

A 4-H/CRD Video Discussion Guide

CRACK: THE BIG LIE

CRACK: THE BIG LIE follows fifteen-year-old Craig Davis through one of the most important decisions of his life: whether or not to try “crack” (smokable cocaine). In spite of being urged by his best friend and his own curiosity, Craig is persuaded not to experiment with the drug by the firsthand testimony of teenagers he interviews for a current events report on cocaine. Digesting the insights of these teens who derailed their lives with crack convinces Craig that he can find a better way to fit in, a healthier way to have fun, and a much more effective way to solve life’s problems.



INTENDED AUDIENCE

For students in grades five through twelve.

OBJECTIVES

- To disclose the severely addictive quality of crack.
- To illustrate the dangerous physiological effects of crack (i.e., changes in heartbeat, blood pressure, lung trouble, a drop or gain in weight, even convulsions and sudden death).
- To demonstrate the severe psychological and emotional addiction crack causes.
- To expose the grand deception of crack: the hours of depression that follow a few minutes' high.
- To emphasize that just “saying no” can defuse peer pressure and help you avoid long-lasting drug problems.
- To demonstrate ways of “being cool” **without** drugs.
- To present honest communication with parents and friends as an effective remedy to problems.
- To portray the courage of a young person who thinks and acts independently.

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SYNOPSIS

With urging from his best friend, Craig Davis has made arrangements to try crack for the first time at a party that Saturday night. Friday afternoon, during a health class lecture on the dangers of cocaine, Craig is caught laughing, and appropriately, given a weekend assignment to prepare a report on the dangers of crack. None too happy with this particular assignment, Craig does, however, make arrangements with his busy father to get a ride to a drug treatment center where his teacher has arranged interviews with some teenagers recovering from crack addiction. During their ride to the center, Mr. Davis, unhappy about being late for his golf game, is wary about his son's visit to a "drug center" and immediately assumes the worst - that his son is in some kind of trouble. Craig responds defensively to his father's accusatory remarks, and their trip to the treatment center culminates in an unresolved dispute.

At the treatment center, a number of teens describe how it was usually someone they knew rather well who first turned them on, not some "sleazy guy with a suitcase full of syringes." They described how they were attracted by the promise of a big high that turned out to be very fleeting and costly, emotionally, physically, and economically.

Craig also hears from a couple of parents who lament the breakdown of communication that contributed to their teens' drug use. Everyone speaks passionately about crack's addictive power, the painful cost of succumbing to peer pressure, and the availability of **other** forms of recreation. They seem to have learned that they can enjoy music, go to parties, dance, participate in sports, go to the shopping mall, do all of the things that they would normally do on drugs **without** drugs.

Deeply affected by these new insights, Craig attends the party Saturday night with quite a different perspective, and refuses the invitation to smoke the crack that he had helped pay for. Later that evening, Craig and his father take a first step toward a reconciliation - an attempt at mutual respect, understanding, and caring.

DISCUSSION QUESTIONS

1. Did you learn anything new about crack?
2. Do you think you could talk to your parents or someone else you trusted about your own interest in crack?
3. Did the video change your mind about using crack, or any other kind of drug, including alcohol?
4. Do you think a best friend could persuade you to use drugs?
5. How do you think drugs became the "cool" thing to do? What are some alternative "cool" things to do?

SUGGESTED ACTIVITIES

1. Divide the class into groups of three in which two students can portray parents of the third. Have them act out scenes in which the "child" confides in the "parents" an interest or experience with drugs or peer pressure. Instruct some parents to be angry, others to be frightened, and others to be patiently understanding. Have the entire class discuss the issues raised by this exercise and explore the best ways to discuss the subject of drugs with all types of parents.

2. In groups of five, have four students try to convince the fifth student to try crack. Discuss with the entire class the best ways of "saying no" to such peer pressure. (Just saying "NO" may work best.)
3. Divide the class in half. One side will present examples of the media's portrayal of drug use - including television and motion picture celebrities, recording artists, as well as the lyrics of stories and songs they produce. The other half will present the media's anti-drug campaign. Then have the entire class discuss which view is more frequently and effectively presented in the media.
4. Have the entire class share informally their own feelings about fitting in and being popular among their peers. What are they willing to do to gain that acceptance? What price is too high?

Walt Disney Educational Media

Length: 22 minutes

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Community Resource Development



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