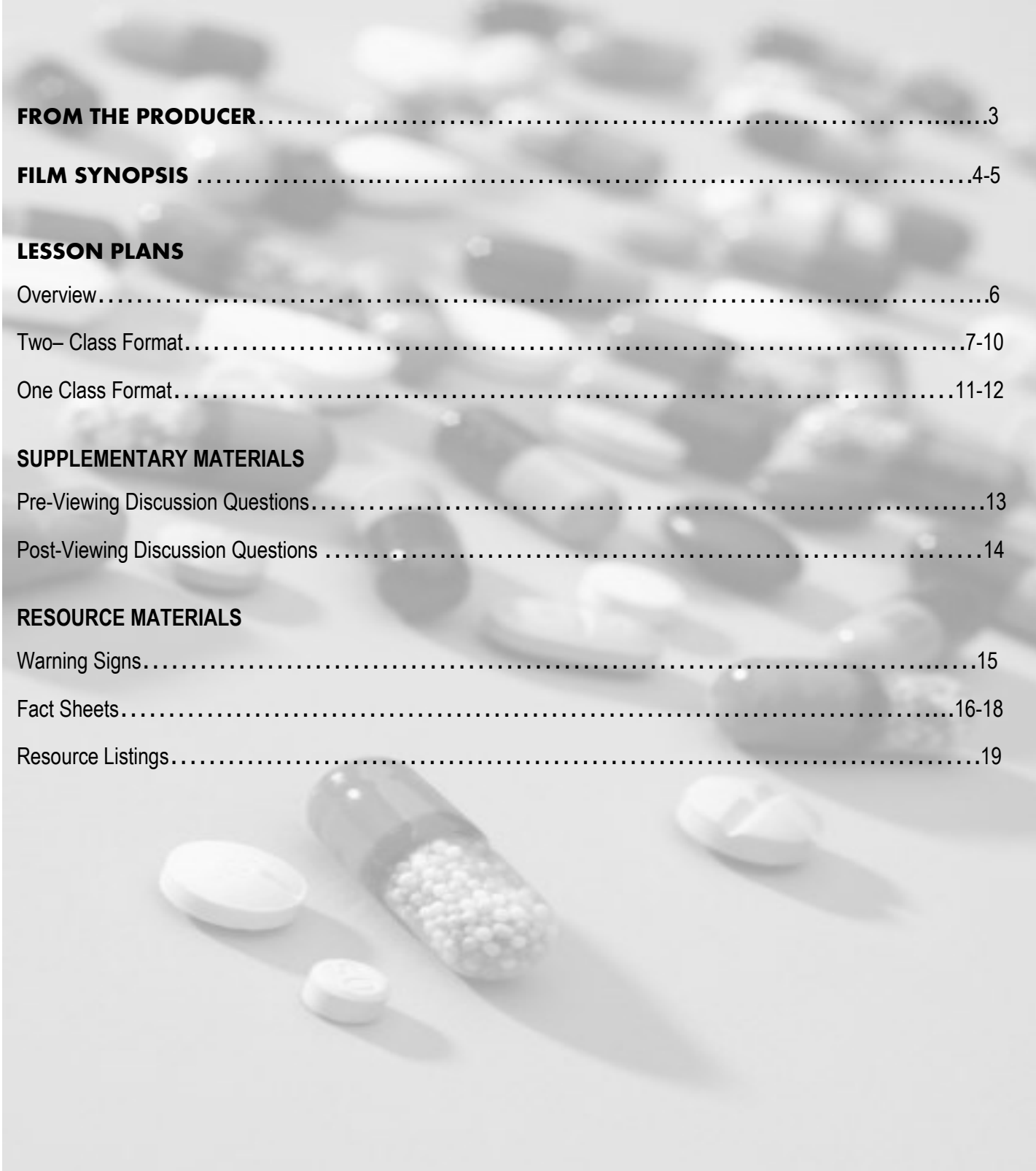


warning 
 **TAKE**
ONLY
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From the Producer

Dear Educators,

Did you know that twelve to seventeen year olds misuse prescription drugs more than ecstasy, heroin, methamphetamine, crack and cocaine combined? More deaths are caused by prescription drug overdoses than from cocaine, heroin, methamphetamine and amphetamine overdoses combined.

“WARNING: Take Only As Directed” aims to reach students on their own level. With contemporary music and modern situations, the film explores the societal pressures on today’s teens that lead them to prescription drug abuse. While the film raises more questions than it answers, the goal is to provoke thoughtful discussion within the home and classroom, as well as amongst peers. The accompanying guide is a key component in this effort to empower teens with tools to make informed, safe decisions as they navigate the often stressful road to adulthood.

This guide includes preparatory and resource materials for before, during, and after viewing the film. A synopsis of the film is included for your use. As part of your school’s drug and alcohol awareness programming, the film should, ideally, be viewed and discussed in two consecutive class periods. The suggested lesson plan is provided in both the preferred two-period format, but has also been adapted for use on two separate days or as one shorter class period. To achieve the greatest benefits from the film, the information in the Parent Companion Guide should be sent to parents along with a letter about the screening of the film so that discussion may start in the home in addition to the classroom.

Education is the first step to prevention. Together we can reduce the number of teens turning to prescription drug abuse.

Sincerely,

Trish Glowacki

Writer, Executive Producer

WARNING: Take Only As Directed

Synopsis

SCENE 1

High School Hallway and Grounds, Friday at the end of the day.

Three friends, Zach, Ian and Caroline are introduced. Zach is trying to convince Ian and Caroline to come to a party happening later that night. Caroline says she can't because she has to study—she is stressed about a test coming up. Ian starts to see the “New Kid.”

Zach wants to go to the party because he's having issues with his girlfriend, Kylie and wants somewhere else to hang out. Ian resists going to the party, and reminds his friends that last time, he got stuck taking care of Zach when he got blackout drunk.

SONG: ANOTHER FRIDAY NIGHT

In the song, Caroline and Zach pressure Ian to go to the party, singing “*what's couple of beers gonna do?*” Ian warns them that the party might get busted and that someone might get hurt. Ultimately Ian wins the argument, and they go to the movies.

SCENE 2

The Cafeteria, Monday.

Ian, Caroline and Zach are catching up in the cafeteria. Caroline tells them that the party on Friday did get busted, so it was lucky they didn't go. Zach's trouble with Kylie is worse, and Ian tells them that his parents are putting him under a lot of pressure to get good grades to get into U Penn. Caroline is exhausted, and worried about studying for her chemistry test, so Zach tells her she should take one of Ian's “addys,” (slang for Adderall). He tells her that Kylie takes her brother's when she has a big test to study for. Caroline wants one to help her stay up and study, and has heard it could help her lose weight too, by diminishing her appetite.

Ian resists, telling her it's not just a pill, it's a pill and a drug.

SONG: TAKE THIS PILL

In the song, Ian tries to decide if he should give Caroline one of his Adderall pills. The New Kid and his friends are all giving him reasons to do it, and he tries to deal with the pressure.

He gives Caroline the pill, tells her not to take it with anything else. Caroline takes the “addy” and is up all night.

Synopsis, Continued

SCENE 3

High School Hallway and Library, the next day.

Caroline aces her chemistry test, and wants more Adderall. However, she was up all night and is exhausted the next day. Ian regrets his decision and tells her she needs to see a doctor to get the right dosage. Zach tells her to ‘act like a space cadet’ and fail a couple of tests to get an ADHD diagnosis. He tells his friends that his brother was on ‘addys’ and he tried to get some—but his parents were so tired of doctor’s appointments with his brother, they never took him in to get any kind of prescription or diagnosis. Zach also says it doesn’t matter, because he can get whatever he wants from his Mom’s medicine cabinet, which is full of pain pills and antidepressants.

After he leaves, Ian and Caroline wonder if Zach is taking his Mom’s pills, and discuss if kids are really crushing pills up to get high. Caroline thinks it is less dangerous than meth. She asks for another Adderall pill and Ian refuses.

SONG: I DON’T KNOW

Caroline, exhausted in the library, sings that she took the pill “*to be more than me for a day.*”

Kylie dumps Zach. Zach gets kicked off of the lacrosse team.

SCENE 4

The Bleachers, right after.

Zach is upset and depressed and has a handful of painkillers and uppers. The ‘New Kid’ appears and tells him that if he takes them, it’ll all “go away.”

SCENE 5

A Restaurant.

Zach is late meeting Caroline and Ian, and shows up wearing sunglasses, acting erratically. He is clearly high. Caroline and Ian try to take him home, but he refuses.

SONG: I’M NOT GONNA STOP RIGHT NOW

In the song, Zach refuses his friend’s help, and acts out of control, saying he finally feels free. He gets into his car and drives off, hallucinating, and takes more pills. He is about to run into another car when the scene flashes away.

SCENE 7

The next morning.

Caroline wakes Ian up with a phone call. Zach has been in a car accident—he’s going to survive, but the other driver is in critical condition. Ian and Caroline wonder if they could’ve done anything different to change the outcome.



Lesson Overview

Two-Class Format

Designed for two consecutive class periods. Can be used over two days.

Day 1/Class Period 1

TSW (The Students will) participate in a discussion of prescription drug abuse using the Pre-Viewing Discussion Questions and the National Institute on Drug Abuse website.

TSW view *WARNING: Take Only As Directed*.

TSW will break into small groups, answer and discuss the discussion questions about the four songs in the film that deal with the kinds of prescription drugs abused by teens, and why they use them.

Day 2/Class Period 2

TIW (The Instructor will) engage students in a roundtable discussion of the signs of prescription drug abuse and what to do if they think or know that they or someone they know may be abusing drugs, using the provided resources for reference.

**Optional: TIW assign students an extension activity.

One Class Format

Designed for shortened time frames.

TSW Complete the pre-viewing Discussion Questions as part of a previous homework assignment using the NI-DA website. Or the instructor can use the included NIDA fact sheets to give background & context immediately prior to viewing the short film *WARNING: Take Only as Directed*. A full discussion of commonly abused prescription drugs is highly recommended prior to viewing.

TSW watch *Warning: Take Only as Directed*.

TIW guide a follow up discussion about the film based on the Song Discussion Questions Worksheet.

TIW distribute the student packet, focusing on the warning signs of prescription drug abuse with students and encouraging them to use the resources to seek help, if necessary.

TIW assign optional extension activities.



Lesson Plans

Part 1

GRADE LEVEL: Secondary

Length of Lesson: Two 45-min class periods for Parts 1&2, includes viewing of 25 Minute short film

LESSON SUMMARY

Students will use technology and artistic media to become informed about the risk factors, dangers, and consequences of prescription drug use by viewing and discussing the short film "WARNING: Use Only as Directed."

Common Core English Language Arts Standards	Maryland Health Curriculum Standards*
<u>Writing</u> <ul style="list-style-type: none"> Research to Build and Present Knowledge: Standard 7,8,9 	<ul style="list-style-type: none"> Alcohol, Tobacco and Other Drugs, Standard 2
<u>Speaking and Listening</u> <ul style="list-style-type: none"> Comprehension and Collaboration: Standard 1, 2 	<ul style="list-style-type: none"> Mental and Emotional Health: Standard 1 <p>*Congruent with many State standards for Drug Education</p>

SUPPLIES

- Short Film WARNING: Take Only As Directed (Available via DVD, or to download or stream on www.warningshortfilm.com)
- Pre-Viewing Discussion Guide, Post-Viewing Discussion Guide (provided in packet)

LESSON OBJECTIVES

- Students will use the National Institute on Drug Abuse website (<http://teens.drugabuse.gov/drug-facts/prescription-drugs>) to become informed about commonly abused prescription drugs.
- Students will become informed about the risks and dangers of prescription drug abuse by viewing and discussing the short film "WARNING: Take Only as Directed."

INSTRUCTIONAL PROCEDURES:

Launching the Lesson

The Instructor will (TIW) lead a discussion about commonly abused prescription drugs using the supporting article from the National Institute for Health Drug Abuse Prevention and the Prescription Drug Abuse Fact Sheet, with a focus on commonly abused prescription drugs.

Student Engagement

- Students will explore the NIDA website and use it to answer the Pre-Viewing Guide as a whole group, in small groups, or as an individual activity. The included web link takes students to the homepage about drug abuse.



Lesson Plans

Part 1 Continued

- Encourage students to notate major concepts or questions that arise during viewing.

Following viewing, TSW break into small groups to discuss the Post-Viewing Discussion Questions (worksheet provided).

- The website should be made available to stream the film to use as a reference.
- Students should use appropriate grammar, punctuation and spelling in their answers.

Closing

TSW share their answers to the song discussion guide.



Lesson Plans

Part 2

LESSON SUMMARY

Students will use technology and artistic media to become informed about the risk factors, dangers, and consequences of prescription drug use by viewing and discussing the short film "WARNING: Take Only as Directed."

Common Core English Language Arts Standards

Writing

- Research to Build and Present Knowledge: Standard 7,8,9

Speaking and Listening

- Comprehension and Collaboration: Standard 1, 2

Maryland Health Curriculum* Standards

- Alcohol, Tobacco and Other Drugs, Standard 2

- Mental and Emotional Health: Standard 1

*Congruent with many Statewide Health Standards for Drug Education

SUPPLIES:

- Short Film WARNING: Take Only As Directed (Available via DVD, or to download or stream on www.warningshortfilm.com)
- Warning Signs & Resource Guide Worksheets (Provided)

INSTRUCTIONAL PROCEDURES:

Launching the Lesson

TIW lead a discussion reviewing the events and themes of WARNING: Take Only as Directed.

- Review the most commonly abused prescription drugs, and review on the consequences of prescription drug abuse.

TIW distribute the Student Packet.

Student Engagement

- TSW have a round table discussion about the differences between "normal teen" behavior, and the signs of drug abuse, using the Warning Signs Worksheet as a guide.

Conversation Starters:

- ◇ What are the major signs that you or a friend might have a problem?
- ◇ How many warning signs should you wait for before getting help?
- ◇ What are some indicators on social media that could indicate someone you know is abusing prescription drugs?
- ◇ How do you get help if you have a problem, or know someone that has a problem?



Lesson Plans

Part 2 Continued

Optional Extension Activities

TIW assign extension activities as necessary and appropriate.

Extensions

- SCIENCE: Create a chart that includes the Chemical Name, Street name(s), and Purpose for commonly abused prescription drugs. Research how these drugs can interact with one another and what harmful side effects may occur.
- ENGLISH/L.A. Imagine the film doesn't end at 25 minutes. Write the next scene, or an alternate ending for the film.
- MUSIC: Create one new song for the film. What would its purpose be?
- E/LA, DRAMA, HEALTH: Role play an intervention with someone abusing prescription drugs.
- MATH: Create an anonymous survey about prescription drug abuse and access in your school. Use the results to create a graph. Study the statistic accuracy of your survey.
- SOCIAL STUDIES: Use technology and other research tools to find anecdotal accounts of the negative effects of prescription drug abuse. Use evidence to back up the claims of the anecdotes.

Closing

TTW encourage students to make themselves aware of the warning signs of drug abuse, and encourage students to seek the help of a counselor, parent, or helpline if they or someone they know needs help with a drug abuse problem.



Lesson Plan

GRADE LEVEL: Secondary

Length of Lesson: 1 45-min class period, includes
Viewing of 25 minute film

LESSON SUMMARY

Students will use technology and artistic media to become informed about the risk factors, dangers, and consequences of prescription drug use by viewing and discussing the short film “WARNING: Use Only as Directed.”

Common Core English Language Arts	Maryland Health Curriculum*
<p><u>Writing</u></p> <ul style="list-style-type: none"> Research to Build and Present Knowledge: Standard 7,8,9 	<ul style="list-style-type: none"> Alcohol, Tobacco and Other Drugs, Standard 2
<p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> Comprehension and Collaboration: Standard 1, 2 	<ul style="list-style-type: none"> Mental and Emotional Health: Standard 1 *Congruent with many State Health Education Standards

SUPPLIES

- Short Film WARNING: Take Only As Directed (Available via DVD, or to download or stream on www.warningshortfilm.com)
- Warning Signs and Resource Pages (Provided), Discussion Guides(2) Provided

LESSON OBJECTIVES

- Students will become informed about the risks and dangers of prescription drug abuse by viewing and discussing the short film “WARNING: Take Only as Directed.”

INSTRUCTIONAL PROCEDURES:

Launching the Lesson

The Instructor will (TIW) lead a discussion about commonly abused prescription drugs using the supporting article from the National Institute of Drug Abuse Fact Sheets.*

*Option to assign the “Pre-Viewing Fact Sheet as a preparatory homework in addition to the former, and to include it in the class discussion).

Student Engagement

- TSW (The Students will) watch the short film Warning: Take Only as Directed.



Lesson Plan

- TIW lead students through a follow up discussion of the film using the Post-Viewing Discussion Questions as a guide. Be sure to emphasize why teens are turning to prescription drug abuse as well as the dangers of doing so. Use the Fact Sheets, and warning sign sheets in the student packet to launch conversation and dialogue about the subject matter.

Optional Extension Activities

TIW assign extension activities as necessary and appropriate.

Extensions

- SCIENCE: Create a chart that includes the Chemical Name, Street name, and Purpose for commonly abused prescription drugs. Research how these drugs can interact with one another and what harmful side effects may occur.
- ENGLISH/L.A. Imagine the film doesn't end at 25 minutes. Write the next scene, or an alternate ending for the film.
- MUSIC: Create one new song for the film. What would its purpose be?
- E/LA, DRAMA, HEALTH: Role play an intervention with someone abusing prescription drugs.
- MATH: Create an anonymous survey about prescription drug abuse and access in your school. Use the results to create a graph. Study the statistic accuracy of your survey.
- SOCIAL STUDIES: Use technology and other research tools to find anecdotal accounts of the negative effects of prescription drug abuse. Use evidence to back up the claims of the anecdotes.

Closing

TTW encourage students to make themselves aware of the warning signs of drug abuse, and encourage students to seek the help of a counselor, parent, or helpline if they or someone they know needs help with a drug abuse problem.

NAME: _____



Post-Viewing Discussion Questions

WARNING: Take Only as Directed includes four original songs that tackle common issues affecting teens and prescription drug abuse. Use the music and lyrics of each song to help you answer the following questions.

Another Friday Night

- List some of the reasons Zach and Caroline give to convince Ian to agree to come to the party.
- What tactics does Ian use to refuse?
- What are some other reasons you could use if you were in the same situation?

Take This Pill

- Make a chart that describes several drugs described in the song and what their prescribed uses are. How might this affect the reasons teens abuse prescription drugs?
- In the film, the character of New Kid exists outside the reality of the other characters. Describe what he might symbolize.
- What if Ian decided not to give Caroline the Adderall? Write the next scene of the movie.

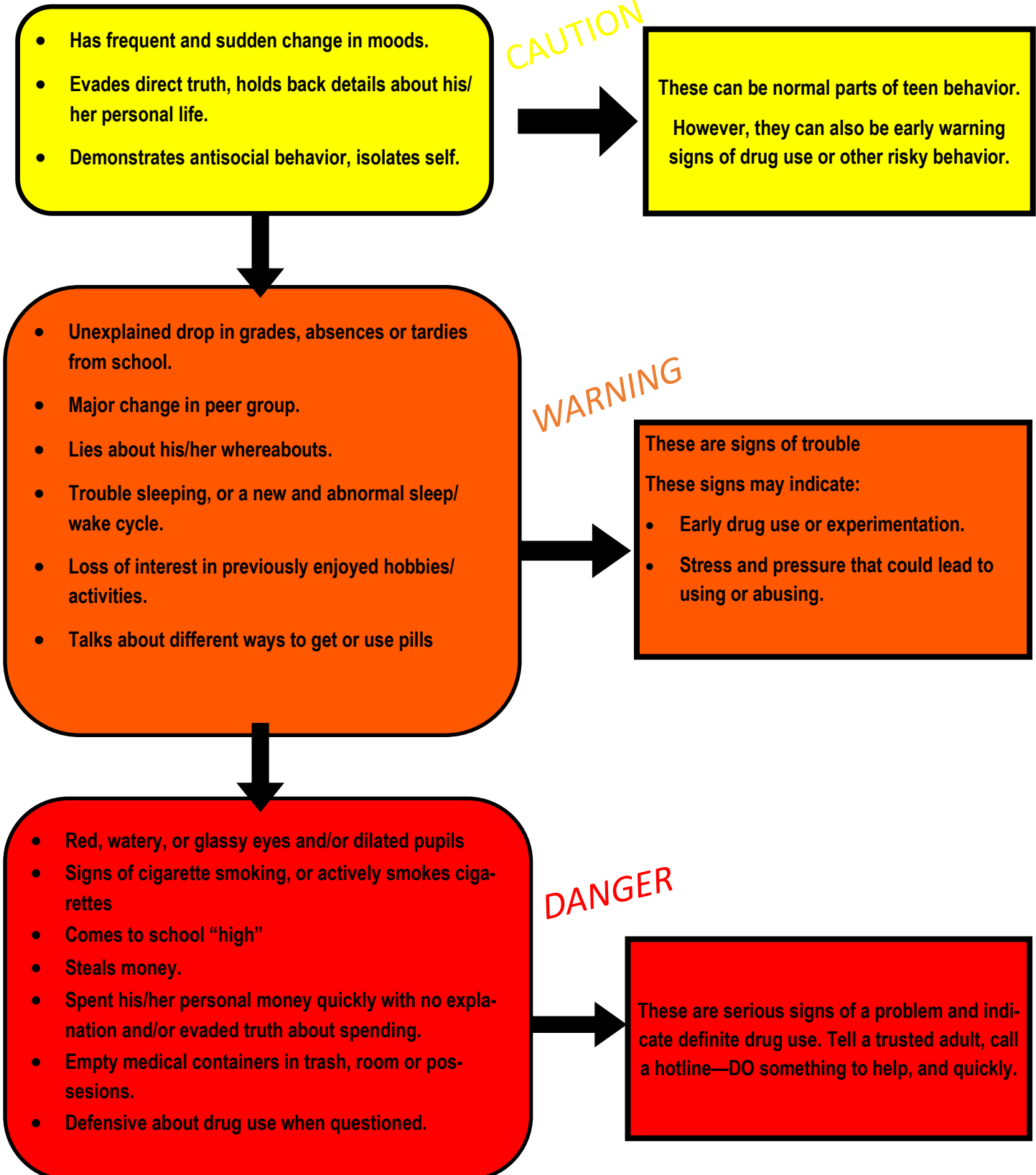
I Don't Know

- List 3 reasons Caroline sings as reasons she wanted to take drugs.
- What are some other sources of stress for teens?
- Name at least 3 other ways to deal with stress besides doing drugs or abusing prescription medication.

I'm Not Gonna Stop

- What does Zach mean when he sings that he had a "secret no one knows?" What factors lead him to this conclusion?
- Name at least 3 other techniques to deal with stress besides doing drugs or abusing prescription medication.
- What more could Caroline and Ian have done to stop Zach? Why do you think they didn't do more?

Warning Signs



Fact Sheet

From the National Institute on Drug Abuse

PEERx Initiative¹



Myths About Prescription Drugs

Teens often have misconceptions about prescription drugs that may contribute to the increased abuse of these drugs in recent years. These misconceptions include:

Myth: Prescription drugs are safer to abuse than other drugs because they are prescribed by a doctor.

Fact: When used as prescribed, these medications *are* safe and effective. However, with nonmedical use, the health effects of prescription drugs can be as dangerous as those experienced from illegal drug use. Doctors take many factors into account when prescribing a drug for a person who needs it: dose size, the person's weight and height, how long the drug should be taken, and much more. The bottom line is that drugs affect everyone differently.

Myth: Using stimulant medications prescribed for attention deficit hyperactivity disorder (ADHD)—such as Adderall and Ritalin—offer an academic edge (e.g., increased energy and focus).

Fact: Stimulant medications affect people with ADHD differently than people without ADHD. For people who do not have ADHD, stimulants flood the brain with dopamine, causing a dopamine overload. So instead of having a calming effect as they would on people with ADHD, stimulants taken without a medical reason can disrupt brain communication and cause [euphoria](#). Repeated abuse of stimulants can:

- Increase blood pressure, heart rate, and body temperature.
- Decrease appetite and sleep.
- Cause feelings of hostility and paranoia.
- Increase a person's risk for addiction.²

Reasons for Abuse

Teens may cite a number of reasons to abuse prescription drugs, including:

- To get high
- To counter anxiety or sleep problems
- To boost their academic performance
- To help treat pain

Availability

Many teens who use prescription drugs for nonmedical purposes get the drugs from a friend or relative, either for free, by buying them, or taking them without asking.

² Sara Bellum Blog: "Prescription Stimulants Affect People with ADHD Differently," <http://teens.drugabuse.gov/blog/post/prescription-stimulants-affect-people-adhd-differently>

¹ Available for download from NIDA for Teens : <http://teens.drugabuse.gov/peerx>

Commonly Abused Drugs

Fact Sheet



Commonly Abused Prescription Drugs

Visit NIDA at www.drugabuse.gov

National Institutes of Health
U.S. Department of Health and Human Services

Substances: Category and Name	Examples of Commercial and Street Names	DEA Schedule*/How Administered	Intoxication Effects/Health Risks
Depressants			
Barbiturates	<i>Amytal, Nembutal, Seconal, Phenobarbital</i> : bars, reds, red birds, phennies, toies, yellows, yellow jackets	II, III, IV/injected, swallowed	<i>Sedation/drowsiness; reduced anxiety, feelings of well-being, lowered inhibitions, slurred speech, poor concentration, confusion, dizziness, impaired coordination and memory/slowed pulse, lowered blood pressure, slowed breathing, tolerance, withdrawal, addiction; increased risk of respiratory distress and death when combined with alcohol</i>
Benzodiazepines	<i>Alivan, Halcion, Librium, Vallium, Xanax, Klonopin</i> : candy downers, sleeping pills, tranks	IV/swallowed	<i>for barbiturates—euphoria, unusual excitement, fever, irritability/life-threatening withdrawal in chronic users</i>
Sleep Medications	<i>Ambien (zolpidem), Sonata (zaleplon), Lunesta (eszopiclone)</i>	IV/swallowed	
Opioids and Morphine Derivatives**			
Codaine	<i>Empirin with Codaine, Fiorinal with Codaine, Robitussin A-C, Tylenol with Codaine</i> : Captain Cody, Cody, schoolboy; (with glutethimide: doors & fours, loads, pancakes and syrup)	II, III, IV/injected, swallowed	<i>Pain relief, euphoria, drowsiness, sedation, weakness, dizziness, nausea, impaired coordination, confusion, dry mouth, itching, sweating, clammy skin, constipation/slowed or arrested breathing, lowered pulse and blood pressure, tolerance, addiction, unconsciousness, coma, death; risk of death increased when combined with alcohol or other CNS depressants</i>
Morphine	<i>Roxanol, Duramorph</i> : M, Miss Emma, monkey, white stuff	II, III/injected, swallowed, smoked	<i>for fentanyl—80–100 times more potent analgesic than morphine</i>
Methadone	<i>Methadose, Dolophine</i> : fuzzies, amidone, (with MDMA: chocolate chip cookies)	II/swallowed, injected	<i>for oxycodone—muscle relaxation/twice as potent analgesic as morphine; high abuse potential</i>
Fentanyl and analogs	<i>Actiq, Duragesic, Sublimaze</i> : Apache, China girl, dance fever, friend, goodfella, jackpot, murder & TNT, Tango and Cash	II/injected, smoked, snorted	<i>for codeine—less analgesia, sedation, and respiratory depression than morphine</i>
Other Opioid Pain Relievers:			<i>for methadone—used to treat opioid addiction and pain; significant overdose risk when used improperly</i>
Oxycodone HCl	<i>Tylox, Oxycodtin, Percocet, Percocet</i> : Oxy, O.C., oxycotton, oxypet, hillbilly heroin, pers	II, III, IV/chewed, swallowed, snorted, injected, suppositories	
Hydrocodone Bitartrate/Hydromorphone	<i>Vicodin, Lortab, Lorcet</i> : wie, Watson-387		
Oxycodone	<i>Dialoid</i> : juice, smack, D, footballs, dillies		
Meprobidine	<i>Opana, Numorphan, Numorphone</i> : biscuits, blue heaven, blues, Mrs. O, octagons, stop signs, O Bomb		
Propoxyphene	<i>Demerol, mepreidine hydrochloride</i> : demmies, pain killer		
<i>Darvon, Darvonet</i>			
Stimulants			
Amphetamines	<i>Biphramine, Dexedrine, Adderall</i> : bennies, black beauties, crosses, hearts, LA turnaround, speed, truck drivers, uppers	II/injected, swallowed, smoked, snorted	<i>Feelings of exhilaration, increased energy, mental alertness/increased heart rate, blood pressure, and metabolism, reduced appetite, weight loss, nervousness, insomnia, seizures, heart attack, stroke</i>
Methylphenidate	<i>Concerta, Ritalin, Jif, MPH, P-ball, Skippy</i> , the smart drug, vitamin R	II/injected, swallowed, snorted	<i>for amphetamines—rapid breathing, tremor, loss of coordination, irritability, anxiety/loss, restlessness/delirium, panic, paranoia, hallucinations, impulsive behavior, aggressiveness, tolerance, addiction</i>
			<i>for methylphenidate—increase or decrease in blood pressure, digestive problems, loss of appetite, weight loss</i>
Other Compounds			
Dextromethorphan (DXM)	<i>Found in some cough and cold medications: Robitussin, Robo, Triple C</i>	not scheduled/swallowed	<i>Euphoria, slurred speech/increased heart rate and blood pressure, dizziness, nausea, vomiting, confusion, paranoia, distorted visual perceptions, impaired motor function</i>

* Schedule I and II drugs have a high potential for abuse. They require greater storage security and have a quota on manufacturing, among other restrictions. Schedule I drugs are available for research only and have no approved medical use. Schedule II drugs are available only by prescription and require a new prescription for each refill. Schedule III and IV drugs are available by prescription, may have five refills in 6 months, and may be ordered orally. Most Schedule V drugs are available over the counter.

** Taking drugs by injection can increase the risk of infection through needle contamination with staphylococci, HIV, hepatitis, and other organisms. Injection is a more common practice for opioids, but risks apply to any medication taken by injection.

Prescription Drug Abuse

Fact Sheet



Facts About Prescription Drug Abuse

Medications can be effective when they are used properly, but some can be addictive and dangerous when abused. This chart provides a brief look at some prescribed medications that—when used in ways or by people other than prescribed—have the potential for adverse medical consequences, including addiction.

In 2010, approximately 16 million Americans reported using a prescription drug for nonmedical reasons in the past year; 7 million in the past month.

What types of prescription drugs are abused?

Three types of drugs are abused most often:

- Opioids—prescribed for pain relief
- CNS depressants—barbiturates and benzodiazepines prescribed for anxiety or sleep problems (often referred to as sedatives or tranquilizers)
- Stimulants—prescribed for attention-deficit hyperactivity disorder (ADHD), the sleep disorder narcolepsy, or obesity.

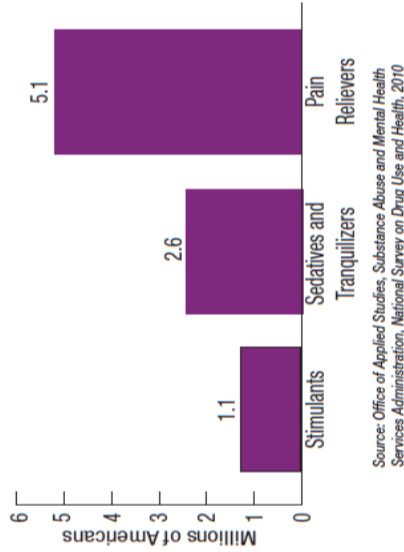
How can you help prevent prescription drug abuse?

- Ask your doctor or pharmacist about your medication, especially if you are unsure about its effects.
- Keep your doctor informed about all medications you are taking, including over-the-counter medications.
- Read the information your pharmacist provides before starting to take medications.
- Take your medication(s) as prescribed.
- Keep all prescription medications secured at all times and properly dispose of any unused medications.

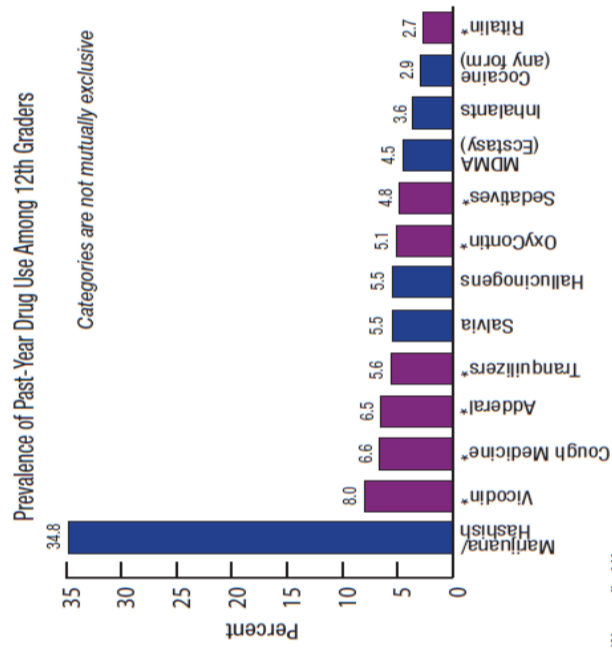


Order NIDA publications from DrugPubs:
1-877-643-2644 or 1-240-645-0228 (TTY/TDD)

~7.0 Million Americans Reported Past-Month Use of Rx Drugs for Nonmedical Purposes in 2010



After Marijuana, Prescription and Over-the-Counter Medications* Account for Most of the Commonly Abused Drugs



Resources

Ask For Help

If you suspect one of your students has a problem, refer them to a counselor, or encourage them to use some of the resources below.

Boys Town National Hotline 24-7, 365 Help

1-800-448-3000

Professional advice and information on local treatment centers.

Substance Abuse and Mental Health Services Locator

<https://findtreatment.samhsa.gov/locator/home>

Treatment Referral Line, 24/7

1-800-662-HELP

Disaster Distress Helpline

1-800-985-5990 or text [TalkWithUs](https://talkwithus.org) to 66746

National Suicide Hotline: 1-800-SUICIDE (784-2433)
or the National Suicide Prevention Lifeline: 1-800-273-TALK (8255)

Both toll-free, 24-hour, confidential hotlines which connect you to a trained counselor at the nearest suicide crisis center.

Learn More, Save Lives

National Institute of Health

Provides information of commonly abused prescription drugs, statistics on drug use and links related articles.

<http://www.drugabuse.gov/drugs-abuse/prescription-drugs-cold-medicines>

National Institute on Drug Abuse for Teens

Learn more about prescription drug abuse and the PEERx prevention program.

<http://teens.drugabuse.gov/peerx>

Partnership for Drug Free Kids

www.drugfree.org/prevent

Wondering why teens turn to drugs? This article from the **National Institute on Drug Abuse** describes some of the science behind drug addiction.

<http://www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction/preface>