

The Real True & False About Club Drugs, Prescription Drugs, and Street Drugs

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Congratulations!

You have chosen a learning program that will actively motivate your students and provide you with easily accessible and easily manageable instructional guidelines and tools designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module (ATM) provides you with a video program correlated to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex:

1. Knowledge (rote memory skills),
2. Comprehension (the ability to relate or retell),
3. Application (the ability to apply knowledge outside its origin),
4. Analysis (relating and differentiating parts of a whole),
5. Synthesis (relating parts to a whole)
6. Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, and to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in three sections:

I. Introducing this ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

II. Preparation for Viewing

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

III. After Viewing the Program

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

AIMS Teaching Module written by Patricia A. Peirson.

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Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

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FEATURES

INTRODUCING THE ATM

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom and to provide assessment tools, your AIMS Teaching Module features these components:

Themes

This section tells how the AIMS Teaching Module is correlated to the curriculum. Themes offers suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

Preparation for Viewing

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, and usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

After Viewing the Program

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

Meeting Individual Needs



These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

Curriculum Connections



Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

Hands On



These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

Writing



Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

Extended Activities



These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

Link to the World



These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.

Culminating Activity



To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their worldview.

ADDITIONAL ATM FEATURES

Vocabulary

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will read or find the definition of each vocabulary word, then use the word in a written sentence.

Checking Comprehension

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

Reproducible Activities

The AIMS Teaching Module provides a selection of reproducible activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

Checking Vocabulary

The checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

Test

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

Additional AIMS Multimedia Programs

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

Answer Key

Reproduces tests and work pages with answers marked.

JUMP RIGHT IN

Preparation

- Read **The Real True & False About Club Drugs, Prescription Drugs, and Street Drugs Themes, Overview, and Objectives** to become familiar with program content and expectations.
- Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing

- Set up viewing monitor so that all students have a clear view.
- Depending on your classroom size and learning range, you may choose to have students view **The Real True & False About Club Drugs, Prescription Drugs, and Street Drugs** together or in small groups.
- Some students may benefit from viewing the video more than one time.

After Viewing

- Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.
- Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.
- You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

The Real True & False About Club Drugs, Prescription Drugs, and Street Drugs

Themes

Middle school is a time of change. Students in this age group are struggling to make the transition from child to adolescent, from dependency on parents and teachers to independence. Temptation to take risks and experiment with forbidden substances at this age is strong. In addition, teens at this stage are susceptible to an assortment of common myths and misunderstandings about drugs and teenage drug use.

The Real True & False About Club Drugs, Prescription Drugs, and Street Drugs seeks to provide middle schoolers with the right information about potentially lethal drugs found at clubs, illegal use of drugs that should be taken only if prescribed by doctors, and drugs commonly bought and sold on the "street." The video presents facts, exposes myths, and shows the true dangers these drugs pose to middle school students.

Overview

Middle schoolers who think that using alcohol or other drugs is a step towards "growing up" are wrong. This thought-provoking and insightful program helps them gain a clearer understanding of the truth and myths surrounding club drugs, prescription drugs, and street drugs. With high school students as their guides, middle schoolers are shown the serious consequences of using these illicit, often deadly drugs.

The program first addresses club drugs, the most popular of which is Ecstasy. These "feel good" drugs not only cause severe mental states such as paranoia, hallucinations, and deep depression, but they also can lead to coma, permanent brain damage, or death. Next, the dangers of abusing prescription drugs are explored. Prescription drugs, especially narcotics, can be highly addictive and deadly if not taken correctly. Finally, a discussion of popular "street" drugs - specifically cocaine, heroin, and methamphetamines - explains their physical effects, such as nervousness, depression, cravings, and addiction, as well as the link between "shooting up" and hepatitis and HIV/AIDS.

Presented in an engaging way, The Real True & False About Club Drugs, Prescription Drugs, and Street Drugs shows middle schoolers that most of their peers do not and will not use drugs because they are too dangerous and not worth the high risk. Drug-free high school students, together with

medical and law enforcement experts, provide valuable insight, information and support for choosing a lifestyle that doesn't include drugs.

Objectives

- To explore the common myths about club drugs, prescription drugs, and street drugs
- To examine the legal consequences associated with illicit use of prescription drugs as well as "hard" drugs
- To explain specific medical consequences associated with drug use
- To emphasize that the majority of teens do not use drugs
- To show the negative consequences suffered by teens who have used drugs
- To make clear that drugs are a problem that affects everyone in the community

Introduction to the Program

Although recent social norms surveys have shown that 85% of American teenagers do not use alcohol or other drugs, the same surveys prove that most middle school students assume that the majority of high school students use alcohol or other drugs. This misperception, along with other motivations like peer pressure, the desire to "grow up fast" or to experiment with new identities, puts them in danger of trying drugs.

Explain to students that this program explores the real-life consequences of illicit drug use. The program seeks to alert them to the physical dangers, as well as the impact such drug use can have on them psychologically, emotionally, and socially. It is designed to give them the information and support they need to make healthy, responsible life choices.

Introduction to Vocabulary

Before starting the program, write the following words and phrases on the board. Ask the class to discuss the meaning of each word as it relates to drug use and abuse. Review the terms that are unfamiliar to students.

addiction - a chronic disease, characterized by compulsive drug-seeking, drug use, and changes to the brain of the abuser

craving - a powerful, often uncontrollable desire for drugs, which is part of addiction

drug abuse - the misuse of drugs, often resulting in self-harm or death

flashbacks - delayed psychological reactions which can happen days, months, even years after taking LSD

hallucination - perception of objects with no reality due to a nervous system disorder; can be caused by use of drugs

lethal - deadly or fatal

narcotic - a drug that dulls the senses and induces sleep

overdose - taking a lethal or toxic amount of a drug, so much that a doctor's care is required

paranoia - a mental state of high anxiety, often drug-induced, characterized by mistaken feelings of insecurity and persecution

tolerance - a condition in which higher doses of a drug are required to produce the same effect as experienced initially

toxic - poisonous

withdrawal - physical and emotional reaction when an addictive drug is reduced or removed from the body

Discussion Ideas

Ask students one or more of the following questions to prompt a discussion of alcohol and other drug use: What percentage of teens do you think use either alcohol or other drugs? How safe do you believe Ecstasy or other club drugs are? In what ways might they be dangerous? How many of you have ever taken a drug prescribed by a doctor? Why do you think you needed a doctor's prescription for it? Are prescription drugs generally safe to take, even without the authorization or guidance of a doctor? What are "street" drugs? How do they compare to either club drugs or prescription drugs?

Focus

When guided by wrong information and bolstered by misperceptions, it's easy to make the wrong choices in life. This can be lethal in the case of drug use and abuse. Encourage students to consider their own attitudes, beliefs, and perceptions about alcohol and other drugs as they view the program. How do they compare to those that are presented in the program? What changes might students make in their future behavior, choices, and decisions as these relate to drug use?

SUGGESTED ACTIVITIES

Meeting Individual Needs

After watching the program, have students recall the information presented. Ask the following questions to assist them, and record their responses on the board: What three categories of drugs were discussed in the program? What are some examples of these types of drugs? What are the physical or psychological dangers associated with use of these drugs? (You may take a general approach to this question or ask students to link specific drugs with the particular consequences of their use or abuse.) How does the perception of drug use among teenagers differ from the reality? What do you think is the cause for this misperception?



40 Minutes

Writing

Ask students the following questions: How many of you have discussed the use of alcohol or other drugs with your parents? What messages have you received from your parents on the topic? How might your parents react if they discovered you were using drugs? What would it do to your family if, due to drug use, you ended up physically disabled, in a coma, brain-damaged, or dead?



60 Minutes

Now have students imagine that they themselves are the parent of a teenage boy or girl. They want to write a letter to their child concerning their hopes and fears as the child matures, with a special emphasis on the lure of alcohol or other drugs. What would they say to their teen? What advice would they give to help their child understand their concerns? How would they give their child the strength to make healthy, responsible choices in life? Allow time for students to share their letters with the rest of the class.

Critical Thinking - Treatment vs. Incarceration

Illegal drugs cause crime and violence. The United States' ongoing "war on drugs" has generally taken the approach of incarceration for drug offenses, yet prisons are often bastions of drug abuse. An opposing argument to incarceration is treatment.



60 Minutes

Divide students into two groups. Have them research the pros and cons of both approaches to drug possession and trafficking. Next, using their research results, have volunteers debate the issue, one side in support of incarceration, the other in support of treatment. At the end of the debate, have students vote on which side presented the stronger argument. Allow time for questions and discussion.

Connection to Health

Have students choose as a research topic one of the drugs highlighted in the program. (These include Ecstasy, Ketamine, LSD, GHB, Oxycontin, Xanax, Vicodin, heroin, cocaine, methamphetamine, amphetamines.) Using library and Internet resources, have students research their drug topic and create a fact sheet that answers the following questions: What (if any) are the street terms for the drug? What does it look like? How is it used? Who uses it? What are some of the medical and health consequences of using the drug?

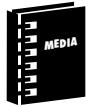


50 Minutes

Have students present their findings to the class. Allow time for questions and discussion.

Connection to the Media

The media can have a profound influence on our day-to-day perceptions of people and events, as well as our general attitudes, behaviors, and feelings. It is important to be aware of and understand the effects on the individual and on society as a whole of the media messages we see and hear.



30 Minutes

Have students collect a variety of media images and messages concerning the use of alcohol and other drugs. Sources should include music, television, films, magazine, and the Internet. Use these collected examples as the basis for class discussion. Do these media messages reflect society or shape it? Are the images and ideas positive or negative? Are they realistic? Are they beneficial? What do they teach? How much influence do they have on you personally? What are some images or messages you would like to see presented by the media?

Connection to Social Studies

What is the economic cost of alcohol and other drug abuse and addiction? Who bears the cost? Using Internet and library resources, have students research this topic. Ask them to address the following areas of expenditure and loss: health care costs; premature death; impaired productivity; motor vehicle crashes; crime; social welfare. Who must bear the economic burden, and in what ways are these costs imposed?



40 Minutes

Have students present their findings, and discuss the significance of the data. Beyond the financial impact of drug abuse and addiction, how else are society and the individual affected? How might families of drug abusers and addicts be affected? Who else might be victimized by a user or addict? What are some possible solutions to this enormous problem?

Reaching Out

What can you do if you or someone you know has questions or a problem with drug use, abuse, or addiction? To whom can you turn? What agencies or organizations offer information or help? What medical options are available?



30 Minutes

Have students research this topic using library, Internet, telephone directories, or other sources. Discuss with students the course of action they personally would choose or recommend a friend choose for questions or concerns about drugs. Why does this approach seem best? Why do other paths of action seem less effective or appealing? Is there any assistance the students would like that does not appear to currently be available?

Culminating Activity

Allow time for students to think about the information presented in the program and learned from class activities. Have each student write about or discuss the changes, if any, that have taken place in their attitudes or beliefs about club drug, prescription drug, or street drug use. What steps can they take in their personal lives to change their behavior, or avoid/remove themselves from potentially dangerous situations? How can they resist peer pressure to try drugs? What advice would they give a friend who may be considering such drug use or who has already begun experimenting with it?



Extended

VOCABULARY

The following terms are from *The Real True & False About Club Drugs, Prescription Drugs, and Street Drugs*. Fill in the number of each term next to its closest definition.

1. addiction
2. club drug
3. cocaine
4. Ecstasy
5. hepatitis or HIV
6. heroin
7. Ketamine
8. lethal
9. LSD
10. methamphetamine
11. narcotic
12. Oxycontin
13. Rohypnol and GHB
14. toxic

- _____ a drug which causes hallucinations, insomnia, nightmares, flashbacks, and unknown effects
- _____ a very addictive drug that often hooks users the first time
- _____ an animal tranquilizer than produces a euphoric high, then a comatose state
- _____ a chronic disease, characterized by compulsive drug-seeking, drug use, and changes to the brain of the abuser
- _____ a highly addictive drug that may be snorted or injected, has an unpredictable strength, and can easily kill you
- _____ a substance, also known as speed, which will keep you up for days without eating
- _____ deadly or fatal
- _____ a prescription drug for patients in extreme pain that, if abused, is highly addictive
- _____ a drug containing MDMA, a powerful stimulant that can easily kill you
- _____ serious medical conditions that may result from use of unsterilized needles
- _____ substances easily put into an unwatched drink at a party; also called "date rape drugs"
- _____ a drug that dulls the senses and induces sleep
- _____ substances used at drug party gatherings like raves in private "club" settings
- _____ poisonous

CHECKING COMPREHENSION

Answer the following questions in the space provided. Use complete sentences. You may need a separate sheet of paper to complete some responses.

1. What is the difference (if any) between club drugs and hard "street" drugs? _____

2. Why are club drugs so dangerous? _____

3. What makes LSD so unpredictable in its effect on the individual user? _____

4. Why are drugs such as GHB or Rohypnol called "date rape drugs?" _____

5. What are some of the dangers of using prescription drugs without a doctor's supervision? _____

6. What kind of physical damage is linked to the illegal use of drugs? _____

7. What is the medical danger specifically associated with unsterilized needles used to "shoot up" heroin? _____

8. How does illicit use of drugs lead to other types of criminal activity? _____

9. What are some of the mental or psychological problems associated with drug use? _____

10. What is the biggest myth of all concerning drug use among teens? _____

11. It's not easy to say "no" to a friend. What would you say to a friend who offers you drugs? _____

TRUE OR FALSE

Place a T next to statements that are true, and an F next to statements that are false.

1. _____ The majority of teens use either alcohol or drugs.
2. _____ Ecstasy and other club drugs are generally safe to use.
3. _____ Using methamphetamine is a good way to stay awake to study.
4. _____ Use of crystal meth can result in hallucinations, paranoia, violence, and permanent physical and/or psychological damage.
5. _____ Ketamine is an animal tranquilizer that can be deadly when used for recreation by humans.
6. _____ LSD is a safe recreational drug because it is a chemical found naturally in your brain.
7. _____ Prescription drugs are safer for you to use than street drugs.
8. _____ Some club drugs can be secretly slipped into a drink and cause amnesia.
9. _____ Ketamine is a vitamin - Vitamin K.
10. _____ A person can become addicted the first time she or he uses cocaine.
11. _____ Heroin is used mostly by low income or "street" people.
12. _____ Sharing heroin needles can lead to serious medical problems.
13. _____ Buying or selling certain prescription drugs can get you into as much trouble as buying or selling heroin.
14. _____ Using cocaine can give you extra energy to help you get things done.
15. _____ The illicit use of drugs can, and often does, lead to other criminal activities, such as dealing drugs, theft, or burglary.

WHAT DO YOU THINK?

Below are some excerpts from the program. Write a two or three-sentence answer for each question that follows. Use a separate sheet of paper.

1. In the video, Emily, a junior, says, "We have parties, but our parties don't include drugs and alcohol, and we just still have a great time. I mean, we don't have to get high or anything to have a good time just being with each other."

Do you think most groups of friends in high school don't use drugs?

What are the benefits of hanging out with friends who don't use drugs?

2. Rosie, a freshman, says, "I got hooked on drugs...I was in and out of jail for a lot of things, mostly drugs. I was in there for either possession or because I was stealing for the drugs."

In addition to going to jail, can you think of other negative consequences of using drugs?

3. Michael D. says that, "the comedown off crystal meth is nothing pretty...You kind of get a temper; little things that irritate you are just totally blown out of proportion. You start having a fit. It didn't make me a nicer person, that's for sure."

What qualities would you miss about yourself if a drug altered your personality?

4. Jenny tells us about the unrealized dangers of abusing prescription drugs. "Once hooked, the user needs them. When you take these drugs, even for a short time, your brain stops creating dopamine, a natural chemical that allows you to feel pleasure. So you need it to feel okay again!"

What would you miss in your life if you lost the ability to sense pleasure without drugs?

PERSONAL CHOICES - HOW TO CHOOSE THE RIGHT FRIENDS

In *The Real True & False About Club Drugs, Prescription Drugs, and Street Drugs*, Emily talks about having parties that don't include alcohol or other drugs, yet still having a great time. "I mean, we don't have to get high or anything to have a good time just being with each other." Who you choose to be friends with says a lot about what you think about yourself and your life. Think about this as you answer the following questions. Use a separate sheet of paper if necessary.

1. What kind of person do you think of as a "true friend?" _____

2. Would true friends want you to try drugs that could kill you or cause serious damage to your body and brain? Why or why not? _____

3. What does the following statement mean to you? "In order to make a friend, you must first be a friend." _____

4. What does this statement mean to you? "Show me your friends and I'll tell you who you are." _____

SETTING GOALS

You know what goals are, especially in sports like soccer, basketball, and football. The object in these games is to get the ball into your opponent's goal and defend your own goal from intrusion by your opponent. The same is true in your life. You must learn to set goals for yourself, always remember what they are, and know what it takes to reach them.

There are two kinds of goals: short-term goals and long-term goals.

Short-term goals include things you want to accomplish soon, such as bring up your grades, join a club, practice playing a musical instrument, or read a book.

Long-term goals include things you want to accomplish in the future, like getting your driver's license, graduating from college, getting married, and raising a family.

You can adjust or change your goals at any time, but only after careful consideration.

PART A: In the space provided below, list your short- and long-term goals.

1. SHORT-TERM GOALS _____

2. LONG-TERM GOALS _____

PART B: Once you have listed your goals, answer these questions. Use a separate sheet of paper if necessary.

1. Are the goals you've set for yourself attainable? _____

2. What will you have to do to achieve one of your short-term goals? Be specific. _____

3. What will you have to do to achieve one of your long-term goals? Be specific. _____

4. How might getting involved with people who use alcohol or other drugs prevent you from achieving your goals? _____

WORD SEARCH

Part A: The following words and phrases can be found in the maze below. The letters may be arranged horizontally, vertically, diagonally, or backwards.

X	Q	W	H	Z	D	A	T	E	Q	R	A	P	E	X
F	W	Y	N	A	X	J	K	Q	W	X	Y	Z	W	T
N	H	I	K	Q	L	Z	E	S	O	D	R	E	V	O
A	Q	X	T	W	H	L	Q	X	Z	R	J	W	F	X
R	Y	N	Z	H	Q	M	U	W	K	U	Q	Y	X	I
C	X	K	Q	J	D	X	J	C	H	G	Z	K	W	C
O	W	J	X	H	Z	R	W	M	I	Q	M	X	H	Q
T	Q	T	C	I	D	D	A	N	J	N	W	Y	Z	G
I	Z	W	Q	K	X	J	H	W	G	M	A	X	Q	N
C	K	H	W	Y	T	Q	S	Z	A	N	J	T	K	I
X	Q	Z	L	E	T	H	A	L	Z	L	X	F	E	V
H	Y	J	E	K	W	X	G	Q	H	X	K	J	Z	A
X	Q	R	Z	P	A	R	A	N	O	I	A	Y	H	R
W	T	F	G	X	R	Q	G	F	Z	H	Q	W	X	C
S	Z	P	R	E	S	C	R	I	P	T	I	O	N	Z

addict
 craving
 date rape
 drug
 hallucinate
 lethal
 narcotic
 overdose
 paranoia
 prescription
 street
 toxic
 withdrawal

Part B: What have you learned about drug use? How have your attitudes or beliefs changed? Answer these questions in short essay form on a separate sheet of paper. Use as many of the above words as possible.

TEST

Circle the letter of the correct answer for each question.

1. Approximately what percentage of American teenagers do not use drugs?
 - a) 25%
 - b) 50%
 - c) 85%
 - d) 98%

2. Tablets of Ecstasy are often imprinted with designs or logos:
 - a) to indicate that they have been manufactured legally.
 - b) to make them look safe and friendly.
 - c) to indicate the strength and purity of the substance.

3. Ketamine is:
 - a) a chemical produced naturally in the brain.
 - b) an animal tranquilizer, not intended for human use.
 - c) a powerful stimulant that can easily kill you.
 - d) a prescription drug often given to patients in extreme pain.

4. "Date rape" drugs:
 - a) can be easily slipped into an unwatched drink.
 - b) include drugs such as GHB and Rohypnol.
 - c) can induce unconsciousness, seizures, or coma.
 - d) all of the above.

5. Arrest for the illegal possession or sale of prescription drugs:
 - a) can result in jail time equal to that for possession or sale of any other street drug.
 - b) is a minor offense, and usually results in minimal jail time.
 - c) is not considered a serious problem if only a small quantity of the controlled substance is involved.
 - d) B and C

TEST (CONTINUED)

6. Heroin users:

- a) are at high risk for contracting hepatitis or HIV from using dirty needles.
- b) come from all economic classes.
- c) rarely suffer from overdoses.
- d) A and B

7. A highly addictive drug that often hooks users the first time is:

- a) heroin.
- b) crystal meth.
- c) cocaine.
- d) Ecstasy.

8. Drug use can result in:

- a) physical damage and death.
- b) long-term emotional and psychological damage.
- c) loss of friends, family, and self-esteem.
- d) all of the above.

Short Essay Section: Imagine that you find yourself in the following situations and describe what you would do. Be specific. Use a separate sheet of paper if necessary.

9. One Friday night, a friend invites you to a rave. Your parents give you permission because the flyer advertising the event says it will be "alcohol-free." At the rave, you meet other people your age, and they are really fun. One of your new friends suggests that you try Ecstasy or Special

K. What do you say and do? _____

10. Your friend's mother was recently in a car accident. Her doctor put her on prescription painkillers during her recovery. Your friend has pocketed a few of the painkillers and offers them to you, saying that they can get you really high. What do you say and do? _____

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

2691-EN-VID	<i>Club Drugs - Dancing With Danger</i>
2690-EN-VID	<i>Ecstasy - The E-Street Blues</i>
2659-EN-VID	<i>The Teen Files Flipped: The Reality of Drug Use</i>
2673-EN-VID	<i>The Teen Files Flipped: Drug Use and Addiction</i>
2612-EN-VID	<i>It Can Happen to You Series: Binge Drinking, Edited Version</i>
2613-EN-VID	<i>It Can Happen to You Series: Alcoholism, Edited Version</i>
2517-EN-VID	<i>The Teen Files: The Truth About Drugs</i>
2574-EN-VID	<i>The Downside of Uppers</i>
2559-EN-VID	<i>Monkey on the Back: Teens and Heroin</i>
2555-EN-VID	<i>Marijuana: One More Toke</i>
2633-EN-VID	<i>Do You Believe in Magic? Teens and Marijuana</i>
2756-EN-VID	<i>No Second Chances</i>
2553-EN-VID	<i>Angry Young Man ... A Drug Tragedy</i>
2256-EN-VID	<i>The Teen Files: The Truth About Drinking</i>

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(Format: Please italicize Information Brief)

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(Format: Please italicize Neurology.)

Neurology, March 2002.

"Drug Trafficking in the United States," Drug Enforcement Administration, September 2001.

Knowles, Cynthia, *Up All Night: A Closer Look At Club Drugs and Rave Culture* (Red House Press, 2001).

Infifax: Heroin, U.S. Department of Health and Human Services, National Institute on Drug Abuse, 2000.

SAMHSA's National Clearinghouse for Alcohol and Drug Information

Center for Substance Abuse Prevention (CSAP)

5600 Fishers Lane

Rockwall II Building, Suite 800

Rockville, MD 20857

800-729-6686

e-mail: info@samhsa.gov

<http://www.samhsa.gov/csap>

ANSWER KEY for page 9

VOCABULARY

The following terms are from *The Real True & False About Club Drugs, Prescription Drugs, and Street Drugs*. Fill in the number of each term next to its closest definition.

1. addiction
2. club drug
3. cocaine
4. Ecstasy
5. hepatitis or HIV
6. heroin
7. Ketamine
8. lethal
9. LSD
10. methamphetamine
11. narcotic
12. Oxycontin
13. Rohypnol and GHB
14. toxic

- | | |
|-----------|---|
| <u>9</u> | a drug which causes hallucinations, insomnia, nightmares, flashbacks, and unknown effects |
| <u>3</u> | a very addictive drug that often hooks users the first time |
| <u>7</u> | an animal tranquilizer than produces a euphoric high, then a comatose state |
| <u>1</u> | a chronic disease, characterized by compulsive drug-seeking, drug use, and changes to the brain of the abuser |
| <u>6</u> | a highly addictive drug that may be snorted or injected, has an unpredictable strength, and can easily kill you |
| <u>10</u> | a substance, also known as speed, which will keep you up for days without eating |
| <u>8</u> | deadly or fatal |
| <u>12</u> | a prescription drug for patients in extreme pain that, if abused, is highly addictive |
| <u>4</u> | a drug containing MDMA, a powerful stimulant that can easily kill you |
| <u>5</u> | serious medical conditions that may result from use of unsterilized needles |
| <u>13</u> | substances easily put into an unwatched drink at a party; also called "date rape drugs" |
| <u>11</u> | a drug that dulls the senses and induces sleep |
| <u>2</u> | substances used at drug party gatherings like raves in private "club" settings |
| <u>14</u> | poisonous |

ANSWER KEY for page 10

CHECKING COMPREHENSION

Answer the following questions in the space provided. Use complete sentences. You may need a separate sheet of paper to complete some responses.

1. What is the difference (if any) between club drugs and hard “street” drugs? The only difference between these two types of drugs is their physical appearance. Club drugs look cute and harmless, but are as dangerous and deadly as hard drugs.
 2. Why are club drugs so dangerous? Because the drugs are often packaged with cute, innocent looking labels, teens who take them think they are safe when, in fact, they are dangerous and deadly.
 3. What makes LSD so unpredictable in its effect on the individual user? LSD is typically made in dirty, underground labs. The strength of the drug can vary, and a user cannot know his or her body’s reaction to it ahead of time.
 4. Why are drugs such as GHB or Rohypnol called “date rape drugs”? These are drugs used by sexual predators, and may be slipped into an unwatched drink. They produce semi-consciousness or amnesia in the victim, and make the victim vulnerable to attack.
 5. What are some of the dangers of using prescription drugs without a doctor’s supervision? Prescription drugs, especially narcotics, can be deadly if not taken correctly. Some are highly addictive, as well. Buying or selling some of these drugs is considered as serious a crime as buying or selling heroin.
 6. What kind of physical damage is linked to the illegal use of drugs? Physical damage may include malnutrition, liver and brain damage, fatal kidney and lung disorders, heart failure, stroke, high blood pressure, damage to the nervous system, abscesses (from needle use), hepatitis, or HIV/AIDS.
 7. What is the medical danger specifically associated with unsterilized needles used to “shoot up” heroin? By using or sharing an unsterilized needle, heroin users can contract hepatitis or HIV.
 8. How does illicit use of drugs lead to other types of criminal activity? To buy more drugs and support an addiction, the user is often driven to sell drugs, steal, rob, commit burglary, or engage in other, similar activities to raise the necessary money.
 9. What are some of the mental or psychological problems associated with drug use? These may include insomnia, hallucinations, flashbacks, paranoia, waking nightmares, personality changes, delusions, depression, violence, and nervousness.
 10. What is the biggest myth of all concerning drug use among teens? The biggest myth is the misperception that most teenagers use drugs when, in fact, most teens do not use them.
 11. It’s not easy to say “no” to a friend. What would you say to a friend who offers you drugs? STUDENT RESPONSES WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.
-

ANSWER KEY for page 11

TRUE OR FALSE

Place a T next to statements that are true, and an F next to statements that are false.

1. **F** The majority of teens use either alcohol or drugs.
2. **F** Ecstasy and other club drugs are generally safe to use.
3. **F** Using methamphetamine is a good way to stay awake to study.
4. **T** Use of crystal meth can result in hallucinations, paranoia, violence, and permanent physical and/or psychological damage.
5. **T** Ketamine is an animal tranquilizer that can be deadly when used for recreation by humans.
6. **F** LSD is a safe recreational drug because it is a chemical found naturally in your brain.
7. **F** Prescription drugs are safer for you to use than street drugs.
8. **T** Some club drugs can be secretly slipped into a drink and cause amnesia.
9. **F** Ketamine is a vitamin - Vitamin K.
10. **T** A person can become addicted the first time she or he uses cocaine.
11. **F** Heroin is used mostly by low income or "street" people.
12. **T** Sharing heroin needles can lead to serious medical problems.
13. **T** Buying or selling certain prescription drugs can get you into as much trouble as buying or selling heroin.
14. **F** Using cocaine can give you extra energy to help you get things done.
15. **T** The illicit use of drugs can, and often does, lead to other criminal activities, such as dealing drugs, theft, or burglary.

ANSWER KEY for page 12

WHAT DO YOU THINK?

Below are some excerpts from the program. Write a two or three-sentence answer for each question that follows. Use a separate sheet of paper.

STUDENT RESPONSES WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.

1. In the video, Emily, a junior, says, "We have parties, but our parties don't include drugs and alcohol, and we just still have a great time. I mean, we don't have to get high or anything to have a good time just being with each other."

Do you think most groups of friends in high school don't use drugs?

What are the benefits of hanging out with friends who don't use drugs?

2. Rosie, a freshman, says, "I got hooked on drugs...I was in and out of jail for a lot of things, mostly drugs. I was in there for either possession or because I was stealing for the drugs."

In addition to going to jail, can you think of other negative consequences of using drugs?

3. Michael D. says that, "the comedown off crystal meth is nothing pretty...You kind of get a temper; little things that irritate you are just totally blown out of proportion. You start having a fit. It didn't make me a nicer person, that's for sure."

What qualities would you miss about yourself if a drug altered your personality?

4. Jenny tells us about the unrealized dangers of abusing prescription drugs. "Once hooked, the user needs them. When you take these drugs, even for a short time, your brain stops creating dopamine, a natural chemical that allows you to feel pleasure. So you need it to feel okay again!"

What would you miss in your life if you lost the ability to sense pleasure without drugs?

ANSWER KEY for page 13

PERSONAL CHOICES - HOW TO CHOOSE THE RIGHT FRIENDS

In *The Real True & False About Club Drugs, Prescription Drugs, and Street Drugs*, Emily talks about having parties that don't include alcohol or other drugs, yet still having a great time. "I mean, we don't have to get high or anything to have a good time just being with each other." Who you choose to be friends with says a lot about what you think about yourself and your life. Think about this as you answer the following questions. Use a separate sheet of paper if necessary.

STUDENT RESPONSES WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.

1. What kind of person do you think of as a "true friend?" _____

2. Would true friends want you to try drugs that could kill you or cause serious damage to your body and brain? Why or why not? _____

3. What does the following statement mean to you? "In order to make a friend, you must first be a friend." _____

4. What does this statement mean to you? "Show me your friends and I'll tell you who you are." _____

ANSWER KEY for page 14

SETTING GOALS

You know what goals are, especially in sports like soccer, basketball, and football. The object in these games is to get the ball into your opponent's goal and defend your own goal from intrusion by your opponent. The same is true in your life. You must learn to set goals for yourself, always remember what they are, and know what it takes to reach them.

There are two kinds of goals: short-term goals and long-term goals.

Short-term goals include things you want to accomplish soon, such as bring up your grades, join a club, practice playing a musical instrument, or read a book.

Long-term goals include things you want to accomplish in the future, like getting your driver's license, graduating from college, getting married, and raising a family.

You can adjust or change your goals at any time, but only after careful consideration.

PART A: In the space provided below, list your short- and long-term goals.

STUDENT RESPONSES WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.

1. SHORT-TERM GOALS _____

2. LONG-TERM GOALS _____

PART B: Once you have listed your goals, answer these questions. Use a separate sheet of paper if necessary.

1. Are the goals you've set for yourself attainable? _____

STUDENT RESPONSES WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.

2. What will you have to do to achieve one of your short-term goals? Be specific. _____

3. What will you have to do to achieve one of your long-term goals? Be specific. _____

4. How might getting involved with people who use alcohol or other drugs prevent you from achieving your goals? _____

WORD SEARCH

X	Q	W	H	Z	D	A	T	E	Q	R	A	P	E	X
F	W	Y	N	A	X	J	K	Q	W	X	Y	Z	W	T
N	H	I	K	Q	L	Z	E	S	O	D	R	E	V	O
A	Q	X	T	W	H	L	Q	X	Z	R	J	W	F	X
R	Y	N	Z	H	Q	M	U	W	K	U	Q	Y	X	I
C	X	K	Q	J	D	X	J	C	H	G	Z	K	W	C
O	W	J	X	H	Z	R	W	M	I	Q	M	X	H	Q
T	Q	T	C	I	D	D	A	N	J	N	W	Y	Z	G
I	Z	W	Q	K	X	J	H	W	G	M	A	X	Q	N
C	K	H	W	Y	T	Q	S	Z	A	N	J	T	K	I
X	Q	Z	L	E	T	H	A	L	Z	L	X	F	E	V
H	Y	J	E	K	W	X	G	Q	H	X	K	J	Z	A
X	Q	R	Z	P	A	R	A	N	O	I	A	Y	H	R
W	T	F	G	X	R	Q	G	F	Z	H	Q	W	X	C
S	Z	P	R	E	S	C	R	I	P	T	I	O	N	Z

Part B: What have you learned about drug use? How have your attitudes or beliefs changed? Answer these questions in short essay form on a separate sheet of paper. Use as many of the above words as possible.

25

ANSWER KEY for page 16

TEST

Circle the letter of the correct answer for each question.

1. Approximately what percentage of American teenagers do not use drugs?

a) 25%

b) 50%

☒ c) 85%

d) 98%

2. Tablets of Ecstasy are often imprinted with designs or logos:

a) to indicate that they have been manufactured legally.

☒ b) to make them look safe and friendly.

c) to indicate the strength and purity of the substance.

3. Ketamine is:

a) a chemical produced naturally in the brain.

☒ b) an animal tranquilizer, not intended for human use.

c) a powerful stimulant that can easily kill you.

d) a prescription drug often given to patients in extreme pain.

4. "Date rape" drugs:

a) can be easily slipped into an unwatched drink.

b) include drugs such as GHB and Rohypnol.

c) can induce unconsciousness, seizures, or coma.

☒ d) all of the above.

5. Arrest for the illegal possession or sale of prescription drugs:

☒ a) can result in jail time equal to that for possession or sale of any other street drug.

b) is a minor offense, and usually results in minimal jail time.

c) is not considered a serious problem if only a small quantity of the controlled substance is involved.

d) B and C

ANSWER KEY for page 17

TEST (CONTINUED)

6. Heroin users:

- a) are at high risk for contracting hepatitis or HIV from using dirty needles.
- b) come from all economic classes.
- c) rarely suffer from overdoses.

☒ d) A and B

7. A highly addictive drug that often hooks users the first time is:

- a) heroin.
- b) crystal meth.
- ☒ c) cocaine.
- d) Ecstasy.

8. Drug use can result in:

- a) physical damage and death.
- b) long-term emotional and psychological damage.
- c) loss of friends, family, and self-esteem.

☒ d) all of the above.

Short Essay Section: Imagine that you find yourself in the following situations and describe what you would do. Be specific. Use a separate sheet of paper if necessary.

9. One Friday night, a friend invites you to a rave. Your parents give you permission because the flyer advertising the event says it will be "alcohol-free." At the rave, you meet other people your age, and they are really fun. One of your new friends suggests that you try Ecstasy or Special

K. What do you say and do? _____

STUDENT RESPONSES WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.

10. Your friend's mother was recently in a car accident. Her doctor put her on prescription painkillers during her recovery. Your friend has pocketed a few of the painkillers and offers them to you, saying that they can get you really high. What do you say and do? _____

STUDENT RESPONSES WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.
