Actor Supervisor

Please meet group number that you are assigned to out in the LTCC Parking lot. Military personnel will be holding up a sign

Your responsibility is to be the personal escort of the actor student for the day.

1. The 6th grade students will arrive by bus and they will be instructed to get in line by a Military member. We need for you to quietly ask one of the kids if they’d be willing to be the actor for the day for their group! Tell them that they will be told what to do for each scene and that it’s easy. Have them move with you towards the back of the line prior to “The Pharmacy”. Doing so will put the student in the position we need them to be in.

2. Throughout the day you will escort the student to the next scene (most of the time ahead of the group) where you will turn them over to the staff in charge at the scene. They will tell the actor what to do during the scene with your support. Your notes are included below.

3. **SKIP** the Juvenile Hall Scene. You’ll need to hang out in the staircase area, so youth do not see their classmate.

4. **SKIP** the Funeral Scene. Go directly to the “My Story” and wait outside the room until their group number arrives.

5. The student is an actor ONLY during the main program. They are not acting during: My Story, CALSTAR, K9, Vaping, Bomb Squad, Marijuana and the Brain, or Search and Rescue.

Student Actor Jobs entail:

**Gateway Drugs**: (Location: A251)
Task: None. They are observers as are the rest of the group.
- The group will then head to the Pharmacy. **Have the student actor be at the end of the line, with you, as you walk to the Pharmacy.**
- Discreetly tell the student that in the next scene all of the students will form a line to walk by the drug samples the police have at the end of the talk. When they see the baggy, **they are to “steal” it.**

**The Pharmacy**: (Location: A208)
Task: Have the Student Actor stay at the back of the line before entering the room. As you and the Student Actor enter the room, discreetly let the vignette staff (who will be at the doorway) who the actor is so s/he can be
instructed on the **actor role** in the Pharmacy Scene. The **actor** should then follow classmates to be seated. To make the scene appear spontaneous and credible, please don’t “hover” or sit with the **actor**. As Actor Supervisor, please sit either in the back row with other adults or at the side wall near the entrance.

At the end of Pharmacy Scene, the students will be asked to form a single line by rows, view the drug display, and return to their seats. There will be a bag of “drugs” on the table that the students will be instructed not to touch. As the **Student Actor** progresses along the viewing line, s/he will pick up and place the bag of “drugs” into a pocket or under clothing. At that point the **actor** will be “arrested and removed from the room. Use the closest exit and follow the officer and student to the next scene, Juvenile Hall. YOU WILL NOT have the student actor in this scene, rather you’ll need to wait in the staircase area so the youth do not see their classmate. The youth will Not be in Juvenile Hall.

**Juvenile Hall:** (Location: A211)
Task: The Actor Student will NOT be in this scene. Before their classmates are going to move into the Courtroom scene, you will need to move the student in there.

**The Courtroom:** (Location: D108)
Task: S/he will follow the directions given to him/her by their lawyer prior to the audience arriving. Again, no talking unless the adult actors talk to him/her, look serious and to look straight ahead. They will be excused from court. As Actor Supervisor, please stand near the door. The Student Actor will next be excused from court. Please escort him/her to the next vignette: Counseling.

**Counseling:** (Location: E106)
Task: The Student Actor will follow the directions given to him/her by the counselor prior to the audience arriving. S/he will be excused from counseling. Please escort him/her to the next vignette: Party Scene.

**The Party Scene:** (Location: E100)
Task: At the scene, the high school actors will introduce themselves to the Student Actor. They will signal the Student Actor when S/he is to fall to the ground. The instructions to the Student Actor is that once on the ground, S/he is to pretend to be unconscious. The Medics will be working on
him/her. The student will be placed on a gurney and wheeled out of the scene. S/he is to remain silent and are not to move. As S/he is being wheeled away from this scene, an “actor parent” will be outside the room and will be asking him/her questions for information to be used during the Emergency Room scene. Please accompany the student to the next vignette: Emergency Room.

**The Emergency Room:** (Location: A255) *Room Change!
Task: At the scene the instructions to the Student Actor is to remain still and quiet. The student, and Medics will enter the vignette AFTER the audience is seated. You can find a place to stand near the audience, preferably on the far side of the theater, which is accessed through the right. Stand next to the seating or sit in the first row. The doctor and nurse will work on them, but S/he will be pronounced dead. His/her “actor parent” will come in and the doctor will show what kind of information is given to family.

The Student Actor will now end the acting portion of his/her day. S/he will **NOT participate** in the Funeral scene.

Please escort him/her to My Story in L103. There will be a group in there already, so please wait. While waiting, simply talk with them about their experience. This will help them during the debriefing.

**My Story:** (Location: L103)
Task: The student is done acting for the day and will join the rest of their group for this powerful piece.

**The Debriefing:** (B103)
Task: All students will participate in a debriefing session with law enforcement / assigned leader.

**Thank you in advance for your hard work and participation!**
The Drug Store Project
Agency Static Vignette & Details

The theme carried by everyone should always be: Choices, what are yours? Here is the time to discuss the good and bad consequences of one’s actions. All vignettes/stations should be 11 minutes in their entirety.

- 8-minute presentation of your job task and how it relates to drug use in our community.
- 3-minute of question / answer time.

Station Displays
Station 1: Search & Rescue: EDSO, Room G3
Station 2: Bomb Squad: TDFPD Room G6
Station 3: Vaping, Room G5
Station 4: K9: SLTPD, Room G2B
Station 5: CALSTAR, Room D Commons
Station 6: Marijuana and the Brain, Room A250

Vignettes (main building)
Gateway Drug Class (A251) TYFS / South Tahoe Drug Free Coalition.
- Review of “Gateway” drugs. What they are and why they are called this.
- Review of “alcohol, tobacco, Marijuana as focus points”.

The Pharmacy (A208) (minimum of two law enforcement officers) SLTPD/EDSO. Team brings “drug prop” that is stolen during the scene, Lisa has poster visuals.
- Emphasis: Drug experimentation / use and its consequences for the moment and for one’s future.
- Drug information to include alcohol, illegal possession/use of prescriptive / OTC drugs.

Juvenile Hall (A211) (minimum of two probation officers) El Dorado County Probation. Team brings jail, toilet, and other visuals needed for scene.
- Emphasis: “Now you’re in my house.” Describing life in the hall, loss of freedoms, privacy etc. Please highlight and show: food, the booking process, under- ware, their daily schedule, etc.
- Life after Juv. Hall: drivers license, what they will write on job applications, responsibilities to probation.

Courtroom Scene (D108): (minimum: Judge, bailiff, Prosecutor, Defense Attorney,) El Dorado County Superior Court and El Dorado Co. Sheriff’s. Bailiff brings court flag, gavel, etc.
- Please refer to the script.

Counseling Treatment Scene (E106): Tahoe Youth and Family Services. TYFS will bring items to look like a counseling room.
- Please refer to the script developed by agency.

Party Scene (E100): (minimum: one law enforcement, two teams of EMTs) STHS Students, So. Lake Tahoe Fire Dept., Lake Valley Fire Protection District, California Highway Patrol. Please refer to script provided.
- Music and dancing will begin with STHS Students. The student actor will be instructed to fall to the floor at two minutes. Lights go up.
• Law enforcement (one) and medic team enter the room. Law officer is speaking to the audience to get the actor’s name, phone number, etc. Officer gives information to dispatch. 
• During this time, the medics are assessing the student-actor’s condition and getting them ready for transport. Please refer to script information provided. Medics leave with student on stretcher and goes to the emergency room.
• Law enforcement officer remains to discuss the consequences of the choice the actor made. Any extra time, can field questions from the audience.

Emergency Room (A255, ROOM CHANGE!): (minimum: doctor, two nurses, 3 teams of grieving parent/sibling) Barton Health. Barton will bring all items to simulate an emergency room scene.
• Audience enters first. Medical team is preparing for an arriving student.
• EMT and gurney patient will enter the room after the audience is seated.
• Actor dies in the scene. Doctor then speaks to the grieving parent/sibling team.
• Any remaining time: open up questions to the audience.

Funeral (F120): (minimum: pastor, mortuary owner, grieving parent/sibling. The actor is missing from this vignette - goes to debriefing room) McFarlane Mortuary, Rev. Orr. The casket will arrive on the set-up day.
• As audience enters music is playing, grieving parent / sibling is seated at the front. (3 minutes)
• Pastor performs a brief service. (4 minutes)
• Grieving parent speaks about the child. (2 minutes) Please refer to script information provided.
• Pastor invites audience to pay their last respects, music is playing. (2 minutes)
• Audience lines up to go to the debriefing.

My Story (L103)
• Individual shares her own experience with the students.

Debriefing (B103): (minimum: one law enforcement, one counselor, and the day’s actor) Please refer to the script.

Please keep in mind:
• All participants should have signed in at the Command Post in the Foyer.
• There will be a total of 9 groups of students who will come through your activity.
• The groups will have a total of 40 people in them and space may be tight at times. Be grateful the kids haven’t been running the mile!
• Each group will be with you for only 11-minutes. I can’t emphasize enough the importance of “time on task” and keeping their attention. I really do love this age!
• Any individual not in their agency uniform should wear the DSP name tag that is provided at the Command Post.
  o Roaming Counselors will be in yellow t-shirts and are within each student group.
• Within each group are:
  a. A California National Guard/Naval Air Station Fallon who is the main escort.
  b. School staff are responsible for behavior.
  c. A Timer who will signal to you when you have:
     1. Three-minutes remaining. They will show a red card.
     2. They will then signal you to end your presentation.
d. A **Liaison** will be the communications person for any needs between you and the command post.

e. An **Actor Supervisor** who will escort the “actor” to the next vignette.

f. **Student Supervisors** who will assist with the groups.

- The cafeteria does have food so plan when you can grab something to eat.
  a. 7:15ish – 10:00-ish will be coffee and breakfast items (snack type) available in the cafeteria.
  b. There will be a snack and water provided at your station during the “common break”.
  c. 11:15 AM – 1:45 PM is student / adult lunch. (Wonderful lunch with munchies by Harrah’s!)

Please, if you need anything, locate an individual with a walkie-talkie. They will communicate with the Command Post.

Thank you for making this program idea a reality.
Cafeteria Instructions

Thank you for being here!

Here’s what you will need to expect. The cafeteria area will hold approximately 180 people entirely. At times, it will get quite busy here. The students are all identified by group numbers. Please keep them together in their groups as there will be overlaps at fifteen minutes.

11:15 – 11:42 Group 1
11:30 – 11:57 Group 2
11:45 – 12:12 Group 3
12:00 – 12:27 Group 4
12:15 – 12:42 Group 5
12:30 – 12:57 Group 6
12:45 – 1:12 Group 7
1:00 – 1:27 Group 8
1:15 – 1:42 Group 9

Please pay attention to the start and end times for the groups. There are several adults within each of the groups. Please help them to move their students accordingly.

If you need to communicate to the Command Post, please use your walkie-talkie.

Also, please make sure that you eat! Thanks
Command Post Instructions

The main responsibilities of this position are to:

1. Have all workers and guests sign in and complete their information on the large sign in sheets.
2. Be the main location of information flow.
3. Be able to locate all workers and participants through the Emergency Alpha Locator (in notebook) in case of an emergency.

Volunteer Database Sign-in

- All individuals have been asked to sign-in when they arrive. Please have them initial their arrival.
- Each volunteer should be wearing a name tag.
- Needed instructions, maps, etc. are located in the large plastic file box. Many individuals may have already printed their information at home.

Agency Individuals

- All workers have been asked to sign in and to complete the information as indicated.
- Agency individuals will most likely be in uniform and have their own name badges. Those without badges of any sort, including guests, MUST have a badge made for them. Please do so with the extra Avery labels provided.
- Designated “Counselors” are asked to “borrow” the yellow tshirts for the day.

Guests

- We are asking that all guests sign in too. Please make them a name badge.

Other Job Objectives

Cafeteria Check in:

- Linda Hunt is the Harrah’s point person in the cafeteria area: Is there anything else she still needs from us?
- Check on Morning Coffee layout.
- Review the timing: Student lunch is approx. 11 AM – 2 PM, but adults may need to get in there a bit earlier.

Water & Snack Delivery:

- Sets of 55: waters and snack bars need to be delivered to the designated areas. See the student schedule and map.
- Check to see if trash sacks are at the locations and also out in the parking lot area.

Thank you for your help today!
Drug Store Project Counselor Scene:

This scene is the counseling scene. After going to court many youth who abuse alcohol or drugs are referred for counseling at Tahoe Youth and Family Services. This will be an example of a Chemical Assessment intake is like.

Can anyone tell me what it means to be chemically dependent or have an addiction to a controlled substance? (It’s when you have a compulsive need for to use a habit-forming substance such as Tobacco, Alcohol or Drugs, when the user knows that it is harmful to them, but continue to use without caring what happens to them)

Ok. Let’s begin.

Hello __________ (student name)

Hello

I’m going to ask you some questions and I need you to answer as honest as possible and please remember this is all confidential.

Ok

Have you ever received counseling before?

No

Have you had prior incidents involving the law?

I was cited for smoking cigarettes at school

Have you ever been suspended or expelled from school?

Yes

What for?

For ditching and bringing a marijuana pipe to school.

Did you get in trouble for this?

Yes, I got suspended from school and was grounded by my parents
Have you ever used Alcohol?

Yes

How old were you when you first started drinking alcohol?

10

Have you ever used Prescription Pills that were not prescribed to you by a doctor?

Yes, once

How old were you when you tried this?

11

Have you ever smoked marijuana?

Yes, a couple of times

How old were you when you tried this?

11

How do you spend your free time?

I just hang out with my friends. I used to play sports, but I don’t feel like doing that anymore.

Do you feel that drinking and smoking have had something to do with your loss of interest in sports?

Yes

Who were you with when you first started using?

My older brother and one of his friends

What was the experience like, was it a positive or negative experience?

It was a positive experience. I felt like my brother and his friends liked me

(So this made it seem cool because you got to hang out with your older brother and his friends)

Are you currently using drugs?

Yes
What kind and how often?

Marijuana, Alcohol and Prescription Drugs, I use pretty often. It used to be only on the weekends, but now I use during the week too.

Do you think smoking and drinking has led you to try other drugs?

Yes

Do your friends use?

Yes, mostly all of them

Have your friends ever made any comments about your drug use?

Not really... I think they are afraid I will say something about them using too

How is your relationship with your parents?

Good

Does anyone in your family have a problem with alcohol or drugs?

Yes, my older brother and one of my aunts. My mom used to smoke weed, but doesn’t anymore. She drinks a little on her days off.

We at TYFS are going to get you the counseling you deserve and will teach you life skills so you can make positive choices and not to go down a path of self destruction

Thank you (student’s name)
Each one of you in this room has already been or will be faced with the decision of whether to use drugs or not.

Always remember that each and every one of you has a choice!

(Student’s name) has made a choice to use drugs and alcohol and now is on probation with many of their freedoms taken away.

He/she now has a curfew and is required to have good grades and attend school.

He/she also has to be drug tested regularly and has to attend weekly counseling sessions. These all used to be choices in (student’s name) life and now they are controlled by the courts. So, you may not see the effects of drugs and alcohol in your life right away, but they will begin to break down your quality of life.

(Student’s name) has another choice to make today and that is whether to continue on the path of self-destruction or to accept the help that has been offered today.

- What do you think (student’s name) should do?
- What do you think (student’s name) life is going to be like in five years if he/she chooses to continue to use drugs and alcohol?
- What are some ways to avoid using drugs and alcohol? (just say no, walk away, change the subject, say your parents would be mad if they found out, you don’t want to ruin your life, so no thanks) Also,

The younger you start using alcohol and drug the more likely you become addicted later in life.

If you take Prescription Pills that are not prescribed to you it can make you very sick and if you mix alcohol with Prescription Pills this can led to death.

SAFE PLACE-----SAFE PLACE-----SAFE PLACE-----SAFE PLACE-----SAFE PLACE-----SAFE PLACE-----SP
Debriefing

Objective: Processing questions about the event.
1. First, thank the students for their good participation today.
2. Remind them that many agencies and volunteers made this day possible because of the concern they have for them and their families. Over 50 agencies and 220 volunteers worked for one year to bring The Drug Store Project to them.
3. Process questions:
   • How did you feel when someone you might have known was arrested?
   • How did you feel when you saw this individual partying?
   • Did you think the portrayal of what could happen to you if you used drugs was realistic?
   • Is it important to you that your parents are proud of you?
   • How do you think your parents would feel if they found out you were using drugs?
   • Would they be disappointed?
   • If you, or someone you know, have a problem with alcohol or other drugs, where could you go for help?
   • What was your overall impression of the day?
   • Do you feel 6th graders next year would benefit from this program? Why?
4. Tell them that they will participate in a survey about their experience here today. Ask them to please give us their honest opinions. They will also have a visitation in their classes in the next few days from a counselor from Tahoe Youth & Family Services. They will be able to ask additional questions about the event with the team at that time.
5. They will receive a community bag when getting on the bus today to return to school. Inside the bag is a letter to their parent which acts as part of a homework assignment. Please stress with the kids that it is important that they share their experience of this event with their families tonight so their parents can take the online survey for themselves. It’s Lime Green.
6. Any questions?
The Drug Store  
Court Scene Script – 2016

Profile of Minor:  First Offence  
School: poor grades/attendance, some behavioral problems  
History of poly substance abuse

Charges:  
H/S 11351 (possession controlled substance/for sale), felony  
H/S 11350 (possession of controlled substance), misdemeanor  
PC 484 (petty theft of exhibit items), misdemeanor  
Substances: Oxycontin/Hx: Triple C + alcohol

Roles:  
Judge:  Hon. Suzanne Kingsbury  
Bailiff:  ______________________________________  
DDA:  ______________________________  
Public Defender:  ____________________________  
Minor:  1/________________________  
2/________________________  
3/________________________  
4/________________________  
5/________________________  
6/________________________  
7/________________________  
8/________________________  
9/________________________  
10/________________________

DIALOG

Bailiff:  “Remain seated and come to order!” The El Dorado County Superior Court is hereby in session,  
the Honorable Judge Suzanne Kingsbury presiding.

Judge:  The Court calls the case of ______________________ (minor’s name).  “Counsel: state your appearances.”

DA:  __________________________, for the People of the State of California.

PD:  __________________________, for the minor, who is present with, as required, a parent or guardian.

Judge:

You (the minor) are charged with one count of violating Health and Safety Code section 11351,  
possession of Oxycontin for sale, a felony, and additional misdemeanor counts of possession of  
Oxycontin, and petty theft, for theft of the exhibit items.  If those charges are found true, you face up to  
4 years and 6 months in custody, which could be served in a ranch or boot camp program, group home  
or in the El Dorado County Juvenile Treatment Center.  You should know that many of these places are  
ot in the South Lake Tahoe area.
Concerning these charges, you have a right to a trial, at which a judge would determine whether or not you committed these offenses. At trial, you would have a right to, through your attorney, question any witnesses called and you could bring your own witnesses and evidence to tell your side of the story. You would have the right to remain silent, so you cannot be forced to testify at any trial, but you could also choose to testify on your behalf. You have the right to an attorney, and one has been appointed to represent you. At the conclusion of these proceedings, the court will order your parents to pay for the cost of your attorney and for any expense to the county or state of housing you in custody.

Do you understand your rights?

Minor: “Yes”

Judge: What is the status of this matter?

Public Defender: Your honor, we have received the police and lab reports and I have met with the minor and his parents to go over them and to discuss the case. I’ve also spoken with the DA and I believe we are ready to go forward today.

Judge: Is there an offer from the District Attorney?

DA: Yes your honor. We’ve agreed to allow the minor to admit to one count of possession of a controlled substance and to the petty theft.

Judge (addressing minor): Is that what you are prepared to do today?

Minor: Yes your honor.

Judge: Mr. DA, please state the proposed factual basis for the plea.

DA: Your honor, this occurred at the community college while on a field trip. The minor and other students were participating in the Drug Store project. During that event, the minor stole Oxycontin that was on display. When caught, the minor admitted that he/she was planning to share the drug with friends at an up-coming party. Also, when arrested, the minor had been drinking alcohol, which was confirmed by testing. Also, although not ill, the minor had an open bottle of over-the-counter cold medication clearly intended for Triple-C abuse that was found when he/she was searched after arrest.

Judge: Does your client agree with that as a factual basis for the admission?

PD: Yes, your honor, and we’ve specifically discussed that, in the eyes of the law, giving away a controlled substance is the same as selling it. My client also has been informed that, even under this plea agreement, his potential time in custody is still well over one year.

Judge: “___________ (minor’s name), do you admit that you were in possession of Oxycontin, and that you also stole that drug.

Minor: “Yes”

Judge: Does counsel concur in the admission?
PD: Yes your honor. And we have also received and reviewed with the minor and his parents the probation department’s written report and recommendation for this case, and we are prepared to proceed to disposition.

Judge: Very well, the District Attorney’s position?

DA: Yes your honor. We also received Probation’s report, which considered the circumstances of the offense, the minor’s history of drug abuse and his behavior at school, at home and in the community. Although this is the minor’s first case, at the time he/she was arrested, there was clear evidence of prior involvement with drug abuse. Specifically, the minor was using alcohol, despite it being in the morning, and was in possession of a Triple-C medication, plus he/she admitted that they planned to share the drugs that were stolen at a later party. The parents also report issues with drug and alcohol abuse which, so far, have not been treated. All this suggests a larger, and very serious, problem, especially when considering that the minor’s attendance at school and grades are terrible. This whole problem of kids getting alcohol, drugs or over-the-counter drugs such as Triple-C meds, sometimes even stealing them from their parents, and then using and sharing them is becoming extremely serious locally, and it is putting these kids at risk of causing themselves very serious and permanent harm if not death. Some time away from friends and family will no doubt get the minor’s attention, and the services he/she will receive while in locked up away from these substances should be helpful. We recommend the 60-day in custody substance abuse treatment program at the Juvenile Treatment Center, and the usual terms of probation for these cases, including testing, continuing counseling and search and seizure. Submitted your honor.

Judge: Mr. /Ms. ________________ (PD), your position?

PD: After discussing this situation with the minor and his parents, I believe we have the minor’s attention. More time in the Juvenile Treatment Center or anywhere else is not necessary. The minor and his parents would like to see him/her involved in outpatient counseling. As you know, he/she is interested in sports and any custody will disrupt that. The minor has promised to attend school regularly and to get his/her grades back on track and to work hard to successfully complete probation. Matter is submitted your honor.

Judge:

The court notes the positions of the parties. I have also reviewed the same probation report. I am prepared to proceed. Please have the minor stand.

It is the order of this Court that the minor is to be a ward of the court, with primary responsibility for the custody and care of the minor to be transferred from the parents to the El Dorado County Probation Department, although the minor will be allowed to live in the home of the parents except as I will otherwise order now.

You are placed on formal probation for a period to be determined by the Court, but which is typically at least one year. Your probation terms are as follows:

1. You will obey all laws and the directions of this Court, your probation officers, your parents and school authorities.
2. You are to go into custody forthwith, meaning immediately, and to complete the 60-day substance abuse program at the Juvenile Treatment Program. You are to follow all of the rules and directions of the program and of the facility while in custody.

3. You are to attend school, complying with all school rules of conduct, with no unexcused absences or tardies.

4. You are subject to search and seizure of your person, residence and possessions at any time of the day or night, with or without warrant or cause, by any peace or probation officer.

5. You are to submit to testing of your blood, breath or urine at any time at the request of any peace or probation officer.

6. You will continue with drug abuse counseling after you have finished the in-custody program.

7. You must be in your residence, unless with a parent or guardian, between the hours of 8 PM and 6 AM every day.

8. You will not knowingly associate with any person on probation or parole.

9. You will not possess or use alcohol, marijuana, or any controlled substance. You may not use or have any over-the-counter medication without the permission of your probation officer or physician.

Deputy, please take the minor into custody for delivery to the Juvenile Treatment Center.

(Bailiff takes minor into custody and leaves room)
EMERGENCY DEPARTMENT-DIRECTIONS FOR LTCC SOUND TECHNICIAN

- Once the kids have filed in and are seated, the sound technician darkens the theater.

- Sound technician reads the script into the microphone slowly once all of the kids have been seated

**Script:**

Barton Hospital-this is Medic 4

We’re en-route from the scene of a party with a teen

Approximately 13 years of age

Ingested unknown type of pills

Full arrest at the scene and CPR in progress

Coming Code 3

ETA-1 minute

- At the end of the script, sound technician slowly brings the spotlight up on the gurney as the paramedics come down the aisle with the victim.

- Barton ER staff tries to resuscitate victim.

- When the doctor pronounces the kid dead and asks to speak to parents, sound technician dims lights on gurney and spots the chairs on the right while the dr talks to the parents.

- When the parent asks to see the kid, the sound technician spots the gurney again while the parent grieves over the child.

- Once the parent has been lead out and the victim is wheeled out on the gurney, the sound technician brings up the house lights so that the dr can talk to the audience.

- House lights stay up until the next group of kids is seated, then start all over again
DRUG STORE EQUIPMENT
EMERGENCY DEPARTMENT SCENARIO

Jeff to gather and have delivered to LTCC Theater at ~ 2:00 pm the day before the scheduled Drug Store Project:

Portable oxygen tank
Portable suction (I have tubing)
Crash Cart
Defibrillator with rhythm simulator
EKG pads
Extension cord
Step stool
Gurney with IV pole
Duct tape (for Tamara to use to hang Barton banner over gurney and to hang hallway sheet)

Kathy has gathered and will take out to Jeff’s office this week:

3 bed sheets (2 for gurney; 1 for Tamara to hang in doorway of back hallway to hide medics and victim while kids are filing into theater)
Pillow with pillowcase
3 IV bags with tubing
Medications
Laryngoscope
ET tube
Ambu bag
Suction tubing
Barton Banner
Funeral Script

WE ARE ALL GATHERED HERE TODAY BECAUSE OF THE TRAGIC DEATH OF

____________________________________________

FROM THE MOMENT WE FIRST HEARD OF

____________________________________________

DEATH, OUR HEARTS BEGAN TO ACHE, AND A THOUSAND QUESTIONS CAME INTO OUR MINDS. WHY? WHY DID THIS HAPPEN? WHY WASN'T SOMEONE THERE TO STOP THIS? WHY DIDN'T WE SEE THIS COMING? WHY? WHY? WHY? WE MAY NEVER KNOW WHY. WE MAY NEVER KNOW WHY SOME PEOPLE MAKE THE CHOICES THAT THEY DO. I AM SURE THAT MANY OF US HERE TODAY MAY BE TEMPTED TO MAKE SOME OF THOSE SAME CHOICES. BUT WE STILL HAVE A CHOICE. WHAT WILL WE DO WITH THE CHOICES WE HAVE? TODAY WE COME HERE TO SHARE OUR SORROW. TO REMEMBER

____________________________________________

AND TO FIND STRENGTH IN EACH OTHER, TO HELP EACH OTHER SIFT THROUGH OUR FEELINGS AND EMOTIONS. TO HELP EACH OTHER MAKE THE MOST OF EVERY DAY OF LIFE WE HAVE BEEN GIVEN ON THIS EARTH.

ONE OF THE MOST PRECIOUS GIFTS ANY PARENT CAN GIVE A CHILD IS THE GIFT OF FREEDOM. WE KNOW EVEN AS WE EXTEND THIS GIFT OF FREEDOM THAT WE ARE EXPOSING OUR CHILDREN TO DANGERS. YET WE CANNOT ALWAYS KEEP THEM SAFE, WE CANNOT ALWAYS MAKE THE RIGHT CHOICES FOR THEM. WE MUST GIVE THEM THAT FREEDOM, BELIEVING THAT THEY WILL MAKE THE RIGHT CHOICES. BUT WE LIVE IN A WORLD WHERE PEOPLE MAKE
WRONG CHOICES, AND DEATH IS THE RESULT. AND BECAUSE THERE IS DEATH, THERE ARE AMBULANCES, HOSPITALS, TEARS, FUNERALS, CEMETERIES AND BROKENHEARTS.

AND SO WE COME HERE TODAY TO LAY TO REST THE BODY OF

______________________________

WE COME HERE TO REMEMBER A FRIEND, A SON/DAUGHTER.

BUT THIS IS ALSO A TIME TO LOOK AT OUR OWN LIFE. TO SEE HOW PRECIOUS LIFE IS. TO MAKE EACH DAY THAT WE HAVE ON THE FACE OF THIS EARTH COUNT, AND TO REACH OUT AND HELP THOSE AROUND US TO MAKE THE RIGHT CHOICES. MAY WE LIVE EACH DAY WITH THE STRENGTH TO HELP MAKE A DIFFERENCE IN SOMEONES LIFE. “”POEM”” “”LET US TAKE A MOMENT OF SILENCE TO REMEMBER:

______________________________

(Have grieving parent speak here. Then have children go by casket to pay their last respects).

(Have children take a seat again).

NOW YOU MAY BE WONDERING WHY WE HAD A MIRROR IN THE COFFIN AS YOU PASSED BY. THE MIRROR IS THERE TO SAY “DON'T LET THIS BE YOU! DON'T LET THIS BE WHAT YOUR FAMILY AND FRIENDS HAVE TO COME TO TERMS WITH.”

“Choices, What are Yours?”
Gateway Drugs Vignette

Define Gateway

- A gateway is an opening that can lead in many directions, many paths emerge.
- Tobacco, Alcohol, Marijuana are the three gateway drugs.
- If these are used, you are more likely to try/use other drugs. Studies show that 90% of people who have ever tried cocaine used all 3 gateway drugs before. More than 50% followed the progression of cigarettes…alcohol…marijuana…cocaine
- The earlier you start, more likely to use other drugs AND more likely to develop dependence.
- Because tobacco and alcohol are legal for adults, there is a false belief that it must cause fewer problems. But alcohol and tobacco cause huge problems. As a matter of fact, alcohol kills more underage drinkers than all other drugs combined. Tobacco kills the most overall- 1200/day.

Let’s look at each separately.

Tobacco

- Is a plant (cigarettes, pipe tobacco, chew)
- Contains over 4000 chemicals, 69 of which are carcinogenic.
- 40% tobacco, 60% other additives (Show ingredient bucket)
- In US, 5000 people your age try tobacco first time each day. 3000 become regular smokers. Why? Nicotine is addictive drug (physically, mentally) (Show tar jar, healthy and diseased lungs)

Alcohol

- Active ingredient- ethanol
- Ethanol works much like ether, anesthetic to put brain to sleep
- Central nervous system depressant
- #1 drug used by teens
- At least 50% of all car crashes, suicides, drownings, crimes of violence, unplanned sex, worsening school performance, other trauma—alcohol.
- At least 25% of all hospital visits in US- alcohol. (Activity Sheet- rates)
- (Show healthy and diseased livers)
- Define binge- 5+ boys, 4+ girls in one sitting
- Alcohol poisoning kills by: Causing unconscious victim to choke on vomit Hypothermia Cardiac Arrest Depress respiratory system Brain damage
- Don’t let friends “sleep it off”. Alcohol levels continue to rise after stop drinking.
- Alcohol can be a matter of life or death.
Marijuana
- Main ingredient- THC- tetrahydrocannabinol
- 400 chemicals, many cause lung cancer
- Major gateway to other drugs, form “habit” of smoking with tobacco, then marijuana, then meth
- Tolerance is built
- Lack of concentration, motivation

OTC/Prescription Drugs
- Some think they are safe because the came from the store or doctor
- Issues: access (medicine cabinets, internet, TV ads)
- 1 in 5 teens- vicodin (addictive narcotic pain reliever)
- 1 in 10 teens- oxycontin
- 1 in 10 teens- Ritalin
- We are not talking about kids mistakenly taking the wrong dose, we are talking about drug abuse
- Increases blood pressure, heart rate, organ damage, addiction, difficulty breathing, seizures, death in some cases.
- Problem: we are all becoming more familiar with lots of drugs (show ads)
“Please take the time to think about all the people who you love and who love you. Your choices affect everyone in your life. You are too important and too valuable to take the chance a person takes when they use drugs.”
Grieving Parent Script for Funeral Scene

_Drug Store '99_

By Judy Mikesell

- I wish we were anywhere else today.

- My heart is breaking......

- Just a few days ago we were sitting at home, eating dinner, and (he/she) was teasing me about being such a “worrier”.

- I keep thinking back to when he was a baby, laughing and holding my hand. And a little older, playing outside.

- Sitting in my lap while I read bedtime stories, tucking (him/her) in bed, kissing (him/her) goodnight.

- And having him jump into bed with his Dad and I when he'd have a nightmare.

-*** At least when (he/she) was little I could keep him safe.

- We were so proud of him as he grew up, playing ____________

- But now the nightmare is ours, and it won’t go away.

- Now I go in (his/her) room, thinking I’ll see him, and (he’s/she’s) not there.

- I can’t believe he’ll never be there again, or graduate from school, or have a family.

- I just can’t believe it.........
Grieving Parent Script for Funeral Scene

*Drug Store '99*

By Judy Mikesell

- I wish we were anywhere else today.

- My heart is breaking......

- Just a few days ago we were sitting at home, eating dinner, and (he/she) was teasing me about being such a "worrier".

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- Sitting in my lap while I read bedtime stories, tucking (him/her) in bed, kissing (him/her) goodnight.

- And having him jump into bed with his Dad and I when he'd have a nightmare.

*** At least when (he/she) was little I could keep him safe.

- We were so proud of him as he grew up, playing ____________

- But now the nightmare is ours, and it won't go away.

- Now I go in (his/her) room, thinking I'll see him, and (he's/she's) not there.

- I can't believe he'll never be there again, or graduate from school, or have a family.

- I just can't believe it..........
Probation/ Juvenile Hall Vignette

Juveniles are instructed to sit down and not talk.

Juvenile suspect brought in handcuffed

Juvenile suspect patted down for security purposes

Modified booking process is completed to include asking questions from medical questionnaire.

Explain to group strip search/shower process

Suspect placed in cell with roommate.

Juvenile hall rules are explained to include:

Telephone calls to parents only/ 2 per week
No snacks when wanted
No Playstations/ Wii/ X-Box/
Room Confinement/ Modified R/ Special/ 2 hours TV/Recreation time per day
Mandatory attendance in school
Toilet Paper
Living with roommate
Shower process
Clothing issue/ wearing of others clean clothing/ underwear demonstration
Visitation
Food Service/ sandwiches every day/ no special requests
Visitation/ 2 xs per week
Large muscle exercise
Court process/ 48 hours to appear before Judge
Friday booking/ Means Tuesday Court
Meals in room
Disciplinary Programs
Length of time that could be spent in Juvenile Hall

Probation Status

What it means to be on probation
Restrictions to lifestyle
Curfew
UA testing
Search/Seizure
Limited Travel/ Crossing state lines without permission
No Contact Orders
Limitation in clothing/ IE: no gang colors if condition exists

This list is typically covered in the time allotted. However, circumstances dictate the amount of material covered. At the conclusion of the presentation students have approximately 1-1/2 – 2 minutes for questions.
Vignette Liaison and Timer Job Tasks

The responsibilities of the liaison and timer are to help move students along quickly from one vignette to another. Students will have a school staff person present in the group for behavior purposes. If for any reason you see something the staff person is not aware of, please tell them. If you feel a student should not continue to participate, contact Lisa Huard via the Command Post.

The Liaison (Walkie-talkie) Please report directly to your assigned Vignette.

You will be the communications person for any needs between the group and the command post.

In general: There will be an individual (at the command post) who is directing the overall timing and will communicate to everyone via the walkie-talkies that is carried by you, the vignette liaison. If an emergency arises, or a student needs to be removed, you will need to communicate this to the command post.

Reminders:
- The On / Off button is the top center button. You need to push down hard for it to activate.
- Channel selections are the two buttons to the left. Please make sure it’s on Channel 3.
- Your Volume selections are the two buttons to the right. Make sure you can hear it!

To Use the Walkie-Talkie: Press the button down firmly and say:
1. State your Full Name and who you are trying to reach followed by, over example: Joe Schmoe to Lisa Huard, over.
2. Wait for the individual to respond to you example: This is Lisa, go ahead Joe, over.
3. I am at “give your location” and what you need. example: I am at the pharmacy vignette and Little Jimmy isn’t able to participate well. Could you please send an escort? over.

The Timer: (please use your phone’s timer feature) Please meet group number at the busses you are assigned to out in the LTCC Parking lot.
- At “8” minutes, hold up the Red Card for the three-minute warning.
- At “11” minutes, turn the red card around to END.
There will be an individual (at the command post) who is directing the overall timing as close as possible and will communicate to everyone via the walkie-talkies that is carried by the Liaison at the Vignette. This is how we will begin our day.

Each vignette is to be 11 minutes in length. There will be 3 minutes to get to and seated in the next vignette. Make yourself “known” to the folks running the vignette as you enter, showing them your stopwatch. Make eye contact and smile!

In general:
As soon as the students are seated, please signal the actors to “begin” their vignette. It is important to give them the following signals towards the end of the time using your red card.

- 3 minutes left
- All Done!

This process needs to repeat at each of the vignettes.

**Special Note:** We will all be taking a quick snack break at a common time. At the conclusion of your 10:15 – 10:27 vignette, MOVE THE STUDENTS TO THEIR NEXT DESIGNATED VIGNETTE to have their snack. The break will be 10:30 – 10:42. That will be where water and a snack will be waiting for all. For the folks GOING INTO the Emergency and Funeral Scenes, break your kids outside the rooms in the foyer area of the theater. Please use the provided trash sack for all trash. Place the trash outside of the vignette. We will have runners come by to pick up the trash.

At the lunch break, it’s important to give everyone a 5-minute warning before the end of their assigned time. Being on time at each vignette is very important for the flow of traffic to work as best as possible.
The Liaison (Walkie-talkie) Please report directly to your assigned Vignette.

You will be the communications person for any needs between the group and the command post.

In general: There will be an individual (at the command post) who is directing the overall timing and will communicate to group escorts as needed via the walkie-talkies. Our goal is to have the least amount of “talking” over the walkie-talkies as possible to avoid disturbances.

If an emergency arises, or a student needs to be removed, you will need to communicate this to the command post.

Reminders:
- The On / Off button is the top center button. You need to push down hard for it to activate.
- Channel selections are the two buttons to the left. Please make sure it’s on Channel 3.
- Your Volume selections are the two buttons to the right. Make sure you can hear it!

To Use the Walkie-Talkie: Press the button down firmly and say:
1. State your Full Name and who you are trying to reach followed by, over.
   example: Joe Schmoe to Command Post, over.
2. Wait for an individual to respond to you. example: This is Lisa, go ahead Joe, over.
3. I am at “give your location” and what you need.
   example: I am at the pharmacy vignette and Little Jimmy isn’t able to participate well. Could you please send an escort? over.

Thank you for being here.
Your time and participation are greatly appreciated. Don’t forget to work in a lunch time for yourself. Lovely food is located in the cafeteria thanks for our friends at Harrah’s!
Military: Escort Duty

Location: Please report to the **LTCC parking lot** at 8:05 (or 10 minutes prior to a late group’s arrival). Busses should arrive shortly. Please organize your line positions hold up the sign for your group. You can drop the sign off at the Command Post when you come in that direction. If you greet a later group, please move them into the foyer of the theater area.

At the line once in command:

“Welcome to The Drug Store Project. I am ________________ of the (Military Branch) and I am here to be your escort throughout the day. I need everyone to follow these simple directions.

1. No talking allowed unless you are told you may. You will be moving from one scene to another and any noise created will disturb another scene.

2. You will not have a backpack, electronics, or other items with you during the day. All of that should have been left at school. If you have any in your possession, you will leave them in the college’s entrance.

3. No eating or drinking while the program is going on. You will be provided a quick break and snack time in the morning and you will enjoy a nice lunch in the college cafeteria.

4. If you need to use the restroom at a time other than our break, let me know and we will have an adult escort you.

5. You will form a single line when you get off the bus behind the person holding the sign for your group number. Your group number is on your name badge.

6. As we enter any “room” where we will be working, please remove your hats out of respect.

7. Your eyes are to be looking forward.

8. If you have any questions, you will raise your hand and wait to be called on.

9. Today is a very important day. Be sure to make the right choices so you can learn and enjoy your day. Anyone not choosing to participate will be escorted back to the school.

Note: We will be taking a quick snack break IN PLACE. At the conclusion of your 10:15 – 10:27 scene, Move forward to what your 10:45 – 10:57 location will be. There we will provide the snacks/water to all. Please place all trash in large garbage sack outside the location. For folks involved in the Emergency Room or Funeral Scene, please MOVE your youth to the hall areas and snack there.

A great way to hand out these snacks is to have two student/adult volunteers at the entrance to the room. One is handing out water, the other the snack as individuals enter your location!
The Drug Store Project
Overall Event Details

The theme carried by everyone should always be: Choices, what are yours? Here is the time to
discuss the good and bad consequences of one’s actions. All vignettes/stations should be 11 minutes
in their entirety.

- 8-minute presentation of your job task and how it relates to drug use in our community.
- 3-minute of question / answer time.

Station Displays

Station 1: Search & Rescue: EDSO, Room G3
Station 2: Bomb Squad: TDFPD Room G6
Station 3: Vaping, Room G5
Station 4: K9: SLTPD, Room G2B
Station 5: CALSTAR, Room D Commons
Station 6: Marijuana and the Brain, Room A250

Vignettes (main building)

Gateway Drug Class (A251) TYFS / South Tahoe Drug Free Coalition.
- Review of “Gateway” drugs. What they are and why they are called this.
- Review of “alcohol, tobacco, Marijuana as focus points”.

The Pharmacy (A208) (minimum of two law enforcement officers) SLTPD/EDSO. Team brings “drug
prop” that is stolen during the scene, Lisa has poster visuals.
- Emphasis: Drug experimentation / use and its consequences for the moment and for one’s
  future.
- Drug information to include alcohol, illegal possession/use of prescriptive / OTC drugs.

Juvenile Hall (A211) (minimum of two probation officers) El Dorado County Probation. Team brings
jail, toilet, and other visuals needed for scene.
- Emphasis: “Now you’re in my house.” Describing life in the hall, loss of freedoms, privacy etc.
  Please highlight and show: food, the booking process, under-ware, their daily schedule, etc.
- Life after Juv. Hall: drivers license, what they will write on job applications, responsibilities to
  probation.

Courtroom Scene (D108): (minimum: Judge, bailiff, Prosecutor, Defense Attorney,) El Dorado County
Superior Court and El Dorado Co. Sheriff’s. Bailiff brings court flag, gavel, etc.
- Please refer to the script.

Counseling Treatment Scene (E106): Tahoe Youth and Family Services. TYFS will bring items to look
like a counseling room.
- Please refer to the script developed by agency.

Party Scene (E100): (minimum: one law enforcement, two teams of EMTs) STHS Students, So. Lake
Tahoe Fire Dept., Lake Valley Fire Protection District, California Highway Patrol. Please refer to
script provided.
- Music and dancing will begin with STHS Students. The student actor will be instructed to fall
to the floor at two minutes. Lights go up.
• Law enforcement (one) and medic team enter the room. Law officer is speaking to the audience to get the actor’s name, phone number, etc. Officer gives information to dispatch. During this time, the medics are assessing the student-actor’s condition and getting them ready for transport. Please refer to script information provided. Medics leave with student on stretcher and goes to the emergency room.
• Law enforcement officer remains to discuss the consequences of the choice the actor made. Any extra time, can field questions from the audience.

Emergency Room (A255, ROOM CHANGE!): (minimum: doctor, two nurses, 3 teams of grieving parent/sibling) Barton Health. Barton will bring all items to simulate an emergency room scene.
• Audience enters first. Medical team is preparing for an arriving student.
• EMT and gurney patient will enter the room after the audience is seated.
• Actor dies in the scene. Doctor then speaks to the grieving parent/sibling team.
• Any remaining time: open up questions to the audience.

Funeral (F120): (minimum: pastor, mortuary owner, grieving parent/sibling. The actor is missing from this vignette - goes to debriefing room) McFarlane Mortuary, Rev. Orr. The casket will arrive on the set-up day.
• As audience enters music is playing, grieving parent / sibling is seated at the front. (3 minutes)
• Pastor performs a brief service. (4 minutes)
• Grieving parent speaks about the child. (2 minutes) Please refer to script information provided.
• Pastor invites audience to pay their last respects, music is playing. (2 minutes)
• Audience lines up to go to the debriefing.

My Story (L103)
• Individual shares her own experience with the students.

Debriefing (B103): (minimum: one law enforcement, one counselor, and the day’s actor) Please refer to the script.

Please keep in mind:
• All participants should have signed in at the Command Post in the Foyer.
• There will be a total of 9 groups of students who will come through your activity.
• The groups will have a total of 40 people in them and space may be tight at times. Be grateful the kids haven’t been running the mile!
• Each group will be with you for only 11-minutes. I can’t emphasize enough the importance of “time on task” and keeping their attention. I really do love this age!
• Any individual not in their agency uniform should wear the DSP name tag that is provided at the Command Post.
  o Roaming Counselors will be in yellow t-shirts and are within each student group.
• Within each group are:
  a. A California National Guard/Naval Air Station Fallon who is the main escort.
  b. School staff are responsible for behavior.
  c. A Timer who will signal to you when you have:
     1. Three-minutes remaining. They will show a red card.
     2. They will then signal you to end your presentation.

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d. A **Liaison** will be the communications person for any needs between you and the command post.

e. An **Actor Supervisor** who will escort the “actor” to the next vignette.

f. **Student Supervisors** who will assist with the groups.

- The cafeteria does have food so plan when you can grab something to eat.

  a. 7:15ish – 10:00-ish will be coffee and breakfast items (snack type) available in the cafeteria.

  b. There will be a snack and water provided at your station during the “common break”.

  c. 11:15 AM – 1:45 PM is student / adult lunch. (Wonderful lunch with munchies by Harrah’s!)

Please, if you need anything, locate an individual with a walkie-talkie. They will communicate with the Command Post.

Thank you for making this program idea a reality.
(STHS students should be at LTCC signing in at the command post by 8:00 AM)
Individuals reporting to E100 by ___:____ AM: STHS Students, Officer, and EMTs
The Officer will rehearse the scene with the STHS participants. STHS students are the speaking actors.

**Props:**
Furniture, beer cans, bowl of candies, cleaned out cough syrup bottle, prescription bottle, glass beer bottles filled with water down coffee

The 6th grade actor will arrive 2-3 minutes ahead of their group. Kendra will give directions to the 6th grade student. Speaking actors: REMEMBER to speak clearly and slowly.

*Don't forget to breathe if your nervous it only lasts for 8-10 minutes for acting. There is someone in the back keeping up with the time.*

(Other party with a blue tooth speaker)
Room is divided into three “sections”. Section 1 includes a speaker playing music, actors dancing, etc. Section 2 has a couch/floor lamp where three actors and 6th grade actor will be. Section 3 is behind section 2, actors talking to each other and dancing. There are beer cans around.

**Actors could act drunk, tipsy, or sober.**
A student group (35 students) will enter into party scene with music and dancing going on. After one-minute, music is turned down, but actors continue to create the “party scene” silently. **STHS students** are dancing. Kendra, Ian, Miguel, and Elijah are at the couch area with 6th grade actor watching and listening to the music. Elijah sits next to the 6th grade actor.

**Kendra to 6th grade actor:** “Hey kid, I heard you were in Juvey, Is that true?”

6th grade actor to Kendra “Yea.” (looking uncomfortable.)

“Elijah, Ian, and Kendra”: laugh out loud.

**Ian to 6th grade actor:** “That’s bullshit. Good thing Miguel’s parents are gone. We can do whatever we want.” (Anyone can be the person holding the party)

**Kendra:** (Reaches into their pocket and pulls out a prescription bottle. Shakes them playfully at the others.) “I was in my sister’s room after school and found these in her bedroom.”

**Ian to Kendra:** “Ohhh, what are those?”

**Kendra:** “Its Molly, She has this stuff lying around. She had a bunch of Acid tablets too.

**Elijah:** “What’s that?”

**Kendra:** “You know, Ecstasy? She’ll never miss this stuff.”

Elijah has a bowl of pills and Kendra pours them into the bowl.

**Kendra** says to the 6th grade student, “Here, try some of these.”

(The 6th grade student should eat a couple).
Kendra: You take some too! *(Offers them to Miguel)*

Miguel: I can’t, I have a test tomorrow.

Elijah: That’s lame *(Reaches into their jacket and pulls out a bottle of alcohol. Smiles at the other two)* “This stuff tastes like crap, but it will give you a buzz.” They then hand the bottle to the 6th grade student and says, “Here, try this.” *(The student should pretend to take some)*

Ian, Elijah, and Kendra... laughter

Elijah: Come on don’t be a buzz kill *(Offers some to Miguel)*

Miguel: I really can’t, I don’t want to fail the test

Vanessa calls over to actors at the couch area: “Hey, come on over!”

All actors go over to the dance area, and begin dancing. During the time actors are dancing Actor 1 or 2 should say the 6th graders name, everyone else can yell out the name back. Actor 1 will wait approx. 30 seconds and they’ll tap the 6th grader on the shoulder. The 6th grader then collapses to the floor.

Elijah: “Oh shit, call 911.”

MK takes out her phone, walks to the side and pretends she is talking to 911 until law enforcement arrives.

Vanessa: “Crap, the cops are coming. RUN!!!!” The majority should run excluding Elijah, Ian, Kendra, Miguel, and Rebekah *(If you want to get “arrested” then stay.)*

Rebekah: Drops to the floor and shakes student slightly then says, “Hey dude, are your okay?”

Ian: “What happened?”

Rebekah: “Who is this kid anyway?”

Elijah: “His/Her name is ___________. He/She goes to the middle school.”

Enter paramedics and police officer. Paramedics take their equipment, etc. and start working on the 6th grade actor.

The Officer asks, “Who knows what happened?” Most of the kids deny, and move away.

Elijah steps forward: “He/she was hanging out with Ian and Rebekah” *(Elijah points to actors)*. “He/she came over to dance and then blacked out.”

Police Officer: “Were they using anything?”

Elijah: “I don’t know.”
Rebekah looks uncomfortable: “We were just partying.”

Officer: “The paramedics need to know what they took so they can help them. If something happens to him/her, you could be held responsible. They could die.

Kendra: “They’re going to find out anyway. We were taking some Molly and Ecstasy. We were drinking a little. We offered it and he/she took it.”

Scene continues with police officer writing information down, the actors looking very scared, and paramedics removing the 6th grade actor from the scene on the gurney.

Officer: “This kid is being transported to the hospital. Their parents are going to be notified.”

The scene continues with someone getting arrested.
Scene Ends
Station 1: Pharmacy

(11- minute presentation total: using 7 minutes for the actual scene, 2 minutes to rotate kids through the “display” followed by the “minor” being arrested. Remaining time for reminding students that “The Choice of using or not using is yours. What will you choose?”

Outline

Scenario: Officers remind students that “A drug by definition is anything that changes the way the mind and/or body works”. Aside from the “Gateway” drugs that were discussed in the previous session they then talk to students about the types of drugs that officers are seeing in their community and schools. Consequences of illegal possession, possession for sale, and theft are discussed.

Drug Type: Prescription drugs such as Oxycotin and Vicodin, the drug classification and how they affect the mind/body. The dangers of using these or any drugs that are not specifically prescribed for you. The dangers of combining any drugs.

Roles: Narcotic Agents

Minor

I. Introduction
   ➢ Discussion of the drug problem in the community/schools
   ➢ Today’s focus will be Oxycotin and Vicodin
   ➢ Harmful effects
   ➢ Consequences of abusing these drugs, possession and possession for sale are discussed.

II. Arrest
   ➢ Students are invited up to the front where “drugs” will be displayed
   ➢ Students are told that the drugs in front are real
   ➢ Consequences of possessing these drugs are reinforced and students are told not to touch the drugs.
   ➢ Role Player takes the drugs
   ➢ Officers identify the student who has stolen the drugs
   ➢ Role Player is arrested in front of their peers
   ➢ As the role player is being led out of the room, officers reinforce the consequences of the role players actions

III. Q&A
   Students rotate to next station…..
Roaming Counselor

When you sign in at the Command Post prior to the event beginning, please also pick up and wear the designated “Counselor” t-shirt we have prepared. You can return it at the end of the day.

You can then meet your group as assigned in the LTCC Parking lot. Military will be holding a sign with identified group numbers.

Thank you in advance for doing this task. Your goal is to help keep an emotional eye on all of the participants in your group, including the adults, during our event.

We will provide a “Safe Room” if an individual needs your private assistance.

Please make sure that you contact the Command Post directly should you need to do so.

Thank you again for your dedication to our youth.
Static Display Area
Instructions

Again, thank you so much for being here. Your time and energy is greatly appreciated.

Reminders:
- Please remember to **sign in at the Command Post**. I want to be able to thank each person individually following our event.

- Students will rotate in the static display area according to the schedule. Our motto throughout the event is **“Choices, What are Yours?”** Please include this in your information.

- Please provide an 8-minute presentation about the job you hold and how it relates to drug use / abuse in our community, and allow a 3-minute question and answer time for the students. They will have many I assure you!

- Each group has a “Timer” in it to help you stay on track. They have a RED/GREEN paper. They will flash the green when you are at 8-minutes, then red when your section must end.

At all times:
- Appropriate student behavior is a must. If you feel you are not getting it, please refer the student to the adults accompanying the group. We have some students with disabilities and often times simply having them next to the teacher eliminates the behavior. Otherwise behavior supervision is not your job.
- Enjoy yourself. You are doing a great thing for kids. If today we affect just one, we’ve done an excellent job and perhaps saved one life. That’s a lot.

The Static Display areas represented this year are:
- Search & Rescue
- Bomb Squad
- Vaping
- SLTPD K9 Unit
- CALSTAR
- Marijuana and the Brain

Thank you again.
Again, thank you so much for being here. Your time and energy is greatly appreciated.

Reminders:

- Please remember to sign in at the Command Post. I want to be able to thank each person individually following our event.

- Students will rotate throughout the event according to the schedule. Our motto throughout the event is “Choices, What are Yours?” Please include this in your information.

- Each scene is a total of 11-minutes in length.

- Each group has a “Timer” in it to help you stay on track. They have a RED/GREEN paper. They will flash the green when you are at 8-minutes, then red when your section has to end.

At all times:

- Appropriate student behavior is a must. If you feel you are not getting it, please refer the student to the adults accompanying the group. We have some students with disabilities and often times simply having them next to the teacher eliminates the behavior. Otherwise behavior supervision is not your job.

- Enjoy yourself. You are doing a great thing for kids. If today we affect just one, we’ve done an excellent job and perhaps saved one life. That’s a lot.

Thank you again.
The Drug Store Project

**Student Supervisor**

Please meet your group as assigned in the LTCC Parking lot. Military personnel will be holding a sign with identified group numbers.

Thank you in advance for doing this task. Your goal is to help the group of students throughout the day in maintaining their excellent behavior and manors.

You are an added presence for our youth and being a part of this event sends the message to our kids that they are cared about.

Within each group is a teacher from their school site. It is the teacher who is the disciplinarian, should that be needed. Please know that in the many previous years of this event, only one child has had to be sent back to the school campus that day. Your military escort provides the presence needed for students following directions.

If you will just make sure that you as an adult are **dispersed among the kids** in your group, that would be most helpful.

Thank you again for your dedication to our youth.
The Drug Store Project

The Timer

Please meet your group as assigned in the LTCC Parking lot. CNG will be holding a sign with identified group numbers.

Thank you in advance for doing this task. Your goal is to help us to stay on time AS BEST AS POSSIBLE. We have a plan, but adjust as needed! Each vignette is to be 11 minutes in length. There will be 3 minutes to get to and seated in the next vignette. Make yourself “known” to the folks running the vignette as you enter, showing them your stopwatch and sheets. Make eye contact and smile!

Using your smart phone you can set it for 11 minutes. When it hits 3 minutes left, simply hold up the sign to indicate so. When the 11 minutes is completed, simply hold up the sign to indicate so.

There will be an individual (at the command post) who is directing the overall timing as close as possible and will communicate to everyone via the walkie-talkies that is carried by the Liaison at the Vignette. This is how we will begin our day.

In general:
As soon as the students are seated, please signal the actors to “begin” their vignette. It is important to give them the following signals towards the end of the time using your red card.

- 3 minutes left
- All Done!

This process needs to repeat at each of the vignettes.

Thank you again for your dedication to our youth.