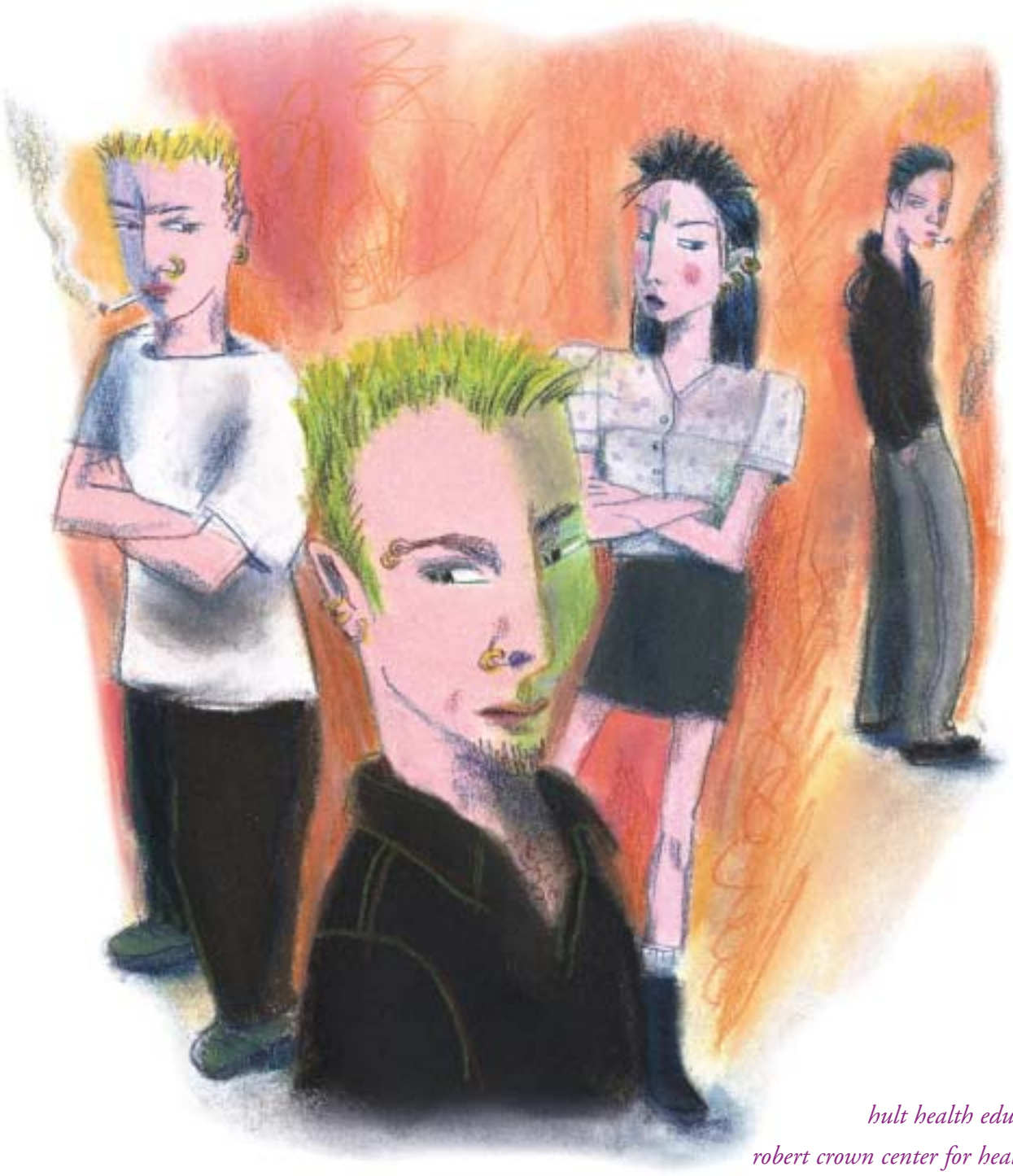
HIGH SCHOOL

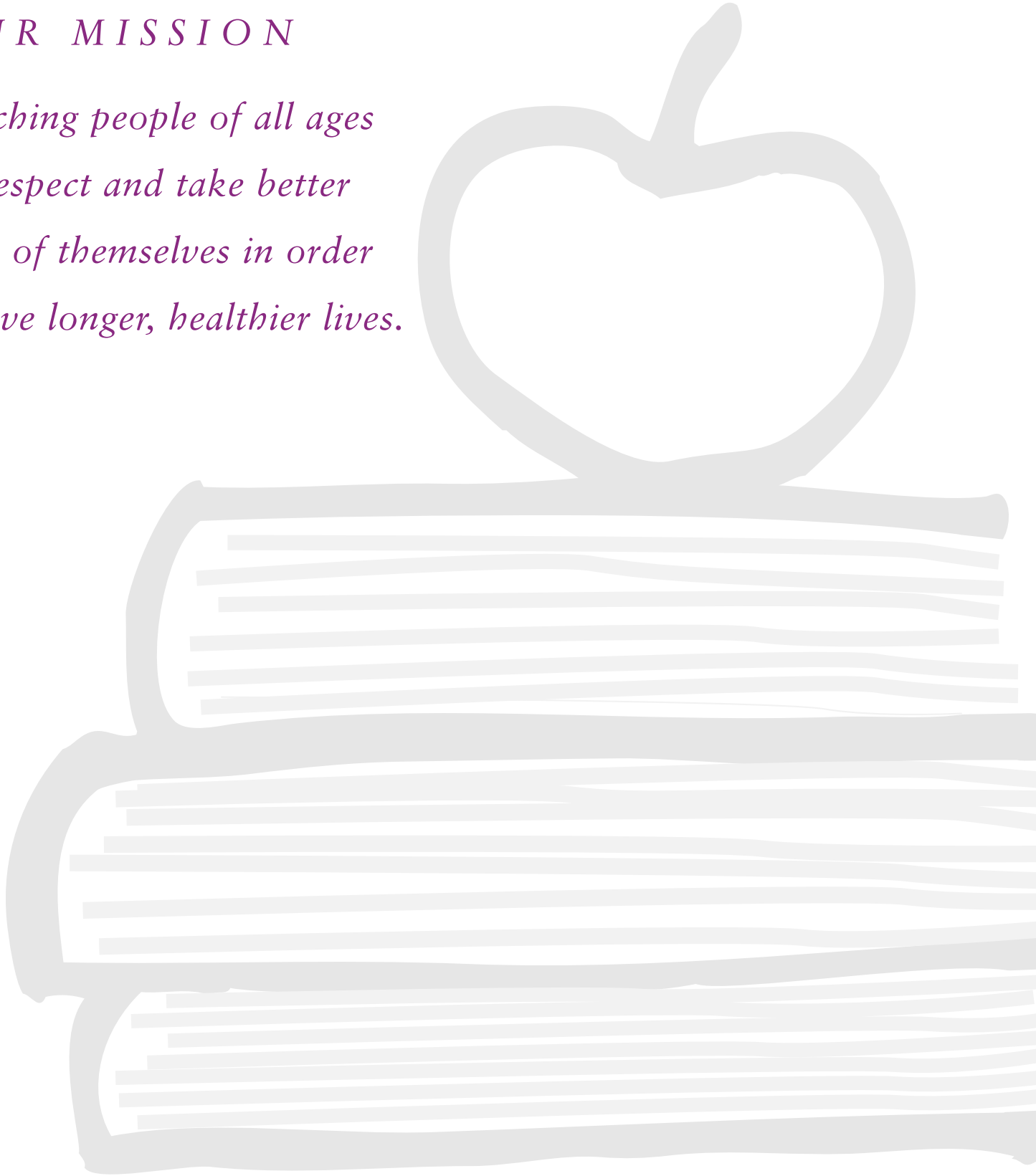
DRUG AWARENESS & PREVENTION EDUCATION



hult health education center
robert crown center for health education
illinois department of public health

OUR MISSION

Teaching people of all ages to respect and take better care of themselves in order to live longer, healthier lives.



NOTES TO THE TEACHER

DRUG AWARENESS & PREVENTION EDUCATION

This educational packet is designed for use in the classroom in order to reinforce and supplement concepts discussed in the program your class attended at the health education center. It allows you flexibility in determining which activities and worksheets are most appropriate for your students and may be used in conjunction with your own health education curriculum. Some of the material may be primarily review in nature, while some may present new information. However, all activities relate to substance abuse prevention education. Feel free to copy worksheets for instructional use.

NOTE: The use of this packet, along with the program at the health education center, supports the following goals and standards at the junior high level: 22.A.3a; 22.A.3b; 22.A.3c; 22.B; 23.A.3; 23.B.3; 23.C.3; 24.A.3a; 24.A.3b; 24.A.3c; 24.B.3; and 24.C.3.

The use of this packet, along with the program you attended at the health education center, supports the following Illinois state goals and learning standards:

22.A.4b	Analyze possible outcomes of effective health promotion and illness prevention.
22.B.4	Explain social and economic effects of health problems on individuals and society.
22.B.5	Analyze how public health policies, laws, and the media function to prevent and control illness.
23.A.4	Explain how body system functions can be maintained and improved.
23.B.4	Explain immediate and long-term effects of health habits on the body systems.
23.B.5	Understand the effects of healthy living on individuals and their future generations.
24.A.4b	Formulate strategies to prevent conflict and resolve differences.
24.B.4	Explain how decision making affects the achievement of individual health goals.
24.B.5	Explain immediate and long-term impacts of health decisions to the individual, family and community.

SUBSTANCE ABUSE PREVENTION EDUCATION FOCUSES ON RECOGNIZING HARMFUL DRUGS, UNDERSTANDING THEIR EFFECTS, AND DEVELOPING SKILLS TO RESIST PEER PRESSURE.

OBJECTIVES

Our general goal is to provide information on drugs and to introduce skills that promote positive, healthy life choices.

LEARNING OBJECTIVES:

The student will be able to:

1. Differentiate between drug misuse, drug abuse, and drug interaction.
2. Compare and contrast physical and psychological dependency.
3. Describe the physical, psychological, and social impact of the more commonly abused substances.
4. Discuss the specific effects of alcohol on sensory and motor function and relate these effects to an individual's ability to operate a vehicle.
5. Discuss factors that influence decision making and behavior.
6. Explain the impact that drugs have on decision-making ability and possible resulting consequences.
7. Demonstrate communication techniques that support responsible decision making.
8. Identify personal responsibility in making decisions to promote and maintain health.
9. Identify causes of stress and discuss examples of managing stress in a healthy manner.

DRUG TERMS

List of terms relevant to drug education:

Absorption
Addiction
Alcohol
Alcohol Overdose / Poisoning
Alcoholism
Anabolic Steroid
Blood Alcohol Concentration / Level (BAC / BAL)
Brainstem
Cannabis
Cerebellum
Cerebrum
Cirrhosis
Cocaine
Coma
Consequence
Convulsion
Coordination
Crack
Delusions
Dependence
- Physical Dependence
- Psychological Dependence

Depressant
Dopamine
Drug Abuse
Drug Interaction
Drug Misuse
Ecstasy
Emotional
Endorphins
Euphoria
Fetal Alcohol Syndrome (FAS)
Flashback
Gateway Drug
GHB
Glutamate
Hallucination
Hallucinogen
Hepatitis
Heroin
HIV/AIDS
Inhibition
Insomnia
Intellectual
Intravenous (IV)
Judgment
LSD
Marijuana
MDMA
Methamphetamine
Motor Skills
Narcotics
Nervous System
Neuron
Neurotransmitters
Overdose
Paranoia
PCP
Peer Pressure
Physical
Psychological
Reaction Time
Refusal Skills
Responsibility
Seizure
Serotonin
Side Effect
Social
Spinal Cord
Stimulant
Stress
Stroke
Synthetic
THC
Tolerance
Withdrawal Symptoms

TO STUDENTS

- Look up any terms you do not know.
- Write each term on a 3" x 5" note card. Divide into teams. Have your teacher or a volunteer student randomly select a card and read the term out loud. See which team can correctly define the most terms or use the most terms correctly in sentences.

THE TRUTH ABOUT MARIJUANA

DRUG AWARENESS & PREVENTION EDUCATION

DID YOU KNOW...

Marijuana is the most widely used illegal drug in the United States today. It is the common name for the hemp plant "cannabis sativa." The stems, leaves, and buds of the plant are dried and crushed, then usually smoked in the form of marijuana cigarettes or cigars sometimes called joints, reefers, or blunts.

Smoking one marijuana joint can be as damaging to the lungs as smoking at least 4 tobacco cigarettes!

Marijuana contains over 400 chemicals, many of which are toxic and some of which are known to cause cancer. A chemical called THC causes most of the mind-altering effects of marijuana. It is stored in areas of the body with high fat content such as the brain, liver, and reproductive organs. It may take as long as one month for one dose of THC to be completely eliminated from the body. As marijuana use increases, tolerance to the drug may develop and greater amounts may be needed to produce the desired effects. In time, psychological dependence or addiction may result.

Short-Term Effects of Marijuana

- Altered senses
- Distorted sense of time & space
- Reddened eyes, dry mouth
- Panic reaction
- Impaired thinking & judgment
- Forgetfulness
- Short-term memory loss
- Slowed reflexes & reduced concentration
- Impaired driving ability
- Increased heart rate & appetite
- Reduced inhibitions
- Inability to concentrate
- Mood swings

Possible Long-Term Effects of Marijuana

- Chronic fatigue
- Decreased sex hormones in males
- Increased risk of infertility in both males & females
- Weakened immune system
- Decreased motivation & interest in everyday activities
- Impaired memory
- Emphysema
- Bronchitis
- Lung cancer

Other Names for Marijuana:

- Pot
- Grass
- Dope
- Ganja
- Weed
- Mary Jane (MJ)
- Bud

Marijuana use during pregnancy may result in premature births and low birthweight babies. Mothers may transmit THC to their babies through breast milk.

MARIJUANA AS MEDICINE?

ACTIVITY 1

As most students are very well aware, some states have passed laws allowing the use of marijuana for "medical purposes." But does smoking marijuana qualify as "medicine"? Divide the students into two groups, one group in favor of the use of marijuana by those with certain medical conditions and the other group against. Have the students present arguments to "prove" their side and "disprove" the opposing view. Students may need to research this topic. Use the following questions as a guide.

- Should people with certain medical conditions be allowed to use marijuana? If so, under what circumstances?
- What are the arguments for and against the medical use of marijuana?
- Who should be in charge of regulating the medical use of marijuana?
- Is there evidence that marijuana has a beneficial effect on certain conditions? If so, what kind of evidence?

During the discussion, make sure to emphasize the following points:

1. According to the statutory definition of drugs for accepted medical use, the substance's chemistry must be known and reproducible. *Marijuana contains an unstable mix of over 400 chemicals*. The percentage of THC, one of the main ingredients, can vary from 1% to 30%!

2. There must be properly designed studies showing a drug to be safe and effective. *To date, there have been few such studies regarding marijuana*. However, in early 2001, research teams from the University of California announced they would conduct scientific studies to determine the value of marijuana as a medicine in selected cases – HIV related pain and multiple sclerosis. As far as safety is concerned, smoking marijuana produces nearly 2000 chemicals, some of which are known carcinogens. Smoking marijuana is considered to be more damaging to the lungs than tobacco cigarettes. In addition, smoking marijuana may expose the user to infectious agents that may be found on marijuana leaves, such as bacteria and fungi. Marijuana may also weaken the immune system, making it especially harmful for individuals with already weakened immune systems such as those with HIV/AIDS.

3. The drug must be approved for use by the Food and Drug Administration. *Marijuana has not been approved by the FDA*. According to the Controlled Substances Act, the manufacture and distribution of marijuana is illegal. Furthermore, marijuana is a "Schedule I" drug, along with LSD and heroin. The criteria for "Schedule I" drugs include high potential for abuse and no currently accepted medical use.

4. What about using marijuana to help people with glaucoma or to ease nausea associated with cancer therapy? *Studies indicate that the effect of marijuana on glaucoma is too short-lived and requires dosages too high to be effective*. In addition, there are already FDA approved drugs for glaucoma that are safe and effective. *For people with nausea, THC is already available in synthetic form in a FDA-approved drug known as Marinol*. It can be given in precise dosages, unlike the varying amounts of THC in smoked marijuana. Other very effective drugs are legally available for people who suffer from nausea.

In March 2001, the U.S. Supreme Court heard arguments as to whether or not marijuana can be provided to patients despite the fact that federal law makes the distribution illegal. In May 2001, the court ruling upheld the 1970 federal law that indicates that marijuana has no proven medical benefits worthy of an exception. Distribution still violates federal law.

TODAY'S DRUG SCENE

DRUG AWARENESS & PREVENTION EDUCATION

METH

Methamphetamine ("meth") is a powerful stimulant that is being more frequently abused. Unlike some drugs that have to be smuggled into the country such as cocaine and heroin, meth can be manufactured relatively easily in home drug labs. Anhydrous ammonia, an ingredient generally used in making meth, is a chemical used in farm fertilizers, making meth manufacture and use increasingly common in rural areas. When smoked in a form known as "ice," meth produces an immediate high that can last for hours. Taken every few hours, meth "hits" can cause a user to go for days without eating or sleeping, leading to malnutrition and severe weight loss. When the effects wear off, users may experience a hard "crash" and sleep for excessive periods of time. Users may also develop paranoia, delusions, hallucinations, and depression. Research has indicated that prolonged use of this highly addictive drug may result in damage to neurons in the brain that produce dopamine and serotonin. Although it is a legal prescription drug, there are very few legitimate reasons for its medical use.

** Prior to 1977, no meth labs had been seized in Illinois. After 24 lab seizures in 1997, Illinois State Police reported 87 in 1998, 246 in 1999, and over 345 in 2000! **

Other names for methamphetamine:
Crank, Crystal, Ice, Crystal Meth

ECSTASY

Ecstasy, or MDMA, is another synthetic drug that is similar to the hallucinogen mescaline and the stimulant methamphetamine. Illegal in the U.S., trafficking and use of ecstasy has been on the rise, causing serious concerns for U.S. health officials. Ecstasy is sometimes marketed as a "feel good" drug. However, MDMA increases heart rate, blood pressure, and body temperature. Other effects include dilated pupils, insomnia, clenching of the jaw, and grinding of the teeth. When combined with physical exertion such as dancing, its use can lead to hyperthermia and dangerous dehydration which can be fatal. Other effects may include exhaustion, kidney failure, heart attack, stroke, and death. Some studies indicate that ecstasy use may produce long-term or permanent damage to serotonin pathways in the brain. In addition to the dangers associated with ecstasy itself, pills sold as ecstasy sometimes contain other chemicals instead of or in addition to MDMA. The user often has no assurance of what he or she is actually taking.

** In 1997, U.S. customs officials seized 400,000 ecstasy pills. According to congressional testimony, the DEA seized slightly over 1 million tablets in 1999, which jumped to over 3 million in 2000! **

Other names for ecstasy:
XTC, Adam, Roll, Hug Drug, E

STEROIDS

Anabolic steroids refer to drugs chemically related to the male sex hormone testosterone. They are rarely prescribed by physicians today. Taken in combination with a program of exercise and diet, anabolic steroids contribute to increases in body weight and muscle mass. However, steroid users subject themselves to more than 70 side effects ranging in severity from acne to liver disease. Harmful effects include aggressive behavior ("roid rages"), heart disease, and premature closure of the growth plate in bones. In males, use can cause enlarged breasts, shrunken testicles, and problems with fertility. In females, irreversible masculine traits can develop along with breast reduction, cessation of menstruation, and problems with fertility. Taking steroids by injection with unsterile needles increases the risk of infections such as HIV and hepatitis C. Use of such drugs is banned in nearly all sports, with evidence of use grounds for disqualification.

HARD FACTS

DRUG AWARENESS & PREVENTION EDUCATION

COCAINE

Cocaine, a powerful and highly addictive central nervous system stimulant, is extracted from the leaves of the coca plant, grown extensively in the South American Andes Mountains. The highly addictive illegal drug may be processed into a white powder that can be sniffed ("snorted") through the nose or mixed with water and injected. Cocaine powder can also be altered so that it can be smoked, creating a far more powerful form of the drug known as "crack." Cocaine keeps levels of the neurotransmitter dopamine abnormally high in the brain by blocking its reabsorption into brain cells.

Short-Term Effects

- Elevated heart & respiratory rates
- Increased blood pressure & body temperature
- Dilated pupils, decreased appetite
- Initial "high" – euphoria & increased alertness
- High followed by "crash" – depression, fatigue, tension, & anxiety

Long-Term Effects

- Nasal sores & constant runny nose
- Agitation, depression
- Eating & sleeping disorders
- Paranoia
- Convulsions, stroke
- Irregular heart beat, heart failure

While causing the heart to beat faster, cocaine constricts blood vessels trying to handle the additional flow of blood, leading to additional strain on the heart. Use may trigger sudden heart attacks as well as seizures, strokes, or death.

Other names for cocaine:
Coke, Snow, Big C, Blow, Rock, Nose Candy

HEROIN

Narcotics are illegal drugs, except when prescribed by a physician to alleviate pain. Heroin, which is extracted from the opium poppy plant, is considered to be the most dangerous and widely abused narcotic. It is highly addictive and, for that reason, its use is illegal in the U.S. even for medical reasons. Heroin powder can be mixed with water and injected. More recently, purer forms of heroin are being inhaled or "snorted" through the nose in a manner similar to cocaine. It is believed that heroin and related drugs impact the brain by imitating endorphins, opiate-like chemicals found in the brain.

Effects

- "High" (euphoria) followed by drowsiness
- Decreased blood pressure
- Mental confusion, mood swings
- Risk of bloodborne infections from sharing contaminated needles & syringes, including HIV/AIDS & hepatitis
- Slowed heart & respiratory rates
- Slurred speech, poor coordination
- Constricted pupils
- Tolerance – more heroin is needed to produce desired effect
- Physical & psychological addiction
- Painful withdrawal symptoms
- Unconsciousness, coma, convulsions, death

Other names for heroin:
Smack, Horse, Mud, Brown Sugar, Junk, Big H, China White

Use of either cocaine or heroin during pregnancy is extremely dangerous. Babies born to addicted mothers may suffer from withdrawal symptoms after birth as well as experience varied long term effects and disabilities.

ON THE STREET

DRUG AWARENESS & PREVENTION EDUCATION

Hallucinogens are drugs that cause distortion of reality, including delusions and hallucinations. They may also produce changes in sensation and feeling, such as seeing stationary objects move or change shape. Users sometimes experience a heightened awareness of music and sound.

LSD

Probably the best-known hallucinogen is LSD. This synthetic drug is extremely potent, with very small doses capable of producing intense effects. Taken orally, it is found in liquid and tablet form. The liquid form may be added to absorbent paper that is then divided into small decorative squares or blotters. Effects are somewhat unpredictable and depend on the amount taken, the user's mental state, and surroundings. Effects are usually felt within 30 to 90 minutes from ingestion and can last up to 12 hours. Evidence from research suggests that LSD impacts certain groups of serotonin receptors in the brain, including those located in the cerebral cortex.

LSD Effects

- Hallucinations, synesthesia (blending of senses)
- Distorted sense of time, space, and sound
- Delusions
- Rapidly changing emotions
- Feelings of panic or loss of control
- Flashbacks

Other names for LSD:
Acid, White Lightening, Sugar Cubes, Blotters

Polydrug Use – "Trail Mixing"

One of the major issues in the drug scene today involves the practice of using more than one drug at a time. Drugs that are dangerous in and of themselves can create devastating effects when taken together!

PCP

PCP or phencyclidine is another powerful synthetic hallucinogen. It may be used orally or injected and is sometimes sprinkled on tobacco, parsley, or marijuana and then smoked. When smoked, PCP passes rapidly to the brain where it alters many neurotransmitter systems, including those involved with glutamate and dopamine. Like LSD, its effects are unpredictable. Very high doses can cause convulsions, coma, hyperthermia, and death. Repeated use may result in addiction.

PCP Effects

- Feeling of dissociation from body
- Intense muscle contractions
- Distorted sense of time, space, & body image
- Hallucinations
- Panic; user may become violent or suicidal

Other names for PCP:
Angel Dust, Loveboat, Superweed, Peace

GHB

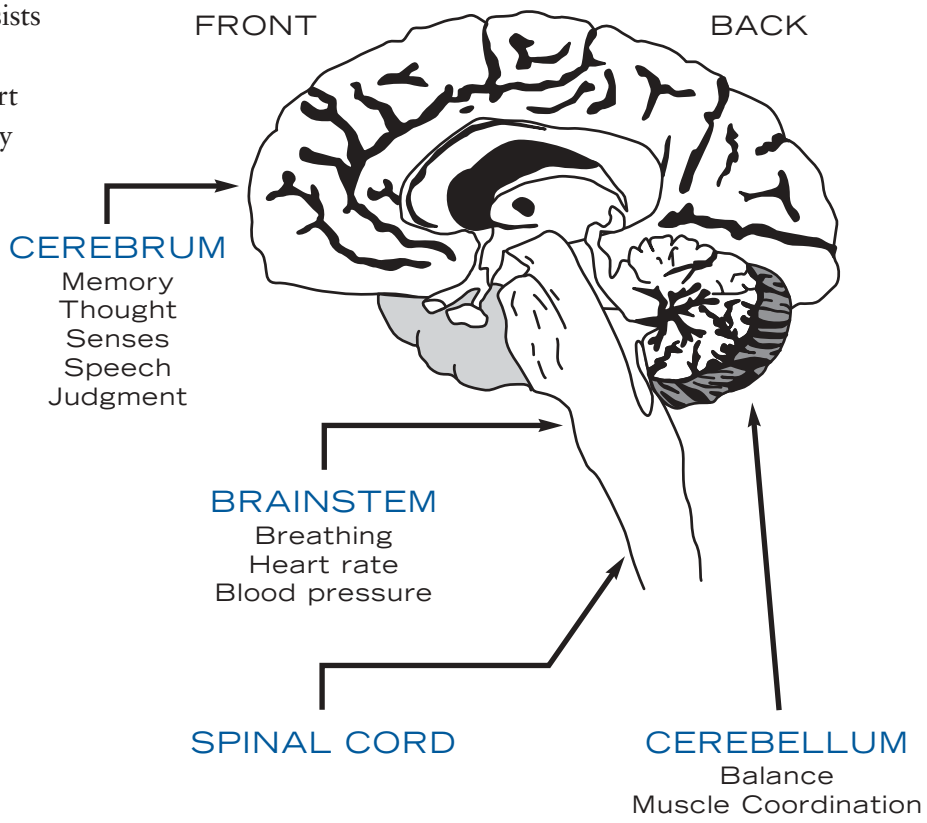
GHB is a synthetic drug usually found in the form of a clear, odorless liquid. Readily absorbed by the gastrointestinal tract, it works quickly – inducing sleep in five to ten minutes if taken in large enough doses. At high dosages, its use may lead to seizures, coma, and death. GHB enhances the effects of alcohol, making the two an especially deadly combination.

Other names for GHB:
Liquid G, Liquid X, Grievous Bodily Harm, and Scoop

BRAIN STUDY

DRUG AWARENESS & PREVENTION EDUCATION

The brain controls many activities of the body, including thinking, feeling, learning, memory, balance, and coordination. The brain consists of three major parts: the cerebrum, the cerebellum, and the brainstem. Each part has different functions and is affected by alcohol in specific ways.



ACTIVITY 2

Using the diagram, have the students discuss specific effects that alcohol, a depressant, has based on the functions controlled by various parts of the brain. Possible answers would include:

- Memory lapses
- Poor decision-making ability
- Slurred speech
- Blurred vision
- Distortion of hearing
- Irrational thought
- Loss of balance
- Poor coordination
- Slowed breathing and heart rates

REMEMBER: The higher the blood alcohol level, the more pronounced the effects!

0.01 - 0.05%	Relaxed, silly, or good feeling; decreased inhibitions
0.05 - 0.08%	Reaction time is slowed; awkward or uncoordinated movements; slurred speech
0.08 - 0.10%	Vision may be blurred; impaired judgment and balance; inability to make responsible, safe decisions; less caution
0.10 - 0.15%	Decreased sense of pain; vision definitely blurred; speech, judgment, reaction time, and coordination obviously impaired
0.15 - 0.20%	Greatly impaired motor skills; mental confusion; hard to stay awake
0.20 - 0.30%	Physical and mental abilities dangerously impaired; staggering; stuporous, possible unconsciousness
0.30 - 0.40%	Unconsciousness or coma; death possible
0.40 - 0.50%	Respiratory depression; death probable

NOTE TO THE TEACHER: Cover the information under Activity 2, then provide a copy of this page to each student.

BLOOD ALCOHOL CHART

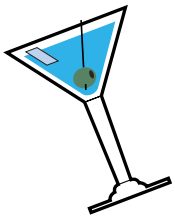
DRUG AWARENESS & PREVENTION EDUCATION

The chart below shows the relationship between body weight, number of alcoholic drinks consumed, and the amount of alcohol in the blood (expressed as a percentage known as blood alcohol concentration or BAC). As the BAC increases, it becomes more difficult to perform tasks that require coordination and judgment such as driving a car. Keep in mind that the figures are approximate, as many factors can influence BAC.

WHAT IS ONE DRINK?

5 ounces of wine

12 ounces of beer



1 ounce of liquor (80 proof)

TIME FACTOR TABLE

Hours since first drink	1	2	3	4	5	6
Subtract from BAC	.015	.030	.045	.060	.075	.090

MALES

Number of Drinks

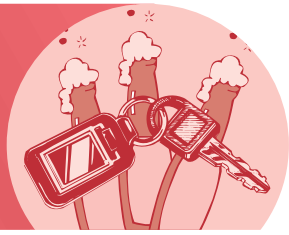
Body Weight (lbs.)	1	2	3	4	5	6	7	8	9	10
100	.043	.087	.130	.174	.217	.261	.304	.348	.391	.435
125	.034	.069	.103	.139	.173	.209	.242	.278	.312	.346
150	.029	.058	.087	.116	.145	.174	.203	.232	.261	.290
175	.025	.050	.075	.100	.125	.150	.175	.200	.225	.250
200	.022	.043	.065	.087	.108	.130	.152	.174	.195	.217
225	.019	.039	.058	.078	.097	.117	.136	.156	.175	.195
250	.017	.035	.052	.070	.087	.105	.122	.139	.156	.173

FEMALES

Number of Drinks

Body Weight (lbs.)	1	2	3	4	5	6	7	8	9	10
100	.050	.101	.152	.203	.253	.304	.355	.406	.456	.507
125	.040	.080	.120	.162	.202	.244	.282	.324	.364	.404
150	.034	.068	.101	.135	.169	.203	.237	.271	.304	.338
175	.029	.058	.087	.117	.146	.175	.204	.233	.262	.292
200	.026	.050	.076	.101	.126	.152	.177	.203	.227	.253
225	.022	.045	.068	.091	.113	.136	.159	.182	.204	.227
250	.020	.041	.061	.082	.101	.122	.142	.162	.182	.202

An alcohol overdose can be deadly!



ACTIVITY 3

It's the law in Illinois!

For drivers 21 years and older, a 0.08% and over BAC level is "under the influence." For drivers under 21, there is "zero tolerance" for any level of alcohol in the blood.

Alcohol has different effects on different people in different situations! In addition to body weight and number of drinks consumed, other factors that can influence the effects of alcohol include:

Age, gender, and body build

Stomach contents

Past drug-use experience

Use of other drugs at the same time

Psychological state and general well-being

DIRECTIONS:
Use the Blood Alcohol Concentration Chart to determine:

A) Can the person in each situation *legally* drive?
B) What effects could alcohol have on behavior and coordination?
C) Can the person in each situation *safely* drive?

Situations:

1. Jon, age 30, weight 200 lbs., drinks four beers while at an employee Christmas party for two hours. He rarely drinks, except at this annual party.

2. Peter, age 18, weight 175 lbs., drinks five beers at a friend's house and smokes a joint. He is at the party four hours.

3. Bev, age 42, weight 125 lbs., drinks a bottle of champagne (about six glasses) during a three-hour span to celebrate the purchase of her new car. Her last meal was breakfast, and she is absolutely starving. She plans on driving to a nearby restaurant to meet a friend for dinner.

4. Kevin, age 17, weight 150 lbs., and Jack, age 18, weight 175 lbs., are at a party for two hours. They each drink six beers.

5. Karen, 100 lbs., is celebrating her 21st birthday with her boyfriend Andy. Andy, age 23, weight 175 lbs., has taken a cold medicine that makes him feel drowsy. Karen drinks three beers while Andy has two margaritas during dinner. They are at the restaurant for one hour.

NOTE TO THE TEACHER: Provide a copy of the BAC chart to each student before this activity.

DRINK, DRIVE, AND DIE ANSWERS

1. A) Jon's BAC is 0.057%. He can legally drive.
   B) His reaction time will be slower. His walking, talking, and hand movements will be awkward and uncoordinated. His behavior is even more likely to be altered since he doesn't usually drink.
   C) Jon cannot safely drive.

2. A) Peter's BAC is 0.065%. Since he is under the age of 21, there is zero tolerance for any level of alcohol in his blood. He cannot legally drive.
   B) His reaction time will be slower. His walking, talking, and hand movements will be awkward and uncoordinated. His concentration and coordination will be even more affected since he has also smoked some marijuana.
   C) Peter cannot safely drive.

3. A) Bev's BAC is 0.199%, over twice the legal limit. She cannot legally drive.
   B) Her motor and cognitive functions will be greatly impaired. She will experience these impairments more quickly since she drank so much alcohol without having eaten recently, due to the fact that the presence of food in the stomach slows the absorption of alcohol. In addition, she may be confused and find it hard to stay awake.
   C) Bev cannot safely drive.

4. A) Kevin's BAC is 0.144% while Jack's is 0.12%. Since they are both under the age of 21, there is zero tolerance for any level of alcohol in their blood. Neither can legally drive.
   B) Kevin and Jack will both have a slower reaction time, decreased coordination, and blurred vision. Their judgment and decision making abilities will also be greatly impaired.
   C) Neither can safely drive.

5. A) Karen's BAC is 0.137% and Andy's is 0.035%. Karen cannot legally drive. Andy can legally drive.
   B) Karen's reaction time and coordination will be affected, and her vision will be blurred. Andy's BAC is low, and he may just feel relaxed. However, he has taken a cold medicine that makes him feel drowsy and which may interact with the alcohol. Even though he has only had two drinks, he may fall asleep while driving.
   C) Neither can safely drive.

ALCOHOL USE DURING PREGNANCY

Use of alcohol by women during pregnancy may result in Fetal Alcohol Syndrome or FAS. FAS is considered by some to be the most common identifiable cause of mental retardation or developmental disability in our country today. Heart defects, malformed facial features, and other physical abnormalities as well as possible behavioral problems are also associated with FAS. It is totally preventable! The recommendation: no alcohol during pregnancy.

DRINKING DILEMMAS

ACTIVITY 4

Divide students into small groups. Have each group choose one of the following scenarios to discuss. Ask them to take the following into consideration:

- The problem
- The factors that influence the effect of alcohol on the people involved
- The behaviors that could be anticipated
- The possible consequences of the behaviors
- Suggestions of how the situation could be prevented in the future
- Suggestions for interventions

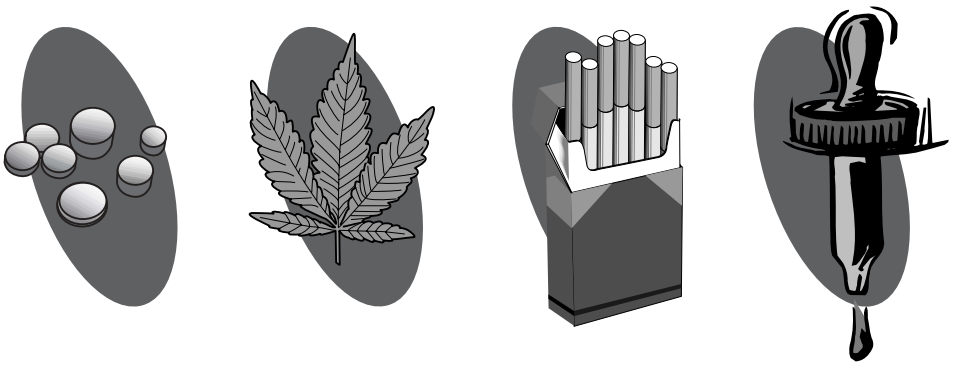
ALCOHOL POISONING

Alcohol poisoning can result when large amounts of alcohol are consumed over a relatively short period of time. The person may have irregular breathing, pale clammy skin, or be unable to be awakened. DO NOT LEAVE! Call for help immediately, turn the person on his or her side, and be prepared to do CPR. Your actions could mean the difference between life and death. Remember, the only "cure" for alcohol is time. Coffee and cold showers won't do it!

Have each group designate one person to share the group's evaluation with the class. The students may then change or expand the scenarios and role play to demonstrate techniques that could be used to prevent adverse consequences.

1. Richard is a 26-year-old hospital pharmacist who weighs 170 pounds. He goes to a nearby restaurant for a one-hour lunch and drinks three glasses of beer with his bratwurst. Before returning to the hospital, he chews some gum so that his breath smells fresh.
2. Laurie attends a party with her co-worker Frank who is going to drive her home. She can't believe how much wine he has been drinking during the evening. His behavior hasn't seemed to change at all!
3. Sam has a date with Maggie tonight. They have been dating all through their senior year of high school, and they really like each other. Maggie's parents aren't home, and Sam brings over a few bottles of wine coolers to celebrate their eight-month "anniversary."
4. This is Adam's first semester at college. He rarely drinks. He is pledging a fraternity, and the two new pledges have to compete in a "chug-a-lug" contest. The other pledge "wins" because Adam passes out after drinking a bottle of whiskey. The fraternity brothers put Adam in his room to "sleep it off" and plan to check on him in the morning.
5. Dan is a 50-year old father of four. He weighs 195 pounds. He has two jobs and often works late. It's almost 11 p.m. when he arrives home from work. He has four martinis to "unwind." Now he is dozing on the couch with a cigarette in his hand and the TV on.
6. It's spring break, and Melissa and her friends are vacationing in Florida. They have been drinking beer at the beach. The sun is really hot, and she feels a little dizzy as she stands up. She decides that a swim will cool her off and make her feel better.

WORKSHEET 1
Odd Man Out



In each group below, all of the words are related to one another **except one**. Read each group carefully, decide which word does not belong and circle it. Be prepared to explain why the word doesn't belong. Each group of words pertains to information presented in this packet or in the class attended at the Center.

1. flashbacks
   hallucinations
   distorted sense of time
   crystal
   white lightening

2. fertility problems
   decreased heart rate
   impaired immune system
   slowed reflexes
   stored in fat

3. ecstasy
   methamphetamine
   GHB
   PCP
   heroin
   (Hint: source of the drug)

4. GHB
   cocaine
   nicotine
   caffeine
   crystal

5. dopamine
   phencyclidine
   serotonin
   endorphins
   glutamate

6. 12-oz. beer
   1-oz. hard liquor
   8-oz. wine
   12-oz. wine cooler
   5-oz. wine

7. teeth grinding
   increased heart rate
   dehydration
   decreased blood pressure
   permanent brain damage

8. weight gain
   insomnia
   paranoia
   delusions
   malnutrition

9. enlarged breasts in males
   acne
   liver disease
   stunted growth
   relaxed behavior

10. stroke
    heart attack
    drowsiness
    crack
    seizures

11. long-lasting high
    decreased heart and breathing rates
    painful withdrawal
    HIV/AIDS
    highly addictive

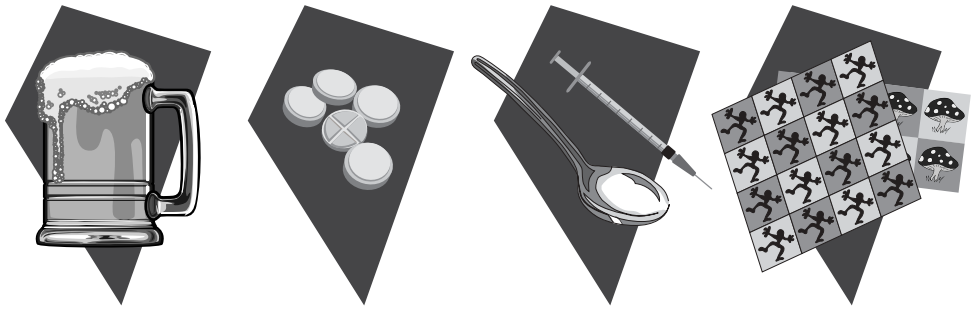
12. angel dust
    liquid G
    intense muscle contractions
    hallucinations
    distorted body image

13. reduced heart and breathing rates
    impaired judgment
    slowed reaction time
    increased inhibitions
    poor decision making

14. heroin
    cocaine
    methamphetamine
    marijuana
    nicotine
    (Hint: source of the drug)

15. odorless liquid
    quick acting
    induces sleep
    grievous bodily harm
    decreases effects of alcohol

WORKSHEET 2
It's A Match



Match the drug on the left that is most closely associated with the term or phrase on the right.
NOTE: The drugs will be used more than once!

DRUGS

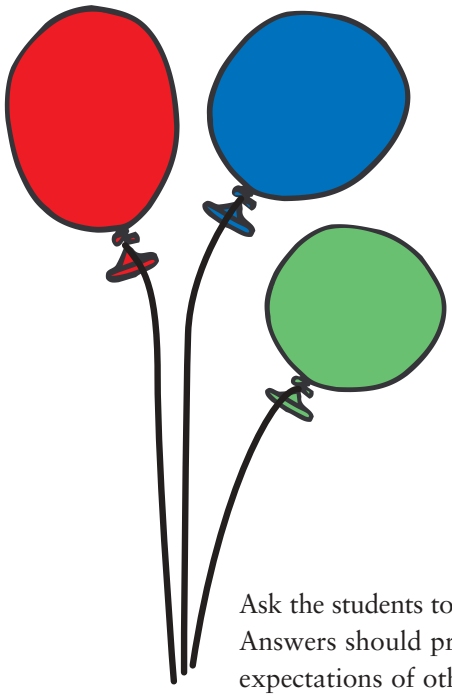
A. Alcohol
B. Anabolic Steroids
C. Cocaine
D. Ecstasy
E. GHB
F. Heroin
G LSD
H. Marijuana
I. Methamphetamine
J. PCP

TERMS & PHRASES

1. _____ Blending of senses
2. _____ Clear liquid; induces sleep
3. _____ THC
4. _____ Dissociation from body
5. _____ Hallucinogen & stimulant
6. _____ Blocks reabsorption of dopamine
7. _____ FAS
8. _____ Illegal narcotic; depressant
9. _____ Male hormone
10. _____ Anhydrous ammonia
11. _____ Opium poppy plant
12. _____ Cannabis sativa
13. _____ Crack
14. _____ MDMA
15. _____ 0.08%
16. _____ Blotters
17. _____ Imitates endorphins
18. _____ Produces long-lasting high when smoked
19. _____ Stored in fat
20. _____ Increased use in rural areas
21. _____ Contains over 400 chemicals
22. _____ Hyperthermia & dehydration
23. _____ Most widely used illegal drug in U.S.
24. _____ Stunted growth & aggressive behavior
25. _____ BAC
26. _____ Hug drug
27. _____ Weed, grass, joint
28. _____ Crank, crystal, ice
29. _____ Angel dust
30. _____ Brown sugar, junk, smack
31. _____ Acid, white lightening
32. _____ Liquid X, grievous bodily harm
33. _____ Under 21 zero tolerance
34. _____ South American Andes

ACTIVITY 5

Ask the class for a definition of health. Summarize their thoughts on the board. Emphasize the various components of health – physical (body), emotional (managing feelings, self-esteem), and social (getting along with and relating to others). Discuss the fact that the physical, social, and emotional aspects of health are interrelated. Examples might include how having a disagreement with parents could cause you to feel upset and give you a headache or how not having enough sleep could make you grouchy and snappy with your friends, etc. Then ask the students for a definition of stress, again summarizing their thoughts on the board. Discuss the fact that stress, which is the reaction of the body to any demand, is a natural and necessary part of living. It is not necessarily unhealthy; rather, it is how we manage our stress that counts.



To demonstrate, inflate three balloons. Blow up the first balloon fully and tie it off. Be careful not to let the balloon break. Ask the students to describe some of its features. (It is very taut, ready to burst, and must be handled with care so it won't pop.) Blow up the second balloon until it pops. Ask the students what happened and why. (It had too much air in it, it couldn't hold any more, so it just blew up.) Inflate the last balloon without overfilling and tie it off. Gently, toss it around to a few of the students. Ask the students to discuss this balloon and compare it to the previous two. (It is not as fragile as the first balloon, it won't break as easily, and it is able to bounce from person to person.)

Relate the balloons to individuals and stress. Not having a healthy outlet for stressful feelings may result in physical, emotional, or social problems, such as headaches, upset stomachs, insomnia, fatigue, frequent disagreements with others, or depression. If we build up too many stressful feelings (like a build up of air in the balloons), we can be very difficult to get along with (like the first balloon) or "explode" (like the second balloon). On the other hand, the last balloon, without too much air, was able to handle being tossed back and forth. Unhealthy coping behaviors, such as the use of harmful drugs, may decrease feelings of stress for the moment, but, in the long run, will cause new problems. Therefore, it is important to learn and practice healthy, drug-free ways of dealing with stress to be more like the last balloon.

Ask the students to list some of the stressors – or things that cause stress – in the lives of adolescents. Answers should probably include parents and family issues, school work, extracurricular activities, expectations of others, peer pressure, friends, boyfriends or girlfriends, new situations, pressures related to plans for college, work, etc. Discuss specific examples of coping with stress in healthy ways such as talking with a trusted adult or friend, writing down feelings, physical activity, prioritizing responsibilities, managing time, setting realistic goals, and the importance of getting assistance. Be sure students know appropriate resources for help if needed.

WORKSHEET ANSWERS

Worksheet 1

Odd Man Out

1. crystal
   the rest relate to LSD
   crystal is methamphetamine
2. decreased heart rate
   the rest relate to marijuana
   marijuana increases heart rate
3. heroin
   the rest are synthetic drugs
   heroin comes from the opium poppy plant
4. GHB
   the rest are stimulants
   GHB would have depressant effects
5. phencyclidine
   the rest are neurotransmitters
   phencyclidine is the hallucinogenic drug PCP
6. 8-oz. wine
   the rest are standard-sized drinks
7. decreased blood pressure
   the rest relate to ecstasy
   ecstasy increases blood pressure
8. weight gain
   the rest relate to methamphetamine
   with methamphetamine there is generally weight loss
9. relaxed behavior
   the rest relate to anabolic steroids
   anabolic steroids are associated with aggressive behavior
10. drowsiness
    the rest relate to cocaine
    cocaine causes increased alertness
11. long-lasting high
    the rest relate to heroin
    the heroin "high" is quick, followed by a feeling of drowsiness
12. liquid G
    the rest relate to PCP
    liquid G is a street name for GHB
13. increased inhibitions
    the rest relate to alcohol which decreases inhibitions
14. methamphetamine
    the rest are drugs derived directly from plant sources
    methamphetamine is synthetic
15. decreases effects of alcohol
    the rest relate to GHB which enhances the effect of alcohol

Worksheet 2

It's a Match

1. G	7. A	13. C	19. H	25. A	31. G
2. E	8. F	14. D	20. I	26. D	32. E
3. H	9. B	15. A	21. H	27. H	33. A
4. J	10. I	16. G	22. D	28. I	34. C
5. D	11. F	17. F	23. H	29. J	
6. C	12. H	18. I	24. B	30. F	

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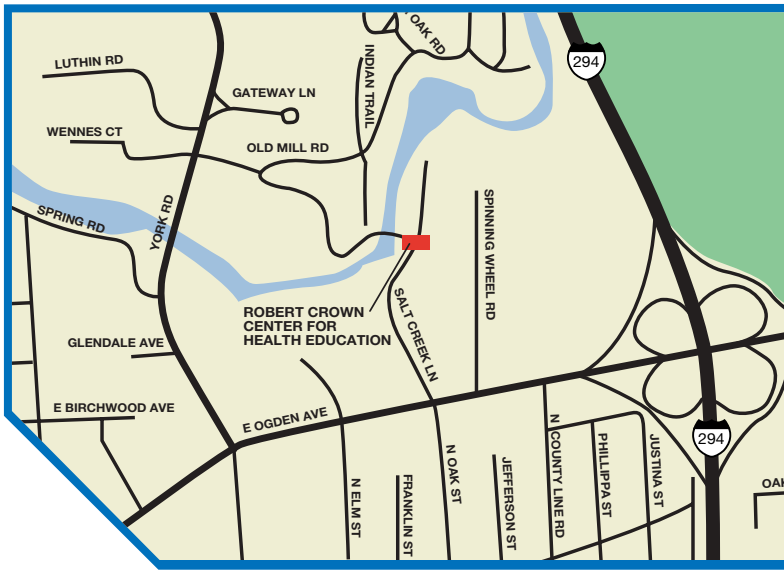

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