



Meth Prevention Lesson 3-Day Expanded Option – Teacher’s Guide

Essential Questions:

- Ingredients: what is Meth?
- Addiction: if I try Meth once, will I become addicted?
- Mental Effects: what does Meth do to your brain?
- Physical Effects: what does Meth do to your body?
- Speak Up: what can I do to prevent others from trying Meth?

Learning Objectives: After completing this 3-day expanded lesson, students will know and understand:

- The short- and long-term effects associated with the use of methamphetamine
- The danger and toxicity of the ingredients in Meth
- The mechanisms of Meth addiction
- The effects Meth has on the brain, body, relationships and the community
- The risks of trying Meth, even once
- The influences and impacts of meth use on friends, family and community
- How to communicate the risks to their peers
- How to take action to prevent Meth use

Handouts: “What Do You Know?” Worksheet

Overview of Activities

Day	Student Learning Objectives:	Overview	Time (Minimum)
1	Understand Meth toxicity, addictiveness, & impacts	Methpreventionlesson.org	45 min
2	Analyze influences & impacts of Meth use	Small group assignment analyzing Methproject.org ad scenarios	45 min
3	Create advocacy messages to Speak Up against Meth use.	Small group projects to contribute to Methproject.org’s Speak Up page promoting youth voice for “Not Even Once”	45 min
Minimum Time Needed: 2 hours, 15 min			

Meth Prevention Lesson – Day 1

Day 1 Activities:

Section	Topic	Overview	Minimum Time
1	“What Do You Know?”	Students complete the “What Do You Know?” worksheet “Before the Lesson” section	5 Minutes
2	Myths vs. Facts	Discuss each “What Do You Know?” statement through methpreventionlesson.org .	35 Minutes
3	Reexamine “What Do You Know?”	Discuss learnings and lingering questions. Collect worksheets	5 Minutes
Total Time:			45 Minutes

1. Students complete the “What Do You Know?” worksheet

Pass out the “What Do You Know?” worksheet as students enter the classroom. Allow 5 minutes for directions and for students to complete the “Before the Lesson” section of the worksheet.

Please take a few minutes and think about each statement and fill out the worksheet to the best of your ability. We will talk more about each of these statements so please do not worry about being right or wrong. If you have any questions about Meth, write them at the bottom of the page. There are no stupid questions. Over the next few days we will be researching meth and uncovering the answers to each of these statements and your questions about the drug, its impacts and what you can do to speak up against meth use. Information is power; so the more information you have, the more powerful you will be in preventing meth use.

Just complete the left side “Before the Lesson” section. You will complete the “After the Lesson” column at the end of class. I will collect them so that we can be sure to address your questions over the next couple of days as well as return them to the Colorado Meth Project so they can improve their website and resources based on your input.

2. Conduct Meth Prevention Lesson

Today, we are going to talk about the drug methamphetamine, commonly called Meth. You will see some things today that are graphic and perhaps disturbing, and they could be somewhat scary. (This should be an informal and relaxed conversation.)

During our lesson, we will return to your worksheets and discuss your answers as well as some of your questions. I am going to use the website MethProject.org to show you some information so we can learn more about methamphetamine. OK, by show of hands, who has seen the Meth Project ads?
Pause for students to raise hands.

The lesson will utilize many of the same true-to-life videos as well as real testimony from teens that were gathered for the campaign.

If you are working with a class that is not your own or is new to you, you may want to get a better understanding of their drug education. **OK, by show of hands, who here has previously received drug education?** *Pause for students to raise hands.* **Who has received Meth education in the past?** *Pause for students to raise hands.*

Throughout the discussion refer to the “What Do You Know?” worksheet to guide the discussion and address the students’ responses.

Navigating the website MethPreventionLesson.org to Guide Your Instruction

Login to the MethPreventionLesson.org website, and it will walk you through each of the statements on the “What Do You Know?” worksheet “Before the Lesson” section.

Make sure to turn up the speakers and dim the lights in the classroom, so that all students can clearly see and hear the website.

Allow 7-8 minutes to discuss each statement. There are six statements in all (30 minutes total time.)

The process for exploration is the same for each statement:

- *When you click on the “Lesson” tab, you will see a list of five questions; select a question in order from the list.*
- *The first 4 questions mirror the statements on the “What Do You Know?” worksheet.*
- *Once you select a question, the “Myths vs. Facts?” screen appears with the statement from the worksheet. Have a student read the statement.*
- *Each statement is followed by 2 – 4 pieces of content from MethProject.org that automatically play as you click on the red arrow.*
- *Sample classroom discussion questions are interspersed between content pieces, with one at the end.*
- **Navigating the Lesson Webpage**
 - *Click the right arrow to go forward in sequential order through the lesson.*
 - *Click the left arrow if you need to go back to content you have already covered.*
 - *Click on the Meth Project logo in the upper left hand corner of the screen to take you back to the list of questions at any time.*
 - *Select one of the questions that are white at any time to go to a specific question.*
 - *The lesson is intended for you to go from top to bottom.*
 - *When “View All Answers” appears at the bottom of the screen, you can click on it and skip to a specific piece of content.*

A few words on the class discussions:

After website content, we interspersed follow-up questions to encourage conversation and sharing. Suggested questions are included on the screen. Use them or create your own.

The aim is to try and get each student to participate, preferably all by the end of the lesson. Please wait 15-20 seconds before calling on any students and make sure to call on a variety of students. If after 30 seconds, no student has volunteered, use a different question or rephrase the current question.

It's also important to allow students who know about Meth to share what they know, as it is beneficial for students to hear directly from their peers about the dangers of Meth.

Finally, should the students ask questions that are not covered in the lesson, encourage them to visit MethProject.org after class and find the answers themselves. Provide time in the next class for a follow-up discussion because if one student is brave enough to ask, likely, many others are silently wandering the same thing.

2.1 Click on question “What is Meth?”

INGREDIENTS

- **Myths vs. Facts?**
Let's look at the first statement. **Meth's key ingredients are common household items that are only dangerous when combined.**
- **Present the Information**
What do you know about the ingredients of Meth?
- **Explore “What's in Meth”** (You can scroll over several of these ingredients and choose which ones you want to cover with your students.)
- **Explore “Unstable Recipe”** (You can drag any ingredient into the container and discuss the effects.)
- **Class Discussion**
Were you surprised by some of the ingredients in Meth?
Teacher's Key: Common ingredients found in Meth include: nail polish remover, brake fluid, decongestant found in cold medicine, red phosphorous found on matchboxes and in road flares, and ammonia found in fertilizer.
- **Play expert video “CHEMICAL CONCOCTION”**
- **Class Discussion**

The person you just saw talks about how toxic the ingredients in Meth are. So toxic that even when you touch one of them—Drano—will actually melt your skin. Knowing how toxic each of the individual ingredients in Meth is, and what just mixing Meth does. How do you think these ingredients affect the people who use the drug?

Teacher's Key: Meth is highly toxic and has severe short- and long-term effects on the body and the mind. It affects user's bodies on the outside, changing appearance—causing everything from rotting teeth to open sores—and is even more destructive to you on the inside, damaging organs including the heart and the brain.

2.2 Click on question “If I Try Meth Once, Will I Become Addicted?”

ADDICTION

- **Myths vs. Facts?**

Meth hooks people faster than almost any other drug and users will keep taking it even though it stops giving them pleasure. (Have a student read this statement on the screen out loud. Then, have the students refer back to their “What Do You Know?” worksheet “Before the Lesson” section and share their answers.)

- **Present the Information**

What do you know about Meth addiction?

- **Click on the coin and explore “Coin Toss”**

- **Class Discussion**

Did you notice that the coin did not land? Why do you think that is?

Teacher's Key: Meth is so powerful that someone can become addicted after the first use. Will trying Meth just once turn you into an addict? The answer is: Maybe. Anyone can become an addict. Meth is one of the most addictive substances known to man, and takes hold faster than almost any other illegal drug.

Why do you think someone decides to try Meth?

Teacher's Key: People decide to try Meth for a variety of reasons. Some common reasons people try Meth include to try to escape their problems, Meth because of peer pressure or to try to fit in, or because they just don't know what it is or how dangerous it is.

Why don't Meth users just stop taking the drug?

Teacher's Key: Meth alters brain structure and function, changes behavior, and is one of the fastest-acting addictive agents known, with the potential to hook people faster than most other substances. So it quickly hooks users and the addiction to Meth is a chronic brain disease where people have uncontrollable cravings for Meth and will just keep using even in the face of devastating consequences.

- **Listen to “Tim's Story”**

- **Class Discussion**

What did Tim's story say about the addictiveness of Meth?

Teacher's Key: Tim talks about being 19 when he tried it, and, within one month, he lost everything - his job and his home. No one tries a drug because they want to be an addict. It's an unintended consequence that happens to many Meth users.

Why do you think Tim talked about "Signing your life away?"

Teacher's Key: Nobody believes they will become addicted or that they will no longer be in control. Tim talks about not remembering months of his life. The drug took over, and there was even a point when he hoped that he was going to die. Meth acts on the central nervous system, changing the way the brain functions. It is one of the most addictive substances known to man.

2.3 Click on question "What Does Meth Do To Your Brain?"

MENTAL EFFECTS

- **Myths vs. Facts?**

Meth can make you hear, see, or even feel disturbing things that aren't really like there - like bugs crawling under your skin. (Have a student read this statement on the screen out loud. Then, have the students refer back to their "What Do You Know?" worksheet "Before the Lesson" section and share their answers.)

- **Present the Information**

What do you know about what Meth does to your brain?

- **Watch an expert discuss the issues in "Mind Games"**

- **Class Discussion**

The expert in the video talked about a guy who heard voices telling him to jump off a bridge. He would go out to the bridge and fight with the voices not to jump. Why do you think that happened? Why do you think he was hearing things?

Teacher's Key: Methamphetamine can cause psychosis, a severe mental disorder in which people lose contact with reality and experience strong delusions, extreme paranoia, hallucinations, and obsessive/compulsive behavior. This includes delusions that make users see, hear, and feel things that aren't really there. Research shows that as many as two-thirds of Meth users will experience some form of psychosis, which can begin within the first few months of use.

- **Listen to "Rochelle's Story"**

- **Class Discussion**

What do you think about Rochelle's story? What did Meth do to her brain?

Teacher's Key: Rochelle suffered from frightening hallucinations—she would see and hear things that weren't really there. Meth also makes users paranoid, they believe people are out to get them and that they are in danger; so when users like Rochelle have these hallucinations, they tend to be to be scary and threatening. Many Meth users report seeing phantom "shadow people."

- **Watch the scientific exploration of “The Brain on Meth”**
- **Class Discussion**
What happens to the dopamine supply in the brain? How does that affect a user?
We just heard about dopamine, the chemical in the brain that allows us to feel pleasure. Initially, methamphetamine floods the brain with dopamine. With repeated use, Meth severely depletes the brain’s dopamine supply. This makes it difficult for users to feel happiness or any pleasure at all, lessens their ability to think and remember, and can also effect movement.
- **Explore “Brain Damage”** (Rollover the brain to see the damage. You may choose a few examples to show the students.)
- **Class Discussion**
Now that we have seen how Meth can cause significant changes to the brain, what do you think are the worst effects?

2.4 Click on question: “What Does Meth Do To Your Body?”

PHYSICAL EFFECTS

- **Myths vs. Facts?**
Meth causes rotting teeth, hair loss, foul body odor, and open sores. Users also develop strange, uncontrollable movements like facial tics. (Have a student read this statement on the screen out loud. Then, have the students refer back to their “What Do You Know?” worksheet “Before the Lesson” section and share their answers.)
- **Present the Information**
What do you know about what Meth does to your body?
- **Explore “Body by Meth”** (Grab the tweezers from the operation game to remove a few objects from the body and drop them in the tray. Then, discuss what happens. For instance, if you click on the bug and drag it to the tray, it will explain that Meth users often feel bugs crawling under their skin. Also, tell the students to visit MethProject.org to explore this more.)
- **Watch Graham tell his story in “It Eats Your Muscle”**
- **Watch Tiffany tell her story in “Looks Horrible”**
- **Class Discussion**
Why do you think Tiffany picked at her face?
Teacher’s Key: Meth users like Tiffany will become obsessed with one thing and just keep doing it, and as she said, she can’t control it. This is because Meth disrupts the brain’s inhibitory control—the brain’s brakes—so users can’t stop no matter how much they might want to. As you also saw in the operation game, some users will pick at their skin because they believe they feel bugs crawling under their skin, so they try to dig them out. This causes sores and scars on their faces, arms and torsos.

- **Class Discussion**

Now that we have seen some of the ways Meth can affect the body, what surprised you the most? (*Pause for conversation*)

3. Students complete the “What Do You Know?” worksheet

Now, please complete the “After the Lesson” column on the right-hand side of the “What Do You Know?” worksheet by checking either “Agree” or “Disagree.” At the bottom of the page, write down any questions you have.

I am going to collect your worksheets so the Meth Project can see how they can improve the lesson and website. If you have any feedback on this presentation or the site, write your comments on the back of your anticipation guide. I will also look at your questions so we can answer those together in the next couple of days.

Allow 5 minutes for students to complete the worksheet. Be sure to look at the questions to follow up.

3.1 Preparation for Day 2

Tomorrow we will be going deeper into the impacts and influences of Meth use in small groups.

Organize students into groups of 4-5 students. It is preferable for each group to have their own computer. If there is only one, the ads can be shown to the whole class if needed or assigned for homework if this increases accessibility for all students. Assign one of the following ads to each group and instruct them to watch ads carefully or show each ad to the entire class. If students do not have the opportunity to watch them on their own, have students jot down key points from the ad to use to complete the activity so they will not need to revisit the ad multiple times.

*Assign each group one of the following ads: “**Mother, Deep End, Losing Control, Parents, ER**”*

*To locate the ads, click “**VIEW ADS**” in the upper right hand corner of the home page.*

Tomorrow we will be spending more time analyzing these ads, so if you are exploring MethProject.org tonight, take a look at the View Ads section and review your assigned ad in preparation for tomorrow.



Meth Prevention Lesson – Day 2

Analyzing the Influences & Impacts of Meth Use

Day 2 Activities:

Section	Topic	Overview	Minimum Time
1	Group Assignment Directions and Work Time	Teacher forms groups, gives directions, and allows student work time.	30 Minutes
2	Group Presentations	Students present and discuss their work.	20 Minutes
3	Frame Speak Up Projects brainstorm	Show “Jessica” & Speak Up section to frame project work.	5 Minutes
Total Time			45 Minutes – 1 Hour

1. Setting Up the Group Assignment

If you didn't break students into groups and assign them an ad on Day 1, do so now.

Assign class into groups of 4-5 and have them sit with their group. It is preferable for each group to have their own computer. If there is only one, the ads can be shown to the whole class if needed.

Assign one of the following ads to each group and instruct them to watch ads carefully or show each ad to the entire class. If students do not have the opportunity to watch them on their own, have students jot down key points from the ad to use to complete the activity so they will not need to revisit the ad multiple times.

Click “VIEW ADS” in the upper right hand corner of the home page.

Use the following ads: “Mother, Deep End, Losing Control, Parents, ER”

Today we are going to build off of what we learned yesterday on the MethProject.org site and analyze the influences and impacts of meth use more deeply. After you watch the ad, your group will respond to the questions on the board. Each group will share their analysis of the ad with the class. Be sure to assign roles within your groups of notetaker, speaker, timekeeper, researcher and facilitator. The facilitator should make sure that everyone has an opportunity to share their thoughts and ideas.

1.2 Group Assignment

Now that you have seen your group's ad, I want you to use what you learned about Meth to complete the following questions, please include any facts or information from yesterday to support your thinking. Feel free to go to methproject.org to review the information or research deeper.

- **Think about what happened in the ad. How would you explain the individual's actions? Why did they make their choices? What influenced their choice? What do you think could have helped them make a healthy choice?** (Consider individual, family, community, cultural, financial, social, political influences.)
- **Some of the ads have family members in them (a mother, sister, or brother). Retell this ad from their point of view. What do you think some of these family members wish they had said or done?**
- **Look at this ad from a scientific point of view; diagnose the physical and mental effects demonstrated from Meth use. How would you describe these impacts to someone that is considering use or seems indifferent to meth? Describe how meth affects the brain.**
- **If the teenager in the ad kept a journal, what would one of their entries look like from the time period that this took place? What influenced his/her choice? What influences (e.g. people, information, attitudes, skills, interests/hobbies, goals) could have inspired him/her to make a healthy choice?**

Have students work in groups to complete the activity. Allow 20-30 minutes of work time and remind them that they will share this with the class.

Optional Interdisciplinary Connection: Utilize the Common Core Standards in English Language Arts to design reading, writing, speaking, and listening guidelines for analyzing and presenting the ads.

2. Group Presentations

Have students share their responses to the ads each group was assigned. Encourage the class to comment on each other's work and promote discussion. Reserve at least 5 minutes (about 1 min per question) for each group.

3. Setting Up for Day 3: Speak Up

Great analysis and ideas for prevention. We are going to put this thinking into action tomorrow.

If time permits, set up for Day 3. Before we close for the day, we have one more ad to watch. Show "Jessica."

The boy in the Jessica ad stayed silent. He didn't say anything. Maybe he didn't know what Meth could do. Maybe he didn't know what to say. Maybe he didn't think it was his place to speak up. The big idea from today's analysis is that if you care about someone, it is definitely your place, and even your responsibility, to say something.

Please think about how you would respond to Jessica or any of the other teens in the videos you watched today.

Tomorrow we are going to talk about what each of us can do to prevent our friends and family from trying Meth. I will challenge you to take action. I'm going to give you some ideas, but I also want you to start thinking about what you can do and what moves you from all this information. What moves you, likely will move your friends and family.

Time permitting, go to the "SPEAK UP" section on MethProject.org

- There is a section of the website called "Speak Up" where people have used their creativity and voice to spread the word. Tomorrow we are going to develop pieces to add to the "Speak Up" section of MethProject.org - some people wrote stories, others took photos or painted their message. Please take a look at some of the examples tonight and feel free to comment on what others have posted. Tomorrow you will work with your small groups to develop something to contribute to this site and the conversation promoting "Not Even Once."



Meth Prevention Lesson – Day 3

Speak Up: Developing Interpersonal Communication Skills to Refuse Meth & Advocate Against Meth Use

Day 3 Activities:

Section	Topic	Overview	Time (Minimum)
1	Frame the Speak Up Project	Play “Kevin” and provide directions for Speak Up projects	5-7 Minutes
2	Work Time	Students work on Speak Up projects.	30-40 Minutes
3	Speak Up	Remind students to upload their projects and comment on one another’s for a grade.	5 Minutes
Total Time:			45 Minutes – 1 Hour

1. Frame the Speak Up Project

We are going to start today with a similar video to what we ended with yesterday. Play “Kevin.” *If you did not watch “Jessica” on Day 2, feel free to choose either or both ads.*

Why do you think Jessica’s and Kevin’s friends stayed silent? Pause for comments.

You now have the knowledge and access to valid information about Meth, which are some of the most powerful tools to prevent Meth use. Another powerful tool is practicing what you would say in a similar situation to Jessica/Kevin. What are some things you could say if you were in a similar situation or if you were offered meth?

Below are some examples to ensure are part of the discussion.

Teens can use an excuse, such as:

- I can’t stay; I’ve got to help my dad with something.
- That stuff makes me sick.
- I’m supposed to meet (friend’s name) in a few minutes.
- No way—I think you just want me to get in trouble.

Teens can try to inform their friends about the dangers of these substances:

- That stuff is so bad for you.
- Why would you use that junk?
- Haven’t you heard about the kid in the news who died from doing that?
- Go ahead if you want to kill yourself – I don’t want to.

Teens can also just be honest with their friends:

- I’m not into that.

- My mom would kill me if she found out.
- I don't have time for drugs.
- I'd be suspended from the team.
- I have a game coming up; no thanks.
- Forget it. There's no way I'm going to do drugs.
- I've got more to do with my life.

Today we are going to harness the power of knowledge and tools you gained and combine that with your creativity to design messages, tools, or projects to share what you know. If Jessica or Kevin was your friend or sibling, what would you have wanted to tell them or have wanted them to know? What message do they and their friends need to hear?

In your groups, discuss options for getting the message out in ways that your peers, like Jessica and Kevin, will hear and pay attention to. Think about what caught your attention, what moved, shocked or disgusted you. What else do teens need to know to truly understand "Not Even Once?"

We will check in halfway through class to make sure everyone is moving along smoothly and again 5 minutes before class is over. The expectation is that each group contributes to the Speak Up site and that every person comments on at least 3 other pieces. You will be graded on what you contribute, a piece as a group and your individual comments. (Click [here](#) for qualities to guide and assess students' comments on discussion boards or go to

www.stjohns.edu/media/3/c84d5c3eb0f54c19baba0ba5e59af116.pdf)

Circle around the classroom to facilitate group progress and students' engagement.

Optional Interdisciplinary Connection: Utilize the Common Core Standards in English Language Arts to design writing prompts that are either arguments, informative, or narrative. Have students analyze which writing style would be most appropriate for various audiences. Develop a rubric that utilizes their research and analysis from Day 2 to inform their writing and/or Speak Up project.