

7th Standard

Choosing Pals

Seventh Standard (701)

Teaching time: (2) class periods

Lifeskills Competencies – Relationships with Family and Friends

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**
The students will be able to identify personal roles, responsibilities, and ability to develop and maintain relationships.
- ✓ **Creative Thinking**
The students will be able to identify appropriate ways to provide emotional support family members and friends.
The students will be able to identify behaviors and methods of preventing addiction or abuse, including protective factors.
- ✓ **Critical Thinking**
The students will be able to analyze the behaviors that may cause friction in relationships with family members.
The students will be able to identify the roles and responsibilities of individual family members.
The students will be able to assess the quality of relationships (friendships).
- ✓ **Decision Making**
The students will be able to determine appropriate roles and behaviors to support and maintain relationships with family and friends.
- ✓ **Communication**
The students will be able to express their personal wants and needs to family and friends in a clear and direct manner.
The students will be able to ask for help and advice or seek additional information in matters important to relationships with family and friends.
- ✓ **Self Awareness**
The students will be able to identify personal needs in relationships.
The students will be able to identify realistic goals and expectations in their relationships with family members and friends.
- ✓ **Interpersonal Relationships**
The students will be able to identify the roles and responsibilities that they play and the role that each family plays in the family.
The students will be able to identify characteristics or qualities of good friendships.
- ✓ **Empathy**
The students will be able to recognize the needs and feelings of other family members.
The students will be able to recognize the needs and feelings of other friends.
The students will be able to recognize that older family members have experiences, perspectives, skills and information that can aid them in making important decisions in their lives.
- ✓ **Coping with Stress and Emotions**
The students will be able to identify effective ways of coping with conflict in the family and in the classroom.
The students will be able to identify effective ways of dealing with peer pressure.

On attaining puberty, students need to have good friends. Those who comfort and encourage you when you are sad, when you are dejected; prevent you from harmful / and share information or knowledge with you are indeed, good friends.

Those who do not help you; do not sympathize with you and have bad habits (e.g. those who play truant, tell lies, are unsympathetic) should not be associated with as good friends.

In as much as those who help you when you are depressed or in trouble ought to be associated with as good friends, you also should endeavour to become a good friend yourself by assisting and reassuring your friends.

Activity (1)

Objective

The students will be able to identify the qualities of good friends.
To enable students to relate the qualities of good friends.

Teaching aid

Card with the qualities of good friends inscribed on it.

Teaching/Learning Activities

1. Tell each student to write down, the behaviour and habits of two of his closest friends which, he thinks, are “good” and those, he thinks, are “bad”.
2. Ask each student the points he/she has thought out and record all on the blackboard.
3. Based on the results mentioned above, ask the students to discuss in groups, the qualities of a “good friend”.
4. Discussion results should be reported to the class and the teacher should record all on the blackboard. Then, the teacher should coordinate these with the following points and give an explanatory discussion.

Qualities of Good Friends

1. Offer reassurance and encouragement in times of sorrow or mental depression.
2. Give attention to and take interest in all matters.
3. Accompany friends when doing things, so he/she needs not to do them alone.
4. Share the feeling of happiness and joy.
5. Prevent from doing bad things and share knowledge and information.

Content Questions and Personalization Questions

See activity 2

Activity (2)

Objective

The students will be able to distinguish the qualities of good and undesirable friends.

Teaching/Learning Activities

1. Ask the students to discuss, in groups, matters relating to friends who are good, based on the qualities of good friends included in Activity (1).
 - What sort of friends are bad? (those who are unhelpful, unsympathetic, and those who entice you into doing evil things and those who play truant, etc.)
 - Why are they bad? (Ask them to give an example for each answer.)
(One who is wont to playing truant will fail in the examination because of his/her inability to keep up with his/her lessons, become a vagabond and his/her moral character will be spoiled.
(One who entice others to do bad things will also destroy others. For example, a smoker will entice others to smoke, making them infected with diseases, become addicted to drugs.
2. Based on the students' discussion, the teacher should explain further:
(that those who offer assistance, encouragement and reassurance and are sympathetic and helpful in everything are one's good friends; that those who are unhelpful, unsympathetic and entice one into corrupting oneself are bad friends)

Good Friend	Undesirable Friend
1.	
2.	
3.	
4.	
5.	
6.	

Content Questions

1. What are the characteristics of a good person? What are the characteristics of a bad person?
2. When young people have a problem, who do they usually ask for help and assistance? Why do they trust this person?
3. What is the safest way (from where or from whom) to ask for help and assistance? Why?
4. Do you think that outer characteristics, such as appearance, dress, or profession, can tell us about the quality of a person? Why or why not?
5. How can you know about the quality of a person before we call them a friend?

Personalization Questions

1. How do you know if someone is a friend and has good intentions or if someone has bad intentions? How do you know how a person really is? Do you let your emotions decide?

2. In your own experience, have you ever had anyone invite you to do something, whether good or bad? If you always go along with your friends, what will be the outcome? If you don't always go along with your friends, what will happen?
3. Have you ever asked for help from someone? Why did you ask for help from that person?
4. Have you ever asked for help from a friend or another person but that person was not interested or took the opportunity to take advantage of us? What did you do?
5. How can you be certain that the person you ask for help or assistance is trustworthy?
6. What are the methods you use to choose your friends? Are they sufficient to tell you about the quality of your friends?

Activity (3)

Objective

The students will be able to identify ways in which good friend help each other.

Teaching/Learning Activities

1. Organize the students into (5) groups
2. Divide the students into groups and ask them to discuss how they have mutually helped each other in a manner befitting good friends, based on the previous lessons. Then, ask one student from each group to recount, giving examples, 'how he/she, as a good friend has helped his/her friend.
3. Record the presentations of the students on the blackboard and ask them to discuss whether the assistance was given is correct and appropriate and if there is room for improvement, and how to improve it.

Problem / Difficulty	Manner of assistance	Correct/Incorrect	How to improve, if improvement is necessary

Content Questions

1. What problems or difficulties do young people generally have?
2. What type of assistance can we give to your friends if they are experiencing these problems?
3. Is this type of assistance the best way that we can help our friends?
4. Does this method of helping our friends really help them? Does it help them solve their own problems?
5. What are some ways we can help our friends more effectively?

Personalization Questions

1. When your friends have previously needed help with a problem or difficulty, how did you help them?
2. When you provided help or assistance, did you help him/her so that he/she could help his/herself or did you do everything for them? Please describe.
3. If you were to help someone in the same situation again, would you do anything differently? Why or why not?
4. If you do everything for your friend, do you think he/she will be able to help his/herself when you are not available to help him/her?
5. Have you ever had an experience of helping your friend who was sick and missed the class for some days? What have you done for him/her? Please describe.

Activity (4)

Objective

The students will be able to identify ways in which they can express friendship to others.

Teaching/Learning Activities

1. Discuss, in groups, how one should act to become a good friend as shown in Activity (3). Let the results of the discussions be presented to the class.
(You help others as others help you if and when you are taken ill; by encouragement and reassurance, you help the student who is anxious that he/she will lag behind in lessons because he/she has been absent from school; you prevented your friend, who said that he would play truant and go to the movies from doing so as a good friend. Your parents will be worried and you will lag behind in your lessons if you play truant, etc.)
2. Then, the teacher should explain as follows:
Helping one's friends in all matters, helping them to solve problems, preventing them from doing harmful / inappropriate things are good habits. Explain them that practice is needed to acquire good habits.

Content Questions

1. Is friendship something that just “happens” is it something that you have to develop? Why?
2. What are some ways that young people develop good friendships? Please give examples.
3. Do friends always agree on everything? Why or why not?
4. If friends do not always agree on everything how is the friendship maintained? Please explain.
5. Should unhealthy friendships be maintained? Why or why not? What may be the risks of maintaining an unhealthy friendship?

Personalization Questions

1. Have you ever thought of how you could express your friendship to your friends? Why or why not?
2. Do you think it is important for friends to express their friendship to each other? Why?
3. If your friend expresses friendship to you but receives no expression of friendship in return how do you think he/she would feel? How long do you think your friendship would last?
4. How would like your friends to express their friendship to you?
5. How will you express your friendship to your friends?

Linkage Questions

1. As a good friend, you want to tell your friend who is a smoker/drinks alcohol to stop smoking/ drinking. How would you do that? Please give an example. What could be the consequences?
2. As a good friend, you want to tell your friend to protect him/herself from infection with HIV or STD? How will you tell him/her? Please give an example.
3. Suppose your friend is considering trying methaphetamines because many other young people the same age are using them. As a good friend, how would you convince your friend not to use the drugs? Please give an example.

Assessment

Have the students write one advertisement for the characteristics or qualities of the person they would like to have as a friend. Then, have the students write a second advertisement that expresses the qualities they have to offer a friendship. The advertisement should be as detailed as possible. Post the advertisements on the wall and have all of the students determine whether there is a good match between the first and second advertisement written by the same person.

Follow-up Activity

1. Have the students think of their all of their friends and the person they consider the best friend from among them. Instruct the students to write a short essay on the qualities of this person that make him/her 'A Good Friend'.
2. Ask the students to interview family members about what qualities they look for in a person to call them friend.

Malaria

Seventh Standard (702)

Teaching time: (2) class periods

Lifeskills Competencies – Communicable Disease

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**
The students will be able to identify factors of risk and vulnerability that may place a person at risk of infection with Malaria.
- ✓ **Creative Thinking**
The students will be able to identify behaviors and methods of preventing infection with Malaria, including protective factors.
- ✓ **Critical Thinking**
The students will be able to assess the advantages and disadvantages of the various methods of prevention in relation to personal behavior
- ✓ **Decision Making**
The students will be able to identify realistic behaviors and methods to reduce the factors of risk and vulnerability that may place a person at risk of infection with Malaria.
- ✓ **Communication**
The students will be able to provide information and discuss issues related to Malaria in a clear and direct manner.
The students will be able to ask for help and advice or seek additional information on Malaria, when needed.
- ✓ **Self Awareness**
The students will be able to assess personal risk for infection with Malaria.
The students will be able to assess the impact of infection with Malaria on their personal goals and expectations.
- ✓ **Interpersonal Relationships**
The students will be able to identify the impact of infection with Malaria, on the self, family, community and society.
- ✓ **Empathy**
The students will be able to recognize the needs and feelings of persons with Malaria.
The students will demonstrate support for persons with Malaria.
- ✓ **Coping with Stress and Emotions**
The students will be able to distinguish between appropriate behavior and physical and emotional needs and desires.
The students will be able to distinguish between peer pressure and personal needs.

In Myanmar, a great number of people are infected with malaria. Children and adults alike, irrespective of sex, can be afflicted and it is a deadly disease. When infected with malaria, one suffers from fever, intermittent fever with hot and cold spells and shivering with teeth chattering.

Malaria is mainly transmitted by the bite of infected mosquitoes but also be induced by transfusion of infected blood. In addition, malaria can be transmitted from the infected pregnant mother to the newborn infant.

Misconceptions regarding the transmission of malaria are the following: bathing in or drinking spring-water, eating bananas, and eating papayas.

It is important to protect oneself from malaria and also to prevent mosquitoes from breeding. Fever and lethargy are the symptoms of malaria. Thus, children will often be absent from school. Farmers' income will be adversely affected because they will not be able to work in the field. Negative effects such as loss of labour power, loss of life, etc. may result.

If one is suspected of being infected with malaria, one has to go to the nearest hospital/clinic and take a blood test. If malaria parasites are detected, take medical treatment as prescribed by the health workers. The patient's family, too, should be cared for with kindness and sympathy.

Activity (1)

Objective

The students will be able to communicate basic facts about malaria.

Teaching aid

Teaching/Learning Activities

1. The teacher should begin the lesson by asking the students the following questions:
 - (a) Recount, as much as you can remember, the diseases caused by mosquitoes which you have learned in the third and fourth standards.
 - (b) How many of you have been infected with Malaria before? How did you feel?
 - (c) Have you come across a person infected with malaria? What did you notice?
 - (d) Relate, as much as you know, the facts about malaria.
2. The teacher should go on and explain the following points:

Malaria is endemic and widespread in Myanmar. Normally, fever accompanied by shivering is known as malaria. However, not all fevers that induce shivering are malaria. All persons, regardless of age and sex, can be infected with malaria. When one is infected with malaria, one suffers from fever, intermittent fever with hot and cold spells and shivering with teeth chattering, headache, anemia, jaundice and weakness. Malaria, like dengue hemorrhagic fever and filariasis (elephantiasis), is transmitted through mosquito bites.

Content Questions

1. Other than a mosquito bite, what is malaria caused by?
2. Who can be infected with malaria? Why and how?
3. Do any other diseases have the same symptoms as malaria? What are they?
4. Why is it important to receive clinical care for malaria? Can the disease be cured? Why or why not?
5. What are some simple ways that a person can protect him/herself from infection from malaria?

Personalization Questions

1. Has a mosquito ever bitten you? If so, did the mosquito bite make you think of the diseases that the mosquito might be carrying? Why or why not?
2. If you suspect that you or someone in your family has been infected with malaria, what should you do?
3. What other diseases can be transmitted through mosquito bites? Do you know any of the symptoms of these diseases?
4. Why do you think malaria is widespread in Myanmar?
5. If you were to tell others about malaria, what would you say? Please give an example.

Activity (2)

Objective

1. The students will be able to identify the different modes of transmission of malaria.
2. The students will be able to distinguish between the myths and the facts of malarial infection.

Teaching aid

Pictorial charts, “Modes of transmission/misconception”

Teaching/Learning Activities

1. Ask the students to relate the causes of malarial infection, based on their own experience and knowledge.
2. Divide the students into groups to study the charts depicting the modes of transmission and the misconceptions regarding malaria.
3. Before the students look at the charts, have them state what they think the different modes of transmission are and what are the myths of transmission.
4. Have the students look at the charts and the teacher should further explain the following points:

Modes of Transmission (Malaria)

Mosquito bite

Blood transfusion

From mother to fetus

Misconceptions (Malaria)

Drinking spring water

Bathing in spring water

Eating bananas, or papayas

Malaria is usually transmitted to the person being bitten by mosquitoes carrying the parasites that cause ~~germs of~~ the disease. This is the most common mode of transmission. In addition, malaria may also be transmitted by transfusion of infected blood; or through the infected mother to the fetus. Malaria is not infected through drinking or bathing in spring water, eating bananas and papayas, etc.

Content Questions

1. How is malaria most commonly transmitted?
2. What is the common element to all three modes of transmission of malaria?
3. If a person suspects they have been infected with malaria, why is important to have their blood tested?
4. Are mosquitoes the agent that cause malaria? Why or why not?

Personalization Questions

1. Have you heard any of the misconceptions about malaria before? From whom?
2. Have you heard any other misconceptions about malaria? What are they?
3. How do you think the misconceptions about malaria started?
4. How do you think we can change people's ideas about how malaria is transmitted?
5. Did you previously know how malaria was transmitted? If so did you do anything to prevent mosquito bites? What?
6. Why do you think the mosquito bite is the most common mode of transmission?

Activity (3)

Objective

The students will analyze the impact of malaria on self, family and community.

Teaching aid

Teaching/Learning Activities

1. Ask the students to discuss, in groups, what will be the effects on:
 - (a) oneself,
 - (b) one's family, and
 - (c) one's surroundings if one is infected with malaria.
2. Ask them to report the results of the discussion to the class.
3. Then, the teacher should further add and discuss the following points, if necessary:

Due to malaria,

 - children will not be able to keep up with their lessons because of frequent absence from school;
 - they will be unable to take part in sports because of anemia and weakness;
 - they may lose their lives, especially the loss of life may be hastened if cerebral infection occurs;
 - the family's income is adversely affected resulting in financial inconvenience;
 - farmers will be unable to engage in agricultural production;
 - the disease may be transmitted to others through oneself;
 - the disease will result in loss of labour for the country.

Content Questions

1. What is the economic impact of malaria on the individual, family and community?
2. What is the social impact of malaria on the individual, family and community?
3. What is the individual, family and community impact of malaria on health?
4. How can the discussion of the impact of malaria on individuals, families, and communities help motivate people to prevent infection?

Personalization Questions

1. Is malaria currently present in your community/local area? How do you know or where can you find out?
2. What do you think the impact on your family would be if you became infected with malaria?
3. Do you have any younger siblings? What do you think would happen if they became infected with malaria?
4. Have you ever seen anyone in your community with malaria? How did the disease affect them? Do you think the disease could affect you in a similar way?
5. What can you do to help others understand the impact of malaria? Please give an example.

Activity (4)

Objective

The students will be able to identify the different methods of malaria prevention.

Teaching aid

Teaching/ Learning Activities

1. Ask the students to discuss once again the cause of malaria. Ask them to state the most important activity that must be carried out to avoid malarial infection.
2. Ask them to discuss, in groups, the methods for prevention of mosquito bites and the methods for eliminating the reproductive capacity of mosquitoes, based on the methods for prevention of dengue hemorrhage fever studied in the fourth standard.
3. Present the discussion results to the class and record them on the blackboard in tabular form.
4. Then, the teacher should, if necessary, add the following points in the discussion:

Methods for prevention of malaria

Ways for preventing mosquito bites	Suppression of mosquitoes
<ul style="list-style-type: none"> - Wearing of adequate clothing - Use of mosquito nets during sleep - Use of mosquito coils - Use of mosquito repellents - Fumigating with turmeric, dried leaves, etc. 	<ul style="list-style-type: none"> - Clearing away grass and bushes – the hideouts for mosquitoes in the surroundings of the home and school - Clearing away the plants at the water's edge in lakes, ponds - Filling up puddle with earth - Cleaning the drainage to ensure constant flow without being blocked - Filling up swampy places where water is not drained off with earth - Spraying insecticides to suppress mosquitoes - Breeding larva-preying fish in wells and lakes, the hot-beds for mosquitoes

Students need to assist in urging the people to participate in the above mosquito and larva suppression activities. They should cooperate with health workers in doing these activities in their wards and villages.

If one is suspected and is found to be infected with malaria after a blood test, one should receive medical treatment without delay. Only then, may death due to malaria be prevented. Transmission of malaria to others can also be reduced.

If you are going to travel to endemic areas (e.g. on a short trip; to collect firewood in the forest; on a study tour) you can take medicines for malaria prevention in advance. The best thing is to take care not to be bitten by mosquitoes. You must use a mosquito net while sleeping.

Content Questions

1. Why does everyone need to be involved in mosquito suppression activities?
2. What are the different ways that you can prevent infection with malaria? Which method is the most advantageous? Which method is the most disadvantageous? Why?
3. What are some traditional ways of preventing malaria? Do you think that they would be effective? Why?
4. What other diseases can also be prevented by taking precautions to prevent malaria? How?
5. If someone is infected with malaria, what should they do? How will this help others from being infected?

Personalization Questions

1. Which method of preventing malaria do you think would be easiest for you to do? Why? Which method do you think would be the most difficult to do? Why?
2. What do you do in your home to suppress mosquitoes? Is there anything else that you can do?
3. Where do you find the most mosquitoes? What can be safely done to suppress mosquitoes in these areas?
4. What do you think can be done at school to prevent mosquito bites and malaria? Who needs to take responsibility to do this? How can they do this?
5. How do you keep yourself from being bitten by mosquitoes? Is this effective? Why?
6. How could you tell someone else to suppress mosquitoes and to protect themselves from mosquito bites? Please give examples.

Activity (5)

Objective

The students will be able to identify ways to care for a person with malaria.

Teaching aid

Teaching/Learning Activities

1. Ask the students to discuss, in groups, how to care for a malaria patient.
2. Based on the discussion results, the teacher should explain the following points:
 - (a) To assist and guide a person suspected of being infected with malaria to have a blood test at the nearest clinic or hospital.
 - (b) To let him/her receive treatment if found to be infected with malaria according to the prescription of the expert health personnel.
 - (c) To assist the patient to complete the full course in taking medicines as prescribed.
 - (d) To let the patient sleep with a mosquito net.
 - (e) To take care to feed the patient nourishing food and drink as malaria usually causes exhaustion and weariness.
 - (f) Family members should care for the patient especially when has malaria-related convulsions (malarial paroxysm) occurs.

Content Questions

1. Where can a person be tested for malaria in the local area? What are the clinic/hospital hours?
2. Why is it important for a person to take all of their malaria medication according to the doctor's prescription?
3. Why is it important for a person with malaria to sleep under a mosquito net even if they have already been infected?
4. What kinds of foods would be appropriate for a person with malaria? Why? Please give examples.

Personalization Questions

1. Do you think it is always possible to tell if a person has malaria just by the symptoms? Why?

2. Do you think it is possible to care for a family member with malaria at home? Why or why not?
3. If you were to take care of someone in your family with malaria what would you advise other family members to do and what precautions would you take in order to prevent infection? Why?
4. If someone in your family were infected with malaria what do you think the impact would be on your family?
5. What could you say to your family members to help them prevent infection with malaria? Please give examples.

Linkage Questions

1. What are the local traditions of caring for a person with malaria?
2. How can the practice of good hygiene and sanitation help prevent malaria?
3. What other mosquito-borne diseases are there? How can these be prevented?
4. What season do most people become infected with mosquito-borne diseases? How can you prepare prevention efforts for this season?
5. How is caring for a person with malaria similar to caring for a person with another chronic illness, such as TB or HIV/AIDS?

Assessment

1. Divide the students into small groups and have and assign each group one of the following topics. The groups must identify the important messages in their assigned topic. The groups must then develop and present a role-play that demonstrates these important messages.
 - Transmission and prevention of malaria
 - The possible consequences of malaria
 - Care of a person with malaria

Follow-up Activities

1. Have some of the students visit the local malaria control program to find out the situation of malaria and what prevention activities are underway in their community. They should also ask how students might become involved in the prevention programming. Report back to class.
2. Carrying out sanitation work in the house and school surroundings to prevent mosquitoes from hiding. (See the following suggested activity)

Mosquito Prevention Checklist

Objective: 1. The students will increase their awareness about where mosquitoes breed and will take measures to destroy such areas in and around their homes and school.

Materials & Preparation: Make enough copies of the form, “Student Activities to Control and Eradicate Mosquito Breeding Grounds in the Home and School Environment”, to give out to each student.

Directions: After the students have completed all of the activities about malaria and have reviewed how the mosquito population can be suppressed, give the following form to students to take home and fill out. The form asks students to check the places in their homes where mosquitoes might breed, to count the number of mosquito larvae they find, and then to correct the situation according to the suggestions listed in the form. The following day, the students bring the forms back to school for their teachers to check and sign as well as to discuss their findings with the entire class. This activity induces practical application of concepts learned in the classroom and provides the opportunity for the students to teach family members about mosquito-borne disease prevention.

Note: Remind the students to wear protective clothing when conducting their survey of the mosquito breeding grounds.

Student Activities to Control and Eradicate Mosquito Breeding Grounds in the Home Environment







Home work for semester: _____


Month: _____

School: _____

Class: _____

Address: _____

Breeding Ground Survey	Total Number	Number of Larva Found	Breeding Ground Control Activities	Number of Controlled Breeding Ground Containers
Vase with fresh flowers and plants 			<ul style="list-style-type: none"> • Change water at least every 2 days • Cover container with cotton pad or paper • Use gel instead of water 	
Water jar, tank 			<ul style="list-style-type: none"> • Cover/lid present • Check cover/lid condition 	
Dish at foot of table or cabinet 			<ul style="list-style-type: none"> • Add hot water • Add salt or detergent • Change water, wash dish • Use cooking oil instead of water • Add lime stone powder sand 	
Bathroom water container 			<ul style="list-style-type: none"> • Wash and change water • Add abate sand • Remove larva • Place larva eating fish in tank 	
Dish under flower and plant pots 			<ul style="list-style-type: none"> • Wash often • Add water to over the dish rim • Add abate sand 	
Water lily basin and wells 			<ul style="list-style-type: none"> • Place larva eating fish in tank • Check whether fish are still alive 	

Breeding Ground Survey	Total Number	Number of Larva Found	Breeding Ground Control Activities	Number of Controlled Breeding Ground Containers
Other various left over containers, rubber tires, tin cans, coconut shells, etc. 			<ul style="list-style-type: none"> • Burn • Bury • Recycle to make different type of items for use • Put in the garbage truck 	
Total	_____	_____	Total	_____

Problems / obstacles (Faced by student) and possible solutions:

Student Name:

(Implementor)

Suggestions / Recommendations (From the parents):

Parent Name:

(Inspector)

Teacher's Notes

1) *What is malaria?*

Malaria is a disease caused by a group of parasites called plasmodia. There are four malarial parasites that are infectious to people. In Myanmar, the two main plasmodia found are *P. vivax* and *P. falciparum*. The other two types are rare in Myanmar. Of these four parasites, *P. falciparum* is by far the most dangerous and the most commonly fatal type.

In all cases, the malarial parasite feeds on and reproduces in the blood cells of the circulatory system. Not only does the parasite destroy the blood cells it uses, often causing anemia (thin blood) in the people affected, but the blood cells also become sticky and adhere to the walls of blood vessels in the brain and kidneys, thereby blocking blood flow to these areas. Reduced blood flow to the brain can cause severe neurological effects in the brain like convulsions (abnormal, violent muscle contractions throughout the body) and coma (profound state of unconsciousness); however, the most common cause of death for people infected with malaria is reduced blood flow to the kidneys which causes kidney failure.

2) *How is malaria spread?*

People get malaria when they are bitten by an infected female mosquito (malaria is transmitted by the *Anopheles* group of mosquito only). The infected female *Anopheles* mosquito **injects** parasites into the bloodstream while it feeds. These parasites go to the liver where they mature and multiply. Eventually, the invaded liver cells burst and release thousands of parasites which then invade blood cells and reproduce some more. These blood cells then burst, releasing hundreds of parasites into the bloodstream which re-invade fresh blood cells; this process is repeated many times (in severe cases, one fourth or more of the blood cells may be infected). Eventually, some of these parasites differentiate into forms that can infect mosquitoes. Once a differentiated parasite is picked up by a feeding mosquito, the differentiated parasite **must** reside in the mosquito about 10 days before it matures into a form that is infectious to people.

3) *What conditions or factors (habits, behaviors, activities, etc.) increase or decrease the risk of getting malaria?*

Malaria is spread by the *Anopheles* group of mosquito in mainland Southeast Asia. The *Anopheles* mosquito group lives primarily in and along the fringes of forested areas and feeds between dusk and dawn. People living or travelers visiting areas away from the forest face little if any risk of contracting malaria. However, for people living / working in or traveling to such areas, especially at night, their risk of becoming infected with malaria greatly increases and appropriate precautions should be taken. Some preventative measures are wearing protective clothing (such as long-sleeved shirts and long trousers; although this may help reduce the number of mosquito bites, if a mosquito can bite through the clothing the mosquito can pass on the disease), using mosquito repellents (apply topical mosquito repellent to all exposed body parts; if mosquito coils or electrical

repellents are too expensive or unavailable, burn weeds, fruit peelings, coconut husks, or other organic in the early evening hours), and sleeping in treated bed nets.

People who have had repeated bouts of malaria can build up a degree of protective immunity. Their risk of becoming infected does not change, but the severity of the illness may be reduced. People who have had no prior exposure to the disease, pregnant women whose immune systems are suppressed and young children, are in greater danger of contracting life-threatening malaria than others and should be particularly careful. (**NOTICE:** It is strongly recommended that pregnant women and children avoid visiting areas where malaria is present). Also, people who have built-up immunity can lose it if they move to a malaria-free region for several years.

4) *Can people get malaria by being close to others who have malaria?*

No. Malaria can only be transmitted by an infected mosquito. People cannot get malaria by being close to or touching someone infected with malaria, or using his/her eating utensils. Even if someone gets bitten by a mosquito that has just bitten somebody infected with malaria, the mosquito cannot pass on the disease immediately because it takes at least 10 days for the parasites in the mosquito to develop into a form that can then be transmitted to people.

However, it is important to know that people who live in the same family with or nearby people who have malaria **DO** have a greater chance of becoming infected with malaria than people who live in a malaria free family or community. This is because the possibility of being bitten by an infective mosquito increases the more infected people there are living in a family or community.

5) *What are the initial symptoms of malaria?*

Typically, malaria symptoms consist of 3 phases:

Phase I: Chills lasting 15 minutes to 1 hour which may be accompanied by vomiting or convulsive seizures in children; body aches and diarrhea may also be present.

Phase II: Fever, often 40 degrees Celsius or more, and intense thirst, and severe headaches develop; the face becomes flushed (red) and nausea and vomiting is common; this phase last 2-6 hours.

Phase III: Profuse sweating occurs as the temperature peaks and then goes down; afterwards, the patient feels intensely tired and weak but otherwise better.

Often, but not always, these attacks occur periodically, happening every 2-3 days. It is very important to note that although these symptoms are found in a majority of malaria cases, they are not present in all cases. For example, people infected with falciparum malaria, frequently do not experience the typical pattern of symptoms except for a constant fever, severe aches and pains, and maybe some vomiting.

6) *What can happened to someone if he/she does not get treated for malaria?*

If left untreated, severe complications can develop either gradually or suddenly. Convulsions, coma, hypoglycemia (not enough sugar in the blood), metabolic acidosis (too much acid in the blood), and severe anemia are relatively common in children and pregnant women. Pregnant women are also at risk of premature labor, spontaneous

abortion, and stillbirth. Adult Respiratory Distress Syndrome (breathing difficulties) and kidney failure can also occur.

7) *Can people die from malaria?*

Yes. Up to 40 percent of the people infected with falciparum malaria can die if not treated. Children are at the greatest risk of death from malaria. In adults mortality is also quite high once the disease has progressed to the point of coma, Adult Respiratory Distress Syndrome, or kidney failure.

8) *How can people be sure if they have malaria?*

The only way to know if someone has malaria is to have his/her blood checked for malarial parasites. Blood is taken by a simple finger prick. The blood is placed onto a slide which is then examined by a technician.

Because malarial parasites are very small, they are sometimes quite difficult to detect. Therefore, even though someone's blood has been examined once and found negative for malarial parasites, if malarial symptoms persist, he/she should have his/her blood reexamined.

9) *Is there a cure for or a vaccine against malaria?*

Right now there is not a proven vaccine against malaria, but research towards finding one is fairly advanced. There are a variety of drugs available that are intended to help prevent people from contracting malaria, but NO drug is entirely effective and some people experience adverse reactions to them. Also, the fact that there may be local or regional resistance to a drug that is effective elsewhere, complicates the problem further.

Once somebody has contracted malaria, he/she should seek help at a health center or hospital. Except for falciparum malaria cases, which can be serious and require immediate effective treatment, the cure is fairly simple with parasite-specific medicine.

10) *How can people avoid getting malaria?*

The best way to avoid getting malaria is to prevent mosquito bites. Because the mosquito that carries this disease lives in forested areas and feeds mainly between dusk and dawn, some particular suggestions are:

- 1) Stay away from forested areas at night – this is especially important for children and pregnant women who are more susceptible to contract life-threatening malaria.
- 2) Stay in well screened areas if you are in the forest between dusk and dawn; if it is necessary to be outdoors in the forest during this time, wear protective clothing (such as long-sleeved shirts and long trousers; however, note that although this may help to reduce the number of mosquito bites, if a mosquito can bite through the clothing, the mosquito can pass on the disease; use mosquito repellents (apply topical mosquito repellent to all exposed body parts; if mosquito coils or electrical repellents are too expensive or unavailable, burn weeds, fruit peelings, coconut husks, or other organic materials in the early evening hours).

- 3) Sleep in a mosquito net, preferably one that has been treated with a chemical that helps repel mosquitoes and may help reduce the overall mosquito population.
- 4) If traveling to or through an area where malaria is common, check with a doctor to see which, if any, malaria prevention medicine (prophylaxis) is suggested; and if so, which one.

Malaria, Dengue, Filariasis, and Japanese B Encephalitis General Information Summary

Questions	Malaria	Dengue Fever	Lymphatic Filariasis
1) What is the infective agent?	Group of parasites called plasmodium	Viral (Arbovirus) infection	Parasitic thread-like worm
2) How do people get it?	Bite from infected Anopheles mosquito	Bite from infected Aedes mosquito	Bite from various infected mosquito species depending on geographic location
3) Are some people more at risk of getting it than others?	Those with little or no built-up resistance, i.e.: travelers, children, and pregnant women	Almost anyone can get DF; DHF is much more common in indigenous children and some adults	Those living for long period in endemic areas with out proper mosquito prevention.
4) Can people get it by being close to others who have it?	No. Malaria is only transmitted by infected mosquitoes – not direct personal contact	No. Dengue is only transmitted by infected mosquitoes – not direct personal contact	No. Filariasis is only transmitted by infected mosquitoes – not direct personal contact
5) What are the initial symptoms?	First 9-30 days: no symptoms followed by severe fever, chills, and aches.	Distinctive muscle pains, pain in the eye socket and high fever.	Low grade fever and malaise first 3-6 months, followed by lymph node swelling & pain.
6) What can happen if people do not get treated for it?	Convulsions, coma, ARDS, and even death if infected with falciparum malaria; infection with other strains may cause relapsing symptoms	Finished in 5 or 6 days, fatigue follows; but if infected with DHF, shock possible & blood loss through nose bleeds & blood in stool	1-5+ years; repeated lymphatic system swelling resulting in permanent damage
7) Can it cause death?	Only P. falciparum is fatal malaria but without blood test it is impossible to tell the difference between strains	Uncomplicated, dengue is usually not fatal; but children repeatedly infected with dengue can get DHF and die.	No. However, general ostracism leads to withdrawing from life's normal social activities.
8) How can people be sure if they have the infection?	A finger-prick blood test	Tourniquet test as well and laboratory blood tests.	A finger-prick blood draw during specified times of day and/or night.
9) Is there a cure of a vaccine?	No vaccine, but several being tested; many preventative medicine available but do not always work	No vaccine, but research ongoing; can treat symptoms only.	No vaccine. But if administered before permanent tissue damage, DEC cures; if after – must have surgery.
10) How can you avoid it?	Avoid forested areas between dusk & dawn; use long-sleeved clothes, mosquito nets, and repellents.	This is a daytime transmitted disease; clean up all areas of standing water.	Limit dusk & dawn outdoor activities; ; use long-sleeved clothes, mosquito nets, and repellents

HIV/AIDS

Seventh Standard (703)

Teaching time 2 class periods

Lifeskills Competencies – HIV/AIDS and STD

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**
The students will be able to identify factors of risk and vulnerability that may place a person at risk of infection with HIV and STD, including Hepatitis B.
- ✓ **Creative Thinking**
The students will be able to identify behaviors and methods of preventing infection with HIV and STD (including Hepatitis B), including protective factors.
- ✓ **Critical Thinking**
The students will be able to assess the advantages and disadvantages of the various methods of prevention in relation to personal behavior
The students will be able to identify the socio-economic and cultural impact of HIV
The students will be able to assess the relationship between substance abuse and infection with HIV and Hepatitis.
The students will be able to assess traditional care practices and institutional care.
- ✓ **Decision Making**
The students will be able to identify realistic behaviors and methods to reduce the factors of risk and vulnerability that may place a person at risk of infection with HIV and STD, including Hepatitis B.
- ✓ **Communication**
The students will be able to provide information and discuss issues related to HIV/AIDS and Sexually Transmitted Diseases, including Hepatitis B in a clear and direct manner.
The students will be able to ask for help and advice or seek additional information on HIV/AIDS and STD, including Hepatitis B, when needed.
The students will be able to demonstrate skills in refusing sexual advances and skills in negotiation for condom use.
- ✓ **Self Awareness**
The students will be able to assess personal risk for infection with HIV and STD, including Hepatitis B.
The students will be able to assess the impact of infection with HIV and STD, including Hepatitis B, on their personal goals and expectations.
- ✓ **Interpersonal Relationships**
The students will be able to identify the sexual networks that may place them at risk for infection with HIV or STD, including Hepatitis B.
The students will be able to identify the impact of infection with HIV and STD, including Hepatitis B, on the self, family, community and society.
The students will be able to identify social and cultural factors that may aid in the prevention of HIV and STD infection.
- ✓ **Empathy**
The students will be able to recognize the needs and feelings of persons living with HIV/AIDS.
The students will demonstrate compassion and support for persons living with HIV/AIDS.
- ✓ **Coping with Stress and Emotions**
The students will be able to distinguish between appropriate behavior and physical and emotional needs and desires.
The students will be able to distinguish between peer pressure and personal needs.

At present, HIV/AIDS infection is widespread in all parts of Myanmar. In some countries, when infected parents succumb to the disease, only the elderly grandparents and the orphaned, under-aged children will survive them. The survivors will find themselves in a situation with no one to provide support for their livelihood and to impart education to the young children.

Thus, everyone has a responsibility to cooperate with the Department of Health and participate in the anti-HIV/AIDS programme, the virus which causes great suffering and misery to mankind.

Should someone in your family be infected with HIV/AIDS he/she should be taken care at home and seek consultation from a doctor when necessary.

Activity (1)

Objective

To be able to explain that HIV/AIDS can cause social and economic hardships and losses.

Teaching aid

Illustrated story “A Lamentable Episode”.

Teaching/Learning Activities

1. Ask the students to read, in groups, the illustrated story “A Lamentable Episode” and collectively discuss the questions given.
2. Let each group present the discussion results to the whole class. When all the groups have finished their presentation, the teacher should explain that:
“In most cases, persons of HIV/AIDS are between 20 and 40 years of age and the majority among those patients are heads of household or housewives. So, should one or both parents pass away, the orphaned children will meet with a sad fate”.

Pictures:

A Lamentable Episode

1.

Seventh standard Mathematics

Maung Lu Aye was a 14 years old Seventh standard student. He had.....

two younger sisters, aged 10 and 6 respectively.

Maung Lu Aye’s parents were fairly well-to-do. Only his father worked, his mother just looked after the children.

His father had to travel frequently on business.

The brother and sisters were all well-behaved and as Maung Lu Aye was also good at his studies, they were a happy family, indeed.

But then,....Maung Lu Aye began to absent himself from school.....

He was not happy at school like before and looked dejected. When his friends enquired about it, he just said nothing had happened.

Finally, when the class teacher asked him to find out what was actually happening.....he said that his father had a fever, and had been

2.

ill for about a month, and defecated very frequently.....So his father went to the hospital and was told that he was infected with HIV.....

Mg Lu Aye further told his class teacher that he had to be at hand to care for his father and so he had to be absent from school.

Later, Maung Lu Aye attended school regularly. But his interest in his lessons waned.

After about 3 months, he came with his mother to the school and told his teacher that he would have to leave school.

They had no income as his father could no longer work.

As money was needed for medical expenses, his mother opened a small shop in their house while at the same time caring for his father. Maung Lu Aye, too, had to help in anyway he could to earn an income.

After a year, his father passed away.

On Maung Lu Aye's 16th birthday, his mother also died due to the infection transmitted from his father.

Maung Lu Aye and his sisters, all three of them became forlorn orphans and had to go and live with the grandparents who stayed in the

countryside. Maung Lu Aye was unable to further his studies but had to work in the business of his grandparents.

“A Lamentable Episode” Illustrated Story

Maung Lu Aye was a 14 years old seventh standard student. He had two younger sisters aged 10 and 6, respectively. Maung Lu Aye's parents were fairly well-to-do. Only his father worked, while his mother just looked after the children. His father's job required him to travel very frequently. All three children were well-behaved, and as Maung Lu Aye was a bright boy, their family was happy indeed. But the time came when Maung Lu Aye absented himself very often from school and was not happy as he used to be and was dejected. He just said nothing had happened when his friends asked him. Finally, when the class teacher asked him to make sure exactly what had taken place, he said that his father was stricken with fever every now and then, and that he had been ill for about a month. As he defecated quite often, he was sent to the hospital to have a medical test where upon it became known that his father was infected with the AIDS virus. He was, therefore, unable to attend his classes because he had to care of his father.

Later, Maung Lu Aye attended his classes regularly. But, after about three months, he came with his mother to the school and informed the teacher that he would have to leave school. As their income had fallen because his father was unable to work due to his illness and as the medical expenses were high, he had to help his mother in looking after the shop she had opened at their house. Thus, it became impossible for him to attend school. After a year, his father died of AIDS. On Maung Lu Aye's 16th birthday, his mother, too, passed away. The doctor told them that his mother's infection was transmitted from his father.

Maung Lu Aye and his two sisters were adopted by their grandparents who lived in another town. Maung Lu Aye was unable to further his studies but had to help in his grandparent's business.

The students should discuss, in groups:

1. What sort of social and economic problems did Maung Lu Aye's family have to face? Why?
2. Ponder over the future of Maung Lu Aye and his two sisters. (Especially their education.)
3. If Maung Lu Aye were your intimate friend, how could you help him?

Activity (2)

Objective

To be able to take part responsibly in the activities for HIV/AIDS prevention and to be able to identify activities in which they can personally participate.

Teaching aid

Teaching/Learning activities

1. Organize the students into small groups and ask them to collectively consider activities for the prevention of HIV/AIDS in which they can personally participate.
2. Further discuss matters relating to the implementation of the activities arrived at in the group discussion, such as with whom to cooperate, what methods of implementation to be used, which group of people to be targeted, etc. The discussion results should be entered in the following table.

Activity to be implemented	Persons cooperating	Methods of implementation	Targeted population group
1. Health Education	Teachers, Health employees, Red Cross members	Lecture Door to Door	Local community
2.			

3. Group leaders should present the discussion results of their respective groups and discuss again with the whole class. When all the groups has completed, the teacher should make an overall review.
4. Ask the students to make a good copy of the table drawn up by each group and to stick them on all the tables in the classroom. Tell them to study these tables in their spare time.

Activity (3)

Objective

To be able to care for the patient if someone in the family has been infected with the HIV

Teaching aid

Teaching/Learning Activities

1. The teacher should lead the class to once again bring out and discuss “How HIV infection is transmitted” and “How HIV infection is not transmitted”.
2. Then, organize the students into small groups and ask them to discuss the question: “Suppose a member of your family has AIDS, then how would you react to them?”

3. Ask them to present the discussion results to the class and the teacher should distinguish between a constructive and undesirable attitude in dealing with the patient and explain the following points:
“HIV is not transmitted by normal everyday contact such as eating and drinking together. Thus, the patient should be hospitalized only when it is necessary for treatment and for the rest of the time, be allowed to stay at home with family members. An AIDS patient should be treated in the same way as all other patients and cared for at home with kindness and affection.”

Content Questions

1. What will be the economic, human, and social losses due to HIV/AIDS?
2. Who will need to be responsible for orphaned children left behind? Why?
3. Is it possible to care for a person who is living with HIV/AIDS in the home and community? Why or why not?

Personalization Questions:

1. Can you tell if a person has infected by HIV by their appearance? Why?
2. Do you think that people who travel a lot are at risk for HIV infection? Why or why not?
3. Do you think we should share personal grooming items (e.g. comb, blade, brush, etc.)? Why or why not?
4. At what age do you think a person is most at risk for HIV infection? Why?
5. Have you ever seen or met a person with HIV/AIDS? What was your reaction to that person? Why did you react that way?
6. Has anyone in your community ever died from AIDS? How was the funeral and burial conducted? Did it follow normal custom? Why or why not? What was the community's reaction to the person's family after he/she died?
7. What is or what do you think would be the general reaction to people with HIV in your community? Why?
8. If a family member was infected with HIV, how would you react to them? How would you feel? Why?
9. If you were infected with HIV or had AIDS, how would you want your family, friends and others to react to you? How do you think your family would feel?
10. How do you think you could support a person who has HIV/AIDS?
11. Who must take responsibility for preventing HIV infection? Why?
12. What are the activities in your community for HIV/AIDS prevention? Who conducts these activities? What can you do?

Linkage Questions:

1. What disease is similar to HIV/AIDS in transmission and prevention?
2. What is the difference between HIV/AIDS and Hepatitis B?
3. What other diseases are sexually transmitted?
4. What HIV prevention method also aids in birth spacing?
5. Is a person who uses injecting drugs at risk for HIV infection? Why or why not?
6. Is a person who uses methamphetamines at risk for HIV infection? Why or why not?

Evaluation/Assessment Questions

1. If a person is infected with HIV/AIDS, who will be affected? Why?

2. In what ways will persons who are not infected be affected?
3. Who needs to take responsibility for HIV/AIDS prevention? Why?

The activity STOP-THINK-GO may be used to assess the students' understanding and knowledge of HIV/AIDS

Follow-up Activities

The students can implement the activities they developed in Activity 2 in the community with the collaboration with the Myanmar Red Cross.

Study of "HIV/AIDS Prevention Programs" in their community: Have the students find out where there are any HIV/AIDS prevention programs in their community. If there are programs, have the students visit one of the programs and record their observations.

- a. Which activities do you think are most effective in HIV/AIDS prevention? Why?
- b. How can you participate in the HIV/AIDS prevention program? What will be your role?

If there are not prevention programs in the community, have the students form small groups and ask each group develop a plan for what the group thinks would be an effective prevention program

Analysis of Families

Have the students observe and analyze families with two parents, one parent, or no parents, and children who live with their grandparents or other relatives and record their observations.

- a. What are the emotional, educational, social, social relationship, living situation/conditions that you noticed?
- b. Are the children in the different types of families getting all of their needs met? Why or why not? What do you think can be done to help them meet their needs?
- c. Which children do you think are at greater risk for HIV infection or other problems? Why?

Narcotic Drug Menace

Seventh Standard (704)

Teaching time (2) class periods

Lifeskills Competencies – Substance Abuse, including Alcohol and Tobacco

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**
The students will be able to identify factors of risk and vulnerability that may place a person at risk substance addiction or abuse.
- ✓ **Creative Thinking**
The students will be able to identify behaviors and methods of preventing addiction or abuse, including protective factors.
- ✓ **Critical Thinking**
The students will be able to analyze the behaviors and methods that may help protect them from substance addiction or abuse.
The students will be able to identify the socio-economic and cultural impact of substance addiction or abuse
The students will be able to assess the relationship between substance abuse and infection with HIV and Hepatitis.
- ✓ **Decision Making**
The students will be able to identify realistic behaviors and methods to reduce the factors of risk and vulnerability that may place a person at risk of substance addiction or abuse.
- ✓ **Communication**
The students will be able to ask for help and advice or seek additional information on substance abuse, alcohol and tobacco.
The students will be able to demonstrate skills in refusing invitations to use drugs, alcohol and tobacco and skills to negotiate quantities of alcohol to be consumed.
The students will be able to provide information and discuss issues related to substance abuse, alcohol and tobacco in a clear and direct manner.
- ✓ **Self Awareness**
The students will be able to assess personal risk for substance addiction or abuse.
The students will be able to assess the impact of substance addiction or abuse on personal goals and expectations.
- ✓ **Interpersonal Relationships**
The students will be able to identify social influences that may place them at risk for substance addiction or abuse.
The students will be able to identify the impact of substance addiction and substance abuse on the self, family, community and society.
The students will be able to identify social and cultural factors that may aid in the prevention of substance addiction or abuse.
- ✓ **Empathy**
The students will be able to recognize the needs and feelings of persons who are affected [family, friends, etc.] by substance addiction or abuse.
The students will be able to recognize that some people may be more vulnerable to substance abuse and alcohol than others.

✓ **Coping with Stress and Emotions**

The students will be able to distinguish between peer pressure and personal needs/expectations.

The students will be able to assess short-term euphoria from substance use versus long term impact on health and personal goals and expectations.

Young people are particularly at risk for drug use, as they are in a period of life when patterns of behavior are being formed and they are most likely to be influenced by peers and role models who may be involved in the use of drugs. A young person's present coping skills with respect to the difficulties of life and peer pressure may have influence on their decision to use drugs.

Drug abuse can lead to undesired consequences on individual and community health and wellbeing. Some of these are:

Mental injuries – causes memory loss, intensifies moods and feelings, interferes with decision making, causes psychological dependence on the drug

Physical injuries – destroys brain cells, causes heart disease, increases risk of HIV infection.

Social injuries – interferes with effective communication, intensifies arguments, increases likelihood of violent crime.

Individuals and communities should actively participate in determining the problems and needs related to substance use prevention and then **must** become actively involved in being part of the solution.

Activity (1)

Objective

The students will analyze the motivations of young people to try and use drugs.

Teaching aid

Illustrated story.

Teaching/Learning Activity

1. Ask the students to read the following illustrated story and answer the question, in groups.

1. Yan Naing, being a teenage youth, was inquisitive about all things. Due to the enticement of his friends, he experimented with cheroot smoking and had now become a smoker.
2. His friend Kyaw Htoo and group were seen to smoke cigarettes all day long. He thought the way they were smoking cigarettes was stylish. He emulated them and had taken to smoking cigarettes.
3. However, they said the cigarettes Kyaw Htoo and group were smoking were not ordinary cigarettes. Saying that a more tasty drug had been put into the cigarettes, Kyaw Htoo handed one to him to try.

4. When they said it contained a drug, he was rather taken aback since he had heard that narcotic drugs are dangerous to man. However, as his friends were also smoking, he thought there must be no harm in it. So with this thinking, he decided to try and lit the cigarette.
5. Later on, by frequently smoking the cigarettes he was given every time he happened to meet Kyaw Htoo and his group, it become impossible for Yan Naing to live without drugs.
6. Thus, Yan Naing had to join Kyaw Htoo and his group. Thus, Yan Naing joined Kyaw Htoo and his group. He no longer took interest in his lessons because all he could think about was getting “high”. He also began to experiment with other more harmful drugs, like Ya-Ba, and heroin mixed with his cigarettes.

Let’s discuss

1. In what ways does drug abuse usually begin?
2. Recollect all that you have known, seen, heard or read about and discuss how young people started using narcotic drugs.
3. Discuss with the whole class once again the results of the group discussions.

The Narcotic Drug Menace

Yan Naing, being a teenage youth, was inquisitive about all things and took to smoking as enticed by his friends. From smoking cheroots, he.....

noticed his friend Kyaw Htoo and group were smoking cigarettes all day long. It seemed to him that smoking cigarettes was more in style and emulated..... He took to smoking cigarettes also.

However, saying that the cigarettes Kyaw Htoo and group were smoking were more tasty than ordinary cigarettes because they had put a drug in it, Kyaw Htoo handed one to him to try.

He was rather taken aback when they said it contained drug, which he had heard is dangerous to man. Yet, he thought it wouldn’t be harmful as others were also smoking..... and began to try it.

Later on, he smoked whenever Kyaw Htoo gave him, and Yan Naing became so addicted that he couldn’t live without the drug.

As such, Yan Naing joined Kyaw Htoo and his group. He no longer took interest in his lessons because all he could think about was getting “high”. He also began to experiment with other more harmful drugs, like Ya-Ba, mixed with his cigarettes.

Content Questions

1. How does Yan Naing become addicted to drugs and what are the consequences?

2. What behavior or lack of a skills does Yan Naing have through out the story that places him at risk for drug abuse?
3. Is Kyaw Htoo a good friend? Why? What a good friend would do for Yan Naing? How do you think Kyaw Htoo was introduced to drugs?
4. Did Yan Naing know enough about drugs? If so, why did he continue to use drugs?
5. What drug do you think was mixed with cigarette shortly after he started smoking? Why do you think it was this drug?
6. Why do you think Yan Naing would want to experiment with other drugs?
7. What consequences do you think Yan Naing's drug use would have for his family?
8. If young person is using drugs what can happen to his personal goals and expectations? Why? Is this a consideration when deciding to use drugs? Why or why not?

Personalization Questions

1. Why do young people use narcotic drugs? What do you think motivates them to want to try and use drugs in the first place? Please explain.
2. How can resisting peer pressure help a person prevent drug use? Please explain.
3. If a good friend invites you to smoke cigarettes or to use other drugs, what would you say to him/her? If you were to refuse, how would you refuse? What would you say? Please give an example. Do you think your friends would become angry by this?
4. How much do you think the availability of the narcotic drugs influences whether a young person wants to try or use them? Please explain.
5. How much does the cost of the narcotic drugs influence whether young people will use them or not? Please explain.
6. What are some things that can help a young person reduce the risk of drug use? Please give examples.

Teacher Notes:

A special note on young people

Young people have particular characteristics that make them especially vulnerable to substance use. Physical and psychological development occurs during this period of life. The physical and social transitions that occur have a major influence on how behaviour patterns develop. Most of the risk-related characteristics have to do with identity seeking. As young people mature, they enter into new social roles. There is pressure to establish their new social identity, to seek new role models and to not miss out on opportunities. Shaping of the personality occurs, and young people are driven to seek a new self/body image, as they strive to attain socially defined roles. Their identification with certain role models, in particular, may directly or indirectly lead to substance use problems. Other risk related characteristics include:

Experimentation: young people are curious and are often influenced by peers. They are likely to end up with peers who may not necessarily be good role models. These peers may expose them to unhealthy behaviours. Young people tend to rely on peers as sources of information and in forming their behaviours, values, beliefs, attitudes, personal self-concept and general lifestyle. This information may not be correct or appropriate.

Independence and rebelliousness: young people want to establish independence and separation from family, gain a sense of self-determination, choose an occupation and develop their own

personal values. In the attempt to achieve all of these, they can become rebellious and experience low self-esteem. Turning to substance use may be a way of coping with these challenges.

Need to belong and to be accepted: young people are constantly striving to be accepted by others. Use of substances may be a way of showing that they are mature (becoming a man or woman). For example, in some cultures, drinking and smoking is a way of showing that one is mature. Young people may also use substances to show that they are not afraid to be a member of a group.

They are energetic: young people get bored easily, especially when they have nothing to do. Being out of school and bored can be a risk factor. For those in school, feelings of inadequacy or anticipation of failure in school performance may lead to use of substances as a way of coping.

Being out of school can also be a risk factor!

A special note on substance use among girls

In the past not many young girls used substances. This trend is changing in almost all parts of the world. More and more young girls are using some type of substance. It is crucial that equal attention is paid to both girls and boys. By including girls in prevention activities, you can help reduce their vulnerability. Giving them assistance increases the chances of breaking the pattern of vulnerability. Young girls using substances are more vulnerable to nutritional deficiencies, prostitution and sexual abuse. This reality often leads to unwanted and high-risk pregnancies, sexually transmitted diseases including HIV/AIDS. This has implications for future generations.

Remember! It is important to never assume that girls and boys use substances for the same reasons or that they have the same needs. However, don't fall into the trap of calling for stricter controls for girls' way of life. Both girls and boys should be encouraged to take advantage of new opportunities to develop healthy lifestyles.

Activity (2)

Objective

The students will be able to assess the consequences of narcotic drug use.

Teaching aid

Activity cards.

Suffers from Jaundice

Family spirit diminished

Stupefied with drugs

HIV/AIDS

Suffers from heart disease	Suffers from lung T.B	Defective Memory	Depressed	Commits Crimes
Legal action taken	Family in trouble	Death from over dose	Mental illness	

Teaching/Learning Activities

1. Begin this lesson by asking the students if they have ever seen a drug addict in person. If a student has previously seen a drug user, ask him/her that person had that would tell them that they were a drug user. If they have not, have they seen one in videos/movies, or in illustrated stories. Ask whether they think the portrayal of the drug user was realistic or not and the reasons why.
2. Organize the students into small groups, give them the activity cards and ask them to study the contents. Then ask them to classify the ~~ev~~ consequences of drug abuse shown on the cards into groups listed in the table below. Ask them also to add any other consequences that they can think of and discuss them as they are adding them to the table.

The Impact of Drug Use

Mental injuries	Physical injuries	Social injuries

3. Write the results of the group discussions on the blackboard in tabular form as shown above and discuss with the whole class. Add other points, if any.

Content Questions

1. How difficult was it to classify the different consequences? Could some of the consequences fit into more than one category? Which ones?

2. What are some additional consequences that you could think of? What type of consequences were these?
3. Early in the activity you were asked about the characteristics of a drug user. Most of the characteristics described are visible, but are the consequences of drug use always apparent or visible?
4. If someone is already using drugs, how difficult do you think it would be to make decisions? How difficult do you think it would be for them to stop using drugs even if they could make a decision to do so?
5. In looking at these different consequences, can the drug user be the only one affected by his drug use? Why? Please explain.

Personalization Questions

1. How would information on the consequences of drug use affect your decision to use or not use these substances? Why?
2. Have you ever thought of these consequences before? Why or why not?
3. If you were to use drugs, who do you think would be affected by your drug use? Why?
4. What do you think would happen to you and your family or friends if you would become addicted to drugs?
5. If a person has a drug use problem to whom should they talk? Why should they talk to this person? How can they start a conversation to ask for help? Please give an example.

Teacher Notes:

The mental, physical, and social impact of drug use if broken down in detail here.

IMPACT OF ALCOHOL AND DRUG USE ON WELL-BEING	
<p>Mental and Emotional Health</p> <ul style="list-style-type: none"> • Decreases learning and performance, in school or on the job • Intensifies moods and feelings • Interferes with decision making • Intensifies stress • Is linked to most violent crimes • Is linked to suicides and suicide attempts 	<p>Safety and Injury Prevention</p> <ul style="list-style-type: none"> • Causes dizziness and disorientation (Increases the risk of accidents (being injured), drowning, or falling) • When drugs and alcohol are combined, they may cause coma and/or death • Causes forgetfulness. • Is linked to HIV infection
<p>Relationships</p> <ul style="list-style-type: none"> • Interferes with effective communication • Intensifies arguments • Increases likelihood of violence • Creates codependence (Causes physical and psychological dependency) • Depresses the brain and respiration center 	<p>Diseases and Disorders</p> <ul style="list-style-type: none"> • Causes cirrhosis of the liver • Causes heart disease • Increased risk of cancer when combined with cigarette smoking • Increases risk of kidney failure • Increased risk of general communicable diseases due to a depressed immune system • Increases risk of HIV and STD infection
<p>Physical Health</p> <ul style="list-style-type: none"> • Destroys brain cells 	<p>Economics</p> <ul style="list-style-type: none"> • Is linked to many missed days of work (or school)

- Decreases athletic performance
- Interferes with coordination
- Lowers/Increases body temperature
- Dulls the body senses
- Increases heart beat rate and resting blood pressure
- Interferes with healthy appetite
- Interferes with vitamin absorption.

- Is costly to the individual due to increases health care costs
- Is costly to the community due to increased need for treatment centers and law enforcement (police)

Activity (3)

Objective

The students will identify protective factors that will help them prevent drug use.

The students will identify ways in which they can actively participate in activities for the prevention and control of narcotic drugs.

Teaching aid

Teaching/ Learning Activities

1. Once again discuss and bring out the causes for drug addiction discussed in Activities (1) and (2) and the evil consequences of drug abuse.
2. Have the students work in groups once again and ask them to discuss the following three things:
 - What are the different factors that may place a young person at risk of drug abuse? (risk factors)
 - What are the different factors that help protect a young person from drug use? (protective factors)
 - What are that ways that they, as young people, can help prevent drug use among themselves, friends, and family? (Support for protective factors)

The teacher should ask the students to look at the questions at two different levels – the individual and the environment/context (community). [See Teacher Notes]

3. The discussion results of the small group discussions should be summarized and discussed again with the whole class.
4. Then, the teacher should explain that narcotic drugs are dangerous, that they lead to the destruction of traditional social values, community unity, and even the national economy. Thus, every nation is engaged in the prevention and eradication of the narcotic drug production, trafficking and use (supply and demand). To help with prevention efforts, it is important for young people to behave responsibly to avoid drug addiction. They need to keep away from drugs by spending their leisure time effectively and productively.

In many places there are already community-based efforts in the prevention and eradication of the narcotic drug menace. Some community-based efforts include:

1. Enforcing laws against production, trafficking and use of illegal substances.

2. Providing effective educational programming, that includes impact of narcotic drug use.
3. Providing effective medical treatment for those suffering from drug addiction,
4. Providing care and rehabilitative opportunities for persons recovering from addiction.

While it may be difficult for students to become involved in these activities, they can become involved in supporting and enhancing the factors that will protect young people from substance use.

Content Questions

1. What are the different factors that may place a young person at risk of drug abuse? (risk factors) Which do you think are most common in the local community?
2. What are the different factors that help protect a young person from drug use? (protective factors) Does the community support activities that provide these factors? Why or why not?
3. What are those ways that they, as young people, can help prevent drug use among themselves, friends, and family? (Support for protective factors) What activities are realistic for a young person to become involved in?
- 4.

Personalization Questions

1. How can you help as an individual to help protect yourself from drug use? Please explain.
2. How can you help as an individual to help protect your friends from drug use? Please explain.
3. If you know that someone is selling or offering cigarette to students, what action would you take as students? Is this safe? What may be the consequences from taking this action?
4. If you know that someone is selling drugs (stimulant tablets) to students what action would you take as students. Is this safe? What may be the consequences from taking this action?
5. If everyone takes responsibility for themselves to prevent drug use? Why do you think the results would be? Please explain.

Linkage Questions

1. Do males and females use drugs for the same reasons? How are the reasons different? Please explain.
2. Do you think consequences of drugs has gender differences? Why? Please explain.
3. How do you think drug use will affect a person's personal nutrition? Please give details?
4. How do you think drug use will affect a person's personal and family economy? Please give details?
5. How do you think drug use will affect a person's relationships with others? Please give details.
6. Is a person uses drugs are they at risk of being infected with HIV and/or hepatitis B? Why?
7. Is a person use alcohol are they at risk of being infected with HIV and/or hepatitis B? Why?
8. What are some things that young people in your community can do together to help stop the problems related to drug use?

Teacher Notes:

Risk and protective factors

<p>Individual</p>	<ul style="list-style-type: none"> -Poor social skills -Physical and mental problems -Overly dependent child -Low self-esteem -Sensation seeking: willingness to take physical and social risks for the sake of experiencing new sensation. -Early exposure to substance use -Being a child of a substance abuser -Lack of religious beliefs -Dislike of school -Poor school performance -School dropout -Having positive perceptions of substance use behaviour 	<ul style="list-style-type: none"> -Good social skills e.g. life skills (decision making, problem solving, coping skills, interpersonal/ social skills) -Independence and ability to cope with stress -Good temperament and personality (optimism, empathy, insight, intellectual competence, self-esteem, life direction or mission, determination and perseverance) -Desire to be in school -Good performance in school -Healthy expectations
<p>Environment/Context</p>	<p>Family:</p> <ul style="list-style-type: none"> -Family disruptions/absenteeism caused by separation, divorce or death -Poor parenting skills -Parents and siblings who use substances - Family violence and rejection - Extreme economic deprivation leading to lack of basic resources such as shelter, opportunities for education, reduced access to health and social services <p>Community</p> <ul style="list-style-type: none"> -Lack of recreational activities, -Lack of reinforcement of cultural and religious values -Presence of substance use behaviours -Peers using substances -Lack of positive school values -Lack of reinforcement of existing laws and norms -Extreme economic deprivation (high unemployment, inadequate housing, high crime) -Availability, accessibility of substance(s) and low cost (cheap) No age limit to the purchase of substances 	<p>Attachments</p> <ul style="list-style-type: none"> -Positive attachments that encourage caring and bonding (families, social and religious attachments) -Few stressful life events <p>Skills</p> <ul style="list-style-type: none"> -Parental monitoring -Structured and supportive family environments -Effective parenting skills <p>Resources</p> <ul style="list-style-type: none"> -Little material conflict -Adequate income, shelter <p>Community resources</p> <ul style="list-style-type: none"> -Availability of recreational activities -Availability of adequate health and social services -Availability of employment opportunities and possibilities of economic enhancement -Existence of and access to health and social services -Favourable neighbourhood <p>Cultural and/or religious norms</p> <ul style="list-style-type: none"> -Positive value reinforcing norms -Effective policies and law enforcement that limit availability of substances; control advertising ; taxation and substance free spaces (e.g. non-smoking areas)

Assessment

Have the individual students write a plan on how they will develop protective factors in themselves and how they will become involved in activities that will help them avoid and prevent narcotic drug use. The plans must be realistic, based in the student’s current living situation.

To encourage students to implement their plans the teacher may wish to place a weekly chart on the classroom wall to monitor the activities in which the students have been involved and the skills demonstrated that will help protect the students from narcotic drugs. The teacher should ask the students to monitor each other. For example, if a student has indicated that he/she has demonstrated good decision making skills in the past week, he/she or their friends must be able to give an account of when the good decision making skills were used.

Activities and Skills For the Prevention of Narcotic Drug Use		School Attendance	Decision Making Skills	Problem Solving Skills	Critical Thinking Skills	Creative Thinking Skills	Communication Skills	Interpersonal Relationship Skills	Self Awareness Skills	Empathy Skills	Coping with Stress and Emotions	Involved in sports or other activities or helping family after school
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												

Follow-up Activities

Have the students work in their community groups to answer the following question:

1. Is there any narcotic drug problem in your community?

To answer the question, the groups should conduct a community analysis. To do this, have the students follow the following steps:

- Have the students draw map of their community, indicating the landmarks of their community and of the services (police, medical, education, etc.) available in the community
- Ask the students to answer the questions listed below about community problems, groups, and the youths' own daily activities and drug use in the community.
- The students should also indicate on the map where young people like to go out, where young people meet their friends, where sports or other activities take place, where drugs are said to be sold, and where drugs are said to be used. Is there an overlap in the different places?
- Also indicate on the map where young people can go for help if they have a problem, especially for problems related to personal safety and drugs).

General Problems in the Community

- What important problems does the community currently have?
- How does this problem make trouble for the community?
- What is the cause of this/these problem(s)?
- If you were to solve the problem, how would you solve it?

Activities

- What do most young people usually do during the day? (school days/weekends)
- When young people go out, where do they like to go?
- Where do young people usually meet your friends? At what time?
- What sports do young people like to play? Where do they play? When?
- Are there any other after school activities sponsored by the community? What are they and where do they take place?
- What time do families usually eat? What do young people usually do after school and before dinner?

Groups

- Where are the groups of youth?
- What is the purpose of these groups?
- Is there any drug use in any of these groups? How do you know?
- Who is the group leader?
- In which groups are you a member?
- Why are you a member of this/these group(s)?
- What benefits does membership in this/these groups(s) give you?

Drug Use

- Is there any drug use in any of these groups? How do you know?
- Where in the community have you heard that drugs are sold? Are they sold by members of the community?
- Where in the community have you heard that drugs are used?

- Who uses the narcotic drugs (individuals, groups of young people, people in certain professions)?
 - Is enforcement of no drug use effective in your community? Why?
2. By drawing the map and answering the questions, the students should have a better idea of what is happening related to drug use in their own communities and whether prevention and control efforts are sufficient to protect young people from drug use. The students should now come up with a plan of how they can promote environmental/contextual protective factors at the community level. These plans should be realistic according to the students' living situation. (For example, the young people may start some new after school sporting activities).
 3. Whenever possible, the students should be encouraged to carry out their plans.

Keep Away from Smoking

Seventh Standard (705)

Teaching time: (1) class period

Lifeskills Competencies – Substance Abuse, including Alcohol and Tobacco

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**
The students will be able to identify factors of risk and vulnerability that may place a person at risk substance addiction or abuse.
- ✓ **Creative Thinking**
The students will be able to identify behaviors and methods of preventing addiction or abuse, including protective factors.
- ✓ **Critical Thinking**
The students will be able to analyze the behaviors and methods that may help protect them from substance addiction or abuse.
The students will be able to identify the socio-economic and cultural impact of tobacco use.
The students will be able to assess the relationship between tobacco use other health problems.
- ✓ **Decision Making**
The students will be able to identify realistic behaviors and methods to reduce the factors of risk and vulnerability that may place a person at risk of substance addiction or abuse.
- ✓ **Communication**
The students will be able to ask for help and advice or seek additional information on tobacco use.
The students will be able to demonstrate skills in refusing invitations to use cigarettes and tobacco.
The students will be able to provide information and discuss issues related to cigarette and tobacco use.
- ✓ **Self Awareness**
The students will be able to assess personal risk for substance addiction or abuse.
The students will be able to assess the impact of substance addiction or abuse on personal goals and expectations.
- ✓ **Interpersonal Relationships**
The students will be able to identify social influences that may place them at risk for substance addiction or abuse.
The students will be able to identify the impact of substance addiction and substance abuse on the self, family, community and society.
The students will be able to identify social and cultural factors that may aid in the prevention of substance addiction or abuse.
- ✓ **Empathy**
The students will be able to recognize the needs and feelings of persons who are affected [family, friends, etc.] by substance addiction or abuse.
The students will be able to recognize that some people may be more vulnerable to substance abuse than others.
- ✓ **Coping with Stress and Emotions**
The students will be able to distinguish between peer pressure and personal needs/expectations.
The students will be able to assess short-term euphoria from substance use versus long term impact on health and personal goals and expectations.

Out of ten techniques for good decision-making, you should know six of them. They are:

1. Identify the fundamental problem.
2. Identify the possible solutions to the problem.
3. Analyze the advantages and disadvantages by using reason.
4. Assess your choices within a framework of our moral values and with sensitivity to the needs of others but not in comparison to others.
5. Develop and gather the additional skills, information or assistance you need.
6. Decide the best solution for you and implement the solution in a timely manner. Assess the outcome of your solution and, if necessary, choose again in not effective.

As smoking is not only injurious to your health but also involves great expenditure, you must keep away from smoking. You should be able to decide to reject any misleading enticement using these techniques.

Activity (1)

Objective

The students will assess how they make decisions and solve problems based on personal experiences.

Teaching aid

Teaching/Learning Activity

1. The teacher should once again bring out and discuss the five techniques for good decision-making, learnt in previous classes.
 1. To know your need or problem exactly;
 2. To consider the effect of an activity and choose the best activity;
 3. To bestow kindness and sympathy with malice to none;
 4. To make the decision yourself and act on it in time; and
 5. To reject any misleading enticement to change your mind.

Content Questions

1. Do we have choices about the things that happen in our lives? Please explain.
2. What is often the cause of our problems? Why do young people like to make rash decisions?
3. How is decision making and problem solving important to people's daily lives? Please give examples.
4. Can a person cause good things to happen instead of bad by the choices we make? How?

Personalization Questions

1. How do you usually make decisions? Please explain.

2. Do you think it is easier or more difficult to solve other people's problems than your own problems? Why?
3. Do you think it is better to make your own decisions or to have a friend make a decision for you? Why?
4. Have you ever used your personal experiences to help you make decisions and solve problems? Please explain.
5. If you have made a decision but still lack skills and information, where can you go for assistance?

Activity (2)

Objective

The students will analyze ways in which smoking or the use of tobacco interferes with health and well-being and achieving personal goals.

Teaching aid

Teaching/Learning Activity

1. The teacher should organize the pupils into mixed groups each consisting of five to eight persons. Instruct each group to discuss and record the disadvantages of smoking.
2. Each group should select a representative who is to present to the class the disadvantages of smoking which have been discussed and recorded earlier.
3. The teacher should make an overall evaluation of the presentations of the group and add the following points in the discussion:
 - Smoking involves great expenditure;
 - Tobacco fumes cause inconvenience to other persons in the surroundings;
 - Clothes will be damaged by sparks;
 - Bad smell in the mouth;
 - Smoking causes coughing, chest infection, heart disease and respiratory problems.
 - Smoking is detrimental to one's health and shortens one's life; and
 - Smoking can cause fires in the house and in the community.
 - (Additional points may be found in the Teacher Notes at the end of the lesson)

Content Questions

1. What are the health-related consequences of smoking? Give both direct and indirect consequences.
2. What are the social consequences of smoking? Give both direct and indirect consequences.
3. What are the economic consequences of smoking? Give both direct and indirect consequences.
4. Is it possible to be affected by smoking even if you do not smoke? How?
5. Are the chemicals in tobacco good for the body? How do you think they can affect a person's health?

Personalization Questions

1. Have you ever thought about the consequences of smoking before? Why or why not?
2. If a person who smokes saves the money he spends on tobacco, how do you think he could save? What could you do with this money?

3. What differences do you notice about the physical appearances of a person who smokes and a person that does not smoke? Is a person more or less attractive when they smoke? Why? Please explain.
4. What differences do you notice about the friendships of a person who smokes and a person that does not smoke? Is one? Why? Please explain.
5. If cigarette smoking affects your breathing, what are some activities that you do now that you may not be able to do or to do well? How do you think you would feel if you could no longer do these activities?

Activity (3)

Objective

Students will be able to make decisions that will help them make appropriate decisions about smoking.

Teaching aid

Activity cards.

Teaching/Learning Activities

1. Ask the students to study the following event and then discuss in groups how a student would consider the events and decide what to do.
2. Each group should present to and discuss with the whole class what they considered and decided to do.
3. The teacher should make an overall review of the discussions.

You are a seventh standard student. A friend of yours comes to entice and encourage you to try smoking. He says smoking makes one stylish and look good. You are already aware of the possible evil consequences of smoking. What would you tell your friend and how would you make your decision?

1. Identify the fundamental problem.	2. Identify the possible solutions to the problem.
3. Analyze the advantages and disadvantages to each possible solution by using reason.	4. Assess your choices within a framework of our moral values and with sensitivity to the needs of others but not in comparison to others.
5. Develop and gather the additional skills, information or assistance you need.	6. Decide the best solution for <u>you</u> and implement the solution in a timely manner. Assess the outcome of your solution and, if necessary, choose again if not effective

Content Questions

1. What do you think is the fundamental problem is for young people when deciding whether to smoke or not to smoke? Why

2. What would be the possible solutions to this problem and the advantages and disadvantages to each possible solution?
3. What are some factors that would influence a young person to smoke or not to smoke? (Social pressure, stress, advertising, etc.) How would they influence the decision?
4. If young people smoke, who would be affected by their smoking?
5. It is generally considered inappropriate for children to smoke. At what age (if any) is it appropriate for a person to start smoking? Why?
6. How could young people develop additional skills they need or to ask for assistance to put a solution into action?

Personalization Questions

1. What do you think are the main factors that would influence you to smoke or not to smoke? How would these influence the decisions you would make?
2. Do you think that young people who smoke look and act mature when compared to young people who do not smoke? Why?
3. Do you have any friends who smoke? Do you envy their “smoking style”? Why?
4. When young people make decisions about smoking, do you think they consider the consequences on health and well being?
5. If your friends ask you to smoke, what do you think you would decide to do? Why?
6. If you decided to refuse your friend’s invitation to smoke? How would you refuse? What would you say? Please give an example.

Activity (4)

Objective

The students will be able to analyze the concept of the poem “Take the Right Path!”

Teaching aid

The poem “Take the Right Path!”

Teaching/Learning Activity

1. The teacher should lead the students in reciting the poem “Take the Right Path!” according to musical notes, with gestures. The pupils should be asked to recite individually, the whole class in unison, and by groups.

Take the Right Path!

To keep all diseases away,
Smoking’s blocking the way.
Young students! Lassies and lads,
To be healthy and glad,
Hinges on your decision,
Which path is chosen.
Refuse to go the smoking way,
And you’ll be happy and gay.

Maung Kyay Zuu

Content Questions

1. What do you think the poem is about?
2. From the content of the poem, if a person does not think about the consequences of drug use, what may happen?
3. Who does the poem suggest should make good decisions and stay away from smoking? Why does the poem target young people?
4. Do you think the poem gives good advice? Why or why not?
5. What does the poem suggest may be the consequences if a person smokes?

Personalization Questions

1. How do you think smoking blocks the way to good health? Please explain.
2. What differences do you notice about the health and personalities of a persons who smoke and persons who do not smoke?
3. Who are young people's role models [movie stars, singers, etc.]? In general, do any of them smoke? Do you think their habit of smoking can influence young people to smoke? Do you think it is appropriate for them to smoke? Why?
4. Why is it that young people start smoking after they receive invitations to smoke from their friends?
5. If you have a friend who smokes, do you think you could get him/her to stop smoking? How? What would you say to him/her to change their behavior? Please give an example.
6. Whose decision is it to smoke or not to smoke? Who must take responsibility? Why?

Linkage Questions

1. How can smoking affect reproductive health? Please explain?
2. What consequences can result from smoking for a pregnant woman?
3. How do you think smoking affects the national/local economy? Please explain.
4. How would your personal hygiene be affected by smoking? Please explain.
5. How would your personal nutrition be affected by smoking? Please explain.
6. Is there any real benefit to smoking cheroot to prevent mosquito bites, and thereby prevent dengue fever and malaria? Why or why not?
7. What is the economic, social and health impact of using tobacco in the family? How can thinking of this impact help us to be more assertive to refuse invitations to smoke?

Evaluation/Assessment

1. Have the students (or groups of students) think of 5 harmful effects of smoking and then write them on a piece of paper. Have the students exchange their paper with another student (or group) and then answer the following question: "If you smoke, do you think you could have the problems written on the paper in your hand? Why?"
2. Divide the students into small groups and have each group act out a role- play with a suggested solution or closing of the scenario. The role-play is about friends inviting their friends to smoke.

The youth will need to think of ways to refuse their friends:

There are three close friends, On, To, Ton. One day the three friends met in the restroom. On asked, “To, do you know what this is?” To answered, “ Oh, that is a cigarette ... On.” Ton asked, “Where did it come from?” On replied, “I brought it so that Ton can try it.” To and Ton replied

Have each group think of how To and Ton should reply.

After each group has presented, they should explain why they responded in the manner they did. If they answer in this manner what would be the response or reaction. All of the students should then discuss and decide which method(s) would be the most effective.

Follow up Activity

1. Have the students cut some information, mottoes, pictures, photos, and articles on smoking from newspapers, journals and magazines and arrange as a poster collage. The students should then discuss how advertising and the media might influence young people in their decision to smoke or not to smoke. The students can then develop a poster collage to promote non-smoking.
2. Ask the students to arrange and conduct presentations and activities for other young people in their communities on the effect of smoking on the lungs.
3. Divide the students into small groups and have the groups review school and community programming to promote no smoking and discuss whether they think how students can help support the policies and report to the class.
4. If possible, have the students look at the community health statistics for lung disease and see how many may be related to smoking. Have the students thought about the cost to the community for caring for these persons?

Teacher Notes:

Often, young persons have the impression that the harmful consequences from smoking are experienced only after many years of smoking. Explain that smoking can interfere with short-term goals. For example, a young person’s performance in athletic/sports activities may decrease by the effects of smoking. Have the participants brainstorm other activities that may be affected by smoking.

Consequences of Smoking

Smoking has health, social and economic hazards (consequences).

Health Consequences

1. The main health hazards include cancers of the lung, stomach, mouth, and larynx.
2. Smoking may cause emphysema or chronic bronchitis.
3. Smoking may cause cardiovascular and gastric disease.
4. Increased respiratory illnesses (bronchitis, pneumonia) in infants and babies up to 18 months of age.
5. Increased chance for middle ear problems in children.
6. Increased coughing, wheezing, and worsened asthma in children.
7. Low birth weight and lower survival rates in newborn babies due to smoking during pregnancy.
8. Non-smokers are vulnerable to smoking-related diseases as a result of inhaling the smoke of smoker's cigarettes. This is known as "passive smoking."
9. The heartbeat is increased by 10-25 beats per minute among smokers.
10. The smoking of a single cigarette a day hinders the function of the tracheal cilia for 20 minutes. Therefore the only way a smoker may discharge any particles stuck in the trachea is by coughing profusely.
11. Smoking affects the smokers' sense of smell and taste and may cause loss of appetite.

Social Consequences

1. Smoking is responsible for bad smelling mouth and clothes, yellow teeth and fingers.
2. Non-smokers are vulnerable to smoking-related diseases as a result of "passive smoking."
3. Smoking may weaken relationships between friends due to smell and impact of passive smoking.

Economic Consequences

1. Tobacco companies worldwide spend over \$2 billion yearly on advertisements to promote cigarettes and attract new smokers, especially adolescents.
2. Smokers encounter more difficulty finding jobs. Many employers recognize the increased economic and health risks of employing smokers, including traffic accidents and lost work days due to health-hazards related to smoking.
3. A smoker spends a large proportion of their income on cigarettes and on medical costs related to smoking-related diseases.
4. Smoking is often the cause of fires inside and outside of the home as a result of not extinguishing cigarette butts properly.

Did you know?

1. Over 90% of lung cancer cases are among smokers and 90% of patients with lung cancer die within a period of 5 years.
2. Passive smoking in a crowded is 6 times higher than the level of smoke inhaled in a street packed by motor vehicles.
3. The quantity of toxic tar from smoking a pack of cigarettes a day for one year equals a cup (236.6 ml)
4. The probability of developing lung cancer is 25 times higher among smokers compared to non-smokers.
5. The probability of developing lung cancer is 3.5 times higher among the wives of smokers compared to the wives of non-smokers.
6. Smoking among minors under the age of 18 years is considered illegal in many countries.

Hazardous Substances in Tobacco/from Smoking

Tobacco contains numerous toxic substances. Over 1,200 toxic substances may enter a smoker's blood stream. The most dangerous of these are the following:

Nicotine

Nicotine is a highly toxic substance. The quantity of nicotine in one cigarette can kill an adult human if administered intravenously. Nicotine also affects the nervous system and the functioning of the endocrine glands. It increases the heartbeat and raises blood pressure, as well as affecting blood vessels and diuresis and causing atherosclerosis.

Tar

Inhaling cigarette smoke fills the respiratory tract and lungs with a compound or substance known as tar. While smoking, tar builds up in the end of the cigarette. Therefore, the longer a person smokes, the more tar is inhaled. Tar compounds are responsible for the development of cancers of the mouth, larynx and lungs among smokers.

Carbon Monoxide

Carbon monoxide (CO) is a toxic gas. It bonds with the hemoglobin in the blood and prevents it from transporting oxygen from the lungs to all parts of the body. It is noteworthy that the ability of CO to bond with hemoglobin is 210 times higher than that of oxygen.

I Don't Smoke

Seventh Standard (706)

Teaching time: (2) class periods

Lifeskills Competencies – Substance Abuse, including Alcohol and Tobacco

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**
The students will be able to identify factors of risk and vulnerability that may place a person at risk substance addiction or abuse.
- ✓ **Creative Thinking**
The students will be able to identify behaviors and methods of preventing addiction or abuse, including protective factors.
- ✓ **Critical Thinking**
The students will be able to analyze the behaviors and methods that may help protect them from substance addiction or abuse.
The students will be able to identify the socio-economic and cultural impact of tobacco use.
The students will be able to assess the relationship between tobacco use other health problems.
- ✓ **Decision Making**
The students will be able to identify realistic behaviors and methods to reduce the factors of risk and vulnerability that may place a person at risk of substance addiction or abuse.
- ✓ **Communication**
The students will be able to ask for help and advice or seek additional information on tobacco use.
The students will be able to demonstrate skills in refusing invitations to use cigarettes and tobacco.
The students will be able to provide information and discuss issues related to cigarette and tobacco use.
- ✓ **Self Awareness**
The students will be able to assess personal risk for substance addiction or abuse.
The students will be able to assess the impact of substance addiction or abuse on personal goals and expectations.
- ✓ **Interpersonal Relationships**
The students will be able to identify social influences that may place them at risk for substance addiction or abuse.
The students will be able to identify the impact of substance addiction and substance abuse on the self, family, community and society.
The students will be able to identify social and cultural factors that may aid in the prevention of substance addiction or abuse.
- ✓ **Empathy**
The students will be able to recognize the needs and feelings of persons who are affected [family, friends, etc.] by substance addiction or abuse.
The students will be able to recognize that some people may be more vulnerable to substance abuse than others.
- ✓ **Coping with Stress and Emotions**
The students will be able to distinguish between peer pressure and personal needs/expectations.
The students will be able to assess short-term euphoria from substance use versus long term impact on health and personal goals and expectations.

An observation of the behaviour of people in their dealings with others will reveal three types of character. In the first category are included those who just meekly accept whatever the other person says without expressing their own wishes and attitudes. They are the meek acquiescent type. The second category comprises those who do not respect the other person's attitude or opinion and forcibly have their own way. They belong to the selfish, arrogant type. The third category includes those who listen with esteem to the wishes and attitudes of others and state their own opinions reasonably and firmly.

Students usually come across friends who entice and persuade them into committing misdeeds. At such times, they must be able to respond to and reject the propositions with self-confidence and resolution. In doing so, they need to follow the steps enumerated below:

1. Explain one's feelings and the difficulty or problem one is facing in connection with the persuasion or enticement;
2. Make a request;
3. Ask the other person's opinion on one's request;
4. Thank the other person if he/she accepts your request;

If this is not effective, then we have additional choices to make:

1. Reject the proposition;
2. Postpone the matter; and
3. Try to reach a compromise to do something else instead (Negotiation)

For example, if you come across someone who persuades, seduces, or entices you to smoke cigarettes or smoke other substances you must be able to take a resolute stand and refuse firmly.

Activity (1)

Objective

The students will be able to analyze three different choices of human behavior (passive, assertive, aggressive) in their interaction with others.

Teaching aid

Activity cards.

Teaching/Learning Activity

1. Distribute the activity cards showing the three types of human behaviour. Allow time for the students to study the cards and ask them to discuss, in groups, how the three types of behaviour differ from each other. Ask them to discuss which of the three types of behaviour they should have.
2. With regard to the discussion results, ask them to give reasons why a behaviour is desirable or why it is not desirable and to discuss with the class once again.
3. The teacher should add the following points and explain further:

Passive (Acquiescent Person)	Assertive (Person with firm stand)	Aggressive (Arrogant Person)
<ul style="list-style-type: none"> - One's wish will not be fulfilled - Dissatisfaction will increase - Does not have peace of mind - One is not respected by others 	<ul style="list-style-type: none"> - Does not hurt others - There is mutual respect - Self-confident and stable - Self-contented and happy 	<ul style="list-style-type: none"> - Domineering over others - Causes misery to others - Full of anger, hated by many people - Later on, will become isolated, lonely and miserable

Explain that, because of the reasons stated above, one needs to take a stand and remain firm.

Pictures:

Zaw Zaw does his chores regularly as they are assigned. Last week, it was his turn to sweep the classroom floor, which he did without complaint. But, this week ...

Take a Firm Stand "Human Behaviours"

<p>Zaw Zaw.....I haven't seen you doing sanitation work even once. Come.....Take this broom.....</p> <p style="text-align: right; margin-right: 50px;">O.K, then, I'll do it.</p>	<ul style="list-style-type: none"> - Unable to express one's wish. - Acquiescent, easily agrees with whatever the other person says. - Tries to evade instead of facing the problem. - Listens to whatever others say.
<p>Zaw Zaw.....I haven't seen you doing sanitation work even once. Come..... take this broom.....</p> <p>Aha! Am I to do your bidding? I'll sweep if I like and won't if I don't. I don't care.....</p>	<ul style="list-style-type: none"> - Doesn't respect the other person's wish. - Gives priority only to one's own wish. - Domineering over others. - Wants to speak, not to listen.
<p>Zaw Zaw.....I haven't seen you doing sanitation work even once. Come.....Take this broom.....</p> <p>I took my turn last week. It's somebody's turn this week. Go tell him to do it.</p>	<ul style="list-style-type: none"> - Respects the other person's wish. - Stands firmly by one's attitude. - Faces the problem with full confidence. - Listens, as well as speaks.

Content Questions

1. What are the three types of behavior demonstrated by the different scenarios? What are the differences in these behaviors?
2. What are the advantages and disadvantages of each type of behavior, passive, aggressive, and assertive?
3. Is it sometimes appropriate to use passive behavior? In what situations?
4. Is it sometimes appropriate to use aggressive behavior? In what situations?
5. Is it sometimes appropriate to use assertive behavior? In what situations?
6. What type of behavior is most suitable for interaction with others in our daily lives? Why?
7. Which behavior may give a person the greatest peace of mind while showing empathy toward others? Why?
8. How can the assertive behavior affect your reaching your goals or expectations? Why?
9. When friends ask their friends to do something, is it difficult to refuse them? Why?
10. Which behavior would be most effective in expressing personal wishes to friends while maintaining their friendship? Why?

Personalization Questions

1. Are you usually able to express your wants, needs, opinions, like and dislikes to others? Why or why not?
2. Have you ever had a close friend ask you to do something you did not want to do? How do you decide? Did you go along with your friend or did you refuse?
3. If you refused your friend, how did you refuse? What words, tone of voice and body language did you use? How did your friend react to your refusal?
4. If you went along with your friend how did you feel afterwards? If you were to experience that same situation again, what do you think you would do differently? Why? What would you say to your friend? Please give an example.
5. From this experience, how would you classify your own behavior – passive, aggressive, or assertive? Why?
6. What could you say to a friend the next time you are asked to do something you do not want to do, such as smoking? Please give an example.

Teacher's Note: In concluding the activity, the teacher should have the students review the formula for assertiveness below.

Assertiveness

1. Look at the person.
2. Use a neutral, calm voice.
3. Remain relaxed and breathe deeply.
4. Clearly state your opinion or disagreement. Avoid emotional terms.
5. Listen to the other person.
6. Acknowledge other viewpoints and opinions.
7. Thank the person for listening.

Activity (2)

Objective

The students will be able to use skills in negotiation and refusal for the prevention of cigarette smoking and determine when the use of each of these skills is appropriate.

Teaching aid

Activity cards

Teaching/Learning Activities

1. Distribute the activity cards: "Take a Firm Stand" to the students and ask them to study the contents. The teacher should explain the various steps for responding with a firm stand. The language to be used should also be explained.
2. Then, give them the second activity card and ask them to discuss, in groups, how to respond with a refusal to a friend who has tried to persuade them to give smoking a try. And ask them also to write down the words to be spoken.
3. Ask each group to role-play the said situation.

Take a Stand Firm

A person can be said to stand firm only if he/she can firmly express his/her wishes and attitudes reasonably. Such persons are those (1) who can express and agree about their opinions and attitudes with friends without upsetting their friendship; (2) who can have no regrets after expressing their views; and (3) who will not hesitate to seek assistance from friends, if necessary. Thus, they are self-confident and usually have friends who are honest and frank.

Steps for speaking in response with a firm stand.

Step	Explanation	Language to be used
1. Explain your feelings and the difficulty or problem you are facing.	Frankly expressing your feelings and opinion on the points raised by the other person.	I'm afraid, I don't like it. I'm sorry. In that case, it will affect me. I can't agree. In that case, I'm disappointed.
2. Make a request.	Tell the things you wish to be happened, or want to do.	I apologize. Thank you, but... I wish we would ... Oh, don't do that... We could ... Why don't we do this ... instead
3. Ask the other person's opinion on your request.	Invite the other person to speak out his/her opinion and feelings regarding your request.	Now, what's your opinion? Then, will it satisfy you ... What do you want/need? Then, will it be convenient ... What do you think?
4. Express your gratitude when the other person has agreed to your request.	To conclude the communication by expressing your thanks to the other person when he/she has agreed to your request.	Thank you, indeed ... I'm really happy that you have this attitude ...

If the enticement and persuasion persists ...

Step	Explanation	Language to be used
5. Reject the proposal.	Openly refuse. Say that you absolutely cannot agree to the proposal.	I don't want to do it, really. Please do not force me.
6. Postpone the matter. (negotiation)	Skillfully put off the matter as you cannot agree to it.	Please, don't force me to do it now. Let's talk about it later. Please, I can't do it now, may be later.....
7. Try to agree on doing some other thing instead. (negotiation)	To propose and get agreement for substituting the thing you cannot agree on, with some other thing.	Please, don't let me do this. Be kind enough to give me..... Please don't let me do this..... Let's go to.....

Take a Stand Firm (If you are being persuaded to smoke.....)

Situation 1:

Zaw Zaw and a group of friends went on a picnic. While they were singing, his dearest friend Htoo Htoo gave him a cigarette. Zaw Zaw was in no mood to smoke. He was anxious lest his refusal might be taken as an unfriendly gesture. The rest of them were smoking, too. How would Zaw Zaw respond?

Situation 2:

Min Min was on his way to school when his friends, who were smoking under a tree, called him. When he came near them, he was handed a cheroot to smoke with them together. Min Min did not want to smoke the cheroot but was also afraid of upsetting his friends? How should Min Min respond?

Steps for speaking in response with a firm stand

Step	Situation 1	Situation 2
1. Explain your feelings and the difficulty or problem you are facing.		
2. Make a request.		
3. Ask the other person's opinion on your request.		
4. Express your gratitude when the other person has agreed to your request.		

If the enticement and persuasion persists ...

Step	Situation 1	Situation 2
5. Reject the proposal.		
6. Postpone the matter.		
7. Try to agree on doing some other thing instead.		

Content Questions (should be checked against original questions)

1. In relation to drug use, what are the advantages and disadvantages of saying “no” assertively? Please explain.
2. In relation to drug use, what are the advantages and disadvantages of postponing or delaying the problem? Please explain.

3. In relation to drug use, what are the advantages and disadvantages of compromise (negotiation)? Please explain.
4. Which method/behavior do you think is the most effective in solving problems related to drug use? Why?
5. What are some things a young person can do to solve problems rather than to delay problems? Please give examples.

Personalization Questions (should be checked against original questions)

1. Have you ever made an excuse in order to not do an activity that you didn't want to do only to have your friends invite you to participate in that activity again and again? Why do think this happened? What would you do differently now? Please give an example.
2. Do you think young people generally solve their problems or just delay them? Why?
3. Do friends who invite us to smoke really have our best interest at heart? Why or why not?
4. What do you think are some of the main reasons why young people try get addicted to smoking? Who invites them to smoke? And, why don't they refuse even after they know the possible consequences? (The majority of young people are invited to smoke by their friends or people they know).
5. If you feel that there is absolutely no way that you can refuse your friends, what are some things you can do to reduce the risk of negative consequences?
6. Do you think that you could convince a friend who smokes not to smoke? How? What would you say? Please give an example.

Linkage questions

1. What is the economic, social and health impact of using drugs in the family? How can thinking of this impact help us to be more assertive?
2. Discuss how young people in the local community become addicted to cigarette smoking? Why? How to prevent this?
3. How would your personal hygiene be affected by cigarette smoking? Please explain.
4. How would your personal nutrition be affected by cigarette smoking? Please explain.
5. What are some health problems that may be caused as a result of cigarette smoking?

Teacher's Note: In concluding the activity, the teacher should have the students review the formulas for "Negotiating with Others" and "Saying No Assertively" below. Also review when it is appropriate to use each formula.

Negotiating with Others

1. Calmly explain your viewpoint to the other person.
2. Listen to the other person's ideas.
3. Offer an alternative or compromise that is mutually beneficial.
4. Give rationales for opinions.
5. Together choose the best alternative.
6. Thank the person for listening.

Saying "No" Assertively

1. Look at the person
2. Use a clear, firm voice tone.
3. Say "No, I don't want..."
4. Request that the person leave you alone.
5. Remain calm, but serious.
6. Possibly remove yourself from the situation.

Evaluation/Assessment

From the activities in this lesson, have the students develop two role-play dialogs related to smoking use in which the small groups demonstrate the different types of behavioral communication. In the first role-play, the students will create a dialog that will try to encourage other students to smoke. In the second role-play, the students will create a dialog that will respond to the invitation to smoke. The groups will take turns presenting their first dialog against another group's second dialog through improvisation (i.e. the dialogs are not presented as written but must be change to meet with the responses of the other group's invitation. The dialogs are written basically to give the students ideas). The entire class will then evaluate the effectiveness of the responses in refusing the invitations to smoke.

Follow-up Activities

1. Have the students continue to work in their small groups to develop and implement a plan to help develop knowledge and skills on positive assertive behavior (for the prevention of smoking) to other young people in their community.
2. Have the students conduct a survey among young people in their community on smoking. What are the primary reasons why young people smoke? Do they think of the consequences of smoking? How did they start smoking (who invited them)?

Controlling the Emotions of Smokers

Seventh Standard (707)

Teaching time: (2) class periods

Lifeskills Competencies – Mental Health

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**
The students will be able to identify barriers to good positive mental health.
- ✓ **Creative Thinking**
The students will be able to identify appropriate ways of dealing with their emotions and stress.
The students will be able to identify appropriate way of building and maintaining positive self-esteem.
- ✓ **Critical Thinking**
The students will be able to assess the advantages and disadvantages of rational thinking versus emotional thinking.
The students will be able to analyze the behaviors that may either build and support positive self-esteem or contribute to low self-esteem.
- ✓ **Decision Making**
The students will be able to determine realistic goals and expectations for themselves and the appropriate method for reaching those goals and expectations based on personal abilities and living situation.
- ✓ **Communication**
The students will be able to assert personal wants and needs.
The students will be able to ask for help and counseling from others and will be able to provide help and counseling to others when needed.
The students will be able to express their emotions and stress in a positive manner.
- ✓ **Self Awareness**
The students will be able to determine realistic goals and expectations for themselves based on personal abilities and living situation.
- ✓ **Interpersonal Relationships**
The students will be able to identify trusted individuals from whom they may seek help, counseling or correct information, and from they will receive appropriate feedback.
- ✓ **Empathy**
The students will be able to recognize the needs and feelings of others and be able to respond to these needs and feelings in an appropriate manner.
- ✓ **Coping with Stress and Emotions**
The students will be able to identify effective ways of dealing with their emotions and stress.

Persons who are overly addicted to smoking usually have extreme emotions. As emotional feelings often lead to evil consequences, they need to be controlled. We need to know how to control our emotions .

Activity (1)

Objective

The students will be able to assess the consequences of excessive smoking on the emotions.

Teaching aid

Teaching/Learning Activities

1. Ask the students to recollect the previous lessons and bring out and discuss the possible consequences of being obsessed with smoking.
2. Ask the students to answer the following questions about the persons addicted to smoking whom they have met with.

Content questions

- (a) Have you come across addicted smokers in your family or in the neighbourhood? How do they act when they cannot smoke? Why do you think they act that way?
 - (b) How many cigarettes (or cheroots), do you think, the addicted smokers smoke in a day? How many times have you seen them smoking?
 - (c) What have you noticed with regard to the behaviour of the addicted smokers? Does the number of cigarettes or cheroots they smoke tend to increase or decrease? Why?
 - (d) How do addicted smokers find cigarettes (or cheroots) to smoke? Do they always buy them? How much money do you think they spend on smoking?
 - (e) Have you noticed what happened to addicted smokers when they could not find cigarettes (or cheroots)? How did their mood change? Why do you think it changed?
3. Based on the student's answers the teacher should consider and explain that because addicted smokers are too obsessed by smoking, they often become excessively emotional, such as being short-tempered, restless, uneasy, etc.

Personalization questions

1. Do you have any friends or does anyone in your family smoke? How much do they smoke in a day? Do you think it affects their emotions? Why or why not?
2. If one of your friends or someone in your family is addicted to smoking, what advice could you give him or her?
3. When an addicted smoker wants to smoke but can't, what are the consequences?
4. When your friend's or family member's mood changes because they cannot smoke what do you do? Do you find it easy to talk with them? Why or why not?

Activity (2)

Objective

The students will be able to assess the consequences of excessive smoking on the emotions.

Teaching aid

Teaching/Learning Activities

1. Explain that addiction to smoking usually gives rise to dissatisfaction, fidgeting and bad temper when one cannot have a smoke.
2. Then, ask the students:
 - (a) Have you come across a person who has lost his temper because he cannot find the cheroot he was smoking just now.? What does his behaviour seem like?

- (b) Have you ever met with a person who has become fidgety while looking for a lighter because he wanted to smoke? What does his behaviour look like?
 - (c) Have you ever seen an adult who is dissatisfied because the doctor has told him not to smoke for health reasons? What does his behaviour look like?
3. Based on the answers given by the students, the teacher should explain the following points:
Because smoking is addictive and causes the smoker to be so obsessed by it that he cannot keep away from it, a smoker usually becomes fidgety, dissatisfied and bad-tempered when he cannot have a smoke. If such emotions arise excessively, they can cause disturbances to people around him and as the smoker cannot concentrate on his business, nothing but losses will result.

Content questions

1. When someone loses their temper what does it mean? Why do you think they lost control of their emotions?
2. If a student is addicted to smoking, do you think they will be able to concentrate on their studies? How will their behavior be in the classroom if they cannot smoke?
3. If a person has to stop smoking for health reasons do you think it will be easy for them to stop? Why?
4. How will a family member's smoking affect the rest of the members of his family? Please explain.

Personalization questions

1. Have you ever lost your temper for any reason? How did other people react to you? How long did you have to wait before they started acting normally toward you again?
2. If someone smokes and their moods change all the time what do you think will be the impact on their friendships/relationships? Please explain.
3. If some of your friends smoke and your parents don't like you to have friends who are smokers, what will you can you do about the situation? Why?
4. Would you want to lose a friendship just because either you or he/she smoked? Why?
5. What do you think is the best way not to lose your health or emotions by smoking? Please explain.

Activity (3)

Objective

The students will identify ways in which they help control the excessive emotions of addicted smokers.

Teaching aid

Teaching/Learning Activities

1. Ask the students, in groups, to consider the following situation:

U Phyu had been addicted to smoking for 15 years. When he went to see the doctor because he coughed frequently and was ill, the doctor said he had contracted lung tuberculosis and

told him to stop smoking completely. He was also told that his life would be in danger if he continued smoking. He wanted to smoke very badly, but he dared not. Having to suppress the urge in him made U Phyu fidgety and dissatisfied; and he lost his temper. How should U Phyu control his extreme emotions?

2. Ask each group to present the discussion results to the whole class.
3. Based on the group discussion results, the teacher should explain that one method for controlling the emotions of addicted smokers is by keeping sweets, or preserved citrus fruit pulp in one's mouth as a substitute for smoking. The person also needs to remind his/herself that smoking adversely affects the health of others as well as that of oneself; by concentrating on some activity to induce a change of mind; and by meditating, etc.

Content questions

1. If U Phyu smoked for 15 years, do you think this is the first time that he has had a health problem related to smoking? Why?
2. It is a common belief that smoking will help prevent tuberculosis. In the case of U Phyu, why do you think he got tuberculosis?
3. What do you think should be U Phyu's primary motivation to stop smoking? Why?
4. Why do you think it was necessary for U Phyu to stop smoking completely rather than reducing the amount he smoked? Please explain.
5. What would you suggest to U Phyu to help him control his emotions?

Personalization questions

1. Have you ever wanted to do something very badly but you couldn't? How did you feel? What did you do to control your emotions?
2. Addiction to smoking and then stopping is like being hungry but there is no food around to eat so that emotions are very difficult to control. What do you think a person can do in these difficult situation?.
3. Sweets and citrus fruit pulp are two possible ways to control a persons addiction and emotions related to smoking, do you know of any others? What are they? Do you think these methods are effective? Why or why not?
4. How can you help a family member or friend stop smoking completely? What can you suggest to them? How will this help them? How will you bring the subject up with them and what will you say? Please give an example.

Linkage questions

1. Do you think that a person addicted to smoking has good control of their mental health? Why or why not?
2. What do you think is the relationship between smoking and mental health? Please explain.
3. If someone has already experienced the economic, social and health consequences of smoking what do you think will be the impact on their mental health?

Assessment

Divide the students into small groups. Ask each group to develop a role-play that has two main characters. The first is a person who is both psychologically and physically addicted to smoking. That person would like to quit smoking but has trouble controlling his emotion when he does not smoke in addition to his addiction. The second character is a friend who tries to help the person

control his emotions as he is trying to quit his addiction. The role-play should demonstrate what the friend will say or do to help his friend control his emotions.

The role-play is another scenario in which non-formal counseling is provided so remember that the non-formal counselor should not tell someone else what to do. They should ask the person seeking counseling what he/she thinks, knows, and feels. They should also ask what that person's choices are for solving the problem of smoking and what they will do to solve this problem. Some basic information and skills building may be provided to the person seeking counseling if necessary but they should not be told what to do. The best way we can help a person build skills is by asking questions.

Controlling Emotions Related to Smoking

1. Learn what situations cause you to feel upset and want to smoke.
2. Monitor the feeling you have in stressful situations.
3. Instruct yourself to breathe deeply and relax when stressful feelings begin to arise and find an alternative to smoking when the urge arises.
4. Reword angry or frustrated feelings so that they can be expressed in a positive manner.
5. Praise yourself for controlling your urge to smoke.

All of the students in the classroom should evaluate the process and effectiveness of the counseling provided in the role-plays and provide constructive feedback.

The teacher may wish to remind the students of other skills building formulas that may aid in controlling the emotions and recognizing the moods of others. See Teacher's Note.

Follow-up Activities

1. Have students interview members of the community who have stopped smoking and make a report to the class. The students should then compile their answers to see if there are any common elements in quitting smoking. The students should then discuss whether these elements would be useful in convincing young people not to smoke or to stop smoking.

Follow-up Activity Questions

1. Why did the person stop smoking? What was their motivation to stop?
2. Did they have a friend or someone else give them emotional support through the period when they tried to stop smoking?
3. What does the person see as an important factor that enabled him/her to stop smoking.
4. Do any of his/her family members smoke? Did this make it more difficult for him/her to quit smoking?
5. When was the last time the person smoked? Does he/she think they will ever smoke again? Why?

Teacher's Notes:

The teacher may wish to remind the students of other skills building formulas that may aid in controlling the emotions and recognizing the moods of others.

Recognizing Moods of Others

1. Notice that is occurring.
2. Note the other person's facial expression, voice tone, and gestures.
3. Think about what feelings you are experiencing when you demonstrate similar behaviors.
4. Assess the other person's current mood or feelings.
5. If possible, check your assessment with him or her.

Stress Management

1. Identifying the stress-producing circumstances.
2. Learn your body's responses to stressful situations.
3. Use relaxation techniques to overcome stress responses.
4. Generalize these relaxation techniques to the situations that tend to cause stress.
5. Reward yourself for utilizing stress-management techniques.

Relaxation Strategies

1. Breathe deeply and completely.
2. Tighten and relax any tense body areas.
3. Instruct yourself to remain calm.
4. Visualize a relaxing scene (i.e. something you enjoy: being with friends, mountains, walking along a beach, etc.).
5. At the first sign of increasing stress, say to yourself "3, 2, 1, relax" and continue breathing deeply.

Often young person has the impression that the harmful consequences from smoking cigarettes are experienced only after many years of smoking. Explain that smoking cigarettes can interfere with short-term goals. For example, performance in athletic activities is decreased by the effects of cigarette smoking. Have the participants brainstorm other activities may be affected by smoking.

Emphasize the effects of smoking cigarettes on the body. For example, smoking cigarettes interferes with normal breathing. It causes the heartbeat rate to increase more than it should. Smoking also causes an increase in the production of acid in the stomach, which can lead to ulcers. Smoking causes lung cancer and emphysema as well as cancer of the throat and many other parts of the body.

Explain that the brown color is tar, which is a substance in tobacco. When a person smokes, tar covers the alveoli in the lungs. The exchange of air from the alveoli to the bloodstream becomes difficult. This is one reason that people who smoke cigarettes have difficulty breathing. By observing the cotton balls, it will be obvious that tar was collecting on them. Explain that there also is a relationship between tar and the development of cancer.

Counseling the Addicted Smoker

Seventh Standard (708)

Teaching time: (1) class period

Lifeskills Competencies – Mental Health

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**
The students will be able to identify barriers to good positive mental health.
- ✓ **Creative Thinking**
The students will be able to identify appropriate ways of dealing with their emotions and stress.
The students will be able to identify appropriate way of building and maintaining positive self-esteem.
- ✓ **Critical Thinking**
The students will be able to assess the advantages and disadvantages of rational thinking versus emotional thinking.
The students will be able to analyze the behaviors that may either build and support positive self-esteem or contribute to low self-esteem.
- ✓ **Decision Making**
The students will be able to determine realistic goals and expectations for themselves and the appropriate method for reaching those goals and expectations based on personal abilities and living situation.
- ✓ **Communication**
The students will be able to assert personal wants and needs.
The students will be able to ask for help and counseling from others and will be able to provide help and counseling to others when needed.
The students will be able to express their emotions and stress in a positive manner.
- ✓ **Self Awareness**
The students will be able to determine realistic goals and expectations for themselves based on personal abilities and living situation.
- ✓ **Interpersonal Relationships**
The students will be able to identify trusted individuals from whom they may seek help, counseling or correct information, and from they will receive appropriate feedback.
- ✓ **Empathy**
The students will be able to recognize the needs and feelings of others and be able to respond to these needs and feelings in an appropriate manner.
- ✓ **Coping with Stress and Emotions**
The students will be able to identify effective ways of dealing with their emotions and stress.

Students are wont to lose their temper while teasing or mocking each other. They feel sad when they fail in examination. They are anxious about being beaten by their mother if their umbrella is lost. They are unhappy when Mom and Dad quarrel. At such times, they usually speak their hearts out to their close friends, who in turn give reassurances which are beneficial to them. Discussions of this nature are known as counseling.

In giving counseling, encourage the person to talk freely, make the person feel that you are open-minded, can listen to everything and will keep secrets. Ample time for counseling should be given till a good decision can be made.

You need to give counseling to your friend who wants to give up smoking because of his/her ill health. As he is your close friend, the discussion needs to be cordial and frank. Counseling should be conducted on the basis of the practical experiences of life. You need to be able to tell comprehensively the disadvantages of nicotine addiction and need to explain the advantages of breaking the habit of smoking.

Activity (1)

Objective

The students will be able to identify important elements in the provision of counseling other.

Teaching aid

Teaching/Learning Activities

1. Introduce the lesson by asking the students the following questions about counseling:
 - (a) Who are the persons receiving counseling?
 - (b) What is the purpose of receiving counseling?
 - (c) Who are can give counseling?
 - (d) What is counseling?
2. On the basis of the answers given by the students, the teacher should explain that counseling involves two parties, namely, the person receiving and the person giving counseling; that the persons receiving counseling come with the desire to alleviate their problems, difficulties and emotional feelings and to obtain encouragement, consolation and good counsel from the person giving counseling. Thus, the person giving counseling need to be skilful, tactful and wise in order to benefit the person seeking counseling.
3. Ask each group of students to study the activity cards mentioning skills a person providing counseling must possess.

Skills for counseling

- (1) As the subject matter of the counseling is a person's private affair, it should be kept as confidential.
- (2) Listen with keen interest and attention to the person presenting his/her problem. Do not interrupt with questions. Keep your conversation to a minimum and allow the person receiving counseling to talk extensively.
- (3) Communicate in such a way that the person receiving counseling feels at ease and has confidence in and reliance upon you at once. Only then will he/she share his/her feelings with you.
- (4) By means of speech and/or body language, show that you have sympathy and understanding.
- (5) Help him/her to understand each of the alternative ways of solving the problem and also their effects.
- (6) Allow ample time for the person receiving counseling to consider.
- (7) Allow the person receiving counseling to decide to choose method he/she prefers. You must not indicate which way is to be chosen.
- (8) Tell the person receiving counseling that you wish to talk to him/her, again.
- (9) Ask open-ended questions which do not suggest the answers as far as possible. For example, a question like, "Why are you thinking that you cannot keep up with your lessons?" is an open-ended question.
A question like "You can't keep up with your lessons because you didn't attend classes regularly, is it right?" is a close-ended question suggestive of the answers sought. Such questions should be avoided.

4. After studying the above activity card, ask each group of students to discuss among themselves the main points to be observed by the person giving counseling for the benefit of the person receiving it.
5. Ask each group to report the results of the group discussions to the class and the teacher should add the following explanations:
The major benefit of counseling are the alleviation of the mental stress of the person receiving it and enabling him/her to make correct decisions. It is important for the person giving counseling to work for the achievement of these two objectives.

Content questions

1. When do people need to talk to others to express their feelings? Why? When do people actually talk to others about their problem or to ask for help? Why? How do you understand this?
2. If someone reveal the secrets of other is he or she fit to be a counselor? Why?
3. When a person does not listen carefully and interrupts many times during the conversation will he/she gain the confidence of the person seeking counseling? Why? How can that person improve the behavior to become a good counselor?
4. How important is choosing the words and body language to build trust as a person who helps others? Why?
5. If the counselor makes a decision for the person seeking counseling, what do you think could be the consequences? Why? What if the situation of the person seeking counseling becomes worse?
6. What kinds of questions will be better when helping someone, open ended or close ended? Why? Which type of question will give you more information and a better understanding of the person's problem?
7. What kind of attitude a counselor should have toward the person he/she is providing counseling? Why? What are the things that he should follow and what should be avoided during the session?
8. What are the benefits of counseling? Why? If a person does not have anyone to talk to when they really need to talk to someone, what do you think could be the consequences? Why?

Personalization Questions

1. When do you feel like talking and revealing your expression or feeling to someone? Why?
2. What kind of person would you choose to talk to if you needed to talk to someone? Why would you talk to that person?
3. What would you expect from a person that is providing non-formal counseling to you? What could be the benefit of talking to this person?
4. If someone is always interrupting you or making negative comments about your behavior? How would you feel?
5. Have you ever talked to a friend when you were upset, hoping that you would feel better after talking to someone, but you felt worse afterwards? What do you think made you feel worse? Was it your friend's behavior while you were talking to him/her?

Activity (2)

Objective

The students will be able to identify issues for discussion in the provision of counseling to an addicted smoker.

Teaching aid

Teaching/Learning activities

1. Ask the students to pair off and study the problem of Maung Pu.

Maung Pu was a student addicted to smoking. His family knew it but they did not prohibit him from smoking. However, he used to smoke stealthily when the teachers were not paying attention. Of late, he coughed very often. He did not seem to have the stamina he used to have. Thus, Maung Pu became worried and tried to quit smoking, but he couldn't.

2. Ask each pair of students to discuss and practice counseling for Maung Pu who had been addicted to smoking.
3. Ask each pair to come forward and role-play counseling in front of the class. At least three pairs of students should be asked to perform.
4. Ask the students to express their opinion on the performances and the teacher should add his view and suggestions.

Content questions

1. Why do you think Maung Pu's family did not prevent him from smoking, even when they probably knew it was not good for him?
2. Why do you think Maung Pu decided to smoke in the first place? Do you think he might have had some other problems? Why?
3. Why do think a lot of young people smoke? Are they trying to escape from certain problems? What type of problems? Can smoking help solve these problems? Why?
4. What do you think his parents and his teachers should have done when he started coughing frequently?
5. Why do you think Maung Pu could not stop smoking? Was anyone there to help support his efforts to quit smoking?
6. If Maung Pu's can't quit smoking, what do you think will be the impact on his emotions?
7. If you are Maung Pu's friend what would you do? Why? How would you do?

Personalization Questions

1. If you have someone addicted to smoking in your family or among your relatives or friends who want to stop, what would you do? Why? How would you go about starting?
2. If you were to provide non-formal counseling to this person what do you think would be some important issues to discuss? Why?
3. If you were to provide non-formal counseling to this person what are some things that you might have to avoid? Why?
4. Do you think that by talking to the person once he would be able to stop smoking? Why or why not? What do you think you would have to do?
5. Do you think that the person trying to quit smoking will be able to stop all at once or would they have to reduce their smoking habit gradually?

Linkage questions

1. How can smoking affect reproductive health? Please explain?
2. What consequences can result from smoking for a pregnant woman?
3. How do you think smoking affects the national/local economy? Please explain.
4. How would your personal hygiene be affected by smoking? Please explain.

5. How would your personal nutrition be affected by smoking? Please explain.
6. Is there any real benefit to smoking cheroot to prevent mosquito bites, and thereby prevent dengue fever and malaria? Why or why not?
7. What is the economic, social and health impact of using tobacco in the family? How can thinking of this impact help us to be more assertive to refuse invitations to smoke?

Assessment

Divide the students into small groups. Ask each group to develop another role-play that demonstrated the provision of non-formal counseling to someone facing a problem related to smoking. Some of the problems they may look at are the following:

- Irritability the impact of smoking on other emotions
- Impact of smoking on health
- Social impact of smoking
- Economic impact of smoking

The person seeking counseling is a family member or friend. Remember, the non-formal counselor should not tell someone else what to do. They should ask the person seeking counseling what he/she thinks, knows, and feels. They should also ask what that person's choices are for solving their own problems and what they will do to solve their problems. Some basic information may be provided to the person seeking counseling if necessary but they should not be told what to do. They should make their own decisions. When providing non-formal counseling, they should remember the decision-making / problem solving process when they make their questions.

<p style="text-align: center;">Structured Decision-Making/Problem Solving And Non-Formal Counseling</p> <ol style="list-style-type: none">1. Ask the person what the problem is or what decision they have to make.2. Ask the person what are the options for making their decisions or solutions for solving their problems. (They need to think of two or more options or solutions.)3. Have the person look at each option/solution's potential advantages and disadvantages.4. Ask the person what additional support or skills that the person will need in selecting or implementing an option/solution.5. Have the person decide on the best option/solution for him/her and make a plan for implementation.
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All of the students in the classroom should evaluate the process and effectiveness of the counseling provided in the role-plays and provide constructive feedback.

For more detailed steps to non-formal counseling, see the Teacher's Notes. Information related to different problems related to smoking is also listed in the Teacher's Notes.

Follow-up activities

Have the students interview local health care workers about health problems related to smoking in the community.

1. How many cases do the health care workers handle that are related to smoking?
2. What are the health problems related to smoking that the health care workers see?
3. Are there any counseling services available to smokers in the community? Where are they?
4. Do the health care workers provide counseling to persons who have health problems related to smoking?
5. What services do the health care workers think are needed in order to motivate people who smoke to stop smoking?

Teacher's Notes:

Often young person has the impression that the harmful consequences from smoking cigarettes are experienced only after many years of smoking. Explain that smoking cigarettes can interfere with short-term goals. For example, performance in athletic activities is decreased by the effects of cigarette smoking. Have the participants brainstorm other activities that may be affected by smoking.

Emphasize the effects of smoking cigarettes on the body. For example, smoking cigarettes interferes with normal breathing. It causes the heartbeat rate to increase more than it should. Smoking also causes an increase in the production of acid in the stomach, which can lead to ulcers. Smoking causes lung cancer and emphysema as well as cancer of the throat and many other parts of the body.

Explain that the brown color is tar, which is a substance in tobacco. When a person smokes, tar covers the alveoli in the lungs. The exchange of air from the alveoli to the bloodstream becomes difficult. This is one reason that people who smoke cigarettes have difficulty breathing. By observing the cotton balls, it will be obvious that tar was collecting on them. Explain that there also is a relationship between tar and the development of cancer.

Emphysema is a type of chronic obstructive lung disease in which the limitation of airflow results from changes in the smallest air passages and the walls of the alveoli, the tiny air sacs of the lungs. These tiny air sacs are destroyed from smoking cigarettes. Then it becomes difficult for the lungs to bring oxygen and remove carbon dioxide. Then heart must then work harder to get oxygen to the cells.

Chronic bronchitis is a type of chronic obstructive lung disease in which the bronchial tubes in the lungs have become inflamed. The walls of the bronchial tubes become thickened and there is increased production of mucus. This narrows the air passages

Effects of smoking on the body can include

- Loss of appetite
- Bronchitis, pneumonia, worsened asthma
- Coughing, wheezing
- Emphysema
- Lung cancer
- Heart disease and strokes
- Physical and psychological dependence
- Decreased physical fitness

Effects of smoking on non-smokers can include:

Increased respiratory illnesses (bronchitis, pneumonia) in infants and babies up to 18 months of age.

Increased chance for middle ear problems in children

Increased coughing and wheezing, worsened asthma in children

Low birth weights and lower survival rates in newborn babies due to smoking during pregnancy.

14 Steps to Non-Formal Counseling.

Have the students brainstorm what they think would be the steps to non-formal counseling. They may not think of all of the steps but that is okay. The teacher may add any missed steps in the discussion.

1. Start conversations by talking about things in general until they center on the problem.
2. Encourage the person seeking non-formal counseling and make themselves comfortable while the person giving non-formal counseling lets them know that they are willing to accept and listen to anything that they have to say.
3. Show that you are interested and committed to what they have to say.
4. Through speech and body language show that you understand, have compassion for and sympathize with what is being said.
5. Explain that non-formal counseling will help reduce their levels of stress.
6. Help state the problem directly. It will help to talk about each problem separately.
7. If the person who is seeking non-formal counseling has any questions we should provide information to them to help them evaluate their own situation or evaluate the problem more thoroughly. If is something we do not know or are not sure of, you should refer them to the person or place where the information can be obtained.
8. Explain to the person seeking non-formal counseling that behaviors can be changed if we must change.
9. Encourage the person seeking non-formal counseling to think of the many choices available to them.
10. Help the person seeking non-formal counseling see the possibilities, the good points and the bad points of each way/choice.
11. Have the person seeking counseling make a choice on their own.
12. Give emotional support and praise when the person seeking non-formal counseling makes their own decision.
13. Encourage the person seeking non-formal counseling to use this method the next time they need to make a decision.
14. Show the person seeking non-formal counseling that we are happy and willing to talk with them again.

The teacher may wish to have the students write the 14 Steps to Non-Formal counseling on chart paper and then place it where all of the students can see it clearly).

Irrational Thinking

Seventh Standard

Teaching time: (1) class period

Lifeskills Competencies – Mental Health

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**
The students will be able to identify barriers to good positive mental health.
- ✓ **Creative Thinking**
The students will be able to identify appropriate ways of dealing with their emotions and stress.
The students will be able to identify appropriate way of building and maintaining positive self-esteem.
- ✓ **Critical Thinking**
The students will be able to assess the advantages and disadvantages of rational thinking versus emotional thinking.
The students will be able to analyze the behaviors that may either build and support positive self-esteem or contribute to low self-esteem.
- ✓ **Decision Making**
The students will be able to determine realistic goals and expectations for themselves and the appropriate method for reaching those goals and expectations based on personal abilities and living situation.
- ✓ **Communication**
The students will be able to assert personal wants and needs.
The students will be able to ask for help and counseling from others and will be able to provide help and counseling to others when needed.
The students will be able to express their emotions and stress in a positive manner.
- ✓ **Self Awareness**
The students will be able to determine realistic goals and expectations for themselves based on personal abilities and living situation.
- ✓ **Interpersonal Relationships**
The students will be able to identify trusted individuals from whom they may seek help, counseling or correct information, and from they will receive appropriate feedback.
- ✓ **Empathy**
The students will be able to recognize the needs and feelings of others and be able to respond to these needs and feelings in an appropriate manner.
- ✓ **Coping with Stress and Emotions**
The students will be able to identify effective ways of dealing with their emotions and stress.

Irrational thinking is an ailment of the mind. Misery, extreme anxiety, lack of self-confidence or over-self-confidence, and worry due to work pressure may cause irrational thinking. Lack of affection and tender parental care during early childhood may cause the problem. It may also occur as a consequence to narcotic drug abuse, alcoholism and venereal diseases.

Those suffering from irrational thinking are prone to being absent from school or work often without leave, getting injured frequently, attempting suicide, committing crime, etc.

For the prevention of irrational thinking, students and youth need to develop skills that will help them think rationally. These skills may be developed through the study their lessons and also by actively participating in the all-round development activities in the school; to constantly associate with good friends; to promote mental health in the family; and, to refrain from alcohol and narcotic drugs.

Activity (1)

Objective

The students will be able to identify factors that may lead to irrational thinking.

Teaching aid

Teaching/Learning Activities

1. Introduce the lesson by asking the students the following questions:
 - (a) Have you come across anyone who is thinking and acting irrationally in your neighbourhood? Or, have you heard of anyone acting very irrationally? What does thinking and acting irrationally mean to you? Please explain.
 - (b) What have you heard are the causes of irrational thinking?
2. Based on the students answers, the teacher should explain the following points:

It is generally understood that the irrational thinking is a type of mental illness. However, it is by no means as extreme as being mentally deranged or insane. Mental illness basically means that a person cannot perform their normal everyday activities due to extreme mental pressure. There are many causes for irrational thinking; e.g. someone may have suddenly become mentally unstable after seeing something very shocking, whereas others may have become unable to function normally after suffering mental distress, extreme anxiety, disappointment/dissatisfaction, etc. for an extended period.
3. Distribute the activity cards to the groups of students and ask them to study and discuss.
4. Ask them to present the results of the group discussions to the class.
5. Then, the teacher should further explain that irrational thinking may be caused by mental distress, extreme anxiety, lack of self-confidence or over self-confidence, or excessive worry due to pressure of work; or lack of affectionate and tender parental care since early childhood. Moreover, also explain that irrational thinking may be both a cause and a consequence of narcotic drug and alcohol abuse and venereal disease infection.

The events mentioned below may lead to situations conducive to mental illness.

	1. Maung Su's parents quarrelled every day, so he did not return home even though the classes were over. He hung about places and sometimes went shooting birds.
2. Because Pho Aye, the youngest son, did not return home for some days due to spending too much time with friends, his mother became so anxious that she could neither eat nor sleep.	

	3. As her well-to-do parents were preoccupied with their business, Ni Ni was left alone and uncared for. To attract attention, Ni Ni began to quarrel with others and to steal other people's property.
4. U Lu Maung, who had taken the responsibility to do four or five things at the same time, was unable to cope with his work. He worried a lot and lost interest. He began to take leave very often.	

Use the following questions to further discuss the groups' observations:

Content Questions

1. What were the feelings of Maung Su, Pho Aye's mother, Ni Ni and U Lu Maung? How were these feelings influencing their behavior?
2. Who among the 4 case studies is thinking rationally (mentally healthy)? Why?
3. What are the different ways that they are acting irrationally? Please explain.
4. What may be the cause of the irrational behavior of Maung Su, Pho Aye's mother, and Ni Ni? [relationship troubles in the family]
5. What may be the cause of U Lu Maung's irrational behavior?
6. What do you think each person should do to start think more rationally?

Personalization Questions

1. Have you ever thought that you have been thinking and acting irrationally? What was the situation? What caused you to start thinking irrationally?
2. Have you ever thought that any of your friends were thinking and acting irrationally? What was the situation? What do you think was the cause of their irrational behavior?
3. If young people are angry with their parents what do they normally do? How do they deal with their anger? Do you think this is a rational way to act out their anger? Please explain.
4. Have you ever studied long and hard for an exam only to have the test scores come back lower that you expected? What did you do? How did you deal with your disappointment? Do you think this was a rational way to respond to your disappointment? Please explain.
5. When you feel pressured or stressed, what are some things that you do that help you feel more relaxed so that you can think clearly? Please explain.
6. When you encounter disappointment, how can you deal with the disappointment effectively so that you learn from it rather than make it upset you? Please explain.

Activity (2)

Objective

The students will be able to assess the consequences of irrational thinking.

Teaching aid

Teaching/Learning Activities

1. Ask each group of students to discuss what consequences will result from the irrational thinking of Maung Su, the mother of Pho Aye, Ni Ni and U Lu Maung, discussed in Activity (1).
2. Ask them to present the results of the group discussions to the class.
3. Ask the students to recount the consequences of the irrational behaviors of people they have come across or heard of.
4. Based on the points discussed above, the teacher should add the explanation that persons thinking and acting irrationally are prone to sustain injuries quite often, and that they might attempt to commit suicide or commit crime, etc.

Content Question

1. What might be the consequences will result from Maung Su, Pho Aye's mother, Ni Ni and U Lu Maung thinking and acting irrationally?
2. What do you think each of these people can do to help them think more rationally? Please explain.

The teacher may wish to have the students work in small groups to answer the following questions. Each group may examine all of the case studies or each group a different case study.

3. What is the main cause of each person's irrational thinking? [Write the main cause in the appropriate column below.]
4. What may be possible ways for reducing or getting rid of this cause? Try to think of at least three different ways. [Write the ways suggested in the "Possible Solutions" column.]
5. What are the advantages and disadvantages to each possible solution? [Write the advantages and disadvantages in the appropriate columns.]
6. What do you think is the best solution for each person? Why?

Person	Cause of Problem	Possible Solutions	Advantages	Disadvantages
Maung Su		1.		
		2.		
		3.		
Pho Aye's mother		1.		
		2.		
		3.		
Ni Ni		1.		
		2.		
		3.		
U Lu Maung		1.		
		2.		
		3.		

Personalization Question

1. If you were one of the persons in the situation's above, what would you do to think rationally and solve your problems? Please explain.
2. When you are feeling stressed or you have a problem, how do you think about solving this problem? Please explain.
3. If you do not take the time to look at the cause of a problem, can you really solve the problem or are you just reducing the symptoms of the problem? Please explain.
4. Can running away from your problems help solve the problems or only contribute to irrational thinking?
5. If we ask our friends to solve our problems for us, are we thinking rationally? Why?

Teacher Notes:

Irrational thinking can often be controlled through the development or strengthening of problem-solving skills. However, in solving problems, one also has to control their emotions in order to make rational decisions. Depending on the students' responses, the following are formulas that may be useful to review with the students.

Spontaneous Problem-Solving

1. Stop ongoing behaviors and relax.
2. Define the immediate problem situation facing you.
3. Think of alternative actions and strategies.
4. Think of the possible consequences for each option.
5. Choose the best strategy for avoiding trouble and helping the situation.
6. Use the best strategy and examine the outcome.
7. Reward yourself for problem-solving. Or, if the problem still exists, reexamine the strategy you chose and choose another strategy if necessary.

Controlling Emotions

1. Learn what situations cause you to lose control or make you angry.
2. Monitor the feeling you have in stressful situations.
3. Instruct yourself to breathe deeply and relax when stressful feelings begin to arise.
4. Reword angry feelings so that they can be expressed in a non-offensive manner to others.
5. Praise yourself for controlling emotional outbursts.

Coping with Sad Feelings (or Depression)

1. Identify what situations tend to make you sad.
2. Acknowledge sad feelings when they arise.
3. Report your feelings to a caring adult or peer.
4. Find alternative activities that you enjoy and engage in them. Get outside for fresh air and sunshine.
5. Avoid isolating yourself or withdrawing from friends or relatives.
6. Discuss feelings openly and frankly.

Dealing with Failure

1. Accurately identify that you did not succeed in a particular activity.
2. Remain calm and relaxed.
3. Instruct yourself to control emotional behavior.
4. Find a caring adult or peer and discuss any negative feelings or your disappointment.
5. Be willing to try again to be successful.

Dealing with Frustration

1. Identify frustrated feelings as they arise.
2. Learn the source of frustrated feelings.
3. Breathe deeply and relax when frustrations arise.
4. Discuss frustrations with a caring adult or peer.
5. Find alternative activities that promote feelings of success.

Relaxation Strategies

1. Breathe deeply and completely.
2. Tighten and relax any tense body areas.
3. Instruct yourself to remain calm.
4. Visualize a relaxing scene (i.e. something you enjoy: being with friends, mountains, walking along a beach, etc.).
5. At the first sign of increasing stress, say to yourself “3, 2, 1, relax” and continue breathing deeply.

Activity (3)

Objectives

The students will be able to identify way to prevent irrational thinking.

The students will be able to assess the benefits of counseling in reducing irrational thinking in self and others.

Teaching aid

Teaching/Learning Activities

1. First the teacher should explain once again the causes of mental illness and say that in the absence of the said causes, there can be no mental illness.
2. Ask each group of students to discuss how to behave in order to prevent mental illness.
3. Fill in the table with the results of the discussion and coordinate with the whole class.

Causes of Irrational Thinking	Ways to Prevent the Causes of Irrational Thinking
<ol style="list-style-type: none"> 1. Excessive Mental Pressure (Mental distress, over anxiety, worrying too much, etc.) 2. Disappointment/Dissatisfaction (Failure to get tender loving care) 3. Lack of self-confidence or over self-confidence. 4. Narcotic Drug Abuse, Alcohol Abuse. 5. Venereal Disease 	

4. Based on the results of the discussion, the teacher should explain emphasizing the following points:
 - Developing the habit of studying lessons regularly;
 - Actively participating in the all-round development activities in the school;
 - Regularly performing good health practices;
 - Speaking out and consulting with intimate friends or trusted adults;
 - Asking for assistance from the elders/parents/teachers, telling them all about the circumstances; and
 - Keeping away from alcohol and narcotic drugs.
 - Refrain from sexual intercourse or always use protection
5. Then, go on and ask each individual to relate, according to personal experience, how people in their community deal with others who are thinking and acting irrationally.
6. The teacher should remind the students of the benefits of non-formal counseling and discuss whether it can aid in resolving irrational thinking.

Content Questions

1. What are the differences between the person who thinking irrationally and a person who is thinking rationally?
2. How can thinking of the cause and consequences of our actions help us to prevent or reduce irrational thinking?
3. Do young people generally think of the consequences of their behavior before they do something? Why or why not? Is this rational behavior? Please explain.
4. How can participation in school activities help a young person prevent irrational thinking?

Personalization Question

1. If you do not know how to prevent the problems that may cause irrational thinking, what can you do? Please explain.
2. How can you help friends or family members when they are thinking irrationally? Please explain.
3. What are some ways that they help us when we are not thinking clearly? Please explain.
4. When you have a problem, who do you usually talk to? Does this person generally tell you what to do or do they help you find your own solutions? Please explain.
5. When you feel that you are starting to think irrationally, what can you do to help yourself start to think more rationally to solve your problem(s)?

Linkage Questions

1. How can irrational thinking place someone at greater risk for HIV/STD infection or alcohol and drug abuse? Please explain.
2. How can infection with HIV/STD and the abuse of alcohol and drugs contribute to irrational thinking? Please explain.
3. How can developing good relationships with family and friends help to reduce irrational thinking?

Assessment

The following are two case studies in which young people may not be thinking rationally. Have each student choose one of the case studies and help find a solution to the cause.

Situation 1

I am already married and have two children. My husband likes to drink whisky. When he is drunk he then likes to visit sex workers. I want to tell him to stop but I can't do it. I worry all of the time when he is out and sometimes cry.

Situation 2

My best friend has an older brother who uses drugs. His brother's friends hang out at their house on weekends when no adults are around. I am not sure whether my friend uses drugs or not. I have been avoiding this friend because I am so worried about this. He has also asked my other friends why I am avoiding him.

Person	Cause of Problem	Possible Solutions	Advantages	Disadvantages
Married woman		1.		
		2.		
		3.		
Best friend		1.		
		2.		
		3.		

Have the students clearly state what they think is the best solution and reasons why it is the best solution.

Follow-up Activities

Have the students work in small groups to interview community leaders, health care workers and others about recent problems in the community. These may include accidents at home or on the road, disputes between individuals, and other public nuisances. . How many of these problems were caused by irrational thinking?