.

★ Top Traits in a Real Friend

Suggested Subject(s) Integration:

- English, Language Arts
- Physical Development and Health

Illinois State Goal(s):

- SG3: Write to communicate for a variety of purposes
- SG24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

Illinois State Learning Standards:

- 3.B: Compose well-organized and coherent writing for specific purposes and audiences
3.B.2a: Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting)
- 24.A: Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict
24.A.2b: Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language)

Lesson Purpose:

- Students develop a list of traits in a real friend and gain skills to make good choices in friends.

Learning Outcomes:

- Students will demonstrate the ability to recognize the traits in a real friend.
- Students will demonstrate the ability to work cooperatively in groups.

Prework:

- Friendship Chain Lessons 1 and 2

Timing	Activity	Resources
2–3 minutes	<ul style="list-style-type: none"> • Introduce the lesson and ask students to think about the <i>Be Real</i> definitions and themes. • Tell students that they will be working to develop a list of traits that make a real friend. • Remind them of the previous Friendship Chain lessons. 	<ul style="list-style-type: none"> • Previously developed Friendship Chain
10–15 minutes	<ul style="list-style-type: none"> • Divide students into small groups and ask one student to be the recorder and one to be the reporter for the group. • Ask students to create a list of the qualities and characteristics that make a real friend. 	<ul style="list-style-type: none"> • Pencil and paper for each group recorder
20–25 minutes	<ul style="list-style-type: none"> • Ask the reporter for each group to present the list of traits that the group developed. • As a class, discuss each group's list as it is presented and why the qualities are important to friendship. • Come to agreement about the characteristics on each list that are similar and can be combined for the comprehensive class list. 	
3–5 minutes	<ul style="list-style-type: none"> • Summarize the lesson and either ask one student from each group to be a member of the group that combines the lists into a comprehensive list to post on the bulletin board or do that yourself. 	

Assessment:

- Student participation
- Lists of characteristics of real friends

Follow-up Activities:

- Review the real friendship traits when the comprehensive list is posted.
- Establish a place on the bulletin board for students to post examples of real friendship when someone has been a real friend.

★ One World Lesson 1

Suggested Subject(s) Integration:

- English, Language Arts
- Social Science

Illinois State Goal(s):

- SG4: Listen and speak effectively in a variety of situations
- SG5: Use the language arts to acquire, assess, and communicate information
- SG18: Understand social systems, with an emphasis on the United States

Illinois State Learning Standards:

- 4.B: Speak effectively using language appropriate to the situation and audience
4.B.2b: Ask and respond to questions related to oral presentations and messages in small- and large-group settings
- 5.A: Locate and use information from various sources to answer questions, solve problems, and communicate ideas
5.A.2a: Formulate questions and construct a basic research plan
5.A.2b: Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, Web sites, CD-ROMs)
- 18.B: Understand the roles and interactions of individuals and groups in society
18.B.2a: Describe the interactions of individuals, groups, and institutions drawn from the local community (e.g., local response to state and national reforms)

Lesson Purpose:

- Students in small groups research cultural differences related to understanding and being real.

Learning Outcomes:

- Students will demonstrate the ability to work together in small groups.
- Students will demonstrate the ability to research cultural characteristics.

Prewrite:

- Research strategies
- Cooperative learning groups

Timing	Activity	Resources
2–5 minutes	<ul style="list-style-type: none">• Introduce the lesson and tell the students that they will be looking at how people from different cultures interact.• Ask students what countries (or continents) and cultures their families come from.• Record countries/continents.	<ul style="list-style-type: none">• Blackboard, white board, or newsprint and chalk, pens, or markers
15–20 minutes	<ul style="list-style-type: none">• Divide students into small groups.• Give each group an assignment to research a particular culture (e.g. Japanese, Russian, Cherokee, German, Australian, Guatemalan, etc.)• Give each of the groups the cultural questions worksheet and provide them with resources to look to for the answers to the questions.• Answer any questions that the students may have about the assignment.• Give the students a few minutes to create a research strategy.	<ul style="list-style-type: none">• Cultural questions worksheet:<ul style="list-style-type: none">~ What are the words used for friend and friendship in this culture?~ What are some behaviors or characteristics of friends in this culture?~ How do the behaviors compare and contrast with the behaviors in the United States and our city?~ Can any conclusions about friendships among cultures be drawn?~ How does recognizing our common needs and behaviors affect our dealings with each other?~ If you moved to another part of the world, how would you make friends there?• List of resources for the cultures chosen (That list may include interviewing people from the culture [other students, family members, people on the school staff, etc.], checking their social studies textbook, asking the school librarian, or using Web sites.)

<i>Timing</i>	<i>Activity</i>	<i>Resources</i>
4-5 minutes	<ul style="list-style-type: none"> Summarize the lesson and ask each group what strategy they developed for completing the assignment. 	

Assessment:

- Student participation
- Group research strategies

Follow-up Activities:

- Time for group research
- One World Lesson 2

Please visit www.berealteens.com for more Be Real lesson plans.

★ One World Lesson 2

Suggested Subject(s) Integration:

- English, Language Arts
- Social Science

Illinois State Goal(s):

- SG4: Listen and speak effectively in a variety of situations
- SG5: Use the language arts to acquire, assess, and communicate information
- SG18: Understand social systems, with an emphasis on the United States

Illinois State Learning Standards:

- 4.B: Speak effectively using language appropriate to the situation and audience
4.B.2b: Ask and respond to questions related to oral presentations and messages in small- and large-group settings
- 5.A: Locate and use information from various sources to answer questions, solve problems, and communicate ideas
5.A.2a: Formulate questions and construct a basic research plan.
5.A.2b: Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, Web sites, CD/ROMs)
- 18.B: Understand the roles and interactions of individuals and groups in society
18.B.2a: Describe the interactions of individuals, groups, and institutions drawn from the local community (e.g., local response to state and national reforms)

Lesson Purpose:

- Students in small groups research cultural differences related to understanding and being real.

Learning Outcomes:

- Students will demonstrate the ability to work together in small groups.
- Students will demonstrate the ability to research cultural characteristics.
- Students will demonstrate an understanding of friendship in different world cultures.

Prewrite:

- One World Lesson 1
- Time for group research

Timing	Activity	Resources
2–3 minutes	<ul style="list-style-type: none"> Introduce the lesson and ask students to sit in their research groups and to take out the question worksheet. 	
20–30 minutes	<ul style="list-style-type: none"> Ask each group to present the results of their research and discuss each as they are presented. Ask the class whether any of the various cultures have in common interpersonal behaviors. Lead a discussion of how people and cultures can be different and ways they can be similar. Ask students how understanding this can help them to develop real friendships with people from cultures that are different from their own. 	<ul style="list-style-type: none"> Completed One World group worksheet
4–5 minutes	<ul style="list-style-type: none"> Summarize the lesson and remind students to continue to be real friends. 	

Assessment:

- Student participation
- Group answers to One World worksheet

Follow-up Activities:

- Comment on how different cultures address drug prevention

Pressure Cooker

Suggested Subject(s) Integration:

- English, Language Arts
- Social Science
- Physical Development and Health

Illinois State Goal(s):

- SG 3: Write to communicate for a variety of purposes
- SG4: Listen and speak effectively in a variety of situations
- SG24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

Illinois State Learning Standards:

- 3.B: Compose well-organized and coherent writing for specific purposes and audiences
 - 3.B.2a: Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting)
- 4.B: Speak effectively using language appropriate to the situation and audience
 - 4.B.2a: Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format
- 24.B: Apply decision-making skills related to the protection and promotion of individual health
 - 24.B.3a: Apply a decision-making process to an individual health concern

Lesson Purpose:

- Students realize that they can remain true to themselves and be a part of the group.

Learning Outcomes:

- Students will recognize the difference between formal and informal rules.
- Students will display an understanding of peer pressure.

Prewrite:

- Steps in decision making

Timing	Activity	Resources
2–3 minutes	<ul style="list-style-type: none"> • Introduce the lesson and tell students that you will be looking at the different types of rules that we follow. 	
8–10 minutes	<ul style="list-style-type: none"> • Ask students to list the formal rules that everyone in the whole school is required to follow (e.g., no cheating, no writing in textbooks, no fighting, etc.). • Write those rules on the blackboard, white board, or newsprint. • Ask students to list some of the informal rules that are not written anywhere, but that everyone knows (e.g., do not cut into line in front of someone else, say hello back if someone says hello to you). • Write those informal rules on the blackboard, white board, or newsprint. • Ask students who enforces each set of rules. (Formal rules usually have clearly stated consequences in writing, and informal rules usually are enforced by peer pressure.) 	<ul style="list-style-type: none"> • Blackboard, white board, or newsprint and marker
5 minutes	<ul style="list-style-type: none"> • Ask students to individually write more of the informal rules of which they are aware. 	<ul style="list-style-type: none"> • Pencils and paper

Timing	Activity	Resources
10–15 minutes	<ul style="list-style-type: none"> • Ask the students to volunteer informal rules that they feel have positive effects and those that they feel have negative effects. • Lead a discussion about positive and negative peer pressure and devise strategies for dealing with each. • Remind students of the steps in decision making. • Discuss how to retain individuality and still feel respected by the group. 	<ul style="list-style-type: none"> • Student lists of informal rules • Steps in decision making on board or chart
2–3 minutes	<ul style="list-style-type: none"> • Summarize the lesson and remind students that being true to yourself is most important. 	

Assessment:

- Student participation
- Student lists of informal rules

Follow-up Activities:

- Set up role-play situations to practice resistance to negative peer pressure.

Please visit www.berealteens.com for more Be Real lesson plans.

★ Sticking to Your Dreams

Suggested Subject(s) Integration:

- English, Language Arts

Illinois State Goal(s):

- SG1: Read with understanding and fluency
- SG3: Write to communicate for a variety of purposes
- SG5: Use the language arts to acquire, assess, and communicate information

Illinois State Learning Standards:

- 1.C: Comprehend a broad range of reading materials
1.C.3a: Use information to form, explain, and support questions and procedures
- 3.B: Compose well-organized and coherent writing for specific purposes and audiences
3.B.2b: Establish central idea, organization, elaboration, and unity in relation to purpose and audience
- 5.C: Apply acquired information, concepts, and ideas to communicate in a variety of formats
5.C.2b: Prepare and deliver oral presentations based on inquiry and research

Lesson Purpose:

- Students understand that even famous people had challenges and difficulties in reaching their goals and that with persistence they were able to achieve success.

Learning Outcomes:

- Students will demonstrate the ability to research an admired figure.
- Students will demonstrate an understanding of obstacles to reaching goals and aspirations.
- Students will demonstrate the ability to write a paragraph that analyzes alternative ways to achieve success.

Prework:

- Assign students to research (suggest sources, e.g., books, Web sites, etc.) an historical figure that they admire.
- Have students create a list of obstacles to their eventual success.

Timing	Activity	Resources
2–3 minutes	<ul style="list-style-type: none">• Introduce lesson and ask students to take out the list of obstacles that they were asked to create.	<ul style="list-style-type: none">• Student lists
8–10 minutes	<ul style="list-style-type: none">• Ask a few of the students to share the obstacles that were overcome by their historical figures.• Using one or two as examples, ask students what the historical figure might have done differently to achieve the same success.• Assist the students with understanding this concept.	
15 minutes	<ul style="list-style-type: none">• Ask students to write a short paragraph about how they might have done things differently to achieve the same success as the historical figure.	<ul style="list-style-type: none">• Pencils and paper for students
5 minutes	<ul style="list-style-type: none">• Ask for one or two volunteers to read their paragraphs and debrief.• Collect the paragraphs and summarize the lesson.	<ul style="list-style-type: none">• Student paragraphs

Assessment:

- Student participation
- Student list of obstacles for chosen historical figure
- Student paragraphs about how historical figures might have done things differently and still been successful

Follow-up Activities:

- Have students describe an obstacle they faced in their own life and the strategies that they used to overcome it.



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Log-on to our Web site at [**www.berealteens.com**](http://www.berealteens.com) to order low-cost *Be Real* products. If this option is not available to you, products may also be ordered directly from Prevention Partners at **800.394.1213** and mention promotion code MP05. Orders generate a 15 percent charitable contribution to the *Be Real* program.



be real

alcohol, tobacco and drug-free kids

★ Make *Be Real* the Theme of Your Red Ribbon Week!

Be Real works with The Illinois Drug Education Alliance (IDEA) to encourage use of *Be Real* themes and materials as part of Red Ribbon Week celebrations in schools, youth groups, faith-based organizations, and communities. We have created special *Be Real* red ribbons and a weeklong program of activities adults can use to encourage teens to stay drug free.

The following easy-to-implement activities and ideas will aid you in making *Be Real* the theme of your Red Ribbon Week observance. These ideas, however, can and should be used throughout during the year to keep the *Be Real* prevention message on top of children's minds.

Encourage youth to get in the spirit of Red Ribbon Week by having students make their own red ribbons to wear all week. Designate a special *Be Real* day for everyone to wear red and hold an event such as a rally (see below). At the end of the week, recognize the individual or group that shows the most *Be Real* spirit during the course of Red Ribbon Week.

- ***Be Real Rally*** — Organize a youth rally at your school or in your community to promote *Be Real* and prevention messages. Rallies should showcase local youth who are being real, drug-free, as well as feature motivational and prevention speakers. Visit the "Coordinating a *Be Real* Rally" section of the Web site at www.berealteens.com under "Teachers/Youth Leaders or Prevention Providers" for detailed steps on how to plan your rally.
- ***Be Real Mosaic*** — Divide students or classrooms into groups based on what being real means to them. For each day of Red Ribbon Week, designate a group to bring or take photos of themselves, their classmates, or someone in the community participating in an activity related to *Be Real*. As an alternative to photos, use student drawings, collages, or other artwork. At the end of the week, collect the photos and artwork and create a mosaic showing the diverse talents and interests of students, their families, and community members. Unveil the mosaic at your *Be Real* rally and let it serve as a monument to student potential for the rest of the school year.

- ***Be Real School Review*** — Have teachers share and discuss *Be Real* themes and what it means to be real to yourself, family, friends, and community. Invite individuals or groups to create, rehearse, and perform a *Be Real* poem, rap, song, skit, dance, or cheer. Organize an all-school assembly where students showcase their *Be Real* creative expression.
- ***Be Real Wall or Bulletin Board*** — Throughout Red Ribbon Week, encourage teachers and youth leaders to celebrate the talents and personalities of students by posting their photos, drawings, essays, drug-free pledges, and other *Be Real* projects on classroom or school bulletin boards.
- ***Be Real Web Page*** — Work with your computer teacher and class to develop a *Be Real* page for your school's Web site. Include information about what being real means to your school and details about *Be Real* activities and events. Create a link on your school's Web site to the *Be Real* home page at www.berealteens.com.
- ***Be Real Parent Night*** — Contact your local substance-abuse-prevention provider or InTouch coordinator (see the "Prevention Resources" section of the *Be Real* Web site at www.berealteens.com) to organize an education night for parents. They can assist you by providing the names of speakers who can effectively talk to parents on how to communicate with their children about avoiding drugs and the importance of recognizing teen's efforts and successes.
- ***Be Real Volunteer*** — Organize an after-school volunteer project such as doing yard cleanup at a local nursing home or park or serving meals at a homeless shelter. Encourage each class to organize their own volunteer activities and recognize the group or individual who shows the most dedication to being real to their community.

To publicize your efforts, be sure to send an alert out to the media the day before your event and a follow-up release afterward (see "Promoting Your Efforts" in the next section).

★ Promoting Your Efforts

Ideally, *Be Real* will be embraced and celebrated by your community at large. Toward that end, the media — television, radio, and print — can have an enormous impact on behavior. Working with the media can help maximize the campaign's impact on youth in your local community.

We encourage you to partner with your local InTouch coordinator in publicizing your *Be Real* activities, as many InTouch coordinators have relationships with local media. InTouch is the collaborative network of agencies in Illinois, funded by the Illinois Department of Human Services, to unite individuals, organizations, and communities in a coordinated social movement to prevent alcohol, tobacco, and other drug use. InTouch coordinators are available statewide to assist in your drug-prevention efforts through presentations and speaking engagements to your students, staff, or boards. Visit the *Be Real* Web site at www.berealteens.com for contact information on your local coordinator as well as additional media-outreach materials, tools, and templates.

CREATIVE WAYS TO WORK WITH THE MEDIA TO PUBLICIZE *BE REAL*

- Emphasize the governor's proclamation of *Be Real* Day and *Be Real* Week and the fact that this is a statewide effort with a big local impact. Ask your mayor to make a proclamation regarding these events in order to bolster the local effort and create a local "hook" for media.
- Work with the community editor of your local newspaper to feature stories and photos of drug-free youth on a daily basis during Red Ribbon Week.
- Local radio stations could conduct daily on-air interviews with youth taking part in the *Be Real* activities who can talk about their experiences and reasons for being real.
- Simulcast live from your *Be Real* rally or ask a promotional crew/van to stop at the rally and announce the event on air.
- TV news outlets could feature *Be Real* spokespersons on public-affairs programs, community minutes, and community calendars.
- Invite an anchor or weatherperson to emcee the rally and encourage the station to cover it. Include a focus on the anchor or weatherperson's personal interest in drug prevention in youth.
- Write an op-ed about the importance of drug prevention and programs like *Be Real*.

Be Real is a social-norms-marketing program that encourages and supports drug-free lifestyles for middle-school-age youth by getting the word out to them that, contrary to what they may think, the majority of kids their age do not smoke, drink, or use other drugs.

GRASSROOTS APPROACHES TO SHARING *BE REAL* MESSAGES

In addition to media, other avenues of promotion can be effective in spreading the *Be Real* message. Outreach through schools, places of worship, businesses, and community-based organizations is often key to attendance, participation, and success.

Whether your goal is to attract a larger crowd to your rally or simply reinforce *Be Real* messages, try some of these tactics:

- Distribute fliers to parent groups, places of worship, businesses, community-based organizations, and parks highlighting:
 - ~ Rally activities, entertainment, and celebrity spokespersons, as well as date, time, and location
 - ~ *Be Real* messages and ways to get involved (see the “Engaging Communities” section of the Web site for ideas)
- Submit online and traditional articles to places of worship, PTA, and civic newsletters focusing on:
 - ~ Rally details and how to participate
 - ~ *Be Real* messages and ways to get involved
- Place ads or run stories in school and local newspapers to:
 - ~ Announce the rally (what it is, as well as time, date, and location) and encourage attendance
 - ~ Publicize the *Be Real* messages and kids living drug free
- Include announcements over public-address systems in schools to:
 - ~ Encourage attendance at the rally
 - ~ Drive enthusiasm for *Be Real* activities
 - ~ Recite drug-free pledge

UNDERSTANDING THE MEDIA AND THEIR NEEDS

Here are some basic tips for increasing the chances of securing positive media coverage of your *Be Real* and prevention activities.

- **Newspapers** — Newspaper stories tend to be more in-depth than television or radio. Provide detailed information, facts, and statistics and interview and photo opportunities.
- **Television** — Provide as many visual opportunities for television reporters as possible. For example, invite television reporters to tape at your rally or a youth volunteer project.
- **Radio** — Keep your key messages short (less than 10 seconds) and to the point. Radio stations are always looking for news opportunities and programming, so radio may be a great way to profile local drug-free youth.

★ Press Release Template

Press Release

For Immediate Release

Date

(Contact name)

(Area code + phone number)

*Retype this release
on your letterhead
and add your local
information.*

Alcohol, Tobacco, and Other Drugs? (Local Area) Youth Say, "Be Real!"

– *Be Real* Activities at (Name of Site) –

(NAME OF CITY), Ill. — More than (number of students or youth participants) students from (name of school or community) will celebrate being real to themselves through a variety of specially designed school and community activities created by the *Be Real* youth drug-prevention program.

"It is so important to recognize youth who don't use drugs. They send a clear message to their peers that being drug-free is cool and that you can do more in your life and achieve your dreams without using alcohol, tobacco, or other drugs." said (name and title of coordinator), lead coordinator of the rally.

Be Real is a statewide, award-winning drug-prevention campaign for 10- to 14-year-old youth in Illinois. The goal of this program is to encourage and support drug-free lifestyles by getting the word out that research shows that most teens do not use tobacco, alcohol, or other drugs.

The campaign spotlights real Illinois teens showing what they do to stay drug free. It demonstrates how a healthy lifestyle gives them the energy and enthusiasm to be real to themselves, their families, and their friends. *Be Real* is designed to supplement and support other drug-prevention efforts in schools, homes, and communities.

"We know what works in drug prevention," said Karel Ares, executive director of Prevention First Inc., the training and information organization that manages the *Be Real* campaign. "Research demonstrates that in order for prevention efforts to be most effective they must be conducted across all areas of a youth's life. That includes friends, school, home, and community. That's what we're striving to do with *Be Real*."

– *Press release template continued on the next page* –

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To get the *Be Real* message out, information on the campaign was sent to every Illinois fifth- through eighth-grade teacher as well as the Boy and Girl Scouts, 4-H, and educational associations.

The campaign has a teen-oriented Web site (www.berealteens.com), which offers tips and resources for parents, easy-to-use lesson plans and activities for educators and prevention providers, and cool sections for teens. *Be Real* also includes a public service announcement campaign that will run on television and in movie theaters throughout the state this fall. The ads feature real teens talking in their own words about what being real means to them.

Be Real was launched during Red Ribbon Week in October 2001 and continues to be an exciting and supportive program for Illinois' more than 1 million middle-school students. The program is managed by Prevention First Inc. (PFI), a training and information resource organization specializing in substance-abuse prevention and related issues such as violence and teen pregnancy.

For more information on *Be Real*, visit www.berealteens.com.

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PREVENTION RESOURCES

Prevention First Inc.

www.prevention.org

Provides online catalogs for the Lura Lynn Ryan Prevention Research Library, one of the country's largest collections of prevention books, videos, and periodicals, and a clearinghouse, which distributes free prevention pamphlets, posters, books, and other items to Illinois residents, as well as a list of local InTouch offices, contact information for coordinators, and a link to the Latino Prevention Network and prevention conferences.

Partnership for a Drug-Free America

www.drugfreeamerica.org

Supplies drug information, parenting resources, and FAQ about drug-related issues; offers paraphernalia and slang dictionary to help adults identify drug use in youth.

Campaign for Tobacco-Free Kids

www.tobaccofreekids.org

Includes recent news and information and links to sites with research data online.

Check Yourself

www.checkyourself.com

Provides a drug guide, glossary, quizzes, and real-life stories from teens who have struggled with drugs.

Community Anti-Drug Coalitions of America

www.cadca.org

Offers information and resources on community partnering to prevent substance abuse effectively.

Department of Health and Human Services: Keeping Youth Drug Free

www.hhs.gov

Offers tips on talking with children about avoiding drugs; helps parents understand kids' perspective and behavior by providing reasons why kids use drugs.

Illinois Alcoholism and Drug Dependence Association

www.iadda.org

Provides resources and information on advocacy; lists information on the Illinois Teen Institute and Operation Snowball — drug-prevention programs focusing on leadership development to empower youth to lead drug-free lives.

Illinois Drug Education Alliance (IDEA)

www.bestofidea.com

Offers information about IDEA, a drug-prevention volunteer organization, as well as the IDEA Prevention Guide and information about the organization's annual conference for kids.

Monitoring the Future Study

www.monitoringthefuture.org

Lists results of the national annual survey of eighth-, 10th- and 12th-grade students.

Office of National Drug Control Policy

www.whitehousedrugpolicy.gov

Presents drug information, resources, and FAQ about drug-related issues, including those in the National Drug Control Strategy's annual report.

www.berealteens.com



be real

alcohol, tobacco and drug-free kids