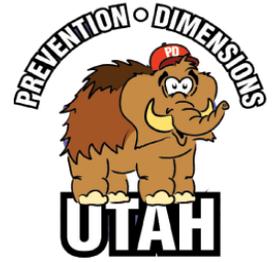


Take Care of Your Body

More Practice With I STOP'D



3 Cs

- ☞ I care about myself.
- I care about others.
- I care about my community.

Help students to understand and invite them to state clearly-

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco or other drugs.

Preparation

Copies

Worksheet: "Take Care of Your Body" (see page 84)

Materials

- Poster: "When Are the Things in This Picture Safe or Unsafe?" (see page 83)
- Mystery Box: Small box or sack with question mark graphics (see page 88)
- New vocabulary words word strips (starting on page 86)

Music

- Piggyback Songs (see ideas on page 85)
- "Take Care of Your Body" from the CD *Something Good* (see page 142)

Vocabulary

prescription drugs	caffeine	poison
over-the-counter (OTC) drugs	marijuana	
alcohol	pollutant	

Lesson at a Glance

Introduction

1. Take Care of Your Body

Strategies

2. "Mystery Box"
3. "When Are the Things in This Picture Safe or Unsafe?"
4. Complete worksheet "Take Care of Your Body."

Conclusion

5. Sing "Piggyback Songs" about healthy living.

Core Curriculum Objectives and Standards

Objectives

Students will identify substances that are harmful to the body.

Standards

7020-02 The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.

Teacher Notes

Introduction

Sing

Strategies

Play

Conclusion

1. “Take Care of Your Body.”

- Learn the song, “Take Care of Your Body. (Many teachers use this song as an exercise song.)
- Use the I STOP’D decision model to brainstorm options for caring for our bodies.

2. “Mystery Box”

- Place the new vocabulary word strips into a small box or sack.
- Label the sack “The Mystery Sack.”
- If you wish, use the figures on “Question Mark Graphics” on page 88 to decorate the sack or box.
- Have members of the class draw words from the box.
- As a class, decide the definition of the word.

3. “When Are the Things in This Picture Safe or Unsafe?”

- Use the I STOP’D model to think of safe and unsafe options for these products.
- What kinds of decisions would you make about using these products?

4. “Take Care of Your Body.”

- Distribute the worksheet, “Take Care of Your Body.”
- Have students complete the worksheet and discuss as a class or small groups.

5. “Piggyback Songs”

- Divide the class into small groups.
- Each group writes a piggyback song similar to the model on page 85.
- Each group sings its song to the class.



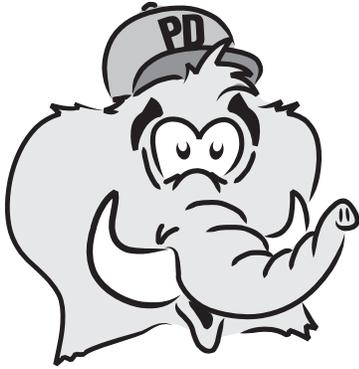
When Are the Things in This Picture Safe or Unsafe?



Take Care of Your Body

Draw a line from the happy PD to those things which are generally used to care of your body.

Draw a line from the sad PD to things which could generally harm your body.



banana

vegetables

carrot

cigarette

beer

poison

household cleaner

wine

bread

nicotine

apple

eyeglasses

bath

banana

walking

brush teeth

sleep

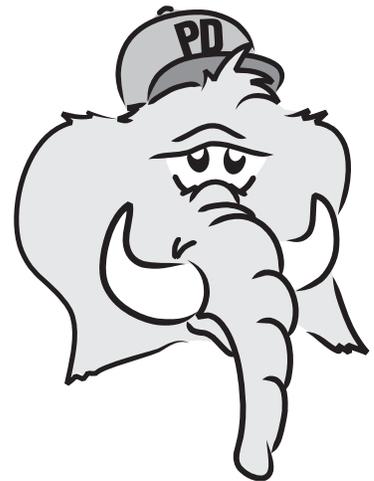
cocaine

smokeless tobacco

breakfast

exercise

pollutants



marijuana

water

fighting

caffeine

milk

Piggyback Songs

Teach your students the following song to the tune of “Frere Jacques”
 (“Are You Sleeping, Brother John?”)

**I don't take drugs
 I don't take drugs
 It's not cool, it's not cool.
 I would rather run
 I would rather play
 I'm no fool, I'm no fool.**

Encourage students to add stanzas of their own.

Have children to compose simple tunes of their own with lyrics that reflect drug awareness,
 or think of new words to go with songs they already know.

Example: to the tune of “Farmer in The Dell,” they might sing:

**Drugs we will not use
 Drugs we will not use
 Just say no, don't break the law,
 Drugs we will not use.**

**Drugs harm bodies and minds
 Drugs harm bodies and minds
 Say no, 'cause it's wrong to do,
 Drugs harm bodies and minds.**



Prescription drugs

Over-the-Counter (OTC) drugs

Alcohol

Marijuana

Pollutant

Poison

Caffeine

