

## Family Together: Developing A Family Educational Program Against Drug Abuse in Taipei County

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### ABSTRACT

Adolescent drug abuse has become a serious problem in Taiwan. Therefore, the main purpose of this research was to develop a program for the high-risk adolescents and their parents to prevent adolescent substance abuse in Taipei County, Taiwan. The program named "Family Together" focused on emotional management, communication, and adolescent substance abuse prevention. The features of the research include Family-based program, Evaluation, Alliance, Science-based, and Training (FEAST). Fifty high-risk students and thirty-four parents from three junior high schools in Taipei County participated in the program. The program includes six steps which are draw-up, coordination, training, implementation, evaluation, and dissemination. The Family Together program had been found to be effective. The program could improve the attitudes toward and knowledge of communication and the knowledge and skills regarding prevention of adolescent substance abuse among the parents. In addition, the program could improve the knowledge of and attitudes toward emotional management and communication, knowledge of substance abuse, and willingness to use refusal skills among the adolescents. The future efforts might focus on strengthening seed-teacher training program and involving general community adolescents and their parents to participate the program. Furthermore, suggestions for government to promote family-based program are also provided.

**Key words:** High-risk; Adolescent; Parent; Parent education; Substance abuse; Drug abuse; Prevention.

### INTRODUCTION

Adolescent substance abuse has become an uni-

versal problem worldwide. In Taiwan, the problem became more prevalent recently.<sup>1</sup> Prevention of adolescent substance abuse should emphasize both de-

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mand control and supply control. Above all, education is the fundamental cure for this problem. At present, in the war against drug abuse, there are several obstacles such as insufficient educational materials, the superficiality of most district education in this regard, and inadequate research standards. This in turn requires the implementation of new concepts, theories, and strategies to aid the promotion of drug abuse prevention programs.

Center for Substance Abuse Prevention (CSAP) divided the risk and protective factors of substance abuse into six domains, including individual, peer association, family, school/work, community, and society/environment.<sup>2</sup> Researchers has indicated that the use of drug is not normally distributed among all youth. The high-risk youth are the young people who are more likely than others to begin using drugs.<sup>3-6</sup> One important change in the works of prevention recently is enhancing protective factor and fostering resilience rather than decreasing risk factors.<sup>2</sup> Resilience represented the characteristics that could make those people with risk factors (such as poverty, parents with substance abuse, dysfunctional family) still could grow up successfully.

The work regarding substance abuse prevention can be achieved through the channels of school, family, and community. The origin of adolescent drug abuse usually comes from family. The previous research indicated the family risk factors of adolescent drug abuse included: (1) weak family structure,<sup>7,8</sup> (2) low social economic status,<sup>9</sup> (3) unfavorable association with parents,<sup>8</sup> (4) many siblings,<sup>3</sup> (5) parents with substance abuse,<sup>7,9,10</sup> (6) sibling with substance abuse,<sup>7</sup> (7) attitudes toward parenting,<sup>7</sup> and (8) parents' attitudes toward drug abuse.<sup>10</sup> Prevention programs can enhance protective factors among young children by teaching parents skills for family communication, consistent rule making, discipline, and other parenting skills. Parents need to take a more active role in their children's lives, including talking with

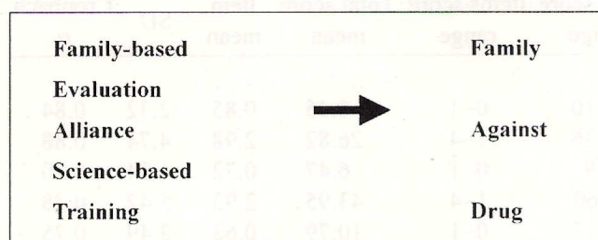
them about drug abuse, monitoring their activities, knowing their friends, and understanding their problems and concerns.<sup>4</sup>

Little attentions have been paid to family prevention of substance abuse in literature. The study focusing on the education for the parents of high-risk youth were rare in Taiwan.<sup>11</sup> The Strengthening Family Program (SFP) developed by Kumpfer and Alvarado was a modeling program to help parents of high-risk youth to prevent their children to use drugs in the United States.<sup>12,13</sup> SFP focused on the six- to eleven-year old children and their parents. The program contained fourteen sessions (each session included two-hour training courses) and included parenting skill training, children skill training, and family life skill training. Several studies indicated that SFP could achieve positive efforts, including enhancing family relationship, parenting skills, and increasing family protective factors. Based on SFP and the previous study results of need assessment by the authors,<sup>14-17</sup> this research developed Family Together program.<sup>17,18</sup> The main purposes of the study were to develop a family-based prevention program for the high-risk students and their parents and to explore the intervention effects of the program to prevent adolescent substance abuse. It may help partly solve the problem of insufficient educational materials and develop feasible prevention model.

## MATERIALS AND METHODS

The features of the Family Together program could be represented by "From FEAST to FAD", with "FEAST" representing family-based program, evaluation, alliance, science-based program, and training and "FAD" representing family against drug abuse (Scheme 1). The features of the study were described as following: (1) developing a family education program for high-risk youth and their parents, including emotional management, communication, and sub-

Scheme 1 From FEAST to FAD



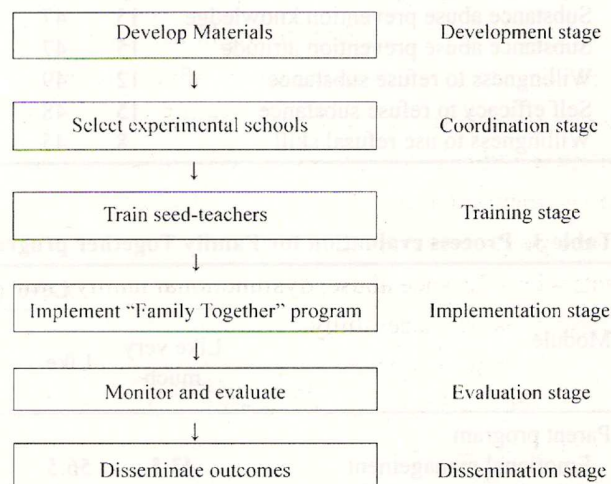
stance abuse prevention; (2) focusing on measurement and evaluation, including need assessment (development evaluation), process and outcome evaluation; (3) building partnership, coordination, communication, and collaboration among schools, communities, government, and university colleagues to develop drug-free and healthy family and community; (4) developing program based on theories such as learning family, psychosocial model, information model, and community coalition; and (5) holding training workshops for seed-teachers and community partners and providing communication platform.

The study used quasi-experimental design. Three junior high schools in Taipei County were selected to be the experimental schools. The high-risk students and their parents who were selected by the school administrators were recruited. Fifty high-risk students (twenty-five students in the experimental group and twenty-five students in the control group) and thirty-four parents (seventeen parents in the experimental group and seventeen parents in the control group) participated in the program (Table 1). Pre-test and post-test were used to collect data from the experi-

mental group and control groups.

The six steps of the implementation of the Family Together program included the followings: (1) draw-up stage: setting program goals and developing intervention strategies, (2) coordination stage: selecting three experimental schools, (3) training stage: holding training workshops for seed-teachers and community partners, (4) implementation stage: implementing the Family Together program by the experimental schools, (5) evaluation stage: monitoring and evaluating the process and outcomes of the program, and (6) dissemination stage: disseminating the outcomes of the program (Scheme 2).

Scheme 2 Steps of the Family Together Program



The Family Together program was developed to help parents and their adolescents to prevent substance abuse. The program included three units: (1)

Table 1. Study subjects

|          | Number of Parents  |               | Number of Students |               |
|----------|--------------------|---------------|--------------------|---------------|
|          | Experimental group | Control group | Experimental group | Control group |
| School A | 5                  | 5             | 6                  | 6             |
| School B | 6                  | 6             | 8                  | 8             |
| School C | 6                  | 6             | 11                 | 11            |
| Total    | 17                 | 17            | 25                 | 25            |

Table 2. Reliability of the instrument for the parents and adolescents

| Scale                                                   | No. of<br>Items | n  | Total score<br>range | Items score<br>range | Total score<br>mean | Item<br>mean | SD    | Cronbach<br>$\alpha$ |
|---------------------------------------------------------|-----------------|----|----------------------|----------------------|---------------------|--------------|-------|----------------------|
| Parent scales                                           |                 |    |                      |                      |                     |              |       |                      |
| Emotional management knowledge                          | 10              | 34 | 0~10                 | 0~1                  | 8.45                | 0.85         | 2.32  | 0.84                 |
| Emotional management attitude                           | 9               | 34 | 9~36                 | 1~4                  | 26.82               | 2.98         | 4.74  | 0.88                 |
| Communication knowledge                                 | 9               | 34 | 0~9                  | 0~1                  | 6.47                | 0.72         | 1.24  | 0.70                 |
| Communication attitude                                  | 15              | 34 | 15~60                | 1~4                  | 43.95               | 2.93         | 5.42  | 0.78                 |
| Substance abuse prevention knowledge                    | 17              | 34 | 0~17                 | 0~1                  | 10.79               | 0.63         | 3.49  | 0.75                 |
| Substance abuse prevention attitude                     | 12              | 34 | 12~48                | 1~4                  | 41.52               | 3.46         | 5.08  | 0.85                 |
| Communication with adolescents about<br>Substance abuse | 8               | 34 | 0~8                  | 0~1                  | 6.71                | 0.84         | 2.17  | 0.93                 |
| Supervision                                             | 15              | 34 | 0~15                 | 0~1                  | 13.26               | 0.88         | 3.10  | 0.92                 |
| Assist adolescents to develop refusal<br>skill          | 8               | 34 | 0~8                  | 0~1                  | 6.30                | 0.79         | 2.01  | 0.85                 |
| Adolescent scales                                       |                 |    |                      |                      |                     |              |       |                      |
| Emotional management knowledge                          | 10              | 50 | 0~10                 | 0~1                  | 7.25                | 0.73         | 0.20  | 0.78                 |
| Emotional management attitude                           | 9               | 50 | 9~36                 | 1~4                  | 21.33               | 2.37         | 0.73  | 0.77                 |
| Communication knowledge                                 | 9               | 50 | 0~9                  | 0~1                  | 4.56                | 0.51         | 0.25  | 0.71                 |
| Communication attitude                                  | 15              | 50 | 15~60                | 1~4                  | 38.25               | 2.55         | 0.91  | 0.89                 |
| Substance abuse prevention knowledge                    | 15              | 47 | 0~15                 | 0~1                  | 9.98                | 0.67         | 4.29  | 0.89                 |
| Substance abuse prevention attitude                     | 15              | 47 | 15~60                | 1~4                  | 51.45               | 3.43         | 6.99  | 0.81                 |
| Willingness to refuse substance                         | 12              | 49 | 0~12                 | 0~1                  | 10.68               | 0.89         | 1.54  | 0.84                 |
| Self efficacy to refuse substance                       | 15              | 48 | 0~150                | 0~10                 | 130.95              | 8.73         | 32.34 | 0.96                 |
| Willingness to use refusal skill                        | 8               | 45 | 0~8                  | 0~1                  | 6.00                | 0.75         | 2.48  | 0.88                 |

Table 3. Process evaluation for Family Together program

| Module                        | Level (%)      |      |            |                      | Level (%)    |         |          |               |   |
|-------------------------------|----------------|------|------------|----------------------|--------------|---------|----------|---------------|---|
|                               | Like very much | Like | Don't like | Don't like very much | Very helpful | Helpful | Helpless | Very helpless |   |
| Parent program                |                |      |            |                      |              |         |          |               |   |
| Emotional management          | 43.5           | 56.5 | 0          | 0                    | 47.8         | 52.2    | 0        | 0             |   |
| Communication (I)             | 55.6           | 44.4 | 0          | 0                    | 66.6         | 22.2    | 5.6      | 5.6           |   |
| Communication (II)            | 57.1           | 42.9 | 0          | 0                    | 50.0         | 42.9    | 0        | 7.1           |   |
| Substance abuse prevention    | 62.5           | 37.5 | 0          | 0                    | 56.2         | 43.8    | 0        | 0             |   |
| Adolescent program            |                |      |            |                      |              |         |          |               |   |
| Emotional management          | 40.9           | 50.0 | 9.1        | 0                    | 36.4         | 63.6    | 0        | 0             |   |
| Communication (I)             | 34.8           | 56.5 | 8.7        | 0                    | 30.4         | 60.9    | 8.7      | 0             |   |
| Communication (II)            | 38.1           | 52.3 | 4.8        | 4.8                  | 28.6         | 66.6    | 0        | 4.8           |   |
| Substance abuse prevention    | 59.3           | 37.0 | 3.7        | 0                    | 59.3         | 33.3    | 3.7      | 3.7           |   |
| Parent-and-adolescent program |                |      |            |                      |              |         |          |               |   |
| Emotional management          | parents        | 50.0 | 50.0       | 0                    | 0            | 30.0    | 70.0     | 0             | 0 |
|                               | students       | 42.9 | 42.9       | 14.3                 | 0            | 42.9    | 52.4     | 4.8           | 0 |
| Communication                 | parents        | 50.0 | 50.0       | 0                    | 0            | 40.0    | 60.0     | 0             | 0 |
|                               | students       | 65.4 | 26.9       | 3.8                  | 3.8          | 53.8    | 38.5     | 7.7           | 0 |
| Substance abuse prevention    | parents        | 66.7 | 33.3       | 0                    | 0            | 55.6    | 44.4     | 0             | 0 |
|                               | students       | 65.4 | 34.6       | 0                    | 0            | 57.7    | 42.3     | 0             | 0 |

Table 4. Outcome evaluation for the parents (pair-t test, ANCOVA)

|                                                      | Pre-test |      | Post-test |      | Pre-post | Adjusted post-test |      | ANCOVA |
|------------------------------------------------------|----------|------|-----------|------|----------|--------------------|------|--------|
|                                                      | mean     | SD   | mean      | SD   | Pair-t   | mean               | SD   | (F)    |
| Emotional management knowledge                       |          |      |           |      |          |                    |      |        |
| EG (n = 17)                                          | 8.71     | 2.47 | 8.35      | 2.50 | 0.58     | 8.22               | 0.47 | 5.96** |
| CG (n = 15)                                          | 8.18     | 2.26 | 8.40      | 1.96 | -0.58    | 8.56               | 0.50 |        |
| Emotional management attitude                        |          |      |           |      |          |                    |      |        |
| EG (n = 16)                                          | 27.13    | 5.55 | 28.50     | 4.53 | 0.10     | 28.25              | 0.82 | 9.29** |
| CG (n = 16)                                          | 26.19    | 3.92 | 28.06     | 3.61 | -1.65    | 28.31              | 0.82 |        |
| Communication knowledge                              |          |      |           |      |          |                    |      |        |
| EG (n = 17)                                          | 6.53     | 1.33 | 6.35      | 1.22 | 0.51     | 6.32               | 0.35 | 4.65*  |
| CG (n = 15)                                          | 6.40     | 1.18 | 6.27      | 1.98 | 0.33     | 6.31               | 0.37 |        |
| Communication attitude                               |          |      |           |      |          |                    |      |        |
| EG (n = 17)                                          | 43.47    | 6.21 | 45.82     | 5.69 | -1.74    | 46.05              | 1.27 | 3.48*  |
| CG (n = 13)                                          | 44.69    | 4.33 | 43.77     | 5.61 | 0.51     | 43.47              | 1.46 |        |
| Substance abuse Prevention knowledge                 |          |      |           |      |          |                    |      |        |
| EG (n = 15)                                          | 10.53    | 3.18 | 13.00     | 4.02 | -2.12    | 13.00              | 0.86 | 9.10** |
| CG (n = 15)                                          | 10.53    | 3.85 | 11.20     | 4.21 | -1.47    | 11.20              | 0.86 |        |
| Substance abuse Prevention attitude                  |          |      |           |      |          |                    |      |        |
| EG (n = 16)                                          | 41.06    | 5.03 | 40.00     | 5.30 | 0.85     | 40.37              | 1.05 | 4.74*  |
| CG (n = 16)                                          | 42.63    | 4.59 | 41.25     | 3.96 | 1.18     | 40.88              | 1.05 |        |
| Communication with adolescents about Substance abuse |          |      |           |      |          |                    |      |        |
| EG (n = 16)                                          | 6.75     | 2.05 | 7.31      | 1.25 | -1.00    | 7.26               | 0.46 | 4.70*  |
| CG (n = 16)                                          | 6.50     | 2.42 | 6.44      | 2.61 | 0.11     | 6.49               | 0.46 |        |
| Supervision                                          |          |      |           |      |          |                    |      |        |
| EG (n = 17)                                          | 12.76    | 3.77 | 13.94     | 2.16 | -1.12    | 14.07              | 0.59 | 2.26*  |
| CG (n = 16)                                          | 13.69    | 2.30 | 13.94     | 2.93 | -0.70    | 13.80              | 0.61 |        |
| Assist adolescents to develop refusal skill          |          |      |           |      |          |                    |      |        |
| EG (n = 16)                                          | 6.06     | 2.49 | 6.94      | 2.21 | -1.54    | 7.05               | 0.39 | 5.22*  |
| CG (n = 14)                                          | 6.57     | 1.16 | 6.86      | 1.10 | -0.94    | 6.73               | 0.41 |        |

\*:  $p < 0.05$ , \*\*:  $p < 0.01$ 

EG: experimental group, CG: control group

emotional management, (2) communication, and (3) substance abuse prevention, with the whole sessions being twelve hours. The curriculum contained three parts, including parent sessions, adolescent sessions, and family sessions.

The investigative instrument was composed of emotional management scale, communication scale, and substance abuse items. The process and outcome of the intervention were evaluated. The instruments included parent questionnaire and adolescent ques-

tionnaire. The reliability of the scales of the instruments for parents and adolescents ranged from .70 to .96 (Table 2). Mean and frequency were used to analyze the distribution of the study variables. Chi-square analysis was used to compare the differences of the independent variables between the experimental and control groups in the pre-test. Pair-t and ANCOVA were used to evaluate the effects of the program by comparing the dependent variables between the experimental and control groups in the post-test.

**Table 5. Outcome evaluation for the adolescents (pair-t test, ANCOVA)**

|                                      | Pre-test |       | Post-test |       | Pre-post | Adjusted post-test |      | ANCOVA   |
|--------------------------------------|----------|-------|-----------|-------|----------|--------------------|------|----------|
|                                      | mean     | SD    | mean      | SD    | Pair-t   | mean               | SD   | (F)      |
| Emotional management knowledge       |          |       |           |       |          |                    |      |          |
| EG (n = 16)                          | 7.75     | 1.57  | 7.88      | 2.55  | -0.18    | 7.82               | 0.75 | 6.86**   |
| CG (n = 16)                          | 7.63     | 2.80  | 6.56      | 4.29  | 1.32     | 6.62               | 0.75 |          |
| Emotional management attitude        |          |       |           |       |          |                    |      |          |
| EG (n = 21)                          | 20.57    | 4.14  | 25.81     | 6.19  | -4.60*** | 26.42              | 1.13 | 12.52**  |
| CG (n = 23)                          | 22.09    | 5.09  | 22.39     | 6.27  | -0.28    | 21.84              | 1.08 |          |
| Communication knowledge              |          |       |           |       |          |                    |      |          |
| EG (n = 21)                          | 4.86     | 1.93  | 5.67      | 1.88  | -1.65    | 5.60               | 0.40 | 20.13*** |
| CG (n = 25)                          | 4.68     | 2.67  | 4.56      | 2.89  | 0.36     | 4.62               | 0.37 |          |
| Communication attitude               |          |       |           |       |          |                    |      |          |
| EG (n = 24)                          | 36.54    | 9.35  | 38.00     | 6.83  | -.98     | 38.85              | 1.22 | 15.76*** |
| CG (n = 23)                          | 39.70    | 8.58  | 39.26     | 8.44  | 0.30     | 38.38              | 1.25 |          |
| Substance abuse prevention attitude  |          |       |           |       |          |                    |      |          |
| EG (n = 22)                          | 51.77    | 7.16  | 50.50     | 9.44  | 0.54     | 50.52              | 1.61 | 0.98     |
| CG (n = 24)                          | 51.92    | 6.25  | 50.75     | 5.46  | 0.87     | 50.73              | 1.54 |          |
| Substance abuse prevention knowledge |          |       |           |       |          |                    |      |          |
| EG (n = 24)                          | 9.88     | 4.59  | 10.92     | 4.46  | -1.14    | 11.02              | 0.81 | 11.07*** |
| CG (n = 22)                          | 10.23    | 4.09  | 9.55      | 5.05  | 0.81     | 9.43               | 0.84 |          |
| Willingness to refuse substance      |          |       |           |       |          |                    |      |          |
| EG (n = 24)                          | 11.33    | 1.52  | 11.17     | 2.14  | 0.54     | 11.13              | 0.25 | 22.39*** |
| CG (n = 25)                          | 11.24    | 1.56  | 11.56     | 1.04  | -1.69    | 11.59              | 0.24 |          |
| Self efficacy to refuse substance    |          |       |           |       |          |                    |      |          |
| EG (n = 22)                          | 139.27   | 15.66 | 124.09    | 37.13 | 1.74     | 121.98             | 6.90 | 1.03     |
| CG (n = 22)                          | 119.82   | 43.01 | 124.55    | 26.01 | -0.56    | 126.65             | 6.90 |          |
| Willingness to use refusal skill     |          |       |           |       |          |                    |      |          |
| EG (n = 19)                          | 6.00     | 2.45  | 7.16      | 1.98  | -1.92    | 7.13               | 0.49 | 11.16*** |
| CG (n = 21)                          | 5.90     | 2.59  | 5.43      | 2.89  | 1.01     | 5.45               | 0.46 |          |

\*\*:  $p < 0.01$ , \*\*\*:  $p < 0.001$ 

EG: experimental group, CG: control group

## RESULTS AND DISCUSSION

### Process Evaluation

The Family Together program contained parent program, adolescent program, and parent-and-adolescent program. It focused on emotional management, communication, and adolescent substance abuse prevention. All the participated parents reported that they liked (including like very much and like) the contents of the parent program. More than 88.8% of the parents considered that the program was helpful (including very helpful and helpful) to improve their

interaction with their adolescent children and to prevent adolescent substance abuse (Table 3). More than 90.4% of the students felt that they liked the contents of the adolescent program. More than 91.3% of the students considered that the program was helpful to improve their interaction with parents and to refuse addictive substances.

All the parents reported that they liked the contents of the parent-and-adolescent program. Also, all the parents considered that the program was helpful to improve their interaction with their adolescent children and to prevent adolescent substance abuse.

In addition, more than 85.7% of the students felt that they liked the contents of the parent-and-adolescent program. More than 92.3% of the students considered that the program was helpful to improve their interaction with parents and to refuse addictive substances (Table 3).

### Outcome Evaluation

The Family Together program was found to be effective. The intervention could improve the attitudes toward communication, the knowledge of communication, and the knowledge and skills regarding prevention of adolescent substance abuse among the parents (Table 4). However, the intervention could not improve the knowledge of and attitudes toward emotional management among the parents.

In addition, the intervention could improve the knowledge of and attitudes toward emotional management and communication, knowledge of substance abuse, and willingness to use refusal skills among the adolescents (Table 5). However, the intervention could not improve the attitudes toward substance abuse and self-efficacy of refuse among the adolescents.

### Conclusions and Suggestions

In conclusion, three participated schools had successfully promoted the family-based program "Family Together". Most of parent and adolescent participants indicated that the program was helpful for them. The program had positive effects on both parents and their adolescent children, in terms of emotional management, communication, and substance abuse prevention. In addition, the program successfully integrated resources of both school and community to implement parental education program. Seed-teacher training was found to be the key factor for the success of the program.

It is suggested that family-based program should increase the length of intervention, offer more case

discussion, and provide booster sessions. Future efforts should focus on strengthening seed-teacher training program, involving general students and community adolescents and parents to participate the program, and offering incentives to attract participants and increasing their learning motivation, and avoiding labeling effect. Furthermore, suggestions for government included integrating resources of community and school, promoting family-base program, and developing educational package for teachers to use.

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**Appendix A. Modules and Learning Activities for Adolescent Program**

| Module                                                           | Learning objectives                                                                                                                                                                                                                                                                                 | Unit/Learning activity                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Emotional management:<br>Emotion encyclopedia                 | 1. aware self emotion<br>2. understand emotion correctly<br>3. express emotion appropriately                                                                                                                                                                                                        | 1. deal with emotion<br>(1) growth diary<br>(2) emotion concourse: joy, anger, sad, and happy<br>(3) weather station of emotion<br>2. talk about emotion<br>(1) magic book of emotion<br>(2) Where do the emotion come from?                                                                                                                                     |
| 2. Communication (I):<br>No problem! Communication so easy!      | 1. aware the importance of effective communication<br>2. know the element and skill of effective communication<br>3. utilize effective parent-children communication skills<br>4. foster effective communication with parents                                                                       | 1. You can understand my words<br>(1) find tacit understanding<br>(2) attractiveness test<br>(3) communication bingo<br>(4) "I" communication<br>2. listen love with heart<br>(1) listen experiment<br>(2) express emotion with heart and ear<br>3. both you and I are the winners<br>(1) I am the director<br>(2) both you and I are responsible for double win |
| Communication (II):<br>Back to the past to find the root of love | 1. aware the loving care of parents<br>2. aware inappropriate communication can interfere the loving care between parents and children<br>3. reflex self role and responsibility of effective communication<br>4. agree that effective communication skill can improve parent-children relationship | 1. back to the past to find the root of love<br>(1) back to the past happily<br>(2) order an ideal child<br>(3) love card                                                                                                                                                                                                                                        |
| 3. Substance abuse prevention:<br>Fight with drugs               | 1. know the physical hazards of addictive substance<br>2. know the characteristics of addictive substance<br>3. know the importance of refuse<br>4. understand refusal skills<br>5. practice refusal skills                                                                                         | 1. information about addictive substance<br>(1) know about addiction<br>(2) drug is poisonous<br>(3) fight with drugs<br>2. refusal art<br>(1) know how to say NO<br>(2) say NO bravely<br>(3) say NO to win                                                                                                                                                     |