

Exploring Views About Drugs

Learning Intention

To explore different attitudes to drugs, their risks and effects

Learning Outcomes

To know which legal and illegal drugs are most commonly used by young people

To have explored how different people may view the use of drugs

To have been able to listen to one another and discuss views

Resources

[Drug Bingo List](#)

[Lingo Bingo Card](#)

[Drugs Facts Teacher Guide](#)

[Different Perspectives Photo Cards](#)

Activities

1. Ground Rules

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. 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 Lingo Bingo

Explain that the aim of this first activity is to explore the range of words used for different types of drugs. Pupils will learn that there are often several names for the same drug; there's no need to learn what they all are, just that there are lots of them. See the [Drug Facts Teacher Guide](#) for further information.

Give one [Lingo Bingo Card](#) to each pair. Display the [Drug Bingo List](#) on the whiteboard. Each pair has to choose 15 words from the list and quickly write them into the empty boxes on their bingo card; one word per box. When everyone has written 15 words begin calling. Call out names of drugs at random, allowing a few seconds between each to enable participants to cross them off. The words should also be crossed off on the board or cross words off on a paper copy of the [Drug Bingo List](#). The first pair to cross off every name from their bingo card is the winner.

3. What is a drug?

Ask pupils to suggest a definition of the word 'drug'. One recognised definition is 'A drug is a substance people take to change the way they think, feel or behave.' Explain that there are legal drugs such as alcohol, tobacco and medicines, and also illegal drugs such as cannabis, heroin and cocaine. Check pupils' understanding of these two concepts by asking pupils to indicate which of the drugs on the Drug Bingo list are legal and which are illegal. Alternatively, for individual assessment, ask pupils to mark which of the drugs on their bingo cards are legal or illegal.

4. Risks and Effects

Invite each pupil to choose a letter A (Alcohol), C (Cannabis) or T (Tobacco). These are the three drugs most commonly used by young people under the age of 15. Give pupils one minute to think of one risk or effect which they think might result from a young person using one of these drugs.

Exploring Views About Drugs

Go round the class, one letter group at a time, encouraging each pupil to contribute a new idea. Summarise the activity by explaining that all drugs have physical, emotional and social consequences both for the drug user, their family and friends and the wider community.

5. Different Perspectives

Explain that the aim of this activity is to explore the range of different views people might have about drinking and taking drugs and to gain some understanding of why they might feel as they do. Ask pupils to work together in small groups of 4 or 5. Remind them of relevant team-working skills and the ground rules agreed at the beginning of the lesson, particularly in terms of respecting each other's opinions. Distribute the [Different Perspectives Photo Cards](#), one to each group and ask them to consider and discuss the following questions:

- What do you imagine this person feels about drinking/taking drugs?
- Why do you imagine they feel that way?
- Do you agree with their viewpoint? If not, why not?

Display a selection of the pictures in turn on the whiteboard and invite each group to feedback what they have discussed in their group about their picture. Ask if everyone is in agreement, if not why not? Is it easy to stereotype people's views because of their occupation?

6. Review and close

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

Additional Activities

What Age? Values Continuum

Place a selection of numbers between 12 and 40 and one 'Never' card at intervals on the wall or the floor. In groups, discuss at what age they think it would be appropriate to try a certain activity and why. Each person in the group takes a turn to stand by the number which represents the age that their group has agreed on. The group representative must be able to explain why they have chosen that particular age. Remind the class of the ground rules about respect and that pupils may choose 'Never' for a very personal reason, as well as possible cultural or religious reasons. Choose from the following:

- To smoke cigarettes
- To have an alcoholic drink with a meal
- To get drunk
- To smoke cannabis
- To snort cocaine
- To take an ecstasy pill
- To inject heroin

Encourage different pupils to explain the reasons for choosing a particular age. Why might people think some drugs are OK to try and not others? Is it because they are legal or illegal? Is it because some are thought to be less addictive than others?

If it is not possible to move around the room, the activity could be done by asking pupils to write numbers on pieces of paper and hold them up, or it could be done as a voting activity where the teacher can list numbers on the board and ask for a show of hands.

Contact with the law

Learning Intention

To understand the law in relation to drug use and consider the consequences of breaking the law

Learning Outcomes

To understand the law relating to drug supply and possession

To have considered how drug use and the law impact on a drug user's friends and family

Resources

[Crime and Punishment Cards](#)

[Teacher Guide to Crime and Punishment](#)

[Case Study Cards](#)

[Case Study Question Sheet](#)

School Drugs Policy (including Managing Drug Incidents in School)

Activities

Before delivering this lesson teachers should ensure they are familiar with their school drugs policy, including how to manage drug related incidents and at what point the police have to become involved if drugs are discovered on the school site.

1. Ground Rules

Remind the class of the ground rules and briefly recap learning from the previous lesson.

2. Learning Outcomes

Introduce the session by reading out the learning outcomes. Explain that despite young people's own best intentions, sometimes they can be drawn into drug related situations that they have little or no control over. Remember that there may be pupils who have had or are currently having such experiences and discussions should be handled sensitively.

3. Crime and Punishment

Use this game of pairs to enable pupils to consider the basic laws applied to the misuse of drugs. Introduce the activity by explaining that the law falls into two main categories: possession and dealing. Explain that drugs are classified into Class A, B and C, in accordance with how harmful they are considered to be, and this can determine the level of penalty. The law also covers the misuse of prescription drugs, which can be subject to similar penalties. Details are provided in the [Teacher Guide to Crime and Punishment](#).

Divide the class into groups of 4 and give each group a set of [Crime and Punishment Cards](#). Explain that there are 10 crime cards and 10 punishment cards. Each group should shuffle their cards and place them randomly face down on the table. Each person in the group takes a go to turn two cards over and tries to fit the right crime to the right punishment by remembering where the corresponding card number is located. If the two cards don't match, the pupil turns both cards over again and the next person takes their turn. The person with the most pairs wins.

When pupils have completed the activity, display the table of penalties for possession and dealing from the [Teacher Guide to Crime and Punishment](#). Check pupils' understanding by asking the following questions: why are the penalties for supply so much greater than those for possession? What is the law trying to achieve? Who might it be trying to protect and why? Explain what action the school would take if pupils were found with drugs on the school premises.

Contact with the law

4. Case Studies

Display a summary of the main laws governing the use and misuse of drugs (see the [Teacher Guide to Crime and Punishment](#)). Divide the class into pairs and give each pair a [Case Study Card](#) and a [Case Study Question Sheet](#). Explain that the case studies contain examples of when a person's use of drugs is directly affecting the lives of other people. Ask pupils to record their answers to the following questions concerning their case study:

1. What law(s) might apply in this situation and to whom?
2. What are the different courses of action this person could take?
3. Why might the school need to become involved?
4. Which would be the worst course of action?
5. What would you advise this person to do?
6. How might they avoid getting in a similar situation again?

Invite some pairs to feedback what they have written. Be sure to emphasise the risks of someone taking medication which has been prescribed for other people, in addition to the legal implications.

5. Review and Close

Summarise the lesson and ask pupils to identify one law they have learnt about from this lesson.

Additional Activities

Crime and Punishment Cards

Create a similar activity to the card pairing activity described above but replace the 'crimes' and 'punishments' with incidents which directly relate to the school rules on the management of drug incidents in the school community.

Video clip

Use a short video clip, such as L8r Youngers *Is Joe's older brother involved with drugs?* to introduce the topic at the beginning of the lesson. This could also be used as a case study for pupils to discuss in small groups. The clip is available on the BBC Learning Zone website:

<http://www.bbc.co.uk/learningzone/clips/l8r-youngers-is-joes-older-brother-involved-with-drugs/9675.html>

Rewrite the law

Display the main laws about drugs which have been covered in these three lessons. Describe briefly the process by which laws are made. In groups, ask pupils to consider which laws they would change or delete and to devise their own set of laws on the use of drugs. Invite each group to present their set of laws and at the end ask the class to vote on which set of laws they think are the best.

Further information about law making, including on-line games and resources, are available on the UK Parliament website: <http://www.parliament.uk/education/>. Further information about drink and drug driving can be found at: <http://think.direct.gov.uk/>

Binge Drinking

Learning Intention

To understand the risks associated with binge drinking

Learning Outcomes

To understand the meaning of binge drinking

To have considered the physical, emotional and social effects of binge drinking

To practise giving advice to other young people about drinking too much

Resources

[Safer Drinking Chart](#)

[Safer Drinking Teacher Guide](#)

Internet video clip such as 'Alcohol Awareness Educational Film'

Post-it notes

Brick Wall background for whiteboard (downloadable from the internet)

Activities

1. Ground Rules

Remind the class of the ground rules agreed in the first lesson and recap previous learning.

2. Learning Outcomes

Introduce the learning outcomes and acknowledge that many people in the UK consider drinking in moderation to be an acceptable social habit. Many people consider drinking to excess as unacceptable, particularly when it has a negative effect on the lives of others. Observe that, contrary to what the media might portray, the number of teenagers who drink underage has in fact declined in recent years, but those who do choose to drink are drinking more alcohol and more often.

3. Binge Drinking

Refer to the learning outcomes on the whiteboard and begin by creating a discussion map around the phrase 'Binge Drinking'. Write the word up on the whiteboard and ask pupils to wordstorm any ideas they associate with 'binge drinking'; use a quick pair and share if necessary. Discuss the reasons why young people choose to binge drink. Invite pupils to come up with their own definition of the word 'binge drinking'.

One definition is 'drinking to get drunk or drinking a lot of alcohol in a short space of time.' Ask pupils to define how much is 'a lot of alcohol'. Display the [Safer Drinking Chart](#) and explain that the government guidelines are for adults and are based on units, not number of drinks, because drinks contain different amounts of alcohol. Refer to the [Safer Drinking Teacher Guide](#) for further information.

4. Video clip

Show the YouTube clip 'Alcohol Awareness Educational Film', by Oldham Community Safety Unit: <http://www.youtube.com/watch?v=pKbzxQtTUKU>; it is seven minutes long and describes two versions of a night out. Alternative clips are suggested in the Additional Activities section below. Ask pupils to write the questions below on a piece of paper or distribute prepared question sheets, so that they focus on what's being said in the video clip. When they have written their answers discuss the questions with the class:

- How did the characters behave when they got really drunk?
- What were the consequences of getting drunk?

- What did they do, or not do, to get drunk more quickly?
- How could their friends have helped?
- What benefits did the characters see after changing their drinking habits?

Remind pupils that making a habit of binge drinking can damage the liver, heart and stomach, puts on weight, affects sexual performance and can cause cancer.

5. Advice Cool Wall

This activity serves as an assessment of what has been learnt in this lesson. In pairs, give each pair some post-it notes and ask them to produce a minimum of three do's and three don'ts concerning the use of alcohol : i.e. advice they would give to their friends or younger siblings if it looked like they were drinking excessively. Put a brick wall background onto the white board to create a Cool Wall. Label two columns: Cool (i.e. good things to do) and Ouch! (i.e. things not to do). Ask pupils to put their post-its up on the wall under the relevant column. Review the suggestions on the wall and ask pupils to reflect on the activity by compiling their own top five list of the best advice. Alternatively, group similar ideas on the wall, read them out and ask pupils to vote for the best five pieces of advice.

6. Review and Close

Check the learning outcomes have been met, answer any questions and summarise the whole unit.

Additional Activities

Visual Objects

Bring in a selection of items related to drinking such as a bucket, pants or knickers, empty beer can or bottle, fake blood, boxing glove, and use as visual aids to prompt a discussion around the possible consequences of a night out binge drinking.

Video Clips

- *One Friday Night*, Episode 4: 7 minute clip about a party and the negative consequences for the group of friends involved. The previous three episodes depict the lead-up to the party and give some background to the characters <http://www.youtube.com/watch?v=0OHKYI4iD3U>.
- *Alcohol Stories*: 15 minute clip in which four young people describe the effects serious drinking has had on their lives; each has a story to tell about their personal experience of alcohol and how it can change a person's life. Marcio arrived from Angola with his grandmother three years ago; following her death he turned to drink, looking to forget his problems; Tasha contracted a sexually transmitted infection after drinking too much at a party; Curtis damaged his chances for a career as a professional snooker player by drinking too much; Becky struggled with alcoholism through her teenage years. Each explains what they have learned from their experience <http://www.tes.co.uk/teaching-resource/KS3-4-PSHE-Alcohol-Stories-6047897/>.
- *Teenage Pressure – Alcohol*: 5 minute clip in which celebrities talk about the effects of drinking alcohol and the choices an individual can make when deciding whether or not to drink <http://www.bbc.co.uk/learningzone/clips/teenage-pressures-alcohol/5525.html>.
- *Effects of binge drinking on your body*: 2 minute clip on the physical effects of binge drinking <http://www.youtube.com/watch?v=6XwZL9NjUJ>.

Alcohol Quiz

Use the Quiz Busters tool, <http://www.teachers-direct.co.uk/resources/quiz-busters/> to create a tailored version of the Blockbusters TV game. Further information about alcohol is provided in the [Safer Drinking Teacher Guide](#).