

#HealthyAtHome: remote learning adaptations for Colorado Meth Project's *Meth Prevention Lesson*

Rise Above Colorado's [Meth Prevention Lesson](#) is designed to be used in a facilitated group setting in order to promote a guided conversation and fuller engagement with the material. But there are many ways to adapt and utilize this resource while we're making efforts to stay at home. We think now, as much as ever, we need to find meaningful and creative ways for young people to interact with others and engage with ideas about healthy decision-making.

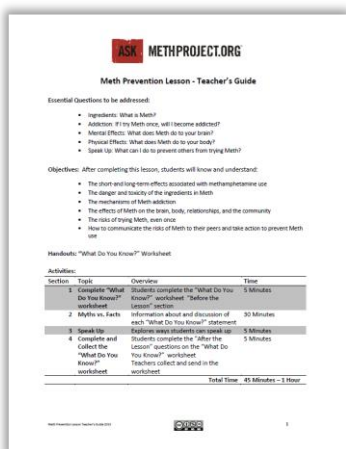
The lesson's objectives and key concepts are outlined in the *Teacher's Guide* with the chapters and activities outlined in the *Lesson Overview*. Both of these documents are available in the Teacher Materials section of the website at www.methpreventionlesson.org. In order for students to fully engage with all the key concepts, we suggest combining self-directed chapter review (to minimize virtual meeting time) with online facilitated discussions. There are several ways for you to format the use of this lesson:

- **Option 1: Assign self-directed chapters to review with scheduled follow-up discussion forums**
- **Option 2: Facilitate a live virtual presentation**
- **Option 3: Record a virtual lesson for students to review on their own**

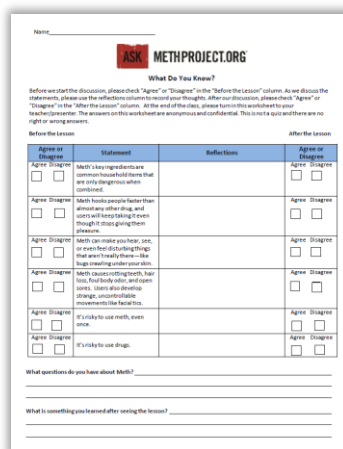
Detailed instructions for accessing and structuring the lesson are provided in the pages that follow. Thank you for your efforts to engage youth during this uncertain time. Please reach out to: kavitha@riseaboveco.org if we can offer any additional resource or support!

AVAILABLE MATERIALS:

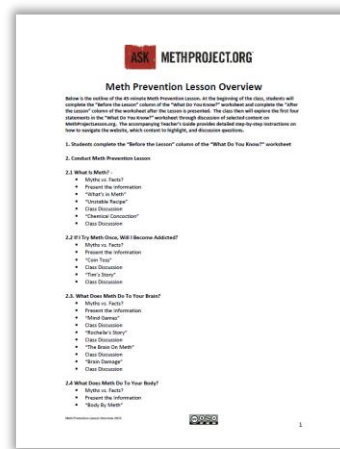
Teacher's Guide



What Do You Know? Worksheet



Lesson Overview



LOGIN INSTRUCTIONS:

- Teacher Login Instructions:

- Go to: www.methpreventionlesson.org
- Select “Colorado” on the drop-down menu.
- Select “Teacher” on the drop-down menu.
- Enter contact information (name, email address, and school / organization).
- Under Type of Use, select “Previewing” if you are reviewing or preparing to use the lesson.
- When you are ready to deliver the session, select “Presenting” for Type of Use.
 - If you are assigning the lesson for students to login and review themselves, you do not need to use the “Presenting” mode.
- Enter the number of participants for the session.
- If you stop the lesson and then start again with the same students, select “Continuing Lesson with Same Group of Students” so that the number of students served is not duplicated.

The screenshot shows the 'LOGIN' page for teachers. At the top, there are navigation links for 'METH', 'LOG IN', 'MATERIALS', and 'LESSON'. The main heading is 'LOGIN'. Below it, there is a disclaimer: 'Please fill out the form below to access the Meth Prevention Lesson. This basic data ensures we can provide this resource free of charge. If you are using this resource for school or nonprofit, please use your organizational email address every time you visit. If you are testing or viewing the lesson, please put '1' in the number of students and grade level fields.' The form includes fields for: STATE (Colorado), STUDENT OR TEACHER (Teacher), FIRST NAME, LAST NAME, ORGANIZATION EMAIL, SCHOOL / ORGANIZATION, GRADE LEVEL, and TYPE OF USE. There is a checkbox for 'I'm not a robot' and a red 'ACCESS LESSON' button. At the bottom, there is a privacy policy notice and social media icons.

- Student Login Instructions:

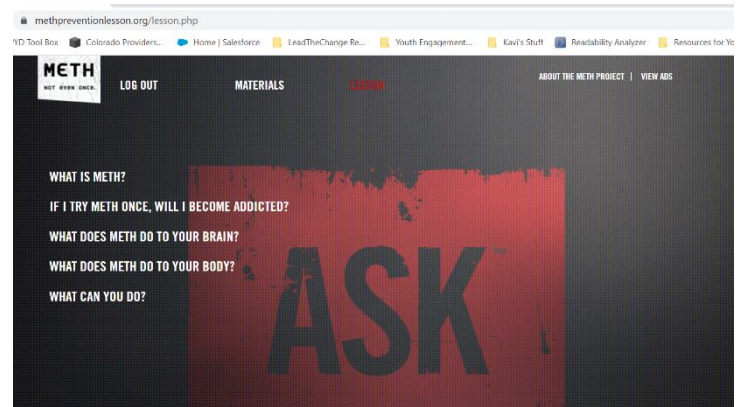
- Go to: www.methpreventionlesson.org.
- Select “Colorado” on the drop-down menu.
- Select “Student” on the drop-down menu.
- On the contact information form, enter your teacher’s name, email address, and school / organization. To aggregate information on logins connected to a specific teacher, one consistent email address should be used for that teacher.
- Select the appropriate Grade range (6th-8th or 9th-12th) on the drop-down menu.
- Under “How are you using this?”, select “Student first login.”
- If you stop the lesson and then start again, select “Student continuing lesson” so that your login is not duplicated.
- Then enter your own email address and access the lesson.

The screenshot shows the 'LOGIN' page for students. At the top, there are navigation links for 'METH', 'LOG IN', 'MATERIALS', and 'LESSON'. The main heading is 'LOGIN'. Below it, there is a disclaimer: 'Please fill out the form below to access the Meth Prevention Lesson. This basic data ensures we can provide this resource free of charge. If you are using this resource for school or nonprofit, please use your organizational email address every time you visit. If you are testing or viewing the lesson, please put '1' in the number of students and grade level fields.' The form includes fields for: STATE (Colorado), STUDENT OR TEACHER (Student), TEACHER FIRST NAME, TEACHER LAST NAME, TEACHER EMAIL, SCHOOL NAME, GRADE LEVEL, HOW ARE YOU USING THIS?, and YOUR EMAIL. There is a checkbox for 'I'm not a robot' and a red 'ACCESS LESSON' button. At the bottom, there is a privacy policy notice and social media icons.

STRUCTURING THE LESSON:

The Meth Prevention Lesson contains five chapters that youth can explore. By clicking on the chapter links on the Left side of the page, they can then navigate through the lesson slides. The chapters are:

- **Chapter 1: What is Meth?**
- **Chapter 2: If I Try Meth Once, Will I Become Addicted?**
- **Chapter 3: What Does Meth Do To Your Brain?**
- **Chapter 4: What Does Meth Do To Your Body?**
- **Chapter 5: What Can You Do?**



Before beginning the lesson, ask participants to complete the *What Do You Know?* worksheet in order to set the stage for what they will be exploring and learning. Each lesson begins with a “Myth vs Fact” prompt that is connected to the *What Do You Know?* worksheet. There are also opportunities for discussion and reflection embedded throughout the lesson.

FACILITATION NOTES:

- When you assign the lesson, offer students an introduction to the topic, why you are assigning it, and the intended learning objectives.
- Encourage students to seek help if they need additional support in response to any of the material or their current experiences. You can remind them of crisis support services that are available to them through your organization / school, Colorado’s Crisis Text Line: [text TALK to 38255](text:TALK to 38255), or chat services at: <https://belowthesurfaceco.com/chat/> available every day from 4pm – 12am.
- Schedule virtual meetups to facilitate conversations on the assigned set of chapters.
 - Ask students to note their questions as they’re going through the lesson slides and spend some time on the reflection prompts before the scheduled meeting times.
 - If your scheduled meeting times are optional for students, consider offering points or other incentives for joining the scheduled conversation.
 - Use the *Teacher’s Guide*, available under the Materials Section, to lead the discussion and reflection questions that are embedded throughout the lesson.
- We suggest assigning the *What Do You Know?* worksheet as a final assignment / deliverable for students to help ensure that they are engaging in reflection of the concepts. This worksheet is available in the Student Materials as a fillable PDF to be submitted electronically.
 - Teachers may contact kavitha@riseaboveco.org for a list of students who have logged in using the teacher’s email address as reference. Colorado Meth Project does not utilize student information for any other purpose and will not share that information with anyone other than the students’ identified teacher.
- Some teachers have also created their own quiz with facts and information from the lesson to verify students’ completion and understanding. Feel free to share with us any other innovative ways that you are engaging your students in this content!

Option 1: Assign activities and self-directed chapters for participants to review on their own, with scheduled virtual meetups for follow-up discussion and reflection.

Format	Activity / Topic	Overview	Time
On their own	<i>What Do You Know?</i>	Participants complete the “Before” section of the <i>What Do You Know?</i> worksheet	5 minutes
On their own	Chapter Review	Participants explore chapters 1-2 on their own	20 minutes
On their own	Writing / Journaling activity	Participants take time to reflect on “Class Discussion” prompts on their own to prepare for the virtual conversation	15 minutes
Virtual Meetup	Convene the group (or meet one-on-one) for discussion	As a group, review the “Class Discussion” prompts from Chapters 1-2 and ask participants to share their reflections; ask everyone to contribute at least one thought or question during the gathering	30 minutes
On their own	Chapter Review	Participants explore chapters 3-5 on their own	20 minutes
On their own	Writing / Journaling activity	Participants take time to reflect on “Class Discussion” prompts on their own to prepare for the virtual conversation	15 minutes
Virtual Meetup	Convene the group (or meet one-on-one) for discussion	As a group, review the “Class Discussion” prompts from Chapters 3-5 and ask participants to share their reflections; ask everyone to contribute at least one thought or question during the gathering	30 minutes
On their own	<i>What Do You Know?</i>	Participants complete the “After” section of the <i>What Do You Know?</i> worksheet – this can be completed online as a fillable PDF and then submitted electronically	5 minutes

Option 2: Facilitate a live virtual presentation

- Use a screen-sharing virtual meeting option (like Zoom or Google Hangouts) to proceed through the lesson as you would in a live group setting.
- Use the *Teacher’s Guide* found in the Teacher Materials section to structure pauses and time for reflection and conversation.
 - o For students who miss the live session, record the presentation and offer it to them to watch later. Then, follow-up with these students by phone to see if they have any questions or additional thoughts to discuss.

Option 3: Record a virtual lesson for students to review on their own

- Use a screen-sharing virtual meeting option (like Zoom or Google Hangouts) to proceed through the lesson as you would in a live group setting, but record your presentation instead.
- Use the *Teacher's Guide* found in the Teacher Materials section to structure pauses and time for reflection and conversation.
- Follow up with students later by phone to talk about any questions or ideas that may have emerged as a result of the new information and open up the avenue to build a trusted relationship!

Remember these crucial resources for youth that are in need of immediate help or resources:

- In an emergency, **dial 9-1-1**
- Use Safe2Tell to submit an anonymous report about anything that concerns or threatens you, your friends, your family, or community **at: <https://safe2tell.org/node/52>**
- Find someone to talk to by calling, texting, or chatting using the Colorado Crisis Line:
 - o call **1-844-493-8255**
 - o text **TALK to 38255**
 - o chat at **<https://belowthesurfaceco.com/chat/>**, available every day from 4pm – 12am