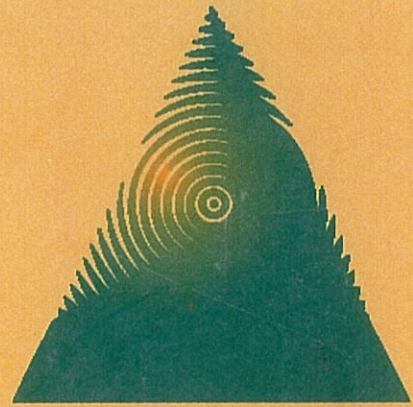


**DRUG**



**education**  
making a difference

**K-6  
Drug  
Education  
Resource**

**Third edition**

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## Glossary

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## Unit One - Keeping myself safe around drugs

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

## 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?

#### Resources:

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

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

## Unit One: Keeping myself safe around drugs

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

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

## Unit One: Keeping myself safe around drugs

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

**Resources:**

- Pencils
- Paper

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

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

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

## Unit One: Keeping myself safe around drugs

### Lesson 3: Why do people smoke?

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

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

#### Resources:

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

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



## Unit One: Keeping myself safe around drugs

### Lesson 4: What effects can smoking have on us?

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

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

#### Resources:

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

Organisation	Suggested activities	Teaching points								
Pairs, Groups	Shared reading of Activity sheets 2 and 3.	Pairs or groups need to be of mixed reading ability.								
Whole Class	Review the content and clarify any issues that may have arisen.									
Individuals	Complete <i>Tobacco - cloze passage</i> on Worksheet 4.									
Whole Class	Compare responses. Orally complete <i>Quick Quiz</i> , page 102.									
Whole Class	Conduct <i>Opinion Continuum</i> activity. Using the same rating as in the <i>Questionnaire</i> , students stand on the part of the continuum that is appropriate to them.		Refer to <i>Opinion meter</i> , Stage 2, page 79 for additional suggestions.							
	<p style="text-align: center;">Agree <span style="margin-left: 100px;">Disagree</span></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> <tr> <td style="text-align: center;">Strongly agree</td> <td style="text-align: center;">No comment</td> <td style="text-align: center;">No</td> <td style="text-align: center;">Strongly disagree</td> </tr> </table> <p>Statements could include:</p> <ul style="list-style-type: none"> <li>• do you think people look attractive when they smoke?</li> <li>• do you think people worry about the health effects of smoking when they are:                             <ul style="list-style-type: none"> <li>- teenagers?</li> <li>- older?</li> </ul> </li> <li>• do you think that if you smoke there will be harmful effects to your body?</li> </ul>					Strongly agree	No comment	No	Strongly disagree	A debriefing session on the issues raised may need to be conducted at the end of the <i>Opinion Continuum</i> activity, so that stereotypical or incorrect responses are not reinforced.
Strongly agree	No comment	No	Strongly disagree							
Pairs	Students discuss statements.									

## Unit One: Keeping myself safe around drugs

### Lesson 5: Why do we have smoke free places?

#### Resources:

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

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

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

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

## Unit One: Keeping myself safe around drugs

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

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

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

#### Resources:

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

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

## Unit One: Keeping myself safe around drugs

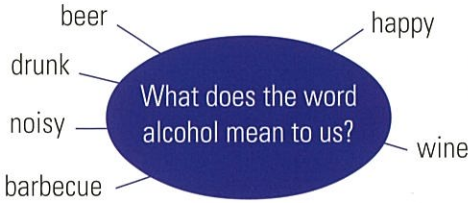
### Lesson 7: What does alcohol do to the body?

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

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

#### Resources:

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

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

## Unit One: Keeping myself safe around drugs

### Lesson 8: Where and why do people consume alcohol?

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

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

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

## Unit One: Keeping myself safe around drugs

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

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

**Unit One: Keeping myself safe around drugs**

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

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

Stage 3

## Unit One: Keeping myself safe around drugs

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

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



**What is a drug?**

**A drug is any substance which,  
when taken into the body alters  
its function physically or  
psychologically, excluding food,  
water and oxygen.**

World Health Organisation  
(WHO)

## Classification of drugs

**Legal**

**Illegal**

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

**Answers:**

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

**Illegal:** marijuana, cocaine, heroin.

## Questionnaire

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

Circle: male or female.

Ask:

1. What age were you when you had your first cigarette? \_\_\_\_\_
2. Who or what influenced you to smoke? \_\_\_\_\_  
\_\_\_\_\_
3. When did you become a regular smoker? \_\_\_\_\_
4. How many cigarettes do/did you smoke each day? \_\_\_\_\_
5. What is/was the cost of your cigarettes? \_\_\_\_\_
6. Which brand do/did you smoke and why? \_\_\_\_\_  
\_\_\_\_\_
7. Have you ever stopped/ever tried to stop smoking? Why? \_\_\_\_\_  
\_\_\_\_\_
8. Has smoking affected your health in any way? \_\_\_\_\_  
\_\_\_\_\_
9. What is your opinion about smoking in public places?  
(ie trains, restaurants, the work place, doctor's surgery, shops etc).  
\_\_\_\_\_
10. How does/did your family feel about your smoking?  
(Circle the response that describes the feeling)

Strongly agree	Agree	No comment	Disagree	Strongly disagree

## Suggested activities for questionnaire

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

Compare males vs females.

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

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

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

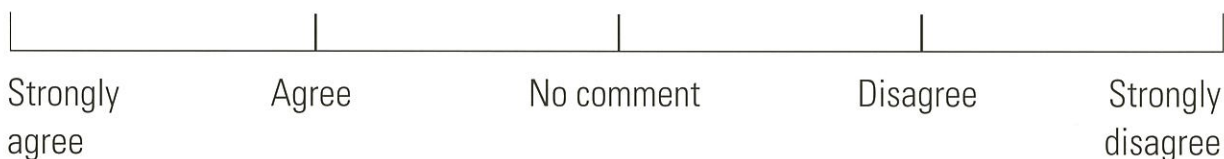
**Questions 4-5** Students calculate the cost of purchasing cigarettes.  
How much would be spent?

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

**Question 7** Bar graph of responses.

**Questions 8-9** Discuss results.

**Question 10** Students indicate how they feel about smoking.



# Facts - Tobacco

## What is tobacco?

It is the dried leaves of the tobacco plant.

## How is tobacco used?

It can be smoked in cigarettes, pipes or cigars.

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

## What is in tobacco smoke?

There are three major substances:

### 1. Nicotine

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

It can cause people to become dependent through regular use.

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

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

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

### 2. Tar

Tar is the main cause of lung and throat cancer.

It aggravates bronchial and respiratory disease.

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

The benefits from smoking low tar cigarettes are limited.

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

### 3. Carbon monoxide

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

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

Carbon monoxide enters the blood more easily than oxygen.

### 4. Other substances

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

## Interesting Facts:

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

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

# Facts - Effects of smoking

## How does smoking tobacco affect people?

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

### 1. Immediate effects:

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

### 2. Long-term effects:

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

## Tobacco - cloze passage

Tobacco comes from a \_\_\_\_\_.

The leaves are dried and used in \_\_\_\_\_ and \_\_\_\_\_.

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

It is also a \_\_\_\_\_. It is absorbed very quickly by the body.

Tar is released in tobacco smoke.

It is the main cause of \_\_\_\_\_ and \_\_\_\_\_ cancer.

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

Carbon monoxide is a colourless \_\_\_\_\_.

It enters the blood stream more easily than \_\_\_\_\_.

It is also found in \_\_\_\_\_ and \_\_\_\_\_.

### Quick Quiz:

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

Smoking causes:

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

### Answers Cloze Passage:

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

### Quick Quiz

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

# No smoking sign





## Scenarios

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

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

**What should she do?**

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

**What should he do?**

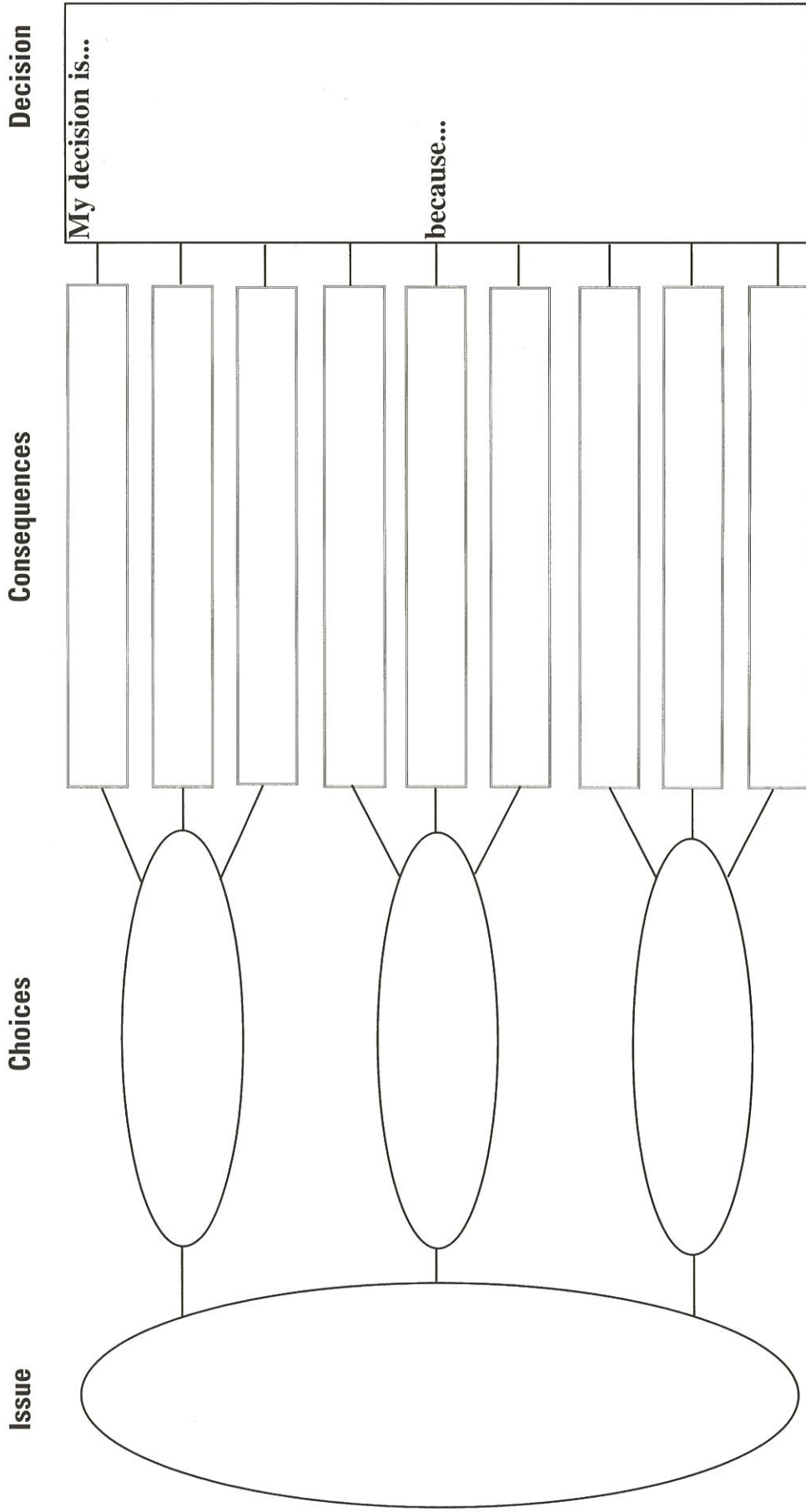
3. Jim is 11 years old and his friend Micky has invited him to stay at his place for the weekend. Jim knows that Micky's family smokes cigarettes. Micky is worried that his parents will not allow him to go because his family does not smoke.

**What should he do?**

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

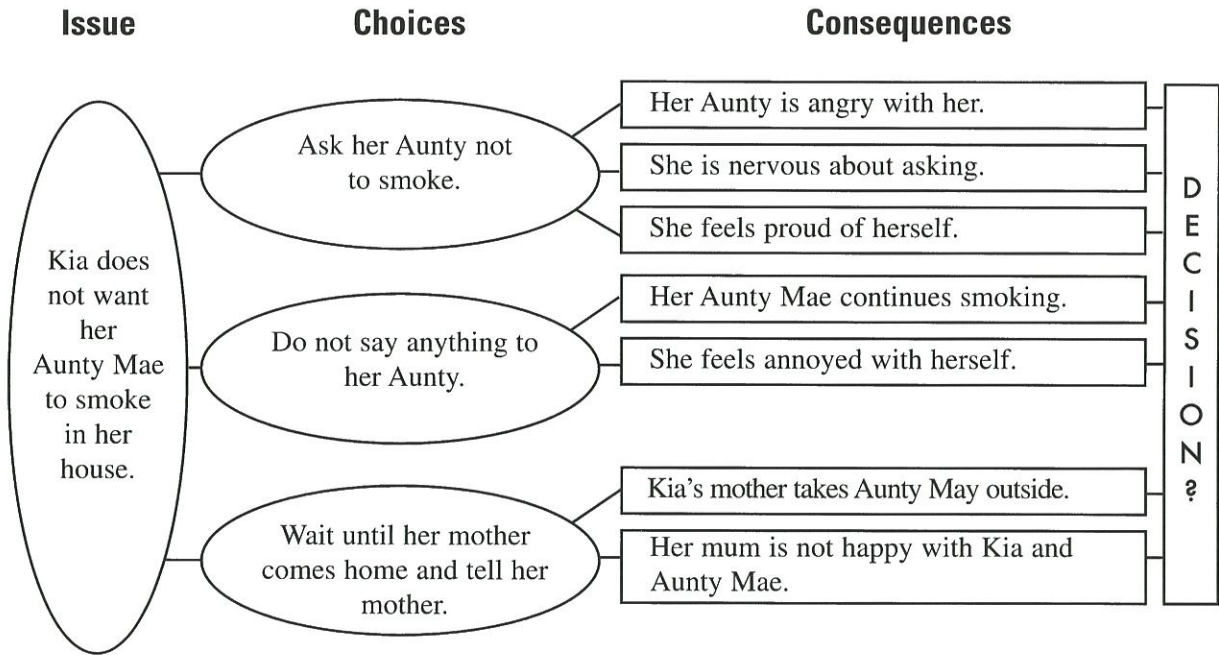
**What should she do?**

# Decision making

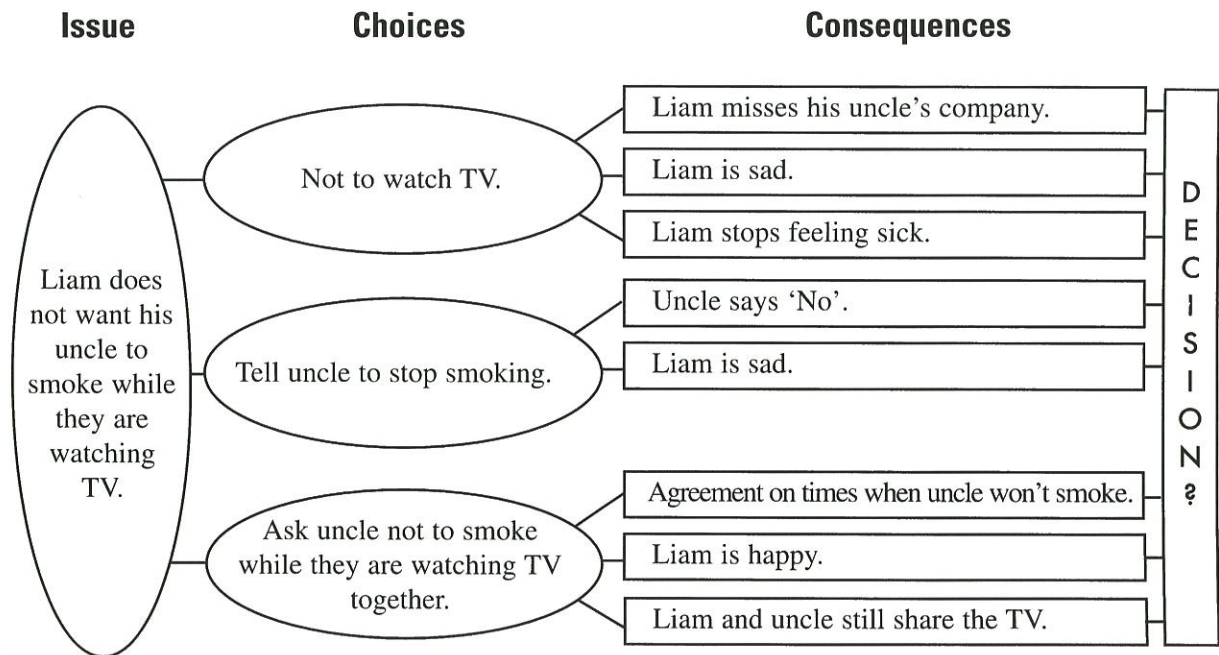


# Decision Making examples

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

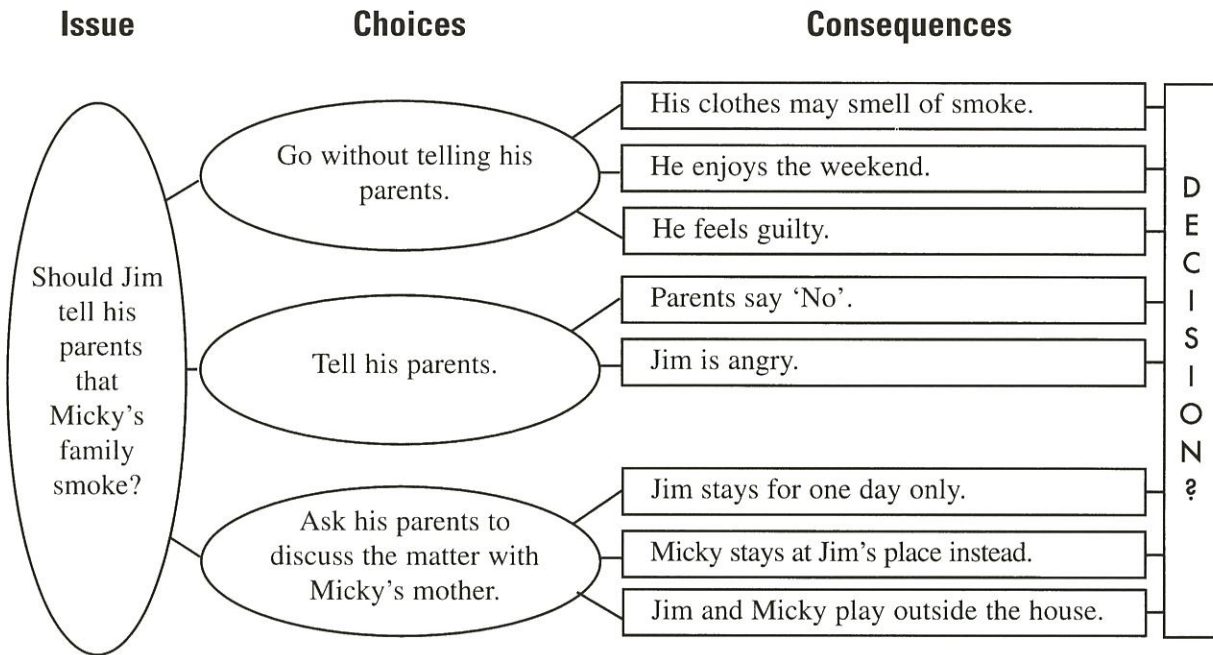


## Scenario 2 - STAGE 3, UNIT ONE - LESSON 6

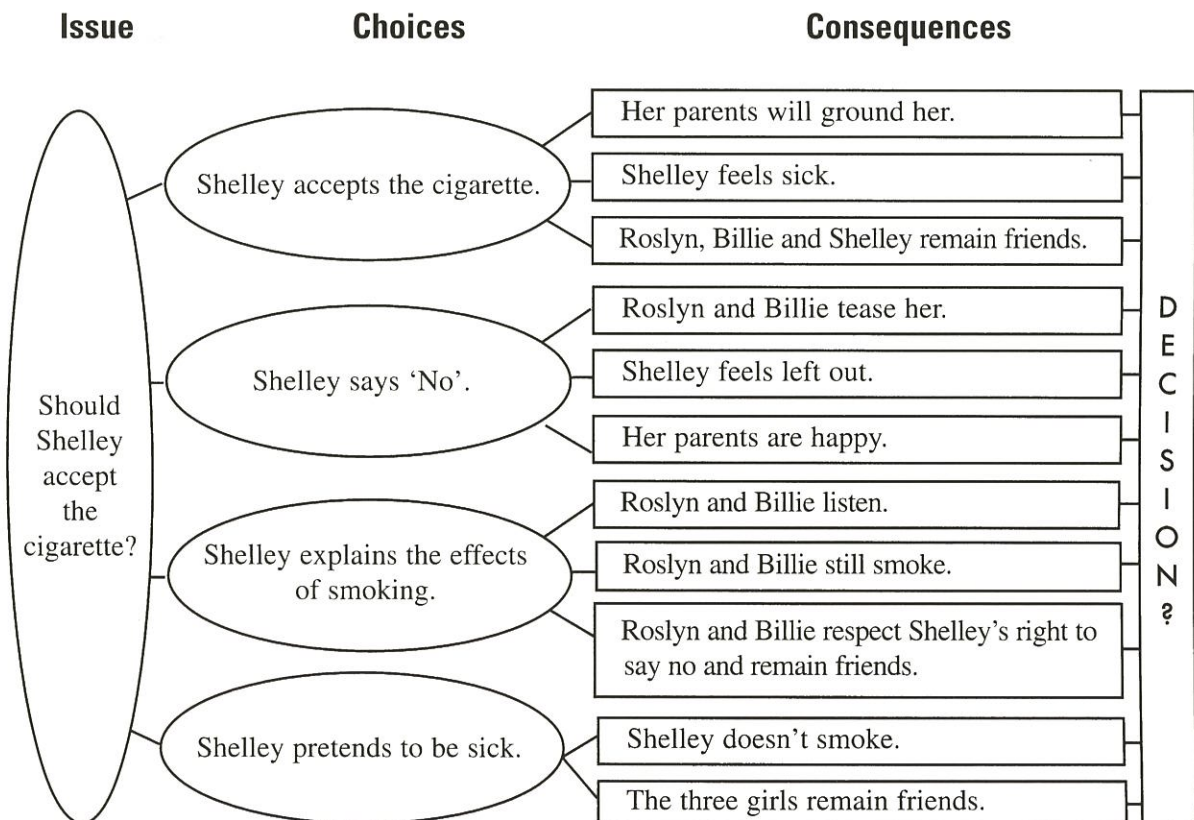


Stage 3

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



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



## What is alcohol?

### Alcohol is a powerful drug

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

### Facts about the use of alcohol

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

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

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

## Content Strands

### Personal Health Choices

#### Making decisions

- decision-making process
- influences on decision making
  - family/peers
  - other significant people
  - media
  - feelings and needs of others
- considering the effect of decisions on others
- making health decisions

#### Drug Use

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

#### Health Services and Products

- influences of media

### Growth and Development

#### The Body

- body systems
  - functions

### Interpersonal Relationships

#### Communication

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

### Safe Living

#### Personal Safety

- identifying risk situations, people and places

#### Home and Rural Safety

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

#### Overview of lessons in this unit

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



## Unit Two: Making decisions about drugs

### Lesson 3: How does smoking affect me?

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

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

#### Resources:

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

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

## Unit Two: Making decisions about drugs

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

#### Resources:

- Paper
- Pencils
- Poster materials

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

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

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

## Unit Two: Making decisions about drugs

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

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

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

#### Resources:

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

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

## Unit Two: Making decisions about drugs

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

#### Resources:

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

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

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

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

## Unit Two: Making decisions about drugs

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

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

## Unit Two: Making decisions about drugs

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

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

## Unit Two: Making decisions about drugs

### Lesson 7: How is alcohol portrayed in the media?

**Resources:**

- Magazines, newspapers

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

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

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

## Unit Two: Making decisions about drugs

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

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



## Unit Two: Making decisions about drugs

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

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

## Unit Two: Making decisions about drugs

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

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

## Scenarios

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

### **Can the milk bar owner sell cigarettes to Johnny?**

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

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

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

#### **Laws being broken:**

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

## Advertisement



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

# What is tobacco?

## What is tobacco?

It is the dried leaves of the tobacco plant.

## How is tobacco used?

It can be smoked in cigarettes, pipes or cigars.

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

## What is in tobacco smoke?

There are three major substances:

### 1. Nicotine

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

It can cause people to become dependent through regular use.

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

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

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

### 2. Tar

Tar is the main cause of lung and throat cancer.

It aggravates bronchial and respiratory disease.

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

The benefits from smoking low tar cigarettes are limited.

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

### 3. Carbon monoxide

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

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

Carbon monoxide enters the blood more easily than oxygen.

### 4. Other substances

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

### Interesting facts:

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

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

# Effects of smoking

## How does smoking tobacco affect people?

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

### 1. Immediate effects:

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

### 2. Long-term effects:

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

## Matching Body Parts

1. Brain and nervous system activity stimulated then reduced

2. Increased risk of cancer of the larynx and pharynx

3. Acid in the stomach

4. Reduced appetite

5. Nausea

6. Increased risk of stomach ulcers

7. Paralysis of fine hairs lining the lungs

8. Shortness of breath, coughing

9. Increased risk of cancer of the lungs

10. Increased risk of bronchitis, pneumonia, cold

11. Restricted blood flow to the fingers

12. Decreased blood supply to feet and toes

13. Decreased sense of taste

14. Stains on teeth

15. Increased risk of mouth cancer

16. Odour on breath

17. Decreased sense of smell

18. Odour on the skin

19. Stains on fingers

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

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

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

## Smoking Scenarios

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

**What should Julia do?**

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

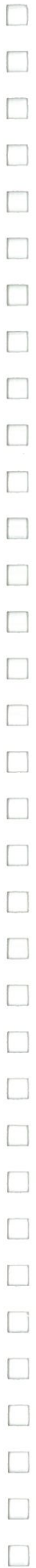
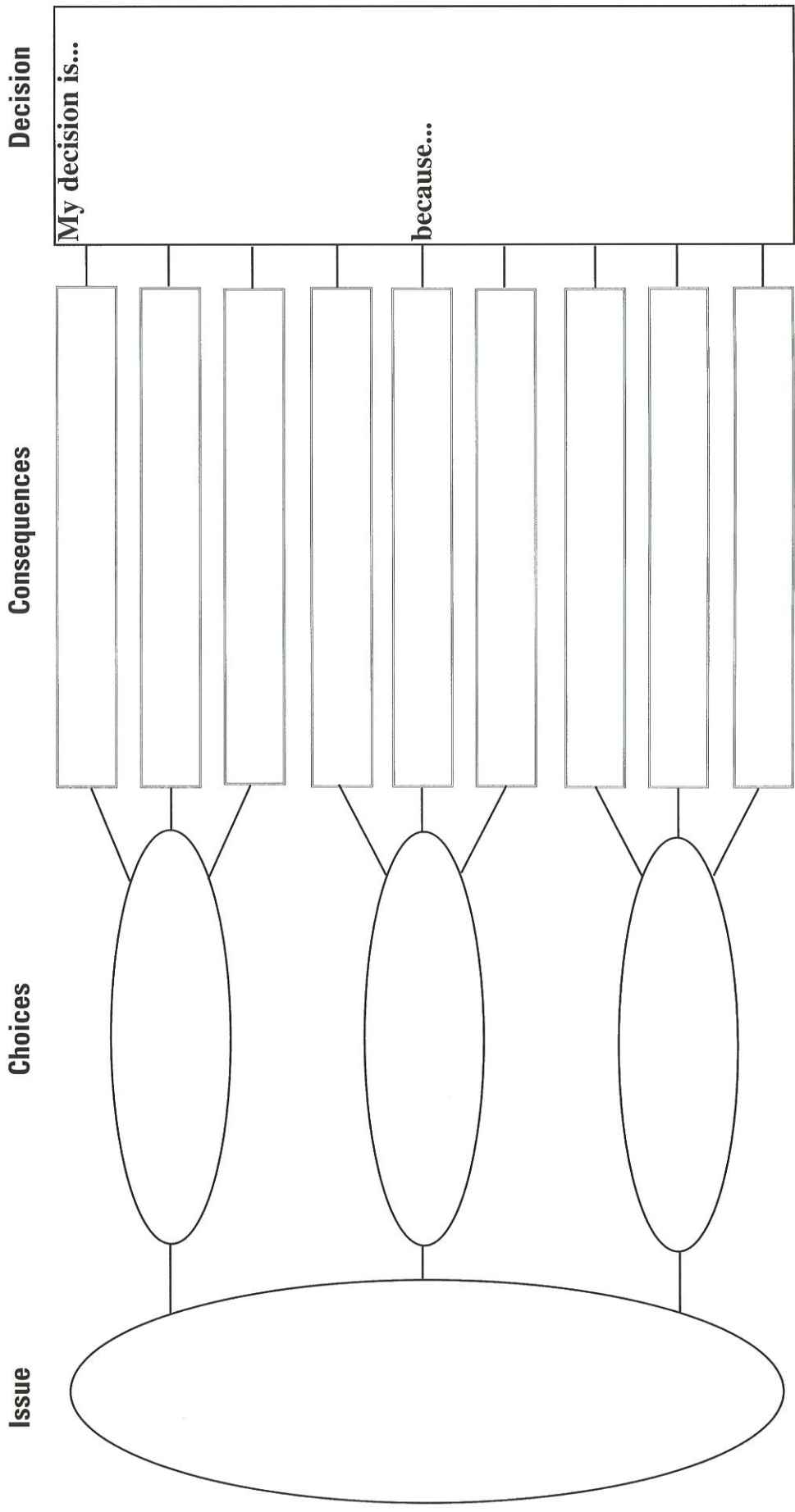
**What should Rita do?**

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

**What should Dan do?**

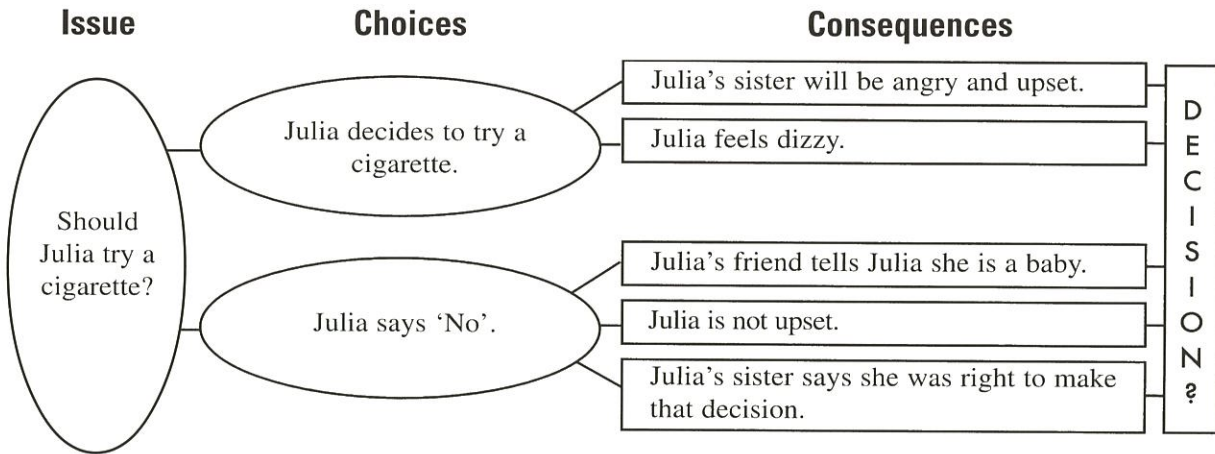


# Decision making

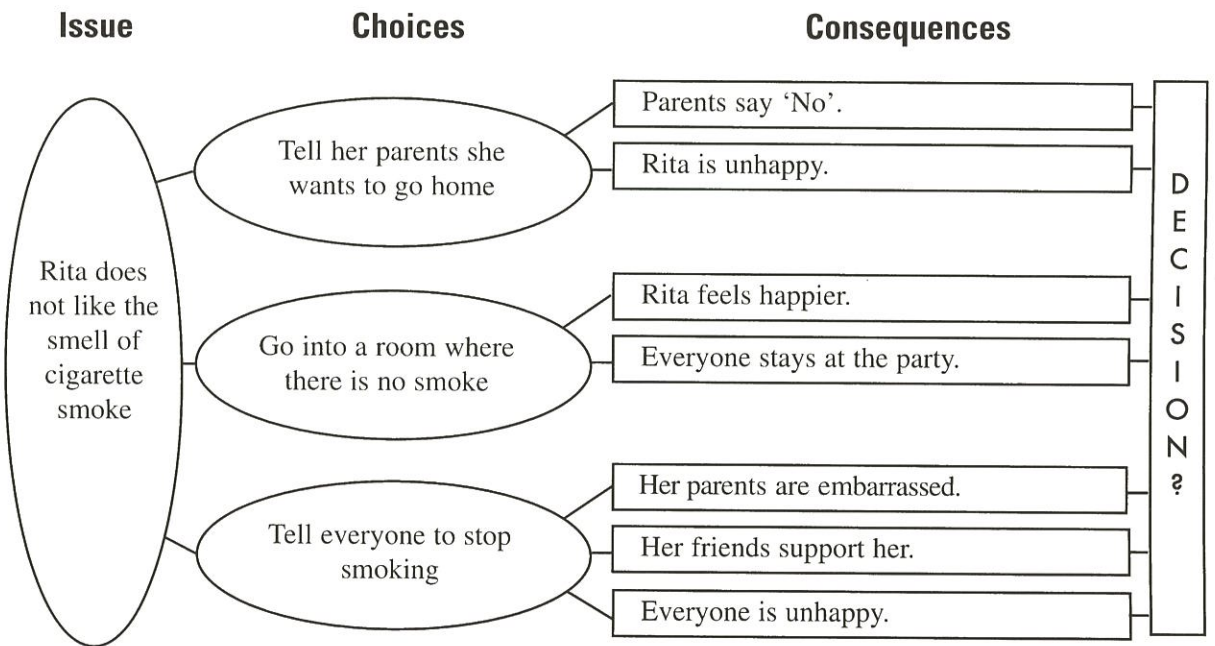


# Decision making examples

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

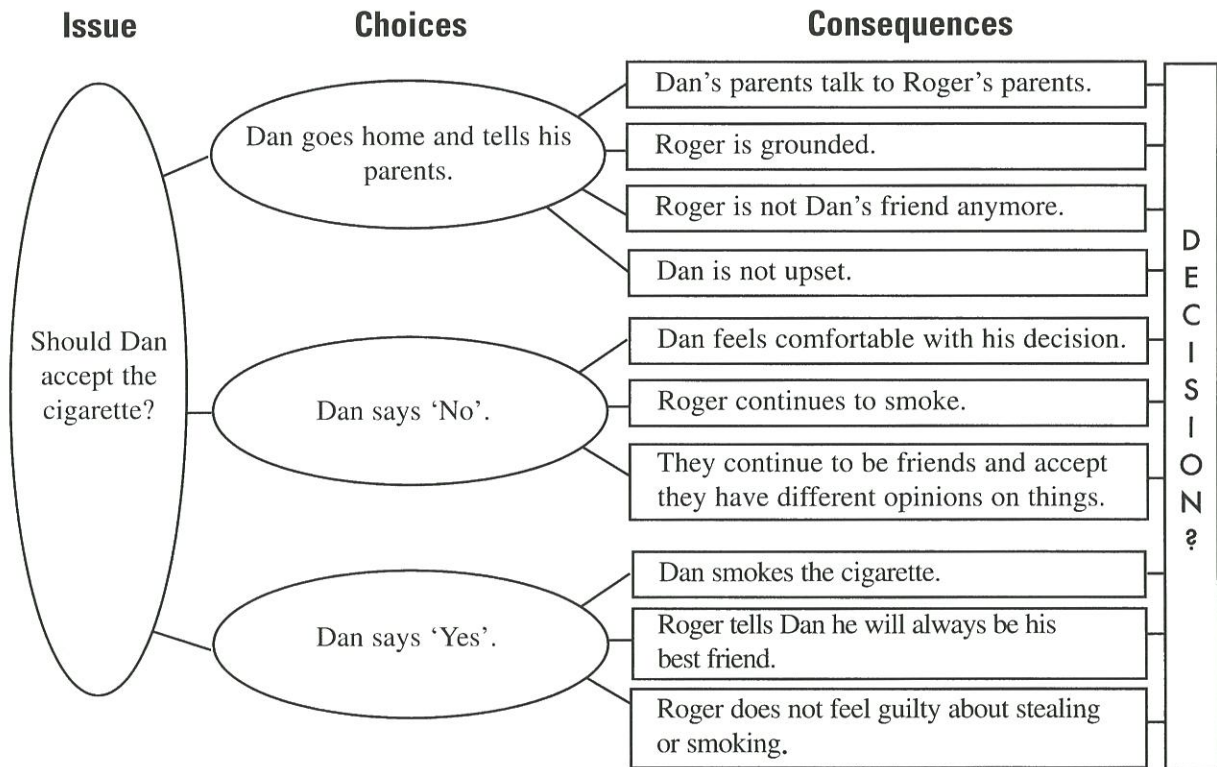


## Scenario 2 - STAGE 3, UNIT TWO - LESSON 5



# Decision making examples

## Scenario 3 - STAGE 3, UNIT TWO - LESSON 5



## Consequences

Examples of responses

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

# Consequences

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

Stage 3

