Congratulations!

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

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

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

In today’s classrooms, educational pedagogy is often founded on Benjamin S. Bloom’s “Six Levels of Cognitive Complexity.” The practical application of Bloom’s Taxonomy is to evaluate students’ thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

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

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2, INTRODUCING THIS ATM will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3, PREPARATION FOR VIEWING provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4, AFTER VIEWING THE PROGRAM provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.
FEATURES

INTRODUCING EACH ATM

SECTION 2

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

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

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

Objectives

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

SECTION 3
In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

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

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

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

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

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

AFTER VIEWING THE PROGRAM

SECTION 4
After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.
**SUGGESTED ACTIVITIES**

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

- **Meeting Individual Needs**

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

- **Curriculum Connections**

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

- **Critical Thinking**

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

- **Cultural Diversity**

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

- **Hands On**

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

- **Writing**

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

- **In The Newsroom**

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

- **Extended Activities**

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

- **Link to the World**

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

- **Culminating Activity**

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

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VOCABULARY

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

CHECKING COMPREHENSION

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

CONSUMABLE ACTIVITIES

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

CHECKING VOCABULARY

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

TEST

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

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

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.
THEMES

In Drugs: Aspects of Addiction, recovering drug addicts share the devastating consequences of drug use to their lives, bodies and minds. Viewers get a personal look at the journey of addiction, from recreational use of alcohol and marijuana, to escalating habits with drugs like heroin and cocaine. The program also delivers an encouraging message about recovery, hope and the rewards of sobriety.

OVERVIEW

During open and candid interviews, recovering addicts take viewers down the long road of addiction. They shed light on the naive, thoughtless decisions they made during their initial use of drugs and alcohol. In addition, they share some of the early consequences they faced, including physical abuse and prostitution. Several people describe how they supported their habits by dealing and selling drugs, a practice that landed many in prison. Viewers also hear stories about drug-related deaths from AIDS and overdose. In the end, the recovering addicts stress the importance of a drug-free life.

OBJECTIVES

- To present candid interviews with recovering addicts, each discussing the personal price of drug abuse.
- To give viewers a firsthand look at an addict’s life.
- To explore drug-related problems, including probation, prostitution, prison, homelessness and HIV.
- To consider the emotions felt by recovering addicts as they assess their lives.
- To discuss the process of recovery and the hope that is felt by those who are going through a rehabilitation program.
Use this page for your individual notes about planning and/or effective ways to manage this AIMS Teaching Module in your classroom.
INTRODUCTION TO THE PROGRAM

Most drug addicts begin their use at an early age, experimenting with socially acceptable drugs like alcohol and marijuana. By the time they are adults, their addictions usually control all aspects of their lives. Need for the drug can lead to crime, homelessness, loss of family and friends, and victimization by others. Many addicts turn to dealing in order to support their habits. They also face much higher risks of HIV, syphilis and other serious illnesses. By hearing the painful stories of recovering addicts, viewers will gain a better understanding of the realities of drug use and its consequences.

INTRODUCTION TO VOCABULARY

Before starting the program, write the following words on the board. Ask the class to discuss the meaning of each word, and review the terms that are unfamiliar to students.

addiction - condition caused by repeated drug use and a compulsive need to use a drug, even when it has destructive consequences

sobriety - state of one who is not under the influence of alcohol or any other substances

withdrawal - unpleasant physical and psychological effects that occur with discontinued use of a drug

FOCUS

Addiction changes priorities, making everything secondary to drug use. Ask students to think about some of the things they would have to sacrifice if they were addicted to a drug. Tell them to keep those things in mind as they begin the program.

DISCUSSION IDEAS

Talk with the class about the consequences of drug use, including recreational use of socially acceptable drugs. How might this use lead to future problems? What are some of the consequences of drug addiction?
**JUMP RIGHT IN**

**HOW TO USE THE DRUGS: ASPECTS OF ADDICTION AIMS TEACHING MODULE**

**Preparation**
- Read *Drugs: Aspects of Addiction Themes, Overview, and Objectives* to become familiar with program content and expectations.
- Use *Preparation for Viewing* suggestions to introduce the topic to students.

**Viewing DRUGS: ASPECTS OF ADDICTION**
- Set up viewing monitor so that all students have a clear view.
- Depending on your classroom size and learning range, you may choose to have students view *Drugs: Aspects of Addiction* together or in small groups.
- Some students may benefit from viewing the video more than one time.

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

Writing

Have a short discussion with the class about the opinions and information presented in the program. How did students feel about the people they saw? What insights did they gain into the life of an addict? Which segment of the program was the most memorable, and why? Allow everyone to share thoughts and feelings.

After the discussion, ask the class to reflect further by writing a short reaction to the program. Encourage them to talk about their feelings on the subject of addiction or to share any personal stories that are relevant to the information.

Meeting Individual Needs

Each of the drugs listed below were mentioned in the program Drugs: Aspects of Addiction. Ask students to use dictionaries, encyclopedias and other texts to learn more about the drugs. Then have them write a short description of each drug. What are the drug’s mental and physical side effects? How is each drug made? How is it used?

- heroin
- cocaine
- marijuana
- speed
- crack

Connection to Social Science

Every day, we are confronted by advertisements for prescription and over-the-counter drugs. They appear in magazines, on television and on the radio. Talk with students about these ads. In many ways, medications are a helpful, necessary part of life. But can an overload of drug advertisements affect our feelings about illicit drugs, like marijuana and cocaine? How comfortable is our culture with the idea of taking a pill to make a pain or problem go away quickly? How might this compare to other cultures?

Locate several magazine ads for prescription or over-the-counter drugs. Talk with students about the images, words and tactics used in the ads. What types of emotions do the ads appeal to? Who are they directed at? Use these observations to continue the previous discussion.
Extended Activity

Talk with students about the gamble of addiction. Explain that different people have different levels of risk for addiction, and that it’s impossible to know your risk until it’s too late. Doctors don’t know for certain why some people are more prone to addiction than others.

Bring a die to class. Tell students they have two choices:

Choice #1: They can roll the die. If they roll a 1, 2 or 3, they get 20 extra credit points on the next test (or whatever reward you choose). If they roll a 4, 5 or 6, they must write a 5-page paper on the subject of drug addiction.

Choice #2: They can choose not to roll the die at all.

Allow everyone to choose. Explain how the game is like drug use. By not playing at all, students face no risk. Some students may choose to play because the risk is thrilling. Compare this with a desire to experiment with drugs. What are some other, healthy ways to feel that rush of excitement?

You may also allow students to play “best 2 out of 3.” Explain how early success can lull someone into a feeling of immunity. Compare this with an initial drug use that has no early side effects. Users are lulled into a feeling of safety, which can lead to further drug use. Eventually, as in the die game, the side effects catch up with the user.

In the Newsroom

Many stories found in the newspaper are related to drug or alcohol abuse. That’s because a large percentage of crimes, accidents, suicides, and domestic problems are drug-related.

Ask each student to find an article related to drug or alcohol addiction. Have them read the story carefully. How are the events related to addiction? Next, ask each student to rewrite the article, using the same length and format of the original. This time, ask them to consider how the article might read if drugs or alcohol were not involved. Encourage students to use their imaginations. They must use the places and people of the original article, but the information may be totally different. For instance, a story about an intoxicated man whose apartment building burns down could turn into an article about how he saved the building by quickly putting the fire out.
Connection to Visual Arts

Drug use is often portrayed in movies and on television, but not always accurately. Explain to students the importance of watching the depiction of drug use with a careful eye.

Ask each student to view a movie or television program featuring a character who uses drugs or alcohol. Encourage students to take notes while watching the movie or program. Then, have each student write a response to the depiction of drug use. Was it accurate? How did it compare with what was seen in the program Drugs: Aspects of Addiction? Did the drug use cause any problems? Were the problems solved by the end of the movie or program?

Link to the World

The people featured in the program are no different than people in every community across the country. To help students understand the universal problems associated with drug addiction, encourage them to find a recovering addict in their own community. This can be done by contacting a local rehabilitation center, correction facility, or prison. Ask an administrator to help you locate someone who is willing to answer the students’ questions.

Ask each student to write a question for the subject. Look through the questions to eliminate repeats and to make sure each question is relevant. Ask a student volunteer to type the questions for the subject. Mail or fax the questions to the subject. Follow up to get the answers and discuss them with the class.

Culminating Activity

Ask each student to imagine the following situation:

You have a good friend who has recently used heroin. One night at a party, he asks you to try it with him.

Write each of the following refusal tactics on a card:

• Suggest an alternative activity.
• Inform the friend of the risks.
• Tell the friend you are worried about him.
• Tell the friend he is too smart (or talented) to waste himself on drugs.

Ask for student volunteers to play the friend with heroin. Have other students draw one of the tactic cards, using it to act out a solution. After each exchange is acted out, encourage students to critique what happened. Was it realistic? Would the tactic work? Why or why not?
Drugs: Aspects of Addiction:
Review Questions, Part 1

1. How did many of the recovering addicts in the program begin their drug use?

2. Did the addicts anticipate a drug problem to develop?

3. In what kinds of places did the addicts end up?

4. What was the most important goal or thought that the addicts were concerned with? How did that goal affect their lives?

5. Who and what did the addicts lose in pursuit of their goal?
6. What did many of the addicts do in order to support their habit?

7. What was the “Ultimate Price” discussed in the program?

8. What kinds of things did the recovering addicts recommend for those wanting to be sober?

9. Based on what you saw in the program, what would you tell someone who wanted to experiment with drugs?

10. How did the video prove that casual use of alcohol and marijuana can lead to serious drug addiction?
USING NEW KNOWLEDGE

Imagine that a close friend is using drugs on a regular basis. When you question the friend, he or she makes excuses to defend the drug use. Using what you learned in the program Drugs: Aspects of Addiction, challenge each excuse made below. How could you refute the excuses without alienating your friend or being disrespectful?

1. “Using drugs doesn’t really do anything for me.”

2. “I can stop if I want.”

3. “I’m not the kind of person who gets addicted to stuff.”

4. “It’s only every now and then.”

5. “It’s just a little pot.”

6. “It’s not affecting my life.”
TRUE OR FALSE

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

1. ___ Most addicts start their drug use with illegal substances like heroin and cocaine.

2. ___ All of the addicts featured in the program felt like their drug use was not serious in the beginning.

3. ___ Most of the addicts were able to work through a treatment program before suffering any serious consequences.

4. ___ Most of the addicts resorted to crime in order to pay for their habit.

5. ___ The “Ultimate Price” discussed in the program was going to rehab.

6. ___ Several addicts had friends and loved ones who had died because of drug abuse.

7. ___ For some, casual use of alcohol eventually led to serious drug abuse.

8. ___ The addicts were able to complete their recovery programs without support from others.
Drugs: Aspects of Addiction:  
A Closer Look

Each problem below is common among people struggling with drug addiction. Use the Internet and library resources to prepare a 3- to 5-page paper on a topic that interests you.

- prostitution
- domestic violence
- unwanted or teenage pregnancy
- HIV/AIDS
- homelessness
- violent crime
- depression
- divorce
- suicide
- accidental death

These hints will make your paper more successful:

1. **Focus on the link between your topic and drug abuse.** Use statistics, facts and actual events to stress the relationship between addiction and your chosen topic.

2. **Write a brief outline of your paper.** Begin with an introduction to grab interest, followed by a purpose statement, facts to back up your purpose, and a conclusion.

3. **Add interest.** Personal stories, interesting facts, and quotes will make your paper more memorable.

4. **Include your own thoughts.** Make the paper personal by reflecting on your own feelings about the subject matter. What did you learn during your research? How has it changed your attitude about the problem?
DRUG BUDGET

Drug addiction is an expensive habit. No matter what the price of the drug, an addict’s tolerance is always increasing. In other words, an addict continually needs more of a drug, more often, to delay the painful feelings of withdrawal. The objective is no longer to get high, but to keep from feeling sick.

The addict has a primary goal every day: get more money to buy more drugs. To get an idea of what this life is like, answer each question below.

1. Let’s assume someone has a drug habit that costs $250 a day. (This amount is not extravagant. In fact, it is quite average.) What are some ways that the person could make the money?

   Before you answer, consider these facts:
   - The addict’s drug use has made it impossible for him to keep a job.
   - His friends are no longer willing to loan him money.
   - He went through his savings long ago.
   - He used up his drug “stash” during the first few weeks of addiction.

2. How much money will this person need to support his habit for a year? For 5 years? (Remember, a drug addict gets no vacation time.)

3. How does this change your perception of a drug addict’s life? What does this information tell us about the choices many drug addicts make?
Endorphins are chemicals that occur naturally in our bodies. Depending on the situation, endorphins can make us feel relaxed, motivated or happy. They are released during certain activities, such as exercise or times of creativity.

1. List at least 10 activities that are safe, healthy and enjoyable. Good examples include swimming, hiking, painting, and using deep breathing to relax.

   1)
   2)
   3)
   4)
   5)
   6)
   7)
   8)
   9)
   10)

2. Try one of your activities for at least thirty minutes.

   In the space below, describe how you feel just before doing the activity. Include your physical feelings, as well as your thoughts and mental attitude.

   In the space below, describe how you feel just after doing the activity. How have your feelings changed?

3. Repeat Step #2 using other activities from your list. Record your observations in a notebook or journal.
TEST

Circle the phrase which best answers each question.

1. Most of the recovering addicts in the program began their drug use with:
   - heroin.
   - cocaine.
   - speed.
   - alcohol or marijuana.

2. Most of the addicts were ________ when they first used drugs.
   - in jail
   - very young
   - adults
   - homeless

3. When they first began using, the addicts felt that their drug use was:
   - a serious problem.
   - out of control.
   - under their control.
   - extremely risky.

4. Some of the addicts featured ended up:
   - in jail.
   - on the streets.
   - in the hospital.
   - all of the above

5. At the height of their addictions, the addicts were most concerned with:
   - how their actions were affecting others.
   - keeping their support systems.
   - staying out of jail.
   - getting drugs.
TEST (CONTINUED)

6. In order to support their habits, many of the addicts:
   • became prostitutes.
   • began dealing drugs.
   • stole merchandise.
   • all of the above

7. According to the program, the “Ultimate Price” was:
   • a drug-related death.
   • rehab.
   • jail.
   • divorce.

8. Most of the addicts interviewed:
   • did not see anything wrong with drug use.
   • were not ashamed of their addictions.
   • felt regret about their drug use.
   • had suffered few drug-related consequences.

9. The video proved that casual use of alcohol and marijuana:
   • does not have long-term effects.
   • can numb a person to the effects of stronger drugs.
   • is safer than other drug use.
   • all of the above

10. The recovering addicts said that their rehabilitation would not be possible without:
   • money.
   • time spent with fellow users.
   • support from sober friends and family members.
   • the right job.
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:
Drugs: Aspects of Addiction: Review Questions, Part 1

1. How did many of the recovering addicts in the program begin their drug use?
   Most started very young with socially acceptable drugs like marijuana, alcohol or inhalants.

2. Did the addicts anticipate a drug problem to develop?
   No. All of the recovering addicts felt that their drug use was not serious. They felt that they had it under control. Most barely noticed as they moved on to “harder” drugs.

3. In what kinds of places did the addicts end up?
   Many of the addicts resorted to crimes like prostitution, theft and drug dealing to support their habits, often putting themselves into risky situations. They ended up in hospitals, in juvenile detention, in prison, and on the streets. Some also contracted serious illnesses like AIDS and syphilis.

4. What was the most important goal or thought that the addicts were concerned with? How did that goal affect their lives?
   The addicts were only concerned with getting drugs. Everything else in their lives became secondary.

5. Who and what did the addicts lose in pursuit of their goal?
   They lost everything—their educations, friends, families, children, jobs, homes and lives.
Drugs: Aspects of Addiction:
Review Questions, Part 2

6. What did many of the addicts do in order to support their habit?
   They resorted to crimes such as prostitution and theft. Many started dealing drugs in order to make money.

7. What was the “Ultimate Price” discussed in the program?
   Many of the addicts became infected with HIV while using drugs. Others lost friends and spouses because of AIDS and drug overdoses.

8. What kinds of things did the recovering addicts recommend for those wanting to be sober?
   They recommended building a support system, working through a treatment or rehabilitation program one day at a time, learning from others, and staying away from the wrong people and places.

9. Based on what you saw in the program, what would you tell someone who wanted to experiment with drugs?
   Answers will vary.

10. How did the video prove that casual use of alcohol and marijuana can lead to serious drug addiction?
    Most of the addicts started with casual drug use. Numb to the dangers of others drugs, they began using substances like heroin, cocaine, valium, crack, and speed.
TRUE OR FALSE

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

1. F  Most addicts start their drug use with illegal substances like heroin and cocaine.

2. T  All of the addicts featured in the program felt like their drug use was not serious in the beginning.

3. F  Most of the addicts were able to work through a treatment program before suffering any serious consequences.

4. T  Most of the addicts resorted to crime in order to pay for their habit.

5. F  The “Ultimate Price” discussed in the program was going to rehab.

6. T  Several addicts had friends and loved ones who had died because of drug abuse.

7. T  For some, casual use of alcohol eventually led to serious drug abuse.

8. F  The addicts were able to complete their recovery programs without support from others.
Drug addiction is an expensive habit. No matter what the price of the drug, an addict’s tolerance is always increasing. In other words, an addict continually needs more of a drug, more often, to delay the painful feelings of withdrawal. The objective is no longer to get high, but to keep from feeling sick.

The addict has a primary goal every day: get more money to buy more drugs. To get an idea of what this life is like, answer each question below.

1. Let’s assume someone has a drug habit that costs $250 a day. (This amount is not extravagant. In fact, it is quite average.) What are some ways that the person could make the money?

Before you answer, consider these facts:
- The addict’s drug use has made it impossible for him to keep a job.
- His friends are no longer willing to loan him money.
- He went through his savings long ago.
- He used up his drug “stash” during the first few weeks of addiction.

Answers will vary.

2. How much money will this person need to support his habit for a year? For 5 years? (Remember, a drug addict gets no vacation time.)

$91,250 for a year; $456,250 for 5 years

3. How does this change your perception of a drug addict’s life? What does this information tell us about the choices many drug addicts make?

Many addicts choose crime—including prostitution, theft and drug dealing—in order to pay for their habits. Desperation for the drugs causes them to make choices they might not otherwise make.
TEST

Circle the phrase which best answers each question.

1. Most of the recovering addicts in the program began their drug use with:
   - heroin.
   - cocaine.
   - speed.
   - alcohol or marijuana.

2. Most of the addicts were ___________ when they first used drugs.
   - in jail
   - very young
   - adults
   - homeless

3. When they first began using, the addicts felt that their drug use was:
   - a serious problem.
   - out of control.
   - under their control.
   - extremely risky.

4. Some of the addicts featured ended up:
   - in jail.
   - on the streets.
   - in the hospital.
   - all of the above

5. At the height of their addictions, the addicts were most concerned with:
   - how their actions were affecting others.
   - keeping their support systems.
   - staying out of jail.
   - getting drugs.
TEST (CONTINUED)

6. In order to support their habits, many of the addicts:

- became prostitutes.
- began dealing drugs.
- stole merchandise.
- all of the above

7. According to the program, the “Ultimate Price” was:

- a drug-related death.
- rehab.
- jail.
- divorce.

8. Most of the addicts interviewed:

- did not see anything wrong with drug use.
- were not ashamed of their addictions.
- felt regret about their drug use.
- had suffered few drug-related consequences.

9. The video proved that casual use of alcohol and marijuana:

- does not have long-term effects.
- can numb a person to the effects of stronger drugs.
- is safer than other drug use.
- all of the above

10. The recovering addicts said that their rehabilitation would not be possible without:

- money.
- time spent with fellow users.
- support from sober friends and family members.
- the right job.