

# STAND AGAINST METH

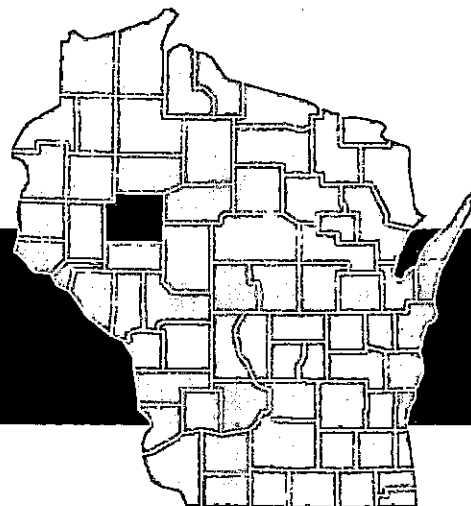


***Not Even  
Once***



**EDUCATOR'S  
GUIDE**

**K-5 LESSONS  
& RESOURCES**



PREPARED BY CESA 10 in association with the TAKE A STAND AGAINST METH campaign.  
LEARN MORE AT: [cesa10.k12.wi.us](http://cesa10.k12.wi.us) and [TakeAStandAgainstMeth.org](http://TakeAStandAgainstMeth.org)

# STAND AGAINST METH



## **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.

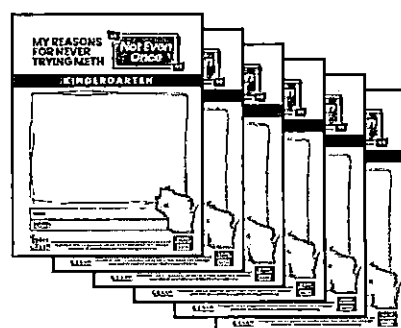
At the end of each year, give each student the chapter cover sheet for their grade level. Students should draw, write or in some way indicate all the reasons they will never try meth—**Not Even Once**—on each chapter cover sheet. This sheet then is placed in their portfolio at the beginning of the work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



## 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](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 | 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**

***Not Even  
Once***

**K-2  
FALL  
WINTER  
SPRING**

**LESSON OVERVIEWS**

# STAND AGAINST METH



## 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



## 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



## 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.**

The form consists of two large, empty rectangular boxes stacked vertically, intended for a student to draw a picture of two trusted adults. The boxes are separated by a single horizontal line.

**STAND  
AGAINST**

**METH**

**Not Even  
Once**

**K-2  
FALL**

**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.**

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- 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.)

**STAND  
AGAINST**

**METH**

**Not Even  
Once**

**K-2  
WINTER**

## 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?

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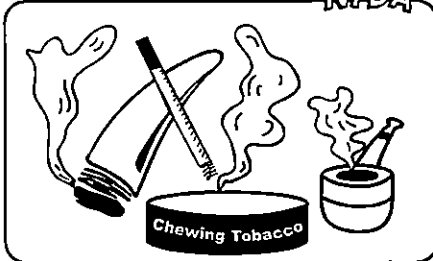
Not Even Once

K-2 SPRING

## TRADING CARD ACTIVITY (print and cut out)

Nicotine

NIDA



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

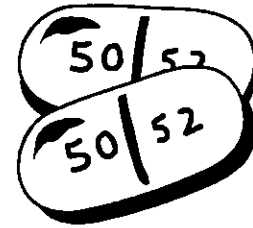
NIDA



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

NIDA



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

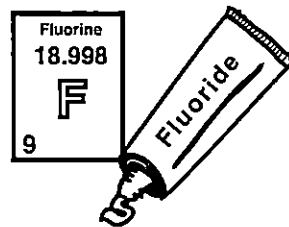
NIDA



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

Fluoride

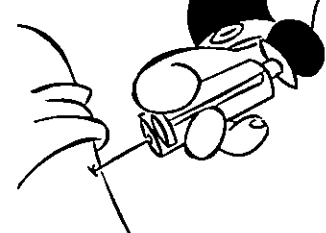
NIDA



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

NIDA



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.

# STAND AGAINST

# METH

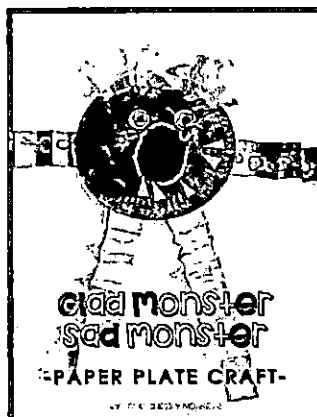
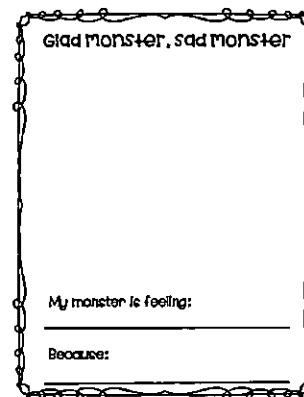
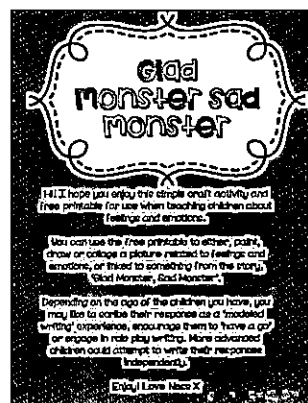
# Not Even Once

# K-2 SPRING

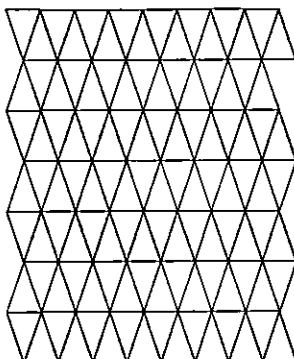
## MONSTER ACTIVITY

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

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



Print onto paper and use as template for teeth.



### Glad monster sad monster

#### -PAPER PLATE CRAFT-

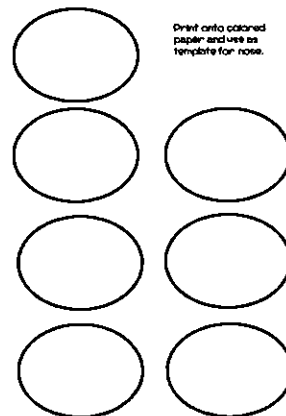
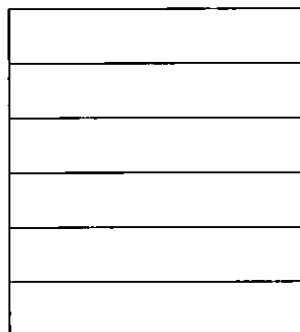
##### INSTRUCTIONS:

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

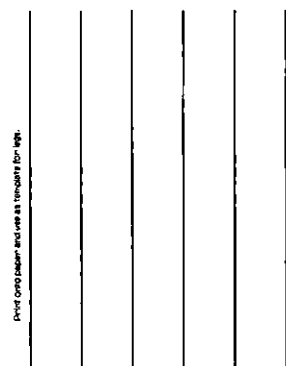
During the activity -  
Talk about different feelings and emotions.

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

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.

**STAND  
AGAINST METH**

**Not Even  
Once**

**K-2  
SPRING**

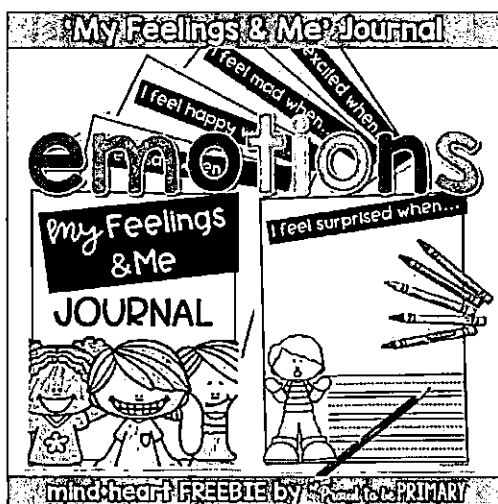
## FEELINGS JOURNAL

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](http://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.



### TERMS OF USE

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**STAND  
AGAINST** **METH**

**Not Even  
Once**

**3–5  
FALL  
WINTER  
SPRING**

**LESSON OVERVIEWS**



# STAND AGAINST METH



## 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



## 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



## 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?



Meth Crystals



Meth Rocks



Meth Powder

### 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

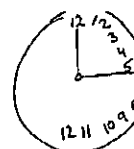


### When You Use Meth....



- 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 which makes you think you are happy even when you are not. Some 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](http://TakeAStandAgainstMeth.org) to learn more.

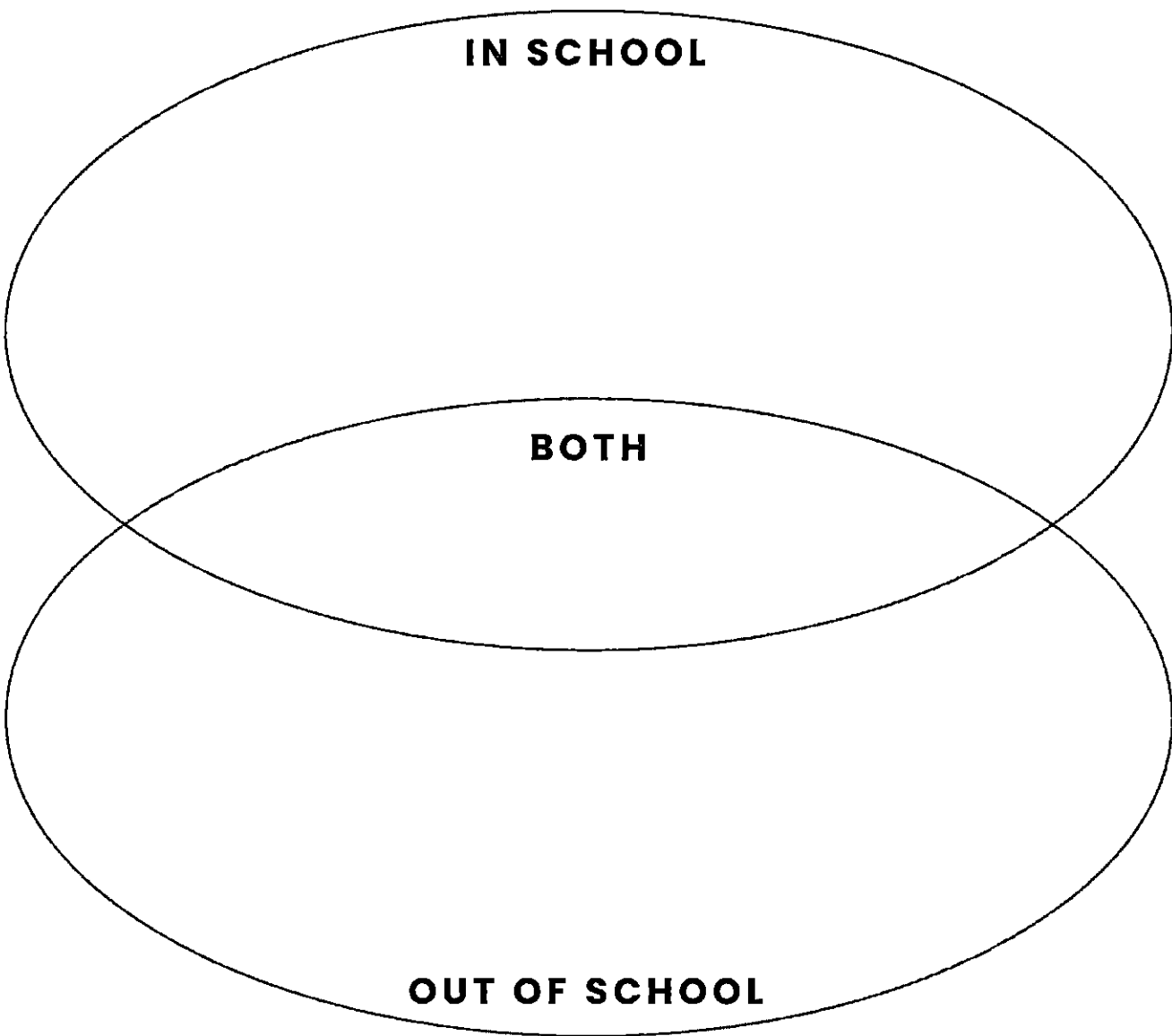


**3-5  
FALL**

**TRUSTED ADULTS WORKSHEET**

NAME \_\_\_\_\_

**TRUSTED ADULTS IN MY LIFE**



**STAND  
AGAINST**

**METH**

**Not Even  
Once**

**3-5  
WINTER**

## 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

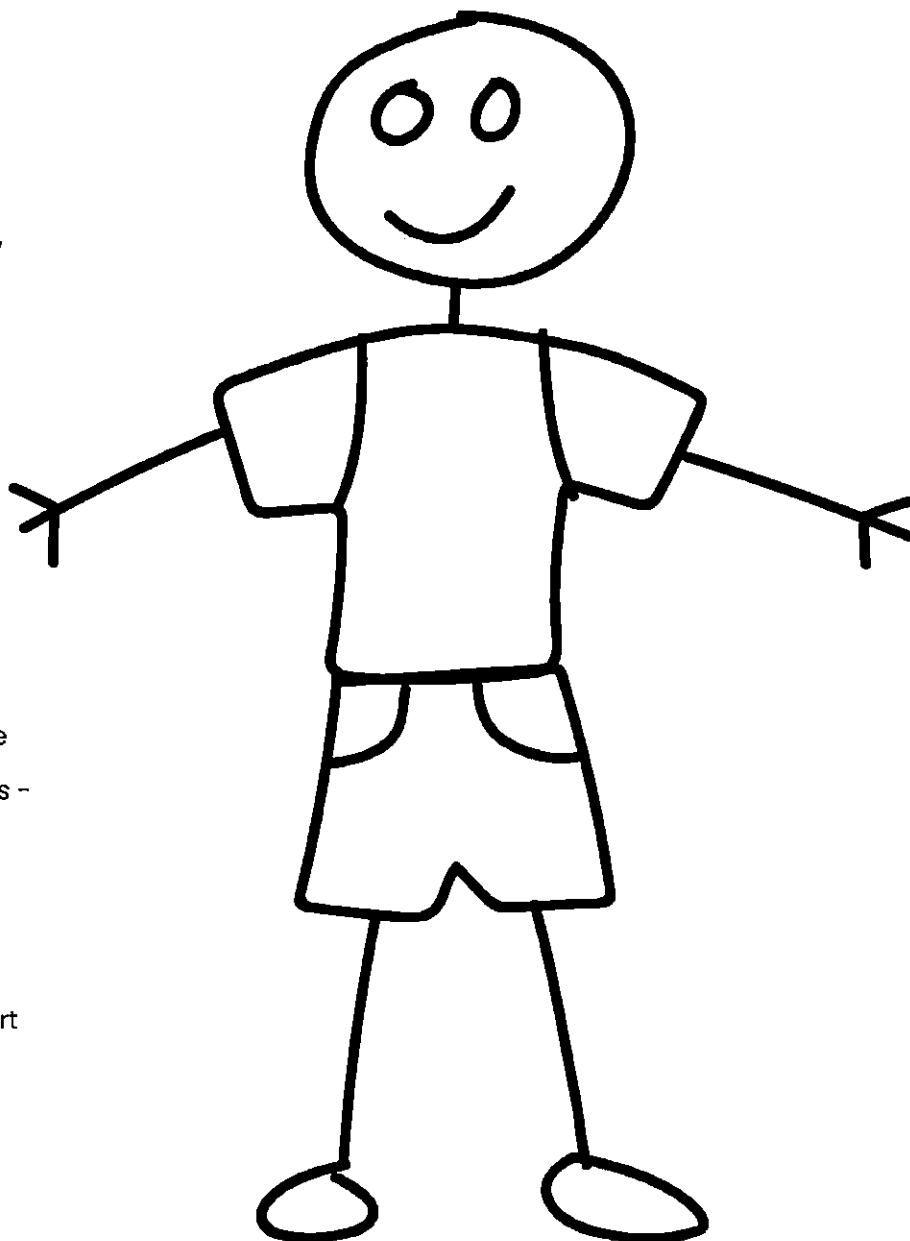
If you LIKE to play video games -  
color your shorts BROWN

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!!!**

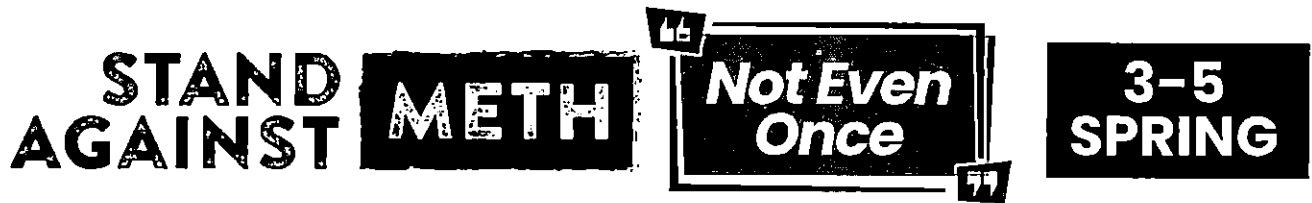
# SPORTS

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**



## "I FEEL HAPPIEST WHEN" WORKSHEET

NAME \_\_\_\_\_

**I FEEL HAPPIEST WHEN I AM...**

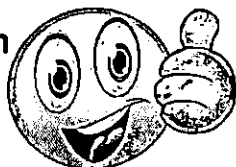
# STAND AGAINST METH

46  
**Not Even  
Once**  
77

**3-5  
SPRING**

## PLEASURE AND THE BRAIN PRESENTATION

How the Brain  
Feels  
HAPPY.....



and the Way Meth Lies

### The Four Happiness Chemicals

The brain releases four chemicals to feel happy:

OXYTOCIN ☺

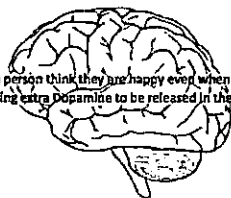
SEROTONIN ☺

ENDORPHINS ☺

DOPAMINE ☺

### 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



### Meth Takes Away Happiness

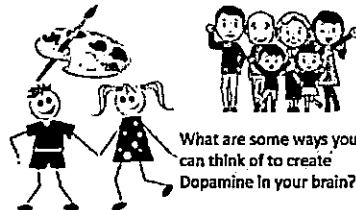
Overtime, Meth destroys the brain's ability to use Dopamine

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.

### There are Better Ways to Create Dopamine



What are some ways you  
can think of to create  
Dopamine in your 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](http://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**

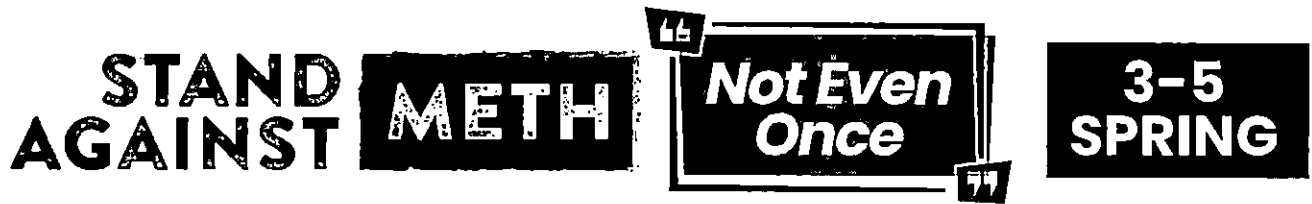
**Not Even  
Once**

**3-5  
SPRING**

## CREATING A CARTOON: ROUGH DRAFT

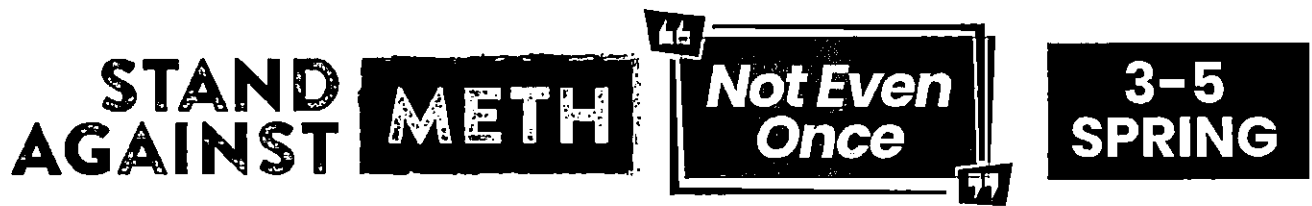
NAME(S) \_\_\_\_\_

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

**"NOT EVEN ONCE" CARTOON FINAL**

NAME(S) \_\_\_\_\_

## 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:

**Not Even  
Once**

## 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:

**Not Even  
Once**

## 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:

**Not Even  
Once**

## 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:

**Not Even  
Once**

## 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:

**Not Even  
Once**

## 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:

**Not Even  
Once**

## 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:

**Not Even  
Once**

## 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:

**Not Even  
Once**

## 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:

**Not Even  
Once**

## **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**

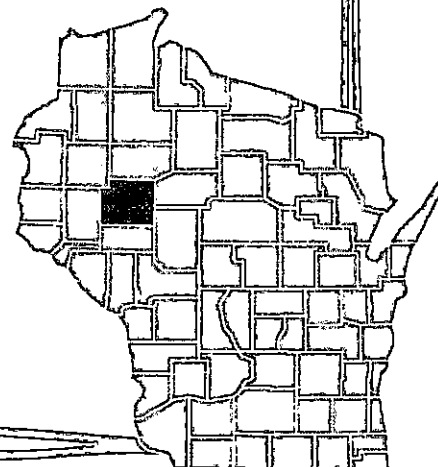
**FOURTH GRADE**

**FIFTH GRADE**

# MY REASONS FOR NEVER TRYING METH

***Not Even  
Once***

NAME: \_\_\_\_\_

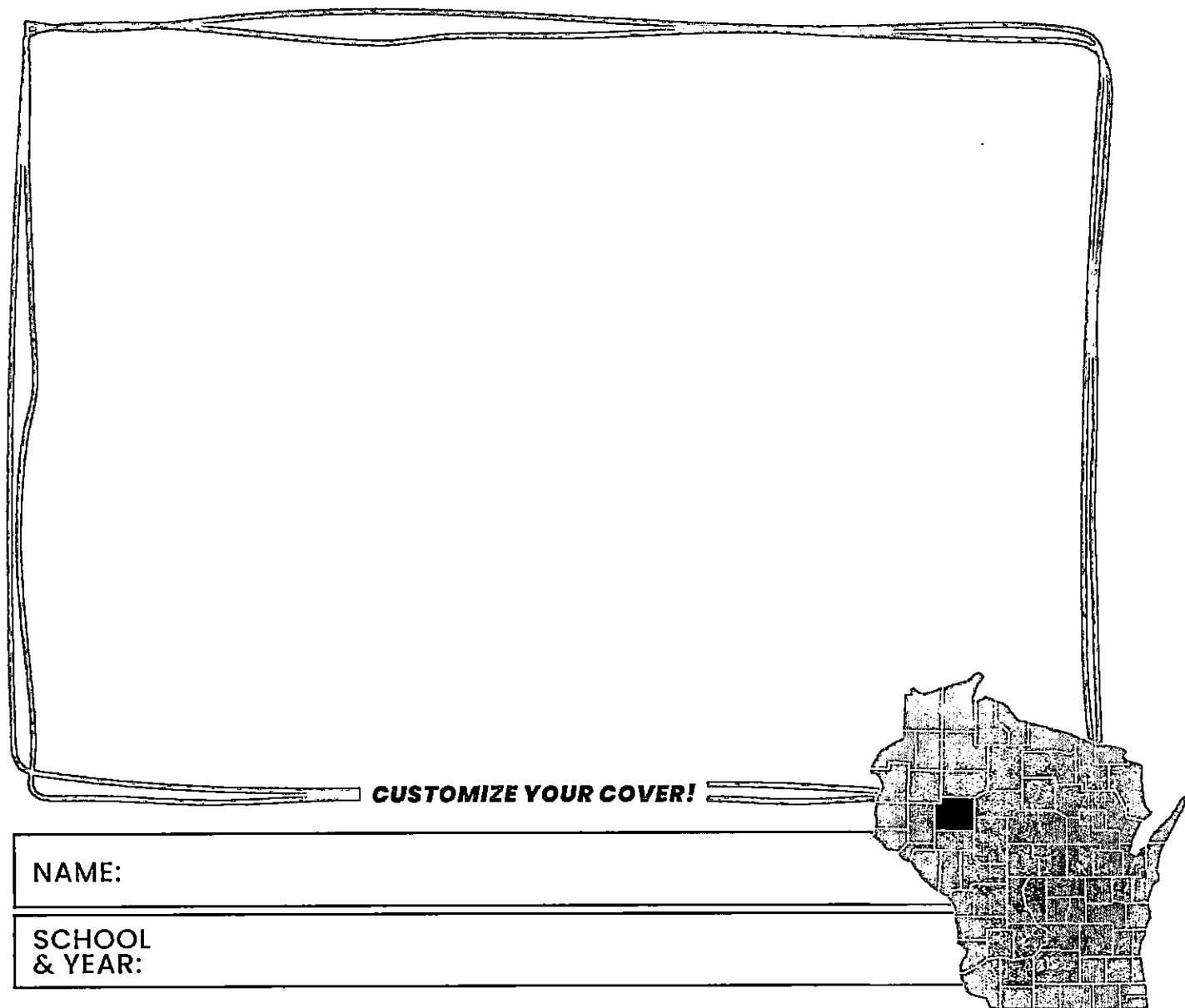


**CUSTOMIZE YOUR COVER!**

**MY REASONS  
FOR NEVER  
TRYING METH**

***Not Even  
Once***

**KINDERGARTEN**



**CUSTOMIZE YOUR COVER!**

NAME:

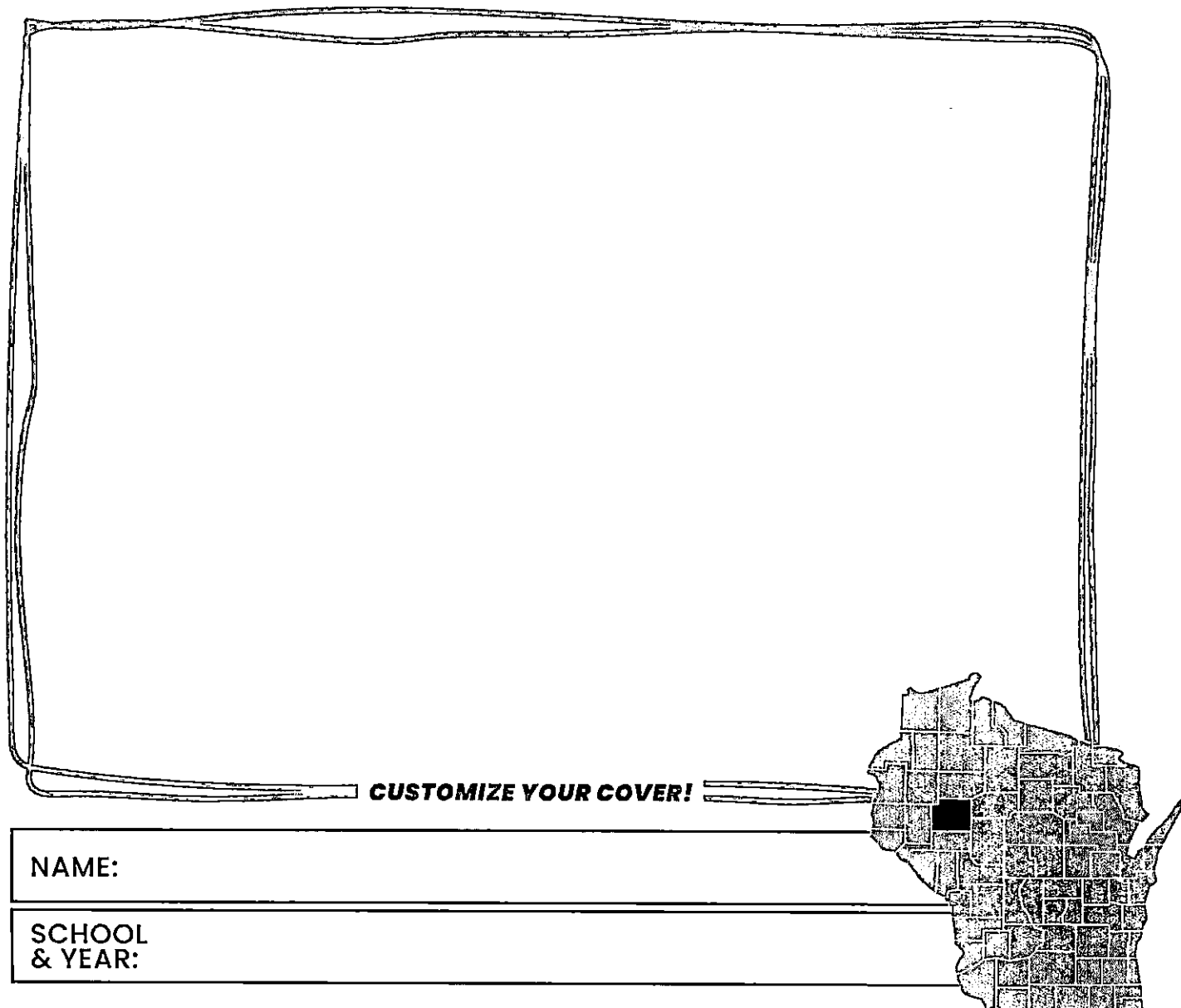
SCHOOL  
& YEAR:



# MY REASONS FOR NEVER TRYING METH

***Not Even  
Once***

## FIRST GRADE



**CUSTOMIZE YOUR COVER!**

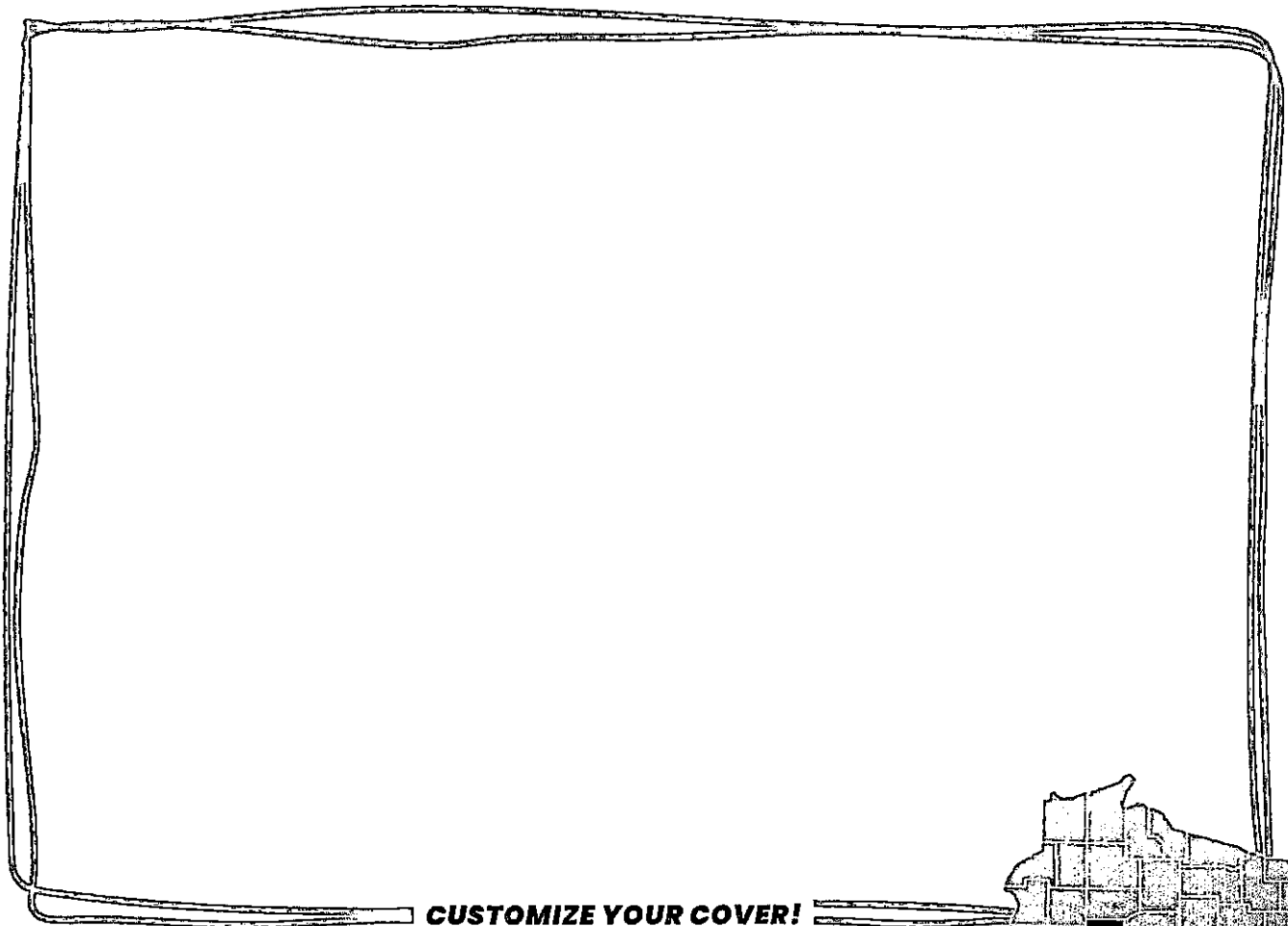
NAME: \_\_\_\_\_

SCHOOL  
& YEAR: \_\_\_\_\_

# MY REASONS FOR NEVER TRYING METH

**Not Even  
Once**

## SECOND GRADE



**CUSTOMIZE YOUR COVER!**

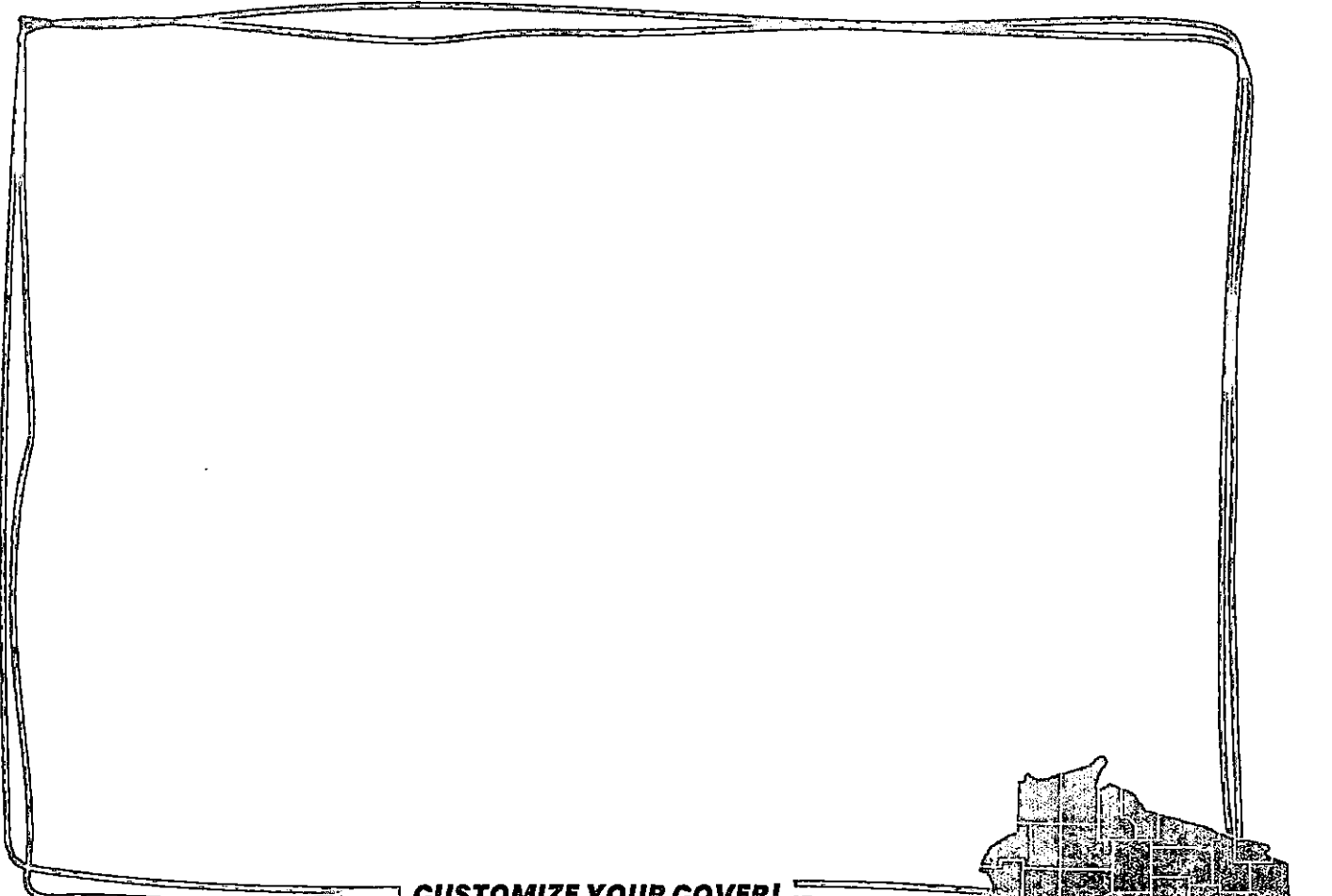
NAME:

SCHOOL  
& YEAR:

# MY REASONS FOR NEVER TRYING METH

***Not Even  
Once***

## THIRD GRADE



**CUSTOMIZE YOUR COVER!**

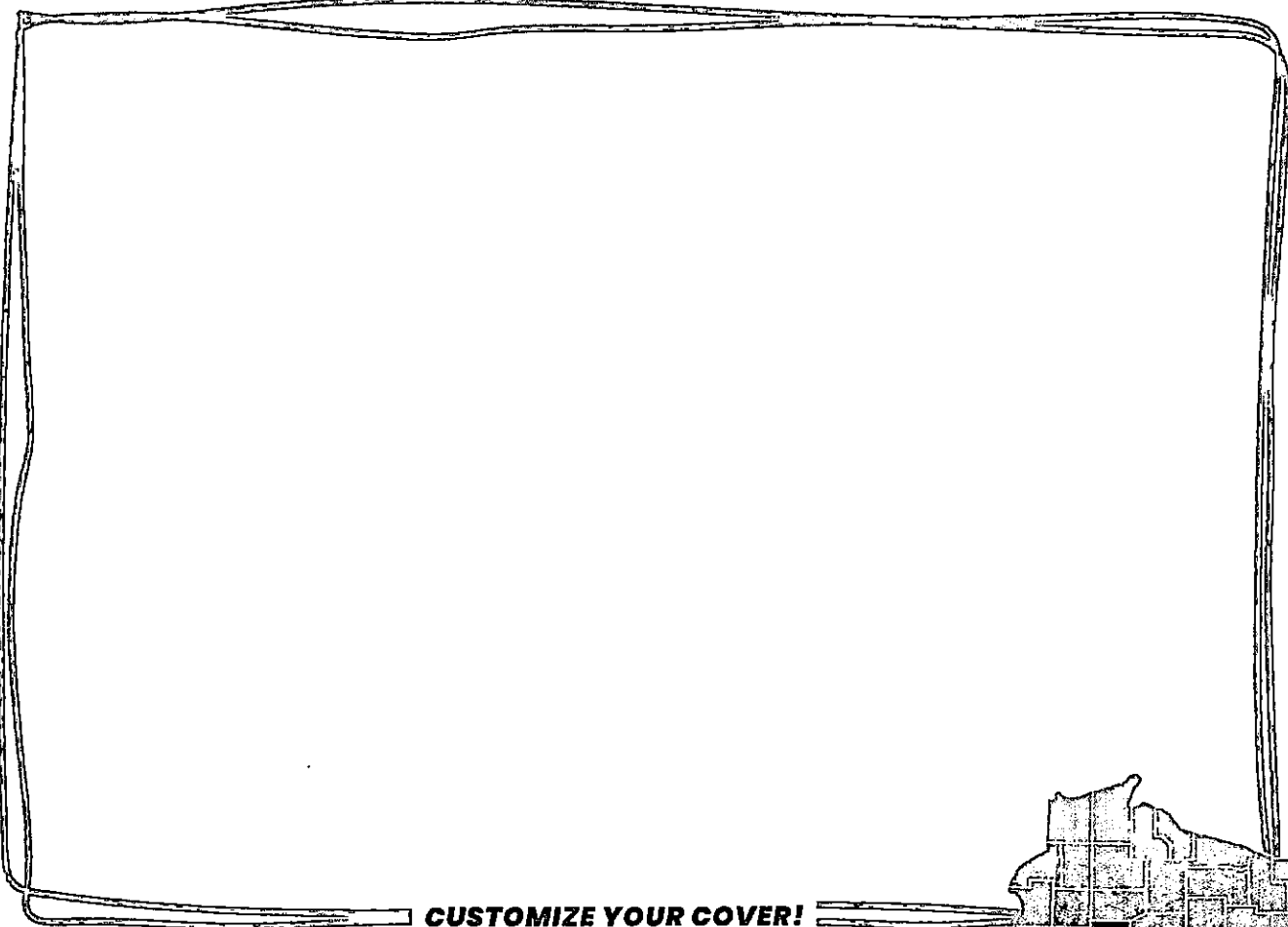
NAME: \_\_\_\_\_

SCHOOL  
& YEAR: \_\_\_\_\_

# MY REASONS FOR NEVER TRYING METH

**Not Even  
Once**

## FOURTH GRADE



**CUSTOMIZE YOUR COVER!**

NAME: \_\_\_\_\_

SCHOOL  
& YEAR: \_\_\_\_\_

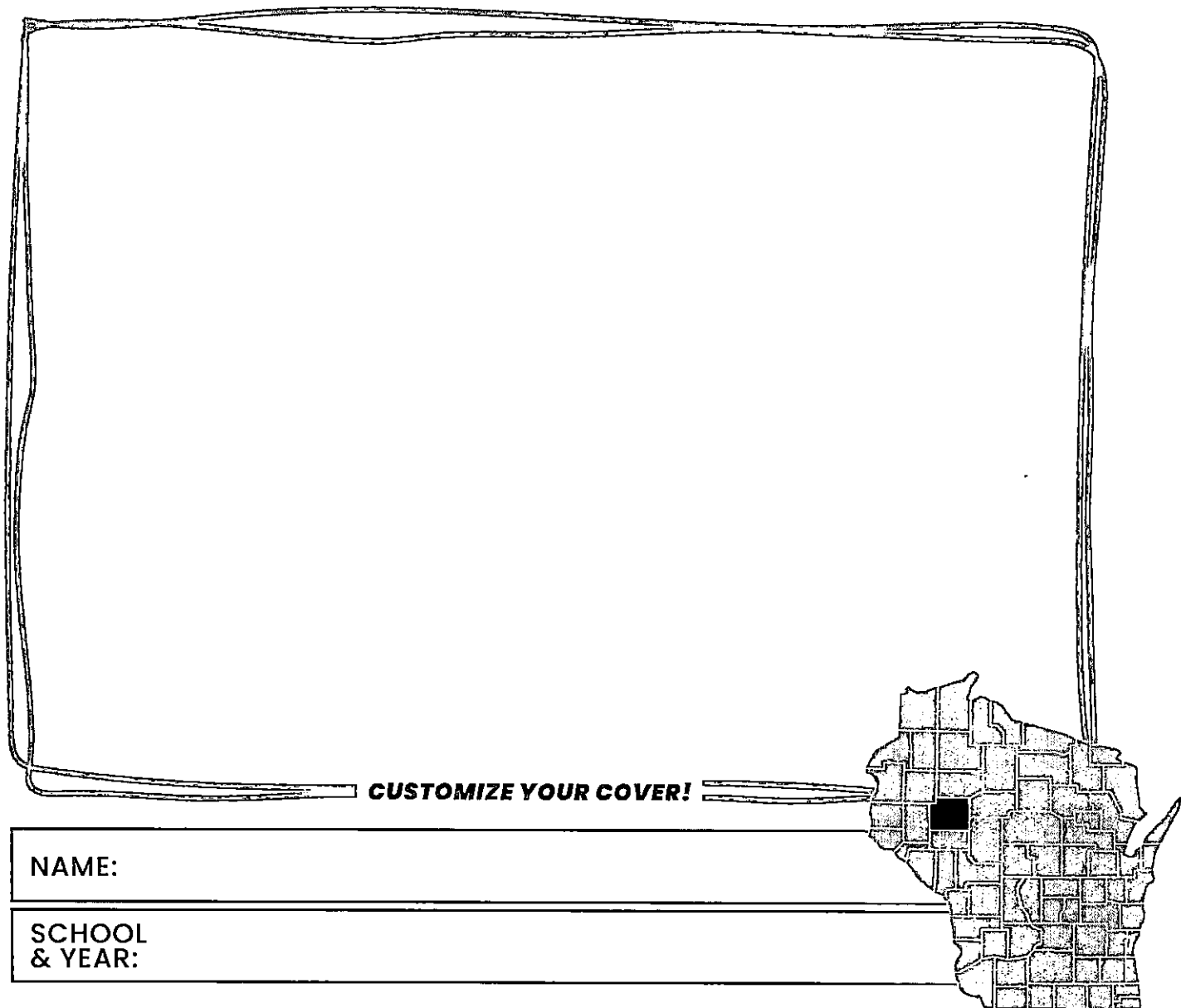
# MY REASONS FOR NEVER TRYING METH



## *Not Even Once*



## FIFTH GRADE



**CUSTOMIZE YOUR COVER!**

NAME: \_\_\_\_\_

SCHOOL  
& YEAR: \_\_\_\_\_