

E D U C A T O R ' S G U I D E



THE TRUTH ABOUT DRUGS



written and developed by
Foundation for a Drug-Free World

Foundation for a Drug-Free World
1626 N. Wilcox Avenue, #1297
Los Angeles, CA 90028 USA

Inside USA: 1-888 NO TO DRUGS (1-888-668-6378)
Outside USA: +1-818-952-5260

drugfreeworld.org
e-mail: info@drugfreeworld.org

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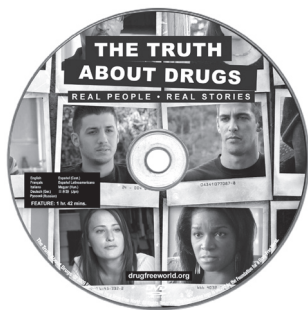
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TEACHING AIDS AND MATERIALS

THE TRUTH ABOUT DRUGS DOCUMENTARY DVD



The Truth About Drugs documentary is a hard-hitting, no-holds-barred educational film that covers each of the most commonly abused substances. Told in the straight talk that is the hallmark of this program, here are the compelling firsthand accounts of former users who themselves survived the nightmare of addiction. Included on the DVD are the 16 They Said/They Lied public service announcements (PSAs), each focusing on how casual drug use can lead to lasting drug ruin.

THE TRUTH ABOUT DRUGS BOOKLETS



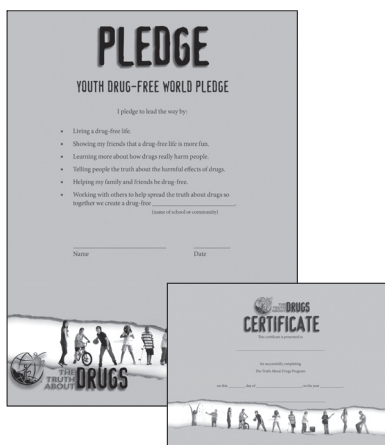
The 13 fact-filled booklets in *The Truth About Drugs* series simply but powerfully *inform* about drugs. The first of the series is *The Truth About Drugs*, which describes how drugs work and their mental and physical effects. Each of the other 12 booklets in the series focuses on one of the most commonly abused drugs, exposing the myths by giving the truth about the short-term and long-term effects of the drug.

THE TRUTH ABOUT DRUGS CERTIFICATE AND YOUTH DRUG-FREE WORLD PLEDGE

For the final lesson in *The Truth About Drugs* program, the Youth Drug-Free World Pledge can be downloaded from drugfreeworld.org/educators for printing in large format. All students who complete the program receive *The Truth About Drugs* Certificate.

DOWNLOADABLE PRINTABLE MATERIALS

Printable copies of the Glossary of Terms, Youth Drug-Free World Pledge, Success form, certificate, the pre-program and post-program questionnaires and all other forms needed for classroom and homework assignments may be copied from the enclosed forms in your Educator's Package or downloaded from drugfreeworld.org/educators.





INTRODUCTION

The *Truth About Drugs Educator's Guide* provides the practical tools to educate young people about substance abuse.

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No one questions the severity of the drug problem and its devastating impact on youth. Academic results suffer and, even worse, drugs undermine health and destroy young lives.

The best solution is to reach young people with effective, fact-based drug education—*before* they start on drugs. Tweens, teens and young adults who know the facts about drugs are much less likely to start using them.

Drawing on government reports and official studies, the Foundation for a Drug-Free World's research-based educational materials are specifically oriented to young people. The Foundation's program includes 13 booklets on the most widely abused substances. These publications have been augmented by *The Truth About Drugs* documentary and the *They Said/They Lied* public service announcements. All told, more than 50 million educational handouts have been distributed in over 125 countries and more than 20 languages.

This *Educator's Guide* fills the growing demand for a practical manual to help educators communicate the truth about drugs swiftly and effectively. It provides lessons, assignments and classroom activities that elicit student participation. The Guide contains tools that capture and retain young people's attention. Students willingly read, view and, most importantly, *use* these tools to make right choices about drug use.

Hardly a teacher or parent exists who has not asked: What can I do to help keep kids off drugs? This Guide and accompanying teaching aids help answer that question to the maximum benefit of students.



OVERVIEW

Increasing numbers of people use drugs today with an estimated 208 million across the world consuming illicit drugs.

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In addition, an epidemic of abuse of prescription drugs and over-the-counter medications is taking place across all age groups. In the US alone, 15 million people abuse prescription drugs, surpassing use of all illicit drugs except marijuana.

In the face of these statistics, drug education is clearly essential to keep schools and communities healthy and safe.

This *Educator's Guide* and its accompanying audiovisual aids and printed materials equip educators with effective teaching tools. Students gain a thorough understanding of the short-term and long-term health impact of the most commonly abused substances.

KNOW YOUR TRUTH ABOUT DRUGS EDUCATION PACKAGE

The audiovisual and printed teaching aids that accompany this Guide are intended to be used in conjunction with The Truth About Drugs Lesson Plans.

Before starting, familiarize yourself with these tools. This will help you decide how best to incorporate them into your drug education classes.

Recommended sequence:

1. Watch each of the 16 They Said/They Lied public service announcements (PSAs).
2. Watch *The Truth About Drugs* documentary.
3. Read *The Truth About Drugs* booklet and the 12 booklets about specific drugs.
4. Review each "Teacher's Guide" and "Lesson Plan" in this Guide (starting on page 21).



Note: If you have questions or need assistance before starting or at any time during your drug education classes, e-mail us at educatorshelp@drugfreeworld.org.

USE OF THE THEY SAID/THEY LIED PUBLIC SERVICE ANNOUNCEMENTS

The audiovisual teaching aids accompanying the *Educator's Guide* includes 16 They Said/They Lied public service announcements. Each of these emotional and action-packed PSAs portrays a real-life scenario.

Show the PSA for each drug at the start of the lesson on that drug. Students will ask to see them again and again, so be prepared to schedule other times when they may be viewed. *Playing time:* The PSAs are 30, 45 or 60 seconds in length; total running time of all 16 PSAs is 11 minutes.

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USE OF THE TRUTH ABOUT DRUGS DOCUMENTARY DVD

Packed with interviews of former users who candidly talk about how their addiction destroyed their families, health and relationships, this documentary is an effective deterrent to drug experimentation. It is designed to counteract the peer pressure that is a critical factor in turning many kids on to drugs. Each chapter covers a commonly abused substance, explaining how the drug is made and used. The film details how young people are introduced to the drug and become addicted, with consequent damage to their health and negative effects on every aspect of their lives.

The Truth About Drugs documentary DVD included in your Education Package has a special educator's portal, with a menu feature allowing you to play the They Said/They Lied public service announcements and documentary chapters in the same sequence as the lessons.

Due to the mature content in some sections of this documentary it is not recommended for children under 10.

USE OF THE TRUTH ABOUT DRUGS BOOKLET SERIES

Students will read sections from the 13 booklets in *The Truth About Drugs* series in the lessons. Related vocabulary is defined as part of each lesson and a Glossary of Terms is provided at the back of this Guide, which includes additional terms.

Each of the 12 additional booklets listed below focuses on one of the most commonly abused drugs—marijuana, alcohol, Ecstasy, cocaine, crack cocaine, crystal meth and methamphetamine, inhalants, heroin, LSD, prescription drug abuse, painkillers and Ritalin abuse. Included are compelling stories from former users. Each student will

receive a boxed set of all the booklets to use as they go through the lessons and is encouraged to read them as homework assignments.

The booklet set includes:

The Truth About Drugs

The Truth About Marijuana

The Truth About Alcohol

The Truth About Ecstasy

The Truth About Cocaine

The Truth About Crack Cocaine

The Truth About Crystal Meth and Methamphetamine

The Truth About Inhalants

The Truth About Heroin

The Truth About LSD

The Truth About Prescription Drug Abuse

The Truth About Painkillers

The Truth About Ritalin Abuse

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DOWNLOADABLE PRINTABLE MATERIALS

The following printable materials for your students may be downloaded from drugfreeworld.org/educators.

Pre- and post-program questionnaires

Glossary of Terms

All forms needed for the lessons

Success form

Post-program Survey

Certificate to present to students at the end of the program

Large-format Youth Drug-Free World Pledge for class to sign

Additional Projects and Activities fact sheet



LESSON PLANS

The Lesson Plans include suggested time allotments for each activity. These may vary, depending on the age bracket and literacy level of the students. Some lessons may need to be extended over several class periods.

If the time that can be devoted to teaching students the truth about drugs is limited and the entire program cannot be completed, it is suggested that at a minimum you present Lessons 1 through 4 and then, on Lessons 5 through 15, you cover the drugs highest on the list of those most abused in your school or community as time allows. Do those Lesson Plans and schedule time to play all the public service announcements and all the chapters of *The Truth About Drugs* documentary for students and ask them to read all the booklets in *The Truth About Drugs* series.

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VOCABULARY

Definitions of words and terms are included in the Lesson Plans. These and other words are also defined in the glossary at the end of this Guide. Photocopy or download and print from the Internet (drugfreeworld.org/educators) several copies of the glossary and make those available to students for use during class time.

ASSESSMENT

The in-class and homework assignments and activities of Lessons 1–17 all provide opportunities to assess student understanding of the material, informally or formally. A final, formal assessment of understanding may also be administered, using the Examination for Lessons 1–17, which is located just after Lesson 17.

POSTERS

The 11 posters included in the package can be placed in the classroom and around the school.



TEACHING EMPHASIS

TEACHING EMPHASIS FOR MAXIMUM RESULTS

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- Each lesson has a vocabulary section that defines key words that students should learn so they fully understand the lesson. It is important for students to define these words and give examples of their use.
- Although definitions are provided in the lessons, other words and terms may need to be defined. Provide definitions for any other words you think students may not understand.
- These lessons are best understood when real-life examples and illustrations are used to assist the learning process and facilitate better understanding of the subject. Use *The Truth About Drugs* booklet series, the They Said/They Lied public service announcements and *The Truth About Drugs* documentary to add this real-life aspect.
- Prepare your own demonstrations. For examples of how drugs destroy creativity, tell students about famous artists whose lives were destroyed as a direct or indirect result of drug abuse: Jimi Hendrix, Jim Morrison, Kurt Cobain and Heath Ledger. Current media stories of drug-related incidents may also be used to increase students' understanding.
- Homework and class assignments will increase students' understanding and encourage them to use what they learn.
- Encourage students to report on how they use the information they learned about drugs and what they observed outside the classroom. Encourage any effort to *apply* what they have learned.
- At the end of the lessons, each student receives a certificate and signs the Youth Drug-Free World Pledge. (Both the pledge and certificate are included in this



Guide for photocopying and can also be downloaded as printable files from drugfreeworld.org/educators.)

- Encourage students to spread the drug-free message by initiating or participating in activities such as those described in this Guide. (See “Additional Projects and Activities” on page 169.)



BEFORE STARTING

ASSESSING PRIOR DRUG KNOWLEDGE

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A pre-program and post-program student questionnaire is provided for assessment. Using them will help you evaluate the success of these lessons and activities. Have students fill in the pre-program questionnaire *before* embarking on any discussion, lesson or activity and before playing the documentary or PSAs in this curriculum handbook. You want the students' answers *before* they begin to study the course. This is an important element in determining the impact of these lessons and is a way of awakening the students' interest in the material.

DIRECTIONS

Without discussing the upcoming drug education classes, ask students to fill out the pre-program student questionnaire. Read the instructions aloud. Students should answer to the best of their ability. They should be told the questionnaire is not for the purpose of collecting personal information, but only to test their knowledge about drugs.

Once the pre-program student questionnaires are completed, keep them to compare to the post-program student questionnaires. When the post-program student questionnaires are completed, please remove the students' names at the end of the questionnaire (or mask off this section and photocopy the form) to protect their privacy and send copies of the matched-up pre- and post-questionnaires to the Foundation for a Drug-Free World (address at the end of this Guide) for use in assessing program results.



PRE-PROGRAM STUDENT QUESTIONNAIRE

INSTRUCTIONS: A questionnaire is a form with a list of questions intended to determine your knowledge of a subject. This questionnaire will help your teacher plan upcoming lessons. You may not know all the answers. Just answer to the best of your ability. (Use more paper if needed.)

1. What is a drug?

2. Are drugs dangerous? Yes No

3. If you answered “yes” to the above question, explain why you think so.

4. When you take a drug, does it affect your health? If yes, how?



PRE-PROGRAM STUDENT QUESTIONNAIRE

5. When you take a drug, does it affect your ability to learn? If yes, how?

6. What does “drug addiction” mean?

7. How does a person become addicted to a drug?

8. If a person becomes addicted to a drug, how does it affect his or her life?

9. If you knew the facts about drugs and what they do to you, how would this help you?

School/Group Name: _____

Class: _____

Student Name: _____

Date: _____



THE TRUTH ABOUT DRUGS

LESSON PLANS

Each Lesson Plan provides materials to teach students the truth about drugs:

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Lesson 1 (55 min.)

Why Is Drug Education Necessary?

Lesson 2 (55 min.)

Our Drug Culture

Lesson 3 (55 min.)

Why Do People Take Drugs?

Lesson 4 (55 min.)

How Do Drugs Work and How Do They Affect the Mind?

Lesson 5 (55 min.)

The Truth About Marijuana

Lesson 6 (55 min.)

The Truth About Alcohol

Lesson 7 (55 min.)

The Truth About Ecstasy

Lesson 8 (55 min.)

The Truth About Cocaine

Lesson 9 (55 min.)

The Truth About Crack Cocaine

Lesson 10 (55 min.)

The Truth About Crystal Meth and Methamphetamine

Lesson 11 (55 min.)

The Truth About Inhalants



Lesson 12 (55 min.)

The Truth About Heroin

Lesson 13 (55 min.)

The Truth About LSD

Lesson 14 (55 min.)

The Truth About Prescription Drug Abuse

Lesson 15 (55 min.)

The Truth About Painkillers

Lesson 16 (35 min.)

The Final Word

Lesson 17 (165 min.—three periods)

Putting The Truth About Drugs to Use

Lesson 18 (70 min.—two periods)

End of Program Class and Graduation



WHY IS DRUG EDUCATION NECESSARY?

LESSON 1: TEACHER'S GUIDE

PURPOSE:

To help students understand that they can learn from the experiences of others who have taken drugs so they can avoid making the same mistakes.

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MATERIALS:

- *The Truth About Drugs* documentary DVD (includes 16 public service announcements)
- Copies of the Pre-program Student Questionnaire for all students
- Copies of the Homework Assignment Questionnaire for all students
- A 4" x 6" index card
- *The Truth About Drugs* booklet series (containing 13 individual booklets) and *A Guide to the Booklet The Truth About Drugs*

TIME:

A. Introduction	10 min.
B. Questionnaire	15 min.
C. Show PSA	3 min.
D. Discussion	5 min.
E. Show documentary chapter	8 min.
F. Discussion	8 min.
G. Activity	6 min.
Total time:	55 min.



TEACHER PREPARATION:

- Prior to the lesson, watch the 16 They Said/They Lied public service announcements and *The Truth About Drugs* documentary.
- Read the inside cover of *The Truth About Drugs* booklet.
- Copy or download and print copies of the questionnaire (one per student).
- Copy or download and print copies of the homework assignment form (one per student).
- Set up a DVD player and TV, a projector and screen, or a computer that can play a DVD.



WHY IS DRUG EDUCATION NECESSARY?

LESSON 1: LESSON PLAN

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A. INTRODUCTION (10 min.):

- Tell students that they are going to be participating in a drug education program called The Truth About Drugs.
- Ask students to take a minute and think about the possible benefits of knowing the truth about drugs, and to write down their answers. (You may wish to have students work in pairs to generate responses.)
- When they have done this, have students share their answers with the class and establish agreement as to the most common answer(s) they have for this question. You can extend this discussion, if you wish, by asking students to tell you *why* they think this.

B. QUESTIONNAIRE (15 min.): Explain to students that the first step of the program is to find out what they already know about drugs. Distribute the Pre-program Student Questionnaire. Read the instructions aloud, making sure that students understand that they should answer to the best of their ability. Get the questionnaire filled out and collected.

C. SHOW PSA (3 min.): Play the public service announcement: They Said/They Lied.

D. DISCUSSION (5 min.): Have the students give their views as well as examples of lies or statements they have heard about drugs. Then inform them that this program is going to give them information they need from people who have experienced drugs and addiction.

E. SHOW DOCUMENTARY CHAPTER (8 min.): Tell students that you are going to show them the first chapter of *The Truth About Drugs* documentary, “The Truth About Drugs.” Explain that their task, as they watch this chapter of the film, is to try to identify at least two statements about drugs that



they already know and at least two statements about drugs that they did not already know. Make sure students have pen and paper ready so they can make notes of those statements as the film plays.

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F. **DISCUSSION (8 min.):** After the showing, use a class discussion format and ask students: “Does one have to experience everything by oneself in order to decide whether they want to get into something, or can one learn from other people’s experience to make better choices?” You can extend this discussion, if you wish, with questions such as “Was there anything in the film that really surprised you?” or “Was there anything in the film that reminded you of something that you have seen, that you would be willing to talk about?”

G. **ACTIVITY (6 min.):** Ask students to think of one question they have about drugs and to write that question out on an index card. Collect the cards and post them somewhere in the classroom, inviting students to look at all the questions prior to the next drug education lesson.

H. **HOMEWORK ASSIGNMENT:**

- Distribute the homework assignment, with instructions to complete it and return it at a time that allows you to review students’ answers before the next scheduled drug education class.
- Give students their boxed set of *The Truth About Drugs* booklets and tell them that it is theirs to keep. The booklets will be used in the following lessons, so they should bring them to class with them. Encourage them to read all the booklets as they go through the lessons.

■ **End of Lesson**



HOMEWORK ASSIGNMENT

LESSON 1: WHY IS DRUG EDUCATION NECESSARY?

QUESTIONNAIRE

Answer these questions based on your viewing of “The Truth About Drugs” chapter of the documentary.

1. What do you think is the most important information presented in this chapter of the documentary? Why?

2. If you were asked to write a short description of this chapter of the documentary (100 words or so), what would you say?



HOMEWORK ASSIGNMENT

3. What do you think you can learn from other people's experience with drugs?

Name: _____

Class: _____

Date: _____



OUR DRUG CULTURE

LESSON 2: TEACHER'S GUIDE

PURPOSE:

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To help students understand that information in the media that seeks to glamorize drugs doesn't reflect the reality of what life on drugs is really like.

MATERIALS:

- *The Truth About Drugs* documentary DVD (includes 16 public service announcements)
- *The Truth About Drugs* booklet
- Copies of the Glossary of Terms

TIME:

A. Homework collection and review	5 min.
B. Introduction	10 min.
C. Show PSAs	5 min.
D. Discussion	5 min.
E. Reading	15 min.
F. Discussion	15 min.
Total time:	55 min.



TEACHER PREPARATION:

- Read the section “Our Drug Culture” in *The Truth About Drugs* booklet.
- Make several copies of the glossary at the end of this Guide so they are available to students to refer to for any word they need defined. A printable file of the glossary may be downloaded from drugfreeworld.org/educators. You will be using these copies repeatedly throughout the remaining lessons, so you may wish to put them into separate binders or report covers to preserve them.
- Set up a DVD player and TV, a projector and screen, or a computer that can play a DVD.



OUR DRUG CULTURE

LESSON 2: LESSON PLAN

- A. **HOMEWORK COLLECTION AND REVIEW (5 min.):** Return the previous lesson's homework assignment to students, with your comments. Based on the degree of understanding demonstrated in the homework, you may wish to review parts of that lesson with the whole class, or arrange a time to work with individual students.
- B. **INTRODUCTION (10 min.):** Explain to students that today's lesson is about the drug problem in society. Tell them that you are going to play a selection of the PSAs, but that first you want to make sure everyone understands an important vocabulary word—the word “culture.” Ask students to tell you what they know about the meaning of the word culture, discuss responses for a few minutes, then present the meaning as given below. Ask students to give examples of “culture” based on that definition until it is clear that they understand the word.

culture: the beliefs and activities that are common to members of a group. Culture includes ideas that people have about art, religion, family and government, their ideas about what is important or valuable, how people should act and what people like to do for fun or entertainment.

Next, ask students what they think is meant by the expression “drug culture,” and accept some answers. Then read aloud the definition of “drug culture”:

drug culture: refers not only to the lifestyles of people who abuse drugs and the modes of dress and behavior common to abusers of different types of drugs, but also refers to the degree to which drugs have invaded so many aspects of our society and have influenced our culture in fundamental ways.



C. SHOW PSAs (5 min.):

Play these PSAs:

- “E”
- “Party All Night”
- “Love Lost”
- “Medicine Chest”
- “Focus”

D. DISCUSSION (5 min.): After the showing, ask the students, “Based on your own experience, what are some examples of ideas or actions that are part of the drug culture?” Discuss responses for a few minutes.

E. READING (15 min.): Explain that there are three vocabulary words that students need to understand before reading the booklet. Write these words on the board and ask students what they know about each word:

- Center for Disease Control
- rush
- cocktail

Discuss student responses, using the definitions of these terms to guide the class to a clear understanding of the meaning of each term.

Center for Disease Control (CDC): an agency of the US Government, with headquarters and main laboratories in Atlanta, Georgia. The CDC conducts research into the origin and occurrence of diseases and develops methods for their control and prevention.

rush: the first surge in sensation felt when smoking or injecting a drug, varying in length depending on the drug.

cocktail: a beverage or solution made up of various drugs.

Arrange students into learning groups of three to four students each. Each group is to read the section “Our Drug Culture” from the booklet *The Truth About Drugs*, using this procedure:

- Students take turns reading aloud from the section, one paragraph at a time.



- At the end of each student's turn, the group notes any words used in the reading that they didn't understand. They look up these words in the glossary (which will be placed in the classroom) or in a dictionary, if they are not in the glossary, and find the meaning that applies to the way the word was used in the paragraph. If they find this difficult or confusing, they get help from the teacher as needed until they understand the meaning of the word as it is used in the paragraph.
- The group works together to write one or two sentences that summarize what they think is most important about the section that was just read.
- Once the reading is completed, the teacher quickly reviews the summary sentence(s) generated by each group and uses it as a measure to determine that the group has understood the reading. The teacher may also choose to ask a few questions of the groups about the reading.
- When all groups have completed the reading and demonstrated their understanding of it, the class moves on to the next part of the lesson. (If a group finishes early, its members can begin working on the homework assignment while waiting for the other groups to finish.)

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F. DISCUSSION (15 min.):

- Ask students for examples of the drug culture that they have observed. Discuss their responses, and in view of those answers ask them to evaluate the truth of the information in the booklet about the drug culture—very true, somewhat true, or not true. You want students to contribute to the discussion with statements in this form: “I think (statement) is (very true/somewhat true/not true) because I’ve seen (something from personal experience).” Continue to discuss examples of the drug culture until most or all students have participated.
- Ask students to talk about how the problem of the drug culture directly or indirectly affects them or their families or how it could affect them in the future. Be prepared to bring up examples to enrich this discussion (e.g., people who drive under the influence of drugs or alcohol are posing a danger, not only to themselves, but many others as well; people who steal or commit other crimes to have money to buy drugs make the community unsafe, etc.).



G. HOMEWORK:

- Each student is to create a cartoon-type sketch that depicts some aspect of the drug culture. The sketches need not be humorous, but they should clearly show a belief, idea or action that is part of the drug culture. Students may cut out illustrations from magazines if they wish, rather than draw them. Balloon dialogue may be used in the sketch if desired. (Note that you may wish to adapt the assignment to the age group of the students.)
- Explain the homework assignment, with instructions to complete it and return it at a time that allows you to review students' work before the next scheduled drug education class.



WHY DO PEOPLE TAKE DRUGS?

LESSON 3: TEACHER'S GUIDE

PURPOSE:

To help students understand why people take drugs.

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MATERIALS:

- *The Truth About Drugs* documentary DVD (includes 16 public service announcements)
- *The Truth About Drugs* booklet
- Copies of the Lesson 3 in-class assignment for all students
- Copies of the Glossary of Terms

TIME:

A. Homework review	5 min.
B. Introduction	5 min.
C. Show and discuss PSAs	10 min.
D. Reading	10 min.
E. Discussion	10 min.
F. In-Class Assignment	15 min.
Total time:	55 min.



TEACHER PREPARATION:

- Read the section “Why Do People Take Drugs?” in *The Truth About Drugs* booklet.
 - Watch these PSAs:
 - “Popular”
 - “Best High”
 - “Tripping”
 - “One of the Guys”
- 34**
- Set up a DVD player and TV, a projector and screen, or a computer that can play a DVD.



WHY DO PEOPLE TAKE DRUGS?

LESSON 3: LESSON PLAN

- A. HOMEWORK REVIEW (5 min.): Return the previous lesson's homework assignment to students, with your comments. (You may choose to post some of them in a classroom display area.) Based on the degree of understanding demonstrated in the homework, you may wish to review parts of that lesson with the whole class, or arrange a time to work with individual students.
- B. INTRODUCTION (5 min.): Announce the subject of the lesson "Why Do People Take Drugs?" As the first step of the lesson, each student is to write down some reasons why he or she thinks people take drugs. Give students several minutes to do this, but do not discuss their responses at this point—tell them to save them for later.
- C. SHOW AND DISCUSS PSAs (10 min.):
- Explain to students that you are going to play a few short public service announcements on the subject of why people take drugs. For each announcement, they are to rate how true they think it is, on a scale of 1–10, and then as a class discuss what they thought.
 - Play the public service announcement: "Popular." Give students a minute to rate its truth on a scale of 1–10. Then ask them, "Do you think people take drugs to be cool?" Discuss this for a few minutes. You can extend this discussion, if you wish, by asking "Do you think drugs really *do* make you cool?"
 - Play the public service announcement: "Best High." Give students a minute to rate its truth on a scale of 1–10, then ask them, "Do you think people take drugs to feel better?" Discuss this for a few minutes. You can extend this discussion, if you wish, by asking "Can you think of a time you felt *really* great? What brought that about?"



- Play the public service announcement: “Tripping.” Give students a minute to rate its truth on a scale of 1–10. Then ask them, “Do you think people take drugs to forget their problems?” Discuss this for a few minutes. You can extend this discussion, if you wish, by asking “Do you think it works?”
 - Play the public service announcement: “One of the Guys.” Give students a minute to rate its truth on a scale of 1–10. Then ask them, “Do you think people take drugs to be accepted by their friends?” Discuss this for a few minutes. You can extend this discussion, if you wish, by asking “Do you think it works?”
- D. READING (10 min.): Arrange students into learning groups of three to four students each. Each group is to read the section “Why Do People Take Drugs?” from the booklet *The Truth About Drugs*, using this procedure:
- Students take turns reading aloud from the section, one sentence at a time.
 - At the end of each student’s turn, the group notes any words used in the reading that they didn’t understand. They look up these words in the glossary (or in a dictionary if they are not in the glossary) and find the meaning that applies to the way the word was used in the sentence. If they find this difficult or confusing, they get help from the teacher as needed until they do understand the meaning of the word as it is used in the sentence.
 - The group works together to write one or two sentences that summarize what they think is most important about the section that was just read.
 - Once the reading is completed, the teacher quickly reviews the summary sentence(s) generated by the group, and uses it as a measure to determine that the group has understood the reading. The teacher may also choose to ask a few questions of the group about the reading.
 - When all groups have completed the reading and demonstrated their understanding of it, the class moves on to the next part of the lesson. (If a group finishes early, they may begin working on the in-class assignment while waiting for the other groups to finish.)
- E. DISCUSSION (10 min.): Make a list on the board of the reasons that people take drugs, as given in the booklet. Then ask students to tell you the reasons that they wrote down in the first step of the lesson. For each of their answers,



decide (as a class) whether the answer is included in the reasons already listed or is another reason people might take drugs. If it is another reason, add it to the list. Continue the discussion until students agree that you have a list of all the reasons they can think of as to why people might take drugs.

- F. IN-CLASS ASSIGNMENT (15 min.): Distribute the following written assignment, to be completed by the end of class (or as homework if not completed in class).

■ **End of Lesson**



CLASS ASSIGNMENT

LESSON 3: WHY DO PEOPLE TAKE DRUGS?

Please answer the following questions. Use additional paper as needed.

1. Give two examples of the following statement, either from your own experience or that you invent: “The consequences of drug use are always worse than the problem one is trying to solve with them.”

Example 1: _____

Example 2: _____

2. For each of the two examples you gave in your answer to question #1, describe something that the person might have done to solve the problem that he or she was trying to solve with drugs.

Example 1: _____



Example 2: _____

Name: _____

Class: _____

Date: _____



HOW DO DRUGS WORK AND HOW DO THEY AFFECT THE MIND?

LESSON 4: TEACHER'S GUIDE

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PURPOSE:

To help students understand that drugs are essentially poisons and that they affect the body and the mind.

MATERIALS:

- *The Truth About Drugs* documentary DVD (includes 16 public service announcements)
- *The Truth About Drugs* booklet

TIME:

A. Assignment review	5 min.
B. Introduction	1 min.
C. Show PSAs	4 min.
D. Vocabulary	10 min.
E. Reading and evaluation	15 min.
F. Reading	10 min.
G. Assessment	10 min.
Total time:	55 min.



TEACHER PREPARATION:

- Read the sections “How Do Drugs Work?” and “Drugs Affect the Mind” in *The Truth About Drugs* booklet.
- Watch these PSAs:
 - “Just Once”
 - “One Hit”
 - “Stay Up and Study”
 - “Sniffing”
- Set up a DVD player and TV, a projector and screen, or a computer that can play a DVD.



HOW DO DRUGS WORK AND HOW DO THEY AFFECT THE MIND?

LESSON 4: LESSON PLAN

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- A. **ASSIGNMENT REVIEW** (5 min.): Return the previous lesson's assignment to students, with your comments. (You may choose to post some of them in a classroom display area.) Based on the degree of understanding demonstrated in the assignment, you may wish to review parts of that lesson with the whole class or arrange a time to work with individual students.
- B. **INTRODUCTION** (1 min.): Announce the subject of the lesson: "How Do Drugs Work and How Do They Affect the Mind?"
- C. **SHOW PSAs** (4 min.):
- Play these PSAs:
- "Just Once"
 - "One Hit"
 - "Stay Up and Study"
 - "Sniffing"
- D. **VOCABULARY** (10 min.): Explain that there are three vocabulary words that students need to understand as the next step of the lesson. Write these three words on the board and ask students what they know about each word:
- poison
 - stimulant
 - sedative

Discuss student responses, using the definitions of these terms to guide the class to a clear understanding of the meaning of each term. On the board next



to each term, make notes of the main points of the discussion. Be sure to ask students to give several examples of each.

poison: a substance that causes illness, injury or death if taken into the body or produced within the body.

stimulant: a drug that increases immediate energy and alertness but that is accompanied by increases in blood pressure, heart rate and breathing.

sedative: a medicine or drug that calms or makes one sleep.

E. READING AND EVALUATION (15 min.):

- Tell students you are going to read a short section from *The Truth About Drugs* booklet, and you want each of them to compare what you read to their own experiences and things they've seen. Read aloud the section "How Do Drugs Work?"
- Ask students to pair up and share with each other an experience they have had, or something they have seen, that is related to what you read. Give them a few minutes to do so and then ask if anyone would like to share what they talked about with the class. Discuss until it is clear that students understand what you read.

F. READING (10 min.): Arrange students into learning groups of three to four students each. Each group is to read the section "Drugs Affect the Mind" from the booklet *The Truth About Drugs*, using this procedure:

- Students take turns reading aloud from the section, one paragraph at a time.
- At the end of each student's turn, the group notes any words used in the reading that they didn't understand. They look up these words in the glossary (or in a dictionary if they are not in the glossary) and find the meaning that applies to the way the word was used in the paragraph. If they find this difficult or confusing, they get help from the teacher as needed until they do understand the meaning of the word as it is used in the paragraph.
- The group works together to write a few sentences that summarize what they think is most important about the section that was just read.
- Once the reading is completed, the teacher quickly reviews the summary sentences generated by the group and uses them as a measure to determine



that the group has understood the reading. The teacher may also choose to ask a few questions of the group about the reading.

- When all groups have completed the reading and demonstrated their understanding of it, the class moves on to the next part of the lesson.

G. ASSESSMENT (10 min.):

- As an assessment for this lesson, tell students to choose which of the PSAs they watched in this lesson best shows the effects of the drugs they have been learning about and write a short explanation of why they chose that PSA. Explain that their answer will not be graded on the basis of which PSA they choose, but rather on whether their explanation shows that they have understood the effects of the drugs they have learned about in this lesson.
- You may wish to play these PSAs for the students more than once.

■ End of Lesson



THE TRUTH ABOUT MARIJUANA

LESSON 5: TEACHER'S GUIDE

PURPOSE:

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To educate students on the facts about marijuana and its short- and long-term impact on a person's health and well-being.

MATERIALS:

- Public service announcement: "Gateway" (marijuana)
- *The Truth About Drugs* documentary: "The Truth About Marijuana" chapter
- *The Truth About Marijuana* booklet
- Copies of the Understanding Drugs Assignment Sheet for all students

TIME:

A. Show PSA	3 min.
B. Show documentary chapter	9 min.
C. Discussion	3 min.
D. Vocabulary	8 min.
E. Reading	5 min.
F. Discussion	3 min.
G. Reading	10 min.
H. Discussion	9 min.
I. Assignment	5 min.
Total time:	55 min.



TEACHER PREPARATION:

- Prior to the lesson, watch the public service announcement: “Gateway” (marijuana).
- Watch “The Truth About Marijuana” chapter of *The Truth About Drugs* documentary.
- Read *The Truth About Marijuana* booklet.
- Copy or download and print copies of the Understanding Drugs Assignment Sheet (one per student).
- Set up a DVD player and TV, a projector and screen, or a computer that can play a DVD.

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TIPS:

- Be sure to solicit student responses. It works well, when doing the vocabulary section, to state the word, give its definition and an example of its use. Then call on student A to give the definition in his own words. Next call on student B to give a sample sentence. Repeat this, as necessary, until you are confident the word is grasped by the students. Once it is understood, move on.
- When the students break into groups to do activities, appoint a leader for each group.



THE TRUTH ABOUT MARIJUANA

LESSON 5: LESSON PLAN

- A. SHOW PSA (3 min.): Play the public service announcement: “Gateway” (marijuana). Ask the students for their views on what they just saw. Get several students to tell the rest of the class what they learned from watching the PSA.
- B. SHOW DOCUMENTARY CHAPTER (9 min.): Play “The Truth About Marijuana.”
- C. DISCUSSION (3 min.): Ask students for their views on what they just saw. Do they think marijuana use can lead to harder drugs?
- D. VOCABULARY (8 min.): Use the following definitions to guide the class to a clear understanding of the meaning of each word:

bronchitis: an inflammation (irritation, swelling, painful condition) of the *bronchi*, the two branches of the windpipe that carry air into the lungs.

gateway drug: a drug which when used may lead to the use of more addictive substances.

high: having a temporary false feeling of happiness, with reduced physical and mental control, by use of alcohol or a drug.

immune system: the immune system consists of all the organs and processes in the body that protect a person from illness and infection.

laced: added a small amount of a drug or alcohol to something.

menstrual cycle: in a nonpregnant woman, the discharge of blood and other material from the lining of the uterus about once a month.



panic attack: a sudden overpowering feeling of fear or anxiety that prevents somebody from functioning, often triggered by a past or present source of anxiety.

potency: the strength of something such as a drug or alcoholic beverage.

prenatal: existing or happening during pregnancy but before childbirth.

resin: a semisolid substance that comes from the sap of some plants and trees. It is used in varnishes, paints, adhesives, inks and medicines.

respiratory tract: the passage formed by the mouth, nose, throat and lungs, through which air passes during breathing.

tolerance: the natural or developed ability to resist the effects of the continued or increasing use of a drug. When someone uses a drug or other substance over an extended period, they are said to build up a *tolerance* for the effects the drug causes, meaning a gradual loss or reduction of its usual effect.

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- E. READING (5 min.): Have students take turns reading aloud the following sections from *The Truth About Marijuana* booklet: “What Is Marijuana?” and “How Is It Used?”
- F. DISCUSSION (3 min.): Ask students to give their views on what they just read. What did they learn about marijuana that they did not know before?
- G. READING (10 min.): Have students take turns reading aloud the following sections from *The Truth About Marijuana* booklet: “The Harmful Effects of Marijuana”, including the subsections entitled “Short-term Effects” and “Long-term Effects”, and the section “On the Road to Drug Abuse.”
- H. DISCUSSION (9 min.): Ask your students to write the answers to these questions on a sheet of paper. Then discuss the correct answers and have the students grade their own papers.
- Marijuana comes from a plant. True or false?
- Can the use of marijuana lead to harder drugs?
- What are some of the short-term effects of marijuana?
- What are some of the long-term effects of marijuana?
- I. ASSIGNMENT (5 min.): Hand out a copy of the Understanding Drugs Assignment Sheet to each student. Have them fill in the name of the drug studied in this lesson at the top of the form and then write what they learned



about it and turn it in. Note: If the lesson is running too long you can use this in-class assignment as a homework assignment.

- J. HOMEWORK: Tell students to complete reading *The Truth About Marijuana* booklet.

■ **End of Lesson**



UNDERSTANDING DRUGS ASSIGNMENT SHEET

LESSON ON _____
(name of the drug)

Please answer the following questions. Use additional paper as needed.

1. Describe what this drug is, what it looks like and in what form it is distributed and taken.

2. What are some of the short-term effects one can experience as a result of taking this drug?

3. What are some of the long-term effects caused by this drug and how could one's health be affected by taking it?



4. Write a short essay on what you got out of this lesson and how you plan to use what you have learned.

Name: _____

Class: _____

Date: _____



THE TRUTH ABOUT ALCOHOL

LESSON 6: TEACHER'S GUIDE

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PURPOSE:

To educate students on the facts about alcohol and its short- and long-term impact on a person's health and well-being.

MATERIALS:

- Public service announcement: "One of the Guys" (alcohol)
- *The Truth About Drugs* documentary: "The Truth About Alcohol" chapter
- *The Truth About Alcohol* booklet
- Copies of the Understanding Drugs Assignment Sheet for all students

TIME:

A. Show PSA	3 min.
B. Show documentary chapter	9 min.
C. Discussion	5 min.
D. Vocabulary	4 min.
E. Reading	5 min.
F. Discussion	5 min.
G. Skit	20 min.
H. Assignment	4 min.
Total time:	55 min.



TEACHER PREPARATION:

- Prior to the lesson, watch the public service announcement: “One of the Guys” (alcohol).
- Watch “The Truth About Alcohol” chapter of *The Truth About Drugs* documentary.
- Read *The Truth About Alcohol* booklet.
- Copy or download and print the Understanding Drugs Assignment Sheet (one per student).
- Set up a DVD player and TV, projector and screen, or a computer that can play a DVD.

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TIPS:

- Check students’ understanding of the lessons by asking questions such as: “What does that mean to you?” “Have you ever observed that?” “Can you think of an example of that?” “How could this happen?”
- When students discuss their views, encourage them to describe the observations that led to those conclusions.



THE TRUTH ABOUT ALCOHOL

LESSON 6: LESSON PLAN

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- A. SHOW PSA (3 min.): Play the public service announcement: “One of the Guys” (alcohol). Ask students for their views on what they just saw and get several students to tell the rest of the class what they learned from watching the PSA.
- B. SHOW DOCUMENTARY CHAPTER (9 min.): Play “The Truth About Alcohol.”
- C. DISCUSSION (5 min.): Invite students to give their views about the film they just saw. Do they consider alcohol is a drug?
- D. VOCABULARY (4 min.): Use the following definitions to guide the class to a clear understanding of the meaning of each word:

blackout: a temporary loss of consciousness, sight or memory.

delirium tremens: a psychotic condition typical of withdrawal in chronic alcoholics, involving tremors, hallucinations, anxiety and disorientation.

dependence: having a physical or mental “need” to use a drug or other substance regularly, despite the fact that it is likely to have a damaging effect.

high blood pressure: blood pressure is the amount of force with which blood flows through the body. When someone has high blood pressure, it means the heart must work harder to pump blood through the arteries. If the condition persists, damage to the heart and blood vessels is likely.

motor skills: dexterity and ease of coordination in the execution of body motions.

nerve cells: cells that are part of the nervous system and send messages to and from the brain.



toxicity: the state of being poisonous to somebody or something.

- E. **READING** (5 min.): Have students take turns reading aloud these sections from *The Truth About Alcohol* booklet: “What Is Alcohol?” “Understanding How Alcohol Affects the Body” “What Is Binge Drinking?” “What Is Alcoholism or Alcohol Dependence?” “Short-term Effects” “Long-term Effects” and “The Youngest Victims.”
- F. **DISCUSSION** (5 min.): Ask your students to write the answers to these questions on a sheet of paper. Then discuss the correct answers and have students grade their own papers.
- Does alcohol affect teenagers more than adults? Why?
- What can happen to a pregnant woman who drinks alcohol?
- What are some of the short-term effects of alcohol?
- What are some of the long-term effects of alcohol?
- G. **SKIT** (20 min.): Arrange students into groups of four. Have each group write and perform a short skit that demonstrates how someone’s life could be affected by alcohol. The skits should be approximately 2–5 minutes long and should demonstrate what the students in the group learned about the effects of alcohol during this lesson.
- Give the teams a few minutes to write the scripts for their skits. Review the scripts to ensure that they are aligned with the purpose of this lesson and activity.
- Then have the groups perform their skits for the class.
- H. **ASSIGNMENT** (4 min.): Hand out a copy of the Understanding Drugs Assignment Sheet to each student. Have them fill in the name of the drug studied in this lesson at the top of the form and then write what they learned about it and turn it in. Note: If the lesson is running too long you can use this in-class assignment as a homework assignment.
- I. **HOMEWORK:** Tell students to complete reading *The Truth About Alcohol* booklet.

■ **End of Lesson**



UNDERSTANDING DRUGS ASSIGNMENT SHEET

LESSON ON _____
(name of the drug)

Please answer the following questions. Use additional paper as needed.

1. Describe what this drug is, what it looks like and in what form it is distributed and taken.

2. What are some of the short-term effects one can experience as a result of taking this drug?

3. What are some of the long-term effects caused by this drug and how could one's health be affected by taking it?



4. Write a short essay on what you got out of this lesson and how you plan to use what you have learned.

Name: _____

Class: _____

Date: _____



THE TRUTH ABOUT ECSTASY

LESSON 7: TEACHER'S GUIDE

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PURPOSE:

To educate students on the facts about Ecstasy and its short- and long-term impact on a person's health and well-being.

MATERIALS:

- Public service announcement: "E" (Ecstasy)
- *The Truth About Drugs* documentary: "The Truth About Ecstasy" chapter
- *The Truth About Ecstasy* booklet
- Copies of the Understanding Drugs Assignment Sheet for all students

TIME:

A. Show PSA	3 min.
B. Show documentary chapter	10 min.
C. Discussion	5 min.
D. Vocabulary	12 min.
E. Reading	10 min.
F. Discussion	10 min.
G. Assignment	5 min.
Total time:	55 min.



TEACHER PREPARATION:

- Prior to the lesson, watch the public service announcement: “E” (Ecstasy).
- Watch “The Truth About Ecstasy” chapter of *The Truth About Drugs* documentary.
- Read *The Truth About Ecstasy* booklet.
- Copy or download and print the Understanding Drugs Assignment Sheet (one per student).
- Set up a DVD player and TV, projector and screen, or a computer that can play a DVD.

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TIPS:

- Students often communicate about the PSAs and documentary chapters and want to see them again. As time allows, schedule showings for the class.
- Supplement lessons by providing your own news clippings and magazine articles about drug abuse. You can also ask students to watch for and bring drug-related articles to class.



THE TRUTH ABOUT ECSTASY

LESSON 7: LESSON PLAN

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- A. SHOW PSA (3 min.): Play the public service announcement: “E” (Ecstasy). Ask students for their views on what they just saw and get several students to tell the rest of the class what they learned from watching the PSA.
- B. SHOW DOCUMENTARY CHAPTER (10 min.): Play “The Truth About Ecstasy.”
- C. DISCUSSION (5 min.): Ask students for their views about the film they just saw. Have students volunteer stories about times when they partied and had fun without being high.
- D. VOCABULARY (12 min.): Use the following definitions to guide the class to a clear understanding of the meaning of each word:

amphetamine: any of a group of powerful stimulant drugs, often called “speed,” that act on the central nervous system (the brain and the spinal cord), increasing heart rate and blood pressure while reducing fatigue. Exhaustion and depression follow when the effects of the amphetamine wear off. Serious mental problems can develop from repeated use.

convulsion: a violent shaking of the body or limbs caused by uncontrollable muscle contractions (strong and painful movements), which can be a symptom of brain disorders and other conditions.

depressants: often referred to as central nervous system depressants, these drugs slow down brain function. They include sedatives and tranquilizers.

designer drug: a drug that has been chemically altered to enhance its properties or to evade a legal prohibition.

dog deworming substance: a chemical substance used to get rid of worms, parasites that live in a dog’s intestines and other tissues.



Drug Enforcement Administration (DEA): an agency of the US Government established in 1973. The primary task of the agency is to reduce the supply of illegal drugs produced inside the US or entering the US from abroad.

heatstroke: a condition caused by too long an exposure to high temperatures, causing high fever, headaches, hot dry skin, physical exhaustion and sometimes physical collapse and coma.

hemorrhaging: heavy, serious bleeding of the body.

kidney failure: a breakdown or lessening of the performance of the kidneys or an occasion when they stop working or stop working adequately.

nerve ending: one of the millions of points on the surface of the body and inside it that sends messages to the brain, causing people to feel sensations such as heat, cold and pain.

nervous system: all the nerves in the body together with the brain and spinal cord.

psychological warfare: the use of propaganda, threats and other psychological techniques to mislead, intimidate, demoralize or otherwise influence the thinking or behavior of an opponent.

UN Office on Drugs and Crime: the United Nations Office on Drugs and Crime helps countries fight illegal drugs, crime and terrorism.

- E. **READING (10 min.):** Have students take turns reading aloud the following sections from *The Truth About Ecstasy* booklet: “Dancing with Death?” “Do You Really Want to Party?” “What Is Ecstasy?” “Imaginary Love Pill—Off with the Mask” “Consequences of Using Ecstasy” “Short-term Effects” “Long-term Effects” and “Can I Get Addicted to Ecstasy?”
- F. **DISCUSSION (10 min.):** Tell your students to write the answers to these questions on a sheet of paper. Then discuss the correct answers and have the students grade their own papers.

Explain what is unknown about the way an Ecstasy tablet is manufactured.

Is Ecstasy dangerous to mix with alcohol?

Explain what can be the result of Ecstasy shutting down the natural alarm signals given out by the body.



What are some of the short-term effects of Ecstasy?

What are some of the long-term effects of Ecstasy?

- G. ASSIGNMENT (5 min.): Hand out a copy of the Understanding Drugs Assignment Sheet to each student. Have them fill in the name of the drug studied in this lesson at the top of the form and then write what they learned about it and turn it in. Note: If the lesson is running too long you can use this in-class assignment as a homework assignment.
- H. HOMEWORK: Tell students to complete reading *The Truth About Ecstasy* booklet.

■ End of Lesson



UNDERSTANDING DRUGS ASSIGNMENT SHEET

LESSON ON _____
(name of the drug)

Please answer the following questions. Use additional paper as needed.

1. Describe what this drug is, what it looks like and in what form it is distributed and taken.

2. What are some of the short-term effects one can experience as a result of taking this drug?

3. What are some of the long-term effects caused by this drug and how could one's health be affected by taking it?



UNDERSTANDING DRUGS ASSIGNMENT SHEET

4. Write a short essay on what you got out of this lesson and how you plan to use what you have learned.

Name: _____

Class: _____

Date: _____



THE TRUTH ABOUT COCAINE

LESSON 8: TEACHER'S GUIDE

PURPOSE:

To educate students on the facts about cocaine and its short- and long-term impact on a person's health and well-being.

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MATERIALS:

- Public service announcement: "Party All Night" (cocaine)
- *The Truth About Drugs* documentary: "The Truth About Cocaine" chapter
- *The Truth About Cocaine* booklet
- Copies of the Understanding Drugs Assignment Sheet for all students

TIME:

A. Show PSA	3 min.
B. Show documentary chapter	8 min.
C. Discussion	10 min.
D. Vocabulary	10 min.
E. Reading	3 min.
F. Discussion	5 min.
G. Reading	3 min.
H. Discussion	3 min.
I. Reading	2 min.
J. Discussion	3 min.
K. Assignment	5 min.
Total time:	55 min.



TEACHER PREPARATION:

- Prior to the lesson, watch the public service announcement: “Party All Night” (cocaine).
- Watch “The Truth About Cocaine” chapter of *The Truth About Drugs* documentary.
- Read *The Truth About Cocaine* booklet.
- Copy or download and print the Understanding Drugs Assignment Sheet (one per student).
- Set up a DVD player and TV, projector and screen, or a computer that can play a DVD.

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TIP:

- Encourage students to share with other students in the class any understanding about drugs they have gained as they progress through the lessons.



THE TRUTH ABOUT COCAINE

LESSON 8: LESSON PLAN

- A. SHOW PSA (3 min.): Play the public service announcement: “Party All Night” (cocaine). Ask students for their views on what they just saw and get several students to tell the rest of the class what they learned from watching the PSA.
- B. SHOW DOCUMENTARY CHAPTER (8 min.): Play “The Truth About Cocaine.”
- C. DISCUSSION (10 min.): Have students give their views about the film they just saw. Ask students: What were the effects they observed or heard about that they can relate to?
- D. VOCABULARY (10 min.): Use the following definitions to guide the class to a clear understanding of the meaning of each word:

delirium: a state marked by extreme restlessness, confusion and sometimes hallucinations, caused by fever, poisoning or brain injury.

dilated: enlarged, usually describing the pupils of the eyes.

edginess: a state of being nervous and anxious and likely to lose control.

erratic: unpredictable and unstable.

euphoria: a feeling of great joy, excitement or well-being.

hallucination: the perception of somebody or something that is not really there, which is often a response to some drugs.

hyper-excitability: *hyper-* means excessive, unusually high. Therefore, *hyper-excitability* means unusually high excitability (nervous and liable to become quickly excited).



hyper-stimulation: *hyper-* means excessive, unusually high. Therefore, *hyper-stimulation* means unusually stimulated (to cause physical activity in something such as a nerve or an organ).

methamphetamine: a highly addictive central nervous system (brain and spinal cord) stimulant; an illegal, man-made synthetic drug in the same class as cocaine and other powerful street drugs.

narcotic: a drug affecting the central nervous system (the brain and spinal cord), which can cause dizziness, euphoria, loss of memory, lack of coordination and unconsciousness. Many narcotics are derived from the opium poppy.

respiratory failure: *respiratory* means relating to or used in breathing or the system in the body that takes in and distributes oxygen. *Failure* means a breakdown or lessening of the performance of something. Therefore a respiratory failure is a lessening or breakdown of the ability to breathe oxygen into the body.

sleep deprivation: not having or being prevented from having sufficient sleep.

stroke: a sudden blockage or rupture (the breakage of something) of a blood vessel in the brain resulting in, for example, loss of consciousness, partial loss of movement or loss of speech.

tactile: relating to or used for the sense of touch.

- E. READING (3 min.): Have students take turns reading aloud the following sections from *The Truth About Cocaine* booklet: “What Is Cocaine?” and “A Deadly White Powder.”
- F. DISCUSSION (5 min.): Ask students for their views on what they just read. What did they learn about cocaine that they did not know before?
- G. READING (3 min.): Have students take turns reading aloud the following sections from *The Truth About Cocaine* booklet: “Why Is Cocaine So Highly Addictive?” and “Effects of Cocaine.”
- H. DISCUSSION (3 min.): Ask students for their views on what they just read. What did they learn that they did not know before?
- I. READING (2 min.): Have students take turns reading aloud the section from *The Truth About Cocaine* booklet “Effects of Cocaine”, including the “Short-term Effects” and “Long-term Effects.”



- J. DISCUSSION (3 min.): Tell your students to write the answers to these questions on a sheet of paper. Then discuss the correct answers and have students grade their own papers.

How addictive is cocaine?

Where does cocaine come from?

What happens when someone comes down from a cocaine “high”?

What are some of the short-term effects of cocaine?

What are some of the long-term effects of cocaine?

- K. ASSIGNMENT (5 min.): Hand out a copy of the Understanding Drugs Assignment Sheet to each student. Have them fill in the name of the drug studied in this lesson at the top of the form and then write what they have learned about it and turn it in. Note: If the lesson is running too long you can use this in-class assignment as a homework assignment.

- L. HOMEWORK: Tell students to complete reading *The Truth About Cocaine* booklet.

■ End of Lesson



UNDERSTANDING DRUGS ASSIGNMENT SHEET

LESSON ON _____
(name of the drug)

Please answer the following questions. Use additional paper as needed.

1. Describe what this drug is, what it looks like and in what form it is distributed and taken.

2. What are some of the short-term effects one can experience as a result of taking this drug?

3. What are some of the long-term effects caused by this drug and how could one's health be affected by taking it?



4. Write a short essay on what you got out of this lesson and how you plan to use what you have learned.

Name: _____

Class: _____

Date: _____



THE TRUTH ABOUT CRACK COCAINE

LESSON 9: TEACHER'S GUIDE

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PURPOSE:

To educate students on the facts about crack cocaine and its short- and long-term impact on a person's health and well-being.

MATERIALS:

- Public service announcement: "Love Lost" (crack)
- *The Truth About Drugs* documentary: "The Truth About Crack" chapter
- *The Truth About Crack Cocaine* booklet
- Copies of the Understanding Drugs Assignment Sheet for all students

TIME:

A. Show PSA	3 min.
B. Show documentary chapter	8 min.
C. Discussion	8 min.
D. Vocabulary	8 min.
E. Reading	8 min.
F. Discussion	10 min.
G. Assignment	10 min.
Total time:	55 min.



TEACHER PREPARATION:

- Prior to the lesson, watch the public service announcement: “Love Lost” (crack).
- Watch “The Truth About Crack” chapter of *The Truth About Drugs* documentary.
- Read *The Truth About Crack Cocaine* booklet.
- Copy or download and print the Understanding Drugs Assignment Sheet (one per student).
- Set up a DVD player and TV, projector and screen, or a computer that can play a DVD.

TIP:

- As you review student essays, you might want to ask some students to read their essays to the class. This is optional, but if time permits, it will be valuable to have students hear from their peers. Do not force a student to read his essay if he does not want to.



THE TRUTH ABOUT CRACK COCAINE

LESSON 9: LESSON PLAN

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- A. SHOW PSA (3 min.): Play the public service announcement: “Love Lost” (crack). Ask the students for their views on what they just saw and get several students to tell the rest of the class what they learned from watching the PSA.
- B. SHOW DOCUMENTARY CHAPTER (8 min.): Play “The Truth About Crack.”
- C. DISCUSSION (8 min.): Ask students for their views about the film they just saw. Why do they think people who do crack get so desperate that they would do *anything* to get more?
- D. VOCABULARY (8 min.): Use the following definitions to guide the class to a clear understanding of the meaning of each word:

auditory: related to hearing.

blood vessel: any of the veins (large and small) that transport blood through the body.

mood disturbances: disturbances in a person’s emotional life. These may include feelings of sadness, hopelessness and worthlessness, complaints of physical pain, and changes in appetite, sleep patterns and energy level.

reproductive damage: damage caused to the parts of the body having to do with the production of children.

tactile hallucinations: *tactile* means having to do with the sense of touch and a *hallucination* means experiencing a seemingly real perception that is not actually present. *Tactile hallucination* is when someone experiences some perception related to touch when it is not really there.



- E. **READING** (8 min.): Have students take turns reading aloud the following sections from *The Truth About Crack Cocaine* booklet: “What Is Crack Cocaine?” “Why Is Crack Cocaine So Highly Addictive?” “Effects of Crack Cocaine” and “Physical & Mental Effects.”
- F. **DISCUSSION** (10 min.): Tell your students to write the answers to these questions on a sheet of paper. Then discuss the correct answers and have students grade their own papers.
- What makes crack cocaine different from cocaine?
 - Where does crack’s name come from?
 - How addictive is crack cocaine?
 - What are some of the short-term effects of crack cocaine?
 - What are some of the long-term effects of crack cocaine?
- G. **ASSIGNMENT** (10 min.): Hand out a copy of the Understanding Drugs Assignment Sheet to each student. Have them fill in the name of the drug studied in this lesson at the top of the form and then write what they have learned about it and turn it in. Note: If the lesson is running too long you can use this in-class assignment as a homework assignment.
- H. **HOMEWORK**: Tell students to complete reading *The Truth About Crack Cocaine* booklet.

■ **End of Lesson**



UNDERSTANDING DRUGS ASSIGNMENT SHEET

LESSON ON _____
(name of the drug)

Please answer the following questions. Use additional paper as needed.

1. Describe what this drug is, what it looks like and in what form it is distributed and taken.

2. What are some of the short-term effects one can experience as a result of taking this drug?

3. What are some of the long-term effects caused by this drug and how could one's health be affected by taking it?



4. Write a short essay on what you got out of this lesson and how you plan to use what you have learned.

Name: _____

Class: _____

Date: _____



THE TRUTH ABOUT CRYSTAL METH AND METHAMPHETAMINE

LESSON 10: TEACHER'S GUIDE

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PURPOSE:

To educate students on the facts about and its short- and long-term impact on a person's health and well-being.

MATERIALS:

- Public service announcement: "Stay Up and Study" (crystal meth)
- *The Truth About Drugs* documentary: "The Truth About Crystal Meth" chapter
- *The Truth About Crystal Meth and Methamphetamine* booklet
- Copies of the Understanding Drugs Assignment Sheet for all students

TIME:

A. Show PSA	3 min.
B. Show documentary chapter	8 min.
C. Discussion	5 min.
D. Vocabulary	4 min.
E. Reading	5 min.
F. Discussion	3 min.
G. Reading	3 min.
H. Discussion	3 min.
I. Reading	2 min.
J. Discussion	4 min.



K. Activity	10 min.
L. Assignment	5 min.
Total time:	55 min.

TEACHER PREPARATION:

- Prior to the lesson, watch the public service announcement: “Stay Up and Study” (crystal meth).
- Watch “The Truth About Crystal Meth” chapter of *The Truth About Drugs* documentary.
- Read *The Truth About Crystal Meth and Methamphetamine* booklet.
- Copy or download and print the Understanding Drugs Assignment Sheet (one per student).
- Set up a DVD player and TV, projector and screen, or a computer that can play a DVD.



THE TRUTH ABOUT CRYSTAL METH AND METHAMPHETAMINE

LESSON 10: LESSON PLAN

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- A. SHOW PSA (3 min.): Play the public service announcement: “Stay Up and Study” (crystal meth). Ask students for their views on what they just saw and get several students to tell the rest of the class what they learned from watching the PSA.
- B. SHOW DOCUMENTARY CHAPTER (8 min.): Play “The Truth About Crystal Meth.”
- C. DISCUSSION (5 min.): Ask students for their views about the film they just saw. Why do they think people who do meth keep doing it even though it is destroying their body from the inside out?
- D. VOCABULARY (4 min.): Use the following definitions to guide the class to a clear understanding of the meaning of each word:

abstract: thought of apart from concrete realities, specific objects or actual instances, as *an abstract idea*.

delusions of power: gross and false overestimation of personal worth, importance, powerfulness or attractiveness.

derivative: a chemical substance formed from a related substance.

metric ton: a unit of weight equal to 1,000 kilograms (2,205 pounds).

mood swings: sudden and extreme changes in a person’s emotions and feelings.

rush: the first surge in sensation felt when smoking or injecting a drug, varying in length depending on the drug.

systematically: done or acting according to a fixed plan or system, methodical.



- E. READING (5 min.): Have students take turns reading aloud the following sections from *The Truth About Crystal Meth and Methamphetamine* booklet: “What Is Crystal Meth?” “What Is Methamphetamine?” and “What Does Methamphetamine Look Like?”
- F. DISCUSSION (3 min.): Ask students for their views on what they just read. What did they learn that they did not know before?
- G. READING (3 min.) Have students take turns reading aloud the following sections from *The Truth About Crystal Meth and Methamphetamine* booklet: “What Is Meth Made From?” and “A Worldwide Epidemic of Addiction.”
- H. DISCUSSION (3 min.): Ask students for their views on what they just read. What did they learn about crystal meth that they did not know before?
- I. READING (2 min.): Have students take turns reading aloud the following sections from *The Truth About Crystal Meth and Methamphetamine* booklet: “The Deadly Effects of Meth” and the subsection Meth Harm.
- J. DISCUSSION (4 min.): Tell your students to write the answers to these questions on a sheet of paper. Then discuss the correct answers and have students grade their own papers.
- What does crystal meth look like?
- Why is methamphetamine dangerous?
- Can someone become addicted to crystal meth the first time it is used?
- What are some of the short-term effects of methamphetamine?
- What are some of the long-term effects of methamphetamine?
- K. ACTIVITY (10 min.): Give students a sheet of 8½" × 11" paper and have them draw a line down the center to divide the sheet in half. On the left side, have students draw a face and make it look as pretty or handsome as they can. At the top of the page they write “Before taking crystal meth.” Then on the right side of the page, they draw the same character showing how the features have changed after the person has been taking crystal meth for a few years. Have them head the top of the right side of the page “After taking crystal meth.” Then have the students post their sketches so they can all see each other’s.
- L. ASSIGNMENT (5 min.): Hand out a copy of the Understanding Drugs Assignment Sheet to each student. Have them fill in the name of the drug studied in this lesson at the top of the form and then write what they have



learned about it and turn it in. Note: If the lesson is running too long you can use this in-class assignment as a homework assignment.

- M. HOMEWORK: Tell students to complete reading *The Truth About Crystal Meth and Methamphetamine* booklet.

■ **End of Lesson**



UNDERSTANDING DRUGS ASSIGNMENT SHEET

LESSON ON _____
(name of the drug)

Please answer the following questions. Use additional paper as needed.

1. Describe what this drug is, what it looks like and in what form it is distributed and taken.

2. What are some of the short-term effects one can experience as a result of taking this drug?

3. What are some of the long-term effects caused by this drug and how could one's health be affected by taking it?



UNDERSTANDING DRUGS ASSIGNMENT SHEET

4. Write a short essay on what you got out of this lesson and how you plan to use what you have learned.

Name: _____

Class: _____

Date: _____



THE TRUTH ABOUT INHALANTS

LESSON 11: TEACHER'S GUIDE

PURPOSE:

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To educate students on the facts about inhalants and their short- and long-term impact on a person's health and well-being.

MATERIALS:

- Public service announcement: "Sniffing" (inhalants)
- *The Truth About Drugs* documentary: "The Truth About Inhalants" chapter
- *The Truth About Inhalants* booklet
- Copies of the Understanding Drugs Assignment Sheet for all students

TIME:

A. Show PSA	3 min.
B. Show documentary chapter	9 min.
C. Discussion	5 min.
D. Vocabulary	10 min.
E. Reading	5 min.
F. Discussion	4 min.
G. Reading	4 min.
H. Discussion	10 min.
I. Assignment	5 min.
Total time:	55 min.



TEACHER PREPARATION:

- Prior to the lesson, watch the public service announcement: “Sniffing” (inhalants).
- Watch “The Truth About Inhalants” chapter of *The Truth About Drugs* documentary.
- Read *The Truth About Inhalants* booklet.
- Copy or download and print the Understanding Drugs Assignment Sheet (one per student).
- Set up a DVD player and TV, projector and screen, or a computer that can play a DVD.



THE TRUTH ABOUT INHALANTS

LESSON 11: LESSON PLAN

- A. SHOW PSA (3 min.): Play the public service announcement: “Sniffing” (inhalants). Ask the students for their views on what they just saw and get several students to tell the rest of the class what they learned from watching the PSA.
- B. SHOW DOCUMENTARY CHAPTER (9 min.): Play “The Truth About Inhalants.”
- C. DISCUSSION (5 min.): Have students give their views about the film they just saw. Why do they think kids who see others around them die from inhalant use, or nearly die from it themselves, keep right on doing it?
- D. VOCABULARY (10 min.): Use the following definitions to guide the class to a clear understanding of the meaning of each word:

anesthetics: substances doctors use to stop a person from feeling pain during an operation, either in the whole body when unconscious or in a part of the body when awake.

butane: a gas obtained from petroleum and used as a fuel.

muscle wasting: gradual shrinking of the muscles because the muscle tissue (the material that makes the muscles) is being burned up by the body.

nitrous oxide: a colorless, sweet-smelling gas used as an anesthetic.

paint thinner: a liquid such as turpentine that is added to paint to make it less thick.

propane: a colorless gas used for cooking and heating.

solvent: a substance that dissolves another substance to form a solution.

toluene: a colorless liquid used as a solvent and a fuel.



vaporize: to change into invisible particles floating in the air by heating or spraying.

- E. READING (5 min.): Have students take turns reading aloud the following sections from *The Truth About Inhalants* booklet: “What Are Inhalants?” “Are Inhalants Addictive?” and “Different Types of Inhalants.”
- F. DISCUSSION (4 min.): Have students give their views on what they just read. What did they learn about inhalants that they did not know before?
- G. READING (4 min.): Have students take turns reading aloud the following sections from *The Truth About Inhalants* booklet: “How Do Inhalants Affect Your Body?” “Short-term Effects” and “Long-term Effects.”
- H. DISCUSSION (10 min.): Tell your students to write the answers to these questions on a sheet of paper. Then discuss the correct answers and have students grade their own papers.

What are some of the ways chemical inhalants affect the body?

What can happen to someone’s heart rate when they inhale toxic chemicals?

Can inhalants be addictive?

What are some of the short-term effects of inhalants?

What are some of the long-term effects of inhalants?

- I. ASSIGNMENT (5 min.): Hand out a copy of the Understanding Drugs Assignment Sheet to each student. Have them fill in the name of the drug studied in this lesson at the top of the form and then write what they have learned about it and turn it in. Note: If the lesson is running too long you can use this in-class assignment as a homework assignment.
- J. HOMEWORK: Tell students to complete reading *The Truth About Inhalants* booklet.

■ End of Lesson



UNDERSTANDING DRUGS ASSIGNMENT SHEET

LESSON ON _____
(name of the drug)

Please answer the following questions. Use additional paper as needed.

1. Describe what this drug is, what it looks like and in what form it is distributed and taken.

2. What are some of the short-term effects one can experience as a result of taking this drug?

3. What are some of the long-term effects caused by this drug and how could one's health be affected by taking it?



UNDERSTANDING DRUGS ASSIGNMENT SHEET

4. Write a short essay on what you got out of this lesson and how you plan to use what you have learned.

Name: _____

Class: _____

Date: _____



THE TRUTH ABOUT HEROIN

LESSON 12: TEACHER'S GUIDE

PURPOSE:

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To educate students on the facts about heroin and its short- and long-term impact on a person's health and well-being.

MATERIALS:

- Public service announcement: "Best High" (heroin)
- *The Truth About Drugs* documentary: "The Truth About Heroin" chapter
- *The Truth About Heroin* booklet
- Copies of the Understanding Drugs Assignment Sheet for all students

TIME:

A. Show PSA	3 min.
B. Show documentary chapter	7 min.
C. Discussion	8 min.
D. Vocabulary	10 min.
E. Reading	10 min.
F. Discussion	7 min.
G. Assignment	10 min.
Total time:	55 min.



TEACHER PREPARATION:

- Prior to the lesson, watch the public service announcement: “Best High” (heroin).
- Watch “The Truth About Heroin” chapter of *The Truth About Drugs* documentary.
- Read *The Truth About Heroin* booklet.
- Copy or download and print the Understanding Drugs Assignment Sheet (one per student).
- Set up a DVD player and TV, projector and screen, or a computer that can play a DVD.

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TIP:

- Stress with your students that you want them to evaluate the information they get from the PSAs, documentary and booklets against their own experiences and think about it for themselves.



THE TRUTH ABOUT HEROIN

LESSON 12: LESSON PLAN

- A. SHOW PSA (3 min.): Play the public service announcement: “Best High” (heroin). Ask students for their views on what they just saw and get several students to tell the rest of the class what they learned from watching the PSA.
- B. SHOW DOCUMENTARY CHAPTER (7 min.): Play “The Truth About Heroin.”
- C. DISCUSSION (8 min.): Ask students for their views about the film they just saw. What would life be like if every waking moment was consumed by trying to get more heroin to satisfy one’s cravings for the drug?
- D. VOCABULARY (10 min.): Use the following definitions to guide the class to a clear understanding of the meaning of each word:

additive: a substance added to another to alter or improve it in some way, such as to change the color or texture of food.

AIDS: (short for *Acquired Immune Deficiency Syndrome*) a disease that destroys the natural system of protection that the body uses against other diseases.

collapsed veins: damage caused by repeated injections into veins (in the arms or other areas of the body) using needles.

cut: to add a substance to another, especially to a drug or an alcoholic drink, usually to make it weaker or cheaper.

heart valve: a *valve* is a small piece of tissue in the heart or in a vein that controls the flow of blood and keeps it flowing in one direction only.

imminent: about to happen.



impotence: chronic inability to have an erection for the performance of a sexual act.

morphine: a drug that comes from the opium poppy and that may become addictive with prolonged use. It is used for the relief of severe pain.

pustule: a small round raised area of inflamed skin filled with pus.

tuberculosis: an infectious disease affecting the lungs and other organs.

E. READING (10 min.): Have students take turns reading aloud the following sections from *The Truth About Heroin* booklet: “Heroin: What Is It?” “The Origins of Heroin” “What Does Heroin Look Like?” “The Destructive Effects of Heroin” “Short-term Effects” “Long-term Effects” and “I’ll Just Try It Once.”

F. DISCUSSION (7 min.): Ask your students to write the answers to these questions on a sheet of paper. Then discuss the correct answers and have students grade their own papers.

How is heroin used?

Other than the dangers the drug poses for the user, what other problems result from heroin use?

What are some of the short-term effects of heroin?

What are some of the long-term effects of heroin?

G. ASSIGNMENT (10 min.): Hand out a copy of the Understanding Drugs Assignment Sheet to each student. Have them fill in the name of the drug studied in this lesson at the top of the form and then write what they have learned about it and turn it in. Note: If the lesson is running too long you can use this in-class assignment as a homework assignment.

H. HOMEWORK: Tell students to complete reading *The Truth About Heroin* booklet.

■ End of Lesson



UNDERSTANDING DRUGS ASSIGNMENT SHEET

LESSON ON _____
(name of the drug)

Please answer the following questions. Use additional paper as needed.

1. Describe what this drug is, what it looks like and in what form it is distributed and taken.

2. What are some of the short-term effects one can experience as a result of taking this drug?

3. What are some of the long-term effects caused by this drug and how could one's health be affected by taking it?



UNDERSTANDING DRUGS ASSIGNMENT SHEET

4. Write a short essay on what you got out of this lesson and how you plan to use what you have learned.

Name: _____

Class: _____

Date: _____



THE TRUTH ABOUT LSD

LESSON 13: TEACHER'S GUIDE

PURPOSE:

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To educate students on the facts about LSD and its physical and mental impact on a person's health and well-being.

MATERIALS:

- Public service announcement: "Tripping" (LSD)
- *The Truth About Drugs* documentary: "The Truth About LSD" chapter
- *The Truth About LSD* booklet
- Copies of the Understanding Drugs Assignment Sheet for all students

TIME:

A. Show PSA	3 min.
B. Show documentary chapter	9 min.
C. Discussion	7 min.
D. Vocabulary	5 min.
E. Reading	6 min.
F. Discussion	5 min.
G. Reading	3 min.
H. Discussion	12 min.
I. Assignment	5 min.
Total time:	55 min.



TEACHER PREPARATION:

- Prior to the lesson, watch the public service announcement: “Tripping” (LSD).
- Watch “The Truth About LSD” chapter of *The Truth About Drugs* documentary.
- Read *The Truth About LSD* booklet.
- Copy or download and print the Understanding Drugs Assignment Sheet (one per student).
- Set up a DVD player and TV, projector and screen, or a computer that can play a DVD.



THE TRUTH ABOUT LSD

LESSON 13: LESSON PLAN

- A. SHOW PSA (3 min.): Play the public service announcement: “Tripping” (LSD). Ask the students for their views on what they just saw and get several students to tell the rest of the class what they learned from watching the PSA.
- B. SHOW DOCUMENTARY CHAPTER (9 min.): Play “The Truth About LSD.”
- C. DISCUSSION (7 min.): Ask students for their views about the film they just saw. Does LSD expand the mind or does it really distort the perception of reality in a way that could permanently damage the user?
- D. VOCABULARY (5 min.): Use the following definitions to guide the class to a clear understanding of the meaning of each word:
- disassociate:** cut association with, disconnect from; no longer be involved with.
- ergot fungus:** the mold *ergot* which infects the flowers of wheat, rye and other grains and produces poisons that can harm humans and animals that eat the infected grain.
- trip:** the experience produced by taking a drug such as LSD.
- E. READING (6 min.): Have students take turns reading aloud the following sections from *The Truth About LSD* booklet: “What Is LSD?” and “What Are the Risks of LSD?”
- F. DISCUSSION (5 min.): Ask students for their views on what they just read. What did they learn about LSD that they did not know before?
- G. READING (3 min.): Have students take turns reading aloud the following section from *The Truth About LSD* booklet: “The Harmful Effects of LSD.”



H. DISCUSSION (12 min.): Tell your students to write the answers to these questions on a sheet of paper. Then discuss the correct answers and have students grade their own papers.

What is LSD made from?

How long do the effects from LSD last?

In what different forms is LSD produced?

What are some of the physical effects of LSD?

What are some of the mental effects of LSD?

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- As a further discussion point, you may take up the following excerpt from the “What Are the Risks of LSD?” section of the booklet: “Once it starts, there is often no stopping a ‘bad trip,’ which can go on for up to 12 hours. In fact, some people never recover from an acid-induced psychosis.... Many LSD users experience flashbacks, or a recurrence of the LSD trip, often without warning, long after taking LSD.”
- Ask students what they think this means.
- How would a person act who has gone into “an acid-induced psychosis?”
- Discuss the risks of taking this drug.

I. ASSIGNMENT (5 min.): Hand out a copy of the Understanding Drugs Assignment Sheet to each student. Have them fill in the name of the drug studied in this lesson at the top of the form and then write what they have learned about it and turn it in. Note: If the lesson is running too long you can use this in-class assignment as a homework assignment.

J. HOMEWORK: Tell students to complete reading *The Truth About LSD* booklet.

■ End of Lesson



UNDERSTANDING DRUGS ASSIGNMENT SHEET

LESSON ON _____
(name of the drug)

Please answer the following questions. Use additional paper as needed.

1. Describe what this drug is, what it looks like and in what form it is distributed and taken.

2. What are some of the short-term effects one can experience as a result of taking this drug?

3. What are some of the long-term effects caused by this drug and how could one's health be affected by taking it?



UNDERSTANDING DRUGS ASSIGNMENT SHEET

4. Write a short essay on what you got out of this lesson and how you plan to use what you have learned.

Name: _____

Class: _____

Date: _____



THE TRUTH ABOUT PRESCRIPTION DRUG ABUSE

LESSON 14: TEACHER'S GUIDE

PURPOSE:

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To educate students on the facts about prescription drug abuse and its short- and long-term impact on a person's health and well-being.

MATERIALS:

- Public service announcement: "Focus" (Ritalin)
- *The Truth About Drugs* documentary: "The Truth About Prescription Drugs" chapter
- *The Truth About Prescription Drug Abuse* booklet
- Copies of the Understanding Drugs Assignment Sheet for all students

TIME:

A. Show PSA	3 min.
B. Show documentary chapter	10 min.
C. Discussion	5 min.
D. Vocabulary	3 min.
E. Reading	7 min.
F. Discussion	5 min.
G. Reading	10 min.
H. Discussion	7 min.
I. Assignment:	5 min.
Total time:	55 min.



TEACHER PREPARATION:

- Prior to the lesson, watch the public service announcement: “Focus” (Ritalin).
- Watch “The Truth About Prescription Drugs” chapter of *The Truth About Drugs* documentary.
- Read *The Truth About Prescription Drug Abuse* booklet.
- Copy or download and print the Understanding Drugs Assignment Sheet (one per student).
- Set up a DVD player and TV, projector and screen, or a computer that can play a DVD.



THE TRUTH ABOUT PRESCRIPTION DRUG ABUSE

LESSON 14: LESSON PLAN

- A. SHOW PSA (3 min.): Play the public service announcement: “Focus” (Ritalin). Ask the students for their views on what they just saw and get several students to tell the rest of the class what they learned from watching the PSA.
- B. SHOW DOCUMENTARY CHAPTER (10 min.): Play “The Truth About Prescription Drugs.”
- C. DISCUSSION (5 min.) Ask students for their views on the film they just saw. Do they feel prescription drugs are safer than illegal street drugs because they are prescribed by doctors?
- D. VOCABULARY (3 min.): Use the following definitions to guide the class to a clear understanding of the meaning of each word:

bludgeon: to hit with, or as if with, a heavy club.

body chemistry: any or all of the elements that make up the body as well as its various reactions.

cold flash: a sudden rush or sensation of coldness.

diabetes: a chronic disease characterized by excess sugar in the blood, excessive thirst, hunger and urination, and weakness. If not treated, diabetes can result in coma and death.

- E. READING (7 min.): Have students take turns reading aloud the following sections from *The Truth About Prescription Drug Abuse* booklet: “Prescription Drug Abuse—A Serious Problem” “Prescription Drugs—What You Don’t Know” and “Types of Abused Prescription Drugs.”
- F. DISCUSSION (5 min.): Have students give their views on what they just read. What did they learn about prescription drugs that they did not know before?



- G. READING (10 min.): Have students take turns reading aloud the following sections from *The Truth About Prescription Drug Abuse* booklet: “Depressants” “Depressants—Short-term Effects” “Depressants—Long-term Effects” “Opioids and Morphine Derivatives” “Opioids and Morphine Derivatives—Short-term Effects” “Opioids and Morphine Derivatives—Long-term Effects” “Stimulants” “Stimulants—Short-term Effects” “Stimulants—Long-term Effects” and “Antidepressants.”
- H. DISCUSSION (7 min.): Tell your students to write the answers to these questions on a sheet of paper. Then discuss the correct answers and have students grade their own papers.

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What are some of the prescription drugs that are abused?

Can some prescription drugs be addictive?

What are some of the short-term effects of abusing prescription drugs?

What are some of the long-term effects of abusing prescription drugs?

- I. ASSIGNMENT (5 min.): Hand out a copy of the Understanding Drugs Assignment Sheet to each student. Have them fill in the name of the drug studied in this lesson at the top of the form and then write what they have learned about it and turn it in. Note: If the lesson is running too long you can use this in-class assignment as a homework assignment.
- J. HOMEWORK: Tell students to complete reading *The Truth About Prescription Drug Abuse* booklet.

■ End of Lesson



UNDERSTANDING DRUGS ASSIGNMENT SHEET

LESSON ON _____
(name of the drug)

Please answer the following questions. Use additional paper as needed.

1. Describe what this drug is, what it looks like and in what form it is distributed and taken.

2. What are some of the short-term effects one can experience as a result of taking this drug?

3. What are some of the long-term effects caused by this drug and how could one's health be affected by taking it?



THE TRUTH ABOUT PAINKILLERS

LESSON 15: TEACHER'S GUIDE

PURPOSE:

109

To educate students on the facts about painkillers and their short- and long-term impact on a person's health and well-being.

MATERIALS:

- Public service announcement: "Medicine Chest" (painkillers)
- *The Truth About Drugs* documentary: "The Truth About Painkillers" chapter
- *The Truth About Painkillers* booklet
- Copies of the Understanding Drugs Assignment Sheet for all students

TIME:

A. Show PSA	3 min.
B. Show documentary chapter	8 min.
C. Discussion	5 min.
D. Vocabulary	2 min.
E. Reading	8 min.
F. Discussion	5 min.
G. Reading	6 min.
H. Discussion	13 min.
I. Assignment	5 min.
Total time:	55 min.



TEACHER PREPARATION:

- Prior to the lesson, watch the public service announcement: “Medicine Chest” (painkillers).
- Watch “The Truth About Painkillers” chapter of *The Truth About Drugs* documentary.
- Read *The Truth About Painkillers* booklet.
- Copy or download and print the Understanding Drugs Assignment Sheet (one per student).
- Set up a DVD player and TV, projector and screen, or a computer that can play a DVD.



THE TRUTH ABOUT PAINKILLERS

LESSON 15: LESSON PLAN

- A. SHOW PSA (3 min.): Play the public service announcement: “Medicine Chest” (painkillers). Ask the students for their views on what they just saw and get several students to tell the rest of the class what they learned from watching the PSA.
- B. SHOW DOCUMENTARY CHAPTER (8 min.): Play “The Truth About Painkillers.”
- C. DISCUSSION (5 min.): Ask students for their views on the film they just saw. Are painkillers safer and less addictive than heroin because they are made in a laboratory and doctors legally prescribe them to relieve pain?
- D. VOCABULARY (2 min.): Use the following definitions to guide the class to a clear understanding of the meaning of each word:
- Appalachians:** a mountain system in eastern North America, extending from southern Québec to north Alabama.
- Opium Wars:** two trading wars (1839–1842, 1856–1860) between Great Britain and China that began as a conflict over the opium trade.
- E. READING (10 min.): Have students take turns reading aloud the following sections from *The Truth About Painkillers* booklet: “Prescription Painkiller Abuse” “What are Painkillers?” and “Understanding Why Painkillers Become So Addictive.”
- F. DISCUSSION (5 min.): Have students give their views on what they just read. What did they learn about painkillers that they did not know before?
- G. READING (6 min.): Have students take turns reading aloud the following sections from *The Truth About Painkillers* booklet: “Mental & Physiological Effects of Painkillers” “Warning Signs of Prescription Painkiller Dependency.”



H. DISCUSSION (13 min.): Tell your students to write the answers to these questions on a sheet of paper. Then discuss the correct answers and have students grade their own papers.

What are some of the painkillers that are abused?

How do people become addicted to painkillers?

What are some of the short-term effects of painkiller drugs?

What are some of the warning signs of prescription painkiller dependency?

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I. ASSIGNMENT (5 min.): Hand out a copy of the Understanding Drugs Assignment Sheet to each student. Have them fill in the name of the drug studied in this lesson at the top of the form and then write what they have learned about it and turn it in. Note: If the lesson is running too long you can use this in-class assignment as a homework assignment.

J. HOMEWORK: Tell students to complete reading *The Truth About Painkillers* booklet.

■ End of Lesson



UNDERSTANDING DRUGS ASSIGNMENT SHEET

LESSON ON _____
(name of the drug)

Please answer the following questions. Use additional paper as needed.

1. Describe what this drug is, what it looks like and in what form it is distributed and taken.

2. What are some of the short-term effects one can experience as a result of taking this drug?

3. What are some of the long-term effects caused by this drug and how could one's health be affected by taking it?



UNDERSTANDING DRUGS ASSIGNMENT SHEET

4. Write a short essay on what you got out of this lesson and how you plan to use what you have learned.

Name: _____

Class: _____

Date: _____



THE FINAL WORD

LESSON 16: TEACHER'S GUIDE

PURPOSE:

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To educate students how, through knowing the truth about drugs, they can make informed decisions.

MATERIALS:

- *The Truth About Drugs* documentary: “The Final Word” chapter
- Copies of the Homework Assignment Sheet for Lessons 5–16 for all students.

TIME:

A. Show documentary chapter	5 min.
B. Discussion	30 min.
Total time:	35 min.

TEACHER PREPARATION:

- Prior to the lesson, watch *The Truth About Drugs* chapter, “The Final Word.”
- Copy or download and print the Homework Assignment Sheet for Lessons 5–16 (one per student).
- Set up a DVD player and TV, projector and screen, or a computer that can play a DVD.



THE FINAL WORD

LESSON 16: LESSON PLAN

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- A. SHOW DOCUMENTARY CHAPTER (5 min.): Play “The Final Word.”
- B. DISCUSSION (30 min.): Ask the students for their views on the film they just saw as well as the entire *Truth About Drugs* documentary.

Find out what they learned from “The Final Word” chapter.

Ask them to recount the moments from the documentary that they found most memorable.

How has “The Final Word” and/or the entire documentary affected their view about drugs?

Ask students how they can use what they learned to avoid using drugs themselves or help someone they know who is using or thinking about using.

- C. HOMEWORK: Hand out the homework assignment for lessons 5–16, Most Commonly Abused Drugs, and tell the students to do the assignment.

■ End of Lesson



HOMEWORK ASSIGNMENT

LESSONS 5–16: MOST COMMONLY ABUSED DRUGS

Find the answers to these questions in the section for each drug in *The Truth About Drugs* booklet.

MARIJUANA

1. Marijuana comes from a plant. True or false?

2. Which chemical element is contained in cannabis which affects the mind and damages the immune system?

3. Can the use of marijuana lead to harder drugs?

4. What are some of the short-term effects of marijuana?

5. What are some of the long-term effects of marijuana?



ALCOHOL

1. Does alcohol affect teenagers more than adults? Why?

2. What can happen to a pregnant woman who drinks alcohol?

3. What can happen when the drinking of alcohol is mixed with other drug use?

4. What are some of the short-term effects of alcohol?

5. What are some of the long-term effects of alcohol?



ECSTASY

1. Explain what is so dangerous about the way an Ecstasy tablet is manufactured.

2. What other drug(s) does Ecstasy often contain that can throw a person into a scary experience from the past?

3. What can be the result of the stimulative effects of Ecstasy combined with the hot, crowded conditions often found at raves?

4. What are some of the short-term effects of Ecstasy?

5. What are some of the long-term effects of Ecstasy?



COCAINE & CRACK COCAINE

1. How addictive are cocaine and crack cocaine?

2. Where does cocaine come from?

3. What happens when someone comes down from a cocaine “high”?

4. What are some of the short-term effects of cocaine?

5. What are some of the long-term effects of cocaine?

CRYSTAL METH AND METHAMPHETAMINE

1. What does crystal meth look like?



2. Why is methamphetamine dangerous?

3. Can someone become addicted to crystal meth the first time it is used?

4. What are some of the short-term effects of crystal meth and methamphetamine?

5. What are some of the long-term effects of crystal meth and methamphetamine?

INHALANTS

1. What are some of the ways chemical inhalants affect the body?



HOMEWORK ASSIGNMENT

2. What can happen to someone's heart rate when they inhale dangerous chemicals?

3. What do these inhalants do to the brain?

4. What are some of the short-term effects of inhalants?

5. What are some of the long-term effects of inhalants?

HEROIN

1. How is heroin used?



2. What does heroin do when it enters the brain?

3. Other than the dangers the drug poses for the user, what other problems result from heroin use?

4. What are some of the short-term effects of heroin?

5. What are some of the long-term effects of heroin?

LSD

1. What is LSD made from?



HOMEWORK ASSIGNMENT

2. How long do the effects of LSD last?

3. In what different forms is LSD produced?

4. What are some of the short-term effects of LSD?

5. What are some of the long-term effects of LSD?

PRESCRIPTION DRUG ABUSE

1. What other drug is as powerful and affects the body in the same way as the painkiller OxyContin?



2. What are some of the effects of painkillers?

3. What are some of the effects of depressants?

4. What are some of the effects of stimulants?

5. What are some of the effects of antidepressants?



MOST COMMONLY ABUSED DRUGS

LESSONS 5–16:

HOMEWORK ASSIGNMENT ANSWERS

MARIJUANA

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1. Marijuana comes from a plant. True or false?

True. Marijuana comes from the Indian hemp plant.

2. Which chemical element is contained in cannabis which affects the mind and damages the immune system?

THC. The amount of THC in the hemp plant determines the strength of the drug. THC stays in the body for weeks, possibly months, depending on the length and intensity of usage.

3. Can the use of marijuana lead to harder drugs?

Because a tolerance builds up, marijuana can lead users to consume stronger drugs to achieve the same high. When the effects start to wear off, the person may turn to more potent drugs to rid himself of the unwanted conditions that prompted him to take marijuana in the first place. Marijuana itself does not lead the person to the other drugs: people take drugs to get rid of unwanted situations or feelings. The drug (marijuana) masks the problem for a time (while the user is high). When the “high” fades, the problem, unwanted condition or situation returns more intensely than before. The user may then turn to stronger drugs since marijuana no longer “works.”

4. What are some of the short-term effects of marijuana?

Loss of coordination and distortions in the sense of time, vision and hearing, sleepiness, reddening of the eyes, increased appetite and relaxed muscles. Heart rate can speed up. In fact, in the first hour of smoking marijuana, a user’s risk of a heart attack could increase fivefold. School performance is reduced through impaired memory and lessened ability to solve problems.



5. What are some of the long-term effects of marijuana?

Long-term use can cause psychotic symptoms. It can also damage the lungs and the heart, worsen the symptoms of bronchitis and cause coughing and wheezing. It may reduce the body's ability to fight lung infections and illness.

ALCOHOL

1. Does alcohol affect teenagers more than adults? Why?

Teenage bodies are still growing and alcohol has a greater impact on young people's physical and mental well-being than on older people.

2. What can happen to a pregnant woman who drinks alcohol?

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A pregnant woman who drinks alcohol may give birth to a baby with defects that affect the baby's heart, brain and other major organs.

3. What can happen when the drinking of alcohol is mixed with other drug use?

Mixing alcohol with medications or street drugs is extremely dangerous and can be fatal.

4. What are some of the short-term effects of alcohol?

Feeling of warmth, flushed skin, impaired judgment, lack of coordination, slurred speech, memory and comprehension loss. Heavy drinking usually results in a "hangover," headache, nausea, anxiety, weakness, shakiness and sometimes vomiting.

5. What are some of the long-term effects of alcohol?

Tolerance to many of the unpleasant effects of alcohol and a resulting ability to drink more. This leads to a deteriorating physical condition that can include liver damage and increases the risk of heart disease. A pregnant woman may give birth to a baby with defects that affect the baby's heart, brain and other major organs. A person can become dependent on alcohol. If someone suddenly stops drinking, withdrawal symptoms may set in. They range from jumpiness, sleeplessness, sweating and poor appetite to convulsions and sometimes death. Alcohol abuse can also lead to violence and conflicts in one's personal relationships.



ECSTASY

1. Explain what is so dangerous about the way an Ecstasy tablet is manufactured.

Ecstasy is a synthetic (man-made) drug made in a laboratory. Makers may add anything they choose to the drug, such as caffeine, amphetamines and even cocaine.

2. What other drug(s) does Ecstasy often contain that can throw a person into a scary experience from the past?

Ecstasy often contains hallucinogens, which are drugs that act on the mind and cause people to see or feel things that are not really there. Hallucinogens can throw a person into a scary or sad experience from the past, where he or she gets stuck without even realizing it.

3. What can be the result of the stimulative effects of Ecstasy combined with the hot, crowded conditions often found at raves?

It can lead to extreme dehydration and heart or kidney failure.

4. What are some of the short-term effects of Ecstasy?

- Impaired judgment
- False sense of affection
- Confusion
- Depression
- Sleep problems
- Severe anxiety
- Paranoia
- Drug craving
- Muscle tension
- Involuntary teeth clenching
- Nausea
- Blurred vision
- Faintness
- Chills or sweating



5. What are some of the long-term effects of Ecstasy?

Prolonged use causes long-lasting and perhaps permanent damage to the brain, affecting the person’s judgment and thinking ability.

COCAINE & CRACK COCAINE

1. How addictive are cocaine and crack cocaine?

Next to methamphetamine, cocaine creates the greatest psychological dependence of any drug.

2. Where does cocaine come from?

It is made from the coca plant.

3. What happens when someone comes down from a cocaine “high”?

Coming down from the drug causes severe depression, which becomes deeper and deeper after each use. This can get so severe that a person will do almost anything to get the drug—even commit murder. And if he or she can’t get cocaine, the depression can get so intense it can drive the addict to suicide.

4. What are some of the short-term effects of cocaine?

Cocaine causes a short-lived intense high that is immediately followed by the opposite—intense feelings of depression and edginess and a craving for more of the drug. People who use it often don’t eat or sleep properly. They can experience greatly increased heart rate, muscle spasms and convulsions. The drug can make people feel paranoid, angry, hostile and anxious, even when they aren’t high.

5. What are some of the long-term effects of cocaine?

In addition to those effects already mentioned, cocaine can cause irritability, mood disturbances, restlessness, paranoia and auditory (hearing) hallucinations. Tolerance to the drug develops so that more is needed to produce the same “high.”

CRYSTAL METH AND METHAMPHETAMINE

1. What does crystal meth look like?

Crystal meth is a form of methamphetamine that resembles small fragments of glass or shiny blue-white rocks.



2. Why is methamphetamine dangerous?

It is a highly powerful and addictive man-made stimulant that causes aggression and violent or psychotic behavior.

3. Can someone become addicted to crystal meth the first time it is used?

Many users report getting hooked (addicted) from the first time they use it. It is one of the hardest drugs to treat.

4. What are some of the short-term effects of crystal meth and methamphetamine?

Negative effects can include disturbed sleep patterns, hyperactivity, nausea, delusions of power, increased aggressiveness and irritability. It can cause decreased hunger and bring on weight loss. In higher doses it has a greater “rush,” followed by increased agitation and sometimes violence. Other effects can include insomnia, confusion, hallucinations, anxiety and paranoia. It can cause convulsions leading to death.

5. What are some of the long-term effects of crystal meth and methamphetamine?

Increased heart rate and blood pressure, damage to blood vessels in the brain, leading to strokes or irregular heartbeat and cardiovascular (involving the heart and blood vessels) collapse or death. It can cause liver, kidney and lung damage. Users may suffer brain damage, including memory impairment and an increasing inability to grasp abstract thoughts. Those who recover are usually subject to memory gaps and extreme mood swings.

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INHALANTS

1. What are some of the ways chemical inhalants affect the body?

Inhalants affect the brain. When substances or fumes are inhaled through the nose or mouth, they can cause permanent physical and mental damage. They starve the body of oxygen and force the heart to beat irregularly and more rapidly. People who use inhalants can lose their sense of smell, suffer nausea and nosebleeds and may develop liver, lung and kidney problems. Continued use can lead to reduced muscle mass, tone and strength. Inhalants can make people unable to walk, talk and think normally. Much of the damage is caused to the brain tissue when the toxic fumes are sniffed straight into the sinuses.



2. What can happen to someone's heart rate when they inhale dangerous chemicals?

Inhalants starve the body of oxygen and force the heart to beat irregularly and more rapidly.

3. What do these inhalants do to the brain?

Inhalants affect the brain. When substances or fumes are inhaled through the nose or mouth, they can cause permanent physical and mental damage.

4. What are some of the short-term effects of inhalants?

In addition to the above, inhalants can kill a person by heart attack or suffocation as the inhaled fumes take the place of oxygen in the lungs and central nervous system. Someone on inhalants may also suddenly react with extreme violence.

5. What are some of the long-term effects of inhalants?

They can lead to muscle wasting and reduced muscle tone and strength. They can permanently damage the body and brain.

HEROIN

1. How is heroin used?

Heroin is usually injected, snorted or smoked.

2. What does heroin do when it enters the brain?

Heroin enters the brain rapidly but makes people think and react slowly, impairing their decision-making ability. It causes difficulty in remembering things.

3. Other than the dangers the drug poses for the user, what other problems result from heroin use?

Injecting the drug can create a risk of AIDS, hepatitis (liver disease) and other diseases caused by infected needles. These health problems can be passed on to sexual partners and newborns.

4. What are some of the short-term effects of heroin?

Abusers experience clouded mental functioning, nausea and vomiting. Awareness of pain may be suppressed. Pregnant women can suffer spontaneous abortion. Cardiac (heart) functions slow down and breathing is severely slowed, sometimes to the point of death.



5. What are some of the long-term effects of heroin?

Scarred and/or collapsed veins, bacterial infections of the blood vessels, heart valves, abscesses and other soft-tissue infections, and liver or kidney disease. Lung complications may result. Sharing of needles or fluids may result in hepatitis (liver disease), AIDS and other blood-borne virus diseases.

LSD

1. What is LSD made from?

LSD is derived from the extremely poisonous ergot fungus, a mold which grows on rye and other grains.

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2. How long do the effects of LSD last?

Its effects are unpredictable. A tiny amount can produce 12 hours or more of effects.

3. In what different forms is LSD produced?

LSD is sold in tablets, capsules or in liquid form. It is commonly added to absorbent paper and divided into small decorated squares. Each square is a dose.

4. What are some of the short-term effects of LSD?

Dilated pupils, higher body temperature, increased heart rate and blood pressure, sweating, loss of appetite, sleeplessness, dry mouth and tremors. People can experience severe, terrifying thoughts and feelings, fear of losing control, fear of insanity and death and feelings of despair while using LSD.

5. What are some of the long-term effects of LSD?

Flashbacks, or recurrences, of an LSD “trip” can be experienced long after the drug is taken and its effect has apparently worn off. The “trip” itself usually begins to clear up after about 12 hours, but some users manifest long-lasting psychoses.

PRESCRIPTION DRUG ABUSE

1. What other drug is as powerful and affects the body in the same way as the painkiller OxyContin?

The painkiller OxyContin is as powerful as heroin and affects the body in the same way.



2. What are some of the effects of painkillers?

Effects can include slowed breathing, nausea and unconsciousness. Abuse can lead to addiction.

3. What are some of the effects of depressants?

Effects can include heart problems, weight gain, fatigue and slurred speech. Continued use can lead to addiction.

4. What are some of the effects of stimulants?

Effects include increased blood pressure and heartbeat, hostility and paranoia.

5. What are some of the effects of antidepressants?

Effects can include irregular heartbeat, paranoid reactions, violent or suicidal thoughts and hallucinations. Long-term use can lead to addiction.



PUTTING THE TRUTH ABOUT DRUGS TO USE

LESSON 17: TEACHER'S GUIDE

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PURPOSE:

To give students confidence that they can deal with peer pressure to do drugs, and that they can help others do the same.

MATERIALS:

- *The Truth About Drugs* booklet
- 4" × 6" index cards (20 cards for every two students)

TIME:

A. Assignment review	55 min.
B. Introduction	5 min.
C. Activity	50 min.
D. Skits	55 min.
Total time:	165 min. (three periods)

TEACHER PREPARATION:

- Copy or download and print the Putting the Truth About Drugs to Use Assignment Sheet.



PUTTING THE TRUTH ABOUT DRUGS TO USE

LESSON 17: LESSON PLAN

- A. **ASSIGNMENT REVIEW (55 min.):** After verifying that students have completed their homework assignments from the last lesson, have them pair up and compare their answers to each set of questions. Allow them to modify their answers based on that comparison if they choose to, and then collect their work.
- B. **INTRODUCTION (5 min.):** Announce to the students that the subject of today's lesson is "Putting the Truth About Drugs to Use." Explain that the lesson will focus on ensuring they can use what they know to resist attempts by others to use false information about drugs to pressure them or their friends to take drugs.
- C. **ACTIVITY (50 min.):** In this activity, students work in pairs to practice using what they now know about drugs to resist attempts by others to use false information to pressure them to take drugs.
- Arrange students in pairs.
 - Give each pair of students a set of twenty 4" × 6" index cards and the Putting the Truth About Drugs to Use Assignment Sheet that contains the "Lies About Drugs."
 - Have the students create Truth About Drugs flashcards as described in the assignment sheet.
 - Review the cards created by each team to ensure that they are carrying out the assignment as intended.
 - Have the teams practice with their cards as described in the assignment sheet until students can effectively counter lies with truth without referring to their cards.



D. SKITS (55 min.):

- Arrange students into groups of four. Each group will write and perform a short skit that demonstrates how someone could use the truth about drugs to keep a friend from being pressured into drug use by someone else. The skits should be approximately 5 minutes long and demonstrate what the students in the group have learned about drugs in the course of these lessons.
- Give the teams 35 minutes to write the scripts for their skits. Review the scripts to ensure that they are aligned with the purpose of this lesson and activity.
- Then have each group perform their skit for the class. (Note that the script of the skit may also be used to assess student understanding.)

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■ End of Lesson



ASSIGNMENT SHEET

LESSON 17: PUTTING THE TRUTH ABOUT DRUGS TO USE

The statements below are all lies about drugs. They are often used to try to persuade young people to begin or continue to take illegal street drugs or to abuse prescription drugs.

LIES ABOUT DRUGS:

Drugs make you feel better.

Drugs make you more creative.

Marijuana is actually better for you than tobacco.

Drugs make you more fun to be with.

Drugs wear off and don't cause any permanent damage to your body.

Drugs give you energy.

Prescription drugs can't hurt you.

You can stop taking drugs whenever you want.

Alcohol isn't really a drug.

Taking drugs is a personal decision. It's not going to affect anyone else but you, so it's really your own business and no one else's.

STEP 1:

- Working with a partner, write one of the ten lies on one side of a 4" × 6" index card. On the other side of the card, write three true statements about drugs that you could use to contradict the lie. ("Contradict" means "to speak against.") Repeat this for all ten lies listed above, writing one lie on one side of each card and three true statements on the other side.



PUTTING THE TRUTH ABOUT DRUGS TO USE ASSIGNMENT SHEET

- You may use *The Truth About Drugs* booklets to find the statements to contradict the lies.
- Do not use the same “truth” statement more than once. Because there are ten lies in this list, you will need thirty different true statements to put on the cards.

STEP 2:

- Use the cards you have made to practice contradicting lies about drugs.
- Your partner reads the lie and holds up a card. You state two truths that contradict the lie, referring to the “truth” side of the card as needed.
- Practice this until you can contradict the lies with truths, without referring to the cards, and you are confident of your ability to do this.
- You may find that it works better to switch roles with your partner several times while you are practicing this—first your partner reads the lies for a few minutes and you state truths, then you read the lies for a few minutes and your partner states truths, then your partner reads the lies again, etc., until you have both completed the step.



THE TRUTH ABOUT DRUGS

EXAMINATION FOR LESSONS 1–17

To the teacher: This examination is provided as an optional assessment for carrying out a final, formal assessment of student understanding of the content of The Truth About Drugs program. Alternatively, you may wish to use it as an instructional resource by having students use it for self-assessment and review.



THE TRUTH ABOUT DRUGS

EXAMINATION FOR LESSONS 1–17

1. Explain the meanings of each of these words and give an example that shows that you understand the meaning:

drug culture

drug abuse

stimulant



sedative

addiction

craving

cardiovascular

psychosis



tolerance

2. These six statements are lies about drugs. Choose four of them and for each one write at least two true statements about drugs that contradict it.

- Marijuana is actually better for you than tobacco.
- Drugs wear off and don't cause any permanent damage to your body.
- Prescription drugs can't hurt you.
- Alcohol isn't really a drug.
- Drugs make you feel better.
- Drugs make you more creative.

Statement:

Contradiction:

Statement:

Contradiction:



Statement:

Contradiction:

Statement:

Contradiction:

School/Group Name: _____

Class: _____

Student Name: _____

Date: _____



THE TRUTH ABOUT DRUGS

EXAMINATION FOR LESSONS 1–17

ANSWERS

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1. Explain the meanings of each of these words and give an example that shows that you understand the meaning:

drug culture: refers not only to the lifestyles of people who abuse drugs and the modes of dress and behavior common to abusers of different types of drugs, but also refers to the degree to which drugs have invaded so many aspects of our society and have influenced our culture in fundamental ways.

drug abuse: substance abuse involving the use of illegal drugs or misuse of medicines.

stimulant: a drug that increases immediate energy and alertness but that is accompanied by increases in blood pressure, heart rate and breathing.

sedative: a medicine or drug that calms or makes one sleep.

addiction: a state of physical or mental dependence on a drug, likely to have a damaging effect.

craving: a strong desire for something.

cardiovascular: related to both the heart and the blood vessels.

psychosis: a condition of having *delusions* (false beliefs about oneself or the situation one is in), *hallucinations* (things that one imagines they can see or hear but that are not really there), *incoherence* (speaking in a way that cannot be understood) and distorted perceptions of reality.

tolerance: the natural or developed ability to resist the effects of the continued or increasing use of a drug. When someone uses a drug or other substance over an extended period, they are said to build up a *tolerance* for the effects the drug causes, meaning a gradual loss or reduction of its usual effect.



2. These six statements are lies about drugs. Choose four of them and for each one write at least two true statements about drugs that contradict it.

Lie: Marijuana is actually better for you than tobacco.

True statements:

- Cannabis is number three of the top five substances which account for admissions to drug treatment facilities in the United States, at 16%.
- Kids who frequently use marijuana are almost four times more likely to act violently or damage property.
- Marijuana users are five times more likely to steal than those who do not use the drug.
- Because today's marijuana is more potent, there has been a sharp increase in the number of marijuana-related emergency room visits by young pot smokers.

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Lie: Drugs wear off and don't cause any permanent damage to your body.

True statements:

- Continued use of marijuana can damage the lungs and the heart.
- Long-term alcohol use leads to a deteriorating physical condition that can include liver damage and increases the risk of heart disease.
- Prolonged use of Ecstasy causes long-lasting and perhaps permanent brain damage.
- Continued heroin use can cause liver or kidney disease.
- Crystal meth damages blood vessels in the brain, leading to strokes or an irregular heartbeat that can, in turn, cause cardiovascular collapse or death.

Lie: Prescription drugs can't hurt you.

True statements:

- Depressants such as Xanax and Zyprexa can lead to heart problems, weight gain and addiction.
- Painkiller abuse can lead to addiction.



- Antidepressants such as Prozac, Paxil or Zoloft can cause paranoia, violent or suicidal thoughts and hallucinations.
- Effects of stimulant drugs such as Ritalin can include increased blood pressure and heartbeat, hostility and paranoia.

Lie: Alcohol isn't really a drug.

True statements:

- Alcohol depresses the central nervous system and impairs judgment, slows reflexes, distorts vision and causes loss of coordination, memory lapses and blackouts.
- Drinking large amounts of alcohol can lead to a coma and even death.
- A person can become dependent on alcohol.
- Alcohol abuse can lead to violence and conflicts in relationships.

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Lie: Drugs make you feel better.

True statements:

- Drugs block off all sensations, the desirable ones with the unwanted.
- While drugs might be of short-term value in the handling of pain, they wipe out ability and alertness and cause muddy thinking.
- Drugs make a person feel slow or stupid and cause him to have failures in life. As he has more failures and life gets harder, he wants more drugs to help him deal with the problem.
- Cocaine causes a short-lived intense high that is immediately followed by the opposite—intense feelings of depression and edginess and craving for more of the drug.

Lie: Drugs make you more creative.

True statements:

- Someone who is sad might use drugs to get a feeling of happiness, but it does not work.
- Drugs can lift a person into a fake kind of cheerfulness, but when the drug wears off, they crash even lower than before. And each emotional plunge is lower and lower. Eventually, drugs will completely destroy all the creativity a person has.



- Whereas alcohol lowers inhibitions, it also impairs judgment, leads to loss of coordination and distorted vision. Consequently, creative abilities of a person under the influence are in no way enhanced. Quite the opposite.



END OF PROGRAM CLASS AND GRADUATION

LESSON 18: TEACHER'S GUIDE

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PURPOSE:

The purpose of this lesson is to recap the prior lessons with the class and inform them of how to further expand their knowledge and help others. It is also the “graduation” of the class with presentation of a certificate and signing of a Youth Drug-Free World Pledge.

MATERIALS:

- Copies of the Success forms for each student
- Copies of the Post-program Student Questionnaire for each student
- Copies of the Post-program Survey for each student
- Copies of the Additional Projects and Activities fact sheet
- A certificate for each student with their name
- A large copy of the Youth Drug-Free World Pledge for all in the class to sign

TIME:

A. Introduction	5 min.
B. Activity	45 min.
C. Discussion	10 min.
D. Briefing on further activities	10 min.
Total time:	70 min.



TEACHER PREPARATION:

- Copy or download and print each of the above materials in enough quantity for each student.
- Write in the name of the student and sign each certificate once printed off.
- Get a large Youth Drug-Free World Pledge printed.
- Become familiar with the section of this Guide entitled Additional Projects and Activities. You will want to be able to discuss it with your students and encourage them to take further actions in the school or in the community to promote drug-free living.



END OF PROGRAM CLASS AND GRADUATION

LESSON 18: LESSON PLAN

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- A. INTRODUCTION (5 min.): Announce to the class that they have completed The Truth About Drugs program. Let them know to fill out both the Post-program Student Questionnaire and Post-program Survey. Tell them that you will also provide them a Success form so they can communicate what they got out of the lessons and how the program helped them. Also tell them that you will give them information about continuing activities they can do outside class to help others stay clear of drugs.
- B. ACTIVITY (45 min.):
- Distribute the questionnaire and the survey to each student and have them fill them out.
 - As students complete the questionnaire and survey, hand them the Success form and ask them to describe any accomplishments they want to tell the class. Make sure they understand that this is voluntary.
 - Hold a class graduation. Call each student to the front of the class to receive their certificate.
 - Show the students the large version of the Youth Drug-Free World Pledge you printed. Ask one of the students to read the pledge aloud, with the others following along. Then encourage everyone to sign the pledge.
 - Distribute the Additional Projects and Activities fact sheet and encourage the class to continue promoting a drug-free life.
- C. DISCUSSION (10 min.): Ask the class for anything they would like to say in regard to the program and what they got from doing it. Let anyone talk who wants to and thank them for their comments.



D. BRIEFING ON FURTHER ACTIVITIES (10 min.):

- Go over with the class the various activities they can do as covered in the Additional Projects and Activities section on page 169, including starting a drug-free club. Hand out the Additional Projects and Activities sheet. Tell them that they can visit **drugfreeworld.org** or e-mail the Foundation for a Drug-Free World (**info@drugfreeworld.org**) for more information and to get help in starting various activities. Also let them know you are available to provide help.
- Thank them for their work and participation during the program and end the class.

■ End of Lesson



POST-PROGRAM STUDENT QUESTIONNAIRE

INSTRUCTIONS: This is the same questionnaire you filled out at the beginning of the program. Answer the questions now to see how much you have learned.

1. What is a drug?

2. Are drugs dangerous?

Yes

No

3. If you answered "yes" to the above question, explain why you think so:

4. When you take a drug, does it affect your health? If yes, how?



5. When you take a drug, does it affect your ability to learn? If yes, how?

6. What does “drug addiction” mean?

7. How does a person become addicted to a drug?

8. If a person becomes addicted to a drug, how does it affect his or her life?

9. If you knew the facts about drugs and what they do to you, how would this help you?

School/Group Name: _____

Class: _____

Student Name: _____

Date: _____



POST-PROGRAM SURVEY INSTRUCTIONS

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Get the following survey filled out by all students once they have finished all of the lessons. It will gauge the impact and success of the program and will help us in our regular review of its impact.

We want to hear from you and your students. Your feedback on the effectiveness of the lessons is important to us.

Please send a copy of the completed Post-program Surveys to the Foundation for a Drug-Free World at the address indicated at the end of this Guide.



POST-PROGRAM SURVEY

Now that you have completed your study program and the lessons, the Foundation for a Drug-Free World is very interested to know your views on the subject of drugs and drug abuse. We want to know what you have learned from the program. Please answer the following questions as completely as possible. Use additional paper as needed.

1. Did this drug education program help you understand better what drugs are and their effect? Please explain fully.

2. What were your views about drugs before you started this program?

3. What are your views about drugs now?



POST-PROGRAM SURVEY

4. As a result of what you learned on this program, explain how you now feel about living a drug-free life.

5. Do you feel that it is important to let others know the truth about drugs? Why is that?

6. Would you like to work on activities or projects that help bring the truth about drugs to other people? If yes, what sort of things do you want to do?

7. Do you have any other comments you would like to make about The Truth About Drugs lessons?

Thank you very much for filling out this survey.

School/Group Name: _____

Class: _____

Student Name: _____

Date: _____



EDUCATOR'S POST-PROGRAM QUESTIONNAIRE

The Foundation for a Drug-Free World would like to receive your assessment of using this *Educator's Guide*. Please fill out the questionnaire below after completion of The Truth About Drugs program and send it to the Foundation for a Drug-Free World (address at the end of this Guide).

Name: _____

Date: _____

School address: _____

School phone: () _____ **Home phone:** () _____

Grade level(s) you teach: _____

Subject(s) you teach: _____

1. Please give us some information about the school where you work:

Approximate number of students: _____

Grade levels taught at the school: _____

The area where the school is located (circle one):

Urban

Suburban

Rural

The income level for the school area is mainly (circle one):

Low

Middle

High



EDUCATOR'S POST-PROGRAM QUESTIONNAIRE

2. How do you rate the presentation of drug prevention education in The Truth About Drugs program?

Poor Fair Good Excellent

Please comment: _____

3. Which of the following best describes your use of The Truth About Drugs program materials?

I used *The Truth About Drugs* booklets with my students.

I used the public service announcements.

I used *The Truth About Drugs* documentary in my class.

I used The Truth About Drugs Lesson Plans in the classroom.

I used the entire program.

Other (please describe): _____

4. What was most useful to you about *The Truth About Drugs Educator's Guide*?

5. What were the best results you observed from use of The Truth About Drugs program? (Attach separate write-ups as needed.)



6. Rate the improvements below (1 to 10) for each category:

	Before #	After #
i. Understanding of drugs	—	—
ii. Attitudes toward drugs	—	—
iii. Class participation	—	—
iv. Behavior regarding drugs	—	—
v. Student participation in drug-free activities	—	—
vi. Academic performance	—	—
vii. Other (please describe)	—	—

Please attach any specific information you want to provide on the above points.

7. Do you need additional copies of *The Truth About Drugs* booklets or other materials?

8. Do you need any other assistance?

9. Have you recommended The Truth About Drugs program to other teachers? Yes No

10. Please indicate if we may publish your results and comments in Foundation for a Drug-Free World publications? (Identified by your initials, occupation and state/country only)

Yes No

11. Comments: _____

Please return this questionnaire. Thank you!

 THE TRUTH ABOUT DRUGS
CERTIFICATE

This certificate is presented to

for successfully completing
The Truth About Drugs Program

on this _____ day of _____, in the year _____.



SUCCESS

Name: _____

School: _____

Age: _____ Date: _____



THE
TRUTH
ABOUT
DRUGS





ARMING PARENTS WITH DRUG EDUCATION TOOLS

Parents play a key role in drug education efforts. By survey, children listen to their parents as a primary source of information on the subject of drugs.

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Now that you are accomplishing effective drug education in your classroom, you will want to have parents on the same page—working with you to educate their children on this subject.

Most parents, of course, are concerned about their children being exposed to drugs, but many have no idea how to talk to them about drugs because they lack the information to explain why drugs are harmful.

The solution for parents is the same as for their children—get the truth about drugs to them.

The best way to accomplish this is to ensure that parents use the same tools you used in your class. In this way parents, too, can know the truth about drugs and become effective at educating their children and helping them remain drug-free.

Let parents know they can obtain booklets and other tools free of charge from the Foundation for a Drug-Free World. Their children's drug education does not end when you finish your lessons—now parents can continue your efforts.



ADDITIONAL PROJECTS AND ACTIVITIES

When young people learn the truth about drugs and realize how important the information is, they naturally want to share this knowledge with others. They will have many creative ideas of their own about how to campaign for a drug-free community.

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A group in Adelaide, Australia, told city officials about The Truth About Drugs program and gained permission to paint a mural on the walls of a local railroad station. In another city a group sponsored Olympic-type games where 300 children participated in relay races and painting a giant banner. Other groups have joined in civic parades, carrying large Truth About Drugs banners. Another team in the United Kingdom sponsored a series of drug-free rock concerts and created a drug education coloring book that they distributed to schoolchildren.

Starting your own Truth About Drugs activity begins with deciding that you want your friends, family members or members of the community to be drug-free.

Following is a summary of the most popular activities that anyone can do anywhere to spread the drug-free message.

- Read *The Truth About Drugs* booklet and the individual drug education booklets in this series.
- Share the booklets with others and get their agreement to work with you on an activity.
- Use the activities described in this section to promote drug-free living. Start with a drug-free information booth or a Drug-Free World Pledge signing event in schools, fairs or other community events.
- Be creative. Whatever you decide to do, you will find widespread agreement with and support for your drug prevention actions, and most everyone—mayors,



police officers, teachers and business owners—will be happy to help you with your events and group activities.

- Document your events with good photographs and videos. This will enable you to show others what you did and gain their support for more activities.

SET UP INFORMATION BOOTHS

Set up a Truth About Drugs information stand or booth where people can ask questions and learn the facts about drugs. Pick a local park, shopping center, fair, school—anywhere many people gather. Obtain any needed permission and set it up, with a Truth About Drugs banner and booklets on display, so you can hand out the booklets. Play the They Said/They Lied public service announcements on a portable audiovisual system.

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Young volunteers staffing such info stands can answer questions using their knowledge of the drug education booklets. They can also invite former drug users to come to the stand and tell their stories. These firsthand accounts of how drugs can destroy a life carry a lot of emotional impact.

DISTRIBUTE PROGRAM MATERIALS

An important part of getting out the truth about drugs is the distribution of *The Truth About Drugs* booklets. Pass them out in large crowds or door-to-door, inviting people to visit the information stand or participate in drug awareness events. Volunteers commonly visit local stores to gain their support and cooperation in forwarding the drug-free message by placing posters in store windows and displaying booklets on their counters for customers to pick up. Most businesses are happy to help in this way. Booklets can be ordered for free at drugfreeworld.org.

HOLD DRUG-FREE WORLD PLEDGE SIGNING EVENTS

Millions of people from all walks of life have already taken a pledge promising to live and promote a drug-free lifestyle. Set up a big poster-size (or larger) pledge at a Truth About Drugs information stand so people can sign it. This is a very popular activity. Then present these pledges with hundreds or thousands of signatures to community leaders as part of media events to raise public awareness about drugs or to gain civic support for drug prevention actions, events or concerts. You can also arrange for a group of schoolchildren or a delegation to visit famous athletes, entertainers, politicians or officials with the Adult Drug-Free World Pledge for adults to sign. Record these events with photographs and videos and ask local media to cover your activities.



Here are several ideas of how to use the pledges to get the drug-free message out:

Get Athletes to Sign the Pledge: Professional athletes are always happy to support drug prevention activities. A simple action they can take is to publicly sign the Adult Drug-Free World Pledge—in the presence of media, students, officials or their teammates. To arrange such an event, contact an athlete or the local office of a sports team to set up a meeting and present the campaign to a player or official. Arrange a pledge-signing event with a special delegation of young people to present the pledge. The occasion should be documented with photos and video footage for use in promotional actions or to send to local media so they can further publicize your drug awareness activities.

Get Public Officials and Community Leaders to Sign the Pledge: Mayors, city council members and other officials are usually happy to meet with a delegation of young people, given a good enough reason—a presentation of The Truth About Drugs program and signing of the Adult Drug-Free World Pledge is such a reason. Local government and community office staff are usually very helpful in setting up such meetings.

The two versions of the pledge (one for youth and one for adults) are included in this Guide for photocopying and can be downloaded as printable files from drugfreeworld.org/educators.

PLEDGE

YOUTH DRUG-FREE WORLD PLEDGE

I pledge to lead the way by:

- Living a drug-free life.
 - Showing my friends that a drug-free life is more fun.
 - Learning more about how drugs really harm people.
 - Telling people the truth about the harmful effects of drugs.
 - Helping my family and friends be drug-free.
 - Working with others to help spread the truth about drugs so together we create a drug-free _____.
- (name of school or community)



THE
TRUTH
ABOUT **DRUGS**



PLEDGE

ADULT DRUG-FREE WORLD PLEDGE

We, the undersigned, hereby express our concern over the growing drug problem among the youth of _____ [city or area] and pledge our support for The Truth About Drugs program and agree to speak out publicly whenever possible to encourage young people to get the facts they need to make their own decisions to be drug-free.

Further, we ask elected officials and others in positions of influence to join us in support of effective drug education that empowers young people with the truth about drugs.



THE TRUTH ABOUT **DRUGS**





GLOSSARY OF TERMS

abscess: collection of pus in body tissues often with swelling and inflammation, frequently caused by bacteria.

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abstract: thought of apart from concrete realities, specific objects or actual instances, as *an abstract idea*.

abuse: the illegal, improper or harmful use of something.

addiction: a state of physical or mental dependence on a drug, likely to have a damaging effect.

addictive: causing *addiction*, a state of physical and/or mental dependence on a drug to such an extent that stopping causes severe trauma.

additive: a substance added to another to alter or improve it in some way, such as to change the color or texture of food.

aerosol spray: a small container holding a substance that is pushed out of the container as a spray, under the pressure of a gas.

aggression: fighting, or acting in a way that is likely to start a fight.

aggressiveness: describes a person who acts in a way that is likely to start a fight.

AIDS: (short for *Acquired Immune Deficiency Syndrome*) a disease that destroys the natural system of protection that the body uses against other diseases.

amphetamine: any of a group of powerful stimulant drugs, often called “speed,” that act on the central nervous system (the brain and the spinal cord), increasing heart rate and blood pressure while reducing fatigue. Exhaustion and depression follow when the effects of the amphetamine wear off. Serious mental problems can develop from repeated use.



amyl nitrite: a pale yellow liquid used to open or widen blood vessels to allow more blood flow, sometimes abused as an inhalant.

anesthetics: substances doctors use to stop a person from feeling pain during an operation, either in the whole body when unconscious or in a part of the body when awake.

anorexia: an eating disorder marked by an extreme fear of becoming overweight and leading to excessive dieting to the point of severe ill health and sometimes death.

antidepressant: any drug intended to prevent or handle depression is categorized as an antidepressant. Such drugs tend to deal only momentarily with the symptoms without addressing the cause.

anxiety: distress, nervousness or fear.

Appalachians: a mountain system in eastern North America, extending from southern Québec to north Alabama.

auditory: related to hearing.

binge: a spree or bout of unrestrained drinking alcohol, eating, or spending money.

biochemical: the interaction of life forms and chemical substances. *Bio* means life; of living things. From the Greek *bios*, life or way of life, and *chemical*, of or having to do with chemicals. *Chemicals* are substances, simple or complex, that are the building blocks of matter.

blackout: a temporary loss of consciousness, sight or memory.

blood vessel: any of the veins (large and small) that transport blood through the body.

bludgeon: to hit with, or as if with, a heavy club.

body chemistry: any or all of the elements that make up the body as well as its various reactions.

bronchitis: an inflammation (irritation, swelling, painful condition) of the *bronchi*, the two branches of the windpipe that carry air into the lungs.

butane: a gas obtained from petroleum and used as a fuel.

caffeine: a stimulant in coffee, tea and the kola nuts used to make soft drinks. It is widely used in medicines and painkillers.



cannabis: describes any of the different drugs that come from Indian hemp, including marijuana (made from the dried flowers, seeds and leaves) and hashish (made from the resins). Its nonmedical use is illegal in many countries.

cardiac: relating to or affecting the heart.

cardiovascular: related to both the heart and the blood vessels.

Center for Disease Control (CDC): an agency of the US Government, with headquarters and main laboratories in Atlanta, Georgia. The CDC conducts research into the origin and occurrence of diseases and develops methods for their control and prevention.

central nervous system: the part of the nervous system that is made up of the brain and spinal cord.

cocktail: a beverage or solution made up of various drugs.

cold flash: a sudden rush or sensation of coldness.

collapsed veins: damage caused by repeated injections into veins (in the arms or other areas of the body) using needles.

coma: a long period of unconsciousness from which a person cannot be awakened.

controlled substance: any of a category of behavior-altering or addictive drugs, as heroin or cocaine, whose possession and use are restricted by law.

convulsion: a violent shaking of the body or limbs caused by uncontrollable muscle contractions (strong and painful movements), which can be a symptom of brain disorders and other conditions.

craving: a strong desire for something.

culture: the beliefs and activities that are common to members of a group. Culture includes ideas that people have about art, religion, family and government, their ideas about what is important or valuable, how people should act and what people like to do for fun or entertainment.

cut: to add a substance to another, especially to a drug or an alcoholic drink, usually to make it weaker or cheaper.

dehydration: a dangerous lack of water in the body resulting from inadequate intake of fluids or excessive loss through sweating, vomiting or diarrhea.

delirium: a state marked by extreme restlessness, confusion and sometimes hallucinations, caused by fever, poisoning or brain injury.



delirium tremens: a psychotic condition typical of withdrawal in chronic alcoholics, involving tremors, hallucinations, anxiety and disorientation.

delusions of power: gross and false overestimation of personal worth, importance, powerfulness or attractiveness.

dependence: having a physical or mental “need” to use a drug or other substance regularly, despite the fact that it is likely to have a damaging effect.

dependency: a fact of being *dependent*.

dependent: having a physical or mental “need” to use a drug or other substance regularly, despite the fact that it is likely to have a damaging effect.

depress: to weaken something or make something less active.

depressants: often referred to as central nervous system depressants, these drugs slow down brain function. They include sedatives and tranquilizers.

depression: a set of symptoms such as persistent feelings of hopelessness, poor concentration, lack of energy and inability to sleep.

derivative: a chemical substance formed from a related substance.

designer drug: a drug that has been chemically altered to enhance its properties or to evade a legal prohibition.

diabetes: a chronic disease characterized by excess sugar in the blood, excessive thirst, hunger and urination, and weakness. If not treated, diabetes can result in coma and death.

dilated: enlarged, usually describing the pupils of the eyes.

disassociate: cut association with, disconnect from; no longer be involved with.

dog deworming substance: a chemical substance used to get rid of worms, parasites that live in a dog's intestines and other tissues.

drug: any substance other than food that, when put into the body, changes the way the body works or the way the person thinks or feels.

drug abuse: substance abuse involving the use of illegal drugs or misuse of medicines.

drug culture: refers not only to the lifestyles of people who abuse drugs and the modes of dress and behavior common to abusers of different types of drugs, but



also refers to the degree to which drugs have invaded so many aspects of our society and have influenced our culture in fundamental ways.

Drug Enforcement Administration (DEA): an agency of the US Government established in 1973. The primary task of the agency is to reduce the supply of illegal drugs produced inside the US or entering the US from abroad.

edginess: a state of being nervous and anxious and likely to lose control.

emergency room: a part of a hospital for patients who need immediate urgent attention, e.g., for heart attacks or traffic accidents.

emotionally draining: depleting somebody of strength or vitality.

epilepsy: a medical illness demonstrated by the occasional sudden loss or impairment of consciousness, often accompanied by convulsions (violent shaking of the body or limbs).

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ergot fungus: the mold *ergot* which infects the flowers of wheat, rye and other grains and produces poisons that can harm humans and animals that eat the infected grain.

erratic: unpredictable and unstable.

euphoria: a feeling of great joy, excitement or well-being.

fatal: causing or capable of causing death.

flashbacks: the experiencing of the effects of a hallucinogenic drug such as LSD, long after discontinuing use of the drug.

flushed: reddened skin due to blood vessels opening up.

focus: concentrated effort or attention on a particular thing.

Food and Drug Administration (FDA): see US Food and Drug Administration.

gateway drug: a drug which when used may lead to the use of more addictive substances.

genetic abnormalities: conditions in the body caused by irregularity of the genes (those parts of cells that define the way a cell will grow, what it does and how it acts).

hallucination: the perception of somebody or something that is not really there, which is often a response to some drugs.



hallucinogen: a substance, especially a drug such as LSD, that causes hallucinations.

A *hallucination* is the perception of somebody or something that is not really there, which is often a response to some drugs.

hangover: a set of symptoms including headache, nausea, thirst and sickness resulting from drinking too much alcohol.

hazard: something that is potentially very dangerous.

heart attack: a sudden, serious, painful and sometimes fatal break in the heart's normal functioning, especially due to a blockage in the artery supplying blood to the heart.

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heart or kidney failure: a breakdown or lessening of the performance of the heart or kidneys or an occasion when they stop working or stop working adequately.

heart valve: a *valve* is a small piece of tissue in the heart or in a vein that controls the flow of blood and keeps it flowing in one direction only.

heatstroke: a condition caused by too long an exposure to high temperatures, causing high fever, headaches, hot dry skin, physical exhaustion and sometimes physical collapse and coma.

hemorrhaging: heavy, serious bleeding of the body.

hepatitis: inflammation of the liver caused by a virus or toxin, resulting in fever, a yellowing of the skin, severe stomach pain and weakness, often caused by sexual contact or needle injection.

high: having a temporary false feeling of happiness, with reduced physical and mental control, by use of alcohol or a drug.

high blood pressure: blood pressure is the amount of force with which blood flows through the body. When someone has high blood pressure, it means the heart must work harder to pump blood through the arteries. If the condition persists, damage to the heart and blood vessels is likely.

HIV: the virus that causes AIDS, a disease that destroys the natural system of protection that the body uses against other diseases.

hostile: unfriendly.

humanitarian: committed to improving the lives of other people.



hyperactivity: a condition of being extremely active and restless and lacking the ability to concentrate for any length of time.

hyper-excitability: *hyper-* means excessive, unusually high. Therefore, *hyper-excitability* means unusually high excitability (nervous and liable to become quickly excited).

hyper-stimulation: *hyper-* means excessive, unusually high. Therefore, *hyper-stimulation* means unusually stimulated (to cause physical activity in something such as a nerve or an organ).

illegal drug: a drug that is forbidden by law to use, possess, buy or sell.

imminent: about to happen.

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immune system: the immune system consists of all the organs and processes in the body that protect a person from illness and infection.

impaired: not able to act in a normal way; not working correctly.

impairment: being impaired, not able to act in a normal way, not working correctly.

impotence: chronic inability to have an erection for the performance of a sexual act.

ingestion: the act of taking something into the body as by swallowing.

inhalant: any substance, in the form of a gas or vapor, that can be inhaled, which is sometimes abused for its stimulating effect. Nearly all inhalants produce effects similar to painkilling drugs, which slow down the body's functions. The user experiences an initial high and loss of inhibition, then drowsiness, lightheadedness and agitation.

inhale: to breathe in or draw a gas, liquid or solid into the lungs through the nose or mouth.

inhibitions: ideas or rules that tend to stop a person from doing something.

insomnia: inability to fall asleep or to remain asleep long enough to feel rested, especially when this is a problem that continues over time.

irreversible: impossible to reverse or undo.

judgment: the ability to form sound opinions and make sensible decisions.



kidney failure: a breakdown or lessening of the performance of the kidneys or an occasion when they stop working or stop working adequately.

laced: added a small amount of a drug or alcohol to something.

lethal: certain to or intended to cause death.

long-term effect: an effect continuing for a long period.

LSD "trip": the experience produced by taking a hallucinogenic drug—in this case, LSD.

mainlining: injecting an illegal drug, especially heroin or cocaine, into a large vein.

malaise: a general feeling of illness or sickness.

malnutrition: a lack of healthy foods in the diet, or an excessive intake of unhealthy foods, leading to physical harm.

mass media: communications media that reach a large audience, especially television, radio and newspapers.

menstrual cycle: in a nonpregnant woman, the discharge of blood and other material from the lining of the uterus about once a month.

methamphetamine: a highly addictive central nervous system (brain and spinal cord) stimulant; an illegal, man-made synthetic drug in the same class as cocaine and other powerful street drugs.

metric ton: a unit of weight equal to 1,000 kilograms (2,205 pounds).

mood-altering: drugs or substances that affect the mind and change the way a person thinks or feels.

mood-changing: same as **mood-altering**.

mood disturbances: disturbances in a person's emotional life. These may include feelings of sadness, hopelessness and worthlessness, complaints of physical pain, and changes in appetite, sleep patterns and energy level.

mood swings: sudden and extreme changes in a person's emotions and feelings.

morphine: a drug that comes from the opium poppy and that may become addictive with prolonged use. It is used for the relief of severe pain.

motor skills: dexterity and ease of coordination in the execution of body motions.



muscle tone: the firmness and strength of a person's muscles.

muscle wasting: gradual shrinking of the muscles because the muscle tissue (the material that makes the muscles) is being burned up by the body.

narcotic: a drug affecting the central nervous system (the brain and spinal cord), which can cause dizziness, euphoria, loss of memory, lack of coordination and unconsciousness. Many narcotics are derived from the opium poppy.

nerve cells: cells that are part of the nervous system and send messages to and from the brain.

nerve ending: one of the millions of points on the surface of the body and inside it that sends messages to the brain, causing people to feel sensations such as heat, cold and pain.

nervous system: all the nerves in the body together with the brain and spinal cord.

nitrous oxide: a colorless, sweet-smelling gas used as an anesthetic.

opium: a brownish, gummy extract from the opium poppy.

opium poppy: a poppy (type of flower) with grayish green leaves, grown as a source of opium.

Opium Wars: two trading wars (1839–1842, 1856–1860) between Great Britain and China that began as a conflict over the opium trade.

paint thinner: a liquid such as turpentine that is added to paint to make it less thick.

panic attack: a sudden overpowering feeling of fear or anxiety that prevents somebody from functioning, often triggered by a past or present source of anxiety.

paranoia: suspicion, distrust or fear of other people.

paranoid: suspicious, distrustful or afraid of other people.

perception: the process of using the senses to acquire information about the surrounding environment or situation.

poison: a substance that causes illness, injury or death if taken into the body or produced within the body.

potency: the strength of something such as a drug or alcoholic beverage.



potent: producing a powerful effect on the body or mind when taken, eaten or drunk.

prenatal: existing or happening during pregnancy but before childbirth.

propane: a colorless gas used for cooking and heating.

psychological warfare: the use of propaganda, threats and other psychological techniques to mislead, intimidate, demoralize or otherwise influence the thinking or behavior of an opponent.

psychoses: plural of *psychosis*.

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psychosis: a condition of having *delusions* (false beliefs about oneself or the situation one is in), *hallucinations* (things that one imagines they can see or hear but that are not really there), *incoherence* (speaking in a way that cannot be understood) and distorted perceptions of reality.

psychotic: a person afflicted by *psychosis*.

psychotic behavior: behavior that shows the existence of *psychosis*, a condition of having *delusions* (false beliefs about oneself or the situation one is in), *hallucinations* (things that one imagines they can see or hear but that are not really there), *incoherence* (speaking in a way that cannot be understood) and distorted perceptions of reality.

public service announcement (PSA): a message broadcast free of charge on radio and TV (compared to an advertisement to get people to buy something) that promotes programs, activities or services of governments or nonprofit organizations serving community interests.

pustule: a small round raised area of inflamed skin filled with pus.

rave: a large party or club event where popular music is played and that sometimes continues all night. Rave parties attract large crowds to clubs or other venues for frenzied dancing to recorded music. Many people who attend raves take an illegal drug popularly known as Ecstasy.

rebel: to refuse to conform to the usual codes and conventions of society.

reflexes: instant reactions to something, without having to think about it.

regimen: a regulated course, as of diet, exercise or manner of living, intended to preserve or restore health or to attain some result.



rehab (or drug rehab): the period or process of rehabilitation, as for a person addicted to a chemical substance.

reproductive damage: damage caused to the parts of the body having to do with the production of children.

resin: a semisolid substance that comes from the sap of some plants and trees. It is used in varnishes, paints, adhesives, inks and medicines.

respiratory failure: *respiratory* means relating to or used in breathing or the system in the body that takes in and distributes oxygen. *Failure* means a breakdown or lessening of the performance of something. Therefore a respiratory failure is a lessening or breakdown of the ability to breathe oxygen into the body.

respiratory tract: the passage formed by the mouth, nose, throat and lungs, through which air passes during breathing.

rush: the first surge in sensation felt when smoking or injecting a drug, varying in length depending on the drug.

scarred or collapsed veins: a common result of repeated needle injections into veins in some types of drug abuse. Veins may become temporarily blocked if the internal lining of the vein swells in response to repeated injections and permanent vein collapse may occur.

sedation: a state of artificial calm, restfulness or drowsiness, especially as brought on by a sedative or tranquilizing drug.

sedative: a medicine or drug that calms or makes one sleep.

shoot up: to inject an illegal drug.

short-term effect: an effect that lasts for the period extending from the present only a short time into the future.

short-term value: *short term* means the period extending from the present only a short time into the future; *value* is the worth, importance or usefulness of something to somebody.

sinuses: the open spaces in the front of the skull that a person breathes through with the nose.

sleep deprivation: not having or being prevented from having sufficient sleep.

snorted: inhaled through the nostrils.

solvent: a substance that dissolves another substance to form a solution.



spontaneous abortion: an involuntary ending of a pregnancy through the release of an unborn baby from the womb at too early a stage in its development for it to survive.

stimulant: a drug that increases immediate energy and alertness but that is accompanied by increases in blood pressure, heart rate and breathing.

stroke: a sudden blockage or rupture (the breakage of something) of a blood vessel in the brain resulting in, for example, loss of consciousness, partial loss of movement or loss of speech.

suffocation: lack of air needed to breathe; smothering.

surrender: to yield to a strong emotion, influence or temptation.

symptom(s): an indication of a disease in the body or some other bad condition of the body; for example, pain, dizziness or itching.

synthetic drug: a drug made artificially from chemicals, especially one made to resemble a natural product.

systematically: done or acting according to a fixed plan or system, methodical.

tactile: relating to or used for the sense of touch.

tactile hallucinations: *tactile* means having to do with the sense of touch and a *hallucination* means experiencing a seemingly real perception that is not actually present. *Tactile hallucination* is when someone experiences some perception related to touch when it is not really there.

THC: the main chemical in cannabis that causes its drug reaction.

tolerance: the natural or developed ability to resist the effects of the continued or increasing use of a drug. When someone uses a drug or other substance over an extended period, they are said to build up a *tolerance* for the effects the drug causes, meaning a gradual loss or reduction of its usual effect.

toluene: a colorless liquid used as a solvent and a fuel.

toxic: harmful, destructive or deadly; poisonous.

toxicity: the state of being poisonous to somebody or something.

toxin(s): a substance that accumulates in the body and causes it harm.

tremors: uncontrolled shaking of the body or arms and legs.

trip: the experience produced by taking a drug such as LSD.



tuberculosis: an infectious disease affecting the lungs and other organs.

United Nations: an international organization of countries created to promote world peace and international cooperation, founded after World War II ended in 1945 to maintain world peace, develop good relations between countries, promote cooperation in solving the world's problems and encourage respect for human rights. One of the UN agencies is the World Health Organization (WHO), established in 1948 to organize and fund healthcare programs worldwide.

UN Office on Drugs and Crime: the United Nations Office on Drugs and Crime helps countries fight illegal drugs, crime and terrorism.

unrestricted: if an activity is unrestricted, one is free to do it in the way that one wants without being limited by any rules.

US Food and Drug Administration (FDA): an agency of the US Government that is supposed to ensure that foods are pure and healthful and produced under sanitary conditions; that drugs and machines used by doctors are safe and effective for their intended uses; that cosmetics are safe and made from appropriate ingredients and are not harmful; and that labels and packaging of products are truthful, informative and not deceptive.

vaporize: to change into invisible particles floating in the air by heating or spraying.

virus: a small germ that can infect the body, causing colds and other illnesses.

water pipe: a pipe for smoking tobacco or marijuana that uses a water container through which the smoke is drawn and cooled.

wear off: to weaken, fade, lessen, diminish or disappear.

wheezing: breathing with a whistling sound and with difficulty.

withdrawal: the unpleasant physical and emotional reactions felt when coming off a drug, ranging from mild discomfort to intense pain and seizures, depending on the drug. Avoiding this pain is one reason addicts can't come off drugs, even when they want to quit.



CORRELATION OF MODEL EDUCATION STANDARDS TO THE TRUTH ABOUT DRUGS LESSONS

Correlation of Model
Standards for Grades 5–8

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to

Foundation for a Drug-Free World
Truth About Drugs Curriculum

The following list is provided as a guide for the teacher who wishes to coordinate inclusion of these lessons into their curriculum with teaching standards.

From: Education World, www.educationworld.com/standards

LESSON 1: HEALTH

NPH-H.5-8.1 – Health Promotion and Disease Prevention: Students will explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.

NPH-H.5-8.2 – Health Information, Products and Services: Students will analyze the validity of health information, products and services.

LESSON 2: HEALTH

NPH-H.5-8.2 – Health Information, Products and Services: Students will analyze how media influences the selection of health information and products.

NPH-H.5-8.4 – Influences on Health: Students will describe the influence of cultural beliefs on health behaviors and the use of health services; and analyze how messages from media and other sources influence health behaviors.



LESSON 3: HEALTH

NPH-H.5-8.1 – Health Promotion and Disease Prevention: Students will describe how family and peers influence the health of adolescents.

NPH-H.5-8.3 – Reducing Health Risks: Students will distinguish between safe and risky or harmful behaviors in relationships.

NPH-H.5-8.4 – Influences on Health: Students will analyze how information from peers influences health.

NPH-H.5-8.6 – Setting Goals for Good Health: Students will predict how decisions regarding health behaviors have consequences for self and others.

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LESSON 4: HEALTH

NPH-H.5-8.1 – Health Promotion and Disease Prevention: Students will explain how health is influenced by the interaction of body systems and how appropriate health care can prevent premature death and disability.

NPH-H.5-8.6 – Setting Goals for Good Health: Students will predict how decisions regarding health behaviors have consequences for self and others.

LESSON 5: HEALTH

NPH-H.5-8.1 – Health Promotion and Disease Prevention: Students will explain how health is influenced by the interaction of body systems and how appropriate health care can prevent premature death and disability.

NPH-H.5-8.6 – Setting Goals for Good Health: Students will predict how decisions regarding health behaviors have consequences for self and others.

LESSON 6: HEALTH

NPH-H.5-8.1 – Health Promotion and Disease Prevention: Students will explain how health is influenced by the interaction of body systems and how appropriate health care can prevent premature death and disability.

NPH-H.5-8.6 – Setting Goals for Good Health: Students will predict how decisions regarding health behaviors have consequences for self and others.

LESSON 7: HEALTH

NPH-H.5-8.1 – Health Promotion and Disease Prevention: Students will explain how health is influenced by the interaction of body systems and how appropriate health care can prevent premature death and disability.



NPH-H.5-8.6 – Setting Goals for Good Health: Students will predict how decisions regarding health behaviors have consequences for self and others.

LESSON 8: HEALTH

NPH-H.5-8.1 – Health Promotion and Disease Prevention: Students will explain how health is influenced by the interaction of body systems and how appropriate health care can prevent premature death and disability.

NPH-H.5-8.6 – Setting Goals for Good Health: Students will predict how decisions regarding health behaviors have consequences for self and others.

LESSON 9: HEALTH

NPH-H.5-8.1 – Health Promotion and Disease Prevention: Students will explain how health is influenced by the interaction of body systems and how appropriate health care can prevent premature death and disability.

NPH-H.5-8.6 – Setting Goals for Good Health: Students will predict how decisions regarding health behaviors have consequences for self and others.

LESSON 10: HEALTH

NPH-H.5-8.1 – Health Promotion and Disease Prevention: Students will explain how health is influenced by the interaction of body systems and how appropriate health care can prevent premature death and disability.

NPH-H.5-8.6 – Setting Goals for Good Health: Students will predict how decisions regarding health behaviors have consequences for self and others.

LESSON 11: HEALTH

NPH-H.5-8.1 – Health Promotion and Disease Prevention: Students will explain how health is influenced by the interaction of body systems and how appropriate health care can prevent premature death and disability.

NPH-H.5-8.6 – Setting Goals for Good Health: Students will predict how decisions regarding health behaviors have consequences for self and others.

LESSON 12: HEALTH

NPH-H.5-8.1 – Health Promotion and Disease Prevention: Students will explain how health is influenced by the interaction of body systems and how appropriate health care can prevent premature death and disability.



NPH-H.5-8.6 – Setting Goals for Good Health: Students will predict how decisions regarding health behaviors have consequences for self and others.

LESSON 13: HEALTH

NPH-H.5-8.1 – Health Promotion and Disease Prevention: Students will explain how health is influenced by the interaction of body systems and how appropriate health care can prevent premature death and disability.

NPH-H.5-8.6 – Setting Goals for Good Health: Students will predict how decisions regarding health behaviors have consequences for self and others.

LESSON 14: HEALTH

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NPH-H.5-8.7 – Health Advocacy: Students will demonstrate the ability to influence and support others in making positive health choices and the ability to work cooperatively when advocating for healthy individuals, families, and schools.

NPH-H.5-8.6 – Setting Goals for Good Health: Students will predict how decisions regarding health behaviors have consequences for self and others.

LESSON 15: HEALTH

NPH-H.5-8.7 – Health Advocacy: Students will demonstrate the ability to influence and support others in making positive health choices and the ability to work cooperatively when advocating for healthy individuals, families, and schools.

NPH-H.5-8.6 – Setting Goals for Good Health: Students will predict how decisions regarding health behaviors have consequences for self and others.

LESSON 16: HEALTH

NPH-H.5-8.7 – Health Advocacy: Students will demonstrate the ability to influence and support others in making positive health choices and the ability to work cooperatively when advocating for healthy individuals, families, and schools.

NPH-H.5-8.6 – Setting Goals for Good Health: Students will predict how decisions regarding health behaviors have consequences for self and others.

LESSON 17: HEALTH

NPH-H.5-8.1 – Health Promotion and Disease Prevention: Students will comprehend ways to reduce risks related to adolescent health problems.



NPH-H.5-8.3 – Reducing Health Risks: Students will explain the importance of assuming responsibility for personal health behaviors and demonstrate strategies to improve or maintain personal and family health as well as demonstrate ways to avoid and reduce threatening situations.

NPH-H.5-8.5 – Using Communication Skills to Promote Health: Students will demonstrate the ability to use interpersonal communication skills to enhance health, demonstrating effective verbal and non-verbal communication skills to enhance health, healthy ways to express needs, wants and feelings as well as refusal and negotiation skills to enhance health.

NPH-H.5-8.6 – Setting Goals for Good Health: Students will apply strategies and skills needed to attain personal health goals.

NPH-H.5-8.7 – Health Advocacy: Analyze various communication methods to accurately express information and ideas, as well as express information and opinions about health issues.

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LESSON 18: HEALTH

NPH-H.5-8.3 – Reducing Health Risks: Students will explain the importance of assuming responsibility for personal health behaviors.

NPH-H.5-8.7 – Health Advocacy: Students will demonstrate the ability to influence and support others in making positive health choices and the ability to work cooperatively when advocating for healthy individuals, families, and schools.



Correlation of Model
Standards for Grades 9–12

to

Foundation for a Drug-Free World
Truth About Drugs Curriculum

The following list is provided as a guide for the teacher who wishes to coordinate inclusion of these lessons into their curriculum with teaching standards.

From: Education World, www.educationworld.com/standards

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LESSON 1: HEALTH

NPH-H.9-12.3 – Reducing Health Risks: Students will analyze the role of individual responsibility for enhancing health.

NPH-H.9-12.7 – Health Advocacy: Students will express information and opinions about health issues.

LESSON 2: HEALTH

NPH-H.9-12.1 – Health Promotion and Disease Prevention: Students will analyze how the family, peers, and community influence the health of individuals.

NPH-H.9-12.4 – Influences on Health: Students will evaluate the effect of media and other factors on personal, family and community health.

LESSON 3: HEALTH

NPH-H.9-12.1 – Health Promotion and Disease Prevention: Students will analyze how the family, peers, and community influence the health of individuals.

NPH-H.9-12.3 – Reducing Health Risks: Students will analyze individual responsibility for enhancing health.

LESSON 4: HEALTH

NPH-H.9-12.1 – Health Promotion and Disease Prevention: Students will analyze how behavior can impact health maintenance and disease prevention and explain the impact of personal health behaviors on the functioning of body systems.

NPH-H.9-12.3 – Reducing Health Risks: Students will analyze the short-term and long-term consequences of safe, risky and harmful behaviors.



NPH-H.9-12.6 – Setting Goals for Good Health: Students will predict immediate and long-term impact of health decisions on the individual, family, and community.

LESSON 5: HEALTH

NPH-H.9-12.1 – Health Promotion and Disease Prevention: Students will analyze how behavior can impact health maintenance and disease prevention and explain the impact of personal health behaviors on the functioning of body systems.

NPH-H.9-12.3 – Reducing Health Risks: Students will analyze the short-term and long-term consequences of safe, risky and harmful behaviors.

NPH-H.9-12.6 – Setting Goals for Good Health: Students will predict immediate and long-term impact of health decisions on the individual, family, and community.

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LESSON 6: HEALTH

NPH-H.9-12.1 – Health Promotion and Disease Prevention: Students will analyze how behavior can impact health maintenance and disease prevention and explain the impact of personal health behaviors on the functioning of body systems.

NPH-H.9-12.3 – Reducing Health Risks: Students will analyze the short-term and long-term consequences of safe, risky and harmful behaviors.

NPH-H.9-12.6 – Setting Goals for Good Health: Students will predict immediate and long-term impact of health decisions on the individual, family, and community.

LESSON 7: HEALTH

NPH-H.9-12.1 – Health Promotion and Disease Prevention: Students will analyze how behavior can impact health maintenance and disease prevention and explain the impact of personal health behaviors on the functioning of body systems.

NPH-H.9-12.3 – Reducing Health Risks: Students will analyze the short-term and long-term consequences of safe, risky and harmful behaviors.

NPH-H.9-12.6 – Setting Goals for Good Health: Students will predict immediate and long-term impact of health decisions on the individual, family, and community.

LESSON 8: HEALTH

NPH-H.9-12.1 – Health Promotion and Disease Prevention: Students will analyze how behavior can impact health maintenance and disease prevention and explain the impact of personal health behaviors on the functioning of body systems.



NPH-H.9-12.3 – Reducing Health Risks: Students will analyze the short-term and long-term consequences of safe, risky and harmful behaviors.

NPH-H.9-12.6 – Setting Goals for Good Health: Students will predict immediate and long-term impact of health decisions on the individual, family, and community.

LESSON 9: HEALTH

NPH-H.9-12.1 – Health Promotion and Disease Prevention: Students will analyze how behavior can impact health maintenance and disease prevention and explain the impact of personal health behaviors on the functioning of body systems.

NPH-H.9-12.3 – Reducing Health Risks: Students will analyze the short-term and long-term consequences of safe, risky and harmful behaviors.

NPH-H.9-12.6 – Setting Goals for Good Health: Students will predict immediate and long-term impact of health decisions on the individual, family, and community.

LESSON 10: HEALTH

NPH-H.9-12.1 – Health Promotion and Disease Prevention: Students will analyze how behavior can impact health maintenance and disease prevention and explain the impact of personal health behaviors on the functioning of body systems.

NPH-H.9-12.3 – Reducing Health Risks: Students will analyze the short-term and long-term consequences of safe, risky and harmful behaviors.

NPH-H.9-12.6 – Setting Goals for Good Health: Students will predict immediate and long-term impact of health decisions on the individual, family, and community.

LESSON 11: HEALTH

NPH-H.9-12.1 – Health Promotion and Disease Prevention: Students will analyze how behavior can impact health maintenance and disease prevention and explain the impact of personal health behaviors on the functioning of body systems.

NPH-H.9-12.3 – Reducing Health Risks: Students will analyze the short-term and long-term consequences of safe, risky and harmful behaviors.

NPH-H.9-12.6 – Setting Goals for Good Health: Students will predict immediate and long-term impact of health decisions on the individual, family, and community.

LESSON 12: HEALTH

NPH-H.9-12.1 – Health Promotion and Disease Prevention: Students will analyze how behavior can impact health maintenance and disease prevention and explain the impact of personal health behaviors on the functioning of body systems.



NPH-H.9-12.3 – Reducing Health Risks: Students will analyze the short-term and long-term consequences of safe, risky and harmful behaviors.

NPH-H.9-12.6 – Setting Goals for Good Health: Students will predict immediate and long-term impact of health decisions on the individual, family, and community.

LESSON 13: HEALTH

NPH-H.9-12.1 – Health Promotion and Disease Prevention: Students will analyze how behavior can impact health maintenance and disease prevention and explain the impact of personal health behaviors on the functioning of body systems.

NPH-H.9-12.3 – Reducing Health Risks: Students will analyze the short-term and long-term consequences of safe, risky and harmful behaviors.

NPH-H.9-12.6 – Setting Goals for Good Health: Students will predict immediate and long-term impact of health decisions on the individual, family, and community.

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LESSON 14: HEALTH

NPH-H.9-12.1 – Health Promotion and Disease Prevention: Students will analyze how behavior can impact health maintenance and disease prevention and explain the impact of personal health behaviors on the functioning of body systems.

NPH-H.9-12.3 – Reducing Health Risks: Students will analyze the short-term and long-term consequences of safe, risky and harmful behaviors.

NPH-H.9-12.6 – Setting Goals for Good Health: Students will predict immediate and long-term impact of health decisions on the individual, family, and community.

LESSON 15: HEALTH

NPH-H.9-12.1 – Health Promotion and Disease Prevention: Students will analyze how behavior can impact health maintenance and disease prevention and explain the impact of personal health behaviors on the functioning of body systems.

NPH-H.9-12.3 – Reducing Health Risks: Students will analyze the short-term and long-term consequences of safe, risky and harmful behaviors.

NPH-H.9-12.6 – Setting Goals for Good Health: Students will predict immediate and long-term impact of health decisions on the individual, family, and community.

LESSON 16: HEALTH

NPH-H.9-12.1 – Health Promotion and Disease Prevention: Students will analyze how behavior can impact health maintenance and disease prevention and explain the impact of personal health behaviors on the functioning of body systems.



NPH-H.9-12.3 – Reducing Health Risks: Students will analyze the short-term and long-term consequences of safe, risky and harmful behaviors.

NPH-H.9-12.6 – Setting Goals for Good Health: Students will predict immediate and long-term impact of health decisions on the individual, family, and community.

LESSON 17: HEALTH

NPH-H.9-12.3 – Reducing Health Risks: Students will analyze the role of individual responsibility for enhancing health and develop strategies to improve or maintain personal, family and community health as well as demonstrate ways to avoid and reduce threatening situations.

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NPH-H.9-12.5 – Using Communication Skills to Promote Health: Students will demonstrate skills for communicating effectively with family, peers, and others, healthy ways to express needs, wants, and feelings as well as refusal, negotiation, and collaboration skills to avoid potentially harmful situations.

NPH-H.9-12.6 – Setting Goals for Good Health: Students will demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.

NPH-H.9-12.7 – Health Advocacy: Students will demonstrate the ability to express information and opinions about health issues, utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues, and demonstrate the ability to influence and support others in making positive health choices.

LESSON 18: HEALTH

NPH-H.9-12.3 – Reducing Health Risks: Students will develop strategies to improve or maintain personal, family and community health.

NPH-H.9-12.6 – Setting Goals for Good Health: Students will formulate an effective plan for lifelong health.

NPH-H.9-12.7 – Health Advocacy: Students will demonstrate the ability to influence and support others in making positive health choices as well as the ability to work cooperatively when advocating for healthy communities.



EDUCATOR RESPONSES

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“These videos are fast paced and the scenarios depicted are real—they show things that definitely speak to youth. With drug education, the first barrier you’ve got to get through is getting the kids to listen. These PSAs hit home with impact and are captivating. When you’ve got students interested, real learning is going to follow and then we’ve got a real chance in saving them from the dangers of drugs.”

R.G. – Educator

“During the past year, I assisted a local high school in implementing a suspicionless drug testing program. I wanted to get as much educational material as I could to help educate parents, teachers and staff on the happenings of the world with drugs and substance abuse.

“*The Truth About Drugs* booklets were very helpful and interesting. They brightened the awareness of myself and many parents, who were often clueless about what is happening out there. Information is a critical first step to changing it.”

J.E. – Health Consultant

“We use *The Truth About Drugs* booklets in a youth empowerment seminar to provide facts and visual information on the dangers of drug use. We also like to give them out as a kind of take-home message and conversation starter. Many kids show the booklets to their parents. This opens discussion and when parents talk to their kids, the risk of the children trying drugs declines. Informed kids are smart kids.”

J.H. – Health Department Nurse

“We are very grateful and thank you very much for the booklets. They are a great success, and the students are *reading them!!!!* Based on suggestions in your activities manual, we have presented banners for signing to local authorities (all seen in



local newspapers) and with the Student Council I am working to get our students promoting drug abuse prevention and awareness. We love your materials.”

A.G. – High School Counselor

“We have used The Truth About Drugs materials several ways at our high school: (1) our health teacher uses them within the curriculum; (2) our substance abuse counselor uses them with both students and parents; (3) we make them available to parents during our evening events for them to take. Our students have been very receptive to the materials. They’re interested in reading them and I’ve also seen them use the materials with each other when they are concerned that a friend is using.”

M.W. – High School Counselor

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“The Truth About Drugs materials help bridge the gap that law enforcement officers can have when talking to kids about drugs. The videos and booklets are powerful and presented in a way that really speaks to *them*. That helps tremendously in getting their attention and then enabling them to evaluate information about drugs they need to be safe and make intelligent choices.”

C.L. – Police Officer

“The drug education kit is *fantastic!* I like that each drug is a booklet unto itself, and they are a nice size. There is enough information but not so much that you have to hunt for what you want. Thank you for a wonderful product.”

M.S. – Registered Nurse & Boy Scout Leader



THE
TRUTH
ABOUT **DRUGS**

CONTACT INFORMATION

Foundation for a Drug-Free World
1626 N. Wilcox Avenue, #1297
Los Angeles, CA 90028 USA

Inside the USA: 1-888 NO TO DRUGS (1-888-668-6378)

Outside the USA: +1-818-952-5260

drugfreeworld.org

e-mail: info@drugfreeworld.org

