

SUPPLEMENTAL PREVENTION CURRICULUM
FOR THE CLASSROOM

S·T·E·P·S

Simple Tools Employing Prevention Skills

Primary Level



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HOW TO USE THE PREVENTION LESSONS

The **STEPS • Simple Tools Employing Prevention Skills** Supplemental Prevention Curriculum for the Classroom has been designed for the ease and convenience of the classroom teacher. The goal in writing this model curriculum is ***"for the classroom teacher to be able to teach prevention lessons with limited preparation, infusing the lessons into the regular classroom schedule."*** This curriculum is not meant to replace current school curriculum, but to supplement and/or reinforce it.

Each lesson is approximately twenty (20) minutes long. It is recognized that instruction time is valuable and limited. Each lesson includes recommendations as to where in the regular curriculum the lesson can be infused. All key information, copy-

ready sheets, transparencies, letters to parents, and support materials for each lesson are included in the manual.

Lesson Format includes:

- Lesson Objectives
- Suggestion of where to infuse into instruction time
- List of materials necessary for the lesson
- Introduction to the lesson
- Activities
- Closure
- Vocabulary Words (See Definitions Tab)
- Teacher Tips
- Source

The **Teacher Tips** section provides suggestions of areas or topics to emphasize, strategies to extend the lesson, additional lesson ideas, words of caution, and/or additional resources available for this topic.

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HOW TO USE THE MANUAL

The **STEPS • Simple Tools Employing Prevention Skills** Supplemental Prevention Curriculum for the Classroom Manual has been designed for the utmost convenience and assistance to the classroom teacher.

This primary prevention curriculum model focuses on the critical need for prevention lessons targeted toward kindergarten to third-grade students. It includes age/grade-level appropriate lessons covering the topics of decision-making, peer-pressure, medicines, alcohol, tobacco, other drugs, safe/unsafe, and people to trust. While the lessons are approximately twenty minutes in length, they are designed so the teacher may shorten or expand the lesson according to the maturity level and needs of the classroom.

Grade-level Lesson Objectives are based on extensive research and recommendations from a variety of sources which include:

- US Department of Education, *Guide To Safe, Disciplined & Drug-Free Schools*

- US Department of Education, Safe and Drug-Free Schools and Communities Program
- US Department of Education, Drug Prevention Oversight Staff, Drug Prevention Curricula, *A Guide to Selection and Implementation*
- *Schools That Work*, Midwest Regional Center for Drug-Free Schools/Communities
- *Drug Prevention – Curriculum and Resources Review – Guidelines for Selection or Development K-12*, National Federation for Drug-Free Youth
- The White House Conference for Drug-Free America
- US Office of Substance Use Prevention (OSAP)
- US Department of Health and Human Services (HHS)

The section ***Things to Know before You Begin*** includes key information for prevention education. It is recommended that this section be reviewed prior to teaching the Prevention Education Curriculum. Much consideration has been given to a "teacher's needs" and his/her limited time available; therefore, **important guidelines and principles** are located here. We believe this basic knowledge will increase the teacher's effectiveness, confidence, and expertise while minimizing the need for in-service training.

At the beginning of each grade-level lessons section there is a listing of all lessons in the section, a cumulative list of materials needed for the lessons, as well as the lessons' objectives. A teacher may choose to teach lessons either up or down a grade level if that material covers a desired topic or objective.

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GOALS • KNOWLEDGE • OBJECTIVES

KINDERGARTEN TO THIRD GRADE

THE GOAL OF PREVENTION CURRICULUM:

Students will learn that "the use of alcohol, tobacco, and other drugs is unhealthy, unsafe, and illegal for youth; and it is not a young person's choice whether or not to use drugs."

KINDERGARTEN THROUGH THIRD GRADE PREVENTION EDUCATION SHOULD EMPHASIZE:

- Generally good health practices;

- Differences among foods, poisons, medicines, and drugs;
- Personal responsibility for one's actions; and
- Rules regarding drug use.

Source: US Department of Education recommendations for Grades K-3 Alcohol, Tobacco, and Other Drugs Education.

KNOWLEDGE NEEDED BY STUDENTS

KINDERGARTEN THROUGH THIRD GRADE STUDENTS SHOULD KNOW:

- The difference between foods, poisons, medicines, illegal drugs.
- That some medicines are helpful during illness, when prescribed by a doctor and administered by a responsible adult.
- That alcohol and tobacco are drugs that can harm the body.
- How to make good decisions/choices and what the consequences will be.
- How to say "NO" several ways and why it is important.
- How to avoid unknown and possibly harmful objects, containers, and substances.
- Good nutritional and exercise habits.
- What rules are and why they are important to follow.
- Which adults (both in and out of school) are responsible persons to whom youth can go to seek help or ask questions.

SECOND GRADE AND THIRD GRADE STUDENTS SHOULD ALSO KNOW:

- What "gateway" drugs (alcohol, tobacco, marijuana and inhalants) are and how they harm the body.
- That most people do not use illegal drugs.
- How media and advertising affects the choices we make.
- That it is not a young person's "choice" whether or not to use drugs, because the use of drugs is unhealthy, unsafe, and illegal.
- That each individual is ultimately responsible for his/her own health and well-being, and that for young children this is a shared parent and child responsibility.
- What the school and home rules are regarding medicines, alcohol, tobacco, and other drug use and/or possession.
- That people can become dependent on alcohol, tobacco, and other drugs, but there are many ways and many people who can help them.

A Guide to Safe, Disciplined and Drug-Free Schools – Success Stories 1994, US Department of Education

Drug Prevention Curricula Booklet: – A Guide to Selection and Implementation,
Drug Abuse Prevention Oversight Staff, US Department of Education, 400 Maryland Ave. S.W.,
Washington, DC 20202-0120

"Learning to Live Drug Free" A Curriculum Model for Prevention – US Department of Education
1990

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KINDERGARTEN

LESSON TITLE: HELPFUL OR HARMFUL (POISONS, MEDICINES, AND DRUGS)

LESSON OBJECTIVE:

- Know the difference between foods, poisons, household products, and medicines.
- Know that medicines and drugs all change the way the body (person) feels, thinks or acts.
- Be able to discuss what is good and bad for the body.
- Know to stay away from things that are harmful.

MATERIALS:

- Pictures cut from magazines and/or clean, empty containers of food, medicines, household products, drugs, alcohol, tobacco, and over-the-counter (OTC) medicines.
- **Letter to Parents Requesting Assistance** (See Parent Letters Tab) explaining the lesson and asking parents/guardians to assist students in finding and cutting out pictures in magazines or bringing clean, empty containers to school. **(You will need to send this letter one week before the lesson is to be taught).**
- Tape/pins to attach pictures on the chart/chalkboard/bulletin board.
- Two columns titled "Harmful" and "Helpful" on the chart/chalkboard/bulletin board. **Body Chart, Helpful Or Harmful** (See Support Materials Tab and Transparencies Tab), **Only Sick People** copy-ready dot-to-dot coloring sheet.

INTRODUCTION TO LESSON:

Discuss the differences between prescription medicines, OTC medicines; legal and illegal drugs (always include alcohol and tobacco as drugs). Explain that there are substances found in the home that are harmful and should only be used with adult supervision. Have students name some of the household products in their home that

may be considered dangerous (harmful). Be sure to include alcohol and tobacco as drugs that harm the body.

ACTIVITIES:

1. Ask students to bring old magazines or clean, empty containers to school. In the classroom, ask students to cut out pictures of food, medicines, household products, and drugs.
2. Have students place at least one picture or container under the correct category (harmful or helpful) and tell why they chose the category they did. Are there other items they can think of to add to this list?
3. Explain that all medicines and drugs change the way the body (person) feels or acts. Explain that medicines and drugs can help or hurt you. Discuss the importance of and reason for taking medicines and other substances only from a trusted adult.
4. Locate various areas on the **Body Chart** that are affected by drug use and discuss what can happen. Ask if any of the students have ever had medicine make them well (helpful) or cause an allergic reaction (harmful). Discuss how his/her body felt or acted at these times.

CLOSURE:

- During the discussion, did students verbalize the difference between "helpful" and "harmful" drugs?
- Focus on importance of students making good decisions, staying healthy, and safe.
- Revisit who are some trusted adults authorized by your parents to give you medicines. Discuss who cannot give you medicines? (Strangers, peers)?
- If time permits, help students make a list of some things they can do if someone offers them something that they should not take (e.g., tell another adult, run away from that person, say "NO"). Have students practice (role-play) different ways to say "NO". See **Some Ways To Say "NO"** under Support Materials Tab.

VOCABULARY: (See Definitions Tab)

- Helpful/Harmful
- Allergic
- Substances
- Supervision
- Household Products
- OTC (over-the counter)

TEACHER TIPS:

- Provide additional pictures or containers of items to categorize (those that students may not consider) as harmful or helpful.
- The teacher may bring clean, empty containers along with or instead of using pictures of medicines, food, household products, and drugs.
- Some examples of non-poisonous pictures or containers are a milk carton, cereal box, soup can, juice can, and cracker box.
- Some examples of poisonous pictures or containers are nail polish remover, paint, glue, alcohol, aspirin, perfume, tobacco, shoe polish, hair dye, and laundry detergent. Emphasize that most people do not use drugs, including alcohol or tobacco. Children often believe that "everyone" uses drugs. Keep information simple and direct.
- Review the teachers' resource sheets (See Drug Facts Tab) regarding alcohol, tobacco and other drugs. Note how using alcohol, tobacco and other drugs can damage our health and bodies.
- Use the list of **Definitions** (See Definitions Tab). If students use other names for street drugs, reply, "Yes, that is another name for " _____ " (type of drug) and continue with lesson. Don't get sidetracked with lots of street names or "stories" students want to share.
- This lesson can be divided into two separate lessons if time becomes a consideration, using the **Body Chart** and effects on the body as a second lesson, along with role-playing ways to say "NO" (See Support Materials Tab).

SOURCE:

Modified from "Learning To Live DRUG FREE" A Curriculum Model for Prevention – US Department of Education 1990.

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LETTER TO PARENTS REQUESTING ASSISTANCE

Dear Parent/Guardian,

As part of our lessons on health and safety, your child's class is beginning to study medicines, household products, other drugs, and what is helpful or harmful to the body.

Our class is in need of pictures and/or **clean, empty** containers of food, household cleaning products, over-the-counter medicines, and any other items that are considered "safe or unsafe" for children to consume. With your permission, your child can find and cut pictures of these items from old magazines or newspapers and bring them to school

for our activity. Please remember if you are sending any containers, make certain they are **clean and empty**. If you prefer, we will gladly accept old magazines for the children to use during class time for this lesson.

We will need the pictures or containers by (date).

Thank you for your assistance in this activity and for helping to reinforce what your child is learning in the classroom.

Sincerely,

The Teacher

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HELPFUL OR HARMFUL

- Aspirin
- Tylenol
- Fruit
- Ibuprofen (Advil, etc)
- Dish Soap
- Cough Syrup
- Ice Cream
- Furniture Polish
- Calamine Lotion
- Vegetables
- Vitamins
- Tums
- Decongestants (Sudafed, etc.)
- Cleanser (Comet, etc.)
- Bug Spray (Off, etc.)
- Antihistamines (Triaminic, etc.)
- Alcohol (beer, wine, liquor, etc.)
- Nicotine (cigarettes, cigars, smokeless tobacco)
- Marijuana (MJ, weed)
- Bleach (Clorox, etc.)
- Shampoo

Note to teacher: Use as many items as you need for the students' age group, not necessarily the whole list. The list is a reference point for the teacher.