

# **"New Ideas and Activities in Health Education"**

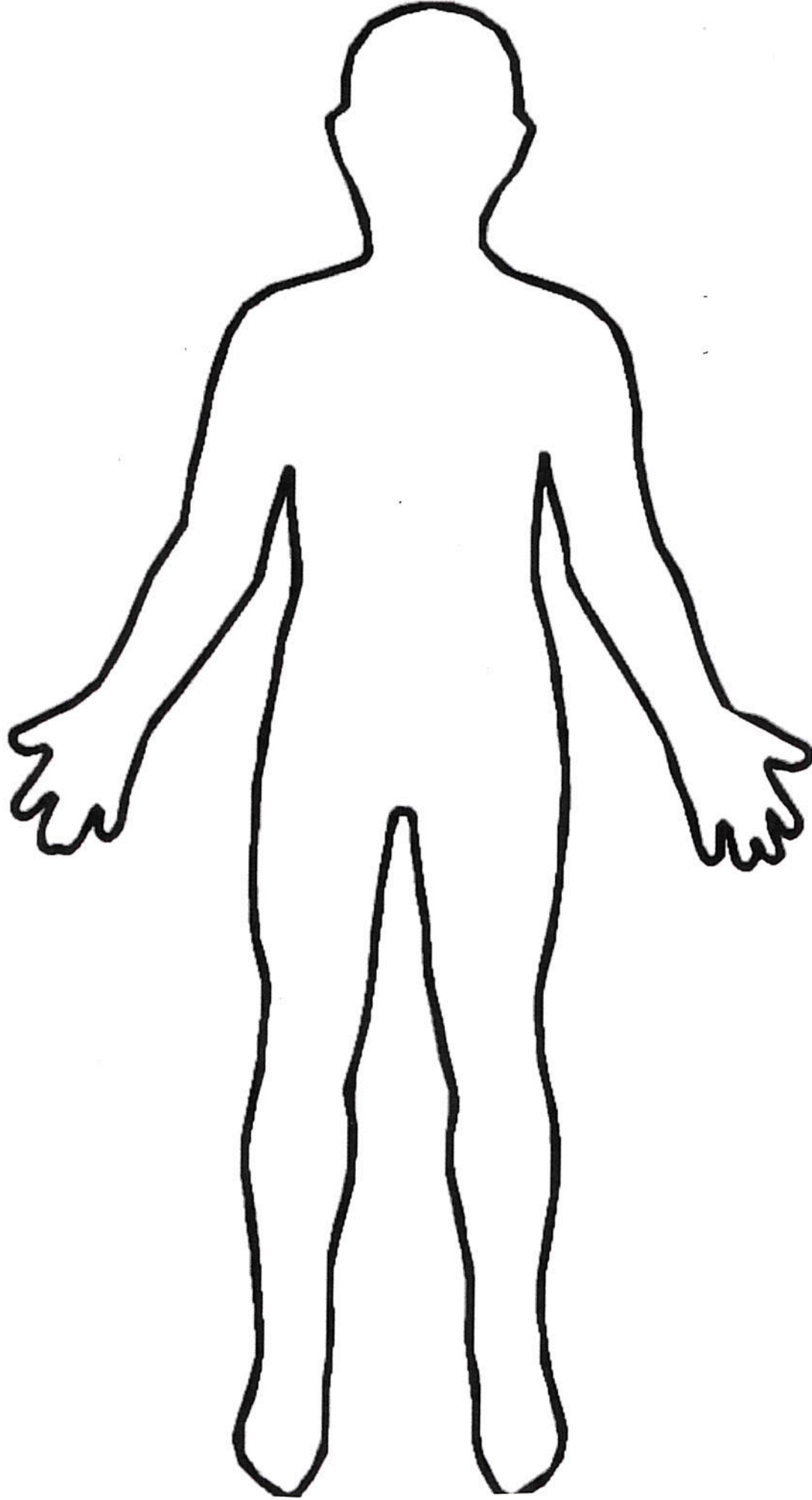
*Chad Dauphin  
& Tom Loew*

*Adlai E. Stevenson H.S.*



# Pre-Test

Name \_\_\_\_\_



# NUTRITION & FITNESS

Evaluation = what he should do achieve while ~~fit~~ goal  
 NUTRITION = a science that asks questions about what people eat & why people eat it.  
 NUTRIENTS = ingredients that are necessary for our body to work properly  
 MINERALS = do not provide energy from calories

VITAMINS = extra eat put the number on your plate

MINERALS = what give you

EATING DISORDER (ED)  
 - bulimia - big amounts of food and getting rid of it  
 - anorexia nervosa (not eating/being afraid of gaining weight)  
 - BED (binge eating disorder) eating big amounts of food to sometimes usually when ppl don't know how to cope with problems

ESSENTIAL FATTY ACIDS = the most preferred fat

It's important not to do drugs & alcohol

FITNESS GOAL  
 ← man goal (long term)  
 / / /  
 short term goal

UNSATURATED -  
 SATURATED - S

FOOD = it's important to eat healthy food that give you important vitamins and other necessary like proteins, don't eat fast food and too many sweets  
 PRETEST = he should do it in the each of the boards

frequency, intensity (ex. flexibility)

EXERCISES = it's important to do some sports or exercise in order to make our body work properly.

MUSCULAR ENDURANCE = exercise that we repeat for some amount of time

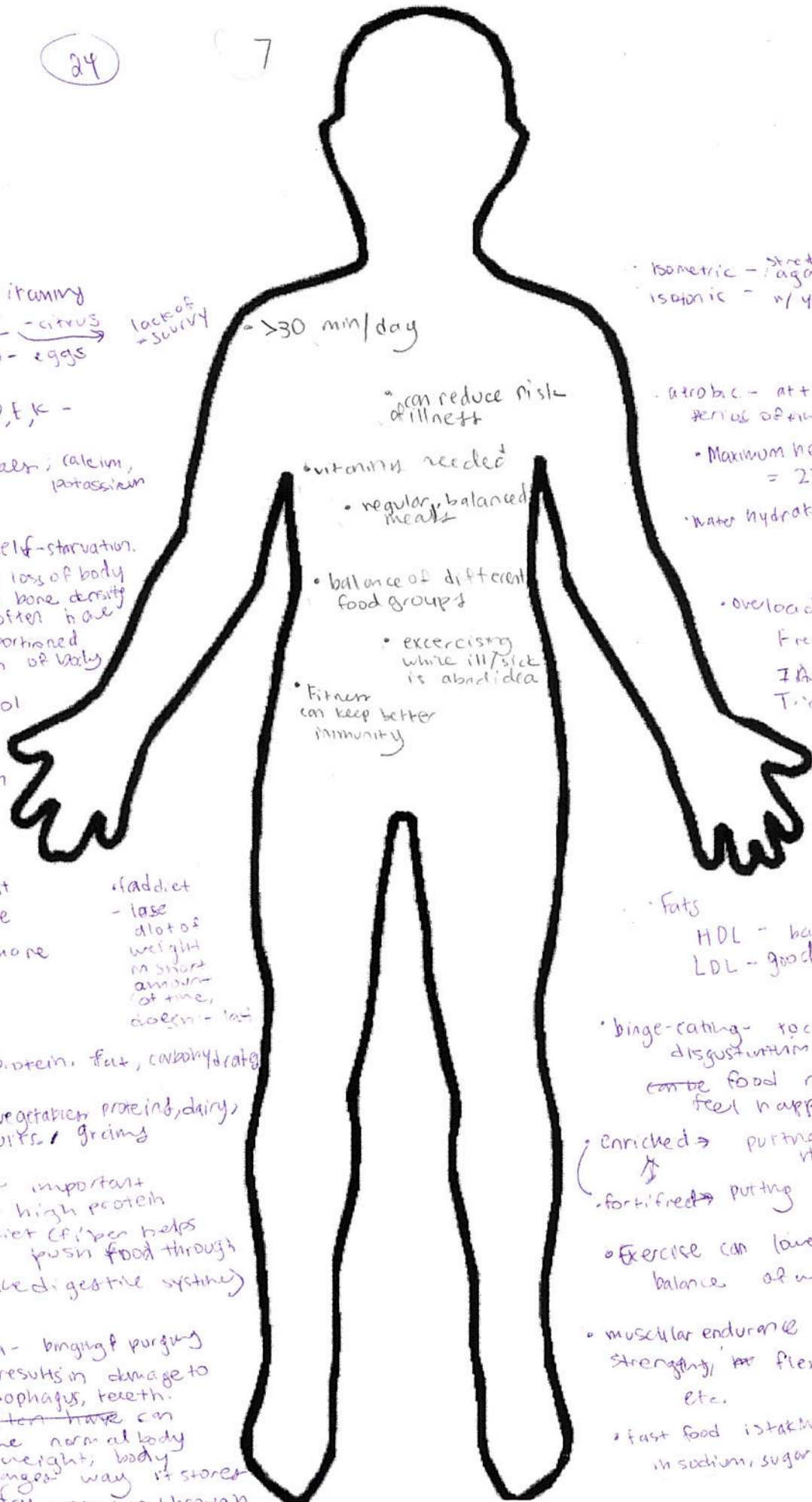
ISOMETRIC & DYNAMIC STRETCHING  
 THR ZONE

MUSCULAR STRENGTH = exercise that we do for one or more time

Cardiovascular  
 flexibility  
 body composition  
 m. strength  
 m. endurance

WATER = the most important nutrient  
 3/4 of our body





• water < C - citrus  
soluble B - eggs  
lack of survival

• Fat - A, D, E, K -  
soluble  
minerals: calcium, potassium

• anorexia - self-starvation.  
results in loss of body hair, bone density  
victims often have disproportionate perception of body size for control  
body hair growth to keep warm

- may not lose weight bc muscle weighs more

• addict - lose alot of weight in short amount of time, doesn't last

• water, protein, fat, carbohydrates, fiber  
vegetables, proteins, dairy, fruits, grains

- fiber important in high protein diet (fiber helps push food through the digestive system)

• bulimia - binge & purging results in damage to esophagus, teeth. often have normal body weight, body changes way it stores fat. may go through periods of self-starvation.

- >30 min/day

• can reduce risk of illness

• vitamins needed

• regular, balanced meals

• balance of different food groups

• exercising while ill/sick is absurd idea

• fitness can keep better immunity

• isometric - stretching against wall  
isotonic - w/ yourself/partner

• aerobic - at HR for extended period of time

• Maximum heart rate = 220-age

• water hydrates your body

• overload principles  
Frequency  
Intensity  
Time

• carbohydrates are preferred source of energy

• Fats  
HDL - bad  
LDL - good

• binge-eating - to cope w/ void/disgust turn themselves into food makes them feel happy

• enriched → putting minerals not originally there  
• fortified → putting minerals back in;

• Exercise can lower your balance of weight

• muscular endurance, muscular strength, flexibility etc.

• fast food is taking over: high in sodium, sugar, fat

15

16

water - most essential nutrient

isotonic & isometric stretching

dieting

fad diets  
- cabbage diet  
- Hollywood diet  
- usually don't work

vitamins ADEK

genetics play a big part in a person's body shape, health

fruits & veggies are not nutrients - they contain healthy nutrients

drink lots of water

calories

whole wheat

food pyramid

gluten free

diabetics

much of food found on shelves of grocery stores contains some form of corn

principle of intensity, frequency

sugar levels

cardio

carbohydrates

first ingredient listed in ingredient most abundant

dairy

fruits & veggies

binge eating  
starving

lifestyle

protein - building blocks

disorders

many farms now feed cows corn, rather than what they're biologically suppose to eat, grass

anorexia - depriving body of ingredients differently → body stores nutrients differently

bulimia - eat lot in short period of time, self-induced throwing up

binge eating - eat lot in short period of time, no self-induced throwing up

remain in THR for workout to be effective

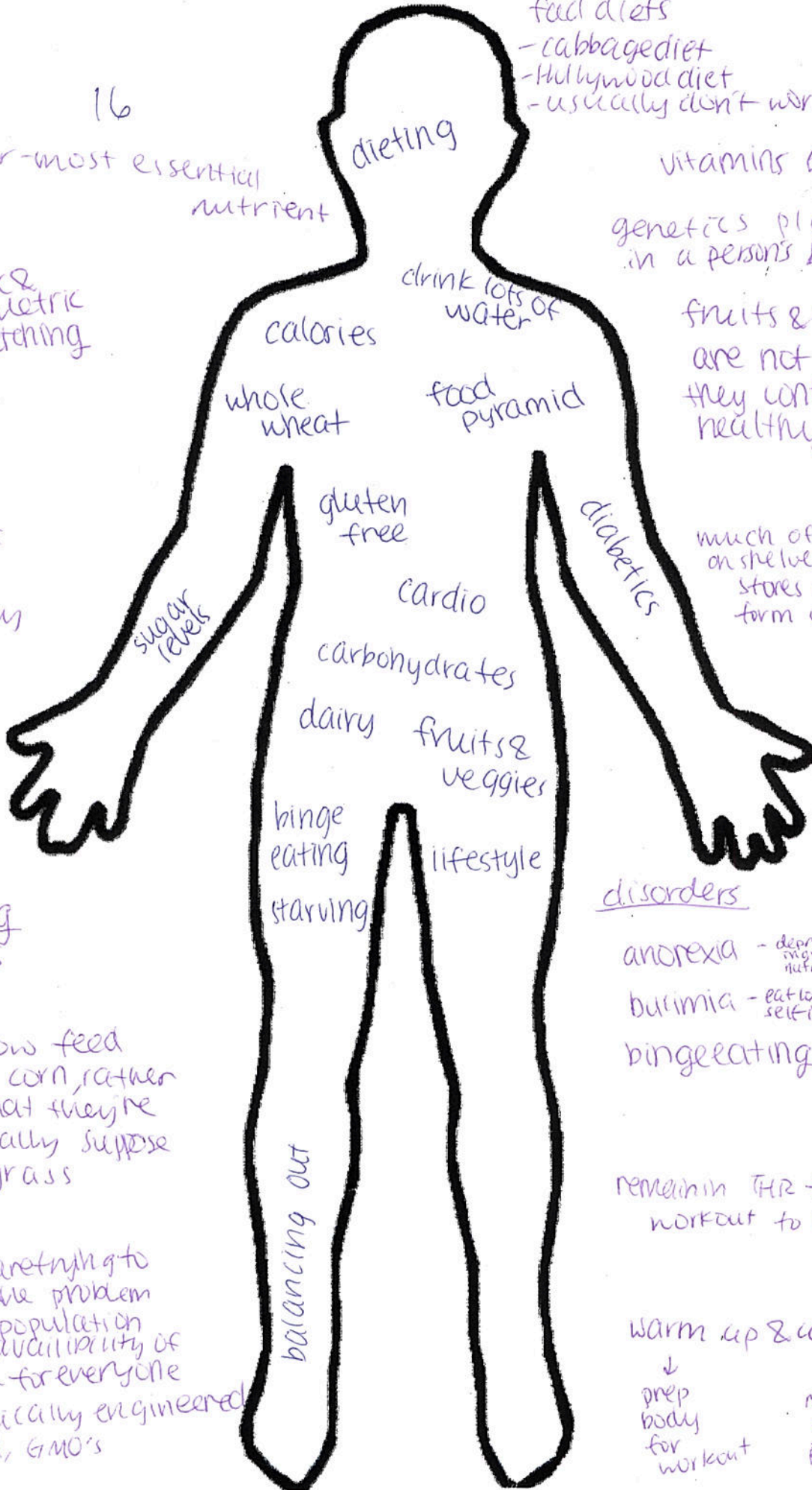
warm up & cooldown

↓  
prep body for workout

↓  
return to RHR

people are trying to solve the problem of ↑ population and availability of food for everyone  
↳ chemically engineered food, GMO's

balancing out





The Spider is an ancient symbol of mystery, power and growth.

We take our first lesson from the ancient symbol of the Spider by contemplating its web.

Just as the Spider weaves a web, so too must we weave our own lives. The Spider symbol meaning here serves as a reminder that our choices construct our lives. When the Spider appears to us, it is a message to be mindful of the choices we are making – and ask ourselves:

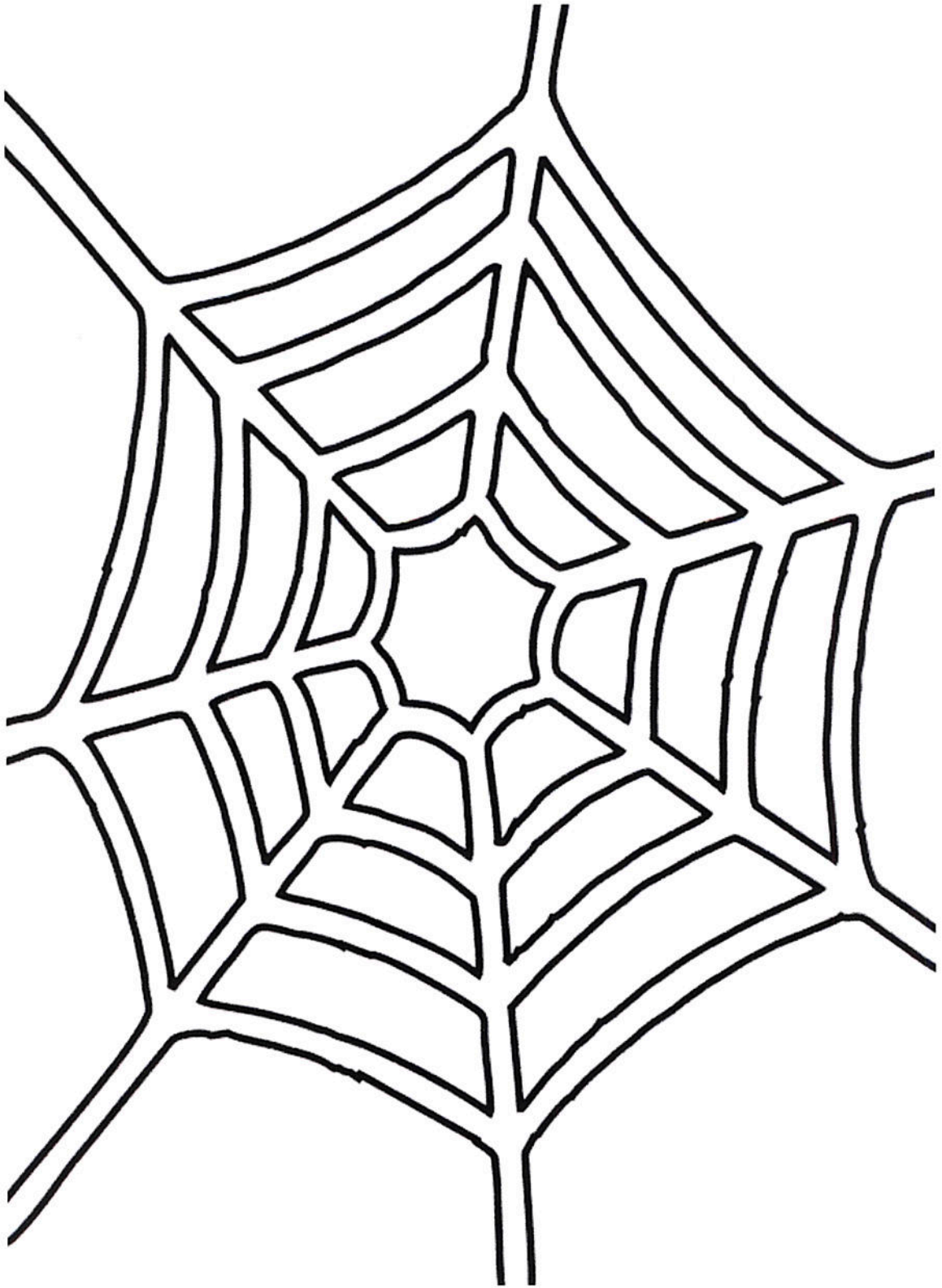
- How are my choices affecting my life?
- How can my choices improve my life?
- How are my choices affecting others in my life?

Not only do Spiders and their webs draw attention to our life choices, they also give us an overview of how we can manipulate our thinking in order to construct the life we wish to live.

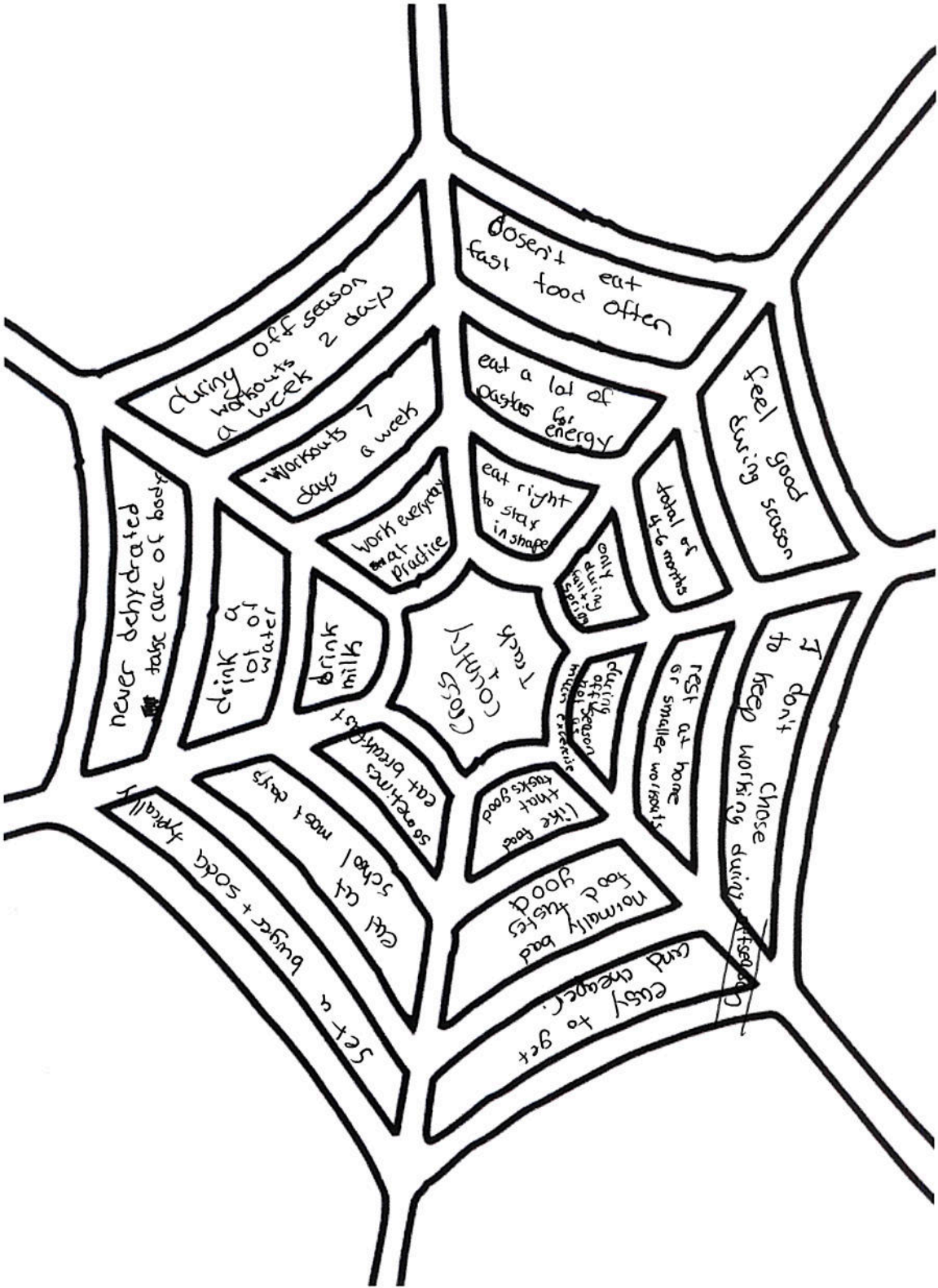
**How are you designing the most effective life for yourself?**

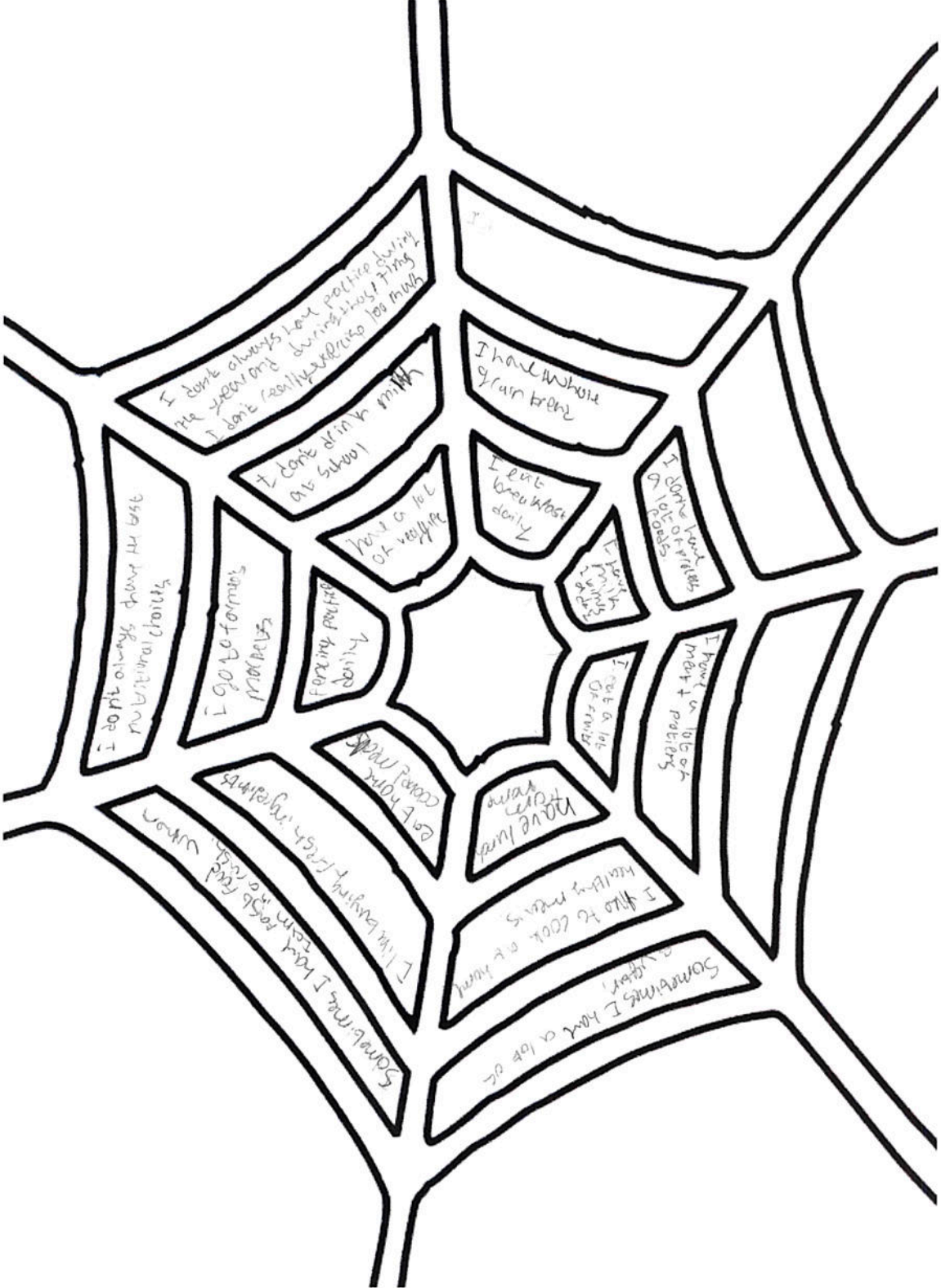
**Are you weaving a web that serves you or confines you?**

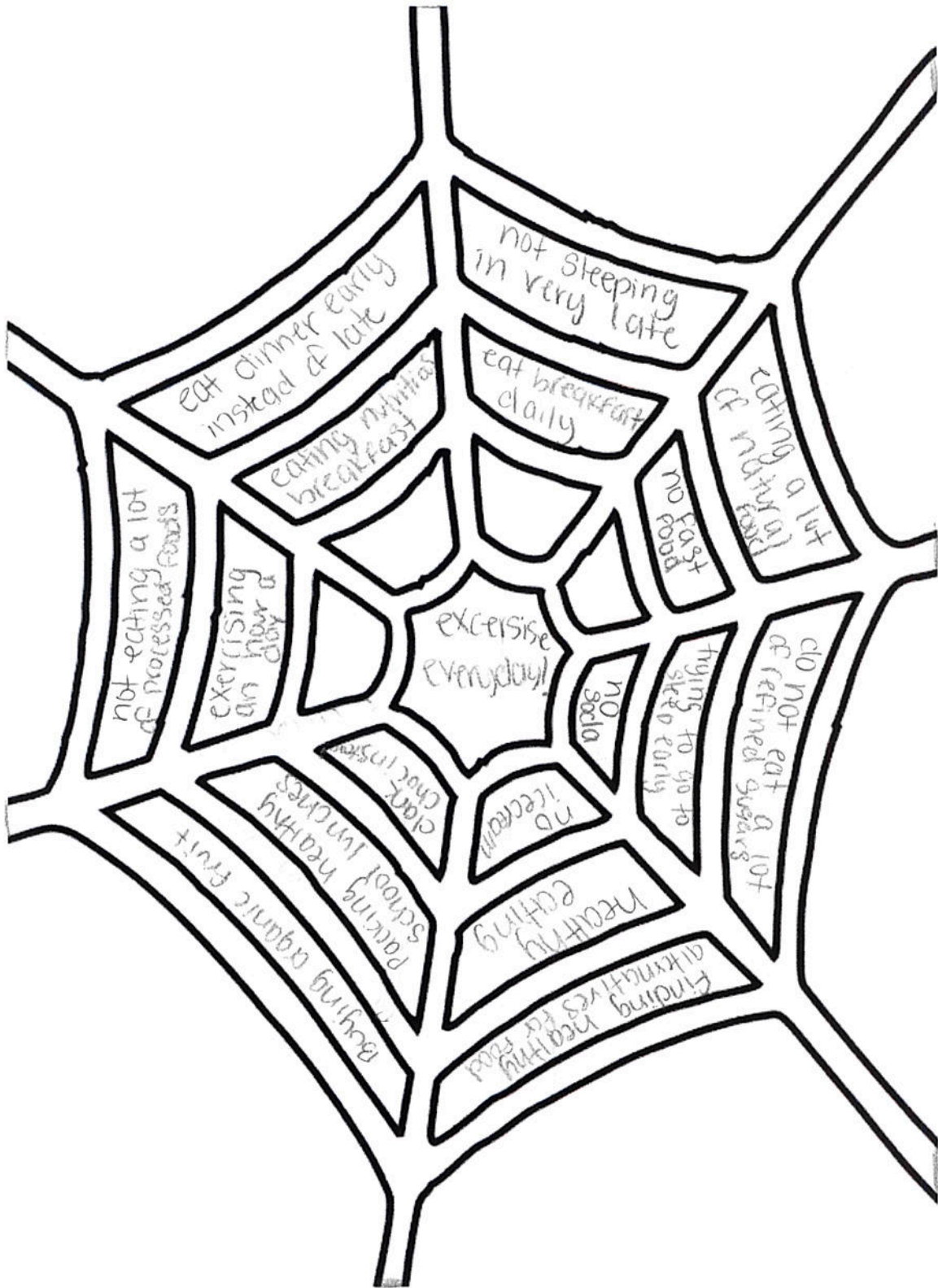




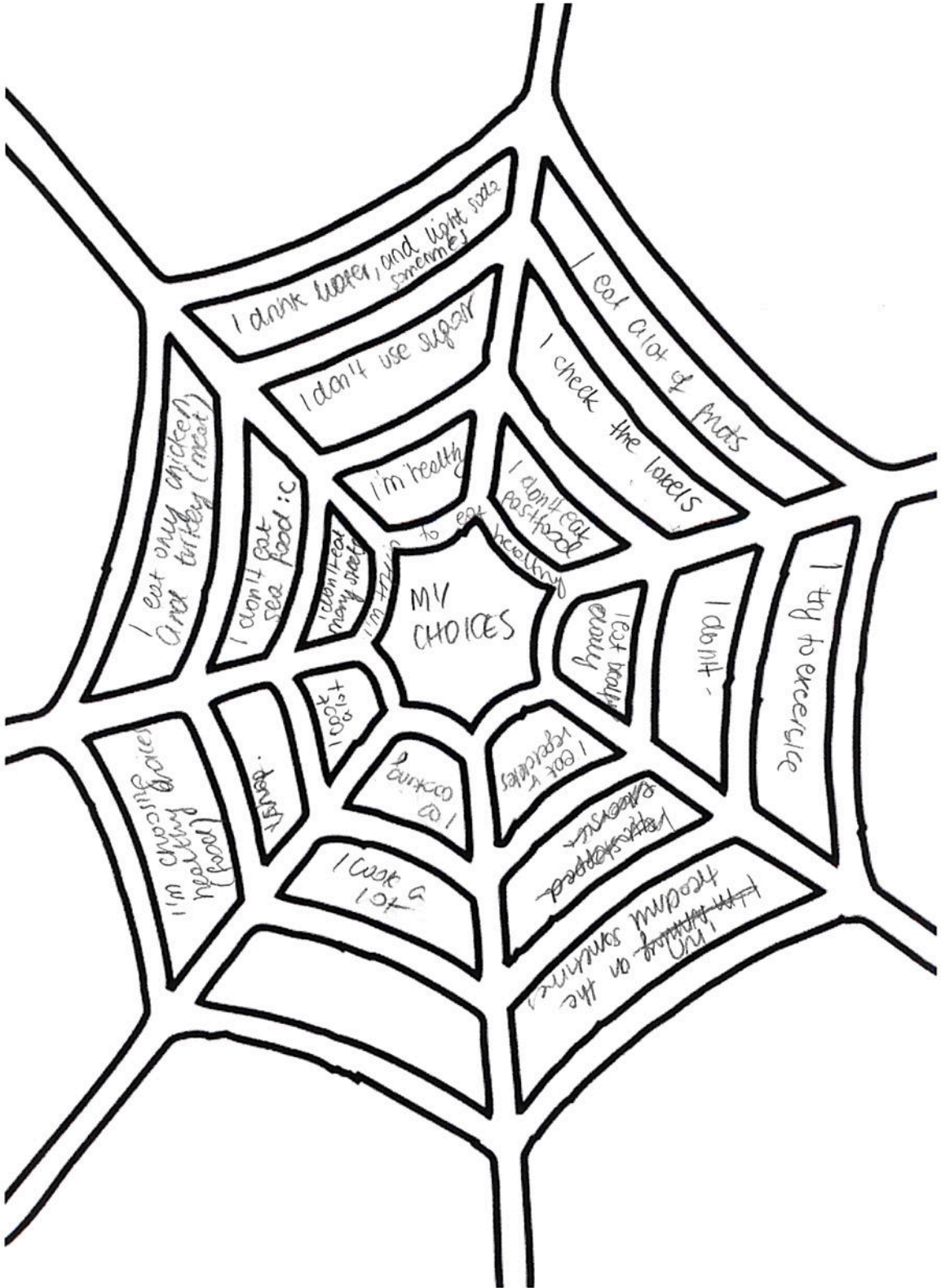














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# Life Safety

If not you, who?

First-aid for mental health - September 14, 2014

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**American  
Red Cross**

**REAL HEROES**



**+**  
**KEEP  
CALM  
AND  
SAVE  
LIVES**

**IT'S A BEAUTIFUL DAY**  

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**TO SAVE LIVES**

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## Lesson Learning Target

- I can effectively apply decision making skills to make realistic predictions of possible outcomes to make choices that enhance and protect my health in a variety of situations.!

! Performance:!

- I can consistently demonstrate effective communication skills, utilizing various methods, listening and speaking in all health related situation.!

End of Lesson: Rate how you think you performed on this lesson with respect to these learning targets!

! Performance:!

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## Introduction

### America's Heart Disease Burden !

- About 600,000 people die of heart disease in the United States every year—that's 1 in every 4 deaths. !

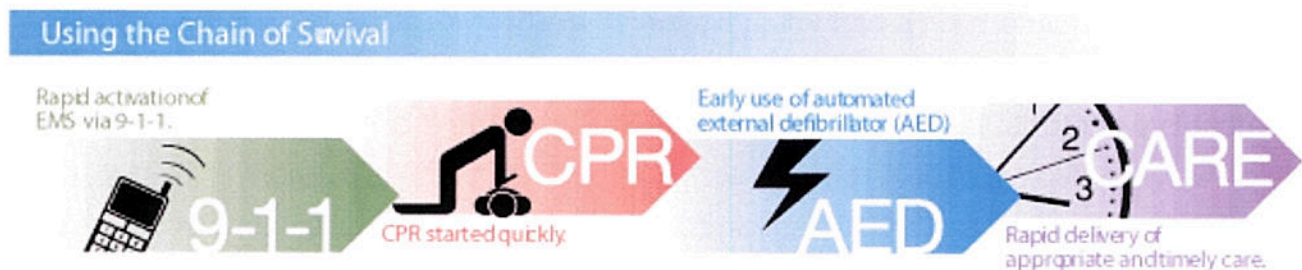
- Heart disease is the leading cause of death for both men and women. More than half of the deaths due to heart disease in 2009 were in men. !

<sup>a</sup>Coronary heart disease is the most common type of heart disease, killing nearly 380,000 people annually. <sup>1</sup> !

- Every year about 720,000 Americans have a heart attack. Of these, 515,000 are a first heart attack and 205,000 happen in people who have already had a heart attack. (CDC) !

- Across North America, close to 4000 perfectly healthy people annually die from choking on food. In fact, food-choking kills more people than firearms or airplane accidents. Often the victim, anxious to avoid an embarrassing scene, runs alone to the bathroom, where he is later discovered dead. His companions often think their friend has suffered a heart attack. Don't be deceived; their friend died because he couldn't breathe. What, then, should you do if confronted by a choking victim? The first problem is recognition. (www.stabroeknews.) !

### Early Action is Key



Knowing the warning signs and symptoms of a heart attack is key to preventing death, but many people don't know the signs. !

In a 2005 survey, most respondents—92%—recognized chest pain as a symptom of a heart attack. Only 27% were aware of all major symptoms and knew to call 9-1-1 when someone was having a heart attack. !



About 47% of sudden cardiac deaths occur outside a hospital. This suggests that many people with heart disease don't act on early warning signs.!

Heart attacks have several major warning signs and symptoms:!

- !! Chest pain or discomfort.!
- !! Upper body pain or discomfort in the arms, back, neck, jaw, or upper stomach.!
- !! Shortness of breath.!
- !! Nausea, lightheadedness, or cold sweats.!
- !! Other Sx's?\_\_\_\_\_!

Recognizing an emergency: (See page 2 in CPR manual)!

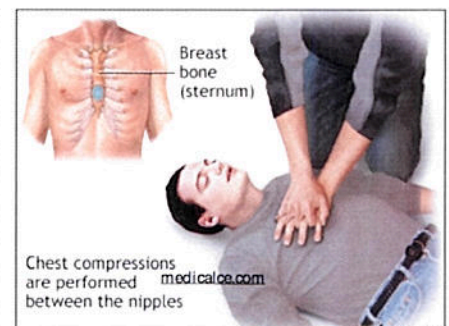
Fill in the space after the prompts for usual things that may alert one to act:!

- Sights\_\_\_\_\_!
- Sounds\_\_\_\_\_!
- Odors\_\_\_\_\_!
- Behavior\_\_\_\_\_!

### Deciding to Act:!

!! Emergency Action Steps:!

- Check the scene for safety ( Make safe) Check the victim (Signs of life)!
  - Call 911!
  - Care \_\_\_\_\_ !
  - Act within your level of training!
- !





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## America's Depression & Suicide Burden !

Please find information regarding depression & suicide in America. (source?)!

- How many people are affected? Ratio in the population? A ratio of 1:\_\_\_\_\_?!
- How do these conditions (depression & suicide) compare to other health conditions? !
- 
- 
- What #\_\_\_\_\_ in disease ranking does mental illness hold?!
- How often does this happen?!

Recognizing a mental health emergency:!

What are unusual things related to depression & suicide?:!

- Sights!
- Sounds!
- Odors!
- Behaviors!



[killdepression.blogspot.com](http://killdepression.blogspot.com)

[www.bogresearch.net](http://www.bogresearch.net)

[tinybuddha.com](http://tinybuddha.com)

## Deciding to Act:!

Emergency Action Steps: What would you do?!

- Check ( what would you check for? How will you make the situation safe?!
  
- Call? WHO? When?Where?!
  
- Care? What care can you do and not do?!

- 
- Evaluate? Make some predictions how your choices in responding to a depressed or suicidal situation? The class ideas to respond?!

Your choices and decision: Give predicted possible outcomes.!

- !

- !

- !

- !

- !

Ideas presented by class on Huddle boards: Give predicted possible outcomes.!

- !

- !

- !

- !

- !

- !

- 
- Create a Mental Health Chain of Survival sequenced approach. Use illustrations. !  
Create digital version M.I. Chain of Survival (Recognition & Recovery of Mental Illness)!

What are some ways a person can help themselves in an emergency?!

- !
- !
- !
- !
- !
- !



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Instructor notes:!

Stats!

Hot spots!

Signs and symptom of depression & suicide!

Actions steps Do's and Don'ts!

What to check !

Who to Call !

How to care:!

- active listening SLANT!

- !

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!

Example: Mental Health Chain of Survival !

recognize

*RESPOND*

Rethink

rebuild

## Building Communication Skills Game

Effective communication in business is essential. Use this fun communication skills game to improve communication within your team.

**Communication Skills Game Purpose** - to illustrate the importance of clear communication, and allow the group to explore their communication style and make improvements as necessary.

**Materials and Preparation** - 2 matching sets of children's building blocks (e.g. Lego), with 10 blocks and 1 base board in each set. Using one set of blocks, build a random object using the 10 blocks, onto the base board. Optional - 2 bags to contain each set of building blocks.

**Time** - 45 mins

**Group Size** - minimum 3 people, up to about 7.

(You can have duplicate exercise running in parallel if group is larger, but will need more sets of building blocks).

There are 4 roles in this communication skills game.

Person A - director

Person B - runner

Person C - builder

Person(s) D - observer(s)

Person A is given the built-up set of blocks, and is the only person who can see the object. It is the director's job to give clear instructions to person B, the runner, so that person C can build an exact replica of the model.

Person B listens to the director's instructions and runs to a different part of the room to where person C is sitting. The runner then passes on the building instructions, without seeing the building blocks, to Person C, the builder. The runner can make as many trips as required within the time allowed for the exercise.

Person C listens to the runner's instructions and builds the object from the set of

building blocks. The builder is the only person who can see the object under construction, and building materials.

Person(s) D observe the communication game, and make notes about what works, what doesn't work, and how people behaved under pressure etc., to pass onto the group later.

Set a time limit for the exercise of 10 minutes.

When the time is up, allow the group to compare the model and the replica, and see how closely it matches. Generally, the replica will bear little resemblance to the original, which usually causes heated discussion!

Allow the group to reflect on how the exercise went, and agree 1 thing they did well, 1 thing that didn't work, and 1 thing they would do better next time.

Run the exercise again, either switching or keeping original roles, and see if any improvements have been made. Make sure you de-construct the "original" model and create a new design!

This simple communication skills game can be run many times without losing learning potential. Teams can add layers of sophistication to their communication by making use of aids such as diagrams, codes, standard procedures and using active listening techniques.

**By Lyndsay Swinton**

**Owner, Management for the Rest of Us**



# Lego Replication – Communication or Teambuilding Activity

(This game usually takes about ½ hour.)

**Participants: Form several groups of 4-6 to a group.**

**Builder (1)** – Receives a bag of Legos. ***Only person who may touch the Legos.*** Takes direction from the Runner. The Builder may not speak and may not see the model.

**Runner (1)**– The Runner tells the Builder what the Looker told him/her. When the Runner can't remember any more details or wants to confirm a detail or ask questions, the Runner and Looker may converse freely about the details. ***The Runner may not touch the Legos – the Runner may only tell the Builder what to do.***

**Looker (1)** – Sees the original model. The Looker looks at the original model and tells the Runner all the details he/she can remember about the model. ***The Looker may not see what the Builder is doing, only the Runner may see what is being built.***

**Observers (1-3)**– Non-participants in the interaction who write down observations from a communication standpoint. (Any breakdowns in communication, misunderstandings, frustrations, giving up, anything positive about what is going on?). ***Observers may only observe – they observe the Looker, Runner, and Builder and write down what they observe. They may not talk nor answer questions – they are invisible.***

This goes back and forth for 15 minutes.

- › Each small group then gathers together and looks at their group's finished model, comparing it to the original. (Small group discussion for about 10 minutes.)
- › Discussion takes place about what was observed, felt, experienced, learned, etc?
- › How similar is the original model to the newly built model?
- › How does this activity help us be more aware of how effective our communication is? Be more aware of our role in communication?

Next, go back to the larger group and briefly discuss the highlights of what was learned or observed during this activity. (Large group discussion for about 5 minutes) Ask for one representative from several of the small groups to give a brief (1 minute or less) overview of what happened in their group.



# The Firebird & Princess Vasilisa

## THE FIREBIRD AND PRINCESS VASILISA ( Performed in class as a play with props) Story as a metaphor

( opening drumming)

**Narrator:**

IN A CERTAIN KINGDOM, beyond the thrice ninth land, in the thrice tenth realm, there lived a strong and mighty king. This king had a brave huntsman and the brave huntsman had a valiant horse.

*(Hunter & horse begin the hunt into the woods- acting out narration being read)*

One day the huntsman went on his valiant horse to hunt in the woods. He rode and rode along the broad path, and suddenly he came upon a golden feather of the Firebird; it shone bright as a flame!

**Valiant horse:** "Take not the golden feather; if you take it, you will know trouble!"

**(drumming..)** ( actors pause for brief drumming moment)

**Narrator:** And the brave youth turned (Hunter acting) the matter over in his mind:

**Hunter:** "should I pick up this feather or not? If

I picked it up, and presented it to the king, he would generously reward me; and who does not value the king's favor?"

So the huntsman did not heed his horse; he picked up the feather of the Firebird and brought it to the king as a gift.

( hunter and horse gallop to king acting this out as narrator reads)

**The king:** "Thank you!" "But since you have found the feather of the Firebird, get me the bird itself. If you do not, by my sword your head shall fall!"

Pause for drumming:

**Narrator with hunter acting:**

The huntsman wept bitter tears and went to his valiant horse.

**Valiant horse:** "Why are you weeping, master?" the good steed asked.

**Hunter:** "The king has ordered me to get him the Firebird



# The Firebird & Princess Vasilisa

**Valiant horse:** (with attitude progression into cool attitude)

"Did I not warn you **not** to take the feather, or you would know trouble? **Well, fear not, grieve not. This is not trouble yet the real trouble lies ahead!** Go to the king, ask that by tomorrow one hundred measures of corn be strewn on the open field."

**Narrator:** (with firebird ready to swoop in, hunter & horse acting parts)

Next day at dawn the brave huntsman rode to that field, set his horse loose, and hid behind a tree.

**Firebird:** Suddenly the woods rustled and the waves rose on the sea-the Firebird was flying.

**Narrator:** She arrived at the field, alighted, and began to peck the corn.

**Valiant horse, Hunter acting & narrator:**

The valiant horse approached the Firebird, stepped with his hoof on her wing, and pressed it to the ground; the brave huntsman jumped from behind the tree, ran to the Firebird, tied her with cords, mounted his horse, and galloped to the palace. He presented the Firebird to the king.

**Narrator:** The king: gazed upon the bird with delight,

**King:** "Thank you huntsman for your services, I promote you to noble rank, and Now I charged you with another task." "Since you were able to get the Firebird, "you must now get me a bride. Beyond the thrice ninth land, at the very edge of the world, where the red sun rises, lives Princess Vasilisa. It is she whom I desire. If you get her, I will reward you with silver and gold; if you do not, You shall get taller between your shoulders and ear exactly the width of my blade! Now GO!"

Actors pause for drumming moment for scene transition:

**Narrator:** The huntsman shed bitter tears and went to his valiant horse.

**Horse:** "Why are you weeping, master?" asked the horse.

**Hunter:** "The king has commanded me to get Princess Vasilisa for him."

**Horse:** "*Weep not, grieve not. This is still not trouble-the real trouble lies ahead!* ( say with frustrated attitude) Go to the king, ask for a tent with a golden top and all kinds of meats and drink for the journey."

**Narrator:** ( Horse, hunter, princess gets ready- all acting their parts) The king gave him meats and drink and a tent with a golden top as well. The brave huntsman mounted his



# The Firebird & Princess Vasilisa

valiant horse and rode beyond the thrice ninth land. **After some time, a short time or a long time, he came to the edge of the world**, where the red sun rises from the blue sea. He looked out; on the blue sea **Princess Vasilisa ( acting this out)** was sailing in a silver boat rowed with golden oars. The brave huntsman set his horse loose to roam in the

green meadows and eat fresh grass. As for himself, he pitched his golden-topped tent, set out all sorts of food and drink, sat in the tent, and regaled himself while he waited for Princess Vasilisa.

Princess Vasilisa spied the golden top of the tent, sailed to the shore, stepped off her boat, and admired the tent.

**Hunter:** "Greetings, Princess Vasilisa!" "Welcome! please be my guest and taste my foreign wines."

**Narrator:** Princess Vasilisa entered the tent; they began to eat, drink, and enjoy themselves. The princess drank a glass of foreign wine, became drunk, and fell sound asleep.

**Hunter ( horse):** " Horse", Come here!"

**Narrator ( Horse, hunter princess acting)**  
huntsman folded his golden topped tent, mounted the valiant horse, laid the sleeping Princess Vasilisa across his saddle, and set out on his way, as swiftly as an arrow flies from a bow. They came to the king, who, when he beheld Princess Vasilisa, rejoiced greatly;

**King:** Thank you Hunter for your loyal service, I rewarded you with an enormous treasure and promoted you to nobel rank.

**Narrator:** ( princess acting) Princess Vasilisa awoke, discovered that she was far from the blue sea,

**Princess Vasilisa:** and began to weep and grieve.

**King:** Princess, what is the matter, why do you grieve? I want to make you happy as my bride

**Princess vasilisa:** Her fair face was completely beclouded with tears. No matter what the king said to comfort her, all was in vain. I will not marry you, no. Let him who brought me here go to the blue sea. In the middle of that sea lies a great stone, under that stone my wedding gown is hid.

# The Firebird & Princess Vasilisa

Without that gown I will not wed!"

**King:** Kingsmen guards, get me the hunter again! NOW!

"Huntsman, hasten to the edge of the world, where the red sun rises; there in the blue sea a great stone lies, and under that stone Princess Vasilisa's wedding gown is hid. Get that gown and bring it here; it is time to celebrate my wedding! If you get it, I will reward you even more richly than before; if you do not, by my sword your head shall fall!"

Pause for drumming:

**Narrator:** The huntsman shed bitter tears and went to his valiant horse.

**Hunter:** "This time, I surely shall not escape death!"

**Horse:** "Why are you weeping, master?"

**Hunter:** "The king has commanded me to get Princess Vasilisa's wedding gown from the bottom of the sea."

**Horse:** (Speak this line with an extreme attitude of told you so ) "Now you see! Did I not tell you not to take the golden feather, or you would know trouble? Well, fear not; this is not trouble yet the real trouble lies ahead! Sit on me and let us go to the blue sea."

Short drumming:

**Narrator** ( with actors performing): *After some time, a short time or a long time*, the brave huntsman came to the edge of the world and stopped at the shore of the sea.

( **Crab** moving about)

The valiant horse saw a huge crab crawling on the sand, and stepped on its neck with his heavy hoof.

**Crab:** "Do not give me death, give me life! I will do whatever you want."

**Horse:** "In the middle of the blue sea there lies a great stone, under that stone Princess Vasilisa's wedding gown is hid. Get me that gown!"

**Crab:** The crab called in a loud voice all over the blue sea. All crab and sea creatures help me get that gown from down below!

**Narrator:** at once the sea became agitated, and from all sides big and little crabs came crawling to the shore-a numberless multitude! The chief crab gave them a command

# The Firebird & Princess Vasilisa

and they jumped into the water. After an hour's time they dragged Princess Vasilisa's wedding gown from the bottom of the sea, from under the great stone.

The brave huntsman came to the king, bringing the princess' gown; but Princess Vasilisa was still obdurate.

**Princess:** "I will not marry you," she said to the king, "unless you order the brave huntsman to bathe in boiling water."

**King:** Men I order you to fill an iron cauldron filled with water; heat it and then throw huntsman in when the water comes to the boiling point. ( kinsmen prepare this cauldron, use recycling bin)

**Narrator:** Everything was ready, the water was boiling and bubbling; the unfortunate huntsman was led to the cauldron.

**Hunter:** "Now this is trouble!" "Ah, why did I ever pick up the golden feather of the Firebird? Why did I not heed my horse?" ( he said, mostly talking to himself) said to the king "King, my sovereign! Let me say farewell to my horse before I die."

**King:** "Very well, go, say farewell to him," said the king.

**Narrator:** The huntsman came to his valiant horse and wept bitter tears.

**Horse:** "Why are you weeping, master?"

**Hunter:** "The king has commanded me to bathe in boiling water."

**Horse:** "Fear not, weep not, you will live!"

**Narrator:** And the horse quickly charmed the huntsman, so that the boiling water would not harm his white body. The huntsman came back from the stable; **Kingsmen** seized him at once and threw him straight into the cauldron. He ducked his head once or twice, jumped out of the cauldron -and turned into such a handsome man as no tale can tell of nor pen describe. The king, seeing that his huntsman had become so handsome in the boiling water, wanted to bathe in it too; he foolishly plunged into the cauldron and was boiled on the spot. He was buried, and in his place the brave huntsman was enthroned; he married Princess Vasilisa, and lived long years with her in love and concord.

**Drumming** to end the story.



What is overall message of the fable?

How does this relate to the drug unit?

What does each character represent?



The Hunter:



The Horse:



The King:



The Princess:



The Firebird:



The Crab:



The Kings-men:



What can these elements represent?



The Feather:



The Gown:



The Caldron:

Relatable Terms: addiction, dependence, enabling, tolerance, experimentation, recovery, short term, long term, abstinence, addict, pain, craving, depression, detox, intervention, overdose, withdrawal,

## The Drug Maze - Maze of Addiction

This is a powerful activity. The activity will plant seeds in the learners head about future self-care.



### **Set up:**

Room should be arranged ahead of time with dangerous objects removed (any objects blind travelers move through room will encounter and knock over).

Currently I am favoring the use of desks and/or tables. These should be arranged in a very simple circular flow. No need for nooks and crannies. Make sure room is safe for students. You really should arrange to have student PE leaders or other teachers help supervise this activity. It is good to keep another person stationed at the door to prevent blind wanderers from exiting the room, searching for maze exit!

Tell students upfront that the door is not your solution and you will be removed from the activity immediately if you walk out a door. A simple design is all that is called for in the maze construction utilizing desks, chairs, and walls to create the space. I like a simple oval or rectangle with minimal dips and chicanes in the maze. Keep the lanes wide to accommodate the entire class.

Have student bring blindfolds to class and meet in hallway that day. I have a bag of blindfolds (see your adventure ed people). An option is to provide triangle bandages from first aid unit for student who have forgot blindfolds. Do not allow student participants to enter or see the room before the activity. Have them sit on floor and await instruction.

**Instructions:** These are given in hallway prior to beginning activity.

- Does anyone have any medical condition, like a balance problem, post surgical complication, fear of being blindfolded, or other injury that should exclude you from the activity?

Challenge by choice. Those who cannot participate can serve as extra guides to keep the activity safe and help others “exit” the maze.

- Tell them “IF YOU NEED HELP AT ANYTIME, STOP AND RAISE YOUR HAND SILENTLY AND THAT WILL INDICATE TO A GUIDE THAT YOU ARE ASKING FOR HELP!”

- It is a **silent activity** from beginning to end (anticipate some laughter), but it is important to re-focus them to remain silent as it is an internal activity. It also keeps chaos from developing and allows you to hear everything that is happening to better monitor.

- Move slowly deliberately, remind them they will be blindfolded and should move accordingly.

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- Anyone that appears “out of control” with excessive talking to falling, or unable to stay collected will be removed from the activity, not as punishment, but for safety reasons. (look for it, to be used as a teachable moment in reflection on how the law, school etc. will take us out of play if we appear.. “out of control”).
- Remind them to keep eyes closed and not to peek. Encourage them to not rob themselves of the experience. If they find themselves wanting to peek, just stop and notice the sensation, of what they are experiencing and stay with it and do not lift or look through the blindfold (you will process that later in the reflection post activity. Fear, loss of control, unable to navigate through their life under the haze of intoxicants. Reflect on fear, control, frustration, vulnerability, what about the veil of drunkenness or a high with altered mental status that you just can't lift off your mind.)
- Repeat “IF YOU NEED HELP AT ANYTIME, STOP AND RAISE YOU HAND SILENTLY AND THAT WILL INDICATE TO A GUIDE THAT YOU ARE ASKING FOR HELP!

### **Process:**

- Have them don the blindfolds and stand by the wall.
- Using an old climbing rope or long rope line of any kind to use as a lead line, a guide will load them into the maze leading them slowly, gently by the rope to begin the activity. *“follow the rope follow my voice, follow the rope follow my voice”*

They will try both the inner margin and outer walls in their search for the exit before the repetitive pattern emerges and the confusion and the puzzle truly begins for them to experience.

They are somewhat set-up for failure in the sense that there is no “True” exit to the maze. The exit to the maze is only found within the learner/participant.

\*\*\* Key to activity\*\*\*\* repeat several times.

**IF YOU NEED HELP AT ANYTIME, STOP AND RAISE YOU HAND SILENTLY AND THAT WILL INDICATE TO A GUIDE THAT YOU ARE ASKING FOR HELP!**

This is the key to them exiting the maze, or maze of addiction. They must stop, reflect, surrender and admit to themselves that they need help. After the student stops and raises a hand, the guide/instructor slowly pulls the blindfold down and sushhhhs them with a finger over the lips to maintain the secret exit. Congratulate them with a handshake that they did it. They will look confused at first but understanding will sweep across them quickly once they look at the maze and the others. All they had to do was ask for help.

As you get a few off the maze.. inform the class that some have discovered their way off the maze. This will further frustrate and give incentive to participants to search for a “real” exit to the maze... making it harder for them to surrender and ask for help. At times repeat the reminder, instruction that “if you need help, just stop and raise



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your hand and a guide will assist you.”

Once everyone has successfully exited (sometimes the last few may take a long while to give in), thank the last one off the maze for being one of our best instructors today. It will help dissolve their embarrassment of being last, know they embodied the characteristic of tenacity, perseverance that sense of “ I can handle this”... this is helpful to the class. Everyone has a different point of asking for help, illustrates the resistance and how our personal tenacity and perseverance to “do it alone and not give up” a typically positive characteristic can impede recovery without asking for some help, support awareness that you are in a closed dead end loop. We sometimes need to do something different to get a different outcome.

Talk about the excitement of the unknown at first when the reflection begins. Unknowns of drugs, dosage, purity, look-alikes, potency etc. I often begin with asking the students to tell me what they think the activity is about.. what did they glean from the activity. Most will get it and this leads to more great discussion.

Reflect on the ways we give away our power with the blindfold, sight, insight vision, by clouding our minds with drugs and intoxicants. Who got banged up while walking blindfolded? Discuss how hard it was for them to “give up” and ask for help.

Sometimes students will hold hands while traveling blind folded through the maze. Literally, the blind leading the blind, analogous to drug riding with drug friend driving.

Addicts often do the same thing over and over again, wondering why they remain stuck in their situation.



