

# Influences on Behaviour

## Learning Intention

To recognise the influences and pressures on young people in relation to drug use

## Learning Outcomes

To have considered some of the influences on a young person's attitude to drugs and alcohol

To have explored how certain social habits can lead to dependency and addiction

## Resources

[Drug Picture Cards](#)

[Drugs Facts Teacher Guide](#)

[Drug Related Behaviour Cards](#)

[Steps to Dependency Cards](#)

## Activities

### 1. Ground Rules

Introduce the topic by briefly referring to the overall theme of Impact on Adult Life. Ask the class questions to help establish ground rules for these lessons. Discuss the rules they already have for PSHE lessons and group discussions, and ask what rules would help them to feel comfortable to discuss issues related to drugs and personal relationships. Pair and share, if appropriate. Be sure to include: listening to each other, treat each other with respect (this includes no laughing at each other, taking turns, no personal questions); only saying things you don't mind people knowing; and limits to confidentiality.

### 2. Drugs Championship

In teams of four, give each group one of the [Drug Picture Cards](#). Each team has two minutes to create four key facts or clues for the drug on their card. Each team takes it in turn to read out their four facts or clues and the other teams have to try to guess which drug they are describing. Refer to the [Drugs Facts Teacher Guide](#) for information.

Write the names of the drugs mentioned in the championship activity up on the board. Invite pupils to think of any additional drugs which might be used by young people. Have a short discussion to establish:

- Which are legal and which are illegal drugs?
- What might be seen as the positive effects of drinking or taking drugs?
- What risks/effects are there for young people drinking or taking drugs?

Although many young people are likely to experiment with some form of drug, whether it's drinking, smoking or illegal drugs, there are also those who don't. The reasons why young people make these different choices will be explored in the next part of the lesson.

### 3. Sources of influence

Give pupils a piece of paper each and ask them to draw round their hand. The five digits represent five key influences on a person's life. Ask them to do a one minute pair and share to identify who or what might influence a 16 year old's attitude to taking drugs – for example, family, friends, culture, the media, a GP, the law, religion, sports coach etc. Write these onto their drawing. Hold a quick voting activity to identify which influences pupils think are the strongest.

### 4. Recognising Behaviour Continuum

Explain that there is a recognised pattern for how people's habits can develop into addiction: display the following four stages on the whiteboard and ensure everyone understands the definitions:

1. **Experimenting** e.g. first few times someone tries smoking, drinking or taking drugs
2. **Recreational drinking or drug use** e.g. sometimes having a drink or smoking cannabis at a party, with friends or relations
3. **Recreationally dependent** e.g. someone drinking or taking drugs every time they go to a party or get together with friends or relations
4. **Dependent/addicted** e.g. someone who is physically and/or psychologically addicted to a particular drug or drugs and cannot control their intake.

Pin the four [Steps to Dependency Cards](#) in sequence around the room or along the floor to represent a continuum. Distribute a selection of the [Drug Related Behaviour Cards](#) to each table. Ask pupils to read through the different cards on their table. Choose a pupil to read out one of the statements and then place the card against the number on the continuum s/he thinks best relates to the behaviour described and give a reason why. Repeat the process until each situation has been assigned to the continuum.

Discuss which people from the first three stages seem most likely to become more dependent and why. Who or what is likely to influence their behaviour? Would the person's age make a difference? What might change as we grow older? Reflect that there are usually a number of different factors which influence a change in behaviour – it is rarely one person or one event but nearly always a combination or a culmination of factors.

### 5. Review and Close

Explain that the number of young people who choose not to drink or take drugs is increasing and young people are less tolerant of people their age who drink or take drugs to excess. For example, in 2010, 32% agreed that it was OK for someone of their age to drink alcohol once a week, compared with 46% in 2003. Over the same period, the proportion who thought it OK for someone of their age to get drunk once a week also fell from 20% to 11%.

Review the learning outcomes and ask pupils to finish with a closing round *One reason why a young person chooses **not** to use drugs is ...*

## Additional Activities

### Diamond 9

The aim of this activity is to explore the reasons why most young people do **not** take drugs. In pairs, give out a set of [Diamond 9 Cards](#). Ask them to arrange the cards in a diamond shape, with the top card being the most common reason young people might give and the less common reasons forming the rows below. Alternatively, pupils could have their own ideas and create their own set of nine cards, which they can then rank in order. Invite each pair to feedback their top three reasons and write these on the board. Ask pupils to share some of the reasons that were at the bottom end of their diamond ranking.

### Agree or Disagree

Label one side of the room 'Strongly Agree' and label the other side 'Strongly Disagree'. Read out one of the Attitude Statements below and ask pupils to decide how they feel about the statement by moving to one side of the room or the other. Encourage pupils to explain their viewpoint. Repeat the process with up to five more statements.

## Attitude Statements

1. There is something wrong with young people who take drugs
2. Drug use can be fun
3. More men use drugs than women
4. Using drugs is a normal part of growing up
5. The media encourages young people to take drugs
6. If your parents drink a lot, you will drink a lot
7. Alcohol and cigarettes are just as bad as illegal drugs
8. If your friends are trying drugs, you have to try them too
9. A relationship won't last if one person uses drugs and the other one doesn't
10. There's no point in going to a nightclub if you don't drink or take drugs

Refer to the [Drugs Facts Teacher Guide](#) for factual information relevant to the above statements.

# Impact on Society

## Learning Intention

To explore the impact of drinking and drug use on different sectors of society

## Learning Outcomes

To have considered the impact of drinking and drug use on different groups of people

To understand some of the laws relating to licensing and drug use and why they exist

## Resources

Interviews from *The Adventures of Pablo*: <http://www.talktofrank.com/adventures-of-pablo>

[Impact Photo Cards](#)

[It's the Law Quiz Sheet](#)

[It's the Law Quiz Answers](#)

[It's the Law Quiz whiteboard summary](#)

[Drugs Facts Teacher Guide](#)

## Activities

### 1. Ground Rules

Remind the class of the ground rules agreed in the previous lesson and ask pupils to recall the issues that were covered.

### 2. Introduction

Display the learning outcomes on the board and explain that this lesson will aim to explore how many different people are involved in, and affected by, drinking and drug use. Use one or two short video clips to demonstrate a different perspective of drug use and who it affects. E.g. the interviews with the Colombian Minister and the Drugs Worker on *The Adventures of Pablo* section on the Talk to Frank website <http://www.talktofrank.com/adventures-of-pablo>. Alternatively, bring in a selection of objects which relate to the production and use of alcohol or drugs (e.g. leaf, toy aeroplane, drinking straw, truncheon, stethoscope) and ask pupils to work out what each item represents (i.e. coca leaf, smuggling, use of cocaine, policing, medical treatment).

### 3. Impact Photos

Distribute the [Impact Photo Cards](#) so that every pupil has one photograph each. Explain that there are four different groups represented by the people in the photos who are all affected by drug use in some way: business and trade, the law, drug users and treatment and care. The photos represent:

- **Business and trade:** farmer (coca, hops, tobacco), brewer, pub landlord, drug dealer, off-licence owner
- **The law:** customs officer, police officer, judge, bouncer, politician
- **Drug users:** drinker, smoker, cannabis user, cocaine user, heroin addict, clubber/raver
- **Treatment and care:** ambulance paramedic, doctor, drugs worker, social worker, parents

Ask pupils to circulate and form a group with people whose photos they think represent the other members of their category. Alternatively, call out each category and ask pupils to say if they think they belong in that group. Each group should have roughly the same number of people. Ask the groups to consider the following:

- Role of person?
- How are they affected by drug use/someone's habit?
- How much power/control do they have?

Ask pupils to feedback key points from their discussion. Reflect that some drug users think their habit isn't harming or affecting anyone else, whereas in fact usually the opposite is true.

### 4. It's the Law Quiz

Ask the class to complete the [It's the Law Quiz Sheet](#), individually or in pairs. Discuss the answers as a whole group using the [It's the Law Quiz Whiteboard Summary](#). Alternatively, use the Quiz Busters tool, described in Additional Activities below, to create a tailored version of the Blockbusters TV game. Further information about drugs and the law is provided in the [Drugs Facts Teacher Guide](#).

### 5. Review and Close

Closing round: 'One new law I have learnt about today is.....'

## Additional Activities

### Quiz Busters

Use the Quiz Busters tool, which is a tailored version of the Blockbusters TV game, as a starter activity. There is a general quiz for drug awareness or link it to a theme of your own, e.g. the law on drugs. It is available free from the Teachers Direct website:

<http://www.teachers-direct.co.uk/resources/quiz-busters/subjects/ks4/personal,-social-and-health-education.aspx>

### Legalise It Debate

Use the Debatepedia website

<http://debatepedia.idebate.org/en/index.php/Debate: Legalization of drugs>

to support pupils to hold a debate on the legalisation of drugs. The site provides a balanced view of the different points which might be made in such a debate including:

- Does the individual have the right to consume drugs?
- Is drug-use morally acceptable or tolerable?
- Would legalization decrease drug-consumption?
- Could/should the state make drug-consumption safer?
- Is it a good idea to legalize and tax drugs?
- Would legalization reduce crime and the presence of gangs?

### Film about Drug Smuggling

*Maria Full of Grace* is a film with a 15 certificate rating, which explores the dangers and dilemmas faced by three women who become drug mules to smuggle cocaine out of Colombia in order to earn much needed money for their families.

# Personal Relationships

## Learning Intention

To consider how drugs and alcohol can affect personal relationships

## Learning Outcomes

To understand what constitutes controlling or abusive behaviour in a relationship

To have identified some sources of advice and support for domestic abuse situations

## Resources

[Love or Control? Statement Cards](#)

[Relationship Scenario Cards](#)

[Relationship Scenario Question Sheet](#)

[Drugs Facts Teacher Guide](#)

## Activities

The activities in this lesson address sensitive issues which may affect young people in different ways depending on their personal circumstances. If unsure about delivering certain parts of the session we recommend you discuss this with colleagues, especially the Safeguarding Lead.

### 1. Ground Rules

Remind the class of the ground rules agreed in the previous lesson.

### 2. Learning Outcomes

Recap the learning from the previous session and explain that this session will focus in on how drinking and drug use can affect personal relationships. The class will consider what constitutes controlling behaviour in a relationship and practise offering advice to people whose relationships might be in trouble.

### 3. Love or Control?

Briefly explore what is meant by controlling behaviour: ask why a person may want to take control of a relationship and why a partner might allow this to happen. Ask pupils to suggest possible signs of a healthy relationship and an unhealthy relationship. Initial signs of controlling behaviour might start with a person constantly checking up on their partner's behaviour e.g. *Where did you go last night? Who did you see? Who was that text from?* Comments might take the form of put-downs *You're a bit overdressed You're not going out in that are you?* A positive relationship should enable each person to feel good about themselves and give each other confidence. Jealous or controlling behaviour, particularly in the early stages of a relationship, will chip away at a person's self-esteem and confidence, resulting in increased isolation from friends and family.

Divide the class into small groups and give each group a set of [Love or Control? Statement Cards](#). Ask pupils to consider each statement and sort the cards into three piles: 'controlling behaviour', 'loving behaviour', and 'depends'. Discuss any statements which pupils have put in their 'depends' pile. Reflect that it is usually fear and a person's own insecurities, which make them behave in a controlling way with their partner.

### 4. Relationship Scenarios

Explain that this next activity will give pupils the opportunity to practise giving advice about relationships and to identify possible sources of advice and support. In pairs, distribute one [Relationship Scenario Card](#) to each pair; use only the 'A' scenarios to start with (i.e. Alisha, Rob, Lauren, Mike and Sarah). Ask pupils to discuss the scenario and complete the [Relationship Scenario Question Sheet](#) to identify the positive and negative areas in the relationship and decide what advice

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they would give this person. Then give each pair their matching 'B' scenario card and ask them to discuss whether this information changes their view of the relationship and the advice they would give. Ask pupils to feedback key points from their discussion.

Reflect that equal respect is the key to a happy and healthy relationship. Encourage pupils to be alert to the warning signs early on in the relationship and talk to someone about it if they're not sure. Identify possible sources of advice and support for relationship problems; this might include the following:

- Pastoral Support Teacher
- School Nurse
- Family Support Worker
- Childline has a free 24 hour advice line 0800 1111 and website [www.childline.org.uk](http://www.childline.org.uk)
- The Women's Aid website has a section about domestic abuse specifically for teenagers called the Hideout: <http://www.thehideout.org.uk/over10/default.aspx>

Details of other national organisations providing support are listed in the [Drugs Facts Teacher Guide](#).

## 5. Review and Close

Summarise the learning for the lesson and review the learning outcomes. Acknowledge the serious nature of the topic and finish with an upbeat closing round such as 'One of the great things about being in a relationship is....'

## Additional Activities

### Healthy and Unhealthy Relationships

Ask the class to write ideas on post-its about what they think makes a healthy or an unhealthy relationship; one idea per post-it. Create two columns on the board, one headed 'Healthy Relationship', the other headed 'Unhealthy Relationship'. Invite pupils to stick their post-its on the board in the appropriate column. Challenge and summarise the two columns and pick out a couple of statements from each column to discuss in more detail.

### Domestic Abuse and the Law

The Expect Respect Toolkit has a quiz about sexual harassment and criminal liability, as well as a range of other activities on domestic abuse for all year groups. It is available free to download in the Free Resources section on the Women's Aid website: <http://www.womensaid.org.uk>

### Alcohol and Violence

There is a short video clip by TV Fixers about alcohol and the possible consequences of aggressive behaviour on a friends' night out, available on the Stand Against Violence website: <http://www.save-ed.co.uk/Awareness-Advert.htm>. There is also a DVD available to buy about a true story of a young man who died as a result of alcohol fuelled violence. <http://www.save-ed.co.uk>.