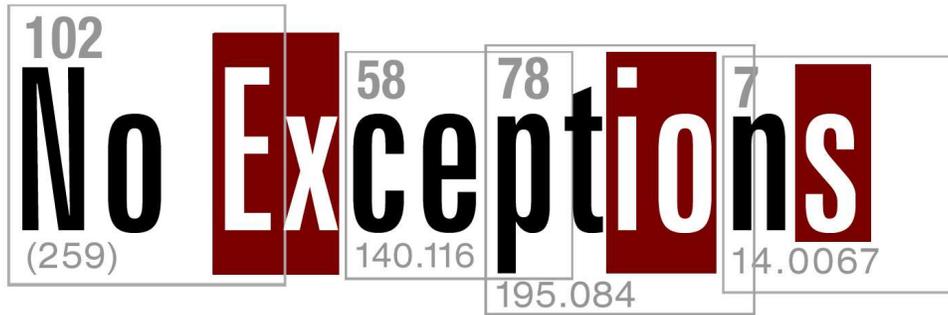


# DISCUSSION / VIEWER GUIDE

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This Discussion Guide is made possible by  
**NEW MEXICO BEHAVIORAL HEALTH COLLABORATIVE**



and

**NEW MEXICO HUMAN SERVICES DEPARTMENT**



In Association with  
SafeTeen New Mexico  
New Mexico Children, Youth and Families Department  
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# THANK YOU

Thank you for your interest in the **NO EXCEPTIONS** Discussion/Viewing Guide. We are excited to present this program to ignite discussion among children, parents and teachers. We want to empower and support young people to discover solutions to life-threatening behavior and situations. We also want parents, educators and youth to fully understand how addictive opioid based pain killers are and how best to use them in a medical setting and the life changing results of illegal use and overuse.

Enclosed are some ideas for discussions and activities for students and adults. Feel free to alter any of these suggestions for a better fit with your particular group. This is intended as a guide and starting point.

You may find it helpful to visit some of the websites listed under resources near the end of this guide for further information on this and other issues of concern for young people including dangers of illegal use of prescription drugs, mental health issues, alcohol and drug issues, date violence, distracted driving and others.

**RESPONSE REQUESTED:** We supply these materials to you free of charge, in the hope that they support your efforts in reaching students with enlivened discussions about difficult situations and adolescent curiosity, insecurity and empowerment.

The only thing we ask in return is that you let us know if you are using this so we can track the number of participants and the lives you've affected. A response page can be found at the end of this guide.

On behalf of all the sponsors listed on the title page, thank you for taking the time to view and use the program No Exceptions. Together, we can all make a difference in the lives of young people by helping to educate and inform as well as empower youth to help each other stay away from these incredibly dangerous drugs.

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# SHOW OVERVIEW

“NO EXCEPTIONS” is a project designed to help people understand the addictive qualities of opioid based pain killers and how to address these issues. We hope this will also help generate discussion about ways to prevent addiction and how to help those who are addicted.

A years worth of research went into the information in the program including “think tanks” with experts in all areas related to addiction and opioids.

This show is meant to be a catalyst for discussion, which means that there are no right or wrong answers. The purpose is to encourage discussion so young people can discover, for themselves, the issues around using these prescription drugs. Young people should be encouraged to actively participate in exchanging ideas and researching related topics.

Please read the script and watch the program prior to sharing it with students. This will make discussion with your students easier and more effective.

THE SCRIPT IS AVAILABLE THROUGH

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

and

[www.ChristopherProductions.org](http://www.ChristopherProductions.org)

**Please download, read and have available prior to viewing program.**

This guide includes discussion and activity ideas for involving students at various levels of development. **Further information and a complete list of additional resources are included at the end of this guide.** Our hope is that this is just the beginning, and that together we can make an important difference in our communities and in the lives of our children.

# GENERAL INFO

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“WHEN YOU START USING...YOU HAVE TO KEEP USING TO JUST STAY ‘NORMAL’”

A New Mexico Youth Who is In Recovery

## PROJECT BACKGROUND

New Mexico heroin deaths are up over 65% (2004-2008) and when youth in recovery are interviewed, most all say they started experimenting with synthetic heroin in the form of illegal prescription drugs (Oxycontin) along with various other “party” drugs (marijuana, alcohol and others). With the faces of opioid addiction changing to a younger and younger demographic, SafeTeen was approached by parents and youth to create awareness of the extreme dangers of heroin use, how it begins, the behaviors it causes, and ways to avoid it altogether.

“IT’S A SECRET WE KEPT IN OUR SMALL LITTLE CIRCLE...BUT SHAME CANNOT SAVE OUR CHILDREN.”

Lou Duran, Mother

## DRUG USE AMONG NEW MEXICO YOUTH

- **New Mexico has the highest drug overdose rate in the US.**
- **40% of those drug overdoses were caused primarily by prescription drugs**
- From 1999 to 2009, in New Mexico the treatment admissions for the **abuse of prescription opioid pain medications climbed by 230%.**
- **New Mexico heroin deaths are up 66% from 2004 to 2008.**
- **Over One in Ten** youth (14%) in New Mexico **report using pain killers** to get high.
- Over 15% of Bernalillo County youth report using **pain killers** to get high.
- Between 1997 and 2007, there was a **627% increase in the national sales of hydrocodone products** making it the most widely prescribed drug in the US, 2006-2010.
- Opioid-related overdose deaths during that time period increased by 296%.

## THE PROJECT

“NO EXCEPTIONS” is a comprehensive media campaign to help PARENTS, EDUCATORS and MIDDLE AND HIGH SCHOOL STUDENTS throughout New Mexico understand the dangers of opioid and particularly heroin use and how to help stop it’s use before it starts. It will give parents **tools to use with their children and give students tools to help them make healthy decisions.** This campaign will utilize a variety of media to reach parents and youth with the information necessary to help keep kids safe.

The purpose of this project is:

To give **YOU** a tool...something to rally around...to address Opioid prescription drug and heroin abuse and END IT in **YOUR community**, in **YOUR family**, and in **YOUR schools**. Check out your tools below:

- DVDs of “NO EXCEPTIONS”
  - Half hour Documentary
  - 12 minute youth to youth video
  - 17 minute parent to parent video
  - 4 video interviews (two parents, two youth)
  - 5 mini documentaries from the full length version specifically designed for:
    - EDUCATORS SHORTENED VERSION OF MAIN DOC FOR CLASSROOM OR SPEAKERS
    - YOUTH “JUST THE FACTS’ VIDEO
    - DOCTORS/ DENTISTS “OPIOIDS AND ADDICTION”
    - PARENTS “OPIOIDS AND ADDICTION: SIGNS AND HELP”
    - EMPLOYERS “OPIOIDS, ADDICTION: SIGNS AND HELP”
- Discussion guide for classroom or group use
- Online resources (see “resources” at the end of this guide)

To get copies of these tools, please visit:

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

or

[www.ChristopherProductions.org](http://www.ChristopherProductions.org)

or

[www.saynotheroin.org](http://www.saynotheroin.org)

# V I E W I N G   S U G G E S T I O N S

- **Provide additional information and instruction.**

The information and stories in “NO EXCEPTIONS” are presented in a style that serves as a catalyst for thoughtful discussion. It is assumed by the creators of the program that more in-depth information and instruction will be provided by the group leader or teacher. Some of this information can be found in the resource section of this guide.

- **Discuss the content before watching the show.**

Many young people today are exposed regularly to situations in which they must make difficult decisions about their own behavior. Most likely, they’re struggling to balance personal beliefs and social pressures in order to make good decisions. Briefly discuss the content before watching the show in order to make the discussion after the show more effective. **Discuss the difference between a documentary (real life) and a fictional movie (created script). Discuss that this is about real youth in New Mexico.**

- **Set ground rules prior to viewing.**

Teachers or group leaders need to be prepared to offset disruptions in order to guarantee respect for those students wanting to see the show. Talk to students ahead of time and agree on appropriate behavior during the viewing. This should include **no talking, comments or asking questions** until the show is concluded. You should also supply or **have available paper and pens or pencils** so that students can **jot down ideas and questions during the viewing for later discussion.**

- **Use “Discussion and Activities” for your grade level.**

There are many ways to encourage open discussion. Since the need for facilitation and supervision will vary among ages, more age-specific suggestions are given on the following pages.

# P R I O R T O V I E W I N G

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**Instructors: Please keep in mind that this guide contains discussion questions that may be sensitive in nature and may cause uncomfortable feelings and emotions to surface for some students due to personal experience or other reasons. Have counselors or other resources available for youth who may have issues that need to be addressed.**

Have resource information readily accessible to students and discuss only those questions that you feel comfortable handling.

## PRIOR TO SHOWING THE DOCUMENTARY:

1. Be certain to preview the video and read through this guide.
2. Gather and have available print resources (reference resources list at the end of this guide).
3. Download and read the script of the video.
4. Determine how much time you will have and what the discussion goal will be.
5. If you can, ask a trained expert to assist with the discussion (perhaps your school counselor).
6. Use clear guidelines. Avoid general, unstructured discussion.
7. Allow enough time to discuss the topics after the viewing.
8. Discuss only those questions that you feel comfortable handling

## Go over the following with your group **prior to viewing**:

1. Explain that this is about making healthy decisions.
2. Be certain all cell phones and pagers are turned off.
3. Be sure everyone has pen and paper and encourage them to jot down notes, ideas, and questions. (perhaps review questions you'll be asking after the show – see "Discussion" Section. – and have them jot down some answers.)
4. Explain the program is a half hour long and then a discussion about the program will follow.
5. Explain that the video was created with the help of teenagers and that all the **interviews are real**. You might explain the difference between a documentary (real stories and people) and a fictional film (written and not real).
6. Tell your group that if they feel uncomfortable at any point they may choose not to watch (be sure to arrange for a place where they can go in advance).
7. Explain that the program can be an emotional experience and to respect everyone's personal feelings.

# AFTER VIEWING

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Because it is important to protect everyone during the discussion, ask the group **not to use any names**, and set ground rules that include using the phrase “a person I know” **OR REFERRING TO THE PEOPLE IN THE VIDEO** each time. It is extremely important **not** to allow personal stories.

Explain that after the discussion if anyone wants to talk about specific issues, how they can do that in private (with a school counselor or other professional). Make that a strong point and have resources available.

- 1. Give everyone a few moments to jot down ideas and questions they may have about the information in the documentary.**
- 2. Explain that this is not a tattletale session, it's not about telling on others.**
- 3. Say that this will be a discussion about the facts and dangers that are associated with opioid use and abuse.**
- 4. Follow some of the ideas for discussion in this guide and from the aforementioned specialized tapes you may have already viewed as group leader.**
- 5. Be sure to leave enough time for adequate discussion. If time is short after the viewing (30 minutes or less), you may want to take just one of the discussion topics and leave the rest for later.**

# DISCUSSION

## **Middle School Students**

It is important that young people are provided with tools to make smart decisions on their own. All discussions should be conducted with this in mind. **Young people will make better decisions if they understand that their actions will have consequences.**

Discuss what people in the video said about prescriptions pain killers at the beginning and end of the film. **Why did the producers of the video use the title No Exceptions?** (lead to the biological fact that ANYONE can become addicted and that it's not a matter of not wanting to or thinking that you can do it and NOT become addicted.....it's biologically set that everyone can)

Discuss why the producers used the roller coaster as a visual theme.

Discuss what people said about your brain and its changes when you take an opioid based drug.

Discuss how the media portrays drug abuse and how that can affect our decisions about it. According to the scientists, why do pain killers make us feel good AND how can they ultimately hurt us?

Discuss why someone who is addicted would do bad things (such as steal or lie to get money).

# ACTIVITIES

## **Middle School Students**

- Have the students write about some things that happen to your brain if you use opioids:
  - Brain gets used to the drug and then craves it.
- Have the students do posters about the dangers of pain killers when you don't need them for medical purposes.
- Have the students write about ways to help:
  - Having fun without taking drugs.
  - Ways to say no to drugs in different situations.

# DISCUSSION

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## High School Students

It is important that young people are provided with tools to make smart decisions on their own. All discussions should be conducted with this in mind. Young people will make better decisions if they understand that their actions will have consequences.

- Discuss why the title is appropriate for the issue. “No Exceptions” means that anyone can become addicted and it’s biological, you can not control it.
- Discuss who is affected when a young person becomes addicted. Include the family, friends anyone they come in contact with (stealing, lying, other behaviors).
- Ask the students the following:
  - According to the show, what happens in the brain when you take them? (feel good, but brain changes – then have to use just to be “normal” and “not sick”)
  - According to the show, what behaviors occur when you try to stop using the drugs? (body reacts violently, see script page 1).
  - Can you try opioids (Oxy, Percocet, Vicodin) without becoming addicted? (if prescribed and taken as prescribed, but even then you must be careful and know the signs of addiction)
  - Why is it dangerous to take opioids that are not prescribed to you specifically? (the amount assigned by a doctor for a specific pain is based on you specifically, if you take someone else’s you have no idea how it may affect you)
  - What are some ways you can get out of taking them at a party if someone approaches you?
  - How can you help a friend who may be dealing with addiction issues?

# A C T I V I T I E S

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## High School Students

### ROLE PLAY:

Set up a scene with a teen at a friend's party and everyone is trying to get him/her to take a pill. Eventually he/she gives in and takes the pill.

### AFTER THE FIRST TIME (he/she finally gives in) DISCUSS:

- What were the keys that made this person give in?
- What were the critical moments that he/she could have used to get out of the situation?
- What are three or four ways to get out of the situation and how to actually use these?

### AFTER THE SECOND TIME (he/she uses some of the ways discussed to refuse and sticks to it) DISCUSS:

- What were the keys to getting out of the situation?
- When and why did the friends give up trying to get him/her take the pill? (Be sure to discuss thinking through these ways **ahead of the party** and responding strongly to the pressure right away).

### CREATE:

Make a list of ways to get out of taking pills at parties or other times when offered by friends.

Create a personal list of reasons you wouldn't want to use pills.

Create a non drug media campaign for your school.

# DISCUSSION

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## PARENTS

Initiate a discussion and then let the parents direct its course. As with all discussion, ground rules will need to be set regarding respecting each other's opinions. As with the students say up front that you DO NOT want personal stories during the discussion.

### DISCUSS:

How our society has become based on taking medication to solve issues and how that affects kids.

The brain research from the program, the affect of opioids on our brains and how that biology can create addiction.

How media has changed since the parents were teens and affected kids perceptions (drug and alcohol ads on TV and elsewhere).

- Ask the parents the following:
  - Where do these drugs come from that kids are using (our own medicine cabinets and grandparents medicines)?
  - How can you talk to your children about these drugs?
  - What did you learn from the video regarding the potential of your children (or anyone's children) becoming addicted?

# ACTIVITIES

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## PARENTS

- Pick a date and time to talk with your children about this program or a time to watch it with them. Use the Facts section of this guide to discuss the issues and the fact that ANYONE can become addicted.
- Meet with school officials and discuss showing the video in health classes or for a school assembly.
- Role play with each other how to talk to your children about how to refuse drugs at parties or if approached by a friend in any way.
- Create an event for youth that could replace dangerous parties and reinforce fun and safe activities.

# F A C T S t o D I S C U S S

## DRUG USE AMONG NEW MEXICO YOUTH

- **70% of people who use prescription drugs for non-medical purposes, get them from friends and family.**
- **New Mexico has the highest drug overdose rate in the US.**
- **40% of those drug overdoses were caused primarily by prescription drugs**
- **From 1999 to 2009, in New Mexico the treatment admissions for the abuse of prescription opioid pain medications climbed by 230%.**
- **New Mexico heroin deaths are up 66% from 2004 to 2008.**
- **Over One in Ten youth (14%) in New Mexico report using pain killers to get high.**
- **Over 15% of Bernalillo County youth report using pain killers to get high.**
- **Between 1997 and 2007, there was a 627% increase in the national sales of hydrocodone products** making it the most widely prescribed drug in the US, 2006-2010.
- **Opioid-related overdose deaths during that time period increased by 296%.**

# Q U E S T I O N S   t o   A S K

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START BY SAYING: “I need your help on this. Bear with me and see what you come up with.”

- Is this video a fair representation of opioid dangers?
- Is this issue as important as the video alludes to?
- Is pain killer abuse really a problem in our (school, community, state)?
- Whose problem is it?
- Is it a teenage problem?
- Is it a parent problem?
- Is it a legal problem?
- Why and how does pain killer addiction affect all of us?
- Is it possible for youth to make healthy decisions about this? How?
- What role do parents play in helping kids in these situations?
- How does knowing the brain risks of pain killers help us help others?
- Can you refuse pain killers at a party or from a friend who offers you some effectively/realistically?
- Is it really possible to talk to friends about pain killers and the risks?

CONTINUE TO ASK “why?” and “why not?” and “can you explain that?” after each answer.

If a group can establish that pain killers are a problem, ask:

- Is it a problem that needs to be solved?
- Can it be solved?
- Who can solve it?
- How can it be solved?

# RESOURCES

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Heroin Awareness Committee	<a href="http://www.saynoheroine.org">www.saynoheroine.org</a>
SafeTeen New Mexico	<a href="http://www.SafeTeen.net">www.SafeTeen.net</a>
Substance Abuse & Mental Health Administration	<a href="http://www.samhsa.gov">www.samhsa.gov</a>
Teen Site for Alcohol Information and Safety	<a href="http://www.thecoolspot.gov">www.thecoolspot.gov</a>
Parenting Skills Website	<a href="http://www.parentingteens.about.com">www.parentingteens.about.com</a>
The Partnership at Drugfree.org	<a href="http://www.drugfree.org">www.drugfree.org</a>
Center on Alcohol Marketing and Youth	<a href="http://www.camy.org">www.camy.org</a>
Bernalillo County Substance Abuse Prevention	<a href="http://www.bernco.gov">www.bernco.gov</a>
Children Youth and Families Department, New Mexico	<a href="http://www.CYFD.org">www.CYFD.org</a>
In Home Drug Safety	<a href="http://www.SafeGuardmyMeds.org">www.SafeGuardmyMeds.org</a>
Medication Disposal	<a href="http://www.dea.gov">www.dea.gov</a>
New Mexico Attorney General's Office	<a href="http://www.nmag.gov">www.nmag.gov</a>
New Mexico Public Education Department	<a href="http://www.ped.state.nm.us">www.ped.state.nm.us</a>
National Institute of Mental Health	<a href="http://www.nimh.nih.gov/">www.nimh.nih.gov/</a>
Life Skills Training, Institute for Prevention Research	<a href="http://www.lifeskillstraining.com">www.lifeskillstraining.com</a>
Parenting Adolescents Wisely, Ohio University	<a href="http://www.familyworksinc.com">www.familyworksinc.com</a>
SMART Moves Program, Boys & Girls Clubs of America	<a href="http://www.bgca.org">www.bgca.org</a>
National Organizations for Youth Safety	<a href="http://www.noys.com">www.noys.com</a>
Christopher Productions Social Issues Information	<a href="http://www.ChristopherProductions.org">www.ChristopherProductions.org</a>
New Mexico Parent Teacher Association	<a href="http://www.nmpta.org">www.nmpta.org</a>



christopher productions  
Television to Touch the Heart

## NO EXCEPTIONS

**Order Form** Please allow 3-4 weeks for delivery.

PLEASE PRINT CLEARLY OR TYPE

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Phone:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

**Documentary and 5 mini versions**

Number of DVD's X \$10 \_\_\_\_\_

**TOTAL COST:** \_\_\_\_\_

**Note: To Keep Costs Down WE DO NOT ACCEPT PO'S or CREDIT CARDS**  
Your payment includes shipping costs (call 505-843-7231 for expedited service fees).  
Send this form along with a **check or money order** for the total cost, to:

**SafeTeen New Mexico**  
**1511 University Blvd. NE**  
Albuquerque, New Mexico 87102

PLEASE NOTE: YOU CAN ORDER THIS VIDEO ON LINE AND  
AT [www.SafeTeen.net](http://www.SafeTeen.net)

NO EXCEPTIONS

## RESPONSE FORM:

Please take a moment to fill out the information below and then EMAIL to us as a word doc: [Chris@ChristopherProductions.org](mailto:Chris@ChristopherProductions.org)

Thanks for letting us know how you're using the materials.

Name:

Organization:

Address:

Email:

Phone:

Which materials were used (documentary, curriculum):

Date(s) materials used:

Group(s) using materials (i.e. Class, Club, Group – what kind?)

Number of people using the materials:

Youth:

Adults:

Other comments about the materials and your discussion: