

Overview of the DrugAware  
Primary School  
Drug Education Programme

**Jed and Ted Explore Drugs**





Year 1

number	title	Focus	Overview
<b>Lesson 1</b>	<b>Ted's Meds!</b>	<b>People who work with drugs</b>	Ted visits the <b>doctor</b> because he has had a cold that has left him with a cough that won't go away. The doctor gives Jed some medicine. Jodie has put it into the cupboard in the bathroom and now Jed can't remember which bottle is his medicine!
<b>Lesson 2</b>	<b>Healthy or Unhealthy?</b>	<b>Making Healthy Choices</b>	Jed is feeling better but Ted wants to be <b>more healthy</b> . Now he is getting older he likes to choose healthy things to eat and drink for himself. Can you help Ted to find out more about what makes us healthy or could make us poorly or less healthy?
<b>Lesson 3</b>	<b>Ted's Bedtime Drink</b>	<b>Caffeine</b>	Jed wants to have a drink to take up to bed to help him sleep because he knows sleep is healthy. Ted has heard that some drinks help you sleep but others might do the opposite and keep you awake all night! If you don't sleep properly at night you can get very tired in the day and it isn't healthy. The children help Ted to explain to Jed that some drinks such as cola, contain caffeine, which is a drug and not okay for children, especially at bedtime when they need to sleep.
<b>Lesson 4</b>	<b>Breathing It In</b>	<b>Smoking</b>	Ted is lying in bed with the window slightly ajar. Jed and Ted's bedroom is at the back of the house, so when he smells a funny smell drifting in the window he takes a peek! He can't believe his eyes, Jed's Dad is in the back yard smoking! "I thought he had stopped," said Jed, feeling cross and upset. "I wish he wouldn't smoke – it is bad for his chest and it smells horrible." Ted lay in the dark and wondered what "bad for his chest" meant. Can you help?
<b>Lesson 5</b>	<b>Aspiration Focus</b>	<b>Future Me, Healthy Me</b>	Ted has been thinking about all the things you can do if you are healthy and full of energy. He knows that choosing healthy food, like apples and broccoli, will help him grow up big and strong. When he grows up he wants to be an astronaut! He knows that if he chooses things that make him as healthy as he can be, then he will be able to achieve more. What do you want to be in the future? This week, next week or month, next year or even when you are grown up.





Year 2

number	title	Focus	Overview
<b>Lesson 1</b>	<b>Ted in Bed</b>	<b>Safe use of medicines</b>	Ted will not get up this morning! The children will work in role to find out why Ted is still in bed, exploring illness, needs and medication, as well as strategies for managing illness without drug therapies.
<b>Lesson 2</b>	<b>Jed's Meds</b>	<b>People who help with health and work with drugs</b>	Ted and Jed go to the doctor and Jed has a full check up. The doctor gives Jed some antibiotics to help his cough get better and some paracetamol syrup for his aches and pains. Ted needs help to make <b>sure</b> he takes the medicine properly and safely. After some days, Jed returns to school. What happens then?
<b>Lesson 3</b>	<b>Should We Touch It?</b>	Safety skills	Jed and his friends are playing out when one finds what looks like a pink sweet (but it could also be a pink pill). It looks very tasty but the friends can't agree what it is and what to do.  Optional substitution of picture of other objects such as syringe, vitamins, bleach
<b>Lesson 4</b>	<b>Smoking Focus - Why Smoking is Unhealthy</b>	<b>Smoking is unhealthy</b>	Jed's Dad has been trying to quit smoking for ever. Every time he tries to stop and he is doing really well, something happens and he gets stressed and then, instead of chilling out in a healthy way, he goes and starts smoking again! Jed is really worried. "I don't know, Ted" he says. "Does he know what smoking is doing to his body? We should make him a leaflet to tell him about it." So Jed and Ted decide to do just that – can you help?



Year 3

number	title	Focus	Overview
<b>Lesson 1</b>	<b>Alcohol Affects Everyone</b>	<b>how alcohol use affects others</b>	<p>Jed and Ted have seen a person on the television who was drunk in the street on a programme about young people and alcohol. Jed feels disturbed by the images, but also laughs because other people do. He wants to know what this drink is and what has happened to the person staggering about shouting on the TV.</p> <p>Please be aware that there will be children who have direct experience of drunk adults and they may need extra support outside of the lesson. For this reason it is vital not to share personal stories about drunkenness in this lesson. Note: Always use distancing techniques.</p>
	<b>Smoking Affects Everyone</b>	<b>how smoking affects others</b>	<p>This lesson will help the pupils explore the effects of passive smoking and their worries and opinions on smoking and smokers.</p>
<b>Lesson 2</b>	<b>Drugs Affect Your Brain...</b>	<b>the brain chain game</b>	<p>Following on from the TV documentary discussed in Lesson 1, we explore how drugs affect the brain and body with this simple game / demonstration.</p>
<b>Lesson 3</b>	<b>If You Start it's Hard to Stop</b>	smoking addiction and trying to stop	<p>Jed's dad has been trying to quit smoking for ever. Every time he tries to stop and he is doing really well, something happens and he gets stressed and then, instead of chilling out in a healthy way, he goes and starts smoking again! Jed has already left a leaflet, that his friends helped him to write, under his dad's pillow, telling him some of the risks. Jed is starting to think that if his dad had some help to stop smoking then he might be able to stay away from starting again! Jed asks Jodie, his step mum, "If people know that drink and smoking is bad for you, then why don't they just stop?" But who can help?</p>



<p><b>Lesson 4</b></p>	<p><b>Health Hero</b></p>	<p><b>intergalactic me, healthy me.</b></p>	<p>Jed's favourite comic book hero is Captain Healthy. This week, Captain Healthy is preparing for the finals of the 'Galaxy Got Talent' intergalactic superhero challenge on the planet of MegaFX. He is choosing a drink to help him perform his superpowers at maximum warp. He has to choose one drink from water, fruit juice, caffeine energy drink, cola or cider. The problem is, the second he enters the atmosphere of MegaFX both the good and bad effects of the drinks on his body will be multiplied by 1 million times. What drink should he choose?</p>
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Year 4

number	title	Focus	Overview
<b>Lesson 1</b>	<b>Is It Safe?</b>	<b>passive smoking and environmental risks</b>	Jed’s dad has been trying to quit smoking but has just blown it after he went to a birthday party in the local pub and ended up buying some cigarettes! Because it is raining, he has decided to smoke in the living room. Jodie (Jed’s step mum) and Jed don’t like this at all! “Look at you smoking all over us, it’s horrible.” Jed has his friend Amy round to play, but they are stuck indoors too, with the smelly smoke. “But it’s all wet outside in the yard,” says dad. Jodie goes upstairs in a bad mood. Dad goes upstairs to talk with her. He leaves his cigarette smoking in the ash tray! Amy and Jed look at each other, then they look at the lit cigarette...
<b>Lesson 2</b>	<b>Isn’t It Against the Law?</b>	<b>smoking and the law</b>	Jed begins to use the suggestions given by the class as we continue the story. His friend says it isn’t against the law for them to smoke anyway. Jed is shocked and goes on a fact-finding mission.
<b>Lesson 3</b>	<b>My Body – My Choice</b>	rights and responsibilities for health	Jed decides it is time to make some choices for himself. After all, as he says to his friend – “I am the boss of me, not you, and it’s my body and my choice.” The children make a personal choice charter outlining their rights and choices for health and their body. In Part B, Jed’s friend disrespects his right to choose and makes fun of him. He asks for our help!
<b>Lesson 4</b>	<b>Smoking Focus - Support!</b>	<b>Smoking is unhealthy</b>	Jed has really been hoping that Dad will enter the parents race at school sports day – Amy’s Mum won last year! His step mum, Jodie, is already annoyed that dad is still smoking. “You couldn’t run to the shop let alone a 100 metres with your smokey lungs!” Jed’s dad is feeling a bit defensive. “I used to be the fastest runner





			<p>in my school, actually” he says.</p> <p>Jed says “But things are different when you smoke.” The day of the race came and Dad entered, after a lot of pleading from Jed! And guess what? He came 4th! Jed couldn’t hide his disappointment as his dad coughed and wheezed at the finishing line...“Must be your cough Jed, I’m catching it,” said Dad, all hot and bothered. “More likely the smoking,” said Jodie. Later when they got home Dad was very quiet for a while. Over dinner he announced that he was going to really try hard to stop smoking and that he was going to win that race next year!</p> <p>“We’ll do everything we can to help,” said Jodie and Jed. “Now where is that leaflet,” said Jed’s dad, “the one with the help for stopping smoking.”</p>
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Year 5

number	title	Focus	Overview
<b>Lesson 1</b>	<b>What Harm Could It Do?</b>	<b>Peer Influence</b>	Jed has been moved to a new class and it looks like his old best friend has a new best friend so it's time for Jed to make some new friends. It's a new start but there is a problem. Donna and Davey Clayton, AKA the Trouble Twins, are in his new class and he wants to make sure he is in their good books without getting into trouble. Before long they dare him to either steal some sweets from the shop or smoke a cigarette, telling him he has to choose one or they'll tell everyone in the class what a chicken he is, then no-one will be his friend. He tries to remember what his friends told him last year when Amy tried to get him to smoke...that was before Dad stopped smoking for good...but Donna and Davey are a whole different story!
<b>Lesson 2</b>	<b>What Could Happen?</b>	<b>Practicing and transferring resistance skills</b>	Now we have helped Jed survive the Trouble Twins, let's see how we can help ourselves and each other.
<b>Lesson 3</b>	<b>Why I Choose Not To Use!</b>	<b>Positive benefits of a drug-free life</b>	<p>Jed has started to realise that making choices is not just about what you choose to do, it's also about what you choose not to do. "My body is like my most amazing possession - it belongs to me, it's my job to take care of it!" said Jed to Ted that night. "If only more people knew how great healthy felt," he thought.</p> <p>Then Jed had an idea! He decided to start a Healthy Me / Boss of Me campaign as part of the school's DrugAware lessons. Next day he told the class and everybody thought it was an amazing idea and so did the teacher. His friends all wanted to take part – even the Trouble Twins didn't want to be left out!</p>





<b>Lesson 4</b>	<b>Running Your Life</b>	<b>Healthy aspirations</b>	Last year, Jed’s dad entered the 100 metres parents’ race at sports day and came 4th. Jed wanted him to win, like Amy’s mum, so his dad promised to stop smoking and to try the race again this year. He has managed to stop smoking for 4 whole weeks so far (apart from a bit of a relapse in week 2 after which he got back on the case), which is brilliant! Dad seems to be getting fitter too. Jed is very excited because Dad has decided to enter the Run for Life event to raise money for his school’s favourite charity. The race is 5 km. Jed is helping Dad train for it. Now he has stopped smoking things are getting easier but he still needs to work hard. Jed has been helping by timing his dad round the block and filling his water bottle. He even reminds him to go to his stop smoking group on a Tuesday night at the community centre. The event is in 7 weeks. Each night, Dad sees how far he can run before he gets puffed out. Each Friday, Jed writes his progress on a chart. Dad is getting better every week! But will he be ready in time?
<b>Lesson 5</b>	<b>Caffeine catch up</b>	<b>Caffeine</b>	This activity is included to enable you to discuss the effects of caffeine in KS2 if your baseline data shows, or you feel, this is an issue.
<b>Lesson 6</b>	<b>The balance of nature</b>	<b>Model to understand health balance</b>	This activity gives a dynamic model that is useful to improve understanding about the nature of how everything we put into our bodies needs to be done ‘in balance’ - not too much or too little - in order to keep us healthy. Use the analogy of scales to discuss how various substances may balance or unbalance the body. You can extend this model to describe how drugs create or destroy balance.





Year 6

number	title	Focus	Overview
<b>Lesson 1</b>	<b>Drug Facts</b>	<b>catch up and consolidate drug information</b>	These activities can be used to explore the young people's level of information about drugs, effect, the law. <b>Preparatory note for teachers.</b> <i>Please be aware that young people will have heard a variety of drug names on the news or from peers but this does not mean that they have come across them or tried them in real life. Be careful not to give them more information than is suitable at this age (remember less than 1% of children at this age will have tried an illegal drug, less than 5% will experience them in real life. Around 1 in 10 children may, however, be receiving normalised messages about drugs (particularly cannabis) and may even believe it to be legal.</i>
<b>Lesson 2</b>	<b>Is it cool, It is True?</b>	<b>My Opinion</b>	These activities can be used to explore the young people's level of information about drugs, effect, the law.
<b>Lesson 3</b>	<b>Getting the Message Across?</b>	<b>Influences</b>	Jed has settled into his new class but as he gets older he is thinking more about secondary school and growing up. Good news is that Dad has stopped smoking for a whole 6 months now! Jed loves TV and especially advertisements . Jodie, his step mum, reckons he is a slave to fashion and would jump off a cliff if the latest pop star did it. She's got a point. Sometimes he doesn't know who to believe and he's starting to realise that not all motives for encouraging you to do things are caring. Who do you believe when you're trying to make healthy choices? Your friends, popular culture, teachers, Jodie, Dad – this is getting confusing!





<b>Lesson 4</b>	<b>The Hard Sell!</b>	<b>The Influence of Advertising Messages</b>	Jed decides that it is about time that advertisers were made to tell the truth and to stop hiding the worrying truths about their products – drugs are not like a dress or a book – they affect your body!
<b>Lesson 5</b>	<b>Fear or Reality?</b>	<b>Transitions: Future Events Appearing Real (F.E.A.R.)</b>	<b>Update:</b> As we leave Jed, all grown up and heading for secondary school, he has a few worries about what it will be like – he’s heard stories about older children trying to make new pupils smoke. He decides to ask the teacher and they discuss it.
<b>Lesson 6</b>	<b>Future Me - Health Campaign</b>	<b>Future Me - Smoke Free Campaign</b>	<b>Update</b> Jed’s Dad finally managed to stop smoking and hasn’t had a single smoke in 12 weeks. Jed is really pleased, and proud of him. The whole family has learned a lot from Dad’s stop smoking class, including how to stay stopped! Dad says that back in the day, more people thought smoking was cool and made them look grown up and attractive. “How times change” thought Jed.