

Lesson Purpose

To give children an opportunity to:

- establish a common understanding of the word 'drug'
- discuss their knowledge of a whole range of drugs.

Key message

All medicines are drugs, but not all drugs are medicines

Lesson Overview

Introduction

- Explore the variety of situations when the children have heard the word 'drug'. Drugs can help to save life.

Activity 1

- Occasions when the children have needed medicines. Reasons and safety rules.

Activity 2

- Collage of drugs that are not medicines. Definition of the word 'drug'.

Reflecting and Evaluation

- Add to the keeping safe rules. Drug statements for personal notebook.

Home and Family Work

- Take notebook home. Collect any medicine labels/empty packets.

You Will Need

- Small and large sheets of paper, pencils, coloured crayons, glue, scissors.
- Display areas.
- Magazines/newspapers.

Pre-Lesson Activity

- Ask the children to write down any mentions of the word 'drug' in the newspaper or on television. If possible ask them to look out for or remember to collect advertisements or articles from newspapers/magazines of some drugs in common use, eg caffeine, alcohol, medicines. You may wish to ask the parents to help them with this task.

The Wordbox

doctor nurse drug
effects well-being herbal
remedy injections emergency
prescribed chemist medication
alcohol medicine caffeine
nicotine advertisement

Lesson Format

Introduction



- Ask the children for examples of when they have heard or seen the word 'drug' mentioned on the television, or by their friends, or by their parents. Explain to the children that all medicines are drugs, then ask them to talk about some of the medicines that they have taken, and for what purpose. Discuss with them the fact that drugs can help to save life and keep people well when used properly and that many people, including children, have to rely upon drugs in order to lead a 'normal' life, perhaps quoting the example of a child with asthma using an inhaler. The children may be able to offer some other examples.

Activity 1



- Hand a sheet of paper to each child and ask them to draw a picture of an occasion when they, or someone they know, have needed medicines. They should be encouraged to add some writing, perhaps dictated, to their drawings to explain the situation.



- Ask some of them to share their drawings and to talk about their experiences, perhaps

- visiting the doctor
- having a headache
- at the hospital
- daily use, eg diabetics

Ask the children some or all of the following questions:

- what were the reasons for taking the medicines?
- how did you feel (a) before, and (b) after taking the medicines?
- how much medicine did you have to take?
- who gave you the medicine?
- where are medicines available, such as chemist, supermarkets?
- what are some of the safety rules for taking medicines? eg never take someone else's medicine; never take any medicines unless supervised by a responsible adult, such as a doctor, or parent/guardian.
- would you always take some medicine if you felt poorly?

I What is a Drug? continued

Activity 2



- Divide the class into small groups. Hand each group a large sheet of paper and some old newspapers/magazines. Ask each group to make a collage of pictures, plus their own drawings and writing illustrating a variety of drugs that are *not* commonly used as medicines. You may wish to prompt them with some examples, such as nicotine or caffeine. Ask the children to write on the collage words that reflect some of the effects of taking these drugs, for example from what is said in advertisements for alcohol, or coffee, or from what has been said at home, and their own ideas.



- Ask each group in turn to stick their collage onto the appropriate display area and talk about their drawings and writing. The children may, as research has indicated, be familiar with the words such as addict, dealer, heroin and cocaine. **Handout 4 'Drugs Factsheet'** will provide sufficient information for you to answer or clarify any of the children's questions about a whole range of drugs. You will need to distinguish between legal and illegal drugs and the law in relation to young people and alcohol, tobacco and solvent use. When the class collage is complete, ask the children if they know the names of any other drugs and some of their effects (you may wish to add some of your own suggestions) then guide the discussion by asking some of the following questions: (some will be dealt with in more detail in later cards).

- are all of these drugs available to buy? Where from? From whom?
- what might happen to our bodies if we take drugs that were not medicine?
- how would you feel if someone offered you a drug?
- what would you do if someone offered you a drug?
- can you believe everything people (or adverts) tell you?
- which people can you trust to give you drugs, such as medicine?
- what would you say to someone who offered you a drug?
- when would it be (a) safe, and (b) unsafe and risky to take drugs?



- End the lesson by asking the children to define the word 'drug', and then, using their personal notebook, to write out the following under the 'key message': *'All medicines are drugs, but not all drugs are medicines.'*

- Drugs are substances that change the way the body, and often the mind works.
- All medicines are drugs but not all drugs are medicines.
- All drugs may be dangerous, if not used properly.

- You may wish to add a few safety rules, such as *'never take anyone else's medicine'*, or *'always say no if asked to try some pills or tablets by friends or strangers'*.
- Reflect on the understanding of the wordbox and key message.

Home and Family Work

- The children take their personal notebooks home and show them to their parents. Children to discuss who in their family have used medicines and for what reasons, and also to begin to collect labels or empty bottles/packets from a variety of medicines commonly used at home, or prescribed by a doctor.

Extension Work

- children are to observe and record all the places where medicines may be bought 'over the counter', such as supermarkets
- look in the dictionary for definitions of words such as 'medicine', 'drugs'
- look in the library/task the librarian for any books on the use of medicines in history. Explore major discoveries in medicine, eg penicillin and find out about the effects upon people's lives
- use the Internet to research drugs and drug use
- conduct surveys of drug/medicine use among the school population.



Lesson Purpose

To give children an opportunity to:

- explore how people may try to persuade you
- focus upon pressure and influences to do things against your will, and ways of resisting
- consider practical situations and how to deal with them.

Key message

Some people, even 'friends', may try to persuade you to take drugs that could do some harm to you. You can resist this and handle situations safely and sensibly.

Lesson Overview

Introduction

- Discussion on how people attempt to persuade others to do certain things.

Activity 1

- In pairs, force/push someone against their will. Small groups role play refusing to try a new substance.

Activity 2

- Role plays to illustrate what not to do/what to do in a variety of situations. Draw up a list of do's and don'ts.

Reflecting and Evaluation

- Write out do's and don'ts into personal notebooks.

Home and Family Work

- Take notebook home. Discuss experiences with parents.

You Will Need

- Role play scenarios written out separately.

Pre-Lesson Activity

- Children to watch TV programmes for situations where someone tries to

persuade someone else to do something, perhaps against their will. Perhaps videotape one or two situations.

The Wordbox

dealer tease pressure
support influence mistakes
decision trust persuade

Lesson Format

Introduction



- Discuss with the children occasions when they (or yourself!) may have been persuaded to do something against your will. Invite anyone who has recorded a situation to show it to the rest of the class. Ask the children some of the following questions:

- how is the person trying to persuade the other?
- why might people be persuaded?
- have you ever been persuaded to do something you did not want to do?
- what happened?
- how might you have refused?

Activity 1



(NB This next activity should be approached with caution and only used in a situation where the class ethos is very good)

- Divide the class into pairs. Ask them to take great care during these activities to avoid hurting your partner. The children must stand face to face, with palms of hands facing the partner's palms of hand. Slowly press the palms together and try to push your partner backwards against their will. 'Arm Wrestling' on a table could be an alternative illustration of this. In small groups, the children then discuss each question in turn within the group, and feedback to the whole class:

- how did it feel to be pushed backwards against your will?
- how did it feel to push someone backwards against their will?
- has anyone ever pushed you into doing something against your will? Describe what happened.

- Each small group must then develop a role play using the following framework: a new product/substance/game appears in the local area and the group are trying to persuade one of the group to try it out/taste it. This person must refuse the offer. What happened next? In turn, each group to show the rest of the class their role play. Ask some of the following questions:

- how did the group persuade the boy/girl to try the product/substance?
- what did the boy/girl do to refuse?
- has anyone in the class been in a similar situation? Describe what happened
- how else might people try to persuade you to do things against your will?
- how else might you refuse?

4 Pressures, Influences, Situations continued

- In pairs, the children practice refusing to accept (an imaginary) substance (drug). One child must be the persuader, the other one must refuse by saying something such as, 'No thank you', 'No I won't', 'I don't take risks like that', or simply 'No' or they may wish to show how they deal with this offer in another way. Change roles. Take the feedback on the different 'tactics' or words used to refuse the offer.

Activity 2



- In small groups, the children are to develop a role play to illustrate what they should do in a variety of situations in order to keep safe. They must develop two role plays for each scenario - firstly showing what not to do, and secondly to repeat the situation and show what they should do. You could use some of the following:

- You are walking through the local play area and you find someone suffering from what seems to be an asthma attack.
- Your friend is playing at your house. She/he has a headache, but your mum and dad have nipped to the shop and will not be back for half an hour.
- Walking home from school you find someone lying at the side of the road, smelling of alcohol.
- You are with a group and someone pulls a white powder from their pocket and asks you to taste it, encouraged by the others.
- You find a syringe on the playing fields at the weekend.
- Some older boys you know offer you something to smoke, saying it will make you really happy.
- You find some tablets near to the local shops, your friend encourages you to take one.
- You are really thirsty on a hot summer's day. You see a half empty bottle of coke lying on the park bench.
- You are at a friend's house or with a group of friends in the park and they offer you a can of lager.

Each group to present their two role plays to the rest of the class. After each, draw up a list of 'do's' and 'don'ts' for each situation, through discussion with the children.

Reflecting and Evaluation



- Each child to write down the list of do's and don'ts for dealing with pressures and situations in their personal notebook.
- Some groups may wish to present their role plays to the rest of the school.
- Reflect on the understanding of the wordbox and key message.

Home and Family Work

- Take personal notebook home and talk to parents about 'do's and don'ts', asking if they have had any similar experiences. Children may then report these back if agreed by parents.

Extension Work

- children to continue to collect adverts and to think about the messages given by advertisers and how they can resist them
- children to develop a collage of adverts they have collected and around them write words or phrases to use to resist them
- the children could organise a display of their work for the local library
- ask children to list or draw other pressures and influences on the way people behave and discuss ways of responding positively to these.

