



ALCOHOL, DRUGS AND STAYING SAFE

Lesson Package



YOUTH & POLICING
EDUCATION HUB

Lesson Package

ALCOHOL, DRUGS AND STAYING SAFE

SYNOPSIS

A resource package aimed at exploring how alcohol and drugs can put you at risk and how you can stay safe.

This lesson plan amalgamates the Public Health England Rise Above materials on alcohol with bespoke materials provided by Avon & Somerset. It also looks at the factors that lead to experimentation with alcohol and drugs. It does not focus on the different types of drugs available and their effects as this information is freely available on sites such as www.talktofrank.com. In addition, the government's National Drug Strategy draws on a growing body of evidence to advise that information-only/legal consequence approaches are ineffective; instead a broader preventative approach is recommended which focuses more on engagement.

OFSTED CRITERIA

The PSHE programme of study is divided into three core themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World.

This lesson plan on ALCOHOL & DRUGS encompasses the following:

- Theme 1 (Health and Wellbeing): KS3: H20, H24, H25, H26, H27, H28. KS4: H14, H15, H17
- Theme 2 (Relationships): KS3: R30, R31

ALTERNATIVES

Public Health England have produced a series of PSHE packages aimed at 11-16 year olds (KS3 and 4). Each topic includes a lesson plan and supporting materials and is a complete, self-contained package. The packages include one on alcohol and one on smoking (both of which can apply to drugs).

<https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview>

AIMED AT

This package: Ages 11-15

Public Health England Rise Above Resources: Ages 11-16 (KS3 and 4)

WHAT'S INCLUDED IN THIS PACKAGE

- Downloadable lesson plan
- Links to videos.

OBJECTIVES

- To understand what alcohol is
- To understand the short-term and long-term risks around alcohol and the consequences of drinking too much
- To learn about the law concerning alcohol and drugs
- Understand peer pressure and how to resist it
- Give examples of how to stay safe on a night out
- Know how to contact the police if they are the victim of a crime.

WHAT YOU NEED

- Computer with projector
- Internet access
- Whiteboard and pens
- A3 paper and pens
- 'Beer goggles' – made from a pair of old glasses (without lenses), a cardboard inner from a toilet roll, clingfilm, petroleum jelly and sticky tape
- Coloured paper sheets.

LESSON TIME

- Up to 60 minutes (depending on activities selected).

PREPARATION TIME

- Approximately 30-45 minutes (allow time for familiarisation and to make the beer goggles)
- The beer goggles can be made by covering each end of the cardboard inner tube with clingfilm to create the 'lenses'. Smear a small amount of petroleum jelly on these to allow the wearer to see but in a distorted way. Cut the tube in half and attach each half (clingfilm end facing outwards) to the pair of glass using tape.

Lesson plan

Written by PC Kris Withers and Youth Project Co-ordinator Kate Blackburn, and incorporating Public Health England resources.

INTRODUCTION (2-3 minutes)

SAFE LEARNING ENVIRONMENT

Cover the rules which normally apply in your educational setting, which should include:

- Let other people talk and listen without interrupting
- Be respectful
- Do not use bad language and try to use language that won't offend or upset anyone
- Use the correct terms – if you don't know them ask for help
- Comment on what was said, not who said it
- Avoid sharing your own experiences
- Never share your friends' personal experiences
- Don't ask personal questions
- Try not to judge others
- Explain to students that if they are affected by anything talked about today, please speak with the class teacher.

DISCLOSURE OF SENSITIVE INFORMATION

Any information shared will remain confidential unless any person has been highlighted as at risk and action needs to be taken.

EXPLAIN THE OBJECTIVES

Explain the objectives and encourage participation from the students present.

- To understand what alcohol is
- To understand the short-term and long-term risks around alcohol and the consequences of drinking too much
- To learn about the law concerning alcohol and drugs
- Understand peer pressure and how to resist it
- Give examples of how to stay safe on a night out
- Know how to contact the police if they are the victim of a crime.

Explain that you are not going to be covering all the different types of drugs because there are so many of them and they are best advised to use the TALK TO FRANK website. This contains really good information about different types of drugs, what they look like, what they are called and the risks. Explain that this lesson is about the risks that come from being intoxicated – whether from alcohol or drugs - and how students can stay safe.

Explain that we know the most commonly drugs used among young people aged 11-15 are alcohol, tobacco and cannabis, and that NOS (Nitrous oxide also known as Laughing gas) is also becoming more and more popular. Whatever the intoxicant chosen, all can affect your thinking, which may end up with you putting yourself in risky situations.

WHAT DO WE KNOW ALREADY? (3-5 minutes)

Optional: <https://www.youtube.com/watch?v=EoihKUbmM38> (2 minutes)
The Origin of Alcohol (Miller and Armstrong)

ASK THE CLASS THE FOLLOWING (WRITE THIS ON A WHITEBOARD).

- What are the Plus points about alcohol (e.g. fun, increased confidence, relaxing)
- What are the Minus points (being sick, not in control, not remembering things, doing something silly)
- Ask what facts students already know about alcohol
- Ask what facts students already know about drugs.

FACT RECAP

Tell the class that the scientific name for the alcohol in alcoholic drinks is ethanol or ethyl alcohol. There are other chemical forms of alcohol, such as methanol and butanol, but these are much more toxic than ethanol and should not be consumed by humans. Explain that when we are talking about alcohol within this lesson we are referring to ethanol. When we are talking about drugs, we mean tobacco, prescription drugs, so-called legal highs, and illegal drugs ranging from 'softer' drugs like cannabis right up to 'hard' drugs like heroin'.

THE LAW (5 minutes)

Check students know the following:

ALCOHOL

- The Licensing Act of 2003 states is illegal to purchase alcohol if you're under 18
- It is illegal to buy alcohol for anyone else if they are under 18
- If you're 16 or 17 and accompanied by an adult, you can drink (but not buy) beer, wine or cider with a meal in a licensed premise (eg pub).
- If you're 16 or under, you may be able to go to a pub (or premises primarily used to sell alcohol) if you're accompanied by an adult. However, this isn't always the case. It can also depend on the specific conditions for that premises.

- It's illegal to give alcohol to children under 5
- It's not illegal to drink at home if you're under 18. However, social workers could get involved or your parents or carers could be prosecuted for child neglect or abuse if you become ill from alcohol or if you are put at risk in any way from consuming alcohol.
- It is illegal to be drunk in charge of a child under 7 in a public place or in a licensed premise
- You can serve alcohol in a restaurant if you're 16 or 17 as long as the licence holder or bar manager has approved the sale
- Under the Confiscation of Alcohol (Young Persons) Act 1997, police have powers to confiscate alcohol from under 18s drinking in public places including streets and parks.

DRUGS

- Most drugs are included in the Misuse of Drugs Act 1971. There are different classes of drugs, which range from cannabis to heroin and also include prescription only drugs.
- Possession of them is illegal (unless prescribed to you)
- In 2016 the Psychoactive Substances Act was introduced to cover what we used to call legal highs. It is not illegal to possess a psychoactive substance, but it is illegal to produce or supply it. Nitrous oxide is a psychoactive substance
- Giving drugs to your friends – even if you don't make any profit from it or you give it as a gift - is legally counted as supply and can lead to serious consequences
- Having a drug conviction can stop you visiting certain countries, such as the United States and can also limit the type of jobs you can apply for.

THE EFFECTS OF ALCOHOL (3 minutes)

Divide class into small groups and given them some A3 paper and pens. Ask them to write down the effects of short term and long term alcohol consumption in two lists. You want to cover:

SHORT TERM

- More sociable and confident
- Intoxication
- Upset stomach and diarrhoea
- Reduced inhibitions
- Increased aggression
- Alcohol poisoning which could lead to death
- Hangover.

LONG TERM

- Liver damage such as cirrhosis
- Heart damage such as alcoholic cardio-myopathy
- Stomach such as Chronic gastritis
- High Blood Pressure
- Brain damage such as impaired memory
- Cancer of the mouth and throat
- Alcoholism / Addiction.

HOW MUCH IS A UNIT?

Play 'Drink aware' video <https://youtu.be/jCcLIEQVX1E> (1 minute 45 seconds)

Explain that the current guidelines for the maximum amount of units of alcohol both men and women are recommended to consume in a week is 14 units of alcohol. There is no safe limit given for under 18s because it is recommended under 18s do not drink at all.

DRUGS (3 minutes)

BRIEFLY RECAP THE FOLLOWING:

- Not all drugs are illegal, but that doesn't mean they aren't harmful. For example, tobacco and alcohol can seriously damage your health
- All drugs carry health risks if abused, including prescription drugs. One of the main risks with illegal drugs compared to drugs like alcohol and tobacco is that illegal drugs aren't quality controlled and can be 'cut' with all sorts of ingredients, including dog worming tablets and rat poison!
- Effects from drugs can range from sleepiness and mild feelings of happiness, through to hallucinations and death. The same drug can have different effects on different people and the same person can react differently on different occasions depending on what's in the drug.
- In Avon and Somerset, among young people, cannabis and nitrous oxide are two of the most popular recreational drugs
- Cannabis is a plant but it has lots of chemical 'nasties', which can cause lung disease and possibly cancer with long-term or heavy use, especially as it is often mixed with tobacco and smoked without a filter. It can also make asthma worse, and cause wheezing in non-asthma sufferers. Regular use can increase the risk of later developing mental health problems.
- Taking nitrous oxide recreationally is a form of volatile substance abuse (VSA) – deliberately inhaling the fumes of a substance which evaporates at room temperature to achieve a change in mental state. VSA has effects ranging from dizziness to euphoria, and even hallucinations.

ACTIVITY: IT'S YOUR CHOICE (5 minutes)

Divide class into small groups and given them some A3 paper and pens. Ask them to discuss and mind map:

- What are the reasons young people drink?
- What are the reasons young people take drugs?
- How can it make them feel?
- What are some of the risks?

BINGE DRINKING (3 minutes) Optional

Binge drinking is one of the most common ways teenagers consume alcohol.

The NHS defines binge drinking as “drinking lots of alcohol in a short space of time or drinking to get drunk”.

The definition used by the Office of National Statistics for binge drinking is having over 8 units in a single session for men and over 6 units per women.

PLAY THE FOLLOWING VIDEOS:

- Binge drinking ad female version (41 seconds) <https://youtu.be/uZtwRqRyEN0>
- Binge drinking ad male version (41 seconds) https://www.youtube.com/watch?v=njX_G2meJUo
- Ask the class for their thoughts on what they have viewed.

ACTIVITY: 'OUT OF IT' GAME (10 minutes) (optional)

Explain to the class that they are going to play a game to give them an idea of how much alcohol or drugs can distort your perception. When you are 'out of it' you often don't realise just how badly your vision or balance is affected. We can't recreate that safely but the game will give an idea of what it's like to be drunk or intoxicated on drugs. Click on the following link for reference:

<https://riseabove.org.uk/article/play-up-to-you-party-edition>

Ask for a volunteer to go out of the classroom or turn their back on the group so they can't see what's happening.

Making sure there is a clear pathway in the classroom so that no one injures themselves, get the students to line up to create a corridor.

Using flat sheets of coloured paper that won't trip anyone up, place obstacles in the corridor so that the 'contestant' will have to weave their way around the coloured paper barriers in order to reach the end.

At various points along the corridor, place some small items (eg a pencil).

Ask the volunteer to wear the beer goggles and to walk the line, picking up any small items they spot. As they walk, ask them questions that require them to think (eg arithmetic or spellings) to see how much this affects their ability to walk (this can help illustrate the dangers of drinking and driving for example) and how well they spot the small items.

Repeat with other students, but remember it is time sensitive.

ACTIVITY 3: RISKS (3 minutes)

INTRODUCE SOME HEALTH RISKS:

- In 2016 there were over 23,500 hospital admissions related to drugs
- In 2017 there were 339,000 hospital admissions related to alcohol
- However, the most common risks are not dying but what can happen to you when you're under the influence of drugs or alcohol.

Divide the class back into groups of 4 or 5 and give them a sheet of A3 paper each. Ask them to write down what might be the dangers of drinking and/or taking drugs other than the health risks.

ENCOURAGE THE GROUP TO THINK ABOUT:

- Accidents
- Losing their belongings
- Theft
- Robbery
- Assault/Fighting (point out that 40% of violent incidents involve alcohol)
- Relationship abuse
- Sex offences

NB: Stress that being intoxicated does NOT make the victim at fault if any of these things happen to them, but that they may be less able to sense danger and that by lowering their inhibitions they may end up committing crime – even if they didn't really mean to.

Encourage reporting to the Police giving the students all the key telephone numbers, 999, 101 and the website address: www.avonandsomerset.police.uk Explain they can also talk to other trusted adults.

PEER PRESSURE (2-3 minutes)

Ask students for their own opinions on why it is hard to resist peer pressure.

PROVIDE THE FOLLOWING FACTS:

- 8% of 11 year olds have tried alcohol to 69% of 15 year olds. Around 8% of 11-15 year olds are drinking regularly. This is down from 2003 when it was about 25%. (Health and Social Care Information Centre, 2014).
- 6% of 11 year olds have tried drugs at least once and 24% of 15-year-olds. Only 10% had taken drugs in the last year and 6% in the last month (NHS Drugs In England data).
- 6.1% of people aged 16-24 admitting to having taken NOS in the last year.
- There are a lot of people who say they have taken drugs or drunk alcohol when they haven't. Ask the class why they think that is (encourage them to think about wanting to seem 'cool' and how this links with insecurity).

CONSCIOUS ALLEY ACTIVITY (5 minutes) (optional)

This activity is to assist students in making their own decisions within a peer pressure environment.

- Ask for 10 volunteers if they don't volunteer explain you will pick 10 people. Tell 5 they are labelled letter A and the other 5 they are letter D
- Get the A's to stand opposite the D's to form a corridor down the middle of them. Tell As they are the Angels who must give reasons why you shouldn't drink alcohol or take drugs, while D are the Devils who will give reasons why you should.
- Get another student to walk through the middle. As that person is walking through the A's and D's have to alternately give their reason.
- Ask the person who has walked through the middle, which side influenced them the most? It is up to facilitator of this session and dependant on time if you wish to try this activity again with another person walking through. Open up every journey through conscious alley by opening it up to the audience and asking if something that was 'said' would influence them differently?

UP TO YOU PARTY GAME (15-20 minutes) (optional)

This is available as part of the Public Health England Rise Above resources. The students will watch an interactive video during which they have to (as a class) make decisions which affect what happens next. It is designed to make them think about how their decision making is affected by peer pressure and how other people may respond to them. It is best used as part of the PHE Alcohol Awareness Lesson (due to the time taken to complete it) but you can include it by customising this combined alcohol and drugs package by selecting from a number of activities to fit the lesson time available.

STAYING SAFE (3 minutes)

In the same groups as before, get the students to come up to either the white board or on the flipchart paper and get them to write down examples of how to stay safe on a night out.

TRY TO ENSURE THEY HAVE COVERED THE FOLLOWING:

- Know your limits
- Eat before you drink
- Watch your drink
- Tell someone (family member or friend) where you are going and what time you should be back home
- Make suitable travel arrangements home like a taxi
- Don't go home alone
- Don't flash your valuables and don't take anything with you that you don't need.

QUIZ (5 minutes) (optional)

This will test the student's understanding of the lesson:

1. What is the scientific or chemical name for alcohol?
2. Give 3 short term effects of consuming too much alcohol?
3. Give 3 long term effects of consuming too much alcohol?
4. How old do you have to be to legally buy alcohol in the United Kingdom?
5. Give 3 tips on how to stay safe on a night out
6. What are the current guidelines for the maximum amount of units of alcohol both men and women are recommended to consume in a week to maintain a healthy lifestyle?
7. What are two popular drugs with young people?
8. How are illegal drugs different from alcohol and tobacco?

FINISH (2-3 minutes)

- Ask if there are any questions
- Ask students if they would change anything they wrote on their original charts at the beginning of the lesson
- Ask for a show of hands if students feel confident that they know why people drink/take drugs, what risks they may be taking as a result, and how to make sure they stay safe
- Remind students that if they've been affected by anything they heard or want to discuss further, they can see you after the lesson or talk to another trusted adult.

