

DRUG

education

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**K-6
Drug
Education
Resource**

Third edition



K-6

Drug

Education

Resource

**Curriculum material to support teaching
and learning in Personal Development,
Health and Physical Education**

Early Stage 1 to Stage 3

Third edition

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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.

Unit one

Early Stage 1	Stage 1	Stage 2	Stage 3
<p><i>All about medicines</i></p> <p>Drug Use</p> <ul style="list-style-type: none"> • safe use of medicines • safe storage • administration of medicines • identifying medicines <p>Relationships</p> <ul style="list-style-type: none"> • people to go to for help 	<p><i>Medicines and me</i></p> <p>Drug Use</p> <ul style="list-style-type: none"> • purpose of medication • administration of medicines • safe use of medication <p>Relationships</p> <ul style="list-style-type: none"> • people to go to for help <p>Families</p> <ul style="list-style-type: none"> • family roles 	<p><i>Drugs affect me</i></p> <p>Drug Use</p> <ul style="list-style-type: none"> • identifying drugs <ul style="list-style-type: none"> - appropriate use • administration and storage of medicines • tobacco <ul style="list-style-type: none"> - effects on the body - effects of passive smoking • alcohol <ul style="list-style-type: none"> - effects on the body • labelling of drugs <p>Relationships</p> <ul style="list-style-type: none"> • support networks 	<p><i>Keeping myself safe around drugs</i></p> <p>Drug Use</p> <ul style="list-style-type: none"> • definition, legal and illegal • appropriate use, administration and storage of medicines • effects of drugs <ul style="list-style-type: none"> - caffeine - alcohol - tobacco • labelling of drugs
	<p><i>Keeping myself safe around medicines</i></p> <p>Drug Use</p> <ul style="list-style-type: none"> • safe storage of medicines • purpose of medication • safe use of medication • administration of medicines <p>Personal Safety</p> <ul style="list-style-type: none"> • people who can help <p>Home and Rural Safety</p> <ul style="list-style-type: none"> • hazards inside/outside home: poisons/fuels/guns <p>Emergency Procedures</p> <ul style="list-style-type: none"> • what to do in the event of an emergency 	<p><i>Drugs affect me and others</i></p> <p>Drug Use</p> <ul style="list-style-type: none"> • identifying drugs <ul style="list-style-type: none"> - appropriate use • administration and storage of medicines • tobacco <ul style="list-style-type: none"> - effects on the body - effects of passive smoking • alcohol <ul style="list-style-type: none"> - effects on the body • labelling of drugs <p>Relationships</p> <ul style="list-style-type: none"> • support networks 	<p><i>Making decisions about drugs</i></p> <p>Drug Use</p> <ul style="list-style-type: none"> • definition, legal and illegal • appropriate use, administration and storage of medicines • effects of drugs <ul style="list-style-type: none"> - alcohol - tobacco • media and drugs • effects of drug use for the community • labelling of drugs

Unit two

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.

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

Unit One - All about medicines

Outcomes	Indicators
Knowledge and Understanding Displays basic positive health practices. (PHES1.12) Demonstrates an emerging awareness of the concepts of safe and unsafe living. (SLES1.13)	Sample indicators could include: <ul style="list-style-type: none"> 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.
Skills Identifies some options available when making simple decisions. (DMES1.2)	Sample indicators could include: <ul style="list-style-type: none"> chooses between safe and unsafe situations.
Values and Attitudes Refers to a sense of their own worth and dignity. (V1)	Sample indicators could include: <ul style="list-style-type: none"> 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

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?

Unit One: All about 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?

Resources:

- Butchers paper
- Textas
- Magazines
- Scissors
- Flashcards
- Outlines of two students

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.	
Small Groups	Teacher has magazine pictures or advertising brochures and flashcards prepared with the headings: <ul style="list-style-type: none"> • <i>Healthy</i> • <i>Unhealthy</i>. Students categorise pictures.	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.
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.	

Unit One: All about medicines

Lesson 2: Who helps me stay healthy?

Resources:

- Art paper
- Paint
- Large sheets of paper

Things to look for - can students:

- identify people who assist them to stay healthy?
- identify healthy activities?
- appreciate the need to be healthy?

Organisation	Suggested activities	Teaching points
Whole Class	<p>Review the concepts of healthy and unhealthy lifestyles from previous lesson.</p> <p>Discuss who has a healthy influence on the students' lifestyles and situations where this may occur.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • 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. 	<p>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 <i>My mum looks after me when I'm sick</i> the teacher might encourage additional considerations by posing <i>Who else might look after you?</i></p>
Individuals	<p>Students paint a picture of a person who helps them stay healthy. Teacher scribes student's ideas or student writes ideas.</p>	
Teacher	<p>Teacher constructs a 'Big Book' titled <i>Kindergarten...is a healthy class</i>, using the pictures the students have painted.</p>	<p>This activity is useful for the following lesson.</p>
Whole Class	<p>Shared reading of the captions.</p>	

Unit One: All about medicines

Lesson 3: What happens when we are sick?

Resources:

- Blank labels
- Paper
- Crayons

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?

Organisation	Suggested activities	Teaching points
Whole Class	Read 'Big Book' <i>Kindergarten....is a healthy class</i> , made in previous lesson or discuss pictures painted in previous lesson.	
Whole Class	Discuss: <ul style="list-style-type: none"> • 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>I am feeling sick</i> . Invent the story and the characters. Teacher writes labels to identify characters, for example, <i>I am the doctor. I am Dad</i> . Decide appropriate speech and interaction. Allocate the labels and role play the scene.	Refer to <i>Background Information</i> , page 138, on <i>Role Play</i> . The teacher may need to provide an example of a situation for role play, for example, <i>One day I woke up and I found that I had a rash on my arms and legs. I felt very hot and dizzy</i> .
Individuals	Students complete the sentence: '..... helps me when I am sick'.	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.
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.	

Unit One: All about medicines

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?

Resources:

- Worksheet 1
Safe storage of medicines, p.15
- Collage material
- Butchers paper
- Cardboard
- Strips of paper

Organisation	Suggested activities	Teaching points
Whole Class	<p>Review previous lesson so that students recall who administers medicines.</p> <p>Discuss:</p> <ul style="list-style-type: none"> • 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	<p>Wall Story Activity</p> <p>Teacher reads story taken from Worksheet 1, <i>Safe storage of medicines</i>, page 15.</p> <p>Brainstorm ideas to complete final sentence, <i>Then she put it away safely.....</i></p> <p>The teacher scribes several appropriate suggestions onto strips of paper.</p>	Teaching instructions for <i>Wall Story</i> 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, <i>mum</i> to <i>dad</i> , <i>she</i> to <i>he</i> 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.

Organisation	Suggested activities	Teaching points
Whole Class	Review the concept that medicines must be stored safely by reading the text from the <i>Wall Story</i> activity.	
Whole Class	<p>Introduce the concept of ownership and sharing. Display various items such as fruit, a toothbrush, a comb, asthma puffer, books and medicines.</p> <p>Discuss:</p> <ul style="list-style-type: none"> • what do you own that you can share with other people? Why? • what do you own that you do not share? Why? 	<p>Students may suggest sharing items such as books, games or food.</p> <p>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.</p>
Whole Class	<p>Discuss reasons for student choices. Emphasise: medicines should not be shared, and explain why.</p> <p>Discuss where first aid materials (antiseptics, tweezers) are kept at school and the rules associated with their use.</p>	
Whole Class	<p>Visit the first aid area.</p> <p>Meet the person responsible for first aid, for example, school support staff, Aboriginal Education Assistant.</p> <p>Discuss the procedures followed in the first aid area.</p>	<p>The teacher may emphasise the concept of caring for friends at school when they are sick and demonstrate the first aid procedures.</p>

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.