**Topic: Etomidate: Fake Smoke, Real Poison, Steer Clear**

**Introduction**

In recent years, cases of youth abusing **etomidate** have surged. Drug traffickers disguise it as e-cigarette oil, luring teenagers to try it. This lesson aims to help teachers explain the drug nature, harm, and legal consequences of etomidate to students, raise prevention awareness, empower refusal skills, and guide them away from drug traps.

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| **Part 1: The Illustration Test** | **Key Points** |
| Teachers may use visual illusion images (e.g., comparing two red circles and blue circles in size or color), asking students to judge and then reveal the illusion.  Guide discussion on how appearances can mislead understanding, analogous to how etomidate is repackaged under different names (like "space oil"), but its substance remains the same—misleading youths to experiment.  Wrap up by explaining the real effects of etomidate on the body. | * Appearances can easily mislead; judge by essence * Be wary of outward appearances—alert to disguised drugs * Self-protection awareness, avoid chasing novelty |
| **Part 2: Understanding Etomidate and E-cigarettes** | **Key Points** |
| Introduce etomidate as a controlled narcotic. Drug dealers mix it with various flavors, consumed via e-cigarettes.  Discuss why they package drugs this way—to attract ignorant and thrill-seeking youths.  Clarify that e-cigarettes can be used as devices for drug consumption. The import, promotion, manufacture, sale, or commercial possession of e-cigarettes is illegal. | * Traffickers add flavors to etomidate to appeal to youths * E-cigarettes are closely linked with drugs * The import, promotion, manufacture, sale, or commercial possession of e-cigarettes is illegal. |
| **Part 3: Steering Clear of Drugs** | **Key Points** |
| Explain the effects of consuming etomidate on both body and life, reminding students of general drug harms and stressing the severe consequences of taking drugs or etomidate.  Discuss the mentality of some young people who initially try drugs, aiming to prevent students from turning to addiction due to internal distress.  Analyze increasing drug-related case numbers with students, exploring why youths get involved despite knowing the risks, and emphasize the importance of combining knowledge with action—it's not enough to just know the harms; practical avoidance is necessary. | * Teach the harm of etomidate on mind and body, review drug risks * Analyze rising cases; explore why youths still get involved despite awareness * Highlight unity of knowledge and action; act to prevent drug harm |
| **Part 4: Ten Refusal Skills** | **Key Points** |
| Present various social scenarios and engage students in discussion, especially situations involving peer pressure. Encourage students to suggest methods of refusing drugs.  Then introduce the "Ten Refusal Skills", explaining there are many ways to say no, but the key is to be decisive—reject any offer immediately or as soon as possible. | * Expose students to peer-pressure-filled scenarios * Discuss drug refusal methods * Familiarize with “Ten Refusal Skills” techniques |
| **Part 5: Debunking Myths** | **Key Points** |
| Raise drug-related misbeliefs for students and clarify general misconceptions.  1. In cases involving the trafficking, use, or possession of dangerous drugs, courts generally do not accept "lack of knowledge" as a defence. Being a minor also does not result in a significantly reduced sentence, in order to prevent drug syndicates from exploiting young people.  2. Etomidate's addictiveness is no different from other drugs.  3. Flavored etomidate is still a drug.  Finally, explain relevant law and sentencing provisions. | * Trafficking, consumption, or possession of dangerous drugs incurs serious legal consequences * Courts generally do not accept "lack of knowledge" as a defence. Being a minor does not result in a significantly reduced sentence. * Related criminal liability is very severe |
| **Part 6: “Out of the Fog, Searching for Freedom— Moon (Age 20)”** | **Key Points** |
| Watch the protagonist Moon's journey through etomidate addiction and recovery; discuss the article “Out of the Fog, Searching for Freedom—Moon (20)”, examining the harm of drug abuse including health damage, wasted money, loss of freedom and a dark life due to addiction, and broken relationships.  From the story of Moon's family persisting and supporting after discovering her addiction, guide students to appreciate the importance of family support in recovery, and empathize with the family’s feelings.  After Moon’s story, explain news reports of people who have been assaulted as a result of etomidate use. Many drug users suffer significant harm because of drug abuse, showing that the consequences of drug use are often unbearable. | * Analyze Moon’s benefits after quitting drugs—only a drug-free life is meaningful * Deepen understanding of addicts’ suffering through Moon’s family experience |