Unplugged

PUPIL WORKBOOK
prevention at school
UNPLUGGED
Pupil Workbook
A programme of EU-Dap, European Drug Abuse Prevention

This Workbook is part of the UNPLUGGED programme, and goes together with the Teacher’s Handbook and a set of 47 cards.

Additional copies of this Workbook can be obtained from Mentor Foundation UK, CAN Mezzanine, 49-51 East Road, London N1 6AH.

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As you grow older, you will have to make healthy choices concerning alcohol, tobacco, certain medicines, cannabis and other drugs. The Unplugged lessons help you to prepare for these decisions. Unplugged is a prevention programme: acting before anything goes wrong.

Rules that help the group process:

1. I listen when somebody talks
2. I do not laugh at others in class
3. I don’t gossip about what fellow students say
4. I respect others’ right to have a different opinion
5. I respect the right to have a different opinion
6. I am trying to be as honest as I can
7. I respect the procedure
8. I feel responsible for keeping the rules in the class
9. I respect the need for privacy
10. I am open to learn new things

Thinking about the Unplugged lessons…complete these sentences

Something I want to learn about alcohol, tobacco and other drugs is

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Something I would like to achieve in these lessons is

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Young people like you want to be together. What would you do to become part of a new group? What would the group expect from you as a newcomer? How would the group react to what you do or say? These questions form the subject of this lesson.

To be or not to be in a group

A GROUP IS JOINED TOGETHER BY:

- **Characteristics**
  - male or female, clothing style …

- **Skills**
  - athletic ability, musical experience, artistic skills …

- **Behaviours**
  - way of dancing, smoking, non-smoking…

- **Language**
  - local dialect, texting, slang words…

After the role play scenarios, gather with your group and answer three of these questions.

• What opinion, thoughts and feelings did you experience?
• Which suggestions from the groups did you pick up?
• What made it easy? What made it difficult? How did you cope with that?
• In what kind of situations could you use suggestions like those in the second round? What does it mean for the group and for the pupils who seek to be part of a group?
• What is the possibility of you getting into the group, and how would you deal with being excluded?
• What responsibility does the group have when they decide not to integrate somebody in the group?
• What would you do in order to become part of a group?
• If you have the choice to be part of a group, on what aspects would you decide?
Lesson 2

How do you feel about the man that stands out?

What makes him similar to others?

What makes him different from others?

What do you think his wishes are?

Give three reasons why someone like this person has the right to be different.

1

2

3
Choices - alcohol, risk and protection

Alcohol is also a drug, and one very clear message about drinking is “don’t drink alcohol because it is not healthy.” People who say this obviously are right, certainly at your age, and yet you do see people drink alcohol, smoke cigarettes or use other drugs. Why do they do this, and what are the risks they take? Even more importantly, how can you protect yourself against such risks?

Look at the cartoons and place them in the correct box.

Social  Physical  Personal

Risk

Protection

- lonely
- girl-boy
- together
- boy-girl
- stress
- self-esteem

Draw a person that has strong protective factors for not using alcohol
Michael wears pink clothes because he believes that most of the people he looks up to wear pink. Jessica eats some special food, although she doesn’t like it, because she believes that most of the people she likes eat it. In this lesson we figure out how such beliefs influence our behaviour. With special attention to the use of alcohol, cigarettes and other drugs.

**A lesson in statistics**

Do you understand the difference between “lifetime,” “yearly,” “monthly” and “daily”? 

---

**LIFETIME SPORTS**

<table>
<thead>
<tr>
<th>Sport</th>
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<tbody>
<tr>
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**YEARLY SPORTS**

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**MONTHLY SPORTS**

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**DAILY SPORTS**

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<tr>
<td>Swim</td>
<td>2%</td>
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<td>Running</td>
<td>4%</td>
</tr>
<tr>
<td>Basketball</td>
<td>5%</td>
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<tr>
<td>Tennis</td>
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</table>
Michael wears pink clothes because he believes that most of the people he looks up to wear pink. Jessica eats some special food, although she doesn’t like it, because she believes that most of the people she appreciates eat it. In this lesson we figure out how such beliefs influence our behaviour. With special attention to the use of alcohol, cigarettes and other drugs.

Answer these questions in your group of five after you have compared your group estimation with the correct figures.

1. Where is the biggest difference?
2. Where are you closest to reality?
3. What could be a reason for incorrectly estimating use of alcohol, cigarettes or other drugs?
4. What could be the reason why the media mostly mention lifetime drug use statistics?

Give an example of what influenced your estimations. For instance:
- friends or family
- news on the Internet, tv, radio, newspaper
- publicity and advertisements
- movies, pictures, stories, songs
Smoking cigarettes: Get informed

Some things are good to breathe - fresh air, for example. Other things are bad, such as tobacco smoke. Almost everybody knows that, yet there are many people that smoke or are around those who smoke. So what is in cigarettes exactly?

WHAT WE KNOW FROM SCIENTIFIC RESEARCH

What is nicotine?

- Nicotine is the drug in cigarettes that is responsible for addiction.
- Nicotine is absorbed in the lungs and quickly (in less than ten seconds) reaches the brain via the blood. Due to the speed of this process, the smoker feels the effects of nicotine very quickly.
- In the brain, nicotine affects several areas and triggers changes in the entire body: faster heart beat, increased blood pressure, blood vessels contract and temperature goes down in the hands and feet. These effects stress the body.

The toxic part of a cigarette

- Nicotine is toxic: an adult would die from a dose of 0.05 grams of pure nicotine. For children, swallowing just one cigarette is lethal.
- This toxic effect appears already when someone smokes a first cigarette. The usual consequences are coughing, feeling sick, the throat feels rough, eyes get red and watery – these are signs that the body is “fighting” against the toxic substance.

Some numbers

- Besides nicotine, cigarettes and cigarette smoke contain about 3,700 harmful chemicals; 40 of them are carcinogenic, meaning they cause cancer. These substances include ammonia, arsenic, tar, hydrogen cyanid, carbon monoxide and butane gas. Arsenic, for example, is used to poison rats and ammonia is a component of detergents.
- Cigarette smoking is the single biggest avoidable cause of death and illness in Europe. In fact, 650,000 Europeans die each year due to smoking and over 4 million people worldwide. Fortunately, more and more people are trying to quit.
- On average, each cigarette takes away eleven minutes from the life-span of a smoker.

EFFECTS OF SMOKING

Nicotine does not by itself lead to relaxation or stress reduction. In fact, the effects which smokers feel as relaxation or stress relief are rather a reduction of withdrawal symptoms such as nervousness and problems with concentration. The nervous feeling is actually a consequence of not having a cigarette, and can only disappear by smoking one.
RISKS OF SMOKING

Addiction
✓ Nicotine is a very addictive drug. 60% to 80% of smokers are addicted.
✓ These are signs that someone is addicted:
  • the urge to smoke
  • unsuccessful attempts to quit
  • development of tolerance
  • withdrawal symptoms if you smoke less or stop smoking.
✓ These are withdrawal symptoms, consequences you experience after having stopped smoking:
  • nervousness
  • restlessness
  • depressed mood
  • problems with concentration and sleep
  • increased appetite (therefore they often gain weight)
✓ It is very hard to stop smoking once you start: most smokers who want to stop smoking fail several times. In adolescence smoking leads very quickly to signs of dependence, within days of smoking the first cigarette.

Condition, body and sexual potency
✓ Carbon monoxide is a very toxic gas in the smoke of cigarettes. It reduces the transport of oxygen to the organs. Loss of oxygen results in loss of power and physical condition and these effects happen already soon after smoking. A clear example is getting out of breath more quickly while playing sports or walking up stairs.
✓ Tar is a result of the burning process. One pack per day equals one cup of pure tar per year. Tar sticks to the microscopic hairs in your windpipe, slowly covering the lungs, causing a cough as well as infections in your whole respiratory system.
✓ The best known health risk is cancer. Lung cancer, but also very many other types of cancer, such as trachea, kidney or pancreas.
✓ Cardiovascular diseases or problems with blood vessels occur because nicotine contracts the vessels and increases the heart beat. This can cause a heart stroke on long term, but also leads to sexual impotence.

Looks, smell and taste
✓ The reduced blood circulation causes degeneration of the skin. Compared to non-smokers, smokers’ skin is more grey and pale. Wrinkles also develop earlier.
✓ Smokers’ clothes and hair smell bad, and their teeth and fingers turn yellow.
✓ Smokers find their sense of smell and taste are worse than non-smokers.
✓ Smokers have more problems with the teeth and gums.

Girls and babies
✓ Combining the female contraceptive pill and smoking increases the risk of blood clots causing damage. Risks include thrombosis, heart attack or stroke.
✓ Smoking during pregnancy leads to decreased weight of the baby, slower growth and heightened risk of premature birth and sudden infant death syndrome.

Environment and … money
✓ Cigarette smoke is one of the most dangerous kinds of air pollution. ‘Second hand smoke’ is the term that is used for people who do not smoke themselves but breathe the smoke of someone else.
✓ During the production of tobacco, heat is necessary to dry the leaves. To generate that heat, five times the weight of the tobacco leaves in firewood (often tropical wood) is needed.
✓ Cigarettes are expensive. Imagine what you could buy for the same cost as a hundred packs of cigarettes a year - or two hundred, or three?

For more information, visit the www.eudap.net website and then click through to the national websites mentioned.

Falsification of information by the tobacco industry

Another “risk” of smoking is exposure to manipulation from the tobacco industry. Cigarette companies want to get as many customers as possible and want to sell as many cigarettes as possible. Therefore, they use different strategies to achieve this goal. One strategy is marketing and advertising. But usually the image of cigarettes used in advertisements is used alongside ideas of freedom, attractive young people and a sense of community. These do not match the reality at all - but the risks and damages are hidden. Did you know that the Marlboro Man (the man who was acting as the cowboy in Marlboro ads for years) died of lung cancer? But there are even more strategies of the tobacco industry, including the denial of the addictive potential and harmful consequences of cigarette use and the chemical make-up of cigarettes. This means that some substances are added to cigarettes to make them even more addictive. They also hide the obvious harms. Examples of these added substances are sugar, liquorice, cocoa or magnesium oxide. These substances increase the uptake of nicotine in the lung, with a higher chance to become addicted. They also reduce the irritation in the windpipe, resulting in less of a counter-reaction against the smoke. The additives also give a lighter colour to the smoke, making it less visible and reducing the reactions of others.
Knowledge test: smoking and tobacco

Read every question or statement carefully and decide then, which answer is correct. Tick the box marking a, b or c.

1. How many dangerous substances (some of which can even cause cancer) do cigarettes contain?
   (a)  ❏ approx. 3,700
   (b)  ❏ approx. 200
   (c)  ❏ approx. 1,200

2. More than 80% of smokers start to smoke before ...
   (a)  ❏ the age of 18
   (b)  ❏ the age of 21
   (c)  ❏ the age of 25

3. Each year, more people die from smoking than from ...
   (a)  ❏ illicit drugs
   (b)  ❏ car accidents
   (c)  ❏ both of the above

4. After each cigarette you smoke, you lose how many minutes of your life?
   (a)  ❏ approx. 2 minutes
   (b)  ❏ smoking does not influence the duration of your life.
   (c)  ❏ 11 minutes

5. How many people die from smoking each year in Europe?
   (a)  ❏ more than 10,000
   (b)  ❏ more than 100,000
   (c)  ❏ more than 500,000

6. What can happen to the baby when a pregnant woman smokes?
   (a)  ❏ babies grow more slowly
   (b)  ❏ babies are born underweight
   (c)  ❏ both of the above

7. What amount of pure nicotine causes death?
   (a)  ❏ 1 kilo
   (b)  ❏ 100 grams
   (c)  ❏ 0,05 grams

8. What percentage of smokers in Europe want to stop smoking and have tried to stop smoking?
   (a)  ❏ 6%
   (b)  ❏ 28%
   (c)  ❏ 55%

9. How many people die from smoking each year worldwide?
   (a)  ❏ 40,000
   (b)  ❏ 400,000
   (c)  ❏ 4,000,000

10. How many young smokers have tried to stop smoking at least once?
    (a)  ❏ 11 %
    (b)  ❏ 35 %
    (c)  ❏ 61 %

11. What happens immediately after one smokes a cigarette?
    (a)  ❏ hands and feet get colder
    (b)  ❏ stomach is irritated
    (c)  ❏ clothes and hair smell badly

12. Who shows the best performance in difficult concentration-tests?
    (a)  ❏ smokers
    (b)  ❏ non-smokers
    (c)  ❏ ex-smokers

13. In Tanzania, harvested tobacco leaves are dried with heat. How much wood is destroyed in order to dry 1 kilo of tobacco?
    (a)  ❏ 1 kilo of firewood (made out of lumbered savannah-trees)
    (b)  ❏ 5 kilos of firewood
    (c)  ❏ no firewood at all, because in Africa the air is hot enough

14. How many teenagers that smoke want to quit smoking or at least smoke less to reduce it?
    (a)  ❏ 2 %
    (b)  ❏ 30 %
    (c)  ❏ 68 %

15. Children who are exposed to secondhand smoke, are more likely to develop:
    (a)  ❏ inflammation of the middle ear
    (b)  ❏ bronchitis
    (c)  ❏ asthma or other infections of the airways more often

16. The tobacco industry adds substances to cigarettes in order to make the product more addictive. Which of these substances are added to cigarettes from the tobacco industry for this purpose?
    (a)  ❏ licorice
    (b)  ❏ cocoa
    (c)  ❏ ammonia

17. How many of the substances contained in cigarette smoke are carcinogenic (can cause cancer)?
    (a)  ❏ none
    (b)  ❏ approx. 10
    (c)  ❏ approx. 40

Some questions about the Unplugged programme

How do you feel with the lessons so far?

What do you think is interesting? What not?

What would you like to suggest for the next lessons?
Express yourself

When you communicate, you often speak and listen. But communication is not only done by your mouth and ears. Writing, chatting, texting, mimicking and playing are also ways to express yourself. When you want to make a feeling or thought clear, you often need much more than words.

EXAMPLES OF FEELING WORDS:

<table>
<thead>
<tr>
<th>Nice</th>
<th>In love</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insecure</td>
<td>Lovely</td>
</tr>
<tr>
<td>Nervous</td>
<td>Good</td>
</tr>
<tr>
<td>Very good</td>
<td>Heroic</td>
</tr>
<tr>
<td>Optimistic</td>
<td>Angry</td>
</tr>
<tr>
<td>Timid</td>
<td>Magnificent</td>
</tr>
<tr>
<td>Terrified</td>
<td>Beautiful</td>
</tr>
<tr>
<td>Afraid</td>
<td>Secure</td>
</tr>
<tr>
<td>Upset</td>
<td>Unsure</td>
</tr>
<tr>
<td>Down</td>
<td>Empty</td>
</tr>
<tr>
<td>Bad</td>
<td>Up</td>
</tr>
<tr>
<td>Lonely</td>
<td>Excited</td>
</tr>
<tr>
<td>Explosive</td>
<td>Depressed</td>
</tr>
<tr>
<td>Relieved</td>
<td>Furious</td>
</tr>
<tr>
<td>Relieved</td>
<td>Confused</td>
</tr>
<tr>
<td>Delighted</td>
<td>Left out</td>
</tr>
<tr>
<td>Vulnerable</td>
<td>Left out</td>
</tr>
<tr>
<td>Sharp</td>
<td>Peaceful</td>
</tr>
<tr>
<td>Hilarious</td>
<td>Sad</td>
</tr>
</tbody>
</table>

Choose one of these situations
☐ after a conflict with my parents I want to say I was wrong
☐ my sister is sad and I want to comfort her
☐ I am in love and I want to say it but without exaggerating
☐ I almost had a fight and want to make clear that I was right
☐ My team has been defeated in a match and I’m very sad
☐ I’m disappointed because of what a friend did and I want to let him know it without compromising our friendship.

Think of one sentiment (pick a word from this page) you want to express in that situation:
________________________________________________________________________

Think of another sentiment that you certainly do not want to express in that situation:
________________________________________________________________________

A statement you would make:
________________________________________________________________________
________________________________________________________________________
Being assertive means that you clearly say what you feel or think. Sometimes you try to make yourself clear by shouting loudly - but that doesn’t work well. Another time you don’t want to stand up for your point of view and stay silent - but that doesn’t work either. How do you get up and stand up for your own point of view?

### I am assertive …

... with these people *(tick all that apply)*:
- [ ] strangers
- [ ] parents
- [ ] teachers
- [ ] siblings
- [ ] others, namely

... when I am in these situations:
- [ ] playing sports
- [ ] at home
- [ ] at school
- [ ] at a party
- [ ] elsewhere, namely

... when I feel:
- [ ] confident
- [ ] unafraid
- [ ] comfortable
- [ ] otherwise, namely
EXAMPLES OF REFUSALS

When you want to say no to an offer of cigarettes, alcohol or other drugs, don’t feel as if you should defend yourself. You have your own opinion. To make it a strong and clear opinion, think about the reasons and arguments behind your answer. Create your own refusals using your own style.

No, I don’t want to smoke, because …

☐ There are too many chemicals added to cigarettes that we don’t know about
☐ I want to have fresh breath
☐ It costs too much for what I enjoy from it
☐ Some of my older friends get out of breath quickly because of smoking
☐ The industry that produces cigarettes constantly lies
☐ I think it’s dumb
☐ I really don’t feel like it
☐ people can get cancer
☐ I can’t buy cigarettes so I don’t bother
☐ I don’t want to become addicted
☐ I am a singer, athlete etc and don’t want to smoke
☐ Will I look smarter? Do you really think?
☐ Just no. Full stop.

No, I don’t want to drink, because …

☐ I can have fun without it.
☐ Some people I know really have problems because of drinking
☐ I want to stay in control of my own body and mind
☐ I just want this soft drink
☐ I might look dumb
☐ Some people get too rowdy and aggressive after drinking and I don’t want to be like that
☐ Many accidents happen when drinking alcohol
☐ I have a team practice tomorrow
☐ Just no. Full stop.

No, I don’t want to use drugs, because …

☐ It messes with your brain and you can’t really stay in control
☐ My imagination is fine without the help of drugs
☐ It costs too much
☐ I want to stay in control of myself
☐ You can never know what rubbish is mixed in with the drugs
☐ I don’t want to become addicted
☐ I have a team practice tomorrow
☐ Just no. Full stop.

One thing I have learned in this lesson: ..............................................................................................................................

Something I wanted to say in the lesson but I didn’t get the opportunity to: .................................................................

One thing I remember from someone else during the lesson: .............................................................................................

Something about myself that surprised me: ..........................................................................................................................

If there’s anything I want to talk more about, I will try to talk to: .....................................................................................
Sometimes you want to show your best side without being fake, especially when you are with someone you hardly know. In this lesson, you practice skills for such interactions.

**SITUATIONS AT SCHOOL**

**Role 1:**
In school you have met a boy (or girl) you would really like to get to know. You want to invite him (or her) to go to the movies.

*What can you do and say? What else do you have to think about (maintaining eye contact, speaking loud enough, but not too loud ly, etc).*

**Role 2:**
In your school, there is a girl or boy that you find quite nice. During the break he or she comes up to you and invites you to go to the city together.

*How do you respond? How do you feel about his/her behaviour? What makes you decide whether you would go with him or her to the city?*

**QUESTIONS TO THE ACTIVE PLAYER:**
- What are you satisfied about in your acting?
- What was difficult in approaching the other person?
- What would you do differently next time?

**QUESTIONS TO THE PASSIVE PLAYER:**
- What did you like about the way you were approached?
- If you noticed that the other player was nervous, what gave you that impression?
- How could you influence the way the other player acted?

**QUESTIONS TO THE OBSERVERS IN THE CLASS:**
- How realistic was the situation?
- What did you observe?
- Which words, gesture or behaviour showed a clear feeling from the active player’s part?
- What would you do to get to know other boys and girls?
- What have you observed with regard to voice, eye contact and/or body language?

**SITUATIONS AT A PARTY**

**Role 1:**
You are at a birthday party. You don’t know anybody. You want to talk to one of the boys or girls.

*What can you do and say? What else do you have to think about (maintaining eye contact, speaking loud enough, but not too loud ly, etc).*

**Role 2:**
You are at a birthday party of one of your friends. A girl or boy you don’t know comes up to you and tries to start a conversation.

*How do you respond? How do you feel with his or her behaviour? What makes you feel comfortable, what not?*
Drugs - Get informed

You will have heard the word ‘drugs’ outside the Unplugged lessons, of course. At home maybe, on television or on the Internet. It is necessary to talk about drugs within the lessons because you should know the risks if someone takes drugs. We already talked about alcohol and cigarettes. There are a lot of other drugs that can be smoked, drunk, sniffed or otherwise ingested, going into the blood and then reaching the brain. In the brain, drugs can make the user more quiet or more active. They can also make a person feel afraid, sedated or dizzy. There are also social risks related to drug use. For instance, some might think it is cool, rebellious or ecological to use drugs - in reality, they often experience loss of control, copying the behaviour of others and contributing to a very unecological, capitalist and ultraglobal drug industry. Such effects and risks are issues in this lesson.

Are drugs more dangerous for girls than for boys?

Is it possible to get addicted to hashish or marijuana?

Are there any drugs you cannot get addicted to?

Why are drugs dangerous?
Coping mechanisms

One day you feel happy and confident, because everything seems like it’s going perfectly. Those are easy days. But on other days you feel sad or uncertain. It is sometimes difficult to talk about those days with others. You cannot change the days themselves - so you have to find a way to cope with the hard days. These ‘coping mechanisms’ can include talking and other strategies covered in this lesson.

JACOB’S STORY

Jacob lives in an old house on a long, busy street. Before he leaves for school, Jacob always takes a few minutes to watch from the window on the first floor. Looking down to the tram that stops in front of his house, he waves to the neighbour who carries his little dog in a special bag inside his big coat. They go for their walk in the park which is only one stop further. Jacob enjoys every instance of those few minutes watching out the window. Today is not as fun as yesterday. The minutes at the window are sadder than any other day that Jacob can remember.

Today is Tuesday, and in three more days there will be a big change in Jacob’s life that worries him a lot. He has been tossing and turning over what the possible solutions there could be. He has now written his story on a popular youth internet site asking for advice in hopes that someone has some good ideas.

Hi! I am writing to get some help. I have a big dilemma!

There are boxes in my entire house and the curtains have been taken off of the windows, it is impossible to prevent what is about to happen. I am moving to a new house in a new city in just a few days with my mother, father and sister. I still don’t understand the reason, only that it has something to do with my father’s career. How can I move to a new house where I don’t even have the same view from my window?

The town where we will be moving to is 50 miles away. We have gone to see the new house, the new school and the new park. Everything is okay. The house is brand new and nicer than the one we live in now. But, I am still worried that I will not be as happy as I am here. Right now I have everything that makes me happy! Am I going to make new friends? And how will things go with everyone on my football team? I don’t want to lose those friends I already have including my girlfriend! How is my first relationship going to turn out?

I am worried. I am usually a positive person but now it is difficult to see anything good about the move! What can I do to get over this in the best way?

Please, give me some advice!

Jacob
One day you feel happy and self confident because everything seems to go perfectly! Easy days. But another day you can feel sad or uncertain. It is difficult to talk about that with others. But you cannot change the days themselves. So you have to find a way to cope with these kind of days. By talking, or by other strategies.

EXAMPLES OF EFFECTIVE WAYS OF COPING:

- Talk about the problem by asking for help
- Listen for advice from people you trust
- Weigh out the pros and cons
- Get enough rest, exercise and healthy food to think clearly
- Learn what the root of the problem is: why am I feeling sad, not just identifying I am sad
- Write down the situation and read it a bit later
- Exercise or practise something you want to improve
- Inform yourself to learn more
- Enjoy yourself
- Stay positive
- Be active

If you were the author of the advice website Jacob wrote to, how would you respond?

Dear Jacob,
Problem solving and decision making

A problem can stand before you like a block of concrete, impossible to move. It may paralyse you and keep you from thinking, working or moving forward. The five-step model you will learn about in this lesson is a strategy to prevent such frozen situations.

CHOOSE ONE OF THESE PROBLEM SITUATIONS OR CREATE ONE YOURSELF

Rachel is always late for school because she sleeps in past her alarm time. How can she overcome this problem and be on time for school?

David failed his last maths test and needs to pass the next one in order to maintain his school average. He has set a goal that he would like to work in some maths-related field and therefore places great importance on passing every test. What should he do?

Nicole lives in a home where her parents smoke all of the time. She knows that second-hand smoke is bad for you and does not want to continue breathing it. What can she do?

Daniel gets hold of a pack of cigarettes. He is curious about trying them but wants others to try with him. He asks Michael, a boy in his class. Michael has decided he does not want to try, what does he do?

Amanda has decided that she does not want to drink. Amanda is invited to a party and she knows that people will be serving alcohol mixed with juice and soda. What does she do?
John’s little brother is on the Internet all of the time. John argues with his younger brother because he needs to use the family computer to do homework. How does John solve this problem?

Your own situation:

THE FIVE-STEP PLAN TO PROBLEM SOLVING

**Step 1: Identify the problem**
What is the problem? What is happening? What am I feeling? Try to find the causes of the problem.

**Step 2: Think and talk about solutions**
Generate many different solutions (think creatively) by talking to someone you trust. Try to describe how you feel as best as possible.

**Step 3: Evaluate the solutions**
Evaluate the potential solutions by comparing advantages and disadvantages and considering short- and long-term consequences. Eliminate less workable solutions based on this evaluation.

**Step 4: Decide on one solution**
Decide upon one solution and act on it.

**Step 5: Learn from the choice**
Reflect on the results of the solution you chose. What did you learn? What did you change? Are you feeling better?
Dreaming about your future is often about what you want to do and what you want to become. Also importantly about how you will be. Your future not only consists of a profession, but your health and your relationships with the people around you. At the end of the Unplugged lessons, we want to show you a simple instrument to divide a long-term goal into short term objectives.

**MY OBJECTIVES: LONG-TERM AND SHORT-TERM**

**My long term objective:**
“One thing I want to achieve in long-term is

In your group, discuss your long-term goal and divide it into three steps. In this way you formulate **short-term objectives.**

- **Step one:**

- **Step two:**

- **Step three:**

How could drugs stand in the way to achieve this goal?

**EVALUATING UNPLUGGED**

Look back in your workbook at Lesson 1 and review the personal goals you had for this programme. Do you think the goals have been fulfilled?

- Yes, because

- No, because
Dreaming about your future is often about what you want to do and what you want to become. Also importantly about how you will be. Your future is not only consisting of a profession, but equally of your health and your relations with the people around you. At the end of the Unplugged lessons, we want to show you a simple instrument to divide a long-term goal in short term objectives.

### WHAT I HAVE LEARNT IN THE UNPLUGGED LESSONS

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<td>What I can use myself</td>
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<td>What I can use at home or elsewhere</td>
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<td>What I would like to improve about myself</td>
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<td>What I liked or appreciated the most</td>
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<td>What I found difficult or not so nice</td>
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**Other comments:**

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A page for you

Write something funny or interesting that you experienced, heard or thought in between the lessons. Sometimes you will have to show your workbook to other pupils or the teacher will collect them to read your answers to a question.
Write something funny or interesting that you experienced, heard or thought about in between the lessons. Sometimes you will have to show your workbook to other pupils or the teacher will collect them to read your answers to a question.
Unplugged