

FRESH START



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Introduction

The Fresh Start lesson series is designed to decrease the number of minors who use alcohol, tobacco or cannabis. The four lessons are specifically made to cater to 12/13-year-olds who have just, or are experiencing the transition from primary to secondary education. During the four lessons, students will learn about the effects and risks of substance abuse, structures to make better choices, analyse their own thinking and recognize misconceptions. The information is presented through group discussion, exercises and interactive components that draw from situations presented by the lesson series as well as from the students' own experiences.

Adaptability

Some parts of the lesson series required us to reference educational terms like secondary school. These terms might not correspond with the terms used within your institution. We encourage you to modify these terms during your teaching to better fit the specific setting of your school.

Chapter 1

Lesson overviews

Overview Lesson 1

At the start of secondary school

Lesson goals

- Students set up an agreement to create a safe environment
 - Students are able to recognise the changes they came into contact with when starting secondary school.
 - Students become aware of the influence that others have on the way they behave themselves
 - Students know alcohol, cigarettes and cannabis cannot legally be sold to students under the age of 18
 - Students can name the negative health effects of alcohol, cigarettes and cannabis. (homework assignment 1)
 - Students discuss the usage of alcohol, cigarettes and cannabis with their parents and make a NIX18 agreement. (homework assignment 2)
-

Materials

- Copies of the worksheets and homework assignments, see pages 33 & 39
-

Time

- One lesson. Keep in mind that the lesson is quite content heavy. The lesson activity overview therefore indicates which assignments are absolutely essential and, therefore, should not be skipped.
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Points of attention

- A safe environment within the classroom is essential for the successful completion of this lesson series. Start the lesson by making classroom agreements for a safe environment. This makes teaching the lesson series more pleasant and will increase student engagement.
- During this lesson the topic of group forming is touched upon. Be aware that most students of this age want to be part of a peer group. Emphasizing students need to resist peer pressure and diverting too much attention to the negative effects of peer pressure, at this age, will have very little effect or even work counterproductively.

Activities

Activity	Duration	Points of attention
Task 1	10 minutes	This is an important task, do not skip this task.
Task 2	10 minutes	For the introduction of this task you can choose between: <ul style="list-style-type: none"> • The interview on page 5 of the workbook • A mindmap
Tasks 3 & 4	15 minutes	This task is about peer groups and group forming. It is important to leave enough time for post-task discussion.
Task 5	10 minutes	This is an important task, do not skip this task.
Homework	Introduction: 5 minutes Execution: 0,5-1 hour	This lesson has two homework assignments (Online adventure and parent interview). Provide the students with a copy of both assignments and inform parents through the mail on page 38

Overview Lesson 2

Making choices

Lesson goals

- Students can name the negative health effects of Alcohol, tobacco and cannabis. (homework assignment 1)
 - Students make agreements with their parents, concerning Alcohol, tobacco and cannabis. (homework assignment 2)
 - Students are able to name the pros and cons of different choices.
 - Students know the 4 step plan of decision making and can apply this in their daily life.
 - The class, as a group, makes a no-drinking and no-smoking agreement (optional)
-

Materials

- Copies of the worksheets and homework assignments, see pages 33 & 39
 - Answer sheet of homework assignment online adventure, see page 36
-

Time

- One lesson.
-

Points of attention

- This lesson starts by reviewing the homework assignments assigned in lesson 1. When reviewing the online adventure assignment, keep in mind that students at this age, have a negative attitude with regards to smoking, drinking alcohol and using cannabis. Connect to this negative view to further establish, and possibly enhance this stance. Emphasize the negative effects of substance abuse and ignore the 'positive effects' and 'reasons to start drinking and smoking,' because this might negatively persuade some students.

Activities

Activity	Duration	Points of attention
Reviewing the homework assignments of lesson 1	15 minutes	Discuss the homework assignments you provided students with after lesson 1.
Test 'how do you make decisions?'	5 minutes	<ul style="list-style-type: none"> This task is optional. When short on time, skip this task.
Tasks 1	10 minutes	This is an important task, do not skip this task.
Task 2	15 minutes	This is an important task, do not skip this task.
Homework	Introduction: 5 minutes Execution: 30 minutes	Choose whether you want to assign the homework or if you want to make a no-alcohol, no-tobacco, no-cannabis agreement as a class. If you choose to assign the homework assignment, make sure to have copies of the corresponding worksheet ready.

Overview Lesson 3

Smartquiz

Lesson goals

- Students can explain the thought process in choosing whether or not to start drinking or smoking, and their own stance on this.
 - Students have an accurate understanding of alcohol, tobacco and cannabis use amongst peers.
-

Materials

- Computer with an internet connection, connected to a beamer or smartboard.
 - Soundsystem connected to the computer for the playing of the videos.
 - An accessible (wi-fi) network which can provide a connection to everybody in class.
 - Each student must have access to a smartphone, tablet or laptop. When a few students don't have access to this they can work with a student who does. When a large number of students do not have access to these devices the effectiveness of this task will be strongly decreased.
 - When facing technical issues, the questions of the smartquiz can also be printed. See page 44
 - A personal Kahoot account for the teacher! Every teacher should create this for themselves at <https://getkahoot.com> , also see page 43
 - Select: find Kahoots in the menu at the top. Type 'Fresh Start' in the search option and select the 'Fresh start smartquiz by Trimbos_instituut'. For more information see page 43
-

Time

- One lesson.
-

Points of attention

- The focus of this lesson is on creating a social norm. Sometimes students start drinking or smoking because they think this is common practice amongst their peers. They believe drinking and smoking are the norm, while in reality the vast majority doesn't drink or smoke at all. So to not-drink or smoke is actually the norm. In order to effectively inform your students, it is important to set a clear social norm: drinking and smoking are not part of this, especially not before the age of 18.
- Make sure you made a Kahoot account before starting the lesson and that you have the 'Fresh start smartquiz ready to start. For more information see page 43

Activities

Activity	Duration	Points of attention
Smartquiz	1 lesson	During this lesson the students will participate in the Interactive Smartquiz. The quiz is done with an online quiz platform. The students use their smartphone, laptop or tablet to answer the quiz questions online. The results are transferred to the quizmaster and are displayed on the screen in the classroom. During development of the quiz the online quiz platform Kahoot was used. This is often used in schools as an interactive online platform.

Overview Lesson 4

Thinking error

Lesson goals

- Students are familiar with the roadmap 'making choices' and can apply this.
 - Students are able to identify the pros and cons of a variety of choices.
 - Students are able to give examples of how peers might influence their choices.
 - Students know the meaning of the term logical error and are aware their ideas of what other people think isn't always accurate.
 - Students are able to apply what they've learned during this lesson series in real-world situations.
-

Materials

- A computer connected to a beamer or a smartboard or big screen which is visible to all students in the class.
 - The video 'Temptation'. This video can be found at <https://vimeo.com/537601477/7ec4946ee9>
-

Time

- One lesson.
-

Points of attention

- This lesson starts with a reflection on the homework assignment from lesson 2.
- During this lesson the students will watch the video 'Temptation'. In this video they will see Remco who is under the impression he has to smoke in order to fit in with his new classmates. Spend sufficient time discussing the video and refuting this idea (and thinking error!) that Remco has. A possible way of doing this is to talk about the social norm again as was introduced in the Smartquiz: smoking is not part of being 13 and furthermore 99% of 13-year olds do not smoke.

Activities

Activity	Duration	Points of attention
Reviewing the homework assignments of lesson 2	Optional, 10 minutes	If you handed out the homework assignment after lesson 2, you can discuss this at the start of this lesson.
Task 1	10 minutes	Make sure the video is ready to be played beforehand and that the sound works.
Tasks 2 & 3	10 minutes	These are important tasks, do not skip these tasks.
Task 4	10 minutes	This is an important task, do not skip this task.
Task 5	15 minutes	Task 5 is the last component of this lesson series. This task offers students the opportunity to apply everything they have learned (making choices, weighing pros and cons, detecting thinking errors) Take sufficient time to discuss this last task.

Chapter 2

Clarifications and plans of action per lesson

Clarifications and plans of action Lesson 1

Task 1	
Duration	10 minutes
Goal	The students in the class make an agreement together to create a safe environment within the classroom.
Materials	A big sheet of paper
Points of attention	It is important to create a set of rules that create an environment in which students feel safe enough to share their experiences.
Execution	<p>Stimulate students to come up with rules out of their own accord. Add some rules if necessary. Examples of rules are:</p> <ul style="list-style-type: none"> • I listen when others speak. • There is only one person speaking at any time. • I will not ridicule other people's stories. • We show respect towards each other. • What is said in the classroom stays in the classroom. • We will not allow bullying of any kind. <p>Tip Write the agreements on a big sheet of paper and hang this in the room during the lessons. This way students are constantly reminded of the rules they agreed to.</p>

Task 2	
Duration	10 minutes
Goal	Students recognise the changes they experienced when they reached secondary school.
Materials	Workbook
Points of attention	-
Execution	<p>There are two ways to introduce this task:</p> <ul style="list-style-type: none"> • The students read the interview with Emma and Lucas, workbook page 5. • Mindmap: write 'Secondary school' on the board and ask students for all the words they associate with this. Write these associations around 'secondary school' on the board. <p>Let the students now make task 2 in pairs.</p>

Task 3 & 4	
Duration	10 minutes
Goal	Students are able to recognise and name the changes they experienced when going to secondary school. Students also become aware of how their behaviour is being influenced by others.
Materials	Workbook
Points of attention	The subjects 'making friends' and 'group forming' can be challenging for some students, for instance for students with few friends within the class. Emphasise how everyone experiences this in a different way and potentially remind the students of the agreement made in lesson one about confidentiality and respect.
Execution	Have the students make exercises 3 & 4 and follow this by a classroom conversation. Ask students to share examples and explain how they experienced this. Do other students recognise the examples given? Why/why not?

Task 5	
Duration	10 minutes
Goal	Students know alcohol, tobacco and cannabis cannot be sold to anyone under the age of 18.
Materials	-
Points of attention	<ul style="list-style-type: none"> • Make sure you are informed about what Dutch law states about alcohol, tobacco and cannabis. See page 32. • Make sure you are aware of school policy concerning alcohol, tobacco and cannabis.
execution	<p>Explain what the law states regarding alcohol, tobacco and cannabis. Also explain the reasoning behind these rules. This can be done by explaining how alcohol, tobacco and cannabis can be extra damaging for adolescents because their bodies are still developing. Additionally, students who start substance abuse at this age are more likely to develop an addiction.</p> <p>Discuss school policy concerning alcohol, tobacco and cannabis. What is permitted and what isn't? Let the students write these rules in their workbook.</p>

This lesson comes with two homework assignments: an online adventure and an interview with parents. Provide all students with a copy of the work sheets, on page 33 and 39. Discuss the results of the homework assignments in lesson 2.

Homework assignment 1: online adventure	
Duration	30 minutes – 1 hour
Goal	Students can identify the negative health effects of alcohol, tobacco and cannabis.
Materials	A copy of the worksheet, see pages 33, 34 and 35.
Points of attention	Students with low literacy will need extra guidance during this exercise.
Execution	The online adventure is a method designed to have students independently research and process information within a safe environment. The online adventure consists of a list of previously selected web pages and a corresponding questionnaire.

Homework assignment 2: Interview with parents	
Duration	1 hour
Goal	Students interview their parents and come to an agreement with them about alcohol, tobacco and cannabis.
Materials	A copy of the worksheet, see page 39.
Points of attention	For this assignment it is important for parents to have prior knowledge about alcohol, tobacco and cannabis, are aware of the importance of making rules about these subjects with their child and know how to have a meaningful conversation about these topics with their child. For instance via the accompanying example parent email as shown on page 38.
Execution	During this assignment the students will start a conversation at home about alcohol, tobacco and cannabis. What do the parents know of the risks and which rules do they uphold? Together parents and students can make a NIX18 agreement. For the interview the students can make use of the question list, see worksheet.

Clarifications and plans of action Lesson 2

Reflection upon homework	
Duration	20 minutes
Goal	Students can explain the negative health effects of alcohol, tobacco and cannabis.
	Students interview their parents about amongst other things, the risks of substance abuse and make a NIX agreement with their parents about alcohol, tobacco and cannabis. (homework assignment 2)
Materials	<ul style="list-style-type: none"> • Answer sheet of homework assignment 1 • Whiteboard/smartboard
Points of attention	<p>For the reflection on homework assignment 1: Keep in mind that students at this age still predominantly view alcohol, tobacco and cannabis in a negative way. Connect to this negative view to further establish, and possibly enhance this stance. Emphasize the negative effects of substance abuse and ignore the 'positive effects' and 'reasons to start drinking and smoking,' because this might negatively persuade some students.</p> <p>For the reflection on homework assignment 2: Ask which students made a NIX18 agreement with their parents. There might be children whose parents take a different position on substance abuse and might even allow it. Do not judge this but limit the time spend on this view. Give a lot of time to students who made a NIX18 agreement with their parents.</p>
Execution	Ask which students made a NIX18 agreement with their parents, or if they made any other agreements concerning alcohol, tobacco and cannabis? Make three sections on the whiteboard labelled alcohol, tobacco and cannabis and ask a few students to write down the agreements they made with their parents in each respective section.

Test 'How do you make decisions?'	
Duration	Optional, 5 minutes
Goal	Introducing the subject 'decision making'
Materials	Workbook
Points of attention	This task is optional.

Task 1	
Duration	10 minutes
Goal	Students can identify the pros and cons of different decisions.
Materials	Workbook
Points of attention	-
Execution	<p>In this task students learn that if you are faced with a decision, it is important to weigh the pros and cons of this decision. If students struggle to distinguish pros from cons, you could start with a whole class practice activity. Discuss a few different behaviours/habits and ask the students to identify the pros and cons of these behaviours.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Exercise (pro: your stamina will improve, con: you might get injured) • Snacking (pro: it tastes nice, con: you may gain unwanted weight) <p>After the introduction students can independently make task 1 in their workbooks. Take enough time to discuss the questions if students struggle to fill out the model.</p>

Task 2	
Duration	15 minutes
Goal	Students know the four-step model of decision making and can apply this.
Materials	Workbook
Points of attention	-
Execution	<p>This is a whole class activity. Discuss the four-step model in order to try to resolve situations (see workbook). Implement the model on situations relevant to the students. Examples: making new friends, playing games or doing homework, posting something on social media about somebody else.</p> <p>Let students work in pairs to apply the four step model to the scenarios presented in the workbook. The students also have the option to create their own scenario. Make sure enough time is spent on reflecting on this task.</p>

As a lesson conclusion two options are available. A homework assignment and a classroom agreement. Choose which task you want to include in the lesson.

Homework assignment: making decisions – personal situation	
Duration	30 minutes
Goal	Students know the four-step model of decision making and can apply this.
Materials	Copy of the assignment, see page 40
Points of attention	-
Execution	The aim of this assignment is to encourage students to practice the four step model some more, by applying this to situations drawn from their own experience. See the worksheet on page 40.

Classroom agreement	
Duration	1 hour
Goal	The class makes a no-drinking, no-smoking agreement as a group.
Materials	-
Execution	The class accepts a challenge not to drink or smoke for a certain amount of time, for instance the rest of the academic year. By making these agreements you can increase social pressure not to start drinking and smoking. You can formulate a contract with the class and have all students sign this.

Clarifications and plans of action Lesson 3

Reflection upon homework	
Duration	1 lesson
Goal	Students can explain which things adolescents consider when making the decision whether or not to start smoking, drinking or consuming cannabis and can formulate their own opinions on this. Students know the general alcohol, tobacco and cannabis usage amongst peers.
Materials	<ul style="list-style-type: none"> • See lesson overview, page 9 • For technical instructions, page 41 • When the available technology does not allow for the quiz to be performed online, the questions can be printed and handed out to the students, see page 42
Points of attention	The value of the Smartquiz is in the reflection after each of the questions. Starting at page 21, guidelines for these reflections are incorporated into the teacher guide.
Execution	<ul style="list-style-type: none"> • Introduce the activity of the Smartquiz. The quiz is anonymous, the intention is for students to be able to answer honestly and there are no right or wrong answers. • Make sure everybody is in possession of either a smartphone, laptop, or tablet. Inform the students the use of these devices is to be limited to the Smartquiz only. Ask the students to mute their devices. • Start the quiz in Kahoot! And ask the students to fill in the game pin. • The students have to fill in a nickname. The nickname will not be shown again during the quiz. • Explain how the quiz works. After every question you will show which answers have been given and how often. The quiz will not show who gave which answers. • The quiz starts with an example question. ('how old are you?') • If this example question runs smoothly the real quiz can be started. Progress to the next question. • Do the questions, see the overview on page 43. Each question has guidelines on how to lead the reflective discussion upon that question. This reflective discussion is highly important. • When all questions have been answered and reflected upon, the quiz can be stopped. When stopping the quiz the option appears to 'save results'. You can choose to save results for potential reflection. • Conclude the lesson by giving a summarization. Emphasise the social norm, as it was shaped in the quiz: at the age of 13 the vast majority does not drink or smoke. You actually fit in if you do not drink or smoke.

Smartquiz – Content and reflective discussion

<p>1</p> <p>For what reason would you not drink alcohol?</p>	<p>Because alcohol is even more unhealthy when you are still growing. Because alcohol use could cause a coma.</p> <p>Because alcohol can cause a certain odour.</p> <p>Because alcohol can make you do certain things that you wouldn't usually do and can be embarrassing.</p>	<p>Who gave which answer? Ask a few students to explain why they chose the answer they did. All answers to this question were correct. Were you all aware of all the answers? Did anybody learn something new from this question? If so, what?</p> <p>What is considered drinking a lot of alcohol? For girls 4 glasses is considered a lot. For boys 5 glasses is considered a lot. This while many minors say they don't think this is that much.</p> <p>The advice for minors is: No alcohol under 18. The brains of these students are still developing. From the age of 18 onwards the advice for both men and women is therefore to refrain from drinking or to not drink more than 1 standard glass.</p> <p>What do all of you think of this advice? Let the students discuss the effects for adolescents. End the discussion by naming the effects: Alcohol or binge drinking can cause you to do things you later regret. You can get nauseous, throw up, have trouble with your balance while walking/dancing, but you can even experience memory loss, and issues with; Planning and problem solving, making decisions and thinking about the future. In the worst cases you could even induce a coma. Besides all this it is also expensive.</p> <p>Do any of the students know someone in their direct environment who experienced alcohol poisoning/hospitalization from alcohol? What was the effect from this on these people? What did these people themselves think about what happened? How can it be that more adolescents are hospitalized as a consequence of alcohol use than adults? Alcohol has a higher impact on adolescents than it does on adults. This is because they are smaller and have fewer body fluids. With adolescents alcohol can have a sudden impact, without the adolescent seeing it coming at which point it is too late.</p> <p>In groups interviews adolescents indicated they would like to remain in control rather than get tipsy or drunk. What is your view on this? How do you practice this stance?</p>
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<p>2</p> <p>The agreement of NIX18 means to not drink alcohol or smoke before the age of 18. What do you think of this?</p>	<ul style="list-style-type: none"> - I agree with this - I think I have to wait a long time before being able to drink alcohol or smoke. - I will not follow this agreement. 	<p>Who knows the Dutch alcohol law? What kind of law is this? What does this law contain? This law has been amended in 2019. What does this mean?</p> <p>Elaborate upon the Dutch alcohol law and talk about the legal drinking age being at 18. This same legal age of 18 also applies for the buying of cigarettes. Did students know this?</p> <p>The government tries to protect students under 18. In group-interviews students indicated they were in favour of this; Students have little to no interest in drinking alcohol if the group as a whole doesn't do so. In saying this they tell us they mostly drink alcohol as a way to 'fit in'. What do the students think about this? Do they see the positive sides of this legislation?</p> <p>In a group discussion you can ask students to name what alcohol means (or doesn't mean) to them. Try to disproportionately give students with a more negative/ more reluctant view of alcohol, and who therefore reinforce a 'no thank you' position. This is aimed at reinforcing a more positive experience when doing activities which don't involve alcohol. Furthermore, this works to prevent a positive mindset towards alcohol.</p> <p>Besides this you can discuss the different values and goals the students have in life. What would they like to achieve? So not only that there are negative health effects when drinking alcohol, but also that remaining sober will help students gain more independence, grow up, make decisions and plans, graduate and get a degree, achieve athletic prowess, follow your passions, etc.</p> <p>Which would be the more effective way to achieve all these goals? With or without alcohol? If you are seeking excitement, which things could you do instead of drinking? In other words: What are some attractive alternatives to alcohol use?</p>
<p>3 My parents and I have made</p>	<ul style="list-style-type: none"> - Yes - No 	<p>Who answered yes? Discuss the different agreements students made at home. What do students think of these agreements?</p>

<p>agreements (rules) about drinking alcohol and smoking.</p>		<p>Who answered no? Do these students ever discuss alcohol with their parents? What do their parents think of it/what does this conversation look like?</p> <p>Note: It is also possible for students not to be talking about alcohol use with their parents due to ‘implicit agreements’ being in place. This means it is clear the student is not allowed to drink alcohol until 18.</p> <p>Try to motivate the students to indicate that they have no need for alcohol. Try to weaken the fun/ attractive views on alcohol through the non-drinkers. It is important, as the teacher, not to assume a view on the making (or not making) of agreements at home.</p>
<p>4 Do you think most students of 13 think it is normal when a peer is drunk?</p>	<p>- Yes most 13-year olds think this is normal. - No most 13-year olds think this is normal.</p>	<p>The correct answer is: No, most 13-year olds do not think this is normal. 75% of 13-year olds in the Netherlands even say they would be embarrassed if they were drunk. Most 13-year olds also think stricter measures should be taken against alcohol abuse.</p>

<p>5 What percentage of 13-year olds does not drink alcohol?</p>	<ul style="list-style-type: none"> - Around 50% - Around 75% - More than 90% 	<p>More than 90% (90,8%) of 13-year olds does not or rarely drink alcohol. Only a small percentage drinks alcohol monthly. It is very normal not to drink.</p> <p>Ask the students about smoking. How many of their peers smoke cigarettes on a daily basis? And how many have smoked cannabis?</p> <ul style="list-style-type: none"> - Fewer than 1 in 100 (0.5%) 13-year olds smokes cigarettes on a daily basis (so 99.5% doesn't) and 8.5% of 13-year olds has ever tried a cigarette. - About 2 in 100 (1.5%) of 13-year olds has ever tried cannabis. <p>Discuss the answers of the students; How many of the students thought the amount of smoking students was higher? How do the students react to the actual numbers?</p> <p>Most students overestimate the amount of substance abuse that takes place among peers. Discuss what could cause this. How was their image of this formed? By friends or family, news from the internet, newspapers, television or advertisement?</p> <p>Emphasise that many students overestimate the alcohol, tobacco and cannabis use of their peers. If you have the notion that most peers regularly drink alcohol, you will adopt it as the norm and start thinking it is normal. You might start thinking you are the exception when you abstain from drinking and smoking even though this is not true. The peers who do drink or smoke are in actuality the exception.</p>
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<p>6 Alcohol advertisement causes students to show interest in alcohol.</p>	<ul style="list-style-type: none"> - No, I don't think I'm being influenced by advertisement. - Yes, I think this is true. - No, but my friends can convince me to drink. 	<p>Show two commercials: one from Grolsch and one from Bacardi:</p> <p>Grolsch: http://www.youtube.com/watch?v=lgBSEbmn7UU</p> <p>Bacardi: http://www.youtube.com/watch?v=n6itHi5jt1M</p> <p>Discussing the commercials:</p> <ul style="list-style-type: none"> - The videos are expertly made, the images have an appeal similar to that of a movie. - 'Advertisement and marketing' <p>What image does this commercial invoke? Relaxed, fun, something you'd like to be part of. But maybe also: I don't need/ want Alcohol, but I don't dare so to say so anymore/ Would I still fit in if I don't drink.</p> <ul style="list-style-type: none"> - What do you know about alcohol? <p>To what degree does the image portrayed in the commercials match what you know about alcohol? Alcohol advertisement neglects to mention the risks that come with consumption, we are in a way being fooled. Explain how we are being fooled.</p> <p>Research (from 'stichting Alcoholpreventie') shows the alcohol industry in the Netherlands annually spends 273 million euros on promotion and advertisement, a big part of which is designed to target students. Through these adds we are tempted to drink alcohol. These commercials show an image of entertainment, friendliness, fun, connectedness with friends, etc. Something you want to be part of and therefor take part in. And if you do not wish to take part, you might not feel secure enough to speak up against it.</p>
<p>7 Do you think most students of 13 think it is normal when a peer smokes?</p>	<ul style="list-style-type: none"> - Yes most 13-year olds think this is normal. - No most 13-year olds think this is normal. 	<p>The correct answer is: No, most 13-year olds do not think it is normal when a peer smokes.</p> <p>75% of 13-year olds in the Netherlands even claim that they would feel embarrassed if they were caught with cigarettes. Most students think stricter measures should be taken against smoking.</p>

8 For what reason would you not smoke?	<ul style="list-style-type: none"> - It smells - It's too expensive - It's addictive - It's for losers 	<p>Who gave which answer? Ask students to elaborate on their answers.</p> <p>Create a group discussion about the negative effects of smoking. Especially emphasize the negative short-term effects of smoking, like: It makes you smell bad (which might hinder you in getting together with that cute boy/ girl you like) It is an expensive habit, etc. Long-term effects like the possibility of getting lung cancer often aren't as meaningful to students as these effects are too far in the future.</p> <p>When highlighting the addiction aspect of smoking the following points should be emphasized. Students are often under the impression that they aren't that likely to become addicted, but this is a thinking error on their part. Students are even more likely to become addicted than adults. Once you are addicted it is very hard to quit, even though most smokers think they can easily do so. Especially younger smokers think it will be easy to quit as they have never tried it before and experienced how hard it actually is.</p>
9 When I don't smoke but my friends do, I don't feel part of the group.	<ul style="list-style-type: none"> - I agree - I disagree 	<p>Discuss which answers the students gave. 'What would your reaction be'? Is it correct to think you aren't part of the group if you don't smoke? If you were in a situation like this it is important to analyse your reasoning.</p> <p>You could for instance ask the students: If you would smoke, would you mind others not smoking? You could also make connections to other topics in this. Help the students realize that looking at a situation from a different point of view can help you critically analyse your thinking.</p>
10 Do you think most students of 13 think it is normal when a peer smokes cannabis?	<ul style="list-style-type: none"> - Yes most 13-year olds think this is normal. - No most 13-year olds don't think this is normal. 	<p>The correct answer is: No, most 13-year olds do not think this is normal. Over 80% of 13-year olds in the Netherlands even say they would be embarrassed if they would smoke cannabis. Most students also think stricter measurements should be taken against cannabis use.</p>

Clarifications and plans of action Lesson 4

Reflection upon homework	
Duration	10 minutes
Goal	Students know the four-step model of decision making and can apply this.
Materials	The completed homework assignment, see page 40.
Points of attention	-
execution	You could ask a few students to explain their situation and decision to the class.

Task 1	
Duration	10 minutes
Goal	Students know the four-step model of decision making and can apply this.
Materials	The students will watch the video 'Temptation' which can be found at https://vimeo.com/537601477/7ec4946ee9
Points of attention	Refute Remco's idea that he has to smoke in order to fit in. It is important to spend some time talking to the group about this, so the students do not remember this as being 'the truth'. Give students who disagree with this thought from Remco a lot of time to speak.
execution	Watch the video 'Temptation'. Complete task 1 from the activity book together. Discuss the following things with the students: - What situation does Remco find himself in? What issue is he facing? Remco is at a school camp. He heads into the woods with some classmates, one of the boys has a pack of cigarettes. Remco doesn't smoke and doesn't really want to either but feels he isn't fitting in with the group if he doesn't. - What are the pros and cons of the choice according to remco?
	Accepting a cigarette
	Declining the cigarette
	<div> Pros: - I would fit in. </div> <div> Pros: - It is healthier not to smoke. - It is good for retaining his stamina. </div>
	<div> Cons: - It is unhealthy. - It will negatively impact my stamina. </div> <div> Cons: - Others will think I'm lame for not smoking. - I won't fit in. </div>

Tasks 2 & 3	
Duration	10 minutes
Goal	- Students are able to list the pros and cons of different decisions.
	- Students are able to list examples of how their peers influence their choices.
	- Students know about thinking errors and that their perception of others is not always accurate.
Materials	Activity book
Points of attention	When discussing the task, it is important to emphasise the social norm as discussed in the smart quiz: of all 13-year olds less than 1% smokes (0,5%), so 99% doesn't smoke. This means smokers are a tiny minority.
Execution	Ask the students to think about the pros and cons which Remco lists in the video. Which pros and cons are correct according to them? And which aren't? Remco thinks a pro of accepting a cigarette is that he would fit in. Discuss this with the students, what is their opinion on this? Ask the students to look at it from the perspective of Remco's friends; Would they think Remco is lame if he doesn't accept the cigarette? You can ask the students to make the tasks individually and discuss the tasks after.

Tasks 4	
Duration	15 minutes
Goal	- Students know about thinking errors and that their perception of others is not always accurate.
Materials	Propositions, see examples with 'execution'.
Points of attention	Explain what a thinking error is using the example of Remco. Remco assumes the other boys will mind if he doesn't smoke with them. That they will think he is lame. This is why Remco thinks he should also smoke. This is a thinking error; the boys most likely don't mind him not smoking at all. And they can be friends easily without Remco having to smoke. The thinking error in this example is that Remco assumes the boys will be annoyed with something, without him actually knowing this.
Execution	<p>You can choose to make this task more interactive by making a 'yes side' and a 'no side' in the classroom and asking students to respond to (a couple of) the propositions by physically moving to the side of their choice.</p> <ul style="list-style-type: none"> - Would you think it was lame if friends decline a cigarette. - If my friends are drinking alcohol I don't mind ordering a cola myself. - If I would smoke, I would want my best friends to smoke as well. - If my friends are going to the snackbar for some snacks, I won't go eating my own sandwiches, so I'll order a snack too. - Possible propositions of your own.

Tasks 5	
Duration	5 minutes
Goal	- Students are able to apply the different components of the lesson series.
Materials	Activity book
Points of attention	-
execution	<ul style="list-style-type: none"> • This task is the final task of this lesson series. The students give advice to Robin in which they can take in to consideration the different aspects of the lesson series: making choices, listing pros and cons, recognising thinking errors. If students struggle with this exercise you could refer them to the roadmap to making choices on page 12 of their activity book. • You can conclude the lesson by asking some students to share the advice they gave to Robin.

Attachments

The law

Alcohol: The law states alcohol cannot be sold to anyone under the age of 18. Moreover, children younger than 18 are not allowed to be in possession of alcohol in any public space, like in the streets, in a park, at event sites, etcetera. Students younger than 18 who are in the possession of alcohol, are at risk of having to participate in an alcohol awareness program or a fine. For students between the ages of 12 and 16 this fine is 47,50 euro. For students ages 16 and 17 this fine is 95 euro.

Smoking: The law states that selling tobacco products to anyone under the age of 18 is illegal.

Smoking cannabis: Cannabis is a soft drug and has gradation I of the Dutch opium law. Cannabis is tolerated, this means it can be sold, but only when very strict conditions are met. One of these conditions is that cannabis cannot be sold to minors (anyone younger than 18).

Homework assignment Lesson 1

Online adventure

Alcohol

- ① When drinking alcohol, the alcohol is absorbed into the bloodstream. Your blood carries the alcohol throughout your entire body. Name three organs affected:

1.

2.

3.

- ② What effect can heavy long term alcohol use have on the brain?

- ③ Name three consequences related to drinking too much alcohol:

1.

2.

3.

smoking

- 4 Smoking a hookah is at least as damaging as smoking a cigarette.

List three reasons why:

1.
2.
3.

- 5 Smoking is incredibly unhealthy. What negative effects could be caused by smoking? Name three:

1.
2.
3.

- 6 Passive smoking is the inhaling of someone else's smoke. What is true?

- ☒ Passive smoking is almost as unhealthy as direct smoking.
- ☐ Passive smoking won't do much harm

Smoking cannabis

- 7 Smoking cannabis can have negative effects on your body. Name three of these physical effects:

1.

2.

3.

- 8 What side effects can smoking cannabis have on your mental wellbeing?

1.

2.

3.

**This is the end of the online adventure.
Bring the completed worksheet to the next lesson.**

Answer sheet

Online adventure

Alcohol

- 1 Brain, stomach, liver, heart- and blood vessels.
- 2 When drinking for a long period of time, you are at risk of brain damage.
- 3 Multiple answers are correct. Short term effects: getting drunk, having a black-out, getting alcohol poisoning, taking action you later regret, vomiting, a hangover. Long term effects: brain damage, addiction, Korsakov syndrome, liver disease, cancer.

Important!

You could further explain why alcohol is even more unhealthy for minors. The brain grows until the age of 24. Alcohol influences this growth, as a result your memory and processing speed decreases. As a consequence of this your learning and academic progress might worsen.

Smoking

- 4 Multiple answers are correct:
 - The smoke from a hookah contains a relatively high number of carbons like lead. The smoke also contains carbon monoxide and tar. These substances do not or barely get filtered out by the water.
 - Smoking a hookah releases way more carbon monoxide than smoking a cigarette. Frequent use can lead to carbon monoxide poisoning.
 - The smoking of a hookah often takes longer than smoking a cigarette. Research indicates a smoker inhales more than 40 times the amount of smoke smoking shisha than he would smoking a cigarette.
 - Nicotine is partly filtered out the smoke through the water which makes the amount of nicotine similar to that of a cigarette. Despite the bigger smoke inhalation.
 - The smoke inhaled with a hookah is not just smoke from the shisha but also from the coals on top. Research shows that over 90% of the carbon monoxide in the smoke and 72-79% of the carcinogenic polycyclic aromatic hydrocarbons (PAHs) come from the coal.
- 5 The risks of smoking are: addiction, cancer, heart- and vascular disease, lung disease, illnesses within the mouth and eye affections. Other risks of smoking in the long term which are not mentioned on the online pages but might be discussed in class are: decreased stamina, ashy skin, wrinkles and infertility.
- 6 Passive smoking is incredibly unhealthy. People who often smoke passively have a higher chance of lung cancer, or heart and vascular disease. Children who are often exposed to passive smoking are ill more often than other children: they will more often have a cold, and have an increased chance of getting asthma or otitis media.

Smoking cannabis

7 Unwanted physical effects of smoking cannabis or hash are:

- Increased appetite or even eating frenzy
- Red cheeks
- Your hands and feet can start to feel really cold or really warm
- A dry mouth
- Slowed speech
- Red eyes
- Can cause nausea (especially in combination with alcohol use)
- Lowered blood pressure can cause dizziness
- Increased heart rate
- Smoke and nicotine might cause you to cough
- Can cause irritation in the airways and lungs
- When you're already dispositioned for this, cannabis use can cause an asthmatic attack

8 Unwanted psychological effects of smoking cannabis are:

- Distortion of sound
- Changed perception of environment
- Incapacitation of memory
- Amplifies fantasy
- Occasionally: fear or panic
- Can start laughing or eating Frenzy
- Decreases concentration

Example Parent mail

It is advised to inform parents or caregivers of homework assignment 1, parent interview. In this email parents are informed about the assignment and are given a couple of helpful tips to prepare for the interview.

Dear Parent/Caregiver,

The students of grade 7 will over the coming weeks follow the lesson program Fresh Start. This program is aimed towards informing the students about the effects of alcohol, tobacco and cannabis, and delaying the use of these substances amongst students.

At the end of the first lesson students will be assigned a homework assignment which revolves around interviewing their parents. The aim of this assignment is to stimulate conversation between parents and students and to ultimately come to a NIX18 agreement.

NIX18 is a Dutch nationwide campaign aimed at preventing students from drinking and smoking before the age of 18. The agreement of NIX is a program where parents make an agreement with their children where the children will not smoke or drink before they reach the age of 18. It is important for parents and children to talk to each other about the use of alcohol, tobacco and cannabis. It is scientifically proven that making a NIX agreement with your child will decrease the chance of them starting to drink or smoke before the age of 18.

A few tips to prepare you for your conversation:

Students care about what their parents think. Moreover, students appreciate it when clear rules are made. This helps them recognize the limits they can go to. This is why it is so beneficial to start the conversation about substance abuse.

Students experience life in the present time. Stories about long term damage from use will not make a big impression. Talk about the direct consequences of substance abuse.

When talking about alcohol, tobacco and cannabis with your child, it is helpful if you are yourself informed about the effects of using at a young age.

Explain the reasoning behind the rules you're discussing. Students aren't always in agreement with you on the rules you make. This is part of adolescence and their desire to explore, and define their boundaries.

Ultimately it is up to your child to say no and make his or her own decisions. Let your children know you trust them to make the right decision.

Make clear rules; Birthdays or parties can be challenging as a parent because you might not wish to be overly controlling, or because you don't have proper sight on your child's actions. If you condone drinking or smoking at certain occasions you signal that this is part of those occasions, thereby making it hard to enforce the rule you make.

Stay involved in your child's life, who their friends are and how they interact within their peer group. This helps to keep track of your child's behaviour and makes talking about alcohol, cigarettes and cannabis easier.

For more information about the long-, and short-term effects of alcohol, cigarettes and cannabis use read the attachment.

Should you have any concerns about your child's (possible) use of alcohol, tobacco or cannabis, please feel free to contact the school counsellor.

Homework assignment Lesson 1

Parent interview

Your name

Name of your parent(s)

- 1 Have you heard of NIX18?
 - ☐ Yes
 - ☐ No
- 2 What is the agreement of NIX18?
 - ☐ To not smoke or drink alcohol in the first two years of secondary school
 - ☐ To not make any rules about anything
 - ☐ To not smoke or drink alcohol under the age of 18

- 3 Why are students under the age of 18 not allowed to drink alcohol or smoke?

- 4 Can you name disadvantages of drinking alcohol?

- 5 Can you name disadvantages of smoking tobacco?

- 6 Can you name disadvantages of smoking cannabis?

- 7 Did you make a NIX18 agreement? (no smoking or drinking before 18)

☐ Yes, because

☐ No, because

Thank you for this interview!

Homework assignment Lesson 2

Making decisions

Describe a situation from your own experience, in which you've had to make a decision. This can be many things, examples are smoking, snacking, drinking alcohol, doing homework, smoking cannabis, buying clothes or doing things with friends.

1. What was the situation?
2. What were your options?
3. What were the pros and cons of this decision?
4. Which pros and cons did you consider most important?
5. Which choice did you make?

Fill in the model

Situation:

Option 1:

Pros:

Cons:

Option 2:

Pros:

Cons:

Execution Smartquiz

Personal preparation

As teacher you will take the role of quizmaster. As quizmaster it is important for you to be informed about the content of the quiz's questions and the supporting information about alcohol, tobacco and cannabis. You are expected to not just know the right answers, but also possess a certain degree of essential background knowledge. For every question commentary has been prepared. As quizmaster, you are not only guiding the game but even more so the discussion accompanying it. You strive to lead students in the direction of healthy behaviour.

Technical preparation

In preparing yourself for the Smartquiz it is important to be familiar with Kahoot! Prior to starting the quiz you should have a Kahoot account and test the application.

1. Go to <https://getkahoot.com>
2. Select 'sign up for free' on the top right corner of the menu bar.
3. Fill in the necessary information and create a Kahoot account.
4. Select 'Discover' in the menu bar.
5. Type Fresh start in the search bar and select the Fresh start quiz by Trimbos_Instituut.
6. Press the green 'Play' button.
7. Select classic settings.

1 For what reason would you not drink alcohol?	<input type="radio"/> Because alcohol is even more unhealthy when you are still growing. <input type="radio"/> Because alcohol use could cause a coma. <input type="radio"/> Because alcohol will make you stink. <input type="radio"/> Because alcohol makes you do dumb things which will lead to gossip.
2 The agreement of NIX18 means to not drink alcohol or smoke before the age of 18. What do you think of this?	<input type="radio"/> I agree with this. <input type="radio"/> I think I have to wait a long time before being able to drink alcohol or smoke. <input type="radio"/> I will not follow this agreement.
3 My parents and I have made agreements (rules) about drinking alcohol and smoking.	<input type="radio"/> Yes <input type="radio"/> No
4 Do you think most students of 13 think it is normal when a peer is drunk?	<input type="radio"/> Yes most 13-year olds think this is fine. <input type="radio"/> No most 13-year olds think this is normal.
5 What percentage of students under 18 does not drink alcohol?	<input type="radio"/> Around 50% <input type="radio"/> Around 75% <input type="radio"/> More than 90%
6 Alcohol advertisement causes students to show interest in alcohol.	<input type="radio"/> No, I don't think I'm being influenced by advertisements. <input type="radio"/> Yes, I think this is true. <input type="radio"/> No, but my friends can convince me to drink.
7 Do you think most students of 13 think it is normal when a peer smokes?	<input type="radio"/> Yes most 13-year olds think this is normal. <input type="radio"/> No most 13-year olds think this is normal.
8 For what reason would you not smoke?	<input type="radio"/> It stinks <input type="radio"/> It's too expensive <input type="radio"/> It's addictive <input type="radio"/> It's for losers
9 When I don't smoke but my friends do, I don't feel part of the group.	<input type="radio"/> I agree <input type="radio"/> I disagree
10 Do you think most students of 13 think it is normal when a peer smokes cannabis?	<input type="radio"/> Yes most 13-year olds think this is fine. <input type="radio"/> No most 13-year olds think this is normal.

Is alcohol healthy or not?

To not drink alcohol will always be healthier compared to drinking alcohol. Drinking alcohol always carries a certain level of risk. Systematic use of even small amounts of alcohol can lead to the development of a habit and increased consumption. Especially so for people who because of stress or a genetic disposition, are more sensitive to this.

Besides this, alcohol (ethanol) is a cancer inducing matter (carcinogen). Even in small quantities alcohol increases the risk of getting a variety of different forms of cancer.

Some people are under the impression that a little alcohol (especially red wine) can actually be beneficial for your health, but any potential benefits are far out shadowed by the attached risks.

Diseases caused by alcohol

Systematic high alcohol consumption can lead to various deceases.

- **In the brain: Korsakov**
Drinking to much for years on end can irreversibly damage the brain. When this is combined with a shortage of vitamin B1 this can lead to Korsakov syndrome.
- **In the liver: Liver cirrhosis**
Liver cirrhosis is an umbrella-term for a host of chronic liver deceases. When liver cirrhosis is caused by alcohol one speaks of alcoholic liver cirrhosis.
- **A variety of cancers**
Even the consumption of just one glass of alcohol per day increases the probability of getting cancer.

Drinking too much/ direct consequences

Vomiting

Alcohol irritates the mucous membrane of the stomach. When you consume a high amount of alcohol over a short period of time the mucous membrane gets irritated. The stomach will then try to dispose of the alcohol as quickly as possible. This may lead to vomiting.

Black-out and gray-out

When you consume an excessive amount of alcohol, you are at risk of experiencing a black-out; a temporary impediment of the brain. At this point in the night nothing seems to be wrong. But later on, you have no recollection of the events that took place while you were drinking.

It can also be that you have a so-called gray-out: you can still recall parts of the night, but only bits and pieces. This is caused by an interruption between the short- and long-term memory.

Alcohol poisoning

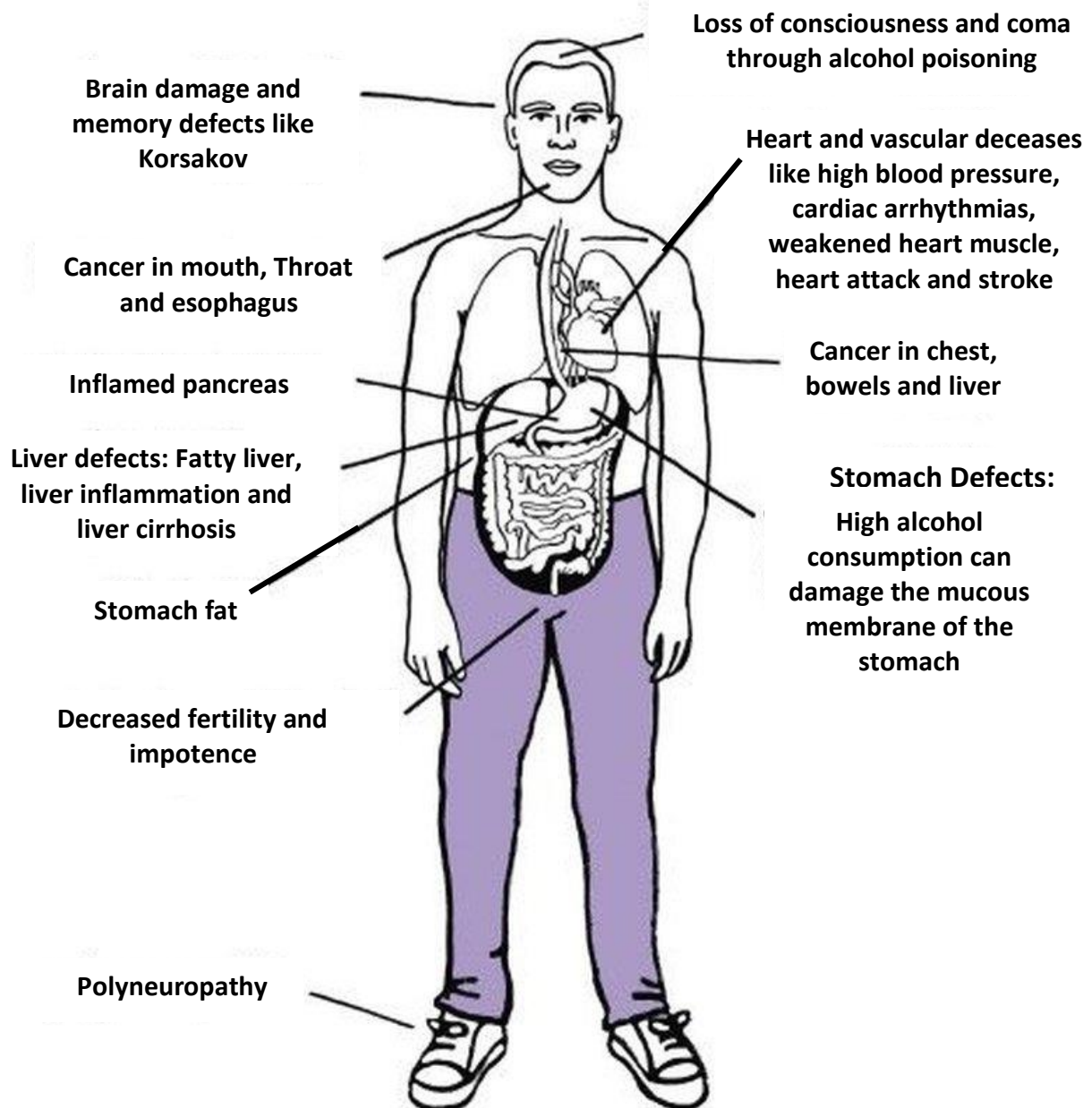
When experiencing alcohol poisoning, the alcohol concentration in your blood, and therefore your brain reaches such a high degree that you can lose consciousness or go into a coma. This is what is meant when people talk about binge drinking. Eventually the nervous system can be so strongly sedated that the respiratory system is paralysed. In this case the situation becomes life threatening. But the most common form of alcohol poisoning is a hangover.

The amount of alcohol that needs to be consumed to cause alcohol poisoning is dependent on a couple of factors:

- Your gender, length and bodyweight: Women and people with a low body weight have a higher risk of alcohol poisoning
- Speed of consumption: The faster you drink, the higher the risk of alcohol poisoning.
- Your experience with (high) alcohol consumption.
- Presence of food in the stomach (a full stomach slightly decreases the risk).

Organs and Alcohol

How does high alcohol consumption influence your body?



Erik Scherder explains the effects of alcohol on the brain



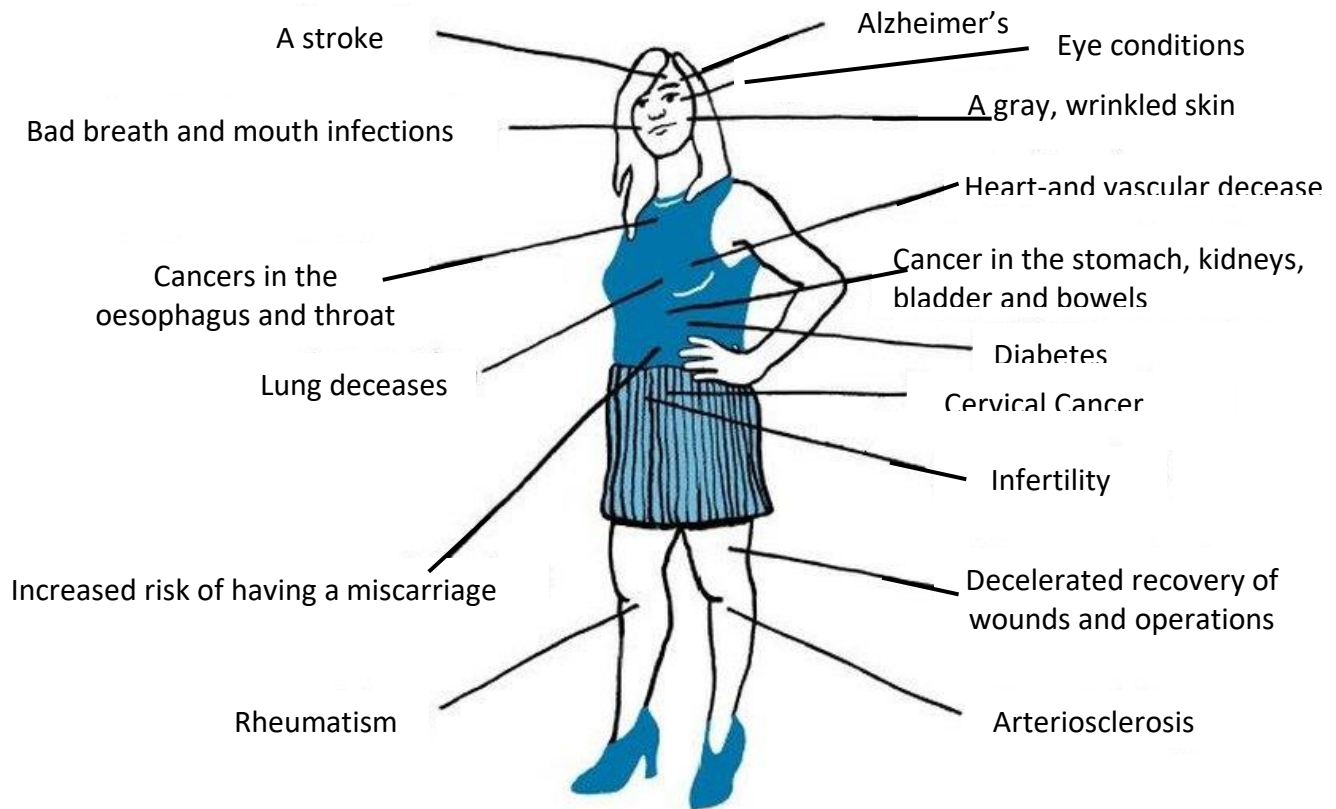
Professor Erik Scherder explains what happens in the brain when you are drunk.

Alcohol disturbs the communication within the brain. This decreases the control you have over your own behaviour. At a low alcohol consumption this can have a positive effect on how you feel. You become more cheerful and attempt things you wouldn't otherwise dare attempting.

But the disturbance in communication can also lead to problems. You might start to feel drowsy, your sight and hearing become impaired, and even essential functions like your heartbeat might be effected leading to potentially dangerous situations

Risks

Smoking carries risks in short, but especially in the long-term. The more and longer someone smokes, the bigger the risks. A noticeable short-term example of the effects of smoking is a steep decrease in physical fitness. A long-term effect of smoking is for instance an increase in the probability of getting a variety of **cancers**.



Furthermore, smokers have a higher probability of for instance complications during surgery because of slow recovery caused by smoking. This is why doctors often advice to quit smoking for several weeks before and after having surgery. Lastly the chance of developing an addiction for smoking is incredibly high.

Hookah

A hookah is an instrument used to smoke Shisha. Shisha is a syrupy tobacco mixture smoked with a Hookah and is also used to refer to the Hookah as a whole. It is also known under the names: Nargileh, Ghaliyan, Hubble bubble or “waterpijp” in Dutch. Besides Shisha a hookah can also be used to smoke hash or weed.

The smoking of hookah has increased with Dutch youth. In 2015 almost a quarter (22,5%) of students between 12 and 16 years old, and more than half (53,3%) of the 16 to 18 year old students in the Netherlands had smoked a hookah.

A hookah consists of **different parts**. The Shisha, weed or Hash are put in a bowl at the top of the hookah. The bowl is then covered with aluminium foil. This is then heated by placing a blazing coal on top of the foil. Below the bowl a pipe goes in to the water reservoir at the bottom. When the smoker sucks on the flexible pipe, the smoke of the heated shisha goes down the pipe, through the water into the flexible pipe.

Smoking a hookah has at least as many negative health effects as smoking a cigarette.

- The smoke from a hookah contains a relatively high amount of carbons like lead. The smoke also contains carbon monoxide and tar. These substances do not or barely get filtered out by the water.
- Smoking a hookah releases way more carbon monoxide than smoking a cigarette. Frequent use can lead to **carbon monoxide poisoning**.
- The smoking of a hookah often takes longer than smoking a cigarette. Research indicates a smoker inhales more than **40 times the amount of smoke** smoking shisha that he would smoking a cigarette.
- Nicotine is partly filtered out the smoke through the water which makes the amount of nicotine similar to that of a cigarette. Despite the bigger smoke inhalation.
- The smoke inhaled with a hookah is not just smoke from the shisha but also from the coals on top. Research shows that over 90% of the carbon monoxide in the smoke and 72-79% of the carcinogenic polycyclic aromatic hydrocarbons (PAHs) come from the coal.

Long term effects

There is little substantial research to the long term effects of smoking a hookah. Based on the available research smoking hookah might increase the risk of lung cancer and other diseases to the respiratory system, ailments to your gums and a low birth weight for the babies of pregnant women. There is a high likelihood of more health risks but more research is needed to substantiate this.

<https://www.trimbos.nl/actueel/nieuws/bericht/factsheet-waterpijp-nieuwe-feiten-en-cijfers-op-een-rij>

Passive smoking

Passive smoking means to be exposed to cigarette or other tobacco smoke in your surroundings. The thousands of chemicals and more than 70 carcinogenic substances are harmful to anybody inhaling the smoke, even bystanders.

Living with someone who smokes indoors increases the chance of heart and vascular disease, like a heart attack (25-30% more likely) or a stroke 20-30% more likely). Passive smoking increases the risk of lung cancer by 20 to 30%. There are indications passive smoking can lead to respiratory illnesses and other smoking related ailments.

Children

Children are more vulnerable to passive smoking than adults because they are still developing.

- When children grow up in an environment with regular indoor smoking, their likelihood of contracting asthma, otitis, cough, anoxia and meningitis.
- The lungs of children exposed to passive smoking develop to a lesser degree than the lungs of other children.
- Children who are exposed to passive smoking are likely to later on start smoking themselves.
- With infants passive smoking doubles the chance of crib death.

There is a growing amount of data to indicate the truly harmful effects of passive smoking. By far the majority of people have stopped smoking indoors and try to keep children away from smoke. In 2014 11% of parents indicated they smoked indoors in the presence of children. For teenagers between 13 and 18 this number is slightly higher (21%).

Cannabis and hash: effects

Cannabis and hash are often smoked in order to relax or to positively affect your emotions. The user feels sluggish and experiences the world in a very different way. When you experience the effects of smoking cannabis or hash this is called being 'stoned' or 'high'. When using cannabis or hash these are some common effects:

Physical

- Muscles relax (body feels 'heavy')
- Exhaustion
- Dry mouth
- Increased heart rate
- Red eyes
- Increased appetite
- Nausea

Psychological

- Relaxing
- Stress decreasing
- Distorts sounds
- Changes perception of the environment
- Incapacitates memory
- Amplifies fantasy
- Occasionally: Fear or panic
- Can start laughing or eating frenzy
- Decreases concentration

Colophon

This activity book is part of the lesson series **Fresh Start**, which is part of the program **‘Helder op School’**. This program is financed by the ministry of public health, well-being and sports. For more information about the healthy school program and soft drugs at www.helderopschool.nl

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Ordering

This teacher guide is not orderable. Teachers are provided with a copy of the teacherguide during their Fresh Start training. Participation in this training is a precondition for implementing the Fresh Start method. For questions about the method and fresh Start training mail helderopschool@trimbos.nl.

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