CROSSROADS
A Drug Prevention Manual for PSD Teachers

SEDQA PREVENTION PROGRAMME
in collaboration with the Education Division
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Introduction

This programme is intended for 11-14 year old students in secondary schools. It tries to keep with the idea that Personal and Social Development should be an interactive and experiential experience within the classroom where the teacher takes the function of a facilitator rather that of one who imparts knowledge.

The teacher can adapt and use this material with other programmes. This pack complements programmes held by the peripatetic teachers on Alcohol and Drugs Prevention Programmes in Secondary Schools for Form 4 and Form 5 students.

The programme seeks to support PSD teachers and their respective schools to tackle the issue of drugs, by providing a practical and hands on resource pack. This programme, however, is not exhaustive and the teacher (whom we consider as the main resource in the PSD lesson) is free to add any other material or leave out any material, which s/he thinks is not appropriate for her/his class.

Why is such a pack necessary? Drugs and drug misuse are a major concern for both teachers and parents alike. Unfortunately, children experiment with legal and illegal drugs all the time. The most recent statistics published by the European School Survey Project on Alcohol and Other Drugs (conducted in 1999 and published in 2002) held with 15-16 year old students, show that in comparison to other European counterparts, Malta falls into the top group of drinkers that include Denmark, the United Kingdom and Ireland. In fact, 94% of students reported drinking alcohol on more than one occasion compared to 6% who never did. Only 9% of students reported no alcohol consumption over the last year, which implies that most, some 91% of our 15-16 year olds, drunk alcohol over the same period.

Although in relation to our European counterparts, as was the case with the use of illicit drugs. Malta would appear to have the lowest number of students across Europe who make use of cigarettes, the report states that there were 55% of the student cohort who smoke cigarettes. Even though the estimates for illicit drug use was much lower than that of alcohol and tobacco compared to that in Europe, cannabis was the most popular drug of choice in which some 400 students reported use at some stage, whereas 275 reported cannabis use during the year before the study was conducted and 165 reported cannabis use during the month before the study was conducted. Moreover, lifetime estimates for the use of other illicit drugs in descending order is as follows: tranquillizers 285 students, Ecstasy 130, Amphetamines 75, Cocaine 70, and Heroin 60. [total number of students: n=3703]

Although the programme deals with eliciting and giving the correct information about the effects of drugs, it recognises the fact that giving only information does not deter children from using drugs. Thus, the programme focuses on helping students develop intra- and interpersonal skills; skills that will help them deal with the pressure they encounter from peers and the media so they can make an informed and intelligent choice. These are skills that the students will also use in all aspects of their lives, not just in relation to drugs.

About the Authors

Stephen Camilleri started his education at St Sebastian Primary School, Qormi. He continued his secondary education at Savio College, Dingli. At the age of 17 he took up the course of Pharmacy Technician within the Health Sector. In 1989 he read a degree in B.Ed (Hons). He also obtained a postgraduate diploma in School Counseling. Stephen has been working as a part-timer with sedqa since its inception. He has been instrumental in facilitating and evaluating programmes delivered by the Agency. He has recently been promoted to School Counsellor within the Education Division.

Jeanette Galea Soler started her education at St Dorothy’s Primary School, Sliema. She continued her secondary education at St Dorothy’s School, Mdina. In 1992 she attended Sixth Form at Gian Frangisk Abela, Msida. Between 1992 and 1993 she followed the Foundation Studies Course at the University of Malta. In 1994 she read a B.Psych (Hons) degree with Sociology as a secondary major subject. Between 1998-1999 she followed a Post Graduate Certificate in Education (PGCE) in Personal and Social Education (PSE). Jeanette has been teaching lifeskills to inmates at the Education Unit of Corradino Correctional Facility Paola, since 1999. She has been working as a teacher with the Education Division on Alcohol and Drug Prevention Programmes in secondary schools at sedqa for the past year.
Using the Programme

This Secondary School pack aims to be age appropriate. However, it is difficult to determine the age appropriateness of all activities within this material. As with any resource, the teacher can decide when, how and with whom the activities are best used, and will adapt the programme according to the needs, abilities, awareness and maturity of the students. It is advisable to read through each of the lessons and accompanying handouts as a preparation for classroom use.

The duration of each lesson is approximately 45 minutes since there are certain schools where PSD is a single lesson. Nevertheless, we tried to develop two lessons which follow each other.

For every Form we tried to insert a song that complements the subject introduced. The teacher is free to use these or other songs s/he deems appropriate. We think that songs are a good way of getting the message across. However, if the teacher does not feel comfortable or does not have the right equipment, as an alternative s/he can make use of newspaper cuttings which can be found in the Cd - a:maze, or other more recent cuttings/news articles found on the internet (see Appendix 1) related to the topic discussed.

The programme’s success depends on the wise use of all the material provided and any other additional material you may decide to include.

The Programme

The programme consists of 13 lessons:
• Five lessons for Form 1 classes
• Four lessons for Form 2 classes
• Four lessons for Form 3 classes

The lessons were developed in such a way that each lesson builds on the previous ones. Although, as already stated in the introduction, the teacher is responsible for deciding what to do in the classroom with her/his students, if s/he omits a particular lesson from the pack, s/he has to develop a lesson that compensates for it.

The lessons embody an active and experiential learning approach and emphasise the development of skills and attitudes through sharing and through pair and group work exercises. Most of the lessons include handouts which have to be photocopied (and possibly enlarged to A3 size) by the teacher. The handouts are all in Maltese, as this is the main language used throughout the PSD lessons. Handouts in English are provided to the teachers only on request.
The Pack & the Curriculum

The pack follows in the modules developed for PSD for Form 1, 2 and 3. The lessons for Form 1 fit in with Module 2 - Who am I? The Self, and Module 5 - Personal Health and Me. Form 2 lessons follow topics related to Friendship in Module 3 and Drug Education in Module 5. The lessons in Form 3 fit in with Module 5 - Decision-Making and Module 8 - Health Education.

Key to Symbols used

😊 individual work
😊😊 pair work
😊😊😊 group work
😊😊😊😊😊 whole class discussion
Notes for Teachers
Alcohol, Drugs and Other Substances

What are Drugs?
The question what kind of substance is considered a drug, is not always easily answered. Sometimes, the effect of a certain substance is taken as a point of reference, at other times, it is legislation governing the specific substance that carries more weight.

As far as the effects of a certain drug are concerned, a substance is commonly defined as a ‘drug’ when it has an effect on the human central nervous system that results in an alteration of the mental and/or physical state. The effect can be stimulating or the opposite, stupefying. A third possible effect is best described as a change in a person’s consciousness and perception of reality. Some drugs have a mixed effect.

The Effects of Substances

Even though one can have a general idea of the effects of different types of drugs, in reality how a person experiences the effects of any drug depends on a combination of factors as indicated in the diagram. The effect of a drug depends on the amount of the drug taken, the mixture with other drugs or alcohol, the situation in which the drug is taken, the company of people, the health of the individual, her/his mood and her/his physical health, among others. It is important for students to understand this, so that they can appreciate that it is impossible to predict with any certainty the effect a particular drug would have.

There are health risks associated with drug use and legal consequences for possessing and/or supplying drugs. The health risks associated with drugs are dealt with during most of the lessons. Here is some information about the legal consequences associated with the possession, use and supply of legal and illegal drugs according to the Maltese criminal code.

Alcohol and Tobacco
The Maltese law, when compared to other countries abroad, allows the acquisition of alcohol and tobacco at the age of sixteen. It is an offence for a vendor to sell tobacco or alcohol knowingly to anyone under the age of sixteen. However, it is not an offence for a person to consume alcohol or tobacco under the age of sixteen. Although the teacher must be aware of the inconsistencies in the Maltese law, it is advisable that this information is not passed on to the students. The students must be made aware that it is illegal to buy and consume alcohol and tobacco.
under the age of sixteen not only because the law stipulates this but, and especially, for health reasons.

**Illegal Drugs**
The Maltese law is very severe regarding the personal use and/or the trafficking of drugs. For personal use one can get a minimum of 3 months imprisonment and a maximum of 10 years, whilst for drug trafficking one can get a minimum of 6 months and a maximum of 30 years and a fine.

**Personal Use**
A person fits this category if the drug is for the exclusive use of the person.

**Drug Trafficking**
A person fits this category:
- if the person has the intention of selling the drug
- if it is given freely
- if the person has an amount which is larger than s/he can consume in one instance
- if the person is involved in helping another person:
  - consume and/or
  - plan to buy/sell and/or
  - buy/sell the drug
- if the person is cultivating the drug

However, it is worth pointing out that individuals have been sent to prison even for possession of very small quantities of drugs. Students must therefore be made aware that whoever deals in drugs or frequents people using or dealing with drugs is putting his well-being at risk.

In all European countries, a clear distinction has been made between legal drugs (e.g. alcohol, tobacco, prescription drugs, over-the-counter drugs) and illegal drugs (e.g. cannabis, ecstasy, amphetamines, opiates). In a few countries (e.g. the Netherlands), a legal distinction has also been made between soft and hard drugs (cannabis vs. opiates and cocaine). However, not one of the European countries has legalised the use of any “illegal” drug.

Many European countries are working towards a decriminalisation of drug possession for personal use (e.g. cannabis). Decriminalisation is not the same as legalisation, but means that the purchase, possession and consumption of drugs that were previously punishable by Criminal Law, are no longer considered criminal offences. There may be administrative sanctions though, such as fines, suspension of driver’s licence or a warning.
Expressing Positive Feelings

**Aims**
- To help students develop more healthy ways of expressing their feelings.
- To help students realise that our positive feelings are evoked by different situations/persons.

**Introduction**
15-20mins
Reproduce the lyrics on an A3 paper and use it to explain the song to the students. Then play the song and allow the students to listen to it. During this exercise the students might move along with the song; if they know the song encourage them to sing along. Process the song.

**Processing**
- What does the song speak about?
- How is the singer/s feeling in the song?
- How does she/they express those feelings?
- What does this song tell us about the singer?
- Have you ever felt like the singer?
- Does the song convey a positive or a negative message? Why?

**2**
10-15mins
Distribute Handout 1 - Sunflower, and ask the students to write or draw pictures of situations, which make them happy.

**3**
10-15mins
Have a class discussion on everyone’s responses. Point out the items that are common to all and those which are different. Point out the things that are common to all and that make us happy. Focus also on other things that are unique.

**Further Activities**
The students’ pictures could be glued on a bristle board and displayed in the class.

**Material**
- Handout 1: Sunflower
- CD Player
- Ball of string
- Pencil Colours
- Song Handouts:
  - Beautiful
  - Christina Aguilery
  - Life is a flower
  - Ace of Base
Life Is A Flower
Ace Of Base

We live in a free world
I whistle down the wind
Carry on smiling and the world will smile with you
Life is a flower
So precious in your hand
Carry on smiling and the world will smile with you

When every race is run and the day is closing in
I don't care 'bout the world I'm living for the light
Don't cry for me today AHHH...

We live in a free world...

I cannot be your judge, Mr. Jailer is your host
He's keeping you inside and hides you from the world
No catcher in the rye can help you from yourself

We live in a free world...

Please Mr. Agony release them for a while Oh Oh Oh
Learn them the consequence of living without life

We live in a free world...

We live in a free world (in a free world
Oh oh oh oh oh oh yeah)

Life is a flower (is a flower)

Oh oh oh

Oh oh oh
I whistle down the wind (I whistle down the wind)
Carry on smiling and the world will smile with you
Oh oh oh
So precious in your hand
Carry on smiling and the world will smile with you

We live in a free world

Carry on smiling and the world will smile with you...
Beautiful
Christina Aguilera

Don't look at me
Every day is so wonderful
And suddenly, it's hard to breathe
Now and then, I get insecure
From all the fame, I'm so ashamed
I am beautiful no matter what they say
Words can't bring me down
I am beautiful in every single way
Yes, words can't bring me down
So don't you bring me down today
To all your friends, you're delirious
So consumed in all your doom
Trying hard to fill the emptiness
The piece is gone and the puzzle undone
That's the way it is
You are beautiful no matter what they say
Words won't bring you down
You are beautiful in every single way
Yes, words won't bring you down
Don't you bring me down today...
No matter what we do
(no matter what we do)
No matter what they say
(no matter what they say)
When the sun is shining through
Then the clouds won't stay
And everywhere we go
(everywhere we go)
The sun won't always shine
(sun won't always shine)
But tomorrow will find a way
All the other times
We are beautiful no matter what they say
Yes, words won't bring us down
We are beautiful no matter what they say
Yes, words can't bring us down
Don't you bring me down today
Don't you bring me down today
Don't you bring me down today
Dealing with Negative Feelings

Aims
- To help students express negative feelings.
- To help students realise that situations/persons/things can evoke anger.
- To help students understand that anger is a normal feeling.
- To help students express their anger in a healthy and safe manner.

Icebreaker
Send a student outside and instruct her/him to enter when s/he is asked to do so. Instruct the students to block the door.

OR
Ask the student to walk aimlessly around the room and instruct one of the students to bump into the others.

Processing
- What was the aim of the exercise?
- How did you react? How did you feel?
- Could you have reacted in another way?

Write down on the board all the feelings that the students manage to express and then ask the students if they know the term used to indicate what they stand for (FEELINGS). Ask the students to brainstorm a list of other feelings felt in different situations (give examples, like winning a football match, failing an exam, missing the bus, not getting the present you desired for your birthday and so on).

Introduction
One of the feelings, which will definitely come out, is anger. Introduce the concept that anger is a normal response or reaction in us; especially in situations where we feel provoked or frustrated. Tell the students that it is important to learn to control anger and this can be achieved through self-control.

1
Distribute Handout 2: Pit bull, and ask the students to fill in each space, with words or pictures of situations/persons/things, which make them angry.

2
Have a class discussion on everyone’s responses. Point out the answers, which are common to all and those which are different.

Materials
- Handout 2 - Pit bull
- Handout 3 - “Žvoga r-Rabja”
- Pencils and Colours
Distribute Handout 3: “Žvoga r-Rabja”, and ask the students to think of someone with whom they feel very angry. Tell the students that it could be someone who is affecting their life, or someone whom they have not seen for years, or even someone who is dead, but for whom they are carrying around a lot of anger in their body and mind. Keeping that person in mind, ask them to fill in some of the sections. They can opt to leave blank some of the sections.

Processing
• What was the aim of the exercise?
• Did you manage to think of a person with whom you feel angry?
• Does anyone want to share her/his experience?
• Did the exercise help you in expressing your anger?
• How do you feel after having completed the exercise?

Conclusion
Elicit from the students other healthy ways of expressing anger.

Some Hints
• Tearing up an unwanted copybook or book
• Hitting a cushion
• Bursting balloons
• Shouting out
• Throwing stones into the sea
• Stamping your feet
• Engaging in sporting activities
**Żvoga r-Rabja**

Pinġi hawn bl-ahmar

Hażżeż hawn u aghfas kemm tiflah

Qatta’ din il-biċċa tal-karta u ghamel biha dak li tixtieq

Pinġi lill-persuna, u poġġi tadam, tuffieh u torti f’ wiccha

Pinġi lill-persuna li ghandek rabja ghalija u hażżeż fuqha

Pinġi xitan irrabjat halli jiġi u jiehu lill-persuna li inti ghandek rabja ghalija

Pinġi dak li tixtieq tagħmel lill-persuna li int ghandek rabja ghalija

Ghid lil sieħbek jew sehbeit l-affarijet ħżiena li ġrawlek

Mhux sew ...

Inti

Habib jew Habiba

Pinġi lin-nies li tixtieq titfa’ f’din l-ghadira tajn
Understanding Own Attributes

**Icebreaker**

**Lemons 🍋🍋🍋🍋🍋**

Give each group member a lemon. Ask the students to look closely at the fruit, examine it for distinctive marks and feel the skin. Encourage the group to personalise their lemon by naming it. Give the group 5 minutes to do this and collect the lemons into the carrier bag. Make a show of mixing the fruit up and shaking the bag. Then spread all the lemons out on the floor in front of the group. Ask the students to take it in turns to step forward and collect their own lemon. If there is an argument over whose it is, adjudicate but if they still cannot agree, place the lemon to one side as unidentified.

**Processing**

- What was the aim of the exercise?
- How sure were you of the correct fruit?
- What distinctive features did your fruit have?
  - How can we relate this to ourselves?
- How similar / different are we from each other?
- What features make us unique?

**Materials**

- Lemons
- Magazines
- Scissors and glue
- A3 paper

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**Aims**

- To make students aware that everyone has attributes that others like.
- To help students develop a positive attitude towards themselves.
- To appreciate the positive things they possess.
- To help the students become aware of their uniqueness.

**Processing**

- If you gave these collages to a stranger, someone who you have never met before, would they be able to know you pretty well? Would they have a sense of who you are as a person?
- How much of your collages dealt with your vision of yourself on the outside than on the inside? Is that all you are, or is your collage made up of other things too?
- What are the major differences between the two collages? How do you deal with the things you do not like that you included on the second collage?
Aims

- To help the students become aware of the influences exerted by groups in their lives.
- To make the students aware of the different kinds of behaviour in response to the same situation, i.e. assertiveness, aggressiveness and passivity.
- To enable the students become more assertive and thus more able to deal with the pressures exerted by their peer group.

Material

- Handout 4 - “Il-Klikka”
- Handout 5 - Passive
- Handout 6 - Aggressive
- Handout 7 - Assertive

Decision Making - Assertiveness

1. Introduction

Give each student Handout 4: “Il-Klikka” and read it out to the class or ask one of the students to read it to the rest of the class.

Processing

- If you were Ting Lee what would you have done?
- Why was Ting Lee determined to look and dress like the gang?
- What made Amy and Ting Lee such good friends?
- Why wasn’t Amy interested in joining the gang?
- Ting Lee was happy to do certain things with the gang but not everything. How far do you go to belong to a gang?

2. Use the pictures (Handouts 5/6/7) to brainstorm or elicit from the students what they understand by the terms assertiveness, aggressiveness and passivity. The non-verbal postures of the persons in the pictures clearly show the type of behaviours one can adopt. Try to give an example of a particular situation for example, if you are being bullied by another student how could you behave?

Try to elicit from the students the various reasons why people fail to behave assertively.

- low self-esteem
- embarrassment
- guilt
- wanting to be liked
- feeling less equal than others
- fear of retribution
- feeling ineffective
- lack of confidence
- not knowing how to be assertive
- fear of losing control
- feeling angry, frustrated, depressed, anxious and so on
- errors of thinking, such as jumping to conclusions, personalising, thinking in black and white terms
- irrational beliefs
- fear of consequences of assertion, such as criticism
- other people’s expectations of you, such as that you will always behave passively

Conclusion

Conclude the lesson by asking the students to identify the behaviour (aggressiveness, passivity and assertiveness), which represents the response chosen in Ting Lee’s situation, such as leaving the group, represents a passive response; saying “no” represents an assertive response.
Amy kellha habiba Ċiniza

Ting Lee kienet habiba tasæw

U d-dar taghha kienet mimlijha affarijet interessanti li l-familja taghha kienet ġabtet magħha minn pajiżha

Amy kienet interessat ruħha ħafna f’dak kołli li kellha Ting Lee

Imma Ting Lee mhux dejjem kienet turi l-istess interes l’Amy

Hi kienet titkellem ħafna fuq grupp ta’ ħbieb...

Għax l-iškola ħafna hemm klikka ħbieb... li hi kienet taħseb li ħienu “cool”... anki jekk dawn ħafna drabi ma ħinux jittattawha ta’jeb

Hi xorta waħda riedet tkun eżatt bhalhom

Tibes gakketta tad-demin bhalhom

Ikollha l-istess stil ta’ xagħar

Ommha ma setgżejx tinjem ghall-żejn Ting Lee riedet tkun eżatt bhalhom

Wara ħafna qrid Ting Lee irnexxielha tieħu li xtaqet - gakketta tad-demin

U qalqha xagħar eżatt bhal tal-grupp ta’ ħbieb li ħien ħemm l-iškola

Amy għojibitha ħafna l-gakketta imma ma setgżejx tghid l-istess għall-istil tax-xagħar il-ġdid ta’ Ting Lee

Ting Lee bdiet tmur f’dawk il-postijiet fejn il-klikka ħafna tintefa’... bik-tama li jindunaw biha

Imma ħuma ma tawx kasha

Sakemm darba minnhom rawha fil-bitha ta’ l-iškola

Fi-aħħar hi saret tagħmel parti minn din il-klikka

Amy iddispjazxiha ħafna għax fit li xejn boggħet ta’ra li Ting Lee

Imma Ting Lee kienet tidher ferhana ħafna

Sakemm gurnata minnhom, il-klikka staqsew lil Ting Lee biex tmur magħhom, ipejpu sigaretta... ħafna ġdid... jipħex magħhom...

Hi ma kinitx thobb tpejjej... u ma marritx magħhom...

Il-klikka bdew ġjhajtulha “fidila”, “beżiegħa”... “Ha ha ha!”

Ting Lee kienet taf li mhux veru tibżà’... dawn kif ma setghux jacentawha kif inhi?

Jekk Ting Lee trid tibqa’ fil-klikka, trid tagħmel dak kołli li ġjhidu ħuma!

Information Service, Alcohol and Drug Foundation, Victoria, South Melbourne
Passive

Passiv
Aggressive
Assertive
Smoking and its Effects

Aims

• To make the students aware of the constant pressure they encounter from peers.
• To make them aware that their decisions are often influenced by the decisions taken by their peers.
• To make them aware that smoking behaviour is one of the decisions which results from peer pressure.
• To make them aware of the harmful effects of smoking.
• To make them aware of the amount of money a person spends when s/he smokes.

1. Introduction 🕒 5-10mins

Affix the picture “Her sigarett!” (Handout 8) on the board and elicit a discussion.

Processing

• What can you see in the picture?
• Why is the boy refusing to smoke?
• What type of behaviour is the boy showing: passive, aggressive or assertive?
• Why do you think three of the children are hiding behind the older boy? What does this tell us about their behaviour?
• Who is being passive, aggressive and assertive?

2. 🕒 20mins

Distribute Handout 9 - “L-Effetti tat-tipjip”. Ask the students to fill in the blanks with the corresponding words or numbers. Then elicit a discussion on the physical and psychological effects of smoking and correct any misconceptions.

3. 🕒 10mins

Distribute Handout 10 - “Kemm nista’ nixtri?” and ask the students to complete the matching game.

Conclusion

• What have you learned from this exercise?
• Now that you know about the effects and amount of money wasted on smoking, is it worth it to smoke? Why?
• Considering the amount of money people spend on cigarettes why do you think they continue to smoke?

Material

• Handout 8
  - “Her sigarett!”
• Handout 9
  - “L-effetti tat-tipjip”
• Handout 10
  - “Kemm nista’ nixtri”
Hu sigarett!
Poġġi n-numri tas-sentenzi fil-kaxxa t-tajba

1. Issir hsara fil-pulmuni - ċans akbar ta’ kancer u tqahqiha tipika ta’ min ipejjep.
3. Riħa tinten fil-halq.
5. Pressjoni gholja li tista’ twassal ghall-puplesija.
7. Dawk li jpejpu jkollhom ċans akbar ta’ infertilità.
10. Il-giilha titkemmex.
11. Ċans ta’ kancer fil-laringi (voice box).
12. Issir dipendenti.
CROSS ROADS

Kemm nista' nixtri?

Kemm nista’ nixtri?

Kemm nista’ nixtri?

Kemm nista’ nixtri?

Kemm nista’ nixtri?

Kemm nista’ nixtri?

Kemm nista’ nixtri?

Kemm nista’ nixtri?

Kemm nista’ nixtri?

5 pakketti
6 pakketti
8 pakketti
15-il pakkett
15-il pakkett
20 pakkett
30 pakkett
40 pakkett
90 pakkett
400 pakkett
Answer Sheet

- 5 packets
- 20 packets
- 6 packets
- 30 packets
- 8 packets
- 40 packets
- 15 packets
- 90 packets
- 15 packets
- 400 packets

How many can I buy?
**Alcohol, the Drug**

**Aims**
- To make the students aware of the harmful effects of alcohol.
- To correct any misconceptions on alcohol.
- To make the students aware of the consequences of drinking alcohol.

**Material**
- Various empty alcohol bottles, a bottle of whiskey, a bottle of liqueur, a bottle of beer, a bottle of alcopops, a bottle of vodka
- Handout 11/12 - “Mixi fit-triq fis-sakra”
- Handout 13 - “L-Effetti ta’ l-Alko˙ol”

**1. Introduction**

10-15mins
Show a range of empty bottles and cans and ask the students which ingredient is found in every bottle? Write ALCOHOL, on the board. Brainstorm the names of other alcoholic drinks. Explain that alcohol is a chemical drug contained in all the drinks illustrated. Ask the students which bottles contain the most alcohol i.e., which will get you drunk the easiest?

Explain that we measure alcohol in units and that each unit contains the same amount of alcohol. Explain or elicit from the students the factors which influence how quickly a person gets drunk. Ask the students how many units can they consume without causing any harm to their bodies? (none).

**2.**

15mins
Divide the students into sub-groups and provide each group with a copy of Handouts 11 and 12. Each group of students has to study the pictures and answer the following questions. Each group has to choose a representative who will later present the group’s finding to the whole class.

1. What might be happening in the picture?
2. How might the young people be feeling?
3. What, if any, are the risks or dangers in the situation?
4. Why might the young person walking home be particularly vulnerable?
5. What would they consider to be safe?

**3.**

10 mins
Gather the whole class together and each group has to make a presentation to the whole class.

**Points worth noting:**
- Young people are generally more at risk of crime than older people
- Aggression is more likely to occur in nightspots where excessive drinking takes place
- Risk of being sexually abused is greater when under the influence of alcohol
Distribute Handout 13 “L-Effetti ta’ L-Alkohol” and ask the students to read it. Discuss the handout. Ask the students to describe the effects that alcohol can have. As an alternative, the handout might be used as an overhead by the teacher. Ensure that the following negative effects have been mentioned:

**Short term effects**
- being sick
- hangover/feeling ill
- blurred vision
- slower reactions
- loss of self-control or taking unnecessary risks (running across roads; jumping off walls; looking silly; doing things you regret later; crying; being angry; having unprotected or unwanted sex)
- loss of balance
- slurred speech
- unconsciousness

**Long term effects**
- heart disease
- damage to the liver
- cancer of the mouth and throat
- gaining weight
- damaged brain cells
L-Effetti ta’ l-Alkoħol

Il-persuna tirillassa, tneħħi l-misthija u fħossja iktar komda.

Jongsu r-riflessi u l-koordinament tal-persuna u tibda tiflel l-bilanc. Il-diskors ma jkunx ċar.

Il-persuna tibda tixxengel - se taqqa u ma taqqa.

Il-persuna tibda ssilpha diffiċi biex tikkelllem, tongożla l-texelsura ta’ ġislma u jkun hemm ċans li tintiefe minn sensiha.
Peer Pressure 1

Aims

• The students will become aware of the negative influence of peer groups.

• The students will become aware that their peer groups could influence their behaviour in ways which are contrary to their values and attitudes.

• To empower the students into becoming more assertive and hence be able to resist peer pressure.

Materials

• Handout 14 - The Horse and the Cart
• An empty pack of cigarettes, one cigarette and three rolled up cigarettes
• Two empty bottles of beer

Introduction 🌈 10mins

Affix the Horse and Cart handout (Handout 14) on the board and ask the students to complete it. Make no comments.

Many will draw trees, roads, houses in the distance, people passing by. The essential things that need to be included are: a driver, the reins leading to the horse and the blinkers on the eyes of the horse. This, however, should not be told to the participants.

The blinkers are checks to enable the horse to see only the road ahead and not be distracted or frightened by the goings-on around. The reins direct the horse towards its particular destination.

In our life too, we need blinkers and reins. When we are young, others put them on for us, and others hold the reins for us. These are our parents and our educators. They decide for us, to enable us to take the right decisions, to follow the road that leads us safely through life. Obviously, this is a task of great responsibility.

But as we grow older - as we enter into adolescence they leave us more and more to ourselves. We do not want them to “interfere” as we need to learn how to manage our “horse-carriage”, our life, by ourselves. However, in the process, peers come to exert a greater role in our lives and they influence our decisions. Eventually, as we enter into the stage of adulthood, we reach the stage of independence. We become the “drivers” in total command of how we use our “blinders” and how we use our “reins”.

Only the foolish and the unwise rush in to remove the “blinders” and throw away the “reins”. They are the ones who do not bother about self-discipline. They are the ones who wish to “have fun” while there is time. But they are also the ones who make a mess of their lives - lost in the myriad distractions on the many wrong roads they have taken.

1. 🌈 30mins

Explain to the class that they are going to take part in a role-play - an exercise in pretending to do something. Split the class into three groups, a group of two, a group of three and a group of four students. The other students can be the observers. You could let the students themselves volunteer to take part. You are the facilitator in the classroom and you know the students well so it is up to you whether you allow the students to volunteer or choose the students yourself.
It is important to point out to the observers what they are going to observe:
1. What type of pressure was being made?
2. Was it easy for the person pressured to shy away the pressure his friends were making on him?
3. What happened?

You can process the role-plays either after every role-play or after all the role-plays have been carried out by the class.

- Start with the group of two students by allocating the roles. One of the students is given a cigarette and s/he has to try and convince her/his friend to smoke. It is up to the other student whether s/he will reject or accept the cigarette.

- The sub-group of three students: Hand out a can or a bottle of beer to two of the students. They have to use the can or bottle as a prop and try to persuade their friend to drink. The other student has to resist the pressure imposed by the group of friends.

- The sub-group of four students: Give three of the students a rolled up cigarette symbolising marihuana with which they have to pretend that they are together smoking hash. The fourth student has to convince them to stop smoking marihuana.

**Processing**
- Why do you think friends try to entice you to smoke cigarettes and/or marihuana and/or to drink alcohol?
- Is it easy to resist to pressure put upon you by your friends?
- Who do you think had the biggest challenge? Why?
- Can friends who offer cigarettes, marihuana or alcohol be truly called friends? Why?

**3. 15mins**

Brainstorm a list of other negative things which friends may pressure them in doing. Write these on the board and discuss with the students the consequences of each of these actions or behaviours.

Example:
- Bullying
- Swearing
- Watching pornography
- Vandalism
- Gambling
- Truancy
Aims

• The students will become aware of the negative influence of peer groups.

• The students will become aware that their peer group could influence their behavior, in ways which are contrary to their values and attitudes.

• To empower the students into becoming more assertive and hence be able to resist peer pressure.

Materials

• CD player and the song “Le” of Walter Micallef or poem
• A3 handout - Lyrics of song or poem
• Masking tape, blue tack
• Handout 15 Statements
• Handout 16 “Naqbel”
• Handout 17 “Miniex ċert/a”
• Handout 18 “Ma Naqbilx”
• Handout 19 Crossword

Introduction  ⏱️ 15-20mins
Reproduce the lyrics on an A3 paper and use it to explain the song to the students. Play the song. Process the song.

Processing

• What is the song speaking about?
• How do you think the person the singer is talking about died? How do you know this?
• What do you think is the singer talking about when he says “mal-hbieb hi moda”?
• Why is the singer inviting us to say no to friends who invite or pressure us to take drugs?
• In the song, the singer tells us that a drug addict becomes a thief. Is this true or not? Why?
• Is it easy to say no to friends?

1.  ⏱️ 15-20mins
Using the masking tape, make a long line on the floor across the room. At one end put the sign “Naqbel”, at the other end “Ma Naqbilx” and in the middle put the sign “Miniex ċert/a”.

Explain to the students that you are going to read a list of statements, and that after each statement they have to indicate their strength of opinion by choosing a place on the continuum. For every statement ask the students why they have chosen that position. Then ask the opinion of someone who has taken an opposite position. After the discussion, invite the students, if after hearing the arguments, they would like to change their position. Explain to the class that sometimes it takes a strong will and a lot of courage to go against one’s peers.

Do the same with each and every statement. It is always advisable to clarify any misconceptions that might arise during the discussion.

The teacher should start with the first four statements which are directly related to the lesson focusing on peer pressure.

As the students will have to move around during this exercise it might get a bit noisy.

2. Conclusion 😊  ⏱️ 10mins
To consolidate the information learned during these set of lessons, the facilitator may conclude the session by giving each student Handout 19 Crossword. This exercise may be given as homework for the students.
Le

Kliem u Mużika: Walter Micallef (1994)

Sirt naf mill-gazzetti li kien ghadu żghir,
bhal dawk tạ’ qablu illi telqu malajr.
Qed tghid li kont tafu u li ma kienx mill-agħar
u li żgur kien jisthoqqlu tmiem ahjar.

Fejn marru shabu, li maghhom kien ikun?
Forsi wiehed minnhom seta’ ghenu iqum.
Jew min derrieh kif ifaqqā’ meta jrid,
fejn kienu meta kellu bżonn daqqa t’id?
Imsaħ dik id-demgha, u isma’ dan il-kliem:

Tghallem ghid “Le”, u żomm fehma soda.
Ibqa’ ghid “Le”, ghalkemm mal-ħbieb hi moda.
Thalli ċi l’hadd jghammixlek dawk il-ghajnejn,
għax iwieghdek ġenna ghal daqsxejn.
Ghidilhom “Le”, min jiġi b’hafla hlewwa,
u ġbaq’a’ ghid “Le” għax taf li int is-sewwa.
Thalli ċi l’hadd jghammixlek dawk il-ghajnejn,
għax iwieghdek ġenna ghal daqsxejn.
Ghidilhom “Le”.

Hawn hafla ħbieb, jghidu li ġtuk id-dinja.
Idahħluk ċo basla li m’int qatt se toħroġ minnha.
Iderruħ il-labar u tniżes it-trab,
u biex iżżomm il-pass issir halliel jew tallab.

Hawn hafla ħbieb li m’għandekx xi tridhom.
Dawn sid kulħadd u hadd mhu sidhom.
Dejjem iduru u jhufu mas-saqajn
biex l-ewwel jaqbdu lilek, imbagħad iduru għall-obrajn.
Le miniex nghaġgibhom, u isma’ dan il-kliem:

Tghallem ghid “Le”...
Lista ta’ sentenzi għall-ewwel eżercizzju

• Ma fiha xejn ħażin li tpejjep joint/ smoke mal-hbieb.

• Il-festa tiġi biex tiddamdam.

• Meta tmur ġo bar mhux bilfors trid tixrob xorb alkoholiku.

• Jien nieħu gost immur tieg għax ikun hemm ħafna xorb alkoholiku b’xejn.

• Il-ħaxixa għandha tiġi legalizzata.

• Tfal ta’ l-età tieghi m’għandhomx jixorbu alkohol.

• Joint wieħed ma jagħmillix ħsara.

• L-alkoholiżmu hija marda.

• Il-ħaxixa tiftahlek il-bibien għal drogi oħra.

• Il-ġenituri għandhom jgħallmu lit-tfal ikunu responsabbli u jixorbu bil-għaqal.
Naqbel
I agree
M’inix ĉert/a
I’m uncertain
Ma naqbilx
I disagree
CROSS ROADS

Mimdudin
1. L-organu fil-ġisem li jahraq l-alkoħol. (6)
5. Persuna tista’ ssir hekk taħt l-effett ta’ l-alkoħol. (10)
7. L-alkoħol jissejja ġekk għax inaqqas l-attività tal-mohħ. (10)
8. Organu li jiġi affettwat ħażin mill-alkoħol. (4)
10. Din twassalni biex inżid l-ammont ta’ alkohol li nixrob ħalli jkolloli l-istent effett ta’ qabel. (10)
11. Overdose ta’ alkohol jista’ jwassal ġhal din! (4)
16. Persuna li ssuq taħt l-effett ta’ l-alkoħol iżżid iċ-ċans li jkollha wieħed minn dawn. (8)
17. L-ammont ta’ alkohol li xi ħadd ta’ taħt is-sittax-il sena jista’ jixrob. (4)
18. Marda li tarbija tista’ titwieled biha meta omm tkun tixrob l-alkohol waqt it-tqala! (3)

Weqfin
2. L-alkohol huwa ... ukoll! (5)
3. Ħafna drabi persuna tibda tixrob l-alkohol fil-kumpanija ta’ dawn. (5)
4. It-test li jsir mill-pulizija biex jitkejjel l-ammont ta’ alkohol fid-demm tas-sewwieq. (12)
5. Persuna li tabbuża mill-alkohol tista’ ssir hekk. (10)
6. Tip ta’ alkohol li jkollu togħma tajba. (8)
9. Persuna li tkun sikret, l-għada tqum b’din! (8)
12. L-età legali f’Malta li xi ħadd jista’ jixrob l-alkohol. (6)
13. Daqshekk idum unit wieħed ta’ alkohol biex jinharaq mill-fwied. (6)
14. L-abbuż ta’ l-alkohol jista’ jwassal għal dan! (6)
15. L-ewwel organu li jgħaddi minnu l-alkohol. (6)

Nota: l-“g” u l-“ie” jieddu ġewż kaxx.
**Aims**
- To help students become aware of the various misconceptions they might have about alcohol.
- To make the students aware of the different organs effected by the consumption of alcohol.

**Materials**
- Handout 20 “Kemm taf dwar l-alkohol?”
- Handout 21 “Kif jghaddi l-alkohol mill-gisem”

**Alcohol**
*(myths and effects of the drug)*

1. **5-10mins**
   - Give out Handout 20 “Kemm taf dwar l-alkohol?” to each student. Instruct them to read the statements and indicate whether the statement is true or false.

2. **10-20mins**
   - Together with the whole class discuss each statement and correct any misconceptions the students might have about alcohol.

3. **5-10mins**
   - Distribute Handout 21 “Kif jghaddi l-alkohol mill-gisem” and ask the students to find their way through the maze to discover the path alcohol takes through the body.

4. **5-10mins**
   - Explain the effects on the parts of the body mentioned in the Handout 21. It is important to note that there are some factors which affect the reaction of alcohol on the body.

These are:
- How fast one drinks
- How much one drinks
- One’s body weight
- How a person feels - mood: sad, happy
- Amount of food in the stomach
- Whether the person is a male or a female
- Age
- Physical environment
- The company
Kemm taf dwar l-alkoħol?

Poġġi l-ittra “V” jew “F” fil-kaxxa ħdejn kull stampa biex turi jekk dak li hemm miktub huwiex VERU jew FALZ.

1. Meta persuna tixrob tazza ħalib qabel tieħu ammonti kbar ta’ alkoħol, ma tiskirx.

2. Ma fiha xejn ħażin li tixrob grokk jew tnejn qabel issuq.

3. Min jixrob ħafna alkoħol jeħxien.


5. Il-moħħ u l-fwied huma l-iktar partijiet li ġgarrbu ħsara meta bniedem ikun ilu jabbuża mill-alkoħol.

6. L-alkoħol ineħħilek kull misthija.

7. Meta persuna thoss ‘il-bard tista’ tieħu grokk biex tishon.

8. Meta tkun fis-sakra tista’ tieħu tazza kafé u tmurlek is-sakra kollha.


10. L-abbruż ta’ l-alkoħol jista’ jwassal għall-alkoħoliżmu.
How much do you know about Alcohol

1. False - When a person consumes alcohol on an empty stomach the alcohol is absorbed rapidly. Drinking on a full stomach does not reduce the effect of alcohol. Rather, it decreases the speed at which alcohol enters the bloodstream. Drinking milk before consuming alcohol helps reduce the acid produced by alcohol in the stomach. This will decrease the probability of gastritis or intestinal ulcers.

2. False - When a person consumes three units of alcohol her/his reaction time and coordination are decreased. Even one unit is dangerous because the person’s judgment is impaired. Therefore, there is an increased risk of having or causing an accident.

3. True - When the alcohol passes through the liver, the liver’s enzymes convert the alcohol into carbohydrates. The carbohydrates are stored as fat in the body.

4. False - Ethyl alcohol is the active ingredient found in all alcoholic drinks. Mixing different alcoholic drinks will only increase the amount of ethanol in the body. Getting drunk quicker depends on a list of factors - i.e., how fast one drinks, how much one drinks, one’s body weight, how a person feels (mood, sad, happy), amount of food in stomach, whether person is male or female, and age.

5. True - The brain and the liver are the most negatively affected organs. Long-term effects of alcohol on the brain are irreversible and these may include memory loss, confusion and learning problems. With regards to the liver, abuse of alcohol may lead to a fatty liver i.e., cirrhosis and hepatitis.

6. True - A person who consumes alcohol feels pleasure and becomes talkative. This physical state is altered because the person’s judgment is altered as soon as s/he consumes one unit of alcohol. However, since alcohol is a depressant, the mood quickly changes and the person tends to drink more in order to continue feeling better.

7. False - The body temperature changes when the person consumes alcohol. Initially the body temperature goes up. However, the process of digestion of alcohol within the body results in a decrease in body temperature, so much so that the person will drink more alcohol to increase her/his body temperature.

8. False - The amount of ethyl alcohol in the body is not changed or reduced when a person takes coffee.

9. True - Alcopops are alcoholised soft drinks. They are essentially soft drinks which have been ‘fortified’ with alcohol and have a % ABV of between 5 to 6% (3.9-4.7g/100ml) These drinks are attractively packaged, often in small volumes, which may nevertheless contain several units of alcohol.

10. True - Alcoholism is a hereditary disease. Therefore, if there is a history of alcoholism within the family, the person who abuses alcohol has a greater tendency of becoming an alcoholic.
Kif jgħaddi l-alkoħol mill-ġisem?


3 L-alkohol li jilhaq il-mohħ jinterferixxi ma’ ħafna mill-funzjonijiet li n-nies is-soltu jagħmlu bla hsieb - viżjoni, memorja, mixi, sewqan u ofrajn.

Aims

- To make the students aware of the concept of responsibility to self and others.
- To consider the effects of individual behaviour on others.
- To become aware of the self within the context of friends, family and society.
- To be able to assess the impact of specific behaviours on others, particularly drug use related behaviour.

Materials

- Handout 22 - Maradona
- Handout 23 “Mario u l-hbieb tieghu”
- Handout 24 “Gheluq snin Mark”
- Handout 25 “Id-deċiżjoni ta’ Stephen”

Drug use and responsibility to Self and Others

1 10mins
Introduce the lesson by reading out Handout 22 - Maradona. Elicit from the students issues regarding responsibility and consequences.

2 35mins
Divide the students in three sub-groups and give each group one of the three scenarios (Handouts 23, 24, 25). Ask each group to read out the scenario and discuss the questions at the end of each scenario. Allot 15 minutes. Reconvene the whole group and discuss all the three scenarios.

It is important that students understand that, although the individual has freedom of choice, her/his choices are going to effect those around her/him and the society at large. The lesson should examine the issue of responsibility to self and others in relation to behaviour and in particular to drug use related behaviour.

Other consequences one might point out are legal and health issues.
Maradona


Sa 1986 hu kien ġa rebaħ darbejn il-plejers tas-sena ta’ l-Amerka t’Isfel. Issa hu kien sar il-captain tat-tim Arġentin, u fil-finali tat-Tazza tad-Dinja kontra l-Ġermanja fl-istadju Aztec, mɛxxa lit-tim Arġentin għarr-rebha ta’ tlieta bi tnejn (3-2).


Min kien responsabbli għad-deċiżjoni?
X’kienu l-konsegwenzi għad-deċiżjonijiet ta’ Maradona?
Mario u l-ħbieb tiegħu

Bhal kull sena, il-festa tar-raħal kienet waslet u Mario ftiehem li jmur ghall-marċ ta’ filghodu ma’ shabu Jonathan u Glenn. Jonathan kien diġà b’riħa ta’ alkohol fuqu u Mario ma tantx ha pjaċir. Meta l-marċ wasal hdejn il-każin tal-banda, Jonathan u Glenn dahlu ġewwa u Mario ghamel bhalhom. Huma marru mal-bar u ordnaw il-birra u ordnaw wieħed ghal Mario wkoll. Mario kien jaf li mhux tajjeb li jixrob xorb alkoholiku ta’ età daqshekk żghira, imma min-naħa l-ofra ma ridbx jidher fidil ma’ shabu...

1. Min hu responsabbli ghad-deċiżjoni tiegħu?
   - Il-ġenituri
   - Shabu
   - Mario stess

2. X’inhuma l-konsegwenzi:
   - Ghall-ġenituri
   - Ghal shabu
   - Ghal Mario stess

3. Semmi konsegwenzi oħra?
Għeluq snin Mark

Mark, Neville, Paula u Nicole ilhom hbieb mill-iskola primarja u ta’ spiss jiltaqghu flimkien biex jiddevertu. Mark ghalaq sninu u ghalhekk shabu krew garaxx biex jorganizzawlu party.

Ghal dan il-party ġew ġafna minn shabhom ta’ l-iskola u kulħadd kien qieghed jiehu pjaċir jiżfen ghall-mużika tal-ġenn li kien hemm. Nicole ittardjat xi fit ma waslet u malli rawha ġejja. Mark, Neville u Paula marru dritt fuqha. Hi ġarġet erba’ pilloli mill-but u offritilhom wahda kull wiehed u qaltihom li hi kienet semgħet minghand oħtha l-kbir ġeta meta tieħu dawn il-pilloli, il-party jkun iżjad ibbażjat. Huma ġarsu lejn xulxin u Nicole minn taħt l-ilsien qalet “ecstasy!”

Huma kienu semgħu dwar l-ecstasy, iżda l-informazzjoni li kellhom kienet biss minn dak li kienu semgħu minn għand hbieb ohra.

| 1. Min hu responsabbli ghad-deċiżjonij tagħhom? |
| □ Nicole |
| □ Huma stess |
| □ Il-ġenituri |
| 2. X’inhuma l-konsegwenzi |
| □ Fuqhom infushom |
| □ Fuq il-ġenituri |
| □ Fuq shabhom |
| 3. Semmi konsegwenzi ohra. |
Id-deċiżjoni ta’ Stephen

Stephen imur tajjeb hafna ma’ shabu. Għalkemm l-iskola mhux dejjem kienet toghġbu - dejjem mar tajjeb, tant li ommu u missieru kienu kuntenti hafna bih.


S’issa Stephen dejjem irnexxielu jooqghod lura u ma jiehu l-ebda tip ta’ droga. Imma hu ma kienx perfett u ma setax jibqa’ jgħid dejjem le. Iżda min-naha l-ohra ma ridtx jiġi fl-inkwiet mal-ġenituri.

1. Min hu responsabbli għad-deċiżjoni tiegħu?
   - Stephen
   - Shabu
   - Il-ġenituri

2. X’inhuma l-konsegwenzi?
   - Fuq nnifsu
   - Fuq il-ġenituri
   - Fuq shabu

3. Semmi konsegwenzi oħra.
Drugs and their Effects

Aims
- To make the students aware of the different categories of drugs.
- To make the students aware of the harmful effects of drugs.
- To clarify any misconceptions.

Materials
- Cd player,
  A3 Handout of song
  - Drugs gotta hold of me
    *Eminem*
- Handout 26
  “X’Inhuma d-Drogi?”

1. Introduction
Play the song “Dugs gotta hold of me” and ask the students to listen to the lyrics of the song.

Processing
- What does the song speak about?
- What does the singer tell us about drugs?
- What are the consequences of drug abuse?
- What does this song tell us about the singer?
- What does the refrain of the song say about drugs?

2. 35mins
Handout 26 may be used as an overhead. Try and focus on the emotional, physical and behavioural changes brought about by the use of the different types of drugs. In this exercise it is important to focus on different categories of drugs (stimulants, depressants...) and clarify any misconceptions the students might have. One may make use of the leaflets provided by *sedqa* - to gather information for this exercise.
X’inhuma d-drogi?

Drogi huma sustanzi kimiċi li meta jidhlu fil-ġisem tat-bniedem iġibu bidla kemm *fl-istat emozzjonali*, kemm *fil-mod kif jaħdem il-ġisem*, u kif ukoll *fl-imġiba tal-persuna*.

### Bidliet

<table>
<thead>
<tr>
<th>Stat Emozzjonali</th>
<th>Kif Jaħdem il-Ġisem</th>
<th>Imġiba tal-Persuna</th>
</tr>
</thead>
<tbody>
<tr>
<td>dwejjajq</td>
<td>tibdil fir-ritmu tal-qalb żieda fil-pressjoni tad-demm</td>
<td>ġentili aggressiv</td>
</tr>
<tr>
<td>stat ta’ ferħ</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Tip ta’ drogi

<table>
<thead>
<tr>
<th>Stimulanti</th>
<th>Dipressanti</th>
<th>Allućinoġeni</th>
<th>Ohrajn</th>
</tr>
</thead>
<tbody>
<tr>
<td>il-ġisem jibda jahdem b’rata aktar mgħaġgla</td>
<td>inaqqsu r-ritmu li jahdem bih il-ġisem u jnessuk kull uġigh</td>
<td>jaqtgħu lil-persuna mir-realtà</td>
<td>jghaddu lil-persuna minn stat ghal iehor</td>
</tr>
<tr>
<td>kokaina ecstasy kaffeina amfetamini steroids</td>
<td>alkohol kalmanti opium</td>
<td>LSD PCP mescaline</td>
<td>ġaxixa</td>
</tr>
</tbody>
</table>
Drugs Gotta Hold of Me

Eminem

Yea...(laughter)...whoooo...shit (a'ight) hmmm, whoaaa, hmm ...eeeee
Guess what? eweee,
(I'm not coming in yet) dodoodo, (I'm coming in) in a minute
(Hey yo), ummmm, (a'ight), (this is my love song), (Hey Yo),
hey yeaaa, (aight), (It goes like this...), (a'ight)

Back when Mark Wallberg was marky mark
This is how we used to make the party start
We used to...mix in with bacardi dark
and when it... kicks in you can hardly talk
and by the... sixth gin you gon probly crawl
and you'll be... sick then and you'll probly barf
and my pre-...diction is that you gon probably fall
either somewhere in the lobby or the hallway wall
and every-... things spinnin your beginning to think women are swimmin in pink linen and in the sink
then in a couple of minutes that bottle of guinness is finished
you are now allowed to officially slap bitches
you have the right to remain violent and start wildin
start a fight with the same guy that was smart eyein' you
get in the car and start it and start drivin
over the island and cause a 42 car pile up
Earth calling, pilot to co-pilot, looking for life on this planet sir,
no sign of it all i could see is a bunch of smoke flyin and I'm so high that I might die if i go by it.
Let me out of this place I'm outta place, I'm in in outer space,
I've just vanished without a trace. I'm going to a pretty place now where the flowers grow, I'll be back in an hour or so.

Hook:
Cuz every time I go to try to leave (whoa-o-o)
Something keeps pullin on my sleeve (whoa-o-o)
I dont wanna but I gotta stay (whoa-o-o)
these drugs really gotta hold of me (whoa-o-o)
Cuz everytime I try ta tell 'em no (no-o-o)
they won't let me ever let 'em go (go-o-o)
I'm a sucker all I gotta say (whoa-o-o)
is drug's really gotta hold of me

In third grade all I used to do, was sniff glue
through a tube and play rubix cube
Seventeen years later I'm as rude as Jude
Scheimein on the first chick with the hugest boobs
I got no game, and every face looks the same
they got no name, so i don't need game to play
I just say whatever I want, to whoever I want,
whenever i want, wherever I want, however I want
However I do show some respect to few
This ecstasy has got me standin next to you
Gettin sentimental as fuck, spillin guts to you
We just met, but I think I'm in love wit you
But your on it too, so you tell me you love me too,
Wake up in the morning like "What the fuck we do?"
I gotta go bitch, you know I got stuff to do,
Cuz if I get caught cheatin then I'm stuck with you
But in the long run these drugs are probably gonna catch up sooner or later
But fuck it I'm on one, so let's enjoy,
let that X destroy your spinal chord, so it's not a straight line no more
So we walk around lookin like some wind-up dolls,
shit stickin out of our backs like a dinosaur;
Shit, six hit's won't even get me high no more,
so bye for now, I'm gonna try to find some more

Hook:

That's the sound of a bottle when it's hollow when you swallow it all
wallow and drown in your sorrow
And tomorrow your probably gonna wanna do it again
What's a little spinal fluid between you and a friend, screw it
and what's a little bit of alcohol poisoning? and what's a little fight,
tomorrow you'll be boys again
It's your life, live it however you wanna
Marajuana is everywhere, where was you brought up?
It don't matter as long as you get where you're goin
Cuz none of this shit's gonna mean shit where we're goin
They tell you to stop but you just sit there and yawn,
even though you wake up
feelin like shit every mornin.
But your young, you got a lot of drugs to do, girls to screw,
parties to crash, sucks to be you
If I could take it all back now I wouldn't, I woulda did more shit that
people said that I shouldn't
But I'm all grown up now, and upgraded
and graduated to better drugs and updated
But I still gotta a lot of growin up to do,
I still gotta whole lot of throwin up to spew
But when it's all said and done i'll be 40
before I know it wit a 40 on the porch tellin stories
with a bottle of Jack, two grandkids on my lap,
babysitting for Hailie, while Hailies out gettin smashed.

Hook 2x

Drugs really gotta hold of me
really got a hold of me
drugs really gotta hold of me
they really got a hold of me
Health and Legal Implications of Legal Drugs

Aims

• The students will consolidate information learned on cigarettes and alcohol in previous years.

• The students will correct any misinformation regarding anti-depressants and inhalants.

• The students will become aware of health and legal aspects related to the above.

Material

• Matching card game (Pictures illustrating anti-depressants, alcohol, cigarettes and inhalants)

1. ⏰ 10mins

The students are divided in three groups. Each sub-group is given a pack of cards. The students have to match the picture of the drug, with a card illustrating its name and one illustrating how the drug is taken. Allot 5 minutes for the group activity.

Reconvene the students and discuss the answers provided by the students.

2. ⏰ 35 mins

For the second part of the exercise ask the students to brainstorm the Legal and Health aspects related to the following pictures:

• Alcohol
• Cigarettes
• Anti-depressants
• Inhalants

It is important that the facilitator is well informed about these drugs. One may make use of the CD provided by sedqa (a:maze). The leaflets provided by sedqa contain information related to the health and legal aspects of drugs.
Health and Legal Implications of Illegal Drugs

1. 😊😊😊
   The students are divided in three groups. Each sub-group is given a pack of cards. The students have to match the picture of the drug, with a card illustrating its name and one illustrating how the drug is taken. Allot 5 minutes for the group activity.

   Reconvene the students and discuss the answers provided by the students.

2. 😊😊😊😊😊
   For the second part of the exercise ask the students to brainstorm the Legal and Health aspects related to the following pictures:
   • Ecstasy
   • Marihuana
   • Heroin
   • Cocaine

   It is important that the facilitator is well informed about these drugs. One may make use of the CD provided by *sedqa* (a:maze). The leaflets provided by *sedqa* contain information related to the health and legal aspects of drugs. At this point one may focus on harm reduction (related information is also provided on the CD), i.e., how to reduce the harmful effects of drugs if the person decides to use/abuse drugs.

Additional exercise
   Distribute Handout 27 Crossword, which can be used by the teacher to consolidate information learned on illegal drugs. The exercise may be given as homework for the students.

Material
   • Matching Card game (Pictures illustrating ecstasy, marihuana, heroin and cocaine)
   • Handout 27 Crossword
Mimdudin

1. L-abbuž ta’ l-ecstasy jista’ jwassal ghal din it-tip ta’ mard mentali. (11)
2. Il-kimika li tinsab fil-haxixa. (3)
4. Meta persuna jkollha bżonn aktar mill-istess sustanza sabiex ikollha l-istess effett, nistghu nghidu li rabbiet ... (10)
6. Din id-droga tista’ tinjettaha fil-vini jew ixxommha. (6)
9. Meta persuna tkun ilha tabbuža mill-ḥaxixa ghal tul ta’ żmien jista’ jkollha problema ... (relatata mal-pulmuni). (12)
11. Meta tpejjipha, il-persuna tirrilassa u titkellem aktar. (6)
12. Meta persuna thossha ghajjiena u bla energija ghal ġranet shah wara li tkun hadet l-ecstasy, nistghu nghidu li ghandha... (8)
13. Waqt it-tehid ta’ l-eroina, jekk persuna tuża l-istess labra ta’ haddiehor, tpoggi iliħa nfiha f’riskju illi tintetta ruħha bl- ... (3)
14. Meta tehodha thossok aktar kunfidenti u tqum aktar fuq tiegħek. (7)
16. Jekk persuna tieħu ammont ta’ droga aktar milli tkun tiflaħ tista’ twassalha biex ikollha ... (8)
17. Il-hsejjes, kulu Ċi u emozzjonijiet ikunu aktar hekk meta persuna tkun hadet l-ecstasy. (7)
18. L-ecstasy, l-iktar li tittieħed hi f’din il-forma. (7)

Weqfin

1. Meta persuna tkun hadet l-ecstasy trid tixrob l-ilma jew juice biex ma ssosfrix minn ... (15)
3. Tip ta’ kokaina li tista’ titpejjep tissejjaħ... (5)
5. Sabiex persuna tevita illi tinxef minn ġewwa wara li tkun hadet l-ecstasy, huwa importanti li tixrob xorb mhux ... (10)
6. Tip ta’ droga popolari fil-parties. (7)
7. Meta persuna tpejjep il-ḥaxixa iżżid l-apit ghall- ...(4)
8. L-abbuž tad-droga jista’ jiği evitat billi teduka l-individwu. Din il-forma ta’ edukazzjoni tissejjaħ ... (11)
10. Meta persuna tintilef minn sensieha wara li tkun hadet l-ecstasy importanti li ssejjaħ ghal din għall-għajnuna (9)
15. Kimika li tinsab fl-ecstasy. (4)
Bibliography

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**What If...**
Middle Park Victoria Seven Dimensions Pry Ltd. (1989)

Margot Sunderland & Philip Engleheart
**Draw On Your Emotions**
Winslow Press, Bicester

Aidan Grills
**Thinking About Drinking**
BNTL Westbrook Court 2, Sheffield (2000)

Jo Brice
**100 Ideas for PSE**

Jeff Lee
**Skills for Life: The World of Drugs for Secondary Schools**
Tacade, Manchester (1998)

Helen Lee
**Sex, Drugs and Alcohol**
Tacade, Manchester (2003)

Stephanie Holland & Clare Ward
**Assertiveness: A Practical Approach**
Winslow Press Ltd, UK (1997)

Maurice Galla’
**Making Schools a Healthier Place**
- Manual on effective school-based prevention
Trimbos Institute, Netherlands (2002)
## Useful Websites

### Appendix 1

#### News in Maltese

<table>
<thead>
<tr>
<th>Website</th>
<th>URL</th>
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</thead>
<tbody>
<tr>
<td>Fuq ix-Xarabank</td>
<td><a href="http://www.xarabank.com">http://www.xarabank.com</a></td>
</tr>
<tr>
<td>Il-Ġens Illum</td>
<td><a href="http://www.mediacentre.org.mt">http://www.mediacentre.org.mt</a></td>
</tr>
<tr>
<td>Il-KullĦadd</td>
<td><a href="http://www.kullhadd.com">http://www.kullhadd.com</a></td>
</tr>
<tr>
<td>In-Nazzjon Taghna</td>
<td><a href="http://www.media.link.com.mt">http://www.media.link.com.mt</a></td>
</tr>
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<td>It-Torċa</td>
<td><a href="http://www.it-torca.com">http://www.it-torca.com</a></td>
</tr>
<tr>
<td>L-Orizzont</td>
<td><a href="http://www.l-orizzont.com">http://www.l-orizzont.com</a></td>
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#### News in English

<table>
<thead>
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<th>Website</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>di-ve.com</td>
<td><a href="http://www.di-ve.com">http://www.di-ve.com</a></td>
</tr>
<tr>
<td>Malta Today</td>
<td><a href="http://www.maltatoday.com.mt">http://www.maltatoday.com.mt</a></td>
</tr>
<tr>
<td>Maltamedia</td>
<td><a href="http://www.maltamedia.com">http://www.maltamedia.com</a></td>
</tr>
<tr>
<td>Maltastar</td>
<td><a href="http://www.maltastar.com">http://www.maltastar.com</a></td>
</tr>
<tr>
<td>The Malta Business Weekly</td>
<td><a href="http://www.maltabusinessweekly.com">http://www.maltabusinessweekly.com</a></td>
</tr>
<tr>
<td>The Malta Independent</td>
<td><a href="http://www.independent.com.mt">http://www.independent.com.mt</a></td>
</tr>
<tr>
<td>The Malta Independent of Sunday</td>
<td><a href="http://www.independent.com.mt">http://www.independent.com.mt</a></td>
</tr>
<tr>
<td>The Sunday Times</td>
<td><a href="http://www.timesofmalta.com">http://www.timesofmalta.com</a></td>
</tr>
<tr>
<td>The Times of Malta</td>
<td><a href="http://www.timesofmalta.com">http://www.timesofmalta.com</a></td>
</tr>
</tbody>
</table>
### Facts about Drugs

**Appendix 2**

<table>
<thead>
<tr>
<th>Other names include</th>
<th>What it looks like and how it is taken</th>
<th>The effects</th>
<th>The health risks</th>
</tr>
</thead>
</table>
| **Alkyl nitrates**  | • Clear or straw coloured liquid in a small bottle  
  • Vapour breathed in through the mouth or nose from a small bottle | • Brief but intense ‘head-rush’  
  • Flushed face and neck  
  • Effects fade after 2 to 5 minutes | • Headache, feeling faint and sick  
  • Regular use can cause skin problems around mouth and nose  
  • Dangerous for people with anaemia, glaucoma, and breathing or heart problems  
  • If spilled, can burn skin  
  • May be fatal if swallowed  
  • Mixing Viagra with alkyl nitrates may increase the risk of heart problems |
| **Poppers**         | • Grey or white powder that is snorted, swallowed, smoked, injected or dissolved in a drink  
  • Tablets which are swallowed | • Excitement – the mind races and users feel confident and energetic | • While on the drug, some users become tense and anxious  
  • Leaves users feeling tired and depressed for one or two days and sometimes longer  
  • High doses repeated over a few days may cause panic and hallucinations  
  • Long-term use puts a strain on the heart  
  • Heavy, long-term use can lead to mental illness  
  • Mixing Viagra with amphetamines may increase the risk of heart problems |
| **Amyl nitrite**    | • Tablets which are swallowed  
  • Liquids which are injected | • Users claim the drug makes them feel more aggressive and able to train harder  
  • With exercise, can help build up muscle  
  • Helps users recover from strenuous exercise  
  • Users feel relaxed and talkative  
  • Cooking the drug then eating it makes the effect more intense and harder to control  
  • May bring on a craving for food (this is often referred to as having the ‘munchies’) | • Can stop young people growing properly  
  • Risks for men include: erection problems, breast growth, shrinking testicles, sterility, acne, increased chance of liver failure and heart attack  
  • Risks for women include: growth of facial hair, deeper voice, shrinking breasts, possible miscarriage and stillbirth |
Other names include What it looks like and how it is taken | The effects | The health risks
---|---|---
**Cannabis**
Marijuana, draw, blow, weed puff, shit, has, ganja, spliff, wacky backy
- A solid dark lump known as ‘resin’
- Leaves, stalks and seeds called ‘grass’
- A sticky, dark oil
- Can be rolled (usually with tobacco) in a spliff or joint, smoked on its own in a special pipe, or cooked and eaten in food
- Sense of well-being, alertness, confidence
- Effects last roughly 30 minutes
- Users are often left craving for more
- Smoking it with tobacco may lead to users becoming hooked in cigarettes
- Impairs the ability to learn and concentrate
- Can leave people tired and lacking energy
- Users may lack motivation and feel apathetic
- Can make users paranoid and anxious, depending on their mood and situation
- Smoking joints over a long period of time can lead to respiratory disorders, including lung cancer

**Cocaine and Crack**
Cocaine: Coke, Charlie, snow, C
- Cocaine: white powder that is snorted up the nose, sometimes dissolved and injected
- Crack (Cocaine which can be smoked): rock, wash, stone
- Crack: small raisin-sized crystals which are smoked
- Users feel alert and in tune with their surroundings
- Sound, colour and emotions seem much more intense
- Users may dance for hours
- The effects last 3 to 6 hours
- Crack has the same effects as cocaine, but are more intense with shorter ‘highs’
- Cocaine and crack are highly addictive
- Leave users feeling tired and depressed for one or two days and sometimes longer
- Can cause chest pains and heart problems that can be fatal
- Heavy use can cause convulsions
- A habit can be expensive and hard to control
- Crack and cocaine carry the same risks, but as the high of crack can be so intense, crack use is even more difficult to control
- Mixing Viagra with crack and cocaine may increase the risk of heart problems
<table>
<thead>
<tr>
<th>Other names include</th>
<th>What it looks like and how it is taken</th>
<th>The effects</th>
<th>The health risks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ecstasy</strong></td>
<td>Tablets of different shapes, sizes and colours (but often white) which are swallowed</td>
<td>Effects feel similar to being drunk</td>
<td>Can leave users feeling tired and depressed for days</td>
</tr>
<tr>
<td>E, doves, XTC, disco biscuits, echoes, hug drug, burgers, fantasy</td>
<td>Users feel thick-headed, dizzy, giggly and dreamy</td>
<td>Risk of overheating and dehydration if users dance energetically without taking breaks or drinking enough fluids (users should sip about one pint of non-alcoholic fluid, such as fruit juice, sports drinks or water every hour)</td>
<td></td>
</tr>
<tr>
<td>Chemical name: MDMA (currently many tablets contain MDEA, MDA, and MBDB)</td>
<td>Users may hallucinate</td>
<td>Use has been linked to liver and kidney problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effects do not last very long, but users can remain intoxicated all day by repeated doses</td>
<td>Effects can damage the brain causing depression at a later stage in life</td>
<td>Some experts are concerned that use of ecstasy can lead to brain damage causing depression at a later stage in life</td>
</tr>
<tr>
<td></td>
<td>Use has been linked to liver and kidney problems</td>
<td>Mixing Viagra with ecstasy may increase the risk of heart problems</td>
<td></td>
</tr>
<tr>
<td>Gases, Glue, and Aerosols</td>
<td>Sniffed or breathed into the lungs from a cloth or sleeve</td>
<td>Small doses give the user a sense of warmth and well-being</td>
<td>Nausea, vomiting, blackouts and heart problems that can be fatal</td>
</tr>
<tr>
<td>Products such as lighter gas refills, aerosols containing products such as hairspray, deodorants and air-fresheners, tins or tubes of glue, some paints, thinners and correcting fluids</td>
<td>Gas products are sometimes squirted directly into the back of the throat</td>
<td>Larger doses can make users feel drowsy and relaxed</td>
<td>Squiring gas products down the throat may cause the body produce fluid that floods the lungs, which can cause instant death</td>
</tr>
<tr>
<td></td>
<td>Brownish-white powder which is smoked, snorted or dissolved and injected</td>
<td>Effects, are known as a ‘trip’ and can last for 8 to 12 hours</td>
<td>Risk of suffocation if the substance is inhaled from a plastic bag over the head</td>
</tr>
<tr>
<td><strong>Heroin</strong></td>
<td>Users will experience their surroundings in a very different ways</td>
<td>Users who form a habit may end up taking the drug just to feel normal</td>
<td>Accidents can happen when the user is high because their senses are affected</td>
</tr>
<tr>
<td>Smack, brown, horse, gear, junk, H, jack, scag</td>
<td>Sense of movement and time may speed up or slow down</td>
<td>Long-term abuse of glue can damage the brain, liver and kidneys</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Objects, colours and sounds may be distorted</td>
<td>Similar effects to LSD, but the trip is often milder and shorter (about 4 hours)</td>
<td>Similar effects to LSD, but the trip is often milder and shorter (about 4 hours)</td>
</tr>
<tr>
<td></td>
<td>Effects, are known as a ‘trip’ and can last for 8 to 12 hours</td>
<td>Users who form a habit may end up taking the drug just to feel normal</td>
<td>Heroin is addictive (even when smoked)</td>
</tr>
<tr>
<td></td>
<td>Users will experience their surroundings in a very different ways</td>
<td>Excessive amounts can result in overdose, coma, and in some cases death</td>
<td>Users who form a habit may end up taking the drug just to feel normal</td>
</tr>
<tr>
<td></td>
<td>Sense of movement and time may speed up or slow down</td>
<td>Injecting can damage veins</td>
<td>Excessive amounts can result in overdose, coma, and in some cases death</td>
</tr>
<tr>
<td></td>
<td>Objects, colours and sounds may be distorted</td>
<td>Sharing injecting equipment puts users at risk of dangerous infections like Hepatitis B or C and HIV/AIDS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Similar effects to LSD, but the trip is often milder and shorter (about 4 hours)</td>
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<td>The health risks</td>
</tr>
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<td>-------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>LSD</strong></td>
<td>• Tiny squares of paper, often with a picture on one side, which are swallowed. Microdots and dots are tiny tablets</td>
<td>• Calm users and slow them down mentally</td>
<td>• Once a trip starts it cannot be stopped</td>
</tr>
<tr>
<td>Acid, trip, tabs, blotters, microdots, dots</td>
<td></td>
<td>• Relieve tension and anxiety</td>
<td>• Users may have a 'bad trip', which can be terrifying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• High doses can make users drowsy and forgetful</td>
<td>• 'Flashbacks' may be experienced where parts of a trip are re-lived some time after the event</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Can complicate mental health problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Can cause stomach pains, sickness and diarrhoea</td>
</tr>
<tr>
<td><strong>Magic Mushrooms</strong></td>
<td>• These mushrooms are eaten raw, dried, cooked in food or stewed into a tea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'shrooms, mushies</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tranquillisers</strong></td>
<td>• Tablets or capsules that are swallowed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product names include: Valium, Ativan, Magadon ('moggoes'), Librium, Rohypnol, Normison</td>
<td></td>
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