

# Legal and Illegal Drugs

## Learning Intention

To identify a range of legal and illegal drugs, their risks and effects

## Learning Outcomes

To know about a range of legal and illegal drugs

To have some understanding of the effects and risks of illegal drugs

## Resources

Blank pieces of paper for draw and write exercise

Paper for graffiti boards

[Drugs Facts Teacher Guide](#)

[Drugs Facts Cards](#)

[Anonymous Questions Template](#)

## Activities

### 1. Ground Rules

In a circle, ask the class questions to help establish some rules for these lessons. Ensure you include the following: listen to each other; treat each other with respect (this includes no laughing at each other, taking turns, no personal questions); only say things you don't mind people knowing about; limits to confidentiality.

### 2. Needs Assessment (see [Drugs Facts Teacher Guide](#) for additional information)

Give a blank piece of paper to each pupil and ask them to fold it in half and half again to give 4 sections. Read out one statement from the list below and ask the pupils to draw and/or write their response on one section of the paper. Repeat with the other 3 statements. In order to gain a clear understanding of the range of knowledge, ask the class to do this activity individually and in silence.

1. A girl was walking home from school when she finds a bag of drugs. Draw or write what was in the bag
2. Draw or write about who you think lost the bag
3. Draw or write about what you think the person was going to do with the bag
4. Draw or write about what you would do if you found the bag

Collect the papers and explain that you will discuss their ideas with them in the next lesson.

### 3. What is a drug?

Ask the pupils to work in small groups to name any drugs they can think of. At this point do not restrict this to legal or illegal. Take feedback from each group on one drug at a time. Explore what is meant by legal or illegal and ask the class to say whether or not they think each drug is legal or illegal.

### 4. Graffiti Boards

Using separate pieces of flipchart paper, write the names of some of the key drugs from the previous activity on flipchart paper, one name per sheet. In 5 or 6 small groups, give each group a headed sheet and ask the groups to write down anything they know or have heard about that particular drug, including street names, risks and effects. Circulate the sheets until each group has written on all of them. Display the sheets and discuss each one with the whole class. Challenge any misconceptions by asking the class the reasons for their answers, making sure you reinforce the correct information. Use the [Drugs Facts Teacher Guide](#) to support this discussion.

# Legal and Illegal Drugs

## 5. Effects and Risks

Using the [Drugs Facts Cards](#), select the cards which mirror the range of drugs pupils have raised in activities 2, 3 and 4. Discard the cards that represent drugs that have not been discussed. Note that answer cards are included in the pack. These should be removed and revealed later in the exercise. Explain that the group are going to think more about the effects and risks of some of the drugs they have mentioned. In groups, give each group a pack of cards. Ask the group to match the drug name to the picture card (Task 1). They should then match the effects and risks cards to the existing cards, (Task 2). Share the correct answers with the class. Ask the children if there were any surprises, similarities or differences between the effects and risks cards.

## 6. Reflect and review

Using the [Anonymous Questions Template](#) ask the class to complete the sentence: *After the lesson I wanted to know ...* This can be any question that they may have about drugs that they feel has not been covered in the session. Reassure the class that if they haven't got a question, they can leave it blank. The questions should be placed in the box at the front of the classroom and they will be answered in the next lesson.

## Additional Activities

### Drugs Quiz

In pairs, ask the group to complete the [Drugs Quiz](#). Compare answers and correct where necessary. Answers can be found in the [Drugs Facts Teacher Guide](#).

# Cannabis

## Learning Intention

To understand the effects, risks and law relating to cannabis

## Learning Outcomes

To know what effect cannabis can have on someone's health and life

To know the legal consequences of using cannabis

## Resources

[Drugs Facts Teacher Guide](#)

[Cannabis Facts Teacher Guide](#)

[Cannabis Facts Quiz](#)

[Some Reasons Why Young People Don't Use Drugs](#)

[Peer Pressure Strategies](#)

[Anonymous Questions Template](#)

## Activities

### 1. Ground Rules

In a circle, ask the class questions to remind them of the ground rules for these lessons. Ensure you include the following: listen to each other; treat each other with respect (this includes no laughing at each other, taking turns, no personal questions); only say things you don't mind people knowing about.

### 2. Review of last lesson

Remind them that in the previous lesson they looked at a range of legal and illegal drugs. Review the needs assessment questions from activity 2. It is important to reinforce that they should never touch the bag as they may put themselves at risk. They should tell an adult or call the police. (see [Drugs Facts Teacher Guide](#) for additional information). Use this opportunity to refer to the anonymous questions from the last lesson and give summary answers to the issues raised by them.

### 3. Ranking Use

Tell the pupils that the focus of this lesson is cannabis. In pairs, ask the class to talk to their partner and note down what they think are the three, most commonly used drugs in the UK. Ask the class to share their responses and ask why they thought that was the case. (The correct order is alcohol, tobacco, cannabis). Explain that, in this lesson, the focus will be on cannabis as this is the most commonly used illegal drug. Ask the pupils to word storm everything they have heard about cannabis.

### 4. Cannabis Facts Quiz

In pairs, hand out the [Cannabis Facts Quiz](#). Ask the pairs to complete the true/false column. Display the quiz on the whiteboard and go over the answers with the whole class, taking time to discuss each point. Ask how do these facts compare to their word storm? Refer to the [Cannabis Facts Teacher Guide](#) for extra information.

### 5. Why People Choose To Use Cannabis

Knowing what they now know, ask the class why they think cannabis is still the most commonly used illegal drug? Note the responses. In 2010/11 just 1 in 6 young people had tried cannabis, why do they think the rest chose not to? Ask the class to word storm possible reasons why teenagers don't use drugs and write them on the board.

# Cannabis

Share [Some Reasons Why Young People Don't Use Drugs](#) on the whiteboard. See [Cannabis Facts Teacher Guide](#) for more information. Ask the pupils if there are any surprises on the list. Ask them to reflect for a moment if any of the reasons given would prevent them from using a drug in the future.

## 6. Resisting Pressure

Explain to the class that this activity involves role play. Read out the following scenario: two young people find some cannabis, one wants to use it, the other one doesn't. In pairs, ask the pupils to improvise what happens next in no more than 12 lines of speech. Ask for volunteers to share their drama with the whole class. Discuss the strategies used for resisting pressure. Display the [Peer Pressure Strategies](#) on the whiteboard and ask the pairs to improvise the scene again trying out some techniques. Finish by asking what difference using the strategies made to the outcome of the role play.

## 7. Reflect and Review

Ask the class what they have learnt during the lesson. Using the [Anonymous Questions Template](#) ask them to complete the sentence: *After the lesson I wanted to know ...* This can be any question that they may have about cannabis that they feel has not been covered in the session. Reassure the class that if they haven't got a question, they can leave it blank. The questions should be placed in a box at the front of the classroom and they will be answered in the next lesson.

# Volatile Substance Abuse & Getting Help

## Learning Intention

To understand the risk of volatile substance abuse (VSA)

## Learning Outcomes

To know the effects and risks of volatile substance abuse

To consider how to resist pressure

To know how to get and to give help

## Resources

[VSA Factsheet](#)

[Peer Pressure Strategies](#)

[Dialling 999 Script](#)

## Activities

### 1. Ground Rules

In a circle, remind the group of the ground rules from the previous lesson.

### 2. Question and Answer Session

Answer any questions that were remaining from the last lesson. Tell the class there will be another opportunity to ask questions at the end of this session.

### 3. Introduction

Remind the group that they previously looked at a range of legal and illegal drugs, including cannabis. Tell them that today's lesson will focus on volatile substance abuse. Ask them what they think volatile substances means. Volatile substance is the name given to things like aerosols, gases and glues – they are sometimes called solvents.

### 4. VSA the Effects and Risks

In small groups, ask the class to discuss what they think are the effects and risks of volatile substance abuse; they should note these on a piece of paper. Ask each group to give feedback. Either summarise the main points from the [VSA Factsheet](#) or give pupils a copy. You may need to read this through and explain any difficult words or concepts. Ask the groups to look at their original ideas, were there any things they had wrong, or any surprises? Ask the group to think of three reasons not to try VSA. Note a reason from each group in turn until all the suggestions are exhausted.

### 5. Skills for Resisting Pressure

Ask the class to work in pairs. Tell the pairs they are two 14 year olds, one is trying to persuade the other to try a solvent, the other should use the reasons not to try VSA to say no. Ask the class to recall the strategies used in the role play last lesson, (see [Peer Pressure Strategies](#)). Each person in the pair takes a turn to resist by using a different strategy. Ask the pairs which strategy worked best in their pair and why.

### 6. Contacting the Emergency Services

Ask the class if they know how to contact the emergency services. N.B. There may be a pupil in your class who has had to do this, be sensitive to how this may make them feel. Talk them through each stage of the Dialling 999 guide. Ask the class to work in pairs using the [Dialling 999 script](#). They should role play calling for an ambulance for someone who is unconscious in a local park; they appear to have been sniffing aerosols. Ask for volunteers to share their role play.

# Volatile Substance Abuse & Getting Help

## 7. Reflect and Review

Ask the class what they have learnt during the lesson. Do a go-round *One thing I have learnt today is ...*

Summarise the learning from the lesson and from the whole unit. Allow time for any questions. Ask who can they go to if they have worries/concerns about anything discussed in the lesson?

## Additional Activities

### Pressure Scenarios

Using the [Pressure Scenarios](#), ask the class to work in small groups and decide what risks are involved in their scenario. Ask them to develop a piece of drama showing how they could get the best outcome from this situation. Encourage each group to share their drama with the rest of the class. After each sharing ask the class to work in pairs and discuss what might have happened if they had not made the positive choice. Take feedback on what assertiveness strategies were successful.

You may wish to give the pupils some time to explore the Re-Solv Interactive website: [http://re-solv.org/toxic\\_agents/index.htm](http://re-solv.org/toxic_agents/index.htm). This is a child friendly interactive site which may answer any remaining questions they have.

### Basic First Aid

You may wish to contact your local St John Ambulance group. They have additional resources in the Young Life Saver pack. This activity should be supported by a qualified first aider.

Explain to the group that we know that the common causes of death from VSA begin with choking or unconsciousness. Explain that the class are going to learn some basic first aid for these two situations. Talk the pupils through the *First Aid for choking instructions*, (see [First Aid Teacher Guide](#)).

Ask the first aider to demonstrate each stage by talking the rest of the class through what they are doing. N.B. It is important that they only pretend to slap and pretend to squeeze. Repeat this for the *First Aid is someone is unconscious instructions* (see [First Aid Teacher Guide](#)).

N.B. It is important that they do not practise CPR. Explain that it is dangerous to breathe air into a person's lung if they are breathing normally. Ask the first aider to demonstrate placing a person in the recovery position; alternatively, watch this short Red Cross clip:

<http://www.youtube.com/watch?v=veD29nbvg8E&NR=1> .

Ask the children to work in pairs to practice placing their partner in the recovery position.