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Workshops

Relevant to:

- T** Teachers
- P** Parents
- S** Support Staff
- G** Governors

1 Knowledge and Attitudes

- T S P G**

2 Aims and Approaches to Drug Education

- T S G**

3 Implementing the Lesson Cards

- T S**

4 (i) Provision (ii) Incidents and (iii) Policy

- T S P G**

5 Concerns and Worries: Talking with our Children about Drugs

- T S P**

Handouts

- 1 What is a Drug? Trigger Sheet
- 2 The Objectives of Drug Education
- 3 Drugs Knowledge Quiz
- 4 Drugs Factsheet
- 5 Attitudes Towards Drugs
- 6 Statements on Drug Education
- 7 Drug Related Incidents At/Around School
- 8 Human and Material Resource Support
- 9 Using Visitors and Outside Speakers



Skills for the Primary School Child Part 3, 'The World of Drugs'
was written by Martin Buczkiewicz, Health and Well-being Consultant.



Skills for the Primary School Child

- **'Skills for the Primary School Child Part 3 - The World of Drugs'** offers a specific drug education programme to supplement the effective personal, social, health and citizenship education programme **'Skills for the Primary School Child' Part 1: "I am ... I Know ... I Can ..."**.

The Lesson Cards

'The World of Drugs' Lesson Cards provide a flexible programme of drug education.

The teacher, as the professional who will best know the needs of the children at particular ages and stages, must decide when to use which (or all) cards, or selected activities from the cards. She/he may decide that some of the activities may need some adaptations to suit particular children. The Lesson Cards offer an active learning approach using group work and a variety of classroom exercises and activities. Children are encouraged to share their knowledge and experiences with each other, explore attitudes and values, and support each other in their learning. Major issues and concepts are reinforced and developed in different lesson cards. NB. Access to computers and internet are recommended for each lesson to enhance learning.

Each lesson card is set out under the following headings:

- **Lesson Purpose:** the main objectives
- **Key Message:** the intended learning outcome
- **Lesson Overview:** the lesson 'at a glance'
- **Pre-lesson Activity:** suggested activities for the children to undertake prior to the lesson
- **The Word box:** a collection of words and phrases relating to the lesson content
- **Lesson Format:** the complete lesson in detail, including Reflecting and Evaluation, Home and Family Work and a variety of Extension (follow up) Activities.

In the **'Reflecting and Evaluation'** section of the Lesson Card, you will find reference to personal notebooks for the children. It is suggested that the children should keep notebooks for recording key messages, learning outcomes, thoughts, feelings, hopes etc. You may wish to build in time during each lesson for filling them in, to meet the needs of those children who have little privacy at home.

Teachers have found that it is useful to have folders for children to store their class and extension work so that they can show others, or use it for individual reflection or record keeping. Additionally, the material collected may be useful for Lesson Card: 15 'Our Display'.

Key to Symbols shown on each Lesson Card

Children Working:



Individually.



In pairs.



In a small group of 4/5 children.



As a whole group.

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
- Personal notebooks.

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 Word Box

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?



Reflecting and Evaluation

- 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 word box 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.

