

**SAY NO TO****DRUGS****SAY NO TO DRUGS**

After completing this lesson, students will be able to:

- perform a drama/role play/play script
- analyse organizational patterns in a text:
 - a. list/sequence of ideas/events comparison-contrast
 - b. cause-effect
 - c. problem-solution
- interpret and integrate information from a variety of sources for comprehension e.g., maps, graphs, charts, diagrams
- demonstrate command of the conventions of Standard English: capitalization, punctuation, and spellings when writing in different varieties of texts. Observe hyphenation conventions
- produce legible work that shows the correct spelling of the conventions of punctuation and capitalization
- write multiple paragraphs of free writing for fluency, creativity, brainstorming or pleasure. Proofread and edit texts for errors in sentence structure, subject-verb agreement, noun-pronoun agreement, reference words, connectors/transitional devices, punctuation and spelling

Main Theme: Drug Education

Sub Theme:

- drug education in schools
- refusal skills
- prevention of drugs

Pre-Reading Questions

- What do you know about the issue of drug abuse and its impact on society, both globally and in specific countries like Pakistan?
- Have you ever come across awareness campaigns or initiatives related to drug prevention? If so, what were they, and do you think they were effective?
- What role do you think awareness plays in addressing the problem of drug addiction, especially among young people?

The menace of drug abuse is not just limited to Pakistan but it is a global problem. Many countries have done tremendous work to deal with drug addiction and they have achieved great success. Every year on June 26, The United Nations International Day against drug abuse and illicit trafficking is celebrated. The purpose of this is to raise awareness among people about the harmful effects of drugs on this society. So the first step is definitely making youngsters aware of the problem.

Initially, drug addiction either begins in fun, for momentary pleasure, or just to get accepted in a particular social circle, but it surely ends up devastating the individual as well as his family. Experts believe that Pakistan's goal to become a drug-free society can be achieved through creating awareness at the grassroot level against the deadly addiction. It is possible to achieve the goal when people get the ability to understand the repercussions of addiction to save the future of the coming generations. Therefore, Pakistan is striving hard to eliminate drugs to achieve the set goal of a "drug-free society" besides vigorously executing its globally assigned tasks with utmost dedication and determination. For this purpose, nationwide anti-drug awareness campaigns are launched in collaboration with public and private educational institutions to keep the younger generation safe and away from the curse. Protecting youth from this menace is inevitable for prosperous future of Pakistan. These campaigns are aimed at creating awareness among students and citizens about the lethality of drugs and measures for its prevention. The youth is Pakistan's greatest asset, which constitutes 66pc of the population. Therefore, we have to protect our youth from the harms of drug addiction.

Anti Narcotic force is playing a leading role in mass awareness and community participation programmes to educate the people against drug abuse and is constantly putting efforts at the national and international level. Pakistan has recently launched the



next phase of the country programme in collaboration with the World Anti-Doping Agency, which includes separate barracks in prisons for drug addicts and a national database of drug offenders, as well as anti-drug drugs.

The Government of Pakistan has started taking action against drugs and its abuse. Countermeasures are being deployed and drug dealers and pushers are being dealt with increased strictness. Besides the government, administrations of schools, colleges and universities also carry great responsibility to eradicate the menace of drugs. These little measure may look little, but can go a long way in saving hundreds of students from falling into the abyss of drug abuse.

No one is immune to addiction. It does not pick and choose people, and people don't set out to become addicts. We see time and again that even the rich and famous have their fair share of addiction. There are many reasons successful people, including athletes, turn to drugs or

alcohol and some have lost their battle with their addictions. Many famous people have died as a result of drug or alcohol addictions, but many more have come out the other side ready for a fresh start. Following are four athletes who have battled substance abuse and gone on to live more healthy lives.

Josh Hamilton

Hamilton is one of the most well-known baseball players of all time. He got caught up in drugs and alcohol about four years into his major-league baseball career. He also admitted to using cocaine. He was banned from playing professional baseball from 2003 to 2005 and continued to relapse several times. He shares his story of how he struggles to stay sober these days and considers himself lucky to be able to tell people about the importance of working toward sobriety.

Brett Favre

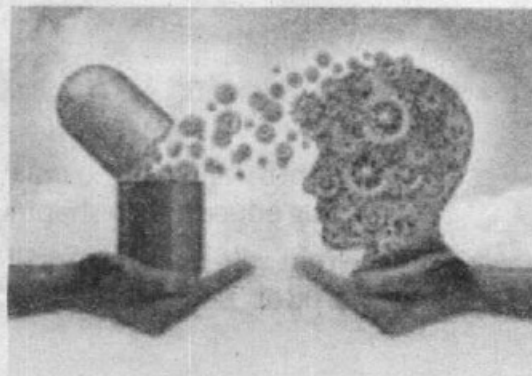
Breaking records and leading the way of the Green Bay Packers, Brett Favre was an incredible athlete. But he also struggled with drugs, in particular opioids. He didn't mean to become an addict though; his addiction was brought on by multiple injuries and the need for prescription painkillers. He completed a rehab program and went back to the NFL with flying colors.

Chris Herren

Even before he became an NBA star, Herren struggled with drugs and was kicked out of Boston College for cocaine use. He managed to get clean and eventually made his way to the NBA to play for the Boston Celtics. He has several near-death experiences, including several where he needed to be revived. He decided to get clean and eventually went on to create Hoop Dreams; a camp to teach kids about the dangers of drugs.

While Reading Questions

- How does Pakistan aim to combat drug addiction, and what measures are being taken at the national and international levels?
- Who are the four athletes mentioned in the text, and what were their experiences with substance abuse?

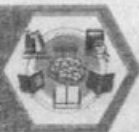


Anthony Ervin

Ervin was an Olympic gold medalist swimmer and turned to drugs to manage symptoms of Tourette's Syndrome. He eventually began drinking on a daily basis. By the time he got sober, he was ready to get back into swimming and returned to the Olympic games in 2012 where he was placed 5th overall. Since then, he has gone on to train kids at a local swimming academy and works hard to stay sober.

No matter who you are, drugs and alcohol may make their way into your life. If you or someone you know is suffering from addiction, there is a hope for a clean and sober life. Don't be afraid to ask for the help you need.

(Adapted from Dawn and Blog by Alexa Locco)



Post-Reading Questions

- Identify and list the main ideas presented in the text regarding the role of drug education in shaping responsible individuals.
- What role does the Anti-Narcotic Force play in Pakistan's efforts to combat drug abuse?



Glossary

Words	Pronunciations	Meanings
menace	'menəs	something that is likely to cause harm or trouble
tremendous	tri'mendəs	remarkable or extraordinary in size or intensity
illicit	i'lisit	forbidden by law, illegal
momentary	'məʊməntəri	lasting for only a brief moment
devastating	'devəsteɪtɪŋ	causing severe damage, destruction, or profound distress
addiction	ə'dɪkʃn	a habitual or chronic dependence on a behavior, substance, or practice
inevitable	i'nevɪtəbəl	something that is bound to occur
prevention	pri'venʃn	the act of stopping something from happening or arising
substance	'sʌbstəns	a drug, typically an illegal one
opioids	Opioids	a class of drugs that includes pain relievers
prescription	pres'kripʃn	a doctor's instruction for the use of a specific drug
sober	'səʊbə	free from the influence of intoxicating substances



Reading and Critical Thinking

- Q 1. How does the text illustrate the cause-and-effect relationship between community-based initiatives and the prevention of drug abuse?
- Q 2. Write the causes and effects of substance abuse among athletes, as illustrated in the text drawing insights from the personal journeys of individuals. How do their personal experiences provide valuable perspective on the hurdles and outcomes associated with addiction in their lives?
- Q 3. How does the text emphasize the importance of protecting the youth from drug addiction, and what specific initiatives are mentioned to achieve this goal?
- Q 4. Why is it significant for Pakistan to collaborate with public and private educational institutions in launching nationwide anti-drug awareness campaigns, as mentioned in the text?
- Q 5. What message is the text conveying about addiction? What steps are suggested for those who may be suffering from addiction?

Project

- Q 6. Create a visual presentation, chart, or project highlighting the significance of drug education and prevention. Work in groups and present in the class. Use correct spellings, punctuation and capitalization.



Oral Communication

Pair work (Role play)

Perform a role play in your class portraying a character who initially succumbed to peer pressure and then confidently used refusal skills to avoid drugs.

Group Activity (Project)

Create a visual presentation, chart, or project highlighting the significance of drug education and prevention. Work in groups and present in the class. Use correct spellings, punctuation and capitalization.

Individual Task: Prepare a presentation on the assigned topic i.e., harmful effects of drugs abuse on health. Give presentation on the topic in front of the class.

Teacher's Point



Guide your students to perform a role play



Vocabulary and Grammar

Q 1. Read the following text and correct it keeping in view the conventions of Standard English in various textual contexts. Rewrite with correct punctuation (capitalization, apostrophes, commas, spellings, hyphen convention) and suggest a suitable title.

It was the best of times it was the worst of times it was the age of wisdom it was the age of foolishness it was the epoche of belief it was the epoche of increduality it was the season of Light it was the season of Darkness it was the spring of hope it was the winter of despair we had everything before us we had nothing before us we were all going direct to Heaven we were all going direct the other way in short the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only

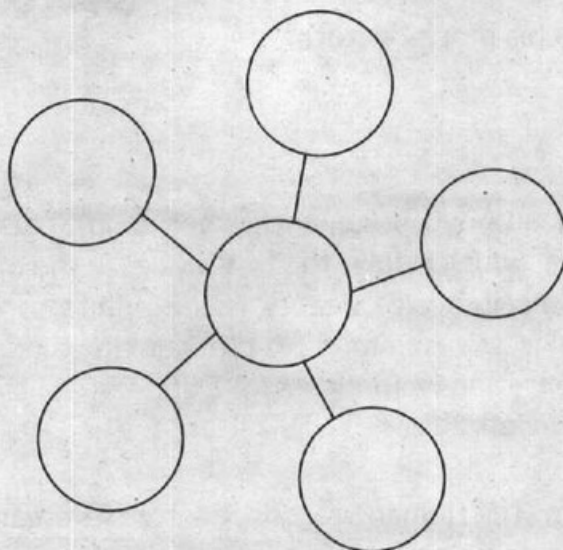


Writing

Drug education can have a significant impact on individuals and aid in the battle against substance addiction on several levels: it provides the knowledge necessary to avoid risky situations and information to make healthier personal choices. Moreover, it aids in creating personal strategies for avoiding both negative peers and the inherent social pressures associated with substance use in social scenarios. Drug education is not to be taken lightly and is a crucial factor in addressing deep-seated concerns that may perpetuate substance use disorders. Refusal skills are pivotal in drug education. Refusal

skills are strategies or methods that an individual can use to say "no" in peer-pressure situations. These skills are also important because they allow individuals to avoid social peer pressure. Refusal skills allow an individual to make their own decisions and commit to them. A few refusal strategies to use before a peer pressure situation are: set goals and practice refusal skills, develop your reasoning as to why you want to avoid certain situations, and remove yourself from a situation before temptation occurs. Recent studies have shown that early intervention drug education within schools can provide students with a variety of positive social skills. For instance, it educates them on the dangers of substance use, even isolated incidents. It equips them with effective refusal skills to implement when confronted with negative peer pressures associated with illicit drug use. It addresses possible cultural issues associated with substance addiction. It provides an improved foundation of knowledge for younger individuals to approach the topic of drug use within the community.

Q 1. Make a mind map to summarize and organize the key ideas and concepts presented in the text with correct spelling, punctuation, and capitalization on drug education and preventive measures related to refusal skills.



Q 2. Give an account of a memorable experience you've had in your life. It could be a travel experience or a surprising excursion trip. Share the details, your views, and how it might have altered your point of view of life. Also, edit and proofread keeping in view sentence structure, **subject-verb agreement**, **noun-pronoun agreement**, reference words, connectives/transitional devices, punctuation, and spelling.

Teacher's Point



Guide your students to proofread and edit texts for errors in sentence structure, subject-verb agreement, noun-pronoun agreement, reference words, connectors/transitional devices, punctuation and spelling.

The Human Seasons

By John Keats

Four Seasons fill the measure of the year;

There are four seasons in the mind of man:

He has his lusty Spring, when fancy clear

Takes in all beauty with an easy span:

He has his Summer, when luxuriously

Spring's honied cud of youthful thought he loves

To ruminate, and by such dreaming high

Is nearest unto heaven: quiet coves

His soul has in its Autumn, when his wings

He furleth close; contented so to look

On mists in idleness—to let fair things

Pass by unheeded as a threshold brook.

He has his Winter too of pale misfeature,

Or else he would forego his mortal nature



Theme

The poem is written by an English Romantic poet John Keats. The poem describes different seasons in a year which reflect the four stages in the mind of man: youth with its clear fancy and susceptibility to beauty is the mind's spring; manhood with its fondness for reflection is the summer of the human mind; Middle Age with its indifference to lovely things and its fondness for a quiet life of the autumn of life; while old age, with its decay and infirmities, is the winter.

Q3. After reading the poem "The Human Seasons," analyze its organizational patterns and highlight the following aspects in your notebook.

- Identify any list or sequence of ideas/events within the poem and describe how they contribute to its structure and meaning?
- Explore any cause-effect relationships presented in the poem and how they shape the narrative or message?

Teacher's Point



Guide your students to analyse cause-effect and problem-solution in a text and how it shape the narrator's message.

c. Investigate if there are elements of problems and solutions within the poem and explain their significance to the overall theme or message of the work.

Advertisement

Look at the advertisement below. Prepare an anti-drug message and share in class. Give it a name for e.g. "Choose life, Not drugs", "A choice that changes everything".....



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