

## **Choose Life or Choose Meth**

**Visit: <http://www.ChooseLifeOrChooseMeth.com>**

**Lesson Plan for High School & College Students on the Dangers of Methamphetamine to accompany the video: “Choose Life or Choose Meth”  
Moonshadow Productions ©2008**

**Limited License Issued: PURCHASERS OF CHOOSE LIFE OR CHOOSE METH**

**Use of this educational material is restricted to licensees authorized by Moonshadow Productions & Research, 6507 PACIFIC AVENUE #305 Stockton, CA 95207; contact Charlie Chapin, Ph.D. 209-477-2398; or [Charlie@moonshadow.biz](mailto:Charlie@moonshadow.biz)**

**Target Audience:** High School Students ages 14-18; College Students 18-25; Teen & Adult Clients in Addiction Recovery under clinical supervision.

**Duration:** 3 Class Periods

**Goals:** To significantly reduce the incidence of first time use of methamphetamine; and to advance cognitive therapy in recovery

**Objectives:** By the end of these sessions, students will be able to:

- \*Understand the harm methamphetamine poses to health
- \*Understand the harm methamphetamine poses to personality
- \*Gain a greater understanding of the importance of making healthy choices in regards to avoiding alcohol, tobacco and drugs
- \*Identify five major health risks of methamphetamine use
- \*Identify three major consequences of methamphetamine manufacture and usage on society
- \*Cite the strong relationship of methamphetamine use to crime
- \*Gain exposure to 48 positive health education messages

\*See their behavior as a series of choices

\*Gain perspective on recovery

**Setting:** Classroom

**Materials:** Television with DVD player

Whiteboard and marker pens

Copy of DVD titled 'Choose Life or Choose Meth' by Moonshadow Productions

Copies for each student of Test and Review- Parts One and Two

**Lesson Overview:**

Class Session One: 50 Minutes

1. Teacher reads introduction to Part One to class  
3 Minutes
2. Students watch 'Choose Life or Choose Meth' Part One –  
39 Minutes + 5 minutes for Epilogue & credits)
3. Students answer Test and Review questions Part One 5  
Minutes—retain the answer sheets for day three review.

Class Session Two: 50 Minutes

1. Teacher reads introduction to Part Two to class: 3 Minutes
2. Students watch 'Choose Life or Choose Meth' Part Two  
32 Minutes
3. Students answer Test and Review Questions Part Two: 5  
Minutes, retain the answer sheets for day three review.
4. Discuss Test and Review Parts One and Two: 13 Minutes

Class Session Three: 50 Minutes **Its purpose is to reinforce the salient points from Parts One & Two, Choose Life or Choose Meth**

- 1) Insert the DVD *Choose Life or Choose Meth* into a DVD Player. Select Test & Review Part One. (16 Minutes)
- 2) Have students refer to their copies of Test & Reviews for Parts One & Two.
- 3) Play the Test & Review, Part One and have students compare their answers to the answers given in the DVD clips.

4) For Part Two Test & Review: Select the Test & Review for Part Two (10 Minutes). When students have their answer sheets ready from Day two, Play Part Two Test & Review and have students compare their answers to the answers given in the DVD Test & Review Part Two. Have Students retain both answer sheets.

## **Class Session 1: 50 Minutes**

### **1. Welcome and Introduction- 3 Minutes**

For the next three class sessions we are going to be learning about the drug Methamphetamine. As many of you have doubtlessly heard, it is also often called 'Crystal' or 'Ice' and has many other slang names. This drug has become an extremely serious problem in our country. In fact, it is estimated that the epidemic of methamphetamine abuse is second only to marijuana and alcohol. Some estimates of the addiction rate for first time users range from 75% to 98%; however inasmuch as there are no quality controls for production and all people react differently, it's difficult to predict how often a person has to use to actually become addicted. One thing we know for sure, this drug is extremely toxic and causes serious health problems in users. And after years of addiction, successful recovery often takes 12 to 18 months of total isolation from the drug. This normally entails prison, county jail or residential rehabilitation. Today, we are going to watch the first part of a movie titled "Choose Life or Choose Meth" and then answer some questions to measure what we have learned.

### **2. Play Choose Life or Choose Meth Part One- 39 Minutes**

### **3. Hand out Test and Review Questions –Part One – 8 Minutes**

Have students answer the questions on their own and retain the answers for Day 3 review.

### **4. Some further points for Classroom discussion are:**

- Methamphetamine, marijuana and alcohol are the most common drugs used by felons in the prison system
- The average age of first time use for methamphetamine is 18

**Based on this information, do you believe that alcohol and marijuana are "gateway drugs" to methamphetamine?**

(Excerpts from "Methamphetamine Use: Lessons Learned" The author(s) shown below used Federal funds provided by the U.S. Department of Justice and prepared the following final report: Author(s): Dana Hunt, Ph.D.; Sarah Kuck; Linda Truitt, Ph.D. Document No.: 209730; Date Received: February 2006

- Unlike many other illegal drugs, methamphetamine is a drug that appeals equally to men and women. All of the national data sets show an almost equal gender split for self reported Meth use.
- Users also tend to be White and in their 20s and 30s.
- Methamphetamine is a drug that has both acute toxic effects and can produce long term physiological problems.
- It is a powerful central nervous system stimulant that promotes the release of neurotransmitters like dopamine, norepinephrine and serotonin, each of which controls the brain's messaging systems for reward and pleasure, sleep, appetite and mood. However, when ingested (injected, snorted, eaten), Meth produces prolonged euphoric or energized states.
- The adverse effects are both short-term (cardiac problems, hyperthermia, depression, confusion) and chronic.
- When used chronically, methamphetamine causes long- term neural changes that result in impaired memory, mood alterations, impaired motor coordination, and psychiatric problems long after termination of use.

**Choose Life or Choose Meth ©2007**

**Moonshadow Productions**

**Photocopy this quiz as a handout. Have students take the quiz on Day One.**

**Retain this answer sheet for comparison to the Test & Review, Part One embedded on the DVD. This activity will take place on Day 3.**

**Test and Review, From Part One**

1. Some people start taking methamphetamine to relieve discomfort from hunger, fatigue, or loneliness, but in the end it causes even more pain from malnutrition, dehydration, lost jobs, incarceration and psychosis. T/F
2. Methamphetamine was the drug most commonly used by the felons and recovering addicts who were in this movie. T/F
3. Other crimes and deviant behavior associated with Meth include identity theft, sexual perversion, domestic violence, child abuse, elder abuse, assault, murder and rape. T/F
4. Most people only have to use methamphetamine one time before becoming addicted to it. T/F
5. Methamphetamine is manufactured using toxic chemicals, but coffee filters get the poison out of methamphetamine and make it safe. T/F
6. Some people start using methamphetamine to work harder and longer hours and it works temporarily, but sooner or later most lose their jobs. T/F
7. Methamphetamine users pick at their skin, which causes infections and scabs. They have hallucinations of imaginary bugs crawling under the skin and biting them. T/F
8. Methamphetamine users become violent and aggressive. T/F
9. Methamphetamine affects the way the brain cells communicate, shutting down a key structure in the brain related to self-control. T/F
10. Methamphetamine also damages cells in the pleasure center of the brain so that after using Meth, nothing feels good anymore. T/F

11. Methamphetamine causes personality changes with panic attacks, anxiety, paranoia, violence and suicide. T/F
12. Methamphetamine causes damage to the teeth resulting in chronic bad breath and horrifying dental decay. T/F
13. Methamphetamine causes heart disease including heart attacks. T/F

## **Class Session Two: 50 Minutes**

### **1. Introduction- 3 Minutes**

In our last class session we learned about the drug Methamphetamine, also known as 'Crystal' or 'Ice'. Part one focused on drug laws and harm to the brain and personality. But none of us live in a vacuum and our actions touch others such as our parents, friends, loved ones and children. Today we are going to learn more about the effects of Meth on the body and on our environment, families, the unborn and our communities. We will watch the second part of "Choose Life or Choose Meth" and answer questions to reinforce what we have learned.

### **2. Hand out Test and Review Questions- Part Two**

### **3. Watch 'Choose Life or Choose Meth' Part Two- 32 Minutes**

**4. Complete the Test & Review Part Two and have students retain the answers.** Have students answer the questions on their own and if there is time, review each one with the class for discussion.

5. Some points for Discussion are:

- Review Five Major Health Risks of Methamphetamine use
  - a. Damage to the Brain- particularly the area of the brain that allows one to make decisions and feel pleasure. Also Damage to the brain that leads to residual psychiatric problems such as psychotic episodes, depression, anxiety, suicide, violent behavior, and loss of motor and cognitive ability
  - b. Damage to the Heart- cardiac arrest
  - c. Damage to the Teeth and Mouth- dental decay
  - d. High risk for Sexually Transmitted Diseases
  - e. Damage to the liver
- Review three major consequences of Methamphetamine manufacture and use in our society
  - a. Damage to the environment
  - b. Crime and Violence
  - c. High rate of child abuse and neglect along with resulting high surge of children in foster care. Also birth defects.

## **Choose Life or Choose Meth**

**Moonshadow Productions; Choose Life or Choose Meth ©2007**

**Photocopy this quiz as a handout. Have students take the quiz on Day Two after watching the part two. They should retain this answer sheet for an activity that will take place on Day 3, during which they will compare their answers to the ones embedded Test & Review, Part Two on the DVD**

### **Test and Review, Part Two, 10 minutes, Circle the correct answer.**

1. Many people start using methamphetamine for the sexual energy that it gives them, but a common side effect after prolonged use is impotency and sexual dysfunction. T/F
2. Meth users engage in riskier sexual behavior, have more sexual partners, and are much more likely to contract sexually transmitted diseases. T/F
3. Hepatitis A is passed by fecal-oral contact and is common among meth users due to their incredibly poor personal hygiene. T/F
4. Hepatitis C is sexually transmitted and can be passed by sharing needles and may also cause cirrhosis of the liver or liver cancer. T/F
5. Methamphetamine is made with toxic, flammable materials that may cause cancer, damage to the liver and brain, birth defects and miscarriages. T/F
6. For every pound of methamphetamine that is made, 5 or 6 pounds of toxic waste is produced and released into our environment. T/F
7. Can a person cooking methamphetamine get high off the vapors? Y/N
8. If a pregnant woman uses methamphetamine, it can cause premature birth and severe birth defects. T/F
9. Methamphetamine abuse has created an epidemic of child abuse and neglect. T/F
10. Most people addicted to methamphetamine will need at least 12 months in a strict recovery program to begin to kick their addiction. T/F

### **Class Session Three: 50 Minutes**

**This activity will take place on Day 3. Its purpose is to reinforce the salient points from Parts One & Two, *Choose Life or Choose Meth***

- 1) Have students pull out their copies of Test & Reviews for Parts One & Two.
- 2) Insert the DVD *Choose Life or Choose Meth* into a DVD Player. Select Test & Review Part One. (16 Minutes)
- 3) Play the Test & Review, Part One and have students compare their answers to the answers given in the DVD clips.
- 4) For Part Two Test & Review: Select the Test & Review for Part Two (10 Minutes). When students have their answer sheets ready from Day two, Play Part Two Test & Review and have students compare their answers to the answers given in the DVD Test & Review Part Two. Have Students retain both answer sheets.

#### **Questions for Discussion:**

**Teacher: We want all students to become informed word-of-mouth advertisers who can de-market methamphetamine.**

- 1) Who got 100% correct on Part One?
- 2) What were the most important teaching points from Part One?

Note: All Students should understand that meth is an extremely addictive poison that destroys the physical and mental health of the user, and that most users go to jail.

- 3) Who got 100% correct on Part Two?
- 4) What were the most important teaching points from Part Two?

Note: All Students should understand that meth destroys families, is harmful to the environment, unborn children and frequently leads to the spreading of STD's.

#### **FOR RECOVERY PATIENTS PRESUMABLY IN GROUP TREATMENT:**

- 1) Who saw himself or herself in this video?
- 2) Who felt a “trigger” to use as a result of seeing any part of the video?
- 3) How are you dealing with “triggers” in your own lives?
- 4) (For Inmates) Who is here because of meth?
- 5) Who suffers from ill health effects because of meth?
- 6) Who sees a connection between meth, marijuana, tobacco and alcohol?

**Optional Activity One: Evaluation Sheets: Pass out evaluation sheets and have students complete the evaluations. Go over responses in class to stimulate conversation. Evaluations should be collected by the teacher and furnished to the curriculum director who oversees Drug and Alcohol Education.**

## **Other Optional Activities:**

**Research has shown that a single exposure to educational materials like this does not change student's behavior unless it is accompanied by activities that solidify and personalize the information for the individual student.**

**Choose from one or more of the following activities to facilitate discussion and to allow the students to process this information in a meaningful way. They include writing assignments, field trips, dramas, poster presentations and competitions, and teaching younger students.**

### **1. Writing assignment**

Describe one of your best friends. Tell about the personality features that make this person special to you. How would you feel if this person became addicted to methamphetamine and died from drug abuse? What would you do to try to prevent your friend from using methamphetamine the first time?

### **2. Role Play**

Have your class select actors who form into two groups: parents and children. The 'parents' should try talking to their 'children' about the dangers of using drugs. The children should respond with objections based on their perceptions of the parents' use of alcohol (or drugs like marijuana). The point is to gain an understanding that the unhealthy behavior of the parents doesn't give license to their children to behave in unhealthy ways. And in the end, it's not about anyone's rights, but really about their health and no one can escape the consequences of unhealthy behavior.

### **3. Drama**

Have students write and perform a drama describing the impact of methamphetamine on a person and his or her family.

### **4. Poster contest**

Sponsor a competition among students to design a poster illustrating the effects of methamphetamine. Offer awards in several categories, based on classes, e.g. – 9<sup>th</sup> grade vs. 10<sup>th</sup> grade, to the most graphic, most scientific, best use of color, so that there are several winners. Display posters in the school.

#### 5. Teaching younger students

Have groups of your students prepare a lesson for the 7<sup>th</sup> graders about the impact methamphetamine could have on their personality and functioning.

**Your Opinion Counts! (Choose Life or Choose Meth: Community Outreach Project)**

The purpose of the “Choose Meth or Choose Life” DVD is to provide information regarding your health and the harmful effects that Methamphetamine has on it. After reviewing this DVD, please let us know what really worked, and what needs to be improved by answering the following questions using a scale of 1 to 5, with **1 being BAD** and **5 being GREAT, or 1 being Disagree and 5 being Strongly Agree—depending on the question**. Please circle the number that best reflects your opinion. Remember this is your opinion.

1 2 3 4 5 Music, Graphics, Photos & Animations

1 2 3 4 5 Over all value of the information provided

1 2 3 4 5 This presentation clearly improved my understanding of the toxic nature of Methamphetamine.

1 2 3 4 5 This presentation decreases the likelihood viewers will try Meth.

1 2 3 4 5 This presentation increases the information viewers need to tell others to avoid Methamphetamine.

1 2 3 4 5 This presentation will help solve the meth problem by replacing the ignorance in which the epidemic spreads with reasons to avoid the drug.

1 2 3 4 5 This presentation raised my understanding about making healthy choices.

What did you like most about the DVD? \_\_\_\_\_

\_\_\_\_\_

If this DVD were to be updated in the future, what change(s) would you suggest?

\_\_\_\_\_

Every teenager or young adult in my community should see this video. Yes\_\_\_ No\_\_\_

Your Age:\_\_\_\_\_ Gender:\_\_\_\_\_ Occupation\_\_\_\_\_

Grade:\_\_\_\_\_ School:\_\_\_\_\_

**Return this form to your teacher or proctor.**

**Thank you for your thoughts, ideas, and time.**

Moonshadow Productions & Research

6507 Pacific Avenue, #305, Stockton, CA 95207

Phone 209-477-2398; fax 209-477-0818