

## Unit One - Drugs affect me

Outcomes	Indicators
<p><b>Knowledge and Understanding</b></p> <p>Discusses the factors influencing personal health choices. (PHS2.12)</p> <p>Discusses how safe practices promote personal well being. (SLS2.13)</p>	<p>Sample indicators could include:</p> <ul style="list-style-type: none"> <li>• identifies major steps involved in making decisions in regard to drug use eg tobacco</li> <li>• identifies and discusses family practices related to health and safety eg administration and storage of medicines</li> <li>• discusses why substances such as tobacco can be dangerous to the body</li> <li>• creates a poem on a particular safety issue eg safe play, smoke-free areas.</li> </ul>
<p><b>Skills</b></p> <p>Makes positive contributions in group activities. (INS2.3)</p>	<p>Sample indicators could include:</p> <ul style="list-style-type: none"> <li>• works independently or in a group to complete activities</li> <li>• participates in group discussions to list the harms relating to tobacco use</li> <li>• helps others achieve set tasks</li> <li>• displays tolerance in relation to individual differences eg level, ability, culture.</li> </ul>
<p><b>Values and Attitudes Outcomes</b></p> <p>Increasingly accepts responsibility for personal and community health. (V4)</p>	<p>Sample indicators could include:</p> <ul style="list-style-type: none"> <li>• values their health and safety and that of others</li> <li>• appreciates the need for safe practices in a range of situations and environments.</li> </ul>

## 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?

## Unit One: Drugs affect me

### 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

Organisation	Suggested activities	Teaching points
Pairs	Share ideas on 'What is a drug'?	Definition of a drug:
Whole Class	Clarify thoughts and write a definition of the word 'drug'.	<i>A drug is any substance which, when taken into the body, alters its function physically or psychologically, excluding food, water and oxygen.</i>
	Report to class. Class discusses and develops a simple definition upon which there is agreement.	World Health Organisation (WHO) Refer to the <i>Background Information</i> , page 141, for types of drugs.
	Look up definition of the word 'drug' in dictionary and compare with class definition. Teacher records names 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.
Individuals	Students complete Worksheet 1, <i>Does it contain a drug?</i> page 50, by identifying the products that contain a drug.	The teacher highlights that all the drugs on Worksheet 1, page 50, are legal. This Stage focusses on legal drugs.
Whole Class	Discuss the drugs identified on Worksheet 1. Can students identify other products that contain a drug?	

## Unit One: Drugs affect me

### 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?

#### Resources:

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

Organisation	Suggested activities	Teaching points
Whole Class	Review 'What is a drug?'	Refer to Lesson 1 and <i>Glossary</i> , page 150, for definition of a drug.
Whole Class	Discuss: <ul style="list-style-type: none"> <li>• what do medicines look like?</li> <li>• why do people use medicines?</li> </ul> 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.  The reasons people take medicines include illness, headache, pain and habit.
Small Groups	Discuss: <ul style="list-style-type: none"> <li>• who gives me medicines?</li> </ul> Examples may include parents, relatives, babysitter, school first aid person.	It is important that students are able to identify an appropriate older person who is responsible for administering medicines to them.
Whole Class	Report and compile class list.	
Whole Class	Teacher reads Activity sheet 1, <i>Marly</i> ; a scenario about taking medicines. Discuss questions on Activity sheet 1.  List all the people to whom Marly could go for help (question 5).	Highlight that people in the support network must be available, responsible and trustworthy.
Whole Class	Discuss the people that the students could go to for help (question 6).	The list created for <i>Who could Marly go to for help?</i> could be a stimulus for identifying student's support network.
Individuals	Complete Worksheet 2, <i>Support Network</i> , page 52, identifying people from whom they could get help.	Students should identify five people, two of whom are readily accessible.

## Unit One: Drugs affect me

### Lesson 3: How do we store and use medicines safely in the home?

#### Resources:

- Pencils
- Paper
- Publishing materials

#### 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?

Organisation	Suggested activities	Teaching points
Whole Class	Revise the support network that the students formed in the previous lesson.	
Whole Class	Discuss: <ul style="list-style-type: none"> <li>• how can medicines be kept safely in my home?</li> <li>• how can I use medicines safely?</li> </ul>	
Individuals	Students develop two sets of rules: <ul style="list-style-type: none"> <li>• the safe keeping of medicines</li> <li>• the safe use of medicines.</li> </ul>	Rules should be stated positively where possible.
Whole Class	Class reaches consensus on basic rules.	Examples could include: <ul style="list-style-type: none"> <li>• keep medicines in a locked cupboard</li> <li>• keep medicines out of the reach of children</li> <li>• keep bottles securely closed</li> <li>• only adults I know give me medicine</li> <li>• I only take my own medicine</li> <li>• I always take the correct dosage.</li> </ul>
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	<b>Alternative activity</b> 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.	Refer to Classroom Practices in <i>Background Information</i> , page 136, for notes on poetic forms.

## 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?

#### Resources:

- Worksheet 3  
*Effects of smoking*, p.53
- Activity sheet 2  
*Cigarette packets*, p.54
- Cigarette packets (optional)
- Overhead projector

Organisation	Suggested activities	Teaching points
Class in a circle	<p>Activity: How does smoking affect us?</p> <ul style="list-style-type: none"> <li>• Worksheet 3, <i>Effects of smoking</i>, page 53, is cut up into individual cards and placed in two groups:               <ol style="list-style-type: none"> <li>a. Effects of smoking</li> <li>b. Parts of the body.</li> </ol> </li> <li>• Deal out the <i>effects of smoking</i> cards to students.</li> <li>• Arrange the <i>parts of the body</i> cards in the middle of the circle.</li> <li>• Students match the <i>parts of the body</i> cards and the <i>effects of smoking</i> cards.</li> <li>• When all cards have been read and matched the class reviews and agrees on the placements.</li> </ul>	<p>The teacher may need to revise the parts of the body as an introduction to this activity.</p> <p>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.</p>
Whole Class	<p>Brainstorm knowledge of what is written on cigarette packets, such as government health warnings, packet size and brand names.</p> <p>The teacher records replies.</p> <p>Display Activity sheet 2, <i>Cigarette packets</i>, page 54, on an overhead.</p> <p>Discuss the health warnings:</p> <ul style="list-style-type: none"> <li>• what do they mean?</li> <li>• why are they on the packets?</li> <li>• do you think that health warnings influence people not to smoke? Why?</li> </ul>	<p>The teacher may choose to display empty cigarette packets.</p> <p>Students may need to use a dictionary to clarify the meaning of some words, for example, <i>health hazard</i>.</p> <p>Refer to <i>Major decisions on smoking and tobacco</i>, page 139, in <i>Background Information</i> for additional health warnings.</p>
Individuals	<p>Create new health warnings for cigarette packets.</p>	

**Unit One: Drugs affect me**

**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?

**Resources:**

- Activity sheet 3  
*Scenarios*, p.55
- Worksheet 4 *Decision making*, p.56
- Activity sheets 4 and 5, *Suggested Responses for scenarios*, p.57-58

Organisation	Suggested activities	Teaching points
Whole Class	<p>Read aloud each scenario on Activity sheet 3, <i>Scenarios</i>, page 55.</p> <p>Discuss the scenarios using the Teaching points or the notes on <i>Decision making</i> in the <i>Background Information</i>, page 137:</p> <ul style="list-style-type: none"> <li>• Issues</li> <li>• Choices</li> <li>• Consequences</li> <li>• Decision.</li> </ul> <p>Using Worksheet 4, <i>Decision making</i>, page 56, class completes <i>Decision making</i> proforma.</p> <p><b>Alternative Activity</b></p>	<p>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:</p> <ul style="list-style-type: none"> <li>• Issues: what is the problem for the person in the scenario?</li> <li>• Choices: what can the person in the scenario do?</li> <li>• Consequences: what will happen if . . . . .?</li> <li>• Decision.</li> </ul> <p>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.</p>
Whole Class	<p>Class discusses Scenario 1. The teacher models how to complete the <i>Decision making</i> proforma, page 56.</p>	<p>A master copy of Worksheet 4, <i>Decision making</i>, used as an overhead or enlarged, may assist the teacher.</p>
Groups	<p>Students complete remaining scenarios using <i>Decision making</i> proforma.</p>	
Whole Class	<p>Discuss group decisions for each scenario. Students justify their decisions.</p>	

## Unit One: Drugs affect me

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

#### Resources:

- Activity sheet 6  
*Containers*, p.59
- Empty drink containers
- Alternatively
- Magazines

#### 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?

Organisation	Suggested activities	Teaching points
Whole Class	<p>Teacher makes an overhead of the Activity sheet 6, <i>Containers</i>, page 59. Discuss and list on board:</p> <ul style="list-style-type: none"> <li>• what drinks would be found in the containers?</li> <li>• are there any other drinks that are in different containers that you know?</li> <li>• what do you think these containers would be made out of?</li> <li>• why do you think containers are made out of different products?</li> </ul>	<p>Teacher or students collect pictures of alcoholic and non-alcoholic drinks from magazines as an alternative to using the Worksheet, <i>Containers</i>.</p> <p>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.</p>
Small Groups	<p>Students categorise drinks, for example:</p> <ul style="list-style-type: none"> <li>• dairy products, non dairy products</li> <li>• manufactured, natural</li> <li>• healthy, unhealthy</li> <li>• fizzy, non-fizzy.</li> </ul>	
Whole Class	<p>Students label categories and explain the groupings to class. Teacher explains that drinks can also be categorised into:</p> <ul style="list-style-type: none"> <li>• drinks that contain alcohol (alcoholic)</li> <li>• drinks that do not contain alcohol (non-alcoholic).</li> </ul> <p>Students categorise drinks that have been listed above. Display on the wall.</p>	<p>Refer to <i>Background Information</i>, page 148, on types of alcoholic drinks.</p>



## Unit One: Drugs affect me

### Lesson 6: What are alcoholic drinks and what do labels tell us? (cont.)

Organisation	Suggested activities	Teaching points
Small Groups or Pairs	<p>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.</p> <p>Each group is given an empty:</p> <ul style="list-style-type: none"> <li>• alcoholic drink container</li> <li>• non-alcoholic drink container.</li> </ul> <p>Students research, for example:</p> <ul style="list-style-type: none"> <li>• what is the name of the drink?</li> <li>• how much does the container hold?</li> <li>• is there alcohol in the drink? How do you know?</li> <li>• what are the ingredients?</li> <li>• where was the drink made?</li> </ul> <p>Students compare the labels on the containers of an alcoholic drink with the containers of a non-alcoholic drink.</p> <p>List responses and discuss:</p> <ul style="list-style-type: none"> <li>• what information on labels of alcoholic drinks and non-alcoholic drinks is the same?</li> <li>• are there any differences between labels found on alcoholic drinks and non-alcoholic drinks? If so, what?</li> </ul>	<p>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.</p> <p>Alcoholic drinks also include information such as alcohol content, number of standard drinks, description of drink, year it was manufactured, region and country.</p>

## Unit One: Drugs affect me

### Lesson 6: What are alcoholic drinks and what do labels tell us? (cont.)

Organisation	Suggested activities	Teaching points
Individuals or Pairs	<p>Students write or desk top publish an explanation about labelling. Include different aspects, for example:</p> <ul style="list-style-type: none"> <li>• what labels tell us</li> <li>• what are the differences between labels on the containers of an alcoholic drink and the containers of a non-alcoholic drink</li> <li>• why there are labels on drink containers.</li> </ul>	
Individuals, Whole Class	<p><b>Extension activities</b></p> <ol style="list-style-type: none"> <li>1. Students write sentences or description for a label or product. Class has to guess the name of the product.</li> </ol>	
Individuals	<ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Homework activity</b></p> <p>Students ask parents:</p> <ul style="list-style-type: none"> <li>• what are their favourite drinks?</li> <li>• do they know what is on the label?</li> <li>• how do they use this information?</li> </ul>	Ensure that drinks are non-alcoholic.

## 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

Organisation	Suggested activities	Teaching points
Whole Class	Record responses on board. <ul style="list-style-type: none"> <li>• What do you think alcohol is?</li> </ul>	For further information on alcohol, refer to <i>Background Information</i> , page 147.
Individuals or Pairs	Students write their own definition then research it using CD ROM, conventional dictionary or encyclopedia to confirm or correct definition.	
Whole Class	Teacher makes an overhead of Worksheet 5, <i>Alcohol facts</i> , page 60. Use the Worksheet as a cloze exercise or shared reading activity.	
Individuals	Students compare their own definition with the Worksheet and record any additional information.	
Individuals	Class book activity Students desk top publish or write three important facts that they have learnt about alcohol. Collate responses and make into a class book entitled, <i>What we know about alcohol</i> .	

**Stage 2 Unit One: Drugs affect me**

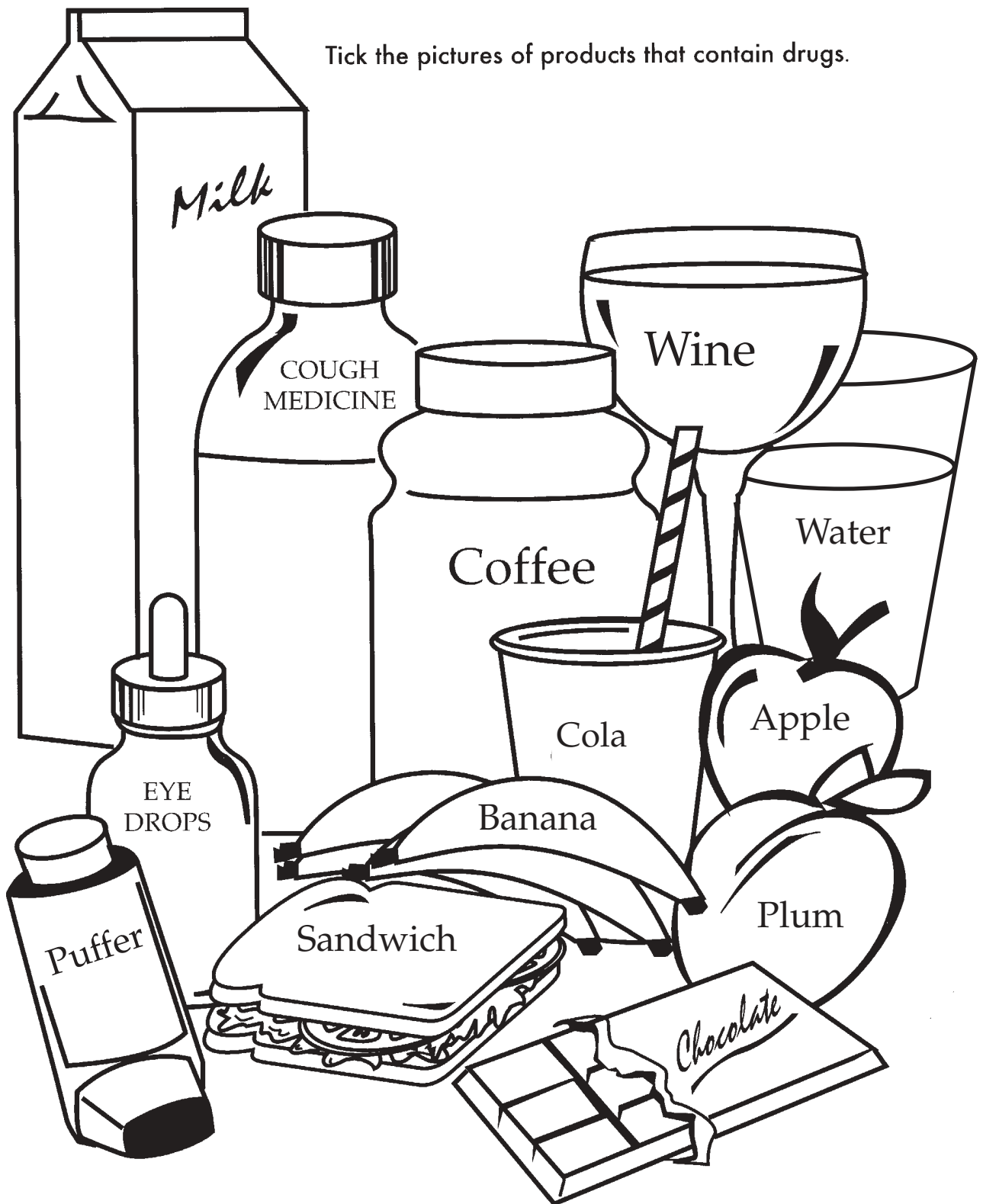
**Lesson 7: What effect does alcohol have on the body? (cont.)**

Organisation	Suggested activities	Teaching points
Small Groups	<p>Students write the statement <i>If an adult drank lots of alcoholic drinks it may make them.....</i></p> <p>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.</p> <p><i>want to drink more</i>      <i>angry</i></p> <p style="text-align: center;"><i>If an adult drank lots of alcoholic drinks it may make them.....</i></p> <p><i>drunk</i>      <i>giggly</i></p>	<p>Alcohol has different effects on different people. Refer to <i>Background Information</i>, page 147, for further information.</p> <p>Teachers need to be sensitive to students' varying responses.</p>
Pairs	<p>Students complete Worksheet 6, <i>Effects of alcohol</i>, page 61.</p>	<p>Students' knowledge about alcohol will be affected by their experiences and observations in their environment.</p>
Whole Class	<p>Discuss students' responses.</p>	

Stage 2

## Does it contain a drug?

Tick the pictures of products that contain drugs.



## 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.

The form consists of five large, empty circles arranged in a network pattern. One circle is at the top center. Below it are two circles, one on the left and one on the right. At the bottom are two more circles, one on the left and one on the right. These circles are intended for students to draw a picture of a person in their support network and write the person's name.

# Effects of smoking

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

## Effects of smoking

• makes the heart beat faster

• eyes get watery

• blood does not flow as easily

• less hungry  
• sick feeling

• not as much blood reaches the fingers and toes

• skin smells  
• fingers stain

• it is harder to breathe  
• physical fitness is reduced  
• more likely to get colds, coughs

• breath smells  
• food has less taste  
• teeth become stained

## Parts of the body

veins

heart

fingers, toes

eyes

skin

lungs

mouth

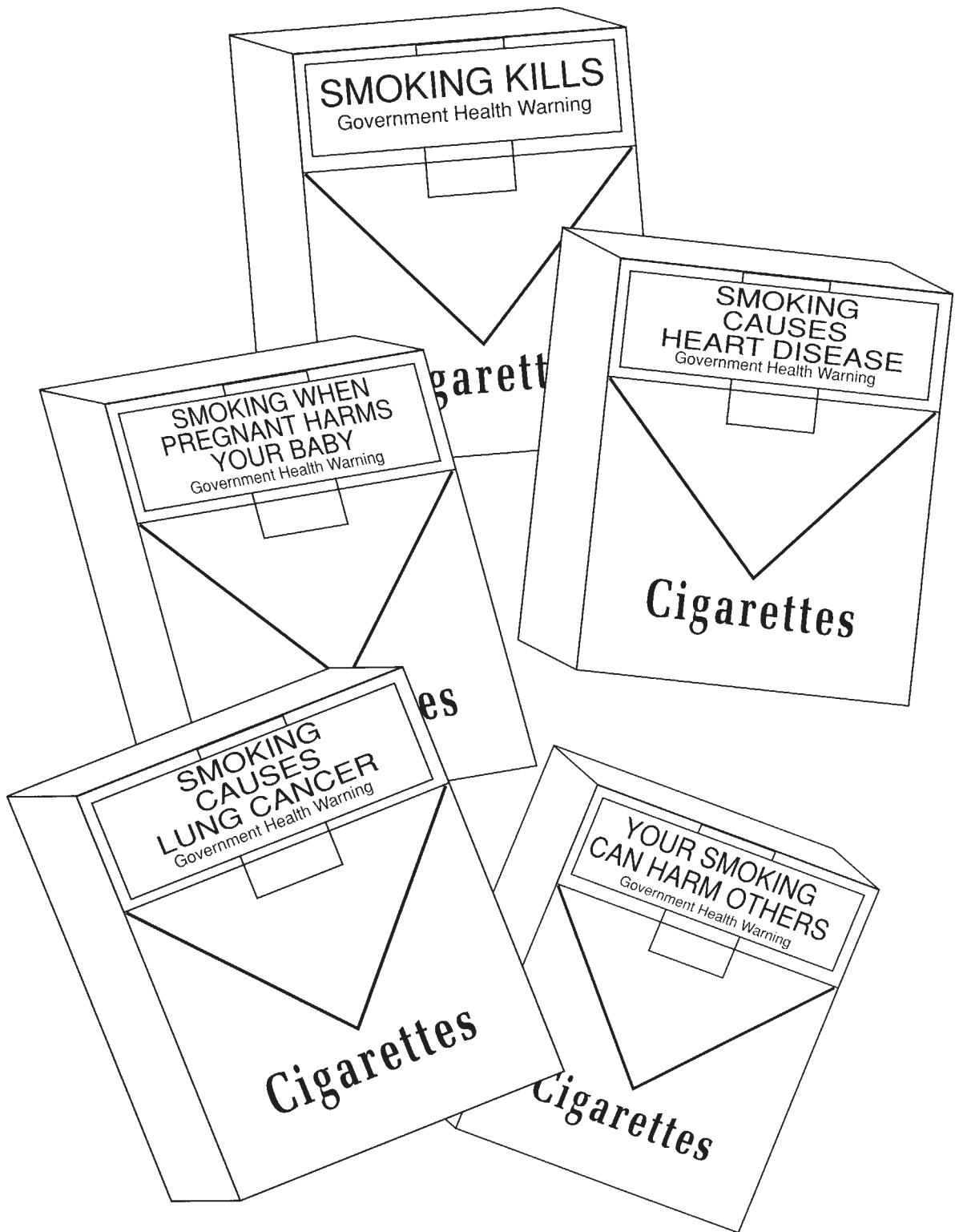
stomach

Stage 2



# Cigarette packets

Stage 2

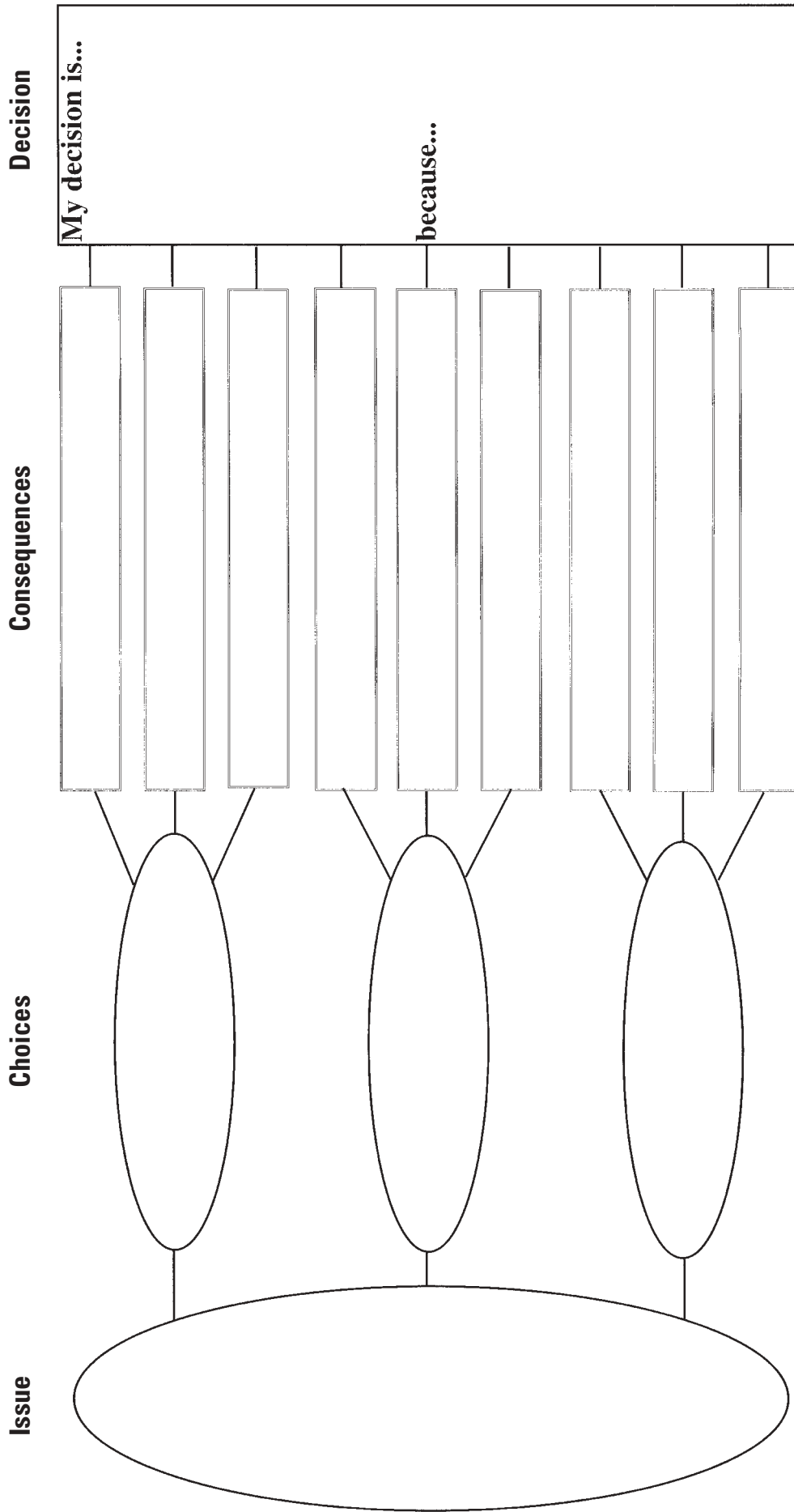


## Scenarios

### What can I do if someone is smoking near me?

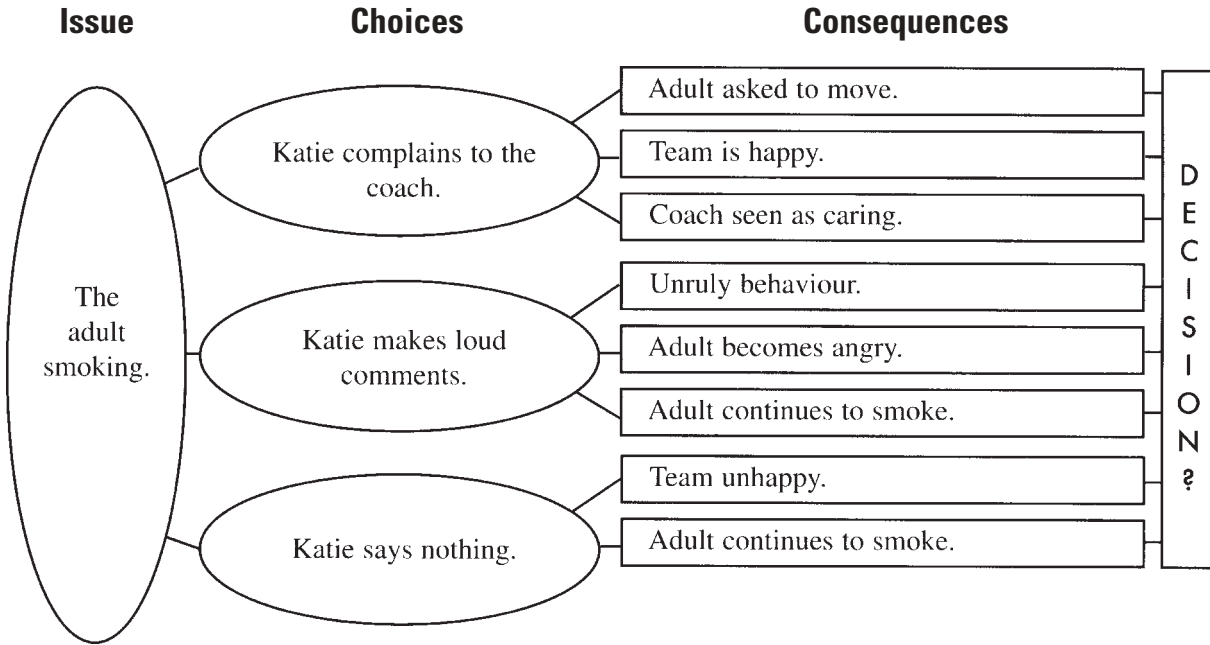
1. Katie was at softball. She was waiting for her game to start. Her coach had given the team an area in which to sit. An adult stood behind them and lit a cigarette.
2. Jesse's brother takes him home from school every day. His brother is in Year 8. They walk home with other Year 8 boys. They all smoke 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

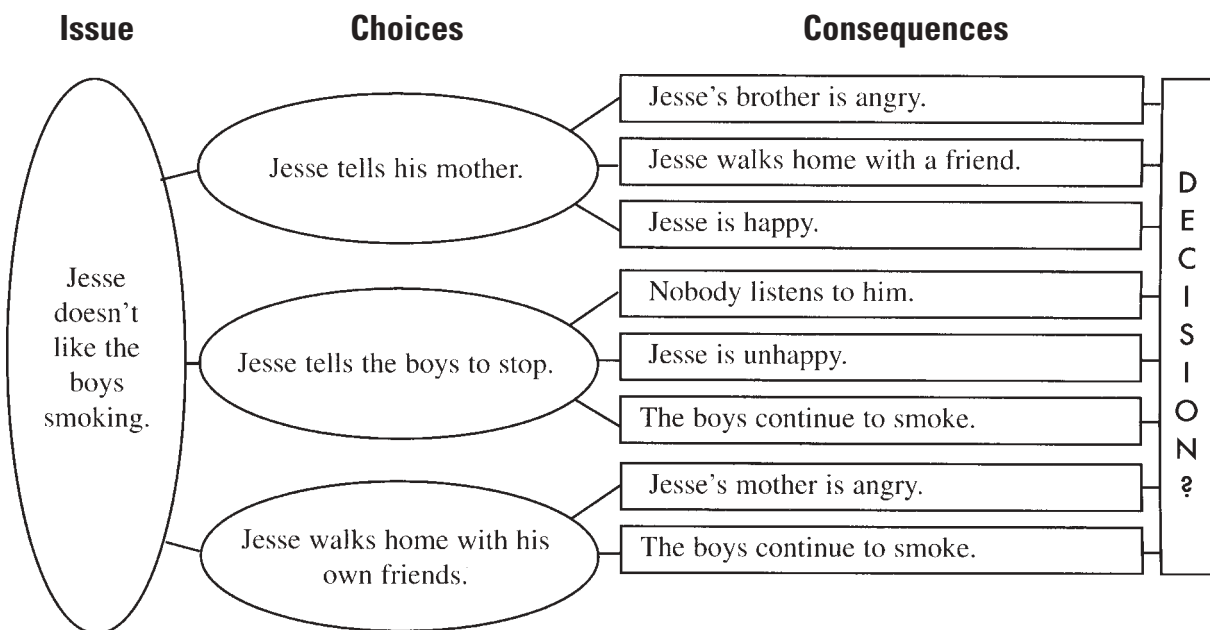


# Suggested responses for scenarios

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

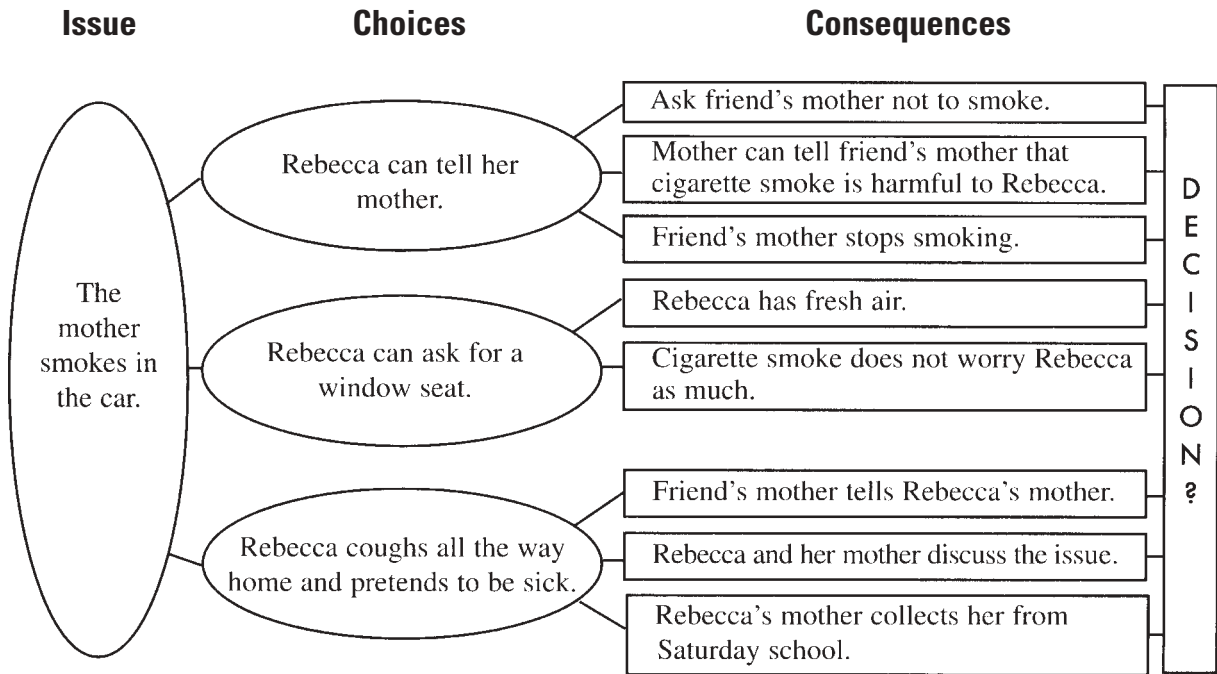


## Scenario 2 - STAGE 2, UNIT ONE - LESSON 5

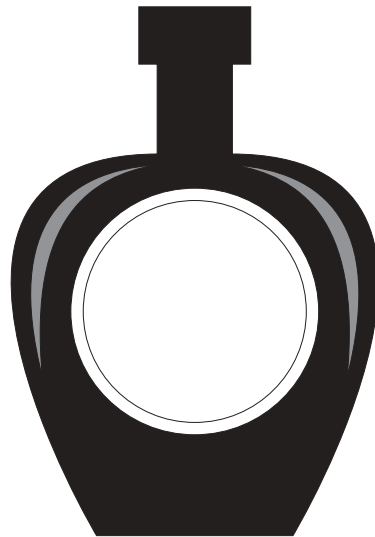
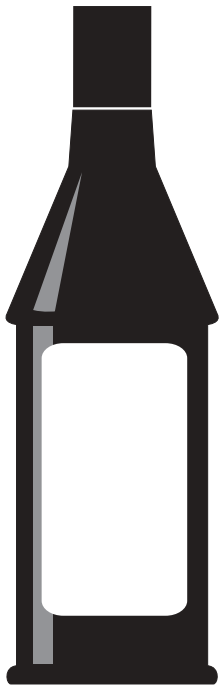


Stage 2

**Scenario 3** - STAGE 2, UNIT ONE - LESSON 5



# Containers



## 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**

# Effects of alcohol

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

<b>Some effects</b> <i>If an adult drank lots of alcoholic drinks it may make them.....</i>	<b>Is this harmful?</b> Yes, no, don't know	<b>If so (yes), how?</b> The person may.....
feel dizzy	yes	slip over
sleepy	yes	fall asleep at the wheel of a car

Stage 2



## Unit Two - Drugs affect me and others

Outcomes	Indicators
<p><b>Knowledge and Understanding</b></p> <p>Discusses the factors influencing personal health choices. (PHS2.12)</p> <p>Discusses how safe practices promote personal wellbeing. (SLS2.13)</p>	<p>Sample indicators could include:</p> <ul style="list-style-type: none"> <li>• discusses reasons why people use drugs for medical and non-medical purposes</li> <li>• explains the need for rules and laws made for the protection of themselves and others</li> <li>• explains the need for rules for safe behaviour in familiar settings</li> <li>• recognises how their body reacts and how they might feel in safe and unsafe situations.</li> </ul>
<p><b>Skills</b></p> <p>Makes decisions as an individual and a group member. (DMS2.2)</p> <p>Uses a range of problem-solving strategies. (PSS2.5)</p>	<p>Sample indicators could include:</p> <ul style="list-style-type: none"> <li>• gathers accurate information about tobacco and clarifies understandings</li> <li>• discusses advantages and disadvantages of options with friends when making decisions</li> <li>• uses problem solving on a group or individual basis</li> <li>• analyses problem situations.</li> </ul>
<p><b>Values and Attitudes</b></p> <p>Increasingly accepts responsibility for personal and community health. (V4)</p>	<p>Sample indicators could include:</p> <ul style="list-style-type: none"> <li>• defends the need for making decisions that enhance health</li> <li>• appreciates the need for safe practices in a range of situations and environments.</li> </ul>

## 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?

#### Resources:

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

#### 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?

Organisation	Suggested activities	Teaching points
Whole Class	Review what is a drug? Use dictionary to verify meaning.	Students suggest what they think 'drug' means. Teacher states the definition: <i>A drug is any substance which, when taken into the body alters its function physically or psychologically, excluding food, water and oxygen.</i> World Health Organisation (WHO)
Individuals	List drugs known to students. Using Worksheet 1, <i>Helpful and harmful drugs</i> , page 73, categorise drugs into: <ul style="list-style-type: none"> <li>• drugs that can help us</li> <li>• drugs that can harm us.</li> </ul>	The teacher may need to add to the student's list. Refer to <i>Background Information</i> for list of types of drugs, page 141.
Whole Class	Class reviews Worksheet 1. Discuss student choices, identifying that some drugs may be in both categories.	It should be noted that all drugs can be harmful if misused.
Whole Class	Brainstorm a list of all the products that contain caffeine.	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.
Whole Class	Graph the number of students who have consumed caffeine products in the preceding 24 hours.	

## Unit Two: Drugs affect me and others

### 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?

#### Resources:

- Activity sheet 1  
*Medicine scenarios*, p.74
- Examples of prescribed medicines and 'over the counter' medicines
- Worksheet 2 *Medicine containers*, p.75

Organisation	Suggested activities	Teaching points
Whole Class	<p>Discuss:</p> <ul style="list-style-type: none"> <li>• what are medicines?</li> <li>• how do people obtain medicines?</li> <li>• what do prescription medicines look like?</li> </ul> <p><i>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.</i></p>	<p>Medicines are classified as:</p> <ul style="list-style-type: none"> <li>• 'over the counter' drugs</li> <li>• prescribed medicines.</li> </ul> <p>Students should identify that medicines can be bought without a prescription from places such as supermarkets, corner shops and chemists.</p> <p>Prescription medicines can only be obtained from a chemist with a doctor's or dentist's prescription. At this age, medicines should be administered by an adult, except where a student has been taught the correct procedures for self administering, for example, using an asthma inhaler or self injecting insulin.</p>
Whole Class	<p>Read Activity sheet 1, <i>Medicine scenarios</i>, page 74, to class.</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• what do these stories tell us about using medicines?</li> </ul>	<p>The scenarios indicate that:</p> <ul style="list-style-type: none"> <li>• medicines are used if prescribed by a doctor</li> <li>• medicines are used to relieve pain or discomfort</li> <li>• medicines are used to treat specific illnesses</li> </ul>
Whole Class	<p>Discuss:</p> <ul style="list-style-type: none"> <li>• what do you need to remember when taking medicines?</li> </ul> <p>Write rules for taking medicines safely on Worksheet 2, <i>Medicine containers</i>, page 75.</p>	<ul style="list-style-type: none"> <li>• medicines can be used short or long term.</li> </ul>

## 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

Organisation	Suggested activities	Teaching points
Pairs	Shared reading of fact sheet, Activity sheet 2, <i>What is in tobacco smoke?</i> and <i>The effects of smoking</i> .	Refer to tobacco in <i>Background Information</i> , page 145.
Whole Class	Discuss Activity sheet 2 and reach a consensus on the most important facts for this age group.  Clarify and correct misunderstandings.	
Groups	Students compile two fact webs.  See Activity sheet 3, <i>Fact Webs</i> , page 77.	
Whole Class	Groups present information to class.	

## Unit Two: Drugs affect me and others

### Lesson 4: What happens when people smoke near me?

#### Resources:

- Activity sheet 4 *No smoking sign*, p.78

#### 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?

Organisation	Suggested activities	Teaching points
Whole Class	<p>Display Activity sheet 4, <i>No smoking sign</i>. Discuss:</p> <ul style="list-style-type: none"> <li>• where have you seen this sign before?</li> </ul>	<p>Refer to <i>Glossary</i>, page 150, for smoking definitions.</p>
Whole Class	<p>Introduce the term <i>passive smoking</i>, <i>mainstream smoke</i> and <i>sidestream smoke</i>. Discuss the meanings of the terms.</p> <p>Students identify situations where they may be exposed to passive smoking.</p> <p>Discuss and list places where smoking is banned.</p>	<p>Reasons for having a no smoking sign may include:</p> <ul style="list-style-type: none"> <li>• health reasons: in food preparation areas, in hospitals, public transport, work</li> <li>• safety reasons: near flammable products, in theatres to prevent fires.</li> </ul> <p>Places where smoking is banned include hospitals, public transport, schools, theatres, food preparation areas, Government buildings, taxis, domestic airlines and shopping centres.</p> <p>Refer to <i>Background Information</i>, page 139, for additional information.</p>
Individuals or Groups	<p>Students write a poem or jingle, <i>I like to be smoke-free</i>.</p> <p>Publishing options include:</p> <ul style="list-style-type: none"> <li>• desktop publishing on computer</li> <li>• issue <i>No smoking proforma</i> and write inside it. Cut out and display</li> <li>• write poem and illustrate.</li> </ul>	<p>Teacher should model structure of poem, for example, 4 lines in length.</p> <p><i>When I go to the shops It's really tops No one there is smoking Everyone is joking.</i></p>

## Unit Two: Drugs affect me and others

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

**Resources:**

- Activity sheet 5  
*Opinion meter*, p.79

**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?

Organisation	Suggested activities	Teaching points
Whole Class	Conduct <i>Opinion meter</i> activity.	Refer to Activity sheet 5, <i>Opinion meter</i> , page 79, for instructions.
Whole Class or Groups	<p>Reflection activities Activities could include:</p> <p>Cartoon strip (limit to 4 frames).</p> <p>Polarised debate. Suggestions include:</p> <ul style="list-style-type: none"> <li>• smoking should be banned in public areas</li> <li>• all restaurants should be smoke free.</li> </ul> <p>Mime using puppets or masks. ‘What do I think about smoking?’</p> <p>Design a postcard for a smoke-free zone. Write to a friend describing the benefits of being there.</p>	<p>Refer to <i>Background Information</i>, page 135, on:</p> <ul style="list-style-type: none"> <li>• <i>Cartoon strips</i></li> <li>• <i>Polarised debate</i>.</li> </ul>

## Unit Two: Drugs affect me and others

### 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?

#### Resources:

- Activity sheet 6  
*Situational cards – person*, p.80
- Activity sheet 7  
*Situational cards – place*, p.81
- Writing materials
- Paper or overhead transparency

Organisation	Suggested activities	Teaching points
Groups	<p>Discuss and record:</p> <ul style="list-style-type: none"> <li>• where do people sometimes drink alcohol?</li> <li>• when do people sometimes drink alcohol?</li> </ul> <p>Collate responses and create a class list.</p> <p>Examples include home, parties, celebrations, funerals, sporting events, barbecues, meal time, hotels, restaurants, nightclubs, picnics, work, weddings, funerals, religious service.</p>	Teacher needs to be sensitive to students' different responses.
Groups	<p><i>Situational cards</i> activity</p> <p>Each group is provided with three <i>place</i> cards and a complete set of the <i>people</i> cards.</p> <p>Students are to analyse each <i>place</i> card and create two piles:</p> <ul style="list-style-type: none"> <li>• people who might drink at this place or event</li> <li>• people who might not drink at this place or event.</li> </ul> <p>Teacher states:</p> <p><i>Group must come to a consensus as to where each card is placed.</i></p> <p>After a group consensus is reached group records reasons for decisions.</p>	The <i>Situational cards</i> should be cut out before the activity. Additional places or people could be included on the cards.



## Unit Two: Drugs affect me and others

### Lesson 6: What is alcohol and why may people choose not to drink it? (cont.)

Organisation	Suggested activities	Teaching points
Whole Class	<p>Teacher asks:</p> <ul style="list-style-type: none"> <li>• who were the characters least likely to be drinking alcohol in all of the situations that your group looked at?</li> <li>• why are they least likely to be drinking alcohol?</li> </ul> <p>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.</p>	Teacher directed discussion about why children are not allowed or usually discouraged from drinking alcohol will assist in the following activity.
Whole Class	<p>Joint construction activity</p> <p>Students design a poster or postcard for another Stage 3 student describing reasons why children are not allowed or usually discouraged from drinking alcohol.</p> <p>Students could be encouraged to scan their poster and e-mail it to another Stage 3 student.</p> <p>The effects of alcohol on children are much stronger because:</p> <ul style="list-style-type: none"> <li>• their bodies are still developing</li> <li>• their bodies are smaller and lighter</li> <li>• they have had less exposure and therefore have not built up a tolerance to the effects of alcohol.</li> </ul>	

## Unit Two: Drugs affect me and others

### Lesson 7: How does alcohol affect people’s behaviour?

**Resources:**

- Large pieces of paper
- Textas and sticky tape

**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	Teaching points												
Small Groups	<p>Each group chooses one of the following:</p> <ul style="list-style-type: none"> <li>• mechanic or machinery operator</li> <li>• car driver</li> <li>• pregnant woman</li> <li>• roller blader/skateboarder</li> <li>• accountant/lawyer/teacher</li> <li>• doctor/nurse/dentist</li> <li>• ferry/train/bus/coach driver</li> <li>• passenger on a bus</li> <li>• person walking down the street</li> <li>• farmer</li> <li>• tractor/motor bike/truck driver</li> </ul> <p>Students write on large piece of paper:</p> <p>POSSIBLE HARMS to .....</p> <p>eg mechanic or machine operator</p> <table border="1"> <thead> <tr> <th><i>What might happen to the person?</i></th> <th><i>What might happen to other people around the person?</i></th> </tr> </thead> <tbody> <tr> <td>Slip on the floor</td> <td>Burns from a chemical spill</td> </tr> <tr> <td>Fingers jammed in machine</td> <td>Person run over</td> </tr> <tr> <td>Cut themselves on equipment</td> <td>Accidentally knock other worker</td> </tr> <tr> <td>Chemical/machinery burn</td> <td></td> </tr> <tr> <td>Clothes get caught in the machinery</td> <td></td> </tr> </tbody> </table>	<i>What might happen to the person?</i>	<i>What might happen to other people around the person?</i>	Slip on the floor	Burns from a chemical spill	Fingers jammed in machine	Person run over	Cut themselves on equipment	Accidentally knock other worker	Chemical/machinery burn		Clothes get caught in the machinery		<p>Teachers may need to revise facts about alcohol, refer to Stage Two, Unit One.</p> <p>Teacher should identify and include people and occupations relevant to the local community.</p>
<i>What might happen to the person?</i>	<i>What might happen to other people around the person?</i>													
Slip on the floor	Burns from a chemical spill													
Fingers jammed in machine	Person run over													
Cut themselves on equipment	Accidentally knock other worker													
Chemical/machinery burn														
Clothes get caught in the machinery														

## Unit Two: Drugs affect me and others

### Lesson 7: How does alcohol affect people's behaviour? (cont.)

Organisation	Suggested activities	Teaching points
Small Groups	Small groups of students complete the table by listing possible harms of drinking alcohol to the person and other people around them.	
Pair Walk	Stick the completed lists on the wall around the classroom.  Groups rotate and add any further harms.	
Small Groups	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.	
Individuals	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.	

# Helpful and harmful drugs

In which group do you think that these drugs belong?

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

- coffee
- cigarettes
- cough medicine
- cola
- tea

## Helpful drugs


## Harmful drugs


Stage 2

## 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?**

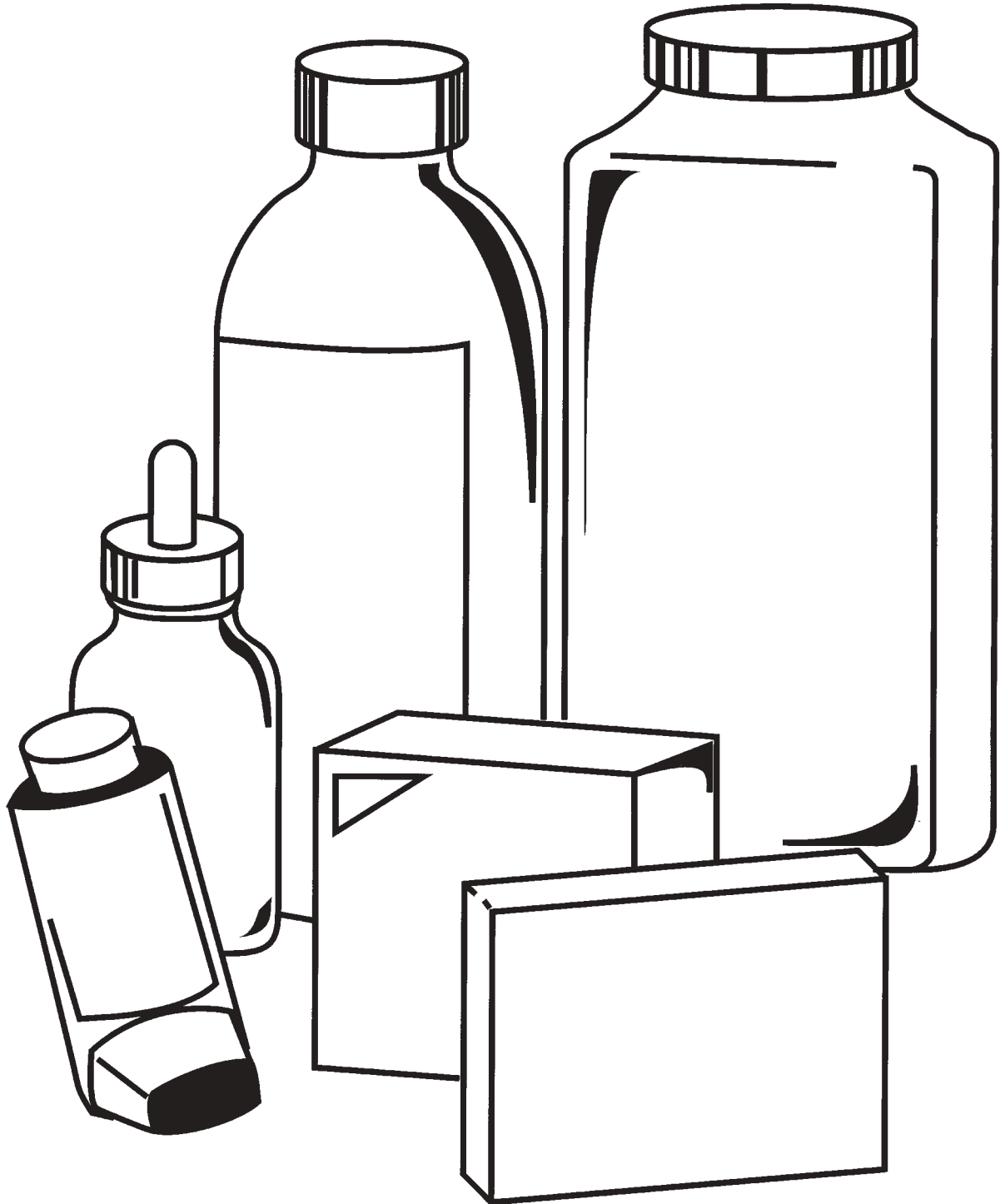
2. Shannon was riding his bike on the cement near the garage and fell off. His leg was caught in the wheel and his ankle was hurting badly. His mum took him to the doctor who said Shannon had sprained his ankle. That night mum gave him a tablet that the doctor had prescribed.

**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

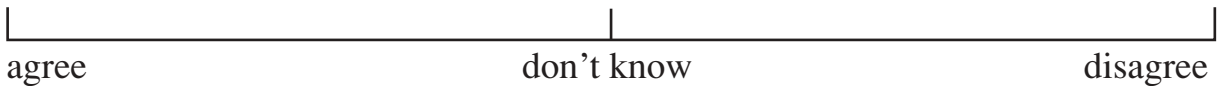


## Opinion meter

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.



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

14 year old	Grandfather
Pregnant woman	9 year old
18 year old	Parent
Person on medication	Ambulance driver

**Situational cards – Place**

Meal at home	Party
Sporting event	Picnic
Wedding	Funeral
Hotels	Restaurants
Birthday party	Religious service
Barbecue	After work