

CURIOUS ALICE

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DEPARTMENT OF
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HEALTH SERVICES AND
MENTAL HEALTH ADMINISTRATION

NATIONAL INSTITUTE OF MENTAL HEALTH
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1. Write words in the space. Use lines
 to write. Think hard to remember.

2. Write a sentence. Use lines
 to write. The King wants to give
 the gold to the poor. Write the
 sentence. Use lines to help you.

Student Worksheets

3. Write a sentence. Use lines
 to write. The King was angry
 because he was so angry that
 he was angry for three days.
 Write the sentence. Use lines to
 help you. Write the sentence.
 Use lines to help you. Write the
 sentence. Use lines to help you.

HOW MUCH DO YOU REMEMBER?

- A. Place words in the spaces. Use these words: addicts, habit, heroin, sick.

(1) _____ is a narcotic. It is not a medicine. The King wants to give the cards injections of heroin; they will always need to use it to keep from getting (2) _____. This means they have a (3) _____ of using heroin and are heroin (4) _____.

- B. Place the correct words in the blank spaces. You will need to write either "helpful" or "harmful."

1. Smoking marihuana is _____.
2. _____ medicines sometimes are _____.
3. The King was being _____ to the Cards when he gave them heroin.
4. It was _____ for Alice to talk with the Cheshire Cat.
5. Addiction means that a drug has become _____.
6. Although hallucinogens like LSD make a user think he is smarter, they are _____.

HOW MUCH DO YOU REMEMBER?

MULTIPLE CHOICE

These are multiple choice questions. Sometimes there may be more than one answer. Check as many as you think are true for you.

1. The Caterpillar was
 - ___a. helpful
 - ___b. rude
 - ___c. kind
 - ___d. ugly

2. The King was
 - ___a. helpful to the Cards
 - ___b. wise
 - ___c. kind to Alice
 - ___d. wicked

3. The Cheshire Cat
 - ___a. was scary
 - ___b. was Alice's friend
 - ___c. took drugs, too
 - ___d. gave Alice bad advice

4. The White Rabbit
 - ___a. was Alice's guide
 - ___b. was everybody's friend
 - ___c. took drugs
 - ___d. knew what was happening to Alice

5. Alice was
 - ___a. very bright
 - ___b. the kind of girl I would like to be friends with
 - ___c. silly and thoughtless
 - ___d. a "goody-goody"

**HOW MUCH DO YOU REMEMBER?
TRUE/FALSE**

- _____ 1. Alice was reading a book about drugs.
- _____ 2. Alice fell down the hole by accident.
- _____ 3. Alice knew where she was.
- _____ 4. Cigarettes and liquor are like drugs.
- _____ 5. Alcohol doesn't hurt you at all if you're grown up.
- _____ 6. All drugs are bad.
- _____ 7. All drugs are dangerous.
- _____ 8. Alice wasn't afraid when she opened that dark closet.
- _____ 9. The dark closet contained doctors' equipment and instruments.
- _____ 10. Alice wanted to get into the garden.
- _____ 11. Alice drank from a bottle.
- _____ 12. Alice grew smaller because the White Rabbit played a magic trick on her.
- _____ 13. Alice saw some animals and tried to talk to them.
- _____ 14. The animals didn't like her.
- _____ 15. Alice found a bottle of pills in the grass and took some.
- _____ 16. The Cheshire Cat always said, "It's too late, it's too late!"
- _____ 17. The Cat gave Alice directions about where the March Hare lives.
- _____ 18. Alice met a Caterpillar who wasn't polite to her.
- _____ 19. The Caterpillar was smoking marijuana.
- _____ 20. Alice smoked some marijuana, too.

- _____ 21. The marihuana made the Caterpillar very happy and he laughed a lot.
- _____ 22. Alice was frightened by a King of Hearts and some Cards.
- _____ 23. The King was playing a game with the Cards.
- _____ 24. The King of Hearts tried to get away from the other Cards.
- _____ 25. The King had some medicine for the Cards.
- _____ 26. The Cards all looked the same on one side. The "H" on that side meant "Happy."
- _____ 27. The Cards' habit of using heroin meant it was necessary for them to use it often.
- _____ 28. The King invited Alice to have some heroin.
- _____ 29. Alice ran away because the Cheshire Cat scared her.
- _____ 30. Alice found the March Hare, the Dormouse and the Mad Hatter at the tea table.
- _____ 31. The March Hare was very nervous.
- _____ 32. The Hare said there was nothing wrong with taking amphetamines.
- _____ 33. Amphetamines are often called pep pills or uppers.
- _____ 34. The Dormouse was very nice and friendly.
- _____ 35. The Dormouse swallowed a lot of sleeping pills.
- _____ 36. All sleeping pills are barbiturates.
- _____ 37. The Mad Hatter used LSD.
- _____ 38. LSD is a drug that makes you wise.
- _____ 39. Alice never realized that everyone was using drugs.
- _____ 40. Alice tried to stop all the characters from taking drugs.
- _____ 41. The characters wouldn't listen to her.
- _____ 42. The White Rabbit never got to the dance in time.
- _____ 43. The Cheshire Cat asked Alice to join the dance, too.
- _____ 44. Alice was having a bad dream.

**DO YOU REMEMBER
THE CATERPILLAR?**

The Caterpillar uses marihuana. It is a drug. Today many people use marihuana to change the way they feel.

What kind of a friend do you think the Caterpillar would be? Rude or polite? Kind or mean? Happy or sad? Fun or boring? Is he someone to admire?

Write your answers here:

**HOW MANY DRUG WORDS
DO YOU KNOW?**

A. Write the drug word from the list that means:

1. Amphetamine pills _____.
2. A result of using heroin _____.
3. Habit-forming sleeping pills _____.
4. A hallucinogen _____.
5. A non-prescription medicine _____.
6. Medicine ordered by a doctor _____.

prescription

LSD

uppers

aspirin

addiction

barbiturates

DEFINITIONS—DO YOU KNOW THE MEANINGS OF THESE DRUG WORDS?

Do you know the drug word that matches these meanings?

1. eager to learn
2. used to treat an illness
3. a drug given under a doctor's orders for a particular patient
4. the most widely used of all the mood-changing drugs
5. a narcotic
6. the necessity to keep using a drug
7. sucking your thumb, biting your nails, smoking cigarettes
8. withdrawal from abuse of amphetamines or pep pills
9. marihuana
10. a stimulant drug
11. a depressant drug
12. seeing something that isn't there
13. stopping use of a drug
14. needing more and more of a drug to get the same effects

- _____ habits
- _____ grass
- _____ curious
- _____ heroin
- _____ tolerance
- _____ medicine
- _____ amphetamine
- _____ prescription
- _____ crashing
- _____ barbiturate
- _____ alcohol
- _____ withdrawal
- _____ addiction
- _____ hallucination

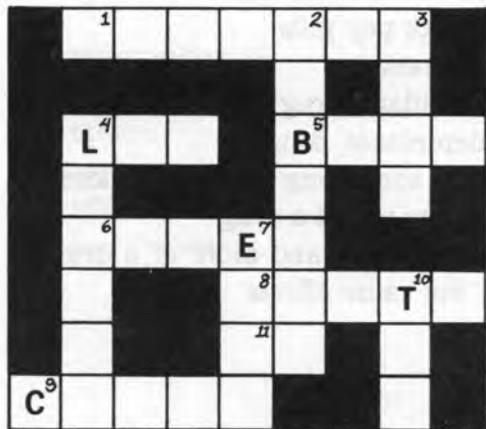
**No. 1 CROSSWORD PUZZLE—
HOW WELL DO YOU REMEMBER?**

ACROSS

1. People who need drugs regularly to keep from getting withdrawal sickness.
4. The Mad Hatter used this drug. It is one of the most widely used hallucinogens.
5. When Alice realized the effect the drugs had on the characters, she wanted to go - - - - home.
6. This person was with the King of Hearts and was also wicked.
8. Some people smoke ciga - - - - s. They are harmful to the body.
9. Withdrawal from amphetamines made the March Hare c - - - - .
11. The Cheshire C - - did not take drugs. He was Alice's guide.

DOWN

2. Alice opened a medicine - - - - - in the hallway.
3. Another word for ill.
4. An alcoholic beverage.
7. The March - - - - (spell it backwards on the puzzle) was an amphetamine abuser.
10. Alice found the March Hare, the Mad Hatter and the Dormouse at a - - - table.



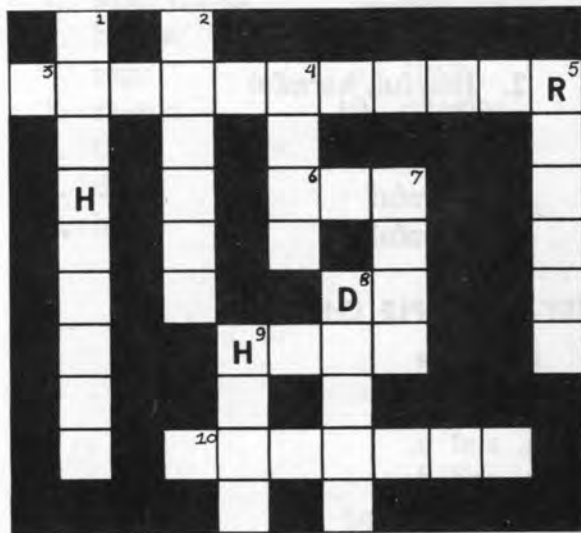
**No. 2 CROSSWORD PUZZLE—
HOW WELL DO YOU REMEMBER?**

DOWN

1. This character used LSD, a hallucinogen. He thought it made him wise.
2. The King of Hearts gave the Cards this narcotic. They were addicted to it.
4. The Caterpillar smoked marihuana in a hookah, which is a water - - - -.
5. Drug abusers often do not know the r - - - - - why they use drugs.
7. The Queen shouted this word.
8. "CURIOUS ALICE" is a film about d - - - -.
9. At the end of the movie, the Woods Creatures and the Cheshire Cat told Alice to go h - - -.

ACROSS

3. This character smoked marihuana and was not very friendly.
6. Another name for marihuana or grass.
9. This character used amphetamines. They made him nervous and sometimes they made him feel sick.
10. Sometimes hallucinogens make you i - - - - - things which do not exist.



Keys To Student Worksheets

KEY—HOW MUCH DO YOU REMEMBER?

- A. (1) Heroin
(2) sick
(3) habit
(4) addicts
- B. 1. harmful
2. Helpful, harmful
3. harmful
4. helpful
5. harmful
6. harmful

KEY—MULTIPLE CHOICE

1. b. and d.
2. d.
3. a. and b.
4. b. and d.
5. a. and b. and c.

KEY—TRUE/FALSE

- | | | |
|---------|---------|---------|
| 1. No | 18. Yes | 35. Yes |
| 2. No | 19. Yes | 36. No |
| 3. No | 20. No | 37. Yes |
| 4. Yes | 21. No | 38. No |
| 5. No | 22. Yes | 39. No |
| 6. No | 23. No | 40. Yes |
| 7. Yes | 24. No | 41. Yes |
| 8. No | 25. No | 42. No |
| 9. No | 26. No | 43. No |
| 10. Yes | 27. Yes | 44. Yes |
| 11. Yes | 28. No | |
| 12. No | 29. No | |
| 13. Yes | 30. Yes | |
| 14. No | 31. Yes | |
| 15. No | 32. No | |
| 16. No | 33. Yes | |
| 17. Yes | 34. No | |

**KEY—HOW MANY DRUG WORDS
DO YOU KNOW?**

1. Uppers
2. Addiction
3. Barbiturates
4. LSD
5. Aspirin
6. Prescription

**ANSWER KEY—DO YOU KNOW THE
MEANINGS OF THESE DRUG WORDS?**

1. curious
2. medicine
3. prescription
4. alcohol
5. heroin
6. addiction
7. habits
8. crashing
9. grass
10. amphetamine
11. barbiturate
12. hallucination
13. withdrawal
14. tolerance

KEY—No. 1 CROSSWORD PUZZLE

ACROSS

1. addicts
4. LSD
5. back
6. Queen
8. (ciga)rette(s)
9. crash
11. cat

DOWN

2. cabinet
3. sick
4. liquor
7. Hare
10. tea

KEY—No. 2 CROSSWORD PUZZLE

DOWN

1. Mad Hatter
2. heroin
4. pipe
5. reason
7. time
8. drugs
9. home

ACROSS

3. Caterpillar
6. pot
9. Hare
10. imagine

THINGS TO DO

Here are pictures showing drug abuse.
How many of these drugs do you know?
Draw a circle around each drug. If you
can, write its name.



Games

QUESTION BASEBALL GAME

In this “baseball” game, the pitcher “throws” a question instead of using a ball, and the batter “hits” answers.

The class or group divides into two equal teams. Make believe there is a base in each corner of the room. Each team then makes up a list of 25 or more questions about “CURIOUS ALICE.” (The worksheets will be an aid in suggesting questions.) The first-inning pitcher takes the list of questions his team has made up. As each opposing team player comes up to bat, the pitcher asks him a question from the list, such as, “Who was the barbiturate addict?” If the batter answers correctly (without help) by saying, “the Dormouse,” it’s a hit, and he goes to the corner that is sup-

posed to be first base.

Then the next player comes up to bat. Unlike baseball, the batter doesn’t have three chances before he is declared out—he just has one turn. If he answers incorrectly, he is out and the next person comes up to bat. If he answers correctly, he goes to first base, and the player on first moves to second base, etc. When a succession of hits moves a player completely around the bases, that team scores a run, provided three outs have not been made in the meantime. As in baseball, when there are three outs, the side is called out and teams change. The team that pitched the questions before is now at bat. In the second inning, another player becomes the pitcher, etc.

The idea, of course, is for each team to get as many runs as possible.

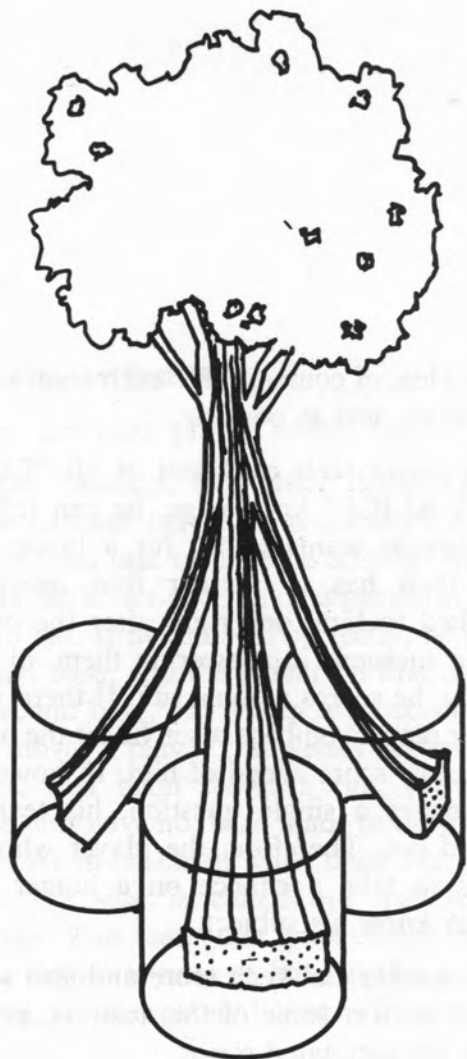
If a player feels confident of his "CURIOUS ALICE" knowledge, he can tell the pitcher he wants to try for a home run. He then has to answer four questions pitched to him, one right after the other. If he succeeds in answering them all correctly, he scores a home run. If there were other players on base when he hit the home run, they score ahead of him. If, however, he misses a single question, his team is called out. Therefore, the player who decides to take a chance on a homer had better know his subject.

The teacher can keep score and also settle disputes over some of the answers, armed with the annotated script.

PANTOMIMES GAME

This is the game for getting rid of excess energy in a small space. Players sit in a circle. The first player makes a pantomime motion concerned with the presentation of "CURIOUS ALICE," such as opening a bottle and drinking it like Alice did. The next player repeats the opening and drinking and adds a motion of his own, perhaps the Caterpillar smoking his hookah. Each player in turn must repeat all of the motions started by the other players and then add an action of his own. A player who forgets a motion or gives it in the wrong order is out of the game. The winner is the last one left in the game.

Games



Experiment

EXPERIMENT—HOW YOUR BODY ABSORBS DRUGS

Make a celery tester.

You can see how our bodies absorb drugs by performing this experiment.

You will need these things:

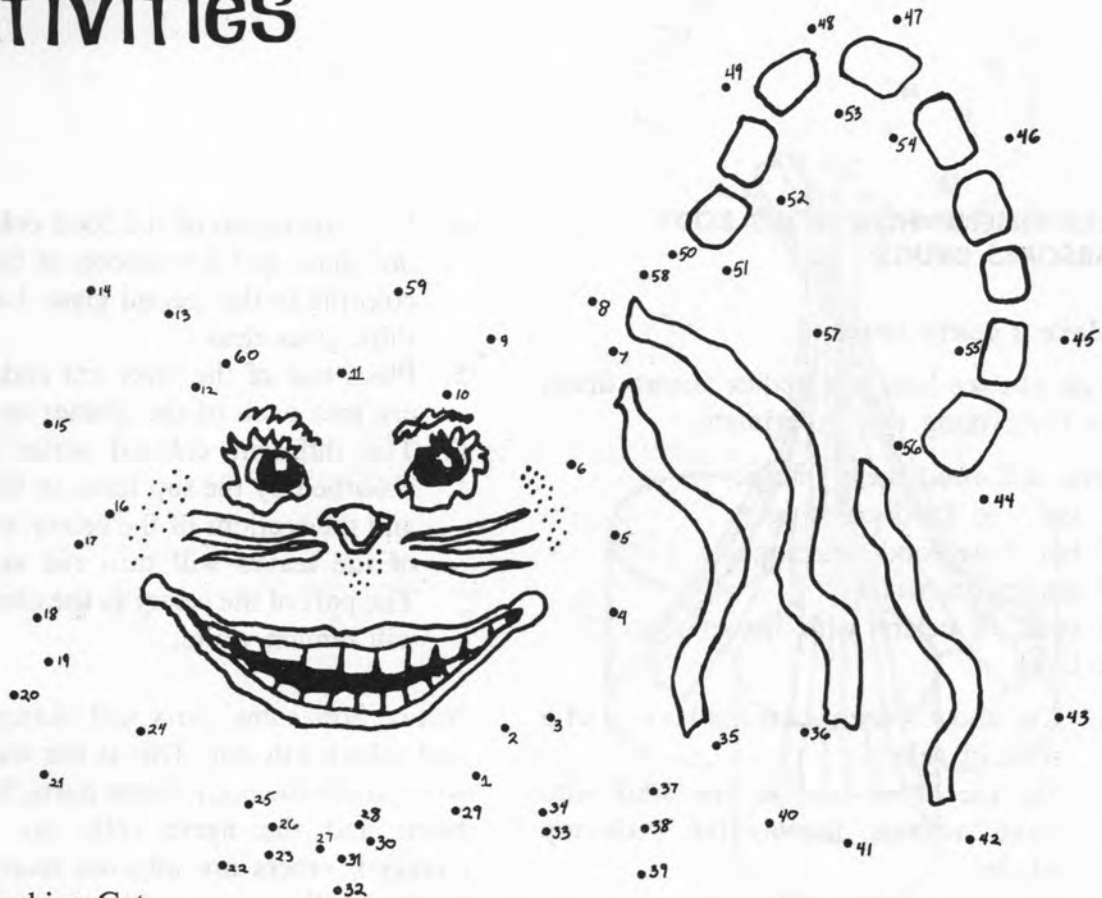
- 1 tsp. red food coloring
- 1 tsp. blue food coloring
- 3 glasses of water
- 1 stalk of celery with leaves
- a knife

1. Cut about 4 inches off the bottom of a stalk of celery.
2. Slit the lower part of the stalk into three sections, leaving the leafy top whole.
3. Fill three glasses with water.

4. Put a teaspoon of red food coloring in one glass and a teaspoon of blue food coloring in the second glass. Leave the third glass clear.
5. Place one of the three cut ends of celery into each of the glasses as shown.
6. The different colored water will be absorbed by the sap tubes in the celery and the sections of the celery and veins of the leaves will turn red and blue. The part of the celery in the clear water will remain white.

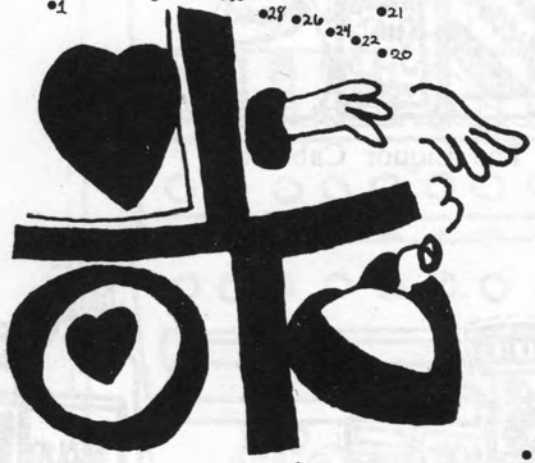
Notice how some parts will change color, and others will not. This is the way drugs work inside the body. Some parts, like your brain and the nerve cells are quickly changed, others are affected more slowly or not at all.

Individual Activities



The Cheshire Cat

•41 •43 •44



•2 •3 •4 •16 •17 •18

•5 •14 •15 •17 •19

•6 •7 •8 •9 •10 •11 •12 •13



The Liquor Cabinet

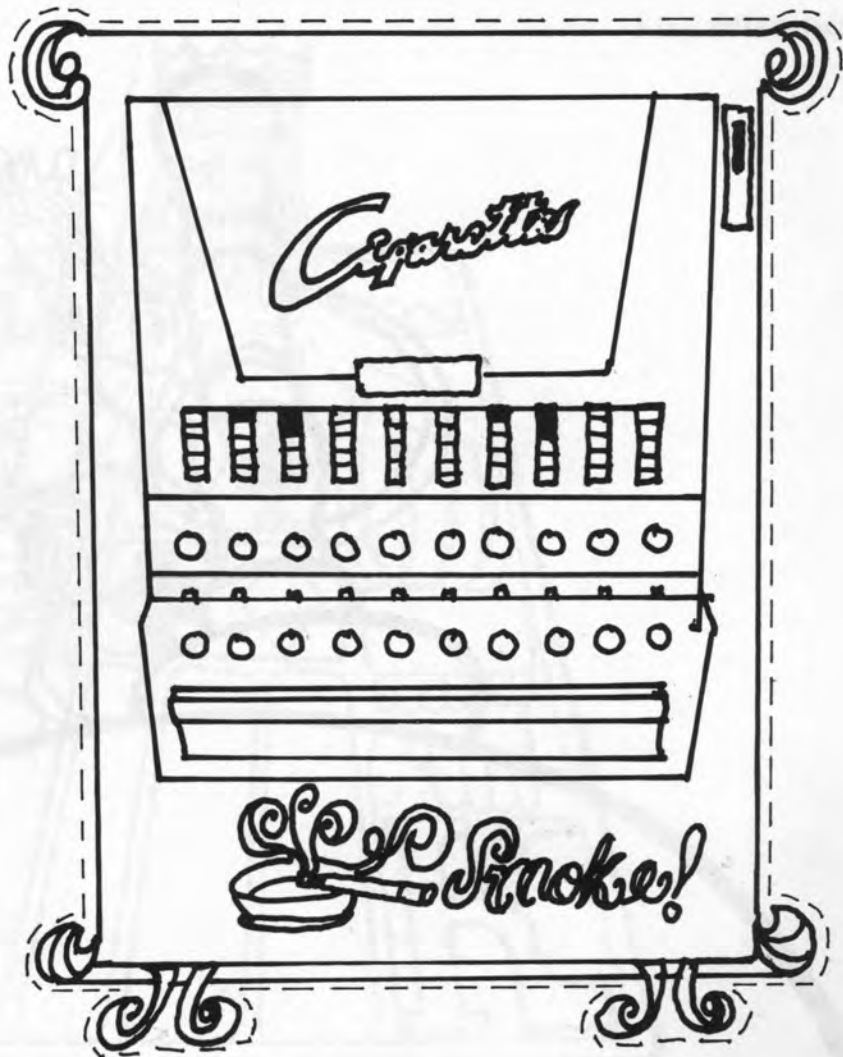


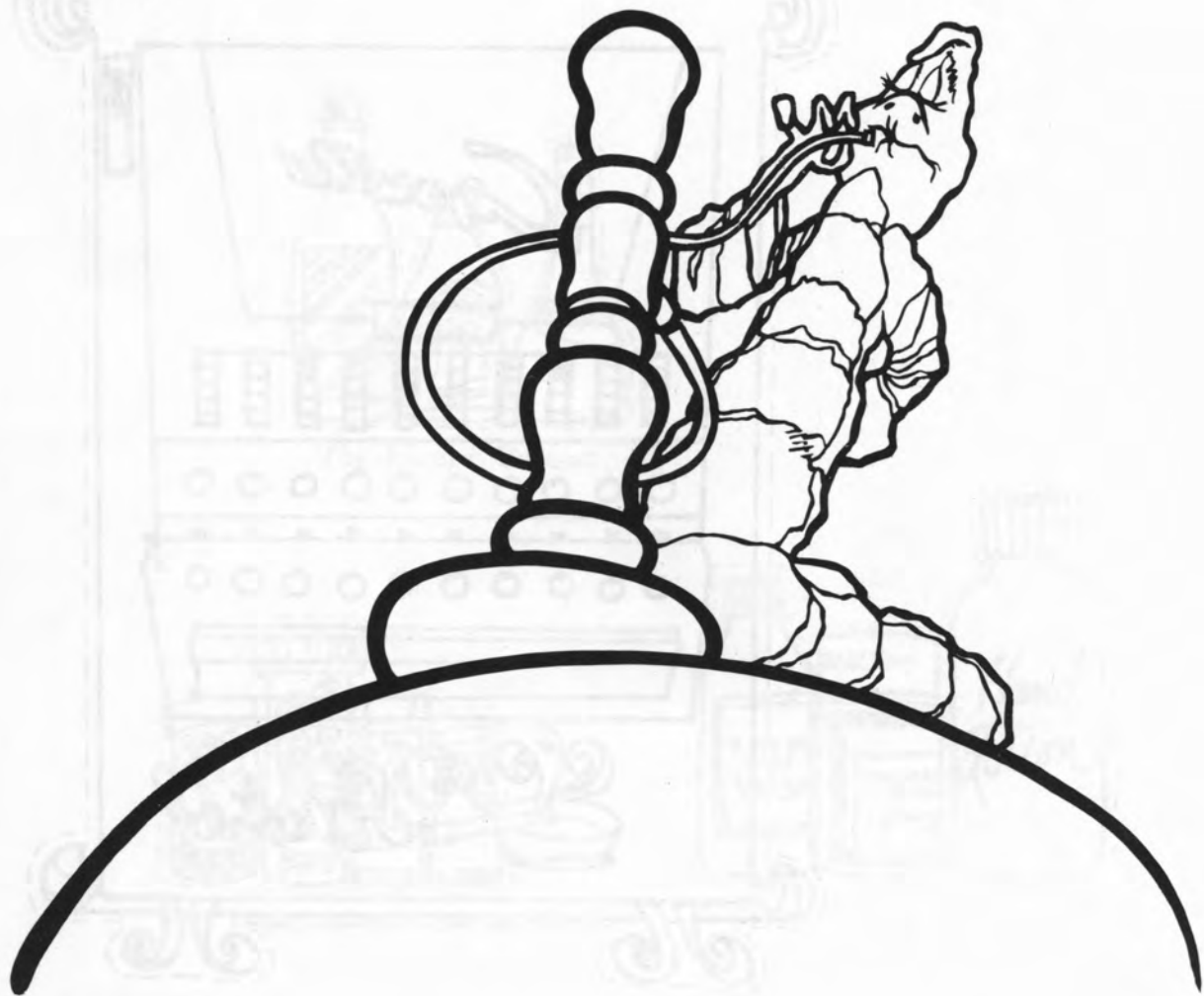
The Prescription Cabinet



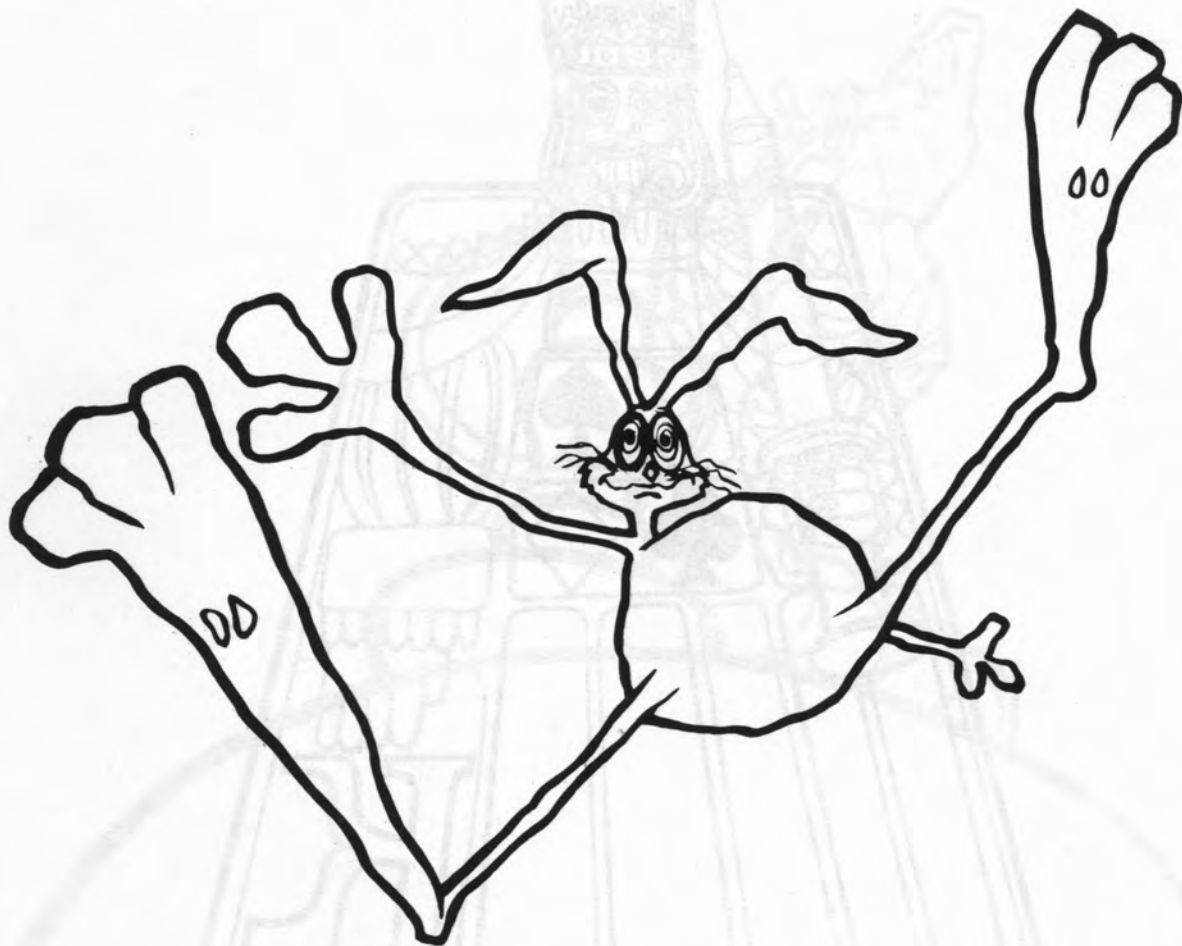
The Medicine Cabinet

The Cigarette Machine









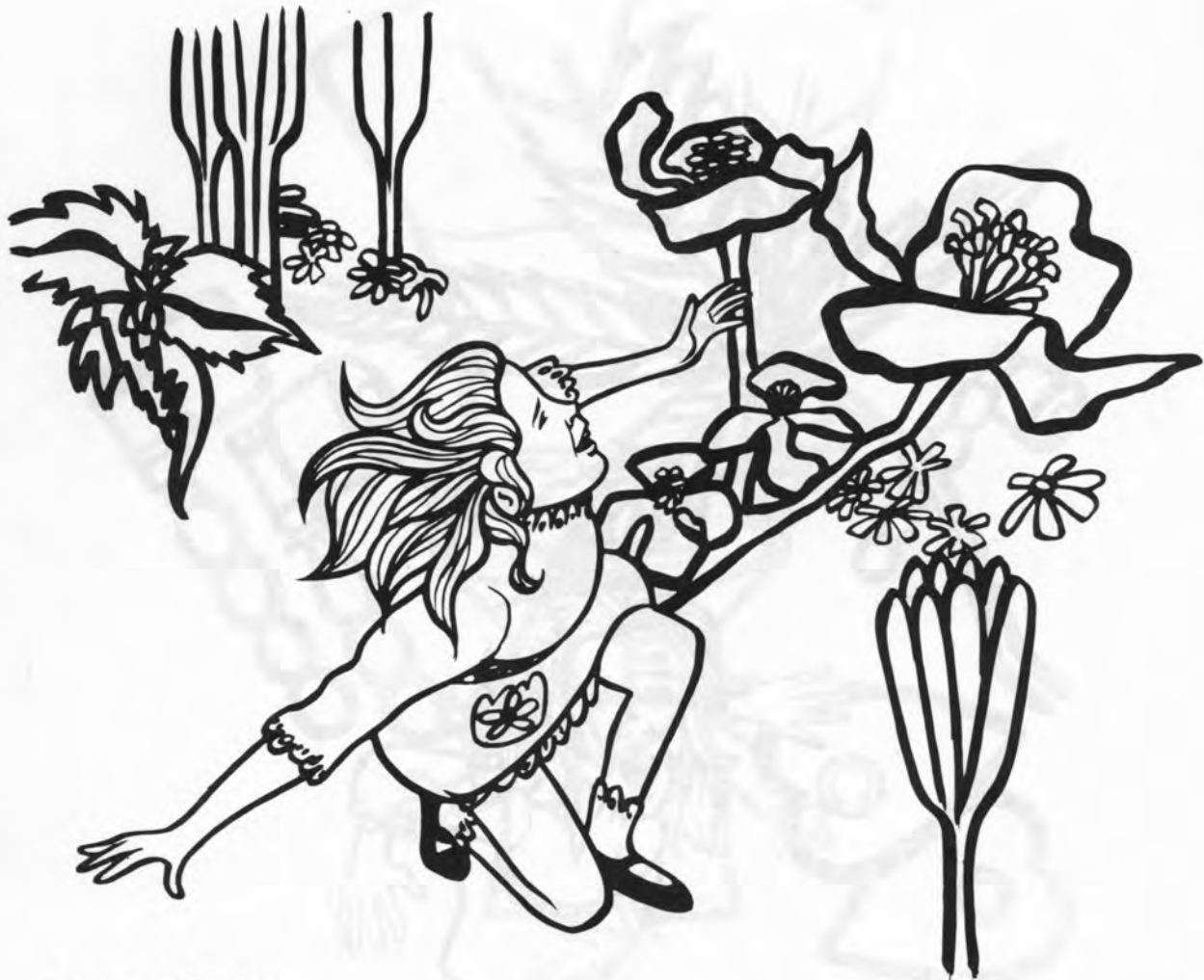
The March Hare







Alice in the Drug Closet



Alice in the Garden







Bibliography

BOOKS

BARBER, BERNARD. *Drugs and Society*. Russell Sage Foundation, New York, 1967. A book on the sociology of drugs which discusses therapeutic drugs, "religious" drugs, and "addictive" drugs and points out that substances called drugs must be studied from the physiological, the psychological, and social aspects.

COHEN, SIDNEY. *The Drug Dilemma*. McGraw-Hill, New York, 1968. Concise description of drug use, focusing on relationships between the agent, the host, and the setting. Drug abuse progenitors discussed. Excellent advice to educators on dealing with drug problems.

Drug Abuse: Escape to Nowhere, National Education Association. Publication & Sales Department, 1201 Sixteenth St., N.W., Washington, D.C. 20036; price \$2.00. A valuable compendium of standard material on drugs and the drug abuser. Contains an interesting historical perspective on

man's use of drugs from the stone age to the present. Contains helpful appendix material, including a reference chart on drugs commonly abused.

LINGEMAN, RICHARD R. *Drugs from A to Z: A Dictionary*. McGraw-Hill, New York, 1969. A lexicon with historical, pharmacological, medical, and botanical data. Presents a description of colloquial terms, jargon, and literary quotations about drugs and their abuse.

deROPP, ROBERT S. *Drugs and the Mind*. Grove Press, New York, 1957. A biochemist discusses the mental effects of chemicals in the brain and on the brain.

TAYLOR, NORMAN. *Narcotics—Nature's Dangerous Gifts*. Delta Publishing Co., New York, 1963. Despite the misleading title, a sound lay description of many of the "mind-altering" drugs.

PAMPHLETS

Don't Be A Dope, San Diego County Probation Dept., 220 W. Broadway, San Diego, California.

LSD: Some Questions and Answers

Marihuana: Some Questions and Answers

Narcotics: Some Questions and Answers

Volatile Substances: Some Questions and Answers

Cigarette Smoking: Some Questions and Answers

Alcohol: Some Questions and Answers

Sedatives: Some Questions and Answers

Stimulants: Some Questions and Answers

Drug Abuse: Some Questions and Answers

National Clearinghouse for Drug Abuse Information, NIMH Box 1080, Washington, D.C. 20013.

Answers to the Most Frequently Asked Questions About Drug Abuse. National Clearinghouse for Drug Abuse Information, NIMH, Box 1080, Washington, D.C. 20013.

RECOMMENDED FILMS

Almost Everyone Does. Wombat Productions, Inc., 87 Main Street, Hastings-On-Hudson, N.Y. 10706. This film recognizes and deals with the difficulties facing our young people today who are growing up in what is often referred to as our "drug society." "Almost Everyone Does" suggests a way for young people to avoid the dangers of drug abuse. The film goes to the very heart of this complex and frustrating problem by probing into the social and psychological forces behind the drug scene. This film involves the viewer in the decision-making process by providing alternatives for dealing with unhappy or depressed feelings and by providing positive alternatives to drug use and abuse.

I Think. Wombat Productions, Inc., 87 Main Street, Hastings-On-Hudson, N.Y. 10706. This film recognizes and deals with the difficulties facing children and youth today as they struggle

to develop individual identities as feeling, thinking, responsibly acting persons, despite myriad pressures to conform to others' expectations. The group remains for the child at this age the most decisive factor in influencing later growth. This fact makes taking a stand against the group critical. This film also deals with the recognition and acceptance of differences among people. "I Think" involves the viewer in those factors which influence the life of this child, carrying the viewer along as the child seeks to resolve the conflict between her longing for the continued support of her friends and her impulse to act as a responsible individual.

What Do Drugs Do? NIMH Film Collection, National Audiovisual Center, GSA, Washington, D.C. 20409

This color film is designed to inform elementary school students of the good and bad action of drugs and chemicals on the body, the risks associated with drugs and the dangers of drug abuse.

The film emphasizes that drugs should be respected both for their beneficial qualities and for their potential harm.

INTRODUCING

THE NATIONAL INSTITUTE OF MENTAL HEALTH in cooperation with the U.S. Office of Education introduces an important and rewarding new resource for drug abuse education—THE SOCIAL SEMINAR: DRUGS, EDUCATION, AND SOCIETY—an 18-part, multi-media series for teachers, school administrators, and other school personnel.

Enthusiastic and committed young filmmakers made these films for teachers, and some of them for broader audiences as well. A complete multi-media package has been assembled including discussion guides, and a simulation program with leader's guide, director's guide, film discussion guide, role cards, and other stage setting materials.

Key concepts in **THE SOCIAL SEMINAR** are:

- (1) The school must cooperate with parents, law enforcement agencies, the church, treatment and medical groups, municipal officials, and private civic groups to find viable alternatives to drug abuse;
- (2) The best approach to drug education is integrated into the school program at all levels in a wide variety of subjects;
- (3) Young people must be involved in its design and implementation;
- (4) Parents and teachers should assist students in developing their own value systems;
- (5) Accurate facts about drugs and their use should be discussed in an unbiased manner;
- (6) Respect, trust, and confidence among the parents, teachers, and students are absolutely necessary;
- (7) A humanistic "people to people" approach encourages young people and adults to come together to explore common ground and to modify their attitudes about drugs and drug use;
- (8) Teachers and adults can work with young people to alleviate the complex causes that lead youth to experiment with drugs; and
- (9) School

environments must be relevant to each student's needs, interests, and aspirations.

THE SOCIAL SEMINAR emphasizes **KNOWLEDGE, UNDERSTANDING, AND ACTION**. It is based on the premise that before adults can make any meaningful contributions in curbing the abuse of drugs, they need to be informed about what drugs are, how they are used and abused, and the possible causes for the drug problem. Furthermore, and possibly most important of all, adults must understand their own attitudes towards drug abuse and drug abusers..

FOR FURTHER INFORMATION CONCERNING THE 18 **SOCIAL SEMINAR** films and their discussion guides, and the simulation program, "A Community at the Crossroads: A Drug Abuse Education Simulation Game," WRITE TO: **THE SOCIAL SEMINAR**, Box 1635, Rockville, Maryland 20850.

Teacher Response

The first step in the process of teacher response is to identify the needs and responses of the students. This is done through the use of the Social Seminars and Action Plan. The Social Seminars are designed to help teachers understand the needs of their students and to develop a plan of action to meet those needs. The Action Plan is a document that outlines the specific steps that will be taken to address the needs of the students. This process is ongoing and is subject to change as the needs of the students change.

FOR THE OTHER INFORMATION CONCERNING THE SOCIAL SEMINAR AND ACTION PLAN, PLEASE CONTACT THE NATIONAL CENTER FOR THE SOCIAL SEMINAR AND ACTION PLAN AT 1-800-368-5848.

For more information on the Social Seminars and Action Plan, please contact the National Center for the Social Seminar and Action Plan at 1-800-368-5848. The Social Seminars are designed to help teachers understand the needs of their students and to develop a plan of action to meet those needs. The Action Plan is a document that outlines the specific steps that will be taken to address the needs of the students. This process is ongoing and is subject to change as the needs of the students change.

Your response to the following questions about your presentation of "CURIOUS ALICE" will greatly aid in measuring this film's contribution to the drug abuse prevention campaign, and help in planning for future programs.

1. I projected "CURIOUS ALICE" to students aged _____.
2. They are in grade _____.
3. Each saw "CURIOUS ALICE" projected _____ times.
4. Our school is:
 - a. Rural _____.
 - b. Suburban _____.
 - c. Inner-city _____.
 - d. Public _____.
 - e. Private _____.
5. Most of the students in my audience:
 - a. _____ Had never heard of the book or characters of "Alice in Wonderland."
 - b. _____ Have read or been told the story of "Alice in Wonderland."
6. Most of the students in my audience:
 - a. _____ Didn't know very much about drugs before they saw the film.
 - b. _____ Already knew some things about drugs.
 - c. _____ Had studied drugs in school.
 - d. _____ Had learned about drugs from their parents.
7. Most of the students in my audience found "CURIOUS ALICE":
 - a. _____ Easy to understand.
 - b. _____ Difficult to follow.
 - c. _____ Impossible to understand.
8. I found "CURIOUS ALICE":
 - a. _____ Entertaining.
 - b. _____ Unnecessary for this age group.
 - c. _____ Obscure.
 - d. _____ Misdirected.

- e. _____ Useful in the structure of my class's drug abuse lessons.
9. I (did/did not) utilize the Teacher's Manual.
10. I utilized the:
- _____ 16mm film.
 - _____ 8mm film cartridge.
 - _____ 35mm filmstrip with record and inaudible automatic cues.
 - _____ 35mm filmstrip with record and audible manual cues.
 - _____ 35mm filmstrip cassette tape cartridge.
 - _____ Filmstrip Leader's Guide.
 - _____ Three posters.
 - _____ Teacher's Manual.
11. My class studied drug abuse for _____ days or _____ hours.
12. _____ of that time was centered on "Curious Alice."
13. The following additional materials or information about topics listed would be very useful to me in continuing drug abuse education with my class.
- _____
- _____
- _____
- _____
14. Remarks:
- _____
- _____
- _____
- _____

**Please return
Teacher Response
Form to:**

**P.O. BOX 2305
ROCKVILLE, MARYLAND
20852**