

21

SESSION

Drug Dealing

Consider the Impact

Overview of Lesson	National Standards for Civics and Government	National Standards for English	National Standards for Health
<p>Students analyze why individuals deal drugs and how it affects communities. They practice persuading other teens to avoid drug dealing.</p>	<ul style="list-style-type: none"> • Civic responsibilities (NSCG V.C.2) • The role of organized groups in political life (NSCG II.B.3) 	<ul style="list-style-type: none"> • Use spoken, written, and visual language to accomplish their own purposes. (ELA 12) • Adjust use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes. (ELA 4) 	<ul style="list-style-type: none"> • Demonstrate the ability to advocate for personal, family, and community health. (NHES 7) • Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (NHES 3)

21

SESSION

DRUG DEALING

CONSIDER THE IMPACT

In this session, teens will analyze the causes and impact of teen drug dealing. They will consider what they can do to help solve this problem, both as individuals and as members of their community.

TEENS WILL LEARN

- What drug dealing is
- Why teens get involved in drug dealing
- What the risks and realities of being a drug dealer are
- How to talk to a teen who is involved in drug dealing
- How drug dealing affects the community
- How communities can fight back against drug dealing

TEACHING STRATEGIES

These teaching strategies are included in this session:

- Concept Mapping
- Brainstorming
- Role-play
- Small-group Discussion
- Ranking
- Journal Writing

MATERIALS NEEDED

- Newsprint and markers
- Pencils or pens and paper for each teen
- A three- by five-inch card
- Handout 1: *Lake Place*
- Handout 2: *Discussion Questions About Lake Place*
- *Handling Difficult Situations* poster (from the *Community Works* kit)
- Journal for Session 21



Ask a community activist or member of the city council to serve as a resource person for this session. Invite a member of the local police department who is knowledgeable about drug dealing in your community. You could also contact the community drug prevention coalition and request a speaker to provide information and answer questions about how drug dealing affects your community and what is being done about it. See the Introduction in Volume One for information on how to contact and work with a community resource person. The “Community Resource People Checklist” and “Suggestions for the Community Resource Person” will be especially helpful.

SUMMARY OF STEPS

PART 1

Step A. Warm-up

Step B. What Do You Think?

Step C. A Look at the Individual as Drug Dealer



50 Minutes

PART 2

Step D. A Look at the Community and Drug Dealing

Step E. Reflection



50 Minutes

BEFORE THE SESSION

1. Read the session plan.
2. Review Session 8: *Conflict, Communicating, and Working Together*. Teens will need to use the conflict management skills described in this session in the role-plays in Step C. Hang up the *Handling Difficult Situations* poster.

3. Decide how you will involve teens in the session as helpers, leaders, readers, or poster designers. For more information about facilitating teen involvement, consult the Introduction in Volume One.
4. Write the definitions of drug dealing and drug trafficking in Step B, #2, on a three- by five-inch card. (See Tip in Step B.)
5. Make copies of Handout 1: *Lake Place* and Handout 2: *Discussion Questions About Lake Place* for each teen.
6. Give one of the teens a copy of Handout 1: *Lake Place*, and ask him or her to prepare to read it aloud. (See Tip in Step D.)
7. Make one copy of the journal for each teen.
8. Post the teen-created guidelines from Session 1 in the room.
9. Gather the materials you will need.

P A R T

1

STEP A

TEACHING STRATEGY

■ Icebreaker



10 MINUTES

Warm-up

1. Review the purpose of *Community Works*.
 - Have teens think for a minute about the purpose of *Community Works*. Ask them to tell what they remember.
 - Ask the group to update newcomers and those who missed earlier sessions. Assign this task to teens on a rotating basis. Explain that it helps them build public-speaking skills.
 - Remind teens that these sessions will help them get information and develop skills to avoid being the victims of crime, as well as develop leadership skills to help others and their communities become safer.
 - Return their journals with your comments from the last session.
2. Explain the purpose of this session. Tell teens that in this session they will analyze a variety of materials and strategies to examine the causes and impact of teen drug dealing. They will consider what they can do to help solve this problem, both as individuals and as members of their community.
3. Remind teens of the guidelines they developed for these sessions. Be sure their list is posted on the wall. One way to increase teens' involvement and give them ownership of the session is to have them volunteer to go over the group guidelines at the start and recap the activities from the last session.
4. To warm up the group, choose an icebreaker (optional) from the Introduction in Volume One. (Allow additional time.)

STEP B

TEACHING STRATEGY

- Concept Mapping



10 MINUTES



Tip

To facilitate greater teen involvement in the session, ask a teen to help by reading the definitions of drug dealing and drug trafficking that you have written on a three- by five-inch card.

What Do You Think?

1. Have teens create a concept map by writing the words and drawing the images they associate with the words “drug dealer.”
 - Distribute paper and pens or pencils to each teen.
 - Have teens do this activity individually.
 - When they are finished, ask teens who are willing to share their associations with the group.
 - Write or draw their associations on newsprint or chalkboard.
 - Ask teens to notice which associations are positive and which are negative. Ask them where they think any positive images come from.
2. Clarify with teens the definition of *drug dealing*.
 - As the teen reads the definition, write it on newsprint or chalkboard:

Drug dealing is the unlawful sale of substances such as marijuana, cocaine, heroin, or other illegal or unprescribed drugs. The people who sell these drugs are called drug dealers.

Drug trafficking usually refers to the international growing, creating, buying, and selling of illegal drugs.
 - Tell teens that in 2000, Americans spent an estimated \$64.8 billion on illegal drugs, according to the White House Office of National Drug Control Policy.¹

STEP C

TEACHING STRATEGIES

- Brainstorming
- Role-play



30 MINUTES

A Look at the Individual as Drug Dealer

1. Problems/motives analysis chart
 - With teens, construct a problems/motives analysis chart for being a drug dealer.
 - Write the words “Problems” and “Motives” at the top of newsprint or chalkboard.
 - Ask teens to brainstorm a list of the problems a drug dealer will encounter. Write these on the “Problems” side of the chart.
 - Have teens brainstorm a list of motives based on what they know about drug dealers in their own community. Write these on the “Motives” side of the chart.
 - You can use these points to expand on and supplement what teens contribute:

Problems:

 - Drug dealing is against the law.
 - The risk and competition of drug dealing breed a cycle of violence and crime.
 - Carrying a lot of cash and often a gun to protect themselves and their money can be dangerous.

¹ Fact Sheet, Drug Policy Information Clearinghouse, White House Office of National Drug Control Policy, at www.whitehousedrugpolicy.gov/publications/factsht/drugdata/index.html, viewed 9/7/04.

- Drug dealers get involved in shooting wars during which they injure or kill each other or innocent bystanders, including children and babies.
- Even when they stay near home, young drug dealers making sales are frequently killed.
- The longer a person is a drug dealer, the greater his or her chances are of being killed, seriously injured, or imprisoned.
- The drug dealer's family or loved ones can be targeted or vulnerable to retaliation.
- Drug abuse destroys communities.

Motives:

- Drug dealers make a lot of money quickly.
- Legitimate jobs don't pay enough or offer opportunities for advancement.
- Drug dealers like the feeling of power that drug dealing gives them.
- They like the excitement of drug dealing.
- Drug dealing is a way to build their self-esteem.
- If they are gang members, they may be *required* to deal drugs.

2. Role-play talking to a drug dealer.

Note: If the scenario below is not appropriate for your group of teens, you can write one or have your teens make up one that is better suited to the group. If you decide to have the teens write a new scenario, save time by having it ready before the session.

Tiffany is 14 and her brother Tony is 16. Tiffany knows that Tony is dealing marijuana to other teens in the neighborhood and that he's planning to buy a gun. Tiffany is concerned about her brother. Tony tells her he'll be fine once he has the gun to protect himself.

- Have teens recap the skills they've learned by reviewing the *Handling Difficult Situations* poster.
- Ask two teens to play the roles of Tiffany and Tony. To expand the number of teens who participate, ask others to give advice to those playing Tiffany and Tony. Or organize teens into two teams to generate possible talking points; then ask two volunteers to do the role-play and give the other teens an opportunity to speak.
- Debrief this role-play by asking:
 - What arguments does Tiffany make? (Tiffany might remind her brother how dangerous guns are; she could express concerns about the effects of drugs and drug abuse; she can say that she's afraid he will be hurt or killed; she could say that if he is arrested, it will affect his future; she can tell Tony that his dealing drugs will break their parents' hearts; she could encourage him to get a "normal" job that is less risky.)
 - What arguments does Tony make? (Tony might argue that he doesn't need her advice and that he "does fine" without it; he might say that he knows drug dealing is risky—that's why he needs to get a gun for protection; he might also say that he likes the money he makes dealing drugs and will put up with the risks to get what he wants.)
 - Which arguments are most convincing? Why?

- What should happen next with Tiffany and Tony? (It would be a good idea for the teens to discuss what resources might be available to help Tony stop dealing drugs. What resources might a young person turn to if faced with this problem? Ideas could include asking for help from a trusted friend, clergy person, teacher, parent, or other relative.)

Wrap-up for Part 1

Ask the group to develop five questions they could ask their peers to figure out what drug issues are most important to them. Surveys are a great way to identify the issues people care about. Once the group has identified issues, their discussion can focus on how addressing one of those issues can evolve into a service-learning project.

Part 2 of this session will continue the discussion about substance abuse and drug dealing by focusing on the Lake Place community. Teens will work together to understand the factors that led to the problems in Lake Place, and they will make some decisions about what actions could help.

PART

2

REVIEW AND PREVIEW

Begin this part by reviewing the previous session. Be sure to remind participants about the objectives for this session, and give them an overview of what will be accomplished during this part of the session. (Use the objectives set out at the beginning of Session 21.)

STEP D

TEACHING STRATEGIES

- Small-group Discussion
- Ranking



40 MINUTES



Tip

To facilitate greater teen involvement in the session, ask a volunteer to read the story of Lake Place aloud.

A Look at the Community and Drug Dealing

1. Tell teens to consider what happens to the whole community when drugs enter the scene. Distribute Handout 1: *Lake Place*. Tell teens that this is a true story, but the name of the neighborhood has been changed. Read it aloud.
2. Be sure teens understand the facts.
 - Ask: “What’s happening here?”
 - Ask: “In addition to drug dealing, what other problems does Lake Place have?” Possible answers include trash piled up in the vacant lot, graffiti, damaged windows and doors, fearful residents, unemployment, and run-down housing. Encourage teens to discuss whether these problems are interrelated.
3. Have teens work in small groups to discuss who they think is responsible for the drug-dealing problem in Lake Place.
 - Give teens Handout 2: *Discussion Questions About Lake Place*.
 - Divide teens into small groups, with instructions to discuss the first question (“Who do you think is responsible for the drug dealing in Lake Place?”). Tell them to select a recorder and reporter.

- Tell teens to rank the ten groups from 1 to 10 with 1 being the group with the greatest responsibility for the problems in Lake Place. Tell teens that each group should try to reach a consensus on the ranking.
 - Teens can then discuss the reasons for their rankings. Are there any other groups that should be held responsible but are not listed on the handout? Who are they?
4. Discuss the rankings of the groups.
- Bring teens together again, and ask each group to tell how they ranked those who are responsible for Lake Place's problems.
 - Encourage teens to discuss how groups are morally, socially, or legally responsible for what happens to the neighborhood.
 - Ask: "Are the groups responsible for their actions and the harm these actions cause? Is anyone responsible for a *lack of* action to protect and preserve the neighborhood?"
 - Additional groups who might be considered responsible include other levels of government (state or federal), the school system, and community groups.
 - Encourage teens to take a wider look at who might be considered responsible and see these groups as potential partners in the effort to restore the neighborhood.
5. Tell teens that they will act as advisors as if their own community were in the same city as Lake Place.
- Tell teens to imagine that they are teen advisors to the local neighborhood commission, which is made up of citizens, local government, and law enforcement officials.
 - Your community is in the same city as Lake Place.
 - The commission has heard about the problems Lake Place has had with drug dealing, shootings, and other crime and does not want these problems to happen in your neighborhood.
 - Because the commission knows that many of the drug dealers are teens or young people, they have asked for your advice.
6. Teens will work in the same small groups to complete this activity. They will use the three questions in the second part of Handout 2: *Discussion Questions About Lake Place*. Go through these questions with the whole group to be sure they understand them.
7. When the small groups have finished discussing the second part of Handout 2, bring the whole group together.
- Have the teens in each small group present their views on *conditions contributing* to drug dealing in their neighborhood, *people and resources* in their neighborhood that can address these conditions, and their *recommendations*.
 - Write teens' views on newsprint or chalkboard under the headings:
 - "Conditions Contributing"
 - "People and Resources"
 - "Recommendations"

Note: This activity encourages teens to reflect on and analyze their own community context. There may be a wide range of answers, depending on the local context.

- Ask teens what they think are the *conditions contributing* to the problems of Lake Place and the extent to which *their neighborhood* experiences the same conditions.
 - The conditions could include such things as unemployment, lax law enforcement, lack of recreational opportunities, presence of substance abusers, availability of firearms, presence of gangs, and lack of adult supervision and role models.
 - Point out that many of these conditions cause the drug dealing and that once drug dealing is established, the conditions get worse. For example, unemployment helps to cause drug dealing, and when drug dealers move in, fewer businesses will be willing to hire teens in that neighborhood, so unemployment increases. This is a vicious cycle.
- Ask teens for their views of the *people and resources* that need to be brought together to address these conditions and issues in *their neighborhood*.
 - *People* who should be involved could include representatives of law enforcement, parks and recreation, substance abuse prevention, drug treatment, hospitals and other medical facilities, schools and training, local businesses, mental health, public works, adults and youth in the neighborhood, and the local prosecutor. They could also include gang members or leaders.
 - Other *resources* needed might include drug-free school (and other public area) zones; anonymous reporting systems; safe facilities for meetings; Neighborhood Watch programs; crime analysis; ideas for positive neighborhood activities and events (both anti-drug dealing and general community-building); and enough local funding for intervention, prevention, and treatment.
- Ask teens for the *recommendations* they would present to their neighborhood commission about the use of these people and other resources. Recommendations for action might include the following:
 - Implement an anonymous hotline to report drug deals.
 - Organize prevention education in schools and community centers against drug dealing as well as drug abuse.
 - Start a Neighborhood Watch.
 - Hold anti-drug rallies, vigils, and marches.
 - Set up community patrols that work with law enforcement.
 - Implement drug-free school zones, parks, and other public spaces.
 - Work with police and recreation authorities to set up a busy schedule of park use to reclaim the local park after police sweep the area of dealers.
 - Paint out graffiti and clean up the neighborhood; if possible, get those who created the graffiti to clean it up.
 - Bring legitimate job training opportunities into the neighborhood.
 - Work with employers to hire drug-free young people who pledge not to deal.

STEP E

TEACHING STRATEGY

■ Journal Writing



10 MINUTES

Reflection

1. Relate the session to teens' lives.
 - Ask teens what groups of people they think should learn about drug dealing. Be sure to use the survey questions that were developed at the end of Part 1 of Session 18: *Gangs: Consider Alternatives*.
 - If you have a community resource person (CRP) at this session, have him or her comment on the groups' recommendations. The CRP can explain some ways that teens can bring their recommended solutions to the people who make key decisions.
 - Teens could invite members of a local drug prevention coalition, city council task force, or similar group to come to their school or *Community Works* classroom for a briefing.
 - Teens could prepare a presentation to one of these groups.
 - If teens decide on a briefing or presentation, they should plan to answer these questions:
 - What is the *Community Works* program?
 - What have they learned during these sessions?
 - What is the problem they are planning to solve?
 - How are they planning to solve it? What suggestions do they have?
 - What help do they need from adults?
2. Turn learning into action.
 - To get teens thinking about possible service-learning projects related to this session, ask what would be the most effective ways of sharing this information with others. Possible suggestions could include holding a panel discussion, writing and presenting skits, designing and exhibiting posters, writing and distributing a brochure about drug dealing, drafting a letter to the editor of the local newspaper, or doing a story for the school newspaper. Ask teens to think about what organizations might already be working to address the problem and how they might be able to work together.
 - Ask for volunteers for the next session's tasks such as making posters, contacting community resource people, and setting up the room.
3. Distribute the journal for Session 21.
 - Explain, remind, or ask teens the purpose of the journal. Be sure they know it is to help them reflect on what they learned and for you to read and respond to what they write. Be clear that you will not be correcting what they write, just reading and responding.
 - Ask teens to write their answers to the journal questions.
 - Ask teens who are willing to share their thoughts with the group.
 - Collect their journals to review them after the session and write short comments. Tell them you will return their journals with your comments at the next session. This gives the teens something tangible and provides them with a connection to previous sessions.



HANDOUT 1

Lake Place

"You don't walk these streets unless you have to, you're crazy, or you're messing with drugs," said one young mother who lived in a poor neighborhood in a major U.S. city. Government leaders and the local media say that her neighborhood, Lake Place, is an open-air drug market. The police cruisers that patrol the area don't seem to slow down drug sales traffic. Maybe it's because the drug dealers use children as lookouts to warn the dealers to scatter before anyone can be arrested. Residents say the dealing begins again as soon as the police are out of sight.

The young mother and her neighbors are frightened at night by the sounds of gunfire from youth huddled on the street corners and in buildings. Parents rush their children home after school and keep them indoors, away from violence. Older teens and adults don't go out much at night because they're afraid they'll be robbed by addicts or hurt in a shooting war between rival drug-dealing gangs. One teen expressed the view of his friends when he said, "Don't call it Lake Place. Call it Death Valley."

The physical evidence of trouble is everywhere. Lawns and the vacant lots are littered with debris; some apartment doors have bullet holes in them. The walls of many buildings are covered with graffiti. The courtyard of a building, the scene of a drug-related shooting, is roped off with yellow police tape. One teen said that police might as well leave the tape up because they'll need it again soon.

Residents are not happy about this situation. They've seen businesses (grocery stores and drug stores) shut down or move away because their owners are afraid or they can't get enough customers to come to the neighborhood. Friends and relatives don't want to visit because the neighborhood is too dangerous. The drug dealers seem to be in control now that everyone is scared and no one seems to know what to do to solve the problem.

**H A N D O U T 2****Discussion Questions About Lake Place**

1. Who do you think is responsible for the drug dealing in Lake Place?

Rank the groups below from 1 to 10 with 1 being the most responsible for the problems in Lake Place. Then discuss the reasons for your rankings. Are there any other groups that should be held responsible that are not listed? Which ones are they?

___ Drug dealers

___ People who supply the dealers with drugs

___ Lake Place residents who buy drugs

___ People from other areas who buy drugs in Lake Place

___ The police

___ The city government

___ Lake Place residents who witness drug sales but do not report the incidents to police

___ Lake Place teens who are not involved in drugs

___ The media (newspapers, radio, TV)

___ Parents of Lake Place youth

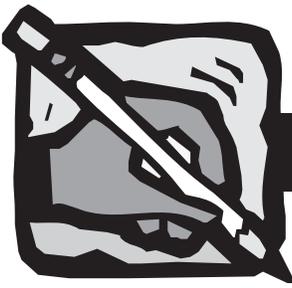
2. Imagine that you are asked to be teen advisors to your local neighborhood commission on how your community can avoid the problems Lake Place faces. To do this, answer the questions below.

Consider the economic, social, and physical conditions that have contributed to the problems of Lake Place.

- To what extent does *your neighborhood* experience the same conditions?

- What people and other resources need to be brought together to address these conditions and issues in your neighborhood?

- After reviewing the list of people and other resources, what *five recommendations* for using these resources would you present to the commission?



JOURNAL

Session 21

NAME _____ DATE _____

I learned

Two ideas I have for using the information we discussed are

One thing I learned about who is responsible for drug dealing:

Things that concern me about drug dealing:
