



**Grade 4 – Alcohol, Tobacco, or Other Drugs (ATOD)**

**Unit 1**

**SOLs:**

- 4.1.L Compare the short- and long-term consequences of alcohol, tobacco, inhalant, and other drug use.
- 4.1.M Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, inhalants, and other drugs.
- 4.2.E Describe why individuals choose to use or avoid alcohol, tobacco, inhalants, and other drugs.
- 4.2.F Describe the effects of peer pressure on use of alcohol, tobacco, inhalants, and other drugs.
- 4.2.G Demonstrate refusal skills.
- 4.3.D Analyze prevention resources for avoiding alcohol, tobacco, inhalants, and other drugs.
- 4.3.E Determine the importance of resistance/refusal skills in saying no to alcohol, tobacco, inhalants, and other drugs.

**Title: ATOD Risks and Refusal**

**Objectives/ Goals:** Students will consider the consequences of ATOD and gain strategies to avoid peer pressure. They will also learn about prevention resources.

**Materials:**

- Various reference handouts
- Paper, poster board, writing instruments
- Materials referenced in the Drug Abstinence Skills Activity, PE Central.

**Procedure:**

**Consequences of ATOD Use**

- Discuss the short and long term physical consequences of alcohol, tobacco, inhalant and other drug use; long term effects of various drugs including alcohol and tobacco may include heart disease, cancer, lung disease, liver damage, reproductive damage, birth defects, and death. Short term physical effects can include bad breath, smelly hair and clothes, staining and rotting of teeth, decreased lung capacity and lost athletic ability, coughing, asthma, racing heart.

- Information from the worksheet can be used or adapted into an activity where students connect the short and long term effects to the affected part of the body).

## ACTIVITY

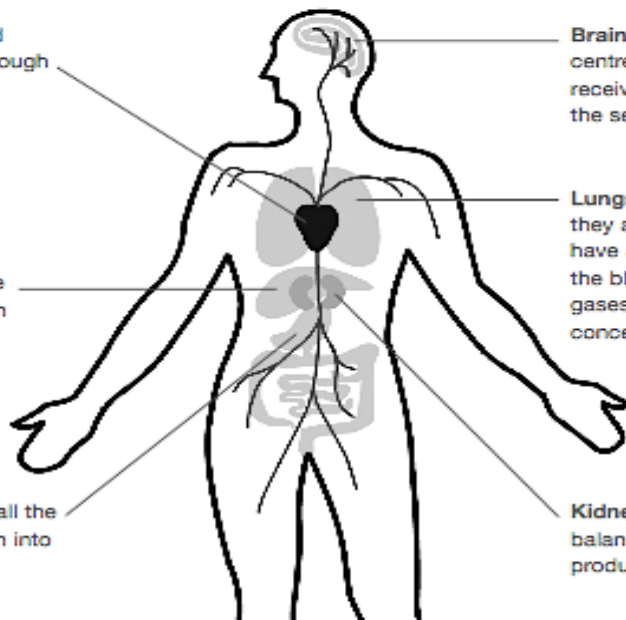
### ONE

Look at the diagram below.

**Heart:** pumps blood around the body through the blood vessels

**Liver:** processes the food and drink taken into the body

**Stomach:** receives all the food and drink taken into the body



**Brain:** acts as the control centre of the body, and receives information from the sense organs

**Lungs:** exchange gases – they absorb gases that have a low concentration in the blood, and excrete gases which have a high concentration in the blood

**Kidneys:** control the water balance in the body and produce urine

Draw a line to connect the parts of the body with the short-term effects experienced after someone has drunk alcohol.

Brain	Slurred speech
Kidneys	Difficulty standing up or walking
Liver	Looking flushed
Heart	Feeling sick
Lungs	Needing to urinate more (less anti-diuretic hormone secreted)
Stomach	Loss of self-control
	Slow reactions
	Dehydration leading to a 'hangover'
	Blurred vision
	Breath smelling of alcohol

Draw a line to connect the parts of the body with the long-term effects of alcohol.

Brain	Cirrhosis and cancer
Liver	Ulcers
Heart	Depression and mood swings
Circulatory system	Urinary infections
Lungs	Memory loss
Stomach and small intestine	Bloodshot eyes
Kidneys	High blood pressure
	Mental illness
	Flushed complexion
	Rapid pulse
	Vomiting and diarrhoea
	Dehydration

[http://www.talkaboutalcohol.com/worksheets/science/science\\_worksheet\\_3.pdf](http://www.talkaboutalcohol.com/worksheets/science/science_worksheet_3.pdf)

- The following two activities suggested by the National Crime Prevention Council can be conducted with students to help them think through the impact of ATOD use on personal life events, future goals, friends/family, school, and community:

1. Have students draw a timeline on the board for the whole school year. Include special events planned for each month. Define the word "goal" with the help of the group. Discuss that important events can be planned by setting realistic goals.

Brainstorm traits needed to set and reach personal goals (for example, self-confidence, determination, courage). Distribute a piece of legal-sized paper to each child. Have them draw a timeline from the time they began school through age 18.

Have the children write or draw past events (such as births, moves, achievements) and goals for their future. Ask the children to pick a goal and write a paragraph about what they think they will need to complete this goal. Ask for volunteers to describe one goal (read the paragraph).

Talk about how alcohol, tobacco, and other drugs would interfere with completion of these goals or be an obstacle to achievements. Include a discussion of the harmful effects of drugs.

2. Draw on the board four concentric circles. Label the innermost circle "Body," the next circle "Family and Friends," the next "School and Activities," and the outermost circle "Community." Divide students into four groups and have them each list the harmful effects of drug use on one area. For example, if people use drugs, they could damage their brain, damage their relationship with their families, do poorly in school, and end up stealing from others to get money to buy drugs.

Have each group share their harmful effects with the entire class. Ask the groups if they can think of any other harmful effects to add to each circle.

- Addiction is preventable and treatable. Encourage students to talk to their parents, teachers, counselors, and other trusted adults if they or someone they know needs help.

### **Resisting ATOD Use**

- To further emphasize a healthy, drug free lifestyle, have students brainstorm a list of fun alternatives to drinking and drug use, and create a commercial for one of the activities from the list that encourages others not to use ATOD, inhalants, or other drugs (Source: *On The Rocks Resource Guide*). Students can further their commitment to healthy lifestyles by taking home and signing the pledge on the next page (Source: *Virginia Department of Alcoholic Beverage Control in their Elementary School Guide* ).
- Peer pressure has such a significant influence on many types of behaviors including the choice to drink or use drugs and the student will have to stand up for themselves and make the right choice, spending time with positive friends, saying no and walking away when risky or wrong situations happen. To be able to actually do this, however, it is critical for students to practice refusal skills before being put in a situation where they have to use

them.

## Our Pledge

### Parent/Student Contract

**Student:**

1. I agree to stay away from things that are not safe for me including cigarettes, alcohol, drugs and chemicals.  
Can you think of other things? Add them here:  

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2. If someone tries to get me to do something I know is wrong, or makes me nervous, I'll tell an adult I can trust.  
What can you do if someone wants you to do things that will get you in trouble?  

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3. I will be a good friend and respectful student. I'll be a good listener, show that I care and work hard—even in subjects that I find challenging!

**Parent:**

1. I will be available to listen and talk—whether it's about alcohol and drugs or other things going on in my child's life.
2. I will make sure my child knows to come to me during a difficult time or when something has gone wrong.
3. I will be a good role model and make choices for myself that are healthy and safe.
4. I'll stay involved and try to make sure we have either family meals together or other activities to help us stay connected.

Student Signature	Date	Parent Signature	Date
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- Following are some options for students to practice refusal skills:
  1. The National Education Association (NEA) offers suggests a lesson, *Practice Saying No*, in which teachers prepare scenarios in which students are offered alcohol, tobacco, or other drugs or asked to condone or otherwise participate in drug behaviors – model the “bad guy” and read a scenario – have students practice saying no and refusing the offer in their own words. Once comfortable, students can play the “bad guy” as well. According to NEA, “there are several keys to teach students about effective refusal. Most important is to say no and mean it. The next most important step is to say no and mean it again and again and

again. Teach the children that they can, but they don't have to, give a reason. (e.g., That stuff burns out your brain cells; cigarettes make your breath smell; alcohol is full of empty calories and has been shown to make you fat). The important thing is for them to realize that they can say no, and still be absolutely cool. Then what? If the student is with a friend, he or she should suggest something fun to do (e.g., .Hey, I'm going to ride my bike to the mall. Want to come?). If the person continues to heckle them, they may need to leave. Have them look the person in the eye, say the name of the person, and say "no" one more time loud and clear. Then leave. Teach them, whenever possible in every case to get out of there and alert a trusted adult right away. Most drugs are illegal, and being caught with someone who possesses them can carry severe consequences."

2. The KidsHealth.Org *Alcohol, Drugs, and Smoking* Teachers Guides provide information to support ATOD prevention education including a suggestion to have students read articles on peer pressure and then go into small groups to discuss and act-out various scenarios and how they would resist/refuse, exit the situation, or get help from adults. (e.g., going to friend's house for a project and the friend offers you a bottle of his parent's beer and says "have some. I do it all the time and never get caught"; being offered wine/pills at a sleep over party and being called names when you refuse; going to a friend's house and his/her older teen age siblings are sitting around smoking/drinking).
3. The next page provides a more active drug abstinence activity excerpted from PE Central.

## Assessment Ideas:

- Evaluate participation and responses to chosen activities (e.g., contribution to class discussion, role-play, development of commercials, participation in PE Central Drug Abstinence Activity).
- Share the following youth resource sites with students' families and encourage them to sign the parent/student contract: [www.kidshealth.org](http://www.kidshealth.org) , <http://www.cdc.gov/bam/body/>, <https://www.toosmarttostart.samhsa.gov/tweens/default.aspx> , <https://www.girlshealth.gov/substance/index.html>

## References:

- Virginia ABC Elementary Guide <https://www.abc.virginia.gov/education/publications>
- Drug Abstinence Skills <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=929#.WD2wuWVNGs0>
- KidsHealth.org, Smoking, Alcohol and Drugs Teacher's Guides:
  - <https://classroom.kidshealth.org/classroom/3to5/problems/drugs/alcohol.pdf>
  - <https://classroom.kidshealth.org/classroom/3to5/problems/drugs/drugs.pdf>
  - <https://classroom.kidshealth.org/classroom/3to5/problems/drugs/smoking.pdf>
- On the Rocks Resource Guide [http://www.connectwithkids.com/LHI/pdf/OnTheRocks\\_ResourceGuide.pdf](http://www.connectwithkids.com/LHI/pdf/OnTheRocks_ResourceGuide.pdf)
- NEA Practice Saying No <http://www.nea.org/tools/practice-saying-no.html>
- National Crime Prevention Council <http://www.ncpc.org/topics/by-audience/law-enforcement/teaching-children/activities-and-lesson-plans/alcohol-tobacco-and-other-drugs-grades-3-5> and <http://www.ncpc.org/topics/by-audience/law-enforcement/teaching-children/activities-and-lesson-plans/alcohol-tobacco-and-other-drugs-grades-4-5>

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=929#.WD2wuWVNGs0>



**Name/Title:** Drugs Abstinence Skills

**Purpose of Event:** 1) Students will state refusal skills to promote abstinence from tobacco, drugs, and alcohol; (2) Students will work in cooperative teams to complete a blindfolded race through an obstacle course by identifying refusal skills.

**Suggested Grade Level:** 3-5

**Materials Needed:** (1) gymnasium, paved parking lot or playground surface; (2) 1 scooter for a group of 3 or 4 (3) set of playground cones, plastic 1/2-gallon milk jugs, or cardboard boxes; (4) signs or other illustrations of tobacco, drug, and alcohol products; (5) bicycle helmets; (6) scarves for blindfolds; (7) posterboard and markers or crayons.

### Description of Idea

Prior to the class session, arrange a set of cones, jugs, or boxes in the gymnasium, or playground. Each cone, jug, or box should be posted with signs or other illustrations of tobacco, drug, and alcohol products, (e.g., pack of cigarettes, can of beer). Create a challenging obstacle course wide enough for the scooters to navigate. Place bicycle helmets, blindfolds, and scooters near the beginning of the obstacle course.

At the beginning of class, ask students to generate a list of practical refusal skills that promote abstinence from tobacco, drugs, and alcohol. Sample refusal skills include: (a) Assertive communication, e.g., saying "No!" (b) Walking away from a tempting situation; (c) Telling a responsible adult; (d) Finding new friends; (e) Talking to a friend or relative who is practicing abstinence; (f) Finding something else to do, e.g., hobby, sports, or other physical activity.

Divide students into small teams of 3-4 members. Students can select a team color or name, e.g., blue or Dream Team. Students will select a race driver who will be blindfolded and silent while negotiating the obstacle course. The other team members will act as a pit crew of peer supporters.

The aim of the activity is to successfully complete the obstacle course without running into cones, jugs, or boxes. The pit crew may shout out directional cues to the race driver to avoid obstacles. During the race, members of the pit crew may each remove a cone, jug, or box once they recite aloud a refusal skill. This aids the race driver to avoid the obstacles of tobacco, drugs, and alcohol. At the conclusion of the race, discuss with students the most difficult parts of the activity. Review again the refusal skills selected by students.

**Assessment Ideas:**

Students can design colorful posters to illustrate themselves and positive drug-free messages, e.g., "I say no to cigarettes because they stink!" "Alcohol pickles your liver!" "Drug Free Me, the Way I Want to Be!" Hang posters in school classrooms or hallways to promote abstinence from tobacco, drugs, and alcohol.

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Submitted by **Dr. Brian F. Gieger** who teaches at University of Alabama at Birmingham School of Educ in Birmingham , AL . Additional authors for this idea were Dr. David Reynolds . Thanks for contributing to PE Central! Posted on PEC: 5/18/2000. Printed 5796 times since 8/24/2001.

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