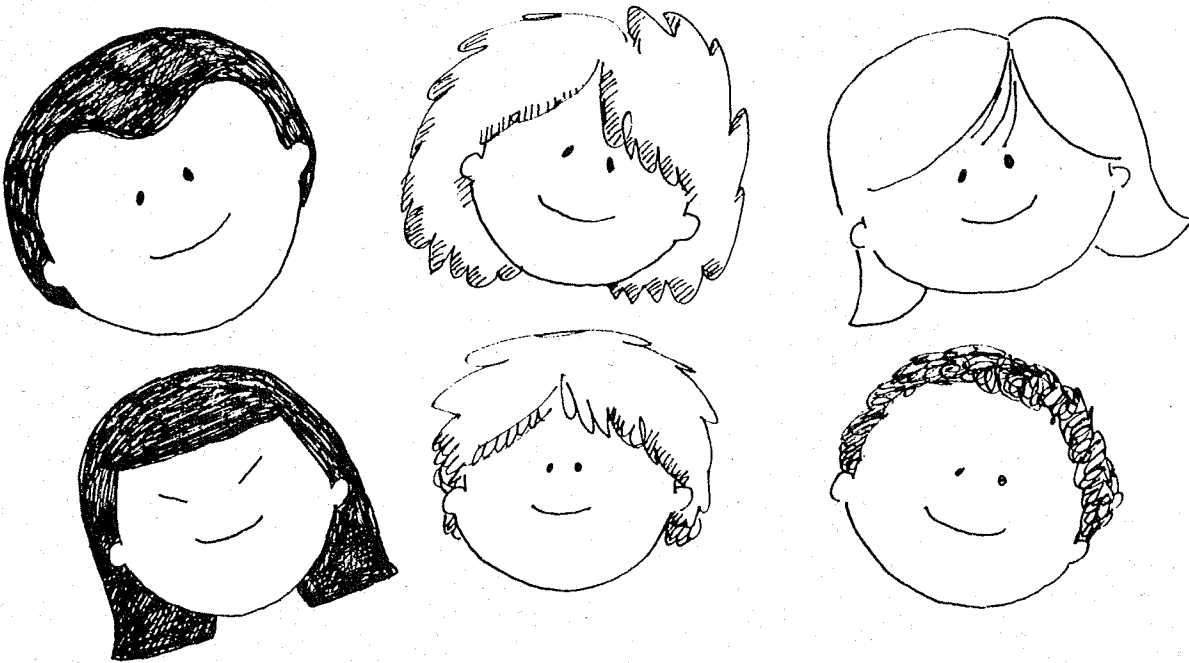


PREVENTION CURRICULUM GUIDE SPECIAL EDUCATION

GRADES 1-3



**- FEATURING -
BUDDY AND BETSY**

**JULIE B. ERWIN
ALEXANDER BOROS**

illustrated by Julie B. Erwin and Mark Wrabel

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**Kent State University
Kent, Ohio 44242
1991**

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ATTENTION

Some of the illustrations found within this guide
were taken from the following materials:

Looking at Alcohol and Other Drugs
by Alexander Boros and Patricia Callahan,
illustrated by Mark Wrabel.

Looking at Treatment for Alcohol and Other Drugs
by Patricia Callahan and Alexander Boros,
illustrated by Julie B. Erwin.

Prevention Curriculum Guide for
Looking at Alcohol and Other Drugs Special Education Grades 7-12
by Julie B. Erwin, Alexander Boros and Janet Hawkes,
illustrated by Julie B. Erwin and Mark Wrabel.

Prevention Curriculum Guide for Special Education Grades 4-6
"Featuring"
Rusty and Kelly

by Julie B. Erwin and Alexander Boros,
illustrated by Julie B. Erwin and Mark Wrabel

These materials were written and illustrated by Project A.I.D.
(Addiction Intervention with the Disabled) staff members.

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ABOUT THE AUTHORS

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Ms. Erwin is the co-author of *Prevention Curriculum for Looking at Alcohol and Other Drugs (Grades 7-12)* and *Prevention Curriculum Guide for Special Education (Grades 4-6)*, specialized alcohol and other drug prevention guides for special education students. She is the illustrator of *Looking at the Treatment for Alcoholism*, a book which is specifically designed for persons with learning differences who are undergoing the treatment process.

Ms. Erwin currently works for Project A.I.D. (Addiction Intervention with the Disabled), providing direct services to disabled children and adults.

ALEXANDER BOROS, Ph.D. Dr. Boros is an applied sociologist who has been working in the field of substance abuse and disabilities for twenty-seven years. He is a Full Professor of Sociology at Kent State University, where he has taught thirty-one different courses in the fields of sociology, corrections, and rehabilitation.

Dr. Boros' research has focused on problems of training applied sociologists, rehabilitation of disabled persons, grassroots leadership development, meeting the needs of the deaf community, and substance abuse recovery programs.

Dr. Boros is the director and founder of A.I.D. (Addiction Intervention with the Disabled), a research project at Kent State University dedicated to the education, prevention and treatment of disabled substance abusers and their families.

ACKNOWLEDGEMENTS

Valuable contributions for this curriculum guide were offered from many sources. We are especially grateful to the Ohio Department of Alcohol, Drug Addiction, and Mental Health Services Board for funding this extremely worthwhile project. This agency has supported our commitment to serving the disabled community.

We would like to thank the many principals and administrators who allowed us to use their students' and teachers' precious time while we field-tested the materials presented in this guide.

Special thanks to the following teachers and their students who helped us field-test the materials:

Chris Beggs and Barbara Daire, Baxter Elementary School, Canton, Ohio.
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Janet Hawkes, Prevention Consultant for Prevention Education Consultation, Kent State University, Kent, Ohio.

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Thanks to the following agencies and special people who have supported our efforts all along!

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Staff members and consumers of the Akron and Tallmadge Weaver Workshops.
Karen Pace, CARE Coordinator for the North Olmsted City Schools, North Olmsted, Ohio.
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The Summit County Board of Mental Retardation and Developmental Disabilities.
The Portage County Board of Mental Retardation and Developmental Disabilities.
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Doug Wentz, Alcoholic Clinic, Youngstown, Ohio.
Kathie Wentz, Private Prevention Consultant, Youngstown, Ohio.
Blick Clinic for Developmental Disabilities staff members and clients.

INTRODUCTION

This curriculum guide was created for students who need extra help in understanding information about alcohol and other drugs. Teachers and students served as consultants while we designed and field-tested this guide.

As a special education teacher, you are well aware of the various exceptionalities and the varied levels of intellectual and adaptive functioning within each child. This guide was particularly difficult to create in that younger students were often unable to understand many of the abstract concepts that are indicative of this field of study. Many changes were made so that more students could understand this difficult subject and actively participate with their classmates in the learning process.

While field-testing the guide, we discovered that we had to adapt and modify the materials for certain audiences more so than others. Classes and classifications vary from building to building and from classroom to classroom. With this in mind, we designed the guide so that there would be very little need for extensive modification by the instructor.

Each lesson encourages the students to actively participate in their own learning. Through the story-telling approach of *PICTURE-TALK*, we found that students were more relaxed and open to discussion. Children were able to sit for longer periods of time when the story-telling approach was utilized.

The *PICTURE-TALK* stories involving "Buddy" and "Betsy" came alive for the students. Each teacher had their own style of story-telling and illustration which added more meaning to each story. The students reacted with concern and caring when "Buddy" and "Betsy" were placed in uncomfortable situations. Each lesson includes discussion, visual stimuli, vocabulary, and a variety of activities from which the teacher can choose.

THE GOALS OF THIS GUIDE ARE:

1. To present information about alcohol and other drugs in a simple, yet interesting, fashion.
2. To provide students with a working knowledge of drugs that can be abused and the effects of drug abuse.
3. To introduce the idea that prescription drug use and abuse is an important issue for the disabled as well as the non-disabled population.
4. To help students understand how alcohol and other drug abuse can disrupt the family.
5. To encourage students to develop decision-making skills.
6. To encourage students to ask questions and voice their opinions openly.
7. To establish a friendly, supportive climate in the classroom so that important issues may be discussed openly.

We have not suggested time limits on lessons for two reasons. First, each lesson is designed to encourage active participation. Secondly, because the nature of special education classes is so specialized and varied, we believe that the teacher is best equipped to decide how much time to devote to each lesson. At times we have chosen to use the pronouns "he" and "him" for the sake of sentence continuity. Please stress to your students that the use and abuse of alcohol and other drugs transcends gender lines.

This guide is also geared to the teacher's personal needs. We have included sections of general information throughout the guide for the teacher's information. In addition, "Teacher Reflection" sections are provided for you to comment on the progress of the lesson. Transparencies may be made using illustrations found within this guide.

QUESTIONS MOST FREQUENTLY ASKED BY TEACHERS

Q. WHY SHOULD I CHOOSE THIS PARTICULAR CURRICULUM GUIDE?

- A. *This guide was designed especially for special education students. There are pictorial representations of important terms throughout, as well as various activities that promote the use of decision-making skills. Disabled children and adults are depicted throughout the guide in order to create a realistic view of a society which is made up of disabled and non-disabled persons.*

Q. WHO CAN TEACH THIS SUBJECT TO MY STUDENTS?

- A. *These materials can be used by any teacher who is interested in educating an individual or a group about alcohol or other drugs. Special education teachers are sensitive to the individual needs of their students, and this relationship will enable them to be effective. The materials have been designed so that a teacher can use the materials without special instruction.*

Q. DO I HAVE TO BE AN EXPERT ON ALCOHOL AND DRUG ABUSE TO TEACH THIS SUBJECT EFFECTIVELY?

- A. *No, you do not have to be an expert on alcohol and other drug abuse to teach this subject! You are already an expert teacher. The guide provides specific information that you need. Drug education is a decision-making process. You are there to facilitate the students' decision-making processes.*

Q. DO I HAVE TO USE PICTURE-TALK?

- A. *While field-testing the guide, we found that students benefitted from the PICTURE-TALK section. The students we worked with looked forward to the stories and remembered the adventures of their friends "Buddy" and "Betsy." Although you may feel awkward drawing at first, we suggest that you utilize the PICTURE-TALK section in order to stimulate learners visually. Of course, you may have alternative methods of illustration.*

Q. WHY SHOULD I SPEND SO MUCH TIME ON THIS ISSUE?

- A. *Every one of your students will be affected by alcohol and other drug abuse at some point in their lives. They may experience problems at home or at work, with a friend or anyone else they may encounter. Unfortunately, the issue of alcohol and other drug abuse is riddled with misinformation, strong emotion, and confusing experiences. Addressing the numerous and profound affects of alcohol and other drug abuse will take time. It has been estimated by numerous researchers that the percentage of adult disabled substance abusers is twice that of the non-disabled population. Your students will need this important information in order to make healthy decisions.*

Q. WITH WHICH SPECIAL POPULATION WOULD I UTILIZE THIS PARTICULAR GUIDE?

- A. *This guide was field-tested and found successful in SBH (Severe Behavior Handicapped), MH (Multiple Handicapped), DH (Developmentally Handicapped), LD (Learning Disabled), and HH (Hearing Handicapped) classrooms as well as in regular education classrooms at all levels. The story-telling approach holds the children's interest at most levels. This guide was designed for students who need extra help in understanding complex issues related to alcohol and other drug abuse.*

Q. DO I HAVE TO BE TRAINED TO USE THIS GUIDE?

- A. *This guide was designed so that a training course would not be necessary. A teacher should be able to pick the guide up and use it without attending a training session.*

ADAPTING THE GUIDE FOR REGULAR EDUCATION STUDENTS

Although this guide was designed for special education students, adapting it for use with other students is easy. The guide focuses on the typical world of students. References and learning experiences are geared toward students in general.

Other curriculum guides commonly ignore situations that involve disabled people. In contrast, we chose illustrations and PICTURE-TALK stories that realistically include disabled people. We believe that our curriculum guides offer a balanced view of a society that is composed of both disabled and non-disabled persons. Our guides enable both the special education and regular education students to see and learn how disabled people are a part of everyday life.

Using resource illustrations increases the retention of vital information through visualization. This process benefits all students.

Although the guide was field-tested primarily with special education students, many regular education students were exposed to the materials as well. Teachers should rely on their experience and previous knowledge of students to determine which activities would be most appropriate and effective for each ability grouping.

Because special education students are being mainstreamed in increasing numbers, materials must be created that will be appropriate for and benefit all students. This will not be an easy task.

ALTERNATIVE WAYS OF USING VISUAL AIDS

"PICTURE-TALK" and other illustrations within the guide may be used in a variety of ways to best meet the needs of your students. Here are some suggestions:

ALTERNATIVE WAYS TO USE PICTURE-TALK

1. The PICTURE-TALK may be drawn on the blackboard.
2. The PICTURE-TALK may be drawn on a separate piece of paper.
3. The PICTURE-TALK may be drawn on a big sheet of newsprint while the teacher holds the pad in his or her hand.
4. The teacher may have a designated student draw the PICTURE-TALK on the board before class begins.
5. The teacher may have the students illustrate the PICTURE-TALK story themselves instead of using the illustration given.

ALTERNATIVE WAYS TO USE THE ILLUSTRATIONS WITHIN THE GUIDE

1. The teacher may have transparencies made of the illustrations and use them with an overhead projector.
2. The teacher may make copies of the illustrations and pass them out to the students in the class.
3. The teacher may hold the book in his or her lap while discussing the illustration.
4. The teacher may ask the students how they would have changed the illustrations if they had been the illustrator.
5. The teacher may take the book apart in order to make copies of certain pages or transparencies. The book can be easily taken apart and put back together for copying purposes.

USING PICTURE TALK

WHAT IS PICTURE-TALK?

PICTURE-TALK is a story-telling approach which can be used to teach any subject. Each lesson within this guide begins with a story involving a young person depicted in stick-figure form. Stick figures are used because they are easy for most people to understand and can be drawn quickly with little effort.

PICTURE-TALK stories are realistic and depict children and adults in situations which are meant to encourage the students to utilize their discussion and decision-making skills. The stories encourage the students to actively participate in each lesson.

RATIONALE

We believe that the *PICTURE-TALK* section is a vital component of each lesson. Each *PICTURE-TALK* includes the characters "Buddy" and "Betsy." During field-testing of this guide, the students paid attention to each story and looked forward to hearing another story about their friends "Buddy" and "Betsy." The *PICTURE-TALK* approach is a tremendously valuable communication tool, as well as a source of interest for the students.

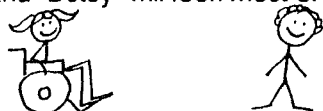
DUPLICATING PICTURE-TALK

Many of us have witnessed a teacher drawing on the board to illustrate a point that he or she wanted to make after telling the students, "I'm not an artist, but here goes!" It did not matter what the drawing looked like; the essential element was that it was on the board for the students to see. Seeing the picture helped the students remember the teacher's point long after they had left the classroom.

The story-telling method is fun and interesting for the students, and we found that the teachers had fun drawing and telling the stories as well. You do not have to be an artist to use *PICTURE-TALK* effectively. After seeing one of our stick-figure drawings, relatives of ours commented, "Hey, I could do that!" That is the point: Anybody who wants to communicate important information about alcohol and other drugs should be able to pick-up this guide and duplicate the *PICTURE-TALK* section easily.

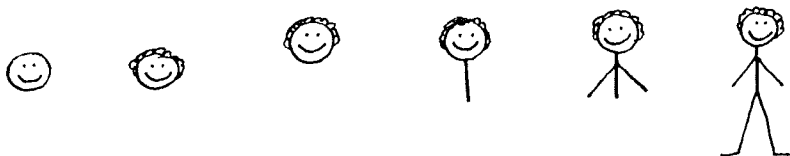
The *PICTURE-TALK* stories include two main characters who appear throughout the guide. "Buddy" and "Betsy" are elementary school students who find themselves in various situations at school and at home. Their faces and clothing will always be more detailed than the other characters depicted. "Betsy" uses a wheelchair. She might be more difficult to draw, so we suggest that the teacher practice before illustrating her for the class.

This is the way "Buddy" and "Betsy" will look most of the time:

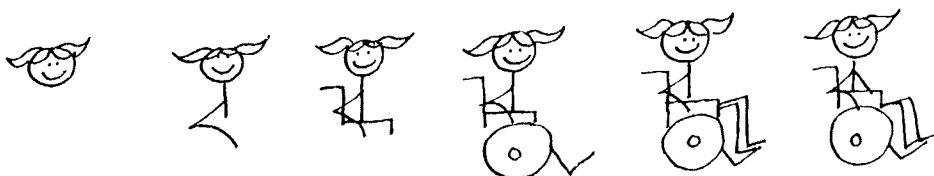


Please feel free to change the characters in any way you choose. For instance, if your school has a large population of minority students, you can very easily make Buddy and Betsy with darker skin by using the side of your chalk if you are using the chalkboard. There are no limitations as far as modifying the materials. If you think you are going to have trouble drawing the figures, go step-by-step, and practice before demonstrating in front of the class. Please feel free to utilize your own style of drawing. Be creative! Communicate!

Buddy step-by-step:



Betsy step-by-step:



SAMPLE ILLUSTRATIONS OF COMMON OBJECTS

These are a few examples you could use for *PICTURE-TALK*. Feel free to modify these illustrations or create your own.

ACTION WORDS

drinking



falling



kicking



smoking

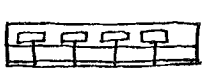


talking



ALCOHOL AND OTHER DRUG WORDS

bar



beer can



bottle



capsules



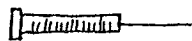
pills



cigarette



hypodermic needle



"joint"



wine glass



FEELING WORDS

aggressive



angry



anxious



disapproving



happy



lonely



sad

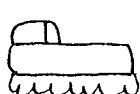


shy



HOME AND SCHOOL WORDS

bed



bus



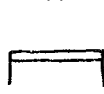
car



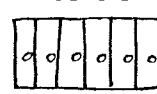
chair



desk



lockers



phone



T.V.



PEOPLE AND PERSON WORDS

fat



skinny



boy with curly hair



boy with straight hair



boy with glasses



girl with curly hair



girl with straight hair



Black boy



Black girl



Asian boy



Asian girl



Hispanic boy

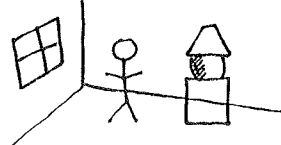


Hispanic girl



PLACE WORDS

inside



outside



MORE ISSUES TO DISCUSS

Dear Educator,

There are some topics within this guide that may upset some of your students. These topics may include an alcoholic mother behaving in an irresponsible manner, an older sister who smokes marijuana and chemically dependent family members. These topics are handled in a story-telling format and discussion and questions by and with the students is encouraged throughout. The realistic situations that Buddy and Betsy experience are meant to mirror similar situations that your students may be facing.

The story-telling format helps the students feel comfortable sharing their own hopes, fears, and problems. The teacher must be ready for a child's disclosure of problems at home or elsewhere. Decide where you will refer these children and have phone numbers close by that can be utilized immediately if necessary. Decide on a plan of action for the children in your classroom (e.g., local agency, school counselor, principal, parent).

Some of the issues facing your children may not be discussed. Please feel free to create your own *PICTURE-TALK* about the following issues and add any that are not mentioned. The following is a list of issues which are not addressed within this guide:

Parents who "deal" drugs

Siblings who "deal" drugs

A parent(s) in jail

Student(s) living in a foster home

Living in a "crack house"

Living with grandparents

Sexual abuse

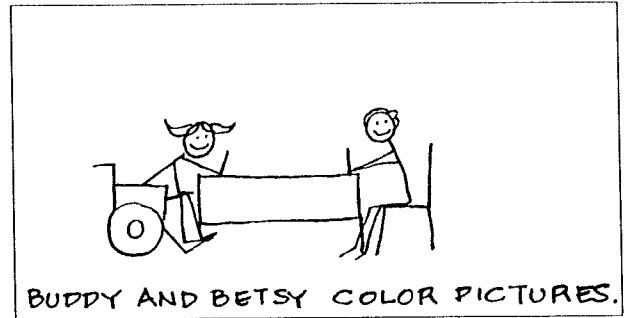
These are not pleasant topics and if your students are living with any of these or a combination of several, they need as much support possible now. There are very few services geared to the disabled substance abuser in this country so early prevention/intervention for these children is essential. The students need to know that they are not alone with their problem.

We would like you to know that you also have support. If at anytime you have a question about the topics or activities included within this guide please feel free to write or call the Project A.I.D. office. The address and phone number are located in the front of the guide.

LESSONS

LESSON ONE

WHAT MAKES ME HAPPY?



OBJECTIVE

Students will be encouraged to identify people, places and things that make them happy.

PICTURE-TALK

Betsy and Buddy love to color pictures. Every day after school, Betsy goes to Buddy's house and they color at the kitchen table. Betsy stays at Buddy's house after school until her mother comes home from work. Betsy uses a wheelchair. Buddy's mother must use a special van with a lift so that Betsy can get a ride. Betsy's mom has a special van, too. Buddy and Betsy would color all day if they could!

LEARNING EXPERIENCES

1. Discuss the fact that Betsy and Buddy enjoy coloring pictures. Point out that they both have smiles on their faces. Ask the students to tell you some of the people and things that make them smile (e.g., playing with a sibling, playing with a friend, singing).
2. Have each student create a poster depicting themselves as the "happiest kid in the world." Encourage them to show themselves with the people and things that make them the happiest. Have an art show when they are finished, and ask the students to explain their pictures to the rest of the class.
3. Have the students sit in a circle and start the following sentences that they will complete with their own words. Go around the circle, and make sure each student answers each question.
I feel happy when I am playing with _____.
I feel happy when I am with _____.
I feel happy when I go to _____.
I feel happy when my mom tells me _____.
I feel happy when my dad tells _____.
I feel happy when the teacher tells me _____.
I feel happy when someone gives me a _____.
4. Ask each child to show their happy face. Ask them to show you other "feeling" faces as well (e.g., sad, angry, surprised, sleepy). Tell the students that everyone has many feelings inside of them at all times. These feelings change at different times and for many reasons. Elaborate if needed.
5. Have the students complete the "I Feel Good/Bad When..." activity on pgs. 2 and 3. Have them place the appropriate face in the box after you read the sentence to them.

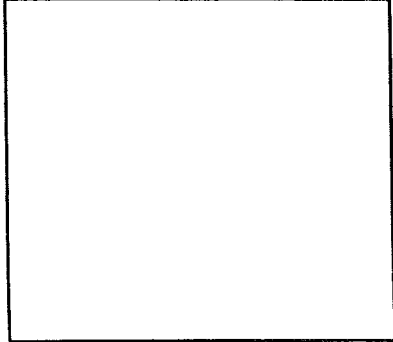
Materials Needed:

crayons, scissors, paper, glue

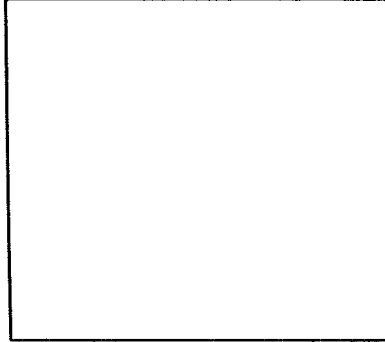
NOTES

I FEEL GOOD/_{BAD} WHEN....

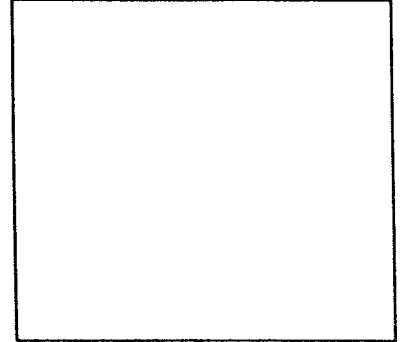
Someone gives me a present.



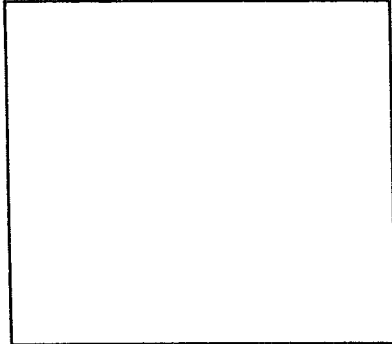
Someone says something nice to me.



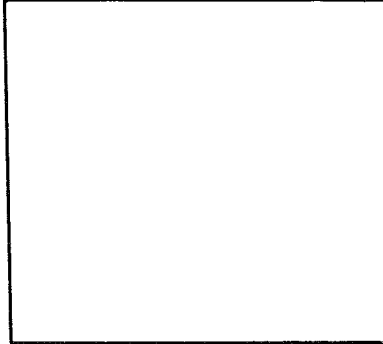
Someone trips me in the hallway.



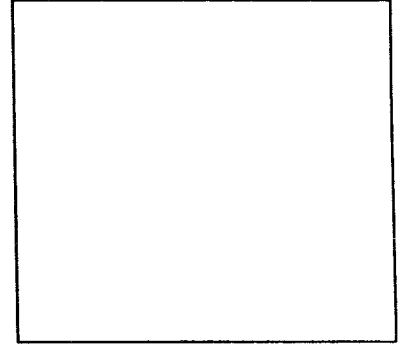
I play a game I like to play.



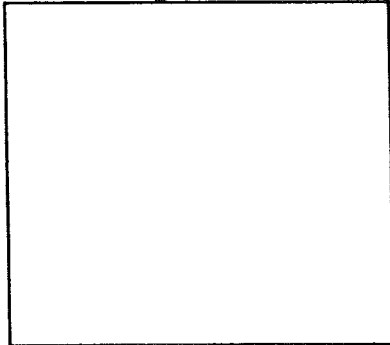
Someone makes me do something I know is wrong.



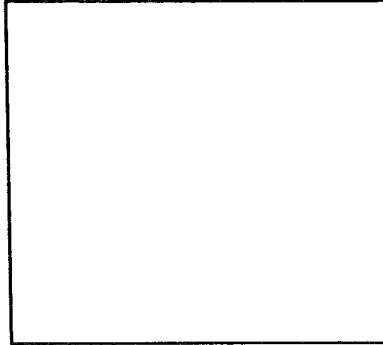
My teacher/someone says "GOOD JOB!"



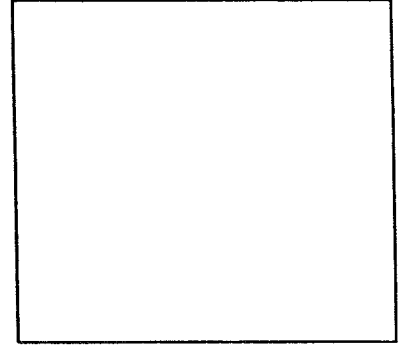
I do not get what I want.



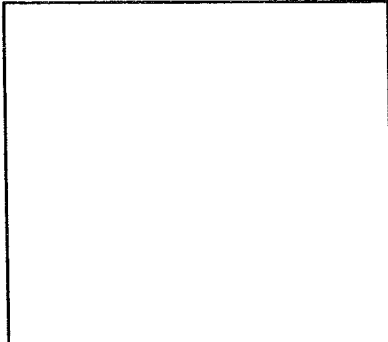
I get a letter in the mail.



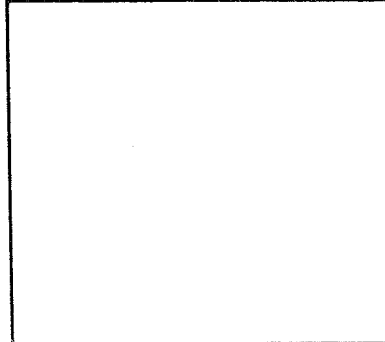
I know I did a nice thing for someone else.



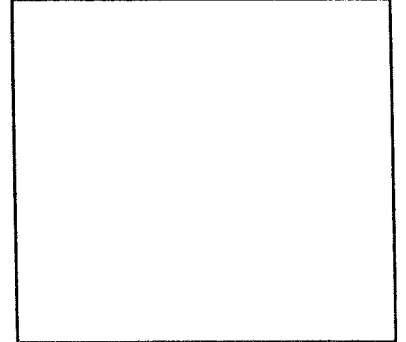
My parents tell me they love me.



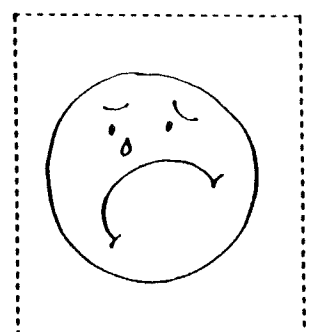
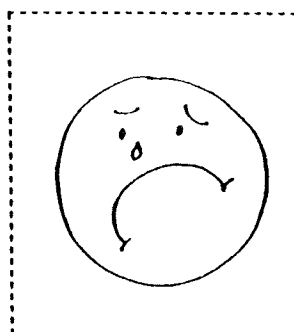
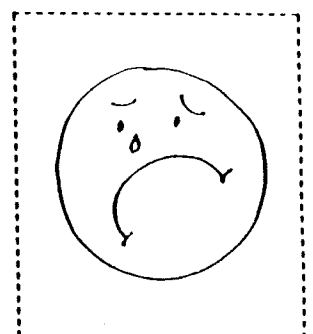
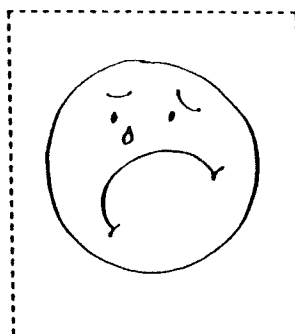
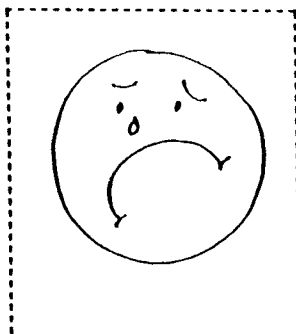
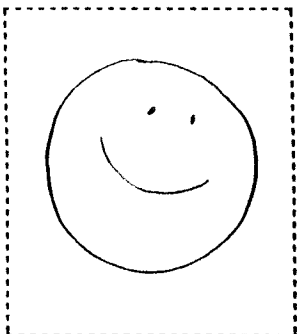
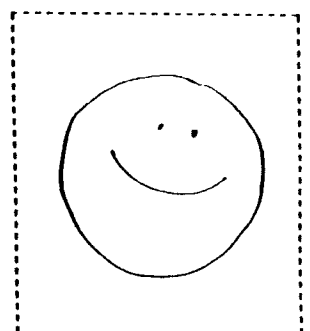
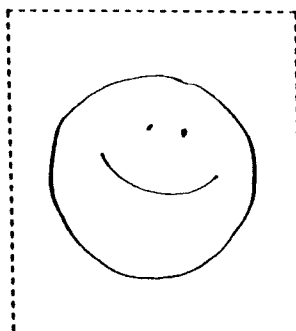
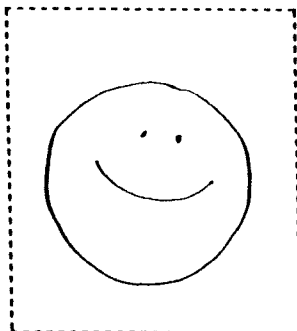
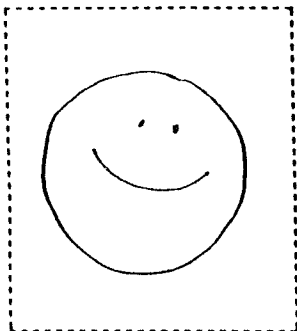
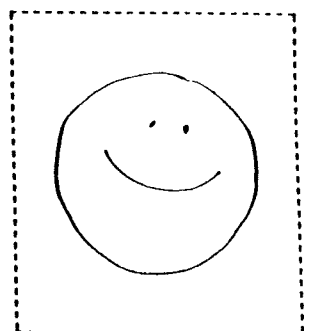
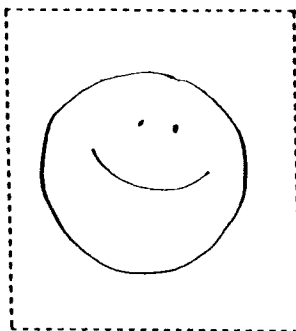
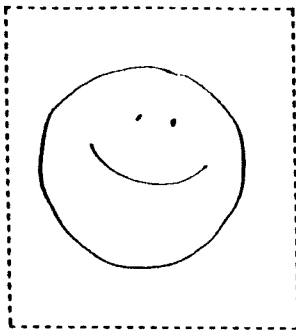
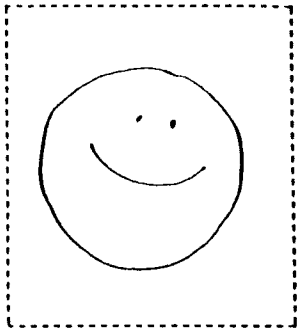
Someone asks me to do something important.



Someone asks me to keep a secret.

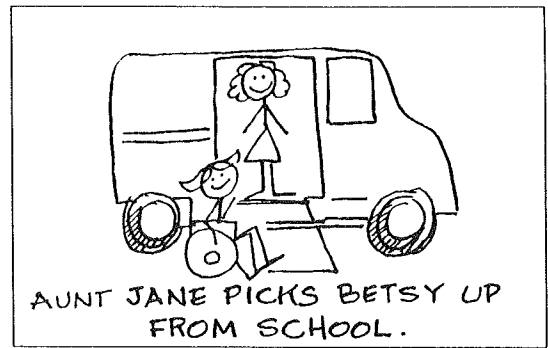


HAPPY/_{SAD} FACES



LESSON TWO

PEOPLE WHO CARE ABOUT ME PEOPLE I CARE ABOUT



OBJECTIVE

Students will identify an individual or individuals who play an important role in their lives.

PICTURE-TALK

Betsy's Aunt Jane picks Betsy up from school when Buddy's mom cannot watch her. Aunt Jane has a little baby named Christina. Betsy plays with Christina while Aunt Jane makes dinner. Betsy loves her Aunt Jane, and her Aunt Jane loves her very much. Betsy knows that if she has a problem, Aunt Jane will listen to her because Aunt Jane cares.

LEARNING EXPERIENCES

1. Discuss Betsy's relationship with her Aunt Jane, and emphasize how fortunate she is to have an aunt who cares so much for her. Ask the students if they have someone in their lives who cares about them (e.g., parent, babysitter, grandparent, aunt, uncle, friend). Ask them to tell you some of the things that this person does for them. Include things like calling them up on the phone and writing letters. Even doing simple things for them can help someone feel cared for.
2. Have the students draw a picture of someone who cares about them or someone that they care about. Encourage the students to think about the things this person does for them and what makes them so caring.
3. Show the students page 5, and tell them the following story:

This is Steven. Steven thinks that nobody cares about him. Steven just moved into a new neighborhood and is attending a new school.

Ask the students to tell you how they would try to make Steven feel better. Ask them to tell you how they would feel if they had to move and go to a new school.

NOTES



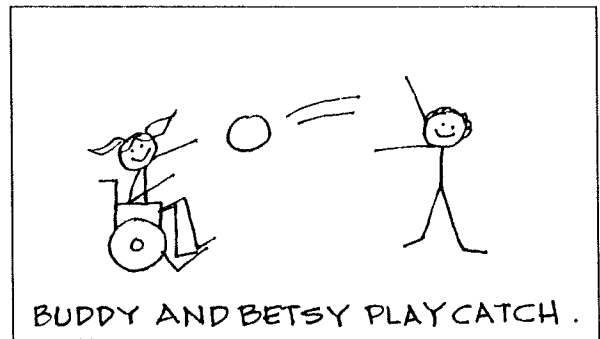
TEACHER REFLECTIONS

KEEP A JOURNAL

1. Begin a log of your observations on how students are reacting to you and the subject of alcohol and other drugs.
2. The log should be short and simple.
3. Write the log as soon after each lesson as possible.
4. Start each entry by describing the present session. Then, look back to other sessions and see if there are any significant patterns in student behavior that will affect your next lessons.
5. Formulate strategies for the next sessions that will improve the involvement of students in your classroom discussions.

LESSON THREE

I AM THE BEST ME I CAN BE!



OBJECTIVE

Students will be encouraged to share the ways in which they try to be the best people they can be.

PICTURE-TALK

Buddy and Betsy play in the park on Saturdays. They often play catch, so Betsy can practice throwing and catching. Sometimes Betsy feels bad because other children can throw and catch better than she can. Sometimes she wants to quit because she feels she is not as good. Buddy encourages Betsy to keep trying and to always do her best. Buddy tells Betsy that as long as she is trying her best--that is good enough for him!

LEARNING EXPERIENCES

1. Discuss the PICTURE-TALK story with the students, and ask them what they think about Buddy's advice to Betsy about trying her best and not worrying about how well others are doing. Betsy may not be able to throw a ball as well as the other children, but she can sure work on a computer faster than anyone else in her class!
2. Show the students page 8., and tell them the following story.

This is Teddy and his mom. Teddy asked his mom for cookies in the grocery store. Teddy's mom said that she would buy the cookies, but Teddy could not eat them until they got home. Teddy started crying and said he wanted the cookies NOW! Teddy is not being the best person he can be.

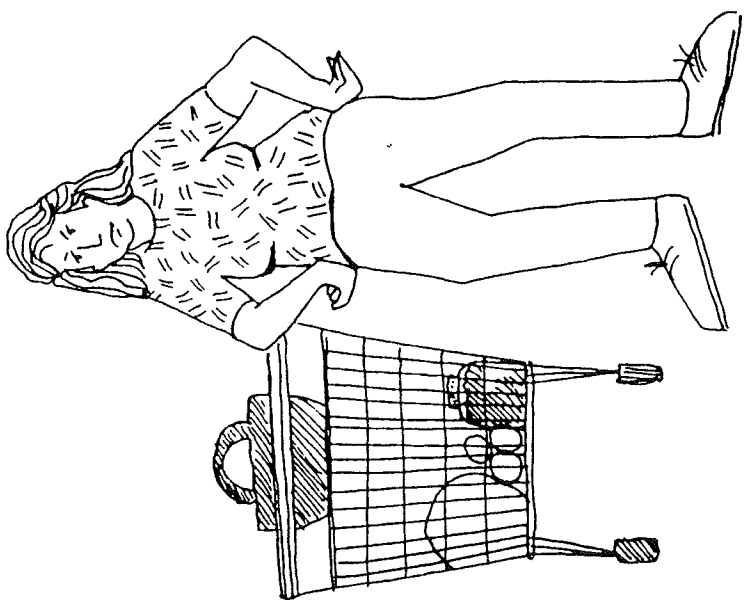
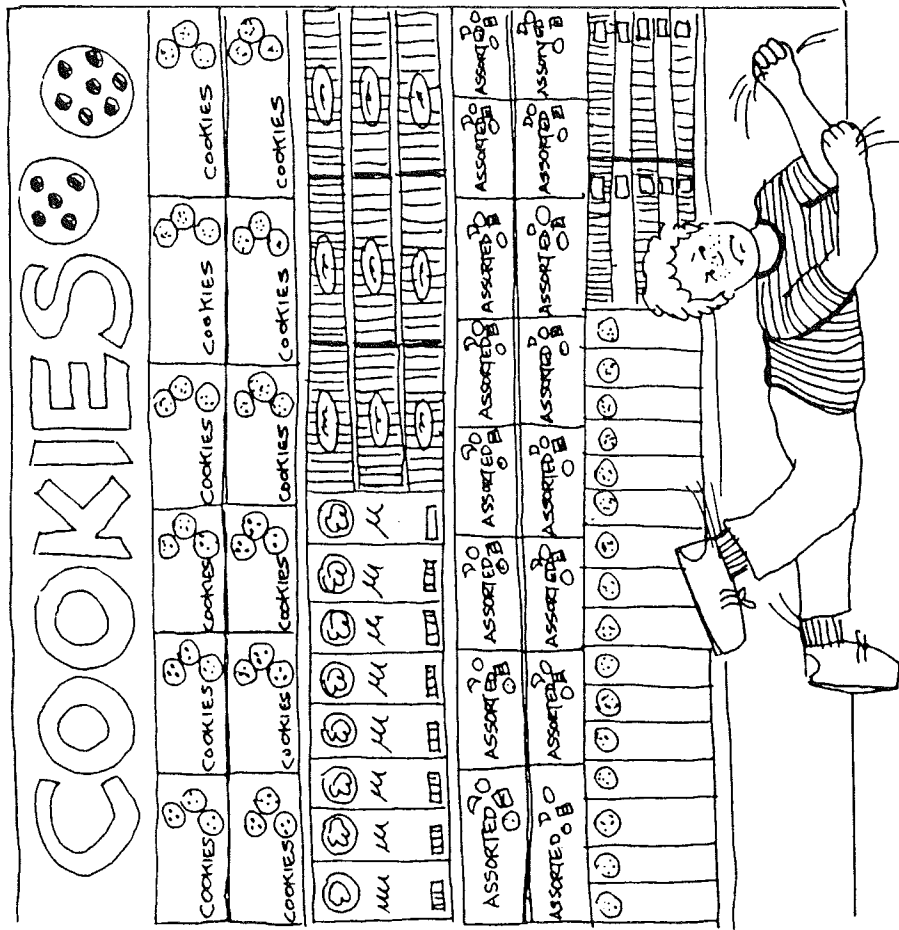
3. Show the students page 9., and tell the following story.

These boys are Gary, Andy, and Mike. Gary is sitting on the steps because he wants to play a different game. Andy and Mike said that they would play Gary's game when they were done with the first game.

Gary is pouting because he did not get his way. Mike and Andy were trying to be fair and give everyone a chance to play their favorite game.

Ask the students to explain how they would behave if they were Gary. Ask them which boys are being the best people they can be.

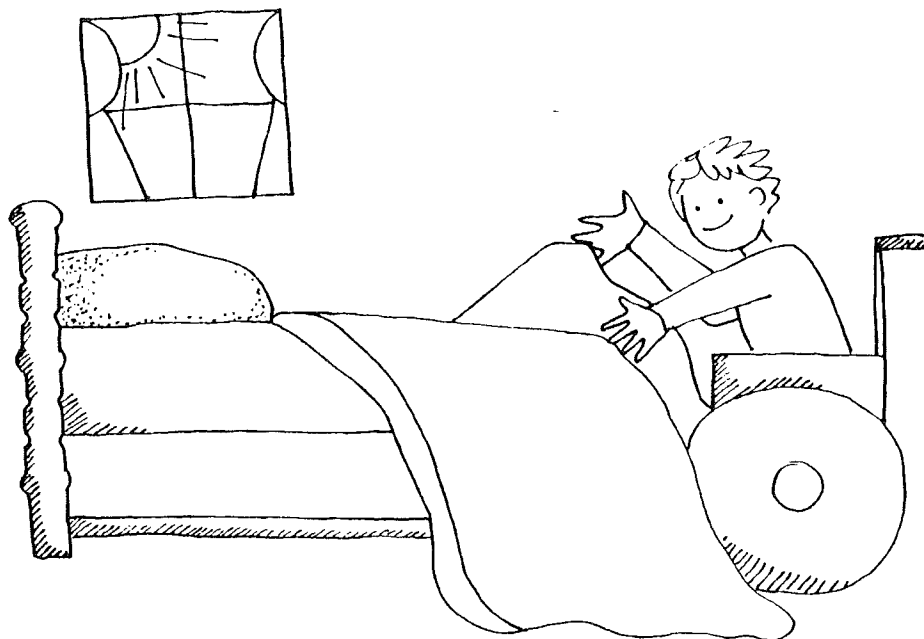
4. Discuss the rules that have been set up in the classroom. Ask the students to explain why these rules are in place. Explain that the rules were created so that the students can learn in a safe, caring environment. The rules in the class are one way that the students can practice being the best students and people that they can be.
5. Have the students complete the worksheet on page ten. Read the subtitle under the picture and have students decide whether or not that person is being the best person they can be. If the student decides that the person is not being the best person he/she can be, they will put an "X" through the picture.
6. Have the students create a cooperative list of ways in which they have tried to be the best person that they could be in various settings (e.g., at home, at school, on the playground, when a babysitter comes to their home). Discuss the cooperative list with the students.





WHO IS BEING THE BEST PERSON THEY CAN BE?

Place an "X" on the children who are not being the best people they can be.



LESSON FOUR

SOME PEOPLE HAVE DISABILITIES



OBJECTIVES

Students will learn that there are many different disabilities. Students will learn that being disabled does not mean that people cannot lead happy and fulfilling lives.

PICTURE-TALK

Betsy has muscular dystrophy and must use a wheelchair because she is disabled. Being disabled means Betsy cannot walk and do everything that other children her age can do. Even though Betsy cannot run, she uses her wheelchair to take walks with Buddy through the park. Betsy has nice handwriting, so she helps Buddy practice his handwriting on rainy days.

Even though there are many things Betsy cannot do, there are millions of things that she can do! Betsy tries not to let her disability keep her from having fun.

LEARNING EXPERIENCES

1. Ask the students if they know someone who uses a wheelchair. If the students use wheelchairs themselves, ask them to name some of the many things that they can do. If the students do not use wheelchairs, ask them some of the many things that people who have physical disabilities can do.
2. Have the children color page 13 which depicts disabled children engaged in various "fun" activities. Discuss the page later, and encourage them to add more activities of their own on the page or on the back of the page.
3. If your students are not physically disabled have them do the following disability awareness activities. If your students are physically disabled have them discuss some of the activities that they normally do each day.
 - a. Ask for a student volunteer, and have the student sit in a chair in front of the class. Explain that this student uses a wheelchair. Ask the students to list some of the things/activities that this person cannot do because of his/her disability. Encourage the students to list all of the activities that this person can do.

Discuss some of the "Do's" and "Don'ts" when dealing with a physically disabled person (e.g., do not lean on their wheelchair, do not treat them as if they were a baby).

- b. Place a blindfold on a student volunteer, and ask them to sit in a chair in front of the class. Explain that this person is blind and must use a cane and a seeing eye dog to get around from place to place. List some of the things that this person can do.

Discuss some of the "Do's" and "Don'ts" when communicating with a person who is blind (e.g., do not pet a seeing eye dog unless the blind person instructs you to, do not shout when speaking to the blind person, (because they are blind does not mean they are deaf!)).

- c. Place earphones on a student volunteer, and ask the student to sit in front of the class. Explain that this person is hearing impaired. Have the students list some of the activities that this person cannot do, and then have them list the activities that the person can do.

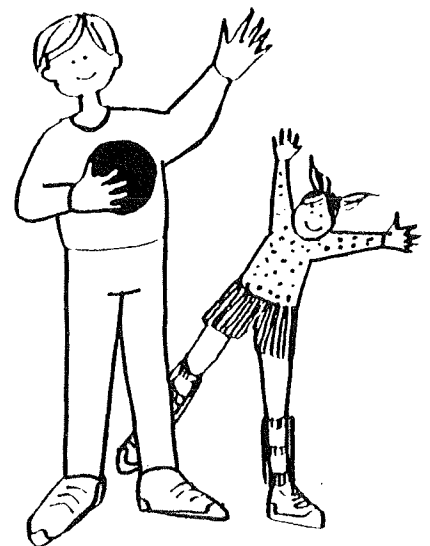
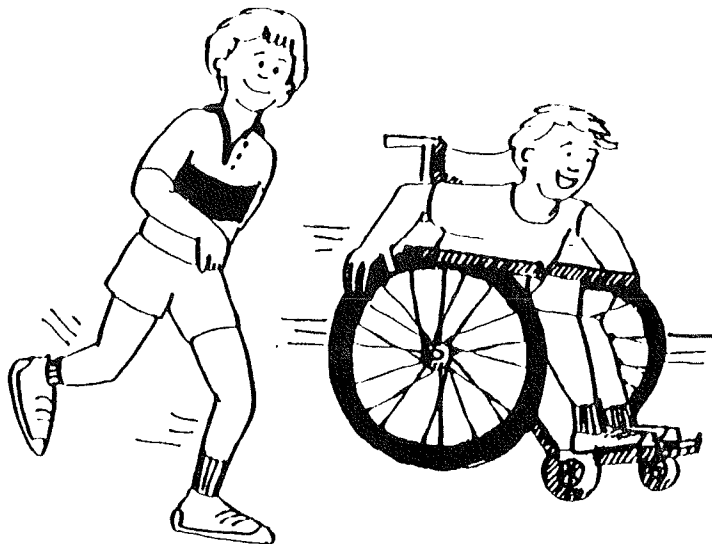
Discuss some of the "Do's" and "Don'ts" which should be followed when communicating with a deaf person (e.g., do not scream in their ear because they cannot hear you; do face them and speak slowly and carefully so that they can read your lips if they would like to).

LESSON FOUR (CONT.)

Please add any more disabilities that you feel your students should be more aware of and sensitive to. Also add more "Do's" and "Don'ts" onto the end of each activity. Encourage the students to ask questions about disabilities while the class is discussing issues.

NOTES

LET'S HAVE FUN!



LESSON FIVE

HEALTHY HABITS

OBJECTIVES

Students will be encouraged to explore ways a person can live a healthy life.

Students will learn the importance of living a healthy life and practicing healthy habits.

PICTURE-TALK

Buddy loves cookies and milk for snacks. Betsy always teases Buddy and tells him that he is going to turn into a chocolate chip cookie if he eats one more. Buddy's mom lets him eat cookies as a special treat, but most of the time she wants him to eat fruit or yogurt after school. Buddy knows that cookies are not the best snack for him, but he loves them anyway. Buddy also tries to get as much exercise as he possibly can each day. He also tries to get enough rest each night.

LEARNING EXPERIENCES

1. Ask the students to guess what might happen if Buddy ate cookies instead of fruit every day after school. Also discuss what may happen if Buddy sits and watches T.V. everyday after school instead of going out and playing in the park with Betsy.
2. Have the students color the activity on page 15, and discuss the healthy habits shown. Encourage the students to add more healthy habits onto the page.
3. Show the students page 16., and tell the following story.

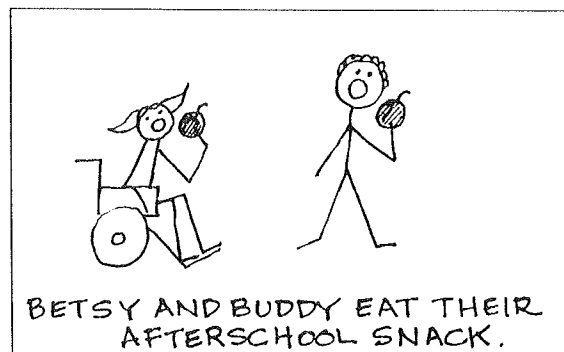
This picture shows Paul and his mom. Paul has a sister named Michelle. Michelle is watching while Paul and his mom play baseball. Baseball is one of Paul's favorite games, and he plays as often as possible. Playing and getting exercise are important for living a healthy life.

Ask the students to name some of their favorite games and sports.

4. Show the students page 17, and tell the following story in PICTURE-TALK format.

Since Betsy cannot walk anymore, she needs help with certain activities. In order to stay healthy, Betsy goes to a physical therapist three times a week. The physical therapist helps Betsy exercise her leg and arm muscles. Betsy also takes a bath every night. Betsy's mom helps her with her bath.

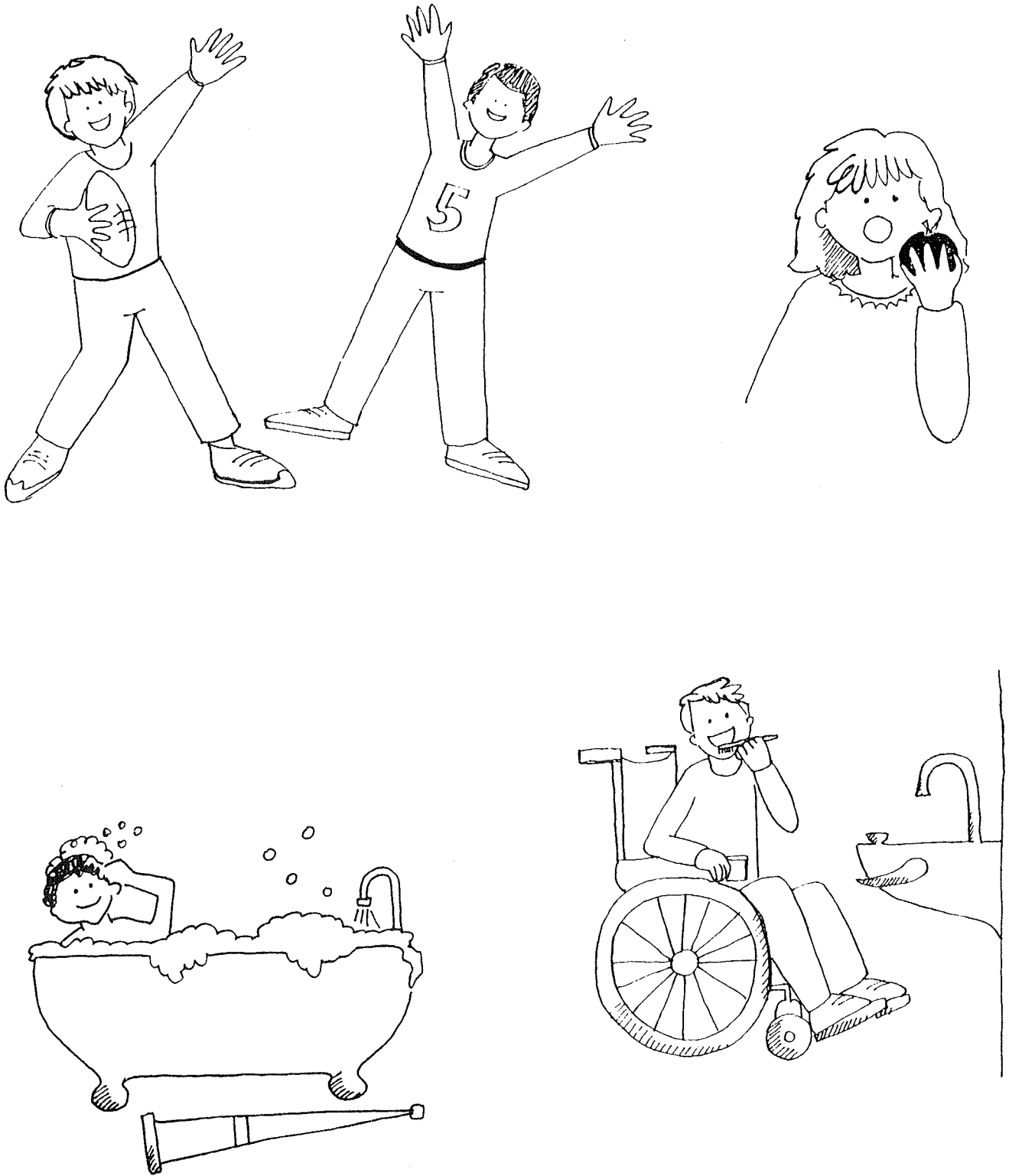
Ask the students to name other activities that Betsy needs help with in order to live a healthy life. Ask them what they need to do in order to live a healthy life.

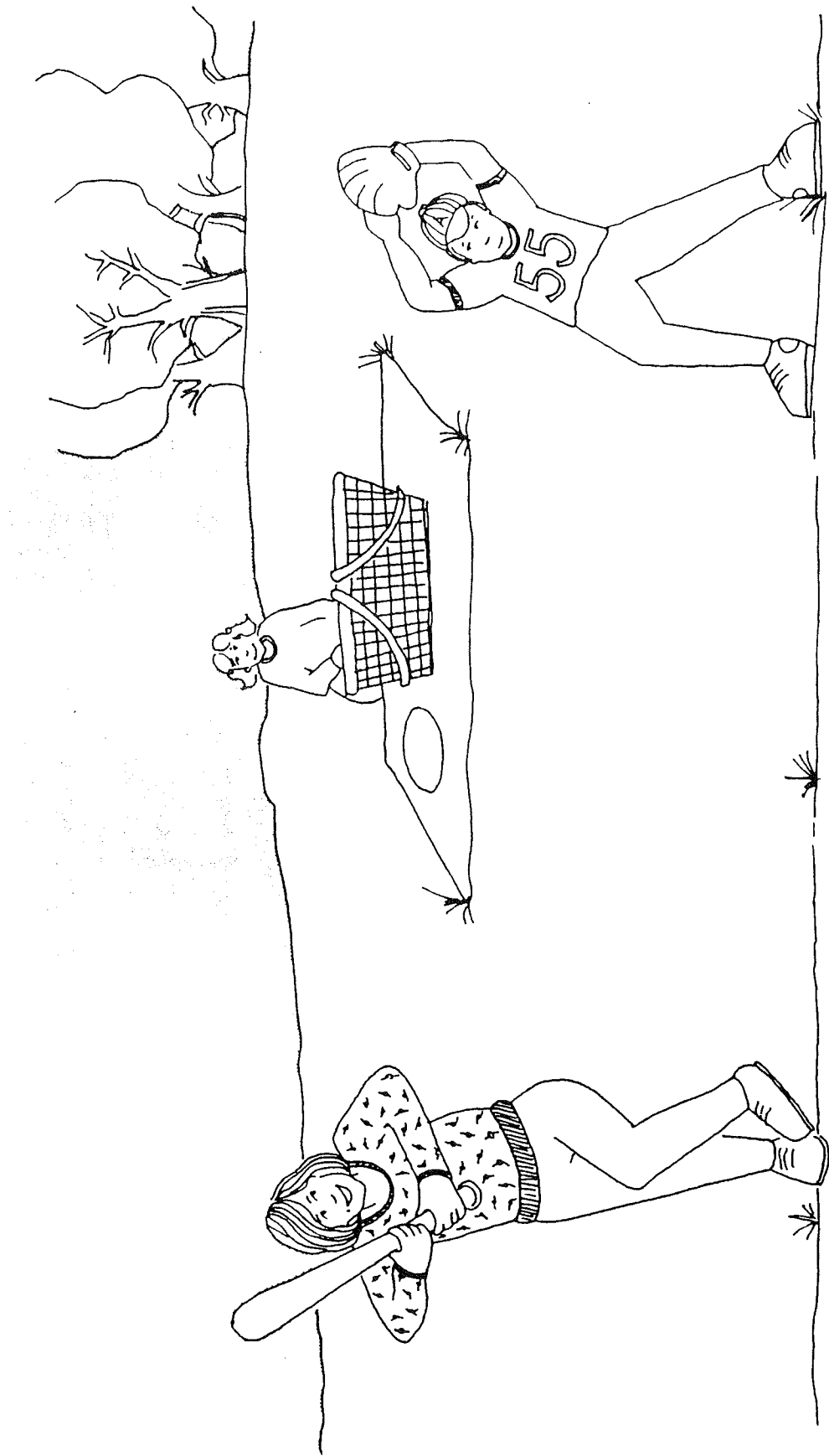


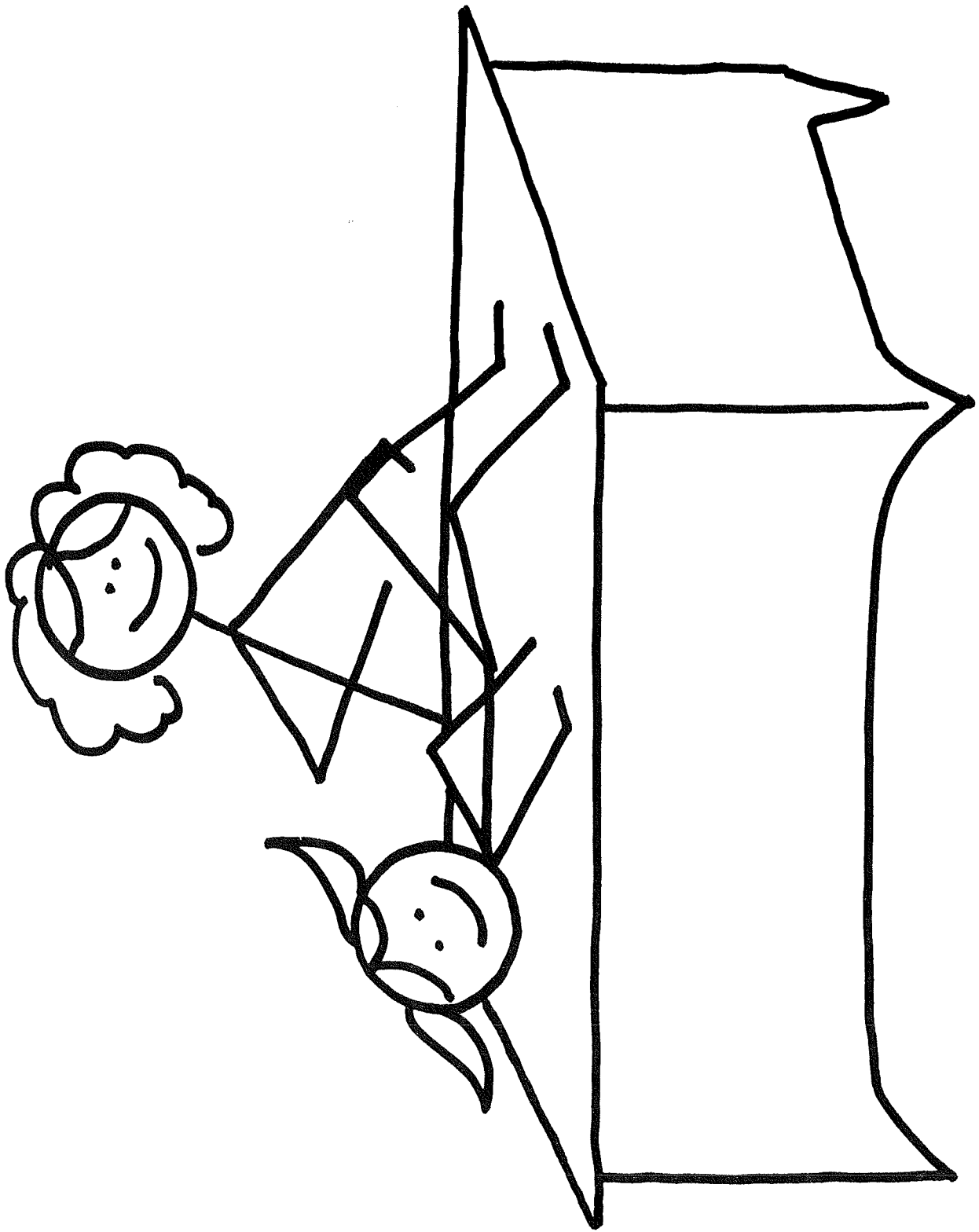
NOTES

HEALTHY HABITS

Circle the healthy habits shown and color them when you are finished.

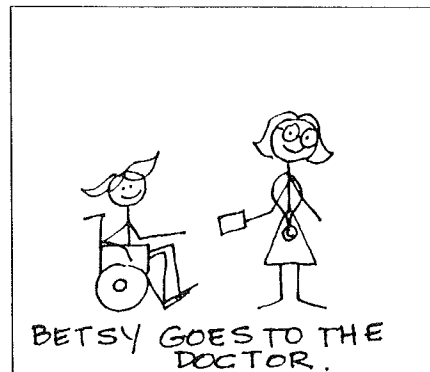






LESSON SIX

WHEN I AM SICK I GO TO THE DOCTOR (PRESCRIPTION MEDICATION)



OBJECTIVE

Students will learn what prescribed medication is and how it can be obtained and properly used.

PICTURE-TALK

Last winter Betsy got the flu and had to go to the doctor. Betsy has to be careful when she gets sick because it is hard for her to breathe as a result of her muscular dystrophy. The doctor gave Betsy a check-up and prescribed some medicine for her. The doctor gave her a special form so that she could buy the medicine at the drugstore. Betsy's mom took her to a drugstore and they bought the medicine from the pharmacist. After taking the medicine, Betsy felt better in a few days.

LEARNING EXPERIENCES

1. Ask the students if they have ever been to the doctor when they were sick. Ask them if the doctor ever gave them a special form to buy medicine from the pharmacy in a drugstore. If they have had this experience ask them whether they could buy the medicine without a special form from a doctor ("no"). Emphasize that this medicine is special and is called prescription medicine.
2. Tell the students the following story using the PICTURE-TALK format about Anthony.

Anthony got sick one day and told his father that he was not feeling well.



Anthony's dad took him to a doctor, and the doctor gave him a check-up. The doctor told Anthony that he was going to prescribe special cough medicine for him.



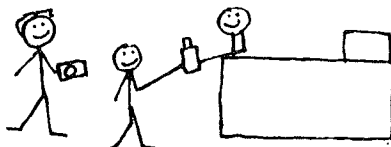
The doctor took out his pen and wrote on a special piece of paper. He gave the special piece of paper to Anthony's dad.



Anthony and his dad drove to the drugstore and handed the piece of paper from the doctor to the pharmacist behind the counter.



The pharmacist handed the cough medicine to Anthony, and his father paid for it. Anthony and his father drove home.



LESSON SIX (CONT.)

When Anthony and his father got home, his father read the directions on the bottle very carefully.



After reading the directions carefully, Anthony's dad gave him a spoonful of cough medicine.



After telling the story to the children, go through the steps that Anthony took to obtain prescription medicine. Point to the pictures for reinforcement.

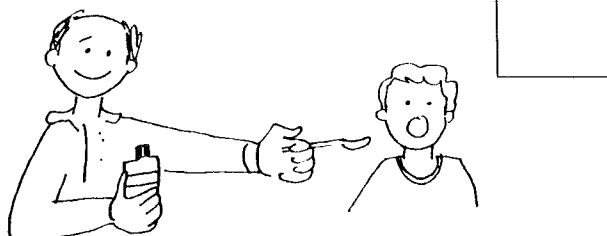
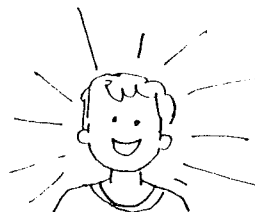
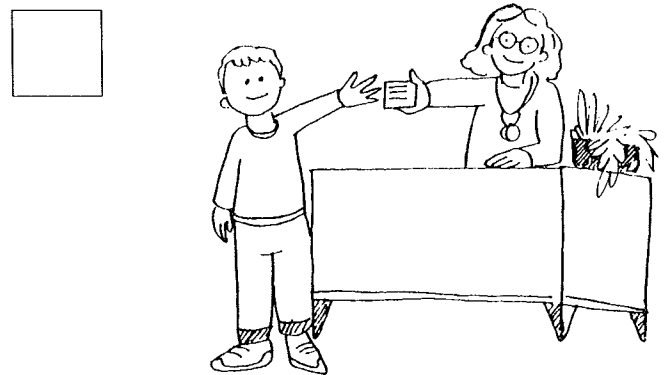
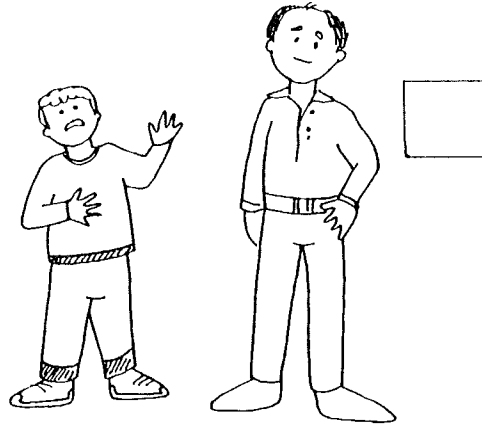
- a. Anthony became ill.
 - b. Anthony told his father that he did not feel well.
 - c. Anthony's father took him to the doctor.
 - d. The doctor gave Anthony a check-up.
 - e. The doctor gave Anthony a special piece of paper with a prescription written on it for medicine.
 - f. Anthony and his father drove to the drugstore and bought the prescription medicine from the pharmacist.
 - g. Anthony and his dad went home and read the directions on the bottle very carefully.
 - h. Anthony's dad gave him the medicine.
 - i. Anthony felt better in a few days.
3. Have the students complete the activity "Anthony Becomes Sick" as reinforcement, and emphasize the correct steps that must be taken when obtaining, buying, and taking prescribed medication.
 4. Show the students page 21, and ask them where this man is and what they think happened to him. Tell the following story.

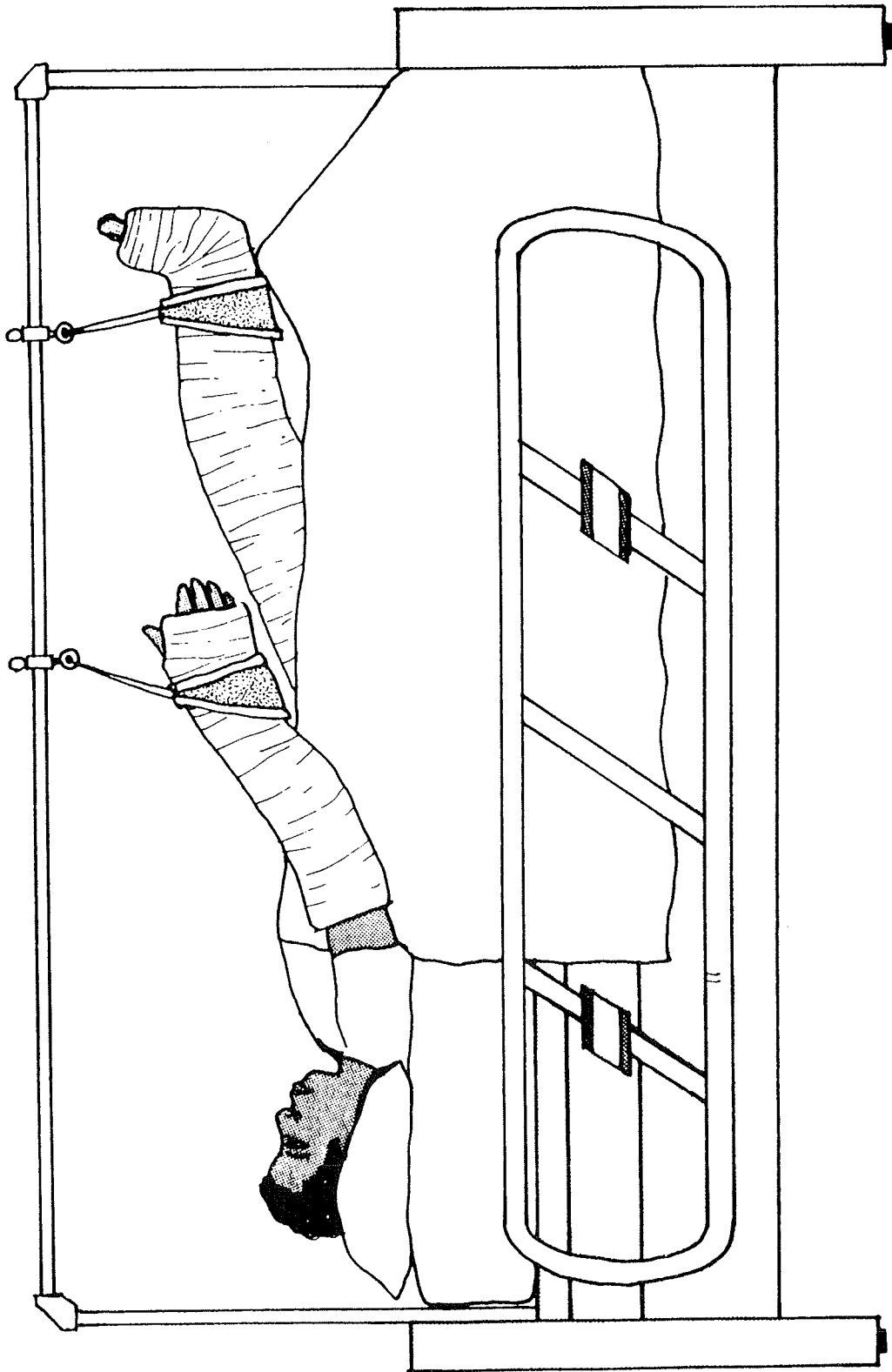
This is Edward. Edward has been in an accident. He was riding his bike and was hit by a car. Edward must stay in the hospital for a few weeks. While he is in the hospital, the doctor has prescribed medication for his pain.

NOTES

ANTHONY BECOMES SICK

Number the steps Anthony took to become well again.





FOR THE TEACHER: FACTS ABOUT PRESCRIPTION DRUG ABUSE

Here are some statistics about prescription drug abuse and misuse that the teacher might want to share with students.

- * Americans experience more death and injury from the abuse of prescription drugs than from the use of all illegal drugs combined.
- * As many as 90 percent of the elderly suffer from unnecessary drug side effects as a result of improper use of prescription and over-the-counter drugs.
- * Twenty percent of them require hospitalization as a result of prescription drug abuse.
- * Sixty percent of all drug-related emergency room visits and 70 percent of all drug-related deaths involve prescription drugs.
- * Seven of every ten visits to a doctor's office result in the writing of a prescription.
- * One of every 20 citizens living in a nursing home has a drug-induced senility. This costs taxpayers \$35 million each year for their care.
- * It is estimated that 25 percent of all hospital admissions and 25 percent of problems in nursing homes are from medication complications.
- * Americans spend about \$16 billion on prescription drugs annually.
- * Approximately 15 billion units (tablets, capsules, or doses) of prescription drugs are dispensed each year. Of these, about 1 percent (150 million units) are fraudulent prescriptions. In addition, an estimated 30 million units of prescriptions are stolen each year and about 135 million units are diverted by health-care professionals.

Compiled by: The Michigan Substance Abuse and Traffic Safety Information Center, 925 E. Kalamazoo Street, Lansing, Michigan 48912.

LIST OF DO'S AND DON'TS FOR PRESCRIPTION DRUG USE

DO:

1. Do read the label carefully or have someone read it for you.
2. Do follow the doctor's directions carefully.
3. Do tell your doctor if you are already taking another medication.
4. Do ask questions about the medication that your doctor gives you.
5. Do ask your doctor about possible side-effects of the medication he gives you.
6. Do keep a daily record of the number of times the medication must be taken and each time you take it.
7. Do tell your doctor if the medication is making you feel different than he told you it would.
8. Do take all the medication that the doctor prescribed. Do not stop taking the medicine because you feel better.
9. Do call your doctor or pharmacist whenever you have doubts or questions about your medication.

DON'TS:

1. Don't take medicine without reading the label or without having someone else read it for you.
2. Don't take old medicine. Always throw out any unused medication.
3. Don't take more medicine than the doctor instructed.
4. Don't trust your memory. Always reread the label directions each time you take your medication.
5. Don't take someone else's medication.
6. Don't give your medication to anyone else for their use. (They must get their own prescription from their doctor.)
7. Don't stop taking the medication until you have finished all of it all unless your doctor tells you to stop taking it.
8. Don't drink any alcoholic beverages when taking medicine.

LESSON SEVEN

OVER-THE-COUNTER MEDICINE



ANN TAKES ASPIRIN FOR HER HEADACHE.

OBJECTIVES

The students will learn about over-the-counter medication (drugs).

The students will learn that over-the-counter medications are different from prescribed medications.

PICTURE-TALK

One day Buddy's older cousin Ann got a headache that would not go away. Buddy's mom took the aspirin from the medicine cabinet and read the directions on the side of the bottle. Ann took the aspirin with a glass of water and rested for awhile.

Buddy asked his mom why she did not take Ann to the doctor to get a prescription. His mother told him that the aspirin is a different kind of medicine called over-the-counter medicine. It is called over-the-counter medicine because a person can walk up to the counter and buy it without a special prescription form from a doctor.

LEARNING EXPERIENCES

1. Discuss Ann's headache, and ask the students if they have ever taken over-the-counter medicine (e.g., aspirin, ointment, cough medicine). Ask them if these medicines made them feel better.

2. Show the students page 26, and tell the following story.

One day Cody had a stomachache. He told his grandmother that he did not feel well. Cody's grandmother called the doctor. The doctor told her to buy Cody a kind of medicine that she did not need a prescription for. He told her that Cody should come to the office for a check-up if the medicine did not work.

His grandmother went to the drugstore and bought the over-the-counter medicine for Cody. She read the directions on the bottle, and gave Cody one spoonful of medicine. His grandmother told Cody that she would call the doctor if he did not feel better the next morning.

Cody felt much better after taking the medicine and a nap. He was happy that he did not have to go to the doctor!

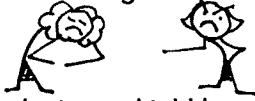
3. Emphasize that following directions and asking questions about over-the-counter medication is just as important as following directions and asking questions about prescribed medication.
4. Tell the following story about Samantha.

One night Samantha had a headache. She went to the medicine cabinet without asking her mother and took some aspirin out of the bottle. Samantha did not read the directions on the bottle, so she took too much aspirin.



LESSON SEVEN (CONT.)

The aspirin made her sick to her stomach, and she had to tell her mother what she had done. Samantha's mother was very upset with her for taking medicine without asking or following the directions on the bottle.



Samantha's mother called the doctor and told her what had happened. The doctor said that as long as the aspirin was out of her body Samantha was out of danger.



The doctor told Samantha over the telephone that she should never take medicine without asking an adult or a doctor first. The doctor told her that she should always read the directions on the bottle first.



Discuss the risks which Samantha made when she took aspirin without asking or reading the directions first. Have the students illustrate Samantha's story in their own style.

5. Have the students role-play a trip to the drugstore. "Hire" an older student to be the pharmacist and another to be the cashier. Have each child pretend that they have some sort of illness and that they have a prescription from a doctor that they would like filled.

Make sure that they have a "special form" with them when they go to the pharmacist.

NOTES



LESSON EIGHT

STORING MEDICINE AT HOME



OBJECTIVE

The students will be encouraged to store medicines safely at home.

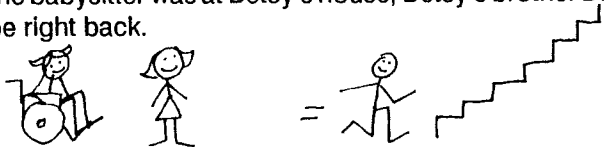
PICTURE-TALK

Buddy and his dad went through their house last Saturday to make sure that all of the medicine was stored safely. They made sure that the medicine was out of his little sister Stephanie's reach. They used a checklist and checked Grandmother's house too.

LEARNING EXPERIENCES

1. Ask the children if they have ever checked their house for medicine and other potentially dangerous household substances. Give them the checklist on page 29, and ask them to take it home and complete it with an adult. Emphasize that storing medicines safely is very important and could save someone's life.
2. When the students finish their checklists, have them draw pictures of the safest place in their home to store medication. Have an art show afterwards, so the students can get up in front of the class and show everyone where their safe place is and tell why.
3. Tell the following story while illustrating it for the children in PICTURE-TALK format.

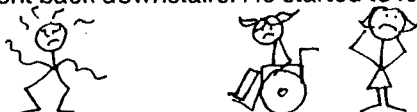
One day while the babysitter was at Betsy's house, Betsy's brother Danny went upstairs. He told the babysitter that he would be right back.



Danny went into his parent's medicine cabinet and took some of his mom's medicine. Danny took about 10 pills.



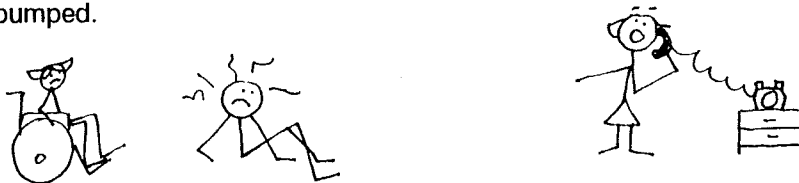
After Danny took the pills, he went back downstairs. He started to feel dizzy, and he started walking "funny."



The babysitter and Betsy became worried and asked Danny what was wrong with him. He finally admitted that he had taken his mom's medicine.



The babysitter called "911" and the ambulance came and took Danny to the hospital. Danny had to get his stomach pumped.



LESSON EIGHT (CONT.)

Betsy, Danny, and their parents sat down and talked the next day. Danny's parents explained that it is dangerous to take medicine without asking.



The medicine that Danny took was stored in a safe place. Danny was very curious and climbed very high to get it.



4. Discuss as a class what Danny did, and ask the students to suggest ways in which this problem could have been avoided. Ask the students why they think Danny wanted to take the pills.

NOTES

CHECKLIST FOR STORAGE OF HAZARDOUS SUBSTANCES IN THE HOME

- | | | |
|---|------------|-----------|
| 1. Is prescription medication stored safely in your home? | YES
[] | NO
[] |
| 2. Is over-the-counter medication stored safely in your home? | YES
[] | NO
[] |
| 3. Are cleaning supplies stored safely in your home? | YES
[] | NO
[] |
| 4. Are alcoholic beverages stored safely in your home? | YES
[] | NO
[] |
| 5. Are turpentine, thinner, and other painting supplies stored safely in your home? | YES
[] | NO
[] |
| 6. Are rubbing alcohol, nail polish, and polish remover stored safely in your home? | YES
[] | NO
[] |
| 7. Are gasoline and motor oil stored safely in your home? | YES
[] | NO
[] |

Child's Signature

Parent's Signature

LESSON NINE

STORING DANGEROUS HOUSEHOLD SUBSTANCES



OBJECTIVE

Students will be encouraged to store hazardous household substances in a safe place within their home.

PICTURE TALK

Buddy and Betsy helped their neighbor, Mr. Brown, paint his living room last weekend. Mr. Brown showed them where he stores his paint supplies in his garage. He places his paint, paintbrushes, paint thinner, and turpentine in a locked cabinet in his garage. Mr. Brown told Buddy and Betsy that it is very important to store painting supplies and other household products in a safe place. After painting at Mr. Brown's house, Buddy and Betsy went to their own homes and checked to see where the painting supplies were in their homes.

LEARNING EXPERIENCES

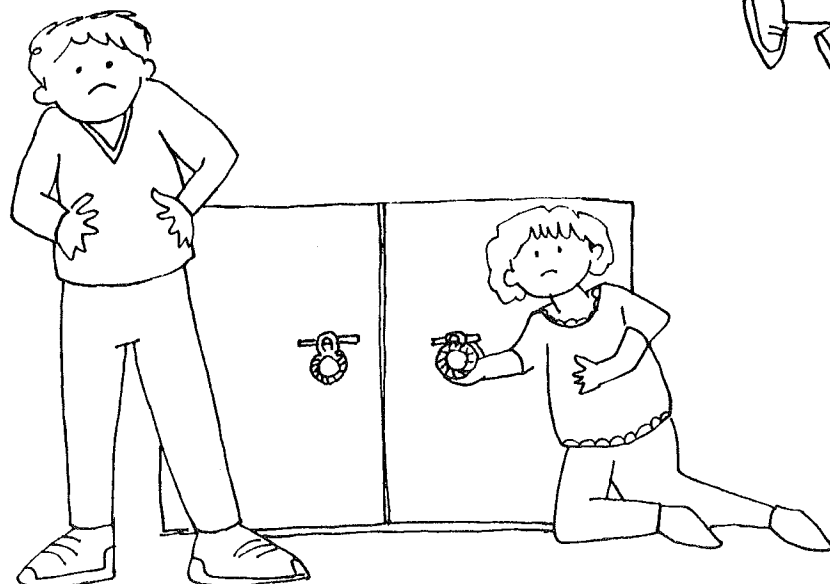
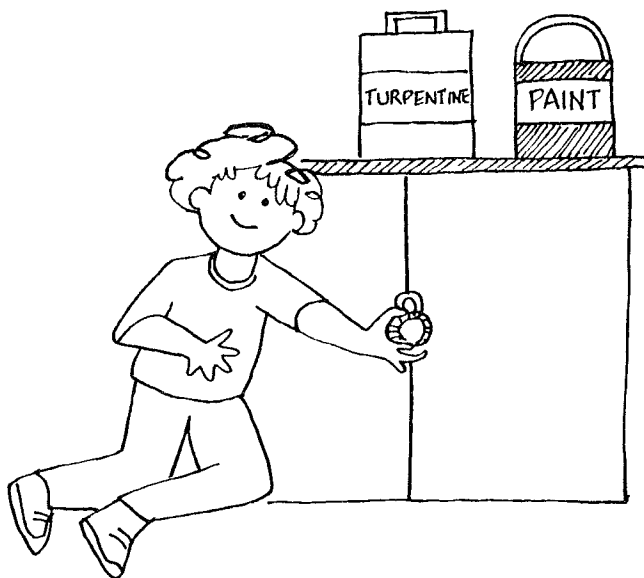
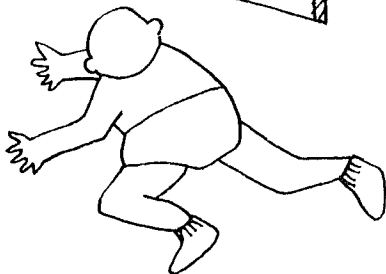
1. Ask the students to think about where the paint supplies and other household products are stored in their homes. Encourage them to make sure that the items are stored in a special, safe place.
2. Show the students page 31., and ask them to name the items that they see on the page. Explain that the items pictured can be very dangerous if handled improperly. All of the items pictured can be very dangerous if someone breathes too much of them. Go through each item individually, and discuss each item's hazardous component.
3. Have the students complete the activity on page 32 as a group. Decide whether or not the storage area shown is a safe place for that particular item.
4. Have the students search the classroom for potential safe places for dangerous substances. Ask the custodian of the school building to come in and explain how he/she handles dangerous cleaning supplies and other hazardous materials. The custodian may also want to show students where supplies are stored safely within the school.

NOTES



IS THIS STORAGE AREA SAFE?

Place an "X" on the unsafe storage areas.



LESSON TEN

CIGARETTE SMOKING



OBJECTIVES

Students will discuss the health risks involved with cigarette smoking.

Students will learn how to make healthy decisions about the drug nicotine.

PICTURE-TALK

Buddy's dad smokes cigarettes. Buddy's dad has smoked cigarettes since he was 15 years old. When Buddy asks his dad to please stop smoking, his dad tells him that it is very hard for him to quit because he has been smoking for so long. Buddy worries about his dad's health because his dad coughs quite a bit. When Betsy visits Buddy's house, his dad has to smoke outside because the smoke bothers Betsy.

LEARNING EXPERIENCES

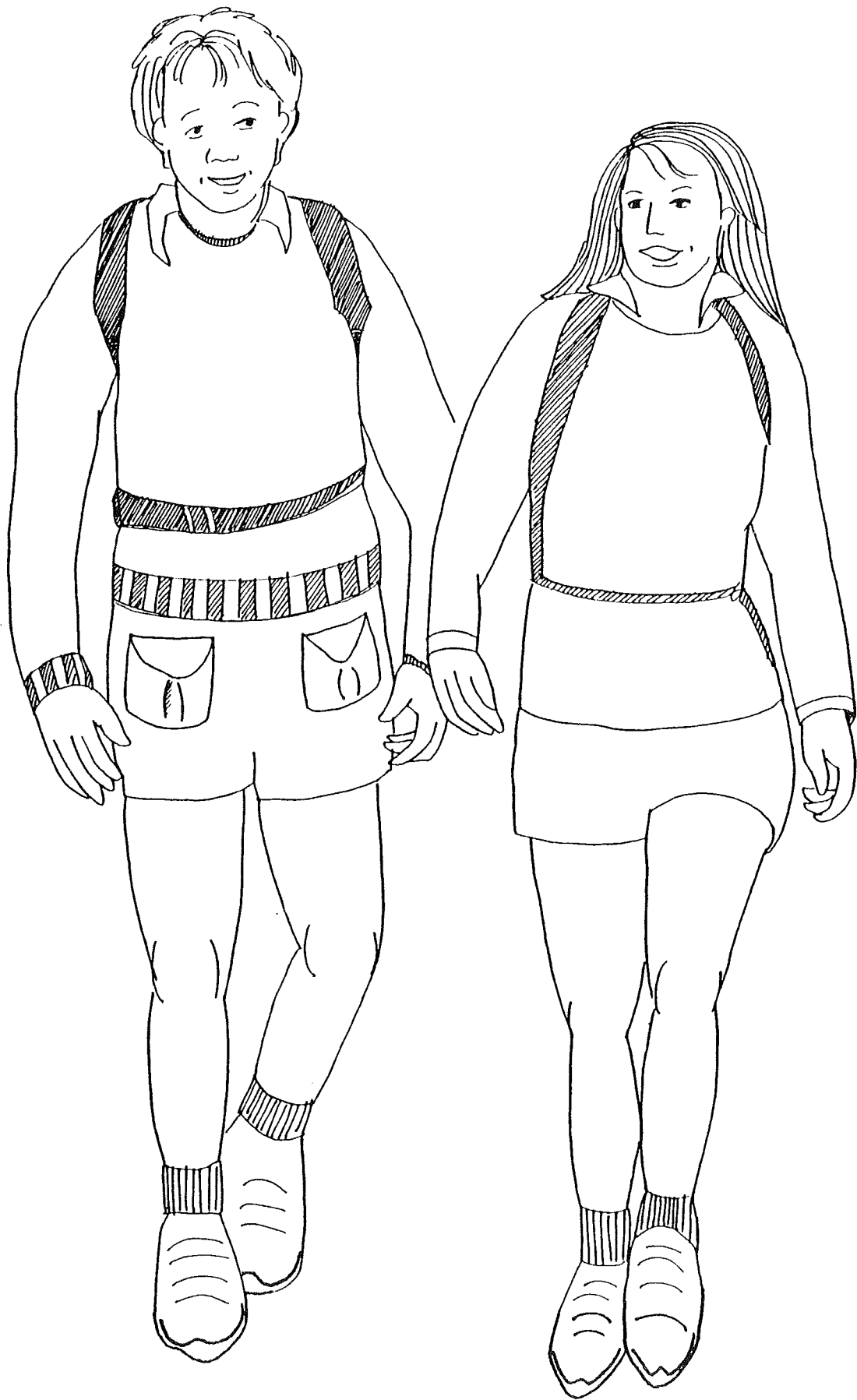
1. Discuss how Buddy feels about his father smoking. Create a cooperative list of ways the students can try to get an adult to quit smoking. Explain that no matter how much a person loves someone, if the person wants to smoke, they will. Encourage the students to come up with positive alternatives for the smoker.
2. Have the students complete the activity on page 34 depicting a young man and woman walking. Emphasize that these two people look healthy and happy. Ask the students to name some of the things that can happen if a person smokes cigarettes over a long period of time (e.g., their teeth may turn yellow, they may get extra wrinkles on their face, their lungs may turn black, they may have a heart attack).

Have the students mess these young, healthy people up by placing cigarettes in their hands, yellow on their teeth, an "X" on their hearts, and black on their lungs. Explain that this is an exaggeration, but that these problems can occur if a person smokes for a long period of time.

Discuss what the people looked like before they started smoking and what they look like now.

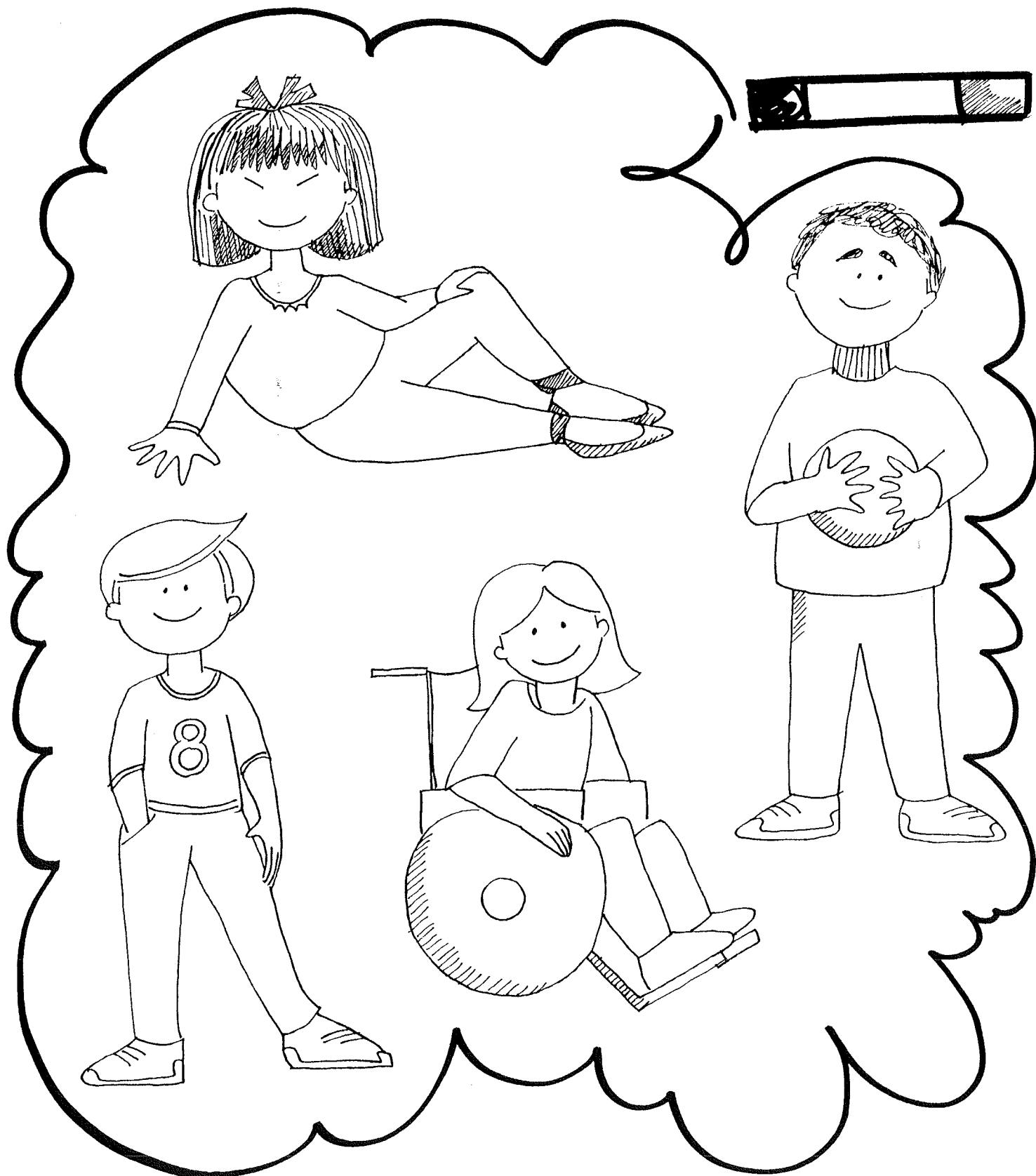
3. Discuss the fact that cigarette smoke hurts the people who do not smoke. Ask the children how many of them know someone that smokes cigarettes. Ask them how it makes them feel when the person smokes around them.
4. Have the students complete the activity on page 35 entitled, "Smoke Stinks." Discuss the activity afterwards, and encourage students to share similar experiences that they have had with smoky situations.

NOTES



SMOKE STINKS

Mark the areas on these children's bodies that are being hurt by breathing cigarette smoke.



LESSON ELEVEN

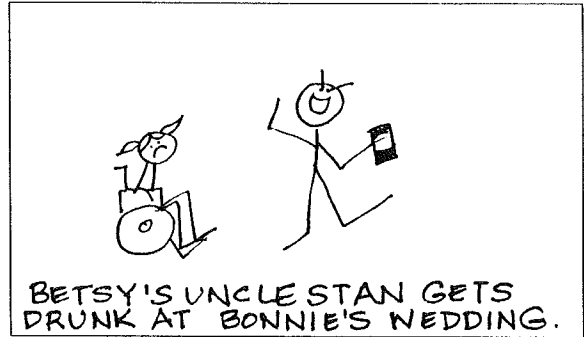
WHAT IS ALCOHOL?

OBJECTIVES

- Students will learn that alcohol is a drug.
- Students will learn that alcohol has serious effects on people.

PICTURE-TALK

Betsy's cousin Bonnie got married last summer. Betsy was the flower girl, and it was very exciting for her because she got all dressed up! Betsy's Uncle Stanley drank too much beer at the reception and became drunk. Uncle Stanley started talking very loudly and walking around and tripping over things. Betsy became very worried and wondered how her Uncle Stan had become so drunk. Betsy's dad tried to keep Uncle Stanley from driving home drunk. That was the first time that Betsy had ever seen someone who was drunk.



LEARNING EXPERIENCES

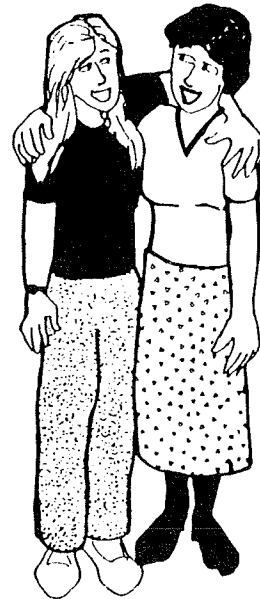
1. Ask the students if they have ever seen someone who was drunk. Explain that the alcohol in the beer made Uncle Stanley drunk. Uncle Stanley became drunk because he drank too much beer. If Uncle Stanley had been drinking soda pop, he would not have become drunk. Alcohol causes people to behave differently than they would normally behave.
2. Have the students complete the activity on page 37. Emphasize that alcohol is a very strong drug that affects people in many different ways.
3. Show the students page 38., and ask them what is happening to the man in the picture. (This man is acting wild because he has been drinking too much alcohol.)
4. Some illustrations of different types of alcoholic beverages are shown below.

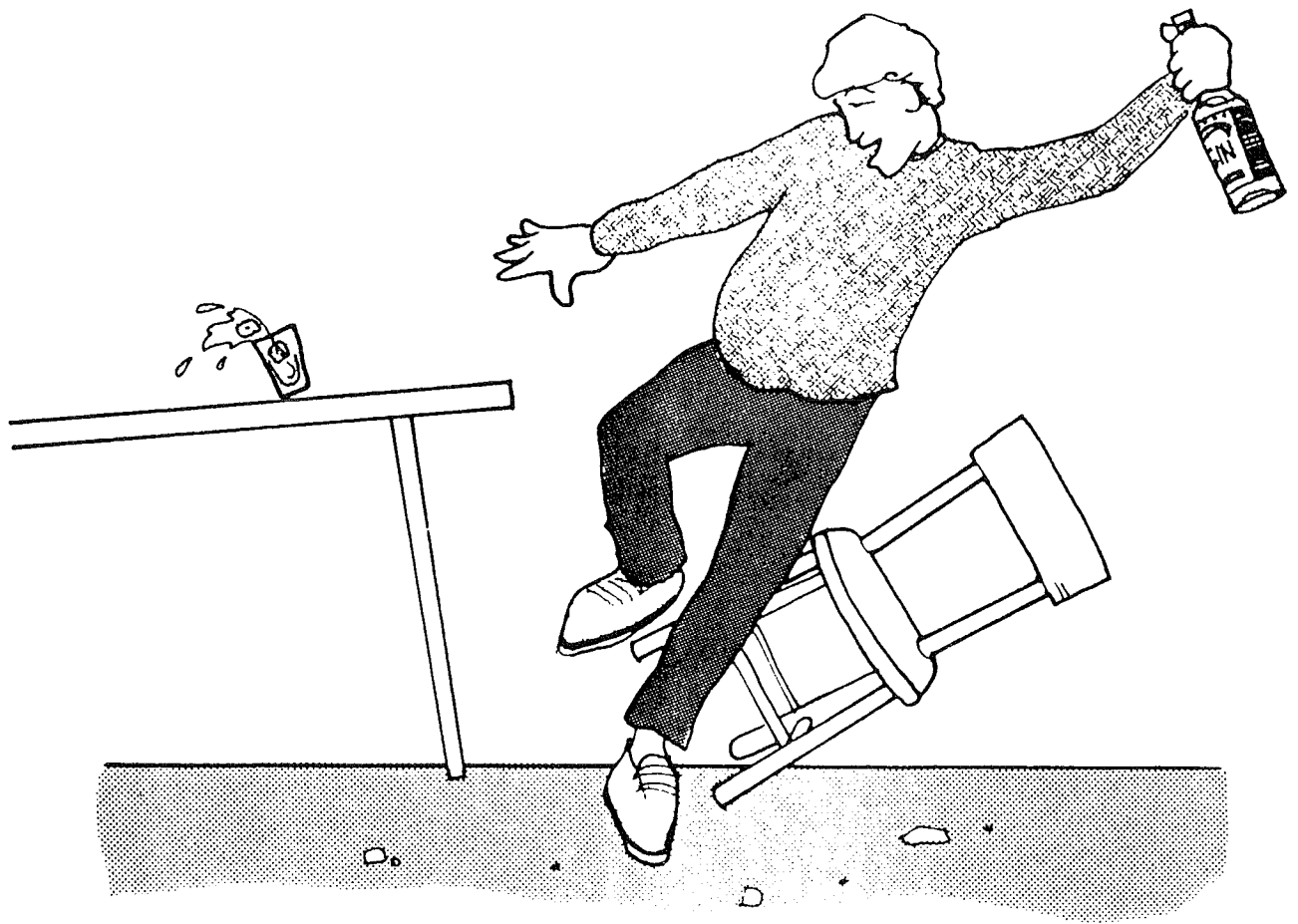


NOTES

TOO MUCH IS TOO MUCH

Circle the people who have had too much alcohol to drink.





FOR THE TEACHER: HOW IS ALCOHOL ABSORBED INTO THE BODY?

- * A. Ethyl alcohol, found in alcoholic beverages, is absorbed directly into the bloodstream in about 5 minutes with peak concentration occurring in about 30 to 90 minutes. No digestion is necessary.
- * B. Approximately 20 percent of a drink of alcohol is absorbed directly from the stomach into the bloodstream.
- * C. The remaining 80 percent is absorbed directly from the stomach into the bloodstream.

The rate of absorption depends on several factors.

- * 1. Alcohol taken on an empty stomach is absorbed more quickly, producing a higher blood alcohol level than if the same drink were consumed after or with a meal.
- * 2. The greater the concentration of alcohol in a beverage, the more rapid the absorption.
- * 3. The speed of drinking an alcoholic beverage is another important factor that affects the rate of absorption; the faster you drink, the faster the absorption of alcohol takes place.
- * 4. A heavier person tends to absorb alcohol more slowly. This slower rate of absorption is due to the larger amount of fluid in the body of a heavier person.
- * 5. Each individual has a different degree of tolerance for alcohol. Some will only need a couple of drinks to become affected, while others can drink more without feeling the effects.

M.G. Minter, Drug Abuse, Galludet College.

FOR THE TEACHER:

ALCOHOLISM

Alcoholism is an illness resulting in uncontrolled drinking of alcoholic beverages.

ALCOHOLIC

An alcoholic is a person who cannot control his drinking. This causes problems for his family, body, mind, job, and himself.

FACTS ABOUT ALCOHOLISM

- * 1. In the U.S., about 7 out of 10 adults drink alcoholic beverages.
- * 2. About 1 in 10 drinkers becomes an alcoholic--that is, there are about 10 million alcoholics in the U.S.
- * 3. Along with cancer, heart disease, and mental illness, alcoholism is one of America's top health problems.

FACTS ABOUT ALCOHOL

Alcohol is the intoxicating ingredient in the following alcoholic beverages.

- * 1. BEER AND ALE are made by fermenting cereal grains and malt. Hops may be added for distinctive flavor. Most contain 4-7% alcohol.
- * 2. WINE (champagne, sherry, etc.) are made by fermenting grapes or other fruit. Regular wine contains 9-14% alcohol. Dessert wines, such as port and sherry, contain 18-21% alcohol.
- * 3. HARD LIQUOR (whiskey, gin, vodka, rum, etc.) are made by distilling fermented brew (made from grain, fruit, or molasses). Hard liquor (80-100 proof) contains 40-50% alcohol.

HOW MUCH IS ONE DRINK?

12 oz. beer 4-5 oz. of wine 3 oz. of sherry



1 1/2 oz. whiskey one highball or cocktail (80 proof)



WHAT DOES ALCOHOL ACTUALLY DO TO PEOPLE?

- * 1. Alcohol rapidly enters the bloodstream and circulates to all parts of the body within a few minutes. Alcohol does not require digestion, but absorption into the bloodstream is slowed by food in the stomach.
- * 2. Alcohol primarily affects the brain. Alcohol "knocks out" control centers one by one. This results in INTOXICATION.
- * 3. The body burns alcohol at the rate of about 1 oz. per hour. This means that it takes at least one hour for each drink to go completely through the bloodstream and out of the body.
- * 4. Ninety percent of the alcohol is broken down by the liver, and 10% is eliminated via lungs and kidneys.

POSSIBLE SYMPTOMS OF ALCOHOLISM

- * 1. Increasing tolerance for alcohol

FOR THE TEACHER (CONT.)

- * 2. Blackouts
- * 3. Denying that they have a drinking problem
- * 4. Personality changes
- * 5. Obviously uncontrolled drinking

THE HEAVY COSTS OF ALCOHOL ABUSE

- * 1. HIGHWAY DEATHS: About 23,000 people are killed in alcohol-related crashes on U.S. highways each year.
- * 2. INJURIES TO TEENS: Drunk driving plays a role in about 130,000 injuries to teenagers every year.
- * 3. SPOUSE ABUSE: Alcohol is a factor in at least 45% of all cases of spouse abuse.
- * 4. CRIME: At least 50% of all homicides and high percentages of other violent crimes are alcohol related.
- * 5. ARRESTS: Over 2 million people are arrested each year for driving while intoxicated and public drunkenness.
- * 6. ECONOMIC DRAIN: Alcohol costs the nation about \$50 million each year in lost employment and productivity.

This information was adapted from "What Everyone Should Know About Alcohol"--a Scriptograph booklet.

LESSON TWELVE

WHAT IS ALCOHOLISM ?

OBJECTIVES

- The students will learn some of the characteristics of alcoholism and alcoholics.
- The students will learn a simple definition of "alcoholism."

PICTURE-TALK



Buddy's mom drinks too much alcohol. Buddy's mom drinks at least 5 days a week. When she drinks, Buddy's parents get into fights. When Buddy's mom drinks beer, she does not stop at just one, she drinks all of the beer in the refrigerator and sometimes she drives to the store and buys more beer. Buddy's mom is an "alcoholic" because she cannot control her drinking. Buddy does not like to talk about his mom's drinking with anyone, not even with Betsy. Buddy worries about his mom because he is afraid that she is going to get hurt because of her heavy drinking. Buddy is also afraid that his mom and dad will get a divorce.

LEARNING EXPERIENCES

1. Discuss Buddy's situation with the class. Ask the children if they know someone who drinks too much alcohol. Explain that Buddy's mom has a problem which is causing problems for everyone in the family.
2. Show the students pg. 44., and ask them to describe what they see on the page. Explain that this man is an alcoholic because he is ignoring everything else in his life in order to drink (e.g., health, work, family, bills).
3. Show the students pg. 45., and tell them the following story.

This is Billy and his older sister Melissa. The woman in the picture is their mother. Billy and Melissa's mom is an alcoholic.

One day Billy and Melissa came home from school and found their mom asleep on the kitchen table with a bottle of wine next to her. Billy and Melissa did not know what to do. Their mom had been drinking too much wine (alcohol) for a long time, and they were worried.

Billy and Melissa went to Mrs. Conner's house for dinner. Mrs. Conner came over and put their mother to bed. The children stayed at Mrs. Conner's house overnight.

Ask the children what they would do if they were in Billy and Melissa's place.

Emphasize that Billy and Melissa must get help immediately for this problem. First of all, if their mother is not taking care of them properly she should be reported to Children's Services. Billy and Melissa should also get help at school (e.g., school counselor, teacher, social worker). A support group with children their own age who have similar problems would be another helpful approach.

4. Show the students pg. 46., and tell them the following story.

This is Shelly and her mom. Shelly's mom drank too much beer last night, and now she feels very sick. Now Shelly's mom cannot go to work because drinking made her stomach and head hurt.

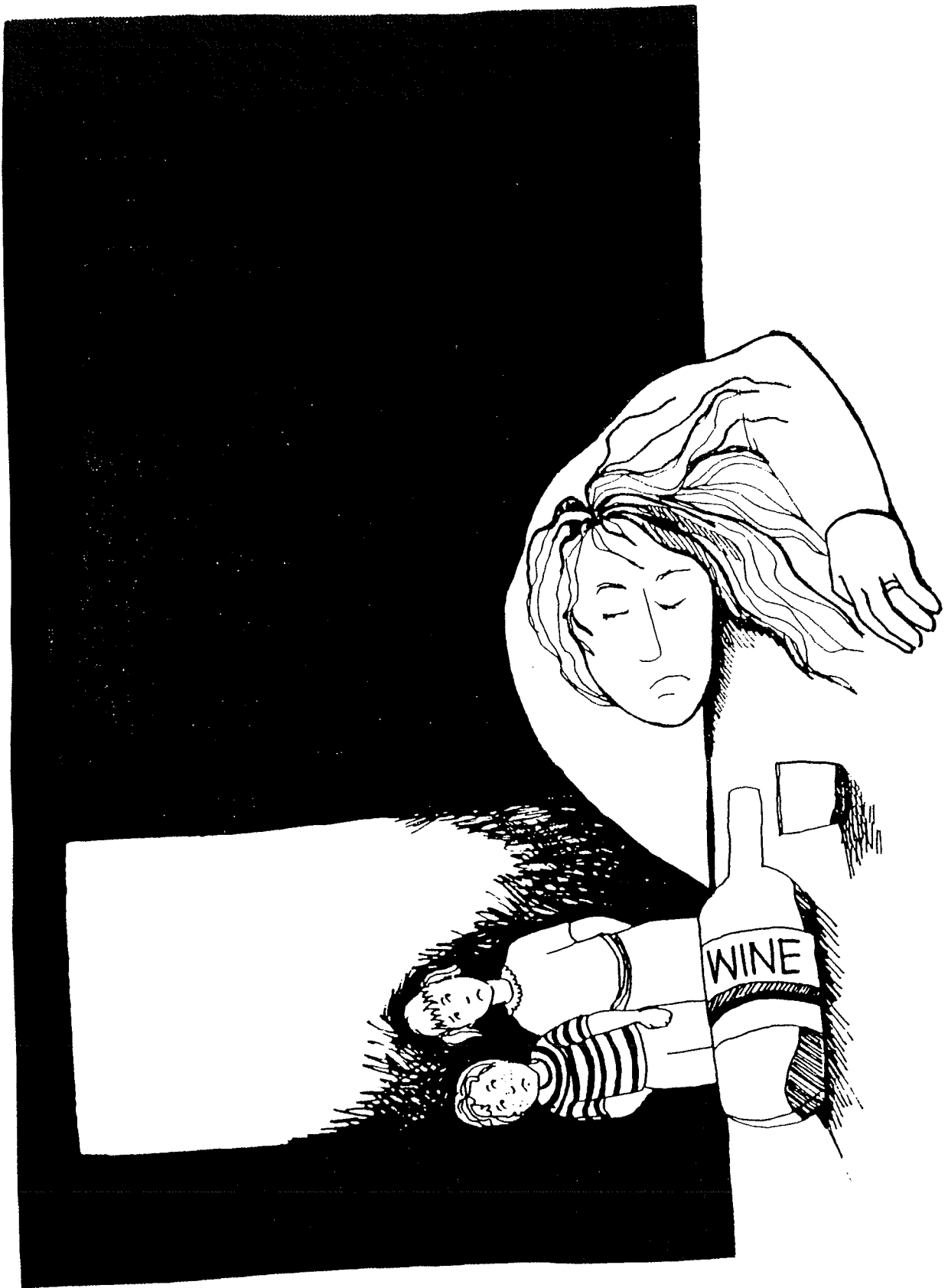
LESSON TWELVE (CONT.)

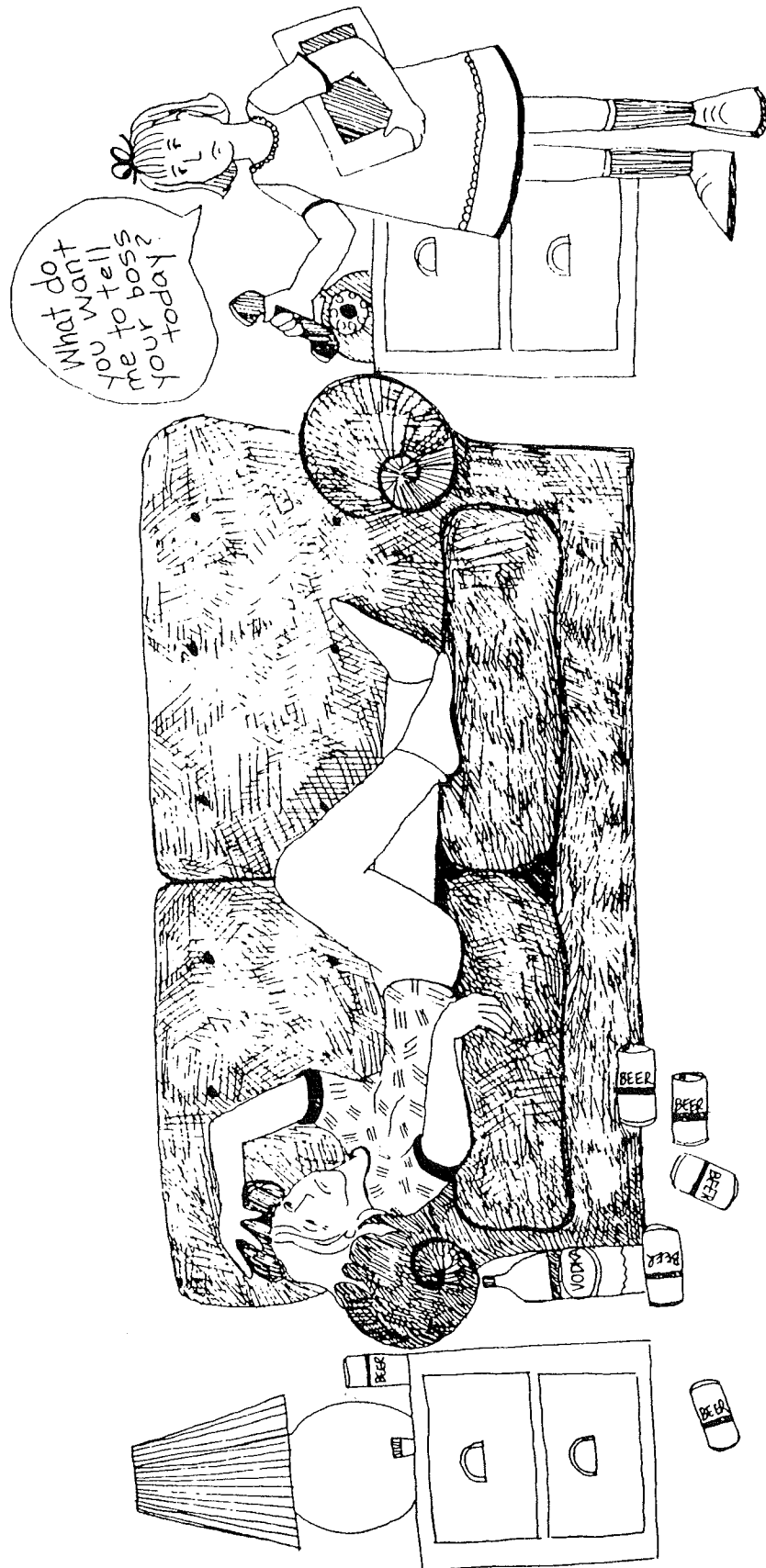
Shelly got up this morning, took a bath, dressed herself, and made breakfast. Shelly's father is away from home for a couple of weeks, so she cannot tell him about her mother. Shelly was on her way to the school bus when her mother's boss called to see why she was not at work.

After telling the story, ask the students: "What should Shelly tell her mother's boss?"

5. Tell the students that there is good news in that there is help for the alcoholic and his or her family. We will discuss the help someone can get later.

NOTES



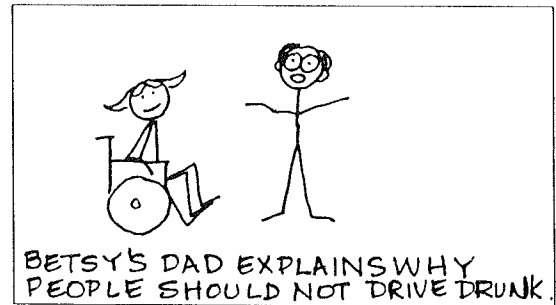


LESSON THIRTEEN

WHAT CAN HAPPEN IF A PERSON DRINKS TOO MUCH ALCOHOL?

OBJECTIVES

- Students will learn about some of the things that can happen to a person if they drink too much alcohol.
- Students will learn that it can be extremely dangerous to drink too much alcohol.



PICTURE-TALK

When Betsy and her parents went home from Bonnie's wedding, Betsy asked her mom and dad why they did not want Uncle Stanley to drive home drunk. Betsy's parents explained that Uncle Stanley could have gotten into a very bad accident, and he could have hurt himself and others.

Betsy's dad explained that when a person is drunk from drinking too much alcohol, they are not alert and many bad things can happen if they drive a car. Betsy's dad told her that many people die each year because of accidents caused by drunken drivers. Accidents caused by drunken drivers are just one of the things that can happen if someone drinks too much alcohol.

LEARNING EXPERIENCES

1. Discuss Betsy's questions, and ask the class to explain what they would do if someone asked them to drive with them after they had been drinking.
2. Accidents caused by drunken drivers are just one of the things that can happen when a person drinks too much alcohol. Show the students the page indicated, and tell them the following mini-stories:
 - a. This is Fred. Fred drank too much alcohol, and now he is angry. Sometimes when a person drinks too much alcohol they will become angry for no reason at all. (pg. 49)
 - b. This is Jenny. She drank too much beer, and she fell on the sidewalk. When Jenny drinks, she becomes very clumsy. Some people become clumsy when they drink too much because the alcohol slows their body down. (pg. 50)
 - c. This is Maggie. When Maggie drinks too much alcohol, she acts very wild. This is what she looks like after she drinks too much. Sometimes she takes her shoes off and dances around the room when she is drunk. People stare at her, but she does not care because she is drunk. (pg. 51)
 - d. This is Sam. When Sam drinks too much alcohol, he breaks things. When he breaks things, he blames other people for something that he has broken. He gets pretty nasty when he drinks too much alcohol. (pg. 52)
 - e. This is Pete. When Pete drinks too much, he spills his drinks and acts silly. Some people act silly when they drink alcohol. When Pete drinks too much, his silliness gets him into trouble. (pg. 53)

Emphasize that alcohol affects each person differently. Some people become angry like Fred when they drink too much alcohol. Some people become clumsy like Jenny, and some people act wild like Maggie.

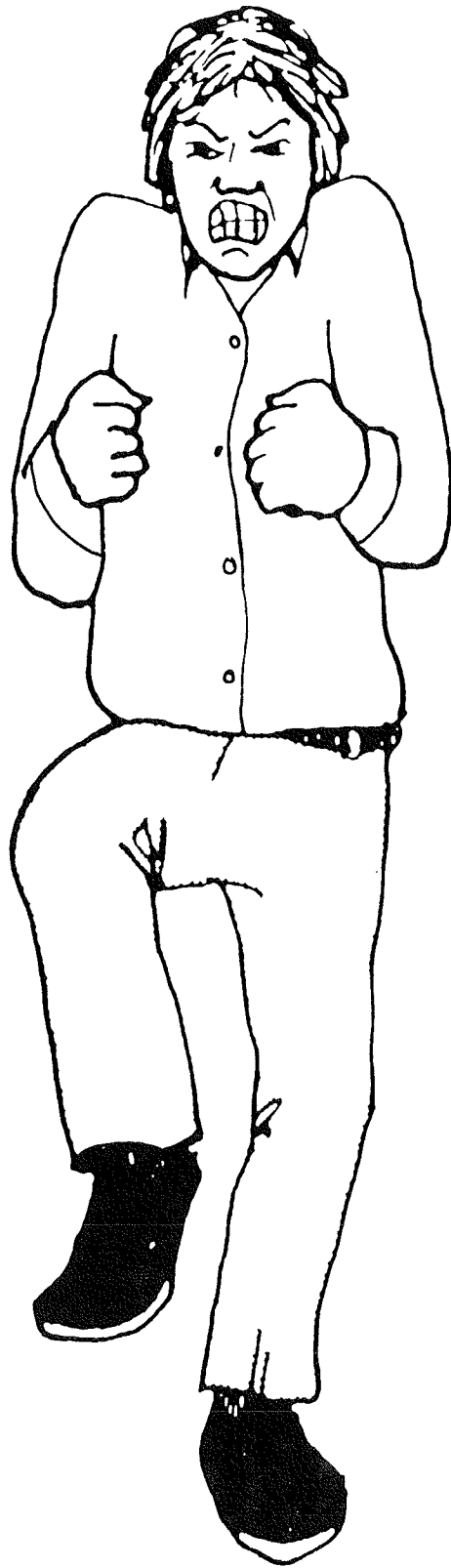
No matter how a person behaves while they are drinking, it is extremely dangerous for anyone to drink too much alcohol.

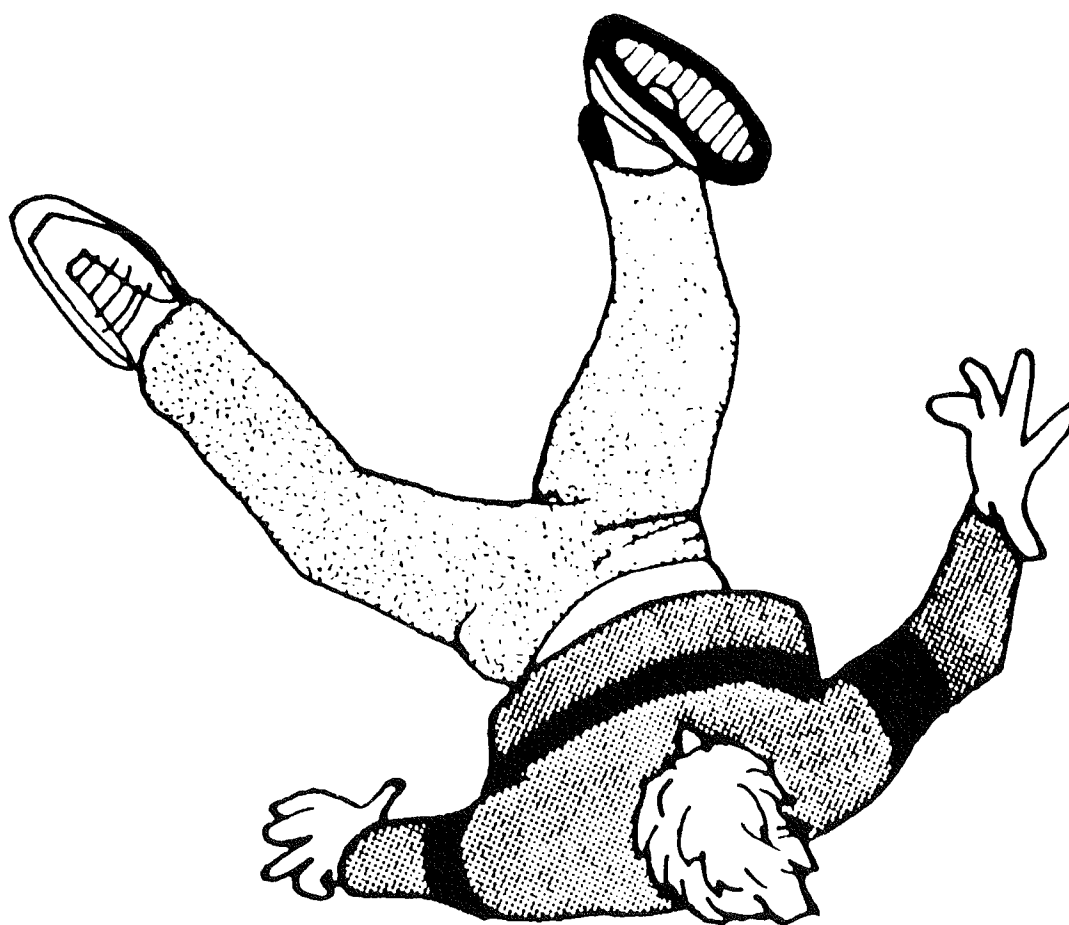
3. Ask the students if they have ever seen someone who behaved differently after drinking too much alcohol. Ask them how the person acted and why they feel the person acted that way. Discuss the dangers of being around someone who becomes violent while they are drinking alcohol.

LESSON THIRTEEN (CONT.)

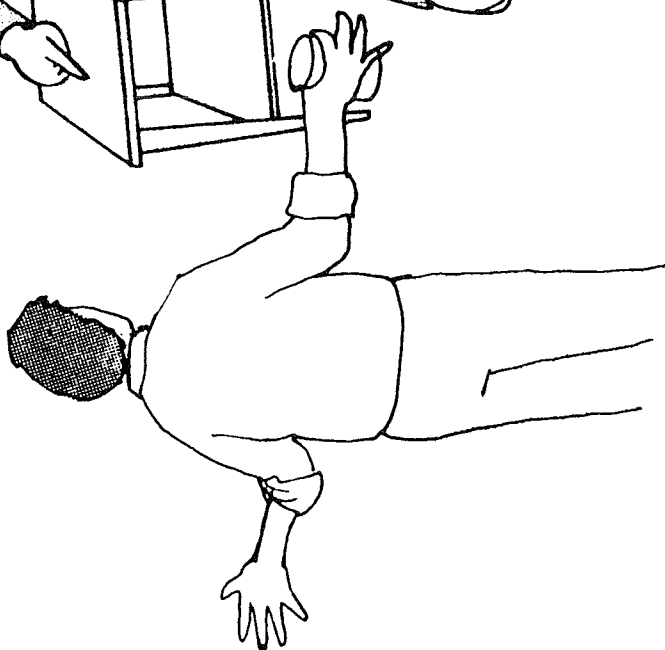
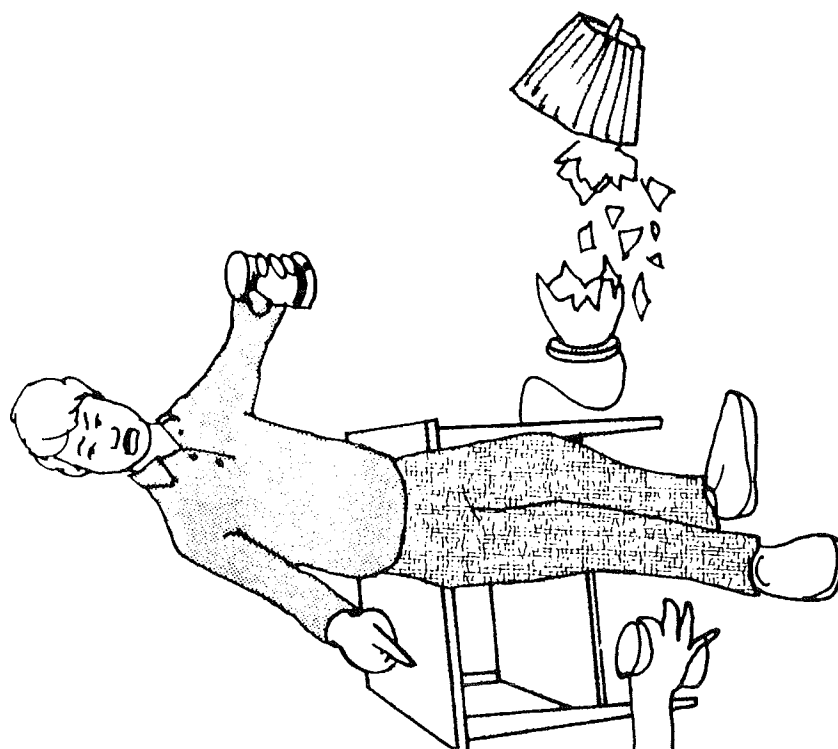
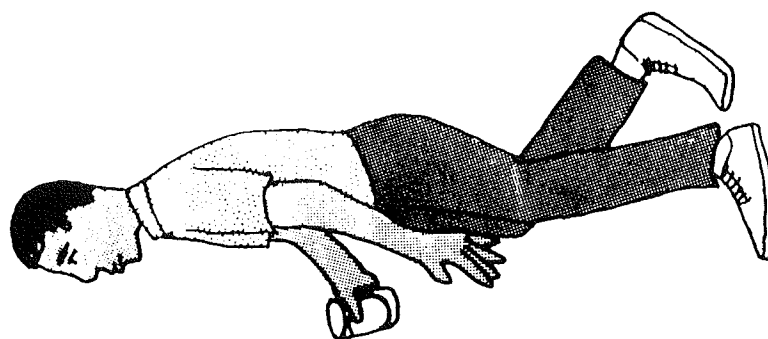
4. Emphasize that we are only discussing people who drink too much! Children may worry about a parent or a family member who drinks socially. Problem drinking usually creates multiple problems in a person's life. Check the signs of alcoholism located earlier.

NOTES





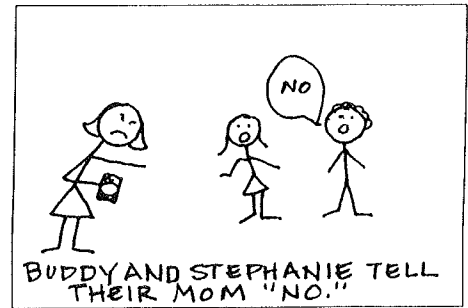






LESSON FOURTEEN

DRINKING AND DRIVING ("Should I Get Into a Car If the Driver Has Been Drinking?")



OBJECTIVE

The students will learn that they should never get into a car when the driver has been drinking too much alcohol.

PICTURE-TALK

Last week Buddy and Stephanie came home from school, and their mother was drunk again. Their mother told them that she was going to drive to the grocery store and told Buddy and Stephanie to get in the car. Buddy and Stephanie did not want to go to the store with their mother because she was drunk. Buddy and Stephanie knew they should never ride in a car with someone who is drunk, even if it is their own mother!

Stephanie signed "no," and Buddy told his mom that they would not go with her because she was drunk. Their mother became very angry and went to the store by herself. Buddy and Stephanie made a good decision not to drive with their mother, but it was very hard for them.

LEARNING EXPERIENCES

1. Discuss Buddy and Stephanie's situation with their mother. Ask students what they would have done in a similar situation. Ask them why Buddy and Stephanie told their mother that they would not go with her to the store. Discuss some of the problems that can occur when a person drives when they are drunk (e.g., can hurt themselves and others, can cause an accident).
2. Have the students role-play a situation in which they are told to get into a car with an adult who had been drinking too much alcohol. Discuss the problems involved with a young child telling an adult that they will not get in the car with them. Telling an adult who is drunk that you will not get into the car with them is very hard because they might become angry with you. Discuss the difficulty of telling an adult that you will not do something that they want you to do.
3. Have the students line up in two rows, and ask them to pretend that they are cars. Have them move together in a straight row as if they were cars driving down the road. Join the line and pretend that you are drinking a beer. Drive erratically and have the students continue driving in a straight line. Run into someone and cause an "accident."

Ask the students to stop and look at what happened. Discuss what may have happened if they had been driving in a real car.

NOTES

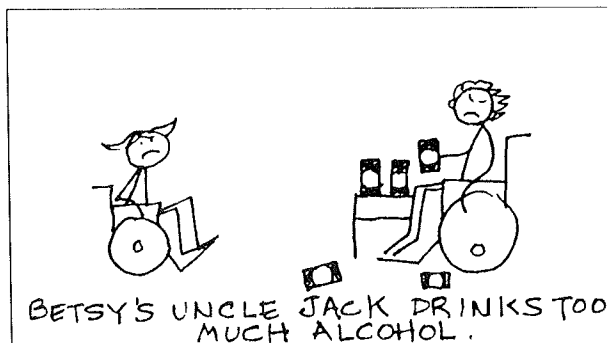
LESSON FIFTEEN

WHAT DOES AN ALCOHOLIC OR DRUG ADDICT LOOK LIKE?

OBJECTIVE

Students will learn that anyone, (e.g., young, old, black, white, male, female) who drinks too much alcohol or takes too many drugs can become an alcoholic or drug addict.

PICTURE-TALK



Betsy's Uncle Jack is an alcoholic. Uncle Jack uses a wheelchair just like Betsy. Uncle Jack was in a car accident because he was drinking and driving. After his accident he has continued to drink just as much as he did before. Betsy's parents have tried to help Uncle Jack but he says that he does not want help from anyone.

Betsy was very surprised to find out that someone who uses a wheelchair can be an alcoholic. Betsy's parents told her that anyone who drinks too much or who takes other drugs can become an alcoholic or a drug addict. Betsy wishes that Uncle Jack would stop drinking too much because he has lost his job and he just sits and watches television all day.

LEARNING EXPERIENCES

1. Discuss Uncle Jack's drinking problem. Ask the students if they were surprised like Betsy was, that even someone who uses a wheelchair can become an alcoholic or a drug addict. Ask the children what they would do if they knew someone who drinks too much like Betsy's Uncle Jack does. Discuss some of the things they have experienced.
2. Have the students complete the activity on page 56, entitled, "Circle the Alcoholics and Drug Addicts." Ask them to circle people on the page that they think could be alcoholics or drug addicts. When everyone has finished circling, ask them to show you who they circled. Now ask them to circle **everyone** on the page as you name the person or occupation aloud (e.g., "Circle the young boy," "Circle the secretary," "Circle the policeman").

After circling everyone on the page, use this activity to emphasize that anyone can become either an alcoholic or a drug addict if they drink alcohol or take other drugs to excess.

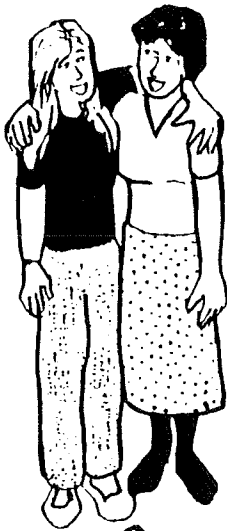
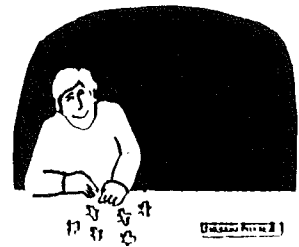
3. Ask the students how they felt when they were circling all of the people on the page (e.g., scared, funny, weird.) Now have the students draw a picture of what an alcoholic or drug addict might look like. Create a new list of characteristics of an alcoholic or drug addict. You should get an infinite list this time.

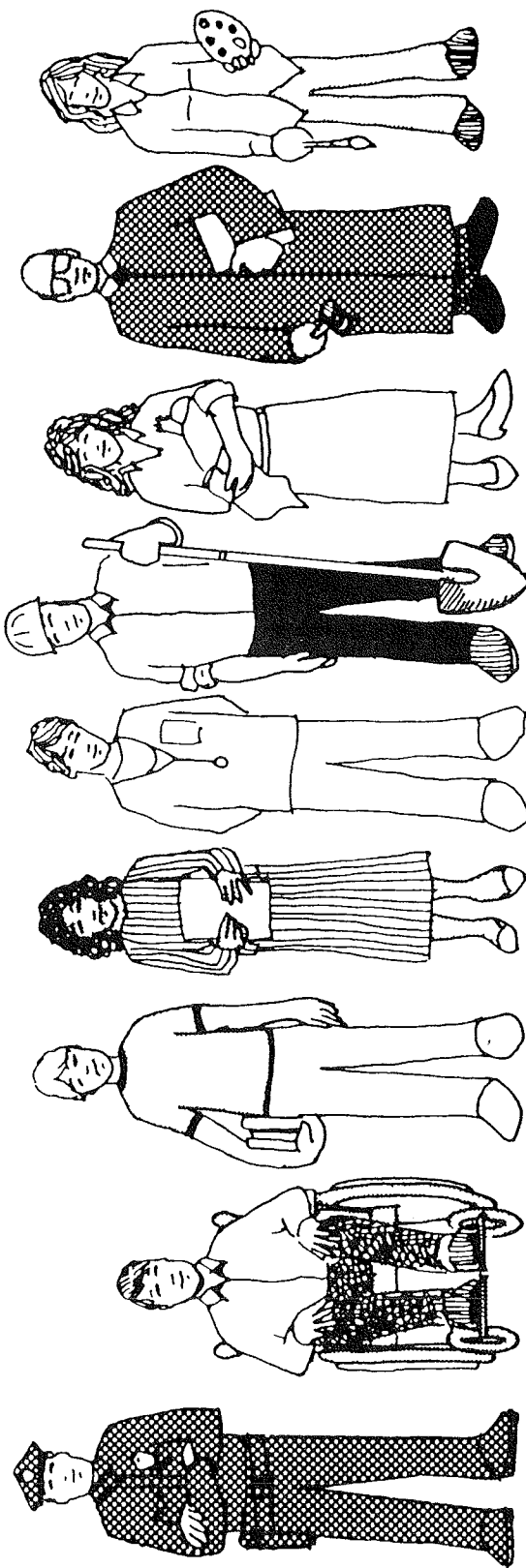
Continue emphasizing that anyone can have this problem; it does not matter what they look like or who they are.

4. Show the students page 57 and ask the students to tell you which of these people might become an alcoholic or drug addict. Discuss the reasons they feel this way.

NOTES

CIRCLE THE ALCOHOLICS AND DRUG ADDICTS





FOR THE TEACHER: IS THERE AN ALCOHOL OR OTHER DRUG PROBLEM?

Circle the responses that fit your situation or the situation of someone you know.

- * 1. Do you use alcohol or drugs to handle stress or escape from life's problems?

YES NO

- * 2. Have you ever unsuccessfully tried to cut down or quit using alcohol or other drugs?

YES NO

- * 3. Have you ever been in trouble with the law or been arrested because of using drugs or alcohol?

YES NO

- * 4. Do you think a party or social gathering is not fun unless alcohol or other drugs are served?

YES NO

- * 5. Do you avoid people who do not approve of alcohol or other drugs or avoid situations where alcohol or drugs are not served?

YES NO

- * 6. Do you neglect your home or work responsibilities because of drinking or other drug use?

YES NO

- * 7. Have your friends, family, or employer expressed concern about your drinking or drug use?

YES NO

- * 8. Do you do things under the influence of alcohol or other drugs that you would not normally do?

YES NO

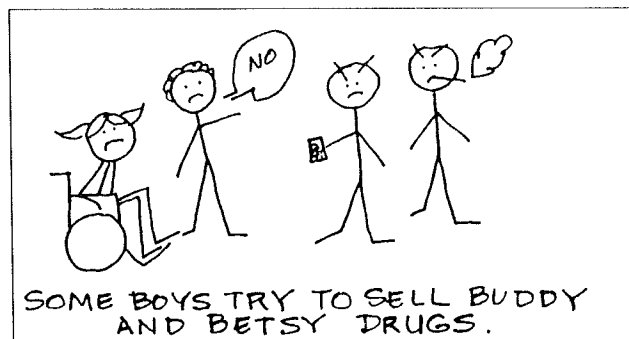
- * 9. Have you ever seriously thought that you might have an alcohol or other drug dependency problem?

YES NO

Scoring: The more "YES" has been checked, the more likely you or someone you know has an alcohol or drug problem.

LESSON SIXTEEN

WHAT IS A DRUG?



OBJECTIVES

The students will learn that there are many different kinds of drugs that have various affects on the mind and body.
The students will learn that alcohol, marijuana, stimulants, narcotics, hallucinogens, and inhalants are all drugs.

PICTURE-TALK

One day Buddy and Betsy were in the park when two older boys asked them if they wanted to buy some pills (drugs). The boys told Buddy and Betsy that they would have to pay \$1.00 for each pill and that the pills would make them dizzy and would also make their head feel like it was spinning. Buddy and Betsy got scared and told the boys that they did not want to take their pills. The boys teased them and called them babies for not trying the pills. Buddy and Betsy went home and told their parents what had happened. Their parents told them that they made the right choice by leaving.

LEARNING EXPERIENCES

1. Discuss Buddy and Betsy's experience in the park and ask the children what they would have done in a similar situation. Emphasize the danger involved if Buddy or Betsy had taken one of the pills. They could have become extremely sick.
2. Show the students page 69, which depicts different types of drugs. Emphasize that medicine is a substance that someone takes to feel better. A drug is a substance that someone takes to change the way they think, act, and feel. Most drugs are against the law (illegal). The only drug that is not illegal is alcohol, but alcohol causes more problems than any other drug in our country.
3. Explain that drugs are used by people to change the way a person thinks, acts, and feels. Drugs are different from medicine because people take medicine to get better when they are sick. There are several types of drugs, they are called: stimulants, narcotics, hallucinogens, marijuana, inhalants and depressants. The following stories will demonstrate various drugs and their affects on several different people. If you think that your students will not benefit from this section please leave it out. It is important that the students understand that both medicine prescribed by a doctor and illegal drugs can be dangerous if used improperly.

LEARNING EXPERIENCES : STIMULANTS

1. Show the students page 70 and read the following monologue.

Hi! I am a can of cola! I have the stimulant caffeine inside of me. I can make a person's heart beat faster, and I can make a person so nervous that they cannot sleep at night. (Ask the children if they know anyone who has to have a cup of coffee in the morning to wake-up?) Coffee also has caffeine in it and stimulates the body and the mind. Stimulants include caffeine, nicotine (cigarettes), cocaine, and amphetamines.

Information for the Teacher: Stimulants

1. Stimulants include bennies, dexies, uppers, black beauties, pep pills, crank, speed, and "crack" (see pgs 71, 72, 73).
2. Physical symptoms include loss of appetite, anxiety, irritability, rapid speech, tremors, and mood elevations.

LESSON SIXTEEN (CONT.)

3. Dangers include disorientation, severe depression, paranoia, possible hallucinations, increased blood pressure, and fatigue.

2. Tell the following story about Jamie and Aaron.

Jamie and Aaron got some "speed" from Jamie's older brother, Ron. Ron told them it would make them "hyper" and give them lots of energy.



"Speed" is a stimulant. Aaron was scared about taking the "speed," but Jamie told him that it would be fun....



Jamie showed Aaron the tiny pill of "speed" and made fun of Aaron for thinking that such a little pill could be dangerous.



Aaron was still not quite convinced that it was not dangerous because his mother told him that he should never take pills unless he asks her first.



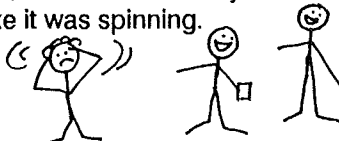
Jamie took the pills because he wanted to impress Ron. Aaron did not want them to think he was a baby so he took some too.



After about 10 minutes, Aaron became worried because his heart was pounding so loudly and fast that it seemed as though it was going to pound right out of his chest.



Jamie and Ron just laughed, but Aaron felt very nervous and wanted to cry. His whole body felt like it was buzzing and his head felt like it was spinning.



Aaron said good-bye to the other boys and rode home on his bike.



His mother noticed that there was something wrong because he could not sit still. Aaron finally told his mom what he had done with the other boys. His mother took him to the doctor immediately.



LESSON SIXTEEN (CONT.)

Aaron told the doctor what he had done, and the doctor told him that he was very lucky because taking drugs like "speed" can be very dangerous for a person's mind and body.



Aaron said that he knew that it was dangerous but that he had done it anyway so that Jamie and Ron would not call him a baby. The doctor told Aaron that if Jamie called him a "baby" for not taking a drug, he probably was not a very good friend anyway.



Aaron was glad that his heart slowed down.



3. Ask the children to discuss Aaron's experience and ask them what they would have done if they had been in a similar situation.

LEARNING EXPERIENCES: DEPRESSANTS

1. Show the students page 74, and read the following monologue.

Hi! I am a can of beer! Beer has alcohol in it, and alcohol is a depressant. I can make you slow down and walk crooked. I can make your speech slurred. I am very dangerous because I can cause people to become mean and fight.

Information for the Teacher: Depressants

1. Depressants include barbiturates, sedatives, and tranquilizers (downers, ludes, 714's, yellow jackets, tranks, reds, blues, rainbows).
2. Physical symptoms include decreased alertness and muscle control, intoxication, slurred speech, and drowsiness.
3. Dangers include rigidity and painful muscle contractions, emotional instability, and possible overdose and death, especially when mixed with alcohol.

2. Tell the students the following story about Geoff. One day Geoff took some beer cans out of his parents' refrigerator when his mom was doing laundry.



He and his friend Teddy met in their secret hide-out to drink the beer. Teddy took one sip of the beer and did not like the taste. He gave the rest to Geoff.



Geoff drank much more than Teddy. After a few minutes Teddy noticed that Geoff started acting "weird." Geoff's voice became very loud and he could not play the card game that they always played together.

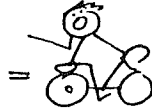


Geoff wanted to ride bikes in the neighborhood. Teddy was worried that they would get into trouble, because Geoff was being really loud and wild.

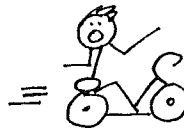


LESSON SIXTEEN (CONT.)

Teddy finally went with Geoff, but he was still worried. Geoff was riding his bike all over the place. He was riding on other people's lawns. Teddy warned Geoff that he should calm down, but Geoff just acted worse.



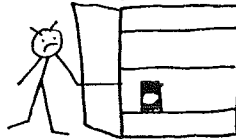
Finally, Geoff's father drove up and saw his son riding his bike all over the neighborhood. Geoff's father told Geoff to go home right away.



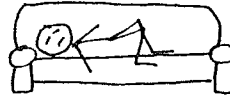
When Geoff got home his father asked him why he was riding his bike on the neighbor's lawn. Geoff said he did not know, but that he just felt like it.



When Geoff's father went to get a beer out of the refrigerator, he noticed that there was only one beer left. He figured out that Geoff had taken the beer.



When his father came back into the room, Geoff was asleep on the couch. The beer had made him drowsy, and he had fallen asleep sitting up.



Geoff's mother and father waited until he woke up. Then they talked to him about what he had done. First of all, they were upset with him for taking something (the beer), without asking. Secondly, they were upset with him for drinking the beer.



Geoff was very lucky that he was not hit by a car when he was riding his bike all over the neighborhood. His parents were glad that he was not hurt. What he did was very dangerous. His parents were very disappointed with him.



- Discuss what Geoff and Teddy did with the beer. Ask the students if they feel that the boys should be punished. If they say "yes," ask them how the two boys should be punished.

LEARNING EXPERIENCES: NARCOTICS

- Show the students page 75, and read the following monologue.

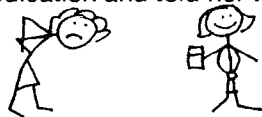
Hi! I am a capsule with a narcotic in me! I can help pain go away. Sometimes doctors prescribe me for pain, but some people use me as a drug when they are not sick or in pain. I am very powerful!

LESSON SIXTEEN (CONT.)

Information for the Teacher: Narcotics

1. Narcotics include heroin (H, smack, junk), morphine (M, Miss Emma), dilaudid (little D), codeine (school boy).
 2. Physical symptoms include insensitivity to pain, euphoria, sedation, nausea, itchiness, watery eyes, and running nose.
 3. Dangers include lethargy, weight loss, hepatitis, slow and shallow breathing, and possible death when combined with other barbiturates.
2. Tell the students the following story about Susie. One day Susie learned a lesson about narcotics that she will never forget!

Susie's mom had a very bad backache and was in a lot of pain. Susie's mom finally went to the doctor, and the doctor prescribed pain medication and told her to take it when her back hurt.



Her mother's back felt better, so she put the pills in the medicine cabinet and forgot about them.



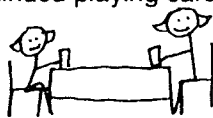
One day when the babysitter was watching her, Susie got the idea that she would take some of her mom's pills. There were so many pills left over that she thought that no one would notice.



Susie told the babysitter that she was going to the bathroom. Susie got into the medicine cabinet and took 5 of her mother's pills for pain.



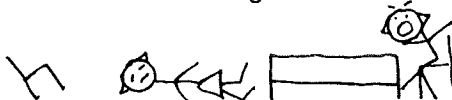
She went back downstairs and continued playing cards with the babysitter.



After a few minutes, Susie started feeling really "strange". Her whole body felt numb, and her fingers started tingling. She started feeling very tired and groggy, and she could barely keep her eyes open.



The babysitter asked her if she was feeling well. Before Susie could answer, she fainted.



The babysitter called "911" and checked Susie's heartbeat. Susie's heart was still beating. The ambulance took Susie to the hospital.



LESSON SIXTEEN (CONT.)

The babysitter still did not know that Susie had taken her mother's pain medication. When Susie finally woke up, they asked her what she had done. Susie whispered that she had taken her mother's pain medication. Susie was very lucky. Her parents were able to take her home after the doctors checked her. Susie told her mom that she would never take medicine that is not hers again.



3. Discuss Susie's behavior and ask the class to explain what kind of problems Susie could have had after taking her mother's medicine.

LEARNING EXPERIENCES: HALLUCINOGENS

1. Show the students page 76, and read the following monologue.

Hi! I am a hallucinogen! I am a very powerful drug that can make a person see things, feel things, smell things, and hear things that are not really there. I can be very dangerous.

Information for the Teacher: Hallucinogens

1. Hallucinogens are known as acid, LSD, PCP, mescaline, peyote, psilocybin, STP, DMT (see pg. 77).
2. Physical symptoms include mood and perception alterations, possible paranoia, panic, anxiety, nausea, tremors.
3. Dangers include unpredictable behavior, flashbacks, possible emotional instability, and psychosis.

2. Show the students pg.78 and tell them the following story about Mark.

This is Mark. Mark took a hallucinogen with his friend Kenny. Now Mark thinks that he sees an elephant coming through the roof!



Of course an elephant is not coming through the roof. It is the drug that is making him see the elephant. Mark is panicking because he really thinks that he sees an elephant!



The drug that he took is so strong that it can make a person see all kinds of things that are not really there. Mark is very frightened and the drug might make him hurt himself in some way. It is almost as though Mark is having a terrible nightmare which was caused by the drug.



The effect of the drug that Mark took lasted about 4 hours. He went through periods of happiness and sadness. The drug was hard on his body, and when it wore off, he became very tired and sad.

3. Discuss Mark's experience with a hallucinogen and the various things that happened to him while he was on the drug. Discuss the dangers of this type of drug and ask the children how they felt while the teacher was telling the story about Mark.

LESSON SIXTEEN (CONT.)

LEARNING EXPERIENCES: MARIJUANA

1. Show the students page 79, and read the following monologue.

Hi! I am a marijuana leaf! Most of the time people call me "pot." People usually smoke me by rolling me up in special paper to make a "joint" out of me. When people smoke me, they can become very sleepy, very talkative, and very clumsy. I can also cause people's hearts to beat faster which is dangerous. I am even worse for people's lungs than cigarettes. Boy! I can really mess a person up inside !

Information for the Teacher: Marijuana

1. Marijuana is called pot, grass, hashish, joint, and reefer.
 2. Physical symptoms include altered perceptions, dilated pupils, lack of concentration and coordination, craving for sweets, increased appetite, and inappropriate laughter.
2. Tell the students the following story about Laurie and her older sister, Shelly.

Laurie has a sister named Shelly. Shelly is in high school, and she can drive. Lately, Shelly has been coming home late and she has not been listening to her parents or following any of the family rules.



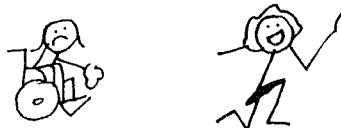
Laurie and Shelly's parents are very upset that Shelly has not been following rules or listening to them. She has been acting like a different person.



Last night, Shelly asked Laurie to hide some "pot" in her bedroom, so her parents would not find it. Laurie told her sister that "pot" is very dangerous for her, but Shelly just told Laurie that "pot" is fun to smoke.



Laurie asked Shelly why so many people got into trouble because of "pot" if it is really that much fun. Shelly told Laurie that she did not have time to explain because she had to meet her new friends. Laurie told Shelly that she better be more careful because these new friends are getting her into trouble and she might get hurt. Shelly just laughed and left.



Laurie worried all night and wondered if she should show her parents the bag of "pot" that her sister had given her to hide.



Shelly did not come home when she was supposed to, so her parents started to worry. Laurie became frightened that something had happened to her sister.



LESSON SIXTEEN (CONT.)

A short time later, the phone rang. Laurie's dad answered the phone and told the person on the other end that he would be there right away. He told Laurie and her mother that Shelly and her friends had been stopped by the police for driving recklessly, and the police had found "pot" in the car.



Shelly and her friend, Carol, had been arrested and were being sent to the juvenile detention center. Laurie and her mother cried, and her dad went to find out what was happening to Shelly. Shelly has to go to juvenile court and find out how long she has to stay in the detention home.



This has been very hard on Laurie's family. Shelly's "pot" smoking has really changed her, and the friends she hangs around with are different. Shelly never got into trouble before she started smoking "pot."



The judge suggested that Shelly go to a treatment center for young people who have alcohol and drug problems. She will get help there and learn how drugs can hurt people's lives and bodies.

3. Discuss Shelly's use of "pot" and the problems that it caused (e.g., family distress, change in Shelly's behavior, Shelly was arrested). Ask the students how they would react if someone gave them a bag of "pot" to hold or asked them to smoke the "pot."

LEARNING EXPERIENCES: INHALANTS

1. Show the students page 80, and read the following monologue.

Hi! I am a can of gasoline! I am an inhalant. Even though most people do not think of me as a drug, some people use me as a drug by breathing my fumes until they get "high." I am very dangerous, and I can kill you very quickly if you use me this way. Some kids try me just for fun, but they do not realize how dangerous I am. Please be careful. Inhalants may not seem like drugs: That is why they are even more dangerous!

Information for the Teacher: Inhalants

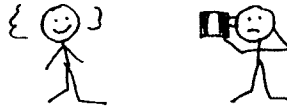
1. Inhalants include gas, glue, nitrites, white-out (see pg. 81.)
 2. Physical symptoms include euphoria, headaches, nausea, fainting, stupor, rapid heartbeat. Users may appear intoxicated and drowsy and have poor muscular control. The odor of the inhalant may be on their clothes.
 3. Dangers include damage to lungs, liver, kidneys, and bone marrow, suffocation, choking, anemia, possible stroke or sudden death.
 4. Look for odor of substance on clothing, intoxication, drowsiness, poor muscular control.
2. Tell the students the following story about David and Jake.

This story is about Jake and David. Please pay very close attention to the story. David's mom and dad are divorced, and he lives with his mother. His mom works until 6:00 pm, and David stays at his neighbor Jake's house until she gets home.



LESSON SIXTEEN (CONT.)

David and Jake heard that if they sniffed gasoline it would make them feel dizzy and weird. David and Jake thought that sounded like fun. One day they were playing in the garage, and Jake gave David the gasoline can. David sniffed and sniffed until he could not sniff anymore.



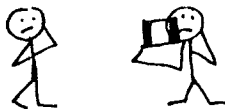
David almost fell over when he stopped sniffing. David felt very dizzy, and the whole garage felt as though it was spinning.



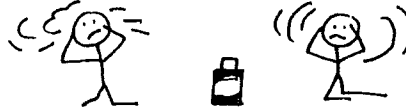
David was not feeling well, so he suggested that they wait until tomorrow. Jake agreed that they would wait.



The next day, David and Jake went back into the garage. David did the same thing he had done the day before. He sniffed and sniffed until he could not sniff any longer. When he was finished sniffing the gasoline, he could hardly breathe and his head felt like it was going to burst (explode).



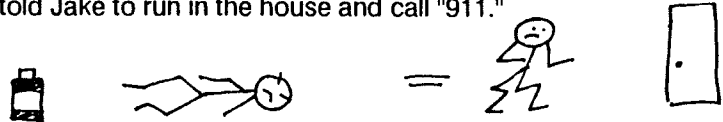
Jake tried it again and became dizzy, but he did not sniff as much as David did. David had to sit down again because he felt very sick to his stomach and the garage seemed as if it was still spinning.



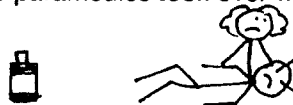
Jake felt a little dizzy but he seemed to be all right. David told Jake that he was worried because he could hardly breathe. Jake told him to try taking a deep breath, but David had already passed out on the garage floor.



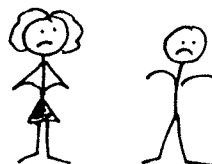
Jake ran into the house to get his mom and tell her that David was sick. She ran out and found that David was not breathing. She gave him CPR and told Jake to run in the house and call "911."



Jake called while his mother stayed with David. The ambulance came within a few minutes. Jake's mom was able to get David breathing again, and the paramedics took over when they got there.



Jake's mother asked how this happened. Jake finally told her that they had been sniffing the gasoline fumes. He told her that they had just been doing it for fun. The paramedics told Jake that breathing gasoline fumes or other household products can kill a person.



LESSON SIXTEEN (CONT.)

They found out later that David's lungs had filled-up with gasoline fumes instead of oxygen and this had almost killed him. He was lucky that Jake's mom knew CPR, otherwise, he may have died.

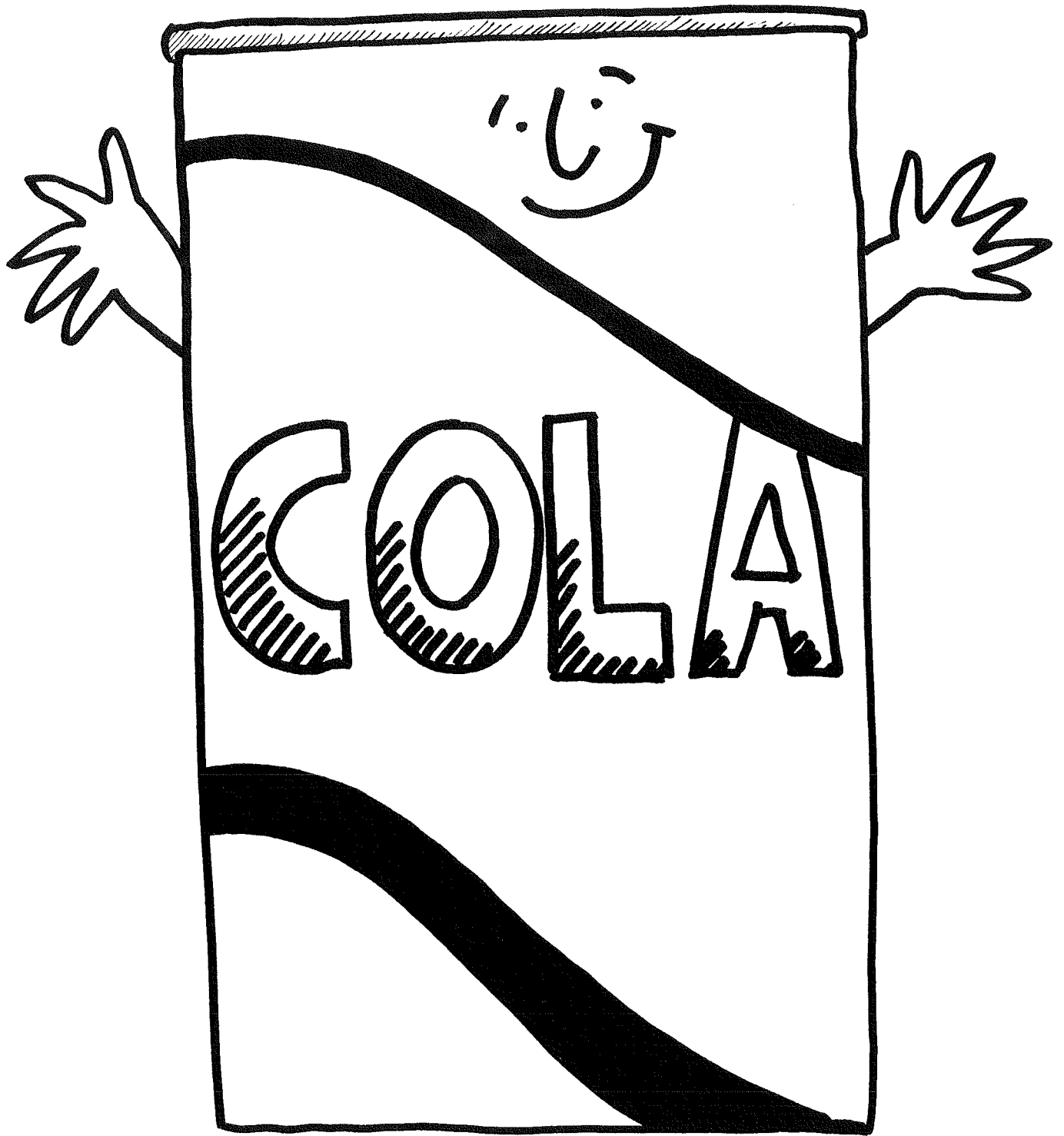


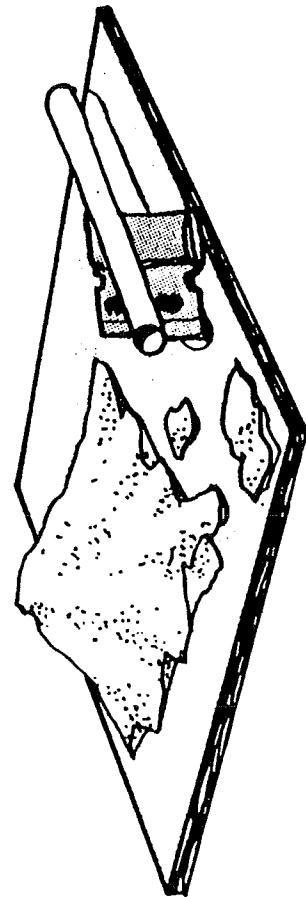
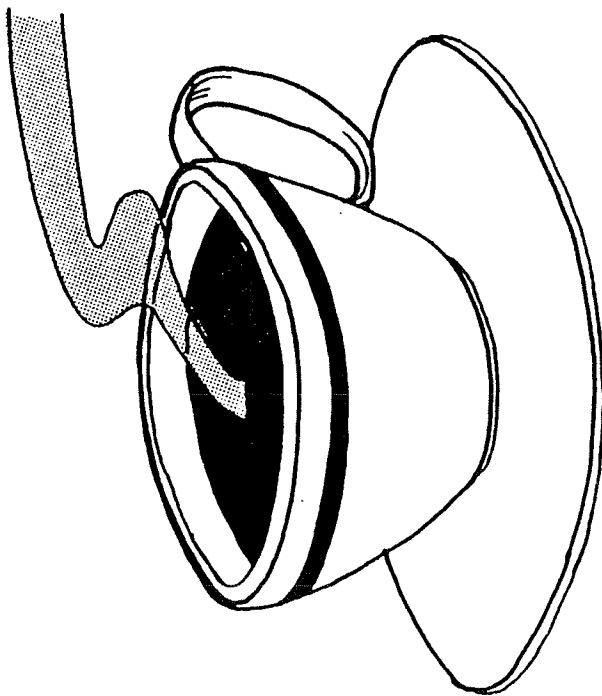
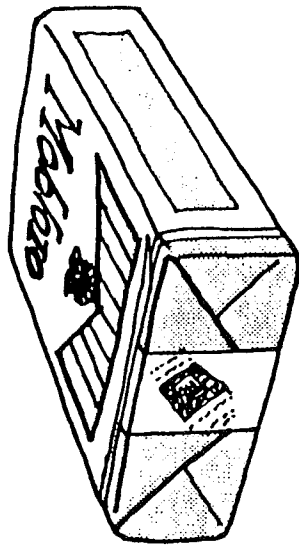
The boys said that they had learned their lesson and that they did not realize how dangerous sniffing gasoline and other things could be. Now they know, but they learned the hard way.



3. Discuss Jake and David's experiences and emphasize the dangers of inhalants. Many people do not realize that these substances are as dangerous and deadly as they are when inhaled. Many young people die each year or become permanently disabled because of inhalant abuse.







Stimulants speed up the body and the mind and may make you talkative, nervous, energetic, and less hungry.

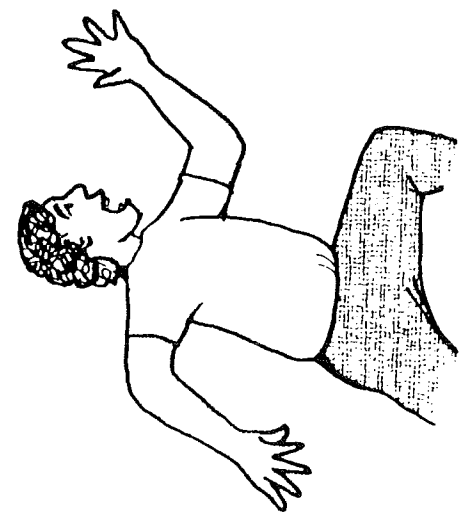
talkative



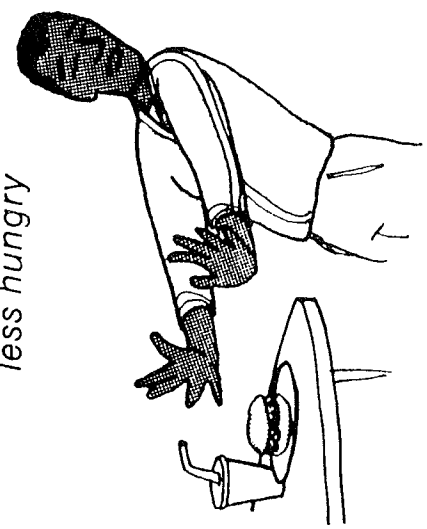
nervous



energetic

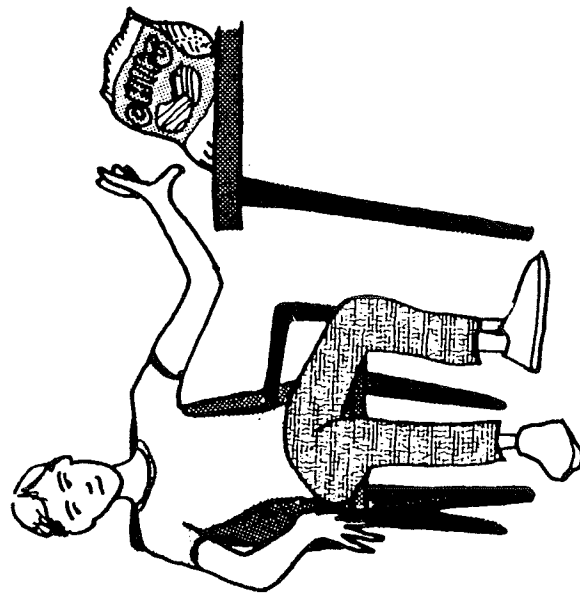


less hungry

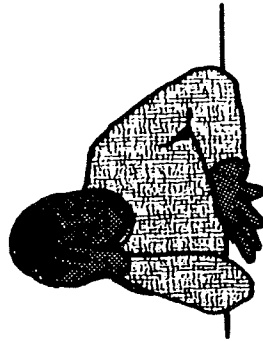


Using **stimulants** can lead to poor diet, depression, addiction, and death.

poor diet



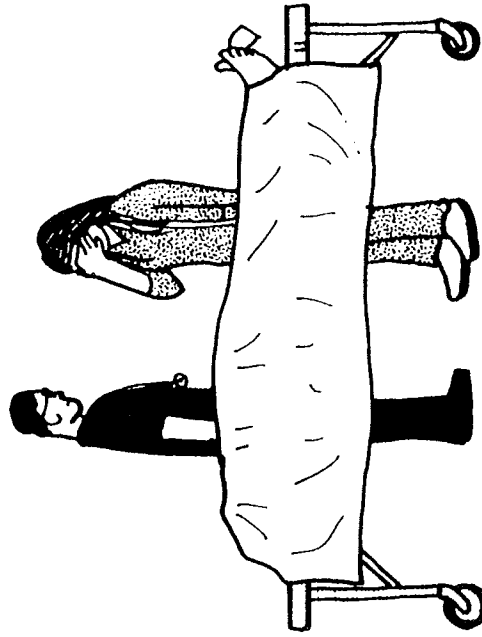
depression

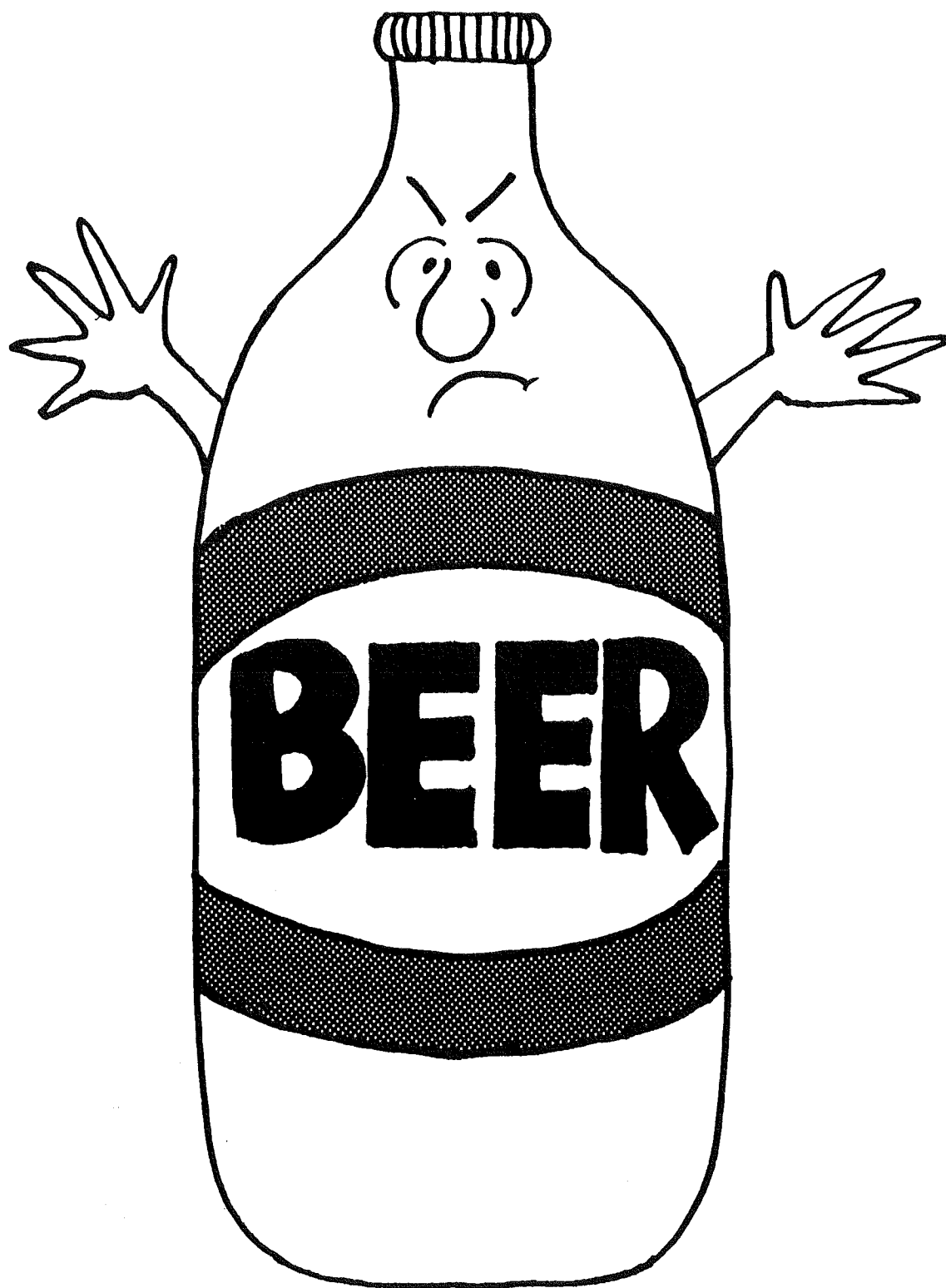


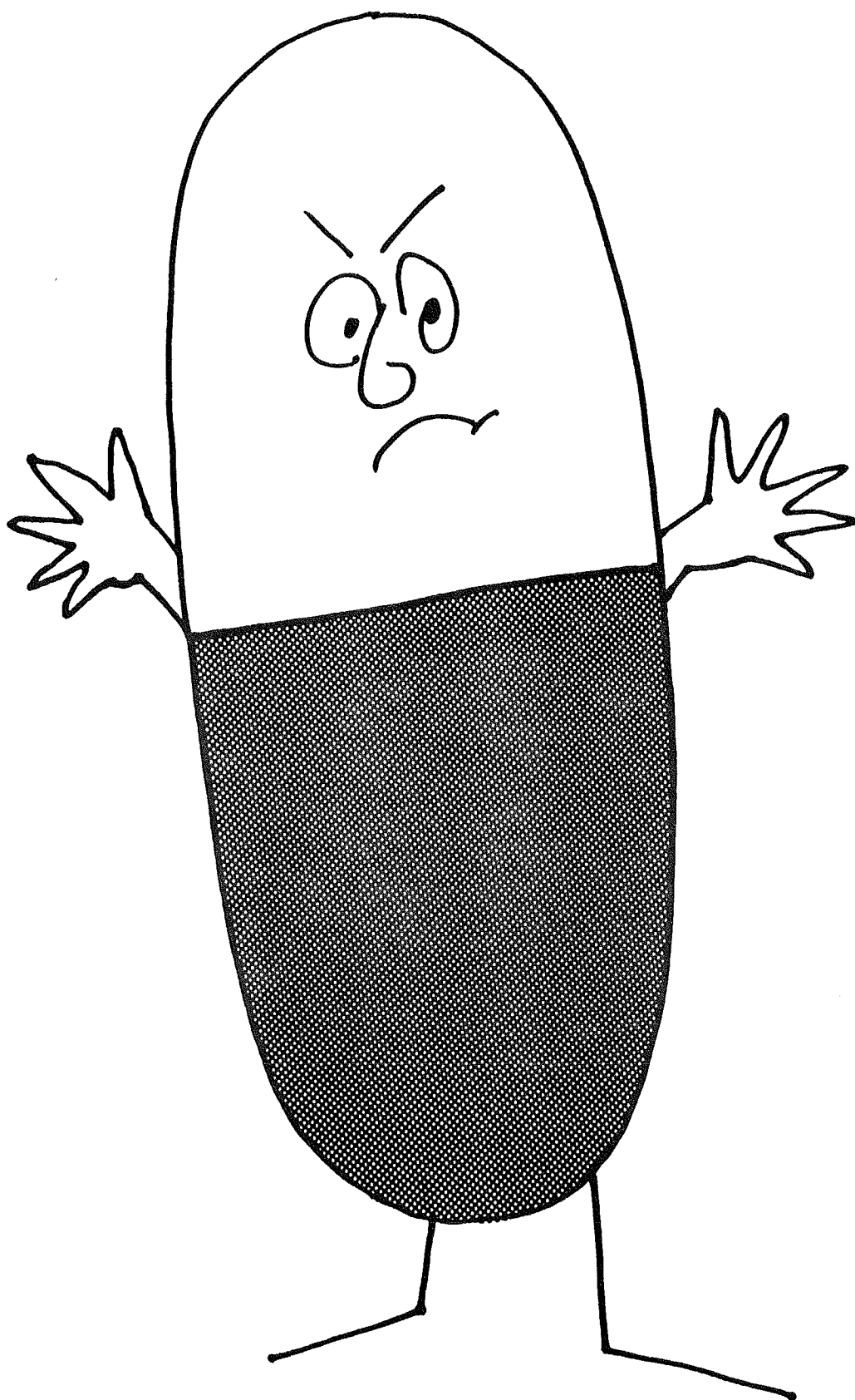
addiction

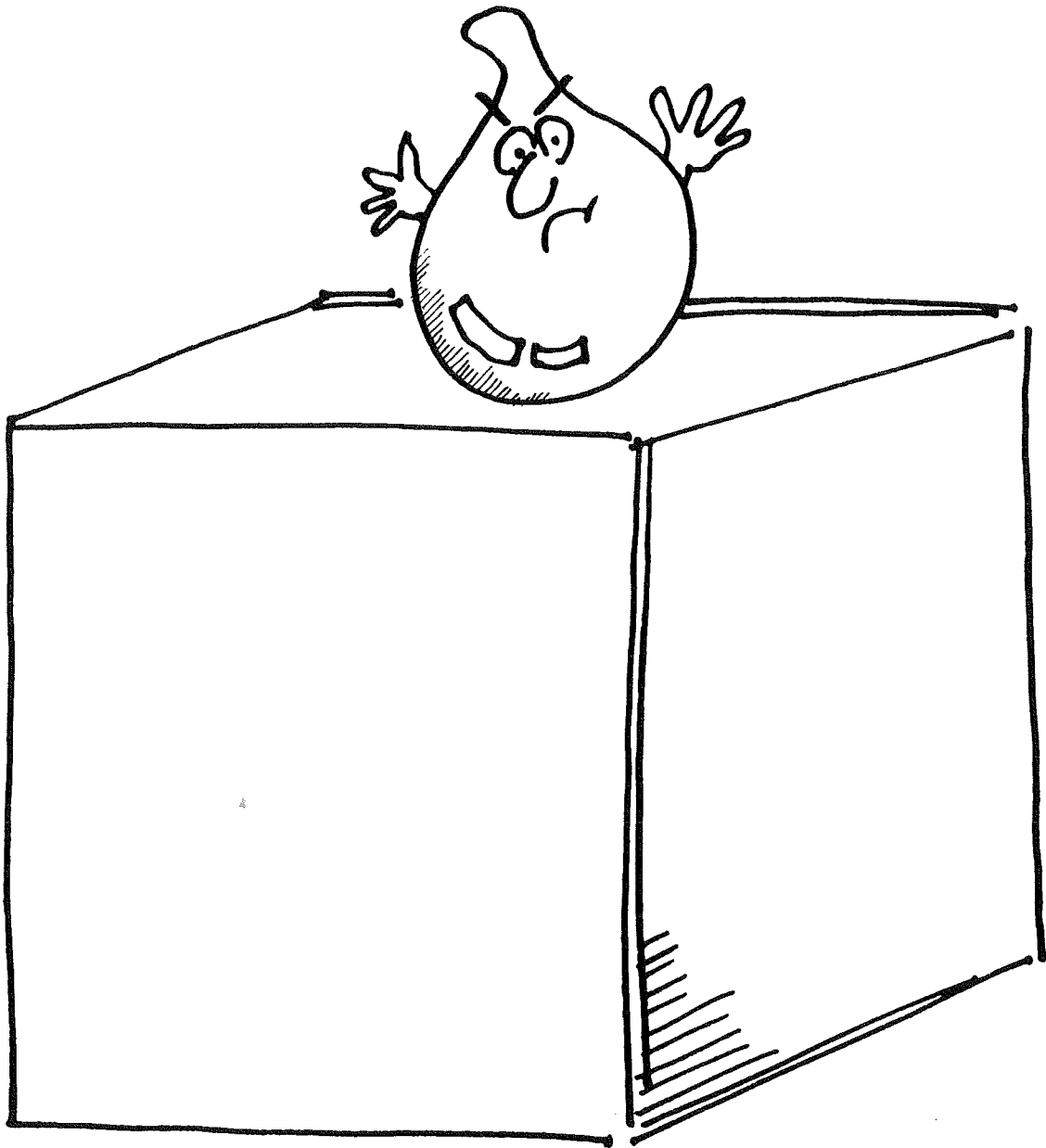


death

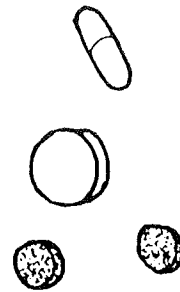
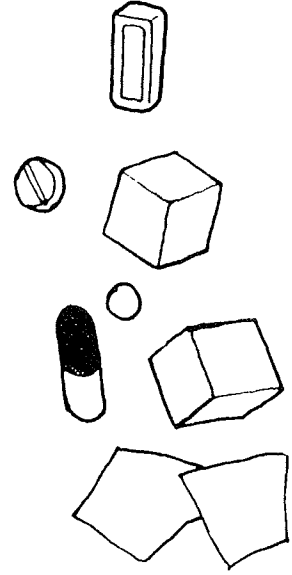
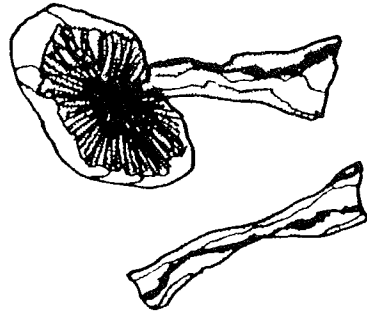


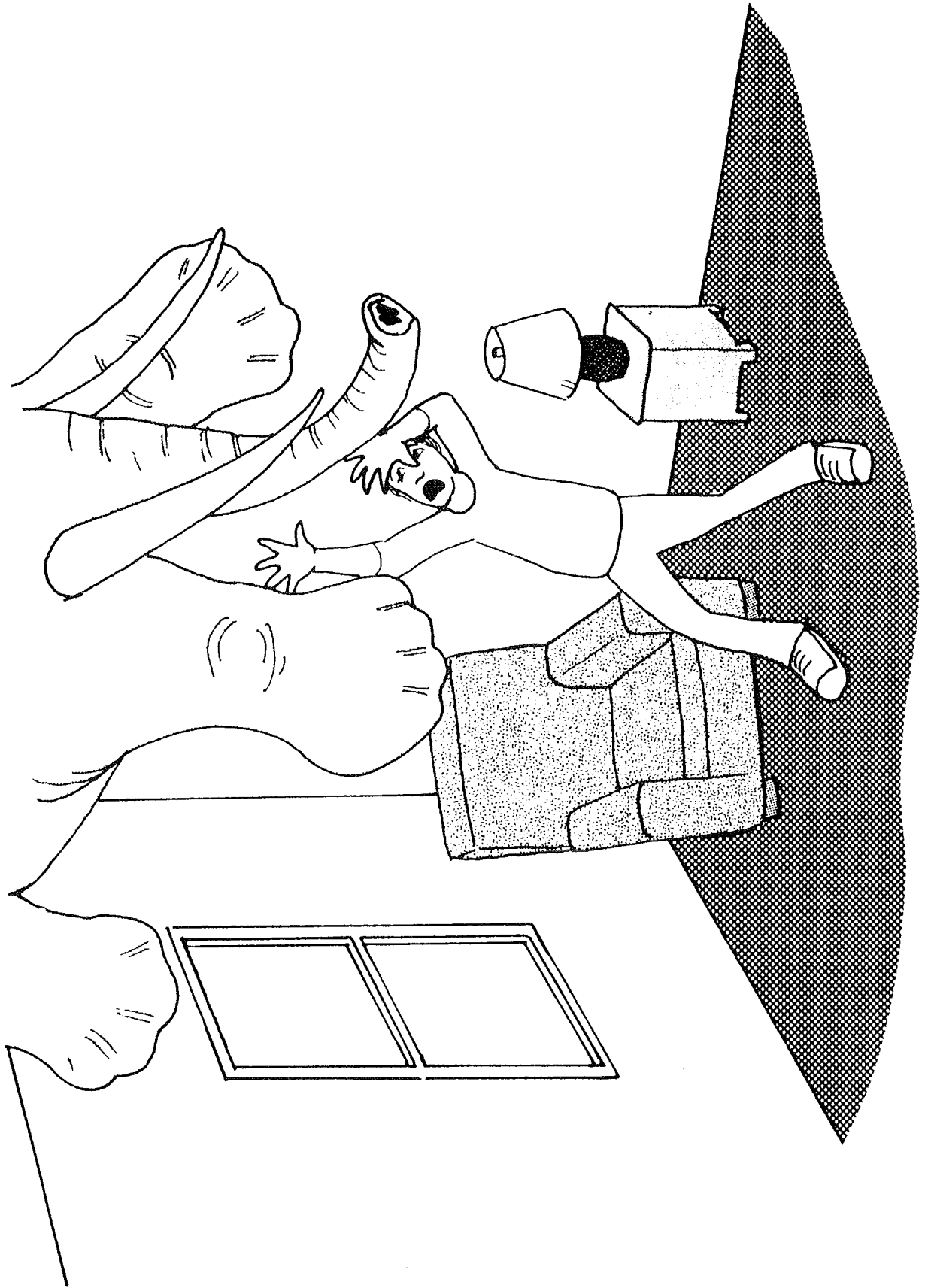


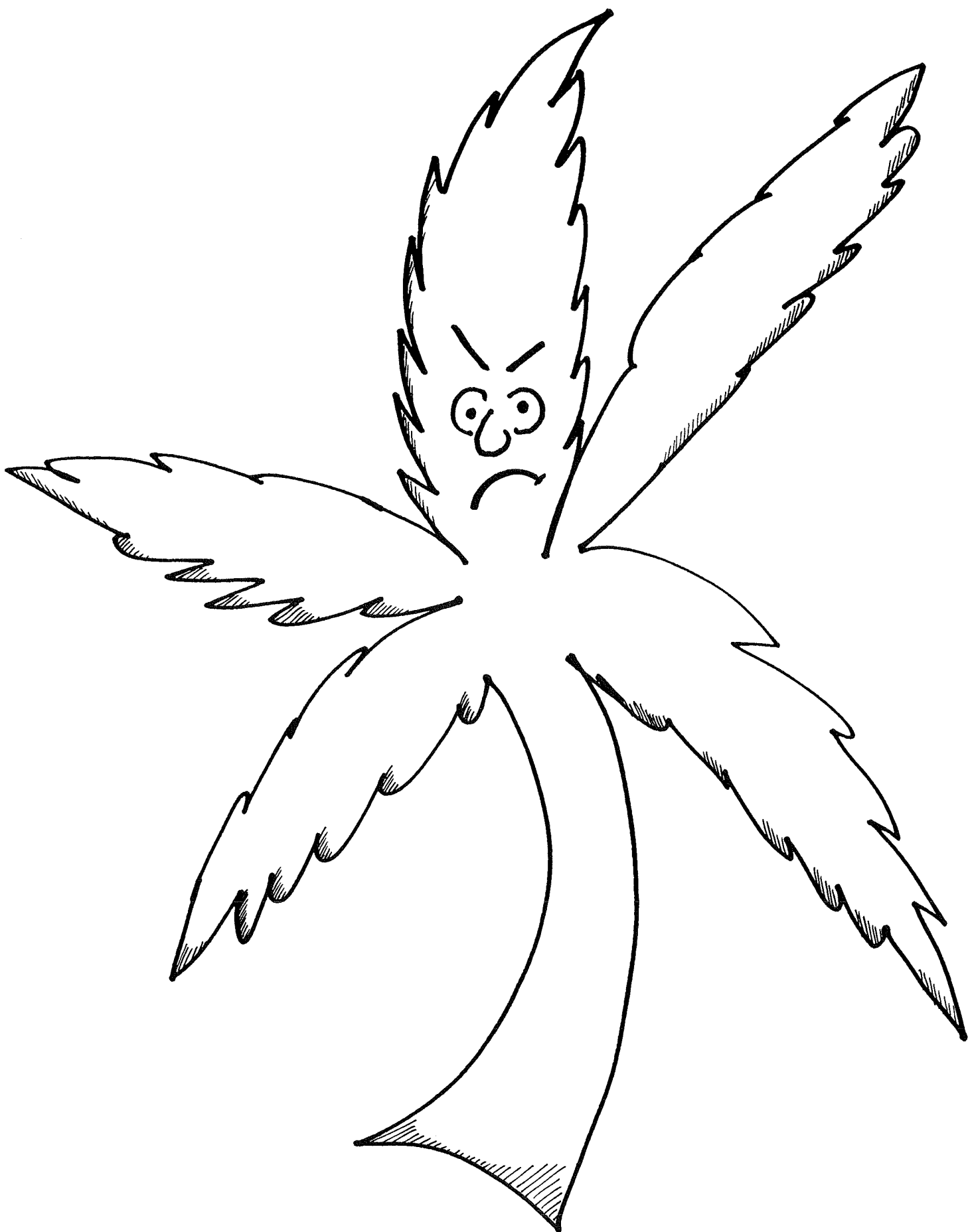


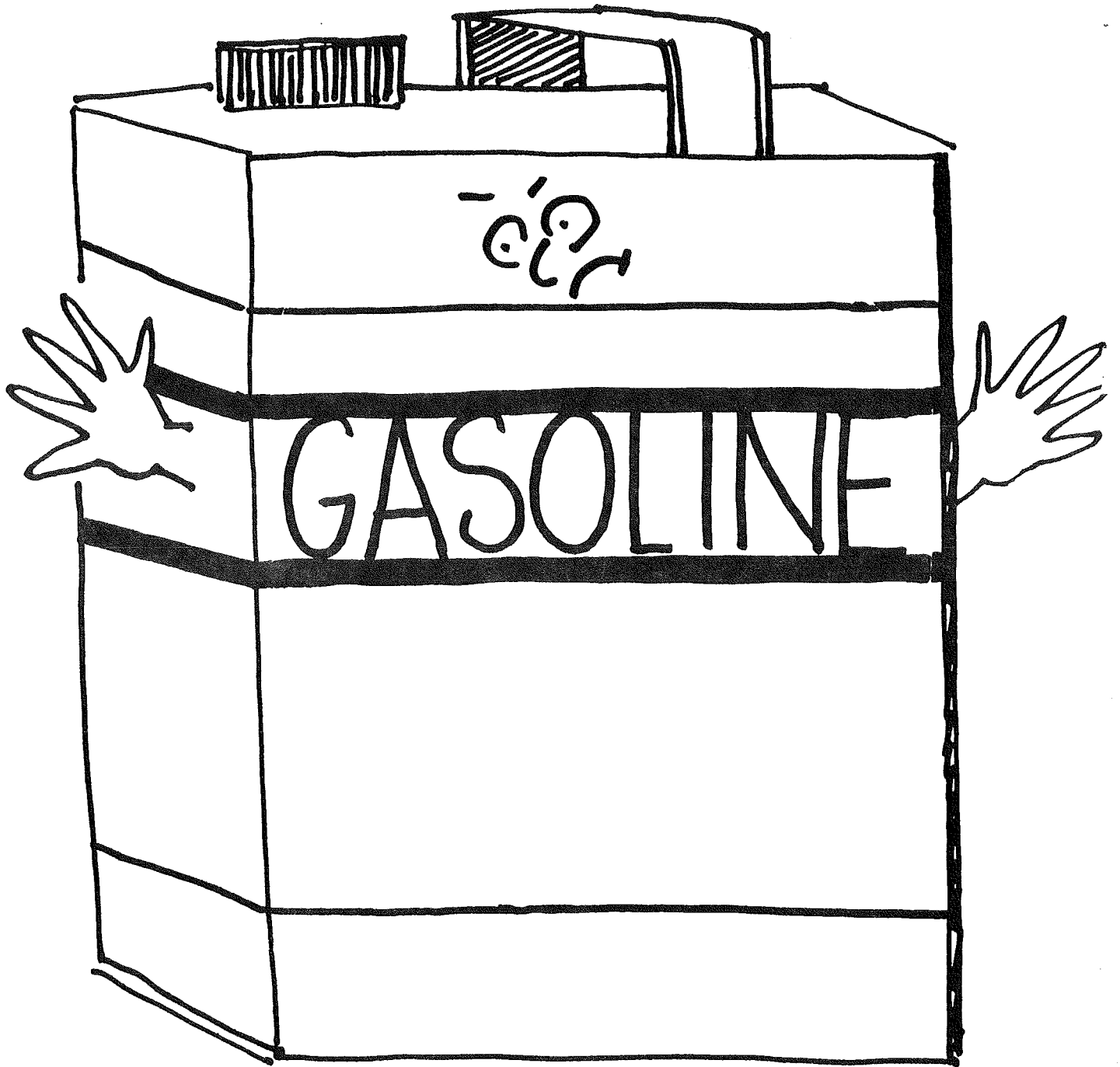


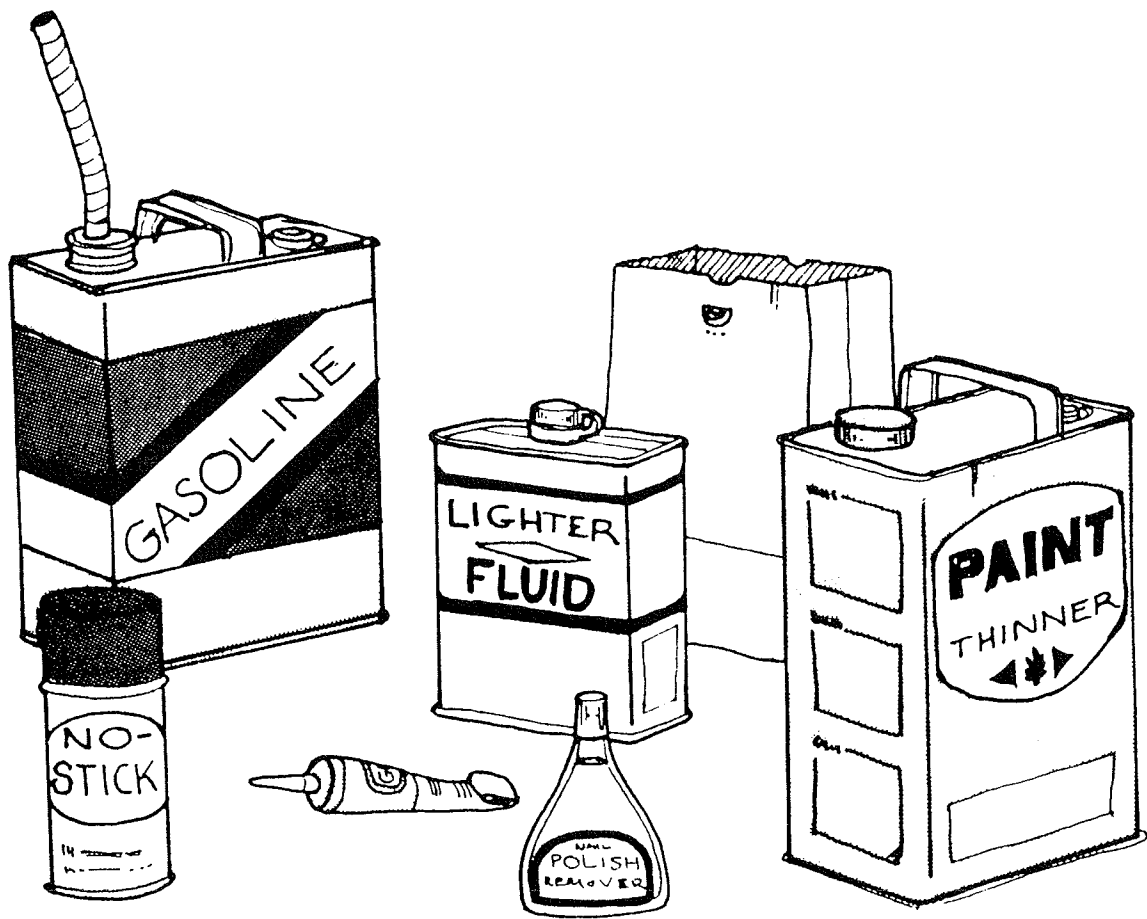
Hallucinogens include mescaline, mushrooms, PCP, and LSD.











LESSON SEVENTEEN

WHAT IS ALCOHOL/DRUG ABUSE?



OBJECTIVES

The students will learn a simple definition of the term "drug abuse."

The students will learn about different forms of drug abuse.

PICTURE-TALK

Buddy's mom used to drink alcohol only on special occasions like weddings and family reunions. She would only have one drink. Lately, Buddy's mom has been drinking more and more. Sometimes she drinks 6 or more beers.

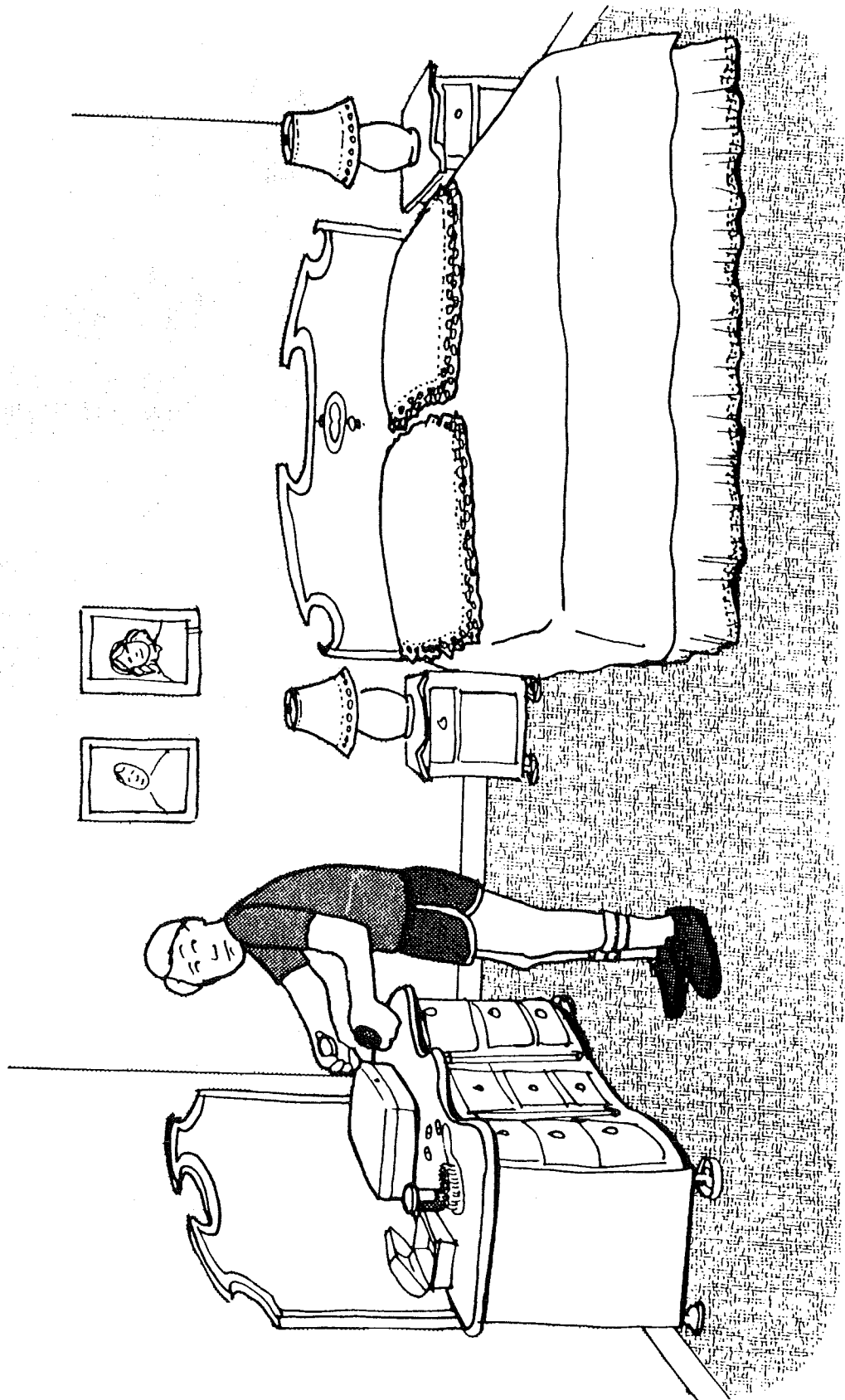
Buddy's mom is drinking too much alcohol, and it has changed her behavior. Buddy is not sure how she will act from day to day. She used to be a nice and loving mother. Now the alcohol makes her nice one minute and nasty the next.

Buddy does not understand why his mom started drinking so much in the past year. However, he has learned from personal experience that alcohol and other drug abuse can cause many problems for the person who drinks and their family.

LEARNING EXPERIENCES

1. Discuss Buddy's mom and the fact that she is abusing alcohol because she is getting drunk every time she drinks. Discuss Buddy's situation and how the students might help him if they were friends.
2. Show the students page 83, and ask them what this young man seems to be doing. (He is taking medicine that is not his.) Remind students that taking someone else's medicine when you are not sick is one form of drug abuse. Using someone else's medicine can be extremely dangerous unless you consult a doctor first.
3. Show the students page 84, and ask them what this young man has done. He has mixed alcohol with another drug. This is another form of drug abuse.
4. Have the students complete the activity on page 85, entitled "Abusing Drugs." Discuss the activity after it has been completed by the whole class.
5. Explain that when people abuse drugs they may act as if they do not care about anything but the alcohol or other drug. Show the students pg. 86 and ask them to describe what they see. This mother is getting drunk instead of taking care of her baby. She loves her family, but the alcohol is the most important thing to her right now. Ask the children how they feel about this woman.
6. Have the students complete the "Gary Ate Too Many Cookies" ("Mr. Cooke Drank Too Much Beer") activity on page eighty-seven. Gary is abusing cookies because he ate too much. Mr. Cooke is abusing alcohol (beer) because he drank too much beer.

NOTES

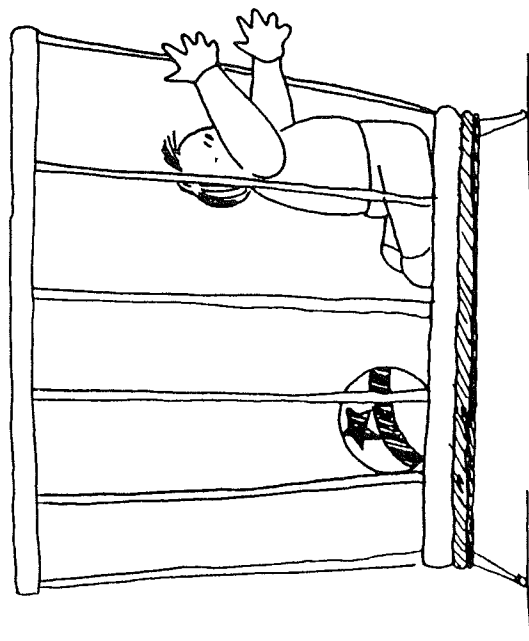




ABUSING DRUGS

CIRCLE THE PEOPLE WHO ARE ABUSING A DRUG





GARY ATE TOO MANY COOKIES MR. COOKE DRANK TOO MUCH BEER

Count the number of cookies that Gary ate.
Count the number of beers that Mr. Cooke drank.



FOR THE TEACHER: THE COSTS OF ALCOHOL ABUSE

The Extent :

- * Around 10.5 million adults exhibit some symptoms of alcoholism or alcohol dependence. An additional 7.2 million abuse alcohol even though they do not yet show symptoms of dependence.

Physical Health Costs:

- * Alcohol use is associated with a wide variety of diseases and disorders, including liver disease, cancer, hypertension, and cardiovascular problems.
- * Black males are especially at high risk for acute and chronic alcohol-related diseases such as cirrhosis, alcoholic fatty liver, hepatitis, heart disease, and cancers of the mouth, larynx, tongue, esophagus, and lung.
- * Cirrhosis of the liver caused almost 27,000 deaths and was the ninth leading cause of death in the U.S. in 1984.
- * Cardiac dysfunction due to chronic alcoholism accounts for 50 percent of the excess mortality in alcoholics and heavy drinkers.
- * Twenty to 40 percent of all U.S. hospital beds are occupied by persons who are sick due to complications of alcohol abuse and alcoholism.

Neurological and Mental Health Costs:

- * Heavy alcohol consumption is a well-documented cause of neurological problems, including dementia, blackouts, seizures, hallucinations, and peripheral neuropathy.
- * Fetal exposure to alcohol is one of the leading known causes of mental retardation in the Western world and can be totally prevented.

Mortality Costs :

- * Accidental death, suicide, and homicide are significant causes of death, particularly for young men under the age of 34.
- * Nearly half of these violent deaths are alcohol-related. More than 20,000 motor vehicle fatalities are annually attributed to alcohol abuse. These deaths are more frequent among younger Americans.

Economic Costs:

- * In 1986, alcohol abuse was estimated to cost the U.S. \$128.3 billion. Lost employment and reduced productivity accounted for over half of this amount.
- * Health care for accidents and illnesses related to alcohol abuse—including alcoholism, liver cirrhosis, cancer, and diseases of the pancreas—was estimated to cost \$16.5 billion.

Did You Know That Alcohol Plays a Role in....

60% of all child abuse cases

60% of all sex crimes against children

50% of all spouse abuse cases

40% of all family court cases

50% of violent deaths

70% of all murders

41% of all assaults

50% of all rapes

37% of all suicides

56% of all domestic fights

55% of all arrests

LESSON EIGHTEEN

TOO MUCH IS TOO MUCH!



OBJECTIVE

The students will learn that too much of most things is too much.

PICTURE-TALK

One day Betsy was visiting her grandmother and they made chocolate chip cookies. Chocolate chip cookies are Betsy's favorite type of cookie. While they were making the cookies, Betsy kept eating the dough.

When the cookies were out of the oven, Betsy ate as many cookies as she could until her grandmother told her that she had better slow down or she might get sick. Betsy did feel very full and very sick to her stomach. Betsy realized too late that she had eaten too much dough and too many cookies. She was not hungry for dinner even though her grandmother had made one of her favorite meals.

LEARNING EXPERIENCES

1. Discuss Betsy's experience with the cookies. Ask the children if they have ever eaten too much. Ask them what their body felt like. Ask them what they ate that tasted so good that they could not stop eating. Explain that some people can do that with drugs, too. It might feel good when they start, but they take more and more, and pretty soon they can make their bodies very sick.
2. Show the students page 91, and explain that this is David. Instead of eating too many cookies, David drank too much alcohol and mixed the alcohol with some pills (drugs). David has made himself very ill. Betsy just got a sore stomach from eating too many cookies, but David could have died from drinking too much alcohol and mixing it with other drugs.
3. Have the students complete the activity on page 92. Have them judge when "Too Much Is Too Much." Discuss the activity afterwards.

NOTES



TOO MUCH IS TOO MUCH

Circle the people who are eating or drinking too much. Draw these people on another sheet of paper showing them after they have been eating or drinking too much.



LESSON NINETEEN

HOW CAN ALCOHOL AND OTHER DRUGS HURT THE BODY?



OBJECTIVES

Students will learn that alcohol and other drug abuse can harm vital organs of the body.

Students will learn that alcohol and other drug abuse can cause extensive damage to the body.

PICTURE-TALK

Buddy and Stephanie's mom is hurting her body by drinking too much alcohol. Every time she becomes drunk, her body is damaged a little bit more. Buddy and Stephanie's mother sleeps most of the time now, and she has fallen and cut herself a few times while she was drunk. Buddy's mom gets sick more than she used to because when she is drinking she does not eat properly. Sometimes when she is drunk, she will go outside without a coat in cold weather.

Buddy and Stephanie are very upset about their mother's health. Their father has asked her to go to the doctor many times, but she refuses to go.

LEARNING EXPERIENCES

1. Discuss Buddy and Stephanie's mother's health problems caused by her drinking too much alcohol. Emphasize that their mother is damaging her body very much.
2. Have the students complete the activity on page 94 entitled, "Beer and Your Body." Discuss their feelings about the activity afterwards.

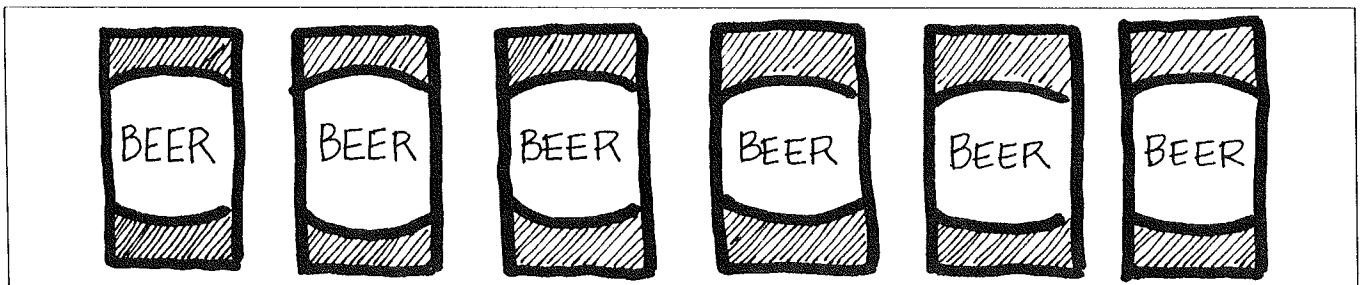
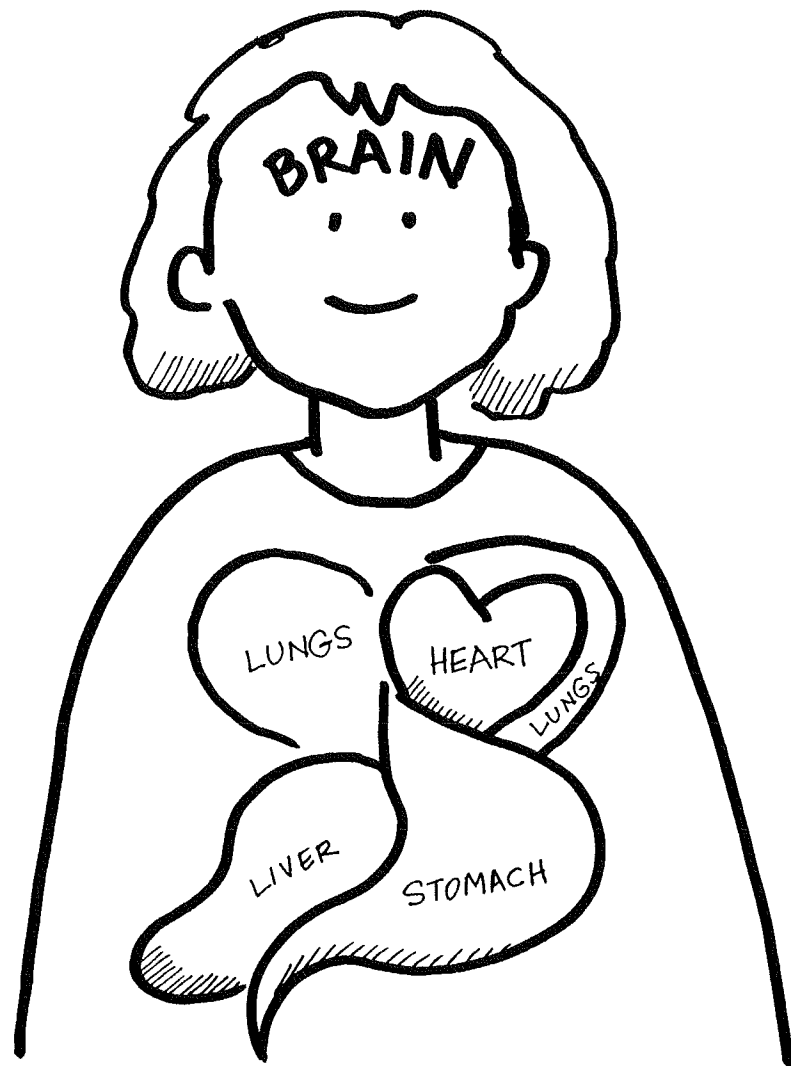
DIRECTIONS:

- a. Have the students color the person's organs with beautiful colors.
 - b. Have the students color the beer cans on the page with blacks, browns, and grays.
 - c. After coloring the organs with pretty colors, have the students cut out the beer cans.
 - d. Have the students pretend that the person with healthy organs has just consumed 6 beers.
 - e. After the person has consumed 6 beers have them glue the beer cans onto the healthy body organs to emphasize the damage.
 - f. Discuss the damage the person is doing to their body. Emphasize that 6 beers would not do that much damage, but many years of drinking excessively will create irrevocable damage.
3. Show the students page 95., and ask them to describe what is happening in the picture. Tell the following story.
This is Sandy. Sandy drinks too much alcohol, and when she becomes drunk, she becomes clumsy. Sandy has broken her arm twice from falling while she was drunk. Drinking too much alcohol can lead to accidents that do not need to happen!

Create a cooperative list of accidents that might happen if a person drinks too much alcohol.

NOTES

BEER AND YOUR BODY





FOR THE TEACHER : PATTERNS OF BEHAVIOR COMMON TO CHILDREN FROM CHEMICALLY DEPENDENT FAMILIES

Children from chemically dependent families may exhibit a combination of the following behaviors. Watch for patterns of these behaviors in your students.

1. The child may often sleep in class from lack of sleep.
2. The child may come to school unkempt and in need of a bath and clean clothes. (This happens more frequently on Mondays.)
3. The child may exhibit a sporadic academic performance throughout the day.
4. The child may complain of tension-related ailments such as headaches and stomachaches.
5. The child may show a strong interest in information pertaining to alcohol and other drugs.
6. The child may show very little interest in information pertaining to alcohol and other drugs.
7. The child may be resistant to touch or warm approaches.
8. The child may sit through class and other activities with a blank expression on his face.
9. The child may be a loner.
10. The child may be the class clown.
11. The child may try to become the "teacher's pet."
12. The child may say that he "hates" you quite often.
13. The child may say that he "loves" you quite often.
14. The child may have frequent bruises and may often ask to sit out of gym class. (This may be the result of physical abuse.)
15. The child may often be tardy in the morning. (especially on Mondays)
16. The child may have body odor from lack of bathing. Nudity means vulnerability to abuse.
17. The child may frequently wear clothing which is improper for the weather.
18. The child may exhibit regressive behaviors (e.g., thumb sucking, wetting, and infantile behavior with peers).
19. The child may exhibit overly scrupulous avoidance of arguments and any other type of conflict.
20. The child may exhibit sudden emotional outbursts such as sudden weeping or screaming.
21. The child may exhibit exaggerated concern with achievement and satisfying authority when they are already in the top end of the class.
22. The child may exhibit extreme fear about situations involving contact with parents or guardians.
23. The child may be overly responsible or overly withdrawn.
24. The child may appear to be happy all of the time. (This may be a form of defense.)

Please be aware that many of these behaviors can also be attributed to sexual abuse and physical abuse as well as other serious problems. Many symptoms of sexual abuse parallel symptoms observed within chemically dependent families and many times both are going on at the same time. Children and adults with disabilities are especially vulnerable.

This list was adapted from a list compiled by the Regional Council on Alcoholism.

LESSON TWENTY

HOW CAN ALCOHOL AND DRUG ABUSE HURT FAMILIES?



OBJECTIVES

The students will learn ways that alcohol can hurt families.

The students will discuss various ways that alcohol hurts families.

PICTURE-TALK

Buddy's sister Stephanie is deaf. Buddy tries to explain in sign language that their mom has a drinking problem. Stephanie tries to understand, but it is very hard for her. Stephanie becomes afraid when she does not understand her mother's behavior. When her mother gets drunk, she will not use sign language with Stephanie, and Stephanie must rely on Buddy to explain what is happening.

LEARNING EXPERIENCES

1. Discuss the situation and family problems that Buddy and his sister face because their mother drinks too much. Emphasize that the mother's drinking seems to be causing the problems.

Discuss the fact that Stephanie is deaf and often cannot understand what is happening in the house because she cannot hear the problems as they occur.

Ask the children what they might do if they were in a similar situation.

2. Show the students page 98 and tell them the following story.

Tell them that this is Mark and his dad. Mark's dad drinks every night when he comes home from work. Mark wants his dad to pay attention to him, so he thought he might try beer too.

Ask the children what they would tell Mark if they were in the room with him. Have the children discuss the kinds of problems which might be occurring in Mark's family because of his father's drinking.

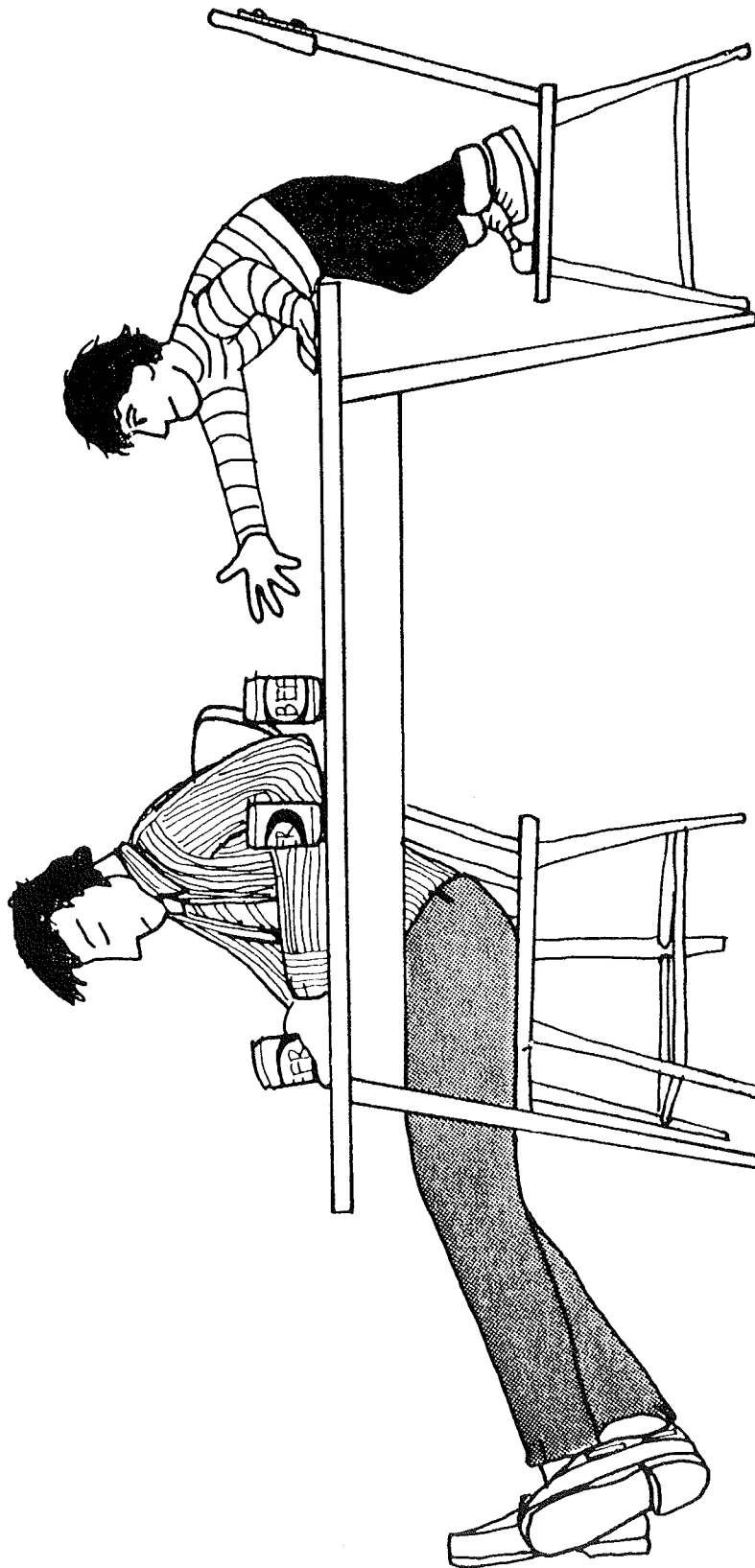
3. Show the students page 99 and tell them the following story.

Tell them that this is Jennifer and her mother. Jennifer just told her father that she did not like him drinking too much. Jennifer's father becomes very angry when she says anything about his drinking. Jennifer becomes extremely upset when her father drinks too much.

Jennifer learned that when she is upset about her father she should talk to an adult that she trusts. Jennifer trusts her teacher Mrs. Cramer and she talks to Mrs. Cramer about her feelings. Mrs. Cramer listens and understands how Jennifer feels.

4. Have the students complete the activity on page 100 entitled, "Families." Discuss the activity afterwards and encourage the children to discuss their feelings about the pictures included.

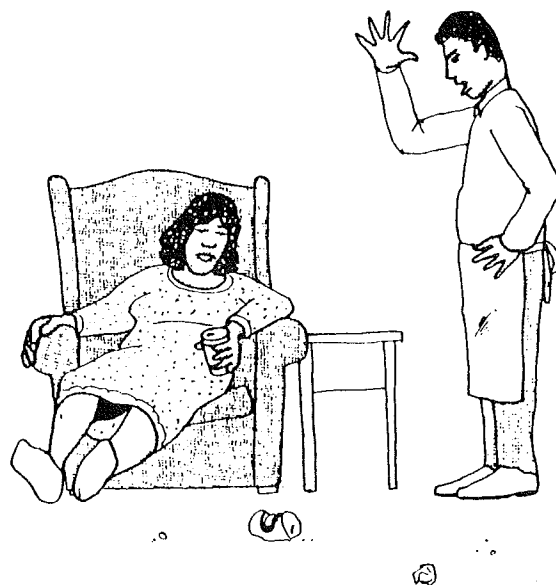
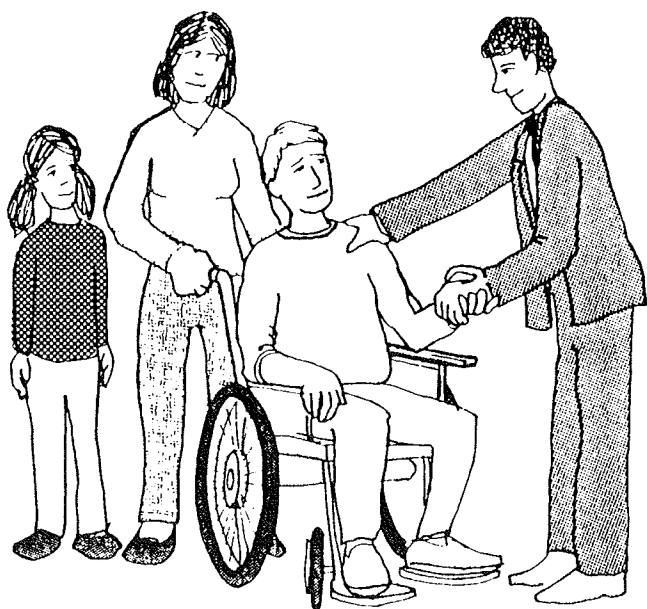
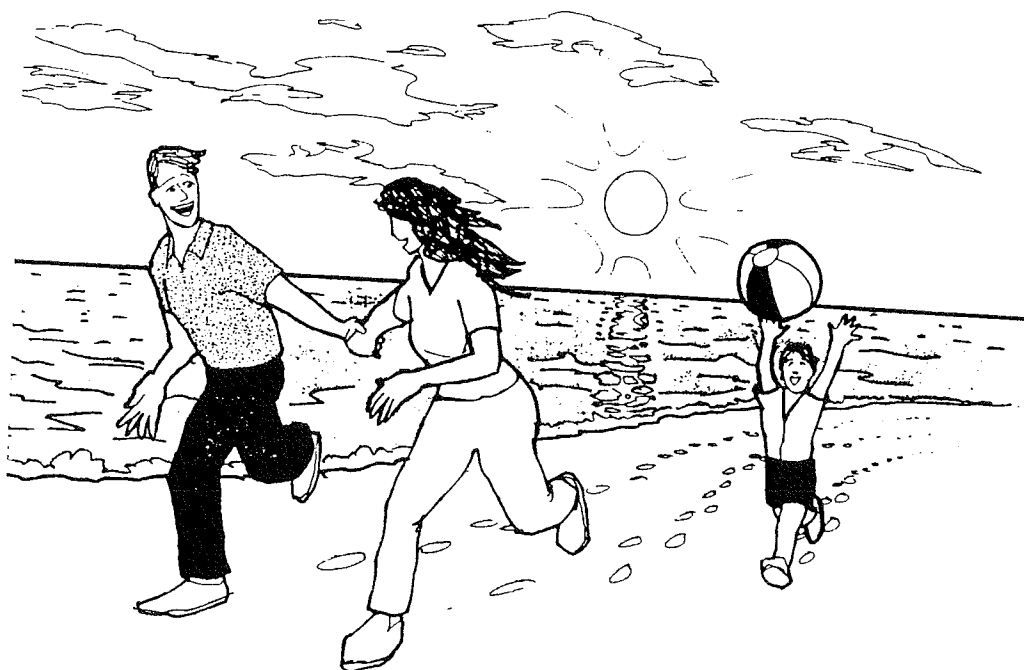
NOTES





FAMILIES

Color the different families and discuss what you see in the picture.



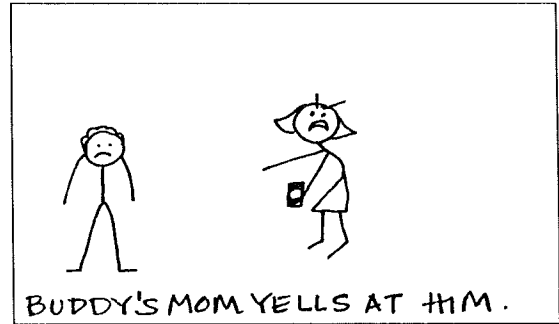
LESSON TWENTY-ONE

ALCOHOLISM, DRUG ABUSE AND FAMILIES

OBJECTIVES

The students will learn ways that alcohol can hurt families.

The students will discuss various ways that alcohol hurts families.



PICTURE-TALK

Buddy and his dad are very worried about his mother. Lately she has been drinking during the day. When Buddy and his sister get home from school, their mom is drunk. She yells at Buddy for bringing dirt into the house on his sneakers and tells him that she will not cook him dinner if he does not do what she says. When his father gets home from work she yells at him too and stomps around the house. She never acts like this when she is not drinking. Buddy is very upset about his mom. He liked it much better when she was not drinking. Buddy's dad is threatening to leave his mother if she does not stop drinking. Buddy cannot sleep at night because he worries that his mom and dad will get a divorce.

LEARNING EXPERIENCES

1. Discuss Buddy's situation with his mother, and ask the children if they know anyone who drinks too much. Explain that when someone drinks too much in a family the drinking and the drinker can cause many problems for the whole family. Ask the children to suggest some of the things that Buddy can do for his mother.
2. Show the students pg. 103. and tell the following story.

This is Karen and John. Karen and John's dad drank too much beer when he came home from work. Now Karen, John, their mom and grandmother do not know what to do. Their father has been drinking too much for about a year. Everyone is worried. John is having trouble with his work at school because he thinks about his father all day and wonders if he will get drunk that night. John remembers when his dad used to play catch with him after work. Now his dad just drinks and does not talk to anyone.

Ask the students what they would do if they were in John and Karen's situation. Ask them what they would do if their father drank like John and Karen's dad does.

3. Show the students pg. 104, and ask them to describe what they see on the page.

These are Betsy's neighbors the Wilsons. When Mr. Wilson drinks too much alcohol he becomes very mean. Sometimes he comes home and hits Mrs. Wilson. Sometimes the police have to come to the house. Mrs. Wilson is very afraid and sad, and she worries about her baby boy Nicholas.

Discuss the situation at the Wilson's and discuss some of the places Mrs. Wilson can turn for help. Create a list of agencies in your area from the sheet on page 105, and send this home to all of the parents for their information.

4. Show the students pg. 106. Ask them what they see on the page.

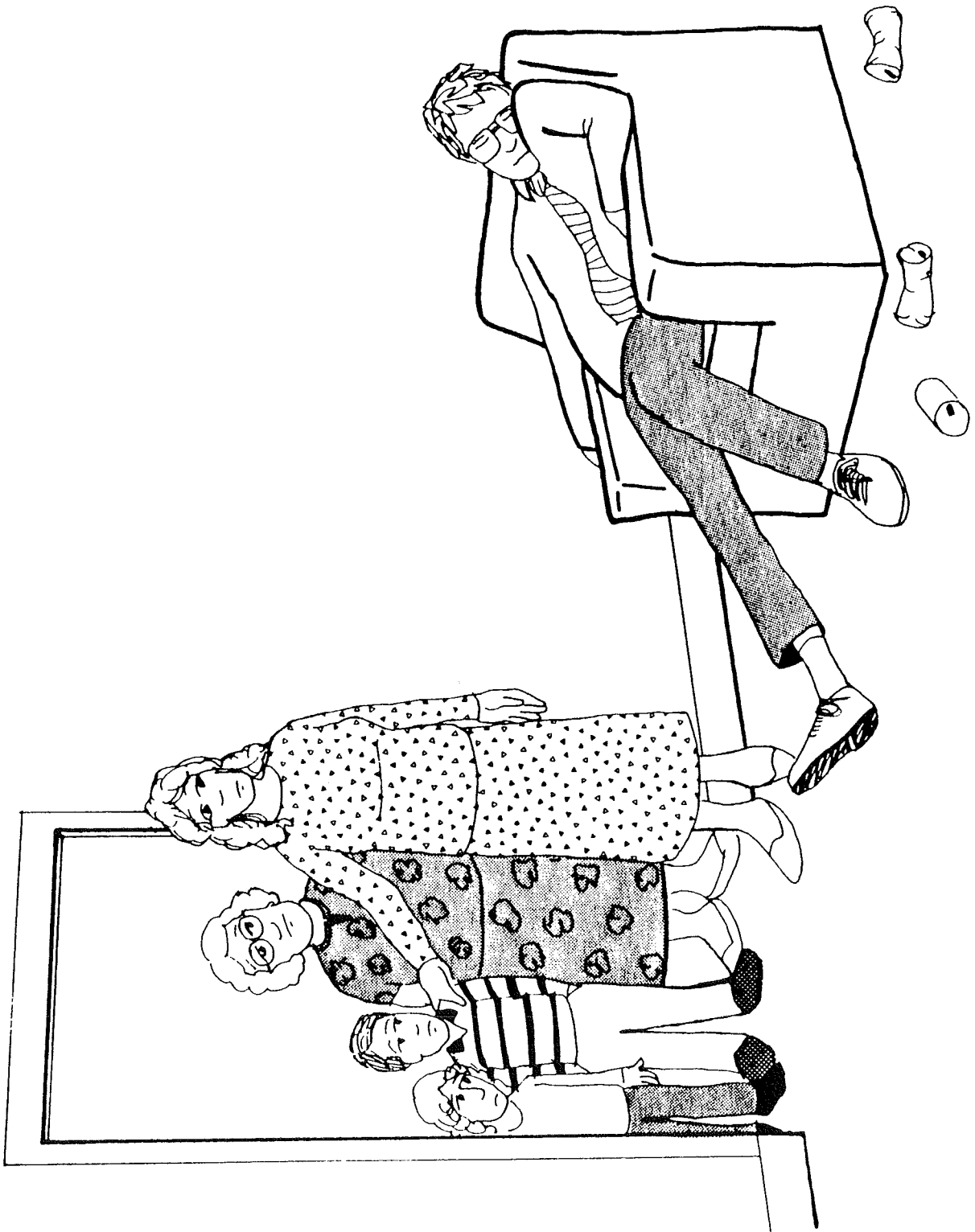
LESSON TWENTY-ONE (CONT.)

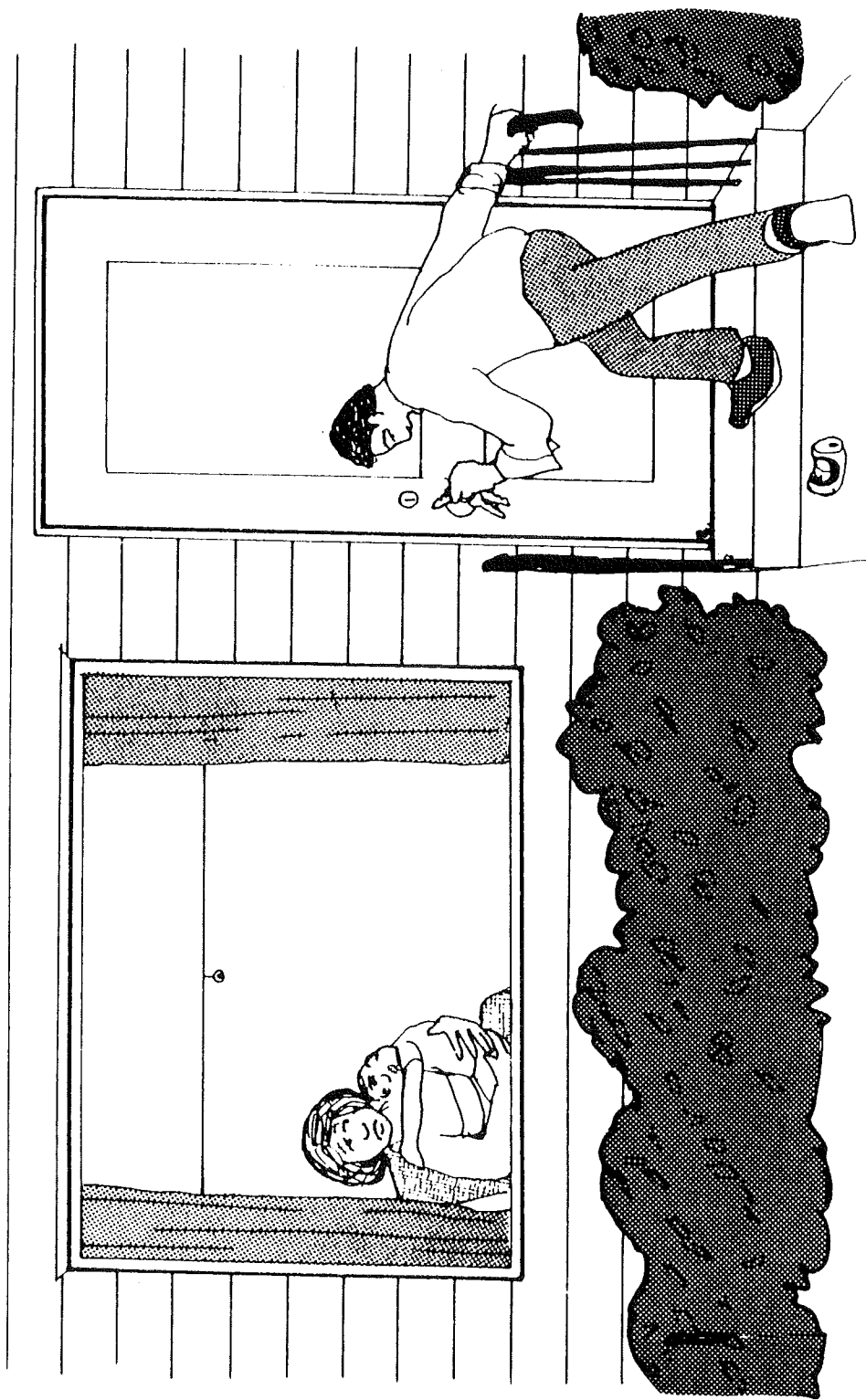
This is Janet and her older brother Gary. Gary told Janet that he would help her fly her kites. Gary has been smoking "pot" and drinking alcohol and he is too drunk and "high" to do anything.

Janet is very upset with her brother because this had been the fourth time that he has promised to fly kites with her. All four times he has become drunk instead of playing with his little sister. Janet wonders why her brother has changed so much since he has started drinking and smoking "pot." He is not the same brother he used to be. All Gary wants to do is sleep after he drinks. He never wants to play anymore.

Ask the students to tell you what they would do if they were in a similar situation. Discuss the options Janet might have in helping her brother and discuss some of the realistic frustrations she must be experiencing being Gary's sister.

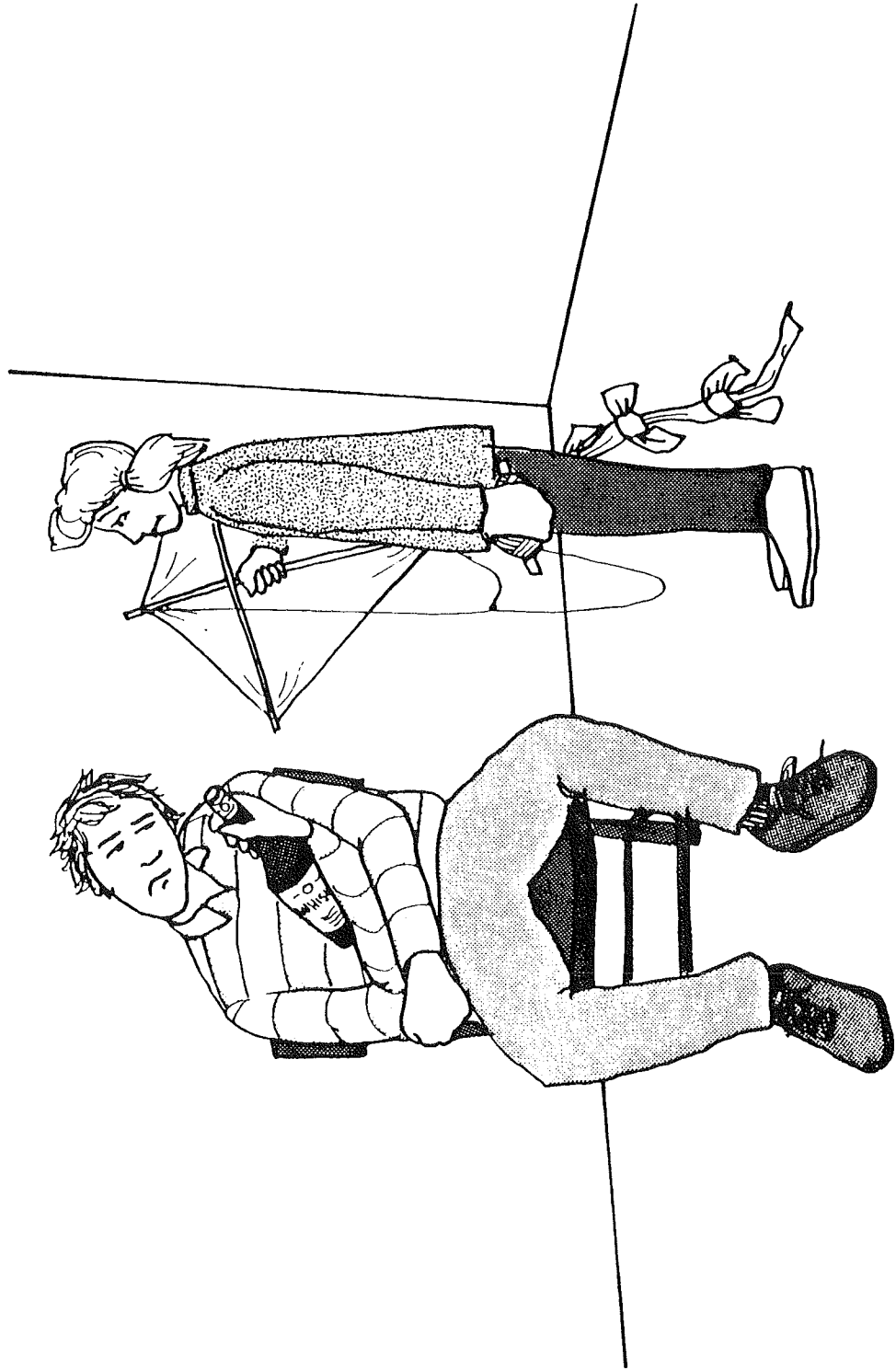
NOTES





WHERE TO TURN

	NAME	PHONE NUMBER
FRIEND		
PARENT		
TEACHER		
COUNSELOR		
SCHOOL NURSE		
DOCTOR		
MINISTER		
RELATIVE		
OTHER		



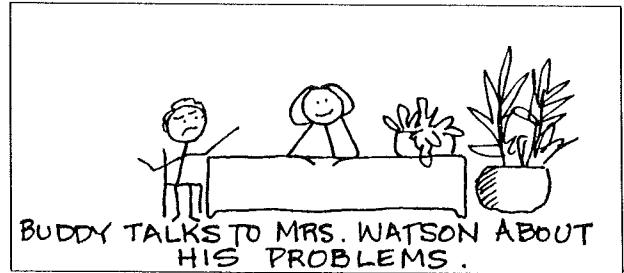
TEACHER REFLECTIONS:

FAMILY ISSUES

1. How did the students respond to the family problems caused by alcohol and other drug abuse?
2. How did the students react toward the family members shown?
3. How did the students react toward the problem drinkers shown and discussed?
4. Were personal problems brought up in class? How did you handle this? How did the students handle this?
5. Do you feel that a student with a family problem has enough information at this point to seek help?
6. Have you noticed any of the students becoming emotional when family issues are discussed?
7. Would you feel comfortable talking privately with a student that you feel has a problem or would you wait until they approached you with the problem?

LESSON TWENTY-TWO

WHERE TO TURN FOR HELP



OBJECTIVES

- The students will learn that if they have a problem of any kind they should talk to an adult that they can trust.
- The students will identify individuals that they can talk to when they have a problem.

PICTURE-TALK

When Buddy becomes upset about his mother's drinking he talks to Mrs. Watson. Mrs. Watson is one of Buddy's teachers and she always makes time for him and listens to Buddy and tries to help him understand his mother's drinking problem. Buddy is very upset about his mother, but after talking to Mrs. Watson for a few minutes he usually feels a little bit better.

Mrs. Watson helped Buddy get into a group with other children who have parents that drink too much. The children talk to each other about their problems and try to help each other. Buddy likes the group because he realizes that other people have many of the same problems that he does. Buddy had learned that it is important to talk to an adult that he can trust about his problems.

LEARNING EXPERIENCES

1. Discuss the fact that Buddy talks to Mrs. Watson when he is upset. Emphasize that it is very important for children to let an adult know when they are having a problem of any kind. Keeping problems inside and not telling anyone can make a person with a problem feel worse inside.

Make sure that the children understand and know that you (the teacher) are available if they need to talk about something that is bothering them. Create a cooperative list of other adults that they could talk to in the school building (e.g., custodian, counselor, principal, secretary).

2. Buddy's sister Stephanie meets with a counselor once a week to talk about her mother's drinking problem and how it is hurting Stephanie. The counselor knows sign language so Stephanie can speak directly to her without using an interpreter. Stephanie likes talking to the counselor because it makes her feel better to talk to someone who listens and understands.
3. Show the students page 109 and tell the following story.

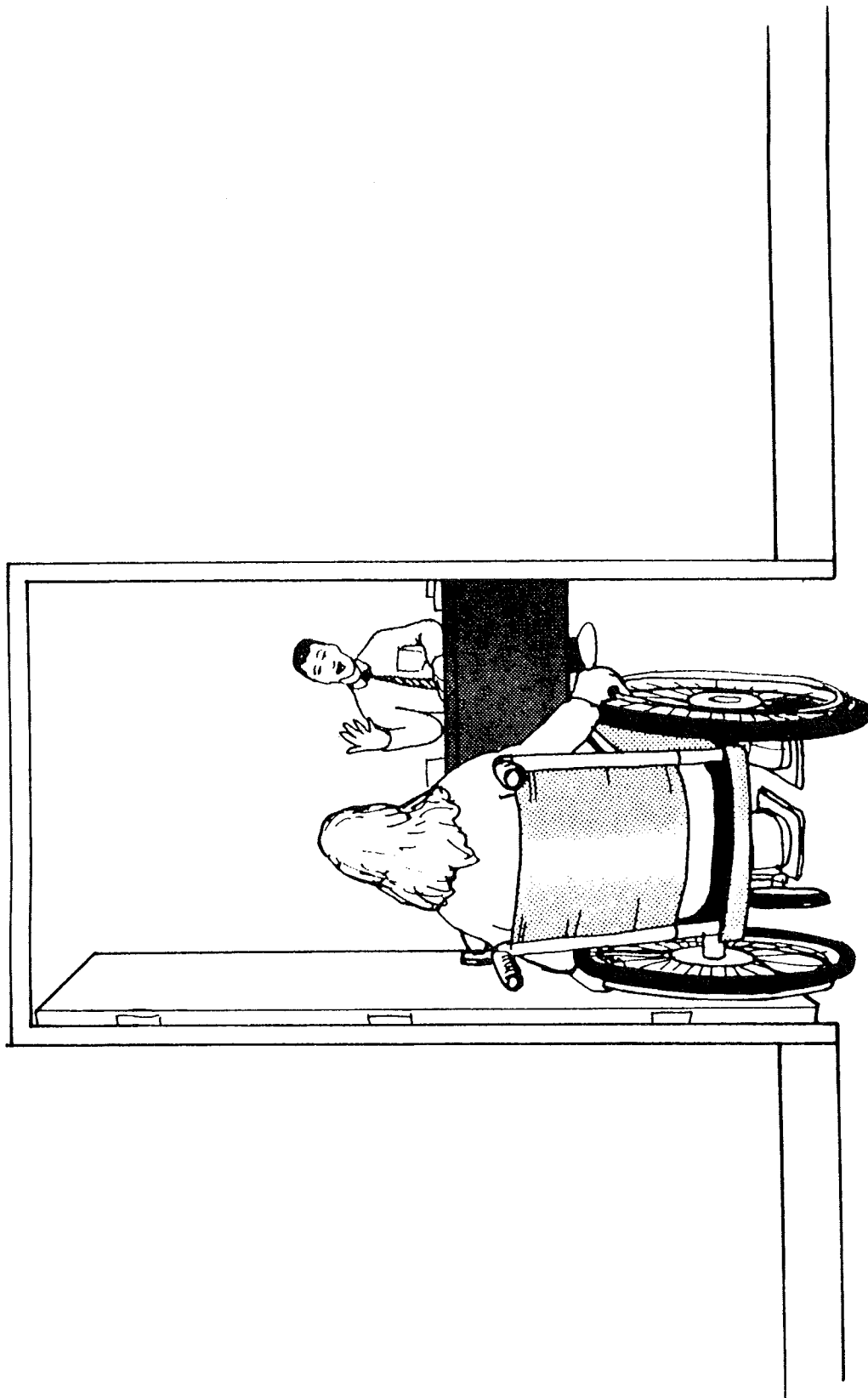
Explain that this is Kris. Kris is going into the counselor's office to talk about something that has been bothering her. The counselor always listens and this makes Kris feel a little bit better.

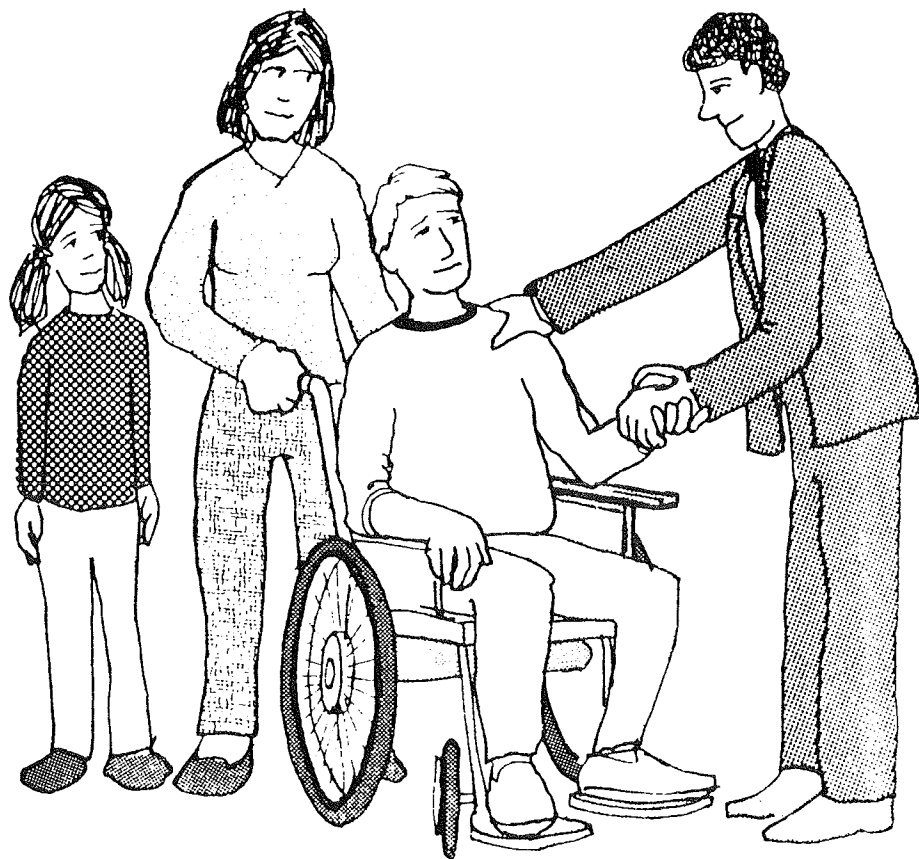
4. Show the students page 110.

Encourage them to tell you a story about the family pictured. Have them give the family names and ask them to identify the man who is standing up in the picture.

5. Create a cooperative list with the students of adults they can talk to in the school building, at home, and in the community (e.g., principal, teacher, counselor, aunt, uncle, grandparents, social worker, minister).

NOTES





TEACHER REFLECTIONS

WHERE TO GO

COMPLETE A LIST FOR YOURSELF OF AGENCIES YOU CAN CALL FOR INFORMATION.

NAME	PHONE #
Alcoholics Anonymous	_____
Al-Anon	_____
Alateen	_____
Alcoholism Rehabilitation Services	_____
Certified Alcoholism Counselor	_____
Certified Drug Counselor	_____

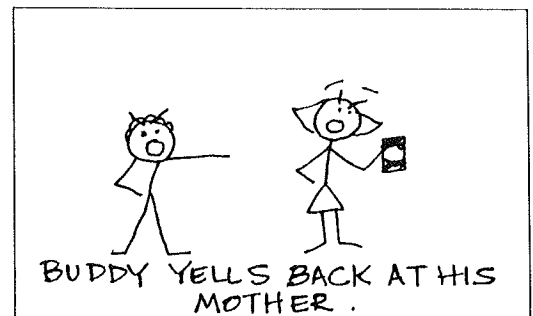
AREA HOSPITALS WITH ALCOHOL AND OTHER DRUG TREATMENT CENTERS

HOSPITAL	PHONE #
_____	_____
_____	_____
_____	_____

OTHER	PHONE #
_____	_____
_____	_____

LESSON TWENTY-THREE

WHAT SHOULD I DO IF SOMEONE I CARE ABOUT HAS A DRINKING OR OTHER DRUG PROBLEM ?



OBJECTIVES

Students will learn several ways to cope with alcoholism or other drug abuse within the home.

Students will learn many ways in which they can help themselves when there is a drinking or drug problem in their home.

PICTURE-TALK

One day last week, Buddy and Stephanie came home from school, and their mother was drunk again. Buddy became very upset and yelled at his mother and told her that she was the worst mother in the whole world. Stephanie started to cry and locked herself in her bedroom. This made Buddy's mother very angry. She became more angry than she normally would have because of the alcohol inside of her body.

Buddy did not realize that yelling at his mother did not help. He learned that yelling at a person who is drunk can make them very angry. Buddy learned first-hand that yelling at someone who is drunk does not do much good.

LEARNING EXPERIENCES

1. Discuss Buddy and Stephanie's experience with their mother. Emphasize that yelling at the person with a drinking or other drug problem is not usually effective. Ask the students what they would have done if they had come home to a mother or father who was drunk.
2. Tell the students that the most important thing to remember is--**DO NOT KEEP THE PROBLEM TO YOURSELF!!!** Tell an adult (e.g., other parent, relative, teacher, school counselor, nurse, doctor) whom you can trust about the problem. Emphasize that it is very important for the children to identify an adult whom they can trust. Talking about their problems helps people feel better. Encourage the children to get help for themselves. The person they care about will not stop drinking or taking other drugs just because the student wants them to. The students can learn to understand the problem in order to help themselves cope with the situation better.
3. Have the students draw a picture of the person they can trust. Have an art show afterwards and encourage the children to talk about the person that they can trust.
4. Encourage the students to tell the person they trust if they are being mistreated by the person who is drinking. Tell them to talk to someone if a person in their life is hitting them, yelling at them, or threatening them in any way.
5. Show the students page 114.

Tell them the story about Shelby and Eddie. Tell them that this is Shelby and her brother Eddie. Shelby is yelling at Eddie because he is drinking too much. Eddie is not listening to her.

Ask the children what they would do if someone in their family drank too much alcohol. Yelling does not seem to work so encourage the students to suggest other ways of dealing with the problem.

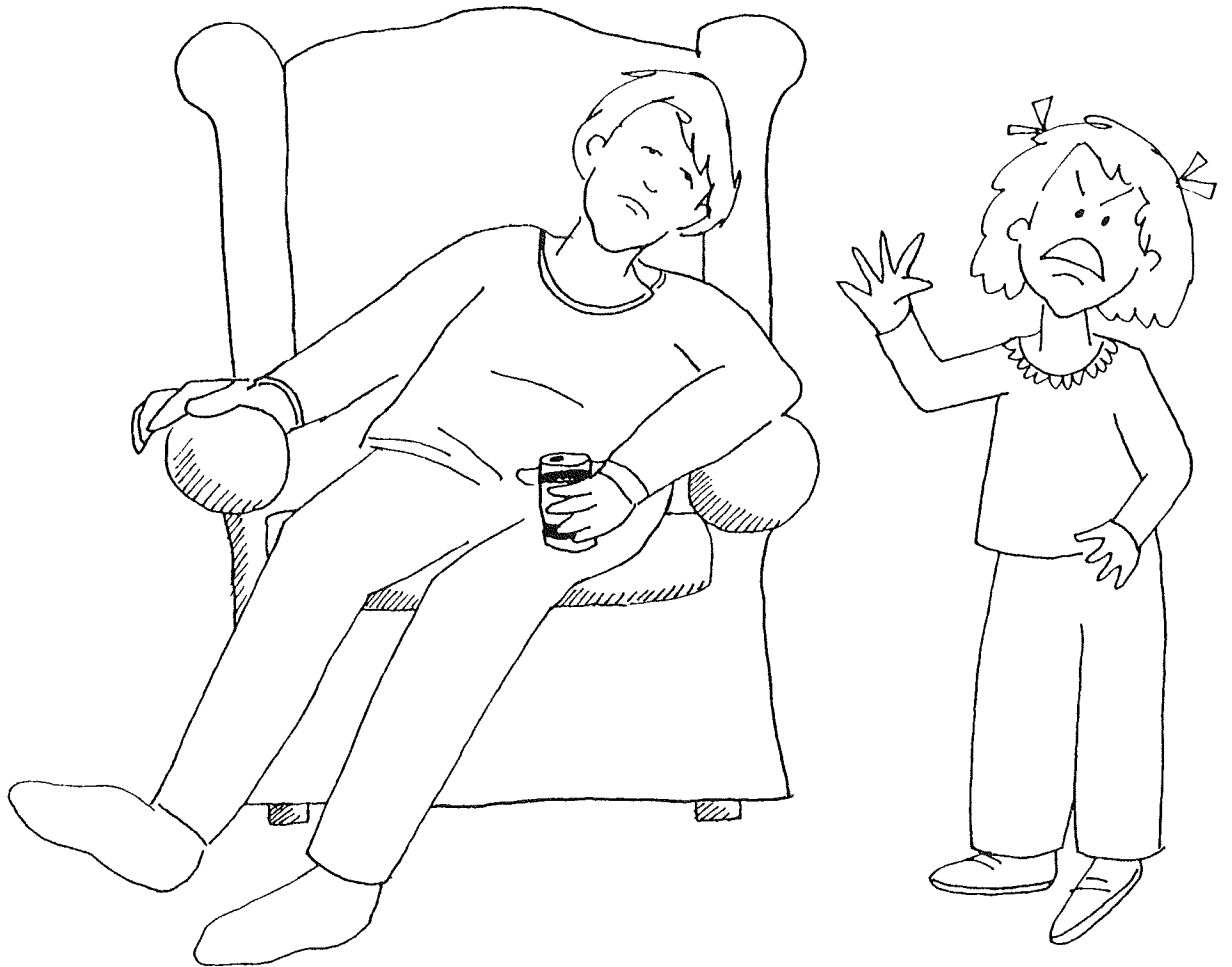
LESSON TWENTY-THREE (CONT.)

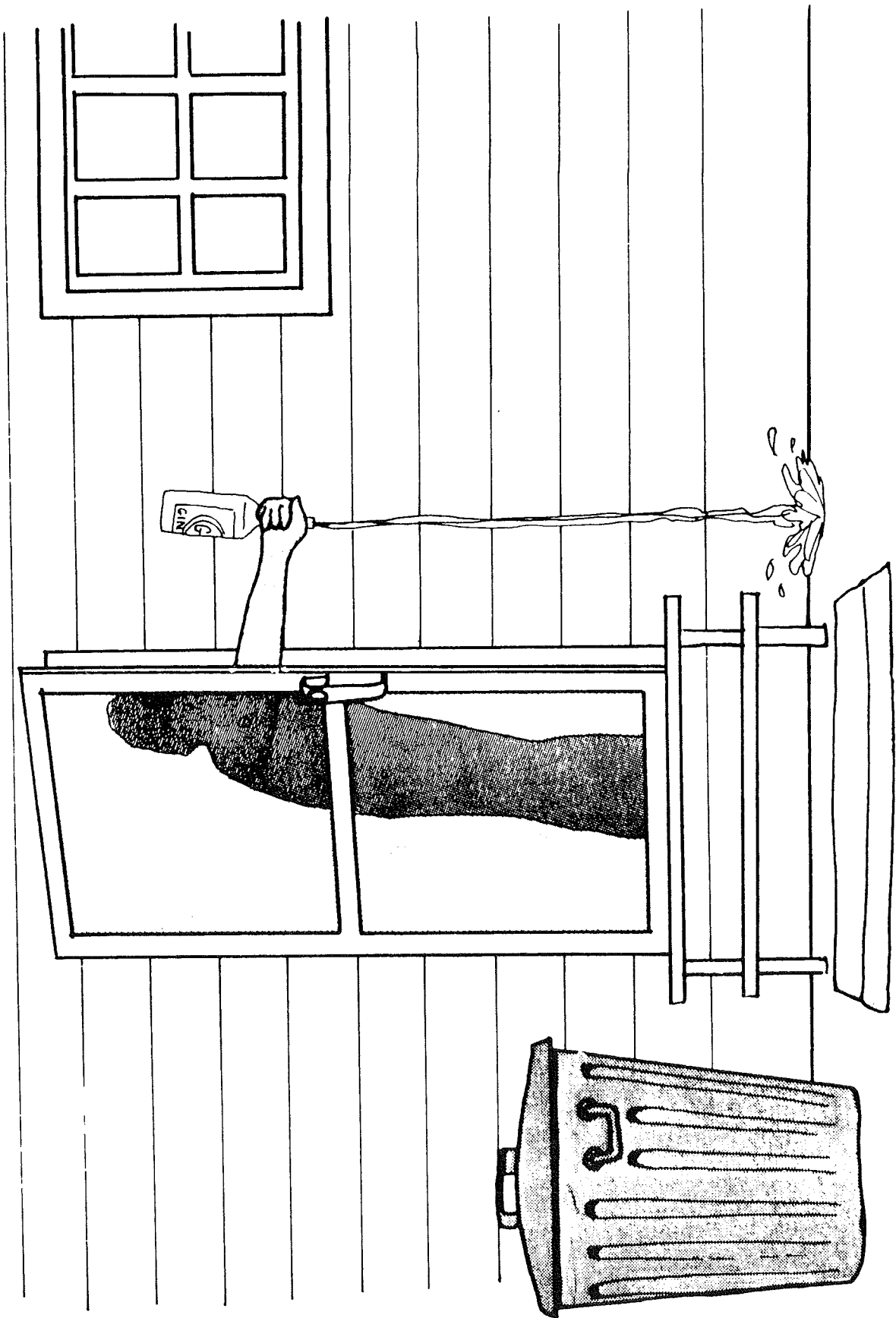
6. Show the students page 115 and tell them the following story about Billy.

This is Billy. Billy pours out his father's bottle of alcohol every night but it does not help. His dad just goes to the store and buys more bottles, drinks, and gets drunk. Billy has tried talking to his father but when that did not work he decided to pour the contents of the bottle out on the ground. Billy does not know what to do now.

Ask the children to make suggestions concerning Billy's situation.

NOTES





TEACHER REFLECTIONS: OBSERVE STUDENT BEHAVIOR

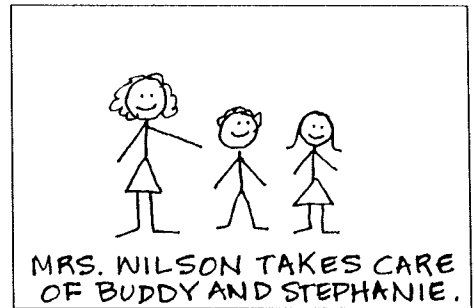
1. Have you noticed behavior indicating discomfort with this material among your students?
2. Are any of your students more interested in this subject matter than others?
3. Have you noticed any of your students becoming emotional when certain subjects are discussed?
4. Have any of your students mentioned personal problems during class discussion? How have you handled this?

LESSON TWENTY-FOUR

WAYS TO PROTECT YOURSELF IF THERE ARE PROBLEMS AT HOME

OBJECTIVE

Students will learn some of the ways they can protect themselves when there is a substance abuser in their home.



PICTURE-TALK

Buddy and Stephanie used to go home after school when their mother was drunk. Now they go to their neighbor's house if their mother is drunk. Their neighbor's name is Mrs. Wilson, and she takes care of Buddy and Stephanie until their father gets home from work.

Mrs. Wilson feeds the children. She learned sign language, so she can talk to Stephanie. Sometimes Buddy and Stephanie do not want to go home; sometimes they are able to forget that there is a problem at home when they are at Mrs. Wilson's.

It is important that Buddy and Stephanie stay with Mrs. Wilson when their mother is drunk because she cannot take care of them. They are lucky to have Mrs. Wilson to help them. Some kids are not as fortunate as Buddy and Stephanie.

LEARNING EXPERIENCES

1. Discuss the fact that Buddy and Stephanie now leave the house when their mother is drunk. Ask the children how they feel about Buddy and Stephanie leaving their mother when she is drunk.

Explain that their mother's drinking has become so bad that they should not be alone in the house with her. She can no longer take care of them when she is drunk. Explain that in order for Buddy and Stephanie to be safe they must leave the house until their father comes home from work. This is one way that Buddy and Stephanie have learned to take care of themselves. Discuss other ways that Buddy and Stephanie can take care of themselves.

2. Show the students page 119. Ask them to describe what they see in the picture. Tell the following story.

This is the Stevenson family. Mr. Stevenson drinks too much beer after work and falls asleep in his chair every night. He spends all of the family's money on alcohol and when he wakes up he yells at his children.

Kris Stevenson is 7 years old, and her brother Bobby is 8 years old. When their father drinks too much and yells and threatens to hurt them, their mother takes them to their grandmother's and they stay overnight until their dad calms down. Their mother makes sure that they are out of danger.

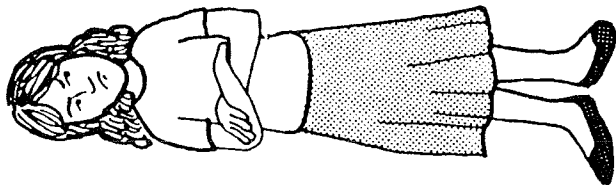
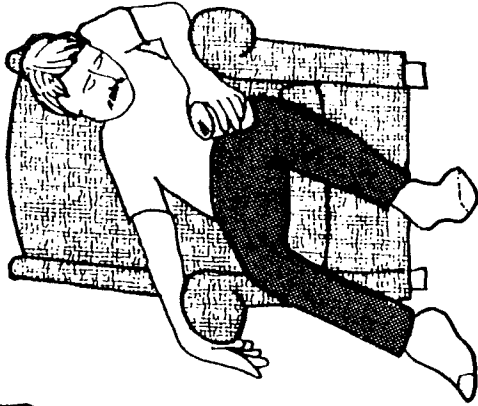
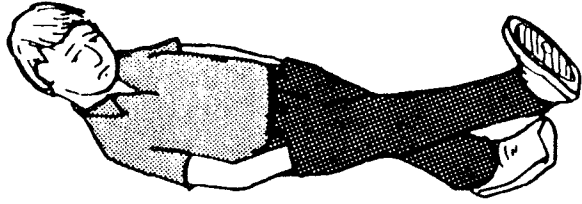
3. Describe the following hypothetical situations, and discuss the students' answers.
 - a. Simon is in the first grade, and he must go to a babysitter's house after school. One day his babysitter was drinking quite a few beers. The babysitter became drunk and then told Simon that she was going to drive him home.
What should Simon do?
 - b. Sarah and Jonathan have their Uncle Dan living with them while he is getting a divorce. Uncle Dan is very upset about his divorce, so he has been drinking more than he usually does. Sometimes when Uncle Dan drinks too much he becomes violent. He almost hit Jonathan the other day. Sarah and Jonathan's parents are going to a party tonight and they want to leave them with Uncle Dan. Sarah is afraid that Uncle Dan will drink while her parents are away and this frightens her very much.
What should Sarah do now?

LESSON TWENTY-FOUR CONT.

- c. Wendy has an older brother who smokes "pot" upstairs in his bedroom when their parents are not home. Wendy's parents do not know that her brother smokes "pot" so they leave her with him to babysit. Wendy's parents are going shopping tonight and they are going to leave Wendy with her brother. Wendy is afraid.
What should Wendy do? Should she tell on her brother?

Create more situations if you feel that an issue needs to be addressed with one of your students. Hypothetical situations open up many avenues for discussion with children of all ages and abilities.

NOTES



LESSON TWENTY-FIVE

MAKING DECISIONS



OBJECTIVES

The students will learn that decision making is something that people do everyday without realizing it.

The students will learn that decision making is a very important part of living a healthy life.

PICTURE-TALK

Buddy and Betsy were in the park one day when a group of older children came up to them and asked them if they wanted to smoke a cigarette. The older children told them that they would be their friends if Buddy and Betsy tried a cigarette. Buddy and Betsy had both learned that smoking is very bad for a person's health. Buddy and Betsy did not know what they should do because they really wanted to be friends with the older children.

Betsy told the older children that she would try the cigarette just once to see what it tasted like. Buddy told them that he did not want to smoke. The older children laughed at Buddy and called him names because he would not smoke. Betsy tried the cigarette and started to cough right away. The older children laughed at her too. It tasted horrible and Betsy told them that she did not want anymore. Buddy walked Betsy home because she felt sick. The older children just watched them leave and called them "babies."

LEARNING EXPERIENCES

1. Discuss the decisions that Buddy and Betsy made about smoking with the older children. Ask the students what they thought of Buddy and Betsy's decisions. Ask them what they might have done in a similar situation. It may bother students that Betsy, our heroine, tried a cigarette. Explain that Betsy made the decision to smoke because she was afraid that the older children would not like her. Discuss other situations where the students may find themselves in a position of doing something that they know is wrong just to impress someone else.
2. Have the students create a new PICTURE-TALK as a class and encourage them to change the decisions made by Buddy and Betsy. Encourage them to embellish the story and to change it so that it is a completely different story. Discuss the differences and similarities of the stories afterwards with the class.
3. Show the students page 122. Ask them to tell you what they see on the page.

Tell them that this is Steve. Steve's friends have approached him and are asking him to buy some drugs from them. Have the students make-up Steve's responses.

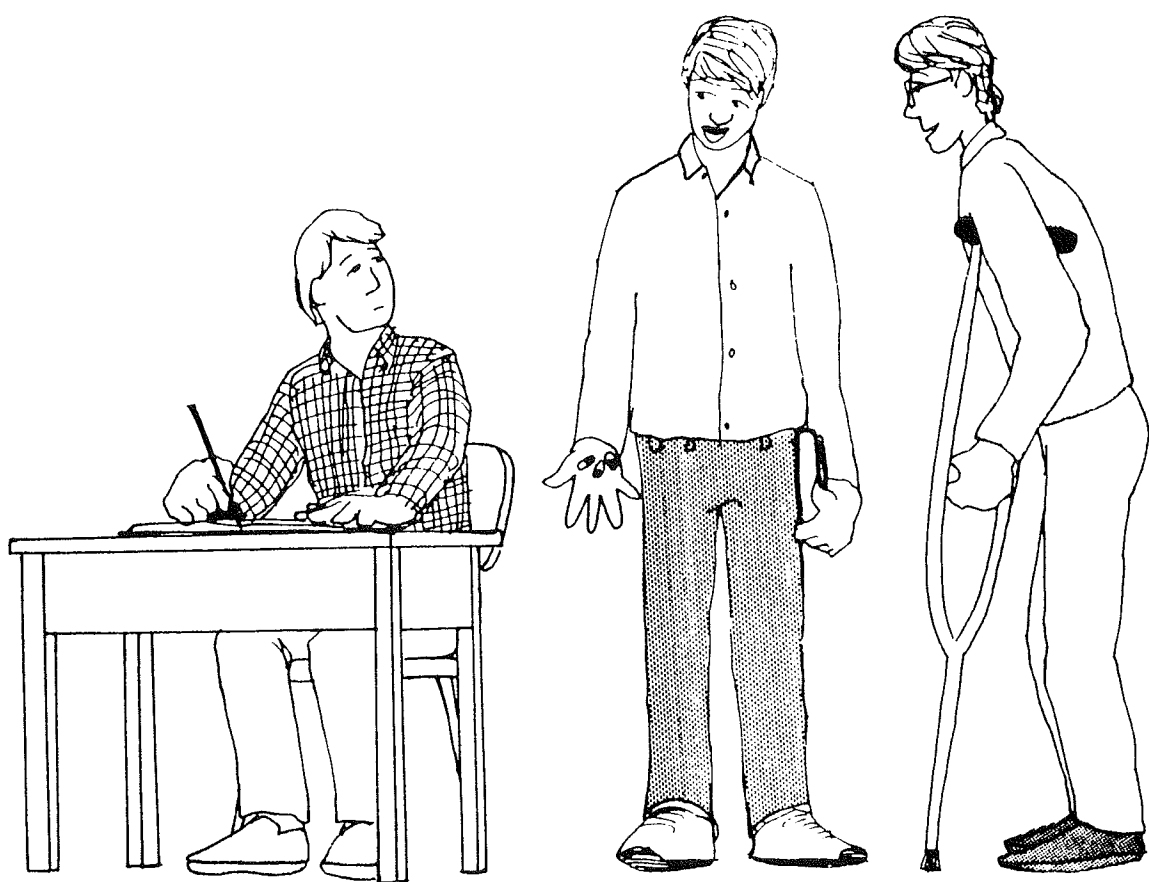
Discuss the responses afterwards.

4. Role-play the following situations with the students and emphasize how important it is for the students to be ready for any situation.
 - a. Michelle gets off the school bus after school. Michelle starts walking down the street to go home. Michelle's neighbor Jackie, who is in the 8th grade starts walking next to Michelle. Jackie asks Michelle if she wants to come over and drink some beer at her house because her parents are not at home. What should Michelle do? What should she say?

LESSON TWENTY-FIVE (CONT.)

- b. Jessica and Jody are friends and play together in the neighborhood everyday after school. One day a man pulled up in a car and asked the girls if they wanted to go for a ride. He told them that he would buy them pretty clothes and that he had already told their mothers that he would take them and their mothers gave him permission to take the girls for a ride.
What should the girls do? What should they say?
 - c. Danny and Jimmy were playing catch in the park one day. Danny found a bag of pills in the woods. There was no label on the bag.
What should Danny and Jimmy do with the bag?
 - d. Mike is deaf and attends a public school. Mike has many children in his classes who are hearing as well as hearing impaired. Mike does not know if he should invite hearing children to his birthday party because most of his friends are hearing impaired.
What should Mike do?
- 5 Make up other situations where the students would have to make decisions. Point out decisions that they make everyday in the classroom (e.g., which pencil to use, which piece of paper to write on, which worksheet to do first).

NOTES



LESSON TWENTY-SIX

POSITIVE PROBLEM SOLVING



OBJECTIVES

- Students will discuss positive problem solving skills that they can use easily.
- Students will solve problems in a positive manner within the classroom.

PICTURE-TALK

When Betsy used to go to Buddy's house, she would play with Stephanie, too. Betsy did not know sign language, so she and Stephanie would try to communicate by gesturing. Betsy would become frustrated because she could not understand Stephanie. Buddy finally suggested that Betsy take sign language classes to learn how to talk to Stephanie. Betsy thought that taking classes was a great idea! She had her mother sign her up for beginning sign language lessons and she learned quickly.

Now Betsy and Stephanie have solved their communication problem. They can talk to each other with sign language. Betsy solved her problem in a positive way. Stephanie is very happy that they can talk now.

LEARNING EXPERIENCES

1. Have the children discuss the communication problem between Betsy and Stephanie. Stress that Betsy had to do some work in order to learn sign language, but she feels that it was worth the effort.
2. Human beings can choose how they solve their problems. They can choose to solve them in a positive manner or in a negative manner. Read the following examples and get the students' reactions. Discuss positive ways of dealing with each problem.
 - a. Cherie is having trouble with her spelling words, but she is afraid to tell the teacher. Cherie is falling behind the rest of the class. What should she do?
 - b. The older kids steal Sam's lunch as he walks to school. Sam wants to call them names. What should he do?
 - c. Sylvie has a profound hearing loss in both ears. Sometimes she does not understand everything the teacher is saying to her. She becomes very frustrated but she does not say anything. What should she do?
 - d. Mike's dad drinks too much and becomes mean. Sometimes when he is drunk Mike's dad hits Mike's mom. Sometimes he hits Mike. Mike does not tell anyone about this because he does not want to get his dad into trouble. What should he do?
3. Have the students draw themselves solving a problem in a positive way. Discuss the problems depicted, and emphasize that positive problem solving is much more productive than negative problem solving.
4. Invent a problem that the students can solve within the classroom (e.g., lack of space, empty wall space, dirty desks). Have them solve the classroom problem in a positive way.

NOTES

TEACHER REFLECTIONS: COMMUNICATION UPDATE

1. How well are most students responding to the materials on a scale from 1 to 10?
2. Do the students feel comfortable discussing alcohol and other drugs with you and their peers?
3. Do you feel comfortable discussing this subject matter with your students?
4. Are you having any trouble explaining important concepts to your students? How have you solved this problem?
5. How are your students responding to the PICTURE-TALK stories? How are they responding to the drawings on the board?
6. Have you had to take more time to modify the materials than you had expected?
7. How have the students responded when a person with a disability is mentioned?
8. How effective are the learning experiences for your students?

LESSON TWENTY-SEVEN

BUDDY AND STEPHANIE'S MOM GETS HELP!



OBJECTIVE

The students will learn that a person who has an alcohol or other drug problem can get help and can get better.

PICTURE-TALK

Last week, Buddy, Stephanie and their father sat down with their mother when she was not drunk and had a long talk. They all told her that they loved her very much but that they were worried about her. They all told her in their own way how her drinking was affecting their family. Their mom admitted that there was a problem and that she would go to the doctor as they had suggested.

Their mom went to the doctor, and the doctor suggested that she go into an alcohol treatment center in the local hospital. The doctor explained that she would have to be away from home for awhile, but if she really wanted to get better, this was one way to start. Buddy and Stephanie were sorry that their mother was going away to the hospital, but they are very excited that she is getting help for her drinking problem!

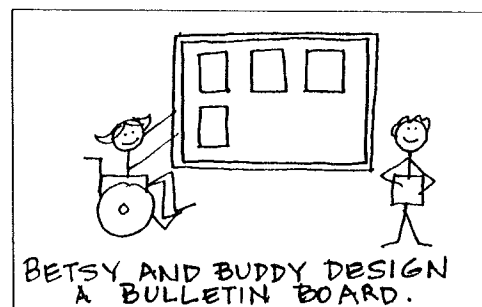
LEARNING EXPERIENCES

1. Ask the children if they have any questions about Buddy and Stephanie's mom. If they have questions about why she had to go to the hospital, explain that sometimes it is necessary for a person with a drinking or other drug problem to go to the hospital so that the doctors and nurses can watch them while the alcohol and other drugs are leaving their body.
Withdrawal from alcohol and other drugs can be extremely dangerous. A person who is withdrawing from a drug (alcohol included) should be monitored or they could die. It is very serious and very essential for a person to get the help that their body and mind needs to become well again.
2. Ask the students how they feel about Buddy and Stephanie's mother getting help for her drinking problem. Are they relieved? Did they think that she would ever stop drinking?
3. Have the students draw a "before" and "after" picture of Buddy's family. Encourage them to draw or explain what Buddy's family was like while his mother was drinking heavily, ("before") and what they think Buddy's family will look like after their mother stops drinking and gets help ("after"). Discuss their drawings and explanations. Explain that Buddy's mother will not become better overnight. Getting better takes a long time.

NOTES

LESSON TWENTY-EIGHT

WHAT CAN WE DO ABOUT ALCOHOL AND OTHER DRUG ABUSE?



OBJECTIVE

Students will synthesize the material that they have learned by designing a cooperative bulletin board that shows ways in which they can help stop alcohol and other drug abuse.

PICTURE-TALK

Buddy and Betsy had a special week called "Drug-Free Week" at their school. They learned about alcohol and other drugs. They talked about the many problems that alcohol and other drugs can cause.

The students in their class made a bulletin board filled with pictures showing their ideas on how they would help stop the drug problem in the United States. The principal, Mrs. Fletcher, came by and told the students that they did a beautiful job. She said that she was very impressed with the wonderful ideas that the students had. Buddy and Betsy were very excited about their art work. Buddy even wrote a poem about how he would help stop drug abuse.

LEARNING EXPERIENCES

1. Ask the students what they think about Buddy and Betsy's bulletin board. Tell them that you would like them to design their own bulletin board for your classroom.
2. Create a cooperative list on the board or flip chart with students' ideas. Label the list--"What Can We Do?" Emphasize that the students must take ownership of their own problems.
3. After composing the list, have the students create a drawing, painting, poem, or short story about how they are going to solve the alcohol and other drug problem. This can be a fantasy or a realistic solution. If time permits, have the students create the bulletin board themselves so that it is their bulletin board.
4. Ask the principal to come in to see the bulletin board and make comments about all the creative ideas included on it. Call the local newspaper, and have them take a picture and interview students about their ideas.
5. Have the students complete the sheet on page 127 by drawing a picture or writing their answer to alcohol/drug abuse. After the students have completed their section, encourage them to ask their parent or guardian to complete the other section. Encourage the students to discuss this problem and possible answers with their families and friends.

NOTES

Student's Reactions To The Drug Problem

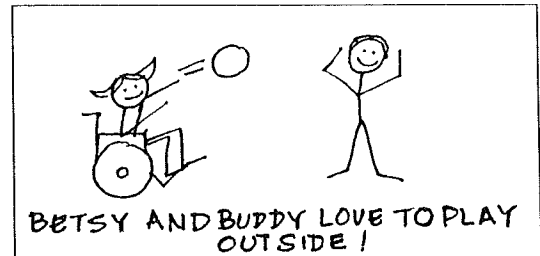
Parent's Reactions To The Drug Problem

LESSON TWENTY-NINE

LIVING A HAPPY/ HEALTHY LIFE

OBJECTIVE

Students will learn ways to feel good about themselves without turning to alcohol or other drugs.



PICTURE-TALK

Buddy and Stephanie love to visit Betsy's house. Betsy's mother always makes cookies and practices sign language with Stephanie because she is taking lessons with Betsy. Betsy has a park near her house so they all go there and play. The park has special playground equipment for children who use wheelchairs so Betsy can play too. Buddy and Betsy try to get outside as much as possible to play. Betsy's favorite thing to do is to throw the ball back and forth with Buddy.

LEARNING EXPERIENCES

1. Ask the children to discuss Buddy and Betsy's active lifestyle. Ask the children to name their favorite activity while you write them down on the blackboard. Share your favorite activity, and pretty soon the board will be filled with fun activities.

Emphasize that there are many ways that the students can enjoy themselves in healthy ways.

2. Tell this story about Larry.

Larry is in Buddy and Betsy's grade. Everyday after school Larry gets off the bus and goes directly home and watches television. Larry rarely plays outside and he does not get any exercise.

Larry lives in Betsy's neighborhood, and when Buddy visits Betsy, he always asks Larry to come and play with them. Larry always says that he would rather watch television. Buddy is running out of patience with Larry.

Ask the students if they have any suggestions for Buddy as to how they would get Larry to play outside with the rest of the children.

3. Ask the students to name the things they do each day to stay happy and healthy (e.g., bathing, brushing teeth, exercising, playing games). Ask them how they feel when they forget to do some of the healthy things that they are supposed to do each day.
4. Have the students create a story about a person who does not practice healthy habits. Draw the story on the board with stick-figures as they are telling it to you. Encourage the children to be creative and to use their imaginations.

Leave the story on the board for a few days and encourage the children to add new "unhealthy" ideas to the tale.

5. Have the students create a story about a healthy person after you erase the story about the unhealthy person. Discuss the differences between the two people afterwards.

NOTES

APPENDIX

RESOURCE MATERIALS AND REFERENCES

Boros, Alexander and Patricia Callahan. 1988. Looking at Alcohol and Other Drugs. Kent, Ohio: Kent State University.

Callahan, Patricia and Alexander Boros. 1988. Looking at Treatment for Alcohol and Other Drugs. Kent, Ohio: Kent State University.

Erwin, Julie and Alexander Boros. 1990. Prevention Curriculum Guide for Special Education (Grades 4-6). Kent, Ohio: Kent State University.

Erwin, Julie, Alexander Boros and Janet Hawkes. 1989. Prevention Curriculum Guide for Looking at Alcohol and Other Drugs for Special Education (Grades 7-12). Kent, Ohio: Kent State University.

These items may be ordered from Project A.I.D. at the following address.

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Kent, Ohio 44242

(216)/672-2440 or

TDD (216)/672-2451

OTHER RESOURCES:

The table of facts concerning prescription drug abuse cited in "For the Teacher: Facts About Prescription Drug Abuse" and compiled by The Michigan Substance Abuse and Traffic Safety Information Center (925 E. Kalamazoo Street, Lansing, Michigan 48912).

The booklet called "What Everyone Should Know About Alcohol," the Scriptograph book cited in "For the Teacher: Facts About Alcohol and Alcoholism"

The booklet called "Chemical Dependency--Is There a Problem?" created by Krames Communications (312 90th St., Daly City, CA 94015-1898; (415)/994-8800).

M.G. Minter, Drug Abuse, Galludet College. See "For the Teacher: How Is Alcohol Absorbed Into the Body?"

Dear Teacher,

The authors of this guide are interested in any comments that you may have after using these materials. If at any time you have a question or a suggestion for changes within the text, please write us or call us and let us know your thoughts. We are open to recommendations of any kind and will be happy to hear other ideas. Please address your comments and suggestions to:

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