



# YOUTH ACTIVITIES FOR THE CLASSROOM & BEYOND: **ART/MUSIC**

**-ELEMENTARY (K-6<sup>TH</sup> GRADE)-**

## Activities:

### **COUNTDOWN LINKS**

Create a paper chain with links of red paper. Create the same number of links as there are days until the next holiday (or other special event). Allow the class to remove one link as a countdown every day until the holiday approaches. As they remove a link from the chain encourage them to make healthy choices, as well as, how to be healthy on the holiday they preparing for.



**\*Variation-**Have students write a healthy activity on each of the paper links for an entire month (31 links with a message on each). When the students cut off a link with a healthy activity written on it, encourage the youth in the class to focus on or participate in that activity for the day.

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## **DRUGS R GARBAGE!**

Have an art class create “Drugs are Garbage” signs which can be placed on the garbage cans or trash dumpsters at schools, parks, community centers, garbage trucks, etc.



## DRUG-FREE DECOR

Create drug free art, logos, bumper stickers, banners, door decorations, shirts and collages to be displayed throughout the school during Red Ribbon Week. Submit the art to [ndprmc@nd.gov](mailto:ndprmc@nd.gov) to be placed on our Web site at [www.nd.gov/dhs/prevention](http://www.nd.gov/dhs/prevention).



- Design drug free T-shirts to be worn during a theme day during Red Ribbon Week.
- Group project – Have the students draw healthy activities they have done so far during the day. (e.g., running, biking, playing football, dancing, drinking milk, eating fruits/vegetables, etc.). Submit the drawings to [ndprmc@nd.gov](mailto:ndprmc@nd.gov) to be placed on our Web site at [www.nd.gov/dhs/prevention](http://www.nd.gov/dhs/prevention).

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## RHYME REMIX

Have the class create new lyrics to an already known song (e.g., *Mary had a Little Lamb*) filled with a positive, healthy message. The class can then sing the newly created song while others play musical instruments along to the song.

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## PAINT THE TOWN RED. . .RIBBONS!!!

Place red ribbons on trees and structures around the outside of the school and throughout the communities. Take pictures of the red ribbon filled school/community to place in local newspaper or submit a picture for a chance to be featured on our Web site at [www.nd.gov/dhs/prevention](http://www.nd.gov/dhs/prevention).



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## DRUG-FREE ASSEMBLIES

Form a drug-free message with red balloons or students wearing red and take a picture from above. Remember to invite the media.



# Keys to prevention at this age (K-6<sup>th</sup> grade):

## ● Kindergarten

**Evidence Based Prevention Strategy:** *Promoting Pro-Social Norms and Life Skills Training*

- Familiarize children with personal risks of drug use.
- Teach refusal skills.
- Emphasize importance of taking care of our bodies.
- Stress the importance of taking care of our loved ones (encouraging them to avoid drugs)

## ● First Grade

**Evidence Based Prevention Strategy:** *Promoting Pro-Social Norms and Life Skills Training*

- Building self-esteem, taking care of your body
- Choosing friends/a social environment that supports the well-being of self and others (good friends would not encourage you to put harmful substances in your body)
- Identifying physical harm brought by alcohol, tobacco and other drugs

## ● Second or Third Grade

**Evidence Based Prevention Strategy:** *Increasing Perception of Personal Risk*

- Children would learn personal risks of harm from drugs and practice peer resistance
- Activities would be directed "to different learning styles, encouraging different types of students to participate."

## ● Third Grade

**Evidence Based Prevention Strategy:** *Increasing Perception of Personal Risk*

- Focus on the physical damage caused by alcohol, tobacco and other drugs

## ● Fourth and Fifth Grade

**Evidence Based Prevention Strategy:** *Increasing Perception of Personal Risk and Life Skills Training*

- Address the physical dangers of alcohol, tobacco and other drugs, emphasizing personal risk and harm
- Address peer pressure and encourage healthy choices

**SOURCES:** Real Life Issues Curriculum Infusion, *Network for Dissemination of Curriculum Infusion at Northern Illinois University*; American Council for Drug Education (ACDE)

