

PREVENTION CURRICULUM GUIDE

FOR

LOOKING AT ALCOHOL AND
OTHER DRUGS

SPECIAL EDUCATION 7-12



Julie B. Erwin
Alexander Boros
Janet Hawkes

illustrated by Julie B. Erwin

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**Julie B. Erwin
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**Kent State University
Kent, Ohio 44242
1989**

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ATTENTION

THIS CURRICULUM GUIDE
WAS DESIGNED
TO BE USED WITH THE BOOK,
*LOOKING AT ALCOHOL
AND OTHER DRUGS.*

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ABOUT THE AUTHORS

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Julie B. Erwin is a certified elementary school teacher (1-8) and a certified art teacher (K-12) in the state of Ohio. She is the illustrator of a book entitled, *Looking at Treatment of Alcoholism*, which is specifically designed for the reading-limited individual. She has worked as a teacher and in the mental health field. She currently works as an educator/counselor in special education classes and with disabled adults dealing with alcohol and other drug issues.

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We would like to thank the many special education teachers and their students for allowing us to work in their classrooms while field testing the materials. A special thanks to Cherie Wade and her students at Tallmadge High School in Tallmadge, Ohio; Becky Deveraux and her students at Roberts Middle School in Cuyahoga Falls, Ohio; Barbara Cox and her students at Kent Roosevelt High School in Kent, Ohio; Marie Pierson and her students at Hudson High School in Hudson, Ohio; and Kathy Howells and Karen Flowers and their students at Stow/Monroe Falls High School in Stow, Ohio.

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INTRODUCTION

As a special education teacher, you are skilled in the art of modifying materials for your students. The lessons in this curriculum guide were designed with you in mind. Included are various options within each lesson for the teacher to utilize.

Each lesson involves discussion, visual stimuli, vocabulary, and varied activities for the teacher to choose from.

The goals of this guide are:

1. To introduce alcohol and other drug information to special populations in a simple, yet interesting, fashion.
2. To develop skills in making decisions, resisting pressure to use drugs, and choosing positive alternatives other than drug abuse.
3. To develop a working knowledge of drugs which have the potential for abuse and the effects that these drugs have on a person's life.
4. To establish a friendly, supportive climate in the classroom.
5. To encourage decision-making, as well as, full participation by students.
6. To encourage students to ask questions and feel free to voice their opinions.

Every lesson encourages the students to actively participate in their own learning. You will notice that there are no time limits on the lessons or the activities. We did not feel that limits should be put on such an important topic. Because the nature of special education classes is so specialized, we felt the teacher could best make the decision about how much time should be allocated for individual classes.

Please note, when we have chosen to use he and him as pronouns, it has been simply in order to preserve sentence continuity. Please stress to the students that use and abuse of alcohol and drugs transcends gender lines.

This guide was designed to be used with the book, *Looking at Alcohol and Other Drugs*, by Alexander Boros, Ph.D., and Patricia Callahan, M.A., C.R.C. This book of resource illustrations was developed at Kent State University by Project A.I.D. (Addiction Intervention with the Disabled) staff.

The teacher has permission to create transparencies of the illustrations found in *Looking at Alcohol and Other Drugs*.

For more information about these materials or other books created by Project A.I.D. staff, please contact:

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QUESTIONS MOST OFTEN ASKED BY TEACHERS

Q. Why should I choose this particular curriculum guide?

- A. The format of the guide was specifically designed with special education students in mind. There are pictorial representations of important terms throughout, as well as, various activities which promote the use of decision-making skills.

Q. I notice that there are references to various disabilities within the guide, but I do not see references to disabilities in every lesson. Why is this?

- A. Before field testing of the guide took place, there were references to disabilities in every lesson. Through our research and testing, we found that referring to disabilities in every lesson was not needed.

Q. Why should special education students learn about alcohol and other drugs?

- A. These students will eventually run into situations where they will need knowledge about alcohol and other drugs. They will be exposed to drugs in the home, at work, in school, and in the community. They will need to learn how to make decisions about drug use. Students also have questions about their parents or relatives who may be abusing drugs.

Q. Who can teach this subject to my students?

- A. Because alcohol and other drug abuse affects a person's biological, cultural, social, economic, legal, and spiritual needs, it is not an easy subject to teach. Special educators know their student's individual needs and this relationship will enable you to be effective. These materials can be used by anyone who is interested in educating an individual or group about alcohol and other drugs.

Q. Do I have to be an expert on alcohol and other drug abuse to teach this subject effectively?

- A. No, you do not need to be an expert to teach this subject! We have given you the information and you are already an expert teacher. Drug education is a decision-making process and you are there to facilitate the students' decision-making and discussion. Both the curriculum guide and *Looking at Alcohol and Other Drugs* are packed with good, current information for you to utilize.

Q. Many of my students must use prescription drugs. Is this issue covered in this guide?

- A. Yes, prescription drug use is addressed within the guide on several occasions.

Q. Do I have to use PICTURE-TALK?

- A. In field testing the guide we found that students benefited from the PICTURE-TALK section. Although you may feel awkward drawing at first, we suggest that you utilize the PICTURE-TALK section in order to visually stimulate learners. There are suggestions on how to use PICTURE-TALK on the next page. Of course, you may have alternative methods for illustration.

Q. Do I have to go through all of the lessons in the guide?

- A. The lessons in this guide were designed in sequential order. If you feel there is a lesson that you would like to skip, that is up to you. We suggest that the teacher go through the whole guide if possible. The section on family is very important for students who may have a family member who is abusing drugs.

Q. Why should I spend so much time on this issue?

- A. Your students will be affected by alcohol and other drugs in some way during their lifetime. They may experience problems themselves, in the home, at work, with a friend, neighbor, or anyone else they may come into contact with at some point. This issue is surrounded by misinformation, strong emotion, and confusing experiences. Addressing the biological, cultural, social, economic, legal, and spiritual affects of drug abuse will take time.

Q. I teach developmentally disabled and learning disabled students in our high school. Would this guide be appropriate for both of these populations?

- A. These materials were tested with both developmentally disabled and learning disabled students. Each class was unique in its make-up so each lesson was taught differently to fit their needs more closely. This guide is very adaptable for changing from level to level.

ADAPTING THE GUIDE FOR REGULAR EDUCATION STUDENTS

Although this Curriculum Guide has been designed with the special education student in mind, adapting it for use with other students is easy. The guide focuses on the typical world of students. References and learning experiences are geared to students in general.

We were careful in using illustrations and PICTURE-TALK situations that realistically include disabled people as a part of social life. Hence, both special education and regular education students could see and learn how disabled people are a part of everyday life. Other curriculum guides in common use ignore situations that involve disabled people. We believe that our curriculum guide offers a balanced view, reflecting a society that is made up of both disabled and able-bodied persons. Our materials help overcome the tendency to exclude the life and problems of disabled people in textbooks.

Looking at Alcohol and Other Drugs is a book of resource illustrations. These illustrations were based upon a three year research of topics that are covered in prevention education books across the country. Our illustrations help teachers demonstrate ideas that they are already familiar with. The illustrations provide a common stimuli to encourage classroom discussions between teacher and students. This book is not a replacement for more comprehensive textbooks on the subject of alcohol and other drugs. The teacher can refer to illustrations from the book itself or from overhead transparencies made from the illustrated pages.

To give full coverage to *Looking at Alcohol and Other Drugs*, our guide provides learning experiences while using every illustrated page. However, regular education teachers may want to skip some of the illustrations as being unnecessary for some students. For some students, illustrations may be omitted from classroom discussion if they do not contribute significantly to the knowledge or attitudes of students in a particular class.

Similarly, teachers of regular education classes should feel free to use only those illustrations that will help them effectively teach important points to their particular classes. Teachers may find that selection of illustrations may vary from class to class depending upon the experience and previous knowledge of students.

For all students, our resource illustrations increase the retention of vital information through the principle of visualization.

USING PICTURE-TALK

Each PICTURE-TALK contains:

1. A PICTURE-TALK, a "talk" at the end of each lesson.
2. A "picture" consisting of a simple stick-figure drawing.
3. A caption briefly explaining the meaning of each picture below the illustration.

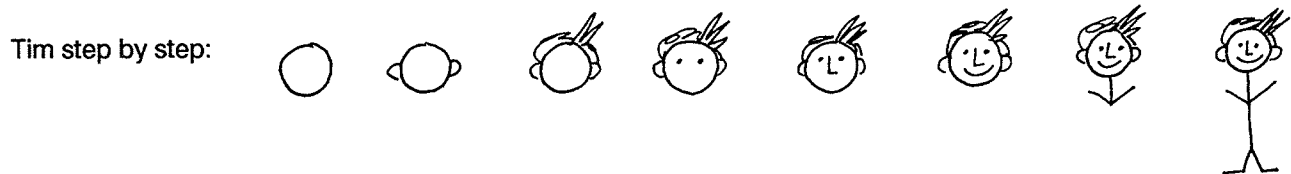
Duplicating the PICTURE-TALK:

First of all, think about the times you have watched a college professor, a lecturer or another teacher draw on a blackboard. Now think about the times you have drawn on the board to illustrate your point. All of us have witnessed a teacher drawing on the board to enhance their instruction, usually prefaced with, "I'm not an artist, but here goes!" It did not matter what the drawing looked like, the important part was that it was there, on the board for you to see.

PICTURE-TALK includes two main characters who appear throughout the guide. "Tim" and "Amy" are high school students who find themselves in various situations in high school settings and at home. Their faces and clothing will always be a bit more detailed than the other characters. This is the way they will look most of the time:



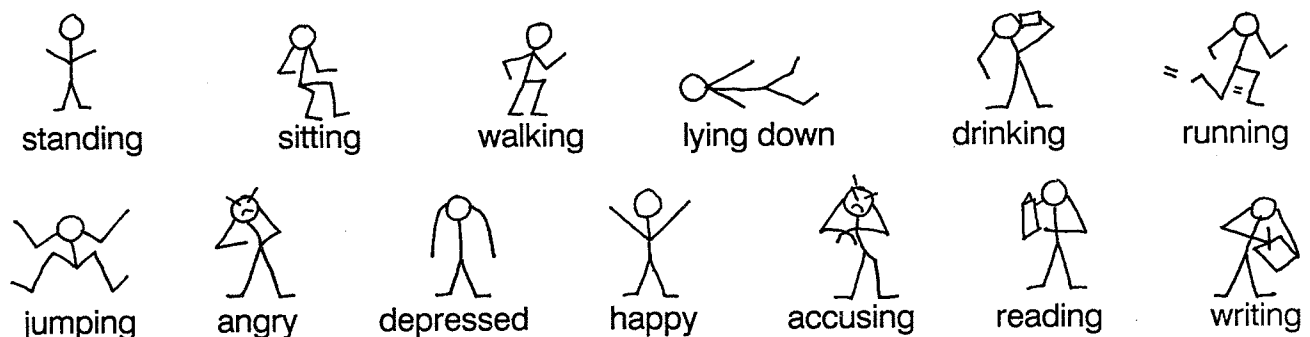
Please feel free to change them in any way you see fit. If you think you are going to have trouble drawing the figures, go step by step and practice before you get up in front of your class.



Explain to the students that Tim and Amy will be followed throughout the guide and encourage them to look out for the two characters.

Creating your own PICTURE-TALK:

Here are some examples of figures you may use:



Creating your own PICTURE-TALK: (cont'd)



kicking



falling



anxious



shy



skinny



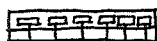
fat



talking



group



bar



bottle



beer can



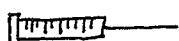
wine glass



cigarette



joint



hypodermic needle



chair



lockers



car



bus



desk



bed



phone



T.V.



outside



inside



capsules



aggressive



sad



happy



hurt



disapproving



lonely



angry



man with glasses



woman with glasses



man with curly hair



woman with curly hair



older man



older woman



young man



young woman



man with straight hair



woman with straight hair



black man



black woman



oriental man



oriental woman

Please feel free to create your own, these are just quick examples.

I. Introduction To The Problem

VOCABULARY

CHAPTER I

ABUSE: the person loses control and feels that he *needs* the drug to get through the day.

ALCOHOLIC: a person who cannot control his drinking.

DEPENDENCY: the person has to have the drug to feel *normal*, the person cannot stop using the drug without help.

DOSAGE: the amount of medicine the doctor tells you to take each day.

DRUG ABUSE: using alcohol and other drugs in the wrong way.

DRUG ADDICT: a person who is addicted to drugs and has lost control of his drug use, and feels he *needs* the drug to feel normal.

DRUG ADDICTION: an illness in which a person's strong need to use alcohol and other drugs is difficult for them to control.

DUPLICATION: taking the same drug from two different doctors for the same problem.

EMPHYSEMA: damage to the lungs which causes shortness of breath and coughing.

HYPODERMIC NEEDLE: used for injecting drugs directly into the bloodstream.

LUNG CANCER: cancer which develops in the lungs, often linked to cigarette smoking.

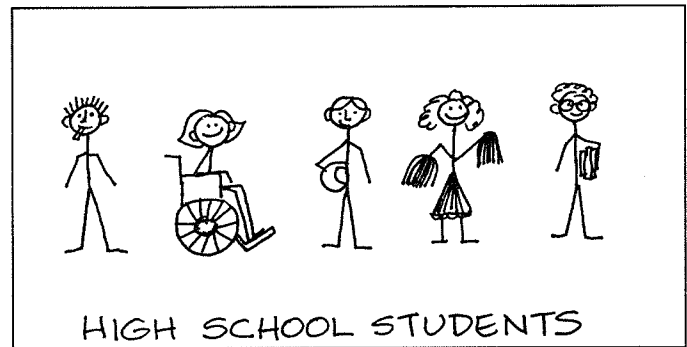
MISUSE: a person's use of alcohol/drugs causes problems in many areas of his life.

NICOTINE: a drug found in cigarettes, cigars, chewing tobacco; it is a colorless oily compound that is highly addictive.

PRESCRIPTION: a medicine that a doctor orders for you.

USE: a person uses alcohol/drugs in a way that does not cause problems for him or others.

LESSON 1



OBJECTIVES

The students will learn that alcohol and other drug abuse is an important problem.

The students will identify individuals in society who should learn about alcohol and other drug use and abuse.

PICTURE IDEA STATEMENT: pg. 3

Many people ask about drug abuse.

SPECIAL MEANING OF PICTURE IDEA

People have different reasons for learning about alcohol and other drugs.

NEW WORD

drug abuse

LEARNING EXPERIENCES

- 1) Discuss the picture on page 3 and talk about the statement. Have the students discuss why each of the people shown might be interested in learning about drug abuse.
- 2) Have the students add to the list of people who should be interested in drug abuse. Ask the students why other members of society might be interested in this topic (e.g., a blind person, a mentally retarded person, or a hearing impaired person?).
- 3) Have students cut out pictures from magazines or draw people that they think could benefit from alcohol and other drug information.
- 4) Have the students draw a picture of themselves and incorporate these drawings into a bulletin board with the theme, "Everyone should know the facts about drug abuse."
- 5) **PICTURE TALK**--Tim and Amy made a list of different people in their school who could benefit from learning about alcohol and other drugs. Here's part of the list: athletes, book worms, physically disabled, cheerleaders, teachers, principals, custodians. Encourage the students to add to the list.

NOTES

LESSON 2



OBJECTIVES

The students will understand that drugs come in many different forms.

The students will be given the opportunity to discuss why they think different types of people use and abuse drugs.

PICTURE IDEA STATEMENT: pg. 4

Drugs come in different forms.

SPECIAL MEANING OF PICTURE IDEA

Examples of several different forms of drugs are displayed on the page. Some of the drugs displayed are alcohol (beer), stimulants (cocaine), nicotine (cigarettes), marijuana (joint, leaf), prescribed drugs, capsules of various sizes and shapes, and hypodermic needles used for injecting various drugs into the bloodstream.

NEW WORDS

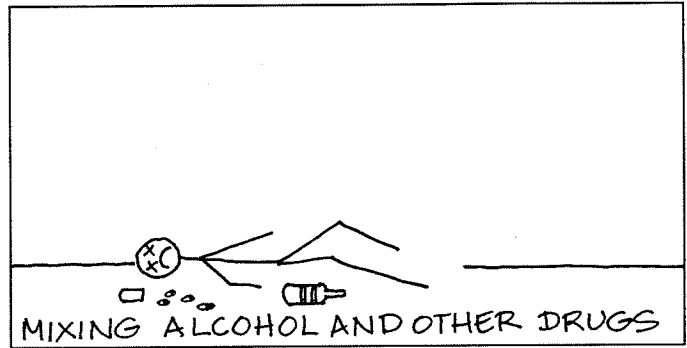
prescription *hypodermic needle*

LEARNING EXPERIENCES

- 1) Look at page 4 and have the students tell you what they see. This is a good chance for the teacher to find out what the class already knows. Ask the class to add other drugs on the page.
- 2) Ask the students what each of these drugs can do to a person's body (e.g., What might drinking a beer do to a person? What might smoking a cigarette do to a person?). Discuss information that the students already know at this point.
- 3) Go back to page 3 and go through the various people. Ask the class what kinds of drugs they think a policeman might take, a wheelchair user, a housewife, a student, and so on.
- 4) **PICTURE TALK**--Tim and Amy learned about different forms of drugs in their health class last month. Amy didn't realize that beer and cigarettes are considered drugs. She knew that beer and cigarettes are bad for a person's health, but she didn't know that smoking and drinking could cause so many problems.

NOTES

LESSON 3



OBJECTIVE

The students will discuss and identify various forms of drug abuse.

PICTURE IDEA STATEMENTS: pgs. 5-6

Drug abuse is using alcohol and other drugs in the wrong way.

More and more people are abusing drugs.

NEW WORD

duplication

REVIEW WORDS

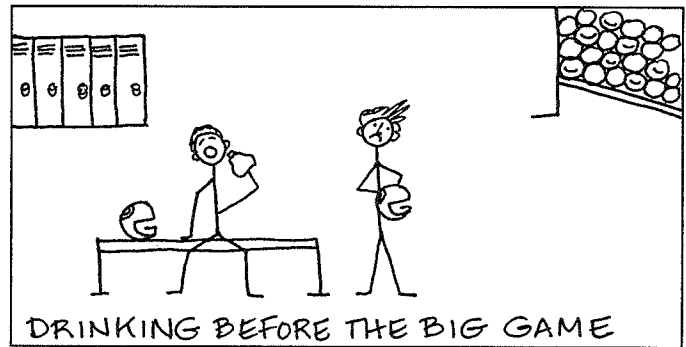
drug abuse *prescription*

LEARNING EXPERIENCES

- 1) Discuss the different forms of drug abuse shown on pages 5 and 6. Refer to each picture carefully and discuss the specific forms of drug abuse shown (e.g., mixing alcohol and other drugs on page 5).
- 2) In order to illustrate another form of drug abuse, have the students pretend that they have just been to the doctor with a cold. The doctor gives them a prescription and tells them to take two pills three times a day at mealtime. Discuss what might happen if one of them decided to take the whole bottle all at once in order to get better faster. Taking more medication than is prescribed is another form of drug abuse.
- 3) Many times disabled people have more than one doctor for several different problems. Emphasize the importance of letting each doctor know what medications you are taking so that they are not duplicated. Duplication is another form of drug abuse.
- 4) **PICTURE TALK**--Tim's friend, Joe, drank a large quantity of whiskey and took some pills that he found in his mother's medicine cabinet. Joe's brother found him unconscious in his bedroom. Joe was rushed to the hospital and almost died. When Tim asked Joe why he drank the whiskey and took the pills, Joe said he was angry about a math test which he had flunked.

NOTES

LESSON 4



OBJECTIVES

The students will develop a working definition of the term "drug addiction."

The students will develop a list of things that people can control in their lives and things people cannot control in their lives.

PICTURE IDEA STATEMENT: pg. 7

Drug addiction is an illness in which a person's strong need to use alcohol and other drugs is difficult for him to control.

SPECIAL MEANING OF PICTURE IDEA

The picture depicts a person sneaking a drink he has hidden in the toilet tank. The person in the bathroom could not control his need to have a drink even though he should be in the kitchen enjoying the company of others.

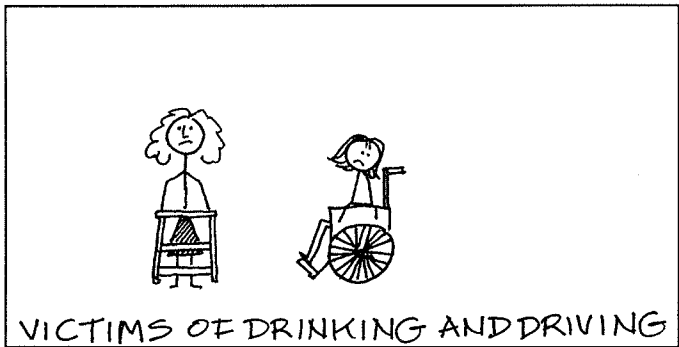
NEW WORDS

drug addiction *dosage*

LEARNING EXPERIENCES

- 1) Examine and discuss the picture and statement on page 7.
- 2) Have the students list all the things that a person cannot control (e.g., color of eyes, height, bodily functions, nature).
- 3) Have the students list all the things that a person can control (e.g., the amount of food that they eat, the amount of T.V. that they watch). Explain that most people would put drinking alcohol on the list of things that they can control. When drinking alcohol or taking other drugs get on the list of things that a person cannot control, then that person should seek help. An addicted person has lost control of his drug use.
- 4) Sometimes people with disabilities get addicted to drugs because of the amounts they are taking. Emphasize that the students should always consult their doctor about any medication they are taking.
- 5) **PICTURE TALK**—Before the big game against the Tigers last Friday night, Tim was sent to look for Pete, the star quarterback. Tim found Pete in the locker room drinking whiskey from a bottle in a brown bag. Pete told Tim that he cannot get through the night without a drink or two. Tim got angry with Pete, but realized that he needs help. What should Tim do now that he knows Pete is drunk? Should Tim tell the coach? Should Pete tell the coach?

LESSON 5



OBJECTIVES

The teacher will encourage interaction and participation among students while discussing a serious health problem.

The students will have an opportunity to discuss some of the risks involved with abusing drugs.

PICTURE IDEA STATEMENT: pg. 8

Drug addiction is one of America's top health problems.

REVIEW WORD

drug addiction

LEARNING EXPERIENCES

- 1) Discuss the picture and statement on page 8. Emphasize that the accidents shown would probably not have occurred if the people had not been drinking or taking other drugs.
- 2) Use the ditto on the next page depicting a car, a man, a woman, cans of beer, capsules containing a drug, and a bottle of wine.

The teacher will need:

- enough copies for everyone (including the teacher)
- 11" x 17" paper (any color)
- glue and scissors

The teacher should have a prepared example for each step.

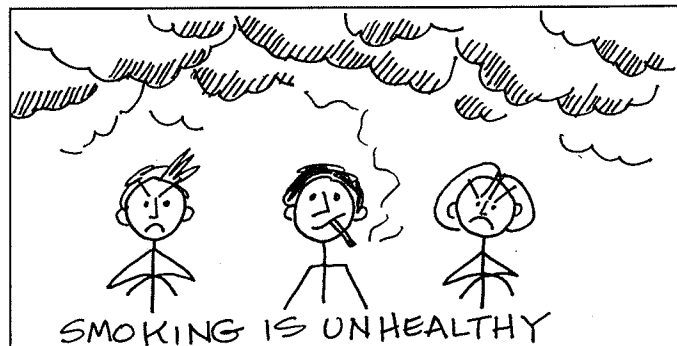
- a) Have the students describe what they see on the piece of ditto paper (e.g., a man, a woman, a car).
- b) Have the students cut up the ditto paper into about 6 pieces. They should not cut the items out, they should **cut them up!** The beer can should look like this:



- c) Make sure none of the original items can be recognized, but don't have the students cut them too small.
 - d) Glue the pieces of ditto paper in a jumbled fashion onto the piece of 11" x 17" paper. Everything will look like an abstract collage and a big mess!
 - e) Emphasize that this is what happens when a person mixes all of these items together-**A BIG MESS!**
 - f) Have the students share their artwork afterwards.
- 3) **PICTURE TALK**--Donna and Carrie have been friends since second grade. They always went to concerts together and had a great time. Last year they took their friend Margie with them to see their favorite band. Margie brought beer and wine coolers along for everyone and all three of them got drunk. Donna drove to the concert and they got into an accident on their way home because she was drunk. Donna has to get physical therapy three times a week now and Carrie is paralyzed from the waist down. Margie is o.k., but feels guilty about the horrible accident she thinks she caused. Do you think the accident was Margie's fault or was it all the girls who are to blame? Is anyone to blame?



LESSON 6



OBJECTIVES

The students will discuss the serious health risks and the threat of premature death caused by smoking cigarettes.

To promote non-smoking awareness.

The students will learn how to make healthy decisions about the drug nicotine.

PICTURE IDEA STATEMENT: pg. 9

About 8 out of 10 lung cancers are caused by smoking.

NEW WORDS

lung cancer emphysema nicotine

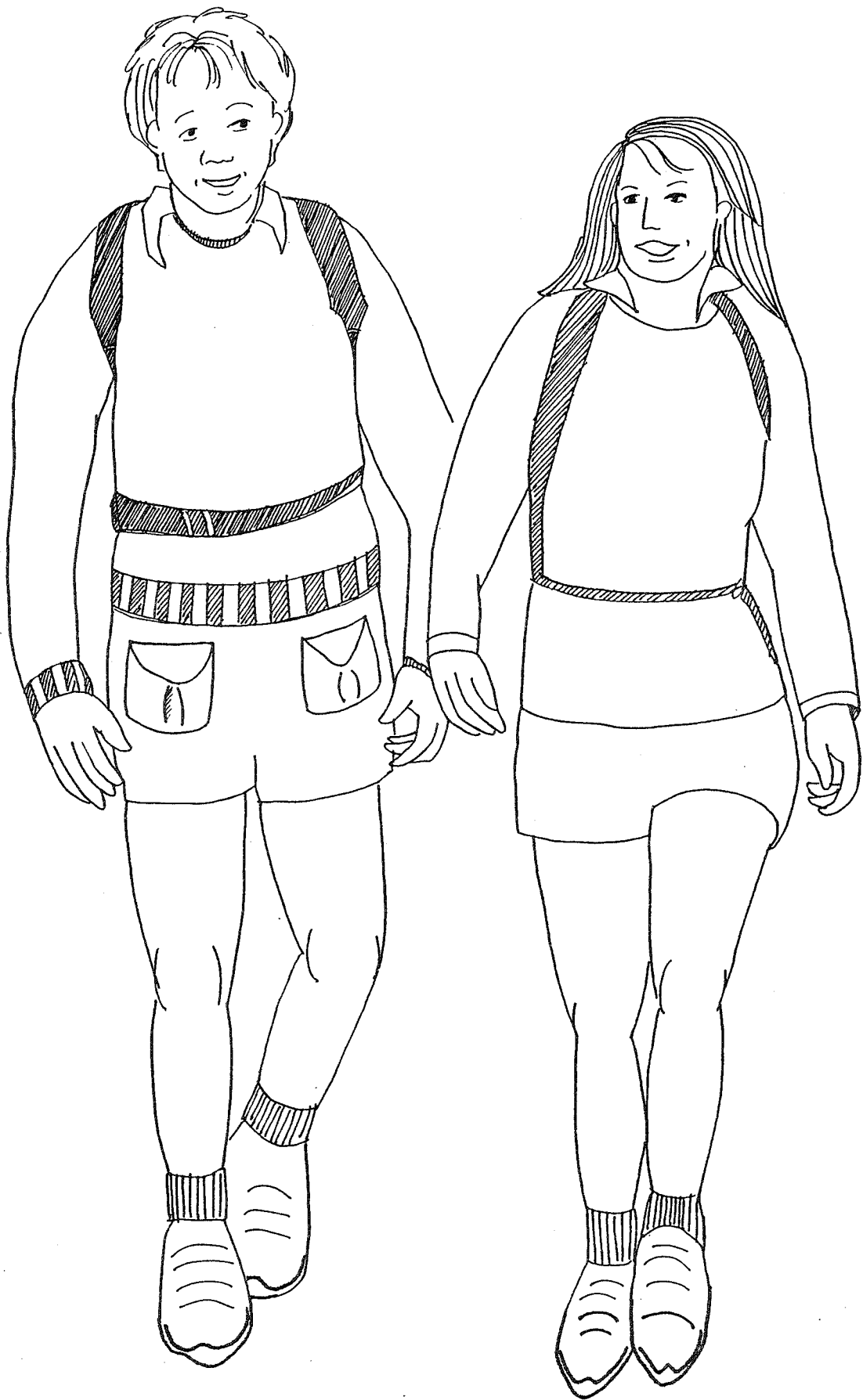
LEARNING EXPERIENCES

- 1) Discuss the picture and statement on page 9. Ask the class what they think the doctor is telling the woman, and have them describe the woman's reaction. Ask the students what they might change about the picture if they had drawn it. Would they change anything?
- 2) Discuss other things that could happen to a person's body if they decide to smoke (e.g., lung cancer, emphysema, coughing, yellow teeth, wrinkles around the eyes, shortness of breath, bad breath).
- 3) Have the students cut out a picture of a man and a woman from a magazine, or just make copies of the picture on the next page. Have them give the people yellow teeth, wrinkles around their eyes, black lungs, and so on. Discuss what the people looked like before and what they look like after smoking. Explain that this is an exaggeration, but that these problems can occur if a person smokes for a long period of time.

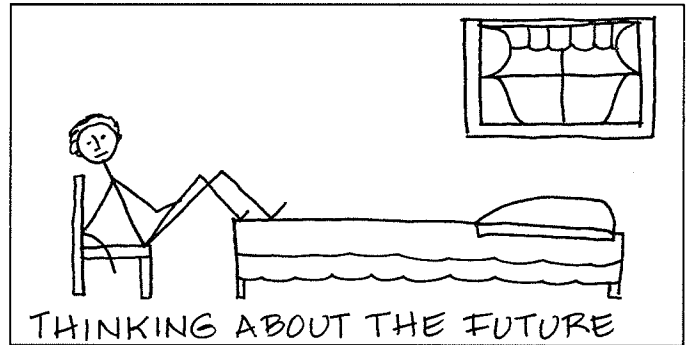
Materials needed:

- scissors
- colored pencils, markers
- glue
- 11" x 17" paper

- 4) Make a list of healthier alternatives to smoking (e.g., exercise, learn a new skill, take up a new or old hobby).
- 5) **PICTURE TALK**--Whenever Tim and Amy spend time with their friend, Lester, he insists on smoking. It smells up the room and it gets into their lungs too! They always tell Lester that he's hurting the people around him as well as himself. Lester usually tells them that he will be fine when they tell him that he's going to be sorry some day for taking up such a habit. He tells them that he'll worry about it when he gets older.



LESSON 7



OBJECTIVES

The students will have an opportunity to discuss the topic of teenage drinking.

The students will actively participate in a role playing activity which demonstrates some of the problems caused by teenage drug abuse.

PICTURE IDEA STATEMENT: pg. 10

Nearly 1 out of every 5 American high school students has an alcohol problem.

LEARNING EXPERIENCES

- 1) Discuss the picture and the statement on page 10. Ask the students to describe what they see going on in the picture. Ask the class to discuss some of the potential problems this young man is creating for himself and others.
- 2) Ask the students whether they think the statement, "One out of every 5 American high school students has an alcohol problem," is true. Ask them if they think that there is an alcohol or other drug problem in their own school. Have them come up with ideas on how to solve the problem. Make a list of people the students can talk to if they have a problem or feel that someone else does (e.g., teacher, parent, counselor, principal, relative, minister).
- 3) Have the students get into groups of five and act out "Allen's Story" on the next page. Discuss their reactions and make a list of Allen's possible options when they are finished (e.g., get help, get suspended, continue getting high, continue drinking).
- 4) **PICTURE TALK**—Allen is a student at Tim and Amy's high school. After meeting with Mr. Foster, Jim and his parents, Allen went up to his bedroom and sat alone for a couple of hours. He thought about all the things everyone said and he didn't know what to do. He doesn't want to hurt his parents, and he doesn't want to get suspended from school. He also doesn't want to lose any of the friends he likes to party with. He can't figure out what to do with his life.

NOTES

ALLEN'S STORY

CHARACTERS:

ALLEN: a high school student who has been abusing alcohol and other drugs on a regular basis

JIM: Allen's concerned friend, also a high school student

MR. FOSTER: Allen's English teacher

ALLEN'S MOTHER: concerned and ready to help

ALLEN'S FATHER: concerned, angry, and ready to help

SETTING: the high school office

MR. FOSTER--I asked all of you to be here today because I feel that it is important for all of us to discuss some recent problems that Allen has had at school. As you know, Allen was caught getting high in the school restroom last week. The principal has given Allen an in-school suspension for the next two weeks. He will be given a full suspension if he is caught again.

ALLEN--Why is everyone all making such a big deal out of this? I got caught and I'm paying my dues; end of story.

MR. FOSTER--Your behavior has changed drastically in the last few months and I have received reports that you have been drinking and getting high before, during, and after school.

MOTHER--Allen, if you have been drinking before, during, and after school that is a problem! Getting suspended isn't like you either!

ALLEN--You always make a big deal about everything, Mom.

FATHER--Nobody is making a big deal about anything son. You have managed to get yourself into trouble and we're just trying to see what we can do to help.

ALLEN--Don't worry Dad, it was only a couple of beers every once in a while. Everyone does it. I'm sure you did the same thing when you were in high school.

MR. FOSTER--Even though some of the other students may drink and take other drugs, that doesn't make it right or legal. It is against school policy, and it is against the law. You are still a minor. You've been ignoring your school work and breaking rules that you've never broken previously.

JIM--Allen, I've had a couple of drinks on the weekends, I won't deny that, but you've been drinking and getting high everyday. I'm no angel, but I'm worried about you. Your drinking is getting out of hand!

ALLEN--Some friend you are! Are you the one who told my parents about this? I just don't know who to trust anymore! Thanks a lot buddy!

MR. FOSTER--Allen, I was the one who called your parents. All of your teachers and the principal have noticed a big change in you lately. Your breath smells like alcohol when you come into class, your eyes are glassy and red and you're sleeping in class. Now that you've been caught getting high in the bathroom you're going to be watched more carefully.

FATHER--Is it true that you've been sleeping in class and drinking during school?

ALLEN--Maybe once, but not everyday.

MOTHER--All of your teachers have recorded the times that you've come into their classes drunk or high. According to the records, you've been under the influence of some drug everyday for the past three weeks!

JIM--It might be my fault, I got high with him once at lunch.

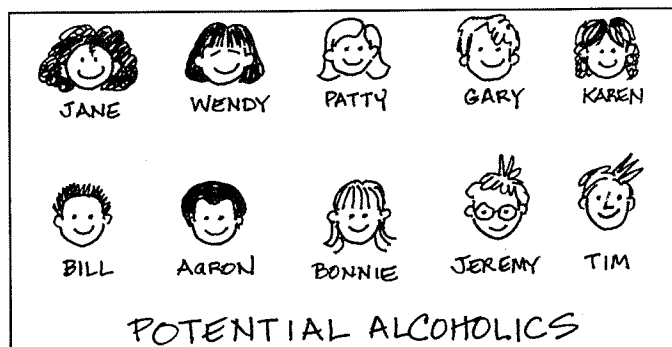
MR. FOSTER--The bottom line is that you need to think seriously about getting help, Allen. You must decide what you want to do. If you continue this behavior during school hours, we will have to suspend you and take other measures to punish your behavior. You need to deal with your problem immediately.

ALLEN--What do you expect me to do?

FATHER--I think it's about time you sat down and thought about your future.

The class may now get back together and discuss the activity after everyone has switched roles.

LESSON 8



OBJECTIVES

The students will identify the problems of drinkers and alcoholics.

The students will understand that if they choose to drink, they run the risk of becoming an alcoholic.

PICTURE IDEA STATEMENT: pg. 11

About 1 out of every 10 drinkers in the U.S. is an alcoholic.

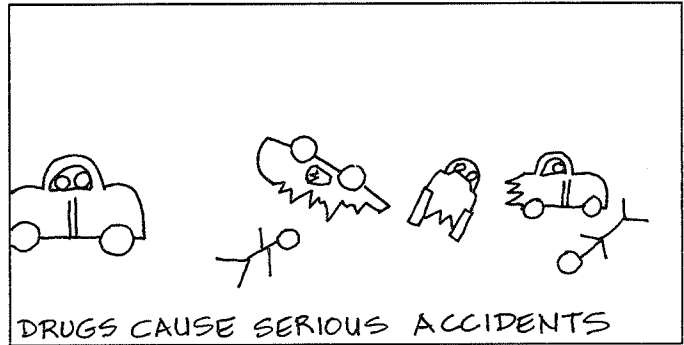
NEW WORDS

alcoholic *use* *abuse* *misuse* *dependency*

LEARNING EXPERIENCES

- 1) Discuss the picture and statement on page 11. Ask the students to tell you what makes the man in the middle of the picture different from the others (e.g., Is the man paying attention to anyone else in the room? What is he paying attention to? What are the other people in the picture paying attention to?).
- 2) The man in the middle of page 11 is misusing alcohol at the party because he is only paying attention to what he is drinking and not to his friends. Below are listed the stages of use, misuse, abuse, and dependency of alcohol and other drug abuse. These are the stages that a person goes through when they become dependent on alcohol and other drugs.
 - 1) **USE**
A person uses alcohol/drugs in a way that does not cause problems for him or for others. Alcohol and other drugs do not cause problems in any area of the person's life.
 - 2) **MISUSE**
The person's use of alcohol/drugs causes problems in many areas of his life. The misuse of alcohol/drugs can cause problems at home, at school, at work, with family members, friends, the police and other members of society. The person's health is also affected.
 - 3) **ABUSE**
The person loses control and feels that he *needs* alcohol/drugs to get through the day. The person who is abusing alcohol/drugs takes the drug to feel good, to get through the work day, to handle his problems and to have a good time with his friends.
 - 4) **DEPENDENCY**
A person who is dependent on alcohol/drugs has to have the drug to make him feel *normal* or get rid of "the shakes." A person who is dependent on a drug cannot stop using that drug without help. Most of the time people at this stage do not think that they have a problem.
- 3) Explain to the students that when someone is an alcoholic, he has lost the ability to control his drinking. Many people in our society can drink and never become alcoholics, but 1 out of every 10 people will not be able to control their drinking behavior. Emphasize that a person can only become an alcoholic if he drinks.
- 4) **PICTURE TALK**--Amy had a picnic a couple of weeks ago for ten of her friends. She invited Jane, Bill, Jeremy, Aaron, Karen, Wendy, Patty, Bonnie, Gary, and Tim. If all of the people at the party decided to drink, statistics show that one of them will become an alcoholic.

LESSON 9



OBJECTIVES

The students will become aware of the dangers of drinking and driving.

The students will have the opportunity to visually express the dangers of drinking and driving.

PICTURE IDEA STATEMENT: pg. 12

Almost half of all traffic deaths are caused by people using alcohol and other drugs.

SPECIAL MEANING OF PICTURE IDEA

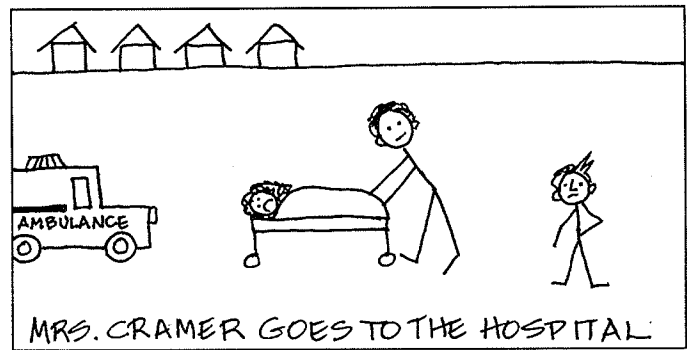
There are many cars on the highway during rush hour and a car driven by a drunk driver swerves.

LEARNING EXPERIENCES

- 1) Look at the picture and statement on page 12. Ask the students if they have ever been in a traffic jam. Discuss some things that might occur if one of these drivers made a mistake because they were taking a drug (including alcohol).
- 2) Emphasize that half of all traffic **deaths**, not just accidents, are caused by someone who is taking an illegal drug or drinking alcohol. Death is **final**.
- 3) Have the students create a poster emphasizing the dangers of drinking and driving. Encourage them to incorporate places that teenagers drink most often: a friend's house, park, beach, outdoor places, own home, local hangout, **in the car**, bar, restaurant, school functions (dances, rallies, games), on the way to school, and coming home from school.
- 4) Stress that because of traffic accidents caused by drunken drivers, many people -- young and old -- are left physically disabled and mentally disabled. People's lives are drastically changed forever.
- 5) **PICTURE TALK**--One Fall evening, Tim and Amy were driving home from a high school soccer game. There was a big traffic jam because the fans were leaving the game. A car full of drunken kids came by them on the grass at a very high speed trying to pass up the traffic. The driver, who was drunk, lost control of the car and there was a terrible accident.

NOTES

LESSON 10



OBJECTIVES

- The students will understand that anyone who uses a drug has the potential to abuse it also.
- The students will discuss the potential reasons why a person might use or abuse a drug.
- The students will discuss various reasons that all types of people might use alcohol and other drugs.

PICTURE IDEA STATEMENTS: pgs. 13-14

- Anyone who drinks or uses other drugs can become an alcoholic or a drug addict.
- Everyone should learn about the dangers of using drugs.

NEW WORD

drug addict

REVIEW WORD

alcoholic

LEARNING EXPERIENCES

- 1) Before showing the class page 13, ask them what types of people become alcoholics and drug addicts. Put some of their answers on the board and create an image of the person that they are describing. Show them the picture on page 14 and discuss that anyone can become an alcoholic or a drug addict for various reasons. The students cannot label someone an "alcoholic" or a "drug addict" just because of their appearance.
- 2) Discuss the various reasons the people pictured would get involved with drugs and alcohol. Talk about each person that is pictured (e.g., Why would a businessman use drugs? Why would a person in a wheelchair use drugs?).
- 3) Look at page 14 and discuss it. Emphasize that it is important to learn about alcohol/drugs because only then can a person make better decisions about using drugs or not using drugs.
- 4) **PICTURE TALK**--Tim was very surprised when his mother told him that Mrs. Cramer next door had to go into the hospital for a drinking problem. Tim always thought that Mrs. Cramer looked like a nice lady and she has a very good job at the local bank. Tim realized that just because Mrs. Cramer has a drinking problem doesn't mean that she had to look or act a certain way. She is still a nice lady who has a problem with drinking.

NOTES

II. What Are Drugs?

VOCABULARY

CHAPTER II

- AMPHETAMINES:** stimulants which are commonly called "speed," "uppers," or pep pills.
- ANTIBIOTICS:** have the power of destroying or arresting the growth of micro organisms.
- CAFFEINE:** a bitter white chemical derived from coffee, tea, and kola nuts and is used as a stimulant.
- COCAINE:** a stimulant taken from the dried leaves of the coca bush, also called "coke."
- CODEINE:** a potentially addicting drug which is used to treat moderate pain; it is derived from morphine.
- DEPRESSANTS:** a mood-changing drug that slows down the mind and body.
- DRUG DEALER:** a person who sells illegal drugs.
- ENERGETIC:** when someone has excessive energy.
- EPILEPSY:** a nervous disorder characterized by recurring attacks of motor, sensory or psychic malfunction with or without unconsciousness or convulsive movements.
- HALLUCINOGEN:** a drug that can make you see, smell, and hear things that are not really there.
- HEROIN:** is made from morphine; pure heroin is about 2 to 3 times stronger than morphine; heroin is the most addictive and the most risky of all the opiates.
- ILLNESS:** a condition that hurts a person's functioning; a sickness.
- INHALANT:** household products that cause a feeling of excitement when the fumes are inhaled.
- LSD:** the best known and most hallucinogenic drug; it is one of the most powerful drugs known; it is a colorless, tasteless and odorless drug which can affect the mind and the body for 8 to 10 hours.
- MARIJUANA:** a mood-changing drug that causes a feeling of excitement followed by a feeling of relaxation.
- MEDICINE:** a drug used to prevent or cure illness or to relieve pain.
- MESCALINE:** is a hallucinogenic drug obtained from a small gray brown cactus plant; the effects last longer than LSD or psilocybin.
- METHADONE:** acts as a replacement for heroin; the person does not get high or experience withdrawal sickness as long as he doesn't use heroin.
- MORPHINE:** the main ingredient found in opium; it is sold illegally on the streets and usually comes in the form of a pill or capsule; it relieves pain and is highly addicting.
- MUSHROOMS:** (psilocybin) is a hallucinogen found in a mushroom that grows in Mexico; in large amounts it can lead to hallucinations.
- NARCOTIC:** a mood-changing drug that relieves pain.
- NERVOUS:** when someone gets excited and upset easily; excessive worry.
- OVERDOSE:** to take a larger amount of a drug that the body can tolerate.
- OVER-THE-COUNTER:** drugs/medicine that can be purchased without a prescription from a doctor.
- PARAPHERNALIA:** equipment used by drug users to help them take the drug more easily.
- PCP:** (phencyclidine) is a white powder that is sold illegally on the streets and is sometimes called "angel dust" and "killer weed"; it has a strong negative affect on a person's mind.
- POT:** slang term for marijuana.
- STIMULANT:** a mood-changing drug that speeds up the body and the mind.
- SUICIDE:** taking your own life.
- TALKATIVE:** when someone talks a lot and has trouble stopping.
- "TRIPPING":** the experience one has after taking a hallucinogenic drug.

LESSON 11



TIM CALLS HIS DOCTOR

OBJECTIVES

- The students will learn that some medicines are necessary and an important part of our society.
- The students will learn that all medicines can be dangerous unless they are used properly.
- The students will be able to name several over-the-counter drugs and their uses.

PICTURE IDEA STATEMENTS: pgs. 19-22

- Medicine cures illness and relieves pain.
- People take medicine to get well.
- Some medicines must be ordered by your doctor.
- Some medicines can be bought at a store without an order from your doctor.

NEW WORDS

medicine illness over-the-counter drugs antibiotics

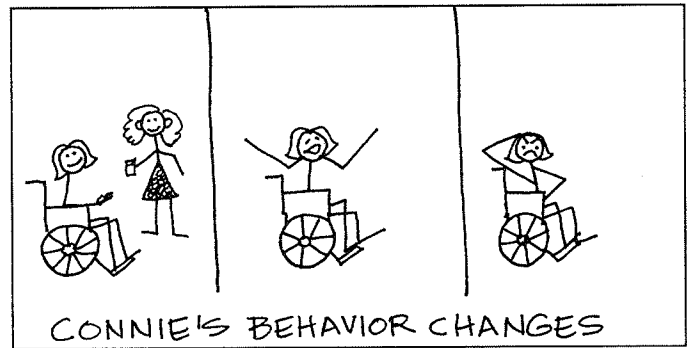
REVIEW WORD

prescription

LEARNING EXPERIENCES

- 1) Look at the pictures and statements on pages 19-22 and discuss them. Have the students list all of the places that a person can buy medicine legally (e.g., doctor's office, pharmacy, grocery store).
- 2) Make a list of medicines that a person can legally buy at a store. These particular medicines are called over-the-counter drugs because a person does not need a prescription from a doctor to buy them (e.g., aspirin, cough medicine, pain relievers, [some types], ointments, nose sprays, diet pills).
- 3) Ask the students what they would do if they had poison ivy. Could they go to the drug store or pharmacy and buy something to help the itching go away? There are some over-the-counter drugs that can help certain ailments if the directions are followed carefully. Emphasize the importance of calling a doctor before taking any kind of medication.
- 4) **PICTURE TALK**--Tim was taking antibiotics which were prescribed by his doctor for a throat infection. He had a bad headache and wanted to take some aspirin to reduce the pain. He called his doctor to see if it would be alright to take both medications.

LESSON 12



OBJECTIVES

The students will understand that a drug is something that a person takes to change the way they think, act, and feel.

The students will identify some of the reasons why people take drugs.

The students will learn about positive alternatives to drug use and abuse.

PICTURE IDEA STATEMENTS: pgs. 23-24

A drug changes the way a person thinks, acts, and feels.

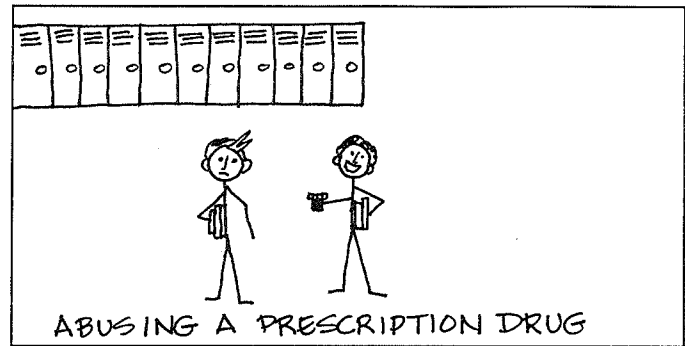
People take drugs to change the way they feel.

LEARNING EXPERIENCES

- 1) Discuss the statements and the pictures on pages 23 and 24. Ask the class to list some of the reasons they think these people may be taking a drug to change the way they feel (e.g., peer pressure, they think they will be funnier, they think that their problems will go away).
- 2) Have the students draw a self-portrait of themselves when they are angry, or have them visualize a time when they got angry. Ask them if taking a drug would take the anger away? Talk about other emotions such as guilt, sadness, happiness, and depression. Have them visualize how taking a drug may change these feelings.
- 3) **PICTURE TALK**--Amy and Connie are friends. Connie uses a wheelchair because of an illness she had when she was a baby. Amy noticed that Connie has been drinking and taking pills with other kids at weekend parties. Connie acts like a totally different person when she is taking these drugs. Amy doesn't know if she should say anything to Connie because she is afraid that Connie will become angry with her. What should Amy do?

NOTES

LESSON 13



OBJECTIVES

- The students will learn that drugs can be used either constructively and destructively.
- The students will develop an understanding that the abuse of any drug or substance is destructive.
- The students will identify ways that drugs can be abused.

PICTURE IDEA STATEMENTS: pgs. 25-26

- Drug abuse is using medicine when you are not sick.
- Taking more medicine than is directed on the bottle is drug abuse.

REVIEW WORD

drug abuse

LEARNING EXPERIENCES

- 1) Discuss the picture and statement on page 25. Ask the students to identify the young man's surroundings. Whose bedroom do they think he is in and why? Look at page 26 and discuss the dangers of what the man in the picture is doing.
- 2) Create a list of other ways that people can abuse drugs (e.g., taking more than is prescribed, taking medicine when a person isn't sick, mixing alcohol and other drugs, taking an illegal drug of any kind).
- 3) Ask the students to discuss what happens when a person abuses anything in his life. Discuss what happens when a person eats too much, doesn't get enough sleep, takes aspirin all of the time without having a headache, drinks coffee and smoke cigarettes all day. Emphasize that people can abuse many things and cause harm to themselves and others in many ways.
- 4) Many special education students take prescribed medications which may include, antidiabetic agents, antihistamines and anticonvulsants. Use of these medications with alcohol can cause several reactions. Attached is a list of possible reactions when alcohol and some prescribed medications are combined.
- 5) **PICTURE TALK**--Tim's friend John had his wisdom teeth removed. The doctor told him to take one pain killer before he goes to bed each night. John told Tim that he was going to take three pills instead of one to see what would happen. What should Tim tell John?

NOTES

ALCOHOL-DRUG INTERACTIONS

DRUGS INVOLVED WITH ALCOHOL

Analgesics

Narcotics (morphine, codeine, meperidine, methadone, etc.)

Non-narcotic analgesics (salicylates and other related compounds)

Anesthetics

General anesthetics (thiamylal sodium, methohexital sodium, etc.)

Antialcohol Preparations

Disulfiram

Calcium carbamide

Antianginal Preparations

Nitrates, nitrites & other coronary vasodilators and peripheral vasodilators

Antidiabetic Agents

Insulin, oral sulfonylureas (tolbutamide, tolazamide, acetohexamide, chlorpropamide), phenformin

Antihistamines

Ethylenediamines (tripelennamine, methapyrilene, etc.) Ethanolamines (diphenhydramine, diaphenylpyraline, etc.) Propylamines (brompheniramine maleate, chlorpheniramine maleate, triprolidine HCl, etc.) Phenothiazines (promethazine, etc.)

POSSIBLE EFFECTS & CLINICAL SIGNIFICANCE

Acute ingestion-increased CNS depression and possible respiratory arrest. Well documented.

Chronic ingestion-tolerance develops to depressant effects but not to effects on respiratory system.

Increased likelihood of GI irritations with possibility of increased blood loss from GI tract.

Addictive CNS depressant effects in acute stage of intoxication.

Well documented "Antabuse Reaction" resulting in nausea, vomiting, headache, increased blood pressure and possible severe cardiac arrhythmias. Can result in death.

Can produce an increased peripheral vasodilation and possible excessive lowering in blood pressure resulting in fainting, dizziness or lightheadedness.

Alcohol can result in an indirect increase in the effects of insulin -- may produce severe hypoglycemia. Alcohol inhibits gluconeogenesis and induces a hypoglycemia when this mechanism is needed to maintain normal glucose levels (i.e., inadequate carbohydrate reserves). It also inhibits the usual rebound of glucose after hypoglycemia. With the oral sulfonylureas, alcohol may stimulate their metabolism resulting in a decreased hypoglycemic activity. A possible disulfiram-like effect may be produced in certain diabetics. With phenformin, a severe state of lactic acidosis may be produced with alcohol and should therefore be avoided.

Increased sedative effects with the combination but will vary with the class of antihistamine.

ALCOHOL-DRUG INTERACTIONS (cont'd)

DRUGS INVOLVED WITH ALCOHOL

POSSIBLE EFFECTS & CLINICAL SIGNIFICANCE

Antihypertensive Agents

Rauwolfia alkaloids (reserpine, deserpidine, etc.)
Guanethidine, Alpha-methyldopa, Ganglionic blocking agents (mecalyamine, etc.) Hydralazine, pargyline

An increase in the blood pressure lowering effects may be noted with this combination with the possibility of producing postural hypotension. Additionally, an increased CNS depressant effect may be seen with the rauwolfia alkaloids and alpha methyldopa.

Anticoagulants

Enolic (bishydroxycoumarin, warfarin sodium, phenprocoumon, acenocoumarol) Indanediones (phenindione, anisindione, diphenadione)

Alcohol may decrease the anticoagulant effects through enzymatic stimulation. Alcohol also may decrease liver function when consumed chronically and may lead to decreased clotting factor synthesis.

Anticonvulsants

Diphenylhydantoin

The anticonvulsant activity of diphenylhydantoin has been reported to be decreased through enzymatic stimulation by alcohol.

Antidepressants

Tricyclic (imipramine, desipramine, norpramine, amitriptyline, protriptyline) Doxepin
Monoamine Oxidase Inhibitors (tranylcypromine, nialamide, phenelazine, isocarboxazid, pargyline)

With the tricyclic antidepressants and doxepin, increased CNS depression. Alcohol may also adversely affect motor skills particularly during the first few days of TCA therapy. With the monoamine oxidase inhibitors, increased sedative effects with a possibility of a disulfiram-like effect. Certain alcohol preparations (Chianti wine, in particular) may also be responsible for precipitating a hypertensive crisis.

Antiinfective Agents

Sulfonamides

Possible disulfiram-like effect.

Metronidazole

Possible disulfiram-like effect.

Nitrofurans (furazolidine, nifuroxime)

Possible disulfiram-like effect.

Cycloserine

Possible precipitating of convulsions when combined with alcohol.

Central Nervous System Stimulants

Amphetamines, caffeine, methylphenidate, etc.

Possible antagonism of CNS depressant effects of alcohol but no improvement of impaired motor coordination. May result in false sense of security.

Diuretics

Thiazide (chlorothiazide, hydrochlorothiazide, methyclothiazide, etc.) Thiazide-like (chlorthalidone, quinethazone, etc.) Furosemide, Ethacrynic Acid, etc.)

May produce an increase in blood pressure lowering effects from the diuretics and may possibly precipitate postural hypotension.

ALCOHOL-DRUG INTERACTIONS (cont'd)

DRUGS INVOLVED WITH ALCOHOL

Sedative-Hypnotics

Barbiturates (phenobarbital, pentobarbital, secobarbital, amobarbital, butabarbital, etc.) Non-barbiturates (glutethimide, chloral hydrate, chlorbetaine, methaqualone, ethchlorvynol, flurazepam, etc.) Bromides

Tranquilizers

Minor (chlordiazepoxide, diazepam, oxazepam, meprobamate, tybamate, phenaglycodol, hydroxyzine, etc.)

Major (phenothiazines, etc.)

Vitamins

Cyanocobalamin (B₁₂), Thiamine HCl (B₁), Folic acid, Fat-soluble Vitamins (A, D, E, K)

POSSIBLE EFFECTS & CLINICAL SIGNIFICANCE

Combination can result in increased CNS depression with possible coma and respiratory arrest. Chronic alcohol consumption can produce a cross-tolerance to sedative effects but NOT to the respiratory depressive effects. Possible fatal results.

Increased CNS depression, particularly during the first few weeks of therapy with tranquilizers. Very well documented.

Increased CNS depression with impairment of motor skills, particularly during first few weeks of therapy.

Chronic alcohol consumption can result in decreased absorption for GI tract. Reversible when alcohol is withdrawn.

-- developed by the Texas Pharmaceutical Association

LESSON 14



OBJECTIVES

- The students will understand that when a doctor prescribes a drug it is for that person and that person only.
- The students will learn that medicines prescribed by their doctor can be dangerous unless they are used properly.
- The students will learn that even a prescribed medication, if given to someone without a prescription, can be dangerous.

PICTURE IDEA STATEMENT: pg. 27

Selling or giving away medicine that your doctor ordered for you is against the law.

NEW WORD

epilepsy

REVIEW WORD

medicine

LEARNING EXPERIENCES

- 1) Discuss the picture and statement on page 27. Ask the students how many of them know that it is illegal to sell or give away medicine that was ordered for them by their doctor. Ask the students why the young man in the picture may have been arrested.
- 2) Ask the students how many of them have ever had to take a prescription medication from a doctor. Explain that they shouldn't let even someone in their own family or any friends use their medication without asking the doctor first. Encourage them to consult their doctor when it comes to medicine of any kind.
- 3) Go through the check list on the next page with the class. Discuss the Do's and Don'ts of prescription drug use and possibly add to the lists.
- 4) Ask the students why they think selling or giving away medicine that is ordered for a person by a doctor is against the law. Make a list of possible reasons why this behavior might be against the law.
- 5) PICTURE TALK--Amy's friend Stephanie has epilepsy and must take medicine to prevent possible seizures. Stephanie gave some friends at school some of her medicine last week. A few of her friends got sick. The principal found out about the incident and suspended Stephanie for two weeks.

LIST OF DO'S AND DON'TS FOR PRESCRIPTION DRUG USE

DO:

- 1) Read the label carefully, or have someone read it to you.
- 2) Follow the doctor's directions carefully.
- 3) Tell your doctor if you are already taking another medication.
- 4) Ask questions about the medication that your doctor gives you.
- 5) Ask your doctor about possible side-effects of the medication he gives you.
- 6) Keep a daily record of the number of times the medication must be taken and each time you take it.
- 7) Tell your doctor if the medication is making you feel different than he told you it would.
- 8) Take all of the medication that the doctor prescribed. Do not just stop because you feel better.
- 9) Call your doctor or pharmacist whenever you have doubts or questions about your medication.

DO NOT:

- 1) Take medication without reading the label or without having someone else read it for you.
- 2) Take old medicine. Always throw out any unused medication.
- 3) Take more medicine than the doctor instructed.
- 4) Trust your memory. Always reread the label directions each time you take your medication.
- 5) Take someone else's medication.
- 6) Give your medication to anyone else for their use. (They must get their own prescription from their doctor.)
- 7) Stop taking the medication until you have finished it all, or unless your doctor tells you to stop taking it.
- 8) Drink any alcoholic beverage when taking medicine.

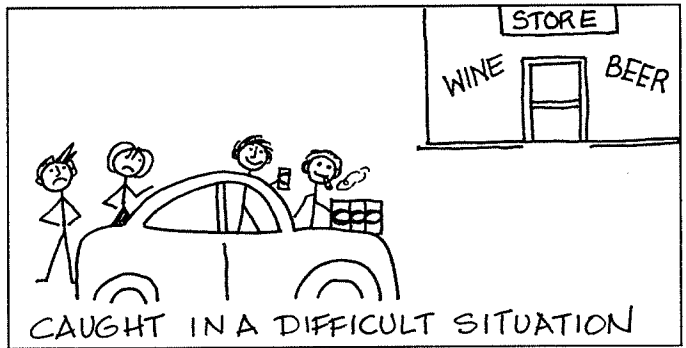
FACTS ABOUT PRESCRIPTION DRUG ABUSE

Here are some statistics about prescription drug abuse and misuse that the teacher might want to share with students:

- * Americans experience more death and injury from the abuse of prescription drugs than from the use of all illegal drugs combined according to a 1982 report issued by the United States General Accounting Office.
- * Some studies have shown that as many as 90 percent of the elderly suffer from drug side effects as a result of improper use of prescription and over-the-counter drugs; 20 percent of them require hospitalization as a result of prescription drug abuse.
- * Sixty percent of all drug-related emergency room visits and 70 percent of all drug-related deaths involve prescription drugs according to the Drug Abuse Warning Network (DAWN).
- * Seven of every ten visits to a doctor's office result in the writing of a prescription.
- * One of every 20 citizens living in a nursing home has drug-induced senility, which costs taxpayers \$35 million each year for their care, according to the National Institute on Aging.
- * It is estimated that 25 percent of all hospital admissions and 25 percent of problems in nursing homes are from medication complications.
- * According to figures from the Federal Department of Health and Human Services, Americans spend about \$16 billion on prescription drugs annually.
- * Approximately 15 billion units (tablets, capsules or doses) of prescription drugs are dispensed each year. Of these, about 1 percent (150 million units) are fraudulent prescriptions. In addition, an estimated 30 million units of prescriptions are stolen each year and about 135 million units are diverted by health-care professionals.

Completed by: the Michigan Substance Abuse and Traffic Safety Information Center 925 E. Kalamazoo Street
Lansing, Michigan 48912.

LESSON 15



OBJECTIVES

The students will understand that some drugs can be legally purchased at a store.

The students will create warning labels for packages containing legal drugs to be displayed on the packages for consumers.

PICTURE IDEA STATEMENT: pg. 29

Many drugs are legal and can be bought at a store.

NEW WORDS

nicotine *caffeine*

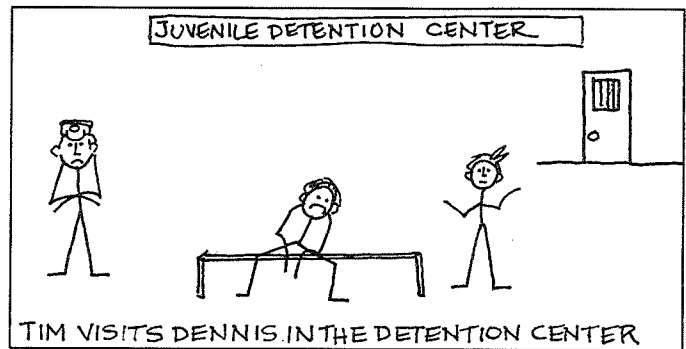
REVIEW WORD

alcohol

LEARNING EXPERIENCES

- 1) Ask the students if they know that beer is considered to be a type of drug. Do they know that coffee and cigarettes are also considered to be a type of drug? Ask the students why they think these particular items are considered to be drugs.
- 2) Make a list of other drugs that a person can legally buy over-the-counter at a store. Examples might be colas, chewing tobacco, coffee, diet pills, and alcoholic beverages. Ask the students why they think that these items are legal and other drugs are not. Ask the students if they think that these items should be legal and why. If the students think that the items should be illegal, have them explain why.
- 3) Bring in a can of coffee, a pack of cigarettes, a can of beer, a bottle of alcohol. Pass these items around the classroom. Have the students look for warnings on the labels. Ask them to name some of the ingredients listed.
- 4) Have the students design new packages with warning labels on them for different products. Discuss the different ways that advertisers try to entice customers into buying their product. Some such tactics are gimmicks, sales, and fancy packaging.
- 5) **PICTURE TALK**--Amy and Tim were out with their friends Mark and Eric. They all went into the store and Mark and Eric bought beer and cigarettes. Now Amy and Tim don't know what to do because they don't want to ride with someone who is drinking and driving.

LESSON 16



OBJECTIVES

The students will identify some illegal drugs.

The students will learn that there are serious consequences involved with the use and abuse of illegal drugs.

PICTURE IDEA STATEMENT: pg. 30

Using some drugs is against the law.

SPECIAL MEANING OF PICTURE IDEA

Examples of illegal drugs and illegal drug paraphernalia are depicted on the page. Some of the objects included are a marijuana leaf, a marijuana joint, a pipe used to smoke pot, a hypodermic needle, sugar cubes used when dropping "acid," cocaine in powder form, and a mirror, razor, and straw used while snorting cocaine.

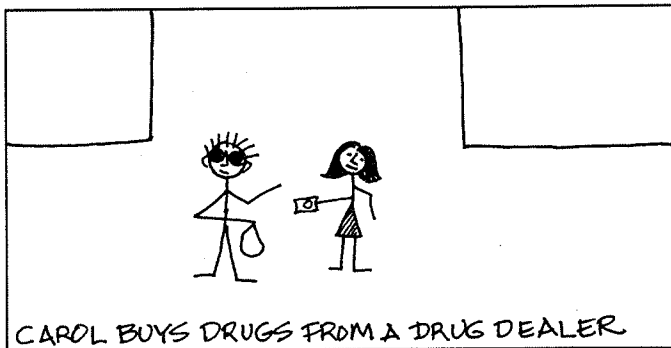
NEW WORD

paraphernalia

LEARNING EXPERIENCES

- 1) Ask the students to identify the drugs and paraphernalia shown on the page.
- 2) Discuss the various items that are depicted on page 30 and discuss the uses of the items. All the drugs depicted and their paraphernalia (when used to administer an illegal drug) are illegal. Anyone who is caught for possession of an illegal drug or is caught selling an illegal drug will be punished by the following methods:
 1. The growth or possession of marijuana can bring up to 5 years imprisonment and a \$5,000 fine. Selling of marijuana usually doubles the fine. Laws are getting tougher everyday because the federal government is getting tougher on these types of crimes.
 2. The sale of cocaine may result in the first conviction being 5 years imprisonment and a \$5,000 fine, subsequent convictions may result in up to 20 years imprisonment and a \$20,000 fine.
- 3) Emphasize that a person can go to jail for taking and selling an illegal drug. Some people think that they will not go to jail for just taking a drug--they are wrong!
- 4) Ask the students why the drugs depicted on page 30 are illegal and the drugs depicted on page 29 are legal. (This is a tough question!) Discuss possible reasons as a group.
- 5) **PICTURE TALK**--Dennis Smith was caught selling pot to students at school. He has to spend three months in the juvenile detention center and must pay a \$1,000 fine. He may not graduate on time now. Tim went to visit Dennis on Sunday and Dennis was miserable.

LESSON 17



OBJECTIVES

The students will identify some consequences of buying or selling illegal drugs.

The students will learn that illegal drug use involves a great risk.

PICTURE IDEA STATEMENTS: pgs. 31-32

Buying drugs from a drug dealer is not safe.

You may go to jail if you use or sell drugs that are against the law.

NEW WORD

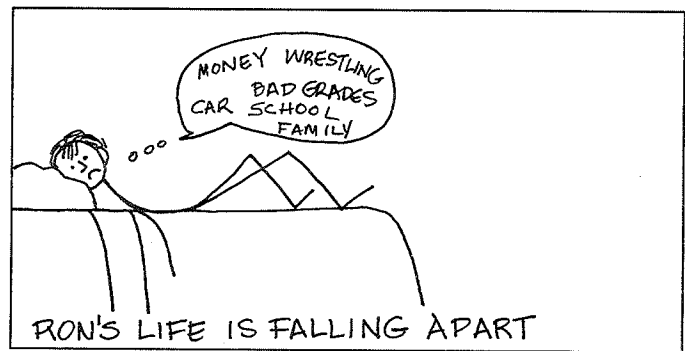
drug dealer

LEARNING EXPERIENCES

- 1) Discuss the picture and statement on page 31. Ask the students where they think the man is and discuss his surroundings. Ask them if the drugs that he is sorting would be safe to buy. Would the students trust this man if he told them the drugs were safe?
- 2) Discuss the possible consequences of selling or taking illegal drugs. Talk about the man on page 32 and his possible thoughts at this moment. Make a list of questions that the students would like to ask him and possible answers he might give.
- 3) **PICTURE TALK**--Carol bought some cocaine from a drug dealer at school yesterday and did some "coke" at lunchtime today. Carol collapsed in her English class and had to be taken away in an ambulance. The drug dealer had added rat poisoning to the cocaine to make it look like there was more. Carol stopped breathing on the way to the hospital, but the paramedics were able to resuscitate her. Carol is very lucky.

NOTES

LESSON 18



OBJECTIVES

The students will identify areas of their own lives that would be affected if they abused drugs.

The students will learn that alcohol and other drug abuse can damage a person's life in many ways.

PICTURE IDEA STATEMENT: pg. 33

Drug abuse can cause serious problems.

REVIEW WORD

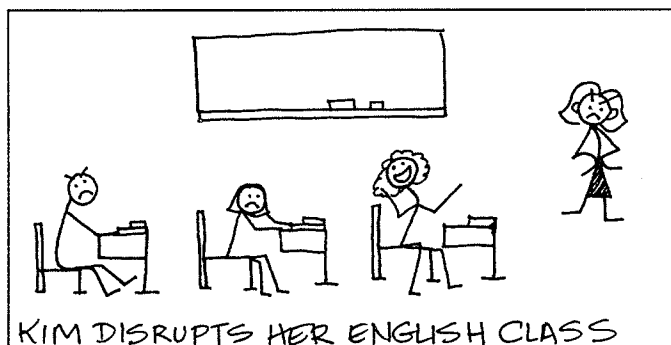
drug abuse

LEARNING EXPERIENCES

- 1) Discuss the picture and statement on page 33. Talk about how each person's life is affected by their use of drugs (e.g., How can the woman repair her unhealthy body? How is the man going to stay out of legal trouble? What is the mother going to do with her two children?).
- 2) Make a list of the areas that might be hurt in a high school student's life by alcohol and other drug abuse (e.g., school work, friendships, suspension, money, sports, hobbies). If the students are physically disabled, list some of the consequences of abusing drugs for this population (e.g., fall out of their wheelchairs, break their wheelchairs, break their walkers).
- 3) Have the students make a list of areas in their own lives that would be hurt if they started to abuse drugs. This is a private exercise which can be shared afterwards if the students choose to do so.
- 4) **PICTURE TALK**--Ron was a hard working student until he started abusing drugs. He worked hard to make the wrestling team, but made the mistake of taking "speed" to lose weight. When "speed" wasn't enough, he started taking other drugs. Eventually all the money he had earned at his job was spent on drugs. Last week he was arrested for selling cocaine. He lost his position on the wrestling team and he doesn't feel like talking to anyone anymore. Ron is very unhappy.

NOTES

LESSON 19



OBJECTIVES

The students will learn that alcohol and other drugs have specific effects on the human body.

The students will learn that alcohol/drug use involves risk and that using increased amounts of drugs can increase risk.

PICTURE IDEA STATEMENTS: pgs. 34-37

If you use drugs often, you will need to take more and more of the drug to get the same feeling.

If you use drugs often, your mind will need the drug to feel normal.

If you use drugs often, your body will develop a need for the drug to work properly.

If you use drugs often, you will feel a lot of pain when you stop taking the drug.

LEARNING EXPERIENCES

- 1) Discuss each picture individually on pages 34-37 with the students and emphasize what is happening to each person in the picture.
- 2) Look at page 34 and ask the class why the man needs two beers in March and twelve beers in October. Estimate how much he will need in December if he continues to drink at the same rate. Discuss what is slowly happening to the man and what his future might hold.
- 3) Look at page 35 and ask the class if they think that the woman really feels *normal*? The use of alcohol and other drugs also changes a person's physical appearance. They might stop combing their hair or brushing their teeth or wearing clothes that fit. Ask the students what other changes might occur.
- 4) Look at the details on page 36. Observe the time of day, what the man is drinking, the man's health, as well as other things shown. Discuss what the rest of this man's day will be like after getting drunk in the morning.
- 5) Discuss page 37 and explain that alcohol withdrawal is often more painful than withdrawal from other drugs.
- 6) **PICTURE TALK**--Kim is a student in a special class for students with reading problems. She dislikes being in the class because her friends make fun of her. For the past two weeks she has been getting high before class. The other students and the teacher have noticed a change in her behavior. One day she will yell out in class and the next day she will fall asleep on her desk. Kim hasn't told anyone how she feels about being in the class. Who should she talk to? Would anyone understand?

NOTES

LESSON 20



OBJECTIVES

The students will identify the six major types of drugs.

The students will learn that alcohol/drugs are neither good nor bad. Drugs can be used constructively or destructively.

PICTURE IDEA STATEMENT: pg. 39

There are six major types of drugs: stimulants, narcotics, hallucinogens, marijuana, inhalants, and depressants.

SPECIAL MEANING OF PICTURE IDEA

The six major types of drugs are depicted on the page. Various forms of stimulants (cocaine, "speed"), narcotics, hallucinogens, marijuana (joint and a pipe), inhalants (glue, white-out), and depressants (beer and various pills) are shown pictorially.

NEW WORDS

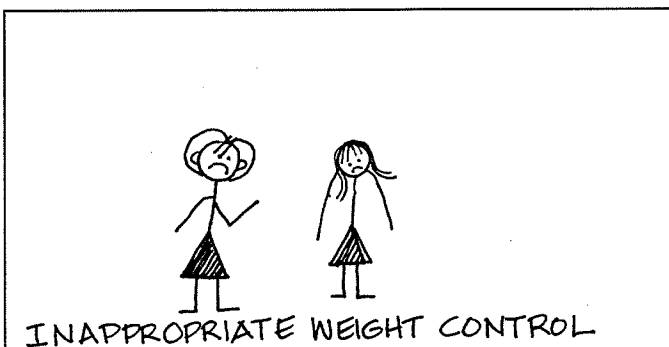
stimulants narcotics hallucinogens marijuana inhalants depressants

LEARNING EXPERIENCES

- 1) Have the students read the names of the drugs out loud as a group so that they will feel more comfortable saying them.
- 2) Have the students add these words to their vocabulary cards. They can practice saying the words in a small group.
- 3) Some of these types of drugs are used to help people with certain illnesses or people with chronic pain. A narcotic is legal when prescribed by a doctor, but illegal when it is sold on the street by a drug dealer.
- 4) Each one of these drugs come in many forms and can be used in various ways for different purposes. These drugs can be used constructively or destructively.
- 5) **PICTURE TALK**--Tim and Amy's health teacher taught them about the six major types of drugs. Amy is having trouble pronouncing some of the harder words for the test so she has been practicing with Tim while they walk through the hallway to class. She is having more trouble with the word "hallucinogen" than any other word.

NOTES

LESSON 21



OBJECTIVES

The students will identify some of the possible effects a stimulant can have on the body.

The students will learn that stimulants have specific effects on the body.

PICTURE IDEA STATEMENTS: pgs. 40-42

Stimulants speed up the body and the mind and may make you talkative, nervous, energetic, and less hungry.

Stimulants include caffeine, nicotine, cocaine, and amphetamines.

Using stimulants can lead to poor diet, depression, addiction, and death.

NEW WORDS

talkative *nervous* *energetic* *cocaine* *amphetamines* "speed"

REVIEW WORDS

stimulants *caffeine* *nicotine*

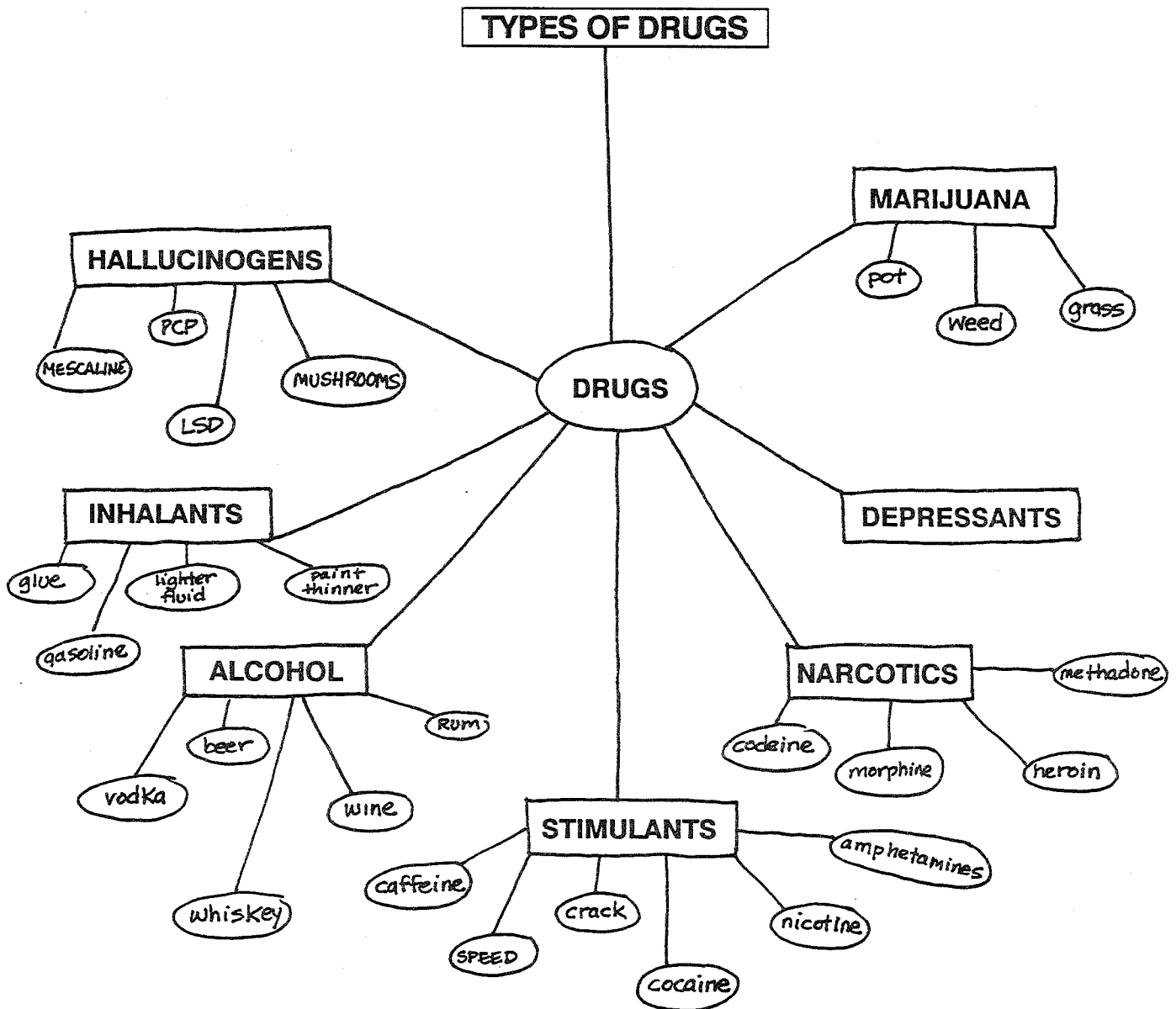
LEARNING EXPERIENCES

- 1) Discuss the picture and statement on page 40. Make the distinction between someone who is normally talkative and someone who is talkative only because they are taking a stimulant. Use an example of someone in the class if appropriate. Make the same distinction for the other behaviors shown.
- 2) Create a semantic map using "stimulants" as the main topic. (An example of a semantic map is on the next page.)
- 3) An amphetamine is a central nervous system stimulant used in the treatment of sleep disorders, the management of children with attention deficit disorders, and as a modification to diet in treating obesity. This drug has a high potential for abuse, resulting in tolerance and psychological dependence. Overdosage of the drug may cause nausea, vomiting, diarrhea, abdominal cramps, restlessness, tremors, and confusion.
- 4) **PICTURE TALK**--A couple of girls at school started to take "speed" to lose weight. They heard it would make them less hungry. Amy's friend Cindy has started taking it every morning so that she won't eat all day. She's begun to feel very tired all of the time and she started to get shaky. Amy is worried that Cindy would make herself really sick. What should Amy do? Should Amy do anything?

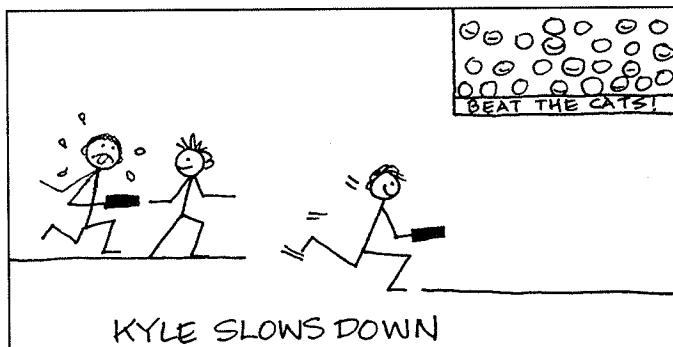
NOTES

HOW TO CREATE A SEMANTIC MAP

1. Choose the main topic (example: drugs).
2. Choose the subject (example: types of drugs).
3. Ask the students to name the types of drugs they have learned about (example: inhalants, alcohol).
4. Branch off from the types of drugs into sub groups of those drugs (example: hallucinogens = PCP and LSD).
5. The teacher can help out with hints and by filling in when no one knows the answer.



LESSON 22



OBJECTIVES

The students will identify some of the possible effects narcotics can have on a person's body.

The students will learn that narcotics have specific effects on the human body.

The students will know that use of any drug presents a risk.

PICTURE IDEA STATEMENTS: pgs. 43-45

Narcotics stop pain.

Narcotics include codeine, morphine, methadone, and heroin.

Using narcotics can lead to addiction, poor diet, heart failure, and death.

NEW WORDS

codeine morphine methadone heroin

LEARNING EXPERIENCES

- 1) Discuss each picture on pages 43-45 in detail. Make the distinction between someone who has a poor diet because they are abusing a narcotic and someone who just has a poor diet. Make the same distinction for heart failure and death.
- 2) Some detailed information about narcotics that the teacher might like to include:
 1. Opium is a narcotic and its active ingredient is morphine. All narcotics are opiates, powerful drugs that relieve pain and induce sleep. Slang names for narcotics include: Heroin - H, horse, smack, junk; Morphine - M, missemma; Codeine - school boy.
 2. The physical signs to watch out for include insensitivity to pain, euphoria, sedation, nausea, vomiting, itchiness, watery eyes, and often a running nose and needle marks in arms. Paraphernalia used when taking a narcotic may include needles, syringes, and tourniquets.
- 3) **PICTURE TALK**--Tim runs for the school track team on the 400 meter relay. Kyle is also on the relay team. Last week Kyle suffered a sprained ankle while doing the high jump. Since his ankle still hurts, he decided to take some pain relievers from his mother's medicine cabinet. Kyle told Tim that he took the pills before the meet. Kyle ran slower than he has ever run before and collapsed after the race. He also had trouble breathing. Tim told the coach that Kyle took the pills so that he could get the proper medical treatment. Did Tim make the right decision?

LESSON 23



OBJECTIVES

- The students will identify possible effects that hallucinogens can have on a person's mind and body.
- The students will be able to identify how a mood altering drug can affect the human body.
- To remind the students that use of any drug presents a risk.

PICTURE IDEA STATEMENTS: pgs. 46-48

- Hallucinogens can make you see, smell, and hear things that are not really there.
- Hallucinogens include mescaline, mushrooms, PCP, and LSD.
- Using hallucinogens can lead to uncontrollable behavior and thoughts of suicide.

NEW WORDS

mescaline *mushrooms* *PCP* *LSD* *suicide* *"tripping"*

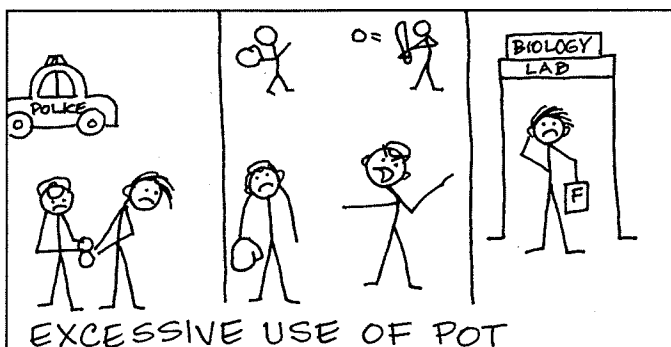
REVIEW WORD

hallucinogens

LEARNING EXPERIENCES

- 1) Go through pages 46-48 carefully and discuss in detail.
- 2) If there is confusion about the word "mushroom" give the following explanation and emphasize that there is a difference from the mushrooms that we eat. Psilocybe mushrooms have been used for centuries in traditional Indian rites. When they are eaten, these sacred or *magic* mushrooms affect mood and perception similar to mescaline and LSD.
- 3) Mescaline is the primary active ingredient of the peyote cactus. Mescaline is derived from the fleshy parts or buttons of the cactus plant, which have been used traditionally as a part of religious rites. A dose of 350 and 500 milligrams of mescaline produces illusions and hallucinations lasting from 5 to 12 hours.
- 4) PCP is phencyclidine ("angel dust") and can cause stimulation, depression, and hallucinations.
- 5) LSD (lysergic acid diethylamide) is usually sold in the form of tablets, thin squares of gelatin or impregnated paper (blotter acid). Because it is a colorless liquid, LSD is very hard to detect. Addicts may "drop" the liquid form on blotter or stamp paper, sugar cubes, cigarettes, or joints.
- 6) **PICTURE TALK**--Tim and Amy were invited to a party after the football game last Friday night. Everyone was in good spirits because the team had won. Later in the evening Amy noticed that there was a big crowd in the living room. Everyone was standing around Kevin who they said was "tripping" on "shrooms" (psilocybe mushrooms). Kevin looked scared and his face was covered with sweat. He kept saying weird things and Amy got scared. Some of the kids told her to mind her own business. Should Amy mind her own business?

LESSON 24



OBJECTIVES

The students will identify possible effects that marijuana can have on a person's mind and body.

The students will learn that marijuana has specific effects on the human body.

The students will learn that use of any drug presents a risk.

PICTURE IDEA STATEMENTS: pgs. 49-50

Marijuana causes a feeling of excitement followed by a feeling of relaxation and may make you hungry, clumsy, sleepy, and talkative.

Using marijuana leads to forgetfulness, faster heartbeat, and lung damage.

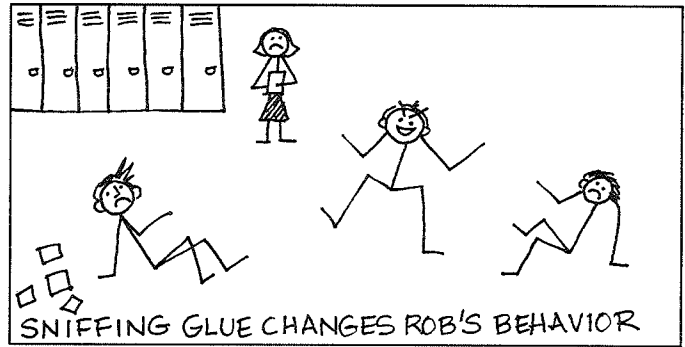
REVIEW WORDS

marijuana *pot*

LEARNING EXPERIENCES

- 1) Go through pages 49 and 50 and discuss.
- 2) What is marijuana? Marijuana is made from the indian hemp plant (*cannabis sativa*). Marijuana's active ingredient is believed to be THC (tetrahydrocannabinol), a strong hallucinogen with some sedative properties. Marijuana can be either a stimulant or a depressant. The growth or possession of marijuana can bring up to 5 years imprisonment and a \$5,000 fine. Selling marijuana doubles the sentence.
- 3) Some pot smokers believe that when they smoke pot they can function better. Some pot smokers believe that they can concentrate better and some think that they are smarter when they are high. Others think that they can play sports better and drive better. All of these beliefs are **not** true.
- 4) Marijuana can damage the body in several ways. A portion of the marijuana stays in the body for a month or more after it is smoked. These parts are stored in the brain, testes, ovaries, and other fatty organs and are detectable by urine tests. Pot has twice as much tar than cigarette smoke. Pot can also inhibit short-term memory, slow down reaction time, impair visual tracking, and frequent use is also linked to cognitive impairment. Smoking pot speeds up the user's heartbeat as much as 50 percent while high.
- 5) **PICTURE TALK**--Tim's friend Carl smokes pot everyday. Carl told Tim that when he's high, he can think more clearly and that he can concentrate better in class. He also said that he can drive and play baseball better when he's high. In reality, Tim knows that Carl got a speeding ticket last week, was kicked off the baseball team and flunked a very important biology test. What should Tim say to Carl? Is Carl being realistic about how he functions when he is smoking pot?

LESSON 25



OBJECTIVES

- The students will identify possible effects that inhalants can have on a person's mind and body.
- The students will learn that inhalants have very harmful effects on the human body.
- The students will learn that the use of any substance presents a risk.

PICTURE IDEA STATEMENTS: pgs. 52-54

Inhalants cause feelings of excitement when you smell them and may make you dizzy, sick to your stomach, energetic, and clumsy.

Inhalants include glue, gasoline, lighter fluid, paint thinner, cookware-coating sprays, and nail polish remover.

Using inhalants can lead to loss of control, violent behavior, passing out, and death.

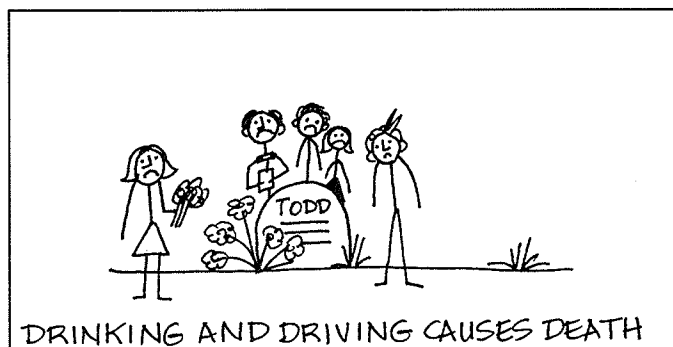
REVIEW WORD

inhalants

LEARNING EXPERIENCES

- 1) Go through pages 52-54 and discuss. Emphasize the danger of these substances and the severe health risks involved. Students will recognize that the items depicted are common household items that people may have in their homes. The items have various uses; but when used as inhalants, they can be **extremely** dangerous.
- 2) Have the students name other possible inhalants they might know about. Discuss the danger involved with inhaling these substances.
- 3) If you suspect a person of inhalant abuse, some things to look for are odor of substance on clothing, intoxication, drowsiness, and poor muscle control. There are many dangers for the human body when someone abuses inhalants. Some of them are damage to lungs, liver, kidneys, and bone marrow, suffocation, choking, anemia, and possible stroke or death.
- 4) Every time a person inhales a substance, they are killing brain cells. This should be emphasized by the teacher. Have the students create a drawing of a person who has living brain cells and someone who is killing brain cells with inhalants. Encourage them to be creative! Share their artwork afterwards.
- 5) **PICTURE TALK**--Rob started picking a fight with Tim in the hallway at school one day for no reason. Rob wasn't acting like himself so Tim tried to ignore him. Rob got angry and pushed a couple of kids over in front of their lockers. Mr. Morgan tried to calm Rob down and Rob tried to hit Mr. Morgan also. Rob's girlfriend later told the principal that Rob had been sniffing glue lately and that he had been acting very strange afterwards each time.

LESSON 26



OBJECTIVES

The students will identify possible effects that depressants can have on a person's mind and body.

The students will learn that depressants have specific effects on the human body.

The students will learn that the use of any drug presents a risk.

PICTURE IDEA STATEMENTS: pgs. 55-57

Depressants slow down the body and the mind and may make you sleepy, easily angry, and clumsy.

Depressants include alcohol, barbiturates, and tranquilizers.

Using depressants can lead to addiction, loss of control, passing out, and death.

NEW WORD

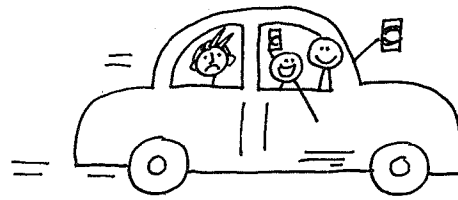
depressants

LEARNING EXPERIENCES

- 1) Go through pages 55-57 and discuss. Emphasize the behavioral changes that are shown and perhaps add to them.
- 2) When a person abuses a depressant, many physical symptoms can occur. Here is a list of some of them: decreased alertness and muscle control, intoxication, slurred speech, and drowsiness. Have the students list some of the dangers involved if these physical symptoms do occur (e.g., feeling drowsy).
- 3) Emphasize the fact that most people do not consider alcohol a drug because it is legal and socially accepted in our society. Alcohol is a depressant that causes many behavioral and physical changes in a person.
- 4) Have the students draw a picture of five famous people after the famous people have had a couple drinks of alcohol. Observe the difference in these people after they have taken the drugs. Have the students draw the famous people before and after they are drunk.
- 5) **PICTURE TALK**--Todd and a couple of his friends went to a basketball game two weeks ago. They drank beer on the way to the game and on the way home. While driving home, Todd lost control of his car because he was drunk and confused. Todd's car hit several trees and Todd was killed in the crash. Two of his friends were seriously injured. Tim attended Todd's funeral and wondered why such a young person had to die for making a mistake.

NOTES

LESSON 27



TIM MUST MAKE A DECISION

OBJECTIVES

The students will learn that alcohol is the most popular and highly abused drug used today.

The students will learn that there are serious consequences involved when someone mixes drinking and driving.

The students will learn that although alcohol is legal, use of it presents a risk.

PICTURE IDEA STATEMENT: pg. 58

Alcohol is one of the most abused drugs.

LEARNING EXPERIENCES

- 1) Discuss the picture and statement on page 58. List some of the possible consequences involved with this type of situation (e.g., an accident could occur, they could get pulled over for DWI by the police).
- 2) Make a cooperative list of possible punishments for drunken driving in the United States. Circle the student's suggested worst punishment and then share the following list. The Minnesota Licenses Beverage Association put out these facts about how drunken drivers are dealt with in other countries:
 1. AUSTRALIA: the names of convicted drunk drivers are published in the local newspapers under the heading "Drunk and in Jail."
 2. TURKEY: Drunk drivers are taken 20 miles out of town by police and forced to walk back under escort.
 3. NORWAY: Three weeks in jail at hard labor and the drunk driver loses his license for a year. A second offense within 5 years and the driving license is revoked permanently.
 4. RUSSIA: Driver's license is revoked for life.
 5. BULGARIA: A second conviction of drunk driving is the last. The punishment is **execution!**
 6. EL SALVADOR: Drunk drivers (first offense) are executed by a firing squad.

Discuss how your punishments matched up to the ones shown.

- 3) **PICTURE TALK**--Tim went for a ride with his friends Larry and Steve. He didn't know that Larry and Steve were going to drink beer in the car. Larry drank a few beers at the park and started driving very fast in a circle. What should Tim do in this situation?

NOTES

DRUNKEN

DRIVING

CAUSES

CRASHES

NOT

ACCIDENTS!

DRUNK DRIVING AND YOUNG PEOPLE

- * Although 16-20 year olds comprise only 10 percent of the licensed drivers in this country and account for less than 8 percent of the total vehicle miles traveled, they are involved in 20 percent of all fatal alcohol-related crashes.
- * Almost 60 percent of the fatally-injured teenage drivers (age 15-19) were found to have been drinking prior to their crash, with 43 percent at legally intoxicated levels.
- * The leading cause of death for teenagers (15-19) is motor vehicle accidents, accounting for 45 percent of their deaths.
- * Teenage drivers are involved in 1 out of every 6 fatal motor vehicle accidents that occur, with close to 6,700 teenagers killed each year.
- * Of the 25,000 persons who die each year in drunk driving accidents, 4,000 of those victims are teenagers. That means that 11 teenagers die each day in drunk driving accidents.

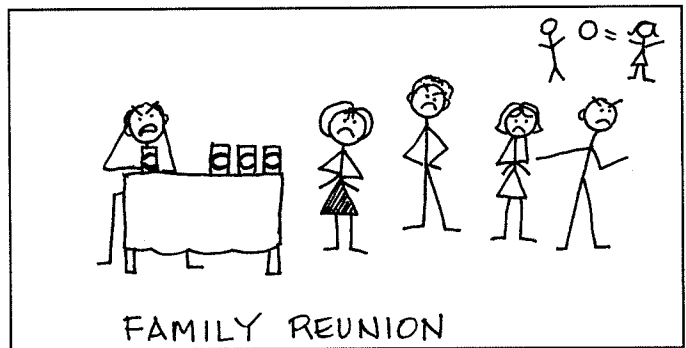
Statistics prepared by the National Highway Traffic Safety Administration, U.S. Department of Transportation.

FACTS ABOUT DRUNKEN DRIVING

- * More people are killed in car accidents in the U.S. every year than died in Vietnam; approximately 60 percent of these deaths are alcohol/drug related.
- * Every 20 minutes someone dies because of a drunk driver. That adds up to 30,000 deaths per year or the equivalent of two fully loaded 747s crashing and killing everyone on board every week.

Taken from *Different Like Me* by Evelyn Leite and Pamela Espeland. Johnson Institute Books, Minneapolis 1987.

LESSON 28



OBJECTIVES

The students will learn that alcohol can be found in many forms.

The students will identify several alcoholic beverages that have the potential of causing a person to become intoxicated (drunk).

To help the students understand that the quantity consumed, a person's weight, and their physiological make-up affect the level of intoxication experienced by an individual.

PICTURE IDEA STATEMENT: pg. 59

There is the same amount of alcohol in 12 ounces of beer, 4 ounces of wine, and 1 ounce of whiskey.

LEARNING EXPERIENCES

- 1) Make it clear that there is the **same amount** of alcohol in each of the items shown even though they look different. The drinks have different amounts of liquid, but the amount of alcohol in each drink is about the same.
- 2) Have the students look at a Pepsi can, a milk carton from the cafeteria, a shot glass (if you have one), a measuring cup filled with 4 ounces of water, etc. Compare sizes with the sizes identified on page 59.
- 3) Ask the students if they think that any of the liquids shown would make a person more drunk than the others shown. For instance, would a beer make a person more drunk than wine? There are many factors which determine how drunk a person will become; some of them are weight, height, or whether the person has eaten or not.
- 4) Have the students create the weight charts that are attached to emphasize the amount of alcohol ingested.
- 5) **PICTURE TALK**--Amy looks forward to the annual family reunion at her grandmother's house every summer. Most of Amy's aunts and uncles drink alcohol, but they limit it to one or two drinks. Everyone had a good time until Amy's dad became so drunk that he began to make nasty comments and was very loud. Because of her father's behavior, many of the family members left the reunion early. Amy cried all the way home. She wondered why her father couldn't just have had one drink like her Uncle Ed.

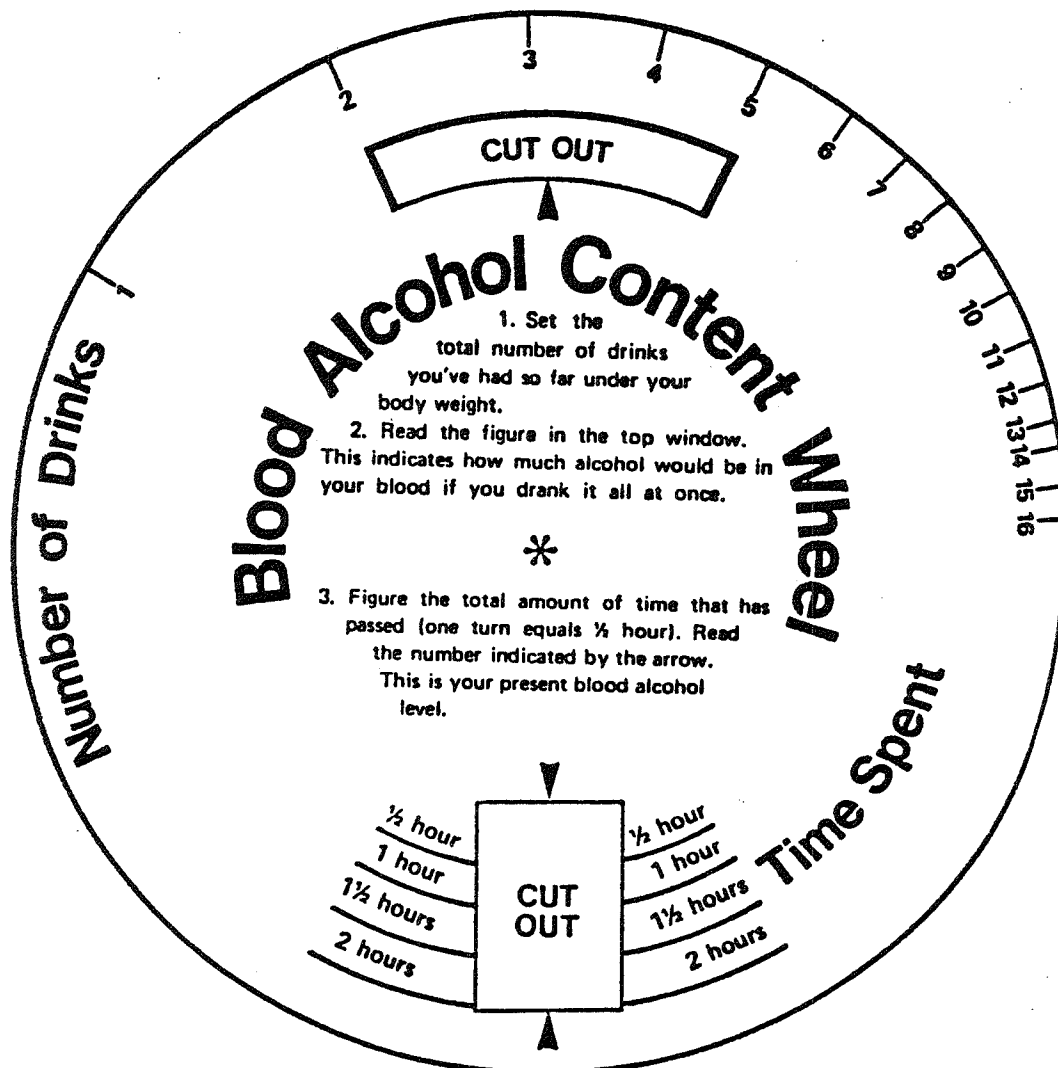
NOTES

Name _____

Date _____

BAC Wheel

Part 1

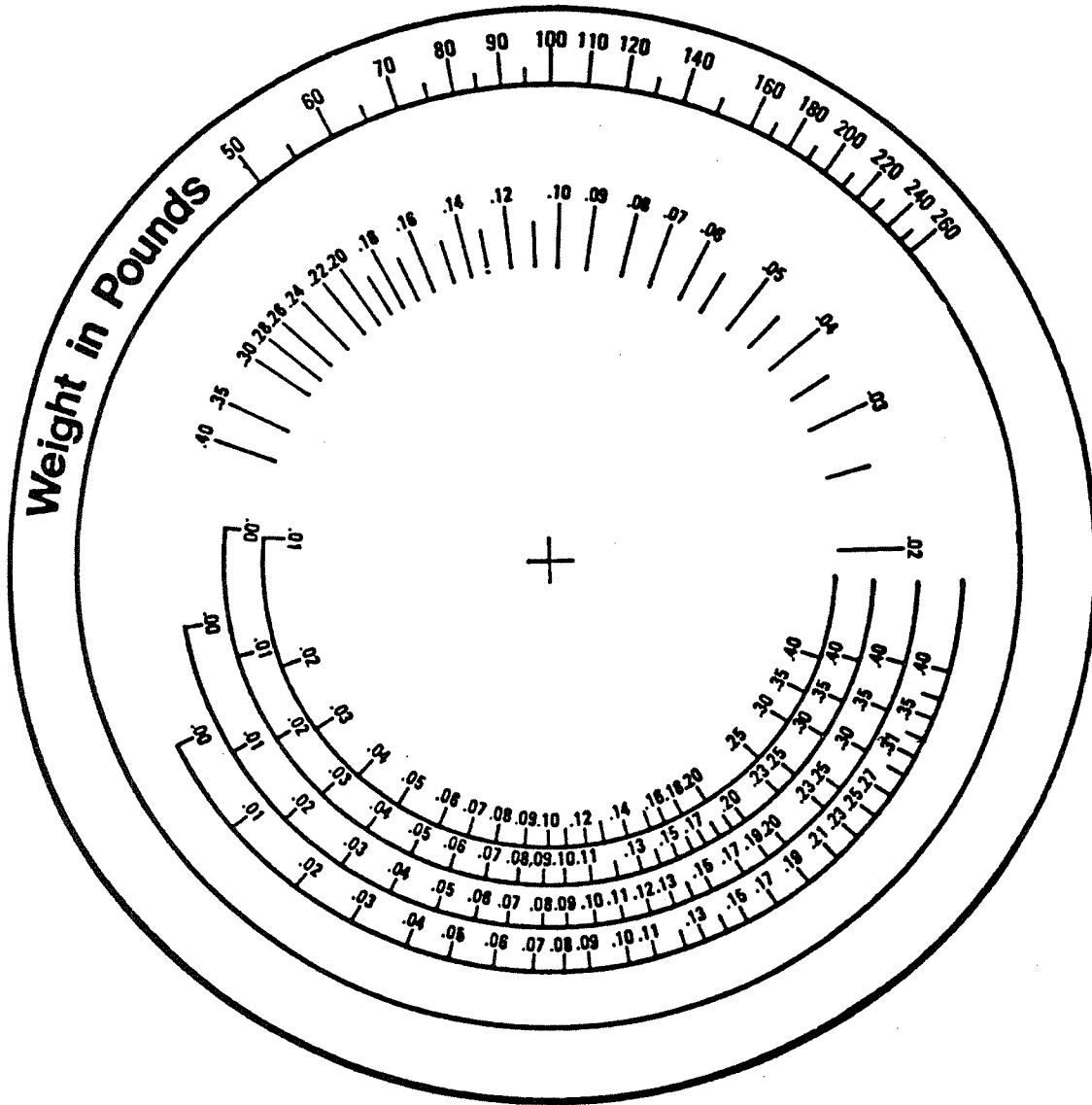


1. Paste each page onto cardboard or manila paper.
2. Trim around each circle.
3. Use a razor to cut the two sections marked "CUT OUT."
4. Put the smaller circle on top of the larger one, carefully fastening them together at the stars (centers) with a paper fastener.

Source: Reprinted from Peter Finn and Judith Platt, *Alcohol and Alcohol Safety*, volume 2. Washington, D.C.: U.S. Government Printing Office, 1972.

BAC Wheel

Part 2



Source: Reprinted from Peter Finn and Judith Platt, *Alcohol and Alcohol Safety*, volume 2. Washington, D.C.: U.S. Government Printing Office, 1972.

LESSON 29



OBJECTIVES

The students will learn that alcohol is a legal drug that people can buy when they are of legal age.

The students will identify responsible behaviors for people who choose to drink alcohol when they are of legal age.

The students will learn that consumption of alcohol involves a risk.

PICTURE IDEA STATEMENTS: pgs. 60-61

Alcohol is a legal drug sold at stores, restaurants, and bars.

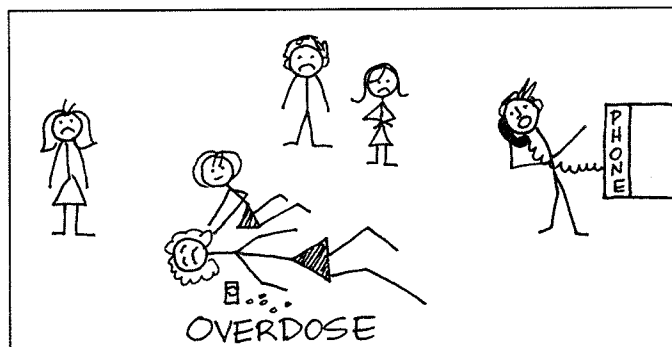
You must be of legal age to buy and drink alcohol.

LEARNING EXPERIENCES

- 1) Discuss the pictures and statements on pages 60 and 61. Have the class make a list of places where they know alcohol is sold in their area (e.g., drug stores, drive-thru, ball park, concerts, festivals, grocery stores). Discuss some of the reasons why alcohol is sold in these places and who buys the alcohol.
- 2) Ask the students if they know what the legal age is for buying and consuming alcohol in their state. Ask the students why the government sets an age limit on a person's age before they are permitted to buy and consume alcoholic beverages. Do the students think that it is a good idea to set such limits? Make a list of reasons why this is a good idea and why it is not.
- 3) If a person decided that he would like to buy and drink alcohol when he is of legal age what are some of the responsible behaviors that would be expected of him? Make a list of some of these behaviors (e.g., a person should **never** drink and drive, limit your intake, or use alcohol just to compliment food).
- 4) Make a list of responsible behaviors expected of adults (e.g., eating well, staying clean, going to work, taking care of their children, drinking in a responsible manner if they choose to drink). Make a list of irresponsible behaviors that adults are not expected to show (e.g., drinking and driving, leaving their children by themselves, eating junk food all of the time, wearing dirty clothes).
- 5) **PICTURE TALK**--Both Geoff and Kelly are old enough to drink alcohol. They enjoy going to the local Mexican restaurant for margaritas and burritos. Geoff is a diabetic and must watch his intake of alcohol and other foods. He orders his margarita without alcohol. Kelly orders hers with alcohol. Geoff knows that he can get sick if he drinks alcohol; so, he chooses to stay healthy.

NOTES

LESSON 30



OBJECTIVES

The students will identify important actions to take when someone overdoses on drugs.

The students will learn that alcohol mixed with other drugs can cause very serious problems for a person's health.

The students will learn that there is great risk involved when drugs are mixed with alcohol.

PICTURE IDEA STATEMENT: pg. 62

Alcohol mixed with other drugs can cause serious problems for your body.

NEW WORD

overdose

LEARNING EXPERIENCES

- 1) Discuss the picture and statement on page 62. Ask the students what they think this woman has done. Ask the students what they would do if they found someone in this condition. Define the word "overdose."
- 2) Go through the helpful suggestions below for dealing with an overdose victim:
 - * Stay calm! Don't panic!
 - * Do not attempt to guess whether a person *really* overdosed or not--you are not an expert!
 - * Have someone call the emergency number for help.
 - * If someone shows signs of an overdose, have someone keep talking to him to make sure that he doesn't lose consciousness (fall asleep).
 - * Call a doctor or hospital right away! Describe the symptoms to the doctor and follow his instructions carefully!

Continue the list.

- 3) **PICTURE TALK**--Tim and Amy were at an outdoor rock concert this summer when they came across a crowd of people standing around a young woman who had taken an overdose of barbiturates and mixed them with alcohol. They both remembered the first-aid steps they learned in health class. Amy stayed and talked to the girl while Tim ran to call an ambulance. Role play a similar situation.

NOTES

III. What Is Alcoholism?

VOCABULARY

CHAPTER III

ALCOHOLISM: an illness in which a person's strong need to drink is difficult for him to control.

CONFIDENTIAL: information that can only be used or told to a certain person or group of people.

EARLY-STAGE SYMPTOMS: the beginning symptoms of alcoholism, the first clues that there might be a drinking problem.

MIDDLE-STAGE SYMPTOMS: clues that help a person see that there might be a drinking problem that are usually worse than the early symptoms.

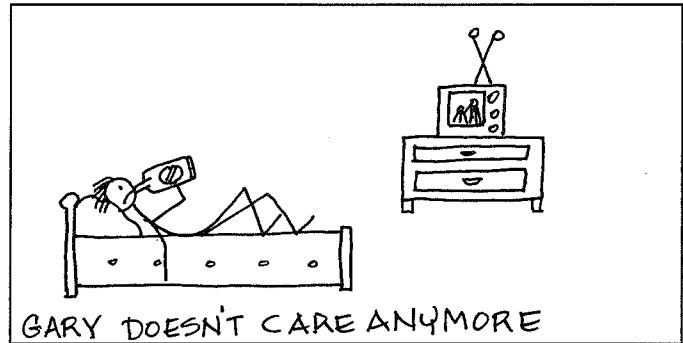
LATE-STAGE SYMPTOMS: clues that help a person see that there might be a drinking problem that are worse than the early and middle stage symptoms.

TEACHER REFLECTIONS

KEEP A LOG

1. Begin a log of your observations on how students are reacting to you and the subject of alcohol and other drugs.
2. The log should be short and simple.
3. Write the log as soon after each lesson as possible.
4. Start each entry by describing the present session. Then, work back to other sessions and see if there are any significant patterns in student behavior that will affect your next lessons.
5. Formulate strategies for the next session that will improve the involvement of students in your classroom discussions.

LESSON 31



OBJECTIVES

The students will learn a simple definition of "alcoholism."

The students learn to recognize warning signs that may point to someone who has a drinking problem.

PICTURE IDEA STATEMENT: pg. 67

Alcoholism is an illness in which a person's strong need to use alcohol is difficult for him to control.

NEW WORD

alcoholism

LEARNING EXPERIENCES

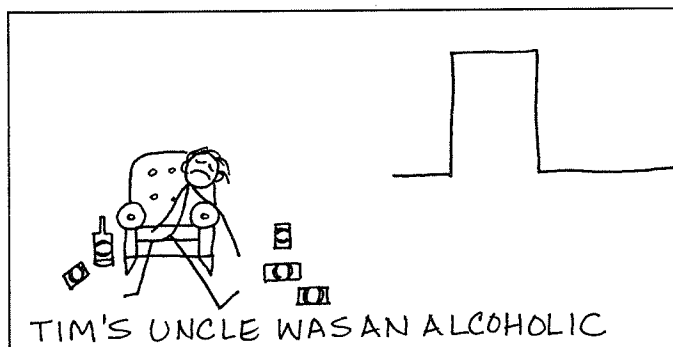
- 1) Discuss the picture and statement on page 67. We discussed control or lack of control earlier. This man has lost control of his drinking. He no longer has control of his drinking. He is ignoring everything in order to drink. Examine the picture and discuss the various items depicted.
- 2) Here are some behaviors to look for if you suspect that someone has an alcohol or other drug problem:
 1. They drink more now than they used to.
 2. They do things while they're drinking and later they deny them or say they've forgotten them.
 3. They refuse to talk about their drinking.
 4. They make and break promises to control or stop their drinking.
 5. They lie about their drinking.
 6. Most of their friends are drinkers.
 7. They make excuses for their drinking or try to justify it.
 8. Their behavior changes when they're drinking.
 9. They avoid social functions where alcohol isn't served.
 10. They sometimes drive while drunk.
 11. They hide alcohol around the house or in the car or garage.
- 3) Some people choose not to drink for various reasons. Make a list of some reasons (e.g., they don't like the taste, alcohol makes them sick, or alcohol is too expensive).

Some people choose to drink in a *responsible* manner.

Sometimes these people are called "social drinkers." Make a list of responsible drinking behaviors (e.g., they never drink to get drunk, they limit their intake, they never drink on an empty stomach).

An alcoholic cannot be a social drinker because they cannot control the amount they drink or stop after the first drink. An alcoholic's drinking causes **serious** problems with family, friends, health, and work. An alcoholic is not a *bad* person, but someone who needs help.
- 4) **PICTURE TALK**--Gary is deaf and attends a special program in Tim and Amy's school. Gary is having trouble in school so he has been pretending to be sick every other day. He locks himself up in his bedroom, drinks and falls asleep. Gary doesn't care anymore. He just wants to be left alone. Gary told his friend Chris that he can't get through the day without getting drunk.

LESSON 32



OBJECTIVES

The students will learn that there are symptoms that serve as clues that someone is sick.

The students will know that symptoms don't always mean that someone has a drinking or other drug problem.

PICTURE IDEA STATEMENTS: pgs. 68-69

An alcoholic has symptoms which show that the body is not working properly.

A symptom is a sign that something is happening to you.

LEARNING EXPERIENCES

- 1) Discuss the symptoms shown on page 68. Explain that these symptoms are also associated with other diseases and illnesses as well (e.g., everyone with a beer belly isn't an alcoholic, everyone with a headache isn't necessarily an alcoholic).
- 2) Emphasize that these symptoms are just clues to look for when one suspects that someone has an alcohol or other drug problem. Have the students list the symptoms for some diseases and illness that they know of (e.g., the flu, a cold, measles, chicken pox, poison ivy).
- 3) Have the students create a drawing of themselves when they had the flu, a cold, the chicken pox, or another sickness. Then have them draw what they would look like if they had an alcohol or other drug problem. What would they look like with a beer belly, a headache, a stomach ache, and so on?
- 4) **PICTURE TALK**--Tim's uncle was an alcoholic for many years before he died of a heart attack two years ago. Tim remembers his uncle as an overweight man who always had a can of beer in his hand. He was always sick at family gatherings. Now that Tim is older he realizes that his uncle had a drinking problem that affected his body to the point that it couldn't work properly anymore.

NOTES

LESSON 33



OBJECTIVES

The students will learn that alcoholism hurts the entire person's mind, body, behavior, and social life.

The students will learn that alcoholism causes many people many problems.

To give students an opportunity to discuss a topic relevant to them.

PICTURE IDEA STATEMENT: pg. 70

Alcoholism hurts the whole person.

REVIEW WORD

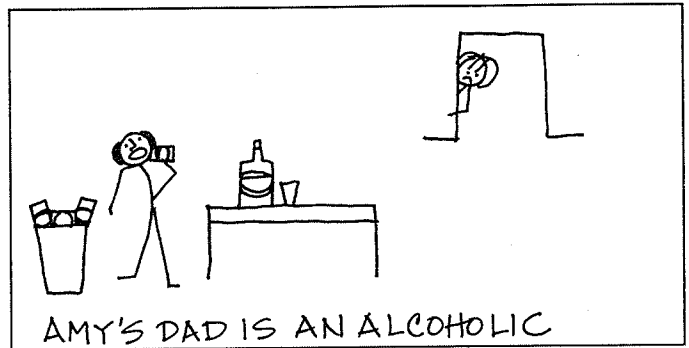
alcoholism

LEARNING EXPERIENCES

- 1) Discuss the pictures and statement on page 70. Discuss the areas of this young man's life that are being damaged. Discuss the other people in the pictures and how their lives are being hurt by the young man's behavior.
- 2) Have the students make a list of areas and people in their own lives that would be affected if they started to abuse alcohol and other drugs. For instance, ask them if they could continue a hobby that they enjoyed or could they have the same friends that they do now. Use the areas shown and perhaps add others (mind, body, behavior, social).
- 3) Emphasize that the areas which are most often damaged by drug abuse are the areas that most people strive for all of their lives (e.g., a family, health, friends, or a job).
- 4) **PICTURE TALK**--Calvin has lost control of his drinking. He is a senior in high school and he's been drinking since his sophomore year. He's been drinking more than usual lately because of all the graduation parties being thrown. His parents are very upset with him because he has been coming home late at night and breaking rules. Calvin's friends are starting to get agitated with him because of his obnoxious behavior. Last weekend, while drunk, he broke a lamp in Terri's house which belonged to her mother. Terri wants him to pay for the damage, but Calvin doesn't remember breaking the lamp.

NOTES

LESSON 34



OBJECTIVES

The students will learn that alcoholism does not cure itself.

The students will learn that there is help and hope for alcoholics.

The students will learn that alcoholism is a progressive disease (it gets worse) without help.

PICTURE IDEA STATEMENTS: pgs. 71-73

Alcoholism must be treated before other problems can be solved.

Alcoholism always gets worse without treatment.

Alcohol does something different to the alcoholic's body.

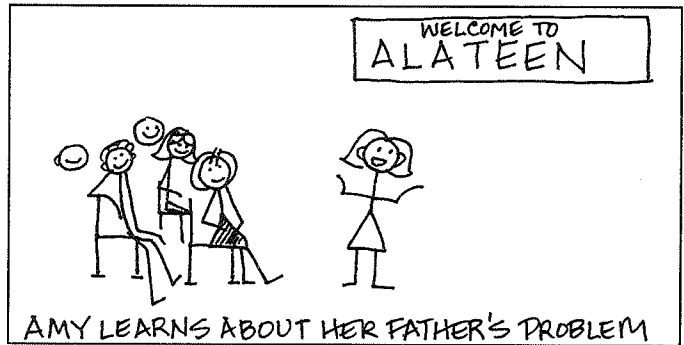
REVIEW WORDS

alcoholism *alcoholic*

LEARNING EXPERIENCES

- 1) Explain that A.A. stands for Alcoholics Anonymous; a group of recovering alcoholics who help each other stay sober. This group will be discussed in more detail later. This is just one way that someone can get help for an alcohol problem.
- 2) Look at the illustration on page 72. Ask the students to explain what is slowly happening to the man. Have the students write a story about this man's life and what has happened to him in the past year. Have the students give him a name and specific reasons for his behavior. The teacher will decide how long the stories should be.
- 3) Discuss the illustration and statement on page 73. Talk about the two men in the picture and discuss their actions.
- 4) Tell your students, as in many diseases and illnesses, alcoholism can be treated successfully with the alcoholic's cooperation and hard work. The alcoholic must want to stop drinking and must stop drinking **forever!** This is not easy!
- 5) **PICTURE TALK**--Amy's dad is an alcoholic. She remembers when she was younger and her dad drank only two beers a night after work. Her dad would take her for walks and play games with her. Now Amy's father drinks at least a six-pack of beer a night and several shots of whiskey. Amy feels lucky if her father even talks to her anymore when he comes home from work.

LESSON 35



OBJECTIVES

The students will learn that children of alcoholics are at greater risk of becoming alcoholics themselves.

The students will be encouraged to seek help from people and groups who work in the field of alcoholism and drug abuse.

PICTURE IDEA STATEMENT: pg. 75

Children of alcoholics have to be careful not to become alcoholics themselves.

NEW WORD

confidential

REVIEW WORD

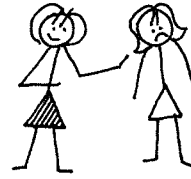
alcoholic

LEARNING EXPERIENCES

- 1) Look at page 75 and discuss. Emphasize that children of alcoholics are at least three times more likely to become alcoholics than children whose parents are not alcoholics.
- 2) Here is a short list of characteristics attributed to children of alcoholics: they try to protect the family image, they stop trusting others, they take charge, they adapt to abnormal situations, they try to make others feel better, and they misbehave.
- 3) Children of alcoholics can also develop other addictive habits: compulsive gambling, overeating, overspending, smoking, overuse of caffeine, excessive exercise, and abuse of drugs other than alcohol. Al-Anon, Alateen and Adult Children of Alcoholics are all groups that help people with alcoholic parents, friends, or relatives.
- 4) **PICTURE TALK**--Amy attends Alateen twice a week so that she can learn more about how her father's drinking problem affects her life and his. She gets very upset when her father gets drunk, but it makes her feel a little bit better to talk to other people who have similar problems. The meetings are confidential. She can't tell anyone outside of the meetings who was there and who she talked to. Amy is glad that no one will find out about her father unless she tells them herself.

NOTES

LESSON 36



INTRODUCING ALATEEN

OBJECTIVES

The students will learn that recovering from alcoholism takes quite a bit of work on the part of the alcoholic and others around him.

The students will be encouraged to call or talk to someone who specializes in alcoholism and other drug abuse if they think someone has a problem.

PICTURE IDEA STATEMENTS: pgs. 76-77

The alcoholic will need help to stop using alcohol.

To get well, the alcoholic must learn how alcoholism hurts all areas of her life.

REVIEW WORDS

alcoholism *alcoholic*

LEARNING EXPERIENCES

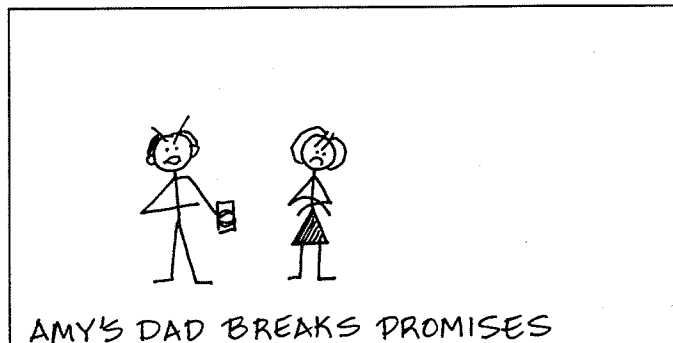
- 1) Look at the illustrations found on pages 76 and 77. Talking to an expert in the field and going to A.A. meetings are just two ways that a person can get help for his alcoholism.
- 2) Have the students fill in the sheet on the next page. The teacher may supply the class with phone numbers from the local telephone book.
- 3) Emphasize that the alcoholic is not the only one who needs help with his problem. Everyone that is involved in the alcoholic's life should educate themselves about the problem.
- 4) **PICTURE TALK**--Amy's friend Susan confided in Amy that she thinks her mother has a drinking problem. Susan doesn't know if her mother is an alcoholic or not, but her mother drinks quite a bit and her behavior has changed dramatically over the past year. Susan thinks that it may be her fault because she really hasn't been the best daughter in the world. Amy asked Susan if she would like to go to an Alateen meeting with her this Tuesday. Amy told Susan that it really helped her understand her father's problem better as well as her own feelings.

NOTES

WHERE TO TURN

	NAME	PHONE NUMBER
FRIEND		
PARENT		
TEACHER		
COUNSELOR		
SCHOOL NURSE		
DOCTOR		
MINISTER		
RELATIVE		
OTHER		

LESSON 37



OBJECTIVES

The students will learn to recognize some of the early-stage symptoms of alcoholism.

The students will learn some of the characteristics of alcoholism and alcoholics.

PICTURE IDEA STATEMENTS: pgs. 78-81

One early-stage symptom of alcoholism is drinking to get away from problems.

Another early-stage symptom of alcoholism is breaking promises to quit drinking.

Another early-stage symptom of alcoholism is having to drink more and more alcohol to get the same feeling.

Another early-stage symptom of alcoholism is having trouble stopping after the first drink.

NEW WORD

early-stage symptom

REVIEW WORDS

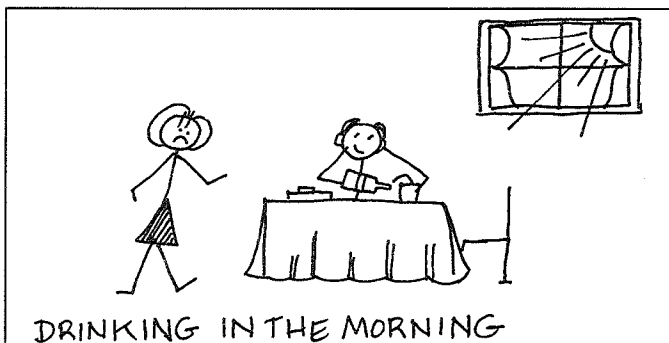
alcoholism *symptom*

LEARNING EXPERIENCES

- 1) Discuss the illustration on page 78. This man is surrounded by the problems he thinks are in his life. Ask the class if they think drinking will solve his problems or make them worse.
- 2) Have the students draw themselves with bubbles around their heads as in the illustration. Have them insert (into the bubbles) the difficult situations they encounter in their own lives. Discuss whether drinking or taking other drugs would help their problems.
- 3) Look at the picture on page 79. Ask the class to guess what the man is telling the woman on page 81. Talk about what actually happens. Discuss pages 80 and 81. Stress loss of control and the inability to stop drinking after the first drink.
- 4) **PICTURE TALK**--When Amy's father is drunk he often says nasty things to Amy's mom. When Amy asks her father not to drink anymore, he always promises he'll quit the next day. Although he promises not to, he usually gets drunk the next day anyway. At Alateen, Amy learned that lying and breaking promises about drinking is a symptom of alcoholism. Even though she knows this, her father's behavior still hurts Amy.

NOTES

LESSON 38



OBJECTIVES

The students will learn about the progressive nature of alcohol abuse.

The students will learn how to recognize some of the middle stage symptoms of alcoholism.

PICTURE IDEA STATEMENTS: pgs. 82-85

One middle-stage symptom of alcoholism is lying about your drinking.

Another middle-stage symptom of alcoholism is drinking in the morning.

Another middle-stage symptom of alcoholism is needing a drink to get through the day.

Another middle-stage symptom of alcoholism is finding it harder to feel good from drinking.

NEW WORD

middle-stage symptom

REVIEW WORDS

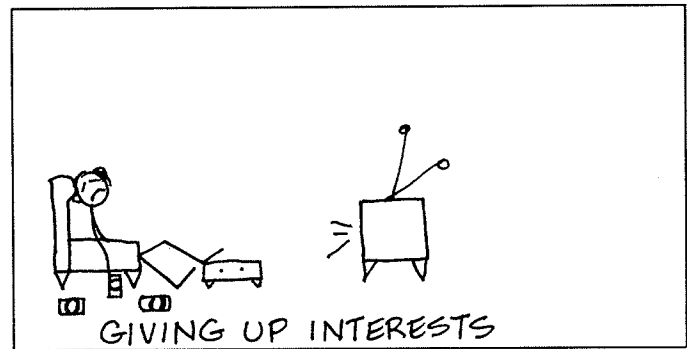
alcoholism symptom progressive

LEARNING EXPERIENCES

- 1) Discuss pages 82-85 with the class. Emphasize the fact that the symptoms are getting progressively worse. These people are having trouble keeping alcohol out of their lives. Alcohol is becoming the most important part of their lives.
- 2) Discuss other dangers of a person drinking in the morning, lying to someone about their drinking, or drinking at work. For example, why shouldn't a person drink at work?
- 3) Ask the students to describe what their day would be like if they got up and had a shot of whiskey before going to school instead of orange juice, drank out of a bottle they stored in their locker several times during the day, and drank when they got home. Discuss what may start happening to them physically, socially, and intellectually.
- 4) **PICTURE TALK**—Amy caught her father pouring vodka into his orange juice this morning. He told her that he needed a pick-me-up in the morning. He didn't eat the toast her mother made for him. Amy knows that her dad needs help, but he thinks that he is just fine. Now he's going to work drunk. Amy didn't want to talk to anyone at school today because she is too upset about her dad.

NOTES

LESSON 39



OBJECTIVES

The students will learn about the possible progression from alcohol use to abuse to alcoholism.

The students will learn how to recognize some of the late stage symptoms of alcoholism.

PICTURE IDEA STATEMENTS: pgs. 86-89

One late-stage symptom of alcoholism is that alcohol is more important than anything else in the person's life.

Another late-stage symptom of alcoholism is staying away from people.

Another late-stage symptom of alcoholism is losing all interests.

Another late-stage symptom of alcoholism is poor health.

NEW WORD

late-stage symptom

REVIEW WORDS

alcoholism symptom dependency

LEARNING EXPERIENCES

- 1) Look through pages 86-89 and discuss. Ask the students if they see any progression from the early stages to the late stages. Ask the students if there are any similarities. Ask the students if some of the early-stage symptoms could be late-stage symptoms and visa versa.
- 2) Have the students make a list of the things that are most important to them. Ask them that if they became alcoholics or drug addicts, what are some of the things on their list that they would probably lose. Ask them to think about the people that they would hurt other than themselves.
- 3) Look through the pages starting with page 78. Have the students put themselves in some of the people's shoes that are shown in the pictures. For instance, how would the students feel if they were the little girl on page 86 or the boy on page 87.
- 4) **PICTURE TALK**—Amy's dad used to be in pretty good physical shape. He would go for walks with Amy and he played tennis at least three times a week. Now he just sits in a chair and drinks beer after beer in front of the television. Amy knows that this is a late-stage symptom of alcoholism. He has given up on all of his interests other than drinking. Sometimes Amy feels as though he's given up on her too.

NOTES

IV. Physical Symptoms Of Alcoholism

VOCABULARY

CHAPTER IV

SOCIAL DRINKER: a person who does not drink to get drunk or high.

WITHDRAWAL: the pain an addict or alcoholic experiences when he quits taking drugs.

TEACHER REFLECTIONS

OBSERVE STUDENT BEHAVIOR

1. Have you noticed behavior indicating discomfort with this material among your students?
2. Are any of your students more interested in this subject matter than others?
3. Have you noticed any of your students becoming emotional when certain subjects are brought up?
4. Have any of your students mentioned personal problems during class discussion? How have you handled this?
5. Do you think any of your students are currently using drugs? How will you handle this?
6. Do you think that any of your students have a problem with a family member's drinking or other drug abuse? How will you handle this?

LESSON 40



DIANE DRANK TOO MUCH

OBJECTIVES

The students will develop an understanding that a drug is any substance used to produce a change within the body and mind.

The students will learn that drugs have specific effects on the various organs within the human body.

PICTURE IDEA STATEMENTS: pgs. 93-95

Alcohol goes through the blood to the brain very quickly.

Drinking alcohol helps some people to relax.

Drinking too much alcohol can hurt the mind and the body.

NEW WORD

social drinker

LEARNING EXPERIENCES

- 1) Look at the picture on page 93 and discuss. Have the students look for veins in their fingers and arms. Explain that the bloodstream is just one of the places that alcohol goes when it is ingested. Go over the attached page and discuss how alcohol travels through the body and how it effects people differently.
- 2) The couple on page 94 are examples of social drinkers. They will be able to stop drinking when they want. An alcoholic would find it almost impossible to stop.
- 3) Discuss the illustration on page 95. Ask the students to name some of the body parts that are damaged by excessive drinking. Below is a short list of body parts that are important to human beings:
 1. The **heart** is the muscle that pumps blood through the body.
 2. The **brain** regulates the central nervous system.
 3. The **liver** is the largest gland in the body, and one of its most complex organs. The liver has more than **500** functions. It detoxifies numerous ingested substances like alcohol, nicotine, and other dangerous substances.
- 4) Discuss the fact that a person who is physically disabled or has an illness that requires them to take medication should be especially aware of how alcohol effects their body. Some prescription drugs do not work if they are mixed with alcohol (they lose their effectiveness).
- 5) **PICTURE TALK**--Amy and her friend Diane went to a big party this weekend at Mike's house. Diane drank a shot of whiskey and three beers with Keith. She felt alright for awhile, but when Amy and Diane got in the car to leave, Diane's head started spinning and she got sick to her stomach. Amy had to help Diane walk because she was weaving back and forth. The next day Diane had a headache and felt awful all over. Ask the students which body parts were affected by Diane's drinking.

HOW IS ALCOHOL ABSORBED INTO THE BODY?

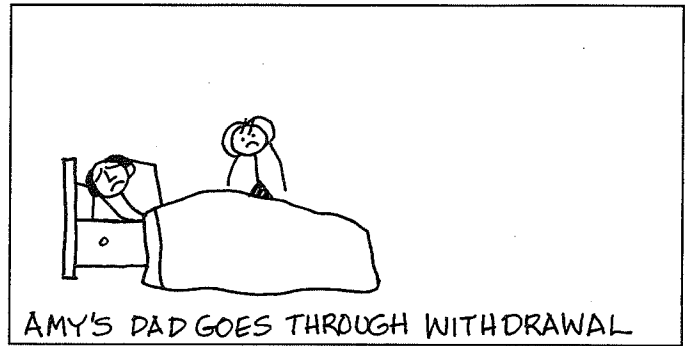
- A. Ethyl alcohol found in alcoholic beverages is absorbed directly into the bloodstream in about 5 minutes with peak concentration occurring in about 30 to 90 minutes. No digestion is necessary.
- B. Approximately 20 percent of a drink of alcohol is absorbed directly from the stomach into the bloodstream.
- C. The remaining 80 percent is absorbed through the blood vessels in the small intestine.

The rate of absorption depends on several factors. These are:

- 1) Alcohol taken on an empty stomach is absorbed more quickly, producing a higher blood alcohol level than if the same drink were consumed after or with a meal.
- 2) The greater the concentration of alcohol in a beverage, the more rapid the absorption.
- 3) The speed of drinking an alcoholic beverage is another important factor that affects the rate of absorption; the faster you drink, the faster the absorption of alcohol takes place.
- 4) A heavier person tends to absorb alcohol more slowly. This slower rate of absorption is due to the larger amount of fluid in the body of a heavier person.
- 5) Each individual has a different degree of tolerance for alcohol. Some will only need a couple of drinks to become affected, while others can drink more without feeling the effects.

Taken from *Drug Abuse*, M.G. Minter, Galludet College.

LESSON 41



OBJECTIVES

The students will learn about the serious health consequences and risks involved when someone is an alcoholic. The students will learn that any alcohol or other drug use involves the risk of physical harm, and increased amounts can increase the risk.

PICTURE IDEA STATEMENTS: pgs. 96-101

- There are five stages in becoming drunk.
- A person's body may develop a need for alcohol if she drinks too much.
- An alcoholic may feel pain when she first stops drinking.
- Drinking too much alcohol can lead to poor memory, bad eye-sight, clumsiness, and shaking.
- An alcoholic sometimes doesn't eat enough of the right foods.
- An alcoholic who keeps drinking will die of alcoholism.

NEW WORD

withdrawal

REVIEW WORDS

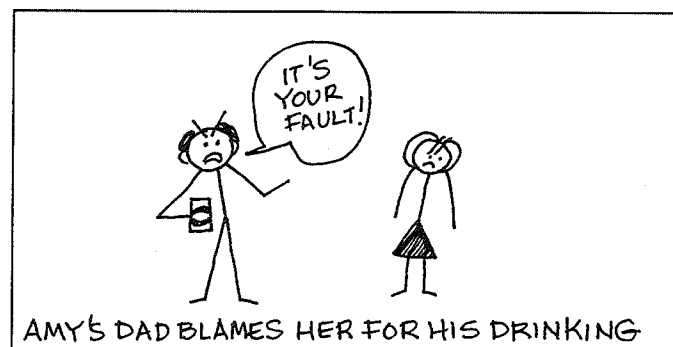
alcohol alcoholism alcoholic

LEARNING EXPERIENCES

- 1) Discuss the statements and illustrations on pages 96-101.
- 2) Discuss the problems that the people are having in each picture. Talk about the specific problems that the students can see. Each person has been affected in some way by their abuse of alcohol. We finally see that people **can** die because of their alcoholism if they don't get help.
- 3) Look at page 101 and emphasize the fact that alcoholics don't always die from alcoholism. An alcoholic may die from heart failure or liver failure. You will probably never read an obituary that states the cause of death as alcoholism.
- 4) **PICTURE TALK**--Amy's father had to be put in the hospital after suffering a mild heart attack. While there, he wasn't allowed to drink any alcohol. He went through alcohol withdrawal while in the hospital (page 98). Amy never knew that withdrawal from alcohol is often worse than withdrawal from other drugs. Her father was very sick and Amy was worried about him. She is afraid that her father will die from his drinking.

V. Mental Symptoms Of Alcoholism

LESSON 42



OBJECTIVES

The students will learn how to identify some of the mental symptoms of alcoholism.

The students will learn that alcohol and other drugs can damage a person's mind and thinking in many ways.

PICTURE IDEA STATEMENTS: pgs. 105-114

The alcoholic has problems concentrating, remembering, and handling stress.

The alcoholic uses alcohol to get away from his problems.

The alcoholic gets moody because the good feeling from drinking does not last.

The alcoholic needs the drug to feel normal.

Drinking becomes more important to the alcoholic than the people and the things he loves.

The alcoholic feels guilty because he does things he promised never to do again.

The alcoholic blames others for his problems.

The alcoholic begins to feel worthless, angry, sad, and sorry for herself.

The alcoholic denies having an alcohol problem because he does not think things can ever change.

The alcoholic is afraid he cannot live without alcohol.

LEARNING EXPERIENCES

1) Go through pages 105-114 and discuss carefully. Look at each page and ask questions about each person or group of people depicted. The teacher should add their own questions as well. Here are some sample questions for each page:

- a) Page 105: Why is the man forgetting how to play the game?
- b) Page 106: What problems does this man have in his life?
- c) Page 107: Why is this woman depressed?
- d) Page 108: Does this man really feel normal after a drink?
- e) Page 109: What **used** to be important to the man in the picture?
- f) Page 110: What did this man do, and why?
- g) Page 111: Why is the man blaming the other man for breaking the lamp?
- h) Page 112: What is this man thinking?
- i) Page 113: Why is this man hiding the bottle from his wife?
- j) Page 114: Why is this man upset?

2) **PICTURE TALK**--When Amy's dad came home from the hospital, the first thing he did was make himself a drink. Amy reminded him that he promised never to drink again. Her dad became very angry and told Amy that if her and her mother would stop nagging him, he would quit. He said he only started again because of their nagging. This makes Amy feel guilty, even though she knows that what her father is saying isn't true.

VI. Behavioral Symptoms Of Alcoholism

VOCABULARY

CHAPTER VI

BLACKOUT: a permanent and complete loss of memory of a time when one had been drinking alcohol.

TEACHING REFLECTIONS

COMMUNICATION UPDATE

1. How well are most students responding to the materials on a scale of 1 to 10?
0 1 2 3 4 5 6 7 8 9 10
2. Do the students feel comfortable discussing alcohol and other drugs with you and their peers?
3. Do you feel comfortable discussing this subject matter with your students?
4. Are you having any trouble explaining important concepts to your students? How have you solved this problem?
5. How are your students responding to the illustrations from *Looking at Alcohol and Other Drugs*?
6. How are your students responding to the PICTURE-TALK stories? How are they responding to the drawings on the board?
7. Have you had to alter many lessons for a specific class?
8. How have the students responded when a person with a disability is mentioned?
9. How effective are the learning activities for your students?

LESSON 43



AMY FINDS HIDDEN BOTTLES

OBJECTIVES

The students will learn that drug abuse causes people to behave and do things that they would never have done while sober.

The students will learn that drug abuse causes a person's behavior to change drastically.

PICTURE IDEA STATEMENTS: pgs. 119-126

The alcoholic has less and less control over his behavior while drinking.

The alcoholic loses interest in doing things she once thought were important.

Drinking becomes the alcoholic's whole life.

The alcoholic does things to protect his drinking.

The alcoholic can no longer stop drinking before he becomes drunk.

The alcoholic stays away from other people in order to drink.

The alcoholic does things when drunk that he would not do while sober.

The alcoholic has blackouts and cannot remember the things she did while drunk.

NEW WORD

blackout

REVIEW WORD

alcoholic

LEARNING EXPERIENCES

- 1) Look at each picture on pages 119-126 and ask questions about each person depicted. The teacher should add his own questions as well. Here are some sample questions for each page:
 - a) Page 119: How is this man behaving and why?
 - b) Page 120: What did this woman used to enjoy doing?
 - c) Page 121: What did this man do all day?
 - d) Page 122: Why is this man lying, breaking promises, and hiding bottles of alcohol?
 - e) Page 123: Why is this man drinking one beer after another?
 - f) Page 124: Why is the woman on the left hiding from the others?
 - g) Page 125: Why are the three men behaving the way they are in the picture?
 - h) Page 126: Why does this woman look confused?
- 2) Explain that a blackout occurs when a person has consumed too much alcohol and he forgets events and things that he did while drunk. A person is awake and functioning during a blackout.
- 3) **PICTURE TALK**--Amy finds bottles that her father has hidden in different places around the house. When Amy confronts her father, he denies hiding the bottles and says that she should have better things to do than sneak around spying on everybody. It hurts Amy very much when her father lies to her. She wonders if he will ever stop drinking.

LESSON 44



OBJECTIVES

The students will learn that being an alcoholic is expensive, **especially** if you lose your job.

The students will have an opportunity to discuss a topic which is relevant to them.

PICTURE IDEA STATEMENTS: pgs. 127-128

The alcoholic has behavioral problems at work.

The alcoholic often gets help to stop drinking because of his problems at work.

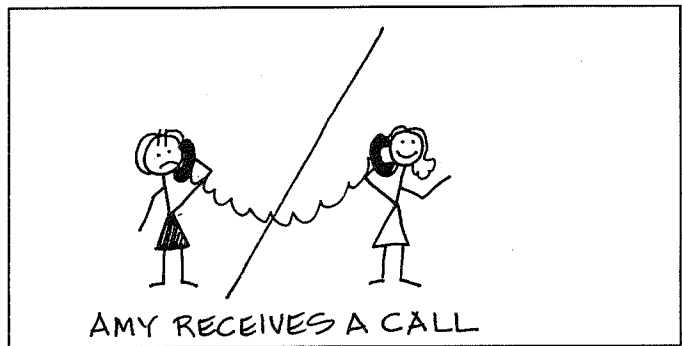
LEARNING EXPERIENCES

- 1) Look at the picture in page 127 and discuss. Make a list of possible problems drinking could cause at school (e.g., poor grades, sleeping in class, acting out in class, suspension), as opposed to those problems drinking could cause at work.
- 2) Discuss what the students should do if they suspect that a classmate or fellow employee is abusing a drug. Should they mind their own business? Discuss the school policy on this matter if there is one for your school.
- 3) **PICTURE TALK**--Amy's dad was fired from his job because he was always late and drunk at work. Another man was injured because of her father's carelessness. Now Amy's dad has no job and more time to drink. He is using up all of the money he saved for many years. He just sits in a chair and falls asleep after becoming drunk. When he wakes up he usually starts drinking again.

NOTES

VII. Alcoholism And The Family

LESSON 45



OBJECTIVES

The students will learn how drug abuse can effect a family.

The students will learn how to identify potential problems caused by drug abuse within a family.

PICTURE IDEA STATEMENTS: pgs. 133-141

The family of the alcoholic also suffers from his drinking.

Alcoholism causes family members to stop talking about their feelings.

Family members often blame themselves for the alcoholic's drinking.

Family members of the alcoholic often feel shame and stop bringing friends home.

Family members of the alcoholic often feel scared because they never know how the alcoholic will feel or act.

Family members of the alcoholic often feel angry because the alcoholic breaks promises to them.

Family members of the alcoholic lose trust because they do not know when she is lying about her drinking.

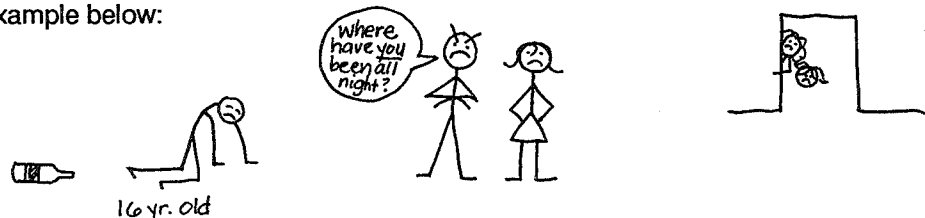
Family members of the alcoholic often feel lonely because they hide the alcoholic's problems from their neighbors.

Family life becomes centered around problems caused by the alcoholic's drinking.

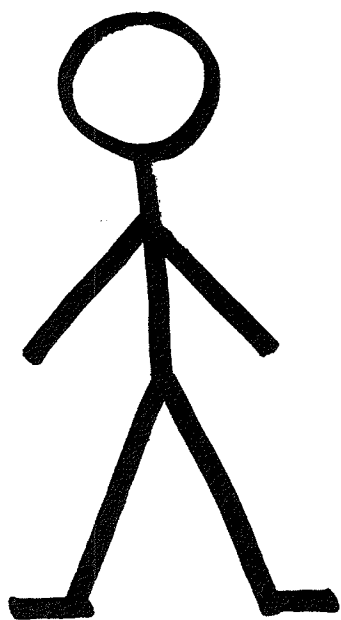
The family needs help to repair problems caused by alcoholism.

LEARNING EXPERIENCES

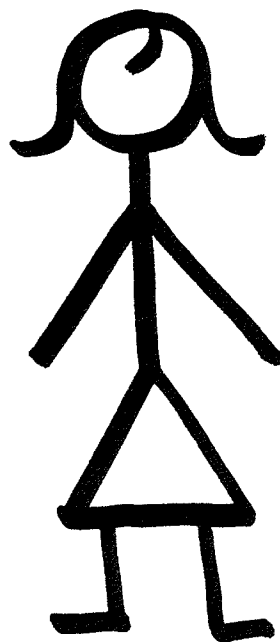
- 1) Discuss pages 133-141 carefully. This section is important especially if the teacher thinks that there is someone in the classroom who lives with an alcoholic family member.
- 2) Discuss some options for someone who is disabled and living with this problem. Talk about how a student who uses a wheelchair can get to places for help. Discuss the options a hearing impaired person might have and where they can go for help. Make a list of local agencies that are accessible.
- 3) Go through pages 133-141 and have the students identify which family members are being hurt in each picture on each page.
- 4) Have the students cut out the family members on the next page and arrange them in any manner they choose. Ask them to designate one of the family members as an alcoholic and have them write out a discussion that may occur because of that person's drinking. Have them glue the figures onto a larger sheet when they are finished. Example below:



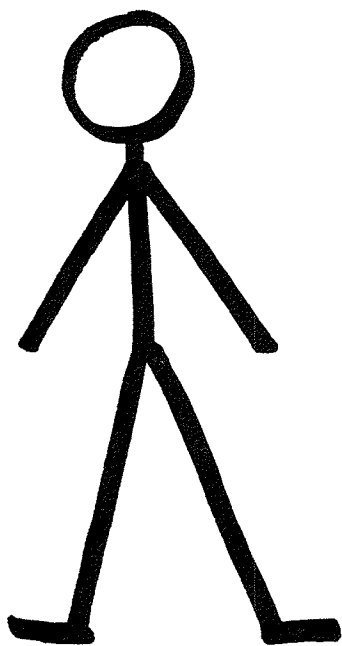
- 5) **PICTURE TALK**--Amy does not feel as though she can talk to any of her friends. She does not even want to talk to Tim because she is too embarrassed by her father's behavior. She is also too embarrassed to go to Alateen because she does not want anyone to know that her dad is still drinking. A friend from Alateen called Amy tonight to see if she needs a ride, but Amy does not want to go. She's just tired of the whole problem; she wants her life to be normal again.



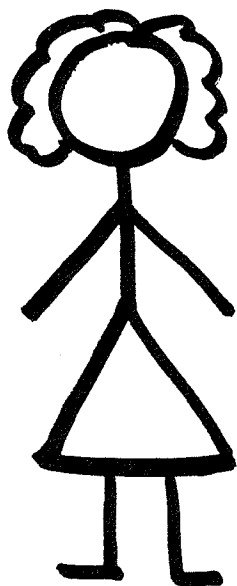
FATHER



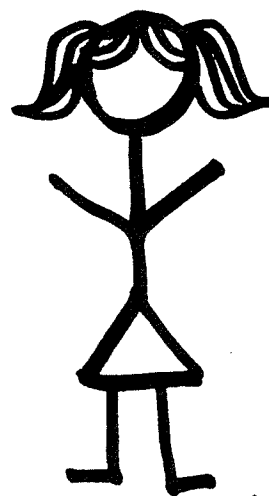
MOTHER



16yr. old
son

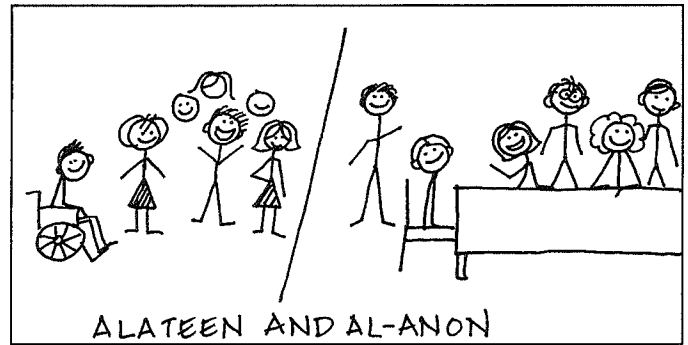


14yr. old
daughter



9yr. old
daughter

LESSON 46



OBJECTIVES

The students will learn the importance of family members getting help for themselves when there is an alcoholic in the family.

The students will be encouraged to utilize special services which are available to them.

PICTURE IDEA STATEMENT: pg. 142

The family needs help to repair problems caused by alcoholism.

LEARNING EXPERIENCES

- 1) Look at the picture and emphasize that phone calls are just one way that a person can obtain information about alcohol and other drugs. A person can also write letters, attend meetings, and talk to someone who is knowledgeable about the problem.
- 2) Emphasize that help is available to the alcoholic and their family in many forms. It is important to make the first move by telling someone about the problem and seeking help.
- 3) **PICTURE TALK**--Amy's father lost his job because he was drunk everyday and he ignored the warnings from his boss. Now he sits around the house and drinks all day and calls Amy and her mother names if they try to talk to him. Amy and her mother went to Al-Anon last night and learned that they have to learn how to deal with the problem. Amy's father was furious that they went to the meeting because he still does not see that there is a problem.

NOTES

VIII. What Can The Family Do?

VOCABULARY

CHAPTER VIII

ENABLE: unknowingly doing things for the alcoholic that make it easier for him to drink.

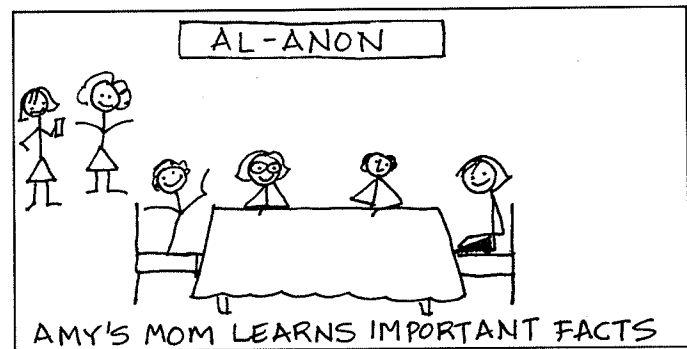
NARCOTICS ANONYMOUS: a group of drug addicts who help each other stay off drugs.

TEACHER REFLECTIONS

FAMILY ISSUES

1. How did the students respond to the family problems caused by alcohol and other drug abuse?
2. How did the students react toward the family members shown?
3. How did the students react toward the alcoholics shown?
4. Were personal problems brought up in class? How did you handle this? How did the students handle this?
5. Do you feel that a student with a family problem has enough information at this point to seek help?
6. Have you noticed any of the students becoming emotional when family issues are discussed?
7. Would you feel comfortable talking privately with a student that you feel has a problem or would you wait until they approached you?

LESSON 47



OBJECTIVES

The students will learn that there are some Do's and Don'ts when dealing with an alcoholic.

The students will be encouraged to learn as much as they can about drug abuse so they will know what to do if they find themselves in a problem situation.

PICTURE IDEA STATEMENTS: pgs. 147-160

The family must learn how to help themselves as well as the alcoholic.

Learn all about drug addiction so that you can help the alcoholic.

Take care of yourself and do not always worry about the alcoholic.

Let the alcoholic suffer for problems caused by his drinking so he will want to get help.

Do not try to protect other family members from knowing about the alcohol problem.

Do not enable by doing things for the alcoholic that make it easier for him to drink.

Do not take over all the alcoholic's duties because she needs to keep a feeling of pride and importance.

Do not punish, reward, or threaten the alcoholic into quitting.

Hiding or throwing away bottles does not solve the problem.

Do not demand or accept promises that the alcoholic cannot keep.

Seek help through the self-help groups of Alcoholics Anonymous (A.A.), Narcotics Anonymous (N.A.), Al-Anon, and Alateen.

You can also get help from alcohol and drug counselors.

Let the alcoholic know you still love him but do not want him to drink.

NEW WORDS

enable *Narcotics Anonymous*

REVIEW WORDS

Alcoholics Anonymous *Alateen*

LEARNING EXPERIENCES

- 1) Make a list of the Do's and Don'ts included on each page as the class goes through the illustrations. Discuss why a person has to be careful when dealing with someone who has a drug problem.
- 2) List ways a family enables the alcoholic to continue drinking. Discuss all of the pages listed. Add to the list of Do's and Don'ts on the board.
- 3) Have the students share things that they may have done in the same situations that the people find themselves in these pictures (e.g., What would the students have done if they had found themselves in a similar situation as the woman on page 157?).
- 4) **PICTURE TALK**--Amy and her mom learned that they should not threaten her father into quitting his drinking. They also learned that hiding or throwing away bottles did not help. Amy used to tell her father that she would not speak to him anymore if he kept drinking, but he did not seem to care. Amy also poured out many bottles of alcohol, but her father always bought more. Amy learned that her father probably does care about her, but his alcoholism has made alcohol his number one concern.

IX. Where To Get Help?

VOCABULARY

CHAPTER IX

INPATIENT: provides individual and group counseling and medical care for people who need to be away from their home while receiving treatment.

OUTPATIENT: provides individual, group, and family counseling for people who are able to remain home while they receive treatment.

SOBER: a person who makes the decision not to drink.

TEACHER REFLECTIONS

WHERE TO GO

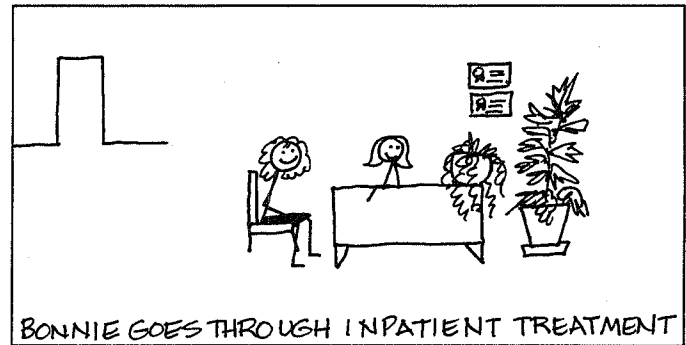
COMPLETE A LIST FOR YOURSELF OF AGENCIES YOU CAN CALL FOR INFORMATION.

NAME	PHONE #
Alcoholics Anonymous	_____
Al-Anon	_____
Alateen	_____
Alcoholism Rehabilitation Services	_____
Certified Alcoholism Counselor	_____
Certified Drug Counselor	_____

AREA HOSPITALS WITH ALCOHOL AND OTHER DRUG TREATMENT CENTERS

HOSPITAL	PHONE #
_____	_____
_____	_____
_____	_____
OTHER	PHONE #
_____	_____
_____	_____

LESSON 48



OBJECTIVES

The students will learn that there is hope and help for people and their families who suffer from an alcohol or other problem.

The students will identify groups that can help people who are suffering from drug abuse as well as their families and friends.

PICTURE IDEA STATEMENTS: pgs. 165-172

There is help for the alcoholic and his family.

Alcoholics Anonymous (A.A.) is a group of alcoholics who help each other stay sober.

Narcotics Anonymous (N.A.) is a group of drug addicts who help each other stay off drugs.

Al-Anon is a self-help group for the family and friends of an alcoholic.

Alateen is a self-help group for teenagers whose parents are alcoholics.

Outpatient programs provide alcohol and drug counseling for the alcoholic and her family.

The drug addict may need inpatient drug treatment where medical care and counseling can be given 24 hours a day.

All alcohol and other drug services are listed in the telephone book under "Alcoholism Information and Treatment."

NEW WORDS

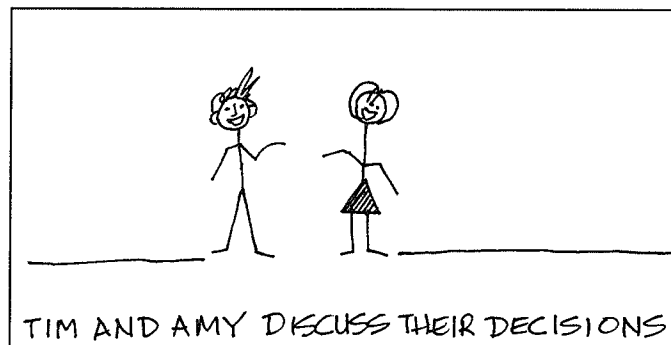
inpatient *outpatient* *sober*

LEARNING EXPERIENCES

- 1) Look at pages 165-172 carefully. Discuss the different options a person has when trying to find help for themselves or someone else.
- 2) Some of the students may not be able to get transportation to and from places where they can get help. Discuss what someone should do in this case (e.g., call someone on the phone, get a ride, ride a bus, set up a meeting at school during school hours).
- 3) **PICTURE TALK**--Bonnie is a junior at Tim and Amy's high school. She started drinking her freshman year on the weekends. In the past two years she has been getting drunk everyday. Bonnie and Amy study for their math tests together and they were both getting a B. Bonnie flunked her last test and she did not study for the test tomorrow. Bonnie's parents decided that she needed help so they admitted her to an alcohol treatment center for 30 days. Bonnie must stay at the hospital for inpatient care for 30 days. She does not want to be there, but she knows she must do something.

X. It's O.k. To Say "No" To Drugs

LESSON 49



OBJECTIVES

The students will identify some of the situations which might involve alcohol/drug use.

The students will have an opportunity to discuss a topic relevant to them.

PICTURE IDEA STATEMENTS: pgs. 177-181

Many of you will be pressured to try drugs by your friends and family.

A true friend will let you choose what is right for you.

You must make up your mind about what is best for you.

Learning the facts on drug abuse will help you make important decisions about using drugs.

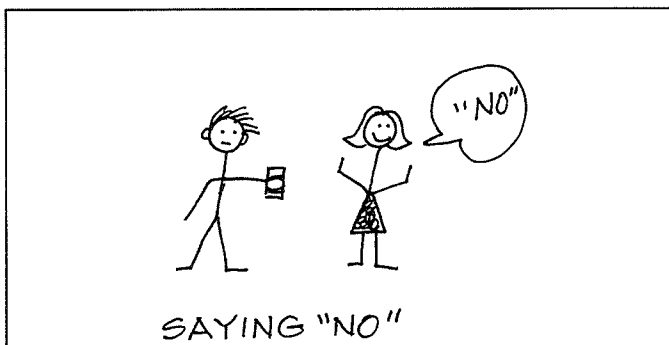
You have the right to say "NO" to alcohol and other drugs.

LEARNING EXPERIENCES

- 1) Discuss pages 177-181 carefully. Make a list of other situations where a person could be pressured to do something they don't want to do (e.g., drinking and driving, going somewhere that you don't want to go, or eating something you don't want to eat).
- 2) Have the students discuss situations where they have been pressured into something they did not want to do because they knew it was wrong. Talk about how the students handled these situations.
- 3) It is important to point out that every person must decide what is best for them. Nobody should pressure another person to do something they do not want to do. One of the great things about being a human being is that a person can make their own choices and decisions (within reason). Have the students think of one thing in their own lives that no one could change their mind about. Talk about why these things are important to them.
- 4) Have the students make a list of what they consider is a *true* friend and why. Point out the differences and similarities of the student's lists.
- 5) **PICTURE TALK**--Tim and Amy have been friends for many years. Most of the time they turn to each other for advice. They respect each other's opinion even if they do not agree. They both know that they have a very rare friendship. It's very hard to find friends that support you and don't pressure you.

NOTES

LESSON 50



OBJECTIVES

The students will increase their communication skills.

The students will develop strategies to stay away from situations that might involve drug abuse.

PICTURE IDEA STATEMENTS: pgs. 182-190

There are many ways to say "NO" when pressured by your friends or family to use drugs.

Learning the facts about alcohol and other drugs will teach you what to say.

Just say "No Thanks" without giving a reason why you don't want to use drugs.

Have something else to do when asked to use alcohol or other drugs.

Walk away if you feel pressure to drink or take other drugs.

Stay away from the places you know people drink or take other drugs.

Change the subject if someone asks you to use alcohol or other drugs.

Make friends with people who do not use alcohol or other drugs.

If you already have friends who use drugs, you may help them by saying "NO" to drugs.

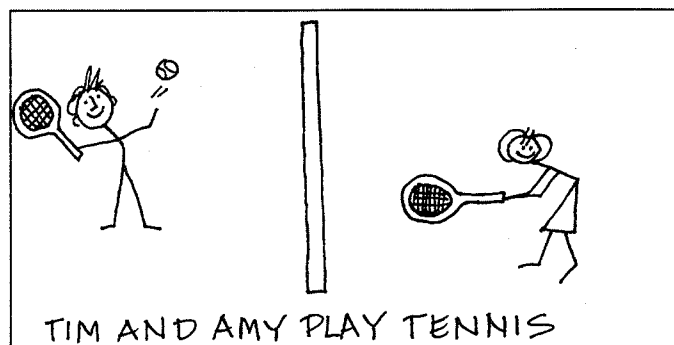
LEARNING EXPERIENCES

- 1) Discuss each page and make a cooperative list of other ways to deal with this type of situation. Have the students share examples of things that have worked for them.
- 2) Just saying "NO" is not always as easy as it sounds on paper. Emphasize that telling a friend you do not agree with them can be very difficult.
- 3) **PICTURE TALK**--When Tim is asked if he would like a drink at a party, he just tells the person that he would rather drink soda. When Amy is asked whether she would like something to drink, she usually says that she is not very thirsty at the moment. These are just some of the ways that they deal with being asked to drink.

NOTES

XI. Living A Healthy Life

LESSON 51



OBJECTIVES

The students will learn that there are positive things they can do to make themselves feel better.

The students will learn that people are responsible for their own behavior and that we make our own decisions.

PICTURE IDEA STATEMENTS: pgs. 195-201

People who live a healthy life do not need drugs.

Only you can take care of yourself.

You must learn to take care of your body.

You must learn to take care of your mind.

You must learn to take care of your social needs.

You must learn to take care of your spiritual needs.

You can make a healthier life for yourself and others by knowing the facts about alcohol and other drugs.

LEARNING EXPERIENCES

- 1) Look through pages 195-201 and discuss.
- 2) Make a list of all the things a person can do each day to stay healthy (e.g., brush teeth, bathe, wear clean clothes, and wash hair).
- 3) Talk about the things that a person can do to make themselves unhealthy. Discuss various reasons a person might choose to be unhealthy instead of healthy (e.g., lazy, bored, or don't care).
- 4) **PICTURE TALK**--Tim and Amy take care of themselves. They exercise and eat the right foods and stay away from things that they know are not good for them. They have decided to wait until they are old enough to try alcohol and they will be careful when they do.

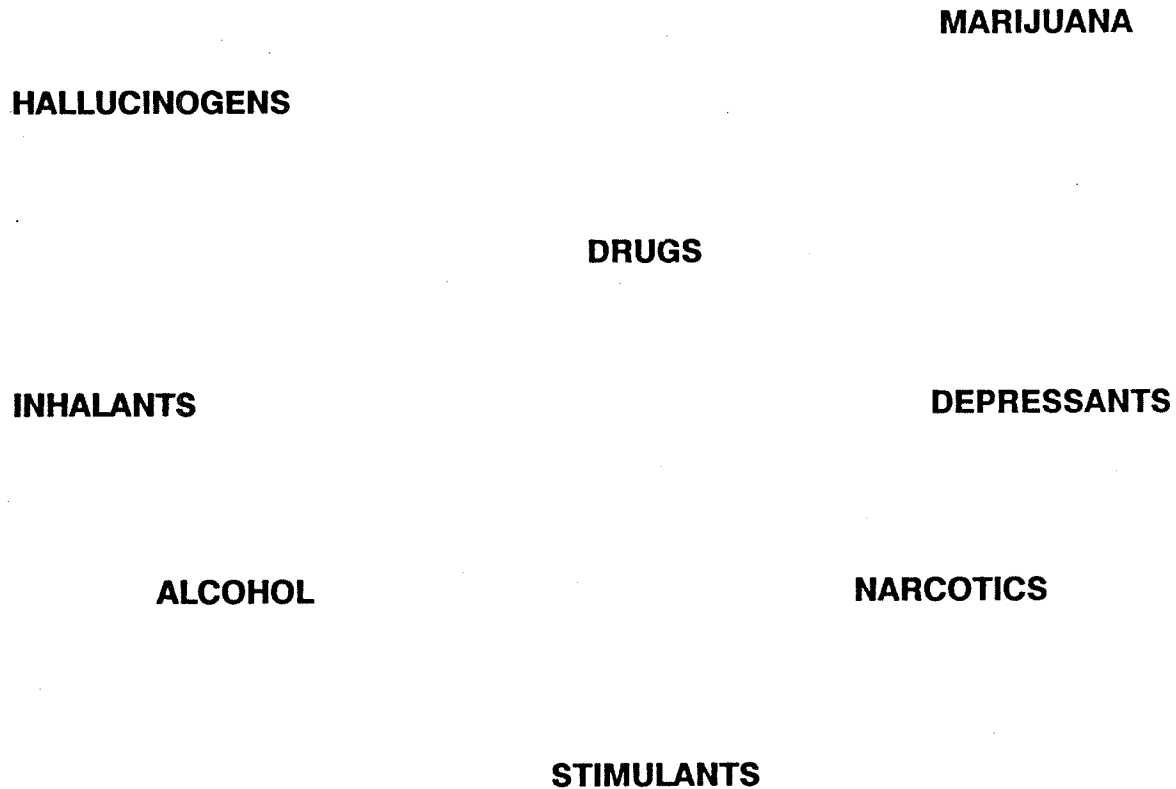
NOTES

VOCABULARY EXERCISES

HOW TO CREATE A SEMANTIC MAP

1. Choose the main topic (example: drugs).
2. Choose the subject (example: types of drugs).
3. Ask the students to name the types of drugs they have learned about (example: Inhalants, alcohol).
4. Branch off from the types of drugs into sub groups of those drugs (example: hallucinogens = PCP and LSD).
5. The teacher can help out with hints and by filling in when no one knows the answer.

TYPES OF DRUGS



ALCOHOL AND OTHER DRUG WORD SEARCH

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

WORD LIST

HALLUCINOGEN

NARCOTIC

STIMULANT

ALCOHOL

MARIJUANA

WINE

DEPRESSANTS

INHALANT

POT

JOINT

BEER

Now that you have completed the word search above, create your own, using alcohol and other drug vocabulary. Maybe one of your friends would like to find the hidden words!

CIRCLE THE WORD THAT DOES NOT BELONG

One of the words below does not belong in each group listed below. Take the word out; then write a title for the remaining words in the group.

Example:

Title

wine beer coke whiskey

1. cigarette vodka cigar chewing tobacco

2. use misuse abuse dosage

3. pot alcohol doctor cocaine

4. talk call school get help

5. pharmacy drug store department store grocery store

6. walking down the street selling illegal drugs buying illegal drugs taking illegal drugs

7. gasoline water glue paint thinner

8. walk car motorcycle bike

9. caffeine cocaine beer amphetamines

10. PCP LSD mushrooms (psilocybe) pizza

11. alcohol "speed" barbiturates tranquilizers

12. family friends yourself a boat

13. diet pills aspirin prescription medicine cough medicine

CRACK THE SECRET CODES

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Q	R	S	T	U	V	W	X	Y	Z
17	18	19	20	21	22	23	24	25	26

1.

<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
2	5	5	18	9	19	1	4	18	21	7	

2.

<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
3	9	7	1	18	5	20	20	5	19	3	15	14	20	1	9	14
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14	9	3	15	20	9	14	5									

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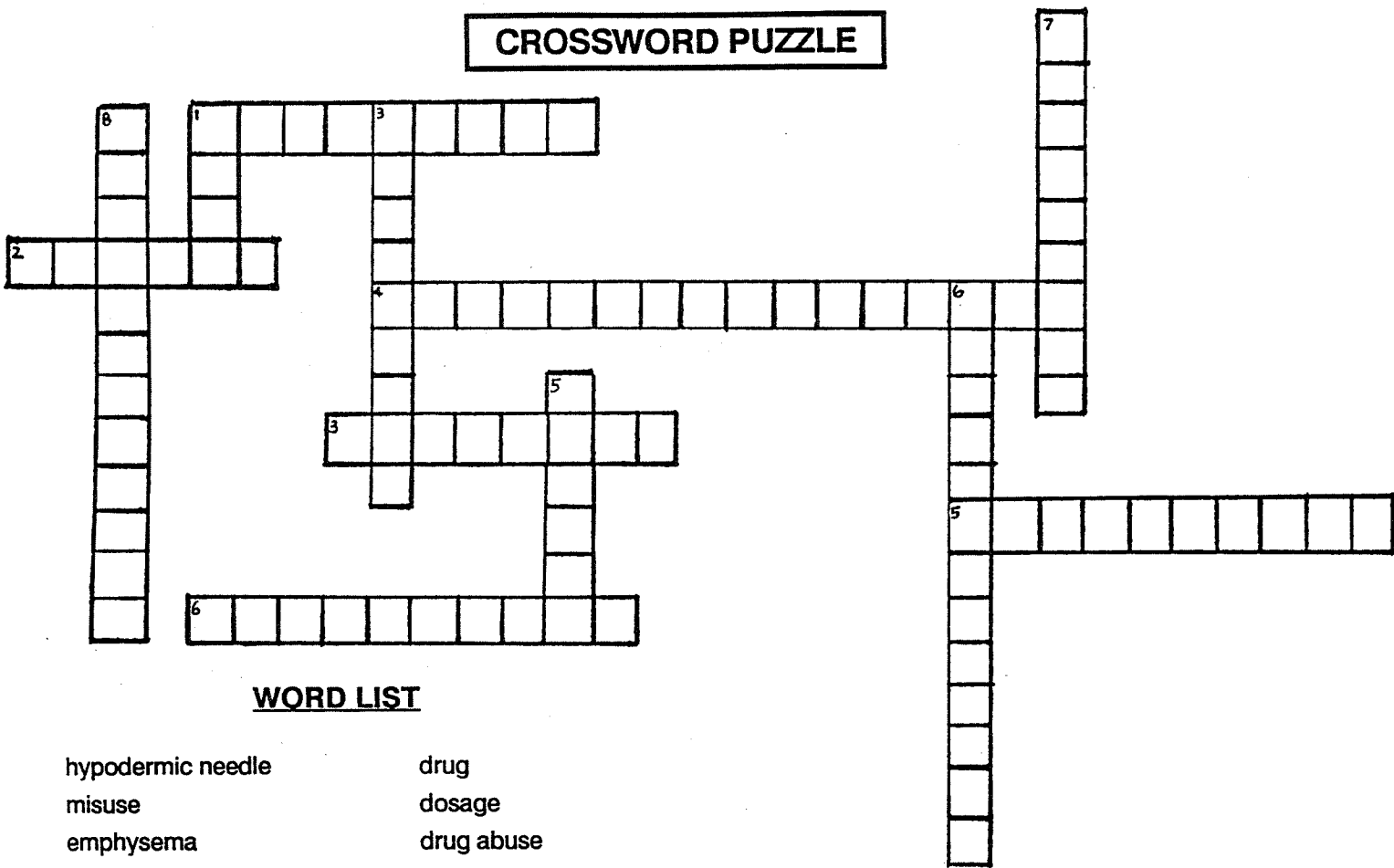
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19	20	9	13	21	12	1	14	20			

CROSSWORD PUZZLE



WORD LIST

hypodermic needle	drug
misuse	dosage
emphysema	drug abuse
drug addiction	alcoholic
dependency	nicotine
prescription	lung cancer
drug addict	

ACROSS

1. _____ is using alcohol and other drugs in the wrong way.
2. The _____ is the amount of medicine the doctor tells you to take each day.
3. _____ is a drug found in cigarettes, cigars and chewing tobacco.
4. A _____ is used for injecting chemicals directly into the bloodstream.
5. A _____ is someone who has lost control of their drug use and needs the drug to feel normal.
6. _____ is a cancer which develops in the lungs and is often linked to cigarette smoking.

DOWN

1. Alcohol is a _____.
3. A person is an _____ if they have lost control of their drinking.
5. _____ occurs when a person's use of alcohol/ drugs causes problems in many areas of their life.
6. _____ is an illness in which a person's strong need to use alcohol and other drugs is almost impossible to control.
7. _____ is an illness which damages the lungs and causes shortness of breath.

WHAT IS ALCOHOLISM WORD SEARCH

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

WORD LIST

POOR
LATE STAGE
DRINKING
ALCOHOLISM
SYMPTOM
MIND
BEHAVIOR
MIDDLE STAGE

BODY
SOCIAL
ALCOHOL
CHILDREN
ALCOHOLIC
EARLY STAGE
FIRST
SYMPTOMS

FILL IN THE BLANKS

- a. _____ is an illness in which a person's strong need to use alcohol is difficult for him to control.
- b. A _____ is a sign that something is happening to you.
- c. An alcoholic has _____ which show that the body is not working properly.
- d. Alcoholism hurt's a person's _____, _____, _____, and _____ life.
- e. _____ must be treated before other problems can be solved.
- f. _____ always gets worse without treatment.
- g. _____ does something to the alcoholic's body.
- h. _____ of alcoholics have to be careful not to become alcoholics themselves.
- i. The _____ will need help to stop using alcohol.
- j. One _____ - _____ symptom of alcoholism is drinking to get away from problems.
- k. Another early-stage symptom of alcoholism is having trouble stopping after the _____ drink.
- l. One _____ - _____ symptom of alcoholism is lying about your drinking.
- m. Another middle-stage symptom of alcoholism is _____ in the morning.
- n. One _____ - _____ symptom of alcoholism is alcohol being more important than anything else in a person's life.
- o. Another late-stage symptom of alcoholism is _____ health.

APPENDIX

PICTURE-TALK RECAP

The following questions correspond to the PICTURE-TALK illustrations on the next pages. Each question corresponds with the same number noted on the illustration. The students will have the illustrations in front of them while the teacher asks the questions. The teacher may choose to use this section to review important topics brought up during discussion in class.

1. Who should learn about alcohol and other drugs?
2. Which subject did Tim and Amy learn about in Health class?
3. What can happen when a person mixes alcohol and other drugs?
4. Why did Pete drink before the big football game?
5. How did drinking and driving affect Donna and Carrie?
6. What are some of the dangers involved for Lester if he continues smoking cigarettes?
7. What are some of the decisions that Allen must make?
8. How many of Amy's ten friends have the chance of becoming alcoholics?
9. Why did the serious accident occur after the soccer game?
10. Why did Mrs. Cramer have to go to the hospital?
11. Why did Tim call his doctor just to ask him whether he should take aspirin for a headache?
12. Why is Amy worried about Connie? Why do you think Connie is taking drugs?
13. How is Tim's friend abusing a prescription drug?
14. Why is Stephanie in trouble? Should she get into trouble for giving away her own medication?
15. What difficult situation did Tim and Amy find themselves in when their friends drove them to the store?
16. Why did Dennis have to stay in the juvenile detention center?
17. What happened to Carol after she bought drugs from a drug dealer?
18. Why is Ron's life falling apart?
19. Why is Kim acting out and sleeping in class?
20. Why is Amy practicing how to say the word "hallucinogen"?
21. How is Amy's friend trying to lose weight?
22. What is wrong with Kyle?
23. Why isn't Kevin acting like himself?
24. What has Carl's excessive use of marijuana done to his life?
25. Why has Rob's behavior changed?
26. Why did Todd die?
27. What decision does Tim have to make?
28. How did Amy's dad behave at the family reunion?
29. Why does Geoff have to be careful about drinking alcohol?
30. What did Tim and Amy do when they found a woman who had overdosed? Did they panic?

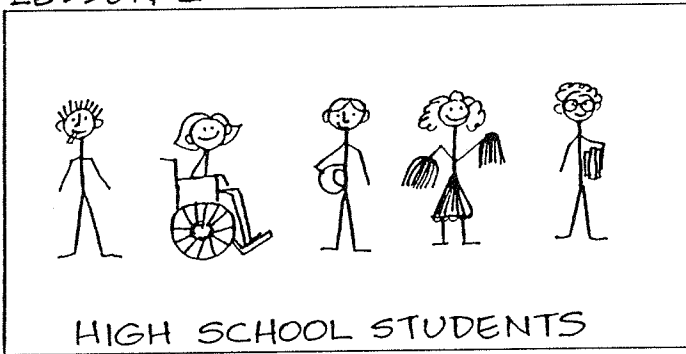
PICTURE-TALK RECAP (cont'd)

31. Why doesn't Gary care anymore?
32. How does Tim remember his uncle?
33. Why did Calvin lose control? What caused his behavior?
34. How does Amy know that her father is an alcoholic?
35. What does Amy learn at Alateen?
36. Why does Amy's friend feel bad?
37. Why does Amy's dad drink in the morning?
38. Why does Amy's dad break promises?
39. Why has Amy's dad given up all of his interests?
40. How did Diane feel after drinking too much?
41. Why did Amy's dad go through withdrawal?
42. Why does Amy's dad blame her for his drinking?
43. How does Amy's dad react when she finds bottles he has hidden?
44. Why did Amy's dad get fired from his job?
45. Who called Amy and why did they call her?
46. What are Alateen and Alanon?
47. What did Amy's mom learn at Alanon?
48. What is an inpatient treatment program?
49. What kinds of decisions did Amy and Tim have to make?
50. What is one way a person can say "NO" to drugs?
51. What are some healthy activities people can participate in instead of taking drugs?

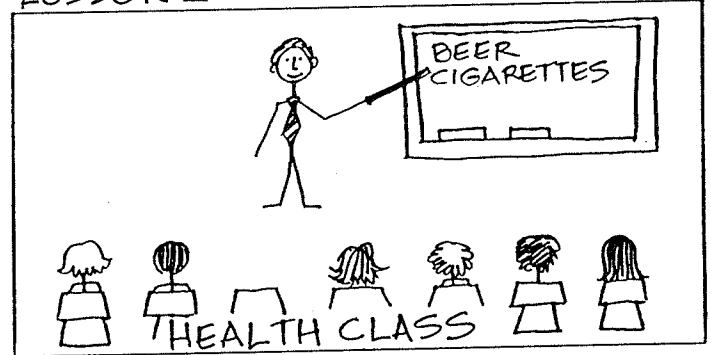
Tim and Amy have learned to cope with the problems that have occurred in their lives. They have also learned that they cannot solve all of their problems by themselves. Amy's father may get better or he may not, but Amy must continue living *her life*.

PICTURE-TALK ILLUSTRATIONS

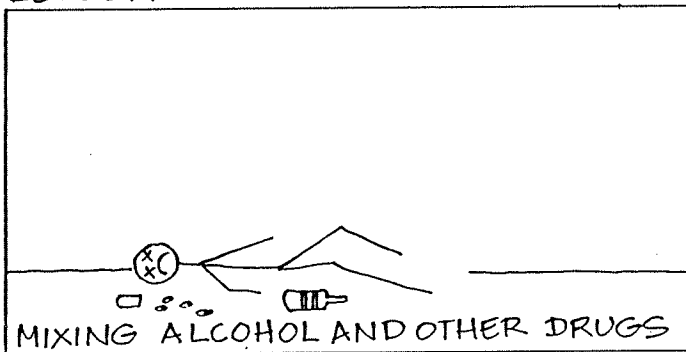
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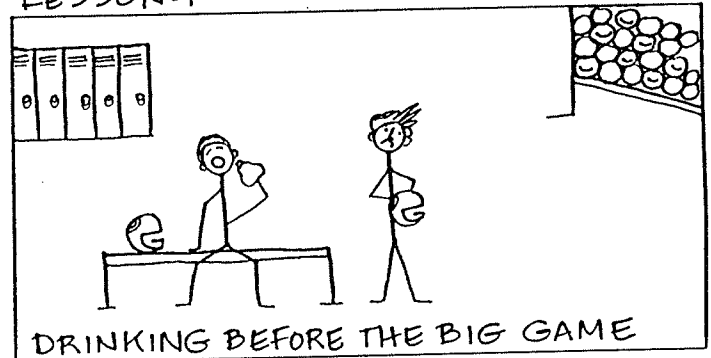
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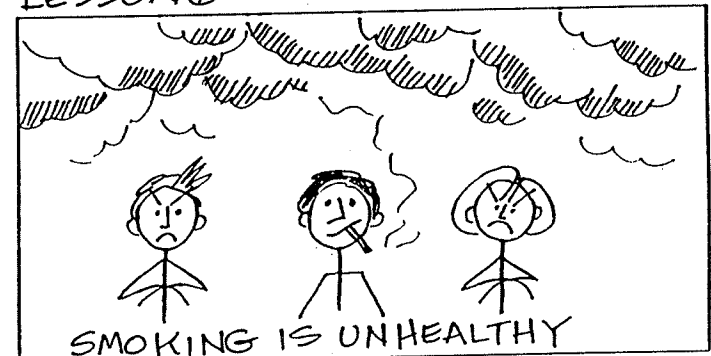
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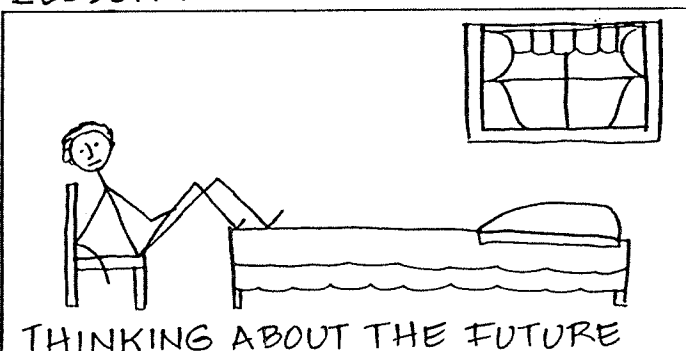
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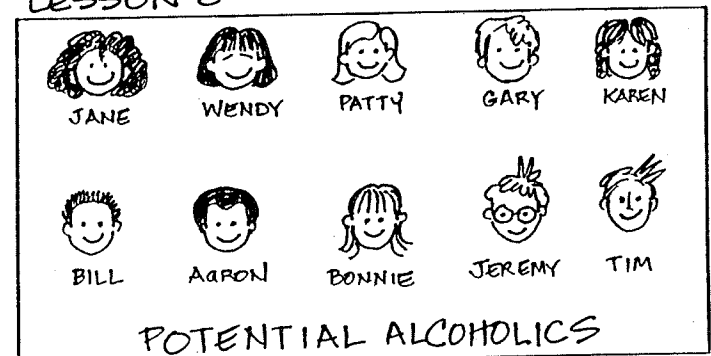
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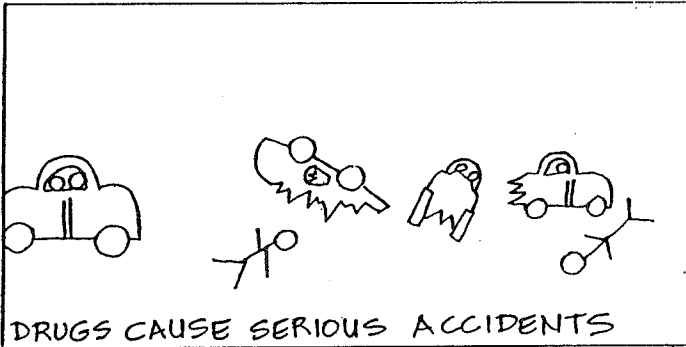
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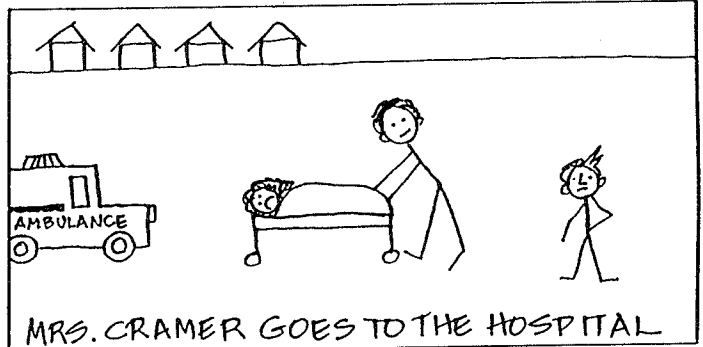
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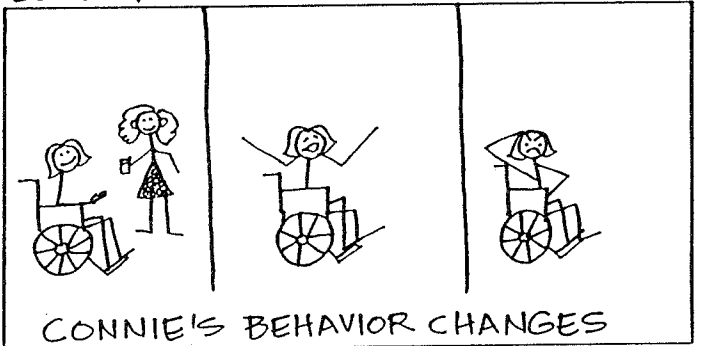
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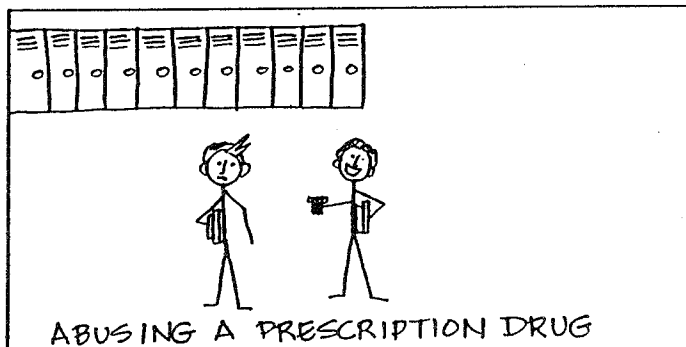
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LESSON 12



LESSON 13



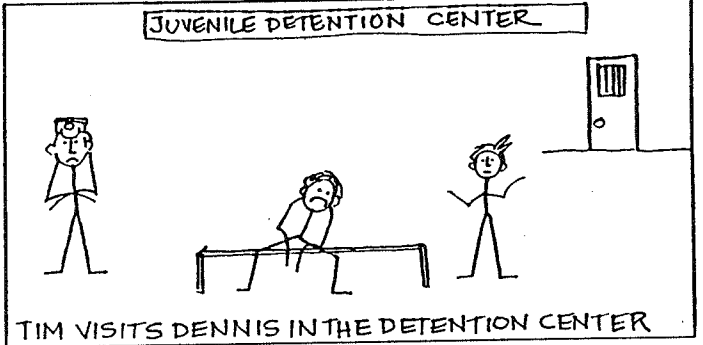
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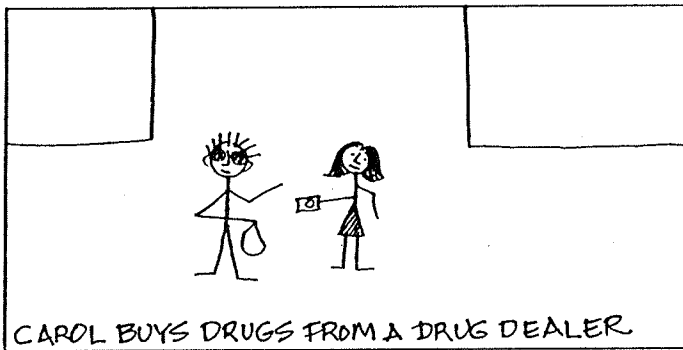
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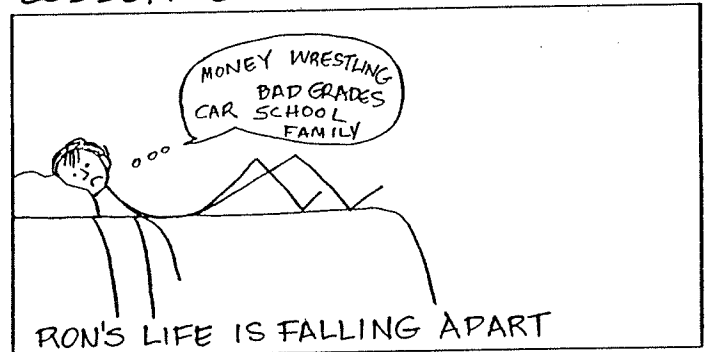
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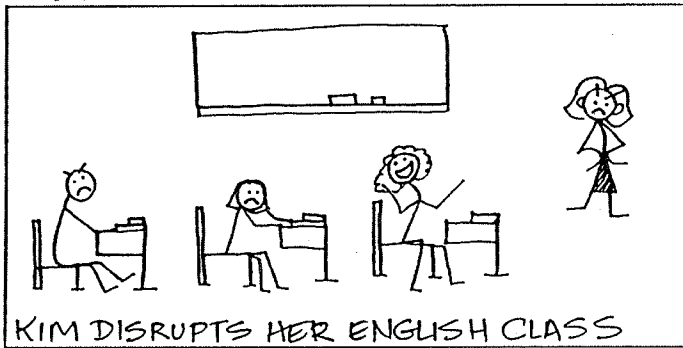
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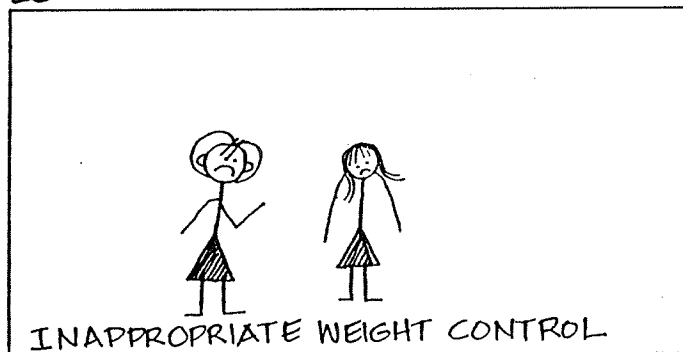
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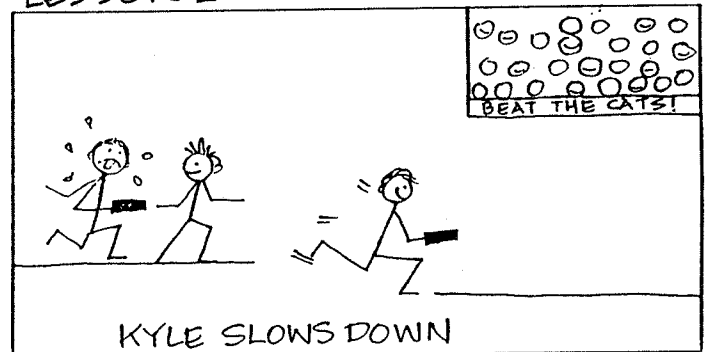
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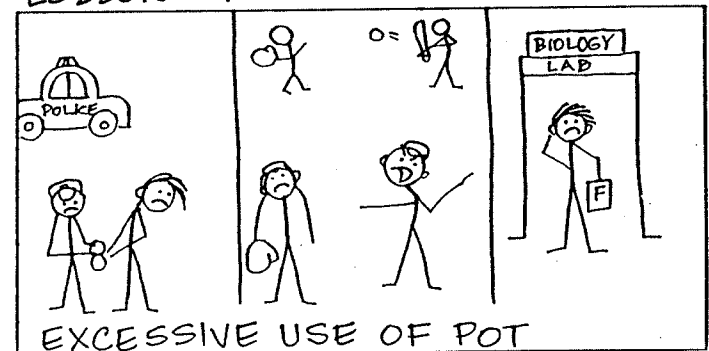
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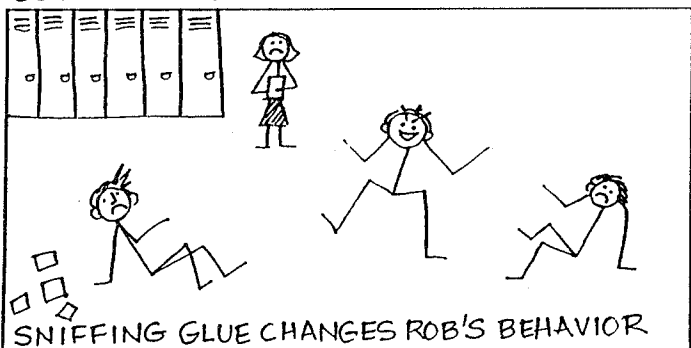
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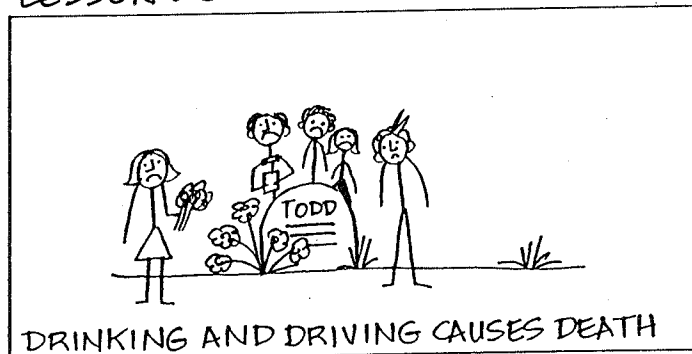
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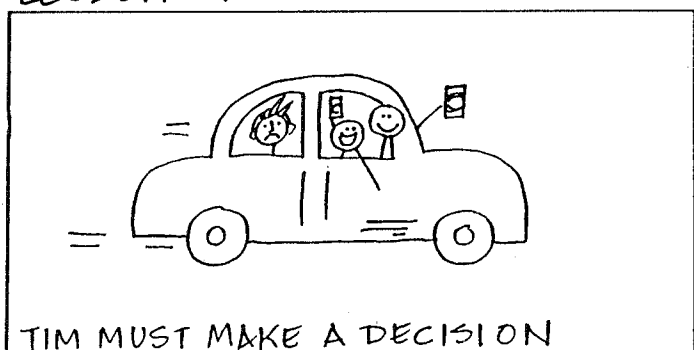
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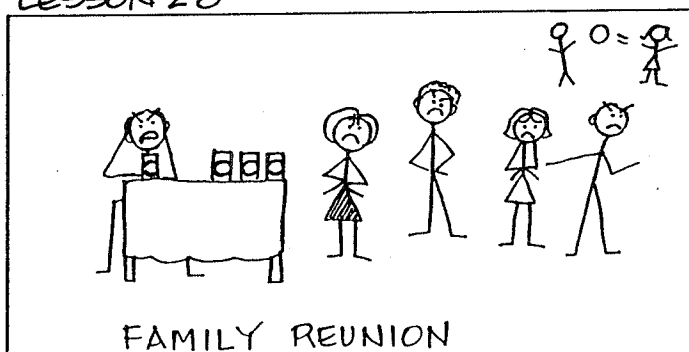
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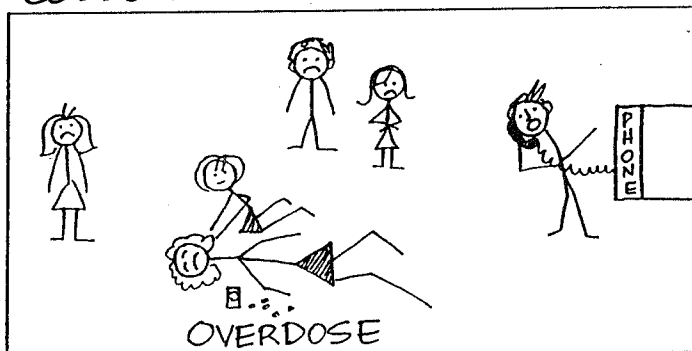
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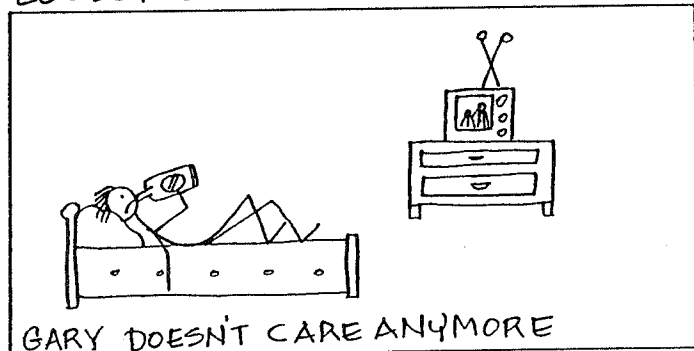
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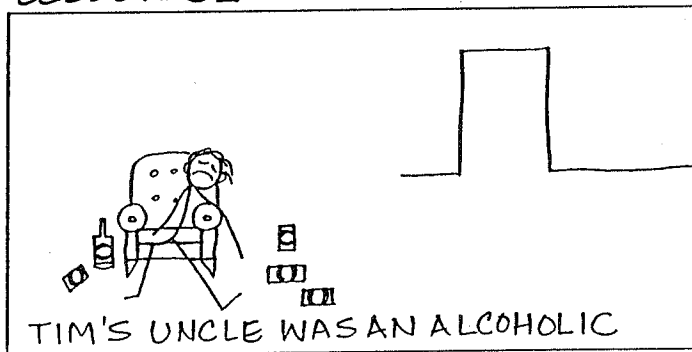
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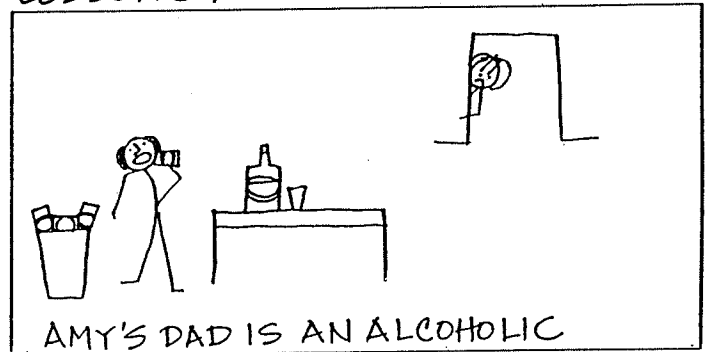
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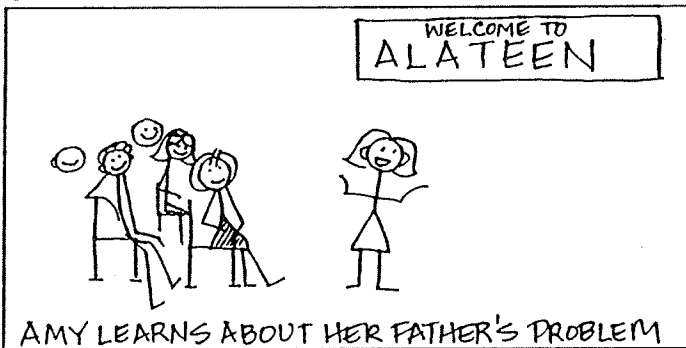
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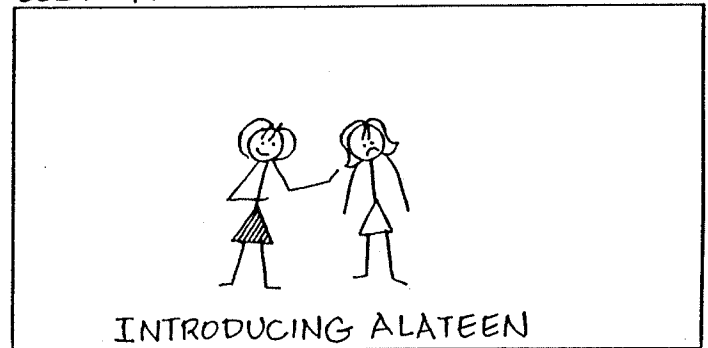
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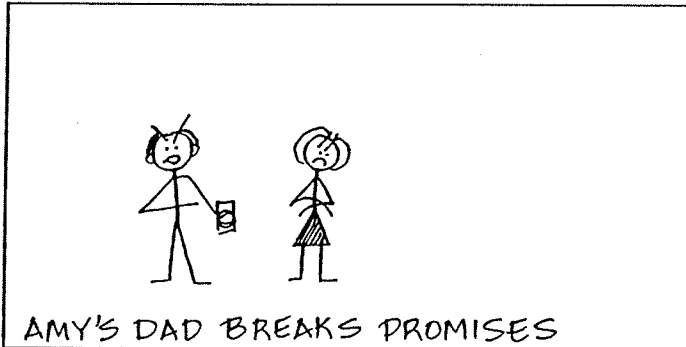
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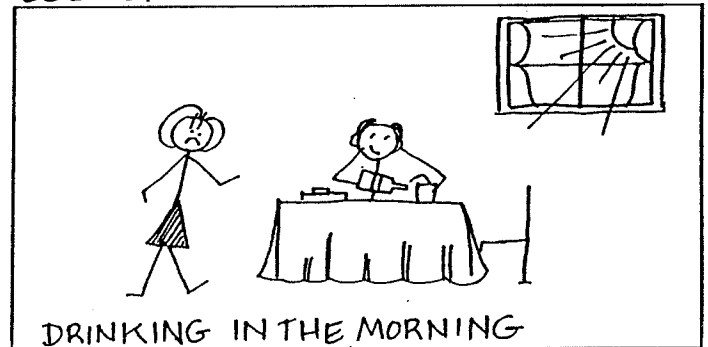
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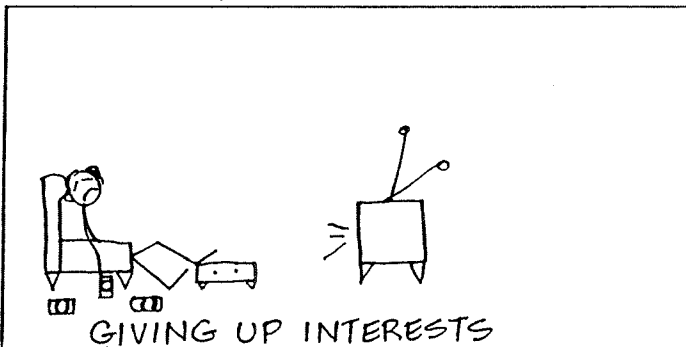
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LESSON 38



LESSON 39



LESSON 40



LESSON 41



LESSON 42



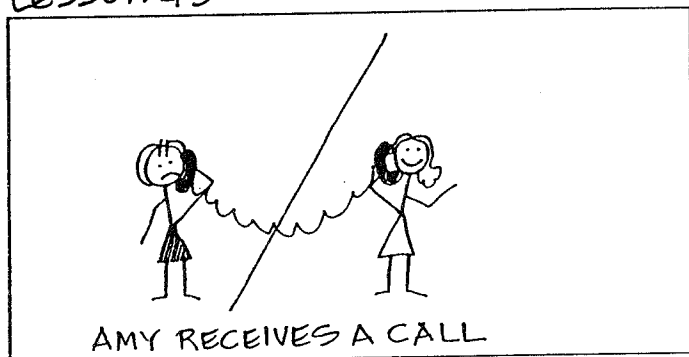
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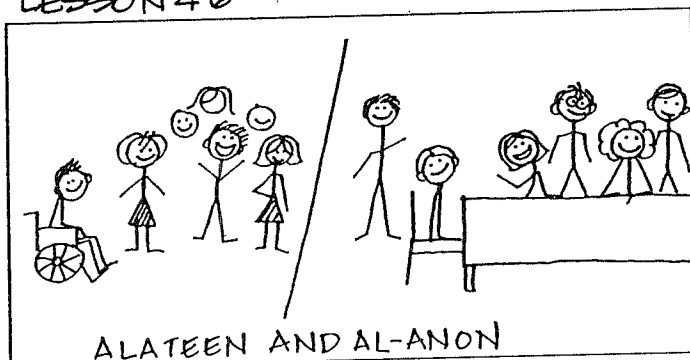
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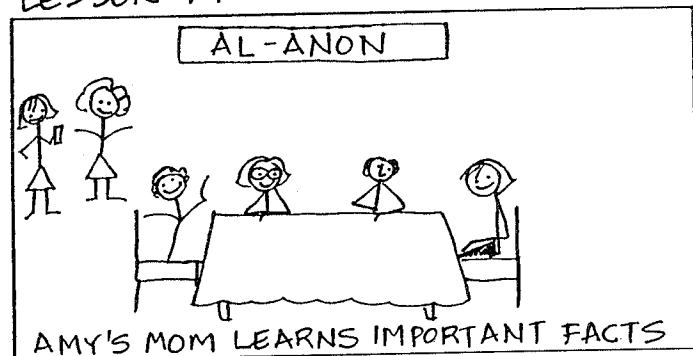
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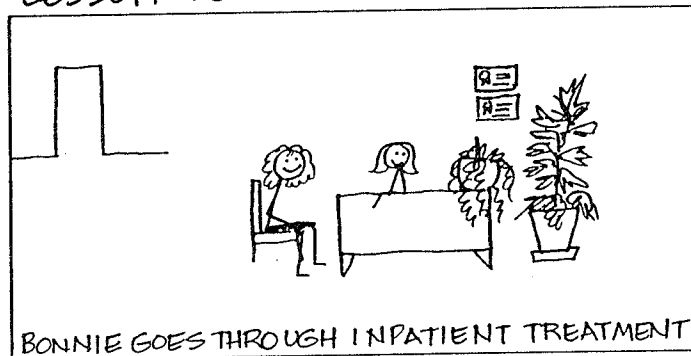
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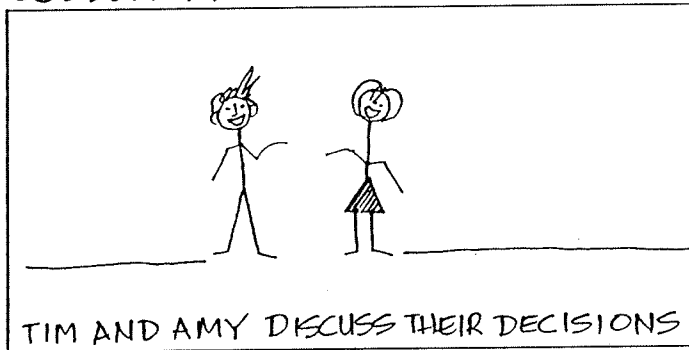
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LESSON 48



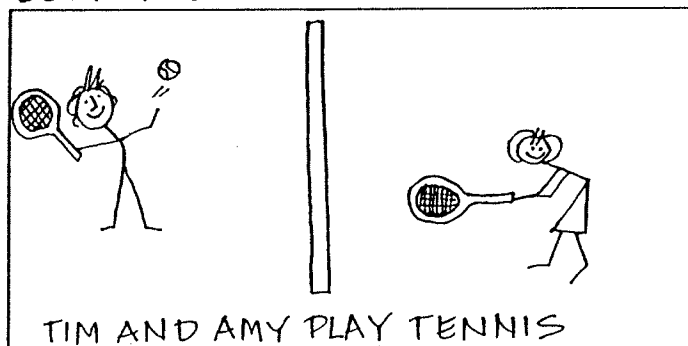
LESSON 49



LESSON 50



LESSON 51



REMINDERS

1. Always remember--any drug or medication used in the wrong way is drug abuse.
2. **Never** drive while drunk or with someone who has been drinking.
3. Always ask your doctor if you have any questions about medication that he prescribes for you.
4. Make friends with people who do not take drugs.
5. Remember! Alcohol is a drug!
6. Don't let anyone force you to do anything you know is wrong.
7. Alcohol and other drugs can hurt you in many ways. Alcohol and other drugs can hurt your family, friends, school work, and you!
8. Keep a list of people in a special place that you can call if you need someone to talk to about a problem.
9. Involve yourself in fun activities that do not include alcohol or other drugs (e.g., exercise, friends, hobbies, family).
10. Prescription medication is important for people who need to get well. Always ask your doctor questions about the medicine he prescribes for you.
11. If you have a problem, talk to someone you trust.
12. If you do not understand something do not be afraid to ask questions.
13. Seek professional help for problems that you cannot solve yourself (e.g., doctor, teacher, parents, counselor, minister).
14. Help others and you will feel better about yourself.
15. Always do your best and act in a responsible manner (e.g., school work, family relationships, volunteering).
16. Learn as much as you can about alcohol and other drugs so that you will be ready to make the best decisions about them.
17. Be a good friend and listen when they talk to you about their problems. Someday you may want them to listen to you.
18. Get involved with activities that you enjoy!

WRAP-UP QUESTIONS

Now that the students have learned about alcohol and other drugs, here are some wrap-up discussion questions that the teacher may ask.

1. What was the most important thing that you learned from this experience?
2. Did you learn anything new?
3. Do you think you are ready to handle the problems that were discussed in the lessons?
4. What would you do if your father or mother was an alcoholic like Amy's father?
5. Do you think that you will ever face some of the problems that Tim and Amy came across?
6. What would you do if a friend told you that he abuses alcohol or other drugs?
7. What would you do if one of your brothers or sisters had a drinking or other drug problem?
8. What would you do if someone tried to sell you an illegal drug?
9. What would you say if one of your friends wanted you to drive with him after he had been driving?
10. What types of questions should you ask when your doctor prescribes medication for you?
11. Who should you call if you think you or someone else has a drinking or other drug problem?
12. How do you tell someone you care about that he has a drug problem?
13. Why do you think people drink alcohol or take other drugs?
14. What should be done with people who sell drugs?
15. Do you think that alcohol and other drugs are a problem or do you think we are just making a big deal about nothing?
16. What do you think we can do about drug problems?
17. What would you tell a younger student if you saw them smoking a cigarette?
18. What advice would you give someone who wants to start using alcohol or other drugs?
19. What can you do to make another person's life better?
20. What can you do to make your own life better?

A LETTER TO MYSELF (for students)

Write a letter to yourself that you will open 5 years from now. Tell yourself what you learned through this experience. Make sure it is something that you would want to read in 5 years.

Write date 5 years from now _____

Dear _____,

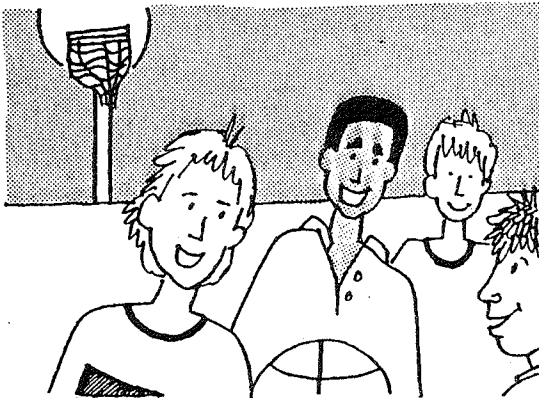
Always,

Me

MAX SAYS:
"YES TO LIFE!"



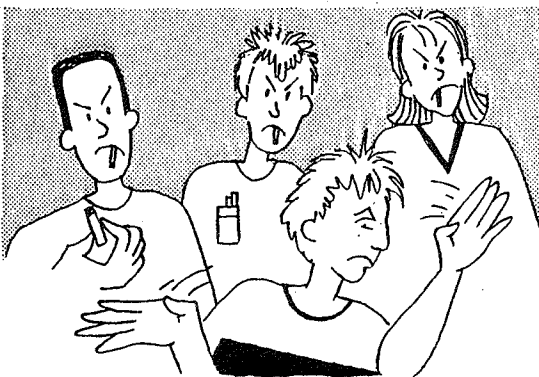
"HAVE FUN WITH OTHERS"



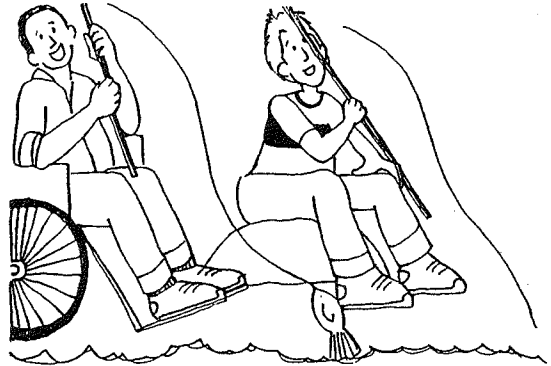
"HELP OTHERS"



"AVOID BAD INFLUENCES"



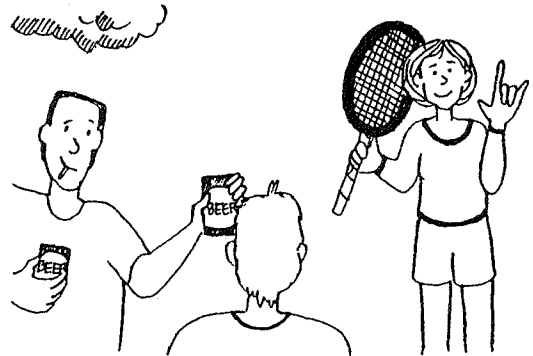
"HAVE HEALTHY FUN"



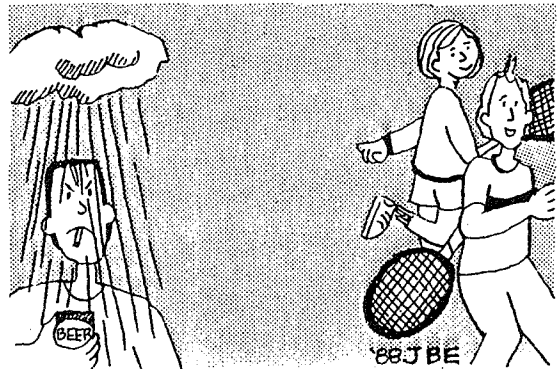
"SAY NO TO DRUGS"



"MAKE GOOD DECISIONS"



"CHOOSE THE RIGHT FRIEND"



RESOURCES FOR TEACHERS

A Look at Drug Abuse by Rebecca Anders (Lerner Publications Company, 1978).

Adolescent Peer Pressure: Theory, Correlates and Program Implementation for Drug Abuse Prevention (NIDA-Publication #ADM-81-1152, 1981).

Alcohol and Health: Sixth Special Report to the U.S. Congress for the Secretary of Health and Human Services (NIAAA, 1987).

Alliance for Change by James Crowley (Community Intervention, Inc., 1984).

An Elephant in the Living Room by Marion H. Typpo, Ph.D. and Jill M. Hastings, M.S. (CompCare Publications, 1984).

Co-Dependent No More: How to Stop Controlling Others and Start Caring for Yourself by Melody Beattie (Harper/Hazelden, 1987).

I'll Quit Tomorrow by Vernon Johnson (Harper & Row, 1980).

It Will Never Happen to Me by Claudia Black (MAC Publications, 1982).

Listening: The Forgotten Skill by Madelyn Burley-Allen (John Wiley and Sons, Inc., 1982).

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