

Project Amp Participant Workbook

Name: _____

Mentor Name: _____

SESSION 1: GETTING TO KNOW YOU: STRENGTHS, SUPPORTS, GOALS

Below are several worksheets to guide your time together with your mentor as you explore your personal strengths, interests, and personal and community supports. In each session, following the worksheets are some additional questions to guide your next steps and recap important discussions.

WORKSHEET 1: EXPLORING MY STRENGTHS

1. What are some things you are good at or that you like to do?
2. What do others (such as friends, family, or teachers) say are some of your strengths or the things that you are good at? What do people like about you?
3. What are other things that you may be good at, but you may not have thought about? (check all that apply)

Staying calm in a difficult situation	Being a good friend
Being good with children	Being a good listener
Being flexible	Being creative
Relating to animals	Being spiritual
Being a hard worker	Being a good role model
Being organized	Being pretty self-aware
Being compassionate	Having a good sense of humor
Reading people well	Other:
Being musical	
4. How do your strengths help you in everyday situations?
5. How could your strengths help you in the future (with friends, family, school, work, etc.)?
6. What steps can you take to further develop your strengths? Are there any strengths you want to develop?

WORKSHEET 2: THINGS THAT MAKE ME HAPPY

- | | |
|--------------------------------------------|--------------------------------------------------------|
| Taking a long hot bath | Playing basketball, soccer, or other team-based sports |
| Listening to music | Going out to for coffee or a meal |
| Going to concerts, poetry readings, plays | Working |
| Thinking about your future | Getting your hair cut or styled |
| Going for a drive | Cooking |
| Watching a favorite TV show | Playing video games |
| Hanging out with a romantic partner | Talking on the phone |
| Going to a movie | Painting, drawing, or doodling |
| Spending time outdoors | Doing crossword puzzles, word searches, or Sudoku |
| Jogging, swimming, or other exercise | Talking with a friend or relative |
| Going to the mall | Singing |
| Going for a walk | Spending time with animals |
| Writing in a diary | Going on a bike ride |
| Spending time with children or babysitting | Going shopping |
| Reading a magazine or book | Playing a musical instrument |
| Hanging out with friends | Spending time with a pet |
| Meditating | Other: |
| Painting your nails | Other: |
| Playing cards or board games | Other: |
| Dancing | |
| Seeing or showing photos | |
| Doing a craft or project | |
| Watching sports | |

WORKSHEET 3: SOCIAL SUPPORT

1. Who do you think may be able to offer you support, such as help or advice when you need it? Think about as many as you can, including:

Problem solver(s):

Moral supporter(s):

Load sharer(s):

Information provider(s):

Emergency back-up:

2. Think of ways these supportive people can help you. List at least three.

3. Name someone of whom you are supportive. Describe how you support them.

WORKSHEET 4: SETTING SMART GOALS

Goal:

1. What will the goal accomplish? How and why will it be accomplished?
2. How will you measure whether or not the goal has been reached (list at least two indicators)?
3. What steps do you need to take to reach the goal?
4. What knowledge, skills, abilities and resources would be helpful for you to reach your goal?
5. What is the established completion date and interim timelines? Does the timeline create a practical sense of urgency while being realistic? What happens if the timeline slips?

Wrap-up

What concrete steps toward my goals will I take before I meet with my mentor again?

SESSION 2: WHAT DOES IT MEAN TO BE WELL?

Part 1: Review

Are there any changes to yours goals that you'd like to make? Use the SMART Worksheet at the end of this session if you'd like to create or change a goal.

Sources of Stress, Sources of Strength

What are some ways to recognize when you need support?

What are some coping strategies that you'd like to change?

What strategies will you work to replace them with?

Wrap-up

Identify at least one or two wellness strategies that you'd like to focus on between this session and the next.

What concrete steps toward your goals will you take before your next session?

WORKSHEET 5: THINGS THAT HELP, THINGS THAT HURT

Wellness means different things to different people. For some, it can be physical wellness such as nutrition and exercise. For other people, wellness has to do with their mental health or their connection to positive people or activities such as supportive friends, social activities, hobbies or teams, or church communities. Over time, you may find that your own definition of wellness changes—or that there are parts of your life where you would like to change what you are doing so that you feel better overall.

Think about what wellness means to you. What parts of your life help you to be well right now? What stands in the way, hurting your goals for feeling well? Jot down some responses that come to mind below, including any areas where you'd like to think about changing.

What helps me to be well?

What stands in the way?

What could I do differently?

WORKSHEET 6: STAGES OF USE

Review the *Stages of Use* below.

Stage One: Experimentation

You may be participating in underage drinking, smoking cigarettes or vaping, using marijuana, or even misusing prescription or over-the-counter drugs. Some teens experiment, and their use stops there. For others, this can be the first step in a lifelong struggle with substance use. Many who have become addicted have started drinking and using drugs, including cigarettes and vaping, as early as 12 years old. Early use is one of the risk factors for addiction.

Stage Two: Social Use

You may use alcohol or drugs in social settings with friends. This may become more frequent or regular, even if you do not experience physical dependence yet. Teenagers who use substances socially may be feel pressured to take the substance to “fit in” or want to create or enhance an experience to feel relaxed or have fun. This substance use doesn’t exist outside of social situations—it typically only happens when certain environmental factors are present, such as music or peers.

Stage Three: Regular Use

There is a regular pattern of underage drinking or drug abuse. At this stage, you are still able to stop this pattern. Some risky behavior may begin to occur in this such as binge drinking, driving under the influence, or becoming preoccupied with drugs. You can also begin to show defiance, depression, or anxiety. (Binge drinking is drinking more than 3 drinks in 2 hours.)

Stage Four: Risky Use

Relationships with family and friends are impacted. Negative consequences at school and work and possible legal problems may emerge. This includes risky sexual behavior when using, like having unprotected sex. Despite the consequences of risky behavior, the substance use continues.

Stage Five: Addiction or Chemical Dependency

In this stage, drug or alcohol use may have progressed to addiction, which is a chronic, often relapsing, but treatable brain disease. A characteristic of addiction is cravings that tell a person’s brain that they have to use. Cravings are what drive the dependent person to continue to use, despite the damage that it creates in their life and to the lives of those around them.

Do you recognize your own experiences in any of these stages? How about friends or others in your life? What are some of the potential consequences that might occur at the various stages? How might those risks impact some of your personal goals? Are there things you would like to change about where you fall on this continuum?

WORKSHEET 7: STRESS MANAGEMENT

What are some ways you cope with stress?

Ideas for coping with stress:

- Learn relaxation exercises (breathing and muscle relaxation techniques):
 - Take 10 deep, slow breaths before responding
 - Imagine a peaceful setting and focus on controlled, relaxed breathing
 - Focus on slowly tensing and then relaxing each muscle group
- Express your feelings in a polite but firm way; do not be overly aggressive (*I feel angry when you yell at me. Please stop yelling.*)
- Learn practical coping skills. For example, break a large task into smaller, easier tasks.
- Decrease negative self-talk: challenge negative thoughts about yourself with alternative neutral or positive thoughts. “My life will never get better” can be transformed into “I may feel hopeless now, but my life will probably get better if I work at it and get some help.”
- Learn to feel satisfied about doing a “good job” rather than demanding perfection from yourself and others.
- Rehearse and practice situations that cause stress. Practice with someone you are comfortable with. Then, practice by using tools that help relieve the stress.
- Take a break when things get very stressful and do something that makes you happy: What are some things that make you happy?

Reflect on Worksheet 2: Things That Make Me Happy

SESSION 3: ALCOHOL AND OTHER DRUGS; UNDERSTANDING THE FACTS AND INFLUENCES

Part 1: Review

Are there any changes to yours goals that you'd like to make? Use the SMART Worksheet at the end of this session if you'd like to create or change a goal.

Social Influences

What are some negative social pressures that you experience?

What strategies will you use to resist them?

What information do you need to find out about specific substances? Where will you find it?

Wrap-up

What are some steps that you can take to engage with positive supports in your life? What can they help you with right now? Or, what can you do to develop new positive social supports in your life?

What concrete steps toward your goals will you take before your next session?

Get the Facts: Vaping/E-Cigarettes

E-cigarettes include “a diverse group of devices that allow users to inhale an aerosol, which typically contains nicotine, flavorings and other additives.”^{1, 2} Use of e-cigarettes among youth and young adults now surpasses use of conventional (paper) cigarettes and has emerged as a concerning public health problem—one that is full of misinformation. In recent years (2017–2018), rates of e-cigarette use are on the rise at an unprecedented rate. More recently, the trend of vaping marijuana has also become increasingly popular among youth.

What to Know:

- Our brains are still developing up until our mid-20’s—well after high school and college years; nicotine-related changes in brain development has lasting effects
- Some e-cigarettes may contain as much nicotine as 20 packs of paper cigarettes
- Nicotine is highly addictive and difficult to quit; it can also “prime” the brain for future addiction
- Nicotine exposure harms brain development and can affect physical and mental health
- Vaping makes it more likely that someone begins other types of smoking
- E-cigarettes might claim they are nicotine-free, even when they are not
- The aerosols and flavors in e-cigarettes can cause harm when inhaled
- The liquid in e-cigarettes has a high enough nicotine concentration to cause nicotine poisoning if absorbed through the skin, and especially dangerous for young children

Common Misperceptions:

- Vaping is a safe alternative to smoking paper cigarettes—they help people to quit smoking
- “It’s just water vapor” or “it’s just flavoring”
- Nicotine and tobacco products are not as dangerous compared to using alcohol or other drugs
- Some e-cigarette products don’t even have nicotine

Questions to Consider

- What might happen to your body with such a high concentration of nicotine?
- Why have vaping companies created so many flavors and devices that can be hidden in order to vape?
- Why are so many vaping advertisements geared towards young children?
- In the past decade, we have made so much progress around tobacco and reducing smoking. Why are there not better commercials or other advertisements describing the potential harmful side effects of vaping?

Do Your Research! Resources to Learn More:

- Know the Risks: <https://e-cigarettes.surgeongeneral.gov/default.htm>
- Still Blowing Smoke: <https://stillblowingsmoke.org/>
- What’s in a Vape? <https://therealcost.betobaccofree.hhs.gov/whatsinavape/>
- The Truth: <https://www.thetruth.com/>
- Partnership to End Addiction: <https://drugfree.org>
- NIDA for Teens: E-Cigarettes: <https://teens.drugabuse.gov/drug-facts/tobacco-nicotine-e-cigarettes>

1 US Department of Health and Human Services. (2016). E-cigarette use among youth and young adults: A report of the surgeon general. Rockville, MD. Retrieved from: https://www.cdc.gov/tobacco/data_statistics/sgr/e-cigarettes/pdfs/2016_sgr_entire_report_508.pdf

2 Miech, R., Johnston, L., O’Malley, P.M., Bachman, J.G. (2018). Adolescent vaping and nicotine use in 2017–2018—US national estimates. *N Engl J Med*, 380:192-193.

Get the Facts: Alcohol

“Alcohol is a depressant derived from the fermentation of natural sugars in fruits, vegetables and grains. These are brewed and distilled into a wide range of beverages with various alcohol contents.”^{1, 2} We tend to think that pretty much everyone drinks as a rite of passage into adulthood; realistically, the majority of teens report not drinking at all. For those young people who do choose to drink, alcohol brings significant risks that can impact your mind and body. Drinking as a teen is especially risky because your brain and your body are still developing, so any damage from alcohol can impact you for the rest of your life.

What to Know:

- Our brains are still developing up until our mid-20’s—well after high school and college years; alcohol-related changes in brain development has lasting effects
- Alcohol use increases risk for many chronic diseases, such as cancer
- Drinking too much too quickly can lead to alcohol poisoning
- Alcohol reduces your inhibition, coordination, and reaction time
- Binge drinking is most common among underage drinkers, which increases risk substantially
- Alcohol kills more teens than all illegal drugs combined

Common Misperceptions:

- Everyone drinks
- Drinking helps people to feel good, fit in, have fun
- Alcohol is not as bad as some of the other drugs people are using
- It’s safe as long as I am not driving
- I’m totally in control even when I am drunk
- Beer or wine is safer to drink than hard liquor

Questions to Consider

- The consequences of drinking and driving are well known. What are some other risks that might happen if you drink alcohol?
- Why is binge drinking most common among underage drinkers?
- If you are concerned about a friend’s alcohol use, what could you say to help them recognize what’s going on?
- Why is it that so many young people believe everyone is drinking, when in reality, most teens don’t drink at all?

Do Your Research! Resources to Learn More:

- Rethinking Drinking: <https://www.rethinkingdrinking.niaaa.nih.gov/>
- NIDA for Teens: Alcohol: <https://teens.drugabuse.gov/drug-facts/alcohol>
- Underage Drinking Facts: <https://www.cdc.gov/alcohol/fact-sheets/underage-drinking.htm>

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1 Above the Influence. (2019). Drug Facts—Alcohol. Retrieved from <https://abovetheinfluence.com/drugs/alcohol/#facts>

2 Centers for Disease Control and Prevention. (2018). Fact sheets—underage drinking. Retrieved from: <https://www.cdc.gov/alcohol/fact-sheets/underage-drinking.htm>

Get the Facts: Marijuana

Marijuana is a green and brown mix of dried flowers, stems, seeds, and leaves from the hemp plant *Cannabis sativa*. The main active chemical is THC (tetrahydrocannabinol), which moves quickly through the bloodstream to the brain and other organs throughout the body. Especially with recent policy changes that make some types of marijuana legal for adults, there are a lot of misconceptions about the potential dangers of marijuana for adults and adolescents alike.^{1, 2}

What to Know:

- Our brains are still developing up until our mid-20's—well after high school and college years; drug-related changes in brain development has lasting effects
- THC acts on specific receptors in the brain that play an important role in brain development and function
- Marijuana primes the brain's reward system similar to other drugs of addiction
- Marijuana causes impaired coordination, thinking, judgment, and problem solving
- Marijuana (especially frequent use) also leads to decreased cognitive ability, reduced attention span, weakened verbal skills, and disrupted learning and memory
- Marijuana use in teens has been linked to mental illnesses such as depression, anxiety, and suicidal thoughts
- Frequent marijuana smoking can lead to the same lung and respiratory problems as tobacco smokers
- Smoking or vaping marijuana delivers potentially dangerous amounts of THC

Common Misperceptions:

- It's a plant, so it is natural
- It's legal so it must be fine for me
- It is prescribed medically so it can't hurt me
- You can't get addicted
- It isn't as bad as some other drugs

Questions to Consider

- Is everything that occurs in nature safe?
- What are the legal consequences for youth who use marijuana?
- What impact might some of the cognitive effects have over time?
- How do you know what is in the marijuana that you buy from someone?

Do Your Research! Resources to Learn More:

- Above the Influence—Marijuana: <https://abovetheinfluence.com/drugs/marijuana/#facts>
- NIDA for Teens—Marijuana: <https://teens.drugabuse.gov/drug-facts/marijuana>
- Mind Matters: The Body's Response to Marijuana: <https://teens.drugabuse.gov/teachers/mind-matters/marijuana>

1 Above the Influence. (2019). Drug Facts—Marijuana. Retrieved from <https://abovetheinfluence.com/drugs/marijuana/#facts>

2 National Institute on Drug Abuse. (2019). NIDA for Teens—Marijuana. Retrieved from: <https://teens.drugabuse.gov/drug-facts/marijuana>

Get the Facts: Opioids & Other Prescription Drugs

Prescription drugs usually come in strong doses. Commonly misused prescription drugs include opioids (pain relievers, such as Vicodin, OxyContin, or codeine), depressants (used as a sleep aid or to relieve anxiety, such as Valium or Xanax), and stimulants (used for attention deficit hyperactivity disorder (ADHD), such as Adderall or Ritalin). Misuse of prescription drugs is a major public health issue, with risks including addiction, overdose deaths, and many other side effects and consequences.^{1,2}

What to Know:

- Our brains are still developing up until our mid-20's—well after high school and college years; drug-related changes in brain development has lasting effects
- When misused, opioids (e.g., Oxycodone, codeine) can cause side effects such as sleepiness, feeling sick to your stomach, or slow your breathing
- When misused, stimulants (e.g., Adderall, Ritalin) can cause side effects such as feeling paranoid, your heart beating too fast, or having a dangerously high body temperature
- When misused, depressants (e.g., barbiturates) can cause side effects such as slurred speech, shallow breathing, sleepiness, disorientation, lack of coordination, or seizures
- Opioid-based prescription drugs bind to the same receptors in the brain as heroin
- 80% of heroin users started with a prescription painkiller
- Dependence on opioids can happen after just five days
- Stopping painkillers abruptly can trigger withdrawal symptoms

Common Misperceptions:

- If it's medically prescribed, it's not dangerous
- It's not a problem to take a higher dose of a medication that is prescribed to me
- It's ok because I'm using stimulants to stay focused on my school work

Questions to Consider:

- Have you had times in your life when you experienced any of the symptoms like the side effects described above (whether drug related or not)? What caused it? How did it affect you physically, mentally or emotionally?
- How could the side effects impact a person's goals such as academics, sports, hobbies, relationships?
- Where are young people getting information about these types of drugs? How are they ensuring safety?

Do Your Research! Resources to Learn More

- The Truth About Opioids: <https://opioids.thetruth.com/o/home>
- NIDA for Teens: Opioids: <https://teens.drugabuse.gov/blog/post/opioids-just-facts>
- PA Opioid Prevention Project: <https://www.paopioidprevention.org>
- Mind Matters: The Body's Response to Opioids: <https://teens.drugabuse.gov/teachers/mind-matters/opioids>
- How Risky is it to Combine Drugs? Test Your Knowledge: <https://teens.drugabuse.gov/blog/post/how-risky-it-combine-drugs-test-your-knowledge>
- Above the Influence: Prescription Drugs: <https://abovetheinfluence.com/drugs/prescription/#facts>

1 Above the Influence. (2019). Drug Facts—Prescription Drugs. Retrieved from <https://abovetheinfluence.com/drugs/prescription/#facts>

2 National Institute on Drug Abuse. (2019). NIDA for Teens—Prescription Drugs. Retrieved from: <https://teens.drugabuse.gov/drug-facts/prescription-drugs>

WORKSHEET 8: SOCIAL PRESSURES

In what ways do you experience social pressure?

Encouraging you and helping you believe in yourself

Helping you stand up for what you believe in

Listening when you want to talk

Including you in the group

Inviting you to join an activity

Being someone you look up to and want to be more like

Calling you names or putting you down if you don't do something

Threatening you

Shutting you out

Convincing you that it is okay to do something you don't want to do

Telling you that something is normal or popular

Trying to make you feel better when you're feeling badly

Believing that it is important to fit in with the group

What do you feel pressured to do?

Feeling afraid of what will happen if you refuse to do something

Be a better student

Be a worse student

Join a school club or extracurricular activity

Drop out of a school club or extracurricular activity

Wear certain clothes

Make friends with a certain crowd at school

No longer associate with old friends

No longer participant in hobbies you enjoy

Ride in cars when you don't feel safe

Use alcohol or other drugs

Bully other kids in school

Come to school each day

Skip classes

Other:

Other:

Other:

SESSION 4: WRAP-UP AND LONG-TERM PLANNING

Goal Assessment

What changes, if any, would you make to your goals? Complete new SMART worksheets, as needed.

After reflecting on our conversations about wellness and social influence, do you want to develop any additional goals? Complete new SMART worksheets, as needed.

What are some of the biggest barriers you experienced? What are some of the biggest barriers you anticipate moving forward? What are some concrete ways you can overcome them?

What are some ways you will know when you need support? What are some things you can do at these times?

What are some takeaways that you have about yourself as a result of this process? What surprised you?