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ABSTRACT

Guidelines for teachers relative to drug abuse are developed in this handbook offering special steps necessary in attempting to prevent and/or guide students with a drug problem. Stress is placed on helping each student individually understand the forces affecting him, and in helping him form the necessary positive attitudes to cope with each individual cause which may lead him to such behavior. Factors considered are: the drug used, effect of drugs, frequency of use, amount of drugs used, age of initial drug use, length of time used, manner of drug taking, initiator of drug addiction, source of the drug, source of support for drug use, drug orientation of the drug user, visibility of the drug user, and source of classification. To present accurate, objective information to all pupils, subject matter for each grade level, K-12, is listed regarding drugs and drug use, points to consider and content material for that concept, learning activities to understand the concept and content information, and resources-activities and audio visual materials-to supplement the learning. The appendix contains general information about drugs and drug use, sources for obtaining information, and a bibliography of books, films, and pamphlets. (BL)

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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

FOREWORD

It is far too easy for a community or a school system to shrug off drug abuse as something that "cannot happen here". It appears to me to be necessary to examine fully the causes of drug abuse and to set about preparing a preventive program.

Parsippany-Troy Hills was fortunate in having two of its staff members, Carmen Juliano and William Flynn, selected to participate in special summer institutes, established by the Governor of New Jersey. Mr. Juliano and Mr. Flynn have served as the focal point in the development of guidelines for teachers relative to drug abuse. Their committee has gone far beyond the scope of subject matter to help teachers build an understanding of the drug problem in our culture.

Mr. Juliano, Mr. Flynn, Mr. John E. Sheehy, Assistant Superintendent for Curriculum and Instruction and all of those staff members who assisted in the preparation of this handbook are to be complimented for their efforts.

GEORGE A. OLDHAM
Superintendent

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

STATEMENT OF POLICY

The Parsippany-Troy Hills Board of Education recognizes the drug problem that exists in our culture. To adequately deal with the drug problem, more than just careful comprehensive programs of student education are necessary. The Board endorses both the total commitment of professional staff required in the best interests of our students, and those special steps that are necessary in attempting to prevent and guide “students with a drug problem”.

The school’s place as an integral part of society and its laws faces a unique situation with today’s malady of “drug problems”. The school can neither give medical treatment nor institute new laws on the community to remedy the problem. Consequently, schools and education must treat the “drug problem” as a “social malfunction”.

To help all professional staff members adequately fulfill this challenge of coping with the “student with a drug problem” the Board endorses THE HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS.

The Board of Education supports all those staff members helping students who are trying to correct drug problems.

PARSIPPANY-TROY HILLS BOARD OF EDUCATION

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

It is imperative that all in education consider their role professionally and personally in working with a student with a drug problem. This handbook, you have an opportunity to relate other areas of curriculum, especially human relations and human sexual development of young people.

The committee has attempted to blend meaningful experiences with adequate subject matter, offering a challenge to student activity and exercises geared to building better inter-personal relationships in school as well as outside of school, the committee will maintain a dialogue between the "school" and the students, and between the parents (family) and students. It is the committee's hope that the teacher will incorporate some of these activities and create others of their own to meet and fulfill a meaningful life experience.

There is no guarantee that this will come about, but many who have been working with the drug problem feel that an emotionally active student has the best chance to resist becoming a drug statistic.

Grateful acknowledgement is given to the following individuals who worked during the summer of 1970 to update this handbook.

Robert Bednarcik	Parsippany High
John Cotsakos	Rockaway Meadow
William Flynn	Central Junior High
Carmen Juliano	Brooklawn Junior High
Frank Margagliano	Brooklawn Junior High
Dorothy Tapkas	Brooklawn Junior High - Nurse

Others who have been involved in the development of this handbook as well as serving on the Drug Advisory Committee are:

Carl M. Ailera	Parsippany Citizen	Arlene Margagliano
Barbara Butzer	Parsippany Citizen	Pamela Nigro
Peter Chang	Parsippany-Troy Hills School Psychologist	Dr. & Mrs. W. O'Neill
Peter Codella	Parsippany Citizen	Carole Peer
May Danaher	Parsippany Citizen	Virginia Pollard
David Danson	Parsippany Citizen	Joseph Principe
Abraham Elias	Central Junior High	Mr. & Mrs. R. Rickmers
Doris Feder	Parsippany Citizen	Deidre Rothleder
Sgt. Thomas Gilmore	Parsippany Police	John B. Swiencicki
Mr. & Mrs. T. Hatfield	Parsippany Citizens	Lois Treiser
Katherine Hutchinson	Parsippany Citizen	Ray Viola
Mary Jane Keeler	Parsippany Citizen	Gary Vittorio
Howard Kirk	Parsippany Citizen	Laura Waters
Kathy LaParo	Parsippany Citizen	Stephen Weinstein
Pat MacDougall	Parsippany Citizen	Edward Yarish

John E. She
Assistant Superintendent

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That this will come about, but many who have been working with the drug problem feel that an emotionally stable, happy, and healthy child has the best chance to resist becoming a drug statistic.

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Robert Bednarcik	Parsippany High
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Parsippany Citizen	Carole Peer	Parsippany Citizen
Parsippany Citizen	Virginia Pollard	Parsippany Hills High -Nurse
Parsippany Citizen	Joseph Principe	Parsippany Citizen
Central Junior High	Mr. & Mrs. R. Rickmers	Parsippany Citizens
Parsippany Citizen	Deidre Rothleder	Parsippany Citizen
Parsippany Police	John B. Swiencicki	Parsippany Citizen
Parsippany Citizens	Lois Treiser	Parsippany Citizen
Parsippany Citizen	Ray Viola	Eastlake School
Parsippany Citizen	Gary Vittorio	Parsippany High
Parsippany Citizen	Laura Waters	Parsippany Citizen
Parsippany Citizen	Stephen Weinstein	Morris County Prosecutor's Office
Parsippany Citizen	Edward Yarish	Parsippany Hills High

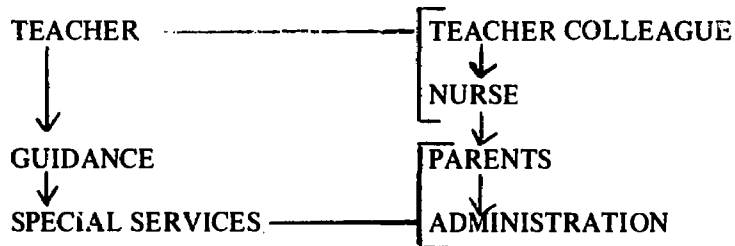
John E. Sheehy
Assistant Superintendent for Instruction

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ADMINISTRATIVE PROCEDURES FOR TEACHER GUIDANCE

If at any time a teacher is confronted with a situation which he does not personally feel he can, or was open and candid with the student and recommend that the student seek out another individual, teacher or counselor.

In circumstances where a teacher has established a dialogue with any student about a personal problem



Recommendation of this procedure by this committee is structured for the teacher who finds himself teacher using sound sensible judgement should not render his services beyond his own resources. It is or nurse may be able to help. If the student has confided in the teacher, he will more than likely accept assistance. The teacher should ask the student for his consent. If judgement in selection of a colleague all should work together. The teachers should be very aware of the possibility of their limitation in trying. The next step should be an orientation of the student for continued assistance through the Guidance

Remember that the causes of drug problems may or may not be immediate; they are very complex. The detective seeking out students with drug problems. We have both an educative goal as well as a try to prevent causes and keep the lines of communication open with students.

Let us reach out to students, especially when they are reaching out for us.

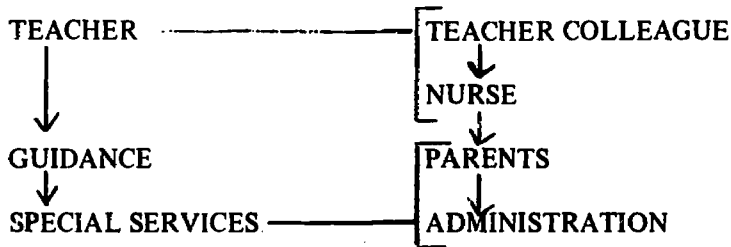
PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PROCEDURES FOR TEACHER GUIDANCE

PROCEDURE A

When a teacher is confronted with a situation which he does not personally feel he can, or wants to handle, he should be referred to the student and recommend that the student seek out another individual, teacher, colleague, nurse, or guidance counselor.

Once a teacher has established a dialogue with any student about a personal problem, he should follow this procedure:



This procedure by this committee is structured for the teacher who finds himself a confidante of the student. The sound judgement should not render his services beyond his own resources. It is recommended that another colleague be sought for help. If the student has confided in the teacher, he will more than likely accept his suggestion for someone else's help. The teacher should ask the student for his consent. If judgement in selection of a colleague meets with the student's acceptance, the teacher should be very aware of the possibility of their limitation in trying to off-set the student's problem. The procedure should be an orientation of the student for continued assistance through the Guidance Dept.

Issues of drug problems may or may not be immediate; they are very complex. The teacher's function is NOT that of a counselor for students with drug problems. We have both an educative goal as well as a therapeutic goal in the sense that we want to keep the lines of communication open with students.

Students, especially when they are reaching out for us.

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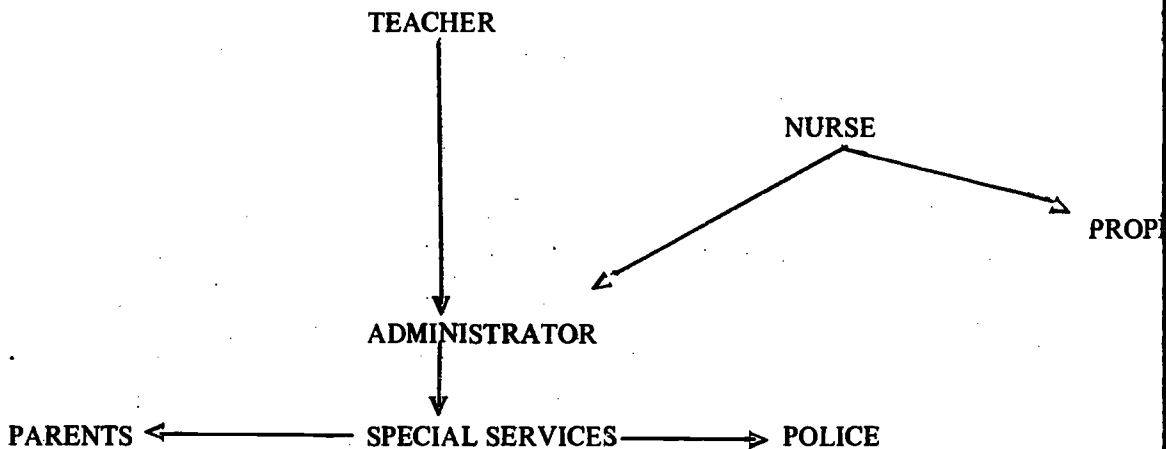
OBJECTIVES

- To recognize that human emotions are shared by all people.
- To understand that family membership roles and responsibilities can be sources of satisfying emotional experiences.
- To develop habits of turning to people rather than “things” for emotional support in all situations.
- To develop the human need for self-respect and importance of understanding of one’s self.
- To develop understanding of and skills in constructing paths to meaningful communication with people.
- Recognizing recreational activities as healthy releases of anxiety, tension, and frustration.
- To help student develop skills in providing himself with positive non-drug oriented alternatives to living.
- To develop healthy attitudes toward drugs and means of coping with positive and negative peer pressures.
- To help students develop positive attitudes toward the importance of meanings placed by society on people-oriented, thing-oriented, and drug-oriented alternatives in life.
- To develop mental and emotional maturity which is necessary to solve personal and social problems.
- To develop positive attitudes toward relationships between human behavior and consequence – social, medical, legal, etc.
- To present accurate, objective information to all pupils.
- To develop confidence in the child for making intelligent decisions.

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ADMINISTRATIVE PROCEDURES FOR TEACHER GUIDANCE

In circumstances where a teacher may be or is a witness to an alleged violation of the law by a student



When in the process of fulfilling normal school responsibilities and assignments, a teacher perceives or behavior, he should seek further advice from authorized personnel. The student should be referred. If such an examination proves positive to testing, the nurse will then contact the school administrator. Services. Where testing proves negative or is not necessary, the nurse and teacher shall abide by the witness to an alleged violation of the law by a student, the teacher should report such incident to the

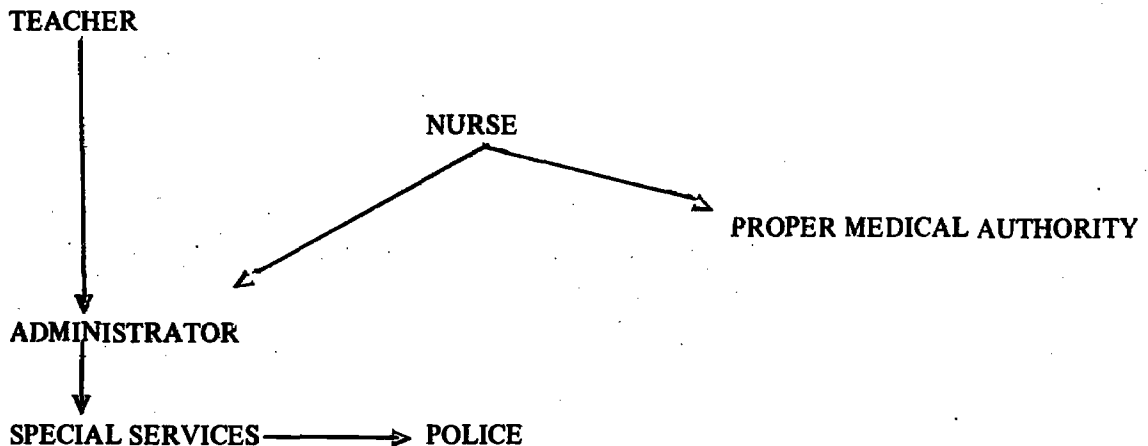
It is again hoped that the people involved will keep in mind the best interests of the students and the function is very unusual and unique, and it may be the last chain or the "end of the rope" for many especially drug problems. The school, however, does have a responsibility to all students.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PROCEDURES FOR TEACHER GUIDANCE

PROCEDURE B

Whenever a teacher may be or is a witness to an alleged violation of the law by a student, he should act as follows:



In the process of fulfilling normal school responsibilities and assignments, a teacher perceives an unusual situation in a student's action. He should seek further advice from authorized personnel. The student should be referred to the Nurse's office for observation. If examination proves positive to testing, the nurse will then contact the school administrator who will thereupon contact Special Services. If testing proves negative or is not necessary, the nurse and teacher shall abide by the findings. Because a teacher has been a witness to an alleged violation of the law by a student, the teacher should report such incident to the school administration.

It is hoped that the people involved will keep in mind the best interests of the students and the individual involved. The school's role is very unusual and unique, and it may be the last chain or the "end of the rope" for many students with personal problems, emotional problems. The school, however, does have a responsibility to all students.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

- I. The proper use of medical products is important.

- II. Satisfying emotional and physical needs is shared by all humans

CONTENTS

- I. Medicines are substances used in treatment of disease.
 - A. Who should give medicine?
 - B. When should medicine be given?
 - C. What are reasons for use of medicine?

- II. Who can satisfy our needs?
 - A. Other children
 - B. Teacher
 - C. Parents
 - D. Nurse
 - E. Doctor

ACTIVITIES

- Have child ask parents to list medicines he has used and conditions for which they were used.

- List names of people who are qualified to give medicine, e.g. nurse.

- Stories about people dealing with sharing experiences.

- Dramatize a visit to a Doctor's office.

- Other role playing situations such as:
 - A. Teacher-student
 - B. Parent-child

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

KINDERGARTEN

CONTENTS

- I. Medicines are substances used in treatment of disease.
 - A. Who should give medicine?
 - B. When should medicine be given?
 - C. What are reasons for use of medicine?

- II. Who can satisfy our needs?
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ACTIVITIES

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- Stories about people dealing with sharing experiences.

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- Other role playing situations such as:
 - A. Teacher-student
 - B. Parent-child

RESOURCES

Pamphlet - "The Medicines Your Doctor Prescribes", Pharmaceutical Mfg. Assn., 1155 15th Street, N.W. Washington, D.C. 20005

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
I. It is important to be able to make correct decisions.	I. Emotions A. How emotions affect our actions and the people with whom we associate. B. Emphasize positive habits and behavior. II. Healthful Foods and Nutrition A. Liquids B. Solid Foods C. Vitamins	Have children discuss the things they do and say because their friends do. Have children act out and explain what they do when they are happy, sad, angry, afraid, etc. Have children discuss how they react toward those who exhibit emotions of happiness, sadness, etc. Are the reactions different if the emotions are expressed toward himself, his friends, his teacher, or his parents? Have students cut out pictures of basic 4 food groups.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

VENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 1

CONTENTS

- I. Emotions
 - A. How emotions affect our actions and the people with whom we associate.
 - B. Emphasize positive habits and behavior.

- II. Healthful Foods and Nutrition
 - A. Liquids
 - B. Solid Foods
 - C. Vitamins

ACTIVITIES

Have children discuss the things they do and say because their friends do.

Have children act out and explain what they do when they are happy, sad, angry, afraid, etc.

Have children discuss how they react toward those who exhibit emotions of happiness, sadness, etc. Are the reactions different if the emotions are expressed toward himself, his friends, his teacher, or his parents?

Have students cut out pictures of basic 4 food groups.

RESOURCES

Film:

"Learning To Make Friends",
Society for Visual Education,
1345 Diversey Parkway, Chicago,
Ill. 60614

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

- I. Drug products and environmental factors affect health.

CONTENTS

- I. There are several factors important to maintain health.
- A. Responsible care of oneself.
 - B. Refusal to use unknown substances.
 - C. Refusal to accept dares.
 - D. Following and understanding rules and laws to protect our health and safety.
 - 1. Stoplights
 - 2. Food, milk, and water regulations
- II. Prescription drugs
- A. Definition of drugs
 - 1. Items used in diagnosis, cure, treatment and prevention of disease.
 - B. Proper use
 - 1. Reason for taking drug
 - 2. Proper dosage
 - 3. Take only on order from doctor
 - 4. Destroy left-over prescription medicine unless advised otherwise by doctor
- III. Modern drugs and their contributions
- A. Anti-infection drugs
 - B. Vaccines
 - C. Anesthetics

ACTIVITIES

Tell students what to do if they find candy, fruit, or pills in a public place.

Examine a milk carton for pasteurization and date.

Examine local water purity requirements.

List examples of drugs which come from plants, animals, minerals, or those developed in labs.

Emphasize that drugs are to be taken for a special need.

Discuss what is included on a prescription, e.g. patient name and address, name of medicine, amount and dosage, refills, signature of doctor and date.

Explain purpose

- A. To stop infection - penicillin, streptomycin, etc.
- B. To prevent disease, e.g. measles, rubella, polio, mumps, small pox
- C. To stop pain, e.g. ether, nitrous oxide.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

ON AND CONTROL OF DRUG PROBLEMS

GRADE: 2

CONTENTS

There are several factors important to maintain health.

- A. Responsible care of oneself.
- B. Refusal to use unknown substances.
- C. Refusal to accept dares.
- D. Following and understanding rules and laws to protect our health and safety.
 - 1. Stoplights
 - 2. Food, milk, and water regulations

Prescription drugs

- A. Definition of drugs
 - 1. Items used in diagnosis, cure, treatment and prevention of disease.
- B. Proper use
 - 1. Reason for taking drug
 - 2. Proper dosage
 - 3. Take only on order from doctor
 - 4. Destroy left-over prescription medicine unless advised otherwise by doctor

Modern drugs and their contributions

- A. Anti-infection drugs
- B. Vaccines
- C. Anesthetics

ACTIVITIES

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Explain purpose

- A. To stop infection - penicillin, streptomycin, etc.
- B. To prevent disease, e.g. measles, rubella, polio, mumps, small pox
- C. To stop pain, e.g. ether, nitrous oxide.

RESOURCES

Visit reservoir
Visit water filtration plant

Films:

“To Save Your Life”, Eli, Lilly & Co. Exhibits and A.V. Department, Indianapolis, Ind. 46206

“Prescribed and Non-Prescribed Medicine - Types and Uses”, National Center for Health Statistic Series 10, No. 39, U.S. Dept. of Health, Education and Welfare, Washington, D.D. 20201

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

CONTENTS

ACTIVITIES

- IV. Men and their discoveries
 - A. Research techniques
 - B. Medical History

Discuss lives of:
Salk
Jenner
Koch
Fleming
Ehrlich

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 2

CONTENTS

- IV. Men and their discoveries
 - A. Research techniques
 - B. Medical History

ACTIVITIES

Discuss lives of:
Salk
Jenner
Koch
Fleming
Ehrlich

RESOURCES

Write to Parke Davis & Co.
for pictures of events of
medical history.

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
<p>I. Drug products, household substances, and environmental factors affect health.</p>	<p>I. Drugs when used properly may benefit the individual.</p> <p>A. Helpful Drugs - medicine that controls disease and relieves pain.</p> <p>B. Some drugs used in early days are now used in refined forms, e.g. digitalis, quinine, etc.</p> <p>C. Because of helpful drugs:</p> <ol style="list-style-type: none"> 1. People live longer 2. We can control communicable disease. 3. Drugs have made surgery safer and painless. 	<p>Ask the nurse to discuss and show instruments used by physicians, e.g. stethoscope, otoscope, syringe, and other equipment used in examination or treatment.</p> <p>Survey the number of drugs, home remedies used for the common cold. What purpose do they serve?</p>
<p>II. Drugs are chemical substances and can be harmful if not properly used.</p>	<p>II. Directions given by doctor for the use of prescription drugs should be followed carefully.</p> <p>A. Overdoses can be harmful.</p> <p>B. Medicines should be kept out of the reach of young children</p> <p>C. All drugs should be stored in medicine chests that can be locked.</p> <p>D. Parents or adults must supervise their children's use of all drugs including use of aspirin, vitamins and external antiseptics.</p>	<p>Life expectancy in United States is over 70 years.</p> <p>Compare incidence of communicable disease in 1900 as compared to present.</p> <p>With a parent, evaluate the contents of a medicine chest. Dispose of old medicines, unlabeled bottles, outdated external antiseptics, e.g. Iodine</p>
		<p>Role play situations as parents, doctor-nurse administering medication, showing why proper attention to dosage, reactions are important.</p>

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

IDENTIFICATION AND CONTROL OF DRUG PROBLEMS

GRADE: 3

CONTENTS

ACTIVITIES

RESOURCES

- I. Drugs when used properly may benefit the individual.
 - A. Helpful Drugs - medicine that controls disease and relieves pain.
 - B. Some drugs used in early days are now used in refined forms, e.g. digitalis, quinine, etc.
 - C. Because of helpful drugs:
 - 1. People live longer
 - 2. We can control communicable disease.
 - 3. Drugs have made surgery safer and painless.
- II. Directions given by doctor for the use of prescription drugs should be followed carefully.
 - A. Overdoses can be harmful.
 - B. Medicines should be kept out of the reach of young children
 - C. All drugs should be stored in medicine chests that can be locked.
 - D. Parents or adults must supervise their children's use of all drugs including use of aspirin, vitamins and external antiseptics.

- Ask the nurse to discuss and show instruments used by physicians, e.g. stethoscope, otoscope, syringe, and other equipment used in examination or treatment.
- Survey the number of drugs, home remedies used for the common cold. What purpose do they serve?
- Life expectancy in United States is over 70 years.
- Compare incidence of communicable disease in 1900 as compared to present.
- With a parent, evaluate the contents of a medicine chest. Dispose of old medicines, unlabeled bottles, outdated external antiseptics, e.g. Iodine
- Role play situations as parents, doctor-nurse administering medication, showing why proper attention to dosage, reactions are important.

- Make scrap books or bulletin boards of medicine advertising (exaggerated claims)
- Collect information on early ideas about medicine, especially in relation to magic.
- Other such information from the Hartford Insurance Co.

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

I. Man has used drugs in one form or another for thousands of years.

II. Drugs play an important role in the control of disease.

CONTENTS

- I. Early use of drugs was associated with magic.
 - A. Pain was once thought to be caused by demons.
 - B. Pain relieving drugs were considered to have magical qualities.
 - C. Ancient cultures developed pain relieving drugs from plants.

- II. Survival and comfort drugs
 - A. Insulin
 - B. Allergy drugs

- I. Drugs may destroy some disease germs, control body reactions, relieve pain, and affect a person's mood.
 - A. Sulfanilamides help to destroy disease causing bacteria.
 - B. Drugs can control body reactions, e.g. convulsion in epilepsy.
 - C. Drugs can relieve pain - range from aspirin to powerful addicting opiates.

ACTIVITIES

Which drugs used today are derived from plants?

- Curare - a muscle relaxant
- Digitalis - Foxglove - blood vessel dilation
- Ephedrine - a stimulant - constricts small arteries
- Penicillin - anti-bacterial drug
- Quinine - cinchona bark - anti-malarial

Discuss how drugs play important role in surgery, dentistry, and childbirth, as anesthetics to disinfect surgical instruments and dressings

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 4

	<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
<p>I. Early use of drugs was associated with magic.</p> <p>A. Pain was once thought to be caused by demons.</p> <p>B. Pain relieving drugs were considered to have magical qualities.</p> <p>C. Ancient cultures developed pain relieving drugs from plants.</p>	<p>Which drugs used today are derived from plants?</p> <p>Curare - a muscle relaxant</p> <p>Digitalis - Foxglove - blood vessel dilation</p> <p>Ephedrine - a stimulant - constricts small arteries</p> <p>Penicillin - anti-bacterial drug</p> <p>Quinine - cinchona bark - anti-malarial</p>	<p>Druggist to visit class</p>	
<p>II. Survival and comfort drugs</p> <p>A. Insulin</p> <p>B. Allergy drugs</p>	<p>I. Drugs may destroy some disease germs, control body reactions, relieve pain, and affect a person's mood.</p> <p>A. Sulfanilamides help to destroy disease causing bacteria.</p> <p>B. Drugs can control body reactions, e.g. convulsion in epilepsy.</p> <p>C. Drugs can relieve pain - range from aspirin to powerful addicting opiates.</p>	<p>Discuss how drugs play important role in surgery, dentistry, and childbirth, as anesthetics to disinfect surgical instruments and dressings</p>	

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

- III. Each person must take responsibility for maintaining and safeguarding his own health.

CONTENTS

- I. Good health includes mental (emotional) and physical well-being.
- A. Unpleasant moods can produce stress and physical discomfort
 - B. Emotional health as contributing to security and satisfaction.
 - C. Social health as influencing friends and activities.
- II. Problems of drug abuse may be avoided:
- A. By making wise choice based on accurate information.
 - B. By knowing and respecting the laws.
 - C. Recognizing that the normal healthy person usually does not need regular medication.
 - D. By recognition of everyone's responsibility in the prevention of drug misuse.
 - E. Drugs can be producers of moderate pleasure and comfort

ACTIVITIES

- Discuss the meaning of good health.
- Have pupils keep a weekly chart of rules they follow to maintain good health.
- Ask children to discuss what they do when they feel lonely, lose a contest are unhappy, afraid or jealous.
- Talking out feelings - develop buzz groups on the effects good and poor health have on many aspects of our life.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 4

<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
<p>I. Good health includes mental (emotional) and physical well-being.</p> <p>A. Unpleasant moods can produce stress and physical discomfort</p> <p>B. Emotional health as contributing to security and satisfaction.</p> <p>C. Social health as influencing friends and activities.</p> <p>I. Problems of drug abuse may be avoided:</p> <p>A. By making wise choice based on accurate information.</p> <p>B. By knowing and respecting the laws.</p> <p>C. Recognizing that the normal healthy person usually does not need regular medication.</p> <p>D. By recognition of everyone's responsibility in the prevention of drug misuse.</p> <p>E. Drugs can be producers of moderate pleasure and comfort</p>	<p>Discuss the meaning of good health.</p> <p>Have pupils keep a weekly chart of rules they follow to maintain good health.</p> <p>Ask children to discuss what they do when they feel lonely, lose a contest, are unhappy, afraid or jealous.</p> <p>Talking out feelings - develop buzz groups on the effects good and poor health have on many aspects of our life.</p>	<p>Have students write for information to Food and Drug Administration and the U.S. Dept. of Agriculture.</p>

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
<p>I. Prescription drugs can only be legally purchased with a doctor's prescription.</p>	<p>I. Why is the physician the only one who should prescribe drugs?</p> <p>II. Who are some of the people called "Doctor" but are not medical doctors and therefore cannot prescribe drugs?</p>	<p>Discuss examples -- pharmacists, chiropractors, podiatrists, optometrists and college professors -- and their specialized functions.</p>
<p>II. Non-prescription drugs may be bought without a doctor's prescription. Many of them contain a warning label.</p>	<p>I. The most prevalent over-the-counter drugs, e.g. A. Aspirin, Bufferin B. Sleeping pills C. Cough medicine</p> <p>II. Some adults abuse drugs by taking medication for every minor discomfort (use "over-the-counter" medicines wisely) A. What effects do drugs have on the body? B. What are the psychological effects?</p>	<p>Have student make lists of patent medications used for colds, headaches, upset stomachs, etc.</p> <p>Collect advertisements concerning health cures and treatments. Try to evaluate them. Report conclusions to class.</p> <p>Have children write for further information on drugs, medications, medical research.</p> <p>Draw or paint posters of warnings concerning dangerous substances commonly found in the home.</p>
<p>III. Drugs are chemical substances which can be harmful if not properly used.</p>	<p>I. Some misused drugs A. Nicotine B. Alcohol C. Glue D. Caffeine</p> <p>II. Some reasons for drug use A. Feeling of rejection B. Poor self-image C. Inability to handle frustration.</p>	

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 5

<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
I. Why is the physician the only one who should prescribe drugs?		Local pharmacists to visit classroom to discuss uses and misuses of medicine.
II. Who are some of the people called "Doctor" but are not medical doctors and therefore cannot prescribe drugs?	Discuss examples -- pharmacists, chiropractors, podiatrists, optometrists and college professors -- and their specialized functions.	Articles from newspapers and magazines telling of people who have misused medicines or drugs.
I. The most prevalent over-the-counter drugs, e.g. A. Aspirin, Bufferin B. Sleeping pills C. Cough medicine	Have student make lists of patent medications used for colds, headaches, upset stomachs, etc.	"The Medicine Your Doctor Prescribes" Pharmaceutical Mfrs. Assn. 1155 Fifteenth St. Washington, D. C. 20005
II. Some adults abuse drugs by taking medication for every minor discomfort (use "over-the-counter" medicines wisely) A. What effects do drugs have on the body? B. What are the psychological effects?	Collect advertisements concerning health cures and treatments. Try to evaluate them. Report conclusions to class. Have children write for further information on drugs, medications, medical research.	"Respect For Drugs" Superintendent of Documents U.S.Gov't. Printing Office Washington; D.C. 20402.
I. Some misused drugs A. Nicotine B. Alcohol C. Glue D. Caffeine	Draw or paint posters of warnings concerning dangerous substances commonly found in the home.	Cohen, Sidney, "The Drug Dilemma", McGraw-Hill Book Co., 330 W. 42 St. New York, N.Y. 10036
I. Some reasons for drug use A. Feeling of rejection B. Poor self-image C. Inability to handle frustration.		Drugs The Children Are Using, National Instructional Television Ctr. Box A, Bloomington, Ind. 47401



PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

CONTENTS

ACTIVITIES

- D. Lack of sense of achievement.
 - E. Poor Parental relationship
 - F. Lack of guidance, warmth
 - G. Lack of knowledge of dangers involved
 - H. Peer pressure (taking a dare)
- III. Prevention and alternatives
- A. Well educated and well informed students and parents about dangers of use and misuse.
 - B. Satisfying needs directly and in positive ways

Bring in medicine advertisements and analyze them with respect to their influence upon our attitudes about medicine, drugs, pain, anxiety, etc.

Role play various ways people react to frustration, anxiety and problem situations

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 5

CONTENTS

ACTIVITIES

RESOURCES

- D. Lack of sense of achievement.
- E. Poor Parental relationship
- F. Lack of guidance, warmth
- G. Lack of knowledge of dangers involved
- H. Peer pressure (taking a dare)

Film: "Understanding Stresses and Strains", Upjohn-Disney Health Series, Walt Disney Educational Materials Co., 666 Buse Hwy, Park Ridge, Ill. 60068

Filmstrip: "Drug Misuse And Your Health", Society for Visual Education 1345 Diversey Parkway Chicago, Ill. 60604

Irwin, Farnsworth, Fraumeni, "Finding Your Way, Understanding Your Needs, Choosing Your Goals", Lyons and Carnahan 407 E. 25 St. Chicago, Ill. 60616

- III. Prevention and alternatives
 - A. Well educated and well informed students and parents about dangers of use and misuse.
 - B. Satisfying needs directly and in positive ways

Bring in medicine advertisements and analyze them with respect to their influence upon our attitudes about medicine, drugs, pain, anxiety, etc.

Role play various ways people react to frustration, anxiety and problem situations

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
I. Behavior patterns influence health.	I. Behavior <ul style="list-style-type: none"> A. Effects of drugs on athletic ability B. Unavoidable consequences C. Reinforce necessity of accepting responsibility for consequences - II. Peer Group Behavior <ul style="list-style-type: none"> A. Unconscious motivations that determine behavior B. Faddism C. Maintaining individuality within group setting and group action 	Discuss consequences of misusing drugs
II. Every individual has worth.	I. Individual Behavior <ul style="list-style-type: none"> A. Factors influencing self B. Factors influencing others 	Discuss how feelings of self-worth, sense of responsibility, and friendliness are necessary to our social development.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

IDENTIFICATION AND CONTROL OF DRUG PROBLEMS

GRADE: 6

<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
<p>I. Behavior</p> <p>A. Effects of drugs on athletic ability</p> <p>B. Unavoidable consequences</p> <p>C. Reinforce necessity of accepting responsibility for consequences -</p>	<p>Discuss consequences of misusing drugs</p>	<p>Food & Drug Administration Dept. of Health, Education & Welfare, Washington, D.C; 20204</p>
<p>II. Peer Group Behavior</p> <p>A. Unconscious motivations that determine behavior</p> <p>B. Faddism</p> <p>C. Maintaining individuality within group setting and group action</p>	<p>Discuss how feelings of self-worth, sense of responsibility, and friendliness are necessary to our social development.</p>	<p>U.S. Dept. of Agriculture Washington, D.C. 20505</p> <p>Bureau of Narcotics & Dangerous Drugs, U.S. Dept. of Justice Washington, D.C. 20537</p> <p>National Institutes of Mental Health Public Information Branch 5454 Wisconsin Avenue Chevy Chase, Md. 20015</p>
<p>III. Individual Behavior</p> <p>A. Factors influencing self</p> <p>B. Factors influencing others</p>	<p>Discuss how feelings of self-worth, sense of responsibility, and friendliness are necessary to our social development.</p>	<p>Films:</p> <p>“Understanding Stresses & Strains” Upjohn-Disney Educ. Materials Co. 666 Busse Hwy. Park Ridge, Ill. 60068</p> <p>“Your Child’s Sense of Responsibility” Public Affairs Committee, Inc. 381 Park Avenue South New York, N.Y. 10016 (Teacher pamphlet)</p>

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

III. There are many uses of drugs in society.

CONTENTS

- I. Marijuana
 - A. Sources
 - B. Effects
 - C. Recent research
- II. Stimulants
 - A. Pep pills, amphetamines
 - B. Socially acceptable uses
 - 1. diet control
 - C. Socially unacceptable uses
 - 1. altering of mood misuse (self-medication)
 - D. Consequences that must be accepted in both socially acceptable and unacceptable uses.
- III. Depressants
 - A. Licit Uses
 - 1. inducing sleep
 - 2. pain reliever
 - 3. relieve anxiety
 - B. Illicit Uses
 - 1. altering of mood
 - 2. misuse (self-medication)
 - C. Consequences that must be accepted in both licit and illicit uses.
- IV. Curiosity
 - A. Importance of - to intellectual and emotional growth
 - B. Understanding need to accept consequences of curious behavior

ACTIVITIES

Have pupils investigate recent publications dealing with marijuana, and have them report to the class.

Have pupils set up a bulletin board, i.e. characteristics of glue sniffing

Use creative writing in constructing short plays or scenes for role playing.

Discuss film, "What To Do About Upset Feelings".

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

IDENTIFICATION AND CONTROL OF DRUG PROBLEMS

GRADE: 6

<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
<p>Marijuana</p>	<p>Have pupils investigate recent publications dealing with marijuana, and have them report to the class.</p>	<p>Curriculum Materials Center ParsIPPany-Troy Hills Bd. of Ed. Books and pamphlets for teachers and pupils.</p>
<p>I. Stimulants</p>	<p>Have pupils set up a bulletin board, i.e. characteristics of glue sniffing</p>	<p>Filmstrip: "Marijuana" "Sedatives" "Narcotics"</p>
<p>A. Pep pills, amphetamines B. Socially acceptable uses 1. diet control C. Socially unacceptable uses 1. altering of mood misuse (self-medication) D. Consequences that must be accepted in both socially acceptable and unacceptable uses.</p>	<p>Use creative writing in constructing short plays or scenes for role playing.</p>	<p>Film: "What To Do About Upset Feelings", Coronet Films</p>
<p>II. Depressants</p>	<p>Discuss film, "What To Do About Upset Feelings".</p>	
<p>A. Licit Uses 1. inducing sleep 2. pain reliever 3. relieve anxiety B. Illicit Uses 1. altering of mood 2. misuse (self-medication) C. Consequences that must be accepted in both licit and illicit uses.</p>		
<p>V. Curiosity</p>		
<p>A. Importance of - to intellectual and emotional growth B. Understanding need to accept consequences of curious behavior</p>		

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
I. There are many uses and abuses of drugs.	I. Medical Uses II. Dangers of Abuse III. Type of Dependence	The following suggestions may be used in conjunction with the curriculum guides in Civics, Health, Human Relations:
II. It is important to understand the implications of drug abuse.	I. Social Implications A. Economic consequences B. Anti-social and criminal behavior C. Legalities II. Personal Implications A. Waste of human resources B. Legal consequences of criminal conviction C. Emotional dependency	Use "Drug Abuse" filmstrip as initiatory activity in introducing the Health Unit on Drugs.
III. Each person must develop a positive attitude toward self and others.		Discuss what happens to a person if: .. he is caught possessing an illegal drug. .. he is caught using an illegal drug. .. he is caught selling an illegal drug.
IV. There are indisputable facts essential in understanding drugs.	I. Narcotic Drugs A. Opium and its derivatives 1. morphine (paregoric) 2. heroin 3. codeine 4. synthetic substitutes for morphine a. methadone b. demarol	Discuss laws on all levels, i.e. local, state, and federal, emphasizing recent court decisions.
		Discuss what happens to a person who uses illegal drugs, i. e. physically, emotionally, and psychologically.
		Does his use of the drug change his self image?
		Discuss how it affects his relationships with his peers, teacher, parents, and society.
		Do his attitudes toward these people change?
		Discuss how physical activities can affect your mental attitude.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 7

CONTENTS

- I. Medical Uses
- II. Dangers of Abuse
- III. Type of Dependence

- I. Social Implications
 - A. Economic consequences
 - B. Anti-social and criminal behavior
 - C. Legalities
- II. Personal Implications
 - A. Waste of human resources
 - B. Legal consequences of criminal conviction
 - C. Emotional dependency

- I. Narcotic Drugs
 - A. Opium and its derivatives
 - 1. morphine (paregoric)
 - 2. heroin
 - 3. codeine
 - 4. synthetic substitutes for morphine
 - a. methadone
 - b. demarol

ACTIVITIES

The following suggestions may be used in conjunction with the curriculum guides in Civics, Health, Human Relations:

Use "Drug Abuse" filmstrip as initiatory activity in introducing the Health Unit on Drugs.

Discuss what happens to a person if:

- .. he is caught possessing an illegal drug.
- .. he is caught using an illegal drug.
- .. he is caught selling an illegal drug.

Discuss laws on all levels, i.e. local, state, and federal, emphasizing recent court decisions.

Discuss what happens to a person who uses illegal drugs, i. e. physically, emotionally, and psychologically.

Does his use of the drug change his self image?

Discuss how it affects his relationships with his peers, teacher, parents, and society.

Do his attitudes toward these people change?

Discuss how physical activities can affect your mental attitude.

RESOURCES

Filmstrip:
 "Drug Abuse" (recommended)

Drug Abuse: A Reference For Teachers, N.J. Dept. of Education

Caldwell Penitentiary
 Deputy Warden, Marchini
 Tel. No. 226-2050
 (Counselors are available for school assemblies)

Write to the U.S. Customs Bureau to obtain information about measures to prevent smuggling of drugs -
 Bureau of Customs, U.S. Treasury Dept.,
 Washington, D.C. 20220

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

CONTENTS

ACTIVITIES

- B. Barbituates and Tranquilizers
 - 1. phenobarbital
 - 2. seconal
 - 3. miltown
- C. Marijuana and Hashish
- D. Stimulants
 - 1. cocaine
 - 2. amphetamines
 - 3. hallucenogenics
 - a. LSD
 - b. peyote
 - c. DMT
- E. Deliriantes
 - 1. airplane glue
 - 2. gasoline
 - 3. marker fluid
 - 4. underarm deodorant
 - 5. paint thinner
 - 6. freon

How can negative emotional responses be redirected and modified?

List ways in which people may deceive themselves in order to meet some uncomfortable situation.

What are some of the factors which arise between parents and children to create problems?

How can a "Drug Problem" within the family put a strain on family life?

What are some of the common ways people try to escape problems?

What alternatives would you (pupils) suggest to the use of drugs?

Research Projects

- 1. How is methadone being used in the rehabilitation of drug addicts?
- 2. Current research concerning either marijuana, stimulants or deliriantes
- 3. Have panel discussions concerning factual reports on the effects of marijuana, LSD, glue sniffing, etc.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 7

CONTENTS

- B. Barbituates and Tranquilizers
 - 1. phenobarbital
 - 2. seconal
 - 3. miltown
- C. Marijuana and Hashish
- D. Stimulants
 - 1. cocaine
 - 2. amphetamines
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 - a. LSD
 - b. peyote
 - c. DMT
- E. Deliriantes
 - 1. airplane glue
 - 2. gasoline
 - 3. marker fluid
 - 4. underarm deodorant
 - 5. paint thinner
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ACTIVITIES

- How can negative emotional responses be redirected and modified?
- List ways in which people may deceive themselves in order to meet some uncomfortable situation.
- What are some of the factors which arise between parents and children to create problems?
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- 2. Current research concerning either marijuana, stimulants or deliriantes.
- 3. Have panel discussions concerning factual reports on the effects of marijuana, LSD, glue sniffing, etc.

RESOURCES

Morris County After-Care Clinic
Morristown, New Jersey

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
<p>V. Emotions are basic to everyone. A. Expressed emotions create different reactions in people.</p>	<p>I. Problems are common to all people. How we respond to these problems is important to personality development. A. Emotions 1. what are they? 2. how are they expressed? 3. what effects do they have on yourself, peers, teachers, parents and society? 4. what are some common reactions to expressed emotions?</p>	<p>Have students discuss how they feel physically when overwhelmed by emotion.</p> <p>Make a list of positive and negative traits, and discuss how these can be used to develop an attractive personality.</p> <p>Create a role playing situation in which a number of students demonstrate various responses to emotional situations.</p>
<p>VI. Effective communication helps understanding.</p>	<p>I. Communication A. What is effective communication? B. How will the lack of effective communication influence our lives? C. Why is it difficult for some people to communicate their feelings?</p>	<p>Use any story, book, or article dealing with effective communication or the lack of effective communication.</p> <p>Discuss communication as it applies to peers, parents, and teachers.</p> <p>Discuss why some adolescents would rather seek advice from friends than from parents or teachers.</p> <p>Role play situations, created by the students, that portray effective communication.</p>

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CONCEPTS

CONTENTS

ACTIVITIES

D. What role does mass media play in drug abuse?

How do advertisements affect what drugs we use?

Discuss whether all ads are completely honest in what they say. Give examples.

What popular songs of current vintage have drugs as their theme?

Which ones praise drugs?

Which ones point out the dangers of drugs?

Have children make bulletin board displays.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 7

CONTENTS

D. What role does mass media play in drug abuse?

ACTIVITIES

How do advertisements affect what drugs we use?

Discuss whether all ads are completely honest in what they say. Give examples.

What popular songs of current vintage have drugs as their theme?

Which ones praise drugs?

Which ones point out the dangers of drugs?

Have children make bulletin board displays.

RESOURCES

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

Each culture establishes standards of behavior

CONTENTS

- I. Meaning placed by society on substance-oriented behaviors

- II. Acceptable and unacceptable drug-oriented behaviors.

- III. Substances with proven scientific or biological value.

- IV. Religious, medicinal, or social importance of the drugs.

- V. "Frequency of Use" Factor

- VI. Meanings placed on behavior by the individual.

ACTIVITIES

Creative writing possibilities. Allow students to examine their own stereotypes and those of other cultures by showing picture, slide, or transparency of stereotyped image, i.e. "bums", "drunkards", "dope addicts". Write stories, descriptions, etc. on students' reactions.

Examine for dangerous or erroneous stereotypes. Why do people view such behavior as they do?

Student research and report on a comprehensive list of both scientifically valuable and substances with no proven value

Discuss the sociological implications of the chewing of coca leaves by the Indians of the Andean region of South America.

Discuss the legal and sociological aspects of the use of mescaline in such sects as the North American native American Church

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 8 BLOCK - HEALTH

CONTENTS

- I. Meaning placed by society on substance-oriented behaviors

- II. Acceptable and unacceptable drug-oriented behaviors.

- III. Substances with proven scientific or biological value.

- IV. Religious, medicinal, or social importance of the drugs.

- V. "Frequency of Use" Factor

- VI. Meanings placed on behavior by the individual.

ACTIVITIES

- Creative writing possibilities. Allow students to examine their own stereotypes and those of other cultures by showing picture, slide, or transparency of stereotyped image, i.e. "bums", "drunkards", "dope addicts". Write stories, descriptions, etc. on students' reactions.

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- Discuss the sociological implications of the chewing of coca leaves by the Indians of the Andean region of South America.

- Discuss the legal and sociological aspects of the use of mescaline in such sects as the North American native American Church

RESOURCES

Goddard, "Social Factors Associated with Coca Use In The Andean Region", International Journal of Addictions, Dec.1969.

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
<p>II. Each culture produces methods and institutions to transmit, enforce and reinforce standards of behavior.</p>	<p>VII. Effects of "Frequency of Use" and meaning on level of functioning of individual.</p> <p>VIII. Legal response of a culture.</p> <p>I. Family unit establishes standards</p> <p>II. The School transmits and reinforces cultural attitudes.</p> <p>III. The Church establishes moral and ethical standards.</p> <p>IV. Mass media as transmitter of social attitudes and cultural values.</p>	<p>Examine the meanings and "frequency of use" factor inherent in "social user", "problem drinker", "alcoholic", "drunkard".</p> <p>Students research laws throughout the cultural areas concerning substance abuse.</p> <p>Discuss the effects of various cultural patterns in various areas of the world on adolescents. Compare to American.</p> <p>Examine the objectives and goals of ParsIPPany as stated in the various sources.</p> <p>Speakers - Priests, Rabbis, Ministers Topic - "What Role Does The Church Play In The Everyday Lives of People"</p> <p>Examine role of religion and superstition in lives of peoples of other modern and primitive cultures.</p> <p>Examine social attitudes toward:</p> <ul style="list-style-type: none"> . . . success . . . happiness . . . maleness . . . femaleness . . . family relations <p>as expressed in TV shows, magazines and advertisements.</p>

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

DETECTION AND CONTROL OF DRUG PROBLEMS

BLOCK - HEALTH

GRADE: 8

CONTENTS

Effects of "Frequency of Use" and meaning on level of functioning of individual.

Legal response of a culture.

Family unit establishes standards

How School transmits and reinforces cultural attitudes.

How Church establishes moral and ethical standards.

How mass media as transmitter of social attitudes and cultural values.

ACTIVITIES

Examine the meanings and "frequency of use" factor inherent in "social user", "problem drinker", "alcoholic", "drunkard".

Students research laws throughout the cultural areas concerning substance abuse.

Discuss the effects of various cultural patterns in various areas of the world on adolescents. Compare to American.

Examine the objectives and goals of Parsippany as stated in the various sources.

Speakers - Priests, Rabbis, Ministers
Topic - "What Role Does The Church Play In The Everyday Lives of People?"

Examine role of religion and superstition in lives of peoples of other modern and primitive cultures.

Examine social attitudes toward:

- . . . success
- . . . happiness
- . . . maleness
- . . . femaleness
- . . . family relations

as expressed in TV shows, magazines and advertisements.

RESOURCES

World Health Organization Studies.

Parsippany's:

- . . . report card philosophies
- . . . student handbooks
- . . . prefaces to curriculum guides
- . . . student expectations

Margaret Mead, "Growing Up In Samoa";

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
<p>III. Deviance from generally accepted standards of behavior produce predictable consequences</p>	<p>V. Effects of media on inducing or deterring drug-oriented behavior.</p> <p>VI. How can the peer group affect general societal attitudes and individual behaviors:</p> <p>VII. Methods of transmitting attitudes of a sub-culture.</p> <p>I. Sub-cultures</p> <p>A. Identifiable characteristics</p> <p>B. Ideals of the sub-culture</p> <p>C. Realities faced by the sub-culture.</p> <p>II. Response of general culture to attitudes and values of sub-culture</p> <p>III. Response of sub-culture to attitudes and values of general culture.</p>	<p>Compare TV drug commercial under current promises to actual value and effects.</p> <p>Have students list two categories:</p> <ul style="list-style-type: none"> . . . what I expect and need from my friends. . . . what I give each day to my friends. Compare among class members. <p>Examine student music, literature, and entertainment as elements of a sub-culture</p> <p>Examine the nature and elements of sub-cultures in cultural areas.</p> <p>Collect myths, artifacts, art, etc. of genuine sub-cultures from the cultural areas.</p> <p>Create collages of alienated and accepted individuals in the cultural areas.</p> <p>Creative writing possibilities from collages or from selected slides or transparencies.</p> <p>Additional: Write a play with theme of conflict among sub-cultures and/or generations. Attempt to reconcile all characters' attitudes and values at end of play.</p>

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

VENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 8 BLOCK - HEALTH

CONTENTS

ACTIVITIES

RESOURCES

V. Effects of media on inducing or deterring drug-oriented behavior.

Compare TV drug commercial under current promises to actual value and effects.

VI. How can the peer group affect general societal attitudes and individual behaviors?

Have students list two categories:
 . . . what I expect and need from my friends.
 . . . what I give each day to my friends. Compare among class members.

VII. Methods of transmitting attitudes of a sub-culture.

Examine student music, literature, and entertainment as elements of a sub-culture

I. Sub-cultures

Examine the nature and elements of sub-cultures in cultural areas.

A. Identifiable characteristics

B. Ideals of the sub-culture

C. Realities faced by the sub-culture.

Collect myths, artifacts, art, etc. of genuine sub-cultures from the culture areas.

II. Response of general culture to attitudes and values of sub-culture

Create collages of alienated and accepted individuals in the cultural areas.

III. Response of sub-culture to attitudes and values of general culture.

Creative writing possibilities from collages or from selected slides or transparencies.

Additional: Write a play with theme of conflict among sub-cultures and/or generations. Attempt to reconcile all characters' attitudes and values at end of play.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

CONTENTS

ACTIVITIES

IV. Conflicts between group attitudes and values.

Role play conflicts between generations or between culture and sub-culture.

V. Possible methods of resolving conflict.

VI. Anti-social behavior

A. Definition

B. Development of attitudes towards anti-social behavior.

Role play selected anti-social behaviors i.e. bombers, thieves, child abusers, kidnappers, pushers, hijackers, etc. Decide what society's response should be toward each.

VII. Sanctions against anti-social behavior.

Research laws concerning some of the above anti-social behaviors.

VIII. Predictable consequence of anti-social behavior.

Establish class standards of justice to be exercised against the above anti-social behaviors.

IX. Psychological and sociological pressure on "deviant" individuals.

Students to research films, TV, literature for examples of guilt, rejection, anxiety, social ostracism, fear, etc. brought about because of individual or group anti-social behavior. Lead class in discussion of their material.

Students list or create examples of situations which would produce above feelings.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

DEFINITION AND CONTROL OF DRUG PROBLEMS

GRADE: 8 BLOCK - HEALTH

<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
IV. Conflicts between group attitudes and values.	Role play conflicts between generations or between culture and sub-culture.	
V. Possible methods of resolving conflict.		
VI. Anti-social behavior A. Definition B. Development of attitudes towards anti-social behavior.	Role play selected anti-social behaviors i.e. bombers, thieves, child abusers, kidnappers, pushers, hijackers, etc. Decide what society's response should be toward each.	
VII. Sanctions against anti-social behavior.	Research laws concerning some of the above anti-social behaviors.	
VIII. Predictable consequence of anti-social behavior.	Establish class standards of justice to be exercised against the above anti-social behaviors.	
IX. Psychological and sociological pressure on "deviant" individuals.	Students to research films, TV, literature for examples of guilt, rejection, anxiety, social ostracism, fear, etc. brought about because of individual or group anti-social behavior. Lead class in discussion of their material. Students list or create examples of situations which would produce above feelings.	

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
<p>IV. Attitudes and values concerning behavior may be widely divergent among differing cultures.</p>	<p>I. Drugs used</p> <p>II. Frequency of use</p> <p>III. Non-drug oriented alternatives available within the culture</p>	<p>Students to research substances used for pleasure or escape in cultural regions of the world.</p> <p>Examine stereotypes and true pictures of substance abusers in separate cultural areas of the world.</p> <p>Create collage showing the effect of not performing certain basic human functions, i.e. not eating, no clean environment, poor health causes of careless accidents; etc.</p> <p>Research other cultures for behaviors accepted for Americans, but not others, i.e. public signs of affection, staying out late at night, moving home at age 18, etc.</p>
<p>V. Environment may be a factor in producing drug-oriented behavior among the members of a culture.</p>	<p>I. Causes of drug-oriented behavior</p> <p>II. Factors affecting production, distribution and/or availability.</p> <p>A. Geographical</p> <p>B. Historical</p> <p>C. Political</p>	<p>Search a specific culture for evidence or possible situations in which causes for substance abuse might be present.</p> <p>Investigate climatic or agricultural possibilities for either wild or cultivated growth of certain substances.</p> <p>Examine the marijuana production and use situation in Mexico. Decide the problems to the U.S. Chart the amounts and costs of drug smuggled from Mexico (or any other cultural area) into the U.S.</p>

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

IDENTIFICATION AND CONTROL OF DRUG PROBLEMS

GRADE: 8 BLOCK - HEALTH

CONTENTS

ACTIVITIES

RESOURCES

I. Drugs used

Students to research substances used for pleasure or escape in cultural regions of the world.

II. Frequency of use

Examine stereotypes and true pictures of substance abusers in separate cultural areas of the world.

Create collage showing the effect of not performing certain basic human functions, i.e. not eating, no clean air, no clean environment, poor health, causes of careless accidents; etc.

III. Non-drug oriented alternatives available within the culture

Research other cultures for behaviors accepted for Americans, but not for others, i.e. public signs of affection, staying out late at night, moving from home at age 18, etc.

I. Causes of drug-oriented behavior

Search a specific culture for evidences or possible situations in which causes for substance abuse might be prevalent.

Handbook Chart, Some Causes of Drug Abuse

II. Factors affecting production, distribution and/or availability.

Investigate climatic or agricultural possibilities for either wild or cultivated growth of certain substances.

Bureau of Customs, U.S. Treasury Dept., Washington, D.C. 20220

- A. Geographical
- B. Historical
- C. Political

Examine the marijuana production and use situation in Mexico. Decide added problems to the U.S. Chart the types amounts and costs of drug smuggling from Mexico (or any other cultural area) into the U.S.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

CONTENTS

ACTIVITIES

III. Goals of the individual in a survival-oriented society

IV. Goals of the individual in a non-survival oriented society

What laws were enacted to combat drug smuggling between the two countries?

What political or legal agreements have been created to combat the situation?

How successful have they been?

Read and discuss some applicable contemporary short story authors and poets who examine themes such as alienation, emptiness, loneliness, rejection, impediments to communication.

Examine contemporary American society for purposes and goals.

Contrast to less affluent societies of the world in which purposes are enforced, i.e. grow food, hunt, build shelters, protect self from environment, or perish.

Debate: "Contemporary Man Has Developed A Thing-Oriented (Materialistic) Rather Than A People-Oriented (Humanistic) Society."

Develop with the class potential solutions and techniques to deal with the problems emanating from the above debate.

Have students construct charts of a day's (or week's) activities. Examine as to which....are necessary to survival?are comfort producing?....are leisure time activity?....are escapist in nature?

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CONVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 8 BLOCK - HEALTH

CONTENTS

III. Goals of the individual in a survival-oriented society

IV. Goals of the individual in a non-survival oriented society

ACTIVITIES

What laws were enacted to combat drug smuggling between the two countries?

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RESOURCES

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

VI. Each culture establishes certain acceptable methods of relaxing.

CONTENTS

I. Opportunities for meaningful non-drug oriented experiences within a culture.

II. Effects of modern technology on life experiences.

ACTIVITIES

Create collages showing exciting possibilities for life experiences for modern technological man.

Produce tape-slide presentation for the sake of entertainment.

Investigate as a genuine educational topic: Leisure time activities in contemporary technological America. Concentrate on those within the experiential range of 8th graders.

Examine contemporary youth for such non-drug related life experiences.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 8 BLOCK - HEALTH

CONTENTS

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RESOURCES

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
<p>I. The systems of the human body are precise mechanisms</p>	<p>I. Physiological effects of the introduction of foreign substances in the human body:</p> <ul style="list-style-type: none"> A. Central nervous system B. Circulatory system C. Digestive system D. Muscular system E. Excretory system F. Reproductive system <p>II. Conditions and diseases of the body's systems - causes and effects of:</p> <ul style="list-style-type: none"> A. Heart conditions B. Brain damage C. Nervous conditions D. Liver destructions <p>III. Foreign substances that are proven scientifically to cause damage.</p> <p>IV. Foreign substances that are suspected scientifically to cause permanent damage.</p> <p>V. Effects of changes in metabolism on body systems.</p> <p>VI. Effects of chemical stimulation on body systems</p>	<p>Discuss effect of amphetamines on heart and respiratory rate.</p> <p>Discuss effect of glue sniffing on brain and nervous system.</p> <p>Discuss smoking as a causative and contributing factor to emphysema and lung cancer.</p> <p>Discuss inhaling noxious fumes from glue aerosol sprays, kerosene, etc.</p> <p>Discuss LSD and genetic damage</p>

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

IDENTIFICATION AND CONTROL OF DRUG PROBLEMS

GRADE: 8 SCIENCE-HEALTH

CONTENTS

ACTIVITIES

RESOURCES

- I. Physiological effects of the introduction of foreign substances in the human body:
 - A. Central nervous system
 - B. Circulatory system
 - C. Digestive system
 - D. Muscular system
 - E. Excretory system
 - F. Reproductive system
- II. Conditions and diseases of the body's systems - causes and effects of:
 - A. Heart conditions
 - B. Brain damage
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 - D. Liver destructions
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- IV. Foreign substances that are suspected scientifically to cause permanent damage.
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- VI. Effects of chemical stimulation on body systems

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- Discuss smoking as a causative and contributing factor to emphysema and lung cancer.
- Discuss inhaling noxious fumes from glue aerosol sprays, kerosene, etc.
- Discuss LSD and genetic damage

Film:
"Drugs and the Nervous System",
Churchill Films, 662 N. Robertson
Blvd., Los Angeles, Calif. 90069

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
<p>II. The introduction of the same dosage of the same substance to the same person at a different point in time may cause different reactions.</p>	<p>I. Variable conditions in physical conditions and bodily reactions.</p> <p>II. Importance of dosage in drug effect.</p> <p>III. Setting and environment in relation to drug effect.</p> <p>IV. Place of user's expectations of effect.</p>	<p>Examine directions on drug containers for directions which warn against possible drowsiness, problems in operating machinery, etc.</p> <p>Establish a set of group norms for a specific set of behaviors. Students select which peer pressures they would act in accordance with.</p>
<p>III. Drugs can temporarily alleviate emotional discomforts.</p>	<p>I. Emotional discomforts of puberty.</p> <p>A. Anxiety</p> <p>B. Depression</p> <p>C. Fear</p> <p>D. Confusion</p> <p>E. Boredom</p> <p>II. Effects of popularly used substances on emotional discomforts.</p> <p>A. Escapism</p> <p>B. Alteration of mood</p> <p>C. Peer acceptance</p> <p>III. Long range effects of immediate gratification of discomfort.</p> <p>A. Avoiding experience with decision making.</p> <p>B. Impairment of thinking skills</p> <p>IV. Possible methods for dealing with emotional discomforts of puberty.</p> <p>V. Dangers of use during puberty.</p>	<p>Students to list and discuss examples of experience with adolescent feelings</p> <p>Construct a check-list of adolescent emotions</p> <p>Construct a check-list of methods of avoiding problems and discomforts.</p> <p>Write case studies of people who have not developed a specific living skill</p> <p>Student groups construct positive methods for helping each other feel necessary and accepted.</p>

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PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 8 - SCIENCE-HEALTH

CONTENTS

- I. Variable conditions in physical conditions and bodily reactions.
- II. Importance of dosage in drug effect.
- III. Setting and environment in relation to drug effect.
- IV. Place of user's expectations of effect.
 - I. Emotional discomforts of puberty.
 - A. Anxiety
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 - B. Impairment of thinking skills
- IV. Possible methods for dealing with emotional discomforts of puberty.
- V. Dangers of use during puberty.

ACTIVITIES

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- Construct a check-list of adolescent emotions
- Construct a check-list of methods of avoiding problems and discomforts.
- Write case studies of people who have not developed a specific living skill
- Student groups construct positive methods for helping each other feel necessary and accepted.

RESOURCES

Film:
 "Steps Toward Maturity & Health"
 Walt Disney Films, 666 Busse Hwy
 Park Ridge, Ill. 60068

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

IV. Healthy attitudes are necessary in decision making.

V. Healthy relationships provide a means of expression of feelings.

CONTENTS

- I. Pharmacology of drugs
 - A. Drug sources
 - B. Physical effects
 - C. Emotional effects
 - D. Category (stimulant, etc.)
 - E. Dosages

II. Legalities of drug use and drug abuse.

III. Any other areas that may need review from previous grade content.

- I. Development of healthy social attitudes.
 - A. Constructive relationships with parents, siblings in school and out of school.

II. Effective, satisfying boy-girl relationships.

III. Relationships in cooperative and competitive activities.

ACTIVITIES

Review and update previous information according to:

- . . . level of student sophistication
- . . . student interest
- . . . local situation (which drugs are now most prevalent in the area)

Organize student groups to discuss how to cope with feelings of loneliness, isolation, worthlessness, anger, etc.

Decide and discuss persons best able to help alleviate distressing feelings.

Organize student groups to decide methods of expressing difficult feelings.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

IDENTIFICATION AND CONTROL OF DRUG PROBLEMS

GRADE: 8 SCIENCE-HEALTH

CONTENTS

- I. Pharmacology of drugs
 - A. Drug sources
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RESOURCES

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

I. Drugs are classified according to their pharmacological action.

CONTENTS

- I. Drugs commonly misused have various classifications.
- A. Stimulants
1. definition
 2. sources
 3. types
 4. slang terms
 5. physiological and psychological effects
 6. medical uses
 7. undesirable long range effects due to misuse.
- B. Depressants
(Repeat 1 - 7 above)
- C. Narcotics
(Repeat 1 - 7 above)
- D. Hallucinogens
(Repeat 1 - 7 above)

ACTIVITIES

Provide a question box for inquiries about which pupils want information without revealing their identity.

Ask class to identify when people might misuse amphetamines and why.

Pharmacist to discuss the various types of depressants. Discuss reasons why they are prescribed. Discuss:

- . . . effects of dependence
- . . . impairment of ability to work
- . . . developing of nutritional diseases.
- . . . promotion of mental and physical deterioration

Study historical use of opium

Ask students to discuss why marijuana seems to be "popular"

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 9

<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
<p>I. Drugs commonly misused have various classifications.</p> <p>A. Stimulants</p> <ol style="list-style-type: none"> 1. definition 2. sources 3. types 4. slang terms 5. physiological and psychological effects 6. medical uses 7. undesirable long range effects due to misuse. <p>B. Depressants (Repeat 1 - 7 above)</p> <p>C. Narcotics (Repeat 1 - 7 above)</p> <p>D. Hallucinogens (Repeat 1 - 7 above)</p>	<p>Provide a question box for inquiries about which pupils want information without revealing their identity.</p> <p>Ask class to identify when people might misuse amphetamines and why.</p> <p>Pharmacist to discuss the various types of depressants. Discuss reasons why they are prescribed. Discuss:</p> <ul style="list-style-type: none"> . . .effects of dependence . . .impairment of ability to work . . .developing of nutritional diseases. . . .promotion of mental and physical deterioration <p>Study historical use of opium</p> <p>Ask students to discuss why marijuana seems to be "popular"</p>	

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

II. Chemical substances when misused can cause permanent physical and mental damage.

CONTENTS

- I. All drugs and chemical substances have a potential for harm.
 - A. Agents possibly harmful (depending on dose) if used only once.
 - 1. amphetamines
 - 2. barbiturates
 - 3. heroin
 - 4. LSD
 - B. Lethal potential of some drugs taken in overdose.
 - C. Unpredictable effects from different drugs taken simultaneously.
- II. Misuse of drugs may involve legal consequences.
 - A. Penalties for illegal possession
 - distribution
 - use
 - import
 - export
 - compounding
 - manufacture

ACTIVITIES

Discuss the following statement:
 "Drugs need not be bad; it is the way they are used that causes problems."

Assign special reports on penalties for illegal use of drugs. A lawyer, judge, police may be of value. Trace the development of International Law from the 1909 Shanghai Conference to the Single convention of 1961 to the present.

Identify problems that could arise from laws that are too severe. Evaluate benefits which society derives from regulations and laws.

Discuss the effects of public opinion upon law makers.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 9

CONTENTS

- I. All drugs and chemical substances have a potential for harm.
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RESOURCES

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
	<ul style="list-style-type: none"> B. Loss of certain rights under drug conviction C. Penalties for driving under the influence of drugs. 	<p>Discuss the rights lost when a person is convicted on certain drug charges:</p> <ul style="list-style-type: none"> . . . right to vote . . . ineligibility for medical school, etc. <p>Have students collect newspaper clippings of accidents caused by alcohol or other drugs.</p>
	<p>III. Misuse of drugs can create:</p> <ul style="list-style-type: none"> A. Damage to vital organs B. Aggravation of existing health problems. C. Masking of signs and symptoms of diseases. D. Malnutrition E. Harmful tolerance F. Dependence G. Withdrawal symptoms <ul style="list-style-type: none"> 1. heroin 2. barbiturates H. Harmful types of effect <ul style="list-style-type: none"> 1. synergistic 2. additive 3. cumulative I. Death 	<p>Define:</p> <ul style="list-style-type: none"> . . . dependence . . . withdrawal . . . tolerance <p>Explain how two drugs can actually work together to produce results.</p> <p>Invite psychologist and drug-tolerated student to discuss.</p>

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 9

CONTENTS

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- C. Penalties for driving under the influence of drugs.
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 - A. Damage to vital organs
 - B. Aggravation of existing health problems.
 - C. Masking of signs and symptoms of diseases.
 - D. Malnutrition
 - E. Harmful tolerance
 - F. Dependence
 - G. Withdrawal symptoms
 - 1. heroin
 - 2. barbiturates
 - H. Harmful types of effect
 - 1. synergistic
 - 2. additive
 - 3. cumulative
 - I. Death

ACTIVITIES

Discuss the rights lost when a person is convicted on certain drug charges:

- . . .right to vote
- . . .ineligibility for medical and law school, etc.

Have students collect newspaper clippings of accidents caused by use of alcohol or other drugs.

Define:

- . . .dependence
- . . .withdrawal
- . . .tolerance

Explain how two drugs can accidentally work together to produce harmful results.

Invite psychologist and drug rehabilitated student to discuss.

RESOURCES

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
<p>I. Chemical substances when misused can cause permanent physical and mental damage.</p>	<p>I. Special health problems can be related to the use both of illegal drugs, and of drugs procured illegally.</p> <p>A. Unpredictable reaction, resulting from unknown purity and strength of the drugs used.</p> <p>B. Unsanitary conditions of production.</p> <p>C. Danger of infection from unsanitary administration of drugs - infectious hepatitis, tetanus.</p> <p>D. Danger of harm to self or others when under the influence</p>	<p>Arrange for following</p> <ol style="list-style-type: none"> 1. Board of Health representative on the problem 2. Doctor 3. Social Worker <p>Discuss the establishment of a teen drug council.</p>
	<p>II. Legitimate drug products are medical tools to be used for specific purposes.</p> <p>A. Extensive use in medical practice.</p> <p>B. Self Medication</p>	<p>What are the negative effects of ingestion of drugs?</p> <p>Invite physician to discuss content and danger of the tranquilizers, stimulants, and common non-prescription drugs.</p>
	<p>III. Social acceptance of the use of drugs and chemicals is widespread.</p> <p>A. Extensive use of prescription drugs</p> <p>B. Extensive use of non-prescription medicines for minor aches, pains, etc.</p> <p>C. Appetite Control</p> <p>D. Use of Alcoholic beverages</p> <p>E. Use of caffeine, Coffee, Cola, Tea</p> <p>F. Use of nicotine</p> <p>G. Use of substances that contain valuable chemical additives.</p>	<p>Discuss how to differentiate between minor aches and those that need medication.</p> <p>Discuss the possible damage using non-prescription drugs.</p> <p>Analyze the term "Social Acceptance".</p> <p>Evaluate the social acceptance of alcoholic beverages. How important is it? How extensive?</p>

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 10

CONTENTS

ACTIVITIES

RESOURCES

- I. Special health problems can be related to the use both of illegal drugs, and of drugs procured illegally.
 - A. Unpredictable reaction, resulting from unknown purity and strength of the drugs used.
 - B. Unsanitary conditions of production.
 - C. Danger of infection from unsanitary administration of drugs - infectious hepatitis, tetanus.
 - D. Danger of harm to self or others when under the influence

- II. Legitimate drug products are medical tools to be used for specific purposes.
 - A. Extensive use in medical practice.
 - B. Self Medication

- III. Social acceptance of the use of drugs and chemicals is widespread.
 - A. Extensive use of prescription drugs
 - B. Extensive use of non-prescription medicines for minor aches, pains, etc.
 - C. Appetite Control
 - D. Use of Alcoholic beverages
 - E. Use of caffeine, Coffee, Cola, Tea
 - F. Use of nicotine
 - G. Use of substances that contain valuable chemical additives.

- Arrange for following speakers:
- 1. Board of Health representative on the problem.
 - 2. Doctor
 - 3. Social Worker

Discuss the establishment of a teen drug council.

What are the negative effects of ingestion of drugs?

Invite physician to discuss the extent and danger of the use of tranquilizers, stimulants, depressants, and common non-prescription products.

Discuss how to differentiate between minor aches and pains and those that need medical attention.

Discuss the possible dangers of using non-prescription medicine.

Analyze the term "Social Acceptance".

Evaluate the social acceptance of alcoholic beverages. How important is it? How extensive?

See Resources
Appendix XXXII

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
<p>II. Survival in contemporary society demands extensive self-discipline.</p>	<p>A. Relieving daily stress and tension through acceptable activities is important.</p> <p>A. Change of pace - physical activity vs. mental exercise</p> <p>B. A variety of interests</p> <p>C. Hobbies</p> <p>D. Verbal ventilation</p> <p>E. Directing energy and intelligence toward achievement.</p> <p>II. Peer acceptance should not depend upon drug misuse.</p> <p>III. Recognition that the use of drugs to avoid problem-solving is only temporary escape.</p> <p>IV. Some misuse of drugs exists among athletes.</p>	<p>Discuss constructive activities that may relieve tensions.</p> <p>Do stresses and tensions ever contribute to success? How?</p> <p>Identify positive interesting activities that consume excessive energy.</p> <p>** Discuss class opinion of the importance of peer acceptance and what determines it.</p> <p>Analyze why one pupil might try to persuade another to use drugs.</p> <p>Discuss ways of resisting peer pressures.</p> <p>Review the qualities of a desirable personality.</p> <p>** Important Concept</p>

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 10

CONTENTS

ACTIVITIES

RESOURCES

A. Relieving daily stress and tension through acceptable activities is important.

- A. Change of pace - physical activity vs. mental exercise
- B. A variety of interests
- C. Hobbies
- D. Verbal ventilation
- E. Directing energy and intelligence toward achievement.

II. Peer acceptance should not depend upon drug misuse.

III. Recognition that the use of drugs to avoid problem-solving is only temporary escape.

IV. Some misuse of drugs exists among athletes.

Discuss constructive activities that may relieve tensions.

Do stresses and tensions ever contribute to success? How?

Identify positive interesting activities that consume excessive energy

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Analyze why one pupil might try to persuade another to use drugs.

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Review the qualities of a desirable personality.

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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
<p>I. There is a need for qualified personnel in drug control.</p>	<p>I. Essential people needed to make control effective:</p> <ul style="list-style-type: none"> A. Scientists B. Doctors and Dentists C. Pharmacists D. Lawyers E. Educators F. Law enforcement G. Nurses H. Counsellors I. Legislators <p>II. Need for exhaustive research and clinical testing of new products.</p>	<p>Invite a lawyer to discuss drug law</p> <p>Explore careers available in health</p>
<p>II. The public must be aware of results of unwise use of drug substances.</p>	<p>I. Business and industry contribute to protection against drug abuse.</p> <ul style="list-style-type: none"> A. Pharmaceutical industry B. Better Business Bureau C. Seals of Good Housekeeping, Parents Magazine D. National Safety Council <p>II. Professional and Trade Organizations help in several ways to safeguard against drug abuse.</p>	<p>Write to Food and Drug Administration to obtain information on testing of new drug products.</p> <p>Visit a Pharmaceutical industrial plant to observe how drugs are made and how quality is assured.</p> <p>Invite the Better Business Bureau to report on its services.</p> <p>Inquire how professional agencies help prevent illegal and unwise use of drugs.</p>

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 11

<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
<p>I. Essential people needed to make control effective:</p> <ul style="list-style-type: none"> A. Scientists B. Doctors and Dentists C. Pharmacists D. Lawyers E. Educators F. Law enforcement G. Nurses H. Counsellors I. Legislators 	<p>Invite a lawyer to discuss drug laws</p> <p>Explore careers available in health.</p>	<p>Pamphlet: Careers, Public Affairs, 381 Park Ave. S. New York, New York, 10016</p>
<p>II. Need for exhaustive research and clinical testing of new products.</p>	<p>Write to Food and Drug Administration to obtain information on testing of new drug products.</p>	
<p>I. Business and industry contribute to protection against drug abuse.</p> <ul style="list-style-type: none"> A. Pharmaceutical industry B. Better Business Bureau C. Seals of Good Housekeeping, Parents Magazine D. National Safety Council 	<p>Visit a Pharmaceutical industrial plant to observe how drugs are made and how quality is assured.</p> <p>Invite the Better Business Bureau to report on its services.</p>	
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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
<p>III. Laws are necessary for the control of drugs.</p>	<p>I. There are numerous regulations for protection against drug abuse:</p> <ul style="list-style-type: none"> A. Harrison Narcotic Act. B. Pure Food and Drug Act. C. Marijuana Tax Act D. Legislation since 1968 	<p>Discuss the way in which laws affect the individual consumer through control of distribution, purchasing and advertising.</p>
<p>IV. Drug control is complicated by many factors.</p>	<p>II. Control of drugs are on a local, Federal and world-wide level. Some of the agencies are:</p> <ul style="list-style-type: none"> A. World Health Organization B. National Institute of Mental Health C. Food and Drug Administration D. Bureau of Narcotics and Dangerous Drugs. E. Federal Trade Commission <p>I. Economic conditions make an impact on drug control.</p> <ul style="list-style-type: none"> A. Extensiveness of the production of tobacco and alcohol. B. Scope and extent of the advertising of non-prescription products through media. C. Importance and necessity of the production of legitimate medications. D. Many drugs designated illegal in the U.S., but are widely available and legal in other parts of the world. 	<p>Write U.S. Customs Bureau for information about measures to prevent smuggling of drugs.</p> <p>Evaluate advertising of non-prescription products.</p> <p>Why are cigarette and alcohol commercials banned from TV and radio? Why are beer commercials permitted?</p>

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 11

CONTENTS

- I. There are numerous regulations for protection against drug abuse:
 - A. Harrison Narcotic Act.
 - B. Pure Food and Drug Act.
 - C. Marijuana Tax Act
 - D. Legislation since 1968

- II. Control of drugs are on a local, Federal and world-wide level. Some of the agencies are:
 - A. World Health Organization
 - B. National Institute of Mental Health
 - C. Food and Drug Administration
 - D. Bureau of Narcotics and Dangerous Drugs.
 - E. Federal Trade Commission

- I. Economic conditions make an impact on drug control.
 - A. Extensiveness of the production of tobacco and alcohol.
 - B. Scope and extent of the advertising of non-prescription products through media.
 - C. Importance and necessity of the production of legitimate medications.
 - D. Many drugs designated illegal in the U.S., but are widely available and legal in other parts of the world.

ACTIVITIES

- Discuss the way in which laws protect the individual consumer through control of distribution, purchasing, and advertising.

- Write U.S. Customs Bureau to obtain information about measures to prevent smuggling of drugs.

- Evaluate advertising of non-prescription products.
 - Why are cigarette and alcohol commercials banned from TV and radio?
 - Why are beer commercials permitted?

RESOURCES

- Agencies:
 - U.S. Dept. of Agriculture
Washington, D.C. 20505

 - U.S. Chamber of Commerce
1615 H Street, N.W.
Washington, D.C. 20006

 - Food and Drug Administration
U.S. Dept. of Health, Education & Welfare, Washington, D.C. 20202

 - Federal Communications Commission
Washington, D.C.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

CONTENTS

ACTIVITIES

- II. Difficulties are encountered in attempting to enforce drug control measures.
 - A. Lack of world-wide uniform restrictions
 - B. Lack of uniform state laws
 - C. Insufficient number of enforcement officers
 - D. Over-severity of penalties for some offenses.
 - E. Tendency of families and friends to shelter and protect, rather than seek help for the offender.
 - F. Popularity of drugs in spite of laws against use.
 - G. Reluctance of people to report violations of friends.
 - H. Reluctance of courts to prosecute

- III. Various factors in the illicit trade in drugs keep it alive.
 - A. Black market
 - B. Smuggling
 - C. Theft from manufacture
 - D. Unauthorized distributor
 - E. Counterfeit manufacture
 - F. Tremendous profit motive
 - G. Falsify or forgery of prescriptions and orders

Compare extent of and restriction upon drug misuse in various countries.

Compare drug laws in neighboring states.

Visit a court of law during the trial of a person accused of drug abuse.

Analyze the objectives of the pusher or dealer.

Discuss:

Do junkies like what they are doing?
 What alternatives do they have?
 What is negative affect of ingestion, or shooting up?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

ON AND CONTROL OF DRUG PROBLEMS

GRADE: 11

CONTENTS

ACTIVITIES

RESOURCES

Difficulties are encountered in attempting to enforce drug control measures.

Compare extent of and restriction upon drug misuse in various countries.

Filmstrip:

- A. Lack of world-wide uniform restrictions
- B. Lack of uniform state laws
- C. Insufficient number of enforcement officers
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- F. Popularity of drugs in spite of laws against use.
- G. Reluctance of people to report violations of friends.
- H. Reluctance of courts to prosecute

Compare drug laws in neighboring states.

"You and The Law",
Guidance Associates
Harcourt, Brace and World
Pleasantville, N.Y. 10570, Part II

Visit a court of law during the trial of a person accused of drug abuse.

Various factors in the illicit trade in drugs keep it alive.

Analyze the objectives of the pusher or dealer.

Book:

- A. Black market
- B. Smuggling
- C. Theft from manufacture
- D. Unauthorized distributor
- E. Counterfeit manufacture
- F. Tremendous profit motive
- G. Falsify or forgery of prescriptions and orders

Discuss:

"Black Market Medicine", Krieg,
Margaret, Prentice-Hall, Inc.
Englewood Cliffs, N.J. 07632
(Student)

Do junkies like what they are doing?
What alternatives do they have?
What is negative affect of ingestion, or shooting up?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

CONTENTS

ACTIVITIES

IV. Laws and agencies created to enforce the laws are not in themselves adequate for the job of making drug control effective.

- A. Need for education
- B. Need for citizen cooperation in observing and supporting the laws.

V. Lack of knowledge hindering drug control.

Discuss why laws do not provide complete protection.

Ask pupil to write sample drug control laws and evaluate them.

Ask pupils to prepare an effective plan to offset drug abuse.

Discuss responsible citizenship. How does a person become a responsible citizen rather than a "social dropout"?

What are some constructive ways of handling our own rebellion, e.g. social work?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

AND CONTROL OF DRUG PROBLEMS

GRADE: 11

<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
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...k of knowledge hindering drug control.



PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

- I. Individual responsibility is important in contemporary society.

CONTENTS

- I. Avoid danger of self medication.
- II. Awareness of dependence in prolonged use of common medication.
- III. Recognizing necessity to use drugs according to professional directions.
- IV. There is a need to educate citizens in the use of medicine.
 - A. Benefits
 - B. Dangers of misuse of medicine
 - C. Reasons for misuse of medicines and drugs
 - D. Extent of drug abusers' problems.
- V. Effects upon self, family, friends, and community
 - A. Economic loss
 - B. Need for treatment
 - C. Problem of rehabilitation
 - D. Penalties for illegal use
 - E. Fear of Detection
 - F. Disturbance and destruction of family
 - G. Wasted human resources

ACTIVITIES

Question box to assist in identifying misconceptions about drugs.

Discuss the estimated value of a person to society in terms of lifetime earnings and special talents and skills.

Study penalties

Discuss the effects of drug abuse on the individual; ambition and accomplishment and responsibility to other individuals.

Discuss methods and results of preventing drug dependence.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 12

CONTENTS

ACTIVITIES

RESOURCES

- I. Avoid danger of self medication.
- II. Awareness of dependence in prolonged use of common medication.
- III. Recognizing necessity to use drugs according to professional directions.
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 - A. Benefits
 - B. Dangers of misuse of medicine
 - C. Reasons for misuse of medicines and drugs
 - D. Extent of drug abusers' problems.
- V. Effects upon self, family, friends, and community
 - A. Economic loss
 - B. Need for treatment
 - C. Problem of rehabilitation
 - D. Penalties for illegal use
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Discuss the estimated value of a person to society in terms of lifetime earnings, special talents and skills.

Study penalties

Discuss the effects of drug abuse on individual; ambition and accomplishment and responsibility to other individuals.

Discuss methods and results of financing drug dependence.

Pamphlet:

"Decision", Suffolk Education Center, Stonybrook, New York 11790

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
<p>VI. The drug problem requires the cooperation of community agencies</p> <ul style="list-style-type: none"> A. Health Departments B. Hospitals C. Medical Societies D. Family Service Agencies E. Doctors F. Pharmaceutical manufacturers G. Churches H. Service Clubs I. Youth Groups 	<p>Compare American and British methods of drug rehabilitation. Speakers from local treatment centers.</p> <p>Check programs of student groups</p> <ul style="list-style-type: none"> . . . "Smart Teens" . . . "SLANT" (Student League Against Narcotics Temptation) . . . "SAINT-NEWARK" N.J. (Students Against Involved Negative Temptation). 	
<p>VII. There are various sources of immediate help.</p> <ul style="list-style-type: none"> A. Parents B. Personal physician or Medical Society C. Local clinics and hospitals D. Local centers on rehabilitation E. School counsellors, teachers, nurse F. Religious advisor G. Ombudsman - concept of assistance 	<p>Survey the community for local centers for treatment and rehabilitation. Report on services available.</p> <p>Discuss statements of controversy</p> <p>"How would you want your parents to react if they discovered you were using drugs"?</p> <p>"How should young people communicate their feelings when they need help"?</p> <p>Role Playing:</p> <p>"What would you do if you found your best friend were using drugs?"</p>	

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PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 12

CONTENTS

ACTIVITIES

RESOURCES

VI. The drug problem requires the cooperation of community agencies

- A. Health Departments
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- C. Medical Societies
- D. Family Service Agencies
- E. Doctors
- F. Pharmaceutical manufacturers
- G. Churches
- H. Service Clubs
- I. Youth Groups

Compare American and British methods of drug rehabilitation. Speakers from local treatment centers.

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"How would you want your parents to react if they discovered you were using drugs"?

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Role Playing:
"What would you do if you found out your best friend were using drugs?"

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

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VIII. Difficulties attend the treatment and rehabilitation of the addict.

- A. Withdrawal from the drug is only the first step.
- B. Because the reasons people become addicted differ, treatment must differ.
- C. Permanent cure of addiction involves change in personality and life style.

Invite a physician and social worker to discuss their actual experiences in the treatment and rehabilitation of addicts.

Discuss various methods of treating addiction: methadone maintenance, residential treatment centers.

Study the activities of DARE (Drug Abuse Research Education).

How can one deal effectively with peer group pressure in the interest of his own personality development?

What survival techniques can be developed to help prevent personal disaster through the ingestion of chemicals?

How can one live in our society without its compulsive use of chemicals, especially alcohol, tobacco, drugs.

Role Playing - Psycho-Drama

What family counselling services are available in the area?

How can personal rebellion be handled constructively in our society?

What solutions are available for dealing with the negative affect?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

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- VIII. Difficulties attend the treatment and rehabilitation of the addict.
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ACTIVITIES

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RESOURCES

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CONTENTS

ACTIVITIES

IX. Rehabilitative Services

- A. Hospital clinics
- B. Private medical specialists
- C. Volunteer and agency groups
(Alcoholics Anonymous,
Synanon, Daytop, Dare, Phoenix
House, Gateway House).

Invite ex-addicts to speak to class

Ask them how they feel about them
selves. Are they happy being labeled
a junky?

Report on services of community
clinics in drug abuse area

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VENTION AND CONTROL OF DRUG PROBLEMS

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CONTENTS

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RESOURCES

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

Approaching the individual student's "drug problem" via subject matter oriented approaches, though necessary in allowing the student food for the decision-making process, is inadequate in meeting the underlying causes of a student opting for drug-oriented behavior.

The general school curriculum, indeed, the entire educational process, must address itself, where possible, to the following table. Provisions could be made K -12 in helping each student individually understand these forces affecting him, and in helping him form the necessary positive attitudes to cope with each individual cause which may lead him to such behavior.

These factors have been included throughout the suggested curricula where applicable but each one should be met and positive attitudes formed whenever evidence of such problems arise.

The following factors must be utilized in evaluating and understanding an individual "drug problem":

The drug used	Manner of drug taking
Effect of drug	Initiator of drug addiction
Frequency of use	Source of the drug
Amount of drugs used	Source of support for drug use
Age of initial drug use	Drug orientation of the drug user
Length of time used	Visibility of the drug user
	Source of classification

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

APPENDIX

Approaching the individual student's "drug problem" via subject matter oriented approaches, though necessary in allowing the student food for the decision-making process, is inadequate in meeting the underlying causes of a student opting for drug-oriented behavior.

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| Length of time used | Visibility of the drug user |
| | Source of classification |

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

REASONS FOR DRUG USE

GENERAL

CURIOSITY
PEER GROUP
AFFLUENCE
AVAILABILITY
FADDISM

FAMILIAL

BROKEN FAMILY
UNRESOLVED PROBLEMS
EXAMPLE
BOREDOM

SOCIETAL

LACK OF ESCAPISM
BOREDOM
LACK OF LEADERSHIP
HEDONISM
SOCIETAL PROBLEMS
DISCIPLINARY BREAKDOWN
COMMUNICATIONS MEDIA
ESCAPISM FROM AN OPPRESSIVE
ENVIRONMENT

Credit: Drug Abuse Institute for Educators, July 1970

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

ON AND CONTROL OF DRUG PROBLEMS

APPENDIX

REASONS FOR DRUG USE

FAMILIAL

UNRESOLVED FAMILY PROBLEMS
SIMPLE
Boredom

SOCIETAL

LACK OF ESCAPISM
BOREDOM
LACK OF LEADERSHIP
HEDONISM
SOCIETAL PROBLEMS
DISCIPLINARY BREAKDOWN
COMMUNICATIONS MEDIA
ESCAPISM FROM AN OPPRESSIVE
ENVIRONMENT

PERSONALITY

DRUG PRONE
SEXUAL CONFRONTATION
DEPRESSION
ANXIETY
PSYCHOSIS-NEUROSIS
ALIENATION
BOREDOM

Educators, July 1970

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

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TABLE I

FACTORS AFFECTING DRUG MISUSE

<u>DRUG USE PATTERNS</u>	<u>CHARACTERISTICS OF USERS</u>	<u>BEHAVIOR</u>
Type Frequency Amount	Age Sex Race Ethnicity Religion Marital Status S-E Class	Physical a Funct Dysf Social Inv Con Dev
<u>SCIENTIFIC KNOWLEDGE</u>	<u>TREATMENT PROGRAMS</u>	<u>PUBLIC POLICY</u>
Classification of Drug Users Drugs Theory about: Drug Use Drug Action Research	Goals Treatment Modalities Policies Procedures Professional Roles	Laws Policies Procedu
<u>CARETAKER STAFF ATTITUDES AND VALUES</u>	<u>COMMUNITY ATTITUDES AND VALUES</u>	<u>ECONOMIC LEGAL</u>
Stereotypes of Drug Users	Stereotypes of Drug Users	Produc Distrib Entert Taxes Advert Resear Treatm Penal

Credit: Taken from The International Journal of The Addictions,
 "The Addiction Dilemma", Stanley Einstein, Vol.4, No.1, 3/69.

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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

APPENDIX

TABLE I

FACTORS AFFECTING DRUG MISUSE

DRUG USE PATTERNS

CHARACTERISTICS OF USERS

BEHAVIOR OF USERS

Type
Frequency
Amount

Age
Sex
Race
Ethnicity
Religion
Marital Status
S-E Class

Physical and Psychological
Functions and
Dysfunctions
Social Involvement:
Conventional and
Deviant

SCIENTIFIC KNOWLEDGE

TREATMENT PROGRAMS

PUBLIC POLICY

Classification of
Drug Users
Drugs
Theory about:
Drug Use
Drug Action
Research

Goals
Treatment Modalities
Policies
Procedures
Professional Roles

Laws
Policies
Procedures

CARETAKER STAFF
ATTITUDES AND VALUES

COMMUNITY
ATTITUDES AND VALUES

ECONOMICS
LEGAL

ILLEGAL

Stereotypes of Drug Users

















Stereotypes of Drug Users

Production
Distribution and Sale
Entertainment
Taxes
Advertising
Research Projects
Treatment Programs
Penal Programs

Value of stolen
Merchandise
Sale of Stolen
Merchandise
Illegal Sale of Dr

International Journal of The Addictions,
"Stanley Einstein, Vol.4, No.1, 3/69.

TABLE II
THE HEROIN MARKET
Chain of Supply, Adulteration Process and Profit

DISTRIBUTOR	TYPE OF CUT	ADULTERATION	% HEROIN	RATE OF RETURN ON INVESTMENT
IMPORTER	-		 80%	 300%
KILO CONNECTION	1 & 1		 40%	 160%
CONNECTION	1 & 1		 20%	 145%
WEIGHT DEALER	2 & 1		 6.7%	 114%
STREET DEALER	1 & 1		 3.3%	 124%
JUGGLER	?	?	?	 56%

THIS TABLE SHOWS THE ECONOMICS OF THE HEROIN MARKET SHOWING MARGINS OF PROFIT, DISTRIBUTION FROM SOURCE TO STREET, WHERE ADULTERATION OCCURS, AND HOW MUCH.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

EDUCATION AND EDUCATORS FACE THE CHALLENGING PROSPECTS OF THE
BY BECOMING:

- A. The first place of preventing a drug problem.
- B. The last semblance of hope for someone with a drug problem.
- C. An important place where someone may learn about how to avoid becoming involved in a drug problem.

Before examining the case, we define the immediate terms as:

DRUG

Any substance which is placed or taken into the body and has a physiological and/or psychological effect upon that person.

DRUG PROBLEM

Exists when a person uses a drug in such a manner that causes him to deviate from socially accepted pattern of functioning behavior.

TEACHERS AND EDUCATORS FACE THE CHALLENGING PROSPECTS OF THE DRUG PROBLEM
DEFINING:

- A. The first place of preventing a drug problem.
- B. The last semblance of hope for someone with a drug problem.
- C. An important place where someone may learn about himself to avoid becoming involved in a drug problem.

In defining the case, we define the immediate terms as:

DRUG Any substance which is placed or taken into the body and has a physiological and/or psychological effect upon that person.

DRUG PROBLEM Exists when a person uses a drug in such a manner that causes him to deviate from a socially accepted pattern of functioning or behavior.

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

PHYSICAL EVIDENCE OF POSSIBLE DRUG ABUSE

When the following articles are found in desks, washrooms, or other places in a school building, they indicate that somebody is using narcotics:

1. Hand-rolled or crudely made cigarettes
2. Hypodermic needles and syringes
3. Medicine or eyedroppers
4. Bottle tops, burned at the bottom
5. Teaspoons with the handle bent and the bottom burned
6. Capsules or small packages of white powder
7. Gelatin capsules or small cellophane bags

CHANGES IN PATTERNS OF BEHAVIOR AND VARIOUS PHYSICAL SYMPTOMS SUGGESTIVE OF DRUG ABUSE TO POSSIBLE DRUG ABUSE A DETAILED LIST OF THESE CHANGES IS

1. Changes in school attendance, discipline, and grades
2. Changes in the quality of the student's homework
3. Secretive behaviour, especially in regard to his personal possessions.
4. Association with other students suspected of drug abuse
5. Borrowing money (to buy drugs)
6. Stealing small items from home or school
7. Finding the student in odd places during the day (closets, storage rooms) where he can use drugs unobserved
8. Long-sleeved shirts worn constantly to hide needle marks on the arm
9. Neglect of personal appearance
10. Unusual outbreaks of temper or flare-ups
11. Disregard for others

PREVENTION AND CONTROL OF DRUG PROBLEMS

PHYSICAL EVIDENCE OF POSSIBLE DRUG ABUSE

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- Gelatin capsules or small cellophane bags

CHANGES IN PATTERNS OF BEHAVIOR AND VARIOUS PHYSICAL SYMPTOMS SHOULD ALERT THE TEACHER TO POSSIBLE DRUG ABUSE. A DETAILED LIST OF THESE CHANGES FOLLOWS:

- Changes in school attendance, discipline, and grades
- Changes in the quality of the student's homework
- Secretive behaviour, especially in regard to his personal possessions.
- Association with other students suspected of drug abuse
- Borrowing money (to buy drugs)
- Stealing small items from home or school
- Finding the student in odd places during the day (closets, storage rooms) where he can use drugs unobserved
- Long-sleeved shirts worn constantly to hide needle marks on the arm
- Neglect of personal appearance
- Unusual outbreaks of temper or flare-ups
- Disregard for others

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

OTHER SYMPTOMS

1. Needle marks on hands or arms
2. Burned fingers from cigarettes.
3. Marked restlessness and body movements
4. Mental and physical deterioration
5. Complete or partial breakdown of morals and behavior
6. Furtive mannerisms
7. Symptoms resembling alcohol intoxication, staggering or stumbling
8. Drowsiness or insomnia
9. Excess activity, irritability and argumentativeness, nervousness
10. Long periods without eating and sleeping
11. Frequent yawning

SOME SPECIFIC MANIFESTATIONS OF POSSIBLE DRUG ABUSE

1. Lethargy, yawning OPIAT
2. Inhibition of pain perception OPIAT
3. Reddened, watery eyes often hidden by sunglasses OPIAT
4. Nostrils are irritated and inflamed OPIAT
5. Fingers may show burns from smoking OPIAT
6. Malodorous body emanations OPIAT
7. Thickened or slurred speech OPIAT
8. Arms and hands show visible needle puncture wounds OPIAT
9. Tattoos used to conceal puncture scarifications OPIAT
10. Nervousness OPIAT
11. Restlessness OPIAT
12. Anxiety OPIAT
13. Running eyes and nose OPIAT
14. Sweating or profuse perspiration OPIAT
15. Enlarged pupils OPIAT

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16. Muscle twitching	OPIATE WITH
17. Aches and pains	OPIATE WITH
18. Feelings of depression	OPIATE WITH
19. Staggering and lack of balance without alcoholic breath	BARBITURAT
20. Quick temper and quarrelsome disposition	BARBITURAT
21. Convulsions	BARBITURAT
22. Reduced alertness and functional capability	TRANQUILIZE
23. Delusions and hallucinations both visual and auditory .	AMPHETAMIN
24. Excitability	AMPHETAMIN
25. Talkativeness	AMPHETAMIN
26. Hand tremor	AMPHETAMIN
27. Sleeplessness	AMPHETAMIN
28. Upset reality perception	HALLUCINO

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PREVENTION AND CONTROL OF DRUG PROBLEMS

APPENDIX

Muscle twitching	OPIATE WITHDRAWAL
Aches and pains	OPIATE WITHDRAWAL
Feelings of depression	OPIATE WITHDRAWAL
Staggering and lack of balance without alcoholic breath	BARBITURATE
Quick temper and quarrelsome disposition	BARBITURATE
Convulsions	BARBITURATE WITHDRAWAL
Reduced alertness and functional capability	TRANQUILIZER
Delusions and hallucinations both visual and auditory .	AMPHETAMINE, HALLUCINOGEN
Excitability	AMPHETAMINE
Talkativeness	AMPHETAMINE
Hand tremor	AMPHETAMINE
Sleeplessness	AMPHETAMINE
Upset reality perception	HALLUCINOGEN

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

NAME	SLANG NAME	CLASS- IFICATION	HOW TAKEN	INITIAL S
AMPHETAMINES	Bennies, Dexies, Co-Pilots Wakeups, Lid Proppers, Hearts. Pep Pills. Peaches Roses, Cartwheels, Oranges Footballs	Stimulant	Swallowed or Injected	Alertness, activity
BARBITURATES	Barbs, Blue Devils, Candy, Yellow Jacket, Bullets, Peanuts, Blue Heavens, Red Birds	Depressant	Swallowed or Injected	Drowsines Relaxation
COCAINE	Speed Balls, Gold Dust, Coke, Bernice, Corine, Flake, Star, Dust	Stimulant	Sniffed, injected or swallowed	Excitation ness, trem
HEROIN	White Stuff, Boy, H, Horse, Scat, Junk, Snow Stuff, Harry, Joy Powder Doojee	Depressant	Injected or sniffed	Euphoria,
CODEINE	Schoolboy, Coke, Corrine, Carrie, Happy, Dust, Snow, Star Dust, Bernice, Gold. Dust, Flake	Depressant	Swallowed	Drowsines
LSD	Acid, Sugar, Big D, Cubes Trips	Hallucinogen	Swallowed IX	Exhilaration, citation, P Speech

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NAME	SLANG NAME	CLASS- IFICATION	HOW TAKEN	INITIAL
MARIJUANA	Pot, Grass, Locoweed, Mary Jane, Hashish, Tea, Gage, Reefers, Joint Stock	Stimulant, Depressant, or Hallucinogen	Swallowed, smoked or sniffed	Relaxation alteration and judgment
MORPHINE	White Stuff, Miss Emma, M, Dreamer, Hard Stuff	Depressant	Swallowed or Injected	Euphoria,
GLUE SNIFFING		Depressant	Inhaled	Staggering drowsiness speech

x

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PREVENTION AND CONTROL OF DRUG PROBLEMS

APPENDIX

DRUG NAME	CLASSIFICATION	HOW TAKEN	INITIAL SYMPTOMS	LONG-TIME SYMPTOMS
Cocaine, Grass, Locoweed, Mary Jane, Hashish, Tea, Ecstasy, Reefers, Joint Stock	Stimulant, Depressant, or Hallucinogen	Swallowed, smoked or sniffed	Relaxation, Euphoria alteration of perception and judgement	Presently uncertain
White Stuff, Miss Emma, M, Creamer, Hard Stuff	Depressant	Swallowed or Injected	Euphoria, Drowsiness	Addiction, impairment of breathing
	Depressant	Inhaled	Staggering, stupor, drowsiness, slurred speech	Possible brain damage
		x		

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

TECHNICAL TERMS

ADDICTION

In 1957, the World Health Organization (WHO) defined as a state of periodic or chronic intoxication produced by the consumption of a drug. Its characteristics include:

- an overpowering desire or need (compulsion) to take the drug and obtain it by any means
- a tendency to increase the dose
- a psychic (psychological) and generally abnormal reaction to the effects of the drug
- an effect detrimental to the individual and society

CENTRAL NERVOUS SYSTEM

The brain and spinal cord

CONVULSIONS

An involuntary and violent irregular series of contractions

DELIRIUM

A condition characterized by mental excitement, incoherence of speech, and, often hallucinations.

DEPRESSANT

Any of several drugs which sedate by acting on the central nervous system. Medical uses include the treatment of anxiety and high blood pressure.

DRUG DEPENDENCE

As described in 1963 by WHO, drug dependence is a state resulting from repeated administration of a drug on a periodic or continuous basis. Its characteristics will vary with the agent involved. It is defined by designating the particular type of drug dependence, e.g. drug dependence of the morphine type, of the cannabis type, of the barbiturate type, etc.

HABITUATION

As defined in 1957 by WHO, drug habituation is a state resulting from the repeated consumption of a drug, which includes the following characteristics:

- a desire (but not a compulsion) to continue to take the drug for the sense of improved well-being that it produces
- little or no tendency to increase the dose
- some degree of psychic dependence, and withdrawal syndrome
- a detrimental effect, if any, primarily on the individual and society

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

APPENDIX

TECHNICAL TERMS

ADDICTION

In 1957, the World Health Organization (WHO) defined drug addiction as a state of periodic or chronic intoxication produced by the repeated consumption of a drug. Its characteristics include:

- an overpowering desire or need (compulsion) to continue taking the drug and obtain it by any means
- a tendency to increase the dose
- a psychic (psychological) and generally a physical dependence on the effects of the drug
- an effect detrimental to the individual and to society

CENTRAL NERVOUS SYSTEM

The brain and spinal cord

CONVULSIONS

An involuntary and violent irregular series of contractions of the muscles.

DELIRIUM

A condition characterized by mental excitement, confusion, disordered speech, and, often hallucinations.

DEPRESSANT

Any of several drugs which sedate by acting on the central nervous system. Medical uses include the treatment of anxiety, tension, and high blood pressure.

DRUG DEPENDENCE

As described in 1963 by WHO, drug dependence is a "state arising from repeated administration of a drug on a periodic or continuous basis". Its characteristics will vary with the agent involved. This is made clear by designating the particular type of drug dependence in each specific case, e.g. drug dependence of the morphine type, of the cocaine type, of the cannabis type, of the barbiturate type, etc.

HABITUATION

As defined in 1957 by WHO, drug habituation is a condition, resulting from the repeated consumption of a drug, which includes these characteristics:

- a desire (but not a compulsion) to continue taking the drug for the sense of improved well-being that it engenders.
- little or not tendency to increase the dose.
- some degree of psychic dependence, and hence, an abstinence syndrome
- a detrimental effect, if any, primarily on the individual.

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

HALLUCINOGEN

Any of several drugs, popularly called psychedelics, which produce unusual sensations such as distortions of time, space, and color, and other bizarre effects. While they are pharmacologically distinct, the use of these drugs, e.g. marihuana, are regulated under the same laws.

HYPNOTIC

An agent that induces sleep.

NARCOTIC

This term has two definitions. Medically defined, a narcotic is a drug that produces sleep or stupor and also relieves pain. Legally defined, the term means any drug regulated under the Federal Narcotic and other Federal narcotic laws. Some of these drugs are pharmacologically non-narcotic, e.g. cocaine.

POTENTIATION

Potentiation occurs when the combined action of two or more drugs is greater than the sum of the effects of each drug. In medicine, potentiation can be very useful in certain medical procedures. For example, physicians can induce and maintain a surgical anesthesia with a small amount of the primary anesthetic agent by using a second drug to potentiate the primary anesthetic agent. However, potentiation can be dangerous, e.g. barbiturates and many tranquilizers. The depressant effects of alcohol are also potentiated by other depressants.

PHYSICAL DEPENDENCE

Physiological adaptation of the body to the presence of a drug. If, after a long effect, the body develops a continuing need for the drug, physical dependence has been established, the body reacts with withdrawal symptoms if the drug is abruptly withdrawn. The nature and severity of withdrawal symptoms depend on the drug being used and the dosage level attained.

PSYCHOLOGICAL DEPENDENCE

An attachment to drug use which arises from a desire to satisfy some emotional or personality need of an individual. Psychological dependence does not require a physical dependence. However, physical dependence may seem to reinforce psychological dependence. An individual may also be psychologically dependent on other than drugs.

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PREVENTION AND CONTROL OF DRUG PROBLEMS

APPENDIX

PSYCHOTROPIC

Any of several drugs, popularly called psychedelics, which produce sensations such as distortions of time, space, sound, color and other bizarre effects. While they are pharmacologically non-narcotic, some of these drugs, e.g. marihuana, are regulated under Federal narcotic laws.

HYPNOTIC

An agent that induces sleep.

NARCOTIC

This term has two definitions. Medically defined, a narcotic is any drug that produces sleep or stupor and also relieves pain. Legally defined, the term means any drug regulated under the Harrison Act and other Federal narcotic laws. Some of these regulated drugs are pharmacologically non-narcotic, e.g. cocaine.

POTENTIATION

Potentiation occurs when the combined action of two or more drugs is greater than the sum of the effects of each drug taken alone. Potentiation can be very useful in certain medical procedures. For example, physicians can induce and maintain a specific degree of anesthesia with a small amount of the primary anesthetic agent by using another drug to potentiate the primary anesthetic agent. Potentiation may also be dangerous, eg. barbiturates and many tranquilizers potentiate the depressant effects of alcohol.

PHYSIOLOGICAL DEPENDENCE

Physiological adaptation of the body to the presence of a drug. In effect, the body develops a continuing need for the drug. Once such dependence has been established, the body reacts with predictable symptoms if the drug is abruptly withdrawn. The nature and severity of withdrawal symptoms depend on the drug being used and the daily dosage level attained.

PSYCHOLOGICAL DEPENDENCE

An attachment to drug use which arises from a drug's ability to satisfy some emotional or personality need of an individual. This attachment does not require a physical dependence, although physical dependence may seem to reinforce psychological dependence. An individual may also be psychologically dependent on substances other than drugs.

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

PSYCHOSIS

A major mental disorder; any serious mental derangement "replaces the old term "insanity".

SEDATIVE

An agent which quiets or calms activity.

SIDE EFFECTS

A given drug may have many actions on the body. Two of the more prominent actions will be medically necessary, others, usually weaker effects, are called side effects. Side effects are not necessarily harmful, but may be annoying.

STIMULANT

Any of several drugs which act on the central nervous system to produce excitement, alertness and wakefulness. Medical uses include treatment of mild depressive states, overweight and narcolepsy. Abuse is characterized by an almost overwhelming desire to sleep.

TOLERANCE

With many drugs, a person must keep increasing the dosage to get the same effect. This characteristic is called tolerance. It develops with the barbiturates, with amphetamine and with opiates.

TOXIC EFFECTS (poisoning)

Any substance in excessive amounts can act as a poison. With drugs, the margin between the dosage that produces therapeutic effects and dosage that produces toxic or poisonous effects is narrow. Over time, over, this margin will vary with the person taking the drug.

A major mental disorder; any serious mental derangement. "Psychosis" replaces the old term "insanity".

An agent which quiets or calms activity.

TS

A given drug may have many actions on the body. Usually one or two of the more prominent actions will be medically useful. The others, usually weaker effects, are called side effects. They are not necessarily harmful, but may be annoying.

Any of several drugs which act on the central nervous system, producing excitation, alertness and wakefulness. Medical uses include the treatment of mild depressive states, overweight and narcolepsy, a disease characterized by an almost overwhelming desire to sleep.

E

With many drugs, a person must keep increasing the dosage to maintain the same effect. This characteristic is called tolerance. Tolerance develops with the barbituates, with amphetamine and related compounds, and with opiates.

CTS (poisoning)

Any substance in excessive amounts can act as a poison or toxin. With drugs, the margin between the dosage that produces beneficial effects and dosage that produces toxic or poisonous effects varies greatly. Moreover, this margin will vary with the person taking the drug.

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

SLANG TERMS

ACID	LSD
ACID HEAD	An abuser of LSD
ARTILLERY	Equipment to inject drugs
BAD TRIP	Bad experience with LSD -STP
BAG	A container of drugs
BAGMAN	A drug supplier
BANG	To inject drugs
BARBS	Barbiturates
BENNIES	Benzedrine amphetamine tablets
BINDLE	Small quantity; packet of narcotics
BIZ	Equipment to inject drugs
BLANKS	Poor quality narcotics
BLASTED	Under influence of drugs
BLOW A STICK	Smoke a marihuana cigarette
BLUE DEVILS	Amytal brand of barbiturate capsules
BLUE VELVET	Paregoric and antihistamine
BOXED	In jail
BREAD	Money
BOY	Heroin
BURNED	Receive badly diluted drugs
BUSTED	Arrested
BUZZ	Try to buy drugs
C	Cocaine
CANDY	Barbiturates
CAP	Container of drugs, capsule
CHARGED UP	Under influence of drugs
CHIEF	LSD
CHIPPING	Taking small amounts of drugs irregularly
CHIPPY	An abuser, takes small irregular amounts
CLEAR UP	Withdraw from drugs
COASTING	Under influence of drugs
COKE	Cocaine
COKIE	A cocaine addict
COLD TURKEY	Sudden drug withdrawal
CONNECT	To purchase drugs
CONNECTION	A drug supplier

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PREVENTION AND CONTROL OF DRUG PROBLEMS

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TERMS

LSD
An abuser of LSD
Equipment to inject drugs
Bad experience with LSD -STP
A container of drugs
A drug supplier
To inject drugs
Barbiturates
Benzedrine amphetamine tablets
Small quantity; packet of narcotics
Equipment to inject drugs
Poor quality narcotics
Under influence of drugs
Smoke a marihuana cigarette
Amytal brand of barbiturate capsules
Paregoric and antihistamine
In jail
Money
Heroin
Receive badly diluted drugs
Arrested
Try to buy drugs
Cocaine
Barbiturates
Container of drugs, capsule
Under influence of drugs
LSD
Taking small amounts of drugs irregularly
An abuser, takes small irregular amounts
Withdraw from drugs
Under influence of drugs
Cocaine
A cocaine addict
Sudden drug withdrawal
To purchase drugs
A drug supplier

CHECK
LIST
KEY

UP

KEY

ON

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

COOK UP A PILL	Prepare opium for smoking
COOKER	Spoon or bottle cap used to prepare heroin
CO-PILOTS	Amphetamine tablets
COP	To purchase drugs
COP-OUT	To alibi, confess
CORINE	Cocaine
COTICS	Narcotics
CRYSTALS	Methamphetamine
CUT	To adulterate a narcotic by adding milksugar
DEALER	A drug supplier
DECK	A small packet of narcotics
DIME BAG	A ten dollar purchase of narcotics
DOMINO	To purchase drugs
DOP	Any narcotic
DROPPED	Arrested
DUST	Cocaine
DYNAMITE	Highly potent narcotic
FACTORY	Equipment used to inject drugs
FIX	An injection of narcotics
FLAKE	Cocaine
FLEA POWDER	Poor quality narcotics
FLOATING	Under the influence of drugs
FOOTBALLS	Oval-shaped amphetamine tablets
FREAK OUT	Bad or psychotic reaction to drug
FRESH AND SWEET	Out of Jail
FUZZ	The Police
GAGE	Marihuana
GEE-HEAD	Paragoric Abuser
GEETIS	Money
GEEZER	A narcotic injection
GIMMICKS	The equipment for injecting drugs
GLUEY	Young glue sniffer
GOLD DUST	Cocaine
GOODS	Narcotics
GOOFBALLS	Barbiturates
GOW-HEAD	An opium addict
GRASS	Marihuana
GRIEFO	Marihuana

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DEFINITION AND CONTROL OF DRUG PROBLEMS

APPENDIX

PILL	Prepare opium for smoking
	Spoon or bottle cap used to prepare heroin
	Amphetamine tablets
	To purchase drugs
	To alibi, confess
	Cocaine
	Narcotics
	Methamphetamine
	To adulterate a narcotic by adding milksugar
	A drug supplier
	A small packet of narcotics
	A ten dollar purchase of narcotics
	To purchase drugs
	Any narcotic
	Arrested
	Cocaine
	Highly potent narcotic
	Equipment used to inject drugs
	An injection of narcotics
	Cocaine
ER	Poor quality narcotics
	Under the influence of drugs
	Oval-shaped amphetamine tablets
	Bad or psychotic reaction to drug
SWEET	Out of Jail
	The Police
	Marihuana
	Paregoric Abuser
	Money
	A narcotic injection
	The equipment for injecting drugs
	Young glue sniffer
	Cocaine
	Narcotics
	Barbiturates
	An opium addict
	Marihuana
	Marihuana

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

GUN	A hypodermic needle
H	Heroin
HANGUP	A personal problem
HARD STUFF	Morphine, Cocaine, or heroin
HARRY	Heroin
HAWK	LSD
HAY	Marihuana
HEAD-USER OF DRUGS	Usually LSD
HEAT	The Police
HEMP	Marihuana
HIGH	Under the influence
HIT	To purchase drugs, an arrest
HOCUS	A narcotic solution ready for injection
HOOKED	Addicted
HOPHEAD	Narcotic addict
HORSE	Heroin
HOT SHOT	A fatal dosage
HYPE	Narcotic Addict
JAG	Under influence of amphetamines
JIVE	Marihuana
JOB	To inject drugs
JOINT	A marihuana cigarette
JOY-POP	To inject small amounts of drugs irregularly
JOY POWDER	Heroin
JUNK	Narcotics
JUNKIE	A narcotic addict
KICK	To abandon a drug habit
KILO	Large amounts of narcotics
LAYOUT	The equipment used to inject drugs
LIPTON TEA	Poor quality narcotics
LIT UP	Under the influence of drugs
LOCOWEED	Marihuana
M	Morphine
MAINLINE	To inject drugs directly into a vein
MAN	The police

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DEFINITION AND CONTROL OF DRUG PROBLEMS

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DEFINITIONS OF DRUGS

A hypodermic needle
Heroin
A personal problem
Morphine, Cocaine, or heroin
Heroin
LSD
Marihuana
Usually LSD
The Police
Marihuana
Under the influence
To purchase drugs, an arrest
A narcotic solution ready for injection
Addicted
Narcotic addict
Heroin
A fatal dosage
Narcotic Addict
Under influence of amphetamines
Marihuana
To inject drugs
A marihuana cigarette
To inject small amounts of drugs irregularly
Heroin
Narcotics
A narcotic addict
To abandon a drug habit
Large amounts of narcotics
The equipment used to inject drugs
Poor quality narcotics
Under the influence of drugs
Marihuana
Morphine
To inject drugs directly into a vein
The police

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

MANICURE	High-grade marihuana
MARY JANE	Marihuana
MISS EMMA	Morphine
MOJO	Narcotics
MONKEY	A drug habit where physical dependence is present
MOR A GRIFA	Marihuana
MUTAH	Marihuana
NEEDLE	Hypodermic Syringe
NICKEL BAG	A five dollar purchase of narcotics
OFF	Withdrawn from drugs
PACK	Heroin
PAPER	A prescription; packet of narcotics
PEANUTS	Barbiturates
PIECE	A container of drugs
PLANT	A cache of narcotics
POP	To inject drugs
POT	Marihuana
QUILL	A folded matchbox cover from which narcotics are sniffed
READER	A prescription
REEFER	A marihuana cigarette
ROPE	Marihuana
SCAT	Heroin
SCORE	To purchase drugs
SCRIPT	Doctor's prescription
SHOOT UP	To inject drugs
SNOW	Cocaine
SPEED	Methamphetamine, usually injected for rapid result
SPEEDBALL	An injection which combines a stimulant and depressant - with morphine or heroin
SPIKE	The needle used for injecting drugs
STASH	A cache of narcotics
STICK	A marihuana cigarette
STP	A highly potent hallucinogen
STUFF	Narcotics

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DETECTION AND CONTROL OF DRUG PROBLEMS

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High-grade marihuana
Marihuana
Morphine
Narcotics
A drug habit where physical dependence is present
Marihuana
Marihuana
Hypodermic Syringe
A five dollar purchase of narcotics
Withdrawn from drugs
Heroin
A prescription; packet of narcotics
Barbiturates
A container of drugs
A cache of narcotics
To inject drugs
Marihuana
A folded matchbox cover from which narcotics are sniffed through the nose
A prescription
A marihuana cigarette
Marihuana
Heroin
To purchase drugs
Doctor's prescription
To inject drugs
Cocaine
Methamphetamine, usually injected for rapid result
An injection which combines a stimulant and depressant - often cocaine mixed with morphine or heroin
The needle used for injecting drugs
A cache of narcotics
A marihuana cigarette
A highly potent hallucinogen
Narcotics

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

SUGAR
TEA PARTY
TURNED OFF
TURNED ON
WAKE-UPS
WEED
WHITE STUFF

Powdered narcotics
Marihuana Party
Withdrawn from drugs
Under the influence of drugs
Amphetamine
Marihuana
Morphine

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PREVENTION AND CONTROL OF DRUG PROBLEMS

APPENDIX

PROPERTY
DROG OFF
DROG ON
DROG UPS
DROG STUFF

Powdered narcotics
Marihuana Party
Withdrawn from drugs
Under the influence of drugs
Amphetamine
Marihuana
Morphine

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- New Jersey Drug Study Commission, State House, Trenton, N.J. 08625
- New Jersey Narcotics Advisory Council, 68 Central Avenue, Orange, N.J.
- New Jersey Parents' Association on Drug Addiction, P.O. Box 926, Newark, N.J.
- New Jersey Pharmaceutical Assoc., 118 West State Street, Trenton, N.J. 08625
- New Jersey Sheriff's Assoc., Sheriff's Building, Bayard St., New Brunswick, N.J.
- New Jersey WCTU, 7 Martin Rd., Verona, New Jersey 07044, State Director of Drug Education
- New Jersey Welfare Council Drug Study Committee 60 S. Fullerton Street, Montclair, N.J.
- N.Y. State Council on Drug Addiction, Recommendations of N.Y. State Council on Drug Addiction for

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KEY

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P - Parsippany Branch

MT - Mount Tabor Branch

LK - Lake Hiawatha Branch

PARSIPPANY-TROY HILLS SCHOOLS

CMC - Curriculum Materials Center

PHS - Parsippany High School

PHHS - Parsippany Hills High School

CJHS - Central Junior High School

BJHS - Brooklawn Junior High School

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CENTRAL JUNIOR HIGH SCHOOL, PARSIPPANY HIGH SCHOOL, AND PARSIPPANY HILLS HIGH SCHOOL

KEY

LIBRARY OF PARSIPPANY-TROY HILLS

- P - Parsippany Branch
- MT - Mount Tabor Branch
- LK - Lake Hiawatha Branch

TROY HILLS SCHOOLS

- CMC - Curriculum Materials Center
- PHS - Parsippany High School
- PHHS - Parsippany Hills High School
- CJHS - Central Junior High School
- BJHS - Brooklawn Junior High School

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MCFL	Anslinger, Harry Jacob, <u>The Protectors</u> , by H.J. Anslinger with J. D. Gregory, Farrar, Straus, 1964. Former United States Commissioner of Narcotics' account of thirty years of his career from the Bureau of Narcotics.
MCFL	Anslinger, Harry Jacob., <u>The Traffic In Narcotics</u> , by H.J. Anslinger and William F. Tompkins, Funk and Wagnalls, 1964. Authoritative and comprehensive study by U.S. Commissioner of Narcotics and an attorney with the Legislative Commission to study narcotics. The studies include international control, compulsion, and punishment for drug traffickers.
P, LK, PHS MCFL, BJHS	Buse, Renee, <u>Deadly Silence</u> , Doubleday, 1966 A recreation of Federal Bureau of Narcotics cases in which drug traffickers were arrested and held behind the wall of secrecy and silence behind which the criminals operated.
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PHS	Eldridge, William B., <u>Narcotics and The Law</u> , American Bar Foundation, 1962. A critique of the American experiment in narcotic drug control.
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<u>TITLE</u>	<u>MEDIA</u>	<u>PRODUCER OR DISTRIBUTOR</u>
Marijuana, (1968)	16 mm. - 34 min. - color	
LSD - Insight or insanity (1968)	16 mm. - 28 min. - color	
Drugs and the Nervous System (1967)	16 mm. - 18 min. - color	
The Riddle	20 min. - black and white	Public Affairs, Office of Economic Op 1200 - 19th St., N.W. Washington, D.C.
Three	52 min. - black and white	Narcotic Addiction Control Comm. Executive Park South Box 8114 Albany, N.Y. 12203

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FILMS

MEDIA

PRODUCER OR DISTRIBUTOR

DESCRIPTION

16 mm. - 34 min. - color

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Public Affairs, Office of Economic Opp
1200 - 19th St., N.W.
Washington, D.C.

Narcotic Addiction Control Comm.
Executive Park South
Box 8114
Albany, N.Y. 12203

Pop singer, Sonny Bono, conducts viewers through a contemporary examination of the pros and cons of marijuana use and abuse.

Medical personnel involved in LSD research explain and illustrate their findings. This film, narrated by Sal Mineo, shows scenes pertaining to teen-age struggles, pressures and other motivations as they pertain to drug use.

This film shows both the beneficial and harmful effects of drugs in the human mind and body. The differences between uses and abuses of the various classes of drugs are stressed.

Case histories of 3 addicts. Shows them in a true perspective - as individuals who hide their fears behind drugs and who take drugs to avoid coping with painful reality.

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<u>TITLE</u>	<u>MEDIA</u>	<u>PRODUCER OR DISTRIBUTOR</u>
Criminal Man	27 min. - black and white	Narcotic Addiction Control Comm. Executive Park South Box 8114, Albany, N.Y. 12203
Flowers of Darkness Movable Scene Bridge From No Place	22 min. - color 22 min. - color 22 min. - color	NIMH Drug Abuse Film Collection Distribution Branch, Nat'l. AV Center (ESA), Washington, D.C. 20409
Narcotic Addiction	30 min. - black and white	Ideal Pictures Corp. 321 West 44 Street New York, New York 10036
Goofballs and Tea Hardstuff	32 min. - color 45 min. - color	N.J. Police Training Commission N.J. Police Training Commission
Narcotic Addiction: Its Medical Management	60 min. - black and white	N.Y. Academy of Medicine or WNYC -TV
Subject Narcotics	25 min. - color	Narcotic Educational Foundation of America, 1645 N. La Brea Ave. Los Angeles, Calif.
Trip To Where	49 min. - color	Produced by: DuArt Film Labs 245 West 55 St., N.Y., N.Y. 10019 Distributed by: Naval District, Washington, D.C. Bldg. 200 Navy Yard Annex, U.S. Navy, Wash- ington, D.C. 20390

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FILMS

ION AND CONTROL OF DRUG PROBLEMS

<u>MEDIA</u>	<u>PRODUCER OR DISTRIBUTOR</u>	<u>DESCRIPTION</u>
27 min. - black and white	Narcotic Addiction Control Comm. Executive Park South Box 8114, Albany, N.Y. 12203	A presentation of the history of drug abuse; an analysis of the relationship between drug abuse and crime; and an examination of the pharmacology of often abused drugs.
22 min. - color	NIMH Drug Abuse Film Collection Distribution Branch, Nat'l.AV Center (ESA), Washington, D.C. 20409	Concerned with entire drug abuse problem.
22 min. - color		
22 min. - color		
30 min. - black and white	Ideal Pictures Corp. 321 West 44 Street New York, New York 10036	Kinescope of medical horizons telecast from the Federal Hospital in Kentucky
32 min. - color	N.J. Police Training Commission N.J. Police Training Commission	General Coverage of human involvement
45 min. - color		
60 min. - black and white	N.Y. Academy of Medicine or WNYC-TV	Addiction from a medical standpoint
25 min. - color	Narcotic Educational Foundation of America, 1645 N. La Brea Ave. Los Angeles, Calif.	Narcotics and Addiction treated generally
49 min. - color	Produced by: DuArt Film Labs 245 West 55 St.,N.Y.,N.Y. 10019 Distributed by: Naval District, Washington, D.C. Bldg.200 Navy Yard Annex,U.S.Navy,Wash- ington, D.C. 20390	Film presents dangers of use and abuse of amphetamines, barbiturates, and hallucinogens. Points out psycho- logical and physical effects, especially in relation to potentially dangerous effects on individual performance in critical operations

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<u>TITLE</u>	<u>MEDIA</u>	<u>PRODUCER OR DISTRIBUTOR</u>
Way Out	105 min.	Valley Forge Films, Inc. Chester Springs, Pa. 19425
The Seekers	30 min. - color	Narcotic Addiction Control Comm. Executive Park South Box 814, Albany, N.Y. 12203
The Mind Benders	26 min. - color	Nat'l. Medical AV Center Chamblee, Ga. 30005
The Distant Drummer	Three 22 min. - color	National Institute of Mental Health Drug Abuse Film Collection Chevy Chase, Maryland 20015
Marijuana	34 min. - color	Bailey Film Associates 11559 Santa Monica Blvd. Los Angeles, Calif. 90025

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IDENTIFICATION AND CONTROL OF DRUG PROBLEMS

FILMS

<u>MEDIA</u>	<u>PRODUCER OR DISTRIBUTOR</u>	<u>DESCRIPTION</u>
105 min.	Valley Forge Films, Inc. Chester Springs, Pa. 19425	A theatrical trip into the world of drug addiction. The principal roles are played by real life addicts who have kicked the heroin habit.
30 min. - color	Narcotic Addiction Control Comm. Executive Park South Box 814, Albany, N.Y. 12203	A series of unrehearsed conversation between former drug users and students. A discussion of young people's search for reality and an examination of dangers of drug use.
26 min. - color	Nat'l. Medical AV Center Chamblee, Ga. 30005	Explores the potentially therapeutic uses and the known hazards of LSD and other hallucinogen as well as some of the motivations of abusers.
Three 22 min. - color	National Institute of Mental Health Drug Abuse Film Collection Chevy Chase, Maryland 20015	Aimed at adults. This film concentrates on LSD, Methedrine, Marijuana and heroin.
34 min. - color	Bailey Film Associates 11559 Santa Monica Blvd. Los Angeles, Calif. 90025	The film simply examines the facts about physical dangers, emotional dependency and the legalities of marijuana

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

APPE

PAMPHLETS	FILMS	AG
<p>I. SUPERINTENDENT OF DOCUMENTS U.S. GOVERNMENT PRINTING OFFICE WASHINGTON, D.C. 20402</p> <p>(Student) <i>Drug Dependence (Nat'l. Institute of Mental Health)</i> (Student) <i>Thinking About Drinking</i> (Teacher) <i>Young Scientists Look At Drugs</i> (Student) <i>The Use and Misuse of Drugs (FDA's Life Protection)</i> Series 43</p> <p>(Teacher) <i>Drugs of Abuse</i> (Teacher) <i>Recent Research on Narcotics, LSD, and Other Dangerous Drugs</i> <i>Before Your Kid Tries Drugs</i> <i>LSD - 25 - A Factual Account</i> <i>Facts Sheets, Bureau of Narcotics and Dangerous Drugs</i> <i>Narcotics: Marijuana; Up and Down Drugs: LSD</i> <i>Drugs and Driving</i></p>	<p>THE UP-JOHN - DISNEY HEALTH SERIES Walt Disney Education Materials Co. 666 Busse Highway Park Ridge, Illinois</p>	<p>BUREAU OF DEPARTMENT OF WASHINGTON</p> <p>BUREAU OF U.S. TREASURY WASHINGTON</p> <p>PHARMACEUTICALS 1155 FIFTEENTH WASHINGTON</p> <p>U.S. DEPT. OF WASHINGTON</p> <p>U.S. CHAMBER OF COMMERCE 1615 FIFTEENTH WASHINGTON</p>
<p>II. AMERICAN MEDICAL ASSOCIATION 535 N. DEARBORN STREET CHICAGO, ILL. 60611</p> <p><i>Glue Sniffing</i> <i>Marijuana</i> <i>Dependence on Amphetamines and Other Stimulant Drugs</i> <i>Dependence on Cannabis</i> <i>Dependence on Barbituates and Other Sedative Drugs</i> <i>The Problem of Adverse Drug Reactions</i> <i>The Crutch That Cripples: Drug Dependence</i></p>		<p>PUBLIC AFFAIRS 381 PARK AVENUE NEW YORK, NY</p> <p>ALLYN & BARNES 470 ATLANTIC AVENUE BOSTON, MA</p> <p>KIWANIS INTERNATIONAL 101 E. ERIE STREET CHICAGO, ILL.</p> <p>NATIONAL CENTER FOR EDUCATION 1200 MICHIGAN AVENUE WASHINGTON, D.C.</p> <p>MCGRAW-HILL 330 WEST 42ND STREET NEW YORK, NY</p>

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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

ION AND CONTROL OF DRUG PROBLEMS

APPENDIX - RESOURCES - GRADES 9 - 12

	<u>FILMS</u>	<u>AGENCIES</u>
<p>TS FICE (of Mental Health) (Life Protection) Series 43 D, and Other and Dangerous Drugs Drugs: LSD ON</p>	<p><i>THE UP-JOHN - DISNEY HEALTH SERIES</i> <i>Walt Disney Education Materials Co.</i> <i>666 Busse Highway</i> <i>Park Ridge, Illinois</i></p>	<p><i>BUREAU OF NARCOTICS AND DANGEROUS DRUGS</i> <i>DEPARTMENT OF JUSTICE</i> <i>WASHINGTON, D.C. 20537</i></p> <p><i>BUREAU OF CUSTOMS</i> <i>U.S. TREASURY DEPT</i> <i>WASHINGTON, D.C. 20220</i></p> <p><i>PHARMACEUTICAL MFRS. ASSN.</i> <i>1155 FIFTEENTH ST., N.W.</i> <i>WASHINGTON, D.C. 20005</i></p> <p><i>U.S. DEPT. OF AGRICULTURE</i> <i>WASHINGTON, D.C. 20505</i></p> <p><i>U.S. CHAMBER OF COMMERCE</i> <i>1615 FIFTEENTH ST., N.W.</i> <i>WASHINGTON, D.C. 20006</i></p> <p><i>PUBLIC AFFAIRS</i> <i>381 PARK AVE. SOUTH</i> <i>NEW YORK, N.Y. 10016</i></p> <p><i>ALLYN & BACON, INC.</i> <i>470 ATLANTIC AVE.</i> <i>BOSTON, MASS. 02110</i></p> <p><i>KIWANIS INTERNATIONAL</i> <i>101 E. ERIE STREET</i> <i>CHICAGO, ILL. 60611</i></p> <p><i>NATIONAL COORDINATING COUNCIL ON DRUG ABUSE</i> <i>EDUCATION AND INFORMATION, 1211 CONNECTICUT AVE.</i> <i>WASHINGTON, D.C. 20036</i></p> <p><i>MCGRAW - HILL BOOK CO.</i> <i>330 WEST 42 ST.</i> <i>NEW YORK, N.Y. 10036</i></p>
<p>Other Stimulant Drugs her Sedative Drugs ctions pendence</p>	<p>XXXII</p>	