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Spread #5

Talking with Children

- o Scanner
- o The Art of Parenting
- o ~~Make~~ Time for Talk
- o Family Stories
- o The What-If Game
- o Saying No
- o What Do You Think, and Advice from  
Some Experts
- o Photo of parents talking with kids  
during prevention workshop  
(Take from slide-tape - Naples Group)

(Scanner for Spread #5)

Talking with Children

Good communication doesn't just happen. <sup>o</sup>Parents have to build it into their daily routine over time. When youngsters get to be teenagers, they will be more likely to talk with their parents if they are already used to it. Here are some strategies for maintaining open communication with your own children.

The Art of Parenting

Research shows that children find comfort in having clear limits set for them. The more parents communicate about rules, the more likely young people are to feel that their parents have legitimate demands, to agree with their parents' values, and to be able to make informed decisions on their own.

Parents set limits to protect their children from unnecessary or inappropriate risks. At the same time, it is important to provide children with the freedom to make their own decisions in areas that are not health-threatening. The art of parenting involves making distinctions between those areas where parents are the ones to decide (as in the case of drug use) and those in which children are free to make decisions and learn from their mistakes. Children who are provided with both clear rules and the opportunity to act independently when it is appropriate grow in self-confidence and self-esteem.

Time for Talk

Do you spend time alone with your child, when the two of you can have an uninterrupted conversation? This is hard to do when everyone is busy, but try it when you are...

(Kid's drawings of some of the following opportunities:)

- o just home from work.
- o at the laundromat.
- o raking leaves.
- o peeling potatoes.
- o doing dishes.
- o in the car together.
- o on a walk.

Family Stories

Most youngsters love to hear about what life was like when they were small, or when you were growing up, and they also like to add their own memories to the family history. Family stories help children share in the family's values and attitudes.

Instead of "Once Upon a Time...", try these story starters: one set for you, and one set for your child. You can write down responses, but it's even more fun to take turns completing the sentences out loud. Get other members of the family to join in too. The more people and ages involved, the more fun you'll have!

Story Starters for Parents

Add more of your own story starters, if you wish.

- o When I was little, your grandmother used to...
- o When I was in school, my favorite teacher was...because...
- o When I was your age, my friends and I loved to...
- o The first job I ever had was...
- o It was funny how I met your father (mother)...
- o The day we took you home from the hospital, we...
- o When you were learning to talk, you used to say...
- o You may not remember, but on your third birthday you...
- o I can still remember your first day at school! You...

Story Starters for Youngsters

- o The thing I liked best about first grade was...
- o The nicest present I ever got was...
- o My favorite holiday is \_\_\_\_\_ because...
- o I think the best thing our family does together is...
- o The scariest thing that ever happened to me was...

- o I would really like...
- o When I was little, my favorite book was...because...
- o The time I was most embarassed was...
- o What really makes me mad is...
- o The best teacher I ever had was...because...
- o The first thing I can remember is...
- o I sometimes worry about...

### The "What-If?" Game

"What would you do if..." is a question that allows a child to think about new situations and safely work out good responses in advance. The game is also a way for parents to learn what their children are thinking and to pass along their own values and opinions to their children.

The following pictures suggest hypothetical situations in which a child has to make a hard choice. Show them to your children, and ask what they would do in the situation.

(Illustrations)

#### What would you do if...

- o your classmates are making fun of a new kid at school?
- o the boy who sits next to you in arithmetic asks you for the answers to the homework?
- o a friend teases you because you don't own a pair of "in" blue jeans?
- o you're with a group of kids who decide to break into the empty building down the block?
- o your best friend offers you some marijuana?
- o Mr. Smith offers to drive you home and you think he's been drinking?
- o You are really tired, but your friend dares you to swim across the lake.

As you discuss possible strategies, be sure to hear you children out, and then offer your own comments: "I think that would be a very good way to handle the situation," or "I think what I might do would be to....," or "Another thing to try might be to...."



Saying No

A real problem for young people is how to get out of a sticky situation without losing face. They may very much want to avoid doing something they do not want to do, but they may not have developed the skills to say no without feeling they have damaged their standing with their friends.

Young people should know their position on drug use before a situation arises. Here is where parents, both as role models and role play participants, can be especially helpful. Choose an appropriate time after playing the "What If...?" game to focus on the question, "What would you do if your best friend offer<sup>s</sup> you some marijuana?" Youngsters who are clear in their minds that they do not want to smoke, and who have facts to back up their stand, find it easier to withstand pressures. But they also need strategies for defending the stand, for refusing to bow to the pressure. Here are some strategies to help a young person learn to say no.

- o Assertiveness: A simple but firm "No thanks" without explanation, apology, or moralizing.
- o Humor: For the quick-witted, a clever answer that ends the conversation: "No, I don't smoke. I'm not a chimney."
- o Delay: Sidestepping the issue in the hope that it won't come up again. Mentioning being late for an appointment, or changing the subject--or simply saying, "~~Not now~~" "No thanks. I'm not in the mood"--can work wonders.
- o Friendship: Questioning the friendship if keeping it means doing something you don't want to do: "Do I have to do it to be

your friend?"

- o Buddies: Agreeing with a good friend beforehand that you will back each other up in saying no. The one who is asked to smoke can say no, knowing that the other will decline, too. There's safety in numbers. ~~"Are you going to do it, too?"~~
- o Parents: Using them as an excuse: "No thanks, my parents would kill me."

What Do YOU Think?

Families all over the country find themselves in situations like the ones described below. Each situation could lead to a family crises, or it could be an opportunity for improving communication between parents and children, especially around issues like peer pressure, stress, and drug use.

What advice would you offer to the parent in each scenario? Discuss your ideas with your spouse and friends, particularly the parents of your children's friends. Then compare your advice with some experts' advice. Do you agree or disagree? Why or why not? What factors come into play as you decide on the best advice? Your own values? Information about health effects? Past experience? Community standards? Your expectations of how others might react?

Situation 1: Kevin, age 16, is arguing with his parents about drugs. His little sister Karen, who is 10, is listening. Kevin says, "You people take a drink to relax. Why can't I smoke a joint?" How should Kevin's parents respond? Keep in mind that Karen will also hear the discussion.

Situation 2: Bobby, age 11, insists that he's got to have a new pair of gym shoes--a new kind that "all the kids are wearing." They are very expensive, and Bobby already has gym shoes that are in good condition. How would you handle this situation if you were Bobby's parent?

Situation 3: Jenny, age 10, has just started to play soccer in her Area Youth Soccer League. She is one of the youngest children on the

team and feels under a lot of stress to do well. How can Jenny's parent help her set realistic goals for herself, and enjoy the game, even if she can't be outstanding all the time?

Situation 4: Betsy, age 11, brought home an issue of a magazine called "High Times," which she got from a friend. Her mother knows that Betsy will get a lot of pro-drug messages if she reads it. How should she handle the situation?

Situation 5: Seth, age 14, doesn't believe his parents' warnings about the health dangers of marijuana. After all, he reasons, they've never tried it. He insists that they shouldn't tell him not to smoke pot, if they've never experienced it themselves. How should Seth's parents respond?

Situation 7: Phil, age 16, is an above-average student, well-liked by his teachers, and popular with other students. For the last six months, he has been smoking marijuana on the weekends. His parents and his younger sister, Sue, age 11, know that Phil smokes pot, and so far they have said nothing. Phil's mother is worried though that he may be setting a poor example for Sue. What should she do?

Advice from Some Experts

Do You Agree With Them? Why or Why Not?

Situation 1: An adult's mind is a mature organ that will not be damaged by moderate and responsible use of alcohol. At 16, Kevin's mind and body are still developing and are much more vulnerable to the emotional and physical damage that can be caused by drugs, including marijuana and alcohol. Kevin should also be reminded that using

marijuana is illegal, and he is breaking the law when he smokes.

Because Karen is also listening to this conversation, it is important that she hear a clear ~~and unequivocal~~ message against the use of drugs by adolescents. She will gain important information about where her parents stand on this issue by the way Kevin's challenge is handled.

Situation 2: Bobby's father can use this opportunity to express to Bobby some of his concerns about peer pressure. He might want to begin by telling Bobby that he understands why he wants to have things that his friends have, but that other factors--in this case the cost and the fact that Bobby already has a good pair--are important, too. He might ask Bobby if he can think of times when what "everybody is doing" may not be the right thing for Bobby to do--and may even be harmful--and discuss ways to respond to those situations, specifically talking about behaviors like smoking, drinking, and marijuana use.

Situation 3: Jennie's parents should help her recognize and accept the fact that her age and experience are not comparable to the rest of the team. They should also help her to establish realistic expectations and goals that are matched to her own ability level. They can encourage her to find pleasure in participating in the games and being part of the team for its own sake. Her parents should avoid putting pressure on her to be a star player--an unrealistic and frustrating goal for Jennie.

Situation 4: Betsy's mother should see this as an opportunity to have a full discussion with her daughter about drug use. She can ask questions like:

That's an interesting magazine. Where did you get it? Have you read it before? What do you think about it? I'd be interested in reading it together with you and talking about some of the things in it. How do you feel about drug use? Have you ever used or thought about using drugs?

This situation offers a wonderful opportunity for her mother to figure out where Betsy is on the drug issue and to let Betsy know where she stands on the issue and what her values and expectations of Betsy are.

Another point is that the magazine and its advertisers are in the business of promoting marijuana and other drug use, and that, unlike parents, do not have the best interests of young people in mind. The magazine, much like tobacco advertising, presents a one-sided picture by ignoring the mounting evidence of the harmful effects of drug abuse. Betsy's mother might point out specific examples in the magazine and discuss them, using information in this Newsmagazine to counteract the magazine's claims.

Situation 5: Seth needs to understand that there are many things we learn through observation and education. If you see a shark's fin offshore, you don't go for a swim.

Seth's question implies that a little experimentation with drugs is okay. All heavy marijuana smokers who get into trouble began with occasional use. Marijuana smoking can be pleasurable and self-reinforcing. It also can create the illusion that the smoker is in control, thus encouraging continued use, until eventually the

smoker is less and less able to assess accurately the drug's effect on him- or herself.

Situation 6: Even if Phil is only using marijuana on weekends, he is never free from its effects because THC stays in the body for three to four weeks. The THC in the marijuana he smokes this weekend accumulates on top of the THC left over from the marijuana he smoked last weekend, the weekend before that, and the weekend before that. It may take a while and the change will be gradual, but eventually his marijuana use is likely to affect his school work and his health.

Phil's mother must be clear that she is opposed to all use of marijuana and that her son must agree to stop using it. She then has to work out an agreement with him to be certain that the drug use is going to stop. She should make it clear to Phil that the basis for her action is her love and concern for him and her knowledge that the continuing use of marijuana poses a real threat to his healthy growth and development. If Phil refuses to stop, she should let him know that she will deny privileges, such as driving the car or other things that are important to him. At the same time, she will be seeking treatment resources for him and the family to stop his drug use. How she handles this issue with Phil is critical in terms of the message that will be communicated to his younger sister.

Our thanks to Marc Jaccard, National Youth Coordinator for the Parent Resources Institute on Drug Education (PRIDE), and to Lee Dogoloff, Executive Director, and Dr. Robert DuPont, President, of the American Council for Drug Education, for their expert advice.

*File*

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Lois T. Ellison, M.D., *President-elect*  
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AMERICAN  LUNG ASSOCIATION  
The Christmas Seal People®

1740 Broadway · New York, N.Y. 10019 · (212) 315-8700

May 23, 1985

Kenneth Barun  
Special Assistant  
to the White House  
The White House  
Washington, D.C. 20500

Dear Mr. Barun,

Congratulations on your recent appointment to the White House staff. I am sure you will greatly enhance Mrs. Reagan's efforts in drug education.

As you may know, Mrs. Reagan is the honorary chairman of Marijuana: A Second Look, an educational program of the American Lung Association. The project is targeted to pre-teens and has been well received in 4th, 5th and 6th grade classrooms around the country.

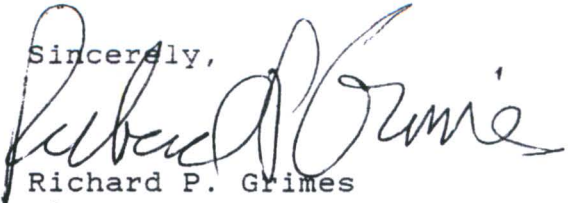
The cast of "FAME", MGM/UA Television, Eastern Airlines, and Weekly Reader contributed almost a half million dollars in voluntary services after an initial grant of \$80,000 from a private foundation. This has been an excellent model for "volunteerism".

Carlton Turner is very supportive of the project and has called the Parent Newsmagazine the best he's seen on this topic. Indeed, we have spoken about the need for a Spanish language version of the newsmagazine.

I do not want to assume that you are thoroughly familiar with the project so I have attached components of Marijuana: A Second Look for your information.

If I can provide further information or assistance please let me know.

Sincerely,



Richard P. Grimes  
Director  
Educational Development

encl.

cc: Carlton E. Turner, Ph.D. ✓



09 AUG 1984

Senator Jeanne Malchon, *President*  
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AMERICAN  LUNG ASSOCIATION  
The Christmas Seal People®

1740 Broadway • New York, N.Y. 10019 • (212)245-8000

August 6, 1984

Carlton Turner, Ph.D.  
Special Assistant to the President  
The White House  
Washington, D.C. 20500

Dear Carlton:

Thanks so much for the television interview in your office conducted on behalf of our project "Marijuana: A Second Look." I will send you a copy of the final program next month.

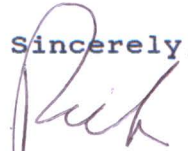
I sent 200 copies of our poster, parent newsmagazine and "Don't Let Your Lungs Go To Pot" button to The White House last week. You indicated an interest in distributing these materials to U.S. embassies. I also sent a videotape copy of our "Fame" public service announcements.

When I visited your office you indicated an interest in translating our materials to Spanish. Anything you can do to make this happen would be most appreciated. I am currently negotiating with Optimist International for the free distribution of "Marijuana: A Second Look" to 4th, 5th and 6th grade children through their 3500 chapters. Since 30% of their membership is located in Canada, they have expressed an interest in translating the material to French.

Attached is a photocopy of our "Marijuana: A Second Look" Teaching Guide. It is currently being tested and will be released next month after revisions.

Thank you for your continuing support. I look forward to seeing you again in the future.

Sincerely,

  
Richard P. Grimes  
Director  
Educational Development

cc: James A. Swomley, Managing Director

# AMERICAN LUNG ASSOCIATION

The Christmas Seal People<sup>®</sup>

1740 Broadway • New York, N.Y. 10019 • (212) 245-8000

Cast of "Fame" "Don't Let Your Lungs Go To Pot!" :30 PSA (:10 PSA Also Available)



(Music, dance rehearsal)  
DEBBIE ALLEN: (Clap, Clap) All right people, let's take a five-minute break.



VALERIE LANDSBURG: Hi. We're the cast of Fame. We're here to ask you to take a second look at marijuana.



BILLY HUFSEY: New studies show that pot damages your lungs a lot more than you think. Especially if you're still growing.



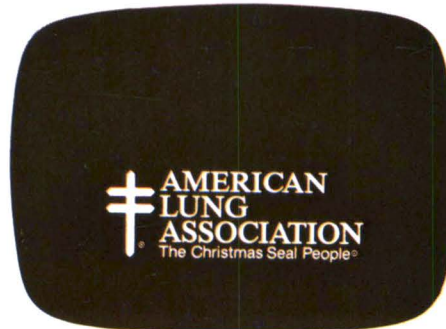
CARLO IMPERATO: So anybody who tells you pot is harmless is wasting their breath. Whether it's school, sports, or working out...



WHOLE CAST: You can't fly if you're high.



SUPER: Don't let your lungs go to pot.



ANNCR: The American Lung Association

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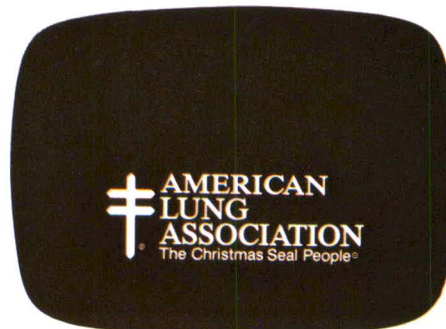
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WHOLE CAST: You can't fly if you're high.



SUPER: Don't let your lungs go to pot.



ANNCR: The American Lung Association

# MARIJUANA:

## A SECOND LOOK

### Teaching Guide

To All Who Work with Young People:

No one thinks children should smoke marijuana. And it is now clear that marijuana is not healthy for *anyone!* Research over the past few years shows that marijuana contains many of the same and sometimes even more of the cancer-causing substances found in cigarettes. Marijuana causes impaired lung function that can lead to serious lung disease. There is evidence that marijuana has adverse effects on the immune system, sexual development and the brain. Marijuana interferes with learning, memory and thinking. Finally, marijuana, especially in combination with other drugs, may impair psychological, emotional and social development.

Yet marijuana is pervasive in our society. Almost 3 million American adolescents smoke marijuana regularly. One in every eighteen high school seniors is a *daily* user. Virtually every child in America between the ages of 12 and 14 will be faced with the decision to smoke marijuana, and each year the age of first use gets younger and younger. Children are beginning to smoke pot as early as the fourth grade.

Given the extensive use of marijuana among young people and the troubling medical and scientific evidence now surfacing, the American Lung Association, in cooperation with the American Council for Drug Education and *Weekly Reader*, has developed "Marijuana: A Second Look." This health education program is intended to help children ages 9, 10 and 11 learn why marijuana is harmful and to learn how to say "NO" when pressured to use marijuana—now or in the future.

As a teacher or youth leader, you know that children need and want guidance. We urge you to use this material with your class or youth group. Join us and other concerned people to send a clear message to our young people: marijuana is a serious health hazard, so "don't let your lungs go to pot."

Sincerely,

Edward M. Sewell, M.D.  
President  
American Lung Association

Terry Borton, Ph.D.  
Editor in Chief  
*Weekly Reader*

Robert L. DuPont, M.D.  
President  
American Council  
for Drug Education

# Introduction

The components of *Marijuana: A Second Look* needed for your classroom or youth group are:

- this *Teaching Guide* developed for use by classroom teachers, camp counselors and other youth leaders who work with children. It includes several activities designed to help children learn about the detrimental health effects of marijuana and how to say "No" when it is offered.
- a *Poster/Fame Fan-tastics Magazine* for children. Designed to be used with the *Teaching Guide*, the poster features the cast of *Fame* and their anti-marijuana statements. Each child should have a poster.

Other components of *Marijuana: A Second Look* are:

- a single-issue *newsmagazine* for you and for parents. The magazine contains information about marijuana, the marijuana problem and what can be done about it. Each child should take a *newsmagazine* home to his or her parents. **You should read this before you use the *Teaching Guide* and *Poster/Fame Fan-tastics Magazine* in the classroom.**

- a *filmstrip* for parents. This 12-minute informational presentation of marijuana's physical and emotional effect on kids can be an aid to promoting discussion among parents.

The *filmstrip* and extra copies of the *Poster/Fame Fan-tastics Magazine*, *parent newsmagazine*, and *Teaching Guide* are available for a nominal fee from your local American Lung Association or the American Council for Drug Education.

## Using the Teaching Guide:

The activities and follow-up materials in this *Teaching Guide* are designed to foster strong antidrug attitudes. The kids will learn why marijuana is harmful and how to say "No" when exposed to peer pressure to use pot. You should have a *Poster/Fame Fan-tastics Magazine* for each child.

*Using the Magazine* (page 3) is an activity for use with the *Fame Fan-tastics Magazine*.

*Using the Poster* (page 4) is an activity for employing the *Fame poster* (the poster is on the inside of the *Fame Fan-tastics Magazine*).

*Using the Play* (page 4) is a follow-up to the four-page *You Can't Fly if You're High* play (pages 5-8).

*Give Me One Good Reason* (page 9) helps kids learn to say "No".

*Marijuana: How Much Do You Know?* (page 10) helps kids learn facts.

Finally, the *Personal Contract* (page 12) can be used to help reinforce the messages in all the activities above.

Every child should get a copy of each exercise in the *Teaching Guide*; including the *Fame* play, for use in the classroom and at home. Duplicate pages 5-8, 9, 10 and 12.

## Teachable Moments

Although the program can be used at any time, the most effective times are "teachable moments." Following up on timely events can often lead to useful discussion. Here are some examples of teachable moments that may pop up:

- a recent drug-related TV news story, such as the confiscation of pot being smuggled into the U.S.
- the local paper reports an accident that was caused by young people who had been using drugs or alcohol.
- a nationally publicized drug education effort is headed by a well-known sports or media figure.

## Parents: The Crucial Link

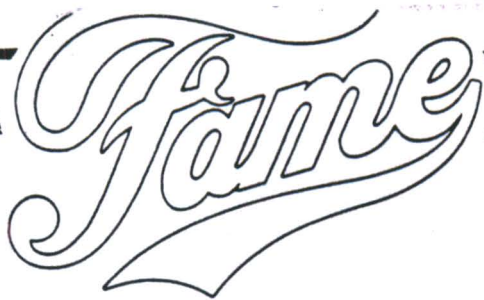
Building a strong antidrug attitude among young people will help diminish the likelihood of marijuana use and other drug abuse. But this is not just the job of teachers or youth leaders: children also want and need to hear from their parents. Those kids who communicate with their parents are more likely to stay in touch with family values through their teenage years. Here are some ways in which you can involve parents in your community.

- Send a summary of the "Marijuana: A Second Look" activities home with the children. Encourage kids to talk to their parents about the antidrug activities that have involved your groups.
- Send a copy of the "Marijuana: A Second Look" *parent newsmagazine* home with kids. (You can order multiple copies from your local American Lung Association.)
- Convene a parent meeting. Choose a date for the meeting and notify the parents several weeks in advance. Ask your local American Lung Association to suggest a qualified speaker to serve as a discussion leader. You should show the *filmstrip* and hand out the *parent newsmagazine*. A suggested agenda for the parent meeting is included with *filmstrip*.

## Cross-Age Teaching

Another effective way to build antidrug attitudes is through cross-age teaching. Preadolescents look up to the students in junior and senior high school. Invite one or two older students to talk with your classroom or youth group. Ask them to talk about their own ideas for ways to handle peer pressure on issues relating to drug use.

Guidance counselors, school principals, coaches, teachers, and leaders of youth organizations can help you identify the appropriate teenagers.



## Using the Magazine

### Background Information

"Fame," which was originally a successful MGM movie, has become an enormously popular and successful TV show. Now entering its fourth season, "Fame" has received numerous honors and awards, including six Emmys and two Golden Globe Awards as Best Television Series. The show originally ran on NBC for two seasons and is currently being syndicated.

The musical dramatic series focuses on the lives, hopes, and dreams of both students and teachers at the School of the Arts, a fictional high school bearing a close resemblance to the New York School for the Performing Arts.

"Fame" has developed a tremendous and loyal following both in the U.S. and abroad. During 1982 the "Kids from Fame" performed in concert for enthusiastic audiences in England, France, Israel, Sweden, and Denmark.

The interviews for the *Fame FAN-tastics* magazine (which is the reverse side of the poster) were conducted recently by *Weekly Reader*. Each of the "Fame" cast members expressed a genuine concern about the use of marijuana and cigarettes by young people.

You can make copies of the magazine/poster and distribute them to kids in your group. Issues of the *Fame FAN-tastics* magazine/poster can also be ordered for each person in your group.

### Motivate the Readers

Ask: How many of you are fans of "Fame"?

Do you like the show? Why? Why not?

Do you have a favorite "Fame" character? Explain.

### Discussion Starters

1. Why is keeping fit a must for "Fame" stars?
2. Why must they be able to think clearly?
3. Why is it important for you to keep fit and be able to think clearly?
4. Why would smoking pot hurt the careers of the "Fame" stars?
5. Why could smoking pot be a waste of time for the "Fame" stars? for you?

### Comprehension/Critical Thinking

1. In what ways is Carlo Imperato like Danny, the character he plays on "Fame"?

2. How can smoking pot make a person go downhill?
3. What does Carlo mean when he says, "It's much more fun just being yourself"?
4. How did Debbie Allen achieve her goals?
5. What did Debbie notice about the young performers she saw who smoked pot?
6. Why might Billy Hufsey, and his character, Chris, be called self-confident?
7. What kinds of challenges does Billy face?
8. What does Billy mean when he says smoking pot "will catch up to you"?
9. Why was Michael DeLorenzo always too busy to mess with pot?
10. Why does Michael feel that working hard is important?
11. Why do pot smokers "fall to the back of the pack"?
12. Why does Valerie say "not smoking pot can be a difficult decision" for younger people?
13. In what ways could pot keep people from growing up?

### Follow-Up Activity

Kids who are pressured to smoke pot are sometimes caught off guard. They want to say NO, but the words and/or explanations aren't there. But kids can learn to say NO, much as the "Fame" stars learn their parts—through memorization and practice.

Many young people naturally use "saying NO" strategies to avoid doing things they think are dangerous, boring, or embarrassing. Have the young people in your group develop their own strategies and practice saying NO by role-playing the following situations.

1. A group of eighth graders is giggling behind the fence in an empty parking lot. You (the main character) go over to see what's going on, and the kids offer you a joint. You're pleased that they're being friendly, but you don't want to smoke. How do you say NO?
2. You're new in school and haven't made many friends. You meet some kids in the park on the way home from school. They ask if you want to get high. You want to make new friends, but you don't want to smoke pot. How do you say NO?
3. Your parents have gone out for the evening. Your older brother (or sister) and his/her friends are getting stoned at your house. They ask you to join in. You want to hang out with the older kids, but pot is not for you! How do you say NO?

# You Can't Fly If You're High

## Using the Poster

You can use this poster to help kids "leap into learning" about the importance of a healthy, drug-free lifestyle. The poster provides a good starting point for kids to begin evaluating their own cardiovascular fitness. One way to start is with a simple step test. All that's needed for the test is a stopwatch and a 12-inch step. Here's how the test works:

1. Divide the group so that each person has a partner.
2. The person being tested faces the step.
3. The partner with the watch says, "Up, two, three, four."
4. On *up*, the person steps up with one foot.
5. On *two*, the other foot comes up.
6. On *three* and *four*, the person steps down.
7. The partner says *up* every two seconds.

**WARNING:** Should a person become shaky or breathless, he or she should STOP immediately!

8. After four minutes, the person stops stepping.
9. One minute after the stepping stops, the person's pulse is counted for 30 seconds. One minute after that, another 30-second count is taken. Finally, two minutes later a third 30-second count is taken.
10. The three pulse counts are totaled. The chart on this page will tell how fit the person's heart and lungs are.

Recovery Index Table	Total Pulse Count	Rating
	199 & over	Poor
	171-198	Fair
	150-170	Good
	133-149	Very Good
	132 or under	Excellent

## Fitness Follow-Up

Have kids in the group compare their level of fitness with that of the "Fame" dancers. Then ask:

1. Why do you think the "Fame" stars may be in better shape than most people? (*They exercise daily.*)
2. How can keeping fit help you?
3. How can you get in better shape? (*by walking, running, biking, swimming, dancing.*)
4. Why is saying NO to pot and cigarettes an important part of becoming fit and staying fit?

## Using the Play

*You Can't Fly If You're High* is a play in which the characters from the "Fame" show face the physical and social consequences of smoking marijuana. The play is designed to help kids focus on some basic facts about the hazards of smoking pot and to help kids build an overall antidrug, pro-achievement attitude.

### Discussion Starters

Group discussion of the play can help kids relate the characters' actions to their own life, emotions, and values. Such discussion can also provide a foundation upon which a young person can build an antidrug attitude.

Here are some discussion questions for the play.

1. Why does Miss Grant demand the best from her students?
2. How do most students feel about Miss Grant?
3. How does Bobby feel about her?
4. Why does Bobby feel differently than the others?
5. When and why do Chris, Michael, and Doris first begin to feel that Bobby smokes pot?
6. Why does Danny stick up for Bobby?
7. What does Bobby do in English class that makes the others certain that he smokes pot?
8. What is the difference between Danny's feelings about Bobby and the other kids' feelings about him?
9. In Scene 4, what is the difference between the way Doris talks to Bobby and the way Danny talks to him?
10. Why does Bobby become angry and run out of the room?
11. In what ways does smoking pot hurt Bobby?

### Play Follow-Up

Since the "Fame" play is open-ended, kids might enjoy writing a concluding scene. Here are some final-scene suggestions for the play. Have the kids write the dialogue and act out these situations.

1. Danny and Chris see Bobby a week later in the same room. He is rehearsing the dance number that Miss Grant had taken him off of. His timing is much better.
2. The big show goes on as planned a week later. After the show Bobby comes backstage and tells everyone how much he liked the show. He says he wants to be in the next show that the school puts on.
3. Miss Grant takes Bobby aside the next day. She tells him that she's heard he plans to quit school. She tries to talk him out of it.

## You Can't Fly If You're High

### Characters

Miss Grant—dance teacher at the School of the Arts

Danny  
Michael } students at the  
Doris } School of the Arts  
Chris }

Bobby—new student at school Narrators 1, 2

### Scene 1

**Narr. 1:** Everyone at school is excited. The students can't wait for the first talent show of the new school year. Some of Miss Grant's students are taking a break after a tough dance class.

**Danny:** Wow, I'm beat! I'm so hot, I feel like I'm going to melt!

**Michael:** Me too. Miss Grant was really pushing us today. What a workout!

**Doris:** She just wants to make sure we're ready for the show, that's all.

**Danny:** But the show's still a few weeks away. She's going to kill us before then!

**Chris:** Come on, Danny, it wasn't that bad. Besides, how're you going to get better if you don't practice?

**Bobby:** Practice is one thing, torture is another. That lady is too much! It's like she picks on you. She's really been on my case about being out of shape.

**Doris:** You'll like Miss Grant once you get to know her. She's tough; she expects the best. She says to make it as a dancer or a singer—or anything—you've got to be at your best. Otherwise—

**Chris:** Yeah, Miss Grant is just getting us ready for the cold, cruel world of show business.

**Danny:** Cruel? Definitely! Cold? No way! I'm still sweating.

**Michael:** I'm tired too, but I feel good. I always feel nice and relaxed after a hard workout.

**Bobby:** I'd rather feel nice and relaxed in other ways—if you know what I mean.

**Chris:** Relaxed? No, what *do* you mean?

**Bobby:** Oh, you know, a few hits of pot. It's lots less work. Brighten your day, smoke a jay, right?

**Doris:** Wrong! Mess with pot, your lungs'll rot!

**Chris:** Really, Bobby, you're nuts to smoke pot. I'd never—

**Bobby (angrily):** I didn't SAY I smoked. Just forget it, OK?

**Narr 2:** Bobby leaves the classroom. The others begin to talk about him.



**Doris:** He's weird, you know that? What's he talking about pot for?



**Chris:** I bet he gets stoned. I mean, why would he bring it up if he didn't?

**Michael:** Well, he's a fool if he smokes pot. Nobody can dance when he's wasted.

**Danny:** Hey, wait a minute! I know Bobby pretty well—he used to live in my neighborhood. I don't think he smokes pot. Maybe he's just checking us out to see if *we* smoke.

**Doris:** Well, it was still dumb to bring it up.

**Danny:** Come on, he's new here. I think he was just trying to show off, you know? Let's not get down on the guy for no reason, OK?

**Chris:** I don't know, Danny. Talking about pot is a strange way to show off, if you ask me.

**Danny:** Well, I think he got the message. He knows what *we* think of smoking pot.

**Narr. 1:** The group leaves the classroom. They talk about their parts in the upcoming show.

## Scene 2

**Narr. 2:** At a rehearsal before school several days later, Miss Grant is rehearsing Bobby, Chris, Doris, and Michael in a dance routine for the show. As the music plays, Miss Grant counts out the beat and gives directions to the dancers.

**Miss Grant (rhythmically):** 1 and 2 and cross over spin! Now 3 and 4 and jump high! NO! NO! Too slow *again*, Bobby! Too sloppy! *Stop!*

**Bobby (panting):** Wha-Wha-What's wrong?

**Chris (angrily):** Why do you keep messing up, Bobby? This is the easiest number in the show.

**Miss Grant (impatiently):** If you want to be in this routine, Bobby, you'll have to keep up with the others.

**Doris:** Every time we have to start over, it's a waste of time. And we don't *have* time to waste!

**Bobby:** Get off my back, will you? It's not like I want to mess up, you know.

**Miss Grant:** OK, OK, we know you're trying, Bobby. You're just not in shape.

**Bobby:** What do you mean? I am *too* in shape!

**Miss Grant:** You're not in dancing shape. You don't have the wind, the stamina. You're breathing too hard. It's hurting your timing.

**Chris:** You're slowing us all down, Bobby.

**Bobby (angrily):** Hey, man, I'm one of the best dancers in this school!

**Miss Grant:** Maybe, if you're talking about breakdancing with your buddies. But for this show we need serious, disciplined dancers.

**Bobby:** Serious? This number is a joke!

**Miss Grant (angrily):** Oh, a joke, huh? Well, you're off this number, Bobby. We're not going to wait for you to catch up or grow up.

**Bobby (angrily):** I don't even care, you know that? Who wants to dance junk like this? It's stupid.

**Narr. 1:** Bobby gives the group an angry look and leaves. The others continue rehearsing for a few more minutes.

**Miss Grant:** That's it for now. We'll go over it again tomorrow before school, OK?

**All three:** Sure. OK. No problem.

**Michael:** Who's going to take Bobby's place?

**Miss Grant:** I'll find someone . . . maybe Danny. It's not a tough number. I'm sure he could handle it.

**Doris:** Yeah, Danny picks things up real fast. But I still can't figure out why Bobby had so much trouble keeping up. I've seen him dance before. He's fantastic!

**Miss Grant:** He's got talent. He wouldn't be here if he didn't. But sometimes he just doesn't seem to care.

**Chris:** I know. His eyes were half-closed on-stage. It was like he was sleepwalking. He seemed sto—

**Michael:** I'll bet he was! You heard him the other day.

**Doris:** I don't know, Michael. That's a heavy thing to say about somebody unless you know for sure.

**Miss Grant:** I don't like what I'm hearing about Bobby. If he's involved with drugs of any kind, he doesn't belong here. More than that, though, he's ruining whatever chance he has of doing something with his life.

**Narr. 2:** The bell rings and everyone goes to

class. Miss Grant stops Danny in the hall and asks him to take Bobby's place in the dance number. Danny feels funny replacing his friend, but finally agrees.

### Scene 3

**Narr. 1:** After school that day Danny stops for a soda at the local hangout. He sees Michael, Chris, and Doris sitting together and joins them at their table.

**Danny:** Hey, where did you guys go after school? I thought you were going to hang around and check out my stand-up comedy routine for the show. I've got some great material.

**Doris:** Check it out? Why? Your jokes are so old, they're starting to grow moss.

**Danny:** Very funny. Listen, did you hear the joke about—

**Chris:** Talk about jokes! Your man Bobby is a real joke!

**Danny:** Yeah, Miss Grant told me she dropped him from the dance number. She wants me to take his place. But that's no joke to me. I feel bad about it.

**Michael:** Bobby really messed up, Danny. He just couldn't cut it. His timing was way off. And his breathing—forget it! He sounded like a freight train.

**Doris:** That's not what Chris is talking about. You should have seen Bobby in English class.

**Chris:** Yeah, he was really . . . uh . . . flying high, you know?

**Danny (impatiently):** No, I don't know.

**Doris:** Well, Bobby was supposed to give an oral report today. And when he stood in front of the class, he blew it—totally.

**Chris:** Yeah, he was talking, then right in the middle of a sentence, he just spaced out. He forgot what he was saying. It happened a couple of times.

**Danny:** Maybe he was nervous. Some people have a hard time talking in front of groups. Stage fright, you know?

**Chris:** Well, he shouldn't be *here* if he gets stage fright.

**Michael:** Sounds like he was stoned.

**Doris:** Take our word for it, Danny. Bobby was high.

**Chris:** You could smell the pot smoke on his clothes. He's in big trouble. I don't know if he'll get kicked out of school, but he's really digging a hole for himself.

**Danny:** Look, I know you guys are down on Bobby. I think pot is the pits myself. But there must be a reason for—

**Chris:** Reason? Who cares! The guy's a pot-head, Danny. He doesn't belong here.

**Danny:** Well, I'm not going to give up on Bobby. I've known him a long time. I'm going to talk to him about this.

**Doris:** Maybe he doesn't understand how much smoking pot is hurting him.

**Michael:** Who knows? He might be a dynamite dancer if he straightened out.

**Narr. 2:** Michael, Doris, and Chris leave. Danny stays to finish his soda.

### Scene 4

**Narr. 2:** Before school the next day Danny goes to rehearsal to learn the dance routine. During a free period later in the day he asks Doris to go over it with him again.

**Narr. 1:** They go to an empty rehearsal room. As they walk in, they see Bobby hunched over in the corner with his back toward the door.

**Danny:** Oh, hi, Bobby. We didn't think anybody would be in here now.

**Bobby (spinning around, surprised):** Hey, wh-wh-what do you want?

**Danny:** We're just here to practice the dance routine.

**Bobby:** Practice? What for? That number is so simple, anyone could do it—after one try.

**Danny:** Well, I just learned it. I want to make sure I have it down for the show.

**Doris:** Yeah, and if it's so simple, why did Miss Grant drop you from it?

**Bobby:** Hey, the lady has it in for me. I could do that number with my eyes closed.

**Doris:** I know—like your eyes were closed yesterday.

**Narr. 2:** Suddenly Danny notices a small plastic bag sticking out of Bobby's shirt pocket.

**Danny:** Hey, what's that in your pocket?

**Bobby (surprised):** What's what? Where? This? Oh, it-it's nothing.

**Danny:** It's a bag of pot, isn't it? You came in here to get high, right?

**Doris:** I knew it! We all knew it. You DO—

**Bobby:** Mind your own business, you little—

**Danny:** Take it easy, take it easy. We won't say anything to anyone. (to Doris) Right?

**Doris (shrugging her shoulders):** Why should we? It's no secret anyway. Especially after what happened in English.

**Bobby (quietly):** Well, I guess I was pretty high—too high—yesterday. That's the first time anyone's noticed.

**Danny:** Was it the first time you've been high here?

**Bobby:** No, I've been stoned at school before. So what?

**Doris:** So what? You're crazy, that's what. Don't you know how bad pot is for you?

**Danny:** What Doris means is that pot makes you feel wasted, it—

**Bobby:** That's why I like it. You slow down. Nothing bothers you, you feel kind of sleepy. I got high at the school I went to last year. It was no problem.

**Doris:** Well, this school is a lot tougher. People here want to go places—they want to be the best.

**Bobby:** That's what's wrong with this place. Too many people here think they already ARE the best.

**Danny:** What do you mean?

**Bobby:** It seems like they look down on you if you get—hey, I like to smoke pot. People say it does a number on your lungs, but I smoke pot every day and—

**Danny (surprised):** Every day! You've got a problem, Bobby. Maybe YOU don't think so, but pot is wicked for your coordination. That's why your timing is off.

**Doris:** Yeah, Miss Grant was right when she said you were out of shape. How could you be IN shape if you smoke so much?

**Bobby (angrily):** Look, I don't need a lecture from you guys. I've had plenty of those lately. Anyway, I won't be in this school much longer. I think I'll quit!

**Doris (disgustedly):** That figures. Smoking pot does that to you too. It makes you just want to give up.

**Bobby (angrily):** Smoking doesn't have anything to do with quitting. If you "stars" didn't give me so much grief, I wouldn't—

**Doris:** Oh, so it's our fault, huh? We give you a hard time, so you want to quit, right? I guess it's easier to get high and escape than it is to face—

**Bobby:** What makes you such an expert?

**Danny:** Look, Bobby, if you want to quit something, quit smoking pot. We're not down on you, we're down on pot. We all know you've got talent. Getting high is covering it up. It's the *real* you that has the talent.

**Bobby (thoughtfully):** I don't know, Danny. Sometimes I wonder who the real me is. You're telling me I shouldn't smoke so much pot, but—

**Doris:** You shouldn't smoke period. Why don't you just throw that bag in the garbage? That's what it is—garbage!

**Bobby:** I'm not throwing anything in the garbage! I'm sick of people telling me what to do and who to be. Go on, hotshots—rehearse my number!

**Narr. 1:** Bobby runs out of the room. Danny and Doris look at each other and shake their heads.

# Marijuana: A Second Look

## 'Give Me One Good Reason'

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The "Fame" stars say NO to pot. That's because they know the facts about how harmful pot is. Read the facts about pot below. Then read the people's statements. The people speaking don't know the real facts about pot. Next to each statement write the fact that proves it wrong. Then write your own answer to each statement.

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### THE FACTS

- a. Marijuana contains more than 400 chemicals; many are very harmful.
- b. Pot smoke has more cancer-causing chemicals than cigarette smoke.
- c. The chemicals in pot smoke can remain in the body for up to a month.
- d. Marijuana affects coordination, slows down thinking and reflexes.
- e. Marijuana affects people's memory.
- f. Pot smokers often lose interest in schoolwork, sports and other after-school activities.
- g. Most young people between the ages of 12 and 14 DON'T smoke pot.
- h. Smoking pot can be especially harmful for young people because their bodies are still developing.

### THE STATEMENTS

Example: "Try a joint. Pot is just a plant with all natural ingredients."

FACT: *Marijuana contains more than 400 chemicals; many are very harmful.*

YOUR ANSWER: *All natural? Yeah, there are naturally hundreds of chemicals in pot. No way I'd smoke it!*

1. "Jump in the car, kid. I'll drive you to Paul's as soon as I finish smoking this joint."

FACT: \_\_\_\_\_

YOUR ANSWER: \_\_\_\_\_

2. "Everyone in seventh grade smokes pot. If you don't smoke it, no one will want to hang out with you."

FACT: \_\_\_\_\_

YOUR ANSWER: \_\_\_\_\_

3. "I always get high before a big test. It helps me to get better marks."

FACT: \_\_\_\_\_

YOUR ANSWER: \_\_\_\_\_

4. "Life is so boring. Nothing's fun anymore. I'd go out of my mind if I couldn't smoke pot."

FACT: \_\_\_\_\_

YOUR ANSWER: \_\_\_\_\_

5. "Hey, smoking a joint or two can't hurt you. You're young and healthy. You can take it."

FACT: \_\_\_\_\_

YOUR ANSWER: \_\_\_\_\_

6. "Cigarettes? They're nasty! Smoking pot is better. It doesn't wreck your lungs—and it gets you high."

FACT: \_\_\_\_\_

YOUR ANSWER: \_\_\_\_\_

7. "I smoke on the weekends, but not during the week. What's so bad about that?"

FACT: \_\_\_\_\_

YOUR ANSWER: \_\_\_\_\_

# Marijuana: A Second Look

## Marijuana: How Much Do YOU Know?

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Marijuana is a harmful drug. Find out how much you know about this dangerous drug. Complete the exercise below.

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1. Pot contains many harmful chemicals that can stay in the body for \_\_\_\_\_  
(a) several hours (b) a few minutes  
(c) up to a month

2. Pregnant women who smoke pot daily risk having babies with health problems.  
**True**      **False**

3. People who smoke pot daily soon need to smoke more pot to get high.  
**True**      **False**

4. Most young people between the ages of 12 and 14 have been offered pot at least once.  
**True**      **False**

5. Most young people between the ages of 12 and 14 smoke pot.  
**True**      **False**

6. Smoking pot is especially harmful for young teenagers because pot \_\_\_\_\_  
(a) costs a lot of money  
(b) can keep their bodies from developing  
(c) isn't "cool"

7. Smoking pot makes learning more difficult because pot \_\_\_\_\_

- (a) affects a person's memory
- (b) causes breathing problems
- (c) isn't allowed in schools

8. Marijuana affects coordination and slows down thinking. Why is smoking pot dangerous for a person driving a car?

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9. How can smoking pot be harmful to an athlete's performance? \_\_\_\_\_

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10. How can smoking pot be harmful to an actor?

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11. How can smoking pot be dangerous for a person who works with power tools? \_\_\_\_\_

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12. List five reasons you should say NO to pot.

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# Additional Resources

The following list of organizations, publications, and films is intended to introduce teachers and youth leaders to some of the major resources available today and to help them locate further information. Local action groups can also be valuable sources of information and support. For additional help, teachers and youth leaders can contact their local American Lung Association or the American Council for Drug Education.

## Organizations

National Institute on Drug Abuse, NCDAL, Dept. AL, P.O. Box 1909, Rockville, MD 20852.

Part of the Alcohol, Drug Abuse, and Mental Health Administration of the Public Health Service, U.S. Department of Health and Human Services; conducts surveys on drug abuse, publishes numerous educational and informational materials, and supports research on marijuana. PRIDE (Parent Resource Institute for Drug Education), Robert W. Woodruff Building, Suite 1216, 100 Edgewood Avenue, NE, Atlanta, GA 30303; (800) 241-9746 or (404) 658-2548.

An early and very active parent group; publishes a newsletter with a national overview; has a Parent Network Coordinator on staff.

National Federation of Parents for Drug-Free Youth, P.O. Box 722, Silver Spring, MD 20901, (301) 649-7100.

Serves parent groups engendered by organizations such as PRIDE; publishes and distributes the Parent Group Starter Kit, a newsletter, lists of parent groups, and brochures on marijuana and alcohol.

## Publications

*A School Answers Back: Responding to Student Drug Use.* Richard A. Hawley, 1984. For teachers, guidance counselors, school administrators, and parents. Available from the American Council for Drug Education, 6193 Executive Boulevard, Rockville, MD 20852.

*Marijuana: The Inside Story.* Curtis Janeczek, 1982. For grades 4 through 7. Available from Healthstar Publications, P.O. Box 430, Madison, OH 44057.

*Marijuana: Time for a Closer Look.* Curtis Janeczek, 1980. For junior and senior high school students. Available from Healthstar Publications.

*Marijuana: Updated Readings Selected for Families and Others Concerned About Youth.* Compiled by Carolyn Quarles. Hampshire Informed Parents, Inc., Order from Hampshire Informed Parents, Inc., 24 South Sunset Avenue, Amherst, MA 01002.

*Pot Safari: A Visit to the Top Marijuana Researchers in the U.S.* Peggy Mann, 1982. For young people, educators, and parents. Available from Woodmere Press, P.O. Box 1590, Cathedral Station, New York, NY 10025.

*For Parents Only: What You Need To Know About Marijuana.* Write to the National Institute on Drug Abuse. (See Organizations.)

*For Kids Only: What You Should Know About Marijuana.* For preteens and teenagers. Write to the National Institute on Drug Abuse.

*GATE (Gain Awareness Through Education): A Drug Abuse Prevention Program.* For grades 3 through 8. Write to the Junior League of Atlanta, 3154 Northside Parkway, NW, Atlanta, GA 30327, (404) 261-7799.

## Publications from Weekly Reader

*Whiskers Says NO to Drugs.* For grades 2 and 3. Write: Weekly Reader Skills Books, 1250 Fairwood Avenue, Columbus, OH 43216.

*Saying NO to Drugs: Plays from Real Life.* For grades 4 through 6.

## Publications from the American Council for Drug Education

This organization publishes scientific monographs and many folders and pamphlets on the general and specific dangers of marijuana use. For information, write the American Council for Drug Education, 6193 Executive Boulevard, Rockville, MD 20852.

## Reader's Digest Reprints

Write to Reprint Editor, *Reader's Digest*, Box 25, Pleasantville, NY 10570, for a series of articles by author Peggy Mann on the damaging effects of marijuana.

## Films

Check with libraries for films that may be available locally.

*Breaking Free.* For grades 7 through 12. 22 min; includes information brochure; available for purchase (\$195) through PRIDE. (See Organizations.)

*Danger Ahead: Marijuana on the Road.* Narrated by Jason Robards; available for purchase (\$225) or five-day rental (\$25) through the American Council for Drug Education. (See Publications from the American Council for Drug Education.)

*Epidemic: America Fights Back.* Fighting drug use in the community, the workplace, the military. 51 min; available for purchase (16mm: \$750; video: \$675) or three-day loan (\$25) through PRIDE. Two other segments available on community action and business and industry programs. Write PRIDE for information.

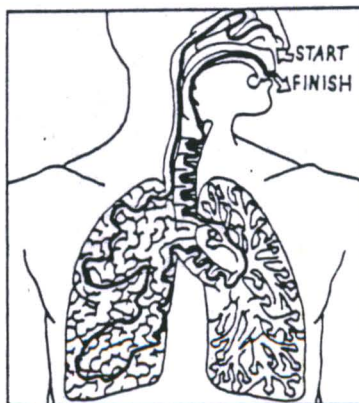
*For Parents Only.* To promote discussion among adults; not suitable for young people. 28 min; available for free loan through Modern Talking Pictures, 5000 Park Street North, St. Petersburg, FL 33833, (813) 541-5763.

*How Do You Tell?* For elementary and junior high school students; accompanied by a leader's guide. Purchase (\$295) or rent (\$50) from PRIDE.

*Wasted: A True Story.* For elementary through middle school grades. 22 min; available through the American Council for Drug Education.

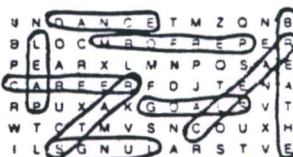
The American Lung Association—the Christmas Seal People\*—is the oldest voluntary public health agency in the country. Originally formed to combat tuberculosis, the American Lung Association and its affiliated Lung Associations across the country are concerned today about the prevention and control of all lung disease, including emphysema, lung cancer, chronic bronchitis, asthma, and other chronic lung diseases, and some of their associated causes, such as smoking, air pollution, and occupational health hazards. Contact: American Lung Association, 1740 Broadway, New York, NY 10019. Check telephone book for local Lung Association.

# Answer Key



## Searching for Fame

Here are some words that tell you about the stars from Fame. Circle breathe, career, dance, clear, goals, leap, lungs, perform, and star.



# Marijuana: A Second Look

## Making the Message Last

You may want to reinforce the message of the *Marijuana: A Second Look* activities by having the kids complete and sign the contract below. Cut the contract along the dotted line and make enough copies for everyone in the

group. Ask the kids to complete the statements and share their responses with others in the group. Ask the kids to take the contract home and keep in an important place.

**PERSONAL CONTRACT**

Name \_\_\_\_\_

If a friend offers me marijuana, I will \_\_\_\_\_  
\_\_\_\_\_

If a friend tells me that he or she would like to try marijuana, I will \_\_\_\_\_  
\_\_\_\_\_

I think three good reasons for saying NO to marijuana are

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

09 JUL 1984

File 1410

Senator Jeanne Malchon, *President*  
Walter J. Hatcher, *President-Elect*  
Edward M. Sewell, M.D., *Past-President*  
Melvin H. Rodman, M.D., *Vice-President*  
Karl C. Johnson, *Vice-President*  
Lois T. Ellison, M.D., *Secretary*  
Thomas B. Jackson, Jr., *Treasurer*  
James A. Swomley, *Managing Director*

AMERICAN  LUNG ASSOCIATION  
The Christmas Seal People®

1740 Broadway · New York, N.Y. 10019 · (212)245-8000

July 3, 1984

CT / FYI  
Rtn to me  
sd

Mr. Carlton E. Turner  
Special Assistant to the President for Drug Abuse Policy  
The White House  
Washington, D.C.

Dear Mr. Turner,

This is to confirm the appointment with you that was arranged through Sue of your office for Monday, July 16, at 10:00 a.m. We will be videotaping a short statement from you on why you feel that our new anti-marijuana project, "Marijuana: a Second Look," is important and worthwhile. This will be used as part of a 10 minute mini-documentary about the project which will be distributed to local TV stations around the country for use in their newscasts during the beginning of 1985. The whole taping should not take more than 15 minutes.

Again, all we need are a few sentences on the importance of this project. For example, you might say something about the fact that most youngsters try marijuana as a result of peer pressure. Therefore it is very important that appropriate role models are used to tell them that they don't have to smoke marijuana to be "cool."

Thank you once more for so graciously agreeing to give your time to this.

Sincerely,

*Elaine Chapnick*

Elaine Chapnick  
Director, Broadcast Media



30 JUL 1984

1484

Senator Jeanne Malchon, *President*  
Walter J. Hatcher, *President-Elect*  
Edward M. Sewell, M.D., *Past-President*  
Melvin H. Rodman, M.D., *Vice-President*  
Karl C. Johnson, *Vice-President*  
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Thomas B. Jackson, Jr., *Treasurer*  
James A. Swomley, *Managing Director*

AMERICAN  LUNG ASSOCIATION  
The Christmas Seal People®

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File

July 25, 1984

Mr. Carlton E. Turner  
Special Assistant to the President  
for Drug Abuse Policy  
The White House  
Washington, D.C.

Dear Carlton,

Once again we want to thank you for giving us a spectacular interview last Monday. Your remarks were passionate and pointed and gave us just what we needed to round out the statements on this anti-marijuana program. It was a true pleasure to have met you.

Have a nice summer.

Best wishes,



Elaine Chapnick  
Director of Broadcast Media

/cc

Walter J. Hatcher, *President*  
Lois T. Ellison, M.D., *President-elect*  
Senator Jeanne Malchon, *Past-President*  
Karl C. Johnson, *Vice-President*  
Carol H. Kawanami, *Vice-President*  
John E. Morrissey, Jr., *Secretary*  
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James A. Swomley, *Managing Director*

AMERICAN  LUNG ASSOCIATION  
The Christmas Seal People®

1740 Broadway · New York, N.Y. 10019 · (212) 315-8700

November 26, 1985

29 NOV 1985

File 3028

Carlton E. Turner, Ph.D.  
Deputy Assistant to the President  
for Drug Abuse Policy  
The White House  
Washington D.C. 20500

Dear Dr. Turner,

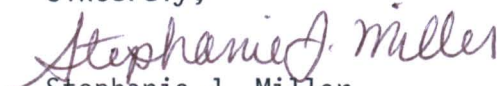
Thank you for the articles and summaries you sent to me on cocaine. After I review the material, I will be passing on the information to the American Thoracic Society's Lung Disease Committee for the purpose of developing an ALA/ATS position statement on cocaine's health hazards. As you suggested, I also spoke to Dr. Waller at the Research Institute of Pharmaceutical Sciences. He said the cocaine bibliography is in the process of production, but he will be informing me of specific references to pulmonary dysfunctions attributed to cocaine use.

As you requested, I have enclosed 100 copies of our new marijuana pamphlet. In addition, I have included 100 copies of the FAME poster which Margaret asked for yesterday.

I will keep you informed as the ALA proceeds with the project on cocaine and its lung health hazards.

Best wishes for a Happy Holiday.

Sincerely,



Stephanie J. Miller  
Associate, Educational Development

encl.

cc: Richard P. Grimes, Director, Educational Development, American Lung Association

see file

THE WHITE HOUSE

WASHINGTON

November 21, 1985

Dear Ms. Miller:


Thank you for your letter and copies of your new marijuana pamphlet. I would appreciate having 100 copies for my office.

Enclosed are several articles on cocaine. Also, I have enclosed a copy of a pamphlet about a recent cocaine conference that has names of persons who could be resources for additional information.

Good luck with your research.

Best wishes,

Sincerely,



Carlton E. Turner, Ph.D.  
Deputy Assistant to the President  
for Drug Abuse Policy

Ms. Stephanie J. Miller  
Associate, Educational Development  
American Lung Association  
1740 Broadway  
New York, NY 10019

Walter J. Hatcher, *President*  
Lois T. Ellison, M.D., *President-elect*  
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7 NOV 1985

2964

November 5, 1985

Dr. Carlton Turner  
Drug Abuse Policy Office  
The White House  
Washington, D.C. 20500

*Called  
11/25+  
gave her  
Dr. Waller's #  
& requested  
more 7 done posters*

Dear Dr. Turner,

The American Lung Association is investigating the effects of cocaine on the respiratory system for a future educational project. We recently conducted a literature search and are in the process of acquiring the appropriate citations. In addition, we have been in contact with several researchers who are familiar with the pulmonary complications of cocaine use.

At this time I am requesting any help you can give us, such as information, references, or referrals on the health effects of cocaine use.

For your information, I have enclosed the pamphlet, "Marijuana: A Second Look at Health Hazards," which is the most recent addition to the American Lung Association's marijuana prevention project for young people. If you would like more copies, please let me know.

Thank you for your assistance in the American Lung Association's efforts to prevent and control drug abuse.

Sincerely,

*Stephanie J. Miller*

Stephanie J. Miller  
Associate, Educational Development

encl.

cc: Richard P. Grimes, Director, Educational Development

# MARIJUANA:

## A SECOND LOOK

### AT HEALTH HAZARDS

#### Every Child Must Make a Decision about Marijuana.

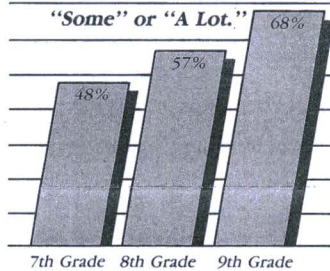
**M**ore than two and a half million adolescents smoke marijuana regularly. This includes one in twenty American high school seniors who smoke marijuana daily. Of greater concern is that one-third of high school seniors who smoke marijuana started in 9th grade or before. An increasing number first tried it in the 6th grade. These facts show that marijuana use is widespread among American youth and that the age at first use is declining. It is clear that every child will have to make a decision about marijuana. In order to help children make the smart decision, preventive measures must be taken early. This means teaching children the facts about marijuana and arming them with the skills to say "no" to pot.

#### Kids face a lot of peer pressure.

According to a 1983 survey by *Weekly Reader* magazine of over 100,000 students in grades 4 through 12, the main reason cited by students for smoking marijuana is to "fit in with other kids." In addition, this survey reported that more than one-quarter (28%) of 4th graders believe that kids their age feel "some" or

## WHAT IS THE PROBLEM?

How much do kids push each other to smoke pot?



The *Weekly Reader* survey demonstrates increasing peer pressure among school children. A critical period, 7th-9th grades, is shown here.

"a lot" of pressure to use marijuana. These children face increasing peer pressure as they get older; see the bar graph above.

#### Marijuana Isn't Kid Stuff.

**T**oday's marijuana is often ten times stronger than the pot of the 1960's and 70's. Marijuana's potency is measured by the concentration of THC, the drug's principal intoxicating chemical. The average increase in THC from 0.5% to 4.5% makes today's marijuana more powerful and much more hazardous.

**Kids are vulnerable.** Smoking marijuana is especially dangerous during adolescence. Physical, psychological and sexual changes are rapid and complex. Any disruption of the normal processes due to marijuana smoking at this critical stage in development may have harmful and lasting effects. In particular, the THC in marijuana inhibits the hormone which sets adolescent development in motion.

**What Makes Pot So Bad?** Marijuana consists of the dried flowers, leaves and leaf stems of the plant *Cannabis sativa*. It is composed of over 400 substances which convert to over 2000 chemical compounds when marijuana is smoked or burned. The smoke contains a greater concentration of some of the cancer-causing substances (benzpyrene and benzanthracene) and lung irritants (acetone, acetaldehyde, and hydrocyanic acid) than those found in tobacco smoke. THC (delta-9-tetrahydrocannabinol) is the main psychoactive, or mind-altering, substance; it produces the marijuana "high." THC is fat-soluble and therefore is retained by the tissues of the lungs, liver, reproductive organs, and brain for up to one month after one marijuana cigarette has been smoked. Alcohol and nicotine, on the other hand, are water-soluble and leave the body in a few hours.

#### Marijuana Is a Gateway Drug.

**T**he peer pressure that leads young people to try pot often leads them to try other, even more hazardous drugs. Half of daily marijuana smokers use amphetamines and one-third use cocaine.

**The tobacco connection.** An incredible 81% of tobacco smokers have tried marijuana, compared with 17% of non-smokers. Further, tobacco smokers are 14 times more likely to use cocaine, amphetamines, and heroin.

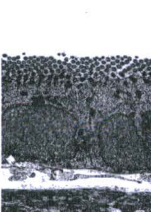
**A dangerous combination.** The many users who smoke marijuana and tobacco subject themselves to a double hazard. The combined effects of these substances pose a far greater threat of lung disease.

#### Marijuana Causes Lung Disease.

**T**here can be little doubt. Marijuana smoke has greater concentrations of the cancer-causing substances found in tobacco smoke. It has 12 times the "tar" and 10 to 20 times as much carbon monoxide. The lung's delicate tissues get greater exposure to these harmful chemicals because marijuana smokers inhale deeply and hold the smoke in their lungs to get the greatest "high". Smoking marijuana daily for 5 years or more produces the kinds of changes in lung tissue seen in people who have been smoking tobacco for 10 to 15 years. These changes are the same as those in people who develop chronic bronchitis, emphysema and lung cancer.

**Reduced lung function.** Marijuana irritates the lung's air passages making

Normal Lung Cells



Cells Damaged by Marijuana



breathing more difficult. Further, it impairs the special lung cells that fight infection. This makes regular marijuana smokers more susceptible to pneumonia, influenza, and the common cold.

Smoking marijuana also irritates the pharynx (pharyngitis), the larynx (laryngitis), and the air passages (bronchitis).

### Pot Smoking Doesn't Just Hurt the Lungs.

**M**arijuana also interferes with normal functioning of the cardiovascular, nervous, and reproductive systems.

**The heart and cardiovascular system.** Marijuana can increase heart rate by as much as fifty percent, depending on the THC concentration of the particular marijuana cigarette. At the same time, oxygen supply to the heart is reduced, causing chest pain and other harmful consequences in people with underlying cardiovascular problems.

**The brain and central nervous system.** Marijuana use can result in both short-term and long-term effects on the brain. The short term effects include distortion of time and space perception and interference with thinking and learning. Some marijuana smokers experience "acute panic anxiety reactions" which include paranoia, abnormal fears, and extreme anxiety. Long-term regular users are often dependent on the drug and can experience "burn-out", a feeling of energy loss and apathy.

**Sexual development and the reproductive system.** In both males and females, marijuana causes impairment of normal sexual development. Marijuana smokers can develop tolerance to the drug but the sperm or eggs they carry inside can be adversely affected by marijuana's toxic chemicals.

Specifically, marijuana causes increased menstrual cycle abnormalities and interference with ovulation. When a pregnant woman smokes marijuana, the drug's chemicals enter her bloodstream, travel through the placenta, and enter the bloodstream of her fetus.

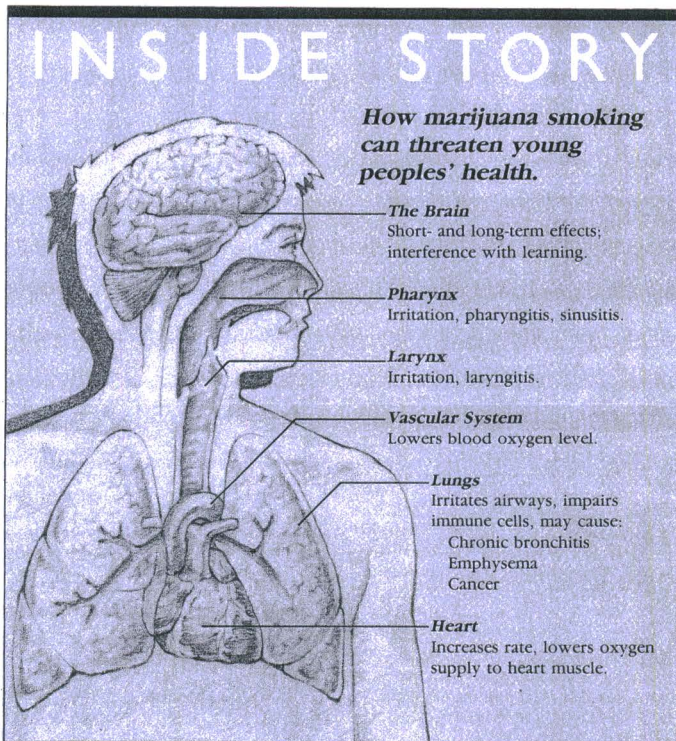
### Driving High—A Deadly Road Hazard.

**M**arijuana impairs many driving skills including coordination, reaction time, and perception. Pot smoking can create the false impression that the user is driving capably, when in fact his or her critical driving abilities are badly impaired. Marijuana has been detected in the blood and urine of a disproportionately large number of highway accident victims. This finding indicates that a

significant number of highway accidents and deaths are due to "drug driving".

**Drugged, drunk and driving.** Statistics show that teenagers frequently use marijuana and alcohol together. Since alcohol and marijuana affect the central nervous system in different ways, their combined use doubly impairs the user's ability to drive, and greatly increases the risk of tragedy on the highway.

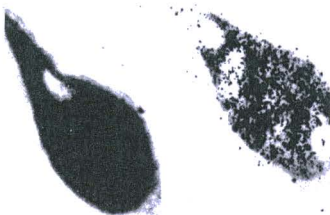
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In addition, marijuana increases the incidence of abnormal sperm cells (see photograph) and decreases sperm production, sperm motility and male hormone levels.

#### Healthy vs. Unhealthy Sperm

On the left is a healthy sperm, on the right the sperm of a chronic hashish smoker. Hashish is a stronger form of marijuana.



### INSIDE STORY

#### How marijuana smoking can threaten young peoples' health.

- The Brain**  
Short- and long-term effects: interference with learning.
- Pharynx**  
Irritation, pharyngitis, sinusitis.
- Larynx**  
Irritation, laryngitis.
- Vascular System**  
Lowers blood oxygen level.
- Lungs**  
Irritates airways, impairs immune cells, may cause:  
Chronic bronchitis  
Emphysema  
Cancer
- Heart**  
Increases rate, lowers oxygen supply to heart muscle.

#### Other Consequences: Social and Psychological.

**C**hildren who smoke marijuana often exhibit a behavior pattern that includes: energy loss, diminished school performance, low motivation, absenteeism, difficult peer and parental relations and low self-esteem. Emotional and psychological development is interrupted when marijuana is used to avoid confronting normal adolescent "growing pains" and problems.

#### Parents Can Help.

**Y**oung children want the opinions and advice of their parents and other adults. They look to them for direction and guidance. Parents and teachers are vital role models during a child's social and psychological development.

**Parents must be informed.** It is important for parents to learn about the health hazards of marijuana so they can be confident that they are relaying relevant and up-to-date information to their children. As children get older and peer pressures mount throughout junior and senior high school, it becomes more difficult for parents to influence their children's behavior. Children accustomed to discussing the problems of drugs with their parents are more likely to continue this communication when they become teenagers. They will be better equipped to resist peer pressure and to say "no" to marijuana.