



# Choice

Years 5 - 6  
Teaching Guide

PUBL430 - 12

New Zealand Government



New Zealand  
**POLICE**  
Nga Pirihimana O Aotearoa

# Choice Years 5-6

Revision coordinated Police YES National Office

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# Programme Contents

PUBL430-12 Years 5-6 *Choice Teaching Guide*

PUBL424-12 Years 5-6 *Choice Working Booklet*

PUBL422-12 Years 5-6 *Choice Activity Book*

PUBL466-12 Years 5-6 *Disks*

Sorting Cards *What could happen if...*

Drug Cards

## Goal

**Choice** aims to prepare young people to make responsible choices and decisions about their use of drugs and to give them skills and confidence to implement these.

### General Objectives

- 1 Students will identify positive things about themselves and build positive relationships with people who can help and support them.
- 2 Students will have some knowledge of what constitutes a drug and the consequences of drug use and misuse.
- 3 Students can make responsible decisions for themselves, including those involving drugs.
- 4 Students can use a range of strategies to manage situations where they may be pressured to use drugs.
- 5 Students will understand the importance of having fun in rewarding, interesting and drug free ways.

# Messages

The following are important messages that young people will receive during the teaching of **Choice**.

- It is good to be me.
- I am important to people who care about me.
- It is okay for me to change what I think about things.
- I can make my own decisions about the sensible use of drugs.
- I can get help and support from my family and friends.
- I know what a drug is.
- I know that misusing drugs can have negative consequences.
- I can have fun without misusing drugs.

## Meeting the Needs

Before **Choice** is taught, the principal and senior management will have committed to the programme and the school will have worked through the implementation steps in *“A working booklet - Preparing to teach Choice in your school.”* It is important that drug education meets the needs of the age group it is designed for, and more specifically the particular school and classes in which it is to be taught. The teacher and Police Education Officer (PEO) should use the planning chart on page 12 in this planning process.

The Pre Activity will also ensure that the programme is based on the drug contexts that are prevalent in this group. Indications are given in the teaching materials of places where teachers should select contexts carefully.

**Choice** should also reflect cultural views about drugs that are appropriate to the class.

**Choice** is flexible with regard to timing. There are eight lessons from which the teacher and PEO will select those that are appropriate for their class. Within each lesson selections can also be made. For example, faster working classes may complete a lesson in an hour, but other classes may need more time. In this case decisions may be made to leave out some activities. Activities for reinforcement and revision are also included. Teachers can use these as extension, to reinforce learning later in the year, or to make up a shorter programme to use before **Choice** is taught right through again.

# Curriculum Links

Curriculum links for Year 5-6 **Choice** have been aligned with the *New Zealand Curriculum*.

## Health and Physical Education Learning Area

Most of the lessons link closely with the Health and Physical Education Learning Area.

**Choice** adopts the strengths-based approach designed to build resiliency in young people, which is part of the wellness focus of Health Education. **Choice** fits within the Mental Health key area of learning. It embraces the four underlying concepts of Health and Physical Education, namely:

- **Hauora** - a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinegaro, taha tinana and taha whanau. Each of these supports and influences the others.
- **Attitudes and Values** - a positive, responsible attitude on the part of students to their own well-being; respect; care and concern for other people and the environment; and a sense of social justice.
- **Socio-ecological Perspective** - a way of viewing and understanding interrelationships that exist between individuals, others and society.
- **Health Promotion** - a process for developing and maintaining supportive physical and emotional environments that involves students in personal and collective action.

**Choice** links well with the four strands:

- **Personal Health and Physical Development**
- **Movement Concepts and Motor Skills**
- **Relationships with Other People**
- **Healthy Communities and Environments**

More detailed links are provided in the matrix on page 11. Schools could also refer to the document *Drug Education Matrix of Learning Outcomes for Levels 1-8* within the *New Zealand Health and Physical Education Curriculum* available on <http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/AQuickGuideToExtraSupport/WhatToDoInACrisis/DrugEducationInSchools.aspx>.

## Key Competencies of the Curriculum

The New Zealand Curriculum outlines five key competencies that people need in order to live, work and contribute as active members of their communities. These are:

- **Managing self**
- **Relating to others**
- **Participating and contributing**
- **Thinking**
- **Using language, symbols**

**Choice** will provide opportunities for students to develop these competencies as they strengthen their ability to make positive life choices, with special emphasis on drug use.

See also the relevant section in *Preparing to Teach Choice - a working booklet*.

# Key Elements of Choice

The following elements are key factors in the success of the teaching of **Choice** and should be discussed and agreed to by the teacher and PEO before teaching begins.

- **Choice** should be taught over a period of about 10 -12 hours to allow new knowledge to be processed, new attitudes to form and for behaviour change to occur. Local planning will decide how many weeks the programme will be spread over.
- **Choice** should be planned as a partnership between the teacher and PEO. The teacher knows the students and will be able to ensure that reinforcement and revision occurs. The PEO adds credibility and can provide factually correct information about drugs and the law. Once initial planning is complete, the school should take ownership of the delivery of the programme. The PEO can teach up to three lessons with each class.
- Safety guidelines should be developed with the class as a safe, supportive and trusting environment is required. Students need to feel that they can express their ideas and feelings, talk about their experiences and ask questions.
- A Trust Circle should be used throughout **Choice**. This involves the whole class, including teacher and PEO, sitting in a large circle facing inwards, either on chairs or the floor. Everything said within the Trust Circle is respected and confidential. However, if information that puts a student at risk, or information about illicit drugs comes to light this should be handled in line with the school policy guidelines and legal requirements. See page 16 of *"A working Booklet - Preparing to Teach Choice in your school."*
- **Choice** uses interactive teaching styles. These are student focussed and involve group work and drama style activities. The teacher and PEO act as facilitators and in some instances participants. It will be necessary for furniture to be moved often to allow for a specific activity.
- The Choice Box is an integral part of **Choice** and allows students to get their drug-related questions answered by the PEO.
- An integral part of **Choice** is the student recording that can be displayed on the walls. This acts as a reinforcement of learning as well as giving students a sense of achievement. Formal recording has been kept to a minimum.
- An important component of **Choice** is that it has a Family Focus, which allows family to discuss drug-related topics with their children and reinforce messages that they are getting at school. In every module suggestions are given as to how to make these family links.
- Drug education needs to be long term and delivered over several years.
- **Choice** is flexible. Teachers and PEOs choose lessons, and activities within lessons, that suit the needs and abilities of the class.

For further guidance on implementing a drug education programme in your school, refer to [www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/PublicationsAndResources/ResourcesForEducators/AQuickGuideToExtraSupport/WhatToDoInACrisis/DrugEducationInSchools.aspx](http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/PublicationsAndResources/ResourcesForEducators/AQuickGuideToExtraSupport/WhatToDoInACrisis/DrugEducationInSchools.aspx)

# Using Outside Groups and Agencies

There are opportunities within **Choice** to bring resource people in to the classroom.

Such resource people should be given clear guidelines about best practice for drug education. These should include:

- Students should only be given information about drugs that is within their experience.
- Students should not be shown or told about the equipment associated with drug use, or ways of using particular drugs.
- Students should not be shown drug substances.

The resource person should be told the format of the lesson and possibly given questions from students. The teacher should remain with the class at all times.



# Evaluation for Parents

**Choice** was run in your child's class to improve their knowledge and understanding of making positive life choices in relation to drugs. Drugs include medicines, legal drugs like alcohol and cigarettes, and illegal drugs like cannabis.

Please respond to the following statements by putting a ✓ in the appropriate column.

	YES	MAYBE	NO
Did your child discuss the programme with you?			
Do you believe the programme helped your child to make sensible decisions?			
Did you consider your own use of drugs as a result of the programme?			
Have you found new ways to make your child feel special?			

Comment:

# Evaluation for Teacher & PEO

**Choice** was run in the class to improve the students' knowledge and understanding of making positive life choices in relation to drugs.

Please respond to the following statements by putting a ✓ in the appropriate column.

I will know if this has been successful if:	YES	MAYBE	NO
<ul style="list-style-type: none"> <li>the activities and lessons were suitable for the students</li> <li>the time spent on planning and working in partnership was valuable</li> <li>the pre-activity was well utilised and supported the programme</li> <li>the students have built on prior knowledge</li> <li>the lesson lengths were appropriate</li> <li>parents/caregivers supported the programme</li> <li>learning outcomes were met.</li> </ul>			

Comment:

# Evaluation for Students

**Choice** was run in our class to help you make positive life choices in relation to drugs.

Please respond to the following statements by putting a ✓ in the appropriate column.

	YES	MAYBE	NO
I feel positive about myself and have good friends.			
I have more information about drugs and the harm they can cause.			
I can say “no” assertively.			
I can make positive choices about my life.			

Comment:

# Overview

## PRE ACTIVITY What do I know about drugs? Pages 13-15

MODULE	Lesson 1	Lesson 2	Curriculum Links
<b>MODULE 1: Positively Me</b>  pages 16 - 24	<b>Being Positive</b> 1. Students can list a number of positive things about themselves. pages 16 - 17	<b>Getting Help and Support</b> 1. Students can explain why having good support people can be of help. page 18	2A4 2CA 3A4 3CA
<b>MODULE 2: Drugs in My Life</b>  pages 25 - 33	<b>What are Drugs?</b> 1. Students can explain what drugs are. 2. Students can name common items that contain drugs. pages 25 - 27	<b>The Medicine Cupboard</b> 1. Students can explain what medicines are. 2. Students can describe correct use and storage of medicines. pages 27 - 28	2A3 3A3
<b>MODULE 3: Healthy Confident Us</b>  pages 34 - 39	<b>What could happen if...</b> 1. Students can describe positive and negative consequences of drug use. pages 34 - 35	<b>Effects of Misusing Drugs</b> 1. Students will be able to identify some effects of drug misuse. page 35	2A3 3A3
<b>MODULE 4: My Life - My Choice</b>  pages 40 - 47	<b>If it's to be, it's up to me</b> 1. Students can behave confidently and assertively. 2. Students can use a range of strategies to manage drug related situations. pages 40 - 41	<b>Decision Making</b> 1. Students can explain that every decision has a consequence. 2. Students can make sensible and safe decisions. pages 42 - 43	2A3 2C3 3A3 3C3
<b>Concluding Activity</b>  pages 48 - 49	<b>Choice Celebration</b> 1. Students can share what they have learnt through <b>Choice</b> . pages 48 - 49		2A4 3A4

# Planning Chart

## PRE ACTIVITY What do I know about drugs?

MODULE	Lesson 1	Lesson 2
<b>MODULE 1: Positively Me</b>  pages 16 - 24	<b>Being Positive</b> pages 16 - 17	<b>Getting Help and Support</b> page 18
<b>MODULE 2: Drugs in My Life</b>  pages 25 - 33	<b>What are Drugs?</b> pages 25 - 27	<b>The Medicine Cupboard</b> pages 27 - 28
<b>MODULE 3: Healthy Confident Us</b>  pages 34 - 39	<b>What could happen if...</b> pages 34 - 35	<b>Effects of Misusing Drugs</b> page 35
<b>MODULE 4: My Life - My Choice</b>  pages 40 - 47	<b>If it's to be, it's up to me</b> pages 40 - 41	<b>Decision Making</b> pages 42 - 43
<b>Concluding Activity</b>  pages 48 - 49	<b>Choice Celebration</b> pages 48 - 49	



# PRE ACTIVITY:

## What do I know about drugs?

*Note: The following lesson should be carried out by the teacher and PEO at least three weeks prior to the start of teaching. The main intention is that data about drug experiences and needs of students will be gathered. The teacher and PEO will then be able to choose activities from the **Choice** programme so that it really reflects the needs and experiences of the class.*

### Learning Outcomes

- 1 Students will identify what they know about drugs and what they want to know.
- 2 Students can explain the purpose of the Choice Box.

### Resources

- Set of three cards for each student - one yellow, one red and one green
- **COPYSHEET 1: What do I already know about drugs?** page 15 - one for each student
- Small box to use as the Choice Box



### Activities

#### Warm Up

- Give each student three cards, one yellow, one red and one green. They write on them as follows:  
**red = disagree**  
**yellow = unsure**  
**green = agree**

Read out each of the following statements in turn. After each, students hold up the appropriate card. Statements could include:

***All drugs are bad.***  
***All drugs are good.***  
***Cigarettes are drugs.***  
***Alcohol is not a drug.***  
***I have never had any drugs.***  
***Medicines are drugs.***  
***All medicines are good.***  
***Taking drugs is against the law.***

*Note 1: As an alternative to using the cards, body movements could be used, such as fold your arms (disagree), hands on head (unsure), both arms in the air (agree).*

*Note 2: Card activity is taken from page 96 of Frangenheim's "Reflections on Classroom Thinking Strategies".*

- Students work individually for this activity. Give each student **COPYSHEET 1: What do I already know about drugs?** to complete.

They could discuss their completed work with a partner. These sheets are then handed in.

- Gather the class into a Trust Circle, with the students, teacher and PEO sitting on chairs in a tight circle. Explain that this is the Trust Circle which will be used often during **Choice**. Things said in the Trust Circle are said in confidence and should be treated as such.

Give each student a slip of paper. They write a question about drugs and 'post' it in the Choice Box. These are answered as a demonstration of how the Choice Box works.

Explain:

- Students can write questions they have about drugs and 'post' them in the Choice Box.
- Questions don't need to have a name on them.
- People should not be named in the questions (eg say 'a friend', rather than Darryl).
- Questions should be sensible.
- The Choice Box will be sealed between lessons.
- The PEO will unseal the Choice Box and answer the questions.
- Students can decide on a location for the Choice Box.
- Students should develop their own guidelines for appropriate use of the Choice Box.

*Note: A key part of the programme is the answering of the Choice Box questions by the PEO. These questions should not be thrown open to the class for their views. In some instances, for example if a question is about a school matter, the PEO may confer with the teacher. If the officer does not know an answer, they should say so, and find out by the next lesson. If the question is of a sensitive nature, or is a disclosure, the PEO should say in very general terms what the question is about and ask that the person concerned see them privately.*

## Personal Recording

Students complete page 2 of their Choice Activity Book: *Choice Box*.



# COPYSHEET 1: What do I already know about drugs?

Name:

Age:

What I already know about drugs:

All the drugs I can think of are:





# Module 1:

# Positively Me

## Focusing Question

*Why should we feel positive about ourselves and have positive relationships with other people?*

## Explanation

In this module students identify things that make each of them a special person, such as their interests, friends, families and future goals. This process of affirmation will help them realise that they don't have to be like other people. This will help them to stand up for what they believe in and resist offers to misuse drugs. Students also explore the people who will be able to help and support them in life, particularly with problems they might have. These could be friends and family as well as people in the wider community.

## Lesson 1: Being Positive

### Learning Outcomes

- 1 Students can list a number of positive things about themselves.

### Resources

- Special item brought by each child, the teacher and PEO (Students will need to be told about this well in advance)
- Coloured paper
- Sellotape
- Digital camera
- PEO
- Choice Activity Book for each student
- Choice Activity Book page 1 *Positively Me*
- **COPYSHEET 2: My Unfolding Story page 21**
- **COPYSHEET 3: Affirmation Chart page 22**
- PEO and teacher's Unfolded Stories

## Notes for the Teacher

- 1 Encourage the students to bring a special item that says something about themselves, who they are and what they like doing. This could be something about their family or church, a sport or activity they do, or a hobby they have.
- 2 The **safety guidelines** which should already be in place in the classroom should be reviewed, both as a reminder for the students and for the information of the PEO.



## Activities

- Seat students, teacher and PEO in a Trust Circle. Talk to the class about how everyone is special or unique - there is no one in the world that is exactly like us. This lesson will help everyone to identify things that are special about themselves and about each other.

Each member of the Trust Circle, in turn, tells the class about the item they have brought. Set a time limit, of say five minutes, for each person. During this session, the teacher or PEO takes photos of the students, with their permission, either individually or in groups. These can be used for the Unfolding Story.

- Explain to students that over the next week or so they are going to make an Unfolding Story about the things that make them special. The PEO and the teacher share their own Unfolding Stories with the class. Hand out **COPYSHEET 2 My Unfolding Story**. Go over this, so that students understand what is required. Get agreement on the finishing time. **COPYSHEET 2** should then be glued on to page 5 of their Choice Activity Book.



## Personal Recording

Students complete page 4 of their Choice Activity Book: *Positively Me*.

## Lesson 2      Getting Help and Support

### Learning Outcomes

- 1      Students can explain why having good support people can be of help.

### Resources

- DVD *The Swimming Hole*
- Choice Activity Book page 6 *Getting Help and Support*

### Activities

- Talk about how we all get help and support from other people around us, such as family and friends. Give some examples from your own life.

**Ask:**    *What are some times when we might need help or support from other people?*

*What sort of support could our family and friends give us?*

*How do you support your friends and family?*

Refer students to page 6 of their Choice Activity Book: *Getting Help and Support*. They complete the 'Friends' part of the diagram now, and complete the 'Family' part at night with help from their family.

- Show the first part of the DVD *The Swimming Hole* to the class. It shows a group of friends having fun at a river. When one of the group tries to pressure the others into doing things they don't want to do, the rest of the group applies positive peer pressure.

**Ask:**    *What are the good things about belonging to this group of friends?*

*What sort of things do you think they enjoy doing together?*

*Who do you think the leader is? Why?*

*What examples are there to show that Ray is a bit of a rebel?*

*(doesn't wear his cycle helmet, tries to get William to jump, wants to light a fire.)*

*How do the group deal with this?*

*What do you think the group should do about Ray and the fire?*

Show the rest of the DVD.

**Ask:**    *Who takes control of the situation?*

*Do you think they handled the situation well? Why or why not?*

*What do they do to make sure Ray still feels part of the group?*

In pairs, ask students to discuss: *Do you think these would be good friends to have? Why or why not?*



# Activities for Reinforcement and Revision of MODULE 1

## Resources

- **COPYSHEET 4: Help and Support Contacts** page 23
- **COPYSHEET 5: Happy Hand** page 24

## Help and Support Contacts

Students complete **COPYSHEET 4: Help and Support Contacts** to show agencies who can help if they, or someone they knows, has drug related problems. They could include agencies such as those below. Glue the completed **COPYSHEET** on to page 7 of your Choice Activity Book.

- What's Up
- Kidsline
- Samaritans
- Councillors
- Local Doctor
- Quitline

## Happy Hands

Give each student a 'hand' made from **COPYSHEET 5: Happy Hand**. They write their name across the wrist, colour the hand in lightly if they wish, write something positive about themselves in the hand and place it on a pre-selected area on the classroom wall. Over the next week students can write positive comments in other students' hands, putting their initials beside the comment. The teacher and PEO can add comments as well, especially on hands that may not have many comments.

## Human Tangle




Do the Human Tangle with students as follows.

Put students into groups of even numbers. Eight is a good number. They form a circle. Each person joins their left hand with someone's left hand on the other side of the circle. They then join right hands with a different person on the other side of the circle. The group must unravel itself without anyone letting go of a hand, until the circle is complete with everyone holding hands with the people on either side of them. This reinforces the idea that we need to co-operate with others in order to solve problems.

*Note: Some students may not wish to do this activity as it involves too much physical contact, or if they have back or neck problems. This should be respected. Girls could be forewarned to wear trousers or bike shorts. Alternatively another co-operative activity could be done.*

## Human Treasure Hunt

Give each student a Human Treasure Hunt card, like the one below. Explain that they must find members of the class who fit each criteria and get them to sign in the appropriate square. Stress that they must justify their choice.

 Shares things with others Mia Smithson Becky Campbell * * *	Reads a lot  Emily PANIA M. * * *	Does great headings on group work Sarah Temorenga April Jones * * *	Always cheerful  Pippa * * *
Tells good jokes Jarrod Redman * * *	Works well in a group Miriam * * *	Draws really well David Hutchinson * * *	Likes helping others Sascha Mayer * * *
Is a good leader Brett McKecknie * * *	Gets on well with lots of people Philip Van Duren * * *	Plays on the internet Helen H. Ross Marbeck * * *	Has a neat laugh Lizzie M. * * *

## Family Focus

Students take home **COPYSHEET 3: Affirmation Chart** to be completed by an adult at home, or another trusted adult. It is then included in the student's Unfolding Story.

## Suggested Assessment Activities for MODULE 1

- Observe students' communicating and listening skills.
- Observe students' ability to say genuine positive things about themselves and others.
- Check students' completed Choice Activity Book entries.



# COPYSHEET 2: My Unfolding Story

Name:

*Format for your Unfolding Story should be as follows:*

**Page 1** Title Page - including contents

**Page 2** Affirmation Chart - done by an adult at home. Underneath the chart write "When I read what  said about me I felt ."

**Pages 3 - 7** Choose from the following options. You must include at least four.

**Look at Me** - a series of photos of yourself from a baby to now  
- comments and stories about your life so far

**My Family Tree/Whakapapa**

**Favourite Food**

**My Favourites** - music, movies, TV shows, singers, actors

**My Friends** - class photo, friends' photos, friends' signature page

**Leisure Time** - what you like to do in your spare time

**Groups I Belong to**

**Page 8** **My Future** - predictions about what you hope your life will be like  
- goals you would like to achieve

**Due by:**

**Permission from friends/family to use photos :**

*(signature)*



# COPYSHEET 3: Affirmation Chart

Dear

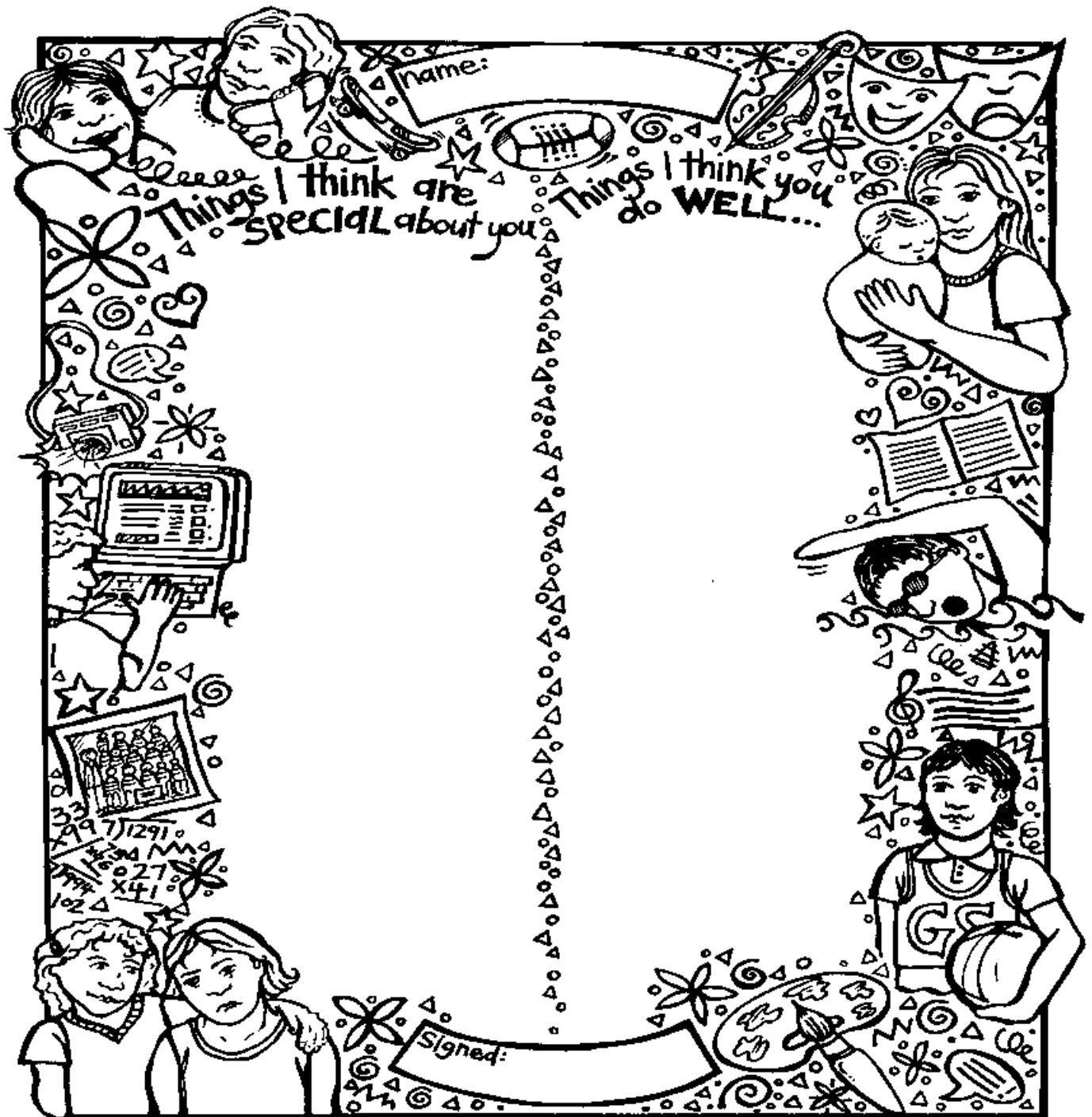
(name of adult)

In **Choice** today we looked at things that make each of us special. To help me with this, could you please fill in the Affirmation Chart by putting down things you like about me and things I do well.

Thank you for helping me.

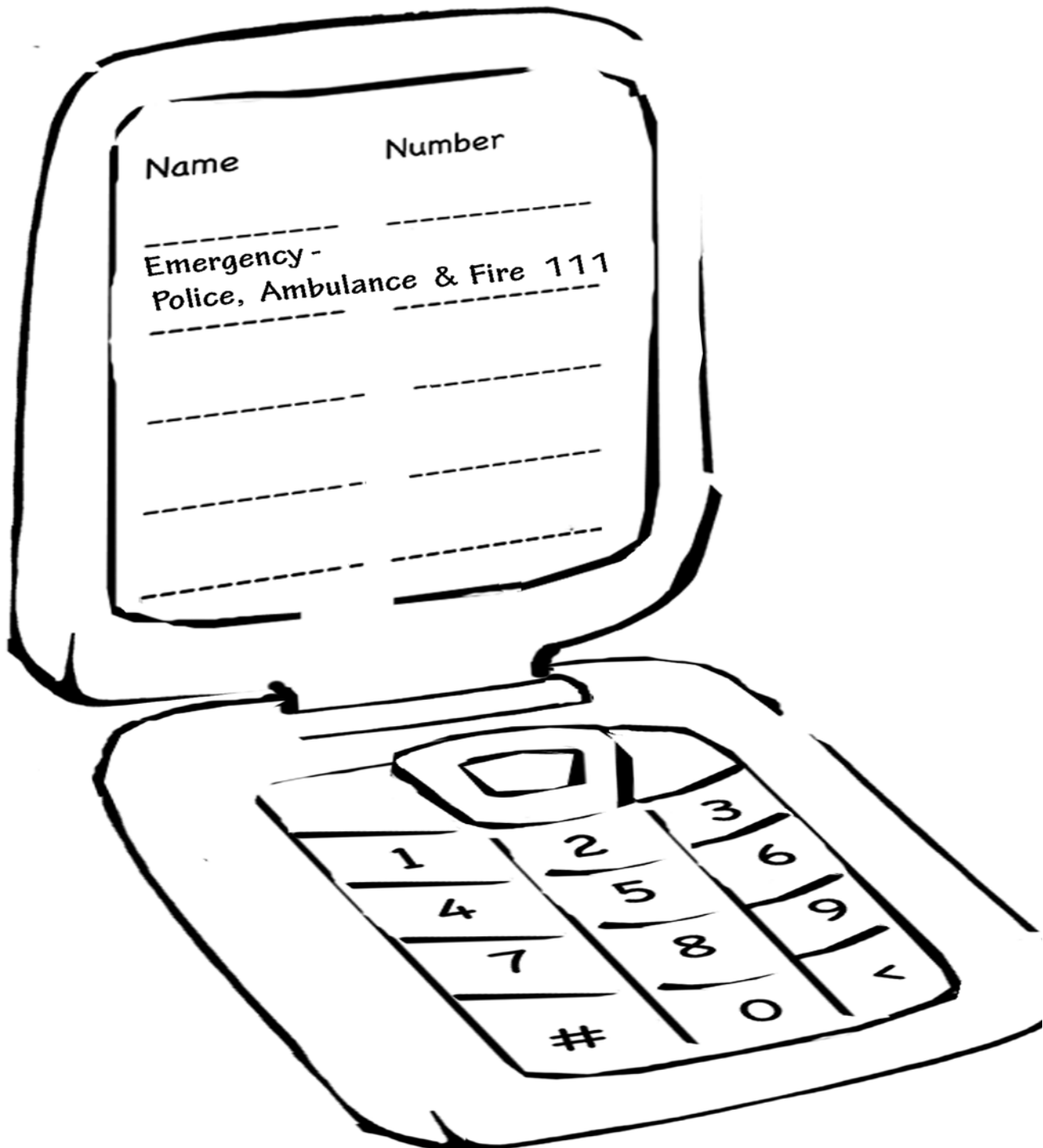
Signed

(name of student)





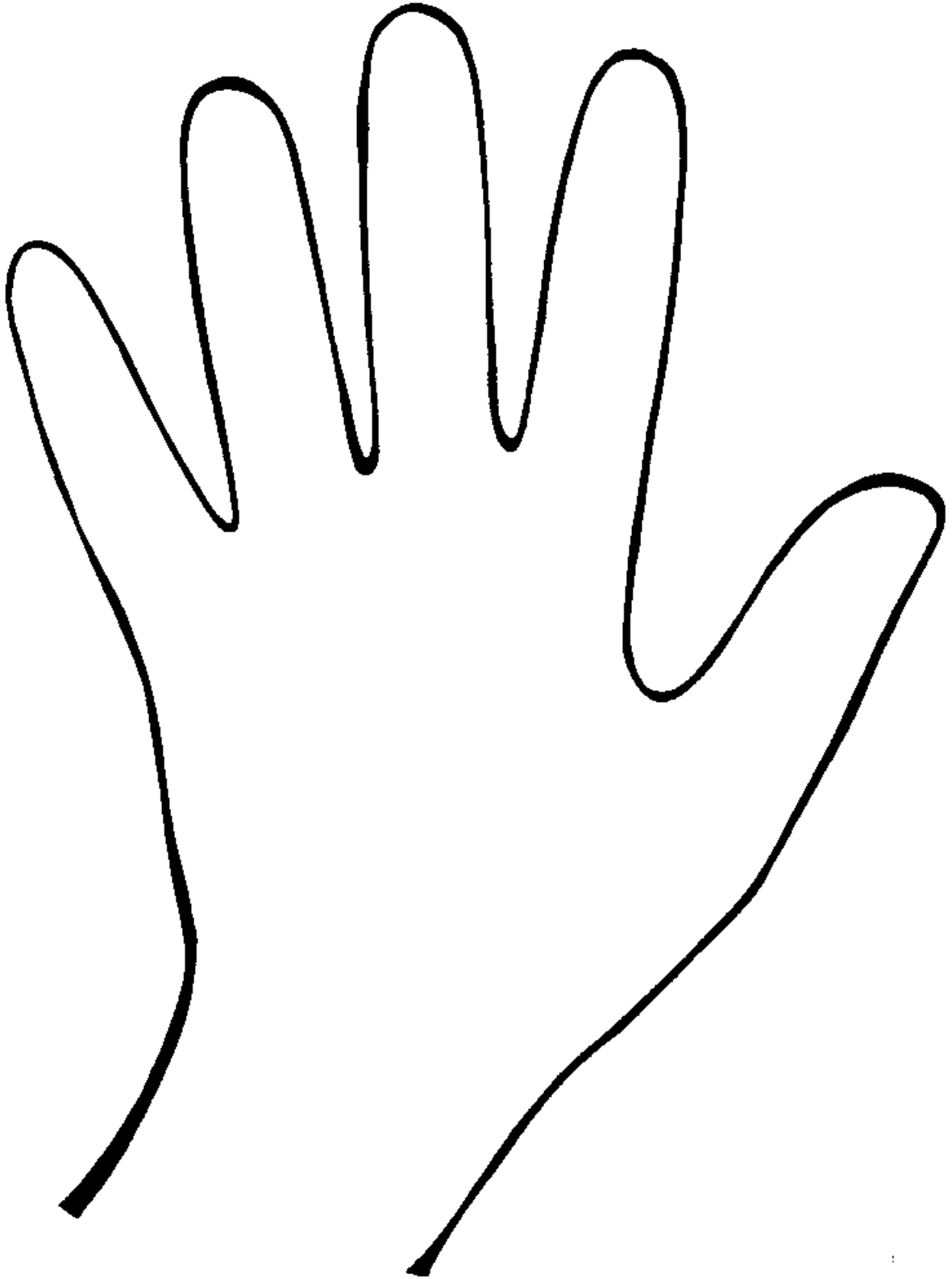
# COPYSHEET 4: Help and Support Contacts Book







# COPYSHEET 5: Happy Hand





# Module 2:

# Drugs in My Life

## Focus Question

*What information can help me make sensible choices about my use of drugs?*

## Explanation

In this module students define 'drug' and identify some common drugs used in their community. By examining food and drink labels, they come to realise that while some products may not be drugs, they do contain drugs.

The aim of **Choice** is to minimise later harm that may come from drug use and to reassure students in their non-use position of alcohol, tobacco and illegal drugs. Students receive information about drugs in response to their questions through the Choice Box, answered by the PEO. These questions are most likely to be about caffeine (tea, drinking chocolate and coffee), tobacco, alcohol, glue and other solvents and cannabis. Students should not be given information about drugs that are remote from their experience, as this may arouse curiosity.

## Lesson 1: What are Drugs?

### Learning Outcomes

- 1 Students can explain what drugs are.
- 2 Students can name common items that contain drugs.

### Resources

- COPSHEET 6: About Drugs page 30
- COPSHEET 7 a & b: Are these Drugs? pages 31 - 32

### Notes for the Teacher

**Alcopop** is a term describing certain flavoured **alcoholic beverages**, such as **malt beverages** to which various fruit juices or other flavourings have been added, beverages containing wine to which ingredients such as fruit juice or other flavourings have been added (**winecoolers**), beverages containing distilled

alcohol and added ingredients such as fruit juices or other flavourings. Also called RTDs or 'Ready to Drink.'

**Kava or kava-kava** is an intoxicating crop of the western **Pacific**. The roots of the plant are used to produce a drink with **sedative** and **anaesthetic** properties. Kava is consumed throughout the Pacific Ocean cultures of **Polynesia** (including **Hawaii**), **Vanuatu**, **Melanesia** and some parts of **Micronesia**. Kava is sedating and is primarily consumed to relax without disrupting mental clarity. Its active ingredients are called **kavalactones**.

**Drinking chocolate** is a **heated beverage** similar to hot chocolate, (also known as **cocoa**) but is made from melted chocolate shavings or paste rather than a powdered mix that's soluble in water. The average cup of drinking chocolate or hot chocolate contains about 10 mg of caffeine.

**Decaffeination** is the act of removing **caffeine** from **coffee beans**, **cocoa**, **tea** leaves and other caffeine-containing materials. Despite removal of caffeine, many decaffeinated drinks still have around 1-2% of the original caffeine remaining in them.

**Synthetic cannabis** is a **psychoactive** herbal and chemical product which, when consumed, mimics the effects of cannabis. It is best known in NZ as **Kronic**, which is legal and can be purchased easily at dairies.

**Spice**, another brand, is illegal in New Zealand. It is classified as a Class C controlled drug. Effects of synthetic cannabis can be as harmful as cannabis. This should not be mentioned in class unless students all ready know about it and need information about how dangerous it can be.

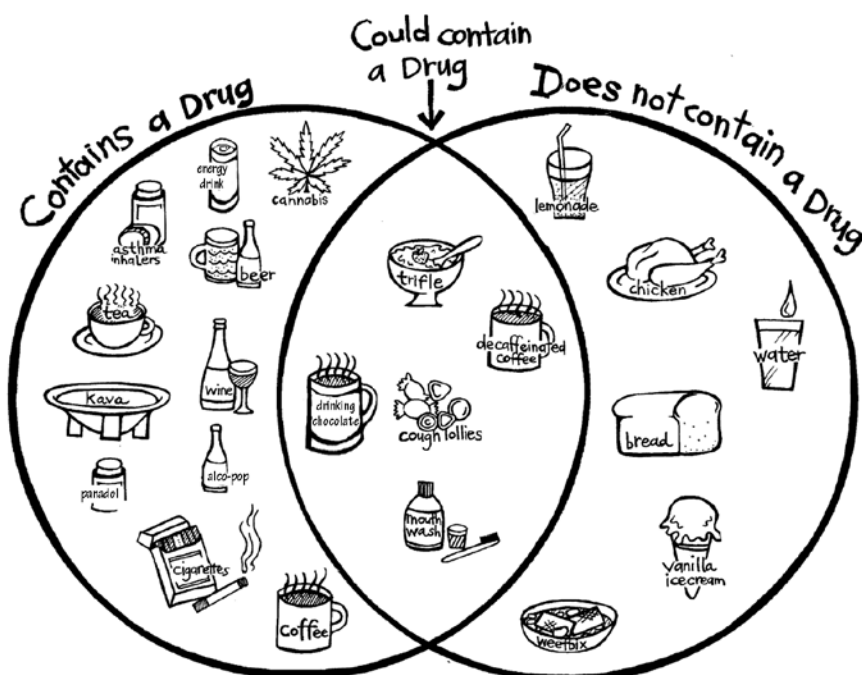


## Activities

- Explain to students that in this module they will be finding out more about drugs. Remind them that the Choice Box is there for any questions they have about drugs and that it will be answered by the PEO.

Hand out **COPYSHEET 6: About Drugs** and discuss this with the students.

- Explain that some drugs are legal, which means that people are not breaking the law when they use them. However, these drugs have laws and restrictions about who can use them and where and how they are made. For example there are laws about who can buy alcohol and when and where it can be consumed by different groups of people. Other drugs are illegal, which means that people are breaking the law if they use them, for example cannabis.
- Put students into groups. Give each group **COPYSHEET 7a and b: Are these Drugs?** The group cuts out each of the items on **COPYSHEET 7b** and places them on the Venn Diagram on **COPYSHEET 7a** where they think they best fit. Any items that they are not sure about should be



placed where the circles overlap for discussion. The PEO and teacher discuss these and check that students have made the correct decisions. The items can then be glued into place.

**Ask:** *Were you surprised to find that some of these things were drugs? Explain.*

*Where you surprised to find that some of these foods and drinks contained drugs? Explain.*

*Is it harmful to take any, or all, of these drugs?*

*(research shows that tobacco should not be included in a harm reduction message)*

*What makes these things harmful?*

*(drinking too much alcohol, tea or coffee; taking other people's medication; they contain substances that are harmful to our bodies.)*

Introduce the term **misuse**. Talk about how it is not realistic to say "I will never do drugs". A better message would be "**I should never misuse drugs**".

## Personal Recording

- 1 Refer students to page 10 of their Choice Activity Book: *A Drug Is...* Carry out this activity **with** them. Ask them to cover all but the first part of the definition in the first column. They then decide if all the items in the second column meet that definition. Complete this process with all the parts of the definition in column 1. They should come to the understanding that all items except icecream are drugs. They then put YES or NO in the third column.
- 2 Give each student **COPYSHEETS 7a & b**. They glue the Venn Diagram on page 11 of their Choice Activity Book then cut out all the items from **COPYSHEET 7b** and glue them in the correct place on the Venn Diagram.

## Lesson 2 The Medicine Cupboard

### Learning Intention

- 1 Students can explain what medicines are.
- 2 Students can describe correct use and storage procedures of medicines.

### Resources

- **COPYSHEET 8: Medicine Check** page 33 - completed before the lesson
- Resource person such as a pharmacist or the public health nurse to talk about medicines

### Notes for the Teacher

- 1 *Students must take home **COPYSHEET 8: Medicine Check** well before this session, so that they can bring it completed for Lesson 2.*
- 2 *Any resource people used during this lesson need to be carefully briefed first, so they understand the exact purpose of the visit and the teaching and learning approach used in **Choice**. It is helpful if the pharmacist can bring examples of medicine containers and labels.*

### 3 *Safety guidelines and policies*

*The teacher and students should check the school policy on medicines to see what it says and to decide if it needs updating.*



#### **Activities**

- Explain to students that in this activity they will be learning about one type of drug, medicines, why people take them and why it is important to take them in the recommended way. They will also find out how to store them safely. This will help them and their family use medicines safely and sensibly. In groups or pairs, ask students to share the **COPYSHEET 8: Medicine Check** that they did for homework. This should then be glued on to page 12 of their Choice Activity Book.

**Ask:** *What are some of the common medicines that people from our class have at home?*

*Why do people take these medicines?*

*Where are these medicines usually kept at home?*

- Seat the students, teacher and visitor in the Trust Circle. The visitor talks to the class about such things as:
  - *what medicines are for*
  - *when and why we take them*
  - *how we get them*
  - *correct use of prescribed drugs*
  - *correct storage of medicines*
  - *keeping medicines in original containers with original labels*
  - *asking the pharmacist before buying off the shelf medicines*
  - *following instructions on the label*
  - *disposing of unwanted medicines.*

Give students the opportunity to ask the visitor questions.

#### **Personal Recording**

Ask students to complete page 13 of their Choice Activity Book: *Guidelines for Safe Storage and Use of Medicines*. This should be taken home and shared with parents and/or caregivers.

# Activities for Reinforcement and Revision for Module 2

## Resources

- Resource person such as Māori traditional healer - option
- Collection of food and drink labels brought to class by students
- Selection of labels taken from medicine containers, wine bottles and medicine cartons, laminated by the teacher
- Chart paper, glue and felt pens

## Activities

### Resource People

- Invite a Māori resource person to class to talk about Māori herbal remedies. If appropriate, students could take a bush walk to identify some natural ingredients used in these remedies.
- Invite other suitably qualified people to class to talk about traditional or alternative methods of healing.

### Classifying Labels

- Put students into groups, each with a selection of the food and drink labels they have brought along. They read the labels and classify each under one of the following headings. The headings could be put on a chart, and the labels glued on in the appropriate place.

Headings:

**Is a drug, or contains a drug**

**Not sure**

**Is not a drug**

**Ask:** *What were some things that interested you?*

*What were some things that surprised you?*

*Why is it important to read food and drink labels?*

- Put the students into groups. Give each group one of the laminated labels. They underline the safety messages for the user. They then swap with another group who check what has been highlighted. Each group should work with at least one alcohol, one cigarette and one medicine label. Ask them for their conclusions.

## Family Focus

Students share page 13 of their Choice Activity Book: *Guidelines for Safe Storage and Use of Drugs* with someone at home.

## Suggested Assessment Activities for Module 2

- Assess group Venn Diagrams.
- Monitor questions in the Choice Box.
- Assess entries in Choice Activity Books.



## COPYSHEET 6: About Drugs

***A drug can be defined as any chemical substance which alters the way a person's body or mind works.***

***This does not include food, air and liquid which our bodies need to work properly.***

.....

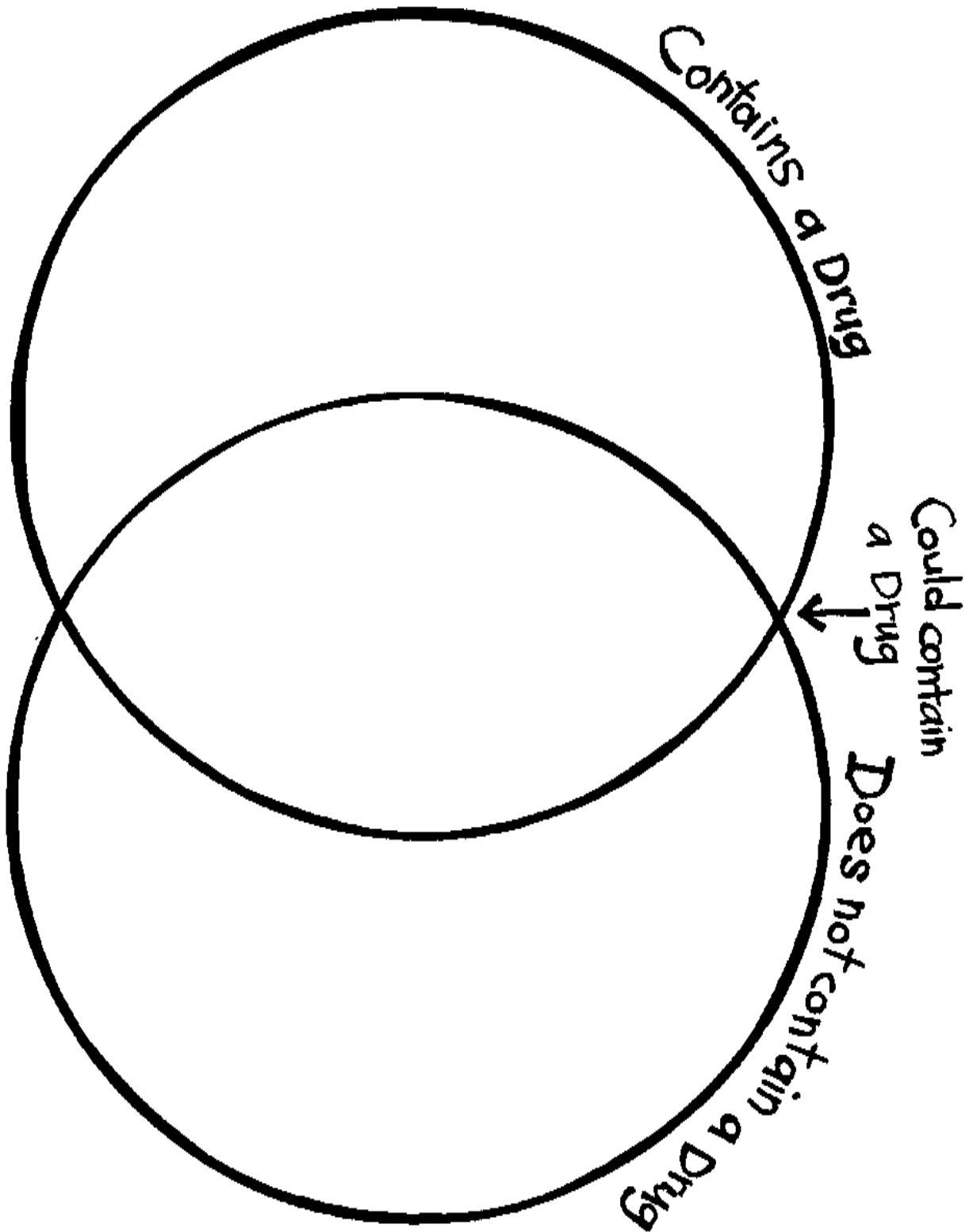
***Almost everyone takes some drugs. A lot of people depend on taking drugs to keep healthy, but drugs can be harmful is misused.***

***Because misusing drugs can be harmful, laws have been passed restricting their manufacture, distribution or use.***

Based on material from the Centre for Education and Information on Drugs and Alcohol, New South Wales, Australia  
[www.ceida.net.au](http://www.ceida.net.au)



## COPYSHEET 7a: Are these Drugs?







# COPYSHEET 7b: Are these Drugs?





## COPYSHEET 8: Medicine Check





# Module 3: Healthy, Confident Us

## Focusing Question

*How might the consequences of drug use affect me and others?*

## Explanation

This module allows students to explore the difference between safe use (use) and unsafe use (misuse or abuse) of drugs. Students consider what the consequences of drug misuse might be and who could be affected. They understand how they can be healthy if they learn to make confident, informed decisions about their own behaviour.

## Lesson 1 What could happen if...

### Learning Outcomes

- 1 Students will be able to describe positive and negative consequences of drug use.

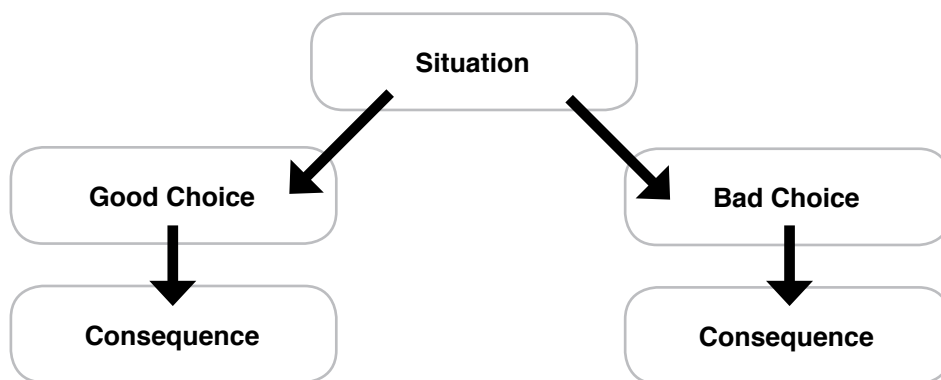
### Resources

- Packs of *What could happen if...* Sorting Cards (five in each set)
- **COPYSHEET 9 a & b: What could happen if...** pages 37 - 38

### Activities

- Put students into five groups. Give each group one of the sets of sorting cards. They must decide what is happening in the situation and then sort the cards to show a positive choice and consequence and a negative choice and consequence, as shown in the diagram overleaf.

Groups swap cards and again sort the cards as shown overleaf. This process can be completed until each group has seen all or most of the card sets.



### Personal Recording

Give each student **COPYSHEET 9a and b: What could happen if...** They must decide what is happening in the situation and sort the cards to show a positive choice and consequence and a negative choice and consequence. They glue the illustrations in, and then glue the whole page on to page 16 of their Choice Activity Book.

## Lesson 2 Effects of Misusing Drugs

### Learning Outcomes

- 1 Students will be able to identify some effects of drug misuse.

### Resources

- Drug Cards - five
- **COPYSHEET 10: Effects of Drug Misuse** page 39

### Activities

- Put students into five groups. Give each group one of the coloured *Drug Cards*. They decide what the possible effects of misusing this drug might be. They complete a spider diagram to show their decisions. Each group in turn report back to the class.  
*Note: In the case of illegal drugs non-use is stressed.*



### Personal Recording

Give each student **COPYSHEET 10: Effects of Drug Misuse**. They complete this and then glue on to page 17 of their Choice Activity Book.



# Activities for Reinforcement and Revision in Module 3

## Resources

- Pens, card, scissors
- Packs of *What could happen if...* Sorting Cards (five in each set)

## Activities

### Sorting Cards

Review *What could happen if...* Sorting Cards with students. Working individually or in pairs students develop their own set of Sorting Cards showing a situation, a positive choice and consequence and a negative choice and consequence (five cards in all). These could be done by writing or drawing. The group swaps their cards with another group who try to sort them in the right order (see **COPYSHEET 9a**).

### Hot Seat

Choose one set of the Sorting Cards. The PEO, if present, or a confident student takes the role of one of the young people who has to decide what to do in that situation. They sit in a hot seat at the front of the class. Gather the other students closely around the chair. The students can then ask the person in the hot seat questions to find out what they are going to do, and what the consequences might be.

### Get the Msg! Information for generation text

Working individually or in groups students can find out accurate information about drugs that are of concern to them. The source of this is the NZ Drug Foundation. Students simply text the name of the drug they want to know about to “Drug” (3784) They will then receive a short factual health and safety message about that drug, as well as links to further information and help.

## Family Focus

Complete page 18 in the Choice Activity Book: *Effects of Drug Use*.

## Suggested Assessment Activities for Module 1

- Observe students during the card sorting activity.
- Listen to group feedback on the *Effects of Drug Misuse* Activity.
- Check personal recording.

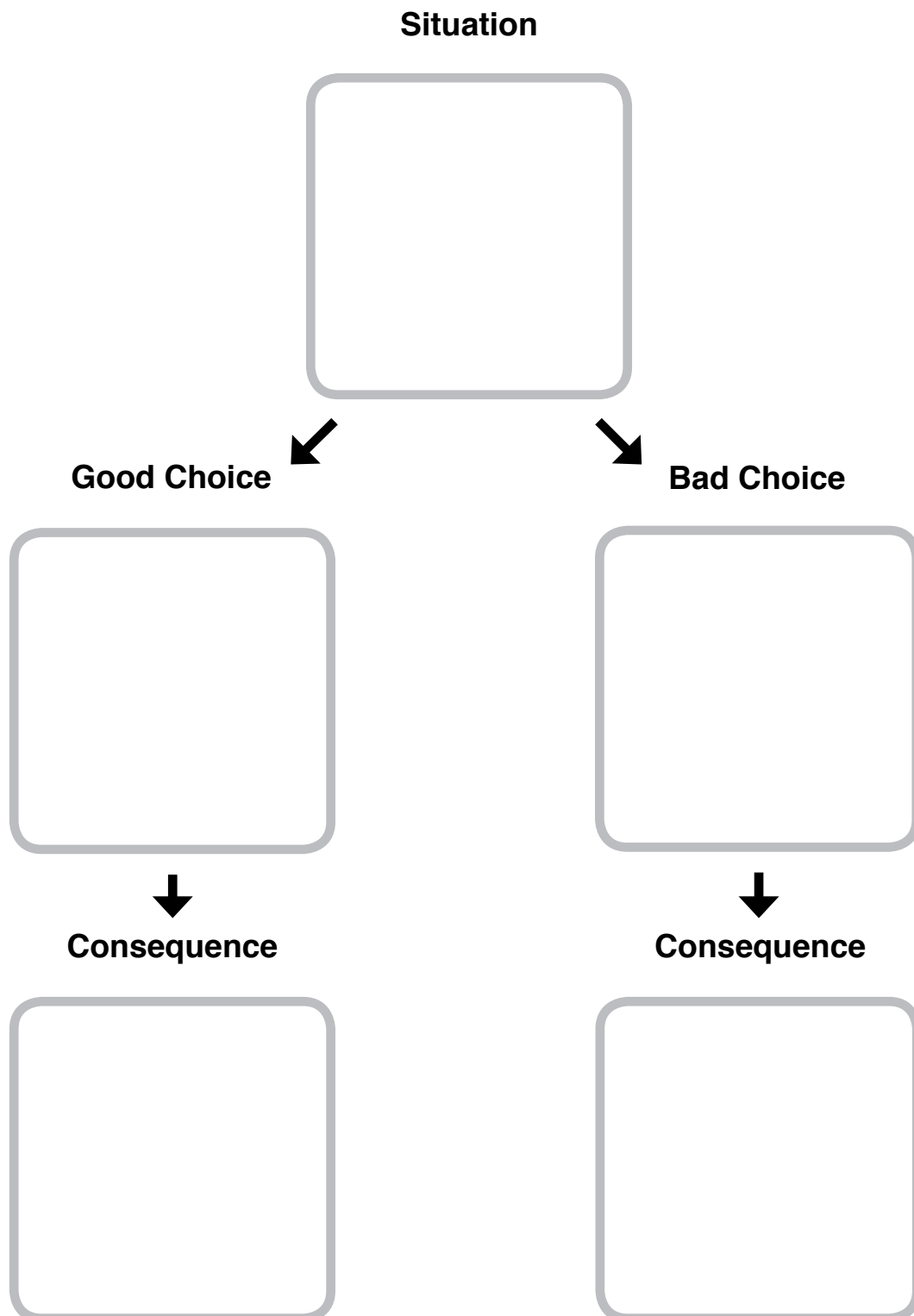


# COPYSHEET 9a:

## What could happen if...

### Instructions

Cut out the five illustrations from COPYSHEET 9b and place them in the boxes in which you think they best fit. In the box underneath write an explanation about what you think is happening.





# COPYSHEET 9b:

## What could happen if...





# COPYSHEET 10:

## Effects of Drug Misuse

### Instructions

- 1 Draw a picture of a drug (choose from medicine, alcohol, cannabis, cigarettes, energy drink) in the illustrations box.
- 2 Decide what the effects of misusing this drug might be.
- 3 Draw a line from the drug to each effect you have chosen. You may add some other effects.
- 4 Complete the instructions in the box on the right at the bottom of the page.

### Possible effects of misusing this drug

- go to hospital
- poisoned
- could get fired
- suspended from school
- arrested
- nightmares
- damage to lungs
- hallucinations
- get addicted
- grounded
- could kill you
- costs a lot
- drunk
- drive poorly
- in trouble at home
- can't think right
- causes arguments
- causes fights
- do silly things
- family violence
- do dangerous things
- loss of memory
- get arrested
- get fined
- take risks or dares
- vomit
- clothes/breath smell
- makes you hyper
- takes money from family
- makes you sleepy
- keeps you awake too long
- can't travel overseas
- dizzy
- hurt yourself

**Who is affected?**

**How could it change their life?**

**My key message is.....**





# Module 4:

## My Life - My Choice

### Focusing Question

*Why should I make sensible and safe decisions?*

### Explanation

In this module students develop assertiveness skills which will help them manage difficult situations that they may find themselves, including being pressured to take drugs. They learn a range of strategies for resisting such pressure. A decision making process is introduced to help students make sensible and safe decisions in their lives.

### Lesson 1 If it's to be, it's up to me.

#### Learning Outcomes

- 1 Students can behave confidently and assertively.
- 2 Students can use a range of strategies to manage drug related situations.

#### Resources

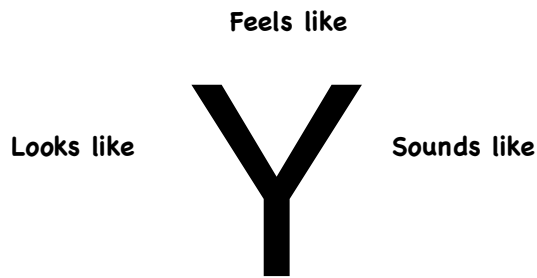
- PEO
- Yellow dot stickers
- **COPYSHEET 11: Strategies for Resisting Pressure to use Drugs** page 44

#### Activities

- Explain to students that the way they express their ideas, opinions and feelings to others is important. People notice not only what you are saying, but your tone of voice, your posture, your eyes and your body language. The more effectively you say something the more likely you are to be listened to.

In pairs, students brainstorm what they think a confident and assertive person looks, feels and sounds like. They record this in a diagram like the one on the next page.





Have students stand up and have a confident conversation with a partner.

### The Yellow Dot Game

Explain to the class that sometimes it is hard to say 'no' to people, especially if they are friends. However, there are some techniques that we can use. Divide the class into two groups. Give each student three yellow dots. Students must try to pressure other students into giving up their dots. They can use a variety of verbal techniques, but must not touch the other person. The objective is to get as many dots as possible. However, students must also resist pressure to give up a yellow dot.

**Ask:** *Who gave up a dot?*

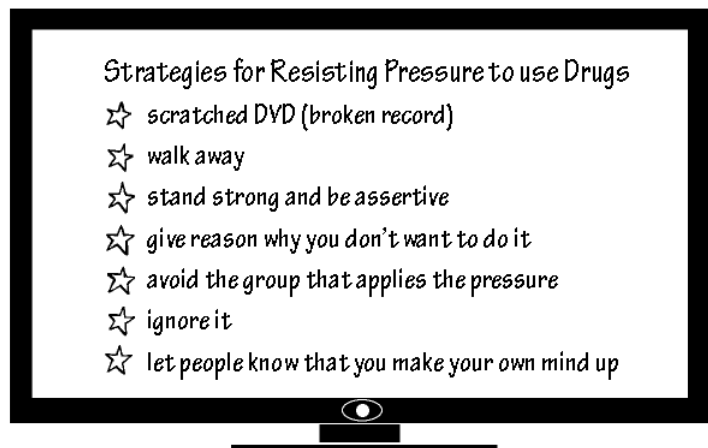
*What sort of pressure did you find hardest to resist?*

*What did you do to hang on to your dots?*

*What things were most effective?*

Work with the class to come up with a list of strategies for resisting pressure. Ensure that strategies such as the following are included.

Put students into a circle, with the teacher or PEO in the middle. If the class is large, use two circles, each with one adult. The adult goes up to each person in turn and offers them a drug. The student must resist the offer, using one of the strategies on the class list. The other students must guess which strategy has been used. Repeat this a number of times. Students then continue to practise in pairs.



**Ask:** *Why is it important to know and be able to use these strategies?*

*Would the same strategies work for everyone?*

*Would they work every time?*

### Personal Recording

Students complete **COPYSHEET 11: Strategies for Resisting Pressure to use Drugs** and glue this on to page 21 of their Choice Activity Book.

# Lesson 2      Decision Making

## Learning Outcomes

- 1      Students can explain that every decision has a consequence.
- 2      Students can make sensible and safe decisions.

## Resources

- DVD *Decisions, Decisions*
- **COPYSHEET 12: Decision Making** - enlarged to A3 page 45
- **COPYSHEET 13: Situations** page 46

## Activities

- Show students the DVD *Decisions, Decisions*  
Stop at the break. Brainstorm with the class all the choices that they think Kate has. Record these on the board. Show each of the endings in turn. After each:

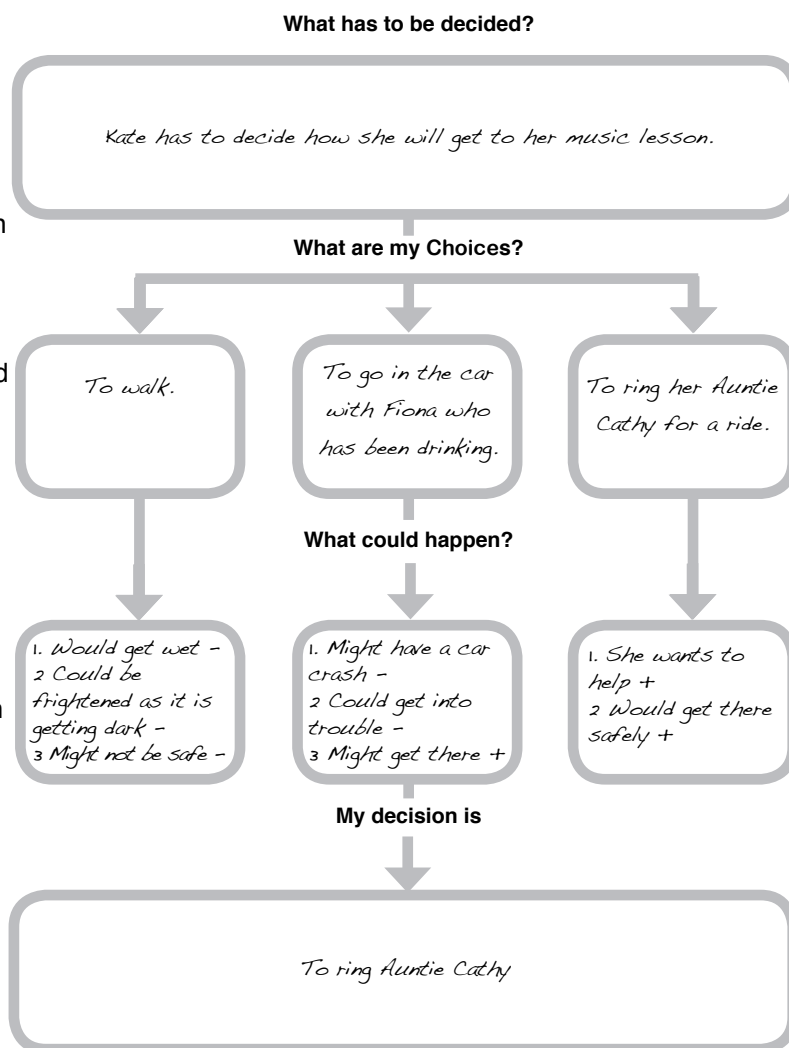
**Ask:**    *Was this a good decision? Why or why not?*

Introduce the Steps to Decision Making on **COPYSHEET 12:**

### Decision Making.

Work through the decision making process for Kate. It might look something like the one shown here. Work with the class to put a '+' (positive consequence) or a '-' (negative consequence) beside each of the items in the 'What could happen' boxes. This makes it very easy to see what the best decision would be.

Students can work individually, in pairs or small groups to make a decision about one, or more, of the situations on **COPYSHEET 13: Situations**, using the decision making process on **COPYSHEET 12**, which has been enlarged to A3. Remind the class to put a '+' (positive consequence) or a '-' (negative consequence) beside each of the items in the 'What could happen' boxes. This makes it very easy to see what the best decision would be.



**Either:** The group leaves the final decision blank. All the charts are put up on the wall and one of the other groups makes the final decision.

**Or:** Each group makes their final decision. Arrange the completed charts on the wall as a bus stop. The groups view all charts and draw a star if they think the final decision on each is a safe, sensible one.



## Activities for Reinforcement and Revision for Module 4

### Resources

- **COPYSHEET 14: Back Pack** page 47

### Activities

#### The Back Pack

Put students into groups of about five. Give each group **COPYSHEET 14: Back Pack**. They cut out all the items and then decide which eight items they would take if they were going on a trip to the beach.

At intervals you give them a new bit of information such as:

- *there is no cell phone coverage at the beach*
- *there is no shop close by*
- *there are four of you going*
- *the weather forecast is for rain later in the day.*

When they have made their final choices they glue the items into the back pack.

#### Assertive Freeze Frames

Ask half the class to stand up and freeze frame into an assertive position. The rest of class must choose the five people they think look most assertive and give reasons. Repeat the process with the other half of the class.

## Family Focus

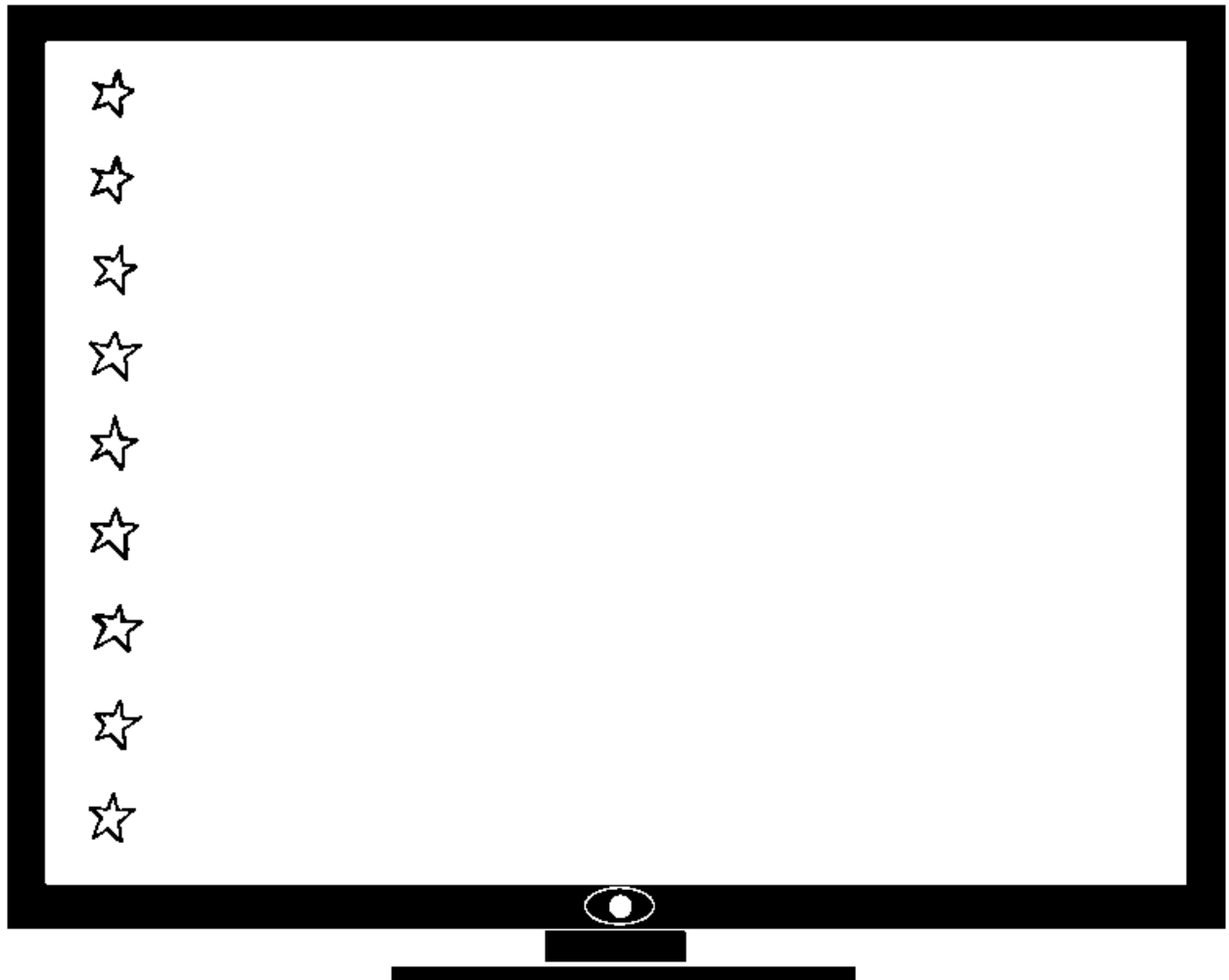
Students complete page 22 of their Choice Activity Book: *Making a Safe, Sensible Decision* with an adult at home.

## Suggested Assessment Activities for Module 4

- Assess students' ability to resist pressure in the yellow dot game and the circle activity.
- View completed A3 Decision Making Charts.
- Observe students' behaviour in and out of the classroom.



# COPYSHEET 11: Strategies for resisting pressure to use drugs





# COPYSHEET 12: Decision Making

**What has to be decided?**

**What are my choices?**

**What could happen?**

**My decision is**



# COPYSHEET 13: Situations

1 You are at your Auntie's place with your Mum and Dad and the adults are drinking and getting quite drunk. You are not sure what to do.

2 You, your little brother and Mum are in the car and Mum is smoking. The car is parked outside a shop. Your little brother is coughing and the smoke is making you feel quite sick.

3 You are feeling unwell and instead of taking you to the doctor, Dad wants to give you some antibiotics that he was given for flu about six weeks ago. He has some left over.

4 You are staying with your grandparents and you can't get to sleep. Grandma offers you one of her sleeping pills.

5 You are staying at a friend's place and their parents have gone next door for dinner. Your friend wants you to drink some of the wine from a bottle that is open in the fridge.

6 You and a group of friends are out playing at the back of the school. One of them has brought a joint (cannabis) from home. It is being passed around the group and everyone is having a puff.







# CONCLUDING ACTIVITY

## Choice Celebration

### Focusing Question

*What have we learnt through Choice?*

### Explanation

In the **Choice** Celebration, students draw together their learning and show their families and community what they have been doing in **Choice**. They express their views on drug use and make a commitment to respect the laws that relate to drugs. As well as being an enjoyable function, it provides reinforcement for their new learning and behaviour. It also provides an opportunity for community people to consider their own drug use.

### Learning Outcomes

- 1 Students can share what they have learnt through **Choice**.

### Guidelines for Choice Celebration

- It is a chance for students to share what they have learnt with school, family and community.
- It shows the audience the programme in sequence.
- It should take place at a time that suits the community.
- Students should take responsibility for arranging the programme, under the guidance of the PEO and teacher. This could include such things as a power point prepared by the class, looking at one of the DVDs, demonstrating the yellow dot game, demonstrating freeze frames.
- Students work from **Choice** should be displayed.
- Light refreshments could be served.

- The function should be alcohol and smoke free.
- Students receive their **Choice** Certificates.
- Students and their parents sign a wall chart entitled “**I am prepared to make sensible decisions about drugs when I have to**”.