

EARLY
ELEMENTARY

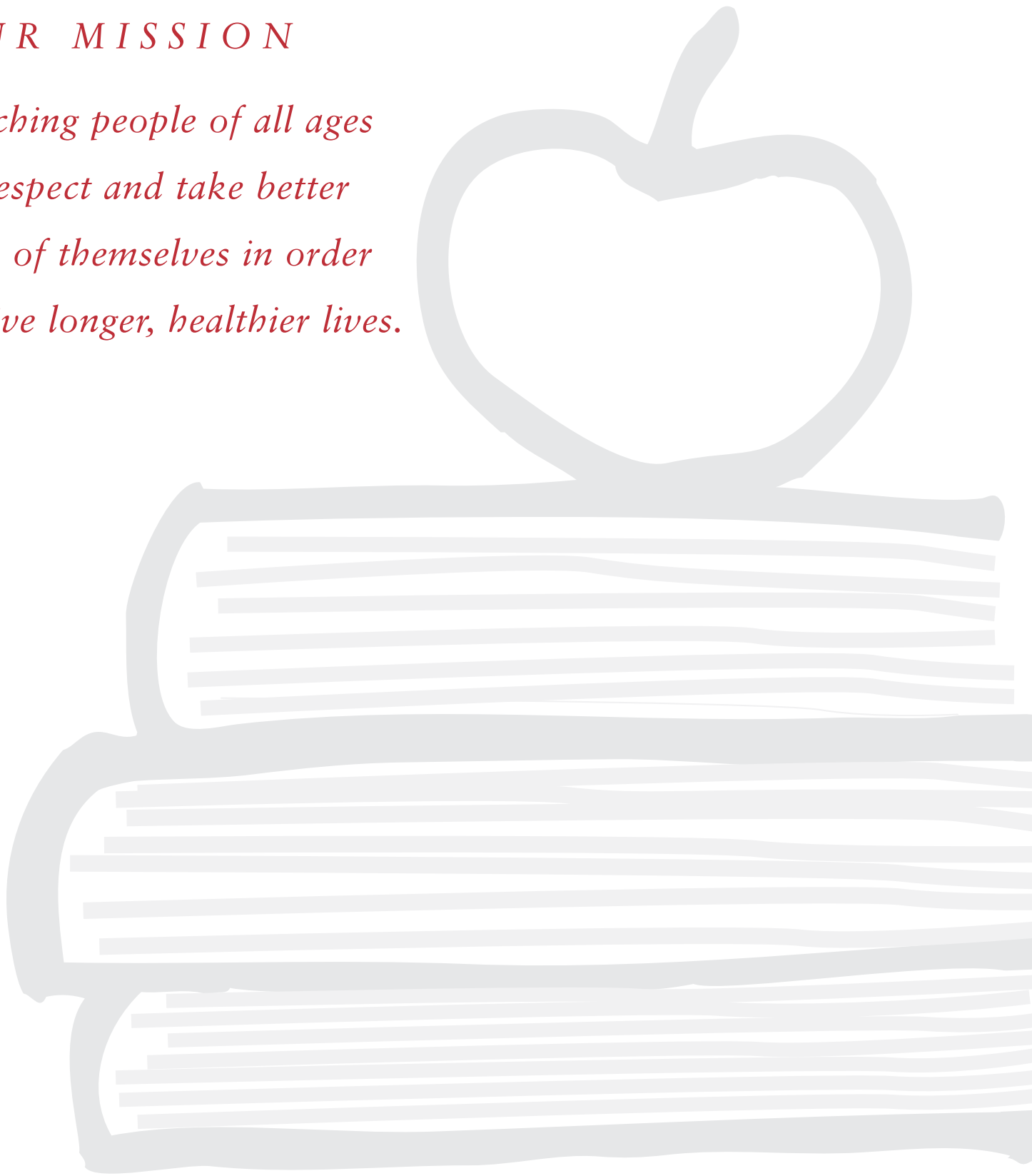
DRUG AWARENESS & PREVENTION EDUCATION



*hult health education center
robert crown center for health education
illinois department of public health*

OUR MISSION

*Teaching people of all ages
to respect and take better
care of themselves in order
to live longer, healthier lives.*



NOTES TO THE TEACHER



DRUG AWARENESS & PREVENTION EDUCATION

This educational packet is designed for use in the classroom in order to reinforce and supplement concepts discussed in the program your class attended at the health education center. It allows you flexibility in determining which activities and worksheets are most appropriate for your students and may be used in conjunction with your own health education curriculum. Some of the material may be primarily review in nature, while some may present new information. However, all activities relate to substance abuse prevention education. Feel free to copy worksheets for instructional use.

The use of this packet, along with the program you attended at the health education center, supports the following Illinois state goals and learning standards:

- 22.A.1a Identify general signs and symptoms of illness.
- 22.A.1b Identify methods of health promotion and illness prevention.
- 22.A.1c Identify dangerous situations and safety methods to reduce risks.
- 22.B.1 Encourage and support others in making positive health choices.
- 22.C.1 Identify sources and causes of environmental health risks.
- 23.A.1 Identify basic parts of body systems and their functions.
- 23.B.1 Identify healthy actions that influence the functions of the body.
- 24.B.1 Recognize how choices can affect health.
- 24.C.1 Demonstrate basic refusal skills.

SUBSTANCE ABUSE PREVENTION EDUCATION FOCUSES ON RECOGNIZING HARMFUL DRUGS, UNDERSTANDING THEIR EFFECTS, AND DEVELOPING SKILLS TO RESIST PEER PRESSURE.

OBJECTIVES

DRUG AWARENESS & PREVENTION EDUCATION

Our general goal is to provide information on drugs and to introduce skills that promote positive, healthy life choices.

LEARNING OBJECTIVES:

The student will be able to:

1. Describe factors that contribute to overall health.
2. Define the term drug.
3. Explain the difference between a legal and an illegal drug and give two examples of each.
4. Identify three different forms of drugs.
5. Differentiate between safe and unsafe use of medicines.
6. Explain what it means to be addicted to a drug.
7. Name the addicting chemical found in tobacco.
8. Give three reasons why using tobacco is harmful to one's health.
9. Discuss the basic effects of caffeine, marijuana, and alcohol on the body.
10. Name three poisonous products that can be found in the home.
11. Describe four healthy alternatives to drug use.
12. Identify uniqueness in self and others.
13. Discuss how advertisements and peers can influence perceptions and decisions.
14. Demonstrate the use of basic assertive refusal skills.

TERMS



DRUG AWARENESS & PREVENTION EDUCATION

DRUG TERMS

List of terms relevant to drug education:

Addiction	Illegal	Pharmacist
Advertising	Influence	Pill
Alcohol	Information	Poison
Blood	Label	Powder
Body	Legal	Prescription
Brain	Liquid	Reliable
Caffeine	Lungs	Responsibility
Capsule	Marijuana	Rules
Caution	Medicine	Safety
Choice	Needle	Tablet
Cigarettes	Nerve Cell	Tobacco
Coffee	Nicotine	Trust
Cola	Over-the-Counter (O.T.C.)	Warnings
Decision		
Directions		
Drug		
Energy		
Exercise		
Feelings		
Friends		
Habit		
Harmful		
Health		
Heart		
Helpful		

TO STUDENTS

- How many of these words do you know?
- Are there any terms you are not completely sure of?
- Use the dictionary to look up the words you do not understand, and then try to use each word in a sentence.
- Have a spelling bee!

HEALTH & DRUGS

DRUG AWARENESS & PREVENTION EDUCATION

ACTIVITY 1

Have the students draw pictures of things they do to be healthy. Let the students take their drawings home to hang up as reminders to eat well, exercise, stay clean, and get plenty of sleep.

ACTIVITY 2

Briefly review the location and functions of the heart and lungs. Talk to your class about vital signs such as heart rate, blood pressure, and respiration. Have the students make a fist and expand and contract their fingers at a rate of about 60 times per minute. Do the same thing again, but increase the speed making the fist expand and contract about 80 times per minute. Explain that this is what happens to the heart rate each time a person smokes a cigarette. The nicotine in the tobacco causes the heart rate to increase. Discuss other things that can affect normal body functions such as sleeping, exercise, emotions, and drug use. If a health professional (such as a school nurse or health department educator) is available, have them visit your class to monitor the students' vital signs both at rest and after running in place. Discuss differences.

ACTIVITY 3

Have the students give examples of symptoms that may indicate they are not well such as fever, headache, sore throat, stomachache, etc. Ask the students whom they should tell when they are feeling sick. Ask what to do if they feel sick at school, if they are home alone, if they feel sick in the middle of the night, etc. Have the students define the word "medicine." Allow them to share some of the reasons why they have been given medicines. You may want to have them write a story about a time when they were sick and had to take a medicine to get well. Talk with students about medicine safety. Where should medicines be kept? Who should give them medicine? Are medicines always good? What if a person takes too much? Too little? What would be wrong with a younger brother or sister taking mom or dad's medicine?

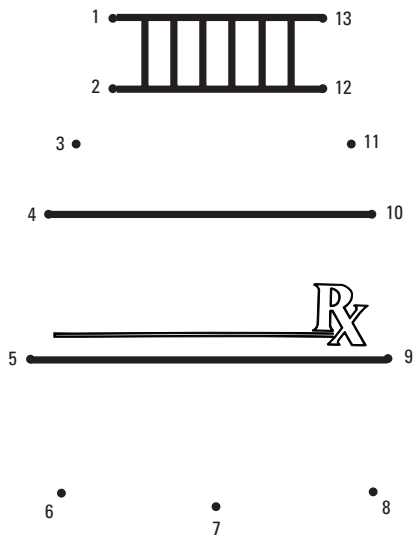
ACTIVITY 4

Instruct students to draw a picture of different kinds of drugs. Be sure to use the word "drugs" rather than "medicines." Have students share their drawings with classmates. Observe differences (if any) in students' perceptions of what a drug is. Many times children think that a drug is always something illegal and harmful. They need to be aware of the many different kinds of drugs that are available such as cigarettes, caffeine, Tylenol, prescription medicines, etc.

WORKSHEET 1

Connect the Dots

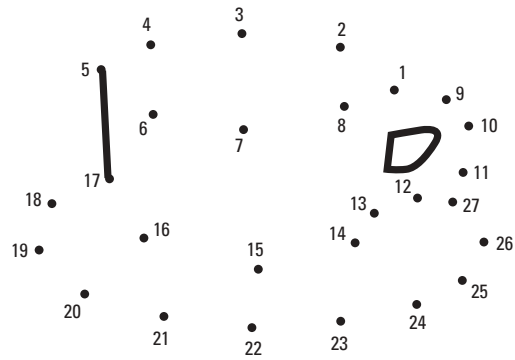
A.



What is it? _____

What drug do you think it is? _____

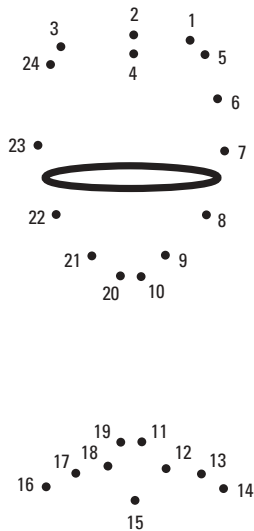
B.



What is it? _____

What drug do you think it is? _____

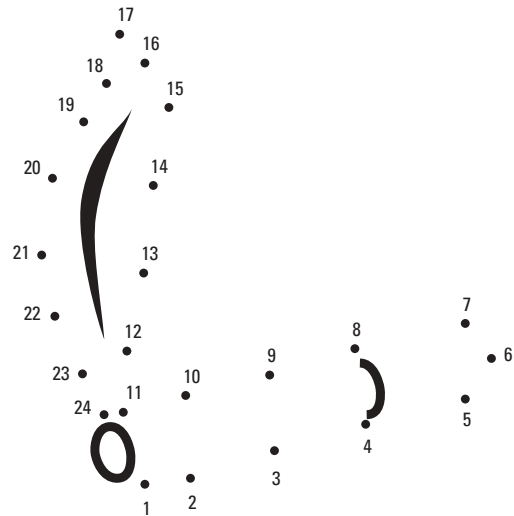
C.



What is it? _____

What drug do you think it is? _____

D.



What is it? _____

What drug do you think it is? _____

WORKSHEET 2

Medicine Bottle Label

Below is a bottle that contains medicine. Read the bottle carefully. Follow the directions and answer the questions. You will need crayons, thin markers, or colored pencils.



Circle in blue how much of the medicine should be taken.

Underline in green how often the medicine should be taken.

Circle in red why you would take the medicine.

1. You need to take this medicine with lots of _____.
2. You could take this medicine safely for _____ days.
3. You should stop taking this medicine if you get a _____.

LEGAL DRUGS

DRUG AWARENESS & PREVENTION EDUCATION

ACTIVITY 5

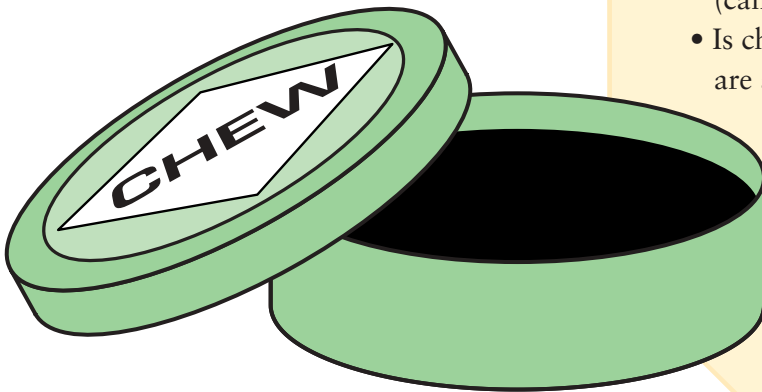
Have the students make anti-smoking or anti-drinking posters. Display them in the hallway or cafeteria where other students may see them.



ACTIVITY 6

Direct a discussion about chewing tobacco.
Ask the students questions such as:

- What are some other names for chewing tobacco? (dip, snuff, chew)
- What drug is in chewing tobacco? (nicotine)
- What health problems can be caused by using it? (cancer, gum disease, tooth loss, cavities)
- Is chewing tobacco safer than cigarettes? (no- both are addictive and harmful to the body)



WORKSHEET 5

Word Search

G D R U G S H A R M
N A C A F F E I N E
I S T L T S A F E D
K P R C B R L R C I
O I C O L A T A O C
M R P H T V H G F I
S I B O D Y Y I F N
T N R L W N R C E E
N I C O T I N E E T

All of these words are hidden in the puzzle.
Look across, up, and down to see how many you can find!

CAFFEINE	BODY	HEALTHY	CIGAR
SMOKING	MEDICINE	SAFE	COFFEE
DRUGS	ASPIRIN	NICOTINE	COLA
ALCOHOL	HARM		



WORKSHEET 6

Sentence Completion

Finish the sentences below by choosing the right word to fill in the blanks. Use each word once.
Do you remember what you learned at the health education center?

marijuana

nicotine

alcohol

caffeine

drug

smoking

dangerous

safe



1. A _____ changes the way your mind and body work.
2. The drug _____ is found in coffee, tea, pop, and chocolate.
3. A person can damage their lungs by _____.
4. Cigarettes, cigars, and chewing tobacco contain the drug _____.
5. Beer and wine both contain the drug _____.
6. _____ is an illegal drug that slows the brain and harms the lungs.
7. Taking too much medicine is very _____.
8. Medicines must be kept in a _____ place.

POSITIVE REINFORCEMENT

DRUG AWARENESS & PREVENTION EDUCATION

ACTIVITY 7

Have the students make a list of the things that make them feel happy. This may be done individually or as a class. Then, have them make a list of things that may make them feel sad, then a list of things that make them feel angry. Discuss appropriate expressions of sadness and anger. What are some of the things we might do to feel better when we feel sad or angry? Stress that it is important not to hold these feelings inside, but rather to express them in healthy ways.

ACTIVITY 8

Make a giant “Our Class” book. Have each student use one large piece of paper to illustrate (with markers or crayons) things that make him or her unique as individuals. They might draw portraits of themselves, family members, pets, or draw objects that relate to things they enjoy doing. After assembling the “book,” have each student present his or her page to the class.

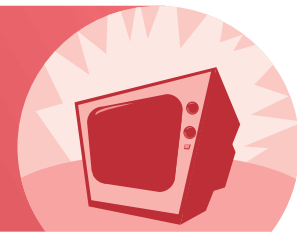
ACTIVITY 9

Make a list of things students choose because of their friends (likes or dislikes in music, hairstyles, clothing). Plan a fun day when everyone will come to school wearing mismatched clothing or shoes, pants that are too short, etc. Discuss how it makes us feel when we look “different.” Does dressing differently change the way we feel about ourselves or our friends? Did anyone not participate in the activity because they were afraid of what others would think? Stress that it is okay to be yourself and to have your own style. We must learn to appreciate individual differences and not to judge other people by their appearances.

ACTIVITY 10

Using the blackboard, list the names of all the students in your class, leaving a space after each name. Have the students assist you in writing something positive about each student after his or her name. Possible qualities may include friendly, neat, helpful, good runner, great speller, etc. Discuss how it makes the students feel when someone says something nice about them. Discuss the importance of accepting these positive statements. Hang a construction paper tree (trunk and branches only) on the bulletin board. Make a leaf for each student with his or her name on it. Give a leaf to each student other than his or her own. Ask the students to find a positive quality listed on the board for the student whose name is on the leaf and write that quality on the leaf. Collect all the leaves. Before school begins the next day, put each student’s leaf on his or her desk. Stress that each of us has strengths and positive qualities to be thankful for. Students can then pin their leaves to the bulletin board tree.

CULTURAL INFLUENCES



DRUG AWARENESS & PREVENTION EDUCATION

ACTIVITY 11

Have the students cut out advertisements from magazines that glamorize smoking or drinking. Discuss the influence of this kind of advertising on the reader. How do the people in the ads look? How are they dressed? What are they doing? Are they pretty or handsome? Are they having fun? Why do the advertisers want us to think that using their product will make us look the same way? When people use these products, what really happens? (Yellow teeth, wrinkles, bad breath, accidents, etc.)

ACTIVITY 12

Bring in examples of “candy” products that are packaged to resemble cigars, cigarettes, and chewing tobacco. Ask the students what kind of messages they get when they see candy cigarettes, bubble gum cigars, and bubble gum chew. What are some ideas for healthy snacking that are alternatives to eating candy?

ACTIVITY 13

Ask the students why they think that some people take unhealthy drugs. Possible answers may include to be cool, to be liked, boredom, feeling unhappy, their friends use drugs, or that friends pressure them to. Point out that someone who is a real friend should respect your right to say no. Have the students role-play situations in which others pressure them to smoke cigarettes, drink beer, take someone else’s medicine, etc. When encouraging students to be assertive, remind them to:

1. Use a firm voice.
2. Maintain eye contact.
3. Don’t change their mind.

Students can practice some of these methods for saying no:

1. Give a reason (“I don’t want to hurt my lungs.”)
2. Change the subject (“So, when is our next game?”)
3. Sell another idea (“Let’s go shoot some hoops.”)
4. Broken record (“No thanks,” “No thanks,” “No thanks.”)
5. Reverse the pressure (“Why are you pressuring me?”)
6. Walk away
7. Get help from an adult if needed

Allow the students to invent their own ways for saying no.

WORKSHEET ANSWERS



DRUG AWARENESS & PREVENTION EDUCATION

Worksheet 1 Connect the Dots

- A. medicine; any prescription or over-the-counter medicine
- B. coffee or tea; caffeine
- C. wine; alcohol
- D. cigarette; nicotine

Worksheet 2 Medicine Bottle Label

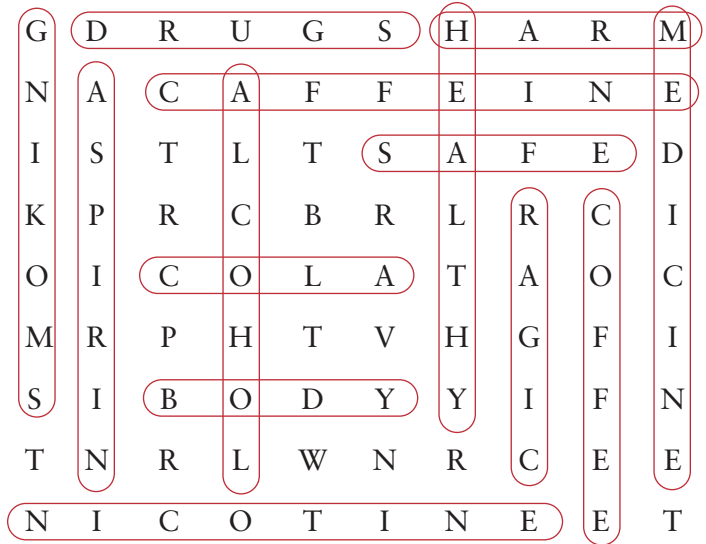
- “One teaspoon” should be circled in blue.
 - “Every four hours” should be underlined in green.
 - “Cough” should be circled in red.
1. water
 2. three
 3. headache

Worksheet 4 Secret Message Puzzle

A=2 B=1 C=4 D=3 E=6 F=5 G=8
 H=7 I=10 J=9 K=12 L=11 M=14 N=13
 O=16 P=15 Q=18 R=17 S=20 T=19 U=22
 V=21 W=24 X=23 Y=26 Z=25

1. friend, drugs
2. mind, body
3. healthy, fun
4. cool, no

Worksheet 5 Word Search



Worksheet 6 Sentence Completion

1. drug
2. caffeine
3. smoking
4. nicotine
5. alcohol
6. marijuana
7. dangerous
8. safe



MY HEALTH PLEDGE

FOR LIVING A HEALTHY, DRUG FREE LIFE

- * I pledge to eat healthy foods.
- * I pledge to stay away from illegal drugs.
- * I pledge to get an adult's advice before using legal drugs.
- * I pledge to not smoke or chew tobacco.
- * I pledge to brush my teeth twice a day.
- * I pledge to exercise every day.
- * I pledge to go to the doctor for check-ups.
- * I pledge to spend time with my family doing healthy activities.
- * I pledge to get at least ten hours of sleep every night.
- * I pledge to talk more with my family about my feelings.



(your signature)



(teacher's signature)

(date)



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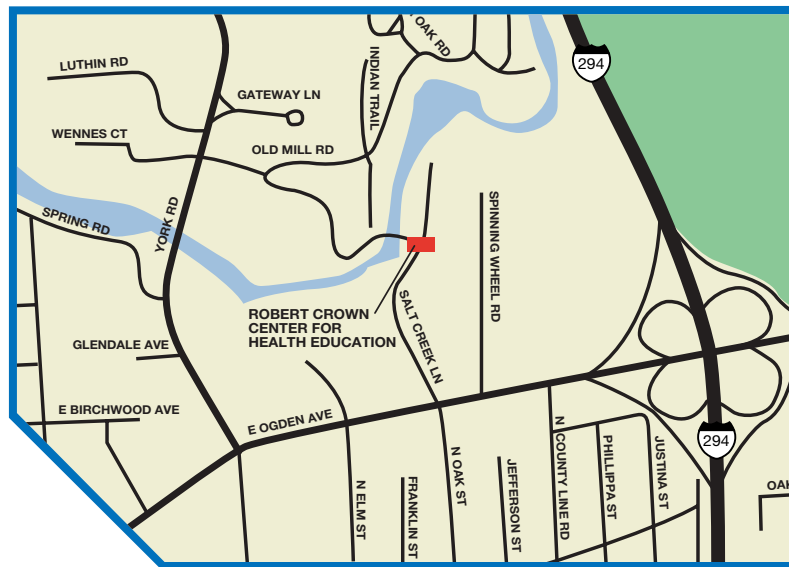


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