

Unit One - Keeping myself safe around drugs

Outcomes	Indicators
<p>Knowledge and Understanding</p> <p>Explains the consequences of personal lifestyle choices. (PHS3.12)</p> <p>Describes safe practices that are appropriate to a range of situations and environments. (SLS3.13)</p>	<p>Sample indicators could include:</p> <ul style="list-style-type: none"> • discusses why people use different products • identifies the effects of their decisions on themselves, others and the environment eg smoking, alcohol • describes ways to improve unsafe environments eg home • devises strategies to respond to situations, such as where people may be smoking or consuming alcohol • identifies factors that may cause harm eg passive smoking, smoking or consuming alcohol.
<p>Skills</p> <p>Makes informed decisions and accepts responsibility for consequences. (DMS3.2)</p> <p>Acts in ways that enhance the contribution of self and others in a range of co-operative situations. (INS3.3)</p>	<p>Sample indicators could include:</p> <ul style="list-style-type: none"> • predicts the consequences of their choices eg use of tobacco and alcohol • finds and analyses information upon which to make an informed decision • evaluates personal decisions • demonstrates actions that support the rights and feelings of others eg consideration, encouragement • clarifies opinions and attitudes towards drug use.
<p>Values and Attitudes</p> <p>Enjoys a sense of belonging. (V3)</p>	<p>Sample indicators could include:</p> <ul style="list-style-type: none"> • values the need to work co-operatively.

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
 - making health decisions

Drug Use

- definition, legal and illegal
- appropriate use, administration and storage of medicines
- effects of drugs
 - caffeine
 - alcohol
- labelling of drugs

Growth and Development

The Body

- body systems
 - functions
 - interrelationships

Interpersonal Relationships

Communication

- appropriate expression of feelings
- empathising
- assertiveness
- ‘I’ messages
- listening skills
- supporting others
- recognising and articulating feelings
- presenting a viewpoint

Families

- parental responsibilities

Safe Living

Personal Safety

- identifying risk situations, people and places

Home and Rural Safety

- safety with machines, appliances, animals and substances
- promoting safety awareness

Overview of lessons in this unit

Lesson 1 - What is a drug?

Lesson 2 - What are the rules for taking medicine?

Lesson 3 - Why do people smoke?

Lesson 4 - What effects can smoking have on us?

Lesson 5 - Why do we have smoke-free places?

Lesson 6 - How can we say ‘No’ to smoking?

Lesson 7 - What does alcohol do to the body?

Lesson 8 - Where and why do people consume alcohol?

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Lesson 1: What is a drug?

Things to look for - can students:

- write an accurate definition of a drug?
- categorise drugs into legal and illegal drugs?
- appreciate that drugs can be both helpful and harmful?

Resources:

- Activity sheet 1
What is a drug?, p.96
- Worksheet 1
Classification of drugs, p.97
- Magazines
- Newspapers
- Art paper
- Glue
- Scissors

Organisation	Suggested activities	Teaching points
Individuals	Students write their own definition of a drug.	<p><i>A drug is any substance which, when taken into the body, alters its function physically or psychologically, excluding food, water and oxygen.</i></p> <p>World Health Organisation (WHO) Under this broad definition most people take some form of drug at some time.</p>
Whole Class	Check dictionary definition and discuss. Compare with World Health Organisation definition, Activity sheet 1, page 96.	
Whole Class	Brainstorm ‘what drugs can you name?’ List responses and discuss.	
Individuals	Using Worksheet 1, students classify the drugs into: <ul style="list-style-type: none"> • legal drugs • illegal drugs. <p>The teacher explains that the drugs may be placed in more than one category. For example, it is illegal for under 18 year olds to be sold cigarettes or alcohol, but adults can legally purchase them.</p> <p>Alternatively, this activity may be done at home with parental involvement.</p>	

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Lesson 1: What is a drug? (cont.)

Organisation	Suggested activities	Teaching points
Whole Class	<p>Discuss classification of the drugs on the list, and question:</p> <ul style="list-style-type: none"> • why do some drugs appear in more than one category? 	
Small Groups	<p>Collect pictures of legal drugs, for example, alcohol, medicines, caffeine products from magazines and newspapers.</p>	
Small Groups	<p>Make a collage using pictures and add captions, to indicate awareness of helpful and harmful effects.</p>	

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Lesson 2: What are the rules for taking medicines?

Resources:

- Pencils
- Paper

Things to look for - can students:

- identify where medicines are obtained?
- state clearly the procedures for taking medicines safely?
- appreciate the need for responsible behaviour?

Organisation	Suggested activities	Teaching points
Whole Class	Teacher writes 'medicines' on board. What does it mean? Look up in dictionary and clarify.	Medicines are classified as: <ul style="list-style-type: none"> • over the counter drugs • prescribed medicines.
Whole Class	Review types of medicines and where they are obtained.	Students should identify that some medicines can be bought without a prescription from places such as supermarkets, corner shops, chemists. Prescription medicines can only be obtained from a chemist with a prescription from a doctor or dentist.
Whole Class	Write a procedure for taking medicines. Statements could include: <ul style="list-style-type: none"> • read instructions on medicine bottles or packets and collect required equipment, for example, medicine glass, glass of water • ensure it is the correct time of day • measure the correct dosage, for example, 5ml • take medicine • put the medicine back in the medicine cabinet • clean equipment. 	The teacher should review the format for procedural writing before students complete their own procedure. This activity should also be discussed from the viewpoint of students self medicating, for example, asthma inhalers, taking cough lozenges, using insulin injections.
Pairs - Stage 3 and Stage 1 students	Alternative activity Arrange with a Stage One class to participate in a joint construction of text lesson about taking medicines. Create a character and add the title, for example, <i>Sensible Sue/Responsible Ricky takes medicine safely</i> . Write a narrative using the character to illustrate the rules for taking medicines safely.	

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Lesson 3: Why do people smoke?

Things to look for - can students:

- gather and organise information about smoking?
- analyse data from questionnaire?
- make decisions on issues that affect their personal health?

Resources:

- Worksheet 2
Questionnaire, p.98
- Graph paper
- Worksheet 3
Suggested activities for questionnaire, p.99

Organisation	Suggested activities	Teaching points
Individuals	Each student completes Worksheet 2, <i>Questionnaire</i> , page 98, on smoking.	The <i>Questionnaire</i> should be issued to each student and completed before the lesson.
Whole Class	<p>Tally and analyse class results of questionnaire.</p> <p>Teacher chooses activities from Worksheet 3, <i>Suggested activities for questionnaire</i>, page 99, that are suited to the students' abilities.</p> <p>Discuss questionnaire findings in a generalised manner.</p>	<p>Prior to the questionnaire being issued, the teacher should revise techniques for interviewing, emphasising that students need to know the person they are interviewing and have their parents' permission.</p> <p>When tallying class results of questionnaire, students should not be asked to identify the person they interviewed.</p> <p>The teacher needs to deal sensitively with issues that may arise from the questionnaire and model non-judgmental attitudes about responses.</p> <p>Refer to <i>Background Information</i>, page 145.</p>

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Lesson 4: What effects can smoking have on us?

Things to look for - can students:

- identify the harmful effects of smoking?
- discuss the effects of smoking?
- appreciate that others may have different opinions and values?

Resources:

- Activity sheet 2 *Facts - Tobacco*, p.100
- Activity sheet 3 *Facts - Effects of smoking*, p.101
- Worksheet 4 - *Tobacco cloze passage*, p.102

Organisation	Suggested activities	Teaching points										
Pairs, Groups	Shared reading of Activity sheets 2 and 3.	Pairs or groups need to be of mixed reading ability.										
Whole Class	Review the content and clarify any issues that may have arisen.											
Individuals	Complete <i>Tobacco - cloze passage</i> on Worksheet 4.											
Whole Class	Compare responses. Orally complete <i>Quick Quiz</i> , page 102.											
Whole Class	<p>Conduct <i>Opinion Continuum</i> activity.</p> <p>Using the same rating as in the <i>Questionnaire</i>, students stand on the part of the continuum that is appropriate to them.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Agree</td> <td style="text-align: center;">Disagree</td> </tr> <tr> <td style="text-align: center;">Strongly agree</td> <td style="text-align: center;">Strongly disagree</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td style="text-align: center;">No comment</td> <td style="text-align: center;">No comment</td> </tr> </table> <p>Statements could include:</p> <ul style="list-style-type: none"> • do you think people look attractive when they smoke? • do you think people worry about the health effects of smoking when they are: <ul style="list-style-type: none"> - teenagers? - older? • do you think that if you smoke there will be harmful effects to your body? 	Agree	Disagree	Strongly agree	Strongly disagree					No comment	No comment	<p>Refer to <i>Opinion meter</i>, Stage 2, page 79 for additional suggestions.</p> <p>A debriefing session on the issues raised may need to be conducted at the end of the <i>Opinion Continuum</i> activity, so that stereotypical or incorrect responses are not reinforced.</p>
Agree	Disagree											
Strongly agree	Strongly disagree											
No comment	No comment											
Pairs	Students discuss statements.											

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Lesson 5: Why do we have smoke free places?

Resources:

- Activity sheet 4 *No Smoking sign*, p.103

Things to look for - can students:

- identify parts of the body that are affected by smoking?
- indicate the effects of smoking on various body parts?
- express their values and opinions assertively?

Organisation	Suggested activities	Teaching points
Individuals	Activity to be completed before the lesson by students. Students to identify and list smoke-free locations in the community.	Refer to <i>Background Information</i> , page 139, on <i>Major decisions on smoking and tobacco</i> .
Whole Class	Revise effects of smoking on the body from the previous lesson. Teacher displays Activity sheet 4, <i>No smoking sign</i> , page 103, and asks the meaning of the symbol and where it can be found. Compile list of places.	Students refer to locations identified before the lesson.
Whole Class	Discuss: <ul style="list-style-type: none"> • what is passive smoking? • the effects of passive smoking. 	Refer to <i>Glossary</i> , for definition of passive smoking.
Whole Class	Role Play - What could you do? Examples could include: <ul style="list-style-type: none"> • four students being driven to sport on the weekend. The driver is smoking • a family is eating lunch at an outdoor restaurant and someone is smoking at the table next to them • you are waiting to catch a bus and the person next to you lights a cigarette. <p>Students may suggest their own scenarios. Ensure that students do not take on the role of the person smoking.</p>	Refer to <i>Background Information</i> , page 138, on <i>Role play</i> . Teachers should role play the characters who are smoking so that students do not practise negative roles. Inappropriate responses are discouraged by the teacher by posing questions such as: <ul style="list-style-type: none"> • what might happen if you do that? • would that be the best action? • what else would you do?

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Lesson 6: How can we say 'No' to smoking?

Things to look for - can students:

- analyse situations when harm may occur?
- appreciate the consequences of their decision making?
- use decision making skills to make informed choices?

Resources:

- Activity sheet 5
Scenarios, p.104
- Worksheet 5 *Decision making*, p.105
- Overhead projector,
- Activity sheets 6, 7
Decision making examples, p.106-107

Organisation	Suggested activities	Teaching points
Whole Class	<p>Teacher reads scenario 1 from Activity sheet 5, <i>Scenarios</i>, page 104.</p> <p>Using the <i>Decision making</i> proforma, page 105, class discusses scenario.</p> <p>Teacher models how to complete <i>Decision making</i> proforma using <i>Decision making examples</i> as a guide on Activity sheets 6 and 7, pages 106-107.</p>	<p>Refer to <i>Background Information</i>, page 137, on <i>Decision making</i>. The teacher should model the procedure for completing the <i>Decision making</i> proforma, using Worksheet 5, <i>Decision making</i>.</p> <p>A master copy used as an overhead may assist the teacher with the modelling process.</p>
Small Groups	<p>Students complete remaining scenarios on Activity sheet 4, <i>Scenarios</i>.</p>	<p>Activity sheets 6 and 7 <i>Decision making examples</i>, pages 106-107, are suggestions of responses. Students should be encouraged to give their own suggestions.</p>
Whole Class	<p>Group leader reports decisions made.</p>	
Individuals	<p>Design a sticker or badge promoting non smoking (encourage emphasis on health aspects).</p>	

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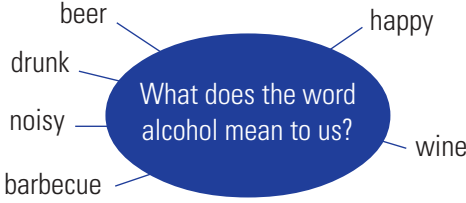
Lesson 7: What does alcohol do to the body?

Things to look for - can students:

- identify the effects of alcohol?
- understand what alcohol is?

Resources:

- Activity sheet 8
What is alcohol?, p.108
- Activity sheet 9 *Effects of alcohol*, p.109
- Large piece of paper
- Textas

Organisation	Suggested activities	Teaching points
Pairs or Groups	<p>Wheel diagram activity</p> <p>On a large piece of paper, students write the question <i>What does the word alcohol mean to us?</i></p> <p>Students write responses.</p> 	<p>Refer to <i>Background Information</i>, page 147, for information on alcohol.</p> <p>The wheel diagram is used later in the lesson.</p>
Small Groups	<p>Complete shared reading of Activity sheets 8 and 9, <i>What is alcohol?</i> and <i>Effects of alcohol</i>, pages 108 and 109.</p>	
Small Groups or Pairs	<p>Using the same groupings as the Wheel diagram activity, students compare their responses with the Activity sheets 8 and 9.</p> <p>In their groups answer the following:</p> <ul style="list-style-type: none"> • what new things did we learn about alcohol? • what was already known? 	
Groups	<p>Students report to the class on one new fact that they have learnt in this lesson.</p>	

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Lesson 8: Where and why do people consume alcohol?

Things to look for - can students:

- identify where and when people may consume alcohol?
- identify why people may or may not consume alcohol?
- discuss situations involving alcohol and possible harm?
- express opinions about harms associated with drinking alcohol?

Organisation	Suggested activities	Teaching points
Pairs to Small Groups	<p>Separate class into two groups</p> <p>Discuss:</p> <ul style="list-style-type: none"> • at what events do people sometimes drink alcohol? • at what events do people usually not drink alcohol? <p>Students consider the following environments: home, special events, sports events, social activities.</p> <p>Examples of where alcohol may sometimes be consumed include: home, parties, celebrations, funerals, sporting events, barbecues, meal time, hotels, restaurants, nightclubs, anniversaries, picnics, work, weddings, funerals, religious service.</p> <p>Examples of where people usually do not drink alcohol include: work, libraries, barbecues, meal times, weddings, taxis, parties, public buildings, cinemas, public transport.</p>	<p>The first activity in this lesson may only need quick revision as students have undertaken similar activities in Stage 2, page 69.</p> <p>The teacher should make clear that alcohol does not have to be involved in social situations.</p> <p>General examples rather than specific examples of where and when drinking of alcohol may occur should be elicited from students. In some cultures, the consumption of alcohol is not acceptable. The emphasis in these responses is the personal and situational factors influencing reasons for drinking or not drinking alcohol.</p>
Pairs	<p>Pairs to join with other pairs to discuss responses. Join two groups of pairs together to compare and discuss responses.</p>	

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Lesson 8: Where and why do people consume alcohol? (cont.)

Organisation	Suggested activities	Teaching points
Groups	<p>Activity</p> <ul style="list-style-type: none"> • What reasons may people give for drinking alcohol? • What reasons may people give for not drinking alcohol? <p>Students consider why people may drink in the following situations: home, special events, sports events, social activities.</p> <p>Reasons people may want to drink alcohol include: they like the taste; have always done so; to find out what it's like; at funerals - feel sad; it is offered; relaxation; weddings - celebrate, toast the bride and groom; enjoy the taste; sporting event - celebrate, commiserate; other people are drinking; to get drunk.</p> <p>Reasons people may not want to drink alcohol include: they don't like the taste; health and fitness reasons; want to be fully in control; too young to purchase it - under 18 years of age; don't like the smell; on a medication; health issues; pregnancy; religious reasons; previous experiences with alcohol.</p> <p>Compare similarities and differences of reasons given for group activity.</p>	

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Lesson 8: Where and why do people consume alcohol? (cont.)

Organisation	Suggested activities	Teaching points
Whole Class	<p>Harm continuum activity Teacher highlights that sometimes there may be harms to other people when alcohol is consumed.</p> <p>Clarify the term 'harm'. Ask students to provide a synonym for the word 'harm' eg injure, damage, hurt, wound.</p>	<p>Students could use the Tools option on the computer (thesaurus) to find synonyms.</p>
Whole Class	<p>Harm continuum - at one end of the room <i>least harmful</i>, at the other end of the room the <i>most harmful</i> situation. Students rate the harm associated with the statement by standing on a particular place on the continuum.</p> <p>Teacher reads the following statements. Students may be asked to give a reason why they are standing at a particular spot on the continuum.</p> <p>Statements could include:</p> <ul style="list-style-type: none"> • a 12 year old crossing the road • a 12 year old crossing the road at night • a 12 year old being a passenger in a car • a 12 year old being a passenger in a car with a person who has been drinking alcohol. 	<p>Teachers should encourage students to give reasons, however students should be given the right to pass if they feel uncomfortable.</p>

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Lesson 8: Where and why do people consume alcohol? (cont.)

Organisation	Suggested activities	Teaching points
	<ul style="list-style-type: none"> • a 12 year old at his/her parent's party and tasting an alcoholic drink • a 12 year old at his/her friend's party and tasting an alcoholic drink without parental permission. <p>The harms associated with the use of alcohol can be affected by a number of factors such as:</p> <ul style="list-style-type: none"> • the alcohol content • type of alcohol • the person: gender, age, body weight • food content of stomach • the place eg party, alone at home • the amount of alcohol consumed • the rate at which alcohol is consumed. 	

What is 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)

Classification of drugs

Legal

Illegal

_____	paracetamol	_____	caffeine (cola)
_____	_____	_____	morphine
_____	_____	_____	pethidine
_____	_____	_____	tranquillisers
_____	_____	_____	caffeine (tea)
_____	_____	_____	alcohol
_____	_____	_____	marijuana
_____	_____	_____	nicotine (cigarettes)
_____	_____	_____	caffeine (coffee)
_____	_____	_____	caffeine (chocolate)
_____	_____	_____	heroin
_____	_____	_____	cocaine
_____	_____	_____	throat lozenges
_____	_____	_____	antiseptic cream
_____	_____	_____	sleeping tablets
_____	_____	_____	aspirin
_____	_____	_____	

Answers:

Legal: paracetamol, tranquillisers, caffeine (all types), sleeping tablets, throat lozenges, aspirin, morphine, nicotine (cigarettes), alcohol, antiseptic cream, pethidine.

Illegal: marijuana, cocaine, heroin.

Questionnaire

Choose someone who is a regular smoker or who used to smoke.

Circle: male or female.

Ask:

1. What age were you when you had your first cigarette? _____
2. Who or what influenced you to smoke? _____

3. When did you become a regular smoker? _____
4. How many cigarettes do/did you smoke each day? _____
5. What is/was the cost of your cigarettes? _____
6. Which brand do/did you smoke and why? _____

7. Have you ever stopped/ever tried to stop smoking? Why? _____

8. Has smoking affected your health in any way? _____

9. What is your opinion about smoking in public places?
(ie trains, restaurants, the work place, doctor's surgery, shops etc).

10. How does/did your family feel about your smoking?
(Circle the response that describes the feeling)

Strongly agree	Agree	No comment	Disagree	Strongly disagree

Suggested activities for questionnaire

Question 1 Calculate the average age of when the people interviewed had their first cigarette.

Compare males vs females.

Question 3 Calculate the average age of when the people interviewed became regular smokers.

Question 4 Who smoked the most cigarettes per day? Males or females?

Time	Cost	What could you buy with the same amount of money?
1 week		
1 month		
1 year		

Questions 4-5 Students calculate the cost of purchasing cigarettes. How much would be spent?

Question 6 What were the main reasons people chose the brand they did? Reasons could include: cost, tar content, advertising, social reasons.

Question 7 Bar graph of responses.

Questions 8-9 Discuss results.

Question 10 Students indicate how they feel about smoking.



Facts - Tobacco

What is tobacco?

It is the dried leaves of the tobacco plant.

How is tobacco used?

It can be smoked in cigarettes, pipes or cigars.

It can be sniffed as snuff (very popular until the mid nineteenth century). It can also be chewed.

What is in tobacco smoke?

There are three major substances:

1. Nicotine

Nicotine is the drug in tobacco. It is also used as a poison.

It can cause people to become dependent through regular use.

It takes 7.5 seconds for nicotine to act on the brain after inhaling cigarette smoke.

Firstly the brain is stimulated, then it relaxes and slows down.

Nicotine is absorbed and distributed to other body organs very quickly.

2. Tar

Tar is the main cause of lung and throat cancer.

It aggravates bronchial and respiratory disease.

One packet of cigarettes per day means a smoker inhales more than half a cup of tar per year, approximately 150mls.

The benefits from smoking low tar cigarettes are limited.

The yellow staining on fingers and teeth is caused by tar.

3. Carbon monoxide

Carbon monoxide is an odourless, colourless and very toxic gas.

It is found in car exhaust fumes and in smoke from fires.

Carbon monoxide enters the blood more easily than oxygen.

4. Other substances

There are small amounts of more than 4000 other substances, some toxic, some known to cause cancer.

Interesting Facts:

- Fewer Australians are smoking now than 50 years ago.
- People do not gain weight because they stop smoking. They may gain weight if they eat more.
- Students who play sport at competitive levels are less likely to be regular and heavy smokers.
- Advertising and visual media portray images that put pressure on girls to be beautiful, successful, thin, independent and popular with peers.
- The younger that people start smoking cigarettes the more likely that they are to become strongly dependent on nicotine.

Adapted from the *Tobacco* fact sheet with permission of CEIDA.

Facts - 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.

1. Immediate effects:

- temporary rise in blood pressure
- increased acid in the stomach
- paralysis of the fine hairs lining the lung
- weaker appetite, taste and smell
- dizziness, nausea, watery eyes
- heart beats faster
- physical fitness, both performance and endurance, is reduced
- less blood flows to fingers and toes.

2. Long-term effects:

- narrows, hardens blood vessels especially in the heart and legs
- increased risk of stomach ulcers
- speeds up signs of ageing such as wrinkles and dry skin
- reduces the rate of lung growth
- shortness of breath
- stains on fingers and teeth
- increased risk of colds, pneumonia, bronchitis
- increased risk of heart attacks, heart disease
- increased risk of cancer in lungs and mouth.

Tobacco - cloze passage

Tobacco comes from a _____.

The leaves are dried and used in _____ and _____.

Sometimes tobacco is chewed. Nicotine is the drug in tobacco.

It is also a _____. It is absorbed very quickly by the body.

Tar is released in tobacco smoke.

It is the main cause of _____ and _____ cancer.

It also causes shortness of breath and wheezing. The yellow stain on teeth and fingers is caused by _____.

Carbon monoxide is a colourless _____.

It enters the blood stream more easily than _____.

It is also found in _____ and _____.

Quick Quiz:

Circle the correct answers. The number of correct answers varies from question to question.

Smoking causes:

- | | |
|---------|---|
| Heart | a. heart to beat faster
b. sleepiness
c. freckles |
| Lungs | a. extra energy
b. reduced physical fitness
c. increased risk of cancer |
| Stomach | a. nausea
b. decreased appetite
c. increased risk of stomach ulcers |
| Mouth | a. breath to smell
b. stains on teeth
c. teeth to fall out |
| Skin | a. wrinkles
b. skin to smell
c. freckles |

Answers Cloze Passage:

plant
cigarettes
pipes or cigars
poison
lung, throat
tar
odourless, toxic gas
oxygen
exhaust fumes
smoke from fires

Quick Quiz

Heart: a
Lungs: b, c
Stomach: b, c
Mouth: a, b
Skin: a, b

No smoking sign



Scenarios

How can I communicate what I want to my friends and family?

1. Kia is at home with her older sister. Their Aunty Mae, who is a heavy smoker, arrives while their mother is out shopping. Aunty Mae lights up a cigarette as soon as she enters the house. There is no smoking allowed in Kia's house.

What should she do?

2. Liam is 10 years old. Each night his uncle smokes a cigarettes while watching the TV with him. Liam likes watching TV with his uncle, but doesn't like the smell because it makes him feel sick. He would like his uncle to stop.

What should he do?

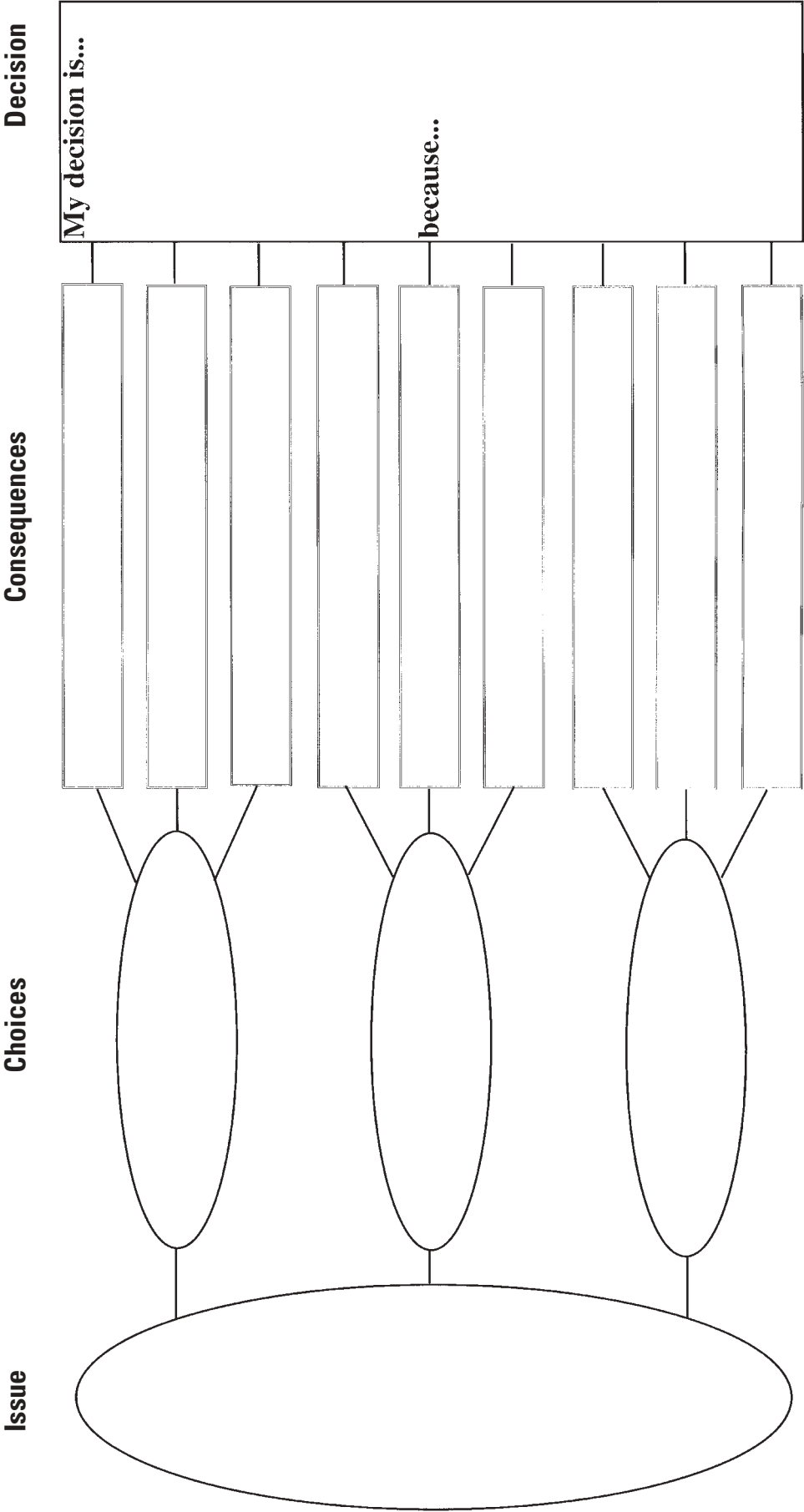
3. Jim is 11 years old and his friend Micky has invited him to stay at his place for the weekend. Jim knows that Micky's family smokes cigarettes. Micky is worried that his parents will not allow him to go because his family does not smoke.

What should he do?

4. Shelley is 11 years old. She and her friends, Billie and Roslyn, are playing in the park on Saturday afternoon. Billie says she has a packet of cigarettes and offers them to Shelley and Roslyn. Roslyn takes a cigarette. Shelley does not want to take a cigarette, but does not want to be left out of the group.

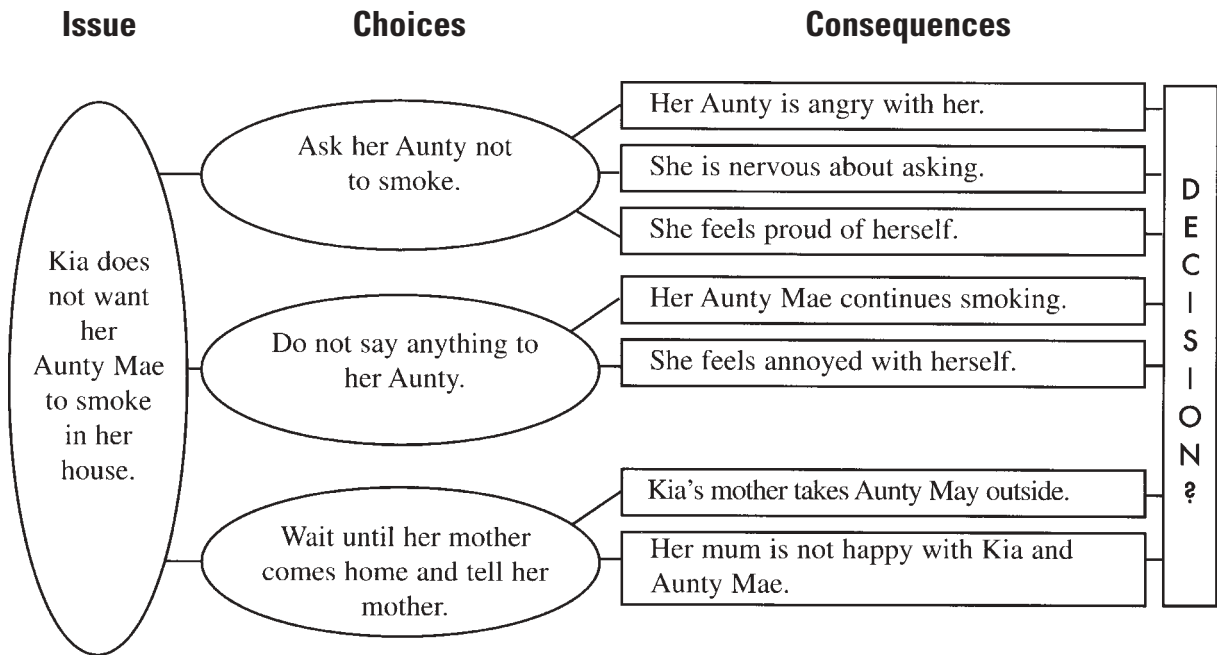
What should she do?

Decision making

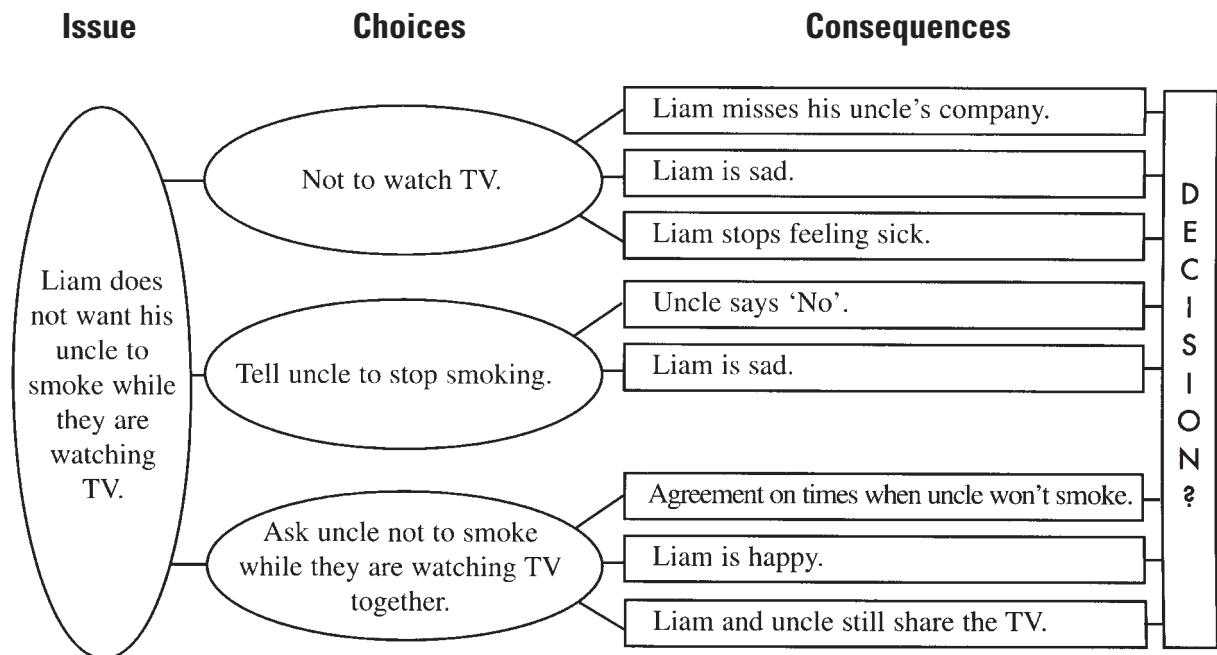


Decision Making examples

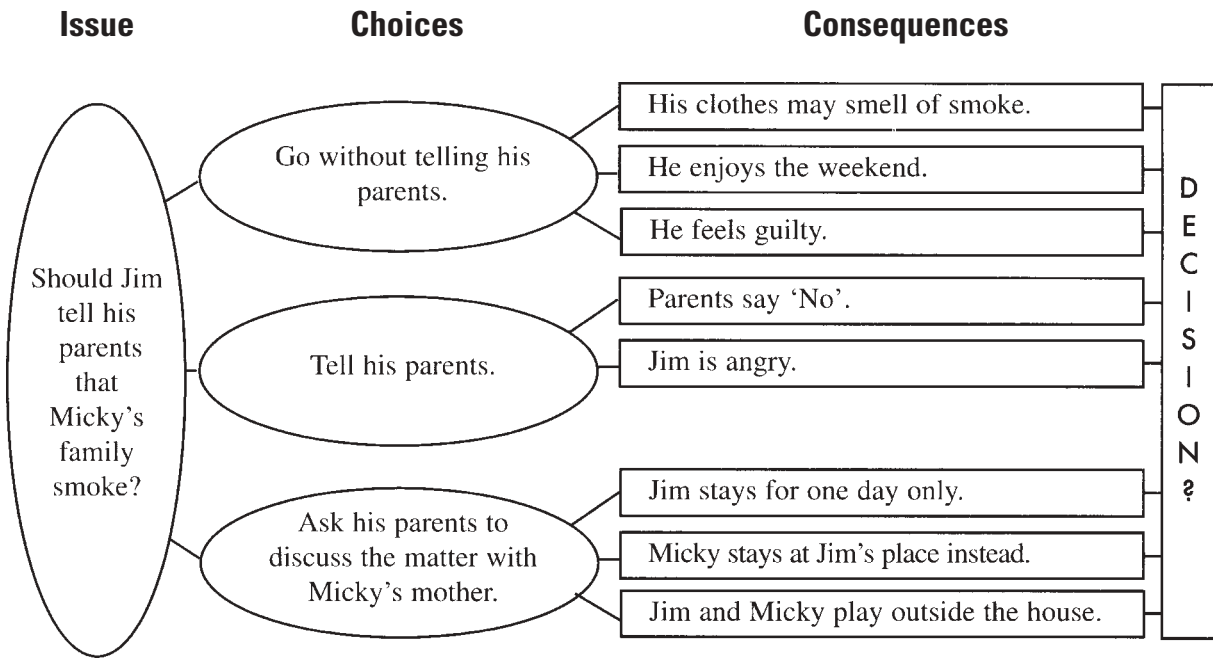
Scenario 1 - STAGE 3, UNIT ONE - LESSON 6



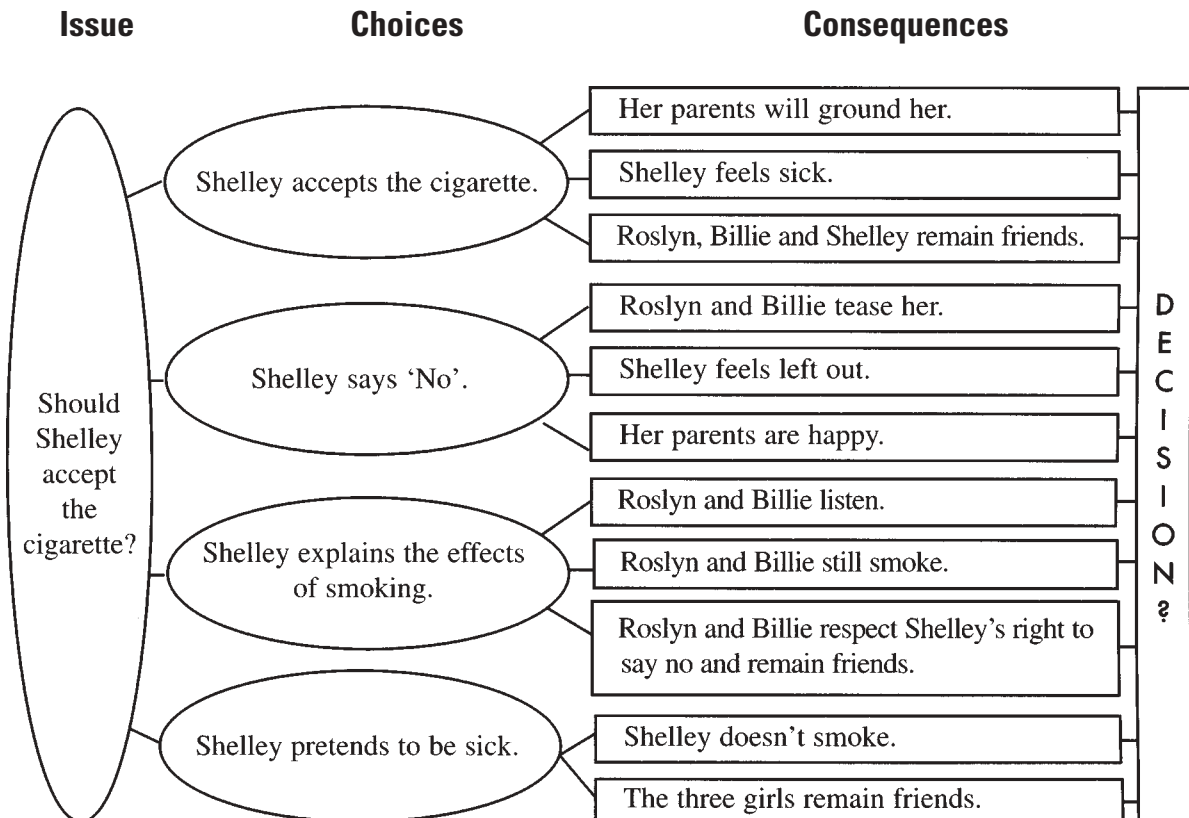
Scenario 2 - STAGE 3, UNIT ONE - LESSON 6



Scenario 3 - STAGE 3, UNIT ONE - LESSON 6



Scenario 4 - STAGE 3, UNIT ONE - LESSON 6



What is alcohol?

Alcohol is a powerful drug

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

Facts about the use of alcohol

- It is against the law to sell alcohol to a person under the age of 18.
- It is illegal to drive with a blood alcohol concentration of more than .05. For people on L and P plates the limit is .02.
- The liver breaks down alcohol in the body. Drinking coffee cannot speed up this process.
- A person can become dependent on the regular intake of alcohol.
- Combining alcohol and other drugs can be harmful.

Effects of alcohol

Not all people are affected by alcohol use in the same way.

The effect can depend upon factors such as:

- the type of alcoholic drink
- how much and how quickly alcohol is consumed
- the person's body, size, weight, sex and age
- the mood of the person
- the health of the person
- combining alcohol with other drugs
- the situation, for example, alone or at a party.

Immediate effects

Some immediate effects may include:

- relaxed feeling
- feeling of well being
- easier to be friendly
- flushing, dizziness
- unable to think clearly
- slow reaction
- unco-ordinated movement.

Heavy drinking over a short time can also cause:

- blurred vision
- slurred speech
- shakiness
- possible vomiting.

Long-term effects

People who drink a lot of alcohol regularly, over a period of time, may experience some physical, emotional, economic or social problems related to alcohol.

Damage to some of the body organs can be permanent.

Adapted from the *Alcohol* fact sheet with permission of CEIDA.

Unit Two - Making decisions about drugs

Outcomes	Indicators
<p>Knowledge and Understanding</p> <p>Explains the consequences of personal lifestyle choices. (PHS3.12)</p> <p>Explains and demonstrates strategies for dealing with life changes. (GDS3.9)</p>	<p>Sample indicators could include:</p> <ul style="list-style-type: none"> identifies the positive and negative effects of various substances on the body eg analgesics, tobacco, caffeine, alcohol identifies how and why males and females are targeted in a range of advertisements eg advertising for alcoholic products identifies the effects of their decisions on themselves and others eg smoking and alcohol recognises a wide range of influences on personal identity eg media, peers.
<p>Skills</p> <p>Communicates confidently in a variety of situations. (COS3.1)</p> <p>Makes informed decisions and accepts responsibility for consequences. (DMS3.2)</p>	<p>Sample indicators could include:</p> <ul style="list-style-type: none"> writes an advertisement to change emphasis communicates ideas through a collage models strategies for prevention through role play discerns the reliability of what is presented in the media eg alcohol and caffeine advertisements predicts the possible consequences of their actions eg use of tobacco or alcohol.
<p>Values and Attitudes</p> <p>Increasingly accepts responsibility for personal and community health. (V4)</p>	<p>Sample indicators could include:</p> <ul style="list-style-type: none"> appreciates the need for safe practices in a range of situations and environments values their health and safety and that of others.

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
- considering the effect of decisions on others
- making health decisions

Drug Use

- definition, legal and illegal
- appropriate use, administration and storage of medicines
- effects of drugs
 - caffeine
 - alcohol
 - tobacco
- effects of drug use for the community
- labelling of drugs
- media and drugs

Health Services and Products

- influences of media

Growth and Development

The Body

- body systems
 - functions

Interpersonal Relationships

Communication

- appropriate expression of feelings
- listening skills
- recognising and articulating feelings
- presenting a viewpoint

Safe Living

Personal Safety

- identifying risk situations, people and places

Home and Rural Safety

- safety with machines, appliances, animals and substances
- promoting safety awareness

Overview of lessons in this unit

- Lesson 1 - What is a drug?
- Lesson 2 - How does advertising affect our drug use?
- Lesson 3 - How does smoking affect me?
- Lesson 4 - What are some of the potential harms or costs associated with tobacco and smoking?
- Lesson 5 - How do you say 'No' to smoking?
- Lesson 6 - What may be the consequences of drinking alcohol?
- Lesson 7 - How is alcohol portrayed in the media?

Unit Two: Making decisions about drugs

Lesson 1: What is a drug?

Resources:

- Activity sheet 1
Scenarios, p.124

Things to look for - can students:

- clearly state legal requirements and age restrictions in relation to tobacco and alcohol?
- apply knowledge to new situations?
- contribute confidently to group discussions?

Organisation	Suggested activities	Teaching points
Whole Class	Review: What is a drug?	Refer to <i>Glossary</i> , page 150, for information on drugs.
Small Groups	Students list all drugs known to them. Students categorise them into legal and illegal lists.	
Whole Class	Each group reports to the class. Two lists are formed.	Some legal drugs have restrictions placed on their use which can make their use illegal.
Whole Class	Discuss rules in our society in relation to drugs, for example: <ul style="list-style-type: none"> • who sells drugs legally? • why do they sell them? • why do we have rules for selling drugs? • how old must you be to purchase alcohol, tobacco and over the counter drugs? 	Refer to Legal aspects in <i>Background Information</i> , page 140. Tobacco: It is prohibited to sell tobacco to people under the age of 18 years and a warning sign must be displayed at point of sale. Alcohol: Alcohol cannot be sold to people under 18 years of age.
Whole Class	Read <i>Scenarios</i> on Activity sheet 1, page 124. Analyse scenarios using students' knowledge of legislation.	Examples of where you can purchase drugs or products that contain drugs include: Chemist: prescribed drugs and 'over the counter' drugs, for example, codeine, analgesics Supermarket: analgesics, cigarettes, cola, coffee, chocolate, cocoa Hotel and restaurant: alcohol, cigarettes, coffee, cola Tobacconist: cigarettes, cigars Retailer: cigarettes, analgesics, tea, coffee, alcohol, cola.

Unit Two: Making decisions about drugs

Lesson 2: How does advertising affect our drug use?

Things to look for - can students:

- identify products containing caffeine?
- analyse an advertisement?
- use information to make decisions?

Resources:

- Worksheet 1
Advertisement, p.125
- Magazines
- Newspaper

Organisation	Suggested activities	Teaching points
Whole Class	Review drug types from the previous lesson.	
Whole Class	Discuss: <ul style="list-style-type: none"> • which of these drugs have you seen advertised? 	
Individuals	Collect advertisements for products containing caffeine from magazines or newspapers. Paste an advertisement on Worksheet 1, <i>Advertisement</i> , page 125 and answer questions.	Caffeine is probably the most popular drug. It is found in chocolate, coffee, tea, cola and cocoa.
Partners	Share ideas about the advertisement.	
Individuals	Alternative activities 1. Rewrite the advertisement changing the emphasis of the advertisement, for example, to a different target group.	
Small Groups	2. Prerecord an advertisement using a product containing a drug. <ul style="list-style-type: none"> • View and discuss using the questions on Worksheet 1, <i>Advertisement</i>. • Students design an advertisement. • Students role play their advertisement. • The role play could be videoed. 	Teacher should role play negative roles. Students should only role play positive roles.

Unit Two: Making decisions about drugs

Lesson 3: How does smoking affect me?

Things to look for - can students:

- confidently discuss the facts about tobacco and the effects of smoking?
- appreciate the importance of having similar and different opinions and values?
- communicate assertively to defend their own opinions and values?

Resources:

- Activity sheet 2 *What is tobacco?* p.126
- Activity sheet 3 *Effects of smoking*, p.127
- Worksheet 2 *Matching body parts*, p.128
- Glue
- Large sheets of paper

Organisation	Suggested activities	Teaching points
Pairs	Shared reading of Activity sheets 2 and 3, <i>What is tobacco?</i> and <i>Effects of smoking</i> , pages 126 and 127. Clarify any points not understood by students.	Any questions raised by students which cannot be answered should be recorded. Answers may be obtained by student research.
Small Groups	Trace around outline of one student from each group. Students paste facts from <i>Matching body parts</i> , Worksheet 2, page 128, on the appropriate parts of the body outline.	Worksheet 2, <i>Matching body parts</i> needs to be cut out beforehand. Answers are on Worksheet to assist the teacher.
Small Groups	Exchange outlines and compare with other groups.	Teachers may choose to change organisation and have one outline for the class.
Whole Class	Conduct Concentric Circles activity. <i>What do I think about smoking?</i> Discuss the following statements: <ul style="list-style-type: none"> • smoking should be banned at sporting events • smoking is an expensive habit • smoking makes you look grown up • smoking doesn't cause much damage to the environment • it's easy to give up smoking cigarettes • it is OK if you only smoke one or two cigarettes a week • girls who smoke look grown up. <i>A debriefing session may need to be held at the end of the activity.</i>	Concentric Circles activity Class is divided into two groups. Students form 2 concentric circles. Teacher reads out statement and students discuss the statement with the partner standing opposite them. The teacher calls upon examples of responses for discussion. At an appointed time all the students on the outside of the circle move clockwise to the next partner. The teacher reads out the next statement. The activity continues until all the statements have been read.

Unit Two: Making decisions about drugs

Lesson 4: What are some of the potential harms or costs associated with tobacco and smoking?

Resources:

- Paper
- Pencils
- Poster materials

Things to look for - can students:

- identify the effects of tobacco and smoking on communities?
- apply knowledge of the negative effects of tobacco and smoking?
- work co-operatively in groups?
- appreciate the need for shared responsibility?

Organisation	Suggested activities	Teaching points
Whole Class	<p>Students revise facts from previous lesson in response to questions such as:</p> <ul style="list-style-type: none"> • what substances are in tobacco smoke? • what short-term effects does smoking have? • what long term effects does smoking have? 	
Small Groups	<p>Students categorise the potential harm or costs of tobacco and smoking into:</p> <ul style="list-style-type: none"> • physical • environmental • social • economic • legal. <p>Each group presents information to the class.</p> <p>Teacher clarifies any issues that may arise.</p>	<p>Two groups may need to be formed to discuss the physical effects.</p> <ul style="list-style-type: none"> • Physical: passive smoking, triggering of asthma attacks. • Environmental: depletion of forests for tobacco plantations, littering of cigarette butts, fire caused by cigarettes, release of carbon monoxide gas, butts decompose slowly. • Social: conflict with parents, keeping secrets from members of family, peer pressure from friends, alienation from those who dislike smoking.
Individuals	<p>Students design a poster promoting a non smoking/smoke-free environment.</p> <p>Choose one area from above.</p>	<ul style="list-style-type: none"> • Economic: pocket money spent on cigarettes, cost of cleaning smoking areas, medical costs for smokers. • Legal harms: retailer fined for selling to persons under the age of 18.

Unit Two: Making decisions about drugs

Lesson 5: How do you say 'No' to smoking?

Things to look for - can students:

- identify potential harm in situations?
- use assertive behaviour strategies effectively?
- appreciate that consequences occur as the result of making choices?

Resources:

- Paper
- Pencils
- Activity sheet 4 *Smoking Scenarios*, p.129
- Worksheet 3 *Decision making*, p.130
- Activity sheets 5 and 6 *Decision making examples*, p.131 and 132

Organisation	Suggested activities	Teaching points
Whole Class	Analyse why you think people smoke? Write headings: <ul style="list-style-type: none"> • Why do males smoke? • Why do females smoke? 	
Pairs	In pairs, students write on strips of paper why, in general, they think males and females smoke.	
Whole Class	Complete <i>Pair walk</i> activity. Review similarities and differences. Discuss reasons for statements. Students make generalisations about gender differences.	<i>Pair walk</i> activity Pairs of students walk around and swap strips of papers with their answers, with other pairs. Pairs discuss statements written. Paste all reasons on 2 large sheets of paper, in the appropriate category: <ul style="list-style-type: none"> • Why do some males smoke? • Why do some females smoke?
Whole Class	Teacher reads the first scenario on Activity sheet 4, <i>Smoking Scenarios</i> . Teacher models how to complete the <i>Decision making</i> proforma using the suggestions on <i>Decision making examples</i> , pages 131 and 132.	Refer to <i>Background Information</i> , on <i>Decision making</i> , page 137.
Whole Class	Using the <i>Decision making</i> proforma, the class works through the first scenario to ensure students understand the process.	
Groups or Individuals	Complete scenarios 2 and 3 using Worksheet 3, <i>Decision making</i> , page 130. Compare and justify decisions.	

Unit Two: Making decisions about drugs

Lesson 6: What may be the consequences of drinking alcohol?

Resources:

- Activity sheet 7
Consequences, p.133
- Worksheet 4
Consequences, p.134
- Newspapers

Things to look for - can students:

- identify that actions have negative and positive consequences?
- recognise harms can affect individuals and the community?
- identify strategies for staying safe when alcohol use is of concern?

Organisation	Suggested activities	Teaching points
Whole Class	<p>Consequences activity Discuss what is a 'consequence'. Students look up definition in dictionaries.</p> <p>The teacher asks for examples of actions and consequences.</p> <p>Teacher explains that there are negative and positive consequences to actions.</p>	A consequence is the effect or result upon something. Students could consider physical, economic, emotional, social and legal consequences.
Pairs	<p>Student gives examples of actions. The partner has to come up with positive and negative consequences for the action. Students swap roles.</p>	
Pairs	<p>Using a current newspaper or the Internet, students access newspaper articles and find examples of incidents and consequences.</p>	
Whole Class	<p>Worksheet activity Teacher explains that as with any action, when consuming/drinking alcohol there are consequences. The aim of the Worksheet 4 <i>Consequences</i>, page 134, is to consider the consequences of alcohol-related harm.</p>	
Individuals, Pairs	<p>Students complete Worksheet 4. Discuss Worksheet.</p>	

Unit Two: Making decisions about drugs

Lesson 6: What may be the consequences of drinking alcohol? (cont.)

Organisation	Suggested activities	Teaching points
Whole Class, Individuals	<p>Concentric Circle activity Students form two concentric circles. Teacher reads out statements from the Worksheet and students decide if it is <i>harmful, not harmful or don't know</i>. Students discuss statement with partner. Students move one or two places to the right and then the next statement is read out by the teacher.</p>	Teacher may need to debrief students after this activity.
Whole Class	<p>Safe strategies activity Teacher asks and records:</p> <ul style="list-style-type: none"> • who might drink alcohol when children are present? • at what type of places or events might adults drink when children are present? • why might adults choose to drink alcohol when children are present? 	Examples of situations involving alcohol should be general rather than specific.
Pairs	<p>Students identify situations that may be unsafe. Teacher asks:</p> <ul style="list-style-type: none"> • why might it be harmful/unsafe for children to be present when adults are drinking alcohol? • what types of harms might occur? • why are these situations possibly harmful? <p>Examples could include being a passenger in a car when someone has been drinking alcohol, at a party where a sibling is drinking alcohol.</p>	

Unit Two: Making decisions about drugs

Lesson 6: What may be the consequences of drinking alcohol? (cont.)

Organisation	Suggested activities	Teaching points
Whole Class	<p>Safe strategies activity</p> <p>Students suggest strategies that could be used in harmful situations eg talk to someone they trust who has not been drinking alcohol, contact their parents, suggest that someone else drives.</p>	
Individuals	<p>Students identify five people they could get assistance from if they felt unsafe around alcohol.</p> <p>Students draw the outline of their hand.</p> <p>Write the names of five people and how they may be able to contact them eg phone numbers, two way radio numbers, e-mail, facsimile, live close by.</p> <p>Student role plays or mimes strategies for staying safe. Other students guess the ways of reducing harms.</p>	<p>Students may choose not to publicly identify the people in their Support Network.</p> <p>Students should not role play or mime consuming alcohol or actions involving using alcohol.</p>

Unit Two: Making decisions about drugs

Lesson 7: How is alcohol portrayed in the media?

Resources:

- Magazines, newspapers

Things to look for - can students:

- analyse images about alcohol in print media advertisements?
- analyse advertisements of alcoholic drinks advertised on air, for example, television, radio?
- express opinions concerning advertising about alcoholic drinks?

Organisation	Suggested activities	Teaching points
Whole Class	<p>Prior to the lesson, students or teacher collect advertisements about alcohol from media such as newspapers, magazines.</p> <p>Critically examine one or two advertisements for alcoholic drinks from the point of view of:</p> <ul style="list-style-type: none"> • ethnicity • gender • age • visual image eg font type, font size, colour, placement of images, wording • accompanying images, music and vocals (advertising on air). <p>Discuss and analyse:</p> <ul style="list-style-type: none"> • are the images portrayed in the advertisement the same as you would see in everyday life? If so, why, why not? • who is the target audience? • is the advertisement linked to health, sport, fashion, adventure, risk taking? If so, why? • how are the different types of alcohol portrayed eg wine vs beer, beer vs mixed drinks, beer vs spirits? Does the advertisement appeal to you? Why? • what is not included in the advertisement that people should know? Why isn't this included? 	<p>Teacher may choose to use campaigns that focus on or are promoted by government or health organisations that promote healthy life styles.</p>

Unit Two: Making decisions about drugs

Lesson 7: How is alcohol portrayed in the media? (cont.)

Organisation	Suggested activities	Teaching points
Individuals or Pairs	<p>List responses and come up with a class consensus for each question.</p> <p>Students independently examine different advertisements for alcoholic drinks.</p> <p>Using the same questions as above students write their joint responses to questions.</p>	
Individuals	<p>Students form opinion and write individual response to the question:</p> <ul style="list-style-type: none"> do you think the advertisement would appeal to a young person? Why, why not? <p>Student explains to class why they have formed their opinion about the advertisement.</p> <p>Paste advertisement with opinion written underneath and display. A caption saying <i>Do you agree?</i> could accompany it.</p>	
Whole Class	<p>Alternative activities</p> <p>Interview activity Students use the advertisements previously used for the class discussion.</p> <p>Devise three or four additional questions and interview a number of people to gauge opinions about the advertisement.</p>	<p>Interview activity Include respondents of different ages, sex, within school and at home if possible.</p> <p>The need for anonymity of respondents should be stressed to students.</p>

Unit Two: Making decisions about drugs

Lesson 7: How is alcohol portrayed in the media? (cont.)

Organisation	Suggested activities	Teaching points
Individuals	Report findings and discuss.	
Individuals	Write up findings of interview.	
Individuals	<p>Extension activities</p> <p>1. Writing an article</p> <p>Write an article about findings or general opinions about advertisements of alcoholic drinks.</p> <p>2. Media survey of television advertisement</p> <p>Conduct a media survey of advertising of alcohol.</p> <p>Allocate various television programs to view and log the incidences of:</p> <ul style="list-style-type: none"> • background advertising eg barriers around sporting grounds, logos, products used • advertisements as program breaks. 	A letter may need to be sent to parents explaining the survey, its intentions and the definition of a drug.
Whole Class	<p>Discuss findings of survey, for example:</p> <ul style="list-style-type: none"> • number of times the advertisement occurs in the program • type of alcoholic product • what time of the day or night the advertisement appeared. Why? • who is the audience? • what type of alcoholic products appeared the most? 	

Unit Two: Making decisions about drugs

Lesson 7: How is alcohol portrayed in the media? (cont.)

Organisation	Suggested activities	Teaching points
Pairs or Individuals	<p>3. Creating an advertisement</p> <p>You are employed by an advertising company and you have been asked to create an advertisement about a new non-alcoholic drink. The advertisement will be for print media, TV, radio, Internet or cinema.</p> <p>Compile and write up an advertising brief giving details that includes:</p> <ul style="list-style-type: none"> • rationale eg what the advertisement's focus is, why the product should be advertised, what is to emphasised • product • target audience (over 18 years of age) • where it is to be advertised • images used • duration, size or length. <p>Other technologies could be considered when writing up the brief, for example, computer graphics, video cameras, digital cameras, story boards, overhead transparencies.</p>	<p>Students could emphasise factors such as lifestyle and health benefits.</p> <p>A project brief is a summary or overview of the project.</p>

Scenarios

1. Johnny is 13 but looks a lot older. Johnny went to the local milk bar to buy a packet of cigarettes.

Can the milk bar owner sell cigarettes to Johnny?

Refer to *Background Information*, page 140, for notes on sales of tobacco products.

2. Judy who is 12, meets her friend Robyn at netball every Saturday afternoon. Robyn's older sister smokes and offers to sell a cigarette to Judy.

What laws are being broken by Robyn's older sister?

Laws being broken:

- not a licensed retailer
- illegal to sell individual cigarettes
- Judy is under 18 years of age.

Advertisement



1. Who is the target group?
2. Who is paying for the advertisement?
3. What message is it trying to promote?
4. Do you think the same messages are being given to males and females?
5. Are there any hidden messages?

What is tobacco?

What is tobacco?

It is the dried leaves of the tobacco plant.

How is tobacco used?

It can be smoked in cigarettes, pipes or cigars.

It can be sniffed as snuff (very popular until the mid nineteenth century). It can also be chewed.

What is in tobacco smoke?

There are three major substances:

1. Nicotine

Nicotine is the drug in tobacco. It is also used as a poison.

It can cause people to become dependent through regular use.

It takes 7.5 seconds for nicotine to act on the brain after inhaling cigarette smoke.

Firstly the brain is stimulated, then it relaxes and slows down.

Nicotine is absorbed and distributed to other body organs very quickly.

2. Tar

Tar is the main cause of lung and throat cancer.

It aggravates bronchial and respiratory disease.

One packet of cigarettes per day means a smoker inhales more than half a cup of tar per year, approximately 150mls.

The benefits from smoking low tar cigarettes are limited.

The yellow staining on fingers and teeth is caused by tar.

3. Carbon monoxide

Carbon monoxide is an odourless, colourless and very toxic gas.

It is found in car exhaust fumes and in smoke from fires.

Carbon monoxide enters the blood more easily than oxygen.

4. Other substances

There are small amounts of more than 4000 other substances, some toxic, some known to cause cancer.

Interesting facts:

- Fewer Australians are smoking now than 50 years ago.
- People do not gain weight because they stop smoking. They may gain weight if they eat more.
- Students who play sport at competitive levels are less likely to be regular and heavy smokers.
- Advertising and visual media portray images that put pressure on girls to be beautiful, successful, thin, independent and popular with peers.
- The younger that people start smoking cigarettes the more likely that they are to become strongly dependent on nicotine.

Adapted from the *Tobacco* fact sheet with permission of CEIDA.

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.

1. Immediate effects:

- temporary rise in blood pressure
- increased acid in the stomach
- paralysis of the fine hairs lining the lungs
- weaker appetite, taste and smell
- dizziness, nausea, watery eyes
- heart beats faster
- physical fitness, both performance and endurance, is reduced
- less blood flows to fingers and toes.

2. Long-term effects:

- narrows, hardens blood vessels especially in the heart and legs
- increased risk of stomach ulcers
- speeds up signs of ageing such as wrinkles and dry skin
- reduces the rate of lung growth
- shortness of breath
- stains on fingers and teeth
- increased risk of colds, pneumonia, bronchitis
- increased risk of heart attacks, heart disease
- increased risk of cancer in lungs and mouth.

Matching Body Parts

1. Brain and nervous system activity stimulated then reduced

11. Restricted blood flow to the fingers

2. Increased risk of cancer of the larynx and pharynx

12. Decreased blood supply to feet and toes

3. Acid in the stomach

13. Decreased sense of taste

4. Reduced appetite

14. Stains on teeth

5. Nausea

15. Increased risk of mouth cancer

6. Increased risk of stomach ulcers

16. Odour on breath

7. Paralysis of fine hairs lining the lungs

17. Decreased sense of smell

8. Shortness of breath, coughing

18. Odour on the skin

9. Increased risk of cancer of the lungs

19. Stains on fingers

10. Increased risk of bronchitis, pneumonia, cold

20. Signs of ageing, dry skin and wrinkles occur earlier

Answers: brain: 1, throat: 2, stomach: 3-6, lungs: 7-10, fingers: 11, feet: 12, mouth: 13-16, nose: 17, skin: 18-20.

Adapted from the *Tobacco* fact sheet with permission of CEIDA

Smoking Scenarios

1. Julia is 13 years old and waits at the gymnasium for her older sister so they can walk home together. While Julia is waiting, one of her friends suggests that they go outside and try a cigarette. Julia has never tried smoking a cigarette before.

What should Julia do?

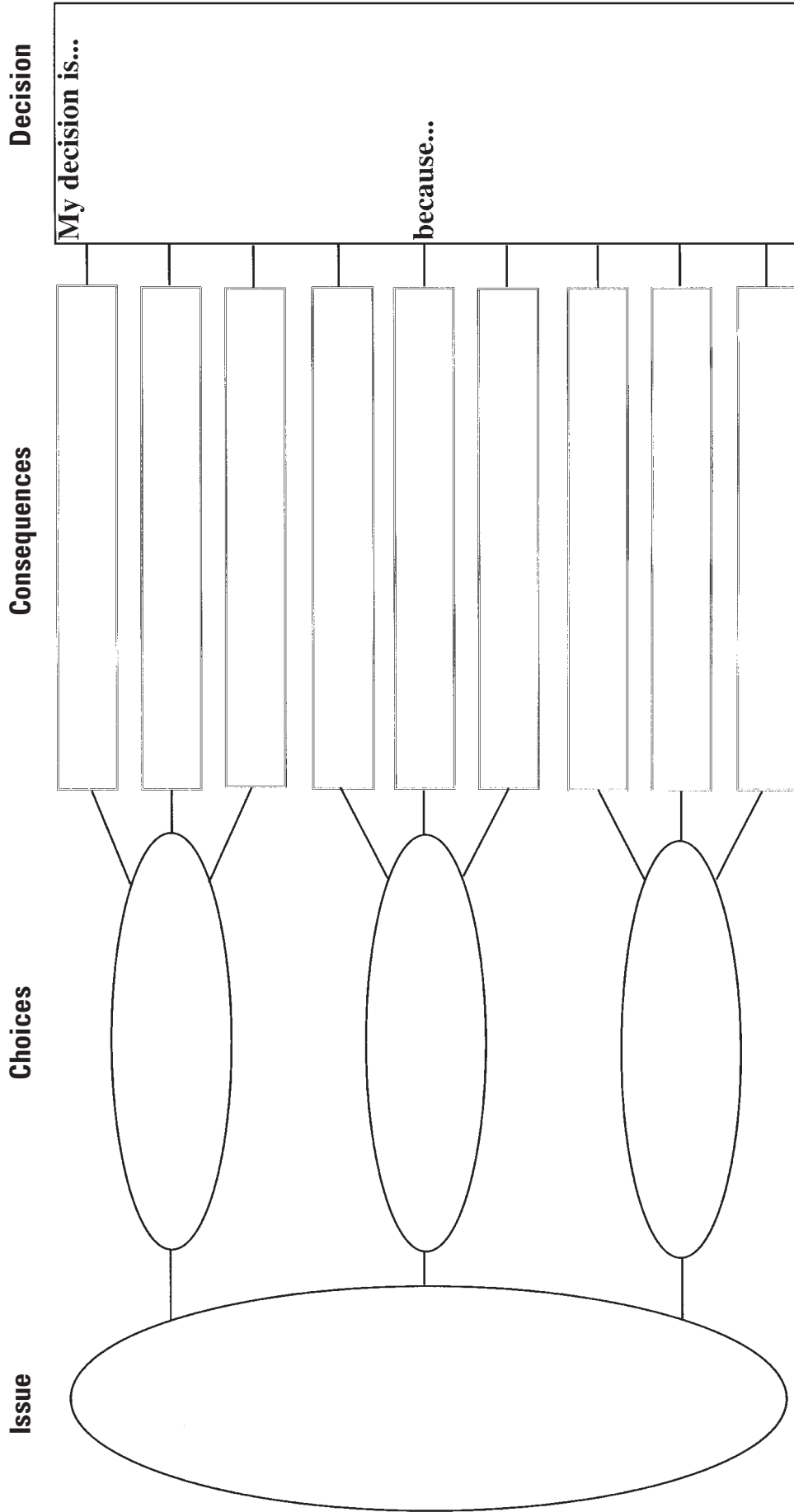
2. Rita goes to a family friend's 40th birthday party. A lot of adults are smoking. Rita does not enjoy the smell of the cigarettes.

What should Rita do?

3. Roger smokes cigarettes after school at the park. His family doesn't know. One day Roger had no cigarettes and no money so he took some cigarettes from a packet he found from home. He offered one to his best friend, Dan.

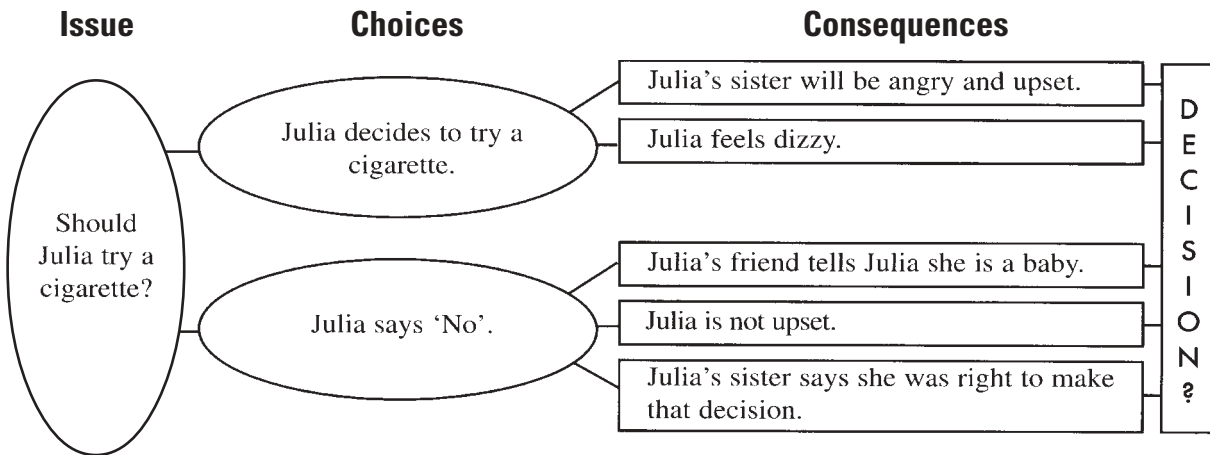
What should Dan do?

Decision making

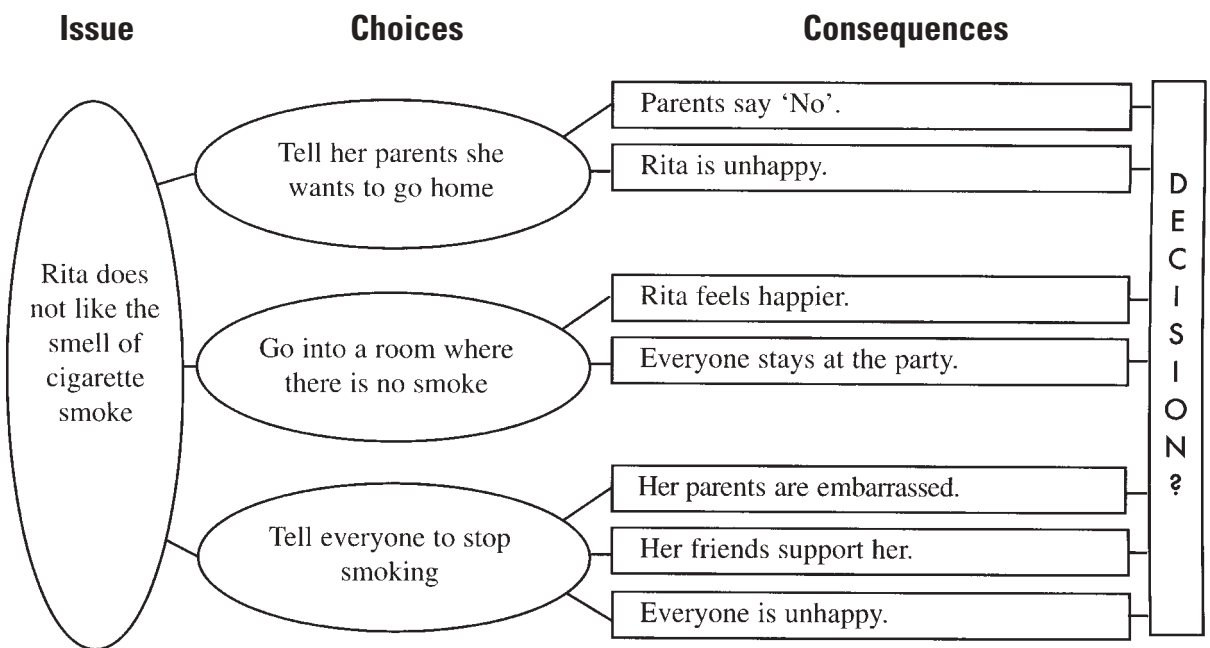


Decision making examples

Scenario 1 - STAGE 3, UNIT TWO - LESSON 5

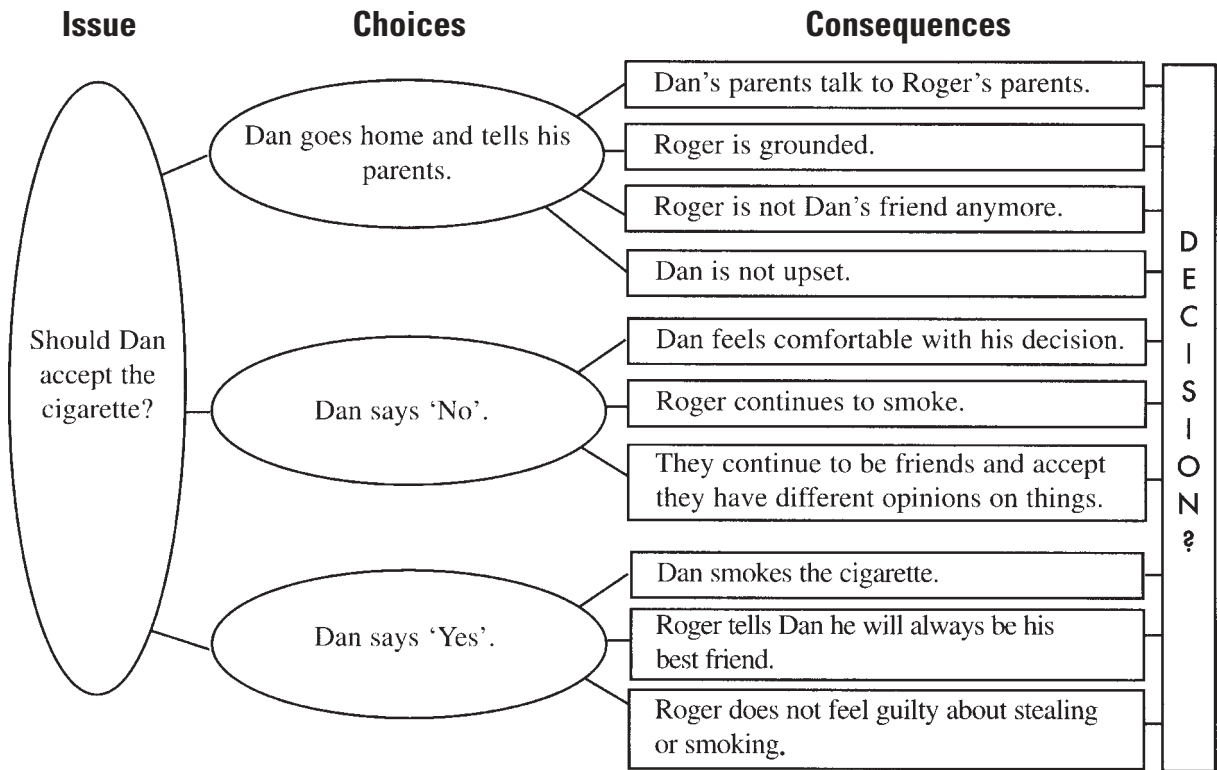


Scenario 2 - STAGE 3, UNIT TWO - LESSON 5



Decision making examples

Scenario 3 - STAGE 3, UNIT TWO - LESSON 5



Consequences

Examples of responses

Action	Possible personal consequences	List possible consequences to others
Drinking something your friend says is alcohol	<ul style="list-style-type: none"> • unknown substance so the effects are unknown 	<ul style="list-style-type: none"> • get into trouble with parents • parents are angry • siblings annoyed
Drinking a glass of wine	<ul style="list-style-type: none"> • feel sick • feel nauseous 	<ul style="list-style-type: none"> • embarrassed
Drinking half a glass of beer without parents knowing	<ul style="list-style-type: none"> • feel sick • fall asleep 	<ul style="list-style-type: none"> • disappointment of parents
Getting into a car with someone who has been drinking alcohol	<ul style="list-style-type: none"> • stopped by the police and breath tested • the driver is involved in an accident • the car runs into a stationary object eg light pole 	<ul style="list-style-type: none"> • people in other car injured • people in other car killed

Consequences

Action	Possible personal consequences	List possible consequences to others
Drinking something your friend says is alcohol		
Drinking a glass of wine		
Drinking half a glass of beer without parents knowing		
Getting into a car with someone who has been drinking alcohol		

Background Information

Classroom practices

Cartoon strip

Limit 4 frames, 3-4 characters

Construction sequence:

- Introduction - setting the scene, introducing characters
- Problem introduced
- Problem discussed (perhaps alternatives or consequences could be suggested)
- Conclusion - solution

Parliamentary debate

Two teams of 3 speakers who take turns to debate a topic.

A speaker for the affirmative team begins, introducing the topic and outlining the issues.

The first speaker for the negative team does the same.

Speakers alternate from each team developing their case and rebutting the opposition's arguments.

The final speakers on each team sum up their team's case.

Polarised debate

A polarised debate allows students to modify their opinions during the debate.

A statement is presented to the students.

Students sit in a horseshoe shape.

Students who agree sit on the right hand side.

Students who disagree sit on the left hand side.

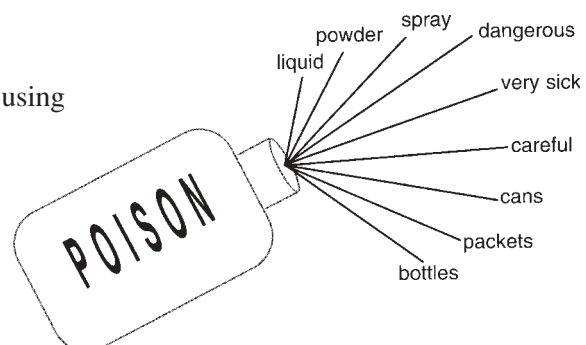
Students who are undecided sit across the top of the horseshoe.

The debate begins with a speaker supporting the statement, then a speaker who disagrees, then a speaker who is undecided. Students may change positions around the horseshoe if they change their opinion during the debate.

Students may keep a log of their opinions and feelings, making an entry if they change positions. Time should be provided for recording.

Semantic Web/Semantic Maps

Semantic webs are a way of organising information using diagrams or maps. A relevant picture or keyword is placed in a central location and words representing facts, feelings are placed around it.



Poems

Acrostic poem:

A word is chosen, for example, MEDICINE. The letters are written underneath each other. Then the letters are used as the initial letter in each line. Phrases or sentences relating to the initial word are written for each line.

Mum gives it
Every day
Doctor said so
I don't like it
Cough, cough, cough
I know I'm sick
New books to read
Even television's allowed!

Cinquain:

A cinquain is a five line poem.

Line one:	name or subject of poem - one word	Medicines
Line two:	two descriptive words	Taste awful
Line three:	three descriptive words	Thick brown liquid
Line four:	four words on the subject	Must be kept safely
Line five:	one word summary.	Ugghh!

Shape poem:

Shape poems are written using words, pictures and layout to create a visual image as well as a word image.



Decision making

How do we use the decision making proforma?

Issue

This is the first process in decision making.

It is important that the students identify the issues involved in the scenario.

Choices

What could the person in the scenario do?

Within any given scenario a number of choices can be made. It is expected that the students explore these and are able to identify alternative choices. It is important that the students can identify positive and negative choices and that they are also able to identify choices which are satisfactory to them.

Extension

Students could identify compromise situations, which involves extending the available choices.

Compromise

What else could the person do?

Extending the available choices.

The teacher will need to focus the students' attention on explaining choices which provide an optimum outcome. This can be done as a whole group for each scenario after the students have worked on them in small groups or individually or the teacher can ask the students to identify a win win solution.

Consequences

These are the possible outcomes the students identify as a result of making choices.

They can be positive, negative or neutral. This applies to all choices.

Decision

Ultimately the students have to make a decision. If students are working in a group the decision has to be a consensus but if working individually, that student must make the decision. The decision can be positive, negative or neutral. It is important that the teacher discusses the decision with the class, in terms of the risks. These risks may include:

- health: feeling nauseous
- economic: not getting pocket money
- social: being ostracised, being punished by parents
- emotional: breaking trust of parents
- academic: not completing homework.

Role play

The intent of role play in this resource is to develop behavioural skills and strategies that can be transferred to situations that may be encountered by students and where potential harm may occur.

Guidelines for Role Play

1. Students should only play positive roles. Teachers should play negative roles such as the driver who is affected by alcohol, or a teenager trying to encourage someone younger to smoke a cigarette.
2. Scenarios should be realistic so that students can transfer practised skills to situations they may encounter.
3. Rules for working in groups need to be reaffirmed to allow maximum interaction in planning and performance. All student input is accepted and valued.
4. Establish rules for role play, for example:
 - students volunteer for roles
 - no criticism of the interpretation of the role
 - no interruption once role play commences.
5. Explain that in a 'role' students are reacting to the behaviour and values of the character in the scenario.
6. Negative consequences of decisions should not be avoided, but explored and discussed, for example, ostracism from a group or rejection by a friend.
7. The role play session needs to be brought to an end. Students may be asked to comment on the effectiveness of strategies, possible changes, situations where they think they may be able to use these strategies.
8. Role plays should finish with debriefing procedures. These can be conducted by the students or teacher. It is important to emphasise that the role play is over.
9. If students are unsure of ways in which to participate in a role play, a small group may decide on behaviour, attitude, reaction and one student may represent the group's view.

Major decisions on smoking and tobacco

Advertising of smoking and tobacco

Date	Decision
1976	Cigarette advertising on television and radio banned.
1988	Amendment to the Broadcasting and Television Act, extending the ban on direct cigarette advertisements to include all tobacco products.
1989	Commonwealth Smoking and Tobacco Products Advertisements (Prohibition Act - banning tobacco advertisements in the print media).
1990	Tobacco advertising banned in print media.
1991	NSW Tobacco Advertising Prohibition Act passed.
1995	Commonwealth Tobacco Advertising Prohibition Amendment Act 1995.
1995	Tobacco advertising banned from public places such as billboards and taxis.
1999	Printed point of sale advertisements banned.
1999	Restrictions placed on the display of tobacco products in retail outlets.
1999	Warnings to be displayed at point of sale.

Decisions about smoking and tobacco

Date	Decision
1935	Bans on smoking in cinemas and theatre, due to fire safety.
1968	Commonwealth legislation allowing for health warning on tobacco packs.
1973	Health warning: <i>Warning - smoking is a health hazard</i> appears on all cigarette packets in Australia.
1977	Smoking banned in theatres.
1985-1987	New health warnings regulations allowing for four rotating health warnings.
1987	Additional health warnings placed on cigarette packets including: <i>Warning - Smoking is a health hazard</i> <i>Smoking damages your lungs</i> <i>Smoking causes heart disease</i> <i>Smoking causes lung cancer.</i>
1988	Ban on smoking in buses and coaches registered under the Commonwealth Interstate Registration Scheme.
1991	New South Wales increases the age of purchase for cigarettes to eighteen years of age.
1992-1995	Commonwealth Government announces ban on tobacco sponsorship and other forms of direct and indirect advertising from 1995.
1996	Retailers required to ask for proof of age when selling tobacco products to young people.
1997	New Smoking Regulation Act introduced to control environmental tobacco smoke.
1998	Tobacco sponsorship for international sporting events held in Australia to be phased out by 2006.
1999	Further restrictions placed on location of vending machines to restrict young people's access.
2000	The <i>Smoke-free Environment Act 2000</i> introduced an immediate ban on smoking in most enclosed public places in NSW.
2001	The <i>Smoke-free Environment Act 2000</i> (Phase 2) introduced a ban on smoking in dining areas of pubs and clubs.

Additional examples of health warnings placed on cigarette packets include:
Smoking when pregnant can harm your baby
Smoking kills
Your smoking can harm others
Smoking is addictive.

Legal aspects

Legalities of purchasing tobacco/licensed premises

- NSW Public Health Act 1991 states that the sale of tobacco products to people under the age of 18 is prohibited.
- The Public Health Act provides that in cases where a retailer sells tobacco to someone under 18, it will be a defence to the prosecution if the retailer can show -
 - (a) the person was over 14 years and
 - (b) the person had an approved ID at the time of the sale.
- The maximum penalty for selling tobacco to persons under 18 is \$5500.
- There are five types of identification:
 - a current driver's licence
 - a current rider's licence
 - driver's / rider's permit to learn to drive
 - a current passport
 - a 'proof of age' card issued by the Roads and Traffic Authority.
- A retailer should refuse to make a sale if unsure of any aspect of validity on the identification.

Legalities of purchasing alcohol/licensed premises

- Retailers are prohibited from selling alcohol to persons under the age of 18 years.
- 'Proof of age' required if a person's age is in doubt. Identification types are the same as required for purchasing tobacco products.
- There are five types of classification:
 - a current driver's licence
 - a current rider's licence
 - driver's / rider's permit to learn to drive
 - a current passport
 - a 'proof of age' card issued by the Roads and Traffic Authority.
- Exemptions (through the Licensing Court) for minors to be present in specific areas of licensed premises for pre-organised events can be obtained.
- Events may include weddings, sporting functions, alcohol-free entertainment.
- It is an offence to purchase alcoholic beverages for a minor.
- A retailer should refuse to make a sale if unsure of any aspect of validity on the identification.

Types of Drugs

There are three categories of drugs:

- Stimulants
- Depressants
- Hallucinogens.

Stimulants are those drugs which, when taken, increase activity in the central nervous system. Caffeine, nicotine, amphetamines, ecstasy and cocaine are some examples of stimulants.

These drugs increase heart rate, blood pressure and breathing. They also have the potential to suppress appetite and keep the user awake.

Depressant drugs slow down the central nervous system. Alcohol is the most used depressant. Analgesics, benzodiazepines and heroin are other examples. Cannabis can also have depressant effects when used in small amounts.

Users may experience decreased heart and respiration rate as well as relief from anxiety when using some of these drugs.

Hallucinogens can produce a wide range of vivid sensory distortions and also alter mood and thought.

LSD is an hallucinogen used by some young people. Psilocybin (magic mushrooms) and mescaline (a cactus) are naturally occurring hallucinogens. Cannabis used in very large amounts can also produce hallucinogenic effects.

Drug use

Drug use can be:

- **Experimental**
- **Recreational**
- **Habitual**
- **Circumstantial**
- **Dependent.**

Experimental use describes single or short-term use. The majority of drug use by adolescents fits into this category. Young people often try a drug out of curiosity or to explore something new and different.

Recreational users choose a drug which suits their purpose and use it in a social setting. Many of the ‘party drugs’ such as ecstasy and amphetamines are usually used in a recreational way.

Legal drugs such as alcohol, caffeine and tobacco are often used **habitually**. This is when the user takes measured doses throughout the day.

Cigarette smokers who smoke irregularly often talk about having to ‘have a smoke’ when they are in social situations such as after a meal. This **circumstantial** use occurs when a person uses them only in specific circumstances.

Dependent users cannot stop use of a drug without suffering some form of mental or physical distress. This is the most publicised form of drug use. It occurs with coffee drinkers, cigarette smokers and problem drinkers, as well as illicit drug users.

Effects of drugs use

It is important to be aware that the effects of a particular drug can depend on many factors including:

- the type of drug
- how it is taken
- the experience and tolerance of the user
- the health of the user
- the use with other drugs
- the situation in which it is used
- the amount taken
- the duration of use
- body type
- size
- sex and the age of user
- other variables.

Drug policy in Australia acknowledges that because drugs are used dangerously by some people, effective ways to reduce or minimise the harm associated with that use need to be developed.

Strategies that are currently used include random breath testing for alcohol, needle exchange programs for injecting drug users, and methadone maintenance treatment for heroin users.

It is important to realise that abstinence is an appropriate and important message for students in school-based drug education programs.

Caffeine

What is caffeine?

Not often thought of as a drug, caffeine is a stimulant which ‘speeds up’ the central nervous system. Caffeine was first separated from coffee in the early 19th century. In its pure form it comprises bitter tasting white crystals.

Tea, cola beverages, chocolate and coffee are the most well known sources of caffeine. In tablet form, caffeine is also used in analgesic drugs, over-the-counter stimulants and weight loss products.

It is difficult to estimate how much caffeine is in our diet. The amount of caffeine in a cup of coffee or tea varies even if it is prepared by the same person using the same equipment and ingredients day after day.

What are the short-term effects of caffeine?

In small doses the short-term effects of using caffeine include:

- increased alertness
- increased urination
- increased body temperature.

In larger doses, caffeine can produce headaches and nervousness. Delirium can occur in extreme cases. In very large doses caffeine can produce high blood sugar.

The following are estimates of the amount of caffeine contained in different products¹.

Caffeine per serving (mg)	
Fresh ground coffee	80 - 150
Decaffeinated coffee	3 - 4
Hot chocolate	50 - 70
Chocolate bar (28g)	15 - 30
Instant coffee	60 - 80
Tea	30 - 80
Cola drinks	35 - 55

What are the long-term effects of caffeine?

There is no evidence to suggest that caffeine will produce any long-term effects if usage does not exceed 600mg a day. Above this level, caffeine can cause insomnia, anxiety, depression and stomach upsets.

¹Bunker and McWilliams, Journal of American Diet, 74:28-32, 1979.

Myths surrounding caffeine

Myth: Caffeine is completely harmless.

The Facts

Consuming over 250 mg of caffeine in a short period of time can result in caffeine intoxication. The signs of intoxication are such things as nervousness, flushed face, insomnia, muscle twitching and stomach aches. Many coffee users would have experienced some of these effects. Overdosing on caffeine is possible. Although it can be unpleasant it does not kill or lead to permanent damage. The toxic dose for caffeine will vary from person to person, depending primarily on tolerance.

Myth: Drinking coffee will sober people up.

The Facts

The only reliable method of reducing the amount of alcohol in the body is to wait for the alcohol to be metabolised. The liver is the main organ responsible for removing alcohol from the bloodstream (at the rate of approximately one standard drink per hour for a healthy liver). A damaged liver will break down alcohol more slowly. If there is a reasonable amount of food in the stomach the alcohol will be broken down more quickly. Cold showers, drinking coffee, fresh air, exercise and vomiting may help the user feel more alert but it will not reduce the Blood Alcohol Concentration (BAC).

Myth: Coffee is not addictive.

The Facts

Withdrawal from regular use of coffee may result in headaches, vomiting and other flu-like symptoms.

Tobacco

What is tobacco?

Tobacco smoke is a mixture of almost 4,000 different chemical compounds, including tar, nicotine, carbon monoxide, acetone, ammonia and hydrogen cyanide.

Nicotine is a poison. Swallowing a small amount of pure nicotine can kill an adult. It is a stimulant which restricts the flow of blood and causes blood pressure to rise.

Tar is released when a cigarette burns. This is the main cause of lung and throat cancer in smokers and also aggravates bronchial and respiratory disease. A smoker who smokes one packet a day, inhales more than half a cup of tar from cigarettes each year.

Tobacco is ingested through smoking cigarettes and pipes. It can be sniffed as snuff, or chewed. It can also be ingested through passive smoking.

What are the short-term effects of tobacco?

Short-term effects produced by tobacco include:

- increased pulse rate
- temporary rise in blood pressure
- acid in the stomach
- brain and central nervous system activity stimulated then reduced
- decreased blood flow to body extremities
- dizziness, nausea and watery eyes.

The vast majority of tobacco related deaths are due to cancers, heart disease and chronic bronchitis.

Other names for tobacco

Tobacco is also known as smokes, gaspers and fags.

What are the long-term effects of tobacco?

Long-term effects include:

- diminished or extinguished sense of smell and taste
- increased risk of colds and chronic bronchitis
- increased risk of emphysema
- increased risk of heart disease
- premature and more abundant face wrinkles
- increased risk of cancer of the mouth, larynx, pharynx, oesophagus, lungs, pancreas, cervix, uterus and bladder.

Myths surrounding tobacco

Myth: Smoking tobacco calms your nerves.

The Facts

Many smokers believe smoking calms their nerves. However, smoking releases epinephrine, a hormone which creates physiological stress in the smoker, rather than relaxation. The addictive quality of the nicotine contained in the cigarette makes the user smoke more to calm down, when in fact the smoking itself is causing the agitation.

Myth: Nicotine withdrawal is far worse than withdrawal from alcohol or heroin.

The Facts

Nicotine is a highly addictive drug. Smokers who quit may have great difficulty with withdrawal symptoms. However, nicotine withdrawal is usually not as problematic as severe alcohol or heroin withdrawal. Nicotine withdrawal usually involves intense cravings and psychological symptoms such as mood swings and lack of concentration. Alcohol and heroin withdrawal also involve substantial physical symptoms such as tremors, sweating and diarrhoea.

Alcohol

What is alcohol?

The active drug contained in all alcoholic drinks is ethanol. This drug is produced as a result of fermentation of grains (beer), vegetables (vodka) and fruits (wine), changing sugars into ethyl alcohol. Pure alcohol has no taste and is a colourless liquid. Alcoholic drinks vary in appearance and taste due to the other ingredients contained within them and as a result of the method of manufacture.

What are the short-term effects of alcohol?

The short-term effects of using alcohol may include:

- loss of inhibitions
- flushed appearance
- lack of co-ordination and slower reaction time
- blurred vision and slurred speech
- aggression
- vomiting
- at high doses – coma and death.

Alcohol is absorbed directly into the bloodstream through the walls of the stomach and small intestine. It is then quickly distributed to all parts of the body, including the brain. The liver is the main organ of the body responsible for removing alcohol from the bloodstream.

Other names for alcohol

Alcohol is also known as grog, piss, booze, juice and sauce.

What are the long-term effects of alcohol?

The long-term effects of alcohol use may include:

- liver, heart and brain damage
- poor work performance
- legal and financial difficulties
- family and relationship problems
- sexual impotence and a reduction in fertility
- concentration and short-term memory problems.

Myths surrounding alcohol

Myth: Alcohol is a stimulant.

The Facts

Because many people lose their inhibitions when they drink alcohol there is a popular misconception that alcohol is a stimulant. However, it is a depressant and reduces inhibitions by slowing down part of the brain, making people take risks they would not normally take.

Types of alcoholic drinks

- beer
- regular beer (full strength beer)
- light beer or super light beer
- wine
- cider
- coolers
- champagne
- mixed drinks (often a fruit juice or soft drink added to a spirit such as vodka, rum, bourbon)
- spirits, for example, brandy, rum, whisky, vodka, tequila, gin, bourbon
- liqueurs
- sherry
- port

Beer

Beer is fermented barley with hops and water added. There are a number of varieties such as lager, draught and bitter.

Regular beer is also known as standard or full strength beer and has about 5% alcohol/volume.

Light beer is beer that is produced with a lower than regular alcohol level. Light beer has between 2.5% to 3.5% alcohol/volume.

Beer is sold in cans, bottles (plastic or glass) and kegs.

Wine

Wine is made from fermented grapes. The colour of the grape usually dictates the colour of the wine. Wine can also be made from fruits.

The standard wine bottle contains 750 ml. Casks usually contain 4 or 5 litres.

Cider

Cider is made from fermented apple juice. Cider is sold in bottles and cans.

Coolers

Coolers are made from blending wine and fruit juices. The alcohol content is lower than wine because of the presence of the juice. They are usually sold in small bottles and casks.

Champagne

Champagne is produced from fermented grapes and has bubbles added through a variety of processes. Champagne bottles usually hold 750ml but may come in larger and smaller bottles.

Mixed drinks

Mixed drinks are made by combining a spirit, for example, rum, vodka and a soft drink and sometimes fruit juice. They are sold as a premixed drink in cans and bottles.

Spirits

Spirits are distilled alcoholic liquor. Distilling is the process of boiling fermented liquor to reduce its volume and create a higher alcohol concentration. Spirits and liqueurs have the strongest alcohol strengths. They are usually sold in bottles containing varying quantities.

Liqueur

Liqueurs are concentrated spirits that have been flavoured. Liqueurs are usually sold in glass containers.

Sherry and port

Sherry and port are fortified wines, that is they are produced by adding extra amounts of alcohol. Alcohol strengths range from 18% to 20% alcohol/volume. They are sold in 750 ml, 2 litre bottles (flagons) and casks.

Note

Alcohol by volume

Alcohol by volume is measured as a percentage of capacity. If, for example, a bottle of cider contains 5% alcohol by volume (written on the bottle as 5% ALC/VOL), then 5 percent of the liquid in the bottle is straight pure alcohol.

Glossary of commonly used drug education terms

Abuse

Continual misuse of a drug:

- some drugs have a greater dependence producing risk than others
- all drugs show a relationship between the amount taken and the effect
- the length of time and the number of times a drug is taken affects the toxic reaction to any drug
- the way in which a drug is used affects the toxic reaction, for example, intravenous use of any drug carries a danger of infection.

Drugs

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.

Drugs may be classified into categories depending on their main effect on the central nervous system:

- **depressants** are drugs that when taken, slow down the function of the central nervous system.
They include alcohol, opiate analgesics (opium, morphine, pethidine, codeine, methadone, heroin), non-opiate analgesics (aspirin, paracetamol), general anaesthetic, barbiturates, cannabis, solvents and inhalants.
- **stimulants** are those drugs which, when taken, increase activity in the central nervous system.
They include nicotine, cocaine, caffeine and amphetamines and related drugs such as ecstasy.
- **hallucinogens** are drugs which can produce a wide range of vivid sensory distortions and also alter the user's mood and thought. They include LSD, magic mushrooms and cannabis (large doses).

Medications

Medications may be classified as:

- prescribed
- non-prescribed or over the counter.

Prescribed medications are only obtainable with a prescription from a registered medical practitioner, dentist or veterinarian.

Non-prescribed drugs can be obtained without prescription, for example, minor analgesics, alcohol and tobacco.

Medication comes in many forms such as capsules, tablets, soluble tablets, oral preparations and mixtures, creams, powders, drops or inhalations.

Injections and suppositories are also used.

Misuse

Inappropriate use can include:

- incorrect amount taken (age, sex, body weight)
- manner taken (frequency, how administered, combination with other drugs)
- circumstances (place, presence of others)
- not your own medication.

Smoking

Passive smoking: the inhalation of smoke from others' cigarette or tobacco products.

Mainstream smoke: smoke inhaled from a lit cigarette or tobacco product directly into the mouth and lungs, then exhaled.

Sidestream smoke: smoke from burning cigarettes, pipes or cigars.