

October's Healthy Habits Campaign message is:
Take responsibility for a drug free life!

Being aware of beneficial and harmful substances is important for kids and adults alike. Students need to learn about the importance of living drug free and how to use common household products and medications safely. This information can help them make healthy and safe choices about the world around them and the situations they face.

To help you promote October's healthy habit, this packet contains:

Substance Use Activities and Resources	Time needed:	Page Number:
Teacher Resource: <i>Substance Abuse Basics</i>		1
Educational Game: Safe and Unsafe Products Line-Up	10-15 Min.	2
Academic Connections: Substance Use Writing Prompts	10-15 Min.	3
Equipment: <i>"Safe" and "Unsafe" signs for 'Safe and Unsafe Products Line-Up' activity</i>		4-5

The key points to focus on this month are:

- **Common things we find around the house can hurt us if we're not careful.** Even things that seem healthy can be harmful, if we don't use them the right way. Be sure to follow the guidance of an adult or the directions on the package when using things like cleaning products or when taking prescription medications or common medications, like for a headache or cold.
- **Drugs are bad for our bodies, minds, and friendships.** Using drugs like cigarettes, and alcohol can have immediate effects that make our bodies hurt, our minds fuzzy, and put our friendships at risk.
- **Making safe choices is the responsible thing to do.** Knowing about whether substances you encounter are helpful or harmful, and how to use helpful substances safely, can do a lot to help keep you healthy. Making safe choices is one important way to take responsibility for your health.

Thank you for your help promoting the health of Chatham County's students this month!

Substance Abuse Basics

What are some common beneficial substances? Some common beneficial substances include over-the-counter and prescription medications. These substances are only beneficial when taken according to a doctor or nurses instructions, and/or the instructions included on the package.

What are some common harmful substances? Harmful substances include legal and illegal drugs and any other substances that are used in a way contrary to product directions or professional instructions (i.e., abusing over-the-counter or prescription drugs or inhaling common household products).

How common is substance abuse among Chatham County's students? A recent survey of 6th-12th grade students in Chatham County found that:

- 38.9% of those students had ever used alcohol
- 23% of those students had ever used tobacco
- 16% of those students had ever used marijuana
- 10.2% of those students had ever used an inhalant

More information about this survey can be found at: www.chathamnc.org/schoolhealth

What are the most common health effects of these legal and illegal drugs?

Tobacco – Smoking increases the risk of: developing coronary artery disease, developing lung and esophageal cancer, having a stroke, and suffering from emphysema, bronchitis, and reduced circulation.

For more information: <http://www.cdc.gov/tobacco/index.htm>

Alcohol – Drinking alcohol increases the risk of: developing liver disease, neurological problems, cancers such as mouth and throat cancer, and anxiety and depression. It is also associated with a variety of unintentional injuries (i.e., motor vehicle crashes, drowning, falls) as well as risky sexual behaviors and violence (intimate partner violence and child maltreatment). For more information: <http://www.cdc.gov/alcohol/fact-sheets/alcohol-use.htm>

Marijuana – Side effects of smoking or ingesting marijuana include: slowed thinking/reaction time, confusion, poor coordination, impaired memory and learning, increased heart rate, and anxiety. In the long-term, use of marijuana can increase respiratory infections. For more information: <http://drugabuse.gov/infofacts/marijuana.html>

Inhalants – Using inhalants can cause: headache, nausea or vomiting, slurred speech, loss of coordination, unconsciousness, cramps, weight loss, depression, memory impairment, damage to cardiovascular and nervous systems, and sudden death. For more information: <http://www.drugabuse.gov/infofacts/inhalants.html>

What are some effective ways to talk with kids about the dangers of substance abuse?

From the Partnership for a Drug Free America - <http://parent.drugfree.org/Home/>

Emphasize current impacts of drug use more than future impacts. For example, focus more on the fact that cigarettes can make you cough and gag and make your hair and clothes smell bad, and less on the risk of cancer down the road.

Focus on how drug use can impact things that are important to your students. For example, that using drugs can make it hard for them to do things they like to do like playing sports, or that drug use can hurt their relationships with their friends and family.

Educational Game	Safe and Unsafe Products Line Up
<i>Standard Course of Study Objectives and Health Education Essential Standards</i>	Kindergarten: <ul style="list-style-type: none"> • 5.01, 5.02 • K.ATOD.1.1 1 st grade: <ul style="list-style-type: none"> • 5.03 • 1.ATOD.1.3 2 nd grade: <ul style="list-style-type: none"> • 2.ATOD.1.1
<i>Time Needed</i>	10-15 minutes
<i>Organization/Equipment</i>	<i>Organization:</i> <ul style="list-style-type: none"> • A sign that says “safe” on one wall and a sign that says “unsafe” on another wall – these signs can be found at the end of this packet. • Students start sitting/standing in between the two signs/walls. <i>Equipment:</i> <ul style="list-style-type: none"> • “Safe” and “unsafe” signs (see pages 4-5). • List of substances (see below)
<i>Teacher Introduction</i>	In this activity, students will gain practice identifying safe and unsafe substances, or substances that might be dangerous or safe, depending on the circumstances.
<i>Rules and Directions</i>	<ul style="list-style-type: none"> • Have students start between the two signs. • Introduce the concept of unsafe (e.g., something bad, scary, or harmful could happen to you if you eat this thing (even just one gulp), do this activity, or touch this object) and safe activities (actions that will probably not cause you any harm). • Tell students that this exercise is to get them thinking about safe and unsafe activities. Explain to students that you are going to read a list of different substances. If they think it is safe to eat or drink even just one gulp of this substance, they will move to stand next to the “safe” sign. If they think it would be unsafe, they will move to the “unsafe” sign”. • Set the ground rules for the students (Talking? No talking? Can they comment on where people are going?). • Start naming substances. • For each substance named, have one or two students share why they are standing where they are standing, particularly if the students are divided on where they should be standing. • After going through the list of substances, conclude by telling students that there are lots of things around the house that are not safe to eat/drink and that it’s important never to eat or drink anything unless you know that it’s safe because your parent/guardian has told you it is okay. Note that eating/drinking unsafe things can make them really sick to the point where they might have to go to the hospital. <p>List of substances (Use those that you feel are appropriate for your group or add your own): milk, coffee, bleach, alcohol, aspirin, dishwashing liquid, soda, shampoo, gasoline, motor oil, tea, orange juice, drinks with caffeine, cleaning supplies found under the sink, an unlabeled bottle of pills, insulin for your grandma who has diabetes.</p>
<i>Variations</i>	<ul style="list-style-type: none"> • Do as a written exercise • Do using pictures and have students actually put the pictures into a “safe” and “unsafe” bucket

Academic Connections	Writing and/or Discussion Prompt
<p><i>Standard Course of Study Objectives and Health Education Essential Standards</i></p>	<p>Kindergarten:</p> <ul style="list-style-type: none"> • 5.02 <p>1st grade:</p> <ul style="list-style-type: none"> • 5.01 • 1.ATOD.1.2, 1.ATOD.1.3 <p>2nd grade:</p> <ul style="list-style-type: none"> • 5.01 • 2.ATOD.1.2
<p><i>Time Needed</i></p>	<p>10-15 minutes</p>
<p><i>Organization/ Equipment</i></p>	<p><i>Equipment:</i></p> <ul style="list-style-type: none"> • Students need a writing implement and paper or journals if you are doing this as a writing activity. • Write the prompt on the white board for the class.
<p><i>Teacher Introduction</i></p>	<p>This is an individual, reflective writing activity where students will get a chance to write a little bit about what they know about responsibility and substance use. Younger students can draw or practice single words in response to the prompts, or you can use the writing prompts as group discussion prompts instead.</p>
<p><i>Rules and Directions</i></p>	<ul style="list-style-type: none"> • Start with a group discussion about responsibility. Ask students what it means to be responsible and give some examples of responsible and irresponsible choices. Then move to a discussion about medicine or tobacco (depending on your age group – see differences in prompts below) Ask students what medicine is for or for examples of times when people use medicine OR what they know about tobacco. • Tell the students that they are going to write a little about medicine (K-1) / tobacco (2), what they know about it, and how it might help/hurt a person. • Tell the students that after they finish writing, a few students will be asked to share a little bit about what they wrote. • Show the prompt to the class (written on the white board) and also read it out loud. • Ask if anyone has any questions about the prompt. • After the students have had about 10 minutes to write, have a few students share what they wrote about. See if other students had similar thoughts or experiences. Have as many students share as you have time for. Clarify any unclear or false assertions that students make as they are sharing (ie, tobacco is healthy for you!). <p>Writing/Discussion prompt for K and 1st grade:</p> <ul style="list-style-type: none"> • What does responsibility mean? How can you be responsible with medicine? (<i>In thinking about this prompt, ask them to think about when is it okay/safe to take medicine and when is it not okay/not safe to take medicine.</i>) <p>Writing prompt for 2nd grade:</p> <ul style="list-style-type: none"> • What does responsibility mean? How can you be responsible when it comes to tobacco? (<i>In thinking about this prompt, ask them to think about what they know about tobacco and what some of the risks of using tobacco are.</i>)
<p><i>Variations</i></p>	<ul style="list-style-type: none"> • Change the prompt according to other material you cover on these topics in class. • Use visual aids to introduce the prompt for younger students.

SAFE

UNSAFE