



Department of Teaching and Learning

Elementary School Opioid Lessons

Level Focus	Standard(s)	Sample Learning Activity from the VBCPS Health Curriculum
<p><u>Grade 1:</u> Understanding of proper and improper use of prescription medicines</p>	<p>SOL 1.1.f Identify that medicines can be both helpful and harmful.</p> <p>SOL 1.2.k Explain the harmful effects of misusing medicines and drugs.</p>	<p>Role-Play Scenarios: With a partner, discuss some situations where medicines are involved, then role-play how to handle the situation safely.</p> <ul style="list-style-type: none"> • You find pills on the counter. They are pretty colors and look like candy. What should you do? Act out your best and safest choice. • You get a headache at your friend's house. Your friend's mother offers to give you medicine. What should you do? Act out your best and safest choice. • You take some new medicine your doctor gave you. Then you get sleepy and do not feel very well. What should you do? Act out your best and safest choice. <p>http://kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf</p>
<p><u>Grade 2:</u> Awareness of prescription medication only taken under supervision of a trusted adult.</p>	<p>SOL 2.2.k Identify why medicines only taken under the supervision of an adult.</p>	<p>Video on taking medicines from a trusted adult. https://www.youtube.com/watch?v=9OK6_OdWxTA</p> <p>Reading over-the-counter drug labels and reading the possible side effects of medicines. https://www.youtube.com/watch?v=hT6Th_QfQKE</p> <p>Assessment: Name/write a list of rules for using medicines safely. Name/write ways children might misuse medicines if a "trusted adult" is not around to help them take the medicine.</p>
<p><u>Grade 3:</u> Understanding how to take medicines safely and refusal skills to peer pressure from others offering medicines.</p>	<p>SOL 3.1.h Describe proper and improper use of prescription and nonprescription medications.</p>	<p>Directions: Tell students how to use the steps for refusing over-the-counter (OTC) medicines and then give them situations where they decide if it is a proper or improper use of a medication.</p> <ul style="list-style-type: none"> • Kyle shows Sam a bottle with some medicine in it. Kyle tells Sam he got it from a friend who said it was for coughs but it makes you feel good. Is this a proper or improper use of a medication? Explain why. • Gayle is with her friend Katie when she opens her purse and pulls out a package of pills that she found at her house. Katie tells Gayle the package said they give you energy and she really needs some energy. Katie asks Gayle if she wants one. • Julie tells her mom she has a headache and her mother gets a bottle of Ibuprofen. Mom reads the label for the correct dosage for Julie's age and gives her the amount the bottle suggests for her pain relief.

		<p>Steps for refusing OTC medicines:</p> <ul style="list-style-type: none"> • Say <i>no</i> firmly and state your reasons for saying <i>no</i>. • Remember a consequence and keep saying <i>no</i>. • Suggest something else to do. • Repeat <i>no</i> and walk away. <p>Video from BrainPOP https://jr.brainpop.com/health/drugs/medicine/ (This is a district purchased resource)</p>
<p>Grade 4: Recognizing effective refusal skills that promote resistance to the use of tobacco, drugs, and alcohol.</p>	<p>SOL 4.1.m Identify effective verbal and nonverbal communication skills to resist/refuse peer pressure on use of alcohol, tobacco, inhalants and other drugs.</p>	<p>Recognizing forms of peer pressure that can range from subtle to abusive such as:</p> <ul style="list-style-type: none"> • Pressured to fit in • Pressured to be popular • Pressured to have the same “fun” that your friends seem to be having • Being bullied by friends if you do not join in the drug abuse that’s going on <p>Using reasons to say “no”:</p> <ul style="list-style-type: none"> • If my mind is not clear, I might do something I regret or is dangerous. • I do not want to become dependent on any medications. • I want my mind clear so I can do well in school. • I have other things that are more fun to do like... <p>Student activity and assessment found at PE Central: http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=929#.WoRaE-Sovct</p>
<p>Grade 5: Understanding the effects of opioids on relationships and showing effective communication skills to resist the use of them.</p>	<p>SOL 5.1.l Analyze the effects of alcohol, tobacco, inhalants and other drug use on relationships with family, peers, and other individuals.</p> <p>SOL 5.2.h Describe effective communication skills to request assistance in situations where alcohol, tobacco, inhalants and other drugs are being abused.</p>	<p>The signs of prescription drug abuse and the effects of each on the relationships with family members, peers/friends, or other individuals that affected.</p> <p>Groups discuss/write who is affected and the effects on the individual(s) for each sign listed:</p> <ul style="list-style-type: none"> • Young person withdraws from family and friends and wants to spent a lot of time alone • They have given up on their interests and hobbies • They are hostile, angry, and aggressive toward anyone who tries to control their actions • They cry for little or no reason and are routinely irritable • They no longer take care of their appearance and cleanliness • Quality of schoolwork and grades take a dive • Sleep patterns are all off. Sleeping during the day and staying up all night, or for days at a time • They no longer care about family rules or curfew <p>Teacher covers examples of effective communication</p> <ul style="list-style-type: none"> • Stating “No” clearly and firmly using appropriate body language. • Giving a clear reason and remaining committed to it. • Pretending not to hear, moving to a new topic, leaving the situation. • Complimenting, <i>No thanks, it would be nice if you not to persist.</i> • Reversing the pressure, telling the person the danger of using the drug. • Joking. <i>“You must be kidding, that’s the funniest thing I’ve ever heard”.</i>

		<p>Students write how they would handle the following statements from a friend about the use of drugs:</p> <ul style="list-style-type: none">• “I’ve tried it before and it did not harm me.”• “You’ve got to try it at least once in your life!”• “Hey, are you scared?”• “Everybody else is – why do not you join in?”• “It will make you feel good – have some fun!”• “No one will ever find out you tried it.” <p>“You are so boring – do something exciting.”</p>
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Daily Learning Plan Grade 1

Date:	Date:	Unit: Medicines
SOL: SOL 1.1. f Identify that medicines can be both helpful and harmful. SOL 1.2. k Explain the harmful effects of misusing medicines and drugs.		
Daily Learning Target(s): I can tell when taking medicine is good for me and when it is harmful.		
Before		Materials: Computer Promethean/ Smart Board
Think/Pair/Share: What do you believe is a “trusted” adult? Teacher asks for a few answers then gives a definition and examples. (Trusted adult: Believe in the reliability, truth, ability or strength of.) Introduce learning target: I can tell when taking medicine is good for me and when it is harmful.		
During		
Introduce and discuss medicine. Medicine: <ul style="list-style-type: none"> • A drug that helps cure illness. • A substance given to someone who is sick. It may also be given to someone who has a lot of pain. • It usually is a liquid or a pill. • It can be bought at a store or given to you by a doctor. • It should only be taken when someone is sick. • It can be harmful to the body when taken incorrectly. • Children should only take medicine given to them by a parent, doctor, nurse or other trusted adult. • Take only your medicine. Other people’s medicine might harm you. Teacher asks, “Why do you think a trusted adult is needed when taking medicines?” Teacher shows the BrainPOP Jr. video on medicines: https://jr.brainpop.com/health/drugs/medicine/		
After		
Teacher helps students find a partner and describes what it means to role-play. Teacher gives a situation where medicines are involved and then demonstrates how to handle the situation safely using role-play. Ask students to role-play each of the following scenarios. Role-play Scenarios: <ul style="list-style-type: none"> • You find pills on the counter. They are pretty colors and look like candy. What should you do? Act out your best and safest choice. • You get a headache at your friend’s house. Your friend’s mother offers to give you medicine. What should you do? Act out your best and safest choice. • You take some new medicine your doctor gave you. Then you get sleepy and do not feel very well. What should you do? Act out your best and safest choice. • You have a sore throat. Your friend offers to give you some medicine that her doctor gave her one time when she had a sore throat. What should you do? Act out your best and safest choice. • Your doctor gave you medicine for an ear infection. You have been taking the medicine and now your ear does not hurt anymore. You still have some medicine left. What should you do? Act out your best and safest choice. 		

<ul style="list-style-type: none"> • You see your little brother or sister sitting on the floor playing with a bottle of pills. What should you do? Act out your best and safest choice. • Last night your parent gave you some pain relieving medicine when you had a headache. The medicine tasted yummy! You wish you could have some more medicine so you think about telling your parent that your head hurts again, even though it does not. What should you do? Act out your best and safest choice. <p>2016 The Nemours Foundation/Kids Health: http://kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf</p>	
Lesson Reflection	
<p>Class Discussion: When is it safe to take medicine? When can medicines become harmful? Why should an adult be with you when you take medicine?</p>	
<p>Formative Assessment(s): Teacher helps students find a partner and reads aloud different statements. Students are to tell their partner if the statement is a good behavior or not. Afterwards, the teacher calls for the class to answer.</p> <p>Statements:</p> <ul style="list-style-type: none"> • Always have an adult with you when taking medicine. • It is a good idea to accept medicines from a stranger. • Medicines can hurt your body if they used incorrectly. • Never bring medicine from home to school and take it by yourself. • Medicine only helps your body so take as much as you want. • You should take medicines even if you are not sick because you think they taste like candy. • It is OK to give my friends my vitamins because my parents have told me they are good for you. 	

Daily Learning Plan Grade 2

Teacher:	Date:	Unit: Medicines
SOL: SOL 2.2.k Identify why medicines should only be taken under the supervision of an adult.		
Daily Learning Target(s): I can explain the importance of having an adult with me when taking medicine.		
Before		Materials: Computer Promethean/ Smart Board
<p>Sometimes parents or guardians may not be nearby when you need help. “Trusted adults” should be individuals well known to you that are available to help.</p> <p>Think/Pair/Share: Name adults other than your parents or guardians who would be considered a “trusted adult”.</p> <p>Introduce learning target: I can explain the importance of having an adult with me when taking medicine.</p> <p>Teacher shows the video on taking medicines from a trusted adult. https://www.youtube.com/watch?v=9OK6_OdWxTA</p>		
During		
<p>Medicines can make you feel better, help you get well and help you stay healthy</p> <p>Prescription medicines: Medicines that you only get when a doctor decides that you need them. The doctor writes a prescription for an adult to pick up at a pharmacy.</p> <p>Safety tips for prescription medicines –</p> <ul style="list-style-type: none"> • Use only as much as the doctor tells you to. • Never take another person’s prescription medicine. • A trusted adult should help you take the prescription medicine. <p>Over-the-counter medicines (OTC): Medicines adults can get without a prescription from a doctor.</p> <p>Safety tips for over-the-counter medicines:</p> <ul style="list-style-type: none"> • Read the labels carefully and follow the directions. • Read the warnings and side effects. <p>Teacher gives examples of OTC medicines.</p> <p>Sometimes side effects occur from medicines. A side effect is an unwanted change in the body after taking a medicine. Examples include becoming dizzy, sleepy, or sick to your stomach.</p> <p>Teacher shows a video on medicine labels and side effects: https://www.youtube.com/watch?v=hT6Th_QfQKE</p>		
After		
<p>Teacher reads different situations and gives students two choices to pick from for what they should do in each situation. If they pick choice “a” they are to do jumping jacks. If they pick choice “b”, they are to do running in place.</p> <p>Situations:</p> <ol style="list-style-type: none"> 1. You find pills on the counter. What should you do? <ol style="list-style-type: none"> a. Take the pills. b. Do not touch the pills. Tell your parent or guardian. 2. You get a headache at your friend’s house. Your friend’s mother offers to give you medicine. What should you do? <ol style="list-style-type: none"> a. Get your parent or guardian’s permission first. b. Take the medicine. 		

<p>3. You take some new medicine your doctor gave you. Then you get sleepy. What should you do?</p> <ol style="list-style-type: none"> a. Tell your parent or guardian about the side effect. b. Lie down and go to sleep. <p>2016 The Nemours Foundation/Kids Health: http://kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf</p> <p>Teacher reveals the answers to each situation and makes needed additional comments to reinforce the learning in the lesson.</p>	
<p>Lesson Reflection</p>	
<p>Class Discussion:</p> <p>What would you do if you were feeling bad and a friend offered you a prescription medicine that was not ordered for you?</p> <p>Why is it important to have a “trusted adult” with you when taking medicine?</p>	
<p>Formative Assessment(s):</p> <p>Oral/Written:</p> <ul style="list-style-type: none"> • Name/write a list of rules for using medicines safely. • Name/write ways children might misuse medicines if a “trusted adult” is not around to help them take the medicine. 	

Daily Learning Plan Grade 3

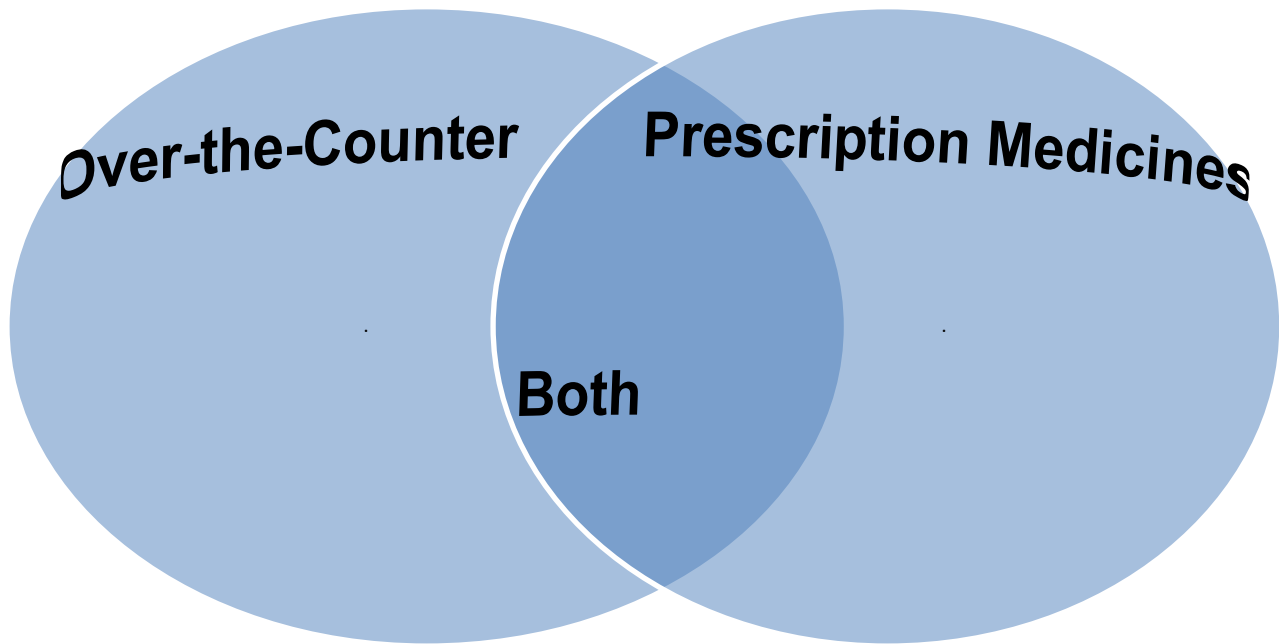
Teacher:	Date:	Unit: Proper Use of Medications – Lesson 1
SOLs: SOL 3.1.h Describe proper and improper use of prescription and nonprescription medications.		
Daily Learning Target(s): I will tell the difference between proper and improper use of prescription and nonprescription medications.		
Before		Materials: Venn Diagram Sheet Student Portfolios Story Reflection Sheet
<p>If you can buy medicine at a store without a doctor giving it to you, do you believe the medicine will never harm you? Think of a time when you or someone you know took a medicine and it caused them to behave in a strange way. For example sleeping a lot, acting confused, or a stomachache. Turn and tell someone your story.</p> <p>Introduce learning target: I will tell the difference between proper and improper use of prescription and nonprescription medications.</p>		
During		
<p>Introduction: (students take notes) Today we are going to talk about the safe and correct use of medicines. The learning target is "I will tell the difference between proper and improper use of prescription and nonprescription medications". What is a medicine? A medicine is a drug. <i>Medicine</i> and <i>drug</i> mean the same thing. A medicine or drug changes how your body works or treats or prevents a disease or symptom. Medicines can do things as simple as make you feel better when you have a cold or as complicated as treating cancer (like chemotherapy).</p> <ul style="list-style-type: none"> • Prescription drugs: Medicine that only an adult can buy and only with a doctor's order. After seeing the doctor, medicine is picked up at a pharmacy or sometimes delivered in the mail. • Nonprescription (OTC, over-the-counter) drugs are drugs that can be purchased at a local store without a physician's note. Examples include Advil, Tylenol, Motrin and Benadryl. Common reasons for using over-the-counter medicines include minor aches and pains, fever, cold, upset stomach and allergy symptoms. <p>PowerPoint presentation: (slide 1) Let us talk about how prescription and over-the-counter medicines are different and how they are the same. Any medicine can cause harm if you use too much of the medicine or use it incorrectly. This is true for prescription and over-the-counter medicines. For all medicines, you must read and follow the directions. Children should use medicine only with permission from a parent or guardian. (slide 2) Teacher goes through the compare and contrast Venn diagram. (slide 3) Important medicine rules: Teacher reads slide. Talks about dosage as an amount and strength of medicine. (slide 4) Examples of proper use of prescription and nonprescription medications:</p> <ul style="list-style-type: none"> • Take under supervision of trusted adult • Follow directions on label • Never share your medicine • Call doctor if you have any questions or side effects 		

<p>(slide 5) Examples of improper use of over-the-counter and prescription medicines:</p> <ul style="list-style-type: none"> • Taking too much medicine • Taking someone else’s medicine • Letting someone else take your medicine • Taking medicine from someone other than your parent/guardian or another responsible adult • Taking medicine without your parents’ permission <p>(slide 6) Consequences of improper use of medicines:</p> <ul style="list-style-type: none"> • Get sick • Have to go to the hospital • Develop a drug dependence or addiction • Damage your brain or other body systems or death 	
After	
<p>Hand out the compare/contrast information sheet. Instruct students to sort the statements by number in the correct place in the Venn diagram. The statements either fall within:</p> <ul style="list-style-type: none"> • over-the-counter medicines • prescription medicines • or both (Over-the-counter and prescription medicines) <p>Allow students to work with a shoulder partner. Give students 3 to 5 minutes to complete the assignment. Teacher will cover the answers for students to check their work. Students place their work into their portfolios.</p>	
Lesson Reflection:	
<p>Exit Ticket: Read the stories on the paper. Write a reflection on whether the story shows a proper or improper use of prescription or nonprescription medication. Explain why. Stories: 1. Kyle shows Sam a bottle with some medicine in it. Kyle tells Sam he got it from a friend that said it was for coughs but it makes you feel good. Is this a proper or improper use of a medication? Explain why. 2. Gayle is with her friend Katie when she opens her purse and pulls out a package of pills that she found at her house. Katie tells Gayle the package said they give you energy and she really needs some energy. Then Katie asks Gayle if she wants one. Is this a proper or improper use of a medication? Explain why. 3. Julie tells her mom she has a headache and her mother gets a bottle of Ibuprofen. Her mother reads the correct dosage for Julie’s age and gives her the amount the bottle suggests for her pain relief. Is this a proper or improper use of a medication? Explain why.</p>	<p>Homework</p> <p>Complete Story Reflection Sheet</p>
<p>Formative Assessment(s): Venn Diagram and Story Reflection</p>	

Name _____

Over-the-Counter vs. Prescription Medicines

Directions: Sort the statements by number in the correct place in the Venn diagram.



Read each statement and place the number of where it belongs in the diagram above.

1. Children should use only with the permission of a parent or trusted adult.
2. Should only be used by the person for whom the medicine is ordered.
3. Prescribed by a doctor for one person.
4. The medicine label, including the directions, must be read and followed carefully before use.
5. Can buy without a doctor's prescription.
6. Dangerous to misuse or abuse.
7. A healthcare professional or your local poison control center can answer questions about this medicine.

Daily Learning Plan Grade 3

Teacher:	Date:	Unit: Proper Use of Medications – Lesson 2
SOLs: SOL 3.1.h Describe proper and improper use of prescription and nonprescription medications.		
Daily Learning Target(s): I can tell that there are different types of medicines but all have a proper and improper way they are used.		
Before		Materials: Laptop Cart with Projector or Promethean /Smart Board Student Portfolios
<p>Students will get out their “Story Reflection Exit Ticket” from the previous lesson. They will do a Stand/Up Pair/Up walkabout to compare their answers they gave for each story, as to whether they show a proper or improper use of prescription or nonprescription medication and why. If students like their partner’s answer, they can add it to their answer or change the answer they have altogether. Afterwards, the teacher will go through each story and ask students to share out some of their answers.</p> <p>Introduce learning target: I can tell that there are different types of medicines but all have a proper and improper way they are used.</p>		
During		Story Reflection Exit Ticket
<p>The students will watch the video “Medicines” from BrainPOP: https://jr.brainpop.com/health/drugs/medicine/</p> <p>Notes from video: What is medicine? Medicine is a drug that can help you get better when you are sick.</p> <ul style="list-style-type: none"> • Doctors give you a prescription for medicine. • A prescription is a note from the doctor that recommends a kind of medicine. • You take the prescription to a pharmacist, who measures the right amount of medicine. • Sometimes you get medicine when you are <i>not</i> sick. An example would be a vaccine shot for the muscles. Vaccines help keep you from getting sick in the future. <p>What are other ways to take medicine?</p> <ul style="list-style-type: none"> • Medicines can look different. They can be tablets or pills that you swallow whole or a syrup that you drink. • If you have asthma, you might have an inhaler that you spray into your lungs. • If you get a cut or an insect bite, you might put ointment on it. • When your ears or eyes feel itchy or sore, you might use liquid drops to make them feel better. • If you have diabetes, you might have to get a shot each day. <p>How do you take medicines safety?</p> <ul style="list-style-type: none"> • The most important part of taking medicine is following directions. • The directions tell the dosage of how much medicine to take and how often. It might also tell you to take the medicine with food, keep it in the refrigerator or you might need to stay out of the sun. Ask the pharmacist to be sure. • You should always take medicines on time, so they keep working. • It is important to finish all the medicine you are prescribed. • Never give your medicine to someone else. Medicine that helps one person might make someone else sick. 		

<p>What should you do if your medicine does not work?</p> <ul style="list-style-type: none"> • Some medicines make you feel better right away and others take longer to work. <p>Can medicines have side effects?</p> <ul style="list-style-type: none"> • Those are icky feelings that come from taking the medicine, like dizziness or an upset stomach. • If you feel worse after taking a medicine, you should tell a grownup. 	
After	
<p>Students take the online quiz about the video and write down any questions they get wrong. https://jr.brainpop.com/health/drugs/medicine/</p>	
Lesson Reflection:	
<p>Now that you know more about medicines, what things did you learn that you would tell a younger sibling or friend to help keep them safe from prescription and nonprescription medications?</p>	<p>Homework</p> <p>Complete Reflection</p>
<p>Formative Assessment(s): Online Quiz & Lesson Reflection</p>	

Daily Learning Plan

Grade 4

Teacher:	Date:	Unit: Drugs
SOL: SOL 4.1.m Identify effective verbal and nonverbal communication skills to resist/refuse peer pressure on use of alcohol, tobacco, inhalants and other drugs.		
Daily Learning Target(s): I can list different effective refusal skills that promote resistance to the use of tobacco, drugs and alcohol.		
Before		Materials: Computer with Projector Scooters Cones
Assign students to a group. Discuss and create a list of refusal skills that they believe would promote resistance/refusal to the use of tobacco, drugs and alcohol. After allowing students time to think and write a couple refusal skills, teacher will ask for some examples from the groups. Teacher will give additional samples of verbal and nonverbal communication skills that may include: (a) Saying "No!"; (b) Walking away from a tempting situation; (c) Telling a trusted adult; (d) Finding new friends; (e) Talking to a friend or relative who is practicing abstinence; (f) Finding something else to do, e.g., hobby, sports or other physical activity. Introduce learning target: I can list different effective refusal skills that promote resistance to the use of tobacco, drugs and alcohol.		
During		
Class Discussion Forms of peer pressure can range from subtle to abusive such as: <ul style="list-style-type: none"> • Pressured to fit in. • Pressured to be popular. • Pressured to have the same "fun" that your friends seem to be having. • Bullied by friends if you do not join in the drug abuse that is going on. Give reasons to say "No": <ul style="list-style-type: none"> • If my mind is not clear, I might do something I regret or is dangerous. • I do not want to become dependent on any medications. • I want my mind clear so I can do well in school. • I have other things that are more fun to do like... 		
After		
Instruct students on how to complete an obstacle course without running into the obstacles (peer pressure) along the way. Once the student recites a refusal skill, members of the team may each remove an obstacle during the race. At the conclusion of the race, discuss with students the most difficult parts of the activity. Review the refusal skills selected by students. This activity is found at PE Central: http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=929#.WoRaE-Sovct		
Lesson Reflection		
Discuss the most difficult parts of the activity and review again the different refusal skills.		
Formative Assessment(s): Students design posters to illustrate themselves and positive drug-free messages. Assessment found at PE Central. http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=929#.WoRaE-Sovct		

Daily Learning Plan Grade 5

Teacher:	Date:	Unit: Drugs
SOL: SOL 5.1.l Analyze the effects of alcohol, tobacco, inhalants and other drug use on relationships with family, peers and other individuals. SOL 5.2.h Describe effective communication skills to request assistance in situations where alcohol, tobacco, inhalants and other drugs are being abused. SOL 5.3.e Encourage others not to use alcohol, tobacco, or other drugs.		
Daily Learning Target(s): I can tell the effects of opioids on relationships and show effective communication to resist the use of them.		
Before		Materials: Computer with Projector
Think/Pair/Share: How would you explain the following statement, “Drugs can be used for good or evil”? Introduce learning target: I can tell the effects of opioids on relationships and show effective communication to resist the use of them.		
During		
<p>When you have a mild headache or a muscle hurts, an over-the-counter pain reliever is usually enough to make you feel better. If pain is more severe, your doctor might recommend something stronger -- a prescription medication that is an opioid. Opioids are a type of narcotic pain medication. If not taken correctly, they can have serious side effects.</p> <p>When you use opioid medications over an extended period, you can develop a dependence. This may occur when your body becomes so used to the drug that if you abruptly stop taking it, you have withdrawal symptoms.</p> <p>Read the following signs of prescription drug abuse and discuss the effects of each on the relationships with family members, peers/friends, or other individuals affected. As a group, write a possible effect on others for each sign listed.</p> <ul style="list-style-type: none"> • Young person withdraws from family and friends and wants to spend a lot of time alone • They have given up on their interests and hobbies • They are hostile, angry, and aggressive toward anyone who tries to control their actions • They cry for little or no reason and are routinely irritable • They no longer take care of their appearance and cleanliness • Quality of schoolwork and grades take a dive • Their sleep patterns are all off, sleeping during the day and staying up all night or for days at a time • They no longer care about family rules or curfew 		
After		
Teacher covers examples of effective communication <ul style="list-style-type: none"> • Stating “No” clearly and firmly using appropriate body language. • Giving a clear reason and remaining committed to it. • Pretending not to hear, moving to a new topic, leaving the situation. • Complimenting, “<i>No thanks; it would be really nice of you not to persist</i>”. • Reversing the pressure, telling the person the danger of using the drug. • Joking, “<i>You must be kidding, that’s the funniest thing I’ve ever heard</i>”. <p>Students discuss in their groups, what might be the effective communication needed in each situation:</p> <ul style="list-style-type: none"> • A person has some pills in their school bag and offers you some to try. 		

- You have a very bad headache and someone offers you an unmarked pill from a strange looking bottle or packet.
- You have a lot of homework and someone offers you some pills to help you stay awake. You see some children passing around a bottle of what they say is vitamins at lunch-time.

Lesson Reflection

Class discussion on the group's answers to each situation given to them.

Formative Assessment(s):

Read each statement and pretend it is from a friend. What would you tell your friend about the use of drugs?

- "I've tried it before and it did not harm me."
- "You've got to try it at least once in your life!"
- "Hey, are you scared?"
- "Everybody else is – why do not you join in?"
- "It will make you feel good – have some fun!"
- "No one will ever find out you tried it."
- "You are so boring – do something exciting."