

MANITOBA ADDICTIONS AWARENESS WEEK

TOPIC:	Identifying Harmful Substances
AUDIENCE:	Kindergarten – Grade 5
OUTCOME:	Identify helpful and harmful substances found in the home and school (i.e., medications, vitamins, cough syrup, substance that may cause allergies, products danger symbols, tobacco products) Sort decisions and/or choices that are made daily, based on their positive or negative consequences.

TOUGH KIDS & SUBSTANCE ABUSE:

A drug awareness program for children and adolescents with ARND, FASD, (FAS/E) and cognitive disabilities

Tough Kids & Substance Abuse is a drug awareness program developed in Manitoba by representatives from Winnipeg S.D. 1, West Region Child & Family Services and the Addictions Foundation of Manitoba. It is targeted to “tough” kids, those children and adolescents with ARND, FASD and cognitive disabilities. It provides practical strategies related to educating this group about alcohol, inhalant and other drug issues.

The following is an excerpt from a *Tough Kids & Substance Abuse* lesson plan.

RED MEANS STOP: WHAT THINGS WILL HARM YOU?

SYNOPSIS

- ✓ The students create a collage of pictures that are harmful.
- ✓ This lesson is designed to assess the level of each student’s knowledge about things that are harmful to them through pasting photographs from magazines and flyers onto a red Bristol board cut into the shape of a “Stop Sign”. “The Red Means Stop” lesson includes anything that is unhealthy or harmful. So, harmful activities and dangerous objects such as guns and knives may end up cut and glued onto the collages.
- ✓ Other lessons in this unit deal with healthy “green light” choices and cautionary “yellow light” choices. This lesson plan will refer to these other types of choices; however, each lesson should be taught separately to maintain student focus.

MATERIALS & PREPARATION

1. Red Bristol board (poster paper), one sheet for every two students. It is usually available in 28"x22" sheets. Each sheet should be precut into two octagons approximately 15" between parallel sides.
2. Pictures of a variety of substances, foods, drugs, deodorants, etc, as many as is necessary to provide each student between ten and twenty samples. Use old magazines and flyers from grocery and drug stores. You will find more healthy "green light" choices in the grocery flyers and hardware store flyers provide more "red light" choices. Magazines with alcohol and tobacco ads are helpful for this lesson. Catalogues also provide a wide range of items. You will find that most magazines are lacking in "harmful" things as compared to "healthy" things. Most of what is found in drug store flyers are more "Yellow Light" than "Red Light"; it might be useful to include only a few of the flyers you might use in the "Green Light" lesson. Because searching through magazines can be laborious as well as distracting from the main purpose, be sure to plant some pre-cut photographs in the pile. (See Resources, item)
3. Safety scissors, one per student.
4. Glue stick, one per student.

LESSON PLAN

1. This lesson may take anywhere from one to three sessions, depending upon the amount of information the students in the class have already absorbed.
2. Have the students sort through the pictures and look through the magazines to find pictures of things that are harmful to their body.
3. Intersperse adults and staff between the students. It may be necessary for the adults to model the expected behavior by creating their own collages. Helping the students attach their own pictures to their own red sign and discussing the choices will probably absorb most of the adult interaction.
4. Cut and glue the pictures on the "stop sign". Do this in small groups, each with at least one adult involved. Ask why a particular picture was chosen.
5. Observe how the students view "yellow" substances. These are substances such as aspirin, Advil, or Tylenol, which in moderate amounts are "healthy", and in excessive amounts "harmful". Again, do not correct the student if they paste aspirin on the red paper. Always acknowledge their choice. There will be time during the "Yellow Means Caution" lesson to address substances that should be used with caution.
6. Though excessive amounts of substances will kill anyone who ingests them, do not place too much emphasis on this aspect, as the student will carry this as an absolute into the home environment. In homes where alcohol or drugs are used, this may create resistance to the curriculum. A student may see "one beer" as deadly for anyone at home who drinks it.

"Tough Kids & Substance Abuse" can be borrowed The Addictions Foundation of Manitoba, Library Services, at 1031 Portage Avenue, Winnipeg, Manitoba. Please call [204] 944-6277 or Fax [204] 772-0225. It is also available to download from the AFM website at www.afm.mb.ca