

Veterans Against Drugs

Core Values (Advanced)



Veterans Against Drugs
A Community Service Project



Presented by
Vietnam Veterans of America,
various other Veterans groups and concerned citizens.
A Partnership Between Veterans
And
Local School Systems

Veterans Against Drugs Core Values

Respect & Camaraderie: We support each other and feel we're all members of one family.

Loyalty & Compassion: We care about comrades and others in need.

Honesty & Integrity: We tell the truth and take responsibility.

Meaningful Achievement: We want to make a difference, focusing on issues that stand as critical barriers to a fulfilling life of all Americans.

Advocacy: As veterans, we are committed to these core values for fairness in the treatment of children. As caring mentors we can help them avoid the pitfalls of violence and drugs.

How To Use This Manual

The goal of this program is to establish a mentoring relationship between a veteran and students which will last throughout the school year. The program consists of six regularly scheduled visitations which will be approximately four to five weeks apart. The Veteran should make direct contact with the school principal. Once this communication takes place and participating classrooms are identified, each veteran and teacher should meet in order to schedule the six visitations. By scheduling in advance, the classroom teachers will be able to plan their introduction of each lesson.

This manual also contains a lesson outline for each of the five scheduled classroom visits. Each of these lessons corresponds to the Veteran's Against Drugs Core Values and should be taught in sequence.

**REMEMBER TO RELAX, ENLIST THE TEACHER'S SUPPORT
WHEN NEEDED, HAVE SOME FUN, JUST TALK TO THE
STUDENTS AND GUIDE THEM THROUGH EACH LESSON.**

The Object of VVA's Veterans Against Drugs Program

VVA's Veterans Against Drugs Program responds to the needs of youth and families today by focusing on two main outcomes:

1. Helping young people develop positive social behaviors, such as self-discipline, responsibility, good judgment and the ability to get along with others.
2. Helping young people develop positive commitments to their families, schools, peers and communities, including a commitment to lead healthy, drug free lives.

Lesson One

Respect & Camaraderie

We support each other and feel we're all members of one family.

Materials needed:

1. A "Talking Stick". Any object can be used as a "Talking Stick" such as a ruler, chalkboard eraser, a small rain stick, etc.
2. Chart paper, easel and colored marking pen.

Directions:

Students arrange their desks in a circle, if there is enough room. If there is not enough room, have the students stay in their desks as they are arranged. The first person with the "Talking Stick" states their Name (i.e. 'My name is Cindy') then hands the "Talking Stick" to the next person. Process is repeated until all have stated their name.

Presentation Suggestions:

Bring two duffle bags; tell students one bag holds what you took going into the military; the other what you took home from the service. Items in the second can be actual souvenirs or memorabilia (metals, photos, foreign coins or the values you got out of the service that you figuratively pull out of the bag, such as trust, patriotism, loyalty and camaraderie.

Personal Information:

The Veteran or presenter provides the students with a brief biography to include their name, branch of service, dates served, duties or jobs (Military Occupation Specialty, MOS), rank and what you thought about your service for your country.

Developing Respect & Camaraderie:

1. Break the students into a company or platoon. Divide the students into groups of 5 or 6. The total number of students will determine how big each group should be. Ask the teacher for assistance with this. They may already have assigned groups.
2. Assign each group a leader and a time keeper.

3. Define Respect & Camaraderie in your own words and give examples to the students.
4. Have a few of the students give examples of Respect & Camaraderie. Write these down on chart paper or ask the teacher to help you. Save these for the next lesson.

Give the students a homework assignment that requires them to talk with their family and friends for more examples of Respect & Camaraderie so they can report back at the next lesson.

When you return for the next lesson, ask for the teacher's assistance in having the students in their assigned groups. They should be ready to review the previous lessons and give their examples from their homework assignments. Write their examples down on the chart paper. Save the chart paper, ask the teacher if he/she could save it for you and ask if he/she could hang this lesson on Respect & Camaraderie on the wall. You will use it again for the next lesson.

CLOSING

1. Take time for questions and answers.
2. Have students name something important they have learned today.
3. Say good-bye and let them know when your next visit will be.
4. Thank the teacher and for their assistance.

REMEMBER, DON'T BE AFRAID TO ASK THE TEACHER FOR ASSISTANCE WHEN NEEDED.

REMEMBER TO ADJUST YOUR PRESENTATION TO THE AGE GROUP YOU ARE ADDRESSING.

Lesson Two

Loyalty & Compassion

We care about comrades and others in need.

Materials Needed:

1. A “Talking Stick” as needed.
2. Chart paper, easel and colored marking pen

Personal Information:

The Veteran or presenter shares how your military experience helped you get to where you are now. Remember we are trying to teach students to make healthy choices in becoming a contributing member in society

Developing Respect & Camaraderie:

Review Respect & Camaraderie. Write down their answers to the previous lesson homework assignment.

Define Loyalty & Compassion:

Ask the students for examples of how Respect & Camaraderie, Loyalty and Compassion interact or work together. Talk about how Respect & Camaraderie, Loyalty & Compassion helps them to make choice in life.

Directions:

1. Have students form up their assigned Company or Platoons.
2. Ask the students to discuss in their small groups how these terms work together or interact with each other. Ask the students how Respect & Camaraderie, Loyalty & Compassion helps them to make good choices in life.

Give the students a homework assignment to talk with their families and friends for more examples of Respect, Camaraderie, Loyalty, & Compassion.

When you return for the next lesson, ask the teacher's assistance in having the students seated in their assigned groups. They should be ready to review Integrity and give you examples from their homework assignment.

CLOSING

1. Take time for questions and answers.
2. Have students name something important they learned today.
3. Say good-bye and let them know when your next visit will be. Thank the teacher for allowing you to be there and for their assistance.

**REMEMBER WE ARE TRYING TO TEACH THE STUDENTS TO
MAKE GOOD & HEALTHY CHOICES IN LIFE.**

Lesson Three

Honesty & Integrity

We tell the truth and take responsibility.

Materials Needed:

1. A “Talking Stick” as needed or desired.
2. Chart paper, easel and colored pen.

Directions:

Have students arrange their desks into Companies or Platoons.

Personal Information:

Introduce yourself and get straight to the lesson.

Developing Camaraderie:

1. Review Camaraderie and Compassion. Write down their answers to the previous lesson’s homework assignment.
2. Define Honesty & Integrity and give examples.
3. Ask the students for the definition of integrity and then ask them for examples. Record this on the chart paper.
4. Give the students for examples of how Respect, & Camaraderie, Loyalty & Compassion, Honesty & Integrity interact to help them to make good choice in their life.
5. Ask the students how Respect & Camaraderie, Loyalty & Compassion, Honesty & Integrity interact to help to make them good choices in life.

Give the students a homework assignment to talk with their families and friends for more examples of Respect, Camaraderie, Loyalty, Compassion, Honesty & Integrity.

When you return for the next lesson, ask the teacher's assistance in having the students seated in their assigned groups. They should be ready to review Integrity and give you examples from their homework assignment.

CLOSING

1. Take time for questions and answers.
2. Have students name something important they learned today.
3. Say good-bye and let them know when your next visit will be. Thank the teacher for allowing you to be there and for their assistance.

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MAKE GOOD & HEALTHY CHOICES IN LIFE**

Lesson Four

Meaningful Achievement

We want to make a difference, focusing on issues that stand as critical barriers to a fulfilling life for youth and all Americans.

Materials needed:

1. A “Talking Stick” as needed or desired.
2. Chart paper, easel and colored marking pen.

Directions:

Have students form up in their assigned Company or Platoons.

Personal Information:

Introduce yourself and begin the lesson of the day.

Developing Meaningful Achievement:

1. Review Honesty & Integrity. Write down their answers to the previous homework assignment.
2. Define Meaningful Achievement.
3. Ask the students to give examples of Meaningful Achievement. Write down their answers on the chart paper.
4. Give the students examples of how Respect, & Camaraderie, Loyalty, Compassion, Honesty, Integrity and Meaningful Achievement interact. Discuss how these CORE VALUES help you make good and healthy choices in life.

Give the students a homework assignment to talk with their family and friends for more examples of Meaningful Achievement. Also ask them to talk with their family and friends about how Meaningful Achievement builds upon Respect and Camaraderie, Loyalty, Compassion, Honesty and Integrity to help them make good choices and healthy choices in life.

When you return for the next lesson, ask for the teacher's assistance in having the students in their assigned groups. They should be ready to review the previous lessons and provide examples of the Core Values and how they interact to help them make good choices and healthy choices in life.

CLOSING

1. Take time for questions and answers.
2. Have students name something important they have learned today.
3. Say good-bye and let them know when your next visit will be.
4. Thank the teacher

**REMEMBER WE ARE TRYING TO TEACH THE STUDENTS TO
MAKE GOOD AND HEALTHY CHOICES IN LIFE.**

Lesson Five

Advocacy

We are committed to the unrelenting advocacy for fairness in the treatment of youth.

Materials needed:

1. A “Talking Stick” as needed or desired.
2. Chart paper, easel and colored marking pen.

Directions:

Have students form up in their assigned Company or Platoons.

Personal Information:

Introduce yourself and begin the lesson for the day.

Developing Advocacy:

Review Meaningful Achievement. Write down their answers to the previous lessons homework assignment.

1. Define Advocacy
2. Give the students examples of Advocacy.
3. Ask the students to give examples of Advocacy. Write down the answers on the chart paper.

Give the students a homework assignment to talk with their family and friends about Advocacy. Students are to ask their families for examples of Meaningful Achievement. Also ask them to talk with their family and friends about all the Core Values interact in helping us make good choices and healthy choices in life.

Because this is the last lesson and you have given the students a homework assignment, you need to return for a final visit to discuss and record their answers to the assignment. This is also an opportunity to give the students certificates of completion/participation in VSF’s and MOHS’s Veterans Against Drugs Program.

CLOSING:

1. Take time for questions and answers.
2. Have students name something important they have learned today.
3. Say good-bye and let them know when your next visit will be.
4. Thank the teacher

**REMEMBER WE ARE TRYING TO TEACH THE STUDENTS TO
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School Expectations

For the Principal

- ★ Meet with and welcome the veterans prior to the start of the program and introduce him/her to the teacher.
- ★ Tour the school, making sure the veterans know where the restrooms are located, where they can make a phone call and where the classroom is located.
- ★ Discuss the rules specific to your school and other traditions that might affect the students or their program.
- ★ Inform the teacher of any scheduling problems or other information that will make the program more successful.

For the Teacher

- ★ Welcome and make the veteran feel part of the classroom community.
- ★ Schedule the Veterans Against Drugs Program into your regular lesson plans.
- ★ Have materials (charts, paper and pens) ready for the veteran so that the lesson can begin on time and be taught in a timely manner.
- ★ Provide classroom monitoring and take care of discipline while veteran is presenting the lesson.
- ★ Participate and interact with the class and/or the veteran during the lessons when appropriate.
- ★ Call the veteran if you will be having a substitute teacher during a scheduled visit.
- ★ DO NOT leave the veteran alone with your students; he/she is not a credentialed teacher.

VVA Expectations

For the Veteran

- ★ Contact the teacher in advance to coordinate your scheduled visits.
- ★ Remember, you are there to support the teacher and the curriculum, not to replace either.
- ★ Take interest in the students - they are excited to have you visit. Be a role model.
- ★ ENJOY YOURSELF.

This booklet was produced in collaboration with the Vietnam Veterans of America for use in the Veterans Against Drugs project.

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