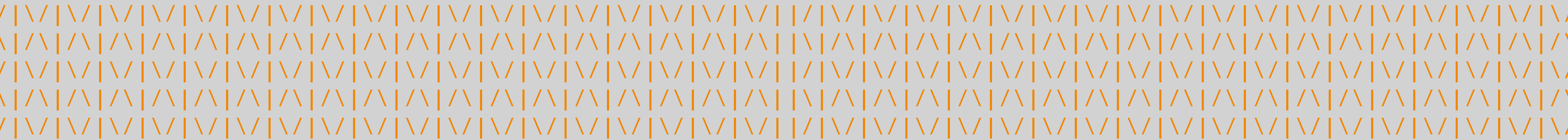




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SubstituteDealers DON'T DIE HIGH ----- SubstituteDealer

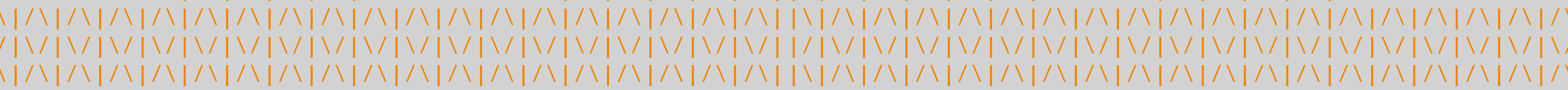
SubstituteDealers DON'T DIE HIGH ----- SubstituteDealer



THE REAL DEAL ON FENTANYL [1 OF 3]

GHEESES

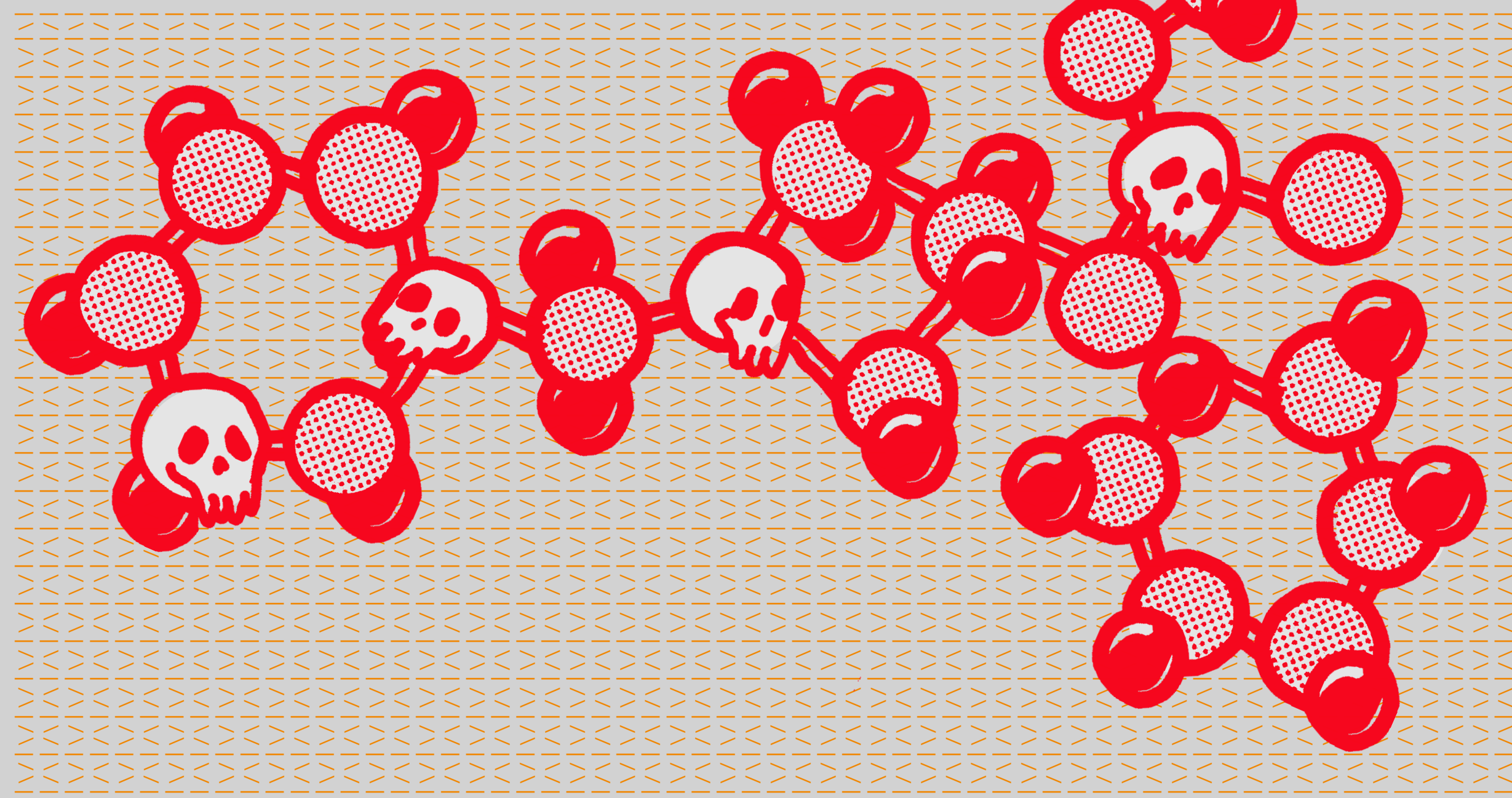
REAL DEAL ON FAKES



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THE LESSON:



CHEMISTRY



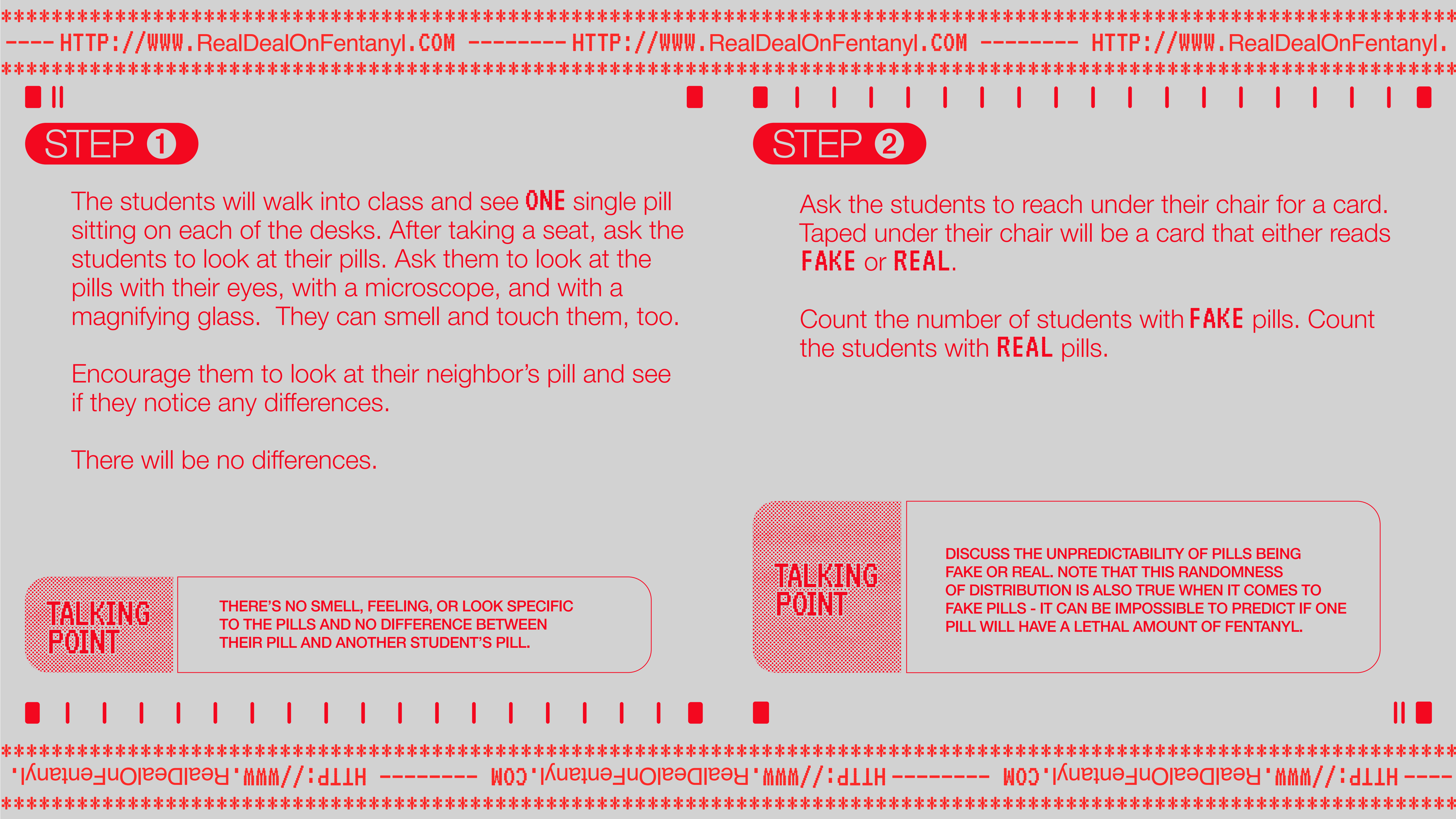
WHAT YOU'LL NEED

1 WHITE/ CHALK BOARD	4 MICROSCOPE AND/OR MAGNIFYING GLASS
2 GENERIC VITAMIN C PILLS (or other non-medical or non-pharmaceutical pill)	5 SALT/ SAND
3 FAKE AND REAL CARDS	6 PETRI DISH
	OPTIONAL GLOVES & GOGGLES

PREP WORK

1 OBTAIN THE ABOVE MATERIALS	4 PREPARE A PETRI DISH BY ADDING 2-3 GRAINS OF SALT OR SAND.
2 TAPE THE FAKE AND REAL CARDS UNDER STUDENTS' CHAIRS	5 COUNT THE NUMBER OF PILLS BEFORE THE LESSON AND ENSURE YOU HAVE THE SAME NUMBER OF PILLS AFTERWARD
3 DRAW THE CHEMICAL COMPOUND FOR FENTANYL (available on page 3) ON A BOARD IN THE FRONT OF THE ROOM. DO NOT LABEL IT.	





STEP 1

The students will walk into class and see **ONE** single pill sitting on each of the desks. After taking a seat, ask the students to look at their pills. Ask them to look at the pills with their eyes, with a microscope, and with a magnifying glass. They can smell and touch them, too.

Encourage them to look at their neighbor's pill and see if they notice any differences.

There will be no differences.

TALKING POINT

THERE'S NO SMELL, FEELING, OR LOOK SPECIFIC TO THE PILLS AND NO DIFFERENCE BETWEEN THEIR PILL AND ANOTHER STUDENT'S PILL.



STEP 2

Ask the students to reach under their chair for a card. Taped under their chair will be a card that either reads **FAKE** or **REAL**.

Count the number of students with **FAKE** pills. Count the students with **REAL** pills.

TALKING POINT

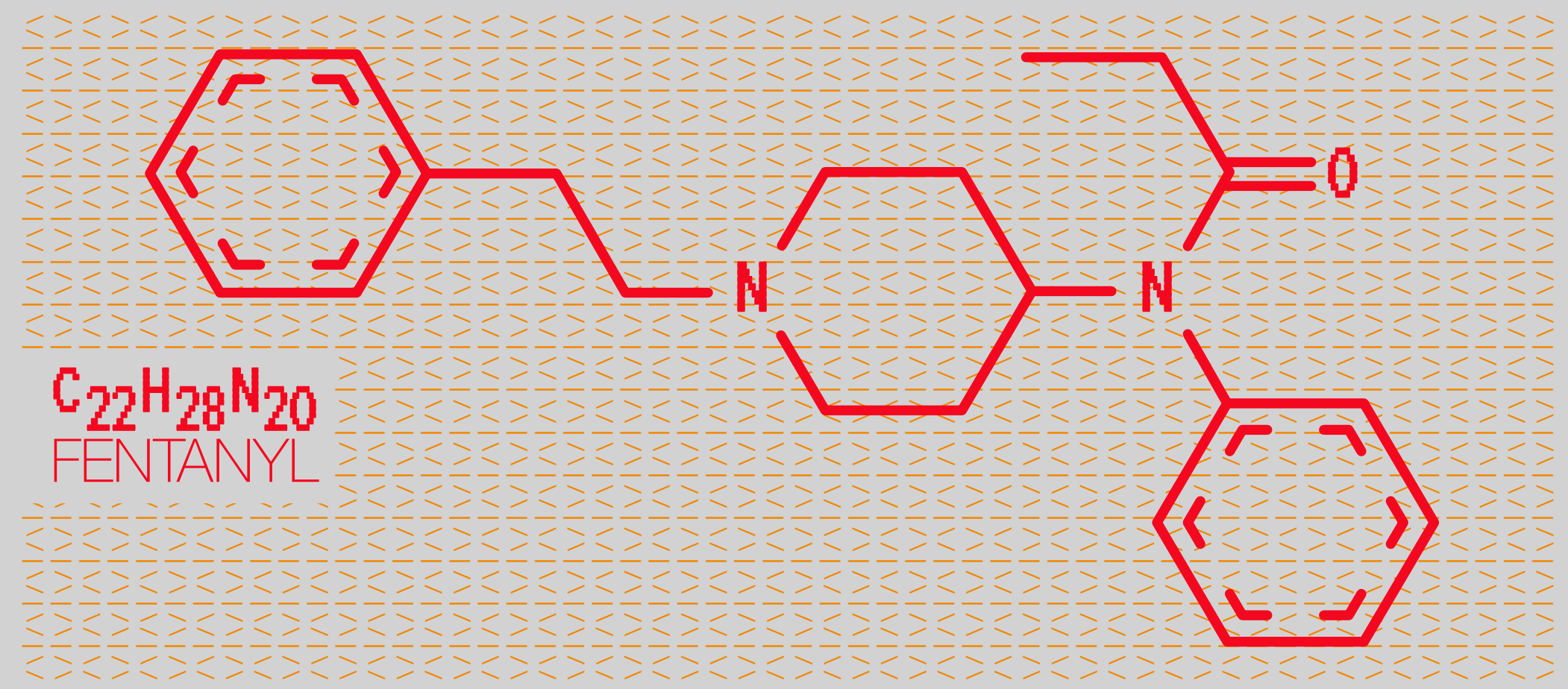
DISCUSS THE UNPREDICTABILITY OF PILLS BEING FAKE OR REAL. NOTE THAT THIS RANDOMNESS OF DISTRIBUTION IS ALSO TRUE WHEN IT COMES TO FAKE PILLS - IT CAN BE IMPOSSIBLE TO PREDICT IF ONE PILL WILL HAVE A LETHAL AMOUNT OF FENTANYL.





STEP 3

Point to the whiteboard where you've written the chemical compound of fentanyl:



and ask if anyone knows what it is.

TALKING POINT

DO STUDENTS KNOW WHAT FENTANYL IS? HAVE THEY HEARD OF IT? DID THEY KNOW IT WAS A CHEMICAL?



STEP 4

Students will gather around the front of the class near the compound. Show them a petri dish containing 2-3 PARTICLES OF SALT OR SAND.

TALKING POINT

STUDENTS COMMENT ON HOW SMALL A POTENTIALLY LETHAL DOSE OF FENTANYL IS.

STUDENTS TO DISCUSS HOW UNDETECTABLE FENTANYL IS WITHIN THE DRUG.

STUDENTS TO DISCUSS THAT DEALERS AREN'T CHEMISTS AND THERE ARE CHANCES OF GETTING A DEADLY DOSE.

Tell the students this represents **A POTENTIALLY LETHAL AMOUNT OF FENTANYL**, and talk about how small it is.

Then pour additional salt or sand on top, symbolizing the “drug”, and ask if they can see the original particles.

Explain that this is how illegal drugs are made, and **THE DEALER IS NOT A SCIENTIST OR CHEMIST WHO CAN CONTROL OR KNOW WHO GETS THE FENTANYL.**



STEP 5

Discuss the key takeaways from this lesson and answer questions. Takeaways are:

- ❶ 2 MILLIGRAMS OF FENTANYL CAN BE POTENTIALLY LETHAL.
- ❷ FENTANYL IS ILLEGALLY MIXED INTO OTHER DRUGS AND USED TO MAKE FAKE VERSIONS OF PRESCRIPTION PILLS.
- ❸ IT CAN BE IMPOSSIBLE TO TELL WITH JUST YOUR SENSES WHETHER A PILL CONTAINS A POTENTIALLY LETHAL DOSE OF FENTANYL.

THE ONLY SAFE PILLS ARE THE ONES THAT ARE PRESCRIBED TO YOU BY A DOCTOR.

TALKING POINT

QUESTIONS AND COMMENTS ON CLOSING REMARKS ABOUT THE FENTANYL CRISIS AND TOUCH ON ABSTINENCE/ OTHER COPING MECHANISMS.

KEY TAKEAWAYS

2 MILLIGRAMS (a few grains of sand/salt) can be lethal. THERE'S NO QUALITY CONTROL FOR ILLICIT DRUGS AND COUNTERFEIT PILLS.

THE SAFEST THING YOU CAN DO IS SIMPLY NOT TAKE THIS.

IF YOU THINK YOU MAY NEED MEDICATION, TALK TO A PARENT OR TRUSTED ADULT. GET A PRESCRIPTION FROM A DOCTOR AND FILL IT AT A PHARMACY.

CONT. ➔