

Weiler Health Education Center

Drugs: Choice or Chance
Addiction Prevention
Grades 3-5

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Program Objectives

Program Description:

The definition of drugs is emphasized as students discover potentially helpful and harmful aspects of chemical substances including medications, alcohol, tobacco, caffeine and energy drinks, steroids and household cleaners.

Standards:

PA.1.3bd; 10.2.3d; 10.1.6bde; 10.3.3c

NJ 2.1.4a, 2.2.4b, 2.3.4abc

Objectives:

Upon completion of this program, students will:

1. Define the word “drug”;
2. Name 1 difference between a stimulant and a depressant drug;
3. Explain 2 ways alcohol, tobacco or inhalants can affect the body; and,
4. Demonstrate 1 way to handle peer pressure.

Terms:

Alcohol—the drug in wine, beer and liquor that causes changes in the body of a person who drinks it

Brainstem—the portion of the brain that controls the reflexes, heartbeat and breathing

Caffeine—chemical that acts as a stimulant

Cerebellum—part of the brain that coordinates voluntary movements and balance

Cerebrum—the largest part of the brain and is involved with thought, decision, motor control, sensory perception, emotion and character

Decision—a choice

Depressants—a drug that makes messages moving between nerve cells move slower

Drug—any chemical substance that causes changes in the body’s systems

Inhalant—a drug that enters the body through the respiratory system

Inhibitions—feelings people have that usually make them unwilling to do or try something

Nervous System—the brain, spinal cord and nerve cells; responsible for controlling the body

Nicotine—the chemical found in tobacco that leads to addiction



Rebound Effect—the body’s response to the removal of a drug’s effects, usually it is opposite of the response to the administration of the drug

Stimulant—a drug that makes messages moving between nerve cells move faster

Synapse—the gap between two nerve cells where electrical signal of nerve transmission is converted into a chemical signal. It is within the synapse that most drugs affect the nervous system.

Tobacco— a plant that can be smoked in cigarettes, cigars or pipes and that harms the body

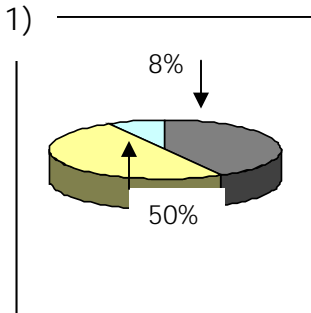


Math Worksheet

Name: _____ Date: _____

Directions: Begin by solving the math problems in column one. Then use these answers to answer the drug trivia in column two.

Column # 1



The section of the pie that is shaded gray is _____ the yellow section.

- Greater than
- Less than
- Equal to

2) $.11 \times 100 =$ _____

3) $\frac{1}{4} + \frac{3}{4} =$ _____

4) $242 / 968 =$ _____

5) Frankie has 25 marbles. Frankie gives 5 marbles to Joe, 4 marbles to Mary, 3 marbles to Jim, and 1 each to Tom and Sue. Mary now has _____ marbles than Frankie.

- More
- Less
- The same number

Column # 2

There are _____ systems in the body, all of which can be changed when a drug is taken.

_____ oz of liquor = 1 serving of liquor

An underdose occurs when someone takes _____ than the recommended dose of a medication.

The heart, an organ that can be damaged by smoking, has _____ chambers.

An overdose occurs when someone takes _____ than the recommended dose of a medication

Asthma is a common disease. On average, one out of every _____ children has asthma.



Artery Constriction Activity

Background:

When nicotine enters the body system it constricts the blood vessels. This causes the blood to flow through a narrower opening. This elevates the body's blood pressure and causes the heart to work harder. Nicotine may enter the body through the smoking or chewing of tobacco. Other drugs such as speed also constrict the blood vessels and cause the same effects.

Time: 15 – 30 minutes

Materials:

A rope of approximately 35 feet in length. The rope needs to be long enough to fit around the entire class if standing in a group.

Activity:

Have your students stand in a group in the middle of the room. Do not have them squeeze in close together. Take a rope and lay it on the ground so that it goes completely around the group and forms a circle. Now have all of the students tap back out of the circle. Explain to them that you will be making the circle smaller and smaller. Each time you move the rope and make the circle smaller it is their job to still get the entire class into the circle. They must have each person in the circle and no part of anyone's body may be touching the ground outside of the circle. Stress to the class that safety is of utmost importance at this time!!!

After a few rounds of making the circle smaller they will have exhausted the easy solutions and will have to get more creative. Do not let the group give up too easily but do keep safety in mind.

Discussion Points:

What was happening during this activity?

Why was it getting harder and harder for you to fit inside the circle?

Could the same number of people fit in the circle when it became smaller?

What were some of the techniques you used the first couple of times the circle became smaller so that you could still fit inside?

Why did these techniques stop working?

How did you try to compensate when your first techniques stopped working?

How can we relate this activity to the constriction of the blood vessels when nicotine is introduced to the body?

What other drugs cause the blood vessels to narrow?

How does the body try to compensate?

What health consequences can occur?



Drugs: Choice or Chance Word Scramble Answer Sheet

llohaco= alcohol

mrbsitaern= brain stem

eifafcen= caffeine

relmuclebe= cerebellum

sedinoci= decision

esptsedansr= depressants

insinhiiobt= inhibitions

sssmeyvotenru= nervous system

sudrg= drugs

Drugs = Danger
4 1 3 8 2 = 4 5 6 8 7 1

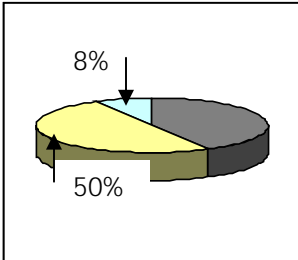


Math Worksheet Answer Sheet

Column # 1

Column # 2

1)



The section of the pie that is shaded gray is **greater than** the yellow section.

- Greater than
- Less than
- Equal to

2) $.11 \times 100 =$ 11

3) $\frac{1}{4} + \frac{3}{4} =$ 1

4) $242 \div 968 =$ 4

5) Frankie has 25 marbles.
Frankie gives 5 marbles to Joe, 4 marbles to Mary, 3 marbles to Jim, and 1 each to Tom and Sue.
Mary now has **less** marbles than Frankie.

- More
- Less
- The same number

1. There are **11** systems in the body, all of which can be changed when a drug is taken.

2. **1** oz of liquor = 1 serving of liquor

3. An underdose occurs when someone takes **less** than the recommended dose of a medication.

4. The heart, an organ that can be damaged by smoking, has **4** chambers.

5. An overdose occurs when someone takes **Greater** than the recommended dose of a medication



Note to teacher- the following letter is intended for your students to take home as a follow-up for the days program. Please copy and distribute as you see fit in order to enable caregivers of students to reinforce the lesson of this program effectively.



Weller Health Education Center

Dear Caregiver,

Your child has participated in a program called “Drugs: Choice or Chance” that was presented by the Weller Health Education Center. Drugs are considered any substance that causes a change in functioning in the body’s systems. The students discovered the harmful effects of drugs such as medications, alcohol, tobacco, caffeine including energy drinks, and household cleaners when used as inhalants. The students further develop their understanding of peer pressure and practice refusal strategies. The Weller Health Education Center emphasizes the importance of having solid decision-making skills and the ability to make a healthy choice in difficult situations.

The oldest and most widely used drug in the world, alcohol, is a depressant that alters perceptions, emotions, and senses. With Nicotine, found in tobacco, users have an increased risk for lung and heart disease and stroke. Inhalants, like household cleaners, are used to get an immediate “high” or rush. But they are the most likely of the abused substances to cause severe toxic reaction, like a coma, and death. The abuse of any kind of drug outweighs the so-called “benefits” and allow for more serious and deadly consequences. As parents, we must teach our students that the things we put in our body, even once, can cause detrimental long-term effects.

Below you will find some sample suggestions to guide you in taking steps to improve your family’s safety and health. These activities can help to continue the message started today in our program. For additional resources you are welcome to utilize the parent, teacher and student resource links found on our website at www.wellercenter.org.

Sample Suggestions:

- 1) Teach your children that they can come to talk to you about anything and that you will not judge them or be mad- and stick to the deal.
- 2) As your children age, they get to make some decisions by themselves. Teach them the tools to make the right choice without you making it for them.
 - a. Role play with your kids to develop strategies they can draw upon in a difficult moment.
- 3) Allow students to ask you questions and research together at reputable sources like www.wellercenter.org, www.kidshealth.org , and <http://www.nida.nih.gov/> .

Yours in good health,
Weller Health Education Center