

TEACHER'S GUIDE

Lesson Plan: *The link between buying illegal drugs and violent drug supply chains.*

Time: 45-minutes

Grades: 8th - 10th

Lesson Takeaway: Students will be able to make the link between buying illegal drugs and funding violent supply chains. Students will be able to question where illegal drugs come from and think about who is impacted by illegal drug supply chains.

The instructor may use the Teaching Tool Page on our website to make the lesson plan flow easily. All necessary media may be found on this page.

Activities:

- A. Prompted introductory questions & discussion (10 minutes)
- B. Video (3 minutes) *In Teaching Tool Page on Website
- C. Handout (30 minutes) *In Teaching Tool Page on Website

Over the course of the lesson plan, the instructor helps demonstrate for the students how their actions, like dominos, cascade and ripple downward, and have consequences that effect many persons, many times over, in unexpected ways.

A. Prompted introductory questions:

1. *What are illegal drugs? Why are they illegal?*

Federal and State Laws deem that certain substances are illegal to possess or distribute for the protection of citizens.

2. *Where do illegal drugs come from?*

Allow students to provide *their own* backwards chain of supply: write their responses on the board. From left to right – closest to home to farthest away.

Follow-up questions: “How did the drugs get from the big city to the small town?”, or, “How did the drugs get from the big gangs to the drug dealer?”.

Here the teacher can then give an introduction as to what ‘supply-side’ and some of the terminology means.

3. *Why do people sell drugs?*

Encourage the students to think about the people selling drugs and the monetary motivations for doing so.

4. *What do they do with the money that they make selling drugs?*

Provide for families, themselves, purchase weapons, etc...

5. *Why may drug dealers need weapons?*

To protect the supply of illegal drugs or protect themselves.

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6. *Why do they need this kind of protection?*

Because the drug trade is illegal and the court of law in the U.S. will not hold for mishaps that occur in transactions in this industry. (Use an example of a robbery of a McDonald's – if the McDonald's is robbed, they can go to the police to track down the robber. And they will have insurance to pay for lost inventory. But, if a drug dealer is robbed of his/her goods, he/she cannot go to the police to report the crime. So, often drug dealers need to protect themselves because they not have the protection of the police and the law.) Sometimes illegal drug supply chains can be very violent. In the U.S., we see drug supply chain related violence in all major cities. In Mexico, there is a war over drugs and the supply chain from and through Mexico is the most violent. The violence stems from drug cartels fighting for territory and fighting against the government.

B. Video (3 minutes):

We suggest that the teacher reads the text aloud as the video is played. The video provides, on the surface level, an in-depth examination of the issue, but on a deeper rhetorical level, it stands as a concrete, reliable source of information upon which students can draw further and to which they may return.

C. Handout (20 minutes)

The handout compliments the video and furthers the original discussion. Teachers can use our website to guide students through the handout.

Page 1: Video Script & Questions

Complete with the students however you see fit.

Page 2: Infographic: Mexican Drug War Facts

Discuss ramifications of each statistic on the U.S. and on Mexico

Page 3: Empathy Exercise: Testimonials from victims of the Drug War

Have students read testimonials aloud

Watch 2 minute video: "Kindergarten Teacher Calms Students During Shootout"

Page 4: Global Supply Chain

Discuss the global illegal drug network. Make sure students are aware that violent supply chains are found all over world, not just in Mexico. Have them talk about their own experiences with supply chain violence in U.S. cities.

Page 5: Personal Reflections

Encourage students to discuss the decision-making framework of doing drugs. Invite students to discuss how their perspective toward and within the chain of black-market supply is altered or has been made anew. Ask students how they will spread this information, if at all. Social media? Pictures? Ask students if they have any questions about this lesson.

Page 6: Facts & Resources

Additional information for students wanting to learn more.