LEBANESE AMERICAN UNIVERSITY

A Drug Awareness Program for Use with Adolescents in Lebanese Schools

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A Drug Awareness Program for Use with Adolescents in Lebanese Schools

A project by
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To my loving family
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Abstract

In this study, a drug awareness program was developed for adolescents in Lebanese schools. Questionnaires and interviews were conducted with students and school counselors in two schools in Lebanon. The results were compared with the review of literature on drug awareness programs, which produced a program that was adapted to the adolescents in Lebanon. The drug awareness program that was developed includes the components of an awareness program, the different roles that key people play in an awareness program, and methods of implementing the awareness program in the school.
CHAPTER ONE

Introduction

Contextual Background

Substance abuse among Lebanese youth is a growing concern for educators and researchers. Many adolescents in Lebanon might be using and abusing drugs, as substance abuse awareness programs are still scarce in Lebanese schools. The few awareness campaigns in schools or guidance for prevention and intervention programs do not seem to have been effective, since a large number of adolescents abuse drugs in Lebanon (Oum El Nour, 2006).

The statistics on adolescent substance abuse in Beirut are alarming and are on the rise with each passing year (Oum El Nour, 2006). This is a concern since drugs are produced in Lebanon. Adolescents are also at risk for substance abuse because of Lebanon’s exposure to war. Adolescence is a period of transition from childhood to adulthood, which constitutes a challenging time in development (Pledge, 2004). Many adolescents do not understand the implications substance abuse has on all areas of life. Without proper guidance in substance abuse prevention or intervention programs, many aspects of an adolescent’s life become disrupted. Adolescents at risk face many problems, such as death by over consumption (Johnston, O’Malley, Bachman, & Schulenberg, 2005).

The Purpose of the Study

The purpose of this study is to develop a program for the Lebanese adolescents about drug awareness. The program would help adolescents make better choices in their lives. This study has for aim to present a program to be implemented in schools, since schools are the primary avenue for facilitating drug prevention (Sales, 2004).
A comprehensive program would be of benefit to remedy the problem of drug use in Lebanon. In this study, a program will be developed for the school counselors to implement that will provide effective substance abuse prevention for adolescents. This research aims to examine what is being done for adolescents' substance abuse prevention and what still needs to be done. The program becomes a plan for early substance abuse awareness, and also helps school counselors become skilled and effective practitioners in implementing drug awareness programs. Furthermore, this research will determine the contents that need to be included in the program and adapted to the population of Lebanese adolescents.

Rationale and Significance of the Project

This study is significant since programs are needed for controlling substance abuse among adolescents in Lebanon. At Oum El Nour, a rehabilitation center in Lebanon, 11% of residents seeking rehabilitation are between 14 and 19 years of age (Oum El Nour, 2006). Therefore a substance abuse awareness program is necessary for prevention since the onset of drug use in Lebanon starts at a fairly young age.

Furthermore, this topic is important because research indicates that overcoming the substance abuse problem through treatment is not as effective as prevention (Sales, 2004). Therefore, research is needed to explore what should be done to prevent substance use among adolescents in Lebanon.

Research Questions

The questions that guided the study are:

1. What are school counselors doing to prevent substance abuse among adolescents in secondary private schools in Beirut?

2. What should the program contain to create awareness and prevent drug use among adolescents in two private schools in Beirut?
Falcons School and Team School are pseudo names for two schools in Beirut. Names have been altered for confidentiality purposes. Falcons School caters to students from a high socio economic status, and Team School caters to students from middle to high socio economic status.

**Operational Definition of the Variables**

A program is defined operationally in this study as a fixed model developed for school counselors to implement. There are many kinds of programs that represent different models; in this study, the model is a program that aims at educating students and equipping them with skills for drug awareness and prevention. It includes drug prevention messages, scenes of drug abuse, peer discussion groups, workshop activities, and assertiveness training (Join Together, 2000).

Adolescents are defined operationally as individuals in the developmental phase from childhood to adulthood, roughly between the ages of 12 and 18 years. It is a time of identity development and change, where interest and opportunities to take drugs arise. The challenges of adjusting to adolescence such as experiencing vulnerability and peer pressure may lead to drug use (Bernstein, Clarke-Stewart, Roy, & Wickens, 1997).

School counselors are defined operationally as professionals who are qualified to implement educational programs. Concerned with students’ needs and development, school counselors play an active role in the school to prevent substance abuse (Sciarra, 2004).

Drug awareness is defined operationally as an educational service that provides information about drugs and addiction. It raises awareness on drugs’ harmful effects and introduces ways of prevention (Oun El Nour, 2006).
Review of the Literature

This study will review the western literature as well as the few available Lebanese studies on drug awareness. Several studies have shown that implementing an action program, which includes strategies for substance abuse prevention, has a positive effect on preventing adolescents from taking drugs (Drug Strategies, 2003; Join Together, 2002). Different model programs for substance abuse prevention exist in the literature, and the commonalities between the strategies used in most of the research included peer counseling, education, drug testing, locker searches, workshops, and involvement at the community level (Join Together, 2002; Metzler, 2001; National Center on Addiction and Substance Abuse, 2003). Educating adolescents on the harmful effects of substance abuse is needed because the stress and change experienced during that period increase the risk of substance abuse. With education, students learn to solve personal problems and deal with disruptive behaviors (Metzler, 2001; National Center on Addiction and Substance Abuse, 2003).

The school is the best environment to implement prevention programs. Any change in social awareness begins in the educational setting. Schools are responsible for educating students about the harmful effects of drugs and of equipping them with the necessary skills for them to resist the temptation of using drugs (Sales, 2004).

Existing programs to fight drug use include information on the harmful effects of different drugs, facts on drug use, peer discussion groups, and assertiveness training. Slides are sometimes included that show the effects of drugs on the brain, with a scientific explanation of the interference of drugs on the brains' functioning. Programs present strategies and activities as preventive measures. Some programs include in addition to drug awareness, alcohol and tobacco prevention, and also
present awareness tasks for the family, school, and community (Join Together, 2000; Join Together, 2002).

Some of the programs also include group activities and presentations on drug information and self-esteem. Students learn how to give peer consultations and support. They also learn skills in decision-making and communication, and get empowered to teach others (Sales, 2004). Students are required to participate in workshops of different topics, such as peer counseling where students help each other through personal issues by listening and guiding each other. The rationale is that students should be exposed to a comprehensive educational approach since substance abuse may be a manifestation of other problems, such as depression and eating disorders. Adolescents would then learn how to deal with these problems and many other disruptive behaviors (Drug Strategies, 2003).

In Germany, the strategies used against substance abuse are prevention and education through large projects and campaigns (Metzler, 2001). However, studies conducted in the United States and England showed that random drug testing and locker searches in schools were effective in keeping students away from drugs. Drug testing is a tool that provides both prevention and intervention (National Center on Addiction and Substance Abuse, 2003; Office of National Drug Control Policy, 2006). In summary, the review of the literature indicates that action programs are diverse and include different models, but all seem to play a significant role in substance abuse prevention among adolescents.

Studies have shown that substance abuse among American adolescents begins before the age of 14 (National Center on Addiction and Substance Abuse, 2003). Therefore, the goal in prevention is to keep students away from their first substance abuse attempt since even the first exposure can trigger changes in the brain (Office of
National Drug Control Policy, 2006). Research should be conducted in Lebanon to monitor the effectiveness of substance use prevention programs in academic settings. Future research in Lebanon is recommended to investigate the need for substance use and preventive awareness programs to be incorporated in the school curriculum (United Nations Office on Drug and Crime & Institute for Development, Research and Applied Care, 2003).

Method

Research Design

This study includes both qualitative and quantitative data collection and analysis. The purpose of addressing the specific problem of substance abuse in Lebanon and collecting information for prevention is known as a practical action research (Fraenkel & Wallen, 2006). This study will produce an action plan that could be implemented in schools in Lebanon, which are similar in characteristics to the ones investigated in the study.

Sampling

A random sample will be used in Team School and Wood School since students will be randomly selected from one section of each grade level. Team and Wood are pseudonyms used to keep the anonymity of the selected schools. The sample will include 100 students in grades 10 to 12 selected from these two schools. A purposive sample will be used at the two secondary schools with regard to school counselors, because students' exposure to substance abuse awareness programs is within the domain of responsibility of the school counselor.

Validity of the Sampling Technique

The sample may not be considered a valid representation of the population since it is a small sample. The sample consists of adolescent students of three grade
levels and only two school counselors from two schools; therefore the results of this study cannot be generalized to the population of school counselors and students in Lebanon.

_Instrumentation_

The study included three instruments to establish triangulation (Fraenkel & Wallen, 2006). The instruments are:

First, the students of the two private schools in Beirut were asked to complete questionnaires whereas keeping their identity anonymous in order to obtain information regarding their perception of drug awareness. The questionnaire items to be answered by the adolescent students in the two schools in Beirut are provided in Appendix A.

Secondly, semi structured interviews were conducted with the school counselors from the two private schools in Beirut. The semi-structured interviews with open-ended questions that were conducted with the school counselors in the two private schools in Beirut are provided in Appendix B.

Thirdly, already existing programs from the United States and Europe were examined for content. Adaptation of the content to the Lebanese culture and context was investigated.

_Validity and Reliability of Instrument_

Each of the instruments allowed valid inferences since they satisfy the purpose of this study. The validity of an instrument shows how correct the conclusions can be made from the results of the instrument (Fraenkel & Wallen, 2006). Therefore, conducting interviews with the school counselors revealed the action steps taken for substance abuse awareness for adolescents in the schools. To enhance validity, the interviewer took notes of personal thoughts and observations during interviews.
Completing questionnaires by adolescent students while keeping their identity anonymous provides information about their perception, knowledge, and feelings towards a certain topic (Lewis, 1992). The respondents might be motivated to provide truthful responses since confidentiality is assured. The questions address the student's characteristics, attitudes toward drug use, and experiences with drugs, in addition to their perceptions of the need for drug awareness programs in their schools.

Reliability is defined as the extent to which the scores are constant when collected repeatedly using the same instrument (Fraenkel & Wallen, 2006). Therefore, to increase validity and reliability, triangulation was used. Triangulation involves the use of three different methods of data collection (Fraenkel & Wallen, 2006). In this study the three sources were semi-structured interviews, questionnaires, and already existing programs.

Data Analysis

Following data collection using triangulation, a program was developed. The data from the semi-structured interviews was transcribed and categorized by themes. Quantitative data, such as means and percentage was generated from analyzing the responses to the questionnaire items. Previously developed programs were reviewed for the purpose of developing similar material to be adapted to the population of Lebanese adolescents.

Ethics

This study would cause no physical or psychological harm to any of the participants; research data would be kept confidential, and no deception of participants would be used. Permission was sought from the administration of the students' schools for their participation in completing the questionnaires. The information given by the participants of the study is related directly to the research
topic under examination and would not touch on any aspect beyond the scope of the study (Fraenkel & Wallen, 2006).

*Expected Benefits and Educational Implications*

The findings of this research study could be applied in Lebanese schools similar in characteristics to the two schools investigated. The school counselors of such secondary schools would be able to apply the program as presented in this study, thus providing them with an effective tool for a comprehensive prevention program. The benefits of this program would be observed after its application in the schools; however, this is beyond the scope of this study. The primary expected result is that adolescents would gain awareness concerning the negative effects of drugs. This program will equip them with the necessary skills to make the right choices and opt against the use of drugs in their lives. Furthermore, an expected benefit would be a decrease in drug use among adolescents in Lebanon, therefore leading to a decrease in drug intervention and rehabilitation. Future research should examine the effectiveness of prevention programs adapted specifically to adolescents in Lebanon.

*Limitations*

The study examines only two schools; therefore, the results cannot be generalized to other schools in Lebanon. Another limitation is that the program developed in this study will not be implemented. Therefore, its benefits cannot be determined as of yet. Further studies are needed to investigate the impact this program will have on preventing adolescents from using and abusing drugs.
CHAPTER TWO

Review of the Literature

Introduction

Students spend most of their developmental years in the school classrooms; therefore the school is the best environment to implement prevention programs. In the United States, most schools include in their curriculum selective awareness programs, such as preventing pregnancy, violence, and obesity. Among these, the ones used the most are drug prevention programs. According to Petrosino (2003), several drug, alcohol, and tobacco prevention programs are integrated into the school curriculum. The author also suggests that prevention programs should include information concerning implementation, cost, and training for those involved; such as, teachers and parents. In addition, he recommends continuous evaluation of the program to assess its effectiveness overtime.

Heroin is the most commonly used drug among Lebanese seeking treatment in rehabilitation centers in Lebanon (Oum El Nour, 2005; United Nations Office on Drug and Crime & Institute for Development, Research and Applied Care, 2003). The few drug awareness campaigns in the country seem to have not been effective since the statistics on adolescent drug use in Lebanon are alarming and increasing with each passing year (Oum El Nour, 2006).

Education is the essential step in preventing adolescents from using drugs. In one study on adolescents’ problems, the results showed that the main problem they face is drug abuse (Hyde & Setaro, 2003). Since 1989, American public high schools have implemented drug prevention programs and provided the programs as part of their class curriculum or extra curricular activities (Donnermeyer & Davis, 1998).
Drug prevention programs have been widely used in the United States and Europe during the 1980s and 1990s. The most widely implemented program used by 50 percent of all schools in the United States is the D.A.R.E. project. D.A.R.E. is an acronym and stands for Drug Abuse Resistance Education (Donnermeyer & Davis, 1998; Seiffge-Krenke, 2001). The program is an in-class high school program that consists of five lessons, which are teacher or peer-taught with specially trained officers who visit, present the lessons, and organize role-play and other activities. The lessons provide the needed skills to identify and avoid social stressors that lead to drug use. The program also provides information on drugs, decision making skills, self-esteem skills, and making better health choices than abusing drugs.

School psychologists have a primary role in providing educational information about drugs to students. They provide the needed knowledge and services for teacher training and student awareness. They implement beneficial and recent strategies for enhancing the effectiveness of drug prevention programs in their schools (Sharp, McLaughlin, & McClanahan, 1999). This review of literature investigates studies conducted on the prevalence of drug use in adolescence, drug awareness programs, and the effectiveness of drug awareness programs.

Prevalence of Drug Use in Adolescence

Adolescents are, by definition, teenagers going through biological and social transformations. They find themselves going through challenges, and without the right coping skills, they may resort to drug use (Venturelli, 2000). In one study, Wilson and Kolander (2000) found that alcohol and drug use started at age 12, with an increase in use until the age of 25. In another study, the results showed that adolescents use alcohol and tobacco as gateway drugs to progress to illegal
substances. They start experimenting with a substance, which leads to an increase in frequency use and amount taken (Botvin, 2001).

A growth in substance abuse among adolescents prompted a study in Ohio on 3,190 students in 11th grade, enrolled in 36 public high schools. The results showed that 36.8% of students used marijuana during the year previous to the study’s data gathering, and 21.4% during the last 30 days (Donnermeyer & Davis, 1998). The results also showed that males used drugs more often than females, and non-white students used drugs more often than white students. Also, the findings indicated that 11th graders participating in two or more prevention program activities had a lower percentage of substance abuse than those exposed to only one program. The researchers concluded that the varieties of prevention programs support one another, particularly when they are provided throughout the developmental years of adolescence. Also, the results showed that students who do not use drugs would more likely participate in prevention programs than those who do.

According to Venturelli (2000), in the United States, students between 12 and 17 years of age increased their overall drug use from 11.7% in 1992 to 18.0% in 1995. Also found was an increase in cocaine users from 4.0% in 1991 to 11.3% in 1996, an increase of hallucinogen users from 11.7% in 1991 to 25.8% in 1996, and an increase of heroin users from 0.4% in 1991 to 1.1% in 1995. Between the ages of 18 and 25, the percentage of males using drugs was higher than that of females. The highest percentage of drug users in 1997 was among 16 to 17 year olds at 19.2%, followed by 18 to 20 year olds at 17.3%. In Lebanon during 2006, the incoming patients to Oum El Nour’s reception center were 259 males and 33 females, 11% of those drug users seeking rehabilitation were between 14 and 19 years of age (Oum El Nour, 2006).
Drug Awareness Programs

An effective prevention program should target the youth with the greatest risk for drug abuse. The program must include the students with high-risk characteristics such as poverty, parental abuse, or behavioral problems. The prevention program could be compared to a public health program in that it promotes health care, by encouraging healthy behavior choices, such as physical fitness, and nutrition. An effective program focuses on the positive characteristics of health, describing what to do instead of what not to do. Three necessary factors should be considered in a prevention program: the characteristics and attitudes of the drug users, how the drug is harmful or addictive, and the environmental influences that lead to drug use (Wilson & Kolander, 2000).

According to Botvin (2001), many research findings have attributed effective drug prevention approaches to personal and social skills training, such as learning skills in self-control and coping with anxiety and stress. Another critical approach is drug resistance skills, which teaches verbal and nonverbal skills in resisting media or peer pressure to use drugs. Adolescents are taught what to say when drugs are offered, and to identify and avoid situations that involve pressure to use drugs.

Awareness on alcohol and tobacco should be included in a drug prevention program. Adolescents drink to get drunk. The drug awareness program should emphasize the harmful effects of excessive drinking and the beneficial effects of an alcohol free lifestyle by having students interested in healthy living. It should also consist of how intoxication occurs, drinking guidelines to encourage responsible behavior, and consequences of alcohol abuse (Wilson & Kolander, 2000).

According to Wilson & Kolander (2000), tobacco was found to have the requirements of being classified as a drug. Nicotine is addictive and smoking may be
the gateway to using harder drugs. Due to the advertising boom for cigarettes of the 1990's, smoking increased among young people, which might explain the higher rate of drug abuse during that period. A drug awareness program should include information on the different consumption methods of tobacco, its chemical substances, and its harmful effect on the body. Informing students about the dangers of one's behavior on the short run, such as the immediate detrimental effects of smoking which are a decrease in sports endurance, yellow teeth, bad breath and bad-smelling hair is more beneficial to reduce smoking than information on the harmful long-term effects of smoking, such as the risks of lung cancer.

The drug awareness program should include information on the different drugs and their effects. Programs in the United States are person-centered rather than drug-based. They focus on the human aspect of participants drawing attention to expressing feelings, and highlighting poor values and goals. An affective program works on clarifying values, feelings, and increasing self-esteem. Adolescents with high self-esteem choose abstinence from drug use. Studies show that at-risk children respond positively to physically and mentally challenging activities such as mountain climbing, karate, storytelling, and neighborhood cleanups. Encouraging adolescents to participate in open communication, teaches them coping, social, and peer resistance skills. Adolescents learn to build a support system with their peers by participating in activities that involve role-play. Adolescents learn to say no to drugs by practicing and exploring alternatives to drug use. They also learn to be assertive by setting boundaries concerning what they would and would not do with regard to harming their health (Wilson & Kolander, 2000).

Adolescents need to develop their sense of self; they need to take an active role in making their own choices. A drug prevention program should include teaching
problem solving and interpersonal skills (Dryfoos, 1990; Fields, 1998). Teaching social skills involves training adolescents in making healthy decisions and resisting peer influences through activities such as role-play and peer instruction (Dryfoos, 1990).

In the United States and England two studies showed that random drug testing and locker searches in schools were effective in keeping students away from taking drugs (National Center on Addiction and Substance Abuse, 2003; Office of National Drug Control Policy, 2006). However, recent research does not feature the two techniques of drug testing and locker searching as effective methods for drug prevention.

Many programs include activities with an anti-drug message delivered by either guest speakers or through student art contests, and classroom videos (Sharp et al., 1999). The Center for Substance Abuse Prevention (CSAP) promotes basic principles for effective prevention models to include the following:

(1) supportive and caring relationships between youth and members of their families, communities, and peer group; (2) multifaceted intervention targeting needs; (3) effective reducing or postponing drug, alcohol, or tobacco use or decreasing risk factors and enhancing protective factors within the life domain (such as school or family); (4) generating scientifically valid results; and (5) replication of the intervention program. (Petrosino, 2003, p.192)

*Effectiveness of Drug Awareness Programs*

Not all drug prevention programs are effective. Effectiveness is typically established through research. Studies have shown that effective tobacco prevention programs consist of social reinforcement for developing positive attitude towards healthy living and encouraging behavior change (Seiffge-Krenke, 2001).
Drug awareness campaigns are effective when they provide accurate information. Short slogans help develop awareness, and lower drug use. Educating students about drugs effects before they experiment with drugs helps them avoid drug use after they graduate from high school. In one study, the results showed that 76.4% of American students who tried marijuana still used it in 12th grade (Hyde & Setaro, 2003). Awareness programs that provide inaccurate and exaggerated information are mostly ineffective because the programs' credibility is usually questioned (Fields, 1998).

Research has revealed that providing information only about the effects of drugs did not affect students' behaviors positively, but providing information in addition to teaching social and life skills had the best outcomes. Different components are needed in a drug prevention program for its success (Dryfoos, 1990), including involving the parents and community of the students (Petrosino, 2003).

A study by Sharp, McLaughlin, and McClanahan (1999) showed that scaring adolescents by showing them harmful effects of using marijuana just to frighten them was ineffective. The study showed that the most important component of a prevention program is the teaching of social and life skills, with information related to daily life. Prevention programs that include affective and interpersonal themes that emphasize bonding and connecting with parents, school or peers have produced positive effects as well. Encouraging secure attachments with others helps adolescents make the right choices during the difficult developmental years.

Research has shown that promoting a healthy lifestyle helps adolescents make better behavior choices and staying away from drugs. Students who inject drugs were found to respond with positive behavior changes when they learned of their risk of being infected with the HIV virus and transmitting it to others. They also responded
positively to information on promoting personal responsibility. Also, drug injectors who share needles decreased this behavior after being exposed to information on HIV awareness. Many drug awareness programs have included physical health in promoting prevention by providing information on health care and advice on healthy choices. Drug awareness programs are successful when the information provided is understandable to the target population, and when the groups’ characteristics are taken into consideration (Stimson & Donoghoe, 1996).

A study that examined the unrevised version of the D.A.R.E. project, which had been used in the 1990’s, found that 10 years later, students’ improved attitudes toward drug use, lasted only for a short period of time. The project’s long-term effects brought no changes in student’s alcohol, tobacco, and drug use. Studies have not yet been conducted on the revised version of the project. What remained from the unrevised version through to the revised version of the D.A.R.E. program were discussions on student’s goals, resisting peer pressure, and delivering the message by trained police officers. Interestingly, the D.A.R.E. project continues to be the most widely used in the majority of America’s public schools (Lynam et al., 1999).

A study on an alcohol and drug prevention program included material such as student handouts, videos showing same-age adolescents, and trained teachers. It was effective with suburban white middle-school students showing positive results throughout high school. The study also showed a decrease in binge drinking among middle-school students by at least 50% (Botvin, Griffin, Diaz, & Iffill-Williams, 2001).

In another study, Palmgreen, Lorch, Stephenson, Hoyle, and Donohew (2007), depicted a drug prevention campaign, which focused on the negative effects of drugs and the positive outcomes of a drug-free lifestyle by showing adolescents engaging in
enjoyable and rewarding activities that did not involve drug use. The results showed that youths who seek high-sensations and have a high need for stimulation, respond to messages with high sensation value, dramatic messages that bring sensory and stimulating responses. Therefore, heavy drug use is more prevalent among high sensation youths. The study also showed that when video advertisements about the negative effects of the use of marijuana were shown in a dramatic way to high sensation 14 to 16 year olds, a 9% reduction in the use of marijuana occurs with long-term effects.

The most beneficial drug prevention programs focus on improving students’ individual and social environment. They promote the development of social competence, connections with others, and community involvement. They focus on the students, their relationships, and classroom and school level changes. In a study that examined non-interactive and interactive approaches of prevention programs, the results showed that the interactive approach had a greater impact than the non-interactive approach, because it enhanced students’ interpersonal skills. Benefits were also found in the life skills program that included learning refusal skills, communication, assertiveness, goal setting, and coping. An interesting finding was that prevention programs implemented by mental health professionals and peers were more effective than those implemented by teachers (Greenberg, Weissberg, O’Brien, Zins, Fredericks, Resnik, & Elias, 2003). The most effective approaches were found to be those that combine resistance skills training with teaching about the social factors that may lead to drug use (Botvin, 2001).

The goal in prevention is to keep students away from their first alcohol, tobacco, or substance use attempt since the first exposure, particularly when it happens before seventh grade brings higher risks of continued use. Alert Plus is a
drug prevention program integrated in the educational curriculum. It consists of teaching students the consequences of drug use, and the benefits of abstinence, whereas identifying the frustrating developmental changes of adolescents that may lead to drug use. The program addresses dangerous situations such as riding in a car with someone under the influence of alcohol or drugs. It shows how substance use is tied to emotional distress, and provides ways of coping with emotions. The prevention process also includes the adolescents’ parents who are taught how to provide drug free parties. This program was more effective with girls than with boys. It suggested that girls are usually more affected by social influences, which explains why they would be more responsive to a prevention program that teaches social skills. Girls are more concerned than boys with losing control and doing something they will regret when they are under the influence of drugs (Longshore, Ellickson, McCaffrey, & St. Clair, 2007).

Conclusion

The increase in adolescent drug use has brought growing attention to the importance of drug prevention programs. Drug prevention programs were shown to be effective with at-risk adolescents (Donnermeyer & Davis, 1998). Research on drug abuse and the effectiveness of prevention campaigns in Lebanon is scarce. As a result, future research should include studies conducted in schools in Lebanon to examine the effectiveness of substance use prevention programs in academic settings. The effectiveness of these programs on the long run as well as the durability of the impact must be investigated as well. Along the same lines, research on the importance of incorporating these programs into the school curriculum is also needed. In conclusion, the review of the literature indicates that the exposure to prevention programs decreases the likelihood of adolescents’ drug abuse. It also shows that combining a
number of methods in a program improves prevention and decreases drug abuse among adolescents more than providing one method only, such as combining informing adolescents on the harmful effects of drugs with teaching them social skills is more effective than just providing information on the harmful effects of drugs only.
CHAPTER THREE
Methodology

Introduction

Gathering data from Lebanese students and counselors was essential for developing the drug awareness program described in this study. The methods used to gather information were through questionnaires given to students, and semi structured interviews conducted with the school counselors (see Appendixes A, B, C, and D). This chapter provides a description of the methods and procedures used for collecting the data.

Method and Instrument

The three instruments used were questionnaires, semi structured interviews, and a review of already existing drug awareness programs. The items in the questionnaire and the questions of semi-structured interview were constructed after examining the literature on drug awareness programs.

Participants

The sample of this study consisted of 100 adolescent students taken from two schools in Beirut. Also, the two school counselors of these schools were interviewed. The participants were 61 males and 39 females, all between the ages of 15 and 18 years, in grades 10, 11, and 12, from middle to high socioeconomic backgrounds.

The two school counselors were counselors for grades 10, 11, and 12. The Team School counselor has a diploma in sociology, a teaching diploma, a Master’s degree in Special Education, and five years of career counseling experience. The Wood School counselor has a diploma in Psychology, and a Master’s degree in counseling and psychology. The Wood school counselor has been part of the school’s staff for the past five years.


*Procedures for Data Collection*

Collecting data began with a telephone call to Team and Wood School for setting appointments to meet with the counselors of both schools and inform them about the project, before conducting the semi structured interview and distributing the questionnaires. The counselor of the Falcons School had stressed that the principal would not accept any questionnaires to be circulated among students, and that a questionnaire on drugs was uncommon. The professor and advisor of this project then suggested to select another school.

A meeting was also held with the school counselor of Team School for providing information about this study, which was later discussed with the principal of Team School for approval in conducting the research. Permission was also granted from the school counselors for recording the interviews that were later transcribed (see Appendixes C and D).

A third school was examined to replace the failed attempt of the first school. Wood School is a pseudo name for a school in Mansoureyeh. The school’s name has been altered for confidentiality purposes. Wood School caters to students from middle to high socio economic status. A telephone call to the school counselor was made. She was informed about the project, and an appointment was set after the approval from the school principal was granted.

In Team School, 64 students were randomly selected from grades 10, 11, and 12. These students were randomly selected from one section of each grade 10, 11 and 12.

In Wood School all the students in grades 10, 11, and 12 were chosen to complete the questionnaire since there were only 36 students in all in the high school program.
The teacher introduced the students to the topic of a drug awareness questionnaire, and then the researcher introduced herself and the study, while emphasizing the anonymity of the students’ identity. One hundred students in grades 10, 11, and 12 filled the questionnaire during their homeroom class (see Appendix A for a sample of the questionnaire items).

The first interview was conducted with the school counselor of Team School. The interview took place in the school counselor’s office at 1:45 p.m. for 50 minutes on January 17th, 2008 (see Appendix C). Then, the second interview was conducted with the school counselor of Wood School that took place in the school counselor’s office at 9:30 a.m. for 30 minutes on January 22, 2008 (see Appendix D).

*Procedures for Reviewing the Literature*

The purpose of this study is to create a drug awareness program for the Lebanese adolescents that could be adopted and used in Lebanese schools. Therefore, the review of literature examines the prevalence of drug use among adolescents, as well as effective operational drug awareness programs. Drug awareness programs will be reviewed according to the following criteria; the effectiveness of the program, and the most used program. Information concerning drug awareness and drug awareness programs was collected from books and journal articles.
CHAPTER FOUR

Results

Introduction

The aim of this study was to develop a drug awareness program for the Lebanese adolescents. This chapter provides the results of data collected through questionnaires filled out by adolescent students, and interviews with two school counselors. The results of the questionnaires are organized in six tables and the interviews were transcribed and placed in the appendixes.

Results from Students

The results of the questionnaires that students completed are displayed in Table 1 through Table 6. As shown in Table 1, most of the respondents said they agree that there is a need for a drug awareness program in their school, and information on alcohol and tobacco should be included in a drug awareness program. Also, most of the respondents said they strongly agree that knowledge of each drug's harmful effects on the body would keep them from taking drugs. Most of the students believe that more than just knowledge about drugs, a workshop on how to resist peer pressure and say no to drugs is needed to reduce drug use.

As shown in Table 1, an equal number of respondents said they strongly agree and strongly disagree to having random drug tests in schools as a way to stop students from taking drugs. Also, most of the respondents agree that the teachers have an important role in the implementation of the substance abuse prevention program. The majority of respondents answered neutral to the question of whether it was the teacher's role to provide information on drugs and teach interpersonal skills. However, most respondents strongly agreed that parents do have an important role to play in the implementation of the substance abuse prevention program.
Out of the 100 students, 57 students responded as having drunk alcohol, whereas the highest alcoholic beverage consumed was hard liquor, followed by wine, then beer. Forty-nine students responded that they had previously smoked a cigarette, whereas 51 responded that they had not. Also, 23 students responded that they are current smokers, whereas 26 students responded that they are not current smokers. When asked how many cigarettes they smoked per day, 12 of the respondents said that they only smoked occasionally, whereas only five said they smoked more than one pack.

The results shown in Table 5 reveal that 84 of the respondents knew someone in their school who had smoked cigarettes, 41 respondents knew someone in their school who had smoked marijuana, 25 respondents knew someone in their school who had used cocaine, 21 respondents knew someone in their school who had used heroin, and 19 respondents knew someone in their school who had used other drugs.

The majority of the respondents believe that the following are necessary to keep young people away from drugs and cigarettes: social skills training, drug resistance skills, learning how an alcohol and drug free lifestyle would be like, learning how intoxication occurs and the consequences of alcohol abuse, having information on the chemicals inside a cigarette, and how it affects the body, learning how to build a support system with peers, the necessity of having guest speakers, such as police officers, to deliver the message of staying away from drugs, learning life skills, and participating in physically and mentally challenging activities.

Results from Team School Counselor

The Team school counselor's responses (see Appendix C) showed Team school has never implemented a drug awareness program. However, the counselor invites organizations once a year to bring awareness to the students. As such, the Oum
El Nour organization provided students with a DVD, lecture, brochures, and open discussion. The counselor also invited the Anwar El Mahabeh organization for AIDS prevention, which provided an AIDS awareness campaign with ribbons, a donation box, and a guest speaker who was HIV positive. The counselor believes that information on AIDS should be included in a drug awareness program and the guest speaker should be someone the students would listen to. Also, a speaker from a UNICEF program was invited to the school who spoke about many topics, one of which was drugs. The counselor also invited Dr. Nabil Eid, from the JAD organization that provided information about drugs, alcohol, and the effect of play station on students. In addition, the counselor invited a physician from AUB, who addressed the effect of media on smoking, and the dangers of argileh. Finally, the counselor invited an individual from an organization called ConHadi, whose members consist of parents who lost their son to drinking and driving, who showed a video tape and conducted a discussion with the students.

The counselor considers that effective drug awareness programs include a combination of elements; lecture, brochures, a play, guest speakers, and open group discussion. Also, the counselor believes that an awareness program should cover drugs, smoking, AIDS, sexual education, and information on driving and drinking alcohol.

Moreover, the counselor believes that drugs are available in Lebanon, and students are indeed exposed to drugs. Also, the counselor’s views of the best strategies to reduce drug use were awareness advertisements, advertisements on T.V., through games, and communication.

The counselor discussed her views of the various roles in a drug prevention program. The principal and vice principal should work as a team, provide support,
call the parents, and talk to the students. The administration and teachers do not necessarily play a role in implementing the program, but the principal and the counselor do. The students’ role is to work on campaigns, projects, and engage in discussions. The students’ families do not have a specific role in the program; their role is to provide security, support, and bonding.

The counselor reported that in her school assertiveness training or life skills are provided for middle school students; bullying, self-esteem, peer pressure, stress and anger management, decision-making, and responsibility are all included in the training.

*Results from Wood School Counselor*

The Wood school counselor’s responses (see Appendix D) showed that Wood school has been implementing a drug awareness program for the past three years. The program is an indirect drug prevention program called Skills for Adolescents Lions- Quest, which was provided by the Lions foundation. It is held twice a week for 20 minutes each, as part of the school’s curriculum on community services. Students learn lessons through projects and discussions, such as developing talents, identifying strengths and weaknesses, handling peer and parental relationship, depression, acquiring problem solving skills, and interpersonal skills. The program starts in 8th grade with self-explanation, peer relations, and conflict resolution, then it becomes more directly related to drug awareness in 12th grade with students having projects on the toxicity of drugs, myths and facts about drugs, and different types of drugs. Students are also involved in whole school projects, such as raising awareness about bullying. The counselor trains the students’ homeroom teachers in applying the drug awareness program. The teachers implement the program, and then fill out evaluation forms for feedback.
The counselor found resistance from students in expressing themselves, although they listen during the drug awareness program provided by the homeroom teacher, they do not volunteer information. The counselor stated that Skills for Adolescents Lions-Quest, was developed for Americans and is not friendly to the Lebanese culture. For example, the names of heroes and characters need to be modified to fit the Lebanese culture. Also, this program should be implemented for 80 minutes per week. However, it is applied for 40 minutes per week only because of lack of time. This program was found to be academically effective in the United States since it helped in raising students’ scores on achievement tests.

Moreover, the counselor named two organizations that provided awareness to the students. The First organization is Oum El Nour, whose representatives visited the school twice in one year. They presented drug awareness information through a videotape, discussion about drugs, and guest speakers who were previous drug users talked about their experience with drug addiction. The counselor believes that this was effective since students remembered what had been discussed. For example, students mentioned that psychical addiction was not the problem with substance abuse but rather the problem was the psychological addiction. Students also said that smoking was more dangerous than cocaine or heroin use since a lot more people die from cigarette smoking than from a drug over dose. The second organization is JAD, whose representative visited the school to introduce students to the work of the organization.

Also, the counselor considers an effective drug awareness program to include not only the dangers of smoking or drunk driving, but also teaching students useful strategies and ways of motivation. In addition, students should get involved in
projects, such as a drug awareness week that would be intense and out on the playground, and most importantly provides life testimonies of previous drug users.

The counselor believes that about 20 to 30 percent of high school students between the ages of 14 and 18 are addicted to smoking cigarettes. The counselor stated that there were instances in the past of students who experimented with dangerous drugs or became addicted. Moreover, the counselor’s views of the best strategies to reduce drug use included awareness, parental involvement, problem solving skills, life skills, strategies for goal attainment, and character education.

The counselor discussed her views of the various roles in a drug prevention program. The administration should play the firm role of the discipline system, such as suspending or expelling students for getting caught smoking. The teachers’ role is to implement the awareness program. They work with the students and discuss problems students face in class, character education, peer issues, or academic issues. Then, the teacher gives the school counselor feedback about the program. The students’ role is to take part in raising drug awareness. They could become role models by pledging to a code of honor or by participating in a play. The curriculum plays an important role in the awareness program since topics are integrated within same subject matter, such as English and social studies. The English high school program includes literature or stories that cover social skills or social relationships. For example, in English, students are requested to write an essay about their personal strength and weakness, whereas in social studies students study tolerance and diversity. Finally, the students’ families also need awareness. They should be given resources about the dangers and symptoms of drug use, and what they should do in case they suspect that their child is taking drugs. The counselor stated that when such a program was implemented at the school, out of 80 parents only 14 gave their
feedback on the awareness program, and its effectiveness with the students; the non-Lebanese parents were more involved than the Lebanese parents.

Conclusion

The results of this study revealed the need for a drug awareness program in the two schools examined. The Team school does not carry a prevention program whereas the Wood school is implementing an American program. The students and school counselors believed that drugs and smoking are used among many adolescents in Beirut, and awareness is needed. The findings also revealed that an effective awareness program should contain a combination of themes, rather than just information about the harmful effects of drugs such as including life skills and assertiveness training in the program.
CHAPTER FIVE

Discussion

Introduction

The purpose of this study was to develop a program for the Lebanese adolescents about drug awareness. The program would help adolescents make better choices in their lives. The results of this study showed that students are indeed exposed to drugs in Lebanon, and that there is a need for a drug awareness program in the two Lebanese schools investigated. The results also revealed that a drug awareness program should contain a combination of themes, such as life skills and assertiveness training rather than just information about the harmful effects of drugs.

The results of the study revealed that 41 students knew someone in their school that had smoked marijuana, 25 students knew someone in their school that had used cocaine, 21 students knew someone in their school that had used heroin, and 19 students knew someone in their school who had used other drugs, such as ecstasy, meth, and LSD. This is congruent with the literature that marijuana is the most commonly used drug among Lebanese, whereas heroin is the most commonly used drug among Lebanese seeking treatment (Oum El Nour, 2005; United Nations Office on Drug and Crime & Institute for Development, Research and Applied Care, 2003). (Oum El Nour, 2005; United Nations Office on Drug and Crime & Institute for Development, Research and Applied Care, 2003). One explanation might be related to the growing variety of drugs that are being used by adolescents.

Components of an Awareness Program

The Team and Wood school counselors believe a drug prevention program should include information on alcohol, AIDS, and sexual education; also, most of the students believe that information on alcohol and tobacco should be included in such a
program. These results are congruent with the review of literature that awareness should include information on alcohol, tobacco, and AIDS (Wilson & Kolander, 2000).

The results from the students' questionnaires were congruent with the literature concerning what should be included in a drug awareness program. Students believe learning life skills should be included. The Western literature revealed that life skills should be included as well as learning refusal skills, communication, assertiveness, goal setting, and coping (Greenberg et al., 2003). Also, students believe that social skills training should be included. These results were congruent with the Western literature of including social skills training such as training adolescents in making healthy decisions and resisting peer influences through activities such as role-play and peer instruction (Botvin, 2001; Dryfoos, 1990). Students believe drug resistance skills should be included, which is congruent with the Western literature that drug resistance skills should be included in a drug awareness program (Botvin, 2001). Students believe that learning how to build a support system with peers such as role-playing should be included, which is congruent with the Western literature that states that students are required to participate in peer counseling where students help each other through personal issues by listening and guiding each other (Drug Strategies, 2003).

Students believe that learning about an alcohol and drug free lifestyle should be included in a drug awareness program, which is congruent with the Western literature that emphasizes an alcohol and drug free lifestyle by having students interested in healthy living (Wilson & Kolander, 2000). Students believe that learning how intoxication occurs and the consequences of alcohol abuse should be included, which is congruent with the Western literature that a drug awareness program should
inform about how intoxication occurs, state drinking guidelines to encourage responsible behavior, and list the consequences of alcohol abuse (Wilson & Kolander, 2000). Students believe that information on the chemicals in cigarettes, and how they affect the body should be included, which is congruent with the Western literature about including information in a drug awareness program on the different consumption methods of tobacco, its chemical substances, and its harmful effect on the body (Wilson & Kolander, 2000).

Students believe that guest speakers, such as police officers, should deliver the message of staying away from drugs, which is congruent with the Western literature that encourages an anti-drug message to be delivered by guest speakers (Sharp et al., 1999). Finally, the results of the study showed that the program should encourage physically and mentally challenging activities, which is congruent with the Western literature about including in the program physically and mentally challenging activities, such as mountain climbing, karate, storytelling, and neighborhood cleanups (Wilson & Kolander, 2000).

Incongruence was found between the results of this study and two other studies conducted in the United States and England which showed that random drug testing in schools was effective to prevent drug abuse (National Center on Addiction and Substance Abuse, 2003; Office of National Drug Control Policy, 2006). One explanation for this discrepancy might be related to the culture. In Lebanon trust beliefs are different from those in the west, as illustrated by one respondent who strongly disagreed with having random drug tests at schools, and wrote “no trust?!”.  

**Key Peoples’ Role in an Awareness Program**

Although the majority of the students were neutral concerning the teacher’s role in providing information on drugs and teaching interpersonal skills, they agreed
that the teachers have an important role to play in the implementation of the substance abuse prevention program. The Team School counselor believes that teachers do not play a role in implementing a drug awareness program, whereas the Wood school counselor believes that teachers should play a role in implementing the awareness program. Thus, teachers should work with the students and discuss problems students face in class, character education, peer issues, and academic issues. The results of the study were incongruent with the western literature that revealed prevention programs implemented by mental health professionals and peers were more effective than those implemented by teachers (Greenberg et al., 2003). One explanation might be related to the lack of mental health professionals found in Lebanese schools. School psychologists’ role is to provide educational information about drugs to students. They implement beneficial and recent strategies for enhancing the effectiveness of drug prevention programs in their schools (Sharp et al., 1999). However, in Lebanese schools, school psychologists are scarce and more often than not, teachers play multiple roles, including providing guidance and support to students.

The results of the study revealed that students’ role in a drug awareness program is to participate in raising drug awareness, which is congruent with the literature which stated that students have a role in awareness program through activities, such as getting involved in role-play and peer instruction (Dryfoos, 1990).

The Team School counselor believes that the students’ families do not have a role to play in the awareness program; rather, their role is to provide security, support, and bonding. The Wood School counselor believed that the students’ families need to have drug prevention awareness, provided with resources about the dangers and symptoms of drugs, and how they can help their children in case they suspect drug use. The majority of the students strongly agreed that parents have an important role
to play in the implementation of the substance abuse prevention program, which is congruent with the Western literature, that revealed that the parents and community of the students need to be involved in drug awareness programs (Petrosino, 2003).

Methods of Implementing an Awareness Program

Another finding in this study concerns the methods of implementation of a drug awareness program. The results of this study revealed that both students and counselors believed that the methods of implementing a drug awareness program were through lectures, guest speakers, workshops, campaigns, open group discussions, plays, projects, awareness advertisements, advertisements on T.V., brochures, and games. These results were congruent with the review of literature. A study that examined non-interactive and interactive approaches of prevention programs showed that the interactive approach had a greater impact than the non-interactive approach, because it enhanced students’ interpersonal skills (Greenberg et al., 2003). In addition, a study on an alcohol and drug prevention program included student handouts, videos showing same-age adolescents, and training teachers as part of the program (Botvin et al., 2001).

In conclusion, the results of this study revealed the components to be included in a drug prevention program to be developed for adolescents in schools in Lebanon. The program would serve as a guide to school counselors in their fight against drug addiction in Lebanese schools.

Suggestions and Recommendations

There is a need in future research to examine larger samples of both schools and students in many areas of Lebanon instead of just two schools and 100 students.
The instruments used to conduct this study were limited to questionnaires and interviews. Using a variety of instruments for data collection would insure more accuracy of results, such as focus group discussions with students.

Another recommendation, which stems from the results of this study, is that drugs are a sensitive topic in the Lebanese society; therefore, more awareness and discussions with parents and students is needed in Lebanon.

Finally, any drug awareness program should be tested for its results and success before applying it. Therefore, future research should focus on examining the effectiveness of applying drug awareness programs in Lebanese schools.
CHAPTER SIX

The Drug Awareness Program

Introduction

This chapter is about the drug awareness program that was developed through the culmination of the results of this study and review of literature. It is a comprehensive program to be implemented in Lebanese schools. The drug awareness program described below is divided into three sections. First, a description is presented of the components of the awareness program, which includes information to be imparted and skills to be learned. Secondly, the roles of key people in an awareness program are described. Thirdly, methods of implementing the awareness program are listed along with their effectiveness.

Components of the Awareness Program

Information

In this program information is provided on the harmful effects of different drugs, facts on drug use, and a scientific explanation of the interference of drugs on the brains’ functioning. Information and facts are provided about the following drugs and their effects on the brain and body; Marijuana, inhalants, ecstasy, cocaine, crystal meth and methamphetamines, heroin, LSD, painkillers, alcohol, and tobacco.

Information on alcohol is included as well; how intoxication occurs, consequences of alcohol abuse, revised statistics of deaths related to alcohol, and the biological effects of alcohol. Students are informed of drinking guidelines to encourage responsible behavior, and how an alcohol free lifestyle leads to better living.

Information on tobacco is provided concerning the different consumption methods, its chemical substances, its harmful effect on the body, and immediate
effects of smoking, such as a decrease in sports endurance, yellow teeth, bad breath and smelling hair. For example, students are informed that smoking is more dangerous than cocaine or heroin use since statistically, more people die of smoking tobacco than of a drug overdose.

Information is provided on HIV and sexual education, through health care and advice on healthy choices. For example, a discussion of the risks of being infected with the HIV virus through injecting needles will be included in the program (Stimson & Donoghoe, 1996).

Skills

In this program, students are taught social skills and life skills; they will learn skills in self-control as well as coping with anxiety and stress. They are taught to praise themselves and think for themselves. Also, they will learn how to ask someone for something, and how to give a compliment to someone; they will engage in open discussions on their short-term and long-term goals and acquire decision-making skills. Students will learn information to be used in all aspects of their lives (Botvin, 2001; Dryfoos, 1990), such as getting to know themselves and the world around them, with regard to acceptance, tolerance, and identifying their own strengths and weaknesses.

With regard to drug resistance skills, students will acquire verbal and nonverbal skills in resisting media messages or peer pressure to use drugs, they will be able to analyze alcohol and tobacco advertisements, which involves how to identify and respond to the media’s persuasive messages on drug usage. Adolescents learn to say no to drugs by practicing and exploring alternatives to drug use. Students are taught what to say and how to say it effectively when they are offered to engage in substance use. They are taught to identify the situations that lead to peer pressure of
substance use, how to avoid these situations, and develop responses that prepare them to handle these situations. They will learn to be assertive by setting their boundaries with what they would and would not do concerning harming their health. Working on their confidence, they will acquire skills in refusal, communication, assertiveness, goal setting, and coping strategies (Botvin, 2001; Greenberg et al., 2003).

Key People's Role in an Awareness Program

School Psychologists

School psychologists implement the program, along with mental health professionals. They provide educational information about drugs and teach life skills to students. They provide the needed knowledge and services for student awareness, and when needed they conduct teacher training. They implement beneficial and modern strategies for enhancing the effectiveness of drug prevention programs in their schools (Sharp et al., 1999).

Students

Students participate in raising drug awareness through activities, such as role-play and peer instruction. They develop projects on the toxicity of drugs, myths and facts about drugs, and different types of drugs. They also get involved in projects such as anti-drug awareness week on campus, where life testimonies of previous drug users are provided. They form support groups, and learn to make and keep affective relationships through bonding with parents, school, and peers. Students build a support system with their peers by participating in activities that involve role-play. They also help each other through personal issues by listening and guiding each other.

Students' Family

Students' parents and family provide security, support, and bonding. Students' families need awareness and are provided with resources about the dangers and
symptoms of drugs, and what they should do in case they suspect that their child is taking drugs. Parents conduct regular family meetings where everyone has a turn to discuss issues, with complaints and compliments voiced out in the open.

**Guest Speakers**

Trained police officers or prominent guest speakers deliver anti-drug messages. They describe their experiences with drug users. Role models would be provided to de glamorize substance use. Guest speakers share life stories that are related to addiction.

**Methods of Implementing the Awareness Program**

**Material**

Awareness advertisements, advertisements on T.V., brochures, posters, and games constitute the material needed in the awareness program. Also, slide shows that show graphic pictures, such as the effect of smoking on lungs, or an adolescent using crystal meth and its effect on the skin. The truth about drugs booklet series is available from [http://www.drugfreeworld.org](http://www.drugfreeworld.org).

**Methods of Implementation**

The methods used are lectures, workshops, campaigns, peer tutoring, and projects. Students participate in open communication, such as learning how to ask for their needs. An interactive approach is used to enhance students' interpersonal skills. Physically and mentally challenging activities such as mountain climbing, karate, storytelling, and neighborhood cleanups are also included in the awareness program.

**Activities**

Activities consist of group activities, presentations, workshops, plays, and open group discussions. Students participate in peer counseling; students choose topics concerning personal issues and help each other through them by listening and
guiding one another (Drug Strategies, 2003). Students are provided with instructions and demonstrations, such as on how to ask for what they want, with rehearsals, feedback, social praise, and behavioral homework tasks.

Conclusion

This chapter presented a drug awareness program that was developed by comparing the results of this study and those in the review of literature. The program is a guide for school psychologists to implement a drug awareness program for the adolescents in Lebanese schools. It teaches students life skills and gives them information on drugs that may prevent them from using drugs. The aim is to provide school counselors with the necessary tools to implement a drug awareness program for the purpose of preventing the Lebanese youth from engaging in substance abuse.
References


prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58(6-7), 466-474.


Table 1

Students' perceptions of a drug awareness program

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need for a drug awareness program in their school</td>
<td>53</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>Need information on alcohol and tobacco in program</td>
<td>60</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>Need a workshop on peer pressure and say no to drugs</td>
<td>63</td>
<td>5</td>
<td>32</td>
</tr>
<tr>
<td>Need random drug tests in schools</td>
<td>42</td>
<td>41</td>
<td>17</td>
</tr>
<tr>
<td>Need social skills training</td>
<td>80</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Need drug resistance skills</td>
<td>56</td>
<td>38</td>
<td>6</td>
</tr>
<tr>
<td>Need for information on chemicals in cigarettes, and their affects on body</td>
<td>70</td>
<td>25</td>
<td>5</td>
</tr>
</tbody>
</table>
**Table 2**

*Students' perceptions of participants' roles in a drug awareness program*

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>No Answer</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Guest speakers deliver the message, such as police officers</td>
<td>59</td>
<td>36</td>
<td>5</td>
</tr>
<tr>
<td>Teachers have important role in implementing program</td>
<td>46</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>Teachers provide information and teach interpersonal skills</td>
<td>47</td>
<td>15</td>
<td>38</td>
</tr>
<tr>
<td>Parents have important role in implementing program</td>
<td>77</td>
<td>4</td>
<td>19</td>
</tr>
</tbody>
</table>
Table 3

*Students' substance use*

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol consumption</td>
<td>57</td>
<td>41</td>
</tr>
<tr>
<td>Beer</td>
<td>39</td>
<td>61</td>
</tr>
<tr>
<td>Wine</td>
<td>44</td>
<td>56</td>
</tr>
<tr>
<td>Hard liquor</td>
<td>52</td>
<td>48</td>
</tr>
<tr>
<td>Previous cigarette smoker</td>
<td>49</td>
<td>51</td>
</tr>
<tr>
<td>Present cigarette smoker</td>
<td>23</td>
<td>26</td>
</tr>
</tbody>
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Table 4

*Cigarette smoking behavior of students*

<table>
<thead>
<tr>
<th>Cigarettes per day</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>1 - 2</td>
<td>3</td>
</tr>
<tr>
<td>3 - 5</td>
<td>4</td>
</tr>
<tr>
<td>6 - 10</td>
<td>4</td>
</tr>
<tr>
<td>11 - 15</td>
<td>2</td>
</tr>
<tr>
<td>16 - 20</td>
<td>4</td>
</tr>
<tr>
<td>More than one pack per day</td>
<td>5</td>
</tr>
<tr>
<td>Only smoke occasionally</td>
<td>12</td>
</tr>
</tbody>
</table>
Table 5

*Students knowledge someone who did the following*

<table>
<thead>
<tr>
<th>Activity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoked cigarettes</td>
<td>84</td>
</tr>
<tr>
<td>Smoked marijuana</td>
<td>41</td>
</tr>
<tr>
<td>Used cocaine</td>
<td>25</td>
</tr>
<tr>
<td>Used heroin</td>
<td>21</td>
</tr>
<tr>
<td>Used other drugs</td>
<td>19</td>
</tr>
</tbody>
</table>
Table 6

*Students' believe the following are necessary to keep young people away from drugs and cigarettes*

<table>
<thead>
<tr>
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A Drug Awareness Program for Use with Adolescents in Lebanese Schools

KARMA ABDEL-SALAM SOLH

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A Drug Awareness Program for Use with Adolescents in Lebanese Schools

A project by

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To my loving family
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Abstract

In this study, a drug awareness program was developed for adolescents in Lebanese schools. Questionnaires and interviews were conducted with students and school counselors in two schools in Lebanon. The results were compared with the review of literature on drug awareness programs, which produced a program that was adapted to the adolescents in Lebanon. The drug awareness program that was developed includes the components of an awareness program, the different roles that key people play in an awareness program, and methods of implementing the awareness program in the school.
CHAPTER ONE

Introduction

Contextual Background

Substance abuse among Lebanese youth is a growing concern for educators and researchers. Many adolescents in Lebanon might be using and abusing drugs, as substance abuse awareness programs are still scarce in Lebanese schools. The few awareness campaigns in schools or guidance for prevention and intervention programs do not seem to have been effective, since a large number of adolescents abuse drugs in Lebanon (Oum El Nour, 2006).

The statistics on adolescent substance abuse in Beirut are alarming and are on the rise with each passing year (Oum El Nour, 2006). This is a concern since drugs are produced in Lebanon. Adolescents are also at risk for substance abuse because of Lebanon's exposure to war. Adolescence is a period of transition from childhood to adulthood, which constitutes a challenging time in development (Pledge, 2004). Many adolescents do not understand the implications substance abuse has on all areas of life. Without proper guidance in substance abuse prevention or intervention programs, many aspects of an adolescent's life become disrupted. Adolescents at risk face many problems, such as death by over consumption (Johnston, O'Malley, Bachman, & Schulenberg, 2005).

The Purpose of the Study

The purpose of this study is to develop a program for the Lebanese adolescents about drug awareness. The program would help adolescents make better choices in their lives. This study has for aim to present a program to be implemented in schools, since schools are the primary avenue for facilitating drug prevention (Sales, 2004).
A comprehensive program would be of benefit to remedy the problem of drug use in Lebanon. In this study, a program will be developed for the school counselors to implement that will provide effective substance abuse prevention for adolescents. This research aims to examine what is being done for adolescents' substance abuse prevention and what still needs to be done. The program becomes a plan for early substance abuse awareness, and also helps school counselors become skilled and effective practitioners in implementing drug awareness programs. Furthermore, this research will determine the contents that need to be included in the program and adapted to the population of Lebanese adolescents.

*Rationale and Significance of the Project*

This study is significant since programs are needed for controlling substance abuse among adolescents in Lebanon. At Oum El Nour, a rehabilitation center in Lebanon, 11% of residents seeking rehabilitation are between 14 and 19 years of age (Oum El Nour, 2006). Therefore, a substance abuse awareness program is necessary for prevention since the onset of drug use in Lebanon starts at a fairly young age.

Furthermore, this topic is important because research indicates that overcoming the substance abuse problem through treatment is not as effective as prevention (Sales, 2004). Therefore, research is needed to explore what should be done to prevent substance use among adolescents in Lebanon.

*Research Questions*

The questions that guided the study are:

1. What are school counselors doing to prevent substance abuse among adolescents in secondary private schools in Beirut?

2. What should the program contain to create awareness and prevent drug use among adolescents in two private schools in Beirut?
Falcons School and Team School are pseudo names for two schools in Beirut. Names have been altered for confidentiality purposes. Falcons School caters to students from a high socio economic status, and Team School caters to students from middle to high socio economic status.

Operational Definition of the Variables

A program is defined operationally in this study as a fixed model developed for school counselors to implement. There are many kinds of programs that represent different models; in this study, the model is a program that aims at educating students and equipping them with skills for drug awareness and prevention. It includes drug prevention messages, scenes of drug abuse, peer discussion groups, workshop activities, and assertiveness training (Join Together, 2000).

Adolescents are defined operationally as individuals in the developmental phase from childhood to adulthood, roughly between the ages of 12 and 18 years. It is a time of identity development and change, where interest and opportunities to take drugs arise. The challenges of adjusting to adolescence such as experiencing vulnerability and peer pressure may lead to drug use (Bernstein, Clarke-Stewart, Roy, & Wickens, 1997).

School counselors are defined operationally as professionals who are qualified to implement educational programs. Concerned with students' needs and development, school counselors play an active role in the school to prevent substance abuse (Sciarr, 2004).

Drug awareness is defined operationally as an educational service that provides information about drugs and addiction. It raises awareness on drugs' harmful effects and introduces ways of prevention (Ourn El Nour, 2006).
Review of the Literature

This study will review the western literature as well as the few available Lebanese studies on drug awareness. Several studies have shown that implementing an action program, which includes strategies for substance abuse prevention, has a positive effect on preventing adolescents from taking drugs (Drug Strategies, 2003; Join Together, 2002). Different model programs for substance abuse prevention exist in the literature, and the commonalities between the strategies used in most of the research included peer counseling, education, drug testing, locker searches, workshops, and involvement at the community level (Join Together, 2002; Metzler, 2001; National Center on Addiction and Substance Abuse, 2003). Educating adolescents on the harmful effects of substance abuse is needed because the stress and change experienced during that period increase the risk of substance abuse. With education, students learn to solve personal problems and deal with disruptive behaviors (Metzler, 2001; National Center on Addiction and Substance Abuse, 2003).

The school is the best environment to implement prevention programs. Any change in social awareness begins in the educational setting. Schools are responsible for educating students about the harmful effects of drugs and of equipping them with the necessary skills for them to resist the temptation of using drugs (Sales, 2004).

Existing programs to fight drug use include information on the harmful effects of different drugs, facts on drug use, peer discussion groups, and assertiveness training. Slides are sometimes included that show the effects of drugs on the brain, with a scientific explanation of the interference of drugs on the brains' functioning. Programs present strategies and activities as preventive measures. Some programs include in addition to drug awareness, alcohol and tobacco prevention, and also
present awareness tasks for the family, school, and community (Join Together, 2000; Join Together, 2002).

Some of the programs also include group activities and presentations on drug information and self-esteem. Students learn how to give peer consultations and support. They also learn skills in decision-making and communication, and get empowered to teach others (Sales, 2004). Students are required to participate in workshops of different topics, such as peer counseling where students help each other through personal issues by listening and guiding each other. The rationale is that students should be exposed to a comprehensive educational approach since substance abuse may be a manifestation of other problems, such as depression and eating disorders. Adolescents would then learn how to deal with these problems and many other disruptive behaviors (Drug Strategies, 2003).

In Germany, the strategies used against substance abuse are prevention and education through large projects and campaigns (Metzler, 2001). However, studies conducted in the United States and England showed that random drug testing and locker searches in schools were effective in keeping students away from drugs. Drug testing is a tool that provides both prevention and intervention (National Center on Addiction and Substance Abuse, 2003; Office of National Drug Control Policy, 2006). In summary, the review of the literature indicates that action programs are diverse and include different models, but all seem to play a significant role in substance abuse prevention among adolescents.

Studies have shown that substance abuse among American adolescents begins before the age of 14 (National Center on Addiction and Substance Abuse, 2003). Therefore, the goal in prevention is to keep students away from their first substance abuse attempt since even the first exposure can trigger changes in the brain (Office of
National Drug Control Policy, 2006). Research should be conducted in Lebanon to monitor the effectiveness of substance use prevention programs in academic settings. Future research in Lebanon is recommended to investigate the need for substance use and preventive awareness programs to be incorporated in the school curriculum (United Nations Office on Drug and Crime & Institute for Development Research and Applied Care, 2003).

Method

Research Design

This study includes both qualitative and quantitative data collection and analysis. The purpose of addressing the specific problem of substance abuse in Lebanon and collecting information for prevention is known as a practical action research (Fraenkel & Wallen, 2006). This study will produce an action plan that could be implemented in schools in Lebanon, which are similar in characteristics to the ones investigated in the study.

Sampling

A random sample will be used in Team School and Wood School since students will be randomly selected from one section of each grade level. Team and Wood are pseudo names used to keep the anonymity of the selected schools. The sample will include 100 students in grades 10 to 12 selected from these two schools. A purposive sample will be used at the two secondary schools with regard to school counselors, because students' exposure to substance abuse awareness programs is within the domain of responsibility of the school counselor.

Validity of the Sampling Technique

The sample may not be considered a valid representation of the population since it is a small sample. The sample consists of adolescent students of three grade
levels and only two school counselors from two schools; therefore the results of this study cannot be generalized to the population of school counselors and students in Lebanon.

*Instrumentation*

The study included three instruments to establish triangulation (Fraenkel & Wallen, 2006). The instruments are:

First, the students of the two private schools in Beirut were asked to complete questionnaires whereas keeping their identity anonymous in order to obtain information regarding their perception of drug awareness. The questionnaire items to be answered by the adolescent students in the two schools in Beirut are provided in Appendix A.

Secondly, semi structured interviews were conducted with the school counselors from the two private schools in Beirut. The semi-structured interviews with open-ended questions that were conducted with the school counselors in the two private schools in Beirut are provided in Appendix B.

Thirdly, already existing programs from the United States and Europe were examined for content. Adaptation of the content to the Lebanese culture and context was investigated.

*Validity and Reliability of Instrument*

Each of the instruments allowed valid inferences since they satisfy the purpose of this study. The validity of an instrument shows how correct the conclusions can be made from the results of the instrument (Fraenkel & Wallen, 2006). Therefore, conducting interviews with the school counselors revealed the action steps taken for substance abuse awareness for adolescents in the schools. To enhance validity, the interviewer took notes of personal thoughts and observations during interviews.
Completing questionnaires by adolescent students while keeping their identity anonymous provides information about their perception, knowledge, and feelings towards a certain topic (Lewis, 1992). The respondents might be motivated to provide truthful responses since confidentiality is assured. The questions address the student's characteristics, attitudes toward drug use, and experiences with drugs, in addition to their perceptions of the need for drug awareness programs in their schools.

Reliability is defined as the extent to which the scores are constant when collected repeatedly using the same instrument (Fraenkel & Wallen, 2006). Therefore, to increase validity and reliability, triangulation was used. Triangulation involves the use of three different methods of data collection (Fraenkel & Wallen, 2006). In this study the three sources were semi-structured interviews, questionnaires, and already existing programs.

Data Analysis

Following data collection using triangulation, a program was developed. The data from the semi-structured interviews was transcribed and categorized by themes. Quantitative data, such as means and percentage was generated from analyzing the responses to the questionnaire items. Previously developed programs were reviewed for the purpose of developing similar material to be adapted to the population of Lebanese adolescents.

Ethics

This study would cause no physical or psychological harm to any of the participants; research data would be kept confidential, and no deception of participants would be used. Permission was sought from the administration of the students' schools for their participation in completing the questionnaires. The information given by the participants of the study is related directly to the research
topic under examination and would not touch on any aspect beyond the scope of the study (Fraenkel & Wallen, 2006).

**Expected Benefits and Educational Implications**

The findings of this research study could be applied in Lebanese schools similar in characteristics to the two schools investigated. The school counselors of such secondary schools would be able to apply the program as presented in this study, thus providing them with an effective tool for a comprehensive prevention program. The benefits of this program would be observed after its application in the schools; however, this is beyond the scope of this study. The primary expected result is that adolescents would gain awareness concerning the negative effects of drugs. This program will equip them with the necessary skills to make the right choices and opt against the use of drugs in their lives. Furthermore, an expected benefit would be a decrease in drug use among adolescents in Lebanon, therefore leading to a decrease in drug intervention and rehabilitation. Future research should examine the effectiveness of prevention programs adapted specifically to adolescents in Lebanon.

**Limitations**

The study examines only two schools; therefore, the results cannot be generalized to other schools in Lebanon. Another limitation is that the program developed in this study will not be implemented. Therefore, its benefits cannot be determined as of yet. Further studies are needed to investigate the impact this program will have on preventing adolescents from using and abusing drugs.
CHAPTER TWO
Review of the Literature

Introduction

Students spend most of their developmental years in the school classrooms; therefore the school is the best environment to implement prevention programs. In the United States, most schools include in their curriculum selective awareness programs, such as preventing pregnancy, violence, and obesity. Among these, the ones used the most are drug prevention programs. According to Petrosino (2003), several drug, alcohol, and tobacco prevention programs are integrated into the school curriculum. The author also suggests that prevention programs should include information concerning implementation, cost, and training for those involved; such as, teachers and parents. In addition, he recommends continuous evaluation of the program to assess its effectiveness overtime.

Heroin is the most commonly used drug among Lebanese seeking treatment in rehabilitation centers in Lebanon (Oum El Nour, 2005; United Nations Office on Drug and Crime & Institute for Development, Research and Applied Care, 2003). The few drug awareness campaigns in the country seem to have not been effective since the statistics on adolescent drug use in Lebanon are alarming and increasing with each passing year (Oum El Nour, 2006).

Education is the essential step in preventing adolescents from using drugs. In one study on adolescents’ problems, the results showed that the main problem they face is drug abuse (Hyde & Setaro, 2003). Since 1989, American public high schools have implemented drug prevention programs and provided the programs as part of their class curriculum or extra curricular activities (Donnermeyer & Davis, 1998).
Drug prevention programs have been widely used in the United States and Europe during the 1980s and 1990s. The most widely implemented program used by 50 percent of all schools in the United States is the D.A.R.E. project. D.A.R.E. is an acronym and stands for Drug Abuse Resistance Education (Donnermeyer & Davis, 1998; Seiffge-Krenke, 2001). The program is an in-class high school program that consists of five lessons, which are teacher or peer-taught with specially trained officers who visit, present the lessons, and organize role-play and other activities. The lessons provide the needed skills to identify and avoid social stressors that lead to drug use. The program also provides information on drugs, decision making skills, self-esteem skills, and making better health choices than abusing drugs.

School psychologists have a primary role in providing educational information about drugs to students. They provide the needed knowledge and services for teacher training and student awareness. They implement beneficial and recent strategies for enhancing the effectiveness of drug prevention programs in their schools (Sharp, McLaughlin, & McClanahan, 1999). This review of literature investigates studies conducted on the prevalence of drug use in adolescence, drug awareness programs, and the effectiveness of drug awareness programs.

Prevalence of Drug Use in Adolescence

Adolescents are, by definition, teenagers going through biological and social transformations. They find themselves going through challenges, and without the right coping skills, they may resort to drug use (Venturelli, 2000). In one study, Wilson and Kolander (2000) found that alcohol and drug use started at age 12, with an increase in use until the age of 25. In another study, the results showed that adolescents use alcohol and tobacco as gateway drugs to progress to illegal
substances. They start experimenting with a substance, which leads to an increase in
frequency use and amount taken (Botvin, 2001).

A growth in substance abuse among adolescents prompted a study in Ohio on
3,190 students in 11th grade, enrolled in 36 public high schools. The results showed
that 36.8% of students used marijuana during the year previous to the study’s data
gathering, and 21.4% during the last 30 days (Donnermeyer & Davis, 1998). The
results also showed that males used drugs more often than females, and non-white
students used drugs more often than white students. Also, the findings indicated that
11th graders participating in two or more prevention program activities had a lower
percentage of substance abuse than those exposed to only one program. The
researchers concluded that the varieties of prevention programs support one another,
particularly when they are provided throughout the developmental years of
adolescence. Also, the results showed that students who do not use drugs would more
likely participate in prevention programs than those who do.

According to Venturelli (2000), in the United States, students between 12 and
17 years of age increased their overall drug use from 11.7% in 1992 to 18.0% in 1995.
Also found was an increase in cocaine users from 4.0% in 1991 to 11.3% in 1996, an
increase of hallucinogen users from 11.7% in 1991 to 25.8% in 1996, and an increase
of heroin users from 0.4% in 1991 to 1.1% in 1995. Between the ages of 18 and 25,
the percentage of males using drugs was higher than that of females. The highest
percentage of drug users in 1997 was among 16 to 17 year olds at 19.2%, followed by
18 to 20 year olds at 17.3%. In Lebanon during 2006, the incoming patients to Oum
El Nour’s reception center were 259 males and 33 females, 11% of those drug users
seeking rehabilitation were between 14 and 19 years of age (Oum El Nour, 2006).
Drug Awareness Programs

An effective prevention program should target the youth with the greatest risk for drug abuse. The program must include the students with high-risk characteristics such as poverty, parental abuse, or behavioral problems. The prevention program could be compared to a public health program in that it promotes health care, by encouraging healthy behavior choices, such as physical fitness, and nutrition. An effective program focuses on the positive characteristics of health, describing what to do instead of what not to do. Three necessary factors should be considered in a prevention program: the characteristics and attitudes of the drug users, how the drug is harmful or addictive, and the environmental influences that lead to drug use (Wilson & Kolander, 2000).

According to Botvin (2001), many research findings have attributed effective drug prevention approaches to personal and social skills training, such as learning skills in self-control and coping with anxiety and stress. Another critical approach is drug resistance skills, which teaches verbal and nonverbal skills in resisting media or peer pressure to use drugs. Adolescents are taught what to say when drugs are offered, and to identify and avoid situations that involve pressure to use drugs.

Awareness on alcohol and tobacco should be included in a drug prevention program. Adolescents drink to get drunk. The drug awareness program should emphasize the harmful effects of excessive drinking and the beneficial effects of an alcohol free lifestyle by having students interested in healthy living. It should also consist of how intoxication occurs, drinking guidelines to encourage responsible behavior, and consequences of alcohol abuse (Wilson & Kolander, 2000).

According to Wilson & Kolander (2000), tobacco was found to have the requirements of being classified as a drug. Nicotine is addictive and smoking may be
the gateway to using harder drugs. Due to the advertising boom for cigarettes of the 1990’s, smoking increased among young people, which might explain the higher rate of drug abuse during that period. A drug awareness program should include information on the different consumption methods of tobacco, its chemical substances, and its harmful effect on the body. Informing students about the dangers of one’s behavior on the short run, such as the immediate detrimental effects of smoking which are a decrease in sports endurance, yellow teeth, bad breath and bad-smelling hair is more beneficial to reduce smoking than information on the harmful long-term effects of smoking, such as the risks of lung cancer.

The drug awareness program should include information on the different drugs and their effects. Programs in the United States are person-centered rather than drug-based. They focus on the human aspect of participants drawing attention to expressing feelings, and highlighting poor values and goals. An affective program works on clarifying values, feelings, and increasing self-esteem. Adolescents with high self-esteem choose abstinence from drug use. Studies show that at-risk children respond positively to physically and mentally challenging activities such as mountain climbing, karate, storytelling, and neighborhood cleanups. Encouraging adolescents to participate in open communication, teaches them coping, social, and peer resistance skills. Adolescents learn to build a support system with their peers by participating in activities that involve role-play. Adolescents learn to say no to drugs by practicing and exploring alternatives to drug use. They also learn to be assertive by setting boundaries concerning what they would and would not do with regard to harming their health (Wilson & Kolander, 2000).

Adolescents need to develop their sense of self; they need to take an active role in making their own choices. A drug prevention program should include teaching
problem solving and interpersonal skills (Dryfoos, 1990; Fields, 1998). Teaching social skills involves training adolescents in making healthy decisions and resisting peer influences through activities such as role-play and peer instruction (Dryfoos, 1990).

In the United States and England two studies showed that random drug testing and locker searches in schools were effective in keeping students away from taking drugs (National Center on Addiction and Substance Abuse, 2003; Office of National Drug Control Policy, 2006). However, recent research does not feature the two techniques of drug testing and locker searching as effective methods for drug prevention.

Many programs include activities with an anti-drug message delivered by either guest speakers or through student art contests, and classroom videos (Sharp et al., 1999). The Center for Substance Abuse Prevention (CSAP) promotes basic principles for effective prevention models to include the following:

1. Supportive and caring relationships between youth and members of their families, communities, and peer group;
2. Multifaceted intervention targeting needs;
3. Effective reducing or postponing drug, alcohol, or tobacco use or decreasing risk factors and enhancing protective factors within the life domain (such as school or family);
4. Generating scientifically valid results; and
5. Replication of the intervention program. (Petrosino, 2003, p.192)

**Effectiveness of Drug Awareness Programs**

Not all drug prevention programs are effective. Effectiveness is typically established through research. Studies have shown that effective tobacco prevention programs consist of social reinforcement for developing positive attitude towards healthy living and encouraging behavior change (Seiffge-Krenke, 2001).
Drug awareness campaigns are effective when they provide accurate information. Short slogans help develop awareness, and lower drug use. Educating students about drugs effects before they experiment with drugs helps them avoid drug use after they graduate from high school. In one study, the results showed that 76.4% of American students who tried marijuana still used it in 12th grade (Hyde & Setaro, 2003). Awareness programs that provide inaccurate and exaggerated information are mostly ineffective because the programs’ credibility is usually questioned (Fields, 1998).

Research has revealed that providing information only about the effects of drugs did not affect students’ behaviors positively, but providing information in addition to teaching social and life skills had the best outcomes. Different components are needed in a drug prevention program for its success (Dryfoos, 1990), including involving the parents and community of the students (Petrosino, 2003).

A study by Sharp, McLaughlin, and McClanahan (1999) showed that scaring adolescents by showing them harmful effects of using marijuana just to frighten them was ineffective. The study showed that the most important component of a prevention program is the teaching of social and life skills, with information related to daily life. Prevention programs that include affective and interpersonal themes that emphasize bonding and connecting with parents, school or peers have produced positive effects as well. Encouraging secure attachments with others helps adolescents make the right choices during the difficult developmental years.

Research has shown that promoting a healthy lifestyle helps adolescents make better behavior choices and staying away from drugs. Students who inject drugs were found to respond with positive behavior changes when they learned of their risk of being infected with the HIV virus and transmitting it to others. They also responded
positively to information on promoting personal responsibility. Also, drug injectors who share needles decreased this behavior after being exposed to information on HIV awareness. Many drug awareness programs have included physical health in promoting prevention by providing information on health care and advice on healthy choices. Drug awareness programs are successful when the information provided is understandable to the target population, and when the groups' characteristics are taken into consideration (Stimson & Donoghoe, 1996).

A study that examined the unrevised version of the D.A.R.E. project, which had been used in the 1990's, found that 10 years later, students' improved attitudes toward drug use, lasted only for a short period of time. The project's long-term effects brought no changes in student's alcohol, tobacco, and drug use. Studies have not yet been conducted on the revised version of the project. What remained from the unrevised version through to the revised version of the D.A.R.E. program were discussions on student's goals, resisting peer pressure, and delivering the message by trained police officers. Interestingly, the D.A.R.E. project continues to be the most widely used in the majority of America's public schools (Lynam et al., 1999).

A study on an alcohol and drug prevention program included material such as student handouts, videos showing same-age adolescents, and trained teachers. It was effective with suburban white middle-school students showing positive results throughout high school. The study also showed a decrease in binge drinking among middle-school students by at least 50 % (Botvin, Griffin, Diaz, & Ijssel-Williams, 2001).

In another study, Palmgren, Lorch, Stephenson, Hoyle, and Donohew (2007), depicted a drug prevention campaign, which focused on the negative effects of drugs and the positive outcomes of a drug-free lifestyle by showing adolescents engaging in
enjoyable and rewarding activities that did not involve drug use. The results showed that youths who seek high-sensations and have a high need for stimulation, respond to messages with high sensation value, dramatic messages that bring sensory and stimulating responses. Therefore, heavy drug use is more prevalent among high sensation youths. The study also showed that when video advertisements about the negative effects of the use of marijuana were shown in a dramatic way to high sensation 14 to 16 year olds, a 9% reduction in the use of marijuana occurs with long-term effects.

The most beneficial drug prevention programs focus on improving students' individual and social environment. They promote the development of social competence, connections with others, and community involvement. They focus on the students, their relationships, and classroom and school level changes. In a study that examined non-interactive and interactive approaches of prevention programs, the results showed that the interactive approach had a greater impact than the non-interactive approach, because it enhanced students' interpersonal skills. Benefits were also found in the life skills program that included learning refusal skills, communication, assertiveness, goal setting, and coping. An interesting finding was that prevention programs implemented by mental health professionals and peers were more effective than those implemented by teachers (Greenberg, Weissberg, O'Brien, Zins, Fredericks, Resnik, & Elias, 2003). The most effective approaches were found to be those that combine resistance skills training with teaching about the social factors that may lead to drug use (Botvin, 2001).

The goal in prevention is to keep students away from their first alcohol, tobacco, or substance use attempt since the first exposure, particularly when it happens before seventh grade brings higher risks of continued use. Alert Plus is a
drug prevention program integrated in the educational curriculum. It consists of teaching students the consequences of drug use, and the benefits of abstinence, whereas identifying the frustrating developmental changes of adolescents that may lead to drug use. The program addresses dangerous situations such as riding in a car with someone under the influence of alcohol or drugs. It shows how substance use is tied to emotional distress, and provides ways of coping with emotions. The prevention process also includes the adolescents’ parents who are taught how to provide drug free parties. This program was more effective with girls than with boys. It suggested that girls are usually more affected by social influences, which explains why they would be more responsive to a prevention program that teaches social skills. Girls are more concerned than boys with losing control and doing something they will regret when they are under the influence of drugs (Longshore, Ellickson, McCaffrey, & St. Clair, 2007).

Conclusion

The increase in adolescent drug use has brought growing attention to the importance of drug prevention programs. Drug prevention programs were shown to be effective with at-risk adolescents (Donnermeyer & Davis, 1998). Research on drug abuse and the effectiveness of prevention campaigns in Lebanon is scarce. As a result, future research should include studies conducted in schools in Lebanon to examine the effectiveness of substance use prevention programs in academic settings. The effectiveness of these programs on the long run as well as the durability of the impact must be investigated as well. Along the same lines, research on the importance of incorporating these programs into the school curriculum is also needed. In conclusion, the review of the literature indicates that the exposure to prevention programs decreases the likelihood of adolescents’ drug abuse. It also shows that combining a
number of methods in a program improves prevention and decreases drug abuse among adolescents more than providing one method only, such as combining informing adolescents on the harmful effects of drugs with teaching them social skills is more effective than just providing information on the harmful effects of drugs only.
CHAPTER THREE

Methodology

Introduction

Gathering data from Lebanese students and counselors was essential for developing the drug awareness program described in this study. The methods used to gather information were through questionnaires given to students, and semi-structured interviews conducted with the school counselors (see Appendixes A, B, C, and D). This chapter provides a description of the methods and procedures used for collecting the data.

Method and Instrument

The three instruments used were questionnaires, semi-structured interviews, and a review of already existing drug awareness programs. The items in the questionnaire and the questions of semi-structured interview were constructed after examining the literature on drug awareness programs.

Participants

The sample of this study consisted of 100 adolescent students taken from two schools in Beirut. Also, the two school counselors of these schools were interviewed. The participants were 61 males and 39 females, all between the ages of 15 and 18 years, in grades 10, 11, and 12, from middle to high socioeconomic backgrounds.

The two school counselors were counselors for grades 10, 11, and 12. The Team School counselor has a diploma in sociology, a teaching diploma, a Master’s degree in Special Education, and five years of career counseling experience. The Wood School counselor has a diploma in Psychology, and a Master’s degree in counseling and psychology. The Wood school counselor has been part of the school’s staff for the past five years.
Procedures for Data Collection

Collecting data began with a telephone call to Team and Wood School for setting appointments to meet with the counselors of both schools and inform them about the project, before conducting the semi-structured interview and distributing the questionnaires. The counselor of the Falcons School had stressed that the principal would not accept any questionnaires to be circulated among students, and that a questionnaire on drugs was uncommon. The professor and advisor of this project then suggested to select another school.

A meeting was also held with the school counselor of Team School for providing information about this study, which was later discussed with the principal of Team School for approval in conducting the research. Permission was also granted from the school counselors for recording the interviews that were later transcribed (see Appendixes C and D).

A third school was examined to replace the failed attempt of the first school. Wood School is a pseudo name for a school in Mansoureyeh. The school’s name has been altered for confidentiality purposes. Wood School caters to students from middle to high socio-economic status. A telephone call to the school counselor was made. She was informed about the project, and an appointment was set after the approval from the school principal was granted.

In Team School, 64 students were randomly selected from grades 10, 11, and 12. These students were randomly selected from one section of each grade 10, 11 and 12.

In Wood School all the students in grades 10, 11, and 12 were chosen to complete the questionnaire since there were only 36 students in all in the high school program.
The teacher introduced the students to the topic of a drug awareness questionnaire, and then the researcher introduced herself and the study, while emphasizing the anonymity of the students' identity. One hundred students in grades 10, 11, and 12 filled the questionnaire during their homeroom class (see Appendix A for a sample of the questionnaire items).

The first interview was conducted with the school counselor of Team School. The interview took place in the school counselor's office at 1:45 p.m. for 50 minutes on January 17th, 2008 (see Appendix C). Then, the second interview was conducted with the school counselor of Wood School that took place in the school counselor's office at 9:30 a.m. for 30 minutes on January 22, 2008 (see Appendix D).

*Procedures for Reviewing the Literature*

The purpose of this study is to create a drug awareness program for the Lebanese adolescents that could be adopted and used in Lebanese schools. Therefore, the review of literature examines the prevalence of drug use among adolescents, as well as effective operational drug awareness programs. Drug awareness programs will be reviewed according to the following criteria; the effectiveness of the program, and the most used program. Information concerning drug awareness and drug awareness programs was collected from books and journal articles.
CHAPTER FOUR

Results

Introduction

The aim of this study was to develop a drug awareness program for the Lebanese adolescents. This chapter provides the results of data collected through questionnaires filled out by adolescent students, and interviews with two school counselors. The results of the questionnaires are organized in six tables and the interviews were transcribed and placed in the appendixes.

Results from Students

The results of the questionnaires that students completed are displayed in Table 1 through Table 6. As shown in Table 1, most of the respondents said they agree that there is a need for a drug awareness program in their school, and information on alcohol and tobacco should be included in a drug awareness program. Also, most of the respondents said they strongly agree that knowledge of each drug's harmful effects on the body would keep them from taking drugs. Most of the students believe that more than just knowledge about drugs, a workshop on how to resist peer pressure and say no to drugs is needed to reduce drug use.

As shown in Table 1, an equal number of respondents said they strongly agree and strongly disagree to having random drug tests in schools as a way to stop students from taking drugs. Also, most of the respondents agree that the teachers have an important role in the implementation of the substance abuse prevention program. The majority of respondents answered neutral to the question of whether it was the teacher's role to provide information on drugs and teach interpersonal skills. However, most respondents strongly agreed that parents do have an important role to play in the implementation of the substance abuse prevention program.
Out of the 100 students, 57 students responded as having drunk alcohol, whereas the highest alcoholic beverage consumed was hard liquor, followed by wine, then beer. Forty-nine students responded that they had previously smoked a cigarette, whereas 51 responded that they had not. Also, 23 students responded that they are current smokers, whereas 26 students responded that they are not current smokers. When asked how many cigarettes they smoked per day, 12 of the respondents said that they only smoked occasionally, whereas only five said they smoked more than one pack.

The results shown in Table 5 reveal that 84 of the respondents knew someone in their school who had smoked cigarettes, 41 respondents knew someone in their school who had smoked marijuana, 25 respondents knew someone in their school who had used cocaine, 21 respondents knew someone in their school who had used heroin, and 19 respondents knew someone in their school who had used other drugs.

The majority of the respondents believe that the following are necessary to keep young people away from drugs and cigarettes: social skills training, drug resistance skills, learning how an alcohol and drug free lifestyle would be like, learning how intoxication occurs and the consequences of alcohol abuse, having information on the chemicals inside a cigarette, and how it affects the body, learning how to build a support system with peers, the necessity of having guest speakers, such as police officers, to deliver the message of staying away from drugs, learning life skills, and participating in physically and mentally challenging activities.

Results from Team School Counselor

The Team school counselor’s responses (see Appendix C) showed Team school has never implemented a drug awareness program. However, the counselor invites organizations once a year to bring awareness to the students. As such, the Oum
El Nour organization provided students with a DVD, lecture, brochures, and open discussion. The counselor also invited the Anwar El Mahabeh organization for AIDS prevention, which provided an AIDS awareness campaign with ribbons, a donation box, and a guest speaker who was HIV positive. The counselor believes that information on AIDS should be included in a drug awareness program and the guest speaker should be someone the students would listen to. Also, a speaker from a UNICEF program was invited to the school who spoke about many topics, one of which was drugs. The counselor also invited Dr. Nabil Eid, from the JAD organization that provided information about drugs, alcohol, and the effect of play station on students. In addition, the counselor invited a physician from AUB, who addressed the effect of media on smoking, and the dangers of argileh. Finally, the counselor invited an individual from an organization called ConHadi, whose members consist of parents who lost their son to drinking and driving, who showed a video tape and conducted a discussion with the students.

The counselor considers that effective drug awareness programs include a combination of elements; lecture, brochures, a play, guest speakers, and open group discussion. Also, the counselor believes that an awareness program should cover drugs, smoking, AIDS, sexual education, and information on driving and drinking alcohol.

Moreover, the counselor believes that drugs are available in Lebanon, and students are indeed exposed to drugs. Also, the counselor’s views of the best strategies to reduce drug use were awareness advertisements, advertisements on T.V., through games, and communication.

The counselor discussed her views of the various roles in a drug prevention program. The principal and vice principal should work as a team, provide support,
call the parents, and talk to the students. The administration and teachers do not necessarily play a role in implementing the program, but the principal and the counselor do. The students' role is to work on campaigns, projects, and engage in discussions. The students' families do not have a specific role in the program; their role is to provide security, support, and bonding.

The counselor reported that in her school assertiveness training or life skills are provided for middle school students; bullying, self-esteem, peer pressure, stress and anger management, decision-making, and responsibility are all included in the training.

*Results from Wood School Counselor*

The Wood school counselor's responses (see Appendix D) showed that Wood school has been implementing a drug awareness program for the past three years. The program is an indirect drug prevention program called Skills for Adolescents Lions-Quest, which was provided by the Lions foundation. It is held twice a week for 20 minutes each, as part of the school's curriculum on community services. Students learn lessons through projects and discussions, such as developing talents, identifying strengths and weaknesses, handling peer and parental relationship, depression, acquiring problem solving skills, and interpersonal skills. The program starts in 8th grade with self-explanation, peer relations, and conflict resolution, then it becomes more directly related to drug awareness in 12th grade with students having projects on the toxicity of drugs, myths and facts about drugs, and different types of drugs. Students are also involved in whole school projects, such as raising awareness about bullying. The counselor trains the students' homeroom teachers in applying the drug awareness program. The teachers implement the program, and then fill out evaluation forms for feedback.
The counselor found resistance from students in expressing themselves, although they listen during the drug awareness program provided by the homeroom teacher, they do not volunteer information. The counselor stated that Skills for Adolescents Lions-Quest, was developed for Americans and is not friendly to the Lebanese culture. For example, the names of heroes and characters need to be modified to fit the Lebanese culture. Also, this program should be implemented for 80 minutes per week. However, it is applied for 40 minutes per week only because of lack of time. This program was found to be academically effective in the United States since it helped in raising students' scores on achievement tests.

Moreover, the counselor named two organizations that provided awareness to the students. The First organization is Oum El Nour, whose representatives visited the school twice in one year. They presented drug awareness information through a videotape, discussion about drugs, and guest speakers who were previous drug users talked about their experience with drug addiction. The counselor believes that this was effective since students remembered what had been discussed. For example, students mentioned that psychical addiction was not the problem with substance abuse but rather the problem was the psychological addiction. Students also said that smoking was more dangerous than cocaine or heroin use since a lot more people die from cigarette smoking than from a drug over dose. The second organization is JAD, whose representative visited the school to introduce students to the work of the organization.

Also, the counselor considers an effective drug awareness program to include not only the dangers of smoking or drunk driving, but also teaching students useful strategies and ways of motivation. In addition, students should get involved in
projects, such as a drug awareness week that would be intense and out on the playground, and most importantly provides life testimonies of previous drug users.

The counselor believes that about 20 to 30 percent of high school students between the ages of 14 and 18 are addicted to smoking cigarettes. The counselor stated that there were instances in the past of students who experimented with dangerous drugs or became addicted. Moreover, the counselor’s views of the best strategies to reduce drug use included awareness, parental involvement, problem solving skills, life skills, strategies for goal attainment, and character education.

The counselor discussed her views of the various roles in a drug prevention program. The administration should play the firm role of the discipline system, such as suspending or expelling students for getting caught smoking. The teachers’ role is to implement the awareness program. They work with the students and discuss problems students face in class, character education, peer issues, or academic issues. Then, the teacher gives the school counselor feedback about the program. The students’ role is to take part in raising drug awareness. They could become role models by pledging to a code of honor or by participating in a play. The curriculum plays an important role in the awareness program since topics are integrated within the same subject matter, such as English and social studies. The English high school program includes literature or stories that cover social skills or social relationships. For example, in English, students are requested to write an essay about their personal strength and weakness, whereas in social studies students study tolerance and diversity. Finally, the students’ families also need awareness. They should be given resources about the dangers and symptoms of drug use, and what they should do incase they suspect that their child is taking drugs. The counselor stated that when such a program was implemented at the school, out of 80 parents only 14 gave their
feedback on the awareness program, and its effectiveness with the students; the non-Lebanese parents were more involved than the Lebanese parents.

**Conclusion**

The results of this study revealed the need for a drug awareness program in the two schools examined. The Team school does not carry a prevention program whereas the Wood school is implementing an American program. The students and school counselors believed that drugs and smoking are used among many adolescents in Beirut, and awareness is needed. The findings also revealed that an effective awareness program should contain a combination of themes, rather than just information about the harmful effects of drugs such as including life skills and assertiveness training in the program.
CHAPTER FIVE

Discussion

Introduction

The purpose of this study was to develop a program for the Lebanese adolescents about drug awareness. The program would help adolescents make better choices in their lives. The results of this study showed that students are indeed exposed to drugs in Lebanon, and that there is a need for a drug awareness program in the two Lebanese schools investigated. The results also revealed that a drug awareness program should contain a combination of themes, such as life skills and assertiveness training rather than just information about the harmful effects of drugs.

The results of the study revealed that 41 students knew someone in their school that had smoked marijuana, 25 students knew someone in their school that had used cocaine, 21 students knew someone in their school that had used heroin, and 19 students knew someone in their school who had used other drugs, such as ecstasy, meth, and LSD. This is congruent with the literature that marijuana is the most commonly used drug among Lebanese, whereas heroin is the most commonly used drug among Lebanese seeking treatment (Oum El Nour, 2005; United Nations Office on Drug and Crime & Institute for Development, Research and Applied Care, 2003). (Oum El Nour, 2005; United Nations Office on Drug and Crime & Institute for Development, Research and Applied Care, 2003). One explanation might be related to the growing variety of drugs that are being used by adolescents.

Components of an Awareness Program

The Team and Wood school counselors believe a drug prevention program should include information on alcohol, AIDS, and sexual education; also, most of the students believe that information on alcohol and tobacco should be included in such a
program. These results are congruent with the review of literature that awareness should include information on alcohol, tobacco, and AIDS (Wilson & Kolander, 2000).

The results from the students’ questionnaires were congruent with the literature concerning what should be included in a drug awareness program. Students believe learning life skills should be included. The Western literature revealed that life skills should be included as well as learning refusal skills, communication, assertiveness, goal setting, and coping (Greenberg et al., 2003). Also, students believe that social skills training should be included. These results were congruent with the Western literature of including social skills training such as training adolescents in making healthy decisions and resisting peer influences through activities such as role-play and peer instruction (Botvin, 2001; Dryfoos, 1990). Students believe drug resistance skills should be included, which is congruent with the Western literature that drug resistance skills should be included in a drug awareness program (Botvin, 2001). Students believe that learning how to build a support system with peers such as role-playing should be included, which is congruent with the Western literature that states that students are required to participate in peer counseling where students help each other through personal issues by listening and guiding each other (Drug Strategies, 2003).

Students believe that learning about an alcohol and drug free lifestyle should be included in a drug awareness program, which is congruent with the Western literature that emphasizes an alcohol and drug free lifestyle by having students interested in healthy living (Wilson & Kolander, 2000). Students believe that learning how intoxication occurs and the consequences of alcohol abuse should be included, which is congruent with the Western literature that a drug awareness program should
inform about how intoxication occurs, state drinking guidelines to encourage responsible behavior, and list the consequences of alcohol abuse (Wilson & Kolander, 2000). Students believe that information on the chemicals in cigarettes, and how they affect the body should be included, which is congruent with the Western literature about including information in a drug awareness program on the different consumption methods of tobacco, its chemical substances, and its harmful effect on the body (Wilson & Kolander, 2000).

Students believe that guest speakers, such as police officers, should deliver the message of staying away from drugs, which is congruent with the Western literature that encourages an anti-drug message to be delivered by guest speakers (Sharp et al., 1999). Finally, the results of the study showed that the program should encourage physically and mentally challenging activities, which is congruent with the Western literature about including in the program physically and mentally challenging activities, such as mountain climbing, karate, storytelling, and neighborhood cleanups (Wilson & Kolander, 2000).

Incongruence was found between the results of this study and two other studies conducted in the United States and England which showed that random drug testing in schools was effective to prevent drug abuse (National Center on Addiction and Substance Abuse, 2003; Office of National Drug Control Policy, 2006). One explanation for this discrepancy might be related to the culture. In Lebanon trust beliefs are different from those in the west, as illustrated by one respondent who strongly disagreed with having random drug tests at schools, and wrote "no trust?!".

Key Peopels’ Role in an Awareness Program

Although the majority of the students were neutral concerning the teacher’s role in providing information on drugs and teaching interpersonal skills, they agreed
that the teachers have an important role to play in the implementation of the substance abuse prevention program. The Team School counselor believes that teachers do not play a role in implementing a drug awareness program, whereas the Wood School counselor believes that teachers should play a role in implementing the awareness program. Thus, teachers should work with the students and discuss problems students face in class, character education, peer issues, and academic issues. The results of the study were incongruent with the Western literature that revealed prevention programs implemented by mental health professionals and peers were more effective than those implemented by teachers (Greenberg et al., 2003). One explanation might be related to the lack of mental health professionals found in Lebanese schools. School psychologists' role is to provide educational information about drugs to students. They implement beneficial and recent strategies for enhancing the effectiveness of drug prevention programs in their schools (Sharp et al., 1999). However, in Lebanese schools, school psychologists are scarce and more often than not, teachers play multiple roles, including providing guidance and support to students.

The results of the study revealed that students' role in a drug awareness program is to participate in raising drug awareness, which is congruent with the literature which stated that students have a role in awareness program through activities, such as getting involved in role-play and peer instruction (Dryfoos, 1990).

The Team School counselor believes that the students' families do not have a role to play in the awareness program; rather, their role is to provide security, support, and bonding. The Wood School counselor believed that the students' families need to have drug prevention awareness, provided with resources about the dangers and symptoms of drugs, and how they can help their children in case they suspect drug use. The majority of the students strongly agreed that parents have an important role
to play in the implementation of the substance abuse prevention program, which is congruent with the Western literature, that revealed that the parents and community of the students need to be involved in drug awareness programs (Petrosino, 2003).

Methods of Implementing an Awareness Program

Another finding in this study concerns the methods of implementation of a drug awareness program. The results of this study revealed that both students and counselors believed that the methods of implementing a drug awareness program were through lectures, guest speakers, workshops, campaigns, open group discussions, plays, projects, awareness advertisements, advertisements on T.V., brochures, and games. These results were congruent with the review of literature. A study that examined non-interactive and interactive approaches of prevention programs showed that the interactive approach had a greater impact than the non-interactive approach, because it enhanced students' interpersonal skills (Greenberg et al., 2003). In addition, a study on an alcohol and drug prevention program included student handouts, videos showing same-age adolescents, and training teachers as part of the program (Botvin et al., 2001).

In conclusion, the results of this study revealed the components to be included in a drug prevention program to be developed for adolescents in schools in Lebanon. The program would serve as a guide to school counselors in their fight against drug addiction in Lebanese schools.

Suggestions and Recommendations

There is a need in future research to examine larger samples of both schools and students in many areas of Lebanon instead of just two schools and 100 students.
The instruments used to conduct this study were limited to questionnaires and interviews. Using a variety of instruments for data collection would insure more accuracy of results, such as focus group discussions with students.

Another recommendation, which stems from the results of this study, is that drugs are a sensitive topic in the Lebanese society; therefore, more awareness and discussions with parents and students is needed in Lebanon.

Finally, any drug awareness program should be tested for its results and success before applying it. Therefore, future research should focus on examining the effectiveness of applying drug awareness programs in Lebanese schools.
CHAPTER SIX

The Drug Awareness Program

Introduction

This chapter is about the drug awareness program that was developed through the culmination of the results of this study and review of literature. It is a comprehensive program to be implemented in Lebanese schools. The drug awareness program described below is divided into three sections. First, a description is presented of the components of the awareness program, which includes information to be imparted and skills to be learned. Secondly, the roles of key people in an awareness program are described. Thirdly, methods of implementing the awareness program are listed along with their effectiveness.

Components of the Awareness Program

Information

In this program information is provided on the harmful effects of different drugs, facts on drug use, and a scientific explanation of the interference of drugs on the brains' functioning. Information and facts are provided about the following drugs and their effects on the brain and body; Marijuana, inhalants, ecstasy, cocaine, crystal meth and methamphetamines, heroin, LSD, painkillers, alcohol, and tobacco.

Information on alcohol is included as well; how intoxication occurs, consequences of alcohol abuse, revised statistics of deaths related to alcohol, and the biological effects of alcohol. Students are informed of drinking guidelines to encourage responsible behavior, and how an alcohol free lifestyle leads to better living.

Information on tobacco is provided concerning the different consumption methods, its chemical substances, its harmful effect on the body, and immediate
effects of smoking, such as a decrease in sports endurance, yellow teeth, bad breath and smelling hair. For example, students are informed that smoking is more dangerous than cocaine or heroin use since statistically, more people die of smoking tobacco than of a drug overdose.

Information is provided on HIV and sexual education, through health care and advice on healthy choices. For example, a discussion of the risks of being infected with the HIV virus through injecting needles will be included in the program (Stimson & Donohoe, 1996).

Skills

In this program, students are taught social skills and life skills; they will learn skills in self-control as well as coping with anxiety and stress. They are taught to praise themselves and think for themselves. Also, they will learn how to ask someone for something, and how to give a compliment to someone; they will engage in open discussions on their short-term and long-term goals and acquire decision-making skills. Students will learn information to be used in all aspects of their lives (Botvin, 2001; Dryfoos, 1990), such as getting to know themselves and the world around them, with regard to acceptance, tolerance, and identifying their own strengths and weaknesses.

With regard to drug resistance skills, students will acquire verbal and nonverbal skills in resisting media messages or peer pressure to use drugs, they will be able to analyze alcohol and tobacco advertisements, which involves how to identify and respond to the media’s persuasive messages on drug usage. Adolescents learn to say no to drugs by practicing and exploring alternatives to drug use. Students are taught what to say and how to say it effectively when they are offered to engage in substance use. They are taught to identify the situations that lead to peer pressure of
substance use, how to avoid these situations, and develop responses that prepare them to handle these situations. They will learn to be assertive by setting their boundaries with what they would and would not do concerning harming their health. Working on their confidence, they will acquire skills in refusal, communication, assertiveness, goal setting, and coping strategies (Botvin, 2001; Greenberg et al., 2003).

Key Peoples’ Role in an Awareness Program

School Psychologists

School psychologists implement the program, along with mental health professionals. They provide educational information about drugs and teach life skills to students. They provide the needed knowledge and services for student awareness, and when needed they conduct teacher training. They implement beneficial and modern strategies for enhancing the effectiveness of drug prevention programs in their schools (Sharp et al., 1999).

Students

Students participate in raising drug awareness through activities, such as role-play and peer instruction. They develop projects on the toxicity of drugs, myths and facts about drugs, and different types of drugs. They also get involved in projects such as anti-drug awareness week on campus, where life testimonies of previous drug users are provided. They form support groups, and learn to make and keep affective relationships through bonding with parents, school, and peers. Students build a support system with their peers by participating in activities that involve role-play. They also help each other through personal issues by listening and guiding each other.

Students' Family

Students’ parents and family provide security, support, and bonding. Students’ families need awareness and are provided with resources about the dangers and
symptoms of drugs, and what they should do in case they suspect that their child is taking drugs. Parents conduct regular family meetings where everyone has a turn to discuss issues, with complaints and compliments voiced out in the open.

**Guest Speakers**

Trained police officers or prominent guest speakers deliver anti-drug messages. They describe their experiences with drug users. Role models would be provided to de glamorize substance use. Guest speakers share life stories that are related to addiction.

**Methods of Implementing the Awareness Program**

**Material**

Awareness advertisements, advertisements on T.V., brochures, posters, and games constitute the material needed in the awareness program. Also, slide shows that show graphic pictures, such as the effect of smoking on lungs, or an adolescent using crystal meth and its effect on the skin. The truth about drugs booklet series is available from http://www.drugfreeworld.org.

**Methods of Implementation**

The methods used are lectures, workshops, campaigns, peer tutoring, and projects. Students participate in open communication, such as learning how to ask for their needs. An interactive approach is used to enhance students' interpersonal skills. Physically and mentally challenging activities such as mountain climbing, karate, storytelling, and neighborhood cleanups are also included in the awareness program.

**Activities**

Activities consist of group activities, presentations, workshops, plays, and open group discussions. Students participate in peer counseling; students choose topics concerning personal issues and help each other through them by listening and
guiding one another (Drug Strategies, 2003). Students are provided with instructions and demonstrations, such as on how to ask for what they want, with rehearsals, feedback, social praise, and behavioral homework tasks.

Conclusion

This chapter presented a drug awareness program that was developed by comparing the results of this study and those in the review of literature. The program is a guide for school psychologists to implement a drug awareness program for the adolescents in Lebanese schools. It teaches students life skills and gives them information on drugs that may prevent them from using drugs. The aim is to provide school counselors with the necessary tools to implement a drug awareness program for the purpose of preventing the Lebanese youth from engaging in substance abuse.
References


prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist, 58*(6-7), 466-474.


Table 1

Students' perceptions of a drug awareness program

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<td>Need for a drug awareness</td>
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<tr>
<td>program in their school</td>
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<td>17</td>
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<td>Need information on alcohol</td>
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<td>and tobacco in program</td>
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<td>Need a workshop on peer</td>
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<td>pressure and say no to drugs</td>
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<td>Need random drug tests in schools</td>
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<td>Need social skills training</td>
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<td>Need drug resistance skills</td>
<td>56</td>
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<td>6</td>
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<td>Need for information on chemicals in cigarettes, and their affects on body</td>
<td>70</td>
<td>25</td>
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Table 2

*Students' perceptions of participants' roles in a drug awareness program*

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<td>%</td>
<td>%</td>
<td>%</td>
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<td>Guest speakers deliver the message, such as police officers</td>
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<td>36</td>
<td>5</td>
</tr>
<tr>
<td>Teachers have important role in implementing program</td>
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<td>18</td>
<td>36</td>
</tr>
<tr>
<td>Teachers provide information and teach interpersonal skills</td>
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<td>15</td>
<td>38</td>
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<tr>
<td>Parents have important role in implementing program</td>
<td>77</td>
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## Table 3

Students' substance use

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<td>41</td>
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<tr>
<td>Beer</td>
<td>39</td>
<td>61</td>
</tr>
<tr>
<td>Wine</td>
<td>44</td>
<td>56</td>
</tr>
<tr>
<td>Hard liquor</td>
<td>52</td>
<td>48</td>
</tr>
<tr>
<td>Previous cigarette smoker</td>
<td>49</td>
<td>51</td>
</tr>
<tr>
<td>Present cigarette smoker</td>
<td>23</td>
<td>26</td>
</tr>
</tbody>
</table>
Table 4

*Cigarette smoking behavior of students*

<table>
<thead>
<tr>
<th>Cigarettes per day</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 2</td>
<td>3</td>
</tr>
<tr>
<td>3 – 5</td>
<td>4</td>
</tr>
<tr>
<td>6 – 10</td>
<td>4</td>
</tr>
<tr>
<td>11 – 15</td>
<td>2</td>
</tr>
<tr>
<td>16 – 20</td>
<td>4</td>
</tr>
<tr>
<td>More than one pack per day</td>
<td>5</td>
</tr>
<tr>
<td>Only smoke occasionally</td>
<td>12</td>
</tr>
</tbody>
</table>
Table 5

*Students knowledge someone who did the following*

<table>
<thead>
<tr>
<th>Activity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoked cigarettes</td>
<td>84</td>
</tr>
<tr>
<td>Smoked marijuana</td>
<td>41</td>
</tr>
<tr>
<td>Used cocaine</td>
<td>25</td>
</tr>
<tr>
<td>Used heroin</td>
<td>21</td>
</tr>
<tr>
<td>Used other drugs</td>
<td>19</td>
</tr>
</tbody>
</table>
Table 6

*Students' believe the following are necessary to keep young people away from drugs and cigarettes*

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning knowledge of drug's harmful effects</td>
<td>66</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>Learning about an alcohol and drug free lifestyle</td>
<td>62</td>
<td>34</td>
<td>4</td>
</tr>
<tr>
<td>Learning about intoxication and consequences of alcohol abuse</td>
<td>70</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Learning to build a support system with peers</td>
<td>55</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>Learning life skills</td>
<td>64</td>
<td>31</td>
<td>5</td>
</tr>
<tr>
<td>Participating in physically and mentally challenging activities</td>
<td>67</td>
<td>28</td>
<td>5</td>
</tr>
</tbody>
</table>
Appendix A

Questionnaire for Students
Personal Information: Age:

Gender:

Grade Level:

Instructions: Please circle the choice after each statement that indicates your opinion.

1) There is a need for a drug awareness program in my school.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5)</td>
<td>(4)</td>
<td>(3)</td>
<td>(2)</td>
<td>(1)</td>
</tr>
</tbody>
</table>

2) Information on alcohol and tobacco should be included in a drug awareness program.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5)</td>
<td>(4)</td>
<td>(3)</td>
<td>(2)</td>
<td>(1)</td>
</tr>
</tbody>
</table>

3) Knowledge of each drug’s harmful effects on the body would keep me from taking drugs.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5)</td>
<td>(4)</td>
<td>(3)</td>
<td>(2)</td>
<td>(1)</td>
</tr>
</tbody>
</table>

4) More than just knowledge about drugs, a workshop on how to resist peer pressure and say no to drugs is needed to reduce drug use.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5)</td>
<td>(4)</td>
<td>(3)</td>
<td>(2)</td>
<td>(1)</td>
</tr>
</tbody>
</table>
5) Having random drug tests in schools would stop students from taking drugs.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5)</td>
<td>(4)</td>
<td>(3)</td>
<td>(2)</td>
<td>(1)</td>
</tr>
</tbody>
</table>

6) The teachers have an important role in the implementation of the substance abuse prevention program.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5)</td>
<td>(4)</td>
<td>(3)</td>
<td>(2)</td>
<td>(1)</td>
</tr>
</tbody>
</table>

7) The teacher's role is to provide information on drugs and teach interpersonal skills.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5)</td>
<td>(4)</td>
<td>(3)</td>
<td>(2)</td>
<td>(1)</td>
</tr>
</tbody>
</table>

8) Parents have an important role to play in the implementation of the substance abuse prevention program.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5)</td>
<td>(4)</td>
<td>(3)</td>
<td>(2)</td>
<td>(1)</td>
</tr>
</tbody>
</table>
Instructions: Please circle, or place a check (✓) in the space provided, you may check more than one answer.

9) Did you ever drink alcohol?  
Yes ☐  No ☐
If yes, what kind:  
beer ☐
wine ☐
hard liquor ☐ (such as Vodka, Whiskey, etc.)

10) Did you ever smoke a cigarette?  
Yes ☐  No ☐
If yes, are you a smoker now?  
Yes ☐  No ☐
If you are currently a smoker, how many cigarettes do you smoke per day on average?

☐ 1 - 2
☐ 3 - 5
☐ 6 - 10
☐ 11 - 15
☐ 16 - 20
☐ more than one pack
☐ I only smoke occasionally

11) Do you know anyone in your school that has done any of the following?

smoked cigarettes ☐
smoked marijuana ☐
used cocaine ☐
used heroin ☐
used other drugs, please specify: ____________________________
Instructions: Please circle the choice after each statement that indicates your opinion.

Do you believe the following are necessary to keep young people away from drugs and cigarettes?

12) Social skills training: which is learning skills that help increase self-control and cope with anxiety and stress.
   Yes                  No
13) Drug resistance skills: teaches verbal and nonverbal skills in resisting drug use.
   Yes                  No
14) Learning how an alcohol and drug free lifestyle would be like.
   Yes                  No
15) Learning how intoxication occurs and the consequences of alcohol abuse.
   Yes                  No
16) Information on the chemicals inside a cigarette, and how it affects the body.
   Yes                  No
17) Learning how to build a support system with peers such as role-playing.
   Yes                  No
18) Guest speakers, such as police officers, to deliver the message of staying away from drugs.
   Yes                  No
19) Learning life skills: decision making and assertiveness training.
   Yes                  No
20) Participate in physically and mentally challenging activities, such as mountain climbing, or karate.
   Yes                  No
Appendix B

Interview Questions for School Counselors
1) In your opinion, what are the typical measures usually taken to prevent substance abuse among adolescents in secondary schools?

2) What is your experience in the field of drug awareness for adolescents in secondary schools? Were you ever in charge of implementing a drug awareness program at a secondary school? If yes, how long was the program?

3) How successful were these drug awareness programs?

4) In your opinion, what is the percentage of students who tried drugs in this school according to the following: occasionally, addicted, or have substance dependence?

5) Did any organization help in implementing drug awareness campaigns to adolescents in this school? If yes, which one(s)?

6) What do you think are the best strategies used to reduce substance abuse among adolescents in Lebanon? Explain why.

7) In a substance abuse prevention program, what is the important role of:
   a) Administration, b) Teachers, c) Students, d) Curriculum, and e) Students' family?

8) What would you include in a drug awareness program for grades 10 to 12?
Appendix C

Semi Structured Interview with the Counselor of Team School
The interviewer is K and the school counselor is SC1.

K: In your opinion, what are the typical measures usually taken to prevent substance abuse among adolescents in secondary schools?

SC1: I think from my experience that if we do like awareness sessions explaining about drugs, small group discussions, you know, really it turns out to be effective. Ok now as a program, as I told you we don’t have a program. We’ve never been exposed to any program to implement it in our school, so I’m actually I’m not familiar with any program here in school or in other schools if they do anything. All that I think is good in my opinion I think, at the end we have a lot of options, but out of experience I can tell you this is an extremely good way and it is effective and we haven’t tried it. I’m not going to go into theory and that stuff, I’m telling you in our school here it turned out awareness sessions and like discussions, small group discussions, they are good ok, and definitely in secondary not earlier. Now maybe in other, I don’t know other countries they do it in middle school, I think its all related to the mentality, what is sensible here, maybe the parents to say why are you exposing my son so early to these things, well usually they are not estranged from the environment or background, so start very early I don’t feel its wise, I don’t know maybe in a few years we will change our objectives or we have other things and options, but ok fine, I agree it should be the awareness and everything, discussions and everything made for high school.

K: What is your experience in the field of drug awareness for adolescents in secondary schools?

SC1: Ok, what do you mean drug awareness?

K: I mean did you ever have to give one?
SC1: Usually yes I prepare the assembly’s. I’m the person in charge to go make the contact with the person, search for, I don’t know organization or anything, I go I see the material, I see the brochures that they will be distributed to our students. Sometimes they design something for us, sometimes, ok. And most of the time the whole things, but we would say ok lets stress on this topic rather than this or those points more that these, you know so usually they are flexible. They show us the material before, we discuss it, I read what I’m supposed to read and then we will decide, and its not me only who will decide, I meet with the principle, we discuss it, I tell him these are the points, in this way, language to be used, how much detail to go, all these.

K: The program comes from where, an organization?

SC1: Ya, actually they are invited. We brought Oum El Nour, we invited Oum El Nour, and they came gave us a lecture, they talked in details, the students were free to ask questions regardless of how much they are important or not important, anything, they shared experience, they showed them DVD, lecture, and then open discussion. We always leave half an hour or 20 minutes to discussion and questions, so if they have something to ask. Now, there is also we invited Anwar El Mahabeh, ok basically we invited them for AIDS. Every year we bring someone, and we get the ribbons and we do a campaign and we put a box they donate money, a donation happens, basically Anwar El Mahabeh are for AIDS but you know its also related, you cannot talk about AIDS and not bring the topic of drugs in one way or another. And one time actually we invited Anwar El Mahabeh and they came with a person who is HIV positive and he have it and he came. And he showed his experience, very touching really, to have a person there admitting that he has AIDS and you know he shaked hands that listen its not this way that if we shake hands, usually we have fear in the society in our country.
No matter how much you know, you feel tense sitting with a person who is respected, sitting next to you, you feel tense somehow, you feel you don’t want to touch him, you feel no matter how much you know because of our background so definitely you have to talk about drugs during this because they talk, they ask questions and he was very open.

K: Excellent. And one of the sections of an awareness program is that you can get AIDS from sharing injection needles. So you think there should be AIDS in a drug awareness program?

SC1: Ya, it should be, yes. And you never know that how things happen, definitely it is important, but it is very important who you bring. Its not important just, we find really difficulty with respect who to choose, you cant come and talk to your students if you know your students well, and you know their backgrounds, you want something they will take serious, sometimes they come from a religious perspective it doesn’t work, as important it is to do awareness is as important as choosing who to come as speaker, and how he is going to approach our students. It is very important. Also one time we invited somebody from the UN, a program its UNICEF actually, and he talked about a lot of things and from them was drugs and things like that, and how you will be exposed, and the toothbrush and how to use. And these things, and it was effective, it was more into theory, but it was a good session.

K: So it was more than drugs, it was about brushing teeth?

SC1: No, it was about if you borrow a toothbrush and the things that are transmitted from the gums, like AIDS and other, and he spoke about drugs in the session but it was not only about drugs.

K: The programs you did with Oum El Nour and Anwar El Mahabe, how often were they?
SC1: Once a year, one session for high school. Every year we invite some else.

K: This is for all high school grades, not only one grade?

SC1: For all high school, sometimes we divide them into two groups, some speakers prefer smaller groups, sometimes he doesn’t mind so we bring them all together. One time we actually invited from the organization JADE, Dr. Nabil Eid, he came and the session was about drugs, the different types of drugs, and information mainly about drugs.

K: To you, did the students respond better to information about drugs or discussions, questions and answers?

SC1: Usually the session is not only a lecture, its good for it to be a combination of many things, if a speaker is coming just to say pop pop pop like a lecture overhead projector ok ya, I think its good for them they will be listening to something, better than nothing. Now usually they distribute things that they can read at home brochures things like that, and we always always ask to leave like 20 minutes minimum open discussion. Now, sometimes they are hesitant the students don’t ask, the speaker has questions already prepared. So Dr. Nabil Eid talked about drugs, alcohol, and effect of play station and games and things.

K: How successful were all these drug awareness programs you brought to the students? Do you feel it got through to the students?

SC1: It depends on how you evaluate things, their reaction to it is that we think giving them as much as possible is good. That what ever they took from it we thing that fine fine at least they heard 10 percent, it depends on how you judge what you did as effective, that what you did is good. For sure there are some lectures that are better than other lectures definitely. It becomes that the lecturer that is coming is more used to the students, he’s used to their questions, he isn’t boring the way he talks, how he’s
presenting the information, for sure we had sessions that were more successful than other sessions, but in general if we want to evaluate those sessions at the end whatever they hear is better than not hearing, so it's always a plus all the time.

K: Ok, in your opinion, what is the percentage of students who tried drugs in this school according to the following: occasionally, addicted, or have substance dependence?

SC1: Look we don't have any statistics, we have a lot of students from different backgrounds, living abroad and coming here, they are exposed, and you know there are many drugs in Lebanon, ok so not to go into detail with this thing I think do don't have a statistics, but drugs is present. We are supportive, if we see anything, we have a psychologist that we send students to, we have somebody if they needed as a family counselor we have somebody to recommend, we have support you know, here we try to keep our eyes open believe me. This school is known in the campus that we know our students. So I won't tell you I know every student in this school definitely not but because it's a small school usually we know, even if the teacher says this girl did not sleep last night that it shows she is not comfortable not so and so she will tell her go to the counselor, and she comes, the teacher calls me that I have this student and I felt today she's not herself, so we keep on facing our students, we sit with them see what's wrong, we keep the door open as much as possible, I'm not saying everything is perfect and ideal but really we do. And sometimes we call the parents to see like why she her eyes, sometimes the parents don't see the eyes of their children, and really and we ask them and we see and talk when we see there is something fishy. There is an operation from everyone, from the supervisors that are down, from the dean, the nurse, from everyone, we are really connected here. And we inform each other.
K: Did any organization help in implementing drug awareness campaigns to adolescents in this school?

SC1: Not as a campaign, not as a program or not as something that we are implementing it over the year, no.

K: What do you think are the best strategies used to reduce substance abuse among adolescents in Lebanon?

SC1: I would say the awareness the adds, the adds on t.v. if they do, I don’t know if they can get to the students through t.v. through games, through these, because really they are important, they are taken these kids too much. Just like they are motivated to aggressive behavior through games through movies, I think they can communicate with them in this way, you know. It is important because I think, although don’t have statistics and numbers it is getting higher and higher and they need awareness, and we are usually hiding behind society in Lebanon, because we think all these things are very far from our society and us, that we think those are all out side and in the states, I think we have more than abroad. I don’t know how we are still living as if we have family ties and we we we but on the other hand we have a lot of pressure, life here for us is very hard, there’s a lot of pressure. I think we should be more realistic and to face it more. And to go open about it because when you go open then what are we afraid of, that the children will be more exposed? I don’t think so. Know about it and say no better than not to know about it and just leave it like this. I think we should be open about it, I think we should explain it. Me I have two kids, my oldest son is eight years really I start talking about thing that are harmful and things. There is still something I didn’t talk about, also smoking is some how related, you can’t talk about drugs as in drugs and smoking all go with each other.

K: So what would you include in the program?
SC1: Ok so AIDS we talked about usually every year they bring a box here they donate money so they can feel it, specially in December 1st, we all put give out ribbon put ribbons. Now other than that, smoking, usually we try to make it clear to our students that smoking is not good and so forth, although everyone on earth they know, every person knows that smoking is not good, but still we try to show how much smoking is harmful.

K: How do you do it?

SC1: We do it like we bring speakers also from outside and they talk about smoking and stuff, and all those things, also once a year. Last year we also invited a doctor from AUB ok, she addressed the smoking in a way, a very nice way about the effect of media on smoking. Usually we speak more about peer pressure, and friends. This time she talked about media and how they trick you. She’s really very nice, it was a very nice session, she made them aware, like I never noticed one time in one add from the adds that this argileh has a clean head, a portable one that you can hold with you, I didn’t see it before, and she put the picture, and its clean, its not contaminated, its closed, pact, tidy and clean, that buy this one not another. That’s the head of an argileh that is clean and raped and closed and everything. They forgot that the argileh all of it how harmful or dangerous it is. So what was she trying to tell them? That how they are played, that the banners with the nicest guys and nicest something is tempting. So this was really good. And now we are doing something with AUB, for them to come, out of experience, and she will study what she has that the argileh is starting to be used at an early age. It is some how related to smoking, that the argileh they made a study and found that the argileh they start at an earlier age than smoking. And it is some how acceptable in our society, maybe a boy will sit and have an argileh at 13 years old, and his mom thinks fine he can do it, and how much will he do
it? and stuff, but they get hooked. Argileh is like the cigarette, and it becomes acceptable, and you see them sitting in the cafe 15 years old and they’re drinking and they’re doing it, usually if it’s a cigarette they’re hiding it some how. Now we are preparing something, I don’t know if it will work, about like four sessions not only one session and it goes, four sessions in four weeks, it’s about awareness about argileh and peer pressure, like do it, try it stuff like that, and some role playing.

K: That’s very good.

SCI: Yes it is very good. I hope it will work.

K: In a substance abuse prevention program, what is the important role of: Administration?

SCI: What do you mean by administration?

K: Principle, vice principle.

SCI: Definitely they have a role, um we work all as a team. When they do a referral and see, when the teacher or dean of students he’s worried about one student and he will contact me say go see her, how can we help her? We are not if; lets say if our student face a problem, we are not a school that we call the parents and come take your son and that it. We try to help, we try to be supportive in a way but still on the other hand we are worried about our other students, also we can’t be lenient, its something, you know these things are very critical, because other students they can socialize together, so we are supportive to a certain extent, we are understanding to everything. We support to a certain extend, we don’t accept drugs, we cannot accept it, and you know but we don’t when we know such a thing kick the student out like other schools, that’s it, no we try to help, we cannot sleep on it, when I know there is a student susceptible or anything usually we don’t leave him. We try, we try to call
the parents in a way, we try to talk to the student like any other problem, like another problem.

K: Do administration or teachers take part in the prevention program?

SC1: No, usually either me, the principle, certain people in the school that they do it. It's not that we have something that we want to implement it so the teach we give her to do in the class, we don't have. Now I don't know if in the science or something, health, we have health program here.

K: Does the curriculum play a role in the substance abuse prevention program?

SC1: Me, I know we have health, we talk about things, health, it is different, we have something.

K: And the role of the students in the substance abuse prevention program, should they have a role?

SC1: There are things they did here like about, they are campaigns they did it, small thing or driving for safety reasons, they did it, they started to put posters and things, they did it, they did it on campus with one teacher.

K: Do you think this is important for them to do it?

SC1: Yes I think it is important. They are participating in a new thing. Didn't they sit and work on it? They talked about it? Didn't they do some search on the computer? They learnt something. It's impossible for it to pass them when they are reading, writing and working on it, it took time, didn't it take energy from them? Didn't they sit together and they discuss the topic? Its fine with me.

K: Is there a role for the students' family in the substance abuse program, such as giving them something to discuss with their parents?

SC1: We didn't do this, no.

K: Do you think the family should play a role in this?
SC1: No. But it depends, they should talk with their kids about certain topics, drugs or not drugs, they should. In my opinion there should always be a channel between the child and the parents, to talk about drugs, other than drugs, anything is good. Like when we talk about bullying, and really we are facing a lot, like any other school. So when we talk about bullying, do you think that its not effective if the student goes home and sit with his dad or mom or something and they discuss it. The mom sometimes she’s not aware her son what he’s going through, when we call her and say listen we are handling a case this this, she’s not aware, she says oww that’s why he comes uncomfortable to the house. So I think this channel it should be open, I think there should be talking always if drugs or other, that drugs is really a big issue but there are other things that are even worse. And really parents that they can play a role, a big role, because as much as the school gave support, and how much your friends are aware and give you support, the house is the essential, the house, the sitting the mother or father or both with the children is really important. It gives them security, it gives them support, the way they bond with them if they’re doing it right, it’s big, and it’s very important. We do our utmost to do some things, but sometimes we are stuck with parents not having time, parents not aware, parents they don’t have any way with their kids what so ever, what so ever.

K: What would you include in a drug awareness program for grades 10 to 12? I think we mostly discussed them, but what would you also include?

SC1: Sexual education is very important. We did mention this briefly, we didn’t want to go into to much detail when we brought someone from UNICEF. You know, it is important because these days, and drinking, alcohol is very important, because now you see grade 12 there is no one that doesn’t go out and they go clubbing and those things. And they are doing a lot of things. I’m not that old but in my time it wasn’t
that much, anyway we didn’t used to go out till we got to university. And ok I’m with it, my brain isn’t frozen, but there are things that are happening that are unbelievable, unbelievable, and it happens to the best people, and how ever you are aware. So it is important, really it’s important, it’s worrying. The parents should bring awareness, and not only ask with who are you going out with only, that’s it, its very important the alcohol awareness, ask about with who are you going out before you drink. Who is going to bring you back after you drink? Over there, you leave your drink or not, you sit with who, who brings you your drink or doesn’t? These are things that are very important. It’s not a joke. That’s it, since your daughter and son are exposed and are going out, fine there are important things, and the mistake happens like this. So I think drugs, alcohol, driving. One time last year we brought someone called ConHadi, the group is called ConHadi. Ok, they, mom and dad they lost their son, his name is Hadi, and he was a very sweet boy and all, and he hadn’t drank a lot, I don’t know what happened in the graduation party or after the graduation party, he did an accident and he died. And they come and they do awareness sessions, and they came here and they showed video. It was touchy, you can’t imagine how much I cried, really I cried from my heart. So usually in lectures it’s difficult to keep all the students attentive, you be quiet, we find difficulty in letting them pay attention really and in this session the mom and dad they came, we didn’t even say a word to one student. They were all ears, they were listening like this in a way, they were all touched, not a word, not a word, it was touchy, really touchy. And I advise all schools to invite them to go to them because out of the hurt of their heart they were talking. I think they were able to get to the students, you need many sessions. I think that all these are important, all of them.

K: Do you think role-playing should be included in program?
SCI: Why not it's like a play and they can do it, why not, and it is part of it, it's like drama, it could be, how you use it, how you do it, is important, the words that you use, how much they have meaning, and how much message there is in it in a way is important or it could be meaningless the role-play were they laugh for 15 minutes of time wasted. Or it could be effective.

K: What about teaching them assertiveness training or life skills?

SCI: Ya, we have it. We have life skills but not for everyone. Its part of the curriculum life skills. But usually it's not for all the students we have it more for the learning support department. We have a learning support department, it is a department for students with special needs, those that have hyperactive, attention deficit, we have this special program. Now we have life skills in it, but this is in the school. Now we do for middle school usually we do sessions, that we decide on the topics for example like bullying, self-esteem, like peer pressure, social skills. We put them, we have a schedule all through the year. Materials I have prepared, the counsel have prepared, I gave it to the head of middle school, and she decided on the sessions, and we pass session by session every two three weeks. It's all under life skills, a little values, you know. Its not for everybody, we have this middle school program this, its find, its kind of sessions we do them. They are not in the curriculum, they are put on schedule from the beginning of the year that we have this week to talk about bullying, like stress and anger management, like decision-making, responsibility, sex education.

In high school we are bringing speakers.

K: In the middle school, how are these given, lecture method or what?

SCI: We choose a class, which grade it will be given to. Ok and they go in and the teacher would be one of the, and also a teacher would be chosen ahead of time which teacher not just any teacher, one is chosen in specific to give this lecture, it's a kind of
two hour lecture in an assembly, in a group, not all middle school go in it, no. We choose that grade seven goes in to this lecture, next week grade eight goes in this lecture. We try to cover all middle in a way like sex education, we think that sex education who is it suitable, to which ages? We decide, decision making, so all middle school can go in one session or another in this year. Now, when the teacher is giving it, the counselor usually which is me, I go and observe. If I feel this group for example they asked a lot of questions for example bullying or anger management, from the questions you can know if they have problems or not or so and so. So usually I write names, two, three, five, six, seven names, not more usually, and I do a parallel session to go with it, maybe they have a lot of questions, they need more time, they need to discuss the certain topic more, we do it in a small group in my office so this is parallel. Or if I didn’t attend it, those that are there, the one that is doing the lecture, she will tell me you know those two asked me questions about this and it seems its good if they need more time, its good to see them in your office, and this is how it goes, ok.

K: Great, thank you for your time.
Appendix D

Semi Structured Interview with the Counselor of Wood School
The interviewer is K and the school counselor is SC2.

K: In your opinion, what are the typical measures usually taken to prevent substance abuse among adolescents in secondary schools?

SC2: What do I think? To prevent?

K: Exactly, to prevent substance abuse.

SC2: Awareness is number one. When someone is aware of the consequences, because especially what we find in youths, they’re not really aware of the risks, whatever it is, disciplinary or substance abuse, but and they they normally need informational what its about, but they’re not aware, first about what it is, and they’re not aware about what they can do, because mostly if its substance abuse they don’t know the way how to problem solve, and they take self medication for them whether like alcohol, so um so I think awareness is primary, parental involvement, um and problem solving skills.

K: What is your experience in the field of drug awareness for adolescents in secondary schools?

SC2: As in what training I have or what I’ve seen?

K: What’s your experience, were you ever in charge of implementing a drug awareness program at a secondary school? And for how long was the program?

SC2: Ok, yes, it’s been, we’re using this program for three years and involved indirectly and directly. Indirectly in the way um that I’ve trained the teachers, the home room teachers, because we got the training at the workshop, ok it was a three day workshop, and um some minor education as well, and um everybody who’s doing the home room drug awareness which is done twice a week it should be 40 minutes a week but we do it um only twice a week for 20, 20 minutes, twice 40 yanni it should be 80 minutes bas so it takes a longer time, bas so indirectly its for the teachers, and
the teachers give it, they evaluate how things are going, like periodically I have evaluations forms, they give me feedback, this worked, this didn’t work and sometimes it need be if its like a new year which this year we have two new teachers, I started off like with them just to get the feel of how thing are basically its them giving it I handle the evaluations the feedback and if its necessary I can intervene. This is for prevention its not intervention.

K: Ok I’d like your experience with prevention.

SC2: Ok so for prevention experiences, ok and I’ve been to Oum El Nour workshop it was like um two three whole day workshop, which was good and we had them last year as well, they came and um they did um a short movie and a session about it, and some like session of which people that used drugs talked about their experiences, they’re professionals they came they did it and it went well.

K: What kind of method was it?

SC2: It was a video, and there was a discussion about the video, what they thought, it was about I think the journey of somebody on drugs and what happened in his life, and then there was a discussion in group, two groups um about just getting the feel of what they know, what are they like, and what they think about it, and what are they’re hazards, how they tried it, um why would somebody resort to something like that, its just heekeh a good session.

K: Did you find it effective?

SC2: We didn’t really do a formal evaluation of what they thought about it, but informally with their homeroom teacher again like a follow up what did you think? Did people, and even um in the year I’ve had um when I go in and we’re talking about the skills they mention stuff that they had already mentioned then like for example for one they still remember, a good number that um basic problem with substance abuse
is not actually the psychical addiction but the psychological addiction, so you could be free and that came up in that discussion you can one day just be free you don’t need to smoke anything but psychologically you always tempted and that’s something they remember or some things just stuck with them or to get smoking is more dangerous than cocaine or heroin, a lot more people die from cigarettes than you know over dose, so stuff like that you can see that they’re into it.

K: Do you want to tell me about the drug awareness program that you are implementing here?

SC2: Ok, it’s called Skills for Adolescents Lions-Quest and its an indirect program, from the Lions foundation, basically it’s a curriculum, where they um know they’re talents, their strengths and weaknesses, their peer relationships, parental relationship, so it goes across everyday lessons whatever they’re going to go through, depression whatever you name it, and problem solving skills, or interpersonal skills, but it’s a three year program that we’ve divided into four because as I said its going to take more time, we started off with grades seven to twelve here, its made for actually eight to twelve, so we started with grades from seven to twelve and um it starts off with more self explanation, peer relations and towards the end its even more direct, like 12th graders actually have projects to do about the toxicity of drugs for students with substance abuse so its more direct, its project based, discussion based, um but towards the end its more direct but at first its just possibles and how do you manage, or conflict resolution, it can be all a background you know because if you don’t know your going to end up abusing. The last two years it was about the myths about drugs, facts, um what kinds of drugs, hallucinogens, stimulants, all those so its more forward towards the end.

K: How long have you been using this program?
SC2: This is for the third year. This year the 11th and 12th grades are the first graduates.

K: Do you find its effective?

SC2: Ok let me put it this way, usually we find because we have also a character development program, so up till grade six they do that, it's a program that we have modified from different resources, which again is based on goals that we surveyed and I did them the survey, whatever I found that was important for us to talk about for the students, teachers, and parents. We did the survey three years ago, and the feedback came back and the important things are self-inspiration, problem solving, career, buddy skills, and um interpersonal relationships, so that's done in elementary.

What we see generally though from the students is that they're not used to this, I don't know if it's a cultural thing but there's a lot of resistance as to why am I going to talk about it you know, or maybe we're not good at expressing our emotions um boys we find that more, they don't like when you give them a work sheet that they're going to try for example to like write about their friends or why are they close, they don't like to speak a lot about it, so we use different methods so its working out I wouldn't say ideally working out in all the classes, some classes it works better um but for this program there are classes who actually they're just doing it because we say that this is part of your school curriculum, as community services, home time is so you have to participate, you could just be there and not volunteer any information you know but you still have to make an effort, but there is a lot of students they don't like I don't know they're not used to maybe to look to reflect um I don't know if other schools face it as well, but I think over the years because this has been the third year I think they're getting used to this idea inno as a home room a class we get together that its part of our day that we do twice a week 20 minutes 20 minutes.
K: So there's a lot of discussions of skills and there's no videos but what else is there?
SC2: Um there's projects, its up to them, discussion, um these a lot of resources um videos no, its up to them because for example there are projects that they need to proof read or they come up with something for the whole school, like last year they did all over the school because it was part of their home room time raising awareness about bullying, so it could spread over to the whole school.
K: Does the program cover AIDS, smoking, drinking?
SC2: AIDS yes, smoking, drinking, yes all of it.
K: What else do you think the program needs?
SC2: It needs to be culturally friendly, you know because there are a lot of things that are very American that you wouldn't find it in our culture, but teachers are aware of it and then you either skip that part or you modify it to our Lebanese culture, um people, names, heroes, actors or an activity about such a person, a base well I don't know here they can't really give it here, ya so of course its going to be modified, a lot of things are just um omitted or sometimes even added, that's by the grade, we do some modifications first its up to each teacher because it differs from group to group, we have a lot of foreigners or dual passports they're aware of that culture but you can't do that to the huge sum.
K: In your opinion, what is the percentage of students who tried drugs in this school according to the following; occasionally, addicted, or have substance dependence?
SC2: I would think, um in the past we have had instances of students who were addicted or they had at least experimented with um dangerous drugs and we did proper procedures, parent involvement, and referral, but over the two years um there's a lot in kids between the age 14 and up I think, 14, 15 to 18 that's are smokers, cigarettes, tobacco, um I wouldn't say its different over the years I think its always
been the case, there’s a lot of kids who smoke basically it’s not the thing taboo as other things, and in Lebanon we don’t have that awareness everywhere of not smoking, restaurants, or something, they start off as other things peer pressure, cool, try it, its very nice and um there is a good number but statistics, I’d say maybe about 20 to 30 percent of high schooler’s are smokers, are addicted to smoke. And um we do work I work on them whoever wants to individually on the individual level um I don’t know if um there has been I can’t say how many because the numbers are very few.
K: Do you think there are lots that take drugs?
SC2: I know some who have out of curiosity been tempted to try it, um it’s a small number, you don’t see it really in middle school, but generally the program it was made for the states, academically it raised a lot of scores, and that in turn helps with motivation, purpose in life, and all that stuff, so indirectly it does help, I think its too early to see.
K: Did any organization help in implementing drug awareness campaigns to adolescents in this school? If yes, which one?
SC2: Oum El Nour and JADE. JADE came two years ago but there wasn’t really a follow up. They were just doing um I think an awareness about their organization, that was it. Oum El Nour came twice in one year, there was a video and a session, and I coordinated with them to give a feedback to what we’re doing as a program, how their program was.
K: What do you think are the best strategies used to reduce substance abuse among adolescents in Lebanon?
SC2: I think life skills because um during the time when I was working with Oum El Nour I also read a lot of um articles from them or just different resources and I think its coming up a lot lately that its just not effective to just have hazards of smoking or
hazards of drunk driving I think that’s like after things that happen in order to prevent I think you need to teach them strategies that makes them um adolescents who have a couple of dreams that they want to do or um ambitions or um they motivated about there lives, and I think that’s the most effective, if they know how to realize their conflict, communication skills with their parents, or because they’re adolescents you hear my parents don’t understand me so I think and that’s why we have settled to work um during home room time focusing on character education and life skills.

K: In a substance abuse prevention program, what is the important role of the administration?

SC2: Ya, its very um, because tobacco use is very high, that’s the number one, even in the discipline system using tobacco is, you get suspended if your caught, or if your caught with you a pack or your caught smoking and um we have actually a couple of students this year that got suspended, and I think um after three times if your caught three times, the disciplinary committee could take it to the administration, but it has to be directed as well, but we have had students that got expelled. Tobacco and violence is very um we have a very firm line, its not grey its black or white, um that’s the measures we take.

K: What is the teacher’s role in the prevention program?

SC2: It’s the homeroom teacher’s role but of course um basically like every class has a home room teacher and they are, they follow up the students because they are small classes they can do this, you have like about an average of 10 in each class, so that’s why um homeroom teachers do the awareness program and on Wednesdays um they give me feedback actually for the whole program, each trimester, so on Wednesday I go to observe they take on either class matters or if they have a class issue with a teacher or subject whatever it is they get a chance to perform something because
Mondays and Fridays we have every class gets to do something theirs a homeroom teacher again is working with them, or another teacher that is really I don’t know good with that class, they prepare something together and other issues for example, because they’re two there’s a homeroom teacher and a buddy, so the homeroom teacher the main person would have an opportunity to bring up for example if one student has a disciplinary issue or um some argument between two students that needs to be followed up and I cant all the time so they can take them out individually like she going to do this and talk about it and see what needs to be done and she will be responsible to call the parents or let me know if I need to be involved or just if all is about needing to venting sometimes, and see warning signs you know before it escalates, so this is how its been, homeroom teacher with the buddy, character education all through, class issues, peer issues, or academic issues, if someone is really like the trimester has ended and they’re not doing so great in their records we are supposed to follow that up. This is how its done, their are a lot of teachers who if they feel there’s a need in their class at least or if they have a special relation with their student they could make a meeting during the brake, I know some who do that, and they give like feedback, and there’s an academic behavioral review that was done after every trimester, long term goals, short term goals, we evaluate with the disciplinary committee.

K: That’s very good, what is the role of the students in the prevention program?

SC2: Um for example we were thinking bas we still haven’t had the time to do that, I don’t know if you’re aware of bishara?

K: No.

SC2: Like we got the idea from them, it was a program against cheating, there’s a lot of cheating in um school and colleges so like an honors counsel, we ideally thought.
that if you could do something like that with drugs, like a number of students who take a code of honor and that could be like their moral code. We thought it would be, that’s how they could, um be kind of role modeled and from time to time um because Oum El Nour we were aware that we could use different methods like theatre to raise drug awareness or um that they could take part in things like that, but we still haven’t gotten to that.

K: What is the role of the curriculum?

SC2: Um this has a lot, I mean some teachers have to coordinate with the assistant teacher, English teacher, because there are some stuff that are integrated into different subjects, so that could be possible, but more so with English and social studies. Now in the English high school program, I know that there are um in the book there are some stories or some literature that covers social skills or social relationships, and these issues of course come up in class especially. If I just remember last week they had an essay to write about a personal strength and weakness, which you can say that’s an overlap to what we’re doing, so basically English and social studies, like tolerance in social studies, diversity.

K: What are the students’ family, parents or guardians role in prevention program?

SC2: They should of course because um it goes back to family background and how they in turn are dealing with the whole issue, um definitely need more awareness we for the parents if they wanted to come, but generally because its done after school and most parents work the number that came, if you want to do a workshop, we had a lot of workshops around, we did that last year and we had very few parents come, last year we sent out just because we had done with the Oum El Nour and we got some kind of feedback, we wanted the parents to come and we gave them the feedback and what they’re doing in class, what are the dangers really in Lebanon, do they think its
just something that is more present in the west and we don’t have stuff like that here and out of 80 we had only like 14, I called them personally one by one, so um we’re kind of discouraged because the things is you take care of it as a school you should you should do, but I think we have to keep on trying, and see how they can be involved and we are always, we had a lot of parents who because they want to help so first off they need to be aware so I give them resources as to what are the dangers, how do you see what are the symptoms, as a parent what should you do, because we don’t really have a role model for what your supposed to do, so the numbers are very few, actually the foreign parents are more involved than the Lebanese, but they’re a few.

K: What would you include in a drug awareness program for grades 10 to 12?
SC2: I think that covers everything, if we had opportunities I would include maybe life testimony because that would be, those who have experienced it, I think that would be added, or we’d have them out in the playground for a drug awareness week which would be done more intense, and project that would be done by the students that would be good. But in the end the individual has shown to be, listening to their story is the best.

K: Thank you for your time.