

# Just Once



## RESOURCE GUIDE



### Connect with Kids

- Methamphetamine Fact Sheet
- Parent Tip Sheet
- Grades 6-8 Lesson Plan
- Grades 9-12 Lesson Plan
- Discussion Questions



# Character Traits

All Connect with Kids programs address these 26 character traits:

- |                   |                 |
|-------------------|-----------------|
| Caring/Compassion | Citizenship     |
| Civility          | Conviction      |
| Cooperation       | Courage         |
| Courtesy          | Diligence       |
| Freedom           | Generosity      |
| Helpfulness       | Honesty         |
| Honor             | Integrity       |
| Justice/Fairness  | Kindness        |
| Loyalty           | Patience        |
| Peace             | Perseverance    |
| Respect           | Responsibility  |
| Self-Control      | Togetherness    |
| Tolerance         | Trustworthiness |



Connect with Kids

# Just Once

To police and DEA officers, methamphetamine is the drug they hate most. It is cheap, easy to make and highly addictive – even after one use. “Meth” is ruining entire rural areas and towns across America – and spreading. Learn the devastating health risks and behavioral dangers, and what some people are doing to fight back.

**This resource guide is designed to accompany the video entitled *Just Once*.**

**This resource guide includes:**

- Methamphetamine Fact Sheet
- Parent Tip Sheet
- Grades 6-8 Lesson Plan
- Grades 9-12 Lesson Plan
- Discussion Questions



## Connect with Kids

*NOTE: The topic of methamphetamine is a very serious one and needs to be presented with sensitivity to children in an age-appropriate manner. The documentary Just Once and its resource guide are directed at adolescents and are not designed for elementary school children.*



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# Just Once

## Methamphetamine Fact Sheet

### WHAT WE KNOW

Crystal Methamphetamine (crystal meth) is the illegal street form of the drug d-methamphetamine, a colorless, odorless, powerful and highly addictive man-made stimulant that resembles small fragments of glass or blue-white crystals. Also called “ice,” “crystal,” “glass,” or “tina,” crystal meth is easily produced in “home labs,” often in a kitchen or a bathroom, from ingredients easily purchased at drug stores and hardware stores. It has become the drug of choice in poor, rural and small towns across North America in part because it is cheap and also gives energy to increase work time. Recently it has become popular at “raves” or all night parties in larger cities, and it is becoming more and more prevalent in suburban areas.

Crystal meth can be smoked, snorted (inhaled) or injected. The drug affects the central nervous system, releasing abnormally high levels of dopamine in the brain which causes a “rush,” leading to intense pleasure for a period of time from a few to 60 minutes with lasting effects between six to 24 hours. It is the quick “rush” or “flash” that often causes immediate addiction and dependence, but at a terrible price.

### THE RISKS

A body constantly stimulated by crystal meth can suffer irreparable damage, including strokes, irregular heartbeat, heart attacks and even death. As more and more dopamine is released, brain cells are damaged and the amount of dopamine available to the brain can be severely reduced. This can cause symptoms similar to Parkinson’s disease and serious depression; an abuser can lose the ability to ever have a natural pleasant reaction to anything in his/her life. Other consequences of methamphetamine use include:

- Irritability
- Insomnia
- Confusion and/or hallucinations
- Anxiety and/or paranoia
- Increased aggression
- Hypothermia
- Convulsions
- Nausea, vomiting, diarrhea
- Skin ulceration and infection, the result of picking at imaginary bugs on or under the skin
- Loss of appetite and weight loss
- Dental deterioration and loss of teeth

### WHAT CAN WE DO?

Crystal meth affects entire communities. Action begins with education and so the first steps are to learn as much about the drug as possible, including how to recognize it and how to recognize signs of meth use, production and dealing. Resources and support can be found in your community through law enforcement agencies, hospitals and mental health agencies, to name a few, as well as online through organizations such as *Partnership for a Drug-Free America*, the *National Drug Information Center*, and *Life or Meth*.

### RESOURCES

*CBC News Indepth: Drugs*

*Crystal Meth Anonymous*

*Life or Meth*

*National Drug Information Center*

*The Partnership for a Drug-Free America*



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## Parent Tip Sheet

### WHAT YOU NEED TO KNOW

#### THE WARNING SIGNS

Experts at the Partnership for a Drug-Free America warn parents to look for any of the following signs of short-term use of crystal meth:

- **Inability to sleep** – Change in your teen's sleeping patterns, especially if pulling all-nighters for days on end
- **Nervous physical activity** – Constantly fidgeting, picking or scratching at skin
- **Decreased appetite** – Loses interest in food; becomes thin rapidly
- **Euphoria/rush** – Extremely alert and energetic, even after extended hours without sleep
- **Increased respiration and/or increased body temperature** – Out of breath for no reason due to the increased heart rate caused by the drug
- **Burns, nosebleeds or track marks** – Has strange burn marks on lips or fingers from smoking meth through a metal or glass pipe; snorting meth can cause nosebleeds or destroy the septum inside the nose; intravenous marks from shooting up can appear on arms
- **Carelessness about appearance** – Meth users often lose interest in hygiene and grooming
- **Violence and aggression** – Meth affects the central nervous system, which can cause huge mood swings and hostile or violent behavior
- **Deceitfulness and secretiveness** – Suddenly becomes vague about plans and will not give information as to destinations or individuals
- **Presence of inhaling and injecting supplies** – Razor blades, mirrors, straws, syringes, spoons, surgical tubing – these are the paraphernalia of drug abuse

- **Withdrawal from friends and family** – A meth user has only one set of friends: Those who can get the drug and those who do the drug with him/her

Dependence and addiction to crystal meth occurs quickly and easily and is also extremely difficult to overcome. Long-term use can result psychosis, hallucinations, paranoia, mood disturbances and repetitive motor activity. Abusers can also suffer from severe weight loss, memory impairment and quite often can suffer strokes, liver failure or heart failure.

### WHAT YOU CAN DO

National statistics show that children begin experimenting with cigarettes, alcohol and drugs as early as age 12, so the first line of defense is a good offense early on. Educate yourself about drugs and drug abuse in your community. Talk to your children – not once, but repeatedly – about the dangers of drugs and the emotional, psychological, physical and legal consequences of using and/or abusing drugs of any kind. Understand they are under a lot of pressure from their peers, but also be firm in setting boundaries of acceptable and unacceptable behaviors and activities. Support their attempts to stay or become “clean.” Above all, find help in your community, and know you are not alone in the fight against crystal meth.

### RESOURCES

*CBC News Indepth: Drugs*

*Crystal Meth Anonymous*

*Life or Meth*

*National Drug Information Center*

*The Partnership for a Drug-Free America*

*SAMHSA's National Clearinghouse for Alcohol and Drug Information*



Connect with Kids

# Just Once

## Grades 6-8 Lesson Plan

### Peer Pressure Cooker

For the  
Classroom

#### PROJECT AND PURPOSE

In the closing section of the documentary, students see Danny, a 17-year-old child of meth-addicted parents, attending a support group to help him cope with his parents' addiction and help him continue to say an emphatic "No!" to crystal meth. His group helps him stay away from it, walk away from it and live clean. In this lesson, students will practice ways to say "No" to drugs, substances and other risky situations.

#### OBJECTIVES

Students will ...

- Brainstorm ways to say "No."
- Practice their skills in role-playing activities.

#### MATERIALS

- Board/overhead projector
- Paper
- Pens/pencils
- Open space for "rehearsal" and "performance"

#### PROCEDURE

1. Ask students to remember their decision-making skills from elementary school. Ask: *How did you make decisions about big issues? What did you do? How did you think it through? When you did not want to do something, what did you say?*
2. Ask them how they dealt with peer pressure when they were younger. What kinds of things did they say to their friends when they did not want to do something or try something? Write these phrases on the board.
3. Compare and contrast what they did and said when they were younger to now. Ask: *Are the situations the same or different? Do you say the same things? How do you say "No" now?* Collect a list of their current "No" phrases or actions on the board.
4. Explain that it can be good to actually practice or prepare "No" phrases or actions ahead of time, before you are presented with opportunities for risky behavior.
5. Break them into groups of no more than four, and give each group a situation where they would need to deal with peer pressure and try to say "No." (Note: A possible list can be found at the end of the lesson.) As a group, they should write a list of the possible consequences of saying "No," as well as saying "Yes." What could happen if they do give in to peer pressure? What could happen if they don't?
6. When they have finished the preparation, tell the groups to role-play their situation. Each member of the group should play a part in the scenario, even if it is to narrate or introduce the scene. Give the groups approximately 10 to 15 minutes to practice their scenes.



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## Grades 6-8 Lesson Plan

### Peer Pressure Cooker *(cont.)*

For the  
Classroom

7. Have the groups present their scenes and ask the rest of the class to discuss whether the decision made was risky or healthy. Why? Remember, they are not commenting on the performance, they are commenting on the choices made in the scene. If the choice was a risky or dangerous one, ask the class to create a realistic alternative scenario.
8. After all the presentations are complete, ask them to write a response to the following situation: Think of the one thing in your life that is so important to you that you would not give it up or change it, regardless of what your friends think. How would you deal with your friends if they asked you to give it up or to do something that would destroy your chances of ever doing this again?

#### EVALUATION

- Did students understand the concept of peer pressure?
- Did students contribute to the discussions on past and present ways to say “No?”
- Did each student participate in the small group to discuss, write, create, rehearse and present a scene?
- Did each student write a response to the activity?

#### POSSIBLE SCENARIOS

1. Your friends are majorly into shoplifting and want you to come with them on their next “party.”
2. Your friend invites you to a party but you know his/her parents will not be home, just his/her big brother.
3. The gate to the community pool has been left open at night and some friends invite you to join them in taking advantage of the situation.
4. You have just made the football team, but by a narrow margin. All the other players are bigger than you, and you know you can pump up by using the little red pills your friend uses regularly.
5. A bunch of friends decide to cut class on Thursday and go to the baseball game and they want you to go with them.
6. Your best friends from your old school have recently started smoking around the back of the school. They offer you a cigarette.
7. You are on a train going to a concert with a group of friends and one of them offers you a water bottle that is full of vodka and orange juice.
8. After the movies your friends want you to come with them to meet some suspicious looking “friends” around the back of the theater.



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## Grades 9-12 Lesson Plan

### Getting All The Facts

For the  
Classroom

#### PROJECT AND PURPOSE

The documentary shows gruesomely factual life stories of crystal meth addicts and the horrible consequences of their addiction. Yet some teens still think they are invincible and can avoid addiction: "It will never happen to me." In this lesson teens will research the facts that refute the attractive lures and temptations often presented to them by their peers encouraging them to try crystal meth.

#### OBJECTIVES

Students will ...

- Research facts behind crystal meth lures.
- Analyze their methods of discovering the truth.
- Write a personal response to discovering the truth about an issue.

#### MATERIALS

- Board/overhead projector
- Paper
- Pens/pencils
- Resource materials
- Access to Internet, if possible

#### PROCEDURE

1. Begin class with a discussion of lures. Ask: *What is a lure? Who uses lures and why? Explain the analogy: A lure is to a fish as an advertisement is to a teenager.*
2. Collect a list of things that lured them in when they were children. This might include candy or toys or activities they wanted or wanted to do when they were kids, or even things that try to lure them in today. Discuss whether or not they were "caught" by the lure and what the consequences were. Did they have a good experience? Why or why not?
3. Compare this advertising nowadays. What are some of the products or services advertised on television meant to lure them in? Have they tried any of these products or services? Did it work out as promised? What were the consequences?
4. Ask: *What are some things your friends, peers or people in your community try to lure you into doing or trying? Are these good or bad things? How do you know? What do they say? Do they ever discuss the consequences? Explain your answers.*
5. Explain that some people try to convince others to do, buy or try things using lures as 100 percent "truth" while ignoring the consequences. This is repeatedly the case with drugs, especially crystal meth.
6. Write each of the lures from the list on the board, on an overhead projector or on individual slips of paper.



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## Grades 9-12 Lesson Plan

### Getting All The Facts *(cont.)*

**For the  
Classroom**

#### CRYSTAL METH LURES:

- Meth gives an awesome rush
  - Meth makes you feel and look sexy
  - You'll never get caught making it because you use stuff from the drug store and the hardware store
  - Meth helps when you need to pull an all-nighter
  - Meth can help you lose weight
  - Meth gives you the energy to clean up and get organized
  - Meth can give you the confidence you need to talk to people
  - Everybody's doing it
7. Break the students into small groups and assign each group one of the crystal meth lures. Their job is to research "the truth" – to find facts that provide the whole truth and/or prove the statement false. The second part of their assignment is to rewrite the lure as a truth. Possible Internet resources include: Crystal Meth Anonymous, [www.crystalmeth.org](http://www.crystalmeth.org); Life or Meth, [www.lifeormeth.org](http://www.lifeormeth.org); National Drug Information Center, [www.usdoj.gov](http://www.usdoj.gov); The Partnership for a Drug-Free America, [www.drugfree.org](http://www.drugfree.org).
  8. Give them an appropriate amount of time to complete their research, being sure to record their resources and take notes, and then gather them together to share their "truths."
  9. Ask the students about their methods for learning the truth. How do they know it is a reliable source? What would make a teenager believe the "truth" over the "lure?"
  10. What is the greater truth to learn from this exercise? (Possible answer: Always check sources or review the research before buying, believing or trying something.)
  11. Have students write a personal response to the activity. How would you deal with anyone who might offer you a "lure?"

#### EVALUATION

- Did students understand the concept of a lure?
- Did students contribute to the discussions?
- Did each student participate in the small group to conduct and present research?
- Did each student write a response to the activity?



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## Discussion Questions

### OPENING

1. Describe the “rare glimpse into the dark and hidden world of meth” offered in the first two minutes of the documentary.
2. Why is crystal meth the drug police hate most?
3. Why are teenage brains at more risk for permanent damage from crystal meth than adult brains?

### PART ONE

1. Describe Jamie Kane’s addiction story. To what does she attribute her addiction?
2. What is dopamine? How does crystal meth affect dopamine? What does this do to the crystal meth user?
3. What does Jamie mean when she says, “Everything you do is controlled by [crystal meth]?”
4. Do you think Jamie has a valid point when she says her father should have been stricter with her, or do you think it is just an excuse? Explain your answer.

### PART TWO

1. What happened to Mike Murphy when his meth lab exploded? Why didn’t he receive treatment right away? What does that tell you about the “friends” a person makes through crystal meth?
2. How did being cut from the baseball team contribute to his meth addiction?
3. Where do police find most crystal meth use in the United States? What will happen if it expands to other parts of the country?

### PART THREE

1. How did meth make Meghanne Gorgone feel when she first started using the drug?
2. How did the drug affect her physically?
3. How did meth affect her neurotransmitters and her dopamine levels? What does that mean for her lifetime?
4. Why do people call Meghanne “a walking miracle?”

### CLOSE

1. What does Danny’s support group help him do? Why does he attend?
2. Why does Armando Corpus, a drug counselor, say, “It’s not okay for parents to feel comfortable with experimentation?” Do you agree or disagree?
3. Do you agree or disagree with Mike Murphy’s closing words of advice to parents? Explain your answer.



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## Self-Reflection Questions

1. Why do kids try crystal meth? Why do they continue?
2. What are some of the signs of crystal meth use?
3. Do you think most kids would avoid meth if they knew the facts of addiction? Why?
4. Do you think parents can deter kids from using drugs like crystal meth? Explain.
5. How can parents find the balance between being a parent who is too controlling and a parent who is too lenient?
6. Why is it so hard for crystal meth addicts to “dig themselves out?”
7. How do you keep anyone, especially 12- and 13-year-olds, from trying meth?
8. The documentary does not talk about what effective treatment Meghanne Gorgone received, just that she is one of the few success stories of crystal meth addicts who “got off” the drug. What do you think worked for her? What would a detox plan for crystal meth need to cover to be successful? Why?
9. Is there something that you wanted to stop doing in your own life that was difficult for you overcome? How were you able to be successful?
10. Knowing what you know about crystal meth, would you ever use it? Why or why not? What would be the most effective way of keeping YOU off crystal meth? Have you seen it yet?

## For more information

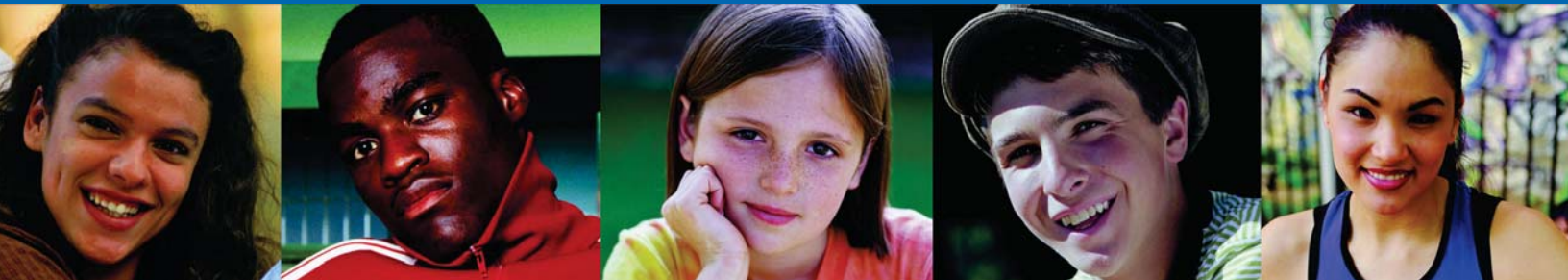


**Connect with Kids**

on *Connect with Kids* or *Just Once*,  
please call (888) 598-KIDS (5437) or  
email to [sales@cwknetwork.com](mailto:sales@cwknetwork.com)

# methamphetamine (mĕth' əm fĕt' ə mĕn')

A stimulant drug chemically related to amphetamine but with stronger effects on the central nervous system; street names include “speed,” “meth,” “crystal” and “crank.”



## Just Once

To police and DEA officers, methamphetamine is the drug they hate most. It is cheap, easy to make and highly addictive – even after one use. “Meth” is ruining entire rural areas and towns across America – and spreading. Learn the devastating health risks and behavioral dangers, and what some people are doing to fight back.

**This special program was produced by the Emmy-award winning television and education team at CWK Network, Inc.**

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Connect with kids.

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