

# CHOICES

THERE IS ALWAYS A RIGHT ONE!



## Facilitator's Guide

Presented by the Kentucky Council on Problem Gambling  
Program for Kentucky's Youth

Second Edition



# Kentucky Council on Problem Gambling

## When it's no longer a game . . . there is help!

P.O. Box 4595, Frankfort, KY 40604-4595; 502/223-1823; 502/227-8082 (fax); [kmstone@mis.net](mailto:kmstone@mis.net); [www.kycpg.org](http://www.kycpg.org)

Dear Educator:

Thank you for considering the use of "**Choices – There is Always a Right One!**" in your school. The program is designed to raise awareness among middle school and junior high students about the risk factors of addiction. This free program is being presented to you through a partnership between the Kentucky Council on Problem Gambling and the Kentucky Lottery Corporation. Please note Choices covers all addictions, including gambling, so it can have a broad-based use in addiction awareness.

We welcome feedback and urge you to please give us your input – as well as student's comments – on the quality and effectiveness of the video, the facilitator's guide and the discussion points. In particular, we are interested in knowing whether this program is easily presented in the classroom setting. Please fax student and teacher evaluations to the Kentucky Lottery Corporation, 502/560-1670, attention: Choices Program.

We feel this program will contribute significantly to students' education about the dangers of addictions and making responsible choices when it comes to drugs, alcohol, gambling and other addictive behaviors. If you have any additional comments or questions, please feel free to contact me at 502/223-1823 or [kmstone@mis.net](mailto:kmstone@mis.net). Again, we thank you for your interest in using **Choices**. Best wishes for successful implementation.

Sincerely,

Michael R. Stone  
Executive Director

Encl: **Choices Packet**

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## Program Overview

Please preview all materials and the DVD prior to presenting the information/DVD to students in order to determine the appropriate grade levels for the content at your school. This DVD is recommended for students in grades 6-12.

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## Kit Contents

Your kit includes:

- (1) DVD – Containing **Beat Addiction** program.
  - (1) Set of small-group discussion question cards (a total of four cards); and
  - (1) Poster.
- 

## What You'll Need for the Program

The following items are not included in this kit, but you will need:

- (1) DVD player;
- (1) Television and/or projector with screen; and
- Approximately 20 – 50+ minutes to view and discuss the program (times will vary; refer to page five for lesson options).

### Did you know?

**People who begin smoking before age 13 are significantly more likely than non-smokers and those who begin smoking later to have problems with alcohol and other drugs.**

*(Hanna & Grant, "Parallels to Early Onset Alcohol Use..." Alcoholism: Clinical and Experimental Research, Vol. 23, No. 3, 1999, p. 513-522)*

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## Lesson Options - Quick Overview

### Lesson Option One (Recommended)

- Total estimated lesson length: 50+ minutes;
- Pre-video facilitator-led discussion on the concept of risk: 3-5 minutes;
- Video length: 28 minutes;
- Facilitator-led discussion: 3-5 minutes;
- Small-group discussion: 5-10 minutes; and
- Facilitator-led wrap-up: 3-5 minutes.

### Lesson Option Two

- Total estimated lesson length: 20+ minutes;
- Pre-video facilitator-led discussion on the concept of risk: 3-5 minutes;
- Video selection and video length: 4+ minutes (depending on number of testimonials selected to play during lesson);
- Facilitator-led discussion: 3-5 minutes;
- Small-group discussion: 5-10 minutes; and
- Facilitator-led wrap-up: 3-5 minutes.

### Lesson Option Three

- Total estimated lesson length: 20+ minutes;
- Pre-video facilitator-led discussion on the concept of risk: 3-5 minutes;
- Video selection and video length: 12 minutes;
- Facilitator-led discussion: 3-5 minutes;
- Small-group discussion: 5-10 minutes; and
- Facilitator-led wrap-up: 3-5 minutes.

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## Directions for Lesson One

### Overview:

- Total estimated lesson length: 50+ minutes;
  - Pre-video facilitator-led discussion on the concept of risk: 3-5 minutes;
  - Video length: 28 minutes;
  - Facilitator-led discussion: 3-5 minutes;
  - Small-group discussion: 5-10 minutes; and
  - Facilitator-led wrap-up: 3-5 minutes.
- 

### Step 1: Engage in a pre-video facilitator-led discussion on the concept of risk (3-5 minutes).

Before showing the video, lead students in a brief discussion about risk. Have the students verbally answer this question: “What is risk?” Help the students understand risk by identifying risks taken during everyday activities. For example, “What type of risks do you take when you...”

- Ride the bus or ride in a car;
  - Skateboard;
  - Play a sport; and/or
  - Ride theme park rides, such as roller coasters?
- 

### Step 2: On Beat Addiction DVD, select “Open/Play All” (28 minutes).

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### Step 3: Engage in a facilitator-led discussion about the video (3-5 minutes).

After viewing the video, ask the class to answer the following questions:

- a) How would you define addiction?

*Possible answers include: “Addiction - a strong and harmful need to regularly have something (such as a drug) or do something (such as gamble).” (Merriam-Webster’s Learner’s Dictionary Online Edition, <http://www.learnersdictionary.com/search/addiction>, 2009)*

- b) What are some possible consequences of addictive or destructive behavior?

*Possible answers include: drop in grades, loss of job, relationship, health, money and/or legal problems.*

- c) What are some of the effects of an addiction on those around the addict?

*Possible answers include: loss of trust, insecurity, physical and/or emotional abuse, anger, resentment, depression, fear and/or guilt.*

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## Directions for Lesson One (cont.)

d) What are some risk factors that may influence an addiction?

*Possible answers include: family history of any addiction, high stress levels, being a victim of any form of abuse (i.e., physical, sexual, psychological), suffering from depression, mourning the loss of a family member or friend and/or being unrealistic about goals.*

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### Step 4: Divide the class into groups for a small-group discussion (5-10 minutes).

Separate the students into numerous small groups (4-8 students in each group) and provide each group with one of the four enclosed question cards. If it is a large class, have multiple groups discuss the same question(s).

Each group will need to select one member to represent the group and share their key points with the class after the time has expired for the small-group discussions.

Small-group discussion questions and sample answers are listed on pages 13-15 for your reference. (Note: Question cards do not include sample answers).

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### Step 5: Engage in a facilitator-led wrap up (5-10 minutes).

Stop the small-group discussions. Ask each group to discuss their group's responses to their question with the entire class. After each group's representative has discussed their group's responses, make the following points to the class:

- Family history of any addictive or compulsive behavior increases the possibility of developing any addictive or compulsive behavior.
- There is hope for individuals experiencing a personal addiction/compulsive behavior, or who have a loved one with an addiction/compulsive behavior.
- Addictions are treatable. Although there is no known cure for an addiction/compulsive behavior, individuals can lead healthy, happy lives when they properly address their addiction/compulsive behavior and commit themselves to their personal recovery program.

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## Directions for Lesson One (cont.)

### Step 6: Identify the available resources.

- KY Problem Gambling Hotline - 1-800-GAMBLER (1-800-426-2537), [www.kycpg.org](http://www.kycpg.org)
- National Drug and Alcohol Treatment Referral Hotline - 1-800-622-HELP (1-800-622-4357)
- Alcoholics Anonymous - (502) 582-1849, [www.aa.org](http://www.aa.org)
- Al-Anon / Alateen - (502) 458-1234, [www.al-anon.alateen.org](http://www.al-anon.alateen.org)
- National Domestic Violence Hotline - 1-800-799-SAFE (1-800-799-7233), [www.ndvh.org](http://www.ndvh.org)

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### Did you know?

- Junior/middle and senior high school students drink 35 percent of all wine coolers sold in the United States; they also consume 1.1 billion cans of beer.
- Use of alcohol and other drugs at an early age is an indicator of future alcohol and drug problems.

*([www.recoverycentral.org](http://www.recoverycentral.org))*

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### Did you know?

**1-800-GAMBLER (1-800-426-2537)** is a 24-hour toll-free helpline for problem gamblers, their family and friends. If you need to talk to someone and you don't know where to turn, help is just a phone call away. You can receive referrals to free compulsive gambling treatment, local meetings of Gamblers Anonymous, consumer credit counseling and more.



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## Directions for Lesson Two

Overview:

- Total estimated lesson length: 20+ minutes;
- Pre-video facilitator-led discussion on the concept of risk: 3-5 minutes;
- Video selection and video length: Beat Addiction DVD: 4+ minutes (depending on number of testimonials selected to play during lesson);
- Facilitator-led discussion: 3-5 minutes;
- Small-group discussion: 5-10 minutes; and
- Facilitator-led wrap-up: 3-5 minutes.

### Step 1: Engage in a pre-video facilitator-led discussion on the concept of risk (3-5 minutes).

Before showing the video, lead students in a brief discussion about risk. Have the students verbally answer this question: “What is risk?” Help the students understand risk by identifying risks taken during everyday activities. For example, “What type of risks do you take when you...”

- Ride the bus or ride in a car;
- Skateboard;
- Play a sport; and/or
- Ride theme park rides, such as roller coasters?

### Step 2: On Beat Addiction DVD, select the segments you wish to view: Jimmy, Teresa, Sean and/or Rob (4-20 minutes).

There are four testimonials that could be played in this lesson. Choose which testimonial(s) you’d like to play for the class, play the specific testimonial(s) and move to step three. You may also elect to play the opening (3 minutes) and/or closing (3 minutes) narration before and/or after the chosen testimonials. Testimonial descriptions are below:



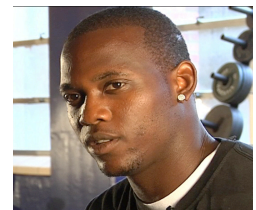
Jimmy  
Gambling Addict  
(6 minutes)



Teresa  
Heroin Addict  
(6 minutes)



Sean  
Meth Addict  
(7 minutes)



Rob  
Alcohol Addict  
(4 minutes)

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## Directions for Lesson Two (cont.)

### Step 3: Engage in a facilitator-led discussion about the video (3-5 minutes).

After viewing the video, ask the class to answer the following questions:

- a) How would you define addiction?

*Possible answers include: "Addiction - a strong and harmful need to regularly have something (such as a drug) or do something (such as gamble)." (Merriam-Webster's Learner's Dictionary Online Edition, <http://www.learnersdictionary.com/search/addiction>, 2009)*

- b) What are some possible consequences of addictive or destructive behavior?

*Possible answers include: drop in grades, loss of job, relationship, health, money and/or legal problems.*

- c) What are some of the effects of an addiction on those around the addict?

*Possible answers include: loss of trust, insecurity, physical and/or emotional abuse, anger, resentment, depression, fear and/or guilt.*

---

### Step 4: Divide the class into groups for a small-group discussion (5-10 minutes).

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Small-group discussion questions and sample answers are listed on pages 13-15 for your reference. (Note: Question cards do not include sample answers).

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## Directions for Lesson Two (cont.)

### Step 5: Engage in a facilitator-led wrap up (5-10 minutes).

Stop the small-group discussions. Ask each group to discuss their group's responses to their question with the entire class. After each group's representative has discussed their group's responses, make the following points to the class:

- Family history of any addictive or compulsive behavior increases the possibility of developing any addictive or compulsive behavior.
- There is hope for individuals experiencing a personal addiction/compulsive behavior, or who have a loved one with an addiction/compulsive behavior.
- Addictions are treatable. Although there is no known cure for an addiction/compulsive behavior, individuals can lead healthy, happy lives when they properly address their addiction/compulsive behavior and commit themselves to their personal recovery program.

---

### Step 6: Identify the available resources.

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- Alcoholics Anonymous - (502) 582-1849, [www.aa.org](http://www.aa.org)
- Al-Anon / Alateen - (502) 458-1234, [www.al-anon.alateen.org](http://www.al-anon.alateen.org)
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### Did you know?

**1-800-GAMBLER (1-888-426-2537)** is a 24-hour toll-free helpline for problem gamblers, their family and friends. If you need to talk to someone and you don't know where to turn, help is just a phone call away. You can receive referrals to free compulsive gambling treatment, local meetings of Gamblers Anonymous, consumer credit counseling and more.

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## Directions for Lesson Three

### Overview:

- Total estimated lesson length: 20+ minutes;
- Pre-video facilitator-led discussion on the concept of risk: 3-5 minutes;
- Video selection and video length: Beat Addiction DVD: 12 minutes;
- Facilitator-led discussion: 3-5 minutes;
- Small-group discussion: 5-10 minutes; and
- Facilitator-led wrap-up: 3-5 minutes.

\* Please refer to the directions for lesson two for lesson three. The only difference is that the video is 12 minutes in length.

### Did you know?

**The 2007 Youth Risk Behavior Survey found that among high school students, during one month's time: 45% drank some amount of alcohol, 26% binge drank, 11% drove after drinking alcohol and 29% rode with a driver who had been drinking alcohol.**

(Eaton D., Kann L., Kinchen S., et al. Youth Risk Behavior Surveillance, United States, 2007. *CDC Morb Mort Surveill Summ* 2008;55 (S7-04): 1-131)

**Although drinking by persons under the age of 21 is illegal, 12 to 20 year olds drink 11% of all alcohol consumed in the United States.**

(Office of Juvenile Justice and Delinquency Prevention. *Drinking in America: Myths, Realities and Prevention Policy*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, 2005)

**In 2005, there were more than 145,000 emergency rooms visits by 12 to 20 year olds for injuries and other conditions linked to alcohol.**

(Substance Abuse and Mental Health Services Administration, Office of Applied Studies. DAWN Series D-29, DHHS Publication No. (SMA) 07-4256, 2007)

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## Teacher's Manual

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**For comments, additional information  
or to request more resources,  
please contact:**

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## Small-Group Discussion – Group 1 Identifying Warning Signs Of Addictions And Destructive Behaviors

1. What is addiction? As a group, develop your own definition.

*Possible answers include variations of the following:*

- *The term addiction can be applied to addictive behaviors other than drug use. A behavior may be compulsive in nature, but not an addiction.*
  - *Continued use of a drug despite bad things happening (school, family, legal, health).*
  - *Feeling like you can't live without the drug or activity (may be a way to describe psychological aspects).*
- 

2. What types of activities can become an addiction or destructive behavior for someone?

*Possible answers include variations of the following:*

- *Drinking alcohol and using other drugs;*
- *Gambling;*
- *Eating (i.e., overeating, anorexia nervosa, bulimia, etc.);*
- *Exercise (i.e., excessive levels of exercise); and*
- *Any activity done in excess.*

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## Small-Group Discussion – Group 2 Consequences Of Addiction

1. Identify some consequences of an additive or destructive behavior.

*Possible answers include variations of the following:*

- *Drop in grades;*
  - *Loss of job; and*
  - *Relationship, health, money and/or legal problems.*
- 

2. What are some of the effects of an addiction on those around the addict?

*Possible answers include variations of the following:*

- *Loss of trust and/or money;*
- *Insecurity;*
- *Physical and/or emotional abuse;*
- *Anger;*
- *Resentment;*
- *Depression; and*
- *Guilt.*

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## Small-Group Discussion – Group 3 Risk Factors And Health Choices

1. What are risk factors that may influence an addiction?

*Possible answers include variations of the following:*

- *Family history of any addiction;*
  - *High levels of stress;*
  - *Being a victim of any form of abuse (physical, sexual, psychological);*
  - *Feelings of loneliness or boredom;*
  - *Suffering from depression, low self-esteem or insecurity;*
  - *Mourning the loss of a family member or friend; and*
  - *Being unrealistic about goals.*
- 

2. What are some healthy ways to deal with stress, boredom, peer-pressure, etc.?

*Possible answers include variations of the following:*

- *Talk with others;*
- *Set limits;*
- *Set personal goals and make a plan to achieve each goal; and*
- *Participate in school and outside of school organizations (i.e., clubs, church, civic, etc.).*



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## Small-Group Discussion – Group 4 Destructive Behaviors

1. What are some examples of destructive behaviors?

*Possible answers include variations of the following:*

- *Drinking alcohol at a young age or abusing alcohol;*
  - *Using illegal drugs or drugs not prescribed to you;*
  - *Dieting to extremes or binging on food;*
  - *Promiscuity and/or unsafe sexual relations;*
  - *Gambling at a young age or gambling excessively;*
  - *Driving recklessly; and*
  - *Bullying or teasing others.*
- 

2. Why do people engage in these behaviors even though they know they can be dangerous or addictive?

*Possible answers include variations of the following:*

- *To escape from stress/problems;*
- *To ease peer-pressure;*
- *To “fit in;”*
- *To make money;*
- *Because it seems like fun;*
- *Because it is familiar; and*
- *Because the person is in denial (i.e., they do not see the behaviors as problematic).*

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## Steps to Take

If you know someone who has an addiction you can take the following steps to help:

STEP	ACTION	NOTE
1	Talk to the person and let them know you're concerned.	No one can really know when a substance or behavior will shift from seemingly harmless to harmful. The adverse consequences may not be noticeable at first. Eventually an addiction impacts one's family, friends, job, health, and self-esteem.
2	Talk to someone you trust – counselor, teacher, parent, friend, etc.	
3	Find out more about the addiction via help lines, Web searches, school counselor, etc.	It is common to think of drugs as "addictive." Warning labels indicate that tobacco is an addictive substance. Yet, addiction is not simply a property of drugs. Addictive behavior is the interaction of the object of addiction and the chemical changes that occur which reinforces the process.
4	Don't encourage the destructive behavior.	
5	Help them find help, if they ask.	Addictions and compulsive behaviors are treatable. There is currently no known cure, but individuals with an addiction/ compulsive behavior can create and use a recovery program that works for them to lead a healthier life.

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## Resources

### Phone Numbers

- KY Problem Gambling Hotline - 1-800-GAMBLER (1-800-426-2537)
- National Drug and Alcohol Treatment Referral Hotline - 1-800-622-HELP (1-800-622-4357)
- Alcoholics Anonymous - (502) 582-1849
- Al-Anon / Alateen - (502) 458-1234
- National Domestic Violence Hotline - 1-800-799-SAFE (1-800-799-7233)

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### Web sites

- Kentucky ~~Alliance~~ on Problem Gambling: <http://www.kycp.org>
- National Council on Problem Gambling: <http://www.ncpgambling.org>
- Gamblers Anonymous: <http://www.gamblersanonymous.org>



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# Educator Evaluation and Feedback

Directions: Please complete this form and mail it to Jennifer Cunningham, Kentucky Lottery, 1011 W. Main, Louisville, KY 40245 or fax it to (502) 560-1670

Date of Program: \_\_\_\_\_ Number of Students in Program: \_\_\_\_\_ Grade(s): \_\_\_\_\_

Lesson (please mark the lesson you viewed): \_\_\_\_\_ Lesson 1 \_\_\_\_\_ Lesson 2 \_\_\_\_\_ Lesson 3

School Name: \_\_\_\_\_

Please rate from 1 to 5, with 5 being the best (or Yes, Definitely). Please feel free to provide additional comments in the space beside the question or on the back.

1) What was the quality of the video? \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
Comments: \_\_\_\_\_

2) Did the video effectively convey the risk factors and dangers of addiction to your students?  
\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
Comments: \_\_\_\_\_

3) Did the video hold your students' attention? \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
Comments: \_\_\_\_\_

4) Were the discussion points easy to follow? \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
Comments: \_\_\_\_\_

5) Would you consider presenting "Choices: There's Always a Right One" to your other classes?  
\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
Comments: \_\_\_\_\_

6) Would you recommend this program to other schools? \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
Comments: \_\_\_\_\_

7) Approximately how long did it take to present the program? \_\_\_\_\_  
a) Did you show the entire 28-minute DVD? \_\_\_\_\_ Yes \_\_\_\_\_ No  
b) If you only showed certain testimonials, which ones did you show?  
\_\_\_\_\_ Jimmy \_\_\_\_\_ Teresa \_\_\_\_\_ Sean \_\_\_\_\_ Rob

8) In what way can the video and/or discussion points be improved to aid students' comprehension?  
\_\_\_\_\_  
\_\_\_\_\_

9) In what way can the video and/or discussion points be improved to aid in your presentation of the material?  
\_\_\_\_\_  
\_\_\_\_\_

10) Would you care to include an endorsement/comment that we can utilize in press releases and other materials to promote the program? Please note whether you wish this to be anonymous. \_\_\_\_\_  
\_\_\_\_\_