



Methamphetamine use is spreading like wildfire across the state of Tennessee. ***Meth Destroys*** is a campaign sponsored by the Tennessee District Attorneys General Conference to spread the word about how meth is destroying lives, families and communities all over Tennessee.

The development of this Teacher's Guide was a collaborative effort between ***Meth Destroys*** and the Tennessee Department of Education, and is aimed at providing teachers with a resource to help educate students on the dangers of meth use.

Included in this Teacher's Guide:

Suggested Activities for Middle and High School Students

Within the Teacher's Guide you will find various activities (which satisfy tested educational standards for the state of Tennessee) to assist you in educating students about meth. These activities were tested by focus groups and shaped by Tennessee public school teachers and representatives of the state Department of Education.

On the next page, you will find a table of contents that provides you with a snapshot of the activities included in this Teacher's Guide and the tested educational standards each activity addresses.

Many of the activities in the Teacher's Guide are supported by one or all of the ***Meth Destroys*** campaign materials. For this reason, it is important to keep the materials with the Teacher's Guide.

Activity Extensions

You may be looking for ways to take these activities to another level of learning for your students. The Activity Extensions page at the end of the Teacher's Guide will assist you in further educating your students by challenging them to share what they have learned with others in their community.

Internet Resource Guide

While www.MethFreeTN.org contains the majority of information required to complete the activities in the Teacher's Guide, the Internet Resource Guide provides links to additional articles that deal with various meth-related issues.

Accompanying the Teacher's Guide:

- "Meth Mouth" Posters (Each public middle and high school received "Meth Arms" posters in November.)
- ***Meth Destroys*** DVD
- Youth Brochures

Additional Materials

If you need more ***Meth Destroys*** materials, you can request additional hard copies or download PDFs directly from www.MethFreeTN.org.

Feedback

Any feedback you can provide regarding how the Teacher's Guide is being put to use in your school will be of great value to the ***Meth Destroys*** campaign. Please share your stories by visiting www.MethFreeTN.org. Just click on the "Teachers" button and look for the feedback form.

Tennessee State Educational Standards

Page	English & Language Arts		Health & Science		Marketing & Visual Art		Psychology & Sociology		Social Studies, History & U.S. Government	
	6-8	9-12	6-8	9-12	6-8	9-12	6-8	9-12	6-8	9-12
1	All English	English II	Healthful Living	A&P						
2	All English	English II								
3	All English	English I & II								
4		English II							7 th Grade SS	
5	All English		Healthful Living	A&P; Lifetime Wellness						U.S. Gov't
6			Healthful Living	A&P; Lifetime Wellness; SC&CG; Agriculture						
7			Healthful Living	A&P; Lifetime Wellness; Life Science						
8			8 th Grade Science	Ecology; Bio I; Agriculture						
9				Scientific Research; Ecology; SC&CG						
10						Services Marketing; Adv. & PR				
11					Visual Arts					
12							HS Psych			
13							HS Psych			
14				Ecology; SC&CG			HS Sociology			
15		English I & II							7 th Grade SS	
16									7 th & 8 th Grade SS	
17			Healthful Living	Lifetime Wellness					8 th Grade SS	U.S. Gov't; Cont. Issues
18										U.S. Gov't; Cont. Issues
19										U.S. Gov't





English

Sixth-grade English/Language Arts 1.09

Seventh-grade English/Language Arts 1.09, 2.03

Eighth-grade English/Language Arts 1.09, 2.0

This is a cross-disciplinary exercise that also applies to Health Science Education: Anatomy and Physiology 3.5, 5.3.

Direct your students to utilize www.MethFreeTN.org, the *Meth Destroys* campaign materials, the Internet and print media to conduct research on meth and its effects. Various articles are available on the “News” page at www.MethFreeTN.org, and the Meth Destroys campaign materials can be downloaded from the “Downloads” page at www.MethFreeTN.org. Your students should discuss their findings in a report, using at least five different sources. They should be sure to properly document all research and include a short summary of each source.

Sixth-grade English/Language Arts 2.02;

Seventh-grade English/Language Arts 2.02;

Eighth-grade English/Language Arts 2.02;

English II 1.03, 1.10, 2.15

Identify a group of younger students (an elementary school class, members of a local Boys & Girls Club, etc.). Direct your students to write a letter to one of those children explaining the dangers of meth use.

Sixth-grade English/Language Arts 1.01

Seventh-grade English/Language Arts 1.01

Eighth-grade English/Language Arts 1.01

English II 3.06

As a class, review the *Meth Destroys* campaign materials. If you do not have hard copies of the materials, PDF files can be downloaded from www.MethFreeTN.org. Lead the class in composing a list of meth’s destructive effects on a person’s life. These can be physical, emotional, monetary or any other type of effect your class thinks is appropriate. Assign different effects to different groups of students, and ask them to prepare a three- to five-minute presentation in which they further discuss their assigned effect.



Sixth-grade English/Language Arts 1.04
Seventh-grade English/Language Arts 1.04
Eighth-grade English/Language Arts 1.04
English II 2.03

Students should visit the “Downloads” page at www.MethFreeTN.org and familiarize themselves with the ***Meth Destroys*** campaign materials. Students should then identify, research and define 10 keywords found on the Web site and in the campaign materials.

Sixth-grade English/Language Arts 1.11
Seventh-grade English/Language Arts 1.11
Eighth-grade English/Language Arts 1.11
English II 2.03, 2.06, 2.07, 2.12

Direct your students to read a pre-selected article or articles on meth. Various articles are available on the “News” page at www.MethFreeTN.org. Have a small quiz, or have the students get in small groups to discuss the articles. Provide students with a list of questions they must answer in their group discussion.

Sixth-grade English/Language Arts 1.12
Seventh-grade English/Language Arts 1.12
Eighth-grade English/Language Arts 1.12
English II 2.03, 2.06, 2.07, 2.12, 2.13, 3.03, 3.05, 4.02, 4.07, 4.08

Direct your students to visit www.MethFreeTN.org, particularly the “News” page to choose a newspaper or magazine article on meth. Also, show your students the ***Meth Destroys*** campaign DVD. Have your students review the Web site, an article of their choice and the DVD.



Sixth-grade English/Language Arts 1.12
Seventh-grade English/Language Arts 1.12
Eighth-grade English/Language Arts 1.12
English II 2.03, 2.06, 2.07, 2.12, 2.13, 3.03, 3.05, 4.02, 4.07, 4.08

Direct your students to visit www.MethFreeTN.org, particularly the “News” page to choose a newspaper or magazine article on meth. Also, show your students the ***Meth Destroys*** campaign DVD. Have your students evaluate the Web site, an article of their choice and the DVD from one or all of the following perspectives:

- Meth addict
- Recovering meth addict
- An anti-meth individual

English I 1.01; English II 1.01, 1.10, 1.13, 2.12

This is a cross-disciplinary exercise that also applies to Seventh-grade Social Studies: Governance and Civics 7.4.spi.6.

One of the ways that lawmakers are combating meth use in Tennessee is by restricting the sale of some over-the-counter cold medicines that contain one of meth’s main ingredients. Students should visit the “News” page at www.MethFreeTN.org to begin their research. Students should present at least two different viewpoints on these new laws in the form of a written report.

English II 1.13, 2.12, 3.04

Students are to develop a survey on the dangers of meth. The survey should be conducted on five family members/friends outside of the classroom to see how much the general public knows about meth. Students should come back to class and share their results in groups.

English I 1.02, 1.03
English II 1.02, 1.03, 3.03

As a class, review the ***Meth Destroys*** campaign materials. If you do not have hard copies of the materials, PDF files can be downloaded from www.MethFreeTN.org. Listen to the radio PSAs and watch the television PSAs on www.MethFreeTN.org. Brainstorm ideas, and then ask students to write and/or act out a commercial with the goal of dissuading other people their age from using meth.



English II 1.03, 1.08, 2.15

Provide your students with the ***Meth Destroys*** campaign Web site address, **www.MethFreeTN.org**. Direct your students to visit the “Anti-meth Partners” page of **www.MethFreeTN.org** and select a partner that they are interested in learning more about. Your students should then write a letter to the partner that they have selected in which they discuss why they think that particular partner’s presence in the campaign is important.

English II 1.13, 2.12

Direct your students to utilize the Internet and print media to research meth-related articles. Various articles are available on the “News” page at **www.MethFreeTN.org**. Students should then write a short summary of two articles.

English II 1.08, 1.10, 1.1, 2.12

This is a cross-disciplinary exercise that also applies to Seventh-grade Social Studies: Culture 1.03.

Meth use, traditionally, is a more common problem in rural areas. Students should utilize Internet (**www.MethFreeTN.org** is a good place to start) and print media research to discuss this statement in a five-paragraph paper.

English II 3.04

Direct your students to utilize the Internet and print media to research recent articles relating to meth. Various articles are available on the “News” page at **www.MethFreeTN.org**. Students should discuss, in a one-page paper, the main topics of the article. Which of meth’s destructive effects does the article focus on? Who was hurt by the events discussed in the article?

English II 2.06, 2.07, 2.12, 2.03

Direct your students to read the ***Meth Destroys*** campaign materials and discuss them in small groups. If you do not have hard copies of the materials, PDF files are available on the “Downloads” page at **www.MethFreeTN.org**. Students should consider questions such as: What are the key points? Are the materials effective? Why or why not? Is there anything missing? What is your favorite part?



Health and Science

Health Science Education: Anatomy and Physiology 3.5, 5.3.

This is a cross-disciplinary exercise that also applies to Sixth-grade English/Language Arts 1.09, Seventh-grade English/Language Arts 1.09, 2.03 and Eighth-grade English/Language Arts 1.09 and 2.0.

Direct your students to utilize www.MethFreeTN.org, the *Meth Destroys* campaign materials, the Internet and print media to conduct research on meth and its effects. Your students should discuss their findings in a report, using at least five different sources. They should be sure to properly document all research and include a short summary of each source.

Lifetime Wellness 7.4, 7.6, 7.7

Direct your students to the “Meth 101” page at www.MethFreeTN.org. After becoming familiar with meth’s effects on the body, listening to the radio PSAs and watching the television PSAs provided on the Web page, students should write an “If I was a meth user” essay that addresses the impact their drug use would have on others. Students should be sure to address such areas as relationships at home, at school and with friends.

Healthful Living 17.2 Lifetime Wellness 7.6

This is a cross-disciplinary exercise that also applies to U.S. Government 6.0, 6.1, 6.2 and 6.7.

Students are to visit www.MethFreeTN.org, and go to the “Anti-meth Partners” page and familiarize themselves with the list of Anti-meth Partners. Students should then identify an organization, business, political action committee or other group that they feel should be an Anti-meth Partner and write a paper in which they:

1. Provide a profile of the potential partner they have selected, including the name and contact information of the appropriate individual to contact;
2. Summarize why they feel this group, etc. should have a particular interest in fighting meth use in Tennessee; and
3. Recommend a course of action requiring citizen action, which this group, organization, etc. could follow to help in the fight against meth use in Tennessee.



Health Science Education: Anatomy and Physiology 3.5

This is a cross-disciplinary exercise that also applies to Fundamentals of Agriculture 5.15 and Agriscience 2.8.

Direct your students to utilize the Internet (www.MethFreeTN.org) and print media to research the physical and environmental dangers of meth use and manufacturing. Students should then prepare a short presentation for the class on their findings.

Healthful Living 15.2, 15.3 Lifetime Wellness 7.7 School Counseling and Career Guidance 9.3

Students should, in groups, create a comic strip depicting a situation in which someone their age is offered meth.

Students should be sure to consider these questions:

- Why is it important for young people to address this issue before they are confronted with it?
- Why is the decision not to use drugs a good one?

After completing the project, groups are to share their comic strips with one another.

Healthful Living 2.3

Direct your students to visit www.MethFreeTN.org and fill in the provided body diagram by identifying and discussing the areas of the body most seriously affected by meth use.

Lifetime Wellness 7.3 Healthful Living 2.3

Your students should utilize www.MethFreeTN.org, as well as the ***Meth Destroys*** brochure, to investigate meth's effects on the body. Students should then choose one effect in particular and do further research via the Internet and print media to gain an in-depth understanding of how and why meth has such destructive effects on the body. Students should then present their findings in a report aimed at dissuading their peers from using meth.



Health Science Education: Anatomy and Physiology 3.4

Ask your students to utilize the Internet and/or print media to research the physical appearance and personality traits of meth addicts. Conduct a classroom discussion on the findings.

Healthful Living 14.1

Visit www.MethFreeTN.org with your class (if possible). Go to the "Downloads" page and present the ***Meth Destroys*** brochure to your class. Review the substances used to "cook" meth. As a class, discuss the importance of avoiding harmful substances.

Healthful Living 15.1, 15.2, 15.3, 16.1

In groups, direct your students to brainstorm the ways meth destroys lives, families and communities. Then, as a class, have students brainstorm solutions to the problems presented by meth. The ***Meth Destroys*** campaign brochure, DVD and www.MethFreeTN.org will help your class as they brainstorm.

Lifetime Wellness 7.2

After reviewing some or all of the ***Meth Destroys*** campaign materials with your class (***Meth Destroys*** brochure, posters, DVD and www.MethFreeTN.org), discuss why meth has led to an increase in crime, disease and pregnancy. Brainstorm ways to combat these and other negative effects of meth use in Tennessee.

Life Science 6.2.1, 6.2.2c

Based on their knowledge of symbiotic relationships and the hazards of methamphetamine use/production, students should predict the impact these particular situations may have on the environment:

- A family with a parent addicted to meth.
- A neighborhood that contains a meth lab.
- A community with a rising percentage of meth users.



Eighth-grade Science: Earth and Space Science 8.10.3

Direct your students to utilize the Internet and print media to research the effects that meth labs have had on Tennessee's environment. Students should then assume that a meth lab was found in their neighborhood. Students are to describe, in a three- to five-minute presentation to the class, the effects that this would have on them and their neighbors.

High School Ecology 5.0, 5.1, 5.2

Students should utilize the Internet and print media to investigate the process by which land and real estate that has been found to contain a meth lab (or labs) is restored to an inhabitable status. Findings should be presented in a written report. Be sure to explain the impact that meth labs have on their environment and the process by which these impacts are remedied.

Biology I 2.4

Ask the class to vote on whether or not they feel they exhibit more innate behaviors than learned behaviors that would help them avoid meth use. Record the results.

Next, as a class, compose a list of behaviors which lead to a healthy lifestyle. Break that list down into those behaviors that are innate and those behaviors that are learned. Break that list down further by selecting the behaviors from the list that would aid an individual when faced with the opportunity to use meth. Record the results, and see if your students' vote was accurate.

Fundamentals of Agriculture 5.15

Agriscience 2.8

This is a cross-disciplinary exercise that also applies to Health Science Education: Anatomy and Physiology 3.5.

Direct your students to utilize the Internet (www.MethFreeTN.org) and print media to research the physical and environmental dangers of meth use and manufacturing. Students should then prepare a short presentation for the class on their findings.



**High School Scientific Research:
Ethical Practices 1.1
Analyzing and Evaluating Data 4.1, 4.2, 4.3
Communicating Scientific Results 5.1, 5.2**

Research played a key role in developing the ***Meth Destroys*** campaign and continues to play a large role in the fight against meth in Tennessee. How long has meth use been a problem in our state? What populations were using when it became a problem? Who is using now? Where is it being made? Where is it being bought? Have any groups or legislative efforts made an impact on meth use in Tennessee?

These questions and many more are examples of what type of information is required to fight meth.

Students should utilize the Internet and print media to investigate trends in meth use in Tennessee. Research should relate to both scientific and social trends dealing with meth use in Tennessee. Students are to record, interpret and present their findings either in an expository essay or in a presentation. Regardless of which medium they choose, students should be sure to properly reference all research and present statistical data in a clear, concise and visually engaging manner.

Ecology 6.1, 6.2

This is a cross-disciplinary exercise that also applies to School Counseling and Career Guidance 9.3 and 9.4.

Assume that a student suspects a meth lab exists across town from his or her home. As a class, develop a list of rights and responsibilities that student has in keeping his or her city safe.

Now, assume that a student suspects a meth lab exists next door to his or her home. As a class, develop a list of rights and responsibilities that student has in keeping himself or herself and family safe.

Follow-up questions:

- Are the lists different? Why?
- What is the difference between a “right” and a “responsibility” in this situation?



Marketing and Visual Art

Marketing: Services Marketing 5.3

Direct your students to utilize print media and the “News” page at www.MethFreeTN.org to research and report on meth-related media coverage in Tennessee over the past six months. Students should find 10 meth-related articles and analyze each. Where did the article originate? What is its significance to current trends in meth use in Tennessee? What are the main ideas the author is trying to relate?

Marketing: Services Marketing 10.9

Students are to research and give a five-minute presentation in class on the physical and environmental dangers of using and manufacturing meth. Students should begin their research at www.MethFreeTN.org.

Marketing: Advertising and Public Relations 2.2, 2.4, 8.4

Ask your students to analyze the *Meth Destroys* campaign materials (brochure, DVD, posters, www.MethFreeTN.org). Conduct a class discussion on the overall approach of the *Meth Destroys* campaign.

Marketing: Advertising and Public Relations 2.2, 2.4, 8.4, 8.5

Ask your students to show the *Meth Destroys* campaign brochure and/or DVD to a group of four to six people. Students should then conduct a short survey and/or focus group to see what impact the materials had on the audience. Students should ask the group if what they saw and read had any influence on their opinions regarding meth and the use of meth.

Marketing: Advertising and Public Relations 8.4

Direct your students to explore the Internet for photos and graphics related to meth use, and discuss the impact the photos may have on those who view them. Begin your search on the “Downloads” page at www.MethFreeTN.org.



Visual Arts 6.1

In groups, have students use a desktop publishing program to create posters and fliers for an anti-meth campaign.



Psychology and Sociology

High School Psychology: Governance and Civics 4.0, 4.3

Direct your students to visit www.MethFreeTN.org and go to the “Anti-meth Partners” page. There is a wide variety of groups, businesses and organizations that have partnered with the ***Meth Destroys*** campaign to fight meth use in Tennessee. Students should select one of the Anti-meth Partners and explore the interdependence between that partner, the ***Meth Destroys*** campaign and potential meth users in Tennessee.

High School Psychology: Individuals, Groups and Interactions 6.0, 6.5, 6.6, 6.9

Ask your students to answer the question, “How do you feel about drug use, particularly meth use?” Once they have taken a position, they should use what they have learned regarding heredity and genetics, environment and culture and other variables to explain how it is that they came to feel the way they do about meth use.

High School Psychology: History 5.0, 5.2

One of the reasons meth is such a dangerous drug is the level to which it affects the mind of the user, in both the short and long terms. Direct your students to utilize the Internet and print media to research data, historical and current, relating to meth’s destructive effects on the brain. Students should explain why these effects contribute to meth’s highly addictive nature. The ***Meth Destroys*** campaign materials and www.MethFreeTN.org will be useful tools as your students begin their research.



High School Psychology: Culture 1.1

Present the following to the class: Consider two teenagers. Teen A has grown up in a two-parent home where he or she has never been spoken to about the dangers of drug use. Teen B has grown up in a two-parent home where he or she regularly witnesses both parents using meth. Which teen is more likely to use meth when faced with the opportunity? Why?

Follow-up:

- Ask the students to compare and contrast the environmental constraints present in both situations.
- What advantages will Teen A have when faced with the opportunity to use meth?
- What advantages will Teen B have when faced with the opportunity to use meth?
- What disadvantages will Teen A have?
- What disadvantages will Teen B have?

High School Psychology: Economics 2.1, 2.2

Ask your class to consider the fact that meth use, generally, is more common in low-income, rural areas. Ask your class to discuss what socioeconomic factors could contribute to this trend.

Follow-up questions:

- Is this trend due to a difference in values between low-income and middle- to high-income individuals?
- Is this trend due to a difference in economic factors between low-income and middle- to high-income individuals?
- Is this trend due to a difference in the physical environments between low-income and middle- to high-income individuals?

High School Psychology: Individuals, Groups and Interactions 6.2, 6.5, 6.6, 6.9

Ask the class to name ways in which they are influenced in their daily lives regarding drug use. These influences should come from across the board: religion, family, government, school, friends, pop culture, the Internet, etc. Record these influences on the board.

Once the list has been assembled, ask the class to organize the influences in a manner that they deem logical. What do some of these influences have in common? How do they differ? Which are the most powerful? Which can be changed? Are there any that cannot be changed?



High School Sociology: Economics 2.0, 2.1, 2.2

Meth use, generally, is more common in low-income, rural areas. Direct your students to utilize Internet and other media research to investigate this statement. Students should write a paper summarizing their findings. Remind your students to consider cultural, socioeconomic and environmental factors when making their observations.

High School Sociology: Governance and Civics 4.0, 4.1, 4.2; Individuals, Groups and Interactions 6.0, 6.10

In groups, ask students to survey their peers to investigate one of the following topics:

- The manner in which the government and media influence public opinion regarding drug use, with an emphasis on meth.
- Factors that motivate citizens to follow the laws of their society.
- Their classmates' views on drug use and how those views were formed.

Once the groups have decided on a topic, they should design a survey and administer it to their peers. Groups should examine and interpret the data they collect, and present it to the class. They should be sure to present statistical information in a clear and concise manner, using visual aids when necessary.

School Counseling and Career Guidance 9.3, 9.4

This is a cross-disciplinary exercise that also applies to Ecology 6.1 and 6.2.

Assume that a student suspects a meth lab exists across town from his or her home. As a class, develop a list of rights and responsibilities that student has in keeping his or her city safe.

Now, assume that a student suspects a meth lab exists next door to his or her home. As a class, develop a list of rights and responsibilities that student has in keeping himself or herself and family safe.

Follow-up questions:

- Are the lists different? Why?
- What is the difference between a "right" and a "responsibility" in this situation?



Social Studies, History and U.S. Government

Seventh-grade Social Studies: Culture 1.03

This is a cross-disciplinary exercise that also applies to English II 1.08, 1.10, 1.1 and 2.12.

Meth use, generally, is a more common problem in rural areas. Students should utilize Internet (www.MethFreeTN.org is a good place to start) and print media research to discuss this statement in a five-paragraph paper.

Seventh-grade Social Studies: Governance and Civics 7.4.spi.6

This is a cross-disciplinary exercise that also applies to English I 1.01, English II 1.01, 1.10, 1.13 and 2.12.

One of the ways lawmakers are combating meth use in Tennessee is by restricting the sale of some over-the-counter cold medicines that contain one of meth's main ingredients. Students should use the Internet (www.MethFreeTN.org is a good place to start) to research this topic and present at least two different viewpoints on these new laws in the form of a written report.

Seventh-grade Social Studies: Economics 2.01

Due to recent legislation restricting over-the-counter sales of some cold medicines that contain one of meth's main ingredients, the number of meth lab busts has been decreasing. Review the theory of supply and demand with your class. Lead them in a discussion relating to what types of arrests they think Tennessee law enforcement officials can expect to see increase with the decreased amount of labs producing meth. Why should this increase be expected?



Seventh-grade Social Studies: Individuals, Groups and Interactions

7.6.spi.1

Lead your students in a discussion on how each of the following has influenced their views on drug use:

- Family
- Community
- Extracurricular groups

Ask your class to share their opinions on how any of these groups could do more to educate young people on the dangers of drug use, particularly meth.

Eighth-grade Social Studies: Economics 2.3

One member of a community who is addicted to meth affects more than just himself or herself. Students should write a paper discussing the economic effects that this one individual's choice to use meth may have on his or her family, friends and community.

Eighth-grade Social Studies: Governance and Civics 4.05, 8.4.tpi.11, 8.4.tpi.12

Read this statement aloud to your class: "Tennessee's government should limit the rights of Tennesseans in order to reduce the number of Tennesseans using meth." Ask the class to either support or refute that statement. If the class is sufficiently divided in opinion, assemble a "pro" and a "con" team to debate the issue.

Eighth-grade Social Studies: Individuals, Groups and Interactions 8.6.spi.2, 8.6.spi.4, 8.6.spi.5

The Tennessee District Attorneys General Conference received a grant from Governor Bredesen's office to run the ***Meth Destroys*** campaign, educating the state of Tennessee on the dangers of meth use. As a class, visit **www.MethFreeTN.org**, and visit the "Get Local" page to find information on your district attorney. Have your students draft a letter to your district attorney offering to work with him or her in the fight against meth. The letter should offer suggestions as to how your students can help and what other groups they think should be involved in the fight against meth.



Eighth-grade Social Studies: Geography 3.03, 8.3.tpi.5

The presence of a meth lab is toxic to the environment. Direct your students to utilize the Internet and/or print media to research Web sites or articles relating to the effects meth labs have on their surrounding environment. Students should write a summary of their findings, being sure to properly credit their sources.

U.S. Government 6.1, 6.2, 6.7

This is a cross-disciplinary exercise that also applies to Healthful Living 17.2 and Lifetime Wellness 7.6.

Students are to visit **www.MethFreeTN.org**, and go to the “Anti-meth Partners” page to familiarize themselves with the list of Anti-meth Partners. Students should then identify an organization, business, political action committee or other group they feel should be an Anti-meth Partner and write a paper in which they:

4. Provide a profile of the potential partner they have selected, including the name and contact information of the appropriate individual to contact;
5. Summarize why they feel this group should have a particular interest in fighting meth use in Tennessee; and
6. Recommend a course of action requiring citizen action, which this group organization, etc. could follow to help in the fight against meth use in Tennessee.

High School Contemporary Issues: Governance and Civics 4.0, 4.1

Direct your students to investigate the current levels of punishment pertaining to meth (for possession, use, distribution, cooking, etc.) by utilizing the Internet and print media. Students should then write a one-page paper either supporting or refuting the severity of each level of punishment. They should be sure to provide logical reasons for their stance.



High School Contemporary Issues: Culture 1.0, 1.4

Evaluate the *Meth Destroys* campaign.

Present as many of the *Meth Destroys* campaign materials (posters, the *Meth Destroys* brochure, the DVD and www.MethFreeTN.org) to your class as you would like. If you do not have hard copies of the materials, PDF files can be downloaded from www.MethFreeTN.org. Ask your class to evaluate the pieces on the following criteria:

- Appropriate age groups
- Appropriate locations for display
- Validity of content
- Accuracy of content
- Impact of content

Close by discussing this question: "What responsibilities does the Tennessee District Attorneys General Conference have in presenting the *Meth Destroys* campaign to the state of Tennessee?"

High School U.S. Government: Culture 1.2

Ask your students to describe the culture of your school, particularly the popular views regarding drug use. Record their responses on the board. Once you are comfortable with the list they have composed, address the following:

1. Identify which cultural notes have been influenced by the school's administration, rules and/or regulations.
2. Of the cultural notes not being influenced by the school's administration, rules and/or regulations, what does influence these cultural notes?
3. Which of the cultural notes shape the way they feel about drug use?
4. Are these cultural notes influenced by the school administration, etc.?

Now, ask your students to begin a new list in which they compare the culture of the school to the culture of the United States, particularly comparing the popular views regarding drug use at the school level, to the popular views regarding drug use in general.

1. How is it different? How is it the same?
2. Ask them to identify which cultural notes, on the national level, are influenced by our country's political system.
3. Are they the same cultural notes that were influenced at the school level by the administration?
4. Why might that be?
5. Which cultural notes, on the national level, influence the way our country as a whole views drug use?
6. Are these cultural notes influenced by the federal government?
7. If not, who or what influences them?



High School U.S. Government: History 5.3, 5.6

Conduct a debate regarding the issue of the government's restricting the sale of some cold medicines that contain a main ingredient in meth in order to combat the use of the drug. Ask students to consider and commit to one of two statements:

1. The government is legally and morally justified in restricting the capital freedoms of both business owners in Tennessee and pharmaceutical companies selling certain restricted cold medicines in Tennessee, to achieve their goal of reducing meth use in Tennessee.
2. Business owners and pharmaceutical companies operating in Tennessee should not be penalized for the misuse of their products by meth users, cooks and dealers.

After students have committed to one side of the debate, allow them a certain period of time (at your discretion) to utilize the Internet and print media to find data supporting their argument. On a selected day, allow students to present their information in debate format.

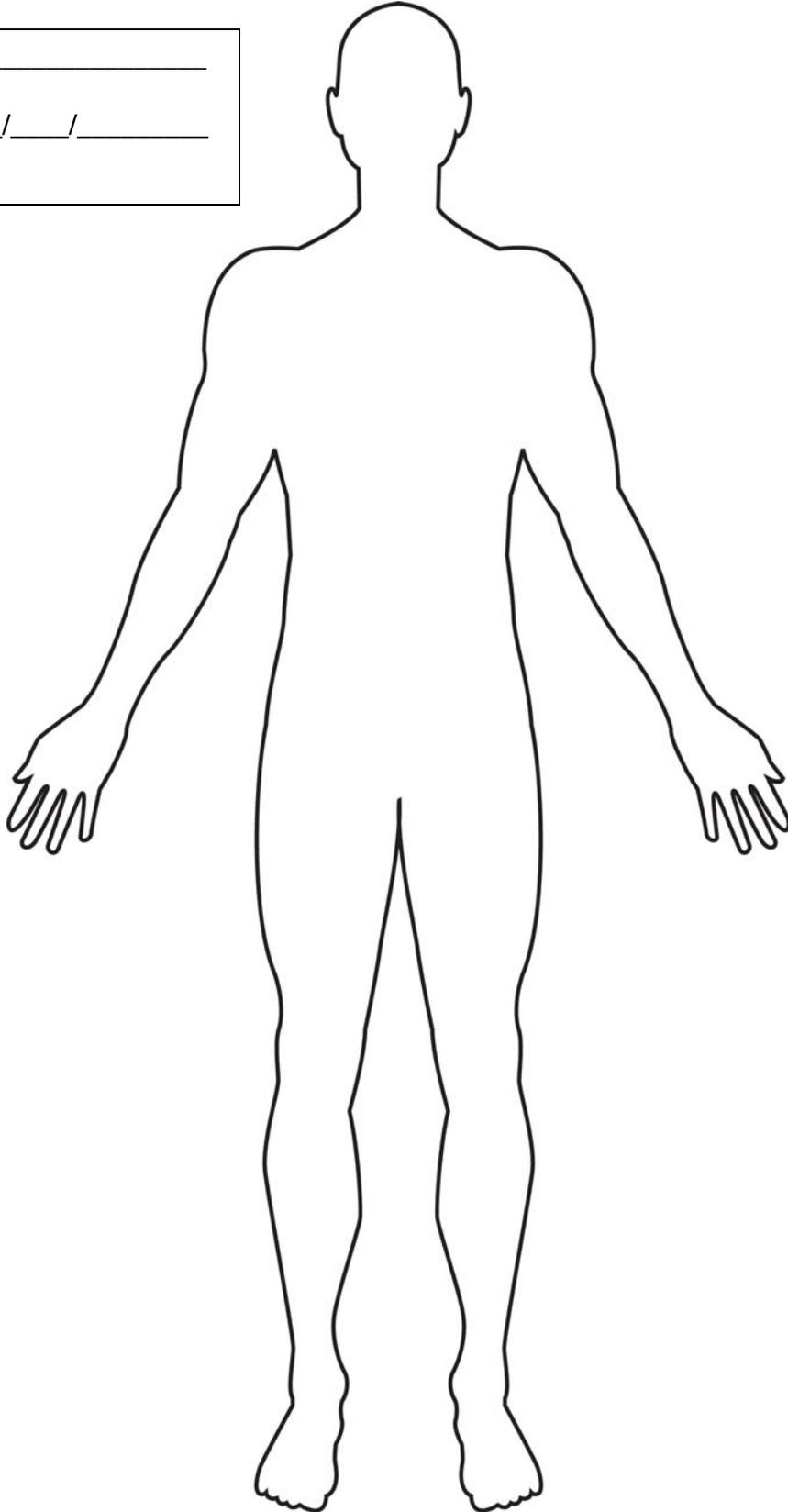
High School U.S. Government: Individuals, Groups and Interactions 6.1, 6.2, 6.7

As individuals living in a community, the choices we make have an affect on others. Ask your students to discuss what some of the effects on the rest of their class would be if one of their classmates were caught using meth.

Now apply that example to a larger scale. How would a rising percentage of your community's population using meth affect the rest of your community

Effects of meth on the body

Name _____
Date ____/____/____





Internet Resource Guide

The links below will assist you and your students in locating additional information regarding the dangers of meth use. Remember that the “News” page at www.MethFreeTN.org contains multiple articles pertaining to a wide variety of meth related topics.

Restriction of over-the-counter cold medicines

www.drug-rehabs.org/content.php?cid=1532&state=Tennessee

Mental effects of meth use

www.drugabuse.gov/NIDA_Notes/NNVol15N4/Methamphetamine.html

www.usnews.com/usnews/health/briefs/addictions/hb041026a.htm

Meth use in rural vs. urban areas

www.npr.org/templates/story/story.php?storyId=3805074

www.msnbc.msn.com/id/4489307/

The dangers of cooking meth

www.tennessean.com/local/archives/05/03/68050122.shtml

www.methfreetn.org/meth101/meth_destroys_community.php



Activity Extensions

Many of the suggested activities in the Teacher's Guide can be extended to improve data retention in your students by adding a community action component.

Below, you will find various ideas for extending your classroom activities into your community. These practices have been approved by the Tennessee Commission on National and Community Service.

English

- Present student-authored material in a public forum, such as a PTO meeting, city council meeting, etc.
- Publish student-authored material. Letters to the editor, school Web sites, school newspapers and local publications are good options.
- Use student ideas for community action plans to educate your community on the dangers of meth use.
- Invite representatives from any Anti-meth Partner organization to speak at your school or at a community function.
- Use student-authored materials as a public service announcement to be made during school announcements.

Health and Science

- Display information relating to student health in a high-traffic area of the school to educate fellow students on the dangers of meth use.
- Partner with your local district attorney to find out how students can keep meth out of their community.
- Invite a speaker from any organization involved in environmental cleanup to speak to your class or your school on the effects of a meth lab on its surroundings.
- Invite a reporter from a local publication any time your class is making a meth-related presentation.

Marketing and Visual Art

- Create a flier educating students on what to do if they suspect either meth production or use in their community.
- Invite representatives from local businesses or organizations to view the ***Meth Destroys*** materials, especially the DVD.

Psychology and Sociology

- Invite a mental health professional to speak to your class or your school on the mental effects of meth use.

Social Studies, History and U.S. Government

- Invite your local district attorney to speak to your class or your school on the effect meth has had or could have on your community.