

DARE

REDUCING THE HARM

TEACHING GUIDE

An Action Plan

to help Secondary Schools
and their Communities
Reduce Illicit Drug Harm

Contents

This booklet, **Reducing the Harm Teaching Guide**, should be used in conjunction with the booklet **Reducing the Harm Implementation Working Booklet**, which sets out all seven steps in the Action Plan. Steps 5 and 6 are outlined in detail in this teaching guide.

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STEP 5: *Peer Leaders work with Year 10 Students*

Purpose

To raise awareness in Year 10 students of the need to take care of your friends in social situations.

Participants

Year 10 students

Duration

1 hour training for peer leaders (could be conducted as part of normal peer leader training)

1 hour session with Year 10 students

Facilitation

Years 12 and 13 peer leaders will receive training to take the session with Year 10 students. This training will be taken by the person within the school who has responsibility for peer leaders.

Resources

Copysheet 1 **Friend's Role in Drug Death Questioned** – Newspaper Article page 4

Copysheet 2 Plan for the session '**Be There for Your Mates**' page 5

Training Peer Leaders to take the Session with Year 10 Students

1. Introduction

Welcome participants. Explain that the purpose of this training session is to provide them with the skills and information to run the **Be There for Your Mates** session with Year 10 students. This training will give young people some ideas about what to do to keep friends safe now that they are starting to explore the social scene.

2. Being Responsible

- a) Put peer leaders in to small groups. Ask each group to discuss the two questions:

What sort of things are Year 10 students at this school doing socially?

Do you think that they look after each other in social situations? Why or why not?

Take reports from each group and record key ideas on the board.

- b)** Put peer leaders back into their groups. Give each group *Copysheet 1 Friends' Role in Drug Death Questioned*. Ask them to read the article and answer the following questions:

What were the signs that Shawn was having difficulties?

What did his friends do to help him?

What else do you think they should have done?

Why do you think they didn't get help?

What do you think Shawn's friends think of themselves now?

Ask each group in turn to report back on one answer. Other groups can add ideas.

Ask: Would you use this copysheet with Year 10 students at this school?

If 'yes' how would you use it?

3. Watch Your Friends

Brainstorm with the group ways of watching out for your friends if at a party or club. Use the students' own language.

Make sure that the following points are covered:

- **Keep an eye on your friends.**
- **Stay with a friend who is drunk, feeling sick, uncoordinated, confused or faint. Don't leave them alone.**
- **Take them to a safe place and tell someone, such as the bar or security staff, if you are worried.**
- **If someone collapses and is unconscious call an ambulance immediately (Ring 111).**
- **Don't give them anything to eat or drink – seek medical advice.**

Talk about how sometimes young people are afraid to ask for help because they think they or their friend will get into trouble because they have been using drugs or alcohol. Reassure them that they won't get into trouble and that this is the safe thing to do for their mates. Confidentiality is maintained in cases like this. There is no requirement for medical professionals to report a drug over dose to Police.

4. Session Plan

Hand out *Copysheet 2 Plan for the session 'Be there for your mates.'* Explain that this is an outline of the session that they will take with Year 10 students. They will take this session in pairs. Ask students to read through the session and get their reactions.

Ask: Why might it be easier for Year 10 students to talk about these issues with you, rather than with a teacher?

Why would you need to be careful about NOT giving them horror stories about parties you have been too?

How can you make sure that you do NOT excite their interest over drugs?

You may like to show them *Copysheet 6 What makes effective drug education?* from the *Reducing the Harm Implementation Working Booklet* page 37.

Thank the group and wish them well with their work with Year 10 students.

Friend's Role in Drug Death Questioned – Newspaper Article

Friends' role in drug questioned

Dominion Post Wednesday 30 July 2003

The mother of a 22-year-old man who died from a fatal overdose of a party drug says she wonders how his friends feel about their role in his death.

The inquest into the death of engineering student Shawn Jacob Brenner in April 2001 was held yesterday in Auckland.

The coroner was told that in three hours after he took a dose of 1,4 butanediol, known as One4b, at his Ponsonby flat, Mr Brenner had convulsions, fell unconscious, vomited in his sleep and lost colour in his face.

Carol Brenner questioned the actions of her son's friends.

"What do they think of themselves now? How must they feel knowing that calling for an ambulance much earlier may have saved Shawn's life?"

Statements to the court show Mr Brenner and his girlfriend, Michelle Frenkel,

consumed One4b, a variant of Fantasy or gamma-hydroxy-butyrate (known as GBH) about 3.45pm on April 27.

Mr Brenner's friends put him in the recovery position, covered him with a sleeping bag and kept a watch on him and Ms Frenkel, whom they believed were asleep. They checked on Mr Brenner's breathing till 7pm, when they could not get a pulse.

Ambulance officers arrived to find Mr Brenner's heart had stopped. He had inhaled large quantities of vomit. He was taken to Auckland Hospital and declared brain dead at 3.30pm the next day. Ms Frenkel spent six hours on a ventilator before waking up.

In a statement to the police, one friend, David Gee, said "I think some one suggested taking them to a hospital but we didn't really consider it because I guess we had all seen it before.

Programme – Be There for Your Mates

Session for Year 10 Students

Learning Outcome

- Students will have strategies for looking after friends when out on the town or partying.

Participants

Year 10 students

Duration

One hour, taken perhaps at camps run by peer leaders, or during form time.

Facilitation

Taken by peer leaders

Resources

Copysheet 1 **Friend's Role in Drug Death Questioned** – Newspaper Article

Art materials - optional

Activities

1. Introduction

Welcome participants. Explain that this session, *Be There for Your Mates*, is to give them some ideas about what to do to keep friends safe now that they are starting to explore the social scene.

Put participants into groups. Ask them to talk about the sort of things that they do for fun and social activity. Take some reports from each group.

Ask: Do you ever feel unsafe when you are out with your mates?

How well do you think you look after each other?

Can anyone think of a time when they didn't look after their mates, or they didn't look after you, very well?

2. Being Responsible

Put participants into groups of about 3-4. Give each group *Copysheet 1* **Friend's Role in Drug Death Questioned**. Ask them to read the article and answer the following questions. You could put these on to a card for each group.

1: *What were the signs that Shawn was having difficulties?*

2: *What did his friends do to help him?*

3: *What else do you think they should have done?*

4: *Why do you think they didn't get help?*

5: *What do you think Shawn's friends think of themselves now?*

Ask each group in turn to report back on one answer. Other groups can add ideas.

Ask: *What have you learnt that might help you keep your mates safe?*

3. **Watch Your Friends**

Brainstorm with the group ways of watching your friends if at a party or club. Use the students' own language.

Make sure that the following points are covered:

- **Keep an eye on your friends.**
- **Stay with a friend who is drunk, feeling sick, uncoordinated, confused or faint. Don't leave them alone.**
- **Take them to a safe place and tell someone, such as the bar or security staff, if you are worried.**
- **Don't give them anything to eat or drink – seek medical advice.**
- **If someone collapses and is unconscious call an ambulance immediately (Ring 111).**

Talk about how sometimes young people are afraid to ask for help because they think they or their friend will get into trouble because they have been using drugs or alcohol. Reassure them that they won't get into trouble and that this is the safe thing to do for their mates. Confidentiality is maintained in cases like this. There is no requirement for medical professionals to report a drug over dose to Police.

Working either in groups or individually, participants prepare a guide for other students entitled **Be There for Your Mates**. This can take any form such as a poster, pamphlet, rap, text message, or email. Arrange for this information to be given to other groups of students in the school.

4. **Conclusion**

Thank the group for their contribution during the session and remind them that if they need any help to keep themselves or their friends safe they can always find a peer leader to talk to.

STEP 6: *Integrated lessons for Years 11-13*

Purpose

To provide senior students with information to assist them to make safe choices about their use of drugs.

Format

A series of stand alone lessons for different subject areas. It is recommended that these all be undertaken within a week as a concentrated approach. If this proves difficult, they could be taken individually when it suited the subject teachers.

Facilitation

Appropriate subject teacher

Resources

Copysheets have been provided for some activities. These are located directly after the activity they refer to.

Note:

*It is important that drug education is appropriate to students' needs and designed to meet those needs. Students should not be given information that will arouse their interest or sensationalise drug use, such as how certain drugs are made and the equipment involved in their use. Refer to the best practice principles outlined in the Ministry of Youth Development publication **Strengthening Drug Education in School Communities** 2004. See also Copysheet 6 **What makes effective drug education?** in the **Reducing the Harm Implementation Working Booklet** page 00.*

*The Ministry of Education publication **Drug Education – a Guide for Principals and Boards of Trustees** states that the use of scare tactics in drug education is rarely appropriate, especially in isolation, as they have a short term impact and may actually be appealing to those students seeking risky experiences.*

Other research (Ballard, 1988; Dobson, 1992; Wragg, 1987 et al) has shown that the presentation of an ex-addict before an audience gives the obvious non-verbal message that "addiction is curable" and may increase the likelihood of the ex-addict being seen as a hero or role model." (page 19)

Teachers should also monitor classroom safety when dealing with sensitive topics such as drug use and misuse. Individual teachers should work with their students to establish safety guidelines within their classrooms to create a positive and supportive learning environment.

Overview of Lessons

Activity	Curriculum Focus	Duration
1 What the Statistics Say <i>Pages 9 - 11</i>	Mathematics Levels 6-8 Statistics and Mathematics Processes Strands	<i>One period</i>
2 Debates <i>Page 12</i>	English Level 7-8 Listening and speaking Functions	<i>One period</i>
3 Choices <i>Pages 13 - 17</i>	Arts Level 6-8 6C1, 7C1, 8C1	<i>Two periods</i>
4 The Problem with Drugs <i>Page 18</i>	Health and Physical Education 6A3, 7A3, 6C2	<i>One period</i>
5 Drug Use and Well-being <i>Pages 19 - 20</i>	Health and Physical Education 6A1, 7A1, 8A1	<i>One period</i>
6 Minimising the Harm <i>Pages 21 - 25</i>	Transition and Life Skills	<i>One Period</i>
7 Can You Travel? <i>Pages 26 - 31</i>	Social Studies Social Organisation L7.1 Legal Studies	<i>One period</i>
8 The Consequences of Importing Drugs <i>Pages 32 - 37</i>	Social Studies Social Organisation L7.1 Legal Studies	<i>One period</i>
9 Drug Impurity and Some Consequences <i>Pages 38 - 42</i>	Chemistry Level 8 Organic substances/Optical Isomerism Reaction Chemistry/Impurities	<i>One period</i>

Activity 1: **What the statistics say – substance use**

Curriculum Links

NZ Mathematics Curriculum Link

Statistics Strand: Statistical Investigations L6- 8
Interpreting statistical reports L6- 8

Mathematics Processes Strand: Communicating mathematical ideas L6- 8

Learning outcomes

- Students will present data in graphical form.
- Students will interpret data collected from a survey and presented in graphical form.
- Students will interpret and compare patterns of use of alcohol, marijuana and tobacco.

Resources

Copysheet 3 **Statistics Activities** page 10

Copysheet 4 **Substance Use by Young People** page 11

The statistics are taken from the report *New Zealand Youth: A Profile of their Health and Wellbeing 2003* University of Auckland. It is strongly recommended that teachers read pages 6 to 15 of the report before this session. The outline of sample selection, methods of collecting data and cautions about interpretation of the data are all key background features for this activity. Available on the website **www.youth2000.ac.nz**

Note: Some key statistics issues to keep in mind:

- Nature of the sample and data collection methods
- Designing the questionnaire and situation to ensure responses are as reliable as possible- anonymity, privacy, pilot testing
- How safe is it to generalise from the sample statistics to all NZ Youth?

Activities

• Activity 1

Give students *Copysheets 3 and 4*. Working individually, students use the statistics on *Copysheet 4* to complete the graph **Numbers of young people who have ever tried alcohol, tobacco or marijuana**, on *Copysheet 3*.

• Activity 2

Put students into groups. Each group works on Activity 2 from *Copysheet 3* and prepares a group response to the short report "Substance Use." A number of alternatives are provided in bold type. For each, students choose the best answer from the alternatives given and cross out the others. They need to refer to the data and graphs on *Copysheet 4* to find the best answers. Go over the best answers at the end of the session.

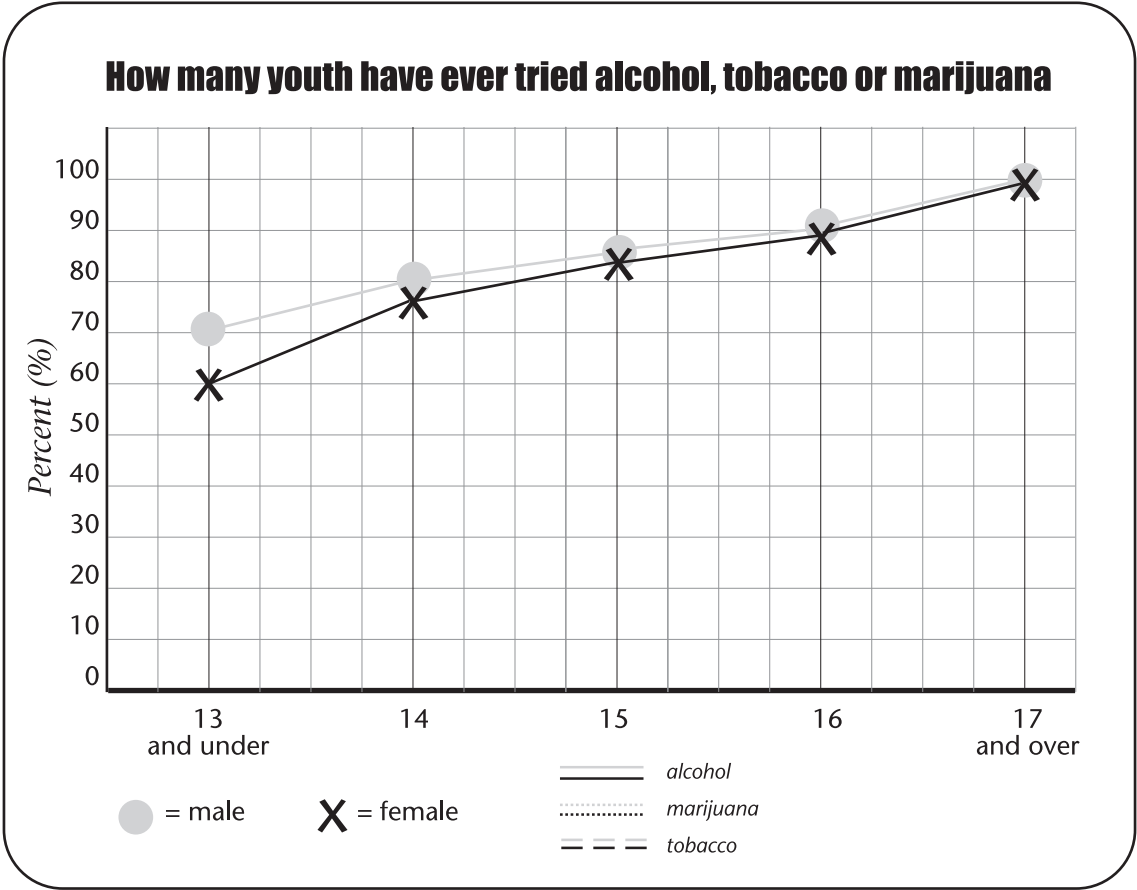
• Activity 3

A possible extension is for students/groups to write their own questions about the data and graphs on *Copysheet 4* and to give these to each other to answer.

Activities for What the Statistics Say

Activity 1

Use the data in the tables on *Copysheet 4* to complete the graph below for the use of marijuana and tobacco at different ages. Use the same symbols for male and female as for alcohol. Place them together if the readings are so close that you can't really separate them. Label with tobacco and marijuana as for the alcohol graph.



Activity 2

In the article below some alternative answers are given in bold. Use the statistics from the data and graphs on *Copysheet 4* to help you decide which of the answers in bold are correct. Leave the best answers in the report and cross out the others.

Substance use

Results from New Zealand's first nationally representative survey of 9699 secondary school students revealed many aspects of their health and well being.

Alcohol/ tobacco/marijuana is the substance most commonly used by students. About **10/30/50** per cent of students aged 16 and over drink alcohol weekly. More than **50/70/90** per cent of 16 year olds reported binge drinking in the last 4 weeks. About 20% to 30% of students reported riding in a car with a potentially drunk driver in the last 4 weeks.

Students aged **13/14/15/16/17+** years are most likely to smoke cigarettes. **Female/male** students of all ages are more likely to smoke cigarettes than **female/male** students.

At age 13 about **10/20/30** % of students have tried marijuana. This increases to about **20/30/50/70** per cent of students aged 16. Regular use of marijuana peaks in the 15 year old group at about **10/20/30** %.

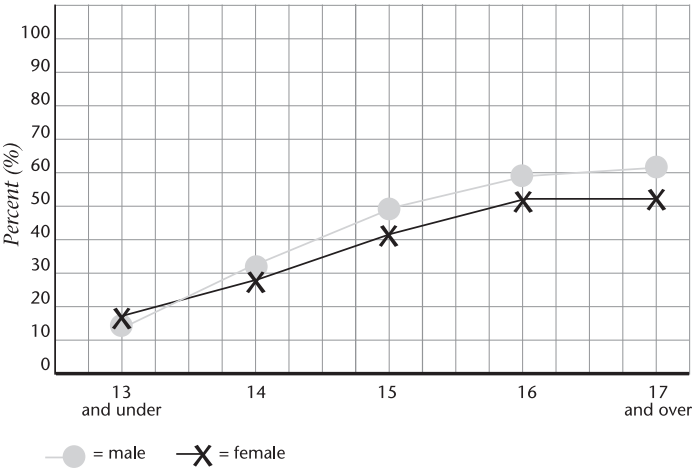
The use of drugs other than alcohol, tobacco and marijuana are now also posing a concern for young peoples' health.'

Substance Abuse by Young People

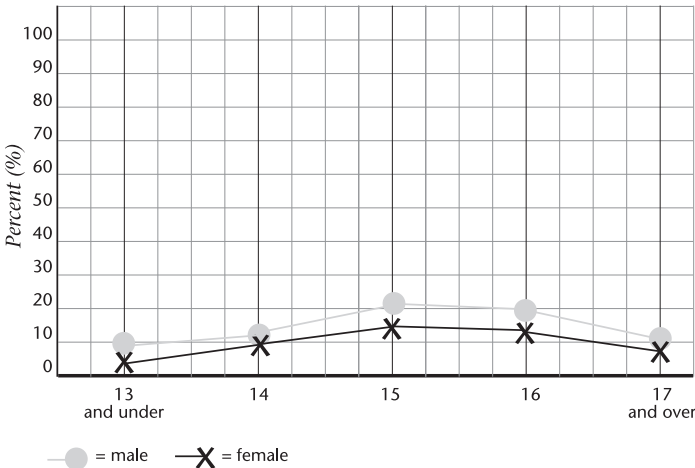
Some results from a survey of 9699 NZ secondary school students in 2001, published in *New Zealand Youth – a Profile of Their Health and Wellbeing 2003*

Age	Male (% yes)	Female (% yes)
Ever smoked a cigarette?		
13 years and under	36.2	36.5
14 years	48.4	52.2
15 years	57.6	62.7
16 years	26.0	20.0
17 years and over	32.3	26.8
Ever used marijuana?		
13 years and under	21.2	19.1
14 years	33.3	31.6
15 years	43.9	44.3
16 years	50.3	49.5
17 years and over	50.1	50.0

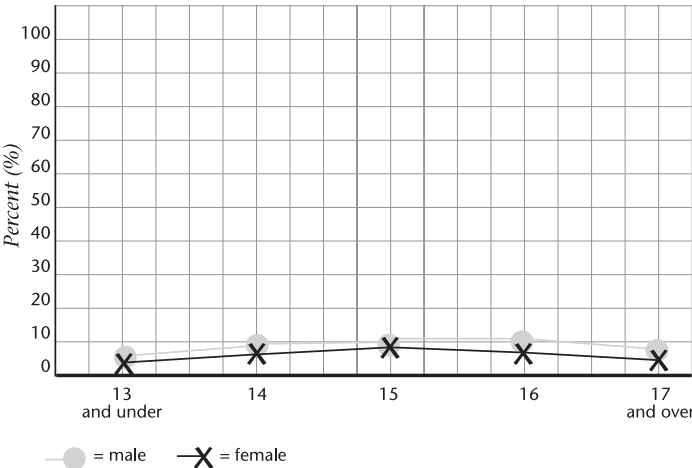
YOUTH WHO REPORT BINGE DRINKING IN THE LAST 4 WEEKS



HOW MANY YOUTH ARE CURRENT SMOKERS (WEEKLY OR MORE OFTEN)



HOW MANY YOUTH USE MARIJUANA REGULARLY (WEEKLY OR MORE OFTEN)



Activity 2: **Debates**

Curriculum Links

English in the New Zealand Curriculum

Listening Functions: Interpersonal Listening L7, 8

Speaking Functions: Interpersonal Speaking L7, 8

Learning Outcome

- Students will gather information about drug related issues, will present their ideas and opinions clearly and confidently and listen and interpret the ideas and opinions of others.

Activity

- Divide the class into debate teams. Allocate one of the following debate topics to two teams, one affirmative, one negative. Allow a suitable period of time for each team to research their topic and prepare their side of the debate.

Debate Topics

Secondary schools should have the right to insist that all suspended students are tested for illicit drugs.

Giving young people information about drugs and their effects is likely to increase their desire to experiment.

Alcohol is the number one drug of harm in New Zealand.

The Government should require all pharmacies to withdraw drugs used in the manufacture of methamphetamine from their shelves.

The media is responsible for creating alarmist views about new illicit drugs.

Attitudes towards and patterns of drug use are quite different for different cultures.

- Hold each debate at suitable intervals over a week.

Activity 3: **Choices**

Curriculum Links

The Arts in the New Zealand Curriculum

6C1, 7C1, 8C1

Learning Outcome

- Students will use drama to convey a message about safe and sensible drug use.

Resources

Copysheet 5 Play **P is for Party** by David Hill, pages 14-17

Activity

- Hand out copies of the play and let students read it through.
Ask: What are the main messages the play is trying to convey?
Do you think it does this effectively?
- Explain to the class that they are going to present the play at assembly (or to year 9-10 students). Work with the class to allocate parts, make decisions about the use of elements, conventions and technologies, and plan a rehearsal schedule.
- Proceed with planning and rehearsal.
- Perform the play to the chosen audience.

After the play has been performed:

- Ask: How effective do you think the performance was?*
Do you think we got the message about drug use across to the audience?
What things would we do differently if we repeated the performance?

P IS FOR PARTY?

by David Hill

CHARACTERS:

ZOE

BEN

MEGAN

CHAD

KEISHA

VOICE 1

RICO

VOICE 2

(There can also be several other, non-speaking actors, but these are optional.)

It's a party scene. The six friends are talking, watching, dancing, moving around. MEGAN and CHAD hold hands or similar. VOICE 1 and VOICE 2 stand on different sides of the stage and watch.

ZOE: This is one cool party!

RICO: Just right for a party animal like you, eh Zoe?

MEGAN: And a party **reptile** like you, eh Rico?

RICO: And a party **vegetable** like you, eh Megan?

KEISHA: Hey, look at that guy by the window.

BEN: Is he having a good time or what?

ZOE: A good time? He's having a seriously **weird** time!

CHAD: What d'you reckon he's on?

MEGAN: The way he's jumping round, he's on fire.

RICO: What d'you wanna drink, Zoe?

ZOE: Orange juice. Got netball tomorrow.

CHAD: Orange juice! Don't be a girl!

KEISHA: She is a girl, Chad. Hasn't Megan taught you anything?

MEGAN: Keisha! Hey, what's that other guy doing? The one in the black shirt?

BEN: He's setting fire to that glass tube thing. He's -

ZOE: He's sucking it up. Yuk!

RICO: It's P. Methamphetamine. Speed. You guys want some?

CHAD: I -

MEGAN/ZOE: No way!

BEN: I'm not taking drugs, boy. I'm not sticking any needles in myself.

RICO: You don't have to with P. You just snort it like he is. Or you bomb it - take tablets.

KEISHA: No bloody way.

ZOE: What's it like?

CHAD: Some guys say it's no worse than booze. You can take it or leave it.

MEGAN: You ever take it, Chad, I'm leaving. Leaving you.

ZOE: Remember what we said about booze. We're gonna watch out for one another, eh?

KEISHA: Make sure nobody spikes our drinks. Stuff like that.

RICO: So? You wanna try some P, we'll look after you - make sure nothing happens. I can get you some. I know that guy.

CHAD: I....I dunno.

VOICE 1 *(steps forward)*: All right, let's see what they don't know.

VOICE 2 *(steps forward)*: Yeah, let's hold it there.

(The others freeze. While VOICE 1 and VOICE 2 talk to audience, they stay silent.)

VOICE 1 *(to audience)*: This guy - Chad - he's saying P is just like booze. You reckon that makes it all right to take it?

VOICE 2: Yeah, what d'you reckon? Who wants to say anything? How about you?

(Audience can comment. After a while, VOICE 2 says -)

VOICE 2: Some people reckon that if P is like booze, that's a pretty good reason **not** to take it. Alcohol can mess you up, too.

VOICE 1: Doctors and cops say P and booze **are** alike in some ways. They can both make you lose it completely and hurt people.

VOICE 2: There's some gangs that won't let their members use P. Makes them too violent. Too violent for gangs!

VOICE 1: Plus the P you get given could have all sorts of crap added to it. Dealers stick in sugar, baking soda, anything. Then you might get some really strong stuff, and OD before you know it.

VOICE 2: Rico - he said they'd look after each other, though. They're friends.

VOICE 1: Yeah? OK, it's cool they're watching out for anyone spiking drinks and stuff. But what sort of friend wants you to take P?

VOICE 2: Let's see what happens, anyway.

(VOICES 1, 2 step back. The others start moving again.)

KEISHA: I'm not blowing my money on that stuff, boy.

RICO: Won't cost you. That guy'll give me some.

BEN: Yeah - he'll give you the first lot. Then when you're hooked, you pay and you pay.

CHAD: How much does it cost?

ZOE: This guy on TV - he was spending a thousand bucks a day on it.

CHAD: Jeez, where'd he get the money from?

MEGAN: Stole it from his mates. Burgled people's places. Beat up old people.

ZOE: Some slimeball dealers make girls have sex with them for payment.

RICO: Chill out, you two! Don't be so heavy, eh? Look at that guy by the window. Does he look like he's gonna do that?

KEISHA: OK, he **looks** like he's having a good time. So's that girl. But -

CHAD: They reckon if you take P, you can stay awake for days. You don't feel like you ever want to go to sleep.

RICO: You can party all night, dance all night, talk all night.

ZOE: Yeah. And have headaches and fits all night, get into fights all night, see bugs crawling over you all night.

BEN: You know why I'm not taking any stuff like that? Same as Zoe and her netball. I'm not stuffing up my league chances, boy.

KEISHA: Yeah, you hear about these stars losing their Olympic medals if they test positive - getting sent home; that sort of stuff.

CHAD: Would it really mess you up that bad?

RICO: Come on! Suppose you do have a bad time on it. Then you've found it's not your thing, that's all.

CHAD: You sure?

RICO: Hey, Chad, we're mates, remember. We'll look after each other.

MEGAN: I mean it, Chad. You start stuffing around with P, then we're history.

RICO: C'mon, Chad. What d'you reckon?

VOICE 2: OK, let's stop there. *(Others freeze.)*

VOICE 1 *(to audience)*: Let's find what **you** reckon again. Sounds pretty good, eh - that dancing all night stuff?

VOICE 2: And maybe Rico's got a point. You try P once; you find out it's not your thing. No big deal. Especially if you've got friends looking after you when you take it. What d'you reckon?

VOICE 1: Who say Rico's got it right? How about you?
(Audience can comment. Then VOICE 1 says -)

VOICE 1: Here's what the doctors say. P can make you feel like you're ten feet tall and you can fly.

VOICE 2: But just one dose can give you muscle spasms and fits. Some people had a heart attack or a brain seizure with their first dose.

VOICE 1: One guy jumped off a bridge. Another chucked himself out of a car going 100 ks. That's after one dose, remember? They never took a second dose - it's hard to when you're dead.

VOICE 2: There's nothing much your friends can do to help you then, either.

VOICE 1: OK. Enough, already. Let's see what's happening.
(VOICES 1, 2 step back. Others start moving.)

CHAD: Yeah, I hear you, Megan. But I wouldn't mind trying it once. That guy and his chick by the window - never seen anyone have such a cool time.

RICO: And even if you feel really shitty for a while, you can make sure you never take it again, eh?

BEN: You don't know that, Rico.

KEISHA: They keep finding ways that P stuffs up people.

RICO: If you're the big league man, Ben, don't you wanna play like you're ten feet tall? Be a real man!

MEGAN: Be a real idiot! What happens if you get caught?

ZOE: Yeah, I was wondering about that.

CHAD: Be just like getting caught underage with booze, wouldn't it? You get fined, you're not allowed into some places, you lose your licence maybe.

BEN: I haven't got a licence! Anyway, I'd never take stuff like that and drive.

KEISHA: Yeah. Remember we all said we'd make sure none of us does that, either.

CHAD: They wouldn't be too hard if you got caught, would they? It's not like you're breaking bottles and chucking up on the footpath.

RICO: It's just you snorting at a party. It isn't hurting anyone.

ZOE: That's bullshit. How about the people who get addicted and ruin themselves?

MEGAN: How about those kids who jumped off the bridge and chucked themselves out of that car?

BEN: And how about what they (points at VOICES 1, 2) said? P and booze are the only drugs that make you lose it completely and hurt people.

CHAD: That'd only happen if you were pretty weird already, wouldn't it?

KEISHA: This stuff **makes** you weird, Chad. Perfectly normal people get all paranoid and aggro if they're into it.

ZOE: They say it can take you years to get off it.

RICO: Hell, you're a bunch of pussies. I told you - you try it once, leave it if it's not your thing. That guy by the window - he'll party all night. What've you got to lose?

MEGAN: **Me**, Chad. OK?

CHAD: Yeah, but is it really gonna be that bad?

VOICE 1 *(steps forward)*: Good question. Let's stop it there.

VOICE 2: A lot of good questions. He -Ben - said he wouldn't take P 'cos he didn't want to stuff up his rugby league. *(To Audience)* You reckon it would?

(Audience can discuss. Then VOICE 1 says -)

VOICE 1: Yeah, and there's another thing. P stuffs up your body big-time. One guy who was on it for a year - he lost 20 ks of muscle. It just turned to flab and wasted away.

VOICE 2: You forget to eat when you're on P, cos you don't feel hungry. You can get real sick, real easy.

VOICE 1: Chad and Zoe wanted to know if you'd get into much trouble for using P.

VOICE 2 *(to Audience)*: Any of you know? What d'you reckon the courts and stuff should do to users?

(Audience can discuss. Then VOICE 2 says -)

VOICE 2: Actually, Megan and Chad were way wrong. You get caught using P, you could get six months jail and a thousand bucks fine.

VOICE 1: You get caught supplying it to someone, you get jail for life.

VOICE 2: "What've you got to lose?" Rico asked. Yeah, well....

VOICE 1: OK, last question. Someone takes P, they have a bad time, they want to stop. Rico kept saying it wouldn't be a problem.

VOICE 2: What do you reckon? Anyone heard what it's like trying to give up something like P once you start?

(Audience can discuss. Then VOICE 1 says -)

VOICE 1: Yeah, well doctors reckon you'll be really stuffed up. You're still getting nightmares and panic attacks months afterwards. Your skin itches; you feel like bugs are crawling over you.

VOICE 2: You don't eat. You're not interested in your friends - unless they can get you more P.

VOICE 1: Your gums and teeth can go bad. You can't stop grinding your teeth together. You keep twitching and trying to breathe properly.

VOICE 2: You get so down that you want to kill yourself. Or you lose it totally, and -

KEISHA *(suddenly)*: Oh jeez! Look!

CHAD: That guy by the window -

BEN: He's pulled a knife!

ZOE: He's -

ZOE/KEISHA: Look out!

Activity 4: **The Problem with Drugs**

Curriculum Links

Health and Physical Education in the New Zealand Curriculum

6A3, 7A3

6C2

Learning Outcomes

- Students will identify and rank the risks young people take involving drug use and will come up with strategies for minimising some of these.

Resources

Felt pens and large sheets of paper.

Activity

- Put students into groups of 3-4 and give each group three sheets of paper and felt pens. Ask each group to identify three risks that people their age take with regard to drug use, both legal and illegal. They write each on a large sheet of paper.

Examples could include:

Going home with a drunk driver.

Taking tablets when you don't know for sure what is in them.

Leaving a drink on the bar or table unattended while going to the bathroom.

- Each group places their sheets of paper down the centre of the room. The class now work together to rank these from top to bottom according to the level of risk (Top = highest risk)
- Ask students to regroup. Each group chooses one of the risks and comes up with a solution to minimise the risk.
- Groups share their strategies.

Activity 5: **Drug Use and Well-being**

Curriculum Links

Health and Physical Education in the New Zealand Curriculum

6A1, 7A, 8A1

Learning Outcomes

- Students will be able to explain how well-being, hauora, is affected by drug misuse.

Resources

Copysheet 6 P is for Poison page 20

Activity

Put students into small groups. Give each group *Copysheet 6 P is for Poison*. Ask them to read the newspaper article and decide how drug misuse has affected Mark's physical, mental and emotional, social and spiritual well-being. They record their ideas in a chart like the one below.

Affects of Drug Misuse on Mark's Well-being

Taha tinana – physical well-being	Taha hinengaro – mental and emotional well-being
Taha whānau – social well-being	Taha wairua – spiritual well-being

Ask: *Why do you think Mark couldn't see the damage he was doing to himself?*
 What needs to happen for Mark to achieve a feeling of well-being again?

P is for Poison

Waikato Times 14 June 2003

It was the euphoric high that had Mark hooked on pure methamphetamine. The long-lasting hype allowed him to stay awake for a week.

It was the alcohol he drank with the drug that prompted his rage and led him to stab a man seven times. For that, Mark was arrested, spent a night in prison and a couple of days in a psychiatric unit.

But, it was when he stopped using the Class A drug that it caused a depression so severe he tried three times to kill himself.

That was about five months ago. Now, the Hamilton 16-year-old is battling his cravings, trying to keep his addiction under control. So far, he is succeeding.

It didn't take long for P to take hold of Mark. He was hooked on the high it gave him after first trying the drug at 15.

Soon, he stopped going to school and rugby training. The once athletic, toned sportsman lacked motivation. He also lost appetite because of the drug, and his muscle began to waste away.

"I thought I was untouchable when I was on P. You're an unstoppable machine when you're on it.

"Death doesn't even throw you. I was in town and I was wearing a red t-shirt and a westie (gang member) came up to me and tried to staunch me out. I didn't care, I was on P, and I wrapped a four-by-two around his head and stuck him in hospital."

On another occasion, Mark became so enraged he stabbed a man seven times in the back. His anger was sparked because he had been asked to explain why he dumped a girlfriend.

"He (the victim) is living and walking and stuff now, but he couldn't walk for six months," says Mark.

He was arrested for the stabbing, and appeared in court earlier this year. He faced a prison sentence but, instead, was placed under six months' supervision. Mark thinks he is lucky to still be alive.

"If I used P with other drugs it could be really lethal."

"P can turn you insane. I have seen people jump off bridges thinking that nothing is going to happen to them. I have seen people jump out of car while they are going 100km/h."

"It's just mind screwing."

For Mark, coming off P felt like his body was getting ripped apart. He lost about 20kg in the year he used P. Since then he's bulked up, but says what used to be muscle, is now mostly flab.

"When I did come down it was shit because I felt like death, like all icky. Someone would say something wrong to me and I would just flip, because I needed more."

He would find small P crystals in the bottom of his eyes or his gums, during the first stages of withdrawal from the drug. For the first two months he suffered intense cravings. It was the threat of jail that kept him clean.

"I decided I didn't want to go to jail so I decided to sort my life out."

Well-being, Hauora

(Taken from **Health and Physical Education in the New Zealand Curriculum**, Ministry of Education, Wellington 1999)

Well-being The concept of well-being encompasses the physical, mental and emotional, social and spiritual dimensions of health.

Hauora Hauora is a Māori philosophy unique to New Zealand. It comprises taha tinana, taha hinengaro, taha whānau and taha wairua.

Taha tinana Physical well-being

the physical body, its growth, development and ability to move, and ways of caring for it.

Taha hinengaro Mental and emotional well-being

coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively

Taha whānau Social well-being

family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support

Taha wairua Spiritual well-being

the values and beliefs that determine the way people live, the search for meaning and purpose of life, and personal identity and self-awareness (For some individuals and communities, spiritual well-being is linked to a particular religion; for others it is not.)

Activity 6: **Minimising the Harm**

Curriculum Links

Transition and Life skills programmes

Learning Outcomes

- Students will be able to explain the consequences of unsafe drug use and know ways of minimising harm.

Resources

Coin and counters

Copysheet 7 **Board Game** pages 22 - 23

Copysheet 8 **Justin Case Cards** photocopied on to coloured card and cut into sets, page 24

Copysheet 9 **Justin Trouble Cards** photocopied on to different coloured card and cut into sets, page 25

Note: Each group requires all of the above

Activity

Put students into small groups. Explain that they are going to play a game that looks at safe and unsafe drug use behaviour. This will enable them to make decisions about how to minimise the harm from their own drug use.

Give each group the materials to play the game.

Note: This activity has been designed with an average young New Zealander in mind – someone who is becoming more independent and more mobile and is active in the social scene. He needs some help to minimise the risks of partying and clubbing. This is Justin Case. In this game he is seen making sensible decisions. However, Justin Trouble makes unsafe decisions when he is out and about, and may end in trouble. Teachers in all-girl schools may like to use Justine Case and Justine Trouble.

Game rules

1. Throw a six to start.
2. If you land on a *Justin Case Square*, pick up a *Justin Case Card* and read it out. Toss the coin. If you throw heads, move forward four squares. If you throw tails, move forward two squares.
3. If you land on a *Justin Trouble Square*, pick up a *Justin Trouble Card* and read it out. Toss the coin. If you throw heads move back four squares. If you throw tails move back two squares.
4. The game is won by the first person who passes Finish.
5. Alternatively, groups could play against each other, with the first group with all players passed Finish winners.

Ask: *What did you learn from this game?*

Who would you rather be like, Justin Case or Justin Trouble? Why?









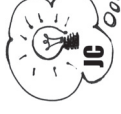







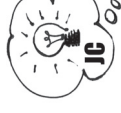






Justin Case and Justin Trouble

B O A R D G A M E

Board Game

[illegible]

61▶	62▶	63▶	64▶	65▶	66▶	67▶	68▶	69▶	70▶ 
◀60	◀59 	◀58 	◀57	◀56	◀55	◀54 	◀53	◀52	◀51
41▶	42▶ 	43▶	44▶	45▶ 	46▶ 	47▶	48▶	49▶ 	50▶
◀40	◀39 	◀38	◀37 	◀36	◀35	◀34	◀33 	◀32	◀31 
21▶	22▶ 	23▶	24▶	25▶ 	26▶	27▶	28▶	29▶	30▶
◀20 	◀19	◀18	◀17 	◀16	◀15 	◀14	◀13	◀12	◀11 
START	2▶	3▶ 	4▶	5▶ 	6▶	7▶	8▶	9▶	10▶ 

Justin Case Cards

Justin Case always plans how he will get home before he goes out.	Justin Case never gets in a car with a drunk driver.
Justin Case always takes his mobile phone.	Justin Case doesn't mix his drinks.
Justin Case doesn't accept drinks from anyone he doesn't know well.	Justin Case likes to stay in control.
Justin Case always makes sure that someone knows where he is going.	Justin Case sometimes sticks to soft drinks.
Justin Case stays with a friend who is very drunk.	Justin Case calms down a friend who has got angry and violent at a party.
Justin case keeps an eye on his, and his friends', drinks at all times.	Justin Case and his friends decide on a meeting point for the end of the night.
Justin Case walks home with a group of friends, never on his own.	Justin Case respects other people when they say they don't want a drink.
Justin Case calls for an ambulance when one of his friends collapses at a party.	Justin Case stays away from people who misuse drugs.
Justin Case stops drinking when he knows he's had enough.	Justin Case has plenty to eat before going out partying.
Justin Case avoids tobacco as he knows the harmful effects.	Justin Case knows how to place someone in the recovery position.
Justin Case says 'No Thanks' to an offer of some unidentified white powder.	Justin Case can administer basic first aid.

Justin Trouble Cards

Justin Trouble gets his older brother to buy him some booze.	Justin Trouble forgets about food and water when he is out partying.
Justin Trouble gate crashes a party and makes trouble.	Justin Trouble pressures others into taking drugs.
Justin Trouble tries to sneak some beer into a dry rock concert.	Justin Trouble takes some booze out of the cupboard at home, thinking his parents won't notice.
Justin Trouble finishes off other people's drinks when they aren't looking.	Justin Trouble never remembers which is his drink and just takes someone else's.
Justin Trouble goes to a tinny house with a friend and accepts a free sample.	Justin Trouble thinks the object of going out is to get wasted.
Justin Trouble leaves when a friend starts throwing up and can't stand up.	Justin Trouble lies to his parents about where he is going.
Justin Trouble is happy to pop any drugs that get offered to him.	Justin Trouble crashes anywhere if he has had too much to drink.
Justin Trouble thinks smoking makes him look cool.	Justin Trouble forgets about personal hygiene during a weekend of fun.
Justin Trouble reckons he is a better driver once he's had a few.	Justin Case doesn't call an ambulance when his friend collapses at a party.
Justin Trouble looks a right dick when he's drunk.	Justin Trouble has trouble keeping a girl friend.
Justin Trouble puts a pill into someone's drink for a laugh'	Justin Trouble tries to force a girl who is drunk to have sex.

Activity 7: Can You Travel?

Curriculum Links

Social Studies in the New Zealand Curriculum

Social Organisation L7.2

Legal Studies

Learning Outcome

- Students can explain that convictions young people get may mean that they can't travel to some places in the world.

Resources

Copysheet 10 Nations Exercise their Rights page 28 - 29

Copysheet 11 Misuse of Drugs Act 1975 page 30

Copysheet 12 Can I Travel? page 31

Activity

- Put students into small groups. Give each group *Copysheet 10*. Ask them to read the newspaper article at the top of the page.
Walk out a continuum line across the floor, with one end being **Totally Unfair** and the other being **Totally Fair**. Invite students to position themselves somewhere on the line according to how fair they think the Canadian Government's decision was to bar the three NZ rugby players.
Ask people from different places on the line to justify their opinion.
- Give students *Copysheet 11*. Invite them to read *Copysheet 11* and the remaining information on *Copysheet 10*. Ask them to discuss the following questions in small groups.
Ask: *What things, if any, surprised you?*
Do you think young people are aware of the penalties for drug offences?
Do you think being aware of the penalties would change young people's drug use behaviour?
Take reports from some of the groups.
- Ask students to form into groups of 6.
Explain that each group of 6 is a fictitious country. The first task for the group is to decide on a name and then to decide what their immigration policy would be with regard to people wanting to enter the country who have had drug, violence or drink drive convictions.

Give each 'country' *Copysheet 12 Can I Travel*, with descriptions of young people who want to enter their country. Each country must decide whether or not they will let each person into the country.

Take reports from each group and record their responses on a chart like the one below. Put a tick if the country will allow each person in and a cross if it won't.

	Shane	Tara	Malcom	Tracey	Alex
Country 1					
Country 2					
Country 3					

Some countries could be asked to justify their decisions.

Ask: *Do you think that these young people might have made different choices if they had known that some countries might not give them entry?*

How might this information affect the choices that people in this class might make?

Note: MISUSE OF DRUGS ACT 1975

Section 7 – Possession and use of controlled drugs

(3) *In any proceedings for an offence against this section in respect of the possession of a controlled drug, in which it is proved that the defendant had a controlled drug in his possession, it shall be a defence for him to prove:*

(a) *That, knowing or suspecting it to be a controlled drug, he took possession of it for the purpose of preventing another from committing or continuing to commit an offence in connection with that drug and that as soon as possible after taking possession of it he took all reasonable steps to destroy the drug or to deliver it into the possession of a person lawfully entitled to have possession of it; or*

(b) *That, knowing or suspecting it to be a controlled drug, he took possession of it for the purpose of delivering it into the possession of a person lawfully entitled to have possession of it and that as soon as possible after taking possession of it he took all reasonable steps to deliver it into the possession of such a person.*

Nations Exercise their Rights

Crimes Record Bars Players

Christchurch Press 23 July 2003

Three New Zealand Maori rugby players, Matua Parkinson, Reece Robinson and Riki Flutey, have been dumped from the touring squad after Canada refused to allow them into the country because of previous trouble with the law.

New Zealand Rugby Union (NZRU) deputy chief executive Steve Tew said that after gathering the touring squad's documentation last week it became clear that the three players might have problems entering Canada or the United States.

The team travels to Calgary today from Auckland via Los Angeles.

"We've been dealing with the Canadian High

Commission. Canadian immigration laws have been strengthened recently," Mr Tew said. "As a result they (the three players) will not be allowed entry into Canada."

The Canadian authorities said Parkinson was refused entry because of a drink-driving conviction in 2000, Robinson had an assault conviction, and Flutey an assault charge hanging over him as a result of an incident in Argentina.

Tew said a team from the NZRU had worked with the Canadian immigration officials in Australia over the last few days but found no joy.

Australia

When travelling into Australia from New Zealand you must declare any criminal convictions on your arrival card. Once you have done this, the Australian Immigration Service will conduct a check on you directly to New Zealand Police Headquarters. Should the convictions show that you have spent one year or more in prison, been involved in drugs, or that the nature of your sentence shows you to be a potential character risk to Australia, you will be refused entry to Australia and sent back to New Zealand on the next available flight.

Should you fail to declare your convictions and enter Australia, the consequences can be very harsh in that when the Australian authorities find you have failed to declare your convictions they can then commence proceedings to have you removed from Australia.

When a New Zealand citizen enters Australia, they are given Permanent Residence status as of right. Australian Immigration Service can take this right away from New Zealand citizens under their Section 501 once proved that the citizen has previous convictions of one year or more imprisonment, has been convicted for drug offences, is of bad character or offends once in Australia.

Once your Permanent Residence visa is cancelled in Australia, action is then taken by the Immigration Service to have you moved back to the country you came from and you will not be allowed back in Australia for up to 10 years.

United States of America

"Any crime involving moral turpitude can bar an individual from entering the US. It will further depend on the seriousness of the crime, recency and sentence awarded. In all such cases we seek a waiver of ineligibility from the Immigration Service and then issue a visa if that individual qualifies."

United Kingdom

Sentence

- An order of absolute discharge
- An order of conditional discharge bound over to keep the peace, be of good behaviour or a probation
- A fine or certain other sentences
- Imprisonment for term not exceeding 6 months
- Imprisonment or corrective training for a term exceeding 6 months, but not more than 30 months
- Anything exceeding 30 months

Rehabilitation Period *(how long it will be before you can enter the United Kingdom)*

- 6 months
- One year, or when the order has effect, or whichever is longer
- 5 years
- 7 years
- 10 Years
- Excluded from rehabilitation

Note:

Absolute Discharge - The defendant is released as the court feels that by attending the court the matter has been dealt with.

Conditional Discharge – The case is discharged with no further penalty than the defendant is not to reoffend within the term of the discharge – usually 1-2 years.

Singapore

(some examples of penalties for trafficking, possession or consumption of drugs)

Cannabis

Illegal traffic, import or export of more than 500 grams, or 200 grams of cannabis resin or more than 1000 grams of cannabis mixture is death.

Possession or consumption of cannabis – up to S\$20,000 fine or 10 year imprisonment or BOTH

Ecstasy

Illegal traffic of 'Ecstasy – up to 20 years of imprisonment and 15 strokes of the cane

Illegal traffic, import or export of Ecstasy – up to 30 years of imprisonment and 15 strokes of the cane.

Possession or consumption of Ecstasy – up to S\$20,000 fine or 10 years imprisonment or BOTH

Methamphetamine

Illegal traffic, import or export of 'Ice' more than 250 grams" – death

Possession or consumption of 'Ice' – Up to S\$20,000 fine or 10 years of imprisonment

The Misuse of Drugs Act 1975

Some of the More Common Illicit Drugs

	Class A	Class B	Class C
The Drugs	Methamphetamine (Street names: Speed, P, Pure, Burn, Ice, Meth, Crank, Whiz, Uppers, Glass, Crystal Meth) Magic Mushrooms, Cocaine, Heroin, LSD (Acid)	Cannabis Oil, Hashish, Morphine, Opium, and many Amphetamine type substances which includes Ecstasy	Cannabis Seed Cannabis Plant (ie Marijuana) Codeine
Possession	6 months jail and/or \$1,000 fine	3 months jail and/or \$500 fine	3 months jail and/or \$500 fine
Supply or Manufacture Don't have to be caught dealing.	Life imprisonment	14 years imprisonment	On indictment: 8 yrs imprisonment OR Summarily: 1 year jail and/or \$1,000 fine (depends on the amount)
Allowing your premises or motor vehicle to be used for the commission of an offence against this Act...	On indictment: 10 years jail Summarily: 2 years and/or \$1,000 fine	On indictment: 7 year jail Summarily: One year and/or \$1,000 fine	On indictment: 3 years jail OR Summarily: 6 months jail and/or \$500 fine
Other Offences			
Possession of instruments Found with a pipe, bong, needles, syringe, spotting knife etc		1 year jail and/or \$500 fine	
Cultivation of Cannabis Includes to sow or plant.		On indictment: 7 years imprisonment OR Summarily: 2 years jail and/or \$2,000 fine (depending on the amount)	

Note: Whether proceedings are taken by way of indictment or summarily will depend on the level or seriousness of offending.

Can I Travel?

Case Study 1

Shane

Shane is 18. He has a conviction for possession of methamphetamine and associated assault. He served a three month prison sentence.

Case Study 2

Tara

Tara is 21. She has been convicted twice for possession of cannabis. The first occasion was when she was 19 and she was let off with a caution. The second offence occurred this year and she was fined \$300.

Case Study 3

Malcom

Malcom is 19. He has a number of convictions for minor crime, such as theft and vandalism. When he was 18 he was involved in a minor car crash. A breath test showed he was four times over the legal limit with a reading of 520 micrograms of alcohol per litre of breath. He was fined \$650 and lost his licence for 9 months.

Case Study 4

Tracey

Tracey is 25. When she was twenty she was convicted of supplying MDMA (Ecstasy). She was imprisoned for 3 years.

Activity 8: **The Consequences of Importing Drugs**

Curriculum Links

Social Studies in the New Zealand Curriculum

Social Organisation L7.2

Legal Studies

Learning Outcome

- Students can explain the consequences of trying to import controlled drugs into New Zealand.

Resources

DVD **Protecting the Border**

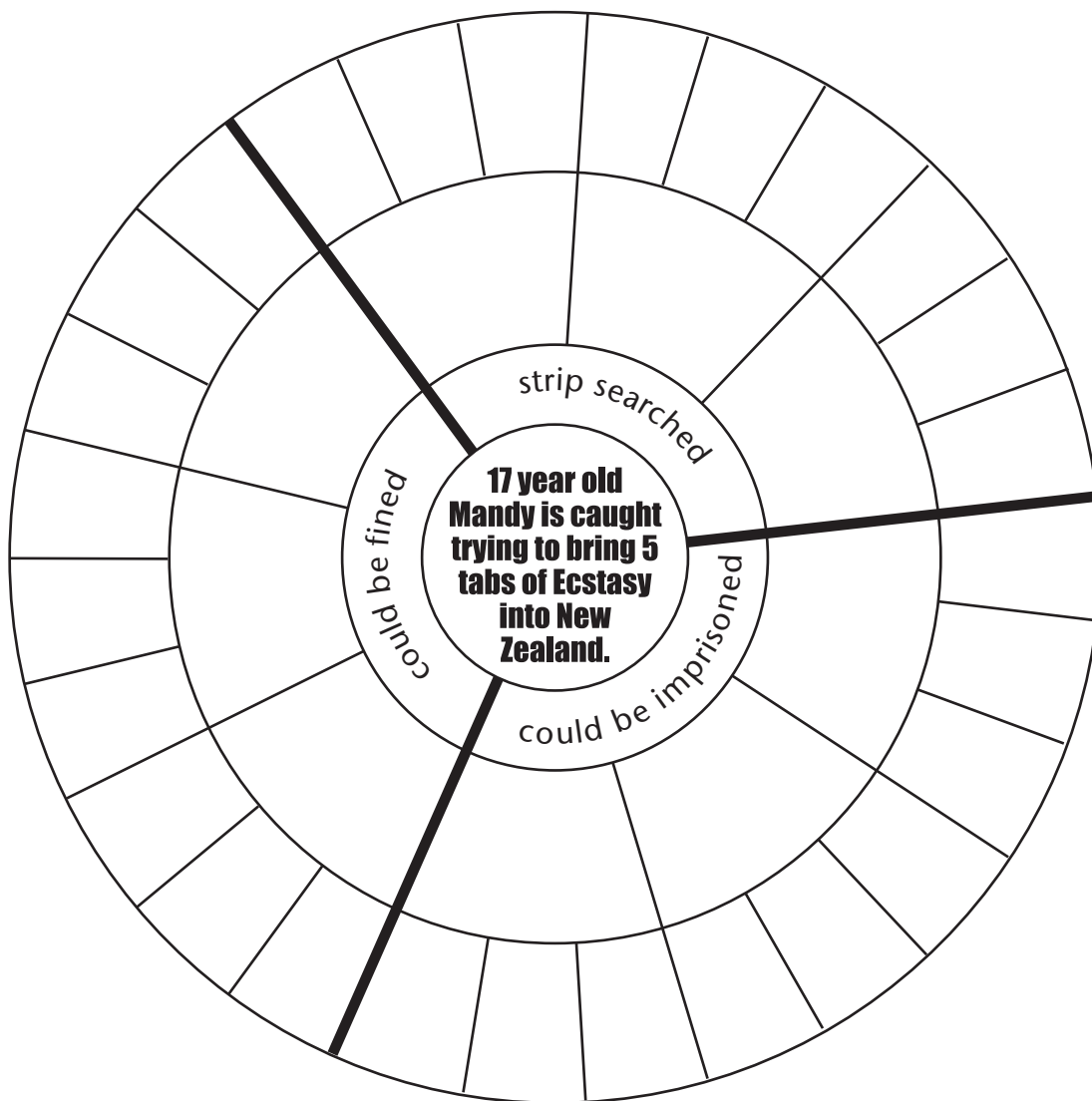
Felt pens and large sheets of paper

Copysheet 13 **Critical Thinking**

Copysheet 14 **Case Studies**

Activity

- Show the DVD **Protecting the Border**
Ask: What information in the DVD was new to you?
Did anything in the DVD surprise you? If yes, what was it?
Do you think that knowing the work Customs does might make young people think twice about trying to bring controlled drugs into New Zealand?
- Handout Copysheet 14, the case studies relating to attempted importations of controlled drugs and the consequences. Give students time to read these. Choose one of the case studies. Ask students to consider how fair they think the consequences were. Divide the classroom into quarters. Label the quarters Very Fair, Fair, Unfair and Very Unfair. Ask students to position themselves in the quarter that best describes their own opinion. They then discuss this with other students in the quarter, and prepare a statement summarising their viewpoint to present to the rest of the group.
- Put students into groups of 4-5. Give each group a large sheet of paper and felt pens. They complete an Effects Wheel, like the one over the page, following these steps.
 - i) In the centre they write *17 year old Mandy is caught trying to bring 5 tabs of Ecstasy into New Zealand.*
 - ii) Divide the first circle into three segments and in each segment write one possible effect of Mandy's action.
 - iii) Divide the third circle into 9 segments - three coming off each of the segments in the second circle. Write three possible effects resulting from each of the effects identified in circle two.



- iv) Repeat this process, giving three effects resulting from each effect identified in the previous circle.

Each group's Effects Wheel is displayed for viewing.

Note: Effects Wheel adapted from Customs Training materials

- Put students in different groups of about 3-4. Give each group the critical thinking model from Copsheet 13 **Critical Thinking** and the following statement.
Who should be punished for importing drugs - the courier, the organiser or the distributor?

The group uses the critical thinking model to explore this topic. After their discussion, each group can be asked who they decided should be punished.

Conclusion

Ask students to share with a neighbour the key message they are taking away from this session.

Critical Thinking

This model has been adapted from Brookefield, 1995, and Smyth, 1992

Question: *Who should be punished for importing drugs - the courier, the organiser or the distributor?*

Discuss:

- a) What do you know about this issue?
- b) How do you come to know this?
- c) Is this knowledge from a reliable source?
- d) How do you feel about this issue?
- e) How do your beliefs or values affect what you think about this issue?
- f) What missing information would you like?
- g) Have you thought about the social, economic, political and /or ethical aspects of this issue?
- h) Have you thought about the sort of sentences that might be given to people caught importing drugs?

Case Studies:

Case Study 1:

A 25-year-old Fijian Male arrived in New Zealand at Auckland Airport. The drug dog had indicated on the male's luggage. When he uplifted his luggage he was redirected to the search area. While his bags were being searched the man stated he was coming to New Zealand to work on a fishing boat. The Customs Officer found a small amount of cannabis in the male's bag. He also admitted to having smoked cannabis before travelling to New Zealand.

The male was immediately deported and has not been allowed to return to New Zealand again.

Case Study 2:

An American female arrived at Queenstown airport. She was coming to NZ for a skiing holiday. Her luggage was searched and one tablet of ecstasy was located in the pocket of a jacket. The female said she had forgotten it was there. She was not allowed to enter NZ and was immediately deported.

Case Study 3:

Two Canadians returned to New Zealand after a holiday in Europe. Both people had been living in New Zealand previously on working visas.

On arrival their luggage was searched and a total of 6000 tabs of LSD were located. The two Canadians were arrested and charged with importation of a Class A drug namely LSD. As a result of the seizure further investigations were subsequently conducted. As a result of these arrests NZ Customs and Police conducted a number of search warrants and a further five people were arrested:

Charges of Importation and Possession for supply of Class A drugs namely LSD and cocaine were laid. The group received the following sentences:

Canadian National 9 year's imprisonment

Canadian National 9 year's imprisonment

Canadian National 2 year's imprisonment

NZ National 8 year's imprisonment

NZ National 6 year's imprisonment

NZ National 6 year's imprisonment

NZ National 21/2 year's imprisonment.

The Canadian will be deported on completion of the sentences. The New Zealanders will not be able to travel overseas as there are many countries that will not allow them to enter, including Australia and USA.

Case Study 4:

A male from China has been studying at Auckland University. He had been back to China for the holidays and was returning to continue studying on his student visa.

On his return to Auckland his bags were searched and 8,921 Pseudoephedrine tablets were found. At the time of his arrival these were classed as a prescription medicine. He did not have a prescription for these tablets and so these were being illegally imported.

He admitted to breaching the conditions of his student visa and was deported immediately by NZ Immigration.

Case Study 5:

A parcel was intercepted by NZ Customs at the International Mail Centre. It had been sent from the Netherlands. It was found to have 3.1 grams of cannabis resin in the package. A search warrant was carried out on the address on the package. The address turned out to be that of recipient's elderly parents. He had been staying with them. A NZ male was arrested and charged with the importation of a Class B controlled drug namely cannabis resin. He was found guilty and imprisoned for 9 months.

A mail package was intercepted by NZ Customs at the International Mail Centre. It had been sent from the UK. On examination it was found to contain 499 MDMA tablets. A search warrant was conducted on the recipient's address as a result a NZ male was charged with Importing and Possession for supply of a Class B controlled drug.

He was found guilty and convicted to 2 and 1/2 years' imprisonment.

Case Study 6:

A number of commercial shipments were stopped for examination by NZ Customs. Concealed inside the goods in the shipments was a large quantity of GBL. Two people were charged with importing the Class B controlled drug GBL -- commonly known as Fantasy, possession of a Class B drug for supply, conspiracy to import a Class B drug and conspiracy to supply a Class B drug.

They were convicted and sentenced to 4 years and 10-1/2 years imprisonment.

These people will not be able to travel overseas as there are many countries that will not allow them to enter, including Australia and USA.

Case Study 7:

A 23-year-old Irish male arrived at Wellington Airport. He was intending to travel around New Zealand on a three-month holiday.

The male was sent to the search area where his bags were searched. During the search of his bag the Customs Officer found 3 grams of cannabis hidden in his clothes.

The male did not get to have his holiday in New Zealand as he was refused entry and placed on the next flight out of Wellington and returned to Ireland.

Case Study 8:

A Brazilian female arrived in Auckland intending to visit friends in New Zealand. The female's luggage was searched, which led onto a personal search. As a result of the personal search a total of 1 kilogram of cocaine was located.

The female was arrested and charged with importation and possession for supply of a Class A controlled drug namely cocaine. She pled guilty and was sentenced to 8 years imprisonment. When she completes her sentence she will immediately be deported back to Brazil.

Case Study 9:

A 38-year-old USA female arrived in Christchurch. She arrived in New Zealand with her new husband; they were intending to travel around the South Island for their honeymoon.

The drug dog indicated that she had drugs on her person. She was sent to the search area where her bags were searched. A personal search was also conducted. During the search 3.2grams of cannabis was found concealed in her underwear.

She was refused entry to New Zealand and sent back to the USA on the next plane. Her husband could have stayed but chose to return with his wife.

Activity 9: Drug Impurity and some Consequences

Curriculum Links

Chemistry: Level 8

- Organic substances/Optical Isomerism
- Reaction Chemistry/Impurities

Learning Outcomes

- Students will know that methamphetamine is an example of an optically active organic compound.
- Students will be able to relate some of the problems of its manufacture to the fact that *contamination* of a chemical reaction can result in the production of a highly altered chemical compound/mixture which has only some of the same properties.

Resources

Copysheet 15: Teacher Resource 1 **Methamphetamine - Basic Information** page 39

Copysheet 16: Teacher Resource 2 **Methamphetamine - Chemical Structure of its enantiomers** page 40

Copysheet 17: Teacher Resource 3 **Impurities and some Consequences** page 41

Copysheet 18: **Laboratory Photographs** page 42

Activity

1 Some Basic Information

- Brainstorm ideas and facts about methamphetamine (find out the base knowledge of your students)
- Write ideas up on the board as a concept map (Use Teacher Resource 1 to assist you)

2 Organic substances/Optical Isomerism

- Ask students to identify what organic groups are present in the compound from just the name.
- Give students the molecular formula of methamphetamine and ask them to:
 - i) identify the asymmetric carbon
 - ii) draw the condensed structures of the two enantiomers, in 3-D, with the asymmetric carbon in the centre.
- Discuss the properties optical isomers and relate to methamphetamine. (Use Teacher Resource 2 to assist you)

3 Reactions/Impurities

- Show photos of a clandestine lab producing methamphetamine constructed at home and a laboratory at a hospital. (Copysheet 18)
- Brainstorm the differences between the two. Write the list up on the board.
- Carry out test-tube reactions to show the difference between a chemical reaction carried out in ideal conditions and that carried out in the presence of contaminated conditions. (use Teacher Resource 3 to assist you)

4 The overall message

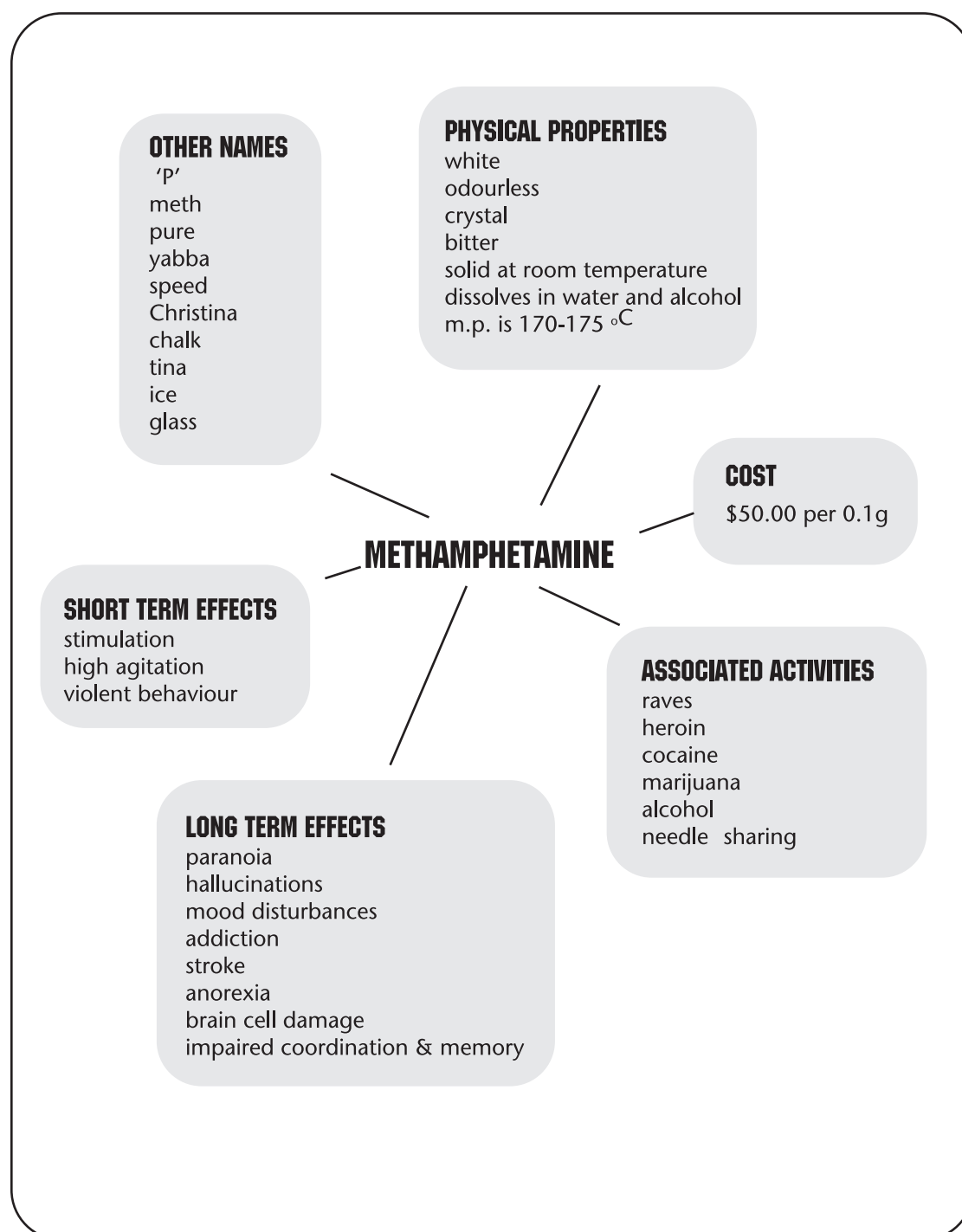
Ask: What did you learn from this series of activities?

Teacher Note: Drugs such as methamphetamine that are manufactured in clandestine laboratories by untrained personnel may well be contaminated by toxins or may have additives such as rat poison, talcum powder or rock salt. People buying the drug have no way of knowing exactly what is in it and what they are putting into their bodies.

Teacher Resource 1:

Methamphetamine - Basic Information

Some basic information about methamphetamine is presented here for **your information**. The activity requires you to brainstorm with students to find out what they know. It is important that you don't embellish this, especially with information that will not be helpful. The last thing we wish to do is make methamphetamine sound wonderful! Only record information that students present.

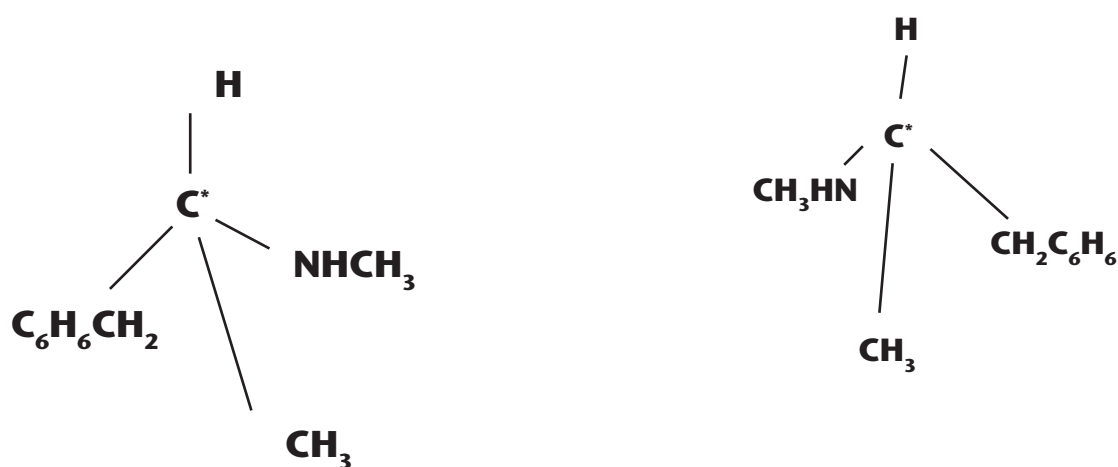


Teacher Resource 2:

Methamphetamine - Chemical Structure of its Enantiomers

The molecular formula of methamphetamine is $\text{C}_6\text{H}_6\text{CH}_2\text{CH}(\text{NHCH}_3)\text{CH}_3$

Its two enantiomers are:



Methamphetamine is an optically active isomer.

C* is the asymmetric carbon.

Recall that *chemically* enantiomers can, and often do, *differ in their biochemical behaviour*.

Methamphetamine is just such an example – the ‘d’ form (rotates polarised light right) stimulates and in street terms is “cool”, while the ‘l’ form has horrible side effects and in street terms is “shit”.

NB: Relate to the fact that if you have unknown contaminants, the wrong enantiomer can be made.

Teacher Resource 3: Impurities and some Consequences

In the chemistry lab, contamination is our worst enemy. Reactions can go wrong and result in unexpected outcomes. We take care to use high grade materials, clean gear, safety equipment and a clean environment. Following procedures carefully and correctly is essential.

You can use any convenient test-tube reaction to demonstrate this but here are two examples.

Test-tube Reaction One: Catalysis

zinc foil + hydrochloric acid

Versus

zinc foil + hydrochloric acid + a pinch of copper sulfate (or a little cleaned copper wire touching the zinc)

Test-tube Reaction Two: Acetic anhydride

Try a reaction that requires base conditions but 'contaminate' it with acetic anhydride, which is common in 'home-bake' (home lab heroin) as a residue. Acetic anhydride reacts with water to release acid so will stop the base condition reaction.

$\text{KMnO}_4 + \text{H}_2\text{O}_2 + \text{OH}^-$

Versus

$\text{KMnO}_4 + \text{H}_2\text{O}_2 + \text{OH}^- + \text{acetic anhydride}$

Methamphetamine can be made with readily available, inexpensive materials and there is a great variation in the processes and chemicals used. This means that the final product is far from pure.

Uncertainties about the drug sources and the pharmacological agents used in its production make it especially difficult to determine its toxicity and resulting consequences and symptoms.

Examples of methamphetamine contamination

- Too much Li or Na leads to an explosion
- Cheap solvents re-dissolve the solid (methanol is toxic)
- Food colouring covers up the off-colour, impure solid

Cleaning up home lab sites requires police to undertake specialised training. The chemicals to make methamphetamine are highly toxic and the lab operators routinely dump waste into streams, rivers, paddocks and sewage systems. Chemical vapours produced during cooking permeate the walls and carpets of houses and buildings, making them uninhabitable.

Laboratory Photographs

Clandestine Drug Making Lab



Hospital Laboratory



REDUCING THE HARM
TO MAKE A CHOICE
TO BE YOU
TĒNĀ KŌWHIRIA
TO SUPPORT YOUR KIDS