**THIRD TERM**

**WEEK 1**

**TOPIC: NATURE OF Drug ABUSE AND ITS EFFECTS**

**1. Meaning of Drug abuse**

**2. Examples of Drugs Made from Interaction between Chemicals**

**3. Specific Effects of Heroine, Cocaine and Sedatives**

**PERFORMANCE OBJECTIVES**

**1. State examples of drugs made from interaction between chemicals.**

**2. List effects of each of heroine, cocaine and sedative.**

**REFERENCE MATERIALS**

**Scheme of Work**

**Course Book**

**All Relevant Material**

**Online Information**

**CONTENT OF THE LESSON**

**Substance abuse are drug abuse and taking without the doctor’s advice or prescription.**

**Some substance when taken change the action of the body. Examples of substance are heroine, cocaine, Indian hemp, etc.**

**EXAMPLES OF DRUGS MADE FROM INTERACTION BETWEEN CHEMICALS**

**1. Aspirin**

**2. Paracetamol**

**3. Cough mixture**

**4. Chloroquine**

**5. Chloramphenicol**

**6. Valium**

**7. Antibiotics, etc.**

**EXAMPLES OF SUBSTANCES ABUSE**

**1. Heroin**

**2. Cocaine**

**3. Sedative**

**EFFECTS OF DRUGS ABUSE ON HEALTH/SOCIO – ECONOMIC EFFECTS OF DRUGS ABUSE**

**Effects of Heroine (Street Name – Gbana)**

**1. Respiratory infection**

**2. Jaundice**

**3. Chills and cramps**

**4. Panic**

**5. Nausea**

**6. Lack of appetite**

**7. Loss of weight**

**Effects of Cocaine (Street Name – Coke)**

**1. Increase blood pressure**

**2. Stroke**

**3. Loss of weight**

**4. Convulsions**

**5. Death**

**Effects of Sedative Drugs (MANDRAX AND VALIUM)**

**1. Anxiety**

**2. Disorientation**

**3. Co – ordination**

**4. Poor school performance**

**5. Truancy**

**6. Drop – out of school**

**Strategies and activities**

**Step1: Teacher revises the previous topic**

**Step2: Teacher introduces the new topic**

**Step 3: Teacher explains the new topic**

**Step4: Teacher welcomes pupils questions**

**Step 5: Teacher evaluates the pupils**

**Evaluation and Assignment**

**1. State 4 examples of drugs made from interaction between chemicals.**

**2. List 2 effects of each of heroine, cocaine and sedative.**

**WEEK 2**

**TOPIC: MODE OF DRUGS AND CONSEQUENCES**

**LEARNING AREA**

**Modes of Drugs Use**

**Consequences/Effects of Normal and Excessive Use of Drugs**

**Factors Causing Drug Abuse Behavior**

**PERFORMANCE OBJECTIVES**

**By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor):**

**1. Differentiate between effects of normal and excessive use of drugs.**

**2. Mention the consequences of drug abuse.**

**3. List three factors which sustain drug abuse.**

**INSTRUCTIONAL MATERIALS**

**The teacher will teach the lesson with the aid of:**

**1. Posters/charts showing common drugs and hards drug.**

**2. Posters illustrating effects of drugs abuse.**

**REFERENCE MATERIALS**

**Scheme of Work**

**Course Book**

**All Relevant Material**

**Online Information**

**CONTENT OF THE LESSON**

**There are five methods of drug use which allow drugs to enter the body:**

**1. Swallowing**

**2. Smoking**

**3. Snorting**

**4. Through suppositories**

**5. Injecting**

**MODES OF DRUGS USE**

***Normal Use of Drugs***

**These are drugs that produce desired effects. That is, when we use drugs according to doctor’s prescription.**

**Normal use of drugs make us get well.**

**Examples of drugs are those in the first aid box i.e. Panadol, asprin, antacid, etc.**

***Excessive Use of Drugs***

**These are drugs that causes damage and death in certain cases. We should avoid excessive use of drugs.**

**Excessive use of drugs is also known as drug abuse. That is the use of drugs to drive desire.**

**CONSEQUENCES/EFFECTS OF NORMAL USE OF DRUGS**

**1. Pleasurable feelings that encourage the tendency to use again and again.**

**2. Development of tolerance to drugs.**

**3. Reduces sense of pain.**

**FACTORS CAUSING DRUG ABUSE BEHAVIOR**

**1. Pleasurable effects of drugs (psychological).**

**2. Unpleasant effects on withdrawal (psychological).**

**3. Inability to control peer pressure (social).**

**4. Presences of the drug in the environment (physical).**

**Strategiesandactivities**

**Step1:Teacherrevisestheprevioustopic**

**Step2:Teacherintroducesthenewtopic**

**Step3:Teacherexplainsthenewtopic**

**Step4:Teacherwelcomespupilsquestions**

**Step5:Teacherevaluatesthepupils**

**EvaluationandAssignment**

**1. Differentiate between effects of normal and excessive drug use.**

**2. Mention 3 consequences of drug abuse.**

**3. List 3 factors which sustain drug abuse behavior.**

**THIRD TERM**

**WEEK 3**

**TOPIC – SOURCES OF DRUG SUPPLY – TRAFFICKING**

**1. Meaning OF Legitimate drugs, Drug tracking and Drug pushing**

**2. Sources of Drugs Supply**

**PERFORMANCE OBJECTIVES**

**1. Identify the registered and unregistered sources of drugs.**

**2. Explain drug trafficking and drug pushing.**

**3. List the characteristics of persons that abuse – heroine, cocaine and sedative drugs.**

**4. List three primary sources of of helps for those with drug abuse problems.**

**INSTRUCTIONAL MATERIALS**

***The teacher will teach the lesson with the aid of:***

***Sample of drugs***

**REFERENCE MATERIALS**

**Scheme of Work**

**Course Book**

**All Relevant Material**

**Online Information**

**CONTENT OF THE LESSON**

**The source of drug supply are numerous and everywhere. Both registered and unregistered are supplied inside commercial buses and at motor parks.**

**They are also supplied at restaurants, beer parlors, hotels, club house, patient medicine stores, clinics, hospitals, pharmaceutical stores, supermarkets as well as those who go about on foot selling these drug (hawkers).**

**Drug trafficking is one of the supply of drugs.**

**MEANING OF DRUG TRAFFICKING**

**Drug trafficking is an illegal production, distribution and sales of illegal drugs.**

**MEANING OF –**

**LEGITIMATE DRUGS are registered and approved drugs.**

**DRUG TRAFFICKING are sales and distribution of illegal drugs.**

**DRUG PUSHING are selling of dangerous drugs in unregistered establishment.**

**REASONS FOR TRAFFICKING IN DRUGS**

**1. Poverty**

**2. Ignorance**

**3. Greed,**

**4. Unemployment**

**5. Bad company**

**6. Corruption**

**7. High demand**

**8. Indiscipline**

**DANGERS OF DRUG TRAFFICKING**

**1. Bad image for the country**

**2. Imprisonment**

**3. Death penalty in some cases**

**4. Affects national security**

**5. Negative impact on the economy**

**6. Increase in crime and violence**

**7. Destroy the lives of the youth**

**SOURCES OF DRUGS SUPPLY**

**Registered Drugs**

**1. Pharmaceutical industries**

**2. Hospitals**

**3. Patient and medicine stores**

**4. Clinics, etc.**

**Unregistered Drugs**

**1. Cultivated and uncultivated vegetation**

**2. Traditional medicine establishment**

**3. Herb sellers**

**4. Beer parlor**

**6. Motor parks**

**7. Hawkers**

**8. Hotels**

**9. Club houses**

**10. Roadside hawkers**

**11. Itinerant peddlers**

**Strategiesandactivities**

**Step1:Teacherrevisestheprevioustopic**

**Step2:Teacherintroducesthenewtopic**

**Step3:Teacherexplainsthenewtopic**

**Step4:Teacherwelcomespupilsquestions**

**Step5:Teacherevaluatesthepupils**

**EvaluationandAssignment**

**1. Explain the meaning of legitimate drugs, drug trafficking and drug pushing.**

**2. Identify 3 sources of registered and unregistered sources of drug supply.**

**3. State 5 reasons for drug trafficking.**

**4. Mention 5 dangers of drug trafficking.**

**WEEK 4**

**TOPIC: IDENTIFICATION OF ABUSERS AND THEIR TREATMENT AND REHABILITATION**

**LEARNING AREA**

**1. Meaning of Drug Abusers**

**2. Characteristics of Drug Abusers**

**3. Primary Source of Help for Drug Abusers**

**PERFORMANCE OBJECTIVES**

**By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and be able to –**

**1. list the characteristics of persons that abuse of heroine, cocaine and sedative drugs.**

**2. list at least 3 primary of help for those with drug problems.**

**INSTRUCTIONAL MATERIALS**

**The teacher will teach the lesson with the aid of:**

**charts showing characteristics persons that abuse of heroine, cocaine and sedative drugs.**

**REFERENCE MATERIALS**

**Scheme of Work**

**Course Book**

**All Relevant Material**

**Online Information**

**CONTENT OF THE LESSOn**

[**Drug abuse affects the body and mind of the user and often many of those around him or her.**](https://www.healthyplace.com/addictions/drug-addiction/effects-of-drug-abuse)

**CHARACTERISTICS/EFFECTS OF DRUG ABUSERS**

**Heroine**

**1. Abnormal or excessive happiness**

**2. Pain**

**3. Shivering when not on the drugCocaine**

**1. Sleeplessness**

**2. Lack of appetite**

**3. Excessive happiness of depression when not on drug**

**Sedative drugs**

**1. Drunken behaviour without smell.**

**2. Drunken behaviour with smell of drink (alcohol).**

**3. Tremors or convulsion when not on drugs.**

**PRIMARY SOURCES OF HELP FOR THOSE WITH DRUG ABUSE PROBLEM**

**1. Teachers**

**2. Parents**

**3. Older relations**

**4. School health officers**

**5. Social centres**

**Strategiesandactivities**

**Step1:Teacherrevisestheprevioustopic**

**Step2:Teacherintroducesthenewtopic**

**Step3:Teacherexplainsthenewtopic**

**Step4:Teacherwelcomespupilsquestions**

**Step5:Teacherevaluatesthepupils**

**EvaluationandAssignment**

**list 3 characteristics of persons who abuse heroine, cocaine and sedative drugs.**

**WEEK 5**

**TOPIC: PREVENTION OF DRUG ABUSE – LIFE SAVING SKILLS AND DEVELOPING POSITIVE HEALTH BEHAVIOR**

**PERFORMANCE OBJECTIVES**

**By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and be able to –**

**1. describe three behaviours which are conducive to physical, mental and social well – being.**

**2. list five governmental and non – governmental organizations concerned with physical, mental and social well – being of youths in the community.**

**INSTRUCTIONAL MATERIALS**

**The teacher will teach the lesson with the aid of:**

**charts, films, paper, pictures, posters, old newspapers, cardboard paper.**

**REFERENCE MATERIALS**

1. **Scheme of Work**
2. **9 – Years Basic Education Curriculum**
3. **Course Book**
4. **All Relevant Material**
5. **Online Information**

**CONTENT OF THE LESSON**

[**Drug abuse is an  ongoing problem in many communities, creeping into the lives of all people of all ages and from all walk of life.**](https://www.helpingservices.org/10-ways-to-prevent-drug-abuse-among-kids/)

**PREVENTION OF DRUG ABUSE**

**Life – saving skills and developing positive health behavior are program designed to provide the education and support necessary by diminish drug dependency in community, school and workplace.**

**Preventing drug abuse is a responsibility shared by each member of society.**

**HEALTH PROMOTION BEHAVIOURS CONDUCIVE TO PHYSICAL, MENTAL AND SOCIAL WELL BEING –**

**1. Regular exercise**

**2. Sports**

**3. Constructive play**

**4. Cordial relationships with others**

**5. Avoidance of harmful drugs**

**6. Carefully choose of what to eat and friends make**

**DRUG CONTROL AGENCIES**

**Organizations concerned with physical, mental and social well – being of youths in the community –**

***Government Organization***

**1. Welfare Centres**

**2. Youths and Development**

**3. Federal Ministry of Education**

**4. National Agency for Food and Drug Administration and Control (NAFDAC)**

**5. National Drug Law Enforcement Agency (NDLEA)**

***Non – Governmental Organization***

**1. Boys scout**

**2. Girls guide**

**3. Boys and girls bridge**

**4. Religious body**

**Strategiesandactivities**

**Step1:Teacherrevisestheprevioustopic**

**Step2:Teacherintroducesthenewtopic**

**Step3:Teacherexplainsthenewtopic**

**Step4:Teacherwelcomespupilsquestions**

**Step5:Teacherevaluatesthepupils**

**EvaluationandAssignmen**

**1. describe three behaviours which are conducive to physical, mental and social well – being.**

**2. list five governmental and non – governmental organizations concerned with physical, mental and social well – being of youths in the community.**

**WEEK 6**

**TOPIC: OBSTACLES TO PHYSICAL DEVELOPMENT IN YOUTH**

**LEARNING AREA**

**1. Meaning of Physical Development**

**2. Problems of Physical Development**

**3. Keep the Bodies Well Groomed**

**PERFORMANCE OBJECTIVES**

**By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor):**

**1. explain physical develop;**

**2. list five obstacles of physical development in youth;**

**3. what must be done to keep bodies well groomed?**

**INSTRUCTIONAL MATERIALS**

**charts**

**films**

**paper**

**pictures**

**posters**

**cardboard paper**

**REFERENCE MATERIALS**

1. **Scheme of Work**
2. **9 – Years Basic Education Curriculum**
3. **Course Book**
4. **All Relevant Materials**

**CONTENT OF THE LESSON**

**Physical development is the process that starts in human infancy and continues into late adolescent concentrating on gross and fine motor skills as well as puberty.**

**As a child learns what their bodies can do, they gain self-confidence, promoting social and emotional development.**

**PHYSICAL DEVELOPMENT IN YOUTH**

[**Physical development is divided into two areas, growth and development.**](http://resources.hwb.wales.gov.uk/VTC/2012-13/22032013/hsc/eng/unit_2/hsc_u2_hgd/hsc_u2_physical_dev.htm)

**Growth is the physical changes of, the increase in size, height and weight.**

**Development is how children gain control over their physical actions to do complicated and difficult activities more skilfully and easily.**

[**Physical development involves developing control over the body, particularly muscles and physical coordination.**](https://www.livestrong.com/article/96678-define-physical-development/)

**OBSTACLES TO YOUTH PHYSICAL DEVELOPMENT**

**There are conditions which prevent children from keeping their body physically fit. These are:**

**1. Lack of sleep – a child needs to sleep well in order to allow the body organs rest for a while.**

**2. Lack of exercises – a child who does not exercise will develop weak limbs.**

**3. Diseases – diseases weaken the child and cause some deformity in him.**

**4. Poor diet – poor diet makes a child weak and unfit.**

**UNHYGIENIC ENVIRONMENT**

**This is unsafe environment for growth and development especially the children.**

**WHAT MUST BE DONE TO KEEP BODIES WELL GROOMED?**

**1. Children should be allowed to sleep well.**

**2. They should be encouraged to do regular exercises.**

**3. They should be given good diet which contains protein, starch, oil and vitamins.**

**4. They should be encouraged to maintain personal hygiene, that is, be neat and clean always.**

**5. Total cleanliness and care of body – eyes, nose, mouth (teeth and tongue), hands, finger nails, legs, toe nails, private parts.**

**Strategiesandactivities**

**Step1:Teacherrevisestheprevioustopic**

**Step2:Teacherintroducesthenewtopic**

**Step3:Teacherexplainsthenewtopic**

**Step4:Teacherwelcomespupilsquestions**

**Step5:Teacherevaluatesthepupils**

**EvaluationandAssignmen**

**1. explain physical develop;**

**2. list five obstacles of physical development in youth**

**3. what must be done to keep bodies well groomed?**

## **WEEK 7**

**PRIMARY 6 – Revision on Week 1 and Week 2**

## **WEEK 8**

**PRIMARY 6 – Revision on Week 3 and Week 4**

## **WEEK 9**

**PRIMARY 6 – Revision Week 5 and Week 6**

## **WEEK 10**

**Lagos state universal basic education.**