# Unit One - Drugs affect me

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
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</table>
| **Knowledge and Understanding** | Discusses the factors influencing personal health choices. (PHS.2.12)  
Sample indicators could include:  
- identifies major steps involved in making decisions in regard to drug use eg tobacco  
- identifies and discusses family practices related to health and safety eg administration and storage of medicines  
Discusses how safe practices promote personal well being. (SLS2.13)  
- discusses why substances such as tobacco can be dangerous to the body  
- creates a poem on a particular safety issue eg safe play, smoke-free areas. |
| **Skills** | Makes positive contributions in group activities. (INS2.3)  
Sample indicators could include:  
- works independently or in a group to complete activities  
- participates in group discussions to list the harms relating to tobacco use  
- helps others achieve set tasks  
- displays tolerance in relation to individual differences eg level, ability, culture. |
| **Values and Attitudes Outcomes** | Increasingly accepts responsibility for personal and community health. (V4)  
Sample indicators could include:  
- values their health and safety and that of others  
- appreciates the need for safe practices in a range of situations and environments. |
Content Strands

Personal Health Choices

Nutrition
• special needs
  - illness eg diabetes, heart disease

Drug Use
• identifying drugs
  - appropriate use
• administration and storage of medicines
• tobacco
  - effects on the body
  - effects of passive smoking

Safe Living

Personal Safety
• safe/unsafe situations
• organisations and networks
  - people who can help

Home and Rural Safety
• safe and unsafe places
• safety with machines, appliances animals and substances

Growth and Development

The Body
• systems

Interpersonal Relationships

Relationships
• support networks

Communication
• appropriate expression of feelings
• communication in group situations

Families
• roles, rights and responsibilities

Groups
• roles, rights and responsibilities
• co-operation and sharing

Overview of lessons in this unit
Lesson 1 - What is a drug?
Lesson 2 - What are medicines and who gives them to me?
Lesson 3 - How do we store and use medicines safely in the home?
Lesson 4 - How does smoking affect us?
Lesson 5 - What can I do if someone is smoking near me?
Lesson 6 - What are alcoholic drinks and what do labels tell us?
Lesson 7 - What effect does alcohol have on the body?
### Lesson 1: What is a drug?

**Things to look for - can students:**
- write a simple definition of a drug?
- identify products that contain drugs?
- contribute to group discussions?

**Resources:**
- Paper
- Pencils
- Board or Butchers paper
- Dictionary
- Worksheet 1 Does it contain a drug? p.50

<table>
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</table>
| Pairs        | Share ideas on ‘What is a drug’?  
Clarify thoughts and write a definition of the word ‘drug’.  
Report to class.  
Class discusses and develops a simple definition upon which there is agreement.  
Look up definition of the word ‘drug’ in dictionary and compare with class definition.  
Teacher records names of drugs. | Definition of a drug:  
*A drug is any substance which, when taken into the body, alters its function physically or psychologically, excluding food, water and oxygen.*  
World Health Organisation (WHO) Refer to the Background Information, page 141, for types of drugs.  
Tobacco, medicines and alcohol are the drugs that will become the focus of all Stage 2 units. Include all suggestions made by students, however, teacher highlights that the most widely used legal drugs are tobacco, alcohol, caffeine and medicines which include analgesics (pain killers). The teacher explains that these are the drugs they will be investigating.  
The teacher highlights that all the drugs on Worksheet 1, page 50, are legal. This Stage focuses on legal drugs. |
| Whole Class  | Students complete Worksheet 1, *Does it contain a drug?* page 50, by identifying the products that contain a drug. |                                                                                     |
| Individuals  | Discuss the drugs identified on Worksheet 1.  
Can students identify other products that contain a drug? |                                                                                     |

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*Unit One: Drugs affect me*

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*Stage 2 – Unit One – Lesson 1*

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*STAGE 2 – UNIT ONE – LESSON 1*

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*Resources:*
- Paper
- Pencils
- Board or Butchers paper
- Dictionary
- Worksheet 1 Does it contain a drug? p.50
### Organisation | Suggested activities | Teaching points
--- | --- | ---
Whole Class | Review ‘What is a drug?’ | Refer to Lesson 1 and *Glossary*, page 150, for definition of a drug.
Whole Class | Discuss:  
- what do medicines look like?  
- why do people use medicines?  
Students brainstorm types of medicines. Teacher records on board. Examples of medicines are shown. | Highlight that medicines can take different forms, including powder, tablet, liquids and can be taken orally, or by injections.
Whole Class | Report and compile class list. | The reasons people take medicines include illness, headache, pain and habit.
Whole Class | Teacher reads Activity sheet 1, *Marly*; a scenario about taking medicines. Discuss questions on Activity sheet 1.  
List all the people to whom Marly could go for help (question 5). | It is important that students are able to identify an appropriate older person who is responsible for administering medicines to them.
Whole Class | Discuss the people that the students could go to for help (question 6). | Highlight that people in the support network must be available, responsible and trustworthy.
Individuals | Complete Worksheet 2, *Support Network*, page 52, identifying people from whom they could get help. | The list created for *Who could Marly go to for help?* could be a stimulus for identifying student’s support network.

### Resources:
- Examples of medicines: packets, bottles, asthma inhaler
- Activity sheet 1 *Marly*, p.51
- Worksheet 2 *Support Network*, p.52

**Lesson 2:** What are medicines and who gives them to me?

**Things to look for - can students:**
- identify appropriate support network?
- list alternatives to drug use that are appropriate to them?
- predict consequences of taking medicines unsupervised?

Unit One: Drugs affect me
Lesson 3: How do we store and use medicines safely in the home?

Things to look for - can students:
- identify safe practices for storing and using medicines?
- share ideas and opinion with others?
- appreciate the need for responsible behaviour?

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<tr>
<td>Whole Class</td>
<td>Revise the support network that the students formed in the previous lesson.</td>
<td>Rules should be stated positively where possible.</td>
</tr>
</tbody>
</table>
| Whole Class  | Discuss:  
  • how can medicines be kept safely in my home?  
  • how can I use medicines safely? | Examples could include:  
  • keep medicines in a locked cupboard  
  • keep medicines out of the reach of children  
  • keep bottles securely closed  
  • only adults I know give me medicine  
  • I only take my own medicine  
  • I always take the correct dosage. |
| Individuals  | Students develop two sets of rules:  
  • the safe keeping of medicines  
  • the safe use of medicines. | Refer to Classroom Practices in Background Information, page 136, for notes on poetic forms. |
| Whole Class  | Class reaches consensus on basic rules. | |
| Small Groups | Students publish sets of rules on ‘medicine safety’ for display in the first aid area, notice boards in corridors, assembly hall, library or other appropriate places. | |
| Individuals  | Alternative activity  
  Students write a poem using a form of poetry writing with which they are familiar, using the idea of safe storage of medicines, for example, Cinquain, Acrostic, Shape poems. | |
Unit One: Drugs affect me

**Lesson 4: How does smoking affect us?**

**Things to look for - can students:**
- identify parts of the body that are affected by tobacco?
- identify the warning signs on cigarette packets?
- appreciate they have a right to have a healthy environment?

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| Class in a circle | Activity: How does smoking affect us?  
- Worksheet 3, *Effects of smoking*, page 53, is cut up into individual cards and placed in two groups:  
a. Effects of smoking  
b. Parts of the body.  
- Deal out the *effects of smoking* cards to students.  
- Arrange the *parts of the body* cards in the middle of the circle.  
- Students match the *parts of the body* cards and the *effects of smoking* cards.  
- When all cards have been read and matched the class reviews and agrees on the placements. | The teacher may need to revise the parts of the body as an introduction to this activity.  
The cards cut from Worksheet 3 may be placed in an envelope for safe keeping. It is suggested where possible that this sheet be enlarged and printed on thick paper/card and laminated to be reused. |
| Whole Class    | Brainstorm knowledge of what is written on cigarette packets, such as government health warnings, packet size and brand names.  
The teacher records replies.                                                                                                                                                                                                 | The teacher may choose to display empty cigarette packets.                                                                                                                                                                                                                                          |
| Individuals    | Create new health warnings for cigarette packets.                                                                                                                                                                       | Students may need to use a dictionary to clarify the meaning of some words, for example, *health hazard*.  
Refer to *Major decisions on smoking and tobacco*, page 139, in *Background Information* for additional health warnings.                                                                                                                    |

**Resources:**
- Worksheet 3  
  *Effects of smoking*, p.53  
- Activity sheet 2  
  *Cigarette packets*, p.54  
- Cigarette packets (optional)  
- Overhead projector
## Lesson 5: What can I do if someone is smoking near me?

**Things to look for - can students:**
- identify strategies for avoiding others’ smoke?
- analyse information and make decisions?
- understand that others have different opinions and values?

### Organisation | Suggested activities | Teaching points
--- | --- | ---
Whole Class | Read aloud each scenario on Activity sheet 3, *Scenarios*, p.55. Discuss the scenarios using the Teaching points or the notes on *Decision making* in the Background Information, page 137:
- Issues
- Choices
- Consequences
- Decision.
Using Worksheet 4, *Decision making*, page 56, class completes *Decision making* proforma.

**Alternative Activity**
Class discusses Scenario 1. The teacher models how to complete the *Decision making* proforma, page 56.

Groups | Students complete remaining scenarios using *Decision making* proforma.
Whole Class | Discuss group decisions for each scenario. Students justify their decisions.

Because of the age and maturity of students it is advised that the teacher work with the class on each scenario addressing the following questions:
- Issues: what is the problem for the person in the scenario?
- Choices: what can the person in the scenario do?
- Consequences: what will happen if . . . . . . . ?
- Decision.

Examples of responses are given for teacher information on Activity sheets 4 and 5, pages 57-58. Students should be encouraged to suggest choices and consequences at all times.

A master copy of Worksheet 4, *Decision making*, used as an overhead or enlarged, may assist the teacher.
**Unit One: Drugs affect me**

**Lesson 6: What are alcoholic drinks and what do labels tell us?**

**Things to look for - can students:**
- identify alcoholic and non-alcoholic drinks?
- discuss the different types of containers used for alcoholic and non-alcoholic drinks?
- understand reasons for labelling?

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</table>
| Whole Class  | Teacher makes an overhead of the Activity sheet 6, *Containers*, page 59. Discuss and list on board:  
  - what drinks would be found in the containers?  
  - are there any other drinks that are in different containers that you know?  
  - what do you think these containers would be made out of?  
  - why do you think containers are made out of different products? | Teacher or students collect pictures of alcoholic and non-alcoholic drinks from magazines as an alternative to using the Worksheet, *Containers*.  
Examples of drinks include milk, cordial, fruit juice, beer, soft drink, water, sugar-free drinks, cola, rum, milkshakes, wine. Refer to page 148 for a complete list of alcoholic drinks. |
| Small Groups | Students categorise drinks, for example:  
  - dairy products, non dairy products  
  - manufactured, natural  
  - healthy, unhealthy  
  - fizzy, non-fizzy. | Refer to *Background Information*, page 148, on types of alcoholic drinks. |
| Whole Class  | Students label categories and explain the groupings to class. Teacher explains that drinks can also be categorised into:  
  - drinks that contain alcohol (alcoholic)  
  - drinks that do not contain alcohol (non-alcoholic).  
Students categorise drinks that have been listed above. Display on the wall. | |

**Resources:**
- Activity sheet 6 *Containers*, p.59
- Empty drink containers
  Alternatively
- Magazines
### Lesson 6: What are alcoholic drinks and what do labels tell us? (cont.)

<table>
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</table>
| Small Groups or Pairs | Labelling activity  
Teacher displays empty containers eg milk carton, plastic fruit juice container, wine cask, beer can, liqueur bottle, soft drink bottle, fruit juice container (made from recycled materials), wine bottle.  
Each group is given an empty:  
- alcoholic drink container  
- non-alcoholic drink container.  
Students research, for example:  
- what is the name of the drink?  
- how much does the container hold?  
- is there alcohol in the drink?  
  How do you know?  
- what are the ingredients?  
- where was the drink made?  
Students compare the labels on the containers of an alcoholic drink with the containers of a non-alcoholic drink.  
List responses and discuss:  
- what information on labels of alcoholic drinks and non-alcoholic drinks is the same?  
- are there any differences between labels found on alcoholic drinks and non-alcoholic drinks? If so, what?  | Container labels or packaging contain information such as name of product, quantity, name of manufacturer, additives, additional information such as ‘low in sugar’, health benefits, kilojoules per 100 mg, competitions, where to get additional facts about the product.  
Alcoholic drinks also include information such as alcohol content, number of standard drinks, description of drink, year it was manufactured, region and country. |
## Lesson 6: What are alcoholic drinks and what do labels tell us? (cont.)

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<tr>
<th>Organisation</th>
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<tbody>
<tr>
<td>Individuals or Pairs</td>
<td>Students write or desk top publish an explanation about labelling. Include different aspects, for example: • what labels tell us • what are the differences between labels on the containers of an alcoholic drink and the containers of a non-alcoholic drink • why there are labels on drink containers.</td>
<td>Ensure that drinks are non-alcoholic.</td>
</tr>
<tr>
<td>Individuals, Whole Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals</td>
<td>2. Design a label or a product and include a description of the non-alcoholic drink. Display in room. Write out the recipe for this drink. Students could desk top publish it and include paint software. Students make non-alcoholic drinks using their own recipes.</td>
<td></td>
</tr>
</tbody>
</table>

**Extension activities**

1. Students write sentences or description for a label or product. Class has to guess the name of the product.

**Homework activity**

Students ask parents: • what are their favourite drinks? • do they know what is on the label? • how do they use this information?
**Stage 2 Unit One: Drugs affect me**

**Lesson 7: What effect does alcohol have on the body?**

**Things to look for - can students:**
- understand what alcohol is
- appreciate that drinking alcohol may affect behaviour
- identify the effects that alcohol may have on adults.

**Resources:**
- Worksheet 5 *Alcohol facts*, p.60 (as an overhead transparency)
- Worksheet 6 *Effects of alcohol*, p. 61

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Record responses on board.</td>
<td>For further information on alcohol, refer to <em>Background Information</em>, page 147.</td>
</tr>
<tr>
<td>Individuals or</td>
<td>Students write their own definition then research it using CD ROM, conventional</td>
<td></td>
</tr>
<tr>
<td>Pairs</td>
<td>dictionary or encyclopedia to confirm or correct definition.</td>
<td></td>
</tr>
<tr>
<td>Whole Class</td>
<td>Teacher makes an overhead of Worksheet 5, <em>Alcohol facts</em>, page 60. Use the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Worksheet as a cloze exercise or shared reading activity.</td>
<td></td>
</tr>
<tr>
<td>Individuals</td>
<td>Students compare their own definition with the Worksheet and record any additional</td>
<td></td>
</tr>
<tr>
<td></td>
<td>information.</td>
<td></td>
</tr>
<tr>
<td>Individuals</td>
<td>Class book activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students desk top publish or write three important facts that they have learnt</td>
<td></td>
</tr>
<tr>
<td></td>
<td>about alcohol. Collate responses and make into a class book entitled, *What we</td>
<td></td>
</tr>
<tr>
<td></td>
<td>know about alcohol.</td>
<td></td>
</tr>
</tbody>
</table>
**Lesson 7: What effect does alcohol have on the body? (cont.)**

**Organisation** | **Suggested activities** | **Teaching points**  
--- | --- | ---  
Small Groups | Students write the statement *If an adult drank lots of alcoholic drinks it may make them………..*  
| Students write word or phrase to complete the sentence, for example, shout, sleepy, drunk, cranky, sway, happy, want to drink more, swagger, show off, smell, angry, giggly, sick. | Alcohol has different effects on different people. Refer to *Background Information*, page 147, for further information. Teachers need to be sensitive to students’ varying responses.  

**Pairs** | Students complete Worksheet 6, *Effects of alcohol*, page 61. | Students’ knowledge about alcohol will be affected by their experiences and observations in their environment.  

**Whole Class** | Discuss students’ responses. |
Does it contain a drug?

Tick the pictures of products that contain drugs.

- Milk
- Cough Medicine
- Puffer
- Chocolate
- Wine
- Water
- Coffee
- Cola
- Apple
- Plum
- Sandwich
- Banana
**Marly**

Marly has a bad cold and has been coughing. That night mum gives Marly some cough medicine and after a while she stops coughing.

The next day Marly comes home from school. Mum is at work. She has a sore throat and she begins to cough. She knows where the cough medicine is kept.

1. Should Marly take the medicine?
2. What else could Marly do?

**Scenario continues......**

Marly takes some cough medicine.

After a while she starts to feel sick and dizzy.

3. What could be the reasons for Marly feeling sick and dizzy?
4. What could Marly do?
5. Who could Marly go to for help?
6. If you had been Marly who could you have gone to for help?

**Teaching points for questions**

Q1. The students should be encouraged to identify the risks involved when taking medicines unsupervised.

Q2. The students should be encouraged to think of alternative actions that Marly could take. The alternatives to taking medicines could include having a drink of water, resting, getting assistance from an older sibling or ringing a parent.

Q3. Reasons for Marly feeling sick may include incorrect dosage taken, taking the medicine at the incorrect time, not taken with food, incorrect medicine.

Q4-6. Highlight the need for students to be able to identify older people who can help them when they need help, for example, next door neighbour, older brother or sister (network people).
Support Network

Who can I go to if I need help?

Draw a picture of each person in your network. Write the person’s name.
**Effects of smoking**

Match effects of smoking boxes to parts of body listed in the boxes.

**Effects of smoking**

<table>
<thead>
<tr>
<th>• makes the heart beat faster</th>
<th>• eyes get watery</th>
</tr>
</thead>
<tbody>
<tr>
<td>• blood does not flow as easily</td>
<td>• less hungry</td>
</tr>
<tr>
<td></td>
<td>• sick feeling</td>
</tr>
<tr>
<td>• not as much blood reaches the fingers and toes</td>
<td>• skin smells</td>
</tr>
<tr>
<td></td>
<td>• fingers stain</td>
</tr>
<tr>
<td>• it is harder to breathe</td>
<td>• breath smells</td>
</tr>
<tr>
<td>• physical fitness is reduced</td>
<td>• food has less taste</td>
</tr>
<tr>
<td>• more likely to get colds, coughs</td>
<td>• teeth become stained</td>
</tr>
</tbody>
</table>

**Parts of the body**

- veins
- heart
- fingers, toes
- eyes
- skin
- lungs
- mouth
- stomach

Adapted from the Tobacco fact sheet with permission of CEIDA
Cigarette packets
Scenarios

What can I do if someone is smoking near me?

1. Katie was at softball. She was waiting for her game to start. Her coach had given the team an area in which to sit. An adult stood behind them and lit a cigarette.

2. Jesse’s brother takes him home from school every day. His brother is in Year 8. They walk home with other Year 8 boys. They all smoke on the way home from school. Jesse doesn’t like the boys smoking.

3. Rebecca goes to Saturday school for language lessons. Her best friend’s mother drives them home after lessons. She always smokes in the car.
Decision making

Issue

Choices

Consequences

Decision

My decision is...

because...
Suggested responses for scenarios

**Scenario 1 - STAGE 2, UNIT ONE - LESSON 5**

<table>
<thead>
<tr>
<th>Issue</th>
<th>Choices</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>The adult smoking.</td>
<td>Katie complains to the coach.</td>
<td>Adult asked to move.</td>
</tr>
<tr>
<td></td>
<td>Katie makes loud comments.</td>
<td>Team is happy.</td>
</tr>
<tr>
<td></td>
<td>Katie says nothing.</td>
<td>Coach seen as caring.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unruly behaviour.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adult becomes angry.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adult continues to smoke.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team unhappy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adult continues to smoke.</td>
</tr>
</tbody>
</table>

**Scenario 2 - STAGE 2, UNIT ONE - LESSON 5**

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<thead>
<tr>
<th>Issue</th>
<th>Choices</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesse doesn’t like the boys smoking.</td>
<td>Jesse tells his mother.</td>
<td>Jesse’s brother is angry.</td>
</tr>
<tr>
<td></td>
<td>Jesse tells the boys to stop.</td>
<td>Jesse walks home with a friend.</td>
</tr>
<tr>
<td></td>
<td>Jesse walks home with his own friends.</td>
<td>Jesse is happy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nobody listens to him.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jesse is unhappy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The boys continue to smoke.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jesse’s mother is angry.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The boys continue to smoke.</td>
</tr>
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</table>
Scenario 3 - STAGE 2, UNIT ONE - LESSON 5

Issue

The mother smokes in the car.

Rebecca can tell her mother.

Rebecca can ask for a window seat.

Rebecca coughs all the way home and pretends to be sick.

Choices

Ask friend’s mother not to smoke.

Mother can tell friend’s mother that cigarette smoke is harmful to Rebecca.

Friend’s mother stops smoking.

Rebecca has fresh air.

Cigarette smoke does not worry Rebecca as much.

Friend’s mother tells Rebecca’s mother.

Rebecca and her mother discuss the issue.

Rebecca’s mother collects her from Saturday school.

Consequences

DECISION?
Containers

- Bottle
- Jar
- Can
- Glass

DRINK
Alcohol Facts

What is alcohol?

Alcohol is a drug. Alcohol slows down the activity in the brain and the nervous system. Pure alcohol has no colour or taste. There are different types of alcoholic drinks. They get their taste from other substances that are used to make them. For example, beer gets its taste from malt and wine from the type of grapes used. Alcohol can be called a food because it provides energy. It does not contain proteins or vitamins. Alcohol does not need to be digested in the stomach. It passes straight into the bloodstream.

Cloze activity

Alcohol is a ________________.

Alcohol ________________ the activity in the brain and the nervous system. Pure alcohol has no ________________ or taste.

There are different types of ________________. They get their taste from other substances that are used to make them. For example, beer gets its taste from malt and wine from the type of grapes used. Alcohol can be called a ________________ because it provides energy. It does not contain proteins or vitamins. Alcohol does not need to be digested in the stomach. It passes straight into the ________________.

Answers: drug, slows down, colour, alcoholic drinks, food, bloodstream

Adapted from the Tobacco fact sheet with permission of CEIDA
### Effects of alcohol

Complete the sentence *If an adult drank lots of alcoholic drinks it may make them*.................

<table>
<thead>
<tr>
<th>Some effects</th>
<th>Is this harmful?</th>
<th>If so (yes), how?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>If an adult drank lots of alcoholic drinks it may make them</em>...............</td>
<td>Yes, no, don’t know</td>
<td>The person may......</td>
</tr>
<tr>
<td>feel dizzy</td>
<td>yes</td>
<td>slip over</td>
</tr>
<tr>
<td>sleepy</td>
<td>yes</td>
<td>fall asleep at the wheel of a car</td>
</tr>
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## Unit Two - Drugs affect me and others

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<td>Sample indicators could include:</td>
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<tr>
<td>Discusses the factors influencing personal health choices. (PHS2.12)</td>
<td>• discusses reasons why people use drugs for medical and non-medical purposes</td>
</tr>
<tr>
<td>Discusses how safe practices promote personal wellbeing. (SLS2.13)</td>
<td>• explains the need for rules and laws made for the protection of themselves and others</td>
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<tr>
<td></td>
<td>• explains the need for rules for safe behaviour in familiar settings</td>
</tr>
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<td></td>
<td>• recognises how their body reacts and how they might feel in safe and unsafe situations.</td>
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<tr>
<td><strong>Skills</strong></td>
<td>Sample indicators could include:</td>
</tr>
<tr>
<td>Makes decisions as an individual and a group member. (DMS2.2)</td>
<td>• gathers accurate information about tobacco and clarifies understandings</td>
</tr>
<tr>
<td>Uses a range of problem-solving strategies. (PSS2.5)</td>
<td>• discusses advantages and disadvantages of options with friends when making decisions</td>
</tr>
<tr>
<td></td>
<td>• uses problem solving on a group or individual basis</td>
</tr>
<tr>
<td></td>
<td>• analyses problem situations.</td>
</tr>
<tr>
<td><strong>Values and Attitudes</strong></td>
<td>Sample indicators could include:</td>
</tr>
<tr>
<td>Increasingly accepts responsibility for personal and community health. (V4)</td>
<td>• defends the need for making decisions that enhance health</td>
</tr>
<tr>
<td></td>
<td>• appreciates the need for safe practices in a range of situations and environments.</td>
</tr>
</tbody>
</table>

Sample indicators could include:

- discusses reasons why people use drugs for medical and non-medical purposes
- explains the need for rules and laws made for the protection of themselves and others
- explains the need for rules for safe behaviour in familiar settings
- recognises how their body reacts and how they might feel in safe and unsafe situations.

- gathers accurate information about tobacco and clarifies understandings
- discusses advantages and disadvantages of options with friends when making decisions
- uses problem solving on a group or individual basis
- analyses problem situations.
Content Strands

Personal Health Choices
Making Decisions
- decision-making process
- influences on decision making
  - family/peers
  - other significant people
  - media
  - feelings and needs of others
- taking responsibility for one’s own decisions

Drug Use
- identifying drugs
  - appropriate use
- administration and storage of medicines
- tobacco
  - effects on the body
  - effects of passive smoking
- labelling of drugs
- alcohol
  - effects on the body

Growth and Development
The Body
- systems
  - functions

Interpersonal Relationships
Communication
- active listening skills
- appropriate expression of feelings
- communicating feelings and needs
- communication in group situations
- encouraging others

Groups
- roles, rights and responsibilities
- co-operation and sharing

Safe Living
Home and Rural Safety
- safe and unsafe places
- safety with machines, appliances, animals and substances

Overview of lessons in this unit
Lesson 1 - What are drugs and why do people use them?
Lesson 2 - What type of medicines are there and how are they used?
Lesson 3 - What is tobacco and how does it affect us?
Lesson 4 - What happens when people smoke near me?
Lesson 5 - What do I think about smoking?
Lesson 6 - What is alcohol and why may people choose not to drink it?
Lesson 7 - How does alcohol affect people’s behaviour?
## Unit Two: Drugs affect me and others

### Lesson 1: What are drugs and why do people use them?

**Things to look for - can students:**
- identify drugs from non drugs?
- identify that drugs can be helpful or harmful?
- appreciate that drugs have more than one use?

### Resources:
- Worksheet 1
  *Helpful and harmful drugs, p.73*

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Review what is a drug? Use dictionary to verify meaning.</td>
<td>Students suggest what they think ‘drug’ means. Teacher states the definition: <em>A drug is any substance which, when taken into the body alters its function physically or psychologically, excluding food, water and oxygen.</em> World Health Organisation (WHO)</td>
</tr>
<tr>
<td>Individuals</td>
<td>List drugs known to students. Using Worksheet 1, <em>Helpful and harmful drugs</em>, page 73, categorise drugs into: • drugs that can help us • drugs that can harm us.</td>
<td>The teacher may need to add to the student’s list. Refer to <em>Background Information</em> for list of types of drugs, page 141.</td>
</tr>
<tr>
<td>Whole Class</td>
<td>Class reviews Worksheet 1. Discuss student choices, identifying that some drugs may be in both categories.</td>
<td>It should be noted that all drugs can be harmful if misused.</td>
</tr>
<tr>
<td>Whole Class</td>
<td>Brainstorm a list of all the products that contain caffeine.</td>
<td>Caffeine is found in coffee, tea, cocoa, chocolate and cola. Examples of food and drink containing caffeine include chocolate bars, sweets, icing, cakes, drink mixers, biscuits, cereal, some sandwich fillings.</td>
</tr>
<tr>
<td>Whole Class</td>
<td>Graph the number of students who have consumed caffeine products in the preceding 24 hours.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2: What type of medicines are there and how are they used?

Things to look for - can students:
- identify where medicines are obtained?
- write rules for taking medicines safely?
- identify reasons for using medicines?
- distinguish between prescribed and over the counter medicines?

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Discuss:</td>
<td>Medicines are classified as:</td>
</tr>
<tr>
<td></td>
<td>• what are medicines?</td>
<td>• ‘over the counter’ drugs</td>
</tr>
<tr>
<td></td>
<td>• how do people obtain medicines?</td>
<td>• prescribed medicines.</td>
</tr>
</tbody>
</table>
|              | • what do prescription medicines look like? | Students should identify that medicines can be bought without a prescription from places such as supermarkets, corner shops and chemists.

Prescribed medicines have a label specifying details such as the person’s name, medicine dosage, special instructions for use, for example, take with food 3 times per day, the name of the doctor who prescribed it, description of contents, for example, 200ml and name of the drug.

| Whole Class  | Read Activity sheet 1, Medicine scenarios, page 74, to class. Discus: | The scenarios indicate that:
|              | • what do these stories tell us about using medicines? | • medicines are used if prescribed by a doctor
|              | Discuss: | • medicines are used to relieve pain or discomfort
|              | • what do you need to remember when taking medicines? | • medicines are used to treat specific illnesses
| Whole Class  | Write rules for taking medicines safely on Worksheet 2, Medicine containers, page 75. | • medicines can be used short or long term.

Resources:
- Activity sheet 1 Medicine scenarios, p.74
- Examples of prescribed medicines and ‘over the counter’ medicines
- Worksheet 2 Medicine containers, p.75
**Unit Two: Drugs affect me and others**

**Lesson 3: What is tobacco and how does it affect us?**

**Things to look for - can students:**
- identify the effects that smoking has on parts of the body?
- identify that the use of tobacco may have a negative effect on the body?
- work co-operatively with others?

**Resources:**
- Activity sheet 2 *What is in tobacco smoke?* and *The effects of smoking*, p.76
- Activity sheet 3 *Fact Webs*, p.77
- Geometric shapes on white and coloured paper

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Discuss Activity sheet 2 and reach a consensus on the most important facts for this age group. Clarify and correct misunderstandings.</td>
<td></td>
</tr>
<tr>
<td>Whole Class</td>
<td>Groups present information to class.</td>
<td></td>
</tr>
</tbody>
</table>
### Lesson 4: What happens when people smoke near me?

**Things to look for - can students:**
- list places where smoking is banned?
- identify places where smoking is banned?
- create a poem about being smoke-free?

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Display Activity sheet 4, <em>No smoking sign</em>. Discuss:</td>
<td>Refer to <em>Glossary</em>, page 150, for smoking definitions.</td>
</tr>
<tr>
<td></td>
<td>• where have you seen this sign before?</td>
<td>Reasons for having a no smoking sign may include:</td>
</tr>
<tr>
<td>Whole Class</td>
<td>Introduce the term <em>passive smoking</em>, <em>mainstream smoke</em> and <em>sidestream smoke</em>.</td>
<td>• health reasons: in food preparation areas, in hospitals, public transport, work</td>
</tr>
<tr>
<td></td>
<td>Discuss the meanings of the terms.</td>
<td>• safety reasons: near flammable products, in theatres to prevent fires.</td>
</tr>
<tr>
<td></td>
<td>Students identify situations where they may be exposed to passive smoking.</td>
<td>Places where smoking is banned include hospitals, public transport, schools, theatres, food preparation areas, Government buildings, taxis, domestic airlines and shopping centres.</td>
</tr>
<tr>
<td></td>
<td>Discuss and list places where smoking is banned.</td>
<td>Refer to <em>Background Information</em>, page 139, for additional information.</td>
</tr>
<tr>
<td>Individuals or Groups</td>
<td>Students write a poem or jingle, <em>I like to be smoke-free</em>.</td>
<td>Teacher should model structure of poem, for example, 4 lines in length.</td>
</tr>
</tbody>
</table>
|                    | Publishing options include:                                                          | *When I go to the shops*  
*It’s really tops*  
*No one there is smoking*  
*Everyone is joking.*                                                                                                                          |
|                    | • desktop publishing on computer                                                     |                                                                                                                                                                                                              |
|                    | • issue *No smoking proforma* and write inside it. Cut out and display                |                                                                                                                                                                                                              |
|                    | • write poem and illustrate.                                                         |                                                                                                                                                                                                              |
Unit Two: Drugs affect me and others

**Lesson 5: What do I think about smoking?**

**Things to look for - can students:**
- express opinions on public health issues?
- demonstrate they are aware of their right to lead a healthy lifestyle?
- communicate assertively to protect their own values and opinions?

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Conduct <em>Opinion meter</em> activity.</td>
<td>Refer to Activity sheet 5, <em>Opinion meter</em>, page 79, for instructions.</td>
</tr>
<tr>
<td></td>
<td>Reflection activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activities could include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cartoon strip (limit to 4 frames).</td>
<td></td>
</tr>
<tr>
<td>Whole Class or Groups</td>
<td>Polarised debate.</td>
<td>Refer to <em>Background Information</em>, page 135, on:</td>
</tr>
<tr>
<td></td>
<td>Suggestions include:</td>
<td>• <em>Cartoon strips</em></td>
</tr>
<tr>
<td></td>
<td>• smoking should be banned in public areas</td>
<td>• <em>Polarised debate</em>.</td>
</tr>
<tr>
<td></td>
<td>• all restaurants should be smoke free.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mime using puppets or masks.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘What do I think about smoking?’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Design a postcard for a smoke-free zone. Write to a friend describing the benefits of being there.</td>
<td></td>
</tr>
</tbody>
</table>

**Resources:**
- Activity sheet 5
  *Opinion meter*, p.79
## Lesson 6: What is alcohol and why may people choose not to drink it?

### Things to look for - can students:
- describe where and when people consume alcohol?
- identify why children are not allowed or usually discouraged from drinking alcohol?

## Organisation | Suggested activities | Teaching points
--- | --- | ---
Groups | Discuss and record:  
• where do people sometimes drink alcohol?  
• when do people sometimes drink alcohol? | Teacher needs to be sensitive to students’ different responses.  
Collate responses and create a class list.  
Examples include home, parties, celebrations, funerals, sporting events, barbecues, meal time, hotels, restaurants, nightclubs, picnics, work, weddings, funerals, religious service.  

Situational cards activity  
Each group is provided with three place cards and a complete set of the people cards.  
Students are to analyse each place card and create two piles:  
• people who might drink at this place or event  
• people who might not drink at this place or event.  
Teacher states:  
*Group must come to a consensus as to where each card is placed.*  
After a group consensus is reached group records reasons for decisions.  
The Situational cards should be cut out before the activity. Additional places or people could be included on the cards.  

### Resources:
- Activity sheet 6  
  *Situational cards – person*, p.80  
- Activity sheet 7  
  *Situational cards – place*, p.81  
- Writing materials  
- Paper or overhead transparency
## Lesson 6: What is alcohol and why may people choose not to drink it? (cont.)

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Teacher asks:</td>
<td>Teacher directed discussion about why children are not allowed or usually discouraged from drinking alcohol will assist in the following activity.</td>
</tr>
<tr>
<td></td>
<td>• who were the characters least likely to be drinking alcohol in all of the situations that your group looked at?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• why are they least likely to be drinking alcohol?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reasons people may not be drinking alcohol include don’t like the taste, religious beliefs, under 18 years of age, their occupation, health risks or on medication, cost involved.</td>
<td></td>
</tr>
<tr>
<td>Whole Class</td>
<td>Joint construction activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students design a poster or postcard for another Stage 3 student describing reasons why children are not allowed or usually discouraged from drinking alcohol.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students could be encouraged to scan their poster and e-mail it to another Stage 3 student.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The effects of alcohol on children are much stronger because:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• their bodies are still developing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• their bodies are smaller and lighter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• they have had less exposure and therefore have not built up a tolerance to the effects of alcohol.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 7: How does alcohol affect people’s behaviour?

Things to look for - can students:
- identify the effects that alcohol may have on adults?
- appreciate that drinking alcohol may affect behaviour?
- identify the benefits of choosing not to drink alcohol?

Organisation | Suggested activities |
--- | --- |
Small Groups | Each group chooses one of the following:  
- mechanic or machinery operator  
- car driver  
- pregnant woman  
- roller blader/skateboarder  
- accountant/lawyer/teacher  
- doctor/nurse/dentist  
- ferry/train/bus/coach driver  
- passenger on a bus  
- person walking down the street  
- farmer  
- tractor/motor bike/truck driver  
Students write on large piece of paper:  
POSSIBLE HARMS to ……  
eg mechanic or machine operator

What might happen to the person?  
Slip on the floor  
Fingers jammed in machine  
Cut themselves on equipment  
Chemical/machinery burn  
Clothes get caught in the machinery

What might happen to other people around the person?  
Bums from a chemical spill  
Person run over  
Accidentally knock other worker

Teaching points:
Teachers may need to revise facts about alcohol, refer to Stage Two, Unit One.
Teacher should identify and include people and occupations relevant to the local community.

Resources:
- Large pieces of paper
- Textas and sticky tape
### Lesson 7: How does alcohol affect people’s behaviour? (cont.)

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Groups</td>
<td>Small groups of students complete the table by listing possible harms of drinking alcohol to the person and other people around them.</td>
<td></td>
</tr>
<tr>
<td>Pair Walk</td>
<td>Stick the completed lists on the wall around the classroom. Groups rotate and add any further harms.</td>
<td></td>
</tr>
<tr>
<td>Small Groups</td>
<td>Ranking activity Groups return to original list and rank the harms from most harmful (1) to least harmful (5). Groups report to class and justify the ranking.</td>
<td></td>
</tr>
<tr>
<td>Individuals</td>
<td>Activity Write a letter to the person eg mechanic or machine operator giving an opinion supported by several reasons why they should choose not to drink alcohol at or before work.</td>
<td></td>
</tr>
</tbody>
</table>
Helpful and harmful drugs

In which group do you think that these drugs belong?

Helpful drugs

- beer
- headache tablets
- wine
- asthma puffers
- hay fever tablets
- chocolate bar

Harmful drugs

- coffee
- cigarettes
- cough medicine
- cola
- tea
Medicine scenarios

1. Kelly is 9 years old and has had asthma since she was little. One day she is playing outside and begins to find it hard to breathe. She knows that when she feels like this she needs to use her asthma puffer. She knows how to use her puffer because her parents have shown her. Kelly uses her puffer and begins to feel better.

*What did Kelly do to feel better?*

2. Shannon was riding his bike on the cement near the garage and fell off. His leg was caught in the wheel and his ankle was hurting badly. His mum took him to the doctor who said Shannon had sprained his ankle. That night mum gave him a tablet that the doctor had prescribed.

*Why did mum give Shannon the tablet?*

3. Alinta has a bad cold and wakes up in the middle of the night coughing. She calls out and her dad comes into her room to find out what is wrong. Dad gets some cough medicine out of the cabinet and gives some to her. After a while Alinta stops coughing and goes back to sleep.

*What helped Alinta to stop coughing?*
Medicine containers
What is in tobacco smoke?

These are the main substances:

1. **Nicotine**
   - Nicotine is the drug in tobacco.
   - Nicotine acts on the brain 7.5 seconds after it is inhaled.
   - Nicotine is absorbed and distributed to other body organs very quickly.

2. **Tar**
   - One packet of cigarettes per day means a smoker inhales more than half a cup of tar per year, approximately 150 mls.
   - The benefits from smoking low tar cigarettes are limited.

3. **Carbon Monoxide**
   - Carbon monoxide is odourless, colourless and a very toxic gas.
   - It is found in car exhaust fumes and in smoke from fires.
   - Carbon monoxide enters the blood more easily than oxygen.

The effects of smoking

How does smoking tobacco affect people?

The effects of smoking vary from person to person. The effects, for example, depend on whether the person is male or female, family history and where the person works.

**Immediate effects:**
- dizziness, nausea, watery eyes
- heart beats faster
- physical fitness, both performance and endurance is reduced
- less blood flows to fingers and toes.

**Long term effects:**
- reduces the rate of lung growth
- shortness of breath
- stains on the fingers and teeth
- increased risks of colds, pneumonia, bronchitis
- increased risk of heart attacks, heart disease
- increased risk of cancer in lungs and mouth.

Adapted from the Tobacco fact sheet with permission of CEIDA
Fact Webs

Facts decided upon by class as the most relevant are recorded by teacher so that students can have a reference to check the accuracy of their information.

Groups

Group 1: record facts about tobacco on white paper shapes.
Group 2: record facts about the effects of smoking on white paper shapes.
Group 3: draw and cut shapes the same as the white paper shapes but slightly larger from the coloured paper to use as backing for the recorded information.
Group 4: design a central logo, for example, *Ban smoking, Smoking harms, No smoking.*

Whole Class

Display as two fact webs:
1. Facts about tobacco
2. Effects of smoking.

Note: the logo could be designed using the student’s first language (where appropriate).
No smoking sign
**Opinion meter**

The teacher explains that the following activity is designed to enable students to express how they feel about smoking issues by standing on the opinion meter.

The teacher explains how the opinion meter works.

Mark 3 positions on the floor.

| agree | don’t know | disagree |

The teacher reads aloud a statement and the students place themselves along the meter according to their opinion on that statement.

The teacher explains that students may change their opinion after the statements have been read. It is acceptable to have a different opinion to other students.

Students are encouraged to state why they have chosen to stand on that position along the continuum.

Students are allowed to change their positions after hearing what others have had to say. The teacher clarifies students’ comments and any issues that may arise. The process is repeated for each statement.

Statements could include:

- smoking affects all people
- smoking can be healthy
- smoking is expensive
- it’s easy to give up smoking
- it’s OK for old people to smoke and not young people
- smoking makes you look ‘cool’ (teacher may use equivalent jargon).
### Situational cards – Person

<table>
<thead>
<tr>
<th>14 year old</th>
<th>Grandfather</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pregnant woman</td>
<td>9 year old</td>
</tr>
<tr>
<td>18 year old</td>
<td>Parent</td>
</tr>
<tr>
<td>Person on medication</td>
<td>Ambulance driver</td>
</tr>
</tbody>
</table>
## Situational cards – Place

<table>
<thead>
<tr>
<th>Meal at home</th>
<th>Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sporting event</td>
<td>Picnic</td>
</tr>
<tr>
<td>Wedding</td>
<td>Funeral</td>
</tr>
<tr>
<td>Hotels</td>
<td>Restaurants</td>
</tr>
<tr>
<td>Birthday party</td>
<td>Religious service</td>
</tr>
<tr>
<td>Barbecue</td>
<td>After work</td>
</tr>
</tbody>
</table>