

#9455

THE TRUTH ABOUT DRUGS

AIMS MULTIMEDIA

2000

Grade Levels: 6-12

34 minutes

1 Instructional Graphic Enclosed



DESCRIPTION

A group of drug-using teenagers face the very real effects and dangers of drugs in realistic simulations with police, hospitals, and rehab centers. Personal experiences emphasize the fallout from even a one-time use. Leeza Gibbons hosts this graphic demonstration of the direct and indirect consequences of drug use.

ACADEMIC STANDARDS

Subject Area: Health

- Standard: Understands aspects of substance use and abuse
 - Benchmark: Knows factors involved in the development of a drug dependency and the early, observable signs and symptoms (e.g., tolerance level, drug-seeking behavior, loss of control, denial)
 - Benchmark: Knows community resources that are available to assist people with alcohol, tobacco, and other drug problems

INSTRUCTIONAL GOALS

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

VOCABULARY

- | | |
|-----------------|----------------|
| 1. addiction | 8. GHB |
| 2. alcohol | 9. heroin |
| 3. amphetamines | 10. high |
| 4. cocaine | 11. inhalants |
| 5. crack | 12. marijuana |
| 6. depressant | 13. possession |
| 7. Ecstasy | 14. withdrawal |

BEFORE SHOWING

1. 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?
2. 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?



AFTER SHOWING

Applications and Activities

1. Ask students to locate a magazine or newspaper article dealing with teenage drug abuse. Choose an article that describes personal stories, one that contains statistics and factual information, or a combination of the two. Ask each to summarize their story in a written paper. Encourage students to contribute their own ideas and opinions to the papers.
2. Using resources, have the students write a short description of each drug below. Include how it is made, its side effects, and how it is used.
 - a. cocaine
 - b. heroin
 - c. marijuana
 - d. amphetamines
3. Imagine this situation: Students know a fellow classmate 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 sells 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. Whenever his friends try to confront him about their suspicions to addiction, Corey becomes angry or ignores them completely.
 - a. What could Corey's friends do to help him?
 - b. Where could they go for help?
 - c. What organizations could give them advice?
4. Divide students into groups. Using the story in #3, ask each group to write a short drama illustrating how Corey's friends responded to the problem. Ask each group to perform their drama, with one student playing the part of Corey.
 - a. Was the problem handled in an appropriate way?
 - b. Does the class think that approach would be successful? Why or why not?
5. Ask students to create their own anti-drug posters. Divide them into groups. Each group must think of a theme or slogan to serve as the focus of the poster. Do this by taking a vote on different ideas. Display the posters on a special wall in the class. Discuss which posters are most effective and why.
6. Ask students to research the legal penalties for drug possession and drug use in their state. Contact local law enforcement offices for information.
 - a. How would students feel if they were arrested or incarcerated for drug possession?
 - b. How might the arrest affect the rest of their lives?
 - c. What would it feel like to have drugs on their permanent record?

7. Each day, our beliefs are challenged by those around us. 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? How could they respond to peer pressure tactics? (See INSTRUCTIONAL GRAPHICS.)
8. What do students do for fun? Name some healthy activities, as well as unsafe or illegal activities. What are some ways that students could refused to be involved in unhealthy activities?
9. 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. Have each student spend five to ten minutes describing or demonstrating the activity to the class.

RELATED RESOURCES



Captioned Media Program

- Chasin' Life #3020
- Drug Danger: In the Brain #3026
- The Truth About Drinking #8934
- The Truth About Sex #8935



World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **NATIONAL INSTITUTE ON DRUG ABUSE**

<http://www.nida.nih.gov/nidahome.html>

Select a drug name to obtain information about its properties and effects. Click on various "Information for Students" links.

- **PREVENTION ONLINE**

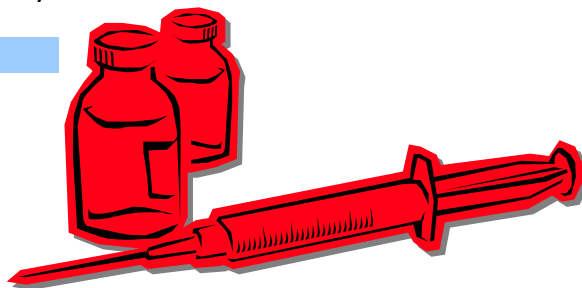
<http://www.health.org>

Contains a "For Kids Only" link. Select a drug of abuse, audience, information, and publications to understand more about specific drugs.

- **PARTNERSHIP FOR A DRUG-FREE AMERICA**

<http://www.drugfreeamerica.org>

Also in Spanish, this site provides a variety of up-to-date topics, such as: latest news, special sections, and more. Contains a section for Kids/Teens, Parents/Caregivers, and others.



INSTRUCTIONAL GRAPHICS

- WHAT WOULD YOU SAY?

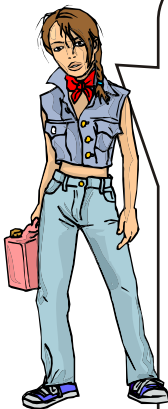
What Would You Say?



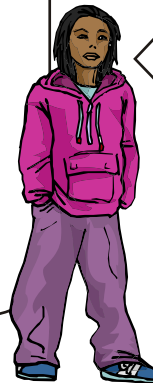
**How would you respond
to each opinion below?**



**Heroin's great, as long
as you don't get addicted.
My response:**



**Ecstasy's totally safe.
That's why so many
people are using it.
My response:**



**Everyone at the party's going to be
smoking pot.
My response:**



**GHB will make you feel wasted
faster than anything else you
can find.
My response:**

**We're getting cocaine
for the prom. I already
made sure there's
enough for you and
your date.
My response:**



**Just trust me and drink this. I did.
My response:**

