

Protecting

# YOUR BRAIN



Module 5

• NIDA •

# MODULE 5: PROTECTING YOUR BRAIN

## Introduction

During the previous mission, students discussed specific things they can do to keep their body and brain healthy. This final mission in the program continues with that theme but with a slightly different focus. This mission discusses the differences between helpful medicines, such as Tylenol, aspirin, and antibiotics, and harmful drugs, such as alcohol and nicotine. Many adults consume alcohol daily, and, while this is not a problem, it can pose negative effects if not used in moderation. Children should never drink alcohol. Nicotine is found in tobacco and is very addictive. Tobacco products are also illegal for children. Students will learn about the effects these substances have on the body and the brain.

They will also learn important information about the use of helpful medicines, such as who should administer the medications, when they should be taken, and how much should be given. By the end of the module, students will have some understanding of the potency of medications and the importance of taking them properly.

*Also included in this module is information about cocaine and marijuana. If you think your students are ready, you can introduce the topic of illegal drugs to them and discuss their effects on the brain and why they are harmful.*

## Learning Objectives

- ★ Students learn about the differences between helpful medicines and harmful drugs.
- ★ Students learn about the effects that both medicines and drugs have on the brain and the body.
- ★ Students learn about the importance of taking helpful medicines carefully, under the right circumstances, and with adult supervision.

## Relationship to the National Science Education Standards

The activities in this lesson align with two standards identified in the NSES: unifying concepts and processes and science in personal and social perspectives.



## Unifying Concepts and Processes

Levels K-4	How Mission is Aligned
Systems, order, and organization	This mission reinforces the idea that the brain is one system that is part of a larger system—the human body—and that both systems work together to enable people to function.

## Science in Personal and Social Perspectives

Levels K-4	How Mission is Aligned
Personal health	This mission introduces students to the differences between helpful medicines and harmful substances. The lesson stresses the importance of taking helpful medicines with care.

## Background

This module serves as an introduction to the concept of helpful medicines and harmful drugs. In this module, the helpful medicines discussed are acetylsalicylic acid (aspirin), acetaminophen (Tylenol), fluoride, immunizations, and antibiotics. These substances either cure illnesses or prevent problems from occurring. Nonetheless, even these substances must be used with care. In this module, students will learn that they are helpful only when they are given at the right times in the right amounts by people who care about children—parents, doctors, dentists, and other caregivers. They will also learn that it is important to follow the dosage prescribed by the healthcare provider. Taking too much medicine or not enough can be dangerous.

The harmful drugs discussed in this module are nicotine and alcohol. Students will learn that, when used in excess, these substances can cause such problems as impaired concentration, slow reflexes, impaired reaction time, poor coordination, and drowsiness (alcohol), as well as a reduction of appetite, nausea, and vomiting (nicotine).



*The following chart gives information about the substances studied in the module. Students will learn more about alcohol and illegal drugs in the Brain Power! Program for second- and third-grade students. If you feel that students are ready to learn about these other substances now, feel free to do so. Information about these illegal substances is included on the next page.*

## Helpful Medicines

Drug	Other Terms	How It Is Used	Effects on the Body	How It Works
Aspirin or Tylenol	Aspirin is also known as acetylsalicylic acid; Tylenol is made from acetaminophen	Taken orally in a liquid, pill, or gum form	Both aspirin and Tylenol reduce fever and ease aches and pains; aspirin can decrease the risk of heart attacks	Aspirin inhibits the production of some chemicals that play a role in blood clotting; aspirin also inhibits the production of certain types of enzymes that cause inflammation and pain; Tylenol raises the body's threshold for pain by interacting with chemicals in the body
Fluoride	Sodium fluoride	Available as tablets, drops, rinses, gels, and paste	Prevents cavities and can also treat osteoporosis	Hardens the enamel on teeth and reduces the harmful effects of plaque; causes an increase in bone mineral density
Immunizations	Vaccinations, inoculations	Injected or taken orally	Boosts the body's resistance to specific diseases	Causes the body to produce antibodies to fight diseases
Antibiotics	Penicillin, cephalosporins, tetracycline	Taken orally as a pill or liquid, or injected	Fights diseases caused by bacteria	Antibiotics kill bacteria by preventing them from constructing cell walls; the bacteria can't reproduce, and they die out



## Harmful Drugs

Drug	Other Terms	How It Is Used	Effects on the Body	How It Works
Alcohol	Ethyl alcohol or ethanol, beer, wine, and liquor	Consumed by drinking	Impairs concentration, slows reflexes, impairs reaction time, reduces coordination, and causes drowsiness when used in excess	Depresses the central nervous system and can kill brain cells when used in excess
Nicotine	Nicotine is found in cigarettes, cigars, and smokeless tobacco	Smoked or chewed	Reduces appetite and can cause nausea and vomiting; increases alertness	Acts as a stimulant, speeding up the heart and raising blood pressure
Illegal Drugs (Marijuana, Cocaine, and Crack)	Marijuana is referred to as grass, pot, reefer, and weed; cocaine is also called coke, snow, or blow; crack is a form of cocaine also called rock, rox, or base	Marijuana is usually smoked but can be baked into brownies or cookies or brewed like tea; cocaine can be snorted; crack can be smoked	Marijuana impairs memory, concentration, perception, and movement; cocaine stimulates the brain and spinal cord causing dizziness, headache, anxiety, insomnia, and depression when the person stops using the drug	Marijuana acts on parts of the brain that control thinking, pain, and memory; cocaine effects the reward center of the brain disrupting the normal action of dopamine which is associated with feelings of pleasure

### Facts About Cocaine

Cocaine affects the brain and the body in many ways. It makes a person's heart beat faster and blood pressure rise. It can change the way someone feels and acts, making it harder to make wise decisions. Cocaine is a very addictive drug; when people use it, they find it really hard to stop.

### Facts About Marijuana

Marijuana can make it harder for the brain to function properly. For example, marijuana can cause people to forget important information and lose the ability to think clearly and solve problems. Marijuana also can have negative effects on people's health. Inhaling marijuana may increase the risk of harming the lungs and developing lung cancer. Finally, marijuana is an addictive drug that changes the way the brain functions.



## Materials

- ✓ Videotape and VCR
- ✓ Newsprint and markers
- ✓ Trading cards
- ✓ Large piece of paper

## Preparation

- ★ Preview the videotape and lesson. Divide the class into small groups.
- ★ Make copies of the black-and-white trading cards found at the back of the Module 5 Teacher's Guide so that each student, or group, has a copy of each card.

## Procedure

1. Split the children into groups. Hand out one copy of each trading card to each group. Without discussing the cards first, ask students to group the cards as described below. You may want to write the different groupings on a large piece of paper and hang it in the room. Tell students to record their groupings by writing down the names of the medicines or drugs.
  - a. Have the students put the cards into two piles. One pile will be helpful medicines, and the other will be harmful drugs.
  - b. Have the students group substances by how they are taken. Have one group be "Substance Taken by the Child Alone," and the other group be "Substance Given by an Adult." If a card doesn't fit into either category, put it aside.
  - c. Have the students group substances by amount taken. Have one group be "Must Take Only a Certain Amount of the Substance," and the second group be "Never Take." If a card doesn't fit into either category, put it aside.
  - d. Have the students group substances by when they are taken. Have one group be "Only Take at Certain Times," and the second group be "Never Take." If a card doesn't fit into either category, put it aside.



2. Give students about 10 minutes to group the cards in the categories requested, and then discuss the groupings. Did most students group the cards correctly? If so, can they explain how they made their decisions? If they were not able to group the cards correctly, discuss what problems they had.
3. Talk with students about the relationship between the substances grouped in each category. Do students notice any patterns emerging about which substances fit into each group? For example, point out to students that all the helpful medicines must be administered by an adult, given at the right time, and taken in the right dosage. Helping students understand this tells them that the healthy medicines are very powerful and must be taken carefully.
4. Ask students whether there are rules about alcohol and nicotine, and if they are put in place for children. Point out that these substances are very powerful. Alcohol can be very harmful if too much is consumed. Over time, alcohol can cause severe problems in the body and brain. Children should never drink alcohol because their brains are still growing. Tobacco is the primary way people receive nicotine. Tobacco is harmful to the brain and body, and nicotine's addictive effects are the reason people continue using tobacco. Tobacco is illegal for children because it is dangerous.
5. As a class, have students draw some final conclusions based on this activity. What is the most important thing they learned about helpful medicines? What is the most important thing they learned about harmful drugs? How will they apply this information to their own lives?
6. If you think your students are ready to discuss alcohol and illegal drugs, information you can use to start such a dialogue can be found at the end of the Background section.
7. After learning about illegal drugs, what conclusions can students draw? They will discover that the illegal drugs—cocaine and marijuana—have negative effects on the body and the brain and should not be taken at all. Alcohol also must be taken with great care; too much alcohol has a detrimental effect on just about every system in the body and is illegal for kids.
8. Congratulate the students. They have just completed the final mission in the NIDA *Brain Power!* Program and are now members of the *Brain Power!* Club.



## Discussion Questions

- ? If you did not discuss illegal drugs and alcohol, ask students if they are familiar with any other substances that could be considered healthy or harmful. Make a list of their ideas. If the students come up with illegal drugs or alcohol, tell them that they will learn more about these substances in the next *Brain Power!* curriculum. If you did discuss these substances, ask students if they have any additional questions about them. Give students an opportunity to express their ideas about what they have just learned.
- ? Ask students to think back on what they learned in Module 4 about keeping the brain healthy. How do those ideas and what they learned today work together? If students put into practice what they learned in both modules, would they be living a healthy lifestyle?





## Extensions

The activities listed below provide a link to other areas of the curriculum.



Language  
arts



Math



Drama



Art



Science



Social  
Studies



Reading

	<p>Take out the large body outlines students used in Module 3 and hang them around the room. Using index cards, have students write how each of the substances they learned about today is taken and what part of the body it affects. Then, have students paste the cards next to the appropriate body part. For example, the fluoride card would be pasted next to the mouth, and acetylsalicylic acid would be pasted near the mouth (where it is taken) and the head (one of the body parts it affects).</p>
	<p>Write a class story about what life would be like if we did not have the helpful medicines available. How would our health be affected? How would the unavailability of these medicines affect our overall quality of life?</p>
	<p>Do a class research project about when tobacco and alcohol were introduced to North America. Where did these drugs come from? How were they grown in the New World? What effect did they have on life in America? With the teacher's help, students can use books from the library or the Internet to do the research.</p>



## Assessment

As students work on the activity, look for the following:

- ⇒ Did students understand the differences between helpful medicines and harmful drugs?
- ⇒ Did students understand the proper way to take helpful medicines? Do students know why following these instructions is so important?
- ⇒ Did students understand why alcohol and nicotine are considered harmful drugs for children?
- ⇒ If you discussed illegal drugs, did students understand why these substances are considered harmful?
- ⇒ Were students engaged by the activity? Did they participate in class discussions?
- ⇒ Were students able to work with their classmates to complete the groupings?

## Notes:



## Resources for Teachers

National Institute on Drug Abuse (NIDA)

[www.drugabuse.gov](http://www.drugabuse.gov)

301-443-1124

This Web site contains information about drug abuse and a section designed specifically for parents, teachers, and students. Publications and other materials are available free of charge.

National Clearinghouse for Alcohol and Drug Information (NCADI)

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

1-800-729-6686

NCADI is the world's largest resource for information and materials concerning substance abuse. Many free publications are available here.

Eisenhower National Clearinghouse (ENC)

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

This Web site provides useful information and products to improve mathematics and science teaching and learning.



## Resources for Students

National Clearinghouse for Alcohol and Drug Information (NCADI): For Kids Only

[www.health.org/kidsarea/](http://www.health.org/kidsarea/)

NCADI is the world's largest resource for current information and materials concerning substance abuse. This section of the site is designed specifically for kids.

Neuroscience for Kids

<http://faculty.washington.edu/chudler/nic.html>

This Web site contains information on the brain, activities, experiments, pictures, and other resources for students and educators.

Friedman, D. *Focus on Drugs and the Brain*. Frederick, MD: Twenty-First Century Books, 1990.

Part of the "Drug-Alert" series, this book gives a good overview of the brain, neurotransmission, the effects of drugs on the brain, and addiction.

DeStefano, S. and Neuhaus, D. *Focus on Medicines*. Frederick, MD: Twenty-First Century Books, 1990.

Part of the "Drug-Alert" series, this book gives a good overview of medicines and how various medicines work with the body and brain to help heal.

McGinty, A. *Staying Healthy: Personal Safety (The Library of Healthy Living)*. New York, NY: Franklin Watts, Incorporated, 1999.

Written for young children, this book is a comprehensive overview of the importance of personal safety.

Cosgrove, S. *Crickle-Crack (Serendipity Books)*. New York, NY: Price Stern Sloan Publishing, 2001.

Crickle-Crack is the story of Squeakers, a young squirrel who is curious about a certain tree in the forest, even though he knows it is very dangerous.



## Introductory Story for Module 5

Juan and Julia are sitting in the club house reading magazines. "Juan, I have a headache," groans Julia. "Can you give me something to make it go away?"

"I can't give you anything, Julia. You should only take medicine from adults you trust, like your mom, or the school nurse," says Juan. "You should have gotten something before you came here."

Just then, Beth and Max come walking in, and Corty appears on the screen. "Sorry to hear about Julia's brain pain, but I'm going to take your mind off it. I've got a mission for you! Remember how you learned some ways to keep your brain healthy—and the last one was not to smoke cigarettes or drink alcohol?"

They all nod their heads in agreement.

Corty continues, "Well, that leads us to some things you can do to keep your brain safe. This mission requires learning about some harmful drugs and helpful medicines. Your first assignment is to answer this question: What are two helpful substances, and how should they be used?"

Beth guesses, "Let's see, Juan. Helpful substances would stop pain, like Julia's headache. So aspirin is probably one of them."

"That reminds me of another helpful medicine. Antibiotics are used to fight infections. But you should only take these medicines from a trusted adult," adds Juan.

Corty replies, "Good work, Junior Scientists. Now, what are two harmful substances, and why can they hurt you?"

"I know that cigarettes are harmful. There is a chemical in cigarettes called nicotine. Nicotine can change a part of the brain and cause a person to keep smoking. If a person continues to smoke they can badly damage the lungs," says Beth.

"Oh, and remember that kids aren't supposed to drink alcohol. It can hurt your brain," reminds Max.



Corty appears with a party hat on, and confetti falls around him. "Bingo! You're excellent Junior Scientists! But I still have one more question: Which of the substances we talked about can be both a harmful drug and a helpful medicine?"

Juan responds, "Well, we know cigarettes are always bad."

"Well, my dad drinks beer sometimes, and I don't think it hurts him," Max says.

Beth explains, "Alcohol can be okay for adults in small amounts. So it may not always be a harmful drug, but it isn't helpful either. What else?"

Juan exclaims, "I've got it! Maybe helpful medicines like aspirin and antibiotics can be harmful if you take too much of them, and that's why we have to be sure we get them from a responsible adult, like a parent."

Corty congratulates them again. "Good thinking, Junior Scientists. Taking too much of almost anything can be harmful to your body and your brain."

Beth concludes, "So now we know that we have to keep our brains healthy, and we also have to keep them safe by protecting them from harmful substances."

Juan agrees, "Right, because we know how important the brain is. It lets us think, play, sleep, and even breathe."

"It's a really cool thing, the brain," says Max.

"You're right, Max! We can't live without it!" says Julia.

Corty chimes in, "Now you're using your heads! And as a brain, I take that as a personal compliment!"



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# BRAIN POWER NEWS

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PARENT NEWSLETTER

VOLUME 1, NUMBER 5

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## Keeping Your Brain Safe

During the last module of *Brain Power! The NIDA Junior Scientists Program*, children are introduced to the concept of helpful medicines and what characteristics they have. Students learn that only a trusted adult should give medicines, and children can take only a small amount of the medicine. In some cases, physicians must prescribe the medicines. Finally, students learn that medicines are taken for a specific purpose, such as when they have a headache or sore throat, but can be harmful if taken incorrectly.

Then, students discuss two other substances: alcohol and nicotine. They discover that these substances are not medicines, and there are laws about consuming them, especially for kids. They are very powerful. Students learn that alcohol and nicotine are examples of drugs and are illegal for children. [Although nicotine is not considered a medicine, it can be used to aid in smoking cessation.]

Introducing the subject of harmful drugs at the end of the program is meant to pave the way for the second part of the curriculum, which is geared to students in second and third grades. The six modules in Part 2 discuss drugs in greater detail, as well as the effects they have on the brain. Through these modules, students learn even more about what they can do to keep their precious brains safe.

This module aligns with the National Science Education Standards: "unifying concepts and processes" and "science in personal and social perspectives" and stresses the importance of protecting your brain and body by doing what you can to keep them safe and healthy.

### Science at Home

Ask your child what his or her impressions were of the module. Ask if there are any questions you can answer. Now is a good time to correct any misconceptions your child may have about the differences between helpful medicines and harmful drugs.



## What Does Your Child Think?

Ask your child to write or draw one question or concern he or she may have about medicines and drugs.

### Additional Resources

National Institute on Drug Abuse (NIDA) — [www.drugabuse.gov](http://www.drugabuse.gov)  
301-443-1124

This Web site contains information about drug abuse and a section designed specifically for parents, teachers, and students. Publications and other materials are available free of charge.

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Neuroscience for Kids — <http://faculty.washington.edu/chudler/nic.html>

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# NOTICIAS SOBRE EL PODER DEL CEREBRO

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BOLETÍN INFORMATIVO PARA PADRES

VOLUMEN 1, NÚMERO 5

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## Cómo proteger a su cerebro

Durante el último módulo de ¡El poder del cerebro! el Programa Pequeños Científicos (*Brain Power! Junior Scientists Program*) del Instituto Nacional Sobre el Abuso de Drogas (*National Institute on Drug Abuse o NIDA*) se presenta a los niños el concepto de las medicinas útiles y sus características. Los estudiantes aprenden que solamente un adulto de confianza les debe suministrar medicinas y que los niños deben tomar solamente una cantidad pequeña de la misma. En algunos casos, los médicos deben recetar las medicinas. Finalmente, los estudiantes aprenden que las medicinas se toman para un propósito específico (como cuando tienen dolor de cabeza o de garganta) pero que pueden ser dañinas si se toman de manera incorrecta.

Luego, los estudiantes platican acerca de otras dos sustancias: el alcohol y la nicotina. Descubren que estas sustancias no son medicinas y que hay leyes sobre su consumo, especialmente para niños. Estas sustancias son muy potentes. Los estudiantes aprenden que el alcohol y la nicotina son ejemplos de drogas y que son ilegales para los niños. [Aunque la nicotina no se considera una medicina, se puede utilizar para ayudar a dejar de fumar].

La introducción del tema de las drogas dañinas al final del programa tiene como meta preparar el terreno para la segunda parte del currículo, que está dirigida a los estudiantes de segundo y tercer grado. Los seis módulos de la Parte 2 analizan las drogas en más detalle, así como los efectos que tienen en el cerebro. A través de estos módulos, los estudiantes aprenden aun más acerca de lo que pueden hacer para proteger a sus preciados cerebros.

Este módulo se ajusta a los Estándares Nacionales de Educación Científica (*National Science Education Standards*) de "la unificación de conceptos y procedimientos" y "la ciencia desde la perspectiva personal y social" y recalca la importancia de proteger a su cerebro y a su cuerpo, haciendo todo lo posible para mantenerlos seguros y saludables.

## La ciencia en el hogar

Pregúntele a su hijo cuáles fueron sus impresiones sobre el módulo. Pregúntele si tiene alguna pregunta que usted pueda contestar. Este es un buen momento para corregir cualquier concepto erróneo que su hijo pueda tener sobre las diferencias entre las medicinas útiles y las drogas dañinas.



## ¿Qué piensa su hijo?

Pídale a su hijo que escriba o dibuje una pregunta o inquietud que tenga sobre las medicinas y las drogas

### Recursos adicionales

*National Institute on Drug Abuse (NIDA)* — [www.drugabuse.gov](http://www.drugabuse.gov)  
301-443-1124

Este sitio Web contiene información acerca del abuso de drogas y una sección destinada específicamente a padres, maestros y estudiantes.

*National Clearinghouse for Alcohol and Drug Information (NCADI)* — [www.health.org](http://www.health.org)  
1-800-729-6686

El NCADI es el recurso mundial más grande para información y materiales relacionados con el abuso de sustancias. Aquí se pueden obtener muchas publicaciones gratuitas.

*National Clearinghouse for Alcohol and Drug Information (NCADI): For Kids Only*  
[www.health.org/kidsarea/](http://www.health.org/kidsarea/)

El NCADI es el recurso mundial más grande para información y materiales relacionados con el abuso de sustancias. Esta sección del sitio está destinada específicamente a niños.

*Neuroscience for Kids* — <http://faculty.washington.edu/chudler/neurok.html>

Este sitio Web contiene información sobre el cerebro, actividades, experimentos, dibujos y otros recursos para estudiantes y educadores.

Friedman, D. *Focus on Drugs and the Brain*. Frederick, MD: Twenty-First Century Books, 1990. Parte de la serie "Drug-Alert", este libro proporciona un buen compendio del cerebro, la neurotransmisión, los efectos de las drogas en el cerebro y la adicción.

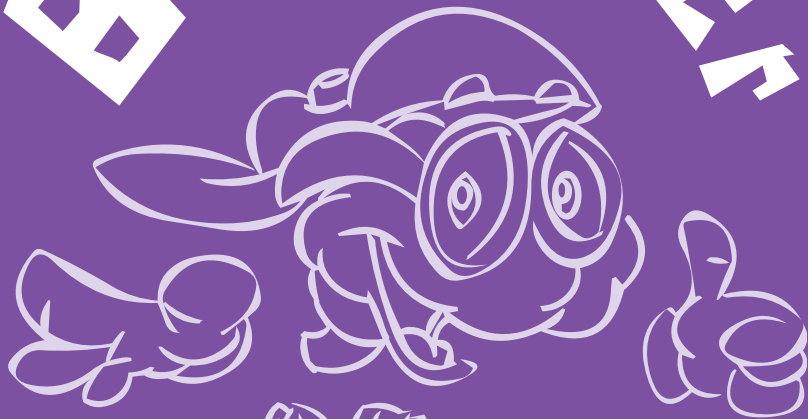
DeStefano, S. y Neuhaus, D. *Focus on Medicines*. Frederick, MD: Twenty-First Century Books, 1990. Parte de la serie "Drug-Alert", este libro proporciona un buen compendio de los medicamentos y el modo en que muchos de ellos trabajan con el cuerpo y el cerebro para ayudar a curar.

McGinty, A. *Staying Healthy: Personal Safety (The Library of Healthy Living)*. New York, NY: Franklin Watts, Incorporated, 1999. Escrito para niños pequeños, este libro es un compendio integral de la importancia de la seguridad personal.

Cosgrove, S. *Crickle-Crack (Serendipity Books)*. New York, NY: Price Stern Sloan Publishing, 2001. Crickle-Crack es la historia de Squeakers, una ardilla joven que siente curiosidad sobre determinado árbol del bosque, aunque sabe que es muy peligroso.



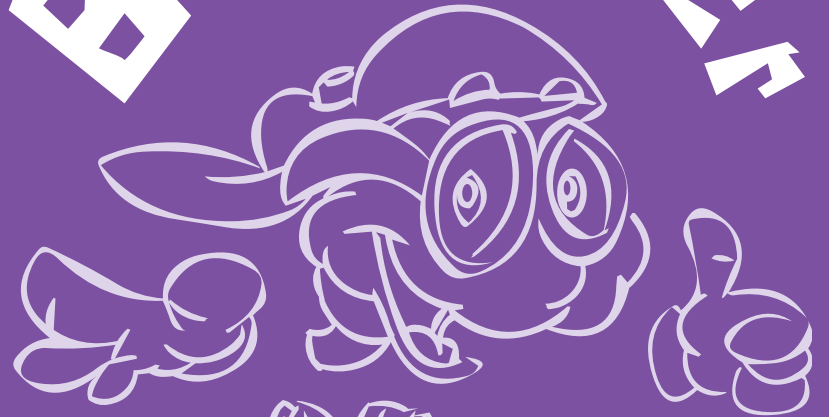
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## Nicotine

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Nicotine is a chemical that is found in cigarettes and other tobacco products. Smoking cigarettes is very bad for you. It is not healthy for your body or your brain.

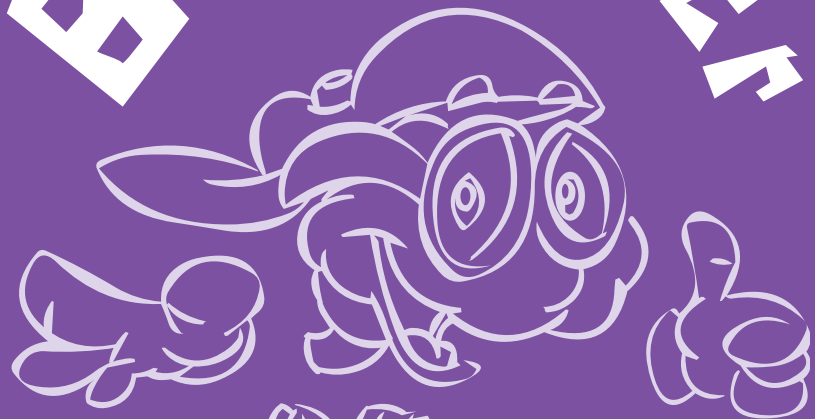
## Alcohol

◊ NIDA ◊



Alcohol is found in drinks like beer and wine. Children are not allowed to drink alcohol. Adults can drink alcohol but not too much, or it can hurt them.

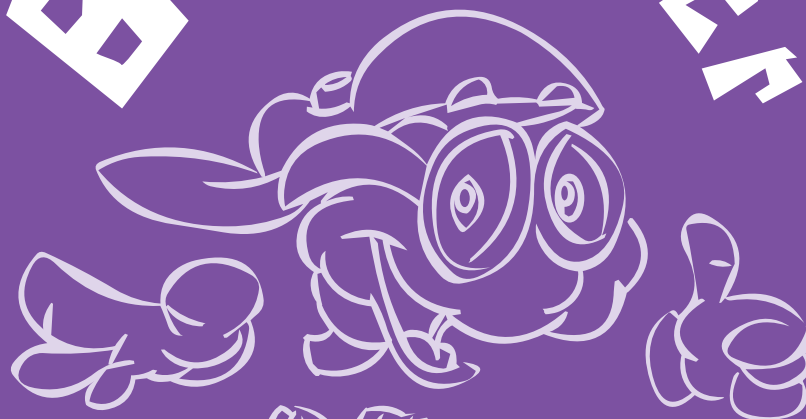
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## Aspirin and Tylenol



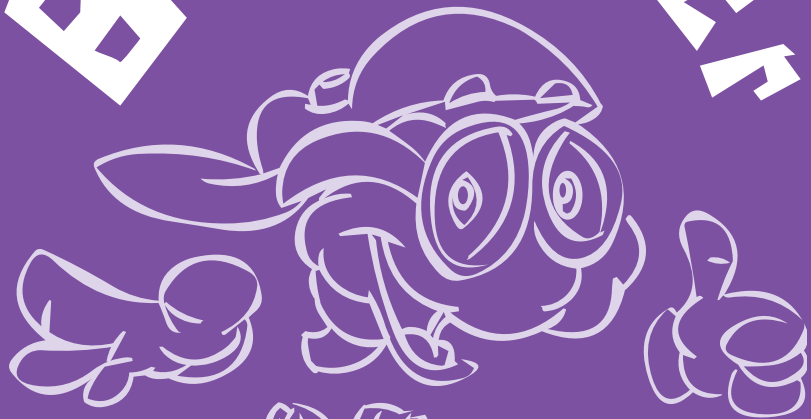
Aspirin and Tylenol can help some aches and pains go away. Children should only take aspirin and Tylenol if they are given by a parent or a doctor.

## Antibiotics



Antibiotics are medicines that kill bacteria in the body. A doctor will give antibiotics for illnesses like an ear infection or strep throat.

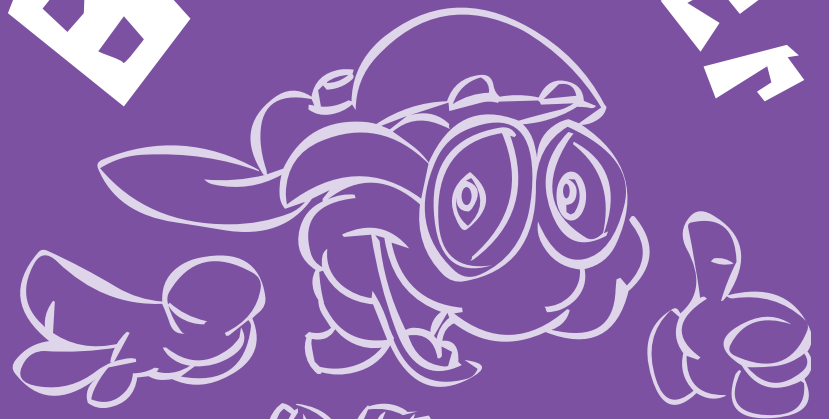
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## Trusted Adults



GRANDMA  
MOM  
DAD  
NANNY  
DOCTOR  
NURSE  
TEACHER

Take medicine only from  
people you know and trust.

## Protect Your Brain



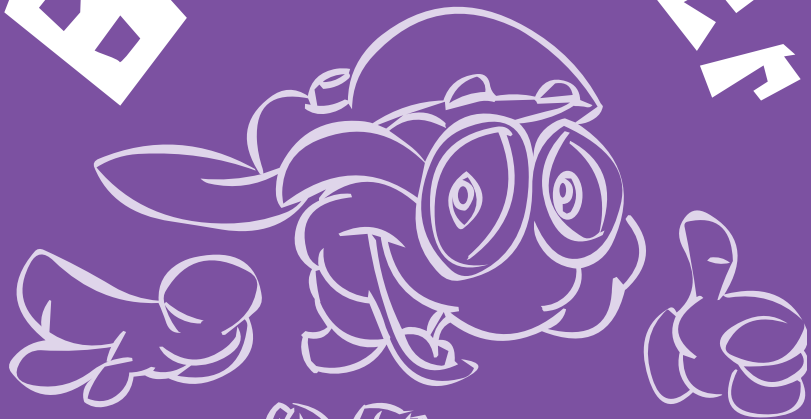
S Z S K L V I H S S  
E S I C R E X E A P  
M Y E M D L B F N E  
Z D S E A E E I R E  
P O X I T T A Y L L  
M B L H Y R K T A S  
J U R G B H D R I O  
J U X A M L M O E C  
E K A J Q W O C C W  
X L B N T J D Z A S

### Word Bank

BETH	EXERCISE	MAX
BODY	JUAN	SAFETY
BRAIN	JULIA	SLEEP
CORTY		



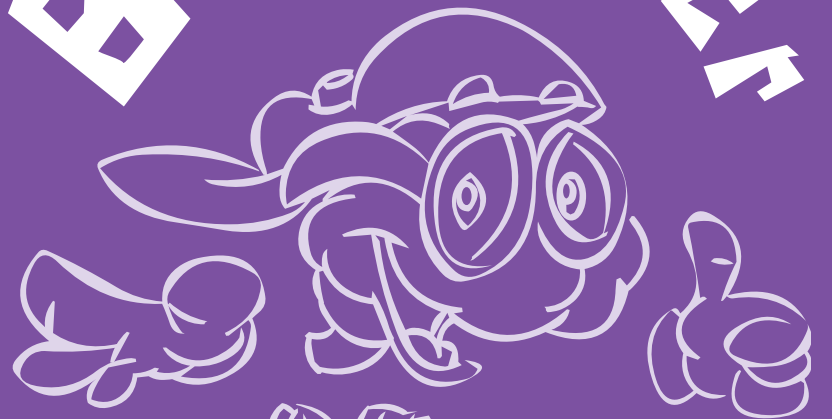
Brain Power



Junior Scientists

• N/DA •

Brain Power

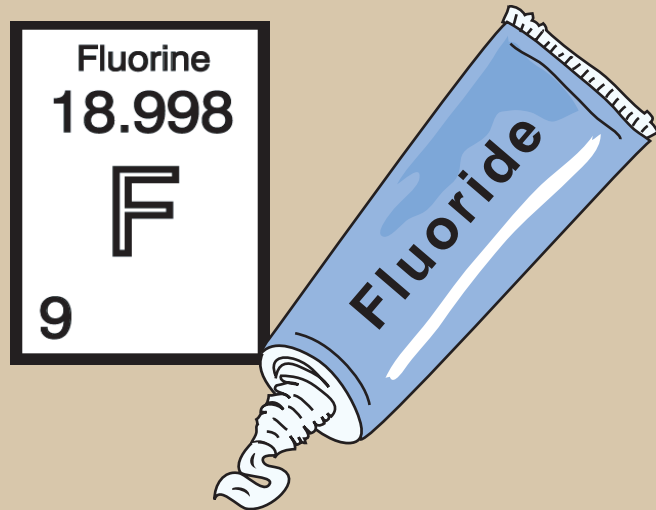


Junior Scientists

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## Fluoride

NIDA

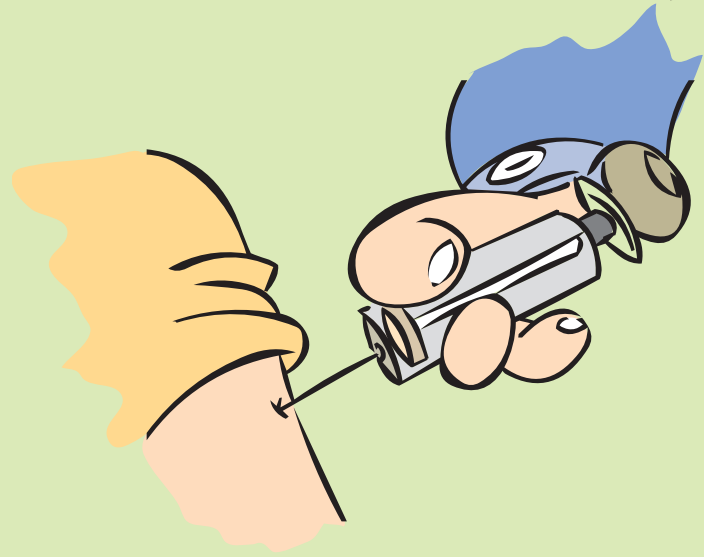


Fluoride is very important for children to use. It makes children's teeth strong.

Fluoride is found in toothpaste, mouthwash, and even in the water you drink.

## Immunizations

NIDA



Immunizations can also be called vaccinations, inoculations, or "baby shots." Immunizations help the body fight off bad germs that can cause a person to get sick. Children are safe from diseases like measles and mumps because of these medicines.

## Nicotine

◀N/DA▶



Nicotine is a chemical that is found in cigarettes and other tobacco products. Smoking cigarettes is very bad for you. It is not healthy for your body or your brain.

## Alcohol

◀N/DA▶



Alcohol is found in drinks like beer and wine. Children are not allowed to drink alcohol. Adults can drink alcohol but not too much, or it can hurt them.

## Aspirin and Tylenol

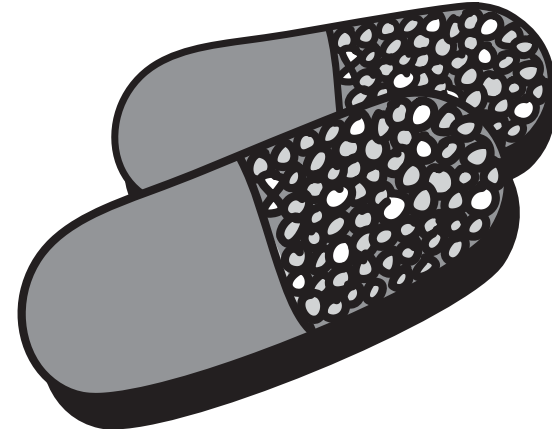
◊N/DA◊



**Aspirin and Tylenol can help some aches and pains go away. Children should only take aspirin and Tylenol if they are given by a parent or a doctor.**

## Antibiotics

◊N/DA◊



**Antibiotics are medicines that kill bacteria in the body. A doctor will give antibiotics for illnesses like an ear infection or strep throat.**

## Trusted Adults

◊N/DA◊

GRANDMA  
MOM  
DAD NANNY  
DOCTOR  
NURSE  
TEACHER

Take medicine only from  
people you know and trust.

## Protect Your Brain

◊N/DA◊

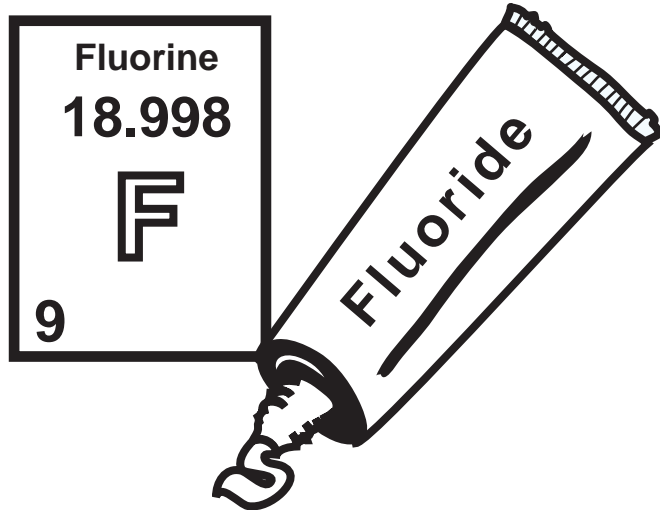
S Z S K L V I H S S  
E S I C R E X E A P  
M Y E M D L B F N E  
Z D S E A E E I R E  
P O X I T T A Y L L  
M B L H Y R K T A S  
J U R G B H D R I O  
J U X A M L M O E C  
E K A J Q W O C C W  
X L B N T J D Z A S

### Word Bank

BETH	EXERCISE	MAX
BODY	JUAN	SAFETY
BRAIN	JULIA	SLEEP
CORTY		

## Fluoride

N/DA

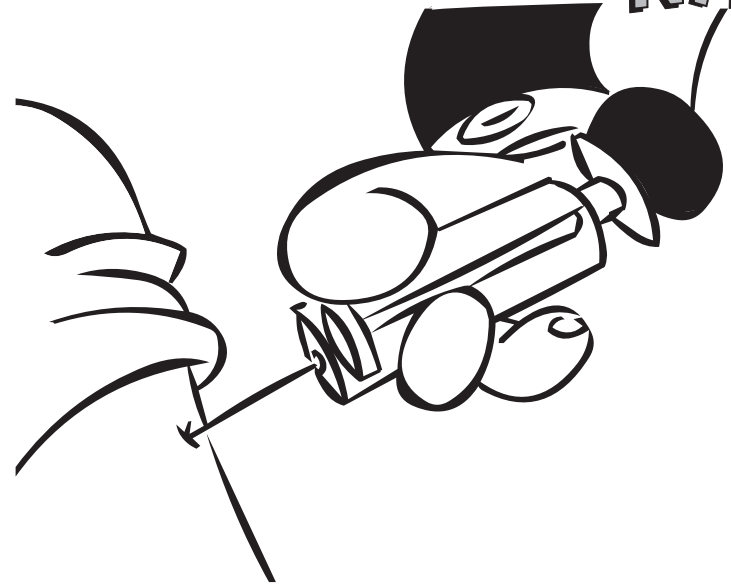


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My Precious

# BRAIN

## BINGO

I'll eat three healthy meals each day.

I'll always eat my brain food.

B-R-A-I-N

B-R-A-I-N

B-R-A-I-N

I'll always eat my brain food.

I'll work out each and every day.

It helps my brain stay strong.

B-R-A-I-N

B-R-A-I-N

B-R-A-I-N

It helps my brain stay strong.

I'll get 10 hours of sleep each night.

To give my brain a rest.

B-R-A-I-N

B-R-A-I-N

B-R-A-I-N

To give my brain a rest.

When I bike or roller-blade,

I'll always wear a helmet.

B-R-A-I-N

B-R-A-I-N

B-R-A-I-N

I'll always wear a helmet.

Healthy things are what I need

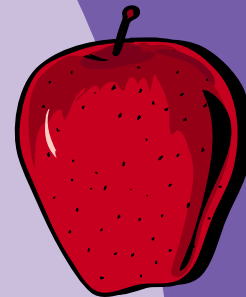
To build my brain and body.

B-R-A-I-N

B-R-A-I-N

B-R-A-I-N

To build my brain and body.



• NIDA •