



# LESSON PLANS & RESOURCES

Drug and Alcohol Education for pupils with **SEND**

**KS2**

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\*Please read and consider the [teacher guidance](#) first, before teaching the lessons.

## Hazardous substances

This is the first of three lessons for pupils with SEND aged 7-11 on drug and alcohol education. It recaps learning from key stage one on safe and unsafe substances and prepares pupils to learn about substances they may come across later such as tobacco, alcohol and other drugs.

Neither this, nor any of the other lessons, is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

The lesson plans are designed to be used flexibly, and you are encouraged to adapt them to meet the needs and abilities of your pupils. They are designed for pupils working at the Core, Development, Enrichment and Enhancement progression stages outlined in the [Planning Framework for Pupils with SEND](#) (see accompanying [Teacher Guidance](#)). Each lesson plan provides four main activities for you to choose from, aligning to these four progression stages. All pupils should complete the introduction, baseline assessment, signposting support and endpoint assessment activities but you should select the relevant main activity, depending on the progression stage of each pupil. The timings given are for guidance and can be adapted to meet pupils' needs.



### Learning objective

Pupils learn about substances they might come across, that may be harmful and how to keep themselves and others safe.



### Learning outcomes

By the end of the lesson, pupils will be able to:

**Core:** Recognise hazardous and non-hazardous substances and avoid if not sure.

**Development:** Identify how they know if a substance might be harmful and safety rules about use/storage of substances.

**Enrichment:** Recognise situations where a substance may cause a hazard; identify the risk and what to do to keep safe.

**Enhancement:** Explain what might happen if safety rules are not followed and why it is important to have rules about hazardous substances.

**All:** Identify whom they could ask for help if they were unsure whether they should touch or swallow something.



### Key words

Safe, unsafe, rules, hazard, hazardous, harmful, liquid, powder, tablet, capsule, gel, paste, product, bottle, packet, drink, swallow, eat, taste, touch, smell, clean



### Resources

**Box/envelope** for anonymous questions



### Baseline & end-point assessments:

**Resource 1:** Photo cards



**Resource 2:** Thumbs up / thumbs down cards



**Resource 5:** Safety rules cards — for end-point assessment only



### Introduction:

Collection of medicine and household product bottles, containers and packets

Four plastic boxes

**Resource 3:** Category labels



**Continued on next page**

### Core

- Collection of medicine and household product bottles, containers and packets
- **Resource 4:** Lock label
- Marker pen

### Development

- Collection of medicine and household product bottles, containers and packets
- **Resource 5:** Safety rules cards

### Enrichment:

- Resource 6: Social storyboards A

### Enhancement:

- **Resource 5:** Safety rules
- **Resource 7:** Social storyboards B



## Climate for learning

**Make sure you have read the accompanying teacher guidance before teaching this lesson, which includes guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.**

Be aware that some pupils in the class may have experienced accidents with household products. It is important to consider sensitivities and prior knowledge about specific pupils' circumstances. If safeguarding concerns arise during this lesson, these should be reported to the Designated Safeguarding Lead.

Be aware of health and safety issues when using real product bottles, containers and packets. In order to understand what these are and how they are used, pupils may need the contents to be included. Demonstrate their use, such as pouring liquid from a bottle. If handling real examples, closely guide and observe pupils at all times.

Activity	Description	Timing
1. Baseline assessment	Establish ground rules, then pupils look at photo cards of different substances and identify if they are safe or unsafe to touch or swallow.	10 mins
2. Introduction	Pupils look at packaging from a range of household substances, demonstrate and categorise how each is used.	10 mins
3. Either: Core	Pupils re-categorise products according to whether they are hazardous or not, then label them as safe or unsafe for children.	10 mins
4. Or: Development	Pupils look for clues that show a substance may be hazardous, then match safety rules to different products.	
5. Or: Enrichment	Pupils read social stories, identify the hazard and risk and then choose the outcome that will keep them safe.	
6. Or: Enhancement	Using social stories as a stimulus, pupils explain what rules are needed and why and what might happen if rules are not followed.	
7. Signposting support	Pupils are reminded to check with a trusted adult if they are unsure about handling different products and substances.	5 mins
8. End-point assessment	Pupils repeat the baseline activity to demonstrate progress and identify the rules that should be followed regarding the substance or situation.	10 mins

## Baseline assessment



### Baseline assessment activity

Before teaching, establish or remind pupils of ground rules.

Show pupils **Resource 1: Photo cards**. What can the pupils tell you about the pictures?

For each one, ask; Is it safe or unsafe to touch it? Is it safe or unsafe to swallow it (drink or put in the mouth)?

Pupils can use **Resource 2: Thumbs up or thumbs down cards** to indicate whether it is safe or unsafe.

If pupils are able, they explain their answers. For example, 'Do not touch – it might hurt someone's skin'.

This activity will help to assess pupils' starting point. They will return to it at the end of the lesson and reflect on new learning.



### Introduction

Show pupils containers and packaging from a range of household products (for example: bleach, washing liquid, household paint, glue, aerosols, sprays, bathroom cleaning liquid, toothpaste, medicine, tablets, alcoholic/non-alcoholic drinks, cigarette packets, perfume bottle, hand sanitiser, soap.) Explain the contents, for example, showing how liquids (such as washing up liquid) can be poured from the bottle.

Choosing one product at a time, mime, or ask pupils to mime, how it is used.

Pupils categorise the products into different boxes labelled with **Resource 3: Category labels** (eat, drink, clean, something else) to show how the product is used.

## Core activities



Explain that some of these products are hazardous – this means they can be harmful – and some are not hazardous, which means that if they are used correctly they will not be harmful to bodies.

Show the pupils two boxes, one labelled with **Resource 4: Lock label** to indicate that these products should be kept out of reach or handled with care.

Pupils choose one product at a time and decide whether it is, or could be, hazardous. If the product is hazardous, it is placed in the box labelled with a lock, if not it is placed in the other box.

Draw out that they should not touch anything in the box labelled with a lock, but most things in the other box will be ok for them to use with help or independently. If they are not sure, they should not touch it without checking with an adult first.

## Development activities



Discuss with pupils that because some of these substances are hazardous they have rules for their use.

Pupils look at the products and point out the clues that help us recognise that they might be harmful, such as safety lids, symbols, instructions, where they are stored (high shelf or locked cupboard) and who uses them.

Pupils choose a product and match **Resource 5: Safety rules cards** to explain which rules would mean the substance might harm somebody. Safety rules include:

- Do not eat
- Do not drink
- Do not touch
- Do not inhale (breathe in)
- Keep away from children – only for adults
- Read the instructions before using
- Ask an adult

## Enrichment activities



Pupils are shown **Resource 6: Social storyboards A**. For each scenario, pupils should identify the hazard and why the situation is risky.

Next, pupils choose between two story outcomes (section 4, option A or B on the storyboard) to explain what to do to keep them safe. If appropriate, pupils can use role play to practise the skill or teachers can model this for pupils.

Ensure pupils are aware of the correct answer and add section 5 of the storyboard to provide a positive end to the story.

Answers:

1. Option B – child tells an adult
2. Option B – child does not touch and tells an adult

## Enhancement activities



Pupils are shown **Resource 7: Social storyboards B**. For each scenario, pupils should identify the hazard, why the situation is risky and what might happen?

Ask: What rules are needed in each situation? Pupils can use **Resource 5: Safety rules cards** to match rules to the situation if needed.

Pupils discuss why safety rules are important.

## Plenary/**Assessment of learning**



### Signposting support

Remind pupils that if they come across substances at home and are not sure what they are, or whether they should touch them, or if they come across a hazard involving a substance that might be harmful, they should:

1. not touch it
2. ask or tell a trusted adult – parent/carer or teacher

Pupils identify whom they know they could ask for help at home, school or in another situation.



### End-point assessment

Pupils repeat the baseline activity to demonstrate their learning. Using **Resource 1: Photo cards**, pupils revise whether they think the substance is safe for them to touch or swallow. They can also explain what they should do to keep safe if they come across the substance. They can do this by matching rule cards, **Resource 5. Safety rules cards** to the photo cards (if used during the main activity).

*Note if and how pupils' responses have developed since the start of the lesson.*

## Smoking and alcohol

This is the second of three lessons for pupils with SEND aged 7-11 on drug and alcohol education. It focuses on how smoking tobacco and drinking alcohol can affect people's health, including the effect on children. It goes on to introduce laws that help protect people from the harmful effects of these substances.

Neither this, nor any of the other lessons, is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

The lesson plans are designed to be used flexibly, and you are encouraged to adapt them to meet the needs and abilities of your pupils. They are designed for pupils working at the Core, Development, Enrichment and Enhancement progression stages outlined in the [Planning Framework for Pupils with SEND](#) (see accompanying [Teacher Guidance](#)). Each lesson plan provides four main activities for you to choose from, aligning to these four progression stages. All pupils should complete the introduction, baseline assessment, signposting support and endpoint assessment activities but you should select the relevant main activity, depending on the progression stage of each pupil. The timings given are for guidance and can be adapted to meet pupils' needs.



### Learning objective

Pupils learn how smoking and drinking alcohol can affect people's health.



### Learning outcomes

By the end of the lesson, pupils will be able to:

**Core:** Recognise what is meant by smoking and drinking alcohol, and that these can be harmful to health.

**Development:** Identify the different parts of the body that can be affected by smoking or drinking alcohol.

**Enrichment:** Describe how smoking and drinking alcohol can affect people's health and recognise there are rules that help keep people safe.

**Enhancement:** Explain some of the laws about smoking and alcohol.

**All:** Identify where to find correct information about keeping safe, smoking and alcohol, and who to ask for help if they are worried.



### Resources

**Box/envelope** for anonymous questions



### Baseline & end-point assessments:

**Resource 1:** Photo cards



**Resource 2:** Thumbs up / thumbs down cards



### Introduction:

**Resource 3:** What are they doing? Prompt sheet



### Core

- Resource 1: Photo cards

### Development

- Resource 1: Photo cards
- Resource 4: Body outline

**Continued on next page**

### Enrichment:

- Venn diagram drawn on a large sheet of paper or made from two large plastic hoops
- **Resource 1:** Photo cards
- **Resource 5:** Tobacco and alcohol risk cards
- **Resource 6:** Signs and symbols cards

### Enhancement:

- **Resource 2:** Thumbs up / thumbs down cards
- **Resource 7:** Quiz statement cards



## Climate for learning

Make sure you have read the accompanying teacher guidance before teaching this lesson, which includes guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

It is important to consider sensitivities and prior knowledge about specific pupils' circumstances. If safeguarding concerns arise during this lesson, these should be reported to the Designated Safeguarding Lead.



## Key words

Eating, drinking, smoking, inhaling, vaping, alcohol, cigarettes, tobacco, food, body, safe, harmful, healthy, unhealthy, rules, restrictions, law

Activity	Description	Timing
1. Baseline assessment	Reintroduce ground rules, then pupils identify whether different things that go into bodies are good for people's health or less good/harmful to people's health.	10 mins
2. Introduction	Pupils discuss photo cards showing people smoking, vaping or drinking alcohol.	10 mins
3. Either: Core	Pupils match photo cards to statements about tobacco products and alcohol and how these can affect health.	10 mins
4. Or: Development	Pupils show on a body outline, the different parts of the body that smoking and drinking alcohol can affect.	
5. Or: Enrichment	Pupils sort statement cards about the effects of smoking and alcohol on a Venn diagram and look at photo cards to discuss rules and restrictions relating to their use.	
6. Or: Enhancement	Pupils discuss visual stories that explain why children should not drink alcohol.	
7. Signposting support	Explain that pupils should always talk to a trusted adult if they are worried about smoking or alcohol, for themselves or others.	5 mins
8. End-point assessment	Pupils make a poster, PowerPoint or video demonstrating their new learning.	10 mins

## Baseline assessment



### Baseline assessment activity

Reintroduce or reinforce ground rules.

Provide pupils with **Resource 1: Photo cards** which includes photos of different items that can be ingested (such as cake/sweets, cigarettes, vaping devices, alcohol (wine/beer), fizzy drink, water, vegetables).



Ask: What is it? Is it good for health or is it less good/harmful for health? Pupils respond using **Resource 2: Thumbs up/thumbs down cards** to indicate whether each is good for health or less good/harmful for health.

If pupils are able, they explain their answers. For example, pupils could point to the parts of the body it affects.

*For example: Fizzy drinks – not healthy for bodies. Affects teeth. Sugar in fizzy drinks can damage the enamel on our teeth so they may go bad and need fillings or to be removed.*



## Introduction

Show pupils **Resource 3: What are they doing? Prompt sheet**. Ask pupils to talk about them – What are the people doing?

Establish that they show a person:

1. Smoking
2. Vaping, inhaling, breathing in the vapour
3. Drinking an alcoholic drink

## Core activities



Display pictures of tobacco products, vaping devices and alcohol from **Resource 1: Photo cards**. Read out all, or a selection of, the following statements, one at a time. Pupils point to the photo card that matches the statement. As they do, go through the answers.

Statements:

- Made from dried leaves from a plant and lots of other chemicals which are burned and inhaled (breathed in)
- Beer and wine are examples of this
- People inhale vapour rather than smoke
- It can come in bottles or cans
- Contains a drug called nicotine
- If someone has too much it can make them sick
- The chemicals and smoke from these damage the body and cause disease

Answers:

- *Made from dried leaves from a plant and lots of other chemicals which are burned and inhaled – tobacco products (e.g. cigarettes, cigars, shisha)*
- *Beer and wine are examples of this – alcohol*
- *People inhale vapour rather than smoke – vaping devices*
- *It can come in bottles or cans – alcohol*
- *Contains a drug called nicotine – tobacco and some vaping products*

- *If someone has too much it can make them sick – alcohol*
- *The chemicals and smoke from these damage the body and cause disease – tobacco products*

Explain that because these products can be harmful for bodies they are only for adults. Adults make decisions whether to use these products or not and many choose not to for different reasons, such as keeping healthy, or because of their religious beliefs. If adults choose to drink alcohol, they have to be careful how much they drink and how often. If they smoke and want to stop, they are sometimes advised to vape instead, although even vaping is likely to have some risk to health. (Vaping products are quite new so more research is needed to find out the long term effects).

## Development activities



Select pictures or photo cards of tobacco products and alcohol from **Resource 1: Photo cards** and display. Give pupils **Resource 4: Body outline**. Alternatively, a teacher can act as a human volunteer or use a body representation (Science model or PSHE doll).

Discuss the parts of the body that smoking and alcohol can affect.

*Smoking tobacco can affect:*

- *Face – can become wrinkled and dull*
- *Teeth and hands or fingernails – can become stained*
- *Hair – smells of smoke*
- *Brain – cravings for nicotine*
- *Mouth – long term use increases the risk of mouth cancer*
- *Lungs – breathlessness, breathing difficulties, coughs and colds. Lung diseases such as cancer or emphysema may result from long-term smoking*
- *Heart – long term smoking can increase the risk of heart disease*
- *Other internal organs – chemicals in cigarette smoke may lead to disease or cancer of other parts of the body too*

*Too much alcohol can affect:*

- *Eyes – blurred vision*
- *Brain – dizziness, fainting, memory loss, tiredness, mental health*
- *Head – headaches*
- *Mouth – smelly breath and slurred speech*
- *Arms and legs – lack of co-ordination (e.g. may fall over)*
- *Stomach – vomiting/sickness*
- *Other internal organs – drinking often or a lot over a long period of time may lead to liver disease, heart failure, stroke, or cancer*

Using a blank copy of the body outlines, pupils draw arrows to the parts of the body tobacco affects. Then repeat for alcohol.

## Enrichment activities



Make a Venn diagram (drawn on a large sheet of paper or by using two large overlapping plastic hoops), labelled 'alcohol' on one side, 'tobacco' on the other and 'both' in the centre (for visual labels see **Resource 1: Photo cards**). Read the cards from **Resource 5: Tobacco and alcohol risk cards** one at time. Help pupils place them in the correct section of the Venn diagram.

Answers:

*Tobacco*

- *Hair and clothes smell*
- *Breathing difficulties*
- *Other people breathing in the smoke (second-hand smoke) – this means other people are also at risk because by being near a smoker they inhale the smoke and chemicals*

*Too much alcohol*

- *Blurred vision or dizziness*
- *Slurred speech*
- *Vomiting/sickness*
- *Injury or accidents*

*Both*

- *Breath smells*
- *Feel unable to stop using it (dependent)*
- *Mood swings (angry, frightened) – this might be because of the effect of the alcohol or when someone is dependent and needs alcohol or nicotine (in tobacco)*
- *Discoloured or stained teeth, tooth and gum disease, mouth cancers*
- *Long-term serious illness*

Draw out that there are risks for people using either of these substances and that although they are different, they can, especially when used a lot or over a long period of time, have similar health risks.

Use **Resource 6: Signs and symbols cards** discuss what the symbols and signs mean, why they are there and how they help keep people safe. Encourage pupils to look out for them if out and about.

Notes:

1. *No smoking sign by a children's playground – if adults smoke tobacco they should do so away from children... because children's lungs, airways and immune systems are less developed, they are more likely to be affected badly by second-hand smoke*
2. *No smoking sign inside a café – people are not allowed to smoke indoors due to the risk of second-hand smoke*
3. *No smoking sign on a bus – to reduce the risk of second-hand smoke*
4. *Do not drink and drive sign – it is dangerous to drive after drinking alcohol*

5. *No drinking sign in a park – drinking alcohol is sometimes banned in public places like parks to prevent anti-social behaviour*
6. *Age limit sign in a supermarket – only adults are permitted to buy alcohol because it is not suitable for children*
7. *No vaping sign – these may be displayed inside cafes, restaurants or on public transport so people do not smell the vapour whilst they are eating, drinking or travelling*
8. *Do not drink if pregnant sign on the back of an alcohol bottle – pregnant women are advised not to drink alcohol as it goes into the bloodstream and can affect their unborn baby*

## Enhancement activities



Pupils complete a true/false quiz about the laws on tobacco and alcohol.

Give pairs or groups of pupils a statement (**Resource 7: Quiz statement cards**) to discuss, or read each statement in turn and ask: Is this true? Pupils can use **Resource 2: Thumbs up/thumbs down cards** to show their answers. Then, go through the answers with the pupils.

Display the statement cards on the board under headings True and False.

Discuss how these laws help protect people's health.

Statements:

1. It is ok for someone to smoke in a car with children.
2. Someone must be aged 15 or over to buy alcohol.
3. Adults can buy cigarettes for someone who is aged under 18.
4. People should not drive if they have been drinking alcohol.
5. People who vape (use e-cigarettes) can do it anywhere.
6. Shops cannot sell cigarettes to children aged under 18.

Answers:

1. **FALSE.** It is against the law to smoke in a car with children aged under 18 (UK, except Northern Ireland). This helps protect children from second-smoke.
2. **FALSE.** Someone must be aged 18 or over to buy alcohol. Shops and supermarkets cannot sell alcohol to anyone who looks under the age of 21 unless they have ID ('Challenge 21'). The Chief Medical Officer advises an alcohol-free childhood.
3. **FALSE.** It is illegal for an adult to buy cigarettes for someone aged under 18.
4. **TRUE.** Drink driving is illegal (if someone has too much alcohol in their body to drive). It is safest for someone not to drink any alcohol if driving, as drinking alcohol means accidents are more likely.
5. **FALSE.** Vaping is not allowed on buses, planes, trains and in train stations. Some cafés, restaurants and bars do not allow vaping indoors.
6. **TRUE.** It is illegal for shops to sell cigarettes to children aged under 18.

## Plenary/**Assessment of learning**



### **Signposting support**

Remind pupils that if they want advice about smoking or alcohol or what to do if they are worried about someone else's smoking or alcohol use, they can and should ask for help. They could speak to a trusted adult at home, or a teacher at school. Children can also get information and advice from ChildLine 0800 1111 or [www.childline.org.uk](http://www.childline.org.uk)

Pupils identify one place or person where someone could find information on keeping safe in relation to smoking or drinking alcohol. Where have they seen information? This might include parent, teacher, sign or symbols, NHS leaflets and flyers in doctor and dentist surgeries or pharmacies, NHS posters, NHS TV adverts, doctor or nurse, pharmacist, ChildLine.

*Pupils may mention TV programmes, films and documentaries. In this case you may want to explain that sometimes we see smoking and alcohol on TV (different people or characters may smoke or drink alcohol, or too much alcohol) – what happens may be accurate (true or correct) or may be inaccurate (false or incorrect); so we have to be careful about believing everything we see on TV and online. If unsure, it is best to check facts with a parent or teacher.*



### **End-point assessment**

Pupils demonstrate something new they have learned from the lesson and what they think is important for others to know by creating a poster, PowerPoint or video. Their presentation should highlight an effect of smoking or drinking alcohol or one of the rules/laws/guidelines that exist to protect children.

## Social situations – harmful substances

This is the third of three lessons for pupils with SEND aged 7-11 on drug and alcohol education. The previous lesson focused on developing children's knowledge and understanding of how smoking and alcohol can affect health. This lesson focuses on developing skills to manage a situation that may be harmful to their health or safety, in relation to substances, including tobacco and alcohol.

Neither this, nor any of the other lessons, is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

The lesson plans are designed to be used flexibly, and you are encouraged to adapt them to meet the needs and abilities of your pupils. They are designed for pupils working at the Core, Development, Enrichment and Enhancement progression stages outlined in the [Planning Framework for Pupils with SEND](#) (see accompanying [Teacher Guidance](#)). Each lesson plan provides four main activities for you to choose from, aligning to these four progression stages. All pupils should complete the introduction, baseline assessment, signposting support and endpoint assessment activities but you should select the relevant main activity, depending on the progression stage of each pupil. The timings given are for guidance and can be adapted to meet pupils' needs.



### Learning objective

Pupils learn to react appropriately and safely if they are offered a substance that might be harmful to their health or safety.



### Resources

**Box/envelope** for anonymous questions



#### Baseline assessment:

- Resource 1: Think, say, do scenario

#### Core

- Resource 2: Scenario cards
- Resource 3: Thumbs up / thumbs down cards

#### Development

- Resource 2: Scenario cards
- Resource 4: Effects cards
- Resource 5: Scenario response sheets

#### Enrichment:

- Resource 6: Social storyboards A

#### Enhancement:

- Resource 6: Social storyboards A
- Resource 7: Social storyboards B

#### Signposting support:

Resource 8: People cards

#### End-point assessment:

Resource 9: Think, say, do



### Learning outcomes

By the end of the lesson, pupils will be able to:

**Core:** Recognise that no one should make someone else smoke, drink alcohol, taste or swallow something that might be unsafe

**Development:** Explain how a situation involving substances might be harmful to their health or safety and demonstrate how to say 'no' to something they do not wish to do

**Enrichment:** Identify different ways to exit a situation involving substances, that is unsafe or harmful to health and evaluate which is the most useful

**Enhancement:** Explain or demonstrate how to manage a situation where someone is feeling pressurised to apply, taste or take something that may be unsafe or unhealthy

**All:** Identify who can help in a situation where someone is feeling pressurised



## Climate for learning

**Make sure you have read the accompanying teacher guidance before teaching this lesson, which includes guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.**

Be aware that some pupils in the class may have been in situations where they have experienced pressure to do something unsafe. Whilst pupils should not be encouraged to share personal stories and experiences, if they do disclose, it is important to follow up any concerns and pupils should know who to talk to at the end of the lesson. If any safeguarding concerns arise during the lesson, these should be reported to the Designated Safeguarding Lead.



## Key words

Safe, unsafe, ok, not ok, health, harm, harmful, pressure, worry, fear, concern, yes, no, exit, alcohol, cigarette, smoke, drink, taste, swallow, situation, manage, outcome, result

Activity	Description	Timing
1. Baseline assessment	Remind pupils of ground rules then pupils identify what to say and do in a risky situation.	10 mins
2. Introduction	Introduce the lesson by recapping previous learning on the effects of smoking and alcohol on the body.	10 mins
3. Either: Core	Pupils use thumbs up / thumbs down symbols to indicate whether a situation is safe/ok or unsafe/not ok.	10 mins
4. Or: Development	Pupils match visual scenarios to possible outcomes and demonstrate ways the characters could refuse to participate.	
5. Or: Enrichment	Pupils read a social story and identify the best way of exiting a situation, choosing from a selection of possibilities.	
6. Or: Enhancement	Pupils read a social story where characters face pressure and choose from different options for what they should do in the situation and afterwards.	
7. Signposting support	Pupils identify who could help in a situation where they want to say no, exit, or manage a situation where they are offered a substance or feel pressure to take a substance.	10 mins
8. End-point assessment	Pupils return to the baseline assessment activity; they add to, amend, or confirm their original response.	5 mins

## Baseline assessment



### Baseline assessment activity

Remind pupils of ground rules.

Show pupils the simple visual scenario in **Resource 1: Think, say, do scenario**.

Pupils choose from given options for what to say and what to do in the situation – they tick or highlight the response they think the character should choose.

Note pupils' responses and if possible ask why they have chosen that response.



## Introduction

Introduce the learning by recapping the previous lesson, including some of the harmful effects of smoking and what happens to the body when someone drinks alcohol.

For example:

- Smoking over a long-time can mean the body is more likely to get certain diseases
- Drinking too much alcohol can make someone feel sick

## Core activities



Pupils look at **Resource 2: Scenario cards**.

They use **Resource 3: Thumbs up/thumbs down** cards to indicate whether it is a safe or risky/unsafe situation.

## Development activities



Using **Resource 2: Scenario cards** and **Resource 4: Effect cards**, pupils choose what might happen if the person chooses to smoke, drink, taste or swallow the substance.

Discuss which results are most likely and whether that means the person should or should not do so.

Next, show pupils **Resource 5: Scenario response sheets 1-2**. For each scenario, pupils choose the best thing to say.

## Enrichment activities



Provide pupils with **Resource 6: Social storyboards A**. Discuss how the character could best manage the situation and exit if necessary. Pupils have different endings to the story – they choose the one that they think would be the most useful in the situation.

Discuss the consequences of each option.



## Enhancement activities



Pupils look at **Resource 7: Social storyboards B** (which are adapted versions of **Resource 6: Social storyboards A** with additional pressure included).

Pupils decide what the character should do in the situation. If necessary, provide the options from **Resource 6: Social storyboards A** to help them choose a suitable response. If appropriate, pupils can role play the different ways to exit the situation.

If role play is used it is important that pupils are not cast as the character exerting pressure on someone else and that they only act out the positive options to rehearse ways to exit the situation. Role-play should always be optional. It is also important that pupils 'de-role' after taking part.

## Plenary/Assessment of learning



### Signposting support

Explain that no one should put pressure on them to do something that is not, or might not be, safe or appropriate for them and that if this happens they should say/sign/indicate 'no', move away from the situation and tell someone else — they should talk to an/another adult they trust as soon as possible.

Using some of the scenarios or one of the stories the pupils have been working on, and **Resource 8: People cards**, pupils identify who could help the character.

Discuss how they could ask, such as speaking, signalling to them or alerting them by mobile phone and what they could do or say to show they need help or advice.

Some pupils may be able to identify a) who could help in the situation and b) who they could tell afterwards. Draw two circles on a flipchart, one inside another. Label the inner circle 'people who can help in the situation' and the outer circle, 'people who can help after the situation'. Display the people cards or write the names of the people who can help in the relevant circles.



### End-point assessment

Pupils reflect on what they could do if they felt under pressure and needed to exit a situation. Support pupils to record their exit plan — see **Resource 9: Think, say, do**. What might they think? What could they say? What could they do?



# RESOURCES

Drug and Alcohol Education for pupils with **SEND**

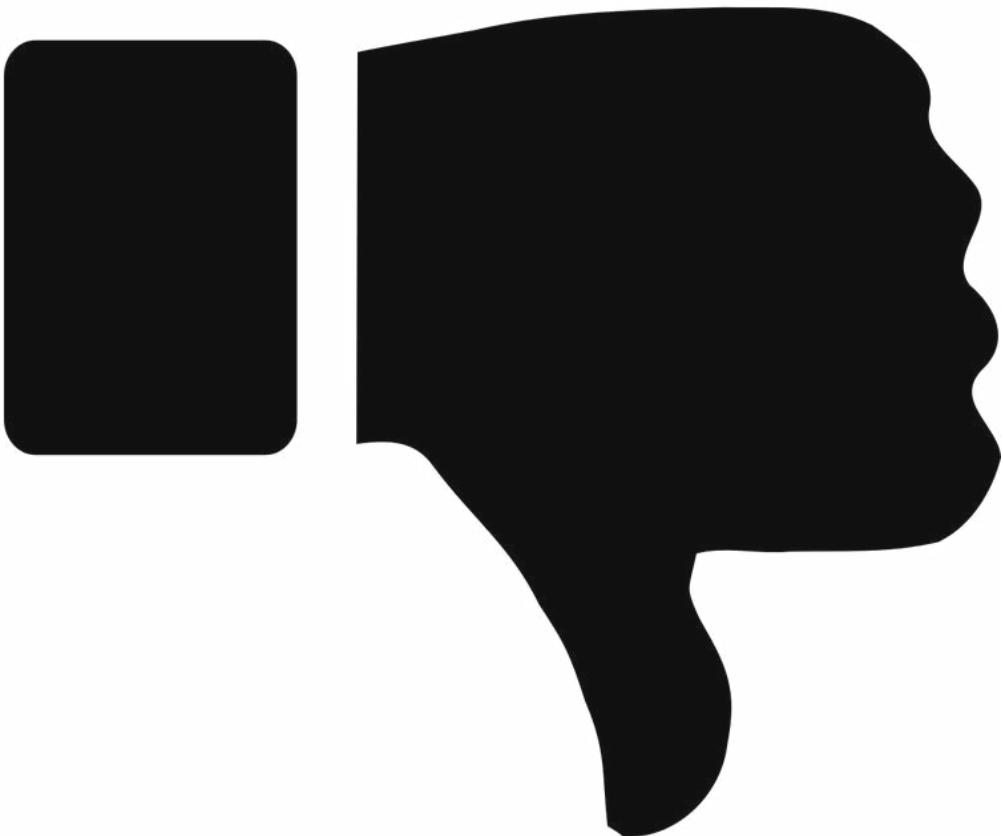
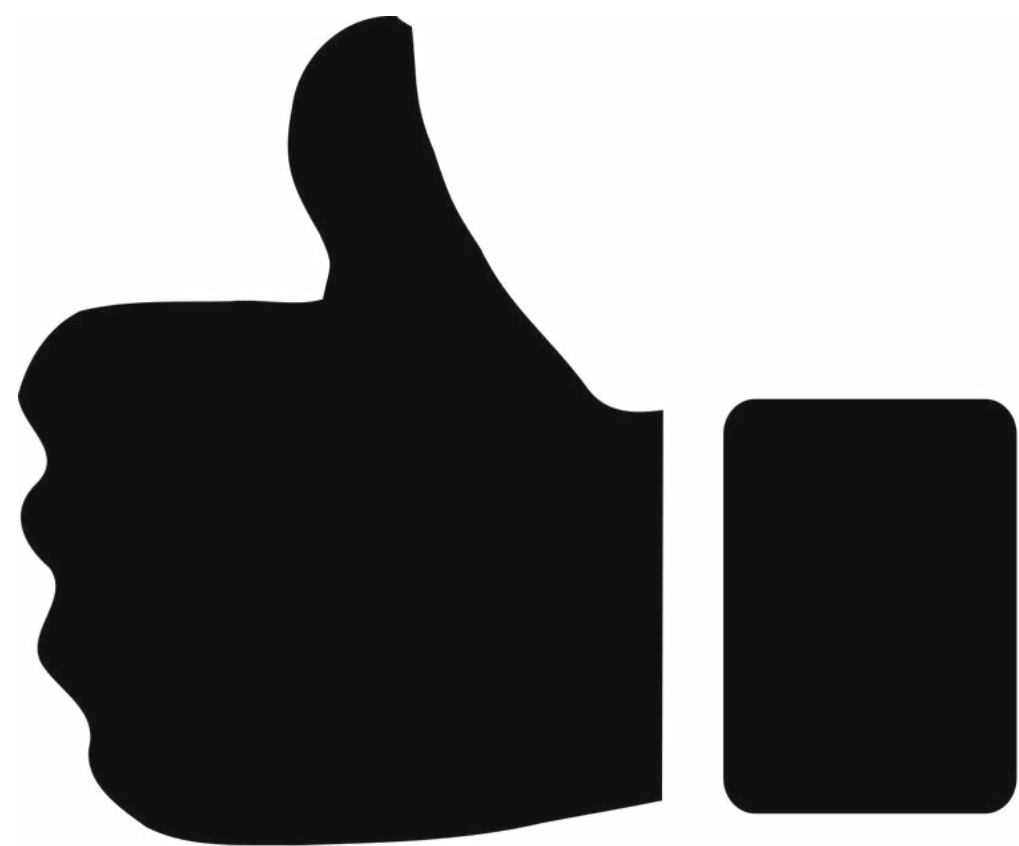
**KS2**

Lesson 1: Hazardous substances .....	19
Lesson 2: Smoking and alcohol .....	31
Lesson 3: Social situations – harmful substances .....	39

RESOURCE 1 Photo cards



RESOURCE 2 Thumbs up/down cards



## RESOURCE 3 Category labels



eat



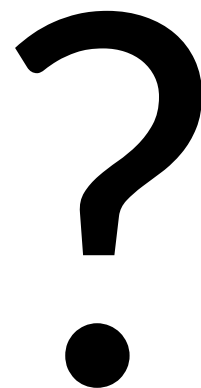
drink



clean



something  
else



## RESOURCE 4 Lock label





## RESOURCE 5 Safety rules cards



Do not eat



Keep away from children



Do not drink



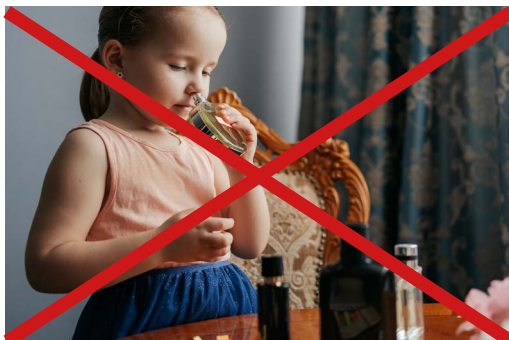
Read the instructions



Do not touch



Ask an adult



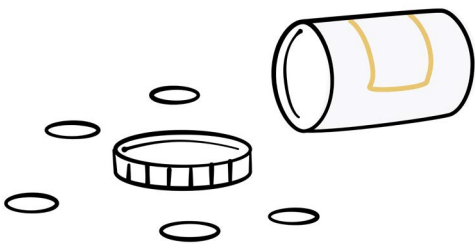
Do not inhale

## RESOURCE 6 Social storyboards A (enrichment)

1.



Kai is playing in the lounge.



Something has been spilt on the table.



Kai thinks they might be sweets or medicine pills or something else?





Should Kai pick them up?

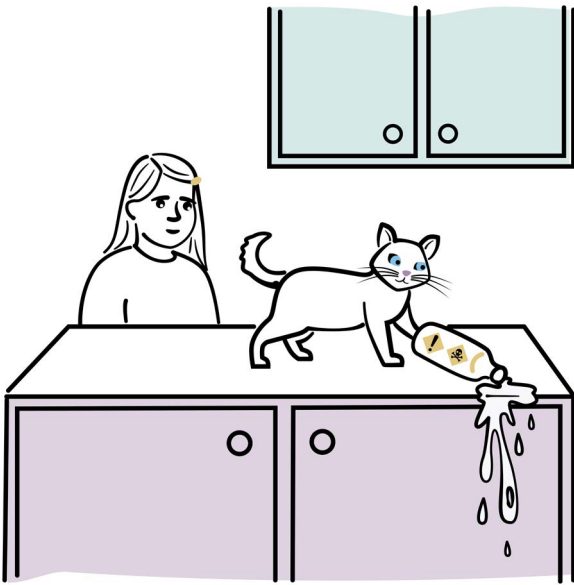


Should Kai tell an adult?



Kai tells his dad. They are medicine pills and are not safe for Kai to play with. Dad puts them safely away in the cupboard.

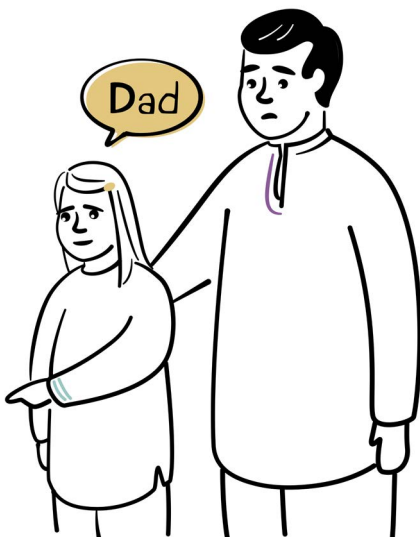
2.



Suneem is in the kitchen. Oh no, the cat has knocked over the bottle! The bottle has a hazard symbol on it.



Should Suneem clear it up?



Should Suneem tell Dad?



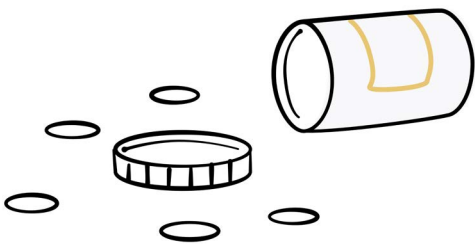
Suneem tells her dad.  
He clears it up. Only an  
adult should do this.

## RESOURCE 7 Social storyboards B (enhancement)

1.



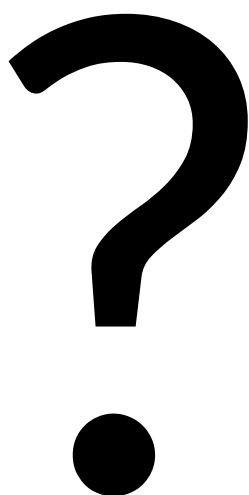
Kai is playing in the lounge.



Something has been spilt on the table.

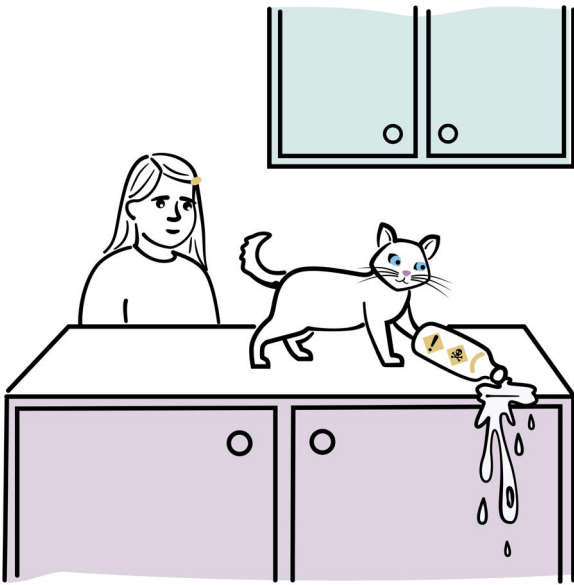


Kai thinks they might be sweets or medicine pills or something else?

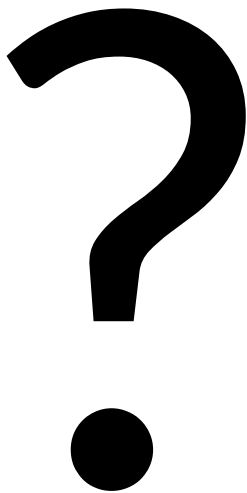


What should Kai do?

2.



Suneem is in the kitchen. Oh no, the cat has knocked over the bottle! The bottle has a hazard symbol on it.



What should Suneem do?

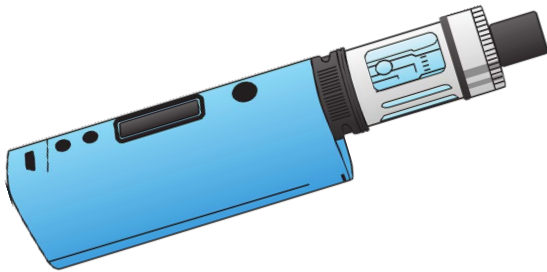
## RESOURCE 1 Photo cards



cake/sweets



vegetables



Vaping devices



cigarettes



fizzy drink



glass of water

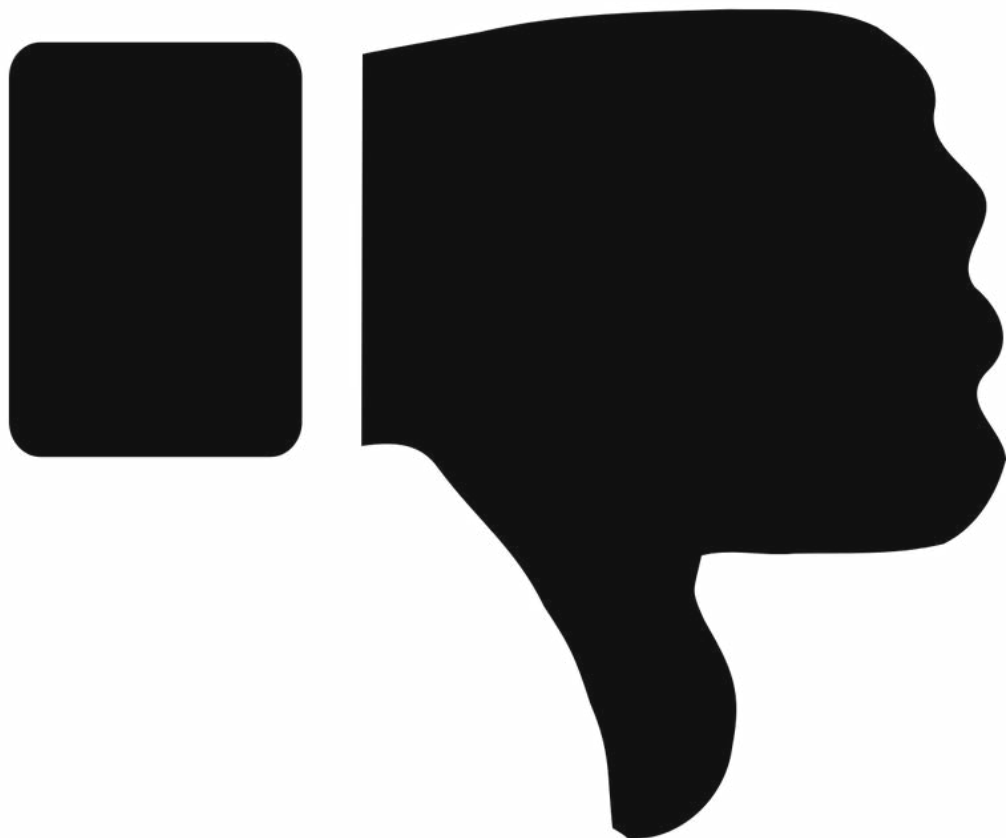
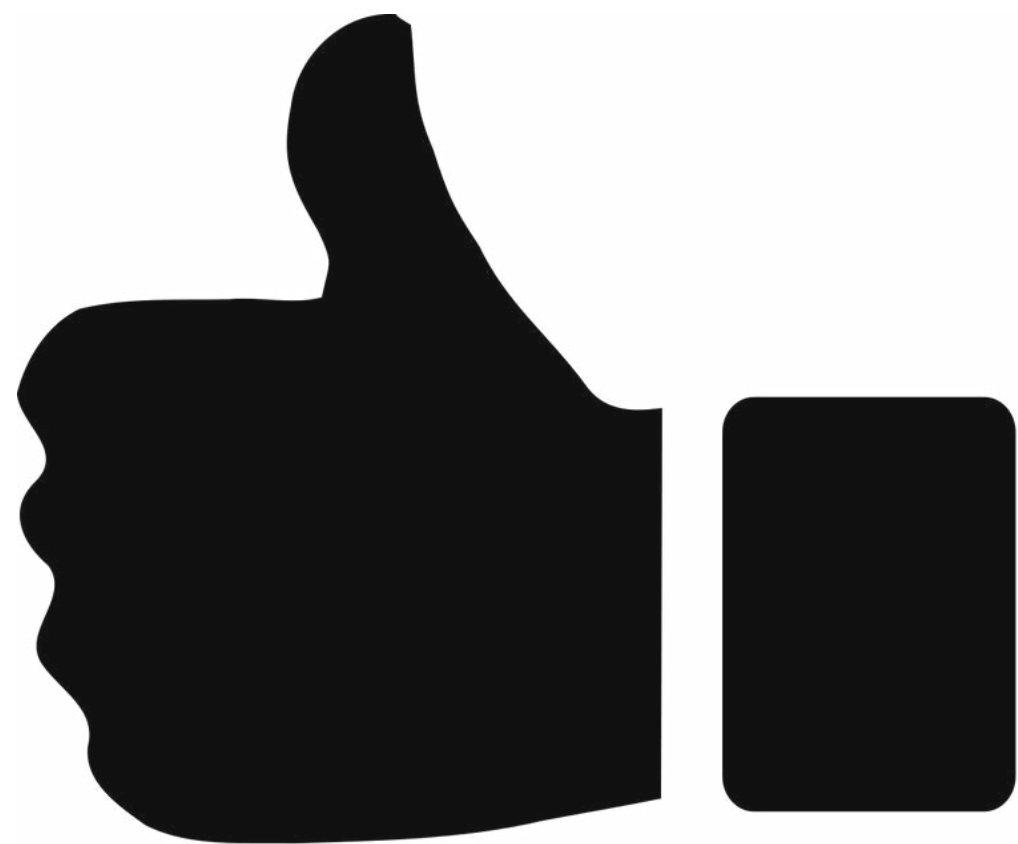


toothpaste and  
mouthwash



alcohol – wine/beer

RESOURCE 2Thumbs up/down cards





## RESOURCE 3 What are they doing? Prompt sheet



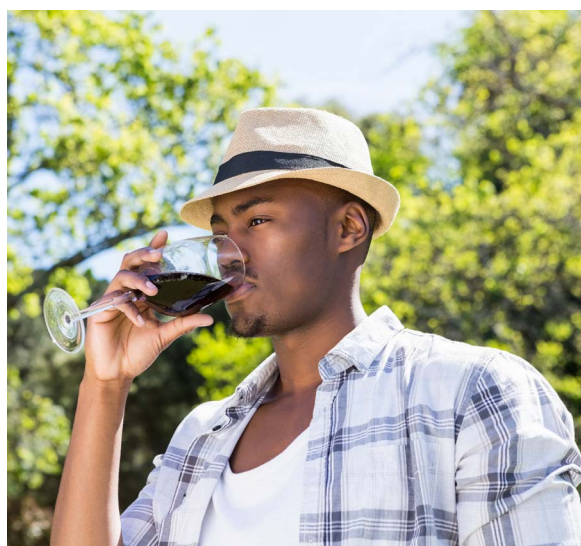
1.



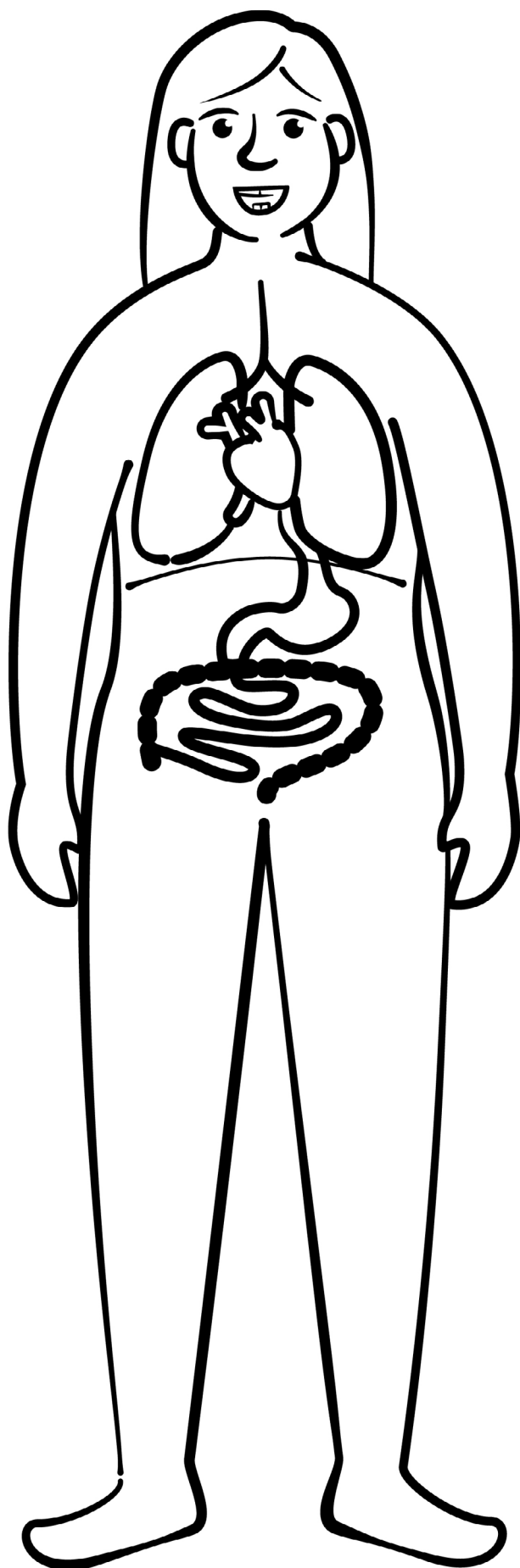
2.



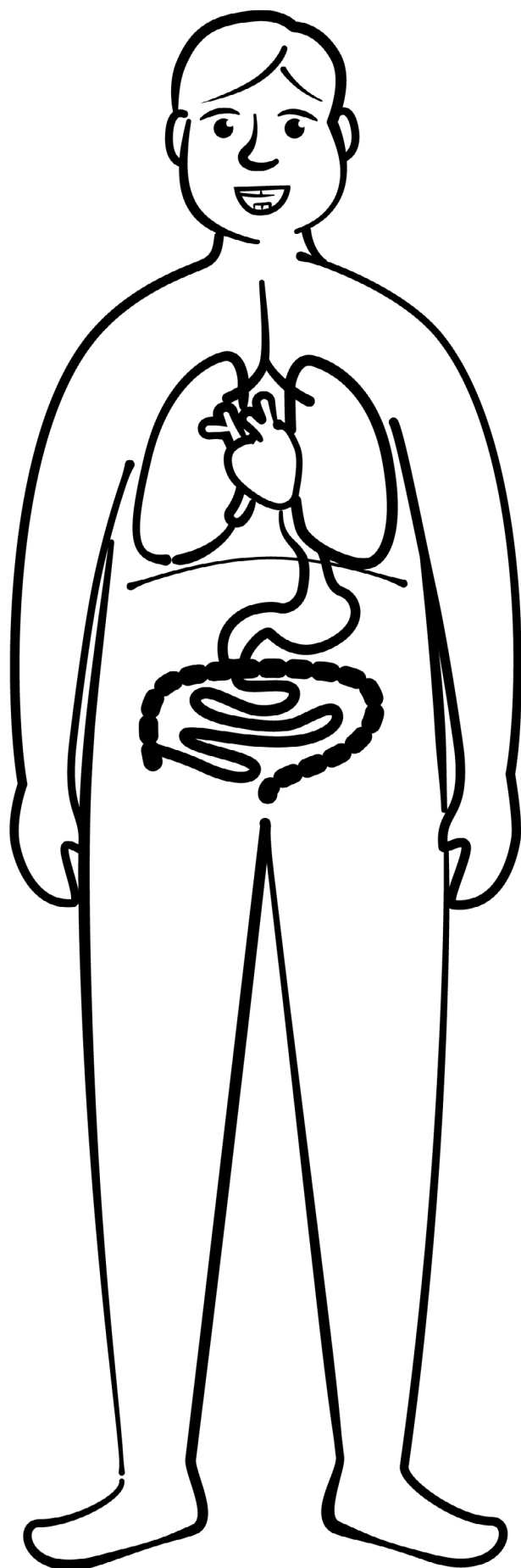
3.



## RESOURCE 4 Body outline



## RESOURCE 4 Body outline



## RESOURCE 5 Tobacco and alcohol risk cards



Breathing difficulties

Vomiting / sickness

Mood swings —  
(angry, frightened)

Breath smells

Long-term serious illness  
(stroke, cancer, heart or  
lung disease)

Hair and clothes smell

Injury or accidents

Feel unable to stop using it

Discoloured or stained  
teeth

Slurred speech

Blurred vision or dizziness

Other people breathing in  
the smoke

## RESOURCE 6 Signs and symbols cards



1.



No smoking sign by a children's playground

2.



No smoking sign inside a café

3.



No smoking sign on a bus

4.



Do not drink and drive sign

5.



No drinking alcohol sign in a park

6.



Age limit sign in a shop

7.



No vaping sign

8.



Do not drink if pregnant sign on the back of a bottle

## RESOURCE 7 Quiz statement cards

Statement	True	False
1. It is ok for someone to smoke in a car with children.		
2. Someone must be aged 15 or over to buy alcohol.		
3. Adults can buy cigarettes for someone who is aged under 18.		
4. People should not drive if they have been drinking alcohol.		
5. People who vape (use e-cigarettes) can do it anywhere.		
6. Shops cannot sell cigarettes to children aged under 18.		



## RESOURCE 1 Think, say, do scenario



Calvin and Scott are friends. Calvin is smoking a cigarette. Calvin offers Scott a cigarette.

Scott thinks...



What should Scott do?



Join in

☐

Stay but not join in

☐

Move away from the situation

☐

## RESOURCE 2 Scenario cards



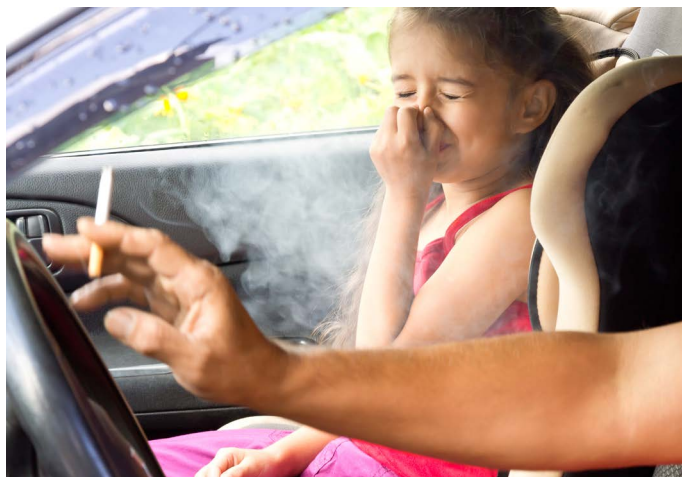
Mum is giving her daughter some medicine.



The boys (aged 13) are drinking beer.



The girl is being offered a cigarette.



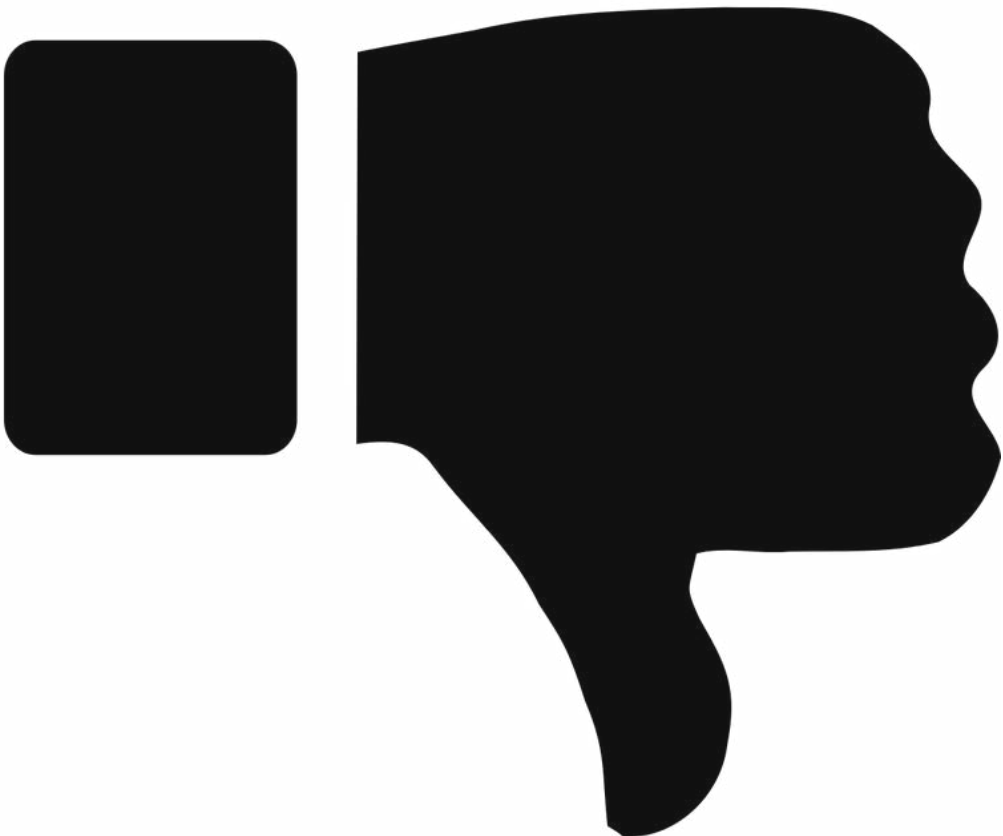
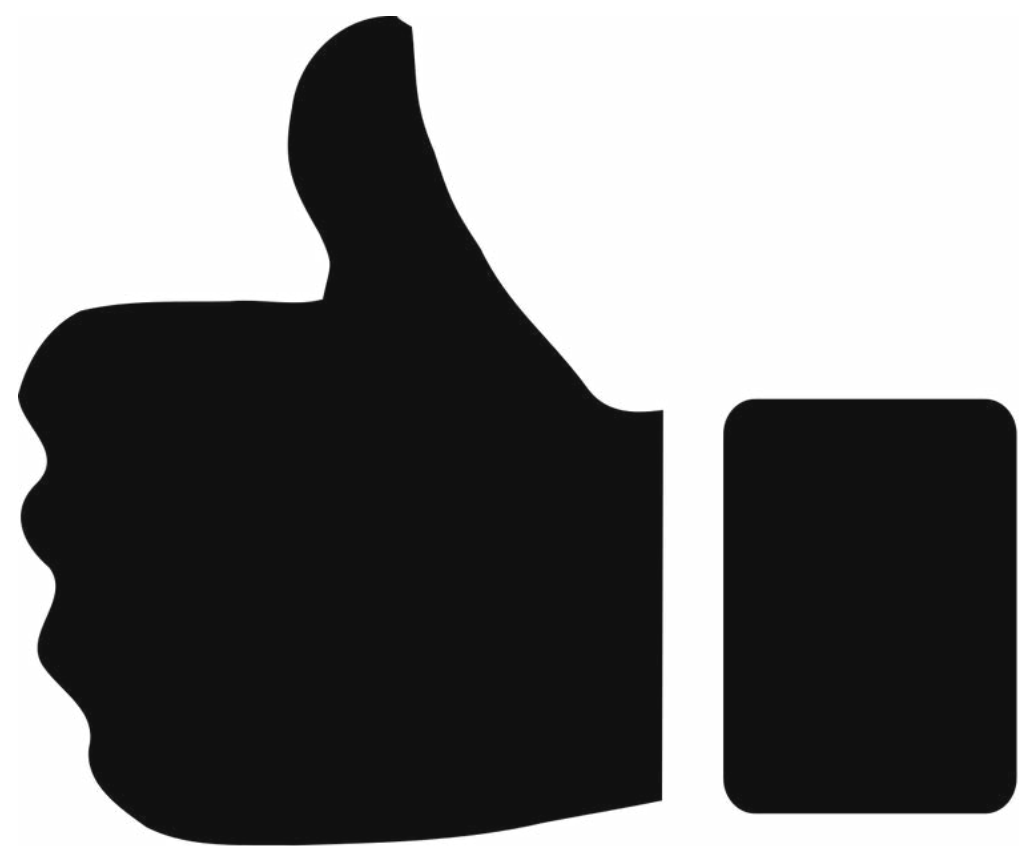
The child is in a car with an adult who is smoking.



The children are drinking water.



RESOURCE 3Thumbs up/down cards



## RESOURCE 4 Effects cards



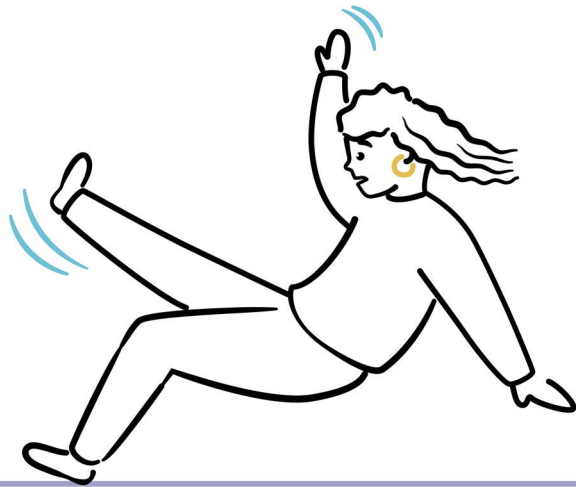
Coughing



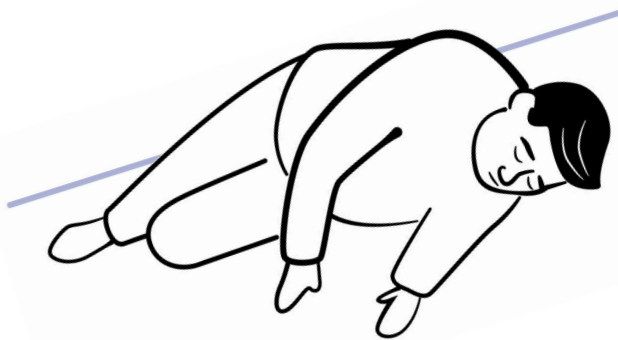
Being sick



Smelly



Falling over / accidents

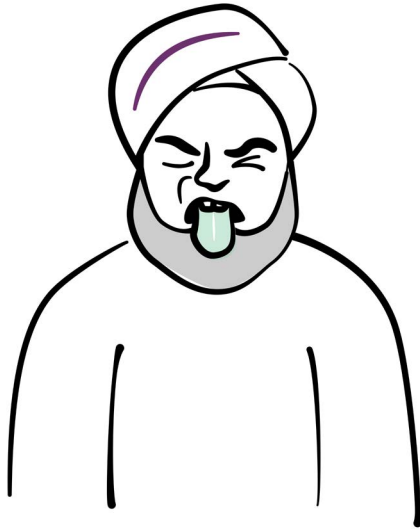


Fainting or unconscious



Feeling scared

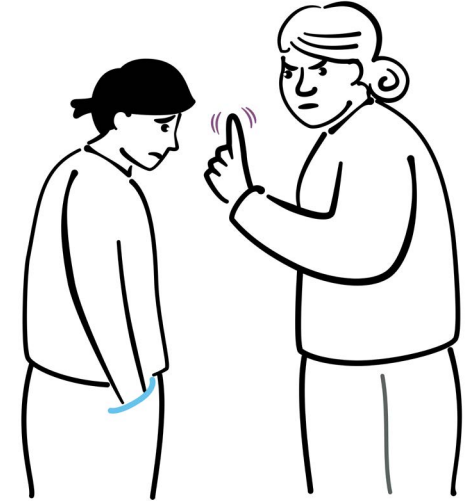
# Effects cards (continued)



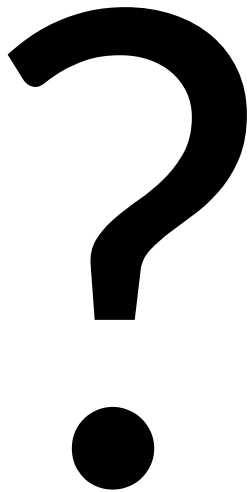
Horrible taste



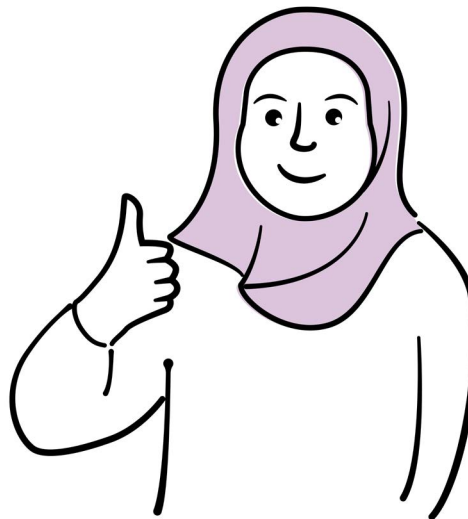
Breathless / can't breathe well



Getting told off



Something else

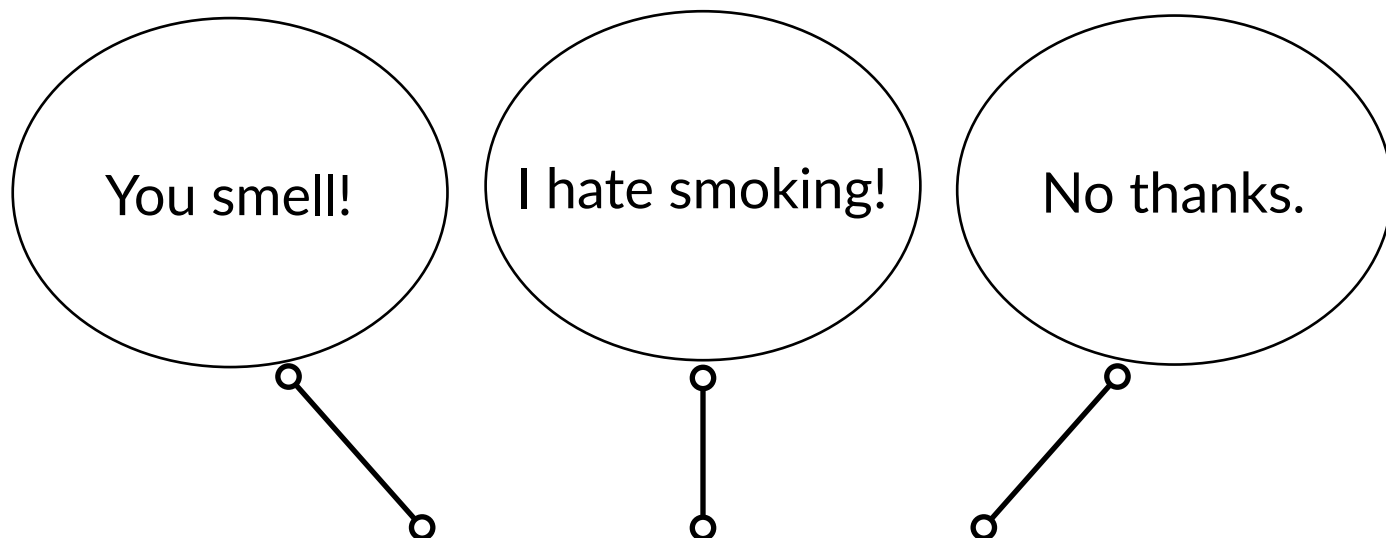


Feel better



Enjoyment

## RESOURCE 5 Scenario response sheet 1



Mario tells Kina to smoke a cigarette.

What can Kina say?

## RESOURCE 5 Scenario response sheet 2



At the party, Mark's friends tell him to drink some beer.

What can Mark say?

## RESOURCE 6 Social storyboards A (enrichment) – Smoking



Some friends are together in the park. They are chatting and laughing.



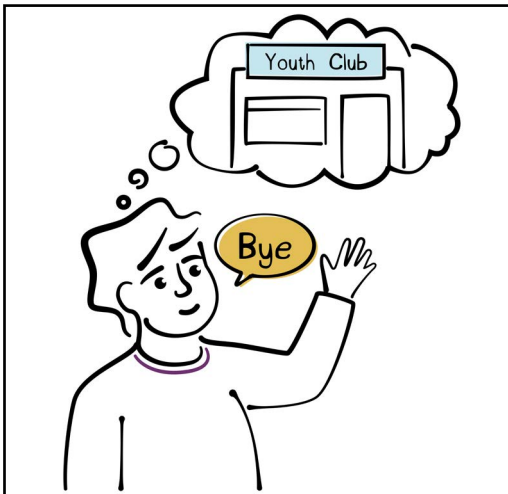
One of them starts smoking a cigarette.



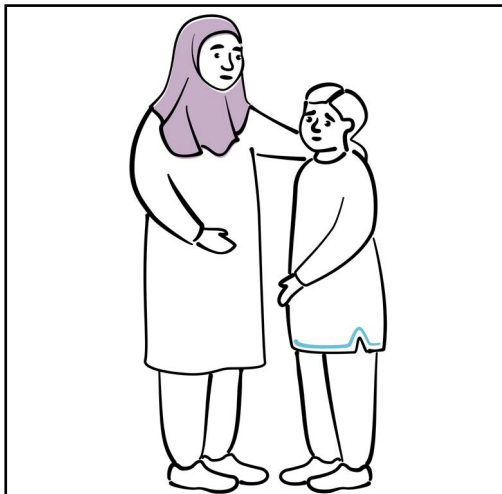
They offer the others a cigarette.



The friends are not sure what to do.



**A.** Should they say they have something else to do and leave the situation?



**B.** Should they say they are going to tell their mum?



**C.** Should they suggest doing something else instead?



## RESOURCE 6 Social storyboards A (enrichment) – Alcohol



Sam and Frankie are at a celebration party with their parents.



Some of the parents are drinking alcohol.



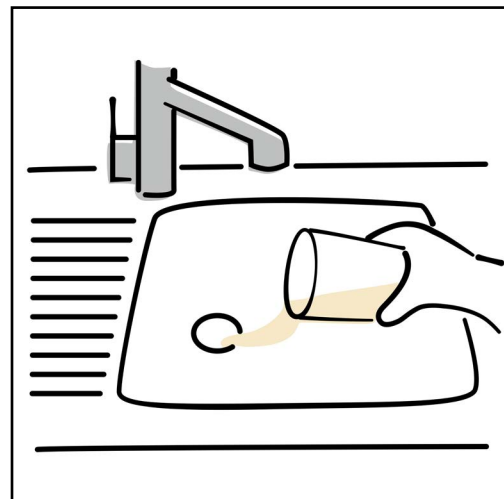
Sam pours different alcoholic drinks into a glass when the parents are not looking and says, "Let's drink some."



Frankie does not want to drink it.  
Frankie says, "No thanks."  
Frankie wants to get out of the situation.



**A.** Should Frankie say "I'm going to dance for a bit. See you later!"



**B.** Should Frankie pour the drink down the sink?

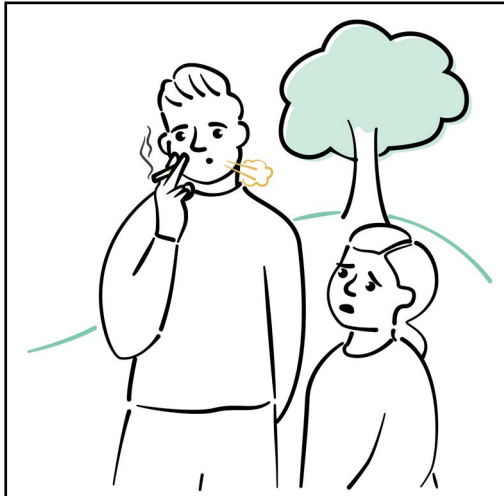


**C.** Should Frankie suggest drinking an orange juice instead?

## RESOURCE 7 Social storyboards B (enhancement) – Smoking



Some friends are together in the park. They are chatting and laughing.



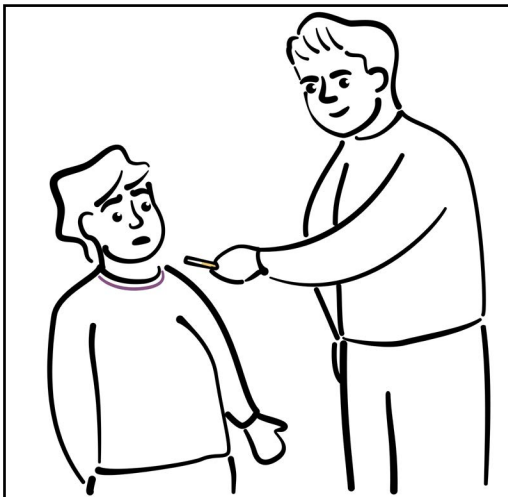
An older child starts smoking a cigarette.



They offer the others a cigarette.



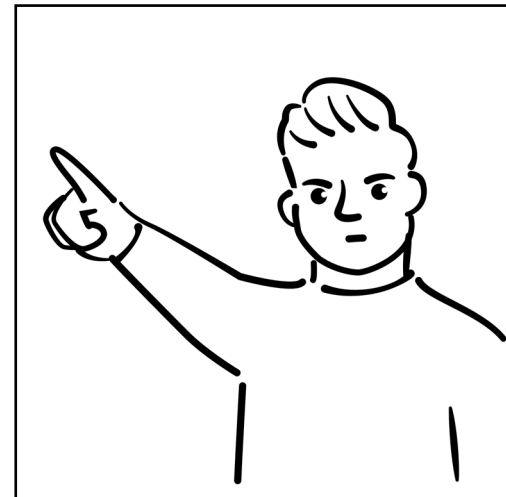
The friends say, 'No thanks.'



The older child makes them feel pressurised. "Are you scared?" "Try it, you'll be fine."



They keep putting pressure on them. "It's good once you get used to it." "You are missing out on the fun!"



"If you don't do it, you can't be in this group."



## RESOURCE 7 Social storyboards B (enhancement) – Alcohol



Sam and Frankie are at a celebration party with their parents.



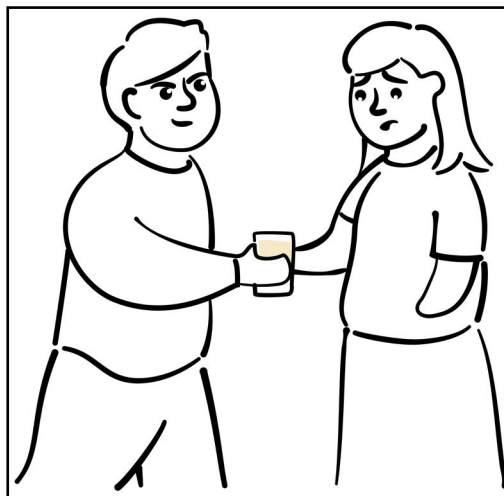
Some of the parents are drinking alcohol.



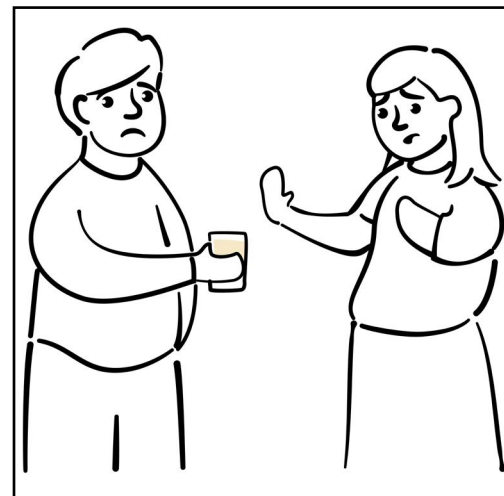
Sam pour different alcoholic drinks into a glass when the parents are not looking and says, "Let's drink some."



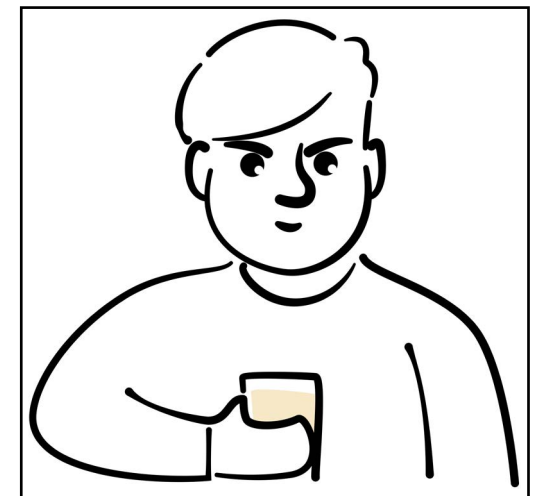
Frankie does not want to. Frankie says, "No thanks."



Sam makes Frankie feel pressurised. Sam says "Let's try it together."



Sam keeps making Frankie feel pressurised. Sam says "But, I made it specially for you."



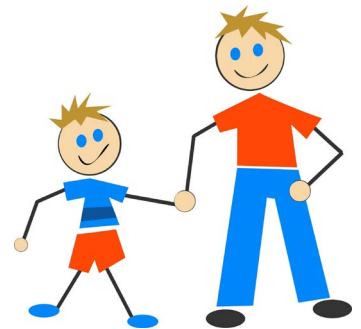
"Go on, drink it!" says Sam.

## RESOURCE 8 People cards

Teacher



Parent



Friend



No one

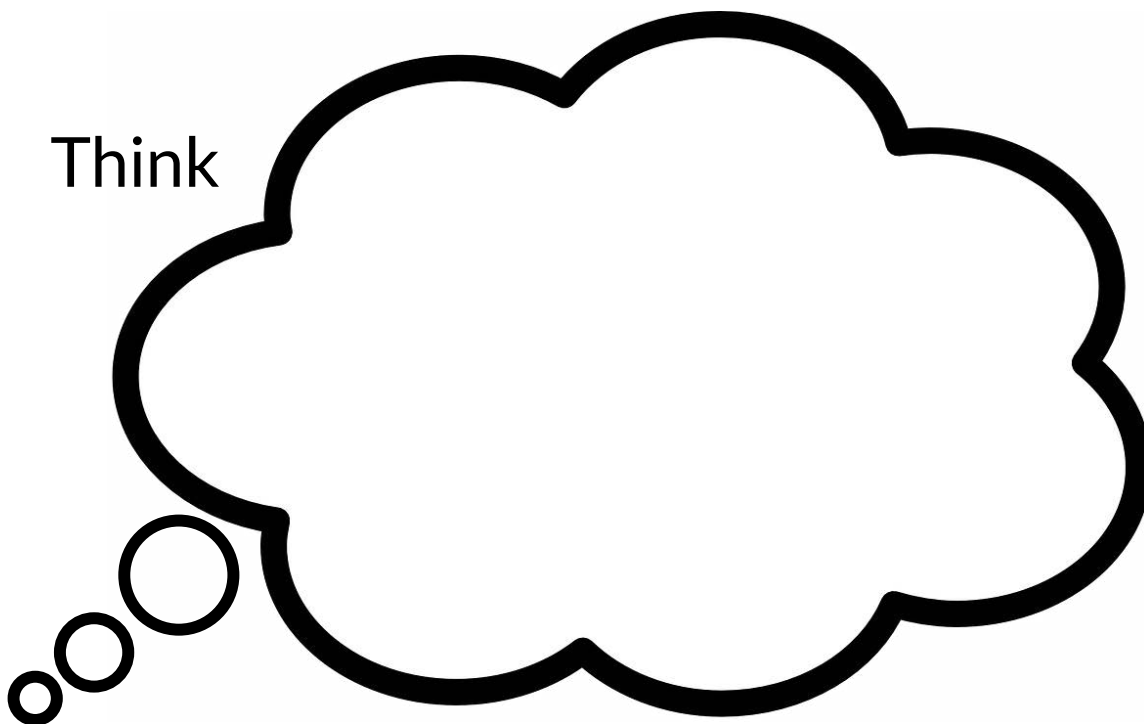


Someone else

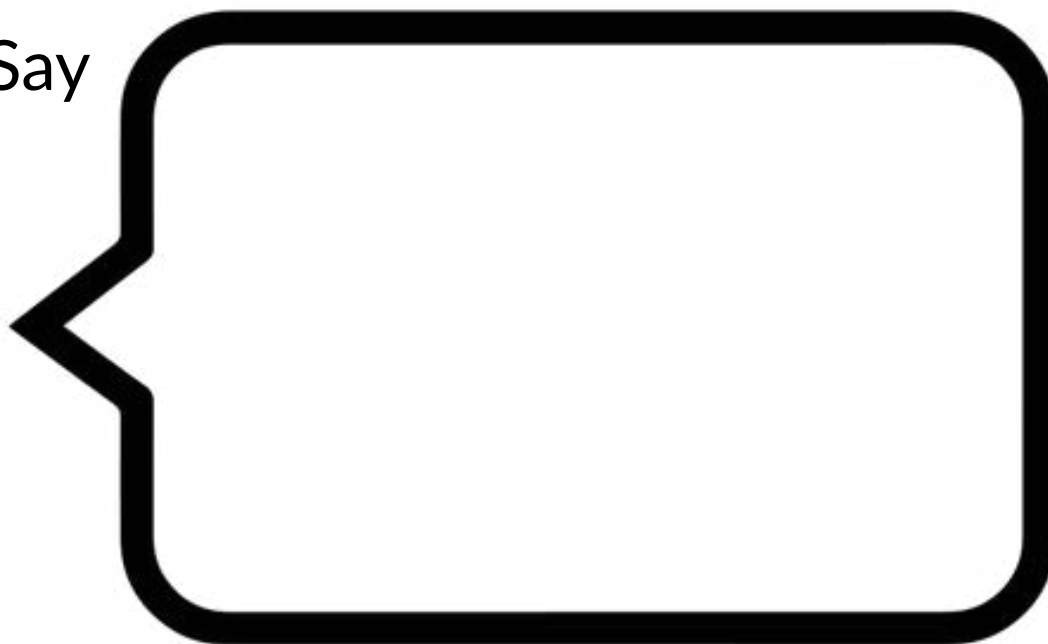


## RESOURCE 9 Think, say, do.

Think



Say



Do

