

Topic: SELF ESTEEM

Objective: To consider the innate goodness of all including myself.

(Young people who feel good about themselves are more likely not to abuse themselves or feel they need drugs, etc. and to treat each other, and property, with respect and fairness and be motivated to work for what they want. Valuing oneself is not the same thing as selfishness.)

Resolving conflict. Consideration for others individual conscience.

Willingness to develop a positive approach to life.

Curriculum Links: Citizenship, Drama, English, Music, PSHE, RE, Science

Key words: bosom, buzz, dealer, stoned, talent, waster

Materials needed:

- The Manual or copy of lesson plan
- Pages 36 and 37 of the Introduction Manual
- Coloured pens
- Photocopy of Certificate of Appreciation for each pupil.
- CD player
- CD with music for silent sitting
- CD with music for the song
- Pages of the drama for 6 pupils

QUOTATION/THEME FOR THE WEEK

KNOW THAT YOU ARE A BLESSING TO YOURSELF ...



... AND YOU WILL BE A BLESSING TO OTHERS

Adapted from Samson Raphael Hirsch

What do you think this means?

SILENT SITTING

Step 1 *(See page 36 of the Introduction Manual).*

Step 5: Guided Visualisation on Light exercise *(See page 37 of the Intro Manual).*

Step 6.

DRAMA

THE DRUMMER AND THE DRUGGIE

by Tessa Hillman

The scene is set in a London club, with keyhole sketches at the hospital and at Andy's aunt's house in Sheffield

Characters:
Nigerian drummer
Andy, a musician
Sarah, a singer
Nurse
Andy's aunt
Big Pete

Drummer: I came to England from Nigeria for my education and stayed with my uncle in London. As a student I became friendly with a group of other people from Africa. We had a few English friends, but found most English people were either shy or cold. They did not want to know me. That made the English friends I did have very precious to me. One of those friends was Andy and the other Sarah.

Andy: I'm a musician.

Sarah: And I'm a singer in their band.

Drummer: I would go to gigs with them and play the drums. How I enjoyed those weekends when we played in the clubs. It was a great way to get to know people. It's surprising how many people want to know you if you play an instrument - especially if you are a drummer because most people think that they could be drummers too, with just a little practice - and maybe they're right.

Andy: There's one big problem today in the clubs. That is the problem of drugs.

Drummer: I had decided that I never wanted to touch anything that could affect my mind. I didn't drink and I had never taken any drugs.

Andy: But this isn't the case with other members of the band. I play better when I'm stoned.

Sarah: And I can sing for longer into the night.

Drummer: Me, I just banged my drums all night long if necessary. I didn't need any other buzz. Then I began to notice that Andy wasn't looking well. He looked thin and grey and his eyes were always anxious. He would calm down a little after the arrival of Big Pete. I discovered later that Pete was a dealer and he sold drugs to the band. People were nervous around him and the two rough guys who were always at his side. I kept out of their way. I wanted nothing to do with them.

Sarah: But week by week Andy is becoming more ill. Some nights he can hardly play in the band. His eyes are dull and so is his playing. It has no soul!

Drummer: Look, Andy. Man, give yourself a break. Cut them out for a few weeks. Let's get out of here; go and stay with that aunt of yours in Sheffield. Leave off the drugs. They're killing you, Man.

Andy: All right, mate! Leave me be. I'm cutting down soon anyway.

Sarah: But next week Andy was in hospital. He was so ill we had to take him to Casualty. We didn't know what else to do with him. He stayed there for ten days and they told us and him that if he wanted to stay alive, he had to stop the drugs immediately.

Drummer: I told the nurse about his aunt in Sheffield.

Nurse: Just take him there. No arguments. Pack some clothes for him and take him.

Drummer: So there was Andy, being fussed over by his aunt in Sheffield.

Aunt: (shaking her fist) You make me really mad! What a waster You are, Andy. All that talent down the drain. (Aunt then cries and throws her arms around him)
Oh dear, oh dear! You poor boy. Don't worry, I'll take care of you just like I did when you were a little boy.

Drummer: Now Andy's aunt is a big lady and when she hugs you, you are kind of buried in her bosom, and when she's annoyed ... Man, watch out! Andy was more scared of her than he was of Pete.

Sarah: We got a replacement for Andy in the band and he stayed with his aunt for three months. He stayed clean too. Didn't take a thing.

Drummer: When Andy returned, Pete and his mates turned up.

Andy: I nearly died! I just don't want to know any more.

Big Pete: Come on, boys. He's not interested. We're wasting our time.

Drummer: So they went their separate ways.

Sarah: I was so frightened by Andy's experience that I stopped taking anything too.

Drummer: The replacement player moved on and the band reformed in more ways than one. None of us wanted to sing any songs which spoke of the joys of drugs because they knew the other side. And drugs are the last thing in the world we want to promote!

QUESTIONS: *Support answers to question 2 to 7 with evidence from the text*

1. Why do people take drugs?
2. What was the reason why the drummer had decided never to take drugs?
3. Why did Andy appear anxious as the night wore on when they played?
4. Why did the drummer want Andy to give himself 'a break' for a few weeks?
5. Did Andy take the drummer's advice about giving up drugs?
6. Why do you think the nurse said, "Take him there. No arguments."
7. What values are depicted in this drama?
8. How did you feel when you heard, saw or acted in the drama?
9. Did it remind you of anything in your own life?

Key words: *Look up any of the words in the dictionary that you have not understood and make sure you understand them and can spell them.*

GROUP ACTIVITY

NB: *A teacher cannot maintain confidentiality regarding anyone selling or taking drugs, because they are illegal*

- 1.a) What is meant by the term 'drug'?
b) Name three legal drugs and explain how they can be harmful to the human body.
c) Name three illegal drugs. Explain the dangers associated with these to the health and life of the user.
2. Discuss how the things we choose to do and the values we live by, affect the quality of our own life and the lives of those around us.
3. Ask the pupils to get into pairs with someone they don't usually work with (or maybe even someone with whom they have recently quarrelled).

Give each person a photocopy of the 'Certificate of Appreciation'.

Next ask the pupils to sit quietly with their partner for a couple of minutes, making eye contact and considering the partner's good qualities.

Ask them then to write three good qualities that the partner has on the 'Certificate of Appreciation'.

Write their partner's name on it, then sign and date it.

Then have an Award-Giving Ceremony when they each present the Certificate to their partner.

CERTIFICATE
of
APPRECIATION
is awarded to

.....

for having not only the qualities of

.....

.....

.....

but also for being a good friend

Signed

Date

GROUP SINGING

THE BUZZ AIN'T WORTH IT

(lyrics by Nicky Gilbert, music by Stuart Jones)

It may look so cool, you may think it's good too,
But don't think you're taking it, it's taking you.
And whatever's on offer, it comes with a price
And time will reveal that it's not so nice.

*Chorus: The buzz ain't worth it, that's the truth, my friend.
The buzz ain't worth it, it will dull you in the end.
The buzz ain't worth it, it will steal away your goal.
The buzz ain't worth it, listen to your soul.*

Joy has to come from inside yourself
And that spark within you is your most precious wealth.
And we do have a choice and we can listen fine
To our inner voice and let wisdom shine.

*Chorus: The buzz ain't worth it, that's the truth, my friend.
The buzz ain't worth it, it will dull you in the end.
The buzz ain't worth it, it will steal away your goal.
The buzz ain't worth it, listen to your soul.*

Whatever the buzz, you are better by far
And it only dulls the beauty you are.
Though you may not feel it,
the real you shines bright
Only you can reveal it,
it is your birthright.

Extension: 1. Research the effects of drugs on people - children in particular.
2. Plan and organise for a local drug agency to give a workshop for the class or whole school.

Citizenship Link: Unit 15 Crime and Safety Awareness.

Programme of study: 1b the diversity of national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding.

English Link: Spelling 7: Spelling key words; Vocabulary 15: use a dictionary; Group discussion and interaction 13: work together logically and methodically to solve problems, make deductions, share, test and evaluate ideas;
Drama 15: develop drama techniques.

PSHE Link: 3j resist pressure to do wrong, recognise when others need help and how to support them; 3h find information and advice (e.g. drug misuse).

RE Link: Discuss experiences of belonging and also feelings of being alone

Science Link: Sc2 Life Processes and living things - 2m.
Sc4 Physical Processes - 3h : loud sounds on the ear.