

# STAND AGAINST METH

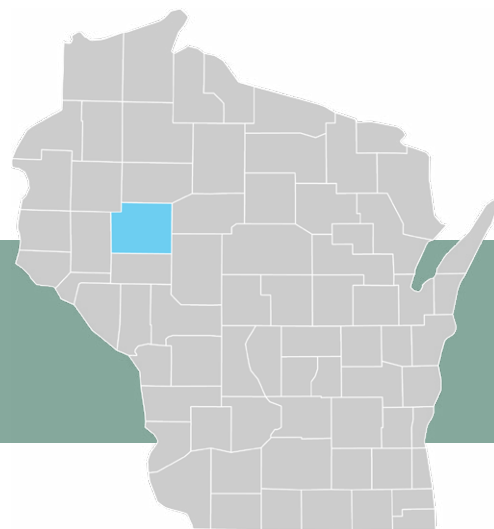


*Not Even  
Once*



EDUCATOR'S  
GUIDE

6-8 LESSONS  
& RESOURCES



# STAND AGAINST METH

Not Even  
Once

## 6 – 8 RESOURCES

Links are embedded in this pdf. If your copy is a printed copy simply search using the information shown to locate the content.

### 1. Counseling Washington

- [The Brain's Response to Methamphetamine Articles of Interest](#)

### 2. Drugs-Rehab.org

- [Effects of Meth on Children](#)

### 3. End Meth Now – Utah

- **VIDEO:** [Early Warning Signs of Meth](#)

### 4. FindRehabCenters.org

- [Library of Videos](#)
- **VIDEO:** [Your Meth Use Isn't a Secret](#)
- **VIDEO:** [Things You Should Never Say to Your Loved One in Recovery](#)

### 5. Foundation for a Drug-Free World: The Truth About Crystal Meth and Methamphetamine

- [The Truth About Crystal Meth and Methamphetamine E-Course](#)
- [Crystal Meth and Methamphetamine Effects](#)

### 6. I Am Meth poem

- <https://www.snopes.com/fact-check/i-am-meth/>

### 7. Kids Health in the Classroom.

- [Kidshealth.org/classroom](http://Kidshealth.org/classroom)

### 8. Meth High Infograph

- [Understanding the Feelings of a Meth High](#)

### 9. The Meth Project

- Videos and Interactive Sites: [MethProject.org](http://MethProject.org)

### 10. National Geographic

- **VIDEO:** [Human Brain: facts and information](#)
- **VIDEO:** [World's Most Dangerous Drug](#)

### 11. National Institute on Drug Abuse

- [Drugabuse.gov](http://Drugabuse.gov) | National Institute of Drug Abuse (NIDA)
- [Methamphetamine Overview | National Institute on Drug Abuse \(NIDA\)](#)
- [Commonly Used Drugs – Methamphetamine](#)
- [Methamphetamine DrugFacts | National Institute on Drug Abuse](#)
- **VIDEO:** [The Reward Circuit: How the Brain Responds to Methamphetamine](#)
- **VIDEO:** [Why Are Drugs So Hard to Quit?](#)

### 12. National Institute on Drug Abuse for Teens

- **FAQ:** [Methamphetamine \(Crystal Meth\) Drug Facts](#)
- **TEACHERS:** [Drug Fact Classroom Resources](#)

### 13. Substance Abuse and Mental Health Services Administration (SAMHSA)

- <https://www.samhsa.gov/>
- [Tips for Teens: Methamphetamine](#)

### 14. Stand Against Meth Chippewa County

- [Take a Stand Against Meth: Chippewa County & Meth](#)

### 15. Wisconsin Alliance for Drug Endangered Children

- [Identifying DEC Children](#)

**STAND  
AGAINST** **METH**



**GRADES 6–8**

**LESSON 1**

**RELATIONSHIPS**

## LESSON 1: RELATIONSHIPS

PAGE 1 OF 3

### LESSON OBJECTIVE(S)

I can share examples of how methamphetamine use affects relationships between the user, his or her friends and family, and within the community.

### INTERACTIVE ACTIVITIES

**BOLD TITLES IN BLACK** are available in the **6-8 Support Resources Toolbox**

#### INTRODUCTION:

- Give each student a copy of the poem **Ms. Crystal Meth** found in **Gr 6-8 Lesson 1 - WS Poem**, but make sure the title and bold and underlined phrases are removed. Instruct students to follow along as the poem is read aloud. ***NOTE: The poem contains graphic content and language. The excerpts on pages 3-5 have this language removed.***
- Following the reading of the poem, students are to choose at least two questions about which to write a personal reflection. This reflection should be completed in a Google Document that may be easily accessed for use in other classes and grades to build upon the content of this lesson.

#### POEM REFLECTION QUESTIONS:

1. Choose one stanza of the poem and explain what you think the author is talking about. Provide supporting evidence.
  2. What feelings does this poem evoke? Choose at least one feeling word and describe using supporting phrases from the poem to explain your answer.
  3. Have you had any situations where you challenged someone else's power even though you knew the potential for a negative outcome? Describe the situation, how it turned out and, if applicable, how it was resolved.
  4. Select a section of the poem that scares you the most. Explain why that situation scares you
- Allow students appropriate time to reflect and submit their reflections, then follow with pair-share discussions. Provide time to share thoughts about a question with a peer and then with the large group (discussion led and moderated by the instructor).
  - Conclude discussion with these questions - What is the subject of the poem? What would you choose to name this poem? Following time for student responses, allow them to fill in the blanks on their own poem sheet.

## ACTIVITY

- **Continuing to utilize the poem, have students analyze the effects of meth use in each category of this graphic organizer: Gr 6-8 Lesson 1 - WS Effects of Meth Circles.** Fill in effects of meth use in each of the three rings of the circles.
- **The instructor will post the same image on a SmartBoard or draw on a whiteboard.** Students will have an opportunity to contribute to the class image and add to their own page. This is an opportunity for instructor facilitated discussion, prompting, and personal sharing (Example: "Thank you, student name, for writing 'jail time' in all three rings. Can you explain why you put it in all three areas? Would anyone else be able to provide a supporting reason on how 'jail time' affects the community?)"
- **EXPLAIN: Family does not always mean biological mom and dad but can also mean friends and others close to you that you care about greatly.** In the same Google Docs in which you created the reflection to the Ms. Crystal Meth Poem, identify three individuals in your life who are supportive and will help keep you safe from drugs. Briefly explain what each person means to you. Suggestions include but are not limited to: parents, grandparents, a past or current teacher, friends (older or younger), coaches, neighbors, etc.
- **When discussion starts to wane, show the video linked below: The Truth About Crystal Meth and Methamphetamine E-Course** [CLICK HERE](#)
- **Revisit circle activity after watching the video, and add any additional information mentioned in the video.**

## GROUP CONFIGURATIONS/COMPOSITION

Individual

Small group

Whole class discussion

## ACADEMIC LANGUAGE IN ACTIVITY

Methamphetamine

Narcotic

## IDEAS FOR ACADEMIC INTERACTIONS

The poem may be used cross-curricular with English and language arts - type of poem, types of phrasing, etc.

## EXTENSION ACTIVITY FOR SEVENTH GRADE

See **Gr 6–8 Lesson 1 – WS Poem** pages 4–5 for excerpts of “Ms. Crystal Meth” poem that could be used in 7th grade along with the same reflection questions. (editable file included in material download)

Students in 7th grade may already have a deeper understanding of meth and its effects on the community. Instruct students to research and find news articles related to drug use and abuse within your local area. **Module 6 of the National Institute of Health** [www.drugabuse.gov](http://www.drugabuse.gov) website provides instructions and resources for this activity that can easily be modified specifically to methamphetamine research. Module 6 Magazine

Instructors may also provide articles from local news sources and remove personal identifying information that may be connected to students within their district.

## EXTENSION ACTIVITY FOR EIGHTH GRADE

See **Gr 6–8 Lesson 1 – WS Poem** pages 4 – 5 for “Ms. Crystal Meth” poem that could be used in 8th grade along with reflection questions.

Teachers may also choose to use the following linked magazine sheet to begin looking at drugs in the media. The sheet has both information and activities for students.

[https://teens.drugabuse.gov/sites/default/files/mag6\\_69.pdf](https://teens.drugabuse.gov/sites/default/files/mag6_69.pdf)

Students can take time to complete the informational worksheet on the drugs in the media.

Students in 8th grade may use the information compiled from 7th grade extension activity to analyze statistics and trends of use in the local area.

[https://teens.drugabuse.gov/sites/default/files/mod6\\_69.pdf](https://teens.drugabuse.gov/sites/default/files/mod6_69.pdf)

## CLOSING/ASSESSMENT/LESSON REFLECTION/SELF REFLECTION

See above lesson plans. **Poem Journal Reflection, Circle Workbook** page

Additional insights on the Circle Workbook sheet are available [HERE](https://teens.drugabuse.gov) ([teens.drugabuse.gov](https://teens.drugabuse.gov))

## RESOURCES

**Brain Power: Grades 6–9** [CLICK HERE](https://teens.drugabuse.gov) ([teens.drugabuse.gov](https://teens.drugabuse.gov))

**Did a Meth-Addicted Teen Write This Poem?** [CLICK HERE](https://snopes.com) ([snopes.com](https://snopes.com))

**The Truth About Crystal Meth and Methamphetamine E-Course** [CLICK HERE](https://drugfreeworld.org) ([drugfreeworld.org](https://drugfreeworld.org))

**STAND  
AGAINST** **METH**



**GRADES 6–8**

**LESSON 2**

**YOUR BRAIN  
AND BODY**

## LESSON 2: YOUR BRAIN AND BODY PAGE 1 OF 8

### LESSON OBJECTIVE(S)

1. **BRAIN:** I can **explain** what methamphetamine does to the human brain, why it is so highly addictive after only one use, and why this addiction is so difficult to overcome.
2. **BODY:** I can identify how methamphetamine affects the human body, both the immediate effects and the long-term consequences.
3. **SELF-CARE:** I can identify three activities that I can do to release dopamine in my brain while still keeping my brain and body healthy and drug-free, especially during times of stress (alternate activities for a “natural high”)
4. **PERSONAL STORIES:** I can share examples of how methamphetamine addiction can quickly take over and control someone’s life.

### INTERACTIVE ACTIVITIES

**BOLD TITLES IN BLACK** are available in the **6-8 Support Resources Toolbox**

**NOTE:** Electronically share **YOUR BRAIN & BODY** with your students or print if students do not have computer access. Emphasize to students the importance of keeping this document in their Google Drive, as they will use this same document throughout grades 6, 7, and 8. Students should record both their own answers and their partner/team answers throughout the course of these lessons.

### BRAIN: INTRODUCTION

#### PART 1:

- **EXPLAIN:** The human brain, which weighs an average of three pounds, is more complex than any other known structure in the universe. It is a spongy mass of fat and protein made up of many billions of cells.
- **THINK-WRITE-PAIR-SHARE #1: SIZE OF EFFECT**

Because there are so many billions of cells present in the human brain, do you think that methamphetamine use can even have an effect on that many cells? Take a stance on this question: 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 in a Google Doc.

- **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?



## INTERACTIVE ACTIVITIES

## BRAIN: INTRODUCTION (CONTINUED)

## PART 2:

- **EXPLAIN:** Methamphetamine does, in fact, cause changes in human brain function. The use of meth increases the amount of a natural chemical called dopamine to be released in our brains. When dopamine is released, it helps us feel good. Because of this, dopamine is directly related to the survival of our species by teaching us that certain behaviors make us feel good, therefore increasing the likelihood that we will repeat those behaviors in the future. For example, when we are hungry and we finally get to eat, our bodies feel better. This encourages us to eat again at another time, which is vital for survival.
- **PARTNER SHARE:** What other survival behaviors are reinforced through the release of dopamine? (relationships with other humans, sleep, sports, exercise, hobbies, etc.)
- **INDIVIDUAL 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?

## CONTENT

## PART 3:

- **SHOW VIDEO: Meth: Brain & Behavior** – Follow Meth as It Travels into the Brain by The Meth Project (2:43 min) [VIEW HERE](https://methproject.org/answers/what-does-meth-do-to-your-brain.html#The-Brain-on-Meth) <https://methproject.org/answers/what-does-meth-do-to-your-brain.html#The-Brain-on-Meth> (NOTE: This video is suggested for 6th grade; see additional links at bottom of lesson plan for 7th and 8th grade options.) You might have to “allow” your computer to access Adobe Flash Player in order to view the videos.good, therefore increasing

## PART 4: CLASS DISCUSSION

- **How did you feel watching the video?** What feelings did you experience?
- **If dopamine is a natural chemical in our bodies, why is it bad when dopamine is released through the use of methamphetamine?**
- **VIDEO EMPHASIS:** Methamphetamine causes the brain to release high levels of dopamine, thus encouraging the user to take more of the drug in an attempt to repeat those feelings. Eventually, the brain will “run out” of dopamine and the individual will be incapable of feeling pleasure. **Important quote from video:** “It’s just harder to get high. No matter how much meth we use, we can never recapture that first rush.”
- **EMPHASIZE:** There is no such thing as a safe dose of meth or a safe number of times to try it.....**NOT EVEN ONCE.**

## INTERACTIVE ACTIVITIES

**BRAIN: INTRODUCTION (CONTINUED)****PART 4: CLASS DISCUSSION (CONTINUED)**

- **EDIT:** Have students revisit their Google Docs form to edit their original entries for the following two questions:
  - **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?
  - **INDIVIDUAL JOURNAL ENTRY: DOPAMINE**
    - Why might the release of dopamine, which makes us feel good, be a bad thing when it comes to methamphetamine use?

**BODY: INTRODUCTION****PART 5:**

- **EXPLAIN:** Thank you for the great discussions about the effects of methamphetamine on the human brain. Our next area of discussion is how meth affects the human body.
- **THINK–WRITE–PAIR–SHARE #3: TYPES OF BODY CHANGES:**
  - Thank you for the great discussions about the effects of methamphetamine on the human brain. Our next area of discussion is how meth affects the human body.

**CONTENT****PART 6:**

- **SHOW VIDEO: Will Using Meth Change How I Look? Hailey's Story** – by The Meth Project (0:39 min) [VIEW HERE](https://methproject.org/answers/will-using-meth-change-how-i-look.html#Hailey's-Story) <https://methproject.org/answers/will-using-meth-change-how-i-look.html#Hailey's-Story> (NOTE: This video is suggested for 6th grade; see additional links at bottom of lesson plan for 7th and 8th grade options.) **What Is Meth Mouth? Eaten Away** by The Meth Project (1:44) [VIEW HERE](https://methproject.org/answers/what-is-meth-mouth.html#Eaten-Away) <https://methproject.org/answers/what-is-meth-mouth.html#Eaten-Away>

## INTERACTIVE ACTIVITIES

### **BODY: INTRODUCTION (CONTINUED)**

#### **CONTENT (CONTINUED)**

##### **PART 7:**

##### • **CLASS DISCUSSION**

- How did you feel watching these two videos?
- What did you already know about how meth affects your body?
- What are some new things you learned about how meth affects your body?

##### • **EDIT**

- Have students revisit their Google Docs list of physical changes that occur in the human body due to methamphetamine use and then edit the list to represent new facts learned during this lesson.

### **BRAIN & BODY: PROOF OF LEARNING**

##### **PART 8:**

##### • **REFLECTION**

- Have students 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.

## GROUP CONFIGURATIONS/COMPOSITION

**Whole class discussions**

**Partner share**

**Team share (3-4 students)**

**Individual work**

## ACADEMIC LANGUAGE IN ACTIVITY

**NOTE:** This is a vocabulary resource for the classroom teacher. Whether to explicitly teach these terms to 6th, 7th, or 8th grade students is left to the teacher's discretion.

**METHAMPHETAMINE NAMES:** Addiction is considered a complex brain disorder, a mental illness, and a medical illness caused by repeated misuse of a substance. Addiction is defined as a long-lasting, difficult to stop habit or practice that is emotionally, mentally, or physically habit-forming. When someone addicted to a drug tries to stop using the drug, he or she will often start to get better but then relapse, which means the person starts using the drug again even though the person knows it is harmful and will cause long-lasting changes in the brain. Trying to end an addiction often causes severe trauma.

**DOPAMINE:** [doh-puh-meen] Dopamine is a neurotransmitter, also known as a chemical messenger or hormone, that is known as the feel-good chemical.

**NEURON:** [noo r-on] A type of specialized, impulse-conducting brain cell that has branch-like projections called axons and dendrites. Neurons transmit and receive nerve impulses. They are the functional unit of the nervous system, and most can be split into three parts: the soma (cell body), dendrites, and axons.

**SOMA:** [soh-muh] The cell body of a neuron that receives information and contains the cell nucleus

**DENDRITES:** [den-drahyt] The branching part of a neuron that conducts impulses and carries information from other neurons to the soma

- "Input" part of the cell; receivers
- Sometimes referred to as nerve fiber

**AXON:** [ak-son] The usually long and single part of a neuron that transmits impulses and information away from the soma to other cells

- "Output" part of the cell; senders
- Sometimes also referred to as nerve fibers
- Normally ends with a number of synapses connecting to the dendrites of other neurons.

**PHYSICAL:** Refers to the body itself

**PHYSIOLOGICAL:** Refers to the body's function

**STIMULANT:** A stimulant is any drug that temporarily increases the functional activity or efficiency of an organism or any of its parts by speeding up the messages between the brain and the body. Stimulants can make a person feel more awake, alert, confident, or energetic. They can elevate mood, increase speech and motor activity, and decrease appetite. Their mood-elevating effects make some of them potent drugs of abuse.

**SYNAPSE:** [sin-aps, si-naps] A small gap between neurons where nerve impulses pass from one neuron to another.

## IDEAS FOR ACADEMIC INTERACTIONS

## FOUNDATION FOR A DRUG-FREE WORLD: THE TRUTH ABOUT CRYSTAL METH

- This is a self-directed, self-paced E-course about methamphetamine. Students will have to create their own login in order to utilize the course, but it is free. Topics include the ingredients in meth, its history, effects, what it looks like, etc. A test is also provided at the end of the course. <https://www.drugfreeworld.org/course/lesson/the-truth-about-crystalmeth/>
- Here is a link to the introductory documentary to the afore-mentioned course: <https://www.drugfreeworld.org/course/lesson/the-truth-about-crystalmeth/documentary-the-truth-about-crystalmeth.html>

## SCIENCE

Due to both the physical and physiological nature of methamphetamine addiction, these lessons easily lend themselves to science discussions revolving around human body systems.

Addressing the components of methamphetamine and its effects on the human body directly links to discussions involving chemical reactions.

## SOCIAL STUDIES / HISTORY

Due to the many facets of community involvement related to drug use (law enforcement, human services, foster care programs, mental health centers, jails/prisons, courtrooms, rehab centers, medical expenses, etc.) these lessons readily adapt to social studies curricula.

Lesson plan connections can also be made in history classes. Humans have historically utilized chemicals and drugs for a variety of reasons: chemical warfare, beauty enhancements, prevention or curing of ailments, testing purposes, cultural experiences, religious ceremonies, etc. Different time periods in history have different references to chemicals.

## EXTENSION ACTIVITY FOR SEVENTH GRADE

**For Part 3 of the lesson for 6th grade, show this video:**

The Reward Circuit: How the Brain Responds to Methamphetamine by The National Institute on Drug Abuse (2:40 min) [CLICK HERE](https://www.youtube.com/watch?v=TTMNxZL4O4s&feature=emb_logo)

[https://www.youtube.com/watch?v=TTMNxZL4O4s&feature=emb\\_logo](https://www.youtube.com/watch?v=TTMNxZL4O4s&feature=emb_logo)

**For Part 6 of the lesson for 6th grade, show this video:**

What Are “Crank Bugs”? Ashley’s Story by The Meth Project (0:41 min) [CLICK HERE](https://methproject.org/answers/what-are-crank-bugs.html#Ashleys-Story)

<https://methproject.org/answers/what-are-crank-bugs.html#Ashleys-Story>

## EXTENSION ACTIVITY FOR SEVENTH GRADE

**ADDITIONAL RESOURCE: What Does Meth Do to Your Body? Body by Meth by The Meth Project.**

**CLICK HERE** This is an interactive site that utilizes a tweezers graphic to remove various objects overlaid on different regions of a human body graphic. Once an object is removed from the picture, a pop-up appears that explains the effects of meth on that particular area of the body. <https://methproject.org/answers/what-does-meth-do-to-your-body.html#Body-by-Meth>

## EXTENSION ACTIVITY FOR EIGHTH GRADE

**FOR PART 3 OF THE LESSON FOR 6TH GRADE, SHOW THIS VIDEO:**

**World's Most Dangerous Drug by National Geographic** (3:03 min) **CLICK HERE**  
<https://www.youtube.com/watch?v=at3Sg6qvgTE&feature=youtu.be>

**ADDITIONAL RESOURCE:**

**Brain Damage by The Meth Project.** **CLICK HERE** This is an interactive site that utilizes the computer mouse in a "rollover and hover" approach on a picture of a brain. Various pop-ups reveal how meth affects different brain functions, such as learning, depression, judgement, aggression, and many more.

<https://methproject.org/answers/what-does-meth-do-to-your-brain.html#Brain-Damage>

**FOR PART 6 OF THE LESSON FOR 6TH GRADE, SHOW THESE VIDEOS:**

**Does Meth Have Long-Term Effects? Nicki's Story by The Meth Project** (0:59 min) **CLICK HERE**  
<https://methproject.org/answers/does-meth-have-long-term-effects.html#Nickis-Story>

**Does Meth Have Long-Term Effects? "It Messed Me Up" by The Meth Project** (0:51 min) **CLICK HERE**  
<https://methproject.org/answers/does-meth-have-long-term-effects.html#It-Messed-Me-Up>

**What Does Meth Do to Your Body? Physical Damage by The Meth Project** (1:26 min) **CLICK HERE**  
<https://methproject.org/answers/what-does-meth-do-to-your-body.html#Physical-Damage>

**PROJECT IDEA:**

**SUPPLIES NEEDED:** Poster paper, markers, colored pencils, etc.

Students will create a poster appropriate for a sixth grade classroom that illustrates the effects that methamphetamine has on the brain and body of a user.

- In teams of two or three, have students draw a silhouette of a human body on poster paper. Then add symbols to various areas on the body to represent how that area is affected by methamphetamine use. Add an explanation next to each symbol explaining the effect.

**HELPFUL RESOURCE LINK:**

- **What Does Meth Do to Your Body? Body by Meth by The Meth Project** (from 7th grade extension) **CLICK HERE** <https://methproject.org/answers/what-does-meth-do-to-your-body.html#Body-by-Meth>

## CLOSING/ASSESSMENT/LESSON REFLECTION/SELF REFLECTION

Self-Care Reflection Date: \_\_\_\_\_

Complete the following sentence and type it into your Google Docs.

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:

## RESOURCES

All You Need to Know About Neurons [CLICK HERE](#) (medicalnewstoday.com)

Commonly Used Drugs - Methamphetamine [CLICK HERE](#) (drugabuse.gov)

Dictionary by Merriam-Webster: America's most-trusted online dictionary [CLICK HERE](#)

Dictionary.com | Meanings and Definitions of Words at Dictionary.com [CLICK HERE](#)

Human Brain: facts and information [CLICK HERE](#) (nationalgeographic.com)

MethProject.org [CLICK HERE](#)

The Reward Circuit: How the Brain Responds to Methamphetamine [CLICK HERE](#) (YouTube)

The Truth About Crystal Meth and Methamphetamine E-Course [CLICK HERE](#) (drugfreeworld.org)

World's Most Dangerous Drug - National Geographic [CLICK HERE](#) (YouTube)

**STAND  
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**GRADES 6–8**  
**LESSON 3**  
**EMPOWERMENT**



### LESSON 3: EMPOWERMENT PAGE 1 OF 4

#### LESSON OBJECTIVE(S)

##### EMPOWERMENT

- I can identify signs and symptoms of methamphetamine usage in a friend or family member in need of help.
- I can find and identify resources (people, websites, and phone numbers) to help me navigate a situation I think could involve meth or other drugs.

#### INTERACTIVE ACTIVITIES

**BOLD TITLES IN BLACK** are available in the **6-8 Support Resources Toolbox**

##### INTRODUCTION:

- **Introduce today's topic by watching this YouTube video: Why Are Drugs So Hard to Quit?** by The National Institute on Drug Abuse (NIDA/NIH), (2:00 min) [CLICK HERE](#)

##### PART 1: SIGNS AND SYMPTOMS

- **NOTE: Electronically share Empowerment to Help Students with your students or print if students do not have computer access. Emphasize to students the importance of keeping this document in their Google Drive, as they will use this same document throughout grades 6, 7, and 8. Students should record both their own answers and their partner/team answers throughout the course of these lessons. (If students do not have access to computers, a paper copy may be used.)**
- **Think-Write-Pair-Share:**
  - Brainstorm three distinct lists of signs and symptoms that you might notice in a loved one who is addicted to meth or living in a meth-filled environment. The three lists should include Physical Signs, Personality Symptoms, and Other Indicators.
- **SHOW VIDEOS:**
  - **Does Meth Have Long-Term Effects?** From the ER by The Meth Project (1:21 min) <https://methproject.org/answers/does-meth-have-long-term-effects.html#From-the-ER>
  - **Early Warning Signs of Meth** (1:12) [https://www.youtube.com/watch?v=WK23A43XzH8&feature=emb\\_logo](https://www.youtube.com/watch?v=WK23A43XzH8&feature=emb_logo)
- **CLASS DISCUSSION:**
  - What signs and symptoms of methamphetamine use or exposure were you knowledgeable about before watching the videos?
  - What additional signs and symptoms did you learn about from the videos?
  - What sign or symptom of meth use or exposure surprised you the most?
  - What signs or symptoms had you never even thought about before?

## INTERACTIVE ACTIVITIES

## BRAIN: INTRODUCTION (CONTINUED)

## PART 1: SIGNS &amp; SYMPTOMS (CONTINUED)

## • EDIT

– Revisit your brainstorming list you created. Edit your list to include any new information gained from the videos and class discussions.

## • Additional Class Discussion Materials and Resources:

– If time permits, here is a detailed list of identifying characteristics that may be shared with students at the classroom teacher's discretion. Identifying DEC Children [CLICK HERE](#) (wisconsindec.org – Wisconsin Alliance for Drug Endangered Children)

- **NOTE: Acknowledge to students that while the signs and symptoms of methamphetamine use or exposure are very important to recognize in order to help others, it is possible to have some of the indicators and yet not have meth exposure.** For example, scabs on the face could possibly indicate severe acne, not meth bugs. Tooth decay could indicate poor oral health, not meth mouth. Body odor can indicate poor personal hygiene or lack of access to clean soap and water, not meth chemicals. Depression, fear, or suicidal thoughts can be attributed to mental illness, divorce of parents, loss of a loved one, abuse, etc. Although these instances may not be meth-related, it is still important to help that person seek help from a trusted adult.

## PART 2: RESOURCES

## Find and identify resources to help in a meth or drug related issue

- Students will continue using the worksheets from Part 1 above **Empowerment to Help Students**
- Students are to search the following websites to provide answers to the questions on the worksheet. This activity helps guide students to credible resources nationally and locally that they can use if they encounter a situation and are unsure where to turn for help.
- Methamphetamine (Crystal Meth) Drug Facts [CLICK HERE](#) (teens.drugabuse.gov)
- Take a Stand Against Meth: Chippewa County & Meth [CLICK HERE](#) (takeastandagainstmeth.org)

## GROUP CONFIGURATIONS/COMPOSITION

Individual

Small group

Whole class discussion

## ACADEMIC LANGUAGE IN ACTIVITY

- **Anonymous**
- **SAMSHA (Substance Abuse and Mental Health Services Administration)**

## IDEAS FOR ACADEMIC INTERACTIONS

- **Anonymous**
- **SAMSHA (Substance Abuse and Mental Health Services Administration)**

## EXTENSION ACTIVITY FOR SEVENTH GRADE

Students in grade 7 could complete the worksheet and assignments as above but also come up with other questions around helping a friend. These would be anonymous and shared with the class to discuss and research the answers.

### ADDITIONAL TEACHING RESOURCES:

- **VIDEO: Things You Should Never Say to Your Loved One in Recovery** by FindRehabCenters.org (3:05 min) [CLICK HERE](https://www.youtube.com/watch?v=nBaqmGYdhdQ&feature=emb_logo) [https://www.youtube.com/watch?v=nBaqmGYdhdQ&feature=emb\\_logo](https://www.youtube.com/watch?v=nBaqmGYdhdQ&feature=emb_logo)
- **How Can I Tell If Someone Is Using Meth? The Look of Meth by The Meth Project.** This is an interactive site that allows students to see "Before & After" mug shot photos of individuals addicted to methamphetamine, along with the time frame involved between the photos. [CLICK HERE](https://methproject.org/answers/how-can-i-tell-if-someone-is-using-meth.html#The-Look-of-Meth) <https://methproject.org/answers/how-can-i-tell-if-someone-is-using-meth.html#The-Look-of-Meth>

## EXTENSION ACTIVITY FOR SEVENTH GRADE

Students in grade 8 could complete the worksheet and assignments as above but also create informational posters on one of the resource websites to provide information to other students. These posters should be displayed around the school.

### ADDITIONAL TEACHING RESOURCES:

- **VIDEO: Your Meth Use Isn't a Secret** by FindRehabCenters.org (3:38 min) [CLICK HERE](https://www.youtube.com/watch?v=1BYYyMj-Y5c) <https://www.youtube.com/watch?v=1BYYyMj-Y5c>
- **How Can I Tell If Someone Is Using Meth? The Look of Meth by The Meth Project.** This is an interactive site that utilizes the computer mouse in a "rollover and hover" approach on a sketch of a person and various objects. Pop-ups reveal signs and symptoms indicative of an individual using methamphetamine. Includes a wide range of indicators from appetite and odors, to movements and behaviors. [CLICK HERE](https://methproject.org/answers/how-can-i-tell-if-someone-is-using-meth.html#Signs-of-Use) <https://methproject.org/answers/how-can-i-tell-if-someone-is-using-meth.html#Signs-of-Use>

## CLOSING/ASSESSMENT/LESSON REFLECTION/SELF REFLECTION

See Worksheet for Lesson 3 of 3 Grades 6-8.

## RESOURCES

Identifying DEC Children [CLICK HERE](#) (wisconsindec.org)

Methamphetamine (Crystal Meth) Drug Facts [CLICK HERE](#) (teens.drugabuse.gov)

Take a Stand Against Meth: Chippewa County & Meth [CLICK HERE](#) (takeastandagainstmeth.org)

**STAND  
AGAINST** **METH**



**6-8  
SUPPORT  
RESOURCES  
TOOLBOX**

### 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.

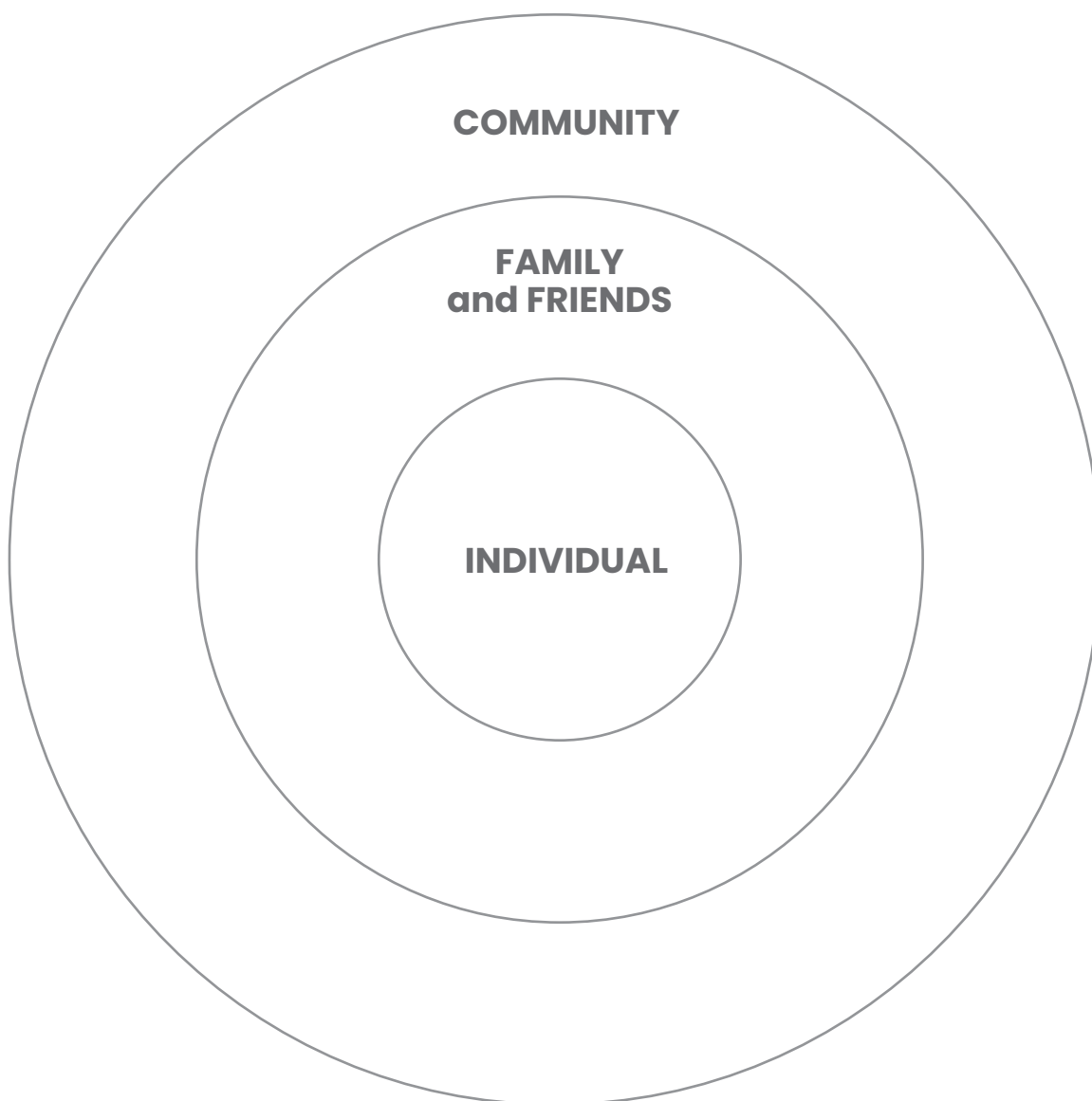
The nightmares I'll give you when you're lying in bed. And the voices you'll hear, from inside your head. The sweats, the shakes, and the visions you'll see; I want you to know these are your gifts. From me.

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.

## EFFECTS OF METH CIRCLES

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

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



### 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?



### 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

### 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.

#### PHYSICAL SIGNS

#### PERSONALITY SYMPTOMS

#### OTHER INDICATORS

### EMPOWER STUDENTS TO HELP 2 of 4

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

#### PART 1: SIGNS & SYMPTOMS

1. If a friend or family member is using methamphetamine or being exposed to a meth environment, what are some of the more common signs and symptoms that you might notice in your loved one's physical appearance or personality changes?
  
  
  
  
  
  
  
  
  
  
2. What are some of the more obscure or subtle signs and symptoms of meth usage and/or exposure?
  
  
  
  
  
  
  
  
  
  
3. How do you plan to use your knowledge about methamphetamine to help keep yourself safe and also those around you?

### 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?

### 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?