

STAND AGAINST METH

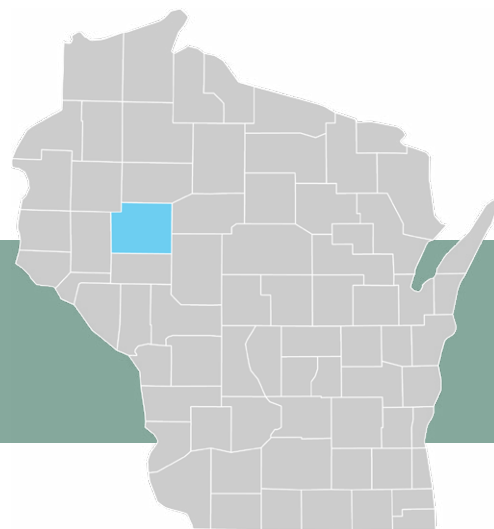


*Not Even
Once*



EDUCATOR'S
GUIDE

K-5 LESSONS
& RESOURCES



Not Even Once Student Portfolio Instructions: K-5

As you work through this curriculum, your students will be creating a **Not Even Once** portfolio that will stay with them through the end of the fifth grade curriculum. Please make sure all work is collected and added to this portfolio after each lesson. If students work in pairs or groups on an assignment—please be sure to make copies so that each student has a copy for their portfolio.

As you begin implementing the **Not Even Once** curriculum, please create a **Portfolio Cover** for each student printed on card stock with their name on it. Have these ready for students to start adding to their portfolio as you finish each lesson.

Students should collect all material in their portfolios at the end of each lesson throughout the year.

At the end of each year, give each student the chapter cover sheet for their grade level. Students should draw, write or in some way indicate all the reasons they will never try meth—**Not Even Once**—on each chapter cover sheet. This sheet then is placed in their portfolio at the beginning of the work they have done for that year.

The intention is that the school will keep these portfolios for each student each year and will pass them on to their future teachers (or schools if necessary) as the student goes through the K-5 curriculum. Students will be able to keep their portfolio once they complete the fifth grade portion of the portfolio.

THE PORTFOLIO TEMPLATES INCLUDED IN THE RESOURCE TOOLBOX INCLUDE:

Portfolio Cover (to be printed on cardstock and student's name then written on/illustrated)

- Kindergarten Chapter Cover Sheet
- First Grade Chapter Cover Sheet
- Second Grade Chapter Cover Sheet
- Third Grade Chapter Cover Sheet
- Fourth Grade Chapter Cover Sheet
- Fifth Grade Chapter Cover Sheet



STAND AGAINST METH

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Once

K – 5 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

8. Meth High Infograph

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

9. The Meth Project

- Videos and Interactive Sites: 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 | 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**



**K-2
FALL
WINTER
SPRING**

LESSON OVERVIEWS

STAND AGAINST METH

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K-2 FALL LESSON OVERVIEW

LESSON OBJECTIVE(S)

1. Students would be able to name at least one trusted adult.

INTERACTIVE ACTIVITIES

BOLD TITLES IN BLACK are available in the **K-2 Support Resources Toolbox**

1. **Identify trusted adults students can turn to for help with problems. TRUSTED ADULT HANDOUT (K draw one person):**

"People use illegal drugs like Meth for all kinds of reasons. Sometimes, they do it because they want to fit in with friends or family or because they think it will make them cool. Other times, people do it because they want to escape from a stressful or difficult time in their lives, and they think drugs will help them forget about their problems. Many drugs may give people a high when they first take it and make them think things are better, but when the drugs wear off, they feel sick and have even more problems than before they did the drugs! It's important for you to know that using drugs doesn't solve your problems or make things better. They actually make your life worse. A better way to handle your problems is to talk to an adult you trust and ask for help. Today we are going to draw an adult that you trust who can help you with problems."

2. **What does a trusted adult do?: FOUR CORNERS ACTIVITY**

Hang up a piece of paper in four corners of your room with the names of four trusted adults (examples: school resource officer, police officer, teacher, counselor, parent, etc.) Discuss with students that there are no wrong answers but when you ask a question they pick which corner they would go to (which trusted adult would they go to) in each situation.

3. **Take Students on a tour of the school to see where you can find some trusted adults and how they can help you.** (Example: Visit the office, library, counselor, nurse, etc. and talk about at each place what those trusted adults can do for them).
4. **Optional Guest Speaker:** Bring in a community member (trusted adult) as a guest speaker to discuss with students how they can help them in a difficult situation (law enforcement officer/school resources officer, school nurse...).

PORTFOLIO DIRECTIONS: Collect all sheets. Students will create a portfolio with materials. Use this cover sheet and bind materials together how you want.

GROUP CONFIGURATIONS/COMPOSITION

Large Group Teacher Discussion

Small Group-Four Corner Game

ACADEMIC LANGUAGE IN ACTIVITY

Trust

Drugs

Meth

Adult

IDEAS FOR ACADEMIC INTERACTIONS

Possible trusted adults....

Teachers, school staff, police officer, social worker, relative, doctor, nurse

EXTENSION ACTIVITY FOR FIRST GRADE

- 1. Identify trusted adults students can turn to for help with problems. TRUSTED ADULT HANDOUT (K draw one person):**

"People use illegal drugs like Meth for all kinds of reasons. Sometimes, they do it because they want to fit in with friends or family or because they think it will make them cool. Other times, people do it because they want to escape from a stressful or difficult time in their lives, and they think drugs will help them forget about their problems. Many drugs may give people a high when they first take it and make them think things are better, but when the drugs wear off, they feel sick and have even more problems than before they did the drugs! It's important for you to know that using drugs doesn't solve your problems or make things better. They actually make your life worse. A better way to handle your problems is to talk to an adult you trust and ask for help. Today we are going to draw two adults that you trust who can help you with problems."

- 2. Optional Guest Speaker:** Bring in a community member (trusted adult) as a guest speaker to discuss with students how they can help them in a difficult situation (law enforcement officer/school resources officer, school nurse...).
- 3. Hand out portfolios and give students a few minutes to look through them**

Remember to collect all work and save it for the student's portfolio.

EXTENSION ACTIVITY FOR SECOND GRADE

1. **Identify trusted adults students can turn to for help with problems. TRUSTED ADULT HANDOUT (K draw one person):**

"People use illegal drugs like Meth for all kinds of reasons. Sometimes, they do it because they want to fit in with friends or family or because they think it will make them cool. Other times, people do it because they want to escape from a stressful or difficult time in their lives, and they think drugs will help them forget about their problems. Many drugs may give people a high when they first take it and make them think things are better, but when the drugs wear off, they feel sick and have even more problems than before they did the drugs! It's important for you to know that using drugs doesn't solve your problems or make things better. They actually make your life worse. A better way to handle your problems is to talk to an adult you trust and ask for help. Today we are going to draw two adults that you trust who can help you with problems."

2. **Writing Activity:** Pick one of the trusted adults you drew and do a free writing activity: ***Why do you trust that adult?***

3. **Optional Guest Speaker:** Bring in a community member (trusted adult) as a guest speaker to discuss with students how they can help them in a difficult situation (law enforcement officer/school resources officer, school nurse...).

Remember to collect all work and save it for the student's portfolio.

CLOSING/ASSESSMENT/LESSON REFLECTION/SELF REFLECTION

1. **Who is the student's trusted adult(s)?**

STAND AGAINST METH

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K – 2 WINTER LESSON OVERVIEW

LESSON OBJECTIVE(S)

1. Students learn what some healthy choices are.
2. Students will learn what trusted adults they can go to when a need arises.

INTERACTIVE ACTIVITIES

BOLD TITLES IN BLACK are available in the **K-2 Support Resources Toolbox**

1. **WHAT SHOULD YOU DO and ROLE PLAY ACTIVITY:** Students can have teachers asking questions. What should you do and Role Play Activity
2. **KEEPING YOUR BRAIN HEALTHY:** Have a blank chart in the front of the room and have students name things that can keep their bodies and brains healthy. **Keeping your Brain Healthy**

Remember to collect all work and save it for the student's portfolio.

Possible resource to purchase – Book: “Charlie and The Curious Club!” [LINK FROM AMAZON](#)

Possible resource to purchase – Book: “Listening to My Body” [LINK FROM AMAZON](#)

GROUP CONFIGURATIONS/COMPOSITION

1. Break up groups of 2-4 for role play activity-taking turns being the child/adult.
2. Large group discussion for **Keeping Your Brain Healthy** activity.

ACADEMIC LANGUAGE IN ACTIVITY

Drugs
Meth
Medicine
Brain

IDEAS FOR ACADEMIC INTERACTIONS

1. Class or group brainstorming of ideas to keep your brain healthy
2. Students work in small groups or pairs to do Role Play and ask each other the questions.

EXTENSION ACTIVITY FOR FIRST GRADE

1. **WHAT SHOULD YOU DO and ROLE PLAY Activities:** Students can break up into partners and Role Play or ask each other the questions. **WHAT SHOULD YOU DO & ROLE PLAY ACTIVITIES**
2. **KEEPING YOUR BRAIN HEALTHY:** Have a blank chart in the front of the room and have students name things that can keep their bodies and brains healthy.

Remember to collect all work and save it in the student's portfolio.

Possible resource to purchase – Book: "Me and My Amazing Body" [LINK FROM AMAZON](#)

EXTENSION ACTIVITY FOR SECOND GRADE

1. **Have STUDENTS lead the WHAT SHOULD YOU DO and ROLE PLAY Activities:**
2. **KEEPING YOUR BRAIN HEALTHY:** Have a blank chart in the front of the room and have students name things that can keep their bodies and brains healthy.

Remember to collect all work and save it in the student's portfolio.

Possible resource to purchase – Book: "Me and My Amazing Body" [LINK FROM AMAZON](#)

CLOSING/ASSESSMENT/LESSON REFLECTION/SELF REFLECTION

1. **Who is the student's trusted adult(s)?**
2. **Do students understand how the habits help the brain stay healthy?**

STAND AGAINST **METH**

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K-2 SPRING LESSON OVERVIEW

LESSON OBJECTIVE(S)

1. **Students will be able to name some of the differences between helpful medicines and harmful drugs.**
2. **Students will be able to name four different feelings.**

INTERACTIVE ACTIVITIES

BOLD TITLES IN BLACK are available in the **K-2 Support Resources Toolbox**

1. **This lesson discusses the differences between helpful medicines, such as Tylenol, aspirin, and antibiotics, and harmful drugs, such as alcohol and nicotine.** Many adults consume alcohol daily, and, while this is not a problem, it can pose negative effects if not used in moderation. Children should never drink alcohol. Nicotine is found in tobacco and is very addictive. Tobacco products are also illegal for children. Students will learn about the effects these substances have on the body and the brain. They will also learn important information about the use of helpful medicines, such as who should administer the medications, when they should be taken, and how much should be given. By the end of the lesson, students will have some understanding of the potency of medications and the importance of taking them properly. Also included is information about illegal drugs like Meth. If you think your students are ready, you can introduce the topic of illegal drugs to them and discuss their effects on the brain and why they are harmful.
2. **Trading Card Activity:** This activity helps students determine which medicines are helpful and which drugs are harmful. **TRADING CARD ACTIVITY**
3. **Kindergarten Book:** "Glad Monster, Sad Monster" Read the book and create their own monster using the **MONSTER ACTIVITY**.
4. **Have each student color the Kindergarten portfolio sheet to add to their portfolio.** (Directions for the portfolio are also in the K-2 Fall Lesson)

Collect Portfolios and provide them to the teacher the students will have next year.

Possible Movie to show - "Inside Out"-Talks about feelings.

GROUP CONFIGURATIONS/COMPOSITION

Large Group: Talk about Feelings

Individual: Feelings Journal

Small Group: Trading Card Activity

ACADEMIC LANGUAGE IN ACTIVITY

Meth

Healthy

Feelings

Drugs

IDEAS FOR ACADEMIC INTERACTIONS

Journaling or drawing to create their “feelings monster”

EXTENSION ACTIVITY FOR FIRST GRADE

1. **Hand out portfolios and give students a few minutes to look through them.**
2. **This lesson discusses the differences between helpful medicines, such as Tylenol, aspirin, and antibiotics, and harmful drugs, such as alcohol and nicotine.** Many adults consume alcohol daily, and, while this is not a problem, it can pose negative effects if not used in moderation. Children should never drink alcohol. Nicotine is found in tobacco and is very addictive. Tobacco products are also illegal for children. Students will learn about the effects these substances have on the body and the brain. They will also learn important information about the use of helpful medicines, such as who should administer the medications, when they should be taken, and how much should be given. By the end of the module, students will have some understanding of the potency of medications and the importance of taking them properly. Also included is information about illegal drugs like Meth. If you think your students are ready, you can introduce the topic of illegal drugs to them and discuss their effects on the brain and why they are harmful.
3. **TRADING CARD ACTIVITY:** This activity helps students determine which medicines are helpful and which drugs are harmful. **TRADING CARD ACTIVITY**
4. **FEELING JOURNAL:** Connect how drugs can make people feel different things. Have students complete a feeling journal so they can start to learn how different things make them feel. **FEELINGS JOURNAL**
5. **Have each student color/write on the FIRST GRADE PORTFOLIO SHEET to add to their portfolio.** (Directions for the portfolio are also in the K-2 Fall Lesson)

Possible Movie “Inside Out” – Talks about Feelings

Collect Portfolios and provide them to the teacher the students will have next year.

EXTENSION ACTIVITY FOR SECOND GRADE

1. Hand out portfolios and give students a few minutes to look through them
2. This lesson discusses the differences between helpful medicines, such as Tylenol, aspirin, and antibiotics, and harmful drugs, such as alcohol and nicotine. Many adults consume alcohol daily, and, while this is not a problem, it can pose negative effects if not used in moderation. Children should never drink alcohol. Nicotine is found in tobacco and is very addictive. Tobacco products are also illegal for children. Students will learn about the effects these substances have on the body and the brain. They will also learn important information about the use of helpful medicines, such as who should administer the medications, when they should be taken, and how much should be given. By the end of the module, students will have some understanding of the potency of medications and the importance of taking them properly. Also included is information about illegal drugs like Meth. If you think your students are ready, you can introduce the topic of illegal drugs to them and discuss their effects on the brain and why they are harmful.
3. **TRADING CARD ACTIVITY:** This activity helps students determine which medicines are helpful and which drugs are harmful. **TRADING CARD ACTIVITY**
4. **FEELING JOURNAL:** Connect how drugs can make people feel different things. Have students complete a **FEELING JOURNAL** so they can start to learn how different things make them feel.
5. Have each student color/write on the **SECOND GRADE PORTFOLIO SHEET** to add to their portfolio. (Directions for the portfolio are also in the K-2 Fall Lesson)

Possible Movie "Inside Out"-Talks about Feelings

Book: "A Terrible Thing Happened" [LINK TO AMAZON LISTING](#)

Collect Portfolios and provide them to the teacher the students will have next year.

CLOSING/ASSESSMENT/LESSON REFLECTION/SELF REFLECTION

Who is the student's trusted adult(s)?

Student can name at least 2 feelings?

**STAND
AGAINST** **METH**



**K-2
SUPPORT
RESOURCES
TOOLBOX**

**STAND
AGAINST** **METH**

*Not Even
Once*

**K-2
FALL**

TRUSTED ADULTS • KINDERGARTEN

Draw a picture of an adult you trust who can help you with problems.

**STAND
AGAINST** **METH**

*Not Even
Once*

**K-2
FALL**

TRUSTED ADULTS • FIRST GRADE

Draw a picture of two adults you trust who can help you with problems.

TRUSTED ADULTS • SECOND GRADE

Draw a picture of four adults you trust who can help you with problems.

NAME:

NAME:

NAME:

NAME:

**STAND
AGAINST**

METH

**Not Even
Once**

**K-2
FALL**

FOUR CORNERS ACTIVITY

Hang up a piece of paper in four corners of your room with the names of four trusted adults (examples: school resource officer, police officer, teacher, counselor, parent, etc.)

Discuss with students that there are no wrong answers but when you ask a question they pick which corner they would go to (which trusted adult would they go to) in each situation.

AFTER THEY PICK A CORNER, ASK STUDENTS TO SHARE WHY THEY PICKED THAT CORNER.

1. Who would you go to if you are worried about a fight with a friend?
2. Who would you go to if you were lost in a store?
3. Who would you go to if you needed help with school work?
4. Who would you go to if you were worried about not having enough food to eat?
5. Who would you go to if your friend asks you to steal something from the store?
6. Who would you go to if someone you lived with was really angry at home and hit you?
7. Who would you go to if you found something at the park playground and it looks like drugs?
8. Who would you go to if one of your friends asked you to do drugs with them?

WHAT YOU SHOULD DO & ROLE PLAY ACTIVITIES**PAGE 1 OF 2**

KINDERGARTEN: Teacher will read questions and students can answer questions by raising their hands or picking a side of the room (If you pick A go to this corner, if you pick B go to the opposite corner).

GRADES 1-2: Teachers or students can be the readers and break up into groups of 2-4 to have students answer questions and then switch.

PART A

- 1. You find pills on the counter. What should you do?**
 - a. Take the pills.
 - b. Don't touch the pills. Tell your parents or guardian.
- 2. You get a headache at your friend's house. Your friend's mother offers to give you medicine. What should you do?**
 - a. Get your parent's or guardian's permission first.
 - b. Take the medicine.
- 3. You take some new medicine your doctor gave you. Then you get sleepy.**
 - a. Tell your parents or guardian how you feel.
 - b. Lie down and go to sleep.

PART B

DIRECTIONS: Students can answer the questions, older students can write their answers also.

- 1. What should you do if you feel sick at home?**
- 2. What should you do if you feel sick at school?**
- 3. What should you do if you feel sick at a friend's house?**
- 4. Can you name one or two trusted adults who can give you medicine?**

WHAT YOU SHOULD DO & ROLE PLAY ACTIVITIES

PAGE 2 OF 2

PART C: ROLE PLAY

1. **SARAH:** *Hey look at these pretty pills they are pink and look like candy. **What should we do with them?*** (Act out your best and safest choice.)
2. **Jim** is at his friend Henry's house and gets a headache. Henry's mom says she can give Jim medicine. **What should Jim do?** (Act out your best and safest choice.)
3. **Marcie** has a sore throat and her friend Joy offers to give her some medicine her doctor gave her one time when she had a sore throat. **What should Marcie do?** (Act out your best and safest choice.)
4. **Bill** sees his little brother Joey sitting on the floor playing with a bottle of pills. **What should Bill do?** (Act out your best and safest choice.)
5. Last night your Dad gave you some pain relieving medicine when you had a headache. The medicine tasted good! You wish you could have some more medicine, so you think about telling your Dad that your head hurts again, even though it doesn't. **What should you do?** (Act out your best and safest choice.)

KEEPING YOUR BRAIN HEALTHY

Begin by asking students what practices people should adopt to stay healthy. Suggest that students focus on activities they think have something to do with the brain. Look for ideas like the following:

- Eat 3 meals a day. Make sure you eat food from each of the food groups at every meal.
- Exercise at least 30 minutes each day.
- Get 9-10 hours of sleep each night.
- Always wear a helmet when you ride your bike or scooter. When you go roller-blading, wear knee pads and wrist pads, along with a helmet.
- Never smoke cigarettes.

Make sure the class list includes the items above. Other items students may mention that are important but have less to do with the brain include the following:

- Brush your teeth at least twice a day.
- Take a shower or bath at least 3 days a week.

VIDEO: you can show students additional information from this video:

Brain Power K-1 Mod4 (<https://youtu.be/7HLQNT-zkdo>)

(From: Brain Power: Grades K-1) <https://teens.drugabuse.gov/teachers/brain-power/grades-K-1>

OPTIONAL: Each day over the course of a week, ask students how many engaged in healthy activities. Make tally marks in each category. Encourage students to notice trends in behavior. For example, did more students get enough sleep at the end of the week than at the beginning? Were more students eating healthy foods?

At the end of the week, make graphs in the following categories: Diet, Sleep, Exercise, and Safety. On the vertical axis, list the number of students. On the horizontal axis, list Day 1, Day 2, through to Day 7. Make a graph in each category of the number of students who engaged in healthy activities. What conclusions can students draw from the results shown on the graph?

DISCUSSION QUESTIONS:

- What trends did students observe by the end of the week?
- Were students engaging in more healthy activities in every category? Almost every category?
- In what areas did students improve the most?
- In what areas do students still need to work to develop more healthy habits?
- Discuss how engaging in healthy habits specifically helps the brain. For example, how does good nutrition help the brain? What about sleep and exercise?

STAND AGAINST METH

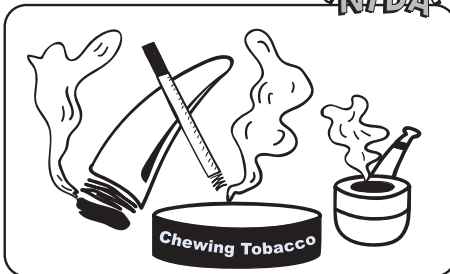
Not Even Once

K-2
SPRING

TRADING CARD ACTIVITY (print and cut out)

Nicotine

N/D/A



Nicotine is a chemical that is found in cigarettes and other tobacco products. Smoking cigarettes is very bad for you. It is not healthy for your body or your brain.

Alcohol

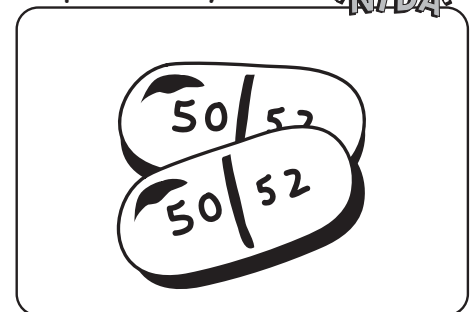
N/D/A



Alcohol is found in drinks like beer and wine. Children are not allowed to drink alcohol. Adults can drink alcohol but not too much, or it can hurt them.

Aspirin and Tylenol

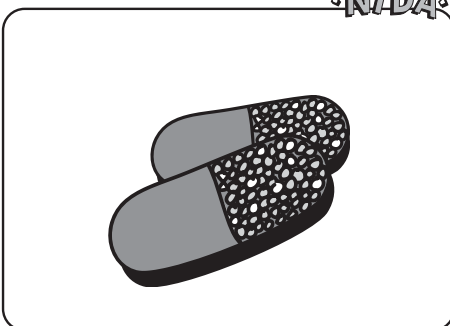
N/D/A



Aspirin and Tylenol can help some aches and pains go away. Children should only take aspirin and Tylenol if they are given by a parent or a doctor.

Antibiotics

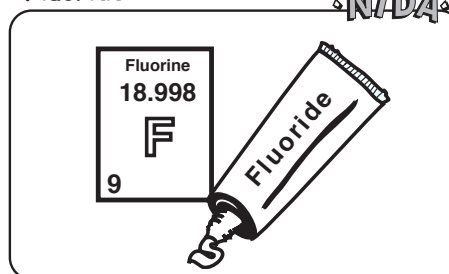
N/D/A



Antibiotics are medicines that kill bacteria in the body. A doctor will give antibiotics for illnesses like an ear infection or strep throat.

Fluoride

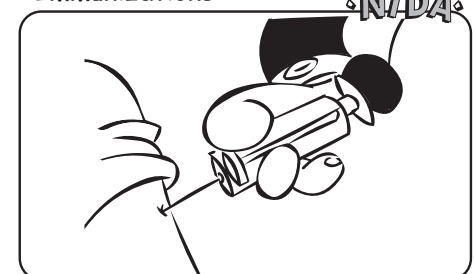
N/D/A



Fluoride is very important for children to use. It makes children's teeth strong. Fluoride is found in toothpaste, mouthwash, and even in the water you drink.

Immunizations

N/D/A

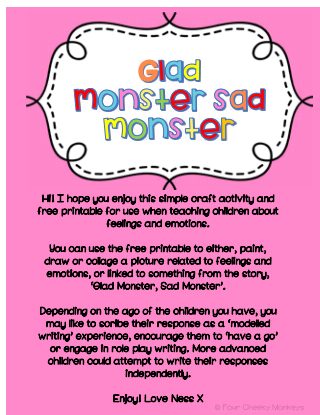


Immunizations can also be called vaccinations, inoculations, or "baby shots." Immunizations help the body fight off bad germs that can cause a person to get sick. Children are safe from diseases like measles and mumps because of these medicines.

MONSTER ACTIVITY

Activities created by FOUR CHEEKY MONKEYS. Images provided for reference only.

Free PDF downloads available at teacherspayteachers.com. [CLICK TO VIEW RESOURCE](#)



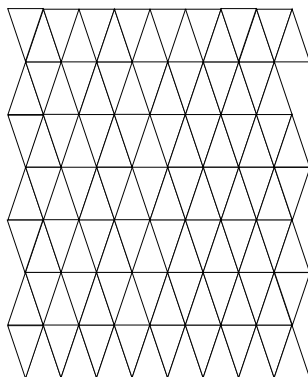
Glad monster, sad monster

My monster is feeling: _____

Because: _____



Print onto paper and use as template for teeth.



Glad monster sad monster

-PAPER PLATE CRAFT-

INSTRUCTIONS:

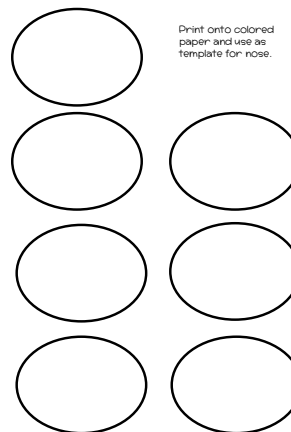
1. Have children paint paper plate.
2. Once dry, use concertina fold to make arms and legs using pre-cut colored paper or card.
2. Attach.
4. Attach eyes, nose, hair, teeth, then draw remaining facial features once dry.

During the activity – Talk about different feelings and emotions.

- What do they look like?
- How do they make you feel?
- Can you do anything to change them? etc.

BY FOUR CHEEKY MONKEYS

Print onto paper and use as template for arms.



Print onto colored paper and use as template for nose.

Print onto paper and use as template for legs:

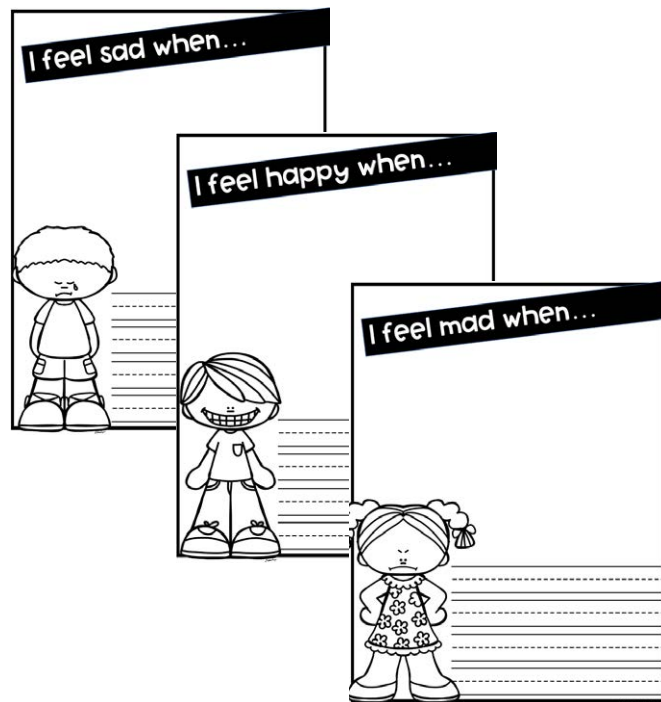
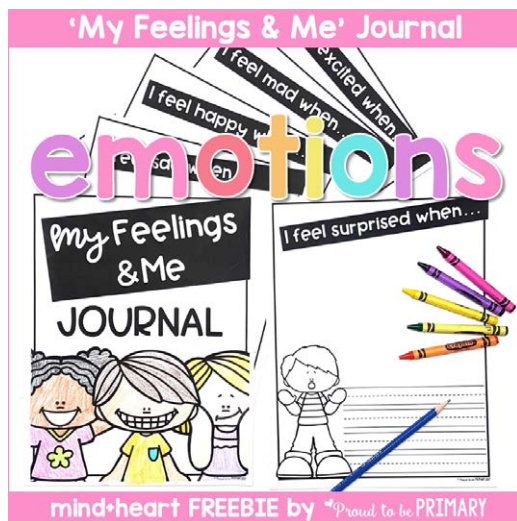
FEELINGS JOURNAL

This Journal created by ELYSE RYCROFT is a great resource. Images provided for reference only.

Free PDF downloads are available at proudtobeprimary.com/emotions-for-kids.

[CLICK TO VIEW RESOURCE](#)

NOTE: Once you have joined the Proud to be Primary VIT page you will find this resource under SOCIAL EMOTIONAL LEARNING. Be advised it could take time to confirm your email. Check your junk mail or spam filters while working to download.



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STAND AGAINST **METH**



3–5
FALL
WINTER
SPRING

LESSON OVERVIEWS

STAND AGAINST METH

*Not Even
Once*

3-5 FALL LESSON OVERVIEW

LESSON OBJECTIVE(S)

1. Review trusted people
2. Gain basic understanding of Meth and its effects

INTERACTIVE ACTIVITIES

BOLD TITLES IN BLACK are available in the **3-5 Support Resources Toolbox**

1. Do **"TRUSTED ADULTS" review worksheet individually** (2-3 min) **TRUSTED ADULTS WORKSHEET**
2. Create a similar Venn Diagram as the **"TRUSTED ADULTS" sheet at the front of the class** — fill in together as a class and discuss (2-3 min)
3. Discuss that **trusted adults can help with hard situations such as drug use**—introduce topic of Meth (1-2 min)
4. Go over presentation **WHAT IS METH?** (5-7 min)
5. As a class, discuss the questions at the end of the presentation (5-10 min)
6. Have students complete **JOURNAL ENTRY ONE, GRADE THREE** (5-10 min). **Remember to collect all work and save it for the student's portfolio.** (If a student does not have a portfolio, see overview at beginning of this packet for details.)

GROUP CONFIGURATIONS/COMPOSITION

Large class discussion
Individual reflection/journal

ACADEMIC LANGUAGE IN ACTIVITY

Methamphetamine
Dopamine
Blood Pressure
Addiction
Pleasure/Happiness

IDEAS FOR ACADEMIC INTERACTIONS

Do **JOURNAL ENTRY ONE, GRADE THREE**

EXTENSION ACTIVITY FOR FOURTH GRADE

1. Review presentation (5 min) **WHAT IS METH?**
2. Answer discussion questions in small groups (5-10 min)
3. Remind students that trusted people in your life can help with all kinds of problems including drugs
4. Hand out portfolios and give students a few minutes to look through them (1-2 min)
5. Update “**TRUSTED ADULTS**” page in different color ink—have new students fill in the sheet (2-3 min) **TRUSTED ADULTS WORKSHEET**
6. **Small Group Discussion:** Reflect on any changes to trusted adults and why (5 min)
7. Discuss with class “**Can kids/friends be trusted people in your lives?**”
8. Do **JOURNAL ENTRY ONE: GRADE FOUR** (5-10 min)
9. Discuss both questions as a class (5-10 min)

Remember to collect all work and save it for the student’s portfolio. (If a student does not have a portfolio, see overview at beginning of this packet for details.)

EXTENSION ACTIVITY FOR FIFTH GRADE

1. Review presentation (5 min) **WHAT IS METH?**
2. Answer discussion questions in small groups (5-10 min)
3. Hand out portfolios and give students a few minutes to look through them (1-2 min)
4. Update “**TRUSTED ADULTS**” page in different color ink—have new students fill in the sheet (2-3 min) **TRUSTED ADULTS WORKSHEET**
5. Remind students that trusted people can help with tough situations **AND** that kids/friends can be trusted people as well as adults
6. Do **JOURNAL ENTRY ONE, GRADE FIVE** (5-7 min)
7. Discuss journal entries in small groups (5-7 min)
8. Small groups share ideas with the whole class (10 min)

Remember to collect all work and save it for the student’s portfolio. (If a student does not have a portfolio, see overview at beginning of this packet for details.)

CLOSING/ASSESSMENT/LESSON REFLECTION/SELF REFLECTION

Portfolio

STAND AGAINST **METH**

*Not Even
Once*

3 – 5 WINTER LESSON OVERVIEW

LESSON OBJECTIVE(S)

Focus on finding alternative ways to feel the same positive effects caused by meth

INTERACTIVE ACTIVITIES

BOLD TITLES IN BLACK are available in the **3–5 Support Resources Toolbox**

1. Go over infographic (2–3 min) featured in this [verywellmind.com](#) article [CLICK HERE](#)
2. Discuss as a class: **Positive feelings people get when using Meth** (2 min)
3. Discuss as a class: **Negative feelings people get when using Meth** (2 min)
4. Have students do “My Favorite Things” activity (10 min) **MY FAVORITE THINGS ACTIVITY**
5. Have students share their sheets in small groups (5 min)
6. Do **Journal Entry Two, Grade Three** (5 min) in Support Resources Toolbox
7. Share with class (5–10 min)

Remember to collect all work and save it for the student’s portfolio. (If a student does not have a portfolio, see overview at beginning of this packet for details.)

GROUP CONFIGURATIONS/COMPOSITION

Large group discussion

Students work individually on drawings

Small group share

ACADEMIC LANGUAGE IN ACTIVITY

Self-confidence

Euphoria

Body stimulation

Delusions

Nausea

Seizures

IDEAS FOR ACADEMIC INTERACTIONS

Journal Sheets

EXTENSION ACTIVITY FOR FOURTH GRADE

1. Review presentation (5 min) **WHAT IS METH?**
2. Answer discussion questions in small groups (5–10 min)
3. Remind students that trusted people in your life can help with all kinds of problems including drugs
4. Hand out portfolios and give students a few minutes to look through them (1–2 min)
5. Update “**TRUSTED ADULTS**” page in different color ink – have new students fill in the sheet (2–3 min) **TRUSTED ADULTS WORKSHEET**
6. Small Group Discussion: Reflect on any changes to trusted adults and why (5 min)
7. Discuss with class “Can kids/friends be trusted people in your lives?”
8. Do **JOURNAL ENTRY ONE, GRADE FOUR** (5–10 min)
9. Discuss both questions as a class (5–10 min)

Remember to collect all work and save it for the student’s portfolio. (If a student does not have a portfolio, see overview at beginning of this packet for details.)

EXTENSION ACTIVITY FOR FIFTH GRADE

1. **Return portfolio** – give students time to look through (2 min)
2. **Go over infographic (2–3 min)** featured in this [verywellmind.com](#) article [CLICK HERE](#)
3. **Discuss as a class: Positive feelings people get when using Meth** (2 min)
4. **Discuss as a class: Negative feelings people get when using Meth** (2 min)
5. **Discuss other activities students like to do that cause feelings of happiness** (5 min)
6. **Brainstorm categories of activities that people like to do** (ie. sports, arts, performing arts, academics, etc....) as a class – take notes on the board (5 min)
7. **Have students break into small groups based on their favorite category of activities** (large groups should be broken into smaller groups of 2–4 students)
8. **Each groups should create a poster size advertisement for their activity group**—the poster should include: (15–20 min or more). See **Sample Poster** in Support Resources Toolbox.
 - a. Activities in that category
 - b. How you can feel when doing this category
 - c. Why someone should do this category
 - d. How/where to find more information about doing this category
9. **Present posters in class** (10 min)
10. **Display around building**
11. **Do JOURNAL ENTRY TWO, GRADE FIVE** (5 min)

Remember to collect all work and save it for the student's portfolio. (If a student does not have a portfolio, see overview at beginning of this packet for details.)

CLOSING/ASSESSMENT/LESSON REFLECTION/SELF REFLECTION

Portfolio

STAND AGAINST METH

*Not Even
Once*

3-5 SPRING LESSON OVERVIEW

LESSON OBJECTIVE(S)

1. Students will gain an understanding of how meth use can take away from their own pleasure inducing activities
2. Students will learn ways to say no

INTERACTIVE ACTIVITIES

BOLD TITLES IN BLACK are available in the **3-5 Support Resources Toolbox**

1. Have students break up into groups based on what activities give them the most pleasure (sports, art, reading, gaming, etc.....) **"I FEEL HAPPIEST WHEN" Worksheet**
 2. Have students discuss these activities and how these activities make them feel for 5 minutes or so (2-5 min)
 3. Explain to students how long term use of meth destroys the brain's pleasure receptors so that nothing makes them feel happy except doing meth (3-5 min) **Pleasure and the Brain presentation**
 4. Discuss end of presentation questions as a class (5-7 min)
 5. Do **Journal Entry Three, Grade Three** in Support Resources Toolbox (7-10 min)
 6. Come back together as a class and share any questions students may have about how to get involved (5 min)
 7. Have each student color/write on the **Third Grade portfolio sheet** to add to their portfolio.
- Collect Portfolios when done and provide them to the teacher the students will have next year.

GROUP CONFIGURATIONS/COMPOSITION

Students will be grouped according to what activities make them happy

ACADEMIC LANGUAGE IN ACTIVITY

Oxytocin
Serotonin
Endorphins
Dopamine

IDEAS FOR ACADEMIC INTERACTIONS

Journal Sheets

EXTENSION ACTIVITY FOR FOURTH GRADE

1. **Hand out portfolios to students** – give them time to look through them (2 min)
2. **Review presentation** (5 min) **Pleasure and the Brain**
3. **In small groups, discuss the end of the presentation questions** (5 min)
4. **In their small groups, discuss ways that friends might sometimes try and distract you from the things that are important to you** (ie. just skip practice so we can go fishing, you can see your cousins next time they are in town, your parents won't be mad if you're only a couple minutes late, etc....)
5. **In small groups, have students discuss ways to say no to friends and not make them mad** (ie. if I'm late, my parents won't let me come play tomorrow, I have been waiting to see my cousins for a long time—maybe you can come play with all of us soon, my coach will make me do too much running if I miss practice)
6. **Do the Saying No To Friends sheet** – have them write in an example of how to say no (like the examples above) **Saying No To Friends Worksheet**
7. **Do Journal Entry Three, Grade Four** (7–10 min)
8. **Have each student color/write on the Fourth Grade portfolio sheet to add to their portfolio.**

Collect Portfolios when done and provide them to the teacher the students will have next year.

EXTENSION ACTIVITY FOR FIFTH GRADE

1. **Hand out portfolios to students** – give them time to look through them (2 min)
2. **Review presentation** (5 min) **Pleasure and the Brain**
3. **In small groups, discuss the end of the presentation questions** (5 min)
4. **In small groups, brainstorm when, where, how you may be asked to use a substance that is bad for you** (alcohol, drugs, cigarettes, etc...) (5 min)
5. **In small groups, discuss ways to say no to these substances** (5 min)
6. **Discuss as a class** (5-7 min)
7. **Do cartoon activity alone or in pairs:** Have students create a cartoon that shows a scene of how a young person may be asked to use an illicit substance and how they would say no (20-30 min or more) **Create A Cartoon Worksheet**
8. **Do Journal Entry Three, Grade Five** (10 min)
9. **Students should combine all their work from the year into their *Not Even Once* portfolio** (bind this in any way that works for your school) (2-5 min)

Give students their completed portfolio to keep!

**STAND
AGAINST** **METH**



**3-5
SUPPORT
RESOURCES
TOOLBOX**

**PRESENTATION LINKS
WORKSHEETS/EXERCISES
JOURNAL ENTRY SHEETS**

STAND AGAINST METH

Not Even Once

3-5 FALL

WHAT IS METH? PRESENTATION

What is Meth?

Methamphetamine

Meth is the short name for the illegal drug Methamphetamine
Methamphetamine is an illegal drug that causes the brain to feel fake happiness by releasing a chemical called DOPAMINE
Meth goes by other names too including:
Crystal, Ice, Glass, Speed, and many other "street names"
Meth looks like clear crystal chunks or blue/white rocks

What can Meth Look Like?



Short Term Effects of Meth

Meth can make you feel:
→ Like you are happy when you really are not
→ Like you have a lot of energy even if you do not
→ Like you can do anything even if it is dangerous

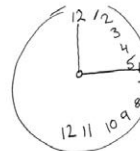


When You Use Meth.....



- Your blood pressure goes up
- Your body temperature goes up
- You can feel nervous or sad
- Your emotions go up and down
- You don't think like you normally do
- You don't act like you normally do

THE EFFECTS OF METH CAN LAST UP TO



Meth is Addictive

When people start using meth, they usually have a hard time stopping - this is called ADDICTION

Some people become addicted to meth after just one use!



So.....When Is It Safe To Try Meth??

**NOT
EVEN
ONCE**

Why Would Anyone Use Meth?

It causes the chemical Dopamine to be released in your brain
Dopamine makes you think you are happy even when you are not
People use meth because they want to feel happy

Can you think of other ways to feel happy?

Discussion Questions

1. Why might a person want to try meth?
2. How might a person hope to feel when they use meth?
3. How do you think a person might really feel if they use meth?
4. What other things can a person do to feel happy instead of doing meth?

PRESENTATION INCLUDED IN DOWNLOAD ARCHIVE

Visit the Chippewa County TAKE A STAND AGAINST METH online resource library
OR VISIT TakeAStandAgainstMeth.org to learn more.

TRUSTED ADULTS WORKSHEET

NAME _____

TRUSTED ADULTS IN MY LIFE

IN SCHOOL

BOTH

OUT OF SCHOOL

MY FAVORITE THINGS ACTIVITY

NAME _____

INSTRUCTIONS

If you like to play sports -
color your left sleeve BLUE

If you do not like any sports -
color your left sleeve RED

If you LIKE art -
color your right sleeve YELLOW

If you DO NOT LIKE art -
color your right sleeve GREEN

If you LIKE
to play board games -
color your left shoe PURPLE

If you DO NOT LIKE
to play board games -
color your left shoe BLACK

If you LIKE to read -
color your left pocket PINK

If you DO NOT LIKE to read -
color your right pocket orange

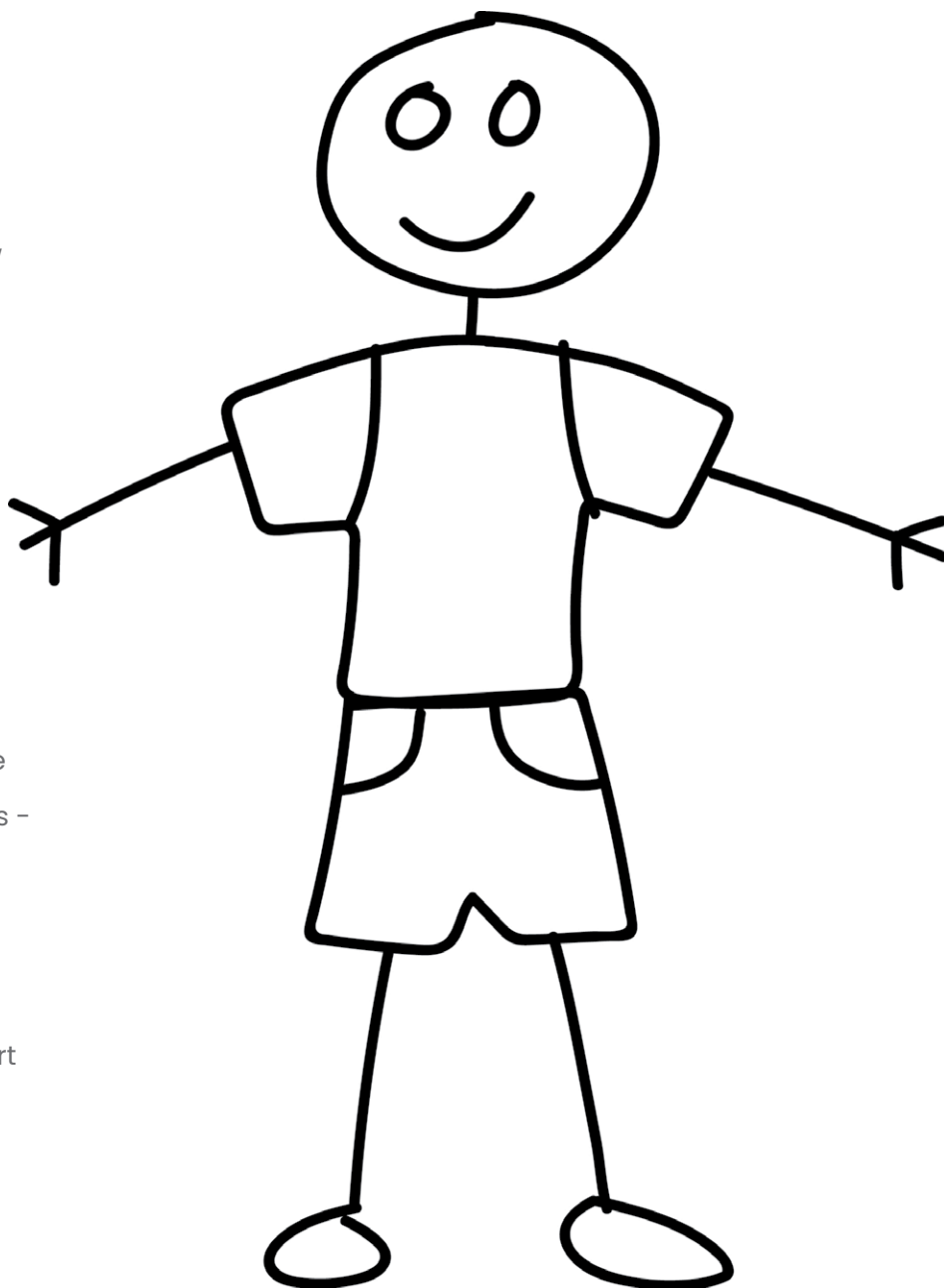
If you LIKE to play video games -
color your shorts BROWN

If you DO NOT LIKE
to play video games -
color your shorts GRAY

Draw your favorite thing
to do in the middle of your shirt

Color your eyes the
same color as your eyes

Draw in your hair



**STAND
AGAINST** **METH**

**Not Even
Once**

**3-5
WINTER**

LESSON 2: SAMPLE POSTER

Sports to Get Involved With



Join a Sport to

Make Friends!

Be a Part of a Team

Fill in Your Extra Time

Have Fun!!!

SPORTS

To learn more about how to get
involved with sports talk to

Your Teacher
The Principal
The School Counselor
Your Friends

Sports Can Make you Feel

HAPPY
BRAVE **STRONG**
Confident

**STAND
AGAINST** **METH**

*Not Even
Once*

**3-5
SPRING**

"I FEEL HAPPIEST WHEN" WORKSHEET

NAME _____

I FEEL HAPPIEST WHEN I AM...

STAND AGAINST METH

Not Even Once

3-5
SPRING

PLEASURE AND THE BRAIN PRESENTATION

How the Brain
Feels
HAPPY.....



and the Way Meth Lies

Meth Takes Away Happiness

Overtime, Meth destroys the brain's ability to use Dopamine

The more Meth a person uses, the less happiness they feel

Eventually, people who use Meth struggle to feel any happiness at all
EVEN WHEN DOING THE THINGS THAT MADE THEM HAPPY BEFORE!

People who use Meth can repair the Dopamine in their brains by quitting using the drug - but it takes a long time to start to feel happiness again.

The Four Happiness Chemicals

The brain releases four chemicals to feel happy:

OXYTOCIN



SEROTONIN



ENDORPHINS



DOPAMINE



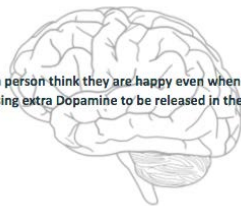
There are Better Ways to Create Dopamine



What are some ways you
can think of to create
Dopamine in your brain?

Meth Lies to the Brain

Meth makes a person think they are happy even when they are not by
causing extra Dopamine to be released in the brain



Discussion

How would you feel if the activities that make you happy
now stopped making you happy?

What activities do you do that you would NEVER risk losing
happiness with?

PRESENTATION INCLUDED IN DOWNLOAD ARCHIVE

Visit the Chippewa County TAKE A STAND AGAINST METH online resource library
OR VISIT TakeAStandAgainstMeth.org to learn more.

CREATE A CARTOON: GETTING STARTED

NAME(S) _____

Begin by brainstorming situations where a young person may be asked to do a drug or some other substance:

Next, think of ways that a young person might say no in that situation:

Finally, use the space below to plan your cartoon (There will be six boxes to tell your story in.)

1	2	3
4	5	6

**STAND
AGAINST** **METH**

*Not Even
Once*

**3-5
SPRING**

CREATING A CARTOON: ROUGH DRAFT

NAME(S) _____

Rough Draft – use the spaces below to make a rough draft of you cartoon

**STAND
AGAINST** **METH**

*Not Even
Once*

**3-5
SPRING**

"NOT EVEN ONCE" CARTOON FINAL

NAME(S) _____

**STAND
AGAINST** **METH**

*Not Even
Once*

**3-5
SPRING**

HOW TO SAY "NO" WORKSHEET

NAME _____

HOW TO SAY "NO" TO FRIENDS WITHOUT MAKING THEM MAD.

STAND AGAINST **METH**



3-5 SUPPORT RESOURCES TOOLBOX **JOURNAL ENTRIES**

INCLUDES

JOURNAL ENTRY ONE: GRADE THREE
JOURNAL ENTRY TWO: GRADE THREE
JOURNAL ENTRY THREE: GRADE THREE
JOURNAL ENTRY ONE: GRADE FOUR
JOURNAL ENTRY TWO: GRADE FOUR
JOURNAL ENTRY THREE: GRADE FOUR
JOURNAL ENTRY ONE: GRADE FIVE
JOURNAL ENTRY TWO: GRADE FIVE
JOURNAL ENTRY THREE: GRADE FIVE

NAME:



JOURNAL ENTRY ONE: GRADE THREE

COMPLETE THE THOUGHTS BELOW USING WORDS OR DRAWINGS.

Sometimes when I feel sad or bad it feels like...

Some things I do that make me feel good about myself are...

NAME:



JOURNAL ENTRY TWO: GRADE THREE

COMPLETE THE THOUGHTS BELOW USING WORDS OR DRAWINGS.

One activity I do that makes me feel really good about myself is...

The way I feel when I do this activity is...

NAME:



JOURNAL ENTRY THREE: GRADE THREE

COMPLETE THE THOUGHTS BELOW USING WORDS OR DRAWINGS.

If I could no longer be happy doing my favorite activity, I would feel...

Some activities that I'd like to try that I have never tried before are...

Some questions I have about how to get involved with new activities are...

NAME:



JOURNAL ENTRY ONE: GRADE FOUR

COMPLETE THE THOUGHTS BELOW USING WORDS OR DRAWINGS.

I can tell when my friends are feeling bad/sad when they...

I can help my friends feel better by...

NAME:



JOURNAL ENTRY TWO: GRADE FOUR

COMPLETE THE THOUGHTS BELOW USING WORDS OR DRAWINGS.

My very favorite activity to do is...

This is my favorite activity to do because...

NAME:



JOURNAL ENTRY THREE: GRADE FOUR

COMPLETE THE THOUGHTS BELOW USING WORDS OR DRAWINGS.

One activity I have to do sometimes that takes me away from friends is...

This activity is important to me because...

If a friend asked me to miss this activity and I didn't want to, I would tell them...

NAME:



JOURNAL ENTRY ONE: GRADE FIVE

COMPLETE THE THOUGHTS BELOW USING WORDS OR COMPLETE SENTENCES.

I know I can handle my problems or my friends problems on my own when...

I know I need to get the help of a trusted adult for me or my friend when...

NAME:



JOURNAL ENTRY TWO: GRADE FIVE

COMPLETE THE THOUGHTS BELOW USING WORDS OR COMPLETE SENTENCES.

One thing I do that is a part of my identity is...

I would not risk losing this activity, NOT EVEN ONCE, because...

NAME:



JOURNAL ENTRY THREE: GRADE FIVE

COMPLETE THE THOUGHTS BELOW USING WORDS OR COMPLETE SENTENCES.

I may be approached about an illegal substance in the following ways...

If a friend asked me to do an illegal substance I would...

If someone I did not know asked me to do an illegal substance I would...

STAND AGAINST **METH**



K-5 JOURNAL COVERS

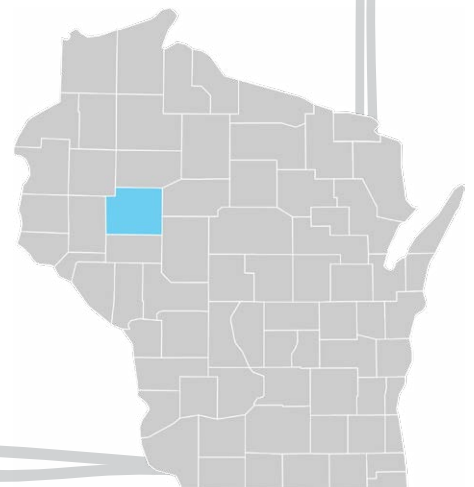
All templates include space for the student to customize the cover
with their own unique words or drawings.

SECTION INCLUDES
MAIN COVER: (PRINT ON CARDSTOCK)
KINDERGARTEN
FIRST GRADE
SECOND GRADE
THIRD GRADE
FOURTH GRADE
FIFTH GRADE

MY REASONS FOR NEVER TRYING METH

*Not Even
Once*

NAME: _____



CUSTOMIZE YOUR COVER!

MY REASONS FOR NEVER TRYING METH

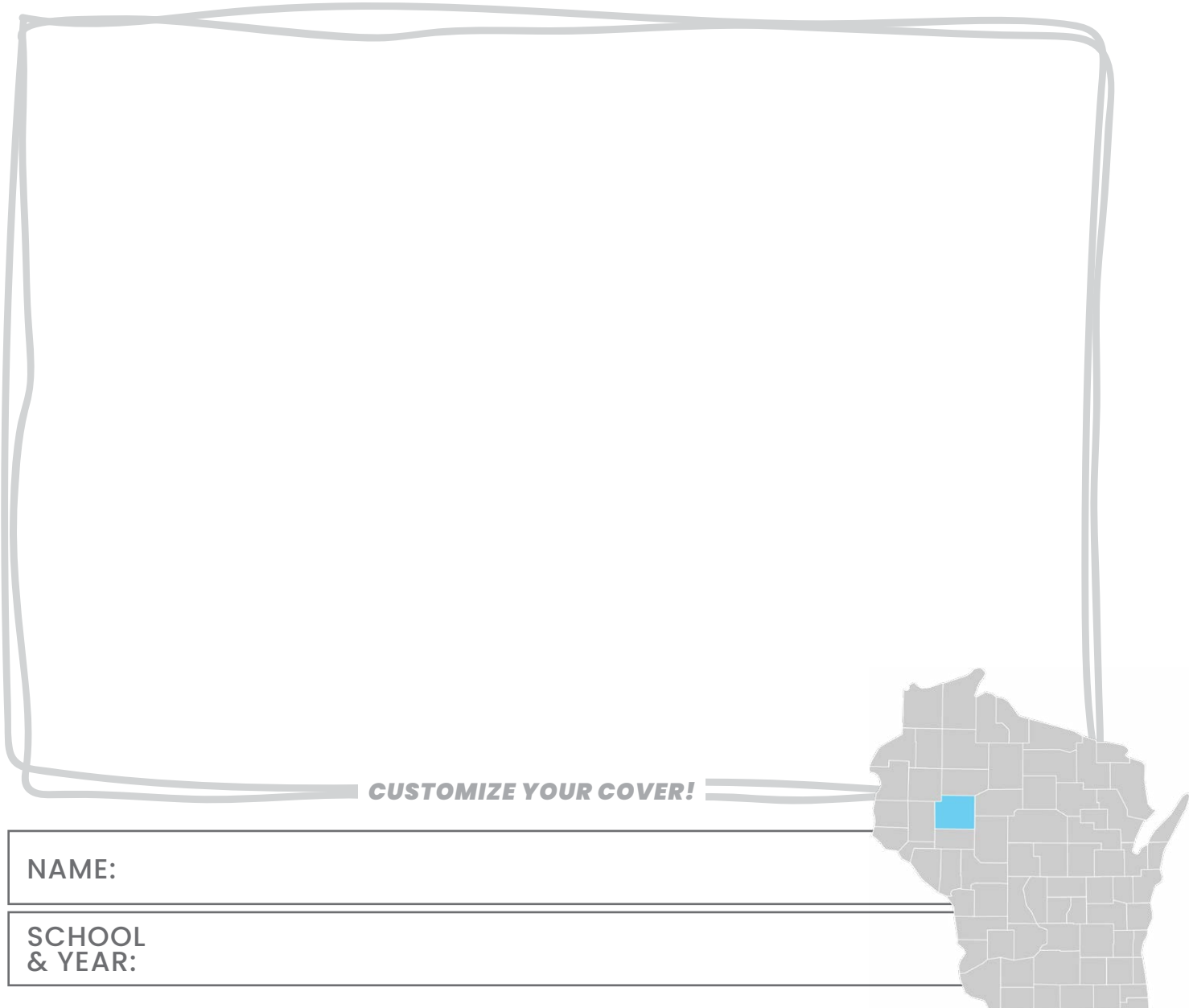
*Not Even
Once*

KINDERGARTEN

CUSTOMIZE YOUR COVER!

NAME: _____

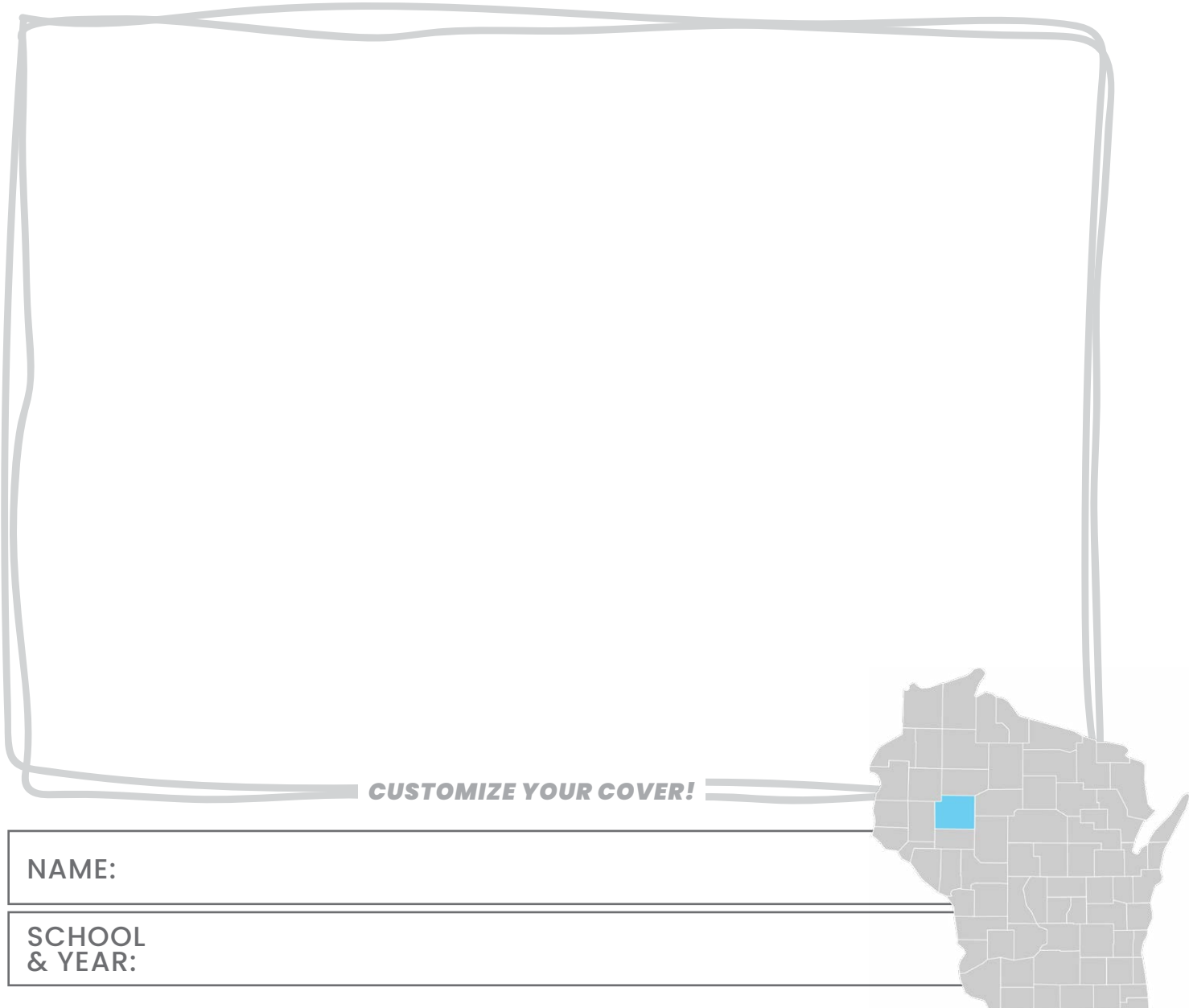
SCHOOL
& YEAR: _____



MY REASONS FOR NEVER TRYING METH

*Not Even
Once*

FIRST GRADE



CUSTOMIZE YOUR COVER!

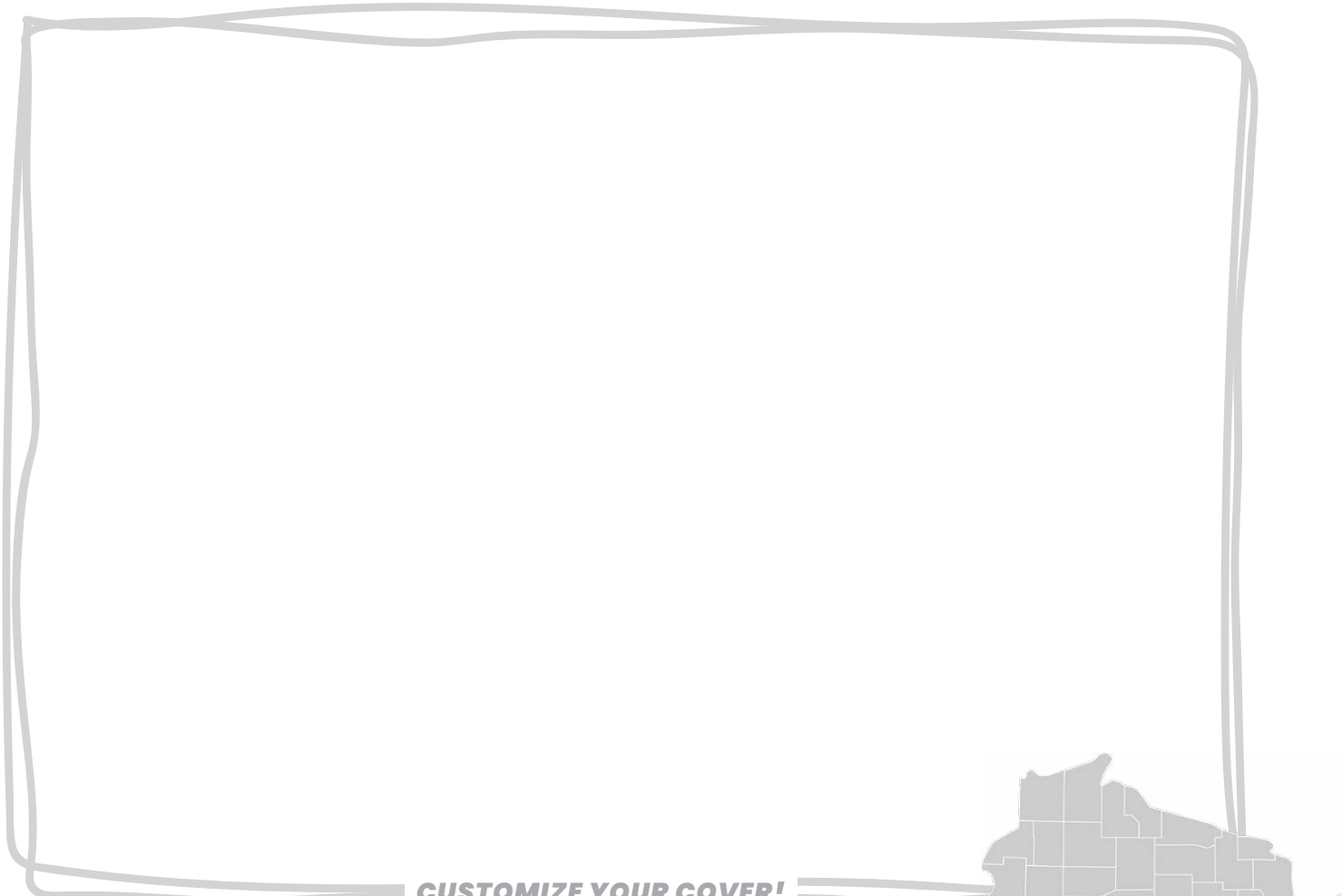
NAME: _____

SCHOOL
& YEAR: _____

MY REASONS FOR NEVER TRYING METH

*Not Even
Once*

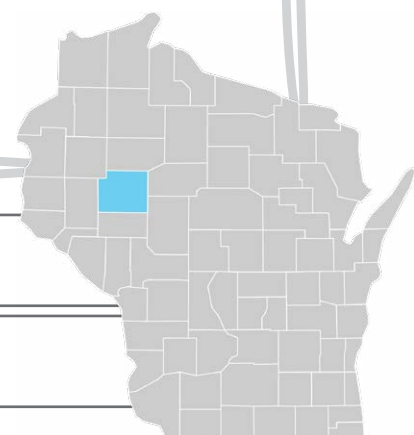
SECOND GRADE



CUSTOMIZE YOUR COVER!

NAME: _____

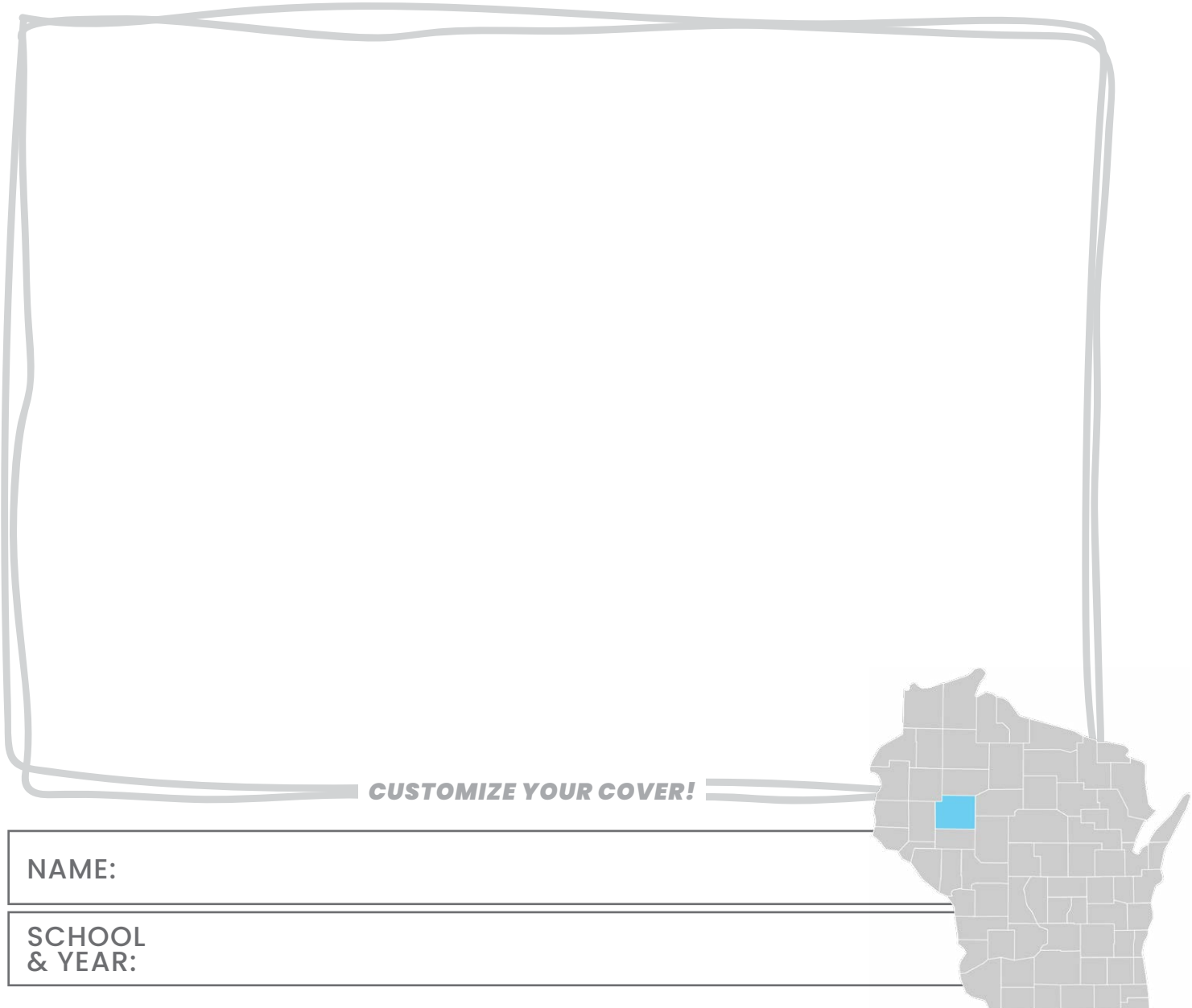
SCHOOL
& YEAR: _____



MY REASONS FOR NEVER TRYING METH

*Not Even
Once*

THIRD GRADE



CUSTOMIZE YOUR COVER!

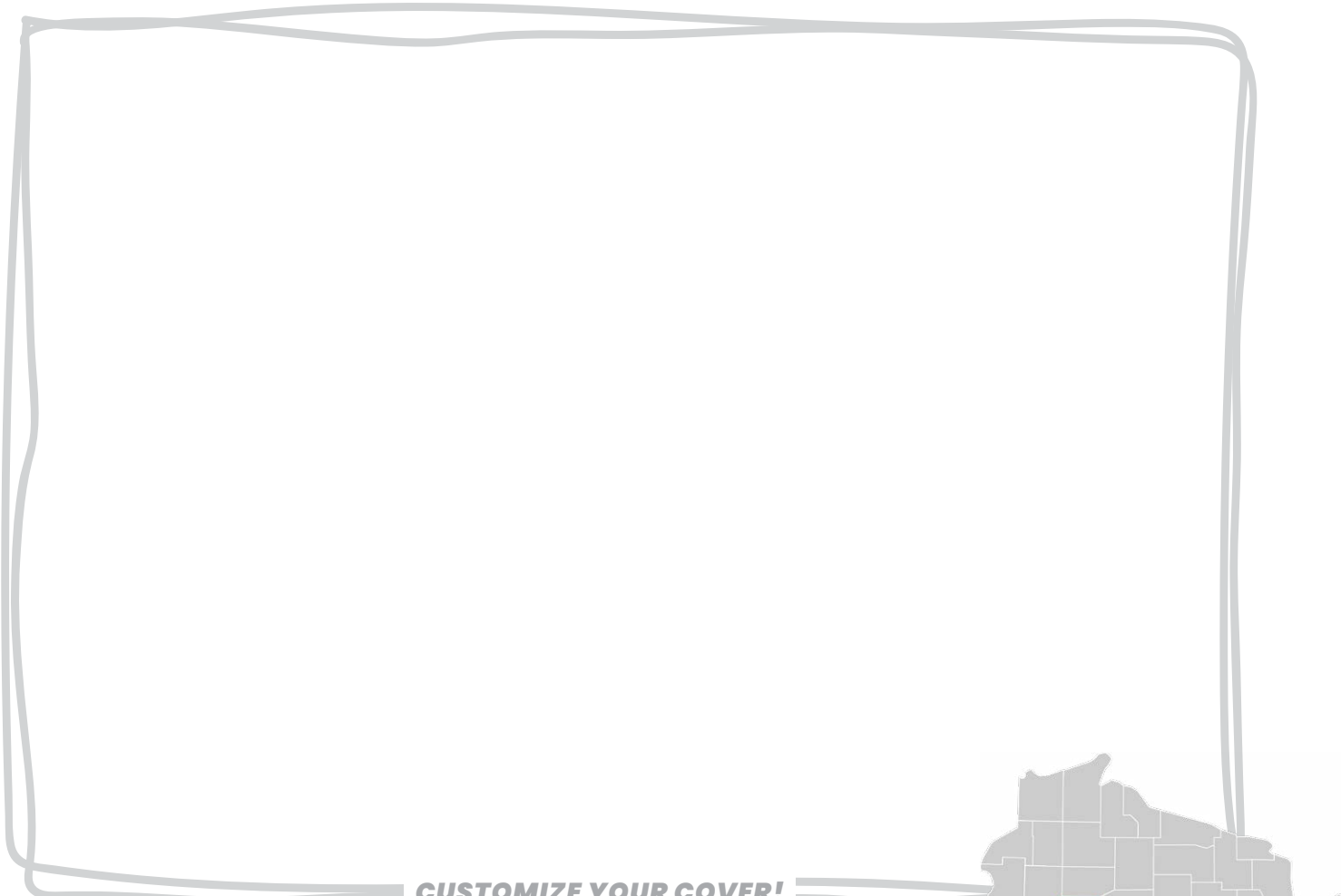
NAME: _____

SCHOOL
& YEAR: _____

MY REASONS FOR NEVER TRYING METH

*Not Even
Once*

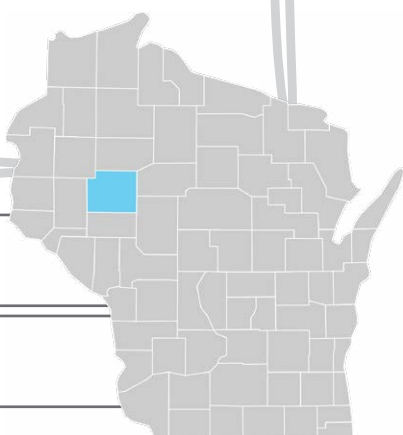
FOURTH GRADE



CUSTOMIZE YOUR COVER!

NAME: _____

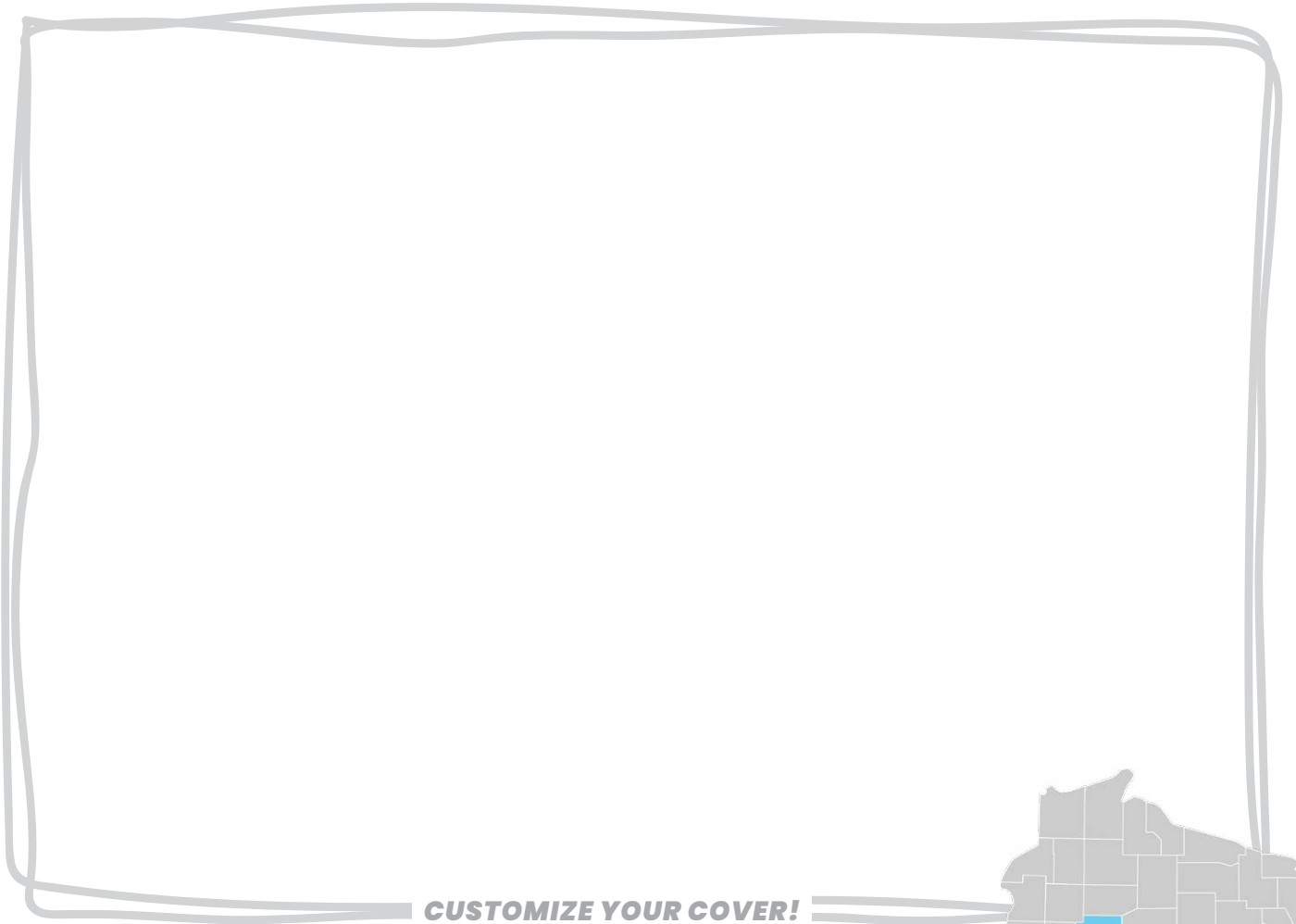
SCHOOL
& YEAR: _____



MY REASONS FOR NEVER TRYING METH

*Not Even
Once*

FIFTH GRADE



CUSTOMIZE YOUR COVER!

NAME:

SCHOOL
& YEAR:

