

# Consequences of Drug Use

## Learning Intention

To consider the consequences of using legal and illegal drugs

## Learning Outcomes

To have considered a range of consequences of using alcohol and other drugs

To know where to get information and advice about alcohol and other drugs

## Resources

Post-it notes

[Drugs Facts Teacher Guide](#)

[Drugs Fact Cards](#)

## Activities

### 1. Ground Rules

Introduce the topic by referring to the overall theme of Choices and Responsibility. Discuss the rules they already have for PSHE lessons and ask if anything needs to be added in order to comfortably 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. Illicit Substances

In pairs, ask pupils to wordstorm as quickly as possible all the different legal and illegal drugs they have heard of, writing one idea per post-it. They can include slang or street terms but no swearing. Divide the whiteboard into two columns: legal and illegal. Invite one person from each pair to stick their post-its on the board, in the appropriate column. Discuss briefly what determines whether a drug is legal or illegal and which drugs young people are most likely to experiment with and why. Ask which drugs might be used together and why? What could be the effects of mixing drugs in this way? Refer to the [Drugs Facts Teacher Guide](#) for more detailed information on specific drugs.

### 3. Consequences Carousel

Pick out 6 or 7 key drugs e.g.: alcohol, tobacco, cannabis, cocaine, heroin, ecstasy. Divide the class into small groups, give each group one [Drugs Fact Card](#) and a piece of flipchart paper divided into four sections: physical, emotional, financial and social. Ask them to write or draw sketches of as many consequences they can think of related to using that particular drug. After ten minutes or so, ask each group to leave their flipchart paper on the table and move to the next group's work to see if they can add any further ideas or comments. Repeat once more.

Discuss and draw out some of the following issues: was it easier to write about some drugs than others? If so why? Are there any positive consequences? Is there any consequence which was common to all drugs? Which consequence(s) is most likely to put young people off using a particular drug or drugs in general? Ask pupils to review their original flipchart and summarise two main physical and social consequences of using that drug.

Remind pupils that although young people might experiment with drugs, only a tiny minority go on to use them recreationally and even less go on to become seriously addicted. Information about drug use among young people is available from 'Smoking, Drinking and Drug Use Among Young People in England'; this report is produced annually and is available from the NHS Information Centre website: <http://www.ic.nhs.uk/pubs/sdd>

# Consequences of Drug Use

## 4. Sources of Help and Advice

Refer to the suggested consequences from the last activity and ask pupils what sources of help are available for people with these problems. Display the Frank website on the whiteboard and a selection of websites and local sources of advice (see list in the [Drugs Facts Teacher Guide](#)). Consider distributing details of services; including services for young people and their friends, as well as older siblings, parents and other relatives. You might want to include the following:

The Get Help section on the Talk to Frank website: <http://www.talktofrank.com/get-help>

D-World from national organisation Drugscope: <http://www.drugscope-dworld.org.uk>

Childline 0800 1111

School Pastoral Support Teacher

School Nurse

Youth Worker

Drugs Adviser (Local Authority Drug and Alcohol Team)

Family Support Worker

## 5. 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

### Graffiti Wall

Mount six or seven pieces of flipchart paper on the walls around the room, each with the name of a key drug written at the top. Give each pupil a marker pen and ask them to think of some of the consequences relating to each particular drug and write or draw them onto the relevant piece of flipchart paper. Encourage pupils to try to write or draw at least one thing under each drug. Share and discuss the graffiti.

### Diamond 9 – reasons why young people don't take drugs

In groups of three or four, give each group 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 give for not taking drugs and the less common reasons forming the rows below. If a group cannot reach an agreement, they can be flexible with the diamond shape, for example have two cards at the top. Compare the results with the whole group and discuss differences and similarities.

### Drug Addiction Story

*The Adventures of Pablo* on the Talk to Frank website contains a series of interviews with people who have been affected by cocaine use. Use the interview with the DJ Brandon Block, which lasts approximately two and a half minutes: <http://www.talktofrank.com/adventures-of-pablo>. Display the questions below on the whiteboard and ask the class to bear them in mind whilst they watch the video clip and write their answers down.

- How did cocaine affect Brandon Block's life?
- What effects did it have on his body?
- At what point does a habit become an addiction?
- Why might someone become an addict?
- Who was responsible for him becoming an addict?

### Games

<http://www.drugscope-dworld.org.uk/wip/24/games.htm>

# Choices and Consequences

## Learning Intention

To recognise and manage risk in relation to alcohol and drug use

## Learning Outcomes

To understand the importance of having a responsible attitude to alcohol and drug use

## Resources

Alcohol awareness video clip such as *Alcohol Know your Limits* on YouTube

[Drugs Fact Cards](#)

[A Good Night Out? Scenario Cards](#)

## Activities

### 1. Ground Rules

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

### 2. Introduction

Show the YouTube clip *Alcohol Know your Limits* which contains two short films, one about a boy and one about a girl. Alternatively, distribute some pictures of young people in similar situations (fallen over, being sick, torn clothes, punched, bleeding etc) or bring items into class such as a bucket, pants or knickers, empty beer can or bottle, fake blood, boxing glove and use as visual aids to prompt the discussion. Ask the pupils if they think the clips/pictures are a fair representation of young people's behaviour on a night out. How does it make them feel? Is it accurate or merely negative propaganda about young people and their drinking habits?

### 3. Under the Influence

Explain that the next activity will explore some effects of drugs other than alcohol. Ask for a volunteer to stand at the front of the room. Without the volunteer seeing, hold up one of the [Drugs Fact Cards](#) to the rest of the class. From their seats, ask the class to mime an activity as though under the influence of that particular drug. For example brushing their teeth, doing the washing-up, playing on an x-box, putting on make-up, having a shave, driving a car. The volunteer has to guess which drug. Repeat with different volunteers.

### 4. A Good Night Out?

In small groups, give a [Good Night Out? Scenario Card](#) to each group or compare the results of two groups who have worked on the same scenario. Ask the groups to look at the scenario and consider the following:

- Who are the characters? How does their behaviour differ from each other?
- What drinks/drugs are present/being used?
- Which, if any, of the group might choose to drink or take drugs?
- Which are the risk points in the situation? (ie when it might have been time to call it a night or diffuse the situation)

Ask them to develop a freeze frame, which is a snapshot of a single moment, which captures what is happening. Then ask the class to create a freeze frame for 'what happens next?' in their scenario. Ensure everyone in the group has a role even if it's just as a bystander. Remind pupils that the scene they are depicting could be a positive one; it doesn't have to be negative.

Invite groups to present their freeze frames, one by one. Ask the rest of the class to make comments (bearing in mind the ground rules) and see if they can guess what situation is occurring and what role each individual actor is portraying. Ask pupils to advise on what else could have happened next – encourage pupils to think of both positive and negative ideas. Congratulate the pupils' efforts and debrief at the end of each scenario.

## 5. Review

To review ask pupils to think of three reasons why it's important to look out for your friends on a night out and write their suggestions on the board. Examples might include: in case they drink too much, take drugs without knowing what effect they'll have, go off with someone they don't know. Friends have a responsibility to help each other to get home safely. All kinds of relationships, whether with friends, partners or family, can suffer as a result of a bad night out.

## 6. Close

Summarise the learning with a closing round: *A good night out is when.....*

## Additional Activities

### Going on Holiday?

Choose two of the [A Good Night Out? Scenario Cards](#) and invite pupils to discuss briefly how the consequences identified might be made worse or better if they were taking place during a holiday abroad/away from home.

### Video Clips

- *Booze Bus* available on YouTube; it is also on Teachers TV sites such as [www.teachfind.com](http://www.teachfind.com) and [www.schoolsworld.tv](http://www.schoolsworld.tv).
- *This Friday Night: why let good times go bad* produced by the Drinkaware Trust: <http://www.youtube.com/user/drinkawaretrust>.
- Alcohol and Violence Awareness Advert produced by Stand Against Violence and ITV Fixers: <http://www.sav-ed.co.uk/Awareness-Advert.htm>

Drinkaware's *Good Times* app for managing a night out:

<http://www.drinkaware.co.uk/campaigns/2011/why-let-good-times-go-bad-2011/get-the-good-times-mobile-app>

### First Aid Tips

Ask pupils to discuss in pairs what first aid they could give to a friend if they found them slumped in a corner during a night out and write up a list of do's and don'ts. An example for someone who has drunk too much alcohol:

#### DO...

- Be calm, and firmly assist the person to a comfortable, safe place.
- Immediately call for help, especially if the person's breathing is irregular or if they cannot be aroused by gentle shaking or speaking loudly.
- While awaiting help, lie the person on their side with knees up, to prevent choking if they vomit.
- Check breathing every 15 minutes. Do not leave them alone.

#### DO NOT...

- Slap the person around the face
- Give them any medication, drugs, or food/drink (including coffee) -- these only increase the risk of choking and vomiting; hot drinks may scald them.
- Try to counsel them about their behaviour. Wait until they are sober to confront them.
- Provoke a fight by arguing with or laughing at someone who is drunk.
- Induce vomiting.
- Try to walk them around.
- Give cold showers. The shock may make them pass out.

First Aid tips for someone on drugs: Talk to Frank website has simple, clear advice on what to do in situations where a friend or relative might be having a bad reaction to a drug:

<http://www.talktofrank.com/emergency-help>.

# Sexual Health

## Learning Intention

To understand how the use of drugs and alcohol can affect sexual health

## Learning Outcomes

To understand the consequences of risky sexual behaviour

To know what sexual health services for young people exist locally and nationally

## Resources

Pieces of paper for the timeline

[Unprotected Sex Scenario Cards](#)

[Unprotected Sex Scenarios Guidance](#)

[Safer Sex Teacher Guide](#)

## Activities

### 1. Ground Rules

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

### 2. Timeline

Draw a timeline on the board to represent the possible development of a relationship. Ask the class to help you with suggestions to mark the different stages, e.g. fancying someone, asking them out, dating, getting to know each other, 'going steady', living together, getting married etc.

Acknowledge that relationships develop in different ways for different people; some people might meet through internet dating; others meet their partners through arranged marriage. Ask pupils to copy the timeline; they may add extra stages if they wish.

In pairs, consider at what points along the timeline might drugs and alcohol be used and why, for instance:

- pressure to start a relationship (couple of drinks to relax etc, or joining in to be cool)
- going on a date (bar/restaurant)
- party situations and pressure to 'drink to have a good time'
- using alcohol or drugs to reduce inhibitions about having sex
- drinking when socialising leading to similar habits when just one-to-one
- breaking up a relationship might result in drinking/drug taking.

Invite pupils to feedback their ideas and draw out the following points:

- by mixing sex with drugs and/or alcohol, a young person increases their chances of an unplanned pregnancy and getting a sexually transmitted infection (STI) because they are less likely to use a condom;
- both partners have the right not to consent to having sexual intercourse and this decision should always be respected by the other person;
- it is against the law to have sex with someone who is 'incapacitated' due to alcohol and/or drugs.

### 3. Facts about Emergency Contraception

Explain that the lesson will now focus on the sexual side of a relationship and when a couple might choose to start. Accidents can happen and it is important young people know what action to take in the event of having unprotected sex. Prepare the class for the scenarios activity by asking them the following questions:

- How do unintended pregnancies happen? To whom?

(Mention the different types of contraception young people are most likely to use (i.e. condoms, pills, injection, implant; the withdrawal method is not effective).

- What would a clinic be able to offer a couple who come in on a Monday after having had unsafe sex on a Saturday?

(Ensure that emergency contraception is covered and the timing of a pregnancy test).

- Where is it possible to obtain a pregnancy test? Why is it beneficial to go to a clinic?

Refer to the [Safer Sex Teacher Guide](#) for support with answering these questions.

#### 4. Unprotected Sex Scenarios

In small groups, distribute one [Unprotected Sex Scenario Card](#) to each group. Ask them to consider the following questions and write them up on the board:

- What are the risks?
- What advice would you give?
- Where could the person get help?

Invite each group to feedback their ideas and use the [Unprotected Sex Scenario Guidance](#) to help with the discussion. This activity may encourage pupils to contribute their own personal scenarios, which would present a useful opportunity to provide advice but should be handled carefully. Remind pupils of the ground rules about not using real names and the limits to a teacher's confidentiality.

#### 5. Sexual Health Services

Identify the main agencies young people can go to locally and nationally: use the Find a Clinic section on the fpa website to locate the nearest clinics to the school: <http://www.fpa.org.uk/finder/>. Fpa also provide a text service and an iPhone app for finding a clinic wherever you are. Ask the class what might prevent young people getting the help they need – for example embarrassment, fear or lack of information. Emphasise that the aim of sexual health services is to be welcoming and non-judgemental to young people.

#### 6. Review and Close

Review learning outcomes and ask pupils for one fact they have learned from this lesson about sexual health.

## Additional Activities

#### Resisting peer pressure

Use a role play activity to encourage pupils to practise their assertiveness skills. Read out the following scenario: a couple are talking about having sex together for the first time; one is interested but is very concerned about contraception, the other is really keen and not too bothered about contraception. Ask each pair to write a short script if they want to, which they can then act out.

It may be useful to identify some basic strategies for resisting pressure so they can build these into their script, for example: say no assertively not aggressively, say how you feel, give reasons why you don't want to do this, suggest something else to do, say goodbye and leave.

#### Condom demonstration

In groups, ask the class to share all the things they've heard about how to use condoms. Ask them to write their list on flipchart paper and each group to feed back their ideas to the class. Display the condom checklist (included in the [Safer Sex Teacher Guide](#)) on the board. Using the condom demonstrator, show the class how to put a condom on and take it off, talking through the main points as described on the checklist. Encourage the class to practise putting condoms on the condom demonstrators. Consider practising with Drunk Goggles/eyes closed/hands in a box to learn about the effects of alcohol and drugs and of using condoms in the dark.

## **True or false – sexual assault**

The Expect Respect toolkit, which is free to download from the Women's Aid website, has a 'True or False' activity about the law relating to sexual assault. [www.womensaid.org.uk](http://www.womensaid.org.uk)

## **Useful websites for young people's sexual health**

- Brook: [www.brook.org.uk](http://www.brook.org.uk) – sexual health website for young people. Brook also runs a national network of sexual health clinics in many urban areas.
- Fpa: [www.fpa.org.uk](http://www.fpa.org.uk) – sexual health website for adults and young people.
- Education for Choice: [www.efc.org.uk](http://www.efc.org.uk) – information about unplanned pregnancy and abortion

The Site has a specific section about the morning after the night before:

<http://www.thesite.org/drinkanddrugs/morningafter>