

RISK

DISCUSSION / VIEWER GUIDE

RISK

How and Why Teens are Impulsive

This Discussion Guide is made possible by

**The New Mexico
Office of the Attorney General**



In association with
SafeTeen New Mexico
New Mexico Public Education Department
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Christopher Productions, LLC

Thank you for your interest in the **RISK** Discussion/Viewing Guide. We are excited to present this program to ignite discussion among children, parents and teachers. We want to empower and support young people to discover solutions to life-threatening behavior and situations. We also want parents, educators and youth to fully understand how the adolescent brain is still developing into the mid 20's and thus find ways to make healthy decisions.

Enclosed are some ideas for discussions and activities for students and adults. Feel free to alter any of these suggestions for a better fit with your particular group. This is intended as a guide and starting point.

You may find it helpful to visit our websites:

www.nmag.gov or www.SafeTeenNM.org

for further information on this and other issues of concern for young people including dangers of methamphetamine, illegal use of prescription drugs and disposal, mental health issues, alcohol and drug issues, and distracted driving.

RESPONSE REQUESTED: We supply these materials to you free of charge, in the hope that they support your efforts in reaching students with enlivened discussions about difficult situations and adolescent curiosity, insecurity and empowerment.

The only thing we ask in return is that you let us know if you are using this so we can track the number of participants and the lives you've affected. A response page can be found at the end of this guide.

On behalf of SafeTeen New Mexico we want to thank you for working with young people and helping to brighten their future.

Sincerely,

Gary King
Attorney General
New Mexico

Thom Turbett
President
SafeTeen New Mexico

Chris Schueler
Executive Director
SafeTeen New Mexico

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SHOW OVERVIEW

“RISK” is a half hour television program designed to help people understand the relationship between adolescent brain development and impulsive decision making. We hope this will rally community and educator support to find ways to help young people make healthy decisions.

A years worth of research went into the information in the program including “think tanks” with experts in all areas related to brain development, adolescent risk behaviors and ways to engage youth in productive activities.

This show is meant to be a catalyst for discussion, which means that there are no right or wrong answers. The purpose is to encourage as much discussion as possible. Young people should be encouraged to actively participate in exchanging ideas and researching related topics of interest.

Portions of the show may not be appropriate for some young people to watch. Please read the script and watch the program prior to sharing it with students. This will make discussion with your students easier and more effective.

THE SCRIPT IS AVAILABLE ONLINE AT
www.SafeTeen.net or www.NMAG.gov
and
www.ChristopherProductions.org

Please download, read and have available prior to viewing program.

This guide is designed to be a tool for group discussion. It includes discussion and activity ideas for involving students at various levels of development. Further information and a complete list of additional resources are included at the end of this guide. Our hope is that this is just the beginning, and that **together we can make an important difference in our communities and in the lives of our children.**

GENERAL INFO

PROJECT BACKGROUND

Over the past decade, research has indicated that human brains continue to grow well into the mid 20s. As a result, several of the key areas of the brain that help **control impulsive behavior** are not fully developed during adolescence. This is a key when teens are faced with decisions that could have extremely dangerous and life changing consequences.

CONSEQUENCES OF IMPULSIVE BEHAVIOR

- **Over half of RISK School Seniors are currently sexually active** and over 25% of those report having **used alcohol or drugs** prior to sexual intercourse. 2005 YRRS, UNM,DOH, PED
- New Mexico has the **3rd RISKest teen birth rate** in the nation (5000 babies born to teens - 2004).
- Teenage Drivers are **4 times more likely to die** on the road than are older drivers. National RISKway Traffic Safety Administration, 2003
- New Mexico has one of the **RISKest rates of drug related death** in the nation. 2005 YRRS UNM, DOH, PED
- **30,000 young people** each year need treatment for **acute alcohol poisoning**.
- Underage Alcohol use costs our country **\$53 billion per year** mostly in the form of traffic fatalities and violent incidents.
- Americans who begin drinking before the age of 15 are **four times more likely** to develop **alcohol dependence** than those who wait until the age of 21.
- A study of students 18-24 found over 70,000 were victims of alcohol-related **sexual assault**. Studies have found that alcohol is involved in approximately **half of all rapes**.

DRINKING DANGERS

- **31% of parents** of 15-16 year olds believe their child had a drink in the past year.
- **60%** of 15-16 year olds **report drinking**.
- The average age of first drink in New Mexico is **12 years old**.
- **75% of RISK School students** in New Mexico have had at least one alcoholic drink.

DRIVING DANGERS

- In 2005, **over 1 in 10** RISK school students in NM **drove after drinking**. 2005 YRRS, UNM, DOH, PED
- One teenage passenger with a teen driver **doubles the risk** of a fatal crash and the **risk is five times RISKer** when two or more teens ride along. Children's Hospital of Philadelphia Survey
- Drivers **using cell phones** are **5 times more likely to crash** than non-distracted drivers. People are **as impaired when they drive and talk on a cell phone as they are when they drive intoxicated**. Summer Issue "Human Factors", University of Utah 2006

DRUG DANGERS

- New Mexico student's rank 8th in **methamphetamine** use in 40 states surveyed. 2005 YRRS, UNM, DOH, PED
- Almost 1 in 5 U.S. teenagers (19% or 4.5 million youths) report having taken prescription painkillers such as Vicodin or OxyContin or stimulants such as Ritalin or Adderall to get RISK. 2005 Survey Partnership for a Drug-Free America
- More than one in four New Mexico students has used **marijuana** in the past 30 days (26%), and almost 8% have used cocaine in the past 30 days. 2005 Youth Risk and Resiliency Survey

RISK

THE PROJECT

“RISK” is a comprehensive media campaign to help PARENTS, EDUCATORS and RISK SCHOOL STUDENTS throughout New Mexico understand youth brain development, particularly during adolescence. It gives parents **tools to use with their children and gives students tools to help them make healthy decisions**. This campaign utilizes a variety of media to reach parents and youth with the information necessary to help keep kids safe.

The project involved parents, teens and brain experts extensively in the creative process and centers on the production of a 30 minute documentary along with a 30 minute live community conversation phone in program that was broadcast in fall of 2009 just at the start of school. It also includes a series of television informational promos, a shortened version of the documentary for public talks and this viewer guide about the issue.

TARGET AUDIENCE

The target audience for this campaign is **PARENTS and RISK SCHOOL STUDENTS** statewide as well as **EDUCATORS** (counselors, health teachers and school nurses) and community leaders.

The public also learns about brain development in youth and its effect on their decision making abilities. This is an opportunity for youth and their parents to come together and discuss this issue in a way that is productive and helpful.

THE APPROACH: UNDERSTANDING THE BRAIN AND CONSIDERING THE CONSEQUENCES

While the video will highlight the key brain development information, it will stress the **overall reason** for concern; **keeping our youth safe so they can live full lives**.

The campaign will also include basic information about the **various dangers that exist within our youth community** including alcohol use, drug use, and distracted driving issues involving impulsive behavior.

The project will include a **centralized website** that will help guide viewers to resources in their local communities.

BROADCAST PARTNER AND DISTRIBUTION

Our projects the past five years have included partnerships with each of the major network affiliates in New Mexico as well as the PBS stations across the state. RISK will partner with **KOB-TV 4**, the NBC affiliate station, as well as **KRWG 22** the PBS affiliate in Las Cruces to reach southern New Mexico and **KENW 3** the PBS affiliate in Portales to reach eastern New Mexico. The program was broadcast in early September 2009 in prime time.

As in the past, this partnership will extend beyond prime time broadcast of the finished program and included **several news stories within regularly scheduled newscast leading up to the broadcast**. In addition to the **half hour documentary**, the broadcast also included and a **half hour, live, follow up program in PRIME TIME** with direct viewer interaction.

In addition, the broadcast partner aired **a series of “info/promos”** that guided viewers to the documentary broadcast as well as informed them about adolescent brain development even if they didn’t view the full documentary.

As a value added element to the campaign, we **created a shortened, 15 to 20 minute version of the program** that is usable for talks at service clubs or other venues where the full program would be too long.

ADDITIONAL DISTRIBUTION: Outreach to Youth and Parents

While the project will revolve around the documentary, additional outreach will include:

- 1) Dissemination of the program to schools and PTA's throughout New Mexico,
- 2) By print and television news stories carried as a result of the documentary, and
- 3) The access to the information through the SafeTeen website and other sources.

We are **partnering with New Mexico PTA and Cooperative Educational Services** to extend the scope and longevity of the project throughout the state. Our projects, Not In My Family about mental health stigma and Party 101: Consequences about underage parties, **reached over half the states population** through the various print and broadcast media. Those numbers did not including the additional outreach through PTA's across New Mexico.

The main purpose of this project is: To give **YOU** a tool...an event to rally around...to address the results of impulsive youth decisions in **YOUR community**, in **YOUR family**, and in **YOUR schools**. Check out your tools below:

- DVD of the TV show "RISK"
30 MIN. DOC / 20 MIN VERSION
- This discussion guide for classroom or group use

To get copies of the tools listed above, please visit:

www.SafeTeen.net

or

www.ChristopherProductions.org

V I E W I N G S U G G E S T I O N S

- **Consider providing additional information and instruction.**

The information and stories in “RISK” are presented in a style that serves as a catalyst for thoughtful discussion. It is assumed by the creators of the program that more in-depth information and instruction will be provided by the group leader or teacher. Some of this information can be found in the resource section of this guide.

- **Consider discussing the content before watching the show.**

Many young people today are exposed regularly to situations in which they must make difficult decisions about their own behavior. Most likely, they’re struggling to balance personal beliefs and social pressures in order to make good decisions. Briefly discuss the content before watching the show in order to make the discussion after the show more effective.

- **Consider setting ground rules with the students prior to viewing.**

Teachers or group leaders need to be prepared to offset disruptions in order to guarantee respect for the rights of those students wanting to see the show. Talk to students ahead of time and agree on appropriate behavior during the viewing. This should include **no talking or asking questions** until the show is concluded. You should also supply or **have available paper and pens or pencils** so that students can **jot down ideas and questions during the viewing for later discussion**.

- **Consider covering “Discussion and Activities” for your grade from the following pages.**

There are many ways to encourage open discussion. Since the need for facilitation and supervision will vary among ages, more age-specific suggestions are given on the following pages.

P R I O R T O V I E W I N G

Instructors: Please keep in mind that this guide contains discussion questions that may be sensitive in nature and may cause uncomfortable feelings and emotions to surface for some students due to personal experience or other reasons.

Please have resource information readily accessible to students and discuss only those questions that you feel comfortable handling.

PRIOR TO SHOWING THE DOCUMENTARY:

1. Be certain to preview the video and read through this guide.
2. Gather and have available print resources (reference resources list at the end of this guide).
3. Download and read the script of the video.
4. Determine how much time you will have and what the goal of your discussion will be.
5. If you can, ask a trained expert to assist with the discussion (perhaps your school counselor).
6. Use clear guidelines. Avoid general, unstructured discussion.
7. Allow enough time to discuss the topics after the viewing.
8. Discuss only those questions that you feel comfortable handling

Go over the following with your group **prior to viewing**:

1. Explain that this is about making healthy decisions.
2. Be certain all cell phones and pagers are turned off.
3. Be sure everyone has pen and paper and encourage them to jot down notes, ideas, and questions. (perhaps review questions you'll be asking after the show – see "Discussion" Section.)
4. Explain the program is 30 minutes long and then a discussion about the program will follow.
5. Explain that the video was created with the help of teenagers and that all the **interviews and scenes are real**. You might explain the difference between a documentary (real stories and people) and a fictional film (written and not real).
6. Tell your group that if they feel uncomfortable at any point they may choose not to watch (be sure to arrange for a place where they can go in advance).
7. Explain that the program can be an emotional experience and to respect everyone's personal feelings.

AFTER VIEWING

Because it is important to protect everyone during the discussion, ask the group **not to use any names**, and set ground rules that include using the phrase “a person I know” OR REFERRING TO THE PEOPLE IN THE VIDEO each time. This may allow a more open discussion for everyone.

- 1. Give everyone a few moments to jot down ideas and questions they may have about the information in the documentary.**
- 2. Explain that this is not a tattletale session and it's not about telling on others.**
- 3. Say that this will be a discussion about the facts and dangers that are associated with poor decision making.**
- 4. Follow some of the ideas for discussion in this guide and from the aforementioned specialized tapes you may have already viewed as group leader.**
- 5. Be sure to leave enough time for adequate discussion. If time is short after the viewing (30 minutes or less), you may want to take just one of the discussion topics and leave the rest for later.**

DISCUSSION

Middle School Students

It is important that young people are provided with tools to make smart decisions on their own. All discussions should be conducted with this in mind. Young people will make better decisions if they understand that their actions will have consequences.

- Discuss what effects brain development has on decision making.
- Discuss emotional decision making and when it happens verses logical decision making and when it happens.
- Discuss how WHEN we make a decision effects the decisions we make.
- Ask the students the following:
 - What is a safe risk and what is an unsafe risk?
 - Why would kids take unsafe risks?
 - What are some of the consequences of unsafe risks mentioned in the film?
 - Why do you think teenagers in the film were only seen “in part” all the time? (signified that they – their brains – were not all complete yet)
 - How could you talk with your friends in a “hot cognitive” situation to avoid taking an unsafe risk?

ACTIVITIES

Middle School Students

- Have the students write about risky decisions and their consequences. They can:
 - Focus on parties.
 - Focus on driving.
 - Focus on what could have changed for people in the video to have a better outcome.
 - How decisions can be made to be safe and not risky.
 - Focus on whether this is really a problem. Why or why not?
- Discuss the facts in this guide to list ways to kids can make healthy decisions about specific RISKS (like alcohol, prescription drugs or meth use).

DISCUSSION

High School Students

It is important that young people are provided with tools to make smart decisions on their own. All discussions should be conducted with this in mind. Young people will make better decisions if they understand that their actions will have consequences.

Initiate a discussion and then let the students direct its course. This will allow them to reach their own conclusions. However, ground rules will need to be set regarding respecting each other's opinions. Also, have everyone use the phrase "someone I know" or some of the people in the video when referring to illegal drug use. Have everyone take turns to talk.

Ask the students the following:

- Discuss what effects brain development has on decision making.
- Discuss "hot cognition" and "cold cognition" (emotional decision making and logical decision making) and how that effects decisions we make.
- Ask the students the following:
 - What is a safe risk and what is an unsafe risk?
 - Why would teens take unsafe risks?
 - What are some of the consequences of unsafe risks mentioned in the film?
 - What could the people in the video have done differently to avoid the dangerous behavior?
 - How could you talk with your friends in a "hot cognitive" situation to avoid taking an unsafe risk? How would they react?
 - Why were the students in the video never shown fully? (to represent the fact that brains are not fully developed until late 20's)

A C T I V I T I E S

High School Students

- Using the Facts section of this guide, discuss the Risks associated with the following and how those risks can affect their individual long term goals in life:

Alcohol

Illegal Prescription Drugs

Meth

Distracted Driving (including cell phone use)

- Ask: Why do you think teens in the film were only seen “in part” all the time? (signified that they – their brains – were not all complete yet)
- Set up a scene that is a “hot cognitive” environment (like a party) and role play being asked to make an unhealthy decision (drinking an alcoholic beverage). Determine at least 6 ways to respond in a healthy way to the decision.
- Discuss the scene afterwards and determine why teens would or would not be able to take the safe route.
- Discuss a number of ways to avoid being in an environment that may cause risky decision making. (Always do this in third person).
- Design a campaign in the community or school to affect change and help youth make healthy decisions.
- Make a list of all the risky decisions that teenagers will have to face over the next 2 years.
- Make a list of all the safe risks teenagers can take.
- Create a personal list of responses to peer risk taking situations.
- * Role play those responses as before.

DISCUSSION

PARENTS

Initiate a discussion and then let the parents direct its course. As with all discussion, ground rules will need to be set regarding respecting each other's opinions. Also, have everyone use the phrase "someone I know" or "some of the people in the video" when referring to these issues. It is extremely important **not** to allow personal stories.

- Focus the discussion on coming to conclusion / consensus on:
 - 1) What are safe Risks that everyone can and do take?
 - 2) What are the unsafe Risks that youth are faced with?
 - 3) How can parents help youth make better decisions in difficult situations?
- Ask the parents the following:
 - What could the people in the video have done differently in order to avoid the consequences? Would that have been possible?
 - How can you talk to your children about difficult decisions?
 - How can parents support their kids in making healthy decisions?
 - What did the video say regarding practicing and planning responses to difficult decision making?
 - What did you learn from the video regarding brain development and how it affects decision making in youth?

ACTIVITIES

PARENTS

- Pick a date and time to talk with your children about this program or a time to watch it with them. Use the Facts section of this guide to discuss risks with your children.
- Go through your medicine cabinet and use the Facts section learn how and then discard old prescriptions.
- Role play talking to your children about healthy decision making and how the brain works and grows.
- Create an event for youth that could replace dangerous parties and reinforce fun and safe risks.

F A C T S t o D I S C U S S

- Over half of High School Seniors are currently sexually active and over 25% of those report having used alcohol or drugs prior to sexual intercourse.
2005 NM Youth Risk and Resiliency Survey
- Over 30% of New Mexico students have been offered drugs at school.
2005 NM Youth Risk and Resiliency Survey
- Over 60 % of teens say they attend High schools with drug problems.
National Center on Addiction and Substance Abuse, Columbia University
- New Mexico student's rank 8th highest in **methamphetamine** use in 40 states surveyed.
2005 NM Youth Risk and Resiliency Survey
- 60% of 15-16 year olds report drinking.
- One teenage passenger with a teen driver **DOUBLES** the risk of a fatal crash and the risk is five times higher when two or more teens ride along.
Children's Hospital of Philadelphia
- Almost 1 in 5 U.S. teenagers (19% or 4.5 million youths) report having taken prescription painkillers such as Vicodin or OxyContin or stimulants such as Ritalin or Adderall to get high.
2005 Survey Partnership for a Drug-Free America
- More than 3 in 5 teens can easily get **prescription painkillers** from their parents' medicine cabinets.
2005 Survey Partnership for a Drug-Free America
- More than one in four New Mexico students has used **marijuana** in the past 30 days (26%), and almost 8% have used cocaine in the past 30 days.
2005 NM Youth Risk and Resiliency Survey
- A study of students 18-24 found over 70,000 were victims of alcohol related sexual assault.

FACTS about Prescription Drug Risks

- 1 out of 5 teens has abused pain medication;
- 1 out of 5 report abusing prescription stimulants and tranquilizers,
- 1 out of 10 report abusing cough medication.

Partnership for a Drug Free America Website

While underage drinking remains a significant problem at youth parties, home medicine cabinets are being raided to supply “pharm parties” with pilfered prescription medications, which are placed into a big bowl and the resulting combination is called a “Trail mix”. The mix is passed around and pills are being consumed by teens at the parties. Many teens think these drugs are safe because they were prescribed by a doctor. Unfortunately, the teens don’t know what they are taking or the risks.

THE RISKS of illegal use of prescription drugs:

Doctor prescribed drugs are particular to a given individual and situation. Others who use those drugs without a doctors guidance are at extreme RISK. Mixtures of drugs can cause irregular heartbeats or body temperatures to spike. There is a possibility that the user can become aggressive or hostile and/or cause seizures or heart failure.

Teen Terminology:

“80’s”, “percs”, “vikes”, or “Vikings”, are commonly used terms for painkillers. Stimulants can be referred to as “ritz”, “rippers”, or “dexies”. Oxycotin and Vicodin are commonly prescribed painkillers and are popular targets for medicine chest pilferers. “Skittles” is a street term for an over the counter drug called DXM, which is the active ingredient in common cough suppressants. There are easily obtained methods on the internet for DXM extraction that are rotationally dangerous.

DISPOSAL of prescription drugs:

How do we properly dispose of these potentially dangerous medications that teens can obtain? The answers are simple. Throw them out! Remove and destroy all identifying personal information before placing the container in the recycle bin or trash. Place the medication in a tamper proof container so children or pets can not get into them. Mix the prescription drugs with an undesirable substance such as used coffee grounds or kitty litter and place them in the trash on trash day. You can also check with your local pharmacies to see about possible take-back locations for any unused or expired prescriptions you may have.

FACTS about METH

Methamphetamine, a highly addictive drug that is very cheap, has extremely dangerous affects to the user and is manufactured in garages, kitchens and bathrooms.

INGREDIENTS for Meth: –ether, drain cleaner, lithium (obtained from batteries), cat litter, paint thinner, hydrogen peroxide, gasoline or kerosene and lye. The key ingredient is pseudoephedrine (such as Sudafed). Meth can even be collected from urine, and there are labs operating in New Mexico using that very method.

NAMES for Meth: ice, crank, glass and Tina as well as others

EFFECTS of Meth / Short Term: an incredible high, include a change in the heart rate, body odor, nausea and nervousness and paranoia.

EFFECTS of Meth / Long term: may include kidney problems, lung problems, meth mouth (severe tooth and gum decay), memory loss, paranoia, insomnia, depression and bone-loss. In addition to potential muscle and hair loss, many on meth suffer from a skin condition in which they are imagining miniscule bugs crawling all over them, leading to scratching and picking of the skin. Debilitating or fatal conditions due to heart attack, hyperthermia, stroke and convulsions may be related to the use of meth.

Severe mood swings are common including helplessness, desperation or rage.

The area of the brain that creates pleasure, where dopamine is produced, is the primary area under attack from meth. Depending on the individual, a certain amount of exposure to meth will start to weaken and distort dopamine production so that greater levels or more frequent usage is required to get high.

Meth may not only harm the users present life, destroying relationships with family and friends, but may also lead to the destruction of dignity, loss of freedom – through incarceration and increasing addiction – and the future.

Meth can also cost the life of the user and destroy the lives of family and friends.

Q U E S T I O N S t o A S K

START BY SAYING: “I need your help on this. Bear with me and see what you come up with.”

- Is this video a fair representation of teen decision making?
- Are the people who made this video or the people who are concerned about this issue making much ado about nothing?
- Is this issue as important as the video alludes to?
- Are risky decisions really a problem in our (school, community, state)?
- Are prescription drugs or alcohol a problem? Whose problem is it?
- Is it a teenage problem?
- Is it an adult problem?
- Is it a parent problem?
- Is it a legal problem?
- Why and how do risky decisions affect all of us?
- Is this just another way for adults to control kids?
- Is it possible for youth to make healthy decisions always? Why?
- What role do parents play in helping kids make better decisions?
- How does knowing how the brain develops help us make better decisions?
- Can a person stay away from drugs or alcohol at a party where drug and alcohol use is happening?
- Is it really possible to talk to friends about not using drugs at parties and how would you do that?

CONTINUE TO ASK “why?” and “why not?” and “can you explain that? ” after each answer.

If a class can establish that risky decisions are a problem, ask:

- Is it a problem that needs to be solved?
- Can it be solved?
- Who can solve it?
- How can it be solved?

R E S O U R C E S

SafeTeen New Mexico	www.SafeTeen.net
New Mexico Attorney General's Office	www.nmag.gov
New Mexico Public Education Department	www.ped.state.nm.us
Alliance for a Drug Free America	www.drugfree.org/teenbrain/
Early Intervention Program, NM Mind Research Network	www.earlyprogram.org
National Institute of Mental Health	www.nimh.nih.gov/
Healthy Minds New Mexico	www.healthymindsnm.org
Drug Abuse Prevention: What Works, Natl Institute on Drug Abuse	www.nida.nih.gov
Life Skills Training, Institute for Prevention Research	www.lifeskillstraining.com
Children Youth and Families Department, New Mexico	www.CYFD.org
Mothers Against Drunk Driving	www.madd.org
DWI Resource Center	www.dwiresourcecenter.org
Center on Alcohol Marketing and Youth	www.camy.org
Family Guide Keeping Youth Mentally Healthy & Drug Free	www.family.samhsa.gov/
National Institute on Alcohol Abuse and Alcoholism	www.niaaa.nih.gov
Parenting Adolescents Wisely, Ohio University	www.familyworksinc.com
SMART Moves Program, Boys & Girls Clubs of America	www.bgca.org
Students Against Destructive Decisions, SADD	www.nat-sadd.org
National Organizations for Youth Safety	www.noys.com
Christopher Productions Social Issues Information	www.ChristopherProductions.org
Independent Insurance Agents of New Mexico	www.ianm.org
New Mexico Parent Teacher Association	www.nmpta.org

RISK



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RISK

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LESS EXPENSIVELY AT www.SafeTeen.net

www.christopherproductions.org

RISK

RISK: How and Why Teens are Impulsive

RESPONSE FORM:

Please take a moment to fill out the information below and then EMAIL to us as a word doc: Chris@ChristopherProductions.org

Thanks for letting us know how you're using the materials.

Name:

Organization:

Address:

Email:

Phone:

Which materials were used (documentary, curriculum):

Date(s) materials used:

Group(s) using materials (i.e. Class, Club, Group – what kind?)

Number of people using the materials:

Youth:

Adults:

Other comments about the materials and your discussion: