

Situations Involving Legal and Illegal Drugs

Learning Intention

To explore different situations involving legal and illegal drugs

Learning Outcomes

Know basic information about the appearance, effects and risks of legal and illegal drugs

Identify the level of risk for a range of drug-related situations

Know that the effects from drugs depend on a range of factors

Resources

Blank pieces of paper for needs assessment exercise

[Drugs Facts Teacher Guide](#)

[Drugs Facts Cards \(optional\)](#)

[Risk Scenarios](#)

[Risk Continuum Signs](#)

[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).

Explain that it is useful to find out first what pupils know and understand about drugs. Divide the class into groups of 3 or 4 and give groups a large piece of paper. Ask each group to write the word *DRUGS* in the middle of the paper and then record all the words they know, have heard of or seen, that they associate with drugs. Bring the class together and take feedback from each large group. Discuss whether they understand all the words on the sheet and if any words are missing. Summarise the discussion and give a definition of drugs. Go on to look at the risks and effects associated with legal and illegal drugs. In groups, give each group a pack of [Drugs Facts 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 group if there were any surprises, similarities or differences between the effects and risks cards.

3. Risk Scenarios

In pairs, distribute the [Risk Scenarios](#), one card per pair. Ask the pairs to discuss their scenario. Specifically ask them to discuss:

- What harm could result from the situation?
- How likely is this to happen?
- How risky do they regard the situation - HIGH RISK, MEDIUM RISK, LOW RISK, NO RISK?

Place the [Risk Continuum Signs](#) on a wall or the floor to form a line: HIGH RISK at one end, NO RISK at the other. In turn, invite the pairs to read out their scenario card, place it on the risk continuum and say why they have placed it where they have. With each scenario encourage whole group discussion and work to reach a consensus about whether the card has been placed at the right point on the continuum or whether it should be moved. Once all the cards have been placed invite the group to add any other scenarios that they feel may be relevant to young people. What makes

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some drug-related situations more risky than others? You might discuss the risks associated with different drugs:

- how much of the drug is taken and how often?
- what is the method of taking the drugs?
- what is the age and gender of people who use them?
- where the people are and what they are doing at the time?
- how can the mood and health (both mental and physical) of the person who is using the drugs affect the risks they are taking?

4. Anonymous Questions

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.

5. Review and Close

Summarise the lesson and ask the class if they think the learning outcomes have been achieved.

Additional Activities

Problem Page

Display the [Problem Page](#) on the whiteboard. In groups of four, give each group one problem cut from the [Problem Page](#). Explain that the groups need to agree who they think this person should seek help from and then offer solutions to the problem in writing. They can start their response, *Dear Worried...* Ask one member of each group to read their response to the class. After each piece of advice is read out, ask the class if they think there were any other options they might have used?

Physical, Emotional and Social Effects

Learning Intention

To consider the physical, emotional and social effects of using drugs

Learning Outcomes

Know some of the physical and emotional effects of using drugs

Understand the health risks of using drugs

Know that someone's drug related behaviour can affect a range of other people

Resources

[Human body outline](#)

[Drugs Facts Teacher Guide](#)

[Side Effects of Drugs Worksheet](#)

Activities

1. Ground Rules

Remind the group of the ground rules agreed in the first session.

2. Learning Outcomes

Summarise the issues covered in the previous lesson and introduce the learning outcomes for this lesson. Ask pupils what is meant by physical, emotional and social effects and ask them to give examples.

3. Body Parts Tennis Warm-up

Ask the pupils to think about which parts of the body might be affected by drinking alcohol and taking drugs. Show the outline of the human body, including key internal organs, on the whiteboard. Divide the group into two teams. Alternating one person from each team, they have to stand up and say the name of a body part, as quickly as possible. Alternatively, do a go-round with each person saying the name of a body part. As pupils identify parts of the body, mark the body outline with a cross. When teams have run out of words, discuss the parts identified and how they might be affected by alcohol or drugs; focus on the brain, heart, eyes, liver, kidneys, heart, reproductive organs, arms/legs. Refer to the [Drugs Facts Teacher Guide](#) to support the discussion.

Ask the group to identify what might seem positive about using alcohol or drugs, e.g. loss of inhibitions, relax/de-stress, sociable way to meet people. Are there other ways people can relax/de stress etc?

4. Side Effects Worksheet

Ask pupils to work in pairs to complete the [Side Effects of Drugs Worksheet](#) about the different ways drugs such as alcohol, cannabis and volatile substances can affect the user and those around them.

Invite pupils to feedback key issues raised by the worksheet:

- What are some of the negative side effects of using alcohol? cannabis? volatile substances?
- Give some examples of when a person's friends are affected by their use of drugs?
- In what way is the community affected by a person's drug use?
- Are there any positive aspects to drug use?
- In what ways can the negative effects of using drugs be reduced?

Emphasise that everyone is affected differently by different drugs and some people might

Physical, emotional and social effects

experience these effects more or less acutely. Using any drug in the long term will result in some or all of the effects listed. Although some young people choose to experiment with drugs, statistics show that by the age of 15, 4 out of 5 teenagers have never taken an illegal drug and half have never had an alcoholic drink.

5. Review and close

Ask each member of the class to name one type of person who could be directly affected by someone using drugs (e.g. parent, friend, doctor, nurse, policeman, future partner). Summarise the learning from the lesson and ask pupils to decide whether the learning outcomes have been met.

Additional Activities

Body Watch

Use the Body Watch activity in the Fact Zone on the Talk About Alcohol website to identify body parts.....

<http://www.talkaboutalcohol.com/YoungPeople/FactZone/FactZoneFlash30.aspx>

A different perspective

Use the 'Madison's story' video clip from the BBC Learning Zone website as the basis for discussion about how different people can be affected by the sale and use of alcohol. Madison's parents run a pub and she lives in the accommodation above it.

<http://www.bbc.co.uk/learningzone/clips/alcohol-madisons-story/10188.htm>

Managing Drug Related Situations

Learning Intention

To be aware of the risks involved in drug use and know how to get help, support and advice in drug related situations

Learning Outcomes

Be able to identify the risks of using drugs

Be able to identify safe choices

Know how to get help in a drug related situation

Resources

[Drugs Facts Teacher Guide](#)

[Case Study Cards](#)

[Case Study Question Sheet](#)

Activities

1. Ground Rules

Remind the group of the ground rules from the previous lesson.

2. Learning Outcomes

Review the learning from the previous two lessons, summarise that drinking and taking drugs can have serious effects on a person's physical health and can directly or indirectly affect a range of other people. Reiterate that some people feel there can be positive aspects to drinking alcohol in moderation i.e. relaxation, socialising.

3. Why do some young people choose to drink or take drugs?

Ask the group why they think some young people drink or take drugs. List their ideas on a board or give groups a piece of flipchart paper to record themselves. Ask pupils to suggest ideas as to why some young people choose not to drink or take drugs. See [Drugs Facts Teacher Guide](#), *Why Young People Don't Use Drugs*.

4. Case Studies

In small groups, allocate a different [Case Study Card](#) to each group. Display the [Case Study Question Sheet](#) on the whiteboard and ask the groups to discuss with reference to their case study:

- What choices does the person involved have?
- What are the risks?
- What is likely to happen?
- What would be the safest thing to do?
- What would be the least safe thing to do?
- What might stop them doing the safest thing?

During their discussions ask pupils to complete the [Case Study Question Sheet](#) for their example.

Bring the whole group back together and ask a volunteer from each group to describe their case study. Discuss the risks associated with alcohol and drug use and what can be done to minimise the dangers - apart from not using alcohol or drugs at all?

5. Alley of Advice

Choose one of the scenarios which worked well with the pupils. Invite or choose one pupil to be a volunteer and ask the rest to divide into two teams and form two lines down the middle of the room.

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Explain that one side will be 'good advice' and the other side will be 'bad advice' and their role is to give a piece of advice in keeping with their line. Read out the case study and ask each pupil in the alley of advice to think of one piece of advice they would give to the person in this situation. Ask the volunteer to then walk down the alley and invite pupils to give him/her their piece of advice one at a time, alternating 'good' and 'bad'. Pupils may be given the option to pass if they cannot think of anything. When the volunteer has reached the end of the alley, ask him/her to say which advice was helpful and which was the most risky. Thank the volunteer for their contribution.

6. Sources of help and advice

Display the following sources of advice on the whiteboard and provide some further information about them; ask pupils to identify where they might locate them.

- Talk to Frank website (www.talktofrank.com)
- Pastoral Support Teacher
- School Nurse
- Youth Worker
- Drugs Adviser
- Family Support Worker

7. Review and Close

Summarise the learning from the lesson and ask pupils to indicate with a show of hands whether they think each learning outcome has been met.

Additional Activities

Internet search

Explain that they are going to use the internet to look for organisations that might be able to give young people advice and help. Briefly recap on how to search the internet, e.g. using search engines; keywords e.g. bullying or the name of the organisation; location. Discuss using any other links if the site is not helpful. N.B. You will need to discuss with the pupils whether getting advice from other young people is the best source of advice. There are a wide range of views online regarding drug use and caution should be used when reading personal statements. Ask the class to work in pairs to find two places they would recommend where they could get support / advice / information about their chosen issue. Ask them to record the web address, contact number and or email address. Ask each pair to feedback at least one site they have found. Discuss how easy or difficult they found it to get information. Were there any local organisations? Tell the group you will collate all their information and display it on the classroom wall. **Ensure you have vetted all recommended sites.**

Display Board

The pupils may wish to make a display board of helpful sites for other pupils to use which could be mounted outside the classroom. See National contact list in [Drug Facts Teacher Guide](#).

Challenge Zone

'Think for Yourself' is a short online game which explores decision making during a day out celebrating a friend's birthday in the park.

<http://talkaboutalcohol.com/YoungPeople/ChallengeZone/location-31.aspx>