



Drugs: The Straight Facts

INHALANTS

Introduction

This Instructor's Guide provides information to help you get the most out of *Inhalants*, part of the five-part series *Drugs: The Straight Facts*. The contents of the guide will allow you to prepare your students before using the program and to present follow-up activities to reinforce the program's key learning points.

Since chemicals in more than 1,400 products can be sniffed or huffed for their psychoactive and mind-altering effects, it's not surprising that inhalants are the most frequently abused substances in the U.S. This video explores the history of inhalant abuse; the effects of inhalants on the body and the short- and long-term health impacts; and teenage attitudes toward inhalants. The major classes of commonly abused inhalants and treatment and prevention measures are described in the video as well.

Drugs: The Straight Facts correlates to National and State Educational Standards, including the NCLB Act. The series includes:

- *Marijuana*
- *Alcohol*
- *Cocaine and Crack*
- *Inhalants*
- *Narcotics*

Learning Objectives

After viewing the program, students will understand:

- The history of inhalant use
- The characteristics, routes of administration, and effects of volatile solvents, aerosols, and gases, as well as common household products in which they are found

- The effects of volatile nitrites used as 'club drugs'
- The effects of inhalants on the brain's reward system
- Some of the chemicals in inhalants and the damage they do to users

Main Topics

Topic 1: Introduction

The program begins by defining inhalants, then presents a brief history of these drugs as they progressed from medical tonics to industrial chemicals abused for purposes of intoxication.

Topic 2: Properties of Inhalants

In this section viewers learn the characteristics, routes of administration, and effects of volatile solvents, aerosols, and anesthetic gases, as well as some common household products in which they are found. Also covered: volatile nitrites, such as 'poppers.'

Topic 3: Inhalants and the Brain

The effect of inhalants on the brain as they boost dopamine levels is explained in this section.

Topic 4: Abuse and Addiction

The brain mechanism involved in addiction is discussed in the program's final section, along with the damage done by some of the chemicals contained in inhalants. Also covered: Sudden Sniffing Death.

Fast Facts

- Inhalant intoxication dates back to ancient Greece's Oracle of Delphi, a priestess who would breathe the vapors issuing from an opening in the Earth, go into a trance, and then utter prophecies. The Greeks themselves claimed this practice dated to prehistoric times.
- By the 19th century, ether, chloroform, and nitrous oxide were used as breathable medical 'tonics' to keep patients motionless — and pain-free — during surgery. And even in those days, young people were inhaling the tonics for recreational purposes. The 20th century brought a wide variety of toxic substances into daily household use. Glues, gasoline, paint thinner, lighter fluid, shoe polish, and paints are among the more than 1,400 industrial chemicals many young people now use to get high.

- Butane is the drug that kills more teens than any other drug except alcohol. It's found in hair sprays, air fresheners, fuel gas, and lighter fluid.
- According to *Monitoring the Future's* 2008 survey, nearly 16% of 8th graders reported huffing (inhaling chemicals) at least once during their lifetime, as did roughly 13% of 10th graders and 10% of 12th graders. Experts believe the practice is rising among younger students — many start at age 10 or 11 — because the kids believe that what they are doing is harmless. (*Monitoring the Future* is a survey given annually to 50,000 American 8th, 10th, and 12th graders to determine drug use trends and patterns.)
- Although inhalants initially cause euphoric feelings, most are actually depressants, and drowsiness and agitation soon set in. There is also a tendency toward 'disinhibition,' meaning that huffing can lead users to risky behaviors that may be fatal. Some short-term effects of inhalant abuse can include headache, muscle weakness, numbness and/or spasms, abdominal pain, severe mood swings and violent behavior, slurred speech, nausea, and hearing loss. Long-term effects can include paralysis or other central nervous system damage, permanent brain damage, and damage to the lungs, liver, heart, and kidneys.
- 'Sudden Sniffing Death' (SSD) happens frequently to first-time users (though *all* users are at risk), who inhale too deeply and lower oxygen levels to the point that suffocation occurs within seconds. SSD also happens when the sudden, unnatural influx of toxic chemicals causes the heart to beat too rapidly and erratically, resulting in cardiac arrest. It is important to note that SSD can happen to any user at any time. Butane, propane, and other aerosols are the inhalants most frequently responsible for SSD.
- Twenty-two percent of inhalant-abuse deaths occur among first-time users. Over half of all abuse fatalities are due to SSD. The rest are caused by suffocation (due to unconsciousness, or from a chemical reaction causing swelling of airways), dangerous behavior (drowning, falling, traffic accidents, setting self on fire due to the highly flammable nature of inhalants), and aspiration of vomit.
- Tragically, many young people believe that 'dusting' — inhaling the contents of computer-dusting products — is harmless, because they think the cans contain only air. These products contain chlorofluorocarbon and hydrochlorofluorocarbon refrigerants, also known as Freon, which are of course highly toxic, if not fatal.
- 'Poppers' — usually amyl nitrite, used to treat angina — are part of a special class of inhalants called volatile nitrites. Unlike other inhalants, volatile nitrites are stimulants. Poppers are categorized with club drugs because they were used heavily at 1970s discos and 1990s raves, where they were reputed to enhance sexual experience. There is some evidence that use of poppers is a risk factor for HIV transmission.

- Inhalant abuse usually peaks at around age 15, though kids often start in 8th, 7th, and even 6th grade. For many, it's the first drug they abuse, even before pot, alcohol, and tobacco. Young men and women are equally like to 'experiment,' but it's usually males who end up as chronic users.
- Huffers usually have more emotional problems than do the rest of the population of both non-drug users *and* drug users. Anxiety, depression, anger, conduct and/or personality disorders, and low self-esteem are common. Experts typify inhalant users as being more 'disruptive, deviant, and delinquent' than other drug users. Though inhalant abuse is a problem across all income levels, it hits particularly hard at those from low socioeconomic backgrounds (especially Hispanic and Native Americans), who have an understandably negative outlook as to what their future may hold. This group includes kids with a higher incidence of incarcerated family members, and parents who are drug or alcohol abusers.
- Because an inhalant high begins and ends so quickly, it can be hard to tell if someone close to you is using. Signs to watch for: red eyes; runny nose; acting drunk; problems with school; chemical odors on breath or clothing; poor attention span and short-term memory; slurred speech; spots and/or sores around the mouth from frostbite; paint or stain marks on face, fingers, or clothing; nausea and/or loss of appetite; weight loss; behavior changes; and excitability. Other warning signs include painting fingernails with magic markers or correction fluid, sitting with a pen or marker near the nose, constantly smelling sleeves, having numerous butane lighters and refills in bedroom, backpack, or locker, and hiding rags, clothes, or empty containers of the potentially abused products in closets, under the bed, in the garage, etc.

Vocabulary Terms

acetone: A colorless, flammable liquid used chiefly in paints, varnishes, and correction fluid, and as a general solvent, for instance in nail polish remover.

addiction: Compulsive physiological and psychological need for a habit-forming substance, characterized by tolerance and by well-defined physiological symptoms upon withdrawal.

aerosol: A gaseous suspension of fine solid or liquid particles; a substance packaged under pressure with a gaseous propellant for release as a spray of fine particles. Aerosols abused for purposes of intoxication include spray paints, deodorant and hair sprays, vegetable oil sprays for cooking, and fabric protector sprays.

amyl nitrite: A volatile yellow liquid once commonly used to treat angina, and used illicitly to induce euphoria and enhance sexual stimulation. Illegal samples of amyl nitrite are called 'poppers' or 'snappers.'

bagging: Holding an inhalant-filled plastic or paper bag over the mouth and nose, and then breathing in the fumes; sometimes, the entire bag is placed over the head, increasing the risk of suffocation.

butane: A colorless, flammable gas produced from petroleum and used as a household fuel, refrigerant, and propellant in aerosol cans.

dopamine: A neurotransmitter that triggers feelings of pleasure or euphoria. Inhalants, as do other drugs, increase dopamine.

dusting: Involves inhaling compressed air from aerosol cans, specifically computer dusting products such as Dust-Off®.

endorphin: A naturally occurring opioid peptide. Endorphins react with the brain's opiate receptors to raise the pain threshold.

gases: A category of abused inhalant, usually referring to anesthetic gases such as chloroform and nitrous oxide, but also to gases such as butane and propane. Butane lighters, propane tanks, whipped cream dispensers, and refrigerants contain gases that can be inhaled.

huffing: The intentional inhaling of fumes or vapors of a substance in order to get high.

inhalant: Any volatile substance, as nitrous oxide, butyl nitrite, toluene, gasoline, or paint thinner, capable of being inhaled, sometimes abused for its intoxicating effect.

neuron: A specialized nervous system cell capable of receiving and transmitting nerve impulses via chemicals called neurotransmitters.

neurotransmitter: Chemical released by neurons to transmit nerve impulses, or 'communicate' with each other. Dopamine is a neurotransmitter.

popper: A vial of amyl nitrite or butyl nitrite abused for the effect of exhilaration.

toluene: Also called methylbenzene, it is a colorless, flammable liquid obtained from coal tar or petroleum. Toluene is the most common of volatile solvents; some of the places it's found include gasoline, nail polish, paint, paint thinner, glue, and explosives.

volatile nitrites: Substances such as amyl and butyl nitrite designed for medical use, but often abused for purposes of intoxication and sexual enhancement. Poppers are volatile nitrites.

volatile solvents: Liquids that vaporize at room temperature, often abused by inhalation. Toluene is the most common volatile solvent. Some examples of volatile solvents include paint thinners and removers, dry-cleaning fluids, degreasers, gasoline, glues, correction fluids, and felt-tip marker fluids.

whippit: A small canister of nitrous oxide gas sold by kitchen supply stores to dispense homemade whipped cream, but used recreationally to get high.

Pre-Program Discussion Questions

1. Why are inhalants popular drugs of abuse?
2. Are inhalants addictive?
3. Does using inhalants have any long-lasting negative effects?
4. What are some of the common household products young people inhale to get high?
5. Have you heard of Sudden Sniffing Death? Do you believe it can happen, or is it an urban legend?

Post-Program Discussion Questions

1. What are some of the warning signs that someone has been huffing?
2. What might be some of the adverse effects of using inhalants?
3. How do inhalants affect the brain?
4. What would you do if you suspected a friend was huffing?
5. After viewing this film, has your attitude about huffing changed at all?

Student Projects

- Signs of inhalant abuse are difficult, but not impossible, to detect. Create a brochure educating others on the signs of huffing. Dedicate a panel of the brochure to younger students who might believe that inhalants provide a harmless high; a panel to peers; and a panel to parents and teachers educating them on the subtle signs of this abuse. Include behavioral as well as physical red flags, and both short- and long-term dangers. Get permission to distribute the brochures throughout your school and community.

- Read postings on an inhalant addiction message board, such as the one found at www.inhalant.org. Collect some of the statements by teens struggling to resist huffing hairspray or computer cleaner. Many express confusion (they crave the drug even while the thought of it makes them nauseous), frustration, dread of parental reaction, and self-loathing. Although they'd like to be clean, they don't know where or how to turn for help. How would you advise a friend who is in this position? In the form of a poster, brochure, or Web page, develop a resource to help students who are having problems with substance abuse. This could include contact information for addiction treatment centers, Web sites, books, hotlines, and guidance counselors, and other resources in your school and community.
- Write a report on Sudden Sniffing Death (SSD). What happens, physiologically, to cause death? Who is most at risk? Include in your report statements from surviving family members of those who died from SSD.
- Make a poster illustrating the various ways that inhaling chemicals affects different parts of the body, both instantaneously (e.g., acting on the brain's reward system, frostbite, swelling of airways resulting in suffocation) and in the long run (nerve, tissue, and organ damage).
- Participate in a class discussion about substance abuse and addiction, considering the following questions:
 - Has your attitude about using inhalants changed at all after viewing this film?
 - What situational or emotional factors cause one kid to start huffing but not another?
 - Is it OK for parents to search their child's bedroom for signs of inhalant abuse?
 - Could inhalants be safe if used in moderation? Why or why not?
 - Does the media and entertainment industry glamorize intoxication and reckless behavior in its portrayal of athletes, musicians, models, and actors who use drugs, and who may even have problems with addiction?
- With other students, participate in role-playing exercises in which you find yourselves in the following situations:
 - Being offered inhalants by a friend who is getting high
 - Being offered inhalants at a party
 - Having a friend reveal inhalant use, telling you that it's harmless fun
 - Being asked by a friend to buy inhalants for him or her

Rehearse responses to these situations that seem realistic, especially if the 'offerer' downplays the danger, tries to embarrass you via peer pressure to be cool, or is especially persistent.

Assessment Questions

1. Which of the following were used in the 19th century by doctors and dentists to keep patients motionless, and pain free? (*Choose all that apply.*)
 - a) Chloroform
 - b) Henbane
 - c) Nitrous oxide
 - d) All of the above

2. Many of the substances being inhaled by young people are _____. (*Choose all that apply.*)
 - a) natural aromas that have been used in religious ceremonies for thousands of years
 - b) industrial chemicals
 - c) harmless if only tried once or twice
 - d) difficult to obtain, but dangerous if used incorrectly

3. The National Institute on Drug Abuse (NIDA) recognizes the following categories of inhalants: _____. (*Choose all that apply.*)
 - a) aerosols
 - b) gases
 - c) gases and flammable liquids
 - d) volatile solvents

4. Most inhalants act on the central nervous systems as a(n) _____.
 - a) immunosuppressant
 - b) euphoric
 - c) depressant
 - d) stimulant

5. 'Poppers' and volatile nitrites are a special class of inhalant often used as 'club drugs.' Volatile nitrites act on the central nervous systems as a(n) _____.
 - a) immunosuppressant
 - b) euphoric
 - c) depressant
 - d) stimulant

6. Many young people get high using butane lighters or propane tanks, or by using _____, tiny canisters of nitrous oxide sold by kitchen supply stores to dispense homemade whipped cream.
 - a) whippits
 - b) poppers
 - c) flashers
 - d) ether

7. How do people take inhalants? *(Choose all that apply.)*
- a) Spraying aerosols onto a cloth and inhaling from it
 - b) Sniffing fumes directly from the container the substance came in
 - c) Holding an inhalant-filled bag over the mouth and nose and then breathing in the fumes
 - d) Holding an inhalant-filled bag over head and then breathing in the fumes
 - e) Painting the fingernails with an inhalant and then sniffing the substance from the nails
8. Inhalants work by _____, which triggers the brain's reward system and causes euphoric feelings.
- a) increasing neurons
 - b) increasing dopamine
 - c) inhibiting the brain's pain receptors
 - d) decreasing oxygen
9. After alcohol, _____ kills more high schoolers than does any other drug.
- a) heroin (in inhalant form)
 - b) meth (inhaled)
 - c) butane
 - d) toluene
10. Toluene, found in gasoline, and in some glues, paints, paint thinners and removers, nail polishes, and typewriter correction fluid, is the most abused inhalant. Its side effects can include _____.
(Choose all that apply.)
- a) nerve damage
 - b) changes in vision, movement, and hearing
 - c) muscle damage
 - d) lung damage
 - e) liver and kidney damage
 - f) heart arrhythmia and sometimes cardiac arrest
11. Sudden Sniffing Death occurs in many first-time users, and is responsible for _____.
- a) more than half of all inhalant abuse deaths
 - b) nearly one-quarter of all inhalant abuse deaths
 - c) a small but statistically significant number of inhalant abuse deaths
 - d) most of the fatalities associated with first-time users

Assessment Questions Answer Key

1. Which of the following were used in the 19th century by doctors and dentists to keep patients motionless, and pain free? (*Choose all that apply.*)

- a) Chloroform
- b) Henbane
- c) Nitrous oxide
- d) All of the above

A: (a) Chloroform, and (c) Nitrous oxide

2. Many of the substances being inhaled by young people are _____. (*Choose all that apply.*)

- a) natural aromas that have been used in religious ceremonies for thousands of years
- b) industrial chemicals
- c) harmless if only tried once or twice
- d) difficult to obtain, but dangerous if used incorrectly

A: (b) industrial chemicals

3. The National Institute on Drug Abuse (NIDA) recognizes the following categories of inhalants: _____. (*Choose all that apply.*)

- a) aerosols
- b) gases
- c) gases and flammable liquids
- d) volatile solvents

A: (a) aerosols; (b) gases; (d) volatile solvents

4. Most inhalants act on the central nervous systems as a(n) _____.

- a) immunosuppressant
- b) euphoric
- c) depressant
- d) stimulant

A: (c) depressant

5. 'Poppers' and volatile nitrites are a special class of inhalant often used as 'club drugs.' Volatile nitrites act on the central nervous systems as a(n) _____.

- a) immunosuppressant
- b) euphoric
- c) depressant
- d) stimulant

A: (d) stimulant

6. Many young people get high using butane lighters or propane tanks, or by using _____, tiny canisters of nitrous oxide sold by kitchen supply stores to dispense homemade whipped cream.

- a) whippits
- b) poppers
- c) flashers
- d) ether

A: (a) whippits

7. How do people take inhalants? (*Choose all that apply.*)

- a) Spraying aerosols onto a cloth and inhaling from it
- b) Sniffing fumes directly from the container the substance came in
- c) Holding an inhalant-filled bag over the mouth and nose and then breathing in the fumes
- d) Holding an inhalant-filled bag over head and then breathing in the fumes
- e) Painting the fingernails with an inhalant and then sniffing the substance from the nails

A: People take inhalants in all of these ways.

8. Inhalants work by _____, which triggers the brain's reward system and causes euphoric feelings.

- a) increasing neurons
- b) increasing dopamine
- c) inhibiting the brain's pain receptors
- d) decreasing oxygen

A: (b) increasing dopamine

9. After alcohol, _____ kills more high schoolers than does any other drug.
- a) heroin (in inhalant form)
 - b) meth (inhaled)
 - c) butane
 - d) toluene

A: (c) butane

10. Toluene, found in gasoline, and in some glues, paints, paint thinners and removers, nail polishes, and typewriter correction fluid, is the most abused inhalant. Its side effects can include _____.

(Choose all that apply.)

- a) nerve damage
- b) changes in vision, movement, and hearing
- c) muscle damage
- d) lung damage
- e) liver and kidney damage
- f) heart arrhythmia and sometimes cardiac arrest

A: All of these can result from inhaling toluene.

11. Sudden Sniffing Death occurs in many first-time users, and is responsible for _____.
- a) more than half of all inhalant abuse deaths
 - b) nearly one-quarter of all inhalant abuse deaths
 - c) a small but statistically significant number of inhalant abuse deaths
 - d) most of the fatalities associated with first-time users

A: (a) more than half of all inhalant abuse deaths

Additional Resources

Inhalant Abuse, Inhalant Education

www.inhalant.org

National Inhalant Prevention Coalition

www.inhalants.com

National Institute on Drug Abuse

The Science of Drug Abuse & Addiction

www.drugabuse.gov

Freevibe: National Youth Anti-Drug Media Campaign

www.freevibe.com

Just Think Twice

Drug Enforcement Administration: Demand Reduction/Street Smart Prevention

www.justthinktwice.com

NIDA for Teens

Facts, Stories, Brain Games

<http://teens.drugabuse.gov>

U.S. Department of Health and Human Services

Substance Abuse & Mental Health Services Administration

Alcohol & Drug Information

<http://ncadi.samhsa.gov>

The Partnership for a Drug-Free America

www.drugfree.org

Drug Policy Alliance Network

www.drugpolicy.org

www.streetdrugs.org

www.streetdrugs.org

Monitoring the Future: A Continuing Study of American Youth

www.monitoringthefuture.org

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Inhalants: A Deadly High (DVD/VHS)

“Cheap, accessible, powerful, and tragically misunderstood” is a description that neatly sums up the class of drugs known as inhalants. This program offers the straight dope on how the vapors of easily obtained substances such as hair spray, paint thinner, and gasoline are abused, including the mechanics of metabolization and the debilitating short- and long-term side effects. The program is an excellent tool for informing viewers of the dangers associated with potentially deadly chemicals too often thought of as harmless. A Meridian Production. (16 minutes) © 1998 (# 10384)

Inhalants (DVD/VHS)

This video presents a summary of this class of drugs and then details its constituent parts: solvents and aerosols, nitrites, and nitrous oxide. A doctor of pharmacology, an addiction specialist, police officers, a historian, recovering addicts, and others delve into the history and biological effects of these drugs. Together, they share case studies and personal experiences to address the use, abuse, and hazards of inhalants, including brain, liver, and kidney damage, as well as sudden sniffing death syndrome. A Cambridge Educational Production. Includes viewable/printable teacher's guide. (20 minutes) © 1999 (# 9291)

Addiction: The HBO Series (DVD/VHS)

Featuring valuable case studies and expert commentary, this 14-part series offers a wide-ranging look at the science and the human face of addiction. Personal stories from drug users and their family members are combined with in-depth perspectives from leading psychologists, drug counselors, and other experts on substance abuse. Educators will find the series format — beginning with a comprehensive overview followed by 13 short documentaries — helpful for both group discussions and lectures. Contains mature themes, occasional explicit language, and some graphic injury footage. An HBO Production.

The series includes *Addiction: A Comprehensive View* | *What Is Addiction?* | *Understanding Relapse* | *The Search for Drug Treatment: A Challenging Journey* | *The Adolescent Addict* | *An Interview with Nora D. Volkow, M.D.* | *An Interview with Mark L. Willenbring, M.D.* | *An Interview with Michael L. Dennis, Ph.D.* | *An Interview with Kathleen T. Brady, M.D., Ph.D.* | *Getting an Addict into Treatment: The CRAFT Approach* | *Treating Stimulant Addiction: The CBT Approach* | *Opiate Addiction: Understanding Replacement Therapy* | *South Boston Drug Court* | *A Mother's Desperation: Resorting to the Law*. (21-87 minutes each) © 2006 (# 39791)

Twelve: Young Addicts Speak from the Heart (DVD/VHS)

Kat grew up in an alcoholic home. John made drinking the center of his life at a young age. Rene's parents divorced when he was five, while Chris and Dante both seemed to have everything they wanted — but all became substance abusers. Through detailed, candid conversations, this program goes inside the childhood memories and emotional lives of recovering addicts who started their habits at, or close to, age 12. Their stories reveal unique qualities and experiences as well as patterns seen over and over again among alcoholics and drug abusers—often involving crime and social isolation. In addition to their pain and regret, the participants also discuss the most daunting challenge of all: the ongoing process of recovery. (45 minutes) © 2008 (# 40034)

Teen Danger Zone: Teens at Risk (DVD/VHS)

Combining hard-hitting personal stories with cold facts, the first six segments of this chaptered program report on some of the most common drugs currently being abused by teens: OxyContin, PMA, Special K (ketamine), the methamphetamine Ice, inhalants, and, in the form of binge drinking, alcohol. The final segment focuses on hazing, a frequently outlawed form of initiation that, like substance abuse, speaks directly to the teenage desire to fit in with peers — sometimes at any cost. Recommended for high school. (46 minutes) © 2006 (# 36248)

Straight Talk: Alcohol and Other Drugs (DVD/VHS)

This reality TV-style docudrama is made up of the candid comments of 19 teens and young adults who have taken a wrong turn into dependency and have survived to enter recovery. Section one addresses pre-addiction issues: dysfunctional home life, negative early school experiences, low self-esteem in early childhood, and special education placement. Section two addresses addiction issues: drugs of choice, abusive relationships, sexual acting out, and suicidality. And section three addresses recovery issues: fighting to stay straight, coping with relapse, dealing with the past, and regaining a vision of a brighter future. A 95-page discussion guide with interview transcripts, interviewee profiles, a glossary of “the language of recovery,” and more is included. (90 minutes) © 2005 (# 40113)

Altered States: A History of Drug Use in America (DVD/VHS)

Whether it's caffeine, nicotine, or morphine, drugs of choice have defined our lives and history, with sometimes benevolent, sometimes tragic results. This program focuses on the history of America's drug use and abuse, from the days when the early European settlers became enamored of tobacco, through Prohibition, and up to today. The problems we see today existed in other forms and with other drugs throughout our history. The reasons for using drugs have also remained constant: to ease pain, alleviate boredom, or to expand our consciousness. The program traces the patterns of American drug use and abuse and documents the cultural, social, and political movements that impacted, or were impacted by, the use of drugs. (58 minutes) © 1993 (# 5863)

Drugs: A Destructive Force (Eight 17" x 22" posters)

How can substance abuse educators combat the allure of cocaine, LSD, tobacco, and other killers? By communicating the downside of drugs in no uncertain terms. This eight-poster series speaks directly to young people about the alarming risks and all-too-frequent tragedies linked with drug abuse. In addition to several types of dangerous substances — including prescription and over-the-counter medication — the deadly pitfalls of drunk driving are also examined. A Cambridge Educational Product. The set includes: *Cocaine* | *Alcohol* | *Marijuana* | *Smoking* | *Prescription/OTC Drugs* | *Hallucinogens* | *Inhalants* | *Drunk Driving*. © 2007 (# 37035)



Please send comments, questions, and suggestions to custserv@films.com