

JUST THINK TWICE



A guide to using the *Just Think Twice* website for middle and high school students



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TABLE ^{of} CONTENTS

An Introduction to the <i>Just Think Twice</i> Program.....	1
How to Use This Program	1
Modules in the <i>Just Think Twice</i> Program	3
Components of Each Lesson Plan	4
Module 1: Just Think Twice About Drugs	6
Module 2: Drug Facts	10
Module 3: Costs to Society	14
Module 4: Facts & Fiction	20
Module 5: It Can't Happen to Me	26
Module 6: Stumble Weed	30
Module 7: Hot Topics	37
Module 8: Got Meth?.....	43

An Introduction to the Just Think Twice Program

The *Just Think Twice* website (www.justthinktwice.com) was created by the Drug Enforcement Administration (DEA), a government agency that enforces laws and regulations relating to the production and distribution of drugs in the United States. Another mission of the DEA is to discourage drug use among the U.S population by sharing information about the risks of drug use and the effects of drugs on society. As part of this mission, the DEA created the *Just Think Twice* website as a resource for teens that provides accurate information about drugs—with the hope that this information will serve as the basis for healthy decisions.

The *Just Think Twice* teacher's guide provides lesson plans for students in grades 6–12 based on the website. The guide includes a module for each of the seven main sections of the website, and an introductory module that introduces the students to the website. Every module of the teacher's guide provides step-by-step instructions for how to conduct a lesson related to that section of the website with your class. The structure of each lesson is similar: an introductory discussion followed by a classroom activity that challenges students to use the website in different ways. The lesson concludes with a final discussion, and assessment questions and extensions to other areas of the curriculum are also provided. A quiz is also included at the end of each module.

Overall, this program encourages students to think critically about the messages they hear about drugs through the media or from peers. In particular, this program challenges the idea that drugs are harmless and reinforces the societal benefits of enforcing laws against drugs. Through this program, you can work with your students to help them learn the truth about drugs, enabling them to make healthy decisions in the future.

How to Use This Program

Basic and Advanced Tracks

The *Just Think Twice* program has been created so that it can be used by students of varying abilities. With the exception of the first module, each module of the program includes two possible activities that can be used to explore the website. The basic activity is intended for middle school students (grades 6–8), and the advanced activity is intended for high school students (grades 9–12). However, you should use your judgment in determining which activity to conduct. For instance, the advanced activity may be appropriate for a particularly sophisticated middle school classroom. In addition, some activities may be more relevant to your students, regardless of their grade level. You can feel free to choose either activity for any given lesson.

In general, basic activities require students to simply review and report on information from the website. On the other hand, advanced activities require students to manipulate and analyze the information in more complex ways. In addition, advanced activities may require more reading or writing by students.

Group and Individual Work

This guide suggests that the majority of the activities be conducted in small groups of three to five students. There are several advantages to this approach. First of all, the *Just Think Twice* website covers a large amount of information. When students work together on activities, one of them may see a crucial piece of information that others missed. In addition, having each group work on a different topic and then report back to the class allows each student to master their assigned topic, but still be exposed to the topics assigned to other groups. Secondly, most students find activities more enjoyable and engaging when working as part of a group. Finally, most schools have limited access to computers; group work may be necessary if students are required to share computers.

Despite the advantages of group work, teachers should use their own judgment when deciding if this is the best approach. If you find that working in groups is more of a distraction than an advantage, students may be better off working alone. Most activities in this guide can be easily adapted to be completed by individuals.

Time Requirements

Most lessons require one 50-minute class period to complete, not including the end-of-module quiz. A few exceptions are clearly marked in each lesson as well as in the module descriptions on page 4. In addition, timeframes for each activity are provided within the lessons. However, teachers should feel free to spend more or less time on an activity as they see fit.

Understanding the Organization of the Website

The website is divided into seven main sections. These sections are always listed in the top, left corner menu on every page on the website. Once you enter a main section, you see an introductory page and several subsections. Because the purpose of this website is to provide timely and relevant information about drugs, the titles and content of the subsections may change from time to time. For this reason, the teacher’s guide generally does not refer to the subsections by name. To facilitate teaching the lesson, we recommend that you look at each main section before conducting each lesson and make a list of the subsections included. Having this list available should make it easier to assign topics to each student or group, as well as help you keep track of what is covered in each lesson.

Additional Information

Subsections are found in the main sections of the website (e.g., Costs to Society). Clicking on one of the subsections will bring up a page about that subtopic. On the left side of these pages, you typically have links to websites that provide additional information (see Figure 1). For example, the subsection “Drugged Driving,” includes links to campaigns that educate students about this risk. Many of the linked websites can also provide valuable information for teachers. It is recommended that you visit these websites prior to the lesson, especially if it is an unfamiliar topic.

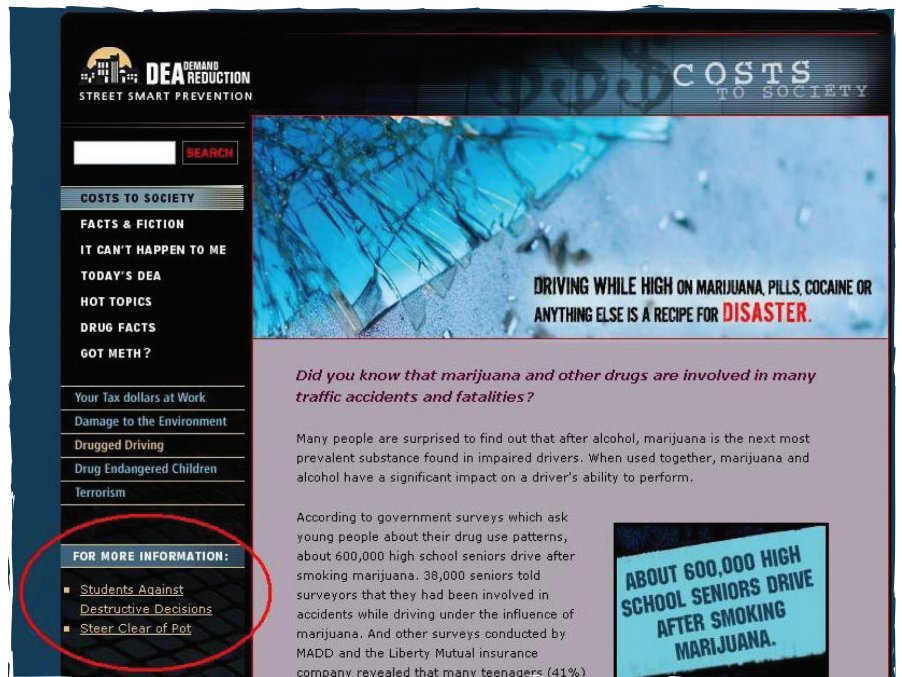


Figure 1: Finding Additional Information on the Just Think Twice Website

Other Tips and Suggestions

Brainstorming Web: Teachers can create a brainstorming web to help organize student responses. In this technique, teachers draw lines between connected concepts, showing that they are related. For example, if students are brainstorming about the consequences of drugs, the teacher might draw a line between a general

concept, like “crime,” and specific examples, such as “theft” or “drug trafficking.” In turn, the word crime might be connected to the word “social consequences.” Creating a web can prompt students to think of additional concepts, as well as to help them think about how these concepts are connected. This technique can also help students see that they already know more than they may have realized about a particular issue. In addition, brainstorming webs are especially helpful for visual learners who need to see the connections to understand them.

Using a White Board or Newsprint Pad: Because this program relies heavily on classroom discussions, it is important that all of the students are able to follow these discussions. Many students are visual learners, and hearing the discussion is not enough. However, these students will be better equipped to participate if you record key points on a whiteboard or newsprint pad. Similarly, we recommend writing down key terms and/or difficult vocabulary. In addition, writing the instructions for each activity will help visually oriented students understand what is expected, as well as serve as a reference for other students.

Teacher Learning: You may want to consider telling students when you learn something new from the website or through the lessons. Discovering that not even a teacher knows everything about drugs may help students feel more comfortable talking about what they have learned. In addition, it may help students realize there is a lot that can be learned through this program, which may increase their interest in the lessons and website.

Classroom Speakers: The website provides many pictures and stories of real people whose lives have been changed by drugs that are intended to help students understand the realities of drugs. This point can be made even more clearly if students have the opportunity to meet someone in person whose life has been affected by drugs. If possible, arrange to have a speaker in your classroom at some point while teaching this program. Ideas for possible speakers include someone whose life has been changed directly or indirectly by drugs, a researcher studying the effects of drugs on individuals or society, or a law enforcement officer.

Modules in the *Just Think Twice* Program

This program includes the modules listed below. It is recommended that you teach Module 1: Just Think Twice About Drugs before teaching any of the other lessons. In addition, we recommend that you teach Module 2: Drug Facts second. The remaining modules may be taught in any order. If your time is limited, you also have the option of choosing the modules that are most relevant for your students.

Module 1: Just Think Twice About Drugs

The purpose of this module is to increase student interest in learning more about the risks and consequences of drug use. This module also introduces students to the *Just Think Twice* website and gives them a brief look at the topics that are discussed.

Class time needed: 50 minutes on the day of the lesson.

Module 2: Drug Facts

The purpose of this module is to encourage students to learn the specific characteristics, effects, and risks of different drugs. Through the activities in this lesson, students will learn information that will enable them to make decisions that will help them stay healthy and safe.

Class time needed: Basic: 50 minutes on the day of the lesson. Advanced: 50 minutes on the day of the lesson (with homework), 20 minutes several days later.

Module 3: Costs to Society

The goal of this module is to increase awareness of the problems caused by drug use and to help students understand that drug use is not a victimless crime. In addition, this module is intended to help students recognize that laws against drug use and drug trafficking are important for protecting individuals and society as a whole.

Class time needed: 50 minutes on the day of the lesson.

Module 4: Facts & Fiction

The purpose of this module is to encourage students to question common myths about drugs by looking at facts that contradict them. This module also encourages students to look at the source of these myths and to think about who they can trust for information about drug-related topics.

Class time needed: Basic: 50 minutes on the day of the lesson. Advanced: 5 minutes 3 days prior to the lesson (with homework), 50 minutes on the day of the lesson.

Module 5: It Can't Happen to Me

The goal of this module is to vividly illustrate the negative consequences of drug use and to encourage students to think about how using drugs can affect their goals for the future. In addition, this module encourages students to think about what they can do to protect themselves from risky situations involving drugs.

Class time needed: 50 minutes on the day of the lesson.

Module 6: Stumble Weed

The goal of this module is to teach students about the way marijuana affects the brain and body, and how these effects can impact a person's ability to accomplish tasks such as driving or focusing on school work. This module also challenges students to question common myths related to marijuana.

Class time needed: 50 minutes on the day of the lesson.

Module 7: Hot Topics

The purpose of this module is to educate students about the latest news and information relating to drugs, and to increase student awareness of references to drugs in the media. This section is updated frequently and includes articles on the latest newsworthy drug topics.

Class time needed: 35 minutes on the day of the lesson, 20 minutes 1 week later.

Module 8: Got Meth?

The purpose of this module is to teach students about the effects of methamphetamine on the body and the high possibility of addiction. In addition, this module increases student awareness of the societal problems caused by methamphetamine.

Class time needed: 50 minutes on the day of the lesson.

Components of Each Lesson Plan

Introduction—introduces each topic and explains why it is important to discuss it with students.

Learning Objectives—lists the objectives of each lesson. After completing the lesson, the students should be able to achieve the goals stated by the objectives.

Materials—lists the materials that teachers should have available for use in each lesson.

Preparation—describes what teachers should do to prepare for each lesson.

Introductory Discussion—provides instructions for leading a discussion that introduces students to each topic. This section is written to encourage student participation instead of providing points for “lecture” by the teacher. Teachers should allow approximately 5–10 minutes for this discussion.

Activity—provides step-by-step instructions for conducting two activities that challenge students to use the website in different ways. Each lesson provides a *basic* and *advanced* activity. Teachers can choose either activity, depending on the needs and abilities of their students. Most activities require 30–35 minutes of class time.

Concluding Discussion—provides a list of questions to ask the class after they complete the classroom activity. These questions challenge students to think about the key points for each topic and structure integration of the learning from the lesson into a cohesive whole. Teachers should allow approximately 5–10 minutes for this discussion.

Assessment—provides points for observation by the teacher to determine if the students benefited from the lesson.

Extensions—includes two extension activities that reinforce and expand on the concepts taught in each lesson. These activities incorporate other subject areas, such as art or math.

Quiz—located at the end of each module to be used to assess student knowledge. You should decide which questions are appropriate for your class based on time constraints and ability level of students.

Just Think Twice About Drugs

Introduction

Unfortunately, some teens just don't want to hear about drug use. They may be overwhelmed by the amount of information they have heard already, or they may be tired of being told that "drugs are bad" without a very detailed explanation of why.

To effectively teach students about the risks and consequences of drug use, it is important that they develop a genuine interest in the topic. This can be accomplished by allowing students to have a chance to share their own thoughts and opinions, and to explore new information in their own way. In short, students need to come to their own conclusion that drugs are an important topic, worthy of attention.

This module is an introduction. Its purpose is to increase student interest and engagement in the topic of drugs. This module also introduces students to the *Just Think Twice* website and gives them a brief look at the topics that will be discussed as your class moves through the program.

Learning Objectives

After completing this lesson, students will be able to:

- List at least four interesting facts from the *Just Think Twice* website
- Provide at least two pieces of evidence that it is important to be informed about drugs

Materials

You will need the following materials for this lesson:

- ✓ Computers with Internet access
- ✓ Paper and pencils
- ✓ Whiteboard or newsprint pad

Preparation

Prior to the lesson, be sure to browse the *Just Think Twice* website. Familiarize yourself with the general contents of each section to get a sense of the material covered. This website is located at www.justthinktwice.com.

Introductory Discussion (10 minutes)

Begin the class by asking students to list all the drugs they know about. Record their answers on a whiteboard or sheet of newsprint. What have they heard about these drugs? Do most people see them as safe or dangerous?

Explain to the students that there is a lot of information in the world about drugs, but not all of it is accurate. One source that provides accurate and timely information about drug use is a website called *Just Think Twice*. This website was created by the Drug Enforcement Administration, also called the DEA. The DEA is the part of our government that enforces drug-related laws that protect individuals and society as a whole. The DEA also educates people about the risks of drug use. They created this website as a resource specifically for teens, and it is intended to help students make healthy choices based on accurate information. The purpose of today's class is to see the type of information that this website contains and to think about the importance of becoming more informed about drugs.



Activity Procedure (35 minutes)

For this part of the activity, students can work individually or in groups. Instruct students to browse the website for 5–10 minutes. Students should write down one fact they find particularly interesting or compelling.

Ask students to share the fact they chose with the class. Then ask students why they chose that fact. What makes it so interesting or compelling? Is it important for teens their age to know? Why or why not?

Next, divide students into groups and challenge them to imagine they are in charge of a campaign that teaches teens about the risks and consequences of drug use. This campaign can teach about drugs in general or can focus on a specific issue, such as drugged driving or prescription drug abuse. Challenge each group to invent a new slogan for their campaign. Provide students with examples of actual slogans, such as “Just Say No,” “Above the Influence,” or “What’s Your Anti-Drug?” Students can use the facts they gathered from the website or the introductory discussion as inspiration. Tell students that the class will vote on the best slogan. Students should spend approximately 15 minutes on this part of the activity.

Afterwards, ask each group to share their slogans. Record each of them on a whiteboard or piece of newsprint. Then have the classroom vote on the best slogan. If you feel the winning slogan is appropriate, write it in a prominent location that students will be able to see. If possible, keep the slogan on display in your classroom while you teach the *Just Think Twice* program.

Optional: Award a prize to the group with the best slogan. Food is always a hit, or you could consider special privileges for the winning group. Be creative with your rewards!

Concluding Discussion (5 minutes)

Ask the following questions to lead a discussion among students about the main points covered in this lesson.

- Do you think that learning about the risks and consequences of drug use is important? Why or why not?
- In your opinion, which of the topics on the website are the most interesting? Which are the most relevant to teens?

Conclude the lesson by telling students that over the next few class sessions, they will be exploring the *Just Think Twice* website in more detail. Explain that they will be participating in activities that may challenge their perceptions of drugs, and that will provide them with information that can help them make informed decisions related to drug use.

Assessment

As the students participate in the activity and discussions, look for evidence of the following:

- Are students interested in what the website says about drug use?
- Do students understand that being informed about the risks and consequences of drug use is important and valuable?

Extensions

The activities listed below reinforce and expand on the concepts taught in this lesson, and they connect to other areas of the curriculum.

Language Arts	<p>Divide students into groups and have each group work together to create an acronym of the phrase “drug abuse,” in which each letter of the words in the phrase stands for a consequence of drug use. For example:</p> <ul style="list-style-type: none">• Drugged driving• Risky behaviors• Unfulfilled goals• Grades drop <ul style="list-style-type: none">• Addiction• Bodily harm• Users’ children neglected• Student loans lost• Environmental damage <p>Share a few of these words or phrases with students as examples. Instruct students to use what they learned in this lesson to think of possible consequences of drug abuse that start with each letter. Afterwards, ask each group to present their acronym to the class.</p>
Art	<p>Have students design a poster that highlights the slogan they created during the lesson. Display the posters in your classroom or in the halls of the school so that other students in the school can see them.</p>

Module 1 QUIZ

1. List four interesting facts from the *Just Think Twice* website.

1) _____

2) _____

3) _____

4) _____

2. Should teens learn about the risks and possible consequences of drug use? Why or why not? Provide two reasons and justify your answers.

Drug Facts

Introduction

“Drugs” is a catch-all term that may mean different things to different people. Technically defined, a drug is any substance that changes the way the brain and body work. Often, we differentiate between harmful drugs and helpful medicines; sometimes, we forget that substances that are legal for adults, like alcohol and tobacco, can still be dangerous drugs.

To help students make informed decisions about drug use—or to talk to others about why drugs are dangerous—it is important to guide their knowledge beyond a general discussion of drugs and to teach them in greater detail about common drugs of abuse.

The purpose of this module is to encourage students to learn the specific characteristics, effects, and risks of various drugs. Through the activities in this lesson, students will learn information that will enable them to make decisions that will help them stay healthy and safe.

Learning Objectives

After completing this lesson, students will be able to:

- Compare and contrast harmful drugs and helpful medicines
- Understand that prescription and over-the-counter drugs are dangerous when taken outside of their intended use
- Compare and contrast effects and risks of different drugs
- List at least five facts about the drug(s) they are assigned in this lesson

Materials

You will need the following materials for this lesson:

- ✓ Computers with Internet access
- ✓ Paper and pencils
- ✓ Whiteboard or newsprint pad

Preparation

Prior to the lesson, be sure to read the section of the website titled “Drug Facts,” including the subsections on each topic. This section of the website is located at www.justthinktwice.com/drugfacts/.

Introductory Discussion (10 minutes)

Ask students to brainstorm on ways that drugs can differ from one another. Make sure that students understand the following factors:

- Each individual drug has its own unique effects and, as a result, its own risks.
- Drugs may be used in different ways (such as injecting or smoking), and these differences change the risks involved.
- Some drugs are always illegal, but other drugs may be legal for adults or when prescribed by a doctor.

Tell students that the purpose of today’s lesson is to learn more about individual drugs, their effects on the brain and body, their legal status, and their risks by participating in activities centered around the *Just Think Twice* website.

B Basic
Activity

Activity Procedure (30 minutes)

Divide students into groups and assign each group one or two drugs covered in this section of the website. Make sure to assign OTCs (over-the-counter drugs), inhalants, steroids, ecstasy, marijuana, methamphetamine, and any drugs that you feel are important topics at your school.

If you plan to teach Module 6: Stumble Weed (marijuana) or Module 8: Got Meth? (methamphetamine), you may want to avoid assigning these drugs for this lesson.

Instruct each group to search the section of the website for the assigned drug(s) and then make a list of 10 statements, which are either True or False. For example, a list for PCP might include the following statements:

- Is always taken orally (False)
- Was originally used as a veterinary anesthetic (True)
- Is sometimes called “X” (False)
- Often causes users to feel detached from their surroundings (True)

After the groups have developed their lists, have them challenge other groups to guess whether these statements are True or False. You could consider playing a “game show” with this information, keeping score of which groups guess True or False correctly. Make sure that each group is exposed to information about different types of drugs through this activity. For instance, a group assigned to heroin could challenge a group assigned to OTCs during the game show.

A Advanced
Activity

Day of the Class (40 minutes)

Divide students into groups and then assign each group a drug covered in this section of the website. Make sure to assign OTCs (over-the-counter drugs), inhalants, ecstasy, steroids, and any drugs that you feel are important topics at your school.

The assignment will be for each group to produce a magazine for their assigned drug. Instruct the students to look at the Got Meth? and Stumble Weed “magazines” on the website for ideas on how to present the information. Have all of the students research the information, but each student should have a specialized job, such as writer, editor, artist, etc. By the end of this part of the class, students should have looked at the example magazines on the website, familiarized themselves with their assigned drug, and decided what tasks each group member will be responsible for.

Explain to students that this project is more time consuming than some of the other activities, so they will need to spend about an hour working as a group outside of class to actually put the magazine together. Assign a due date for the finished magazines.

Several Days Later (10 minutes)

During the class period on the assigned due date, have each group show their magazine to the class and present some of its key facts or points in an oral presentation. Encourage the other students to ask questions. If possible, make copies of all the student-made magazines so that each student has a full set for future reference.

Concluding Discussion (10 minutes)

Ask the following questions to lead a discussion among students about the main points covered in this lesson:

- Which facts did you find most interesting or surprising? Which drug did you know the least about?
- Did you discover that anything you had heard before about drugs was inaccurate?
- What are the key differences between drugs that are always illegal and drugs that are only legal as medicines? Do you think that both types of drugs can be dangerous?

Assessment

As the students participate in the activity and discussions, look for evidence of the following:

- Do students understand that drugs differ from each other in important ways?
- Do students recognize that, despite their differences, all drugs are dangerous?
- Do students recognize that medicines such as prescription and OTCs (over-the-counter drugs) can be dangerous drugs when used incorrectly?
- Did the activities or discussions change anyone’s opinions?

Extensions

The activities listed below reinforce and expand on the concepts taught in this lesson, and they connect to other areas of the curriculum.

<p>Social Studies, History</p>	<p>Divide students into groups and assign each group a drug from the <i>Just Think Twice</i> website that you did not assign in the main activity. Have each group research the history of this drug and prepare a timeline that shows the origins of the drug and time points of interest, such as important discoveries about the drug or when it became a controlled substance. Have students present the main points of interest to the class and then display the timelines in the classroom.</p>
<p>Language Arts</p>	<p>Have students create their own crossword puzzles using the information on the <i>Just Think Twice</i> website. You can either assign each student to a particular drug or allow them to use the entire Drug Facts section. Each puzzle should include a minimum of 8–10 words or phrases. Students can use the Discovery School’s Puzzlemaker to put their puzzle together (http://puzzlemaker.school.discovery.com). After students arrive at this website, instruct them to select “Criss-Cross Puzzle” from the dropdown menu.</p>

Module 2 QUIZ

1. List two physical effects, and a least one risk, for two different drugs:

Drug 1: _____

Effects:

1) _____

2) _____

Risks: _____

Drug 2: _____

Effects:

1) _____

2) _____

Risks: _____

2. List at least five facts about the drug(s) you were assigned in this lesson:

1) _____

2) _____

3) _____

4) _____

5) _____

Costs to Society

Introduction

As an adult, you probably hear many stories of how drugs affect our society—tragedies such as deaths resulting from drugged driving, animals being used for drug trafficking, and children being abandoned by drug-addicted parents. The costs of drug use are apparent in the media and in our communities.

Sometimes, though, these issues aren't discussed in a detailed or nuanced way. As a result, many people, teens included, believe that drug use is a victimless crime—meaning it only hurts the actual user. Often this belief is paired with the idea that it's unfair to punish drug users with legal consequences like jail time or fines; after all, they aren't *really* hurting anyone. However, in reality, the negative effects of drug use go far beyond the user; drug use affects other individuals, families, the environment, and society in general. The purpose of this module is to increase awareness of the problems caused by drug use and to help students understand that it is not a victimless crime. In addition, this module is intended to help students recognize that laws against drug use and drug trafficking are important for protecting individuals and society as a whole.

Learning Objectives

After completing this lesson, students will be able to:

- Define the term “victimless crime”
- List at least three ways in which drug use negatively affects other individuals or society as a whole
- Provide evidence that laws against drug use are important for protecting individuals and society as a whole

Materials

You will need the following materials for this lesson:

- ✓ Computers with Internet access
- ✓ Paper and pencils
- ✓ Markers
- ✓ Posterboard
- ✓ Colored construction paper
- ✓ Scissors
- ✓ Whiteboard or newsprint pad

Preparation

Prior to the lesson, be sure to read the section of the website titled “Costs to Society,” including the subsections on each topic. This section of the website is located at www.justthinktwice.com/costs/.

Introductory Discussion (10 minutes)

Begin the lesson by asking students to raise their hands if they have heard the phrase “victimless crime.” Ask if any of the students can provide a definition. Make sure they understand this is the term for a crime that only hurts the person doing it and therefore has no “victim.”

Ask students to raise their hands if they think that drug use is a victimless crime. Then ask if anyone in the class can think of evidence that contradicts this idea. Can anyone think of ways that others might be hurt by drug use?

Examples might include car accidents caused by drugged driving, crimes committed by drug users, or neglected children of drug users.

Tell students that the purpose of today's class is to look at some of the ways that drugs affect other individuals and society in general by participating in activities centered around the *Just Think Twice* website.

 Basic
Activity

Activity Procedure (35 minutes)

Divide students into groups and assign each group one of the costs to society listed on the website.

Instruct each group to read the section of the website for their assigned topic. While reading, the group should choose four or five facts or statistics and use them to design a poster or brochure to raise awareness of the problem. Students should spend approximately 15–20 minutes looking at the website, and 15–20 minutes designing their brochure or poster.

Have the groups spend a few minutes walking around the class to look at the other groups' completed brochures or posters. After the class is over, display the posters or brochures where other students in the school can see them.

 Advanced
Activity

Additional Materials and Preparation

- ✓ Make a copy of the Drugs in Society Worksheet (located at the end of the module) for each group.

Activity Procedure (35 minutes)

Divide the students into four or less groups and assign each group one of the following drugs: cocaine, marijuana, methamphetamine, or heroin/opium (opium is used to produce heroin).

Instruct each group to browse the “Costs to Society” section of the website, and use the information provided to complete the worksheet. This worksheet includes a space for students to write how their assigned drug affects the user, other individuals, families, the environment, and society in general. Tell your students that the website does not list effects for every area of society for each drug, but they should try to find as much information as possible. Students should spend approximately 15–20 minutes on this part of the activity.

After students have had a chance to explore the website, have them make a poster highlighting the effects of each drug. They can use the same format as the worksheet for their poster, or they can come up with their own design. Display the posters where other students in the school can see them.

Concluding Discussion (5 minutes)

Ask the following questions to lead a discussion among students about the main points covered in this lesson:

- Were you surprised to learn about the broad range of effects that drug use has on other individuals, and on society as a whole? Which facts did you find most interesting or disturbing?
- Based on what you learned from the website, do you think drug use is a victimless crime? Why or why not?

- Does what you learned today affect your opinion about whether drugs should be legal? Do you think that laws relating to drugs are important for protecting individuals and society as a whole?

Assessment

As the students participate in the activity and discussions, look for evidence of the following:

- Are students using the information on the website to evaluate the effects of drug use that go beyond the user?
- Do students understand the importance of laws that are intended to protect society from the effects of drug use?
- Did the activities or discussions change anyone’s opinion?

Extensions

The activities listed below reinforce and expand on the concepts taught in this lesson, and they connect to other areas of the curriculum.

<p>Social Studies, Language Arts</p>	<p>Have students use the Drug Log Sheet (located at the end of this module) to record the stories they hear about drugs on the news, radio, or Internet for a week. For each story, the student should record the negative effects of drug use on the user/dealer, other individuals, the environment, and society in general. After a week, encourage students to discuss their findings by asking questions such as: <i>Did you notice any common themes in the stories you collected? Do any drugs in particular seem to have far-reaching effects? How do your observations change your opinions about drug use?</i></p>
<p>Math</p>	<p>Have students search the website or the Internet for statistics about the cost of drugs on society. Then have them present the statistics in a graph or chart. For example, students could make a pie chart that shows the percentage of tax money that goes to drug-related problems, as compared to the amount that goes to education and healthcare.</p>
<p>Social Studies</p>	<p>Assign each student one of the prominent drug traffickers listed in the Terrorism subsection of the website: www.justthinktwice.com/costs/Terrorism.cfm. Instruct them to read the information in this section, as well as research their assigned drug trafficker on the Internet. Have students use the information they find to develop a timeline that includes major events in this person’s life: major crimes committed, organizations they became involved in, time spent in prison, and any other points of interest. Students should write a summary of how the person’s crimes affected his home country and include this as a caption for the timeline.</p>

Note: The answer to question 1 of the quiz is “b.”

Drugs in Society Worksheet

Fill in each section of the chart to show how your assigned drug affects different areas of society.

Society	
Environment	
Other Individuals	
Families	
User	

Drug Log Sheet

For the next week, keep a log of the stories you hear about drugs. Think carefully about whether you have something to record in each column.

Where did you see/hear this story?	What happened?	How was the person using or dealing drugs affected?	How were other individuals affected?	How was the environment affected?	How was society in general affected?
Name of source: <hr/> Date: <hr/>					
Name of source: <hr/> Date: <hr/>					
Name of source: <hr/> Date: <hr/>					
Name of source: <hr/> Date: <hr/>					
Name of source: <hr/> Date: <hr/>					

Module 3 QUIZ

1. What is the definition of the term “victimless crime”?

- a) A crime that only destroys property, such as cars or buildings; no *people* are physically harmed.
- b) A crime that supposedly only hurts the person committing the crime, such as suicide.
- c) A crime that is committed against someone that is supposedly for a person’s “own good,” such as stealing something from someone that they might use to hurt themselves.

2. List at least three ways in which drug use can negatively affects other individuals or society as a whole.

1) _____

2) _____

3) _____

3. How can laws against drugs protect individuals and society as a whole? Give one example.

Facts & Fiction

Introduction

As you listen to the radio, talk with others, or watch TV, you will notice that there are many messages—sometimes contradictory—about drugs. These messages often tell us how drugs affect individuals, communities, and society; what the risks or supposed benefits are; and how common or easy to obtain they are.

As a teacher, you are a key source of information about drugs for your students. Not only does your role include providing accurate information about the effects of drugs on the brain, body, and society, but it also includes correcting misinformation teens might have.

Many myths about drugs are commonly accepted as fact. The purpose of this module is to encourage students to question these myths by looking at facts that contradict them. This module also encourages students to look at where these myths come from, and to think about which sources they should trust for information about drug-related topics. Working together, you and your students can learn the truth about drugs, enabling students to make healthy decisions in the future.

Learning Objectives

After completing this lesson, students will be able to:

- List some of the common myths related to drug abuse
- Compare and contrast the myths with the facts that dispute them
- State two reasons why these myths are so widely believed
- Identify at least two sources that can be trusted to provide accurate drug-related information

Materials

You will need the following materials for this lesson:

- ✓ Computers with Internet access
- ✓ Paper and pencils
- ✓ Whiteboard or newsprint pad

Preparation

Prior to the lesson, be sure to read the section of the website titled “Facts & Fiction,” including the subsections on each topic. This section of the website is located at www.justthinktwice.com/factfiction/. Each subsection’s fact/fiction should be included as topics for discussion.

Introductory Discussion (10 minutes)

Begin the lesson by asking students to raise their hands if they think the following statements are true. Read each statement and take a tally of how many students agree. Record their responses on a whiteboard or sheet of newsprint.

- Marijuana is medicine.
- Marijuana is harmless.
- Legalizing drugs would solve a lot of problems in our society.
- Most teens use drugs.

- Our jails are full of people who were arrested for using drugs.
- It's impossible to win the war on drugs.

Explain to your students that some people accept these statements as truth without having thought about them. However, this doesn't mean they are true.

Tell students that the purpose of today's class is to think critically about some of these beliefs and to learn more accurate information by participating in activities centered around the *Just Think Twice* website.



Activity Procedure (30 minutes)

Divide the students into groups and assign each group one of the facts/fiction listed on the website.

If you plan to teach Module 6 (Marijuana), you may want to avoid assigning myths related to marijuana during this lesson.

Instruct each group to first read the section of the website for their assigned topic, and then to write down the three most compelling or surprising facts or arguments they discovered. Students should spend approximately 15–20 minutes on this part of the activity.

Ask each group to present these facts or arguments to the class. Each group should also tell the class whether they agree with the fact/fiction they were assigned, now that they've had a chance to learn more about it. Give classmates an opportunity to ask questions about the topic of the group presenting. Be familiar with the information on the website so that you are prepared to step in to provide clarification in case the group presenting is not sure what to say.



Additional Materials and Preparation

- ✓ Make five copies of the What Do You Think? survey (located at the end of the module) for each student.

Three Days Prior to the Lesson (5 minutes)

Give students the surveys and instruct them to ask five of their friends or classmates to fill them out. Explain to the students the importance of confidentiality and privacy; survey participants should fold up the survey before returning it, not put their name on it, and students should not look at any of the answers until they've received all five completed surveys. Alternatively, you can ask students to have their friends put their completed surveys in a drop box in your office.

One Day Prior to the Lesson

Have students tally their five responses on a separate sheet of paper, writing the number of friends who selected each answer. Students should return their tallied responses to you.

Aggregate the responses and, if possible, create a graphic representation, such as a pie chart, bar chart, or tally sheet (Microsoft Excel provides an easy way to create charts).

On the Day of the Lesson (30 minutes)

Show students the chart or tally sheet of the responses to the survey, and ask them what they think of the results. Did the responses differ from what they expected? Do the responses conflict with their own opinion?

Explain that the purpose of today's class is to think critically about some of the common beliefs related to drugs by looking at the *Just Think Twice* website.

Divide the students into groups and assign each group one of the facts/fiction listed on the website. Assign topics based on the results of the poll at the beginning of the lesson and the tallied results of the surveys; choose topics that relate to the myths that are most commonly believed by students. Urge each group to learn what the website says about their assigned topic and to record at least three or four key points on a piece of paper. Students should spend approximately 15–20 minutes on this part of the activity.

If you plan to teach Module 6 (Marijuana), you may want to avoid assigning myths related to marijuana during this lesson.

Ask students to reflect on the results of the survey in reference to their assigned section of the website. Do most of the survey respondents have accurate perceptions? Did the information from the website change their own perceptions or make them want to learn more about the topic? Each group should share their observations with the class.

Concluding Discussion (10 minutes)

Ask the following questions to lead a discussion among students about the main points covered in this lesson:

- Were you surprised by the information on the website? Does it change the way you think about drug-related issues?
- Why do you think myths about drug-related issues are so widely believed? Where does this information come from? Do media, such as movies or TV, sometimes promote these myths? What about peers?
- Which sources can be trusted to provide accurate drug-related information? Which sources may be less reliable?
- How can misconceptions of drug-related issues be corrected? What is the best way to communicate accurate information to the general population? To teens? Why might this be an important goal?

Assessment

As the students participate in the activity and discussions, look for evidence of the following:

- Are students using the information on the website to think critically about myths related to drug use?
- Do students understand that some sources, such as the media or peers, do not always provide the whole story about drug-related issues?
- Did the activities or discussions change anyone's mind?

Extensions

The activities listed below reinforce and expand on the concepts taught in this lesson, and they connect to other areas of the curriculum.

<p>Social Studies, Reading</p>	<p>Have students brainstorm other myths about drug use that they have seen presented in media, such as movies, TV, or on the Internet. Working individually or as a group, have students pick a myth and then research arguments for and against it. Students should summarize their findings and present them to the class.</p>
<p>Art</p>	<p>Have students work in groups to design a poster that addresses a common misconception about drugs. Each group can choose a myth from this module or another myth relating to drug abuse.</p>
<p>Language Arts</p>	<p>Instruct students to write an essay or story about what life would be like if drugs were legalized. The essay or story should focus on how the student or other teens would be affected. Ask students to think about the following questions while writing: Would friends or family members be more likely to use drugs? Would their neighborhood be safer or more dangerous? Would it be easier or harder for the community to function? How would these changes affect the student or other teens?</p>

What Do You Think?

My class is handing out surveys to see what students think about drug-related issues. For each question, circle the answer that best represents what YOU think. Do not put your name on the paper. No one will know what you answered - your answers will be kept entirely private. Please be honest!

1. Do you think marijuana is a dangerous drug?

- A. Yes, it's a dangerous drug.
- B. Yes, it's a drug, but it can be safe to use.
- C. No, it's not even a drug.

2. Do you think marijuana should be used as a medicine?

- A. Doctors should be allowed to prescribe marijuana, just like any other medicine.
- B. There are a few cases in which marijuana should be used as medicine.
- C. Marijuana should never be used as medicine.

3. Do you think it makes sense to make drugs legal?

- A. Yes, for all drugs.
- B. Yes, for some drugs.
- C. No.

4. How common do you think teen drug use is?

- A. Most teens use drugs or have tried them at some point.
- B. Some teens use drugs and some don't.
- C. Most teens don't use drugs.

5. What do you think is the most common reason people go to jail for drugs?

- A. For using or possessing drugs
- B. For drug trafficking or dealing

6. Which statement reflects your views on society's efforts to fight drugs?

- A. It is impossible to stop people from taking drugs; fighting drugs only creates more problems.
- B. When society fights drugs, some things improve.
- C. Fighting drugs significantly reduces drug use and drug-related crime.

Please return this paper to: _____.

Module 4 QUIZ

1. List two of the common beliefs discussed on the *Just Think Twice* website.

1) _____

2) _____

2. List one fact that contradicts each of these beliefs.

1) _____

2) _____

3. State two reasons why these beliefs are so widely believed.

1) _____

2) _____

4. What is one source that you think can be trusted to provide accurate information about drugs?

It Can't Happen to Me

Introduction

Some people—especially teens—believe that trying drugs is just a normal part of growing up. It's something everyone does, or a harmless rite of passage.

In fact, most teens don't use drugs. And what some teens don't realize is that drug use—even occasional use or experimentation—can have very harmful consequences.

Drugs can change a person's life and destroy future opportunities. The goal of this module is to vividly illustrate the negative consequences of drug use. Helping your students understand that they risk both their goals for the future and the opinions of others will help them make better decisions for themselves. In addition, this module encourages students to think about what they can do to protect themselves from risky situations involving drugs.

Learning Objectives

After completing this lesson, students will be able to:

- Identify at least three of the possible consequences of drug use
- Provide evidence that these consequences could interfere with their plans for the future
- List two ways to protect themselves from risky situations involving drugs

Materials

You will need the following materials for this lesson:

- ✓ Computers with Internet access
- ✓ Paper and pencils
- ✓ Whiteboard or newsprint pad

Preparation

Prior to the lesson, be sure to read the section of the website titled "It Can't Happen to Me," including the subsections on each topic. This section of the website is located at www.justthinktwice.com/itcant/.

Introductory Discussion (10 minutes)

Begin the class by explaining to students that some people believe it's okay to try drugs, just as long as it's only a few times. Ask students to raise their hands if they have ever heard this opinion.

Ask students if they can think of any possible negative consequences of drug use. Examples may include overdose, testing positive for drugs at school, or changes in the brain. Ask the students whether these things can happen even if it's a person's first time trying drugs.

Tell students that the purpose of today's class is to learn about some of the possible consequences of drug use by participating in activities centered around the *Just Think Twice* website.

B Basic
Activity

Activity Procedure (30 minutes)

Divide students into groups and assign each group to one of the scenarios in this section of the website. When assigning scenarios, be sure to select situations that can be avoided in multiple ways. The best choices are probably “you are high and drive,” “your drink is drugged,” and “your friend ODs.”

Because date rape and acquaintance rape can be sensitive subjects, use your best judgment in deciding whether to assign the topic “Your Drink is Drugged.” Some students may not be aware of this risk and may require a discussion of the associated topics of what date/acquaintance rape is, the importance of consenting to sex, and why a person is often unable to give consent while using drugs or alcohol.

Instruct each group to read their assigned section of the website and then to think about the following questions:

- How could the scenario have been avoided?
- What time points in the story would have allowed for a different, or better, decision?
- What could that decision have been?
- What could a person do if they find themselves in a similar situation?

Each group should record their thoughts on a sheet of paper. Students should spend approximately 15 minutes on this part of the activity.

Have each group share their thoughts with the rest of the class. Ask the rest of the class to share any additional solutions they think of for each scenario.

A Advanced
Activity

Activity Procedure (30 minutes)

Ask students if any of them have seen any public service announcements (PSAs) on television relating to drug use. Examples could include PSAs from the Truth Campaign and the Above the Influence Campaign. If the students seem unfamiliar with PSAs, have them view some from the Anti-Drug Campaign online at: www.mediacampaign.org/mg/television.html. Ask them what they think of the PSAs they’ve seen. Were they effective? What do they think worked well? What didn’t? Why?

Divide students into groups and assign each group to one of the scenarios in this section of the website. Instruct each group to read their assigned section and then brainstorm ideas for a PSA that would communicate this risk. Ask them to think of what approach they would take (e.g., a dramatization, animation, flashing images or text). Also ask them to think about what kind of visuals they would use, what text and voiceovers should be added, and what music or sound effects would have the biggest impact. Have them record their ideas on a piece of paper. Students should spend approximately 15–20 minutes on this part of the activity.

Have each group present their ideas to the class. Their presentation should include a description of their assigned scenario and their vision of a PSA that would educate people about this risk. If there is time, allow classmates to provide feedback about which elements of the PSA would work best and how the idea might be improved.

Concluding Discussion (10 minutes)

Ask the following questions to lead a discussion among students about the main points covered in this lesson:

- Do the risks identified on the website change your perceptions of the safety of drug use? Were there risks discussed that you didn't know about?
- What are the long-term consequences of some of these risks? How might they interfere with a person's goals for his or her life?
- In light of all the things that can occur with drug use, do you think trying drugs is safe? What would you say to a friend who told you that they wanted to try a drug "just once"?
- What are some strategies for avoiding scenarios where drugs are involved? How should you respond if you ever find yourself in a situation where the people around you are putting themselves at risk with drug use?

Assessment

As the students participate in the activity and discussions, look for evidence of the following:

- Do students understand that drug use is a risky behavior that has the potential to interfere with their future plans?
- Do students understand that to protect themselves from drug-related risks, it is important to avoid risky situations as much as possible, as well as to learn how to respond to these situations appropriately?
- Did the activities or discussions change anyone's mind?

Extensions

The activities listed below reinforce and expand on the concepts taught in this lesson, and they connect to other areas of the curriculum.

<p>Drama, Art</p>	<p>If students participated in the advanced activity, they can act out the PSAs they conceptualized. Alternatively, students can create storyboards for their PSA. Storyboards are like a comic strip that shows the sequence of shots that will be included in a movie or TV program. Each storyboard should show the setting (e.g., a park or a room), the characters, and the dialogue for each shot. You can use a quick Internet search to locate examples of storyboards.</p>
<p>Language Arts</p>	<p>Instruct each student to find a story of someone whose life has been changed by drug use. Students can look in newspapers, magazines, or the Internet. Students should write a report summarizing what happened and what various people involved in the incident could have done differently to change the outcome.</p>

Module 5 QUIZ

1. List three of the possible consequences of drug use that are listed on the *Just Think Twice* website.

1) _____

2) _____

3) _____

2. Pick one of the consequences you listed above and explain how it can interfere with someone's plans for the future.

3. What are two ways that teens can protect themselves from risky situations involving drugs?

1) _____

2) _____

Stumble Weed

Introduction

The safety of marijuana is an often-debated topic. While most people agree that drugs like heroin and cocaine are dangerous and should be kept illegal, some of these very same people believe marijuana is relatively harmless and should be legalized. These people give reasons like “marijuana is a medicine” or “it’s just a plant.”

Teens are especially likely to believe that marijuana is harmless. As a teacher, it is important for you to help your students think more critically about marijuana and to become more aware of its potential dangers. The goal of this module is to teach students about the way marijuana affects the brain and body, and how these effects can impact a person’s ability to accomplish tasks such as driving or focusing on school work. This module also challenges students to question common myths related to marijuana.

Learning Objectives

After completing this lesson, students will be able to:

- List two short-term and two long-term effects of marijuana on the body
- Name two abilities that are impaired by marijuana use

Materials

You will need the following materials for this lesson:

- ✓ Computers with Internet access
- ✓ Paper and pencils
- ✓ Whiteboard or newsprint pad

Preparation

Prior to the lesson, be sure to read the section of the website titled “Stumble Weed: Cannabis Chronicles,” including each page in the “magazine.” Click on the “Next” button at the top of each page to ensure you view all of the content. This section of the website is located at <http://www.justthinktwice.com/stumbleweed/home.html>.

Introductory Discussion (5 minutes)

Begin the lesson by asking students what they know about marijuana. What are the immediate effects of marijuana? What are its long-term effects?

Tell students that the purpose of today’s class is to learn about the ways marijuana affects the brain and body, and how these effects can impact a person’s ability to accomplish tasks, such as driving or focusing on school work, by participating in activities centered around the *Just Think Twice* website.



Activity Procedure (35 minutes)

It’s easy for students in this age group to feel like their parents “just don’t get it.” In this activity, students have an opportunity to play the role of parents. Ask students to imagine the following situation:

Ben is an eighth grader at Centerville Middle School. In sixth and seventh grade, he played baseball for the school and still brought home A's and B's on his report cards. This year, Ben decided he doesn't want to play baseball anymore, and his grades are dropping. He has also stopped spending time with Keenan and Erin, his best friends since first grade. Ben's parents are concerned about his falling grades and the new group of friends he hangs out with. Then one afternoon, as Ben's mom is putting away his laundry, she sees a bag of marijuana in his drawer. Ben's parents decide to sit down with him that night at the kitchen table. When his parents ask him whether he's been using marijuana, Ben responds by saying that it's totally harmless and all his friends are doing it. He also tells his parents it really helps him relax and blow off steam.

Divide students into groups and tell them that they will have a chance to role-play the above scenario. Instruct students to review the *Stumble Weed* magazine and to use the information provided to decide what Ben's parents should say to him. For this activity, students can focus on the following sections of the website:

- Pages 2 and 3 of the "Just a Plant" section
- Page 1 of the "Extreme Grades" section
- Page 1 of the "Totally Lame" section

Ask students to write down the three most important points they think his parents should make so that they can use them in the role-play. Students should spend approximately 20 minutes on this part of the activity.

After students are finished recording their answers, have each group act out the scenario. Make sure the students understand that this is a serious role-play; if a group begins to goof off, they will be asked to stop. After each group has given their presentation, discuss as a class what went well and what could have gone better in each of the acted-out discussions.



Additional Materials and Preparation

- ✓ Make a copy of one of the three memo worksheets (located at the end of the module) for each student or group.

Activity Procedure (35 minutes)

For this activity, students can work individually or in groups. Tell the students that their assignment is to prepare a memo for one of the following professionals: a psychologist, a teacher, or a lawyer. Explain to the students that these professionals are interested in learning more about how marijuana is related to their fields:

- The psychologist would like to know more about **Marijuana & Mental Health**.
- The teacher would like to learn more about **Marijuana & School**.
- The lawyer wants more details on **Marijuana & the Law**.

Each topic area of the memos has a corresponding webpage. Make sure students explore the webpage **and** each of the "Learn More" links for their assigned topic. The information relevant to this assignment is located in the following sections of the *Stumble Weed* magazine:

- **Marijuana & Mental Health:** Page 3 of the "Just a Plant" section
- **Marijuana & School:** Page 1 of the "Extreme Grades" section
- **Marijuana & the Law:** Page 5 of the "Just a Plant" section

After explaining the activity to students, give each student or group a copy of the memo worksheet for their assigned topic. Tell them to visit the web address provided at the bottom of their worksheet to learn more about their assigned topic. Instruct students to use bullet points to get the key points across. Students should spend approximately 20 minutes on this part of the activity.

Afterwards, ask each group to present a summary of the key points from their memos. If students worked individually, have one student from each profession present. Allow other students to share their summaries if there is time.

Concluding Discussion (10 minutes)

Ask the following questions to lead a discussion among students about the main points covered in this lesson:

- Did you learn anything new from the website? Does it change the way you think about marijuana?
- Were you surprised to learn that marijuana can affect the ability to accomplish tasks such as driving or paying attention in school? Can you think of any other tasks that marijuana might impair?
- Based on what you learned from the website, do you think marijuana should be legalized? What criteria should the government use in deciding whether a drug should be legal?

Assessment

As the students participate in the activity and discussions, look for evidence of the following:

- Are students using the website to think critically about the effects of marijuana?
- Do students understand that marijuana is a dangerous drug that has negative effects on the body?
- Did the activities or discussions change anyone’s opinions?

Extensions

The activities listed below reinforce and expand on the concepts taught in this lesson, and they connect to other areas of the curriculum.

<p>Language Arts</p>	<p>Ask students to make a list of 8–10 key words that relate to marijuana using the <i>Stumble Weed</i> magazine. Example words might include: chemicals, dangerous, drugged, pot, THC, and memory. Have students create their own word search using the word list they created. If available, graph paper will help students create evenly spaced word searches, which should be approximately 15 letters in length and width. On the same paper, students should include a list of the words they used in their puzzle. After students have completed their squares, have them exchange their word searches with other students and challenge them to find all the words.</p>
<p>Language Arts, Social Sciences</p>	<p>On a piece of paper, have students draw a two-column chart. Instruct students to label the columns “Everything I Heard About Marijuana” and “Everything I Learned About Marijuana.” In the first column, ask students to write down everything they have heard about the drug from friends, older siblings, parents, TV, or music. In the second column, encourage students to remember what they’ve learned from the lesson and website. When they’ve finished with both columns, instruct students to circle anything in the “Everything I Heard” column they found out is true from the lesson and website, and to cross out anything they found out is false.</p>

MEMORANDUM

TO: Teacher

FROM: Researchers

SUBJECT: Marijuana & Mental Health

FINDINGS: _____

SOURCE:
Just Think Twice website
<http://www.justthinktwice.com/stumbleweed/home.html>

MEMORANDUM

TO: Psychologist

FROM: Researchers

SUBJECT: Marijuana & School

FINDINGS: _____

MEMORANDUM

TO: Lawyer

FROM: Researchers

SUBJECT: Marijuana & the Law

FINDINGS: _____

SOURCE:
Just Think Twice website
<http://www.justthinktwice.com/stumbleweed/home.html>

Module 6 QUIZ

1. List two short-term effects of marijuana on the body.

1) _____

2) _____

2. List two long-term effects of marijuana on the body.

1) _____

2) _____

3. Name two abilities that are impaired by marijuana use.

1) _____

2) _____

Hot Topics

Introduction

It is easy to recognize messages about drugs when they are featured in magazine articles or on the news; however, other, more subtle messages may easily slip by unnoticed. These messages may be in the lyrics of a catchy song or an image in a popular movie.

The specific drugs that the media focus on change over time. One day marijuana may be the hot topic, but the next day the focus is on steroids.

It's important to talk to students about the latest drug topics because the media is unlikely to paint a completely accurate picture of most issues. In addition, some students may not even be aware of the many messages they are absorbing through various media. The purpose of this module is to educate students about the latest news and information on drugs and to increase student awareness of references to drugs in the media.

Learning Objectives

After completing this lesson, students will be able to:

- Define the term “the media”
- List at least five information sources that are considered media
- Compare and contrast information from the media with information provided on the *Just Think Twice* website

Materials

You will need the following materials for this lesson:

- ✓ Computers with Internet access
- ✓ Paper and pencils
- ✓ Copies of the Media Messages Log Sheet (located at the end of the module) for each student or group.
- ✓ Whiteboard or newsprint pad

Preparation

Prior to the lesson, be sure to read the section of the website titled “Hot Topics,” including the articles on each topic. This section of the website is located at www.justthinktwice.com/hot/.

In addition, make a copy of Media Messages Log Sheet (located at the end of the module) for each student or group.

Introductory Discussion (5 minutes)

Begin the lesson by asking students if anyone can define “the media.” Make sure they understand that the media refers to any source of information that is available to the public, such as anything on TV, the radio, or in books. Ask students to brainstorm other examples of what could be considered the media. Then ask students to raise their hands if they have heard anything in the media about drugs in the past week. What drugs are being talked about? What is being said?

Tell students that the purpose of today’s class is to think about the media that provide information about drugs, and to learn about some of the few current “hot topics” by looking at the *Just Think Twice* website.

On the Day of the Lesson (30 minutes)

Explain to students that, for the next week, they should watch for references to drugs in the media to see what the current “hot topics” are. Instruct them to look in all types of media, such as TV, Internet, magazines, newspapers, movies, music, and books. Remind them that messages may be overt or more subtle. Instruct them to use the Media Messages Log Sheet—or a simple list—to keep track of what they see and tell them to bring it back to class a week later. Give each student a copy of the worksheet and have them start it off by adding in the articles from the “Hot Topics” section of the *Just Think Twice* website. Students should spend approximately 20 minutes on this part of the activity.

After students have looked at the site, ask them what they think of the articles. Have they heard about any of these topics before? Which ones? Is the information on the website different from the information provided in other sources? What is different?

At the end of the class, remind students to fill out their log every day during the rest of the week. Instruct them to bring in news clippings and examples of other types of media that refer to drugs.

One Week Later (10 minutes)

Ask the students to list the different types of media that contained messages about drugs during the last week. Make sure students are aware of the multiple sources—overt and more subtle—from which they get messages about drugs.

Ask the students which topics about which drugs tend to appear most often. Then ask them if they have any thoughts on why these topics might be more prominent. Are there any recent events that brought these issues to the forefront? What is the connection between media coverage of a drug and the number of problems it causes in society?

Ask the students how drugs and drug-related issues are portrayed in the media. Is the coverage more positive or negative? Is there a difference in the way drugs are portrayed depending on the medium (e.g., does music portray them more positively than the newspaper)?

On the Day of the Lesson (30 minutes)

Explain to students that, for the next week, they should watch for references to drugs in the media to see what the current “hot topics” are. Instruct them to look in all types of media, such as TV, Internet, magazines, newspapers, movies, music, and books. Remind them that messages may be overt or more subtle. Instruct them use the Media Messages Log Sheet—or a simple list—to keep track of what they see and then to bring it back to class a week later. Give each student a copy of the worksheet and have them start it off by adding in the articles from the “Hot Topics” section of the *Just Think Twice* website. Students should spend approximately 20 minutes on this part of the activity.

After students have looked at the site, ask them what they think of the articles. Have they heard about any of these topics before? Which ones? Is the information on the website different from the information provided in other sources? Was the overall message more positive or more negative than the message on the website?

At the end of the class, remind students to fill out their log every day, for the next week. Instruct them to bring in news clippings and examples of other types of media that refer to drugs.

One Week Later (10 minutes)

Ask the students to list the different types of media that contained messages about drugs during the last week. Make sure students are aware of the multiple sources—overt and more subtle—from which they get messages about drugs.

Ask the students how drugs and drug-related issues are portrayed in the media. Is the coverage more positive or negative? Is there a difference in the way drugs are portrayed depending on the medium (e.g., does music portray them more positively than the newspaper)?

Ask the students if they understand the meaning of the terms “biased” and “objective.” Make sure they understand that when a person has a biased perspective, their beliefs keep them from seeing everything completely clearly. For example, a newspaper reporter who believes that marijuana should be legalized is likely to ignore evidence about its potential harms and to not include information about this evidence in articles he or she writes. On the other hand, when someone is objective about an issue, they look at and report on all evidence. Thus, an objective reporter would attempt to discuss all evidence related to the safety of marijuana. After the students understand this distinction, ask them whether the information they heard or saw in the media in the last week seemed to come from biased or objective perspectives. Do they think that anyone can ever be completely objective? Are media sources more or less likely to be objective than most individuals?

Concluding Discussion (10 minutes)

Ask the following questions to lead a discussion among students about the main points covered in this lesson:

- Were you surprised by the frequency of drug references in the media? Did the activity help you realize that some of your favorite songs or TV shows contain references to drugs?
- Why do you think certain stories or issues become a major focus in the media? Do you think some types of media are more likely than others to focus in on just one big story?
- Can you think of any events or stories that the media seemed to ignore? Why might this happen?

Assessment

As the students participate in the activity and discussions, look for evidence of the following:

- Are students aware of the many sources that send messages about drugs?
- Are students thinking critically about why the media focuses on specific stories or issues?
- Do students realize that the media doesn't always cover drug-related issues with complete accuracy or objectivity?

Extensions

The activities listed below reinforce and expand on the concepts taught in this lesson, and they connect to other areas of the curriculum.

<p>Language Arts</p>	<p>Have students choose a topic that is addressed on the <i>Just Think Twice</i> website that they have heard about before through the media or peers. Instruct students to use information from the <i>Just Think Twice</i> website, as well as other media, to create their own news article on the topic.</p>
<p>Arts</p>	<p>Have students access the front page of the <i>Just Think Twice</i> website and click on the “Stories of Lost Promise” link. This website includes a memorial wall of stories and pictures of children whose lives were lost to drugs. Have students create their own memorial through words and drawings to remember a lost life from the website. Then have each student present their memorial to the class. You can post these creations in your classroom to create your own memorial wall.</p>

Media Messages Log Sheet

For the next week, keep a log of the information that you hear about drugs.

Source: Where did you see/hear the information?	Topic: Which drug(s) were mentioned?	Content: What was the message? Was it positive or negative?
Name of source: _____ Date: _____		
Name of source: _____ Date: _____		
Name of source: _____ Date: _____		
Name of source: _____ Date: _____		

Module 7 QUIZ

1. Define the term "the media."

2. List five information sources that are considered the media:

1) _____

2) _____

3) _____

4) _____

5) _____

3. What is one example of information you heard in the media that is different from what you read on the *Just Think Twice* website?

Got Meth?

Introduction

You have probably heard about—or seen pictures of—the devastating effects of meth on users’ bodies, including their skin and teeth. Meth, short for methamphetamine, is an extremely damaging drug. This is, in part, because it is “cooked” from dangerous chemicals like battery acid and drain cleaner. It is also very addictive. The initial high is intense, but before users realize it, meth takes over their lives. But meth doesn’t just hurt the user. Because it is so addictive, meth users often take extreme measures to get more. They “cook” it in their kitchens, exposing their children and families to the drug and its toxic ingredients, and they dump the waste from making it on the ground near their homes, contaminating nearby water sources. And these are just a few of the damaging effects of meth.

Unfortunately, many students don’t fully understand the dangers of meth use. The 2005 Monitoring the Future Survey found that only 55 percent of 12th graders believe that trying crystal meth once or twice put them at “great risk” (www.monitoringthefuture.org). However, it is important for students to understand that meth is a drug that should not be taken lightly. The purpose of this module is to teach students about the effects of methamphetamine on the body and the high potential for addiction. In addition, this module increases student awareness of the societal problems caused by methamphetamine.

Learning Objectives

After completing this lesson, students will be able to:

- List at least two short-term and two long-term effects of methamphetamine on the user
- State at least two ways that methamphetamine negatively affects other individuals or society in general

Materials

You will need the following materials for this lesson:

- ✓ Computers with Internet access
- ✓ Paper and pencils
- ✓ Whiteboard or newsprint pad

Preparation

Prior to the lesson, be sure to read the section of the website titled “Got Meth?,” including each page in the “magazine.” Click on the “Next” button at the top of each page to ensure you view all of the content. This section of the website is located at www.justthinktwice.com/gotmeth/home.html.

Introductory Discussion (5 minutes)

Begin the lesson by asking students to raise their hands if they have ever heard of methamphetamine, or “meth.” Ask them what they know about the drug. What are its immediate effects? What are its long-term effects? Is it dangerous?

Tell students that the purpose of today’s class is to learn more about meth by participating in activities centered around the *Just Think Twice* website.

B Basic
Activity

Additional Materials and Preparation

- ✓ Make a copy of Meth Facts Scavenger Hunt Worksheet (located at the end of the module) for each student or group.

Activity Procedure (35 minutes)

For this activity, students can work individually or be divided into groups. Provide each student or group with a copy of the Meth Facts Scavenger Hunt Worksheet, and instruct them to fill in each blank using the “Got Meth?” section of the website. Challenge students to complete the worksheet as quickly as possible and to consider awarding a prize to the winner. Students should spend approximately 25 minutes on this part of the activity.

After time is up or the first student has completed his or her worksheet, allow students to volunteer the answers. Use the answer key located at the end of the module to check the answers provided. Encourage student discussion of the answers. Probe on any information that is new or surprising to ensure comprehension and clear up any misunderstandings.

A Advanced
Activity

Activity Procedure (35 minutes)

Divide students into groups and instruct each group to imagine they are either policy/lawmakers, the Board of Directors for a treatment facility, or members of the general community.

Instruct each group to browse the “Got Meth?” section of the website, and then brainstorm what someone in their imagined role could do to prevent problems related to meth use, and to deal with these problems if meth use is prevalent in their community. Groups should then write up a list of four or five recommendations. Students should spend approximately 25 minutes on this part of the activity.

Ask each group to present their recommendations to the class. Each group should justify why they believe these recommendations will help solve meth-related problems. If there is time, allow classmates an opportunity to share any additional suggestions they have.

Concluding Discussion (10 minutes)

Ask the following questions to lead a discussion among students about the main points covered in this lesson:

- What was your reaction to this section of the website? How did you feel about the images and facts provided?
- Which long-term effects of meth do you think are most damaging? Why do you think people try meth if it has such a destructive effect on the body?
- How should communities fight meth-related problems? Are they best addressed through changing policies, improving treatments, or keeping the general public more informed about the dangers of meth? Or a combination of all three?

Meth Facts Scavenger Hunt Worksheet

Search the "Got Meth?" section of the website to fill in the blanks.

1. Users can feel the effects of meth for up to _____ hours.
2. List five of the street names for methamphetamine: _____, _____, _____, _____, and _____.
3. Amphetamines are the most potent of the stimulant drugs because they cause the greatest release of _____.
4. _____ is the slang term for meth users' rotten teeth.
5. List five of the ingredients used to make methamphetamine: _____, _____, _____, _____, and _____.
6. One out of every _____ people who enter treatment for meth addiction is under the age of 18.
7. List the different forms of meth: _____, _____, and _____.
8. For those who already are HIV positive, methamphetamine may _____ the progression of the disease.
9. Sometimes users experience the sensation of bugs crawling across their skin, also known as _____.
10. Changes in users' brains due to meth use can result in _____ motor speed and _____ verbal learning.

Meth Facts Scavenger Hunt Worksheet

Search the “Got Meth?” section of the website to fill in the blanks.

1. Users can feel the effects of meth for up to **12** hours.
2. List five of the street names for methamphetamine: Answers include **tina**, **crank**, **croak**, **crypto**, **crystal ice**, **fire**, **glass**, **meth**, **tweek**, and **white cross**.
3. Amphetamines are the most potent of the stimulant drugs because they cause the greatest release of **dopamine**.
4. **Meth mouth** is the slang term for meth users’ rotten teeth.
5. List five of the ingredients used to make methamphetamine: Answers include **battery acid**, **drain cleaner**, **cold medicine**, **acetone**, **rock salt**, **lye**, **antifreeze**, **kitty litter**, **lithium batteries**, and **toluene**.
6. One out of every **five** people who enter treatment for meth addiction is under the age of 18.
7. List the three forms of meth: **pill**, **powder**, and **crystal**.
8. For those who already are HIV positive, methamphetamine may **speed up** the progression of the disease.
9. Sometimes users experience the sensation of bugs crawling across their skin, also known as **crank bugs**.
10. Changes in users’ brains due to meth use can result in **reduced** motor speed and **impaired** verbal learning.

Assessment

As the students participate in the activity and discussions, look for evidence of the following:

- Do students understand that methamphetamine has devastating effects on the body?
- Do students recognize the impact of methamphetamine on other individuals and society?
- Are students providing thoughtful responses to how to combat meth-related problems?

Extensions

The activities listed below reinforce and expand on the concepts taught in this lesson, and they connect to other areas of the curriculum.

<p>Language Arts, Social Sciences</p>	<p>Have students write a letter to a local governing official, suggesting that he or she institute a program or law that could help solve or prevent meth-related problems. Students should explain why meth is/can be damaging to the community, and what should be done about it.</p>
<p>Science, Language Arts</p>	<p>Instruct students to write a research paper on addiction. Have them use PBS’s <i>Close to Home</i> website as a source of information (located at www.pbs.org/wnet/closetohome/home.html). Students should focus on the ways addiction can change the brain. Papers should be approximately one page long and include a citation section for the sources they use.</p>

Module 8 QUIZ

1. List two short-term effects of methamphetamine on the user.

1) _____

2) _____

2. List two long-term effects of methamphetamine on the user.

1) _____

2) _____

3. List two ways that methamphetamine negatively affects other individuals or society in general.

1) _____

2) _____

4. What is one thing that can be done (changing laws, starting campaigns, etc.) to help solve one of the problems you listed above? How would this change help the situation?
