



KidsHealth.org/classroom

Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- Activities for Students
- Reproducible Materials

Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to access valid information and products and services to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

National Health Education Standards: www.cdc.gov/healthyschools/sher/standards/index.htm

Drugs are chemicals that change the way a person's body works. Some are legal, like medicines prescribed by doctors or sold in stores. For adults, cigarettes and alcohol are legal drugs, too. But cigarettes and alcohol are illegal for kids and teens. It's also illegal – and dangerous – for kids to abuse medicines or use drugs like marijuana or cocaine. These activities will help your students understand how drugs can hurt their bodies. They'll also help kids learn how to deal with peer pressure and live a drug-free lifestyle.

Related KidsHealth Links

Articles for Kids:

What You Need to Know About Drugs

KidsHealth.org/en/kids/know-drugs.html

Dealing With Peer Pressure

KidsHealth.org/en/kids/peer-pressure.html

School Counselors

KidsHealth.org/en/kids/school-counselors.html

Discussion Questions

Note: The following questions are written in language appropriate for sharing with your students. Show the questions on an overhead projector, whiteboard, or flipchart to use as a basis for the first activity.

1. What's a drug? Can you name some drugs? What do drugs do to your body and mind?
2. What kinds of drugs are found in drinks, household products, and medicines? How are they abused?
3. What kinds of drugs are illegal? Why do some kids and teens use illegal drugs even though they're dangerous?
4. What's an addiction? Why do some people get addicted to drugs?
5. Have you ever been pressured to do something you didn't want to do? How did you deal with it?



Activities for Students

Note: The following activities are written in language appropriate for sharing with your students.

Show What You Know About Drugs

Objectives:

Students will:

- Read the KidsHealth.org article “What You Need to Know About Drugs” and complete the “Show What You Know About Drugs” handout
- Name three benefits of a drug-free lifestyle
- Design a pledge form or poster that includes a promise to stay drug-free

Materials:

- “Show What You Know About Drugs” handout
- Easel paper, poster board, or construction paper
- Magazines
- Art supplies (pens, markers, or crayons)

Class Time:

2 sessions, 45 minutes each

Activities:

Session 1: Today we’re going to gather information so we can create posters with a promise to stay drug-free. To gather the information, you’ll need to read this KidsHealth.org article, “What You Need to Know About Drugs,” with a partner and complete the “Show What You Know About Drugs” handout. But first, please read the questions on the handout, and while you’re reading the article, highlight information in the article that will help you answer the questions in the handout. After you complete the handout, we’ll get back together as a class to discuss the questions as a group.

Session 2: Now we’re going to design posters that include a promise to be drug-free. First, we’ll talk about why it’s good to live a drug-free lifestyle. [Note to instructor: Help students come up with examples like “keep your body and mind healthy,” “show respect for yourself,” “get good grades,” “keep friendships,” “be able to meet your goals,” “participate in school activities,” “obey the law,” “stay safe,” etc.] When designing your posters, include at least three benefits for living a drug-free lifestyle. The title of each poster should be “I PROMISE TO BE DRUG-FREE!” You can add drawings and pictures from magazines that show a drug-free lifestyle. At the bottom of the poster, sign your name and date it as a pledge to yourself and your loved ones who want you to stay drug-free. [Posters can be hung in the classroom and hallways or taken home as reminders.]

Extensions:

1. Create one “I PROMISE TO BE DRUG-FREE!” class poster with all students’ signatures to hang in the classroom.
2. Have students create a Venn diagram with overlapping circles comparing illegal and legal drugs. In the area where the circles meet, list drugs that can be illegal and legal. Follow with a discussion about why a drug can be both legal and illegal based on how it is used.



Peer Pressure Situations

Objectives:

Students will:

- Read and discuss the KidsHealth.org article “Dealing With Peer Pressure”
- Role-play scenarios that demonstrate positive and negative peer pressure
- Learn strategies to help them deal with both kinds of peer pressure

Materials:

- KidsHealth.org article “Dealing With Peer Pressure”
- “Peer Pressure Situations” handout

Class Time:

45 minutes

Activity:

Today we’ll read the KidsHealth.org article “Dealing With Peer Pressure,” then act out times you may have felt pressured by your friends. Peer pressure can be negative or positive. Maybe a friend helped you decide to play a sport or pushed you to study for a test. Or maybe a friend asked you to help shoplift something or take a sip of wine at an adult party. But it’s up to you to make the right choice, to surround yourself with friends who are positive, and to say “No” and walk away when you know it’s wrong. Learning to resist and do what’s right is how you learn to respect yourself. The class will be divided into small groups. Each group will be given a different situation in which peer pressure is involved. The groups will act out a short scene for the class and we’ll decide whether the peer pressure is negative or positive. We’ll also discuss how to use resistance and ways to deal with negative pressure, or how to use acceptance when it’s positive.

Extensions:

1. Ask students to brainstorm their own positive and negative peer pressure situations.
2. Have your students ask parents or caregivers to talk about times they were pressured to do something when they were young and how they handled the situations.

Reproducible Materials

Handout: Show What You Know About Drugs

KidsHealth.org/classroom/3to5/problems/drugs/drugs_handout1.pdf

Handout: Peer Pressure Situations

KidsHealth.org/classroom/3to5/problems/drugs/drugs_handout2.pdf

Quiz: Drugs

KidsHealth.org/classroom/3to5/problems/drugs/drugs_quiz.pdf

Answer Key: Drugs

KidsHealth.org/classroom/3to5/problems/drugs/drugs_quiz_answers.pdf



Partner names:

and

Date:

Show What You Know About Drugs

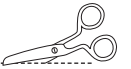
Instructions: With your partner, read the KidsHealth.org article “What You Need to Know About Drugs,” then answer the following questions so you’ll be prepared to participate in a class discussion.

- 1 What’s a drug? Can you name some drugs? What do drugs do to your body and mind?
- 2 What kinds of drugs are found in drinks, household products, and medicines? How are they abused?
- 3 What kinds of drugs are illegal? Why do some kids and teens use illegal drugs even though they’re dangerous?
- 4 What’s an addiction? Why do some people get addicted to drugs?
- 5 Have you ever been pressured to do something you didn’t want to do? What did you do? Could you have handled it differently?

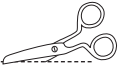


Peer Pressure Situations

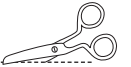
Note to instructor: Cut out each situation and hand it to a small group so students can prepare a brief skit demonstrating peer pressure. Then the class can discuss whether each situation is negative or positive peer pressure, and ways to deal with the negative pressure.



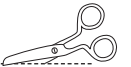
Situation 1 You love to sing and want to join chorus, but all your friends are in sports and they think chorus is for the birds.



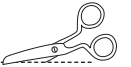
Situation 2 Your parents are hosting a neighborhood party and are serving wine and beer to adults. Your friends want you to sneak a beer to taste it.



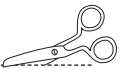
Situation 3 Your friends are pushing you to be in the talent show. You have stage fright, but you really want to be in the show.



Situation 4 Your best friend isn't considered "cool" and some other friends of yours are gossiping about her. They want you to join in on talking badly about your best friend.



Situation 5 Two of your friends are smoking, and ask if you want to smoke with them.



Situation 6 You and your friends are playing on the school field over the weekend. One of your friends dares you to throw a rock at a school window.





Name: _____

Date: _____

Quiz

Instructions: Answer each question.

1. Drugs are _____ that change the way a person's body and mind works.
2. True or false: Medicines are legal drugs. T F
3. List three illegal drugs:

4. List two reasons why illegal drugs are dangerous:

5. A person who uses drugs can become _____, or dependent on them.
6. List three signs that someone may be using drugs:

7. A _____ is a drug that slows you down.
8. A _____ is a drug that changes people's moods and makes them hear or see things that aren't there or think things that aren't true.
9. Name one thing you can do if you think someone you know is using drugs.

10. When someone your age tries to influence how you act or get you to do something, it's called _____.
11. List two reasons why kids give into peer pressure:

12. List two ways you can "walk away" from peer pressure:

13. Who can you talk to if you're feeling pressured to do something that's not healthy?



Quiz Answer Key

1. Drugs are chemicals that change the way a person's body and mind works.
2. True or false: Medicines are legal drugs. T F
3. List three illegal drugs:
Any three of the following; nicknames are acceptable: marijuana, cocaine, crack, heroin, tranquilizers and other depressants, methamphetamines, inhalants, LSD and other hallucinogens, Ecstasy
4. List two reasons why illegal drugs are dangerous:
Any two of the following: damage the heart and other important organs; lead to addiction; lead to death; lead to prison; result in harmful behavior; make kids less able to do well in school, sports, or other activities
5. A person who uses drugs can become addicted, or dependent on them.
6. List three signs that someone may be using drugs:
Any three of the following: lose interest in school; change friends (to hang out with kids who use drugs); become moody, negative, cranky, or worried all the time; ask to be left alone a lot; have trouble concentrating; sleep a lot (maybe even in class); get in fights; have red or puffy eyes; lose or gain weight; cough a lot; have a runny nose all of the time
7. A depressant is a drug that slows you down.
8. A hallucinogen is a drug that changes people's moods and makes them hear or see things that aren't there or think things that aren't true.
9. Name one thing you can do if you think someone you know is using drugs.
Tell an adult you trust or choose not to try or use drugs
10. When someone your age tries to influence how you act or get you to do something, it's called peer pressure.
11. List two reasons why kids give into peer pressure:
Any two of the following: to be liked, to fit in, worry they will be made fun of, everyone's doing it, poor judgment
12. List two ways you can "walk away" from peer pressure:
Any two of the following: listen to your own feelings, enlist a friend to resist as well, choose friends wisely, stay away from peers who are doing things that are wrong, ask an adult to help, say "No"
13. Who can you talk to if you're feeling pressured to do something that's not healthy?
Any one of the following: parents or guardians, adult relatives, teachers, school counselors, older siblings, clergy