

Grade Level: Kindergarten

Prevention Strategy:

- Familiarize children with personal risks of drug use.
- Teach refusal skills.
- Emphasize importance of taking care of our bodies.
- Stress the importance of taking care of our loved ones (encouraging them to avoid drugs)

Instructional Strategies/Active Learning:

- Include age appropriate videos and books about alcohol, tobacco and other drugs.
- Role play how to say no to peer pressure
- Color pictures of lungs to show effects of tobacco use
- Color pictures of livers to show effects of alcohol
- Children will discuss what drugs are including the difference between good drugs (prescriptions people need) and harmful drugs “Discussion on the subject is key. The teacher must be available to speak to students individually if they wish or in the whole class discussion. Openness is very important to have between teacher and students.”

Grade Level: First Grade

Prevention Strategy:

- Building self esteem, taking care of your body
- Choosing friends/a social environment that supports the well being of self and others (good friends would not encourage you to put harmful substances in your body)
- Identifying physical harm brought by alcohol, tobacco and other drugs

Instructional Strategies/Active Learning:

- Prevention activities can be included in a range of subject areas: science (effects on the body), music (creating a song about prevention), art (drawing, making posters)
- Role playing situations of good and bad friendship, including refusal skills where drug use is suggested
- Group discussions
- Lists of traits of good and bad friendship
- Visual aids

Grade Level: Second or Third Grade

Prevention Strategy:

- Children would learn personal risks of harm from drugs and practice peer resistance

Instructional Strategies/Active Learning:

- Children would be presented with opportunities for writing and acting out skits that demonstrate how to say no to drugs
- Books would be read to children on how to say no and about how drugs negatively affect the body
- Students and teacher will discuss what they know about drugs, ways to say no and why (drugs) are dangerous.

- Plastic lungs would be brought into the class to show damage from smoking
- Age appropriate videos could be shown
- Activities would be directed “to different learning styles, encouraging different types of students to participate.”

Grade Level: Third Grade

Prevention Strategy:

- Focus on the physical damage caused by alcohol, tobacco and other drugs

Instructional Strategies/Active Learning:

- The content would fit either health or English (“where we could read a story about alcohol and drug abuse”)
- “I would show videos and pictures that would depict the effects alcohol, drugs and smoking have on the human body.”
- “I would have my students draw pictures of people who are on drugs or alcohol. I might have (them) make a list of the negative effects alcohol and drugs have on your body.”
- Stress would be on discussion groups. Third graders like to participate. Care would be taken to present the material in an interesting way that does not frighten the students.

Grade Level: Fourth and Fifth Grade

Prevention Strategy:

- Address the physical dangers of alcohol, tobacco and other drugs, emphasizing personal risk and harm
- Address peer pressure and encourage healthy choices

Instructional Strategies/Active Learning:

- “I would design prevention curriculum for a health class or look for teachable moments across the curriculum”
- A health class would include “accurate information on the impact of alcohol, tobacco and drugs—the seriousness of how it affects you”—correcting misperceptions of risk.
- An atmosphere of safety would be fostered “so these issues can be discussed, especially how peer pressure affects individuals”
- In art classes posters could be created.
- “In math (prevention could be incorporated when figuring percentages creating charts, or other story problems
- Current events would also be followed for teachable moments.
- In literature there would be discussion of drug related situations from stories that were read.
- Students can be actively involved, creating their own anti-drug messages through group projects. They can be divided into groups and asked to design “and act out a TV commercial encouraging kids not to smoke, drink or do drugs.”
- Speakers might be invited who can effectively motivate kids to resist negative peer pressure

Additional Resources for K-5 Curriculum Development

Prevention First (<http://www.prevention.org>) has a Chicago (720 N. Franklin, Suite 500) and a Springfield (2800 Montvale Drive) library of educational materials that includes many examples of prevention lessons

designed for K-5 classes. For example, the Life Skills Training program (<http://www.lifeskillstraining.com>) developed by Gilbert J. Botvin is well supported by evaluation research. This anti-smoking program directed at third and fourth graders provides lessons that address accurate information, self esteem, stress management, assertiveness, social skills, decision making and resisting cigarette advertising. Click on the [Links](#) section of our website for these and other sources of support in developing K-5 curriculum.