

**STAND  
AGAINST METH**

**Not Even  
Once**

**6-8  
SUPPORT  
RESOURCES  
TOOLBOX**

**STAND  
AGAINST**

**METH**

**Not Even  
Once**

**6-8  
LESSON 1**

**POEM**

**FOR REFERENCE ONLY: MULTI-PAGE EDITABLE WORD FILE IS INCLUDED  
IN THE MATERIALS DOWNLOADED. Visit [takeastandagainstmeth.org](http://takeastandagainstmeth.org)**

Name \_\_\_\_\_  
Hour \_\_\_\_\_

**STAND  
AGAINST METH**  
"Not Even Once"

**Poem for use with Lesson 1**  
Grade 7/8 - Poem Excerpt\*

**Title :** \_\_\_\_\_

I destroy homes. I tear families apart. I take your children, and that's just the start. I'm more valued than diamonds, more precious than gold. The sorrow I bring is a sight to behold.

If you need me, remember; I'm easily found. I live all around you, in school and in town. I live with the rich. I live with the poor. I live just down the road, and maybe next door.

I'm made in a lab, but not in one like you think. I can be made under your kitchen sink. Or in your child's closet, and even out in the woods. If this scares you to death, it certainly should.

I have many names, but there's one you'll know best. I'm sure you've heard of me: \_\_\_\_\_  
\_\_\_\_\_. My power is awesome. Try me, you'll see. But if you do, you may never break free. Just try me once, and I *might* let you go. But if you try me twice, then I own your soul.

When I possess you, you'll steal and you'll lie. You'll do what you have to, just to get high. The crimes you'll commit for my narcotic charms will be worth the pleasure you'll feel in my arms.

You'll lie to your mother. You'll steal from your dad. When you see their tears you must not feel sad. Just forget your morals, and how you were raised. I'll be your conscience. I'll teach you my ways.

I take kids from their parents. I take parents from kids. [ ... ] I separate friends. I'll take everything from you; even your good looks, and your pride. I'll be with you always, right there by your side.

You'll give up everything; your family, your home, your money, your friends. You'll be all alone. I'll take and I'll take, 'til you've no more to give. When I finish with you, you'll be lucky to live.

If you try me, be warned: THIS IS NOT A GAME. If I'm given the chance, I'll drive you insane. I'll ravage your body. I'll control your mind. I'll own you completely. Your soul will be mine.

The nightmares I'll give you when you're lying in bed. And the voices you'll hear, from inside your head. The sweats, the shakes, and the visions you'll see; I want you to know these are your gifts. From me.

By then it's too late, and you'll know in your heart that you are now mine, and we shall not part. You'll regret that you tried me. (They always do.) But you came to me, not I to you.

**STAND  
AGAINST**

**METH**

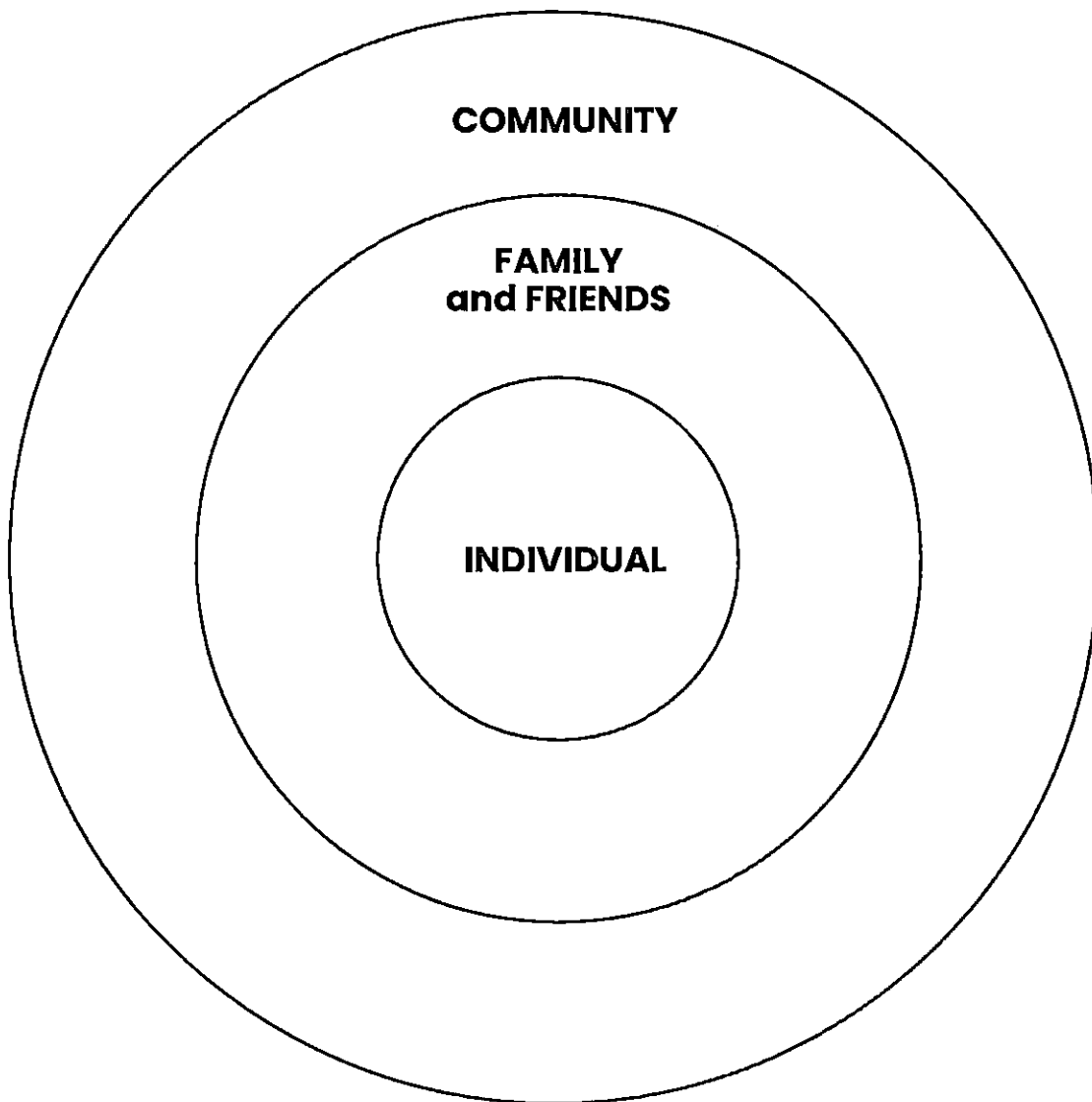
**Not Even  
Once**

**6-8  
LESSON 1**

**EFFECTS OF METH CIRCLES**

NAME \_\_\_\_\_ HOUR \_\_\_\_\_

**DIRECTIONS:** List issues that methamphetamine use can pose to an individual, their family and friends, and the community.



**STAND  
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**METH**

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**6-8  
LESSON 2**

**YOUR BRAIN & BODY WORKSHEET** 1 of 2

NAME \_\_\_\_\_ HOUR \_\_\_\_\_

**BRAIN**

**Think-Write-Pair-Share #1: Size of Effect**

- Does using methamphetamine have no effect on the brain, a small effect on the brain, a medium effect, or a large effect? Explain your thinking.

**Think-Write-Pair-Share #2: Types of Brain Changes**

- If you think that methamphetamine use does affect the brain, what types of changes do you think occur?
- If you think that methamphetamine use does not cause brain changes, what do you think protects the brain and how does this protection work?

**Journal Entry: Dopamine**

- Think of some reasons why the release of dopamine, which makes us feel good, could be a bad thing when it comes to methamphetamine use?

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**6-8  
LESSON 2**

**YOUR BRAIN & BODY WORKSHEET 2 of 2**

NAME \_\_\_\_\_ HOUR \_\_\_\_\_

**BODY**

**Think-Write-Pair-Share #3: Types of Body Changes**

- Brainstorm a list of physical changes that occur in the human body due to methamphetamine use.

**REFLECTION**

- Write a paragraph highlighting two ways that methamphetamine use affects the physiology of the brain and/or body. Include detailed descriptions of physical effects that occur immediately and over long-time repeated use.

**SELF-CARE**

SELF-CARE REFLECTION DATE: \_\_\_\_\_

I do not want to try meth, NOT EVEN ONCE, because I do not ever want to experience

\_\_\_\_\_.

Instead, I will help my brain release dopamine in a healthy way by involving myself in any of these activities that I enjoy:

- 1
- 2
- 3
- 4
- 5

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**6-8  
LESSON 3**

**EMPOWER STUDENTS TO HELP** 1 of 4

NAME \_\_\_\_\_ HOUR \_\_\_\_\_

**DIRECTIONS:** Brainstorm three distinct lists of signs and symptoms that you might notice in a friend or loved one who is addicted to meth or living in a meth-filled environment.

<b>PHYSICAL SIGNS</b>	<b>PERSONALITY SYMPTOMS</b>	<b>OTHER INDICATORS</b>



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**6-8  
LESSON 3**

**EMPOWER STUDENTS TO HELP** 3 of 4

NAME \_\_\_\_\_ HOUR \_\_\_\_\_

**PART 2: RESOURCES**

List 5 trusted adults in your life who you could turn to in a time of need. At least one of the adults should be a school-related adult and another one should be a non-school related adult whom you could contact when school is not in session. The other three adults to contact are your choice. Try to have a phone number and/or email for each adult.

	ADULT NAME	HOW DO YOU KNOW THIS PERSON?	PHONE NUMBER and/or EMAIL
1			
2			
3			
4			
5			

**DIRECTIONS:** Answer the questions below using the following websites:

<https://teens.drugabuse.gov/drug-facts/methamphetamine-meth>

<http://www.takeastandagainstmeth.org/>

1. Why might calling the National Suicide Prevention Hotline be a helpful starting place when seeking help?

2. What is the number for the National Suicide Prevention Hotline?



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**6-8  
LESSON 3**

**EMPOWER STUDENTS TO HELP** 4 of 4

NAME \_\_\_\_\_ HOUR \_\_\_\_\_

**PART 2: RESOURCES (CONTINUED)**

3. NIDA provides a Step by Step Guide for Teens and Young Adults needing help. What are some topics they cover in this step-by-step guide?
  
  
  
  
  
  
  
  
  
  
4. If a friend is using drugs, why might you have to step away from that friendship?
  
  
  
  
  
  
  
  
  
  
5. If you wanted to report someone selling or using illegal drugs in Chippewa County but you didn't want to give your name or contact information, what number would you call?
  
  
  
  
  
  
  
  
  
  
6. If you had questions or concerns about drug use in your community and wanted to speak to a local law enforcement officer, who would you call? List the department and phone number.
  
  
  
  
  
  
  
  
  
  
7. What is SAMHSA and how could their website be helpful for teens?