

Substance Use Awareness & Safety

Facilitator Guide





AUBURN UNIVERSITY

HARRISON COLLEGE
OF PHARMACY

Dear Facilitator,

Thank you for your commitment to educating students about the risks of substance use and supporting safe, healthy decision-making. This facilitator guide was developed in accordance with the Price Hornsby Act (Alabama House Bill 280), which mandates age-appropriate, evidence-informed instruction on drug misuse and addiction for students in grades 6–12. Our goal is to provide a flexible and engaging resource that empowers presenters to lead meaningful discussions with students across Alabama.

To make the presentation easier to deliver and more engaging for both you and your audience, we are offering a sample script pages. Instead of lengthy, word-for-word dialogue, you will find each topic presented as a bulleted list of key points, phrases, or prompts—followed by two suggested examples of presenter commentary. This format allows you to bring in your own voice, stories, and experiences while staying grounded in accurate, impactful information. We hope this update helps reduce reliance on reading directly from a script and makes room for natural interaction with students.

If you have questions or would like additional guidance as you prepare, our team is always here to help. Thank you again for your partnership in this vital work.

Sincerely,

The COACH Team



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Sample Script

Medication vs Drug

- Over-the-counter (OTC) medications
- Prescription medications
- Illegal (Illicit) drugs
- Vaping
- Alcohol
- Energy Drinks
- “Gas Station” drugs

2

Key Talking Points:

- OTC meds: Tylenol, ibuprofen, safe if used as directed
- Prescription meds: doctor-ordered, not to be shared
- Illicit drugs: heroin, methamphetamine, cocaine, fentanyl
- Vaping dangers: hidden substances like fentanyl
- Alcohol: legal ≠ safe; risks increase with age/mixing
- Energy drinks: high caffeine; more than soda

Presenter Commentary Examples:

- "Can anyone give an example of an over-the-counter medication you've seen at home?"
 - Pause and engage responses - this makes it interactive and sets a safe tone for discussion.
- "Some people think vaping is safe, but we know it can contain harmful drugs like fentanyl — and you can't tell just by looking at it."
 - Use this to introduce the seriousness of hidden substances.

Sample Script

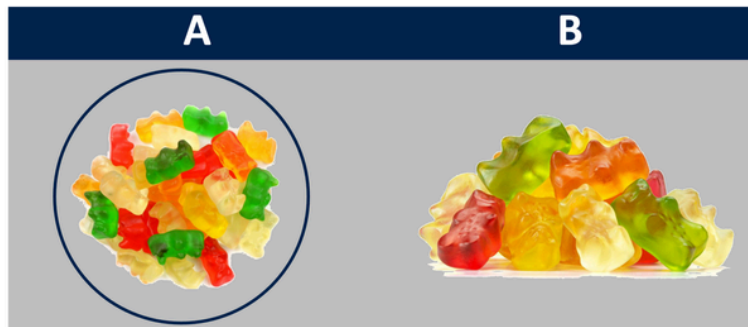
Gummy bear candy or dangerous illegal gummies?

Which is the real candy?



3

A = Gummy bear candy



4

Key Talking Points:

- Drug dealers disguise drugs to look like candy
- Example: real vs. drug-laced gummy bears
- Interactive activity: ask students to guess
- Visual learning: reveal correct answer on next slide
- Builds awareness without fear

Presenter Commentary Examples:

- “Raise your hand – who thinks these are the real gummy bears? Let’s find out together.”
- “Dealers want these to look like treats. That’s what makes them so dangerous – they’re tricky on purpose.”

Sample Script

Rainbow fentanyl or candy?

Which is the real candy?



5

B = Candy



6

Key Talking Points:

- Candy vs. fentanyl
- Law enforcement image: real example
- Colorful drugs attract kids
- Importance of packaging and visual cues
- “Don’t accept unwrapped candy”

Presenter Commentary Examples:

- “Raise your hand – who thinks these are the real gummy bears? Let’s find out together.”
- “Dealers want these to look like treats. That’s what makes them so dangerous – they’re tricky on purpose.”

Sample Script

Similar packaging

Candy with Drugs



Vape Pens with Drugs



Key Talking Points:

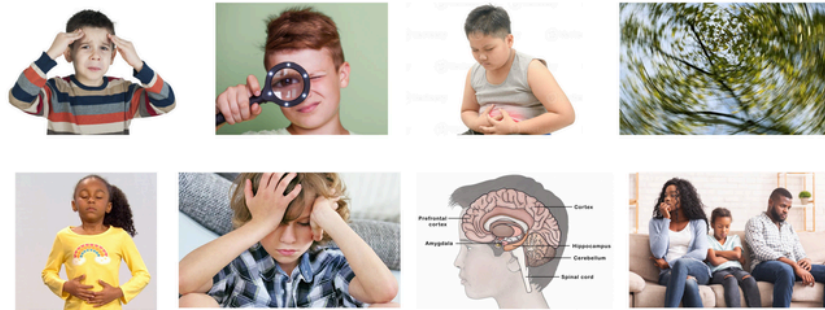
- Candy look-a-likes: Nerds, Stoney Patch, Cotton Candy
- Packaging almost identical
- Drug information in tiny print or hidden
- Marijuana leaves on altered items
- Vape pens can contain hidden substances

Presenter Commentary Examples:

- “At first glance, this looks just like a Butterfinger or cereal box — but it’s not.”
- “One vape could contain anything — methamphetamine, fentanyl, you name it. There’s no way to tell.”

Sample Script

What can drugs do to your body?



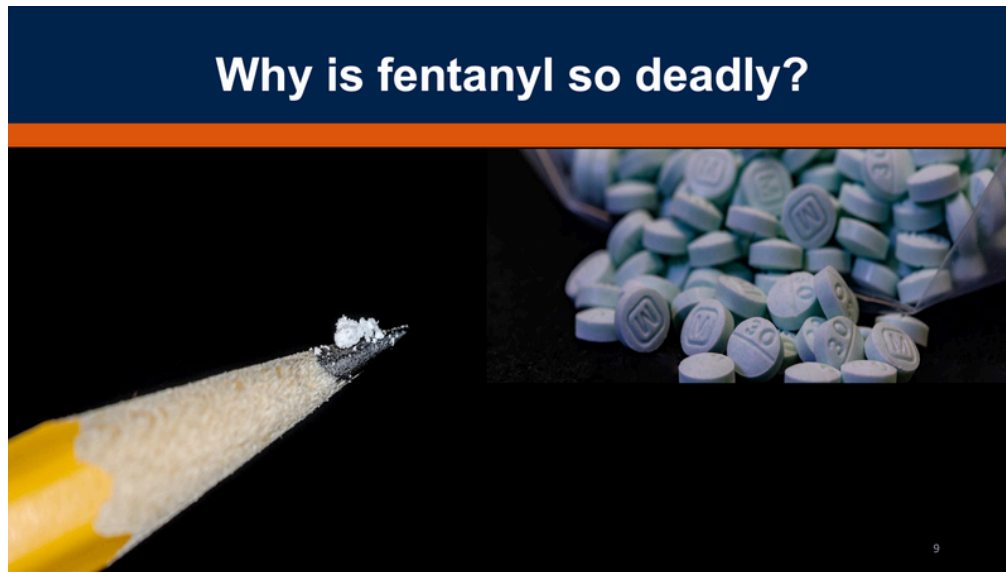
Key Talking Points:

- Confusion, blurry vision, dizziness
- Stomach pain, nausea, vomiting
- Trouble breathing = life-threatening
- Brain development ends around age 25
- Drugs = poor decision-making

Presenter Commentary Examples:

- “If your brain can’t make good decisions, even one choice could be dangerous.”
- “Imagine your family sitting on that couch — missing you because of one bad pill.”

Sample Script



Key Talking Points:

- Tiny amount can kill (visual: pencil tip)
- Street pills may contain unpredictable doses
- No way to know how much is in a pill
- One pill = fatal, even for an adult
- Danger isn't visible

Presenter Commentary Examples:

- “That tiny speck on the pencil tip — that’s enough to kill an adult. Imagine how risky that makes any pill from the street.”
- “Even if your friend tries it and is fine, the next pill might not be the same — it’s a gamble every time. Don’t take that risk!”

Sample Script

Pharmaceutical versus illegal drug lab



Key Talking Points:

- Pharmaceutical labs = clean, precise, regulated
- Illegal drug labs = dirty, unregulated
- Backyard pills vary in strength
- Machines vs. guesswork
- Unsafe, unpredictable ingredients

Presenter Commentary Examples:

- “Medicine made in a lab is carefully measured. Backyard drugs? You never know what’s in them — or how strong they are.”
- “Just because a pill looks normal doesn’t mean it’s safe. It could contain way more than your body can handle.”

Sample Script



11

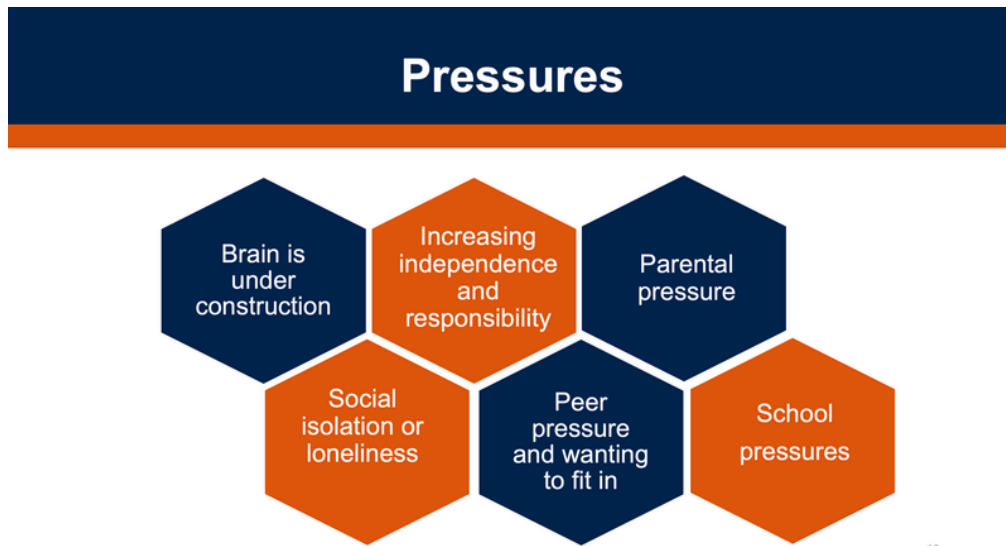
Key Talking Points:

- Alabama: on average 800+ overdose deaths/year
- Use audience size for comparison
- Stand/sit activity to show scale
- Engage visually and emotionally
- Reinforce seriousness without fear

Presenter Commentary Examples:

- “Look around this room. Now imagine three times this many people* — that’s how many Alabamians die each year from overdoses.”
 - *If group is around 250 students
- “If your school has 800 people, imagine losing everyone — staff, students, teachers — to overdose. That’s how big the problem is.”

Sample Script



Key Talking Points:

- School, sports, friends = stress
- Not all pressure is bad, but it builds over time
- Teens often look for relief
- Normalize stress as part of life
 - build/use effective, positive coping strategies
- Drugs ≠ healthy coping tool

Presenter Commentary Examples:

- Everyone has stress — it's normal. What matters is how we handle it."
- "You don't have to turn to drugs to feel better. There are safer, healthier ways to cope."

Sample Script

Avoiding drug and medication misuse

We all have different ways to release
“feel-good endorphins.”



NATURAL BOOSTERS



EXERCISE



LAUGHTER

13

Key Talking Points:

- Endorphins: body's natural feel-good chemicals
- Chocolate can boost mood
- Exercise: any movement helps
- Laughter = natural stress relief

Presenter Commentary Examples:

- “Did you know something as simple as laughing with a friend can actually help your brain feel better?”
- “Raise your hand if you like chocolate. Good news — it helps release endorphins, just like exercise or having fun.”

Obstacle Course



Obstacle Course Stations



Station 1:

Simulation
Goggles



Station 2:

Walk the Line



Station 3:

Cone Weave



Station 4:

Pick up & Write
your name



Station 5:

Catch

Key Talking Points:

- Interactive portion begins
- Use students + staff as volunteers
- Setup includes cones, ball, goggles, etc.
- Use hobbies for personal reflection later
- Download the facilitator video for guidance

Presenter Commentary Examples:

- “We’ll have some of you go through a course while wearing goggles that simulate being under the influence. Let’s see how it affects your performance.”
- “Before we start – what are some things you enjoy doing outside of school? You’ll think about how drugs might impact those activities afterward.”

Obstacle Course Activity Guide

Materials Needed

- 6 small plastic cones
- Gaffer's tape
- Table/school desk
- White board
- Dry erase marker
- Whiteboard eraser
- Ball (soccer/volleyball sized)
- Impairment simulation goggles
 - can also use regular clear goggles with Vaseline inside to obstruct view
- 6 Adult volunteers to guide students (through each station)

Example Configuration

Arrange as space allows

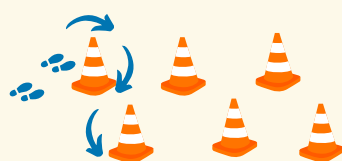
Volunteer
(hand out and
collect goggles)



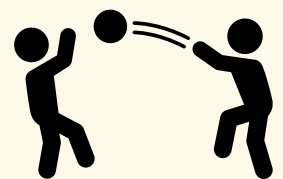
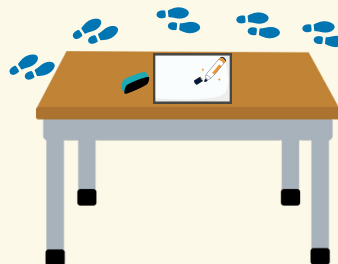
Volunteer



Volunteer



Volunteer



Volunteer



Volunteer
(walk with participants)

Obstacle Course Activity Guide

1

Walk the line

Walk in a straight line along the tape.



2

Walk around the cones

Weave around the outside of each cone.



3

Write your name

Write your name on the whiteboard and show the audience. Erase the board.



4

Catch the ball

Catch a ball and throw it back.



5

Repeat with goggles

Do it all again with impairment simulation goggles.



Obstacle Course

General Tips

Before the Obstacle Course

- Let participants know in advance they'll be involved.
- Choose students who are confident but not disruptive.
- Avoid selecting participants who are pregnant, prone to dizziness, or motion sickness.
- Participants who wear glasses should remove them during the goggle portion.
- Learn students' hobbies (sports, arts, reading, etc.) — you'll refer to these afterward.

Obstacle Course Setup

Use these stations, spaced to allow safe movement:

1. Walk the Line
 - Place gaffer's tape in a straight line on the floor.
 - Have students walk heel-to-toe.
2. Weave the Cones
 - Set up cones in a zig-zag; instruct students to walk around the outside.
3. Write Your Name
 - Provide a whiteboard or sturdy desk/table and marker.
 - Ask students to write and then erase their name.
4. Catch and Throw a Ball
 - Toss a lightweight ball (soccer/volleyball size) from a safe distance.
5. Repeat All Tasks Wearing Simulation Goggles

Facilitator Guidance During Goggle Round

- Encourage students not to look down while walking.
- For cones, verbally guide them as needed — tripping is okay and expected.
- If using a chair for writing, ensure it is stable and does not roll or slide.
- Have a volunteer walk with participants for safety and encouragement.

Debrief & Reflection (Expectation vs. Reality)

Gather the group after all volunteers finish.

Ask:

- "How did the goggles affect your ability to do normal tasks?"
- "How would this level of impairment impact your ability to study, perform in sports, or stay safe?"

Use their own hobbies (shared earlier) to make the reflection more personal and meaningful.

Sample Script

Obstacle course follow-up

Expectation Versus Reality

16

Key Talking Points:

- Ask: How did you feel during the obstacle course?
- Relate their experiences back to school, work, or hobbies
- Connect struggle to real-world effects
- Emphasize drop in performance
- “High” does not mean harmless

Presenter Commentary Examples:

- “You like basketball — could you make a free throw like that? Probably not, right?”
- “A lot of people think being “high” won’t affect them — but you just saw how basic tasks were tough, and real life is even more complicated.”

Sample Script



Affects All Parts of Life

Key Talking Points:

- School: writing and focus impacted
- Sports: coordination + performance drop
- Friends: relationships may change
- Isolation risk from poor choices
- Drugs = big ripple effects

Presenter Commentary Examples:

- “Using drugs might push you into a new friend group — one that doesn’t have the same goals or support you the same way.”
- “If you’re messing up at school and losing friends, you can start to feel really alone — that’s how it starts for a lot of people.”

Sample Script

Before and After



18

Key Talking Points:

- Drugs impact outside appearance too
- Mugshot comparison: 1 year apart (actual image provided)
- Skin, hair, eyes, weight can all change
- First photo: healthy adult
- Second: visible damage evident

Presenter Commentary Examples:

- “This is just one year of drug use. That’s how quickly it can take a toll — inside and out.”
- “Which version of yourself do you want to be? Your choices now shape that answer.”

Sample Script

Resources

Teachers

School
Counselors /
Social Workers

School Nurses

Parents or
Guardians

Healthcare
Professionals

Student Code
of Conduct

Religious
Leaders

School
Resource
Officer

19

Key Talking Points:

- If struggling: tell someone
- Support: counselors, teachers, nurses, adults
- Tailor to school's resources
- School code of conduct matters
- Safe adults = early help/prevention

Presenter Commentary Examples:

- “If you’re worried about yourself or a friend, don’t wait. Talk to someone — there are people who care and want to help.”
- “Your school has rules for a reason, but support comes first. You’re not alone.”

Sample Script



Key Talking Points:

- End with questions (if comfortable)
- Common Qs: what to do if someone overdoses, finds drugs
- Option: collect Qs anonymously beforehand
- Adjust based on audience age/setting presentation is delivered
- Be honest but age-appropriate

Presenter Commentary Examples:

- “If someone handed you a vape and you weren’t sure what was in it, what would you do? Let’s talk about that.”
- “If you’re not sure how to answer a question on the spot, it’s okay to say, ‘Let me get back to you.’”

Drug Safety Matching

ANSWER KEY

Instructions: Match each term in Column A with the correct definition or explanation in Column B.

Column A: Terms

1. Prescription **K**
2. Over-the-counter (OTC) **B**
3. Side effect **N**
4. Drug misuse **D**
5. Drug abuse **C**
6. Naloxone **E**
7. Addiction **A**
8. Tolerance **G**
9. Expired medication **H**
10. Label instructions **I**
11. Opioid **L**
12. Medication sharing **F**
13. Withdrawal **M**
14. Safe storage **J**

Column B: Definitions

- A. A chronic disease involving compulsive drug seeking and use
- B. A medicine you can buy without a prescription
- C. Using a drug to get high or for non-medical reasons
- D. Taking a medication in a way that is not intended
- E. A medication that reverses opioid overdoses
- F. Giving or taking medication that wasn't prescribed to you
- G. Needing more of a drug to feel the same effects
- H. Medication that is past its use-by date and may be less effective or unsafe
- I. Directions for how to use a medicine safely and effectively
- J. Keeping medications in a secure place away from kids or others who shouldn't access them
- K. A written order from a doctor for a specific medication
- L. A class of drugs that includes painkillers like oxycodone and morphine
- M. Physical or emotional symptoms that happen when someone stops using a drug
- N. Unwanted symptoms or reactions caused by a drug

Fentanyl Color by Topic

ANSWER KEY

Instructions: Read the phrases in each section. Decide which category the phrase belongs to based on what you've learned about fentanyl. Then color the section using the matching color listed in the key below.

COLOR KEY:

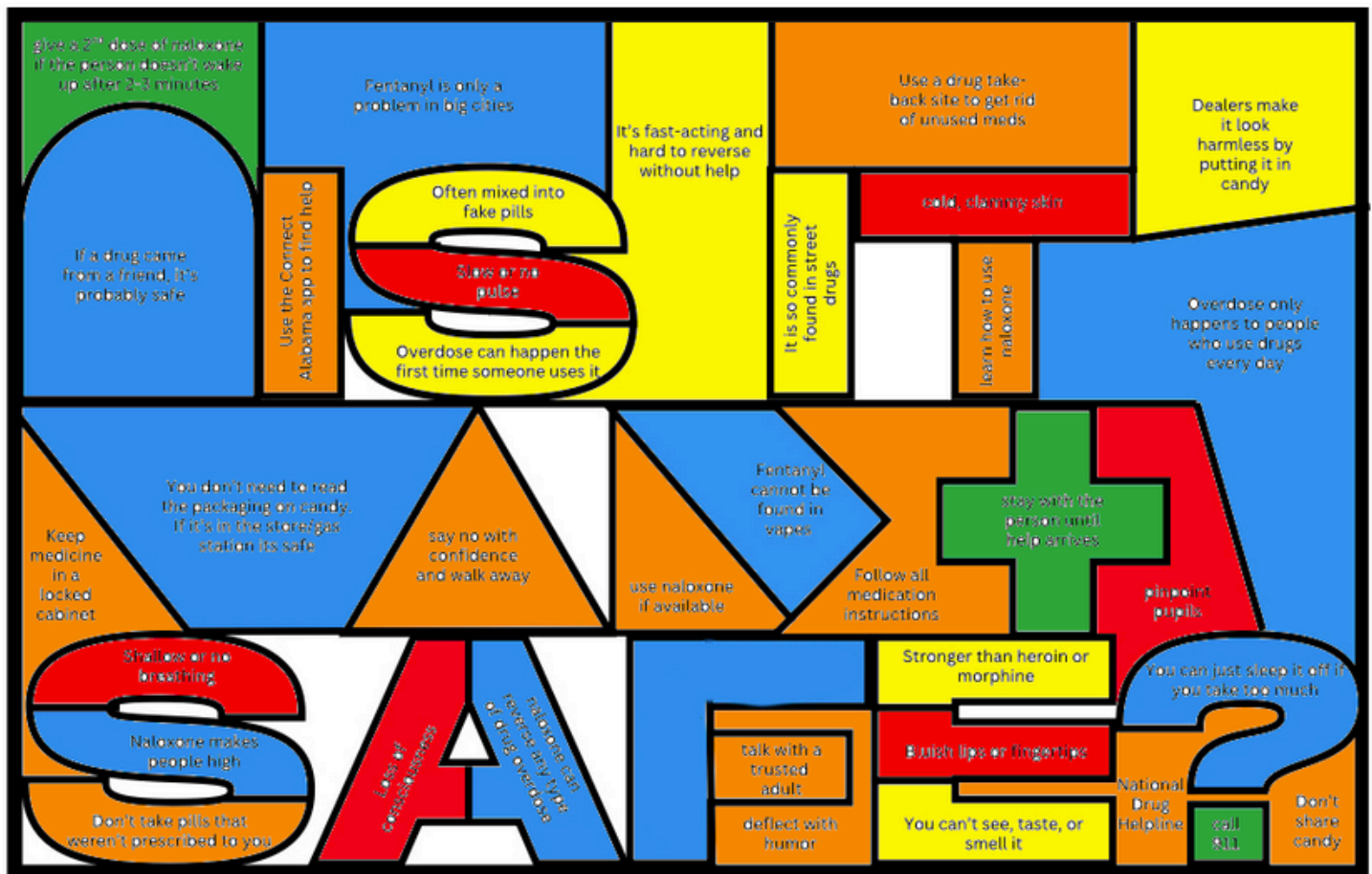
Red = Signs of overdose

Yellow = Reasons fentanyl is dangerous

Green = Safe responses in an emergency



Blue = False beliefs or myths

Orange = Resources or prevention strategies





Opioids Sort the Scenarios

ANSWER KEY

Instructions: Below is a list of different ways opioids might be used, shared, or described. Your job is to sort each item into one of the two categories  Safe and  Unsafe (could lead to harm, misuse, or overdose) and write each number in the correct column on the chart below.

Scenarios:

1. A doctor prescribes you pain medication after surgery.
2. You take a pill that was given to you by a friend at school.
3. You take more pills than prescribed because you're still in pain.
4. You use opioids and drink alcohol at the same time.
5. You throw away old prescription medications in the trash.
6. You take pills you're offered at a party.
7. You buy pain pills from someone online.
8. You return unused medications to a drug take-back site.
9. You try a pill that looks like candy from someone's backpack.
10. You keep opioids in a labeled bottle in a safe place.

 Safe	 Unsafe
1	2
8	3
10	4
	5
	6
	7
	9

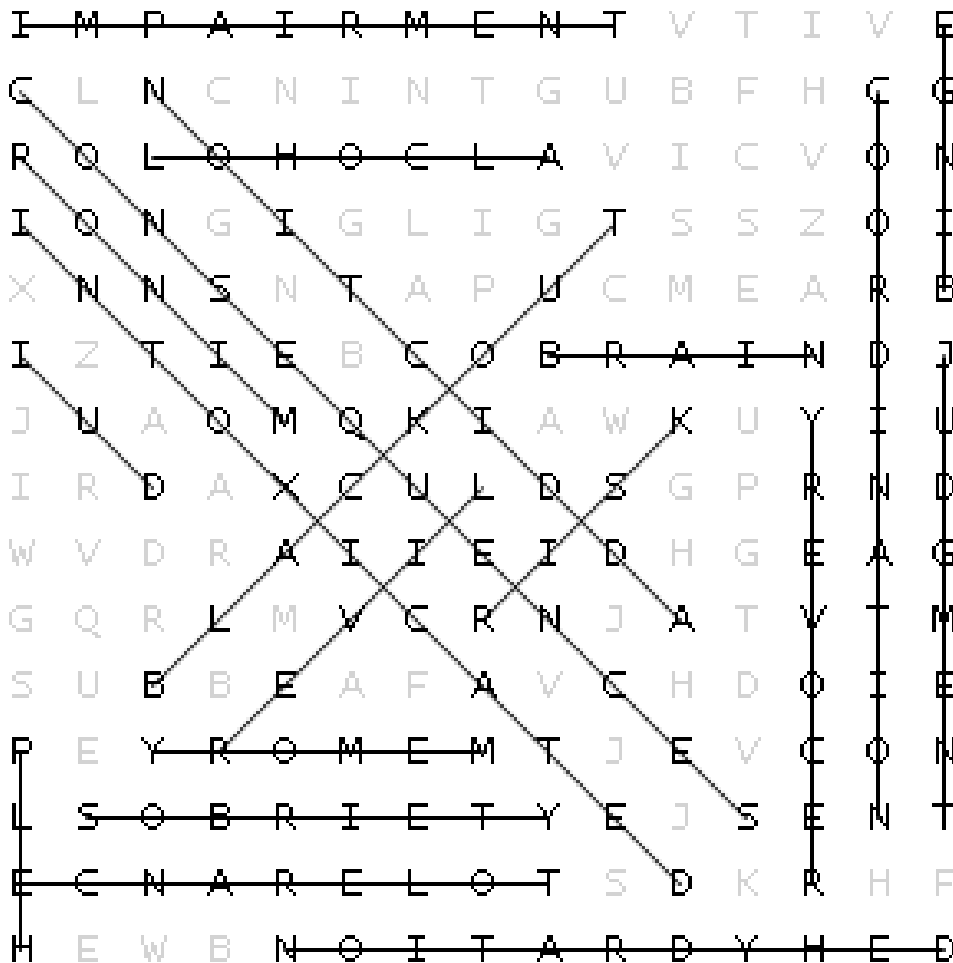
Alcohol Word Search

ANSWER KEY

Instructions: Find all 20 hidden words in the puzzle. Words may appear horizontally, vertically, or diagonally, and they may be spelled forwards or backwards.

Word Bank:

Alcohol
Addiction
Binge
Blackout
Brain
Consequences
Coordination
Dehydration
DUI
Help
Impairment
Intoxicated
Judgment
Liver
Memory
Minor
Recovery
Risk
Sobriety
Tolerance



Vaping Spot the Myth

ANSWER KEY

Instructions: Read each of the statements below. Decide whether each one is a Fact ☒ or a Myth ☐. Circle your answer.

1. Vaping is just water vapor, so it's harmless.

☒ Fact ☒ Myth

2. Some vapes contain as much nicotine as an entire pack of cigarettes.

☒ Fact ☐ Myth

3. You can get addicted to vaping even if you only try it a few times.

☒ Fact ☐ Myth

4. Flavored vape products are safe because they taste good.

☒ Fact ☒ Myth

5. Vaping doesn't affect your lungs because it doesn't burn tobacco.

☒ Fact ☒ Myth

6. Secondhand vapor from e-cigarettes is safe for people nearby.

☒ Fact ☒ Myth

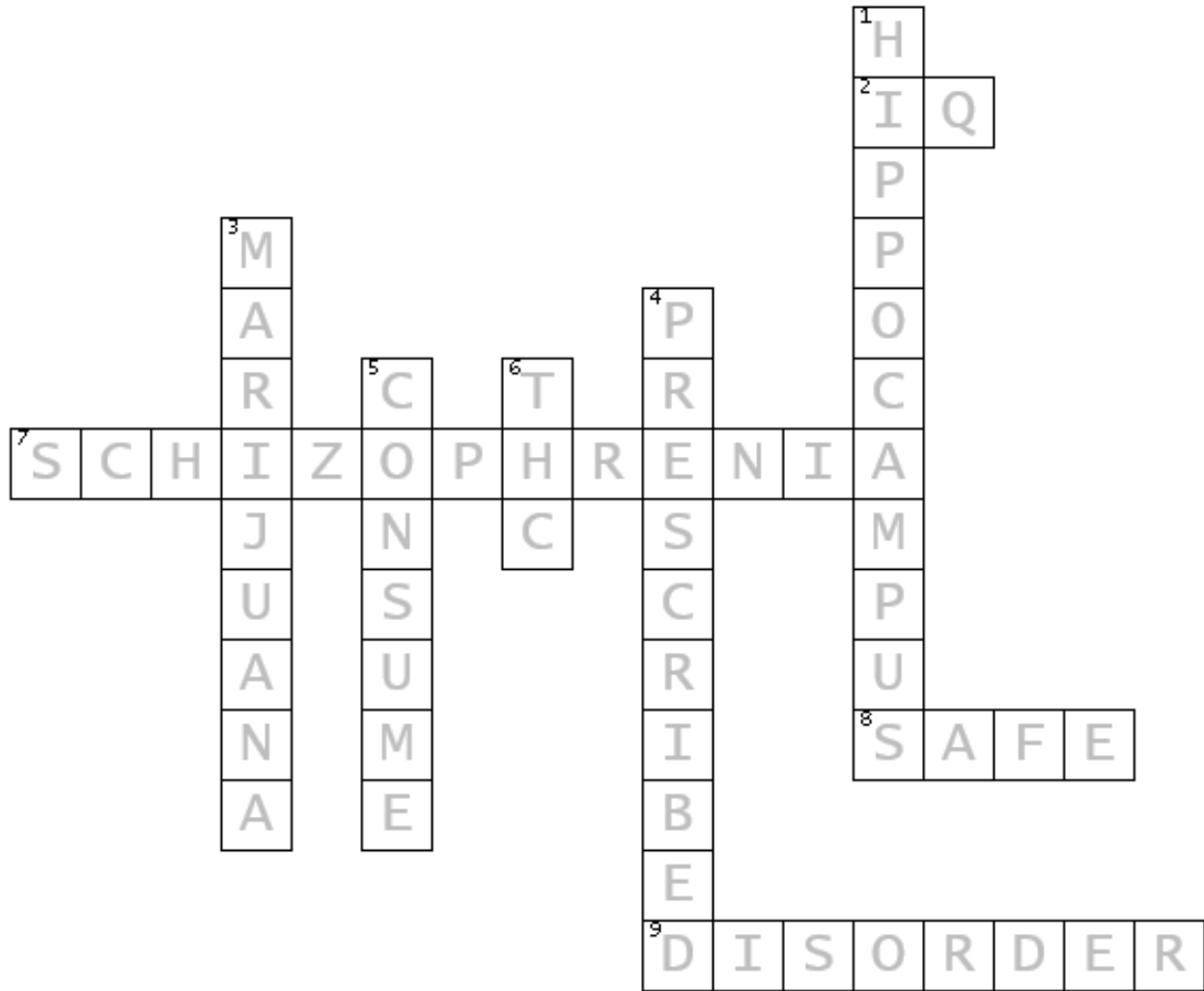
7. You must be 21 to legally buy vapes in the U.S.

☒ Fact ☐ Myth

Marijuana Crossword Puzzle

ANSWER KEY

Instructions: Read the clues for Across and Down. Fill in the blanks in the grid with the correct words. Each word shares letters with crossing words. Use what you know and work from easy to hard clues. Complete the puzzle by filling in every square correctly.



ACROSS

2. Youth marijuana use can lower this measure of intelligence
7. Long-term marijuana use increases the risk of this disorder
8. Don't assume pills, vapes, or candy are ____
9. Nearly 30% of users may develop Cannabis Use ____

DOWN







1. A brain structure affected by marijuana, important for memory
3. The most widely used federally illegal drug by teens in the U.S.
4. Never take anything not ____ to you
5. Never ignore what you ____ – always know what it is
6. The main chemical in marijuana that causes a "high"

Caffeine Count Exercise

ANSWER KEY

Answers will vary

Instructions: Choose up to 5 items from the list that someone might consume in a typical day. Write down the item name and how much caffeine it contains. Add up the total daily caffeine. Compare your total to the recommended limit for teens: 100 mg/day or less (per the American Academy of Pediatrics).

Item	Caffeine (mg)	Chosen? 
12 oz can of Coca-Cola	34 mg	
8 oz Red Bull	80 mg	
Grande Starbucks Coffee	330 mg	
16 oz Monster Energy	160 mg	
20 oz Diet Mountain Dew	91 mg	
1 chocolate bar (1.5 oz)	9 mg	
Iced tea (12 oz)	38 mg	
8 oz brewed black tea	47 mg	
Espresso shot (1 oz)	64 mg	
Excedrin (per tablet)	65 mg	
12 oz hot chocolate	5 mg	
16 oz bottled green tea	45 mg	

Your Chosen Items:

Coca-Cola = 34 mg
Starbucks coffee = 330 mg
Chocolate bar = 9 mg
Iced tea = 38 mg
Hot chocolate = 5 mg
Total Daily Caffeine: 416 mg

Reflection Questions:

Answers will vary

1. Did your total fall above or below the 100 mg/day recommendation?

Above

2. What surprised you most about the caffeine content of these items?

3. What might you change in your daily dietary choices based on this information?

Resources Scavenger Hunt

ANSWER KEY

Answers will vary

Instructions: Using a computer or tablet to explore credible websites and answer questions about addiction-related topics. Stick to .gov, .edu, and .org sites. Write your answers clearly and include links or page titles if asked.

1. What is addiction?

Find a definition in your own words using a reliable source.

Sample answer: Addiction is a chronic disease that causes compulsive drug seeking and use, even when harmful consequences occur.

Source used: nida.nih.gov

2. Name 3 short-term effects of vaping or nicotine use on teens.

1. Increased heart rate
2. Trouble concentrating
3. Irritation in the lungs or coughing

Site link or title: <https://nida.nih.gov/research-topics/parents-educators>

3. What are 2 risk factors that increase a person's chances of developing a substance use disorder?

1. Having a family history of addiction
2. Experiencing trauma or mental health disorders

4. True or False: Addiction only affects the person using drugs.

☐ True ☒ False

Find evidence to support your answer.

Explain: [Addiction impacts families, communities, and public health systems.](#)

Source: <https://drugfree.org>

5. What is the Connect Alabama app and what does it offer?

a behavioral health services and treatment finder application, provides individuals instant access to education, information and services related to substance use, mental health, and prevention <https://mh.alabama.gov/connect-alabama-app/>

Website where you can download the app:

Services Provided:

substance use, prevention, mental health, or medication drop off locations

6. Use the NIDA for Teens website. What are 2 ways peer pressure can affect teen drug use?

1. Friends may encourage trying substances to fit in.
2. Fear of rejection can lead teens to make unsafe choices.

Combined Topics Quiz

ANSWER KEY

1. What is a common sign of alcohol overdose?

- A. Increased appetite
- B. Shallow breathing
- C. Fast heart rate
- D. Sneezing

2. What dangerous chemical can be found in vapes?

- A. Water
- B. Vitamin C
- C. Toxic metals and nicotine
- D. Sugar

3. What is the recommended safe daily limit for caffeine for teens?

- A. 10mg
- B. 50mg
- C. 100mg
- D. 300mg

4. Which of the following is legal and safe?

- A. Heroin
- B. Fentanyl off the street
- C. Oxycodone prescribed for you
- D. Fentanyl prescribed for your grandparent

5. Why is fentanyl so dangerous?

- A. It's not addictive
- B. A tiny amount can be deadly
- C. It's always labeled
- D. It's natural

6. Which of these is a safe medication behavior?

- A. Only using medications as prescribed
- B. Storing medications in a candy jar
- C. Taking someone else's prescription
- D. Taking more if you're in pain

7. How does marijuana affect the brain?

- A. Boosts IQ
- B. Improves sleep in all teens
- C. No long-term effects
- D. Can permanently affect memory and attention

8. What is a good strategy to say no to drugs?

- A. Argue loudly
- B. Use humor or have a prepared excuse
- C. Take it then throw it away
- D. Ignore the person

9. What does a bluish tint to lips or fingernails suggest?

- A. Dehydration
- B. Oxygen loss and overdose
- C. Good blood flow
- D. Strong immune system

10. Where can you find support if you or a friend needs help?

- A. National Drug Helpline
- B. Instagram
- C. Your school bus
- D. YouTube comments