

Preventing Accidental Drug Overdoses

DVD Version

CREDITS

Executive Producer

Anson W. Schloat

Producer

Scott Sniffen

Teacher's Resource Book

Meredith Degnan, MD

Copyright 2019

Human Relations Media, Inc.

TABLE OF CONTENTS

Teacher Resources

DVD Menu	i
Introduction	1
Learning Objectives.	2
Program Summary	3
NHES Performance Indicators (Grades 6 – 8).	4
NHES Performance Indicators (Grades 9 – 12).	6

Student Activities

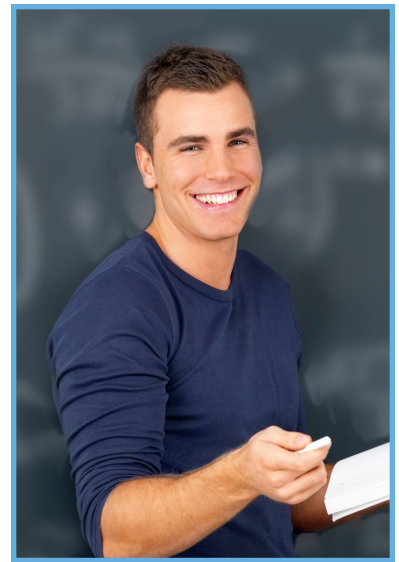
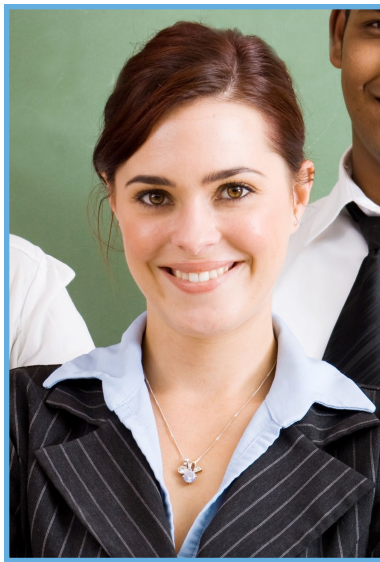
1. Pre/Post Test.	9
2. Do Your Research	12
3. Addiction Self-Test	13
4. Fake News: Be a Science Fact Checker.	14
5. Euphoria from Drugs and Alcohol.	17
6. The Health Effects of Opioids.	18
7. Get the Word Out	19

Fact Sheets

1. Who is Most at Risk for an Opioid Overdose?	20
2. Recognizing the Signs of an Opioid Overdose.	21
3. What to Do if You Come Upon an Opioid Overdose Victim	22
4. Naloxone.	23
5. How to Help	24
6. Symptoms of Alcohol Overdose (Alcohol Poisoning)	25
7. Resources.	27

Other Programs from Human Relations Media	28
---	----

TEACHER RESOURCES



DVD MENU

MAIN MENU

➤ **Play**

➤ **Chapter Selection**

From here you can access many different paths of the DVD, beginning with the introduction and ending with the credits.

1. Introduction
2. An Opioid-Related Overdose
3. Using Narcan
4. Alcohol-Related Intoxication
5. Alcohol: What Not To Do

INTRODUCTION

Being a teenager naturally involves taking certain risks. Some risks may lead teens to greater self-discovery and self-confidence. Other risks have the potential to change—or even end—their lives. When teenagers make dangerous choices without first considering the consequences of their actions, they may find themselves battling for lives. Drug and alcohol overdoses are at an all-time high. In 2017, it was estimated that 61,312 people died from accidental drug overdoses. This is an increase of 450 percent since 1999! Alcohol overdoses remain steady at over 2,000 deaths per year.

The majority of drug overdose deaths involve opioids such as heroin, fentanyl, morphine and oxycodone. Not all of these drugs are obtained on the streets, many people overdose with prescription medication. Some of these deaths—both opioid and alcohol related—may have been avoided had friends, family and first responders known how to act on the scene. This video—***Preventing Accidental Drug Overdoses***—instructs anyone who comes into contact with someone who has overdosed on the best way to save that person's life and describes who is most at risk for an opioid or alcohol overdose.

Preventing Accidental Drug Overdoses offers your students greater insight into the dangers of drug and alcohol use, how to prevent devastating overdose situations and how to save lives if they come upon an overdose victim.

LEARNING OBJECTIVES

After viewing ***Preventing Accidental Drug Overdoses*** and participating in the class activities included in this Teacher's Resource Book, your students will be able to:

- Understand the dangers of overdosing
- Recognize the signs and symptoms of an opioid overdose
- Recognize the signs and symptoms of an alcohol overdose
- Understand the proper procedures for saving the life of an overdose victim
- Understand how to administer the opioid antidote, naloxone, and recognize when additional doses are needed
- Understand how to minimize the risk of choking and aspiration due to alcohol poisoning

PROGRAM SUMMARY

The ***Preventing Accidental Drug Overdoses*** program opens with the host, Robbie, introducing an EMT instructor, Shyna. Robbie says that knowing the signs, symptoms and actions to take involving opioid and alcohol overdosing will save lives. Shyna defines overdose as “taking so much of a substance that it actually poisons your body and puts your life at risk.”

She explains that opioids are drugs that act on the central nervous system to relieve pain. They include heroin, morphine, oxycodone, hydrocodone, fentanyl and others. Robbie reviews the signs of an opioid overdose—the skin feels cold and clammy, the body goes limp, fingernails and lips may be blue or purple, the pupils become small, the person cannot be awakened, the breathing is very slow, and the heart beat is slow or has stopped.

The video then demonstrates what to do in the setting of a drug overdose. The very first thing to do is to call 911 and give a clear description of your location, and what type of drug the person may have taken. Next, while waiting for the EMTs to arrive, try to wake the afflicted person up. If you get no response try to wake the person up by doing a sternal rub, which is demonstrated in the video. Shyna says it’s important to stay calm. Rob explains that there is a reversal drug called naloxone that EMTs carry with them because it works as an antidote in opioid overdoses. Narcan is the brand name for naloxone and it usually requires a doctor’s prescription. There is also a nasal spray that can be bought at most pharmacies. Shyna explains that if the overdosed person awakens, he or she may feel sick as a result of withdrawal symptoms. It’s important to reassure the person that these feelings of being sick will pass.

Shyna then discusses what puts you at risk for overdose. These risks include a history of drug or alcohol use, abuse of prescription opioids, combining opioids with alcohol and other drugs. She explains that using opioids alone actually puts you at the greatest risk for overdose. Shyna reminds us that although many teens have the attitude “it can’t happen to me,” addiction and overdose can affect anyone.

The program now turns to alcohol overdose or alcohol poisoning. Alcohol overdose kills over 2000 people a year, most of the deaths occurring in people under 21. Robbie lists the symptoms of alcohol overdose including confusion and disorientation, vomiting, slow breathing, pale skin, low temperature, stupor and unconsciousness.

If you come across someone who has overdosed on alcohol there are things you can do to save their life. There are also things that you should never do. You should never leave someone to “sleep it off.” The amount of alcohol in the blood continues to rise, even after drinking has stopped. You should never give the person coffee. Coffee worsens dehydration, which, in an alcohol poisoned person, may cause permanent brain damage. You should never put an overdosed person into a cold shower. This will lower body temperature and may lead to hypothermia.

As the program comes to a close, Shyna reviews what you should do in an alcohol overdose situation. These steps include:

1. Call 911 immediately to seek emergency medical help
2. Stay with the victim until that help arrives
3. If possible, keep the person seated on the ground to protect against choking and falls
4. Make sure the person is breathing properly

NHES PERFORMANCE INDICATORS (GRADES 6 – 8)

The video and print materials in ***Preventing Accidental Drug Overdoses*** are compatible with the Performance Indicators of the **National Health Education Standards** (grades 6 – 8) as indicated below.

National Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Performance indicators for grades 6 – 8

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.4 Describe how family history can affect personal health.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.6 Explain how appropriate health care can promote personal health.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

National Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Performance indicators for grades 6 – 8

- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.6 Analyze the influence of technology on personal and family health.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.

National Health Education Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Performance indicators for grades 6 – 8

- 3.8.2 Access valid health information from home, school, and community.
- 3.8.4 Describe situations that may require professional health services.

NHES PERFORMANCE INDICATORS (GRADES 6 – 8) CONTINUED

National Health Education Standard 4: *Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.*

Performance indicators for grades 6 – 8

- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.8.3 Demonstrate effective conflict management or resolution strategies.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

National Health Education Standard 5: *Students will demonstrate the ability to use decision-making skills to enhance health.*

Performance indicators for grades 6 – 8

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.3 Distinguish when individual or collaborative decision making is appropriate.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

National Health Education Standard 6: *Students will demonstrate the ability to use goalsetting skills to enhance health.*

Performance indicators for grades 6 – 8

- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.
- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

National Health Education Standard 7: *Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*

Performance indicators for grades 6 – 8

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

National Health Education Standard 8: *Students will demonstrate the ability to advocate for personal, family, and community health.*

Performance indicators for grades 6 – 8

- 8.8.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.8.2 Demonstrate how to influence and support others to make positive health choices.

NHES PERFORMANCE INDICATORS (GRADES 9 – 12)

The video and print materials in ***Preventing Accidental Drug Overdoses*** are compatible with the Performance Indicators of the **National Health Education Standards** (grades 9 – 12) as indicated below.

National Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Performance indicators for grades 9 – 12

- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.12.3 Analyze how environment and personal health are interrelated.
- 1.12.4 Analyze how genetics and family history can impact personal health.
- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.6 Analyze the relationship between access to health care and health status.
- 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

National Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Performance indicators for grades 9 – 12

- 2.12.1 Analyze how the family influences the health of individuals.
- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.
- 2.12.5 Evaluate the effect of media on personal and family health.
- 2.12.6 Evaluate the impact of technology on personal, family, and community health.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

National Health Education Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Performance indicators for grades 9 – 12

- 3.12.2 Use resources from home, school, and community that provide valid health information.
- 3.12.4 Determine when professional health services may be required.

National Health Education Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Performance indicators for grades 9 – 12

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

NHES PERFORMANCE INDICATORS (GRADES 9 – 12) CONTINUED

- 4.12.2** Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3** Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4** Demonstrate how to ask for and offer assistance to enhance the health of self and others.

National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Performance indicators for grades 9 – 12

- 5.12.1** Examine barriers that can hinder healthy decision making.
- 5.12.2** Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.3** Justify when individual or collaborative decision making is appropriate.
- 5.12.5** Predict the potential short-term and long-term impact of each alternative on self and others.
- 5.12.6** Defend the healthy choice when making decisions.
- 5.12.7** Evaluate the effectiveness of health-related decisions.

National Health Education Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Performance indicators for grades 9 – 12

- 6.12.1** Assess personal health practices and overall health status.
- 6.12.2** Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 6.12.3** Implement strategies and monitor progress in achieving a personal health goal.
- 6.12.4** Formulate an effective long-term personal health plan.

National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Performance indicators for grades 9 – 12

- 7.12.1** Analyze the role of individual responsibility for enhancing health.
- 7.12.2** Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3** Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

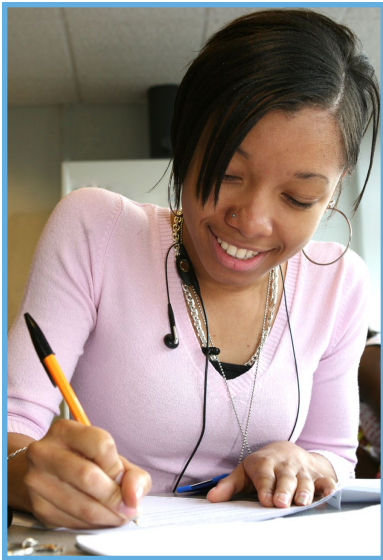
National Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Performance indicators for grades 9 – 12

- 8.12.1** Utilize accurate peer and societal norms to formulate a health-enhancing message.
- 8.12.2** Demonstrate how to influence and support others to make positive health choices.

This page has been left blank intentionally.

STUDENT ACTIVITIES



Name: _____

ACTIVITY 1A

PRE/POST TEST

1. According to the Centers for Disease Control how many people die everyday from accidental drug overdose?
 - a) 1000
 - b) 200
 - c) 50
 - d) 500
2. Which of the following is not an opioid drug?
 - a) Fentanyl
 - b) Morphine
 - c) Vicodin
 - d) Cocaine
3. Which of the following is not a sign of an opioid overdose?
 - a) Hot body temperature
 - b) Blue fingers
 - c) Slow heartbeat
 - d) Small pupils
4. What is the first thing you should do if you come upon someone who has overdosed?
 - a) Leave the scene immediately
 - b) Give the person a cold shower
 - c) Call 911
 - d) Perform CPR
5. When applying a sternal rub:
 - a) Make sure the person is awake
 - b) Rub your knuckles on the person's back bone
 - c) Rub your knuckles on the person's breastbone
 - d) Make sure the person is sedated
6. If an overdosed person wakes up:
 - a) Give them a quick dose of naloxone
 - b) Talk to the person and tell him or her what is happening
 - c) Try to put the person back to sleep
 - d) Immediately place the person on her side

The Pre/Post Test continues on the next page.

Name: _____

7. The most important risk factor for becoming an overdose victim is
 - a) Using drugs alone
 - b) A prior history of drug use
 - c) Genetic predisposition
 - d) Stopping opioid use cold turkey
8. Alcohol overdoses account for _____ deaths per year:
 - a) 1000
 - b) 2000
 - c) 3000
 - d) 4000
9. Which of the following is not a sign of alcohol poisoning:
 - a) High body temperature
 - b) Stupor
 - c) Blue or pale skin
 - d) Confusion and disorientation
10. When treating a person who has overdosed on alcohol
 - a) Give the person hot coffee
 - b) Give the person a cold shower
 - c) Let the victim sleep it off
 - d) Keep the victim as warm as possible

The Answer Key appears on the next page.

Name: _____

Answer Key

1. B
2. D
3. A
4. C
5. C
6. B
7. A
8. B
9. A
10. D

Investigate the most recent statistics on opioid use in the United States or, if you prefer, in your own state. Your report should address these questions:

- How many lives have been lost due to opioid overdose?
- How many emergency room visits are attributed to opioid abuse?
- How many people are incarcerated because they are using or selling these drugs illegally?
- How many young people have reported trying opioids at least once?

Your report should also include information on recovery from opioid addiction.

Research one of the topics below and write a brief paper on your findings. You can gather information at your school or local library as well as on the Internet. Make sure that your sources are valid, up-to-date and reliable.

Narcan in the News

Narcan® (naloxone) is often used to reverse the effects of an opioid overdose-in-progress. What is this drug? When did law enforcement and emergency health personnel start carrying it with them? Does its existence give users of certain drugs (like heroin) a false sense of security? Research the status and use of this drug across the country.

Good Samaritan Laws

“Good Samaritan” laws ensure a person who calls 911 or delivers an overdose victim to an emergency room will not be charged with any crime related to the drug use. How many states have passed such laws? What kind of immunity do they offer? These laws are sometimes referred to as “Immunity from Prosecution” or “Mitigation at Sentencing” laws.

The Prescription Drug Addiction Timeline

Over the past decade, the United States has experienced a very specific—and new—type of drug addiction problem related to prescription painkillers and tranquilizers. Much has been written about how drugs like OxyContin® and Vicodin® were heavily promoted by the companies that manufactured them. Investigate the timeline of this specific epidemic. How and when did it begin? What happened to those who became addicted to prescription drugs after the supply dwindled? What is the government doing to counteract this problem?

National Prescription Drug Take-Back Day

The National Prescription Drug Take-Back Day aims to provide a safe, convenient and responsible means of disposing of prescription drugs, while also educating the public about the potential for abuse of medications. Investigate the reasons why this event was created. Is it working? What is the correct procedure for disposing of prescription drugs and controlled substances?

This sheet is confidential.

It can be hard for people to realize that their use of a drug—including alcohol—has progressed from casual experimentation into addiction. That's why psychologists have developed a series of questions to help people assess their own drug and/or alcohol use.

Here's your chance to take this self-test.

It is not meant as a diagnostic tool, but it may serve as a warning to those who have or may be at risk of developing an addiction problem.

Do not put your name on this sheet.

Answer the questions honestly. You don't have to write down your answers—just keep track of how many “yes” responses you give.

1. Do you try to hide that you are using drugs or alcohol?
2. Does your use of drugs or drinking cause you problems in doing school work or fulfilling obligations at home or on the job?
3. Do you ever use alcohol or other drugs in situations where it is dangerous, such as driving a car, or where you might get beaten up or raped?
4. Do you continue to use drugs or alcohol even when it causes problems, such as arguments or even physical fights with your family, friends, or classmates?
5. Have you found that you need to use increased amounts of alcohol or other drugs in order to get intoxicated or high?
6. Have you ever had withdrawal symptoms from alcohol or other drugs, such as shaky hands, throwing up or having trouble sitting still or sleeping?
7. Have you used alcohol or other drugs to stop feeling sick or to avoid withdrawal problems?
8. Do you feel that you would like to cut down or control your drinking or use of other drugs, but you can't?
9. Do you spend a lot of time trying to obtain alcohol or other drugs, using them, or recovering from their effects?
10. Have you ever engaged in illegal activities in order to obtain alcohol or other drugs?
11. Does using alcohol or other drugs cause you to feel depressed, nervous, suspicious, or uninterested in things; or cause other psychological problems?
12. Do you ever feel a strong craving or desire or urge to drink or to use a specific drug?

This activity is continued on the next page.

Number of “yes” answers:
If you scored...

0 “yes” answers

You are not displaying signs of drug or alcohol addiction. If you do not use drugs or alcohol at all, continue making this healthy choice! If you do use drugs or alcohol, now is an excellent time to stop. Even though you are not showing signs of addiction now, there is no way to predict who will eventually get hooked.

1 to 3 “yes” answers

You are showing some of the telltale signs of drug or alcohol addiction. Maybe your substance use has caused problems in your life, or you have begun to feel the physical signs of dependence. You may feel that you can no longer control your substance use. It’s time to get help. Talk to a trusted adult such as a parent, teacher, counselor, doctor or relative about your substance use. Also consider treatment to overcome your signs of addiction. Check the Internet Resources fact sheet for help finding a local treatment center.

4 or more “yes” answers

You are showing a number of serious signs of drug or alcohol addiction. Your substance abuse is likely causing major problems with your schoolwork and your relationships. You are causing damage to your health and putting yourself in risky situations. It is essential that you get help quickly. Talk to a trusted adult, such as a parent, teacher, counselor, doctor, or relative about your substance abuse. You should also seek treatment immediately. Many young people with drug addictions struggle to stop using without the help of trained professionals. The sooner you begin treatment, the sooner you can recover from addiction and stop the damage that is being done to your brain and body.

Name: _____

ACTIVITY 4A

**FAKE NEWS:
BE A SCIENCE FACT CHECKER**

Create two groups to review these statements about opioids and alcohol. Have each group mark the statements 'true' or 'false.' If the group believes the statement is false, discuss why and correct it accordingly.

1. There is a big difference between the way opioid pain killers prescribed by a doctor affect your body and the way heroin affects your body.
2. Deaths due to opioid overdose have decreased by 450 percent since 1999.
3. On average, 50 Americans die each day from an opioid overdose.
4. Heroin is the only opioid that can make a person addicted.
5. Opioids work in the nervous system on special receptors which reduce the amount of pain we feel.
6. Nearly 80% of heroin users first used prescription pain killers before using heroin.
7. Taking a cold shower and drinking coffee will help you sober up more quickly.
8. Alcohol makes you warmer and helps you digest food.
9. Alcohol is a depressant, slowing your body's normal reactions and causing confusion, poor coordination and drowsiness.
10. Acknowledging the problem, detoxification and rehabilitation are the first steps an alcoholic must take to recover from his or her disease.

The Answer Key appears on the next page.

Name: _____

ACTIVITY 4B

**FAKE NEWS:
BE A SCIENCE FACT CHECKER**

Answer Key

1. False
2. False
3. False
4. False
5. True
6. True
7. False
8. False
9. True
10. True

Name: _____

ACTIVITY 5

EUPHORIA FROM DRUGS AND ALCOHOL

When people use opioid drugs or alcohol it can cause a rush of intense pleasure, excitement or a “high” feeling known as “euphoria.” Repeated use may cause addiction and changes in the reward pathway of the brain.

The brain doesn’t distinguish between different types of rewards. Whether the reward is natural (like a delicious meal or a good work out) or artificial (such as drug or alcohol use), the brain increases the release of dopamine, a neurotransmitter that acts at the cerebral cortex, the “pleasure center” of the brain.

List at least 5 ways to feel “high” without using prescription medication, drugs or alcohol. Compare your list with your classmates’ lists.

1. _____

2. _____

3. _____

4. _____

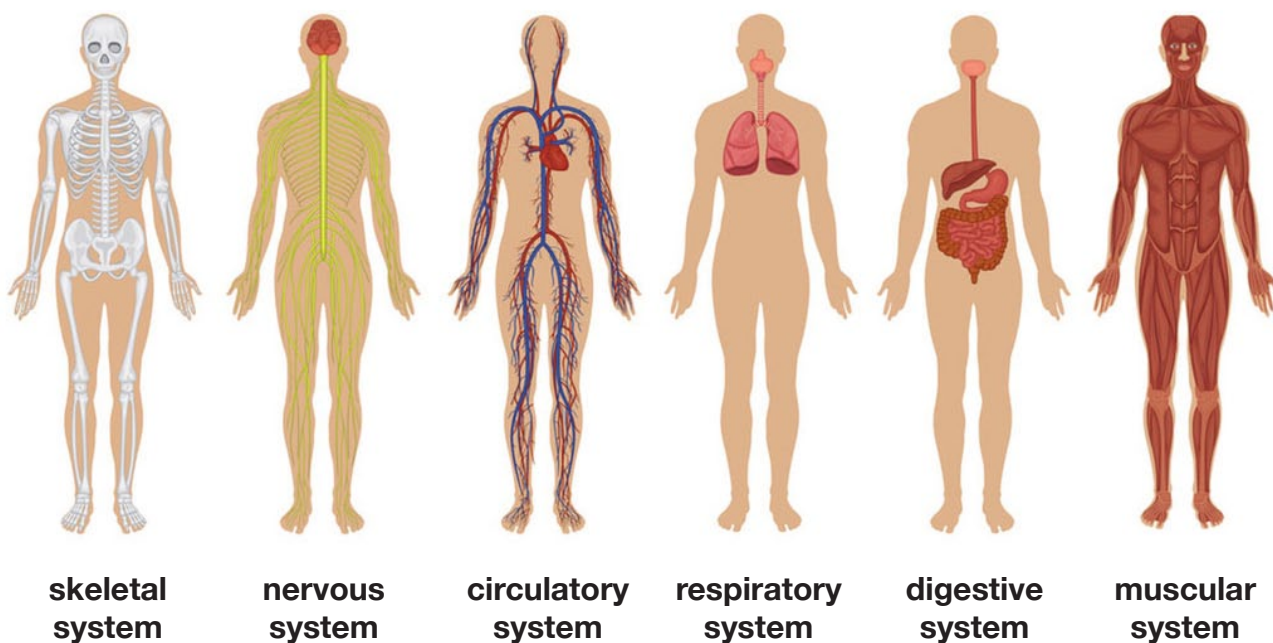
5. _____

Name: _____

ACTIVITY 6

THE HEALTH EFFECTS OF OPIOIDS

Ask students to reflect on how each body system functions in a healthy teenager (skeletal system, nervous system, circulatory system, respiratory system, digestive system, muscular system); and how taking opioids affects these systems. Divide the responses into short term and long term effects.



Examples:

Short term effects

euphoria. ("high" feeling); slowed heart function; flushing of skin; dry mouth; heavy feeling in fingers and toes; nausea; vomiting; severe itching; slowed breathing; constipation, mental fog, tiredness

Long term effects

Infection of the heart, collapsed veins, respiratory infection such as pneumonia, decreased liver function, tolerance, dependence, addiction, depression, bone weakening, bowel obstruction, hormone dysregulation

Image from www.livescience.com

Name: _____

ACTIVITY 7
GET THE WORD OUT

Despite the scientific breakthroughs of recent years, some people still misunderstand drug and alcohol addiction, or don't know enough about the warning signs of addiction. In this activity, you will help educate your school or community about addiction.

Working in groups of three or four students, design an education campaign that will share what you've learned about drug and alcohol addiction with your peers.

Your campaign should accomplish these two important goals:

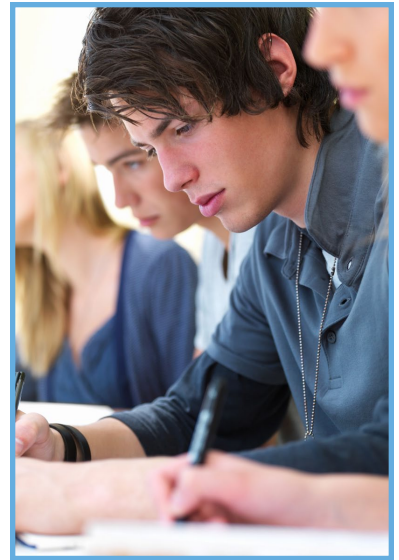
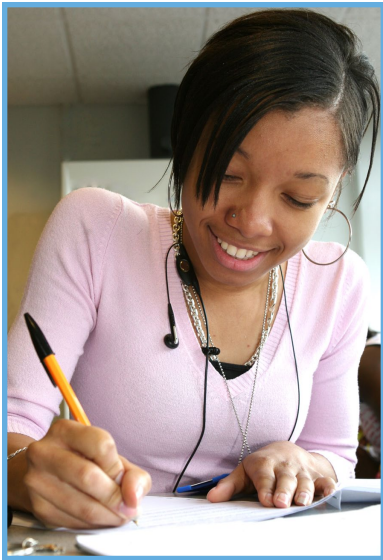
1. To identify the 12 warning signs of addiction identified in the video.
2. To encourage anyone showing those signs to get help.

You can use visual art, drama, video, print materials, radio ads or any other creative means—as long as you successfully get the word out to your peers. Consider creating a slogan or logo to give your campaign a consistent message. Your group will also need to decide how long your campaign will last, who your target audience will be and what materials you will need.

A successful campaign might include the following elements:

- Reading a series of public service announcements as part of your school's morning announcements for a week.
- Setting up an information booth with brochures related to addiction. You can place your booth in a public area at school, such as the cafeteria or library, or target your community by placing it in the public library or town recreation center.
- Designing a series of posters for your school and/or a public place in your community.
- Writing and performing a short play about drug addiction for other classes at your school.
- Writing, filming and editing a video about addiction and playing it on a school or community website, TV station or theater.
- Inviting a recovered drug addict or alcoholic to speak to health classes at your school. Organize and publicize the event for other teachers and students.
- Interviewing young people who are in treatment centers for drug or alcohol addiction about their experiences, then collecting their stories in a book or video presentation.
- Organizing an educational presentation about addiction for elementary or middle school students. Your group can then travel to local schools to give the presentation.

FACT SHEETS

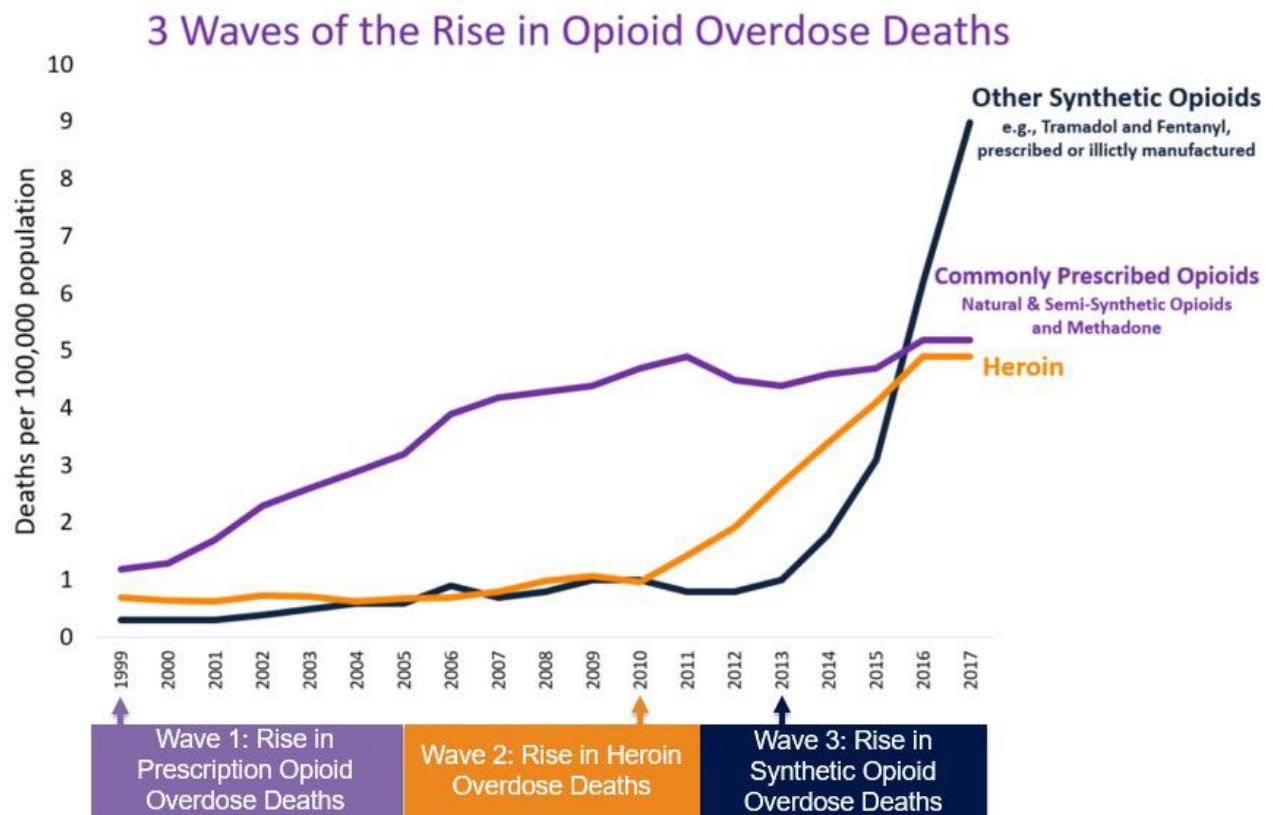


Name: _____

FACT SHEET 1

WHO IS MOST AT RISK FOR AN OPIOID OVERDOSE?

A drug overdose is the accidental or intentional use of a drug in an amount that is higher than is normally used. According to the Centers for Disease Control, 130 Americans die every day from opioid overdose alone. These numbers have exponentially increased over the past 20 years*. Knowing what puts you at risk for an opioid overdose is the first step to fighting this epidemic.



SOURCE: National Vital Statistics System Mortality File.

- You are at greater risk if you have a history of using drugs and alcohol
- You are at greater risk if you take prescription drugs for pain prescribed by a doctor
- You are at greater risk if you take someone else's prescription opioid pain killers
- You are at greater risk if you combine opioids with alcohol or other drugs such as cocaine
- You are at greater risk if you take opioids and think an overdose can't happen to you
- You are at the greatest risk if you abuse opioids alone

* <https://www.cdc.gov/drugoverdose/epidemic/index.html>

Name: _____

FACT SHEET 2

RECOGNIZING THE SIGNS OF AN OPIOID OVERDOSE

If you see any of the overdose symptoms listed below, seek medical treatment immediately. Don't think you can just let someone "sleep it off." Respiratory depression from opioid overdose can cause brain damage or death if not treated promptly by a medical professional. If you don't want to identify yourself, make an anonymous call to 911 or to your friend's parents.



- The skin may be extremely pale and feel cold and clammy
- The body is limp
- The fingernails and lips often appear blue or purple
- The pupils in the eyes become very small
- The person cannot be awakened or is unable to speak
- Breathing is very slow, irregular or has stopped
- The heartbeat is very slow or has stopped

Name: _____

FACT SHEET 3

WHAT TO DO IF YOU COME UPON AN OPIOID OVERDOSE VICTIM

1. **Dial 911.**
2. Give the 911 operator a clear description of your location or address.
3. Stay with the victim until help arrives.
4. While waiting for help, speak to the victim and try to wake him or her up.
5. If the victim is not responding, apply a sternal rub.
6. If a sternal rub does not wake the victim, conduct rescue breathing.
7. To start rescue breathing, place your hand under the victim's chin and gently tilt the head back. Pinch the nose and create a tight seal between your mouth and the victim's mouth. Give one slow breath every 5 seconds until the person starts breathing again on their own or the paramedic arrives. Check to see whether the chest is rising and falling. If you do not see chest rise, open the mouth to make sure nothing is blocking the airway.
8. If Naloxone is available (Commercial name: Narcan), use it immediately.



Naloxone is an opioid antidote. This medication quickly competes with and reverses overdoses from heroin, fentanyl, morphine, oxycodone and other similar drugs. It blocks the receptors in the brain where opioid medication normally binds and relieves the deadly side effects of respiratory depression and altered mental status.

Naloxone can be administered as a nasal spray or as an injection. It is only effective in the case of an Opioid Overdose and will not treat alcohol overdose or other drug overdoses. If you are unsure of the drug or medication involved in a situation where a friend or family member is found down, it is okay to administer naloxone out of caution, it will not cause harm. Because many opioids last longer in the body than naloxone, you may have to repeat administration several times, especially if the person begins to get sleepy again. With very strong opioids like fentanyl, several doses of naloxone may be required.

How to use Narcan (naloxone) Nasal Spray*

PEEL



Peel back the package to remove the device. Hold the device with your thumb on the bottom of the plunger and 2 fingers on the nozzle.

PLACE



Place and hold the tip of the nozzle in either nostril until your fingers touch the bottom of the patient's nose.

PRESS



Press the plunger firmly to release the dose into the patient's nose.

Be sure to call 911 right away, even if the person wakes up!

Give an additional dose in the opposite nostril if the person is not awake within 2-3 minutes.

Intense opioid withdrawal will be experienced by a person who has overdosed and been reversed with naloxone. You may notice sweating, runny nose, teary eyes, goose bumps, nausea, vomiting, diarrhea, muscle aches and severe pain.

* www.Narcannasalspray.com

Name: _____

If someone you know has a problem with drugs, there are things you can do to help.

Signs of a drug problem:

If a friend or family member shows one or more of these signs, he or she might have a problem with prescription drugs.

- a compulsive need to take the drug
- changes in weight, mood or sleeping habits
- unusual agitation or irritability
- loss of interest in things that used to be important
- hiding or lying about drug use
- missing school or work
- going to school or work while high
- seeking prescriptions from more than one doctor



Helping a friend:

When someone you know has a drug problem, it's not always clear what you can do. These tips can help you talk to a friend about his or her prescription drug use.

- Find a quiet place to talk to your friend about your concerns. Tell him or her that you're worried about the drug use. Point out ways in which the friend has changed, but don't be accusatory or aggressive. Emphasize that you are worried about your friend's health and safety. Be supportive and caring, not judgmental.
- Listen to what your friend says in return. He or she might know there is a problem, but not know what to do about it.
- Tell your friend that you're there to help.
- Encourage your friend to talk to a trusted adult, such as a parent, doctor, school counselor or nurse. Offer to go with your friend to talk to someone.
- If your friend is not willing to get help, talk to a trusted adult about the situation. Tell the adult that you think your friend is abusing drugs and needs help.

Sources of help:

Several anonymous resources exist to help people struggling with drug abuse.

The National Suicide Prevention Lifeline (1-800-273-TALK)

This crisis hotline can help with many difficult life issues, not just suicide.

Treatment Referral Helpline (1-800-662-HELP)

This hotline refers callers to treatment facilities, support groups and other local organizations.

**SYMPTOMS OF ALCOHOL OVERDOSE
(ALCOHOL POISONING)**

Alcohol poisoning is defined as “a severe elevation of the blood alcohol concentration which may lead to coma and death, often resulting from consumption of large amounts of alcohol.” Rapid drinking on a bet or a dare is especially dangerous because the victim is drinking so quickly, he or she can get a fatal dose of alcohol into his or her stomach before falling unconscious. As long as the heart beats, alcohol in the stomach continues to enter the blood and circulate. A blood alcohol concentration (BAC) of 0.30 percent and above is potentially lethal to anyone—minors, adults, or even heavy drinkers. The body cannot manage such excessive amounts of alcohol.

Additionally, alcohol can suppress circuits in a part of the brain called the medulla that are important for keeping our hearts beating and our lungs breathing. It can also suppress the gag reflex, which prevents someone from choking on liquid or food by triggering contractions in the throat that make us throw up. People fall asleep and can die when instead of throwing up the alcohol and fluid in their stomachs goes into their lungs and they drown.

Stages of alcohol poisoning

1. Any quantity of alcohol can depress the central nervous system. When alcohol is consumed quickly or in large doses, it can slow or stop the body’s involuntary processes such as breathing, the heartbeat, and the gag reflex which prevents choking.
2. Even after the victim loses consciousness, alcohol continues to circulate through his or her system. The victim may suffer from lack of oxygen and/or hypothermia (low body temperature) which can lead to cardiac arrest and brain damage. The victim may choke on his or her own vomit and die.
3. Both breathing and pulse rate may grow slower, become irregular and finally stop. When respiration is significantly slowed, the person suffers from lack of oxygen. Coma and irreversible brain damage will occur. Death is possible if BAC rises to 0.30 percent or above.

Symptoms of alcohol poisoning

- The victim appears confused and disoriented
- The victim has irregular or slow breathing
- The victim has pale or blue skin
- The victim is vomiting while unconscious
- The victim has a low body temperature
- The victim is in a stupor or unconscious



Name: _____

**SYMPTOMS OF ALCOHOL OVERDOSE
(ALCOHOL POISONING)**

What you should NEVER do to an alcohol overdose victim:

- Never leave someone alone to sleep it off
- Never give the person coffee
- Never give an overdose person a cold shower



How to avoid an alcohol overdose:

- If you are under the age of 21 it is illegal to buy or drink alcohol
- If you drink alcohol, do so in moderation
- Drink at least one glass of water with every alcoholic drink consumed
- Do not drink on an empty stomach
- Avoid drinking games or doing “shots”
- Do Not drink or mix alcohol with other substances
- Do Not Vape alcohol
- If you think you may have an alcohol problem, you probably do. Seek help right away.

Name: _____

The following organizations provide information about addiction and help for people with a substance abuse problem:

Alcoholics Anonymous

www.aa.org

Join Together website

www.jointogether.org

KidsHealth: What You Need to Know about Drugs

www.kidshealth.org/kid/grow/drugs_alcohol

National Alcoholism and Substance Abuse Information Center

<http://www.addictioncareoptions.com>

The National Center on Addiction and Substance Abuse

www.centeronaddiction.org

National Institute on Alcohol Abuse and Alcoholism

www.niaaa.nih.gov

National Institute on Drug Abuse (NIDA)

www.drugabuse.gov

National Institute on Drug Abuse for Teens

www.teens.drugabuse.gov

Nemours Foundation

www.teenshealth.org/teen/drug_alcohol

Office of National Drug Control Policy

www.whitehousedrugpolicy.gov/drugfact/prescr_drg_abuse.html

Partnership for a Drug-Free America

www.drugfree.org

Substance Abuse and Mental Health Services Administration

www.samhsa.gov

www.findtreatment.samhsa.gov

Helpline: 1-800-662-HELP

Students Against Destructive Decisions

www.sadd.org

OTHER PROGRAMS

Other Programs from Human Relations Media

- 8297 *Fentanyl: The Deadliest Opioid***
- 4065 *Spotlight on Fentanyl pamphlet***
- 8281 *The Opioids Epidemic: How I Became a Heroin Addict***
- 8293 *Opioids: Addiction, Overdose and Death***
- 4064 *Spotlight on Opioids Epidemic pamphlet***
- 8234 *Heroin Rising: Cheap, Addictive and Deadly***
- 4057 *Spotlight on Heroin pamphlet***
- 8275 *How Addiction Hijacks the Brain***
- 8298 *Broken Lines: A Story of Addiction***
- 8284 *The Substance Abuse Prevention Curriculum***
- 8292 *Everything You Need to Know About Substance Abuse
in 22 Minutes***
- 8240 *The Overdose Epidemic: What Can Be Done to Stop It?***
- 8185 *High on Painkillers: Addiction and Overdose***
- 8190 *Bath Salts: The Deadly Facts***
- 8277 *Chemical Highs: The Dangers of Synthetic Drugs***
- 8235 *Molly: Innocent Name, Deadly Drug***
- 8198 *Emerging Drugs of Abuse***
- 18198 *Emerging Drugs of Abuse Tool Kit***

Visit our website for detailed descriptions of the above programs.

Available from
Human Relations Media
59 Kenisco Drive
Mount Kisco, NY 10549

Phone: 800/431-2050 • Fax: 914/244-0485 • Web: www.hrmvideo.com