



# Choice

**Years 7 - 8**  
**Teaching Guide**

PUBL432 - 12

New Zealand Government



New Zealand  
**POLICE**  
Nga Pirihimana O Aotearoa

# Choice Years 7-8

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### Consequences of Drug Misuse

Allen and Unwin Book Publishers for cartoon from "The Great Brain Robbery" by Tom Scott and Trevor Grice

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# Resource Kit Contents

Year 7-8 **Choice** Teaching Guide PUBL432-12

*Preparing to Teach **Choice** in Your School - A Working Booklet* PUBL424-12

Photopack - *Consequences of Drug Misuse*

Media Pack

**Choice** DVD PUBL467-12

CD Year 7-8 *Teaching Guide*

## Goal

To strengthen young people's ability to make positive life choices with special emphasis on drug use.

## Achievement Objectives

- 1 Students will explore their prior knowledge about drugs and identify what they still need to know.
- 2 Students will identify positive things about themselves and build positive relationships to support them as they make safe choices about drug use.
- 3 Students will be able to use a decision making process to help them make safe choices about drug use.
- 4 Students will be able to distinguish between legal and illegal drugs.
- 5 Students will be able to identify the difference between drug use and drug misuse.
- 6 Students will have some knowledge of penalties and legal consequences of drug use and misuse.
- 7 Students will be able to describe some of the consequences of drug misuse.
- 8 Students will develop the ability to critically analyse media messages related to drug use.



# Messages

It is intended that these will become part of students' thinking as a result of **Choice**.

- I have some prior knowledge about drugs and I will build on this.
- I can recognise what a positive relationship is for me.
- I can form and maintain strong, positive relationships with family and friends.
- I have pride in myself.
- I respect myself and others and can make good life choices.
- I know what a drug is.
- I will get factual information on drugs that are of concern to me.
- I know that there are penalties and legal consequences associated with illegal drug use.
- I know that misusing drugs will have negative consequences.
- I can identify times when it is appropriate to use legal drugs.
- I can name some people and places to get support.
- My life plan could be negatively affected by drug use.
- I understand the purpose of media and won't believe everything I see and hear.
- I will critically analyse media messages.

## Meeting the Needs

It is important that drug education meets the needs of the age group it is designed for, and more specifically the particular class in which it is being taught. The Pre Activity *What do I know and what do I need to know about drugs?* is designed to help the teacher and Police Education Officer choose lessons from the programme that really meet the needs of the class. The teacher and Police Education Officer should use the planning chart on page 13 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. The information included under cultural views and realities will help with this.

**Choice** is flexible with regard to timing. There are 8 lessons and two extension lessons from which teachers and Police Education Officers (PEOs) will select those that are appropriate for their class. Within each lesson, teachers and PEOs can also make selections. 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.

# Curriculum Links

Curriculum links for Year 7 - 8 **Choice** have been aligned with the draft *New Zealand Curriculum*.

## Health and Physical Education Learning Area

Most of the lessons link closely with the Health and Physical Education Statement contained in the framework.

**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 key learning area of Mental Health. It embraces the 4 underlying concepts of the Health and Physical Education Statement, namely:

**Hauora** - a Maori 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 4 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 the next page. For further information, schools can refer to the Drug Education Guidelines:

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/PublicationsAndResources/ResourcesForEducators/AQuickGuideToExtraSupport/WhatToDoInACrisis/DrugEducationInSchools.aspx>

## Links with other Learning Areas

- 1) A number of drama conventions have been used which will allow students to investigate drama through the context of drug use and misuse.
- 2) Lessons on drug classification and penalties for infringing the law may well fit within Social Sciences.

## Key Competencies of the Curriculum

The *New Zealand Curriculum* outlines 5 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*.

## Links to Health and Physical Education

Modules	Lesson 1	Lesson 2	Lesson 3
<b>Module 1</b>			
<b>Cool 2 B Me!</b>	List good things about being their age. Give some reasons why young people their age might use drugs. 2A1,4 3A1,4 4A1	List strategies for coping with problems. Describe the qualities of being a good friend. Access people and agencies to help with drug related problems. 2A1,3; 2C1,3; 2D2 3A3; 3C1; 4A3; 4C1	
<b>Module 2</b>			
<b>Drugs and the Law</b>	Describe what drugs are. Identify and name classified drugs. 2A3 3A3 4A3	Suggest suitable penalties for drug offences. Explain the legal consequences of misusing drugs. Get answers to their drug related problems. Explore parental attitudes to drug misuse. 2A1,3 3A3 4A3	
<b>Module 3</b>			
<b>The Good, the Bad and the Ugly</b>	Describe safe use of legal drugs. Describe drug misuse. 2A3 3A3 4A3	Describe some consequences of misusing drugs. Get answers to their drug related questions. 2A1,3 3A3 4A3	Explain why smoking is harmful to health. 2A3 3A1,3 4A3
<b>Module 4</b>			
<b>Choice Choices!</b>	Explain why some decisions are harder to make than others. Consider how the views of others may influence choices they make. 2A1; 2C3 3A1,3; 3C3 4A3; 4C3	Behave assertively. Use techniques to get out of situations in which they are offered drugs. 2A3,4; 2C3 3A3,4; 3C3 4A3; 4C3	Explain how the course of a young person's life may be changed by drug misuse. 2A3,4 3A3,4 4A3,4
<b>Module 5</b>			
<b>Massive Media</b>	Debate the truth about a media message. 2D1 3D1 4D1	Explain why they should be critical of messages received from the media. 4D1	

Note: The links can be interpreted as follows: The first number refers to the Level. A,B,C,D refer to the strands. The second number refers to the Learning Objective. Example: 2A4 = Level 2, Strand A Personal Health and Physical Development, Achievement Objective 4 Personal Identity.

# 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 Police Education officer before teaching begins.

- **Choice** is more effective in the middle terms when the class is settled and has established effective working habits
- **Choice** should be taught over a period of about 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 team taught as a partnership between the teacher and Police Education Officer. The teacher knows the students and will be able to ensure that reinforcement and revision occurs. The Police Education Officer adds credibility and can provide factually correct information about drugs and the law.
- 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 Police Education Officer sitting in a large circle facing inwards, either on chairs or the floor. Everything said within the Trust Circle is respected and confidential.
- **Choice** uses interactive teaching styles. These are student focussed and involve group work and drama style activities. The teacher and Police Education Officer 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**. It is to allow students to get their drug related questions answered by the Police Education Officer.
- 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.
- **Choice** can be co-ordinated with other community agencies working in the drug area.
- Drug education needs to be long term and delivered over a period of time. It is hoped that students will have had **Choice** in Years 5-6 as preparation.
- **Choice** is flexible. Teachers and Police Education Officers choose lessons and activities within lessons that suit the needs and abilities of the class.

For further information on teaching drug education in schools, refer to:

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/PublicationsAndResources/ResourcesForEducators/AQuickGuideToExtraSupport/WhatToDoInACrisis/DrugEducationOInSchools.aspx>

# Using Outside Groups and Agencies

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

- Representatives from community helping agencies in Module 2
- Cultural leaders in Module 3
- Drug detective or drug expert in Module 3

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
1. Did your child discuss the programme with you?			
2. Did you consider your own use of drugs as a result of the programme?			
3. Were you able to attend the parents' meeting and was the meeting helpful?			

Comment:



# Evaluation for Teacher and 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.

	YES	MAYBE	NO
1. The activities and lessons were suitable for the students.			
2. The time spent on planning and working in partnership was valuable.			
3. The pre-activity was well utilised and supported the programme.			
4. The students have built on prior knowledge.			
5. The lesson lengths were appropriate.			
6. Home Activities were well supported.			
7. Learning Outcomes were met.			

Comment:

# Evaluation for Students

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

Put a ✓ in the appropriate column.

1. I feel positive about myself and have good friends.

YES

MAYBE

NO

2. I have more information about drugs and the harm they can cause.

3. I can say “no” assertively.

4. I can make positive choices about my life.

5. I can analyse the messages that the media gives.

**Comment:**

# Overview

## PRE ACTIVITY: What do I know, and what do I need to know about drugs?

<b>Module 1</b> <b>Cool 2 B Me!</b> <b>Focus Question</b> Why might young people take drugs?	<b>Lesson 1</b> <b>What's Great about Being You?</b> Students can: <ul style="list-style-type: none"> <li>- list good things about being their age;</li> <li>- give reasons why people their age might use drugs.</li> </ul>	<b>Lesson 2</b> <b>Sounding out Strategies</b> Students can: <ul style="list-style-type: none"> <li>- list strategies for coping with problems;</li> <li>- describe qualities of a good friend;</li> <li>- access people and agencies to help with drug related problems.</li> </ul>	
<b>Module 2</b> <b>Drugs and the Law</b> <b>Focus Question</b> What information can help me to make sensible choices about my use of drugs?	<b>Lesson 1</b> <b>How Harmful?</b> Students can: <ul style="list-style-type: none"> <li>- describe what drugs are;</li> <li>- identify and name some classified drugs.</li> </ul>	<b>Lesson 2</b> <b>I Fought the Law and the Law Won</b> Students can: <ul style="list-style-type: none"> <li>- suggest suitable penalties for drug offences;</li> <li>- explain the legal consequences of misusing some drugs;</li> <li>- explore parental attitudes to drug misuse.</li> </ul>	
<b>Module 3</b> <b>The Good, the Bad and the Ugly</b> <b>Focus Question</b> How can I distinguish between drug use and misuse and the consequences of these?	<b>Lesson 1</b> <b>Use and Misuse</b> Students can: <ul style="list-style-type: none"> <li>- describe the safe use of legal drugs;</li> <li>- describe drug misuse.</li> </ul>	<b>Lesson 2</b> <b>The Consequences</b> Students can: <ul style="list-style-type: none"> <li>- describe some consequences of misusing drugs;</li> <li>- get answers to their drug related questions.</li> </ul>	<b>Lesson 3 - Extension</b> <b>Smoking Poison</b> Students can: <ul style="list-style-type: none"> <li>- explain why cigarette smoking is harmful to health.</li> </ul>
<b>Module 4</b> <b>Choice Choices!</b> <b>Focus Question</b> How can I be sure that I make positive life choices?	<b>Lesson 1</b> <b>Making Decisions</b> Students can: <ul style="list-style-type: none"> <li>- explain why some decisions are harder than others;</li> <li>- consider how the views of others may influence choices they make.</li> </ul>	<b>Lesson 2</b> <b>Trying Techniques</b> Student can: <ul style="list-style-type: none"> <li>- behave assertively;</li> <li>- use techniques to get out of situations in which they are offered drugs.</li> </ul>	<b>Lesson 3 - Extension</b> <b>On the Right Track</b> Students can: <ul style="list-style-type: none"> <li>- explain how the course of a young person's life may be changed by drug misuse.</li> </ul>
<b>Module 5</b> <b>Massive Media</b> <b>Focus Question</b> When I see and hear things in the media how can I work out what to believe?	<b>Lesson 1</b> <b>Debating the Messages</b> Students can: <ul style="list-style-type: none"> <li>- debate the truth about a media message.</li> </ul>	<b>Lesson 2</b> <b>Exploding the Myths</b> Students can: <ul style="list-style-type: none"> <li>- explain why they should be critical of messages received from the media.</li> </ul>	

# Planning Chart

## Overview

**PRE ACTIVITY:** What do I know, and what do I need to know about drugs?

<b>Module 1</b> <b>Cool 2 B Me!</b> <b>Focus Question</b> Why might young people take drugs?	Lesson 1 <b>What's Great about Being You?</b>	Lesson 2 <b>Sounding out Strategies</b>	
<b>Module 2</b> <b>Drugs and the Law</b> <b>Focus Question</b> What information can help me to make sensible choices about my use of drugs?	Lesson 1 <b>How Harmful?</b>	Lesson 2 <b>I Fought the Law and the Law Won</b>	
<b>Module 3</b> <b>The Good, the Bad and the Ugly</b> <b>Focus Question</b> How can I distinguish between drug use and misuse and the consequences of these?	Lesson 1 <b>Use and Misuse</b>	Lesson 2 <b>The Consequences</b>	Lesson 3 - Extension <b>Smoking Poison</b>
<b>Module 4</b> <b>Choice Choices!</b> <b>Focus Question</b> How can I be sure that I make positive life choices?	Lesson 1 <b>Making Decisions</b>	Lesson 2 <b>Trying Techniques</b>	Lesson 3 - Extension <b>On the Right Track</b>
<b>Module 5</b> <b>Massive Media</b> <b>Focus question</b> When I see and hear things in the media how can I work out what to believe?	Lesson 1 <b>Debating the Messages</b>	Lesson 2 <b>Exploding the Myths</b>	



# Part B

## PRE ACTIVITY

# What do I know and what do I need to know about drugs?

*Note: The following lesson should be carried out by the teacher and Police Education Officer at least one or two weeks prior to the start of teaching. The main intention is that data about drug experiences and needs of students will be gathered. This will help the teacher and Police Education Officer plan a programme that really meets the needs of the class, for example choosing scenarios that are relevant to the class.*

## Learning Outcomes

- The teacher and Police Education Officer will be able to make informed choices from the **Choice** programme so that it really reflects the needs and experiences of the class.
- Students will identify what they know about drugs and what they want to know.
- Students can explain the purpose of the **Choice** Box.
- Students will identify positive things about themselves that they will bring to the **Choice** programme.

## Resources

**Copysheet 1** What do I already know about drugs? - one for each student; page 41

**Copysheet 2** What do I need to know about drugs? - one for each student; page 42

**Copysheet 3** Cool to be me! - one for each student, preferably as A3; page 43

Completed versions of **Copysheet 3** done by the teacher and Police Education Officer

Small box to use as **Choice** Box

## Activities

- 1 Give students a definition of drugs. See **Copysheet 6**. Remind them that it includes such things as medicines, tea, coffee, alcohol and tobacco as well as illegal drugs.

**Either:** Ask students to position themselves along a continuum line, one end of which is “**I know a lot about drugs**” and the other end is “**I don’t know much about drugs.**” The middle of the line is “**I know a bit about drugs**”. Ask some students from different parts of

the line to explain their position. It may be helpful to print these 3 statements onto large cards and place them on the relevant part of the continuum line.

- Ask students to form groups of 4 or 5, including students from the different parts of the line. Ask each group to make a list of the drugs that they know are used by peopleVCtheir age in their area.

**Or:**

- a)** Ask students to stand up, and remain standing, if they have never taken a drug.
- b)** Ask students to sit down if they have ever taken a painkiller.
- c)** Ask students to sit down if they have ever had a cola.
- d)** Ask students to sit down if they have ever used an asthma inhaler.

Continue this process until most, or all, students are sitting down. Explain that all these things are drugs.

- 2** Students work individually for this activity. Give each student **Copysheet 1** What do I already know about drugs? and **Copysheet 2** What do I need to know about drugs?

They could discuss their completed work with a partner. Gather these in for analysis. Explain that the class is about to start the **Choice** programme. Advise them that the programme has a drugs focus, and will help them make all sorts of positive life choices.

- 3** Introduce the **Choice** Box to the class. 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.
- Questions should be sensible.
- The **Choice** Box will be sealed between lessons.
- The Police Education Officer 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 Police Education Officer. 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 Police Education Officer 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 officer should say in very general terms what the question is about and ask the person concerned to see them privately.*

- 4** The teacher and Police Education Officer show their completed **Cool 2 B me!** charts to the class. Give each student their own A3 **Cool 2 B me!** chart. Explain that they are to bring this completed to the second **Choice** lesson. Give the date of this.





# Module 1

## Cool 2 B me!

### Focussing Question

*Why might young people take drugs?*

### Explanation

In this module students consider the great things about being themselves and being their age. They acknowledge that some young people may use or misuse drugs for a variety of reasons. They examine strategies, such as building strong friendships and accessing helping agencies, that can help overcome problems.

## Lesson 1: What's Great about Being You?

### Learning Outcomes

- Students can list good things about being their age.
- Students can give some reasons why people their age might use drugs.

### Resources

- Students' completed *Cool 2 B Me!* charts (students will need a reminder to bring these)
- **Copysheets 4a, b and c** Taiaha (enlarge to A3 or have students draw a large version); pages 44-46
- art materials, including sheets of A3 paper
- feathers and paua - optional

### Activities

- Each student shares their *Cool 2 B Me!* chart with a partner.  
*Ask: How did you feel about doing your Cool 2 B Me! chart?*  
*What was one thing that you learnt about yourself?*  
*What was one thing that really interested you about your partner's chart?*  
Display the *Cool 2 B Me!* charts on the wall.



- Use the Alphabet Thinker's Keys to help the class decide on great things about being their age. Build this up on the board. Example: **A = Active, B = Belonging**

Tell the class that they are going to make a taiaha. Explain that the taiaha is a symbol of strength, as their class together can be strong. It is also a wero or challenge, in this case that young people in the class can grow strong straight and proud.

Make the taiaha using the templates from **Copysheets 4a, b and c**. The taiaha can be completed with paua eyes and feathers if desired. Display the taiaha on the classroom wall.

Put students into groups of 4-5. Give each group a piece of A3 paper. They choose one of the Alphabet Keys from the board, for example:

**A = Active.**

They show how active their class is by using words, drawings or materials glued on to the A3 paper. For example for **Active** they could draw pictures of different activities class members do, have some student quotes and glue on things such as hobby materials.

Each completed A3 page is placed around the taiaha.

- Write the following question on the white board.

**Why might some young people start to use drugs?**

In small groups ask students to come up with some reasons why people their age might take drugs. Each group writes at least one of their reasons on a large sheet of paper pinned on the wall. Reasons might include such things as:

unhappy at home  
friends do it  
parents do it  
because it's cool  
to forget about problems  
because life sucks  
just wanna try it  
because I've got asthma  
friends made me  
my brother does it  
hate school  
someone in my family died  
makes me feel good  
gives me confidence  
because I am sick

Work with the class to put the reasons into groups and give each group a name. For example from the list above groups might be family problems, school problems, lack of self esteem, modelling by others, influence of friends, health. Close the lesson by stating that in the next lesson you will look at some ways of dealing with these reasons.

# Lesson 2: Sounding out Strategies

## Learning Outcomes

- Students can list strategies for coping with problems.
- Students can describe the qualities of a good friend.
- Students can access people and agencies to help with drug related problems.

## Resources

- **Copysheet 5a, b, c** *Strategy Puzzle*; pages 47-49
- art materials
- telephone directories
- access to the Internet
- List of local helping agencies provided by the teacher and Police Education Officer (some classes may prefer to develop their own list of local agencies)

## Activities

- Explain that when we think things are really falling apart we don't need to give up and resort to taking drugs. We can use some strategies to help ourselves, by using a Strategy Puzzle. Put students into pairs and give each pair a Strategy Puzzle made from **Copysheet 5a**, and invite them to fill in each piece. Alternately, give each student **Copysheet 5b** and **5c**. They cut out the pieces, make up the puzzle and then complete it. Once puzzles are complete:

*Ask: Were there ways round most of these worries?*

*Do you think you can help yourself when you are down?*

*Who were some other people that you thought could help you?*

*Note: The Strategy Puzzle can also be cut up and used as individual pieces for group work.*

- Explain to the class that one of the best ways to manage problems is to have good friends. Brainstorm some of the qualities a positive friend should have. Ask each student to create an advertisement called **Wanted: New Friends**. The advertisement should help them find friends who are positive, supportive and have qualities that would help them to reach their full potential.

Students could publish these into newspaper columns on the computer.

Get students to share their advertisements with a partner. Advertisements could later be posted on the class notice board.

*Ask: Do you have friends already who have some or all these qualities?*

*Do you think you would be able to meet the requirements of your partner's advertisement? Why or why not?*

*What have you learnt about choosing friends?*

- Explain to students that some worries or problems need specialist help. Some examples could be: someone in your family is misusing alcohol, you have a friend who is taking illegal drugs,

you are very depressed. Tell students that there are people and groups in the community who can help in these situations.

Split students into small groups.

Hand out the list of local helping agencies and allocate one or two to a group. The group is to find the contact details of their agency and write a brief comment about what they do.

This could be begun in class, using the internet and telephone. It could be completed for homework and the results posted on the notice board.

## Ideas for Reinforcement and Revision for Module 1

- Invite resource people from local helping agencies to class to tell students about the type of help they can offer. Check notes on using outside speakers on page 8.
- Each student completes a short story about someone who is a role model to them and why.
- Invite appropriate cultural leaders to class to discuss the use of drugs within their culture. Check notes on using outside speakers on page 8.

## Suggested Assessment Activity

- Use the **Prediction Key**. Put the following question on the board.

*What will your life be like in 10 (or 15, 20, 50) years?*

Students share their answers to the question with a partner.

## Family Focus

- Students take home their completed *Strategy Puzzles* to show their parents. Once they are returned they can be displayed on the wall.



# Module 2

## Drugs and the Law

### Focussing Question

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

### Explanation

In this module students learn what a drug is and about the different classes of drug. They consider the harm caused by illegal drugs. Students explore some of the legal consequences of drug misuse and consider how the individuals concerned will be affected by penalties.

### Teacher Note:

The Ministry of Education has a document available on its website:

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducationPublicationsAndResources/ResourcesForEducators/AQuickGuideToExtraSupport/WhatToDoInACrisis/DrugEducationInSchools.aspx>

“Students need age-appropriate, accurate and relevant information on the health effects and social consequences of drug misuse, drawn from sound research. Drug education should be relevant to the students’ age group, clarifying what they already know and what they need to know.” National surveys have shown that the drugs most commonly used by young people are alcohol, tobacco and cannabis.<sup>1</sup>

The needs analysis conducted in the PRE ACTIVITY will assist the teacher and Police Education Officer to ensure that the information they provide really meets the needs of the class. Providing information beyond the students’ needs may have the end result of encouraging experimentation.

Police Education Officers should not take drug kits into schools. This may only serve to heighten interest and experimentation. Information about the effects of the drug is more effective.

## Lesson 1: How Harmful?

### Learning Outcomes

- Students can describe what drugs are.
- Students can identify and name some classified drugs.

<sup>1</sup> <http://wiki.canterbury.ac.nz/download/attachments/5801103/youth+07+results.pdf?version=1>

# Resources

- **Copysheet 6** *Drug Definition*; page 50
- **Copysheet 7a** *Drugs*; pages 51-52 - cut into individual cards

*Note: the teacher and Police Education Officer should check the list of drugs on Copysheet 8 against the needs analysis done with students in the Pre Activity. Only drugs known to the class should be selected. Some spare cards have been included so that other drugs students mentioned in the needs analysis can be included.*
- **Copysheet 7b** *Labels*; page 53; cut into individual labels
- **Copysheet 7c** *Harmful, Most Harmful*; page 54; cut into individual labels
- Blank A4 sheets of paper
- **Copysheet 8** *Classes of Drugs* (for Teacher/Police Education Officer reference); page 55
- Blu-tak

## Activities

- Brainstorm with the class **What is a drug?**  
Record responses on the board and come up with a definition that the whole class agrees with. Show an OHT of the WHO definition from **Copysheet 6**.

*Ask: What are some examples of chemical substances that can change the way our bodies or minds work?*

*What sort of changes might these chemicals cause?*

*What are some examples of things we put into our body to make it work properly?*

*What are some examples of drugs used to keep us healthy?*

*What does misuse mean? What are some examples of misuse?*

*What do the words restricted, manufacture, supply and distribution mean?*
- Put three columns on the board headed with the words **Illegal, Legal, Unsure**. Headings made from **Copysheet 7b** Labels could be used. Ensure that the class understand the terms. Explain that even with legal drugs some of them have restrictions on their use because they can be harmful.

*Ask: What are some examples of legal drug restrictions that you know? ( e.g. don't drink when taking this medication, not to be used by children under 5)*

Give each student, or each pair depending on class numbers, one of the cards made from **Copysheet 7a**. Invite students to come up and place their card under the column where they feel it best fits, using blu-tak. Then decide with the class if each card is in the correct column. Decide where the cards in the **unsure** column should go. Cards can be moved until the classification is correct.

*Ask: What was the main thing you learnt from this exercise?*
- Explain to the class that they are going to be deciding how harmful some drugs are. Allocate each illegal drug from the list on the board to a student and ask them to write the drug in large letters on a piece of A4 paper. Explain the rest of the students are Movers. Ask the Movers to get together and discuss what they think **harmful** means.

Walk a continuum line the length of the classroom, one end of which is **Most Harmful** and the other is **Least Harmful**. You may like to use headings made from **Copysheet 7c** to



mark the ends of the continuum. Ask the students allocated a drug to position themselves along the line according to how harmful they think their drug is. They hold their label in front of them. The Movers have to decide if the drugs are in the right order on the line and move any wrong placed ones. This continues until the Movers are satisfied. Movers are not allowed to physically touch other students.

- The Police Education Officer explains that illegal drugs are divided into three classes of drugs (see **Copysheet 8**) according to their harmful effects and gives detail of these. The PEO then moves the students on the line until they are in the three classes. The Police Education officer should stress, however, that the misuse of any drug can be harmful.

*Ask: Does the classification of any of the drugs surprise you? Give a reason.*

*What effect would this classification have on the penalties associated with drug possession, supply or manufacture?*

*Why is it important that young people know about the harmful effects of drugs?*

# Lesson 2: I Fought the Law and the Law Won

## Learning Outcomes

- Students can suggest suitable penalties for drug offences.
- Students can explain the legal consequences of misusing some drugs.
- Students explore parental attitudes to drug misuse.

## Resources

- **Copysheet 9** *Drug Misdemeanours*; pages 56-58

*Note: The teacher and Police Education Officer should choose scenarios that are relevant to the class. Some new ones may need to be written to include information from the needs analysis done in the Pre Activity. The correct penalties have been included for teacher/Police Education Officer reference. Depending on the class the number of scenarios could be reduced.*

### Answers to Copysheet 9

MAXIMUM PENALTIES	PENALTY IN THIS INSTANCE
Scenario 1: 3 months jail and/or a \$500 fine	Diversion: \$200 donation to a charity. 20 hours community work.
Scenario 2: \$200 infringement notice	Fine \$200
Scenario 3: The person selling the cigarettes can be fined up to \$2000	Fine \$500
Scenario 4: Maximum fine of \$2000	Fine \$500
Scenario 5: Maximum fine of \$2000	Fine \$500
Scenario 6: On indictment: 7 years imprisonment <u>or</u> Summarily: 2 years jail and /or \$2000 fine	Imprisonment 2 years.

- **Copysheet 10a** *Family Focus: Drugs*; page 59
- **Copysheet 10b** *Family Focus: Drugs - Answers*; page 60

## Activities

- Set up 6 **Drug Stops** around the room. At each one there should be one of the cartoons taken from **Copysheet 9** *Drug Misdemeanours*, pasted on a large sheet of paper. Each **Drug Stop** needs felt pens. Put students into 6 groups. Each group must visit each **Drug Stop** in turn, in any order. They look at the cartoon, discuss it and write down on the sheet of paper what they think the legal penalty should be.

Each group takes one of the **Drug Stop** sheets, collates all the responses and reports back to the class. The Police Education Officer explains the maximum penalty, and the penalty that was given in this instance.

*Ask: Did anything shock you about these penalties?*

*Did anything surprise you about these penalties?*

*Do you think these penalties are enough to stop people misusing drugs? Explain.*

Point out to students that one of the hardest things for young people who have committed a drug offence, is having to tell their parents.

- **Hot Seat**

*Note: This activity allows students to explore the feelings of parents with regard to drug offending by their children. The students are not taking the role of the young person who has offended in the scenario.*

Ask students which one of the scenarios from **Copysheet 9** they would like to explore a bit more. Place a chair in the front of the room. Group students close to the chair. Either the teacher or the Police Education Officer takes the hot seat, in role as a parent of the young person involved in the scenario. A two way dialogue takes place between the students and the parent.

The parent might ask such questions as:

*What do you think I should do about this?*

*Do you think I should tell the school/Police? (Relate to the scenario)*

*Will I ever be able to trust him/her again?*

The students might ask questions such as:

*How did you find out about this?*

*How did you feel when you found out?*

*What are you going to do next?*

Choose another scenario. Invite a student to take the parent role on the hot seat. Either the teacher or Police Education Officer should stand close to the chair. Repeat the process as above.

## Suggested Assessment Activity

- Sit students on the floor in pairs back to back. Read out a question about the work done in Module 2. Each student in the pair in turn tells their partner their answer.

Questions

*What is one thing that surprised you?*

*What is the main thing that you learnt?*

*What was one thing that you already knew?*

*What is one thing that you want to remember in the future?*

## Ideas for Reinforcement and Revision

- The Police Education Officer shares some experiences of people who have been charged with a drug offence and how this affected themselves, their friends and family.

## Family Focus

- Give each student **Copysheet 10a Family Focus: Drugs** to take home to work on with either an adult at home or some other adult they choose. When students bring this back to class answers can be checked using **Copysheet 10b**.



# Module 3

## The Good, the Bad and the Ugly

### Focussing Question

*How can I distinguish between drug use and misuse and the consequences of this?*

### Explanation

In this module students explore the difference between drug use and misuse. They understand drug misuse can have serious consequences. They consider safe guidelines for drug use and learn that the responsibility for using drugs safely lies with the individual. They have the opportunity to consider the effects that bad choices about drugs may have on a positive life path.

## Lesson 1: Use and Misuse

### Learning Outcome

- Students will be able to describe safe use of legal drugs.
- Students will be able to describe drug misuse.

Notes:

1. The NZ Police believe that all people should respect the legal restrictions that relate to drugs. This means safe use of legal drugs and non use of illegal drugs. The approach to drug education used in **Choice** is one of reducing drug-related harm. This approach supports those young people who choose not to use legal or illegal drugs, apart from necessary medicines. It also recognises that some young people do use drugs. They will be given the opportunity to consider their drug taking behaviour, including ways of reducing the harm. Refer to the Drug Education Guidelines for New Zealand Schools:

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducationPublicationsAndResources/ResourcesForEducators/AQuickGuideToExtraSupport/WhatToDoInACrisis/DrugEducationInSchools.aspx>

2. Pharmacies have cards which discuss safe use of medicines. These could be used as an additional list.

### Resources

- Either: Sample medicine label brought by teacher / Police Education Officer  
Or: **Copysheet 11 Medicine Labels**; page 61
- **Copysheet 12 Medicine Check**; page 62
- Chart paper and pens for group work
- cigarette packets - optional

# Activities

- Explain to the class that you are going to be asking for their opinion on some drug issues. You will give them some statements and for each statement in turn they will position themselves along the continuum line according to their opinion. Walk a continuum line along the floor, one end of which is **Strongly Agree** and the other is **Strongly Disagree**. You may choose to write these two headings on cards and place them at each end of the continuum line. There will be varying opinions in between. Give each statement in turn. Once students have positioned themselves, ask some students from different parts of the line for their opinion.

Some students may choose to change their position once they have heard the views of others.

*Note: You may choose to ask students to write down their opinion on each statement first, so that peers do not influence where they position themselves.*

## Statements

- **All legal drugs are safe to use.**
- **Cigarettes should be made illegal.**
- **Alcohol only affects the person drinking it.**
- Put a list of legal drugs on the board. These could be chosen from **Copysheet 7a**. Include alcohol, cigarettes and medicines. Explain that medicines have instructions for use on them. Show the class the medicine labels from **Copysheet 11**.

*Ask: Do you think alcohol should have instructions for safe use? Why or why not?*

Put students into groups of 3-4. Allocate each group one of the legal drugs. The group then completes a chart like the one below to indicate safe use and misuse of their drug.

## Drug Name: Antihistamines

Safe use of this drug	Misuse of this drug
<ul style="list-style-type: none"> <li>use according to the instructions</li> <li>do not drink or drive while using this medication</li> <li>do not exceed the stated dose</li> <li>only take while symptoms are present</li> </ul>	<ul style="list-style-type: none"> <li>using more often than recommended</li> <li>taking it whether you have hay fever or not</li> <li>using it after the expiry date</li> <li>drinking alcohol while using the drug</li> <li>giving it to some one else to use</li> </ul>

Groups share their charts with the class. More ideas can be added. Put completed charts on the wall. The teacher and Police Education Officer should check that the charts don't contain factually incorrect ideas.

*Ask: Why do you think medicines have instructions for use?*

*Do you think people always follow these? Why or why not?*

*What might happen if you didn't complete a course of a prescribed drug, such as antibiotics?*

*Who should be responsible for seeing that people don't misuse legal drugs?*

*What advice would you give to people about using legal drugs?*

# Extension

Bring samples of cigarette packets to class so that students can analyse the effectiveness of the safety messages on those.

# Lesson 2: The Consequences

## Learning Outcomes

- Students can describe some consequences of misusing drugs.
- Students get answers to their drug related questions.

## Resources

- Resource person - drug detective or drug expert, Police Education Officer
- Photopack - *Consequences of Drug Misuse* - both as hard copy and on DVD.

### Notes:

1. The resource person (see above) has the responsibility for answering the drug related questions that students ask. It is very important that the information given is from an accurate source and that students are not given information beyond their needs. For example, students do not need to be shown or told about the equipment associated with cannabis use nor do they need information about ways of using particular drugs. Information should not exaggerate or use scare tactics, which may make users and non users sceptical.

Information should not be provided about solvents if students are not already using them. However, if some students are using, that group needs information about safe use.

If resource people are used they should be made aware of these guidelines.

### Sources of Drug Information

NZ Medicines and Medical Devices Safety Authority  
[www.medsafe.govt.nz](http://www.medsafe.govt.nz) - information on medicines  
[www.nzdf.org.nz](http://www.nzdf.org.nz) (New Zealand Drug Foundation)  
[www.druginfo.adf.org.au](http://www.druginfo.adf.org.au) (Australian Drug Foundation)  
[www.fda.gov/oc/opacom/kids](http://www.fda.gov/oc/opacom/kids) (U.S. Food and Drug Administration)  
[www.ash.org.nz](http://www.ash.org.nz) (Action on Smoking and Health)  
[www.alac.org.nz](http://www.alac.org.nz) (Alcohol Advisory Council)

2. Choose photos that are appropriate for the class.

## Activity

- Put students into groups. Explain that each group is going to look at some of the negative consequences of misusing drugs. Give each group one of the photos. They discuss the photo and write a list of questions that they would like to ask about the photo.
- Show each photo in turn, either using the DVD or the actual photos. The Police Education Officer or teacher gives the information available on that image. The students working in that group then ask the questions they have, one by one. Information on each photo is provided in the Appendix on pages 71-73.



# Lesson 3: Smoking Poison - Extension

## Learning Outcomes

- Students can explain why smoking cigarettes is harmful to health.

## Resources

- **Copysheet 13** *Making a Smoking Machine*; page 63
- **Copysheet 14** *A Chemical Analysis of a Cigarette* (blow up to A3); page 64
- plastic drink bottle with a screw cap
- plastic tube
- cotton wool
- cigarette
- matches or lighter
- chart paper and pens

### Notes:

1. Permission will need to be sought from the principal to use a lighted cigarette in the classroom. The safest use would be for the teacher to demonstrate to the class. In well controlled conditions, small groups of students could carry out the experiment. Alternatively the experiment could be done outside.

2. If cigarette users are identified within the class it would be helpful for the teacher to do some more in-depth work with this group. Check out

a) [www.smokefreeschools.co.nz](http://www.smokefreeschools.co.nz) which details a variety of school based smokefree teaching resources.

b) [www.healthed.govt.nz/resources/breakfree.aspx](http://www.healthed.govt.nz/resources/breakfree.aspx)

c) [www.ash.org.nz](http://www.ash.org.nz)

## Activities

- Ask for a show of hands for each of the following, explaining to students that there is no blame attached. You may like to ask students to close their eyes for this activity so that they are not influenced by others. Record the figures on the board. If preferred, this could be done confidentially, using slips of paper.
  - have never smoked a cigarette
  - have tried a cigarette
  - smoke cigarettes often

Ask: *What is your reaction to these figures?*

*Do you think the figures would be about the same for other classes at this school? Why or why not?*

*Do you think the figures would be about the same in most Year 7-8 classes in New Zealand? Why or why not?*

- Put students in to three groups, and give each group one of the following questions to discuss. They must come up with some key statements that sum up their discussion and record these on a chart. Each group reports back and charts are added to the **Choice** wall display.

**Group 1** Why do you think young people take up smoking?

**Group 2** What are the disadvantages of smoking tobacco?

**Group 3** What advice would you give to someone in your class that hasn't ever tried a cigarette?

- Carry out the experiment with the class. The instructions are given on **Copysheet 13**. After the experiment show the class the information from **Copysheet 14** as an A3 poster.

*Ask: What is your reaction to this information?*

*Do you think if people knew this they would still smoke?*

*Do you think the warnings on cigarette packets are enough?*

*Does this alter or confirm your current smoking or non smoking position?*

## Suggested Assessment Activity

- Introduce a **Talking Stick** to the class. This could be a walking stick, or you may choose something culturally appropriate for your students, such as a ceremonial walking stick - To'o To'o (Pacific island) or Tokotoku (Maori). Students in turn are given the **Talking Stick** and become the Talking Chief (Tulafale). While they hold the stick they have the right to talk about what they have learned from Module 3.

## Suggestions for Reinforcement and Revision

- Students carry out a research assignment on the costs of smoking or drinking. They calculate the consumption costs for a week and then give some examples of other things that could be bought with this money.
- Students are invited to set positive personal goals for a month, 6 months and a year.
- Mantle of the Expert - select a panel of students who take the role of Ministry of Health and Cancer Society experts concerned about the harm caused by smoking. The rest of the class interview them to find out more about smoking. Note that any questions that cannot be answered could form the basis of an internet research assignment.

## Family Focus

- Students and their families check their medicine cabinets, paying special attention to instructions for use. Any medicines past their use by dates should be returned to the pharmacy. **Copysheet 12 Medicine Check** could be used for this.



# Module 4

## Choice Choices!

### Focus Question

*How can I be sure that I make positive life choices?*

### Explanation

In this module students identify decisions they may have to make that could be difficult. Some of those will involve drug use. They explore and practise techniques for refusing drug offers. They consider how choices they make can affect the path their life may take.

*Note: Scenarios used to help students with decision making should reflect situations that are within the students' experience. If there are different groups within the class with different experiences, for example if one group uses solvents, efforts should be made to help each of these groups with decisions. The Police Education Officer could work with one group and the teacher with another. If students are identified who need help with a drug use problem help should be sought as outlined in the school policy.*

## Lesson 1: Making Decisions

### Learning Outcomes

- Students can explain why some decisions are harder than others.
- Students can consider how the views of others may influence choices they make.

### Resources

- Large sheets of paper
- Felt pens

# Activities

- **Either:** Put a chart in each corner of the room. The headings for the charts are:

*What decisions are hard for us to make?*

*What decisions are easy for us to make?*

*What decisions do other people make for us?*

*What decisions that we can't make now might we be able to make in the next few years?*

Invite students to go to the chart that most interests them. The students grouped around each chart discuss the question and write their answers on the chart. The other groups then move to each corner in turn to read what has been written. They may add additional ideas.

Ask: *How easy is it for you to make a decision?*

*What could help you to make a decision?*

**Or:** Ask students to work individually for this activity. Put the questions from the bottom of page 30 on the board. Give students 5 minutes to record their answers to each question. They then share these with a partner.

Ask: *Do you make a lot of your own decisions?*

*Why do some people have to make decisions for you?*

*How might the decisions you make change over time?*

- Explain to students that some of the hard decisions are related to the use of drugs. Ask students for some examples of drug decisions that are relevant to them. List some of these on the board. Answers could be such things as:
  - *whether or not to drink some alcohol at a beach barbeque*
  - *whether or not to accept a cigarette from a friend*
  - *whether to sneak some booze out of the cupboard at home*
  - *whether or not to use someone else's asthma medication for fun*

- **Conscience Alley**

Choose one of the situations listed on the board and ask students to pretend that they are the person involved. Invite them to write a short diary entry about what happened, what decision they made and how they felt about it.

Ask them to underline one key sentence that best shows their thoughts, feelings or fears about the decision they made.

Ask the students to form into two lines. Either the teacher or Police Education Officer walks down the middle of the two rows, taking the role of a young person having a hard drug decision to make. Each student says the line they have underlined, as they are passed. This could be repeated with other situations.

Ask: *What was the main thing you learnt from today's lesson?*

*Do you think it might be easier to make the hard decisions now?*

# Lesson 2: Trying Techniques

## Learning Outcome

- Students can behave assertively.
- Students can use techniques to get out of situations in which they are offered drugs.

## Resources

- **Copysheet 15** *Assertive Behaviour*, page 65
- DVD *Refusal Techniques* - choose techniques that are appropriate for your class
- DVD - Interviews with Adults

Notes:

1. Eight different refusal scenarios are shown on the DVD. Choose scenarios that are most relevant for your class. For each there are two parts:

- I. Students role play the technique.
- II. Interviews with some of the students in the role play.

Students will need a lot of practise at using refusal techniques in order to become very confident using them in real life.

2. The interviews with adults include interviews with four people telling about their true life experiences with drugs. Use those which are most appropriate for your students.

## Activities

- Put the words **passive**, **assertive** and **aggressive** on the board. Discuss with the class what each of these mean. The teacher and PEO can model these.

- **Freeze Frames**

Show students **Copysheet 15** *Assertive Behaviour*, either as an A3 chart or an OHT and discuss the characteristics of an assertive person. Explain to students that you will count from 1-10 and by 10 you want them all to be standing in an assertive way like the people in the picture. Ask half the class to freeze in their positions. The other half answers questions such as:

*Where is the most assertive freeze frame?*

*Can you describe how they are standing?*

*What tells you that this person might be an assertive person?*

Ask all students to freeze. Explain that you will move around the room. As you touch a person on the shoulder they will make a comment about how they feel being assertive like this. You want them to say this in an assertive voice.

- Show the students the scenarios you have selected from the DVD. Each scenario shows a situation where young people are being pressured to use drugs. In each case a different technique is used to decline the drug offer. After each :

Ask: *Do you think that was an effective technique? Why or Why not?*

*How assertive do you think the young person was?*

*How do you think the young person offering the drug felt at the end?*

*Do you think that technique would work for you?*

Then show the interviews that relate to that scenario.

- Explain to the class that they are going to practise using refusal techniques.
  - a) The teacher offers the Police Education Officer (or an assertive student) a drug. The Police Education Officer responds in an assertive way (maintains eye contact, stands up straight, speaks clearly, sounds confident, says what they mean, uses 'I' statements), using one of the techniques from the DVD.
  - b) Put the students in a circle all facing inwards. The teacher goes to each person in turn and makes a drug offer. The person declines in an assertive manner and walks away. Praise each student.
  - c) Put students into pairs. One student offers a drug to the other who declines in an assertive way. They then swap roles. Remind students not to touch each other or use inappropriate language.

*Ask: How well do you think you managed to refuse?*

*How did it feel?*

*Do you think you will be able to do this in real life? Why or why not?*

- Show some or all of the **Interviews with Adults** on the DVD.

They are:

- 1 Helen
- 2 Alex
- 3 Olivia
- 4 Andrew

After each, or all, of the interviews:

*Ask: What information surprised you?*

*What information was helpful to you?*

*What would you say to someone who was thinking of starting smoking cigarettes?*

*What advice would you give someone who was drinking too much?*

# Lesson 3: On the Right Track - Extension

## Learning Outcome

- Students can explain how the course of a young person's life may be changed by drug misuse.

## Resources

- **Copysheet 16a** *Little Voice* - poem by Rachel Radburnd; page 66
- **Copysheet 16b** *Rachel's Story*; page 67
- DVD Rom *John's Choices* (an original idea by Rex de Rooy, Gracefield School)

*Note: John's Choices is designed to show the effects that making bad choices about drugs can have on a young person's life. The text for this is shown in the Appendix pages 74-75. There is a turning point in the story when John is first offered drugs. When he refuses, his life is set on a positive course. When he accepts his life is set on a negative course. However we have provided two places where John can regain a positive life, once he has realised the error of his ways. It is important however, not to create the impression that a person can easily recover from drug use, so it doesn't really matter if you do take drugs for a while. However, there will be students in the class who have taken drugs, and they need to see that they can get their life back on track. This needs to be handled sensitively.*

## Activity

- Read the poem *Little Voice* to the class or show it as an OHT.

Ask: *What is the main message of the poem?*

*Do you know what Rachel means when she talks about the little voice?*

*Do you listen to your little voice?*

Read the class *Rachel's Story*, written by her mother.

Ask: *If you knew Rachel, what advice would you give her?*

*What do you think would be the best outcome for Rachel? Why?*

Explain to students that they are going to be seeing how choices we make can change the course of our lives.

- Show the DVD Rom *John's Choices* to the class. You may choose to read each slide out to the class. At the points in the story where John can make either a good or a bad choice, ask the class what they think John should do.  
At the end:

Ask: *Which was the best path for John to take? Why?*

*What effect did continued use of drugs have on John's life?*

*Why was it important that John could reflect on his life at intervals and make changes for the better?*

*Which of these paths would you like your life to take? Why?*

- Students work individually for this *On the Right Track* activity. They can:
  - Either:** Write a story about a young person who had started to make poor life choices but got their life back on track. Written stories could be published in the school newsletter.
  - Or:** Create a diagram using words and graphics to show the life of a young person from a difficult background who set positive goals and keeps right on track. The diagrams can be displayed on the wall.
  - Or:** The class tells a never ending story about a young person with choices to make. One student begins the story, the next student adds a bit more to the story and so on.

## Suggested Assessment Activity

- Place two *Sharing Sheets* on the wall, one headed **Things I can do if I am offered drugs**, the other headed **Things I should do if I have a hard decision to make**. Invite students to add individual comments accompanied by their initial to the sheets over the next few days.

## Ideas for Reinforcement and Revision

- Students write and share their own poems about life choices.

## Family Focus

- Students share their *On the Right Track* written stories or diagrams with their families.





# Module 5

## Massive Media

### Focussing Question

*When I see and hear things in the media how can I work out what to believe?*

### Explanation

The media has a strong influence on students' lives, whether through newspapers, television programmes, songs or any other medium. In this module students learn to critically analyse media messages in an objective way.

## Lesson 1: Debating the Message

### Learning Outcome

- Students can debate the truth about a media message.

### Resources

- **Copysheet 17** *Bubble Diagram*; page 68
- Media Pack; also available on DVD
- Chart paper and felt pens

*Note: Hard copies of examples of media have been included. These could be supplemented with examples taken from local media. For the TV exercise, either ask students to all view Shortland Street, or another suitable TV programme, the previous evening, or record some segments that show attitudes towards drug use to show the class.*

### Definitions

**Media:** *The means of communicating that reach large numbers of people, such as television, newspapers, radio and advertising.*

# Activities

- Brainstorm with the class what they think 'media' means.
- Choose one of the advertisements from the Media Pack to work with. Display it to the class. Ask students in pairs to complete **Copysheet 17** as it relates to the advertisement shown. They then share their findings with another pair.

*Ask: Do advertisements always tell the truth? Why or Why not?*

*Why do you think some advertisements are untruthful?*

*What should you do when you hear or see advertisements or information in newspapers and magazines?*

This activity could be repeated with another media example.

- Put students in to small groups. Give each group one of the advertisements from the Media Pack and ask them to answer the questions on their chart paper:
  - *What audience is this aimed at?*
  - *What is the purpose?*
  - *How does this advertisement achieve its purpose?*
  - *Do you believe what you are seeing?*

Each group reports back. Display the appropriate image from the DVD for the whole class to view. Completed charts can be displayed on the wall.

*Ask: What alcohol advertisements have you seen?*

*How do they get their messages across?*

*What should you do everytime you think you see a drug advertisement?*

Show the TV segment that you have pre recorded to the class, or ask them to recall the TV they watched the previous evening.

*Ask: What message is this programme giving about drug use?*

*Is this a good message to be giving to young viewers? Why or why not?*

*Do you think life is really like this? Why or why not?*

*What would you say to parents of young kids who watch this programme?*

# Lesson 2: Exploding the Myths

## Learning Outcome

- Students can explain why they should be critical of messages received from the media.

## Resources

- **Copysheet 18** *Family Focus: Media*; page 69

## Activities

- **Donut**

Put students into a donut (two circles where each student has a partner facing them). Tell the students in the inside circle that they won't be moving, but the outside circle will so that they will do this work with different partners.

Tell the students in the outside circle that first they will be acting as if they are famous movie stars who believe their lives are fantastic. The inside person is a gossip columnist who is trying to find out if this is true. The Police Education Officer and the teacher can demonstrate how this works.

The outside person moves one person to the left and the process is repeated, but swap the roles so the inside person now plays the movie star.

For each of the following dialogues repeat the above process so that each student gets to play each role.

- *A newspaper editor who says that the truth about things can only be found in newspapers, talking to someone who knows that isn't true.*
- *A person who advertises a product talking to someone who has brought that product and it was awful.*
- *A musician who thinks his lyrics say really good things to young people and an older person who is worried about what they say.*
- *A sports person who doesn't drink talking to his manager who says he has to wear a wear a game shirt with alcohol advertising on it.*
- *An actor on Shortland Street who is often seen drinking a lot on the show talking to someone who thinks this is not good for young people to see on TV.*

- **Hot Seat**

Ask the students who of the characters they played in the donut they would like to ask more questions. Tell the students you will act as if you are that person and they can ask questions of you. Sit in a chair and gather the students closely around the chair. Use this hot seating activity to challenge the manner in which the media represents or misrepresents things. You might ask students to take a turn at hot seating by choosing another character from the donut and getting students to take on that role.

Ask: *Why is it important to question what we see in the media?*

## Suggested Assessment Activity

- Place a number of advertisements around the classroom wall. Students go to each and complete the following questions:

*What audience is this aimed at?*

*What is the purpose?*

*How does this media example achieve its purpose?*

*Do you believe what you are seeing?*

## Suggestions for Reinforcement and Revision

- Invite a media person to class, such as a reporter for the local paper or radio station or a magazine editor. Students should come prepared with questions.
- Students create their own newspaper or magazine. They must ensure that all articles and advertisements are factually correct.

## Family Focus

- The family together watches a TV programme. They complete **Copysheet 18** *Family Focus: Media* together.
- Have a **Choice** Night. Invite families along for shared dessert and to view the **Choice** work displayed on the classroom walls. Their children can explain the work they have done to their parents or caregivers.

# Choice





# What do I already know about drugs?

Male/Female (circle one)

Age:

What do I already know about drugs?

•

•

•

•

•

List all the drugs you can think of.

•

•

•

•

•

•



# What do I need to know about drugs?

Male/Female (circle one)

Age:

What do I need to learn so that I can make sensible, safe choices about my use of drugs?

•

•

•

•

•

•

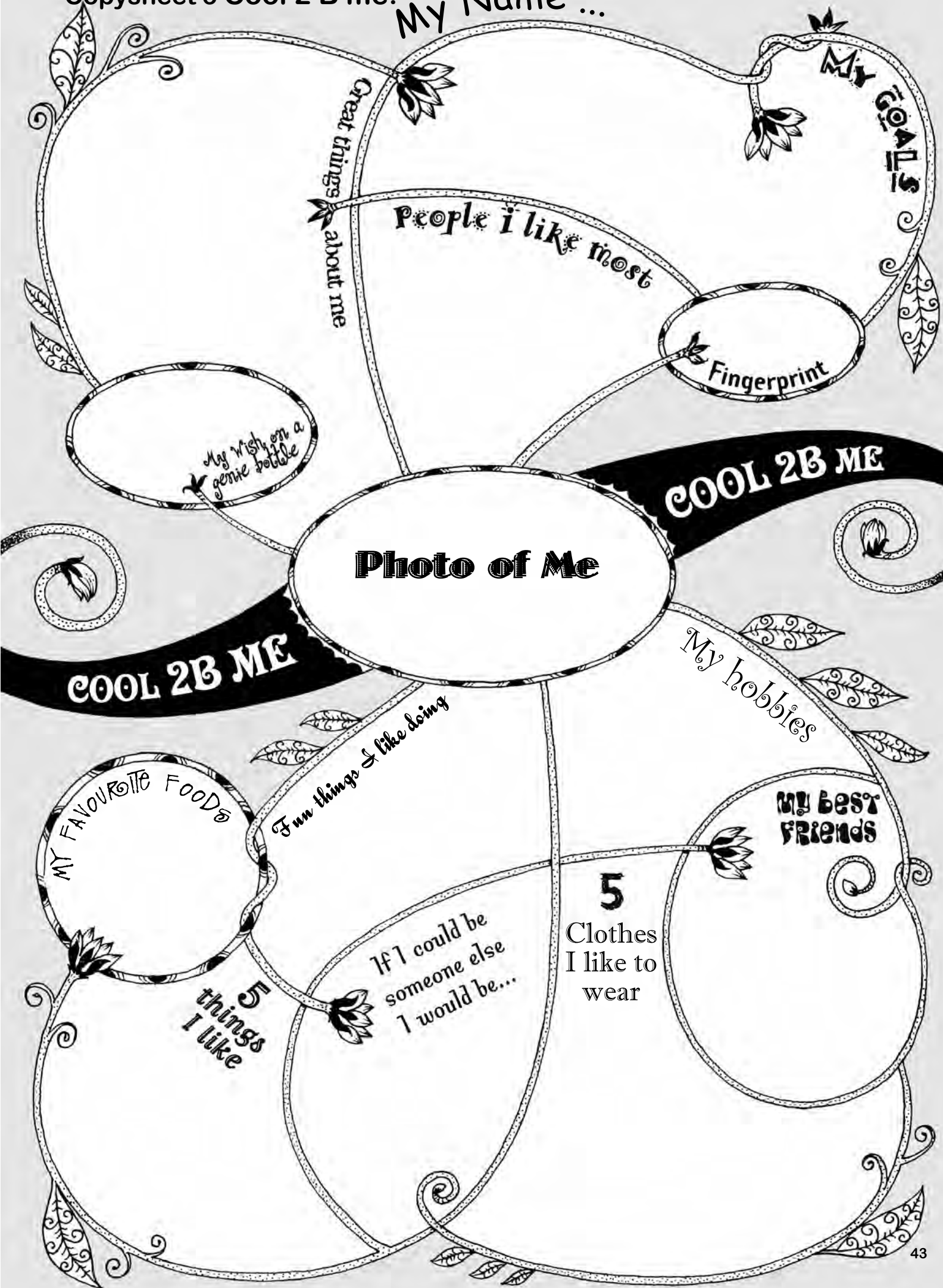
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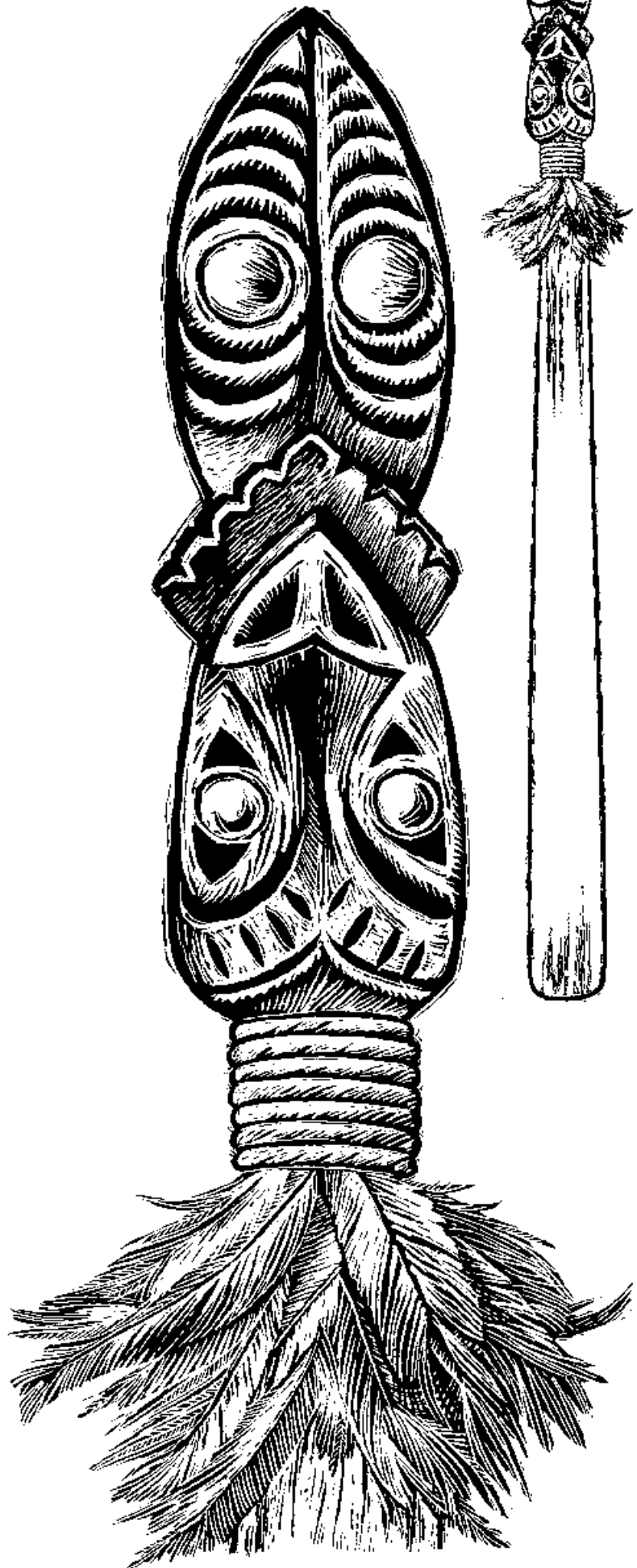
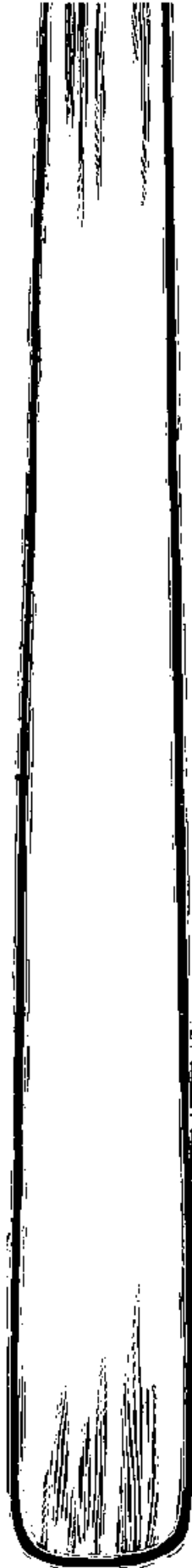
My Name ...







# Copysheet 4a Taiaha

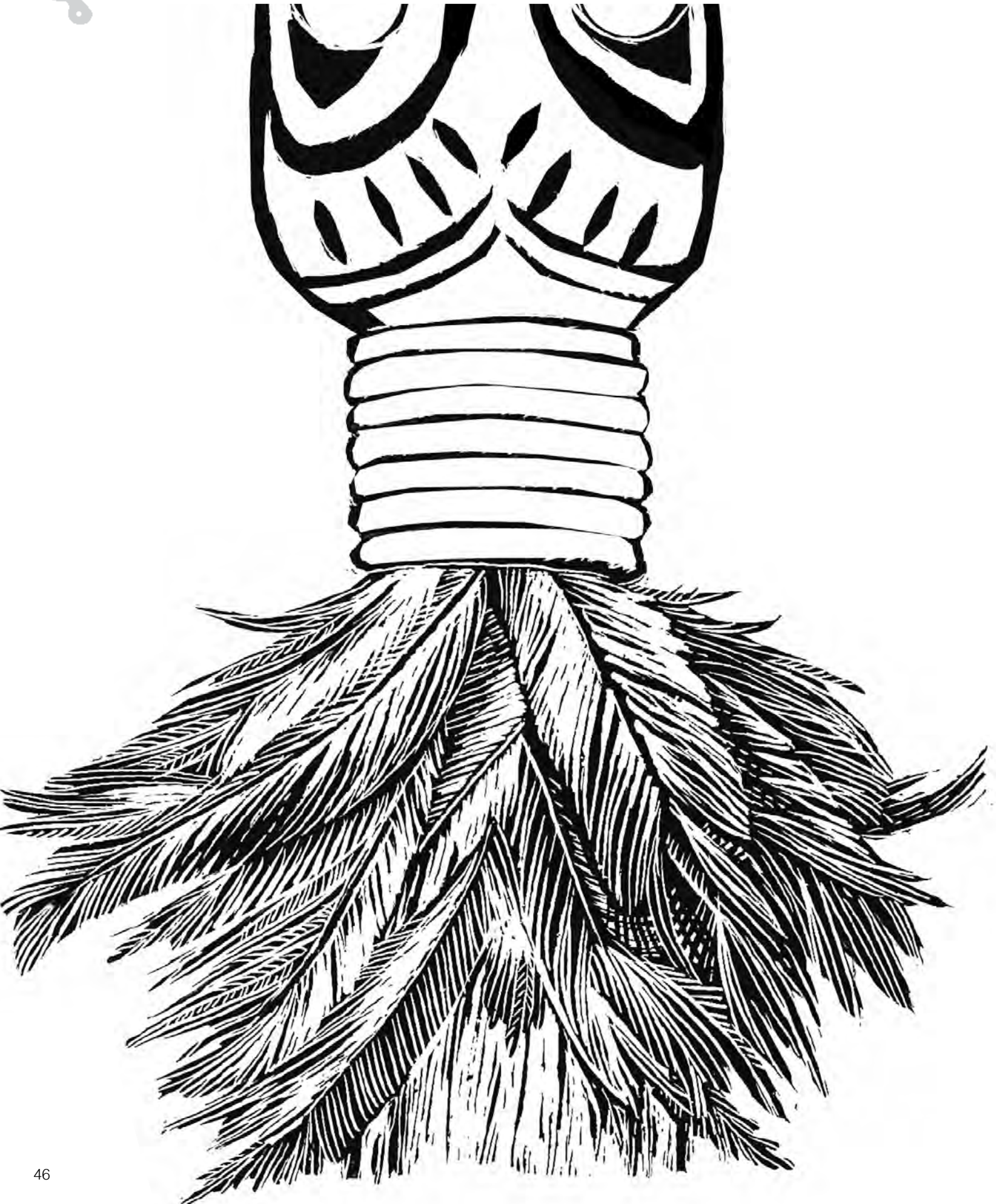






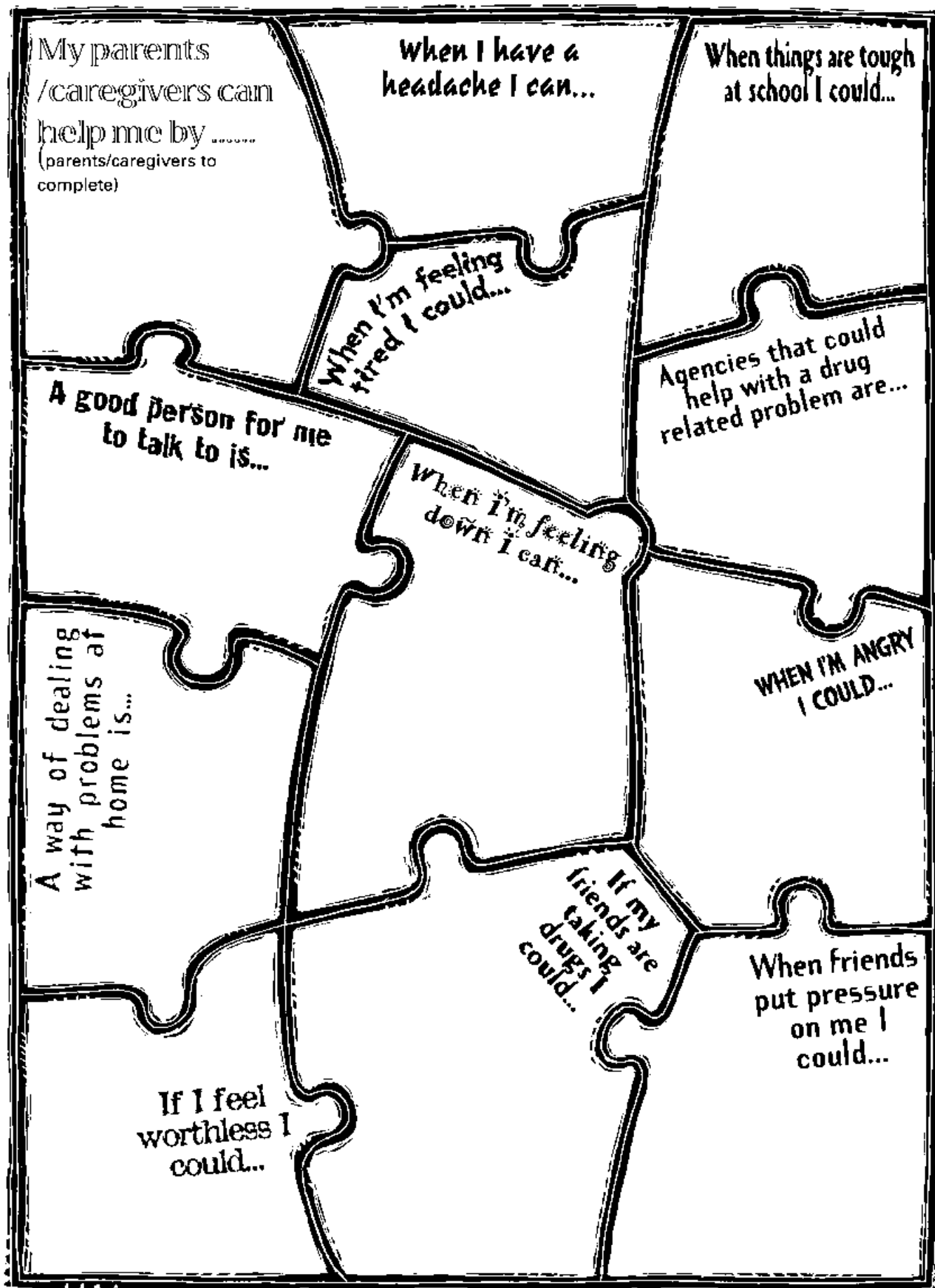


# Copysheet 4c



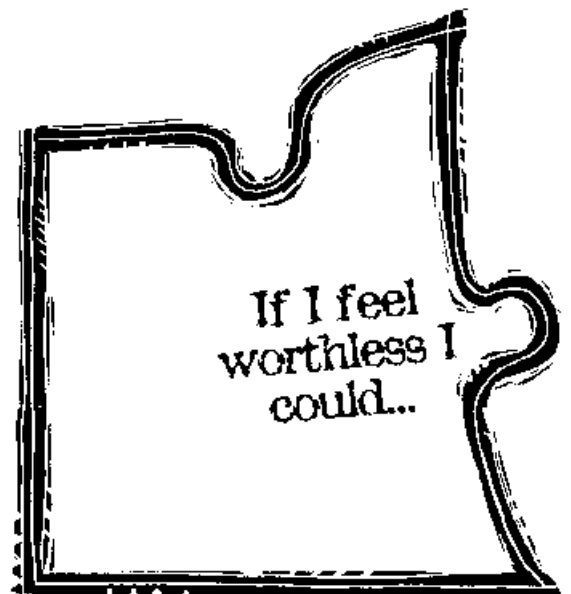
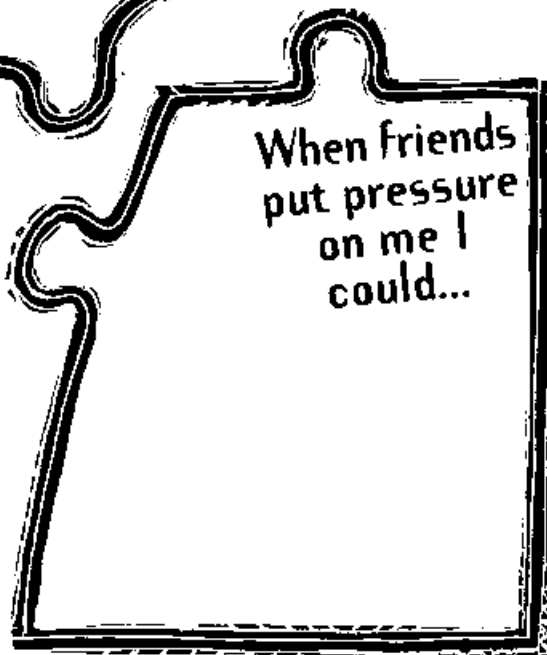
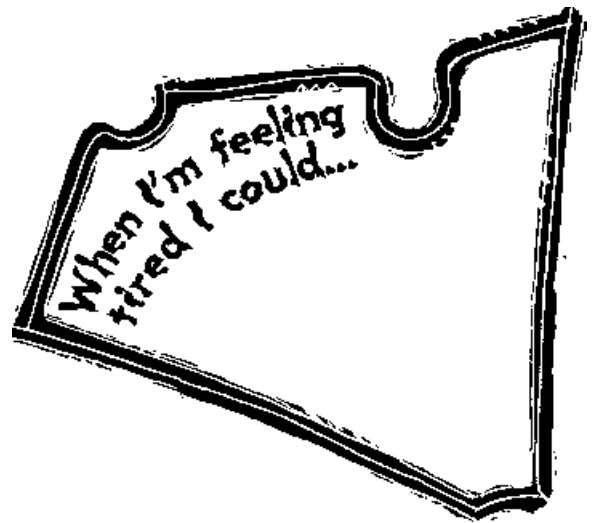
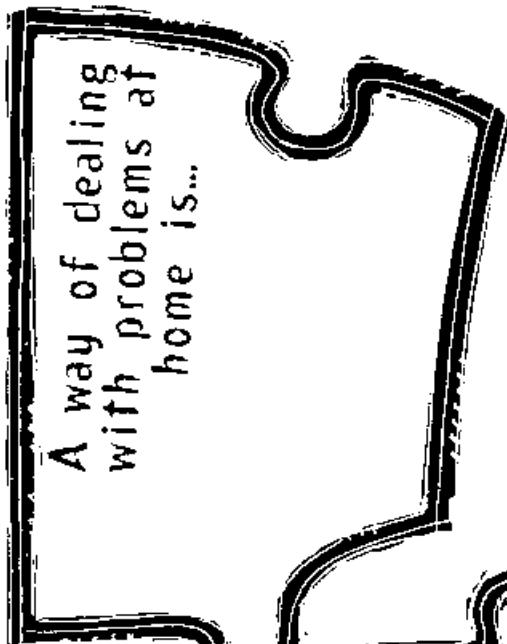


# Strategy Puzzle



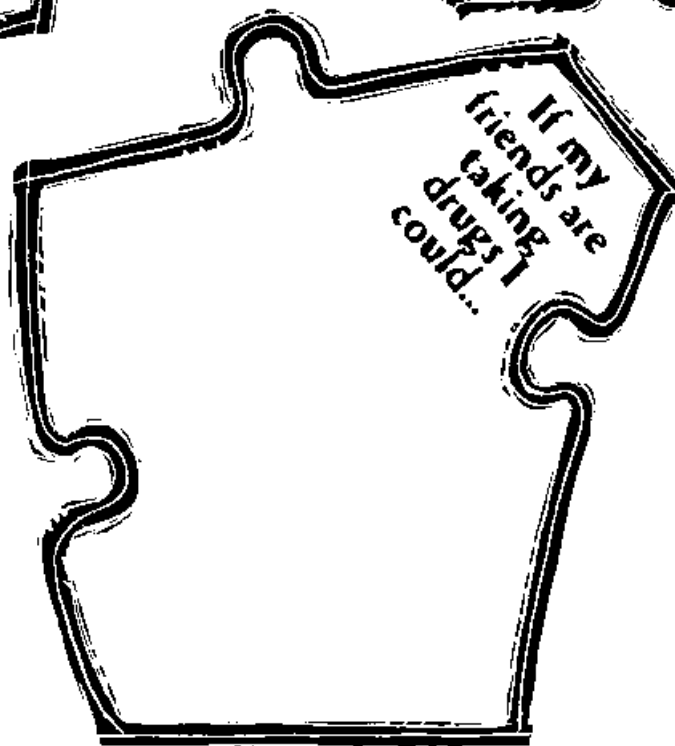
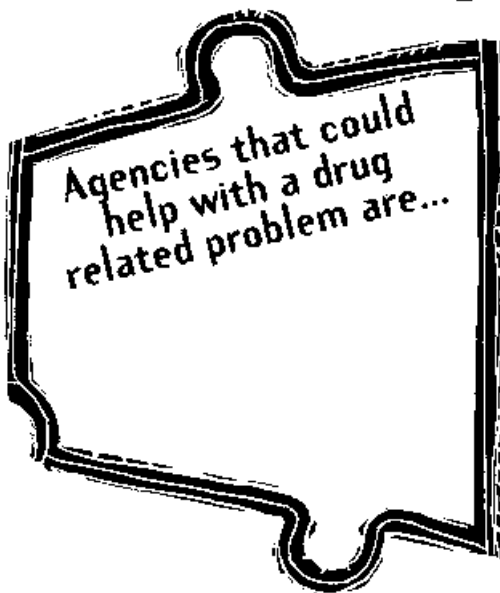
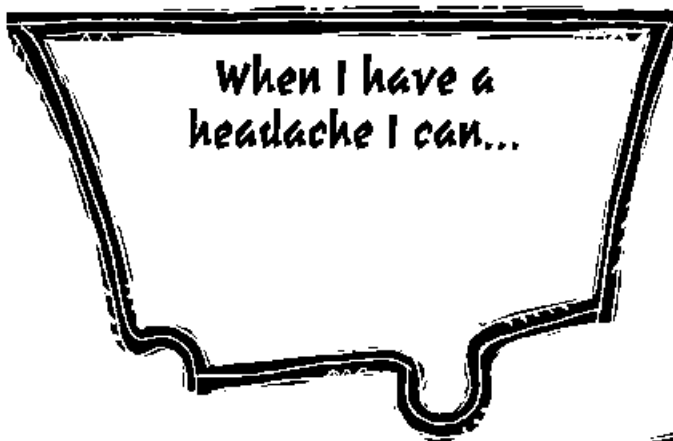
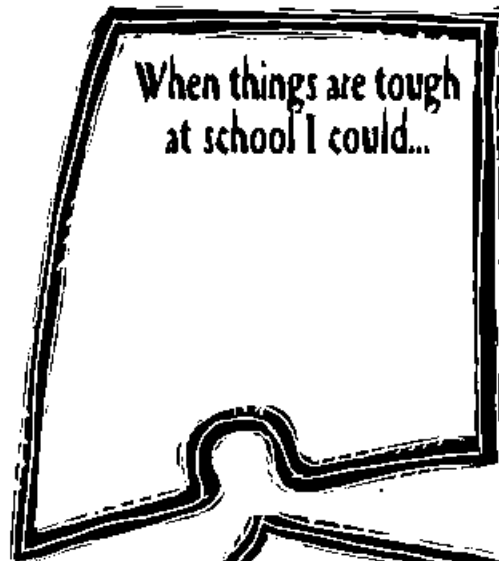
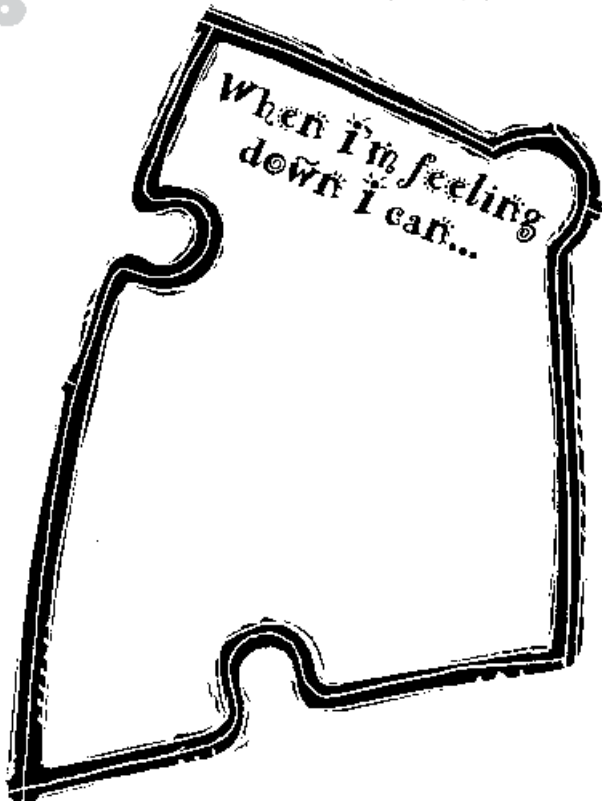


# Strategy Puzzle Pieces





# More Strategy Puzzle Pieces







# Drug Definition

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 if misused.

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

Source: World Health Organisation



Cut these into individual cards. Use only those that are relevant to your class.

<b>Panadol</b>	<b>coffee</b>
<b>chocolate</b>	<b>cigarettes</b>
<b>beer</b>	<b>cannabis oil</b>
<b>cough syrup</b>	<b>coca cola</b>
<b>gin</b>	<b>wine</b>
<b>steroids</b>	<b>sleeping pills</b>
<b>Ecstasy (xtc)</b>	<b>morphine</b>
<b>kava</b>	<b>tea</b>
<b>Milo</b>	<b>RTDs (Ready-to-Drinks)</b>





# Drugs

<b>antibiotics</b>	<b>marijuana</b>
<b>methamphetamine</b>	<b>cocaine</b>
<b>party pills</b>	<b>asthma inhaler</b>
<b>‘V’</b>	<b>LSD (Lysergic acid diethylamide)</b>
<b>magic mushrooms</b>	<b>speed</b>
<b>NOS (nitrous oxide)</b>	<b>vitamins</b>
<b>herbal medicines</b>	<b>antihistamines</b>
<b>crack</b>	<b>GHB (Gamma hydroxybutyrate)</b>



**ILLEGAL**

**LEGAL**

**UNSURE**



# HARMFUL. MOST HARMFUL

HARMFUL

MOST

HARMFUL



For teacher / Police Education Officer reference

	Class A	Class B	Class C
The Drugs	Methamphetamine (Street names: Speed, P, Pure, Burn, Ice, Meth, Crank, Whiz, Uppers, Glass, Crystal Meth) Magic Mushrooms, Cocaine, Heroin, LSD (Acid)	Cannabis Oil, Hashish, Morphine, Opium, Ecstasy, GHB (known as Fantasy) many Amphetamine type substances	Cannabis Seed Cannabis Plant (ie Marijuana) Codeine
Possession	6 months jail	3 months jail and/or \$500 fine	3 months jail and/or \$500 fine
Supply or Manufacture	Life imprisonment	14 years imprisonment	On indictment 8 yrs imprisonment OR Summarily 1 year jail and/or \$1,000 fine (depends on the amount)
Allowing your premises or motor vehicle to be used for the commission of an offence against this Act.	On indictment 10 years jail. Summarily 2 years jail and/or \$1,000 fine	On indictment 7 years jail. Summarily 1 year jail and/or \$1,000 fine	On indictment 3 years jail or Summarily 6 months jail and/or \$500 fine
<b>Other Offences</b>			
Possession of instruments Found with a pipe, bong, needles, syringe, spotting knife etc		1 year jail and/or \$500 fine	
Cultivation of Cannabis Includes to sow or plant.		On indictment 7 years imprisonment <b>OR</b> Summarily 2 years jail and/or \$2,000 fine (depending on the amount)	

Source: Misuse of Drugs Act 1975

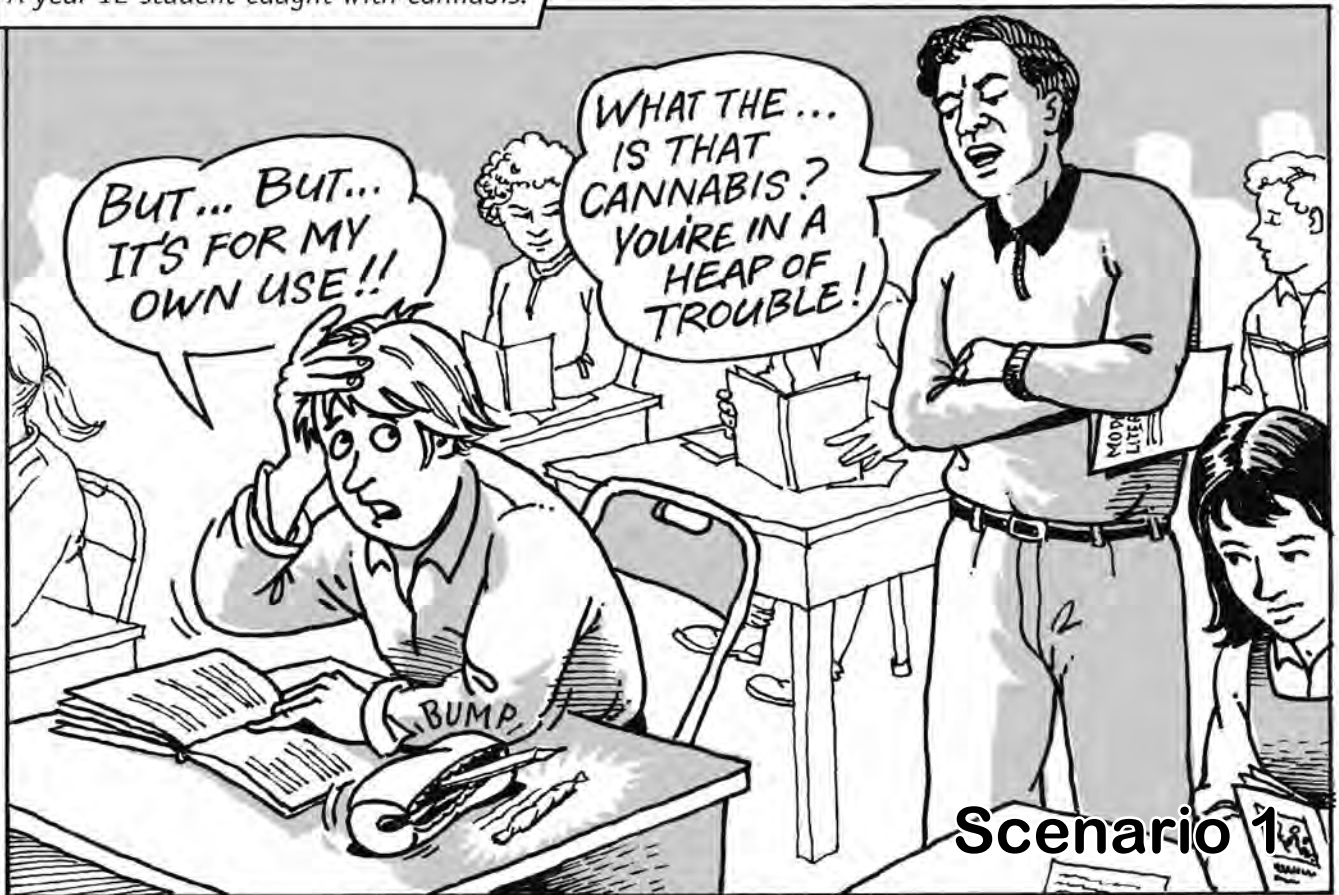
## Definitions

**Indictment** = Procedure used for more serious cases where there may be a Jury trial

**Summarily** = Summary proceedings are heard by a Judge alone for generally less serious offences

*Note: The Misuse of Drugs (Classification of BZP) Amendment Act 2008 makes benzyloperazine (BZP) illegal. BZP, used in party pills, is now classified as a Class C1 drug.*

A year 12 student caught with cannabis.



A 17 year old was caught drinking.





# Drug Misdemeanours

*A 13 year old buying cigarettes.*



A 19 year old bought alcohol for his sister.





*Two 17 year olds drinking beer in a restaurant.*



*Some 20 year old students growing cannabis.*



**Scenario 6**



Match the drug in the left hand column with the description on the right that you think it best fits. Do this by drawing a line between the two.

Drug	Definition
<b>kava</b>	an opiate drug used for analgesic purposes
<b>party pills</b>	a chemical compound that inhibits or abolishes the growth of microorganisms, such as bacteria, fungi, or protozoans
<b>morphine</b>	a chemical compound with chemical formula $N_2O$ , sometimes called laughing gas
<b>cigarettes</b>	anti inflammatory and bronchodilator drugs
<b>nitrous oxide</b>	widely consumed beverage prepared from roasted seeds—commonly referred to as beans; contains caffeine
<b>wine</b>	a stimulant that should not be sold to people under 18; party pills containing BZP are illegal and are a Class C controlled drug
<b>asthma inhaler</b>	synthetically produced variants of the naturally occurring male hormone testosterone
<b>antibiotics</b>	the use of herbs for their therapeutic or medicinal value
<b>coffee</b>	produced from the cannabis sativa plant
<b>steroids</b>	the fermentation by yeast in liquids containing sugars and starches
<b>herbal medicines</b>	produced from the plant <i>Piper methysticum</i> by chewing, grinding or pounding
<b>marijuana</b>	a product consumed via smoking and manufactured out of cured and finely cut tobacco leaves





# Family Focus:

## Drugs - Answers

Drug	Definition
<b>kava</b>	produced from the plant <i>Piper methysticum</i> by chewing, grinding or pounding
<b>party pills</b>	a stimulant that should not be sold to people under 18; party pills containing BZP are illegal and are a Class C controlled drug
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<b>steroids</b>	synthetically produced variants of the naturally occurring male hormone testosterone.
<b>herbal medicines</b>	the use of herbs for their therapeutic or medicinal value.
<b>marijuana</b>	produced from the <i>cannabis sativa</i> plant



# Medicine Labels

Do not drive a motor vehicle or operate machinery  
May cause sleepiness: limit alcohol intake

**30 Polaramine 6MG Tabs (SP)**

Mrs Molly Boggs  
07 February 2008 118615/3

No repeats remaining Dr P Spock

Brentwood Pharmacy  
18 Brentwood Drive, Nashville

PHONE 239 0461

Do not take within two hours of antacids, iron or calcium

**14 Doxycycline HCL TA 1200MG (DOX)**

Jason Scott  
06 March 2008

Take ONE tablet once daily with food until the  
medicine is finished. Take with a large glass of water.  
Protect yourself from too much sunlight.  
No repeats remaining Dr S. Lang

Lang Pharmacy  
6 Brunswick Street, Mosstown

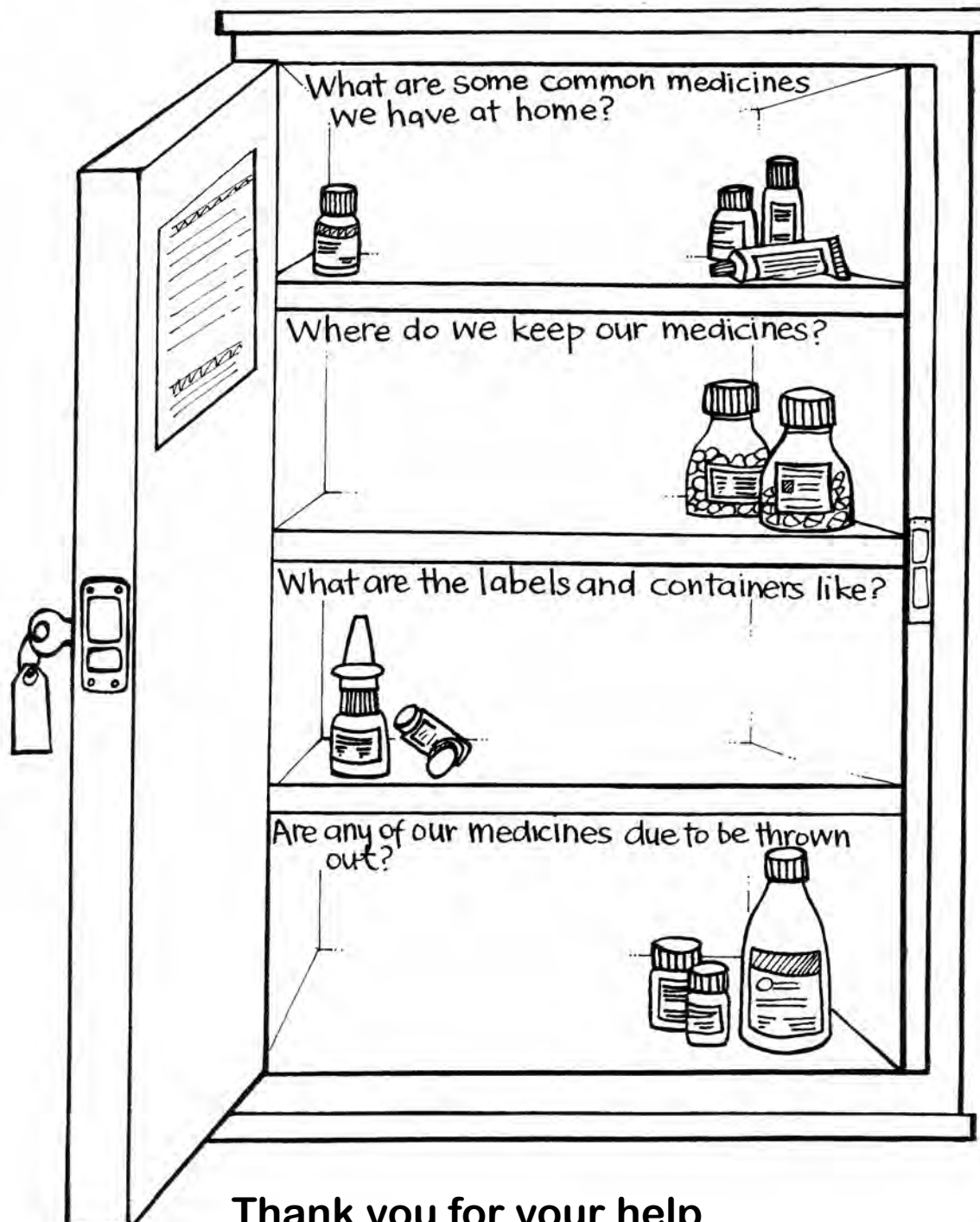
PHONE 421 7706



# Medicine Check

Dear \_\_\_\_\_  
(name of adult at home)

In Choice tomorrow we are going to be talking about how to use and store medicines. To help me with this, can we please do the medicine check together.



Thank you for your help  
Signed \_\_\_\_\_  
(name of student)



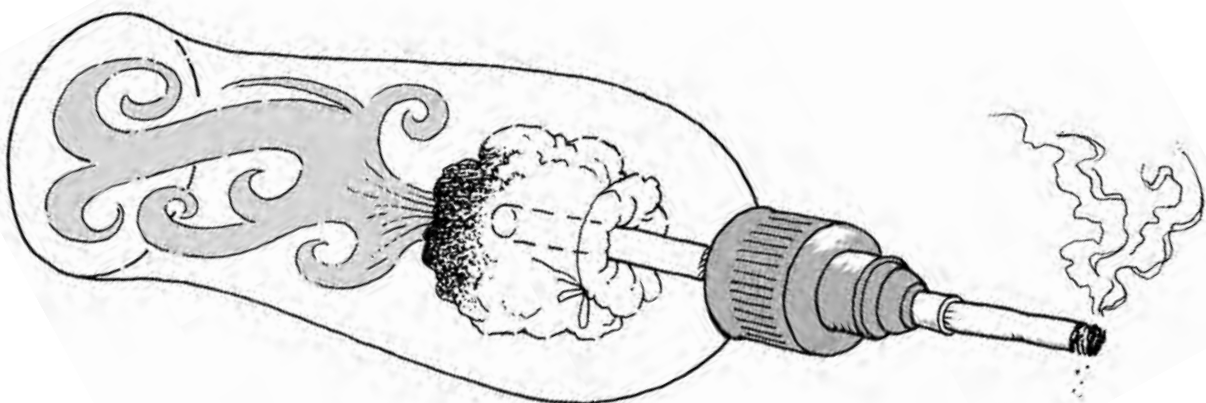
# Making a Smoking Machine

## Materials

plastic water pump with popup cap  
plastic tube - 6mm wide x 70mm long  
cotton wool  
cigarette  
matches or lighter  
Sellotape

## Instructions


- 1 Remove the cap from the drink bottle. Put it on a hard surface and push a Philips screwdriver down the hole to break the small plastic seal. Alternatively use a handheld battery operated drill with a 9-10mm drill bit.
- 2 Put the plastic tube through the hole.
- 3 Wrap some cotton wool around the tubing that will be inside the bottle. Secure the cotton wool firmly with Sellotape.
- 4 Screw the cap firmly back on the bottle.
- 5 Put the cigarette into the top of the bottle.
- 6 Press the bottle firmly to force the air out.
- 7 Light the cigarette.
- 8 Pump the bottle slowly and regularly to simulate the cigarette being smoked. Continue until only the butt is left.
- 9 Open the bottle. Invite students to look at the condition of the cotton wool and the top of the tube, and smell the container.
- 10 Cotton wool could be added to class wall display with a suitable caption.





# A Chemical Analysis of a Cigarette

When you smoke you inhale up to 4000 chemicals including these poisons:



<b>Acetone</b> (Paint stripper)	<b>Hydrogen Cyanide</b> (Poison used in gas chambers)
<b>Naphthylamine*</b>	<b>Toluidine*</b>
<b>Methanol</b> (Rocket fuel)	<b>Ammonia</b> (Floor cleaner)
<b>Pyrene*</b>	<b>Urethane*</b>
<b>Dimethylnitrosamine</b>	<b>Toluene</b> (Industrial solvent)
<b>Napthalene</b> (Mothballs)	<b>Arsenic</b> (White ant poison)
<b>Cadmium*</b> (Used in car batteries)	<b>Dibenzacridine*</b>
<b>Carbon Monoxide</b> (Poisonous gas in car exhausts)	<b>Phenol</b>
<b>Benzopyrene*</b>	<b>Butane</b> (Lighter fuel)
<b>Vinyl Chloride*</b> (Makes PVC)	<b>Polonium-210*</b>
	<b>DDT</b> (Insecticide)

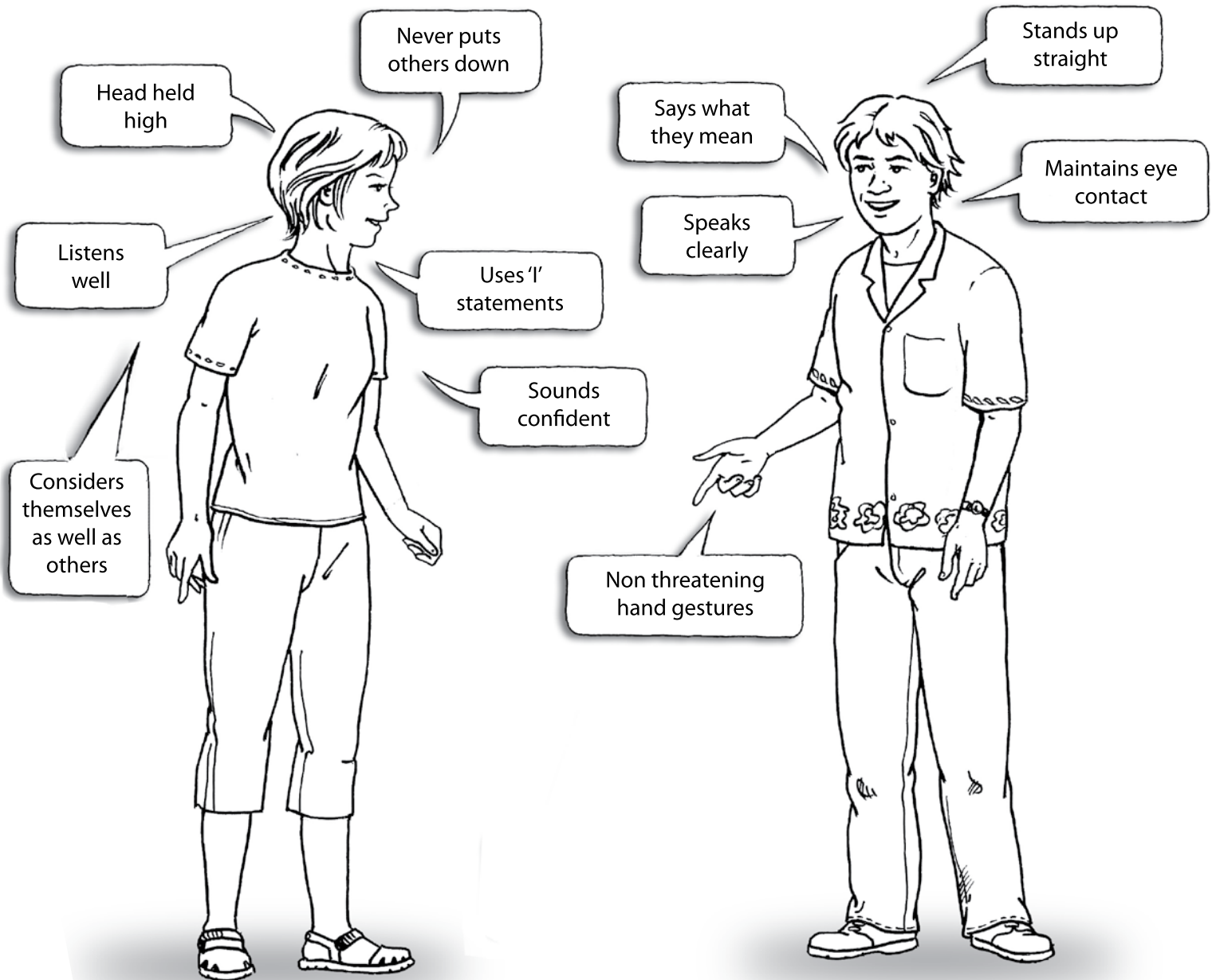
**It's enough to make you sick.**  
**Very sick.**

*Adapted from a poster by the Department of Health, Western Australia*

*\* Known cancer causing substances*



# Assertive Behaviour





# Little Voice

Life is what you make it  
Everyone has a choice  
When you find yourself in doubt  
Listen to your voice.  
That little voice inside your head  
The one that's always there,  
In times of joy, in times of laughter,  
Worry and despair.  
That little voice is there for you  
No matter what you fear  
So listen to that little voice  
And always hold it dear.

Rachel Radburnd



# Rachel's Story

*Rachel Radburnd.*

Born 17th September 1972. A quiet child, never needed anyone to play with, always happy in her own company. She was four before a sibling came along, and somehow resented her brother so.

But a change of mood was never really noticed until about the age of ten, when Rachel became more withdrawn and moody. Her teenage years were a trying time. Rachel never excelled at school, but plodded on, making friends more with boys than girls. Then there were always the waifs who needed mothering. Rachel ran away from home with one of them in the fourth form, staying out overnight, which ended with us having to get the police in to search for Rachel, and bring her home.

Several other boys just like this followed. Rachel was never outgoing enough to think she could find work, but did do lots of courses. To give herself self esteem, she and her girlfriend would drink wine before having to go out amongst people. On one such occasion she got on a bus for Christchurch. The police meet her, and put her in detox for the night. Rachel stayed in Christchurch from then on, living on the DPB and moving from flat to flat. She had a few boyfriends, all being what we would call deadbeats.

She suffered compulsive disorders. One was the cleanliness of herself, body and hair. She practically scrubbed herself clean everyday, which included washing her long blond hair. Plus her home had to be cleaned/scrubbed the same. 7pm every night Rachel spent an hour in the bathroom giving it a thorough clean. Of course it never needed it.

Her dream was to have a happy relationship, and marriage, and be able to have and keep a baby of her own. Sadly her child, a son, she couldn't keep, and had placed in an open adoption.

Part of not being able to keep "Zen" was the anger within herself that she couldn't control. Which in part was contributed to by her need to drink to forget, or to feel good. I would often get calls in the middle of the night when she had been drinking, with her very depressed.

Rachel had also bordered on Anorexia since a teenager. Although I don't believe she ever became one, she had a strong will not to eat much. Her one and only meal of the day was tea time, and quite often only if her boyfriend of that time cooked it. Rachel had an argument with her current boyfriend, who also had another abode. I believe while he was gone, and Rachel hadn't cooked for herself, she instead opened the Rum & Coke cans, sinking further into depression.

"Little Voice" is Rachel's poem about herself. She wrote it in the hope that it would help other young people sort out their lives and keep on the right track.

*Hoping this helps.*

*Her sad Mum*

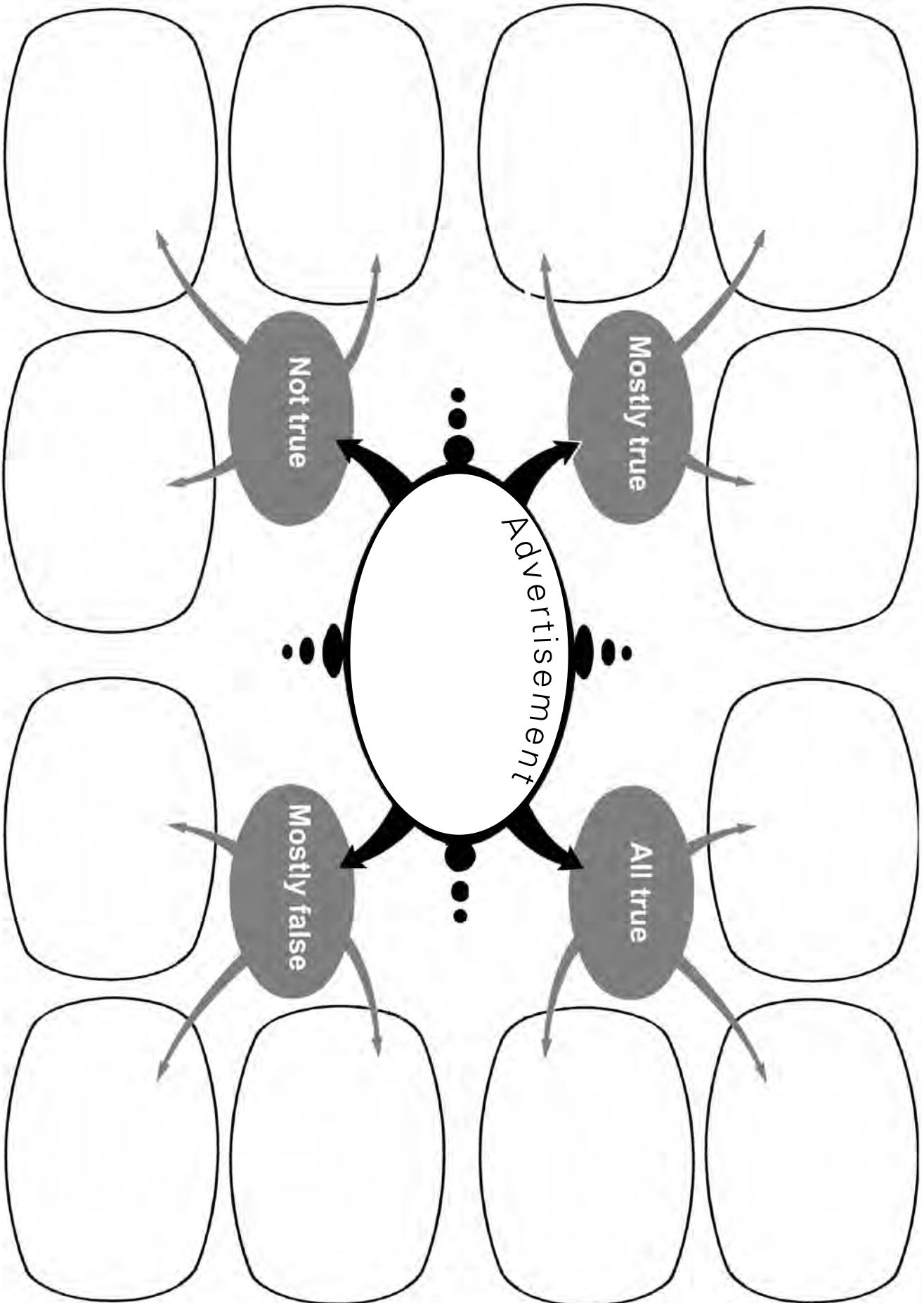
This is a true story





# Bubble Diagram

*When I see and hear things in the media how can I work out what to believe?*





**Television programme watched:**

**What audience was it aimed at?**

**What was the purpose?**

**How did this media example achieve its purpose?**

**Did you believe what you were seeing?**

# Appendix

# Appendix 1

## Teacher/Police Education Officer Notes for Consequences of Drug Misuse Activity - Module 3

### **Photo 1      Aorta - Smoker Age 32**

Smoking causes fatty gunk to accumulate in arteries. Within seconds of lighting up, thousands of chemicals enter the blood stream. Some of them damage the lining of the arteries making the artery walls sticky. They then collect tiny fat particles floating in the bloodstream.

This damage to the artery walls starts the day you start smoking. If you smoke, by the age of 30 the main artery from your heart (the aorta) can have three times the fatty deposits as a non-smoker of the same age. The more you smoke, the faster these deposits build up. They can rupture, forming clots that may lead to strokes and heart attacks. They can gradually narrow the artery, causing conditions such as angina.

Source: Quit Me Mutu Ministry of Health

### **Photo 2      Smoking damages the eyes**

Smoking is the major preventable cause of the most common type of blindness in New Zealand. Every time you inhale cigarette smoke, thousands of chemicals enter your bloodstream and travel to every part of your body.

These chemicals from cigarette smoke can cause tiny blood vessels in the most sensitive part of the eye to burst or die, leading to blindness.

Source: Quit Me Mutu Ministry of Health

### **Photo 3      Anabolic Steroids**

Anabolic steroids are synthetic derivatives of the hormone testosterone. Testosterone is produced in copious amounts in the testes of men, and in far smaller but crucial amounts in the ovaries of women. Testosterone is called the 'male' hormone because it is responsible for the development of secondary sexual characteristics in adolescent males, including the growth of extra muscle and bone mass.

Some sports people take anabolic steroids to increase their physical strength and stamina. Times and performances can improve beyond what is possible with normal training. However, use of anabolic steroids can damage the body and shorten the life.

In males anabolic steroid abuse shrinks the testicles, lowers the sperm count and causes impotence, baldness and breast enlargement. In females it reduces fertility, deepens the voice, increases facial and chest hair, shrinks the breasts and enlarges the clitoris.

Athletes' bodies never completely return to normal once anabolic steroid use stops.

Source: 'The Great Brain Robbery' Tom Scott and Trevor Grice Allen and Unwin 2005

## **Photo 4            Lung Tar**

Cigarette smoke forms into tar and builds up in the lungs. This photo shows the amount of tar deposited on the lungs of an average smoker in a year.

Smokers should be aware that every cigarette is doing damage.

Source: Ministry of Health

## **Photo 5            Death Sentence for Matthew Norman, Australian Heroin Courier**

The Bali Nine is the name given to nine Australian citizens arrested on 17 April 2005 on the island of Bali, Indonesia, in a plan to smuggle 8.3kg of heroin valued at approximately \$4 million, from Indonesia to Australia. The heroin was carried in plastic bags strapped to their bodies.

Andrew Chan, Si Yi Chen, Michael Czugaj, Renae Lawrence, Tach Duc Thanh Nguyen, Matthew Norman, Scott Rush, Martin Stephens and Myuran Sukumaran, all aged between 18 and 28 at the time of their arrest, faced the death penalty if convicted.

On 13 February 2006, Lawrence and Rush were sentenced to life imprisonment. The following day, Czugaj and Stephens were sentenced to life imprisonment, and the group ring leaders, Chan and Sukumaran were sentenced to death by firing squad, the first death sentences imposed by the Denpasar District Court. The remaining three were all sentenced to life imprisonment on February 15 2006.

On 6 September 2006 as a result of appeals brought by prosecutors and heard by the Supreme Court, Scott Rush, Tan Duc Than Nguyen, Si Yi Chen and Matthew Norman had the death penalty imposed.

Denpasar Judges said "Drug related crimes are considered as an extraordinary anti-social act." International drug trafficking fell under "the most serious crime and deserved the death penalty."

Lawyers for those sentenced to death among the Bali Nine are expected to appeal to a special Indonesian court on constitutional law challenging the legality of the death sentence in Indonesia.

Note: At the time of printing Matthew was still alive. Progress on the case can be checked on the Internet.

Source: TRANZ Reuters

## **Photo 6            Party Mayhem kills two**

The lives of two talented and popular teenage girls were ended after an out-of control party in Christchurch got out of hand on Saturday 5 May 2007. Jane Ada Young, 16, and Hannah Perkins Rossiter, also 16, were killed and eight others injured when a red Honda Integra car, allegedly driven by Lipene Sila, ploughed through a crowd of party goers who had spilled out on to the road about 10.45 pm. Police charged a 22 year-old factory worker with the murder of the two girls.

Police were first called to the party at 8.30pm. At that point there were about 300 people inside the address, but no disorder on the street. Police returned at 10.30pm and were bombarded with bottles and rocks. They retreated to get reinforcements and riot gear. On their return they went through to clear the street and realised there were two deceased and a number injured.

A witness said that had seen the Honda driver swerve on to the wrong side of the road and hit a group of party goers. The car was going about 70 kms per hour.

Later Sila's brother said that they had been drinking for a few hours when they decided to borrow a car and head to the party.

Lipene Sila has been charged with two counts of murder.

Source: Richard Cosgrove The Press

## **Photo 8      Cleaning up a P lab**

In August 2007 Police in Hamilton raided one of the five biggest methamphetamine labs uncovered so far. The clean-up operation to remove the chemicals found took four days. The clean-up was hampered by the discovery of a pipe bomb and a small quantity of explosives. Police wore full protective gear and went through a decontamination chamber on leaving the house.

Detective Senior Sergeant Mike Whitehead said the chemicals used to make P were ‘dangerous in their own right and extremely volatile. They give off toxic vapours and fumes and it is not uncommon for clan labs to have explosive events.’ Fixtures and fittings in the house had been corroded by chemicals and fumes.

Mr Whitehead wanted people to be aware of the risks of P labs and look for warning signs in their neighbourhood. They should be alert for chemical smells coming from properties, unusual venting and any discharges into local wastewater.

Last year 35 clan labs were discovered in the Waikato.

The sole occupant of the rented property faces 6 charges of possession of precursor materials for manufacturing methamphetamine and one charge of manufacturing methamphetamine.

Source: Fire Service, Hamilton

# Appendix 2

Life is about making choices. What choices will you make?

John's Choices		John's Choices	
•	John starts school at the age of 5. He is a happy kid and soon starts to make friends.	•	John starts school at the age of 5. He is a happy kid and makes friends easily.
•	At the age of 8 he starts to show a real interest in playing rugby and begins to play for a local club.	•	At the age of 8 he starts to show a real interest in playing rugby and begins to play for a local club.
•	When he is 9, he is selected to represent his school at rugby and plays several games throughout the year.	•	When he is 9, he is selected to represent his school at rugby and plays several games throughout the year.
•	John also enjoys most subjects at school and his teachers like him.	•	John also enjoys most subjects at school and his teachers like him.
•	At the Year 6 dinner, John is voted most promising sports person, which is a huge honour.	•	At the Year 6 dinner, John is voted most promising sports person. He and his family are very proud.
•	During his time at Primary school, John has made many friends, but unfortunately not many of them are going to the same Intermediate as him.	•	During his time at Primary school, John has made many friends, but unfortunately not many of them are going to the same Intermediate as him.
•	As a Year 7, John again starts to make new friends and is getting used to Intermediate life.	•	As a Year 7, John again starts to make new friends and is getting used to Intermediate life.
•	Up until now John's friends have always had similar interests to him and he played rugby with many of them.	•	Up until now John's friends have always had similar interests to him and he played rugby with many of them.
•	One day at school a couple of John's new friends offer him some drugs to try.	•	One day at school a couple of John's new friends offer him some drugs to try.
•	John knows that he shouldn't try the drugs and says "no thanks". A couple of his new friends, tell him that he is "chicken" and that "everyone that is cool takes it".	•	John knows that he probably shouldn't try the drugs, but he makes his choice and tries them.
•	Although some of his new friends are pressuring him, John still says "No!" to drugs.	•	6 Months later, John is still hanging around the same friends who offered him the drugs and has continued to experiment with other drugs.
•	A few weeks later, John stops seeing the guys that offered him the drugs, but has made more new friends instead.	•	John is a Year 8 now and continues to play his favourite sport. Rugby.
•	As a Year 8 John continues to play rugby and is selected into an Under 13 rep rugby team.	•	John hopes that one day he might even make the All Blacks team.

John's Choices		John's Choices	
	<ul style="list-style-type: none"> <li>At 15 John is in Secondary School and has come into contact with drugs several times, but having made good choices in the past it is easier for him to say "No!"</li> <li>At 18 John is offered a scholarship to play rugby overseas. He takes this opportunity and lives abroad for several years.</li> <li>While overseas, John meets Rebecca. They get married. After travelling around the world together they both come back to NZ to settle and start a family.</li> <li>At the age of 26 John has two beautiful children of his own and has also been offered a job to work for a News Channel.</li> <li>At 28 years of age John has decided to stop playing competitive rugby and concentrate on his career and family.</li> <li>At 32 both of John's children are at primary school and doing well.</li> <li>John is now 36 and his daughter Catherine shows real promise as a netball player.</li> <li>20 years later....Through John's work with the News Channel he has had the chance to travel again.</li> <li>Both of John's kids are now grown-up and have jobs of their own.</li> <li>At the age of 60, John is now a proud grandfather.</li> </ul>		<ul style="list-style-type: none"> <li>After school one day John is caught taking drugs at the back of the school grounds by a teacher and is referred to the Police.</li> <li>John and the other students with him are suspended from school.</li> <li>John is really annoyed by this especially as this means he can not play rugby for the school.</li> <li>At High School John re-enrols, but has not learnt much from his experiences and continues to take and now sell drugs.</li> <li>At 16, John is caught again with drugs at school and is expelled.</li> <li>At 17 he tries to get a job at the local engineering shop, but the manager is not prepared to take the risk given his past history.</li> <li>At 19 John is an angry young man and feels that everyone is against him. He turns to crime and starts to steal cars.</li> <li>At 24, John is caught with a stolen car and in the possession of "A" class drugs. He is convicted and sent to jail for 2 years.</li> <li>Out of jail at 26, John decides he wants to travel to the US and make a fresh start. Unfortunately, with his previous conviction he is not allowed to enter the country.</li> <li>John sees this as totally unfair and again returns to a life of drugs and crime.</li> <li>At the age of 32, John is manufacturing and supplying "P". He owes large amounts of money and sees this as the best way to get ahead.</li> <li>At 34, high on "P", John takes a stolen car for a joy ride. What he does not know is that this will be his last ride.....John loses control of the car and smashes into a lamp post killing himself and the passenger with him.</li> </ul>



