

Drug Alert!

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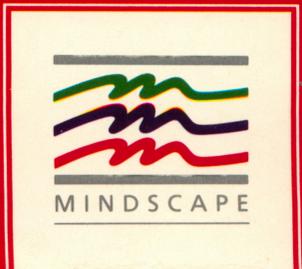
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**LEARNING WELL™**  
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Orangeburg Central School  
Orangeburg, York County

Mindscape  
Educational  
Software



# Drug Alert!™

Developed by Learning Well™  
Design by Methods & Solutions, Inc.

Teacher's  
Manual

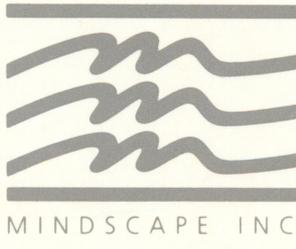
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Jordan, New York 13080

## Mindscape Educational Software

Software that challenges the mind.



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**DRUG ALERT!**™ was created and developed by Learning Well™ and Methods & Solutions. Documentation prepared by Learning Well™.

Principle design, software design and programming by Methods & Solutions. Educational design, research and cooperating design by Learning Well™.

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## Introduction

Mindscape's Educational Division combines a tradition of educational experience with a dedication to meeting today's demand for new approaches to education. The result is innovative software for schools and homes that fully utilizes the computer to make serious learning rewarding for students.

## Game Objectives

Pat, who is hooked on drugs, desperately needs help. Pat is lost in the basement of a hotel that is a shooting gallery for dealers and users. Pat's chances for survival are directly related to your ability to think clearly and logically. Your goal is to get Pat through the maze of rooms, infested with junkies and their paraphernalia, and out of the hotel.

## Educational Objectives

**DRUG ALERT!** is an interactive role-playing game that provides comprehensive and specific information about a wide range of drugs and alcohol. While attempting to rescue a friend from drug dependency, the player gathers facts on the symptoms, medical implications, history and street names of commonly used—and abused—drugs.

The program contains a large database of information on narcotics and pain killers, stimulants, depressants, and hallucinogens. Students are provided with an opportunity to use the database as a reference tool. In the process they can not only research the facts but they can also discover new relationships among the facts. The database can also be printed out and used as a basis for many classroom activities.

During this exciting adventure game players investigate and learn. In addition to using the factual information to piece together clues and solve drug related problems, they must also find their way through a maze of rooms. **DRUG ALERT!** is an intellectually challenging game that is designed to help sharpen critical thinking and problem-solving skills. It presents a broad picture of drug abuse in a context that is motivating and encourages responsible decision making without preaching. **DRUG ALERT!** is a graphic adventure that is designed for grades 5-9.

## SPECIAL FEATURES AND BENEFITS OF DRUG ALERT!

- Develops critical thinking and problem-solving skills
- Easily integrated into the health and drug curriculum
- A built-in bookmark to save the player's game
- A management system that allows teachers to track a student's progress
- Allows the teacher to enter specific information about local drug and alcohol centers
- Interactive adventure format and graphics motivate players
- A database that can be used on the screen or printed out as you need the information
- A supplement to textbook material when studying about drugs. There is information on:

CODEINE	DEMEROL	DILAUDID
HEROIN	METHADONE	MORPHINE
OPIUM	PERCODAN	DARVON
TALWIN	ASPIRIN	ALCOHOL
CAFFEINE	NICOTINE	BENZEDRINE
DEXEDRINE	METHEDRINE	PRELUDIN
RITALIN	COCAINE	AMYL NITRITE
BUTYL NITRITE	SOLVENTS	NITROUS OXIDE
AMYTAL	NEMBUTAL	PHENOBARBITAL
SECONAL	TUINAL	DORIDEN
NOLUDAR	PLACIDYL	QUAALUDE
TRANQUILIZERS	LSD	MDA
MMDA	DOM	MESCALINE
PEYOTE	PSILOCYBIN	DMT
KETAMINE	PCP	MARIJUANA

- **Flexible Learning Options** to help fit the classroom needs and the diverse developmental levels of students.

### **Gaming As A Format:**

Research suggests that academic games are "viable tools for promoting interaction between students of varying academic and social levels" (Salend, 1979). They provide enrichment for brighter students as well as motivation for the academically disenchanted (Rice, 1974).

Games offer motivation, provide fast feedback, encourage cooperation, challenge players to deal with elements of chance, and, above all, provide a structure for individualized learning of a variety of educational and life concepts.

We believe that the game format, combined with specific educational objectives, is a great way to make learning fun.

## Getting Started

### 1. Requirements:

- 1 Apple® II Plus, IIe, IIc, IIgs, or Apple Compatible Computer
- 48K of RAM
- 1 Video Monitor
- 1 "Drug Alert!" Disk

Optional:

- 1 Printer

To use any printing options, a printer must be attached to the computer. If you are using an Apple II+ or IIe the printer interface board must be in slot 1. The printer must be on.

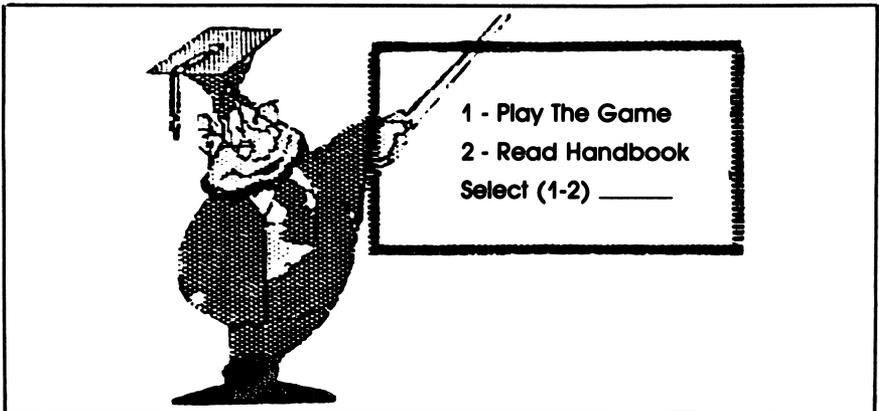
### IMPORTANT NOTE:

Do not turn the computer off when the disk drive's red light is on.

Do not remove the disk until the red light on the disk drive goes off.

### 2. Loading The Program:

- A. Insert the disk into the disk drive. Close the disk drive door.
- B. Turn the power on.
- C. After a short delay of approximately 30 seconds, the Professor appears with the menu (illustration 1).



(1) Menu

## Game Directions

### ● PRESS "1" TO PLAY THE GAME

**DRUG ALERT!** is an interactive fictional story. The player is the main character. The outcome of the game is decided by the player and what the player does.

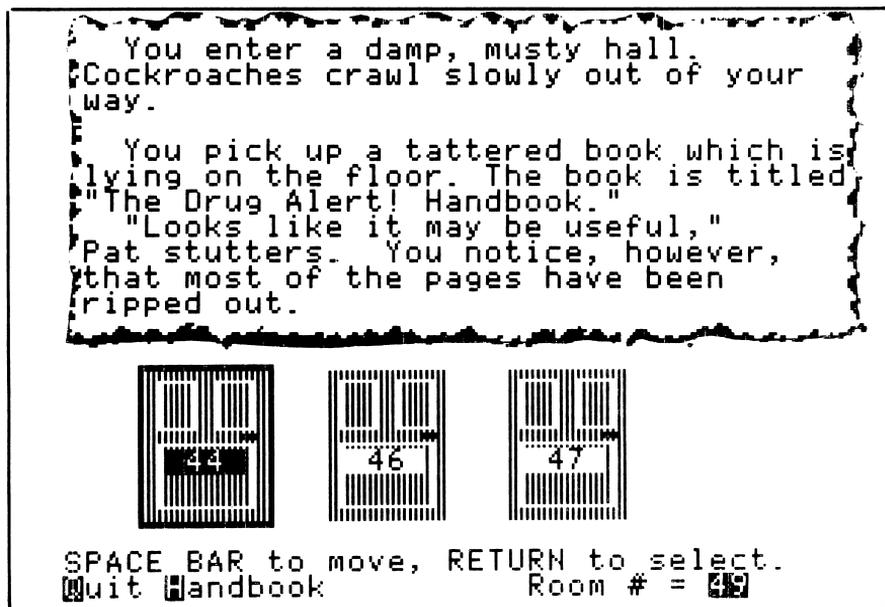
It may take more than one session to play **DRUG ALERT!** through to completion. There is a built-in bookmark, a placeholder, so that the player can leave the game at any time and resume playing at another time in the same spot. (See the Utilities, page 13 for more information.)

The goal is to get Pat, who is hooked on drugs, out of a hotel that is a shooting gallery for dealers and users. To do this the player must:

- DISCOVER HOW TO GET OUT OF THE HOTEL
- DESTROY THE DRUGS (STASH) HIDDEN ON EACH FLOOR
- ANSWER DRUG RELATED QUESTIONS ON EACH FLOOR
- IDENTIFY WHICH DRUG PAT HAD TAKEN

### DISCOVER HOW TO GET OUT OF THE HOTEL

- Press the SPACEBAR to move from room to room. When the white box is positioned around the room to be entered press RETURN. All of the keys that are needed to play a screen are shown on the bottom of that screen. (See illustration 2.)

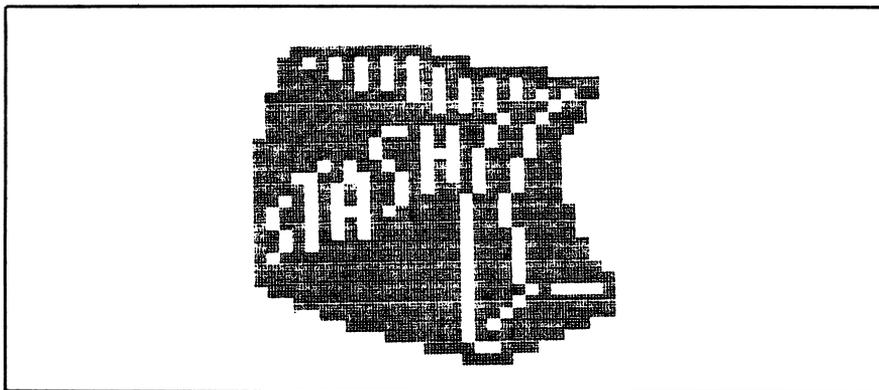


(2) Game Screen

- To complete the game the player will have to go up four floors, from the sub sub sub basement, and exit the hotel. The room that the player is in is shown in the lower right hand corner of the screen. On each floor there are 9 rooms, an up and down elevator and an incinerator.
- It is helpful if the player makes a map showing the location of the rooms and indicating which rooms lead to the elevators, which rooms the player has been in and which rooms have the incinerator and the stash. For your convenience a Fourth Sub Basement Outline Map is included on page 53. This is where the game begins. The outline may be duplicated and modified for the other three floors.

### DESTROY THE DRUGS (STASH) HIDDEN ON EACH FLOOR

- Press G to GET the STASH. Then press D to DROP it in the incinerator.



(3) Stash

- Two drugs (STASH) are hidden on each floor. One drug belongs to the elevator operator. It must be destroyed before the player can take the elevator up to the next floor. Once the stash has been picked up, the player can carry it around until the incinerator is found and then press D to DROP it.
- The elevator operator's drug must be dropped down the incinerator first. If the player incinerates the other drug before getting the elevator operator's stash, the operator becomes alarmed and hides it. Then the player will have to enter the room where it's hidden TWICE in order to find it. The first time the player enters the room the stash will not be visible.

## ANSWERING DRUG RELATED QUESTIONS WITH THE HELP OF THE DRUG HANDBOOK

- On each floor there is another person who blocks the player's way. The player must answer the blocker's questions in order to go up to the next floor. The blocker's questions can always be answered by looking up the right word in the GLOSSARY of the Drug Handbook. For example, if the blocker asks if the player knows what "bennies" are, the player would:
  1. Press "H" to see the Drug Handbook.
  2. When the Table of Contents comes on the screen the player would press the SPACEBAR until "Glossary (Street Names)" was highlighted in a box. Then the player would press RETURN.
  3. Now the player would press the SPACEBAR until "Look up a word in the glossary" was highlighted in a box. And then press RETURN.
  4. The player would type in the word "Bennies" and press RETURN. Within a few seconds the following would appear on the screen:
 

BENZEDRINE (STIMULANT) =  
AMPHETAMINE, BENNIES
  5. The player would then choose to "stop reading and return to the game." The screen leading up to the question would appear.

## IDENTIFY WHICH DRUG PAT HAD TAKEN

- Each floor has a room with a hint about what drug Pat was using. The player must identify the drug before being allowed to exit the hotel and complete the game. The drug Pat is using is randomly generated. That and the clues used to identify the drug change each time the game is played.
- The player will collect pages of the Drug Handbook while going from room to room. The handbook can be used to help identify Pat's drug. (See pages 8 to 12 for more information on how to use the Drug Handbook.)
- A Drug Identification Sheet has been provided at the back of this manual. It can be duplicated and used to help collect clues about the drug Pat was using.

## ENDING THE GAME

- The game ends when the player exits the hotel with Pat. At that time the player is given the password for the Drug Handbook. The password allows the player to use the complete handbook at any time.

## The Drug Alert! Handbook

- **PRESS "2" TO READ AND USE THE DRUG ALERT! HANDBOOK**

The Drug Alert! Handbook is a large database of information on narcotics and pain killers, stimulants, depressants, and hallucinogens.

The entire book or parts of it can be printed out.

It is comprehensive and can be used alone or as a supplement to other materials. It can form the basis for many classroom activities.

The following information, where applicable, is included for each drug:

Category	How it affects the body
What it looks like	Addiction
Other names for it	Effects of withdrawal
Similar drugs	Overdose effects
How it is taken	How common it is
Dosages	History
What it feels like	Legal status
How long it lasts	Medical use

- **WHAT IS THE PASSWORD** appears on the screen if you choose to **READ THE HANDBOOK**.

Students only learn the password when they have gotten Pat out of the hotel and have completed the game at least one time.

The password is SESAME. It is included in this manual so that the Handbook can be used for various teaching activities before playing the game.

A printer must be attached to the computer to print out the handbook. The program asks "Do you have a printer?" Press the SPACEBAR to move between YES and NO. Press RETURN when your choice is highlighted in a white box. If you indicate that you do not have a printer, the printing options discussed in this manual will not appear on the screen.

THE HANDBOOK MAIN MENU will appear on the screen. (Illustration 4.)

\*\*\*HANDBOOK MAIN MENU\*\*\*

Return to the game  
 Read the Drug Alert! Handbook  
 Print Out the Handbook  
 Turn Printer On

(4)

Press the SPACEBAR to choose. When your choice is highlighted in a white box press RETURN.

- **RETURN TO GAME**

This will take you back to the main menu.

- **READ THE DRUG ALERT! HANDBOOK**

This will take you to page 1, The Table of Contents, of the Drug Alert! Handbook. (See illustration 5.)

Drug Alert! Handbook

Page 1

Table of Contents

Return to Handbook main menu

Narcotics and pain killers

Stimulants (uppers)

Depressants (downers)

Hallucinogens (mind drugs)

Glossary (street names)

(5)

Press the SPACEBAR to move through the list of categories. When your choice is highlighted in a black box press RETURN. The drugs in that category will appear on the screen. You can then select which drug you want to read about and the specific information that you want about that drug. The drugs in each category are:

...Narcotics and pain killers

CODEINE	DEMEROL
DILAUDID	HEROIN
METHADONE	MORPHINE
OPIUM	PERCODAN
DARVON	TALWIN
ASPIRIN	

...Stimulants (uppers)

CAFFEINE	NICOTINE
BENZEDRINE	DEXEDRINE
METHEDRINE	PRELUDIN
RITALIN	COCAINE
AMYL NITRITE	BUTYL NITRITE
NITROUS OXIDE	SOLVENTS

...Depressants (downers)

AMYTAL	NEMBUTAL
PHENOBARBITAL	SECONAL
TUINAL	DORIDEN
NOLUDAR	PLACIDYL
QUAALUDE	TRANQUILIZERS
ALCOHOL	

...Hallucinogens (mind drugs)

LSD	MDA
MMDA	DOM
MESCALINE	PEYOTE
PSILOCYBIN	DMT
KETAMINE	PCP
MARIJUANA	

● **GLOSSARY (STREET NAMES)**

The glossary allows you to look up single words, like street names, that relate to specific drugs. With the glossary youngsters and teachers can quickly identify a drug by simply typing in a word that relates to that drug.

## ● **PRINTING OPTIONS**

The Drug Alert! Handbook can be printed out in three different ways:

- The entire handbook can be printed. (See page 11.)
- You may select a drug and print out all of the information about that drug. (See page 10.)
- You may select a specific piece of information to be printed out.

The **READ THE DRUG ALERT! HANDBOOK** option can also be used to print out specific points of information. To do this the printing option within the program must be turned on. There is an option **TURN PRINTER ON (OFF)** on the main menu.

If **TURN THE PRINTER ON** appears on the menu, the printer is off. You will not be able to print the specific information.

For example, to print out the legal status of codeine you would:

1. Set the option on the HANDBOOK MAIN MENU to **Turn printer off**
2. Choose to **Read the Drug Alert! Handbook**
3. Choose **Narcotics and pain killers**
4. Choose **Codeine**
5. Choose **Legal Status**

The legal status of codeine would be printed out. If you wish you may continue printing other specific points of information about codeine or any other drug.

## ● **PRINT OUT THE HANDBOOK**

This option allows you to select which drug you want a printout on. One or more drugs may be chosen. This option should be used **FIRST** if you don't want to print out the entire book.

The first category of drugs appears on the screen.

Press the **SPACEBAR** to move from name to name.

Press **RETURN** if you want to print information on that drug. The information will be printed if an asterisk appears next to the name.

Press **RETURN** again if you change your mind and want to remove the asterisk.

Press **ESC** and the next category of drugs will appear on the screen.

After selecting the drugs to be printed, go to PRINT THE DRUG ALERT! HANDBOOK on the menu. Choose that option and the information on the drugs you selected will be printed.

PRINT THE DRUG ALERT! HANDBOOK allows you to print out the entire drug handbook.

A cover page is always printed out. The cover can include information about whom to contact for more information about drugs or alcohol. The telephone number and name has to be entered in the Utilities. (See page 16.)

## Utilities

**DRUG ALERT!** can be used without changing the Utilities. However, the Utilities allow you to set up bookmarks for 40 players, review players' progress, print out the players' progress and use the **Flexible Learning Options** to make changes in the games to fit the diverse developmental levels of players.

- Access to the Utilities portion is possible only at the beginning of the program when the menu (illustration 1, page 4) appears on your screen. After the red light on the disk drive goes off, press the "Control" key and the "T" key at the same time.

Below is a Utilities menu screen (illustration 6).

**DRUG ALERT!**  
Utilities

You may

- 1) Add or edit names
- 2) View players' progress
- 3) Print progress reports
- 4) Erase all reports
- 5) Erase all names and reports
- 6) Change game options
- 7) Return to Drug Alert!
- 8) Quit with saving changes
- 9) Quit without saving changes

Please press a number \_\_\_\_

### (6) Utilities Menu Screen

- **Press "1" to ADD OR EDIT NAMES (THE BOOKMARK)**

This option allows you to create a roster. Once a player's name is on the roster that player's progress will be saved. That player can quit the game at any time and turn off the computer. When the player resumes playing at another time the game will begin in the same spot.

The program will only save the progress of those players whose names are on the roster. However, it will accept any person's name for play.

For a player's progress to be saved, the name must be entered at the beginning of the game exactly as it is entered on the roster. If the name "Mary" is entered on the roster the following would happen if, before Mary began to play, she entered her name in this way:

Name? Mary .....progress would be saved  
 Name? MARY .....progress would not be saved  
 Name? Mary Jones .....progress would not be saved  
 Name? Mary J .....progress would not be saved

The "Add or Edit Names" screen appears as follows:

1)	21)
2)	22)
3)	23)
4)	24)
5)	25)
6)	26)
7)	27)
8)	28)
9)	29)
10)	30)
11)	31)
12)	32)
13)	33)
14)	34)
15)	35)
16)	36)
17)	37)
18)	38)
19)	39)
20)	40)

You may 1) Add, 2) Insert, 3) Delete  
 a name or 4) Return to Menu

### (7) Add or Edit Names Screen

Type the number in front of your choice. Then follow the simple directions on the screen.

- A) Add           - The program asks you to enter a name.  
                   - 15 letter maximum.
- B) Insert       - The program asks you to enter the number where  
                   you wish to insert the name. Then the "add"  
                   procedure is initiated.
- C) Delete       - The program simply asks for the number of the  
                   name you wish to delete.

When a player whose name has been entered in the roster begins to play, the message "current floor = 4" appears on the screen. The game begins at the fourth sub basement.

- **Press "2" to VIEW PLAYERS' PROGRESS**

This utility allows you to view the progress of all those players whose names appear on the roster.

The screen shows the number of times that a youngster played **DRUG ALERT!** and the floor that the player has reached in the current game.

- **Press "3" to PRINT THE PROGRESS REPORTS**

This option allows you to print the progress reports for all of the players on the roster. It is the same report that appears when you choose to View Players' Progress.

- **Press "4" to ERASE ALL REPORTS**

This utility allows you to delete the present set of progress reports for all players. The roster will not be deleted.

- **Press "5" to ERASE ALL NAMES AND REPORTS**

This utility allows you to erase the roster and progress reports entirely.

- **Press "6" and use the Flexible Learning Options to CHANGE THE GAME OPTIONS**

Use this utility to:

- turn the sound on and off
  - determine if players should receive hints on how to play
  - enter information about a local drug center
- Press "1" to turn the sound on and off.
  - Press "2" if players should not receive information about how to play at the beginning of the game. Press "2" again to change it back to ON.

This is preset to ON. Players are offered the option of viewing some hints before beginning to play. Hints are not offered to players if this is set to OFF.

**DRUG ALERT!** is an adventure game. It requires players to discover logical solutions to different problems. Many players are unfamiliar with this type of program. For them, to avoid the frustration of going back and forth without getting anywhere, leave the hints set to ON. However, for those players who thrive on frustration, and derive pleasure from taking on an intellectual challenge and succeeding, turn the hints to OFF before they begin to play.

- Press "3" to add or change local information.

This option allows you to enter and change the name and telephone number of a local drug help center. The material that you add will appear on the front page of the **DRUG ALERT!** Handbook whenever parts or the entire book are printed out. It will also appear in the program when a player quits and at the end of the game when a player succeeds in getting Pat out of the hotel.

When you receive **DRUG ALERT!** the 800 telephone number of PRIDE (Parents Resource Institute for Drug Education, 800-241-9746) will be entered for you. Several other telephone numbers are listed on page 37 of this manual. Once you enter the name and telephone number of another drug help center, the information about PRIDE will no longer appear in the program or the handbook.

- Press "4" to return to the main menu.

This option will return you to the Utilities menu.

- **Press "7" to RETURN TO DRUG ALERT!**

By pressing 7 you can return to the game. Any changes made up to this point will be saved.

- **Press "8" to QUIT WITH SAVING CHANGES**

You can leave the program by pressing "8" to QUIT.

- **Press "9" to QUIT WITHOUT SAVING CHANGES**

There may be a situation where you decide that changes you have made are not appropriate. This option allows you to exit the program without the changes having been made on the disk.

When this is pressed, the program will ask for verification. It is a last chance to decide about making changes.

## In The Classroom

### LESSON #1

- OBJECTIVES:

To learn what a drug is.

To understand what a side effect is.

To learn some safety rules to follow when taking medicine.

1. Ask the students if any of them had been ill recently and what they or their parents did to help speed up their recovery. Elicit that some of them took medicine. They might have taken cough medicine or pills, like aspirin. Explain that medicines are a kind of drug. Some drugs are used to treat illnesses and others are used to relieve minor pain.
2. Elicit various instances when they or members of their families have used drugs. List them on the chalkboard.
  1. Drugs are used to treat illnesses and relieve pain.
  2. Drugs are applied to cuts to keep germs from getting into the body.
  3. Drugs can prevent illness. (Remind them that as babies and young children they received shots, vaccines, from the doctor. These shots contained drugs that prevented diseases.)
  4. During surgery, the patient inhales a drug to sleep and not feel the pain.
3. Explain that a DRUG is a chemical that if taken into the body causes changes. The changes can affect the way your brain or other parts of your body work. The changes can also affect how you feel, your emotions.
4. Ask if anyone has ever taken a drug that made them feel worse. Elicit that sometimes drugs made them feel sleepy, dizzy, or gave them a headache or a rash. Explain that these are side effects. Every person reacts differently to drugs. Nobody knows for sure how a drug will affect him or her. A side effect is an unwanted feeling or illness that comes from taking a drug. A side effect can be harmful.
5. Discuss some mild side effects that the students may have suffered. List them on the chalkboard:
  - headache
  - a slight rash
  - drowsiness
  - nausea

Then list severe side effects:

vomiting  
bleeding  
blurred vision  
impaired hearing  
a feeling of weakness  
death

6. Discuss and elicit what should be done if they suffer from side effects when taking medicine. List the safety rules as you discuss them.

Stop taking a drug that causes side effects.

When the doctor prescribes a drug, you or your parents should ask about the side effects.

If the side effects are mild and the doctor recommends it, you may continue taking the drug.

7. Assign Activity Sheet #1 and #2.

● FOLLOW-UP ACTIVITIES:

1. Before beginning the activity use the Drug Handbook CHOOSE WHICH DRUG TO PRINT option to print out the information for the drugs listed below.
2. List the following drugs on the chalkboard:  
codeine  
butyl nitrite  
caffeine  
alcohol

Explain that these are common drugs that either they or their parents may have used.

3. Have the students copy the list into their notebooks. Give them copies of the sheets printed out from the Drug Handbook. Have them find out what these drugs are used for by looking under the "medical use" for each of the drugs. Then have them find possible side effects. They can deduce the possible side effects by looking under the category "What it feels like."
4. Instead of printing out the information sheets on the above drugs and giving them to students, you might want to let the students use the Drug Handbook database in **DRUG ALERT!** to research the answers.

## LESSON #2

### ● OBJECTIVES:

To learn the differences between over-the-counter drugs and prescription drugs.

To learn safety rules to follow when taking prescription drugs.

To learn how to read the labels on drugs.

To understand why it is important to read the labels on drugs.

1. Ask the students where their parents get the drugs and medicine that the family takes. Write the list on the chalkboard.

grocery stores

supermarkets

five and dime or variety type stores

drug stores

Explain that the drugs that are purchased at the first three types of stores are over-the-counter drugs. These are drugs that anyone can buy. You don't need to call or go to a doctor to get these drugs. Over-the-counter drugs are usually called OTC's. Ask the students what OTC's they or their parents have used (aspirin, cold tablets, nasal spray, pills for indigestion or minor aches or pains).

2. Explain that in the drug store you can get OTC's and also another type of drugs, prescription drugs. Discuss some of the differences between prescription drugs and OTC's. Prescription drugs can only be bought if a doctor orders them. The doctor orders them by writing a special form, a prescription. Prescription drugs can only be sold by a registered pharmacist. They are usually stronger and more powerful than OTC's.
3. Elicit and discuss rules to follow so that prescription drugs are used wisely.
  1. A prescription drug should only be given to you by your parents or the adult in charge of you.
  2. Never take a drug prescribed for someone else.
  3. Never let someone else take a drug that was prescribed for you.
  4. Find out what the side effects of the drug may be.
  5. Call the doctor immediately if there are other side effects.
  6. Find out what to do if you forget to take the drug on time.
  7. Follow the directions on the label of the drug. (This rule should be discussed while going through steps 4 and 5 of the lesson.)
4. Either bring in sample prescription drug bottles and distribute them to the class or prepare a chart that looks like this:

<b>New Town Pharmacy</b>	<b>333-2300</b>
<b>210 Comprehension Ave.</b>	<b>Everytown, N.Y. 11030</b>
<b>#40 Erythromycin</b>	<b>250 mg.</b>
<b>Take one tablet three times a day</b>	
<b>Suzy Smith</b>	<b>Dr. Brown</b>

Explain that this is a sample label for a prescription drug. These labels are typed by the pharmacist. The instructions on the label were given to the pharmacist by the doctor.

5. Elicit what information is on a prescription drug label.
  1. name, address and telephone number of pharmacy
  2. name and strength of drug
  3. directions for use
  4. name of patient
  5. name of doctor

Ask why it is important to read the label. (The directions for use are the instructions from your doctor. It is important to follow them exactly. If a drug is taken incorrectly it can harm you.)

6. Bring in sample OTC drug bottles and distribute them to the class or prepare the following chart:

**BINGO ANALGESIC TABLETS**  
**FAST PAIN RELIEF**

**HEADACHE/COLDS/BODY ACHE/NEURALGIA**

**ACTIVE INGREDIENTS: EACH TABLET CONTAINS**  
**ASPIRIN 400mg., CAFFEINE 32mg.**

**100 TABLETS**

**Bingo Laboratories, Everytown, N.Y. 11000**

**BINGO** is recommended for the relief of pain of headache, sprains, muscular aches, discomfort of fever, colds, and toothaches.

**CAUTION:** Should not be taken by persons with heart disease or diabetes unless directed by a doctor. Should not be taken by children under 12 years of age unless directed by a doctor.

**DOSAGE:** 2 tablets with water every 4 hours, as needed. Do not exceed 10 tablets daily.

**WARNING:** Keep this and all medication out of children's reach. In case of accidental overdose, contact a physician immediately.

7. Ask the students to examine the label and elicit what information can be found on the label of an OTC drug.
- name of the drug
  - how much of the drug is in the container
  - what symptoms does the drug treat
  - active ingredients (what is in the drug)
  - the name and address of the maker of the drug
  - information about who should not take the drug
  - how often and when to take the drug
  - a limit on the total dosage that should be taken in one day

8. Point out that the label on the OTC drug is especially important because it is the only source of information people have on how to use the drug.
9. Compare the prescription drug label and the OTC label and note the differences. (The OTC label had more information. The prescription drug label has no information about side effects nor does it have any warnings.)
10. Elicit ways that drugs can be abused, or misused.
  - A. if a drug is taken when none is needed
  - B. if directions for how and when it is supposed to be taken are not followed
  - C. if a drug is taken that is prescribed for someone else
11. Assign Activity Sheets 3 and 4.

● FOLLOW-UP ACTIVITIES:

1. Have the students fold a sheet of lined paper in half and label one side **Prescription Drugs** and the other side **OTC's**.
2. Tell the students that they are going to use the database in the Drug Alert! Handbook to find out which drugs fit into these categories. Remind them that they used part of the database while doing the follow-up activity for the previous assignment.
3. Hold up an encyclopedia. Ask what a database and an encyclopedia have in common. (Both are reference tools; both are divided into categories; they are easy to use.)

4. Write this list on the chalkboard or on a chart:

What it looks like	How it affects the body
Other names for it	Addiction
Similar drugs	Effects of withdrawal
How it is taken	Overdose effects
Dosages	How common is it
What it feels like	History
How long it lasts	Legal status
	Medical use

Explain that each drug in the **DRUG ALERT!** database is divided into these categories and has information entered in each of these categories, whenever applicable. Ask them which category will answer the question "Is this drug a prescription or an OTC?" (How common is it?)

5. Then instruct them to use the **DRUG ALERT!** database (or printouts) to find at least five prescription drugs and give OTC's.

### LESSON #3

- OBJECTIVES:

To learn some facts about drug abuse.

To learn about narcotics and pain killers.

1. Make copies of Activity Sheet #5 and distribute one to each student. Explain that this is not a test. They will not get a mark. You simply want to see how much they know about drug abuse.

2. After the students have completed the sheet, review and discuss each of the questions.

1. People take drugs to change the way they feel.

**True.** Very often people take drugs in order to feel better, feel happy, feel nothing, to forget, to remember, to be sociable. These feelings are only temporary though, and in the long run most drug users end up feeling worse about themselves because they have developed a habit which they cannot give up.

2. Most young people are introduced to drugs by pushers.

**False.** Most young people are "turned on" to drugs by their friends.

3. If I try a drug "just once," I can't get "hooked."

**False.** Although some people have tried drugs once and never took them again, many people who are addicted to drugs started by trying them "just once."

4. Sniffing glue or other chemicals is safe.

**False.** Some young people sniff glue or other chemicals in order to get high. These materials are poisonous and dangerous. They contain chemicals which when inhaled will affect the lungs and cut off oxygen to the brain. Used over a long time they can cause damage of the kidneys, brain, liver, heart, blood and bone marrow.

5. Being physically dependent or addicted to a drug means that you cannot stop taking the drug without becoming very sick.

**True.** We call the symptoms of someone who becomes very sick when he stops taking a drug "withdrawal." Different drugs produce different withdrawal symptoms. The body goes through withdrawal because it has become so used to the drug being there that it reacts when it is no longer in the system. Some withdrawal symptoms are tremors, vomiting, delirium, cramps, and in severe cases, convulsions and even death.

6. Many drugs cause psychological dependence.

**True.** Psychological dependence is when a person gets so involved with taking certain drugs that he cannot stop. Marijuana is an example of a drug which causes psychological dependence.

7. When taking certain drugs for a while, people find they need more and more of the drug in order to get high.

**True.** This is called tolerance. Alcohol, heroin, and barbiturates or “downers” cause tolerance and are physically addictive as well. Cocaine, hallucinogenic drugs such as LSD, and amphetamines cause some tolerance to the effect of the drug.

8. Kids start taking drugs because their friends do.

**True.** Young people also begin using drugs out of curiosity and to defy authority.

3. Explain that there are different categories of drugs. They are: stimulants, depressants, hallucinogens and narcotics and pain killers. Each of these can be and are misused or abused. The government categorizes every drug into one of five different classes. If a drug is in Class I it is dangerous and has little medical use. If a drug is in Class V it is less dangerous and is used frequently for medicinal purposes.

4. On the chalkboard write the words “Yes” and “No.” Tell the class that you are going to take a quick survey. Ask them to raise their hands if they or their parents have ever taken narcotics. Count the number of raised hands and write it under the word “Yes.” Write “narcotics” next to the number. Write the remaining number under “No” and write the words “narcotics” next to it. Now ask them to raise their hands if they or their parents have ever taken pain killers. Write the number of raised hands under the “Yes” column and the remainder under the “No” column.

5. Write this list on the chalkboard.

#### NARCOTICS AND PAIN KILLERS

Codeine	Demerol
Dilaudid	Heroin
Methadone	Morphine
Opium	Percodan
Darvon	Talwin
Aspirin	

Have the students look at the list. Quickly note that codeine is often used in prescription cough medicines. Take the survey again. Compare the numbers.

6. Explain that narcotics are a group of drugs that are often abused because they are used medically to relieve pain. The problems arise when they are taken without medical supervision.
7. Provide students with background information about narcotics. (Another name for narcotics is opiates. Some opiates—opium, morphine, heroin, codeine—are made from the seed pod of the Asian poppy. Others are manufactured or made from synthetic materials. The most abused opiate is heroin.)

8. Elicit what methods are used to treat drug abuse. Students may have seen movies or TV programs which illustrate these. List them.
  1. detoxification - withdrawal from the drug either with or without medication, under strict medical supervision. It can take place in a hospital.
  2. therapeutic communities - patients live in a drug-free area that is very structured. They are encouraged to help themselves.
  3. out-patient drug-free programs - these programs offer counseling as the main treatment.
  4. methadone treatment - methadone is a substitute for heroin. Patients use it on a daily basis while still in treatment. Methadone is a synthetic or manufactured drug that does not produce the same "high" as illegal drugs. It does prevent withdrawal and the craving to use other narcotics. Patients also receive counseling, vocational training and education.

9. Assign Activity Sheet #6.

● FOLLOW-UP ACTIVITIES:

1. Have students work in groups or with partners. Give each group a copy of the Drug Identification sheet. (It can be found on page 52 of this manual.) Assign a different narcotic and pain killer to each group. The students are to use the **DRUG ALERT!** database to fill out the Drug Identification sheets.
2. Discuss and compare the information on each of the sheets. Which drugs are most often used to treat illnesses? How do you know? Do all narcotics and pain killers look alike? Are there any OTC's in this category? What are the effects of using the drug and the effects of withdrawal? What are the overdose effects?

## LESSON #4

## ● OBJECTIVES:

To learn about stimulants.

To understand why some common drinks are not as healthful as others.

1. Elicit from the class a list of the various drinks they have had during the week.

fruit juice	tea
water	coffee
cola drinks	orange juice
apple juice	

2. Ask which of the drinks are most healthy and if any of them could be dangerous. (Many teas, coffees and cola or soft drinks can be dangerous because they contain caffeine. Drinks without caffeine, like water, and fruit juices are healthier.) Explain that caffeine is a very popular drug. Not only is it found in the drinks, but it can also be found in aspirin, OTC cough and cold remedies and diet pills. Caffeine is a mild stimulant. For most people there is no harm in having some in moderate amounts.

3. Make a chart or write this list on the chalkboard.

## STIMULANTS

Caffeine	Nicotine
Benzedrine	Dexedrine
Methedrine	Preludin
Ritalin	Cocaine
Amyl Nitrite	Butyl Nitrite
Nitrous Oxide	Solvents

Elicit from students other stimulants on the list that they recognize. (Nicotine, solvents—the vapors from lighter fluid, cleaning fluid, gasoline, paint thinner, and airplane glue are inhaled—and cocaine might be among their answers.)

4. Explain that stimulants increase the activity of the brain or other parts of the nervous system. They speed up how a person's body works. They make the heart beat faster than it should and increase alertness and physical activity. For this reason they are often called "uppers."
5. Assign Activity Sheet #7. Explain that this is not a test. It is simply to show how much they know about stimulants.

6. After the students have completed the sheet, review and discuss each of the questions.
1. Amphetamines or "uppers" will give you more energy and help you to think better.  
**False.** Amphetamine users feel restless, anxious and moody. Regular use causes a person to lose weight, become depressed, and suffer from lack of sleep. Amphetamines use the body's reserve energies. Using the drug will drain the body of any extra energy leaving both the body and mind exhausted.
  2. Look-alike drugs are harmless.  
**False.** Look-alike stimulants are drugs made to look and act like amphetamines. They contain stimulants other than amphetamines. Look-alikes can cause anxiety, weakness, headaches, restlessness, rapid heart beat, and difficult breathing. A person who takes look-alikes and then switches to amphetamines can be in danger of taking an overdose because amphetamines are stronger and he or she would be taking many of them.
  3. Cocaine is a depressant.  
**False.** Cocaine is a stimulant like amphetamines. Cocaine is usually snorted or sniffed into the nose. The effects of cocaine begin within minutes and last for 15 to 30 minutes. The user often feels a rush of energy, more alert, and less hungry. For heavy users the rush is usually followed by psychological depression, nervousness and irritability. This person often cannot feel the difference between hot and cold and feels tightening of the muscles.
  4. Cocaine use is not harmful.  
**False.** Cocaine use can be dangerous both to your body and to your mind. Using it frequently can destroy the sensitive skin inside your nose. It can also cause nausea, vomiting and stomach pain. Taking a lot of cocaine can cause breathing problems, fever, restlessness, anxiety and confusion. In some people even small amounts of cocaine can cause psychological problems. Heavy users can become paranoid or feel that people are after them, and feel, touch, see, smell or taste things that are not really there.
  5. People can become dependent upon cocaine.  
**True.** Because people enjoy the feeling that cocaine gives them, they often try to get more and more of the drug and use it more frequently. People also begin to take cocaine more frequently in order to avoid the feelings of depression, nervousness, and irritability which follow each dose.

6. Freebase is a more refined form of cocaine which is snorted through the nose.

**False.** Freebase is a form of cocaine which has been chemically changed to make it suitable for smoking. Smoking freebase gives a shorter and more intense "high" than snorting cocaine. It is more dangerous than using cocaine because larger amounts get to the brain more quickly.

● FOLLOW-UP ACTIVITIES:

1. Have students work in groups or with partners. Give each group a copy of the Drug Identification sheet. Assign a different stimulant, excluding nicotine, to each group. The students will research each of the drugs using the **DRUG ALERT!** database of information.
2. Discuss and compare the information on each of the sheets. (Are they all addictive? Which are the most dangerous? How do you know? Are they all dangerous? What are the side effects of taking the drug?)

## LESSON #5

### ● OBJECTIVES:

To understand that nicotine is a poison.

To learn how nicotine and smoking harm the body.

1. Display a pack of cigarettes, a cigar, and some empty containers of poison products. Ask the students to identify the products that are not poison. (None. Cigarettes and cigars contain nicotine. Nicotine is a stimulant and it is also poison.)
2. Have one of the students look up the word "poison" in the dictionary and read the definition aloud. ("a substance that by its chemical action can injure or kill a living thing" **Webster's Beginning Dictionary.**)
3. Put this list on the chalkboard or a chart. Have each item read aloud and discussed.

### CIGARETTES ARE POISON

1. The nicotine in cigarettes causes the arteries to become narrower.  
(It makes it difficult for blood to reach all of the body parts. The heart has to beat faster to pump blood through the body.)
  2. Tar in the cigarette smoke harms the lungs and causes cancer.  
(Tar is carried into the lungs with smoke. The tar builds up around the cells of the lungs. The tar contains chemicals that cause lung cancer. Tar slows down the work of the cilia—hair-like cells that move back and forth and sweep away dust particles and smoke particles. When the cilia can no longer protect the lungs, the healthy lung cells are damaged or destroyed. The damage is done by the particles that stay in the lungs. Cancer cells may then develop and destroy the normal cells.)
  3. Smoking can cause emphysema, a lung disease.  
(A person's air sacs are destroyed. The amount of oxygen that is passed to the blood is reduced. The person has to breathe fast and use more energy. A person can die from emphysema.)
  4. Smoking can cause bronchitis.  
(Bronchitis is a consistent and strong cough. It is caused when there is a buildup of extra mucus in the air passages. The extra mucus causes the cough. It also covers the lungs and makes it more difficult for oxygen to get to the blood.)
4. Assign Activity Sheet #8. After the students have completed the sheet, go over the correct answers and discuss each one.
1. Tobacco is a drug.  
**True.** Nicotine, which is a drug, is one of the main ingredients in tobacco. It is the second most popular drug in this country.

2. Smoking only causes disease in older people.  
**False.** Just one cigarette speeds up your heartbeat, increases your blood pressure, and upsets the flow of blood and air in your lungs. Studies of teenagers who smoke show that they have more breathing problems and cough more than teenagers who do not smoke.
3. Some smokers are as healthy as non-smokers.  
**False.** They may seem to be, but many smoking-related diseases do not show up until many years later. Statistics show that smokers are sick in bed 88 million more days each year than non-smokers.
4. Most teenagers start smoking because of their friends.  
**False.** Although many teenagers are influenced by their friends, it has been shown that most teenagers who smoke come from families where at least one of the parents also smokes.
5. There is no danger in smoking cigars or pipes.  
**False.** Pipe and cigar smokers are more likely to develop cancer of the mouth and upper respiratory tract than non-smokers.
6. Smoking cigarettes makes you feel grown up.  
**True.** Smoking may make some young people feel more grown up but it is not a sign of really being an adult. Being an adult means being a mature person and accepting responsibility.
7. Most heavy smokers would prefer to quit.  
**True.** Smoking is a habit which is very difficult for people to give up. Surveys show that 90% of smokers would like to quit. Most smokers who try to quit do not succeed.
8. Lung cancer is not the only disease caused by smoking cigarettes.  
**True.** Cigarette smoking is one of the main causes of heart attacks. Cigarette smokers have twice as many heart attacks as non-smokers. Cigarette smoking also causes other lung diseases such as bronchitis and emphysema. It also increases a person's chance of getting cancer of the mouth, pharynx, larynx, esophagus, bladder, kidney and pancreas.
9. Cigarettes low in tar and nicotine can't harm you.  
**False.** No cigarettes are safe. Cigarettes low in tar and nicotine may reduce a person's chances of getting lung cancer but do not reduce the chances of getting heart disease, emphysema and bronchitis.

- FOLLOW-UP ACTIVITIES:

1. Have the students look up nicotine—How it affects the body in the **DRUG ALERT!** database. Review “linked to cancer, lung disorders, heart disease.” Discuss “causes shortness of breath.” (How can it affect an athlete? What happens to a person walking up stairs?) Have the students make a list of their daily activities that would be affected by “shortness of breath.”

**LESSON #6**● **OBJECTIVES:**

To learn how alcohol can affect the body system and the organs.

To understand that alcohol is a drug and alcoholism is a disease.

To learn about depressants.

1. Set up a slide projector. Place any slide in it, but do not focus the slide. Ask the students to describe what they see. (The picture is blurry. It is difficult to see the details.)
2. Explain that often when a person is under the effects of alcohol this is how they see things. Stress that alcohol is a drug that can affect the way a person thinks, feels, and acts.
3. Elicit from students descriptions of alcoholics that they've seen in movies and on TV. (An alcoholic cannot walk or stand straight due to loss of muscle control. An alcoholic cannot speak clearly because the tongue, which is a muscle, cannot be controlled. An alcoholic does not think clearly. The vision is blurred.)
4. Explain that the above are obvious effects that can be seen. Alcohol also causes the following to happen:
  1. It speeds up the heart.
  2. It speeds up the pulse rate.
  3. It causes a rise in blood pressure.
  4. It causes the blood vessels to dilate.
  5. It causes a person to perspire but lowers skin temperature.
  6. It causes a marked increase in urine output.
5. Elicit and discuss reasons why adolescents might use alcohol.
  1. They want to satisfy their curiosity.
  2. They want to go along with the crowd.
  3. They want to show off.
  4. They want to conquer and forget their fears.
  5. They want to lessen their feelings of inferiority.
  6. They want to rebel against authority.
  7. They think that it makes them more grown-up.
  8. They want to experiment.
9. Explain that an alcoholic is someone who cannot control the use of alcohol. That person cannot stop. Alcoholism is a disease and should be treated as a disease. It's impossible to know in advance who will be a moderate drinker and who will become an alcoholic.
10. Assign Activity Sheet #9. After the students have completed the sheet go over the correct answers and discuss each one.
  1. Alcohol is a social drink, not a drug.

**False.** Alcohol is a drug. Alcohol abuse is the number one drug problem in the United States.

2. A "shot" of whiskey has more alcohol than a glass of wine or a bottle of beer.

**False.** 1½ oz. of "hard liquor" such as whiskey, gin or vodka, a 5 oz. glass of wine, and a 12 oz. bottle of beer all contain an equal amount of alcohol.

3. Drinking always makes you feel happy.

**False.** Drinking affects all people differently. Alcohol acts on your brain changing the way you feel and act. How alcohol affects a person depends on his mood and personality.

4. Drinking warms you up.

**False.** Drinking alcohol actually lowers the body temperature. When alcohol enters your system it causes your pulse rate to speed up, your blood pressure to rise, your blood vessels to widen, and your body to perspire. You lose body heat this way and your body temperature gets lower.

5. Alcohol helps people to think more clearly and to solve their problems.

**False.** Although it might seem that you are thinking more clearly, alcohol actually stops you from doing so. It also keeps you from concentrating and making quick decisions.

6. Drinking coffee, taking a cold shower, or exercising will sober you up quickly.

**False.** The only thing that will sober you up is time. Each person takes a set amount of time to remove alcohol from his or her system. That depends on the person's weight and on how much he or she had to drink. Alcohol leaves the body in urine, through perspiration and on the breath. Alcohol is burned in the liver.

7. Drinking slowly will help to prevent a person from getting drunk.

**True.** The slower a person drinks, the more slowly the alcohol enters the bloodstream. Alcohol is burned and broken down in the body at a constant rate. In a 160 lb. man, it is burned at the rate of one drink every two hours. If a person drinks faster than the alcohol can be burned, the alcohol will build up in the blood and he or she will feel drunk.

8. You will get less drunk if you eat before or while you drink.

**True.** Eating will slow down the rate at which alcohol enters your bloodstream and reaches your brain. Foods high in protein are especially helpful in slowing down the absorption of alcohol into the system.

9. A person who is heavy can drink more before getting drunk than a person who weighs less.

**True.** When alcohol enters the bloodstream of a heavy person it is diluted more than in the system of a lighter person. If a person

who weighs 120 lbs. drinks the same amount as a person who weighs 160 lbs., the lighter person will be affected more.

10. All alcoholics look like bums.

**False.** The typical alcoholic is not a bum. Many different types of people have alcohol problems. Most alcoholics have jobs and families.

● FOLLOW-UP ACTIVITIES:

1. Explain that alcohol belongs to the category of drugs called depressants. Depressants are often used to calm nerves. They are often prescribed by doctors to encourage sleep.

2. Prepare a chart or list these on the chalkboard:

DEPRESSANTS

Amytal	Nembutal
Phenobarbital	Seconal
Tuinal	Doriden
Noludar	Placidyl
Quaalude	Tranquilizers
Alcohol	

3. Have the students work in groups or with partners. Give each group a copy of the Drug Identification Sheet. Assign a different depressant, excluding alcohol. The students are to use the **DRUG ALERT!** database to fill out the Drug Identification Sheet.

4. Discuss and compare the information on each of the sheets. Compare what the students know about alcohol with the other depressants. How are they alike and different? Are the other depressants addictive? Is alcohol the only depressant that can be bought without a prescription?

## LESSON #7

● OBJECTIVES:

To learn about the group of drugs called hallucinogens.

1. Assign Activity Sheet #10. Before distributing the sheet explain that the questions are about a group of drugs called hallucinogens. Hallucinogens produce changes in the way people sense things. They may think that something is present when it isn't. Colors may seem brighter or be changed. Elicit what they think they would see if they had an hallucination.

2. Prepare a chart or write this list on the chalkboard:

### HALLUCINOGENS

LSD	MDA
MMDA	DOM
Mescaline	Peyote
Psilocybin	DMT
Ketamine	PCP
Marijuana	

3. After the students have completed Activity Sheet #10 go over the sheet and discuss the answers.

1. Marijuana use is harmless.

**False.** Smoking marijuana like tobacco causes disease of the lungs and respiratory systems. Although they do not smoke as often, marijuana smokers inhale deeply and hold the smoke in longer than cigarette smokers causing irritation to the throat and inflammation of the lungs. When the lungs are inflamed they have less defenses against disease.

2. Marijuana use can interfere with schoolwork.

**True.** It has been proved that a marijuana "high" decreases your ability to think and keeps you from remembering properly. It also decreases your ability to do math and to understand what you are reading.

3. It is not dangerous to drive when "high" on marijuana.

**False.** Like alcohol, marijuana delays a person's response to sights and sounds so that it takes longer for a driver to react to a dangerous situation. Tests on drivers high on pot show that their driving suffers, yet they believe that they are driving better than usual.

4. Pot is physically addicting.

**False.** Although pot is not physically addicting, users can become psychologically "hooked" on the drug. A person uses this drug many times to escape reality and this can often lead to greater frequency of use. Kids who use pot in this way never learn to cope with the stresses which are a normal part of growing up.

5. LSD and mescaline “expand” the mind.  
**False.** Both LSD and mescaline belong to a group of drugs known as hallucinogens or psychedelics. Rather than “expanding” the mind these drugs produce illusions and sets of distorted images. They change the way a person thinks and feels and can change a person’s personality and mood. Users often see and feel things that aren’t really there and can experience great fright or panic.
6. The effects of taking LSD can last a long time.  
**True.** Even when users are not taking the drug, they can experience “flashbacks.” This is when you feel the same way as when you took the drug without taking it again.
7. PCP, or “angel dust,” is a drug used mostly by adults.  
**False.** The majority of PCP users are ages 12 to 18. PCP is a street drug which produces a quick “high” but is very unpredictable. It causes a loss of feeling and a lack of control of muscles. Because of this, accidents are common among users. Users may also feel frightened and anxious causing them to become either very aggressive or very quiet and withdrawn.
8. PCP is the most unpredictable drug on the street today.  
**True.** This illicit drug can produce unpredictable, erratic, and violent behavior in users. These actions can be directed at themselves or at others, and, in some cases, have led to serious injuries and death. Drownings, burns, falls from high places, and automobile accidents have also been reported. Since the drug is usually manufactured illegally, users cannot be certain of its purity.

● FOLLOW-UP ACTIVITIES:

1. Have students work in groups or with partners. Give each group a copy of the Drug Identification Sheet. Assign a different hallucinogen to each group. The students are to use the **DRUG ALERT!** database to fill out the Drug Identification Sheets.
2. Discuss and compare the information on each of the sheets.

## LESSON #8

- OBJECTIVES:

To learn about crack.

To understand that crack is very dangerous.

To understand some ways to deal with peer pressure.

- MATERIALS:

Activity Sheet #11

Drug Alert! Handbook or disk

Drug Identification Sheet (page 55)

1. Make copies of Activity Sheet #11 and distribute one to each student. Explain that this is not a test. You simply want to see how much they know about crack.
2. After students have completed the sheet, review and discuss each of the questions.
  - A. Crack is smoked.  

**True.** Crack is a smokeable form of the drug taken from cocaine hydrochloride powder in a chemical procedure using baking soda, heat and water.
  - B. Crack is pure cocaine.  

**False.** Crack is about 90% cocaine. Active drugs with potentially dangerous effects (local anesthetics such as lidocaine, benzocaine and procaine; stimulants such as amphetamine, phenylpropanolamine, and ephedrine) are not removed when crack is prepared. When smoked along with the crack they can get into the blood stream in high doses and cause extremely serious or life-threatening damage. Crack is even more dangerous than pure cocaine.
  - C. Mostly poor people use crack.  

**False.** All types of people are using crack; both adults and teenagers, males and females, rich, middle-class, poor, and all races. It is more affordable than cocaine.
  - D. Dealers prefer to sell crack rather than cocaine because it is highly addictive.  

**True.** Dealers prefer to sell crack because it is so highly addictive that the dealer always has steady customers. It is also profitable and easy to handle.
  - E. The treatment for crack or cocaine use is gradual "detoxification" or taking a substitute drug.  

**False.** Neither of the above can be used. The user is likely to need initial hospitalization because of the more intense drug cravings and the serious medical and psychiatric problems.
  - F. The high from crack lasts from 20 minutes to 2 hours.  

**False.** The high from crack lasts only from 3 to 10 minutes and is

followed by feelings of agitation, depression, and drug cravings.

- G. Crack can cause lung damage; heart disease; strokes and death in young people as well as adults.

**True.** The age of the person smoking crack is not a factor. With crack a greater amount of cocaine is used than when snorting the drug. This can increase the likelihood of fatal brain seizures, irregular heartbeat, high blood pressure, chest congestion, wheezing, black phlegm, chronic coughs and impairment of lungs.

3. Give each student a copy of the Drug Identification Sheet. Have them use the Drug Alert! Database to research cocaine and fill out the sheet. Elicit from students misconceptions that they had about crack and cocaine before discussing the Activity Sheet and doing the research.
4. Use role-playing to help students find new ways to deal with drug problems. Present problem situations and have students improvise dialogue as they act out the situation. Some problem situations are:
  - A. Crack is being passed around at a school dance. Your friends want you to share it with them.
  - B. Your boy/girlfriend insists that you share his/her crack. You are called chicken and a baby.
  - C. You are grabbed by a group of kids. One of them has a knife and insists that you try the crack.

Discuss what occurred in the role-play; would you have done something differently, how do you resist peer pressure, why is it important to tell someone.

● FOLLOW-UP ACTIVITIES:

1. Have students survey both adults and friends to find out how each group feels about crack.

Discuss and elicit questions to be used in the survey, i.e.

Why do you think people use crack?

How would you feel if you found out your child was using crack?

How do you think your parents would feel if they found out you were using crack?

What are the effects of crack on the body? on the mind?

Compare and contrast the answers given by the adult group and the peer group. Prepare a chart or graph that shows the similarities and differences between the two groups.

## **For More Information**

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Rockville, Maryland 20852  
(1-301-984-5700)

American Medical Association  
Department of Health Education  
535 North Dearborn Street  
Chicago, Illinois 60610

American School Health Association  
515 East Main Street  
Kent, Ohio 44240

American Public Health Association  
1740 Broadway  
New York, New York 10010

Alcoholics Anonymous  
Box 459, Grand Central Station  
New York, New York 10017

Fair Oaks Hospital  
19 Prospect Street  
Summit, New Jersey 07901  
(1-800-COCAINE)

Long Island Council on Alcoholism  
350 Old Country Road  
Garden City, New York 11530

National Association for Mental Health  
10 Columbus Circle  
New York, New York 11019

National Coordinating Council on Drug Abuse  
P.O. Box 19400  
Washington, D.C. 20036

National Council on Alcoholism  
2 East 103rd Street  
New York, New York 10029

National Education Association  
1201-16th Street, N.W.  
Washington, D.C. 20036

National Federation of Parents for Drug-Free Youth  
8730 Georgia Avenue  
Suite 200  
Silver Springs, Maryland 20910  
(1-800-554-KIDS)

National Health Council  
1740 Broadway  
New York, New York 10019

National Institute of Mental Health  
Barlow Building  
Chevy Chase, Maryland 20015

PRIDE, Parents Resource Institute  
For Drug Education  
Robert W. Woodruff Building  
100 Edgewood Avenue  
Suite 1216  
Atlanta, Georgia 30303  
(1-800-241-9746)

Rutgers Center of Alcohol Studies  
Rutgers - The State University  
Box 554  
New Brunswick, New Jersey 08903

Superintendent of Documents  
U.S. Government Printing Office  
Washington, D.C. 20460

U.S. Public Health Service  
Department of Health and Human Services  
Washington, D.C. 20201

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**ACTIVITY SHEET #1**

Name \_\_\_\_\_

Write T in front of the statement if it is true.

Write F in front of the statement if it is false.

\_\_\_\_\_ 1. Aspirin is a drug.

\_\_\_\_\_ 2. Drugs do not cause any changes in your body.

\_\_\_\_\_ 3. Drugs have no affect on your emotions.

\_\_\_\_\_ 4. Every person reacts differently to drugs.

\_\_\_\_\_ 5. Sometimes drugs can make you feel sleepy.

## ACTIVITY SHEET #2

Name \_\_\_\_\_

COMPLETE THESE SENTENCES:

1. Drugs can be used to:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

2. Some mild side effects from taking drugs are:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

3. Some severe side effects from taking drugs are:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

4. If you suffer from side effects when taking medicine, you should:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

**ACTIVITY SHEET #3**

Name \_\_\_\_\_

1. List five points of information that can be found on a prescription drug label.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

2. List two points of information that are on the label of an OTC drug but not on a prescription drug.

A. \_\_\_\_\_

B. \_\_\_\_\_

3. List three ways that drugs can be misused.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

## ACTIVITY SHEET #4

Name \_\_\_\_\_

Fill in the missing words to complete these sentences.

prescription  
label  
prescribed  
side effects

OTC  
pharmacist  
symptoms  
misused

1. A drug is \_\_\_\_\_ if it is taken when it is not needed.
2. Follow the directions on the \_\_\_\_\_ .
3. Prescription drugs can only be sold by a registered \_\_\_\_\_ .
4. Anybody can buy an \_\_\_\_\_ drug.
5. A prescription drug label has no information about \_\_\_\_\_ .
6. The label on an OTC drug tells about the \_\_\_\_\_ that the drug treats.
7. You misuse a drug when you take a drug \_\_\_\_\_ for someone else.
8. \_\_\_\_\_ drugs can only be bought if a doctor orders them.

## ACTIVITY SHEET #5

Name \_\_\_\_\_

Write T in front of the statement if it is true.  
Write F in front of the statement if it is false.

- \_\_\_\_\_ 1. People take drugs to change the way they feel.
- \_\_\_\_\_ 2. Most young people are introduced to drugs by pushers.
- \_\_\_\_\_ 3. If I try a drug "just once," I can't get "hooked."
- \_\_\_\_\_ 4. Sniffing glue or other chemicals is safe.
- \_\_\_\_\_ 5. Being physically dependent or addicted to a drug means that you cannot stop taking the drug without becoming very sick.
- \_\_\_\_\_ 6. Many drugs cause psychological dependence.
- \_\_\_\_\_ 7. When people take certain drugs, after a while they need more and more of the drug in order to get high.
- \_\_\_\_\_ 8. Kids start taking drugs because their friends do.

## ACTIVITY SHEET #6

Name \_\_\_\_\_

1. What are six drugs that are narcotics and pain killers?

_____	_____
_____	_____
_____	_____

2. What is another name for narcotics?

\_\_\_\_\_

3. What are four methods that are used to treat drug abuse?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

4. What is methadone?

\_\_\_\_\_

\_\_\_\_\_

## ACTIVITY SHEET #7

Name \_\_\_\_\_

Write T in front of the statement if it is true.  
Write F in front of the statement if it is false.

- \_\_\_\_\_ 1. Amphetamines or "uppers" will give you more energy and help you to think better.
- \_\_\_\_\_ 2. Look-alike drugs are harmless.
- \_\_\_\_\_ 3. Cocaine is a depressant.
- \_\_\_\_\_ 4. Cocaine use is not harmful.
- \_\_\_\_\_ 5. People can become dependent upon cocaine.
- \_\_\_\_\_ 6. Freebase is a more refined form of cocaine which is snorted through the nose.
- \_\_\_\_\_ 7. "Speedballs" are mixtures of cocaine and marijuana.
- \_\_\_\_\_ 8. People can't become dependent on amphetamines.
- \_\_\_\_\_ 9. Long-term use of amphetamines can make you sick.
- \_\_\_\_\_ 10. "Speed" is a stimulant.

## ACTIVITY SHEET #8

Name \_\_\_\_\_

Write T in front of the statement if it is true.

Write F in front of the statement if it is false.

- \_\_\_\_\_ 1. Tobacco is a drug.
- \_\_\_\_\_ 2. Smoking only causes disease in older people.
- \_\_\_\_\_ 3. Some smokers are as healthy as non-smokers.
- \_\_\_\_\_ 4. Most teenagers start smoking because of their friends.
- \_\_\_\_\_ 5. There is no danger in smoking cigars or pipes.
- \_\_\_\_\_ 6. Smoking cigarettes makes you feel grown up.
- \_\_\_\_\_ 7. Most heavy smokers would prefer to quit.
- \_\_\_\_\_ 8. Lung cancer is not the only disease caused by smoking cigarettes.
- \_\_\_\_\_ 9. Cigarettes low in tar and nicotine can't harm you.

**ACTIVITY SHEET #9**

Name \_\_\_\_\_

Write T in front of the statement if it is true.  
Write F in front of the statement if it is false.

- \_\_\_\_\_ 1. Alcohol is a social drink, not a drug.
- \_\_\_\_\_ 2. A "shot" of whiskey has more alcohol than a glass of wine or a bottle of beer.
- \_\_\_\_\_ 3. Drinking always makes you feel happy.
- \_\_\_\_\_ 4. Drinking warms you up.
- \_\_\_\_\_ 5. Alcohol helps people to think more clearly and to solve their problems.
- \_\_\_\_\_ 6. Drinking coffee, taking a cold shower, or exercising will sober you up quickly.
- \_\_\_\_\_ 7. Drinking slowly will help to prevent a person from getting drunk.
- \_\_\_\_\_ 8. You will get less drunk if you eat before or while you drink.
- \_\_\_\_\_ 9. A person who is heavy can drink more before getting drunk than a person who weighs less.
- \_\_\_\_\_ 10. All alcoholics look like bums.

**ACTIVITY SHEET #10**

Name \_\_\_\_\_

Write T in front of the statement if it is true.

Write F in front of the statement if it is false.

- \_\_\_\_\_ 1. Marijuana use is harmless.
- \_\_\_\_\_ 2. Marijuana use can interfere with schoolwork.
- \_\_\_\_\_ 3. It is not dangerous to drive when "high" on marijuana.
- \_\_\_\_\_ 4. Pot is physically addicting.
- \_\_\_\_\_ 5. LSD and mescaline "expand" the mind.
- \_\_\_\_\_ 6. The effects of taking LSD can last a long time.
- \_\_\_\_\_ 7. PCP or "angel dust" is a drug used mostly by adults.
- \_\_\_\_\_ 8. PCP is the most unpredictable drug on the street today.

**ACTIVITY SHEET #11**

Name \_\_\_\_\_

Write T in front of the statement if it is true.

Write F in front of the statement if it is false.

\_\_\_\_\_ A. Crack is smoked.

\_\_\_\_\_ B. Crack is pure cocaine.

\_\_\_\_\_ C. Mostly poor people use crack.

\_\_\_\_\_ D. Dealers prefer to sell crack rather than cocaine because it is highly addictive.

\_\_\_\_\_ E. The treatment for crack or cocaine use is gradual "detoxification" or taking a substitute drug.

\_\_\_\_\_ F. The high from crack lasts from 20 minutes to 2 hours.

\_\_\_\_\_ G. Crack can cause lung damage; heart disease; strokes and death in young people as well as adults.

## Answer Key

### Activity Sheet #1

- |             |            |
|-------------|------------|
| 1. (T) rue  | 4. (T) rue |
| 2. (F) alse | 5. (T) rue |
| 3. (F) alse |            |

### Activity Sheet #2

- treat illnesses and relieve pain
  - keep germs from getting into the body.
  - prevent illness.
  - not feel the pain during surgery.
- headache
  - slight rash
  - drowsiness
  - nausea
- vomiting
  - bleeding
  - blurred vision
  - impaired hearing
  - a feeling of weakness
  - death
- stop taking the drug and consult a doctor.

### Activity Sheet #3

- name, address and telephone number of pharmacy
  - name and strength of drug
  - directions for use
  - name of patient
  - name of doctor
- information about side effects
  - warnings
- if it is taken when none is needed
  - if directions for use are not followed
  - if the drug is prescribed for someone else

### Activity Sheet #4

- |               |                 |
|---------------|-----------------|
| 1. misused    | 5. side effects |
| 2. label      | 6. symptoms     |
| 3. pharmacist | 7. prescribed   |
| 4. OTC        | 8. prescription |

### Activity Sheet #5

- |             |            |
|-------------|------------|
| 1. (T) rue  | 5. (T) rue |
| 2. (F) alse | 6. (T) rue |
| 3. (F) alse | 7. (T) rue |
| 4. (F) alse | 8. (T) rue |

**Activity Sheet #6**

1. codeine, dilaudid, methadone, opium, darvon, aspirin, demerol, heroin, morphine, percodan, talwin
2. opiates
3. detoxification, therapeutic communities, out-patient drug-free programs, methadone
4. Methadone is a substitute for heroin. It is synthetic or manufactured. It prevents withdrawal and the desire to use other narcotics.

**Activity Sheet #7**

- |            |             |
|------------|-------------|
| 1. (F)alse | 6. (F)alse  |
| 2. (F)alse | 7. (F)alse  |
| 3. (F)alse | 8. (F)alse  |
| 4. (F)alse | 9. (T) rue  |
| 5. (T) rue | 10. (T) rue |

**Activity Sheet #8**

- |            |            |
|------------|------------|
| 1. (T) rue | 6. (T) rue |
| 2. (F)alse | 7. (T) rue |
| 3. (F)alse | 8. (T) rue |
| 4. (F)alse | 9. (F)alse |
| 5. (F)alse |            |

**Activity Sheet #9**

- |            |             |
|------------|-------------|
| 1. (F)alse | 6. (F)alse  |
| 2. (F)alse | 7. (T) rue  |
| 3. (F)alse | 8. (T) rue  |
| 4. (F)alse | 9. (T) rue  |
| 5. (F)alse | 10. (F)alse |

**Activity Sheet #10**

- |            |            |
|------------|------------|
| 1. (F)alse | 5. (F)alse |
| 2. (T) rue | 6. (T) rue |
| 3. (F)alse | 7. (F)alse |
| 4. (F)alse | 8. (T) rue |

**Activity Sheet #11**

- |            |            |
|------------|------------|
| A. (T) rue | E. (F)alse |
| B. (F)alse | F. (F)alse |
| C. (F)alse | G. (T) rue |
| D. (T) rue |            |

## **Drug Identification Sheet**

**What It Looks Like:**

**Other Names For It:**

**Do You Need A Prescription? \_\_\_\_\_ Yes \_\_\_\_\_ No**

**How Is It Taken?**

**What It Feels Like:**

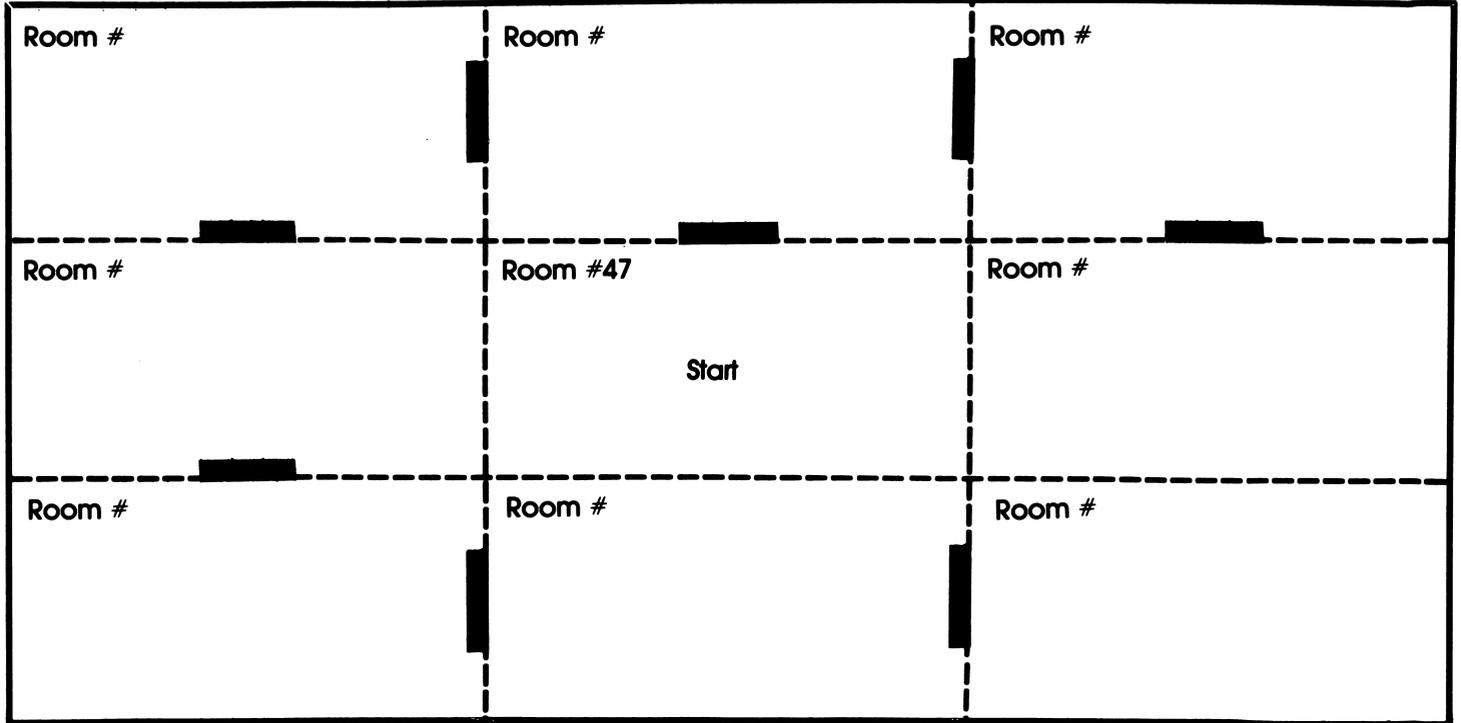
**How Does It Affect The Body?**

**What Are The Effects Of Withdrawal?**

**What Are The Overdose Effects?**

**Other Important Information:**

# Fourth Sub-Basement Outline Map



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 = door

## Glossary

**addiction** - when your body is dependent on any chemical or substance

**cold turkey** - the abrupt and total deprivation of a substance

**dealer** - a person who sells or deals in drugs of a harmful nature

**drug** - any chemical that if taken into the body causes changes

**emphysema** - a lung condition marked by loss of elasticity of the air sacs causing difficulty in breathing

**euphoria** - a feeling or state of well being

**flashback** - having hallucinations days or years after taking a drug like LSD

**high** - a state of being out of reality - an elated feeling

**hypodermic** - a needle injected under the skin or an injection given with a needle

**junkie** - a drug addict, especially one addicted to heroin

**mainline** - refers to a vein that heroin is injected into by drug users

**narcotic** - any of various substances such as opium, morphine and codeine that in medicinal doses relieves pain and induces sleep, but in excessive or uncontrolled doses may produce convulsions

**opiates** - another name for narcotics

**over-the-counter drug** - drugs that can be bought without a prescription. Commonly called OTCs

**prescription drugs** - drugs that can only be ordered by a doctor

**shooting gallery** - a place where a drug user goes to inject himself with drugs

**side effect** - an unwanted feeling or illness after taking a drug. Mild side effects are headaches, a rash, some drowsiness, or nausea. Severe side effects include prolonged vomiting, bleeding, blurred vision, impaired hearing, a feeling of weakness, and even death.

**snorting** - taking a drug by sniffing it into the nose

**stash** - the place where one keeps drugs or the drugs themselves

**turn on** - to recruit or start people on drugs

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- 4) It should not be folded or mutilated in any way.

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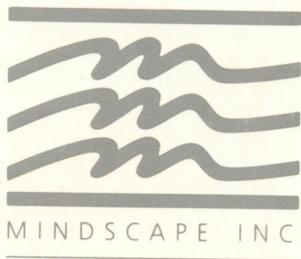
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