



Illegal Drugs Hard Quiz

DIRECTIONS: Circle the best answer.

2.3.4. B. 1-5 UP4

Name _____

1. Which sentence is FALSE?

- A.** Alcohol is legal for adults, but illegal for kids.
- B.** People can only get addicted to illegal drugs.
- C.** Some drugs make you feel sleepy, tired, and sad.
- D.** Some substances are legal, but used in illegal ways.

2. Which drugs are sniffed?

- A.** steroids
- B.** cigarettes
- C.** alcohol
- D.** inhalants

3. What is substance abuse?

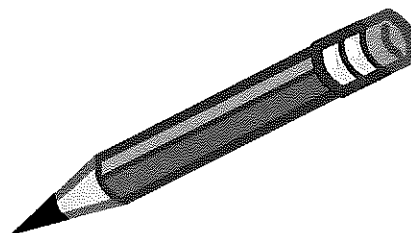
- A.** when a doctor prescribes a drug to make someone feel better
- B.** when a person tries to convince another person to use a drug
- C.** when a drug makes you feel hyper or makes you feel tired
- D.** when a drug or other substance is misused or used too much

4. Which happens FIRST?

- A.** The heart begins to beat slower.
- B.** Alcohol enters the bloodstream.
- C.** A person drinks alcohol.
- D.** The brain begins to slow down.

5. Hair loss and mood swings are SIDE EFFECTS of steroid abuse. What is a SIDE EFFECT?

- A.** a tool to measure weight
- B.** a legal drug from a doctor
- C.** an unwanted result caused by a drug
- D.** an illegal drug that makes you hyper





Smoking Hard Quiz

DIRECTIONS: Circle the best answer.

Name _____

1. Your body's airways are lined with small hairs called cilia. What do cilia do?

- A. They help you move your bones, joints, and muscles.**
- B. They cause lung diseases like cancer or emphysema.**
- C. They sweep away germs so they do not get into your lungs.**
- D. They carry blood from your heart to the rest of your body.**

2. Over time, smokers can have problems breathing. What might happen when a heavy smoker exercises?

- A. The person might hold his or her breath for a long time.**
- B. The person might fight against diseases like emphysema.**
- C. The person might get bad breath or stained yellow teeth.**
- D. The person might run out of breath and feel tired quickly.**

3. Which sentence is FALSE?

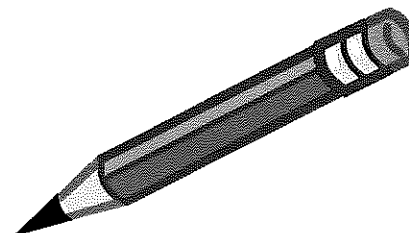
- A. Most cigarettes have tobacco and different chemicals.**
- B. Over time, smoking can cause lung and heart problems.**
- C. Smoking or chewing tobacco can cause cavities to form.**
- D. Once a person is addicted to smoking, it's easy to quit.**

4. What can you do if an adult you know smokes?

- A. Ask them to use smokeless tobacco because it is healthy and safe.**
- B. Remind them that smoking is harmful and encourage them to quit.**
- C. You can steal their cigarettes and give them away to other people.**
- D. Report them to the police because it is illegal for adults to smoke.**

5. Why are people not allowed to smoke inside of some buildings, such as hospitals and restaurants?

- A. because smoking cigarettes is against the law**
- B. because secondhand smoke is harmful to other people**
- C. because cleaning up cigarette ash is difficult**
- D. because nicotine is an addictive chemical**





Medicine Hard Quiz

DIRECTIONS: Circle the best answer.

Name _____

1. A doctor gives different doses of medicine based on a person's age and size. What is a **DOSAGE**?

- A. a color and shape of medicine
- B. an amount and strength of medicine
- C. a school where you learn about medicine
- D. a tool that measures height and weight

2. Why should you never take someone else's medicine?

- A. It can make you sick.
- B. It could harm you.
- C. It may not be right for your body.
- D. all of the above





3. How does a vaccine help you?

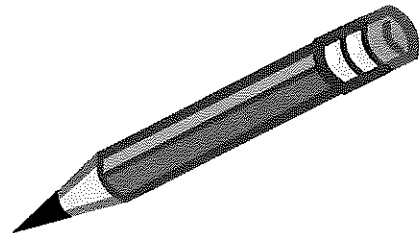
- A. It makes you feel better when you are sick.
- B. It helps a doctor find out what makes you sick.
- C. It tells your temperature.
- D. It helps keep you from getting sick in the future.

4. Which sentence is **TRUE**?

- A. You need a prescription to take any kind of medicine.
- B. You should never share your medicine.
- C. Always take your medicine at night.
- D. You should stop taking your medicine as soon as you feel better.

5. A medicine is a drug that can help people. Which is **NOT** a medicine?

- A. 
- B. 
- C. 
- D. 



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Home Activities



List 3 things you know about the health risks of Methamphetamine.

- 1.
- 2.
- 3.

List 3 things you know about the health risks of Hallucinogens.

- 1.
- 2.
- 3.

List 3 things you know about the health risks of Cocaine and Crack.

- 1.
- 2.
- 3.

List 3 things you know about the health risks of Heroin.

- 1.
- 2.
- 3.

Describe 3 ways people stay drug free.

**KNOWLEDGE
IS
PREVENTION**

List 3 things you know about the health risks of misusing prescription medications.

- 1.
- 2.
- 3.

List 3 things you know about the health risks of Marijuana.

- 1.
- 2.
- 3.

List 3 things you know about the health risks of club drugs.

- 1.
- 2.
- 3.

List 3 things you know about the health risks of inhalants.

- 1.
- 2.
- 3.

<http://pbskids.org/itsmylife>
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Home

Activities

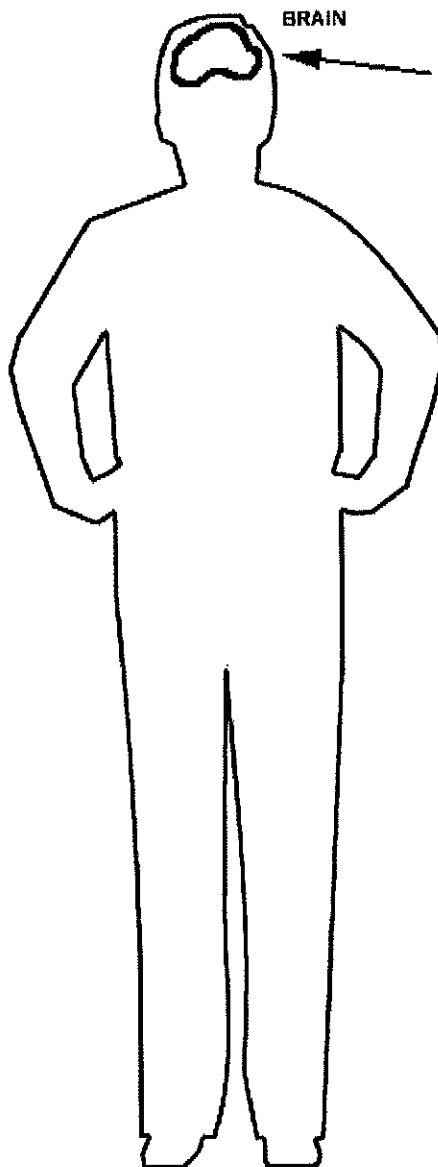


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EXAMPLE
**DRUGLESS DONNA KNOWS
THE FACTS ABOUT ALCOHOL**

Donna stays
drug-free by:



BRAIN

← This drug causes cloudy
thinking and overall
depresses the thought
processes and reaction time.

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Home Activities



"The Dangers of Drug Abuse"

Estimated Time of Completion:

Two to three classroom periods.

- I. Summary
- II. Objectives
- III. Materials Needed
- IV. Procedure
- V. Classroom Assessment
- VI. Extensions and Adaptations
- VII. Relevant National Standards

I. Summary:

For grades 4-7. Students this age should understand that they will be faced with a variety of decisions regarding their health, and that some of them might involve substances of abuse. Experimentation with drugs often begins in early adolescence. According to the results of the 2001 Youth Risk Behavior Survey by the Centers for Disease Control and Prevention (www.cdc.gov):

- 78.2% of high school students had one or more drinks of alcohol in their lifetime.
- 47.1% had one or more drinks of alcohol in the past 30 days.
- 29.9% had 5 or more drinks of alcohol on one or more occasions during the past 30 days.
- In addition to morbidity and mortality due to injury, drug use is related to suicide, early unwanted pregnancy, school failure, delinquency, and transmissions of sexually transmitted diseases (STD), including human immunodeficiency virus (HIV) infection.²⁷
- Despite improvements in recent years, drug use is greater among youth in the United States than has been documented in any other industrialized nation in the world.²⁸
- In 2001, 42.4% of high school students had used marijuana in their lifetime and 9.4% of high school students had used some form of cocaine in their lifetime.
- From 1991 to 2001, the percentage of high school students who said they used cocaine in the past month increased from 1.7% to 4.2%.

II. Objectives:

- Students will be able to evaluate the health hazards of illegal and legal drugs.
- Students will be able to evaluate and explain why it is important to stay drug-free.
- Students will be able to interpret knowledge about drug abuse.
- Students will describe the short-term and long-term health risks of using drugs.

III. Materials Needed:

- Computer with Internet access.
- Printed pages from the **It's My Life** topic "Drug Abuse": **Topic sections, Drug Abuse Crossword Puzzle, IML Journal, and Discussion questions for kids to bring up with adults**
- "Example of Drug Figure"
- "Knowledge is Prevention" Worksheet

IV. Procedure:

1. Use an introductory anticipatory set for this lesson on drug abuse. Read to students the "You Said It" question from the **It's My Life** Drug Abuse section. The question reads, "What types of drug use have you seen and experienced in your school, in your family, and in the media? What do you think about it?" Choose several students to read some of the excerpts posted on the site. Explain to students that the

next several lessons will be focused on drug abuse.

URL: http://pbskids.org/itsmylife/body/drugabuse/you_said_it.html

Important: As a teacher you are required by law to report any situation where a student's health and welfare is in danger. You will be discussing drug abuse over the next several class periods. If any student openly talks about his or her own drug abuse, you have a responsibility to speak with someone such as a parent, principal or guidance counselor.

2. Ask students to think about how they would answer the **It's My Life** "You Said It" question you brought up in the introduction. Hold a class discussion related to the following:
 - Why it is important or not important for students to know the facts about drug abuse?
 - How are drugs viewed in our culture?
 - Why do they think people use and abuse drugs?
 - What are some strategies and inner resources people use to remain drug-free?
 - What does drug abuse do to people, as well as their friends and family?
 - What is drug addiction?

3. Before introducing students to the objectives of the lesson, have them take **It's My Life's** Bonko's Body Quiz." Instruct students to write down any question they didn't know. You will go back to the quiz at the end of the lesson. URL: <http://pbskids.org/itsmylife/games/bonko.html>

In addition, distribute to each student a 3 X 5 index card and ask them to anonymously write down any question they may have about drugs and drug abuse. Collect the cards and privately read through them in preparation for your unit, with a goal of answering all questions.

Introduce students to the objectives of the unit:

- Students will learn the health risks of drug abuse.
 - Students will identify activities and situations that facilitate being drug free.
4. Briefly explain to students the difference between drug *use* and *abuse*. A possible example may be that when they are sick and go to the doctor, they use drugs to get well. Anytime someone uses drugs irresponsibly or a way in which they were not intended, he or she is abusing drugs.

Next, hand out the printed pages from the **It's My Life** "Drug Abuse" topic. These pages should include: "Marijuana," "Club Drugs," "Inhalants," "Methamphetamine," "Hallucinogens," "Cocaine and Crack," "Heroin," "Prescription Medications," "Rumors and Myths," and "Making A Difference." URL: <http://pbskids.org/itsmylife/body/drugabuse/index.html>

Break students into 8 groups and assign each group a drug category. Give each group copies of the page for their assigned category, as well as copies of the pages from "Rumors and Myths" and "Making A Difference." Using the printed pages, groups need to complete the following tasks:

1. On a large piece of butcher paper, trace the outline of one person in the group.
2. Label basic areas and systems of the body such as brain, stomach, lungs, spinal cord, heart, muscular system, nervous system, and cardio respiratory system.
3. Each group should use its printed resource page to review the drug category. After reviewing the signs, symptoms, and health risks of the assigned drug, students will label the body systems and parts with the health risks and adverse reactions related to abusing the assigned drug. For example, if the drug adversely affects the brain, the group may label the brain with the words, "cloudy thinking, affects the thought processes," and color it gray. (See **Example of A Drug Figure**)
4. Once the figure is labeled with body parts and the adverse affects of using the assigned drug category, the group will brainstorm tactics that help keep kids drug-free. The group should review their copies of "Rumors and Myths" and "Making a Difference."
5. The group should hold a brief discussion about the ways people stay drug-free, then write down these ideas all around the outside of their figure.
6. The group can come up with a creative name for their poster such as "Drugless Donna Doesn't Use."
7. Each group should then take turns using their figure as a visual to present the information about their assigned drug category, as well as ways to be drug-free. Hang the figures around the classroom.

5. During group presentations, have students complete the Mind Map Worksheet titled "**Knowledge Is Prevention.**"
6. Organize students into think-pair-share to partners to complete the "Drug Abuse Crossword Puzzle." Review the answers to the crossword puzzle with the entire class and use it as a springboard for discussion. URL: http://pbskids.org/itsmylife/body/drugabuse/print_crossword.html
7. Review the questions students submitted at the beginning of the unit and answer any that were not covered in the lesson.
8. Culminating Activities:
 - Read the "From the Mentors" page from the **It's My Life** "Drug Abuse." Ask students to write a "From the Mentor" section using both informative and persuasive writing techniques. URL: <http://pbskids.org/itsmylife/body/drugabuse/mentors.html>.
 - Other activities could include:
 1. Making comic books with drug-free characters.
 2. Creating skits about the health risks of drug abuse.
 3. Creating commercials and advertisements depicting the health risks of drug abuse.
 4. Starting a red ribbon campaign to educate peers about drug abuse.
 5. Write a fictitious newspaper story or magazine article about a situation involving drug abuse.
 6. Create raps or poems about the dangers of drug abuse and being responsible and drug-free.

V. Classroom Assessment

The "Knowledge is Prevention" Worksheet and "Drug Abuse Crossword Puzzle" can be graded and assessed. The group project can be assessed on group cooperation, presentation and material covered. A culminating project can also be used to assess student knowledge.

VI. Extensions and Adaptations

1. Connections with adults are important for helping students stay drug-free. Ask students to take a copy of the handout "Discussion Questions for kids to bring up with adults" and use the questions to hold a discussion with a parent or trusted adult. URL: http://pbskids.org/itsmylife/body/drugabuse/print_discussion_qs.html
2. Have a school guidance counselor come into the classroom and discuss with the students what they should do to seek help if they themselves, friends or family members have a drug abuse problem.
3. Invite a local police officer to visit the classroom and discuss drugs and the law.
4. Read from **It's My Life's** list of "Great Books about Drug Abuse" and complete book reports. URL: http://pbskids.org/itsmylife/body/drugabuse/print_books.html
5. Introduce students to support programs such as Ala-teen and Ala-non.
6. Create a drug-free pledge.
7. Have students respond to their thoughts and feelings about drug abuse issues by completing the "IML Journal" page. URL: http://pbskids.org/itsmylife/journal/drugabuse_journal.html
8. Create a calendar of drug-free activities to distribute to students at school.
9. Invite a local pediatrician in to speak to students about the risks of drugs.
10. Invite a drug and alcohol counselor to discuss the dangers of addiction.
11. Invite a recovering person to speak to the class.

VII. Relevant National Standards

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

- Students will recognize health problems caused by drug use and abuse.
- Students can explain the healthy choice of being drug free.

Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

- Students can describe valid health information related to abuse of drugs.
- Students can explain how to combat the lore of drug use.

Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- Students can identify responsible and harmful behaviors, develop health-enhancing strategies, and manage stress.

Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.

- Students can describe what peer pressure is and ways to use refusal skills.
- Students can describe activities that promote being drug free.

Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

- Students practice refusal skills.

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

- Students can set goals related to good health habits including strategies for remaining drug-free.

Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.

- Students can identify community resources related to seeking help for drug use and abuse, activities to engage in to remain drug free and accurately communicate health information related to drug use and abuse.

About the Author:

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