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0	<p><b>Welcome to S.K.A.D</b> Students Know About Drugs</p> <p>The premise of this program is to acknowledge that students are aware and understand that drugs play a significant role in our society. We believe by empowering the students to learn more about drugs and present their information in various ways to a select audience, they will be better able to make educated decision concerning drug use.</p> <p>This program uses knowledge from the teacher, the student, the community and the web in a synthesized way for students to educate themselves about all the ramifications concerning drugs in our society. The intent here is not to imply what is right or wrong, but merely what is fact or fiction.</p>	
0.1	<p><b>Login</b></p> <p>(( We could not confirm you group and password, please retry )) Please select your group and password:</p> <p>Group [[ Drop-Down with Group Names ]] Password [[ Text input ]]</p> <p>[[ Button Login ]]</p>	
1.1	<p><b>Objectives + Media Plan:</b> <b>The Logic Model: Behavior/ Degrees</b> In order to best formulate a plan, we adopted a logic model, developed by the Kellogg Foundation, in order to create a product that can serve the needs of all key players to the program. ((image)) The above chart shows how a model is set up, and what key ingredients are needed for its effective implementation. For further information: <a href="http://www.wkkf.org/Knowledgebase/Pubs/SearchResults.asp?SearchString=logic+model&amp;image1.x=0&amp;image1.y=0">http://www.wkkf.org/Knowledgebase/Pubs/SearchResults.asp?SearchString=logic+model&amp;image1.x=0&amp;image1.y=0</a></p>	
1.1.1	<b>Navigating the Web</b>	
1.1.2	<b>Assess legitimacy of Internet Information</b>	
1.1.3	<b>Effects of drugs</b>	
1.1.4	<b>Informed decisions on drug use</b>	
1.1.5	<b>Group participation</b>	
2.1	<b>On the following pages, you are introduced to the issue of drugs, and activities contained in this program.</b>	

	<p><b>Definition of Drug, “ What is a Drug?”</b>  According to Webster’s Dictionary, A Drug is - A substance, other than food, intended to affect the function or structure of the body. We choose this definition for this program because of the wide array of substances we have in our society that are taken for just such a purpose.  Some people may not recognize certain substances as drugs. The NIDA (2002) web site even makes a direct statement to that effect, “Some drugs may be helpful or harmful. Caffeine is one example. Although caffeine itself isn't a drug, it is an ingredient found in some medications.” Many people find this definition to be very limiting and counter productive to the goals of educating people about the effects of drug use. With the Webster definition we use for this program allow us to fully explain the culture of drug use in our society without catering to any special interest in our society.  What does this mean then?  Well, if someone is drinking a cup of coffee because they are tired, or more specifically for the purposes of acquiring caffeine, then that caffeine in that cup of coffee is considered a drug.  Where as if someone drinks a coke because they are thirsty, the caffeine in the coke is incidental, and although the caffeine is obviously still a drug, the user could do with a Sprite to satisfy the thirst requirement, where as the coffee drinker may not have a non-canine alternative.</p> <p>Click <b>((link))</b>here for societal definitions of drugs, and <b>((link))</b>here for biological definitions of drugs.</p>	
2.1.1.1	<p><b>Medicines:</b>  Medicines are typically only helpful only when they are given for specific ailments and usually given to kids by - parents, doctors, dentists, and other caregivers. These drugs might include the following: aspirin, Tylenol, antibiotics, fluoride, cold syrup, and immunizations. Typically medicines require people to take a specified amount or dosage. With this understanding we further divide medicine into two categories:  Over-the-counter (non-prescription) – medicine that can typically be purchased by an adult in our society at any number of food or drug stores.  Prescription – Drugs that can only be given to a person with the permission of a licensed doctor.  It should be noted that this definition is society specific. If someone lives in a city that is on the Border of the United States, they might find that by driving across the boarder, certain stores will sell drugs that do not need a prescription or vice-versa.</p>	
2.1.1.2	<p>Recreational Legal  <b>Caffeine, nicotine, and alcohol, are examples of legal recreational drugs in our society. They are limited to people only by there age. Here too the definition is society specific, in that some societies allow certain recreational drugs while others may not. Even within the United States there are cities that do not allow for the selling and purchasing of alcoholic beverages.</b></p>	

2.1.1.3	<p><b>Recreational Illegal</b>          Marijuana, Cocaine, Amphetamines, and Ecstasy are examples of Recreational illegal drugs. Again this is society specific. There are some states that allow for the use of marijuana for medicinal purposes, in which case it might fall in the prescription, medicine category.          Categorizing system based on the drugs effects to the body:          Drugs can be further divided into categories based on their effects on the body. Here it is not uncommon to have a drug seen as legal to be placed with other drugs that are not legal. Because of this difference in categorizing, we felt it significant for everyone to understand the two approaches.</p>	
2.1.1.4	<p><b>Downers</b> – For example, Alcohol, Barbiturates, nicotine          These drugs typically bring the temperature of the body down, lower the heart rate, and make people feel somewhat relaxed. It should be noted that these substances could also create havoc in the body when taken in large quantities, or in conjunction with other drugs. For example, many people have slipped off into a coma and even death by mixing barbiturates with alcohol. It should also be noted that these drugs can lesson people’s awareness to their surroundings, which could make them appear as being more energetic, but the more likely adjective is belligerent.</p>	
2.1.1.5	<p><b>Uppers</b> – For example, Amphetamines, Speed, Cocaine, Crack, caffeine          These drugs typically increase heart rate, increase body tension, and increase awareness of immediate surroundings by heightening certain senses for a limited amount of time. These drugs in large does can and have lead people to suffer form many ailments including heart attack. Additionally, some of these drugs can produce hallucinogenic affects with elevated doses.</p>	
2.1.1.6	<p><b>Hallucinogenic - LSD, MDMA, Ecstasy, Mescaline</b>          These drugs, sometimes referred to as mind expanding drugs, actually limit the mind to certain sensory intakes. While some intakes may be temporarily heightened, others can be dulled. These drugs can cause havoc to the body’s liver and kidney system. Because of the toxicity of these substances, the body attempts to filter it and in so doing can build a back up of the toxin resulting in an overdose.</p>	
2.2	<p><b>Assignment 1: Introduction to the Program</b></p> <p>Explain to the students what the premises of the program are, acknowledging their intelligence on this topic. Assign them to six groups, and have them complete the following assignment:</p> <p><b>Definition of Drug, “ What is a Drug?”</b>          Drug - A substance, other then food, intended to affect the function or structure of the body.          Webster’s Dictionary (1999)</p>	

	<p>In other words, if someone is eating, drinking or putting something in their bodies for reasons other than being thirsty or hungry, then it is likely a drug. We know that you will find things that do not fit in this categories, and invite you to discuss among your group what these things are?</p> <p>We'll start you off: are tattoos a drug? What about implants, piercings, and chocolate? Use the <b>((link))</b>feedback form to tell the teacher what your group has come up with.</p>	
2.3	<p><b>Assignment 2: Categories of a Drug</b></p> <p>Here students will give you feedback on different categories of drugs based on the group they have been assigned.</p> <p>We also can define drugs into different categories. The two categories we want you to explore are:</p> <p><b>Defining by the drugs status in our society:</b></p> <ul style="list-style-type: none"><li>▪ Medicinal<ul style="list-style-type: none"><li>○ Prescription</li><li>○ Non-prescription</li></ul></li><li>▪ Legal<ul style="list-style-type: none"><li>○ All ages</li><li>○ Only adult</li></ul></li><li>▪ Illegal<ul style="list-style-type: none"><li>○ All areas</li><li>○ Some areas</li></ul></li></ul> <p>Discuss the societal definitions in your group and provide at least one example for each category. Use the <b>((link))</b>feedback form to turn in your answer</p>	
2.4	<p><b>Assignment 3: News Report</b></p> <p>Based on the categories in assignment 2, assign each group a category of drugs and have them complete the news report assignment, as listed below:</p> <p><b>News Stories Search</b></p> <p>With your group find at least 10 relevant news items on the drug you have been assigned to research. The 10 items will come from various sources, one of which has to of questionable authenticity.</p>	

	<p>Click <a href="#">(link)here</a> to learn more about Internet Searches.</p>	
2.5	<p><b>Assignment 4: Report</b></p> <p>Students will create a report on the information they've obtained from assignment 3, and augmented by additional non-structured research. If possible, make available additional resources, such as the library, external persons such as community agencies, police officers, pharmacists etc. the students can interview.</p> <p>The form of the report will be electronic, so that the teacher will have the opportunity to post the various report in a way that all students can access them. Furthermore, we encourage you to create a poster will all the reports.</p> <p><b>Report</b></p> <p>Write up a report on Microsoft Word or any word processing program in which you describe the assigned drug category. The report should cover at least:</p> <ul style="list-style-type: none"> <li>• Examples of the different drugs, with pictures if possible</li> <li>• Availability of drugs</li> <li>• Financial cost of purchasing drug</li> <li>• Physiological short term and long term effects (if any)</li> <li>• Psychological short term and long term effects (if any)</li> <li>• Emotional cost of using the drug</li> <li>• History and origins of the drug</li> </ul> <p>The idea is to use extensively use the web, but you can also gather resources from the following places or people: library, pharmacists, police officers etc. Feel free to copy and paste information from the web, but be sure to include a link to where it came from.</p>	
2.6	<p><b>Assignment 5: Role Play</b></p> <p>As a fun closure to the project, student will be able to come up with a role play on their own about the specific drug category they investigated. It must be emphasized that this assignment is to be fun for the students, so that the learning process has a full effect on future decision making.</p> <p><b>Role Play</b></p> <p>After doing your news search and your report, discuss with your group and develop a scenario in which a drug from your category might be taken. In this scenario, assign different roles for each member of your group. For example, one person might be delivering the drug, another might be taking the drug, another drug might be a friend of the person taking the drug etc. After deciding on the separate roles and the scenario, you will be able to present this five to ten minutes play in front of the class.</p>	

	<p>The intention here is for you to have fun with this assignment, and to learn whether and when it might be acceptable to take or not to take a certain drug. You will not be graded on your acting nor public speaking capabilities, and will actually rate yourselves on the content of your performance.</p>	
2.7	<b>Analyze News Search</b>	
2.7	<b>Analyze Feedback</b>	
3.1	<p><b>DRUMS</b></p> <p><b>Definition of Drug, “ What is a Drug?”</b>  Drug - A substance, other than food, intended to affect the function or structure of the body.  Webster’s Dictionary (1999)</p> <p>In other words, if someone is eating, drinking or putting something in their bodies for reasons other than being thirsty or hungry, then it is likely a drug. We know that you will find things that do not fit in this categories, and invite you to discuss among your group what these things are?</p> <p>We’ll start you off: are tattoos a drug? What about implants, piercings, and chocolate? Use the <b>((link))</b>feedback form to tell the teacher what your group has come up with.</p>	
3.1.1	<p>We also can define drugs into different categories. The two categories we want you to explore are:</p> <p><b>Defining by the drugs status in our society:</b></p> <ul style="list-style-type: none"> <li>▪ Medicinal <ul style="list-style-type: none"> <li>○ Prescription</li> <li>○ Non-prescription</li> </ul> </li> <li>▪ Legal <ul style="list-style-type: none"> <li>○ All ages</li> <li>○ Only adult</li> </ul> </li> <li>▪ Illegal <ul style="list-style-type: none"> <li>○ All areas</li> <li>○ Some areas</li> </ul> </li> </ul> <p>Discuss the societal definitions in your group and provide at least one example for each category. Use the <b>((link))</b>feedback form to turn in your answer</p>	
3.1.2	<b>Drugs can also be defined by what they do to the body</b>	

	<ul style="list-style-type: none"><li>▪ Uppers</li><li>▪ Downers</li><li>▪ Hallucinogenic</li></ul> <p>Discuss the societal definitions in your group and provide at least one example for each category. Use the <b>((link))</b>feedback form to turn in your answer</p>	
3.2	<p><b>News Stories Search</b></p> <p>With your group find at least 10 relevant news items on the drug you have been assigned to research. The 10 items will come from various sources, one of which has to of questionable authenticity.</p> <p>Click <b>((link))</b>here to learn more about Internet Searches.</p>	
3.2.1	<p><b>Internet Search</b></p> <p>You know what search engines are. But do you also know how to better utilize them?</p> <p>Here are some very handy tricks to improve your “hit rate”</p> <p>Use the plus (+) and minus (-) signs in front of words to force their inclusion and/or exclusion in searches. Example: +pot –cooking</p> <p>Use double quotation marks (" ") around phrases to ensure they are searched exactly as is, with the words side by side in the same order. Example: “drug abuse”</p> <p>Put your most important keywords first in the string. Example: +abuse drug amphetamines LSD</p> <p>Type keywords and phrases in lower case to find both lower and upper case versions. Typing capital letters will usually return only an exact match. Example: drug retrieves both drug and Drug, whereas Drug only retrieves Drug.</p> <p>Use truncation and wildcards (e.g., *) to look for variations in spelling and word form.</p> <p>Know the default (basic) settings your search engine uses (OR or AND).</p> <p>Use your search engines advanced search mechanism. For this assignment, it may also be useful to turn filtering off. That way, you will also find pages relating to drugs that are deemed inappropriate.</p>	

	<p>In Boolean searches, always enclose OR statements in parentheses. Example: +drugs AND (uppers OR downers)</p> <p>What are some of the best search engines? You may know them already, but <a href="http://www.google.com">www.google.com</a> and <a href="http://www.alltheweb.com">www.alltheweb.com</a> are some of the best, and fastest ones! Also, most big websites have integrated search engines. Just go to <a href="http://www.cnn.com">www.cnn.com</a> or <a href="http://www.bayarea.com">www.bayarea.com</a> and find articles through the find function. Because these articles cannot be found through regular search engines, they are part of what is called the “<b>hidden Internet</b>”. All the pages of the hidden Internet are saved in databases, and cannot be accessed by public search engines.</p>	
3.2.2	<b>Enter URL’s for News Search</b>	
3.3	<p><b>Report</b></p> <p>Write up a report on Microsoft Word or any word processing program in which you describe the assigned drug category. The report should cover at least:</p> <ul style="list-style-type: none"> <li>• Examples of the different drugs, with pictures if possible</li> <li>• Availability of drugs</li> <li>• Financial cost of purchasing drug</li> <li>• Physiological short term and long term effects (if any)</li> <li>• Psychological short term and long term effects (if any)</li> <li>• Emotional cost of using the drug</li> <li>• History and origins of the drug</li> </ul> <p>The idea is to use extensively use the web, but you can also gather resources from the following places or people: library, pharmacists, police officers etc. Feel free to copy and paste information from the web, but be sure to include a link to where it came from.</p>	
3.4	<p><b>Role Play</b></p> <p>After doing your news search and your report, discuss with your group and develop a scenario in which a drug from your category might be taken. In this scenario, assign different roles for each member of your group. For example, one person might be delivering the drug, another might be taking the drug, another drug might be a friend of the person taking the drug etc. After deciding on the separate roles and the scenario, you will be able to present this five to ten minutes play in front of the class.</p> <p>The intention here is for you to have fun with this assignment, and to learn whether and when it might be acceptable to take or not to take a certain drug. You will not be graded on your acting nor public speaking capabilities, and will actually rate yourselves on the content of your performance.</p>	
3.5	<p><b>Feedback Form</b></p> <p>What do you think of this course? What would you like to do differently?</p>	