

Unit Context



Drug Education should contain a good balance of skills practice and attitude and knowledge development. Skills and attitudes can be considered without dependence on a defined list of drugs. The drugs discussed in Drug Education should be appropriate to the group of children being taught. One way of finding out about the drug-related knowledge of children is to use a 'Draw and Write' technique such as 'Dogs and Rugs'.

Medicines are a common feature of many children's lives. Some children will have unrealistic views on what they are and how they work. They are not 'magic' or cure-alls, but are essential for the lives of some. This unit is designed to reflect recommendations in national guidance. It supports the Community Drug Policy in Cambridgeshire and relevant school policies such as Use of Medicines, Drug Education and PSHE. It is also consistent with the Cambridgeshire PSHE Service Drugs Toolkit which can be accessed through the Personal Development Programme Planning Tool.

Unit Description

The focus of this unit is safety around medicines and household substances. It focuses on the positive uses of medicines and important role that carers and health professionals have in helping us to use medicines safely. It considers alternatives to medicine use and touches on emotional well-being as well as physical. This unit also aims to broaden children's understanding of risky situations, so that they are better able to keep themselves, and possibly others, safe.

Notes for Staff

You should be aware of children and staff in your class who have conditions which need regular medication. These children might be very willing to contribute to the lesson, but they should be treated sensitively. You should refer to your school 'Use of Medicines' Policy. You should also be aware of and sensitive to children who have had direct contact with hospitals for themselves, family or friends.

A key aim of this unit of work is to reinforce healthy behaviours for pupils in Years 1 and 2. The nature of the first open activity might lead to legal recreational and illegal drugs being listed. In line with national and local guidance the main focus for these year groups concerns medicine safety. Generally this will remain the key focus, as including other drugs could confuse and dilute the key learning messages.

Teachers should acknowledge such other drug names as non-medical drugs that some people may choose to use. If teachers feel that their pupils have the developmental and emotional capacity to explore cigarettes and alcohol in more depth, they can consider the learning objectives and suggested activities in the Drug Education unit of work for Years 3 and 4.

Considerable attention and care must be taken to manage probable concerns that children will have if they know adults who choose to drink alcohol and especially those who choose to smoke. This unit can be supported by the **Life Education Centre** programmes for Y1 and Y2. In spite of Ground Rules, the nature of the content of this unit may lead to disclosures being made by pupils. Teachers should follow their school's 'Safeguarding and Child Protection' Policy and refer any Cause for Concern to their Designated Person for Child Protection.

Activities for Recording Assessment

A at the end of an activity indicates an opportunity for recording assessment.

Activity 2.2 Use this activity to assess children's understanding of when medicines can be helpful and when they could be harmful.

Activity 6.2 Use the children's contributions to assess whether they can identify risk and trusted adults to talk to.

Out of School Learning

Ask the children to talk to parents/carers about whether they have medicines at home, where they are stored and to look at information on the labels – support activities 2.2 and 5.1

Ask the children to discuss with their parents the things that they can do to feel better – support activity 4.2

Learning Expectations

At the end of this unit most pupils will:

- have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful.
- be aware of safety rules concerning medicines and be able to name people who could help them take them safely.
- understand that there can be alternatives to medicine use to feel better.
- be able to recognise simple risks and suggest ways of managing given scenarios.

Some pupils will not have made so much progress and will:

- identify, with support, a range of substances that go into the body.
- be able to name people at home and school who could help them with medicines but need further work to recognise why this is necessary.
- have just begun to understand non-medical ways to feel better.
- be able to give simple suggestions to characters requiring help, but will need support to identify the risks.

Some pupils will have progressed further and will:

- be able to explain how substances can get into the blood through the stomach, lungs and skin.
- understand that all medicines are drugs, but that not all drugs are medicines.
- have clear safety messages concerning medicines and be able to explain the reasons.
- recognise a range of non-medical strategies for feeling better.
- be able to suggest further scenarios where there might be an element of risk and describe a number of ways of managing them.

Sensitive Issues



Sensitive issues to be aware of are marked in the Points to Note column with this icon.

If additional work is done on cigarettes and alcohol, be sensitive to the possible worries of pupils whose parents/family members smoke and/or drink alcohol. See additional support in Points to Note column.

Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this Unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example:

See **Teaching Guidance** for information on **Circle Time** and using the **Draw and Write** technique.

A full list of resources is included at the end of this guide.

Linked Units

MR 1/2 Managing Risk

PS 1/2 Personal Safety

HL 1/2 Healthy Lifestyles



Contents

Section A - Drug Types And Effects **4**

1. To know basic information about what happens when substances enter the body.

Section B - Medicines **5**

2. To understand that all medicines are drugs, but not all drugs are medicines.
3. To develop an understanding of and attitudes towards medicines, health professionals and hospitals.
4. To recognise that there are ways to feel good and better without taking medicines.

Section C - Other Substances **7**

5. To understand that all drugs and many household substances can be harmful if they are not used properly.

Section D - Risk, Influences And Support **8**

6. To be able to identify situations where risky substances are available and be able to ask for advice and check or say 'No, I won't'.
7. To recognise persuaders and pressure in risky situations.



Section E - Processing the Learning **10**



8. To understand what they have learned and be able to share it with others.

Section A - Drug Types And Effects



Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>1. To know basic information about what happens when substances enter the body.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> describe how food, drink or air go into my body and into my blood 	<p>1.1 In small groups, ask the children to make a list of all the things that go into their bodies. Prompt the children with questions - <i>What goes in through your mouth? What goes in through your skin? What goes in through your ears?</i> Share these suggestions as a class and encourage the children to add to their own lists. Ask the groups to colour code their list by highlighting in different colours. Ask them to highlight <i>Which are food or drink? Which are something else? Which are you unsure about?</i> Encourage the children to compare and add to their lists. This activity could be done using an interactive whiteboard.</p> <p>1.2 Ask the children to draw a body outline, then to draw and write about food, germs and air and what happens when these enter the body. Encourage the children by asking them to focus on how the substance gets into the body, where it goes and what the body does with it. Share the children's ideas and gauge their level of scientific understanding. To consolidate this understanding, ask the children what would happen to a medicine or a substance injected into the body.</p>	<ul style="list-style-type: none"> Many children think that the body simply rejects substances it does not want. Children might need to develop their understanding that many substances that are taken into the body can cause harm e.g. medicine, poison.

Section B - Medicines

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>2. To understand that all medicines are drugs, but not all drugs are medicines.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> understand that all medicines are drugs and I can name some recognise that there are other drugs that are not medicines tell you when a medicine can be helpful and when it could be harmful tell you where medicines could be stored safely 	<p>2.1 Referring back to the words generated by the children in the activity 1.1, display appropriate names of drugs with which the children are familiar (medicines and legal recreational). Ask the children to pick out medicines from your list. Explain that all medicines are drugs, but not all drugs are medicines. Identify the non-medical drugs that some people might put into their bodies <i>e.g. alcohol, nicotine in cigarettes and caffeine in things including tea, coffee, coca cola and chocolate.</i></p> <p>2.2 Focus on medicines – it might be useful to have some pictures or props to show that medicines come in different forms <i>e.g. pills, liquids, creams, inside an inhaler.</i> Discuss when medicines could be helpful and when they could be harmful. Discuss safe storage of medicines. A</p>	<ul style="list-style-type: none"> See Resource 1 for Dogs and Rugs. The Dogs and Rugs Full Draw and Write Assessment can be found in the Drugs Toolkit. You might use a draw and write activity such as Dogs and Rugs before carrying out Activity 2.1 A small number of children may give names of illegal drugs in this activity. Accept these names without comment and ensure that they are categorised under the heading 'Something else'.  You might consider it important to avoid raising the awareness of other children to these drugs. If a drug is mentioned only by one or two children you might choose not to include it in your selection of drug names in this activity. If children mention a brand name or type of medicine expand the list of words you use to widen the discussion. Challenge the idea that medicines are 'good' drugs. Explain that they can be very helpful but could also be very dangerous. Ensure that any 'props' are empty or securely fastened and supervised.  If nicotine and/or alcohol are listed in Activity 1.1 consider your response. Whilst recognising these as drugs, the main focus is on medical drugs. You may choose to explain to pupils that these will be covered in more detail when they are older. Caution should be taken not to heighten possible anxieties that pupils may have about use by family members.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>3. To develop an understanding of and attitudes towards medicines, health professionals and hospitals.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • tell you people who could help me take a medicine safely 	<p>3.1 Ask the children, <i>Who are the people who help us take medicines safely?</i> They might suggest parents, health professionals, teachers, family members. Get them to think about what it is specifically that these people help with e.g. <i>taking the right medicine, the right amount, at the right time.</i> Recap where medicines might be stored safely at home and at school as part of these safety rules.</p> <p>3.2 Use Megan's Medicine and the discussion points at the back to develop their knowledge and understanding around the safe use of medicines and people who can help them. Children could produce information posters reflecting the rules that Megan learned.</p> <p>3.3 To explore hospital visits you could use I Don't Want To Go To Hospital and/or Nita Goes to Hospital. Discuss the main character's feelings about going to hospital and what could be done to lessen her anxiety e.g. <i>take familiar items; talk to others who have been; meet friendly staff; have someone explain what will happen.</i></p>	<ul style="list-style-type: none"> •  Be aware that some children may never have had a medicine and that some parents may choose not to use them. •  Be aware of and sensitive to children who have had direct contact with hospitals for themselves, family or friends.
<p>4. To recognise that there are ways to feel good and better without taking medicines.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • describe how I feel when I am poorly • tell you things I could do that might help me feel better other than taking a medicine 	<p>4.1. Ask the children to fold a piece of paper in half and draw a picture of themselves on one half when they were ill. They should then describe the feelings they had when they were ill. As a class, discuss which of these were physical feelings and which were emotions. Then ask the children to draw a picture of themselves when they were feeling better on the other half of the paper. Beside their picture, they should describe how they knew they were feeling better e.g. <i>wanted to play, didn't feel tired, wanted to go to school, didn't feel hot.</i> Ask the children what they could do to help someone who was feeling ill to feel better and make a list of these as a class. This might be carried out as a circle time round.</p> <p>4.2. Ask the children to imagine they are feeling poorly. Make a list of the things they might try to help themselves feel better, before they took a medicine. Encourage answers such as <i>have a cuddle, have a sleep, have a drink of water, read a book, get some fresh air, spend time with someone who will make them laugh.</i> Ask the children to decide which things they would try at school and which could they do at home. Then ask the children what their parents/ carers or friends might do to help them feel better. Emphasise that there are lots of ways to help yourself feel better without taking a medicine.</p>	<ul style="list-style-type: none"> • These lessons are significant as they will enable children to develop their understanding that the resources to feel better or happier may come from within them, rather than being provided by a medicine.

Section C - Other Substances

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>5. To understand that all drugs and many household substances can be harmful if they are not used properly.</p>	<ul style="list-style-type: none"> point out safety information on packaging describe how to use a household substance safely 	<p>5.1. Collect a number of warning symbols from packaging of household substances and medicines. Ask the children to guess what the symbols are and where they might be found. Look at the directions and warning label on a familiar household product e.g. <i>liquid soap</i> - 'Avoid contact with eyes'. Ask the children whether they think it is safe or unsafe to use soap. Stress that it is safe to use soap as long as it is used correctly. Give groups of children the names of other familiar household products e.g. <i>bleach, air freshener, hairspray, washing up liquid, cream cleaner</i>. Ask them to suggest safe use and the warning that might appear on the packaging. Pictures of symbols could be displayed on an interactive whiteboard.</p>	<ul style="list-style-type: none">  If you use the example of soap, some children will be allergic to soap. It is unsafe for them to use it regardless of how they use it. If you are using packaging of these items in the classroom, ensure that each one is completely clean. Avoid glass.  If you consider your pupils' developmental and emotional capacity sufficient to begin work relating to alcohol and cigarettes, this would be the appropriate place. You might consider the learning objectives and activities in Unit DE 3/4 Drug Education. However considerable care must be taken as outlined in Notes for Staff at the start of this unit.

Section D - Risk, Influences And Support

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>6. To be able to identify situations where risky substances are available and be able to ask for advice and check or say 'No, I won't'.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> describe how to keep myself safe with substances point out risk in a given situation name people at home and at school that I could talk to if I was worried or needed help 	<p>6.1 In small groups, ask the children to create a list of all the people who can help to keep them safe from harmful things going into their bodies. This list might include parents, teachers and health professionals. In the next discussion, you might choose to demonstrate that they have a very important role to play in how safe they are. Ask them <i>Who will always be there to help to keep us and our bodies be safe and healthy?</i> Explore the fact that they can and already do take some responsibility for keeping themselves safe and healthy. Ask the groups of children to make a list of the ways they can help keep themselves safe from substances. This list might include don't touch, sniff or taste unknown objects or substances; ask for help from an adult; don't be persuaded.</p> <p>6.2 In small groups ask the children to listen to the following scenarios and decide what the risk is, who they would tell and how they would tell. A</p> <p>a) James is playing at Peter's house. Peter wants to play wizards and starts to mix liquids from under the sink to make a potion. What would you do if you were James?</p> <p>b) Sarah spills some food on her jumper. She doesn't want it to smell, so she sprays lots of air freshener onto it. Lizzie finds her spraying the jumper. What would you do if you were Lizzie?</p> <p>c) Samuel's mum takes a tablet every morning to her make her feel better. Samuel takes the tablets into school and offers one to Katie who is feeling poorly. What would you do if you were Katie?</p> <p>Discuss their responses and assess their ability to describe the risks involved in each situation. You (or a child) might then role-play the adult who is told in each situation. Ask for volunteers from the children to role-play James, Lizzie and Katie. Ask the other children for ideas of what they would say to the adult in each situation. Record these ideas and discuss. To summarise, ask the children as a class to suggest some situations where they would say 'No I won't' or 'I'll ask' e.g. <i>accept something that looked like a sweet but they weren't sure; take a medicine from someone they weren't sure about; drink an unidentified substance.</i></p>	<ul style="list-style-type: none"> The role-play might be done after each scenario. You can model how to play the role of adult. The children might then be able to take this role in the next scenario. See Role Play in the Teaching Guidance. The key message is that all substances must only be used for the purpose for which they are designed, or they might be dangerous.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>7. To recognise persuaders and pressure in risky situations.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • identify risk in a given situation • name people at home and at school that I could talk to if I was worried or needed help 	<p>7.1 Describe the idea of a 'No' feeling to the children. Ask them for examples of risky situations when they might get a 'No' feeling. In groups, allocate different risky situations and ask the children to give reasons why there might be a 'No' feeling <i>e.g. risk of getting hurt, getting told off</i>. Explain that sometimes people try to persuade us to do something even though we have a 'No' feeling. Use a puppet and explain that the puppet got a 'No' feeling in a risky situation, (You might use the examples from the previous activity) but that their friend tried to persuade them. Ask the children to explain how the puppet felt and what they might do if they were worried and who they could talk to.</p>	<ul style="list-style-type: none"> • See Puppets in the Teaching Guidance. • In unit PS 1/2 Personal Safety, children are also encouraged to recognise 'yes' and 'no' feelings.

Section E - Processing the Learning

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>8. To understand what they have learned and be able to share it with others.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • share what I have learned • share something I need to learn more about 	<p>8.1 Use a draw and write activity such as Dogs and Rugs. If you used this earlier in the unit, assess developments in their knowledge and understanding.</p> <p>8.2 In Circle Time rounds ask the children to complete sentence stems e.g.</p> <p><i>One thing I learned about looking after my body is...</i></p> <p><i>One thing I learned about using medicines safely is...</i></p> <p><i>One thing I learned about keeping myself safe is...</i></p> <p><i>One thing I need to learn more about is...</i></p>	<ul style="list-style-type: none"> • See Dogs and Rugs in the Teaching Guidance and Resource 1. • Teachers can identify particular Sections or Learning Objectives upon which to focus when devising sentence stems.

Resources to Support this Unit

The following resources are included in the Unit DE 1/2 Resource Pack linked to this Unit:

1. Dogs and Rugs

These resources are directly referenced within this unit

Megan's Medicine Sybille Latcham and Naomi Molesworth

I Don't Want To Go To Hospital Tony Ross

Nita Goes to Hospital Henriette Barkow

Cambridgeshire PSHE Service Drug Toolkit

This can be accessed through the Personal Development Programme Planning Tool.

These may also support work on this unit:

Spotty Dotty Miriam Moss and Joanna Mockler

Spollyolly-diddlytiddlyitis Michael Rosen

What could Harold do? Janet Forshaw and Amanda Kirkpatrick (Life Education Centres)

Hold on Harold! Janet Forshaw and Amanda Kirkpatrick (Life Education Centres)

Teacher Activity Pack Life Education Centres

Health for Life Ages 4 – 7 Pub Nelson Thornes

Sources of Information and Support

Life Education Centres (LEC) www.lifeeducation.org.uk

(National Coram Life Education website)

Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the Life Education Centre classroom with trained educators.

Cambridgeshire and Peterborough – contact Cambridgeshire PSHE Service – 01480 376256

Links between Unit DE 1/2 and the LEC programmes:

The Year 1 and Year 2 LEC programmes both consider what happens when things enter the body, and the safe use and storage of medicines.

The Year 2 LEC programme also considers alternatives to medicine use to feel better.

FRANK www.talktofrank.com

For information about drugs.

Cambridgeshire Healthy Schools Programme

The Cambridgeshire Healthy Schools Programme provides schools with a framework and a process to review and develop a whole school approach to promoting pupil wellbeing. Consultancy is offered to schools to support needs analysis, setting outcomes, implementing actions and evaluating impact.

For Cambridgeshire schools contact the PSHE Service.

Cambridgeshire Primary Personal Development Programme

Healthy and Safer Lifestyles 8 • DE 1/2 Drug Education

Contents

Resource 1 - Dogs and Rugs 1

Click on the title of the resource you require.

Resource 1 - Dogs and Rugs

A Draw and Write Tool for Primary School Drug Education

What is 'Dogs and Rugs'?

'Dogs and Rugs' is a draw and write technique aimed at gauging the drug-related knowledge held by children. It is heavily based on previous Draw and Write activities, especially 'Jugs and Herrings'. Draw and Write is a technique used in a variety of Health Education topics. It is set out in 'Health for Life 8-11'.

The main premiss of Draw and Write activities is that they encourage children to record their perceptions at the beginning of a unit of work. The children are not tested on the information they know, but encouraged to record their thoughts without adult preconceptions being imposed on them. The children may draw or write their responses to open-ended questions. In 'Dogs and Rugs' equal weight is given to the children's drawn and written responses.

What are the purposes of 'Dogs and Rugs'?

The overall purpose is to aid the planning and evaluate the effectiveness of Drug Education provision in a primary school. Other secondary purposes include gathering information in order to share it with interested parties and informing wider decisions relating to children and the world of drugs. It will also enable teachers to highlight individuals who need development of skills, attitudes or knowledge.

Why 'Dogs and Rugs'?

In order to differentiate this research tool from a standard 'Draw and Write' activity, it is named after children's misinterpretations of the term 'drug'. When children were asked to imagine a bag of drugs and draw what they imagined, one child responded 'I have a dog', another responded 'It is a rug and it is dusty.'

What are the Key Characteristics of 'Dogs and Rugs'?

- Children are encouraged to make multiple responses to the questions. This is achieved by giving multiple boxes for responses. Teachers are also asked to emphasise, to the children, the importance of giving as much information as possible
- Recording sheets are provided, so that results can be compared across classes and schools.
- The children are not prepared for the exercise at all; no discussion about the subject of drugs is carried out beforehand.
- 'Dogs and Rugs' takes a non-narrative format. A narrative, linear structure would encourage children to give a narrow range of responses and might even encourage them to tell a fantasy story, which would not give the clearest view of their drug-related knowledge, skills and attitudes.
- Dogs and Rugs is a format which children can repeat as they progress through their school career.

How to Carry Out 'Dogs and Rugs'

Practical Considerations

You will need:

- a copy of the worksheet for each child. It is advisable to enlarge this to A3 to allow adequate space for the children to draw
- a pen/pencil for each child.
- access to additional adult support for children who are likely to ask for scribes
- approximately 45 minutes

Carrying Out 'Dogs and Rugs'

- Explain the activity to the children, emphasising that they should draw and write their responses.
- Give each child a copy of the record sheet and ensure each child has a pen/pencil and a rubber, if appropriate.
- Ask the children to write their age and year group and to circle 'Boy/Girl' as appropriate.
- Read the introductory sentence 'Imagine a bag. The bag has drugs in it'. Ensure that all children have heard the word 'drug' clearly.
- Then read each question in turn, giving the children time to complete their responses. Each time, you should emphasise that they should draw and write, labelling their drawing in as much detail as they can.
- Children may spend as long as is practical on each section and should be encouraged to respond in some way to every question.
- Collect the recording sheets in.

Carrying out 'Dogs and Rugs' with Non-Writers or Reluctant Writers

- Consider how many of your pupils fall into the categories of Non-Writers or Reluctant Writers. Consider how much adult support will be available to you for carrying out this activity.
- Children may ask for scribes as they need them or a scribe may work with a small group of children.
- Reception and Year 1 children may be most comfortable with being asked to draw pictures and then the scribe asks for a description of the picture and records this.
- The scribe should ensure, as far as possible, that the children do not hear each others' descriptions or look over each others' papers.

Key Messages for Teachers:

- Teachers should not discuss the issue of drugs with children beforehand.
- Teachers should not discuss the children's responses to the questions during the exercise.
- Teachers should ensure that children are at their ease and do not feel they are being tested.
- Teachers should ensure that, as far as possible, children do not discuss their ideas with each other

Key Messages for Teachers to give Children:

- There are only right answers: No answer is wrong.
- This is not test.
- Children should draw and write as much as they can in response to each question.
- The work is anonymous.
- The quality of drawing, handwriting and spelling is not important.
- They should ask for help to write things down if they need a scribe.

Using the Response Sheets

Choosing your Response Sheet

- Ensure you are not curtailing the number of responses your children will make by limiting the amount of space they have.
- Ensure you don't panic them by giving them too much space to respond in.
- Ensure the page is big enough. Enlarging to A3 is recommended.
- There is no need for fine differentiation. Choose the response sheet that best fits the needs of the majority of your class. Children are likely to be distracted by differences between the sheets and less likely to concentrate on the task.

Guidance

Response Sheet A

Use this for children in Y2 to Y6 who are confident writers and illustrators.

Response Sheet B

Use this for children in Y1 and Y2 who are confident writers and illustrators.
Also for less confident writers and illustrators in Y3 to Y6.

Response Sheet C

Use this for all children in YR and any less confident children in Y1 and Y2.

Cambridgeshire Primary Personal Development Programme

Healthy and Safer Lifestyles 8 • DE 1/2 Drug Education

Response Sheet A Age: Year: Boy/Girl

Imagine a Bag. The bag has drugs in it.

1. What is in the bag?						
2. Who uses drugs?						
3. What do people do with drugs?						
4. What would you do with drugs if you found them?						
5. Can drugs be good for you? Yes/No Why?						
				6. Can drugs be bad for you? Yes/No Why?		

Cambridgeshire Primary Personal Development Programme

Healthy and Safer Lifestyles 8 • DE 1/2 Drug Education

Response Sheet B Age: Year: Boy/Girl

Imagine a Bag. The bag has drugs in it.

1. What is in the bag?				
2. Who uses drugs?				
3. What do people do with drugs?				
4. What would you do with drugs if you found them?				
5. Can drugs be good for you? Yes/No Why?				
				6. Can drugs be bad for you? Yes/No Why?

Cambridgeshire Primary Personal Development Programme

Healthy and Safer Lifestyles 8 • DE 1/2 Drug Education

Response Sheet C Age: Year: Boy/Girl

Imagine a Bag. The bag has drugs in it.

What's in the bag?		
Who uses drugs?		
What do people do with drugs?		

Cambridgeshire Primary Personal Development Programme

Healthy and Safer Lifestyles 8 • DE 1/2 Drug Education

What would you do with drugs if you found them?		
Can drugs be good for you? Yes/No Why?		
Can drugs be bad for you? Yes/No Why?		