

That's Life

A Drug Education Series



GRADE
LEVEL
4



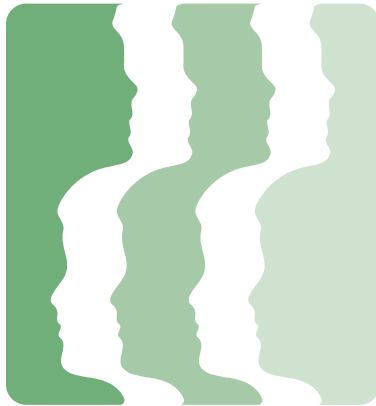
Curriculum and Teacher Training Manual



TELESIS Corporation

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4th Grade



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KNOTS

- TIME:** 15 Minutes
- MATERIALS:** None
- OBJECTIVE:** Ice-breaking activity

INSTRUCTIONS:

Tell the participants to form a circle, then join hands without taking the hand of the person next to them or of the same person twice. Now, without letting go, have the participants unknot themselves.

STAND UP

- TIME:** 10 Minutes
- MATERIALS:** None
- OBJECTIVE:** Ice-breaking activity

INSTRUCTIONS:

Stand up — Two people stand back to back, interlocking elbows. They count to three and then sit down together. Next they count to three and try to stand up together. Hint: lean in to each other. A second way to play is to form two even lines with one line facing one way and the other facing the other way so that everyone has someone behind him. Participants stand close together and interlock arms with the person *next* to them. Make sure they are touching the back of the person behind them. Now repeat the stand-up process above.

MY FAVORITES

- TIME:** 10-20 Minutes
- MATERIALS:** My Favorites Worksheet, pencil
- OBJECTIVE:** To allow students to share about themselves and to get to know classmates.

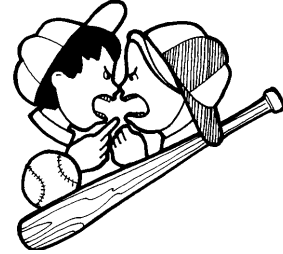
INSTRUCTIONS:

1. Encourage the students to fill in each blank space.
2. Allow students to share their list.
3. You can encourage the students to find a classmate with the same "favorite" and be friends for the day (or one recess period). Encourage the pairs to talk in detail about their "favorite."



BEING IN A GROUP

- TIME:** 10 - 20 Minutes
- MATERIALS:** Chalkboard and chalk
- OBJECTIVE:** Given a series of pictures, the student will identify at least one which illustrates cooperation.



INSTRUCTIONS:

1. Introduce this activity by saying: Certain behaviors help you to be included in a group. In this activity we will think about the behaviors that help you to be, or not be, a group member. What are some reasons why children are sometimes not chosen to be a member of a group? **(Do not discuss specific children.)** I will write your suggestions on the chalkboard. Suggestions might include:
 - a. Because they do not obey rules.
 - b. Because they are too busy.
 - c. Because they cheat.
 - d. Because they always want to be first.
 - e. Because they get other people into trouble.
 - f. Because they are clumsy.
2. Let's look at our list and choose the reasons that *you* have used to not include someone.
3. What can we do for children who are left out of a group because of any of these reasons?
4. Of these behaviors, which ones would work for you?

DECISION DISCO

- TIME:** 45 Minutes
- MATERIALS:** Large paper, felt tip pen, tape
- OBJECTIVE:** To understand the process of making responsible decisions.

INSTRUCTIONS:

1. Write the steps in the decision-making process on large pieces of colored paper.
2. Put the papers in a stepping stone fashion on the floor.
3. Give the students simple life problems to see if they can solve them using the decision-making process. As they proceed in the decision-making they can go step-by-step from one paper to the next.

Suggested Problems:

- A. What will you eat for a snack today?
- B. What will you watch on T.V. tonight?
- C. What will you do at recess today?
- D. What will you do after school today?
- E. When will you go to bed tonight?
- F. What will you do if someone offers you a cigarette?
- G. What will you do if a stranger offers you a ride home?

DISCUSSION:

1. Are some decisions more complicated than others? Why?
2. Is it possible to avoid decision-making?
3. Could someone be happy in life if they were unable to make any of their own decisions?

YOU CAN'T DO JUST ONE THING

- TIME:** 25 Minutes
- MATERIALS:** Chalkboard and chalk
- OBJECTIVE:** To help students understand that drugs do not do just one thing when they enter the body; rather, they affect many body systems.

INSTRUCTIONS:

1. Have students name the various body systems and explain what they do.
2. Make a list of these systems on the chalkboard
3. Ask a student to come to the front of the room and to pretend that he has an infection in his big toe. Then, tell him to pretend he is going to take two aspirin to ease the pain.

DISCUSSION:

1. Does the drug drop right from his mouth to his big toe?
2. What route does it go? What body systems does it go through trying to help the big toe?
3. Is it possible to do just one thing to your body when you take a drug?