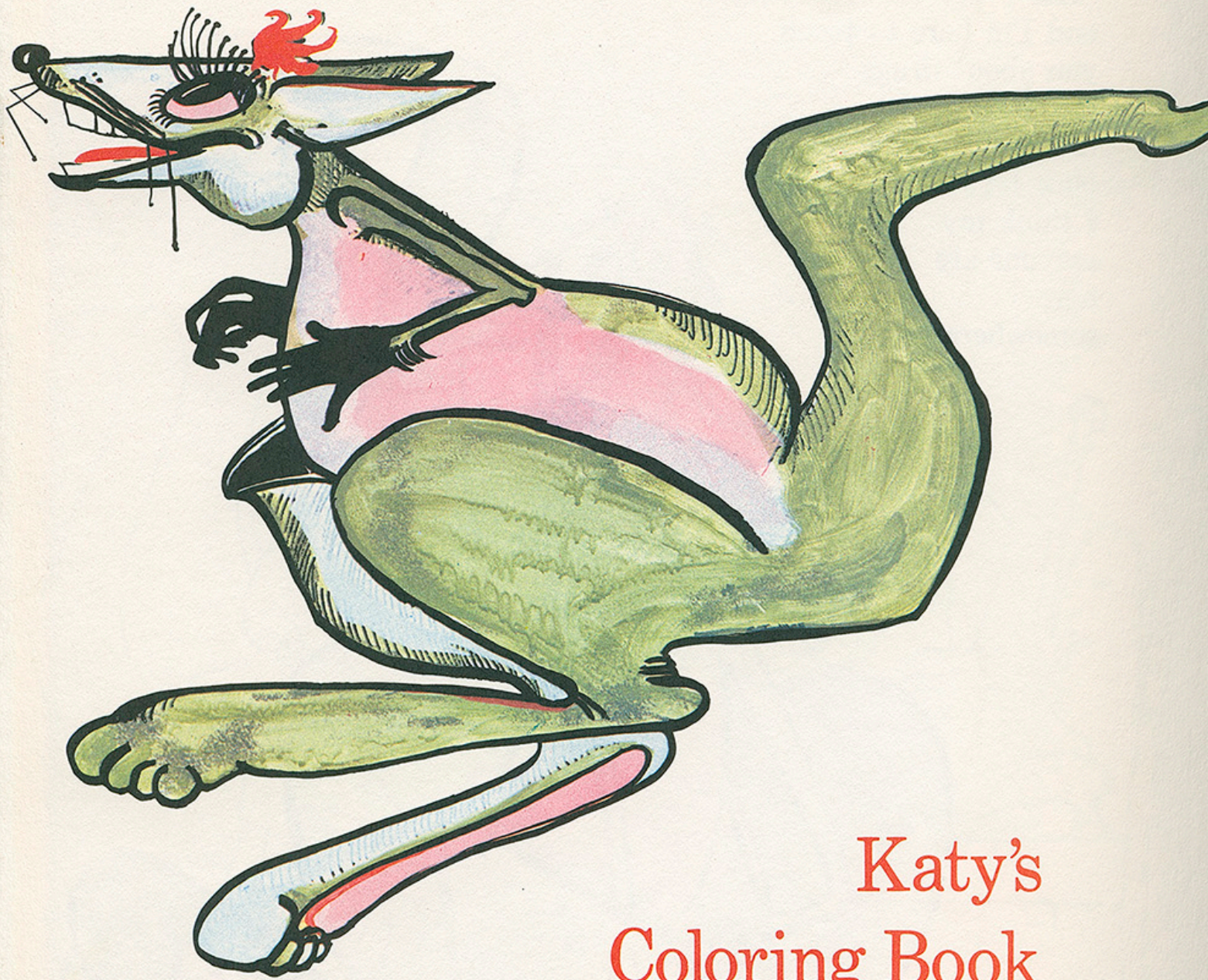


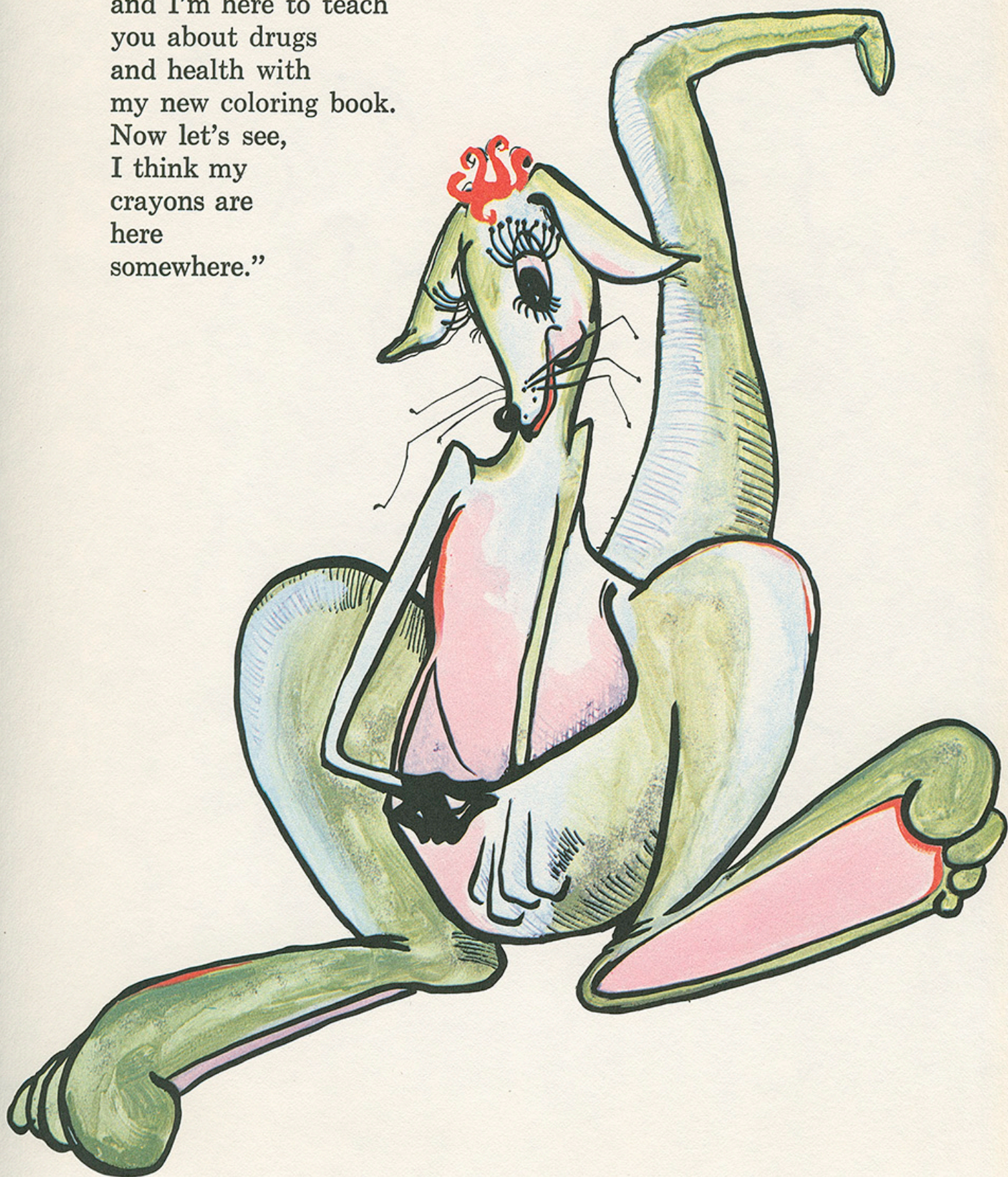
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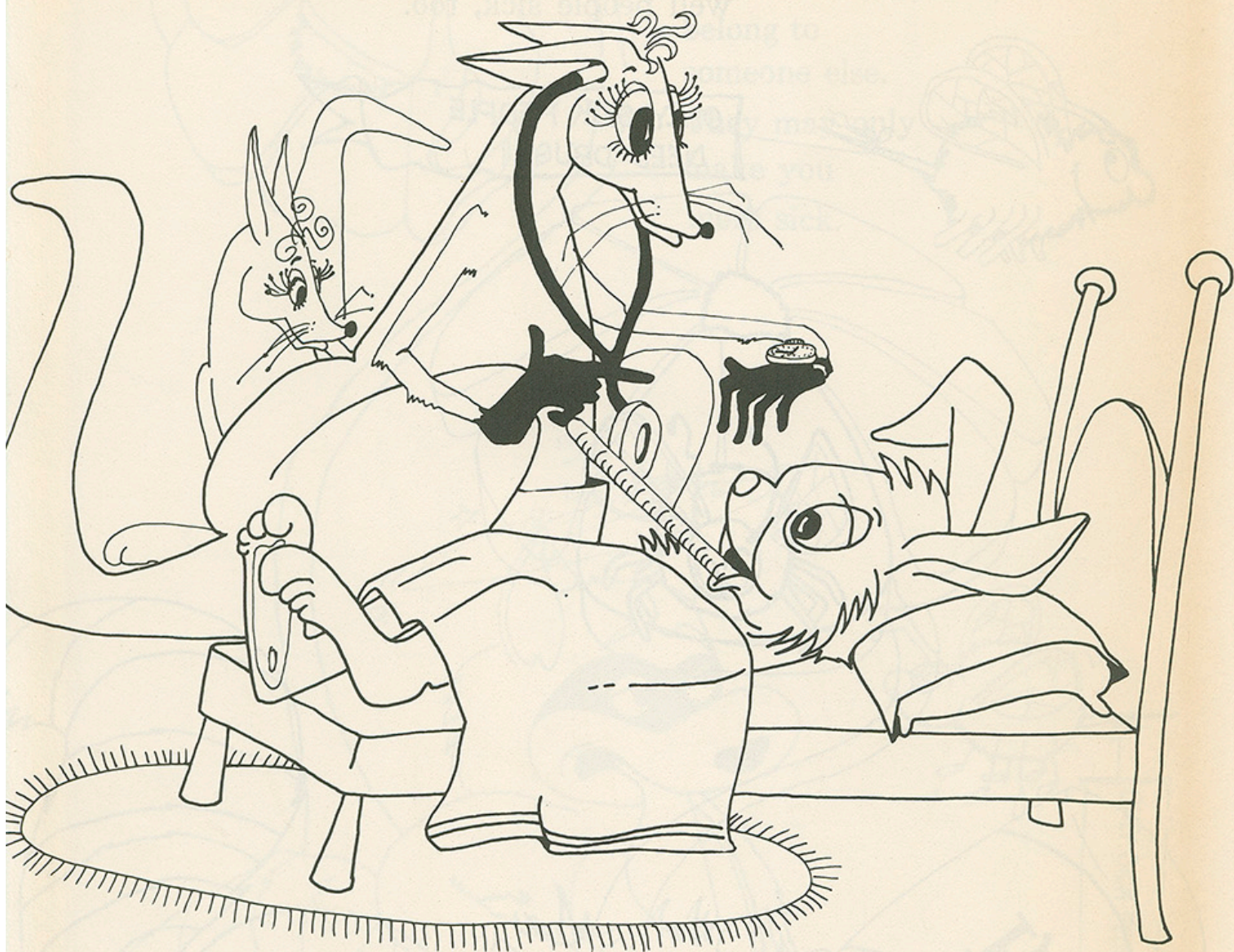


Katy's
Coloring Book
about
**DRUGS &
HEALTH**

U.S. Department of Justice
Drug Enforcement Administration

“Hello. My name is Katy,
and I’m here to teach
you about drugs
and health with
my new coloring book.
Now let’s see,
I think my
crayons are
here
somewhere.”



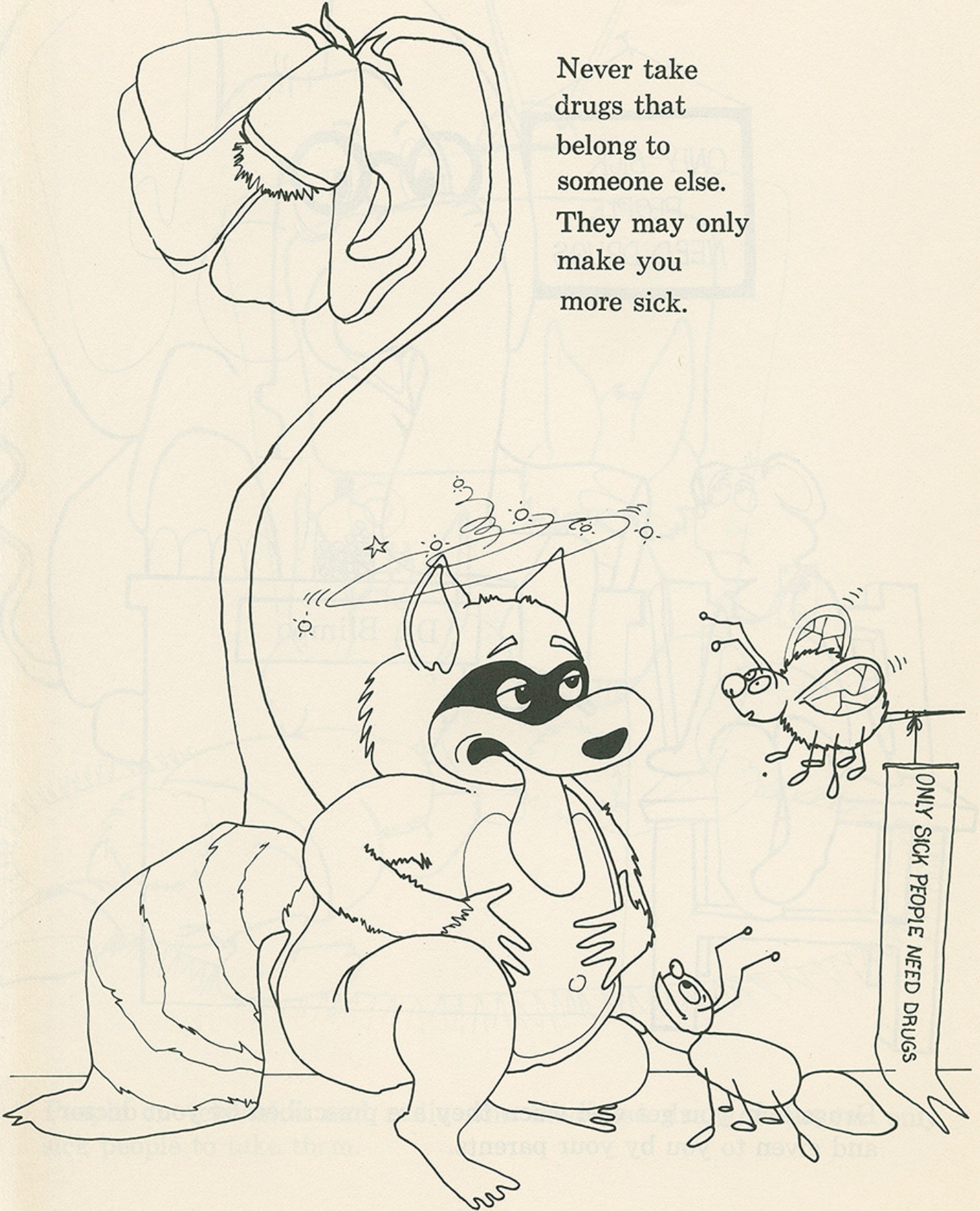


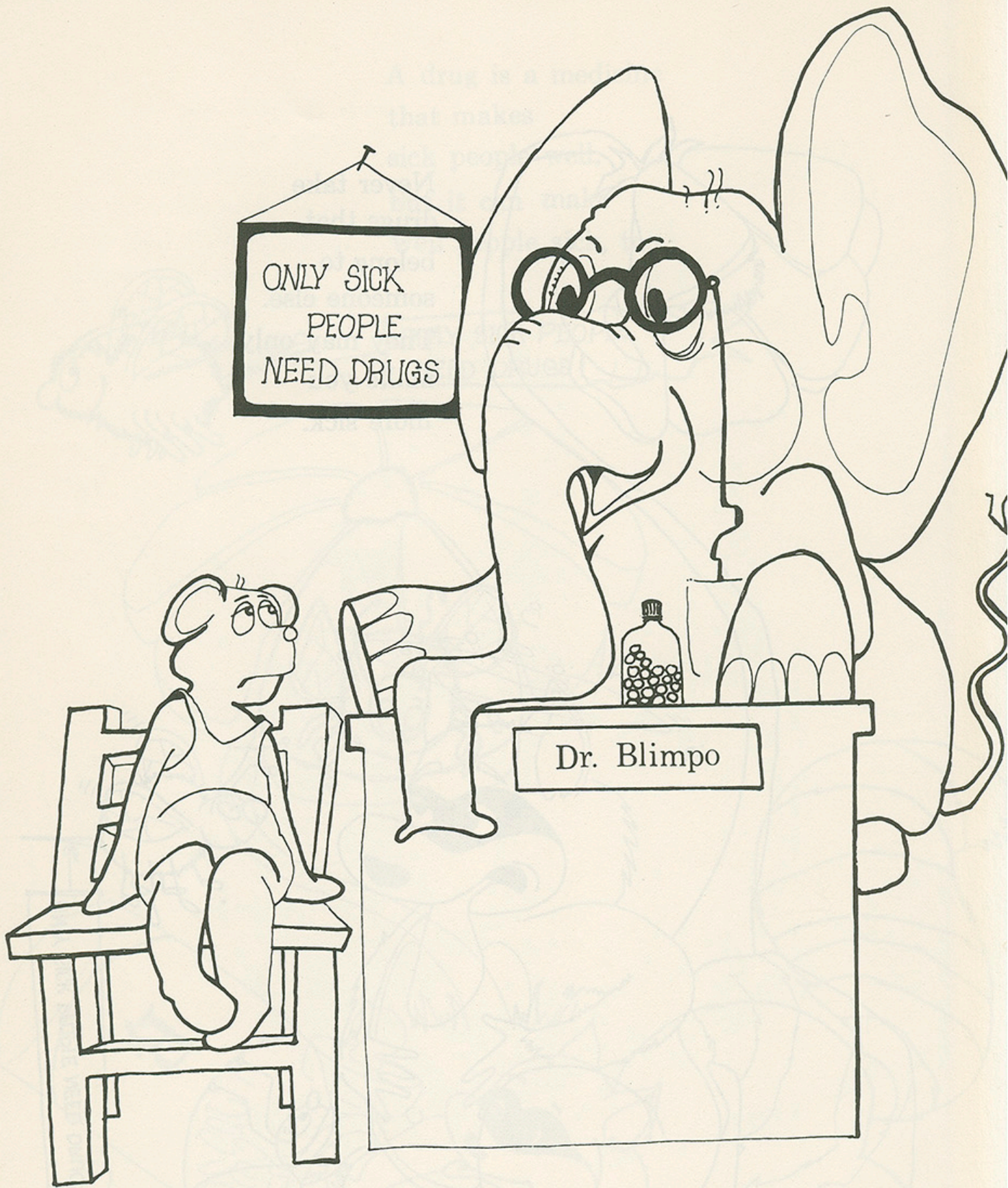
If you are sick, you may need rest in bed, and perhaps you may need medicine.

A drug is a medicine
that makes
sick people well,
but it can make
well people sick, too.

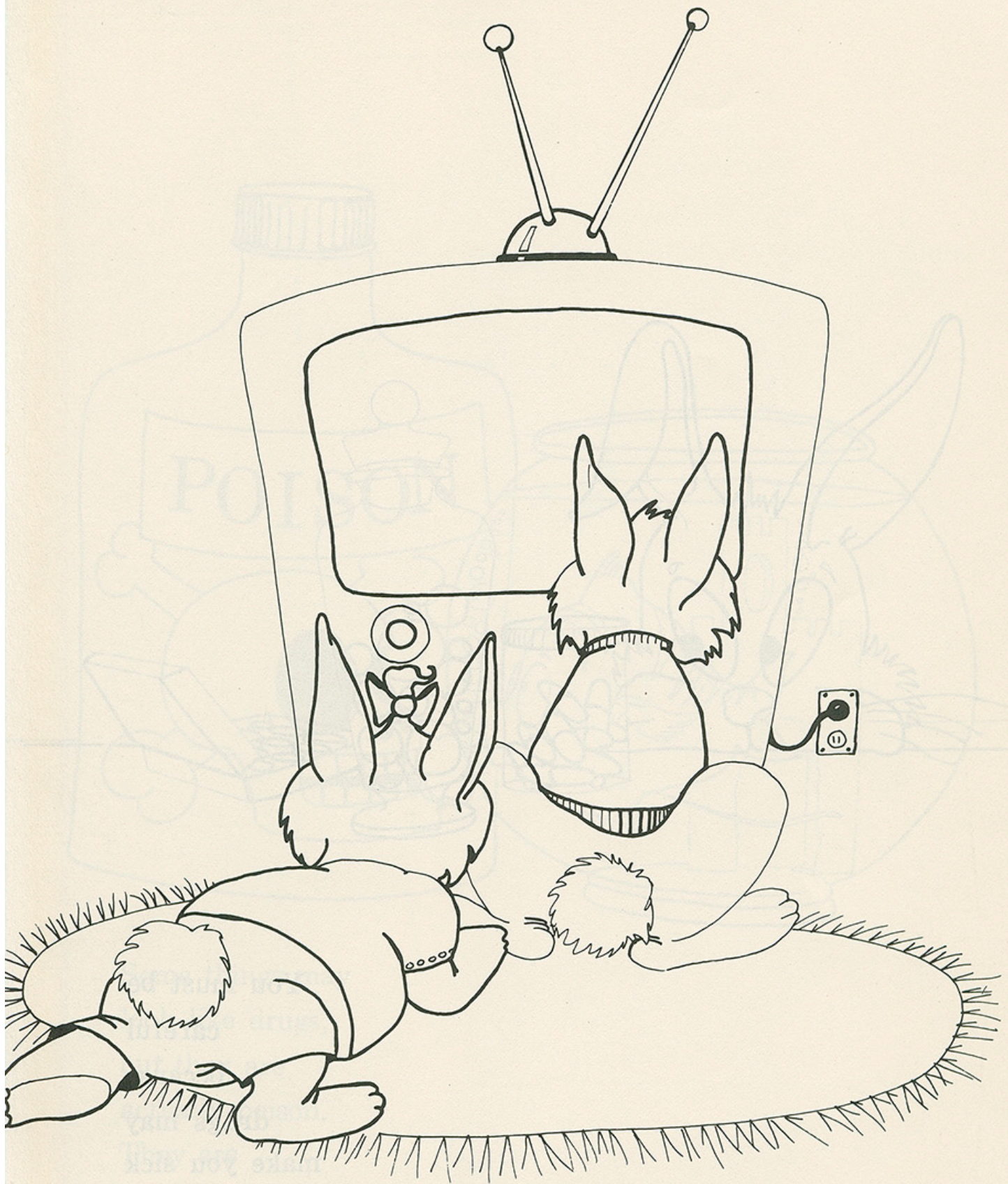


Never take
drugs that
belong to
someone else.
They may only
make you
more sick.

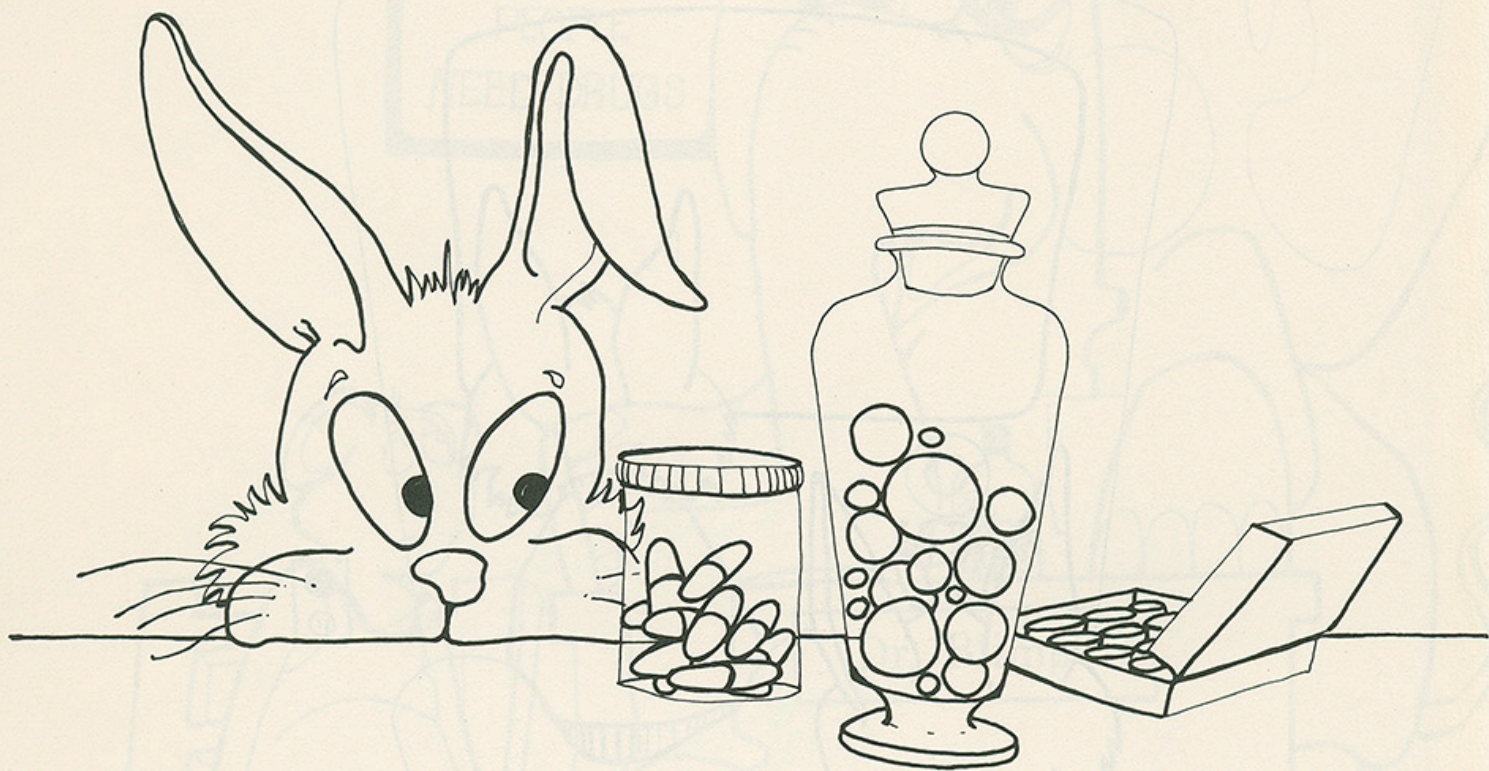




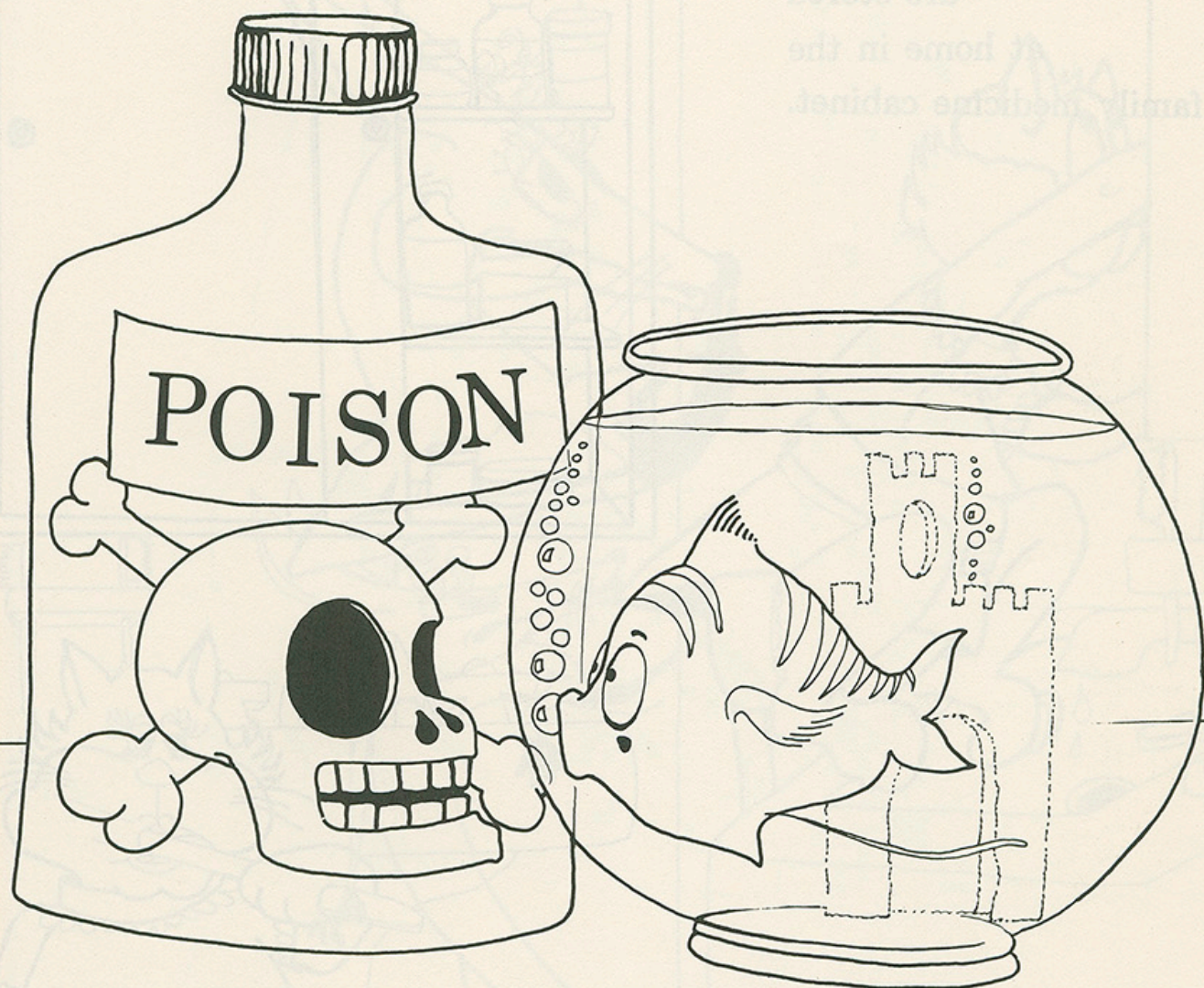
Drugs help you get well when they are prescribed by your doctor and given to you by your parents.



People on television and radio who advertise drugs mean for only sick people to take them.



You must be
careful
because
drugs may
make you sick
if you
mistake
them for candy.

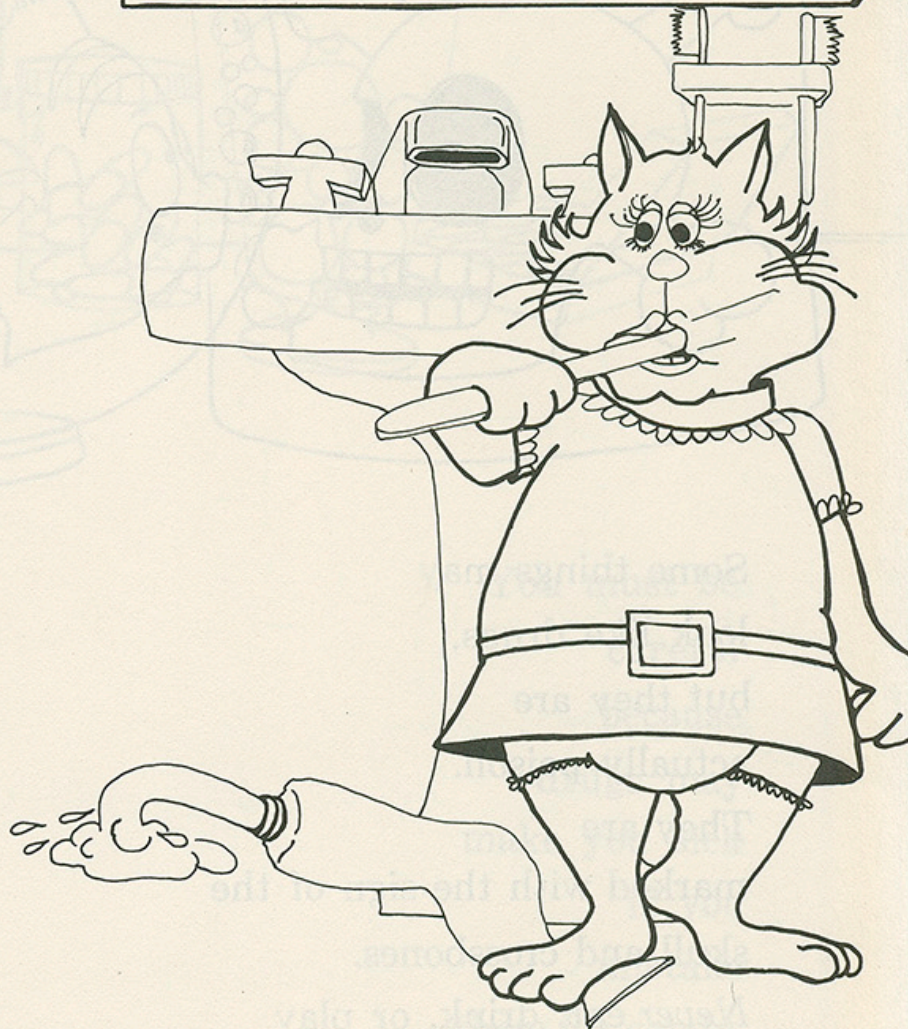
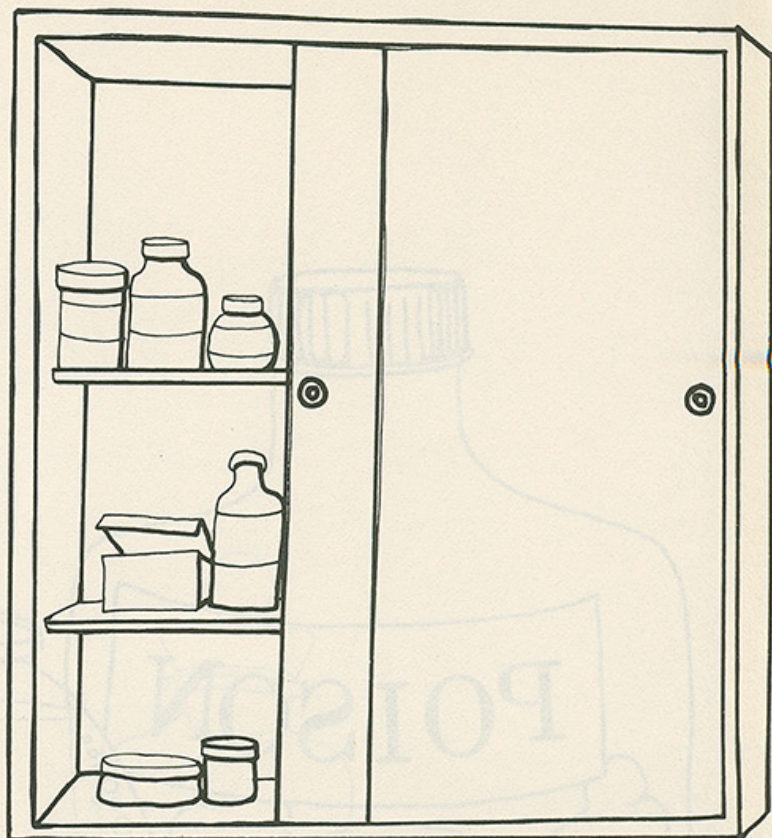


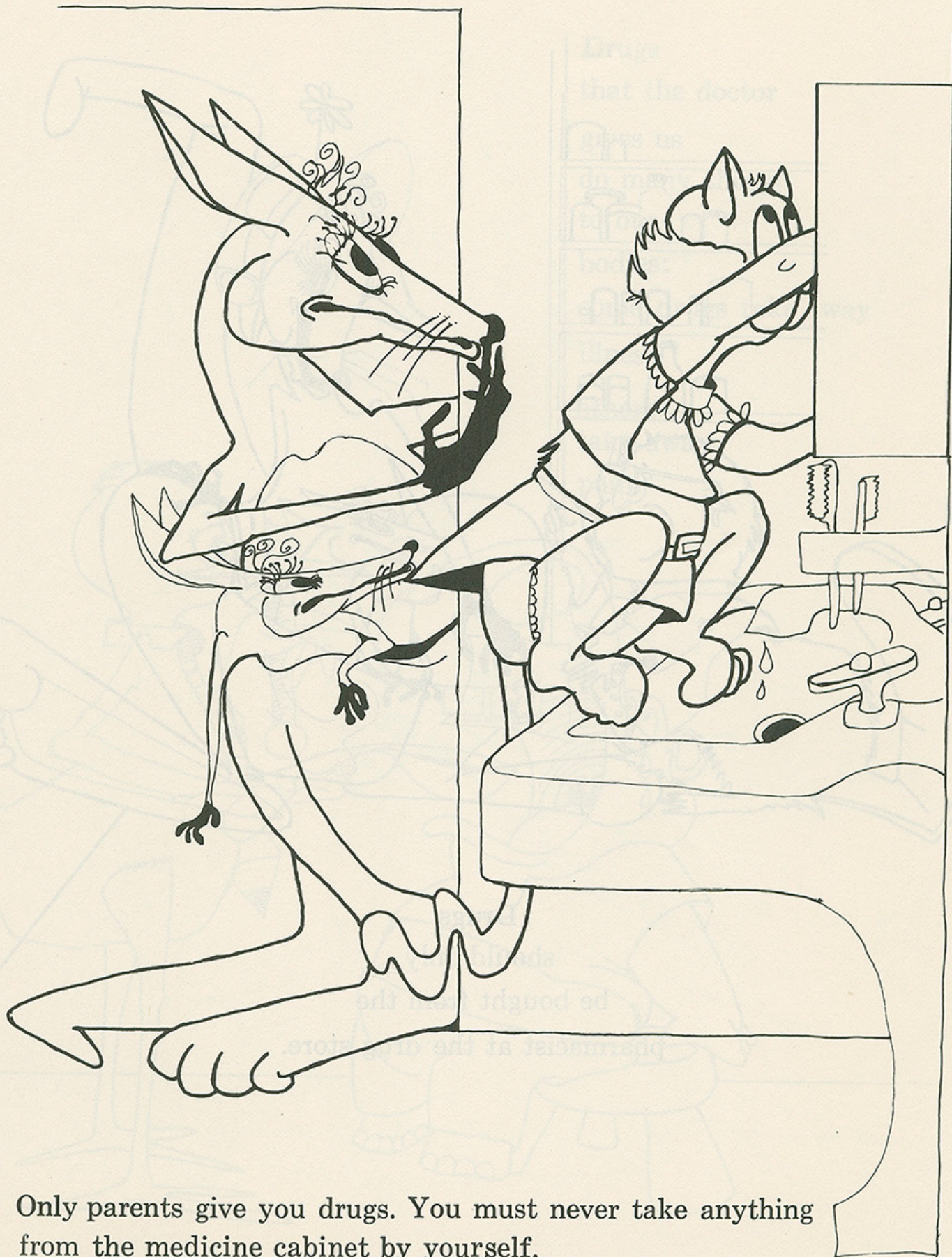
Some things may
look like drugs,
but they are
actually poison.

They are
marked with the sign of the
skull and crossbones.

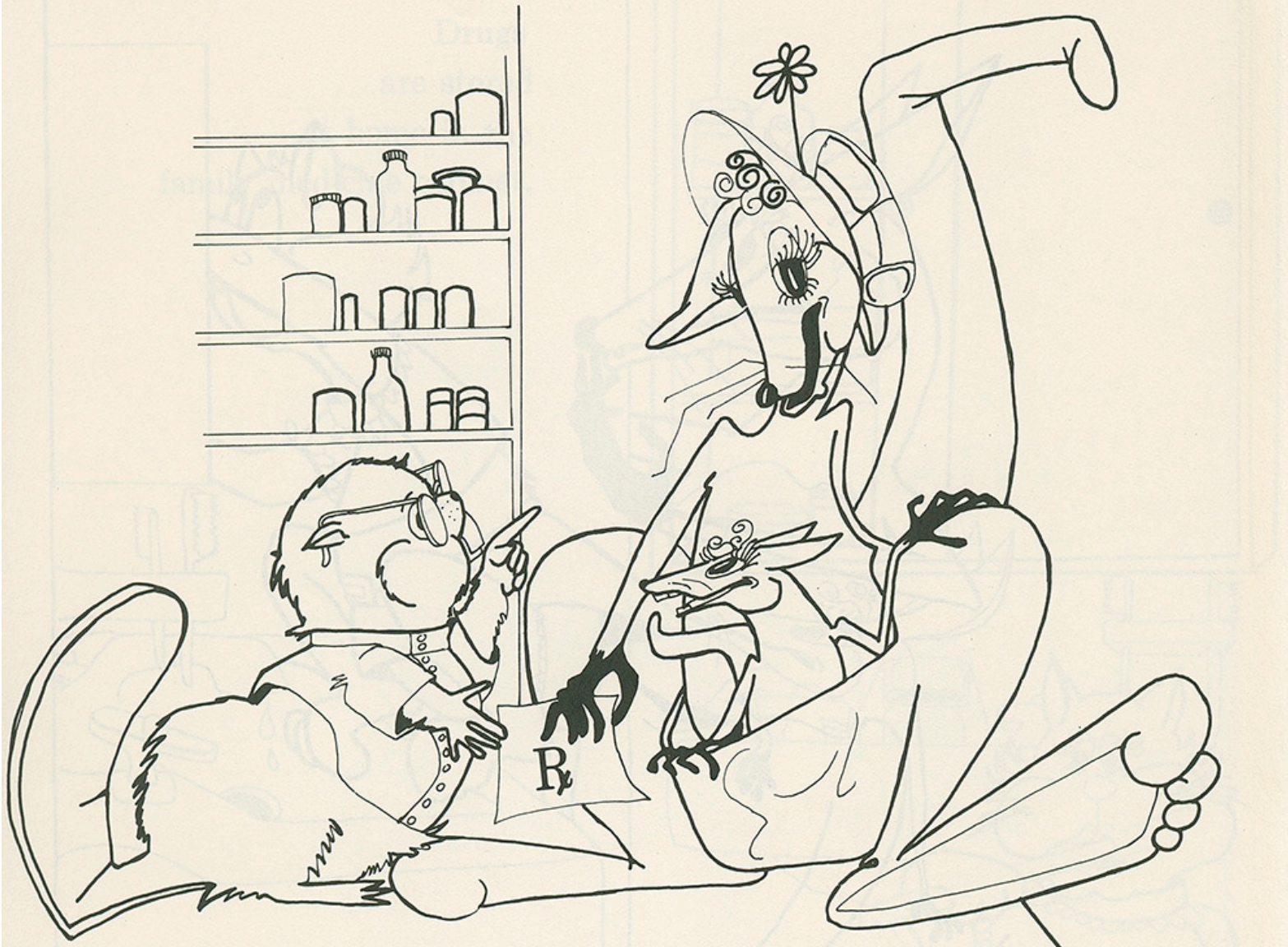
Never eat, drink, or play
with any poison.

Drugs
are stored
at home in the
family medicine cabinet.





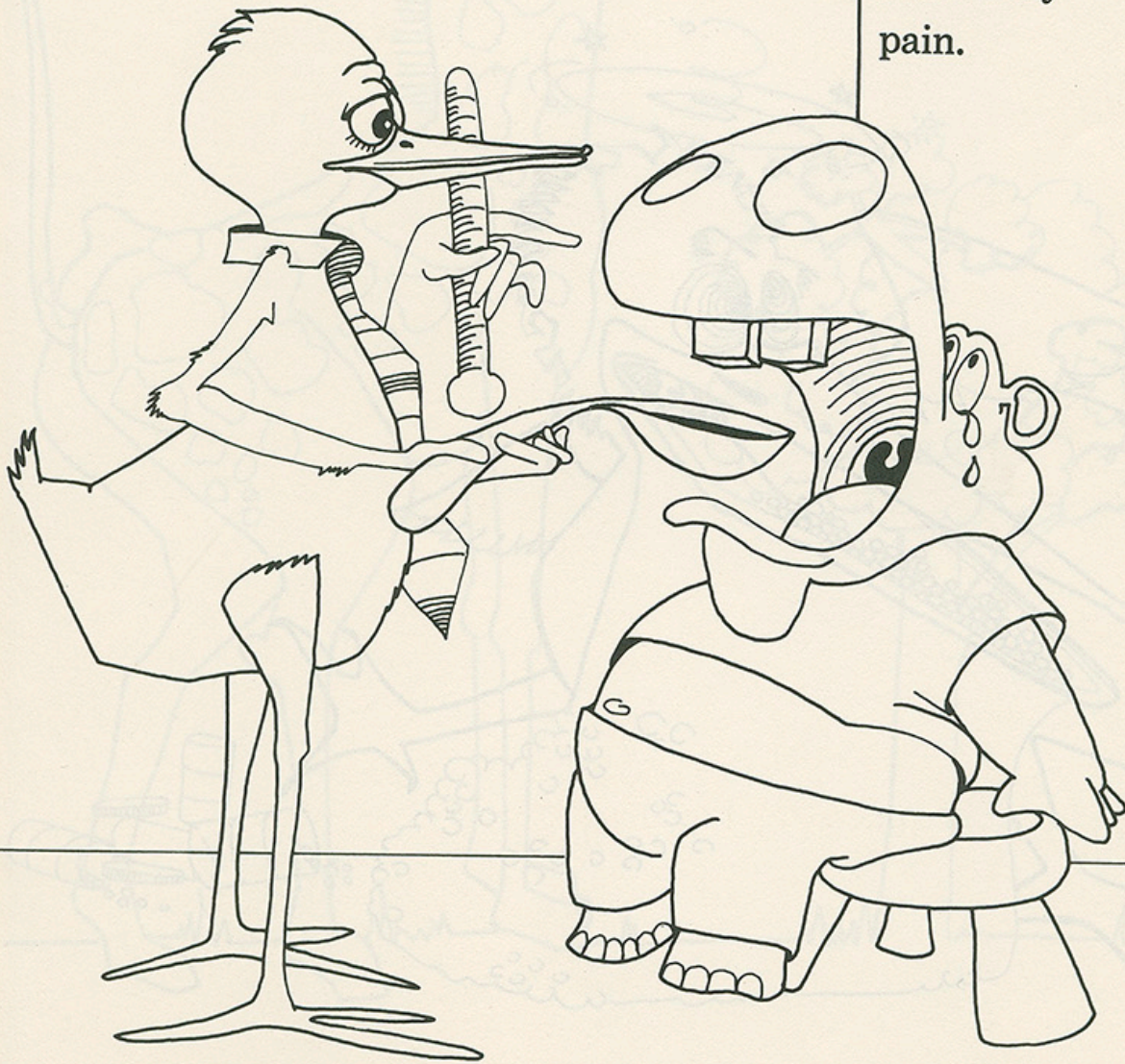
Only parents give you drugs. You must never take anything from the medicine cabinet by yourself.

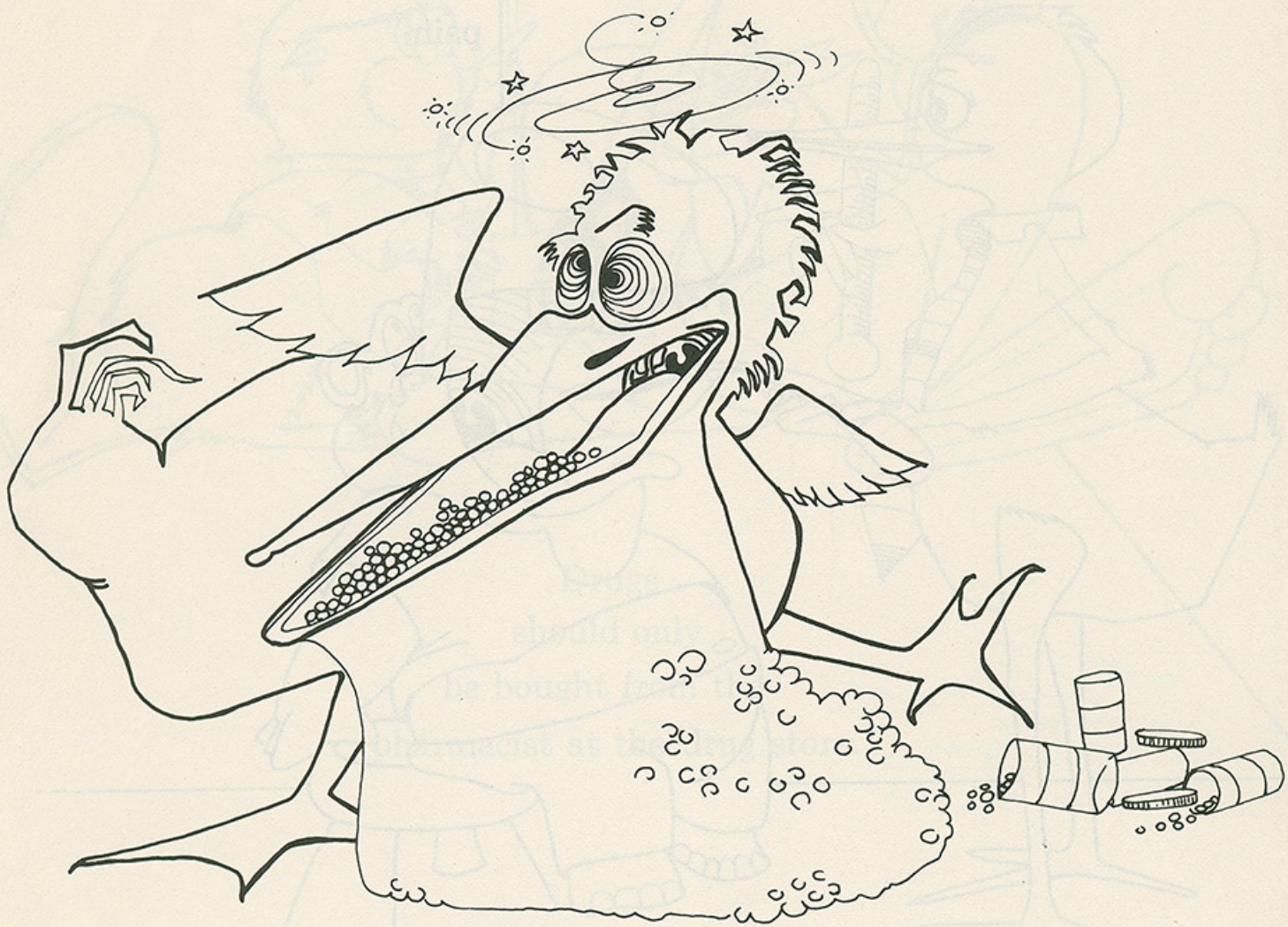


Drugs
should only
be bought from the
pharmacist at the drug store.

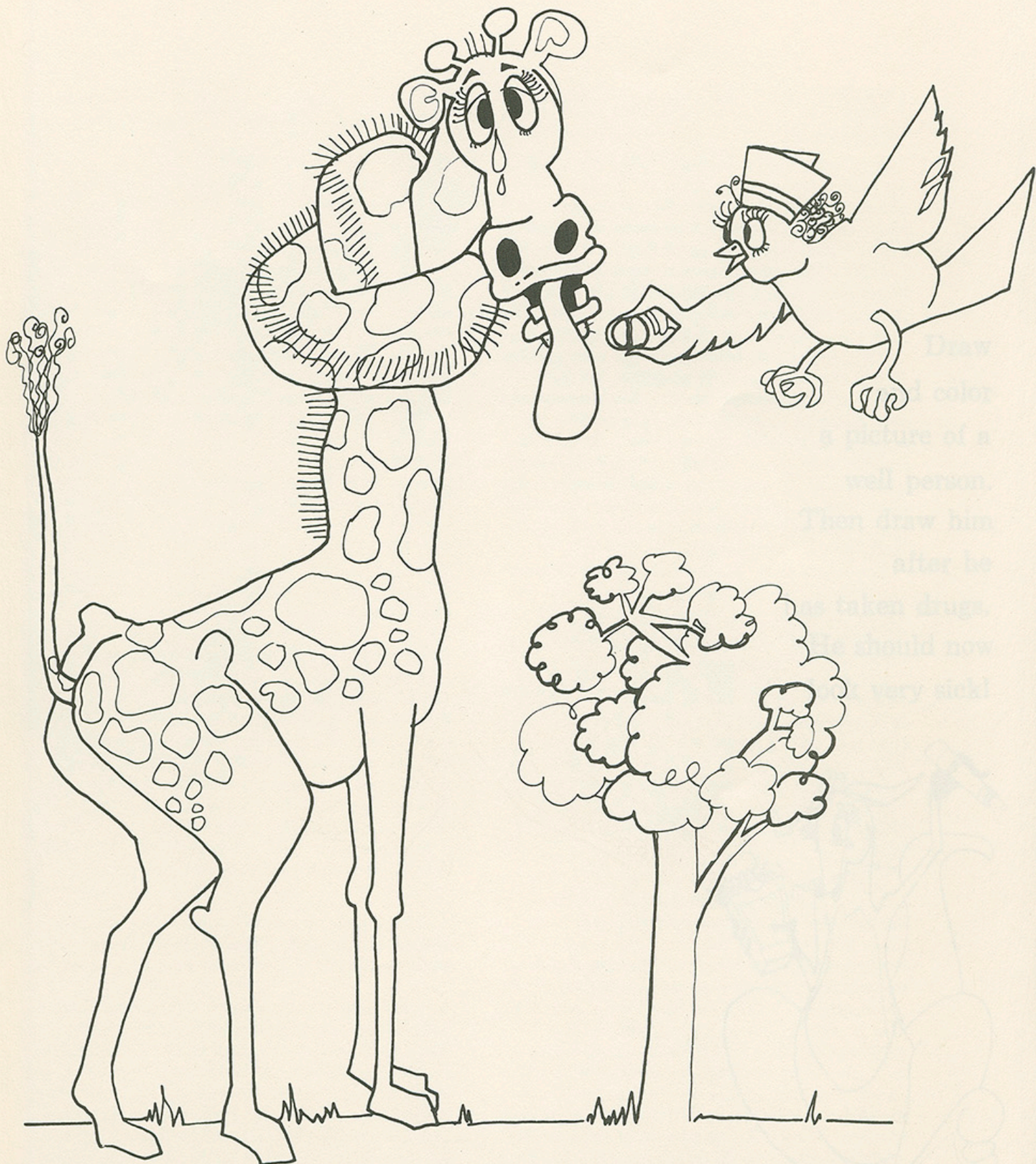
Only parents give you drugs. You must never take anything
from the medicine cabinet by yourself.

Drugs
that the doctor
gives us
do many things
to our
bodies:
some drugs take away
illness,
others
take away
pain.



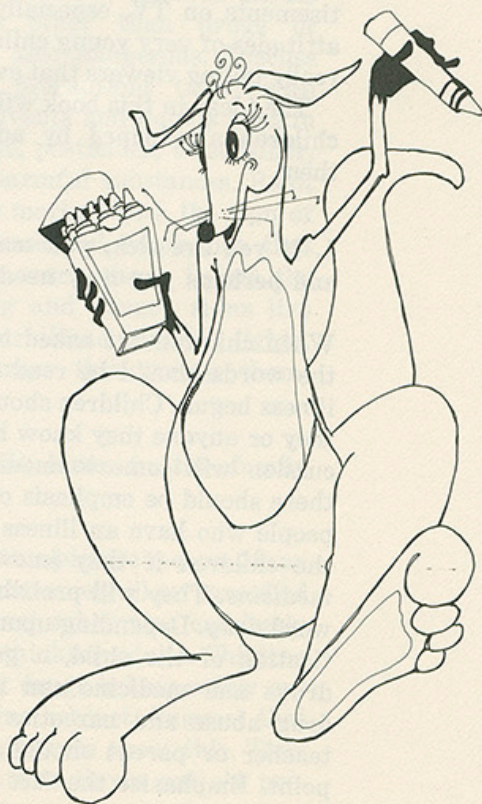


Well people who foolishly take drugs for fun can only *become* sick.



Remember, only sick people need drugs!

Draw
and color
a picture of a
well person.
Then draw him
after he
has taken drugs.
He should now
look very sick!



Parents' and Teachers' Guide

Introduction

This coloring book is intended to provide a basis for discussion of the place of medicine and drugs in children's lives. Wherever possible, allow children to begin the discussion of the picture before adults participate. For very young children, the texts may need to be read; however, wait until it is necessary. Ask children if they can figure out the meaning of the text before they read it or have it read to them.

Emphasis should be on the theme "Only Sick People Need Drugs." This should be part of the discussion for each picture. The purpose of this theme is to reach children with this idea as early as possible so that their subsequent experiences with drugs will bring the idea to mind again and again. "Only Sick People Need Drugs" is a concept that can easily be reinforced and will stick with the child whenever the problem of drugs arises.

Try to use these pictures one at a time, and use them within the context of a unit or discussion of health and safety. The more natural the development of these ideas in existing curricula the better.

Parents can use other materials such as advertisements on TV and in magazines to begin the discussions. Note the problem of drug advertisements on TV, especially as they affect the attitudes of very young children. Often they are really telling viewers that everyone needs drugs.

The ideas in this book will only be effective if children are helped by adults to understand them.

1. If you are sick, you may need rest in bed, and perhaps you may need medicine.

When children are asked to color this picture, the words should be read and a discussion of illness begun. Children should be asked whether they or anyone they know has been ill. The discussion will come to medicine. At this point, there should be emphasis on the fact that only people who have an illness need medicine. Ask the children if they know another word for *medicine*. They will probably come up with the word *drug*. Depending upon the age and sophistication of the child, a general discussion of drugs and medicine can result. The issue of drug abuse and narcotics *may* arise, but the teacher or parent should not raise it at this point. Emphasize the fact that there is no one drug for all illnesses, and that drugs are not the only way to cure an illness.

2. A drug is a medicine that makes sick people well, but it can make well people sick, too.

Have the children discuss what a drug or medicine is and what it does. When the children have recognized how a drug functions in the body, see how much they know about different kinds of illnesses and their causes.

The use of chemicals and the problem of pollution can be discussed. Chemicals are also another name for drugs, and all drugs are chemicals. The problem of "Body Pollution" through drugs can be discussed. An attitude against pollution is easily developed, and the relationship to drugs is easily illustrated.

Teach the children what happens when the wrong drug is taken. For example, what can happen when a diabetic, a heart patient, or a person with an appendicitis takes the wrong medicine by mistake?

3. Never take drugs that belong to someone else. They may only make you more sick.

Ask children to look at and discuss the picture. If necessary, read the words to them. The child should learn that prescription of any drug by the doctor is dependent upon numerous factors—the illness, the patient's history, his allergies, e.g. penicillin reaction. Each individual is different, and one person's medicine may be another person's poison. Ask the children to describe what might happen if someone took a medicine that was not prescribed for him. Allow discussion and sharing of experiences.

4. Drugs help us get well when they are prescribed by our doctor and given to us by our parents.

A discussion of the role of the doctor is useful here. Fears of going to visit the doctor can be diminished by relating the role of the doctor in helping children to feel better. Describe to children the years of schooling which go into becoming a doctor so that they will realize that proper prescription of drugs according to specific illness or condition is something only doctors can perform.

The role of the parent as the person who follows the doctor's instructions should also be emphasized. Not only do parents administer prescribed drugs to children, but adults, too, take drugs according to instructions from the doctor when they are ill.



5. People on television and radio who advertise drugs mean for only sick people to take them.

A discussion of the reason for TV and radio advertising should be initiated. Examples of exaggeration on TV can be provided, perhaps by watching actual TV drug ads. The basic conclusion to be emphasized is that the ads are short and they are trying to sell a product to make a profit. Children can recognize tactics used to persuade and those that do not give the facts, but only make claims. Special efforts should be made to help children recognize that many radio and TV ads try to make the listener or viewer self-conscious, feel guilty, or assume that a pill or other drug can solve every personal problem. Critical listening and viewing

is the key to this. Perhaps a project to find the facts and the exaggerations can be initiated. A healthy skepticism of advertising in general should be developed in young people.

6. We must be careful because drugs may make us sick if we mistake them for candy.

Ask the children to think about the picture and react to it. Many tablets and capsules are made in attractive, eye-catching colors. To the young child, they look like delectable candies. Parents and teachers can best illustrate this point to the children by warning them, perhaps in pictures, of the difference between candies and drugs. For instance, tablets have score marks and manufacturer's symbols. Capsules are made in two halves which are then put together to hold the medicine. Emphasize that they must never take such substances unless given by parent or physician. Point out that a little medicine can help, but large doses can be harmful.

7. Some things may look like drugs, but they are actually poison. They are marked with the sign of the skull and crossbones. Never eat, drink, or play with any poison.

First, discuss the picture. The children should recognize substances other than drugs or medicines which are also dangerous. Discuss the dangers of and precautions taken with household cleaning solvents and liquids kept in the kitchen and garage, pesticides, weed killer, and numerous other harmful substances. Point out poisons which are marked with the sign of the skull and crossbones and emphasize that children should never touch them. Relate the sign to other warning and danger signs like the red stop light, the railroad crossing lights, etc. Let children discuss this among themselves when possible.

8. Drugs are stored at home in the family medicine cabinet.

Ask the children what this picture means. Many children have become extremely ill or have died from ingesting medicinal substances carelessly left within reach by unthinking adults. Children should understand that drugs belong safely out of reach in the medicine cabinet. Suggest that they help by reminding others about this. They can also remind parents to throw out old prescription drugs.



9. Only parents give us drugs. You must never take anything from the medicine cabinet by yourself.

Discuss with children the reason for keeping medicines stored away from their younger brothers and sisters. Not only are the drugs stored in the medicine cabinet, but they should be off limits to the child and locked away, if possible. The child who has not yet learned to distinguish between candy and medicine can easily meet with tragedy. Children can discuss what happens when they eat what is not good for them.

10. Drugs should only be bought from the pharmacist at the drug store.

Begin a discussion by asking where we get medicine. While it is unlikely that the very young child will be approached by strangers selling or giving away drugs or other dangerous substances, it is indeed possible. Alert children to the danger of buying or accepting anything, including drugs or medicines, from anyone but the pharmacist. Teach the children about the pharmacist's job and the training and knowledge involved. "Only sick people need drugs."

11. Drugs that the doctor gives us do many things to our bodies: some drugs take away illness, others take away pain.

Begin the discussion by asking, "When do people *need* drugs?" Follow up by asking why it is better to be healthy than to need drugs. When used properly, drugs are powerful friends. They help heal bodies, they relieve pain, they do many beneficial things. But misused, they have the power to harm or even kill. The child should be taught respect for rather than fear of drugs. As a learning experience, ask the child or children to name some common drugs, when they are used, and what they do for our bodies. "Only sick people need drugs."

12. Well people who foolishly take drugs for fun can only *become* sick.

Demonstrate with a glass of water and powder paint that adding a substance may make the water undrinkable. Use a household chemical to wilt flowers. Use an insecticide to show how healthy insects react to some chemicals. Then discuss why any chemical can cause a change, and if chemicals (drugs) are not needed, they can be dangerous to health. Allow children to give examples.

13. Remember, only sick people need drugs!

Discuss why children need to remember this. Also, discuss how we can stay healthy without drugs. Again emphasize that "Only sick people need drugs." If you think healthy, you can more easily stay healthy. Also, point out that people who *seem* well but take drugs may have illnesses that we can't see. Try to develop the attitude that "We never use drugs if we can avoid it."

14. Draw and color a picture of a well person. Then draw him after he has taken drugs. He should now look very sick!

Review the coloring book, discuss with the children what they have learned. Ask them to draw a picture or pictures of what they think may happen when a well person takes drugs. They may wish to use their own paper to draw cartoons or a comic strip for the bulletin board. Children may wish to continue drawing on extra paper and to continue their discussion of drugs and medicine after this book is completed. This should be encouraged. Their own pictures and posters may be useful. Do not consider that drug abuse prevention is accomplished by a few lessons; it must be an ongoing educational process all through childhood.