

## TND Online Implementation Guide

### Overall changes:

Set online ground rules in addition to the ground rules established in the Session 1 Teacher’s Manual. Key ground rules are: 1) no photos or recording of the sessions; 2) keep cameras on at all times (if possible) to keep interactivity active (student with student, and student with health educator); 3) chats will be used for interaction within the program, and not for personal chatting; 4) have students physically raise their hands (or use the raise hand feature in Zoom, if available) when they have a question or want to comment when microphones are muted.

**TND Game** – Use the electronic TND Word version of the game board and manually move the A and B “pieces” around the board to keep score while using the “share screen” feature. TND game teams will remain the same throughout the program. Assign team leaders (A leader and B leader) each session. For game questions, have the team members use the chat feature to send answers via “Chat” directly to the team leader. Members will get up to 30 seconds to chat within their teams. Then, the leader will provide the official answer to the health educator. **MAKE SURE STUDENTS CLOSE THEIR WORKBOOKS BEFORE EACH GAME ACTIVITY.**

**Optional group format:** Make use of “Breakout Rooms” in Zoom and place group members into a separate room to complete green workbook sheets. Give groups a specific time to return (i.e., 5 minutes) to the entire group and have the group leader provide feedback from that team. Certain Zoom accounts may also offer a “Broadcast message” option to send messages to participants in breakout rooms (i.e., 2 minutes to finish up).

**Definitions** – Open the PowerPoint slideshow (titled “Project TND Slides”) and use the “share screen” feature when discussing definitions in the sessions.

**Student Workbooks** – Student workbook packets will need to be mailed/delivered to each student participant. The packet should include: 1) Student workbook, 2) Self-help Assistance Toolkit printout, 3) 2 sticky labels to be used as name tags for Talk Show guests, and 4) Color-coded Perspective cards. An alternative option to the perspective cards can include 3 index (3x5) cards and three different colored markers (red, blue, yellow) for the student to make Session 11 Perspective cards.

***NOTE:** These adaptations to the TND program utilize Zoom as a preferred online platform because Zoom software is most readily available and used. If you are unfamiliar with the Zoom platform and need additional assistance navigating the tools (e.g., mute feature, creating breakout rooms, utilizing the waiting room), please visit the Zoom Help Center <https://support.zoom.us/hc/en-us>. If your site uses a different platform, please adjust accordingly using the same concepts as provided.*

=====

### **Session 1: Introduction to Project TND and Communication Skills**

Purpose: This session is designed to introduce the program; increase students' understanding of how to communicate effectively; and motivate students to listen to the program material with an open mind.

Changes: Ground Rules (page 3) – Open a Word document and use the “Share screen” feature. Type ground rules that are discussed and agreed on. Then stop screen share.

Use the screen share for PowerPoint slides when discussing definitions for the session (*Communication, Selective Listening, Open Mind, Effective Communication*).

Listening Paragraph – instruct the three volunteers to close their workbook and place them into the “Waiting room” in Zoom. Then re-admit them one at a time to conduct the demonstration.

If utilizing the optional group format, make use of “Breakout Rooms” in Zoom and place group members into a separate room to complete green workbook sheets. Give groups a specific time to return (i.e., 5 minutes) to the entire group and have the group leader provide feedback from that team. Certain Zoom accounts may also offer a “Broadcast message” option to send messages to participants in breakout rooms (i.e., 2 minutes to finish up).

### **Session 2: Stereotyping**

Purpose: This session is designed to increase high school students' understanding that they may make themselves more “at risk” for substance abuse by giving in to a self-fulfilling prophecy; and can rebel against stereotyping by not misusing drugs.

Changes: Screen share the PowerPoint slides when discussing definitions for the session (*Stereotyping, Self-fulfilling Prophecy*).

### **Session 3: Myths and Denial**

Purpose: This session enables students to confront common myths that facilitate drug use. Analysis of these myths is designed to minimize their beliefs about the positive functions of drug use.

Changes: Screen share the PowerPoint slides when discussing definitions. If using format option #1 (entire class) also include Myths and Denial slides.

(*Myth, MYTH 1: drug use provides emotional protection from the outside world, MYTH 2: drugs help people to establish friendships, MYTH 3: people get used to a drug, MYTH 4: drug use shows independence, Denial, 4 KINDS OF DENIAL: blame others, deny injury, deny effects on others, Reinterpretation*).

If utilizing the optional group format, make use of “Breakout Rooms” in Zoom and place group members into a separate room to complete green workbook sheets. Give groups a specific time to return to the entire group and have the group leader provide feedback from that team.

#### **Session 4: Chemical Dependency**

Purpose: This session provides students with information about chemical dependency. It describes the course of negative consequences and the family/social context of drug abuse. Students are made aware of the availability of assistance for those affected by drug abuse.

Changes: Screen share the PowerPoint slides when discussing definitions for the session (*Chemical dependency, TOLERANCE and WITHDRAWAL, Tolerance, Withdrawal, TRAP, Enable*).

Reminder: if possible, distribute an updated copy of the “Self-help Assistance Toolkit” to students when distributing the Student Workbook packets. If you have local resources or additional virtual pandemic-specific resources available (e.g., online local counseling), please also make these available to the students.

#### **Session 5: Talk Show**

Purpose: This session is designed to provide students with an empathic and cognitive understanding of the negative consequences of drug abuse. It permits the active review of earlier acquired information and teaches perspective-taking regarding drug abuse effects.

Changes: Screen share the PowerPoint slides when discussing GUEST roles for the session. Because no seating arrangements are possible online, make sure each guest has a name tag that is clearly visible when the guests are established. Also, it is helpful for the host to manually change the student’s username to display their character name (e.g., change Jane Doe to “CECILIA-Girlfriend”) to let others know that they are in character.

Explain to the guest their instructions (pages 100-101) and place guests into a breakout room (or waiting room) to review their roles while you give instructions to the audience. Once everyone is clear on their roles and guest have reviewed their character sheets (about 3-4 minutes), admit them back into the entire meeting and begin the talk show.

Mute all participants, and only unmute the guest that is reading their character sheet. Unmute the audience member as they ask their question, as well as the appropriate guest(s). For example, if a question references Cecilia and David (e.g., *Why don’t you try to get help for your drug problem? Don’t you care about your girlfriend?*), unmute both David and Cecilia’s microphones so they can interact with each other.

Unmute all when the talk show ends are you are reviewing the processing questions (page 102; #14).

#### **Session 6: Stress, Health, and Goals**

Purpose: This session provides coping alternatives to drug abuse, which can be used proactively or reactively to deal with stress. This session also emphasizes the importance of health as a value for a happy life.

Changes: Screen share the PowerPoint slides when discussing definitions for the session (*Stress, School/Relationships/Work, C.O.P.E, COPE examples slide, stress from drugs slide, Quality of Life*).

When discussing the Coping with Stress booklet, please make sure that activities and support options are pandemic-friendly and are currently allowed in your area.

If utilizing the optional group format, make use of “Breakout Rooms” in Zoom and place group members into a separate room to complete green workbook sheets. Give groups a specific time to return to the entire group and have the group leader provide feedback from that team.

*Note: update names when discussing examples of those that have died prematurely and have had their limited achievements due to drug abuse (e.g., Michael Jackson, Prince; page 121).*

### **Session 7: Tobacco Basketball and Use Cessation**

Purpose: This session is designed to review information about tobacco use consequences. In addition, students learn about tobacco use cessation and are introduced to a brief quit manual.

Changes: Make sure students do not have their workbooks opened until after the game. Ask students to get a laundry basket, small trashcan, or other small container and place it 6 feet away. Have them get a small, soft, ball (a crumbled-up piece of paper can be used if no ball is available).

Split the group into their Game teams A & B. The health educator can read all of the questions. Use the PowerPoint presentation of the game questions and screen share so the teams can see the questions. **DO NOT SHARE THE ANSWER UNTIL THE TEAM ANSWERS.** Similar to the TND Game, students will get 30 seconds to chat with teammates and answer the question. One representative will give the response. If the response is correct, pick a student from the team to shoot the “basketball” for an additional point. If the team answers incorrectly, the health educator will read the correct answer and the move forward with the next team question.

### **Session 8: Self-Control**

Purpose: This session is designed to teach students how to recognize different social contexts and match their social skills to the context; and avoid acting in ways that might alienate others, which helps them to create social bonds and achieve their desired goals.

Changes: Screen share the PowerPoint slides when discussing definitions for the session (*Self-Control, Behavior Checklist Scores, Passive, Aggressive, Assertive, Statements [other, self, action]*).

### **Session 9: Marijuana Panel**

Purpose: This session uses a group panel activity to teach students about the consequences of marijuana use; and re-enact the lives of those impacted by marijuana use and abuse.

Changes: Consider handing out the Character Sheet for the Scientist at the end of the previous session so they can practice the reading. Screen share the PowerPoint slides when discussing the PANELIST roles for the session. When the panelists are established, make sure each guest has a name tag that is clearly visible. Also, it is helpful for the host to manually change the student's username to display their character name (e.g., change J Doe to "STEVE-Scientist") to let others know that they are in character.

Explain to the panelists their instructions (page 187) and place guests into a breakout room (or waiting room) to review their roles while you give instructions to the audience. Once everyone is clear on their roles and guests have reviewed their character sheets (about 3-4 minutes), admit them back into the entire meeting and begin the Marijuana Panel.

Mute all participants, and only unmute the panelist that is reading their character sheet. Unmute the audience member as they ask their question, as well as the appropriate guest(s). For example, if a question references Danny and Cheryl (e.g., *How has marijuana use affected your boyfriend's behavior?*), unmute both Danny and Cheryl's microphones so they can interact with each other.

Unmute all when the talk show ends are you are reviewing the processing questions (page 189; #15).

### **Session 10: Thought and Behavior Loops**

Purpose: In this session students will become aware of their patterns of thinking; examine whether they tend to engage in positive thinking, which can lead to positive behavior, or negative thinking, which can lead to negative behavior; and increase their awareness of strategies for violence prevention.

Changes: Screen share the PowerPoint slides when discussing definitions for the session (*Positive Experience Loop, Negative Experience Loop, negative thought-choice-behavior*).

When selecting volunteers for the Positive Experience Loop roleplay, use Zoom to "chat" directly to the volunteer (not the entire class) and have them read it aloud.

### **Session 11: Perspectives**

Purpose: In this session, students discuss their attitudes toward drug use and other social issues. The session is designed to increase awareness that most students view themselves as "moderate" people and may need to reconcile their behavior with their general self-perception. In this activity youth may confront their possibly radical behavior (drug use) with their moderate self-perception. The confrontation of their self-perception with their behavior may elicit a more conservative shift in behavior.

Changes: Make sure the students have a Radical (red), Moderate (yellow), and Traditional (blue) card. Alternatively, the students can create their own cards if they have colored markers and an index card.

Screen share the PowerPoint slides when discussing definitions for the session (*Radical, Traditional, Moderate, Traditional-moderate-radical, gun control perspective, cell phone perspective, drug use perspective, smoking perspective OPTIONAL*).

Have the student hold the card to the screen when asked to provide their perspective.

### **Session 12: Decision Making and Commitment**

Purpose: This session is designed to motivate students to think through the pros and cons of drug use; and make a decision, leading to a commitment, about whether or not they desire to avoid drug abuse.

Changes: Screen share the PowerPoint slides when discussing definitions for the session (*Brainstorming-weighing the pros and cons-selecting the best option-following through, Brainstorming, Re-evaluate, Commitment*).

When discussing the Making Decisions worksheet, open a blank Word document and type the different decisions discussed.

Make sure to distribute the prizes (if offered) to the winning TND team. They can be distributed through a drive-by pick-up, or by mailing to the students' homes.