

LATE  
ELEMENTARY

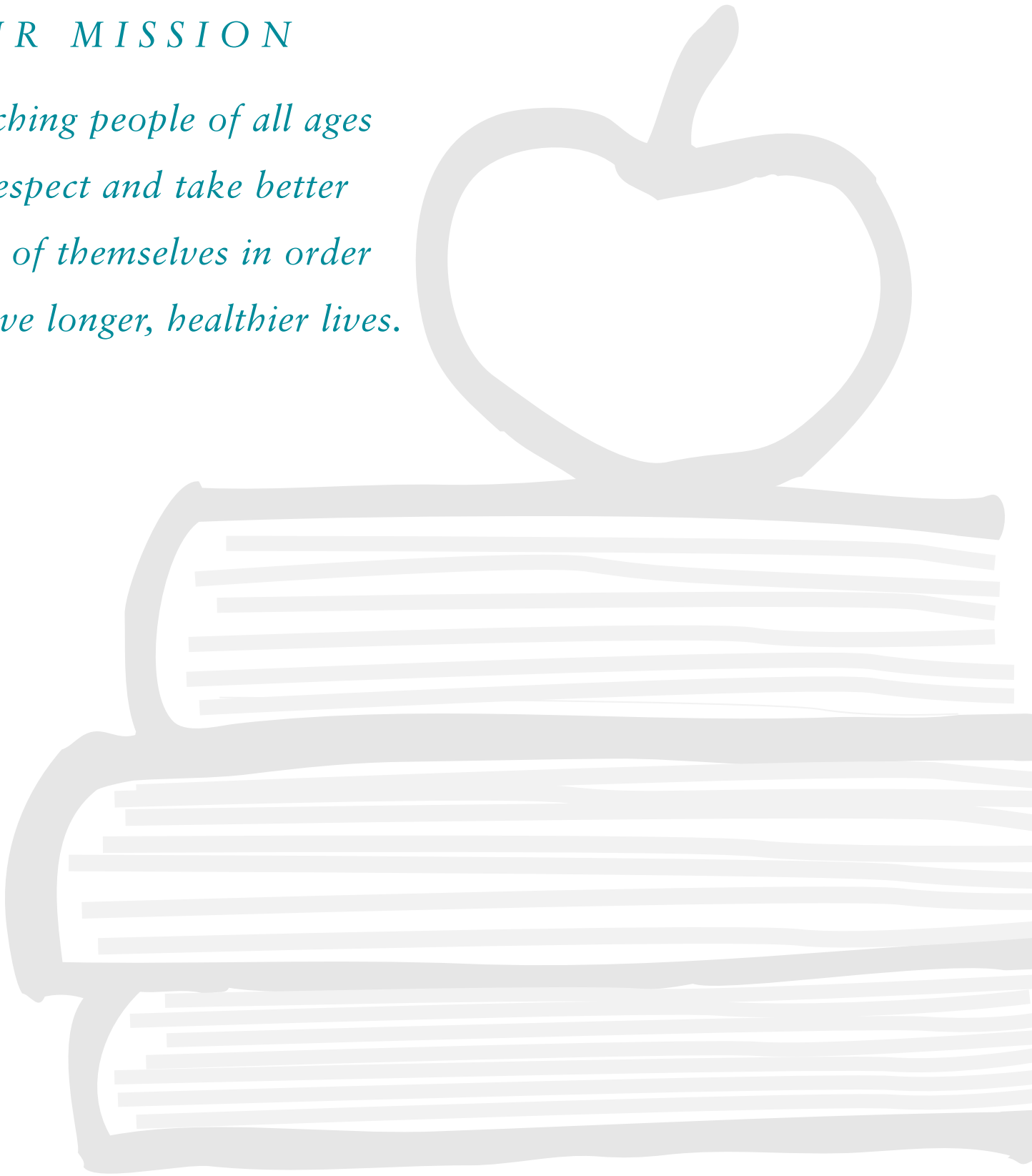
# DRUG AWARENESS & PREVENTION EDUCATION



*hult health education center  
robert crown center for health education  
illinois department of public health*

## OUR MISSION

*Teaching people of all ages  
to respect and take better  
care of themselves in order  
to live longer, healthier lives.*



# NOTES TO THE TEACHER



DRUG AWARENESS & PREVENTION EDUCATION

This educational packet is designed for use in the classroom in order to reinforce and supplement concepts discussed in the program your class attended at the health education center. It allows you flexibility in determining which activities and worksheets are most appropriate for your students and may be used in conjunction with your own health education curriculum. Some of the material may be primarily review in nature, while some may present new information. However, all activities relate to substance abuse prevention education. Feel free to copy worksheets for instructional use.

The use of this packet, along with the program you attended at the health education center, supports the following Illinois state goals and learning standards:

- 22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations.
- 22.B.2 Describe how individuals and groups influence the health of individuals.
- 22.C.2 Explain interrelationships between the environment and individual health.
- 23.A.2 Identify basic body systems and their functions.
- 23.B.2 Differentiate between positive and negative effects of health-related actions on body systems.
- 23.C.2a Identify physical, mental, social and cultural factors affecting growth and development of children.
- 24.A.2b Demonstrate positive verbal and nonverbal communication skills.
- 24.B.2 Describe key elements of a decision-making process.
- 24.C.2 Describe situations where refusal skills are necessary.

SUBSTANCE ABUSE PREVENTION EDUCATION FOCUSES ON RECOGNIZING HARMFUL DRUGS, UNDERSTANDING THEIR EFFECTS, AND DEVELOPING SKILLS TO RESIST PEER PRESSURE.

# OBJECTIVES

DRUG AWARENESS & PREVENTION EDUCATION



*Our general goal is to provide information on drugs and to introduce skills that promote positive, healthy life choices.*

## LEARNING OBJECTIVES:

The student will be able to:

1. Define the term drug.
2. Name four different ways that drugs can enter the body.
3. Explain the difference between a legal drug and an illegal drug, and give two examples of each.
4. Differentiate between prescription and over-the-counter medicines, and give an example of each.
5. Explain the importance of following directions when taking medicines.
6. Identify and explain the negative impacts that tobacco, marijuana, alcohol, and inhalants have on the body.
7. Identify at least three reasons why some young people may choose to use drugs.
8. Explain how advertisements and peer pressure can influence attitudes and decisions about drug use.
9. State specific techniques that can be used for handling peer pressure.
10. Identify five healthy alternatives to drug use.
11. Describe basic steps of responsible decision making.
12. Identify causes of stress and discuss examples of managing stress in a healthy manner.

## DRUG TERMS

List of terms relevant to drug education:

Addiction	Legal	Preventable
Air Sacs	Lung Cancer	Psychological Effect
Alcohol	Marijuana	Refusal Skills
Alternative	Maturity	Relationship
Antibiotic	Media Message	Respiratory System
Behavior	Medicine	Responsibility
Cancer	Nerve	Second-Hand Smoke
Carbon Monoxide	Nervous System	Side Effect
Choice	Nicotine	Smokeless Tobacco
Cilia	Overdose	Sniff/Snort
Commitment	Over-the-Counter (O.T.C.)	Social
Consequence	Peer Pressure	Stimulant
Coordination	Pharmacist	Stroke
Decision	Pharmacy	Tar
Dependence	Physical Effect	Trust
Depressant	Prescription	Warning Label
Dosage		
Drug		
Emotional		
Emphysema		
Environmental Tobacco Smoke		
Growth		
Heart Attack		
Heart Disease		
Illegal		
Ingest		
Inhalant		
Inhale		
Intellectual		
Judgment		

### TO STUDENTS

- How many of these terms do you know?
- Use the dictionary to look up the terms you do not understand, and then try to use each term in a sentence.
- Have a spelling contest!

# WORKSHEET 1

## Be Careful!

Read each statement and decide if it is true or false. Put a “T” on the line if you think it is true. Put an “F” on the line if you think it is false.

1. \_\_\_\_ All drugs have possible side effects.
2. \_\_\_\_ It is not necessary to follow the directions when using O.T.C. (over-the-counter) medicines.
3. \_\_\_\_ Prescription drugs require an exact order from a doctor or dentist.
4. \_\_\_\_ A pharmacist can prescribe a drug.
5. \_\_\_\_ It is important to read the labels before using any drug.
6. \_\_\_\_ If the directions say to take a medicine for 8 days, it is OK to stop taking it after 4 days if you are feeling better.
7. \_\_\_\_ It is all right for Mary Jones to take a medicine prescribed for her husband James Jones.



8. \_\_\_\_ It is important to take the exact dose (amount) of medicine that is listed on the bottle.
9. \_\_\_\_ O.T.C. drugs can only be found at a pharmacy.
10. \_\_\_\_ It is safe to take O.T.C. cough medicine by yourself.
11. \_\_\_\_ O.T.C. drug labels do not give the correct dosage of medicine to take.
12. \_\_\_\_ It could be harmful to take several different medicines at the same time.
13. \_\_\_\_ Both prescription and O.T.C. medicines should be stored in a safe, secure place out of reach of small children.
14. \_\_\_\_ Even if you have a really bad headache, you should not take more medicine than the directions say.

# TOBACCO TIDBITS

DRUG AWARENESS & PREVENTION EDUCATION



## DID YOU KNOW...

Tobacco is a plant grown primarily in the southeastern portion of the United States. The leaves of the plant are dried and ground and then either smoked in cigarettes, cigars, and pipes or “chewed” (smokeless tobacco). There are thousands of chemicals in tobacco including nicotine, tar, and carbon monoxide, plus many other harmful substances, some of which can cause cancer.

*Cigarette smoking is the most preventable cause of death in the United States.*

**Nicotine** is the powerful, addictive drug found in tobacco. It reaches the brain in about eight seconds after tobacco smoke is inhaled and in about three to five minutes after tobacco is chewed. Nicotine is a central nervous system stimulant. It speeds up body functions such as heart rate and breathing. At the same time it increases the heart rate, it tightens blood vessels carrying blood away from the heart, making it harder for the heart to pump blood and oxygen needed by the rest of the body. When tobacco smoke is inhaled, it is carried to the lungs by **tar**, a brown sticky mixture. Tar can collect in the mouth, throat, windpipe, and lungs and cause damage, especially to the tiny air sacs in the lungs. **Carbon monoxide**, an odorless poisonous gas, robs the body’s red blood cells of oxygen. When a person smokes a cigarette, the cilia – or tiny hairs inside breathing tubes – become damaged, decreasing their ability to sweep dirt and germs away from the lungs. Smoking can also cause **emphysema**, a disease that makes it very difficult to breath. Breathing smoke from someone else’s cigarette is known as environmental tobacco smoke (ETS) or second-hand smoke, which can cause many health problems in nonsmokers.

### Effects of Smoking Tobacco

- Addiction (brain)
- Wrinkly skin
- Smelly hair, clothes, and breath
- Decreased taste and smell
- Irritated eyes, mouth, and throat
- Yellowed teeth and fingernails
- Shortness of breath
- Gum disease
- Cough
- Lung cancer
- Emphysema
- Heart disease
- Stroke
- Decreased action of cilia
- Increased heart rate and blood pressure

### Effects of Smokeless Tobacco (“chew”)

- Irritated gums
- Tooth loss
- Mouth sores
- Bad breath
- Decreased taste and smell
- Tooth decay
- Gum disease
- Cancer
- Yellowed teeth
- Addiction

Nicotine in ANY form is highly addictive! A person who stops using tobacco will experience “withdrawal symptoms,” or side effects from not having the drug. These may include nervousness, irritability, fatigue, anxiety, headaches, and depression.

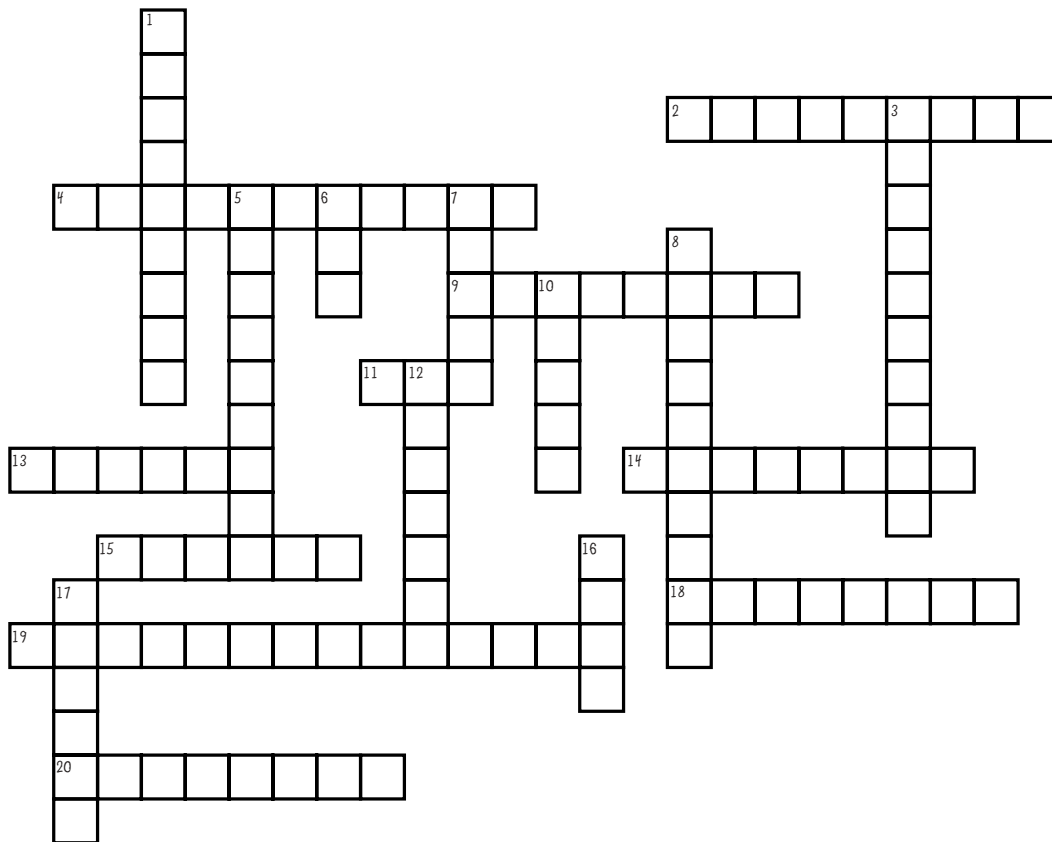
*ETS can cause lung cancer in healthy nonsmokers!*

# WORKSHEET 2

## Tobacco Teaser

NOTE TO THE TEACHER: Provide a copy of "Tobacco Tidbits" for each student

Review "Tobacco Tidbits." Use the list of words on the right to complete the crossword puzzle. Crossword clues are at the bottom of the page.



- Addicted
- Cancer
- Carbon monoxide
- Chew
- Cigars
- Cilia
- ETS
- Eighteen
- Emphysema
- Inhale
- Lung cancer
- Lungs
- Nicotine
- Preventable
- Smokeless
- Stimulant
- Tar
- Tobacco
- Withdrawal
- Wrinkles

### ACROSS

2. Nicotine acts as a \_\_\_\_\_ that speeds up body functions, such as heart and breathing rate.
4. Cigarette smoking is the most \_\_\_\_\_ cause of death in America.
9. Highly addictive drug found in all forms of tobacco.
11. Environmental tobacco smoke. (abbreviation)
13. To breathe into the lungs.
14. Smoking can cause \_\_\_\_\_ which make the face look older.
15. \_\_\_\_\_ contain more nicotine, tar, and carbon monoxide than cigarettes.
18. Regular users of tobacco become \_\_\_\_\_ to nicotine.
19. Odorless, colorless, poisonous gas found in tobacco smoke and car exhaust.
20. The legal age at which tobacco products can be purchased.

### DOWN

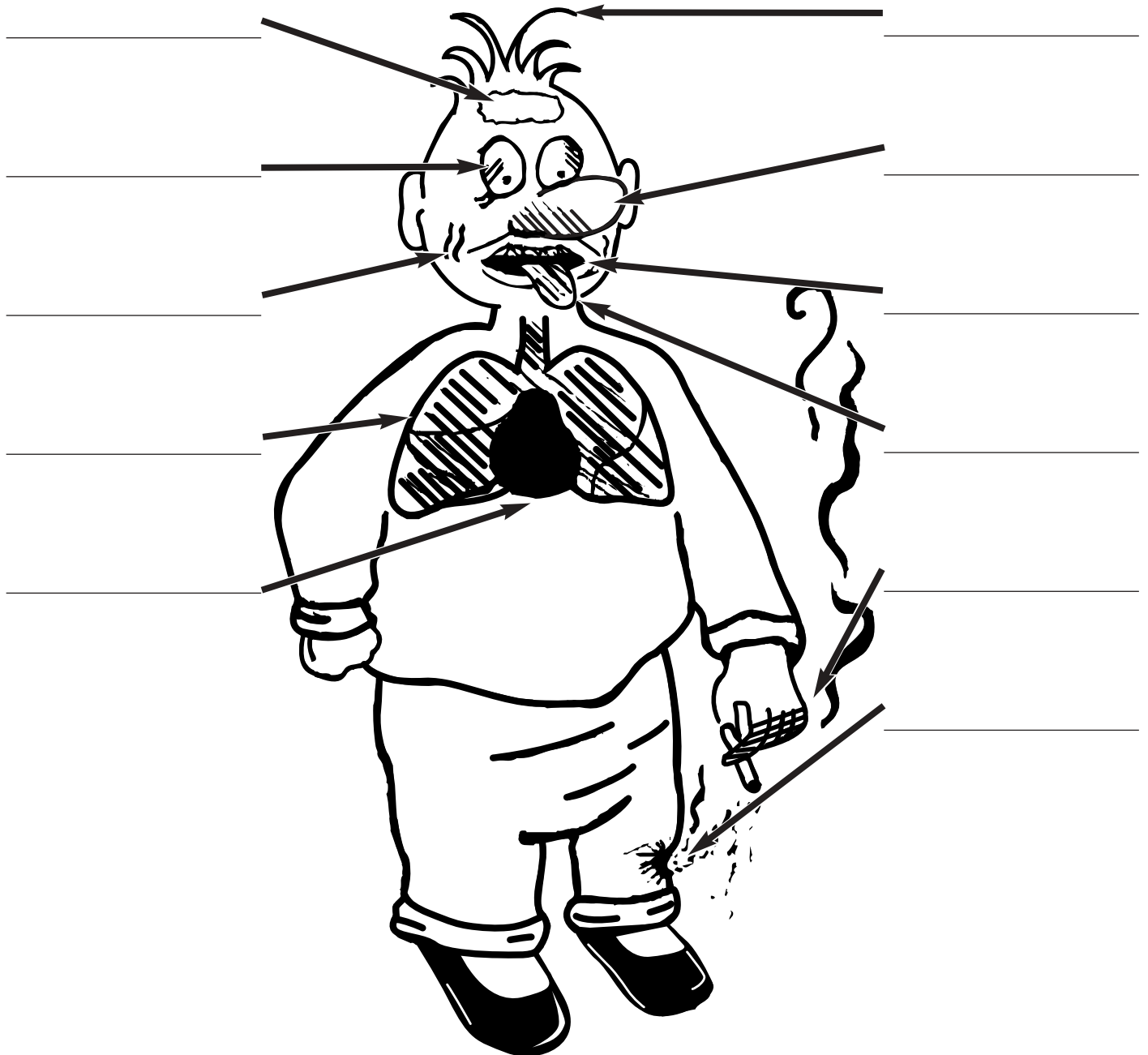
1. \_\_\_\_\_ tobacco can cause cavities, sores, and cancer of the mouth.
3. A type of cancer caused primarily by cigarette smoking.
5. Disease caused by smoking that makes it very difficult to breathe.
6. Sticky brown substance found in tobacco smoke.
7. The two organs located in the chest that can be severely damaged by tobacco smoke.
8. A regular smoker who stops smoking will experience \_\_\_\_\_ symptoms.
10. Smoking damages these tiny hairs in breathing tubes.
12. The plant from which cigarettes are made.
16. Slang for chewing tobacco.
17. There are many \_\_\_\_\_ - causing chemicals in tobacco smoke.

# WORKSHEET 3

## The Trouble With Tobacco

NOTE TO THE TEACHER: Provide a copy of "Tobacco Tidbits" for each student

Review "Tobacco Tidbits." On each line, write at least one effect that tobacco can have on the matching body part.



# WORKSHEET 4

## Up In Smoke

Smoking cigarettes is an unhealthy, expensive habit. Calculate how much it would cost to smoke one pack of cigarettes per day for the following time periods. Assume that 1 pack of cigarettes costs \$4.25.

1. Cost of smoking 1 pack per day for one week: \$ \_\_\_\_\_  
 Estimate what else you could do or buy for the same price.  
 Item or Activity \_\_\_\_\_  
 Estimated Price \_\_\_\_\_
2. Cost of smoking 1 pack per day for 30 days: \$ \_\_\_\_\_  
 Estimate what else you could do or buy for the same price.  
 Item or Activity \_\_\_\_\_  
 Estimated Price \_\_\_\_\_
3. Cost of smoking 1 pack per day for 1/2 year (180 days): \$ \_\_\_\_\_  
 Estimate what else you could do or buy for the same price.  
 Item or Activity \_\_\_\_\_  
 Estimated Price \_\_\_\_\_
4. Cost of smoking 1 pack per day for one year: \$ \_\_\_\_\_  
 Estimate what else you could do or buy for the same price.  
 Item or Activity \_\_\_\_\_  
 Estimated Price \_\_\_\_\_

Calculate how much it would cost to smoke:

1/2 pack per day for one week, 30 days, 1/2 year (180 days), and one year  
 2 packs per day for one week, 30 days, 1/2 year (180 days), and one year

### Extra Challenge!

What if the price of cigarettes rises to \$4.40 per pack? \_\_\_\_\_

What if the sales tax on each pack is 7%? \_\_\_\_\_

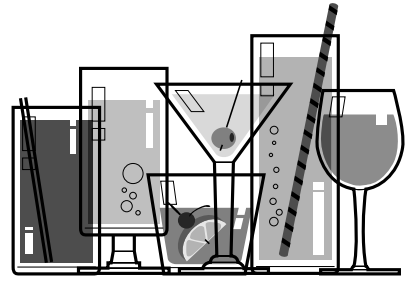
7.25%? \_\_\_\_\_

7.5%? \_\_\_\_\_



# WORKSHEET 5

## Alcohol Word Find



All of the words in the word bank have something to do with alcohol. See if you can find them hidden in the puzzle. Be sure to look across, up and down, and diagonally!

T S W D I Z Z Y S L O  
 N P L I V E R R G Y S  
 I E A Z N E E H N R N  
 W E D E C E C O I R O  
 S C D E O A D E V U I  
 T H I N M B S E I L S  
 A L C O H O L B R B I  
 G E T T B I O I D R C  
 G S I S R Q W W Z A E  
 E R V E A U S I Z I D  
 R D E P R E S S A N T  
 A B T W E N T Y O N E

Word Bank:

Addictive	Beer	Brain	Depressant	Driving	Slows	Stagger	Twenty one
Alcohol	Blurry	Decisions	Dizzy	Liver	Speech	Stomach	Wine

# WORKSHEET 6

## Marijuana Mix-Up



Use the word list at the bottom of the page to help you unscramble the answers to fill in the blanks.

Marijuana is one of the most widely used \_\_\_\_\_ (gellia) drugs in the United States. It comes from the hemp \_\_\_\_\_ (antlp).

Marijuana is most often \_\_\_\_\_ (dokmes) in the form of a cigarette known as a \_\_\_\_\_ (tinoj). Marijuana is known by many other names including \_\_\_\_\_ (dewe), \_\_\_\_\_ (top), and \_\_\_\_\_ (sargs).

Marijuana contains over 400 \_\_\_\_\_ (hecilsamc), many of which are more harmful to the \_\_\_\_\_ (gulns) than tobacco cigarettes.

Marijuana is stored in \_\_\_\_\_ (aft) tissue and can remain in the body for as long as a \_\_\_\_\_ (tonmh). It can build up in the \_\_\_\_\_ (narib) and cause a loss in \_\_\_\_\_

(remomy) and the ability to \_\_\_\_\_ (nikht) clearly. In spite of what some people say, marijuana is not \_\_\_\_\_ (decimine).

### Word List:

brain	chemicals	fat	grass
illegal	joint	lungs	medicine
memory	month	plant	pot
smoked	think	weed	



### Note to the teacher:

For extra challenge, cover the word list before copying the worksheet.

# POSITIVE REINFORCEMENT



DRUG AWARENESS & PREVENTION EDUCATION

## ACTIVITY 1

Divide the class into small groups of four or five students. Have each group list on a sheet of paper all of the reasons they can think of as to why some young people choose to use harmful drugs. Allow several minutes. Have each group share their answers with the class and record them on the board under the heading “Why Some Young People Use Harmful Drugs.” Then have each group make a list as to why many young people choose NOT to use harmful drugs. Proceed as before, recording their answers under the heading “Why Many Young People Choose NOT to Use Harmful Drugs.” If necessary, you may need to add to their lists. Be sure reasons such as peer pressure, media influence, desire to be cool or popular, curiosity, friends and/or family use, and to decrease feelings of stress, loneliness, sadness, or boredom are included in the “Why” list. Reasons such as wanting to do well in school or sports, friends and/or family don’t use, wanting to feel good about oneself, not wanting to feel guilty, and not wanting to harm body should be included in the “Why NOT” list.

Have the students discuss and compare the lists. Are there “good” reasons to use harmful drugs? What are some healthy ways to fit in, be cool, reduce stress, etc.? List those ideas on the board. Emphasize the fact that most young people do NOT use harmful drugs. For most young people using drugs is not “cool.” Discuss the use of “peer support” to encourage each other in making healthy decisions and choosing not to use harmful drugs.

## ACTIVITY 2

Have the students compare each of the following: two different colors, two different pieces of fruit, two flavors of ice cream, and two different T.V. shows. Have the students discuss how these two items are the same and how they are different. By a show of hands, take a vote to see which of the two items in each pair is preferred. Discuss the fact that the students voted for a particular item because of its uniqueness. Each item has its own desirable characteristics as well as its limitations.

Explain that people are much like the two different items compared. We are alike in some ways, just as we are different in some ways. Each of us is unique, with his or her strengths and weaknesses. Although it is difficult, individuals should try not to judge themselves by comparing to others. Have each student complete “The One and Only Me!” worksheet (Worksheet 7). Have each student share several of the worksheet items about themselves with the class.

*If a friend says that he or she won't be your friend unless you do something you don't want to do, is that person really a friend?*

# WORKSHEET 7

## The One and Only Me!



Complete the following worksheet featuring the one and only YOU! Keep it in a convenient place to remind yourself of how special you are.

THE ONE AND ONLY YOU \_\_\_\_\_ (your name)

Birthday: \_\_\_\_\_

Birthplace: \_\_\_\_\_

Best physical trait: \_\_\_\_\_

My friends think I am: \_\_\_\_\_

When I need help, I: \_\_\_\_\_

When I get angry, I: \_\_\_\_\_

When I have free time, I: \_\_\_\_\_

Something I do very well: \_\_\_\_\_

Favorite memory: \_\_\_\_\_

Favorite pig-out food: \_\_\_\_\_

Prized possession: \_\_\_\_\_

The one thing I can't stand: \_\_\_\_\_

If I could change one thing about myself: \_\_\_\_\_

When I am feeling sorry for myself, I: \_\_\_\_\_

The best time in my life: \_\_\_\_\_

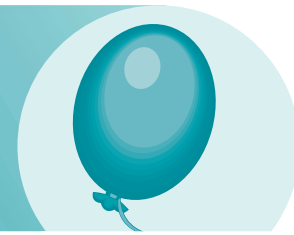
The worst time in my life: \_\_\_\_\_

Major accomplishment: \_\_\_\_\_

One of my goals in life: \_\_\_\_\_

The three words that best describe me: \_\_\_\_\_

# SERIOUS TALK TIME



DRUG AWARENESS & PREVENTION EDUCATION

## ACTIVITY 3

Discuss the fact that the body and mind work together. When there is no healthy outlet for stressful feelings, physical problems can result. These may include headaches, upset stomachs, inability to sleep, fatigue, or feeling depressed. Unhealthy coping behaviors, such as the use of harmful drugs, may decrease feelings of stress for the moment, but in the long run, cause new problems. Therefore, it is important to learn and practice healthy, drug-free ways of dealing with stress.

To demonstrate, inflate four balloons (or ask four different students to help). Blow up a **yellow** balloon fully and tie it off. Be careful not to let the balloon break. Ask the students to describe some of its features. (It is very taut, ready to burst. It needs to be handled carefully so it won't explode.) Blow up a **red** balloon until it pops. Ask the students to discuss what happened and why. (It had too much air in it. It couldn't hold any more, so it just blew up.) Inflate a **white** balloon fully. Pinch it off at the top with your fingers and hold it for a few

seconds, then let it go. Ask the students to discuss what happened and why. (It flew all over the place. It was out of control. It surprised me.) Finally, blow up a **green** balloon without overfilling. Tie it off. Gently, toss it around to a few of the students. Ask the students to discuss what happened and why. (It is not as fragile as the yellow balloon. It won't break as easily. It was able to bounce from person to person.)

Relate the balloons to individuals and stress. If we build up too many stressful feelings (like a build up of air in the balloons), we can "explode" or go out of control. On the other hand, the green balloon, without too much air, was able to handle being tossed back and forth. We want to be more like the green balloon. Emphasize the importance of coping with stress in healthy ways, and discuss specific examples such as talking with a trusted adult or friend, writing down feelings, physical activity, prioritizing responsibilities, managing time, and getting help when needed. Be sure that students know appropriate resources for help if needed.

## ACTIVITY 4

Make a copy of "Decisions, Decisions" and "Choose to Refuse!" for each student. Review. Use the guidelines from the handouts to work through the situations on Worksheet 8. You could divide the students into small groups and assign each group a situation, or you could work on each situation as a class. Have students role-play the situations using the refusal skills discussed in the handout. If necessary, write the steps for decision making and the guidelines for refusal skills on the board to help the students work through the situations. If peer pressure is involved in the situations, encourage the students to try to think of what friends might say in actual situations, such as calling them "chicken," threatening not to be their friend, saying that everybody does it, etc. Help the students think of ways they might respond to specific comments. Be sure to emphasize the importance of getting help from an adult when appropriate.

# DECISIONS, DECISIONS

DRUG AWARENESS & PREVENTION EDUCATION

## DECISIONS . . .

Making responsible decisions is an important tool for everyone's life. Responsible decisions promote healthy behavior for you and others. The following Decision-Making Model provides guidelines or steps that you can use to make responsible decisions or to solve problems. It can be used in many different situations.



## DECISION-MAKING MODEL

### Step 1 Identify the Situation or Problem

What is the problem?  
What do I have to decide?

### Step 2 Consider All Alternatives or Choices

Identify the different choices you could make.  
List all possible ways that the problem could be solved.  
Talking to other people might be very helpful. Sometimes others can think of alternatives that you might not have considered.

### Step 3 Consider the Consequences of Each Alternative or Choice

Think about what might happen – good and bad – with each choice. Ask yourself questions about each possible decision or solution.

- Is this choice safe? Is it good for my body and mind?
- Does this choice show respect for others as well as myself?
- Does this choice follow rules and laws?
- How does this choice affect other people? My family & friends?
- Would this choice follow my values (what I think is important and right)?

Again, talking to other people might be very helpful.

### Step 4 Choose One Alternative

After carefully considering each possible choice, choose the one that you think is most appropriate based on your knowledge, values, beliefs, goals, and impact on other people.

Remember, responsible decisions promote healthy behavior for you and others!

### Step 5 Try It Out

Do what is needed to carry out your decision.

### Step 6 Evaluate the Outcome

How did it work? Was the problem solved?  
What did you learn that could help in the future?

If the decision did not work out the way you had hoped or if the problem was not solved, try again! Go back to step 2. Make sure all possible choices have been identified. Review step 3, and try another alternative.

# CHOOSE TO REFUSE!



DRUG AWARENESS & PREVENTION EDUCATION

Everyone is faced with situations in which they are asked to do things they don't want to do or aren't sure about. Everyone has the right to say no, but saying no can be difficult. Many young people worry about missing out on the fun or losing friends if they say no. It is possible to refuse and still keep your friends, but it takes some practice. Learning to say "NO" is an important part of making responsible decisions and healthy choices.

Refusal skills are skills that are used when a person wants to say "NO" to a specific activity or behavior and/or leave a particular situation. Here are some helpful tips for saying "NO."

1. **Say "NO"**

Use a firm voice and maintain eye contact. Look the other person straight in the eye. You may have to repeat "NO" if the other person persists.

2. **Give a Reason**

Tell why you don't want to do the activity. You probably have lots of good reasons and may be able to talk your friend out of doing the activity as well!

3. **Suggest an Alternative**

Think of something healthy that you and your friend could do instead. Try to find something that your friend would enjoy. Sound convincing. This is an important way to take charge in a difficult situation.

4. **Change the Subject**

This may help get your friend's mind off of the unhealthy behavior.

5. **Challenge the Challenger**

Reverse the pressure – put your friend on the spot! You might say: "Why are you pressuring me?" or "If you were a true friend, you would respect my right to say no and wouldn't keep pressuring me."

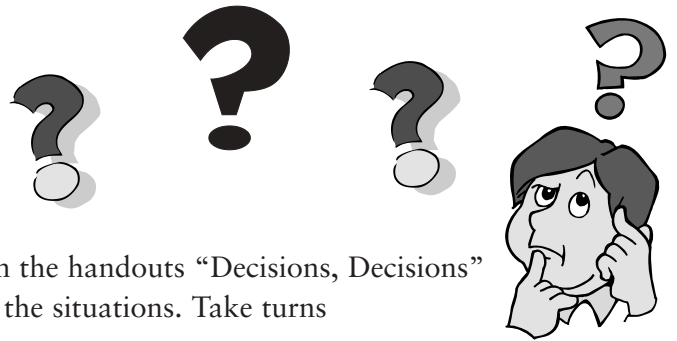
6. **Leave the Situation**

Leaving is a good strategy when none of the other steps work or when you can't think of what to say. If you can get your friend to go with you, fine. If not, leave by yourself.



# WORKSHEET 8

## What Should I Do?



Read through each situation. Use the guidelines from the handouts “Decisions, Decisions” and “Choose to Refuse!” to help you work through the situations. Take turns role-playing each situation to practice refusal skills.

### Situation 1

You and your friends find a wallet on the sidewalk in front of school. It has \$50 in it, but no identification. One of your friends wants to keep the money. What should you do?

### Situation 2

Your friends have decided to climb a very high tree. They want you to climb, but deep down, you are scared to climb that high. You don't want your friends to think you are chicken, but you are really not comfortable climbing. What should you do?

### Situation 3

You are on your way to school when three older students stop you on the sidewalk. They threaten to beat you up if you don't give them your lunch money. There are no other students or adults around. What should you do?

### Situation 4

It is Monday, and you have an important science test on Friday. You must do well on this test to improve your failing grade. A friend offers to give you a copy of the test. You know this would be cheating, but you really need to do well on the test. What should you do?

### Situation 5

You are at a new friend's house, and your friend asks you to try one of the pills in the medicine cabinet just to see what would happen. You really want your new friend to like you. What should you do?

### Situation 6

You are at the park with a group of friends. One of them asks you if you want to sniff some model airplane glue. He tells you it will make you feel great. All of your other friends want to give it a try. What should you do?

### Situation 7

You have a very sore throat. Your best friend just got over strep throat, and she offers you some of her leftover medicine. She tells you it will really make your throat feel better. What should you do?

### Situation 8

You and your little brother are looking for a tire pump in your garage. You find an unlabeled jar filled with an orange liquid. Your little brother is thirsty, thinks it is Kool-Aid, and wants to drink some. What should you do?

### Situation 9

You are at a slumber party with a group of your best friends. One of your friends takes out a pack of cigarettes. Several of your other friends light up. They offer you a cigarette, saying it won't hurt to try smoking just once. What should you do?

# WORKSHEET ANSWERS



DRUG AWARENESS & PREVENTION EDUCATION

## Worksheet 1

- 1. T
- 2. F
- 3. T
- 4. F
- 5. T
- 6. F
- 7. F
- 8. T
- 9. F
- 10. F
- 11. F
- 12. T
- 13. T
- 14. T

## Worksheet 2

Across:

- 2. stimulant
- 4. preventable
- 9. nicotine
- 11. ETS
- 13. inhale
- 14. wrinkles
- 15. cigars
- 18. addicted
- 19. carbon monoxide
- 20. eighteen

Down:

- 1. smokeless
- 3. lung cancer
- 5. emphysema
- 6. tar
- 7. lungs
- 8. withdrawal
- 10. cilia
- 12. tobacco
- 16. chew
- 17. cancer

## Worksheet 3

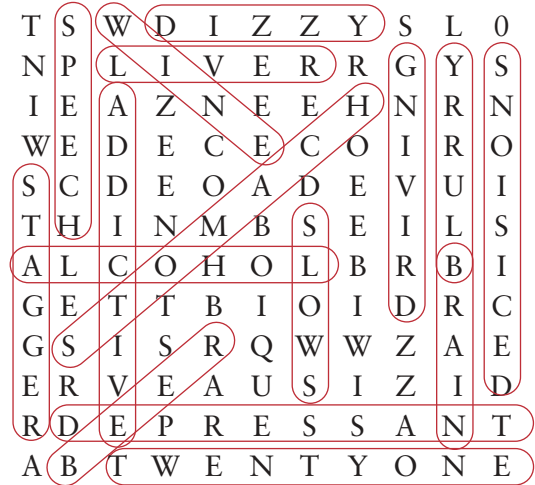
- (Hair) smells
- (Brain) addiction
- (Eyes) irritated, watery
- (Nose) decreased smell
- (Face) wrinkles
- (Mouth) sores, cancer, cavities, gum disease, bad breath, yellow teeth, tooth loss
- (Tongue) decreased taste, cancer
- (Lungs) can't breathe well, cancer, emphysema
- (Heart) beats faster, heart disease
- (Fingers) nails yellowed
- (Clothes) smell, burn holes

## Worksheet 4

- 1. \$29.75; various answers
- 2. \$127.50; various answers
- 3. \$765.00; various answers
- 4. \$1551.25; various answers
  - 1/2 pack: \$14.88
  - \$63.75
  - \$382.50
  - \$775.63
  - 2 packs: \$59.50
  - \$255.00
  - \$1530.00
  - \$3102.50

## Worksheet 5

(word find)



## Worksheet 6

- illegal
- plant
- smoked
- joint
- weed
- pot
- grass
- chemicals
- lungs
- fat
- month
- brain
- memory
- think
- medicine

# CONTACT



## HULT HEALTH EDUCATION CENTER

5215 N. Knoxville Ave.  
Peoria, IL 61614  
(309) 692-6650  
[www.hult-health.org](http://www.hult-health.org)

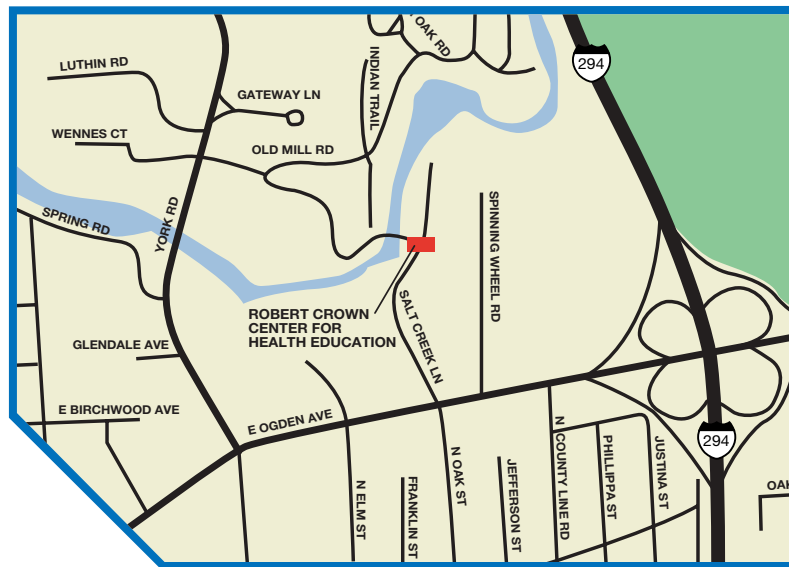


## ROBERT CROWN CENTER FOR HEALTH EDUCATION

21 Salt Creek Lane  
Hinsdale, IL 60521  
(630) 325-1900

Homan Square  
3517 W. Arthington  
Chicago, IL 60624  
(773) 722-6769

[www.robertcrown.org](http://www.robertcrown.org)



## ILLINOIS DEPARTMENT OF PUBLIC HEALTH

525-535 W. Jefferson Street  
Springfield, Illinois 62761-0001  
(217) 782-4977

[www.idph.state.il.us](http://www.idph.state.il.us)

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