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Second and Third Edition
Project Coordinator: Valerie Hanson
Writers: Valerie Hanson Donna Wright
Contributions: Lyn Crofts Chris Osborne

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Project Coordinator: Valerie Hanson
Writers: Valerie Hanson Yvonne Mitchell
Lyn Crofts Sue Wickson

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Introduction

The New South Wales Department of Education and Training has a responsibility to promote the health and wellbeing of students within its care.

Government schools promote the health of students within the context of Student Welfare and the Personal Development, Health and Physical Education (PDHPE) curriculum. Together they provide a framework for preventive and support programs which aim to meet the social, physical and emotional health needs of students.

Rationale

Students in the primary years of schooling are exposed to the influences of media advertising and general community practices in the use of legal and illegal drugs. It is now widely recognised that legally available drugs, particularly alcohol and tobacco, cause most harm to the community. The use or misuse of these substances, as well as medications may impair physical, intellectual, emotional and social development.

This resource aims to assist in the development of knowledge and understanding, skills, and values and attitudes of students to make informed decisions about drugs. The context for students to explore issues relating to drugs is within PDHPE programs.

Students who are identified as at risk of hazardous drug use, including use of illegal drugs, need to be provided with additional support from schools in collaboration with community health services.

Role of parents in drug education

Parent and community awareness and support for the school’s approach to teaching drug education, as an important part of PDHPE, should be encouraged.

Adult role modelling is a very powerful message to young people in the use of drugs. Parents play a major role in drug education and should be encouraged to discuss with the school positive ways of enhancing the school’s education programs.

About this resource

This resource has been developed to support the implementation of drug education within school Personal Development, Health and Physical Education (PDHPE) programs.

Seven units of work are provided, linked to relevant outcomes and content strands of the PDHPE K-6 syllabus.

The content strands from PDHPE which relate specifically to drug education and provide students with knowledge, attitudes and skills that will enable them to understand the harms associated with drug use are:

• Growth and Development
• Interpersonal Relationships
• Personal Health Choices
• Safe Living.

This resource suggests activities to assist students to work towards achieving the outcomes of the PDHPE syllabus.

The units of work are divided into a series of lessons. The activities within the lessons may need to be modified according to the needs and interests of students and school community. They may be taught
as discrete units, or lessons from them may be integrated into existing lessons or units of work. Teachers should read through all activities prior to commencement as some preparation may be required.

**Units of Work**
Each unit of work contains a unit overview and a series of lessons.

The Unit overview indicates relevant PDHPE syllabus outcomes, indicators and content strands related to each of the units. The specific subject matter from the syllabus addressed in the units of work is also outlined in this section.

The Lessons are set out with the following format:

**Things to look for - can students:**
• a strategy which can be used to indicate the focus of the lesson or can be used to evaluate whether the lesson achieved its purpose.

**Resources**
• list of materials necessary for the lessons.

**Organisation**
• indicates suggested class groupings.

**Suggested activities**
• details the teaching and learning activities.

**Teaching points**
• provides information to assist the teachers with background notes, guidelines or definitions.

**Worksheets**
• activities to be completed by the students. They are located at the end of each unit.

**Activity sheets**
• are to assist the teacher in the presentation of the lesson and are located also at the end of each unit.

**Background information**
Classroom practices and teaching strategies have been included.

Information on types of drugs, major decisions and legal aspects on smoking and alcohol have been compiled for teachers’ reference. As well, facts on coffee, tobacco and alcohol including a brief description of their short-term and long-term effects and common myths associated with them have been included.

**Further information**
Information about drugs may be accessed through the NSW Office of Drug Policy website: www.druginfo.nsw.gov.au


Scope and Sequence

Syllabus Links

The activities in this resource link to the Board of Studies *Personal Development, Health and Physical Education, K-6 Syllabus*. The objectives of this syllabus are outlined below:

**Objectives**

**Values and Attitudes**

To develop students’:
- appreciation of and a commitment to healthy and socially just ways of living.

**Skills**

To develop students’ skills in:
- making, communicating and acting upon health decisions, and
- forming and maintaining positive relationships.

**Knowledge**

To develop students’ knowledge and understanding about:
- ways to enhance personal and community health and wellbeing.
Following is a suggested scope and sequence for including drug education into PDHPE programs.

<table>
<thead>
<tr>
<th>Early Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All about medicines</strong></td>
<td><strong>Medicines and me</strong></td>
<td><strong>Drugs affect me</strong></td>
<td><strong>Keeping myself safe around drugs</strong></td>
</tr>
<tr>
<td>Drug Use</td>
<td>Drug Use</td>
<td>Drug Use</td>
<td>Drug Use</td>
</tr>
<tr>
<td>• safe use of medicines</td>
<td>• purpose of medication</td>
<td>• identifying drugs - appropriate use</td>
<td>• definition, legal and illegal</td>
</tr>
<tr>
<td>• safe storage</td>
<td>• administration of medicines</td>
<td>• administration and storage of medicines</td>
<td>• appropriate use, administration and storage of medicines</td>
</tr>
<tr>
<td>• administration of medicines</td>
<td>• safe use of medication</td>
<td>• tobacco - effects on the body - effects of passive smoking</td>
<td>• effects of drugs - caffeine - alcohol - tobacco</td>
</tr>
<tr>
<td>• identifying medicines</td>
<td>Relationships</td>
<td>• alcohol - effects on the body - labelling of drugs</td>
<td>• labelling of drugs</td>
</tr>
<tr>
<td>Relationships</td>
<td>Families</td>
<td>Relationships</td>
<td>Keeping myself safe around drugs</td>
</tr>
<tr>
<td>• people to go to for help</td>
<td>• family roles</td>
<td>• support networks</td>
<td></td>
</tr>
<tr>
<td><strong>Keeping myself safe around medicines</strong></td>
<td><strong>Drugs affect me and others</strong></td>
<td><strong>Making decisions about drugs</strong></td>
<td></td>
</tr>
<tr>
<td>Drug Use</td>
<td>Drug Use</td>
<td>Drug Use</td>
<td></td>
</tr>
<tr>
<td>• storage of medicines</td>
<td>• identifying drugs - appropriate use</td>
<td>• definition, legal and illegal</td>
<td></td>
</tr>
<tr>
<td>• purpose of medication</td>
<td>• administration and storage of medicines</td>
<td>• appropriate use, administration and storage of medicines</td>
<td></td>
</tr>
<tr>
<td>• safe use of medication</td>
<td>• tobacco - effects on the body - effects of passive smoking</td>
<td>• effects of drugs - alcohol - tobacco</td>
<td></td>
</tr>
<tr>
<td>• administration of medicines</td>
<td>• alcohol - effects on the body - labelling of drugs</td>
<td>• media and drugs</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Safety</strong></td>
<td><strong>Relationships</strong></td>
<td><strong>Effects of drug use for the community</strong></td>
<td></td>
</tr>
<tr>
<td>• people who can help</td>
<td>• support networks</td>
<td>• labelling of drugs</td>
<td></td>
</tr>
<tr>
<td><strong>Home and Rural Safety</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• hazards inside/ outside home: poisons/fuels/guns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Emergency Procedures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• what to do in the event of an emergency</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Where else can I get assistance?

Drug education consultants are located throughout the state to assist schools in the planning, implementation and evaluation of drug education, provide policy advice, assist with curriculum support materials, and provide up-to-date information on resources.

<table>
<thead>
<tr>
<th>Districts</th>
<th>Location of drug education consultants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newcastle, Maitland, Lake</td>
<td>Newcastle District Office</td>
</tr>
<tr>
<td>Macquarie, Taree</td>
<td>Cnr Glebe and Brunker Roads ADAMSTOWN NSW 2289</td>
</tr>
<tr>
<td>Bondi, Port Jackson,</td>
<td>Bondi District Office</td>
</tr>
<tr>
<td>St George, Sutherland</td>
<td>5 Wellington St BONDI NSW 2026</td>
</tr>
<tr>
<td>Tamworth, Armidale, Moree</td>
<td>Tamworth District Office</td>
</tr>
<tr>
<td></td>
<td>DSE Noel Park House LEVEL 1, Marius Street TAMWORTH NSW 2340</td>
</tr>
<tr>
<td>Wagga Wagga, Albury,</td>
<td>Wagga District Office</td>
</tr>
<tr>
<td>Deniliquin, Griffith</td>
<td>76 Morgan Street WAGGA WAGGA NSW 2650</td>
</tr>
<tr>
<td>Wollongong, Batemans Bay,</td>
<td>Shellharbour District Office</td>
</tr>
<tr>
<td>Queanbeyan, Shellharbour</td>
<td>Corner Shellharbour and Lake Entrance Roads WARILLA NSW 2528</td>
</tr>
<tr>
<td>Bathurst, Dubbo, Broken Hill,</td>
<td>Bathurst State Office</td>
</tr>
<tr>
<td>Orange</td>
<td>140 William Street BATHURST NSW 2795</td>
</tr>
<tr>
<td>Fairfield</td>
<td>Fairfield District Office</td>
</tr>
<tr>
<td></td>
<td>Wolumba Street CHESTER HILL NSW 2162</td>
</tr>
<tr>
<td>Parramatta, Granville, Ryde</td>
<td>Parramatta District Office</td>
</tr>
<tr>
<td></td>
<td>9 Albert Street NORTH PARRAMATTA NSW 2151</td>
</tr>
<tr>
<td>Blacktown, Mt. Druitt, Penrith</td>
<td>Mount Druitt District Office</td>
</tr>
<tr>
<td></td>
<td>Hindemith Ave EMERTON NSW 2770</td>
</tr>
<tr>
<td>Central Coast, Hornsby,</td>
<td>Hornsby District Office</td>
</tr>
<tr>
<td>Northern Beaches</td>
<td>Level 2, 20 George Street HORNISBY NSW 2077</td>
</tr>
<tr>
<td>Clarence / Coffs Harbour,</td>
<td>Lismore District Office</td>
</tr>
<tr>
<td>Lismore, Port Macquarie,</td>
<td>Ballina Road GOONELLABAH NSW 2289</td>
</tr>
<tr>
<td>Tweed Heads/Ballina</td>
<td>Liverpool District Office</td>
</tr>
<tr>
<td>Liverpool, Bankstown,</td>
<td>Roy Watts Rd GLENFIELD NSW 2167</td>
</tr>
<tr>
<td>Campbelltown</td>
<td></td>
</tr>
</tbody>
</table>
Unit One - All about medicines

### Outcomes

#### Knowledge and Understanding
Displays basic positive health practices. (PHES1.12)

Demonstrates an emerging awareness of the concepts of safe and unsafe living. (SLES1.13)

#### Skills
Identifies some options available when making simple decisions. (DMES1.2)

#### Values and Attitudes
Refers to a sense of their own worth and dignity. (V1)

### Indicators

Sample indicators could include:
- Discusses the safe use and storage of medicines
- Prepares simple health messages
- Discusses the safe use and storage of medicines
- Identifies people who give them medicines
- Chooses between safe and unsafe situations
- Values themselves as an important member of various groups

### Content strands

#### Personal Health Choices
- **Drug Use**
  - medicines
    - administration of medicines
    - identifying medicines
    - safe use of medicines
    - safe storage
- **Health Services and Products**
  - people who keep me healthy
    - home
    - community

#### Safe Living
- **Personal Safety**
  - responding to unsafe situations
- **Home and Rural Safety**
  - hazards inside/outside home
    - poisons/fuels

#### Growth and Development
- **The Body**
  - looking after the body
- **Interpersonal Relationships**
  - people to go to for help
- **Communication**
  - expressing needs, wants and feelings
  - seeking help
- **Families**
  - family roles

### Overview of lessons in this unit

- **Lesson 1** - What keeps us healthy?
- **Lesson 2** - Who helps me stay healthy?
- **Lesson 3** - What happens when we are sick?
- **Lesson 4** - How do I stay safe in my home?
- **Lesson 5** - What are the rules for taking medicines?
Lesson 1: What keeps us healthy?

Things to look for - can students:
• identify items that support a healthy lifestyle?
• work co-operatively in groups?
• analyse information and make decisions?

Organisation | Suggested activities | Teaching points
--- | --- | ---
Whole Class | Brainstorm the things we need to stay healthy. Suggestions may include food, drink, exercise, rest, cleanliness, fresh air, medicines. | Magazine pictures may include food, TV, clothes, shoes, confectionery, medicines, telephone, water, alcohol, soap, a stove, bed, sweets, friends, sporting equipment, pictures of cigarettes or cigarette packets. 

Small Groups | Teacher has magazine pictures or advertising brochures and flashcards prepared with the headings: • Healthy • Unhealthy. Students categorise pictures. | 

Individuals | Teacher traces around two students. Inside the body outlines, paste pictures of healthy and unhealthy lifestyles. | 

Whole Class | Display outlines with appropriate captions showing a healthy and unhealthy lifestyle. |
## Lesson 2: Who helps me stay healthy?

**Things to look for - can students:**
- identify people who assist them to stay healthy?
- identify healthy activities?
- appreciate the need to be healthy?

### Resources:
- Art paper
- Paint
- Large sheets of paper

### Organisation | Suggested activities | Teaching points
--- | --- | ---
**Whole Class** | Review the concepts of healthy and unhealthy lifestyles from previous lesson. Discuss who has a healthy influence on the students’ lifestyles and situations where this may occur. Examples may include:
- My dad makes my dinner.
- My brother helps me brush my teeth.
- My sister plays with me in the park.
- My uncle takes me swimming. | Ensure that activities do not reinforce stereotypes. Students may need to be encouraged to think of alternative examples of caregivers. If a student, for example, suggests *My mum looks after me when I’m sick* the teacher might encourage additional considerations by posing *Who else might look after you?*

**Individuals** | Students paint a picture of a person who helps them stay healthy. Teacher scribes student’s ideas or student writes ideas. |  |

**Teacher** | Teacher constructs a ‘Big Book’ titled *Kindergarten...is a healthy class,* using the pictures the students have painted. | This activity is useful for the following lesson.

**Whole Class** | Shared reading of the captions. |  |
Unit One: All about medicines

Lesson 3: What happens when we are sick?

Things to look for - can students:
- identify people from whom they should accept medicines?
- appreciate the importance of family life?
- articulate the value of positive relationships?

Resources:
- Blank labels
- Paper
- Crayons

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Read ‘Big Book’ Kindergarten....is a healthy class, made in previous lesson or discuss pictures painted in previous lesson.</td>
<td>Refer to Background Information, page 138, on Role Play. The teacher may need to provide an example of a situation for role play, for example, One day I woke up and I found that I had a rash on my arms and legs. I felt very hot and dizzy. Students are encouraged to suggest subsequent situations for role plays. It is important that only appropriate behaviours should be role played by students, for example, taking medicines from a doctor, parent, or caregiver.</td>
</tr>
</tbody>
</table>
| Whole Class  | Discuss:  
- what happens when I am sick?  
- who helps me when I am sick?  
- when I am sick and I need medicine who gives it to me? | |
| Whole Class  | Role Play. I am feeling sick. Invent the story and the characters. Teacher writes labels to identify characters, for example, I am the doctor. I am Dad. Decide appropriate speech and interaction. Allocate the labels and role play the scene. | |
| Individuals  | Students complete the sentence: ‘............... helps me when I am sick’. | |
| Individuals  | Draw the person who gives them the medicines. Teacher or student writes the name of the person on the drawing. | |
| Whole Class  | Display with the caption to indicate that these people assist during illness. | |
### Lesson 4: How do I stay safe in my home?

#### Things to look for - can students:
- identify people who can administer medicines?
- identify safe and unsafe practices for storing medicines?
- work co-operatively with others?

#### Organisation | Suggested activities | Teaching points
--- | --- | ---
Whole Class | Review previous lesson so that students recall who administers medicines. Discuss:
- where should medicine be kept at home?
- why is this important? | Medicines should be stored in a secure place, preferably a locked cupboard, out of the reach of children.

Whole Class | Wall Story Activity
Teacher reads story taken from Worksheet 1, *Safe storage of medicines*, page 15. Brainstorm ideas to complete final sentence, *Then she put it away safely*..... The teacher scribes several appropriate suggestions onto strips of paper. | Teaching instructions for *Wall Story* Activity are on Worksheet 1, page 15.

Individuals | Students may illustrate the wall story using collage materials. |  |

Whole Class | Teacher models text innovation by changing words. For example, change the name of the sick child, *mum to dad, she to he* or to choices given by students. |  |

Individuals | The teacher positions story where students are able to change cards and make themselves the central character in subsequent activity times. |  |
**Unit One: All about medicines**

**Lesson 5: What are the rules for taking medicines?**

**Things to look for - can students:**
- appreciate that medicines are to be taken only by the person for whom they are prescribed?
- identify situations that may lead to problems?
- understand the need for responsible behaviour?

**Resources:**
- Various items:
  - toothbrush
  - fruit
  - asthma puffer
  - clean, empty cough medicine bottle
  - books.

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Review the concept that medicines must be stored safely by reading the text from the Wall Story activity.</td>
<td>Students may suggest sharing items such as books, games or food. Students may suggest items such as swimming costumes, underclothes, birthday presents, medicines as items not usually shared. This activity highlights that there are some items that are not shared, such as medicines.</td>
</tr>
</tbody>
</table>
| Whole Class  | Introduce the concept of ownership and sharing. Display various items such as fruit, a toothbrush, a comb, asthma puffer, books and medicines. Discuss:
  - what do you own that you can share with other people? Why?
  - what do you own that you do not share? Why? | |
| Whole Class  | Discuss reasons for student choices. Emphasise: medicines should not be shared, and explain why. Discuss where first aid materials (antiseptics, tweezers) are kept at school and the rules associated with their use. | |
| Whole Class  | Visit the first aid area. Meet the person responsible for first aid, for example, school support staff, Aboriginal Education Assistant. Discuss the procedures followed in the first aid area. | The teacher may emphasise the concept of caring for friends at school when they are sick and demonstrate the first aid procedures. |
Safe storage of medicines

Story:

Page 1:
Colin was sick in bed. The doctor came to visit.

Page 2:
His mother talked to the doctor. Colin had to take medicine.

Page 3:
Colin’s mum gave the medicine to Colin.
Then she put it away safely... ___

Words where innovation on text may occur.

Teaching Instruction
1. Write story onto three pages.
2. Teacher reads story with class.
3. Students brainstorm ending to final sentence.
4. Teacher records several suggestions on strips of paper.
5. Extra names/blank strips available for use in text innovation. Students suggest alternatives.
6. Students may illustrate using collage material.
Unit One - Medicines and Me

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Understanding</strong></td>
<td>Sample indicators could include:</td>
</tr>
<tr>
<td>Recognises that positive health choices can promote well being. (PHS1.12)</td>
<td>• identifies appropriate use, administration and storage of different types of medication</td>
</tr>
<tr>
<td>Identifies the ways in which they communicate, co-operate and care for others. (IRS1.11)</td>
<td>• explains why different people are important to them&lt;br&gt;• demonstrates ways to care for others.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Sample indicators could include:</td>
</tr>
<tr>
<td>Communicates appropriately in a variety of ways. (CS1.1)</td>
<td>• discusses how to store medicines safely&lt;br&gt;• creates a picture about people who give them medicine.</td>
</tr>
<tr>
<td><strong>Values and Attitudes</strong></td>
<td>Sample indicators could include:</td>
</tr>
<tr>
<td>Increasingly accepts responsibility for personal and community health. (V4)</td>
<td>• appreciates the need for safe practices in a range of situations and environments.</td>
</tr>
</tbody>
</table>

**Content Strands**

**Personal Health Choice**

**Health Services and Products**
- people who keep me healthy<br>  - home

**Drug Use**
- purpose of medication<br>- safe use of medication<br>- administration of medicines<br>- safe storage of medicines

**Safe Living**

**Personal Safety**
- safe/unsafe situations

**Home and Rural Safety**
- hazards inside/outside<br>- safe handling of substances/animals

**Growth and Development**

**The Body**
- body care and maintenance

**Interpersonal Relationships**

**Communication**
- expressing needs, wants and feelings<br>- active listening skills<br>- showing concern for others

**Families**
- family roles

**Groups**
- working with others

**Overview of lessons in this unit**

Lesson 1 - What happens when I am unwell?<br>Lesson 2 - Who helps me when I am sick?<br>Lesson 3 - How do we use medicines safely?<br>Lesson 4 - How do my friends and I take medicines safely?<br>Lesson 5 - What is safe and unsafe around the home?
## Lesson 1: What happens when I am unwell?

### Things to look for - can students:
- identify situations when they have been unwell?
- communicate information efficiently?
- express feelings?

### Organisation

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Read or tell a story containing a character who is sick.</td>
<td>The school librarian may suggest a list of suitable books, or teacher may improvise a story.</td>
</tr>
<tr>
<td></td>
<td>Discuss situations/times when students have felt unwell.</td>
<td>Teachers may need to revise that medicines can be:</td>
</tr>
<tr>
<td></td>
<td>Examine the following:</td>
<td>• prescribed by doctors</td>
</tr>
<tr>
<td></td>
<td>• how did you feel?</td>
<td>• purchased ‘over the counter’</td>
</tr>
<tr>
<td></td>
<td>• did you take any medicines?</td>
<td>• administered by parents and caregivers.</td>
</tr>
<tr>
<td></td>
<td>• who gave you medicines?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• who decided if you took medicines?</td>
<td></td>
</tr>
<tr>
<td>Whole Class</td>
<td>Pictorially graph results of:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• who has been to the doctor?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• who has been to hospital?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• who has taken medicines?</td>
<td></td>
</tr>
<tr>
<td>Individuals</td>
<td>Students paint a picture of themselves or someone they know in hospital. Student and/or teacher writes caption underneath, for example, <em>What happens when I am unwell?</em></td>
<td></td>
</tr>
<tr>
<td>Whole Class</td>
<td>Display and discuss paintings.</td>
<td></td>
</tr>
</tbody>
</table>

### Resources:
- Story about being sick, or taking medicines
- Paper for graphs
- Paper
- Paints
Lesson 2: Who helps me when I am sick?

Things to look for - can students:
• identify people who give them medicines?
• know where to go at school to get assistance?
• demonstrate appropriate procedures for helping someone?

<table>
<thead>
<tr>
<th>Organisation</th>
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<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Display and discuss pictures of medical personnel who could help when someone is sick.</td>
<td>Pictures may be accessed from the library and could include pictures of doctors, nurses or ambulance officers. Other people who may help include family, relatives and school personnel. Ensure that pictures are culturally appropriate and reflect the diversity in school enrolment.</td>
</tr>
<tr>
<td></td>
<td>Discuss:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• who are these people?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• how do they help us?</td>
<td></td>
</tr>
<tr>
<td>Whole Class</td>
<td>Discuss:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• how can you help if someone doesn’t feel well at school?</td>
<td></td>
</tr>
<tr>
<td>Whole Class</td>
<td>Visit the school first aid area. Discuss the role of the carers and the school procedures when students are sick or injured.</td>
<td></td>
</tr>
<tr>
<td>Small Groups</td>
<td>Role play scenarios of a student helping another student at school.</td>
<td>Role play could include scenarios of:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• a student has a headache whilst in the playground</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• a student has fallen off play equipment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• a student has cut him/herself</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• a student has an asthma attack.</td>
</tr>
</tbody>
</table>
**Unit One: Medicines and me**

**Lesson 3: How do we use medicines safely?**

**Things to look for - can students:**
- give reasons for taking medicines?
- predict consequences of taking incorrect medicines?
- appreciate the need for responsible behaviour?

<table>
<thead>
<tr>
<th>Organisation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Display a variety of empty medicine containers, for example, tablets, liquids and inhalers.</td>
<td>Refer to <em>Glossary</em>, page 150, for examples of types of medicines.</td>
</tr>
</tbody>
</table>
| Whole Class  | Discuss why people use them and when they need to be used:  
   - who has taken medicine?  
   - who gave it to you?  
   - who looks after the medicines?  
   - why is it so important to be so careful with medicines? | Emphasis should be placed on students taking only their own medicines.  
Rules for taking medicines:  
- only take own medicine  
- correct dosage/times  
- adult supervision  
- only taken when directed by doctor, parent or caregiver. |
| Individuals  | Discuss the rules for taking medicines at home.  
List ideas.  
Students could predict what might happen if too much or not enough medicine is taken and who could assist in this situation. |  |
| Whole Class  | Complete Worksheet 1, *Who gives me medicines?* page 23, representing the silhouette of the person who usually gives medicine. Students add to silhouette by drawing features of an adult who is giving them medicine. Students write the name of the person on the worksheet.  
Student must be able to identify the person who usually gives them medicines, for example, indicating that it is their grandfather by his curly hair, the student’s childminder by his/her motorbike in the background of picture, the student’s mother by a distinctive long skirt, etc. |  |
| Whole Class  | Display work or construct class book, *People who give me medicines.* |  |

**Resources:**
- Asthma inhaler
- Medicine bottles and packets
- Large paper
- Textas
- Crayons
- Worksheet 1 *Who gives me medicines?*, p.23 (may be enlarged)
Lesson 4: How do my friends and I take medicines safely?

Things to look for - can students:
• make responsible decisions about medicines?
• describe friendly behaviour?
• discuss consequences of actions?

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Read Activity sheet 1, <em>Friends do things together</em>, page 24, a story about sharing medicines. Discuss: • what do friends do for each other? • how do they act toward one another? • when do friends not do things together? Discuss Ben’s choices and the possible consequences of each choice.</td>
<td></td>
</tr>
<tr>
<td>Individuals</td>
<td>Students draw a picture of themselves taking medicines in the correct manner.</td>
<td></td>
</tr>
<tr>
<td>Groups</td>
<td>Alternative activity Students create a mask from paper plates for each character in the story, Activity sheet 1. Using masks, groups of students interpret the scenario <em>Friends do things together.</em></td>
<td></td>
</tr>
</tbody>
</table>

Resources:
• Activity sheet 1 *Friends do things together*, p.24
• Paper plates
• Materials to decorate paper plates

It is important that students learn to generate a range of possible solutions as part of problem solving. Encourage students to think of as many positive and negative choices as possible.
## Lesson 5: What is safe and unsafe around the home?

### Things to look for - can students:
- identify what are safe and unsafe items?
- discuss why items are safe and unsafe?
- follow rules for playing a group game?

### Resources:
- Activity sheet 2
- *The Letter*, p.25
- Magazine pictures
- Cards labelled *safe* and *unsafe*
- Pencils
- Paper

### Organisation | Suggested activities | Teaching points
--- | --- | ---
Whole Class | Drama Activity  
The teacher begins by showing the class a letter from Little Red Riding Hood’s grandmother, *Activity sheet 2, The Letter*, page 25.  
Students discuss the letter and decide on their response (to go and help grandmother).  
Students sing a song on the way.  
They arrive at grandmother’s cottage, knock on the door and grandmother invites them in.  
Grandmother explains that the wolf left a terrible mess and she needs help to sort it out and place the dangerous items in a special cupboard out of reach of wolves. This cupboard has a key.  
Discuss:  
- what types of things will be put in the cupboard?  
- why does the cupboard have a key?  
- why do we have special places for unsafe things?  
- where do you think grandmother should put the key to the cupboard? | Similar folktales, legends or Dreamtime stories may be substituted if considered more culturally appropriate.  
Students sing a song and pretend to be walking through the forest.  
The teacher may use a ‘grandmother voice’.
Unit One: Medicines and me

Lesson 5: What is safe and unsafe around the home? (cont.)

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
</table>
| Whole Class  | The teacher shows magazine pictures of medicines, alcohol, household products, food, furniture, a cigarette lighter.  
Discuss and record:  
• what can you see?  
• what can you see that is safe?  
• what can you see that is unsafe?  
• where should the unsafe items be kept? | Identification Game.  
Teacher places signs safe and unsafe at designated parts of the room.  
Teacher displays magazine picture or label.  
Students decide whether object is safe or unsafe and move to the appropriate side of the classroom. |
| Whole Class  | Play Identification Game  
Students match magazine pictures with labels safe and unsafe. | |
| Individuals  | Students write a letter to Little Red Riding Hood’s mother telling her how they have helped grandmother.  
(Class may receive a thank you letter from grandmother). | Letters may be individually written or be written as a jointly constructed class text. |
Who gives me medicines?
Friends do things together

Carlo and Ben are neighbours.

Carlo and his friend, Ben, like to do things together. When Carlo gets a new toy, Ben asks his mum to buy him one just the same. When Ben has peanut butter sandwiches for lunch, Carlo does too!

One day Ben is feeling very sick and has to stay home so he can visit the doctor.

Ben’s mother takes him to Dr Lee’s office and Dr Lee tells Ben he has an influenza virus. He gives Ben some medicine especially for his illness. Dr Lee tells Ben and his mother how much medicine to take and the times when Ben has to take it. It is strawberry flavoured.

Dr Lee tells Ben and his mother that lots of children where they live have been sick but everybody is different and this medicine is only for Ben.

That afternoon when Carlo gets home from school, he goes to visit his best friend to find out how he is feeling. Ben is feeling better now and tells Carlo about his medicine. Carlo watches while Ben takes his medicine carefully with his mother’s help.

When Ben’s mum has gone to read a book, Carlo asks Ben if he can have some medicine.

What can Ben do?

Teaching points: As a class, look at the choices Ben has and discuss the positive and negative consequences of each choice.

Names should be changed if there are students in the class with the same names.
Dear.....

Yesterday a wolf came to visit. It pulled everything out of my cupboards and left a terrible mess on the floor. I think it was hungry and wanted something to eat.

I can’t remember where everything is kept. Will you come to visit and help to sort out the mess? We could have honey cakes and chocolate milk for morning tea.

Please sing a song on the way so I know it isn’t the wolf coming to visit again.

Love,
Granny
### Unit Two - Keeping myself safe around medicines

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Understanding</strong></td>
<td>Sample indicators could include:</td>
</tr>
<tr>
<td></td>
<td>• identifies appropriate use, administration and storage of different types of medicines</td>
</tr>
<tr>
<td></td>
<td>• role plays what to do in an emergency eg dial 000</td>
</tr>
<tr>
<td></td>
<td>• describes dangerous things they can see, reach and touch and ways of dealing with them.</td>
</tr>
<tr>
<td></td>
<td>Recognises that positive health choices can promote well being. (PHS1.12)</td>
</tr>
<tr>
<td></td>
<td>Recognises that their safety depends on the environment and the behaviour of themselves and others. (SLS1.13)</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Sample indicators could include:</td>
</tr>
<tr>
<td></td>
<td>• predicts consequences of options in order to make decisions</td>
</tr>
<tr>
<td></td>
<td>• discusses feelings others may have.</td>
</tr>
<tr>
<td></td>
<td>Recalls past experiences when making decisions. (DMS1.2)</td>
</tr>
<tr>
<td><strong>Values and Attitudes</strong></td>
<td>Sample indicators could include:</td>
</tr>
<tr>
<td></td>
<td>• appreciates the need for shared responsibility and decision making</td>
</tr>
<tr>
<td></td>
<td>• appreciates the need for safe practices in a range of situations and environments</td>
</tr>
<tr>
<td></td>
<td>• values the need to work co-operatively.</td>
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<tr>
<td></td>
<td>Refers to a sense of their own worth and dignity. (V1)</td>
</tr>
</tbody>
</table>
Content Strands

Personal Health Choice
Health Services and Products
• people who keep me healthy
  - home
  - community
Drug Use
• purpose of medication
• safe use of medication
• administration of medicines
• safe storage of medicines
Safe Living
Personal Safety
• safe/unsafe situations
Home and Rural Safety
• hazards inside/outside home: poisons/fuels/guns
• safe handling of substances/animals
Emergency Procedures
• what to do in the event of an emergency

Growth and Development
The Body
• body care and maintenance

Interpersonal Relationships
Communication
• expressing needs, wants and feelings
• showing concern for others
Families
• family roles
• rights and responsibilities
Peers
• sharing
• co-operating

Overview of lessons in this unit
Lesson 1 - What should I do to get help?
Lesson 2 - What needs to be kept in a safe place?
Lesson 3 - How do my friends and I use medicines safely?
Lesson 4 - How can we store medicines safely?
Lesson 5 - How do I know what is safe for me?
Unit Two: Keeping myself safe around medicines

Lesson 1: What should I do to get help?

Things to look for - can students:
• identify who could assist them in an emergency?
• seek help when needed?
• identify solutions for dealing with an emergency?
• appreciate that decisions must be made in an emergency?

<table>
<thead>
<tr>
<th>Organisation</th>
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<tbody>
<tr>
<td>Whole Class</td>
<td>Teacher and students read Activity sheet 1, <em>Mario</em>, page 34, a story about a younger sibling drinking an unknown substance.</td>
<td>The teacher may scribe the scenario onto the board, butchers paper or make an overhead transparency.</td>
</tr>
<tr>
<td>Small Groups</td>
<td>Discuss what Mario could do and the consequences that could occur.</td>
<td>Actions that Mario could take include:</td>
</tr>
<tr>
<td></td>
<td>• Elected leader reports to class.</td>
<td>• removing the bottle from his sister’s reach</td>
</tr>
<tr>
<td>Whole Class</td>
<td>Using the same scenario discuss what Mario could do if there was not an adult in the house.</td>
<td>• calling his mum</td>
</tr>
<tr>
<td></td>
<td>• Students brainstorm and list all the people they know who could help including older siblings, next door neighbours, grandparents.</td>
<td>• telling an older person.</td>
</tr>
<tr>
<td></td>
<td>• Teacher then highlights that some people may not be available, for example, they are at work, they do not have a telephone.</td>
<td>The lesson assists students to identify their family support network.</td>
</tr>
<tr>
<td></td>
<td>• Eliminate from the list people that Mario could not contact.</td>
<td>This lesson assists students to identify sources of support outside the family network, for example, the emergency 000 number.</td>
</tr>
<tr>
<td>Whole Class</td>
<td>Who else could help Mario if no one in the family network is available?</td>
<td></td>
</tr>
</tbody>
</table>

Resources:
• Butchers paper
• Textas
• Activity sheet 1
*Mario*, p.34
### Lesson 1: continued...

#### Things to look for - can students:

- understand and demonstrate ringing 000 emergency number?
- appreciate that support networks can assist in emergencies?

<table>
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<tr>
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</table>
| Whole Class  | Discuss when to use the emergency 000 number:  
* when would you ring 000?  
* who would answer 000?  
* what would you say?  
* how do you make a 000 phone call from a public telephone?  
* do you need money to make a 000 phone call from a public telephone? | The teacher should explain that people calling 000 will be asked:  
* for the service they require, police, fire brigade or ambulance  
* the nature of their concern.  
Research into children’s use of services such as Kid’s Helpline and Operation Paradox shows that more use of services is made when children know what to expect. |
| Whole Class  | The teacher role plays the response that would be received when using the 000 number. | The teacher should model how to make the 000 call before the students practise the procedure. |
| Small Groups | Role play making an emergency 000 call. | When making an emergency 000 call, students need to know:  
* how to use the telephone  
* their name and address  
* when they would ring 000, for example, if none of the student’s network is present, someone is not breathing or you cannot wake them up. |
| Individuals  | List the names on an outline of a hand or draw the faces of 5 people that students could include in their support network. | Students should be encouraged to include 2 people outside the family network. |
## Lesson 2: What needs to be kept in a safe place?

### Things to look for - can students:
- identify substances that need careful handling?
- identify substances that are stored in secure places?
- recognise situations which may lead to problems?

### Organisation | Suggested activities | Teaching points
--- | --- | ---
Whole Class | Display containers of household cleaning agents and toxic products. Discuss:
- what types of products are these?
- what do we use the products for?
- why are these products kept in special places?
- why do some product containers have special tops? | The viewing of the products should be strictly supervised.
Teachers should ensure that all container lids are securely in place.
Toxic products could include bleach, fly spray, dishwasher powder, oven cleaner, washing powder, toilet cleaner, paint stripper, methylated spirits, weed killers, animal drenches, pesticides, chemical sprays and turpentine.

Whole Class in circle | Categorise where these products are found in the home, under the headings: Kitchen, Laundry, Bathroom, Garage and Other. | If the students indicate that these items are not kept in safe places sensitive discussion of the reasons should follow.

Individuals | Students design a poster to emphasise the need for safe storage of toxic products. Teacher discusses with students:
- wording
- colour
- layout. | Discussion of risks involved in the storage of toxic products and wording in posters should include .......might happen, ........could happen.

Whole Class | Display posters in prominent place in the school. |  

### Resources:
- Containers of household cleaners and toxic products
- Cards with names of rooms on them
- Paper
### Unit Two: Keeping myself safe around medicines

**Lesson 3: How do my friends and I use medicine safely?**

#### Things to look for - can students:
- identify the steps involved in making decisions?
- demonstrate safe practices?
- value their own health and that of others?

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Shared reading of the story on Activity sheet 2, <em>Jane and Emily</em>, page 35.</td>
<td>Teacher may choose to make this story into class books for use in other activities. Students could illustrate.</td>
</tr>
</tbody>
</table>
| Whole Class  | Discuss Activity sheet 2:  
  - what might have been worrying Jane?  
  (If the opened medicine bottle and tablets on a chair are not mentioned then direct the students’ attention to them.)  
  - what could Jane do to help Emily?  
  (Answers could include, take Emily a present of fruit, invite Emily to a healthy lunch, make Emily a get well card - again attention may have to be directed to the medicine and tablets, for example, give them to Emily’s mum.)  
  - would Jane caring about Emily make her feel better? Why? | Students should be encouraged to justify their answers where appropriate. |
| Individuals  | Imagine that your best friend is sick.  
  - Make a get well card.  
  - Write a letter to your friend. | Letters can be published on a computer and presented to an audience or included in the school newsletter or magazine. |

**Resources:**
- Activity sheet 2 *Jane and Emily*, p.35
- Paper
- Writing materials
Lesson 4: How can we store medicines safely?

Things to look for - can students:
- identify medicines?
- explain where medicines are stored?
- design a safe storage cupboard for medicines?

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Display a variety of empty medicine packages. Discuss: • what are the items? • how do you know they are medicines? • where can you buy them? • what are ‘child resistant’ containers?</td>
<td>The handling and viewing of any medicines should be strictly supervised. Medicine containers could include bottles, packets, asthma sprays, tubes of cream. Medicines can be purchased from supermarkets, chemists, shops. If prescribed by a doctor they can only be purchased at the chemist with a prescription. Some medicines are stored in ‘child resistant’ containers. Medicines should be kept out of reach of children or in a cupboard that can be locked.</td>
</tr>
<tr>
<td>Whole Class</td>
<td>Discuss: • where should we keep medicines? • what can be done to keep you or other children safe around medicines? Predict consequences of unsafe storage.</td>
<td></td>
</tr>
<tr>
<td>Individuals</td>
<td>Invent and design or make a cupboard to store medicines and unsafe items.</td>
<td>This activity involves creative and lateral thinking, for example, the cupboard could have ‘child resistant’ locks, secret drawers or sliding compartments and positioned at least 1.5m above the floor.</td>
</tr>
<tr>
<td>Whole Class</td>
<td>Display the cupboard. Students explain their cupboard design.</td>
<td></td>
</tr>
</tbody>
</table>
## Lesson 5: How do I know what is safe for me?

**Things to look for - can students:**
- identify differences between medicines and poisons?
- categorise items as medicines, poisons or other substances?
- recognise the poison sign?

### Organisation | Suggested activities | Teaching points
--- | --- | ---
Whole Class | Discuss the differences between medicines and poisons leading to generalisations about them. Discuss Activity sheet 3, *Poison sign*, page 36. | It is important to emphasise that medicines should only be taken in the prescribed quantity and that they are only to be taken by those for whom they are prescribed. 

Two Groups | Group 1 students are given Worksheet 1, *Poisons, medicines, others*, page 37, and asked to list the names of poisons, medicines and other household items. Group 2 students brainstorm words they associate with poison and make a semantic web. | Emphasise that poisons should never be drunk or swallowed by people. 

Whole Class | Students share lists. The names of five poisonous items and fifteen medicines and other household items are recorded on the blank stepping stones. Stepping stones for START and FINISH are also made. Class sits in a circle. Teacher scatters stepping stones within the circle making sure START and FINISH are on opposite sides. Students take turns stepping on the stones. They begin at START, avoid stones with the poison sign or poisonous items on them and step on safe stones to reach FINISH. | Poisonous items include:
- bleach
- kerosene
- insecticides
- oven cleaner
- pool chemicals
- paint stripper
- degreasers
- paint
- pesticides
- weed killer
- floor polish
- animal drenches
- methylated spirits
- furniture polish
- mineral turpentine. 

### Resources:
- Activity sheet 3 *Poison sign* p.36 
- Worksheet 1 *Poisons, medicines, others*, page 37 
- Paper 
- Stepping stones: 20 blank 5 with poison sign 1 with START 1 with FINISH. 

Refer to *Semantic web* in *Background Information*, page 135.
Mario

Mario is eight years old and has been asked to look after his two year old sister while his mother is gardening.

Mario is watching television, but suddenly realises that his sister is not in the room. He goes looking for her and finds her sitting on the kitchen floor in front of the cupboard that is under the sink.

The cupboard door is open and she has taken out a bottle. The top is off and the bottle is in her mouth when Mario walks into the kitchen. She holds it up to him saying, “Yucky lemonade!”

What could Mario do?
Jane and Emily

On Monday, Jane went to school and her best friend Emily wasn’t there. Jane felt lonely and sad all day. She sat with some other children in her class to eat lunch and they asked her to play a skipping game but it wasn’t the same as playing with Emily.

When Jane went home she asked her dad if she could phone Emily and find out if Emily was coming to school on Tuesday. Her dad said yes. Emily’s mum asked if Jane would like to visit Emily.

When Jane arrived at Emily’s house Emily was sitting up in bed. Her cough mixture and some tablets were on a chair beside the bed. The top was off the cough mixture. Jane and Emily talked to each other for a long time and Jane told Emily how lonely she had been at school that day. Jane told Emily that she really hoped Emily would be well enough to come to school on Wednesday.

When Jane got home she asked her Dad if she could talk to him because she was worried about Emily.
Poison sign
**Poisons, medicines, other**

List the household items

<table>
<thead>
<tr>
<th>Poisons</th>
<th>Medicines</th>
<th>Other</th>
</tr>
</thead>
<tbody>
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</table>
## Unit One - Drugs affect me

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Understanding</strong></td>
<td>Sample indicators could include:</td>
</tr>
<tr>
<td>Discusses the factors influencing personal</td>
<td>• identifies major steps involved in making decisions in regard to drug use eg tobacco</td>
</tr>
<tr>
<td>health choices. (PHS2.12)</td>
<td>• identifies and discusses family practices related to health and safety eg administration and storage of medicines</td>
</tr>
<tr>
<td>Discusses how safe practices promote personal</td>
<td>• discusses why substances such as tobacco can be dangerous to the body</td>
</tr>
<tr>
<td>well being. (SLS2.13)</td>
<td>• creates a poem on a particular safety issue eg safe play, smoke-free areas.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Sample indicators could include:</td>
</tr>
<tr>
<td>Makes positive contributions in group activities. (INS2.3)</td>
<td>• works independently or in a group to complete activities</td>
</tr>
<tr>
<td></td>
<td>• participates in group discussions to list the harms relating to tobacco use</td>
</tr>
<tr>
<td></td>
<td>• helps others achieve set tasks</td>
</tr>
<tr>
<td></td>
<td>• displays tolerance in relation to individual differences eg level, ability, culture.</td>
</tr>
<tr>
<td><strong>Values and Attitudes Outcomes</strong></td>
<td>Sample indicators could include:</td>
</tr>
<tr>
<td>Increasingly accepts responsibility for personal and community health. (V4)</td>
<td>• values their health and safety and that of others</td>
</tr>
<tr>
<td></td>
<td>• appreciates the need for safe practices in a range of situations and environments.</td>
</tr>
</tbody>
</table>
**Content Strands**

**Personal Health Choices**

**Nutrition**
- special needs
  - illness eg diabetes, heart disease

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

**Safe Living**

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

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

**Growth and Development**

**The Body**
- systems

**Interpersonal Relationships**

**Relationships**
- support networks

**Communication**
- appropriate expression of feelings
- communication in group situations

**Families**
- roles, rights and responsibilities

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

---

**Overview of lessons in this unit**

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

**Things to look for - can students:**

- write a simple definition of a drug?
- identify products that contain drugs?
- contribute to group discussions?

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

Whole Class | Students complete Worksheet 1, *Does it contain a drug?* page 50, by identifying the products that contain a drug. |  

Individuals | Discuss the drugs identified on Worksheet 1. Can students identify other products that contain a drug? |  

Whole Class |  |  

---

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

### Organisation | Suggested activities | Teaching points
--- | --- | ---
Whole Class | Review ‘What is a drug?’ | Refer to Lesson 1 and *Glossary*, page 150, for definition of a drug.
Whole Class | Discuss:
• what do medicines look like?
• why do people use medicines?
Students brainstorm types of medicines. Teacher records on board. Examples of medicines are shown. | Highlight that medicines can take different forms, including powder, tablet, liquids and can be taken orally, or by injections.
The reasons people take medicines include illness, headache, pain and habit.
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. | Highlight that people in the support network must be available, responsible and trustworthy.
Whole Class | Teacher reads Activity sheet 1, *Marly*, a scenario about taking medicines. Discuss questions on Activity sheet 1.
List all the people to whom Marly could go for help (question 5). | The list created for *Who could Marly go to for help?* could be a stimulus for identifying student’s support network.
Whole Class | Discuss the people that the students could go to for help (question 6). | Students should identify five people, two of whom are readily accessible.
Small Groups | Discuss:
• who gives me medicines?
Examples may include parents, relatives, babysitter, school first aid person. |
**Lesson 3:** How do we store and use medicines safely in the home?

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

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

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
</table>
| Class in a circle  | **Activity:** How does smoking affect us?  
  - **Worksheet 3, Effects of smoking,** page 53, is cut up into individual cards and placed in two groups:  
    a. Effects of smoking  
    b. Parts of the body.  
  - **Deal out the effects of smoking cards to students.**  
  - **Arrange the parts of the body cards in the middle of the circle.**  
  - **Students match the parts of the body cards and the effects of smoking cards.**  
  - When all cards have been read and matched the class reviews and agrees on the placements.                                                                 | The teacher may need to revise the parts of the body as an introduction to this activity.  
  The cards cut from Worksheet 3 may be placed in an envelope for safe keeping. It is suggested where possible that this sheet be enlarged and printed on thick paper/card and laminated to be reused.                                                                                                 |
| Whole Class        | **Brainstorm knowledge of what is written on cigarette packets, such as government health warnings, packet size and brand names.**  
  The teacher records replies.  
  **Display Activity sheet 2, Cigarette packets,** page 54, on an overhead.  
  Discuss the health warnings:  
  - what do they mean?  
  - why are they on the packets?  
  - do you think that health warnings influence people not to smoke? Why?                                                                                                                | The teacher may choose to display empty cigarette packets.  
  Students may need to use a dictionary to clarify the meaning of some words, for example, health hazard.  
  Refer to Major decisions on smoking and tobacco, page 139, in Background Information for additional health warnings.                                                                                                           |
| Individuals        | **Create new health warnings for cigarette packets.**                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                 |
### 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:
- Worksheet 4 *Decision making*, p.56
- Activity sheets 4 and 5, *Suggested Responses for scenarios*, p.57-58

<table>
<thead>
<tr>
<th>Organisation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Read aloud each scenario on Activity sheet 3, <em>Scenarios</em>, page 55. Discuss the scenarios using the Teaching points or the notes on <em>Decision making in the Background Information</em>, page 137: • Issues • Choices • Consequences • Decision. Using Worksheet 4, <em>Decision making</em>, page 56, class completes <em>Decision making</em> proforma.</td>
<td>Because of the age and maturity of students it is advised that the teacher work with the class on each scenario addressing the following questions: • Issues: what is the problem for the person in the scenario? • Choices: what can the person in the scenario do? • Consequences: what will happen if . . . . . ? • Decision. Examples of responses are given for teacher information on Activity sheets 4 and 5, pages 57-58. Students should be encouraged to suggest choices and consequences at all times.</td>
</tr>
<tr>
<td>Whole Class</td>
<td>Class discusses Scenario 1. The teacher models how to complete the <em>Decision making</em> proforma, page 56.</td>
<td>A master copy of Worksheet 4, <em>Decision making</em>, used as an overhead or enlarged, may assist the teacher.</td>
</tr>
<tr>
<td>Groups</td>
<td>Students complete remaining scenarios using <em>Decision making</em> proforma.</td>
<td></td>
</tr>
<tr>
<td>Whole Class</td>
<td>Discuss group decisions for each scenario. Students justify their decisions.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 6: **What are alcoholic drinks and what do labels tell us?**

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

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

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

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

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals or Pairs</td>
<td>Students write or desk top publish an explanation about labelling. Include different aspects, for example:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• what labels tell us</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• what are the differences between labels on the containers of an alcoholic drink and the containers of a non-alcoholic drink</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• why there are labels on drink containers.</td>
<td></td>
</tr>
<tr>
<td>Individuals</td>
<td>Students write sentences or description for a label or product. Class has to guess the name of the product.</td>
<td></td>
</tr>
<tr>
<td>Individuals, Whole Class</td>
<td>2. Design a label or a product and include a description of the non-alcoholic drink. Display in room. Write out the recipe for this drink. Students could desk top publish it and include paint software. Students make non-alcoholic drinks using their own recipes.</td>
<td>Ensure that drinks are non-alcoholic.</td>
</tr>
<tr>
<td></td>
<td><strong>Extension activities</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Students write sentences or description for a label or product. Class has to guess the name of the product.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Homework activity</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students ask parents:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• what are their favourite drinks?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• do they know what is on the label?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• how do they use this information?</td>
<td></td>
</tr>
</tbody>
</table>
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.

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

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
</table>
| Small Groups | Students write the statement *If an adult drank lots of alcoholic drinks it may make them*…………………  
Students write word or phrase to complete the sentence, for example, shout, sleepy, drunk, cranky, sway, happy, want to drink more, swagger, show off, smell, angry, giggly, sick. | Alcohol has different effects on different people. Refer to *Background Information*, page 147, for further information.                                                                                     |
| Pairs        | Students complete Worksheet 6, *Effects of alcohol*, page 61.                                                                                                                                                             | Teachers need to be sensitive to students’ varying responses.                                                                                                                                                      |
| Whole Class  | Discuss students’ responses.                                                                                                                                                                                                | Students’ knowledge about alcohol will be affected by their experiences and observations in their environment.                                                                                                  |
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.
Effects of smoking

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

**Effects of smoking**

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

**Parts of the body**

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

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

What can I do if someone is smoking near me?

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

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

3. Rebecca goes to Saturday school for language lessons. Her best friend’s mother drives them home after lessons. She always smokes in the car.
Stage 2

Decision making

Issue

Choices

Consequences

My decision is...

because...
### Suggested responses for scenarios

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

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

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

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

Issue: The mother smokes in the car.

Choices:
- Rebecca can tell her mother.
- Rebecca can ask for a window seat.
- Rebecca coughs all the way home and pretends to be sick.

Consequences:
- Ask friend’s mother not to smoke.
- Mother can tell friend’s mother that cigarette smoke is harmful to Rebecca.
- Friend’s mother stops smoking.
- Rebecca has fresh air.
- Cigarette smoke does not worry Rebecca as much.
- Friend’s mother tells Rebecca’s mother.
- Rebecca and her mother discuss the issue.
- Rebecca’s mother collects her from Saturday school.

DECISION?
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

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

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

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

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Understanding</strong></td>
<td>Sample indicators could include:</td>
</tr>
<tr>
<td>Discusses the factors influencing personal health choices. (PHS2.12)</td>
<td>• discusses reasons why people use drugs for medical and non-medical purposes</td>
</tr>
<tr>
<td>Discusses how safe practices promote personal wellbeing. (SLS2.13)</td>
<td>• explains the need for rules and laws made for the protection of themselves and others</td>
</tr>
<tr>
<td></td>
<td>• explains the need for rules for safe behaviour in familiar settings</td>
</tr>
<tr>
<td></td>
<td>• recognises how their body reacts and how they might feel in safe and unsafe situations.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Sample indicators could include:</td>
</tr>
<tr>
<td>Makes decisions as an individual and a group member. (DMS2.2)</td>
<td>• gathers accurate information about tobacco and clarifies understandings</td>
</tr>
<tr>
<td></td>
<td>• discusses advantages and disadvantages of options with friends when making decisions</td>
</tr>
<tr>
<td>Uses a range of problem-solving strategies. (PSS2.5)</td>
<td>• uses problem solving on a group or individual basis</td>
</tr>
<tr>
<td></td>
<td>• analyses problem situations.</td>
</tr>
<tr>
<td><strong>Values and Attitudes</strong></td>
<td>Sample indicators could include:</td>
</tr>
<tr>
<td>Increasingly accepts responsibility for personal and community health. (V4)</td>
<td>• defends the need for making decisions that enhance health</td>
</tr>
<tr>
<td></td>
<td>• appreciates the need for safe practices in a range of situations and environments.</td>
</tr>
</tbody>
</table>
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?
## Lesson 1: What are drugs and why do people use them?

### Things to look for - can students:

- identify drugs from non drugs?
- identify that drugs can be helpful or harmful?
- appreciate that drugs have more than one use?

### 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: *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)
Individuals | List drugs known to students. Using Worksheet 1, *Helpful and harmful drugs*, page 73, categorise drugs into:
- drugs that can help us
- drugs that can harm us. | The teacher may need to add to the student’s list.
- Refer to *Background Information* 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?

#### Organisation | Suggested activities | Teaching points
--- | --- | ---
Whole Class | Discuss:  
• what are medicines?  
• how do people obtain medicines?  
• what do prescription medicines look like?  

*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.* | Medicines are classified as:  
• ‘over the counter’ drugs  
• prescribed medicines.  

Students should identify that medicines can be bought without a prescription from places such as supermarkets, corner shops and chemists.  
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.  

Whole Class | Read Activity sheet 1, *Medicine scenarios*, page 74, to class.  
Discuss:  
• what do these stories tell us about using medicines? | The scenarios indicate that:  
• medicines are used if prescribed by a doctor  
• medicines are used to relieve pain or discomfort  
• medicines are used to treat specific illnesses  
• medicines can be used short or long term.  

Whole Class | Discuss:  
• what do you need to remember when taking medicines?  

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

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

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

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

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pairs</td>
<td>Shared reading of fact sheet, Activity sheet 2, <em>What is in tobacco smoke?</em> and <em>The effects of smoking.</em></td>
<td>Refer to tobacco in <em>Background Information</em>, page 145.</td>
</tr>
<tr>
<td>Whole Class</td>
<td>Discuss Activity sheet 2 and reach a consensus on the most important facts for this age group. Clarify and correct misunderstandings.</td>
<td></td>
</tr>
<tr>
<td>Whole Class</td>
<td>Groups present information to class.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 4: What happens when people smoke near me?

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

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

Lesson 5: What do I think about smoking?

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

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

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

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

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

Groups  
*Situational cards activity*  
Each group is provided with three *place* cards and a complete set of the *people* cards.  
Students are to analyse each *place* card and create two piles:  
- people who might drink at this place or event  
- people who might not drink at this place or event.  
Teacher states:  
*Group must come to a consensus as to where each card is placed.*  
After a group consensus is reached, group records reasons for decisions. | The *Situational cards* should be cut out before the activity. Additional places or people could be included on the cards.
### Organisation | Suggested activities | Teaching points
---|---|---
Whole Class | Teacher asks:  
• who were the characters least likely to be drinking alcohol in all of the situations that your group looked at?  
• why are they least likely to be drinking alcohol?  

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. | Teacher directed discussion about why children are not allowed or usually discouraged from drinking alcohol will assist in the following activity.  

Joint construction activity  
Students design a poster or postcard for another Stage 3 student describing reasons why children are not allowed or usually discouraged from drinking alcohol.  
Students could be encouraged to scan their poster and e-mail it to another Stage 3 student.  

The effects of alcohol on children are much stronger because:  
• their bodies are still developing  
• their bodies are smaller and lighter  
• they have had less exposure and therefore have not built up a tolerance to the effects of alcohol. |
Unit Two: Drugs affect me and others

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

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

**Resources:**
- Large pieces of paper
- Textas and sticky tape

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

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

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

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

<table>
<thead>
<tr>
<th>Helpful drugs</th>
<th>Harmful drugs</th>
</tr>
</thead>
<tbody>
<tr>
<td>beer</td>
<td>coffee</td>
</tr>
<tr>
<td>headache tablets</td>
<td>cigarettes</td>
</tr>
<tr>
<td>wine</td>
<td>cough medicine</td>
</tr>
<tr>
<td>asthma puffers</td>
<td>cola</td>
</tr>
<tr>
<td>hay fever tablets</td>
<td>tea</td>
</tr>
<tr>
<td>chocolate bar</td>
<td></td>
</tr>
</tbody>
</table>
Medicine scenarios

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

   **What did Kelly do to feel better?**

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

   **Why did mum give Shannon the tablet?**

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

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

These are the main substances:

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

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

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

The effects of smoking

How does smoking tobacco affect people?

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

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

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

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

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

Groups

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

Whole Class

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

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

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

The teacher explains how the opinion meter works.

Mark 3 positions on the floor.

| agree | don’t know | disagree |

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

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

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

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

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

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

---

---
### Situational cards – Place

<table>
<thead>
<tr>
<th>Meal at home</th>
<th>Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sporting event</td>
<td>Picnic</td>
</tr>
<tr>
<td>Wedding</td>
<td>Funeral</td>
</tr>
<tr>
<td>Hotels</td>
<td>Restaurants</td>
</tr>
<tr>
<td>Birthday party</td>
<td>Religious service</td>
</tr>
<tr>
<td>Barbecue</td>
<td>After work</td>
</tr>
</tbody>
</table>
# Unit One - Keeping myself safe around drugs

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Understanding</strong></td>
<td>Sample indicators could include:</td>
</tr>
<tr>
<td>Explains the consequences of personal lifestyle choices. (PHS3.12)</td>
<td>• discusses why people use different products</td>
</tr>
<tr>
<td></td>
<td>• identifies the effects of their decisions on themselves, others and the environment eg smoking, alcohol</td>
</tr>
<tr>
<td></td>
<td>Describes safe practices that are appropriate to a range of situations and environments. (SLS3.13)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Sample indicators could include:</td>
</tr>
<tr>
<td>Makes informed decisions and accepts responsibility for consequences. (DMS3.2)</td>
<td>• predicts the consequences of their choices eg use of tobacco and alcohol</td>
</tr>
<tr>
<td></td>
<td>• finds and analyses information upon which to make an informed decision</td>
</tr>
<tr>
<td></td>
<td>• evaluates personal decisions</td>
</tr>
<tr>
<td>Acts in ways that enhance the contribution of self and others in a range of co-operative situations. (INS3.3)</td>
<td></td>
</tr>
<tr>
<td><strong>Values and Attitudes</strong></td>
<td>Sample indicators could include:</td>
</tr>
<tr>
<td>Enjoys a sense of belonging. (V3)</td>
<td>• values the need to work co-operatively.</td>
</tr>
</tbody>
</table>
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?
**Unit One: Keeping myself safe around drugs**

**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?

### Organisation | Suggested activities | Teaching points
--- | --- | ---
**Individuals** | Students write their own definition of a drug. | *A drug is any substance which, when taken into the body, alters its function physically or psychologically, excluding food, water and oxygen.* World Health Organisation (WHO)

Under this broad definition most people take some form of drug at some time.

The emphasis is on the legal drugs alcohol, caffeine, tobacco and ‘over the counter’ drugs.

Drugs can also be categorised into:
- medicines
- legal
- illegal.

Legal drugs include alcohol, tobacco, caffeine, prescribed and over the counter drugs such as tranquillisers and analgesics.

Illegal drugs include cannabis, heroin, amphetamines, barbiturates and cocaine. It may be appropriate to broaden discussions to include illegal drugs, for example, alcohol is illegal in some countries.

**Whole Class** | Check dictionary definition and discuss.
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:
- legal drugs
- illegal drugs.
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.
Alternatively, this activity may be done at home with parental involvement. | 

**Resources:**
- Activity sheet 1
- Worksheet 1
- Magazines
- Newspapers
- Art paper
- Glue
- Scissors
## Lesson 1: What is a drug? (cont.)

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
</table>
| Whole Class  | Discuss classification of the drugs on the list, and question:  
|              | • why do some drugs appear in more than one category?  
| Small Groups | Collect pictures of legal drugs, for example, alcohol, medicines, caffeine products from magazines and newspapers. | |
| Small Groups | Make a collage using pictures and add captions, to indicate awareness of helpful and harmful effects. | |
## Unit One: Keeping myself safe around drugs

### Lesson 2: What are the rules for taking medicines?

**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?

<table>
<thead>
<tr>
<th>Organisation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Teacher writes ‘medicines’ on board. What does it mean? Look up in dictionary and clarify.</td>
<td>Medicines are classified as: • over the counter drugs • prescribed medicines. 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. 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.</td>
</tr>
<tr>
<td>Whole Class</td>
<td>Review types of medicines and where they are obtained.</td>
<td></td>
</tr>
<tr>
<td>Whole Class</td>
<td>Write a procedure for taking medicines. Statements could include: • 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.</td>
<td></td>
</tr>
<tr>
<td>Pairs - Stage 3 and Stage 1 students</td>
<td>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, Sensible Sue/Responsible Ricky takes medicine safely. Write a narrative using the character to illustrate the rules for taking medicines safely.</td>
<td></td>
</tr>
</tbody>
</table>
### 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?

<table>
<thead>
<tr>
<th>Organisation</th>
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<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals</td>
<td>Each student completes Worksheet 2, <em>Questionnaire</em>, page 98, on smoking.</td>
<td>The <em>Questionnaire</em> should be issued to each student and completed before the lesson.</td>
</tr>
<tr>
<td>Whole Class</td>
<td>Tally and analyse class results of questionnaire.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Teacher chooses activities from Worksheet 3, <em>Suggested activities for questionnaire</em>, page 99, that are suited to the students’ abilities.</td>
<td>When tallying class results of questionnaire, students should not be asked to identify the person they interviewed.</td>
</tr>
<tr>
<td></td>
<td>Discuss questionnaire findings in a generalised manner.</td>
<td>The teacher needs to deal sensitively with issues that may arise from the questionnaire and model non-judgmental attitudes about responses.</td>
</tr>
</tbody>
</table>

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

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<tbody>
<tr>
<td>Pairs, Groups</td>
<td>Shared reading of Activity sheets 2 and 3.</td>
<td>Pairs or groups need to be of mixed reading ability.</td>
</tr>
<tr>
<td>Whole Class</td>
<td>Review the content and clarify any issues that may have arisen.</td>
<td></td>
</tr>
<tr>
<td>Individuals</td>
<td>Complete Tobacco - cloze passage on Worksheet 4.</td>
<td>Refer to Opinion meter, Stage 2, page 79 for additional suggestions.</td>
</tr>
<tr>
<td>Whole Class</td>
<td>Compare responses. Orally complete Quick Quiz, page 102.</td>
<td></td>
</tr>
<tr>
<td>Whole Class</td>
<td>Conduct Opinion Continuum activity. Using the same rating as in the Questionnaire,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>students stand on the part of the continuum that is appropriate to them.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>comment</td>
<td></td>
</tr>
<tr>
<td>Pairs</td>
<td>Students discuss statements.</td>
<td>A debriefing session on the issues raised may need to be conducted at the end of the Opinion Continuum activity, so that stereotypical or incorrect responses are not reinforced.</td>
</tr>
</tbody>
</table>

Statements could include:
• do you think people look attractive when they smoke?
• do you think people worry about the health effects of smoking when they are:
  - teenagers?
  - older?
• do you think that if you smoke there will be harmful effects to your body?
### Lesson 5: Why do we have smoke free places?

#### 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 Background Information, page 139, on Major decisions on smoking and tobacco. |
**Whole Class** | Revise effects of smoking on the body from the previous lesson. Teacher displays Activity sheet 4, No smoking sign, 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:
- what is passive smoking?
- the effects of passive smoking. | Refer to Glossary, for definition of passive smoking. |
**Whole Class** | Role Play - What could you do? Examples could include:
- 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.

Students may suggest their own scenarios. Ensure that students do not take on the role of the person smoking. | Refer to Background Information, page 138, on Role play. 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:
- what might happen if you do that?
- would that be the best action?
- what else would you do? |
### 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?

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

**Things to look for - can students:**
- identify the effects of alcohol?
- understand what alcohol is?

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pairs or Groups</td>
<td>Wheel diagram activity&lt;br&gt;On a large piece of paper, students write the question What does the word alcohol mean to us?&lt;br&gt;Students write responses.</td>
<td>Refer to Background Information, page 147, for information on alcohol.</td>
</tr>
<tr>
<td>Small Groups</td>
<td>Complete shared reading of Activity sheets 8 and 9, What is alcohol? and Effects of alcohol, pages 108 and 109.</td>
<td>The wheel diagram is used later in the lesson.</td>
</tr>
<tr>
<td>Small Groups or Pairs</td>
<td>Using the same groupings as the Wheel diagram activity, students compare their responses with the Activity sheets 8 and 9.</td>
<td></td>
</tr>
<tr>
<td>Groups</td>
<td>Students report to the class on one new fact that they have learnt in this lesson.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
</table>
| Pairs to Small Groups | Separate class into two groups  
Discuss:  
• at what events do people sometimes drink alcohol?  
• at what events do people usually not drink alcohol?  
Students consider the following environments: home, special events, sports events, social activities. | The first activity in this lesson may only need quick revision as students have undertaken similar activities in Stage 2, page 69. |
<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. | The teacher should make clear that alcohol does not have to be involved in social situations. |
| | Examples of where people usually do not drink alcohol include: work, libraries, barbecues, meal times, weddings, taxis, parties, public buildings, cinemas, public transport. | 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. |
| Pairs | Pairs to join with other pairs to discuss responses. Join two groups of pairs together to compare and discuss responses. |           |</p>
<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups</td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What reasons may people give for drinking alcohol?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What reasons may people give for not drinking alcohol?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students consider why people may drink in the following situations: home, special events, sports events, social activities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
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<tr>
<td></td>
<td>Compare similarities and differences of reasons given for group activity.</td>
<td></td>
</tr>
</tbody>
</table>
### Lesson 8: Where and why do people consume alcohol? (cont.)

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
</table>
| Whole Class    | Harm continuum activity  
Teacher highlights that sometimes there may be harms to other people when alcohol is consumed.  
Clarify the term ‘harm’. Ask students to provide a synonym for the word ‘harm’ eg injure, damage, hurt, wound. | Students could use the Tools option on the computer (thesaurus) to find synonyms.                                                                                                                                 |
| Whole Class    | Harm continuum - at one end of the room least harmful, at the other end of the room the most harmful situation. Students rate the harm associated with the statement by standing on a particular spot on the continuum.  
Teacher reads the following statements. Students may be asked to give a reason why they are standing at a particular spot on the continuum.  
Statements could include:  
• 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. | Teachers should encourage students to give reasons, however students should be given the right to pass if they feel uncomfortable.                                                                                           |
### Lesson 8: Where and why do people consume alcohol? (cont.)

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• a 12 year old at his/her parent’s party and tasting an alcoholic drink</td>
<td>The harms associated with the use of alcohol can be affected by a number of factors such as:</td>
</tr>
<tr>
<td></td>
<td>• a 12 year old at his/her friend’s party and tasting an alcoholic drink without parental permission.</td>
<td>• the alcohol content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• type of alcohol</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• the person: gender, age, body weight</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• food content of stomach</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• the place eg party, alone at home</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• the amount of alcohol consumed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• the rate at which alcohol is consumed.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Legal</th>
<th>Illegal</th>
</tr>
</thead>
<tbody>
<tr>
<td>paracetamol</td>
<td>caffeine (cola)</td>
</tr>
<tr>
<td>morphine</td>
<td>pethidine</td>
</tr>
<tr>
<td>tranquillisers</td>
<td>caffeine (tea)</td>
</tr>
<tr>
<td>alcohol</td>
<td>marijuana</td>
</tr>
<tr>
<td>nicotine (cigarettes)</td>
<td>caffeine (coffee)</td>
</tr>
<tr>
<td>caffeine (chocolate)</td>
<td>heroin</td>
</tr>
<tr>
<td>cocaine</td>
<td>throat lozenges</td>
</tr>
<tr>
<td>antiseptic cream</td>
<td>sleeping tablets</td>
</tr>
<tr>
<td>aspirin</td>
<td></td>
</tr>
</tbody>
</table>

**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?

<table>
<thead>
<tr>
<th>Time</th>
<th>Cost</th>
<th>What could you buy with the same amount of money?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 month</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

Adapted from the Tobacco fact sheet with permission of CEIDA
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

Adapted from the Tobacco fact sheet with permission of CEIDA
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

Issue

Choices

Consequences

Decision

My decision is...

because...
Decision Making examples

**Scenario 1 - STAGE 3, UNIT ONE - LESSON 6**

<table>
<thead>
<tr>
<th>Issue</th>
<th>Choices</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kia does not want her Aunty Mae to smoke in her house.</td>
<td>Ask her Aunty not to smoke.</td>
<td>Her Aunty is angry with her.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She is nervous about asking.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She feels proud of herself.</td>
</tr>
<tr>
<td></td>
<td>Do not say anything to her Aunty.</td>
<td>Her Aunty Mae continues smoking.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She feels annoyed with herself.</td>
</tr>
<tr>
<td></td>
<td>Wait until her mother comes home and tell her mother.</td>
<td>Kia’s mother takes Aunty May outside.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Her mum is not happy with Kia and Aunty Mae.</td>
</tr>
</tbody>
</table>

**Scenario 2 - STAGE 3, UNIT ONE - LESSON 6**

<table>
<thead>
<tr>
<th>Issue</th>
<th>Choices</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liam does not want his uncle to smoke while they are watching TV.</td>
<td>Not to watch TV.</td>
<td>Liam misses his uncle’s company.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Liam is sad.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Liam stops feeling sick.</td>
</tr>
<tr>
<td></td>
<td>Tell uncle to stop smoking.</td>
<td>Uncle says ‘No’.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Liam is sad.</td>
</tr>
<tr>
<td></td>
<td>Ask uncle not to smoke while they are watching TV together.</td>
<td>Agreement on times when uncle won’t smoke.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Liam is happy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Liam and uncle still share the TV.</td>
</tr>
</tbody>
</table>
**Scenario 3** - STAGE 3, UNIT ONE - LESSON 6

**Issue**

Should Jim tell his parents that Micky’s family smoke?

**Choices**

- Go without telling his parents.
- Tell his parents.
- Ask his parents to discuss the matter with Micky’s mother.

**Consequences**

- His clothes may smell of smoke.
- He enjoys the weekend.
- He feels guilty.
- Parents say ‘No’.
- Jim is angry.
- Jim stays for one day only.
- Micky stays at Jim’s place instead.
- Jim and Micky play outside the house.

**Scenario 4** - STAGE 3, UNIT ONE - LESSON 6

**Issue**

Should Shelley accept the cigarette?

**Choices**

- Shelley accepts the cigarette.
- Shelley says ‘No’.
- Shelley explains the effects of smoking.
- Shelley pretends to be sick.

**Consequences**

- Her parents will ground her.
- Shelley feels sick.
- Roslyn, Billie and Shelley remain friends.
- Roslyn and Billie tease her.
- Shelley feels left out.
- Her parents are happy.
- Roslyn and Billie listen.
- Roslyn and Billie still smoke.
- Roslyn and Billie respect Shelley’s right to say no and remain friends.
- Shelley doesn’t smoke.
- The three girls remain friends.
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.

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

<table>
<thead>
<tr>
<th><strong>Outcomes</strong></th>
<th><strong>Indicators</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Understanding</strong></td>
<td>Sample indicators could include:</td>
</tr>
<tr>
<td>Explains the consequences of personal lifestyle</td>
<td>• identifies the positive and negative effects of various substances on the body eg analgesics, tobacco, caffeine, alcohol</td>
</tr>
<tr>
<td>choices. (PHS3.12)</td>
<td>• identifies how and why males and females are targeted in a range of advertisements eg advertising for alcoholic products</td>
</tr>
<tr>
<td></td>
<td>• identifies the effects of their decisions on themselves and others eg smoking and alcohol</td>
</tr>
<tr>
<td>Explains and demonstrates strategies for dealing</td>
<td>• recognises a wide range of influences on personal identity eg media, peers.</td>
</tr>
<tr>
<td>with life changes. (GDS3.9)</td>
<td></td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Sample indicators could include:</td>
</tr>
<tr>
<td>Communications confidently in a variety of situations. (COS3.1)</td>
<td>• writes an advertisement to change emphasis</td>
</tr>
<tr>
<td></td>
<td>• communicates ideas through a collage</td>
</tr>
<tr>
<td>Makes informed decisions and accepts responsibility for consequences. (DMS3.2)</td>
<td>• models strategies for prevention through role play</td>
</tr>
<tr>
<td></td>
<td>• discerns the reliability of what is presented in the media eg alcohol and caffeine advertisements</td>
</tr>
<tr>
<td></td>
<td>• predicts the possible consequences of their actions eg use of tobacco or alcohol.</td>
</tr>
<tr>
<td><strong>Values and Attitudes</strong></td>
<td>Sample indicators could include:</td>
</tr>
<tr>
<td>Increasingly accepts responsibility for personal</td>
<td>• appreciates the need for safe practices in a range of situations and environments</td>
</tr>
<tr>
<td>and community health. (V4)</td>
<td>• values their health and safety and that of others.</td>
</tr>
</tbody>
</table>
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?
Lesson 1: What is a drug?

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?

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Review: What is a drug?</td>
<td>Refer to Glossary, page 150, for information on drugs.</td>
</tr>
<tr>
<td>Small Groups</td>
<td>Students list all drugs known to them. Students categorise them into legal and illegal lists.</td>
<td>Some legal drugs have restrictions placed on their use which can make their use illegal. Refer to Legal aspects in Background Information, page 140.</td>
</tr>
<tr>
<td>Whole Class</td>
<td>Each group reports to the class. Two lists are formed.</td>
<td>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.</td>
</tr>
<tr>
<td>Whole Class</td>
<td>Discuss rules in our society in relation to drugs, for example:</td>
<td>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.</td>
</tr>
<tr>
<td>Whole Class</td>
<td>Read Scenarios on Activity sheet 1, page 124. Analyse scenarios using students’ knowledge of legislation.</td>
<td>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.</td>
</tr>
</tbody>
</table>
### 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?

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Review drug types from the previous lesson.</td>
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<tr>
<td>Whole Class</td>
<td>Discuss:</td>
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<tr>
<td></td>
<td>- which of these drugs have you seen advertised?</td>
<td></td>
</tr>
<tr>
<td>Individuals</td>
<td>Collect advertisements for products containing caffeine from magazines or newspapers.</td>
<td></td>
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<tr>
<td></td>
<td>Paste an advertisement on Worksheet 1, <em>Advertisement</em>, page 125 and answer questions.</td>
<td></td>
</tr>
<tr>
<td>Partners</td>
<td>Share ideas about the advertisement.</td>
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</tr>
<tr>
<td>Individuals</td>
<td><strong>Alternative activities</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Rewrite the advertisement changing the emphasis of the advertisement, for example, to a different target group.</td>
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</tr>
<tr>
<td>Small Groups</td>
<td>2. Prerecord an advertisement using a product containing a drug.</td>
<td></td>
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<tr>
<td></td>
<td>- View and discuss using the questions on Worksheet 1, <em>Advertisement</em>.</td>
<td></td>
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<td></td>
<td>- Students design an advertisement.</td>
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<td></td>
<td>- Students role play their advertisement.</td>
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<td>- The role play could be videoed.</td>
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</tbody>
</table>

Resources:
- Worksheet 1 *Advertisement*, p.125
- Magazines
- Newspaper

Caffeine is probably the most popular drug. It is found in chocolate, coffee, tea, cola and cocoa.

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?

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pairs</td>
<td>Shared reading of Activity sheets 2 and 3, <em>What is tobacco?</em> and <em>Effects of smoking</em>, pages 126 and 127. Clarify any points not understood by students.</td>
<td>Any questions raised by students which cannot be answered should be recorded. Answers may be obtained by student research.</td>
</tr>
<tr>
<td>Small Groups</td>
<td>Trace around outline of one student from each group. Students paste facts from <em>Matching body parts</em>, Worksheet 2, page 128, on the appropriate parts of the body outline.</td>
<td>Worksheet 2, <em>Matching body parts</em> needs to be cut out beforehand. Answers are on Worksheet to assist the teacher.</td>
</tr>
<tr>
<td>Small Groups</td>
<td>Exchange outlines and compare with other groups.</td>
<td>Teachers may choose to change organisation and have one outline for the class.</td>
</tr>
<tr>
<td>Whole Class</td>
<td>Conduct Concentric Circles activity. <em>What do I think about smoking?</em></td>
<td>Concentric Circles activity</td>
</tr>
<tr>
<td></td>
<td>Discuss the following statements:</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>• smoking should be banned at sporting events</td>
<td>At an appointed time all the students on the outside of the circle move clockwise to the next partner.</td>
</tr>
<tr>
<td></td>
<td>• smoking is an expensive habit</td>
<td>The teacher reads out the next statement.</td>
</tr>
<tr>
<td></td>
<td>• smoking makes you look grown up</td>
<td>The activity continues until all the statements have been read.</td>
</tr>
<tr>
<td></td>
<td>• smoking doesn’t cause much damage to the environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• it’s easy to give up smoking cigarettes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• it is OK if you only smoke one or two cigarettes a week</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• girls who smoke look grown up.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>A debriefing session may need to be held at the end of the activity.</em></td>
<td></td>
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</tbody>
</table>

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

#### 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?

<table>
<thead>
<tr>
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</table>
| Whole Class  | Students revise facts from previous lesson in response to questions such as:  
• what substances are in tobacco smoke?  
• what short-term effects does smoking have?  
• what long term effects does smoking have? | Two groups may need to be formed to discuss the physical effects.  
• 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.  
• 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. |
| Small Groups | Students categorise the potential harm or costs of tobacco and smoking into:  
• physical  
• environmental  
• social  
• economic  
• legal.  
Each group presents information to the class.  
Teacher clarifies any issues that may arise. | |
| Individuals | Students design a poster promoting a non smoking/smoke-free environment.  
Choose one area from above. | |
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?

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Analyse why you think people smoke?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write headings:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Why do males smoke?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Why do females smoke?</td>
<td></td>
</tr>
<tr>
<td>Pairs</td>
<td>In pairs, students write on strips of paper why, in general, they think males and females smoke.</td>
<td></td>
</tr>
<tr>
<td>Whole Class</td>
<td>Complete Pair walk activity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review similarities and differences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss reasons for statements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students make generalisations about gender differences.</td>
<td></td>
</tr>
<tr>
<td>Whole Class</td>
<td>Teacher reads the first scenario on Activity sheet 4, Smoking Scenarios.</td>
<td><em>Pair walk activity</em></td>
</tr>
<tr>
<td></td>
<td>Teacher models how to complete the Decision making proforma using the suggestions on Decision making examples, pages 131 and 132.</td>
<td>Pairs of students walk around and swap strips of papers with their answers, with other pairs.</td>
</tr>
<tr>
<td>Whole Class</td>
<td>Using the Decision making proforma, the class works through the first scenario to ensure students understand the process.</td>
<td>Pairs discuss statements written. Paste all reasons on 2 large sheets of paper, in the appropriate category:</td>
</tr>
<tr>
<td>Groups or Individuals</td>
<td>Complete scenarios 2 and 3 using Worksheet 3, Decision making, page 130.</td>
<td>• Why do some males smoke?</td>
</tr>
<tr>
<td></td>
<td>Compare and justify decisions.</td>
<td>• Why do some females smoke?</td>
</tr>
</tbody>
</table>

Unit Two: Making decisions about drugs

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
### Unit Two: Making decisions about drugs

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

**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?

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

**Resources:**
- Activity sheet 7 *Consequences*, p.133
- Worksheet 4 *Consequences*, p.134
- Newspapers
Lesson 6: What may be the consequences of drinking alcohol? (cont.)

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
</table>
| Whole Class, Individuals | Concentric Circle activity  
Students form two concentric circles.  
Teacher reads out statements from the Worksheet and students decide if it is harmful, not harmful or don't know.  
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.  
Safe strategies activity  
Teacher asks and records:  
• 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?  
Students identify situations that may be unsafe. Teacher asks:  
• 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?  
Examples could include being a passenger in a car when someone has been drinking alcohol, at a party where a sibling is drinking alcohol. | Teacher may need to debrief students after this activity.  
Examples of situations involving alcohol should be general rather than specific. |
**Stage 3 – Unit Two – Lesson 6**

**Unit Two: Making decisions about drugs**

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

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
</table>
| Whole Class  | Safe strategies activity  
              | 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. |
| Individuals  | Students identify five people they  
              | could get assistance from if they felt  
              | unsafe around alcohol.  
              | Students draw the outline of their  
              | hand.  
              | 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.  
              | Student role plays or mimes  
              | strategies for staying safe. Other  
              | students guess the ways of reducing  
              | harms. |
|              | Students may choose not to publicly  
              | identify the people in their Support  
              | Network. |
|              | Students should not role play or  
              | mime consuming alcohol or actions  
              | involving using alcohol. |
Unit Two: Making decisions about drugs

Lesson 7: How is alcohol portrayed in the media?

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?

Resources:
• Magazines, newspapers

<table>
<thead>
<tr>
<th>Organisation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Prior to the lesson, students or teacher collect advertisements about alcohol from media such as newspapers, magazines. Critically examine one or two advertisements for alcoholic drinks from the point of view of: • ethnicity • gender • age • visual image eg font type, font size, colour, placement of images, wording • accompanying images, music and vocals (advertising on air). Discuss and analyse: • 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?</td>
<td>Teacher may choose to use campaigns that focus on or are promoted by government or health organisations that promote healthy life styles.</td>
</tr>
</tbody>
</table>
## Unit Two: Making decisions about drugs

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

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Individuals or Pairs</td>
<td>List responses and come up with a class consensus for each question.</td>
<td></td>
</tr>
<tr>
<td>Individuals</td>
<td>Students independently examine different advertisements for alcoholic drinks.</td>
<td></td>
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<tr>
<td></td>
<td>Using the same questions as above students write their joint responses to questions.</td>
<td></td>
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<tr>
<td></td>
<td>Students form opinion and write individual response to the question:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• do you think the advertisement would appeal to a young person? Why, why not?</td>
<td></td>
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<tr>
<td></td>
<td>Student explains to class why they have formed their opinion about the advertisement.</td>
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<tr>
<td></td>
<td>Paste advertisement with opinion written underneath and display. A caption saying <em>Do you agree?</em> could accompany it.</td>
<td></td>
</tr>
<tr>
<td>Whole Class</td>
<td>Alternative activities</td>
<td>Interview activity</td>
</tr>
<tr>
<td></td>
<td>Interview activity</td>
<td>Include respondents of different ages, sex, within school and at home if possible.</td>
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<tr>
<td></td>
<td>Students use the advertisements previously used for the class discussion.</td>
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<td></td>
<td>Devise three or four additional questions and interview a number of people to gauge opinions about the advertisement.</td>
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<td></td>
<td></td>
<td>The need for anonymity of respondents should be stressed to students.</td>
</tr>
</tbody>
</table>
## Lesson 7: How is alcohol portrayed in the media? (cont.)

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals</td>
<td>Report findings and discuss.</td>
<td></td>
</tr>
<tr>
<td>Individuals</td>
<td>Write up findings of interview.</td>
<td></td>
</tr>
<tr>
<td>Individuals</td>
<td><strong>Extension activities</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Writing an article</td>
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<tr>
<td></td>
<td>Write an article about findings or general opinions about</td>
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</tr>
<tr>
<td></td>
<td>advertisements of alcoholic drinks.</td>
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<tr>
<td></td>
<td>2. Media survey of television advertisement</td>
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<tr>
<td></td>
<td>Conduct a media survey of advertising of alcohol.</td>
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<td></td>
<td>Allocate various television programs to view and log the</td>
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<td></td>
<td>incidences of:</td>
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<td></td>
<td>• background advertising eg barriers around sporting</td>
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<td></td>
<td>grounds, logos, products used</td>
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<td></td>
<td>• advertisements as program breaks.</td>
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<tr>
<td>Whole Class</td>
<td>Discuss findings of survey, for example:</td>
<td></td>
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<tr>
<td></td>
<td>• number of times the advertisement occurs in the</td>
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</tr>
<tr>
<td></td>
<td>program</td>
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<tr>
<td></td>
<td>• type of alcoholic product</td>
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<td></td>
<td>• what time of the day or night the advertisement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>appeared.</td>
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</tr>
<tr>
<td></td>
<td>• who is the audience?</td>
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<tr>
<td></td>
<td>• what type of alcoholic products appeared the most?</td>
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</tbody>
</table>

A letter may need to be sent to parents explaining the survey, its intentions and the definition of a drug.
## Lesson 7: How is alcohol portrayed in the media? (cont.)

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Suggested activities</th>
<th>Teaching points</th>
</tr>
</thead>
</table>
| Pairs or Individuals | 3. Creating an advertisement  
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.  
Compile and write up an advertising brief giving details that includes:  
• 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.  
Other technologies could be considered when writing up the brief, for example, computer graphics, video cameras, digital cameras, storyboards, overhead transparencies. | Students could emphasise factors such as lifestyle and health benefits.  
A project brief is a summary or overview of the project. |
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.

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

Issue

Choices

Consequences

Decision

My decision is...

because...
**Decision making examples**

**Scenario 1 - STAGE 3, UNIT TWO - LESSON 5**

**Issue**: Should Julia try a cigarette?

**Choices**

- Julia decides to try a cigarette.
- Julia says ‘No’.

**Consequences**

- Julia’s sister will be angry and upset.
- Julia feels dizzy.
- Julia’s friend tells Julia she is a baby.
- Julia is not upset.
- Julia’s sister says she was right to make that decision.

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

**Issue**: Rita does not like the smell of cigarette smoke

**Choices**

- Tell her parents she wants to go home
- Go into a room where there is no smoke
- Tell everyone to stop smoking

**Consequences**

- Parents say ‘No’.
- Rita is unhappy.
- Rita feels happier.
- Everyone stays at the party.
- Her parents are embarrassed.
- Her friends support her.
- Everyone is unhappy.
Decision making examples

Scenario 3 - STAGE 3, UNIT TWO - LESSON 5

**Issue**

- Should Dan accept the cigarette?

**Choices**

- Dan goes home and tells his parents.
- Dan says ‘No’.
- Dan says ‘Yes’.

**Consequences**

- Dan’s parents talk to Roger’s parents.
- Roger is grounded.
- Roger is not Dan’s friend anymore.
- Dan is not upset.
- Dan feels comfortable with his decision.
- Roger continues to smoke.
- They continue to be friends and accept they have different opinions on things.
- Dan smokes the cigarette.
- Roger tells Dan he will always be his best friend.
- Roger does not feel guilty about stealing or smoking.
### Consequences

Examples of responses

<table>
<thead>
<tr>
<th>Action</th>
<th>Possible personal consequences</th>
<th>List possible consequences to others</th>
</tr>
</thead>
</table>
| Drinking something your friend says is alcohol | • unknown substance so the effects are unknown | • get into trouble with parents  
• parents are angry  
• siblings annoyed |
| Drinking a glass of wine                   | • feel sick  
• feel nauseous | • embarrassed |
| Drinking half a glass of beer without parents knowing | • feel sick  
• fall asleep | • disappointment of parents |
| Getting into a car with someone who has been drinking alcohol | • stopped by the police and breath tested  
• the driver is involved in an accident  
• the car runs into a stationary object eg light pole | • people in other car injured  
• people in other car killed |
# Consequences

<table>
<thead>
<tr>
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<th>Possible personal consequences</th>
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<tr>
<td>Drinking half a glass of beer without parents knowing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting into a car with someone who has been drinking alcohol</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 keyboard 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

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

Decisions about smoking and tobacco

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

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

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 products.

<table>
<thead>
<tr>
<th>Caffeine per serving (mg)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresh ground coffee</td>
</tr>
<tr>
<td>Decaffeinated coffee</td>
</tr>
<tr>
<td>Hot chocolate</td>
</tr>
<tr>
<td>Chocolate bar (28g)</td>
</tr>
<tr>
<td>Instant coffee</td>
</tr>
<tr>
<td>Tea</td>
</tr>
<tr>
<td>Cola drinks</td>
</tr>
</tbody>
</table>

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.

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.