

New Healthy **Lifestyles**

Worksheets

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Gill & Macmillan

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Book 1: Topic 1 My Rights and the Rights of Others

Strand 1 Who Am I?

Lesson 3 Appreciating Difference

Sometimes people can make assumptions about others without knowing them. Drawing conclusions about the way people act or behave is called **stereotyping** (e.g. 'Women are bad drivers'). Stereotyping can lead to discrimination. Discrimination is the unfair treatment of people based on our stereotyped opinions of them.

Biased adults 'stereotype, mistreat and demean young'

Teenagers hit out at treatment by teachers, gardaí and politicians

by Kathy Donaghy

Threatening, loud, noisy, troublesome and given to excess. This is the way young Irish people feel they are being stereotyped by the adults with whom they come in contact.

A new report – *Inequality and the Stereotyping of Young People* – to be published today by the Equality Authority and the National Youth Council of Ireland sets out a remarkable and disturbing consensus among young people as to how they are stereotyped and mistreated by adults. 'They consistently speak of being treated in a demeaning way by the education system, in shops and public places, by the gardaí, by politicians, by the media and by adults in their own communities.' In 90 interviews conducted by Dr Maurice Devlin of NUI Maynooth, young people shared a consensus that their treatment by adults was unfair.

They told how they were followed by security guards in shops just because they were teenagers and of gardaí 'hassling' them. They also spoke of negative media stereotypes, where the newspapers 'never had any of the good stuff we do' reported. 'It's all trouble, vandalism, joyriding, drinking, drugs and smoking,' one young interviewee said. They also held the view that while there were positive images, these were more limited in scope, featuring 'youngsters in football, on the back pages' or 'big swots from Blackrock or somewhere'.

The interviewees spoke of the tensions associated with hanging around and being moved on. This was linked to the lack of things to do, or at least little that was attractive or accessible.

'Everybody stares at you, there's nowhere to go like. As adults, they can go to the pub, they've more things to do with their time. We haven't,' one interviewee, Eamon, stated. Another, Carmel, said: 'Everybody's expecting you to cause trouble. They're looking out their windows to see what you're doing. They just expect the worst from us.' Karen said: 'All of us get tarred with the same brush. You're a teenager, you hang around in a group, you must be a vandal.'

On their relations with the gardaí, interviewees said that while there were very good community gardaí, many gave examples of 'run-ins' with gardaí, or of 'not being taken seriously' or treated in a demeaning manner. Sarah pointed out that some guards 'got out of the car with an attitude'.

Equality Authority chief executive Niall Crowley said the report broke important new ground in our search for a more equal society. 'It gives a voice to young people in setting out their views on how they are perceived by adults,' he said. 'The discussions recorded in the focus groups pose particular challenges to journalists, politicians, the gardaí, security personnel and teachers.'

Mr Crowley said it would be important to respond positively to the report. 'The report exposes a stereotyping of young people that alienates, diminishes and excludes young people. It highlights a disrespect for them and a failure to accord attention to their views.'

The report recommends that factors which create or exacerbate tensions in relationships between adults and young people at neighbourhood level be addressed. These include a lack of places and spaces, both indoor and outdoor, for young people to 'hang out' in a manner not considered problematic. It says there is a need for those working with young people to be aware of the effects of negative stereotyping.

Source: *Irish Independent*, Wednesday 22 February 2006

Discussion questions

1. Do you agree or disagree with this article?
2. Have you or someone you know ever been discriminated against? How did it make you feel?
3. Can you think of other groups who are discriminated against in our society?
4. In what way are they discriminated against?
5. As a class, come up with an initiative to stamp out discrimination.

Book 1: Topic 2 Anti-Bullying

Strand 3 Team Up

Lesson 5 Bullying is Everyone's Business

I am the person

Read the following poem from an anti-bullying campaign and try to guess what the missing words could be.

I am the person you bullied at school
I am the person who didn't know how to be cool
I am the person you alienated
I am the person you ridiculed and _____
I am the person who sat on her own
I am the person who walked home _____
I am the person you scared every day
I am the person who had nothing to _____
I am the person with hurt in his eyes
I am the person you never saw _____
I am the person living alone with his fears
I am the person destroyed by his _____
I am the person who drowned in your scorn
I am the person who wished she hadn't been _____
I am the person you destroyed for fun
I am the person but not the only _____
I am the person whose name you didn't know
I am the person who just can't let _____
I am the person who has feelings too
I am a person, just like _____



Now write a positive poem about the person who stops to help others who need it. Here are a couple of lines to get you started:

I am the person who stopped the fight

I am the person who knew it wasn't right

I am the person.....

Watch a clip of celebrities reciting the poem above on:

www.youtube.com/watch?v=rMAu09Mza3s

Book 1: Topic 2 Anti-Bullying

Strand 3 Team Up

Lesson 6 Dealing with Bullying: What Can You Do?

Bullies made my life hell

When Aoife changed schools she was excited about all the new friends she'd make. Until she met Gemma and things turned very nasty ...

I was so nervous about starting secondary school as all my friends were going to another school. Luckily I made friends quite quickly, but all the girls I became friendly with had known each other since Primary, so I felt like a bit of an outsider.

I could tell from the word go that Gemma was the ringleader of the gang. She's really pretty and all the girls acted like they were almost in awe of her. She could also be really bitchy, even about her own friends, which worried me because I could only imagine what she might say about me. But I really liked the other girls and soon enough I started meeting them at the weekends instead of my old friends. I tried to bring a few of my old pals out with them a couple of times but it was really awkward, so I decided to keep them separate from then on.

Last summer started off brilliantly. I met the girls every day and we'd go shopping, hang out in the park or at each others' houses. We started hanging around with a group of lads, so people were getting it together. I fancied this guy James and we immediately clicked. Everyone was talking about how cute we were together and that it was so obvious that we liked each other. We got an awful slugging but it was funny at the same time, and I kind of liked all the attention.

It was around this time that I noticed Gemma being really off with me. Apparently she really fancied James and she didn't like that James and I were getting on so well. It was only after I snogged James that the rest of the girls turned on me. They were horrible to me and they soon stopped asking me to go to the park or answering my texts or phone calls. One day I got a text from a number I didn't know that read, 'Gemma's with James now, jealous?' I couldn't believe it. I rang into the voicemail to find out who it was, but it was just a machine recording.

I got a good few more texts like that during the summer but I never responded. I also started hanging out with my old friends again. They knew I'd fallen out with the girls and I was just so grateful that they were still talking to me after how I had treated them.

I was dreading going back to school after the holidays and I was right to have been worried. The girls had changed completely. They'd 'accidentally' bump into me in the

corridors, call me names any time I'd walk past them and they wrote things about me on the doors in the girls' loos. When they were feeling really brave they'd trip me up or throw things at me. They'd also fill my locker with mouldy fruit and then stand near it, complaining about the horrible smell and saying that I didn't wash.

It continued like that for about three months, until eventually I couldn't take any more. I broke down to my mum one night and she went straight to the principal. The girls got into loads of trouble and there was a big thing about bullying in the school. Gemma and her gang totally ignored me from that day on, which I didn't mind at all. For a few weeks afterwards I really didn't have anyone to hang around with (and sometimes I wondered whether I had done the right thing) but I eventually made some really good friends and I am really happy now. I now know that those girls are just weak and pathetic bullies and I am glad I spoke out about them. I'm only sorry I didn't do it sooner.

Source: *Kiss* magazine

Discussion questions

1. What were the different ways in which Gemma was bullied?
2. Who did the bullying and why?
3. How do you think Aoife was feeling in this situation?
4. What do you think could have happened if Aoife had not told her mother about the bullying?
5. Give an example of an unhelpful way Aoife could have responded to the bullying.
6. If you had witnessed this bullying behaviour, what could you have done?
7. Do you think this story is realistic? Can you think of a similar story?
8. Why do you think someone who is being bullied would be reluctant to tell anyone?
9. Imagine you are Aoife. Write a letter to the bullies telling them how their behaviour is making you feel. Use 'I' statements to express how you feel, e.g. 'I feel upset when you call me names', etc.

Book 1: Topic 5 Being Healthy

Strand 2 Minding Myself and Others

Lesson 15 Healthy Eating 1

Choosing the healthier option

Below are some food items. Match the food type on the left-hand side with its healthier alternative on the right-hand side.

Deep-fried chips	Cereal bar
Crusty white bread roll	Grilled steak and baked potatoes
Mars Bar	Fresh fruit salad
Big Mac	Grilled burger topped with salad
Fried rice	Popcorn
Full-fat crisps	Boiled rice
Ice cream	Chicken fillet with salad
Pasta with cream-based sauce	Oven-baked chips
Burger and fried onions	Pasta with tomato-based sauce
Fast food chicken burger	Brown bread sandwich

Three things I could change in my diet are:

1. _____
2. _____
3. _____

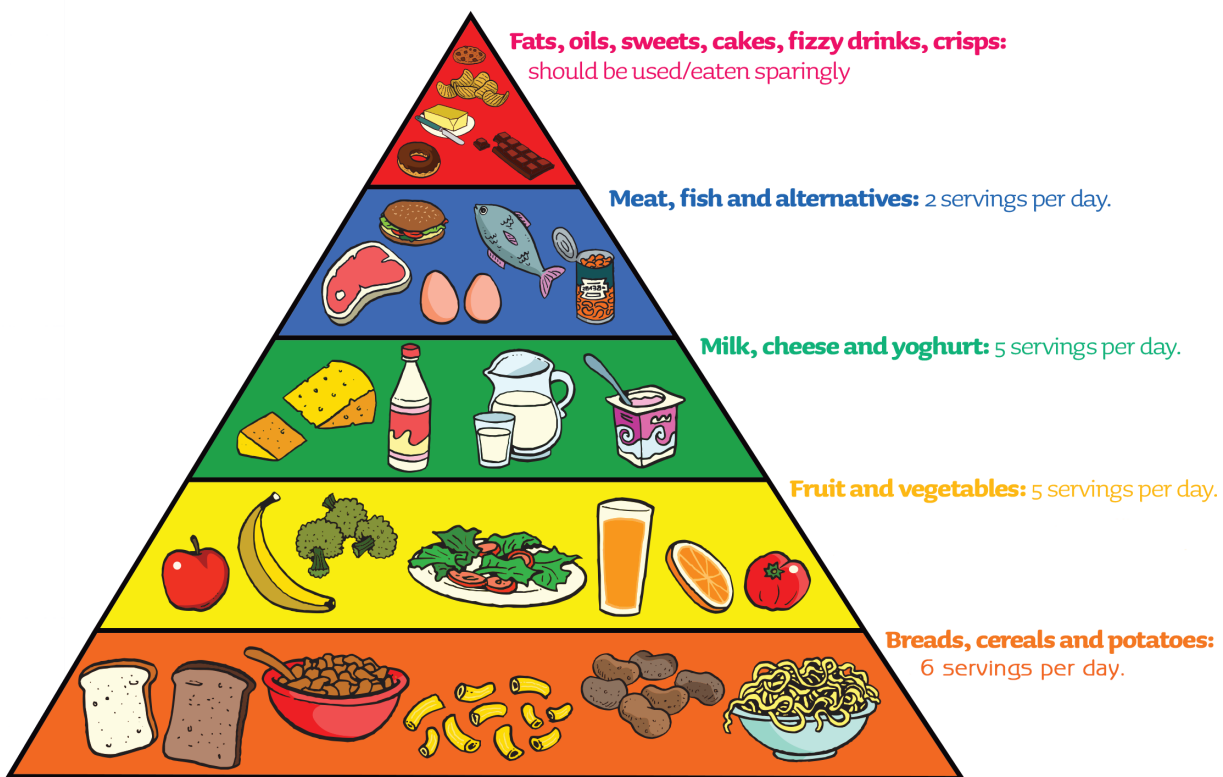
Book 1: Topic 5 Being Healthy

Strand 2 Minding Myself and Others

Lesson 15 Healthy Eating 2

Food plan

Karl is 15 years old. The pyramid below shows what he needs to eat from the different food groups each day.



Help Karl decide what to eat today. Plan breakfast, lunch, dinner and a snack. Make sure he gets all the foods he needs from each food group. The following table might help you decide.

What is a serving?

Breads and cereals (6+ servings per day)	Fruit and vegetables (5 servings per day)	Milk, cheese and yoghurt (3 servings per day)	Meat, fish and alternatives (2 servings per day)	Foods containing fats and sugars (use sparingly)
1 small bowl breakfast cereal 1 slice bread 1 small roll/pitta bread ½ bagel or ciabatta bread 1 small potato 2 tablespoons rice, pasta, couscous or noodles 2 crackers or rice cakes	1 large or 2 small pieces of fruit half a glass of juice 1 small bowl vegetable soup 2 tablespoons cooked vegetables 1 portion salad 3 spoons tinned fruit	1 glass milk 1 carton yoghurt 1 matchbox-sized portion hard cheese 1 yoghurt drink 1 slice pizza, lasagne or quiche 1 mug hot chocolate made with milk 1 smoothie	1 breast of chicken 1 fillet of fish 2 eggs 1 pork/lamb chop 6 tablespoons of peas, beans or lentils 50g meat	Fats, oils Sweets Cakes Fizzy drinks Crisps

Karl's Menu

Book 1: Topic 5 Being Healthy

Strand 2 Minding Myself and Others

Lesson 16 Exercise

Exercise excuses

Below are some concerns young people have about exercising. Maybe some of these are relevant to you. Get into groups and see if you can come up with a solution to each excuse ...

1. I don't have enough time.
2. I can't afford to.
3. I have asthma.
4. I'm too unfit.
5. I'm not very sporty.
6. I hate PE.
7. The weather is too bad.
8. I am embarrassed to exercise.
9. I live miles away from any facilities.

Book 1: Topic 8 Being an Adolescent

Strand 1 Who am I?

Lesson 24 Recognising Feelings

Look at the following news clippings. Say how they make you feel, and explain why you feel like this.

An Irish journalist was yesterday reunited with his family after being held captive for six months

Feeling: _____

Reason: _____

Yesterday a five-year-old was bitten by a dog that was not on a lead. The public are demanding that the dog is put down.

Feeling: _____

Reason: _____

A Dublin man neglected his dogs by not feeding them and keeping them in a confined space

Feeling: _____

Reason: _____

Pensioner left for dead after robbery went wrong

Feeling: _____

Reason: _____

Unemployed man wins €1 million in the Lottery

Feeling: _____

Reason: _____

600 people lose their jobs as computer factory closes

Feeling: _____

Reason: _____

Irish boxer wins Olympic Gold

Feeling: _____

Reason: _____

Four-year-old now missing for 3 weeks

Feeling: _____

Reason: _____

A member of the Gardaí was beaten up last night when he tried to make an arrest

Feeling: _____

Reason: _____

Book 1: Topic 10 Substance Use

Strand 2 Minding Myself and Others

Lesson 29 Why Use Drugs?

Death warning over solvent use

Shaun Leinster experimented with butane only once.

The family of a teenager who died after sniffing lighter fuel plans to start a national solvent abuse campaign. The announcement came after a coroner issued a warning over substance misuse, following the death of 17-year-old Shaun Leinster. He collapsed at his home in Earnley Road, Hayling Island, Hampshire.

'Kids know it will give them a high, but they do not realise it will kill them,' said Stephanie Leinster, Shaun's mother. A can of lighter fuel was found next to him and a post mortem examination revealed he had died of the toxic effects of inhaling butane, Portsmouth Coroner's Court heard on Thursday. The labourer was found by his elder brother Peter, who tried in vain with his father Shaun to resuscitate the teenager. His mother Stephanie, 41, said after the inquest: 'Our ultimate aim is to get a national campaign going to raise awareness of labelling of tins of everything from boot polish to deodorants. Kids know it will give them a high and it will leave their system quickly but they do not realise it will kill them.'

South East Hampshire coroner James Kenroy recorded a verdict of accidental death. He said Shaun had apparently only experimented with butane on one occasion and had no intention of killing himself when he died on 9 January. 'The warning from Shaun's death is all too clear. Abuse of solvents endangers life and brings great sadness and grief to the parents and families. If anything good is to come out of this inquest it has to be this. If there is a wider appreciation of the dangers of solvent abuse and, as a result, others are dissuaded from risking their lives in this way then Shaun's parents and family can indeed feel their wish will have been granted and their son would not have been allowed to die in vain,' said the coroner.

Source: BBC News: www.bbc.co.uk

Discussion questions

1. How did Shaun die?
2. Why do you think young people abuse solvents when they know the dangers?
3. Write a slogan to raise awareness about the dangers of using solvents.

Book 2: Topic 3 Respectful Communication

Strand 2 Minding Myself and Others

Lesson 7 Assertive Communication 1

Communications quiz

Read the following scenarios and tick whether each response is passive, aggressive or assertive.

	Passive	Aggressive	Assertive
1. Your friend asks you to mitch school. You:			
a) Go with them even though you don't really want to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Tell them you have no interest in mitching school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Start shouting at them that they're an idiot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. You've forgotten to do your homework. You:			
a) Tell the teacher before class starts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Bide your time and hope the teacher won't ask.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Make up an excuse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Another student is bullying you. You:			
a) Tell a teacher or another member of staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Avoid them in the hope that it will go away.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Fight the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. You arrive home later than you said you'd be and your parents are angry. You:
- a) Ignore them and go straight to bed.
 - b) Start shouting back at them.
 - c) Explain calmly why you were late.
5. You fancy someone in your class. You:
- a) Ask them out.
 - b) Ask your friend to do it for you.
 - c) Say nothing and hope the other person will ask you out.
6. Someone you don't fancy comes over and asks you out. You:
- a) Laugh at them and say you'd never go out with them.
 - b) Let them down gently.
 - c) Say yes because you don't want to hurt their feelings.
7. You're in a job you don't like and want to leave. You:
- a) Go to the boss and explain why you want to leave.
 - b) Just don't turn up for work.
 - c) Tell the boss to stick his job.
8. Somebody's said something negative to you about yourself that isn't true. You:
- a) Get very angry and shout at them.
 - b) Ask them why they said it, and tell them how it makes you feel.
 - c) Start to think it is true and get upset because why else would someone say that about you?

9. A group of girls in your class, who you thought were your friends, have organised a day out together, but they haven't asked you. You:

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| a) Confront one girl who you are particularly friendly with and ask her why. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Attack them and start crying. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Carry on as normal and pretend you're not upset. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10. You're having a meal in a restaurant and the waiter brings you lukewarm soup. You:

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| a) Eat it and say nothing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Call the waiter over and tell him politely that the soup isn't hot. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Call the waiter over and start shouting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Go through the answers and discuss them as a class.

Now, for each question, circle the response you would be most likely to make, and record them below:

- Number of **passive** responses: _____
- Number of **assertive** responses: _____
- Number of **aggressive** responses: _____

Book 2: Topic 3 Respectful Communication

Strand 2 Minding Myself and Others

Lesson 7 Assertive Communication 2

Communication styles

Match the following words and phrases with the communication style you think they most apply to and fill in the table below.

- | | | | |
|------------------|----------------|-------------------|-------------|
| stay calm | tease | express feelings | give in |
| make eye contact | ask politely | suppress feelings | slump |
| sulk | feel okay | sarcastic | stand close |
| abuse | share opinions | manipulate | glare |
| out of control | ignore | sigh | yell |
| feel upset | speak firmly | whinge | blame |
| cry | stand straight | unconfident | threaten |
| lash out | confident | look down | |

Assertive	Aggressive	Passive

Book 2: Topic 5 Anti-Bullying

Strand 3 Team Up

Lesson 10 Feeling Threatened and Staying Safe Online



How to protect yourself online

Write down three things you can do to protect your privacy online.

1. _____
2. _____
3. _____

Are you anonymous online? Is there any way people can find out private information about you from your profile?

1. _____
2. _____
3. _____

Write down three things you need to think about before uploading content online.

1. _____
2. _____
3. _____

Write down three things you should do to respect your online community.

1. _____
2. _____
3. _____

Write down three things you could do if you felt threatened online.

1. _____
2. _____
3. _____

Book 2: Topic 6 Being Healthy

Strand 2 Minding Myself and Others

Lesson 11 Body Care and Body Image

Eating disorders quiz: true or false?

	True	False
1. We only eat when we are hungry.	<input type="checkbox"/>	<input type="checkbox"/>
2. Boys and young men do not suffer from anorexia.	<input type="checkbox"/>	<input type="checkbox"/>
3. Crash diets are an effective way of losing weight.	<input type="checkbox"/>	<input type="checkbox"/>
4. Bigorexia is an eating disorder related to eating too much.	<input type="checkbox"/>	<input type="checkbox"/>
5. It is difficult to know if a person has bulimia.	<input type="checkbox"/>	<input type="checkbox"/>
6. Bulimia is not medically dangerous.	<input type="checkbox"/>	<input type="checkbox"/>
7. If a woman loses too much weight her menstrual cycle stops.	<input type="checkbox"/>	<input type="checkbox"/>
8. Laxatives are an effective way of losing weight.	<input type="checkbox"/>	<input type="checkbox"/>
9. Anorexics rarely, if ever, think about food.	<input type="checkbox"/>	<input type="checkbox"/>
10. When anorexics look in the mirror, they feel they are very fat even if they are actually very thin.	<input type="checkbox"/>	<input type="checkbox"/>
11. People can die from anorexia.	<input type="checkbox"/>	<input type="checkbox"/>

Quiz answers

1. False. We eat for a range of reasons, including to deal with difficult feelings, for pleasure and for comfort.
2. False. Men do suffer from anorexia, but not to the same extent as women. The ratio of female to male sufferer is about nine to one.
3. False. Crash diets slow down the body's metabolic rate, which means that, in the long term, the body burns up fewer calories and it becomes more difficult to lose weight.
4. False. Bigorexia is related to an obsession with being muscular.

5. True. Most bulimics are only slightly underweight, so it's not noticeable.
6. False. Vomiting reduces potassium levels, which can cause heart conditions; the acid in vomit also causes teeth to rot.
7. True. A woman needs to have 12–15 per cent body fat in order to menstruate.
8. False. When laxatives are abused no calories are lost, just bodily fluid, which is quickly replaced. Laxatives cause serious damage to the body.
9. False. Most anorexics think about food all the time.
10. True. People with anorexia have a distorted image of themselves so no matter how thin they are to others, they will always feel fat.
11. True. People have died from anorexia.

Source: adapted from the *The Mood Food Guide*

Book 2: Topic 6 Being Healthy

Strand 2 Minding Myself and Others

Lesson 12 Feeling Unwell

Symptoms and treatments: matching exercise

Divide students into groups of three. Cut out the Minor ailments, Symptoms and Treatments and match each ailment with the correct symptoms and treatments.

Minor ailments

Cold
Sore throat
Cold sores
Athlete's foot
Indigestion
Hay fever
Sunburn
Vomiting

Symptoms

- Stomach ache
- Heartburn
- Nausea
- Belching
- Feeling bloated

- Sneezing
- Congestion
- Blocked or runny nose
- Sore eyes

- Red, sore and tight or blistered skin

- Pain when swallowing
- Inflammation

- Itching, tingling and/or burning sensation around the lips
- Visible sores

- Itchiness and soreness between the toes
- Cracking and peeling skin

- Being physically sick

- Sneezing
- Blocked or runny nose

Treatments

- Use decongestant tablets or sprays
- Take pain relievers for aches and pains
- Drink plenty of fluid
- Take products containing vitamin C, e.g. citrus fruit and red peppers
- Drink honey and lemon or hot water with cloves and brown sugar

- Your pharmacist will recommend anti-fungal creams
- Wash your feet frequently and dry thoroughly between the toes

- Wear wrap-around glasses
- Avoid going out at times when the pollen is rising
- Wash pollen off your body
- Your pharmacist will advise on antihistamines and appropriate medication

- Use lozenges or a throat spray
- Gargle with soluble aspirin or a liquid antiseptic or salt and water
- If symptoms get worse, see your GP

- Natural yoghurt, aloe vera cream or after-sun cream can ease soreness
- Cover up
- Drink plenty of fluids
- If vomiting or headaches occur, seek medical advice

- Take an antacid to reduce excess acid in the stomach
- Avoid excessive amounts of rich and spicy food
- Don't eat late at night
- Drink peppermint tea

- Rehydrate as soon as possible, taking sips of fluid every ten minutes
- Gradually increase fluid intake
- Avoid eating for 24 hours
- Eat a light diet as nausea subsides
- Seek medical advice if symptoms persist

- Your pharmacist will advise you on suitable creams
- It is best to apply treatments before the condition flares up
- Follow instructions when applying the cream
- If symptoms persist, contact your GP

Book 2: Topic 7 Positive Mental Health

Strand 4 Mental Health and Wellbeing

Lesson 15 Self-confidence

The power of positive thinking

One way to become more confident is to talk more positively to ourselves. When we put ourselves down we can begin to believe what we say is true. This is sometimes called negative self talk or killer talk.

Brainstorm some examples of negative self talk.

Change the negative self talk to positive self talk in each of the following examples:

1. You fail a history exam.

Negative self talk: I'm useless at this subject – I will never pass.

Positive self talk: I'm going to work harder and next time I will do better.

2. You find out that a group of your friends went to the cinema without asking you.

Negative self talk: Maybe I'm not fun to be around.

Positive self talk: _____

3. You meet a boy/girl in your class who you fancy. You go bright red and can't think of anything to say.

Negative self talk: I made such a fool of myself.

Positive self talk: _____

4. You are studying for an exam; time is running out and you're feeling under pressure.

Negative self talk: I'll never get through all this material; there's just too much.

Positive self talk: _____

Now think of three examples of negative self talk you engage in and convert each one to positive self talk.

Negative self talk	Positive self talk

Book 2: Topic 7 Positive Mental Health

Strand 4 Mental Health and Wellbeing

Lesson 17 Body Image

Body image and the media

It took 4 experts 3 days to get our model looking like this ...

Next time you flick through a magazine and feel bad for not matching up to the flawless images that bombard you, stop; it's not that easy. Roxanne Parker reports.

The stylist

Working as a fashion stylist I've learnt that physical perfection is an illusion created by a team of professionals who pool their talents to make a model look terrific. Most of us who pick flaws in our appearance have only seen snapshots of ourselves. Yet we are comparing ourselves to retouched professional and celebrity photos that have taken days and big budgets to create. 'I won't know who the model is when I arrive on a job, and I've often make the mistake of thinking the model is a member of the crew,' says leading make-up artist Zoe Clark. For this shoot, Zoe, Liam Boland, artistic director of Toni & Guy Belfast, photographer Jim Fitzpatrick and myself as stylist worked together for ten hours to achieve [a selection of shots] of professional model Ruth Scallon. Before the shoot started, I spent a day sourcing clothes and another day returning them. Jim spent two days sorting, editing and retouching the final selection of photos. Even when working with a natural beauty like Ruth, it still takes a huge amount of work to transform a model into the super-beauty we have grown accustomed to seeing in magazines. Here, our team disclose their secrets.



The model

I think most models arrive at a job feeling embarrassed as you come with no make-up on. I always feel that the hair and make-up crew must be thinking, 'is that what we have to work with?' But it's a model's job to be a blank canvas so your own look can be adapted to whatever the job requires. Sometimes it's difficult to recognise yourself in photos as your image can be changed so drastically. Recently, my father didn't recognise me in a shot. I asked him if I was in the paper that day and he said no, yet my photo was on the front page of the *Irish Independent* in his hand!

The make-up artist

'No model or celebrity arrives looking flawless. They all have spots and dark circles that need covering,' says Zoe. 'Irish magazines regularly fly models in from Prague or London for shoots. The girls arrive exhausted, having caught a flight at 3.30am for the shoot. It's my job to make them look awake. I'll apply a soothing face mask, cooling eye gel, eye drops, and use an ivory pencil on the inside of their eyes to take the red out – and that's before I start on the make-up.' On other jobs Zoe has had to conceal cold sores, wipe noses, pluck bikini lines and other extremes. 'I once had to apply lipstick to a model's nipples because the stylist didn't think they looked pink enough!' Not to mention the sunburned, peeling model who had applied a fake tan the night before a job. 'She looked like a burns victim! I had to get her into a shower to scrub her skin, then I covered her in Elizabeth Arden Eight Hour Cream mixed with body lotion before coating her in concealer!'

For Ruth's photos, Zoe used fake eyelashes and liquid eyeliner to change the shape of Ruth's eyes and make them look bigger. 'I sculpted Ruth's cheekbones using a contouring colour – this gave her better bone structure. It took one hour to complete the look, plus constant retouching, including body make-up and foundation for hands to stop them looking cold.'

The photographer

Jim says: 'When I started digital photography seven years ago I used a lot of retouching.'

With one of Ireland's leading models, I lengthened her legs, slimmed her waist and enhanced her flesh tones using Photoshop for her portfolio shots. Back then, it was a novelty to retouch. Now I refuse to augment a girl's body with retouching. I'll fix spots and fly-away hairs, but that's it.

'I firmly believe that photo manipulation can be as dangerous to the female psyche as the cult of size zero or the "heroin chic" look. Too much Photoshop looks ridiculous. Remember Kate Winslet on the cover of *GQ*? They did so much Photoshop to her body she was hardly recognisable. These days, even very young

girls have impossible body images spread in front of them in teen magazines.' Ruth's shots took two days to work on. 'Most of this time was spent sorting through the 1,000 images to find the best shots. After that, I cleaned them up and adjusted the light balance.'

The hairdresser

Liam says, 'Models' hair can be in poor condition due to the amount of styling and blow-drying they endure. I use products to disguise this wear and tear. Serum temporarily seals split ends, while thickening sprays bulk out flat hair.

'For this shoot the brief was long, Swinging Sixties hair. Ruth's hair is neck-length naturally, so I had to use €200 worth of real human hair to extend the length. The hair comes in strips called wefts, which I unroll and cut to size. They are glued to the scalp and last two to three weeks. Hair for shoots needs to be three times larger than real life or else it gets lost in photos. It took two hours to get Ruth's hair right.'

Liam knows that even celebrities have bad hair days, as proved when working on a famous American actress's hair for the cover of a magazine. The young brunette, who made her name starring in teen horror films, arrived at the shoot with her hair extensions falling out! 'She had them put in for her last movie but they were falling out, so I had to use headscarves and clever up-styles to conceal the bald patches.'

So there you have it. The next time you look through a magazine and feel bad about yourself, keep in mind that if you had a team of professionals grooming you, you'd look pretty good too.

Source: *Irish Independent* 17 April 2007

Discussion questions

1. After reading this article, list some of the ways in which the fashion industry presents an unattainable image of beauty and body types.
2. How do you think these unattainable images of beauty influence young people and their body image?
3. Was there anything that surprised you in this article?
4. Do you think the media put pressure on men to look a certain way?
5. Do you think there is more pressure on males or females to look a certain way?

Book 2: Topic 11 Substance Use

Strand 2 Minding Myself and Others

Lesson 24 Alcohol and its Effects: Why/Why Not?

Alcohol: fact or myth?

	Fact	Myth
1. Alcohol is a depressant.	<input type="checkbox"/>	<input type="checkbox"/>
2. Drinking coffee sobers you up.	<input type="checkbox"/>	<input type="checkbox"/>
3. Drinking too much alcohol can be fatal.	<input type="checkbox"/>	<input type="checkbox"/>
4. You should always mind your friends when they are drinking.	<input type="checkbox"/>	<input type="checkbox"/>
5. Drinking when pregnant harms the unborn child.	<input type="checkbox"/>	<input type="checkbox"/>
6. Women can't hold their drink as well as men.	<input type="checkbox"/>	<input type="checkbox"/>
7. Drinking alcohol can lead to obesity.	<input type="checkbox"/>	<input type="checkbox"/>
8. Alcohol is implicated in many road deaths.	<input type="checkbox"/>	<input type="checkbox"/>
9. Eating while drinking slows down alcohol absorption.	<input type="checkbox"/>	<input type="checkbox"/>
10. Exercise helps to break down alcohol.	<input type="checkbox"/>	<input type="checkbox"/>

Answers

1. Fact. Alcohol is a depressant: it slows down the action of the brain.
2. Myth. Only time will remove alcohol from the body, and it takes one hour for the body to break down each drink. Fresh air or cold showers won't sober you up either.
3. Fact. Alcohol poisoning occurs when you drink too much too fast; this can cause sickness and vomiting. If a person vomits while asleep after drinking alcohol they can choke on their own vomit and die through asphyxiation.
4. Fact. The worst thing to do when a person has had too much to drink is to leave them alone or lying down. They need to be kept awake and moving and they need medical help.
5. Fact. Alcohol in a woman's bloodstream can pass through the placenta to reach her baby in the womb. This can lead to problems such as foetal alcohol syndrome

(FAS), which causes reduced birth weight, abnormalities in the nervous system and distorted facial features, such as a small head and small eye slits. Even moderate drinking (e.g. 1–2 drinks per day) increases the risk of miscarriage or stillbirth.

6. Fact. Women will become more intoxicated than men from the same quantity of alcohol. Women tend to have a higher blood alcohol concentration (BAC) because they have lower body water content, resulting from their lower muscle content and higher ratio of body fat. A woman who drinks four standard drinks will have a similar BAC level to a man who drinks six standard drinks.
7. Fact. Ethanol found in alcohol supplies calories (seven calories per gram). The calories supplied by alcohol provide little nourishment. For this reason they are referred to as 'empty calories'.
8. Fact. Almost one in three road crash deaths in Ireland is alcohol-related. Even in small amounts, alcohol impairs driving ability – any amount of alcohol increases the risk of involvement in a fatal crash.
9. Fact. Eating while drinking helps to slow down the rate of alcohol absorption.
10. Myth. Alcohol is broken down by the liver, not the muscles. Very little alcohol is lost through sweat.

My score: _____

10

Book 3: Topic 6 Being Healthy

Strand 2 Minding Myself and Others

Lesson 11 Healthy Eating 1

Health IQ test

1. If you want to achieve a healthy body weight, you should:
 - a) Take diet/slimming pills. True/False
 - b) Have five servings per day from the milk and dairy food group. True/False
 - c) Skip breakfast. True/False
 - d) Go on a low-carbohydrate diet. True/False
 - e) Increase your physical activity levels. True/False
 - f) Have chocolate/crisps/fizzy drinks only occasionally. True/False
2. Including five servings from the milk and dairy food group in your diet every day will:
 - a) Make you fat. True/False
 - b) Help build strong bones but will not increase body weight. True/False
 - c) Help promote a healthy body weight. True/False
3. It is not necessary to have dairy food if you are taking calcium/multivitamin supplements. True/False
4. What percentage of whole milk is fat free?
 - a) 68%
 - b) 85%
 - c) 96.5%
5. How long every day should you be physically active?
 - a) 1 hour
 - b) 30 minutes
 - c) 15 minutes
 - d) none of these

Answers

1.
 - a) False. Slimming pills are expensive and ineffective.
 - b) True. Five servings from the milk group will not increase body weight, but will increase bone strength. Dairy products actually help maintain a healthy body weight and muscle. The calcium in dairy products is believed to instruct the body to burn fat. Calcium from supplements is not as effective as calcium from food.
 - c) False. People who eat breakfast tend to have a healthier body weight than those who skip it.
 - d) False. Any extreme diet is not recommended. It is important to balance energy intake – from all sources – with adequate physical activity levels.
 - e) True. Daily physical activity helps to maintain a healthy body weight. It also makes you feel good, helps concentration, relaxation and sleep, and promotes a healthy heart and lungs, and strong bones.
 - f) True. Foods from the top shelf of the food pyramid should be consumed in moderation (not every day). They contain few nutrients relative to the calories in them.
2.
 - a) False. Teenagers who consume five servings from the milk and dairy food group daily have the same body weight, but stronger bones, than those who don't.
 - b) True. Calcium from dairy products is essential for building strong bones. It is difficult to meet calcium requirements without dairy products.
 - c) True. Calcium from dairy products is believed to help the body burn fat.
3. False. Calcium from supplements is not as well absorbed as calcium from dairy products.
4. c) 96.5%. Whole milk contains just 3.5% fat.
5. a) 1 hour. Physical activity includes play, games, physical education, sport, walking, cycling, dancing, etc.

Source: adapted from information from the National Dairy Council

Book 3: Topic 4 Being Healthy

Strand 2 Minding Myself and Others

Lesson 11 Healthy Eating 2

Healthy eating quiz: fact or fiction?

	Fact	Fiction
1. Dairy products can help the body to burn fat.	<input type="checkbox"/>	<input type="checkbox"/>
2. Breads, cereals and potatoes are fattening and should be avoided.	<input type="checkbox"/>	<input type="checkbox"/>
3. Over 70% of your body is water.	<input type="checkbox"/>	<input type="checkbox"/>
4. One can of fizzy drink contains eleven spoons of sugar.	<input type="checkbox"/>	<input type="checkbox"/>
5. Diet fizzy drinks are better than normal fizzy drinks at preventing dental decay.	<input type="checkbox"/>	<input type="checkbox"/>
6. Sports and energy drinks are low in sugar.	<input type="checkbox"/>	<input type="checkbox"/>
7. Milk and water are the best drinks to have.	<input type="checkbox"/>	<input type="checkbox"/>
8. By the time you are seventeen most of your skeleton has been made.	<input type="checkbox"/>	<input type="checkbox"/>
9. Calcium helps prevent bone disease in later life.	<input type="checkbox"/>	<input type="checkbox"/>
10. Drinking milk will make you fat.	<input type="checkbox"/>	<input type="checkbox"/>
11. Raw carrots are better for you than cooked ones.	<input type="checkbox"/>	<input type="checkbox"/>
12. It takes the brain ten minutes to register that we are full.	<input type="checkbox"/>	<input type="checkbox"/>
13. All additives and E numbers are bad for you.	<input type="checkbox"/>	<input type="checkbox"/>
14. Eating breakfast improves concentration and problem-solving skills.	<input type="checkbox"/>	<input type="checkbox"/>
15. Crash/fad diets make you put on weight.	<input type="checkbox"/>	<input type="checkbox"/>
16. It is difficult to meet calcium needs without having dairy products in your diet.	<input type="checkbox"/>	<input type="checkbox"/>

Answers

1. True. New research shows that calcium in dairy products instructs the cells to break down fat.
2. False. Bread and potatoes and pasta are a good source of energy. They are only fattening if they are eaten with other ingredients, such as oil and butter.
3. True.
4. True. This can contribute to dental decay.
5. False. Diet fizzy drinks are not a good alternative as they contain high levels of acid, which also damages teeth.
6. False. Sports and energy drinks are high in sugar.
7. True.
8. True.
9. True. Calcium helps prevent osteoporosis.
10. False. Scientific studies have shown that teenagers who include five servings of dairy in their diet every day build more bone, but do not gain more weight than teenagers eating less dairy products.
11. False. Cooked or raw, carrots are a good source of fibre, but cooking carrots helps to release the antioxidant beta carotene.
12. False. It takes our brains 20 minutes to register when we are full. This is one reason why we should chew our food slowly and take our time eating.
13. False. All additives to foods are given E numbers, which assures us that additives are safe to eat in foods. Additives can be used to preserve a product or enhance the look or the flavour of food.
14. True.
15. True. When you go on a diet your metabolism slows down so you burn up less energy. You mainly lose water and muscle when you do a crash diets and this appears as weight loss on the scales. Fad diets cause you to go into survival mode: your body stores fat in case you starve it again, so the long-term result is weight gain.
16. True. It would take 10 servings of baked beans, 4–5 servings of broccoli or 16 servings of spinach to match the calcium in one yoghurt or one glass of milk.

Source: adapted from material produced for schools by the National Dairy Council; and *Way2Go for a Healthier You* workbook, produced by Pfizer and the Irish Heart Foundation.

My score: _____

16

Book 3: Topic 4 Being Healthy

Strand 2 Minding Myself and Others

Lesson 11 Healthy Eating 3

The following extract highlights the dangers of fad dieting. Read the article and answer the questions that follow.

Fad diets

Quick fix diets are becoming more and more common. Although weight loss is important for overweight people, these diets can produce more problems. These diets usually restrict calorie intake or nutrients or recommend one food group over another. Examples include the cabbage diet, the three-day diet and the Atkins diet. Such fad dieting has a number of serious flaws. First, eliminating certain food types can result in a deficiency in nutrients. Often what appears to be weight loss is simply water loss. This type of dieting can also slow down the body's metabolic rate (the rate your body burns calories). So when you begin to eat normally again you can gain weight as your body has acclimatised itself to a certain food intake.

Banning certain food types can lead to cravings which in turn leads to binge eating and weight gain. The best way to lose weight is to eat healthily and not exclude any particular food type. Exercise and a healthy diet combined can be most effective.

Discussion questions

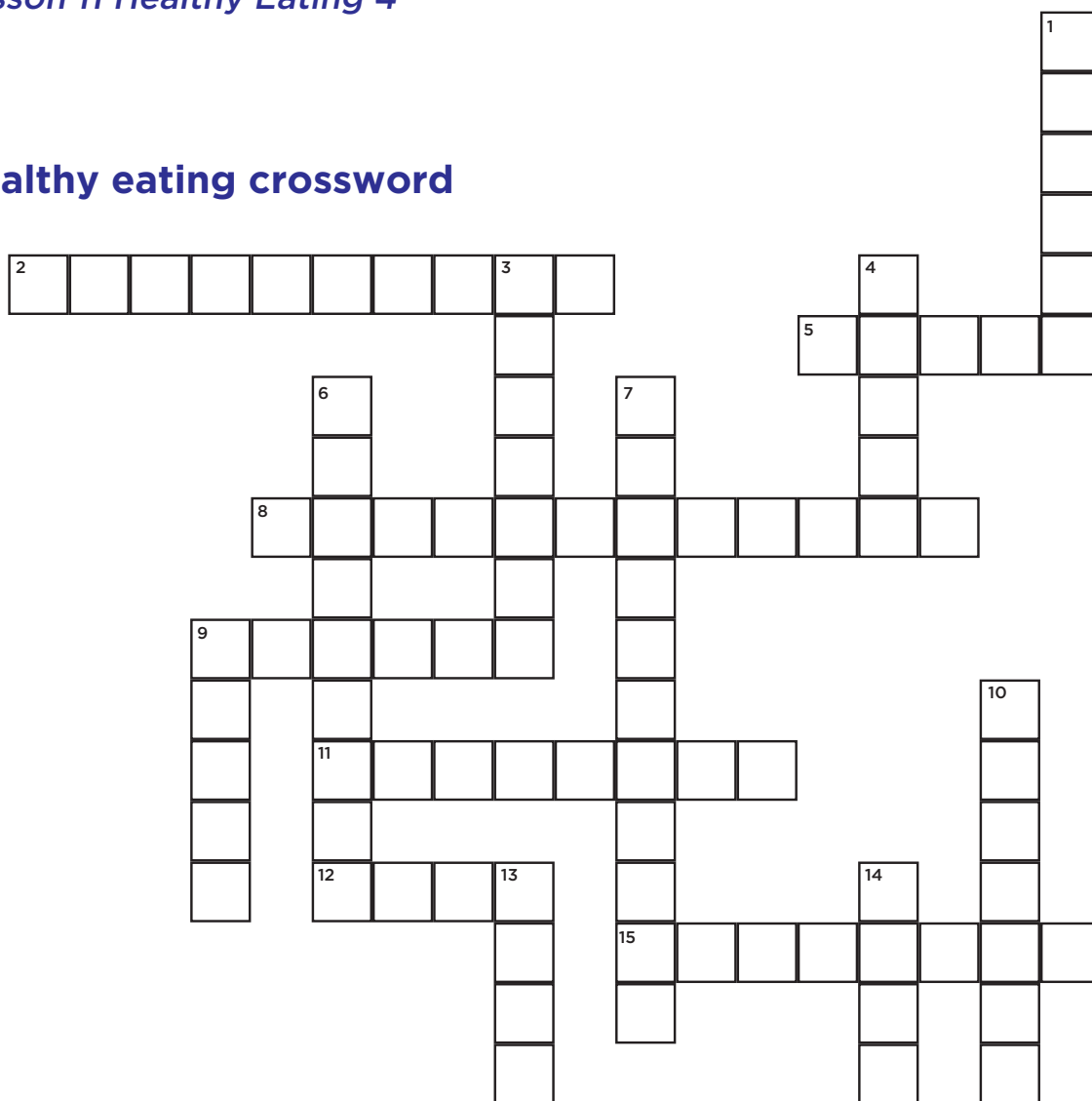
1. What are fad diets?
2. Have you heard of any examples of fad diets?
3. What are the dangers of trying to lose weight with fad diets?
4. What is the best way to maintain a healthy diet?

Book 3: Topic 4 Being Healthy

Strand 2 Minding Myself and Others

Lesson 11 Healthy Eating 4

Healthy eating crossword



Across

2. This can help manage stress in our lives
5. It is recommended we do this many minutes exercise everyday
8. These have greatly increased in the last 20 to 30 years (7, 5)
9. These drinks contain a lot of sugar
11. 1 in 4 children do not get the recommended amount of this

12. You should eat this type of meat
15. Avoid these types of drinks, especially in the evening time

Down

1. These drinks are linked with excess weight in children
3. This is a growing problem among young people
4. You need plenty of this to prevent constipation
6. Eat this instead of white bread
7. These foods contain hidden sugars and salt
9. You should drink _____ glasses of water every day
10. It is important to have this kind of diet
13. Teenagers need at least this many hours' sleep per night
14. A very good source of vitamins and fibre

Solutions

Across

- 2. Relaxation
- 5. Sixty
- 8. Portion sizes
- 9. Energy
- 11. Exercise
- 12. Lean
- 15. Caffeine

Down

- 1. Sugary
- 3. Obesity
- 4. Fibre
- 6. Wholemeal
- 7. Convenience
- 9. Eight
- 10. Balanced
- 13. Nine
- 15. Vegetables

Book 3: Topic 4 Being Healthy

Strand 2 Minding Myself and Others

Lesson 12 Physical Exercise



'I Heard' hurdle race

Ready to race? Answer TRUE or FALSE to each statement. For each answer you get right, you'll clear a hurdle on your way to the finish line. If you're wrong, you'll have a little trouble clearing the hurdle, but stay on track – you can still finish the race!

Hurdle 1

I heard that ... wearing heavy clothes while being physically active will make me sweat more, so I lose weight faster.

Hurdle 2

I heard that ... drinking water before and during physical activity will give me side aches.

Hurdle 3

I heard that ... 'No pain, no gain' is a good physical activity motto to have.

Hurdle 4

I heard that ... being physically active can cheer me up.

Hurdle 5

I heard that ... warming up and stretching are two totally different things.

Hurdle 6

I heard that ... I'll see a change in my body after being active for only a few weeks.

Hurdle 7

I heard that ... if I stop being active, the muscles I've built will turn to fat.

Hurdle 8

I heard that ... physical activity that zaps my energy will leave me too tired to do anything afterwards.

Hurdle 9

I heard that ... I should always cool down after I do a physical activity.

Hurdle 10

I heard that ... if I can't sing along with my favourite tunes during a workout without huffing and puffing, I'm working too hard.

Hurdle 11

I heard that ... PE class is too short to have any healthy benefits.

Hurdle 12

I heard that ... physical activity is only worthwhile if I'm really good at it, or if I do it for a long time.

Hurdle 13

I heard that ... I can get athlete's foot by walking barefoot in the locker room.

Hurdle 14

I heard that ... people with asthma shouldn't do physical activity.

Hurdle 15

I heard that ... getting regular activity can stunt my growth.

Hurdle 16

I heard that ... exercising outside when it's really hot can be dangerous.

Hurdle 17

I heard that ... some types of physical activity are better for my bones than others.

Answers

1. False. Wearing lots of clothes will definitely make you sweat more, but it could also make you dehydrated! And the weight you are losing is all water, not fat. As soon as you drink water, you'll regain the weight.
2. False. Actually, you should drink plenty of water before, during, and after you are physically active to allow your body to work better. You will be less likely to cramp up if you keep replenishing the water you lose during the activity.
3. False. In the past, people used to think that in order for physical activity to be good, it had to hurt. Now, we know that this just isn't true. A little soreness may be normal, but if you have pain from an activity that doesn't go away within two or three days, you should see a doctor.
4. True. Endorphins are chemicals released by the brain when you exercise. They may help you feel happy and relaxed, and lower your stress levels.
5. False. To do a warm-up means literally to warm up your muscles, which means doing a slower, gentler version of your activity. You can make stretching part of your warm-up. Stretching loosens your muscles, preparing them for the movement in your activity. A good warm-up, including stretching, is important before you start.
6. False. For most people, seeing a visible change in your body from being active happens over time. It could take several months or more. However, other benefits may happen immediately, like having more energy, better concentration, and a good night's sleep.
7. False. Although your muscles will shrink in size if you stop being active, it's impossible for muscle to ever turn to fat.
8. False. Being active uses your body's energy, but you'll feel like it does just the opposite. Physical activity makes you feel like you can tackle anything! Don't forget that to keep it up, you'll need to refuel with healthy food.
9. True. Cooling down allows your pulse and breathing rate to return to normal and helps keep your muscles from cramping. This should be part of every workout.
10. True. Most of the time, you should be able to chat with a buddy, or sing along with some tunes, without having to gasp for breath. If you can't – you may need to slow down so you don't burn out.



11. False. Although you may hate changing into that kit, or showering at school, PE class allows you to be more active, learn basic fitness and activity skills, develop your muscles, and even gain a better body image.
12. False. Getting a little physical activity each day, even if it's taking a 30-minute walk around the neighbourhood or mowing the lawn, can help you build strong bones and muscles, reduce body fat, and feel great.
13. True. One way to get athlete's foot, a fungus that causes your feet to get red and itchy, is by walking barefoot on a wet or damp locker room floor where fungi may be lurking.
14. False. It is good for people with asthma to be active, especially in asthma-friendly activities like swimming, bicycling, golf and weightlifting.
15. False. A regular routine of physical activity will do lots of things – make your heart and lungs strong, build your strength and endurance, and help you maintain a healthy weight. But it most definitely won't stunt your growth.
16. True. It's best to plan your activities in the cooler part of the day when it's hot, but to stay safe in hot weather make sure you drink even more water than usual. Otherwise, you can get dehydrated and feel sick.
17. True. Great bone-healthy activities include anything that is weight-bearing, like jogging, soccer, basketball, dancing, hopscotch, jumping rope, and karate and other martial arts.

My score: _____

17

Source: Centers for Disease Control and Prevention, www.cdc.gov/bam/activity/hurdles

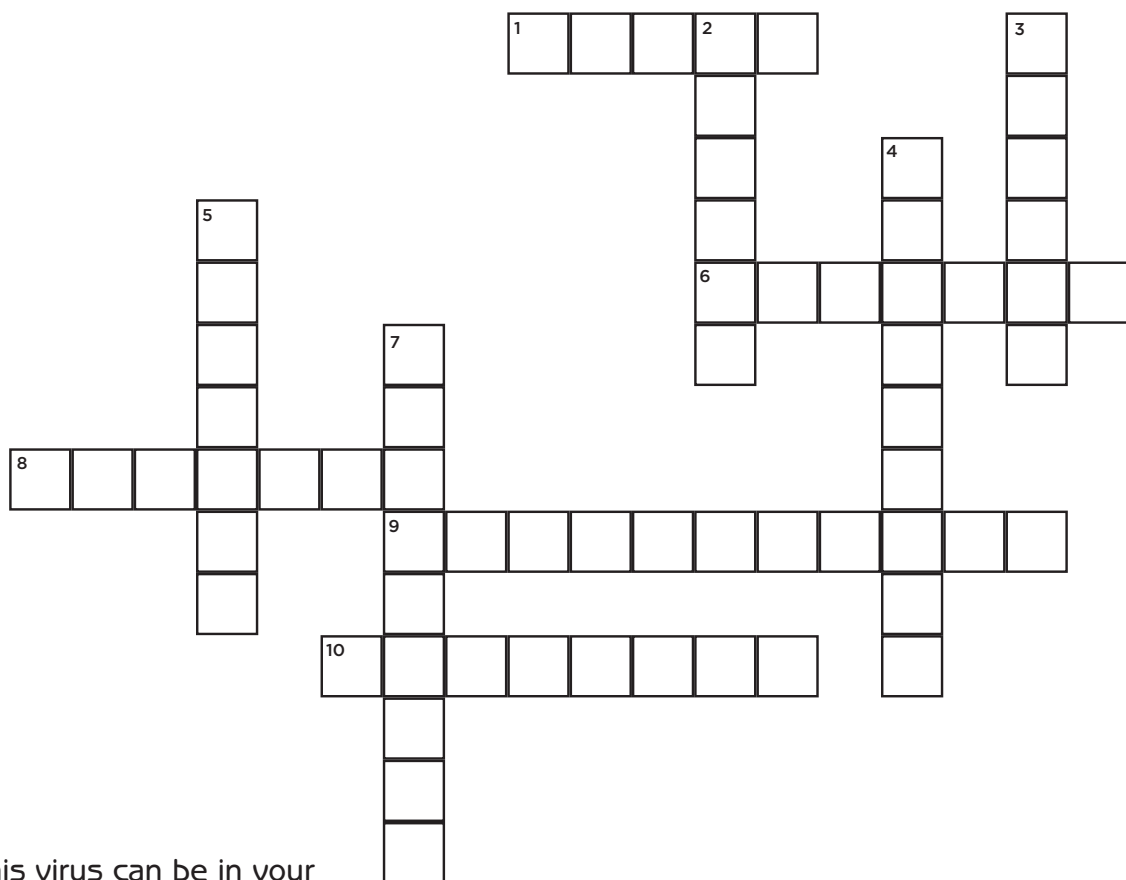
Book 3: Topic 9 Sexuality and Sexual Health

Strand 3 Team Up

Lesson 24 Sexually Transmitted Infections

Sexually transmitted infections crossword

Use this website to help you complete the crossword: www.yoursexualhealth.ie/inner_page/types_of_sti/



Across

1. This virus can be in your system for 3 weeks to 8 months before you show the symptoms
6. This can be picked up from infected bed linen or clothes
8. A factor in unprotected sex.
9. These can be used to treat STIs.
10. There are three stages of infection and the symptoms are the same for men and women.

Down

2. Not considered an STI, but can be passed on through sexual contact.
3. Most people who carry the infection have no symptoms.
4. Tiny insects, like headlice, that live in pubic or body hair.
5. Helps prevent the spread of infection.
7. Around 80% of women and 50% of men with this will have no symptoms.

When you have completed the crossword, write down two things that surprised you:

1. _____
2. _____

Solutions

Across

1. Warts
6. Scabies
8. Alcohol
9. Antibiotics
10. Syphilis

Down

2. Thrush
3. Herpes
4. Pubic Lice
5. Condoms
7. Chlamydia

Book 3: Topic 10 Dealing with Tough Times

Strand 4 Mental Health and Wellbeing

Lesson 26 Positive and Negative Stress

We can all feel stressed at different times in our lives, but what can be stressful for one person may not be for another.

A *stressor* is something that causes us stress. Look at the statements below and decide whether they are minor or major stressors. Add any other stressors you can think of.

Stressor	Major Stressor	Minor Stressor	Unsure
Going to school			
Sitting exams			
Breaking up			
Being ill			
Parents separating			
Doing PE			
Being slagged by classmates			
Being bullied			
Death of a loved one			
Not having enough money			
Moving house			
Starting a new school			
Getting pregnant			
Not having nice clothes			
Being in trouble with the police			
Arguing with parents			

Add your personal stressors:

Stressor	Major Stressor	Minor Stressor	Unsure

Write down one thing that causes you a lot of stress in your life:

What coping strategies do you use when you are stressed (e.g. talking to someone, physical exercise, etc.)

Why do you think some people are reluctant to share their problems?

What are the benefits of talking to someone about a problem?

Who could you go to for support if you had a problem?

Book 3: Topic 10 Dealing with Tough Times

Strand 4 Mental Health and Wellbeing

Lesson 27 Managing Stress in Our Lives 1

Coping with problems in our lives

Research has shown that boys and girls use different coping strategies when dealing with difficult situations. Look at the coping strategies listed here and then place each coping strategy in the relevant column of the table below. You can put a coping strategy in both columns if you think it's one that boys and girls are equally likely to use.

Worry excessively

Go somewhere to be on their own

Walk away

Cry

Ignore it and hope it will go away

Abuse substances such as drugs or alcohol

Lash out

Seek advice or approval from others

Be aggressive

Exercise or play sports

Lose their temper

Discuss it with their friends

Catastrophise – think of the worst possible outcome

Forget about it – it's over

In difficult situations ...

Boys are more likely to:	Girls are more likely to:

Discussion questions

1. Is there more pressure on males or females to cope with their own problems? Why?
2. Do you think it is easier for males or females to show how they feel? Why?

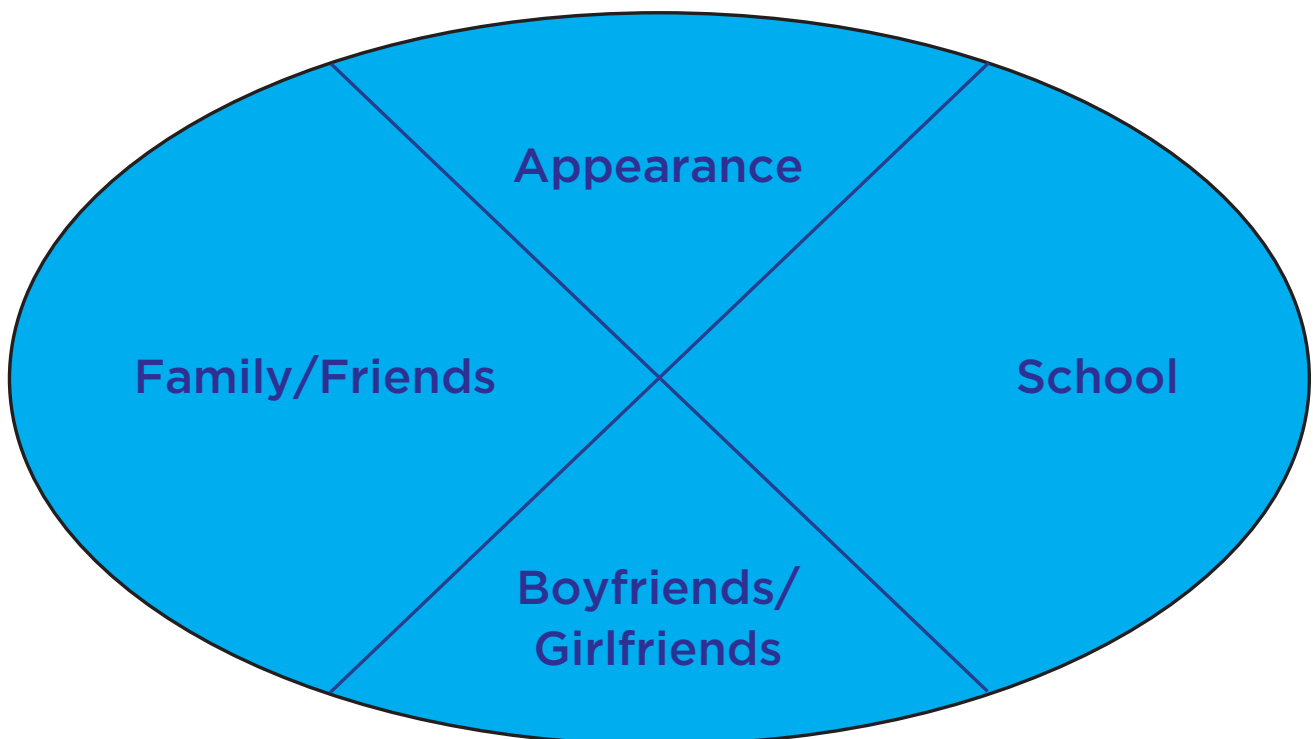
Book 3: Topic 10 Dealing with Tough Times

Strand 4 Mental Health and Wellbeing

Lesson 27 Managing Stress in Our Lives 2

Demands on young people

Get into groups of four and come up with a list of some of the demands/pressures placed on teenagers under each of the following headings:



Book 3: Topic 12 Substance Use

Strand 2 Minding Myself and Others

Lesson 31 Ecstasy, Cocaine and Heroin: The Reality

Read the following story, then answer the questions that follow.

An addict's story

I grew up in a decent family; I had good parents, played sports, got average grades, and had good friends. I began drinking in secondary school, occasionally I smoked cannabis. I never felt there was a problem as all my friends did it too. Then I went away to college and I started to smoke a lot more cannabis and I justified this by telling myself, 'I'm only experimenting.' I started to do less work at college as I would spend most evenings smoking cannabis with friends. What I found also was that when I started to use cannabis the opportunity to use other drugs arose. I kept telling myself I was only experimenting, so when the opportunity arose to take some cocaine I took it. I was interested in knowing what type of high the drug would give me.

I was at a friend's house one night smoking some cannabis and a guy showed up with some heroin. So, having the mentality that I was only experimenting, I thought I would give it a go. I snorted heroin that night for the first time. I enjoyed using it but I did not feel that I could get addicted at this point. I could quit this at any stage. The more heroin I used, the more I felt I needed to get the same high. I then decided I would start injecting. I thought I would try this and it shouldn't have any effect on my school, family, or life as a whole. But I was wrong. After that first shot of heroin, it gave me that false euphoric feeling I had never known before; *it became my girlfriend, my God, my mother and my career.* For the next few years, I shot heroin every single day.

Eventually, I had to drop out of college because the heroin habit consumed 100 per cent of my time. I ultimately had to move back into my mother's house. Right before moving back home, I spent twenty-five grand in four months, all on heroin. Not because I wanted to, but my habit had got so large, I thought I had to. This damn powder and needle had its grip on me so tight that I needed to stick a syringe in my arm numerous times throughout the day just to function and to feel normal.

It was extremely sick and twisted. I had to find other ways to support this devilish habit. I began by driving friends around to bulk stores and supermarkets to steal, and eventually I joined in. This led to breaking into innocent people's homes to steal cash; I stole from my family. I hated myself but I would do anything to feed my habit.

Source: adapted from 'An Addict's Story', www.heroinabuse.net

Discussion questions

1. Why did he first start using drugs?
2. Did anything surprise you when you read this article?
3. What do you think led him to change the drugs he was taking?
4. What were the effects of his drug use (e.g. on his education, his family, personally)?
5. How do you think his story will end (a) if he stops his habit; and (b) if he continues his habit?