DECISIONS:
A CALL TO ACTION

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Be Cool—Don’t Do Drugs

by Joey Arujo

I'm never going to do drugs. It's stupid taking drugs. All they make you do is die. So why bother to take drugs? If you do take drugs I would stop if I were you. I don't know how it feels but I'm sure it does not feel very good. Some people that do drugs want to be cooler but they are just dumb. They want to follow what their friends do. My uncle died because of drugs. I bet other people don't want that to happen to their son or daughter. I don't know why people do drugs, I just care. I care about people and their families. If you love your family then why do drugs? Smoking is a drug and it also pollutes the air. It also gives you lung cancer. People smoke because when they take a smoke they become addicted to it. All I have to say is remember the three D's: Don’t Do Drugs.

Joey Arujo, ten years old, fifth-grade student, Joshua Hills Elementary School, Palmdale, California. He won first prize in the fifth-grade essay contest.
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I would like to thank my father for asking me to participate in this project. Thanks Dad; we did it!
It is crucially important that the drug problem remain on the National Agenda. Neglecting the problem would be a great disservice to the new generation of young people who are now deciding whether or not to experiment with drugs. Today's fourteen and fifteen year olds were only four or five when crack arrived in the inner cities. They were only ten the last time drug abuse received any sustained attention from a U.S. President.

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# TABLE OF CONTENTS

PREFACE: Be Cool—Don’t Do Drugs .................................................. iii  
Rand Drug Policy ........................................................................... vii

CHAPTER 1  
For the Instructor: A Case-Situation Approach to Textbook Development .......................................................... 1

CHAPTER 2  
Introduction—You Decide .......................................................... 3

CHAPTER 3  
Decisions About Drug Use ....................................................... 5

CHAPTER 4  
Legalization/Decriminalization .................................................. 9

CHAPTER 5  
Drugs and the Law ................................................................. 13

CHAPTER 6  
Prevention .............................................................................. 17

CHAPTER 7  
Approaches to Counseling .................................................... 21
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Parents and Drugs</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>Substance Abuse in the Workplace</td>
<td>29</td>
</tr>
<tr>
<td>10</td>
<td>Alcohol</td>
<td>35</td>
</tr>
<tr>
<td>11</td>
<td>Drugs and Pregnancy</td>
<td>39</td>
</tr>
<tr>
<td>12</td>
<td>Fetal Alcohol Syndrome</td>
<td>43</td>
</tr>
<tr>
<td>13</td>
<td>Barbiturates/Uses and Abuses</td>
<td>47</td>
</tr>
<tr>
<td>14</td>
<td>Cocaine/Crack</td>
<td>51</td>
</tr>
<tr>
<td>15</td>
<td>Heroin</td>
<td>55</td>
</tr>
<tr>
<td>16</td>
<td>Marihuana</td>
<td>59</td>
</tr>
<tr>
<td>17</td>
<td>What About Smoking</td>
<td>63</td>
</tr>
<tr>
<td>18</td>
<td>Drug Use and HIV/AIDS</td>
<td>67</td>
</tr>
<tr>
<td>19</td>
<td>Drugs and Sports</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>References for Teachers</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>About the Authors</td>
<td>81</td>
</tr>
</tbody>
</table>
Chapter 1

FOR THE INSTRUCTOR:
A CASE-SITUATION APPROACH TO TEXTBOOK DEVELOPMENT

One essential outcome of drug instruction is the ability of the student to arrive at wise decisions about matters affecting one's present and future health status. Specific facts alone will not provide the necessary skills for effective and efficient decision making by each student.

However, a different approach to textbook development for drug education is offered as follows.

1. Utilizing a minimum content approach by which students will analyze and evaluate the situation in order to arrive at conclusions and subsequent decisions for altering, maintaining or reinforcing current health practices.
2. Using a variety of thought-provoking questions by which content material to the class as a whole arrive at group consensus for appropriate behavior by students.
3. Employing an outline of content which can be expanded on through additional reading of suggested references, thus providing students with a variety of information of different points of view.
4. Providing the student with up-to-date references from which each student will be able to research and study in order to effectuate wise conclusions and appropriate decisions for current and future health behavior.
When the short content becomes the focal point of instruction, the student will most likely feel less constrained to take a personal stand in an impersonal manner. A variety of thought-provoking questions will assist the student and teacher to make drug education classes a living laboratory for making wise decisions about drug use. An effective teacher will be sensitive to the basic needs of the student.
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Do you believe people who use drugs should have psychiatric help? Justify your response!

Which of the five levels do you feel are out of balance when one uses alcohol or other drugs? Explain why this is your thought!

What characteristics of one’s personality are evident to discuss the need for appropriate counseling?


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