

Unplugged

HANDBOOK FOR THE TEACHER
prevention at school



UNPLUGGED

Handbook for the teacher

A programme of EU-DAP, European Drug Addiction Prevention

This Handbook is part of the UNPLUGGED programme, and goes together with the Workbook for pupils and a set of 47 cards. The material can be downloaded free of charge at www.eudap.net or can be obtained from the centre in your country.

Unplugged materials can be translated and adapted in cooperation with EU-Dap implying the other language versions remaining copyright of the EU-Dap OED institute in Turin.

© 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 project has been also co-funded by local institutions stated in the local versions of this publication.



HANDBOOK FOR THE TEACHER

prevention at school

Dear teacher,

This programme for schools provides you with the instruments to work on social influences, life-skills and drug prevention in a sound set of twelve lessons. In this introduction you can find background and concrete 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 first years of adolescence. Cigarettes, alcohol and medications are drugs young teenagers may have already tried. Also cannabis or other illicit drugs are becoming more a part of their world of experiences. Although we have included information about drugs and the adverse health effects of drugs in the UNPLUGGED lessons, we know that 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 situated in the earlier school years when students are between the ages of 12-14. At this stage the teachers have tighter contact with their classes and a deeper knowledge on 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 to set realistic goals.

An interactive training

The UNPLUGGED programme has been limited to twelve units which should enable you to deliver the programme in one school semester. We have developed a two and a half day training and strongly suggest all teachers partake in such an 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 manual provides you with theoretical background 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 kept the instructions for the lessons as concrete and detailed as possible. We do hope you feel inspired to work in a creative way.

Good luck with the UNPLUGGED lessons!

The editors

content

PART ONE: INTRODUCTION	5
EU-DAP, DRUG ABUSE PREVENTION	6
LIFE-SKILLS RELATED TO DRUG PREVENTION	7
PEDAGOGICAL TIPS AND REMINDERS	8
HOW IS UNPLUGGED COMPOSED?	9
PARENT INVOLVEMENT	11
TEACHER TRAINING	12
MATERIALS	12
PART TWO: INSTRUCTIONS FOR THE LESSONS	13
LESSON 1: OPENING UNPLUGGED	14
LESSON 2: TO BE OR NOT TO BE IN A GROUP	16
LESSON 3: CHOICES – ALCOHOL, RISK AND PROTECTION	19
LESSON 4: YOUR BELIEFS, NORMS AND INFORMATION – DO THEY REFLECT REALITY?	21
LESSON 5: SMOKING THE CIGARETTE DRUG – INFORM YOURSELF	23
LESSON 6: EXPRESS YOURSELF	25
LESSON 7: GET UP, STAND UP	27
LESSON 8: PARTY TIGER	29
LESSON 9: DRUGS – GET INFORMED	31
LESSON 10: COPING COMPETENCES	33
LESSON 11: PROBLEM SOLVING AND DECISION MAKING	35
LESSON 12: GOAL SETTING	37
PART THREE: ANNEXES	40
INSTRUCTIONS FOR A ROLE PLAY	40
ENERGIZERS	41
DRUG INFORMATION SHEETS FOR THE TEACHER	44
DRUG QUESTIONS FOR LESSON 9	49
SOURCES	58

Part one: introduction

EVIDENCE-BASED PREVENTION.....6
WHAT IS UNPLUGGED?.....6
THE EFFECTS OF UNPLUGGED7
UNPLUGGED AS PART OF A SCHOOL DRUG PREVENTION POLICY7
LIFE-SKILLS RELATED TO DRUG PREVENTION7
PEDAGOGICAL TIPS AND REMINDERS.....8
HOW IS UNPLUGGED COMPOSED?9
FEATURES IN THE LESSON INSTRUCTIONS11
PARENT INVOLVEMENT11
TEACHER TRAINING12
MATERIALS12
REFERENCES58

Eu-Dap, drug addiction 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, pupil's commitment not to use drugs, adding family interventions¹.

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 recognize 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 approaches used **comprehensive social influence** training programmes where behaviours are introduced and exercised to strengthen attitudes and skills that aid in resisting pressures towards drug use. The goal of this approach is to equip adolescents with specific skills and resources that they need to resist social influences² and to support knowledge about drugs and their adverse health consequences. But social influence is at the same time encompassed in the programmes as a protective factor to prevent drug use. The interactive methods used in those programmes are focused on enhancing competence to integrate relations and a strong social web in the approach of drugs and drug use. Most known life-skills programmes are situated within the comprehensive social influence model, as UNPLUGGED is.

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 the harmful effects. These efforts were found not to affect attitudes or the actual behaviour³. By recognizing the limitations of only knowledge-based initiatives, other strategies have been developed including the affective model had a much wider approach and often excluded factual information⁴.

What is UNPLUGGED?

UNPLUGGED is a school-based drug prevention curriculum based on the comprehensive social influence approach. 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 much as possible evidence-based effective components.

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

- The programme is based on the Comprehensive Social Influence Model, being interactive, integrating life-skills elements and normative beliefs.
- The target groups are adolescents aged 12-14 years, because this is the age when adolescents may start to experiment with drugs (particularly smoking, alcohol or cannabis).
- The contents of the programme are dedicated to decrease drug initiation and/or to 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 less than ten units had smaller effects than programmes with an average length of fifteen units⁵.
- The substances addressed are tobacco, alcohol, cannabis in particular, and in addition 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 parent component, aiming

to provide the students' parents with educational tools supporting school prevention by way of meetings. Parents in general lack basic knowledge about drugs but also 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 an addendum to the UNPLUGGED programme contain:

- general parenting skills that will strengthen family relationships and parents' ability 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 people's self-confidence as parents⁶.
- 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 programmes⁷.

The effects of UNPLUGGED

The EU-Dap evaluation was designed as a randomized controlled study conducted between September 2004 and May 2006. The intervention programme named UNPLUGGED targeted a randomly selected group of students aged 12-14 years, 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 had a 30% lower probability to have smoked cigarettes (daily), to have experienced intoxication drinking, and a 23% lower probability to have used cannabis in the past month, compared to students who followed the usual educational curricula. No additional effect of the parent and peer components could be detected⁸.

UNPLUGGED as part of a school drug prevention policy

Schools are appropriate settings for alcohol, illicit drugs and tobacco use prevention. A primary 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 are carpentry and painting. But there are also skills that are connected to social relations or behaviour: making contact with an unknown person for example, or listening very attentively. These are social skills, emotional skills or personal skills which can be further developed with CSI programs. The specific reference in this Introduction will be interpersonal and intrapersonal skills. In literature and more and more in the school area itself we often refer to these competences 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. Defined this way life-skills might differ across cultures and settings. However, the literature suggests that there is a core set of skills that are at the heart of initiatives for the promotion of the health and well being of children and adolescents⁹. For the social influence programme that UNPLUGGED is, we integrated these skills and added 'normative belief' in the underneath list.

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 values, peer and media pressure.

Decision-making

This helps to deal constructively with decisions about our lives. This 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 deal constructively with problems in our lives. Significant unresolved problems could cause mental stress and give rise to accompanying 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 to respond adaptively and with flexibility to situations of daily life.

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 options 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

Competence 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. Keeping good relations with persons is an important source of social support. Being able to constructively end a relationship is also part of intrapersonal 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 belief

The process where your belief in something becomes the norm for your behaviour. If this belief is based upon wrong information or wrong interpretation, the norm is not adequate. 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 use¹⁰.

PEDAGOGICAL TIPS AND REMINDERS

Whether your UNPLUGGED lessons will succeed is largely dependent on the way the pupils exchange their ideas and feelings in group. This is their own contribution and 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

Close to each other in a small circle 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. You choose this setting because you think that the pupils can also learn from one another, and 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.

The feeling of solidarity between pupils grows if they notice that they can influence the positive feeling of someone else by showing appreciation.

Asking questions

By asking questions about something a pupil says, either by repeating it or rephrase it with other words, children can check, clarify and understand what he or she wants to say. This is important in the circle discussion but will become even more important in the sub-group assignments the pupils will work on.

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 don't like doing yourself.

Silent pupils

Silent pupils sometimes don't need verbal expression because they learn as much by listening as their elated classmates learn by talking. Other children, who remain silent, actually prefer to take part but they 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 child says aloud what he or she has heard.

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. Waiting ten seconds is surely not redundant. You can make silence more comfortable by explicitly announcing "Let us now think about it all together", 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: to pass. They do not need to tell confidential things or something that could embarrass them. It is a decision of the pupil himself or herself, 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.

Avoid ridiculing

Nothing is as effective in causing frustration and humiliation as making a pupil feel ridiculous; be it outspoken or hidden. Every teacher will evidently forbid that a pupil will laugh at another pupil in his or her face. But the rules of the game are more sophisticated, as you have certainly experienced with young teenagers. When you notice that there is humiliation and laughter, on the sly or sneaky, you must speak out what you hear or see. In such occasions your role gives the group the security and safety it needs in order to serve as an experimental station for social and personal skills.

Involving the family

To talk about this matter at home clearly is not sufficient to make a bridge 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 to inform the parents on the ongoing programme.

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 behaviour or expressions of the others, children learn to discover what is good or bad.

Facilitate the discussion

Try to make further going questions and to help all the pupils to participate to the discussions. Remember that in this lessons the topic is often not to find the right answers but to have an opportunity to learn from the other persons perspective.

Motivate and inspire

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

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 of the main focus of the lessons in UNPLUGGED. We recommend to keep the objectives of the lessons not only in the back of your mind, but also to communicate them to the pupils so that they are able to contribute, work and think oriented towards the target of the lesson.

An overview of the unplugged lessons

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

Features in the lesson instructions

The following are standard features in 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

A motivation for or some background 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 issues.

Opening

A suggested introductory activity opens the lesson. It could 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 its evaluation. It can be a group round or a dialogue with open questions. Closing may also be done by a game, sometimes very short.

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.

PARENT INVOLVEMENT

Parents are a substantial part of an integrated and structured approach of the school in a health education policy. 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.

The international EU-Dap team developed a programme consisting in three evening workshops (or whenever convenient according to your school habits) with the students' parents. Each workshop has two to three hours duration. They are to be conducted by an expert

appointed by the local EU-Dap centre (www.eudap.net). Therefore, in order to implement this component you have to contact the local centre for the EU-DAP project. If you wish, the EU-Dap centre 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

N°	TITLE	LECTURE	GROUP WORK	ROLE-PLAY
1	Better understanding of your teenagers	Development during early adolescence	Frequency of drug use in adolescence, risk factors for drug use	Anxiety of parents letting their teenagers go out to parties
2	Parenting a teenager means growing up together	Changes in families with adolescent children	Ways to cope with changes in the family roles	Autonomy inside and outside the family
3	A good relationship with my child also means setting up rules and limits	Parenting styles	Conflict situations and guidelines for negotiation of rules	Dealing with conflicts

TEACHER TRAINING

The comprehensive social influence model implies the use of interactive teaching methods. This requires that 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 2,5-days training module for the teachers (TOT). The TOT 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 training focuses on 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. You may say that in such exercises the teacher is often sitting on the pupil's chair.

MATERIALS

All the materials needed for the program are available on the website www.eudap.net. You can also contact the EU-Dap centre in your country for information on distribution

of printed materials. We advise to consult all materials intensively before starting the programme. Each teacher should have a complete set of the manual which includes lesson instructions as well as background and introduction. The use of the pupils' workbook is an instrument to facilitate their involvement and the integration of the programme's outcome in his or her daily life.

MATERIALS

All the materials needed for the program are available on the website www.eudap.net. You can also contact the EU-Dap centre in your country for information on distribution of printed materials. We advise to consult all materials intensively before starting the programme. Each teacher should have a complete set of the manual which includes lesson instructions as well as background and introduction. The use of the pupils' workbook is an instrument to facilitate their involvement and the integration of the programme's outcome in his or her daily life.

Part two : instructions for the lessons

LESSON 1: OPENING UNPLUGGED	14
LESSON 2: TO BE OR NOT TO BE IN A GROUP.....	16
LESSON 3: CHOICES – ALCOHOL, RISK AND PROTECTION.....	19
LESSON 4: YOUR BELIEFS, NORMS AND INFORMATION – DO THEY REFLECT REALITY?	21
LESSON 5: SMOKING THE CIGARETTE DRUG – INFORM YOURSELF	23
LESSON 6: EXPRESS YOURSELF.....	25
LESSON 7: GET UP, STAND UP.....	27
LESSON 8: PARTY TIGER	29
LESSON 9: DRUGS – GET INFORMED	31
LESSON 10: COPING COMPETENCES	33
LESSON 11: PROBLEM SOLVING AND DECISION MAKING.....	35
LESSON 12: GOAL SETTING.....	37

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 drug use 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. The last one will become a class contract and will be signed by all pupils and teachers and displayed on a wall in the classroom.
- UNPLUGGED 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 annexes 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 $\frac{3}{4}$ 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-format of this workbook is available at: www.eu-dap.net. 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 minutes

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 Minutes

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 mostly from each other. That is the purpose of the many exercises and games with the focus on group dynamic.

Main activities 20 minutes

Work in small groups: “what do we expect?”

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

Possible activities to divide them into groups: Fruit salad or taxi ride

Distribute UNPLUGGED 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 a former drug addict to learn from his/her experience, 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 good group climate which will contribute to their experience with the programme.

Closure 5 minutes

Personal reflection

Ask the pupils to complete the phrases in their workbook:

“A question I have about drugs, is..”

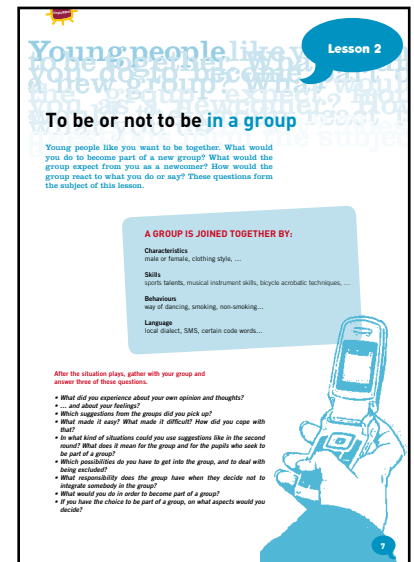
“Something I would like to achieve during this program, is....”.

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 pyramid of Maslow, 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 consumption¹¹.

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 situation plays
- Folon's picture in the UNPLUGGED 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 minutes

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 you talk to?, what kind of clothes 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 training sessions in sports, skip school lessons, lie to your friends or parents

Announce that the class will act in a situation play where they are to sometimes demonstrate wrong behaviour and afterwards 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

Situation play 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.

Situation play 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 situation plays (15 minutes)

First give the four volunteers the opportunity to express their experiences. If needed use these trigger questions:

- What did you experience related to your own opinion and thoughts?
- How did you stand up for your opinion in the situation play?
- Which suggestions from the groups did you pick up?
- What made it easy? What made it difficult? How did you cope with that?

Lesson 2

Next, form small groups of five pupils and ask them to discuss the situation plays by answering the following trigger questions in their workbook.

- 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, on what aspects would 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.

Closure 10 minutes

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 situation plays with pupils' groups
- 2) Pupils evaluate the situation plays
- 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 in 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 to become addicted and other factors that protect. 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:

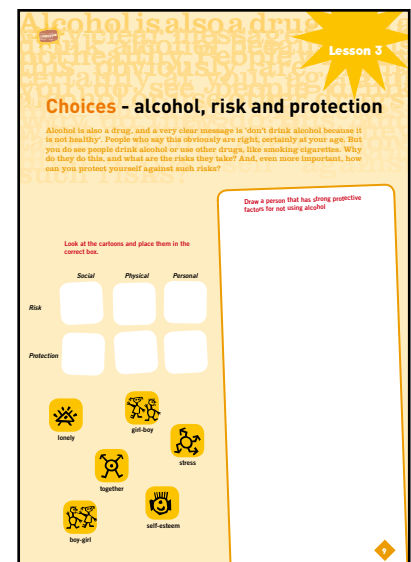
- learn that there are different factors that influence people to take drugs, (effects/expectations on the effects of the drugs, environmental/social, and personal/physiological factors),
- experience working in groups
- discuss their ideas to a forum of peers

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 Annex 1. You also may need your skills to manage the different interpretation and stereotyping of characters proposed



to the pupils during this lesson. Actually, each character introduced in the lesson has some protective factor and others potentially negative.

Opening 15 minutes

Introduce three basic groups of influence on the use of any drug

- **PERSONAL INFLUENCE** (for example, you want to experience something unknown). You can also refer to 'psychological' additional to 'personal'.
- **SOCIAL INFLUENCE** (for example, you don't want to lose your friends although they drink alcohol, or the availability of certain drugs in supermarkets). You can also refer to 'environmental' additional to 'personal'.
- **PHYSICAL INFLUENCE** (for example, 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'.

Summarize the three influences and make clear that there can be a risk and a protection within each group. Also repeat that these factors are valid for many drugs although in this lesson alcohol is being used as the example.

Lesson 3

Main activities 35 minutes

1. Risk and protective factors for alcohol as an example for any drug

Use an active energizer to divide the class in 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 to 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 interpretation and instruct the pupils to mark the right solution in their workbooks.

In the discussion you will have to emphasize that risks are no destiny and protection no guarantee: the presence of these factors does not definitively predict drug use like drinking alcohol.

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 active energizer 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.

SOCIAL FACTORS	PHYSICAL FACTORS	PERSONAL FACTORS
 <p>Lonely If you don't talk with other people about what you experience or feel, the risk to use a drug (also alcohol) to forget your problems is higher</p>	 <p>Girl or boy Girls averagely 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</p>	 <p>Stress A person that leads a life full of stressfull 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</p>
 <p>Together Close friends, family and teachers around you can form a social web that protects or intervenes when problems arise, so that you keep away from drugs</p>	 <p>Boy or girl Girls have developed protective behaviour against alcohol and other drugs. More than boys, they have ways to make fun without a drug: drug-independent amusement patterns!</p>	 <p>Self-esteem 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</p>

Your beliefs, norms and information: do they reflect 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 correct 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. And this process occurs also related to drugs. You are thirteen and want to be like youngsters from sixteen. You know a few of them use drugs in the weekend and you think that most of them do so. 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 workbooks
- a copy of the empty charts to fill in, one for each group of five pupils (copy the empty charts from the pupils workbook)
- a presentation of correct figures of drug use behaviour on a large sheet of paper, the blackboard or a screen

Lesson 4 **What you believe, is that based on real facts?**

Michael wears pink clothes because he believes that most of the people he looks up to wear pink. Jessica eats some special food, although she doesn't like it, because she believes that most of the people she appreciates eat it. In this lesson we figure out how much beliefs influence our behaviour. With special attention to the use of alcohol, cigarettes and other drugs.

LIFETIME SPORTS PRACTICING

Belief	Reality
Most people practice sports every day	Most people practice sports once a year
Most people practice sports every month	Most people practice sports once a year
Most people practice sports every week	Most people practice sports once a year
Most people practice sports every weekend	Most people practice sports once a year

YEARLY SPORTS PRACTICING

Belief	Reality
Most people practice sports every day	Most people practice sports once a year
Most people practice sports every month	Most people practice sports once a year
Most people practice sports every week	Most people practice sports once a year
Most people practice sports every weekend	Most people practice sports once a year

MONTHLY SPORTS PRACTICING

Belief	Reality
Most people practice sports every day	Most people practice sports once a year
Most people practice sports every month	Most people practice sports once a year
Most people practice sports every week	Most people practice sports once a year
Most people practice sports every weekend	Most people practice sports once a year

DAILY SPORTS PRACTICING

Belief	Reality
Most people practice sports every day	Most people practice sports once a year
Most people practice sports every month	Most people practice sports once a year
Most people practice sports every week	Most people practice sports once a year
Most people practice sports every weekend	Most people practice sports once a year

A simple lesson in statistics
Do you understand the difference between "lifetime", "yearly", "monthly" and "daily"?

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 with some examples corresponding to the everyday life of the pupils.

The correct figures on alcohol and other drug use should be recent, look for statistical data at the EU-Dap centre in your country. You can also find European data on emcdda.europa.eu and on espad.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. But also the presentation in movies, pictures, advertisements or songs of smoking, drinking and other drug use as common behaviour or desired behaviour is influencing our image.

Opening (10 minutes)

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?

Lesson 4

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 often have a misinterpretation about something although you think you've based it upon correct information. Give an example where you yourself have been misled by information through the media: publicity, films, websites, ... That's why the focus of this session is on critical thinking.

Main activities (30 minutes)

HOW MANY TIMES...

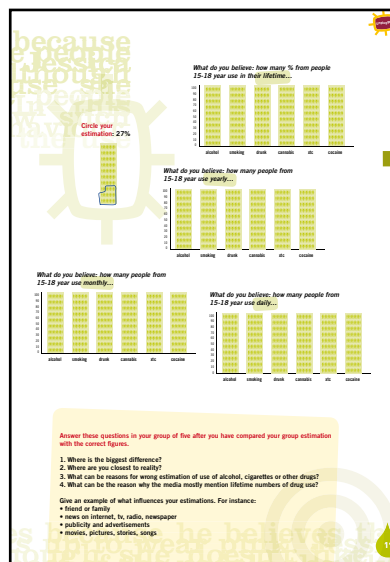
Ask in the group for examples of behaviour that is interesting to make a calculation about. It is interesting to know how many people take public transport or drive the car, but could you also figure out how many people eat chocolate? Or how many times you swim in a sea, an ocean, a lake or a swimming 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 workbook to the charts about sports practicing behaviour. Clarify with this example again the difference between the frequency of the behaviour (life, year, month, day). Also between 'everybody' and specific age groups. You could use as well a graphic presentation of another type of behaviour: e.g. shopping behaviour or watching television.

ESTIMATED FIGURES ABOUT DRUG USE

Verify if 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 wake 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:

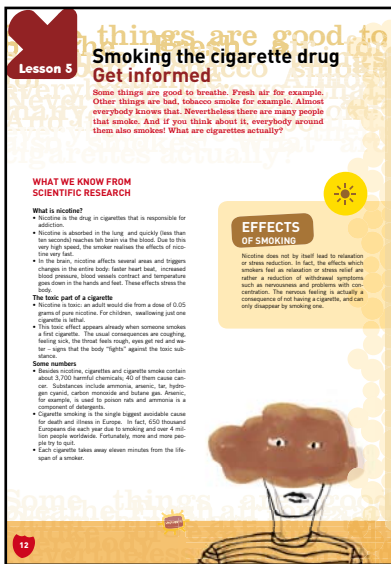
- Where is the biggest difference?
- Where are you closest to reality?
- What can be reasons for wrong estimation of use of alcohol, tobacco or other drugs?
- Give an example of influence of your estimations by:
 - Friend or family
 - News on internet, tv, radio, newspaper
 - Publicity and advertisements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

Closure (10 minutes)

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



Smoking the cigarette drug – inform yourself

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, and 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 for instance cannabis to a level 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.

As you experience, informing about drugs is not only an intellectual process but meets also social influence. That is the reason for providing you as a teacher tips for effective communication about this subject of very common interest. 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 are: *not hip, 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 trendiness.

Objectives

Pupils will ...

- learn about the effects of smoking
- learn that expected effects do not 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 pupils workbook
- The workbooks
- A big sheet of paper with the heading 'WHAT SMOKERS EXPECT FROM SMOKING' and another one with 'EFFECTS OF SMOKING' and enough space underneath to write. You can also use the blackboard for this.
- If available, internet connection

Tips to help with the lesson

Prior reading of the information in the annex 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, promoted in UNPLUGGED.

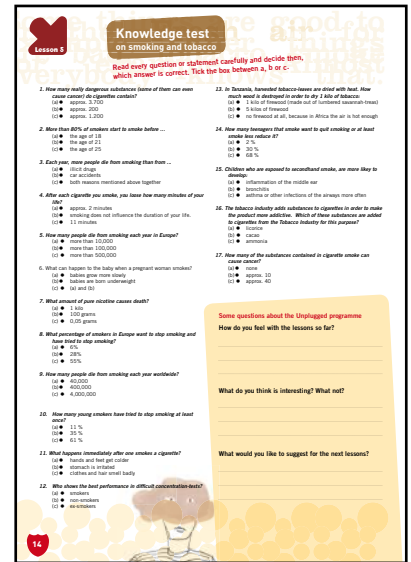
Opening 15 minutes

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 score. 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 minutes

Pro and contra 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 head 'WHAT SMOKERS EXPECT FROM SMOKING' on the blackboard or a flipchart.

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 tensed, 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 judge-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 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 minutes

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 them 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 a message feedback, 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 others¹². In the preventive approach of UNPLUGGED, the pupils exercise communication skills in a safe and protected climate. 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 in an adequate way
- distinguish between verbal and nonverbal 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, corresponding the list in the workbook
- For the opening activity and the 'human sculpture', you need a lot of place
- Place on the blackboard or a flipchart with headings 'verbal' and 'non-verbal'



Opening 5 minutes

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 align rapidly in order of increasing numbers.

Step 2. Re-group the pupils and ask them to align in order of their birthday date.

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 minutes

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 in group of two. In pairs, one partner exercises expressing the emotion which is on his/her card by:

- only moving the face
- with the body but without sound
- 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 chartpaper or blackboard note



Lesson 6

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 material' 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 simultaneously their partner, who stands 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 of situations:

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

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.

Closure 5 minutes

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 in a very angry way, sad, etc.

In a nutshell

1. Pupils will organize 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



Lesson 7

Get up, stand up

Being assertive means that you clearly say what you feel or what you think yourself. Sometimes you try to make clear what you think by shouting very hard. That doesn't work well. Another time you don't want to stand up for your point of view and stay silent. That doesn't work either. How do you get up and stand up for your own point of view?

I am assertive ...

... with these people (tick all that apply)

- siblings
- parents
- teachers
- siblings
- others, namely _____

... when I am in these situations

- at sports
- at home
- at school
- at a party
- elsewhere, namely _____

... when I feel

- self-confident
- unafraid
- comfortable
- otherwise, namely _____

EXAMPLES OF REFUSALS

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

No, I don't want to smoke, because ...

- There are too many chemicals added to cigarettes that no one knows about
- I want to have fresh breath
- It costs too much for what I enjoy from it
- Some of my close friends got out of breath quickly because of smoking
- The industry that produces cigarettes constantly lies
- I think it's dumb
- I really don't feel like it
- people can get cancer
- I don't want to become addicted
- I see a single, attractive one and don't want to smoke
- Will I look smarter? Do you really think?
- Just no. Full stop.

No, I don't want to drink, because ...

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

No, I don't want to use drugs, because ...

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

One thing I have learned in this lesson 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 _____

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 influences¹³. This lesson will allow pupils to learn and to 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
- Enough space to rehearse a short role play in groups.

Tips to help with the lesson

Read the instructions on role-playing in part three to help lead the lesson.

Opening 10 Minutes

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 commensal (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/he is always asking to borrow a pen from you. This would not be a problem, if the pen was only 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 his/her feelings either. What do you say to your friend when she/he asks again? Is it easy to be assertive in this situation compared to the example about your sister?

Main activities 35 minutes

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 minimize 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 in 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 water-sport camp for a week in Easter holidays, where there is only one other friend of yours. You and your friend do not smoke. Two other campmates 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 euro. 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 euro.
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 euro 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 practice examples of assertive responses to the situation chosen by their group.

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 comfort level of pupils 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 ...

Closure 2 minutes

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

Party tiger

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-being¹⁴. Young people often have difficulties in approaching others – specially 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 practise interpersonal skills. For example pupils can practise how to approach people at a party, how to start a conversation, how to feel confident in a new environment and to overcome their embarrassment.

Objectives

The pupils will ...

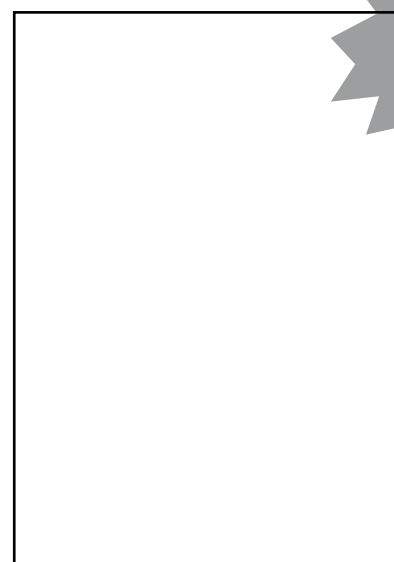
- experience how to make contact with other people
- recognise and appreciate the positive qualities of other people (positive feedback)
- learn to accept positive feedback
- practise non-verbal and verbal ways to present oneself to others and reflecting upon the way this is done

What you need

- An empty sheet of thick paper (cardboard) for every pupil and one for the teacher
- Safety pins or 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 annex 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 minutes

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 say 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 minutes

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 emphasize 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).

Lesson 8

Two pupils will 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 to by participating in a role play and that the audience should be supportive. The rules for the audience (e.g. not to laugh) can be reminded.

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 in reflecting the role play:

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 or possible (until the actors and audience are comfortable with the solution).

Possible transfer of the practised behaviour 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 pinned on 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 assess your classroom not ready for this activity that 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 in time. The pupils stand in small circles of four with the cards on their back. Give them the same instruction as in option one what concerns the content. Within their circle they switch places until every card has three written compliments.

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

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 get into contact with others
3. Pupils give and receive positive feedback with their classmates

Drugs - Get informed

A few words about this lesson

Not only are alcohol and cigarettes drugs that are within reach of the age-group of your pupils. Illegal drugs such as cannabis, ecstasy or cocaine will also enter the world of young people when they grow from 12 years old further in their adolescence. Medication like 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 deal with information on drugs. That is the purpose of this lesson.

Objectives

The pupils will ...

- learn the effects and risks of drugs use
- exercise to work with accessible information on different kinds of drugs

What you need

- Prior reading of the information sheets on drugs and the quiz in the annex
- 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 proper 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 and are triggers for you to open up the debate in the class after or in between the exercise.

The information contains also biological and physical issues, but not exclusively. In the processing time you can drag the attention to social effects, to the image of drugs (drug use is not per se '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 minutes

Have the pupils form pairs by distributing cards with a simple sum. Pupils with the same result stay together. 12-8 and 100:254 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.

Main activities 35 minutes

Lesson 9

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 couples 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 minutes

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

Identify and summarize some common feelings or findings in what the pupils have learnt. For example:

- Medication is also a drug.
- Sometimes I had the wrong idea and I didn't know it at all.
- There are effects on short and long term and on 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

Lesson 10

Lesson 10

Coping competences

One day you feel happy and self-confident because everything seems to go perfectly! Easy days. But another day you can feel sad or uncertain. It is important to think about how you feel. Things sometimes change the days themselves. So you have to find a way to cope with these kind of days. By talking to by other strategies.

Jacob's weblog

JACOB'S STORY

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

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

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

There are boxes in my window and the curtains have been taken off of the windows. It is impossible to prevent what is about to happen. I am moving to a new house in a new city in just a few days with my mother, father and sister. I did not consider the reason why that I have something to do with my father's career. How can I move to a new house where I don't even have the same view from my window? The town where we will be moving is 50 km away. We have gone to see the new house, the new school and the new park. Everything is okay. The house is brand new and nicer than the one we live in now. But, I am still worried that I will not be as happy as I am now. Right now I have everything that makes me happy. I am going to meet my friends. And how will things go with everyone on my football team? I don't want to know how Jacob's website have including my girlfriend. This is my first relationship going to turn out? I am worried. I am usually a positive person but now it is difficult to see anything good about the move! What can I do to get over this in the best way?

Please, give me some advice!
Jacob

EXAMPLES OF EFFECTIVE WAYS OF COPING:

- Talk about the problem by asking for help
- Listen to advice from people you trust
- Weigh out pros and cons
- Get enough rest, exercise and healthy food to think clearly
- Learn something out of the problem so why you
- Feeling sad, but not identifying it as sad
- Being open to the situation and find it a bit more
- Practice or rehearse something you want to imagine
- Inform yourself to learn more
- Enjoy yourself
- Stay positive
- Be active

not so strong sides of myself I must cope with

strong sides of myself I can use

If you were the author of the good advice article of the website Jacob chose, what would you answer to him?

Dear Jacob,

Coping competences

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. Do not be hesitant to address unhappy feelings that may be triggered because of the main activity Jacob's story. Don't hesitate to also talk about the negative feelings that Jacobs story would raise. Certainly don't go out of the way of problems that pupils talk about. Maybe it is for some pupils 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.

Main activities 5 minutes

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 Minutes

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 health

Lesson 10

professional. 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 that is felt. 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 ways of coping. Refer pupils to workbooks and note that these strategies are in 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 strong sides. These strong 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 workbook as an empty matrix

3. The story of jacob

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

a) Read the story where Jacob (Annex 1), the main character need to identify ways to cope with moving to a new town and school.

b) After reading the story give the opportunity for some questions or immediate reactions to the story (attend to pupils that recognize 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?

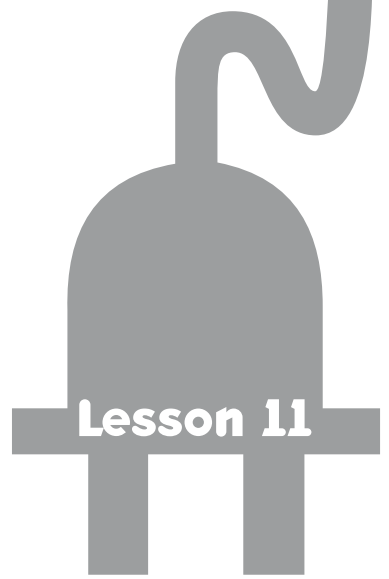
c) Using the UNPLUGGED workbooks, have pupil work in groups three or four to write an e-bulletin reply with advice to Jacob. Advice can include some of the healthy coping strategies written in the workbooks. Encourage teamwork and discussion among the groups to write to Jacob.

Closure 10 MINUTES

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 no so strong sides



Lesson 11

Problem solving and decision making

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

CHOOSE ONE OF THESE PROBLEM SITUATIONS OR CREATE ONE YOURSELF

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

David 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?*

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

David gets a hold of a package of cigarettes. He is very curious about trying them but wants others to try with him. He asks Michael among others in the class. *Michael has decided he does not want to try, what does he do?*

Amanda has decided that she does not want to drink. Amanda is invited to a party and she knows that people will be serving alcohol mixed with juice and soda. *What does she do?*

Do you like a problem that keeps you from doing what you want to do? What will you do to solve it?

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?*

Our own situation:

THE FIVE-STEP-PLAN TO PROBLEM SOLVING

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

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

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

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

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

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.¹ In fact, a university sample demonstrated that binge drinkers had the poorest problem solving skills¹⁵. This lesson will allow pupils to practice 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
- practise 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 “five-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

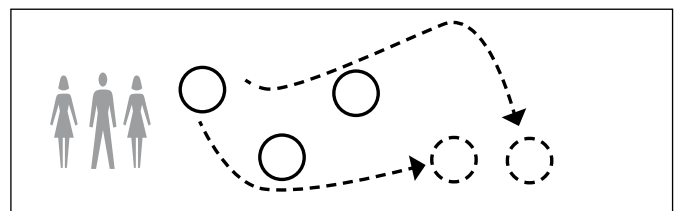
Make sure that there is enough space (about five metres) for the Amazon Adventure

Opening 15 Minutes

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 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, the parents say no. Tell the pupils that in class you try to solve the problem and that there are different steps to do so.

A large, stylized graphic of a person's head and shoulders, rendered in a light grey color. The person has a rounded head and a simple, blocky body. The text 'Lesson 11' is written in a bold, white, sans-serif font across the middle of the person's chest area.

Lesson 11

Main activity 30 Minutes

Teacher-led discussion: Introduce the five steps to solve a problem using the model below. This model is also in the workbook. Apply the scheme, step by step, for the mobile phone-problem and the Amazon adventure given in the opening.

You can also take another example that is relevant with the pupils. Mind, however, if you take 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 as best as possible how you feel.

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 time. 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 package 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 realizes 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.

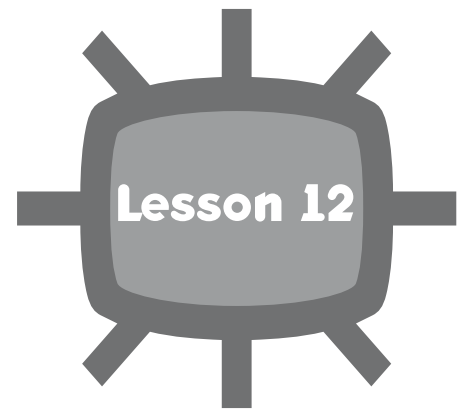
Closure 5 Minutes

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 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



Lesson 12 **Goal setting**

Dreaming about your future is often about what you want to do and what you want to become. Also importantly about how you will be. Your future is not only consisting of a profession, but equality of your health and your relations with the people around you. At the end of the Unplugged lessons, we want to show you a simple instrument to divide a long-term goal in short term objectives.

MY OBJECTIVES: LONG-TERM AND SHORT-TERM

My long term objective:
"One thing I want to achieve in long-term is _____"

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

Step one: _____

Step two: _____

Step three: _____

How could drugs stand in the way to achieve this goal? (Or would they help?) _____

EVALUATING UNPLUGGED

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

Yes, because _____

No, because _____

WHAT I HAVE LEARNT IN THE UNPLUGGED LESSONS

What I can use for myself _____

What I can use at home or elsewhere _____

What I would like to improve about myself _____

What I liked or appreciated the most _____

What I found difficult or not so nice _____

Tips to improve the lessons _____

Good-bye from a friend:

Goal setting

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.

But the lesson refers also to 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 in 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's workbook
- 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 energizer to divide pupils in small groups
- Prepare some wording how to close the "UNPLUGGED" programme

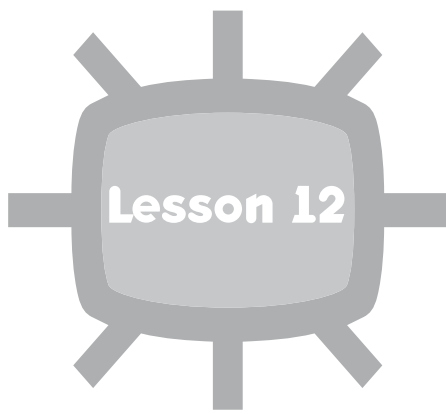
Opening 5 Minutes

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 the choice "guitar playing": look for information on guitar playing, try to play music with a friend a few times, figure out how to get money to buy a guitar



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 minutes

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.

Working in small groups about 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 loose 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 fulfil the long term one, and discusses the relation with using or not using drugs.

Closing 10 minutes

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 write individually 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

Part three: annexes

INSTRUCTIONS FOR A ROLE PLAY	40
Steps to implement a role play.....	40
More hints for implementing role plays	41
ENERGIZERS.....	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
Sleeper's wink.....	42
The sun shines on... ..	42
Coconut.....	42
Who am I?	42
Group statues.....	42
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 a role play

During a role play, a situation is carried over from reality to another context. Role plays can be useful to analyse specific behaviours (a more „diagnostic“ perspective) or to practice 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 have 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 black board 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 can be set as a concrete situation and 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, also strange or

“mad” ideas are allowed to get a range of different ideas as broad and creative as possible).

4. Assign the roles the actors

All actors that are needed for the role play are assigned respective roles.

5. Decide on a target and way to reach the target (formulation of the “script”)

The class decides together which targeted behaviour should be played. 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 easy-to-act behaviour. Furthermore, the selected scene should not take longer than some 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 turn of the role play is played 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 a 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 performance

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 transfer 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 formulate their targeted behaviour themselves and 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 learning situation, i.e. it is not necessary that everything

is perfect and mistakes are hidden, 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 supported by separating the “stage” for the role play strictly 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 take the role of an actor should not be forced, because this could trigger anxiety and resistance. These pupils can be integrated by assigning 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 ...”. The 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.

Energizers

These suggested energizers can help to foster cooperation or physical activity 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 loses 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 one pupil 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 some 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. For example 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 is the leader. 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.

Sleeper's wink

Before the game starts, ask someone to be the "winker" and ask him to keep the identity as secret. Explain that one person in the group can make others fall asleep by winking at you. You cannot wink except if you had the specific instruction. Everyone then walks around the room in different directions, keeping eye contact with everyone they pass. If someone meets the sleeper's winks he has to fall asleep on the ground. Goal is to guess who the "winker" 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 persons (TV-stars, politicians or other celebrities). Each pupil pins the card to the back of another pupil, without showing it to him or her. 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 he/she is.

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 his or her 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 change 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 ‘prrr’ and the other calls ‘pukutu’. If you call out ‘prrr’, 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 leader 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 expanding 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 for the health to inhale these substances, because enduring problems with concentration and coordination as well as brain damages may result.

Possible effects:

- Some seconds after inhaling, the user is feeling relaxed, warm, cheerful and in a flush. This effect usually continues for some 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 experiences 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 state of flush, you can lose control e.g. on the coordination of movements may happen. The breath is slowed down and often the user experiences an inner nervousness.
- The inhaled amount is only hard to control. In case of inhaling very high amounts, dysfunctions of the blood circulation in the brain may occur which can provoke damages in the brain or paralysis.
- If the substances have contact with the skin accidentally, corrosion and enduring damages may result.
- Laying handkerchiefs or sacks used for inhalation directly on the face risks the danger of suffocation.
- In extreme cases, inhalation of these substances can induce apnoea and cardiac arrest.

INFORMATION ON ALCOHOL

What we know from science

- The chemical name of alcohol is ethyl alcohol or ethanol.
- Alcohol is dampening the central nervous system. This means that all reactions are slowed down under alcohol without having influence on this.
- Furthermore, alcohol is affecting the psyche and mind (so-called psychoactive substance), i.e. our emotions, thoughts and perception are changed by alcohol.
- Alcohol reaches all organs of the body via the blood. About 90% of the used 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. The level of blood alcohol is measured in „per mill“. One per mill means that one litre of blood contains one millilitre of pure alcohol.
- Alcohol has an effect in „two stages“: first, a pleasant reaction is directly beginning, quite pronounced and lasting for a short time (this is experienced as relaxation, calming down, disinhibition or comparable). Secondly, a slowly beginning, not very pronounced but long lasting unpleasant reaction is experienced as nervousness, bad temper, listlessness or hangover. This unpleasant effect can be stopped or substituted by the pleasant effect of new alcohol consumption. That implies the risk of drinking more or more frequently .
- A glass of beer (250ml, 5%), a breezer (250 ml, 5,6%), a cocktail (70ml, 18%), a „hard“ drink like whiskey (25ml, 45%) and a glass of wine (100ml, 12%) contain the same amount of pure alcohol, namely 8-10g.
- The degradation of alcohol takes quite a long time. For the degradation of 0.1 per mill of alcohol, our liver needs about one hour (females need even longer). After an evening with a lot of alcohol one is still alcoholised on the next day.
- Perennial, regular and intense alcohol use can result in severe physical and psychic addiction.
- Moderate alcohol use (i.e. little amounts in any case) is

not harmful for the health in the long run.

- Be aware of the legislation in each country: even if drinking two glasses of wine could not be dangerous for your health, it could affect your ability to drive and result in severe penalties.

Possible effects

- Usually, one feels relaxed, cheerful and fine after one or two glasses of alcohol. The heart is beating faster and the breath is fastened, too. In many cases, one experiences himself as more sociable and courageous in the contact to others.
- Drinking more may result in losing control over the situation, misinterpreting risks and taking on too much. It might happen that one is reacting impulsively and is doing things which are regretted afterwards.
- After having drunk even more (alcohol blood level 1.3-3 per mill), one is hardly able to coordinate movements, is staggering and is unable to concentrate in limits. Often one perceives everything as double and talks unclearly. Furthermore, many people feel sick.
- From 3 per mill on, under cooling, overheating or deep sleep are resulting, from 4 per mill on, coma and death can occur.
- After having drunk too much (the exact amount is different from person to person), one feels bad and sick on the following day. Usually one suffers by headache and stomachache and is not very powerful.

Risks that should be known:

- Most accidents are caused by alcohol: car accidents, accidents in the household, destructive behaviour and also suicides are very often caused by too intense alcohol use.
- Alcohol also disinhibits risky behaviour like e.g. aggressive behaviour or risky sexual behaviour. A special note should be taken on the fact that rapes are often happening under the influence of alcohol.
- Regular alcohol use is impairing the power, concentration and cognitive capacity. In people with intense alcohol use, destroying of cells in the brain is observed. This damage is the stronger the more alcohol is used per day.
- Regular drinkers develop a „tolerance“ against alcohol. That means that the body needs higher amounts of alcohol to reach the same relaxing effect but, in the meantime, the body is strongly affected by these big amount of alcohol (even if you do not have symptoms).
- Being drunk one might do or say things which are not remembered the following day. It could be somewhat embarrassing to be the only one who does not know what was happening the evening before, couldn't it?
- Alcohol can cause weight gain: one glass of beer

contains 100 kilocalories. Alco pops contain 146 kcal.

- Alcohol damages the heart and liver and influences the blood pressure. People with specific illnesses should therefore renounce the use of alcohol.
- A mixed consumption of alcohol with other substances is very dangerous. Combining alcohol with other downers like sleeping or relaxation drugs increases the risk to lose consciousness, to collapse or the risk of respiratory arrest with possibly lethal outcome.

INFORMATION ON CANNABIS

What we know from science

- Cannabis is used as an umbrella term for the hemp products hashish and marijuana.
- Cannabis contains tetrahydrocannabinol (THC). This substance is influencing our psychic life (psychoactive substance), in other words: our thoughts and emotions are influenced by cannabis. The direction in which this influence is manifested (i.e. whether it is a pleasant or irritating experience) depends on many factors (see possible effects).
- If you smoke cannabis, the THC is taken up in the blood via the lung and then transported to all organs. Traces of THC can be detected in the urine also 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.

Possible effects

- It can be very different how somebody feels after having used cannabis. The effect depends on the amount used, the experiences of the person, the external circumstances and also very much on the expectations of the person. Therefore, it might happen that somebody does not feel anything special during first uses, but it is also happening that one is feeling sick or panicking at the first use.
- Cannabis has a psychoactive effect. That means, it is influencing emotions, perception, thoughts and estimation of risks. Usually, one feels cheerful and relaxed after the use, music sounds more intense and one is laughing more. Time and surrounding is perceived differently. Some people like this, others get ruthless and even others 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 away slowly. Afterwards, one usually feels dozy and faint.

- During the last decade, negative effects of cannabis on brain functions were shown. People who use cannabis regularly, get remarkable difficulties in their cognitive functions (short term memory, reaction or problem solving capacity). These cognitive impairments may go on for up to over 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 in using cannabis. Especially in case of feeling sad or anxious or having mental problems, one should not use cannabis.
- Use of cannabis can lead to psychic addiction, i.e. that 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 the perception and the appraisal of critical situations is biased.
- 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 former liked issues.
- One effect of cannabis use is a higher concentration in internal processes, i.e. on own emotions, thoughts and perceptions. Some people shield themselves completely under cannabis. In this sense, one is not really the best "party type" and has no satisfying contacts to others.
- Smoking of cannabis increases the risk for respiratory problems like bronchitis, trachea or lung infections.
- Comparable to smoking of cigarettes, physical condition and performance in sports are impaired.
- Since the smoke of cannabis (which is mixed with tobacco) usually is inhaled more deeply and kept for a longer time in the lung than the smoke of cigarettes, the harm of one joint is comparable to the harm of 3 to 5 cigarettes (as far as carbon monoxide and tar are concerned).
- 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 marihuana are illegal in most countries and not tolerated by society. Being caught while using cannabis can lead to severe problems.
- Cannabis can be delivered in different doses: in

some regions cannabis products are much stronger (i.e. they contain much more THC). With this higher concentration also problems and risks are on the rise: a high proportion of young people admitted to psychiatric clinics is treated because of problems due to cannabis. Especially those who use cannabis to feel less nervous and tense should be 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 the marketing strategy just like selling Cannabis seeds on Goa or Trance festivals or in macrobiotic shops and stands.

INFORMATION ON PARTY DRUGS: ECSTASY AND AMPHETAMINES

What we know from science

- Partydrugs 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 speed up your heart beat and temperature.
- 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 way of use and personal factors like body weight, gender or ingestion in advance. An average dose is effective for 3 to 8 hours, but sometimes it lasts for 12 hours.

Possible effects

- Partydrugs give you the feeling to be happy, active, alert and talkative.
- Shortly after the use your arms seem to be rigid, the mouth is dry and the heart is beating faster. The pupils are widened. Sometimes you are feeling sick or experiences tension in the jaw or grinding with the teeth. This is related to the widening of veins 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 contacts with 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 the substances which are really in the pills or powder, in which concentration they are and how dangerous they are (unless you have analysed the substance chemically). Party drugs are not controlled medicaments, but often self-designed pills.
- Because of the elimination of thirst and tiredness, there is a higher risk that the body temperature is increasing very strongly and that someone might even become overheated or get hypertension: sudden increase of blood pressure. Because you lose control over the state of your own body you forget to drink water, to have a short rest or some fresh air.
- The use of party drugs can lead to strong anxiety, horror visions and difficulties in orientation.
- The tired and sad feelings the day after using party drugs imply lead to taking anti-depressants or other medications.
- Such drugs are mentally addictive: you can not 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

What we know from science

- 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, but it can also be injected into the vein.
- Cocaine has very fast onset in effects and strong influence on our psychic life (thoughts, perception and emotions). If cocaine is sniffed, the effects begin just after some minutes.
- The effect of cocaine is lasting for 30 to 60 minutes.

Possible effects

- Cocaine causes an intense euphoric feeling very fast. The user feels very awake, vital and restless and has the drive to move. 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.
- In a cocaine flush one does not perceive hunger, thirst or tiredness.
- After the effect of cocaine has faded out (i.e. approximately after one hour), one feels sad, tense or anxious for a longer period and has the urge to use cocaine directly again.
- High doses of cocaine can trigger strong feelings of anxiety or delusions, e.g. it is possible that one thinks to be observed or pursued steadily.

Risks that should be known:

- Cocaine can induce or amplify mental problems or disorders. Especially in young people, the risk of inducing anxiety states, delusions or psychoses is high.
- A risk that is connected to several drugs: to underestimate the danger in a flirting situation and to get sexually abused.
- One can become addicted to cocaine especially because one is feeling that bad after the flush that one wants to use the drug directly again 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 substance with influences on our psychic life (psychoactive substance), i.e. heroin changes our emotions, thoughts and perception by affecting the brain and inducing a different stage of consciousness.
- Heroin has a stupefying or anaesthetic effect.
- Heroin induces both physical and psychic dependence.
- Heroin is injected, sniffed or smoked. The effect of heroin may last from one hour up to one day and depends on dose and way of application, body weight, gender and brain characteristics of the user.
- After a quite short time 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 the use is stopped. These so

called withdrawal symptoms are strong aches in the limbs, hot or cold flushes, severe depression or very frightening hallucinations.

Possible effects:

- Heroin reduces anxiety and tension. Heroin users report warm and cosy feelings, happiness, better “understanding” of things, seeing beautiful or terrifying pictures and being in a floating state between being awake and sleeping. From outside, they appear apathetic and without interest.
 - Negative effects of heroin are: 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 down the respiration including the risk of slowing it down that much that the user dies.
- Heroin’s effects have a very fast onset and causes 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 like hepatitis or by the HIV-virus (AIDS-virus).
 - Regular use of heroin leads to development of 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 mixtures.

Risks that should be known

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 drug, but on how you are. Taking an extra amount of 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 control**
- 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 strong control.

Tip for discussion: Prescription drugs can only be used to treat health problems under control 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 a higher heart beat 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 loose weight?

A Yes B No

Smoking leads to getting fatter. 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 averse effect is even bigger, and you eat a lot more, resulting in gaining weight in case of losing.

Tip for discussion: drugs, also medication, 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 or false?

A True B False

Smoking definitely has a negative effect on a smooth 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 esthetic effects and health effects on young people.

Q11: In Brasil plastic surgery clinics don't start a treatment for smokers because they have bad wound healing as a result of tobacco use: true or false?

A. True B. false

Smoking makes wound healing slower. It is an influence of nicotine, also nicotine pills and nicotine stickers. This is not a minor issue: in top-country for plastic surgery Brasil 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 side effects of drugs on the social and aesthetical sphere.

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 an extra problem

QUESTIONS ON INHALANTS

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

- A. If I inhale paint I won't have any physical 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 physical 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. Mineral 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 heart or 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: With 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 makes you tolerant and you need to increase the dose to reach the 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 being very sweet. It is possible 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, therefore the risk of making yourself 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 marihuana

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 psychic dependence of cannabis are the same of the 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 hashish than to smoke cigarettes

Since the smoke of cannabis (which is 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 to 5 cigarettes (we are now only talking about the effect of the smoke!). However, most people smoking cannabis also smokes cigarettes, thus enhancing the harm.

Tip for discussion: The smoke of cannabis, mixed with tobacco, is usually inhaled more deeply and kept for a longer time in the lung 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 some hours. Furthermore, it is very likely that having trouble will make things 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 get in contact 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 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.

Q32: Your best friend is not feeling well, and he seems to have hallucinations. You know he’s eaten a cannabis pie. Which is the most likely that occurred to him?

- A. He is intoxicated by cannabis and needs urgent help**
- B. Probably the eggs in the pie were not fresh

It is more harmful to eat or drink cannabis than to smoke it

Drinking or eating cannabis has stronger effects compared to smoking it, though these effects start with a delay (of about one hour). Oral consumption more often leads to hallucinations.

Tip for discussion: Drinking or eating cannabis has 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 increase the chances in flirting

Seductive aspects of smoking cannabis should be doubted. First of all, you get red eyes by cannabis and the eyelids are often swollen also on the following day – which does not appear very attractive. Besides this, you often say senseless things or concentrate on yourself under cannabis. In this state, you communicate worse with others and are therefore probably also worse in flirting.

Tip for discussion: Smoking cannabis can make you not so attractive for physic and emotive changing.

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 averagely have less income and less jobs. Also on school level this is a fact: 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 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 loose 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 lose 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 week-ends. 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 lose 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 suppress the perception of hunger during the flush. This implies that you probably will not eat anything during this time, but it is very likely that you will eat later on (for example after approximately one hour), because you feel very sad (and therefore might especially eat sweets or fat things).

Tip for discussion: Cocaine just has the effect of suppress the perception of hunger during the flush.

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 puzzling babbling**

Cocaine does not make somebody more attractive

Under cocaine you experience a strong drive to talk and might conclude to become more sociable or interesting. But others perceive this rather as too much and puzzling babbling than as an attractive conversation. Furthermore, cocaine often causes an enduring rhinitis and strong sweating – which ruins the so desired “sexy image”.

Tip for discussion: Under cocaine you experience a strong drive to talk but often the conversation is too much and not clear.

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 are feeling that bad after the flush that you want to use the drug directly again to feel strong and assertive again.

Tip for discussion: You can become quickly 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 causes an intense euphoric feeling very quickly. The user feels very awake, vital and restless and has the drive to move. Thoughts are running and sometimes, users talk very much and say senseless things. He feels excessively assertive, ready to take risks and can become very thoughtless and aggressive. This includes also the danger of underestimating real risks. In a cocaine flush you don't perceive hunger, thirst or tiredness. After the effect of cocaine has faded out (approximately after one hour),

you feel sad, tense or anxious for a longer period and have the urge to use cocaine directly again.

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 believe 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

YES, it is. Regular use of heroin causes both physical and psychic dependence already after 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 dependent to heroin are usually not able to take care or to be interested in any other issue than heroin. Heroin is becoming the focus in their lives.

Tip for discussion: regular use of heroin leads very quickly to physical and psychic dependence.

Q46: Nicholas told Emily to rather sniff heroin than to 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

Equal if you smoke, sniff or inject heroin, you are risking your physical and mental health. 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 all 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 or tranquilized and the person becomes more introvert.

Sources

- 1 Cuijpers P (2002a). Effective ingredients of school-based drug prevention programmes. A systematic review. *Addictive Behaviors* 27: 1009-1023.
Cuijpers P (2002b). Peer-led and adult-led school drug prevention: a meta-analytic comparison. *Drug Education* 32: 107-119.
Cuijpers P (2003). Three decades of drug prevention research. *Drugs: Education Prevention Policy* 10: 7-20.
- 2 Evans RI, Rozelle RM, Mittelmark M, Hansen WB, Bane AL, Havis J (1978). Deterring the onset of smoking in children: knowledge on immediate psychological effects and coping with peer pressure, media pressure, and parents modelling. *Journal of Applied Social Psychology* 8: 126-135.
McAlister AL, Perry C, Killen J, Slinkard LA and Maccoby N (1980). Pilot study of smoking, alcohol and drug abuse prevention. *American Journal of Public Health* 70: 719-721.
Perry CL, Killen J, Telch M, Slinkard LA and Danaher BG (1980). Modifying smoking behavior of teenagers: a school based intervention. *American Journal of Public Health* 70: 722-725.
- 3 Hansen WB. (1992). School-based substance abuse prevention: a review of the estate of the art in curriculum, 1980 - 1990.
Tobler N, Stratton H. Effectiveness of School-based Drug Prevention Programs: A Meta-Analysis of the Research. *J Prim Prev* 1997;18(1):71-128.
Tobler NS, Roona MR, Ochshorn P, Marshall DG, Streke AV, Stackpole KM. School-Based Adolescent Drug Prevention Programs: 1998 Meta-Analysis. *J Prim Prev* 2000;20(4):275-335.
- 4 Durlak JA (1997). Successful prevention programs for children and adolescents. *Issues in Clinical Child Psychology*. New York: Plenum.
- 5 Tobler NS, Roona MR, Ochshorn P, Marshall DG, Streke AV, Stackpole KM. School-Based Adolescent Drug Prevention Programs: 1998 Meta-Analysis. *J Prim Prev* 2000;20(4):275-335.
- 6 Velleman R, Mistral W, Sanderling L. Taking the message home: involving parents in drug prevention. Bath: University of Bath; 2000:117, pp 67-96.
- 7 Dusenbury L, Falco M (1995). Eleven Components of Effective Drug Abuse Prevention Curricula. *Journal of School Health*, 65(10), 420-425.
- 8 www.eudap.net
- 9 The Development and dissemination of Life Skills Education: An overview. *The Development and dissemination of Life Skills Education: An overview*. Geneva: Division of Mental Health, WHO; 1994.
- 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
Kealey KA, Peterson AV, Gaul MA, Dinh KT. Teacher training as a behavior change process: principles and results from a longitudinal study. *Health Educ Behav* 2000;27(1):64-81.
- 11 Hawks D, Scott K, McBride N, Jones P, Stockwell T. Prevention of psychoactive substance use: a selected review of what works in the area of prevention. World health Organisation, 2002 Geneva. ISBN 92 4 159042 4
- 12 World Health Organization. Life Skills Education for Children and Adolescents in Schools. Programme on Mental Health. 1993 Geneva.
Hawks D, Scott K, McBride N, Jones P, Stockwell T. Prevention of psychoactive substance use: a selected review of what works in the area of prevention. World health Organisation, 2002 Geneva. ISBN 92 4 159042 4
U.S. Department of Health and Human Services, National Institutes of Health, National Institute on Drug Abuse. Preventing drug use among children and adolescents. A research-based guide for parents, educators and commlessony leaders. 2nd edition, 2003. NIH publication no. 04-4212(A)
- 13 Sussman et al. The motivation, skills, and decision-making model of “drug-abuse” Prevention. *Substance abuse and misuse*. 2004. 39,10-12: 1971-2016
- 14 World Health Organization (1994). Life skills education in schools, parts 1 and 2. Geneva: WHO.
- 15 Dreer, L. Binge drinking and college pupils: An Investigation of Social Problem-Solving Abilities. May/June 2004. *Journal of College Pupil Development*. Available at: http://www.findarticles.com/p/articles/mi_qa3752/is_200405/ai_n9363055/pg_2

Unplugged

