METH STOPPING THE EPIDEMIC

Information and tools for youth and their adult allies to take action against the methamphetamine epidemic

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Prevention practitioners, community coalitions, and youth serving agencies wishing to receive the training based on this curriculum can contact YLI’s National Training and Consulting Services:

877-YLI-TRAIN (877-954-8724) or via e-mail at training@yli.org
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January 26, 2006

Dear Friend:

Methamphetamine (meth) is the fastest growing drug in the United States and threatens communities in every part of California. It devastates the lives of those who use it, endangers the children of meth makers and abusers, increases violence, puts law enforcement in harm’s way, and pollutes our communities with toxic chemicals. Consider the following facts:

- California is ground-zero for meth production. The State is home to 80 percent of the nation’s meth labs, making the drug a leading export to other states. In addition, 97 percent of the nation’s “super labs” – those that produce more than 20 pounds of meth in a single batch - are located in California.

- For every pound of meth produced, six pounds of toxic waste are also created – and left behind – in our communities.

We must take a stand against this destructive problem. Because you have chosen to play an active role in the fight against meth, you not only will learn about the current epidemic but you will also learn ways to form valuable partnerships with peers, community leaders, and law enforcement to combat the spread of meth.

As Director of the California Department of Alcohol and Drug Programs, I believe in the importance of partnerships with community members, young people, lawmakers, law enforcement and retailers, to establish a coordinated, statewide, response to meth. Partnerships such as these have helped pass critical legislation in our State to control the sale of ingredients used to make meth.

Senator Jackie Spears has led the charge in the Legislature for more action, and we are pleased to engage our youth and our prevention system in addressing the meth problem in California.

We have much more work to do to stop the spread of meth in our communities. On behalf of the Department, I want to thank the Youth Leadership Institute and the California Friday Night Live Partnership for creating these tools, and I want to thank you for joining the fight against meth. I look forward to working with you to educate Californians on meth abuse.

Sincerely,

KATHRYN P. JETT
Director
INTRODUCTION

CALIFORNIA OVERVIEW

During 2001, the California Department of Toxic Substances Control conducted over 2,000 methamphetamine lab cleanups, costing California taxpayers close to $5.5 million, or $2,450 per lab.

Source: Office of National Drug Control Policy Clearinghouse

There is an epidemic sweeping through California. It’s poisoning our communities, hurting our citizens, and destroying the lives of families and children. Like states around the country, California is confronting the problem of methamphetamine, and concerned people from all walks of life are coming together to fight the epidemic brought on by this incredibly destructive and dangerous drug.

What Is Needed?

First and foremost, we need education. As concerned community members, we need to learn about methamphetamine and what it is doing to our society. We need to hear what is being done here at home as well as what other states are doing to battle the problem elsewhere. We need to meet the people around us who can help: from farmers and retailers to students and police officers. The good news is that there’s lots of support out there, and lots of ways to get the information we need. Second, we need action. We need people from all parts of our society to come together and take a stand against this drug and the havoc it is wreaking in our midst.

This curriculum is for those people. Its contents are intended to help community groups, partnerships of youth and adults, find concrete ways to PREVENT METH from hurting their communities.
What’s The Legal Picture?

The California Legislature has been and continues to be proactive in the fight against meth. Currently, there are several existing and pending laws related to methamphetamine production and waste:

- California already has a law, under Health and Safety Code Section 11100, that limits purchases of pseudoephedrine products to three packages per visit. Community groups can help prevent meth by surveying their neighborhoods and finding out which retail outlets are aware of and complying with this law and by developing materials to assist merchants with compliance.

- AB 465, authored by state Assemblyman Dave Cogdill, R-Modesto, was passed by both houses and signed into law by the Governor in October, 2005. This bill limits the sale of iodine, an ingredient used in the production of methamphetamine. Again, groups can help increase compliance with this bill by conducting Retail Education campaigns and developing materials to distribute to merchants.

- If passed, AB 1063 will make it a felony to possess more than one-half pound of ephedrine and pseudoephedrine, ingredients used to produce meth. The bill will be considered in 2006. Groups can develop policy projects to support this bill and to educate the public about its importance.

- If passed, AB 1017 will make it a felony to dump methamphetamine by-product on agricultural land. The bill will be considered in 2006. Again, this bill needs the support of the public; community groups can play a key roll in educating the public about the toxic effects of meth waste and about how this bill targets the problem.
Resources for Communities

Several California communities are engaged in campaigns to prevent the spread of the meth epidemic. Below are a few websites and article links that provide an excellent overview of how meth is influencing our state and what community groups are doing about it:

Websites

- The California Department of Alcohol and Drug Programs (ADP), at www.adp.ca.gov. In particular, navigate to the Department’s Resource Center, and click on Methamphetamine Overview. This two-page resource details specifics about meth in California and provides a list of resources for communities.
- www.no2meth.org
- www.stopdrugs.org
- The Western Plant Health Association maintains a page with information about anhydrous ammonia theft from farmers and agricultural locations. This resource includes tips on how to recognize signs of theft, how to respond to suspicious activity, and how to deter anhydrous ammonia theft. www.healthyplants.org/theft.htm

Articles

- The Santa Cruz Sentinel, Meth Abuse Increasing in County, September 11, 2005 www.mapinc.org/drugnews/v05/n1464/a09.html
  Be sure to look at the column to the right of the article; here you’ll find links to other related articles on the meth problem, tips for spotting a meth lab, handling a confrontation with a meth user, how to report suspicious activity, history and statistics of meth use, and much more.
- In its Features and Commentaries section, Join Together, an online organization that supports community-based efforts to reduce, prevent, and treat substance abuse across the nation, presents a two-part Special Report, entitled The Federal Response to Methamphetamine, by Bob Curley. www.jointogether.org/sa/news/features/reader/0%2C1854%2C578773%2C00.html
  Posted on their website in December, 2005, the Special Report includes:
  - Part 1, House OKs Meth Bill; Measure Includes Treatment Component
  - Part 2, Is the Meth ‘Epidemic’ Real?
Get Youth Involved

The fight against methamphetamine involves a wide range of community members: law enforcement officers, prosecutors, judges, probation officers, treatment providers, prevention specialists, child welfare workers, legislators, business people, educators, retailers, farmers...and the list goes on. To that list, we would add young people – from our schools, neighborhoods, youth programs, and families – who can and should lead this fight, along with caring and invested adults.

Children who reside in or are in close proximity to methamphetamine labs are exposed to a number of dangers including fires, explosions and toxic fumes. Chemicals used to produce methamphetamine emit fumes caustic enough to burn lungs, damage the brain, kidneys, or liver, and even kill.

These children are also at an increased risk for abuse and neglect. They often live in deplorable conditions and face many hazards including weapons and firearms, booby traps intended for authorities, vermin-infested living and play areas, a lack of heating and cooling, and inadequate plumbing.

METHAMPHETAMINE: FREQUENTLY ASKED QUESTIONS

The information for this section came from two sources:

• Methamphetamine Fact Sheet, produced by The EMT Group, Inc. For more information, visit EMT’s website at www.emt.org/prevention.html

Q. What is methamphetamine?

A. Methamphetamine, or “meth,” is the number one illicit drug problem in rural America and the fastest-growing illicit drug threat in the nation. It is a powerful addictive stimulant that affects the central nervous system. A synthetic drug, methamphetamine is closely related chemically to amphetamine. It is a white, odorless, bitter-tasting crystalline powder that easily dissolves in water or alcohol. However, pure methamphetamine (hydrochloride) in the smokable form of the drug is called “L.A.” because of its clear chunky crystals. In its powder form, meth may be white, yellow, pink, red, tan, or brown, depending on the ingredients used to make it. There are hundreds of street names for meth, including crystal, speed, crank, chalk, ice, glass, shabu, zip, pep-pills and go-fast. Meth is a synthetic drug, meaning that people manufacture it, as opposed to naturally occurring drugs such as marijuana, which are cultivated rather than manufactured.

Large quantities of meth are produced in small, rural, makeshift “laboratories,” using equipment and ingredients that are – for the most part – readily available at local drug, hardware, and farm supply stores. Because meth is highly addictive, relatively inexpensive, and easy to make, it has spread rapidly through the western, southwestern, midwestern, and southeastern United States – as well as other parts of the world such as Southeast Asia and New Zealand.
Q. How does meth affect the user?

A. Meth has a dramatic effect on the central nervous system. It is a neurotoxin that negatively affects both dopamine and serotonin-containing neurons in the brain. Essentially, meth tricks the brain and body into thinking that it has limitless stamina while in fact draining critical energy reserves needed to maintain the body’s vital organs and functions. As a consequence, meth produces bursts of energy and euphoria but ultimately leads to severe depression, brain damage, physical deterioration, and – in some cases – violent paranoia. Prolonged use can cause more severe central nervous system effects that include irritability, insomnia, confusion, tremors, anxiety, extreme anorexia, paranoia, aggressiveness, violent behavior, auditory and visual hallucinations, respiratory problems, irregular heartbeat, and convulsions. Ultimately, its use can cause stroke, cardiovascular collapse, and death.

Meth is a stimulant – a drug that increases the energy of the user. Caffeine is a very mild stimulant, while cocaine and meth are more intense, addictive, and dangerous stimulants. Stimulant drugs such as meth and cocaine may be contrasted with narcotic drugs like heroin and morphine, which do not stimulate the nervous system but instead dull the senses and induce relaxation, stupor, and sleep.

According to the National Institute on Drug Abuse, methamphetamine appears to poison the brain, damaging brain cells that contain dopamine and another neurotransmitter called serotonin. Over time, it also appears to cause reduced levels of dopamine, which can result in symptoms like those of Parkinson's disease, a severe nervous system disorder.

Q. How is meth used?

A. Meth may be ingested, snorted, smoked, or injected. When meth is ingested (swallowed) or snorted, it produces a sense of euphoria that may last up to 12 hours. When smoked or injected, it produces a more immediate and intense “rush” that may last for as little as a few minutes, followed by a lower-level feeling of euphoria that lasts several hours. Addicts often follow a progression of use in which they begin ingesting meth, then snorting it, then smoking it, and finally, injecting it.

No matter how meth is used, it tends to cause increased activity, decreased appetite, and a false sense of well being in the short term, followed by damage to the brain, body, and central nervous system in the long term.
Q. Who uses meth?

A. Most research shows that the typical meth user is a lower income white person in his or her 20's or 30's, living in a rural community. But this description masks a great deal of variation in meth use. For example:

- While meth use is concentrated in rural communities, it is a popular “club drug” in Los Angeles, New York, Chicago, and other urban centers across the country, especially in the lesbian, gay, bisexual, and transgender (LGBT) community.
- While the typical meth user often has a lower income, meth addiction has afflicted wealthy Americans as well, including movie stars and members of wealthy and prominent families.
- While most meth users are in their 20's or 30's, meth use is on the rise among teenagers, and – at the other end of the age spectrum – it is not uncommon to encounter meth addicts in their 40's or 50's.

Meth Use and Gender:
Both men and women use meth. Meth use has been rising steadily among women in recent years, and it can no longer be said that the typical meth user is male. Female meth addicts sometimes report that they were initially attracted to the drug because it helped them lose weight and heightened their energy level, increasing their ability to face the multiple challenges of work and family – in the short term. In the long term, of course, meth has the same effects on women that it has on men – acute addiction, mental instability, and physical deterioration.

Q. How is meth made?

A. The processing required to make methamphetamine from precursor substances is easier and more accessible than ever. There are literally thousands of recipes and information about making meth on the Internet. An investment of a few hundred dollars in over-the-counter medications and chemicals can produce thousands of dollars worth of methamphetamine. The drug can be made in a makeshift "lab" that can fit into a suitcase. The average meth "cook" annually teaches ten other people how to make the drug.
Q. Where is meth made?

A. Meth is produced in small, makeshift “laboratories,” using equipment and ingredients that are – for the most part – readily available at local drug, hardware, and farm supply stores. These methamphetamine production sites are commonly referred to as “methamphetamine laboratories” (“meth labs” for short) or “clandestine laboratories” (“clan labs” for short). It is important to understand, however, that meth production sites are not really “laboratories” at all. When we think of laboratories, we think of highly educated scientists in clean white coats conducting controlled experiments with advanced equipment, in an antiseptic environment. Meth labs are nothing like this. The equipment used to make meth consists not of advanced scientific apparatus but instead of common household items such as mason jars, coffee filters, and plastic soda bottles. Most of the ingredients used to make meth – such as cold tablets, lithium batteries, and Coleman fuel – can be purchased at local drug, hardware, and farm supply stores. The best way to describe the appearance of a typical meth lab is that it looks not like a real laboratory, but more like a dirty kitchen.

A Meth or Clan Lab is used for only one purpose: to make illegal drugs quickly, cheaply, and secretly. These labs, in and of themselves, are very dangerous because their operators, known as “cookers,” use highly toxic and volatile chemicals noted for causing fires and explosions as well as being extremely poisonous to people and animals. Further, in order to protect themselves from law enforcement and bandits, operators of these illicit labs often are well-armed and/or set booby traps. Finally, the labs, which are temporary or portable, often are abandoned leaving many dangerous chemicals behind that contaminate the environment around the sites and are harmful to the neighborhood. Lab operators often use rented homes, apartments, hotel and motel rooms, trailers and motor homes, houseboats, mini storage units, and even car trunks and vans as their lab site.
Q. What other problems does meth pose to society?

A. Meth is responsible for automobile accidents; explosions and fires triggered by its illegal manufacture; environmental contamination; increased criminal activity, including domestic violence; emergency room and other medical costs; increased spread of infectious disease, including HIV, AIDS and hepatitis; and lost worker productivity. Economic costs also fall on governments, which must allocate additional resources for social services and law enforcement. For more information, visit www.cornerstonebh.com/meth2.htm and download the article: Methamphetamine: What are the real costs to society?

Meth is also different than other drugs because it is dangerous from start to finish. The reckless practices of the untrained people who manufacture it in clandestine labs result in explosions and fires that injure or kill not only the people and families involved, but also law enforcement and fireman who respond. Any number of solvents and hazardous agents are found in unmarked containers at these sites. These potent chemicals can enter the central nervous system and cause neural damage, affect the liver and kidneys, and burn or irritate the skin, eyes and nose. Environmental damage is another consequence of these reckless actions, and violence is often a part of the process as well.

Each pound of meth produced leaves behind five or six pounds of toxic waste. Meth cooks often dispose of leftover chemicals and byproduct sludge by dumping it in nearby plumbing, storm drains, or directly onto the ground. Chlorinated solvents and other toxic byproducts used to make meth pose long-term hazards because they can persist in soil and groundwater for years. Clean-up costs can be exorbitant because solvent contaminated soil usually must be incinerated.
YOUTH-ADULT PARTNERSHIPS AND THE ROLE OF YOUNG PEOPLE IN COMMUNITY DESIGN

Engage Youth: Make a Difference!

Youth are some of the best people in the community to address issues like meth production and use. They are often tempted to experiment with drugs like meth, and they are also very aware of how substance use influences and shapes their community. Involving youth in environmental prevention* projects does much more than just keep them away from drugs.

Good Environmental Prevention provides young people with the tools they need to USE their knowledge TO make a difference in their community. By changing the "environment," the young people involved are also challenged to change themselves.

🌟 Youth-driven community organizing builds the critical thinking skills of youth while engaging youth as leaders in shaping their communities!
🌟 Youth-driven community organizing connects youth with each other and with adults as allies!
🌟 Youth-driven community organizing provides youth the opportunity to show themselves and adults that they can and will be a part of the solution when given the support and opportunity to do so!
🌟 Youth-driven community organizing provides youth the opportunity to earn the respect of peers and adults in a positive manner!
🌟 Youth-driven community organizing engages youth as partners in making the decisions that impact their lives!

*Environmental Prevention: Alcohol, tobacco and/or drug prevention that works to change the factors (social settings, messages, availability, etc) that both directly and indirectly make substance use easy, appealing, attractive, and socially acceptable.
What Youth and Adults Need From Each Other

This article was written by the Youth Leadership Institute for publication in Youth Adult Partnerships – A Training Manual, a project developed in partnership with the Innovation Center for Community & Youth Development, the National 4-H Council, the National Network for Youth, and the Youth Leadership Institute.

In order to successfully create effective and sustaining youth-adult partnerships, we must first assess and identify the multiple needs that each participant brings to the relationship. Of course, each individual will have his or her own specific experiences, insights, and characteristics that will impact the working relationship – this is true for both adult and youth participants. At the same time, there are a number of general experiences that are tied to the developmental process of youth and adult participants that can be incorporated into the partnership:

**BE AN ALLY**

- **Suggestions for adult participants**
  Young people need to see adults as honest, reliable and completely on their side, as true advocates for their needs and concerns. This happens when adults care about and understand what young people are interested in and passionate about. As adults in these partnerships, we need to be unconditional advocates for young people who are looking to us for support.

- **Suggestions for youth participants**
  Adults need to know that their experiences and insights are also heard with the same credibility as their youth counterparts. Quite often adults might feel that their perspective may be “dated” or no longer timely. It’s important that as the youth participants in the process, we make sure that the adults that we are working with believe that their experience is equally valued, regardless of whether it is replicated in our program designs, action plans, etc.

**SUPPORT TRUE HEALING**

- **Suggestions for adult participants**
  Young people need to know that adults also make mistakes; adults need to create environments that are safe from judgment. Too often we have created settings in which only the “best face” can be shown, settings that emphasize our successes only. As adults, we can be more honest about the reality of life’s challenges by sharing the lessons we have learned from the times that we were not “the best” or did not have “all the answers.” When we share our stumbling blocks along with our successes, we create a safer setting for both youth and adults.
Suggestions for youth participants
Adults need to know that they are not expected to have all of the answers. This can be challenging for adults who are used to being guiders and teachers. We can remind our adult partners that we need their honest insight more than the “model” response they think they should provide. And, we must remember and value the lessons learned from challenges, stumbling blocks, and “wrong choices.”

PROMOTE TRUE HISTORY

Suggestions for adult participants
Young people need information about their ancestry as well as other struggles and achievements. True history helps us to think of ourselves as a community responsible for one another’s well being. Adults can help this process by not only knowing and sharing our own history, but also by being knowledgeable of other communities’ stories and backgrounds.

Suggestions for youth participants
Adults should know that youth want accurate and authentic history – even if this is perhaps different from the history we have learned in our schools, families, communities, etc. Often, adults do not know the full stories – the backgrounds, perspectives, experiences, and histories – of others. We need to be open to sharing our own stories and learning from the stories of others.

CELEBRATE SUCCESSES

Suggestions for adult participants
Every day, young people make dozens of choices that reflect their own thinking, relationships, preferences, and desires. These are all victories. As adult allies, we can acknowledge and celebrate these acts of self-determination. This means that we praise the young people we are working with and encourage them with our words, actions, and gestures. In addition, instead of expressing surprise at their accomplishments (i.e. “I can’t believe you were able to do all of that – wow!”), we can communicate our high expectations of them and their talents and skills (i.e. “I knew if there was anyone who could handle that job, it was you”).

Suggestions for youth participants
Adults need to know that their work and contributions are valued – even if their efforts might seem insignificant to them. As young people, we need to make sure that adults hear how much we value their time and energy, and celebrate with them in their successful endeavors. This helps to create a setting where our adults can sense and reciprocate our respect for the insights and perspectives that are brought to the table.
Top 8 REASONS To Involve Young People In Decision-Making

Efforts to change a community work better when we include young people in important decisions. Not only do young people bring new ideas and fresh energy to change efforts such as meth prevention; they also provide expert insight into what they or their peers are experiencing. As coalitions and communities move forward with meth prevention initiatives, it might be helpful to articulate where and when they will look to be in partnership with young people. A good planning tool to use to chart an agency’s commitment to youth decision-making is the “Negotiations” activity that can be found in the Tools and Resources section.

Reason 1: Young people are natural leaders.
In a youth development organization, young people must play a key role in the organization’s leadership and staff. They have experience, energy and knowledge of the their peers – the people you want involved. They live “Best Practices” and can give feedback, decipher information and develop effective program strategies and evaluations.

Reason 2: It exposes leaders to relationships between generations.
Intergenerational groups are always more successful when members have explored their own thoughts and attitudes about age differences. They can develop strong and positive relationships, a key to successful outcomes.

Reason 3: It brings young people into every aspect of an organization or system.
Consider amending bylaws and policies to state that young people are permanently included in decision-making and leadership in your organization. Young people will be promptly and consistently replaced by other young people when their service has ended. This ensures that youth involvement is not just a phase of your current administration.

Reason 4: It makes your meetings fun and interactive.
Group activities like “go-arounds” and “brainstorms” ensure that everyone has a voice in the decision-making process. Such activities create a dynamic environment that will engage all of your members and are critical to involving youth and building relationships.
Reason 5: It places young people in visible leadership positions.

Board and committee positions and other visible leadership roles should include young people as frequently as possible. Involving youth deeply in governance fosters their fullest participation and ensures that they are included in important business that happens outside of formal meetings or presentations.

Reason 6: It allows a network of young leaders to build.

By bringing together young people in leadership roles we promote our shared concerns and we spread what we learn with other young people across diverse groups. By setting up systems and situations for young people to network, learn new skills and share ideas, we promote further youth development opportunities. This kind of networking re-energizes youth from your organization and introduces them to the larger community of young people in decision-making.

Reason 7: It builds a network of adults who support young leaders.

If there are other organizations with young people in leadership positions in your area, gather together agency directors and adult board members to discuss their successes and knowledge gained from involving youth. Shared training and support occur, and this ultimately benefits young people.

Reason 8: It requires flexibility and responsiveness.

Young people’s schedules, life transitions and personal circumstances should be taken into account when deciding how to involve and engage young people. A board should be flexible by accommodating school schedules and transportation difficulties. Family commitments and extracurricular activities deserve the same consideration as adults’ work trips, vacations, double bookings and flat tires.
ENVIRONMENTAL PREVENTION
OVERVIEW

BEYOND “JUST SAY NO”

Traditional prevention efforts place all of the responsibility for drug use on the individual user: individuals are told to “just say no.” In the spectrum of ways to create healthy communities, there is a place for teaching people resiliency skills and for giving people information about how and why to say NO to using illegal substances. But there is a bigger picture of where and how drug use happens; this bigger picture is the concern of another type of prevention: Environmental Prevention.

What does ENVIRONMENTAL PREVENTION mean? It means that in order to prevent people from using drugs, we need to look at the entire environment – the surroundings, the influences, the culture, the community – of the people in question. It means that the environment itself is part of the problem and should be addressed by any meaningful prevention efforts. It means that people don’t choose to use drugs like meth solely as a matter of personal choice. Rather, they are influenced by a complex set of factors in their environments, such as:

- **Norms**: What is considered acceptable in families, neighborhoods and communities. Things like: what my uncle does, what is traditionally accepted in my neighborhood, what my friends at school do.
- **Media messages**: TV, movies, music, magazines, etc. Things like: song lyrics, story lines on television, advertising in magazines and commercials.
- **Laws, rules, and policies**: determined by schools, city councils, businesses, state legislators, etc. Things like: when and where alcohol can be purchased, whether or not people can smoke in a certain area, how my school handles disciplinary issues, and how local law enforcement officials deal with reports of suspected meth labs or anhydrous ammonia tank tampering.
- **Accessibility**: how easy drugs are to obtain. Things like: Are substances close to me? Affordable? Offered to me frequently? Used around me?
Environmental prevention works to change the settings and messages that both directly and indirectly make drug use easy, appealing, attractive, and socially acceptable. How does this happen? Environmental prevention happens when community groups work to change laws, policies, or community norms related to the use of substances like meth. Examples of environmental prevention projects that address drug use are:

1. projects that educate storeowners about laws and policies pertaining to the sale of products used to make meth;
2. campaigns to establish “drug free” zones around parks and schools; and
3. coalitions that work to increase public awareness of meth labs and to shut them down.

What do these projects have in common? In each of the project examples above, community groups are working together to create or change policies and to make communities healthier and safer.

**The Public Health Triangle**

Environmental prevention can also be understood by using the Public Health Triangle, a tool often used to understand issues related to public health. Any public health issue results from the interaction of different factors, represented by the corners of the triangle. All three points on the triangle affect each other and contribute to creating the public health issue.

- One factor is the individual (also known as the “host”), who is the person affected by the public health problem.
- The substance causing harm to the individual, called the agent, represents another factor.
- The third factor is the environment, which consists of the social, economic, physical, political, and cultural settings in which the individual and drug itself interact.

For example, a person’s decision to use meth comes from a combination of factors. There are individual factors (the person’s beliefs about meth use or interest in the effects of meth); there are environmental factors (how common or accepted meth use is in the community, where and how is meth use encouraged), and agent factors (how easy meth is to make and how much it costs to buy).
All three points on the triangle influence each other, yet many prevention efforts focus solely on the individual user and ignore the role that environment and agent factors play in the use and abuse of substances like meth. More successful prevention efforts target ALL THREE corners of the triangle, and attack the problem from multiple angles.

**Examples of Environmental Meth Factors:**

- **Settings:** situations where drug use occurs, such as private homes, sporting events, parties, street fairs, bars and restaurants.
- **Promotion:** For legal substances, promotion takes the form of advertising; for illegal substances like meth, promotion can mean things like poverty, depression, desperation – anything that makes it more likely for a person to use meth.
- **Availability:** Ways and places where people can get meth. Is it available on the street corner or in your apartment building? Is it offered to you regularly?

**Examples of Agent Meth Factors:**

- **How is it Made:** The fact that meth is very easy to produce influences how available it is, making it much more available than drugs that are harder to make. Meth users can make meth for themselves—they do not have to rely on other producers to obtain their drug of choice. In other words, this “agent factor” has a profound effect on the meth epidemic.
- **Priced:** In the Key Questions section, we learned that an investment of a few hundred dollars in over-the-counter medications and chemicals can produce thousands of dollars worth of methamphetamine. It’s not expensive to make, and relatively inexpensive to purchase from “cooks.” This “agent factor” means that meth is easier than other drugs for people to make, sell, buy, and consequently, use.
Applying the Public Health Model to Methamphetamine

On page 17, we presented the Public Health Triangle. Here, we translate that theory into the real experience of the meth epidemic. The table below demonstrates how prevention efforts can be targeted at each part of the meth triangle:

<table>
<thead>
<tr>
<th>Issue: The Meth Epidemic</th>
<th>Individual: People who produce, sell, and use meth</th>
<th>Agent Factors: Made, priced Meth is easy to make, and most ingredients can be legally purchased at local general merchandise or farm supply stores.</th>
<th>Environment Factors: Settings, promotion, availability, impact Individual homes and kitchens where meth is cooked; how many meth labs are in a given area; how prevalent is meth use.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention and Intervention Efforts</td>
<td>Give people real opportunities to engage in something besides drug production, sale, or use; provide jobs, training, education, support, and community involvement to people so that they have the ability to choose something besides meth.</td>
<td>Make the ingredients used to make meth harder to get, by aggressively implementing existing laws, working with retailers to keep better track of inventories and posting notices that alert meth cooks that these ingredients are being monitored.</td>
<td>Educate communities to identify a meth lab in their midst and arm them with the steps to take when they suspect a meth lab is nearby. Educate communities about the toxic impact of having meth labs or meth waste in their neighborhoods: people often think that drug use is only bad for the user; when they learn how dangerous meth is for people who simply live near its production, they are much more motivated to get involved and do something to help.</td>
</tr>
</tbody>
</table>
ENVIRONMENTAL PREVENTION AND METHAMPHETAMINE

Methamphetamine production and abuse are classic environmental prevention targets: the ways that meth is produced, sold, and used are shaped and influenced by community environmental factors. To address the problem – and go beyond traditional “just-say-no” methods – we need to address these environmental factors. Consider the following questions:

What’s wrong with meth? Everything. As we have learned, meth is a powerfully addictive stimulant that has a dramatic effect on the user’s central nervous system. Essentially, meth tricks the brain and body into thinking that it has limitless stamina while in fact draining critical energy reserves needed to maintain the body’s vital organs and functions. As a consequence, meth produces bursts of energy and euphoria but ultimately leads to severe depression, brain damage, physical deterioration, and – in some cases – violent paranoia. In addition, meth labs and meth waste pose terrible dangers to children, neighborhoods, and entire communities.

How easy is meth to produce? Answer: Extremely easy, as discussed above (see Frequently Asked Questions, page 7). Most of the materials used to make meth are available at large discount stores, like Target and Walmart, drug stores, hardware stores, farm supply stores, and many other everyday places. It is not illegal to purchase any of the ingredients needed. And once the ingredients are in hand, the process of making meth is not complicated, although it is extremely dangerous. Indeed, much meth production happens in kitchens across the country, behind the closed doors of urban, suburban, and rural homes. So meth production, unlike other drugs, takes relatively little expertise, time or space.

However, because these chemicals are needed in large quantities, people who are looking to stem the tide of meth production have learned to pay attention to instances in which meth-making products are stolen. For example, when a drugstore reports a theft of a large quantity of cold medicine and nothing else, this is a sign that the thief or thieves are meth cooks.
Where is meth being produced? The process of producing meth can take place under the radar of many communities. As mentioned above, although it is dangerous, it’s a relatively easy process that can and does happen in kitchens across the country. This makes the environment of meth production different than that of other drugs. The use of small, individual operations, rather than centralized large-scale warehouses or spacious crop areas, means that there are many more potential “labs” out there, making the task of finding them and shutting them down a more labor-intensive and time-consuming job. It’s easier to hide, especially for a culture that is fiercely protective of personal privacy; what goes on in one’s own home is traditionally “off-limits” to outsiders. Of course, the exception is for illegal activity, but the challenge is in detecting such activity from the street-side of the door. Meth is unique in that its “environment” exists in small, numerous pockets that can be hard to find.

What does meth production and use do to a community? Also unlike some other drugs, the presence of a meth lab constitutes a grave and immediate danger to the surrounding community. A meth lab makes the environment it is in a toxic place. People who live in such an environment are at risk. Even if they aren’t meth producers, sellers, or users, they are put in extreme danger because of their proximity to people who are.

California is ground zero for meth production. The state is home to 80 percent of the nation’s meth labs, making the drug a leading export to other states. In addition, 97 percent of the nation’s “super labs,” those that produce more than 20 pounds of meth in a single batch, are located in California.

Web Source:
Office of the Attorney General, State of California Department of Justice; caag.state.ca.us/publications/methlabs/index.htm
STRATEGIES TO PREVENT METH

INTRODUCTION AND ACTION PLANNING

Your group can take action to stop the spread of meth, and you can go further than traditional prevention methods. You can implement projects that utilize environmental prevention, projects that change communities and make them healthier. This section outlines several strategies you can use to target meth from multiple angles - from retailers to farmers to policy makers.

But before you take those steps, get ready to do some ACTION PLANNING. Action Planning means preparing yourself and your group to take steps that you hope will lead to meaningful community change.

To begin, help the members of your group gain a deeper understanding of Environmental Prevention by doing the “Downstreamers” exercise with them. This exercise, which is found in the Tools and Resources section, helps people learn how to peel back the layers of a problem in order to get to its root causes. Knowing the root causes of a problem like meth will help you know exactly what part of the problem you want to target.

As part of your early action planning, it is important to find out what efforts are already underway in your community to slow the spread of meth. One of the best starting points for obtaining this information is your local police chief or sheriff. Others with knowledge of existing efforts would be local elected officials and school administrators or teachers. In most cases, these community leaders – and others you may be able to think of on your own – would be very happy to sit down with you and answer your questions at a preliminary “information-gathering meeting.” This is true even if you will be meeting with them again or making a formal presentation to these leaders later on.
Once you have information on what’s already happening in your community, spend some time planning your action. This means getting clear on your goals, finding out what efforts are already underway in your community, figuring out what it will take to achieve them, identifying who will do what, and establishing a timeline for how and when each step needs to happen. There are two sample action planning tools in the Tools and Resources section; adapt these to your own purposes and needs. You will probably have a fairly “sketchy” or outlined version of your plan to begin with. As you learn more about the meth epidemic and as you read through the strategies on the following pages, you can fill in the blanks of your plan and revisit your first drafts. Keep the plan alive by revising it as necessary.

After these initial steps, read through the descriptions of the strategies described in the following pages. These are not the only things being done to fight meth, but they provide an excellent range of possibilities for you to choose from. Additionally, each of the strategies can provide a wide range of outcomes and impacts, including:

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>Builds Awareness</th>
<th>Reduces Access</th>
<th>Increases Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Tour</td>
<td>✔✔✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meth Survey/Petition</td>
<td>✔✔✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Meth Waste ID</td>
<td>✔✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retailer Education</td>
<td>✔✔</td>
<td>✔✔✔</td>
<td>✔</td>
</tr>
<tr>
<td>Anhydrous Tank</td>
<td>✔✔</td>
<td>✔✔</td>
<td></td>
</tr>
<tr>
<td>Police &amp; Farmers Convening</td>
<td>✔✔</td>
<td>✔✔</td>
<td></td>
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<tr>
<td>Care Packages</td>
<td>✔✔</td>
<td></td>
<td>✔✔</td>
</tr>
<tr>
<td>Policy Resolutions</td>
<td>✔✔</td>
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<td>✔✔</td>
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</tbody>
</table>
STRATEGIES TO INCREASE AWARENESS

Awareness Strategy #1: The Community Tour Workshop

Workshop Goals:
- To build participants’ awareness about the accessibility of methamphetamine ingredients.
- To develop a target list of retailers who would benefit from training about methamphetamine production

<table>
<thead>
<tr>
<th>Topic</th>
<th>Summary</th>
<th>Materials</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction: the Community Impact of Methamphetamine Production and Use</td>
<td>Use Meth FAQ’s, starting on page 5, to discuss how meth has a negative effect on communities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Discussion</td>
<td>Get people’s reactions to the information you presented in the Introduction; generate additional questions or information that comes from the group.</td>
<td>Flipchart/ Chalk Board</td>
<td>15 mins.</td>
</tr>
<tr>
<td>Community Tour</td>
<td>Tell the group you are going on a scouting tour to look at the types of retailers in the neighborhood. Tip: Be sure to plan your route before heading out; this will make the most of the time “in the field.” Make sure that the group members are equipped with notepaper and pens or pencils. Tell them they are to make notes about any stores that sell products that can be used to make methamphetamine. Make sure to record the address of the store, as well as which ingredient is for sale at each. You can have each group approach the storeowner and ask if they are aware of how their products can be used. Find out if they already complying with California law on the sale of products containing pseudoephedrine (and/or on the sale of iodine) and taking any steps to keep track of their inventory for these products or to alert would-be thieves that they are being watched.</td>
<td>paper, pens</td>
<td>1-2 hrs.</td>
</tr>
<tr>
<td>Topic</td>
<td>Summary</td>
<td>Materials</td>
<td>Time</td>
</tr>
<tr>
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</tr>
<tr>
<td>Creating a Retail Map</td>
<td>Have the group create a map on Flipchart paper of the tour they took (see sample below). Mark on the map all of the places visited. You might use different colored dot stickers for different kinds of stores, or for stores that already have meth prevention plans in place.</td>
<td>Flipchart paper and markers</td>
<td>30-45 mins.</td>
</tr>
<tr>
<td>Group Discussion</td>
<td>Discuss with the group their impressions of the tour they took. Ask them the following questions: • How many places on the tour sold meth ingredients? • How many retailers already knew about the meth problem? • Are there opportunities for the group to educate a significant number of new retailers? • What did you learn from the tour?</td>
<td></td>
<td>30 mins.</td>
</tr>
<tr>
<td>Closing</td>
<td>As a way to close the workshop, have participants brainstorm things that they can do to educate retailers about methamphetamine. This list can be used as a starting point for your group to take action in the future.</td>
<td>Flipchart, Marker</td>
<td>10 mins.</td>
</tr>
</tbody>
</table>

Sample mapping tool:

😊 = retail store/business in place with meth prevention efforts
⊙ = retail store/business in place without meth prevention efforts
Awareness Strategy #2:  
The Community Meth Survey and Petition

Surveys and petitions are great tools to educate people and to find out how much support exists for your campaign. They allow you to spread the word about your campaign to the community-at-large and invite people to take a stand themselves, either by sharing their ideas in a survey or by “signing on the dotted line” of a petition. These are important ways that the public can get involved with your campaign. Surveys and petitions can also be important for gaining the support of elected officials, event planners, city council members, or county boards of supervisors. If your survey or petition shows overwhelming public concern about meth abuse, decision-makers will be more likely to support your efforts. A sample survey and petition are found in Tools and Resources. A few suggestions for conducting surveys and petition drives:

☆ CLEAR COMMUNICATION IS KEY! Make sure that you are able to explain what your campaign is about. Practice with each other until everyone can explain the campaign clearly and answer basic questions about your project. Use the Meth Talking Points, found on page 56, as a reference.

☆ INVITE PARTICIPANTS TO GET INVOLVED! Surveys and petitions are great tools to increase support for your campaign. As people complete the survey or sign the petition, ask if they would be interested in getting involved. Be prepared with information about your next meeting or event. Have flyers or postcards on hand that you can distribute to interested people.

☆ STAY CONNECTED! If people give you their contact information, keep in touch with them. Send them information about on-going meetings or events, as well as updates on your progress, in order to build support for your campaign. Call to personally invite them to attend a meeting or a community hearing.

☆ USE THE RESULTS! After you have collected the results of your survey, use the information from it to create interest in and awareness of your issue. After you’ve collected as many signatures as possible for your petition, get the word out about how many people support your ideas!
BRING YOUR PETITION AND YOUR SURVEY WITH YOU – EVERYWHERE!
As you attend meetings, present your project, and work in the community, have your survey and/or petition with you. If other groups want to support your efforts, they can conduct the petition drive among their members. At every event, activity, rally or meeting you have that is related to your campaign – and even those that are not – circulate the petition and ask people to complete your survey. Encourage group members to get their family, family friends, teachers, coaches, employers, and any other adults in their lives to sign the petition and complete the survey.

KEEP THE REAL THING! When meeting with politicians or officials, present them with a copy of your petition. Don’t give them your original!
Awareness Strategy #3: The Meth Waste Identification Campaign

Meth production is in many ways a neighborhood issue. Often, the only way law enforcement learns about the small mom and pop labs that are churning out meth is when an observant neighbor or citizen alerts them. Sometimes, people don’t even know what they are seeing. They might report excessive trash, dilapidated conditions, or toxic fumes without knowing that they are actually identifying the waste created by a meth lab. And as we know, information is power. When you give community members information, you are also giving them the power to do something, and this is goal of the Meth Waste Identification Campaign.

Note: Information for this strategy comes from MethNet (http://www.ag.state.il.us/methnet), a web page sponsored by the Office of Illinois Attorney General Lisa Madigan and from No2Meth (www.no2meth.org), a web page from San Diego County’s Methamphetamine Strike Force. The State of Illinois has extensive experience addressing the meth epidemic, and the Attorney General’s office, in particular, can be an important resource to California, as well as other states and communities seeking to stem the tide of meth problems. San Diego County’s Methamphetamine Strike Force has been extremely successful in engaging its communities and young people in combating meth and its related problems. Both campaigns sites have information about recognizing a wide range of meth-related phenomena, including meth shoppers, meth addicts, meth labs, and meth-endangered children.

The Meth Waste Identification Campaign Goals:

• Educate community members about how to identify meth waste and/or a meth lab in their neighborhood.

• Educate community members about the hazards of meth labs and the waste they generate.

• Give community members steps to take when they suspect that they have identified meth waste and/or a meth lab.

To implement a Meth Waste Identification campaign, take the information on the next page and get it into the hands of as many community members and neighborhood residents as you possible can. Here are some ideas:

• Hold Town Meetings to spread the word in your community

• Present the information at high schools and community colleges

• Post information on all community bulletin boards

• Pass out flyers at public events and locations

• Brainstorm other ways to get the word out!
IF YOU SEE IT, REPORT IT!

As meth production spreads through California, so does meth waste. With increasing frequency, California residents are stumbling upon meth waste on streets and roadsides and in ditches, gutters and vacant lots, in fields, sewers, and streams. Because meth waste is toxic, volatile, and dangerous, you should learn to recognize and report it. You should always be careful to stay away from it.

WHAT TO LOOK FOR: While meth waste takes a number of forms, and may be combined with common household waste, some of the telltale signs are:

- Powerful odors, especially those that smell like ammonia, ether, solvents, or vinegar, and those that seem sweet or bitter;
- Packaging from over-the-counter cold medicines containing ephedrine or pseudoephedrine, such as Sudafed or Claritin;
- Lithium batteries that have been torn apart;
- Coleman fuel containers, compressed gas cylinders, LP gas containers, or gas cans;
- Propane tanks, thermos bottles, coolers, or other cold storage containers (used to transport anhydrous ammonia);
- Empty containers of antifreeze, white gas, ether, starting fluids, Freon, lye, drain opener, paint thinner, acetone, or alcohol, especially those with punctured holes;
- Respiratory masks or filters, dust masks, rubber gloves, clamps, funnels, hosing, or duct tape;
- Used coffee filters containing odd stains or powdery residue;
- Pyrex, Corning, or other glass containers or bake ware, especially if they are covered with powdery residue;
- Soda bottles or other bottles with holes in them and tubing coming out of them.

WHAT TO DO: If you encounter what you believe may be waste from a meth lab, here is what you should do:

- ALERT LAW ENFORCEMENT IMMEDIATELY. Call the police and tell them what you have encountered.
- PROTECT THE INNOCENT. Alert innocent bystanders who may be in imminent danger, such as children playing or laborers working near the suspected meth waste.
- STAY AWAY. Realize that you may be looking at both a crime scene and a toxic waste dump. Do not touch, move, clean, or tamper with the suspected waste in any way. Once you have alerted law enforcement and any innocent bystanders, leave the scene and keep a safe distance.
STRATEGIES TO REDUCE ACCESS

Overview: Meth-Making Ingredients and Materials

One strategy to attack the meth problem is to make it more difficult for meth-makers to get the ingredients and materials they need. To make this strategy work, you must understand three categories of ingredients: (a) ephedrine and pseudoephedrine, (b) other ingredients and materials available in retail establishments, and (c) anhydrous ammonia.

As you will see below, strategy #1 addresses (a) ephedrine and pseudoephedrine as well as (b) other ingredients and materials available in retail establishments, while strategy #2 addresses (c) anhydrous ammonia.

Ephedrine and pseudoephedrine

Meth cannot be manufactured without ephedrine or (more commonly) pseudoephedrine. In fact, the chemical structure of methamphetamine and pseudoephedrine are nearly identical, and removal of a single oxygen molecule is all it takes to turn pseudoephedrine into methamphetamine. Because pseudoephedrine is THE essential ingredient used to make methamphetamine, restricting the ability of meth-makers to obtain sufficient quantities of pseudoephedrine can be an effective strategy in slowing the spread of meth.

With this reality in mind, California has enacted a law (Health and Safety Code 11100) imposing restrictions on the sale of products containing ephedrine or pseudoephedrine (as well as on a list of other substances). The law does two main things: it limits the sale of these products to three packages per transaction and it requires any retailer that sells these products to submit reports to the Department of Justice about those transactions.

And in October of 2005, California enacted another law imposing further restrictions on meth-ingredient products: Assembly Bill 465, passed by both houses and signed into law by the Governor, adds iodine and tincture of iodine to the list of substances whose sale is restricted by Health and Safety Code 11100.

You can help to ensure these laws are as effective as possible by working with retailers in your community, making sure they understand and comply with the laws, and suggesting ways they can do more to help slow the spread of meth in the community.
**Other meth-making materials and ingredients available in retail establishments.**

Nearly all of the ingredients and materials needed to manufacture meth – including pseudoephedrine – are available at local retail establishments and farm supply stores. Although you may wish to focus retailer education on pseudoephedrine, you should also make retailers aware of the other ingredients they sell that can be used to manufacture meth.

To help you with this, the Tools and Resources section of this curriculum contains a flyer on page 55 called “**Methamphetamine: Education for Retail Salespersons**” that lists the ingredients and materials used to make meth that are commonly sold at retail establishments such as drug stores, general merchandise stores, and farm supply stores. Use this flyer in your campaign: You can print it as is – we’ve removed the curriculum footer from this one page to make this possible – or use it as a guide to develop your own.

**Anhydrous ammonia**

Anhydrous ammonia is a farm fertilizer that is frequently used as an important ingredient in the meth-making process. Although anhydrous ammonia is not available in stores, it is stored in mobile “nurse tanks” at farm supply plants and – during the period it is applied to the soil – in farm fields.

Anhydrous ammonia is a chemical that behaves like the famous characters “Jekyll and Hyde”: It is safe when stored and applied properly as a fertilizer but extremely unstable and hazardous – even fatal – when stolen and improperly stored and transported by meth-makers.

Because anhydrous ammonia is not available in stores – in contrast to ephedrine, pseudoephedrine, and the other meth-making ingredients and materials discussed above – it is treated in a separate section below.

**Where we go from here**

With this discussion as background information, we now present two strategies for reducing access. The first strategy focuses on ephedrine, pseudoephedrine, and other meth-making ingredients and materials available in stores. The second strategy focuses on anhydrous ammonia.
Access Strategy #1: Retailer Education Campaign

As noted above, meth cannot be manufactured without ephedrine or more commonly, pseudoephedrine, so restricting the availability of pseudoephedrine can be an effective strategy in slowing the spread of meth. You can help to ensure that California laws are as effective as possible by working with retailers in your community, making sure they understand and comply with the laws, and suggesting ways they can go above and beyond these laws to help slow the spread of meth in your community. In addition, you can help slow the spread of meth by raising retailer awareness about other ingredients and materials used to make meth that are available in stores.

Retailer Education Campaign Goals

• Educate retailers about the important role they can play in helping slow the spread of methamphetamine.
• Expand the network of community members united against meth and develop support for the work of your group.
• Remind retailers about their general obligations under the law.
• Ask retailers to post information for its customers and for store employees.

Retailer Education Basic Steps

There are five basic steps to this campaign: educate, consult, identify, write, and present.

❖ EDUCATE: You will need to educate yourselves about the basic provisions of California laws that relate to methamphetamine production and retail establishments. Research Health and Safety Code 11100, as well as the Meth-Free Communities Legislative Package.

❖ CONSULT: It would be a good idea to consult with your local police chief, sheriff, or other law enforcement official to see what efforts, if any, have been made to ensure retailers’ compliance with the law and – beyond that – to promote additional measures to monitor the display and sale of products containing pseudoephedrine.

❖ IDENTIFY: Pick the stores in your community that you would like to target for your retailer education campaign.

❖ WRITE: Send letters to the local retailers you have targeted, inviting them to take an active role in your campaign.

❖ PRESENT: Personally visit stores that you have targeted and provide managers with a well-prepared presentation on the benefits of their participation in your campaign.
Here are some detailed suggestions on the last three steps in the process: Identify, Write, and Present.

IDENTIFY retailers you would like to approach:

Your group needs to select stores to receive meth awareness education. Develop a list of all the possible stores in your area that sell products used as meth ingredients or materials. If you included this as part of your Community Tour activity, refer to the results of the tour to help create this list. You will send a letter to each store you select and then follow up with a presentation. Although you should develop your own criteria to determine which stores to include, consider the following factors:

- Local stores in your own neighborhood or community are going to be much more receptive to your campaign because you are part of the community they serve – and the community from which they earn their money.
- If you or another member of your group has a personal connection to a local retailer, take advantage of it! Use the connection to gather advice or information, and keep that store on your list.
- Limit the number of stores you want to approach, especially at the beginning of your campaign. Sending letters can be expensive and time-consuming, and making presentations to individual stores will take even more time and energy. Doing an excellent job approaching a limited number of stores will be much more effective and more satisfying than biting off more than you can chew!
- One very important note: When planning a campaign to raise retailer awareness, try to avoid the very busiest months of the year in the retailer community: mid-October through mid-January. These are the months when most retailers are dealing with a crush of holiday-related shopping.

WRITE letters to these retailers:

Your retailer education letters will be your group’s first introduction to the merchants you would like to approach, so make the letters good. Remember that first impressions make a big difference. Make sure you are thorough, respectful, and professional. When you are sending out letters, make sure you do the following:

- Verify that you have the correct name of the owner or manager of the store as well as the correct business name and address. Spend some time gathering that information and double-checking to make sure it is correct.
- In your letter, provide merchants with a contact name, address, and phone number so they can reach you. Some retailers may have questions about the campaign, or they may want to call and express their support.
- It is best to send out each letter about two weeks before you and your colleagues follow up in person. That will give retailers time to read the letter if they wish to do
so. (But don’t be surprised if the letter has been lost, buried in a pile of paperwork, or never read at all – retailers are just as busy as the rest of us.)

A sample Retailer Education Letter is in the Tools and Resources section.

**PRESENT your case to these retailers:**

Once you’ve made contact with retailers, make appointments with them to give your presentation and earn their support. The goals of your presentations will be to:

- Educate retailers about the important role they can play in helping slow the spread of methamphetamine.
- Expand the network of community members united against meth and develop support for the work of your group.
- Remind retailers about their general obligations under the California law (Health and Safety Code 11100 and AB 465, and let them know about some the actions they can take above and beyond the requirements of the law.
- Ask retailers to use “Meth Watch” materials to educate their customers. You can see samples of these materials, which include consumer brochures, fact sheets, door decals, register decals, and shelf tags, on the website of the Kansas program Meth Watch, which is sponsored by the Consumer Healthcare Products Association (CHPA). The address to view these materials is www.methwatch.com/Materials_Public/materials_index.aspx. CHPA encourages state programs to utilize the meth watch materials for their own state Meth Watch program. However, to protect this copyrighted material, you must contact CHPA to receive prior consent for reproduction or republication. Contact Elizabeth Assey at eassey@chpa-info.org or at (202) 429-3520 for more information.
- Ask retailers to post the flyer, found on page 55 entitled “Methamphetamine: Education for Retail Salespersons.” Because these flyers are aimed primarily at store employees rather than members of the public, many retailers have chosen to post these behind checkout counters, in employee break rooms, and in other locations frequented by store employees.

Materials that you will find helpful include:

- A copy of your original letter to the retailer
- Sample Meth Watch materials (plan for enough time to contact CHPA, obtain permission to use the these materials, and receive them for your project.)
- Copies of the “Methamphetamine: Education for Retail Salespersons” flyer
- Copies of your petition for them to sign
Part of being prepared is knowing what you want to say to the retailers and how you want to say it. If your group does not have a lot of practice with public speaking, be sure to practice your presentation with one another. Here is a sample script that you should feel free to edit and adapt to your own needs and your own style:

May we see the storeowner or manager please? We have some information for him or her.

If the manager or storeowner is NOT available when you visit a store, ask for the best day and time to return and meet with him or her.

If the manager or storeowner IS available, continue with the script you have developed. For example, you might continue as follows:

Thank you for taking time to meet with us. My name is ________ and this is ________ and ________ [names]. We are members of ________ [name of group], a group taking action to slow the spread of methamphetamine in our community.

We are concerned about the dangers that meth poses to all of us, and we are especially concerned about the important role that retailers can play in combating meth. You may not know it, but people who make meth may be purchasing some of the ingredients and materials to make meth right here in your store. [Give examples, depending on what kind of store you are in.]

We are asking you to help combat meth in our community by:

• Helping educate the public about the use of certain cold medications to make meth [if the store sells such products]. You can do this by using the following materials. [Show Meth Watch materials] Would you be willing to post these posters throughout your store?

• Educating employees about ingredients and materials used to make methamphetamine. You can do this by posting these flyers behind counters or in employee break rooms. [Show sample “Methamphetamine: Education for Retail Salespersons” flyer (page 55).]

• Taking part in community meetings and presentations on the meth issue.

• Joining our community campaign against meth.
Access Strategy #2:
Anhydrous Tanks Tampering Campaign

Anhydrous ammonia (NH3), a nitrogen fertilizer, is one of the key ingredients in the illegal production of methamphetamine. Most meth cooks in rural areas steal anhydrous ammonia from tanks or distribution facilities commonly operated by farmers, retail dealers, and farmer cooperatives.

Given its chemical makeup, anhydrous ammonia should be handled only by people trained in the proper procedures for handling ammonia. In fact, by damaging the valves or hose on the distribution tanks or nurse tanks, thieves intending to make methamphetamine often cause critical injury to themselves. If an unsuspecting employee or farmer is unaware of the damage to a hose, they may open the valve potentially allowing anhydrous ammonia to escape, causing severe, and sometimes fatal, chemical and temperature burns. Californians need to understand the complexity of meth production and its impact on all communities, families, and the environment; your campaign can help increase that understanding.

By raising the awareness and taking some easy, common-sense steps, we can deter the theft of ammonia for illicit purposes and protect its safe, legal and intended use. In addition to implementing the Anhydrous Tanks Tampering Campaign described here, contact the Agricultural Retailers Association (800-844-4900), The Fertilizer Institute (TFI) (202-675-8250) or the California Plant Health Association (916-446-3316) for more information.

Posters and brochures focusing on the need for increased awareness are now available, free of charge, from TFI (202) 962-0490. These materials are part of “Be Secure for America,” an industry/government initiative to ensure fertilizer products are used as intended. The program, co-sponsored by The Fertilizer Institute, The Bureau of Alcohol Tobacco and Firearms, the Association of American Plant Food Control Officials and the Agricultural Retailers Association publicizes a toll free number (800/800-3855) for use in reporting suspicious activity.

Anhydrous Tanks Tampering Campaign Goals:
• Where necessary, educate local farmers about their potential connection to the meth epidemic.
• Establish a Neighborhood or Farm Watch group to keep an eye on anhydrous tanks and distribution facilities: the mere existence of such an organization can act as a deterrent to thieves.
• Encourage the agricultural community to invest in anhydrous tank lock security devices or tamper tags; this can be expensive and inconvenient - but worth it, given the health and safety risks created by the theft of anhydrous ammonia.
STRATEGIES TO INCREASE ACCOUNTABILITY & SUPPORT

Accountability and Support Strategy #1: Police and Farmer Convening Campaign

Along with educating farmers about the risks posed by their anhydrous tanks and distribution facilities, it’s important to get farmers together with members of the law enforcement community so that both groups can (1) receive the same information about the intersection of agriculture and meth production and (2) find ways to work together to protect farmers from theft and prevent meth cooks from obtaining one of their main ingredients.

Police and Farmer Convening Campaign Goals:
- Establish communication and cooperation between local farmers and law enforcement in meth prevention efforts.
- Create an agreed-upon practice of storing and monitoring of anhydrous tanks, as well as a strategy to report and respond to tampering of tanks.

To initiate a police and farmer convening, you will want to take into account some of these important steps:
1. Talk with law enforcement about their preferred practice for storage of anhydrous tanks. Is there already a practice in use by local farmers – such as to store them in an open space or rather a locked off area?
2. Talk with local farmers about their preferred practice. Is it the same as law enforcement? Do farmers have a clear understanding of how and where to report any suspected instances of tampering?
3. Identify a community hall or center that you could invite both police officers and farmers to. Work with your local media to ensure that they are aware of the date and will be on hand to capture the process.
4. Invite members of the farming and law enforcement community to the convening, and identify a facilitator that could help structure a conversation between the participants to eventually identify the following: (A) A clear practice for storage and monitoring of anhydrous tanks, and (B) A clear practice of reporting and responding to tampered tanks.
5. Support the developed processes by writing them into a formal resolution, and then gaining support from local policy makers to implement it or transform the resolution into an adopted policy.
Accountability and Support Strategy #2: Care Package Campaign

As we’ve discussed throughout this curriculum, meth production and use are toxic to the entire community in which they take place. But there is a specific group of people that deserves special attention as part of any campaign to halt the meth epidemic: children.

Inside meth labs, in the kitchens and homes that are producing meth, there are children living, playing, and growing up. They are being heavily exposed to the chemicals and toxins that are part of the production process. And when a meth lab is raided by law enforcement, children are often present, which means they have to witness the process of the “bust.” This is certainly a frightening experience for children, and can be made worse by the fact that they are abruptly removed from the home, usually without clothing, toiletries, or other items – which are potentially contaminated by toxic chemicals – and taken to foster care or a friend or relative’s home. Often, these children end up at their next destination without any of their clothes or personal items.

This problem, however, is easily addressed. Your group can create “Care Packages,” and distribute these to the law enforcement teams that seize meth labs. While this may not directly impact the meth epidemic itself, it can and will make a difference in the life of the children involved, a difference that will be meaningful to them and that will help them negotiate the difficult circumstances of having lived in a meth lab. This campaign is also a “feel-good” project, which may make it sound less important but which actually means that it’s something you will be able to get more people involved in, which will increase overall awareness of the meth problem. In turn, this could lead to more people getting involved in other meth prevention campaigns and efforts.

Care Package Goals:

• Work with law enforcement to find out what is needed in these packages and to get the packages into the hands of agents who will encounter these children;

• Create care packages to distribute to children who are present when meth labs are seized.
To create your Care Packages

1. Find the appropriate division of local law enforcement; meet with them to explain your project and to get their support. Ask them whether to include the following items, and whether other items are needed in each package:
   a. A blanket
   b. Toiletries: soap, toothbrush, toothpaste, shampoo, hand towel, etc.
   c. Bottled water; possibly non-perishable, healthy snack food
   d. Clean clothing, although this will require thinking about different sizes and genders for local law enforcement to distribute as needed.

2. Talk to local retailers about providing needed items at little or no cost, emphasizing that their support is for a good cause, likely to result in good publicity for participating retailers.

3. If necessary, conduct a drive at schools, workplaces, public places (libraries, grocery stores, community centers, etc.) inviting people to donate items for the packages. Talk directly to a retailer to see if you can get sturdy backpacks or duffle bags donated for each care package.

4. Ask local law enforcement to keep supplies of the care packages on hand to give to children at meth lab seizures. Work with them to establish the best way to get this done. They can also give you a sense for how many care packages to create, because they are people who see these children.

5. Keep the project going! When supplies get low, start looking for more donations.
A Word about Public Policy

Good environmental prevention campaigns include efforts to change, shape or make public policies that will create healthier, safer communities, so it’s helpful to take a step back and talk a little bit about what this means.

So what do we mean by “PUBLIC POLICY?” We live in a world that is shaped by public policy – good policy, bad policy, accidental policy, confused policy, or no policy. Public policy helps regulate social behavior, such as where we live, what types of transportation we use, the food we eat, and what is taught in public schools.

At the most basic level, public policy consists of whatever our government does or does not do. Yet public policy can be thought of as encompassing much more than government activities. We could think of public policy as the policies — rules and regulations — that affect the public. In environmental prevention, policy issues are not limited to governmental policies, but include the policies of a variety of institutions, such as schools, businesses, community organizations, police departments, religious organizations, and even families.

Public Policy Helps To Address Social Problems

Public policy is a powerful tool for social problem solving. Things like: how should we address the problem of homelessness in our cities? What can the government do to reduce the number of children living in poverty? How can we reduce pollution? How should we address the meth epidemic in our communities? These questions – and hundreds of others – are at least partly answered through public policies.

Public policy is an important aspect of environmental prevention approaches. Public policy can help change community messages about drug use, as well as the access and availability that people have to drugs. Using alcohol as an example, if a County Board of Supervisors passes a policy prohibiting alcohol at community events where young people are present, they are changing what is acceptable in a community. As people attend these alcohol-free events, they begin to develop different ideas about alcohol use. The same principles can be applied to norms related to methamphetamine use: if a legislative body establishes a policy that increases penalties for meth producers who operate close to schools, for example, or if they pass a resolution supporting anti-meth coalitions, they are creating a community norm for others to follow. Often, even just promoting such a policy goes a long way towards changing the attitudes of a community.
Who Creates Public Policy?

Technically, government officials set public policy by enacting, interpreting, implementing, and enforcing laws. Yet, the process of policy-making — creating, implementing, and enforcing laws — involves many people and social forces. Certainly, the activities of elected and appointed government officials are critical, but policy-making occurs over an incredibly broad and complex terrain. There are many forces that exert influence on government officials, such as the business sector, interest groups, the media, lobbyists, citizens, and public opinion.

Committed groups of people can also create policy. There are countless stories of community groups who have developed policies or policy recommendations, and have had them approved by city, county, and state governments. The fact that you are reading this curriculum shows that you, too, are committed to creating change in your own community. Whether you know it or not, you are already working to change public policy, by learning more about the meth issue, raising your own and other people’s awareness, and joining others who want to make a difference. Read on for more ideas for stopping the meth epidemic through policy projects.
Accountability and Support Strategy #3: Policy Projects

There are different kinds of policy projects, including ones that seek to change or create law and ones that seek to change public opinion through official proclamations or resolutions. Legislation is, of course, binding. This means people can be arrested and punished for breaking them. Resolutions, or proclamations, are official statements passed by local governments that demonstrate their values and interests. Resolutions are not legally binding in the way that laws are, but they reflect the opinions of the governing body. Working to pass legislation or to get lawmakers to pass a resolution will contribute to your campaign by:

- Increasing elected officials’ support for and awareness of your Prevent Meth Campaign.
- Getting your city or county to take an official stand on the issue.
- Increasing media and public awareness of your campaign.

Gaining Support for Local Policy

Collect as much information, data, and support as possible. The more facts, figures, people, and organizations you can demonstrate support from, the more persuasive you can make your case to decision-makers. The Prevent Meth activities explained earlier will be very important to the success of your effort. Conduct a survey and circulate a petition; see page 27 to get started. In addition to these key components, include the following:

Support from local community groups. Identify local groups that are likely to support your cause. Visit these groups to present your survey findings. In your presentation, include information about health and safety risks associated with methamphetamine. Key groups to identify include decision-making groups, key opinion leaders, and advocacy groups (police departments, park staff, parent groups, civic organizations, PTA groups, etc). Ask them to provide concrete support for your efforts, such as:

- Letters of support: They can write a letter that explains why they support your campaign and what they hope the campaign accomplishes for the community.
- Signatures: They can sign your petition and circulate it among their own constituencies.
- Testimony: They can provide written or oral testimony at decision-makers’ meetings (city councils, planning commissions, boards of supervisors, etc.)
- Presence: They can “pack the house” by attending a city council or planning meeting, and bringing their constituencies to attend as well.
**Endorsement of local policy-makers.** Having the support of a city council member or county supervisor is essential for passing a local resolution. They can advocate for its passage with their peers. Set up meetings with politicians you think will support your efforts. Use the presentation outline below to make your case and enlist their support. Then ask them to sponsor the resolution.

As a champion for the resolution, the policy-maker will expect your group to ensure public support for its passage. You may be called on to provide letters of support, adults and young people willing to speak on this issue, and supportive people to fill the room at planning commission or council meetings. The outline on the next page can also be used for these meetings.

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**Possible Policy Language – Resolution**

Whereas, our citizens have the right to live in a healthy and safe environment;
Whereas, methamphetamine production creates toxic waste that poses a serious health and safety risk to the people in our community;
Whereas, many people are unaware of the relationship between meth production and toxic waste;
Whereas, families, communities, and individuals have been negatively influenced by violence, crime, and other problems due to the production, sale, and use of methamphetamine; and
Whereas concerned community members are doing their part to take a stand against methamphetamine;
Whereas, [The Prevent Meth Coalition] has organized the [for example: Retailer Education Campaign to increase awareness of the meth epidemic and to make it harder for meth producers to obtain key ingredients];
Now, therefore be it resolved, that the (City Council/Board of Supervisors) does endorse the Retailer Education Campaign and encourages retailers and the community-at-large to support the campaign as well.
The (City Council/Board of Supervisors) applauds the efforts of the Prevent Meth Coalition, to create safer, healthier communities.
Signed,

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**Possible Policy Language – Legislation**

Many communities and states have worked on legislation to address the meth problem: California is one of them. Assemblyman Dave Cogdill of Modesto has authored a package of bills called the Meth-Free Communities Legislative Package. You can find the text of these bills (AB 465, AB 1063, and AB 1017) on the website of the California State Legislature at [www.legislature.ca.gov](http://www.legislature.ca.gov). You can also research other states’ meth laws, and get ideas for writing your own versions. Try to connect with people who have experience writing or preparing legislation – this is a long process, of course, but can have some of the greatest impact on our communities.
Prevent Meth Policy Presentation

Goals of Presentation:

- To educate leaders or policy-makers about your Prevent Meth Campaign.
- Provide testimonies about how methamphetamine has impacted the community.
- Advocate for the passage of a policy that will help stop the meth epidemic.

What should you have prepared:

- Meth Key Questions
- Prevent Meth Petition
- List of supporting organizations, community leaders, and business owners.
- Information about your group
- Personal Stories: Up to 3 people who can share their experiences with meth and can testify to how destructive this drug is to our community’s health and safety. If you do not have people who can tell personal stories, research newspaper articles, contact agencies that may have these kinds of stories, and tell those. You can always change names to protect people’s privacy.
- Survey Results: If you conducted the survey, distribute a sheet stating the results of the survey.

Presentation Outline

The following outline will take you through the different pieces you should include in your presentation.

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2 minutes</td>
<td>Introduce yourself! Include information on who your group is and the purpose of your presentation.</td>
</tr>
<tr>
<td>Prevent Meth</td>
<td>2 minutes</td>
<td>Here, provide information about the Prevent Meth campaign and information about how meth use impacts the entire community</td>
</tr>
<tr>
<td>Introduce the Policy You are Promoting</td>
<td>2 minutes</td>
<td>Introduce the Prevent Meth Resolution, and explain its purpose. Or, if you are asking them to pass legislation, introduce the legislation and explain its purpose. Encourage the policy-makers to take a strong and public stance against the meth epidemic by passing one of these policies.</td>
</tr>
<tr>
<td>Agenda Item</td>
<td>Time</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Personal Stories</td>
<td>2-5 minutes per person</td>
<td>Tell some stories. Provide first hand accounts of how meth has impacted your community; if you don’t have individuals with their own stories, research newspaper articles and share highlights of stories you find.</td>
</tr>
<tr>
<td>Talking Points</td>
<td>1-3 minutes</td>
<td>Share some of the main points of the Prevent Meth campaign, using the Meth Talking Points on page 56.</td>
</tr>
<tr>
<td>Survey Results</td>
<td>1-2 minutes</td>
<td>Present the results of your survey, if you conducted one. Highlight any results that show community support for the policy changes you are trying to make.</td>
</tr>
<tr>
<td>Policy-makers as Community Leaders</td>
<td>2 mins.</td>
<td>Discuss how, as elected leaders in the community, these policy-makers can take an important stand by passing this policy. It will make a statement that they firmly support the efforts of community members to stop the meth epidemic. Tell them that this is an opportunity for them to support the health and safety of the community.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>1 minute</td>
<td>Thank your audience for their valuable time, and end with one last push: Once again urge them to adopt the Prevent Meth resolution or pass the legislation.</td>
</tr>
</tbody>
</table>
TOOLS & RESOURCES

In this section, you’ll find all kinds of tools and resources to help you implement the strategies described in the previous section, as well as other helpful resources. Here you’ll find:

- Coalitions Addressing Meth Use 51
- The Parable of the Downstreamers 53
- Methamphetamine: Education for Retail Salespersons 55
- Meth Talking Points 56
- Sample Letters to the Editor 58
- Prevent Meth Merchant Letter 60
- Contact Sheet 61
- Sample Meth Survey 62
- Sample Meth Petition 64
- Action Planning Worksheets 66
- Additional Strategies 68
- Negotiations: An Exercise for Youth and Adults 69
- Glossary of Terms 72
COALITIONS ADDRESSING METH USE

Communities have the power to come together and fight the spread of methamphetamine. By working together, you have the opportunity to approach the methamphetamine problem in a targeted and organized fashion. Resources are available to assist communities to mobilize around difficult issues. Through community action coalitions you can define the changes you want to see and then implement projects to make those changes happen.

What Is a Community Coalition?

Community coalitions bring groups together to solve local problems. A community coalition is an alliance of people who share a desire to create positive change in their community. Such groups band together to solve a problem and make their community a safer, healthier, and happier place for all. There are thousands of coalitions across the country working to improve the quality of life in their respective communities. Coalitions can address a wide range of issues and vary greatly in scope and structure. Some are simply a network of associations that share a common mission, while others have a nation-wide focus and impact on public policy. Remember, even powerful coalitions, such as Mothers Against Drunk Driving, started with just one person!

How Can Coalitions Help Fight Meth?

Community coalitions are an integral component of a community’s response to substance abuse. Coalitions have the power to mobilize diverse groups and multiple resources to solve local problems. This type of organizing helps develop a community wide sense of power and competence. From that empowerment come new solutions.

The meth crisis in California poses exactly the kind of problem that requires local action. Because the use and manufacture of meth impacts the community as a whole, a unified local response is the strongest line of defense. The meth crisis demands that law enforcement, child protection agencies, community-based organizations, treatment professionals, prevention specialists, local officials, schools, the medical community, and the business community join forces with a strategic plan of attack.
How Do Coalitions Get Started?

Here’s an overview of the core components to community coalition building:

GET TOGETHER: Hold a town meeting. Invite your local officials, law enforcement, community groups, social service agencies, school personnel, and residents. Use this meeting to share opinions about the issues and identify volunteers who can help with a coalition.

GET THE REAL PICTURE: The coalition planning group should be made up of representatives from each facet of your community. This group then gathers information that will paint the real picture of the problem. When you can clearly articulate the problem and substantiate that with local evidence, your momentum will grow.

GET CONNECTED: Brainstorm and document all of the possible resources you have available. Include organizations that have common interests, serve similar populations, or that have a strong sense of civic responsibility. Create a system to ensure these groups are informed about the work that the coalition is doing.

GET FOCUSED: Once you know precisely what the problem is, its impact on your community, and how to keep people informed, it’s time to determine your coalition’s mission. Your mission is important because it gives everyone a sense of what you are working towards.

GET ORGANIZED: Now you can decide what strategies will logically reduce the problems you identified. After deciding on the best strategies, you can also link the amount of change you want to see as a result of each strategy and WHEN you expect to see these changes.

GET TO WORK: Because you have strategies and timelines identified for success, you then can create an action plan that defines who does what, by when, and how. This delineation of tasks will ensure that you reach the goals of the group.

GET PROOF: According to your timeline for success, look back on the progress of the coalition. Did you achieve your initial goals? Do you have evidence that you produced the amount of change you wanted? Use this information to assess which strategies worked well, which strategies were not effective, and what direction the coalition will go next.

GET RECOGNIZED: Share your success! Announce to everyone the achievements of the coalition. Get your local media to help spread the word. Use this time to emphasize the momentum of the coalition and solicit involvement from new members.

There is funding, training, and technical assistance available to help YOU build your community coalition. Contact the Youth Leadership Institute for more information at 1-877-YLI-TRAIN.
THE PARABLE OF THE DOWNSTREAMERS

Placing Methamphetamine Use In Its Community

The first step towards doing something about the problem of methamphetamine is to learn how to get at the roots of the problem. The Parable of the Downstreamers is a story and an exercise that teaches groups how to peel back the layers of a problem in order to target its root causes. Do this exercise with youth and adult members of your coalition, and then apply the same method to methamphetamine production and use in your community.

First, tell the group you have a story to read to them. Read the parable called “The Downstreamers,” and afterwards, conduct a group discussion about it.

Read the following story:

It was many years ago that villagers of Downstream recall spotting the first body in the river. Some old-timers remember how sparse the facilities and procedures were for managing that sort of thing. Sometimes, they say, it would take hours to pull 20 people from the river, and then only a few would recover.

Though the number of victims in the river has increased greatly in recent years, the folks of Downstream have responded admirably to the challenge. Their rescue system is clearly second to none: most people discovered in the swirling waters are reached within 20 minutes. Only a small number drown each day before help arrives—a big improvement over the way it used to be.

Talk to the people of Downstream and they’ll speak with pride about the hospital by the edge of the waters, the flotilla of rescue boats ready for service at a moments notice, the comprehensive health plans for coordinating all the manpower involved, and the large numbers of highly trained and dedicated swimmers ready to risk their lives to save victims from the raging current. “Sure it costs a lot,” say the Downstreamers, “but what else can decent people expect to provide whatever is necessary when human lives are at stake?”

Oh, a few people in Downstream have raised the question now and again: “What’s going on Upstream? Why are these bodies in the river at all?” But most folks show little interest in what’s happening Upstream. It seems that there’s so much to do to help the folks in the river that nobody’s got the time to find out how all those bodies are getting there in the first place. That’s just the way things are sometimes.

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1 From High Level Wellness: An Alternative to Doctors, Drugs & Disease, by Donald Ardell
NEXT, LEAD A DISCUSSION ABOUT THE PARABLE:

As the facilitator, you will be needed to help guide the group along a quick discussion that continues to peel away each of the various “symptoms” to eventually get to the “root” (think of this exercise as an onion, with multiple layers to pull apart until you get to the center core). Please begin the conversation with the simple question of “why is there so much to do downstream?” This will begin the rapid questioning, where you will ask “why” to the group about every 90 seconds.

So for example, you will begin by saying “why is there so much to do downstream?” Your group will then discuss this for 90 seconds, with responses like – there are so many bodies floating down the river.

- **90 seconds later**, you will then ask “why?”, to which your group might respond – they are coming from upstream

- **90 seconds later**, you will hear the bell ring, and then ask “why are they coming from upstream?” – to which your group might respond – there must be something in the water

- **90 seconds later**, you will hear the bell ring, and then ask “why is there something in the water?” – to which your group might respond – there must be some kind of factory polluting the water

- **90 seconds later**, you will hear the bell ring, and then ask “why is the factory there?” – to which your group might respond – because it’s a cheap place for the factory to be set up
METHAMPHETAMINE
EDUCATION FOR RETAIL SALESPERSONS

SAFETY FIRST:
Never confront a person who may be purchasing or stealing ingredients or materials to make meth. Instead, notify your manager or law enforcement authorities.

WHAT TO LOOK FOR:
• Large quantities of a single item listed below, purchased or stolen
• Repeat purchases of a single item listed below
• Repeat trips to checkout lanes, to the same store, or to the same commercial area by a person or small group buying or stealing any items listed below
• Unusual combinations of items listed below, purchased or stolen

INGREDIENTS AND MATERIALS USED TO MAKE METH INCLUDE:

- Tablets or capsules containing ephedrine or pseudoephedrine, such as cold or allergy tablets
- Starter fluid
- Lithium batteries
- Brake cleaner
- Rubbing alcohol
- Battery acid
- Rock or table salt
- Gas additives
- Camping fuel
- Sodium hydroxide (lye)
- Paint thinner
- Hydrogen peroxide
- Drain cleaner
- Hydrochloric acid
- Tile cleaner
- Iodine
- Coolers
- Toluene
- Coffee filters
- Acetone
- Aluminum foil
- Propane tanks
- Matchbooks
- Road flares
- Clear plastic tubing
- Dry ice
- (used in aquariums)
- Ammonium nitrate
- Ammonium sulfate
- Anhydrous Ammonia
METH TALKING POINTS

In order to build awareness in the community about the problems associated with meth, members of your group need to be able to discuss the issue with lots of different people. One of the easiest ways to get everyone “on board” with what to say is to promote Talking Points that everyone can use in their conversations about your projects. Members should be familiar with each of these points and able to include them in any presentation or conversation about the campaign. Here are some possible Talking Points; you can add others if there are particular things about your project that you want everyone to know:

☆ METHAMPHETAMINE PRODUCTION IS EASY; it can be done almost anywhere, with accessible ingredients, following a simple “recipe.” Meth production is happening behind the closed doors of houses across the country, and right here in our own community. It’s happening in rural, urban and suburban residences; barns, garages and other outbuildings; back rooms of businesses; apartments; hotel and motel rooms; storage facilities; vacant buildings; and vehicles. All of the equipment can easily fit into a suitcase.

Lots of the meth found in California is produced in small, makeshift labs using equipment and ingredients that are – for the most part – readily available at local drug, hardware, and farm supply stores.

There is tons of information and literally thousands of recipes for making meth on the Internet. An investment of a few hundred dollars in over-the-counter medications and chemicals can produce thousands of dollars worth of methamphetamine. The average meth “cook” annually teaches ten other people how to make the drug.

☆ METH PRODUCTION IS TOXIC AND DANGEROUS. For every pound of meth produced, six pounds of toxic waste are also created.

In addition, exposure to anhydrous ammonia – an ingredient used to manufacture methamphetamine in California – can be immediately dangerous to life and health. If released into the environment, anhydrous ammonia can cause acute injuries to emergency responders, members of the public, meth cooks, and children.

And, an estimated 20%-30% of known meth laboratories are discovered because of fires and explosions. [Source: United States Centers for Disease Control and Prevention, Morbidity and Mortality Weekly Report, vol. 54, no. 14 (April 15, 2005).]
Meth Talking Points, continued

★ METH IS A PREVALENT PROBLEM.

Methamphetamine is the most widely-abused illicit drug in the world, other than cannabis. [Source: United Nations Office on Drugs and Crime, 2004 World Drug Report.]

Methamphetamine is considered the fastest-growing illicit drug threat in the United States. [Source: United States Centers for Disease Control and Prevention, Morbidity and Mortality Weekly Report, vol. 54, no. 14 (April 15, 2005).]

In California, between January 2004 and October 4, 2004, there were 59,714 admissions for amphetamine treatment. [Source: Treatment Episode Data Set; California Department of Alcohol and Drug Programs Resource Center, Methamphetamine Overview]

Meth is a major cause of child abuse and neglect: 71 percent of the counties surveyed in California reported an increase in out-of-home placements because of meth. [Source: The Impact of Meth on Children Survey, National Association of Counties; California Department of Alcohol and Drug Programs Resource Center, Methamphetamine Overview]

★ METH IS PHYSICALLY DEVASTATING TO THE USER

Meth is a powerfully addictive stimulant that has a dramatic effect on the central nervous system. Essentially, meth tricks the brain and body into thinking that it has limitless stamina while in fact draining critical energy reserves needed to maintain the body’s vital organs and functions. As a consequence, meth produces bursts of energy and euphoria but ultimately leads to severe depression, brain damage, physical deterioration, and – in some cases – violent paranoia. [Source: Illinois Attorney General’s Office, MethNet web page at www.IllinoisAttorneyGeneral.gov.]

Meth may be ingested, snorted, smoked, or injected. No matter how meth is used, it tends to cause increased activity, decreased appetite, and a false sense of well-being in the short term, followed by damage to the brain, body, and central nervous system in the long term. [Source: Illinois Attorney General’s Office, MethNet web page at www.IllinoisAttorneyGeneral.gov.]
LETTERS TO THE EDITOR

Letters to the Editor are excellent ways to give a voice to your concerns. The following letter is an example of what you can do, and can be expanded and tailored to your specific campaign. Keep in mind that the best letters are ones that communicate a compelling idea in few words; this is why, in this sample, we used the stat about the creation of toxic waste. It’s shocking and dramatic, and it grabs people’s attention, which will help draw people to get involved in your efforts.

Sample Letter #1

[DATE]

[EDITOR]
[pubLICATION]
[ADDRESS]
[CITY, STATE, ZIP]

Dear [Mr./Ms. Editor’s Name]:

There is an epidemic sweeping through our community. It’s poisoning our neighborhoods, hurting our citizens, and destroying the lives of families and children. Like people in cities around the country, we are confronting the problem of methamphetamine, and we need concerned people to come together and fight back.

One way to fight is through knowledge and awareness. And [YOUR PROJECT NAME] is working to make people in our community more aware of what’s going on. One of the most discouraging statistics about meth is that for every pound of meth produced, six pounds of toxic waste are created. This means that meth hurts more people than just the users: it hurts the people who live near places where meth is produced. This means that meth is making the places we live dangerous and poisonous.

We hope that when people learn more about meth, they will be more motivated to get involved with efforts to stop meth production in our community. One way to get involved is to come to a Town Meeting, hosted by [YOUR PROJECT NAME], on [day and date] at [location] to learn more and to hear what we are doing about this problem. Come to the Town Meeting and join our efforts to make our community safer and healthier!

Sincerely,

[YOUR NAME]
[PROJECT NAME]
Sample Letter #2

[DATE]

[EDITOR]
[ PUB LICATION]
[ADD RESS]
[CITY, STATE, ZIP]

Dear [Mr./Ms. Editor’s Name]:

As every member of our community knows all too well, the meth epidemic is poisoning our
eighborhoods, hurting our citizens, and destroying the lives of families and children. Like people in cities and towns across the country, we are confronting a terrible epidemic. In spite of all our hard over the past months [and/or years], we can do more. We need concerned people to come together and fight back.

One way to fight is through knowledge and awareness. And [YOUR PROJECT NAME] is working to make people in our community more aware of what’s going on. One of the most discouraging statistics about meth is that for every pound of meth produced, six pounds of toxic waste are created. This means that meth hurts more people than just the users: it hurts the people who live near places where meth is produced. This means that meth is making the places we live dangerous and poisonous.

We hope that when people learn more about meth, they will be more motivated to get involved with efforts to stop meth production in our community. One way to get involved is to come to a Town Meeting, hosted by [YOUR PROJECT NAME], on [day and date] at [location] to learn more and to hear what we are doing about this problem. Come to the Town Meeting and join our efforts to make our community safer and healthier!

Sincerely,

[YOUR NAME]
[PROJECT NAME]
Dear Merchant;

I am writing to ask you to join the [Prevent Meth Coalition/sample coalition name] and other organizations in making our community safer and healthier.

Over the last several years, our community has witnessed the growth of an epidemic: the spread of methamphetamine, a dangerous drug that is ravaging our community. This drug is highly addictive and highly destructive. The negative effects of meth go beyond the individual user: for every pound of meth produced, six pounds of toxic waste are created, waste that damages the health of our community and creates dangerous, explosive conditions in our neighborhoods.

One reason for the growth of this problem is that meth is easy to make, using ingredients – such as over-the-counter cold and asthma medications, drain cleaner, lantern fuel, and antifreeze – that are readily available at many stores.

We would very much like to meet with you and talk about the positive role that your store can play in our struggle to slow the spread of meth – not only by helping prevent the sale or theft of items used to make meth, but also by participating in the activities of our organization, [name of organization].

We will be contacting you in one to two weeks in hopes of meeting with you to discuss these important matters. In the meantime, please do not hesitate to contact [name], a member of our group. [name] can be reached at [phone number].

People in our community care about this critical issue and appreciate merchants who care as well. Thank you for taking the time to read this letter. We look forward to meeting you.

Sincerely,

[name of group]
## CONTACT SHEET

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SAMPLE METH SURVEY

The purpose of this survey is to gather information about your community’s knowledge of and experience with methamphetamine. We ask that you answer the following questions honestly; you do not need to give us your name or sign this survey, and your answers will not be connected to you in the future in any way. In other words, your privacy will be protected. Fill in or circle the answers that best fit your response.

1. Have you heard of methamphetamine? (also known as: meth, speed, crank, chalk, go-fast, zip, and cristy)
   - Yes
   - Not Sure
   - No

2. We are trying to find out how big a problem meth is in this community. Have you or anyone you know (family, friends, classmates, coworkers) been negatively affected by meth? Among other things, this could be by using, making, or being exposed to meth.
   - Yes
   - Not Sure
   - No

   If yes, can you tell us how:
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Did you know that making meth creates toxic waste that harms the entire neighborhood or community in which the “meth lab” is located?
   - Yes
   - No

4. Have you had any first hand experience with how meth impacts a community, a family, a neighborhood, a school, or any other group of people?
   - Yes
   - No

   If yes, please describe the experience:
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
5. What ideas do you have to help your community address meth-related problems?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. Would you like to receive more information about efforts to fight the meth epidemic?

   Yes       No

7. Would you volunteer your time to community projects that are designed to address meth-related problems?

   Yes       No

If you answered yes to either 7 or 8 (or both), please provide us with your contact information. If you would like to provide your name and address separately from the survey, please ask the surveyor for a contact sheet.

Name: __________________________ Phone: __________________________

Address: __________________________

E-Mail: __________________________

Circle One Or Both: Send Me Info! I Want To Help!
SAMPLE METH PETITION

We, the undersigned, are concerned about how the production and use of methamphetamine are negatively impacting our community, and we are troubled by the health and safety problems caused by meth production, use and abuse. We are proud of our community, and we are committed to making it a safe, healthy, supportive place to live. We support PREVENT METH’s efforts to promote a safer, healthier community and to PREVENT METH by:

- Raising the public’s awareness about how to identify a meth lab.
- Encouraging retailers to actively monitor the sale of ingredients used to make meth
- Working to create more and better opportunities for people to live, learn, work, and grow in their communities.

By supporting these efforts, we are creating a safer and healthier community, free of methamphetamine.

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<th>Name</th>
<th>Signature</th>
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# ACTION PLANNING WORKSHEETS

## Strategy Plan*

### OUR PRIORITY ISSUE:

<table>
<thead>
<tr>
<th>GOALS</th>
<th>CONSTITUENTS, ALLIES AND OPPONENTS</th>
<th>TARGET</th>
<th>TACTICS</th>
<th>RESOURCES</th>
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<tr>
<td><strong>LONG TERM GOAL</strong> (what we want: our dream):</td>
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<td><strong>INTERMEDIATE GOALS</strong> (the changes we want to achieve between now and our final goal):</td>
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<td><strong>SHORT TERM GOALS</strong> (what we need to achieve now):</td>
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**CONSTITUENTS** (people who are on our side and understand and support our issue):

- 
- 
- 

**ALLIES** (people who could be on our side but might have a different perspective):

- 
- 
- 

**OPPONENTS** (people who are not on our side; and stand to loose if we win):

- 
- 
- 

**PRIMARY TARGET** (the person in power that can give us what we want):

- 
- 
- 

**SECONDARY TARGET** (other people in power that will be an influence to get what we want):

- 
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### WHAT WE HAVE:

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### WHAT WE NEED:

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<th>Month</th>
<th>Event Description</th>
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ADDITIONAL STRATEGIES

Drug-Endangered Children

Recognizing the extraordinary dangers that meth labs pose to children, California officials pioneered special strategies to address these dangers. Taken together, these strategies have come to be known as “drug endangered children” or “DEC” programs.

The critical component of any DEC program is close collaboration among government agencies and the public. Ideally, law enforcement agencies at the state and federal levels and child protection agencies in every jurisdiction should establish protocols for their collaboration and for documenting conditions of child endangerment when a laboratory is seized. Victim service providers, public health and medical professionals, law enforcement personnel, prosecutors, child protection workers, and judges must understand the special needs of meth’s youngest victims.

Personnel involved in laboratory seizures should include or have ready access to qualified professionals who can respond to the immediate and potential health needs of the children present at these sites. Actions should include taking children into protective custody, arranging for toxicological urinalysis for methamphetamine and other drugs, conducting comprehensive medical and mental health assessments, and ensuring short- and long-term care and follow-up with a pediatrician.

Drug Courts

Drug courts are innovative programs designed to provide drug-addicted defendants with successful drug treatment as an alternative to incarceration. Drug courts are supported by the White House, by state lawmakers, and by judges, prosecutors, defense attorneys, probation officers, treatment providers, and law enforcement professionals across the country.

A drug court is a special program – usually within a standard criminal court – that channels non-violent, drug-addicted defendants into highly-structured and closely-monitored drug treatment programs. Drug court participants commit to treatment and counseling, agree to abide by the rules of the drug court program, face frequent and random drug testing, and participate in regular court appearances. The offender is forced to deal with his or her substance abuse problems (or face jail time), but is also afforded the types of assistance, support, and encouragement that studies show are critical to recovery from drug addiction.
NEGOTIATIONS: AN EXERCISE FOR YOUTH AND ADULTS

**Purpose of Exercise:** To establish written and agreed upon commitments for ensuring active and supported youth-adult partnerships (YAPs).

**Introduction**
Many youth-serving organizations are committed to incorporating youth-adult partnerships into their operations and activities – and these organizations also know that doing so can be a challenge. The fast pace of most programmatic and organizational decisions, the difficulties inherent in any collaboration, the differences between youth and adult schedules – all of these factors make it very hard to put true youth-adult partnerships into practice. *Negotiations* is a simple exercise that helps groups make deliberate and considered decisions about how youth-adult partnerships will exist in their organization.

**Supplies**
- Flip Charts
- Markers
- Decision Making Rule/Guide

**Time: 1.5 – 2 hours**
Facilitator’s Notes: The success of this exercise depends on the participants thinking honestly, critically, and realistically about how youth-adult partnerships can and should be part of their organizational life. Participants will be asked to decide when YAPs are negotiable and when they are non-negotiable, which means people need to be willing to do just that: negotiate. Introduce the discussion by talking about the importance of high quality, as opposed to high quantity, youth-adult partnerships, since it is the quality, not the quantity, of an organization’s YAPs that contribute to its overall strength and success.
**Steps**

1. As a group, have a conversation about the importance and the challenges of youth-adult partnerships. On two pieces of flip chart paper, have a volunteer record the groups brainstorming on two topics:

   - Why do we want YAPs to be part of what we do? (why they are important)
   - What makes YAPs difficult to put in place? (what are the challenges)

   Allow 15-20 minutes for this brainstorming session. Encourage discussion as the brainstorming takes place; ask people to “say more about that…” if they contribute something that isn’t quite clear, or they say something that could be controversial.

2. Next, ask the group to generate a list of every facet or aspect of the organization’s operations, such as program delivery, board processes, fund-raising, administrative processes, etc. Asking people to think about their particular areas of responsibility will help them add items to the list. Again, record the responses on flip chart paper. Allow 5-10 minutes for this step.

3. Put the three lists you have created off to one side, so that they are still visible, but not in front of the group. Put up three blank flip charts, labeled: ALWAYS, IN GOOD FAITH, and WHEN POSSIBLE. It’s a good idea to put 2-3 flip charts behind each category, so that if the group needs more paper, you don’t have to take lots of time out to put more up.

4. Present the group with the following questions:

   - When will we as an organization ALWAYS utilize, nurture, and engage in, etc. youth-adult partnerships? When are YAPs NON-NEGOTIABLE for us? In other words, when are they so important that if they are not present, we are not fulfilling our mission and goals?

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<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>ALWAYS with YAP</th>
<th>GOOD faith with YAP</th>
<th>NEGOTIABLE with YAP</th>
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<td>Setting policy</td>
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<td>Community organizing</td>
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<td>Evaluation &amp; assessment</td>
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• When will we make a GOOD FAITH EFFORT to utilize youth-adult partnerships? When are YAPs important, but somewhat NEGOTIABLE for us? In other words, what are the situations in which, while YAPs might be very important to us, and we will do whatever we can to protect them, there might be circumstance that prevent us from utilizing them?

• When will we engage in youth-adult partnerships WHEN POSSIBLE? When are YAPs NEGOTIABLE for us? In other words, when are YAPs less critical to the tasks at hand?

Ask participants to have an in-depth discussion about each of these questions. You can begin by taking the questions one at a time, although it is likely that the group will end up talking about all three at once. Ask them to refer to the three lists they have already generated: Keeping in mind why YAPs are important to us as well as their challenges, in which of the three categories outlined in the questions would we put each aspect of our operations?

Record group responses on the three flip charts – be prepared to cross things out, move things around, re-word, edit, revise, etc. A “messy” flip chart can be a great sign of a productive and highly participatory conversation, and you can always reproduce the charts afterwards to create cleaner versions.

Allow 30-60 minutes for this step. Some groups may find that an hour is still not enough to fully cover the three questions and arrive at some consensus – in this case, agree to longer time, or plan to follow-up the discussion at a later meeting.

**How do you know when you are finished?** When the group has arrived at consensus regarding when and where youth-adult partnerships are NEGOTIABLE and NON-NEGOTIABLE, and when everyone is willing to commit to the group’s decisions, you have completed the exercise.

We recommend reproducing the flip charts, so that clean copies can be posted in a visible location in your offices, and creating paper copies that can be distributed to the participants. This document can become part of your organization’s operations manual, philosophy statement, or written standards; you can also ask your Board of Directors, any youth committee, and/or various departments in your organization to ratify the document. You can use the document in new staff orientation procedures, as well as in new program orientations with young people.
GLOSSARY OF TERMS

Abuse: Use of a mind-altering chemical in a manner that causes physical, mental or emotional problems or has a high potential for causing problems.

Addiction: A physical disease that is primary, chronic, progressive and fatal — if left untreated — creating negative consequences physically, mentally, emotionally, spiritually, and socially.

Advocate: To plead in favor of a cause.

At Risk: All people are at risk for addictive disease, co-dependency, gang involvement, depression, suicide, etc. Some people are at higher risk because of genetic, familial or social/environmental factors. (When referring to higher risk people or behaviors, many presenters use the term “at risk.”)

Culture: The commonly held beliefs, social norms, behaviors and material traits of a group.

Dependency: The physiological adaptation to a regular chemical change in the body, where upon when the drug is discontinued an undesirable physical/psychological state is experienced.

Drug: Any ingested chemical, legal or illegal, which causes physical, mental, emotional or behavioral change.

Environmental Prevention: Alcohol, tobacco and/or drug prevention that works to change the factors (social settings, messages, availability, etc) that both directly and indirectly make substance use easy, appealing, attractive, and socially acceptable.

Media: Agencies of mass communication: newspapers, news programs, magazines, advertisements

Prevention: An “interactive” process that builds the capabilities of individuals and systems to promote healthy environments, lifestyles, and behaviors.
About the Youth Leadership Institute’s METH Environmental Prevention Training Series

This draft of the “Meth: Stopping the Epidemic” curriculum has been designed and provided as a companion guide to a methamphetamine Environmental Prevention training series offered exclusively by the Youth Leadership Institute (YLI).

The training series will provide you and your community with:

• Intensive, in-depth training geared toward prevention providers, law enforcement, community coalitions, youth, and adult allies— anyone concerned with or working on reducing access to and the production of methamphetamines!

• Intimate understanding of Environmental Prevention and how it relates to methamphetamine production in your community.

• Strategies to increase methamphetamine awareness, to reduce the access of methamphetamine related products / ingredients, to reduce methamphetamine related problem in communities, and to increase community accountability and support.

YLI builds communities where young people and their adult allies come together to create positive social change. This curriculum integrates more than 15+ years of program leadership, training, technical assistance and research in Environmental Prevention by the Youth Leadership Institute.

Additionally, the Youth Leadership Institute training and consulting services have reached over 80,000 decision-makers throughout the United States and Canada. YLI’s Training Institute is specifically designed to meet the multiple needs of community, government, health, and educational organizations, as well as foundations and research-based institutions on regional and national levels.

Prevention practitioners, community coalitions, and youth serving agencies and institutions wishing to receive training can contact YLI’s National Training and Consulting Services by contacting the Youth Leadership Institute directly at 877-YLI-TRAIN (877-954-8724) or via e-mail at training@yli.org