UNPLUGGED
Teacher’s Handbook
A programme of EU-Dap, European Drug Abuse Prevention

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

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

These Unplugged materials have been translated and adapted by Mentor UK in cooperation with EU-Dap, with copyright remaining with the EU-Dap OED institute in Turin, www.eudap.net

© 2007, Turin, EU-Dap trial

EU-Dap is a project funded by the European Commission (Community Public Health programme 2002. Grant # SPC 2002376 and Programme of Community Action in the field of Public Health 2003-2008 grant # SPC 2005312). The publication reflects the authors views and the Commission is not liable for any use that may be made of the information contained.

The UK pilot of this programme has been also funded by the Life Skills & Education in Alcohol Foundation (LEAF) and the Community Development Foundation.
Dear teacher,

This programme for schools provides you with the tools to work with your pupils on social influences, life skills and drug prevention in a complete set of twelve lessons. In this introduction you can find background information and suggestions for activities in your class.

**Prevention at a young age**

If we want prevention to influence the behaviour of teenagers, we have to focus on the earlier years of adolescence. Cigarettes, alcohol and medications are drugs young teenagers may have already tried. Cannabis and other illicit drugs are also becoming more a part of their world at this time. Although we have included information about drugs and the adverse health effects of drugs in the UNPLUGGED lessons, we know that information alone is not an effective preventive measure. Information is most effective if pupils can integrate it in their daily life and can discuss it with their peers. This is why we merge information with personal and social skills in the lessons.

Prevention programmes of this kind are well suited to the school years when students are between the ages of 12-14. At this stage the teachers have more contact with their classes and a deeper knowledge of the skills and attitudes of the pupils. As the teacher, you can generate opportunities to involve the pupils in order to connect the lessons to what the pupils already know and help them set realistic goals.

**An interactive training**

The UNPLUGGED programme has been limited to twelve units, which should enable you to deliver the programme within one school term. We have developed a two and a half day training, and strongly suggest all teachers participate in the interactive training. In the training, the background and structure of the lessons are introduced in addition to the attitude and methodology necessary to work on life skills and cognitive social influence. Interactivity is a key component of UNPLUGGED as it is more than a matter of questions and answers: it is about having your pupils talk and work together in a positive way.

**Go to work**

The introduction to this Handbook provides you with theoretical background knowledge of the programme. Before starting, you will read how the programme is composed and you will find useful tips to assist you in the practical preparations of the lessons. We have made the instructions for the lessons as complete and detailed as possible. We do hope you feel inspired to work in a creative way.

Good luck with the UNPLUGGED lessons!

The editors
PART ONE: INTRODUCTION
EU-DAP AND DRUG ABUSE PREVENTION
LIFE SKILLS RELATED TO DRUG PREVENTION
PEDAGOGICAL TIPS AND REMINDERS
HOW IS UNPLUGGED COMPOSED?
PARENT INVOLVEMENT
TEACHER TRAINING
MATERIALS

PART TWO: INSTRUCTIONS FOR THE LESSONS
LESSON 1: OPENING UNPLUGGED
LESSON 2: TO BE OR NOT TO BE IN A GROUP
LESSON 3: CHOICES – ALCOHOL, RISK AND PROTECTION
LESSON 4: YOUR BELIEFS, NORMS AND INFORMATION – DO THEY REFLECT REALITY?
LESSON 5: SMOKING CIGARETTES – GET INFORMED
LESSON 6: EXPRESS YOURSELF
LESSON 7: GET UP, STAND UP
LESSON 8: LIFE OF THE PARTY
LESSON 9: DRUGS – GET INFORMED
LESSON 10: COPING COMPETENCIES
LESSON 11: PROBLEM SOLVING AND DECISION MAKING
LESSON 12: GOAL SETTING

PART THREE: APPENDICES
INSTRUCTIONS FOR A ROLE PLAY
ENERGISERS
DRUG INFORMATION SHEETS FOR THE TEACHER
DRUG QUESTIONS FOR LESSON 9

SOURCES
Part one: Introduction

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVIDENCE-BASED PREVENTION</td>
<td>6</td>
</tr>
<tr>
<td>WHAT IS UNPLUGGED?</td>
<td>6</td>
</tr>
<tr>
<td>THE EFFECTS OF UNPLUGGED</td>
<td>7</td>
</tr>
<tr>
<td>UNPLUGGED AS PART OF A SCHOOL DRUG PREVENTION POLICY</td>
<td>7</td>
</tr>
<tr>
<td>LIFE SKILLS RELATED TO DRUG PREVENTION</td>
<td>7</td>
</tr>
<tr>
<td>PEDAGOGICAL TIPS AND REMINDERS</td>
<td>8</td>
</tr>
<tr>
<td>HOW IS UNPLUGGED COMPOSED?</td>
<td>9</td>
</tr>
<tr>
<td>FEATURES IN THE LESSON INSTRUCTIONS</td>
<td>11</td>
</tr>
<tr>
<td>PARENT INVOLVEMENT</td>
<td>11</td>
</tr>
<tr>
<td>TEACHER TRAINING</td>
<td>12</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>12</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>58</td>
</tr>
</tbody>
</table>
EU-Dap and drug abuse prevention

UNPLUGGED is a school-based drug prevention programme for adolescents between 12 and 14 years of age and is based on the cognitive social influence model. The innovative aspects of UNPLUGGED is that it has been developed in a cooperation of seven EU countries known as the EU-Dap project and evaluated for effectiveness during an earlier phase. What is the basis for this new European prevention programme?

EVIDENCE-BASED PREVENTION

Drug prevention researchers and practitioners have agreed in recent years on a list of characteristics which determine the effectiveness of school-based programmes: comprehensive social influence model, life skills, focus on norms, pupils’ commitment not to use drugs, adding family interventions.

However, there are only a limited number of programmes specifically developed for European countries and most of the programmes which went through evaluation studies have been conducted in the USA.

Most recent research and publications recognise that drug use is for many adolescents part of a lifestyle. This implies that there is an important social influence on the use of tobacco, alcohol or other drugs. New prevention programmes use the Comprehensive Social Influence (CSI) model for training, where behaviours are introduced and exercised to strengthen attitudes and skills that aid in resisting the pressures surrounding drug use. The goal of this approach is to equip adolescents with specific skills and resources that they need to resist social influences and to support knowledge about drugs and their adverse health effects. Social influence can at the same time serve as a protective factor to prevent drug use. The interactive methods used in these kinds of programmes focus on enhancing pupils’ confidence in building strong relationships and social support to approach drugs and drug use. Most known life skills programmes, including UNPLUGGED, use the comprehensive social influence approach.

The earliest evaluated drug prevention programmes were based on the assumption that adolescents refrain from smoking or other drug use if they are provided with adequate information regarding harmful effects. These efforts were not found to affect attitudes or the actual behaviour. By recognising the limitations of purely knowledge-based initiatives, other strategies have been developed including the affective model had a much wider approach and often excluded factual information.

What is UNPLUGGED?

UNPLUGGED is a school-based drug prevention curriculum based on the comprehensive social influence model. It was developed, implemented and evaluated within a multi-centre study in seven European countries: Belgium, Germany, Spain, Greece, Italy, Austria, and Sweden. It has integrated as many effective, evidence-based components as possible.

For the development of UNPLUGGED, the results of prior research were taken into account. The main characteristics of the UNPLUGGED curriculum are:

- The programme is based on the comprehensive social influence model, being interactive, integrating elements of life skills education and normative beliefs.
- The target groups are adolescents aged 12-14, because this is the age when adolescents may start to experiment with drugs (particularly cigarettes, alcohol and/or cannabis).
- The structure and contents of the programme are designed to delay first use and/or delay the transition from experimental to regular drug consumption.
- The programme consists of 12 units, which are designed to be carried out during school time based on recommendations that showed programmes with fewer than 10 units had smaller effects than programmes with an average length of 15 units.
- The substances addressed include tobacco, alcohol, cannabis in particular, as well as other drugs.
- The initial UNPLUGGED programme contained a peer component, involving selected students to support and supervise the classroom activities. This specific component was however very poorly implemented and when implemented did not significantly influence the effectiveness. For those reasons the peer component is not included in the revised version of UNPLUGGED. The potential role of peers in school-based substance use education has however been identified by many literature reviews. But we should not only consider a peer programme of trained peer leaders facilitating a classroom of same age or younger peers, but also peer interaction among class members.
- The programme contains a parental involvement...
component, aiming to provide the students’ parents with educational tools supporting school prevention by way of meetings. Parents often lack both knowledge about drugs as well as confidence about their attitude towards drug use. Although the EU-Dap study did not find specific influence of the parent component on the effectiveness of the pupils behaviour, we integrate the parent meeting scenarios in the programme materials. They are a substantial part of an integrated and structured approach of the school in a health education policy. The parent meetings, which are a supplement to the UNPLUGGED programme, include:
- general parenting skills aimed at strengthening family relationships and parents' abilities to deal with cohesion, caring, control and conflict resolution
- substance-related skills that will increase parents’ knowledge about drugs and help them communicate to their children appropriate attitudes and models of behaviour with regard to drugs
- skills that support parent’s self-confidence.

Teachers receive specific training prior to the implementation of the programme. Teachers’ training is a crucial component to ensure a high quality implementation of the method and contents of programmes.

The effects of UNPLUGGED

The EU-Dap evaluation was designed as a randomised controlled study conducted between September 2004 and May 2006. The intervention programme named UNPLUGGED targeted a randomly selected group of students aged 12-14, and examined the effectiveness of the 12-unit basic programme in comparison to a control condition. The effect of an added parent or peer intervention was also evaluated.

After one year the evaluation showed effectiveness in line with other best practice prevention programmes. The pupils who participated in the UNPLUGGED school curriculum were 30% less likely to have smoked cigarettes (daily) or experienced alcohol intoxication, and were 23% less likely to have used cannabis in the past month, compared to students who followed the usual educational curricula. No additional effect of the parental or peer components could be detected.

UNPLUGGED as part of a school drug prevention policy

Schools are appropriate settings for alcohol, illicit drugs and tobacco use prevention. One reason is that schools offer the most systematic and efficient way to reach a significant number of students each year. Secondly, school staff can target youths at a young age before their beliefs about smoking have been established. Finally, school general curricula in itself can be used as part of a preventive approach, for instance a positive school climate is a protective factor against drug abuse.

The UNPLUGGED programme can be complemented with preventive drug policy at the school. The programme should be congruent with other interventions and fit in the overarching policy. It might however also occur that the UNPLUGGED programme is the first school initiative concerning drug prevention. In that case a drug policy should be developed for the school covering elements such as:
- A vision on prevention: explanation of the rationale for preventing drug use.
- Rules concerning use by students, school staff and visitors on school property, in school vehicles and at school-sponsored functions outside of the school site.
- Prohibitions against alcohol, medication and tobacco advertising in school buildings, at school functions and in school publications.
- A requirement that all students develop skills and knowledge to avoid drug use.
- Provisions for students and all school staff to have access to programs to help them stop using alcohol, tobacco or other drugs.
- Procedures for communicating the policy to students, all school staff, parents or families, visitors and the community and supervising its compliance.

LIFE SKILLS RELATED TO DRUG PREVENTION

Playing the piano is a skill; so is carpentry or painting. There are also skills that are connected to social relationships or behaviour: making contact with an unknown person for example, or listening attentively. These are social, emotional or personal skills which can be further developed with CSI programs. The focus of this introduction will be interpersonal and intrapersonal skills. In literature, and increasingly in schools as well, we often refer to these competencies as life skills.

Life skills are the ability to appreciate and respect others and create positive relations with family and friends, to listen and communicate effectively, to trust others and to take responsibility for oneself. Defined in this way, life skills might differ across cultures and settings; however, the literature suggests that there is a core set of skills at the heart of initiatives for the promotion of the health and well-being of children and adolescents. Because UNPLUGGED is a social influence approach to prevention, we have integrated these skills with ‘normative beliefs’ in the list on the next page.
Critical thinking
The ability to analyse information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognise factors that influence attitudes and behaviour, such as our values, media and peer pressure.

Decision-making
Helps us deal with decisions in a constructive way. This also applies to the field of health prevention: if young people actively make decisions connected to personal health by assessing the different options, and the consequences that different decisions may entail.

Problem-solving
The capacity to effectively deal with problems in our lives. Significant unresolved problems could cause mental stress as well as physical strain.

Creative thinking
Contributes to both decision-making and problem-solving by enabling a person to explore the available alternatives and various consequences of actions or non-action. It helps to look beyond direct experiences. Even if no problems are identified, or no decision is to be made, creative thinking can help us adapt to situations in our daily lives with ease.

Effective communication
The ability to express oneself, both verbally and non-verbally, in ways that are appropriate to one's culture and situation. This means being able to express opinions and wishes, but also needs and fears. It also may mean being able to ask for advice and help in time of need.

Relationship skills
The ability to relate in positive ways with others. Being able to make and keep friendly relationships can be of great importance for our mental and social well-being. Maintaining good relationships is an important source of social support. Being able to constructively end a relationship is also part of interpersonal skills.

Self-awareness
Recognition of ourselves, of our character, of our strengths and weaknesses, tastes and aversions. Developing self-awareness can help us to recognise when we are stressed or feel pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathic relations with others.

Empathy
The ability to imagine what another person may experience in a situation that we not are familiar with. Empathy can help to understand and accept others who are very different from ourselves, can improve social interactions and encourage nurturing behaviour towards people in need of care, assistance or tolerance.

Coping with emotions
Recognising emotions in others and in ourselves, being aware of how emotions influence behaviour, and being able to respond to emotions appropriately. Intense emotions like anger or sorrow can have negative effects on our health if we do not react appropriately. Coping with stress is about recognising the sources of stress in our lives, how these affect us, and acting to control our levels of stress. This may mean taking action to reduce the sources of stress (for example by making changes to our physical environment or lifestyle) as well as learning how to relax, so that tensions created by unavoidable stress do not give rise to health problems.

Normative beliefs
The process where your belief in something becomes the norm for your behaviour. If this belief is based upon faulty information or interpretations, the norm is inadequate. Young people tend to have exaggerated beliefs concerning the attitude of older teenagers (e.g. “almost everybody smokes hash at 16”). This belief becomes their norm and influences their behaviour. The issue is also referred to as normative education: correcting normative expectations and attempting to create or reinforce conservative beliefs about prevalence and acceptability of drug use.

PEDAGOGICAL TIPS & REMINDERS
Whether your UNPLUGGED lessons will succeed is largely dependent on the way the pupils exchange their ideas and feelings. Their contributions are their responsibility. Your role in this process is to increase the positive cooperation and interaction between the young girls and boys in your class. The programme contains many dynamic methods for work in pairs or in small groups. During the 12 lessons the pupils will also develop their competence to discuss and share their thoughts in a larger group. Below you will find some specific reminders and tips for such class discussions.

The group discussion circle
In small groups sat in circles, pupils will speak freely, they will listen more intensive, they feel strongly connected and experience less mutual rivalry. Prepare a setting for the discussion in the format of a closed (or tight) circle. There are no desks in between the pupils. Preferably use the chairs the pupils usually sit on. If you can arrange a separate corner with small stools that is of course also suitable. You are also part of the circle and the first time you explain why you use this arrangement.
Listen to each other
The circle allows us to better see and listen each other. This setting allows the pupils to learn from one another, not only from you as the teacher.

Appreciation
Pupils who are encouraged because they contributed to the discussion, even with a few words, will gain self-confidence to participate again in a later occasion. Feelings of solidarity between pupils will grow if they notice that they can influence the positive feelings of others by showing appreciation.

Avoid ridicule
Nothing is as effective at frustrating and humiliating pupils as making them feel ridiculed, whether it is explicit or implied. Every teacher should forbid pupils from laughing at another pupil outright - and where you notice that there is more hidden or implied ridicule taking place, you must speak out about what you hear or see. In doing so, you give the group the security and safety it needs in order to serve as a safe space for pupils to develop social and personal skills.

Involving the family
To talk about such topics as alcohol and drugs at home is not always sufficient to make adequate connections between the skills learned at school and the pupil's family setting. Sometimes it can even result in undesired effects. In order to avoid these undesirable consequences, it is recommended that you inform the parents of pupils' ongoing work as part of this programme.

Join in yourself
By joining in the discussion, you give an example, encourage active participation, reward children and demonstrate that you don’t ask something of the pupils that you yourself don’t like doing.

Values
As a teacher you should answer questions about values in good conscience. Children want to know what you think, but you should let them think too. By analysing the behaviour and expressions of others, children learn to distinguish between what is good or bad.

Silent pupils
Some silent pupils don’t need verbal expression because they learn as much by listening as their classmates learn by talking. Other children who remain silent would like to take part but are shy. A technique to involve silent children who may be shy is to encourage each child to whisper his own idea in the ear of the child sitting beside. The neighbour then says aloud what he or she has heard.

Facilitate the discussion
Try to encourage all pupils to ask questions and participate in discussions. Remember that in this lessons the topic is often not to find the right answers but to have an opportunity to learn from another’s perspective.

Motivate and inspire
Your enthusiasm will be decisive in motivating and inspiring your group. Prepare yourself mentally for the activities and try to find the words and the gestures which will encourage the pupils to participate.

Silence
A silent interval in the conversation doesn’t mean that the learning process has stopped. Your pupils are thinking. Many of your questions are quite difficult. You should think about it yourself. You can make silence more comfortable by explicitly announcing “Let us now think about it all together” and waiting ten seconds, or by taking a definite position: “I am thinking now.”

The right to pass
If you ask about personal experiences, thoughts or feelings, you must give pupils the right to refuse or ‘pass.’ They do not have to disclose confidential things or something that could embarrass them. This is the decision of each individual pupil, but as a teacher you have a big influence on it by the way you ask your questions. You can offer the pupils opportunities to pass, without exposing themselves.

HOW IS UNPLUGGED COMPOSED?

The programme units focus on three components:
1. Information and attitude
2. Interpersonal skills
3. Intrapersonal skills

The table on the next page gives you an overview of the activities and the main focus of each UNPLUGGED lesson. We recommend you keep the objectives of the lessons not only in the back of your mind, but also communicate them to the pupils so that they are able to contribute, think about and work towards the target of each lesson.
## An overview of the unplugged lessons

<table>
<thead>
<tr>
<th>UNIT</th>
<th>TITLE</th>
<th>ACTIVITIES</th>
<th>GOALS</th>
<th>FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Opening UNPLUGGED</td>
<td>Presentation, group work, contract management, homework</td>
<td>Introduction to the programme, setting of rules for the lessons, reflecting on knowledge on drugs</td>
<td>Info</td>
</tr>
<tr>
<td>2</td>
<td>To be or not to be in a group</td>
<td>Situation play, whole class discussion, game</td>
<td>Clarification of group influences and group expectations</td>
<td>Inter</td>
</tr>
<tr>
<td>3</td>
<td>Alcohol</td>
<td>Information on different factors influencing drug use</td>
<td>Information on different factors influencing drug use</td>
<td>Info</td>
</tr>
<tr>
<td>4</td>
<td>Reality check</td>
<td>Presentation, whole class discussion, group work, game</td>
<td>Fostering critical evaluation of information, reflection on differences between own opinion and actual data, correction of norms</td>
<td>Intra</td>
</tr>
<tr>
<td>5</td>
<td>Smoking cigarettes - Get informed</td>
<td>Quiz, whole class discussion, feedback, game</td>
<td>Information on effects of smoking, differentiation of expected vs. real effects and short-term vs. long-term effects</td>
<td>Info</td>
</tr>
<tr>
<td>6</td>
<td>Express yourself</td>
<td>Game, whole class discussion, group work</td>
<td>Adequate communication of emotions, distinguishing between verbal and nonverbal communication</td>
<td>Intra</td>
</tr>
<tr>
<td>7</td>
<td>Get up, stand up</td>
<td>Whole class discussion, group work, role play</td>
<td>Fostering assertiveness and respect for others</td>
<td>Inter</td>
</tr>
<tr>
<td>8</td>
<td>Life of the party</td>
<td>Role play, game, whole class discussion</td>
<td>Recognition and appreciation of positive qualities, acceptance of positive feedback, practising and reflection on getting into contact with others</td>
<td>Intra</td>
</tr>
<tr>
<td>9</td>
<td>Drugs – Get informed</td>
<td>Group work, quiz</td>
<td>Information on positive and negative effects of drug use</td>
<td>Info</td>
</tr>
<tr>
<td>10</td>
<td>Coping competencies</td>
<td>Presentation, whole class discussion, group work</td>
<td>Expression of negative feelings, coping with weaknesses</td>
<td>Intra</td>
</tr>
<tr>
<td>11</td>
<td>Problem solving and decision making</td>
<td>Presentation, whole class discussion, group work, homework</td>
<td>Structured problem solving, fostering creative thinking and self control</td>
<td>Inter</td>
</tr>
<tr>
<td>12</td>
<td>Goal setting and closure</td>
<td>Game, group work, whole class discussion</td>
<td>Distinguishing long term and short term objectives, feedback on the programme and the process during the programme</td>
<td>Inter</td>
</tr>
</tbody>
</table>
Features of the lesson instructions

The following are standard features of the instructions for the lessons:

**Title**  
A summary of the lesson, at times in a provoking or triggering language. You can write this on the blackboard or use it as an announcement, or as a working title to make clear to your colleagues what you are doing during these UNPLUGGED lessons.

**A few words about this lesson**  
The motivation for, or background information on the issue of, this lesson. Maybe you read something in this part that you can tell in your own words to the pupils as an introduction, or to the parents if they ask about a particular exercise.

**Objectives**  
This section describes the desired results of the different parts of the lesson, such as the preparation, opening, main activities and closure. In most lessons we list three objectives.

**What you need**  
A list of materials that should be at hand during the activities.

**Tips to help with the lesson**  
Some practical or pedagogical advice.

**Opening**  
A suggested introductory activity opens the lesson. It may also be called positioning or starting point of the lesson.

**Main activities**  
For each lesson, there is a detailed and concrete list of suggested activities. Research has shown that a careful application of a prevention programme increases its degree of effectiveness. *Therefore the order, structure and character of the activities in each lesson should not be altered.*

**Closure**  
This part contains a summary of the main activity and sometimes an evaluation. It can be a group discussion or a whole-class dialogue with open questions. Closing may also be done with a short game.

**In a nutshell**  
Very brief overview of the lesson. You can keep an eye on this during your lesson to ensure that you don’t skip an important component. And it may give a hint of your activities to your colleagues or to interested parents.

**PARENTAL INVOLVEMENT**

Parents are an important part of an integrated and structured school approach to health education. Although the EU-Dap study did not identify specific effects on pupil behaviour resulting from parental involvement, we include the parent meetings in the programme materials as an optional supplement to the teaching materials.

The international EU-Dap team developed a programme consisting of three evening workshops (or whenever convenient according to your school’s schedule) with the pupils’ parents. Each workshop lasts 2-3 hours. If you wish to include parent meetings as part of the UNPLUGGED implementation in your school, please contact the Mentor ADEPIS team conducting the UK pilot of UNPLUGGED by email at adepis@mentoruk.org. If you wish, Mentor can provide you with a personal invitation to the parents of the UNPLUGGED classes, including information on aims and content of each evening. After each seminar, a summary of the main discussion points can be sent home to both participating and non-participating parents. You can also consult the UNPLUGGED parent meeting table for your own use or for use by a nearby prevention worker.

**Content of the parents workshops**

<table>
<thead>
<tr>
<th>No.</th>
<th>TITLE</th>
<th>LECTURE</th>
<th>GROUP WORK</th>
<th>ROLE-PLAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Better understanding of your teenagers</td>
<td>Development during early adolescence</td>
<td>Frequency of drug use in adolescence, risk factors for drug use</td>
<td>Anxiety of parents letting their teenagers go out to parties</td>
</tr>
<tr>
<td>2</td>
<td>Parenting a teenager means growing up together</td>
<td>Changes in families with adolescent children</td>
<td>Ways to cope with changes in the family roles</td>
<td>Autonomy inside and outside the family</td>
</tr>
<tr>
<td>3</td>
<td>A good relationship with my child also means setting rules and limits</td>
<td>Parenting styles</td>
<td>Conflict situations and guidelines for negotiation of rules</td>
<td>Dealing with conflicts</td>
</tr>
</tbody>
</table>
TEACHER TRAINING

The comprehensive social influence (CSI) model implies the use of interactive teaching methods. Teachers involved in the intervention can participate in a specific training in interactive school work, on top of the instructions on how to use the programme materials. EU-Dap developed a two and a half day training module for the teachers. The teacher training module highlights the crucial programme components, background and structure. The trainer focuses on attitude and style issues of importance for the teachers.

Beside introducing the background and structure of the lessons, the teacher training focuses on the attitudes and methodology necessary to work with the life skills and CSI model. The training is not only instructive but also highly interactive, and the participants are given the opportunity to practice parts of UNPLUGGED lessons and activities.

MATERIALS

All the materials needed for the program are available on the website www.mentor-adepis.org. You can also contact Mentor UK for information on the distribution of printed materials. We advise you to read through all materials extensively before starting the programme. Each teacher should have a complete set of the Handbook, which includes lesson instructions as well as background and introduction. The use of the Pupil Workbook is an instrument to facilitate their involvement and the integration of the programme’s outcome in their daily lives.

Contact details for Mentor UK:

Mentor Foundation UK
CAN Mezzanine
49-51 East Road
London N1 6AH
Tel: 020 7553 9920
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON 1: OPENING UNPLUGGED</td>
<td>14</td>
</tr>
<tr>
<td>LESSON 2: TO BE OR NOT TO BE IN A GROUP</td>
<td>16</td>
</tr>
<tr>
<td>LESSON 3: CHOICES – ALCOHOL, RISK AND PROTECTION</td>
<td>19</td>
</tr>
<tr>
<td>LESSON 4: WHAT YOU BELIEVE: IS IT BASED ON REALITY?</td>
<td>21</td>
</tr>
<tr>
<td>LESSON 5: SMOKING CIGARETTES – GET INFORMED</td>
<td>23</td>
</tr>
<tr>
<td>LESSON 6: EXPRESS YOURSELF</td>
<td>25</td>
</tr>
<tr>
<td>LESSON 7: GET UP, STAND UP</td>
<td>27</td>
</tr>
<tr>
<td>LESSON 8: LIFE OF THE PARTY</td>
<td>29</td>
</tr>
<tr>
<td>LESSON 9: DRUGS – GET INFORMED</td>
<td>31</td>
</tr>
<tr>
<td>LESSON 10: COPING COMPETENCIES</td>
<td>33</td>
</tr>
<tr>
<td>LESSON 11: PROBLEM SOLVING AND DECISION MAKING</td>
<td>35</td>
</tr>
<tr>
<td>LESSON 12: GOAL SETTING</td>
<td>37</td>
</tr>
</tbody>
</table>
Opening unplugged

A few words about this lesson

This lesson introduces the programme UNPLUGGED to the pupils. It is important to explain to the pupils why they are going to implement this programme, what it is about, what they might expect from their participation in addition to establishing some rules to create a respectful environment. Furthermore, as it is the beginning, it is crucial to motivate pupils and to generate enthusiasm about the lessons to come.

In order to avoid any misconception about why this class is implementing a drug prevention programme, clarify that there were no incidents that prompted the teacher to start this programme. UNPLUGGED is a programme of prevention: acting before incidents happen.

Objectives

Pupils will:
• receive an introduction to the programme and the 12 lessons
• set objectives and rules for the lessons
• start reflecting on their own knowledge about drugs

What you need

• a poster with headlines of the 12 lessons
• three big sheets of paper to document the brainstorming, the expectations and the rules the class agreed on. These rules will become a class contract and will be signed by all pupils and teachers then displayed on a wall in the classroom
• UNPLUGGED Pupil Workbook

Tips to help with the lesson

• While you prepare the lessons, these tips (in each lesson) provide methodical or practical reminders. Be sure to read the introduction carefully and to check the corresponding appendices for some lessons.
  • Group circle: choose a setting where you can sit with the group in a circle so that the pupils can see each other. You could also instruct the class before each lesson to prepare the classroom during the break, before the programme starts. In most lessons you will also need a blackboard or a flipchart, implying a ¾ circle in order to be visible.
  • The UNPLUGGED Workbook. All the pupils are to be given a workbook that serves specifically for the UNPLUGGED lessons. A PDF of this workbook is available at: www.mentor-adepis.org. Pupils will use it to make personal remarks and reflections. Although it’s a personal workbook, pupils will be asked to give the workbook to the teacher during the programme. This should be communicated to them from the beginning.

Opening (10 mins)

Introduce to the pupils that you are starting a 12-lesson programme named “UNPLUGGED”. Gather their viewpoints first: “Let’s see what you think about this.” Explain what this programme is about, how it is organized and what the pupils can expect from their participation.

Brainstorm UNPLUGGED (15 mins)

a) Write the title of the programme on a big sheet of paper and ask pupils to make any suggestions (a word or a phrase) that comes into their minds in connection with this title. List all the suggestions on the paper and sum up what the pupils have said.

b) Present the big sheet with the lessons and give your own description of UNPLUGGED, the lesson topics and explain what your motivation was to choose this
programme and why you thought that this particular class should implement it.

This would be a good moment to explain to pupils that during UNPLUGGED you will use interactive teaching techniques. That means that pupils will be asked to participate actively in all the lessons and that they will have the opportunity to talk a lot to each other in small groups. They will learn not only from you and from the UNPLUGGED Workbook, but from each other as well. That is the purpose of the many exercises and games which focus on the group dynamic.

**Main activities (20 mins)**

**In small groups: “what do we expect?”**

Divide the class in 4-5 small groups (maximum 6 pupils).

Distribute UNPLUGGED Pupil Workbooks. Instruct pupils to discuss in small groups what they expect to achieve from their participation in this programme:
- What do we expect to learn?
- What do we expect to experience?
- What rules are necessary to agree upon in order to achieve these expectations?

*Note: There may already be some class rules which you can refer to for this purpose. In the UNPLUGGED workbooks pupils will also find some possible rules to use.*

**Creating the class contract**

In the circle, each group reports on the work they have done and all of their expectations and rules are written on two different chart papers. The teacher comments on the expectations and discusses whether they can be fulfilled during the UNPLUGGED lessons. For example, should pupils express the expectation that during these lessons they will meet former drug addicts to learn from their experiences, you can clarify that this will not be the case.

The chart paper with the class rules is to be signed by all the pupils and the teacher and in turn be displayed on the wall for the duration of the lessons.

Be sure to have a connection between the rules and the expectations you mentioned: if we want to achieve these expectations, we have to keep to those rules. Remind them also that it is their responsibility as well to maintain a positive group atmosphere which will contribute to their experience with the programme.

**Closing (5 mins)**

**Personal reflection**

Ask the pupils to complete the phrases in their workbook:
- “A question I have about drugs is...”
- “Something I would like to achieve during this programme is...”

Remind the pupils that you will collect their workbooks in order to know what they want to learn during these lessons.

**In a nutshell**

1. Introduce the purpose and the content of the programme
2. Clarify expectations
3. Set up and discuss rules for the lessons with the pupils and sign a class contract
4. Make an assessment of what the pupils want to know about drugs.
Lesson 2

To be or not to be in a group

A few words about this lesson

This lesson focuses on the experience of belonging to a group. You will look to the dynamics with which, especially during adolescence, groups are formed and how they function.

As you may know, in the Maslow’s Pyramid (or Hierarchy) of Needs, the need for belonging is located at the third level after physiological well being and safety in the hierarchy of needs. People want and need to feel part of a group, to be loved and to love and cooperate with others. During adolescence, social conformity is a way to fulfil this need. That explain group influence on personal behaviours, norms and attitudes of the individual members. In a group of adolescents, spontaneously a set of rules develop. If you want to be accepted by the others, you will have to adopt these norms.

In the age range of your pupils, the need to feel part of a group may lead to being pressured to undertake potentially harmful behaviours such as cigarette smoking, drug use and alcohol consumption.

Please note, however, that peer pressure and social conformity can also have positive outcomes. Don’t we experience positive peer pressure in sports or other extracurricular activities aimed at self-improvement? Children who fail to develop the skills for interacting with others in a positive socially acceptable manner early in life are rejected by their peers and are more likely to engage in unhealthy behaviours.

Objectives

Pupils will:
- learn that belonging to a group is necessary for their personal growth
- learn that there are spontaneous and structured groups with explicit and implicit dynamics
- learn to identify how much behaviour is modified by a group
- experience how it feels to be excluded from a group and reflect on this encounter

What you need

- Space for two role play scenarios
- Folon’s picture in the UNPLUGGED Pupil Workbook

Tips to help with the lesson

- Allow space for the situation plays in the classroom but also foresee that a few pupils will exit the room for a while.
- The pupils you choose for the roles in the situation play should have a strong position in the class. Reflect on who you will choose and maybe inform them before the lesson starts.
- Before starting the opening activity, use the suggested structured questions and propose some examples as a “triggers”

Opening (5 mins)

Start with a review of the former lesson: which UNPLUGGED subjects do you still remember? Give your own comments on the objectives and expectations that the pupils described in their workbooks. Refer to a few of the rules and the class contract that was established.

Questions

Ask the pupils if there have been situations in which they experienced peer pressure when making decisions.
Possible questions:
  • What kind of situations can you imagine where friends have any influence on your choices?
  Examples: Do you go to school by bicycle, car, bus, by foot? Which friends do you talk to? What kind of clothes do you wear?
  • For taking part in a group of peers, did you ever do anything that you think is wrong?
  Examples: behave badly with other friends, smoke, skip sports practice, skip school lessons, lie to your friends or parents

Announce that the class will act in a role play scenario where they will have to demonstrate bad behaviour and then good behaviour. Ask the pupils to think about real situations while they are playing: in reality you can also be in the wrong situation!

Main activities (25 mins)

Role play scenario 1: how a group sometimes acts and how it should not be (10 minutes)
  • Step 1: Two volunteers or previously chosen pupils (if appropriate a boy and a girl) have to leave the room. Their task is, when they come back, to integrate in the groups they will see.
  • Step 2: Split the class in two groups. Define one group as the “code group” and the other as the “open group”. The code group has norms or criteria for the two pupils in order to belong to the group. The open group does not have a code, so the pupils do not have to do anything specific in order to become part of this group; they are integrated without any problem.
  • Step 3: The code group has to decide what their precise criterion will be. Examples: “they must be cool and not be too polite and they need to know the name of three popular singers,” or “they must know the results of some sports events last weekend.” The open group can help setting the code. Instruct both of the groups to clearly signal that the couple is accepted by offering a chair to sit with the group.
  • Step 4: The two pupils return and try to become part of one group, and after that the other group. Explain that being offered a chair is the signal that they are integrated. First lead them to the open group, then the code group. In the code group they have to ask yes-no questions to find out the criteria.

Role play scenario 2: how a group should act and how it should be (10 minutes)
  • Step 1: Two other pupils go outside with the same assignment.
  • Step 2: The two groups now are both defined as a code group, but the criteria this time will be clearly explained to the volunteers.
  • Step 3: Both code groups decide on their criteria.
  • Step 4: The pupils return and each of the two groups has to say clearly which conditions have to be fulfilled to let them in the group.
  • Step 5: The two volunteers decide whether they accept the criterion or not and explain their decision to the group

Evaluation of role play scenarios (15 mins)

First give the four volunteers the opportunity to express their experiences.

If needed, use these trigger questions:
  • What opinions and thoughts did you experience?
  • How did you stand up for your opinions?
  • Which suggestions from the groups did you pick up?
  • What made it easy? What made it difficult? How did you cope with that?
Next, form small groups of five pupils and ask them to discuss the role play scenarios by answering the following trigger questions in their workbooks:

- In what kind of situations could you use suggestions like in the second round?
- What does it mean for the group and for the pupils who seek to be part of a group?
- Which possibilities do the pupils have to get into the group, and to deal with being excluded?
- How does isolation affect us (e.g. self-confidence)?
- 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, what would help you decide?

**Conclusion**

If it is not suggested by the pupils themselves, you can add that it is important to stand up for what we believe and to inform others about it. Pupils can decide by themselves, whether they want to be part of the group (whether they want to agree with the condition the group gives) or not.

**Closing (10 mins)**

Individually, the pupils examine Folon’s picture in their workbooks. They fill in the questions. If you don’t have time answer only the last question. Ask a few pupils to read out loud their written answers. The drawing by the Belgian artist Jean Michel Folon represents the fluctuation between the individual and the group partnership, which is a balance that is significant for this period of development for your pupils. Being aware of this balance contributes to their self knowledge and self confidence.

**In a nutshell**

1) Pupils practise role play scenarios in small groups
2) Pupils evaluate the role play scenarios
3) Discuss different positions of those who want be part of a group and those who decide about who is allowed to be part of a group
4) Pupils reflect upon groups they are part of and they use to be part of
5) Pupils examine an individual from a group perspective.
Choices - alcohol, risk and protection

A few words about this lesson

This lesson is the first which directly discusses drug use. It is dedicated to drinking alcohol because, as with smoking, it may be one of the drugs that pupils may have experienced – either on their own or among family members and friends. Make it a strong issue that alcohol and cigarettes are also drugs.

The take-home message of this lesson is that there are some factors influencing the use of alcohol and the risk of addiction and other factors that protect against it. It is important to explain that risk and protective factors are not absolute predictors of any behaviour. The overall objective is to lead and motivate pupils to think about models of social behaviour.

Objectives

Pupils will:
- learn that there are different factors that influence someone’s decision to take drugs, including: their expectations and experience of the drugs’ effects, environmental, social, personal and physiological factors
- experience working in groups
- discuss their ideas to a forum of peers

What you need

- Workbooks with a collage matrix and cartoons
- Copied cartoons, scissors to cut them out and glue

Tips to help with the lesson

This lesson requires that you yourself have adequate knowledge about risk and protective factors for alcohol use. You can review the information on personal, social and physical factors of alcohol use in Appendix 1.

You also may need your skills to manage the different interpretations and stereotyping of characters proposed to the pupils during this lesson. Each character introduced in the lesson has some protective factors as well as some risk factors.

Opening (15 mins)

Introduce three basic groups of influence on the use of any drug
- PERSONAL INFLUENCE e.g. you want to experience something unknown. You can also refer to personal influences as ‘psychological.’
- SOCIAL INFLUENCE e.g. you don’t want to loose your friends although they drink alcohol, or the availability of certain drugs in supermarkets. You can also refer to social influences as ‘environmental.’
- PHYSICAL INFLUENCE e.g. you can run faster if you take a certain pill

Ask the pupils to give, based on what they have read, seen or experienced, some statements about the risks of drinking alcohol. These are called ‘risk factors’. Now ask for some examples of how people refrain from drinking or from drinking too much. These are called ‘protective factors’.

Summarise the three influences and make clear that there can be a risk and a protection within each group. Emphasise that these factors are valid for many drugs, though alcohol is the example being used in this lesson.
Main activities (35 mins)

1. Risk and protective factors for alcohol
Use an energiser activity to divide the class into groups of three.

Provide each group with six cartoons of people at high level of risk or protection and a page with the empty matrix. Allow students to cut out the cartoons, discuss which risk or protective factors is being represented and glue the cartoons in the corresponding boxes.

Each group writes a name under his matrix and posts the paper on the wall. Look with the class at differences and similarities in the solutions. What are the reasons for their choices based on risk or protective factors identified in each cartoon? Explain incorrect information or interpretations and instruct the pupils to mark the right solution in their workbooks.

In the discussion you will have to emphasise that risks and protections are no guarantee: the presence of these factors does not definitively predict drug use or drinking.

Trigger questions:
• Why do people not drink alcohol?
• Why does someone drink but does not get drunk?
• What can you do to protect yourself against the risks of starting to take drugs?

The correct place for the cartoons is underneath, with some comments you can use for explanation to the pupils.

2. Create a character
Use an energiser activity to divide class into groups of three. Ask them to draw a character with strong protective factors for not using alcohol.

In a nutshell

1. Distinguish the three factors relevant to drug use using alcohol as an example: environmental or social, physical, and personal/psychological factors
2. Discuss the risk and protective factors related to alcohol use by way of a collage.
3. Let pupils elaborate upon protective factors to not using alcohol by drawing a character.

<table>
<thead>
<tr>
<th>SOCIAL FACTORS</th>
<th>PHYSICAL FACTORS</th>
<th>PERSONAL FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lonely</td>
<td>Girl or boy</td>
<td>Stress</td>
</tr>
<tr>
<td>If you don’t talk with other people about what you experience or feel, the risk of using drugs and/or alcohol to forget your problems is greater</td>
<td>Girls, on average, have a lower body weight than boys. In proportion they have less water in their body, so the alcohol reaches a higher promille sooner. So alcohol is more risky for girls than boys</td>
<td>A person that leads a life full of stressful situations and moments, has a higher risk to misjudge a decision about drug taking because he doesn’t take the time to think and reflect before acting</td>
</tr>
<tr>
<td>Together</td>
<td>Boy or girl</td>
<td>Self-esteem</td>
</tr>
<tr>
<td>Close friends, family and teachers around you can form a social web that protects or intervenes when problems arise, helping you stay away from drugs and alcohol.</td>
<td>Girls tend to develop increased protective behaviour against alcohol and other drugs. Girls are more likely than boys to find ways to have fun without drugs (drug-independent amusement patterns).</td>
<td>If you are able to think positively about yourself and to make yourself feel better by looking at your good sides and capacities, you have less chance to rely on self-medication to feel better</td>
</tr>
</tbody>
</table>
What you believe: Is it based on reality?

A few words about this lesson

This lesson about normative belief includes an exercise on critical thinking and is connected to self-confidence analysing information about drugs. Sometimes you will imitate risky behaviour based on beliefs that this type of behaviour is more frequent than it actually is. You believe that the behaviour is the norm and accepted by the group. This way of thinking takes place in our everyday life: you want to belong to a certain group of people so you buy pink clothes because you believe most people in that group wear pink. The last fact is not always true.

This process also occurs when thinking about drugs. Imagine you are thirteen and want to be like the sixteen year olds. You know a few of them use drugs at the weekend and you think most of them do, so you copy that behaviour. In lesson two about belonging to a group we discussed whether this copying behaviour is really what you want. But in this lesson about normative belief we focus on your suppositions: do they reflect reality?

Objectives

Pupils will …
- understand the need to look critically at accessible information sources and at social perception
- experience differences between own thinking, social myths and actual data
- achieve a realistic estimation of peer drug use

What you need

- UNPLUGGED Pupil Workbooks
- a copy of the empty charts to fill in, one for each group of five pupils (copy the empty charts from the Pupil Workbook)
- a presentation of correct figures of drug use behaviour on a large sheet of paper, the blackboard or a screen

Tips to help with the lesson

You don’t need to have background in statistics to give this lesson, but the definition of ‘at least once a year’, ‘at least once a month’ and ‘at least once a day’ should be clear to you. Illustrate the terms with some examples corresponding to the everyday life of the pupils.

Figures on alcohol and other drug use should be recent, look for statistical data at the EU-Dap centre in your country or from www.mentor-adepis.org.

Keep in mind that the exercise works best if you ask for estimations of a behaviour that has not such a high number: for example ‘daily use of cannabis’ or ‘weekly being drunk’.

Prepare some examples from media exposure about drug use including tobacco and alcohol. Maybe you find recent examples of overestimation in a newspaper article. Other examples include movies, advertisements, songs or music videos featuring smoking, drinking and other drug use as common or desired behaviour.

Opening (10 mins)

The previous lesson dealt with risk and protective factors for drinking alcohol. If you thought or talked about it afterwards, what did you think or say? What were the reactions of other people around you? Is it easy to talk about drinking? For whom is it, for whom not, and what could make it difficult?
Initiate the lesson by asking how many people aged 15-18 smoke. Note down some of the numbers on the blackboard, examine them and explain that you have often have a misinterpretation about something although you think you’ve based it upon correct information. Give an example where you have been misled by the media: advertisements, films, websites, etc... That’s why the focus of this session is on critical thinking.

Main activities (30 mins)

HOW MANY TIMES...

Ask in the group for examples of behaviour that might be interesting to make a calculation about. Is it interesting to know how many people take public transport or drive the car? How about how many people eat chocolate? Or how many times you swim in a sea, an ocean, a lake or a swimming pool? While asking for examples you can make a distinction between ‘at least once in my life,’ ‘at least once a year,’ ‘last month’ and ‘daily.’

Have the pupils look in their Workbooks at the charts about athletic behaviour. Clarify with this example again the difference between the frequency of the behaviour (life, year, month, day), as well as the difference between ‘everybody’ and specific age groups. You could also use a graphic representation of another behaviour: e.g. shopping or watching television.

ESTIMATED FIGURES ABOUT DRUG USE

Verify that every pupil knows what the substances in the following question in the Workbook are. Have the pupils individually fill in the empty charts by circling the percentages in the workbook. Ask them to estimate what percentage of 15-18 year old people will use the noted drugs every day, at least once a month, at least once a year, once in your life. Use your discretion to only talk about the drugs that are relevant to your pupils. For example, if they have not heard about cocaine before, do not bring this up to peak their interest. Place the pupils in groups of five, let them compare their estimations and find a consensus in each group. They fill in the information on the copied sheet.

ACTUAL FIGURES ABOUT DRUG USE

While the pupils are still in the groups of five, go over the correct numbers of drug use on the blackboard. Have the groups check their own figures and ask them to answer the questions in the workbook:

- Where is the biggest difference?
- Where are you closest to reality?
- What can be reasons for wrong estimation of use of alcohol, tobacco or other drugs?
- Give an example of influence of your estimations by:
  - Friend or family
  - News on internet, tv, radio, newspaper
  - Publicity and advertisements
  - Movies, pictures, stories, songs

Closure (10 mins)

Ask the pupils to sit in a circle and ask what they think about the figures that were confronted. Explain that it happens very often that young people believe the number of drug use by their peers is higher than the reality is. Explore the significance of the phrase “beliefs set the norm” (or ‘normative belief’): if you believe that most people at fifteen drink alcohol, you will take that as a norm when it in actuality it is not. Go to the subject of beliefs and discuss where beliefs come from. Close the activity by mentioning that we often make up our mind, based on what we heard or saw in the media. Point out that the media like to mention lifetime numbers, while many people try a drug only once or a few times and then stop because they don’t experience an effect. This focus on ‘lifetime drug use’ gives us a false impression.

In a nutshell:

- Ask the pupils to estimate the average number of tobacco, alcohol and drug users for average youth between 15-18 yrs and confront this with the correct figures
- Discuss in small groups the relation of norms/beliefs and information/media
- Process with the group
A few words about this lesson

This lesson provides information about drugs and their effects, like lessons three and nine. There are some difficulties and potentials for harm, such as increased curiosity, that we must be aware of.

First of all, long-term harms to health or even deaths are not so convincing or impressive for youth. Therefore we recommend to focus on short-term and social aspects. Secondly bear in mind that adolescents do not begin using drugs because of lack of information but because of social beliefs: either they think it is normal to take drugs, or necessary for acceptance, or they think that drug use is somehow rebellious.

While providing information about drugs and their use, we have to carefully navigate between two pitfalls. Pitfall one: if we highlight the possible dangers of cannabis, for instance, in a way that contradicts the pupil’s observed reality they will mistrust any further information on risks. The observed reality are for example effects on people they know. Pitfall two: if we focus too much on drug effects or on how many people ever used them, pupils will think drugs are cool and widespread.

Informing pupils about drugs is not only an intellectual process but also involves social influence. That is the reason for providing teachers with tips for effective communication about this subject. It is vital to convey the message that drug use is neither rebellious nor exciting, especially so for cannabis. So, focus on social aspects and be careful with merely sanitary perspectives. Social aspects include: not cool, not necessarily interesting, not normal, not alternative, not attractive. Sanitary perspectives are: deaths, health problems, toxicity, dependence. Hence, several pieces of information in UNPLUGGED do not address health but social trends.

Objectives

Pupils will …
• learn about the effects of smoking
• learn that expected effects don’t reflect real effects
• learn that perceived short-term benefits are often considered more important for us than long-term adverse health effects
• discuss why people smoke even though they know about the health damaging effects

What you need

• Prior reading of the information on pages 12-13 of the Pupil Workbook
• Pupil Workbooks
• A big sheet of paper (or black/whiteboard area) with the heading ‘WHAT SMOKERS EXPECT FROM SMOKING’ and another one with ‘EFFECTS OF SMOKING’ and enough space underneath to write.
• If available, Internet connection

Tips to help with the lesson

Prior reading of the information in the appendix which describes the consequences of tobacco smoking.

Be sure and aware that, should you be a smoker, your personal opinion does not get mixed up with the clear message not to smoke, as promoted in UNPLUGGED.

Opening (15 mins)

Knowledge test on cigarettes

Let the pupils fill in the short test in their workbook about the effects of smoking and the liability of the tobacco industry. They can find most of the answers in their workbook. Set a time limit. After completing the test, go over the correct answers together and have the pupils compare their scores. Ask for a few examples of wrong answers and try to correct the mistakes the pupils made. Explain that determining correct information about smoking is the topic of this lesson.

Correct solutions
1a, 2a, 3a, 4c, 5c, 6c, 7c, 8c, 9c, 10c, 11abc; 12b, 13b, 14c, 15abc; 16abc; 17c
Main activities (30 mins)

Pro and con arguments

With the group, identify for reasons that people have to smoke cigarettes, even though they know about the negative consequences on health. What are the advantages smokers see in smoking?

Make a list under the heading ‘WHAT SMOKERS EXPECT FROM SMOKING’ on the board or paper.

You can make a link to the lesson about alcohol and give an example of social, physical and personal factors influencing smoking. (Social - I think that my friends also smoke, Physical - it makes me feel less tense, and personal - I like the taste.)

Alongside this list with reasons why people smoke comes a list with consequences, under the heading ‘EFFECTS OF SMOKING’. Give most emphasis on the social consequences and the esthetic effects included in the workbook text.

Ask the pupils to distinguish short-term and long-term consequences of tobacco smoking. Go into the significance of this distinction:

- Are short-term and long-term consequences balanced or is there an imbalance of one of the two?
- What can you learn from that?
- Are short-term effects more important to you than long-term effects or vice-versa?

Ask the pupils which arguments they hear or read most often in discussions about smoking, or in the media. You can use the following questions:

- What information do you think a tobacco producer should distribute if he is honest and responsible?
- Does this also happen in reality?
- If advertisements for tobacco are forbidden, which other ways are used for promotion?
- Where can you find correct information about smoking?

The court

Split the class in three groups. One group is the lawyer of non-smokers, the second is the lawyer of the tobacco industry and the third is the judge. Give the groups five minutes to prepare their ‘one minute intervention’ using the arguments on the blackboard, the Workbook and their own ideas.

Give specific instructions to the judges group. They will prepare two or three critical questions to ask to both groups, with special attention to ‘what is the source of your information?’ This group also has a moderating role (with your help if necessary), and will have to formulate a final verdict by the end of the allocated time.

In processing the exercise afterwards, point out the importance of available information and of critically using that information. You can close the subject by referring to the number of smokers you know that want to quit but didn’t succeed yet. They show that smoking is not a lifestyle of choice or a simple habit but for most an addictive disease.

Closure (10 mins)

Gathering a little feedback from the pupils on the UNPLUGGED programme could be appropriate at this stage. Ask them to answer the underneath questions in their workbooks and make clear that you will collect them and read their answers. When they are ready, give pupils the opportunity to express their thoughts and feelings about the UNPLUGGED lessons:

- How do you feel with the programme?
- What do you think is interesting? What not?
- What would you like to suggest for the next lessons?

In a nutshell

- Pupils learn facts about smoking and tobacco through a test
- Discussion about the difference between adverse health effects and perceived effects of smoking with the class
- A debate about the issue of tobacco
- Intermediate evaluation of the UNPLUGGED programme
Express yourself

A few words about this lesson

Communication abilities are very important social skills for personal growth and their development cannot be left to chance alone. In their school career your pupils will hopefully improve their skills in many ways: expressing themselves in ways that are appropriate to their culture and situation, empathy, active listening, managing feedback and expressing their emotions. In this lesson we focus on the latter skill, and more specifically on non-verbal expression.

Ineffective communication can lead to poor self-esteem, loneliness, difficulties in family context or with friends. It can generate the search of external aids (like drug use), or dependence from significant others. In the preventive approach of UNPLUGGED, the pupils exercise communication skills in a safe environment. The focus on expression of emotions can make it easier to ask for support or, on the other hand, to offer support to a friend.

Objectives

The pupils will learn how to…

• communicate emotions effectively
• distinguish between verbal and non-verbal communication
• experience that communication is more than talking

What you need

• Small cards with a number on one side and emotion words on the other side, as listed in the workbook
• For the opening activity and the ‘human sculpture,’ you will need a lot of space
• Place on the blackboard or a flipchart with headings ‘verbal’ and ‘non-verbal’

Opening (5 mins)

Each pupil takes a card: on one side there is a number and on the other side an emotion word.

Step 1: Ask them to line up quickly in order of increasing numbers.

Step 2: Re-group the pupils and ask them to line up in order of their birthdays.

Step 3: Re-group the pupils and ask them to stand in a descending order from ‘very positive feeling’ to ‘very negative feeling’ with the emotion-word cards.

Step 4: Process with the class how pupils determine their place in line and draw attention on nuances, gradation, differentiation and interpretation.

Main activities (40 mins)

Situations and emotion expression

Step 1: Redistribute the emotion-cards and instruct the pupils not to show their card to anyone else.

Step 2: Divide the class into pairs. One partner expresses the emotion written on his/her card by:

• only moving the face
• silent
• with sound only
• with words (verbally)

The other partner has to guess which feeling is written on the card, but must wait to give their answer after all four expressions are finished. Switch roles. Bring the group together and ask what worked very well and what led to misunderstandings. On the chart paper or blackboard
note tips and mistakes under the headings ‘verbal’ and ‘non-verbal’.

**Step 3 (time permitting): HUMAN SCULPTURES.**
Make clear that this exercise is only about non-verbal expression. The same pairs stay together and the class is split in a group standing on the left and the other on the right. Pupils will not express emotions by themselves, but will ‘sculpt’ the nonverbal expression of these emotions by modelling the body positions, attitudes and facial expressions of their partner whom acts as passive material in the hands of the ‘sculptor’.

Demonstrate this with one of the pupils. The sculptor can handle the ‘human clay’ in the way that he wants and the sculpture has to comply with the sculptor (for example: cover the head with arms and bring to his knees on the floor as fear representation; open the arms and move the edges of the lips upwards as the feeling of being happy). All the couples on the left sculpt their partners, who all stand still when finished. The group on the right watches, together with you, and guesses which emotions are expressed. The couples change roles and the other partner is sculpted. After this, the group on the right turns to sculpting and the group on the left is audience.

**Step 4: Divide the class in new groups of three. Everyone has his/her workbook with the list of emotion words and scenarios:**
- 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 friends did and I want to let them know it without compromising our friendship.

Instruct the groups to prepare the expression of an emotion in one of the given situations. They choose carefully one emotion-word they want to express (the ‘desired sentiment’) and one they certainly don’t (the ‘undesired sentiment’). They write one verbal expression in their workbook and they show a non-verbal expression. Each group watches one other group’s result and tries to guess the desired and the undesired sentiment. For example: I want to express ‘excited’ and I don’t want to express ‘nervous’. Verbal: ‘I never experienced anything like this before’. Non-verbal: I show excitement on my face but stay firm and still with my body. In circle, process what went wrong. Give attention to verbal influences.

This last step focuses on the situation that you sometimes express another feeling that you want to express. For example you would like to express that you are proud of your dad but people get the impression that you are afraid of him.

**Closing (5 mins)**

**The telephone book (time permitting)**
One pupil reads numbers from a telephone book, acting out a certain emotional tone (for example sad or happy). The rest of the class states which emotion the pupil is demonstrating and explains why they recognised it: gesture, mimic. The class may crack up with laughter, because they think it is so funny to read out telephone numbers with such a range of emotion!

**In a nutshell**
1. Pupils organise themselves in rows based on different criteria
2. In pairs pupils express feelings verbally and non-verbally, including the human statue game
3. In groups of three, pupils express feelings linked to given situations, taking tips into consideration
Get up, stand up

A few words about this lesson

Assertion training is key in any Comprehensive Social Influence programme in order to learn how to deal with direct social influences. This lesson will allow pupils to learn and practise developing assertiveness within themselves in order to deal with potential risky situations in the future.

Objectives

The pupils will …

• identify circumstances when they are assertive
• provide and gather examples of assertive expressions
• learn how to stand up for their rights
• develop respect for the rights and opinions of the other people

What you need

• Review the teacher-led discussion and the instructions on role-playing in part three to help lead the lesson.
• Enough space to rehearse a short role play in groups.

Opening (10 mins)

Start with a short review of the former lesson, Express Yourself. Did pupils recognize the various forms of verbal and non-verbal expression in their daily lives this past week? Are there questions to be answered today or in the next lessons? Don’t go too far into discussion, but keep track of the pupil’s feedback.

Teacher-led discussion

1. Explain that if you have an opinion or a belief it may not always be easy to express in a group. Within every group there are people who try to influence others’ behaviour. Learning to be effectively assertive can be a relevant step in preventing drug use. Being assertive can mean that you stand up against pressure of peers but also pressure of the media (advertising, for instance). Being assertive is necessary to hold your opinions and beliefs. Yet, assertiveness does not always mean there will be a conflict.

2. How assertive you are varies from person to person. There certainly are situations where you are assertive. Let’s look at an example: your younger sister walks into your room and starts looking for something to play with. This annoys you as you are trying to concentrate on your homework. What do you say to her? Would you react the same with your parents?

3. Consider the next example: One of your best friends never seems to have any pens to take notes during class. She is always asking to borrow a pen from you. This would not be a problem, if the pen was returned to you once the lesson was over. Because of this, you don’t want to lend your friend pens in the future. Yet you don’t want to hurt her feelings either. What do you say to your friend when she asks again? Is it easy to be assertive in this situation compared to the example about your sister?

Main activities (35 mins)

1. When am I assertive?

Instruct pupils to write in their UNPLUGGED workbooks situations when they are assertive in the activity “When I am Assertive” (UNPLUGGED workbook). Consider, with which people (for example: strangers, parents, teachers, siblings), in which situations (for example: on a sports team, at home, at school, at a party, familiar vs. unfamiliar environments), how they feel (for example: self-confident, unafraid, comfortable)
2. Practising refusal statements

Use the list of examples in the UNPLUGGED workbook to support this activity.

Teacher-led discussion: Being assertive does not always mean there is a conflict. However, sometimes you believe that you must stand up and confront a situation with a negative answer. Here are some situations which can be similar to what you experience. The UNPLUGGED workbooks list examples of refusals which aim to minimise conflict, allow you to have what you really want, and still allow you to look good in front of your peers.

Take care to keep close to the pupils’ culture and lifestyle. Briefly review the examples from the opening activity and highlight the assertive answers of the “sibling in the room” and the “friend borrowing pen” scenarios before you start.

Divide pupils into groups of five to work through one of the following examples of situations where an assertive answer is necessary. They should be “everyday life” situations related to the need to stand for personal opinions. Leave some time to read the five situations and invite pupils to come up with other relevant examples.

1. You are at a watersports camp for a week during the Easter holidays, where there is only one other friend of yours. You and your friend do not smoke. Two other campers that you have just met offer you a cigarette. You do not want to smoke.

2. You are at home and your parents are out for the evening. They know that a few friends will visit you to watch a DVD. One of them has a bottle of wine and wants to share it. You do not want anyone to drink in your home.

3. You are a girl at a birthday party of a somewhat older friend. The party shifts slowly to dancing. Your friend’s parents are at home but do not show up. You suddenly find yourself isolated from the friends you know, while some boys show clearly a sexual interest towards you. You do not want to be near them.

4. A good friend needs money to pay back a schoolmate from whom he borrowed £20. He asks to borrow it from you. You know he is not likely to pay you back because he has done the same thing with numerous other friends. So you hesitate parting with your well-earned £20.

5. On a school trip you have two hours of free time in a big city. In the group there’s only one good friend of yours. You each have about £10 of pocket money. One person in the group suggests to spend the time in an amusement park. You really want to spend the time looking at stores to buy something.

Ask the groups to choose one situation or to create a new one. The group members divide the roles and try to give two assertive answers and respect other people’s opinions. They search for a way that is as authentic and ‘natural’ as possible. Each group will practise examples of assertive responses to the situation their group chose.

The assertive answers generated during this activity are to be written on the blackboard and reviewed.

Alternative: the scenarios can be performed for the class depending on time and pupils’ comfort level with role-play.

3. Individual processing

Ask the pupils to complete these sentences in their UNPLUGGED-workbooks

• One thing I have learned in this lesson is …
• What I wanted to say in the lesson but I didn’t get the opportunity to was …
• One thing I remember from someone else during the lesson is …
• Something about myself that surprises me is …
• If there’s anything I want to talk more about, I will try to talk with …

Closing (2 mins)

Explain that everybody needs to practise assertiveness and learn assertive responses. Real life is the best opportunity to improve this learning. Ask the pupils to use the assertive answers in some real situation they come across in the next few days.

In a nutshell

1. Identify situations where one can be assertive
2. Show examples of assertive refusal answers
3. Divide in groups of five, each group selects one situation and tries out different assertive answers to determine two
4. Each group shows results by either writing the assertive response on the blackboard (option: Role-play the scenario for the class depending on time and comfort level of the pupils).
5. Individual processing / reflection
A few words about this lesson

Being able to make and keep friendly relationships can be of great importance for our mental and social well-being. Young people often have difficulties approaching others – especially their peers – and to initiate the contact or relationships they would like. Furthermore, they often feel embarrassed while trying to express or receive positive comments.

This lesson gives the opportunity to practice interpersonal skills. For example, pupils can practise how to approach people at a party, how to start a conversation, how to feel confident in an new environment and to overcome their embarrassment.

Objectives

The pupils will …
- experience how to make contact with other people
- recognise and appreciate the positive qualities of other people (positive feedback)
- learn to accept positive feedback
- practise non-verbal and verbal ways to present oneself to others and reflecting upon the way this is done

What you need

- An empty sheet of thick paper or cardboard for every pupil and one for the teacher
- Tape to fasten the paper on the back of a shirt
- Cards with instructions/situations for role plays

Tips to help with the lesson

- Prior reading of the information on role plays in the appendix on page 40
- Remember that the purpose of this lesson is to help the pupils face their “shyness” and the embarrassment they may feel. They might hesitate to participate in the role play, but you can surely convince them to do it or find other ways that they can be actively involved!

Opening (5 mins)

Start with a review of the former lesson, about assertiveness. Did you think about it during past week? Did you have any chance to practise more assertive behaviour or any cool refusals? Is there something else you might add to this?

Explain that the lesson today will go further in the topic on how to be assertive and to feel confident in our communication with others. If we want to make friends, all of us first have to get in contact with somebody. Sometimes that is not so easy. With the pupils, brainstorm examples of places where you meet people. What can you do to get to know them?

Main activities (25 mins)

The class will establish a role play, experiencing what is important in first contact and getting acquainted. After the pupils have identified some ways to get to know people, the class tries out some possibilities in a role play.

Role play - step by step

Step one: Introduce the technique of the role play (as described in part three of this manual). You could emphasise that this is a good opportunity to deal with the embarrassment most people feel when they try out a new behaviour.

Step two: Describe the situation which will be played. It can be a situation the pupils described in the first activity or you can use one situation from the workbook.

Step three: Assign the roles to actors and support groups.

Ask pupils to help prepare the roles. On the role play cards there is one active part (the one that makes the effort to get to know somebody) and one passive part (the one who is approached by the other).
Two pupils will role play the situation. Each pupil will be helped by three or four classmates (the support group) to prepare the role i.e. to generate some ideas as to how they should react, what they could say etc.

**Step four:** Instruct the “audience” to observe the role play and specifically to notice what happens in the interaction between the two actors. Different aspects of the behaviour can be highlighted (e.g. eye contact, gesture, posture, sound and loudness of speech). Remind the class that their classmates are showing a lot of courage too by participating in a role play and that the audience should be supportive. Remind pupils of the rules for the audience (e.g. not to laugh).

**Step five:** First turn of the role play and reflection. Let the two actors play the situation for a few minutes. Afterwards, the actors describe their experience and feelings during the role play and the audience gives feedback on what was done well.

The following questions might help.

**Questions to the active player:**
- What are you satisfied about in your acting?
- What was difficult in approaching the other?
- What would you do different 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 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 the voice, eye-contact, mimics?

**Step six:** Planning of the next turn of the role play: one or two concrete suggestions for the next turn of the role play are extracted from the feedback process and the actors give it another try.

Steps five and six can be repeated as often as necessary (until the actors and audience are comfortable with the solution). If desired, a discussion of how the practised behaviours apply to real life can be discussed to complete the role play.

### Closure (20 minutes)

**Giving and receiving compliments**

**Option one:** All pupils and the teacher get a piece of thick paper taped to their back. Everybody walks through the class and writes a compliment on other pupils’ back. Each of the pupils has to gather at least 2-3 compliments on their back.

After the exercise, the pupils privately read the compliments to their classmates. The pupils report briefly how they felt while giving and receiving the compliments.

*Note: Make sure that all pupils have some compliments written on their backs. You, as the teacher, participate also but you don’t have the time to write on every pupil’s paper. Keep an eye on who is standing passively and prompt other pupils to go and write a compliment on the cards of these pupils.*

**Option two:** If you think your classroom is not ready for this activity which requires a high level of security, you can also organise it with more structure. This second option will also serve you when you are short on time. The pupils stand in small circles of four with the cards on their back. Give them the same instructions as option one. Within their circle they switch places until every card has three written compliments.

Encourage pupils to glue the cards in their workbooks and to take it home to show their parents.

Closing questions: How was the experience of giving and receiving compliments? Did you have any difficulties? How do you feel about the compliments you have received?

### In a nutshell

1. The class practise by way of a role-play how to get to know other people.
2. Teacher-led discussion about feelings we have when we interact with others.
3. Pupils give and receive positive feedback with their classmates.
A few words about this lesson

Alcohol and cigarettes aren’t the only drugs within reach of your pupils. Young people will likely also come in contact with illegal drugs such as cannabis, ecstasy or cocaine during adolescence. Medications such as sleeping pills, or stimulants and doping products are also drugs. It is not possible to provide accurate information on each of those substances - but pupils must learn how to access and understand information on drugs. That is the purpose of this lesson.

Objectives

The pupils will learn…

- the effects and risks of drugs use
- how to access information on different kinds of drugs

What you need

- Prior reading of the information sheets on drugs and the quiz in the appendix
- Printed or copied question cards
- Cards or pieces of paper with a simple sum to divide the class in pairs

Tips to help with the lesson

You can pre-select information sheets to copy or quiz cards to distribute based on your good judgement. To help you in this we used another colour for the different drugs on the cards. You can also check if the pupils asked questions about this substance in the previous lessons. Some subjects can be attached to lessons about the human body.

Providing information yourself as a teacher does not have a prominent place in this lesson; the purpose is that the pupils talk in small groups about the questions and answers on their cards.

In this manual you will find a suggested ‘point for discussion’ after each topic. These are not printed on the cards; they are triggers for you to open up the debate in the class after or in between the exercise.

The information contains biological and physical issues, among others. In the processing time you can direct their attention to social effects and to the image of drugs (drug use is not ‘cool’), to aesthetic effects. Teach the pupils that they should not only look to short term and neglect the long term, but at the same time pay attention to the youngster’s perspective…

Opening (5 mins)

Have the pupils form pairs by distributing cards with a simple sum. Pupils with the same result stay together. 12-8 and 2x2 form a couple, 98+46 and 12x12 another couple, for example. You have prepared the cards in two different colours, so that the couples automatically are composed in for example 14 red couples.
Lesson 9

Main activities (35 minutes)

Drug questions

Each red couple joins a blue couple and the foursome gets seated together. Give the sign for the first round where the red couple asks his first question (on the card) to the blue couple. The blue couple reflects a while and gives his answer to the red couple. If it is correct, they get a point. After that the group of four discusses why the answer is correct. On your signal it is the turn for the blue couple to ask a question, and so you go on until all six question-cards have had their turn in the groups.

If you judge it adequately you can let the pupils work in their own rhythm, without you signalling when to turn to the next question. It will allow for a more cosy atmosphere, but also for very short discussions on the answers...

You can also give the couples more than three cards, because the same questions can be dealt with in different groups. Or you can suggest to switch cards with another group.

Scores and processing

Ask which couples have three, two, one or no points and have some of the couples explain what caused their correct or wrong answer:

What kind of information is easy to find out?
Where can you find information?
Which answers surprised you? And which questions?

Closure (10 mins)

Ask the pupils to pin the answer cards up on the wall in the classroom.

Identify and summarise some common feelings or findings in what the pupils have learnt. For example:
• Medications are also drugs.
• Sometimes I had the wrong idea and I didn’t know it at all.
• There can be short- and long-term effects in unexpected areas.

In a nutshell

1. The pupils form couples and then groups of four with a game
2. In small groups they ask questions based on question-and-answer cards
3. Teacher-led discussion to process the group work
A few words about this lesson

Young people may believe that substance use will create peer group acceptance or to help them cope with family or school problems. Drug use only diverts youth from actively coping with their personal and academic issues.1 This lesson will allow pupils to identify healthy coping strategies that can help them deal with difficult situations in the future. Don’t hesitate to address unhappy feelings that may be triggered because of the main activity Jacob’s story. Don’t hesitate to talk about the negative feelings that Jacob’s story would raise. Certainly don’t avoid talking about problems that pupils bring up. For some pupils it may be necessary to talk about a problem privately.

Objectives

The pupils will …
• Identify healthy coping strategies
• Reflect on strong and not so strong personal attributes
• learn that negative feelings are not wrong or dangerous
• cope with weaknesses and limitations in a constructive way

What you need

• Story of Jacob
• UNPLUGGED workbooks

Tips to help with the lesson

You could ask the help of a colleague so that you are with two teachers to monitor and help the class work through this lesson.

Opening (5 mins)

Start with a review of the trivial pursuit about drugs, are there any questions that were not answered? Don’t go into discussion too far, but keep track of the pupil’s feedback.

Main activities (45 mins)

1. Ways people cope with problems

Teacher-led discussion
1. Lead a guided discussion on healthy and unhealthy coping strategies people may use to deal with problems. Introduce the idea that self-medication with substances, which is an unhealthy coping strategy, can be used by people to forget about or delay dealing with their problems. Use the following text to aid the discussion:

2. Before we start the story of Jacob I would like to brainstorm ideas on what the word “coping” means and identify some examples of coping. Allow the class to struggle with a definition. Formal definition: Coping is to learn to deal with and attempt to overcome problems and difficulties.

3. Use a simple example: How would one get over the problem or challenge of playing a piano? Possible answers: Practise, ask for help, learn from a qualified teacher.

A more complex example: having a headache every week. Possible answers: resting more, taking a headache tablet, drinking more water, going to a
doctor. Now let’s take the answer of taking a headache tablet, would it be good to use this coping strategy if the headache is not even there? What about if one thinks they will get a headache in an hour, should they take the tablet to prevent the headache? Why not?

Make sure that this information is included in the discussion, if not by the pupils, then by you as a teacher: The tablet is used as medicine to cure the headache that is there. One gets instant relief from a problem. Alcohol, cigarettes and other drugs are sometimes used by people to cope with their problems while other alternatives are not used. This is an example of unhealthy coping because these substances are not good for the body and often self-medication causes the person to delay or avoid coping with the root problem.

In the UNPLUGGED workbooks, there are some examples of healthy coping strategies. Refer pupils to workbooks and note that these strategies are general; if you identify a specific problem or issue, you can develop more coping strategies.

2. Coping with difficulties or limitations

Another category of things you have to cope with are your own limitations or difficulties (in a healthy way). You may not like that you have grown to a very tall boy or girl, but you cannot change and become short again.

You do not only have to cope with temporary situations such as things you lose or leave behind. But there are also with things that you may not be able to change.

On the other hand, you have many stronger sides. These stronger sides will help you to cope with the not so strong sides. Take a few moments in your UNPLUGGED workbooks to identify your strong sides and your not so strong sides.

Examples: This is also in the Pupil Workbooks as an empty matrix.

<table>
<thead>
<tr>
<th>Not So Strong Sides you must cope with</th>
<th>Strong Sides</th>
</tr>
</thead>
<tbody>
<tr>
<td>being shy</td>
<td>having a positive outlook</td>
</tr>
<tr>
<td>having a learning or concentration difficulty</td>
<td>being social</td>
</tr>
<tr>
<td>having a big or small physical challenge</td>
<td>being patient</td>
</tr>
<tr>
<td>not knowing your mother or father</td>
<td>having self confidence</td>
</tr>
<tr>
<td>being addicted</td>
<td>good at listening</td>
</tr>
<tr>
<td>being often alone at home</td>
<td>good at communicating and expressing self</td>
</tr>
<tr>
<td></td>
<td>being physically active or good at sports, music or school subjects</td>
</tr>
</tbody>
</table>

3. The story of Jacob

a) Read the story in Appendix I, where Jacob needs to identify ways to cope with moving to a new town and school.

b) After reading the story give pupils an opportunity to ask questions or react to the story (attend to pupils that recognise any feelings or circumstances from Jacob).
   - What is Jacob finding difficult about the move?
   - What can be positive about the move?
   - Does Jacob have some strong sides that can help him?
   - What would you do in Jacob’s situation?

c) Using the UNPLUGGED workbooks, have pupil work in groups of three or four to write an email reply with advice to Jacob. Advice can include some of the healthy coping strategies written in the workbooks. Encourage teamwork and discussion among the groups to write to Jacob.

Closure (10 mins)

Time permitting: Exchange letters with other groups to determine how they responded.

In a nutshell

1. Practice listening skills
2. Discuss healthy coping strategies
3. Read story about moving to another town and school
4. Write advice to Jacob on how he can deal with the situation
5. Discover strong and not so strong sides

Not So Strong Sides you must cope with

<table>
<thead>
<tr>
<th>Strong Sides</th>
</tr>
</thead>
<tbody>
<tr>
<td>being shy</td>
</tr>
<tr>
<td>having a learning or concentration difficulty</td>
</tr>
<tr>
<td>having a big or small physical challenge</td>
</tr>
<tr>
<td>not knowing your mother or father</td>
</tr>
<tr>
<td>being addicted</td>
</tr>
<tr>
<td>being often alone at home</td>
</tr>
</tbody>
</table>

Strong Sides

| having a positive outlook |
| being social |
| being patient |
| having self confidence |
| good at listening |
| good at communicating and expressing self |
| being physically active or good at sports, music or school subjects |
Problem solving and decision making

A few words about this lesson

Youngsters who use drugs often develop unusual beliefs that interfere with problem solving skills and coping in addition to other life skills. In fact, a university sample demonstrated that binge drinkers had the poorest problem solving skills. This lesson will allow pupils to practise problem solving using a five-step model and fictitious examples to work through.

Objectives

The pupils will …

- learn a model to solve personal problems
- learn creative thinking
- learn to stop, calm down and think when they have a problem, instead of reacting impulsively
- distinguish between long term and short term positive and negative consequences of different actions / solutions.

What you need

- Big sheet of paper with “the 5 step model” written on it.
- Blank pieces of scrap paper or carton (size A4) one for each pupil
- UNPLUGGED workbooks

Tips to help with the lesson

Make sure that there is enough space (about five metres squared) for the Amazon Adventure

Opening (15 mins)

Start with a review of the former lesson, Coping Competencies. Did the pupils use any of their healthy coping strategies this past week in their everyday lives? Are there questions to be answered today or in the next lessons? Don’t go into discussion too far, but keep track of the pupil’s feedback.

1. AMAZON ADVENTURE

Note: This activity will only work with a lot of space! Allow a space of about five metres. Divide class into groups of three. Ensure that each pupil has one piece of paper. All pupils must start on one side of the 5 metre space. Using the pieces of paper as ‘floating blocks of wood’, teams must work together to safely cross the 5 metre ‘pond’ without touching the floor. Pupils are allowed to have two feet on one piece of paper, go back and forth from the start to finish and be creative. If even one team member touches the floor, the entire team of three starts over.

2. FAMILY PROBLEM:

Seat pupils and tackle a typical problem situation: one of the pupils wants to have a mobile phone, but their parents say no. Tell the pupils that in class you will try to solve the problem and that there are different steps to do so.
Main activity (30 mins)
Teacher-led discussion: Introduce the five steps to solve a problem using the model below. This model is also in the workbook. Apply the model, step by step, to the mobile phone problem and the Amazon adventure given in the opening.

You can also take another example that is relevant to the pupils. If you use an event that actually has occurred in the group, that you don’t confront pupils with reactions from the group that can be taken personally.

The five-step plan to problem solving

Step 1: Identify a problem
What is my problem? What is happening? What am I feeling? (prevent the class from impulsive reactions or behaviours) and try to find the causes for the problem.

Step 2: Think and talk about solutions
Generate many different solutions (creative thinking) including talking to someone you trust. Try to describe how feel as best as possible.

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

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

Step 5: Learn the choice
Reflect on the results of the solution you chose. What did you learn? What did you change? Are you feeling better?

Group work
Have the pupils work in the same groups of three. Using the five-step model, allow groups to work through solutions to two of these problems. Groups can work through the same problems. Monitor the groups to see if they are on the right track and effectively using the model.

Examples (also in the workbook):
• Sue is always late for school because she sleeps in past her alarm. How can she overcome this problem to be on time for school?
• Carl failed his last math 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 math-related field and therefore places great importance on passing every test. What should he do?
• Lisa 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?
• Paul gets a hold of a pack of cigarettes. He is very curious about trying them but wants others to try with him. He asks Carl among others in the class. Carl has decided he does not want to try, what does he do?
• Sam, an only child, lost the keys to her house and her parents do not come home until 16:30. She realises this in the middle of a school lesson at about 10:00am. What does she do?
• Kim has decided that she does not want to drink. Kim is invited to a party and she knows that people will be drinking 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?

Time-permitting: As a class, review the scenarios and discuss how the groups solved the problems.

Closing (5 mins)
Ask pupils to continue to practise the five-step technique both during and outside school and to note examples in the UNPLUGGED-workbooks where the five-step model is listed.

Note: As you advise the pupils to train the technique further, you should also hint to the pupils to use the five steps whenever problems occur in the class. It is important to make clear to the pupils that this technique might not always work out. Ask to report on their experiences with this technique the next lesson.

In a nutshell
1. Warm up with a teamwork problem solving game.
2. Pupils learn the five-step model to problem solving
3. Class applies the model to a problem (e.g. the problem indicated in the opening or any other)
4. In small groups they practise the model
5. In class they discuss solutions for different problems
A few words about this lesson

One of the important things young people need to learn is how to set appropriate goals in their lives and to find ways to achieve them. Adolescents often set unrealistic goals for themselves, because they don’t break down long term goals into short term objectives. This lesson also looks at what you suppose your peer group will expect from you (normative belief), what you find important (value clarification) and consistency of these values and beliefs.

Furthermore, since this is the last lesson of UNPLUGGED there will be some time devoted to close the program and evaluate it.

Objectives

The pupils will …

• practise splitting long-term goals into short-term objectives
• reflect on the opportunity and apply what they learned in an individual context
• evaluate strengths and weaknesses in the process of this programme
• close the programme.

What you need

• Pupil Workbooks
• a big poster to write upon on the wall
• prepare a short reflection for how the pupils were in the lessons to close.
• Small pieces of paper with a number to divide pupils in groups of four or five

Tips to help with the lesson

• Prepare some examples on long-term goals and short-term objectives written on a poster
• Choose one energiser to divide pupils in small groups
• Prepare some wording how to close the “UNPLUGGED” programme

Opening (5 mins)

Start with a review of the former lesson, what was it about? Did the pupils have any recognition of what they learned in their daily lives this past week? Don’t go too far into discussion, but keep track of the pupil’s feedback.

Teacher-led discussion: Remind the pupils that this is the last lesson of UNPLUGGED and that you will have to close the program.

Today you will look at setting goals in life and you will discuss with a group of classmates how to try to achieve long term objectives by thinking of the steps that have to take place in between – the short-term objectives. Long term in this case means a time that is more than one month away. Examples of long-term goals: to become part of a sports club, to draw well or to play the guitar, to have a better relationship with a specific friend, parent, sister or brother, to go on holiday, to continue being a non-smoker, to have a lot of fun without drugs, to remain ecologically conscious, to be successful in my job…

Examples of short-term objectives for “guitar playing”: include look for information on guitar playing, try to play music with a friend a few times, figure out how to earn and save money to buy a guitar.
Lesson 12

A PERSONAL GOAL
Instruct the pupils to write a personal goal in their UNPLUGGED workbooks which they will discuss afterwards with some of their classmates.

Main activities (25 mins)
An activity dividing the class in groups of 4 or 5: have the pupils take a small piece of paper with a number out of a bowl. They look at the number and put it away. First demonstrate how the game works. Nobody talks from now on, you meet someone else, if your number is 3, you shake hands three times. But if the other person’s number is 5, he shakes five times. Without talking you go from person to person until you find someone with the same number. Stay together then and continue to find other group members. In preparing the pieces of paper, skip 1 being too obvious.

Small group work on short -term objectives
The small groups are seated in a way that they can discuss their goals. Each group member presents his or her long term goal and with the help of the group tries to define at least three steps or short term objectives which have to be implemented in order to achieve the goal.

The group has to choose one example to present to the class. For this example they also answer the question how could smoking, alcohol or other drugs obstruct or hinder this? (Or would it help?)

Some examples: I want to be beautiful; smoking affects the smoothness of your skin – I want to be ecological; cannabis is produced in an un-ecological way – I want to keep control over myself; alcohol can make you lose control – I want to become a master cook; tobacco will reduce your tasting skills.

Report in class
After the small groups are finished the teacher collects one example from each group and writes it on the board. The class evaluates if the short-term objectives are helpful to fulfill the long-term one, and discusses the relation with using or not using drugs.

Closing (10 mins)
Individual evaluation of UNPLUGGED: Ask pupils to complete the evaluation in their UNPLUGGED workbooks which you will collect afterwards to review their evaluation.

After individual evaluation, ask each pupils to write one word on the black board that represents how they felt about the lessons.

Closing with a workbook note
Ask pupils to exchange their UNPLUGGED workbook with one other pupil. The pupils write something about saying good-bye to the UNPLUGGED lessons.

The teacher closes the lessons by explaining how they felt about the class during the lessons.

In a nutshell:
1. Pupils individually write down a long-term goal
2. In small groups, they exchange opinions on their answers, identify short-term objectives for each in the group and a relation with drugs for one example
3. One example of each group is written on the poster
4. Individual evaluation of UNPLUGGED
5. A closing activity for the group
INSTRUCTIONS FOR A ROLE PLAY ................................................................. 40
Steps to implement a role play ................................................................. 40
More hints for implementing role plays .................................................. 41
ENERGISERS ........................................................................................................ 41
Howdy Howdy ............................................................................................... 41
Juggling ball game ....................................................................................... 41
Names and Adjectives .................................................................................. 42
Match the cards ............................................................................................. 42
Space on my right ......................................................................................... 42
Who is the leader? ......................................................................................... 42
Who are you? .................................................................................................. 42
Lions ............................................................................................................... 42
Sandman’s wink ............................................................................................ 42
The sun shines on ......................................................................................... 42
Coconut ......................................................................................................... 42
Who am I? ....................................................................................................... 42
Group statues ............................................................................................... 43
Move to the spot ........................................................................................... 43
Banana game ................................................................................................ 43
Taxi ride ....................................................................................................... 43
Fruit Salad .................................................................................................... 43
PRRR and PUKUTU .......................................................................................... 43
Dancing on paper ........................................................................................ 43
Tide’s in/Tide’s out ...................................................................................... 43
The neighbour on my right ........................................................................ 43
DRUG INFORMATION SHEETS FOR THE TEACHER .................................... 44
DRUG QUESTIONS FOR LESSON 9 ............................................................. 49
General questions on drugs ....................................................................... 52
Questions on Inhalants ............................................................................... 52
Questions on Alcohol .................................................................................. 52
Questions on cannabis ............................................................................... 54
Questions on party drugs .......................................................................... 55
Questions on cocaine ............................................................................... 56
Questions on heroin ................................................................................. 57
SOURCES ........................................................................................................ 58
Instructions for role playing

During a role play, a situation is to another context. Role plays can be useful to analyse specific behaviours (a more “diagnostic” perspective) or to practise new or alternative behaviours in a protected frame.

Pupils who are not actively involved in the role play (i.e. the “audience”), serve as observers. They have both the role of giving constructive and valuable feedback and of learning by observing the actors (“modelling”). The teacher should serve the function of a moderator or “director” who is responsible for the planning, realisation and evaluation of the role play.

A basic requirement for using role plays is an open and warm climate in the class. They should only be used if neither the class nor the teacher feel reluctant to express themselves in a play.

Steps to implement a role play

1. Introduce the technique and establish rules
It is important for all participants to get an idea about the sense of role plays and agree on some basic rules for working together in a structured manner. Writing rules down on a poster or on the whiteboard may be useful to keep them in mind.

Some examples for the audience:
• we sit down quietly
• we observe the actors with attention
• we do not distract the actors by laughing or similar
• we assist the actors if they want it

Some examples for the actors:
• we concentrate on the play
• we try not to be distracted or amused
• we do not argue

2. Choose the topic for the role play
The topic and situation should be described in detail (e.g. Peter is meeting Paul and John in the afternoon. Paul and John have just started smoking and offer Peter a cigarette. But Peter does not want to smoke and wants both to resist the offer and to continue the friendship).

3. Brainstorm different solutions
Several ways of dealing with the topic are collected. The method of brainstorming is useful at this stage (i.e. collecting all ideas without censorship. Strange, creative ideas are allowed to get a wide range of different ideas.

4. Assign the roles the actors
All actors needed for the role play are assigned roles.

5. Decide on a target ways to reach the target (formulation of the “script”)
The class decides as a group which targeted behaviour should be demonstrated. It is important to formulate the targeted behaviour as concrete as possible (e.g.: what does Peter say in detail? How does he express his intention? What is the reaction of Paul and John?). To this end, it is important to choose a realistic and easily mimicked behaviour. Furthermore, the selected scene should not take longer than a few minutes.

6. Assign the roles to the observers/audience
The other pupils get the instruction to observe the play. Different aspects of the behaviour can be highlighted (e.g. eye contact, gesture, posture, sound and loudness of speech). The rules for the audience (e.g. not to laugh) should be remembered.

7. The first role play is staged and evaluated
After the first role play is acted out, the actors describe their experience and feelings during the role play. This step may be assisted by the teacher, e.g. asking “What was it like for you when Paul called you a coward?” while the audience gives feedback on the performance.

Important rules for providing feedback
Only positive and constructive feedback is given! The feedback should:
• be descriptive (not interpretative or evaluating)
• be directed at concrete and observable behaviour (not global impressions or traits of the actor)
• not require too much effort from the actors (neither in quantity nor quality)

Positive feedback is an essential requirement for modifying behaviours in the long run. Negative comments should be avoided entirely. More appropriate are concrete, helpful and constructive suggestions what might be acted in a different and better way in the next turn (“you could try to speak a little bit louder in the next turn” instead of “I can never hear what you are saying”).
8. Planning the next role play scenario

One or two concrete suggestions for the next role play are extracted from the feedback process.

9. Next turn of the role play and evaluation

The next turn of the role play is played in the modified manner. Afterward, the evaluation is done in the same way as the first.

The last three steps can be repeated as often as necessary or possible (until the actors and audience are comfortable with the solution).

Possible transferability of the practised behaviour to real life can be discussed to conclude the role play activity.

More hints for implementing role plays

a. The selected situations should be graded by difficulty. Start with an easy one (e.g. well-known situation, reduced complexity, actors with lowest anxiety).

b. The actors should come up with their targeted behaviour themselves, though the teacher can assist as needed (e.g. by asking “how do you want to express this?”) The actors should express in their own words what they want to achieve (“self instruction”).

c. If the play stumbles, the teacher can assist the actors by giving short suggestions (“you could ask him, whether ...”) encouragement (“that was fine, go on”) or recollection of former agreements (“you decided to say ...”)

d. It is important that everybody regards the role play as a learning situation. It doesn’t have to be perfect, but the process of modification and improvement can be prompted by “director’s instructions.” Furthermore, it should be highlighted that the actors are acting in a make-believe way and not showing their “real” behaviour. This can be emphasised by separating the “stage” for the role play from the usual context of the class (e.g. the actors should leave the stage for the discussion of the next turn).

e. Pupils who do not want to act should not be forced, because this could trigger anxiety and resistance. These pupils can be integrated by assigning them a special task such as observing the actors.

f. Because of uncertainty and scepticism towards role plays, it might be useful to introduce this technique gradually or step by step to reduce the sceptical attitude. At the beginning, it can be helpful to start with just playing some scenes or stories which are known from literature instead of playing everyday situations.

g. Another possible preparatory step are short exercises such as “What would you say if ...” Pupils sit in a circle. One pupil launches the question and throws a ball to someone in the circle. This pupil has to react spontaneously and give a possible answer to the required situation. Afterwards, he throws the ball to someone else. After collecting some possible reactions, a new situation is given. Examples for situations are:

- You are standing in a line in the supermarket and somebody pushes to the front.
- You are in the cinema and two people in front of you are talking continuously.
- You are on the bus and the heater is much too hot.

Energisers

These suggested energisers can help to foster cooperation and interactivity in the classroom. They serve to complement the UNPLUGGED programme.

Howdy Howdy

The participants stand in a circle. One person walks around the outside of the circle and taps someone on the shoulder. That person walks the opposite way around the circle, until the two people meet. They greet each other three times by name, while continuing in opposite directions around the circle, until one takes the empty place. The one who looses walks around the outside of the circle, and so on until everyone has had a turn.

Juggling ball game

Everyone stands in a close circle. (If the group is very large, it may be necessary to split the group into two circles.) The facilitator starts by saying someone’s name in the circle and then throwing the ball to him or her. This person does the same: call the name of someone else and then throw the ball. After having thrown the ball, put your hand up so that the others know you have already received a ball. When everybody has got a turn, repeat the throwing in exactly the same order and including calling the names. The facilitator introduces four or five more balls, so that there are always several balls being thrown at the same time, following the set pattern.
Names and Adjectives

The participants think of an adjective to describe how they are feeling or how they are. The adjective must start with the same letter as their name, for instance, “I’m Henry and I’m happy,” or “I’m Arum and I’m amazing.” As they say this, they can also mime an action that describes the adjective.

Match the cards

The facilitator chooses a number of well-known phrases, and writes half of each phrase on a piece of paper. For example, they write ‘Happy’ on one piece of paper and ‘Birthday’ on another (the number of pieces of paper should match the number of participants in the group). The folded pieces of paper are put into a hat. Each participant takes a piece of paper from the hat and tries to find the member of the group with the matching half of the phrase.

Space on my right

The participants are seated in a circle. Take care that the space on your right remain empty. Invite a pupil to take the seat, saying: “I would like Lili to come and sit on my right”. Lili moves and now her previous chair is empty. The pupil next to that chair invites someone else with the same sentence: ‘I would like … to come and sit on my right”. Continue until the entire group has moved once.

Who is the leader?

The group sits in a circle. One person leaves the room. The group chooses a leader whose role will be to start small movements that are copied by the others, e.g. tapping your feet, scratching your hair or touching your nose. When the person that had left the room comes back, he has to observe the group and guess who the leader is. Repeat this a few times.

Who are you?

Ask for a volunteer to leave the room. While the volunteer is out, the rest of the participants decide on an occupation for him, such as a driver, or a fisherman. When the volunteer returns, the rest of the participants mime activities related to the chosen occupation. The volunteer must guess the occupation that has been chosen for him from the activities that are mimed.

Lions

Ask the participants to divide into pairs and to form a circle. Put enough chairs in the circle so that all but one pair has seats. Each pair secretly decides what type of animal they are except that no pair can be lions. The two participants without chairs are the elephants. They walk around the circle calling the names of different animals. Whenever they guess correctly, the animals named have to stand up and walk behind the elephants, miming the animals’ walking. This continues until the elephants can guess no more animals. Then they call “Lions” and all pairs run for seats. The pair left without chairs becomes the elephants for the next round.

Sandman’s wink

Before the game starts, ask someone to be the Sandman and ask him to keep his identity as secret. Explain to the group that one person can make others fall asleep by winking at them. You cannot wink unless you are the Sandman. Everyone then walks around the room in different directions, keeping eye contact with everyone they pass. If someone meets the Sandman’s winks, she has to fall asleep on the ground. The goal is to guess who the Sandman is.

The sun shines on...

The participants sit or stand in a tight circle with one person in the middle. The person in the middle speaks out “the sun shines on...” and names an attribute, colour or piece of clothing that someone in the group possess. For example, “…on all blue shirts!”, “... on all brown eyes!” or “on all short socks!”. Anyone belonging to that group stands up and runs to another empty chair. The person in the middle also tries to take a seat. The person that is left takes another turn with “the sun shines on...”.

Coconut

Show the pupils how you can spell out C-O-C-O-N-U-T by using gestures of your arms and body. All participants then try this together. Look with the class to some other easy words to ‘spell out’. Now ask everybody to write his own name. make a round in the group with all or a few names. Depending on your available time: let the pupils exercise with only one hand, or let them make a conversation in silence, by writing short phrases in the air.

Who am I?

Distribute cards with names of famous people (TV stars, politicians or other celebrities). Each pupil pins the card to the back of another pupil, without showing it to them. Then instruct the participants to walk around the room, asking questions to their friends about the identity of the famous person on their back. The questions can only be answered by yes or no. The game continues until everyone has figured out who they are.
**Group statues**

Ask the group to move around the room, loosely swinging their heads and necks. After a short while, shout out a word. The group must shape themselves into statues that describe the word. For example, the facilitator shouts “peace”. All the participants have to instantly adopt, without talking, postures showing what ‘peace’ means to them. Repeat the exercise several times.

**Move to the spot**

Ask everyone to choose a particular spot in the room. They start the game by standing on their ‘spot.’ Instruct people to walk around the room and carry out particular action for example, hopping, saying hello to everyone wearing blue or walking backwards etc. When the facilitator says “stop,” everyone must run to their original spots. The person who reaches his/her place first is the next leader and can instruct the group.

**Banana game**

A banana or other object such as a bunch of keys is selected. The participants stand in a circle with their hands behind their backs. One person volunteers to stand in the middle. The facilitator walks around the outside of the circle and secretly slips the banana into someone’s hand. The banana is then secretly passed round the circle behind the participants backs. The job of the volunteer in the middle is to study people’s faces and work out who has the banana. When successful, the volunteer takes that place in the circle and the game continues with a new person in the middle.

**Taxi ride**

Ask the participants to pretend that they are getting into a taxi. The taxi can only hold a certain number of people, such as four, five or eight. Assign a fixed number of persons as taxi drivers. They walk around in the classroom and take up passengers one by one until their taxi is ‘full’. This is a useful game for randomly dividing participants into groups.

**Fruit Salad**

The facilitator divides the participants in groups assigning an equal number of three to four different fruits. The participants then sit on chairs in a circle. One person must stand in the centre of the circle of chairs. The facilitator shouts out the name of one of the fruits, such as ‘oranges’ and all the pupils who were assigned to the “oranges” group must change places with one another. The person who is standing in the middle tries to take one of their places as they move, leaving another person in the middle without a chair. The new person in the middle shouts another fruit and the game continues. A call of ‘fruit salad’ means that everyone has to changes seats. A variation of this game: there are four or five different fruits on cards, for example banana, apple, orange, cherry, kiwi. The cards are randomly distributed to the pupils. Pupils must form a fruit salad which consists all the fruits in it. It is a method to form small groups.

**PRRR and PUKUTU**

Ask everyone to imagine two birds. One call ‘prr’ and the other calls ‘pukutu’. If you call out ‘prr’, all the participants need to stand on their toes and move their elbows out sideways, as if they were birds ruffling its wings. If you call out ‘pukutu’, everyone has to stay still and not move a feather.

**Dancing on paper**

Facilitator prepares equal sized sheets of newspaper or cloth. Participants split into pairs. Each pair is given either a piece of newspaper or a cloth. They dance while the facilitator plays music or claps. When the music or clapping stops, all pairs must stand on their own sheet of newspaper or cloth. The next time the music or clapping stops, the pair has to fold their paper or cloth in half before standing on it. After several rounds, the paper or cloth becomes very small by being folded again and again. Pairs that have any part of their body on the floor are “out” of the game. The game continues until there is a winning pair.

**Tide’s in/Tide’s out**

Draw a line representing the seashore and ask participants to stand behind the line. When the facilitator shouts “Tide’s out!”, everyone jumps forwards over the line. When the leaders shouts “Tide’s in!” everyone jumps backwards over the line. If the facilitator shouts “Tide’s out!” twice in a row, participants who move by mistake are out of the game.

**The neighbour on my right …**

The pupils are sitting in a circle. Ask them to reflect a little while and then say something positive about the person on their right. Give them time to think before you start.
Drug information sheets for the teacher

INFORMATION ON INHALANTS

Scientific information:

• The following substances are used as inhalants: gasoline, adhesive, stain remover, paint remover and paint thinner, polish remover or agents in aerosol cans.
• Inhalants are affecting the psyche and mind, i.e. they are influencing the emotions, perceptions, thoughts and judgements.
• Use of inhalants can lead to addiction.
• It is very harmful to one’s health to inhale these substances, because enduring problems with concentration and coordination as well as brain damages may result.

Possible effects:

• Seconds after inhaling, the user feels relaxed, warm and cheerful. These effects usually continue for a few minutes.
• At the same time, vision and hearing is affected and everything gets a little bit blurry.
• Because the blood vessels are expanded quickly, the user often experience headache, dizziness, strong heart beats, red skin and possibly feels sick.

Risks that should be known:

• Inhaling these substances can be especially dangerous. In the high from inhalants, one can lose control of movement and coordination. The breath slows down and often the user experiences anxiety.
• The inhaled amount is hard to control. In case of inhaling large amounts, dysfunctions of the blood circulation in the brain may occur, which can cause paralysis and brain damage.
• If the substances come into contact with the skin accidentally, corrosion and enduring injury or damage may result.
• Covering the face with handkerchiefs or sacks used for inhalation increases the risk of suffocation.
• In extreme cases, inhalation of these substances can induce apnoea (suspension of breathing) and cardiac arrest (heart attack).

INFORMATION ON ALCOHOL

Scientific information:

• The chemical name of alcohol is ethanol/ethyl alcohol.
• Alcohol dampens the central nervous system. This means that all reactions are slowed.
• Alcohol is a so-called psychoactive substance. This means the user’s emotions, thoughts and perception are affected by alcohol.
• Alcohol reaches all organs of the body via the blood. About 90% of the consumed alcohol reaches the brain.
• 30-60 minutes after consumption, the alcohol level in the blood reaches the highest concentration. The exact level of blood alcohol depends on the amount of consumed alcohol, speed of absorption in bowel and stomach, body weight, gender and individually different speed in degradation of alcohol.
• Blood alcohol content (BAC) is measured in mass per volume. For example, a BAC of 0.02% means there is 0.02 grams of alcohol per 100 grams of blood.
• Alcohol’s effects come in two stages: first there is a pleasant reaction, quite pronounced but lasting for only a short time (this may be experienced as relaxation, disinhibition or similar feelings). Later there is the gradual onset of more long-lasting, unpleasant feelings, including nervousness, bad temper, listlessness or what is known as a hangover. These unpleasant effects can sometimes be lessened by drinking more alcohol, which increases the risk of drinking greater amounts or more frequently.
• A glass of beer (250ml, 5%), a breezer or alcopop (250 ml, 5.6%), a cocktail (70ml, 18%), spirits (25ml, 45%) and a glass of wine (100ml, 12%) contain the same amount of pure alcohol, namely 8-10g.
• Alcohol takes quite a long time for the body to process. For the degradation of 0.01 grams of alcohol (BAC 0.01%), our liver needs about one hour (females need even longer). After an evening with a lot of alcohol, the blood still contains alcohol the next day.
• Frequent, regular and intense alcohol use can result in severe physical and psychological addiction.
• Be aware of the legislation in each country: even if you cannot yet feel the effects of drinking two glasses of wine, it could affect your ability to drive and result in severe penalties.
Possible effects:

• Usually, one feels relaxed and cheerful after one or two glasses of alcohol. Heart rate and breathing increase, and users often feel more sociable and uninhibited in social situations.
• Drinking more may result in losing control over the situation, misinterpreting risks and taking on too much. You may act impulsively and do things you may regret.
• After having drunk even more (BAC 0.1-0.2%), one is hardly able to coordinate movements, is staggering and is able to concentrate. Often one sees double, speech becomes slurred, and you feel nauseous.
• With a BAC of 0.3% or more, one is at risk of hypo- and hyper-thermia as well as unconsciousness. From 0.4% on, one is at a high risk of coma and death.
• After having drunk too much (the exact amount is different from person to person), one usually feels bad and sick on the following day. Usually one suffers a headache and stomachache as well as weakness and fatigue.

Risks that should be known:

• Most accidents are caused by or connected to alcohol consumption: car accidents, accidents in the household, destructive behaviour and suicides are very often linked to intense alcohol use.
• Alcohol also disinhibits risky behaviour, including aggression or risky sexual behaviour.
• Regular alcohol use impairs concentration and cognitive capacity. In people with intense alcohol use, studies have shown brain cell death. This damage increases in proportion to the amount of alcohol consumed per day.
• Regular drinkers develop a “tolerance” for alcohol. That means that the body needs larger amounts of alcohol to reach the same relaxing effect but, in the meantime, the body is strongly affected by these increased amounts of alcohol (even if you do not have symptoms).
• Being drunk one might do or say things which are not remembered the following day. This can be risky and embarrassing, for both the drinker and their friends.
• Alcohol can cause weight gain: one glass of beer contains about 100 kilocalories. Alcopops contain 146 kcal.
• Alcohol damages the heart and liver and affect blood pressure. People with certain illnesses should therefore avoid drinking alcohol.
• Combining alcohol with other substances can be very dangerous. Combining alcohol with other downers like sleeping pills or other relaxation drugs increases the risk to lose consciousness, to collapse or the risk of respiratory arrest with a potentially lethal outcome.

INFORMATION ON CANNABIS

Scientific information:

• Cannabis is used as an umbrella term for the hemp products hashish (hash) and marijuana.
• Cannabis contains tetrahydrocannabinol (THC), which is a psychoactive substance. THC affects our mental state (our thoughts and emotions). Whether cannabis use is a pleasant or irritating experience depends on many factors (see ‘possible effects’).
• If you smoke cannabis, THC is absorbed by the blood via the lungs and then transported to all organs. Traces of THC can be detected in the urine even weeks after consumption.
• When THC reaches the brain, it influences areas which are responsible for remembering new information and for executing specific movements automatically. That explains why most people can not remember new things under the influence of cannabis, have a disturbed perception of time and can hardly control their movements.
• The effects of cannabis vary from person to person. The effects depend on the amount used, the experiences of the person, the external circumstances and the expectations of the person. Someone may not feel anything the first time they try cannabis - or they may feel panicky and sick.
• Cannabis has a psychoactive effect. That means, it is influencing emotions, perception, thoughts and estimation of risks. Usually one feels cheerful and relaxed after use, music sounds more intense and one laughs more. Time and one’s surroundings are perceived differently. Some people like this, whereas others get aggressive and some may experience panic or hallucinations. Under the effect of cannabis one can not concentrate on external situations or remember new information. This period usually lasts one to two hours and then fades slowly. Afterwards, one often feels sleepy and faint.
• During the last decade, negative effects of cannabis on brain functions were shown. People who use cannabis regularly show remarkable difficulties in their cognitive functions (short term memory, reaction or problem solving capacity). These cognitive impairments may go on for up to a year even after having stopped the use of cannabis.
• Cannabis is not mind-enhancing: use is highly correlated with school failure and with much lower income in your professional career.
Risks that should be known:

• Since the effect of cannabis can be very different, there is always the danger of having a very bad experience using cannabis. Especially when feeling sad or anxious or having mental problems, one should not use cannabis.
• Use of cannabis can lead to psychological addiction, e.g. one needs cannabis to relax, to enjoy and be happy, to have intense feelings and to feel comfortable.
• High doses of cannabis can cause circulatory disturbances (dizziness or even fainting).
• Under the influence of cannabis one is more susceptible to accidents because one’s perception and judgement of situations are altered.
• Memory and concentration are influenced by THC. Daily use can result in remarkable problems in school achievement, cutting down of activities or contacts and loss of interest in previously liked activities.
• One effect of cannabis use is a higher concentration in internal processes (emotions, thoughts and perceptions). Some people shield themselves completely while under the influence of cannabis, withdrawing from social situations and other people.
• Smoking cannabis increases the risk of respiratory problems like bronchitis, trachea or lung infections.
• One’s physical condition and performance in sports are impaired on levels comparable to smoking cigarettes.
• Since the smoke of cannabis (which is often mixed with tobacco) is usually inhaled more deeply and kept in the lungs for a longer time than cigarette smoke, the harm of one ‘spiff’ or ‘joint’ is comparable to 3-5 cigarettes (in terms of carbon monoxide and tar).
• Drinking or eating cannabis have stronger effects, though these effects start with a delay (of about one hour). Oral consumption more often leads to hallucinations.
• Use of hashish and marijuana are illegal in most countries. Being caught while using cannabis can lead to severe penalties.
• Cannabis can be delivered in different doses: in some regions cannabis products are much stronger (i.e. they contain much more THC). These stronger products have led to an increase in risks and problems: a high proportion of young people admitted to psychiatric clinics is treated because of problems due to cannabis. Those who use cannabis to feel less nervous and tense should be particularly careful.
• Cannabis consumption is part of a huge economical market, including the marketing mechanisms of it. The ecological, alternative or rebellious image youngsters often have is part of a marketing strategy.

INFORMATION ON PARTY DRUGS: ECSTASY AND AMPHETAMINES

Scientific information:

• Party drugs are several different chemical substances, designed for the atmosphere and the culture of parties, music and dance events.
• All these substances change your thoughts and perception by influencing your brain. With ecstasy, you are in a different state of consciousness: what you think, feel or see is unfamiliar. Amphetamines are stimulating: they increase temperature and heart rate.
• Products that are not amphetamine or ecstasy at all are sometimes sold as such.
• Party drugs are mostly used as pills, but also as powder or fluid.
• The time in which such drugs are effective depends on the dose, the method of use and personal factors like body weight, gender or whether the user ate food in advance. An average dose is effective for 3 to 8 hours, but sometimes it lasts for 12 hours.

Possible effects:

• Party drugs make users feel happy, active, alert and talkative.
• Shortly after use, the arms seem to be rigid, pupils widen, the mouth is dry and the heart beats faster. Sometimes users feel sick, experience tension in the jaw or grind their teeth. This is related to the veins widening and increasing heart beat.
• Somewhat later, hunger and thirst disappear and you feel very awake. After the effect is faded out, exactly the opposite occurs: you feel tired, exhausted and sad. These negative effects may last for up to 24 hours.
• Ecstasy gives the impression that positive and negative feelings are more intense, you think that you feel more attracted to other people.
• Some people can get exhilarated or thrilled by music and dance, and this feeling makes them more open to others. They don’t lose control. Ecstasy users get similar feelings as an effect of the drug, but at the same time lose control over their body and behaviour.

Risks that should be known:

• You can never feel secure about which substances are really in the pills or powder, their strength or how dangerous they are (unless you have analysed the substance chemically). Party drugs are not controlled
medications, but often self-designed pills.

• Because of the elimination of thirst and tiredness, there is a higher risk that the body temperature rises to dangerous levels, leading to overheating or hypertension (sudden increase of blood pressure).
• Because you lose control over the state of your own body, you forget to drink water, to rest or get some fresh air.
• The use of party drugs can lead to anxiety, horrific visions and disorientation.
• The tired and sad feelings the day after using party drugs often lead to taking anti-depressants or other medications.
• Such drugs are psychologically addictive: you feel you cannot amuse yourself at parties without use of ecstasy or amphetamines. Sometimes users need more or higher doses for the same effect and if they stop or reduce they get sick.
• In the brain, party drugs damage the axons (the far end) of certain nerve cells that are responsible for the natural production of serotonin.

**INFORMATION ON COCAINE**

**Scientific information:**

• Cocaine is a white crystalline and bitter tasting powder which is produced by leaves of the coca plant which are mixed with water, chalk or sodium carbonate, kerosene and ammonia
• Cocaine is usually sniffed or ‘snorted,’ but it can also be injected into the veins.
• Cocaine’s effects have a very fast onset and a strong influence on our mental state (thoughts, perception and emotions). If cocaine is snorted, the effects begin after just a few minutes.
• The effects of cocaine can last 30 to 60 minutes.

**Possible effects:**

• Cocaine quickly causes an intense euphoric feeling. The user feels very awake, energised and restless. Thoughts are running and sometimes, users talk very much and say senseless things. One feels excessively assertive, ready to take risks and can become very thoughtless and aggressive. This includes also the danger of underestimating real risks, e.g. to jump down from any high place or comparable.
• While using cocaine one does not perceive hunger, thirst or tiredness.
• After the effects of cocaine have faded (after approximately one hour), one may feel sad, tense or anxious for a long period and has the urge to use cocaine again soon after.
• High doses of cocaine can trigger strong feelings of anxiety, paranoia or delusions.

**Risks that should be known:**

• Cocaine can induce or amplify psychological problems or disorders, especially in young people, and the risk of inducing anxiety, delusions or psychosis is high.
• Cocaine is particularly addictive because of the depressive state one enters after the drug’s effects have worn off, prompting the repeated use of cocaine to feel strong and assertive again.

**INFORMATION ON HEROIN**

**Scientific information:**

• Heroin is an artificial derivative of morphine and listed under opiates.
• Heroin is a psychoactive substance, i.e. it affects our mental state (our emotions, thoughts and perceptions) by affecting the brain and inducing a different state of consciousness.
• Heroin has a stupefying or anaesthetic effect.
• Heroin induces both physical and psychological dependence and addiction.
• Heroin is injected, sniffed or smoked. The effect of heroin may last from one hour up to one day and depends on dose and method of application, body weight, gender and brain characteristics of the user.
• After even a short period of use, tolerance develops, i.e. one has to use more and more to achieve the same effect.
• Once the body is used to the consumption of heroin, strong reactions result if one stops using the drug. These “withdrawal” symptoms include strong aches in the limbs, hot or cold flushes, vomiting, severe depression or very frightening hallucinations.

**Possible effects:**

• Heroin reduces anxiety and tension. Heroin users report warm and cozy feelings, happiness, better “understanding” of things, seeing beautiful (or terrifying) visions and being in a floating state between being awake and sleeping. From outside, they appear apathetic and without interest.
• Negative effects of heroin include: feeling irritated,
problems with orientation, difficulties in remembering and amnesia as well as imprecise speech.

- Further effects are extreme constipation, loss of sexual interest and hunger and thirst. Loss of interest concerning nutrition, clothes and hygiene may lead to remarkable neglect.
- Heroin slows respiration, increasing the risk of slowing it down that much that the user dies.

**Risks that should be known:**

- Heroin’s effects have a very fast onset and cause a slowing down of thoughts and reactions. The effects may last for a long time and make the user more susceptible to accidents due to the biased perception and appraisal of critical situations.
- Use of needles and shots for the injection of heroin imply a very high risk of getting infected by illnesses such as the hepatitis or HIV viruses.
- Regular use of heroin leads to tolerance. That means that one has to use more and more to achieve the same effect. Continued use leads to physical and psychic dependence and strong withdrawal effects when the use is stopped.
- Since heroin slows down the respiration, it is fatal to use heroin in case of lung illnesses (like asthma).
- The quality of heroin is often doubtful and there are very dangerous combinations.
Drug questions for lesson 9

The UNPLUGGED materials also contain a set of cards with questions and answers on one side, and a brief explanatory note on the other side. Maybe you have ordered them at the EU-Dap centre, or you have downloaded them from the www.eudap.net website, printed and cut them yourself. Underneath you find them clearly listed in order to make a selection if you think that is adequate. Under each card you also read a short suggestion for discussion that may inspire you for further processing if you have time, or in an extra session.

Correct answers are highlighted in bold. Sometimes more than one answer is correct.

**GENERAL QUESTIONS ON DRUGS**

**Q1:** does a can of beer contain drugs?

A. Yes  B. No

*Drugs can influence your emotions, behaviour and perception*

All drugs are influencing our psychic living, for example they are able to change our emotions, thoughts and perception by having an effect on the brain. Under drugs, you are in a different and unusual state of consciousness: What you see, feel or think is new and unknown. In this state, everything can seem to be new, more colourful, darker, happier, more sad, more intense or just unknown and frightening.

*Tip for discussion:* why is alcohol a drug? Because the influence of alcohol on behaviour.

**Q2:** If you take just one pill of a package of sleeping pills are you safe driving your bike?

A. Yes  B. No

*Dangers or risks of drugs*

All drugs have a range of negative effects both on the body and the soul. Therefore, every use (also experimental) is a risk for your health (e.g. you can have an allergic reaction). One of the most important risks of drugs is to become addicted.

*Tip for discussion:* all drugs have an effect required and some other collateral effects, etc.

**Q3:** If I do not have fun after one beer, should I drink an extra one to reach the effect?

A. Yes  B. No

*The effect of a drug increases if you take more of it*

But that does not imply that a higher dose makes you feel better. If you feel funny and amused after having drunk e.g. two glasses of beer, it does not mean that you are even more funny and amused after having drunk five glasses of beer. Usually, this amount just makes you feel sick. This is the same for all other drugs.

*Tip for discussion:* the mood does not depend on the drug, but on how you are. Taking an extra amount of any drug usually makes you feel sick.

**Q4:** You feel sad. Would you feel better if you took an ecstasy pill?

A. Yes  B. No

*Drugs don’t affect all people in the same way*

There are huge differences in the effects of drugs. Whether a particular drug makes you feel very good and euphoric, or bad depends on many circumstances. For instance, it may depend on the way of administration, on your state of mind before use, people around you, physical condition at the time of use and so on.

*Tip for discussion:* Effects of drugs depend on the mood you started with. If you were sad, you will continue to be sad.

**Q5:** One of the following statements is not correct: which?

A. Girls get drunk with lower quantity of alcohol than boys do  
B. Boys usually drink more than girls  
C. Boys are allowed to drink more than girls

*Drugs are more dangerous for girls than for boys*

Young people are more at risk by drugs in general, because their body and brain are still in development and therefore more sensitive. Girls can be affected more intensely by drugs because of their physical constitution (girls usually have lower weight and less water content in their bodies than boys) and may experience more intense negative effects of drugs: The same amount of alcohol results in a 20% higher alcohol blood level in
women compared to men. Girls have therefore a more protective attitude towards alcohol, and are able to enjoy themselves, make a lot of fun without drinking alcohol.  

Tip for discussion: Biological differences between boys and girls vs. gender issues

Q6: Only one of the following statements is correct: which?

A. If my mother takes pills for sleeping, I can take them too  
B. My mother should take pills for sleeping only under strict medical guidance  
C. If my mother feels well after taking her sleeping pills they cannot have negative effects

Drugs are also used as medicine for treating illnesses  
Many drugs were or are still used for curing illnesses. Due to their strong and dangerous side effects, physicians use them only in very distinct illnesses with high prudence and their prescription is under a strict control.  

Tip for discussion: Prescription drugs can only be used to treat health problems under the guidance of a doctor.

Q7: If you smoke cigarettes, you get warmer fingers

A Yes B No

There are many annoying consequences of the narrowing of your veins because of nicotine  
Nicotine, in all cigarettes and other tobacco, leads quite quickly to the narrowing of your blood vessels. It very slightly pumps up your heart beat which gives in the beginning some smokers the impression of a fine feeling. However, it also is the reason for colder extremities of the body: fingers and feet will more easily get cold because the blood vessels are already so narrow in those parts.  

Tip for discussion: What can be unexpected consequences of increased heart rate and narrowing of veins?

Q8: Most smokers continue smoking forever

A Yes B No

Almost all smokers stop after a certain time  
Many young people smoke only a short while and then stop because it is not so cool or effective as they thought it was. Other reasons for stopping are the high financial cost, negative consequences on sportive results, beauty and looks and of course on health. Adults that smoke, also if they relapsed several times, stop eventually because the addiction really has become a disease.  

Tip for discussion: What is the difference between the expected consequences from smoking and the actual consequences?

Q9: Do cigarettes make smokers lose weight?

A Yes B No

Smoking can lead to putting on weight  
The nicotine in tobacco, like all other drugs, has an influence on several parts of your brain. Also the brain cells conducting feeling for hunger and sense of taste or smell are slightly changed by the nicotine. But when you stop the adverse effect is even bigger, and you eat a lot more, resulting in gaining weight instead of losing it.  

Tip for discussion: Drugs, as well as medications, are sometimes taken for reasons of losing weight without thinking about longer term consequences.

Q10: Cigarettes lead to a paler skin with bigger pores and impurities: true of false?

A True B False

Smoking definitely has a negative effect on the skin  
The reduced blood circulation is responsible for degeneration of the skin. Compared to non-smokers, a smoker’s skin is grey and pale. Wrinkles develop earlier.  

Tip for discussion: Influence of aesthetic and health factors on young people.

Q11: In Brazil, plastic surgery clinics don’t allow treatments for smokers because they have poor healing rates as a result of tobacco use: true or false?

A. True B. false

Smoking makes wounds heal slower  
It is an effect of nicotine, including nicotine pills and nicotine patches. This is not a minor issue: in Brazil, the top country for plastic surgery, the beauty surgeons have a rule not to start a treatment for smokers, because the healing never delivers the desired quality!  

Tip for discussion: Where can you find information on unexpected effects of smoking cigarettes?
Q12: What would be a correct answer if someone offers you cannabis?

A. There is very much chance that I won’t like the effect
B. There is very much chance that the effect is less interesting than you expect
C. There is very much chance that I will feel no effect at all

All the answers are correct
The positive effects of the drug are very much exaggerated by cannabis promoters. The reality is that answer C, ‘I feel no effect at all’ is true for most people. The perceived effect is so dependent on personal factors that the promoted effects are obviously only the ‘top-stories’. Negative consequences, invisible and not sensed by the user, are nevertheless still there!

Tip for discussion: In what circumstances can you use these examples of answers to an offer of cigarettes, alcohol or others drugs?

Q13: Only one of the following statements is correct: which?

A. If I smoke cigarettes only on the weekend I do not risk to become dependent
B. A teenager may be dependent on nicotine when smoking just a few cigarettes per week
C. Chewing or snuffing tobacco doesn’t make you dependent on nicotine

There are no drugs that are not addictive
There are no such drugs. The risk of addiction is present with all drugs. The risk is higher with drugs that are injected, smoked or sniffed, because they reach the brain very quickly and intensely. Because these effects are short-lived, you may want to repeat the experience very soon, and may therefore easily lose control.

Tip for discussion: All drugs have risk to addict users. Adolescents are particularly susceptible to the addictive properties of all substances

Q14: One of the following statements is not correct: which?

A. Young people use marijuana to score better in games of skills: physical skills, concentration skills.
B. Young people drink alcohol at parties because they believe that it helps them overcome shyness

C. Young people usually smoke because they want to be part of a group with smokers

Reasons for young people to try drugs
There are many reasons why somebody tries a drug. Possible reasons are: curiosity, the drive to cross your limits, to be rebellious, to be alternative. There are also psychological reasons, for instance the belief that drugs help solve or forget problems, that they would make you more assertive.

Tip for discussion: Motivation to use drugs, differences between perceived effects and consequences, etc.

Q15: One of the following statements is not correct: which?

A. Drinking alcohol may make you unreliable towards friends
B. Smoking makes you smell badly
C. Drinking a lot makes you popular and admired

People won’t like you more if you use drugs
People who are ready to take risks are often admired by others for a short period. But in the long run, the most popular people are those who are mastering their lives. This is not really a typical characteristic of drug users.

Tip for discussion: There are many negative social and physical side effects of drugs.

Q16: One of the following statements is not correct: which?

A. If you drink alcohol, you have a higher chance to pass an examination the day after
B. Drinking alcohol decreases physical balance and coordination the day after (e.g. when biking to school)
C. Drinking alcohol decreases the ability to take prompt decisions the day after (e.g. during a class meeting)

Drugs are not helpful in solving problems
When somebody uses drugs, he might forget his worries and problems for a short time. But the problems stay unsolved. Moreover, the use of drugs will lead to additional problems, because drugs have strong unwanted effects and drug use may sometimes also have legal consequences.

Tip for discussion: Drugs seem to solve problems, but this happens just for a while. The day after you will have more problems.
QUESTIONS ON INHALANTS

Q17: Only one of the following statements is correct: which?

A. If I inhale paint I won’t have any physic damage
B. If I inhale gas my mood will improve without any brain damage
C. Inhaling paint, gas, or glue causes both brain and physical damages

It is dangerous to inhale paint, glue or gas
These substances are toxic and inhaling them can cause brain and physical damage (e.g. in the lungs). Furthermore, inhaling these substances induces a state similar to being drunk, which increases the risk for accidents.

Tip for discussion: Inhalants can cause very dangerous damages to brain and physic both acute and chronic.

Q18: Driving the scooter after inhaling paint is safe. True or false?

A. True    B. False

Inhalants like gasoline, glue or paint–removers are also drugs
They are, because they influence emotions, perception, thoughts and judgement and users can become addicted to them.

Tip for discussion: Inhalants influence perception and judgment as any other drug.

QUESTIONS ON ALCOHOL

Q19: If you feel thirsty, which of the following would be the healthiest drink?

A. Water
B. Beer
C. Alcoholic cocktail

Alcohol is not good for quenching your thirst
Alcohol drives fluids out of the body. That is a reason why people who drink alcohol should take as much as possible non-alcoholic drinks before, during and after drinking alcohol. Mineral water is best! It is very dangerous to combine alcohol with other drugs like ecstasy or amphetamines: it increases the risk for a heat or heart stroke.

Tip for discussion: Alcohol extracts fluids from the body and cannot reintegrate them.

Q20: The more you eat, the more you can drink without getting drunk, true or false?

A. True    B. False

If you have eaten enough, it is still not possible to drink much alcohol without getting drunk
With an empty stomach, the effects of alcohol are really more intense and occur faster. Nevertheless, alcohol always makes you drunk (some after one or two, others after several glasses).

Tip for discussion: On an empty stomach, the effects of alcohol are really more intense and occur faster but anyway alcohol makes you drunk.

Q21: After yesterday night’s party, where Michael drank a lot, he has slept 8 hours. What are the chances that Michael will be able to go to school and pass his maths examination? Pick up the correct answer.

A. Higher than usual
B. As usual
C. Lower than usual

After having drunk too much in the evening, is it not possible to sleep in and to be fit the next day
After having drunk alcohol, the physical performance is also impaired on the following day. Furthermore, the most relaxing stage of sleep – the dream stage – is disturbed by intense alcohol use resulting in reduced ability on the next day.

Tip for discussion: The physical power is impaired also on the following day.

Q22: Andrew complains that, to feel alcohol effects, he spends more and more money on drinks. Why? Select the most likely answer.

A. The barman adds water to his drinks
B. Prices increased
C. Andrew has developed tolerance (his usual amount to drink is not sufficient any longer to feel the same effects)

You can get quickly used to drinking
The tolerance to alcohol increases, for example you need more and more alcohol to reach the same effect and also to get drunk. This means that your body (especially the liver) is exposed to increasing quantity of alcohol, therefore the likelihood of damage also increases.

Tip for discussion: Regular use of alcohol make you tolerant and you need to increase the dose to reach he same effects with very serious and enduring damages on liver.
Q23: Jessica is going to a party, where she hopes to find a date. If she drinks a lot of alcohol, which of the following is the most likely to happen to her? Pick one answer

A. She will become aggressive
B. She will feel sick and stink
C. She will be most attractive and date a lot

Drinking does not increase the chances of dating. It might happen that somebody feels more courageous and assertive in flirting. But in getting into contact with other people it is important to interpret the reactions of the other person in an appropriate way and to register his or her emotions. Because alcohol influences our feelings and thoughts, it might easily happen that we are acting too fast or hurting someone's emotions. Another important point is that you smell strongly after having drunk a lot. That is not always attractive for everybody.

Tip for discussion: Drinking and dating do not go hand in hand.

Q24: It is better to drink alcopops than a glass of beer, because you can drink more without getting drunk. True or false?

A. True  B. False

It is not safer to drink alcopops (mixed drinks consisting of alcohol and a sweet soft drink). Alcopops contain as much alcohol as for example beer, though they are mixed with soft drinks. Furthermore, the taste of alcohol is masked by the sweet taste. This might result in drinking too much without noticing it.

Tip for discussion: Alcopops contain as much alcohol as beer, but because they are very sweet, it's easier to drink more, quickly and get drunk without noticing how much you have actually consumed.

Q25: Emily says that she puts orange juice in her drink to not get drunk. Is she right?

A. Yes  B. No

The amount of alcohol is not changed by mixing drinks
The amount of pure alcohol remains the same, even if you add juice, water or ice. But it is a recommendation for people who drink alcohol to drink a lot of orange juice, softdrinks or water in the mean time.

Tip for discussion: The amount of pure alcohol remains the same is safe to drink juice or water for preventing dehydration.

Q26: One of the following statements is wrong, which one? If you have a hangover after too much alcohol, you will feel:

A. Headache
B. Arms itch
C. Difficulty in concentrating

A hangover is the result of having drunk too much alcohol. It is a sign for an intoxication and dehydration of the body, which is usually experienced on the following day. Somebody who has a hangover suffers by headache, is tired and flabby and has difficulties in concentrating.

Tip for discussion: A hangover is the result of having drunk too much alcohol and you experience. Headache, tiredness and difficulties in concentrating.

Q27: Which of the following is most likely to happen to you if you drink alcohol?

Pick up one answer
A. You're going to be the group's leader
B. You increase your chances to look ridiculous
C. You will be appreciated by your boy/girl friend

Other people will not like you more if you use alcohol.
It is possible that you get the impression to be more courageous and therefore think to have easier contact with other people after alcohol. But alcohol leads to a loss of control over the situation and yourself, the risk of giving a wrong impression of yourself is high.

Tip for discussion: Alcohol leads to loss of control, and the risk of making yourself look ridiculous is high.
QUESTIONS ON CANNABIS

Q28: Which of the following signs most likely indicate dependence from cannabis?
A. Having red eyes
B. Not sleeping well
C. Need to have cannabis all the time in order to feel well

It is possible to get addicted to hashish or marijuana.
YES, it is. If you use cannabis to relax, to be happy, to enjoy music or to be together with other people, you are on the way to become dependent. The consequences of psychic dependence refer to many areas of life. An addicted person needs help and counselling in any case. Tip for discussion: The consequences of psychological dependence on cannabis are the same as other drugs.

Q29: Which one of the following statements is true?
A. It is less dangerous to smoke one joint than one cigarette
B. Smoking joints and cigarettes are often related
C. Smoking one cigarette is equally harmful as smoking one joint

It is not less harmful for the body to smoke cannabis than to smoke cigarettes.
Since the smoke of cannabis (which is often mixed with tobacco) usually is inhaled more deeply and kept for a longer time in the lung compared to the smoke of cigarettes, the harm of one joint is comparable to the harm of 3-5 cigarettes (we are now only talking about the effect of the smoke!). However, most people smoking cannabis also smoke cigarettes, thus enhancing the harm. Tip for discussion: The smoke of cannabis, often mixed with tobacco, is usually inhaled more deeply and kept in the lungs for a longer time than the smoke of cigarettes.

Q30: Tyler says “Today everything is wrong. Maybe with a joint..?” Which of the following people give the right advise to Tyler?
A. Matthew: Oh Yes, sure!! You’ll forget everything!
B. Brandon: What are you saying!? It will just be worse: it will increase your bad feelings!
C. Ashley: What about a drink?

Cannabis will not change your mood when you do not feel fine
Cannabis can not solve problems, it can just make you forget about them for a short time. Furthermore, it is very likely that using drugs will make things feel worse, because cannabis amplifies emotions and does not change negative emotions into positive. People feeling sad or anxious or having mental problems should not use cannabis. There is the risk that cannabis increases mental problems which might break out then completely. Tip for discussion: Cannabis can not solve any problems and amplifies emotions and does not change negative emotions into positive.

Q31: Only one of the following statements is correct: Which one?
A. It is easier to get together with people using hash
B. People using hash are free and peaceful
C. It is more difficult to interact with people using hash

You will not become more attractive in a group when you use cannabis.
If a group considers the use of cannabis as a “must”, it might be that you are only accepted when using it. But the question arises whether it is worth being part of such a group in which you need to be in a flush to feel comfortable. Besides this, cannabis has the effect of concentrating on yourself and having not very distinct interest in other people. That is usually not very attractive for people who want to get into contact to others. Tip for discussion: Cannabis has the effect of making you focus on yourself and not feeling interested in other people. That is usually not very attractive for people who want to interact with others.

Q32: Your best friend is not feeling well, and he seems to have hallucinations. You know he’s eaten a cannabis cake. What is most likely to have happened?
A. He is intoxicated by cannabis and needs urgent help
B. Probably the eggs in the cake were not fresh

It can be as harmful or more to eat or drink cannabis than to smoke it.
Drinking or eating cannabis can have stronger effects than when it is smoked, due to the delay (of about one hour) before the effects are felt leading to increased consumption of the drug. Oral consumption more often leads to hallucinations. Tip for discussion: Drinking or eating cannabis can have stronger effects compared to smoking it. Oral consumption more often leads to hallucinations.
Q33: Sarah notices that her boyfriend looks different after a party: he is distant, uninterested, his eyes are red and his conversation is confused. Which of the following explanations is most likely?

A. He may have smoked cannabis  
B. He may have found another girl  
C. He may have received bad news  
D. He may have failed a test in school

Cannabis does not improve communication or flirting

Seductive aspects of smoking cannabis should be doubted. First of all, smoking cannabis can lead to red eyes and swollen eyelids, even the following day – which is not very attractive. Besides this, you often say senseless things or focus on yourself rather than others under cannabis. In this state, you communicate worse with others.

**Tip for discussion:** Smoking cannabis can make you less attractive due to psychological and emotional changes.

Q34: Which of these statements about cannabis is correct?

A. Cannabis smoking is connected to an alternative lifestyle  
B. Cannabis is an organic and ecological product  
C. Cannabis use fits within anti-consumerist values and norms

None of the answers are correct. These statements are marketing messages promoted by the cannabis industry, which is a very big and important commerce for seeds where product development and sales techniques play the same role as in the alcohol and tobacco industry. Product placement of cannabis or hennep in vegetarian sales points is a strategy creating this alternative, natural and anti-consumerist image.

**Tip for discussion:** What would be the place of cannabis commerce within the ideals, dreams and values you have as a young person?

Q35: Smoking cannabis is a safe way of drug use, true or false?

A. True  
B. False

It is a social myth or misunderstanding that cannabis use is safe.

Just like with alcohol, 10% of cannabis users become heavy users with problematic use or addiction. There are also a few people, vulnerable for psychosis, that are dragged over a threshold by use of cannabis (or of certain mushrooms or other drugs) and get in a completely crazy state. So you can not conclude that it is ‘safe’.

**Tip for discussion:** Where do you draw the line if something is safe or dangerous?

Q36: Is cannabis use part of a modern lifestyle of well earning and successful people?

A: Yes  
B: No

Regular and continuing cannabis users have on average a lower income and fewer jobs over a lifetime. This is also true of academic performance: regular and frequent cannabis smokers have less success. One of the long term consequence of cannabis in the brain is a reduction of complex problem solving competences, that may be a reason for these facts.

**Tip for discussion:** Where do the social myths, misunderstandings and legends about cannabis and other drugs come from?

**QUESTIONS ON PARTY DRUGS**

Q37: Samantha is disappointed because her boyfriend does not show up at a party. She decides to take an ecstasy tablet. Which of the following is most likely to happen?

A. She will forget the boyfriend for a while, but she will probably behave in a way that the morning after she will regret  
B. She will be so brilliant that she will become the queen of the party  
C. She will cough all night

Reasons to avoid ecstasy

Every feeling, which is established in an artificial way, has risks: it is a dangerous game with body and soul to try to establish an emotional state in an artificial way without feeling the way before. Furthermore, the happiness is lasting only as long as the substance is effective. After some hours the user usually feels mouldy: exhausted and sad for hours and often mildly depressed for days.

**Tip for discussion:** Artificial ways to reach happiness are always dangerous, last few hours and make you very exposed to others’ will.
Q38: What would be the effect if you use ecstasy?

A. You lose control over yourself and your contact with other people
B. You have a deeper and intense contact with others around you
C. You feel easy and calm

Party drugs give you another impression of your own appearance than it really is. Many party drug users think they have a warm and intense contact with other people when they are under the influence of ecstasy while there is a lot of music and dancing. But other people can have similar feelings only under the influence of the music and dancing. The difference is that they don’t lose control over themselves and over their contacts with others. Young music lovers not using party drugs do not want to loose control.

Tip for discussion: How important is keeping control over your body, your feelings and your communication with others for you?

Q39: It is not possible to become addicted to ecstasy or amphetamines if you just take it during the weekends. True or false?

A. True B. False

It is possible to get addicted to party drugs
After having used party drugs often, the desired effects (to feel good and fit) are getting weaker time by time. Increasing the dose is not followed by a reduction of tiredness and sadness.

Tip for discussion: It is possible to get addicted to ecstasy because if you use ecstasy to feel better during the weekend though you have felt depressed and without energy during the entire week, you’re on the way to become addicted to ecstasy.

QUESTIONS ON COCAINE

Q40: Only one of the following statements is correct. Which one?

A. Using cocaine will help to loose weight
B. Using cocaine will lead to gaining weight
C. Using cocaine will probably not affect weight

You will not lose weight by using cocaine
Cocaine just has the effect of suppressing the perception of hunger during the high. This implies that you probably will not eat anything during this time, but it is very likely that you will eat more later on (for example after approximately one hour), because you feel very sad (and therefore might eat particularly sweet or fatty things).

Tip for discussion: Cocaine just has the effect of suppressing the perception of hunger during the high.

Q41: Which of the following is most likely to happen Tom if he uses cocaine?

A. His conversation will be more brilliant
B. He will look sexy and elegant.
C. His friends are going to hear a lot of confusing speech

Cocaine does not make somebody more attractive
Under the influence of cocaine you experience a strong drive to talk and might conclude to become more sociable or interesting. But others perceive this as confusing babbling rather than as an attractive conversation. Furthermore, cocaine often causes an enduring rhinitis (swelling of the nose) and strong sweating – which ruins the so desired “sexy image”.

Tip for discussion: Under the influence of cocaine you experience a strong drive to talk but often the conversation is too much and unclear.

Q42: Which of the following statements is correct?

A. The use of cocaine now and then doesn’t cause dependence
B. The use of cocaine enhances school performance
C. After the use of cocaine you feel strong and calm for a long while
D. None of the above statements is correct

It is possible to get addicted to cocaine
You can become addicted to cocaine, especially because you feel bad after the high and you want to use the drug soon after to feel strong and assertive again.

Tip for discussion: You can quickly become addicted to cocaine

Q43: Which of the following statements is not correct?

A. After the use of cocaine you feel aggressive
B. Cocaine relieves headache
C. After the use of cocaine you are more prone to do risky things, for instance, very fast driving

Effects of using cocaine
Cocaine quickly causes an intense euphoric feeling. The user feels very awake, energised and restless. Thoughts are running and sometimes, users talk very much and say senseless things. One feels excessively assertive, ready to take risks and can become very thoughtless.
and aggressive. This includes also the danger of underestimating real risks. While using cocaine you don’t perceive hunger, thirst or tiredness. After the effects of cocaine have faded out (after approx. one hour), you feel sad, tense or anxious for a longer period and have the urge to use cocaine again soon.

Tip for discussion: Cocaine influences perception of reality and risks

Q44: Only one of the following statements is correct. Which one?

A. Using cocaine is a way to easily pass examinations
B. Using cocaine increases concentration
C. After the use of cocaine it is difficult to control thoughts

It is not possible to increase school performance by using cocaine
Use of cocaine causes the loss of control over your thoughts. Furthermore, you have a false self image under cocaine: you belief to know things better, but this is not true.

Tip for discussion: Use of cocaine causes the loss of control over your thoughts.

QUESTIONS ON HEROIN

Q45: Which of the following statements on heroin is correct?

A. Heroin dependence develops very quickly
B. Heroin dependence develops over several years
C. Heroin dependence only develops among people who already have psychological problems

Heroin is a highly addictive drug
Regular use of heroin causes both physical and psychological dependence after only a short period of time. This implies that you feel bad without heroin (aches in the whole body, sleeplessness, nervousness and restlessness, weakness) and have an irresistible urge to use the drug again. People who are addicted to heroin are usually not able to take care of themselves or be interested in anything other than heroin. Heroin becomes the focus of their lives.

Tip for discussion: Regular use of heroin leads very quickly to physical and psychological dependence.

Q46: Nicholas told Emily to sniff heroin rather than inject, because it is less dangerous for health. Should Emily trust him? Pick up the correct answer.

A. Yes
B. No
C. Yes, but only if she has an infection

It is not less dangerous to smoke or sniff heroin
Whether you smoke, sniff or inject heroin, you are risking your physical and mental health equally. Heroin leads to dependence if used regularly and you are risking very much if you try this drug.

Tip for discussion: There is no difference regarding dependence between heroin smoked, injected or sniffed

Q47: Two of the following statements are not correct: Which ones?

A. The use of heroin makes you feel euphoric
B. The use of heroin makes you sad
C. After using heroin you cannot foresee your own reactions
D. After using heroin you become more talkative

How you feel after the use of heroin
Heroin sedates feelings and reactions (slowing down speaking and thinking). Heroin users isolate themselves and are not very interested in other people or topics.

Tip for discussion: Feelings are sedated and the person becomes more introverted.
Sources


8 www.eudap.net


10 Botvin G. Preventing drug abuse in schools: social and competence enhancement approaches targeting individual -level etiologic factors. Addict Behav, 2000;25(6):887-897


Unplugged