



## Grade 3 Sample Lesson Plan: Unit 1 – Medicines and other Drugs, Including Alcohol and Tobacco

### SOLs

- 3.1.H Describe proper and improper use of prescription and nonprescription medications.
- 3.2.C Compare proper and improper use of prescription and nonprescription medicines.
- 3.2.D Explain the consequences of disregarding medical recommendations for prescription and nonprescription medications.
- 3.3.D Create a health message about the proper use of prescription and nonprescription medications.
  
- 3.1.I Identify body systems affected by the use of alcohol, tobacco, inhalants, and other drugs.
- 3.2.E Analyze the harmful short- and long-term effects of alcohol, tobacco, common household inhalants, and other drugs on body systems.
- 3.3.E Describe the effects of nicotine, alcohol, and other drugs on body systems.
- 3.3.G Explain the effects of mind-altering drugs on behavior.
- 3.2.F Describe refusal skills when pressured to use alcohol, tobacco, inhalants, or other drugs.
- 3.3.F Encourage others not to use alcohol, tobacco, inhalants, or other drugs.
- 3.3.I Demonstrate the use of refusal skills to counter negative influences.

### Objectives/Goals

- Students will learn about the medicines and other drugs including alcohol and tobacco; will practice refusal skills, and will advocate for drug-free lifestyles

### Materials

- Worksheets from Teacher's Guides available at:  
<http://classroom.kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf>  
<https://classroom.kidshealth.org/classroom/3to5/problems/drugs/alcohol.pdf>  
<https://classroom.kidshealth.org/classroom/3to5/problems/drugs/drugs.pdf>  
<https://classroom.kidshealth.org/classroom/3to5/problems/drugs/smoking.pdf>

- Videos: *Wise Owl's Drug Safety Kit: What is Medicine,? What is a Drug?, Is that Good for Me?* and *Got Weirdos –Medicine NOT Candy* Video or other videos available on YouTube
- Paper, Markers, Images, T Shirt materials for Messaging and T Shirt Activities
- Materials referenced in Drug Abstinence Skills, PE Central Lesson Plan

## Procedure

### ***Prescription and Non-Prescription Medicines***

#### **Discussion:**

Introduce the unit by describing what medicines are, when medicines should be taken – that they can be helpful when used properly and dangerous when used incorrectly, who is allowed to give medicine, how medicines can be used safely, and how medicines can sometimes dangerously be confused with candy or food, and to ask permission from a trusted adult before touching or tasting substances that trusted adults don't give you. *KidsHealth.org\_Drugs Teacher's Guide* offers good description for children, as follows:

*"Doctors prescribe medicine to people to help them feel better or to make illnesses go away. Grown-ups can buy some medicines in a store without a doctor's permission. These kinds of medicines*

*usually make people feel better when they are sick or hurt. Another word for medicine is "drug." When taken the right way, these kinds of drugs help people. But some drugs are illegal. This means that it's against the law to use them because they're very bad for your mind and body. They can hurt your brain, heart, and other organs, and are especially bad for children because your bodies are still growing. Even too much of a medicine can make you sick! So it's important for you to know some rules about how to stay safe around medicine."*

Additional discussion questions and worksheets to examine what students would do if someone asked them to try a drug that was bad for them are included in the Teacher's Guide. The "*What Should You Do?*" worksheet provides several useful scenarios that can be reproduced for

individual use in the classroom. The scenarios have student's analyze what they would do, e.g., if they find pills on the counter, a friend's mother offers medicine, a friend offers them medicine, they see a little child sitting on the floor playing with pills. Student's can additionally review the cartoon story handout– *Medicine is Not Candy*, by Heather V. Brogan and The Poison Control Center at The Children's Hospital of Philadelphia which reinforces contacting the Poison Control Center in the event of improper ingestion of medicine.

Additional videos are available on YouTube to reinforce these messages about medication, including *Wise Owl's Drug Safety Kit: What is Medicine* and *Got Weirdos – Medicine NOT Candy* - a video also illustrates the consequences when one of the characters ingests medicine that looks like bubble gum. Potential discussion questions introduced in the video include: Do you know where your medicine cabinet is? Do you have rules about who can get and give medicine?

Medicines can make people better but can also make people sick; why? If medicine tastes good, does that mean its like candy? What can you do to help a friend or family member who is sick?

An additional resource is the National Institute on Drug Abuse (NIDA) *Brain Power Grades 2-3, Module 4 - Medicines and Drugs- What's Helpful, What's Harmful* - curriculum and videos.

**Activities:**

Complete worksheet, “*What You Should Do?*” that can be downloaded from KidsHealth.org Drug Teacher’s Guide.

Provide students with a large blank paper entitled on the front “Medicine can be dangerous when...” and “Safe Ways to Use Medicine” on the back. Ask students to draw or write responses that will be messages to other students about the proper use of medicines.

**Alcohol, Tobacco, or other Drugs****Discussion:**

Reinforce that in addition to medicines, there are other drugs including Alcohol and Tobacco that are widely used by adults but are harmful, why it is important to avoid them, and the benefits of a healthy and drug-free lifestyle. The Substance Abuse Mental Health Services Administration (SAMHSA) recommends having conversations about alcohol, tobacco and drugs with children early and often. The teacher should research these issues ahead of time to be prepared for these conversations. The *KidsHealth.org Drugs, Alcohol, and Smoking Teacher’s Guides* are useful resources for discussion questions and lesson ideas. The following questions are included in the Teacher’s Guides:

*What’s a drug? Can you name some drugs? What do drugs do to your body and mind? What kinds of drugs are found in drinks, household products, and medicines? How are they abused? What kinds of drugs are illegal? Why do some kids and teens use illegal drugs even though they are dangerous? What’s an addiction? Why do some people get addicted to drugs?*

*Have you ever been pressured to do something you didn’t want to do? How did you deal with it?*

*What are some of the health problems that smoking can cause? Thousands of kids start smoking every day. If it's so bad for your health, why do so many kids do it? Nicotine, a chemical in tobacco plant leaves that is used in cigarettes, cigars, and chewing tobacco, is addictive. What does it mean to be addicted to something? Why is being addicted to smoking a problem? Do you know people who have quit smoking? How did they do it? Was it difficult for them? What could you say or do to help someone to stop smoking? Who could you ask for help? Do you think some ways would not be helpful to help someone quit?*

*Why do you think it's illegal for anyone to drink alcohol before they're 21 years old?*

*Although most kids know that alcohol can be bad for their health, some might be tempted to try it anyway. Why do you think this is? Have you ever been tempted to do something you know is dangerous? Let's list of some negative things that can happen to a person if he or she starts drinking alcohol.*

YouTube videos can be accessed to supplement the lesson, including *Wise Owl's Drug Safety Kit: What is a Drug?* and *Is that Good for Me?* and several videos of *smoking bottle* demonstrations (these show what smoking does to lungs and can be replicated in class).

An additional resource is the National Institute on Drug Abuse (NIDA) *Brain Power Grades 2-3, Module 4 - Medicines and Drugs- What's Helpful, What's Harmful* -curriculum and videos – which offer some experiments and activities that demonstrate the effects of alcohol, tobacco and other drugs on body systems.

### **Activities:**

Visit KidsHealth.org and download the worksheets and/or complete the activities in the Alcohol Teacher's Guide (i.e., *Under the Influence, What Would You do?, Alcohol's Path*) and in the

Smoking Teacher's Guide (i.e., *No Smoking T Shirt, Burning a Hole in Your Wallet*) .These materials can be reproduced for individual use in the classroom.

To emphasize a healthy, drug free lifestyle, have students brainstorm a list of fun alternativest to drinking and drug use, and create commercial for one of the activities from the list that encourages others not to use ATOD, inhalants, or other drugs (lesson provided in *On The Rocks Resource Guide*).

Role-play refusal skills. The National Education Association (NEA) offers suggests a lesson, *Practice Saying No*, in which teachers prepare scenarios in which students are offered alcohol, tobacco, or other drugs or asked to condone or otherwise participate in drug behaviors – model the “bad guy” and read a scenario – have students practice saying no and refusing the offer in their own words. Once comfortable, students can play the “bad guy” as well. According to NEA, “there are several keys to teach students about effective refusal. Most important is to say no and mean it. The next most important step is to say no and mean it again and again and again. Teach the children that they can, but they don't have to, give a reason.(e.g., That stuff burns out your brain cells; cigarettes make your breath smell; alcohol is full of empty calories and has been shown to make you fat). The important thing is for them to realize that they can say no, and still be absolutely cool. Then what? If the student is with a friend, he or she should suggest something fun to do (e.g., .Hey, I'm going to ride my bike to the mall. Want to come?). If the person continues to heckle them, they may need to leave. Have them look the person in the eye, say the name of the person, and say "no" one more time loud and clear. Then leave. Teach them, whenever possible in every case to get out of there and alert a trusted adult right away. Most drugs are illegal, and being caught with someone who possesses them can carry severe consequences.”

The next page provides a description of a more active drug abstinence activity excerpted from PE Central.

### Assessment Idea

- Do students successfully develop health message that identifies proper and improper use of prescription and nonprescription medicines?
- Do students develop commercials for drug free activities?
- Can students demonstrate refusal skills?

### References

- Got Weirdos Video  
[https://www.youtube.com/watch?v=kIzN5lk6iUM&list=PLC\\_m\\_qYDT0jMooPITWRsQJy5La7oFc6lE](https://www.youtube.com/watch?v=kIzN5lk6iUM&list=PLC_m_qYDT0jMooPITWRsQJy5La7oFc6lE) Wise Owl's Drug Safety Kit: What is MedicineVideo  
[https://www.youtube.com/watch?v=9OK6\\_OdWxTA](https://www.youtube.com/watch?v=9OK6_OdWxTA) NIDA Brain Power Curriculum <https://www.drugabuse.gov/brain-power>
- Poison Control Center, Children's Hospital of Philadelphia  
<http://media.chop.edu/data/files/pdfs/poison-control-center-medicine-is-not-candy.pdf> PE Central Drug Abstinence Skills Lesson  
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=929#.WD2wuWVNGs0> KidsHealth,org, Smoking, Alcohol and Drugs Teacher's Guides:
- <http://classroom.kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf>

<https://classroom.kidshealth.org/classroom/3to5/problems/drugs/alcohol.pdf>

<https://classroom.kidshealth.org/classroom/3to5/problems/drugs/drugs.pdf>

<https://classroom.kidshealth.org/classroom/3to5/problems/drugs/smoking.pdf>

- On the Rocks Resource Guide

[http://www.connectwithkids.com/LHI/pdf/OnTheRocks\\_ResourceGuide.pdf](http://www.connectwithkids.com/LHI/pdf/OnTheRocks_ResourceGuide.pdf) NEA Practice Saying No

<http://www.nea.org/tools/practice-saying-no.html>

SAMHSA [www.samhsa.gov](http://www.samhsa.gov)



**Name/Title:** Drugs Abstinence Skills

**Purpose of Event:** 1) Students will state refusal skills to promote abstinence from tobacco, drugs, and alcohol; (2) Students will work in cooperative teams to complete a blindfolded race through an obstacle course by identifying refusal skills.

**Suggested Grade Level:** 3-5

**Materials Needed:** (1) gymnasium, paved parking lot or playground surface; (2) 1 scooter for a group of 3 or 4 (3) set of playground cones, plastic 1/2-gallon milk jugs, or cardboard boxes; (4) signs or other illustrations of tobacco, drug, and alcohol products; (5) bicycle helmets; (6) scarves for blindfolds; (7) posterboard and markers or crayons.

**Description of Idea**

Prior to the class session, arrange a set of cones, jugs, or boxes in the gymnasium, or playground. Each cone, jug, or box should be posted with signs or other illustrations of tobacco, drug, and alcohol products, (e.g., pack of cigarettes, can of beer). Create a challenging obstacle course wide enough for the scooters to navigate. Place bicycle helmets, blindfolds, and scooters near the beginning of the obstacle course.

At the beginning of class, ask students to generate a list of practical refusal skills that promote abstinence from tobacco, drugs, and alcohol. Sample refusal skills include: (a) Assertive communication, e.g., saying "No!" (b) Walking away from a tempting situation; (c) Telling a responsible adult; (d) Finding new friends; (e) Talking to a friend or relative who is practicing abstinence; (f) Finding something else to do, e.g., hobby, sports, or other physical activity.

Divide students into small teams of 3-4 members. Students can select a team color or name, e.g., blue or Dream Team. Students will select a race driver who will be blindfolded and silent while negotiating the obstacle course. The other team members will act as a pit crew of peer supporters.

The aim of the activity is to successfully complete the obstacle course without running into cones, jugs, or boxes. The pit crew may shout out directional cues to the race driver to avoid obstacles. During the race, members of the pit crew may each remove a cone, jug, or box once they recite aloud a refusal skill. This aids the race driver to avoid the obstacles of tobacco, drugs, and alcohol. At the conclusion of the race, discuss with students the most difficult parts of the activity. Review again the refusal skills selected by students.