

Life or Meth: What's the Cost?©

A Methamphetamine Education Program



Facilitator's Guide

Presented by the
Midwest High Intensity Drug Trafficking Area
and the
Iowa Governor's Office of Drug Control Policy

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Life or Meth: What's the Cost?©
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I. General Program Instructions

Life or Meth: What's the Cost?©

GENERAL PROGRAM INSTRUCTIONS

The *Life or Meth: What's the Cost?* methamphetamine education program is a five lesson curriculum enhancement designed for young people at the 5th, or 6th grade level, but could be used by older students (7th or 8th grade). You are encouraged to preview each lesson prior to implementation to determine whether the program is age appropriate for your audience. Each lesson is approximately 15 minutes long, allowing time for activities, discussion and supplemental activities. Some lessons can be completed in a traditional 40-45 minute school class period; other lessons may need additional time for completion.

While each *Life or Meth* lesson can be used as a stand-alone teaching tool, you are highly encouraged to use all five lessons to maximize learning and to maintain the integrity and continuity of the program. *Life or Meth* is designed as a supplemental tool, to complement and enhance on-going substance abuse prevention education.

Life or Meth can be used in many different situations including traditional classrooms, after school programs, or youth groups. Because of the diverse application of this program, and to maintain consistency throughout this guide, young people will hereinafter be referred to as “students” and the teacher or youth group leader will be referred to in a pronoun or as “facilitator.”

Each lesson is set up with a title, objectives, background information, materials needed, and action steps.

GENERAL DIRECTIONS for *LIFE OR METH* PROGRAM FACILITATOR'S

Before implementing the *Life or Meth* program:

- ❖ Learn about methamphetamine. Visit the Iowa Substance Abuse Information Center (ISAIC) web site, www.drugfreeinfo.org, for information about meth and other drugs, as well as links to other credible web sites.

Information about methamphetamine, as well as additional web site information is provided in the resource section of this guide. Your local school, law enforcement agency, substance abuse prevention or treatment agency or other local service provider may also be good contacts for additional information. Individuals from these agencies may be available to conduct an educational program or in-service training for *Life or Meth* facilitators, parents/guardians, or other adults prior to the implementation of the program.

- ❖ Preview each lesson and read the facilitators guide. This will familiarize you with the information and allow you to determine the best way to implement the program with your students.
- ❖ Inform your student's parents/guardians that their child will be participating in the *Life or Meth* program. Consider inviting them to a preview/discussion session about the *Life or Meth* program. Offer to present the program at a PTA or PTO meeting.
- ❖ Inform students that they will be participating in the *Life or Meth* program.

- ❖ Run copies of all student activity booklet pages (see “Student Activity Booklet” in the Program Components section) and make a packet for each student. To allow students additional writing space, print on one side only or include a blank sheet of paper after each activity booklet page. A master packet of activity booklet pages is included with this guide. An answer key has been provided with each lesson. Where the questions are of a subjective nature the answer key provides examples only and not definitive answers.

- ❖ Determine how you will use the *Life or Meth* program with your students. Three options have been identified for program implementation:

1. Projection of the lessons on a large screen with the entire group working together
2. Small groups (3-4) of students working together around one computer
3. One student per computer

Option one has been found by many facilitators to be more effective than option numbers two or three as it allows greater opportunity for student interaction and discussion and requires less equipment coordination. It is up to you to determine which implementation method best suits your audience and computer capabilities.

- ❖ Assign students to small (3-4) groups with whom they will work on the activity booklet and supplemental activities throughout the program.

- ❖ Have students complete the Knowledge Quest (see Knowledge Quest section of these instructions) pre-assessment.

During the program – following each lesson:

- ❖ Schedule time to conduct the extension activities, which are designed to enhance the information provided in each lesson.

After completion of the *Life or Meth* program:

- ❖ Conduct the Knowledge Quest post assessment within one week. If feasible, conduct the “post/post” Assessment 3 months following program completion.

- ❖ Continue to discuss methamphetamine and other drugs with your students.

- ❖ Continue discussing and practicing resistance skills.

PROGRAM COMPONENTS

Knowledge Quest

Knowledge Quest is a pre and post assessment instrument that is designed to track changes in knowledge about methamphetamine and related issues. The Knowledge Quest will be administered a minimum of two times to each student who participates in the *Life or Meth* program, once as a pre assessment and once as a post assessment. If you have access to your students, please administer the “post/post” assessment three (3) months following the completion of the *Life or Meth* program.

Depending upon the reading level of your students, you may want to read the questions out loud. This ensures that all students understand and correctly interpret the questions.

Lessons and Objectives

Each lesson of the *Life or Meth* program deals with different yet interrelated topics pertaining to methamphetamine including decision-making and resistance skills.

Lesson 1 – “What Do You Know” - Objective:

- ❖ Students will be able to describe negative effects of alcohol, tobacco, inhalants, marijuana, and methamphetamine use on the brain and body.

Lesson 2 – “Methamphetamine” - Objectives:

- ❖ Students will be able to explain ways that the chemicals in methamphetamine damage the body.
- ❖ Students will be able to illustrate ways that the manufacture of methamphetamine negatively impacts their community.

Lesson 3 – “Methamphetamine: The Body and Brain” - Objective:

- ❖ Students will increase their knowledge about how methamphetamine use affects the body and brain.

Lesson 4 – “Decision Making and Assertiveness” - Objectives:

- ❖ Students will be able to describe the **Analyze, Choose, Take action (ACT)** model for decision-making.
- ❖ Students will be able to explain assertive behavior, including non-verbal cues.

Lesson 5 – “Healthy Choices” - Objectives:

- ❖ Students will be able to distinguish between assertive, passive, and aggressive behavior.
- ❖ Students will demonstrate their understanding of the “healthy lifestyle” concept.

Student Activity Booklet

To maximize the impact of the knowledge and skills addressed in the *Life or Meth* program, students are asked to work in their activity booklet before and after completing each lesson. To assist you, specific activity booklet pages, with an answer key, have been created for each lesson. You are asked to copy an activity booklet for each student prior to beginning the *Life or Meth* program. Many of the activity booklet items require more writing space than allotted on the page. To assist students, please copy the activity booklet pages on one side only or include a blank sheet between each lesson. Students may keep their activity booklet throughout the program, or you may collect and store them between lessons.

Extension Activities

Extension activity ideas are provided for each lesson. The activities are designed to be interactive, engaging the students in dialogue about the lesson content. Some of the activities can be completed within the confines of a 40-45 minute time period. Others will require additional time. The extension activities use common inexpensive materials.

Resources

To assist you, additional information about methamphetamine and other drugs has been included in this guide. A list of web sites has also been included.

Evaluation

In an effort to make the *Life or Meth* methamphetamine education program a useful tool, your feedback about its usability and content is vital. Please take a few minutes at the conclusion of the program to provide feedback or report on the outcome of the Knowledge Quest pre- and post-tests. E-mail your comments to: lifemeth@yahoo.com.

Technical Assistance

Contact your schools/agencies IT person if you have difficulty with the program.

PLEASE NOTE: IF YOU, OR ONE OF YOUR STUDENTS, SUSPECT ILLEGAL DRUG USE OR MANUFACTURE CONTACT YOUR LOCAL LAW ENFORCEMENT AGENCY.

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II. Knowledge Quest

Knowledge Quest

Today's Date: _____

Circle one:

PRE POST POST/POST

Please respond to the following items by circling one number that best describes whether you agree or disagree with each statement. The choices are:

1= Strongly Disagree 2= Disagree 3=Agree 4= Strongly Agree

- | | | | | |
|---|---|---|---|---|
| 1. Using meth is an unhealthy way of staying alert when there's important work to do. | 1 | 2 | 3 | 4 |
| 2. Taking drugs can help people calm down when they get "uptight." | 1 | 2 | 3 | 4 |
| 3. Students should be told about the harmful side effects of drugs. | 1 | 2 | 3 | 4 |
| 4. All drugs should be legal and freely available. | 1 | 2 | 3 | 4 |
| 5. The drug scene is really cool. | 1 | 2 | 3 | 4 |
| 6. Most drugs are dangerous. | 1 | 2 | 3 | 4 |
| 7. Drugs should be used only when given to you by a doctor. | 1 | 2 | 3 | 4 |
| 8. Methamphetamine is a dangerous stimulant. | 1 | 2 | 3 | 4 |
| 9. Methamphetamine can create safety risks in a community. | 1 | 2 | 3 | 4 |
| 10. Using methamphetamine can cause damage to the brain. | 1 | 2 | 3 | 4 |
| 11. Saying "no" to methamphetamine is a healthy choice. | 1 | 2 | 3 | 4 |
| 12. Methamphetamine is addictive. | 1 | 2 | 3 | 4 |

Knowledge Inventory. Please read each statement and circle the MOST correct answer.

1. A person is being assertive when he or she:
 - A. chooses in his or her own best interest without hurting others.
 - B. tries to force his or her choices on others.
 - C. let's others talk him or her into doing things he or she doesn't want to do.

2. Methamphetamine labs are dangerous because:
 - A. the chemicals used to make meth are illegal.
 - B. the chemicals can explode and pollute the environment.
 - C. the chemicals cause foul odors.
 - D. the chemicals must be imported from outside the United States.

3. Methamphetamine use can lower the level of Dopamine in a person's brain, which can result in:
 - A. depression, aggression and violent behavior.
 - B. a sense of well-being and happiness.
 - C. increased fatigue and drowsiness.

4. When people use methamphetamine, their skin may become:
 - A. very clear and soft.
 - B. dry, itchy and full of acne.
 - C. wrinkled.

6. Hanging around people who use drugs may:
 - A. have no effect on being offered drugs.
 - B. decrease the chance that someone will be offered drugs.
 - C. increase the chance that someone will be offered drugs.

7. Addiction is a disease that:
 - A. can be cured by taking medicine.
 - B. cannot be cured and lasts for a lifetime.
 - C. goes away by itself after a while.
 - D. may be contagious.

8. Methamphetamine dramatically affects this system in the body:
 - A. the circulatory system.
 - B. the digestive system.
 - C. the central nervous system.
 - D. the respiratory system.

8. Standing up straight and tall; using a firm, clear voice; and looking at a person are examples of:
 - B. assertive body language.
 - C. passive body language.
 - D. aggressive body language.
 - E. empathetic body language.

9. Positive things that people have going for them in their life that help them choose a healthy lifestyle and be successful are called:
 - A. deficits.
 - B. assets.
 - C. assignments.

10. The ACT model for good decision making involves:
 - A. **A**nalyzing your situation, **C**hoosing the best option, and **T**aking action.
 - B. **A**cting passive, **C**hanging your mind a lot, and **T**alking to yourself out loud.
 - C. getting **A**dvice, using **C**autious, and **T**hinking about the consequences.

Knowledge Quest – Answer Key

Today's Date: _____

Circle one:

PRE POST POST/POST

Please respond to the following items by circling one number that best describes whether you agree or disagree with each statement. The choices are:

1= Strongly Disagree 2= Disagree 3=Agree 4= Strongly Agree

- | | | | | |
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Knowledge Inventory. Please read each statement and circle the MOST correct answer.

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 - A. **Analyzing your situation, Choosing the best option, and Taking action.**
 - B. Acting passive, Changing your mind a lot, and Talking to yourself out loud.
 - C. getting Advice, using Caution, and Thinking about the consequences.

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III. Lesson Plans

Lesson 1: “What Do You Know?”

Objective:

- Students will be able to describe negative effects of alcohol, tobacco, inhalants, marijuana and methamphetamine use on the body and brain.

Background Information:

Drug use continues to be a serious concern. Although many factors influence a person’s decision whether or not to use drugs, having accurate information about the effects and consequences of drug use is important in making healthy choices. It is also important to recognize that there are many people who do not use drugs.

Materials:

- Activity Booklet Handout #1, “What Do You Know?”

Action Steps:

1. Administer the “pre” Knowledge Assessment to your students prior to beginning the *Life or Meth* program. Depending upon the skill level of your students, you may choose to read the questions aloud.
2. Ask students to answer the question “What facts do you already know about alcohol, tobacco and other drugs?” from their “What Do You Know?” activity booklet handout. (5 - 10 minutes)
3. Students will complete Lesson One of *Life or Meth*. (approximately 15 minutes)
4. Students will complete the question “What new information did you learn?” from their “What Do You Know?” activity booklet handout. (5 minutes)
5. Students will get into their small groups to discuss the information recorded on their activity booklet handout. (5-10 minutes)
6. Ask each group to share ideas from their discussion. (5 minutes)
7. Students will be asked to create a cartoon representing students their age making healthy choices (see blank comic strip at the bottom of their activity booklet handout).
8. Choose one or more of the extension activities.

WHAT DO YOU KNOW?

Before beginning Lesson 1, answer the question “What do you know?”

WHAT DO YOU KNOW?

What facts do you know about alcohol, tobacco and other drugs?

-
-
-

After completing the lesson, answer the question, “What did you learn?”

WHAT DID YOU LEARN?

What new information did you learn about alcohol, tobacco and other drugs?

-
-
-

Create a comic strip showing people your age having fun without alcohol, tobacco or other drugs.

1.	2.	3.
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Lesson 1 – Answer Key

WHAT DO YOU KNOW?

Before beginning Lesson 1, answer the question “What do you know?”

WHAT DO YOU KNOW?

What facts do you know about alcohol, tobacco and other drugs?

- Using drugs can cause addiction, problems in school, or trouble with parents
- It is illegal for people under 21 to drink alcohol
- Tobacco addiction is very powerful. Once someone is hooked it’s hard to quit.

After completing the lesson, answer the question, “What did you learn?”

WHAT DID YOU LEARN?

What new information did you learn about alcohol, tobacco and other drugs? (examples)

- Using marijuana can make it harder to remember things
- Using methamphetamine can cause paranoia
- Hanging around with people who use drug can increase the chance of being offered drugs or using them.

Create a comic strip showing people your age having fun without alcohol, tobacco or other drugs.

1.	2.	3.
----	----	----

LESSON 1: “What Do You Know?”

Script

- Terry:** Hey, my name is Terry and I'm really glad you could make it over. I was thinking just this morning when I was deciding to have toast or cereal for breakfast that we have a lot of choices to make. Life is so cool like that. It's like we have all this stuff we can do and places we can go. We can listen to just about any kind of music: rap or rock, heavy metal or techno. And food, whoa, there's a lot of choices there. Like pizza or nachos, or you can have burgers or whatever. The stuff we can do man...like swimming or roller blading, shooting hoops or even playing video games.
- And what about our future? We have a lot of choices there too. Are we going to play for the NBA or the NFL? Are you going to be a doctor? Am I going to be a salesman? Yeah we have a lot of choices.
- I mean are we going to smoke, drink, do drugs, do meth? If we don't, are we going to hang with kids who do? What are we going to say when someone offers us a joint or a drink or a cigarette or even meth? And what if we choose to use? We better know how much it's going to cost. And I don't mean money! Check it out. (VIDEO CLIP)
- Terry:** I got a feeling that guy is really going to pay up, big time. We keep hearing about all this stuff that can really mess you up. Like meth. That's some scary stuff. How are we going to know what to decide when it comes to stuff like that. From our parents and teachers we hear how bad this stuff is. From other kids we hear a different story.
- Yeah, it's pretty complicated, this choice stuff. What's it going to take to make the call? But hey, I got this game that can really help us out. It's called the game of *Life or Meth*. Your life. My life. The only life we're ever going to get. What do you say? Let's play.
- Here's how it goes. You click on the dice cube right here See it? Cool! What ever you roll, the game piece there moves that number of spaces on the board. Then what happens next is up to you. All the stuff will happen on the TV. Ready? Come on, let's play! Take the first roll.
- Terry:** Cool. This guy is Mr. Grant. He teaches science over at the school. What's he doing today? (SCHOOL)
- Mr. Grant:** OK settle down guys, let's review the stuff we've been learning this week from Officer Rodriguez. Yesterday we talked a lot about a drug called meth. Officer Rodriguez said that most kids don't use and, for the most part, never get near the stuff. Remember he said that most kids who do use probably didn't start with meth. He said most, if not all of them, started young and used other drugs before trying meth. What are some of the other drugs these kids usually try first?
- Rosa:** Well. I know this girl who started huffing in fifth grade.
- Mr. Grant:** And huffing is?
- Rosa:** That's when a kid uses chemicals by inhaling them.
- Mr. Grant:** And we talked a lot about those. Lots of people believe inhalants can lead to using other drugs.
- Ariel:** Alcohol is one, right?
- Raoul:** Weed.

Amy: Don't forget tobacco. A lot of kids don't think tobacco will hurt you or lead you to using other drugs but it can.

Mr. Grant: Man, you guys have been listening. That's all correct. (QUIZ)

Announcer: Welcome to the pop quiz show "What Do You Know?" Let's review what you know about alcohol, tobacco, and other drugs? Watch the screen. All you have to do is click on the correct answer for each question. Ready to exercise your brain? Let the pop quiz begin. (Correct answers are noted in **bold**.)

Question 1: Using alcohol can lead to?

- A. Increased memory
- B. Better judgment
- C. Headaches and nausea**
- D. Improved alertness

Response: Have you ever heard of a hangover? The correct answer is C. The use of alcohol can contribute to headaches and nausea...even to the point of throwing up. How's that for a pretty sight. Using alcohol can also lead to a loss of memory, the inability to think straight, and drowsiness.

Question 2: Using alcohol can improve your coordination. True or false?

- A. True
- B. False**

Response: This statement is false. In fact, the opposite is true. Because it blocks the messages going to your brain, using alcohol can reduce your coordination and cause confusion. Prolonged use of alcohol can also damage your liver, stomach, heart, and central nervous system.

Question 3: Using tobacco can lead to?

- A. Fresh breath
- B. Cancer**
- C. Smooth skin
- D. A stronger heart

Response: Let's clear the air here and now. The correct answer is B. Smoking or chewing tobacco can contribute to cancer...cancer of the lungs, cancer of the mouth, as well as other forms of the disease. Smoking can also lead to bad breath, wrinkled skin, heart disease, and addiction.

Question 4: Using marijuana can reduce your short-term memory. True or false?

- A. True**
- B. False

Response: The correct answer is true. Using marijuana can make it harder to remember things. Smoking pot can also lead to paranoia and hallucinations, giving you a distorted view of what's happening around you. It can also reduce your ability to perform tasks that require concentration and coordination, such as driving a car.

So how did you do on the review? You'll be quizzed again later to see how much you learn on your journey down the road to *Life or Meth*.

Pay attention, because when I come back you can score points for every correct answer. So long until next time. Now, back to the classroom and Mr. Grant. (SCHOOL)

- Mr. Grant:** One of the things about inhalants, alcohol and tobacco as well as marijuana is that many people believe using them or hanging around those who do increases your risk of using other serious drugs like methamphetamine.
- So let's look at meth. In fact, we are going to spend quite a bit of time on this subject because it's important that you understand what it's all about. Let's start with some long-term effects.
- Meth use can—over time—cause damage to the liver, lungs, and kidneys. Users tend to experience paranoia, severe depression, high blood pressure, stroke. Guys, an overdose of meth can kill you.
- Luke:** But what about if a guy just uses it once in a while or only for a short time?
- Mr. Grant:** Some kids—none of you I hope—seem to think that if they stop using drugs before they reach the addiction stage, they'll be OK. They are wrong!
- You see even short-term use of methamphetamine can cause problems sleeping, malnutrition, aggressive behavior.
- Users can become restless or moody, irritable, anxious, nervous, aggressive, often hostile, even violent. Meth users lose interest in friends, school, and hobbies.
- Kids, the use of meth can cause a sense of false confidence, which may lead to behaviors the user will later regret.
- Justin:** Man, using meth can really mess up your health, your schoolwork, family and friendships. It's really bad.
- Mr. Grant:** Using meth can lead to money problems, because users need to support the drug habit. And problems with the law caused by theft and the violence that may go hand-in-hand with meth use.
- When you think about all the things that can happen to a meth user, it's not a pretty picture! (VIDEO CLIP)
- All kids:** Gross! Yuck! (TERRY)
- Terry:** So have we learned a lot about the consequences of using? Let's see. Click on the dice. (QUIZ)
- Announcer:** So you think you know it all, eh, dude? If you know as much as you think you do, you can score some big points! But if you're wrong, it won't be long and you'll be gone. You're going down. Get it? Got it? Good!
- We'll start with some true or false stuff for practice. This is the stuff you already know. Or do you? Click on your choice in the TV screen. Think you can handle that? Cool. Let's do it. (Correct answers are noted in **bold**.)
- Question One: Methamphetamine use is legal. True or **false**?
- True response:* Whoa, get a clue. And get it quick. It is absolutely illegal to use meth for anyone, anywhere, anytime. For you, for me, for anyone. Meth is illegal. Not to mention, meth is one of the most highly addictive substances anywhere...making it majorly dangerous.
- False response:* Hey, good choice. Meth is illegal to use, manufacture or deal—not to mention dangerous—for anyone, anywhere, at any age!

Question Two: Long time meth use can cause heart failure, brain damage and stroke. **True** or false?

True response: That's right. Over time and with repeated use, meth causes serious damage to the tissues and chemical processes of the brain, heart and other vital organs. And that's just part of the tragedy of meth use.

False response: Let's talk shall we? Here's the scoop on meth use over time. Keep using meth and you can DIE! Meth use causes irreparable damage to the brain and the heart just for starters. So let's try again. Prolonged meth use can kill you. Got it? Good.

Question Three: The effects of taking meth may include dry itchy skin, acne, body sores and severe body odor. **True** or false?

True response: That's right. Over time, meth causes lesions in the skin, open oozing sores and even dread of all dreads, acne. And the B.O. Can we talk? Ask any arresting officer who has busted a tweeker.

False response: Hey, are you sure you read the manual? Using meth is taking poison and one way the body rids itself of poisons is through the skin. And when you learn what meth is made of you'll see why it can destroy your all-important body armor and cause extreme odor. Ask the arresting officer in any meth bust.

Question Four: Meth use can cause paranoia. **True** or false?

True response: Who said that? What do you want with me. You bet meth can cause paranoia. Some meth users claim they have seen people hiding in the trees or that every knock on the door is the cops.

False response: Don't kid yourself. Meth causes so much damage to the brain's ability to maintain any sense of normalcy, paranoia is the least of the bad trip you'll take using meth. (TERRY)

Terry: Wow, that was some game. Know what I learned? That if you use alcohol or tobacco or pot or meth, your life, then your dreams, your future can go up in smoke. Let's stay with the game. Roll again. (SCHOOL)

Mr. Grant: The jury is still out on whether there is actually any direct connection between using alcohol or tobacco, or even pot, and using meth or other drugs. But among young people who use illegal drugs, such as cocaine and heroin, almost every one of them used marijuana first.

And it's not so much the substance but where kids are introduced to them. If you hang out at parties where other kids are using are you more or less likely to be tempted to use?

Ariel: I'd think you would be more likely to use because you wouldn't want to be left out.

Raoul: And there's probably more pressure from those kids who are using to make you feel stupid or lame if you don't. I just think you'd be better off by not hanging with the guys who use. But that's hard.

Amy: I know lots of places to go where kids don't smoke or drink. I think my chances are better if I do things with kids who don't use drugs. Besides most kids in school don't use.

- Mr. Grant:** So if I hear you...if kids can avoid places and situations where drugs are being used, and stay off marijuana and inhalants, and not smoke or drink they'll have a greater chance of avoiding problems with other drugs.
- Justin:** That's what I think.
- Mr. Grant:** So if drugs are so bad, why do you suppose kids use them?
- Amy:** Some kids use them because they think it'll help them fit in, be cool. But being cool comes from inside.
- Raoul:** Using drugs just puts your health, your schoolwork, your future, everything you think is important in danger. So don't believe what you might hear on TV or in the movies or in songs. Doing drugs isn't glamorous. It's scary.
- Justin:** There are lots of things these days that stress us out. But using drugs doesn't help you escape your problems. It only makes them worse, and gives us new ones.
- Rosa:** And there are lots of other ways to get some excitement in your life. Do kickboxing, go window-shopping, play in a band, do stand up comedy. (TERRY)
- Terry:** I wonder if Luke or the other kids have figured it out, too? Let's head to the school and check it out. (SCHOOL)
- Raoul:** We better head to class.
- Luke:** Forget math, man. Let's hang out by the dumpster. No one can see us there. I got some weed.
- Ariel:** Mrs. Hamilton said if you miss one more class, you're out.
- Luke:** Big deal.
- Raoul:** It is a big deal. You're smart. You had all those plans, remember? You were going to go to college, get a scholarship. What happened?
- Luke:** It's too much work. I'd rather just coast.
- Raoul:** You mean you'd rather do dope.
- Luke:** Why not? Weed isn't crack or heroin. It's not dangerous. It just puts me in a place where I don't have to care.
- Ariel:** You better start caring, Luke. You're so stoned most of the time, you don't know if you're coming or going. You even dropped off the basketball team, and you were great.
- Luke:** I guess I was.
- Raoul:** I bet you couldn't play basketball now if you wanted to.
- Luke:** I bet I could. I have been thinking about trying some meth. That'll get me going again. My brother says I'd play better than ever.
- Raoul:** Use meth and you really will be heading for the dumpster! (TERRY)
- Terry:** Man, I hope Luke gets some help—from a teacher or a parent or a counselor, or someone. And I hope he learns that the choices he's making about drugs today will influence his whole future!
- Well, hey I got to go now but you come back and we'll play again.

--End of Lesson 1--

Lesson 2: “Methamphetamine”

Objectives:

- Students will be able to explain ways that the chemicals in methamphetamine damage the body.
- Students will be able to illustrate ways that the manufacture of methamphetamine negatively impacts their community.

Background Information:

Methamphetamine is a powerful man-made central nervous stimulant. Common products, such as drain cleaner, pseudoephedrine, ether, and battery acid are used to make meth. The manufacture of methamphetamine creates significant public health and safety risks, including dangerous toxic waste and the chance of explosion. The use of methamphetamine alters brain chemistry and causes damage to organs. Users experience a myriad of physical and psychological symptoms. Current research indicates that the use of methamphetamine causes long-term and possibly permanent damage to the brain.

Materials:

- Activity Guide Handout #2, “Methamphetamine”

Action Steps:

1. Ask students to answer question one, “What have you heard about how methamphetamine effects the environment and/or the community?” on their activity guide handout. (5 minutes)
2. Students will complete Lesson 2 of *Life or Meth*. (approximately 15 minutes)
3. Have students complete the sentences on their activity guide page. (5 minutes)
4. Utilizing the information they have learned, have students complete the acrostic word puzzle on their activity guide page. Before beginning, brainstorm with the students a list of words or phrases that describe or relate to methamphetamine; write them on the chalkboard. Allow students 2-3 minutes for the activity and then discuss as a group. (10 minutes)
5. Ask students to discuss as a large group the questions posed by Terry at the end of Lesson 2 regarding the choice Ariel and her friends make about Luke’s party. (1) Are Ariel and her friends going to end up without any friends? (2) What do you think the girls will choose? (3) What would you choose?
6. Choose one or more of the extension activities.

Lesson 2

METHAMPHETAMINE

Prior to beginning Lesson 2 of *Life or Meth*, answer this question.

1. "What have you heard about how Meth affects the environment and/or the community?"

After completion of the lesson, complete the following sentences . . .

1. The neurotransmitter called _____ stimulates the pleasure center of the brain.
2. _____ labs are very dangerous, and should be reported to an adult immediately.
3. Highly explosive and dangerous _____ are used to make Meth.
4. S _ _ _ K _ and P _ _ _ N _ _ A are possible effects on the body and brain of a Meth user.
5. Meth users have a terrible _____ that you can smell.

Word Puzzle – For each letter of the word "Methamphetamine" think of a word or words that describe Meth, which include that letter.

Here is an example using the word "cat."

Clever
plAyful
litTerbox

M
E
T
H
A
M
P
H
E
T
A
M
I
N
E

Lesson 2 – Answer Key

METHAMPHETAMINE

Prior to beginning Lesson 2 of *Life or Meth*, answer this question.

1. “What have you heard about how Meth affects the environment and/or the community?”
Meth is made from a lot of chemicals that can explode, causing fire, injury or death. Sometimes meth cooks throw the left over chemicals and equipment in ditches and the woods, so it’s important to be very careful if you see suspicious stuff in these places – don’t touch and get help!

After completion of the lesson, complete the following sentences . . .

1. The neurotransmitter called **DOPAMINE** stimulates the pleasure center of the brain.
2. **METH** labs are very dangerous, and should be reported to an adult immediately.
3. Highly explosive and dangerous **CHEMICALS** are used to make Meth.
4. **S T R O K E** and **P A R A N O I A** are possible effects on the body and brain of a Meth user.
5. Meth users have a terrible **BODY ODOR** that you can smell.

Word Puzzle – For each letter of the word “Methamphetamine” think of a word or words that describe Meth, which include that letter.

Here is an example using the word “cat.”

Clever
plAyful
litTerbox

M an made
dang E rous
s T imulant
H armful
illeg A l
stong s M ells
P aranoia
H azardous chemicals
d E ath
neuro T ransmitter
dop A mine
proble M s
v I olence
i N creased heart rate
strok E

LESSON 2: “Methamphetamine” Script

- Terry:** I’ve been hearing a lot lately about this drug called meth. I bet you have, too. But how much do we really know? What do we know about how kids get started on this stuff? And about what it does to our bodies? Let’s get back to our game and see if we can find out. Ready? Roll the dice!
- Oh cool, I see you stopped at Juki Joe’s. I really like it there. We can just hang with the other guys and talk about stuff. Nobody gets in your face or anything at Juki Joe’s. Hey look, it’s the guys. (JUKI JOE’S)
- Luke:** I know all about meth. We read about it in geometry.
- Justin:** Get a clue, man. Meth isn’t a math problem. Meth is methamphetamine.
- Rosa:** It’s an illegal drug and its full of really awful stuff.
- Luke:** How do you know all about this stuff?
- Rosa:** Mr. Grant told us about it in science class.
- Mr. Grant:** (*in thought balloon*) Meth—or methamphetamine—is sold in a lot of forms, but most of it gets around as powder or chunks, like the crack cocaine we looked at last week.
- Raoul:** Isn’t that the stuff they call crank?
- Rosa:** Yeah, meth is also called crystal, speed, ice and glass.
- Mr. Grant:** Meth is very strong and it’s really dangerous. It’s a stimulant that speeds up the nervous system.
- Luke:** When was this? How did I miss it?
- Amy:** That was the day last week when you were gone. We watched a really cool video about it.
- Rosa:** Meth is made of really gross chemicals, like battery acid and drain cleaner.
- Kids:** Gross! Ooh! (TERRY)
- Terry:** You know sometimes people can really let drugs take over their lives. There are lots of dangerous chemicals that can mess up your mind and your body but meth is one of the worst. And using is only part of the story. Take a look at this! (VIDEO CLIP)
- Terry:** That’s a clan lab. My class heard all about clan labs from Mr. Grant in science class. Clan means clandestine, or hidden. Clan labs are where people cook up the chemicals to make meth. They’re everywhere. Abandoned farms and houses, motels, cars, houseboats, campgrounds. The people who make meth can really screw up their lives-but they can hurt the rest of us, too. (VIDEO CLIP)
- Terry:** That explosion hurt a lot of people. (VIDEO CLIP)
- Terry:** These police officers are getting ready to destroy a clan lab. Look at all the protective gear they have to wear in order to handle the chemicals in the lab. Now think about putting those same chemicals into your body. Major gross out-and majorly dangerous.
- Roll again (QUIZ)

Announcer: So you're ready to test your knowledge of clandestine meth labs, where meth is made? Good. Cause that's what this little quiz is about.

You know, the people who cook meth in clan labs are breaking the law. That's why they try to hide what they're up to from the police and from neighbors like you. So flex your digits and get ready to click on YES or NO for each of the following clues. Click YES if you think the clue indicates a possible meth lab. Click NO if you think the clue does not indicate a possible meth lab. Are you ready? Good, cause here we go. (Correct answers are noted in **bold**.)

Question #1: STRONG SMELLS OF URINE. **Yes** or No?

Response: The correct answer is YES. Unusual and strong smells—like cat urine, ether, ammonia or other chemicals—commonly come from meth labs. Beware.

Question #2: COVERED WINDOWS. **Yes** or No?

Response: The correct answer is YES. Extra effort made to reinforce doors and windows and to cover or blacken out windows of a house are possible signs of a meth lab.

Question #3: BRIGHT YARD LIGHTS. Yes or **No**?

Response: The correct answer is NO. People who make methamphetamine in clan labs are usually very secretive. They try to avoid a lot of attention. The last thing they want is for their place to look like daylight in the middle of the night.

Question #4: LOTS OF CHEMICAL CONTAINERS. **Yes** or No?

Response: The correct answer is YES. Excessive trash including empty containers of drain cleaner, starter fluid, antifreeze, lantern fuel—and even bits of small batteries—may be a sign of a meth lab.

Hey, a word of caution. Potentially hazardous materials used to make meth have been found in wooded areas, vacant buildings and busy neighborhoods. If you come in contact with any of these materials, don't touch them. Leave the area at once and tell a parent or a trusted adult. They'll take care of it. (TERRY)

Terry: I wouldn't want that stuff in my neighborhood. Nobody would. People who make and use meth hurt our neighborhoods in other ways, too. Roll again. (JUKI JOE'S)

Luke: Look I'm not stupid. I know how meth works. It like affects the brain.

Justin: Hey brainiac finally gets it.

Luke: Meth does something to the central nervous system, right?

Raoul: Oh, fancy words.

Mr. Grant: (in a thought balloon) At first, meth sends a message to the pleasure center part of your brain. That part of your brain that releases a neurotransmitter called Dopamine.

Luke: What's that?

Rosa: Dopamine is this really cool chemical thing our brains make that makes you feel good like when you're eating the best pizza in the world.

- Amy:** Like my mom's. I'm hungry. Let's go over to my house for some.
- Rosa:** Or hanging out like this. Mr. Grant says it's what gives us a natural high.
- Raoul:** Tell him what else Mr. Grant said.
- Rosa:** He said meth could like short-circuit your brain.
- Mr. Grant:** Using Meth over a period of time—and for some that can be a couple of times, for others more—this can lead to some really freaky changes in your brain. Without Dopamine people get cranky, or even depressed. Lower levels of Dopamine in your brain causes increased aggression and meth users may get violent after long periods of use. This might go on for months, even after you've stopped taking meth.
- You see, when the brain can't produce Dopamine you can't feel good. Repeated meth use shuts down the Dopamine factory in your brain. People who use meth long enough can lose their ability to feel good naturally. Even when a user finally seeks help, it may be too late. Add to all that the fact that there is no pill or medication users can take to counteract the effects of meth abuse. (TERRY)
- Terry:** Wow, some of the guys know a lot about meth. Let's stay with the game. Roll again. (QUIZ)
- Announcer:** Hey, you awake? Oops. Sorry, didn't mean to startle you. What did you just learn?
- Well, this is a Quickie Quiz. Are you ready? Great. All you have to do here is click on the right answer.
- Question:** Which of the following is a brain neurotransmitter that can be short-circuited by using methamphetamine? (Correct answer noted in **bold**.)
- A. Dextrose
 - B. Dramamine
 - C. Dopamine**
 - D. Doppler Radar
- Response to A:** Sweet choice, but the wrong one. Dextrose is a sugar derived from starch, not a neurotransmitter. No. Using meth will use up the body's reserves of Dopamine, and that can make you really cranky. So don't do it.
- Response to B:** Going on a cruise? Take along your Dramamine. But it is not a neurotransmitter. No. Using meth will use up the body's reserves of Dopamine, and that can make you really cranky. So don't do it.
- Response to C:** You're right. Terrific answer. I guess you were paying attention. The correct answer is Dopamine. You know that using meth will use up the body's reserves of Dopamine, and that can make you really cranky. So don't do it.
- Response to D:** Say what? Doppler radar may tell you if it's going to rain, but it has nothing to do with your brain. No. Using meth will deplete the body's reserves of Dopamine, and that can make you really cranky. So don't do it. (TERRY)
- Terry:** You know sometimes people can really let drugs take over their lives. There are lots of dangerous chemicals that can mess up your mind and your body. But meth is one of the worst. Roll again. (ANN ATOMY SHOW)

- Ann Atomy:** Hello again and welcome to the Ann Atomy Show, where we talk about and to the body. Your body. My Body. Everybody's body. Using meth...using it and losing it. That's our topic for today's show. And to help us get a grip on this meth thing is our first guest, the BRAIN. (*BRAIN appears*)
- Here's this brain's story. It's human has used methamphetamine for a short time, resulting in a loss of the cells that produce Dopamine.
- Dopamine is a very special chemical called a neurotransmitter produced by your brain that helps you feel good naturally. Use meth and you could lose that natural high forever.
- Our guest BRAIN has also begun to hallucinate...see things that aren't really there...hear voices when no one's around. This brain has become paranoid. It thinks everyone is out to get it and is picking on it, talking about it.
- Meth use can get you really wired. Our guest is all jittery and nervous, shaking and quaking. And mood swings. Can we talk?
- Because meth causes the brain to misfire in the Dopamine production department, the owner of the brain can be up one minute and down the next, and up, then down, up, down, up, down. Just like our guest here. Easy, you're OK dude.
- Thank you BRAIN.
- Our next guest is the HEART. (*HEART appears*) Welcome to our show. We asked you here to show us what long-term meth use can do to you.
- The lining of the heart can become enflamed and permanently damaged.
- Its heartbeat is too rapid and irregular. There is an increase in blood pressure, and there can be damage to the small blood vessels that cannot be repaired.
- All of which can lead to stroke. Did you think strokes only happen to old people? Not when it comes to meth use. Use meth and you could suffer the effects of stroke, paralysis, memory loss, maybe forever.
- And our final guest today, the SKIN. (*SKIN appears*) Your defense against the sun, the cold, the world.
- Except this SKIN is that of a meth user. It's itchy, dry and feels like bugs are crawling all over it and under it.
- Meth use has contributed to its face breaking out, and out, and out.
- And all that scratching and digging at those bugs has caused raw, open sores. The source of serious infection. Whoa, that's not the way I want to look. And that's definitely not the way I want to smell. Meth use causes serious body odor.
- Well, that's all the time we have for today's show. We'll be back soon with more from the body of a meth user. Till then, this is Ann Anatomy saying take care of your body. It's the only one you got. Without your body, you're nobody! (*TERRY*)
- Terry:** We learned a lot today. Like how drugs like meth can really mess you up. But you know, sometimes if all your friends are doing it, it's hard to say no. Even when you know it's dangerous. Roll again. (*JUKI JOE'S*)
- Luke:** Hey Ariel, my brother's having a party at my house tonight. He says if I don't tell I can hang with him and his friends. Want to come? It's going to be great. They said they got some pot and beer and other cool stuff. Like meth.
- Ariel:** All that stuff is illegal!
- Amy:** I don't think we should go.

- Luke:** No one takes those rules seriously.
- Ariel:** The cops do. I don't like sneaking around and doing stuff that's going to get me in trouble.
- Luke:** It's only trouble if you get caught. My parents are out of town, and we won't get caught.
- Ariel:** That's not the kind of trouble I'm talking about. Drugs can really screw up your head and your life. And if you get in a car with someone whose been using, you could get hurt. And lots of other people, too.
- Rosa:** And don't even talk to me about meth. There is no way.
- Luke:** You've got to lighten up, Rosa. You afraid? I bet that's why you don't want to try anything?
- Rosa:** I just think there's lots of other ways to have fun besides brewskies and drugs.
- Amy:** Right. We can have a party of our own. Let's go!
- Luke:** I thought you were cool, Ariel. If this is the way you're going to be, girls, consider yourselves uninvited tonight...and forever. Some friends you are. Keep on being uptight and you'll never fit in. See you! (TERRY)
- Terry:** Talk about choices. Are Ariel and her friends going to end up without any friends? Life can be pretty tough if you have to go it alone. On the other hand, life can be tougher if you do drugs. What do you think the girls will choose? What would you choose?
- Man, these choices. We really get to make a lot of them. Think about what you'd do in their shoes. Well I've got to run, but you come back. We're going to find out just how risky doing drugs can be. We'll play again real soon. Later, dude.

--End of Lesson 2--

Lesson 3: “Methamphetamine: The Body and Brain”

Objective:

- Students will increase their awareness about how methamphetamine use affects the body and brain.

Background Information:

Methamphetamine use causes many behavioral and physical changes to the body. It affects every organ and system in the body, particularly the Central Nervous System. People who use methamphetamine will initially feel a very powerful euphoric rush. In an attempt to achieve this feeling again, the person may use more and more meth, but never again reach that initial high. This continued use of methamphetamine leads to many serious behavioral and physical problems, including addiction. Methamphetamine users experience hallucinations and psychosis and may become paranoid or violent, thus posing a risk to themselves and those around them.

Materials Needed:

- Activity Booklet Handout #3, “Meth Abuse”

Action Steps:

1. Students will be asked to list 5 things that can happen to their body if they use meth on their activity booklet handout. (5 minutes)
2. Students will complete Lesson Three of *Life or Meth*. (15 minutes)
3. Students will complete the word match and list three things about meth that they would share with someone they know on their activity booklet handout. (5 minutes)
4. Choose one or more of the extension activities.

METH ABUSE

Prior to beginning Lesson 3 of *Life or Meth*, complete the following list.

List 5 things that can happen to your body if you use Meth.

-
-
-
-
-

Word Match- Match the definition with the appropriate word.

- Addiction =** _____ **A.** Abnormally high blood pressure.
- Psychosis =** _____ **B.** Chronic disease that can cause a person to lose control.
- Hypertension =** _____ **C.** Stimulant that affects Central Nervous System.
- Meth =** _____ **D.** Severe loss of mental control.

List 3 things that you just learned about methamphetamine, that you would share with someone that you know, such as

- A friend
- A brother or sister
- A parent/guardian

- 1.
- 2.
- 3.

METH ABUSE

Prior to beginning Lesson 3 of *Life or Meth*, complete the following list.

List 5 things that can happen to your body if you use Meth. (examples)

- High blood pressure
- Acne
- Bad breath
- Psychosis
- Hallucinations

Word Match- Match the definition with the appropriate word.

- Addiction =** B **A.** Abnormally high blood pressure.
- Psychosis =** D **B.** Chronic disease that can cause a person to lose control.
- Hypertension =** A **C.** Stimulant that affects Central Nervous System.
- Meth =** C **D.** Severe loss of mental control.

List 3 things that you just learned about methamphetamine, that you would share with someone that you know, such as (examples)

- A friend
 - A brother or sister
 - A parent/guardian
1. A person could have financial or legal problems
 2. Greater risk for illness because of poor eating habits
 3. A person could become violent because of paranoia or meth psychosis

LESSON 3: “Methamphetamine, The Body and Brain” Script

- Terry:** We’ve talked about how meth is made, and the problems you can get into with the law if you use it. But now we’re going to talk about what meth can do to your body and your mind. One of the scariest things about meth is how quickly it can take over your life. Take it over and wreck it! Look at this. (VIDEO CLIP)
- I definitely don’t want to end up like that guy. And neither do you. That’s why we’re going to learn all about methamphetamine abuse in this lesson. We have to learn, because it’s too important not to.
- Remember our game *Life or Meth?* Well, we want to make sure we choose life. So come on, roll the dice. (ANN ATOMY SHOW)
- Ann Atomy:** Welcome once again to the Ann Atomy Show.
- I’m your host, Ann Atomy. Who else? The world’s foremost authority on the body. Your body, my body, everybody’s body! We’re going to start today’s show by taking a few minutes to talk over what methamphetamine is.
- Methamphetamine is a powerfully addictive stimulant. It dramatically affects many areas of the central nervous system. That’s the brain and the spinal cord. It can be smoked, snorted, injected, or orally ingested.
- Because meth is so often made with readily available and inexpensive materials, there’s a lot of difference in the process and chemicals. This means there’s no way of knowing what’s in meth, or how it will affect you.
- This makes overdose—and even death—two big risks that someone using meth takes.
- That’s right viewers, overdose and death.
- Meth is also often used in dangerous combinations with other substances including cocaine, crack, marijuana, heroin, and alcohol.
- The results of this can also be deadly.
- Methamphetamine users get high very quickly. But the pleasure effects disappear very quickly too. Which means the user wants to recapture the feeling as soon as it begins to fade.
- Meth users quickly build a tolerance to the drug. This means they need more and more of it to feel the same effects they did at first. In a very short time, methamphetamine can take control of a person’s life.
- A user may soon feel like they need meth just to get through the day, and to avoid withdrawal. The user’s whole life begins to revolve around the drug. Nothing else seems important. Not family, friends, school, job, sports, or hobbies.
- Long time methamphetamine abuse can result in addiction. Addiction is a chronic disease. Chronic means long lasting!
- People who are addicted may try to control their use but cannot. They spend a considerable amount of time and energy to get money for the drug.
- Currently there are no medications that are available to treat methamphetamine addiction or overdose.

To find out more about the dangers of methamphetamine let's bring out our first guest, the BODY. Who else? (*BODY appears*)

The use of methamphetamine can cause:

Damage to lungs, liver, and kidneys.

Headaches.

Nasal damage.

Chest pain.

Blurred vision.

Numbness in hands and feet.

Irregular heartbeat.

Inflammation of the heart lining.

Increased heart rate.

Increased blood pressure.

Brain hemorrhage.

Irreversible damage to blood vessels in the brain, which may cause a stroke.

Hypertension—abnormally high blood pressure—which can result in cardiovascular collapse and death.

Hyperthermia—elevated body temperature—and convulsions—violent, involuntary contraction of the muscles—can occur with methamphetamine overdoses. If not treated immediately, this can result in death.

That's right, stroke, heart disease, and death don't just happen to old people. They can happen to meth users.

It's obvious meth can wreck your body on the inside. Let's see what it does to the outside.

Uncontrolled movements.

Hardened or rough looking fingers and knuckles.

An unclean, dirty smell to clothing.

Bad breath.

Rapid weight loss leading to malnutrition.

Dilated pupils.

Nasal bleeding.

Nausea and vomiting.

Hot flashes and sweating.

Acne.

Teeth grinding.

But that's not all that happens to a meth user. Under the influence of meth, users often become:

Agitated.

They feel wired.

Their behavior becomes unpredictable, even scary.

They may be friendly and calm one minute, terrified the next, then angry and even violent.

Chronic methamphetamine abusers can exhibit symptoms that include:

Anxiety.

Confusion.

Aggressiveness.

Irritability.

Personality changes.

Mood swings.

And Insomnia—that means having trouble sleeping.

Meth users may become:

Restless.

Unusually talkative.

Panicky.

They might feel falsely self-confident, which can cause the user to do things he or she would regret.

Some users may become severely depressed, which may lead to thoughts of suicide.

Over time, the user:

Might become paranoid.

Might have bizarre compulsions, such as cleaning the same corner of the room or sorting the same object for hours.

The meth user might develop:

Meth psychosis, which means they lose touch with reality.

You also need to remember, viewers, that methamphetamine abuse exposes us to other dangers, too:

A lowered resistance to illness caused by poor eating habits.

HIV and other STD'S from sharing needles to inject the drug, or from engaging in risky sexual behavior while under its influence.

Financial problems caused by the need to support a drug habit.

Social problems at school, home, work.

Legal problems caused by theft and violence related to drug use.

Continued use can eventually make their lives unmanageable. It's the icy blue loneliness and the pain, or a run in with the law that hopefully will prompt someone to seek help before it's too late. (TERRY)

Terry: Ready? Roll the dice. (QUIZ)

- Announcer:** So okay, listen up. It's time to play "Name That Condition!" Coming at you next on the TV screen are some physical, mental or behavioral conditions that may result from using meth. For each condition, you will be given a choice of two words. Your job is to click on the word that best describes the condition that may affect a meth user. (Correct answers are noted in **bold**.)
- Question 1: Methamphetamine use can lead to a long-lasting disease that affects the body and brain. What is this disease called? Addiction or superstition?
- ADDICTION**
- (Correct. Addiction is a chronic disease that can cause a person to lose control and continue using drugs like meth even when bad things begin happening because of his or her drug use.)
- SUPERSTITION
- (No way. The right answer--according to science--is addiction. Addiction is a chronic disease that can cause a person to lose control and continue using drugs like meth even when bad things begin happening because of his or her drug use.)
- Question #2: Using methamphetamine over a long period may cause a person to lose touch with reality. What is the name of this condition? Hypnosis or psychosis?
- HYPNOSIS
- (I'm sorry. The correct answer is psychosis, or severe mental confusion. Psychosis can occur in long-term meth users.)
- PSYCHOSIS**
- (Right on. Psychosis is severe mental confusion. And psychosis can occur in long-term meth users.)
- Question #3: Methamphetamine use may lead to abnormally high blood pressure. Can you name this condition? Is it hypertension or hygiene?
- HYPERTENSION**
- (Bingo. Using methamphetamine can cause hypertension—or high blood pressure—and that can result in a heart attack, even death.)
- HYGIENE
- (Not even close. The correct answer is hypertension—or high blood pressure—and that can result in a heart attack, even death.)
- Announcer:** So how'd you do? Hope you got it all together because guess what, another game is coming at you right now. I mean right now.
- You've heard a lot about what methamphetamine use can do to you. Well, now you're going to tell us.
- This is true or false. Got it? Watch the screen and if you think a statement is true, click on TRUE. If you think the statement is false, click on FALSE. Can it get any easier than this? Well, let's see. Here we go. (Correct answers are noted in **bold**.)

Question #1: The use of methamphetamine can cause rapid and irregular heart rate, increased blood pressure, and irreversible stroke-producing damage to small blood vessels in the brain. True or false?

TRUE

(Way TRUE. You are correct. Did you catch the word irreversible? That means that once you have damaged the blood vessels in the brain, that damage cannot be undone. And did you hear the word stroke? A stroke can result in paralysis--and even death.)

FALSE

(I'm sorry, but these are all too TRUE. Did you catch the word irreversible? That means that once you have damaged the blood vessels in the brain, that damage cannot be undone. And did you hear the word stroke? A stroke can result in paralysis--and even death.)

Question #2: There is a special pill you can take to treat a methamphetamine overdose. True or false?

TRUE

(The correct answer is FALSE. There is no easy fix. Remember, currently there are no medications available to treat methamphetamine overdose or addiction.)

FALSE

(You're right. This is absolutely FALSE! Remember, currently there are no medications available to treat methamphetamine overdose or addiction.)

Question #3: The use of methamphetamine can result in irritability, sleeplessness, confusion, anxiety, paranoia, extreme anger, and aggressiveness. True or false?

TRUE

(This statement is too TRUE, across the board. Even taking small amounts of meth can result in damage to the central nervous system.)

FALSE

(Whoa! This statement is TRUE, across the board. Even taking small amounts of meth can result in damage to the central nervous system.)

Question #4: The use of meth can improve your memory.

TRUE

(I think you forgot something? This statement is FALSE. Remember this...meth use has been associated with memory loss.)

FALSE

(You remembered. FALSE is the correct answer. In fact...meth use has been associated with memory loss.) (TERRY)

Terry: It's clear that using meth can mess up your brain, screw up your body and mess up your future. We know that, but does everyone? Move again. (STADIUM)

Luke: We stomped them.

Justin: This game is history.

Rosa: We rule.

Amy: You know it.

Ariel: So who's going to the dance?

Justin: I need pizza. Pizza rules.

Ariel: You mean your stomach rules?

Luke: My parents are gone. It's party time.

Amy: I told my folks I'd either be going to the dance or coming home.

Luke: Chicken? The pizza place? School dances? That stuff is so lame. We're going to have some really fine weed, and my brother's getting some meth.

Ariel: That's so lame! Besides, it's all illegal. And meth? Come on Luke, you heard what meth can do to you. Don't even think about it.

Luke: My brother says...

Ariel: Your brother is just going to get you in serious trouble.

Luke: No one worries about that.

Justin: The cops do. My parents do.

Luke: You can do what you want, but the cool kids are coming to my house.

Raoul: You mean we're not cool if we don't party with you and your brother?

Luke: You figure it out.

Amy: I suppose if you think weed is okay, it's okay to use meth too?

Luke: My brother does meth. It's no big deal.

Justin: Yes it is! Remember what Officer Rodriguez said? Even a little meth can mess with your head. Meth makes you weird and crazy.

Ariel: Besides, it's like so gross. Meth users think bugs are crawling all over their skin. And they pick and scratch. And acne. And bad breath. And they stink. Yuck!

Raoul: If you shoot meth—you know like inject it—you could get HIV, or even AIDS, from the dirty needles.

Luke: That's all just a crock. They're just trying to scare us.

Ariel: Not! Not if you think it's okay to smoke dope and do meth.

Justin: Man, if I'm going to ruin my body it's going to be with pizza and cheese doodles! (TERRY)

Terry: Wow. Luke is really getting in over his head. But the other kids are right on track. Listen, I've got to run. But you come over again, because we're going to learn all the great things about choosing life not meth! Catch you later.

--End of Lesson 3--

Lesson 4: “Decision Making and Assertiveness”

Objectives:

- Students will be able to describe the **Analyze, Choose, Take action (ACT)** model for decision-making.
- Students will be able to explain assertive behavior, including non-verbal cues.

Background Information:

Students are faced with many choices and need skills to make the best decisions possible. Assertiveness is a set of verbal and non-verbal skills that allows people to choose in their own best interest. It is a skill that allows people to say no without offending others. Like all skills, assertiveness needs to be modeled and practiced before it becomes a natural part of a person’s repertoire.

Materials Needed:

- Activity Booklet Handout #4, “Assertiveness”

Action Steps:

1. Inform students that Lesson 4 of *Life or Meth* will cover decision-making and assertiveness. (1 minute)
2. Ask students to write in their activity booklet about how they make difficult decisions (i.e., what factors do they consider when making their choices and how do they determine which choice to make). Inform the students that they will only be asked to share their answers if they choose to do so. The students will also be asked to define assertiveness. (5 minutes)
3. Have students complete Lesson 4 of *Life or Meth*. (15 minutes)
4. Students will list the components of ACT and the 7 assertive methods of resistance. Two handouts, “Decision Making and Assertiveness” and “Techniques for Saying No,” have been included to assist students. (5 minutes)
5. Have students get into small groups where they will discuss their activity booklet entries. (5 minutes)
6. Briefly discuss as a class the ACT model for decision-making and assertiveness skills. (5 minutes).

Step 1: **Analyze** your situation. Use the following questions/statements to determine the risk in a situation:

- Who’s there?
- What’s everyone doing?
- What’s going on?
- When is the event taking place?

- Listen to the words friends or peers are using.

Step 2: **Choose** the best option. Ask the following questions about the situation:

- Could I get in trouble?
- Will I hurt anyone?
- Can it harm anybody?
- Could it affect my future education and job chances?
- Will I be breaking the law?
- Will this hurt my reputation?
- Will it make my parents angry?

Step 3: **Take** action – how one says no and lets others know what one’s choice is.

7. Review assertiveness and techniques (5 minutes):

- Choosing for one’s self without hurting or disrespecting others.
- Choosing in one’s own best interest.

Techniques – verbal

- Broken record
- Give a reason
- Change the subject
- Give your friend a compliment
- Give the cold shoulder, not say anything or walk away
- Suggesting something else
- State the facts
- Use humor

Techniques – non-verbal

- Stand up straight
- Act calm –don’t fidget
- Look at the person
- Speak in a clear, steady voice
- Don’t hesitate, sound confident
- Speak decisively

8. Choose one or more of the extension activities (more than one class/activity period for completion).

Decision Making and Assertiveness

ACT Model for Decision Making

- Step 1: **Analyze** your situation. Use the following questions/statements to determine the risk in a situation:
 - Who's there?
 - What's everyone doing?
 - What's going on?
 - When is the event taking place?
 - Listen to the words friends or peers are using.
- Step 2: **Choose** the best option. Ask the following questions about the situation:
 - Could I get in trouble?
 - Will I be breaking the law?
 - Will I hurt anyone?
 - Will this hurt my reputation?
 - Can it harm anybody?
 - Will it make my parents angry?
 - Could it affect my future education and job chances?
- Step 3: **Take** action – how one says no and lets others know what one's choice is.

Assertiveness

- Choosing for one's self without hurting or disrespecting others.
- Choosing in one's own best interest.
 - Techniques – verbal
 - Broken record
 - Suggesting something else
 - Giving your friend a compliment
 - Give a reason
 - Change the subject
 - State the facts
 - Use humor
 - Techniques – non-verbal
 - Stand up straight
 - Act calm –don't fidget
 - Look at the person
 - Speak in a clear, steady voice
 - Don't hesitate, sound confident
 - Speak decisively

TECHNIQUES FOR SAYING “NO”

There are many different ways to say “no” to drug or other unhealthy behaviors. Some of those techniques are (techniques from the *Life or Meth* program are highlighted in **BOLD**):

1. **Giving a Reason**
“How about a beer?”
“No thanks. I don’t drink.”
2. **Broken Record**
Repeat the same phrase over and over.
“Would you like a cigarette?”
“No thanks.”
“Come on!”
“No thanks.”
“Just try it! Are you chicken?”
“No thanks.”
3. **Change the subject**
Start talking about something else
“Here. Do you want some chew?”
“Come on. Let’s get started with practice.”
4. **Give your friend a compliment**
“Hey, want to try some meth?”
“You and I are both too smart to mess with drugs!”
5. **State the facts**
“Want to try some pot?”
“No thanks. I’ve got to stay level and I can’t if I’m stoned.”
6. **Use humor**
“How about a beer?”
“Sorry, I have to get ready for my date with a super model.”
7. **Suggest something else to do**
“Let’s try some meth.”
“I just got a new CD, want to listen to it?”
8. Walk away
“Do you want to smoke some weed?”
Say “no” and walk away while you say it.
9. Avoid the situation
If you see or know of places where people use drugs, stay away from these places.
10. Strength in numbers
Hang around with non-users. They can help Support your choice and won’t pressure you to use.
11. “No thanks”
“Would you like a cigarette?”
“No thanks”
12. Cold Shoulder
“Hey! How about a beer?”
Just ignore the person

Assertiveness

Prior to beginning the lesson; Think of a time when you had to make a difficult decision. List a few of the things that you had to consider prior to making your choice:

-
-
-
-
-

After finishing the lesson, complete the following:

Define what it means to be “assertive”

-

Fill in the blanks for the ACT way to practice assertive behavior

A- _____

C- _____

T- _____

List the 7 assertive methods of resistance.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Assertiveness

Prior to beginning the lesson; Think of a time when you had to make a difficult decision. List a few of the things that you had to consider prior to making your choice:

- If I say “yes,” will I end up wishing I hadn’t?
- What will happen if I don’t do it?
- Will I end up making my friends mad at me?
- Would my parents be proud of me if I say yes? Say no?
- Am I risking getting onto trouble?

After finishing the lesson, complete the following:

Define what it means to be “assertive”

- Choosing in your own best interest without hurting yourself or others

Fill in the blanks for the ACT way to practice assertive behavior

A- nalyze your situation

C- hoose the best option

T- ake action

List the 7 assertive methods of resistance.

1. Broken record
2. Politely firm
3. Compliment
4. Humor
5. Change the subject
6. Giving reasons
7. Stating the facts

LESSON 4: “Decision Making and Assertiveness” Script

- Terry:** We’ve already talked about how hard this choice stuff is. We all want to make healthy choices, but what if we have a friend who doesn’t? And what if that friend is pressuring us to do the same thing he is?
- Sometimes it’s not just one friend who’s putting the pressure on us. Sometimes it’s lots of kids. Sure most kids don’t use, but sometimes it’s our friends, and well, it can be hard to do the right thing...especially when it’s a friend doing the asking.
- Our friends can’t ground us like our parents can when we break the rules. And they can’t give us a bad grade like our teachers do. But they can tease us. They can try to keep us out of the group. And no one—you, me—no one wants to feel left out, or weird. When we think that by saying no to drugs we’ll be left out of the crowd, it gets really hard to make the right choice. But it may not be as hard as you think.
- That’s where our game comes in. The game of *Life or Meth*. It’s going to help us make healthy choices and stick by our decisions, and still keep—and even build—stronger friendships. Roll the dice to find out how. (SCHOOL)
- Mr. Grant:** Okay, we’ve spent some time discussing pot, alcohol, tobacco and some of the other drugs...including a lot of time with meth. We know that the number of kids using drugs in our school is a lot fewer than the kids who don’t. And we know the dangers. But not using can be very hard when kids we know are using and want us to. So let’s talk about some reasons to make healthy choices.
- Ariel:** I choose not to use drugs to stay out of trouble with the law.
- Mr. Grant:** Good reason, Ariel. It’s illegal to use meth. And the penalties are tougher because of how dangerous meth is to you and the community.
- Justin:** I don’t want to get addicted.
- Mr. Grant:** Smart guy, Justin. Resistance to drugs is the only way to make sure that you stay in control of your life.
- Amy:** I want to get a good job, and I have to stay in school to do that. I get good grades and I want to keep it that way. I don’t want to mess up my brain. And I don’t want to use it because the kids I hang out with don’t use it. I don’t want to lose a friendship.
- Mr. Grant:** Good thinking, Amy. To become your best physically and mentally you have to stay level, and that means clear of drugs. And about your friends? Meaningful friendships are based on trust and respect, not drug use.
- Rosa:** I don’t want to disappoint my parents. My mom and dad trust me. I don’t want to break that trust.
- Mr. Grant:** You got it, Rosa. Using drugs can really mess up families.
Good job kids.
- Ariel:** Staying off drugs is the legal choice.
- Justin:** It’s the healthy choice.
- Raoul:** Staying off drugs is my choice.
- Rosa:** It’s my choice and my voice. (TERRY)

- Terry:** It is our voice and choice. But when it comes to standing up for what we believe and know is right, how do we make that happen? It's your turn again. (ANN ATOMY SHOW)
- Ann Atomy:** Welcome back to the show. Today we're going to do something completely different. In the past few shows we have dealt with some really hard issues. So why should this show be any different? Today's show is about how to make healthy choices. To do that, you need to know some things. Ever hear of the word assertive?
- You're choosing for yourself, without hurting others. You're choosing what you want, but you're still respecting your friends' right to choose.
- When you choose in your own best interest, that means you make a choice that's likely to bring you:
- Excitement.
 - Satisfaction.
 - Pleasure.
- When you choose in your own best interest, you don't endanger the things you value. Like doing well in school, and keeping your parents' trust.
- When you choose in your own best interest you can say no without offending others, and you can do it without feeling embarrassed or weird.
- So give it a try next time someone asks you to do something you don't want to do. I'm Ann Atomy. So long for now. (TERRY)
- Terry:** Assertive behavior, huh? Sounds cool. But how do we act in our own best interest? Roll again. (SCHOOL)
- Mr. Grant:** Assertive behavior doesn't mean being aggressive. Here's an easy way to remember it. A-C-T is what you need to know to practice assertive behavior.
- A: Analyze your situation.** That means when in doubt, ask yourself these questions:
- Who's there? Kids who have a reputation for getting into trouble? Any of them known drug users?
 - What's everyone doing? Is anyone acting nervous? Is anyone acting strange or secretive?
 - What's going on? Are there drugs here? Is the party or event unchaperoned? Is it a safe place?
 - When is the event taking place? Should I be at home? At school?
- Listen to the words your friends are using. Do any of them sound like this?
- Ariel:** Grow up.
- Justin:** If you were my best friend, you would say yes.
- Amy:** It's no big deal.
- Raoul:** Do you think you're better than us?
- Rosa:** What are you afraid of?
- Ariel:** No one is going to find out.
- Luke:** Don't be a chicken.
- Rosa:** Don't worry. We won't get caught.
- Justin:** Everybody's doing it.

Mr. Grant: Always remember. If a situation makes you feel uncomfortable, or if it seems risky, leave.

C: C means choose the best option. To make the smart choice you have to weigh the outcome before you join in. To do that, you have to ask yourself:

Justin: Could I get into trouble?

Rosa: Will I be breaking the law?

Ariel: Will I hurt anyone?

Raoul: Will this hurt my reputation?

Amy: Can it harm anybody?

Ariel: Will it make my parents angry?

Raoul: Will it affect my education and job chances?

Mr. Grant: If you answered yes to any of these questions, it could mean trouble. Think carefully before making your decision.

T: T means take action. Taking action in a thoughtful way is how you go about saying no to drugs, and how you let others know what your choice is. There are lots of assertive ways to say no, without making people angry or feeling left out. You can just flat out refuse, but politely. Like this.

Raoul: I don't use.

Ariel: No thanks. That's just not for me.

Mr. Grant: If the same kid keeps pressuring you, you can be a broken record. In other words, you can just say the same thing over and over. Like this.

Amy: No thanks. No thanks. No thanks.

Mr. Grant: You can say no by suggesting something else to do.

Ariel: Let's go see a movie.

Justin: Let's go to the game instead.

Raoul: Want to shoot some hoops? I need practice.

Rosa: I just got a new CD. Want to listen?

Amy: Let's get some pizza.

Mr. Grant: You can also say no by giving your friend a compliment.

Ariel: You and I both know you are too smart to do drugs.

Mr. Grant: You can give a reason why you can't or won't use.

Raoul: I'm training for baseball.

Amy: I've got homework.

Ariel: I have to baby sit.

Mr. Grant: You can say no by changing the subject.

Ariel: Did you see that new guy? What a hottie.

Mr. Grant: You can say no by stating the facts.

Rosa: No way. I've read about what meth can do to your brain.

Justin: No thanks. I've got to stay level, and I can't if I'm stoned.

- Mr. Grant:** You can say no with humor.
- Justin:** Sorry man. I have to get ready for my date with a super model.
- Mr. Grant:** Say no by giving them the cold shoulder or not saying anything at all, and just walk away. (TERRY)
- Terry:** Those are some good ideas on how to say no. But you can't just say no. You've got to show people you mean it. Roll the dice. (ANN ATOMY SHOW)
- Ann Atomy:** Ann Atomy here. The world's foremost authority on the body. Your body, my body, everybody's body. To show people you mean business when you say no, you have to use—what else—the right body language. And that's where I come in. (*BODY appears*)
- To make what you say stick, you have to:
- Stand up straight and tall.
 - Act calm. Don't fidget.
 - Look right at the other person, but calmly not angrily.
 - Speak in a steady voice. Don't whisper or cry.
 - Sound confident, sure of yourself. Don't hesitate.
 - Speak decisively, not as if you're on the attack.
- Being assertive means being who you are and doing the right thing, and letting others be who they are.
- Being assertive gives people the chance to know you, and trust you, and respect you.
- Being assertive let's you make the right choice, without hurting others.
- Terry:** It sounds like assertive behavior is the way to go. Roll the dice. (QUIZ)
- Announcer:** So ladies and gentlemen, are you ready? Flex those fingers and get ready for the Assertiveness Game. A series of statements will appear on the screen. For each statement, you'll be given four types of assertive responses. Your job is to click on the type of assertive response that correctly matches the statement.
- You can really pile up the points. Remember, get them wrong and you lose points. So let's get ready to be assertive. (Correct answers are noted in **bold**.)
- Question 1: No thank you.
- A. Broken record
 - B. Politely firm**
 - C. Something else
 - D. Compliment
- Response:* Saying "no thank you" is a polite—but firm—way to be assertive, if someone offers you drugs. Politely firm is the correct choice.
- Question 2: Sorry man, I can't go out of the house. I'm grounded.
- A. Change the subject
 - B. Humor
 - C. Stating facts
 - D. Giving reasons**

Response: Bummer. Being grounded is no fun. But in this case, it's a good reason to give for keeping your distance from drugs. Giving reasons is a good way to put your assertiveness skills to use. And it's the right answer.

Question 3: Did you see what Chrissy did in class today? I couldn't believe it.

- A. Something else
- B. Compliment
- C. Giving reasons
- D. Change the subject**

Response: Do not be afraid to change the subject if someone tries to get you to do something you know is wrong...like drugs. This assertive response is a good example of how you can change the subject.

Question 4: Hey dude, a new store just opened up in the mall. It's got some really cool stuff. Let's check it out.

- A. Politely firm
- B. Something else**
- C. Compliment
- D. Giving reasons

Response: Okay, maybe shopping isn't for everyone. I know it's not for me. There are lots of other fun and safe things to do too. You can think of some. The point is, if someone offers you drugs, suggesting something else to do is an assertive way to stay out of trouble. The correct answer is, of course, something else.

Question 5: Someone as smart as you are should be a lawyer, not a criminal.

- A. Broken record
- B. Politely firm
- C. Something else
- D. Compliment**

Response: Someone once said you can catch more flies with honey than vinegar. Paying someone a compliment is a good way to practice your assertiveness skills and get out of an uncomfortable situation. The right choice here: pay him a compliment.

Question 6: No thank you. No thanks. No thanks.

- A. Broken record**
- B. Politely firm
- C. Something else
- D. Compliment

Response: Sounding like a broken record is another way to respond in an assertive manner, so that people know exactly where you stand. The correct choice is broken record. I repeat, the correct choice is broken record. I repeat, the correct choice is broken record. It works.

Question 7: Sorry, I'd rather be ruining my body with a hot fudge sundae.

- A. Giving reasons
- B. Changing the subject

C. Humor

D. Stating facts

Response:

You don't have to be a stand-up comic or a clown to use humor when it comes to practicing your assertiveness skills. No joke. Humor can save you from a lot of sadness later. And it's the right answer here. Did you hear the one about the.....

Terry:

Wow. That was terrific. Oh, hey, it's time for the hockey game. Let's go check it out and play again when it's over.

--End of Lesson 4--

Lesson 5: “Healthy Choices”

Objectives:

- Students will be able to distinguish between assertive, passive, and aggressive behavior.
- Students will demonstrate their understanding of the "healthy lifestyle" concept.

Background Information:

A healthy lifestyle involves making choices that are not likely to increase risk of illness or injury. In order to consistently make healthy lifestyle choices, students must be able to identify those elements that contribute to health and well-being. They must also be able to stand up for themselves when faced with choices that could endanger them. Passive or aggressive behavior could jeopardize a student's ability to make healthy choices.

Materials Needed:

- Activity Booklet Handout #5, “Healthy Choices”
- Tag board
- Markers
- Scratch paper

Action Steps:

1. In their activity booklet, ask students to list things they do to stay healthy and drug free. (5 minutes)
 2. Have students complete Lesson 5 of *Life or Meth*. (15 minutes)
 3. Students will complete the Word Find in their activity booklet, and then discuss the words and their relationship to methamphetamine. (10 minutes)
 4. Review the concept of assertiveness (see *Life or Meth*, Lesson 4). (2 minutes)
 5. Review passive and aggressive behavior. (5 minutes)
- Passive behavior – not standing up for one's self; letting others choose for us:
 - Doesn't give other people a chance to know who one is.
 - Makes it harder to make real friends.
 - May cause a person to miss out on real fun because he or she doesn't speak up about what he or she wants.
 - May cause a person to get into trouble because he or she lets other people talk him or her into things he or she doesn't want to do.

- Aggressive behavior – forcing our choices on another; not respecting another person’s right to choose for himself or herself:
 - Can destroy friendships and/or make it difficult to make new friends.
 - Can cause resentment or distrust.
- 6. As a group, discuss healthy choices, especially having fun without alcohol, tobacco or other drugs. (10 minutes)
- 7. In their small groups, ask students to create a 6-panel cartoon strip showing a student using assertive behavior to make a healthy choice and have fun without alcohol, tobacco or other drugs. Have students share and discuss the cartoon strips they created in Lesson One, then ask them to choose one of those cartoons and expand upon it for this activity. Give each group scratch paper, a piece of tag board and markers for their project. Allow the group time to discuss their ideas and create a rough draft before finalizing their project.
- 8. When the students have completed this project, display the cartoons throughout the school or facility where the group meets. Have other students (or adults) vote on their favorite cartoon.
- 9. Choose one or more of the extension activities.

HEALTHY CHOICES

Prior to completing the lesson, list the things that you do to keep your mind and body healthy.

What things do you do to stay Healthy and Drug Free?

After completing the lesson, answer the following questions. Your teacher will then lead a class discussion and ask students to share their answers.

What are the five (5) most important things you learned from the *Life or Meth: What's the Cost?* program?

- 1.
- 2.
- 3.
- 4.
- 5.

HEALTHY CHOICES

Prior to beginning the lesson, list the things that you do to keep your mind and body healthy.

What things do you do to stay Healthy and Drug-Free?

I hang out with kids who don't do drugs or drink.

I play sports to build muscle, get my exercise, and feel good.

I don't do things that might cause trouble with my parents or that I know would make me feel bad about myself.

I eat healthy food (most of the time).

I spend time with my family.

After completing the lesson, answer the following questions. Your teacher will then lead a class discussion and ask students to share their answers.

What are the five (5) most important things you learned from the *Life or Meth: What's the Cost?* program?

- 1.
- 2.
- 3.
- 4.
- 5.

LESSON 5: “Health Choices” Script

- Terry:** That was one great hockey game. We really took it to them. Like we were talking about before, they were pretty assertive. But there are other ways to behave that we should know about. So let’s get back to the game. (SCHOOL)
- Mr. Grant:** Sometimes people behave passively. Do you know what passive means? It’s letting other people decide things for you. When people are passive:
- They let others choose for them.
 - They are less likely to get what they really want.
 - They let themselves get talked out of things they really want.
 - Or talked into things they really don’t want. Like doing drugs.
- So, those of you who have written the skit to show the class what we mean can take it away. (SKIT)
- Amy:** My folks are gone for the night. Why don’t we drink a couple of beers?
- Ariel:** I don’t know if we should. But, I mean, if you want to...I guess, well okay.
- Amy:** (to herself) I don’t know if she wants to drink or not. It would have been fine with me if she’d said no. I just wish she’d tell me what she really wants to do.
- Ariel:** (to herself) I wish I’d said no. It’s illegal for kids our age to drink. I might get in real trouble with my parents. Or even with the law. And I don’t like to drink anyway. I wish I could stand up for myself.
- Mr. Grant:** Ariel was acting in a passive way. A passive person:
- Doesn’t give the other kids a chance to know who they are.
 - A passive person has a harder time making real friends.
 - They often miss out on some real fun, because they don’t speak up.
 - They run the risk of getting into trouble, because they let other people talk them into things they don’t want to do.
- So, assertive behavior is the way to make healthy choices and keep friends. But passive behavior could cost you your friends, and maybe even get you into trouble. There’s another kind of behavior you should know about. Kids... (SKIT)
- Luke:** Hey, my parents are gone tonight. Anyone want to open a beer?
- Justin:** I do. He does too.
- Raoul:** (to himself) I’m so mad. I don’t drink and he knows it. He always makes up my mind for me. But maybe that’s my fault. Maybe I let him get away with it.
- Mr. Grant:** So deciding what Raoul wanted, Justin was acting aggressively. (SKIT)
- Luke:** My parents are gone tonight. Anyone want to break open a beer?
- Rosa:** What? Are you stupid or something? I don’t drink, and neither does she. And if you had any brains in that empty head, you wouldn’t drink either.
- Mr. Grant:** By attacking Luke and calling him names, Rosa was showing aggressive behavior too. Remember you can act assertively for yourself, without hurting or insulting other people. Aggressive behavior is:

Trying to choose for others, or

Pushing others into doing what you're doing, or want to do.

Aggressive behavior can destroy friendships, because people resent and distrust those who try to force their decisions on them. You don't like aggressive behavior in other people, so remember to look out for it in yourself. Remember, you don't have to use aggressive behavior to say no. Passive behavior can get you into trouble, and make you unhappy. (TERRY)

Terry: Assertive behavior is definitely the way to go. We're going to play another game to help us remember just what that behavior is, and just how to do it. Roll the dice. (QUIZ)

Announcer: Hello dudes and dudettes. You're going to see some sentences on the screen in this round. Your job is to decide if they are examples of aggressive, assertive, or passive behavior. Click on the correct one. Remember, the more you get right the more points you score. But then, you miss one and you lose points. Ah, life is pretty tough. Let the statements begin. (Correct answers are noted in **bold**.)

Question 1: No thanks. My coach will bench me.

- A. Aggressive
- B. Assertive**
- C. Passive

Response: The correct answer is B. Giving a reason for saying no is definitely assertive behavior. This is a good example of how you can respond to someone who is offering you drugs.

Question 2: If you do that, you're really stupid.

- A. Aggressive**
- B. Assertive
- C. Passive

Response: Name-calling is not going to help you. This is aggressive behavior. I'm going to repeat that. This is aggressive behavior. Avoid this trap and be assertive instead. You know how to do that.

Question 3: I don't know. I mean...well...you know...I don't know.

- A. Aggressive
- B. Assertive
- C. Passive**

Response: Somebody once said he or she who hesitates is lost. This is passive behavior. Lose this one from your memory bank, and find an assertive way to respond. Remember, assertive is best.

Question 4: Hey, what do you say we go play some video games instead?

- A. Aggressive
- B. Assertive**
- C. Passive

Response: Suggesting something else to do is assertive behavior, and a good way to deal with somebody who is offering you drugs. There is always something better to do than drugs. (TERRY)

- Terry:** Wow. That was cool. It's really important to know how to stay healthy. But never starting drugs is a great way to stay drug-free too. It's still your turn. Roll again. (SCHOOL)
- Mr. Grant:** There's lots of ways to make your life exciting, without trying drugs. What are some of the ways you guys stay away from drugs? What are you doing for fun?
- Rosa:** I do volunteer work.
- Raoul:** Yo, man. I help clean up the planet.
- Amy:** I take karate.
- Justin:** I hang out with other kids who don't do drugs.
- Ariel:** I try to value and respect myself.
- Amy:** I try to have confidence.
- Mr. Grant:** Those are all excellent. And remember that it's easier to make healthy and safe choices if you hang with kids who are making them too. You can handle anything with a little help from your friends. Good friends can help you make healthy choices. What are some ways to make and keep good friends?
- Raoul:** Be dependable.
- Justin:** Communicate.
- Amy:** Accept and value others.
- Ariel:** Be fun to be around.
- Mr. Grant:** Share your hobbies and interests. Learn about your friends' interests too. (TERRY)
- Terry:** Way cool. Making healthy choices is where it's at. But how can we be sure we will always have the skills to always make them? If using is so bad for us, why do kids do it? What do you think? (JUKI JOE'S)
- Amy:** Hi guys. Listen. I just heard. Luke's been arrested. He was at a party last night with his brother, and the cops busted it.
- Raoul:** What's up with that? With all the reasons not to use, why do some kids decide to?
- Ariel:** Remember what Mr. Grant said yesterday?
- Mr. Grant:** (*in thought balloon*) None of us lives on an island all by ourselves. Each day every one of us is influenced by our family, our school, our community, and our friends.
- Mostly these influences can be positive. But sometimes they're not. When that happens, a person can wind up making unhealthy choices.
- But if he will stop and think and make some healthier choices about who he hangs with—and how he spends his time—if he'll locate better assets in his life, things would probably turn out differently.
- Raoul:** So, what are these assets? And where can a guy get them?
- Ariel:** Mr. Grant says assets are things we have going for us in our life. They help us choose a healthy lifestyle, and increase our chances of success. Like having positive values.
- Amy:** Like caring about other people, and helping them.

- Justin:** Honesty. Being responsible, dependable. Those are positive values. And standing up for what you believe.
- Raoul:** So, like using time wisely. Is that an asset?
- Rosa:** You bet. You could learn something new, like kickboxing. You can come with me to my club.
- Raoul:** Or take up a new sport, like baseball.
- Amy:** Mr. Grant said learning is an asset, so applying ourselves at school would be a healthy choice.
- Mr. Grant:** (*in thought balloon*) Doing your homework, exploring ideas that interest you, caring about your school and what happens there. Empowering yourself is an asset. That means thinking positively about yourself...accepting your strengths and your weaknesses. Feeling good about your future.
- Ariel:** Having good people skills is an asset.
- Mr. Grant:** (*in thought balloon*) Like choosing good friends who make healthy decisions...accepting others. Learning how to resolve conflicts nonviolently. And practicing resistance skills.
- Raoul:** What are resistance skills?
- Justin:** Well, Mr. Grant says most of the time we hang around with people who think and feel pretty much the same way we do. Right?
- Raoul:** Right.
- Mr. Grant:** (*in thought balloon*) But once in a while you might find yourselves with people you don't usually hang with, and they might pressure you to make choices you don't want.
- Using resistance skills helps you make healthy choices about saying no to drugs without starting a fight...and do it with feeling.
- Justin:** Stupid, or embarrassed, or weird.
- Mr. Grant:** (*in thought balloon*) Using assertive behavior helps you build relationships with other kids because it lets them know who you are, what you really want...and helps your friends learn to trust and respect you because they know you're choosing for yourself, not them. And you're not putting them down. (TERRY)
- Terry:** I wonder if Luke or the other kids have figured it out too? Let's head to the school and check it out. (SCHOOL)
- Luke:** Hi you guys. What's up?
- Justin:** Oh, hey Luke. When did you get out of juvie?
- Luke:** This morning. Anybody want to get high?
- Ariel:** No thanks.
- Luke:** Don't tell me no. You're going to have a hit.
- Amy:** Just ignore him, Ariel. He'll get bored and leave you alone.
- Luke:** Come on guys. I got some really good weed.
- Ariel:** No. I'm not interested.
- Luke:** Look, everybody's doing it. Why not you?
- Raoul:** It's true, a few kids are smoking dope and doing crank. But I still don't want to. And that's my choice.

- Luke:** Come on. You can't have fun if you don't get high.
- Raoul:** I guess we'll just have to disagree on that one.
- Luke:** If you don't, you're a baby.
- Raoul:** Since a lot of adults choose not to do dope, my choice seems pretty mature to me.
- Luke:** Come on. Let's get stoned. It's way fun.
- Justin:** Maybe it's fun for you, but I'm getting kind of bored. I'd rather play video games. (TERRY)
- Terry:** It's like when we choose a healthy lifestyle, we're doing what's right for us...acting in our own best interest. Get it? We can use assertive behavior to keep us making healthy choices.
- You can stay assertive and still get your point across. Just picture how you'll get around the blocks. Hear the words in your mind. Most of all, stay cool.
- We've talked about a major amount of bad stuff in this game. A lot of it is downright dangerous. I hope we have some good ideas on how to avoid these problems, and how to handle someone who's pressuring us to make unhealthy choices. Let's see. Roll the dice. (QUIZ)
- Announcer:** Hello again. It's time to rock and roll. Actually, it's time for another game. But you get my point, right? Speaking of points, you can score if you have been paying attention. For each of the following questions, click on the correct answer that appears on the screen. Here we go. (Correct answers are noted in **bold**.)
- Question 1: Honesty, using time wisely, and doing your homework are examples of?
- A. Liabilities
 - B. Assets**
 - C. Bad Attitudes
- Response:* The correct answer is assets, because being honest and using your time wisely and doing your homework are all good things you have going for you. Assets help you choose a healthy lifestyle, and increase your chances of success.
- Question 2: Hanging with friends who don't pressure you to do things you don't like to do, and being assertive are examples of?
- A. Resistance skills**
 - B. Risky behavior
 - C. Weakness
- Response:* The right answer here: resistance skills. Being with friends who don't push you into doing something you don't like, and asserting yourself when confronted with a difficult situation will make you feel good about making the healthy choice to say no to drugs.
- Question 3: When dealing with other kids, being assertive helps you build?
- A. Anger and resentment
 - B. Curiosity and fear
 - C. Trust and respect**

- Response:** The correct answer is, of course, trust and respect. Don't beat around the bush. By being assertive, you help your friends know who you are and what you really want. When you are assertive, your friends will trust what you say. And they'll respect what you think. (TERRY)
- Terry:** We've seen what happens to a body that uses meth, and what happens when we make healthy choices. But, what if one of your crowd still doesn't get the message? Let's listen to the kids and see how they're going to handle it. Roll the dice. (SCHOOL)
- Luke:** Hey guys, care to join me in a little crank?
- Justin:** Sorry, I've got a life I'd like to get on with here.
- Luke:** Well, if you want some I'll be in the bathroom.
- Amy:** Whoa Luke, the bathroom. Nice digs.
- Rosa:** Listen Luke. We care about you. We want you to think about what you're doing. You don't need drugs to get by.
- Justin:** And you don't need drugs to be cool.
- Raoul:** Come on man. You get yourself together and get back on the team. We need you.
- Luke:** What if I'm the only one in school who doesn't do drugs? What do I do then?
- Ariel:** Wow Luke. Is that what's bugging you? Hey, you won't be. Not by a long shot. Look, from where I stand you and your brother's friends are the only guys even talking about drugs...much less using. Most of the kids here don't use, and won't ever start.
- Amy:** We'll stick with you. We've all made the choice to be drug free, so hanging with us will help you. We all have stuff to do that's cool cause it's drug free, and we want you to join us. Really, we have a kick.
- Luke:** You guys do seem to have a lot of fun and, well, I could use some help. I guess I thought doing this stuff would make me happier, or better, or something. I really would like some help. But how do I do that?
- Raoul:** Man, you've got to talk to someone. Like Mr. Grant, or maybe my dad. You really like him, and he likes you. He really helped me see things straight. Come on, we'll go talk to him right now. He's home.
- Ariel:** Stay out of trouble, and stand up for yourself.
- Raoul:** Stay in school, and get a good start on your life.
- Amy:** Stay healthy, and do yourself a favor.
- Rosa:** Stay focused, and keep your parents' trust.
- Justin:** Stay smart, and say yes to a healthy life.
- Luke:** Stay with friends who make healthy choices, and act in your own best interest.
- All:** And stay drug free! (TERRY)
- Terry:** Like I said before, it's pretty complicated this choices stuff. But we've learned lots of things in this game to help us make healthy choices. We called this the game of *Life or Meth*. But you know and I know that it isn't a game. It's your life. Your life. My life. The only life we're ever going to get. So don't blow it. Stay smart and say yes to a healthy life...and a bright future!

--End of Lesson 5--

Extension Activities

The following activities are designed to compliment the information in each of the five *Life or Meth* lessons. The activities may take one or more class periods beyond the basic lessons to complete. You might consider working with other facilitator's (e.g., school drama teacher, prevention specialist, etc.) to conduct these activities. Although the extension activities have been listed with the lesson with which they most closely correspond, most of the activities could be done at anytime during the *Life or Meth* program. Some of the extension activities would also complement other drug prevention education curricula and could used in conjunction with those programs.

LESSON 1

Activity Idea Number One:

Ask students to prepare a list of questions that they have about alcohol, tobacco, and other drugs. This can be done in their small groups or as a large group discussion. Invite a local prevention specialist or other community professional with knowledge about alcohol, tobacco, and other drugs to visit with your students about these and related issues and answer their prepared questions.

Activity Idea Number Two:

Engage the students in a word association using words found in Lesson 1. Say the word out loud and ask them to respond with a word or short phrase that comes to mind when they hear the word. Possible words to use include, but are not limited to: choices, alcohol, marijuana, inhalants, cost, drugs, tobacco, smoking, hangover, methamphetamine, and illegal. Encourage the students to use as many different descriptive words or phrases as they can - this will reduce the use of the same words over and over.

LESSON 2

Activity Idea Number One:

Using information learned during Lesson 2 of *Life or Meth* each small group creates a poster about the effects of manufacturing meth on the community. These posters will then be presented to the class. Arrangements could be made prior to the class for display of the posters in the classroom, school building, facility where class is being held, community building, or business.

Activity Idea Number Two:

The group will create a newsletter containing information about methamphetamine and its environmental hazards, which can be presented and/or distributed to community and school leaders (e.g., mayor, school board, city council, youth commission). The facilitator may want to have someone experienced in newsletter development visit with the students, providing tips and suggestions. If there is access, students could post their newsletter on a community or local agency website.

Activity Idea Number Three:

Invite a law enforcement officer or drug task force member who has experience with clandestine labs to further educate the group about the environmental hazards of methamphetamine production, including the risks to the community.

Activity Idea Number Four:

Methamphetamine may have a very distinctive, strong odor similar to ammonia or urine. The odor can be one of the first signs of a clandestine lab. This activity is designed to educate students about the odor of methamphetamine. For this activity, you will need:

- 4-5 empty film canisters
- 4-5 cotton balls
- 4-5 liquids with strong odors such as cinnamon, lemon, peppermint, or coffee. One of the liquids must be ammonia.

Prior to conducting this activity, instruct students on how to smell unidentified chemicals by holding the film canister away from their face and using their hand to wave the scent towards their nose. **NOTE: It is very important to use caution when conducting this activity, especially when students are sniffing the ammonia.**

Instructions:

- Assign a number to each scent, with ammonia having the highest number (either 4 or 5) and label each film canister with a number
- Put one or two drops of a scent on each cotton ball, placing the cotton ball in its corresponding film canister
- In their small groups, have the students smell each scent and write down its identity (remind them about safely sniffing each scent, and monitor them closely during this phase of the activity)
- When each group has had the opportunity to smell the scents, ask them to identify them and then discuss the association between the odor of ammonia and the production of methamphetamine

LESSON 3

Activity Idea Number One:

In their small groups have the students create a peer-oriented news report about the dangers of methamphetamine. The news report must include at least one new fact that the students learned in Lesson Three. News reports, like those on CNN, ABC, etc., are designed to raise awareness and influence behavior. The facilitator may want to talk with students about news reports and their purpose prior to having the groups begin working. To assist students with the creative process, the facilitator may want to bring in examples of news articles or broadcasts for discussion. Students can be asked about what draws them to a news report. Encourage the students to incorporate these elements into their news report (it is important to stress the seriousness of the topic and assist students in the appropriate use of humor). This activity could be started at the beginning of the *Life or Meth* program and concluded at the end, culminating in a presentation to the entire student body. This format allows the students to incorporate the information learned over all five lessons.

- Suggested Guidelines
 - A. All students in the group must have a role in the news report.
 - B. News report can be no more than 30-60 seconds in length.
 - C. Students should be encouraged not to portray a person using or under the influence of methamphetamine or other drugs, nor a person pressuring someone to use methamphetamine or other drugs. Although both of these techniques may appeal to students, they send inappropriate messages and may glamorize drug use.

- Suggested Ideas
 - A. A news show format (like 60 minutes or Dateline) where “experts” answer questions about methamphetamine. The “host” could conclude the news show with reasons why no one should use meth.
 - B. A “roving reporter” interviews different people like a doctor, police officer, or parent about why they think methamphetamine is dangerous and why people should not use it.
 - C. Kids are interviewed about the dangers of meth use on the sidelines of a soccer (basketball, etc.) game. They conclude by talking about activities they and other kids their age can do for fun without using meth or other drugs.

When students have completed developing their news report have them present them to the large group.

Activity Idea Number Two:

1. As a class/group discuss the new information learned by the students.
2. Following the discussion, the facilitator will ask the students to discuss other problems to which methamphetamine users are exposed. Examples include: lowered resistance to disease; HIV/AIDS and other sexually transmitted diseases from injecting the drug and/or unsafe sexual behavior; financial, social and legal problems.
3. Have the students write a letter to a friend, sibling or other family member about the mental, physical and emotional risks of methamphetamine use. Ask them to include reasons why they have chosen not to use meth, or why the person to whom they have written should not use.
4. Ask volunteers to share their letters with the class (to maintain confidentiality, the students need not reveal for whom the letter is intended).
5. If they feel comfortable and safe doing so, encourage students to give the letter to the person for whom the letter is intended.

Activity Idea Number Three:

1. With assistance from your local substance abuse prevention or treatment provider obtain letters written to the students by recovering methamphetamine addicts. You may also use letters written by individuals who have been imprisoned as a result of their involvement with methamphetamine.
2. Read one or more of the letters to the students. Screen the letters that will be shared with students - those that glamorize methamphetamine or seem insincere need to be discarded.
3. As a group discuss the students reaction to the letter. Ask them what feelings they had while the letter was being read. Ask them how they thought the person who wrote the letter felt while writing about their experiences with methamphetamine.

Supplement to Activity Idea Number Three:

1. Ask the students to write a letter of support and encouragement as if they know the person who wrote the letter (Note: students will not be sending these letters). Ask a volunteer to share their letter with the large group.

LESSON 4

Activity Idea Number One:

The facilitator will ask student volunteers to role-play the assertiveness techniques. The facilitator will play the role of the person trying to pressure the student into a negative behavior and the student volunteer will use the assertiveness techniques to say no. The facilitator will observe the students' verbal and non-verbal skills, providing constructive feedback to the student and class. (Depending upon the readiness of the class and their level of respect for one another, classmates may also be asked to provide constructive feedback.) The facilitator can guide the student's response by choosing the specific verbal technique he or she uses, or allow the student to choose. (10 -15 minutes)

Role Play Ideas:

- * Student is offered a cigarette while hanging out with friends.
- * Student is asked if he or she wants to try a beer when at a friend's house.
- * Student is offered methamphetamine at an unchaperoned party.
- * Student is told that methamphetamine will help his or her performance in sports/academics and is then encouraged to try some.
- * An older student who they admire or like offers the student alcohol.
- * A cousin offers student marijuana.
- * Someone he or she has a crush on offers student a cigarette.

***Please Note:** It is important that students not be put in the position of role-playing the person offering or pressuring a peer to use drugs. This teaches children how to pressure someone rather than teaching them resistance techniques. If you are uncomfortable role-playing with your students, you could invite an adult who is familiar with assertiveness techniques to conduct the role-playing (e.g., school counselor, prevention specialist, drama team, etc.).

LESSON 5

Activity Idea Number One:

Based on the readiness of your group, have students discuss the following questions in small groups:

- What do you believe is the biggest drug problem in your school? Why?
- What would you say to a friend who talked about using drugs? What would you do to help him or her?
- To whom in your school or community could a young person go to for help?

Following the small group discussion, have students share and discuss their thoughts as a large group.

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IV. Resources

Resources

STATE RESOURCES

Iowa:

Iowa Substance Abuse Information Center
1-866-242-4111
www.drugfreeinfo.org

Kansas:

Kansas Department of Social and Rehabilitation Services,
Kansas Alcohol and Drug Abuse Services
913-296-3925
<http://thomascountycourt.ixks.com/~nwksrpc/>

Missouri:

Missouri Division of Alcohol and Drug Abuse
573-751-4942
<http://modmh.state.mo.us/ada/ada.html>

Nebraska:

Nebraska Council to Prevent Alcohol and Drug Abuse
402-474-0930
www.necouncil.org

North Dakota:

North Dakota Prevention Resource Center
701-328-8824
www.health.state.nd.us/ndhd/prevent

South Dakota:

Division of Alcohol and Drug Abuse, Department of Human Services
605-773-3123
www.state.sd.us/dhs/ada/prevent.htm

Other Internet Resources

Centers for the Application of Prevention Technologies (CAPT)

<http://www.captus.org>

The fundamental mission of the national CAPT system is to bring research to practice.

Center for Substance Abuse Prevention (CSAP)

www.samsha.gov/centers/csap/csap.html

Fosters the development and use of comprehensive science-based prevention

Community Anti-Drug Coalitions of America (CADCA)

www.cadca.org

A membership organization of anti-drug coalitions.

Join Together Online (JTO)

<http://www.jointogether.org>

An electronic resource center on substance abuse and gun violence.

Monitoring the Future Study

www.isr.umich.edu/src/mtf

An annual national opinion survey of 8th, 10th and 12th grade students.

National Center on Addiction and Substance Abuse (CASA)

www.casacolumbia.org

Information on the cost, impact, and prevention and treatment of substance abuse.

National Clearinghouse for Alcohol and Drug Information (NCADI)

<http://www.health.org>

A substance abuse resource from the Center for Substance Abuse Prevention

National Inhalant Prevention Coalition

<http://www.inhalants.org>

This site specializes in inhalant prevention and awareness education.

National Institute on Drug Abuse (NIDA)

www.drugabuse.gov

Drug abuse research.

National Youth Anti-Drug Media Campaign

www.theantidrug.com

A parent information site.

Partnership for a Drug-Free America (PDFA)

<http://drugfreeamerica.org>

Drug information, parenting resources and frequently asked questions

Parents Resource Institute for Drug Education (PRIDE)

www.prideusa.org

PRIDE USA is devoted to drug abuse prevention through education.

Tobacco Information and Prevention Source (TIPS), Centers for Disease Control and Prevention

<http://www.cdc.gov/tobacco>

This site is a one-stop-shop for tobacco-specific information.

Information in this section is, in part, from "Using the Internet: Resources for Prevention," 4th Edition. A publication of the Central Center for the Application of Prevention Technologies (Central CAPT).



METHAMPHETAMINE Quick Facts

What is methamphetamine?

Meth is a powerful synthetic central nervous system stimulant.

What does Meth look like?

Pure methamphetamine is a white, odorless powder. Most “home-made” meth is off-white or yellowish in color. The smokeable form of the drug, methamphetamine hydrochloride is often called “ice” because of its clear, chunky crystals that resemble frozen water.

Methamphetamine powder is referred to by many names-

“Crank”, “Speed”, “Meth”, “Crystal”, “Crystal Meth”, “Go-Fast”, “Tweak”, “Christy”, or “Zip”

Methamphetamine Hydrochloride (the smokeable form) is called -

“Ice”, “LA”, “Glass”, or “Quartz”

How do people use meth?

Meth can be smoked, snorted, injected intravenously, or eaten.

Is there a meth lab in your neighborhood? Some signs to look for –

- Unusual, strong odors (like urine, ether, ammonia, acetone, or other chemicals)
- Excessive trash that includes things such as drain cleaner bottles, starting fluid cans, pill bubble packets, battery casings
- Unusual amounts of glass cookware being brought into the residence
- Residences with their windows blacked out
- Renter who pay their landlords in cash
- Unusual amounts of traffic, especially late at night

To report suspicious activity or suspected meth lab dump site contact –

- Local law enforcement (police, sheriff, or drug task force)

DRUGS OF ABUSE

DRUG	SLANG TERMS	METHODS OF USE	PHYSICAL EFFECTS	SYMPTOMS OF USE	DANGERS
ALCOHOL	Booze or brand name of alcohol (i.e. "Bud", "Jack")	Drinking	Short term memory loss; black outs; slowed reflexes; impaired judgment and coordination	Slurred speech; staggering; loss of emotional control; vomiting	Overdose; death; addiction and/or progression to other drug use
INHALANTS Adhesives, lighter fluid, cleaning fluids, paint products, whipped cream (nitrous oxide), correction fluid, nail polish remover	Poppers, Huff, Rush, Sniff, Kick	Inhaled through the nose or mouth either directly or by spraying product into, and breathing from, a paper or plastic bag	Short term memory loss; spasms; bone marrow, kidney, brain, and liver damage; muscle atrophy	Red/runny eyes or nose; spots or sores around mouth; unusual chemical odor; drunk, dizzy or dazed appearance; nausea; loss of appetite; anxiety; irritability; excitability	Sudden Sniffing Death - cardiac arrest; permanent damage to brain and other organs; loss of consciousness; addiction and/or progression to other drug use
MARIJUANA	Weed, Blunt, Bud, Chronic, Grass, Pot, J Wet or Dank - Marijuana dipped in formaldehyde	Smoked in a pipe or "joint", Eaten	Stimulated heart rate; frequent memory lapse; distorted sensory perception; decreased judgmental skills; respiratory tract/lung cancer; immune system suppression	Blood-shot eyes; stimulated appetite; loss of interest in activities; fatigue; intoxicated appearance; slowed speech; cough	Addiction and/or progression to other drug use
METHAMPHETAMINE	Meth, Crank, Ice, Speed, Go fast, Crystal, Crystal Meth, Tweak	Snorted, Smoked, Eaten, Injected	Rapid weight loss; dilated pupils; blurred vision; damage to brain, lungs, liver; extended wakefulness; teeth grinding; heart palpitations; vitamin deficiency; malnutrition	Restlessness; tremors; anxiety; irritability; talkativeness; paranoia; confusion; loss of appetite; violent outbursts; bad breath; severe body odor; meth acne	Violent actions; increased risk for heart attack; addiction; permanent damage to brain cells
CRACK/COCAINE	Coke, Snow, Crack, Rock	Snorted, Smoked, Injected	Strokes; headaches; respiratory failure; loss of sleep; nausea; sinus problems; increased heart rate and blood pressure	Loss of appetite; nervousness; irritability; cold-like symptoms; increased energy, alertness and confidence; dilated pupils	Increased risk for heart attack, respiratory failure, coma; addiction

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**IV. Knowledge Quest
Master Packet**

Knowledge Quest

Today's Date: _____

Circle one:

PRE POST POST/POST

Please respond to the following items by circling one number that best describes whether you agree or disagree with each statement. The choices are:

1= Strongly Disagree 2= Disagree 3=Agree 4= Strongly Agree

- | | | | | |
|---|---|---|---|---|
| 1. Using meth is an unhealthy way of staying alert when there's important work to do. | 1 | 2 | 3 | 4 |
| 2. Taking drugs can help people calm down when they get "uptight." | 1 | 2 | 3 | 4 |
| 3. Students should be told about the harmful side effects of drugs. | 1 | 2 | 3 | 4 |
| 4. All drugs should be legal and freely available. | 1 | 2 | 3 | 4 |
| 5. The drug scene is really cool. | 1 | 2 | 3 | 4 |
| 6. Most drugs are dangerous. | 1 | 2 | 3 | 4 |
| 7. Drugs should be used only when given to you by a doctor. | 1 | 2 | 3 | 4 |
| 8. Methamphetamine is a dangerous stimulant. | 1 | 2 | 3 | 4 |
| 9. Methamphetamine can create safety risks in a community. | 1 | 2 | 3 | 4 |
| 10. Using methamphetamine can cause damage to the brain. | 1 | 2 | 3 | 4 |
| 11. Saying "no" to methamphetamine is a healthy choice. | 1 | 2 | 3 | 4 |
| 12. Methamphetamine is addictive. | 1 | 2 | 3 | 4 |

Knowledge Inventory. Please read each statement and circle the MOST correct answer.

1. A person is being assertive when he or she:
 - A. chooses in his or her own best interest without hurting others.
 - B. tries to force his or her choices on others.
 - C. let's others talk him or her into doing things he or she doesn't want to do.

2. Methamphetamine labs are dangerous because:
 - A. the chemicals used to make meth are illegal.
 - B. the chemicals can explode and pollute the environment.
 - C. the chemicals cause foul odors.
 - D. the chemicals must be imported from outside the United States.

3. Methamphetamine use can lower the level of Dopamine in a person's brain, which can result in:
 - A. depression, aggression and violent behavior.
 - B. a sense of well-being and happiness.
 - C. increased fatigue and drowsiness.

4. When people use methamphetamine, their skin may become:
 - A. very clear and soft.
 - B. dry, itchy and full of acne.
 - C. wrinkled.

5. Hanging around people who use drugs may:
 - A. have no effect on being offered drugs.
 - B. decrease the chance that someone will be offered drugs.
 - C. increase the chance that someone will be offered drugs.

6. Addiction is a disease that:
 - A. can be cured by taking medicine.
 - B. cannot be cured and lasts for a lifetime.
 - C. goes away by itself after a while.
 - D. may be contagious.

7. Methamphetamine dramatically affects this system in the body:
 - A. the circulatory system.
 - B. the digestive system.
 - C. the central nervous system.
 - D. the respiratory system.

8. Standing up straight and tall; using a firm, clear voice; and looking at a person are examples of:
 - A. assertive body language.
 - B. passive body language.
 - C. aggressive body language.
 - D. empathetic body language.

9. Positive things that people have going for them in their life that help them choose a healthy lifestyle and be successful are called:
 - A. deficits.
 - B. assets.
 - C. assignments.

10. The ACT model for good decision making involves:
 - A. **A**nalyzing your situation, **C**hoosing the best option, and **T**aking action.
 - B. **A**cting passive, **C**hanging your mind a lot, and **T**alking to yourself out loud.
 - C. getting **A**dvice, using **C**autious, and **T**hinking about the consequences.

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**IV. Student Activity Booklet
Master Packet**

LIFE OR METH

Student Activity Booklet

This Booklet Belongs To: _____

Life or Meth

What's the Cost?

WHAT DO YOU KNOW?

Before beginning Lesson 1, answer the question "What do you know?"

WHAT DO YOU KNOW?

What facts do you know about alcohol, tobacco and other drugs?

-
-
-

After completing the lesson, answer the question, "What did you learn?"

WHAT DID YOU LEARN?

What new information did you learn about alcohol, tobacco and other drugs?

-
-
-

Create a comic strip showing people your age having fun without alcohol, tobacco or other drugs.

1.	2.	3.
----	----	----

Lesson 2

METHAMPHETAMINE

Prior to beginning Lesson 2 of *Life or Meth*, answer this question.

1. "What have you heard about how Meth affects the environment and/or the community?"

After completion of the lesson, complete the following sentences . . .

1. The neurotransmitter called _____ stimulates the pleasure center of the brain.
2. _____ labs are very dangerous, and should be reported to an adult immediately.
3. Highly explosive and dangerous _____ are used to make Meth.
4. S _ _ _ K _ and P _ _ _ N _ _ A are possible effects on the body and brain of a Meth user.
5. Meth users have a terrible _____ _____ that you can smell.

Word Puzzle – For each letter of the word "Methamphetamine" think of a word or words that describe Meth, which include that letter.

Here is an example using the word "cat."

Clever
plAyful
litTerbox

M
E
T
H
A
M
P
H
E
T
A
M
I
N
E

METH ABUSE

Prior to beginning Lesson 3 of *Life or Meth*, complete the following list.

List 5 things that can happen to your body if you use Meth.

-
-
-
-
-

Word Match- Match the definition with the appropriate word.

- Addiction** = _____ **A.** Abnormally high blood pressure.
- Psychosis** = _____ **B.** Chronic disease that can cause a person to lose control.
- Hypertension** = _____ **C.** Stimulant that affects Central Nervous System.
- Meth** = _____ **D.** Severe loss of mental control.

List 3 things that you just learned about methamphetamine, that you would share with someone that you know, such as

- A friend
- A brother or sister
- A parent/guardian

- 1.
- 2.
- 3.

Assertiveness

Prior to beginning the lesson: Think of a time when you had to make a difficult decision. List a few of the things that you had to consider prior to making your choice:

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After finishing the lesson, complete the following:

Define what it means to be “assertive”

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Fill in the blanks for the ACT way to practice assertive behavior

A- _____

C- _____

T- _____

List the 7 assertive methods of resistance.

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | |

HEALTHY CHOICES

Prior to completing the lesson, list the things that you do to keep your mind and body healthy.

What things do you do to stay Healthy and Drug Free?

After completing the lesson, answer the following questions. Your teacher will then lead a class discussion and ask students to share their answers.

What are the five (5) most important things you learned from the *Life or Meth: What's the Cost?* program?

- 1.
- 2.
- 3.
- 4.
- 5.