

THIS BOOK INCLUDES:

- 34 Activities for Children in
 - Kindergarten
 - Grades 1 – 2
 - Grades 3 – 4
- Tips on Using the Materials
- Tips for Raising Drug-Free Children
- Appropriate Drug Prevention for Communication with K; 1 – 2; 3 – 4
- Possible Signs and Symptoms of Drug Use
- Information on Specific Drugs
- Resources in Drug Prevention

All items are reproducible

IN THIS ACTIVITY BOOK:



Parent / Teacher Materials

Tips for Using These Materials
What's Appropriate (K)
What's Appropriate (1 – 2)
What's Appropriate (3 – 4)
Tips for Raising Drug-Free Children in the 1990s
Possible Signs and Symptoms of Drug Use
The Dangers of Using Specific Drugs
Tips for Using McGruff Letters for K – 2, 3 – 4

Children's Materials

Materials suggested for kindergartners

Park Maze I
Shapes Activity
Flap Book—Healthy Activities
Who Can Give You Medicine?
Draw Yourself With McGruff
Match Items—Left to Right
What Doesn't Belong?
Cut, Paste, and Color
McGruff Letters From Children in Grades K – 2

Materials suggested for first and second graders

Color and Cut Puzzle
Maze—No Drugs
What Do You Want To Be?
Hidden Picture
Maze Through McGruff
Park Maze II
Addition—Secret Message
Alphabet Maze
Board Game
Connect the Dots
House Maze

Materials suggested for third and fourth graders

McGruff's Rap
Word Search—When You Don't Use Drugs You Are...
3-D Maze
Seek and Find—Friends and Family
Word Scramble—Influences
Crossword Puzzle
Rose's Story
Maze—Healthy Things
McGruff News
McGruff's Calendar
Flap Book
McGruff Letters From Third and Fourth Graders
Winners Brochure—To Be Your Best
Crime Panel

Answer Keys

Resources

Evaluation



TAKE A BITE OUT OF
CRIME

National Crime Prevention Council

*To enable people to prevent crime and build
safer, more caring communities.*

Dear Educator,

The materials in this packet have been designed to help you promote healthy drug-free lifestyles among children in grades K – 4. The activities feature McGruff the Crime Dog, a popular symbol, especially among children.

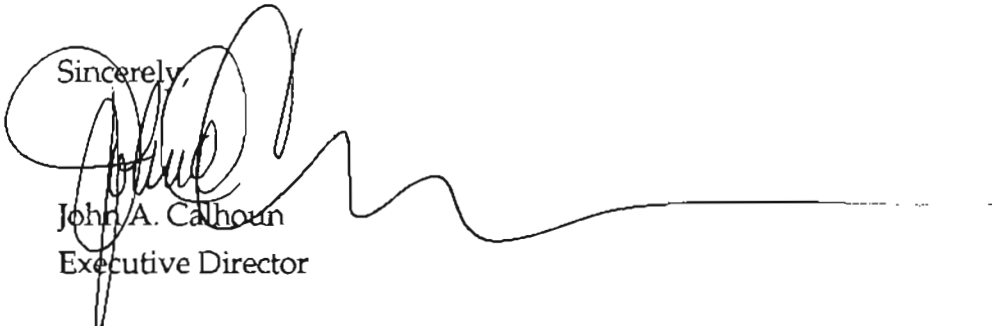
Each children's activity is designed to meet developmental needs of specific grade levels. Each has been tested and found to be effective with children, if used at the appropriate grade level. On the bottom of each piece you will find tips on using the material.

We encourage you to have your children share these materials with their families. Parent involvement is important for drug prevention success — these materials are designed to be "family-friendly."

This packet was developed by the National Crime Prevention Council with the support of the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

If you are among the first 1,000 respondents to return a copy of the enclosed assessment form, we will send you two complimentary educational posters. For information on how to order additional copies of this book or McGruff drug prevention posters, please see the last page of McGruff's Elementary Drug Prevention Activity Book.

Sincerely,


John A. Calhoun
Executive Director

TIPS FOR USING THESE MATERIALS

The following suggestions are only a starting point for using these materials. Each activity has been developed and tested to communicate a safety, health, or drug/crime prevention message. Many of the activities can be incorporated into lessons that you are already teaching; others can be used as fun and challenging special projects, extra credit, cooperative learning experiences, or rewards.

Be creative when you copy and experiment with these materials. If your budget limits copying, seek the help of a local business. As you find new and successful ways of using certain activities, please let NCPC know by returning the enclosed evaluation form.

GENERAL TIPS

Adapt

Drug prevention is important for all young children. This kit includes a few more materials for Grades 3-4 than for Kindergarten and 1 – 2 because there are more messages appropriate for older children. The materials have been designed to be developmentally appropriate for students at the indicated grade levels. However, you know your children best; look through the materials to determine which activities are most appropriate for most of them. If you find an activity you like at another grade level, adapt it to meet your needs.

Discuss

Discuss each piece's message before you pass out the material. Each activity has a specific health or safety message; its usefulness will be multiplied when you guide your class in a discussion. Introduce information and help your students realize that the right way is the healthy and safe way.

Display

Show the students' completed pictures and activities in your classroom or in a hallway. Create a bulletin board with a health or safety message. Add pictures of healthy and safe things.

Share With Parents

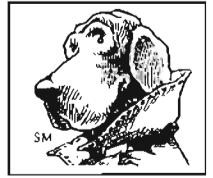
Have the children take their activities home. Many activities for the children can be used with a trusted adult. Include the information for adults, a little at a time, in your school's newsletter, with the student's report card, or with regular mailings. Work with your parent organizations to solicit support and share the pieces with other groups in your community. Sponsor a special drug-free evening for parents and students and have the children do a skit.

Role Play

Children enjoy play acting. In role playing, individuals are asked to take a role and act out a particular situation. Some of the activities in this booklet lend themselves to role playing. Set the scene and help the students understand the new information, attitudes, and behaviors the situation brings out, using discussion questions as a starting point.

When providing drug prevention education in schools, keep in mind you must be aware of school policies on issues such as how to handle possession/use of alcohol or other drugs and how to help students who say they or a member of their family has a drug problem.

The information below will help you determine the most appropriate ways to teach young children about drugs. Of course, you know your children best; circumstances in your community will dictate what you discuss with your children and in what manner. The following is provided as a guideline for discussion with your children.



DRUG PREVENTION:

What Is Appropriate For Communicating With Kindergartners

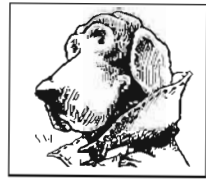
Kindergartners usually do not need specific information on drugs, except to know that most people do not use illegal or "bad" drugs. Instead, parents and teachers should:

- ◆ **Emphasize Health, Diet, and Exercise.** Help children develop positive, healthy habits such as washing their hands and brushing their teeth.
- ◆ **Teach Your Children the Basic Functions and Locations of Major Body Organs Along With Ways To Take Care of One's Own Body.**
- ◆ **Discuss Behaviors That Promote a Healthy Lifestyle.** By helping children learn healthy behaviors, you will make it easier for them to say "Yes" to healthy behaviors and "No" to harmful behaviors.
- ◆ **Provide Guidance to Children About What To Do When They Are Not Feeling Well.**
- ◆ **Explain to Children What Medicines Are.** Explain how medicines can be both helpful and harmful, and from whom they can take medicines.
- ◆ **Tell Your Children How To Recognize Poisonous Products, Especially Those Found in the Home.** Teach children to stay away from unknown substances and to tell an adult if something dangerous occurs.
- ◆ **Provide Examples of What Is Good and Bad, Right and Wrong, Healthy and Unhealthy, Legal and Illegal.**

Children at this age also need to cultivate positive self-esteem. Teach your children to:

- ◆ **Value Each Person as an Individual.** This will help your children not to harm themselves or another.
- ◆ **Develop Their Own Self-Concept.** Adults can help to make this concept positive by encouraging the children, giving them opportunities to do things well, and offering them positive feedback. Children with a positive self-concept will be better able to relate to and help peers, teachers, parents, and other caregivers.

Most important, remember to spend time LISTENING to and talking with your children about the things they want to discuss.



DRUG PREVENTION:

What Is Appropriate For Communicating With First And Second Graders

First and second graders have experience working and playing with other children. Parents and teachers should:

- ◆ **Encourage Children To Feel Confident To Ask** other children to participate in their activities.
- ◆ **Help Children Identify Situations in Which Others May Try To Influence Them** to make inappropriate, unwise, or harmful decisions.
- ◆ **Encourage Children To Make and Stand By the Right and Healthy Decisions.**
- ◆ **Help Children Develop Confidence To Stop Others** from doing things that bother them.
- ◆ **Encourage Children To Feel Confident Saying "NO"** to potentially dangerous situations. Encourage children to develop the ability to make healthy decisions. Give children the opportunity to practice refusing an offer to do something that may harm them.
- ◆ **Involve Children in Healthy Drug-Free Activities** so that they value a healthy lifestyle. Children who respect a healthy lifestyle and enjoy drug-free activities are more likely to be able to resist dangerous situations such as trying alcohol or other drugs.

First and second graders may need specific information on drugs. Specific drugs selected for discussion should be chosen based on exposure in your community. Care-givers need to keep this in mind and provide accurate up-to-date information so that children are equipped to:

- ◆ **Describe the General Effects of Alcohol and Tobacco** on the body and behavior.
- ◆ **Identify Trusted Adults** they can turn to with questions or for help with drug issues.
- ◆ **Know the Differences Among Poisons, Medicines, and Illegal Drugs.**
- ◆ **Understand That Some Medicines May Help** during illness, when prescribed by a doctor and administered by a parent, nurse, or other trusted adult. *Children must understand that medicines can be harmful if not used correctly.*
- ◆ **Describe the Effects of Alcohol or Other Drug Problems** on individuals, including family members.
- ◆ **Begin To Understand That Alcoholism** is a sickness, a disease from which some people suffer. Alcoholism can have effects on people alcoholics are close to.
- ◆ **Recognize That There Are Community Resources** that can help people and their families.



DRUG PREVENTION:

What Is Appropriate For Communicating With Third And Fourth Graders

Third and fourth graders should be encouraged to focus on their strengths — the things they do well — and should be guided with suggestions for building upon those strengths. Children at this age are faced with more and more decisions; they need to cultivate decision-making and problem-solving skills to help them make appropriate choices. Children may face negative peer pressure and need enough self-control and self-esteem to choose what is best for them while still maintaining friendships. They need help determining and living with their own healthy choices, which may be different from those reflected by peers, television, or older siblings.

Parents and teachers:

- ◆ **Teach Children How To Know Which Adults Are Responsible Persons**, such as parents, teachers, and police officers to whom one may go to ask questions or seek help.
- ◆ **Teach Children That They Have a Responsibility To Tell an Adult About Strangers, Problems, and Unknown Things or Substances.**
- ◆ **Encourage Children To Recognize That Each Choice They Make Has Consequences, Positive and/or Negative.** People who use drugs face negative consequences.
- ◆ **Explain the Long-Term Effects of Decisions and the Importance of Setting Goals** and striving to attain them, whether in school, on the playing field, or at home. Help children recognize the good feeling achieving a goal brings them, while also stressing that setbacks and disappointments are normal parts of life.
- ◆ **Help Children To Understand That Their Actions Can Affect Others and That Others' Actions Can Affect Them.**
- ◆ **Show Children Helpful Ways To Handle Negative Emotions** and feelings such as anger, frustration, anxiety, fear, and jealousy by doing such things as talking with others, relaxing, or taking part in an alternative activity.
- ◆ **Teach Children To Identify the Message of an Advertisement and Explain the Purpose of Advertising.** Children are exposed to many television, radio, and print advertisements. [Help children to recognize that some ads try to get people to do things that may not be good for them or their bodies.]

Third and fourth graders need to:

- ◆ **Know What Illegal Drugs Are and the Legal Consequences of Their Use.**
- ◆ **Have Specific Information on the Short- and Long-Term Harmful Effects of Drugs.** Special attention should be paid to the harmful effects of the drugs children might try first: alcohol (beer, wine, wine coolers, liquor) and tobacco. Also discuss the dangers of other drugs children might be familiar with (marijuana, cocaine, and inhalants).
- ◆ **Identify Situations When Drugs May Be Offered.**
- ◆ **Develop Skills Necessary To Refuse an Offer That May Be Harmful.**
- ◆ **Be Involved in Drug-Free Activities** that are alternatives to drug use.
- ◆ **Understand the No-Use Rule.** Children should understand that it is illegal to use any drugs, including alcohol and tobacco.
- ◆ **Understand the Role of the Law.** Help children to understand that laws are designed to protect individuals.
- ◆ **Be Aware That People Can Become Mentally or Physically Dependent on Drugs,** including alcohol and tobacco, but that there are ways to help these people stop using drugs.

Tips for Raising Drug-Free Children in the 1990s



Listen to Your Children.

- Pay attention while your child is speaking. Don't interrupt.
- Reserve judgment until your child has finished talking and has asked you for a response.
- Be aware of your child's facial expression and body language.
- Acknowledge what your child is saying.
- Make sure you understand what your child means.
- If your child tells you something you don't want to hear, don't ignore the statement; talk about it.
- Choose your responses thoughtfully.
- Let your child tell you what he or she knows about drugs, what his or her own experiences have been, what fears or concerns already exist.



Encourage Healthy, Creative Activities.

- Emphasize the importance of good health by talking about things people do to stay healthy, such as brushing teeth after each meal, washing hands, eating good foods, and getting plenty of rest and sleep. You can use this discussion to contrast the harmful things that people do, such as taking drugs, smoking, or drinking to excess.
- Hobbies, after-school activities, sports, and other activities may prevent children from experimenting with alcohol, tobacco, or other drugs out of boredom.
- Limit television viewing and help your children to choose appropriate shows.
- Discuss an illness with which your child is familiar and for which prescription drugs are often necessary. Many children have had

strep throat, ear infections, flus, and colds. Discussing such illnesses can help your child understand the difference between medicine and illicit drugs.



Help Your Child Feel Good About Himself or Herself.

- Relate the fact that you place high value on your child's good, special qualities, qualities that drugs can and will diminish or destroy.



Help Your Child Develop Strong Values.

- Talk about why values such as honesty, self-reliance, and responsibility are important.



Educate Yourself and Talk With Your Child About Alcohol and Other Drugs and Ways To Say No.

- Know the facts about how drugs harm people, especially young people. Effects include physical harm (slowed or impaired growth, impaired coordination, etc.); social harm (mental disconnection, loss of friendships, loss of interest); educational harm (poorer grades, more difficulty studying, etc.).
- Communication won't be effective if the subject is brought up in one massive lecture. Anti-drug use messages should be mentioned regularly in talking with your child.
- Take advantage of "teachable moments." In contrast to a formal sit-down lecture, use a variety of situations — TV news or dramas, books, newspapers, local situations — to discuss drug issues. Ask the child how he or she would have reacted, what else might have been done, or what else might have happened.

Continued...

- Practice with your child ways to say “no.” Describe situations that may make your child feel uncomfortable — for example, being invited to ride a bike where you do not allow your child to go, or being offered medicine or other unfamiliar substances by another child.



Set a Good Example.

- Parents’ drinking habits and attitudes may strongly influence their children’s perceptions of alcohol.
- If you choose to drink or smoke, do so responsibly and moderately and keep the distinction clear about what is legal for adults but not for children. Never mix drinking with driving or any other activity requiring skill and coordination. Do not use illegal drugs.
- Do not let your child be involved in your drinking by having him/her bring you a beer, mix you a cocktail, or take sips of your drink.



Make and Discuss Family Policies that Help Your Child.

- Children need to understand the family’s rules. You can explain the need for rules by talking about traffic safety rules with which your child is already familiar.
- Stress the fact that you do not find drug use acceptable. Many children say their parents never stated this simple principle.
- Develop a “helpers” file of people your child can rely on. Put together a phone list of relatives, family, friends, neighbors, teachers, religious leaders, and the police and fire departments. Talk with your child about the kind of help each person on the list could provide in case of various unexpected situations, such as being approached by strangers or losing a house key.



Help Your Child Deal With Peer Pressure.

- Help your child to know that friends can be wrong.
- You and your child might act out various situations in which someone tries to force some one else to take a drug. Figure out two or three ways to handle each situation and talk about which is best.



Know What To Do if You Suspect a Problem.

- See possible signs and symptoms of drug use.
- Seek advice from a professional at your child's school such as a counselor, talk with a member of the clergy, or call a local treatment center.



Help Your Child To Be Thoughtful About Media Messages.

- Discuss how advertisers use friendly, likable images (e.g., cartoon characters) to persuade children to buy their products, including cereals, candy bars, and toys. Help them distinguish fact from emotional appeal.



Team Up With Other Parents in Support Groups To Accomplish 1–10.

- You can form or join a parent group — a group that provides members with information on child-rearing, facts on alcohol and other drugs, and support for one another in coping with their children’s problems.



POSSIBLE SIGNS AND SYMPTOMS OF DRUG USE

Although children in grades K – 4 generally do not use drugs, many children in fourth grade and beyond are approached or pressured to try drugs. To prepare children, teachers and parents need to know good prevention strategies and the warning signs and symptoms associated with drug use. No one sign or symptom necessarily indicates drug use, but a combination of them may be an indication. Also, these signs and symptoms may be the result of a problem unrelated to drug use, or simply the result of growing up. You still need to talk with your child to find out if there is a problem you should be concerned about. Also, it is important for parents to let their children know that, in their family, children are not allowed to use alcohol and tobacco, and no one is allowed to use illegal drugs. It is also important to remember this: When talking to a child about drugs, be clear that the *use* is bad, not the child.

Behaviors that, if severe and persistent, should cause concern:

- Withdrawal from previous interests, friends, hobbies;
- Decline in academic performance;
- Reluctance to talk about new friends who may avoid meeting parents;
- Secretive phone conversations;
- Lack of interest in appearance or change in dress;
- Periods of unexplained absence from home, school, or other places;
- Increasing periods of erratic behavior, moodiness, inappropriate sensitivity, irritability, depression, hostility;
- Increased use of slang, “street terms”;
- Reduced energy, self-esteem, enthusiasm;
- Reduced interaction with family members;
- Defensive reactions to questions about substance use;
- Possession of large amounts of “unexplainable” money or material goods;
- Frequent incidents of dishonesty; and
- Suspected involvement in the disappearance of money or other items of value from friends, home, or school.

Factors that affect physical signs of drug use:

- The type of drug or drugs taken;
- How much was taken;
- The user’s prior drug-taking history;
- How the drug was taken — by mouth, inhaled, or injected; and
- The user’s physical state — age, weight, health, and nutrition.

Immediate physical signs of drug use can include:

- Nausea;
- Decreased control of motor capabilities;
- Decreased ability to judge time and distance;
- Distorted perceptions;
- Aggression and violence;
- Dramatic mood swings; and
- Loss of consciousness.

Possible physical symptoms of use also include:

- Poor coordination, including stumbling and falling;
- Slurred speech or incoherent muttering;
- Inappropriate laughter, anger, or belligerence;
- Extreme agitation or nervous jitters;
- Inability to follow a conversation or to concentrate;
- Listlessness or falling asleep at inappropriate times;
- Frequent coughing or wheezing;
- Bloodshot eyes, droopy eyelids, imprecise eye movement, or dilated pupils;
- Sudden and excessive craving for sweets or unexplained loss of appetite or weight; and
- Lapses in memory, with no recollection of recent events or conversations.

Note of caution: These signs can also indicate serious health problems not related to the use of alcohol or other drugs. When talking to a young person about his or her possible use of alcohol or other drugs, express concern over the symptoms (e.g., decline in grades, problems with friends, etc.).

Other clues that point to drug use:

Although physical tests of blood, urine, and hair are more conclusive methods of proving alcohol or other drug use, there are a number of tell-tale clues that should cause concern from peers, parents, teachers, and others who may be able to help:

- Possession of drug paraphernalia, such as rolling papers, pipes, bong, butane torches, bottles of decongestants, needles, "stash" cans to hide evidence, cookers, electronic pagers, scales;
- Secretive and extensive use of "cover-ups" to disguise lingering traces of drug use — incense, room deodorizers, eyedrops, mouthwash, and breath cleansers;
- Suspicious substances in clothing or in lockers, closets, or desks; unfamiliar plants, dried leaves, or other plant-like materials; cigarette-like butts (called roaches); unidentified seeds or powders; unmarked liquids, pills, or capsules.
- Specific alcohol or marijuana odors on the person's breath, on clothes, or in areas where he or she spends time; and
- "Track marks" on the person's arm, suggesting use of a hypodermic needle.



The Dangers of Using Specific Drugs: Their Effects on Adults and Children

Alcohol

Beer, wine, and liquor contain ethyl alcohol. Alcohol is a depressant; it slows down the body and mind. Drinking alcohol can cause stomachache, headache, lack of coordination (clumsiness), slurred speech, sleepiness, mental dullness and fogginess, and rapid mood changes (people may feel happy one moment and sad the next).

Drinking alcohol significantly impairs the judgment and coordination required to drive a car safely. Use of alcohol can lead to aggressive behavior against others, including a spouse or child. Use of alcohol can cause brain malfunction, severely altering a person's ability to learn and remember information. Drinking large amounts of alcohol can cause respiratory depression and death.

Continued use of alcohol can lead to dependence. Long-term effects of drinking large quantities of alcohol, especially when combined with poor nutrition, can lead to permanent damage to vital organs such as the brain and liver. In addition, mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants may suffer from mental retardation and other irreversible physical abnormalities. Also, research indicates that children of alcoholic parents are at greater risk than other children of becoming alcoholics.

Specific effects on children: Children and teenagers can become addicted to alcohol more quickly than adults. Children and teenagers — whose bodies are growing so rapidly that they have to relearn coordination skills — are vulnerable to alcohol's effects. One of the

reasons alcohol is such a problem for teen drivers is that not only does alcohol affect teens more readily than adults, but teens are also just learning driving skills. Alcohol is illegal for youth under 21 years of age.

Tobacco

The use of tobacco products (cigarettes, cigars, pipe tobacco, and smokeless tobacco such as chewing tobacco and snuff) is the chief avoidable cause of death in our society! Smokers are more likely than nonsmokers to get heart disease and to have strokes or heart attacks. Cancer also strikes smokers at increased rates. Additional adverse effects of tobacco include emphysema, bronchitis, ulcers, and gum and throat disease.

Smoking during pregnancy poses serious risks. Spontaneous abortion, preterm birth, low birth weight, and fetal and infant deaths are more likely to occur when the pregnant woman is a smoker.

More immediate and short-term effects of tobacco products include dizziness; stomachache; coughing and sore throat; bad breath and smelly hair, skin, and clothing.

Cigarette smoke contains some 4,000 chemicals, several of which are known to cause cancer. Some of the most dangerous are "tar" (a cancer-causing brown substance that sticks to the inside of your lungs), arsenic and cyanide (deadly poisons used by tobacco growers to kill bugs on tobacco plants), and formaldehyde (used by funeral homes to preserve dead bodies and by tobacco farmers to kill bugs). Perhaps the most dangerous substance in

tobacco smoke is nicotine. Nicotine is the substance that reinforces and strengthens the desire to smoke. Because nicotine is highly addictive, people find it very difficult to stop smoking.

In most states it is illegal for people under 18 to have or use tobacco. Adults need to prevent children from beginning to smoke. The earlier a person starts, the harder it is to stop, and the more health risks later on.

Marijuana

Marijuana is also called pot, grass, weed, or dope. It is usually smoked in homemade (rolled) cigarettes called joints or in small pipes. It can also be cooked into food such as brownies, or made into tea. Hashish ("hash") is a brown, gummy substance that comes from the same plant; it is also smoked or eaten. The chemical in marijuana or hashish which produces a "high" is THC (delta-9-tetrahydrocannabinol).

Immediate short-term effects of using marijuana include coughing and sore throat, stomachache, bronchitis, clumsiness, confusion, nervousness, anxiety, mood changes, lowered resistance, hallucinations (seeing, hearing, or feeling things that aren't really there), and problems with memory, concentration, and learning.

Long-term effects include psychological dependence, apathy, hormonal problems, lung damage, lung cancer, and brain damage. In addition, marijuana is illegal, so users risk trouble with the law.

Inhalants

Some people breath the fumes of household products in order to get "high." These products include aerosol sprays, cleaning fluids, solvents, and correction fluid ("white out"), among others. Other inhalants include nitrous oxide (also called laughing gas), amyl nitrite (also known as poppers or snappers), and butyl nitrite (also called rush).

Effects of using inhalants include dizziness, clumsiness, confusion, headaches and stomachaches, coughing, sneezing, nosebleeds, inability to focus, hallucinations, unconsciousness, violent behavior, troubled breathing, and numbness.

The "high" that results from using inhalants is caused by the shortage of oxygen to the brain. Brain damage and/or heart disease can result. First-time use of inhalants can cause death.

The more a person uses these chemicals, the bigger the dose required to produce a "high," which means the person takes more and more of these harmful drugs into the body.

Cocaine

Cocaine is a powerful stimulant that speeds up breathing and may make the lungs stop working. Cocaine makes the heart beat faster and harder. Its effects include dilated pupils; elevated blood pressure, heart rate, and respiratory rate; and an increase in body temperature. Occasional use can cause a stuffy or runny nose, while chronic use can ulcerate the mucous membrane of the nose. Cocaine also prevents sleeping and can cause paranoia and hallucinations. Injecting cocaine with contaminated equipment can cause AIDS, hepatitis, and other diseases. Preparation of cocaine base for smoking involves the use of volatile solvents. This can result in death or injury from fire or explosion.

Crack or freebase rock is extremely addictive; its effects are felt within 10 seconds. The physical effects include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, hallucinations, paranoia, and seizure. The use of cocaine can cause death by cardiac arrest or respiratory failure.

Cocaine (also called coke, snow, nose candy, flake, blow, big C, lady, white, and snowbirds) looks like a white crystalline powder and is normally inhaled or injected. Crack cocaine, also called crack, rock, or freebase, can look like white to tan pellets or crystalline rocks that look like soap. Crack is normally smoked.

Children get addicted to cocaine faster than adults. People can become addicted to crack the first time they try it.

Other Stimulants

People may choose to use stimulants (e.g., amphetamines) because they believe that these drugs will give them more energy and help them to stay awake.

Stimulants can cause increased heart and respiratory rates, elevated blood pressure, dilated pupils, and decreased appetite. In addition, users may experience sweating, headache, blurred vision, dizziness, sleeplessness, and anxiety. Extremely high doses can cause a rapid or irregular heartbeat, tremors, loss of coordination, and even physical collapse. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, very high fever, or heart failure.

In addition to the physical effects, users report feeling restless, anxious, and moody. Higher doses intensify the effects. Persons who use large amounts of amphetamines over a long period of time can develop an amphetamine psychosis that includes hallucinations, delusions, and paranoia. These symptoms usually disappear when drug use ceases. Amphetamines (also called speed, uppers, ups, black beauties, pep pills, copilots, bumblebees, hearts, Bensedrine®, Dexedrine®, footballs, and Biphphetamine®) can look like capsules, pills, and tablets. Amphetamines can be taken orally, injected, or inhaled.

Methamphetamines (also called crank, crystal meth, crystal methedrine, and speed) can look like white powder, pills, or a small rock. Methamphetamines can be taken orally, injected, or inhaled.

Depressants

The effects of depressants are in many ways similar to the effects of alcohol. Small amounts used appropriately can produce calmness and relaxed muscles, but larger

doses can cause slurred speech, staggered walking, and altered perception. Very large doses can cause respiratory depression, coma, and death. The combination of depressants and alcohol can multiply the effects of the drugs, increasing the risks.

Regular use of depressants over time can result in physical and psychological addiction. People who suddenly stop taking large doses of depressants can experience withdrawal symptoms, including anxiety, insomnia, tremors, delirium, convulsions, and death. Babies born to mothers who abuse depressants may also be physically dependent on the drug and show withdrawal symptoms shortly after they are born. Birth defects and later behavioral problems also may result. Barbiturates (also called downers, barbs, blue devils, red devils, yellow jackets, yellows, Nembutal®, Tuinal®, Seconal®, and Amytal®) can look like red, yellow, blue, or red and blue capsules and might be taken orally. Methaqualone (also called quaaludes, ludes, sopors) look like tablets and are taken orally. Tranquilizers (also called Valium®, Librium®, Miltown®, Serax®, Equanil®, and Tranxene®) can look like tablets or capsules and are taken orally.

Hallucinogens

PCP (phencyclidine) interrupts the functions of the brain that control the intellect and keep instincts in check. PCP is a painkiller, but its numbing effects may cause violent PCP episodes that result in self-inflicted injuries. The effects of PCP vary, but users frequently report a feeling of distance and estrangement. Time and body movement are slowed down. Muscular coordination worsens, and senses are dulled. Speech is blocked and incoherent. In later stages of chronic use, users often exhibit paranoid and violent behavior and experience hallucinations. Large doses may produce convulsions and coma, as well as heart and lung failure.

LSD (lysergic acid diethylamide) (also called acid, microdot, white lightning, blue heaven, and sugar cubes) can take the form of colored tablets, blotter paper, clear liquid, or thin

squares of gelatin. It can be taken orally, licked off paper, or eaten via a treated sugar cube; the gelatin and liquid forms can be put in the eyes. Mescaline and peyote (also called mesc, buttons, and cactus) can look like hard brown discs, tablets, or capsules. Generally, the discs are chewed, swallowed, or smoked. The tablets and capsules are taken orally. Psilocybin (also known as magic mushrooms or 'shrooms) looks like fresh or dried mushrooms and is usually chewed and swallowed.

Narcotics

Narcotics initially produce a feeling of euphoria that often is followed by drowsiness, nausea, and vomiting. Users also may experience constricted pupils, watery eyes, and itching. An overdose may produce slow and shallow breathing, clammy skin, convulsions, coma, and even death.

Tolerance to narcotics develops rapidly, and dependence is likely. The use of contaminated syringes may result in diseases such as AIDS, endocarditis, and hepatitis. Addiction in pregnant women can lead to premature, still-born, or addicted infants who experience severe withdrawal symptoms.

Heroin (also known as smack, horse, mud, brown sugar, junk, black tar, and Big H) can look like a white to dark brown powder or tar-like substance and can be injected, smoked, or inhaled. Codeine can look like a dark liquid (varying in thickness), capsules, or tablets. It can be taken orally or injected. Morphine (also called pectoral syrup) can look like white crystals, hypodermic tablets, or injectable solutions. It can be taken orally, injected, or smoked. Opium looks like dark brown chunks or powder, and is generally smoked, eaten, or injected. Meperidine can take the form of white powder, solution, or tablets and is generally taken orally or injected. Other narcotics can take the form of tablets or capsules and can be taken orally or injected.

Designer Drugs

Illegal drugs are defined in the terms of their chemical formulas. To avoid legal restrictions,

underground chemists modify the molecular structure of certain illegal drugs to produce analogs known as designer drugs. These drugs can be several hundred times stronger than the drugs they are designed to imitate; at best they are at least as dangerous.

The narcotic analogs can cause symptoms such as those seen in Parkinson's disease: uncontrollable tremors, drooling, impaired speech, paralysis, and irreversible brain damage. Analogs of amphetamines and methamphetamines cause nausea, blurred vision, chills or sweating, and faintness. Psychological effects include anxiety, depression, and paranoia. As little as one dose can cause brain damage. The analogs of PCP cause illusions, hallucinations, and impaired perception.

Anabolic Steroids

Anabolic steroids are a group of powerful compounds closely related to the male sex hormone, testosterone. Developed in the 1930s, steroids are seldom prescribed by physicians today. Current legitimate medical uses are limited to certain kinds of anemia, severe burns, and some types of breast cancer.

Taken in combination with a program of muscle-building exercise and diet, steroids may contribute to increases in body weight and muscular strength. But steroids can also have nasty short-term effects: acne, baldness, and enlarged breasts in males; growth of facial hair in females; and increased aggressiveness. The liver and cardiovascular and reproductive systems are most seriously affected by steroid use. While some side effects appear quickly, others, such as heart attacks and strokes, may not show up for years.

Signs of steroid use include quick weight and muscle gain (when used in a weight training program); aggressiveness and combativeness; jaundice; purple or red spots on the body; swelling of feet and lower legs; trembling; unexplained darkening of the skin; and persistent unpleasant breath odor.

Adapted from the U.S. Department of Education's *Growing Up Drug Free: A Parent's Guide to Prevention* and from materials published by Just Say No International.

TIPS FOR USING McGRUFF LETTERS FOR K – 2, 3 – 4



Children listen to McGruff—they also talk to him. They confide in McGruff things they might be reluctant to tell teachers and parents. They ask McGruff questions that they would be embarrassed to raise among their classmates. For example, here is a third grader's letter to McGruff and McGruff's reply:

Dear McGruff:

Why do people use drugs? It doesn't seem smart to me.

Sincerely,
A Friend - Girl, Age 9

Dear Friend:

You're right. Using drugs is not too smart. Some people don't know drugs can hurt them by making them sick. Drugs change the way your brain and body work. Some people use drugs to have fun with friends; some kids use drugs because they think it will make them feel older. No matter what the reason, using drugs can hurt you and it's against the law. I want you to think about why you don't want to use drugs. That way, if someone ever did ask you to try drugs, you would be ready with the right answer, "no."

Your Friend,
McGruff



The other sample letters to McGruff reflect concerns of young children. McGruff answers in a warm, caring, and positive way to give guidance and reassurance. It is important to decide if these particular subjects are relevant to your children. The following are suggestions for using the letters:

▶ Make copies to hand out. Read the questions and answers aloud to the children. They can serve as discussion starters.

▶ Print letters and replies in school bulletins or newspapers.

▶ Send copies home with children to give examples to parents of how to respond to the "tough" questions children ask.

▶ Have children write their own letters to McGruff. The children don't have to sign their real names. Pick letters to read aloud in class. Ask the children to suggest the advice they think McGruff would give.

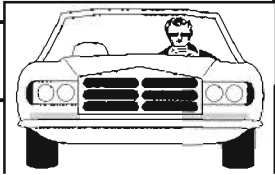
▶ If you are going to develop your own responses from McGruff, write to NCPC for *Guidelines for McGruff—Use of the Name, Image, Slogan, and Marks* (a free booklet).

▶ Keep in mind that McGruff is one of the most popular and trusted figures among young children. Replies must keep that image by giving the best advice possible to a worried child.

NAME: _____

HELP McGRUFF AND FRIENDS FIND THE PARK!

THE END!



STRANGER IN A CAR



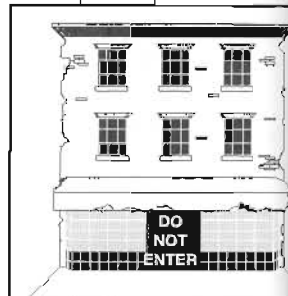
CIGARETTE



START HERE!



BULLY



EMPTY BUILDING

NOTE FOR TEACHER AND PARENT: Ask the children to show McGruff and his friends how to get to the park safely as they avoid unsafe things. Discuss the unsafe things shown and why they are unsafe things. Explore what they would do if they stumbled for real across these unsafe things. Stress the importance of seeking the help of a trusted adult. Discuss that, just as with the maze, there is more than one way to do things.

NAME: _____



WHICH ARE GOOD AND WHICH ARE BAD?

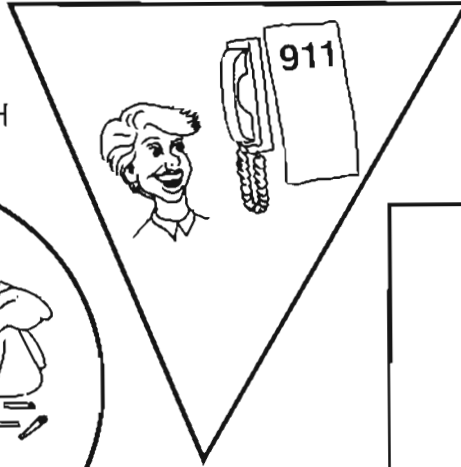
1. CUT

2. MATCH

3. PASTE

4. COVER

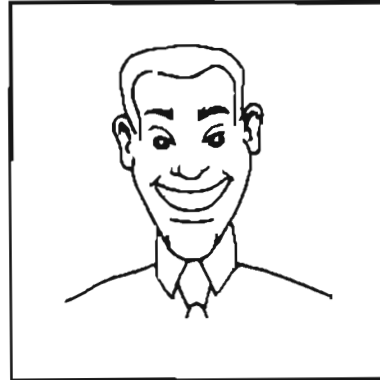
KNOWING IMPORTANT
PHONE NUMBERS



PLAYING WITH
MATCHES



TALKING WITH
STRANGERS



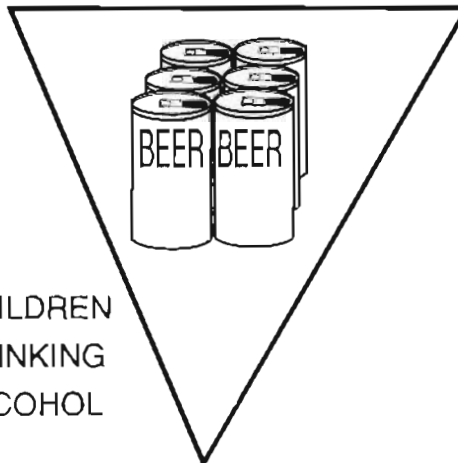
SMOKING
CIGARETTES



GRADUATING FROM SCHOOL



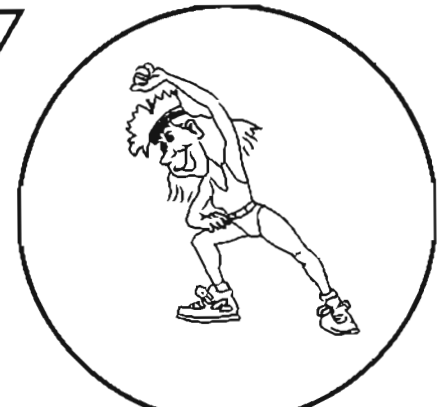
CHILDREN
DRINKING
ALCOHOL



HELPING AROUND THE
HOUSE



EXERCISING



NOTE FOR THE TEACHER AND PARENT: Discuss with your children the activities depicted above and why they are good or bad. Have your children cut out the eight shapes, then paste the bad activities to a sheet of paper which you provide, and then cover the bad activities with the same shape of the good activities.

NAME: _____

HELP McGRUFF UNCOVER HEALTHY ACTIVITIES!



Side A

NOTE FOR TEACHER AND PARENT: Make a one-sided copy of Side A and a one-sided copy of Side B. Have your children color the healthy activities on Side B, cut out flaps along dotted lines on Side A, and either glue, tape or staple one side of the flaps to the pictures on Side B. Each child will have a flap book with activities depicted under each cover. The children may need strong guidance on where to cut, fold, and glue.

HEALTHY ACTIVITIES



ATTACH HERE



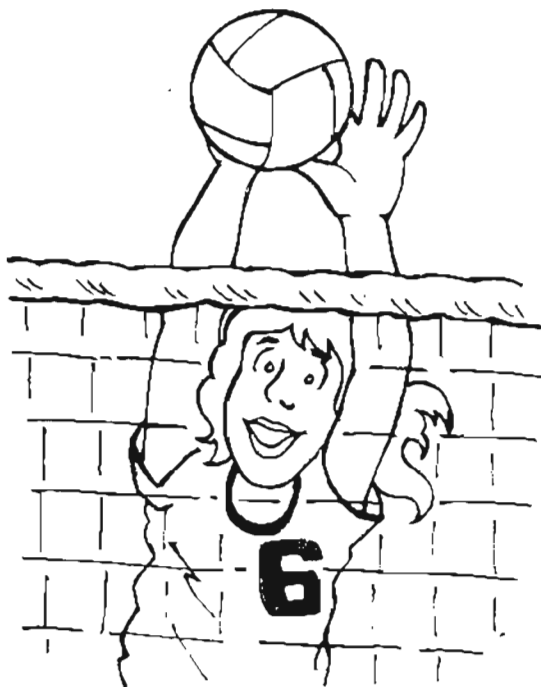
ATTACH HERE



ATTACH HERE



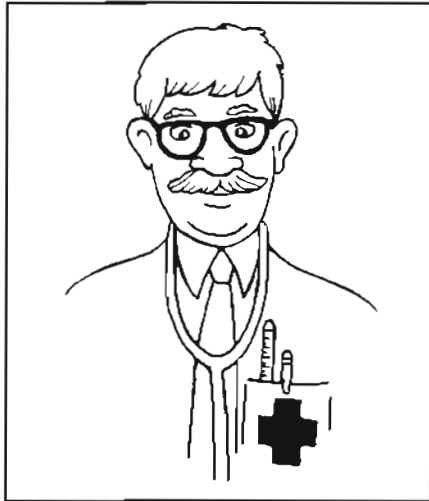
ATTACH HERE



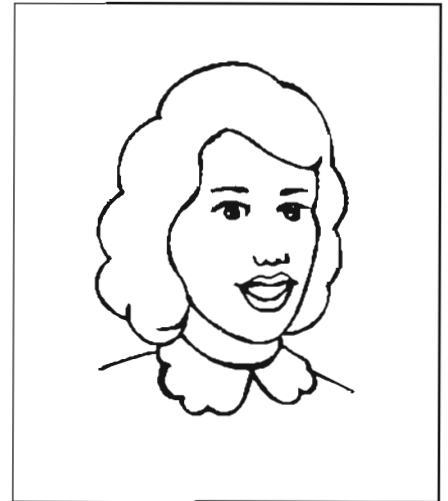
NAME: _____



CIRCLE THE PEOPLE WHO CAN GIVE YOU MEDICINE AND X OUT THE ONES WHO CAN'T!



YOUR DOCTOR



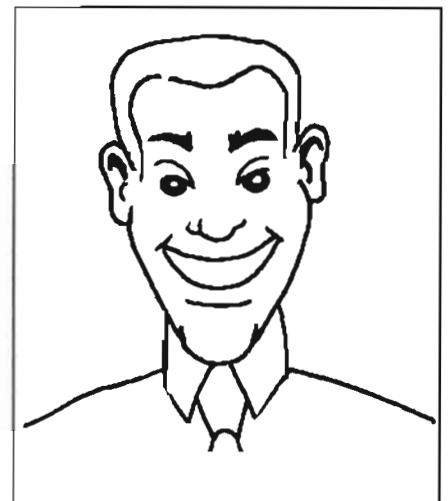
YOUR MOTHER



YOUR FRIEND



YOUR GRANDMOTHER



A STRANGER

NOTE FOR TEACHER AND PARENT: The message of this game is that there are some people from whom it is OK to take medicines, and there are some people from whom you should not take things. Before giving this sheet to your children, have a discussion on this subject and then give the activity to them to reinforce the message.

NAME: _____

DRAW A PICTURE OF YOURSELF WITH McGRUFF!

McGruff

You



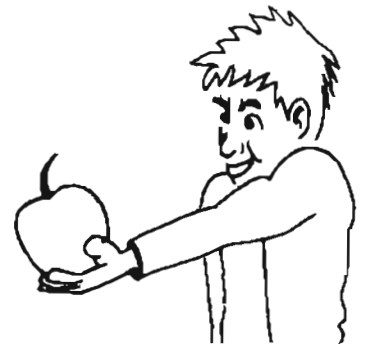
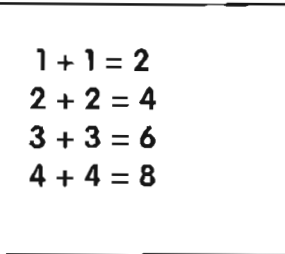
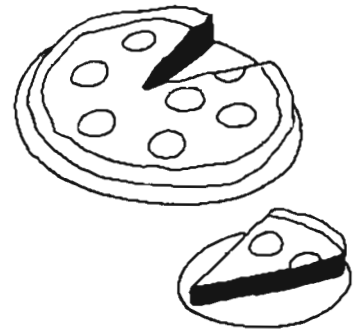
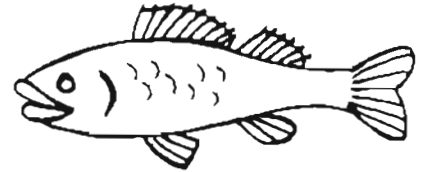
McGruff the Crime Dog

®

NOTE FOR TEACHER AND PARENT: McGruff is a trusted and well-recognized figure to young children. Have your children draw a picture of themselves and then color the picture. Hang the pictures in your classroom and help your children to learn more about McGruff and what he does. Discuss McGruff's safety messages, including the importance of not getting in a car with a stranger, putting unknown things in their mouths, etc. Hang the picture up at home to share with the entire family.

NAME: _____

DRAW A LINE FROM THE ITEM ON THE LEFT THAT MATCHES THE ITEM ON THE RIGHT AND COLOR THEM!



NOTE FOR THE TEACHER AND PARENT: For this activity, students are given the opportunity to match five drug-free activities with the corresponding object on the opposite side of the paper. Talk about what your children like to do, and what kinds of activities they would like to learn how to do. What do they like to do by themselves? What do they like to do with their friends?

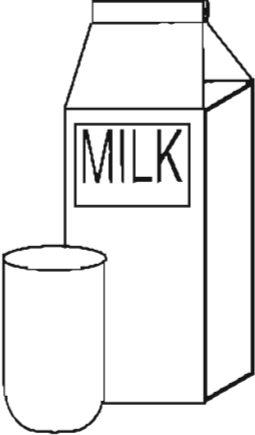
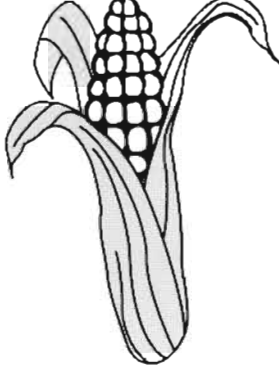
NAME: _____



WHAT DOESN'T BELONG IN THE RECTANGLES BELOW?

RECTANGLE A

RECTANGLE B

	
	CORN

	
WEARING YOUR SEATBELT IN THE CAR	RIDING WITH SAFETY EQUIPMENT

	
BREAD	

	
PLAYING SPORTS	PLAYING WITH MATCHES

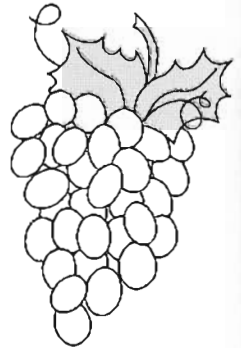
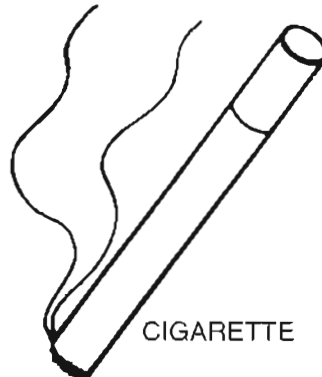
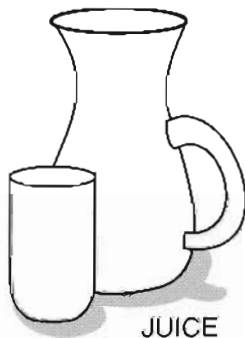
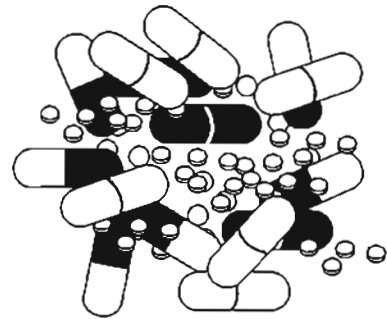
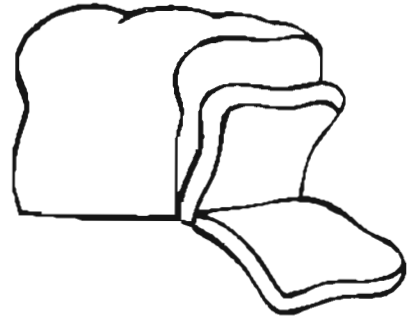
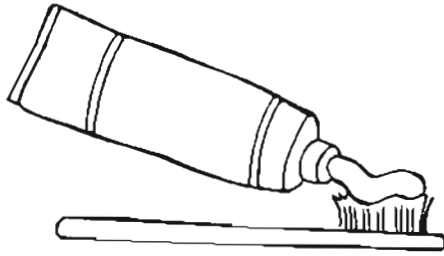
NOTE FOR TEACHER AND PARENT: Discuss what the items in rectangle A and rectangle B are and if they are good or bad. Have your children cross out the items which do not belong with the three in that rectangle. Color the good items. HINT: It may be helpful to separate rectangle A from rectangle B by folding the page in half or copying one rectangle at a time.

NAME: _____

SIDE A



1. CUT
2. PASTE
3. COLOR



NOTE FOR TEACHER AND PARENT: Make a one-sided copy of Side A and a one-sided copy of Side B for each child. Discuss each item shown and why it is good or bad to put in your mouth. Supervise your children as they cut out each item, and glue the good things to put in their mouth under the happy face and the bad things under the unhappy face. Have them color the good items under the happy face. Have the children cut out pictures from a magazine of things they should and shouldn't put in their mouths.

NAME: _____



SIDE B



GOOD TO PUT IN YOUR MOUTH !



BAD TO PUT IN YOUR MOUTH !

McGruff Letters From Children in K-2

Dear McGruff:

My father and uncle drink beer. I heard someone say that it's a drug? I'm confused.

Sincerely,
Confused Boy, Age 7

Dear Confused:

Beer does contain alcohol, which is a drug. Adults, who are older, are allowed to make choices about things -- like getting married or driving a car. Some adults, like your father and uncle, may choose to drink a beer or have a glass of wine once in a while. But, most adults to drink a beer or have a glass of wine once in a while. But, drinking too much can hurt them. And alcohol can hurt kids. You and your friends should stay away from beer, cigarettes, and wine coolers. Your body is still growing, and drugs (including alcohol) can really hurt it. Drugs are dangerous and against the law for kids like you.

Your friend,
McGruff



Dear McGruff:

What do drugs look like anyway?

Sincerely,
Wondering Girl, Age 6

Dear Wondering:

The word drugs can mean a lot of different things. There are actually many different kinds of drugs.

Some drugs are medicines that can help you when you are sick. Your mom or dad or doctor or nurse gives you medicines to make a fever go down. But other drugs may just look like pills or medicine or candy. Other drugs may look like cigarettes or little rocks. You may not know what they are. If you see something and you are not sure what it is, do not touch it. Tell someone you trust like your mom or dad, a teacher, or policeman.

Your friend,
McGruff



McGruff Letters From Children in K-2

Dear McGruff:

My mother smokes cigarettes.
My teacher says that's bad. I
want my mom to stop. Help!

Sincerely,
In Need of Help, Girl, Age 7

Dear In Need of Help:

Cigarettes are bad for people. Smoking
can hurt the lungs and heart. But your
mother is an adult who may choose to
smoke. She may have started a long
time ago when she really didn't think
cigarettes could hurt her. Cigarettes
have nicotine in them which makes it
difficult for people to stop smoking.

You can tell your mother that you hope
she will stop. Her choice to smoke has
nothing to do with you, but it may help
her to stop if she knows that you care
about her health.

Your friend,
McGruff



Dear McGruff:

I hear talk about drugs from
television and older kids.
Are drugs bad? What if
someone makes me use
drugs?

Sincerely,
Worried Boy, Age 6

Dear Worried:

All the talk about drugs can be pretty scary.
Drugs can hurt people, so they are certainly
something to stay away from.

Most of the people who use drugs are older than
you. Even though they are doing something that
can hurt them, they probably would not want to
hurt someone like you.

If someone ever did ask you to take something
and you did not know what it was, what would
you do? The best thing to do is say "No" and tell
an adult you trust, like a parent or teacher.
They'll help you.

Your friend,
McGruff



NAME: _____

Color Both Sides



Side A

NOTE FOR TEACHER AND PARENT: Make a two-sided copy of Side A and Side B (on heavier paper if possible) for each child. Have your children color each side, and cut the puzzle according to the dotted lines on Side B. Have your children put their puzzle back together, either with Side A or Side B facing up. Have them make up a story about the children and McGruff and Side B.

Color Both Sides, Then Cut on Dotted Lines



Side B

NAME: _____

Find Your Way Safely Through the Maze to McGruff and Friends

Start Here!



THE END!



NOTE FOR THE TEACHER AND PARENT: Have your children complete this maze. Discuss what the symbol means (NO DRUGS) and ways that they would say no to someone who asks or tells them to use alcohol or other drugs.