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APPENDICES

APPENDIX A

Data Collection Tools

No:.....

Session 1 Personal Information Questionnaires

Explanation: Please make \checkmark in () of the answer which suit you the most

1. Gender

 Male Female

2. Marital Status

 Single Married Widowed Divorced Separation Other, please specific.....

3. Age

 20-30 years old 31-40 years old 41-50 years old 51-60 years old

4. Education level

 Uneducated Elementary education Secondary education High school education Vocational certificate High vocational Certificate Bachelor's Degree Master's degree Other, please specific.....

5. Working position

 Public Health Officer Public Health Administrator Public Health educator Registered Nurse Technical Nurse

6. Working experiences related to narcotics

Less than 1 year

1-5 years

5-10 years

More than 10 years

7. Training experiences on becoming narcotics-related training instructor

Yes

No

No:.....

Questionnaire Knowledge of Public health personnel in sub-district level

Please answer each of the following questions which indicated the most of your understanding.

1. For personnel, which ones is not the importance of the training?

- A. Increase job satisfaction and morale among employees
- B. Increase revenue and profitability
- C. Decrease operational expenses
- D. Increase solidarity in workplace
- E. Collect data for human resource development

2. Which ones are not the keys in personnel development?

- A. Provide Training & Development
- B. Promote Self Development
- C. Provide Education
- D. Career Development
- E. Interview, Test, and Summary

3. Which ones are not related with the training process?

- A. Course Design
- B. Training Needs Survey
- C. Training Needs Assessment
- D. Training Conduct
- E. Training Evaluation

4. Which ones are the searching requirements for the training?

- A. Survey and Test
- B. Observation
- C. Questionnaire and Interview
- D. A and C. are correct
- E. A, B, and C

5. Which ones are the compulsory reasons in personnel training?
- A. Develop behavior in workplace and social
 - B. Train employees for job rotation
 - C. Train existing and new employees
 - D. A, B, and C
 - E. None of the above
6. What are the desired qualifications of training instructor?
- A. Understanding behavior change
 - B. Ability to deliver effectively
 - C. Solid knowledge base - Credibility in area
 - D. A, B, and C
 - E. None of the above
7. The required components of the successful training instructor are?
- A. Solid Knowledge base
 - B. Good communication skill and know how to use media
 - C. Good personality
 - D. A, B, and C
 - E. A and B are correct
8. What are the main roles of training instructor?
- A. Training
 - B. Instructing
 - C. Leading
 - D. Coaching & Mentoring
 - E. All of the above

9. concerning the topics of building up self-confidence, reduction of nervous panicking, and strengthen the knowledge transmission ability, which ones are not correct?
- A. Built self confident
 - B. Drink water
 - C. Take long deep breath
 - D. Make eye contact with friend
 - E. Look at listener as object
10. What personalities are desirable in good training instructor?
- A. Good human relationship
 - B. Good Knowledge and manner
 - C. Professional appearance
 - D. B and C are correct
 - E. A, B, and C are correct
11. What level of language is more suitable to be used by training instructor during the knowledge transmission?
- A. Emcee level
 - B. Semi formal level
 - C. Conversation level
 - D. B and C are correct
 - E. A, B, and C are correct
12. What are the benefits of analyzing the learners?
- A. Plan communication tool and activities
 - B. Self preparation
 - C. Built self confident
 - D. B and C are correct
 - E. A, B, and C are correct.

13. Which ones are not the reasons in analyzing the learners?
- A. Experience, Length of work, occupation
 - B. Age, gender, education
 - C. The number of audiences
 - D. Status, ancestor, Family status
 - E. Listener's club
14. The two main stages in preparation of knowledge transmission are?
- A. Content preparation
 - B. Teaching plan preparation
 - C. Hand out & visual aids Preparation
 - D. A and B are correct
 - E. B and C are correct
15. The required components that encourage the successful learning are?
- A. Complexity of content, hands out, and tools
 - B. Teaching skill and experience of trainer
 - C. Interest and attention of learner
 - D. None of the above
 - E. A, B, and C are correct
16. The learning methods of the mature that training instructor should know are?
- A. Decrease barriers and build individual success incrementally
 - B. Balance intellectual and positive emotional components in learning
 - C. Simplify with synopsis
 - D. A and C are correct
 - E. A, B, and C are correct

17. What are the appropriate strategies in creating the welcoming atmosphere for the training?
- A. Complex training technique
 - B. visual aids Preparation
 - C. Training environment and Venue
 - D. A sense of humor
 - E. All of the above
18. How many techniques that the training can be classified into?
- A. 2 Techniques
 - B. 3 Techniques
 - C. 4 Techniques
 - D. 5 Techniques
 - E. 6 Techniques
19. Which of the training media and audio-visual aid must be operated with specific apparatus?
- A. Slide or Firm script
 - B. Model
 - C. Sample
 - D. Black board
 - E. Graphic
20. How many types that the evaluation of the training results can be classified into?
- A. 2 types
 - B. 3 types
 - C. 4 types
 - D. 5 types
 - E. 6 types

No:.....

Attitude Questionnaire for Public Health officer in sub district level.**Please answer the following questions at most of your interest.**

No.	Description	Yes	No
1	Do you consider that your current job test your knowledge or challenge your abilities?		
2	Can you give out public speaking in front of people in the hall?		
3	Do you always talk openly to other people?		
4	You always give advices to your friends.		
5	You always bargain when shopping		
6	You think you like making merits		
7	When unfamiliar guests from other province come to visit, you prefer to avoid them.		
8	You have always worked harder than your friends since your childhood.		
9	you consider yourself a lucky person		
10	Have you ever walked angrily out of the toilet before shutting the door into someone's face?		
11	You always argue until you feel like winning.		
12	While driving, if there is a car driving impolitely in front of you, do you want to run them over?		
13	If there is a chance, are you willing to try traveling with balloons?		
14	Are you willing to do any thankless job?		
15	If someone tries to provoke you, do you think your can not put up with that?		
16	Do you think you can be yourself without any help from others?		
17	Supposed that you own the full authority in choosing someone for work, then an applicant arrives with all required qualifications, but you do not like them, will you ignore them?		
18	Are you ambitious in new exciting ideas or activities?		
19	When you eat out with friends or relatives, do you always immediatly check the correction of the bill on arrival?		
20	You think that there are many subjects that you can talk or discuss		

No:.....

Training Evaluation form for trainer – Public Health Officer in sub district level

No.	Description	Score					Remark
		10	8	6	4	2	
<i>Personality</i>							
1.	Manner						
2.	Standing posture						
3.	Appearance						
4.	Eye contact						
<i>Communication</i>							
5.	Greeting						
6.	Tone of voice/word power /voice control						
7.	Compound syllables						
8.	Use vocal pauses/ junk words						
9.	Hand/facial/ body expression						
10.	Use of media and audio-visual aid						
<i>Content</i>							
11.	Data preparation						
12.	Introduction						
13.	Order of contents						
14.	Application of training techniques						
15.	Conclusion						
16.	Time Management						

Scale key: Very good score 10

Good Score 8 Evaluated by.....

Average Score 6 Date.....

Fair Score 4

To be improved Score 2

Questionnaire for Secondary School students
Relationship and Communication Building evaluation form
(Secondary School level)

Set 1: Description

The following questions are the situation which could happen in students' everyday life. Please make X mark on the answer of your most interest.

1. If one of your friends persuades you to try narcotics during the camping activities, what would you do?
 - A. Try small amount to maintenance relationship
 - B. Try small amount, one time may not become addicted
 - C. Refuse and Say "No, It's not good."
 - D. Refuse and Say "No, thanks, I don't like it."
 - E. Other, please specific.....

2. When a friend asks you to join him/her to buy something which you think it might be narcotics, what would you do?
 - A. Say "No, my parent is out, I need to stay home".
 - B. Say "No, I am sorry. I have to visit my grandmother".
 - C. Join them to maintain the relationship with you friend.
 - D. Join them; you think it is not big deal.
 - E. Other, please specific.....

3. Supot is one of your classmates. One day he asks if you are interested in earning extra money by helping him deliver something which you think it might be narcotics. What would you tell him?
 - A. No. I am happy with what I have.
 - B. No. Thanks. I don't like delivery.
 - C. Yes. I need money
 - D. Yes. It can help to pay my tuition fee.
 - E. Other, please specific.....

4. Every morning before school, Nikom is employed to deliver vegetables in the market. Suwat, one of his friends who use drugs, asks him to earn extra money by working as drugs dealer. If you were Nikom, what would you do?
- A. Refuse and thank because you might get caught.
 - B. Refuse because you might get caught and it is illegal.
 - C. Try once so you can make more money.
 - D. Try once so you can make money for you mother
 - E. Other, please specific.....
5. Paiboon, one of your friends who always use narcotics during exam period, persuades you to use Amphetamine so that you can study longer. What would you say to him?
- A. No, it is wrong. Why don't you ask someone else?
 - B. No, thanks. I don't do drug. Why don't you join our study group?
 - C. No, leave me alone. I am not interested.
 - D. No, it is wrong. I don't have money.
 - E. Other, please specific.....
6. Arwut invites you to Thana's birthday party on this coming Saturday but you know that this group of friends has narcotics consumption behavior. What would you say to Arwut?
- A. No, thanks for inviting me. I don't want to not sleep a wink.
 - B. No, I do not know Thana that well.
 - C. Umm.....I have to ask my mother.
 - D. Umm...Let me think about it and tell you this evening.
 - E. Other, please specific.....
7. Lately, Manit, one of your classmates whom all of your friends knows that he sells drugs, tries to befriend with you and asks if you can help selling drugs to your friends in the class. What would you say to him?
- A. No, I am worried. This is my last semester. I don't want to fail class.
 - B. I am interested. I need money.
 - C. No, I don't want to and it is wrong. Please not mad at me.
 - D. Thanks, I am interested. Let me think about it.
 - E. Other, please specific.....

Set 1: Description

The following questions are the situation which could happen in students' everyday life. Please make X mark on the answer of your most interest.

1. Wichai is one of your classmates. One afternoon, you see him using Amphetamine in front of the restroom. What would you do?
 - A. You are not interested because he is not your close friend. It is his personal thing.
 - B. Tell Wichai to quit using "Ya baa". He could be addicted.
 - C. Tell Wichai to quit using "Ya baa". If the teacher knows, he will be embarrassed.
 - D. You could not care less. If you warn him, he could be mad at you.
 - E. Other, please specific.....

2. Noppol loves going out drinking at night and sleeps during the class. He always forgets his homework and frequently gets scolded by the teacher. What would you say to him?
 - A. The exam is coming. It will waste the time if you fail the class. I am worried for you. You had better stop going out at night.
 - B. It is the last year of school. You should pay attention to the class. Please quit going out at night. If you are not graduated, your parent will be disappointed. Do you think so?
 - C. You could not care less. He is not your closed friend. If you warn him, he could be mad at you.
 - D. Disregard. The teacher always warns him. You don't want to embarrass him more.
 - E. Other, please specific.....

3. Wanlop is one of your friends at school with the sneaking behavior of using Amphetamine in school toilet. One day, you have a chance to talk to him in private.

What would you tell Wanlop?

- A. You had better be careful. Teacher often checks out the restroom.
- B. When are you going to quit? Don't you worried of getting catch by teacher.
You could lose your reputation.
- C. I think you should quit using Ya Baa. It is not good for you and illegal.
- D. You should quit using Ya Baa. It would be good for you to put your attention to study. Do you think so?
- E. Other, please specific.....

APPENDIX B

Lesson Plan

Lesson No. 1

Topic Built intimate relationship

Time 30 minutes

Concept

To allow the students to open up themselves to others, the students can introduce their friend to others. They become a good listener and get to know others.

Objectives

1. To allow students to get to know others and open up themselves.
2. To be able to introduce friend to others.
3. To become a good listener.
4. To get familiar with teachers and make new friends.

Teaching Aids A sheet of paper

Learning Activity

1. Teacher introduces him/herself.
2. All students count from 1-7. Pair the students who have the same number.
3. Students are allowed to have one on one conversation and make some notes in the paper provided. Time: 10 minutes.
4. When the time is up, each pair take turn to introduce the partner to the class.
5. All summary the objectives of this activity.
6. Teacher presents the concept of “Life Skills-Based Education for Narcotic Prevention”
7. Q & A session

Lesson No. 2

Topic Built intimate relationship

Time 30 minutes

Concept

Life Skills-Based Education for Narcotic Prevention is enhancing personal competences which consist of knowledge, attitude and skill and enable individuals to deal effectively with drug in everyday life of current situation and adapt to challenges in the future.

Objectives

1. To promote the understanding of drug among students.
2. To built the ability to classify drug type.
3. To introduce drug education among students to be able to develop for better health and drug education outcomes that may ultimately influence student in every day life.

Teaching Aids Transparency film

Learning Activity

1. Students answer the set of the following question.

Has the student ever studied or understood about Narcotic? How?

In student's point of view, how is the current Narcotic situation in Thailand?

How do you think you can help to support your country on Narcotic abuse problem?

2. Teacher presents on the overhead projector on "What is Narcotic Drugs and its substances?" The explanation and samples are provided for better understanding.
3. At the end of the session, teacher asks the comprehensive questions to the students.
4. Students will be set to a group of 4, brainstorm and conclude the content of the lesson. They will be asked to raise the suggestion on how to eliminate drug abuse from Thai society.

Narcotics

1. What is Narcotics?

Narcotic is drug or substance which consume by swallow, smoke, smell, inject or other ways that has potential to affect the central nervous system and depress to body and mind in the following ways:

1. Drug tolerance is when the body gets used to having it, so that higher doses are needed to maintain the same effect.
2. Long-term drug use results in significant addicted with mind and body. Most severely addicted individuals can not stop using drug.
3. Withdrawal is the body's reaction when it doesn't get the drug. The effects of withdrawal symptoms by stopping using it completely is sometimes called 'cold turkey'.

2. Type of narcotic drug

Currently, there are more than 100 hundred Narcotics which are natural Narcotics and synthetic Narcotics.

Those widespread Narcotics which are considered as the severe problem are Opium, Morphine, heroin, Secobarbital, Amphetamines, LSD, cannabis, Kratom alcohol (*Mitragyna speciosa*), Inhalants, cigarette, etc.

2.1 Opium, Morphine, heroin are the same type of Narcotic. Opium is formed from the latex released by lacerating. Morphine is extracted and purified from opium. Also, Morphine is processed chemically to produce Heroin.

Opium, Morphine is 'prepared Opium' which derived from dried latex opium (Raw Opium is brown) boiled or fermentation. 'Prepared Opium' is black and bitter. It can be smoked with pipe or eat as a ball of opium weeds.

Morphine is white crystalline powder, no scent, bitter and it is soluble in water and injects Morphine directly underneath the skin or in hip muscle or take it as capsules. Morphine is 8-10 times stronger than opium. In medical, Morphine is used to treat severe pain such as back pain after surgery.

Heroin: there are 2 types of heroin which is currently widespread. Pure heroin (diamorphine) is highly concentrated heroin substance which comes as a white

powder, bitter, no scent, dissolved in water and injected into a vein ("mainlining"), injected into a muscle, mixed with regular cigarette or dipped cigarette in the powder (The mixed heroin cigarette has black ash while regular cigarette has grey ash). The other way is to sniff as powder via the nose. Mixed heroin is often mixed with others substance such as arsenic, marijuana liquid, sleeping pill, etc. This flake heroin is consumed by sniff from the heated lead paper with straw. These types of heroin called 'Inhalant'. Heroin is considered as the most severe Narcotic which can be addicted only 1-2 times of consumption.

Opium, Morphine, and Heroin strongly effect the depression of the central nervous system, clouded mental functioning, exhausted, dysuria, severe constipation, dementia, melena, known as 'Long Deang' (suffer from severe dysentery/withdrawal syndrome) or convulsion.

2.2 Seconal is one of the well-known drugs among Narcotic user as 'Kai Deang', 'Ped Deang', and 'Pi-Sad Deang' with contains in red capsule. Another is dried liqueur since the effect of this drug similar to a "hang-over" effect. Seconal can be taken or injected. The effects are somnolence, irritability, irresponsible, reckless, agitation; violent and aggressive behaviors hurt themselves or attack others.

2.3 Amphetamine also known as Ya Kayan, Ya Baa, Horse pill, dope, and anti-narcolepsy drug. They can be in the form of powder capsules, tablets. They can come as brown or orange etc. Amphetamine are most commonly swallowed, mixed with food/drink or dissolved in water and injected. It stimulates the central nervous system caused excitability, insomnia, anxiety, restlessness, uncontrolled violence. If a person who is dependent on amphetamines suddenly stops taking it, they will experience withdrawal symptoms. The body becomes extreme tiredness as the body used to be forced to speed up of bodily functions.

Lesson No. 3

Topic The effect of Narcotic to the body (Example on the information about Ya Baa)

Time 30 minutes

Concept

Narcotics are detrimental to the body and central nerve which acts as the commanding center for body and mind. Addicted to the Narcotics is not good for the users and harmful with severe side effects. When addicted to Narcotics, life will be abused and worthless. The Narcotic also effects family, neighbor, and community.

Objectives

1. To promote the understanding of drug among students.
2. To create the knowledge and understand the risk of Ya Baa and its effect.

Teaching Aids Transparency film

Learning Activity

1. Students answer the set of the following question.

Have the student ever known about the risk of Ya Baa from any media and how?

How the Narcotic effect to the body? Please explain.

If one of your friends persuades you to try Ya Baa, how would you advice you friend?

2. Teacher presents on the overhead projector on “Narcotic which is detrimental to the body, risk of Ya Baa and chance to get addicted?” The explanation and samples are provided for better understanding.

3. At the end of the session, teacher asks the comprehensive questions to the students.

4. Students will be set to a group of 4, brainstorm and conclude the content of the lesson. They will be asked to raise the suggestion on how to eliminate drug abuse problem.

Narcotic effects with health

Narcotic drug addiction effects physical and mental of the users:

1. Weight loss, drawn, darken skin.
2. Brain damage.
3. Detrimental to body system such as alimentary canal, heart problems, liver, kidney and lung damage.
4. Reduced resistance to infections as the effects of narcotics on the immune system.
5. Psychological effects: mental disorder such as sensitive, depression, violent and aggressive behavior.

Information about Ya Baa “Risks of Ya Baa and effect to user”

What do they look like?

They can be in the form of white crystals, no scent, and bitter taste which stimulate the central nervous system. They can be produced in tablet such as oblate, heart shape or capsule in white, brown or crystal brown. It normally found in white round shape or long tablet like horse head 99 or star shape.

Effects of use

Narcotic drug addiction effects physical and mental.

Physical effects

Reduced appetite, becoming talkative, restless and excited, tremor, speed up heart rate, dry mouth and nose, hyperhidrosis, strong body odor, greasy skin, enlargement of the eye's pupils, hyperactivity, heavy smoke, diarrhea, anxious and irritable.

Psychological effects

Paranoid, delusions, hallucinations and aggressive or violent behavior. Effects of overdose use may cause pale - green chin, tremor, high blood pressure, difficult breathing, shack, bodily malfunctions, nausea, spasmodic, lose self control, seizure unconscious, experienced strokes, heart failure, seizures. Some have died as a result.

Lesson No. 4

Topic The impacts of Narcotic to user, family, and community.

Time 30 minutes

Concept

The people who become drug abuse whose lives are deteriorate by addition. It creates severe problem to the users, family, community, social and country.

Objectives

To help the students realize that narcotic is the severe problem in the country and all need to help resolve it.

Teaching Aids Transparency film

Learning Activity

1. Students answer the set of the following question.

What is the most possible reason why people rely on narcotic?

If you have to encounter the problem which you are unable to resolve by yourself, what would you do?

2. Teacher presents on the overhead projector on “The impacts of Narcotics to user, family, and community.” The explanation and samples are provided for better understanding.

3. The students have read the stories on narcotic problem in community.

4. The students share their ideas from the stories they read.

5. Students will be set to a group of 4, brainstorm and conclude the content of the lesson. They will be asked to present their ideas on the effect of narcotic to their community.

The impacts of narcotics to user, family, and community.

1. The user is deteriorate by addition both body and mind.

Inefficiency both body and mind.

Personality Disorder, laziness, apathetic.

Lack of discipline.

Loss the capacity to work or study.

Encounter the accident.

Violence behavior.

Waste money.

The user who takes the illegal Narcotic is considered against the law.

2. The impacts of Narcotic to family

Disgrace family's reputation

Irresponsible to family

Burden to family

Destroy family well being

3. The impacts to Social and Nation

The severe effect toward social on narcotic abuse is increased criminal activities such as robbery, violence behavior etc. Besides, it could cause the detriment to other's life and property such as driving accident, conflagration etc.

The impact to Nation: the Narcotic user is considered as undermining economic and social security. The government has to spend tremendous amount of fund to the drug control by prevention, suppression, and treatment.

The critical impact is caused to lack of quality human resource.

Lesson No. 5

Topic You will never know unless you try, is it true?

Time 30 minutes

Concept

The refusal to narcotic may be the reason to relationship and feeling. However, the proper refusal in good manner could maintain a good feeling.

Objectives

1. To built the negotiation skill when fall into the situation which is risk to narcotic.
2. To create the refusal skill and solution to avoid using Narcotic when they are persuaded by friends.

Teaching Aids Hand out with explanation

Learning Activity

Introduction (5 minutes): the researcher asked the questions on how they have been persuaded to use narcotic and the experience toward the persuasive (if any) with the following dialogue:

Researcher: Hello everyone. I have a book for you to read about the persuasive to use narcotic. Prior to reading the book, is there any of you who was persuaded by the stranger to try narcotic or have heard the experience from your friends such as they was given food or sweet from stranger.

Student:

Research: (analysis the answers form the students for example you can have the students share the experience to their friend in class. In the mean time, teacher asks question and relates the story to the content of the book/ if not any, teacher can gives the example from the story s/he used to read, from movie and relates to the content of the book). Students will understand that this threat can happen to anyone in the classroom. You need to learn how to prevent yourself from the persuasive to use narcotic. Today, I have the books with pictures for you to read. I would like you to notice each behavior of characters in the story.

Teaching (25 minutes)

1. Teacher has students read the book of “You will never know unless you try, is it true?” for 3-5 minutes.

2. After the reading of “You will never know unless you try, is it true?”, students will be set to a group of 5. They will analysis and share the opinions based on the topics from the researcher (researcher prepared the topics in A4 paper for each group to be able to lead them to the right points which researcher is willing to communicate.). The following are the topics for analysis:

When you have read the book “You will never know unless you try, is it true?”, what is the behaviors of Chaweepon which you admire and you are willing to follow.

If you face the situation similar to “You will never know unless you try, is it true?”, how would you react to the situation to avoid any harmful under the save and proper way?

3. Each group selects the representative to present the topic in front of the class.

Conclusion (5 minutes): After each group present to the class, researcher will lead them to the conclusion as followed:

Researcher: After you read the book, analysis it, and listen to the presentation from your friends on “You will never know unless you try, is it true?”, what kind of Chaweepon’s behaviors that you should not imitate?

Student:.....

Research: What is the effect to Chaweepon from her behavior?

Student:.....

Research: As you can see, if you are irresponsible, you will be unhappy and upset with your action. However, which of her behavior that you considered as your role module and adapt to your every day life?

Student:.....

Researcher: Have you noticed that how was Chaweepon refusal behavior?

Student:.....

Researcher: Chaweepon has the gently and polite refusal behavior which is not resentful to her friend and not cause any harmful action by her refusal. Chaweepon

also knows how to find the good solution to solve the problem with good sense. At the end, she thinks highly of her parent that how much she could disappoint them if she became addicted as a result of her laziness or not being able to find a better solution. You also should firmly refuse from Narcotic with proper refusal skill as same as Chaweepon.

Script “You will never know unless you try, is it true?”

Picture/Concept	Description
<p>Picture 1 Concept: Stress from time allocation for work. Picture: Chaweepon is depressed and anxious, messy hair with many books all over her.</p>	<p>The exam is coming. She has not finished her reports and she has gone over a tiny bit of her books. She is so depressed. When she meets her friend, she grumbles.</p>
<p>Picture 2 Concept: Stress from time allocation for work. Picture: The conversation among Chaweepon, Arathai, and Prakai. Chaweepon looks depressed and anxious while her friends look cheerful.</p>	<p>Chaweepon: Girls! I am so depressed. I have neither finished my work nor my reading. Arathai: What have you been doing? Prakai: I know what she has been doing. She has been sleeping.</p>
<p>Picture 3 Concept: Stress from time allocation for work. Picture: The conversation between Chaweepon and Arathai. Chaweepon looks depressed and anxious while Arathai looks cheerful.</p>	<p>Chaweepon: Umm..It is true. I don't know what happen to me. I just love sleeping. Arathai: This is call laziness. Chaweepon: I think so. I don't know why I do not work hard as you do.</p>
<p>Picture 4 Concept: Persuasive to try to do the wrong thing. Picture: A middle age lady with curry hair and wily face joins the conversation among Chaweepon, Arathai, and Prakai.</p>	<p>J'Amm: I have active pill, are you interested? I guarantee you will like it. You will be so active. Not only you can finish the reports in three days but also have time for your reading. Are you interested? Are you?</p>
<p>Picture 5 Concept: Persuasive to try to do the wrong thing. Picture: Conversation among Arathai, J'Amm, and Prakai.</p>	<p>Arathai: What is it? J'Amm: Ya Baa, You will be so active, trust me. Prakai: Is it true? I heard about it. Actually, I want to try.</p>

Picture/Concept	Description
<p>Picture 6 Concept: Refusal of persuasive to do the wrong thing by..... Picture: Conversation between Chaweepon and Prakai. Chaweepon is serious and Prakai is doubt.</p>	<p>Chaweepon: I don't think so. You don't have to try everything. Prakai: You will never know how good it is unless you try. Chaweepon: The news on paper, radio and TV show that it is not good. It is detrimental to the body system. Have you ever known the accidents of the big truck often seen on the street?</p>
<p>Picture 7 Concept: Encourage others to do the wrong thing. Picture: J' Amm acts wily and incites them to try.</p>	<p>J' Amm: We don't drive the big truck, how such accidents could happen to us?</p>
<p>Picture 8 Concept: Refusal of persuasive to do the wrong thing by referring to the logical reason. Picture: Conversation among Chaweepon, J' Amm, and Arathai. Chaweepon looks cheerful, J' Amm looks wily and Arathai looks curious.</p>	<p>Chaweepon: No I don't want to try. Even we do not drive but drug can make us mad and hallucination. I might become mad and hold you as the hostage as same as the news. Are you afraid of that? J' Amm: Ohh..you just read the news, listen to the radio and TV. How do you know? It is good but you don't like it. Arathai: Yes, yes, You will never know unless you try</p>
<p>Picture 9 Concept: Refusal of persuasive to do the wrong thing by referring to the logical reason. Picture: Chaweepon looks cheerful.</p>	<p>Chaweepon: I don't think I want to try. It will ruin my future. Even I am lazy but my parent is not disappointed in me as much as I addicted to Ya Baa. So I had better refuse to your offer.</p>

Lesson No. 6

Topic What do you want to sell?

Time 30 minutes

Concept

Refusal to Narcotic might affect the relationship and feeling. If the refusal skill has been introduced, it may help to maintenance the good feeling.

Objectives

1. To teach student the negotiation skill when fall into the risk of drug use.
2. To learn the refusal skill and have the alternative to avoid the persuasive to use drug.

Teaching Aids Hand out with explanation

Learning Activity

Introduction (5 minutes) the research has the conversation with students on the topic of persuasive to use narcotic and their experiences to the persuasive to use narcotic. (from the 2nd teaching class) with the following dialogue:

Researcher: Hello everyone. This is the second time that we meet. I hope that you get to know me and your classmate. Today, I have the interesting topic on refusal to use Narcotic in the proper way for your study. The story today is about refusal to the persuasive to involve with selling Ya Baa. I would like you to observe the behavior of the roles in this story.

Teaching (25 minutes)

1. Teacher has students read the book of “What do you want to sell?” for 3-5 minutes.
2. After the reading of “What do you want to sell?” students will be set to a group of 5. They will analysis and share the opinions based on the topics from the researcher (researcher prepared the topics in A4 paper for each group to be able to lead them to the right points which researcher is willing to communicate.). The following are the topics for analysis:

When you have read the book “What do you want to sell?”, what is the behaviors of Ling which you admire and you are willing to follow.

If you face the situation that you are persuaded to use or sell Narcotic as same as “What do you want to sell?”, how would you refuse to your friend to avoid any harmful under the save and proper way?

3. Each group selects the representative to present the topic in front of the class.

Conclusion (5 minutes): After each group present to the class, researcher will lead them to the conclusion as followed:

Researcher: After you read the book, analysis it, and listen to the presentation from your friends on “What do you want to sell?”, what kind of Ling’s behaviors that you should not imitate?

Student:.....

Research: What is the effect to Ling from her admired behavior?

Student:.....

Researcher: Yes. Ling can get out of the situation which she could cause her to involve in selling Ya Baa. You should considered Ling as your role model of gentle, considerate refusal to the persuasive from Mai who wants Ling to sell Ya Baa. Especially, her refusing dialogue expressed care and sincere to her friend.

Script "What do you want to sell?"

Picture/Concept	Description
<p>Picture 1 Concept: The conversation between friends. Picture: A girl who is talking name Mai age 14 years old with short hair.</p>	<p>Mai: Ling have you seen a new advertisement on TV? New advertising just launched last night.</p>
<p>Picture 2 Concept: The conversation between friends. Picture: The girl name Ling who is about the same age, talking with her friend.</p>	<p>Ling: What is about? So cool! I am wondering.</p>
<p>Picture 3 Concept: The conversation between friends. Picture: Mai and Ling have the conversation. Mai talked to Ling. (a bubble dialogue show the picture of singing Jintara) Ling express acts interesting.</p>	<p>Mai: It is the cosmetic advertising that Jin is singing. Her lip is so brightly red.</p>
<p>Picture 4 Concept: The conversation between friends. Picture: Ling recalls the advertisement and the idea bulb above her head. (She acts singing)</p>	<p>Ling: Yes, I saw it. Jin is pretty. I want to be like her. "Ma tham mai..... Mai ruk..Kor mai tong ma.....Pen A rai.....Mai ruk korkong...Mai ma.....ma"</p>
<p>Picture 5 Concept: Persuasive to do the wrong thing. Picture: Mai suggests with wily eyes.</p>	<p>Mai: Do you want to work? Big money! Are you interested? No sweat, people beg for it. You do not have to knock on people's doors.</p>
<p>Picture 6 Concept: Persuasive to do the wrong thing. Picture: Ling is wondering with curiosity.</p>	<p>Ling: What kind of work? Don't you tell me that we will sell cosmetic like Jin. I think I can't. I am not pretty as Jin.</p>

Picture/Concept	Description
<p>Picture 7</p> <p>Concept: Persuasive to do the wrong thing.</p> <p>Picture: Mail smiles wily. Ling is wondering with curiosity.</p>	<p>Mai: Oh! You don't have to be pretty to do this work. Just brave. No sweat and earn more than Jin.</p> <p>Ling: Make the long story short. What kind of work. It sounds strange.</p> <p>Mai: Sell Ya Baa! Do you want to try? Make a lot of money.</p>
<p>Picture 8</p> <p>Concept: Refusal of persuasive to do the wrong thing by referring to the logical reason.</p> <p>Picture: Ling looks cheerful.</p>	<p>Ling: I don't think so. I don't think I can make sell. It is also illegal work and harmful to others. I think you should think it over. I really have a well-intentioned to you.</p>
<p>Picture 9</p> <p>Concept: Persuasive to do the wrong thing.</p> <p>Picture: Mai is begging.</p>	<p>Mai: If you have a well-intentioned to me, you have to help me make money. You will never know unless you try whether it is good or not. It is good to try, please trust me at least once and you will not be disappointed.</p>
<p>Picture 10</p> <p>Concept: Refusal of persuasive to do the wrong thing by referring to the logical reason.</p> <p>Picture: Ling speaks and smiles.</p>	<p>Ling: I am sincerely thank you. I want to tell you that I love you and have well-intentioned to you. Why don't you think it over?</p>

Lesson No. 7

Topic Please do not mad at me.

Time 50 minutes

Objectives

Students have the capacity to refuse from the persuasive situation to use Narcotic in proper way under the refusal process.

Enabling objective

1. Analysis the situation of refusal to drug use.
2. Explain rule of thumb and process of refusal.
3. Perform refusal skill in the risk situation of persuasive to use drug under the proper process and principle.

Synopsis

As friends have the strong influence to teenager behavior, the effective skill on refusal without losing relationship will avoid the risk of narcotic use/sell and forming of preventive behavior against narcotic use.

Learning Activity

Group component	Learning activity	Content/Media
Direct purpose –Full Experience - Large group (10 minutes)	- lead to the lesson by asking the question “Have you ever refuse your friend? In what situation? - Two students on role play “You should know how to refuse when you are persuaded to try drug.”	-Role play “You should know how to refuse when you are persuaded to try drug.”
Reflection/Discussion - Small group (20 Minutes)	-Students group in 5-6 and discuss on the refusal situation from job sheet 1.	- Job sheet 1

Group component	Learning activity	Content/Media
Concept - Large group (20 minutes)	- Teacher randomly asks 2-3 groups of student and helps to summaries the main points. - Teacher helps to conclude the situation for refusal. - Teacher describes with information sheet on “refusal rule”	- Information sheet for teacher “Expected outcome” - Information sheet “refusal rule”
Application Undertake - Group of 3 (30 minutes)	- Students have been grouped of 3, and take turn to practice the refusal skill based on the situation from job sheet 2.	- Job Sheet 2
Concept - Large group (20 minutes)	- Group Evaluation and teacher conclude the evaluation. - Teacher and students conclude on the principle and process of refusal.	- Information sheet for teacher “Expected outcome”

Teaching Aids

1. Role play “You should know how to refuse when you are persuaded to try drug.”
2. Information sheet “refusal rule”
3. Job sheet
4. Information sheet for teacher “Expected outcome”

Evaluation

1. Observe attention and participation in sharing the ideas in small group and class.
2. Observe intention and participation in practicing.
3. Evaluate the conversation dialogue during the practice.
4. Evaluate from objectives evaluation form.

Job Sheet 1

(Lesson plan “Please do not mad at me?”)

Instruction Group students in the group of 5-6 and discuss for the conclusion from the dedicated point (15 minutes). Each group sent the representative to present to the class. (5 minutes)

1. Why Kamon refuse Thanu’s persuasion?
2. Is it a successful refusal? Is it a good refusal? Why?
3. What kind of situation should you refuse to the persuasion? Each group provides 3 examples.

Job Sheet 2

(Lesson plan “Please do not mad at me?”)

Instruction Group students in the group of 3 and practice good refusal skill. Each group practice a situation as followed. The students create the conversation and take turn to practice the role of persuasion, refusal and observer. Present the role play to the class (30 minutes).

- Situation 1: What if your friend persuades you to smoke.
- Situation 2: What if your friend offers you to try alcohol.
- Situation 3: What if your friend persuades you to take Ya Baa.
- Situation 4: What if your friend persuades you to try Inhalants.

Simulation “Friend wants you to try, you have to refuse.”

(Lesson plan “Please do not mad at me?”)

During the New Year party for the class of Secondary school 3, all the classmate join the party. There are 2 schoolboys are talking:

Thanu: Kamon, this is New Year, you’d better try something new. It is good!

Kamon: How good it is?

Thanu: It makes you happy. You will not fall asleep. We will have fun all night long.

Kamon: Oh! I don’t think so. I don’t want to get addicted.

Thanu: Just once, you will not get addicted. Don’t say I didn’t tell you.

Kamon: I think I don’t want to try. I don’t like this kind of thing. If you ask me to play ball, I shall say ‘Yes’ right away.

Thanu: Please....try only a bit. Just for fun. You will not get addicted.

Kamon: No Thanks. I don’t want to try and you should try to get it down otherwise you will get addicted.

Information sheet

(Lesson plan “Please do not mad at me?”)

1. Seriously refuse both verbal and vocable to express the strong intention of refusal.
2. Adapt the feeling and the justification as the excuses. Only the justification can be defended with other justification. It is also difficult to argue with only the feeling.
3. Express the support and appreciation when your refusal is accepted, will maintain the relationship.
4. When student is importuned or abused from refusal of the persuasive, the student should maintain self-composed. Losing the self-composed could affect the concentration to find the best solution. Student can confirm the refusal and solution as follow:
 - Confirm the refusal over again without any justification and try to evade from the situation.
 - Negotiate and suggest another activity.
 - Compromise by extending the time and distract the intention.

Information sheet for instructor “Expected outcome”

(Lesson plan “Please do not mad at me?”)

Discussion Topic	Expected outcome
1) Why Kamon refuse Thanu’s persuasive?	- Because Thanu persuasive Kamon to try drug. Kamon realizes that it is not good and can be addicted.
2) Is it the good refusal to the persuasive?	- Give opportunity for the students to answer freely with group’s justification.
3) What kind of situation should the student refuse to the persuasive? Each group gives 3 examples.	- The situations which are against the school’s principles, against the law, risk to the narcotic abuse such as persuasive from friend, cut class, quarrelsome, night out, smoke, and drink alcohol.
4) Group students in the group of 3 to practice refusal skill based on the situation provided.	- Evaluate based on refusal rules.

Lesson No. 8

Topic Warn your beloved friend.

Time 100 minutes

Objectives

Students have the capacity to warn their friends who have inappropriate behavior or risk to narcotic abuse and lead them to evade or change their behaviors.

Enabling objective

1. Analysis the situation of warning.
4. Explain rule of thumb and process of warning.
5. Perform warning skill of the appointed situation under the proper process and principle.

Synopsis

As friends have the strong influence to teenager behavior, the effective skill on warning to evade or change their risk behaviors will form of preventive behavior against narcotic abuse.

Learning Activity

Group component	Learning activity	Content/Media
Direct purpose –Full Experience - Large group (5 minutes) - Group of 2 (5 minutes)	- Lead to the lesson by asking the question “Have you ever warn your friend? In what situation? - Teacher randomly asked 4-5 students. - Two students on discussion of what kind of situation should the students warn their friends to avoid wrong action.	

Group component	Learning activity	Content/Media
Concept - Large group (10 minutes)	- Teacher randomly asked 4-5 groups of students - Teacher helps to conclude the situation for warning.	- The warning situation among friends such as when friends act against the school s' principles or against the law – risk to abuse behavior.
Experience - Large group (10 minutes)	- 2 students on role play.	- Role play “Let’s have fun!”
Reflection/Discussion - Small group (20 Minutes)	-Students group in 5-6 and discuss on the pint in Job sheet 1.	- Job sheet 1
Concept - Large group (10 minutes)	- Teacher randomly selects the report from 2-3 groups of student and helps to summaries the main points and discuss on additional points. - Teacher describes with information sheet on “Warning rule”	- Information sheet for teacher “Expected outcome” - Information sheet “Warning rule”
Application Undertake - Group of 3 (30 minutes)	- Students have been grouped of 3, and practice the warning skill based on the situation from Job sheet 2.	- Job Sheet 2
Concept - Large group (20 minutes)	- 2-3 groups present their role play to the class. - Evaluation by Group Evaluation and teacher concludes the evaluation.	- Information sheet for teacher “Expected outcome”

Teaching Aids

1. Role play “Let’s have fun!”
2. Information sheet “warning rule”
3. Information sheet for teacher “Expected outcome”
4. Job sheet

Evaluation

1. Observe attention and participation in sharing the ideas in small group and class.
2. Observe intention and participation in practicing.
3. Evaluate the conversation dialogue during the practice.
4. Evaluate from objectives evaluation form.

Job Sheet 1

(Lesson plan “Warn your beloved friend”)

Instruction From the role play, group students in the group of 5-6 and discuss for the conclusion from the dedicated point (15 minutes). Each group sent the representative to present to the class. (5 minutes)

1. From the role play, is it a good warning? How?
2. From the role play, is it a successful warning? Why

Job Sheet 2

(Lesson plan “Warn your beloved friend”)

Instruction Group students in the group of 3 and practice warning skill. Each group practice a situation as followed. The students create the conversation dialogue based on the knowledge from the warning rules. Present the role play to the class (10 minutes).

Situation 1: Warn a smoking friend.

Situation 2: Warn a drinking fiend.

Situation 3: Warn a friend who uses Ya Baa.

Situation 4: Warn a friend who loves night life.

Situation 5: Warn a friend who cuts the class.

Situation 6: Warn a fiend who invites you to join party drugs.

Simulation “Friend wants you to try, you have to refuse.”

(Lesson plan “Warn your beloved friend”)

Situation : Morning break, in front of men room.

Bank : Ton, it is such a boring Thai class both subject and teacher. Let’s have some fun!

Ton : Have fun?

Bank : Yes, it is lots of fun. I will join with Jo and go out after that.

Ton : Hey, Bank. I don’t think we should cut the class. Thai class is important. We are Thai. It is so humiliate if we don’t have good Thai knowledge. Anyhow, I don’t want to. It is against the school’s rules. The exam is coming, I think you should not go for the fun. It wastes your time and if the teacher knows, you might be in trouble. Let’s get back to class. Trust me I am well- intentioned. Let’s go, it is time. (Look at the watch)

Bank : (Hesitate) OK! Let’s get back to class. I don’t like to study that much. Jo would probably be angry at me.

.....Ton drags Bank into class.....

Information sheet

(Lesson plan “Warning rule”)

Warning is an effective communication which conveys the perception, demand, and comprehension. Warning causes the changing in behavior to crate the peaceful society.

Warning process

1. Sincerely describe the feeling with or without justification.
2. Feeling is more difficult to be argued than rationale.
3. Frankly indicate warning behavior
4. Ask the opinion from the other party to maintain the good relationship.

Information sheet for instructor “Expected outcome”

(Lesson plan “Warn your beloved friend”)

Discussion Topic	Expected outcome
1) The students analysis the role play from the simulation. Is it a good the warning action? Why?	- Analysis based on warning rules. If the role play based on the proper warning processes and rules, it is a good warning action.
2) From the simulation, is it a successful warning? Why?	- According to the simulation, if the friend complies with the warning and accepts to change the behavior in the proper manner, it is a successful warning.
3) Group students in the group of 3 to practice refusal skill based on the situation provided.	- Evaluate based on warning rules.

APPENDIX C

Intensive Training Program

Training agenda for Public Health officer in sub-district level as instructor for the life skill program

To establish prevention behaviors to Ya Baa for Junior high school - in Panatnikom district, Chonburi province

5 days training program

Day 1

- Experiment prior to training
- Life Skill components for Narcotic prevention
- Participatory learning
- Participatory skill training

Day 2

- Preparation, planning the training, and training content
- Personality and instructor's communication skill
- Media and visual aids for training together with techniques

Day 3

- Delivery and speaking skill of instructor
- Training atmosphere
- Knowledge and training technique

Day 4

- 20 minutes individual training of trainer skill
- Evaluate training skill of instructor

Day 5

- Set up teaching team and specific training date
- Test after the training

BIOGRAPHY

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