

MEETH:

don't even start

Resource Guide
for Arizona Educators

phoenix.gov/meth



ARIZONA CREDIT UNION SYSTEM



Prepared by:

Pam Jones

Educational Consultant

Youth & Education Programs Office

City of Phoenix

2007

Table of Contents

Teacher Information	1
How to Use the Guide	2
Building Background Knowledge	3
Methamphetamine and Slang Words	4
Crystal Methamphetamine Ingredients Answers	5
Crystal Methamphetamine and Cultural Groups	6-7
Meth News Article	6-7
Discussion for Middle School Students	8
Discussion for High School Students	9
Phoenix Methamphetamine Ordinances	10
Case Study: Phoenix, Arizona	11
Phoenix Police Data Worksheet Answers	12
Arizona Map by Counties	13
Vocabulary Definitions for Teachers	14
Middle School Pre/Post-test Answers	15
High School Pre/Post-test Answers	16
Word Search Answers	17
Crystal Meth Crossword Puzzle Answers	18
Meth Vocabulary Crossword Puzzle Answers	19
Resources	20-22
Crystal Methamphetamine Ingredients Activity	23
Student Vocabulary Activity	24-25
Middle School Pre-test	26
High School Pre-test	27
Meth News Article Handout	28-29
Case Study: Phoenix, Arizona Handout	30
Phoenix Police Data Student Worksheet	31
Arizona Map by Counties	32
Middle School Post-test	33
High School Post-test	34
Word Search Activity	35
Crystal Meth Crossword Puzzle	36
Meth Vocabulary Crossword Puzzle	37-38

Teacher Information

GOAL

Students will be able to share correct information about crystal methamphetamine and its effect on users and society in general.

OBJECTIVES

After viewing the video and participating in suggested activities, students will be able to:

1. Identify several effects of methamphetamine on the body
2. Identify effects of methamphetamine on the brain
3. Identify common slang terms for methamphetamine
4. Identify several ingredients used in manufacturing methamphetamine
5. Paraphrase the Arizona laws and ordinances governing methamphetamine
6. Determine how to help a friend who is using meth
7. Find resources about methamphetamine

STANDARDS

Arizona Academic Standards: Comprehensive Health

- | | |
|-------------|---|
| 6CH-P1 | Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults. |
| 6CH-P2 | Describe health issues that require collaborative decision-making. |
| 6CH-P3 | Explain immediate and long-term impact of health decisions on the individual. |
| 6CH-P4 | Develop an effective plan for achieving and maintaining personal health goals for lifelong health-enhancement and wellness, which recognizes the importance of goal setting and time management skills. |
| 7CH-D1 | Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience. |
| 7CH-D1-PO 1 | Create age-appropriate presentations that promote healthy behavior. |

Arizona Academic Standards: Writing

W06-12-S1C1-5

- | | |
|------|--|
| PO 1 | Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed material or other sources). |
| PO 2 | Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece. |
| PO 3 | Determine the intended audience of a writing piece. |
| PO 4 | Establish a controlling idea appropriate to the type of writing. |
| PO 5 | Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing. |

W06-12-S2C1-6

- | | |
|------|--|
| PO 1 | Maintain a clear, narrow focus to support the topic. |
| PO 2 | Write with an identifiable purpose and for a specific audience. |
| PO 3 | Provide sufficient, relevant and carefully selected details for support. |
| PO 4 | Demonstrate a thorough, balanced explanation of the topic. |
| PO 5 | Include ideas and details that show original perspective and insights. |

Arizona Academic Standards: Listening and Speaking

- | | |
|-----------|---|
| LS9-12-P5 | Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons and analogies. |
| LS9-12-D3 | Communicate information expressively, informatively and analytically through a variety of media to audiences inside or outside of school. |

How to Use the Guide

The curriculum guide for the video *METH: don't even start* is written for both junior and high school students. Educators can select those activities that meet the needs of their particular students. Some activities are specifically based on the additional information contained in the video for high school students. They are marked " **HIGH SCHOOL** " .

Vocabulary words throughout the guide are bolded and italicized (*example*) for students to define in a worksheet found in the student handout section. This resource guide also is available to download at phoenix.gov/meth.

Many of the activities are designed for small-group work with three to six students. The success of small-group learning has been well documented in studies with school children and to a lesser extent with college students. According to Johnson and Johnson (1996), cooperative learning has a positive influence on student achievement, attitude, and perception of social support and self esteem. A meta-analysis of 39 studies in undergraduate science, math, engineering, and technology settings points to significant positive effects of small-group learning on achievement, persistence, and attitude (Springer, Stanne, & Donovan, 1999).

Suggested Schedule

- Administer pre-test for middle and high school.
- Build background knowledge.
- View the video.
- Select and facilitate discussion points.
- Select and facilitate activities.
- Administer post-test.

Building Background Knowledge

DISCUSSION

What makes teens and young adults try crystal methamphetamine?

- Experience a sudden "rush" or a prolonged sense of **euphoria**.
- After the first try, users require more and more of the drug to regain that feeling.
- Meth affects the user's health and thinking abilities, their **libido** and looks, and being able to experience pleasure.

How does meth affect the brain?

- It releases **dopamine**, which gives the feeling of a "rush."
- Later meth kills the **dopamine receptors** in the brain so you can no longer experience pleasure.
- When you quit using meth, the **dopamine receptors** heal but researchers believe that your thinking abilities may never recover. Former users show severe memory, judgment and coordination problems, much like people who have **Parkinson's Disease**.
- Chronic users may experience **paranoia, insomnia, anxiety, aggression, hallucinations** and death.

How can you tell if someone is using meth?

- Abusing meth destroys tissues and blood vessels, which is what causes teeth to fall out.
- Abusers get severe acne, which is difficult to heal.
- The skin of abusers gets wrinkles that make them look much older.
- Meth abusers often eat poorly because they are not hungry causing them to lose weight. That attracts many young adults who want to be thin but end up addicted and using to the point of starvation or death.
- Another cause of rotting and broken teeth is poor oral hygiene and grinding of teeth.
- Abusers often develop sores all over their bodies from picking at their skin after hallucinating about bugs crawling all over them.

What is meth mouth?

- Rotting, broken and missing teeth **characterize** "meth mouth".
- Meth causes your mouth to be dry, because it destroys the tissues and blood vessels and that causes the acid in your mouth to ruin the enamel on your teeth.

How is sex related to meth use? (HIGH SCHOOL)

- Researchers say that meth causes an increase in sex drive and lowered **inhibitions** resulting in an increase in sexually transmitted disease.
- As with other drugs and alcohol, when you use them you often do things you would not do if you were sober.
- **Chronic** use of meth often leads to **impotence** or just a lack of interest in sex.

What else can happen to you if you use meth?

- **High blood pressure/Stroke** - due to constricted blood vessels
- **Liver damage** - the chemicals in meth filter through the liver, causing damage
- **Convulsions** - your body's reaction to the toxic ingredients in meth
- **Death** - your body's response to an overdose from toxins found in meth
- **AIDS/HIV** - can be a result of lowered inhibitions leading to unsafe sex and/or shared needles

Methamphetamine and Slang Words

Arizona Academic Standards:

W06-12-S1C1-5

W06-12-S2C1-6

W06-12-S3C1, 3-4

Create a list of slang words for crystal methamphetamine. Keep the list on the board. Discuss why these slang words were created. What do they mean? Students can create a table by making tick marks each time they hear the word at school in some context. After a week, review the number of times each term was heard. Discuss the implications and possible problems and solutions to them.

SAMPLE: SLANG WORDS FOR METH

Speed	
Crank	
Chalk	
Crystal	
Ice	
Tweak	
Fire	
Glass	
Uppers	
Yaba	
Go-fast	
Black Beauties	

Crystal Methamphetamine Ingredients

Answer Key

Cross out the items that are NOT used in making meth. Discuss.
ALL OF THESE INGREDIENTS ARE USED IN MAKING METH.



Acetone



Batteries



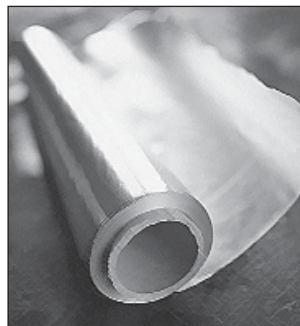
Pseudoephedrine



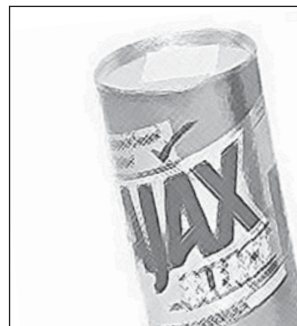
Detergent



Measuring Cup



Aluminum



Ajax



Milk



Aspirin



Drain Cleaner



Poison



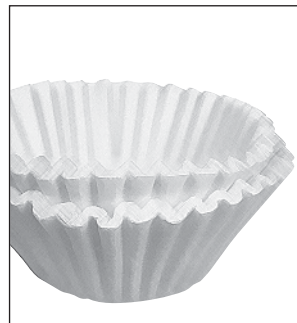
Salt



Propane



Rubbing Alcohol



Filters



Paint Thinner

Crystal Methamphetamine and Cultural Groups

Discuss what groups of teens and young adults use crystal meth. Research which cultural groups use crystal meth. Read and discuss the following news article in small groups and report your comments to the whole group.

Meth adds scourge to troubled Native American lands

Mon Jun 11, 2007 9:15AM EDT

By James B. Kelleher

HOGBACK, New Mexico (Reuters) - A brutal triple slaying in this remote corner of the vast Navajo reservation brought home what experts have seen coming for years: an explosion in crime on tribal lands linked to the cheap, potent and highly **addictive stimulant** methamphetamine.

"Meth is the biggest **scourge**," says Francis Bradley, the chief of police for the Hualapai reservation in northern Arizona, located on the high desert **flanking** the south rim of the Grand Canyon.

"Alcohol is a big issue, too. But when you look at meth, it has a far more **devastating** effect."

In 2001, the Indian Health Service, the U.S. agency that treats Indians and Alaska natives, recorded 2,980 emergency room visits and paramedic calls on reservations related to the drug, which is also known as speed, **crank**, ice, crystal and glass.

By 2006, that number had **mushroomed** to 8,873.

"Alcohol continues to be a bigger destroyer of lives than meth," said James Stone, acting director in IHS's division of behavior. "But meth makes more of an **impact** because of the, frankly, wild behavior it triggers."

TRIPLE SLAYING

The **savageness** of the Hogback slayings in November 2005 provided an all-too- vivid illustration of that. The three victims, all tribal members, were each shot multiple times -- one 14 times. The government alleges the four suspects, also tribal members, were meth dealers bent on revenge. All four await trial in Albuquerque on first degree murder charges.

Last year, in the wake of the Hogback killings and other signs of the **impact** meth was having on reservations, the Bureau of Indian Affairs surveyed tribal law enforcement agencies across the country about drug threats on their lands.

Three quarters identified meth as their No. 1 problem and linked it to a rise in domestic violence, assaults, burglaries and child abuse and child neglect.

"So people are not only destroying their own lives by using this illegal substance, but they're perpetrating new crimes, primarily violent crimes," says Chris Chaney, the deputy director of the office of justice services at the bureau. "That's the even more tragic story. It's drawing in innocent victims."

SPILOVER FROM OUTSIDE WORLD

The meth problem isn't confined to Indian lands. The drug has been identified by the U.S. Drug Enforcement Agency as the greatest threat to small-town America.

One reason: Unlike heroin and marijuana, meth is easily manufactured using common chemicals found in household products or over-the-counter medicines.

First-time users of the drug, which can be smoked, snorted or injected, experience a long-lasting high and feeling of **euphoria** and excitement. But long-term use often leads to a dramatic and **devastating deterioration** in the user's physical and mental health, **characterized** by **anxiety, psychotic** behavior, risky sexual behaviors and violence.

TRIBES VULNERABLE

But while its use in the general population is falling, it appears to be rising in the 500 Native American tribes from Alaska to New England.

Experts say a number of factors -- including the long use of *hallucinogens* like *peyote* for *rituals* and herbs for medicines by the tribes as well as a more recent problem of alcohol abuse -- help account for the rise in meth use.

In addition, many reservations are located in remote, rural areas. As a result, they are places of underemployment, *grinding poverty* and reliance on government assistance, where residents live in aged mobile homes or poorly constructed *conventional* houses.

The bureau's Chaney said there was also evidence that meth dealers are now specifically targeting Indian communities.

"They know that on many reservations there are high levels of substance abuse already," he says. "So some drug cartels figure they can move in and take advantage of that *addictive behavior* and replace whatever the substance being abused -- alcohol, marijuana or something else -- with meth addiction."

To combat the problem, the bureau has asked for an additional \$16 million in its 2008 budget to battle the rise of methamphetamine on reservations. But Dirk Kempthorne, the U.S. Secretary of the Interior, which oversees bureau, earlier this year warned that the problem was approaching crisis.

"It has the potential of wiping out an entire generation of Native American youth," he said.

(additional reporting by Nick Carey and Tim Gaynor)

© Reuters 2007. All rights reserved.

View METH: don't even start video

Discussion Points for Middle School Students

AZ Academic Standards-Health

- 6CH-E1. Apply a sound decision-making process that includes an examination of alternatives and consequences and determines a course of action to resolve health issues and problems individually or collaboratively
- 6CH-E2. Explain how decisions regarding health behaviors have consequences for self and others
- 6CH-E3. Describe how personal health goals are influenced by information, abilities, priorities and responsibilities

1. Were there parts of this video that seemed unbelievable to you?
 - a. What were they?
 - b. What made them unrealistic?
 - c. Discuss areas of truth and fiction.
2. What were the most believable parts of this video?
 - a. What was it about them that made them believable?
3. Did you want more information about any part of the video?
 - a. What parts? Why?
 - b. Where can you get more information?
 - c. Who can help?
4. What cultures, age and economic groups are impacted by meth?
[Please note meth is cross-cultural and can affect any age and economic group.]
5. Tell what effect this video had upon you. Work in small groups and report out.
6. How would you use this video if you were a guidance counselor at your school?

What do YOU think? Work in small groups. Use chart paper to share your group's thoughts with the whole group.

1. How many labs do you think go **undetected**?
2. What difference does it make to you?
3. How many children do you think are exposed to **toxic** chemicals?
4. What happens to them?
5. How much **hazardous** and **toxic** waste is dumped in our communities?
6. Where could you find accurate answers to that question?
7. What effect does this have on you and your community?
8. How many criminal acts can you think of that might be linked to crystal methamphetamine?
9. What can you do about it?

View METH: don't even start video

Discussion Points for High School Students

AZ Academic Standards-Health

- 6CH-P1. Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
- 6CH-P2. Describe health issues that require collaborative decision-making.
- 6CH-P3. Explain immediate and long-term impact of health decisions on the individual.
- 6CH-P4. Develop an effective plan for achieving and maintaining personal health goals for lifelong health-enhancement and wellness, which recognizes the importance of goal setting and time management skills.

Q: How many teens (ages 12-17) do you know who have tried meth?

Task: Chart the answers. Compare to the following fact.

Fact: One in 25 of Arizona teens (12-17 years old) has tried meth.

Q: How old is the youngest person you know who has tried meth?

Task: Chart the answers. Compare to the following fact.

Fact: 14 is the average age of meth initiation in Arizona.

Q: How many young adults (ages 18-24) do you know who have tried meth?

Task: Chart the answers. Compare to the following fact.

Fact: One in six of Arizona young adults (18-24 years old) has tried meth.

Q: Do you have a close friend who uses meth?

Task: Chart the answers. Compare to the following fact.

Fact: 15 percent of teens and 24 percent of young adults say they have close friends who use meth.

Q: Could you easily get meth today if you wanted to?

Task: Chart the answers. Compare to the following fact.

Fact: 37 percent of teens and 46 percent of young adults say it would be at least somewhat easy for them to get meth.

Q: How does meth use affect families?

Task: Brainstorm and list the answers. Compare to the following fact.

Fact: 65 percent of Arizona child-abuse and neglect cases involve meth.

Q: Discuss how meth is related to criminal activity.

Task: Brainstorm and list the answers. Compare to the following fact.

Fact: Meth is the leading drug-related law enforcement problem in the nation. Arizona counties report that 50 percent of total arrests were meth-related.

Q: Have you discussed meth with your parents in the past year?

Task: Chart the answers. Compare to the following fact.

Fact: 71 percent of teens and less than half of young adults have discussed meth with their parents in the past year.

Brainstorming Exercise

In small groups, make a list of the reasons why you would try meth and the reasons why you would not. Explain your reasons with the class. Plan and perform a two-minute scenario how you would respond if offered meth.

Source: Drug Free AZ and Arizona Meth Project

Phoenix Methamphetamine Ordinances

What do you know about the city of Phoenix Methamphetamine **Ordinances** that passed on Dec. 5, 2005? Read about the **ordinances** below and discuss how they are making a difference. Research what other cities and towns within the state of Arizona have passed similar **ordinances**.

The Phoenix City Council passed two **ordinances** in 2005, with the goal of cutting production of the dangerous drug crystal methamphetamine. The **ordinances regulate** the sale and display of some common cold and allergy medications that contain key raw materials used to make crystal meth.

The actions followed recommendations from the Crystal Meth Task Force, made up of city, state, neighborhood and community leaders. The new **ordinances** require *retailers to remove all products containing pseudoephedrine or ephedrine from open store shelves*. Stores can sell the products at registers or behind pharmacy counters. If the products are displayed on shelves, stores may have to forfeit them to police.

Also, retailers must ask customers for photo identification and customers purchasing the products must write personal information (name, date of birth, address, quantity purchased) in a **log book** at the store. The **log books** will be shared with police.

For more information, visit phoenix.gov/meth.



Phoenix Police Drug Enforcement investigates local meth labs.



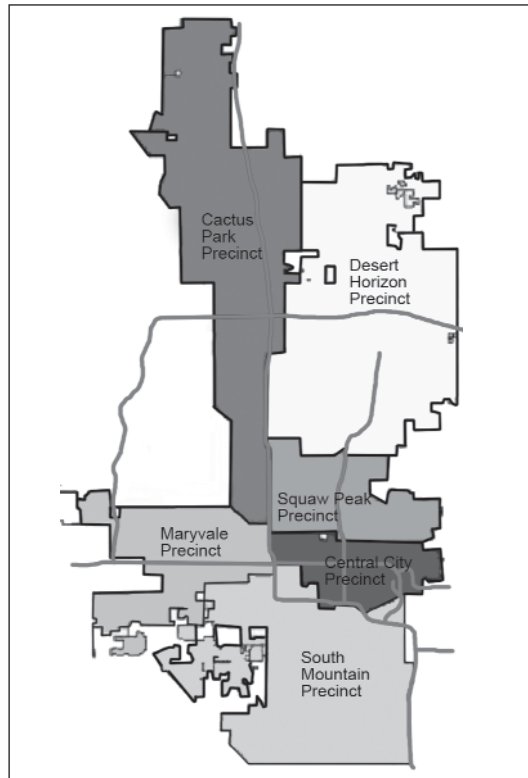
Police Chief Jack Harris, Councilman Tom Simplot, Vice Mayor Dave Siebert and Fire Chief Bob Khan during meth ordinance press conference.

CASE STUDY: Phoenix, Arizona

City of Phoenix Meth Data
Middle and High School

AZ Academic Standards

Math Strand 2: Data Analysis, Probability, and
Discrete Concept 1: Data Analysis (Statistics)



**Phoenix Police Department Drug Enforcement
Bureau Precinct Clandestine Lab Totals**

	Average Number of Annual Lab Busts	
	1-1-96 to 12-05-05 Pre- <i>ordinances</i>	12-06-05 to 7-19-07 Post- <i>ordinances</i>
South Mountain <i>Precinct</i>	2.7	0
Central City Precinct	3.1	0
Desert Horizon Precinct	12.7	3
Squaw Peak Precinct	9	1
Maryvale Precinct	16	1
Cactus Park Precinct	26.3	2

Data provided by Phoenix Police Department

Phoenix Police Data Worksheet Answers

Using the data from the previous page, answer these questions.

- Some members of the high school focus group who viewed and commented on the video thought that meth use might be higher in the inner city. Is that true?

Crystal meth use is not higher in the inner city.

- Which precinct has the highest number of meth lab busts?

Cactus Park Precinct

- What would make you think that one area of the city would have more of a meth problem than another?

Discuss possible answer with students

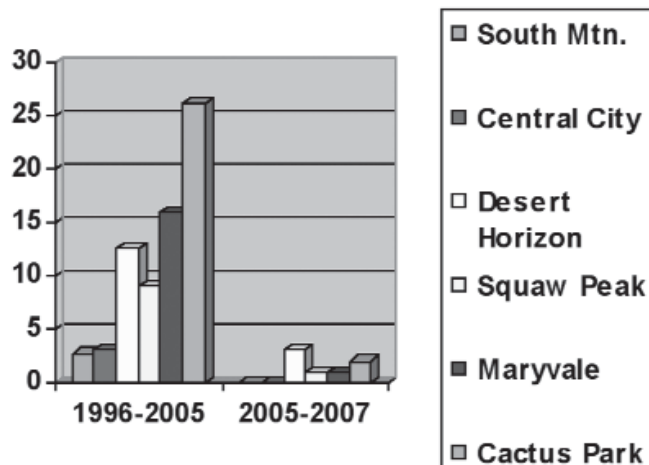
- Is there a link between where the meth labs are located and where meth is used?

There is no link between location and usage.

- What **impact** have the **ordinances** had on meth lab busts?

The number of busts have been reduced.

- Using the **clandestine** lab table from the Phoenix Police Department, make a graph showing the information.

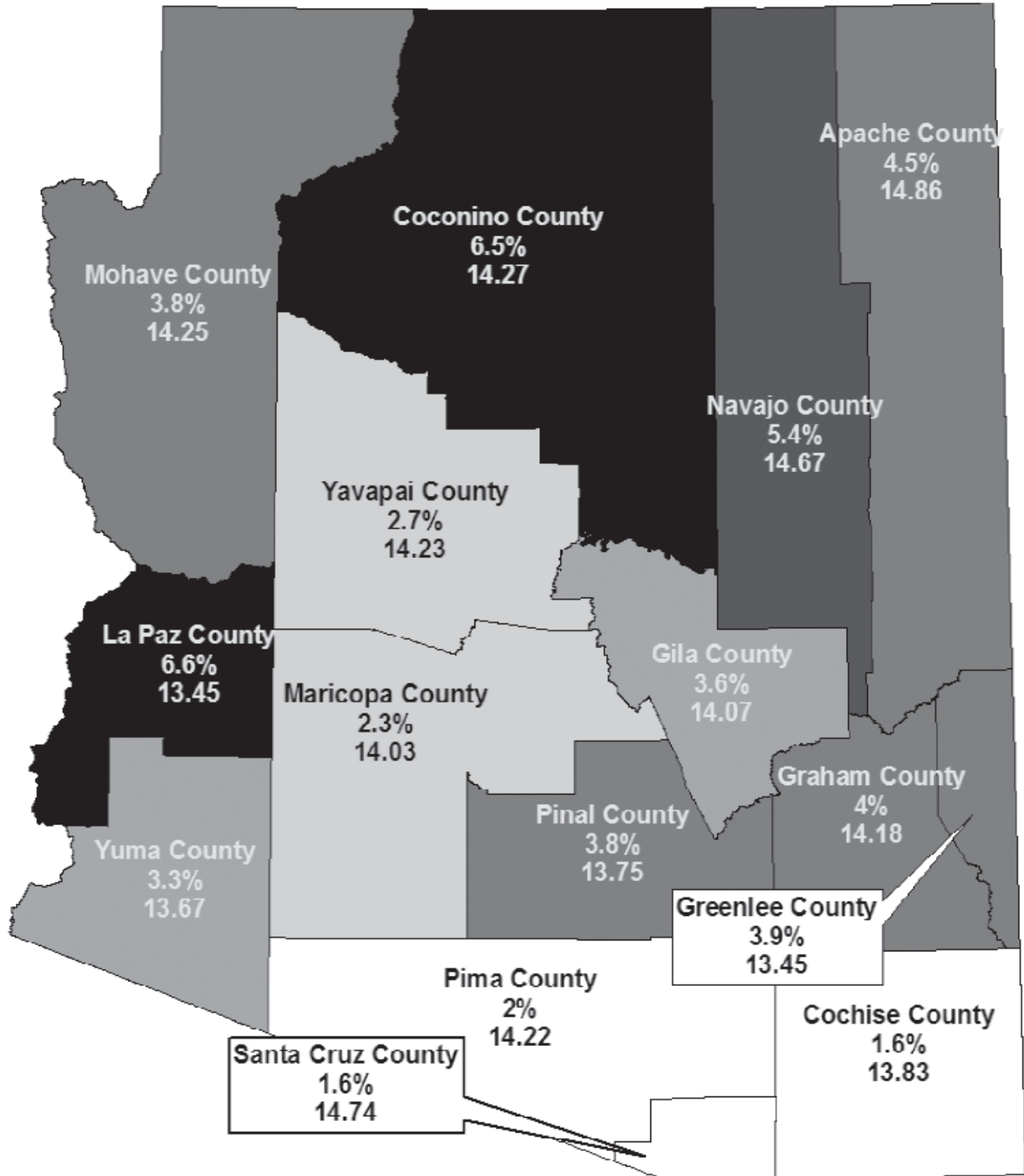


- What other cities or towns besides Phoenix have adopted meth ordinances? What effect have these ordinances had?

Discuss possible answer with students

Arizona Map by Counties

Discuss: What counties do you live in? And what do these numbers mean to you?



Each county displays the following information:
 County Name
 Average rate of use among 8th, 10th and 12th Grade Students
 Average initiation age

Source: Arizona Criminal Just Commission. (2006). Arizona Youth Survey Report. Report Conducted by Bash Harrison LLC

Vocabulary Definitions

1. **Euphoria** - high
2. **Libido** - sexual desire
3. **Dopamine** - one of the neurotransmitters playing a major role in addiction
4. **Receptors** - a site on a cell that binds with substances such as drugs
5. **Parkinson's Disease** - a medical condition in which a person's body appears to shake in an uncontrollable way
6. **Paranoia** - a disturbed thought process characterized by excessive anxiety or fear
7. **Insomnia** - difficulty in getting a good night's sleep
8. **Anxiety** - fear, apprehension and worry
9. **Hallucinations** - seeing or hearing things that are not there
10. **Characterize** - describe
11. **Inhibitions** - what keeps us from doing potentially stupid things
12. **Chronic persistent** - lasting disease
13. **Impotence** - a male inability to have sex
14. **Convulsions** - movements that result from abnormally repetitive activity in the brain
15. **Tweakers** - chronic methamphetamine users
16. **Crank** - a smelly, yellow form of "meth" that is usually snorted
17. **Acetone** - an active ingredient in nail polish remover
18. **Addictive** - condition characterized by compulsive drug use and craving
19. **Stimulant** - drugs that temporarily increase alertness and wakefulness
20. **Scourge** - a whip or lash
21. **Flanking** - to be at the sides of something
22. **Devastating** - wreaking complete destruction
23. **Mushroomed** - quickly grew
24. **Impact** - the effect or impression of one thing on another
25. **Savageness** - brutality
26. **Deterioration** - changing to something worse
27. **Psychotic** - a person with psychosis
28. **Hallucinogens** - something that makes you hallucinate
29. **Peyote** - a stimulant drug from mescal buttons, whose active principle is mescaline; used by North American Indians in certain ceremonies to produce an intoxication marked by feelings of ecstasy
30. **Rituals** - series of acts carried out by an individual to relieve anxiety
31. **Grinding poverty** - really, really poor
32. **Conventional** - ordinary
33. **Addictive behavior** - any activity, substance, object, or behavior that has become the major focus of a person's life to the exclusion of other activities
34. **Undetected** - not found
35. **Toxic** - poison
36. **Hazardous** - dangerous
37. **Ordinance** - a statute or regulation, especially one enacted by a city government.
38. **Regulate** - to control
39. **Pseudoephedrine** - an isomer of ephedrine used primarily as a decongestant
40. **Ephedrine** - a white, odorless, powdered or crystalline alkaloid
41. **Log book** - used to record who purchased pseudoephedrine
42. **Precinct** - a subdivision of a city patrolled by a specific unit of its police force
43. **Clandestine** - illegal

MIETH Pre-test: Middle School ANSWERS

TRUE or FALSE

1. You can die from using meth on your very first use. **TRUE**
2. Meth is also known as "yaba daba do" . **FALSE**
3. Which of the following are often ingredients of meth?
 - a. Red phosphorus used in road flares **TRUE**
 - b. Sugar **FALSE**
 - c. Battery acid **TRUE**
 - d. Fertilizer **TRUE**
 - e. Polish remover **TRUE**
4. Some people claim they cannot breathe without meth. **TRUE**
5. Using meth can actually protect your liver. **FALSE**
6. When you are using meth, you sweat constantly. **TRUE**
7. The teeth of meth users rot and fall out. **TRUE**
8. If you are in jail, you don't have the freedom to decide when you go to the bathroom or get a drink water when you want. **TRUE**
9. Meth users often feel euphoric after they have used for a long time. **FALSE**
10. Summarize the Phoenix city ordinances.

The new ordinances require retailers to remove all products containing pseudoephedrine or ephedrine from open store shelves and retailers must ask customers for photo identification and customers purchasing the products must write personal information (name, date of birth, address, quantity purchased) in a log book at the store. The log books will be shared with police.

MIETH Post-test: Middle School ANSWERS

TRUE or FALSE

1. You can die from using meth on your very first use. **TRUE**
2. Meth is also known as "yaba daba do" . **FALSE**
3. Which of the following are often ingredients of meth?
 - a. Red phosphorus used in road flares **TRUE**
 - b. Sugar **FALSE**
 - c. Battery acid **TRUE**
 - d. Fertilizer **TRUE**
 - e. Polish remover **TRUE**
4. Some people claim they cannot breathe without meth. **TRUE**
5. Using meth can actually protect your liver. **FALSE**
6. When you are using meth, you sweat constantly. **TRUE**
7. The teeth of meth users rot and fall out. **TRUE**
8. If you are in jail, you don't have the freedom to decide when you go to the bathroom or get a drink water when you want. **TRUE**
9. Meth users often feel euphoric after they have used for a long time. **FALSE**
10. Summarize the Phoenix city ordinances.

The new ordinances require retailers to remove all products containing pseudoephedrine or ephedrine from open store shelves and retailers must ask customers for photo identification and customers purchasing the products must write personal information (name, date of birth, address, quantity purchased) in a log book at the store. The log books will be shared with police.

MIETH Pre-test: High School - ANSWERS

TRUE or FALSE

1. You can die from using meth on your very first use. **TRUE**
2. Meth is also known as a "downer". **FALSE**
3. Which of the following are often ingredients of meth?
 - a. Red phosphorus used in road flares **TRUE**
 - b. Sugar **FALSE**
 - c. Battery acid **TRUE**
 - d. Fertilizer **TRUE**
 - e. Pseudoephedrine **TRUE**
4. Some young adults prostitute themselves to buy meth. **TRUE**
5. Heavy meth users might form open sores that ooze. These sores are commonly referred to as speed bugs or crank bugs. **TRUE**
6. Using meth can actually change the color of your eyes. **TRUE**
7. The teeth of heavy meth users do not rot and fall out. **FALSE**
8. Young people often use meth to lose weight to the point of starvation or death because they become addicted so quickly. **TRUE**
9. Meth users often feel euphoric after they have used for a long time. **FALSE**
10. Summarize the Phoenix city ordinances.

The new ordinances require retailers to remove all products containing pseudoephedrine or ephedrine from open store shelves and retailers must ask customers for photo identification and customers purchasing the products must write personal information (name, date of birth, address, quantity purchased) in a log book at the store. The log books will be shared with police.

MIETH Post-test: High School - ANSWERS

TRUE or FALSE

10. You can die from using meth on your very first use. **TRUE**
11. Meth is also known as a "downer". **FALSE**
12. Which of the following are often ingredients of meth?
 - f. Red phosphorus used in road flares **TRUE**
 - g. Sugar **FALSE**
 - h. Battery acid **TRUE**
 - i. Fertilizer **TRUE**
 - j. Pseudoephedrine **TRUE**
13. Some young adults prostitute themselves to buy meth. **TRUE**
14. Heavy meth users might form open sores that ooze. These sores are commonly referred to as speed bugs or crank bugs. **TRUE**
15. Using meth can actually change the color of your eyes. **TRUE**
16. The teeth of heavy meth users do not rot and fall out. **FALSE**
17. Young people often use meth to lose weight to the point of starvation or death because they become addicted so quickly. **TRUE**
18. Meth users often feel euphoric after they have used for a long time. **FALSE**
10. Summarize the Phoenix city ordinances.

The new ordinances require retailers to remove all products containing pseudoephedrine or ephedrine from open store shelves and retailers must ask customers for photo identification and customers purchasing the products must write personal information (name, date of birth, address, quantity purchased) in a log book at the store. The log books will be shared with police.

Word Search

Answer Key

DEVASTATING
SAVAGENESS
CONVULSIONS
RECEPTORS
SCOURGE
REGULATE
RITUALS
ADDICTIVE
STIMULANT

ORDINANCE
IMPOTENCE
EPHEDRINE
PARANOIA
DOPAMINE
HAZARDOUS
PEYOTE
TWEAK
FLANKING

CRANK
IMPACT
TOXIC
ANXIETY
ACETONE
EUPHORIA
PRECINCT
LIBIDO

			S	K						S	C	O	U	R	G	E						
		R	N		N			R	E	C	E	P	T	O	R	S						
H		I	O	T		A				S		E	C	N	A	N	I	D	R	O		
A	E	T	I	C			R			S			A	C	E	T	O	N	E			
Z	N	U	S	N	T			C		E		E				L	I	B	I	D	O	
A	I	A	L	I	O					N		P		I			M		E	A		
R	M	L	U	C	X			F		E		S		H		M	P		V		I	
D	A	S	V	E	I				L	G	T		T		E	O	P	I			R	
O	P		N	R	C					A		A		I	T	D	T	A			O	
U	O		O	P						V	N		L	E	M	C	R		C		H	
S	D		C							A		K	N	U	I	U		I		T	P	
					T	W	E	A	K		S		C	I	D	G		L		N		U
	Y	T	E	I	X	N	A				E		D	N		E		A		E	E	
G	N	I	T	A	T	S	A	V	E	D		A			G		R		N			
A	I	O	N	A	R	A	P					E	T	O	Y	E	P			T		

Crystal METH Crossword

Answer Key

¹ D	² O	P	A	M	I	N	E		
	R								
³ L	A	B		⁴ I					
	L		⁵ C	R	A	N	K		
	L			R					
	Y			⁶ I	N	J	E	C	T
		⁷ Y		T					
	⁸ P	A	R	A	N	O	⁹ I	A	
		B		N			C		
		A		T			E		

Resources

The following are Web sites or phone numbers where you can locate additional information regarding crystal methamphetamine and how you can obtain help. They represent only a few of the available resources. Any content and/or opinion represented in these sites should not be considered representative of the city of Phoenix, its viewpoints or perspectives.

Arizona Drug and Gang Prevention Resource Center (480) 727-5015 or 1-888-432-2347

This is a for-profit site that distributes materials related to drug-use prevention.

www.arizonamethproject.org 602-372-METH (6924)

The Arizona Meth Project is a large-scale exercise in prevention, aimed at significantly reducing meth use in Arizona. The integrated program consists of an ongoing, research-based marketing campaign, supported by community research and public policy initiatives, that realistically and graphically communicates the risks of methamphetamine to the youth of Arizona.

www.communitybridgesaz.org 480-831-7566

The organization's mission is to provide the highest quality clinical treatment with a focus on family preservation, community development, and prevention and education services which will assist communities in reducing crime, lowering healthcare costs, decreasing dependence on welfare and minimizing the "revolving door" use of scarce public resources.

www.terros.org 602-685-6000

TERROS provides prevention, education and treatment services in the metropolitan Phoenix area.

www.valledelsol.com 602-258-6797

Valle del Sol is the premier agency focused on behavioral health, social services, leadership, and advocacy. Valle de Sol are committed to excellence in customer services, financial viability, planned growth, and community development in Arizona.

www.shantiaz.org 602-279-0008

The mission of the Phoenix Shanti Group is to provide housing, education and direct client services to individuals, families and loved ones infected with and affected by HIV/AIDS.

For Educators

www.drugabuse.gov

NIDA's mission is to lead the nation in bringing the power of science to bear on drug abuse and addiction. This charge has two critical components. The first is the strategic support and conduct of research across a broad range of disciplines. The second is ensuring the rapid and effective dissemination and use of the results of that research to significantly improve prevention, treatment and policy as it relates to drug abuse and addiction.

www.drugfreeamerica.org

The Partnership for a Drug-Free America is a nonprofit organization uniting communications professionals, renowned scientists and parents. Best known for its national drug-education campaign, the Partnership's mission is to reduce illicit drug use in America.

www.matrixinstitute.org

Matrix is an institute on addictions, including meth and other habit-forming drugs. The site is designed to promote a greater understanding of addiction and the availability of treatment centers in California and other parts of the country.

www.stopdrugs.org

An endless supply of key information including videos, a study of the use of meth, its effects, where it's made plus how you can support the fight against meth addiction with public service announcements in your area.

www.whitehousedrugpolicy.gov

The White House Office of National Drug Control Policy (ONDCP), a component of the Executive Office of the President, was established by the Anti-Drug Abuse Act of 1988. The principal purpose of ONDCP is to establish policies, priorities, and objectives for the Nation's drug-control program. The goals of the program are to reduce illicit drug use, manufacturing, and trafficking, drug-related crime and violence and drug-related health consequences. To achieve these goals, the director of ONDCP is charged with producing the National Drug Control Strategy.

For Students

www.coolnurse.com

This site is a guide to assist youth in making intelligent, informed decisions.

www.freevibe.com

The National Youth Anti-Drug Media Campaign. They have compiled the latest research so you can understand the consequences of using illegal substance—drug by drug. Movies, music and other media don't always accurately portray how drugs harm us physically, socially and psychologically.

www.icountadvisors.com

Designed to educate and empower all youth to reject illicit drugs, the campaign's messages are everywhere, from network television advertisements to school-based educational materials, from playgrounds to basketball backboards to Internet Web sites, and from parenting skills brochures to ads in movie theaters.

www.kci.org/meth_info/meth_letters.htm

Just one area of a massive site containing hundreds of letters from past and current users across the country telling of the wild and deadly ride they experienced on meth. Many lost their family, friends, home, car, employment and health due to meth addiction.

www.lifeormeth.org

This simple, yet straightforward Web site, contains a hotline for crank users among other vital information. It presents a simple choice to the reader: Live for yourself, or live for the drug. It explains the drug is designed to make you feel good, but at the same time will damage, enslave and kill people.

www.mediacampaign.org

The National Youth Anti-Drug Media Campaign is a multi-dimensional effort to educate and empower youth to reject illicit drugs. The campaign uses a variety of media to reach parents and youth, including TV ads, educational materials, Web sites, and publications. The campaign's messages reach Americans wherever they live, work, learn and play.

www.ncadi.samhsa.gov

Tips for Teens SAMHSA's National Clearinghouse for Alcohol and Drug Information (NCADI) is the nation's one-stop resource for information about substance abuse prevention and addiction treatment.

www.strightscoop.org

Resources for middle and high-school students who want to report the straight scoop about drugs and drug abuse for their school papers, radio stations and television stations.

For Parents/Guardians

www.drugabuse.gov

NIDA's mission is to lead the nation in bringing the power of science to bear on drug abuse and addiction. This charge has two critical components. The first is the strategic support and conduct of research across a broad range of disciplines. The second is ensuring the rapid and effective dissemination and use of the results of that research to significantly improve prevention, treatment and policy as it relates to drug abuse and addiction.

www.drugfreeamerica.org

The Partnership for a Drug-Free America is a nonprofit organization uniting communications professionals, renowned scientists and parents. Best known for its national drug-education campaign, the Partnership's mission is to reduce illicit drug use in America.

www.laantidroga.com

Parents the Anti-Drug campaign provides resources for parents in Spanish.

www.matrixinstitute.org

Matrix is an institute on addictions, including meth and other habit-forming drugs. The site is designed to promote a greater understanding of addiction and the availability of treatment centers in California and other parts of the country.

www.mediacampaign.org

The National Youth Anti-Drug Media Campaign is a multi-dimensional effort to educate and empower youth to reject illicit drugs. The campaign uses a variety of media to reach parents and youth, including TV ads, educational materials, Web sites, and publications. The campaign's messages reach Americans wherever they live, work, learn and play.

www.parentingisprevention.org

Designed for parents and other adults involved in the lives of 7- to 18-year-olds, the Family Guide Web site emphasizes the importance of family, promotes mental health, and helps prevent underage use of alcohol, tobacco and illegal drugs.

www.stopdrugs.org

An endless supply of key information including videos, a study of the use of meth, its effects, where it's made plus how you can support the fight against meth addiction with public service announcements in your area.

www.theantidrug.com

Parents the Anti-Drug campaign provides resources for parents.

NAME: _____

Date: _____

Crystal Methamphetamine Ingredients

Cross out the items that are NOT used in making meth. Discuss.



Acetone



Batteries



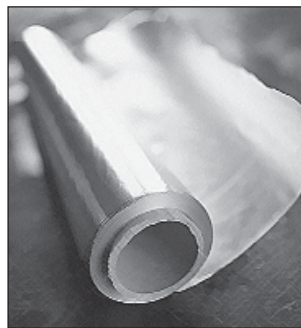
Pseudoephedrine



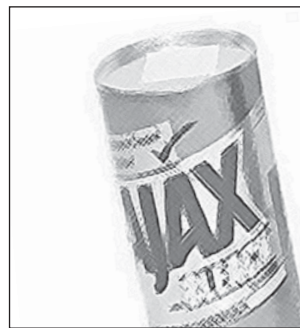
Detergent



Measuring Cup



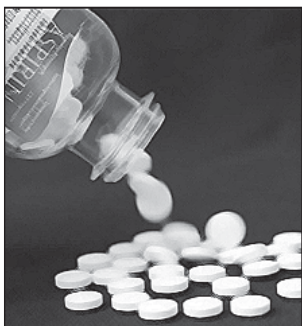
Aluminum



Ajax



Milk



Asprin



Drain Cleaner



Poison



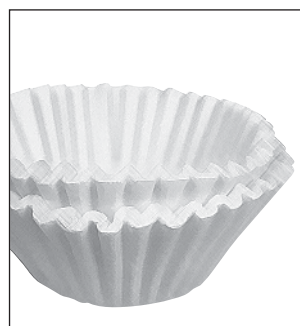
Salt



Propane



Rubbing Alcohol



Filters



Paint Thinner

NAME: _____

Date: _____

Vocabulary Activities

Look up the vocabulary words and write the definition.

1. Euphoria
2. Libido
3. Dopamine
4. Receptors
5. Parkinson's Disease
6. Paranoia
7. Insomnia
8. Anxiety
9. Hallucinations
10. Characterize
11. Inhibitions
12. Chronic
13. Impotence
14. Convulsions
15. Tweak
16. Crank
17. Acetone
18. Addictive
19. Stimulant
20. Scourge
21. Flanking

22. Devastating
23. Mushroomed
24. Impact
25. Savageness
26. Deterioration
27. Psychotic
28. Hallucinogens
29. Peyote
30. Rituals
31. Grinding poverty
32. Conventional
33. Addictive behavior
34. Toxic
35. Hazardous
36. Ordinance
37. Regulate
38. Pseudoephedrine
39. Ephedrine
40. Log book
41. Precinct
42. Clandestine

NAME: _____

Date: _____

MIETH Pre-test: Middle School

TRUE or FALSE

1. You can die from using meth on your very first use.

_____ **TRUE** _____ **FALSE**

2. Meth is also known as "yaba daba do".

_____ **TRUE** _____ **FALSE**

3. Which of the following are often ingredients of meth?

a. Red phosphorus used in road flares

_____ **TRUE** _____ **FALSE**

b. Sugar

_____ **TRUE** _____ **FALSE**

c. Battery acid

_____ **TRUE** _____ **FALSE**

d. Fertilizer

_____ **TRUE** _____ **FALSE**

e. Polish remover

_____ **TRUE** _____ **FALSE**

4. Some people claim they cannot breathe without meth.

_____ **TRUE** _____ **FALSE**

5. Using meth can actually protect your liver.

_____ **TRUE** _____ **FALSE**

6. When you are using meth, you sweat constantly.

_____ **TRUE** _____ **FALSE**

7. The teeth of meth users rot and fall out.

_____ **TRUE** _____ **FALSE**

8. If you are in jail, you don't have the freedom to decide when you go to the bathroom or get a drink water when you want.

_____ **TRUE** _____ **FALSE**

9. Meth users often feel euphoric after they have used for a long time.

_____ **TRUE** _____ **FALSE**

10. Summarize the Phoenix city ordinances.

MIETH Pre-test: High School

TRUE or FALSE

1. You can die from using meth on your very first use.
_____ **TRUE** _____ **FALSE**
2. Meth is also known as a "downer"
_____ **TRUE** _____ **FALSE**
3. Which of the following are often ingredients of meth?
 - a. Red phosphorus used in road flares
_____ **TRUE** _____ **FALSE**
 - b. Sugar
_____ **TRUE** _____ **FALSE**
 - c. Battery acid
_____ **TRUE** _____ **FALSE**
 - d. Fertilizer
_____ **TRUE** _____ **FALSE**
 - e. Pseudoephedrine
_____ **TRUE** _____ **FALSE**
4. Some young adults prostitute themselves to buy meth.
_____ **TRUE** _____ **FALSE**
5. Heavy meth users might form open sores that ooze. These sores are commonly referred to as speed bugs or crank bugs.
_____ **TRUE** _____ **FALSE**
6. Using meth can actually change the color of your eyes.
_____ **TRUE** _____ **FALSE**
7. The teeth of heavy meth users do not rot and fall out.
_____ **TRUE** _____ **FALSE**
8. Young people often use meth to lose weight to the point of starvation or death because they become addicted so quickly
_____ **TRUE** _____ **FALSE**
9. Meth users often feel euphoric after they have used for a long time.
_____ **TRUE** _____ **FALSE**
10. Summarize the Phoenix city ordinances.

Meth adds *scourge* to troubled Native American lands

Mon Jun 11, 2007 9:15AM EDT

By James B. Kelleher

HOGBACK, New Mexico (Reuters) - A brutal triple slaying in this remote corner of the vast Navajo reservation brought home what experts have seen coming for years: an explosion in crime on tribal lands linked to the cheap, potent and highly **addictive stimulant** methamphetamine.

"Meth is the biggest **scourge**," says Francis Bradley, the chief of police for the Hualapai reservation in northern Arizona, located on the high desert **flanking** the south rim of the Grand Canyon.

"Alcohol is a big issue, too. But when you look at meth, it has a far more **devastating** effect."

In 2001, the Indian Health Service, the U.S. agency that treats Indians and Alaska natives, recorded 2,980 emergency room visits and paramedic calls on reservations related to the drug, which is also known as speed, **crank**, ice, crystal and glass.

By 2006, that number had **mushroomed** to 8,873.

"Alcohol continues to be a bigger destroyer of lives than meth," said James Stone, acting director in IHS's division of behavior. "But meth makes more of an **impact** because of the, frankly, wild behavior it triggers."

TRIPLE SLAYING

The **savageness** of the Hogback slayings in November 2005 provided an all-too-vivid illustration of that. The three victims, all tribal members, were each shot multiple times -- one 14 times. The government alleges the four suspects, also tribal members, were meth dealers bent on revenge. All four await trial in Albuquerque on first degree murder charges.

Last year, in the wake of the Hogback killings and other signs of the **impact** meth was having on reservations, the Bureau of Indian Affairs surveyed tribal law enforcement agencies across the country about drug threats on their lands.

Three quarters identified meth as their No. 1 problem and linked it to a rise in domestic violence, assaults, burglaries and child abuse and child neglect.

"So people are not only destroying their own lives by using this illegal substance, but they're perpetrating new crimes, primarily violent crimes," says Chris Chaney, the deputy director of the office of justice services at the bureau. "That's the even more tragic story. It's drawing in innocent victims."

SPILOVER FROM OUTSIDE WORLD

The meth problem isn't confined to Indian lands. The drug has been identified by the U.S. Drug Enforcement Agency as the greatest threat to small-town America.

One reason: Unlike heroin and marijuana, meth is easily manufactured using common chemicals found in household products or over-the-counter medicines.

First-time users of the drug, which can be smoked, snorted or injected, experience a long-lasting high and feeling of **euphoria** and excitement. But long-term use often leads to a dramatic and **devastating deterioration** in the user's physical and mental health, **characterized by anxiety, psychotic** behavior, risky sexual behaviors and violence.

TRIBES VULNERABLE

But while its use in the general population is falling, it appears to be rising in the 500 Native American tribes from Alaska to New England.

Experts say a number of factors -- including the long use of *hallucinogens* like *peyote* for *rituals* and herbs for medicines by the tribes as well as a more recent problem of alcohol abuse -- help account for the rise in meth use.

In addition, many reservations are located in remote, rural areas. As a result, they are places of underemployment, *grinding poverty* and reliance on government assistance, where residents live in aged mobile homes or poorly constructed *conventional* houses.

The bureau's Chaney said there was also evidence that meth dealers are now specifically targeting Indian communities.

"They know that on many reservations there are high levels of substance abuse already," he says. "So some drug cartels figure they can move in and take advantage of that *addictive behavior* and replace whatever the substance being abused -- alcohol, marijuana or something else -- with meth addiction."

To combat the problem, the bureau has asked for an additional \$16 million in its 2008 budget to battle the rise of methamphetamine on reservations. But Dirk Kempthorne, the U.S. Secretary of the Interior, which oversees bureau, earlier this year warned that the problem was approaching crisis.

"It has the potential of wiping out an entire generation of Native American youth," he said.

(Additional reporting by Nick Carey and Tim Gaynor)

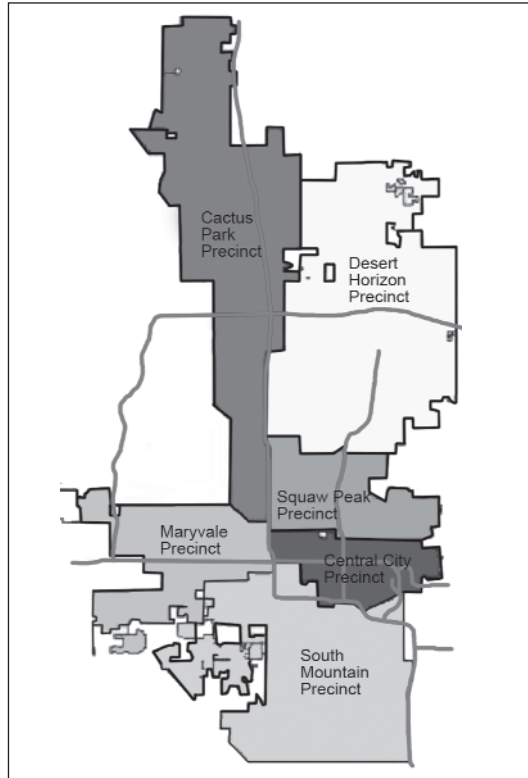
© Reuters 2007. All rights reserved.

CASE STUDY: Phoenix, Arizona

City of Phoenix Meth Data
Middle and High School

AZ Academic Standards

Math Strand 2: Data Analysis, Probability, and
Discrete Concept 1: Data Analysis (Statistics)



**Phoenix Police Department Drug Enforcement
Bureau Precinct Clandestine Lab Totals**

	Average Number of Annual Lab Busts	
	1-1-96 to 12-05-05 Pre- <i>ordinances</i>	12-06-05 to 7-19-07 Post- <i>ordinances</i>
South Mountain <i>Precinct</i>	2.7	0
Central City Precinct	3.1	0
Desert Horizon Precinct	12.7	3
Squaw Peak Precinct	9	1
Maryvale Precinct	16	1
Cactus Park Precinct	26.3	2

Data provided by Phoenix Police Department

NAME: _____

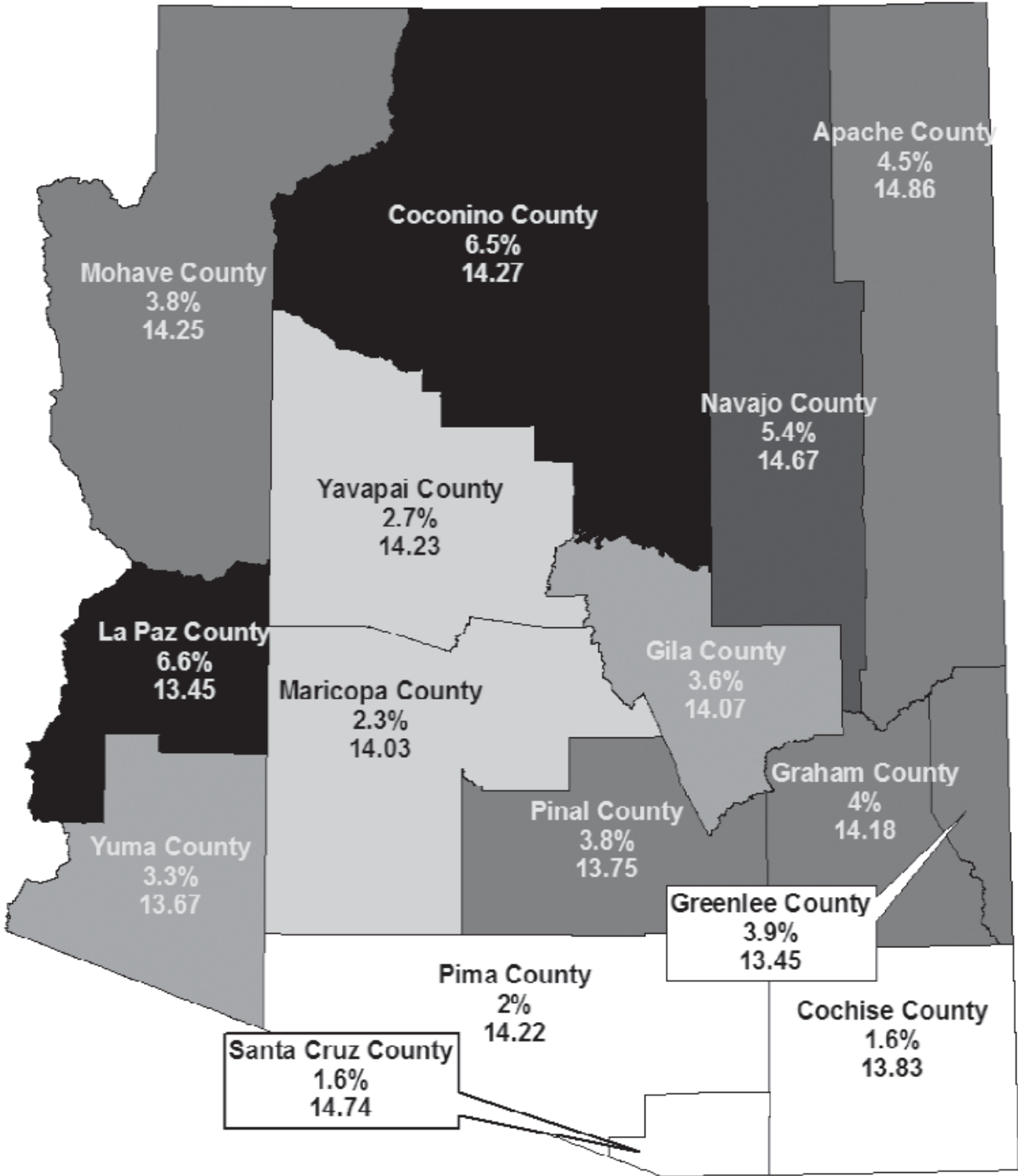
Date: _____

Phoenix Police Data Worksheet

Using the data from the previous page, answer these questions.

1. Some members of the high school focus group who viewed and commented on the video thought that meth use might be higher in the inner city. Is that true?
 - a. Which precinct has the highest number of meth lab busts?
 - b. What would make you think that one area of the city would have more of a meth problem than another?
 - c. Is there a link between where the meth labs are located and where meth is used?
2. What **impact** have the **ordinances** had on meth lab busts?
3. Using the **clandestine** lab table from the Phoenix Police Department, make a graph showing the information.
4. What other cities or towns besides Phoenix have adopted meth ordinances? What effect have these ordinances had?

Arizona Map by Counties



Each county displays the following information:
 County Name
 Average rate of use among 8th, 10th and 12th Grade Students
 Average initiation age

Source: Arizona Criminal Just Commission. (2006). Arizona Youth Survey Report. Report Conducted by Bash Harrison LLC

MEETH Post-test: Middle School

TRUE or FALSE

1. You can die from using meth on your very first use.
_____ **TRUE** _____ **FALSE**
2. Meth is also known as "yaba daba do".
_____ **TRUE** _____ **FALSE**
3. Which of the following are often ingredients of meth?
 - a. Red phosphorus used in road flares
_____ **TRUE** _____ **FALSE**
 - b. Sugar
_____ **TRUE** _____ **FALSE**
 - c. Battery acid
_____ **TRUE** _____ **FALSE**
 - d. Fertilizer
_____ **TRUE** _____ **FALSE**
 - e. Polish remover
_____ **TRUE** _____ **FALSE**
4. Some people claim they cannot breathe without meth.
_____ **TRUE** _____ **FALSE**
5. Using meth can actually protect your liver.
_____ **TRUE** _____ **FALSE**
6. When you are using meth, you sweat constantly.
_____ **TRUE** _____ **FALSE**
7. The teeth of meth users rot and fall out.
_____ **TRUE** _____ **FALSE**
8. If you are in jail, you don't have the freedom to decide when you go to the bathroom or get a drink water when you want.
_____ **TRUE** _____ **FALSE**
9. Meth users often feel euphoric after they have used for a long time.
_____ **TRUE** _____ **FALSE**
10. Summarize the Phoenix city ordinances.

MIETH Post-test: High School

TRUE or FALSE

1. You can die from using meth on your very first use.
_____ **TRUE** _____ **FALSE**
2. Meth is also known as a "downer" .
_____ **TRUE** _____ **FALSE**
3. Which of the following are often ingredients of meth?
 - a. Red phosphorus used in road flares
_____ **TRUE** _____ **FALSE**
 - b. Sugar
_____ **TRUE** _____ **FALSE**
 - c. Battery acid
_____ **TRUE** _____ **FALSE**
 - d. Fertilizer
_____ **TRUE** _____ **FALSE**
 - e. Pseudoephedrine
_____ **TRUE** _____ **FALSE**
4. Some young adults prostitute themselves to buy meth.
_____ **TRUE** _____ **FALSE**
5. Heavy meth users might form open sores that ooze. These sores are commonly referred to as speed bugs or crank bugs
_____ **TRUE** _____ **FALSE**
6. Using meth can actually change the color of your eyes.
_____ **TRUE** _____ **FALSE**
7. The teeth of heavy meth users do not rot and fall out.
_____ **TRUE** _____ **FALSE**
8. Young people often use meth to lose weight to the point of starvation or death because they become addicted so quickly.
_____ **TRUE** _____ **FALSE**
9. Meth users often feel euphoric after they have used for a long time.
_____ **TRUE** _____ **FALSE**
10. Summarize the Phoenix city ordinances.

NAME: _____

Date: _____

Word Search

Find each of the following words.

DEVASTATING
SAVAGENESS
CONVULSIONS
RECEPTORS
SCOURGE
REGULATE
RITUALS
ADDICTIVE
STIMULANT

ORDINANCE
IMPOTENCE
EPHEDRINE
PARANOIA
DOPAMINE
HAZARDOUS
PEYOTE
TWEAK
FLANKING

CRANK
IMPACT
TOXIC
ANXIETY
ACETONE
EUPHORIA
PRECINCT
LIBIDO

P	C	R	S	K	R	R	A	I	T	T	S	C	O	U	R	G	E	H	E	A	N	H
L	K	R	N	N	N	A	P	R	E	C	E	P	T	O	R	S	D	O	E	R	T	M
H	N	I	O	T	S	A	E	N	R	S	E	E	C	N	A	N	I	D	R	O	T	E
A	E	T	I	C	T	D	R	E	R	S	Y	Q	A	C	E	T	O	N	E	H	I	R
Z	N	U	S	N	T	T	V	C	E	E	R	E	T	T	E	L	I	B	I	D	O	O
A	I	A	L	I	O	D	Z	I	X	N	C	I	P	E	I	O	U	M	N	E	A	T
R	M	L	U	C	X	I	C	F	F	E	E	S	E	H	R	M	P	R	V	C	I	V
D	A	S	V	E	I	R	T	E	L	G	T	R	T	E	E	O	P	I	I	O	R	G
O	P	R	N	R	C	K	C	T	I	A	B	A	A	I	T	D	T	A	O	D	O	T
U	O	N	O	P	E	N	T	I	R	V	N	T	L	E	M	C	R	E	C	Q	H	E
S	D	T	C	Y	R	E	R	O	C	A	I	K	N	U	I	U	I	I	A	T	P	T
P	P	R	J	T	W	E	A	K	G	S	I	C	I	D	G	I	L	C	N	E	U	I
E	Y	T	E	I	X	N	A	Y	U	F	E	C	D	N	U	E	D	A	S	E	E	P
G	N	I	T	A	T	S	A	V	E	D	G	A	T	S	G	A	R	O	N	C	H	D
A	I	O	N	A	R	A	P	Y	X	I	G	E	T	O	Y	E	P	H	L	T	G	I
T	C	H	E	A	O	S	C	I	I	L	M	Q	C	T	A	D	T	L	E	A	K	E

NAME: _____

Date: _____

Crystal METH Crossword

Complete the puzzle.

Down

2. taken by mouth such as a drug
4. something that causes irritation such as chemicals in meth
7. a form of meth
9. a smokable form of meth

Across

1. a chemical in the brain most affected by meth use
3. an illegal site where meth is made
5. another name for the powder form of meth
6. to force a liquid into the body with a needle
8. a mental disorder characterized by delusions

1	2								
3				4					
			5						
				6					
		7							
	8						9		

NAME: _____

Date: _____

MIETH Vocabulary Crossword

Across

1. one of the neurotransmitters playing a major role in addiction
4. drugs that temporarily increase alertness and wakefulness
10. condition characterized by compulsive drug use and craving
12. to be at the sides of something
13. persistent and lasting disease
14. a medical condition in which a person's body appears to shake in an uncontrollable way
16. ordinary
22. an isomer of ephedrine used primarily as a decongestant
23. chronic methamphetamine users
25. fear, apprehension and worry
27. changing to something worse
29. series of acts carried out by an individual to relieve anxiety
31. something that makes you hallucinate
33. difficulty in getting a good night's sleep
34. an active ingredient in nail polish remover

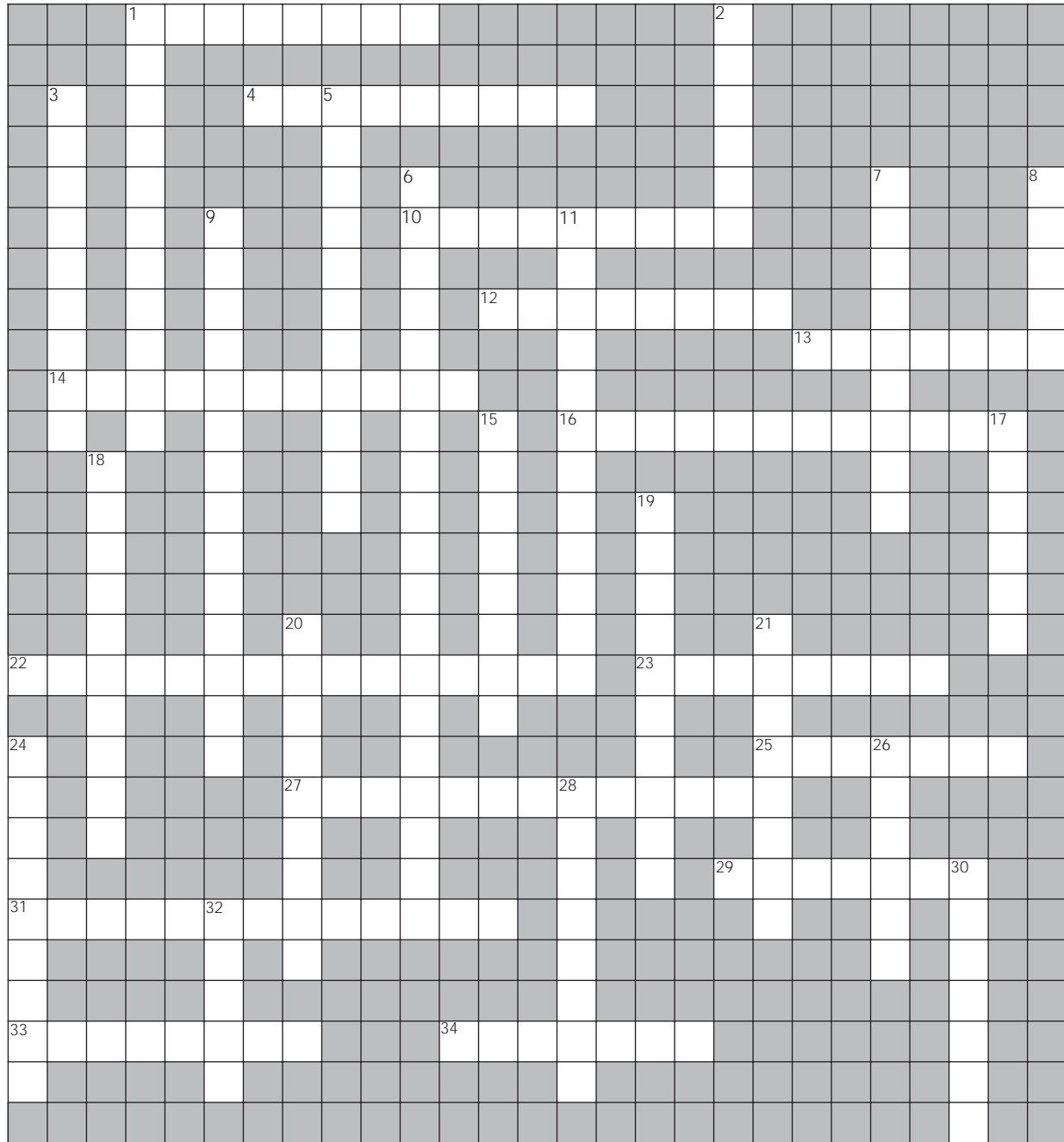
Down

1. wreaking complete destruction
2. a stimulant drug from mescal buttons, whose active principle is mescaline; used by North American Indians in certain ceremonies to produce an intoxication marked by feelings of ecstasy
3. inability to have sex in a male
5. what keeps us from doing potentially stupid things
6. a disorder of the central nervous system
7. dangerous
8. poison
9. seeing or hearing things that are not there
11. describe
15. high
17. sexual desire
18. brutality
19. not found
20. a white, odorless, powdered or crystalline alkaloid
21. a disturbed thought process characterized by excessive anxiety or fear
24. a person with psychosis
26. the effect or impression of one thing on another
28. to control
30. a whip or lash
32. a smelly, yellow form of "meth" that is usually snorted

NAME: _____

Date: _____

METH Vocabulary Crossword





ARIZONA CREDIT UNION SYSTEM



**ARIZONA
CARDINALS**



phoenix.gov/meth