



*MANUAL:  
LESSON PLANS FOR  
DRUG PREVENTION EDUCATION:  
PRESCHOOL AND KINDERGARTEN  
CHILDREN  
IN GRENADA*

*Funded by:  
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- ii. Mr. Anthony Brown, Manager, Dynamic Designs Presentation
- iii. Preschool and Kindergarten Teachers
- iv. Government of Grenada and the European Union

## **Background Information**

In 2005, the Drug Control Secretariat in collaboration with the Early Childhood Unit of the Ministry of Education conducted two (2) workshops to train forty (40) Preschool Teachers on strategies to teach drug prevention education to Preschool children. This was the first time that Preschool teachers were exposed to such training in Grenada. These workshops provided the teachers with much useful knowledge, skills and resources to teach the Preschoolers.

An overall assessment of the workshops indicated that there was such need to continue the training. The need was expressed that a significant component on any future training should be the design of lesson plans to teach Preschoolers. Given this expressed need, five (5) workshops were conducted in November 2006, to address the above situation. Ninety-three (93) Pre-school and Kindergarten teachers from Grenada, Carriacou and Petite Martinique, participated in the workshops, on the theme, *“Teaching Drug Prevention Education to Pre-school and Kindergarten Students”*, conducted between 9 and 21 November 2006. Inclusive of the one hundred teachers were the forty teachers who were trained in 2005.

The objectives of the workshops were:

- i. To identify strategies to teach drug prevention education to pre-school and kindergarten students.
- ii. To prepare a series of lesson plans to be used by Pre-school and Kindergarten Teachers to teach drug prevention education.

Topics covered at the workshops included:

- i. Analysis of the Drug Problem
- ii. Stages of Child Development
- iii. Drug Prevention Education: Preschool and Kindergarten
- iv. Drugs: What Every Teacher Should Know
- v. Lessons Identification and Lesson Plans Development

One of the significant outputs of the workshops was the production of a series of Lesson Plans to be used by Pre-school and Kindergarten Teachers to teach drug prevention education.

The Government of Grenada and the European Union, through the Drug Demand Reduction Project funded for the workshops.

## Characteristics of Preschool Children

Three and four-year-old children are often called preschoolers. Preschool children are making developmental strides and express an interest in the world around them. They want to touch, taste, smell, hear, and test things for themselves. They are eager to learn. They learn by experiencing and by doing. They are busy developing skills, using language, and struggling to gain inner control. Understanding their growth and development will help you guide preschoolers through this stage. This fact sheet lists some of the characteristics of preschoolers. These characteristics are listed for three main areas: physical (body), social (getting along with others) and emotional (feelings), and intellectual (thinking and language) development. Remember that all preschoolers are different and reach the various stages at different times.

<b>PHYSICAL DEVELOPMENT</b>	<b>THREE-YEAR-OLD CHILDREN</b>	<b>FOUR-YEAR-OLD CHILDREN</b>
	<p>They walk on tip toes.</p> <p>They stand on one foot.</p> <p>They jump horizontally.</p> <p>They ride a tricycle.</p> <p>They build towers of 6-9 blocks.</p> <p>They catch a ball.</p> <p>They smear or daub paint.</p> <p>They draw or paint in vertical, horizontal, and circular motions.</p> <p>They can handle small objects (such as puzzles, pegboards, and parquetry sets).</p>	<p>They have more small muscle control.</p> <p>They can make representational pictures.</p> <p>They run on tip toes; they hop on one foot.</p> <p>They gallop; begin to skip.</p> <p>They throw a ball overhand.</p> <p>They pump themselves on a swing.</p> <p>They like unzipping, unsnapping, and unbuttoning clothes.</p> <p>They dress themselves.</p>

<p><b>SOCIAL AND EMOTIONAL DEVELOPMENT</b></p>	<p>They enjoy dramatic play with other children.</p> <p>They begin to learn to share.</p> <p>They need to know clear and consistent rules and what the consequences for breaking them are.</p> <p>Their emotions are usually extreme and short-lived.</p> <p>They need to be encouraged to express their feelings with words.</p>	<p>They have very active imaginations.</p> <p>They sometimes have imaginary friends.</p> <p>They can be aggressive but want friends and enjoy being with other children.</p> <p>They tend to brag and be bossy.</p> <p>They enjoy pretending to be important adults (mother, father, doctor, nurse, police officer, mail carrier, etc.).</p> <p>They need to feel important and worthwhile.</p> <p>They need opportunities to feel more freedom and independence.</p> <p>They appreciate praise for their achievements.</p>
<p><b>INTELLECTUAL DEVELOPMENT</b></p>	<p>They can communicate their needs, ideas, and questions.</p> <p>Their attention span is a little longer so they can participate in group activities.</p> <p>Preschool children learn best by doing. They need a variety of activities. They need indoor and outdoor space. They need a balance between active and quiet play.</p>	<p>They are very talkative.</p> <p>They ask lots of questions, including "how" and "why" questions.</p> <p>Their language includes silly words and profanity.</p> <p>Their classification skills and reasoning ability are developing.</p> <p>They should understand some basic concepts such as number, size, weight, color, texture, distance, time, and position.</p>

## Characteristics Of Kindergarten Children

Children move through stages of development as they mature. The rate of development varies from one child to another. Development is influenced by the experiences children have, as well as by hereditary factors. Children may grow rapidly in one area and more slowly in another. The direction of development is from general to specific, from dependence toward independence and interdependence, and from gross motor control toward fine motor control.

Kindergarten children, no matter what their cultural and experiential background, have characteristics in common with other children of their age and characteristics that are particularly their own.

PHYSICAL DEVELOPMENT	SOCIAL DEVELOPMENT	INTELLECTUAL DEVELOPMENT
<p>Physical activity is one common characteristic of Kindergarten children.</p> <p>Some children are slow and cautious about trying new things; others seem to accept any challenge that is presented.</p> <p>Most Kindergarten children are full of energy, ready to run, swing, climb and jump, and are eager to try their strength by moving big blocks or boxes.</p> <p>They are developing a sense of rhythm, and enjoy such activities as marching, jumping or clapping to music.</p> <p>Sensory development is uneven. The coordination of the eyes and other senses are still developing. Physical growth has slowed down.</p>	<p>Kindergarten children are eager to be trusted with responsibility. They appreciate going on errands, using proper tools, participating with grown-ups in such activities as cooking, bringing things from home, and suggesting solutions to practical problems.</p> <p>They can show considerable empathy toward people and animals.</p> <p>Kindergarten children are developing a sense of independence but are also learning to work cooperatively with others.</p> <p>Kindergarten children are more stable socio-emotionally than they were as preschoolers.</p> <p>They may develop specific fears, such as the fear of death, and mistakenly assume that they have caused such events as their parents separating.</p>	<p>Kindergarten children love to talk. Their intellectual development is reflected in the rapid growth of vocabulary and the power to express ideas.</p> <p>They are developing visual and auditory memory and the ability to listen to others. Their ears are keen but they still need help in distinguishing sounds, although they can pick up another language and accurately imitate other people's intonations and inflections.</p> <p>They are especially keen to acquire new words (the names of dinosaurs, for example) and to use such words as "infinity" and "trillion".</p> <p>Kindergarten children have a powerful urge to find out about things, to figure things out. They ask many questions, often deep unanswerable questions and they love to play guessing games or solve riddles.</p>

## **Drug Prevention Education: Preschool To Kindergarten**

Children in preschool and kindergarten generally have limited knowledge about or exposure to drugs, but there are three important reasons for teaching about drug prevention at these grade levels:

- i. Information children learn now will form the foundation for all future drug prevention efforts. At these ages, children are open to learning life skills they will need later to accept responsibility for their actions, to resist peer pressure, to seek help with problems, and to respect themselves and others.
- ii. At these ages, children might be exposed to alcohol, tobacco, or other drugs within the family and have experienced negative effects of drug use.
- iii. Although drug prevention education should begin in the home, children need the reinforcement of classroom lessons and activities to help develop values that will ensure that they do not use drugs.

Classroom lessons on drug prevention should follow these guidelines:

- i. Focus on the present regarding things young children know about or have experienced.
- ii. Place little emphasis on evaluating how well students recall information or perform activities.
- iii. Provide opportunities for students to develop a sense of self-confidence.
- iv. Provide opportunities for students to build their skills in decision-making and problem solving.
- v. Help students improve communication skills, especially with family and peers.
- vi. Help students understand that everyone needs help or guidance sometimes and that asking for help when it is needed is a strong, positive behavior that should be developed by everyone.
- vii. Provide some basic information about drugs and their use.
- viii. Foster a learning environment in which students feel comfortable asking questions and making decisions.
- ix. Foster a learning environment in which students are encouraged to be responsible for themselves and others.

- x. Recognize that children in preschool and Kindergarten are motivated by a desire to please others, especially adults, a desire to know how to do things, and a desire to be older than they are.

Drug prevention lessons and activities in preschool and Kindergarten should:

- i. Keep information simple and direct.
- ii. Focus on life skills, such as decision-making and problem solving.
- iii. Not glamorize or instill inappropriate fear about drugs.
- iv. Emphasize that most people do not use drugs.
- v. Emphasize the development of responsibility for self and others.
- vi. Encourage the development of self-confidence.
- vii. Emphasize information over evaluation and testing.

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## **Issues to be Considered in Lesson Plans Development for Drug Prevention Education, Preschool to Kindergarten**

### **General Objectives:**

- i. To know the difference between medicines and illegal drugs;
- ii. To know from whom it is appropriate to take medicines;
- iii. To know that children face problems and it is acceptable to seek help for these problems;
- iv. To know that most people do not use illegal drugs.

### **Specific Objective**

### **Curriculum Area**

- |   |                     |
|---|---------------------|
| 1. To identify good things about oneself                          | 1. Art/Music        |
| 2. To distinguish between medicines and illegal drugs             | 2. Science          |
| 3. To develop the social skill of helping others                  | 3. Health/Phys Ed.  |
| 4. To learn about friends   | 4. Social Studies   |
| 5. To identify feelings and know how they affect behaviors        | 5. Language Arts    |
| 6. To identify individuals from whom it is safe to take medicines | 6. Science          |
| 7. To assume responsibility for personal care                     | 7. Language Arts    |
| 8. To know people have problems and it is OK to ask for help      | 8. Healthy/Phys Ed. |

## **Lesson Plans**

The following are a series of Lesson Plans developed by the Preschool and Kindergarten Teachers at the workshops. These Lesson Plans are intended to serve as a guide in the teaching of drug prevention education to Preschool and Kindergarten children. These lessons should not be taught in “isolation”. That is, each lesson should be taught, based on previous lessons taught, taking into account the knowledge and experiences of the children.

Further, these lesson plans should not be considered as the ultimate lesson plans. They can be amended to include new matters, objectives, mode of instruction etc; these lesson plans are to be used as guides in the teaching of drug prevention education.

## LESSON PLAN

**Age:** 5 years

**Time:** 25 minutes

**No of Children:** 25

**Subject:** Social Studies

**Topic:** How to Say NO To Dangerous Drugs

**Objectives:** Through observation and discussion pupils should be able to:

1. Tell why we should say NO to drugs.
2. Display actions that give a clear message of NO (through role play).

**Materials:** Word cards that say, “NO” and charts of harmful drugs, empty non-alcoholic cans and bottles, cigarettes, pictures of cocaine and marijuana, prepare labels, big book etc.

**Motivation Song:** “I Am Special”

**Procedure:**

1. State objectives.
2. Teacher and pupils will discuss the word NO.
3. Steer children to tell or say how the word is used.
4. Show body language to say NO.
5. Say to them, now we will read a story of a boy who said no to drugs”.
6. Read story from big book as children follow.
7. Question children about the story e.g. what did you learn from the story? What is the saddest part of the story? Encourage them to write the word No.
8. Introduce pictures illustrating drug use.
9. Encourage pupils to figure out what is happening in the picture.
10. Let them say how it relates to their experiences.
11. Help them to figure out the right decisions based on the pictures.
12. Children are going to pretend i.e. whenever a picture is shown of drug use children must lift their NO cards or show other body languages that also mean NO.
13. Do a parade around the community with a little chant that says NO to drugs.
14. Allow them to use the placards.

**Culminating Activity:**

1. When they return to the school allow them to post the NO sign at the entrance of the classroom and say why they are posting the sign.
2. Bring them back into a circle.

**Recall**

## LESSON PLAN

**Age:** 3+

**Time:** 15 minutes

**No. of Children:** 16

**Subject:** Language Arts

**Topic:** Some Drugs Are Harmful

**Objectives:** Through observation and guided questioning, pupils should be able to:

1. Name at least two harmful drugs.
2. State the effects of using harmful drugs.

**Materials:** Pictures of harmful drugs e.g. alcoholic beverages, cigarette, marijuana, cocaine etc; Slides demonstrating the ill-effects of illegal drug use;

**Motivation:** Miming effects of drug use coughing, staggering etc.

### **Procedure:**

1. Encourage discussion on the motivation.
2. State the objectives.
3. Pupils and teachers will make a list of harmful drugs.
4. Present pictures/ slides to show what they look like.
5. Have children discuss and describe.
6. Have pupils relate what they see to their experiences.
7. Teacher explains the effects of harmful drugs.
8. Ask pupils to relate in their own words what teacher said.
9. Paste pictures of drugs and other non-examples on a flat surface.
10. Have children stretch lines of yarn to connect all the pictures that are harmful drugs.
11. Have them label each picture that they connected.
12. Encourage them to talk about what they are doing.
13. Let them repeat why they must not use those drugs.

### **Culminating Activity:**

1. Remove yarn.
2. Turn pictures face down and ask each child to pick up two and name what he sees (harmful drugs).
3. Allow children to punch a hole in each picture let them attach them to the yarn and make at least two short sentences about the effects of harmful drugs.
4. Have them place string of pictures outside the school building to send a message to the community.

### **Recall**

## LESSON PLAN

**Age:** 5+

**Time:** 25 minutes

**No. of Children:** 15

**Name of Activity:** Safety Of Medicine

**Curriculum Areas:** Social Studies, Language, Science

**Previous Knowledge:** Children know some medicine

**Materials:** Samples of commonly used medicine, liquid and solid form e.g. cough syrup, panadol, prescription and medicine box, word card- medicine etc.

**Objectives:** Children should be able:

1. To recognize medicine.
2. Tell why we use medicine.
3. Make sentences on medicine.
4. State at least two ways in which medicine can be kept/ use safely.

**Vocabulary:** Medicine

**Motivation:** Guessing Game: Guess what is in the box

**Procedure:**

1. Reveal what is in the box.
2. Allow children to discuss about the content.  
Introduce the word “medicine” for pupils to observe and chat about.
3. Associate word to items in the box.
4. Help children to identify common medication and their use.
5. Read story entitle Kaela at the hospital, make reference to the materials on the table.
6. Question pupils about the story e.g. what happen to Kaela? etc.
7. Encourage pupils to talk about their experience, write about the experiences in short sentences. Allow pupils to re-read these sentences.
8. Create an environment for storage of medicines.
9. Allow pupils to store medicine in the appropriate places and let them say why they are doing it.

**Culminating Activity:** Create a poster to inform people about the proper storage of medicine.

Have children sing song: “Be Careful Little Hands”

**Recall**

## **KAELA AT THE HOSPITAL**

Kaela went upstairs to make her bed she made a mistake and bumped her head; Kaela's head was painful all week. So her mother took her to the hospital. The doctor looked at her head, then asked her to open mouth. He put the thermometer inside her mouth, under her tongue to take her temperature. He took her heartbeat by placing the stethoscope on her chest then he told her that she would be okay.

He wrote a prescription and gave it to Kaela's mother. Mother and Kaela said 'thank you' to the doctor and left the hospital.

Mother took Kaela to the pharmacy and gave the prescription to the pharmacist, who read it. The pharmacist then read the prescription then gave her the panadol and smiled at her. When Kaela's friends heard that she was sick, they drew a beautiful card and sent it to her house.

Every day, mother gave Kaela a panadol, until she was well again.

## LESSON PLAN

**Age:** 3+

**Time:** 15 minutes

**No. Of Children:** 15

**Name of Activity:** Effects Of Alcohol On The Body

**Curriculum Areas:** Social Studies, Language, Physical

**Previous Knowledge:** Children already know rum

**Materials:** Empty alcoholic bottles and cans, body chart, pictures, labels etc.

**Objectives:** 1. Children will be given the opportunity to discuss what alcohol does to the body.  
2. Name and label alcohol.

**Vocabulary:** Alcohol

**Motivation:** Teacher walks in holding empty alcoholic bottles and introduces the game: What Will Happen If ...

**Procedure:**

1. Have pupils chat about motivation e.g. what will happen if teacher drank all this alcohol? etc.
2. Teacher display materials, children observe and name alcoholic beverages.
3. Teacher and children discuss about alcohol.
4. Have children dramatize how people react when they are drunk.
5. Present picture of the body.
6. Describe in simple terms what happens to the body when too much alcohol is consumed.
7. Have children say what they will do if they are given alcohol beverages for Christmas or any other occasion.
8. Have children cut out pictures of healthy drinks and paste on, "OUR WALL OF HEALTHY BEVERAGES".

**Culminating Activity:** Have children play game- when teacher clap her hands children will run and find empty cans that contained healthy beverages put on a table or corner and label it, Our Corner of Healthy Drinks Repeat the game, this time when teacher claps children will find cans that contain alcohol beverages they will put them in a bin ( let children give reasons for their action).

**Recall**

## LESSON PLAN

**Age:** 5

**Time:** 20 minutes

**Subject:** Language arts

**Topic:** How Jude Became A Vagrant?

**No. of Children:** 15

**Materials:** Picture of two boys on charts, big storybook

**Objective:** After listening to the story the children should be able to identify the practices that led Jude to become a vagrant.

**Motivation Song:** “It’s story time. Its story time again”

**Procedure:** Have children predict what the story is about by looking at the cover of the book.

1. Teacher introduces the story.
2. Introduces the two characters to the story.
3. Teacher encourages children to chat about the pictures.
4. Teacher proceeds to tell the story. She encourages children to listen.
5. Teacher questions children about the story e.g.
  - (a) What did you learn form this story?
  - (b) Discuss the issues that brought the change in Jude?
6. Encourage children to come up with a solution to Jude’s problem.
7. Create a booklet with the information.
8. List tips coming form the discussion.
9. Have children prepare small cards with the information to be handed out to people in the community as they walk.
10. Have children do a walk tour in the community.

**Culminating Activity:** Back in the classroom discuss the tour and create an experience chart.

Encourage children to ask questions.

**Recall**

## LESSON PLAN

**Age:** 3+

**Time:** 15 minutes

**Subject:** Science

**Topic:** Herbs Used As Medicines

**Material:** A variety of herbs e.g. lemon grass, black sage, sugar dish, shadow benny, white venn venn, sour sop, labels etc.

**Objective:** Through observation and manipulation of herbs, the children should be able to name at least two types of herbs used as medicines as medicines

**Motivation :** ( Write out the words of the poem in big legible print and have pupils read along with you)

**Finger play**

Little leaves little leaves

Fly Fly Fly

The cold wind will take you up to the sky

The cold wind will take you around and around and slowly, so slowly you will fall to the ground

**Procedure:**

1. Teacher questioned children on:
  - (a) What the rhyme was all about.
  - (b) Where do we find herbs?
2. The materials will be on display for children to observe, chat about, manipulate and smell.
3. Encourage the children to name the herbs they know.
4. Encourage the children to tell what they know herbs are used for.
5. At the end of children's response teacher will explain what the herbs are used for and what they should do when offered herb that they are not familiar with.
6. Encourage children to relate to their experiences.
7. Have children go on a field trip to find herbs that are use for medicine.
8. Back in the classroom have pupils label the herbs, then group them according to use. Have children name at least two types of herbs.
9. Assist children to make a tea with lemon grass.
10. Encourage children to ask questions.

**Culminating Activity:** - Leaf Printing

**Recall**

## LESSON PLAN

**Age:** 3+ and 4+

**No. Of Children:** 15

**Time:** 20 minutes

**Subject:** Science

**Topic:** Safety- Objects And Materials Children Should Not Play With

**Objective:** Pupil should be able to identify by naming and pointing out objects that can be harmful to them.

**Materials:** Matches, scissors, bleach, kerosene, knife, medicine, pictures, non example of harmful objects, labels etc.

**Motivation Song:** “Be careful little hands what you touch”

### **Procedure:**

1. Ask children to look at their hands and say what they use them to do. Also state what the song says about them.
2. Ask children to list some things they play with.
3. State objectives.
4. Make a list of harmful objects.
5. Allow pupils to look at materials, chat about them.
6. Help them share experiences of instances when playing with these objects hurt them.
7. Ask children to make a human graph showing the number of children affected by these objects.
8. Display pictures showing what happen when persons play with the items.
9. Teacher holds up objects (one at a time) have pupils find picture that show what will happen if children play with that object (continue with other pictures and objects).
10. Encourage pupils to say why they chose these pictures.
11. Teacher place objects in the science corner.
12. Have pupils find the matching pictures and place near the objects.
13. Place labels in corner, which says, “PLEASE DO NOT TOUCH THESE OBJECTS”. Have pupils read the labels.
14. Have pupils explain why teacher put this label in the corner.

**Culminating Activity:** Make poster with safety rules and post in the classroom. Have pupils read the rules.  
Sing song: “Be Careful Little Hands”

### **Recall**

## LESSON PLAN

**Age:** 5 years

**Time:** 20 minutes

**Subject:** Social Studies

**Topic:** Dangerous Drugs In The Community

**Objectives:** 1. Children should be able to name at least three types of drugs used in the community.  
2. Children should be able to discuss the effects it would have on the community.

**Materials:** Pictures of cocaine and marijuana and other drugs, empty alcohol cans and bottles, labels, etc.

**Motivation:** Pupils will listen to sounds coming from bag.

**Procedure:**

1. Pupils will identify the source of the sound.
2. Have them remove items from bag and make a list of items.
3. Introduce the label, which says dangerous drugs.
4. Have children discuss and associate with the items that came from the bag.
5. Allow pupils to discuss what they know about drugs in the community.
6. Encourage them to say what they can do about drugs in their community.
7. Let the children use numbers to count the type of drugs in their community. Provide pictures and objects for them to keep track of their calculations.
8. Let them list what they can do to bring about a solution, record the pints and have pupils read with teacher.
9. Allow them to compose slogans.
10. Let them march in the community and repeat slogans they have composed.
11. Back in the classroom let them create an experience chart. As they name drugs used in the community.

**Culminating Activity:** Encourage them to ask questions.

**Recall**

## LESSON PLAN

**Age:** 5 years

**Time:** 25 minutes

**No. Of Children:** 20

**Subject:** Social Studies

**Topic:** Bad Drugs

**Materials:** Chart showing drugs (marijuana, Alcohol, cocaine) newspaper clippings, non example of drugs, labels, word cards, etc.

**Objectives:** 1. Pupils should be able to name at least three types of bad drugs.  
2. Pupils should be able to state in their own words three reasons why we should not take bad drugs.

**Motivation:** Song, "Say No To Drugs"

**Procedure:** Explain the objectives of the lesson to pupils.

1. Ask children to think about what are bad drugs.
2. Ask children to define the term **bad drugs**.
3. List their ideas on a chart.
4. Display labelled objects and pictures of drugs.
5. Question pupils on what is being displayed.
6. Let pupils name drugs they know.
7. Teacher reads newspaper clipping of recent drug burst. Encourage them to ask questions.
8. Let pupils name places where they can find drugs.
9. Explain that there are bad drugs everywhere and used by many people.
10. Have children choose one of the pictures or items and chat about it. Have them place it on a piece of paper and label it.
11. Ask children why they think people take drugs.
12. Display a variety of items and ask which of these bad drugs are.
13. Have pupils put them into two groups – bad drugs and good drugs.
14. Ask pupils how they would feel if a member of their family takes a lot of drugs.
15. Let pupils name people in their community who are badly affected by the use of drugs.
16. Have pupils prepare a chart showing bad drugs and warning people of the danger of taking those drugs.

**Culminating Activities:** put pupils into two groups, 1 & 2

Group 1: will dramatize how people behave when they take drugs. Group 2 will stand on the side pretending to be the family members of group 1 showing expression of sympathy, how hurt they feel.

Encourage pupils to ask questions.

Song – “say no to drugs”

**Recall**

## LESSON PLAN

**Age:** 8 years

**No. Of Children:** 20

**Subject:** Social Studies

**Topic:** Second Hand Smoking (Inhaling Other People's Smoke)

**Vocabulary:** Second hand smoking

**Material:** Empty cigarette boxes, chart, pictures, matches, lighter, labels and diagrams

**Objectives:** At the end of the lesson pupils should be able to

1. Tell the dangers of inhaling second hand smoke.
2. Name and observe which organ of the body the smoke affects/damages.

**Motivation:** Song – “Stay Away From Drugs”

**Procedure:**

1. State objective.
2. Help pupils to discover what second hand smoking is by using encyclopedia and dictionaries/ record/ read the definition.
3. Explain what is second hand smoking.
4. Help pupils examine the diagram.
5. Locate the lungs.
6. Discuss the functions of the lungs.
7. Describe how smoke can affect the lungs.
8. Let children talk about their bodies and let them make comparison to the diagram.
9. Write story in a big book, read to the class.
10. Have them listen for who is the second hand smoker.
11. Encourage them to ask questions.
12. Ask children to describe instances when they were exposed to second hand smoking.
13. Have children write a short paragraph of second hand smoking.
14. Let them create a poster about the danger of second hand smoking.
15. Let pupils say what will happen to people who continue to inhale second hand smoke.
16. Teacher explains what second hand smoke to pupils is.

**Project:** Have pupils plan a community activity to educate people about second hand smoking.

**Recall**

## **SECOND HAND SMOKING**

Every morning at 6 o'clock, Uncle Tom will sit on his bed and smoke one cigarette before taking his breakfast. At nights before he goes to bed he smokes two cigarettes. Aunty Katz quarreled every day about his smoking habits. She told him that when she inhales the smoke from the cigarettes, she can be come ill. Uncle Tom did not pay much heed to Aunty Katz and continued smoking for many years.

One night Aunty Katz began to cough. She coughed for a whole week. Then she went to see Doctor Mark. After he examined her, he told her that she was very sick. He asked her if she smoked cigarettes. She told that her lungs were affected by the smoke and that Uncle Tom will have to stop smoking. He gave her medicine and told her to rest. Aunty Katz left her doctor's office very sad. When she arrived home she told Uncle Tom what the doctor said. He cried all day and Promised to Stop Smoking.

## LESSON PLAN

**Age:** 3+

**Time:** 20 minutes

**Subject:** Science And Social Studies

**No. of Children:** 15

**Topic:** Careful Use Of Medicine

**Objective:** 1. Pupils should be able to tell in their own words why they should not take medicine if not given to them by an adult.  
2. Why they should not play with medicine.

**Material:** Samples of commonly used medicine among young children  
Chart and labels

**Strategies:** Discussion, observation, demonstration and questioning

**Motivation:** Song- John Brown baby had a cold upon his chest (use pupil's name)

**Procedure:** Question pupils about the motivational song

1. What was wrong with...?
2. What was given for the cold?
3. Materials will be displayed and children will be encouraged to observe and share their own experiences about the medicines displayed.
4. State objectives.
5. Introduce the word medicine and give further explanation.
6. Teacher and pupils prepare and experience chart about careful use of medicine at home.
7. Encourage pupils to make graph of boys and girls who were given medicine by an adult and who did otherwise.
8. Discuss what the graph shows.
9. Pupils will dramatize good and bad practices when taking medicine.
10. Pupils will respond by saying good or bad after each demonstration.
11. Pupils and teacher will prepare and post a list of safety rules for the safe use of medicine.
12. Encourage pupils to tell why they should not take medicine if they are not supervised by an adult.

**Culminating Activity:** Poem-

I must not take medication unless it is given to me  
I must not take medication without an adult with me

**Recall**

## LESSON PLAN

**Age:** 3 years

**Time:** 15 minutes

**No. Of Children:** 12

**Subject:** Social Studies

**Topic:** Why Alcohol Is Harmful

**Objectives:** Through observation, discussion pupils should be able to:

1. State what alcohol is.
2. Why it is harmful.

**Materials:** Empty alcohol bottles

**Motivation:** Stay away from alcohol (Song)

**Procedure:**

1. Question pupils on song
2. What is alcohol?
3. Allow pupils to tell other names for alcohol.
4. Teacher leaves class and return carrying empty alcohol beverage bottles.
5. Prompt children to question teacher about empty container and bottles.
6. Display pictures, which illustrate the harmful effects of alcohol.
7. Encourage children to identify the illustrations.

**Culminating Activity:** Let children set up a shop corner with healthy drinks and allow them to pretend buying healthy drinks and then ask them – Why do you not sell alcoholic drinks? Allow them to explain.

**Conclusion:** Children do a poem

**Recall**

## LESSON PLAN

**Age:** 5

**No. Of Children:** 20

**Subject:** Social Studies

**Topic:** Drugs That Are Harmful To Our Bodies - Marijuana

**Objectives:** 1. Pupils should be able to name and describe the drug.  
2. Identify marijuana as a harmful drug.

**Materials:** Chart with pictures of marijuana, include other non-example, labels, sentence strips and pictures of happy and sad faces

**Motivation:** Introduce lesson with rhyme/song

**Procedure:**

1. Children will be asked to observe the picture and describe it.
2. Guide children to talk about its shape, color etc.
3. Introduce the word card that says marijuana.
4. Ask children to guess the word/ identify the letters.
5. Teacher will tell children what the word is.
6. Teacher and pupil will now discuss the drug/ label it.
7. Present audiovisual showing how marijuana has affected persons in different ways.
8. Display pictures/charts of other plants, which are good for our bodies.
9. Include pictures of marijuana.
10. Place many pictures of marijuana and other plants on the floor.
11. Give each child a picture of a happy/sad face.
12. Ask them to walk around the pictures on the floor and place a picture of a happy or sad face next to two pictures.
13. Have pupils explain why they choose to put the faces next to the pictures.

**Culminating Activities:** Help pupils make a poster with pictures of plants and faces showing how they feel about marijuana.

**Recall**

## LESSON PLAN

**Age:** 5 years

**Time:** 30 minutes

**Subject:** Health And Family Life Education

**Topic:** Saying NO To Drugs

**Objective:** Awareness of the dangers of drugs will be heightened and pupils will be able to say No to dangerous drugs.

**Materials:** Word cards (Yes/No); empty cans and bottles and a big book, labels etc.

**Motivation:** Pupils and teachers sing “Be Careful Little Hands”

Teacher state objectives

### **Procedure:**

1. Read the No Story from big book.
2. Teacher will use the puppet theatre to read the story.
3. Have pupils respond to questions the puppet will ask relating to the story.
4. Have them relate scenes in the story to their experiences.
5. Display the word NO for children to examine.
6. Ask them to spell/write the word.
7. Say what they understand about the word and when they will use it.
8. Teacher further defines the word.
9. Set the stage for a competition.
10. Let children know what the rules are. For each correct response the individual or the group will receive a star.
11. Dramatize drug related activities eg.
  - (a) Offer children in group an empty cigarette box, how does the group or the individual respond. (a star for the correct response).
  - (b) A stranger asks a child to drop off a bag, how he responds.
  - (c) Daddy offers a sip of rum. How does the child respond, etc.
12. For each response have children explain why they responded that way.
13. Count up stars, the group with most stars wins.

**Culminating Activities:** Have pupils prepare a poster, which will educate the school community about the dangers of drugs.

**Conclusion:** Let children sit in a circle and think about what they did.

### **Recall**

## LESSON PLAN

**Age:** 5 years

**Time:** 30 minutes

**Subject:** Social Studies

**Topic:** Violence: Helping Children To Deal With Violent Behaviour

**Objective:** Pupils should be able to solve problems that could create violence behaviour.

**Materials:** Television, drinking straws, rope, paper, paint, paint brushes etc.

**Motivation:** Pupils and teachers recite poem – I think its fun to be polite

### **Procedures:**

1. Allow pupils to view a TV cartoon depicting violence eg. tom and jerry.
2. Pupils and teachers discuss cartoons. Ask children how they feel about cartoons.
3. Ask them to state what they would have done to help these cartoon characters to solve their problems.
4. Discuss the problems as seen in the cartoon.
5. Help children relate about instances when they would have experienced similar problems.
6. Group children and encourage teamwork eg. build a tower with drinking straws.
7. Group children to play a team game eg. tug of war
8. Create mural based on cooperation.
9. Encourage them to review what they did.

**Culminating Activities:** List and record what were the positive outcomes of the activities.

**Conclusion:** sing song entitles - Cooperation

**Recall**

## LESSON PLAN

**Age:** 5 years

**Time:** - 30 minutes

**Class:** Grade K

**Subject:** Health and Family Life Education

**Topic:** Drugs Used As Medicine

**Objective:** Pupils should be able to

1. Take part in discussion on topic.
2. Name at least 4 drugs, which can be used, as medicine.
3. Select and cut out materials to create booklet.
4. Set up a pharmacy.

**Content:** Some drugs are used as medicines e.g. panadol, aspirin, tylenol. Medicines can be taken as tablets in liquid form or injections. We take such drugs when we are sick. These should be taken as prescribed and should be given by an adult e.g. mummy, daddy teacher etc.

**Materials:** Medicine bottles, tablets, medicinal plants, labels, word card, prescription, etc.

**Motivation:**

**Procedure:**

1. Observe the word medicine.
2. Name the letters in the word, define the word.
3. Pupils name medicine that they know or had taken before.
4. Prepare children for visit to the pharmacy.
5. Discuss the importance of the visit to the pharmacy.
6. Visit the pharmacy.
7. Encourage the children to chat with the pharmacist about drugs used as medicine.
8. Pharmacist will show children common drugs they use when they are sick.
9. Encourage pupils to ask questions.
10. Encourage them to say thank you and good-bye.
11. Have children discuss the trip and create a booklet. (back at the school)
12. Name at least drugs after comparing displayed materials to experiences from the visit
13. Cut pictures from magazines and booklets/leaflets.
14. Write short sentences about the trip.

**Culminating Activities:** Have children set up a pharmacy with materials recorded in the plan.

**Recall**

## LESSON PLAN

**Age:** 5+

**Time:** 20 minutes

**No Of Children:** 20

**Subject:** Health And Family Life Education

**Topic:** The Role The Police Officer Plays In Getting Rid Of Dangerous Drugs

**Objective:** pupils should be able to say how the police assist in getting rid of drugs.

**Resource Materials:** Pictures, labels etc.

**Materials:** field trip, police officer

**Procedure:**

1. Teacher will prepare pupils for the trip to the police station i.e. list the rules for the field trip.
2. Pupils will discuss the purpose of the trip.
3. Pupils and teacher will proceed to the station.

At the Police Station:

- a. Pupils will greet and listen to the police officer.
- b. Police officer will chat with pupils and demonstrate what he does.
- c. The police officer and pupils will tour the compound.
- d. Pupils will chat with and ask questions.
- e. Pupils will recite rhyme; I'd like to be a Policeman.
- f. Have pupils say thank you and goodbye to the police officer.

Back at School: - Encourage pupils to talk about the trip. Question pupils e.g.

- a. How does the police get rid of dangerous drugs?
- b. Let them role play the activities of the police.

**Culminating Activity:** - Pupils will prepare and display experience chart

**Recall**

## LESSON PLAN

**Age:** 5 years

**Time:** 30 minutes

**Topic:** The Dangers Of Alcohol

**Subject:** Social Studies

**Objective:** 1. Students should be able to name and identify some alcoholic beverages.  
2. Describe the effects of alcohol on the body.  
3. Demonstrate how to say no when offered.

**Materials:** Empty bottles of alcoholic and non- alcoholic drinks. (Beers, malt, wine, milk) tape recorder song drunk & disorderly, poster with alcoholic & non-alcoholic drinks.

**Strategies:** Dramatization, Explanation & Discussion

**Motivation Activities:** 1. Introduce lesson by song 'Drunk & Disorderly'.  
2. An adult person comes out and pretends to be drunk.

**Procedure:**

1. Students are questioned about the dramatization seen and discuss possible Cause and effect of these behaviours.
2. Students name alcohol they know and list the names given on labels.
3. Teacher presents empty alcoholic & non- alcoholic bottles/cans with students identifying the alcoholic ones.
4. Students will stick labels onto them as they are orally labeled.
5. Discuss the effects and consequences.
6. Present picture cards have pupils describe what each card show.
7. Record pupil's description of the different stages seen on the card and read.
8. Let pupils arrange the cards in correct order and help them to tell the story.
9. Encourage pupils to say why the cards were arranged in that order.

**Culminating Activity:** 1. Have pupils serve and share a nutritious drink and encourage discussion on making healthy choices.  
2. Encourage students to ask questions about the activity.

**Recall**

## LESSON PLAN

**Age:** 4+

**Time:** 25 minutes

**Topic:** Settling Conflicts

**Subject:** Language Arts

**Objectives:** Pupils should be able to

1. Say what a conflict is.
2. Discuss and state positive ways of handling conflicts.

**Content:** - Conflict – A disagreement or argument between people

Ways of solving conflicts:

1. Say you are sorry, shake hands, hug etc.
2. Walk away.
3. Do not hit back.
4. Get someone in authority to help solve problem.
5. Talk about the problem.
6. Use their eye message. E.g. give children word to use when they are angry, sad, disappointed i.e. “I do not like it when you hit me, it makes me feel very sad.”

**Materials:** Big book story, poem, pictures depicting negative and positive effects of conflicts

**Teaching Strategies:** Discussion, Dramatization

**Procedure:** Teacher reads a big book story entitled ‘Conflict in the Yard’

1. Introduce the word Conflict. Describe, discuss, define.
2. Pupils are questioned about what happened in the story to bring about conflict.
3. Present sheets of paper and have pupils draw out the stages of conflict as was read in the story.
4. Have pupils arrange them in order and re-tell a story.
5. Have pupils relate their experiences to the activities in the story.
6. Present pictures of negative behaviour and have pupils recall what will happen next.
7. Have pupils demonstrate the right behaviour and find the corresponding picture card that shows correct behaviour.
8. Question them about what they are doing.

**Culminating Activities:** -Have pupils make a picture book with the picture cards.

**Recall**

## CONFLICT IN THE YARD

Robert was in Teacher Ann's Pre- school from the very first day of school. Robert bit the children and pushed them down so hard that they cried with pain.

The teacher said to him: 'Robert, I do not want you to bite and push the children. You hurt them and they become very sad.'

Robert looked at teacher, then ran to his seat and put his head on the table.

Next day, the teacher allowed the class play out in the yard. But when she was not looking, Robert got a piece of stick and hit the children.

The other children ran to him and held on to start to pulling the shirt, his hands and his hair. They punched and slapped him until he screamed; when he got away he ran to the teacher with tears his eyes.

Teacher Ann went back to the yard with Robert. She gathered the children together and talked with them. What do you think the teacher discussed and did?

The boy who said 'No'

James lived next door to Tony. They were friends. James was eleven years old; Tony was one year older than James. They did many things together. They played marbles and cricket in the big yard. They had much fun while they did their home work. They fished in the little stream at the back of Tony's house.

One day a boy came to live in the village with his mother. He said to James, 'I will like to come to your house to play.' So with James' mom permission, the boy and Tony came over to play.

After playing the 'snake and ladder' game the boy took James and Tony outside behind the house where mother could not see them. He took out two cigarettes from his red shirt pocket and offered one to James. James looked at the cigarettes with great surprise. He stepped back and shook his head and said 'No! I do not smoke. It is not good to smoke. It can kill you'

Tony grabbed the two cigarettes and crushed them under his feet, then James ran upstairs to tell his mother.

## LESSON PLAN

**Time:** 30 minutes

**Class:** Grade K

**Subject:** Health and Family Life Education

**Topic:** What Can Happen If We Use Illegal Drugs

**Objective:** Pupils should be able to say what can happen to us if we use illegal drugs.

**Materials:** Picture showing/illustrating positive sides of the picture, negative effects of using illegal drugs, cd, markers, stickers

**Content:** We should not use illegal drugs. There are punishments given for using illegal drugs. Some are, we can get locked up, get in accident and end up dead, get crazy, resort to robbery, have lip and teeth discoloration, do things that are not aware of.

**Motivation:**-1. Teacher plays CD with song, “STAY AWAY FROM DRUGS.”  
2. Pupils are encouraged to discuss the song.

**Procedure:**

1. Encourage the children to talk about their experiences.
2. Display pictures and encourage pupils to describe the picture.
3. Write sentences about the pictures and have pupils read the sentences.
4. Place pictures on the table and have pupils divide cards into two even piles. Place cards face down between two rows of players, players alternate turning over cards from the pile. The player who gives the correct description of the card receives one sticker.
5. Play musical pictures (its like musical chairs)  
Every child will have a picture illustrating the ill effects of drugs. Play music, when the music stops the child without a seat will have a chance to describe his picture and find the child with the card illustrating the positive side.
6. At the end of the game pupils will discuss what was done and display pictures, cards encouraging the school population to say away from drugs.

**Recall**

## LESSON PLAN

**Age:** 5+

**Time:** 20 minutes

**Subject:** Health and Family Life Education

**Topic:** Harmful Drugs And How They Affect The Body

**Objectives:** Pupils should be able to:

1. Tell three ways drugs affect the body.
2. Prepare slogans to show awareness of illegal drugs.

**Materials:** Empty cigarette boxes, pictures of marijuana and Cocaine, empty bottles and cans of alcoholic beverages,

**Motivation:** Guessing game- WHO AM I? e.g. I look like water when you drink me I can make you drunk and see WHO AM I?

**Procedure:**

1. Ask children to tell what they know about harmful drugs.
2. Teacher will chat with pupils about cocaine, marijuana and alcohol.
3. Encourage pupils to create their own story reflecting healthy choices. Have them read their story.
4. Teacher and pupil will discuss what each of these drugs do to the body.
5. Help pupils to create a plan to make healthy choices.
6. Post plans in the classroom.
7. Dramatize key aspects of the plan to ensure that the pupils understand what they are expected to do.

**Culminating Activities:** Make a jingle on healthy choices

**Recall**

## LESSON PLAN

**Age:** 5 years

**Time:** 20 minutes

**No. Of Children:** 15

**Name Of Activity:** The Abuse Of Alcohol

**Curriculum Area:** Language Arts, Social Studies, Physical Education

**Previous Knowledge:** The children are familiar with various alcohol.

**Material:** picture of bottled alcohol

**Objectives:** 1. Children will be given the opportunity to name and discuss various types of alcoholic drinks.  
2. Share experiences on the use of alcohol in the home/community.

**Vocabulary:** alcohol, drugs

**Motivation:** All me money done  
Discuss activities in the song

**Procedure:** present material to class

1. Give children opportunity to name/list the various alcoholic beverages.
2. Chat about what alcohol does to the body.
3. Share experiences of the use of alcohol in the home and community.
4. Bring in a recovering alcoholic to share experiences.
5. Give pupils an opportunity to ask questions.

**Follow Up:** 1. Children will prepare motivation a card for the visitor e.g. cards that says:  
- We are proud of you.  
- You did a great job.  
2. Have pupils make prayer for users of illegal drugs.

**Recall**

## LESSON PLAN

**Age:** 5 years

**Time:** 20 minutes

**No. Of Children:** 12

**Theme:** Drugs

**Subject Theme:** Harmful Drugs

**Name Of Activity:** Naming And Identifying Harmful Drugs

**Curriculum Area:** Language, Social Studies, Math

**Children Previous Knowledge:** the children have some knowledge of some names of drugs.

**Material:** Labels, Pictures, and Crown Corks, Bags, Items for sorting e.g. empty alcoholic cans, bottles etc.

**Objectives:** The children should be able to:

1. Identify and name the drug.
2. Discuss the effects of harmful drugs.
3. Sort harmful drugs from other drugs.

**Vocabulary:** harmful drugs

**Motivation song-** harmful drugs, teacher enters classroom singing and carrying two bags in hand

**Procedure:** Question children on the song e.g. what does the song say?

1. State objective.
2. Draw children attention to the two bags.
3. Ask what they think is there.
4. Let them guess.
5. Remove items from the bag and chat about the items.
6. Explain what is harmful/useful drugs.
7. Categorize them while pupils observe.
8. Have students sort items and place them in two categories USEFUL and HARMFUL. Have pupils explain what they are doing.
9. Have pupils set up a display area; HARMFUL and USEFUL DRUGS.
10. Have pupil's record sentences from the discussion to be posted in the area.

## **Recall**

### **Song:**

The police say no harmful drugs  
The body says no harmful drugs  
The teacher says no harmful drugs  
Harmful drugs make you walk like this,  
Fall in dream, talk like this  
Harmful drugs make you violent  
Harmful drugs make you mad, mad, mad

## APPENDIX 1

### WORKSHOP FOR PRE-SCHOOL & KINDERGARTEN TEACHERS ON DRUG PREVENTION EDUCATION

#### 9 & 10 NOVEMBER 2006

Verona A. Williams  
Concord Pre School  
Concord, St. John's

Sharon Forsyth John  
River View Pre School  
River Road, St. George's

Londa Charles  
La Poterie, St. Andrew's

Margaret Joseph  
Mt. Moritz Anglican  
Mt. Moritz, St. George's

Joan Moore  
Springs, St. George's

Jennifer Mitchell  
Green Street Pre School  
Green Street, St. George's

Carolann St. John  
St. John's R.C.  
Gouyave Estate, St. John's

Cheryl Greenidge  
Queens Park, St. George's

Christine Moukram  
Chantimelle Pre School  
Chantimelle, St. Patrick's

Doreen Phillip  
Coast Guard, St. Mark's

Valerie St. Louis  
La Fillette Pre School  
St. Mary's R.C.  
La Fillette, St. Andrew's

Agatha Mark  
Non-Pariel Pre School  
Non- Pariel, St. Mark's

Daphne Francique  
Grenville Pre School  
Grenville, St. Andrew's

Qupe Lumsden-Francis  
Limes, Grand Anse, St. George's

Florence Lyons  
Paradise, St. Andrew's

Elma Christine Calliste  
Rose Hill Catholic Infant

Patsy Bubb  
La Digue Pre School  
La Digue, St. Andrew's

Pearl P. Belfon  
Ministry of Education  
Botanical Gardens  
Tanteen, St. George's

Shirlann Mitchell  
Perdmontemps Pre School  
c/o St. Dominics R.C.  
Perdmontemps, St. David's

Shennel Noel  
Woburn, St. George's

Emma Mc Phie  
Happy Hill Pre School,  
Happy Hill, St. George's

**13 & 14 NOVEMBER 2006**

Glenna Douglas  
Cook Hill Road  
Grenville, St. Andrew's

Angella Philip  
Park View Pre School  
River Road, St. George's

Dianne Wilson  
River Road, St. George's

Arleen Clarence Pierre  
Boca Pre School  
Boca, St. George's

Daphne Best-Courtney  
Mt. Rose S.D.A. Pre School  
Mt. Rose, St. Patrick's

Agnes Noel  
St. Joseph's R.C. Pre School  
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Suzette Cyrus  
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Deborah Ross  
Limes Pre School,  
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Petrina Thomas  
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Lily Harris  
Happy Hill Pre School  
Happy Hill, St. George's

Chrislyn La Borde  
Ford, St. Andrew's  
Skitter Morain

St. David's R.C. Pre School  
Belle Vue, St. David's

Anthia Bubb  
St. John's Street Pre School  
St. George's

Merril Roberts  
Victoria Pre School  
Queen Street, St. Mark's

Anne Calliste  
St. John's Anglican Pre School  
Gouyave, St. John's

Yvonne Thomas  
Springs, St. George's

Laurel Antoine  
Battle Hill Pre School  
Soubise, St. Andrew's

Joan Medford  
Mt. Moritz Anglican  
Mt. Moritz, St. George's

Patsy Alleyne  
Woburn Pre School  
Woburn, St. George's

**16 & 17 NOVEMBER 2006**

Cindy Fletcher  
Windward Pre School  
Windward, Carriacou

Mary Chantal Benjamin  
Harvey Vale Government  
Harvey Vale, Carriacou

Nadine Bethel  
Petite Martinique

Emma Williams  
Bogles Pre School  
Hillsborough, Carriacou

Klint Alexander  
Hillsborough, Carriacou

Patricia Patrice  
Dover Government  
Dover, Carriacou

Josephine Mc Lawrence  
Hillsborough Government  
Hillsborough, Carriacou

Kathy Joseph  
Petite Martinique

Rachelle Stiehl  
L' Esterre, Carriacou

Judith Cox  
Harvey Vale Pre School  
Harvey Vale, Carriacou

Paulina Roberts  
Mt. Pleasant Pre School  
Mt. Pleasant, Carriacou

Gloria Patrice  
Dover Government  
Dover, Carriacou

Linda Emmons  
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Ulrica Samerson  
L' Esterre Rosary  
L' Esterre, Carriacou

Elizabeth Bedeau  
Harvey Vale, Carriacou

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Ministry of Education, Hillsborough  
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Merle Benjamin  
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**20 NOVEMBER 2006**

Margaret Alleyne  
Cook Hill Road  
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Pauline Richardson  
Mt. Fann Pre School  
Mt. Fann, St. Andrew's

Rose-Marie Clyne-Wells  
La Digue Pre School  
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Linneth John  
River Sallee Pre School  
La Taste P.O., St. Patrick's

Yvonne Joseph  
Rose Hill, St. Patrick's

Florian Charles  
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Battle Hill, St. Andrew's

Cathy-Ann Antoine  
Marquis Pre School  
Marquis, St. Andrew's

Jenlyn Bowen-Morain  
Woburn R.C.  
Woburn, St. George's

Yolande Johnson  
Westerhall Pre School  
Westerhall, St. David's

Jacqueline Noel  
Prospect, St. Patrick's  
Wendy Cox  
Non Pariel, St. Mark's

Forsil Charles  
Victoria Pre School  
Victoria, St. Mark's

Pauline Hillaire  
Sab Pre School  
St. Clouds, St. Andrew's

Claris Frame  
Mt. Rich Pre School  
Mt. Rich, St. Patrick's

Ellen Richardson  
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Ford, St. Andrew's

Victoria Williams  
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Jennilyn Mitchell  
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**21 NOVEMBER, 2006**

Pamela Slocombe  
Marian Pre School  
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Angelina Phillip  
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Pauline Bholo-Cummings  
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Gracie Languaine  
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Germaine Peterson  
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Maude George  
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Brizan, St. George's

Yolande G. Charles  
Vendome Pre School  
Vendome, St. George's

Wendyla Mitchell  
River View Pre School  
River Road, St. George's

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## APPENDIX 2

### SUMMARY OF DRUG-RELATED STATISTICS GRENADA 1988 TO 2005

#### **I. NUMBER OF PERSONS ARRESTED AND CHARGED FOR DRUG-RELATED OFFENCES**

- i. Five thousand seven hundred and sixty-four (5,764) persons were arrested and charged for drug-related offences.  
(Males: 5,344; Females: 420)
- ii. Seven hundred and fifty-four (754) persons twenty years and under were arrested and charged.  
(Males: 662; Females: 92)
- iii. Thirteen (13) percent of persons arrested and charged for drug-related offences are twenty years and under.

#### **II. NUMBER OF PERSONS IMPRISONED FOR DRUG-RELATED OFFENCES**

- i. One thousand, three hundred and eighty-eight (1,388) persons were imprisoned for drug-related offences.  
(Males: 1,332; Female: 56)
- ii. Ninety-six (96) percent of all drug-related imprisonment were males and four (4) percent were females
- iii. Age range of the inmates:
  - 15-19 yrs: 54 (4 %)
  - 20-24 yrs: 204 (15 %)
  - 25-29 yrs: 271 (20 %)
  - 30-34 yrs: 327 (23%)
  - 35-39 yrs: 306 (22 %)
  - 40 yrs+: 226 (16%)

**III. NUMBER OF PATIENTS ADMITTED TO CARLTON HOUSE TREATMENT CENTRE FOR DRUG ABUSE**

- i. Nine hundred and forty-seven (985) persons were admitted to Carlton House Treatment Centre.  
(Males: 920; Females: 65).
- ii. Ninety-three (93) percent of admissions were males, and seven (7) percent were females.
- iii Admissions of patients by types of drugs.
  - Alcohol: 562 (Males: 513; Females: 49)
  - Marijuana: 80 (Males: 79; Female: 1)
  - Cocaine/Crack: 203 (Males: 194; Females: 9)
  - Poly Drugs: 140 (Males: 134; Females: 6)

**IV. TYPE AND QUANTITY OF DRUGS SEIZED BY THE ROYAL GRENADA POLICE FORCE**

<b>DRUG</b>	<b>CANNABIS TREES</b>	<b>MARIJUANA CIGARETTES</b>	<b>CURED MARIJUANA (KGS)</b>	<b>COCAINE (KGS)</b>	<b>CRACK (BLOCKS)</b>
<b>TOTAL</b>	259,728	24,901	8,836.62	874.27	11,450

## APPENDIX 3

### SUMMARY: NATIONAL SCHOOLS' POLICY ON DRUGS

#### ***INTRODUCTION***

The **National Schools Policy on Drugs**, which was approved by Cabinet in February 2002, is to be implemented in all Schools in Grenada, Carriacou and Petite Martinique.

Accordingly, the Policy is intended to address student alcohol and drug use and the attendant problems.

The Policy has four principal goals:-

- i. To promote a healthy lifestyle among students, free of drug use.
- ii. To provide a mechanism for the appropriate identification of alcohol, tobacco and drug-related problems, and early intervention among students.
- iii. To provide firm, consistent, and equitable disciplinary action regarding tobacco, alcohol-related or drug-related infractions.
- iv. To provide support services to students with an identified tobacco, alcohol or substance abuse concern or problem.

#### ***REQUIREMENT OF SCHOOLS***

The Ministry of Education expressly forbids the use, sale and distribution of alcohol and alcoholic beverages, tobacco products, hemp, controlled drugs or any mood-altering substances by schools at any school function.

#### ***LEGAL ACTION***

The Ministry of Education will seek the assistance of the police to investigate any drug-related matter which may be a violation of the Drug Abuse (Prevention and Control) Act 1992. The police may commence legal proceedings against any student who has violated the Drug Abuse (Prevention and Control) Act 1992 or any related legislation.

#### ***USE OF ALCOHOL, TOBACCO PRODUCTS, CONTROLLED DRUGS OR MOOD-ALTERING SUBSTANCES AT SCHOOL***

The school, Ministry of Education and other relevant authorities should implement the following disciplinary actions if a student is found to have used alcohol, tobacco products, hemp, controlled drugs or mood-altering substances or drug paraphernalia at school or during school activities.

The Principal will:

- i. Confiscate any alcohol, tobacco products, hemp, controlled drugs or mood-

- altering substance found. Conduct a search of the student's bag and personal effects if necessary.
- ii. Inform the Ministry of Education immediately. The Ministry will contact the police.
  - iii. Inform the parents or guardians to advise them about the situation and disciplinary procedures.
  - iv. Advise the student that he or she has broken the laws of the school or country (whichever is appropriate) and of the possible consequences of his/her action.
  - v. Record the student's infraction of the drug policy.
  - vi. Suspend the student for 2 school days, in accordance with the Education Act.
  - vii. Submit a written report on the matter to the Chief Education Officer within 48 hours of the incident.
  - viii. The student will be required to attend sessions of counselling and drug prevention education. These sessions should be conducted during the period of suspension where possible. The number of sessions will depend on the response of the student to the sessions.
  - ix. The student and his or her parents or guardians will be required to sign the Drug Avoidance Contract upon return to school.

***POSSESSION OF ALCOHOL, TOBACCO PRODUCTS, CONTROLLED DRUGS OR MOOD-ALTERING SUBSTANCES OR DRUG PARAPHERNALIA AT SCHOOL***

The Principal will:

- i. Confiscate any alcohol, tobacco product, hemp, controlled drug or mood-altering substance, or drug paraphernalia found. Conduct a search of the student's bag and personal effects if necessary.
- ii. Inform the Ministry of Education immediately. The Ministry will contact the police.
- iii. Inform the parents or guardians of the student to advise them about the situation and disciplinary procedures.
- iv. Advise the student that he or she has broken the laws of the school or country (whichever is appropriate) and of the possible consequences of his/her action.
- v. Record the student's infraction of the drug policy.
- vi. Suspend the student for 4 school days, subject to the Education Act.

- vii. Submit a written report on the matter to the Chief Education Officer within 48 hours of the incident.
- viii. The Ministry of Education and the school will make arrangements for appropriate follow-up with the student and/or parents and legal guardians.
- ix. The student will be required to attend sessions of counselling and drug prevention education. These sessions should be conducted during the period of suspension where possible. The number of sessions will depend on the response of the student to the sessions.
- x. The student and his/her parent or guardian will be required to sign the Drug Avoidance Contract upon return to school.
- xi. If the student is arrested and charged for a drug-related offence, the Ministry will act in accordance with any Court decision on the matter.

***SUPPLYING, SELLING, DISTRIBUTING OR MANUFACTURING ALCOHOL, TOBACCO PRODUCTS, CONTROLLED DRUGS OR MOOD-ALTERING SUBSTANCES OR DRUG PARAPHERNALIA AT SCHOOL***

The Principal will:

- i. Confiscate any alcohol, tobacco product, hemp, controlled drug or mood-altering substance found. Conduct a search of the student's bag and personal effects if necessary.
- ii. Inform the Ministry of Education. The Ministry will contact the police.
- iii. Inform the parents or legal guardians to advise them about the situation and disciplinary procedures.
- iv. Advise the student that he or she has broken the laws of the school or country (whichever is appropriate) and of the possible consequences of his/her action.
- v. Record the student's infraction of the drug policy.
- vi. Suspend the student for 8 school days, subject to the Education Act.
- vii. Submit a written report on the matter to the Chief Education Officer within 48 hours of the incident.
- viii. The Ministry of Education and the school will make arrangements for appropriate follow-up with the student and/or parents and legal guardians.
- ix. The student will be required to attend sessions of counselling and drug prevention education.

- x. The student and his/her parent or guardian will be required to sign the Drug Avoidance Contract upon return to school.
- xi. If the student is arrested and charged for a drug-related offence, the Ministry will act in accordance with any Court decision on the matter.

## **CONCLUSION**

The Ministry of Education is aware that the implementation of the National Schools' Policy on Drugs will be a challenge for all concerned. It also recognizes that such Policy could contribute immensely to the reduction and possible elimination of the problem of drug-related offences being committed by students.

## **Definitions**

A "controlled drug" has the meaning assigned by section 3 (1) of the DRUG ABUSE (PREVENTION AND CONTROL) ACT 1992.

"School premises" has the meaning assigned by section 21 (5) of the DRUG ABUSE (PREVENTION AND CONTROL) ACT 1992.

## APPENDIX 4

### DRUGS AND THE LAW

In 1992, the Government of Grenada passed the **DRUG ABUSE (PREVENTION AND CONTROL) ACT**. This Act or Law states several measures, which could be taken against anyone who commits a drug-related offence. Here are some questions and answers, which provide information on the Act.

**Question:** According to the Drug Abuse Act, who is a (i) child, (ii) young person?

**Answer:** (i) Child: a person under the age of fourteen years; (ii) Young person: a person who is fourteen years and over, but under eighteen years.

**Question:** Is it legal to plant marijuana in Grenada?

**Answer:** It is illegal for any person to cultivate marijuana. Anyone who cultivates marijuana can be fined up to \$500,000 or imprisoned for 5 years, or both.

**Question:** What is a controlled drug?

**Answer:** A controlled drug is a drug or drugs, which are listed in Part I, II and III of the Act. It means that no one is permitted to produce, cultivate, use or supply those drugs. Some of these drugs are: cocaine, marijuana and crack. It is against the Law to have a controlled drug in your possession.

**Question:** Does the Drug Abuse Act seek to protect schools from drugs?

**Answer:** **YES!** Anyone who has drugs within a radius of one hundred yards of a school can be fined \$250,000 and can be sent to prison for life.

**Question:** According to the Drug Abuse Act it is an offence to produce drugs. What does produce means?

**Answer:** It means to cultivate or manufacture a drug. If someone plants marijuana, then that person has produced a drug. The production of drugs is an offence under the law.

**Question:** What is the punishment if anyone supplies drug to a child or young person?

**Answer:** It is an offence to supply drugs to a child or young person. Anyone who supplies drugs to a child or young person can be imprisoned for life. If your father gives you drugs he can go to jail for life.

It is also unlawful for any person to employ, hire, use, persuade, induce, entice or coerce a child or young person to break any part of the Act. If a member of your family hides drugs in your clothes or your toys, and the Police find it, then they can be arrested and charged.

**Question: If the police were to find drugs in my bag, house, or in a package I was carrying, but I did not know about the drugs, what would happen?**

**Answer:** You could be arrested and charged for having drugs in your possession. The Police will question you about the matter to determine whether you are speaking the truth. When you are taken to Court, you will then have to explain to the Judge or Magistrate where you got the drug, or how it got into your bag.

**Question: Does the Police need a warrant to arrest a person who has committed, or is suspected of committing a drug-related offence?**

**Answer:** **NO!** According to the Drug Abuse Act, the Police may arrest anyone who has committed a drug offence without a warrant.

**Question: If someone sells me something, which he or she claims is a drug, example, leaves, but is not drug, can that person be arrested?**

**Answer:** **YES!** According to the Drug Abuse Act, anyone who supplies or offer to supply a substance, which is claimed to be a drug, but is not, can be fined \$500,000.00 or imprisoned for twenty years. It is an offence for a person to supply any substance, which is claimed to be a drug, but is not a drug.

**Question: Is the selling of “Wrappers” which are used by some people to wrap marijuana cigarettes illegal?**

**Answer:** The wrappers are legal, and were made for other uses. However, some people use them for the wrong reason, such as wrapping marijuana cigarettes. If the Police find you with the wrappers, they may not arrest you, but will ask you some questions. If they find you with marijuana cigarettes, they will arrest you!

**Question: Can a student be arrested for using or selling drugs?**

**Answer:** Yes! Between 2001 and 2006, more than one hundred and thirty (130) students were arrested and charged for possession of drugs, and other criminal offences. When drugs are found in your possession (bags, pockets, desks, etc regardless whether you put it there or not

## APPENDIX 5

### FORMATS FOR LESSON PLANS

Date:

Theme:

Subject Theme:

Number of Children:

Time:

Age Group:

Name of Activity:

Curriculum Area:

Children Previous Knowledge:

Material:

Cognitive Objective (s):

Affective Objective (s):

Psychomotor Objective (s):

Vocabulary:

Procedure:

Evaluation:

1. Materials
2. Activity
3. Children
4. Self

Date:

Time:

Age:

Number of Children:

Subject:

Topic:

Objective (s):

Material:

Motivation:

Procedure:

Culminating Activities:

Conclusion:

Evaluation:

## APPENDIX 6

### SONGS, POEMS, RHYMES

The following Songs, Poems and Rhymes are often used by Pre-School and Kindergarten Teachers in Grenada, as part of instructional materials to teach various concepts, attitudes, values and general information. Some of the materials can be used to complement drug prevention programmes, while others can be used to enhance relevant lessons.

#### **SONGS:**

##### **Stay Away From Drugs**

Stay away from drugs  
Because drugs is not the answer  
Stay away from drugs  
Because drugs is a killer  
Stay away from drugs  
Don't let no one fool you  
All you have to say is no  
For a brighter tomorrow

*Composed by: Elymus "Inspector" Gilbert*

##### **Don't Use Drugs**

Don't use drugs (2x)  
Drugs will fry your brains away  
Drugs will send you to the grave  
Don't use drugs (2x)  
*(Tune to, "Three Blind Mice")*

##### **Drugs**

Drugs is not what you think  
Drugs is just another sting  
Drugs will destroy your sting  
Drugs is not what life want from you

##### **Say No**

When some body gives drugs to you say no (2x)  
Say no to drug (2x)  
Drugs are bad for health  
Say no to drugs

### **I Can**

I can jump high  
I can jump low  
I can run fast  
I can run slow  
I don't need drugs  
To do some more

### **Little Child**

A little child so full of fun  
Decide to make a slow run  
Along came a driver with a car  
And bounce him down  
The driver was drunk, drunk, drunk

### **Bits Of Paper**

Bits of paper  
Bit of paper  
Lying on the floor  
Lying on the floor  
Make the school untidy  
Make the school untidy  
Pick them up  
Pick them up

### **Thank You**

To mummy I say thank you, when she helps me tie my shoe  
When she gives me some mangoes, cashews and biscuits  
To mummy I say thank you, thank you

### **Chorus**

When someone does something nice for you say thank you  
When someone gives you a gift or two say thank you

To daddy I say thank you, when he takes me for a ride  
Far away from the country to the city he takes me  
To daddy I say thank you, thank you (Chorus)

**This Is The Day**

This is the day  
This is the day (2x)  
That the lord has made (2x)  
Let us rejoice  
And be glad in him (2x)

For this is the day  
That the lord has made  
Let us rejoice  
And be glad in it

For this is the day (2x)  
That the lord has made

**Thank You Lord**

Thank you lord for bringing us here (repeat 2x)  
Right where we are  
Alleluia praise the Lord (Repeat 2x)

**My Tooth Brush**

I have a little toothbrush  
I hold it very tight  
I brush my teeth in the morning  
And then again at night

Sparkle, Sparkle little teeth  
Up, above and underneath  
In my mouth so clean and white  
Cause I brush them day and night

**Hug Somebody**

Hug somebody; tell them that you love them,  
Put your hands around them and  
Praise the lord.

### **Be Careful**

Be careful little eyes what you see (2x)  
There's a father up above  
Looking down with tender love  
So be careful little eyes what you see

Be careful little nose what you smell (2x)  
There's a father up above  
Looking down with tender love  
So be careful little nose what you smell

Be careful little ears what you hear (2x)  
There's a father up above  
Looking down with tender love  
So be careful little ears what you hear

Be careful little mouth what you say (2x)  
There's a father up above  
Looking down with tender love  
So be careful little mouth what you say

Be careful little hands what you touch (2x)  
There's a father up above  
Looking down with tender love  
So be careful little hands what you touch

Be careful little feet where you go (2x)  
There's a father up above  
Looking down with tender love  
So be careful little feet where you go

Be careful little tongue what you taste (2x)  
There's a father up above  
Looking down with tender love  
So be careful little tongue what you taste

### **Thank You**

When somebody does something  
Nice for you to say thank you.  
When somebody gives you a gift or two  
Say thank you

### **I Must Always Say**

I must always say good morning  
Thank you, sorry or excuse me please  
I must always help if I can  
For that's the way to go and grow

### **This Is The Way**

This is the way we brush our teeth (3x)  
This is the way we brush our teeth so early in the morning

This is the way we comb our hair (3x)  
This is the way we comb our hair so early in the morning

This is the way we cut our nails (3x)  
This is the way we cut our nails so early in the morning

This is the way we exercise (3x)  
This is the way we exercise so early in the morning

This is the way we dry our hands (3x)  
This is the way we dry our hands so early in the morning

### **I Eat Pumpkin**

I eat pumpkin (2x)  
Yes, I do (2x)  
Pumpkin is good food (2x)  
Eat it up (2x)

### **Hands**

Hands are for clapping not fighting (2x)  
I care, I care, no fighting  
Feet are for walking not kicking (2x)  
I care, I care no kicking

### **I am Special**

I am special  
I am special  
So are you (2x)  
I am very special (2x)  
You are too

You are special (2x)  
So I am (2x)  
All of us are special (2x)  
Turn around

### **See Me**

See me wash and brush my teeth  
Brush my teeth, Brush my teeth  
See me wash and brush and teeth  
Morning, noon and night

### **Everybody**

Satan wants everybody to be grumpy  
Satan wants everybody to be sad  
Satan wants everybody to be grumpy, grumpy, grumpy  
And he never wants anybody glad

Jesus wants everybody to be happy  
Jesus wants everybody to be glad  
Jesus wants everybody to be happy, happy, happy  
And he never wants anybody sad

### **Special**

For I'm special (special)  
Everyone is special  
Everyone in his or her own way  
For I am special (special)  
Everyone is special  
Everyone in his or her own way

### **One to Ten**

One I stand  
One I seat  
One I run  
One I jump  
One little me came walking by

One little finger  
One little finger tap, tap, tap  
Point to the ceiling  
Point to the floor  
And put it in your lap, lap, lap (up to 10 fingers)

### **Smile**

Smile; smile; smile awhile  
Showing lovely teeth  
Think about it lots of time  
A smile can make your face shine  
(*Sing to the tune, "Row, Row, Row The Boat"*)

### **Healthy Foods**

Buy healthy foods  
And eat every day (3x)  
And you'll glow, go, grow (3x)

You don't eat healthy  
You'll be sick all the time (3x)  
And you'll die, die, die (3x)  
(Tune: Read your bible pray every day)

### **POEMS:**

#### **Arms, Legs, Fingers and Toes**

Arms and legs with fingers and toes  
To help me do what I choose  
Like building blocks and lacing shoes  
Now I can jump with two feet closed

#### **I Am**

I am simple you can see  
With ears, nose and two eyes to see  
With a brain not so big  
But safe inside  
That helps my mouth tell how my heart feels inside

#### **Ten Little Fingers**

I have ten little fingers  
And they belong to me  
I can make them do things  
Would you like to see  
I can make them jump high  
I can make them jump low  
I can fold them up quietly  
And leave them just so

### **I Am Special**

I am me and no one else  
That's the way God made me  
No where in this great big world  
There isn't anyone else like me, because  
I am special

### **Drugs**

Drugs is not what you think  
Drugs is just another sting  
Drugs will destroy your sting  
Drugs is not what life want from you

### **Exercise**

Put your tongue out  
Put your tongue in  
Roll it round and round  
Then hide it where we cannot see it

Stretch your feet out  
Pull your feet in  
Raise them up and down  
And cross them just so

Stretch your hands out  
Pull your hand in  
Raise them up and down  
And squeeze my hand just see

### **Eat Healthy**

We are all well fed  
When we eat tomatoes red  
Peas and bean  
And some other greens  
Pumpkin so yellow  
And melon so mellow  
All these make us grow

### **Excuse Me**

I must not pass in front of you  
If I can go behind  
But if I say excuse me please  
I'm sure you will not mind

### **I Am Special**

I am a special person  
God made me that way  
He gave me very special parts  
Which helps me work and play

I have a head, two hands and feet  
A little mouth with some white teeth  
Two ears to hear, one little nose  
Two eyes to see and ten toes

I am a special person  
With everything so fine  
A strong and useful body  
With a perfect healthy mind

### **Mother**

My mother is nice  
My mother is spice  
She laughs with me  
And talks with me  
And oh! She means  
The world to me

### **Two Little**

Two little eyes to see nice things to do  
Two little lips to smile the whole day through  
Two little ears to hear what others say  
Two little hands to put the toys away

A tongue to speak sweet words each day  
A loving heart to work and play  
Two feet that errands gladly run  
Make happy days for everyone

### **School Is A Happy Place**

School is a happy place  
Because teacher is there  
I love to be with her each day  
She helps me to grow well

### **It's Fun**

I think its fun to be polite  
To say good morning and good night  
And thank you sir and if you please,  
There are no nicer words than these  
Unless perhaps it is hello or sorry I step on your toes

### **Rules of Health**

The rules of health are pure water to drink, regular bathing to keep the skin clean, exercise and rest.  
I must also brush my teeth, comb my hair, and wash my hands before and after eating.  
Wear clean clothes.

### **Drugs**

D – Dangerous  
R – Restless  
U – Untidy  
G – Grenada  
S – Stay drug free for the community, you and me

### **RHYMES:**

#### **Up And Down**

Up and down and round and round  
I brush my teeth to keep them sound  
To keep them sound and clean and white,  
I brush them morning, noon and night

#### **Mango**

Way up in the mango tree  
Two little mangoes smiled at me  
I shook the tree as hard as I can  
Down came the mango uh! Taste good

**Warning About Drugs**

Drugs are not good for you.  
When you use drugs,  
You cannot do  
What you want to do.  
Drugs mess up your lives.  
Drugs make you feel stupid.  
Drugs can make you  
Lose your family, and friends.

*Composed by:*

**RENEE MAPP**

**GRADE 4**

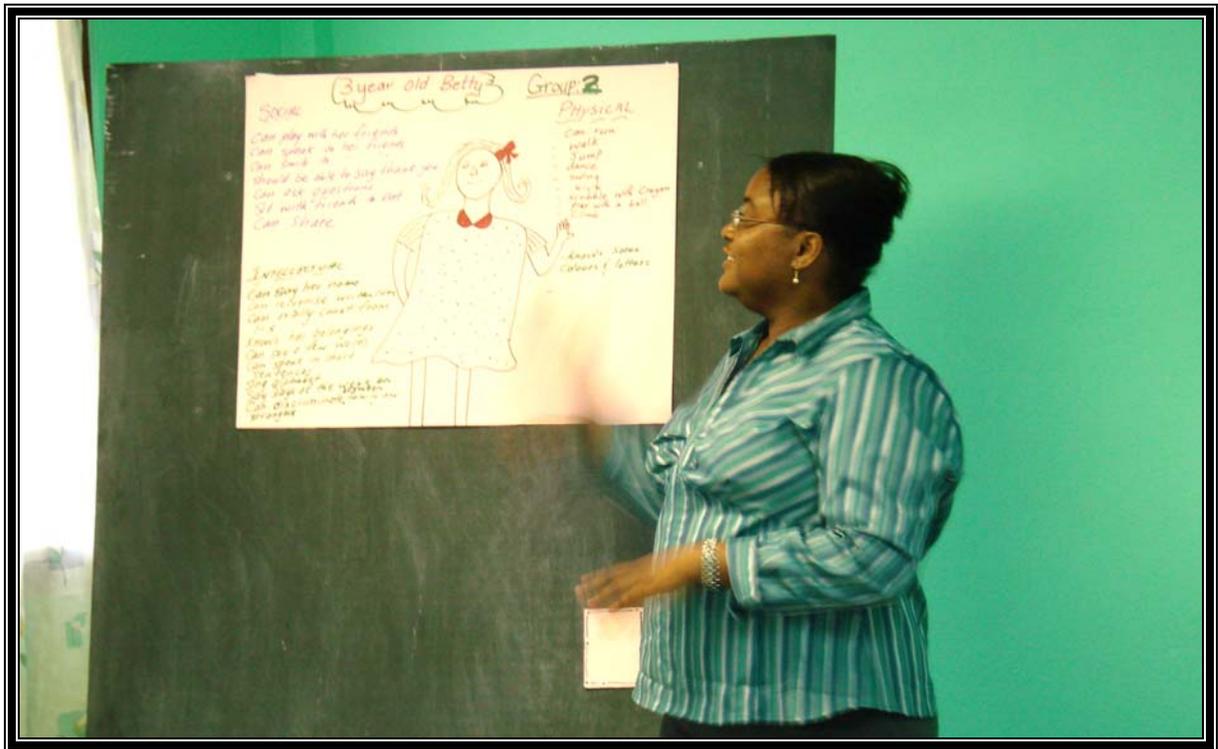
**ST. LOUIS GIRLS R.C. SCHOOL, 1999**

APPENDIX 7

PHOTOGRAPHS OF WORKSHOPS, NOVEMBER 2006



*Teachers at Workshop, Carriacou, November 2006*



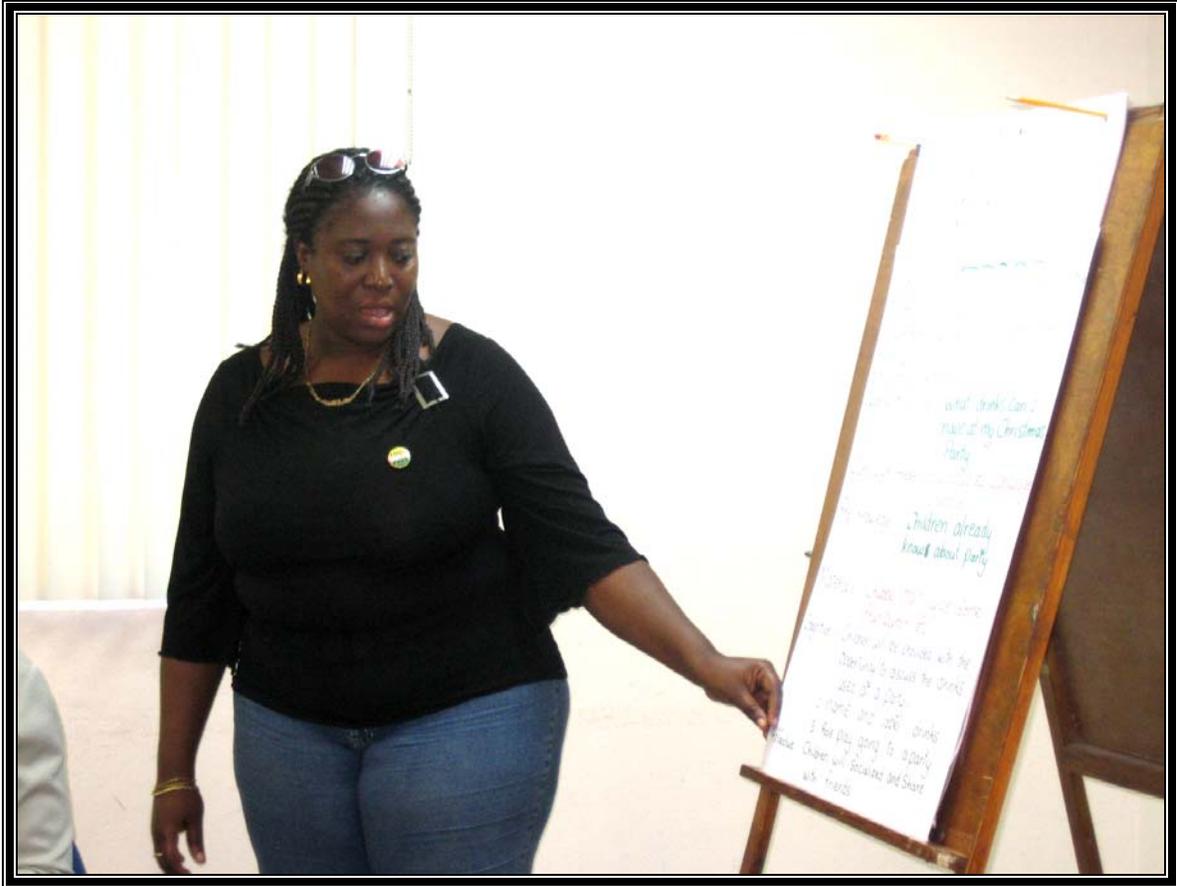
*Presentation By Teacher at Workshop, Carriacou, November 2006*



*Teacher at Workshop, Carriacou, November 2006*



*Teacher at Workshop, Grenada, November 2006*



*Teacher at Workshop, Grenada, November 2006*





*Materials Produced By Teachers at Workshop, November 2006*

We must not play  
with medicine.



*Materials Produced By Teachers at Workshop, November 2006*



*Teachers at Workshop, Grenada, November 2006*



*Teachers at Workshop, Grenada, November 2006*