

Unplugged

WORKBOOK prevention at school





UNPLUGGED
Workbook for the pupil
A programme of EU-DAP, European Drug Addiction Prevention

This Workbook is part of the UNPLUGGED programme, and goes together with the Handbook for teachers and a set of 47 cards. The material can be downloaded free of charge at www.eudap.net or can be obtained from the centre in your country.

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Unplugged

WORKBOOK

prevention at school

This is the workbook of:

name and surname

school

city

I am using it for the first time on



Unplugged

summary

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Lesson 1

Opening Unplugged

As you grow older, you will have to make healthy choices concerning alcohol, tobacco, certain medicines, cannabis and other drugs. The Unplugged lessons help you to prepare for these decisions. Unplugged is a prevention programme: acting before anything goes wrong.

Go over the titles of the 12 Unplugged lessons on the content page in order to get an idea what these lessons will be about.

RULES THAT HELP THE GROUP PROCESS:

1. I listen when somebody talks
2. I do not laugh at others in class
3. I don't gossip about what fellow students say
4. I respect others' right to have a different opinion
5. I respect the right to have a different opinion
6. I am trying to be as honest as I can
7. I respect the procedure
8. I feel responsible for keeping the rules in the class
9. I respect the need for privacy
10. I am open to learn new things

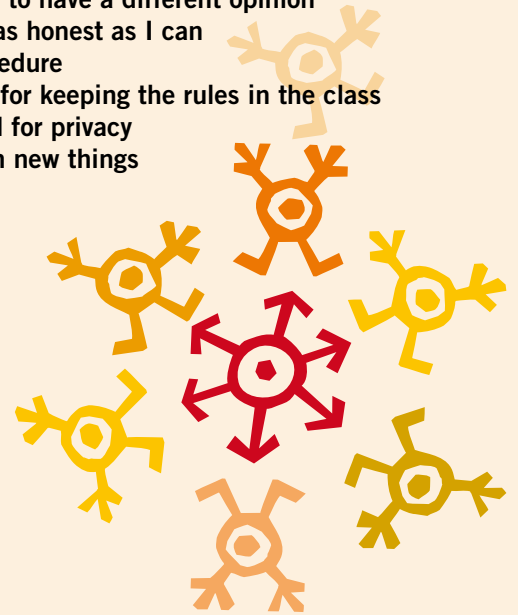
Thinking about the Unplugged lessons...complete these sentences

Something I want to learn about alcohol, tobacco and other drugs is

.....

.....

.....



Something I would like to achieve in these lessons is

.....

.....

.....

.....

.....

To be or not to be in a group

Young people like you want to be together. What would you do to become part of a new group? What would the group expect from you as a newcomer? How would the group react to what you do or say? These questions form the subject of this lesson.

A GROUP IS JOINED TOGETHER BY:

Characteristics

male or female, clothing style, ...

Skills

sports talents, musical instrument skills, bicycle acrobatic techniques, ...

Behaviours

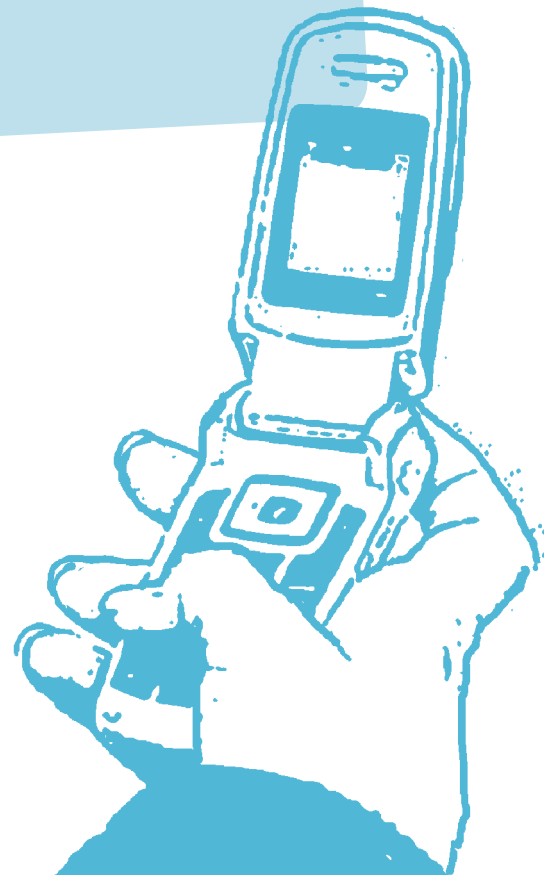
way of dancing, smoking, non-smoking...

Language

local dialect, SMS, certain code words...

After the situation plays, gather with your group and answer three of these questions.

- *What did you experience about your own opinion and thoughts?*
- *... and about your feelings?*
- *Which suggestions from the groups did you pick up?*
- *What made it easy? What made it difficult? How did you cope with that?*
- *In what kind of situations could you use suggestions like in the second round? What does it mean for the group and for the pupils who seek to be part of a group?*
- *Which possibilities do you have to get into the group, and to deal with being excluded?*
- *What responsibility does the group have when they decide not to integrate somebody in the group?*
- *What would you do in order to become part of a group?*
- *If you have the choice to be part of a group, on what aspects would you decide?*



Lesson 2

Y
W
W
P
F
R
A
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N
.

people like you
to be together
what
to go to become
part of a new group? What
would the new group expect
from you as a new member?
How would you react?
for say the
lesson.



A drawing by Jean Michel Folon (Belgium, 1934-2005)

How do you feel about the man that stands out?

.....

What makes him similar to others?

.....

What make him different from others?

.....

What do you think his wishes are?

.....

Give three reasons why someone like this person has the right to be different.

1

2

3

Choices - alcohol, risk and protection

Alcohol is also a drug, and a very clear message is 'don't drink alcohol because it is not healthy'. People who say this obviously are right, certainly at your age. But you do see people drink alcohol or use other drugs, like smoking cigarettes. Why do they do this, and what are the risks they take? And, even more important, how can you protect yourself against such risks?

Look at the cartoons and place them in the correct box.

	Social	Physical	Personal
Risk	<input type="text"/>	<input type="text"/>	<input type="text"/>
Protection	<input type="text"/>	<input type="text"/>	<input type="text"/>



lonely



girl-boy



stress



together



boy-girl



self-esteem

Draw a person that has strong protective factors for not using alcohol

Lesson 4

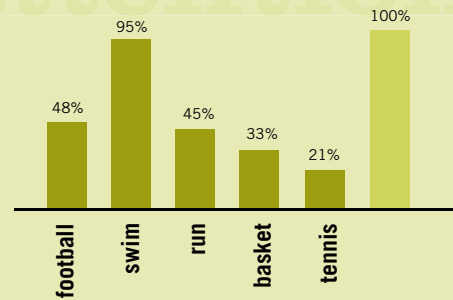
What you believe, is that based on real facts?

Michael wears pink clothes because he believes that most of the people he looks up to wear pink. Jessica eats some special food, although she doesn't like it, because she believes that most of the people she appreciates eat it. In this lesson we figure out how such beliefs influence our behaviour. With special attention to the use of alcohol, cigarettes and other drugs.

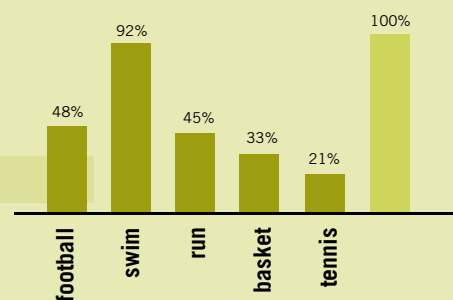
A simple lesson in statistics

Do you understand the difference between "lifetime", "yearly", "monthly" and "daily"?

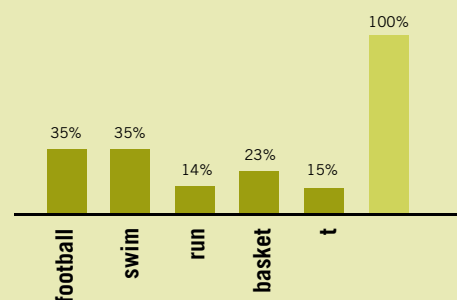
LIFETIME SPORTS PRACTICING



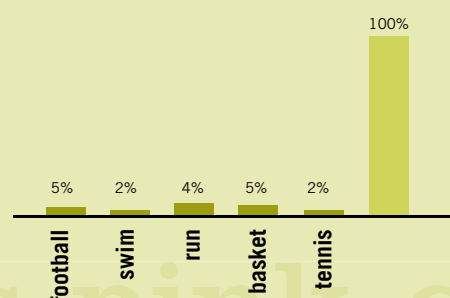
YEARLY SPORTS PRACTICING



MONTHLY SPORTS PRACTICING

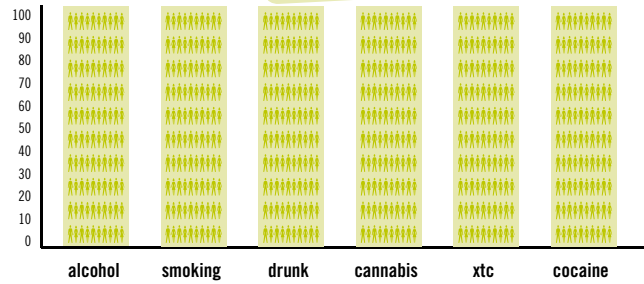


DAILY SPORTS PRACTICING



because
 e people
 I thought
 use people
 In such
 a victim
 the use

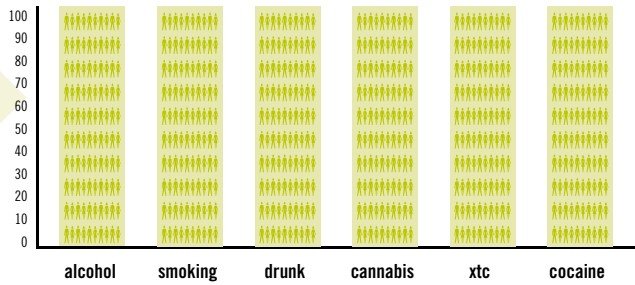
What do you believe: how many % from people 15-18 year use in their lifetime...



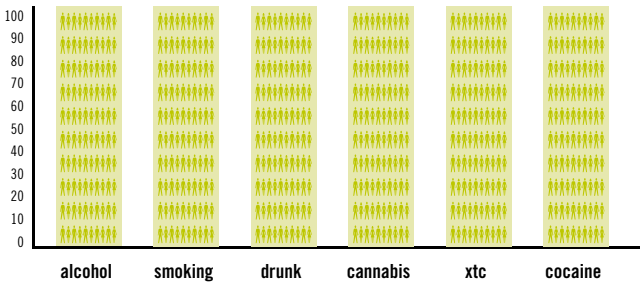
Circle your estimation: 27%



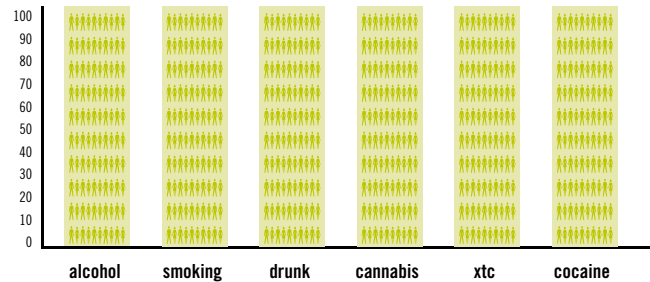
What do you believe: how many people from 15-18 year use yearly...



What do you believe: how many people from 15-18 year use monthly...



What do you believe: how many people from 15-18 year use daily...



Answer these questions in your group of five after you have compared your group estimation with the correct figures.

1. Where is the biggest difference?
2. Where are you closest to reality?
3. What can be reasons for wrong estimation of use of alcohol, cigarettes or other drugs?
4. What can be the reason why the media mostly mention lifetime numbers of drug use?

Give an example of what influences your estimations. For instance:

- friend or family
- news on internet, tv, radio, newspaper
- publicity and advertisements
- movies, pictures, stories, songs

Lesson 5

Smoking the cigarette drug

Get informed

Some things are good to breathe. Fresh air for example. Other things are bad, tobacco smoke for example. Almost everybody knows that. Nevertheless there are many people that smoke. And if you think about it, everybody around them also smokes! What are cigarettes actually?

WHAT WE KNOW FROM SCIENTIFIC RESEARCH

What is nicotine?

- Nicotine is the drug in cigarettes that is responsible for addiction.
- Nicotine is absorbed in the lung and quickly (less than ten seconds) reaches the brain via the blood. Due to this very high speed, the smoker realises the effects of nicotine very fast.
- In the brain, nicotine affects several areas and triggers changes in the entire body: faster heart beat, increased blood pressure, blood vessels contract and temperature goes down in the hands and feet. These effects stress the body.

The toxic part of a cigarette

- Nicotine is toxic: an adult would die from a dose of 0.05 grams of pure nicotine. For children, swallowing just one cigarette is lethal.
- This toxic effect appears already when someone smokes a first cigarette. The usual consequences are coughing, feeling sick, the throat feels rough, eyes get red and water – signs that the body “fights” against the toxic substance.

Some numbers

- Besides nicotine, cigarettes and cigarette smoke contain about 3,700 harmful chemicals; 40 of them cause cancer. Substances include ammonia, arsenic, tar, hydrogen cyanide, carbon monoxide and butane gas. Arsenic, for example, is used to poison rats and ammonia is a component of detergents.
- Cigarette smoking is the single biggest avoidable cause for death and illness in Europe. In fact, 650 thousand Europeans die each year due to smoking and over 4 million people worldwide. Fortunately, more and more people try to quit.
- Each cigarette takes away eleven minutes from the lifespan of a smoker.

EFFECTS OF SMOKING

Nicotine does not by itself lead to relaxation or stress reduction. In fact, the effects which smokers feel as relaxation or stress relief are rather a reduction of withdrawal symptoms such as nervousness and problems with concentration. The nervous feeling is actually a consequence of not having a cigarette, and can only disappear by smoking one.



Unplugged



RISKS OF SMOKING

Addiction

- ✓ Nicotine is a very addictive drug. 60% to 80% of smokers are addicted.
- ✓ These are signs that show that someone is addicted:
 - the urge to smoke
 - quit attempts without success
 - development of tolerance
 - withdrawal symptoms if you smoke less or stop smoking.
- ✓ These are withdrawal symptoms, consequences you experience after having stopped smoking:
 - nervousness
 - restlessness
 - depressed mood
 - problems with concentration and sleep
 - increased appetite (therefore they often gain weight)
- ✓ It is very hard to stop smoking once you start: most smokers who want to stop smoking fail several times. In adolescence smoking leads very quickly to signs of dependence: already in days after the first cigarettes.

Condition, body and sexual potency

- ✓ Carbon monoxide is a very toxic gas in the smoke of cigarettes. It reduces the transport of oxygen to the organs. Loss of oxygen results in loss of power and physical condition and these effects happen already soon after smoking. A clear example is getting out of breath more quickly while you sport or going upstairs.
- ✓ Tar is a result of the burning process. One pack per day equals one cup of pure tar per year. Tar sticks to the microscopic hairs in your windpipe, slowly covers the lung, causes coughing and infections in your whole respiratory system.
- ✓ The best known health risk is cancer. Lung cancer, but also very many other types of cancer, such as trachea, kidney or pancreas.
- ✓ Cardiovascular diseases or problems with blood vessels occur because nicotine contracts the vessels and increases the heart beat. This can cause a heart stroke on long term, but also leads to sexual impotence.

Looks, smell and taste

- ✓ The reduced blood circulation causes for degeneration of the skin. Compared to non-smokers, smokers' skin is grey and pale. Wrinkles develop earlier.
- ✓ Clothes and hair smell badly, teeth and fingers turn yellow. Smell and taste are worsened.
- ✓ Smokers have more problems with the teeth and gum

Girls and babies

- ✓ Combining a contraceptive pill and smoking increases the risk of damage in the blood circulation of girls: thrombosis, heart attack or stroke.
- ✓ Smoking during pregnancy leads to a decreased weight of the baby, slower growth and heightened risk of premature birth and sudden infant death syndrome.

Environment and ... money

- ✓ Cigarette smoke is one of the most dangerous kinds of air pollution. 'Second hand smoke' is the term that is used for people who do not smoke themselves but breathe the smoke of someone else.
- ✓ "During the production of tobacco, heat is necessary to dry the leaves. To generate that heat, five times the weight of the tobacco leaves in firewood (often tropical wood) is needed.
- ✓ Cigarettes are expensive. Imagine what you can buy with the expense of a hundred packs a year. And of two hundred, or three?

For more information visit the www.eudap.net website and then click through to the national websites mentioned.

Falsification of information by the tobacco industry

Another "risk" of smoking is to be manipulated by the tobacco industry. Cigarette companies want to get as many customers as possible and want to sell as many cigarettes as possible. Therefore, they use different strategies to achieve this goal. One strategy is marketing and advertising. But usually the image of cigarettes in advertisement (like freedom, attractive young people, sense of community) does not match the reality at all. Risks and damages are hidden. Did you know that the Marlboro Man (the man who was acting as the cowboy in Marlboro ads for years) died of lung cancer? But there are even more strategies of the tobacco industry: denying of the addictive potential and harmful consequences of cigarettes and designing of cigarettes. This means that some substances are added to cigarettes to make them even more addictive. They also hide the obvious harms. Examples are sugar, liquorice, cocoa or magnesium oxide. These substances increase the uptake of nicotine in the lung, with a higher chance to become addicted. They also reduce the irritation in the windpipe, resulting in less counter-reaction against the smoke. The additives also give a lighter colour of the smoke, making it less visible and reducing the reactions of others.

**Knowledge test
on smoking and tobacco**

Read every question or statement carefully and decide then, which answer is correct. Tick the box between a, b or c.

1. How many really dangerous substances (some of them can even cause cancer) do cigarettes contain?

- (a) approx. 3.700
- (b) approx. 200
- (c) approx. 1.200

2. More than 80% of smokers start to smoke before ...

- (a) the age of 18
- (b) the age of 21
- (c) the age of 25

3. Each year, more people die from smoking than from ...

- (a) illicit drugs
- (b) car accidents
- (c) both reasons mentioned above together

4. After each cigarette you smoke, you loose how many minutes of your life?

- (a) approx. 2 minutes
- (b) smoking does not influence the duration of your life.
- (c) 11 minutes

5. How many people die from smoking each year in Europe?

- (a) more than 10,000
- (b) more than 100,000
- (c) more than 500,000

6. What can happen to the baby when a pregnant woman smokes?

- (a) babies grow more slowly
- (b) babies are born underweight
- (c) (a) and (b)

7. What amount of pure nicotine causes death?

- (a) 1 kilo
- (b) 100 grams
- (c) 0,05 grams

8. What percentage of smokers in Europe want to stop smoking and have tried to stop smoking?

- (a) 6%
- (b) 28%
- (c) 55%

9. How many people die from smoking each year worldwide?

- (a) 40,000
- (b) 400,000
- (c) 4,000,000

10. How many young smokers have tried to stop smoking at least once?

- (a) 11 %
- (b) 35 %
- (c) 61 %

11. What happens immediately after one smokes a cigarette?

- (a) hands and feet get colder
- (b) stomach is irritated
- (c) clothes and hair smell badly

12. Who shows the best performance in difficult concentration-tests?

- (a) smokers
- (b) non-smokers
- (c) ex-smokers

13. In Tanzania, harvested tobacco-leaves are dried with heat. How much wood is destroyed in order to dry 1 kilo of tobacco:

- (a) 1 kilo of firewood (made out of lumbered savannah-trees)
- (b) 5 kilos of firewood
- (c) no firewood at all, because in Africa the air is hot enough

14. How many teenagers that smoke want to quit smoking or at least smoke less reduce it?

- (a) 2 %
- (b) 30 %
- (c) 68 %

15. Children who are exposed to secondhand smoke, are more likey to develop:

- (a) inflammation of the middle ear
- (b) bronchitis
- (c) asthma or other infections of the airways more often

16. The tobacco industry adds substances to cigarettes in order to make the product more addictive. Which of these substances are added to cigarettes from the Tobacco Industry for this purpose?

- (a) licorice
- (b) cacao
- (c) ammonia

17. How many of the substances contained in cigarette smoke can cause cancer?

- (a) none
- (b) approx. 10
- (c) approx. 40

Some questions about the Unplugged programme

How do you feel with the lessons so far?

.....

.....

.....

What do you think is interesting? What not?

.....

.....

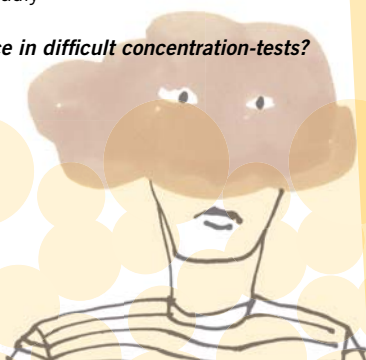
.....

What would you like to suggest for the next lessons?

.....

.....

.....





Express yourself

If you communicate, you speak and listen via words. But communication is not only by way of your mouth and ears. Writing, chatting, sms-ing, mimicking, showing, playing are also ways to express. Certainly when you want to make clear a feeling or a sentiment, you need much more than words.

EXAMPLES OF FEELING WORDS:

- Sad
- Secure
- Insecure
- Nervous
- Sunny
- Heroic
- Strong
- Magnificent
- Beautiful
- Itchy
- Special
- Down
- Bad
- Alone
- Explosive
- Relieved
- Happy
- Vulnerable
- Sharp
- Hilarious
- Bored
- Nice
- Lovely
- Good
- Very good
- Optimistic
- Terrified
- Shy
- Boiling
- Upset
- Empty
- Up
- Enjoyed
- Furious
- Delighted
- Left out
- Peaceful
- In love
- Creepy
- Cool
- Angry
- Timid
- Afraid
- U n s u r e
- F i n e
- Outrageous
- Excited
- Depressed
- Confused
- Ordinary
- Cautious

Choose one of these situations

- after a conflict with my parents I want to say I was wrong
- my sister is sad and I want to comfort her
- I am in love and I want to say it but without exaggerating
- I almost had a fight and want to make clear that I was right
- My team has been defeated in a match and I'm very sad
- I'm disappointed because of what a friend did and I want to let him know it without compromising our friendship.

Think of one sentiment (pick a word from this page) you want to express in that situation:

.....

Think of another sentiment that you certainly do not want to express in that situation:

.....

A statement you would make:

.....



Get up, stand up

Being assertive means that you clearly say what you feel or what you think yourself. Sometimes you try to make clear what you think by shouting very hard. That doesn't work well. Another time you don't want to stand up for your point of view and stay silent. That doesn't work either. How do you get up and stand up for your own point of view?

I am assertive ...

... with these people *(tick all that apply)*

- strangers
- parents
- teachers
- siblings
- others, namely

... when I am in these situations

- at sports
- at home
- at school
- at a party
- elsewhere, namely

... when I feel

- self-confident
- unafraid
- comfortable
- otherwise, namely





EXAMPLES OF REFUSALS

When you want to say no to an offer of cigarettes, alcohol or other drugs, don't feel as if you should defend yourself. You have your own opinion. To make it a strong and clear opinion, think about the reasons and arguments behind your answer. Create your own refusals using your own style.

No I don't want to smoke, because ...

- There are too many chemicals added to cigarettes that no one knows about
- I want to have fresh breath
- It costs too much for what I enjoy from it
- Some of my older friends get out of breath quickly because of smoking
- The industry that produces cigarettes constantly lies
- I think it's dumb
- I really don't feel like it
- people can get cancer
- I can't buy cigarettes so I don't bother
- I don't want to become addicted
- I am a singer, athlete etc and don't want to smoke
- Will I look smarter? Do you really think?
- Just no. Full stop.



No I don't want to drink, because ...

- I can have fun without it..
- Some people I know really have problems because of drinking
- I want to stay in control of my own body and mind
- I want just this soft drink
- Because I will look dumb
- Some people get too rowdy and aggressive after drinking and I don't want to be like that
- Many accidents happen when drinking alcohol
- I have a team practice tomorrow
- Just no. Full stop.



No I don't want to use drugs, because ...

- It messes with your brain and you can't really stay in control
- My imagination is fine without the help of drugs
- It costs too much
- I want to stay in control of my own body and mind
- You can never know what garbage is really mixed in
- I don't want to become addicted
- I have a team practice tomorrow
- Just no. Full stop.



One thing I have learned in this lesson is

.....

What I wanted to say in the lesson but I didn't get the opportunity to, was

.....

One thing I remember from someone else during the lesson is

.....

Something about myself that surprises me is

.....

If there's anything I want to talk more about, I will try to talk with

.....

Lesson 8

Party tiger

Sometimes you want to show yourself from the best side without being fake. Certainly when you want to make contact with someone you hardly know. In this lesson you practice skills for such interpersonal relations.

SITUATIONS AT SCHOOL



Role 1:

In the school you have met a boy or girl you would really like to get in contact with. You want to invite him or her to go to the movies.

What can you do? What can you say? What else do you have to think of when you talk to her or him (keep eye contact, speak loudly enough, but not too loud etc).

Role 2:

In your school, there is a girl or boy that you find quite nice. During the break he or she comes up to you and invites you to go to the city together.

How do you respond? How do you feel with his/her behaviour? What makes you decide whether you would go with him or her to the city?

QUESTIONS TO THE ACTIVE PLAYER:

- What are you satisfied about in your acting?
- What was difficult in approaching the other person?
- What would you do different next time?

QUESTIONS TO THE PASSIVE PLAYER:

- What did you like about the way you were approached?
- If you noticed that the other player was nervous, what gave you that impression?
- How could you influence the way the other player acted?

QUESTIONS TO THE OBSERVERS IN THE CLASS:

- How realistic was the situation?
- What did you observe?
- Which words, gesture or behaviour showed a clear feeling from the active player's part?
- What would you do to get to know other boys and girls?
- What have you observed with regard to the voice, eye-contact, mimics?

SITUATIONS AT A PARTY



Role 1:

You are at a birthday party. You don't know anybody. You want to get into contact with one of the boys or girls.

What can you do? What can you say? What else do you have to think of when you talk to her or him (keep eye contact, speak loudly enough, but not too loud etc).

Role 2:

You are at a birthday party of one of your friends. A girl or boy you don't know comes up to you and tries to start a conversation.


How do you respond? How do you feel with his or her behaviour? What makes you feel comfortable, what not?



Drugs - Get informed

Unplugged

You have heard the word 'drugs' outside the 'Unplugged' lessons of course. At home maybe, on television or somewhere on the internet. It is necessary to talk about drugs within the lessons because you should know the risks if someone takes drugs. We already talked about alcohol and cigarettes. There are a lot of other drugs that are being smoked, drunk, sniffed or by other ways brought in the blood and then to the brain. In the brain drugs make the user more quiet or more active. But at the same time they can make a person afraid, sedated or dizzy. There are also social risks related to drug use. For instance someone who thinks to be cool, rebellious or ecological by using drugs. While in reality there is loss of control and contact, copying of behaviour of a few others and payment to a very unecological, capitalist and ultraglobal drug industry. Such effects and risks are issues in this lesson.



Are drugs more dangerous for girls than for boys?

Is it possible to get addicted to hashish or marihuana?

Are there any drugs, that you cannot get addicted to?

Why are drugs dangerous?

Lesson 10

Coping competences

One day you feel happy and self confident because everything seems to go perfectly! Easy days. But another day you can feel sad or uncertain. It is difficult to talk about that with others. But you cannot change the days themselves. So you have to find a way to cope with these kind of days. By talking, or by other strategies.



Jacob's weblog



JACOB'S STORY

Jacob lives in an old house on a long, busy street. Before he leaves for school, Jacob always takes a few minutes to watch from the window on the first floor. Looking down to the tram that stops in front of his house, he waves to the neighbour who carries his little dog in a special bag inside his big coat. They go for their walk in the park which is only one stop further. Jacob enjoys every instance of those few minutes watching out the window. Today is not as fun as yesterday. The minutes at the window are sadder than any other day that Jacob can remember.

Today is Tuesday, and in three more days there will be a big change in Jacob's life that worries him a lot. He has been tossing and turning over what the possible solutions there could be. He has now written his story on a popular youth internet site asking for advice in hopes that someone has some good ideas

Hi! I am writing to get some help. I have a big dilemma!

There are boxes in my entire house and the curtains have been taken off of the windows, it is impossible to prevent what is about to happen. I am moving to a new house in a new city in just a few days with my mother, father and sister. I still don't understand the reason, only that it has something to do with my father's career. How can I move to a new house where I don't even have the same view from my window? The town where we will be moving to is 50 km away. We have gone to see the new house, the new school and the new park. Everything is okay. The house is brand new and nicer than the one we live in now. But, I am still worried that I will not be as happy as I am here. Right now I have everything that makes me happy! Am I going to make new friends? And how will things go with everyone on my football team? I don't want to loose those friends I already have including my girlfriend! How is my first relationship going to turn out? I am worried. I am usually a positive person but now it is difficult to see anything good about the move! What can I do to get over this in the best way?

Please, give me some advice!

Jacob

Lesson 11

Problem solving and decision making

A problem can stand before you like a block of concrete, impossible to move. It may paralyze you and keep you from thinking, working or going on in any way. The five step model you will learn about in this lesson is a strategy to prevent such frozen situations.

CHOOSE ONE OF THESE PROBLEM SITUATIONS OR CREATE ONE YOURSELF

Rachel is always late for school because she sleeps in past her alarm time. **How can she overcome this problem to be on time for school?**

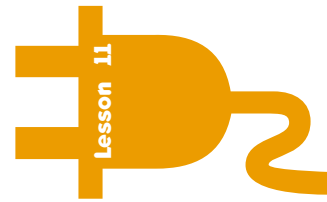
David failed his last math test and needs to pass the next one in order to maintain his school average. He has set a goal that he would like to work in some math-related field and therefore places great importance on passing every test. **What should he do?**

Nicole lives in a home where her parents smoke all of the time. She know that second-hand smoke is bad for you and does not want to continue breathing it. **What can she do?**

Daniel gets a hold of a package of cigarettes. He is very curious about trying them but wants others to try with him. He asks Michael among others in the class. **Michael has decided he does not want to try, what does he do?**

Amanda has decided that she does not want to drink. Amanda is invited to a party and she knows that people will be serving alcohol mixed with juice and soda. **What does she do?**

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ions.



John's little brother is on the internet all of the time. John argues with his younger brother because he needs to use the family computer to do homework. **How does John solve this problem?**

Our own situation:

THE FIVE-STEP-PLAN TO PROBLEM SOLVING

Step 1: Identify a problem

What is my problem? What is happening? What am I feeling? Try to find the causes for the problem.

Step 2: Think and talk about solutions

Generate many different solutions (creative thinking) including talking to someone you trust. Try to describe as best as possible how you feel.

Step 3: Evaluate the solutions

Evaluate the solutions by comparing advantages and disadvantages and considering short-term and long-term consequences. Eliminate less workable solutions based on this evaluation.

Step 4: Decide on one solution

Decide upon one solution and act on it.

Step 5: Learn from the choice

Reflect on the results of the solution you chose. What did you learn? What did you change? Are you feeling better?



Lesson 12

Goal setting

Dreaming about your future is often about what you want to do and what you want to become. Also importantly about how you will be. Your future is not only consisting of a profession, but equally of your health and your relations with the people around you. At the end of the Unplugged lessons, we want to show you a simple instrument to divide a long-term goal in short term objectives.

MY OBJECTIVES: LONG-TERM AND SHORT-TERM

My long term objective:

“One thing I want to achieve in long-term is

.....
.....”

In your group, discuss your long-term goal and divide it into three steps. In this way you formulate **short-term objectives**.

Step one:

Step two:

Step three:

How could drugs stand in the way to achieve this goal? (Or would they help?)

.....
.....

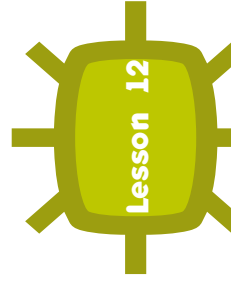
EVALUATING UNPLUGGED

Look back in your workbook at lesson 1 and review the personal goals you had for this programme. Do you think the goals have been fulfilled?

Yes, because

No, because

There is often a lot of talk about what you want to be when you grow up. At the end of this course, you will be asked to think about your long-term goals.



WHAT I HAVE LEARNT IN THE UNPLUGGED LESSONS

What I can use for myself

.....

What I can use at home or elsewhere

.....

What I would like to improve about myself

.....

What I liked or appreciated the most

.....

What I found difficult or not so nice

.....

Tips to improve the lessons

.....



Good-bye from a friend:

.....

.....

.....

.....

.....

.....

.....

.....

A page for you

Write something funny or interesting that you experienced, heard or thought -in between the lessons. Sometimes you will have to show your workbook to other pupils or the teacher will collect them to read your answers to a question.



A series of horizontal dotted lines for writing.

Write something funny or interesting that you experienced, heard or thought about in between the lessons. Sometimes you will have to show your workbook to other pupils or the teacher will collect



Unplugged

