

THE TEEN FILES: The Truth About Drugs

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Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines 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.

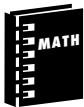
SUGGESTED ACTIVITIES

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.

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.

THE TEEN FILES: The Truth About Drugs

THEMES

THE TEEN FILES: The Truth About Drugs explores the lives of several young people who have been forever changed by drug use. It shows the immediate consequences of illegal drugs, and it illustrates in vivid detail how easily a life can be changed or destroyed after one drug use. The effects of heroin, cocaine, Ecstasy and other drugs are discussed, as well as techniques for turning away from risky drug-related situations.

OVERVIEW

Every hour, over 3,500 teenagers try drugs for the first time. Many will become life-long users. There are over 4 million drug addicts in the United States alone. Many young people also become the victims of overdose or sexual assault during intoxication. The stories presented in *THE TEEN FILES: The Truth About Drugs* are not pleasant, but they are all true. By hearing from young people who have made critical mistakes, viewers will learn how to make better choices.

OBJECTIVES

- ▶ To learn more about the side effects and dangers of illicit drugs.
- ▶ To discuss the consequences of drug use, both emotional and physical.
- ▶ To examine the personal stories of people whose lives have been damaged by drug use.
- ▶ To learn how to refuse drugs and make healthy lifestyle choices.

Use this page for your individual notes about planning and/or effective ways to manage this
AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.
Please feel free to address your correspondence to:

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INTRODUCTION TO THE PROGRAM

Young people today struggle with many difficult issues. Substance abuse and peer pressure are two of the most difficult obstacles they must face. If a young person experiments with drugs, even once, their chances of going to jail, committing suicide and being expelled increase. Teenagers who use mind-altering drugs do not learn how to cope with the social and emotional struggles of daily life. By giving young people the information they need, and by showing them the real-life consequences of drug use, we can begin to help them make healthier decisions and responsible drug-related choices.

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

tolerance - decrease in the effects of a drug with continued use, resulting in a dosage increase by the user to achieve the same effects

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

FOCUS

Tell students to think about the problems they face. How often are we encouraged by advertisers to take a pill or an over-the-counter drug to ease our pain? How might this affect some people's decision to use illegal drugs during times of stress or insecurity? Ask the class to keep this in mind as they begin the program.

DISCUSSION IDEAS

Ask students if they know someone who uses drugs. How have the drugs affected the person's life? Did they know the person before the drug use began? How was the person different before the drug use?

JUMP RIGHT IN

HOW TO USE THE *THE TEEN FILES: THE TRUTH ABOUT DRUGS* AIMS TEACHING MODULE

Preparation

- ▶ Read *THE TEEN FILES: The Truth About Drugs* **Themes**, **Overview**, and **Objectives** to become familiar with program content and expectations.
- ▶ Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing *THE TEEN FILES: THE TRUTH ABOUT DRUGS*

- ▶ Set up viewing monitor so that all students have a clear view.
- ▶ Depending on your classroom size and learning range, you may choose to have students view *THE TEEN FILES: The Truth About Drugs* together or in small groups.
- ▶ Some students may benefit from viewing the video more than one time.

After Viewing *THE TEEN FILES: THE TRUTH ABOUT DRUGS*

- ▶ 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

Ask students to locate a magazine or newspaper article dealing with teenage drug abuse. The library and the internet are two excellent resources. They may choose an article that describes personal stories, one that contains statistics and factual information, or a combination of the two. Ask each student to summarize their story in a written paper. Encourage students to contribute their own ideas and opinions to the papers. The papers may be presented to the class, with a question-and-answer session after each article.



60 Minutes

Meeting Individual Needs

Using dictionaries, encyclopedias and other texts, students should write a short description of each drug below. How is it made? What are its side effects? How is it used?

- cocaine
- heroin
- marijuana
- amphetamines



20 Minutes

Critical Thinking

Ask students to imagine the following situation. They know a fellow student named Corey. His parents have just broken up, and things are not good at home. Corey is depressed and frustrated, signals that catch the attention of a student who sell drugs on campus. The student turns Corey on to heroin, to help him "ease the pain." During the following weeks, Corey becomes more and more withdrawn. He starts missing class, and he always looks pale and unhealthy. Some of Corey's old friends suspect that he is addicted to heroin. Whenever they try to confront him about it, he becomes angry or ignores them completely.

What could Corey's friends do to help him? Where could they go for help? What organizations could give them advice? (Like all drug abuse, heroin abuse is a serious subject that no one should have to face alone. Giving someone support and showing concern are important steps. If the situation is serious, students can call the National Drug and Alcohol Treatment Referral Service at 1-800-662-HELP. The service provides helpful advice and information on crisis centers nationwide.)



20 Minutes

Extended Activity

Divide students into groups of four or five. Using the story described above, ask each group to write a short drama illustrating how Corey's friends responded to the problem. Perhaps some friends plan an intervention to show Corey how concerned they are. Or they might try to talk to Corey's parents or family members. Maybe the group tries to convince Corey that his life is in danger by sharing information with him.

Ask each group to perform their drama, with one student playing the part of Corey. When each presentation is over, ask the class to respond. Was the problem handled in an appropriate way? Does the class think that approach would be successful? Why or why not?



Extended Time

Hands On

Ask students to create their own anti-drug posters. Divide them into cooperative groups of two to three people. First, each group must think of a theme or slogan to serve as the focus of the poster. They may choose to do this by taking a vote on different ideas. Encourage each group to work democratically. Students who are good at research may want to collect statistics for the poster. Those who are creative may want to draw illustrations, take photographs, or add artistic lettering.

Display the posters on a special wall in the classroom. Discuss with the class which posters are most effective and why. You may want the class vote the best poster and, if the school budget allows, have it reproduced for use throughout the school.

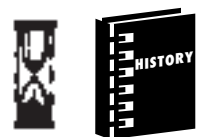


30 Minutes

Link to the World

If computers are available, ask students to check out the following websites. Which ones are the easiest to use? Which ones are the most informative? What new information did students learn from the websites?

- www.drughelp.org, American Council for Drug Education
- www.nida.nih.gov, National Institute on Drug Abuse
- www.health.org, National Clearinghouse for Alcohol and Drug Information
- www.drugfreeamerica.org, Partnership for a Drug-Free America



Extended Time

Connection to Civics

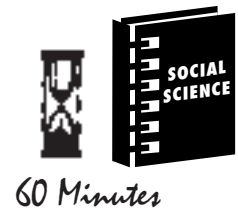
Ask students to research the legal penalties for drug possession and drug use in their state. They may wish to contact local law enforcement offices for information. Ask them to research the specific penalties for marijuana, cocaine and heroin.



How would students feel if they were arrested or incarcerated for drug possession? How might the arrest affect the rest of their lives? What would it feel like to have drugs on their permanent record?

Extended Activity

Each day, our beliefs are challenged by those around us. Staying away from drugs can be a major test of our personal convictions. Ask students if they have ever felt pressured by others to do something they did not want to do. What happened? Do they wish they had done something differently? Encourage them to share their experiences, and ensure that they are not persecuted or judged by other classmates.



What do people their age do for fun? Ask students to name healthy activities, as well as unsafe or illegal activities. What are some ways that students could refuse to be involved in unhealthy activities?

Culminating Activity

Many young people try drugs because they want to escape from the stress of daily life. Ask each student to choose a healthy way of dealing with stress. Ideally, it should be an activity they practice. A list of suggestions is below. Each student should spend five to ten minutes describing or demonstrating the activity to the class. If a student practices yoga, she might demonstrate some basic yoga postures. If a student unwinds by reading, he might review a novel he recently read.



- fiction writing
- poetry writing
- golf, tennis, weight lifting, etc.
- reading
- drawing
- painting
- meditation
- yoga
- jewelry making
- role-playing games
- dance



VOCABULARY

The following terms are from *The Truth About Drugs*. Fill in the number of each term next to its closest definition.

- | | |
|---------------|-----------------|
| 1. addiction | 6. heroin |
| 2. depressant | 7. amphetamines |
| 3. GHB | 8. cocaine |
| 4. withdrawal | 9. high |
| 5. possession | 10. marijuana |

- ___ unpleasant physical and psychological effects that happen when a person stops using a drug
- ___ condition caused by repeated drug use and a compulsive need to use drugs
- ___ mind-altering drug that comes from the *cannabis sativa* plant and contains tetrahydrocannabinol (THC)
- ___ man-made drugs that speed up the central nervous system; examples include speed, crank, and crack
- ___ drug that decreases bodily functions and causes the user to seem tired
- ___ powerfully addictive narcotic derived from the opium poppy
- ___ initial feeling of power and aggressiveness that occurs after drug use; usually diminishes or fades when addiction sets in
- ___ powerful stimulant drug derived from the leaves of the coca plant
- ___ the crime of holding, carrying or concealing drugs; in the case of cocaine, amphetamines and methamphetamines, it is a federal crime punishable by fines and imprisonment
- ___ toxic liquid that resembles a powerful form of alcohol

CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

Every hour in the United States, ___1___ teenagers try drugs for the first time. Drugs like marijuana and heroin are two to four times ___2___ than they were in the 1960s and 1970s. As a result, drug-related emergency room visits are up ___3___ %. Each teenager in the opening segment of the video has to “experience” a hypothetical side effect of drug use. Kristin is arrested for ___4___. After taking Ecstasy at a rave, Alexis becomes the victim of ___5___. Jesse has potential brain damage after drinking ___6___. Ryan takes an overdose of drugs and ends up ___7___. Later in the video, a 911-tape reveals the death of young boy who used ___8___. Young people working with the Street Links program in Seattle meet a homeless man who lost everything because ___9___. Later, the young people visit newborn babies who are experiencing ___10___ .

1. A. 3
B. 35
C. 350
D. 3500
2. A. weaker
B. stronger
C. safer
D. slower
3. A. 2000
B. 20
C. 120
D. 2
4. A. sale and possession of narcotics
B. driving under the influence
C. assault and battery
D. manslaughter
5. A. a car accident
B. a robbery
C. sexual assault
D. an overdose
6. A. vodka
B. GHB
C. beer
D. drug-laced soda
7. A. in jail
B. homeless
C. with a bad hangover
D. dead in the ER
8. A. marijuana
B. cocaine
C. heroin
D. inhalants
9. A. he was robbed
B. he smoked marijuana
C. he was addicted to heroine
D. he drank too much
10. A. diaper rash
B. colic
C. heart problems
D. cocaine withdrawal

DRUG LINK

Write the letter of each drug next to the group of words which best describes it.

- A. alcohol
- B. marijuana
- C. cocaine
- D. heroin
- E. inhalants
- F. amphetamines
- G. crack
- H. Ecstasy

___ designer drug that contains methylenedioxyamphetamine (MDA)

___ a type of freebase cocaine made by heating cocaine hydrochloride with ammonia or baking soda to form hard pellets called rocks

___ powerfully addictive narcotic derived from the opium poppy

___ man-made drugs that speed up the central nervous system; examples include speed, crank, and crack

___ powerful stimulant drug derived from the leaves of the coca plant

___ mind-altering drug that comes from the *cannabis sativa* plant and contains tetrahydrocannabinol (THC)

___ liquid that contains the drug ethanol, which depresses the central nervous system

___ any number of household products whose fumes can be concentrated and inhaled to achieve a high

TRUE OR FALSE

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

1. ___ Drinking GHB can cause a person to die within minutes.
2. ___ 50,000 Americans die each year because of drug overdoses.
3. ___ The heroin of the 1970s was two to four times stronger than today's heroin.
4. ___ An expectant mother who smokes cocaine only once will not pass the harmful drug on to her unborn baby.
5. ___ In the video, Wade died after using inhalants because his brain forgot to tell his body to breathe.
6. ___ Most of the homeless young people on the streets of Seattle had a serious drug or alcohol problem.
7. ___ Drug use physically changes the brain, even when the user doesn't think the problem is serious.
8. ___ Only four percent of all problem drug users will die of a drug overdose.
9. ___ Over half of all people who commit sexual assault are under the influence of drugs or alcohol at the time of the crime.
10. ___ The current population of drug addicts in the United States is about 400,000.

NUMBER CODE

A = 1	F = 6	L = 11	S = 16
B = 2	G = 7	N = 12	T = 17
C = 3	H = 8	O = 13	U = 18
D = 4	I = 9	P = 14	W = 19
E = 5	J = 10	R = 15	Y = 20

1. Lab tests show that cocaine addiction is so powerful, it causes the addict to choose cocaine over 6-13-13-4 or 19-1-17-5-15.

2. A single sniff of an inhalant can cause a user's heart to 16-17-13-14.

3. A single marijuana joint contains as much tar as 6-13-18-15-17-5-5-12 tobacco cigarettes.

4. Marijuana can be detected in the body up to 17-19-5-12-17-20—eight days after use.

5. Inhalants can cause 8-5-1-15-9-12-7 loss, speech disorders and permanent 2-15-1-9-12 damage.

6. 1-11-3-13-8-13-11—related car accidents are the number one cause of 4-5-1-17-8 for people ages 15-24.

7. The 9-12-10-5-3-17-9-13-12 of drugs like heroin and cocaine is a common way to spread HIV.

8. Marijuana raises testosterone levels in females and can cause 1-3-12-5 and increased 6-1-3-9-1-11 hair.

WHAT WOULD YOU SAY?

How would you respond to each opinion below?

1. Ecstasy's totally safe. That's why so many people are using it.
2. Heroin's great, as long as you don't get addicted.
3. Everyone at the party's going to be smoking pot.
4. Just trust me and drink this. I did.
5. GHB will make you feel wasted faster than anything else you can find.
6. We're getting cocaine for prom. I already made sure there's enough for you and your date.

WORD SEARCH

The following words can be found in the maze below. The letters may be arranged horizontally, vertically, diagonally or backward.

drugs
addiction
cocaine
depressant
heroin
marijuana
stimulant
inhalant
withdrawal
alcohol

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

TEST

Circle the phrase which best answers each question.

1. GHB, or Gamma Hydroxy Butrate, is:
 - a toxic liquid that can cause coma, brain damage, and death.
 - a pill that decreases appetite.
 - a potent new kind of marijuana.
 - none of the above.

2. In the video, Jesse overdosed on GHB and:
 - lost his sight.
 - went into a coma.
 - suffered severe brain damage.
 - all of the above.

3. In the video, Alexis was told that she took Ecstasy at a RAVE and:
 - had a car accident while driving home.
 - was robbed during a state of intoxication.
 - went into shock.
 - was sexually assaulted.

4. Over half the people who commit sexual assault are:
 - over the age of 55.
 - under the influence of drugs or alcohol.
 - addicted to heroin.
 - none of the above.

5. Today's marijuana is:
 - two to four times weaker than it was twenty years ago.
 - twice as strong as it was twenty years ago.
 - two to four times stronger than it was twenty years ago.
 - the same strength it was twenty years ago.

TEST (CONTINUED)

6. Every year, _____ Americans die from a drug overdose.
- 5000.
 - 1500.
 - 15,000.
 - 50,000.
7. In the video, the teenagers met a homeless man in Seattle who:
- lost his job.
 - had been arrested.
 - was addicted to heroin.
 - all of the above.
8. In the United States, there are _____ people addicted to drugs.
- 2,000,000.
 - 4,000,000.
 - 200,000.
 - 40,000.
9. At the end of the video, Matt saw how drug addiction was already changing his:
- lungs.
 - brain.
 - heart.
 - liver.
10. Of the people addicted to drugs in the United States, _____ will die because of the addiction.
- 2%
 - 5%
 - 8%
 - 10%

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

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ANSWER KEY for page 18

VOCABULARY

The following terms are from *The Truth About Drugs*. Fill in the number of each term next to its closest definition.

- | | |
|---------------|-----------------|
| 1. addiction | 6. heroin |
| 2. depressant | 7. amphetamines |
| 3. GHB | 8. cocaine |
| 4. withdrawal | 9. high |
| 5. possession | 10. marijuana |

- 4 unpleasant physical and psychological effects that happen when a person stops using a drug
- 1 condition caused by repeated drug use and a compulsive need to use drugs
- 10 mind-altering drug that comes from the *cannabis sativa* plant and contains tetrahydrocannabinol (THC)
- 7 man-made drugs that speed up the central nervous system; examples include speed, crank, and crack
- 2 drug that decreases bodily functions and causes the user to seem tired
- 6 powerfully addictive narcotic derived from the opium poppy
- 9 initial feeling of power and aggressiveness that occurs after drug use; usually diminishes or fades when addiction sets in
- 8 powerful stimulant drug derived from the leaves of the coca plant
- 5 the crime of holding, carrying or concealing drugs; in the case of cocaine, amphetamines and methamphetamines, it is a federal crime punishable by fines and imprisonment
- 3 toxic liquid that resembles a powerful form of alcohol

ANSWER KEY for page 19

CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

Every hour in the United States, ___1___ teenagers try drugs for the first time. Drugs like marijuana and heroin are two to four times ___2___ than they were in the 1960s and 1970s. As a result, drug-related emergency room visits are up ___3___ %. Each teenager in the opening segment of the video has to “experience” a hypothetical side effect of drug use. Kristin is arrested for ___4___. After taking Ecstasy at a rave, Alexis becomes the victim of ___5___. Jesse has potential brain damage after drinking ___6___. Ryan takes an overdose of drugs and ends up ___7___. Later in the video, a 911-tape reveals the death of young boy who used ___8___. Young people working with the Street Links program in Seattle meet a homeless man who lost everything because ___9___. Later, the young people visit newborn babies who are experiencing ___10___ .

1. A. 3
B. 35
C. 350
 D. 3500
2. A. weaker
 B. stronger
C. safer
D. slower
3. A. 2000
B. 20
C. 120
D. 2
4. A. sale and possession of narcotics
B. driving under the influence
C. assault and battery
D. manslaughter
5. A. a car accident
B. a robbery
 C. sexual assault
D. an overdose
6. A. vodka
 B. GHB
C. beer
D. drug-laced soda
7. A. in jail
B. homeless
C. with a bad hangover
 D. dead in the ER
8. A. marijuana
B. cocaine
C. heroin
 D. inhalants
9. A. he was robbed
B. he smoked marijuana
 C. he was addicted to heroin
D. he drank too much
10. A. diaper rash
B. colic
C. heart problems
 D. cocaine withdrawal

ANSWER KEY for page 20

DRUG LINK

Write the letter of each drug next to the group of words which best describes it.

- A. alcohol
- B. marijuana
- C. cocaine
- D. heroin
- E. inhalants
- F. amphetamines
- G. crack
- H. Ecstasy

H designer drug that contains methylenedioxyamphetamine (MDA)

G a type of freebase cocaine made by heating cocaine hydrochloride with ammonia or baking soda to form hard pellets called rocks

D powerfully addictive narcotic derived from the opium poppy

F man-made drugs that speed up the central nervous system; examples include speed, crank, and crack

C powerful stimulant drug derived from the leaves of the coca plant

B mind-altering drug that comes from the *cannabis sativa* plant and contains tetrahydrocannabinol (THC)

A liquid that contains the drug ethanol, which depresses the central nervous system

E any number of household products whose fumes can be concentrated and inhaled to achieve a high

ANSWER KEY for page 21

TRUE OR FALSE

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

1. **T** Drinking GHB can cause a person to die within minutes.
2. **T** 50,000 Americans die each year because of drug overdoses.
3. **F** The heroin of the 1970s was two to four times stronger than today's heroin.
4. **F** An expectant mother who smokes cocaine only once will not pass the harmful drug on to her unborn baby.
5. **T** In the video, Wade died after using inhalants because his brain forgot to tell his body to breathe.
6. **T** Most of the homeless young people on the streets of Seattle had a serious drug or alcohol problem.
7. **T** Drug use physically changes the brain, even when the user doesn't think the problem is serious.
8. **F** Only four percent of all problem drug users will die of a drug overdose.
9. **T** Over half of all people who commit sexual assault are under the influence of drugs or alcohol at the time of the crime.
10. **F** The current population of drug addicts in the United States is about 400,000.

ANSWER KEY for page 22

NUMBER CODE

A = 1	F = 6	L = 11	S = 16
B = 2	G = 7	N = 12	T = 17
C = 3	H = 8	O = 13	U = 18
D = 4	I = 9	P = 14	W = 19
E = 5	J = 10	R = 15	Y = 20

1. Lab tests show that cocaine addiction is so powerful, it causes the addict to choose cocaine over 6-13-13-4 or 19-1-17-5-15.

food, water

2. A single sniff of an inhalant can cause a user's heart to 16-17-13-14.

stop

3. A single marijuana joint contains as much tar as 6-13-18-15-17-5-5-12 tobacco cigarettes.

fourteen

4. Marijuana can be detected in the body up to 17-19-5-12-17-20—eight days after use.

twenty

5. Inhalants can cause 8-5-1-15-9-12-7 loss, speech disorders and permanent 2-15-1-9-12 damage.

hearing, brain

6. 1-11-3-13-8-13-11—related car accidents are the number one cause of 4-5-1-17-8 for people ages 15-24.

Alcohol, death

7. The 9-12-10-5-3-17-9-13-12 of drugs like heroin and cocaine is a common way to spread HIV.

injection

8. Marijuana raises testosterone levels in females and can cause 1-3-12-5 and increased 6-1-3-9-1-11 hair.

acne, facial

ANSWER KEY for page 23

WHAT WOULD YOU SAY?

How would you respond to each opinion below?

1. Ecstasy's totally safe. That's why so many people are using it.
2. Heroin's great, as long as you don't get addicted.
3. Everyone at the party's going to be smoking pot.
4. Just trust me and drink this. I did.
5. GHB will make you feel wasted faster than anything else you can find.
6. We're getting cocaine for prom. I already made sure there's enough for you and your date.

Answers will vary but should reflect an understanding of how to say no to peer pressure to use drugs.

ANSWER KEY for page 24

WORD SEARCH

The following words can be found in the maze below. The letters may be arranged horizontally, vertically, diagonally or backward.

- drugs
- addiction
- cocaine
- depressant
- heroin
- marijuana
- stimulant
- inhalant
- withdrawal
- alcohol

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

ANSWER KEY for page 25

TEST

Circle the phrase which best answers each question.

1. GHB, or Gamma Hydroxy Butrate, is:

- a toxic liquid that can cause coma, brain damage, and death.
- a pill that decreases appetite.
- a potent new kind of marijuana.
- none of the above.

2. In the video, Jesse overdosed on GHB and:

- lost his sight.
- went into a coma.
- suffered severe brain damage.
- all of the above.

3. In the video, Alexis was told that she took Ecstasy at a RAVE and:

- had a car accident while driving home.
- was robbed during a state of intoxication.
- went into shock.
- was sexually assaulted.

4. Over half the people who commit sexual assault are:

- over the age of 55.
- under the influence of drugs or alcohol.
- addicted to heroin.
- none of the above.

5. Today's marijuana is:

- two to four times weaker than it was twenty years ago.
- twice as strong as it was twenty years ago.
- two to four times stronger than it was twenty years ago.
- the same strength it was twenty years ago.

ANSWER KEY for page 26

TEST (CONTINUED)

6. Every year, _____ Americans die from a drug overdose.
- 5000.
 - 1500.
 - 15,000.
 - 50,000.
7. In the video, the teenagers met a homeless man in Seattle who:
- lost his job.
 - had been arrested.
 - was addicted to heroin.
 - all of the above.
8. In the United States, there are _____ people addicted to drugs.
- 2,000,000.
 - 4,000,000.
 - 200,000.
 - 40,000.
9. At the end of the video, Matt saw how drug addiction was already changing his:
- lungs.
 - brain.
 - heart.
 - liver.
10. Of the people addicted to drugs in the United States, _____ will die because of the addiction.
- 2%
 - 5%
 - 8%
 - 10%