



# LESSON PLANS & RESOURCES

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

## UPPER KS3-KS4

<b>Lesson plans</b> .....	<b>2</b>
L1: Substance use: risks and consequences .....	2
L2: Substance use: identifying pressure .....	8
L3: Substance use: managing influences .....	14
<b>Resources</b> .....	<b>19</b>
L1: Substance use: risks and consequences .....	20
L2: Substance use: identifying pressure .....	24
L3: Substance use: managing influences .....	29

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

## Substance use: risks and consequences

This is the first of three lessons for students with SEND aged 13-15 focusing on the risks and consequences of substance use. This lesson will allow you to gain a clear picture of students' current understanding of drugs, explore the risks and consequences involved in substance use and clarify appropriate sources of support.

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 students. They are designed for students 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 students 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 student. The timings given are for guidance and can be adapted to meet students' needs.



### Learning objective

Students learn about the risks and consequences of substance use



### Resources

**Box/envelope** for anonymous questions



### Learning outcomes

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

**Core:** Identify that there are physical risks and consequences involved in using substances

**Development:** Describe some of the physical and social risks and possible consequences of drinking alcohol, smoking and other drug use

**Enrichment:** Explain how taking drugs/drinking alcohol can increase physical, social/emotional and legal risks and have consequences, such as contributing to accidents

**Enhancement:** Explain how to keep safe, look out for friends and seek appropriate support when needed

**All:** Identify who to tell if worried about themselves or others in relation to substance use

#### Core

- Resource 1: Images
- Resource 1a: Teacher information
- Red, orange and green cards (or equivalent for traffic light system)

#### Development

- Resource 1: Images
- Resource 1a: Teacher information
- Resource 2: Risk and consequences cards

#### Enrichment:

- Resource 1: Images
- Resource 1a: Teacher information
- Resource 3: Outcomes

#### Enhancement:

- Resource 1: Images
- Resource 1a: Teacher information



## 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 students' circumstances. If safeguarding concerns arise during this lesson, these should be reported to the Designated Safeguarding Lead.



## Key words

Drugs, alcohol, risk, consequence, physical, social/emotional, legal, substance

Activity	Description	Timing
1. Baseline assessment	Students suggest substances that young people might encounter.	10 mins
2. Introduction	Introduce learning objective and outcomes, and revisit ground rules.	5 mins
3. Either: Core	Students identify the level of risk and consequence present in a variety of scenarios.	15 mins
4. Or: Development	Students explore some of the physical and social risks and consequences involved with substance use.	
5. Or: Enrichment	Students review possible outcomes to situations involving substance use.	
6. Or: Enhancement	Students consider what actions might be taken to ensure safety in relation to substance use.	
7. Signposting support	Signpost students to relevant sources of support.	5 mins
8. End-point assessment	Students return to the baseline assessment and explain the risks involved with substance use. Students identify at least one source of support.	10 mins

## Baseline assessment



### Baseline assessment activity

Ask students to tell you what they think 'substance' means. Clarify that 'substance' in this context refers to alcohol and other drugs (both legal and illegal).

Then, ask students to list, draw or tell you as many substances young people might encounter as they can. As this is a baseline assessment, it is important to use neutral, non-guiding language and avoid giving any further information until the activity has been completed. Tell students that there is no 'right answer'; it does not matter if they don't know or are unsure about something; the accuracy of spelling and grammar (or artistic ability) is not important here either; and that slang terms may be used as well as the correct term (if they know it).

Ask students to put these to one side as they will return to them later in the lesson.



## Introduction

Negotiate or revisit ground rules for the lesson. Remind students that the question box is available to ask questions anonymously.

Introduce the relevant learning outcomes and explain to students that they will be exploring the risks and consequences of substance use.

## Core activities



Show students the images in **Resource 1: Images**. These show different scenarios that carry an element of risk, or show behaviour that might have several consequences.

Introduce a traffic light card system to categorise the images:

- Green — Low risk
- Amber — Medium risk
- Red — High risk

For each image, they should indicate the level of risk using the appropriate card. After each image, discuss the reasons why there might be higher/lower risk.

*Key learning:*

- *There is a greater risk of a person using drugs or drinking alcohol in situations where many people are drinking or using drugs, such as in a group of friends, at a party, or where they want to 'impress' their peers or someone they have just met.*
- *If someone is alone, the risks might be higher, for example they might need medical attention but have nobody around to help them.*
- *Levels of risk will vary in each scenario and could be dependent on factors we don't know about, such as substances being mixed.*

Then, show each image again, and ask them to indicate whether they think there will be few or several consequences to each scenario.

- Green — No consequences
- Amber — 1-2 possible consequences
- Red — 3+ possible consequences

Use the information on **Resource 1a: Teacher information** to help you highlight key points about potential consequences with students.

## Development activities



Ask students to look at the images in **Resource 1: Images** and match them with the appropriate risk/consequences card from **Resource 2: Risks and consequences cards**.

Use the information on **Resource 1a: Teacher information** to help you highlight key points with students, in addition to the key learning below:

- Short-term risks/consequences of substance use could include: dehydration, feeling more sociable than usual or acting differently to normal, feeling or being sick, feeling tired, having a headache, diarrhoea or dizziness, losing personal possessions, having accidents and injuries due to falling over, having memory loss, a 'hangover' the following day and alcohol poisoning
- Long-term risks/consequences of alcohol use (which can take many years to develop) include: health issues such as high blood pressure, stroke, liver disease, effects on mood such as anxiety and depression, fertility issues, cancers including liver, bowel, breast and mouth; alcohol dependency; falling out with loved ones, getting seriously hurt. There are also sugar-related concerns including obesity, dental health issues and acne.
- While someone might feel positive effects from some types of drug, there is also a range of more negative consequences that the same drug can cause, e.g. damaging health or making the person using them more vulnerable.
- Mixing different drugs (including alcohol and legal drugs, such as medication) can be dangerous. Mixing alcohol and other drugs can increase the level of risk to a person's health, ability to make decisions and manage risk, and can lead to negative consequences.

## Enrichment activities



Ask students to look at the images in **Resource 1: Images** and to use the outcomes options in **Resource 3: Outcomes** to decide what they think is most likely to happen next in each scenario. This will help them to establish how great the level of risk/consequence is.

Use the information on **Resource 1a: Teacher information** to help you highlight key points with students, in addition to the key learning below:

- Young people may experience a variety of effects from substance use, including dehydration, feeling more sociable than usual or acting differently to normal, feeling or being sick, feeling tired, having a headache, diarrhoea or dizziness, losing personal possessions, having accidents and injuries due to falling over, having memory loss, a 'hangover' the following day and alcohol poisoning.
- Short-term effects of alcohol can have long-term consequences, such as changing the way someone makes decisions. For example, a young person might engage in other risk-taking behaviour, such as shoplifting/vandalism, or someone might have unsafe sex, which in turn could lead to unplanned pregnancy or STIs.

- Police officers can and do arrest young people for drug offences, particularly for supply of drugs, but the police can decide what to do on a case by case basis. Under the age of 18, they might be given a caution or a conditional caution, and/or referred to young people's services, including youth offending team. Parents/carers will be informed as well. After the age of 18, official warnings can be given for the possession of small amounts of cannabis.
- It is against the law to buy alcohol under 18 years old. 16 or 17 year olds accompanied by an adult can drink, but not buy, beer, wine or cider with a meal. Under 18s can be stopped, fined or arrested by police if caught drinking alcohol in public. The minimum age of sale for tobacco products in the UK is 18 years. Police can confiscate cigarettes from someone under 16.

## Enhancement activities



Ask students to look at the images in **Resource 1: Images** and to identify some of the risks/consequences in each scenario — use the information on **Resource 1a: Teacher information** to help you highlight key points with students.

Then ask students what action could be taken in each case to reduce the risks/consequences. For example, you might ask students who the young people in the images could ask for help/support, or how they might look after each other. You may wish to use this as an opportunity to model, rehearse or role-play possible responses with students.

### Key learning

- If someone tells their friends that they would prefer not to drink alcohol, some of them are likely to agree — they may only be drinking to 'fit in' too.
- If someone is feeling stressed, alcohol could make things worse. It would be more helpful to talk to a trusted adult about any problems or worries.
- It is much healthier and safer to find other activities that help someone feel happy and confident e.g. a hobby, taking part in a sport, or organising social events that don't involve alcohol.
- There are lots of alcohol-free versions of popular drinks that taste much the same, so people can have the taste without the harmful effects. These are great for social events and celebrations too.
- Students may suggest that support could be sought in school through a teacher or other member of staff; they may also suggest support a person could access outside of school, such as through a parent, friend or contacting Childline or a similar service.
- They may also suggest ways to reduce risk in the immediate situation, for example by the person removing themselves from the situation; making a plan with friends before going out, for keeping each other safe; or using healthy coping strategies to deal with stress and anxiety.

## Plenary/**Assessment of learning**



### **Signposting support**

Make students aware that they can get help or advice via:

- a tutor, head of year, Designated Safeguarding Lead, parent/carer, or other trusted adult
- Childline: [www.childline.org.uk](http://www.childline.org.uk) 0800 1111

If appropriate, students may also be directed towards:

- [www.nhs.uk](http://www.nhs.uk) for further information on healthy choices
- Talk to Frank: [www.talktofrank.com/get-help](http://www.talktofrank.com/get-help)

Explain that it is important that they tell someone if they are worried about anything to do with alcohol or other drugs, as telling no-one could lead to further accidents or problems. They should always talk to an adult they trust (such as a parent/carer or teacher) if needed. Remind students they must never put something into their body if they don't know what it is, and/or if they don't have permission from their parent/carer.



### **End-point assessment**

Look again at the substances students identified in the baseline activity; for each, ask them to recall the potential risks/consequences associated with them and, if appropriate, what action they could take to reduce the level of risk.

Then, ask them to tell you at least one source of support that might be used if someone needed help and support in relation to alcohol and other drugs.

## Substance use: identifying pressure

This is the second of three lessons for students with SEND aged 13-15 focusing on the pressures young people might face in relation to alcohol and other drugs and how to respond to them. This lesson considers where pressure to try substances comes from and how different influences affect decision-making.

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 students. They are designed for students 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 students 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 student. The timings given are for guidance and can be adapted to meet students' needs.



### Learning objective

Students learn about different pressures they might feel in relation to alcohol and other drugs



### Resources

**Box/envelope** for anonymous questions



#### Baseline assessment:

- Resource 1: Think, feel, do

#### Core

- Resource 2: Scenarios [Cut up]
- Resource 3: Vocabulary

#### Development

- Resource 2: Scenarios

#### Enrichment:

- Resource 2: Scenarios
- Resource 3: Vocabulary

#### Enhancement:

- Resource 2: Scenarios
- Resource 4: Influence chart
- Resource 5: Influence cards



### Learning outcomes

By the end of the lesson students will be able to:

**Core:** Identify situations where someone might feel pressure to try substances

**Development:** Identify/ describe how pressure to use substances can come from a variety of sources, including people we know

**Enrichment:** Explain why young people might put themselves under pressure to try substances such as smoking and drinking alcohol

**Enhancement:** Analyse how likely influences are to affect our decision-making

**All:** Identify who to tell if worried about themselves or others in relation to pressure to use substances





## 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 students' circumstances. If safeguarding concerns arise during this lesson, these should be reported to the Designated Safeguarding Lead.



## Key words

Pressure, peer, influence, peer pressure, substances

Activity	Description	Timing
1. Baseline assessment	Students discuss what pressure is and complete a 'think, feel, do' activity.	10 mins
2. Introduction	Introduce learning objective and outcomes, and revisit ground rules.	5 mins
3. Either: Core	Students review a variety of scenarios and decide on the likelihood of feeling pressure to consume alcohol and other drugs.	15 mins
4. Or: Development	Students review three scenarios and explore where the pressure to use substances is coming from in each.	
5. Or: Enrichment	Students consider what might encourage or discourage people from consuming alcohol and other drugs.	
6. Or: Enhancement	Students assess how weak or strong different influences are likely to be on a person's behaviour.	
7. Signposting support	Signpost students to relevant sources of support.	5 mins
8. End-point assessment	Students revisit the baseline activity and explain what putting someone under pressure means, along with possible responses.	10 mins

## Baseline assessment



### Baseline assessment activity

Ask students what they think pressure is, and why it can be so strong when it comes from peers (explaining who 'peers' are, if needed).

Explain to students that 'peer pressure' is when people feel pressurised by their peers to do something. 'Peer influence' does not just refer to a peer pressurising someone to do something, but also includes internal pressures to fit in, or do what the person thinks is expected in a situation. Is it important to acknowledge that peer influence is part of growing up, and we are influenced in many different areas, e.g. the teams we support, the music we like, or the clothes we buy – but this can extend to risky behaviours as well.

Ask students to complete the bubbles surrounding the outline in **Resource 1: Think, feel, do** writing down or telling you:

1. Think (head): What someone who is being pressured might be thinking?
2. Feel (heart): How someone who is being pressurised might be feeling?
3. Do (hands): What someone who is being pressurised might do when they feel pressure?

Students will return to these at the end of the lesson.



## Introduction

Negotiate or revisit ground rules for the lesson. Remind students that the question box is available to ask questions anonymously.

Introduce the learning outcomes and explain to students that they will be exploring different pressures young people might feel in relation to alcohol and other drugs.

## Core activities



Cut up the scenarios in **Resource 2: Scenarios** and ask students to read (or have an adult read to them) each one.

After each scenario has been read or explained to them, ask them the following questions:

- Do you think the main character feels pressure to try substances? Why do you think this?
- In which scenarios would someone be likely to feel more pressure? Students should be encouraged to sort the scenarios into two piles – ‘not much pressure’ and ‘a lot of pressure’.

Use the feelings vocabulary list in **Resource 3: Vocabulary** to support students.

*Key learning:*

- *Students are likely to place scenarios 1, 2 and 3 in the ‘a lot of pressure’ pile. See ‘development activity’ for key learning points for each.*
- *Students are likely to place scenarios 4, 5 and 6 in the ‘not much pressure’ pile – in a supervised setting with adults, they are less likely to encounter alcohol and other drugs, they may feel less pressure from their own family at a family dinner, and if they are with friends who are also not interested in using alcohol and other drugs, they may be less inclined to use them too.*
- *Students may also identify that each of the situations may have different levels of pressure for different people depending on their own beliefs and backgrounds.*

## Development activities



Explain to students that pressure to do something might come from:

- The words someone uses, for example using language that encourages someone to do something ('go on!', 'just try it!' etc.)
- Peer pressure — when someone is made to feel that they have to try something because their friends or other people their age are doing it (although often this is not the case).
- Internal pressure — when someone thinks that everybody else is doing something, or that people they look up to are doing it, and therefore they should do it too in order to fit in.

Ask students to read (or have an adult read to them) the first three scenarios in **Resource 2: Scenarios** and, for each situation, say who or what the pressure is coming from.

Then, ask students to identify how the pressure is being applied — is it through words, does it come from their peers, or is the pressure internal?

### Key learning:

- *Scenario 1: Pressure may be felt due to curiosity, or because they feel that alcohol is not harmful, or that drinking is culturally 'normal'. This young person faces the additional internal pressure of balancing religious or cultural beliefs/expectations that prohibit alcohol use with different societal norms and influences. Remind students that it is against the law to buy alcohol under 18 years old. 16 or 17 year olds accompanied by an adult can drink, but not buy, beer, wine or cider with a meal in a licensed premises. You may also want to add that although the law allows drinking alcohol with parental permission from the age of 5, this doesn't make it a healthy/safe thing to do and parents might be breaking other child protection laws by allowing small children alcohol. Under 18s can be stopped, fined or arrested by police if caught drinking alcohol in public.*
- *Scenario 2: If someone looks up to an 'older crowd', or feels like they need to impress their peers, they might be more likely to act in a certain way. Young people who believe most of their peers are involved in using alcohol and other drugs are more likely to use them themselves. However, they often overestimate their peers' use of alcohol and drugs — it is more common for young people not to use drugs and teenage drug and alcohol use have significantly declined over the last 20 years.*
- *Scenario 3: Role models and the media can influence decision-making. If a young person sees someone they look up to using alcohol or other drugs, or in this case smoking, they may think that it is safe. However, for example, while vaping is far less harmful than smoking, it is not risk free. There are a number of ways a person can get support to quit smoking and more information can be found at [www.nhs.uk/smokefree](http://www.nhs.uk/smokefree).*

## Enrichment activities



Ask students to think about how the main character might be feeling in each scenario in **Resource 2: Scenarios**. Use the feelings vocabulary list in **Resource 3: Vocabulary** to support students.

Then, ask students to explain why the character in each scenario might still use alcohol and other drugs, even if they feel some uncertainty about doing so.

Finally, ask students to consider what each character could do if they were reluctant to accept the alcohol or other drugs.

### Key learning:

- *The characters might feel worried, confused, unsafe or unsure how they should act in each scenario. However, they might also feel excited about trying something new and doing something new with their friends.*
- *They might continue to consume alcohol and other drugs because they feel pressure to do so (internal or external), they have seen other people doing it, they think it is safe, they think they will have fun if they do.*
- *If a character were reluctant to use substances, they could say a polite but firm 'No thanks', or/and remove themselves from the situation, for example by contacting an adult to be taken home. Similarly, they may want to seek help after the party from a trusted adult, for example if they are concerned that parties are featuring drugs and alcohol more frequently, they may wish to discuss this with a teacher or parent/carer, or to contact an outside agency such as Childline or Talk to Frank.*

## Enhancement activities



In pairs, ask students to sort the influence cards from **Resource 5: Influence cards** onto **Resource 4: Influence chart**, assessing how weak or strong the impact of the influence is likely to be on a person's behaviour in relation to whether to take a substance or not.

*Draw out common ideas about influences and what influences they believe have the strongest impact on behaviour. Note that there may be considerable differences in how strong an impact individual students consider an influence will have on someone's behaviour. Religion, for example, may be identified as a very strong influence for some but not at all for others.*

Then, ask students to read the first three scenarios in **Resource 2** and decide what they think the strongest influence might be in each. They should rearrange the cards on their chart accordingly as they consider each scenario.

## Plenary/**Assessment of learning**



### **Signposting support**

Make students aware that further guidance can be found via:

- a tutor, head of year, Designated Safeguarding Lead, parent/carer, or other trusted adult
- Childline: [www.childline.org.uk](http://www.childline.org.uk) 0800 1111

If appropriate, students may also be directed towards:

- [www.nhs.uk](http://www.nhs.uk) for further information on healthy choices
- Talk to Frank – [www.talktofrank.com/get-help](http://www.talktofrank.com/get-help)

Explain that it is important that they tell someone if they are worried about anything to do with alcohol or other drugs, as telling no-one could lead to further accidents or problems. They should always talk to an adult they trust (such as a parent/carer or teacher) if needed. Remind students they must never put something into their body or onto their skin if they don't know what it is, and/or if they don't have permission from their parent/carer.



### **End-point assessment**

Revisit the baseline activity and re-cap what putting someone under pressure means. Ask students if they would like to add anything to their original ideas and then give a specific example of what someone might do in response to being pressurised to try alcohol or other drugs. This will be explored further in lesson 3.

Then, ask them to tell you at least one source of support that might be used if someone needed help and advice in relation to pressure and/or alcohol and other drugs.

## Substance use: managing influences

This is the third of three lessons for students with SEND aged 13-15 focusing on how to manage influences young people might face in relation to alcohol and other drugs. This lesson explores actions and strategies that could be used to resist pressure or peer influence.

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 students. They are designed for students 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 students 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 student. The timings given are for guidance and can be adapted to meet students' needs.



### Learning objective

Students learn how to manage influences in relation to alcohol and other drugs



### Resources

**Box/envelope** for anonymous questions



**Resource 5:** Images



### Learning outcomes

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

**Core:** Recognise basic actions that can be used to resist pressure

**Development:** Identify specific words and actions that could be used to resist pressure in different situations

**Enrichment:** Analyse where different strategies to resist pressure might be most effectively used

**Enhancement:** Demonstrate strategies to resist pressure to smoke, drink alcohol or use drugs

**All:** Identify who to tell if worried about themselves or others in relation to substance use or pressure

#### Core

- Resource 1: Story

#### Development

- Resource 2: How should Natasha respond?
- Resource 3: Responses

#### Enrichment:

- Resource 2: How could Natasha respond?
- Resource 4: Diamond 5

#### Enhancement:

- Resource 2: How could Natasha respond?



### Key words

Opinion, influence, resist, pressure, assertive, strategies, response, resist



## 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 students' circumstances. If safeguarding concerns arise during this lesson, these should be reported to the Designated Safeguarding Lead.

Activity	Description	Timing
1. Baseline assessment	Students identify all the ways someone can express themselves, or give/show an opinion.	10 mins
2. Introduction	Introduce learning objective and outcomes, and revisit ground rules.	5 mins
3. Either: Core	Students identify what actions or language someone might use when resisting pressure to use substances.	15 mins
4. Or: Development	Students match actions/speech bubbles to different stages of a story where a character faces pressure.	
5. Or: Enrichment	Students complete a diamond 5 of strategies, analysing what might be most useful in different scenarios.	
6. Or: Enhancement	Students create their own responses to pressure to try substances.	
7. Signposting support	Signpost students to relevant sources of support.	5 mins
8. End-point assessment	Students re-cap different ways of resisting pressure and identify sources of support.	10 mins

## Baseline assessment



### Baseline assessment activity

Ask students to write, draw, or act out all the different ways of expressing ourselves, or showing an opinion that they can think of. For example, the words we can use, body language, actions, signing, facial expressions, etc.

Explain that there are many different ways we can show our feelings, reactions and responses — some of these can be very useful in helping us to manage pressure to use alcohol or other drugs.



### Introduction

Introduce the learning objective and outcomes and explain that today's lesson will focus on developing skills and strategies to manage influences relating to substance use.

Revisit ground rules for the lesson, and remind students of the importance of not sharing any personal stories.

## Core activities



Ask students to read (or have an adult read to them) the story in **Resource 1: Story**. As they read/listen to the story, ask them to tell you/highlight/circle/point to where, at each stage of the story, Natasha has resisted pressure. Ask students to identify what she did to resist pressure — did she use body language, words, an action, or something else?

Remind students that sometimes people might be going along with others because of the influences we have been considering, but it can just take one person to 'break ranks' for others to admit they feel the same about what is happening.

*Key learning:*

- A range of influences impact on decisions about using alcohol and other drugs — parents/family, other adults, peers, the media, industry and advertising, celebrities, and ideas about what others might be thinking about alcohol and other drugs. It is important to think about what we value most. Good health, positive relationships, fun and future goals are key considerations for many people.
- Based upon media reports and varied experiences within their families, young people may feel that, when it comes to drinking alcohol and using drugs, 'everyone is doing it.' The 2019 Key Data on Young People from the Association for Young People's Health<sup>1</sup> and NHS Smoking, Drinking and Drug Use surveys<sup>2</sup> show that this is not the case and that most young people are making healthy decisions — so they are in the majority if they choose not to use substances.

<sup>1</sup> Association for Young People's Health, 2019. Key Data on Young People 2019.

<sup>2</sup> National Health Service, 2018. Smoking, Drinking and Drug use among young people in England.

## Development activities



Ask students to read (or have an adult read to them) the story in **Resource 2: How should Natasha respond?** Students should match the words in the speech bubbles and actions in the boxes in **Resource 3: Responses**, to the different boxes in the story, showing where they think the words or actions would be most useful in helping Natasha respond to the pressure she faces to use alcohol and other drugs. You may wish to act out these responses to support students' understanding. Students could then add their own responses to the blank boxes and speech bubbles.

Once you have discussed their choices, share the key learning from the core activity above with students. You may also wish to use **Resource 1: Story** to share some examples of responses with students once they have completed the activity.



## Enrichment activities



Ask students to read **Resource 2: How should Natasha respond?** and complete the 'diamond 5' of strategies in **Resource 4: Diamond 5** in response to each box in Resource 2, as follows:

One section of the storyboard (stages 3-6) at a time, they should rearrange the diamonds depending on what they feel would be the best response for each part of the story. The response that they think is best should be placed at the top, the response that they think is least useful should be placed at the bottom, and the three cards placed next to each other in a row in the middle should show the responses that they think are equally useful at each stage.

Explain that there are no right or wrong answers and that this activity allows students to assess their own opinions.

If time allows, ask students to explain why they think their top choice for each box would be the most useful strategy for Natasha.

## Enhancement activities



Provide students with the storyboard in **Resource 2: How could Natasha respond?** Ask them to create the response Natasha could use in each of the images, either by telling you what the response could be, writing down the response themselves, creating a role-play or explaining/showing the body language someone might use in response. Students should identify specific phrases, actions, or words they could use to respond in situations where someone is feeling pressurised into consuming alcohol or other drugs.

*Key learning:*

- Responses might include: saying an assertive but friendly and polite 'No thanks'; making an 'excuse' as to why they can't drink/ take the drug; using humour to avoid the situation; clearly saying the reasons why they do not want to use the substance; questioning what it is and why others are taking it; finding a way to get out of the immediate situation (e.g. going to the kitchen for another drink, going to the toilet, saying they are going to find a friend, etc.); choosing to take the alcohol or other drug, which could have a range of physical, social, emotional and legal consequences.
- In increasingly independent situations, it is important that students know how to help keep themselves and others safe. This includes when online, such as on social media, or online gaming. For many students, gaining greater independence can be a very exciting time. It is easy for young people to get caught up 'in the moment', especially when with their peers and in a place where there is less direct adult supervision.
- It is important that young people know that they have options and that using substances or drinking alcohol is not the norm amongst young people, even if it feels like it is in some environments such as parties.
- Based upon media reports and varied experiences within their families, young people may feel that, when it comes to drinking alcohol and using drugs, 'everyone is doing it.' The 2019 Key Data on Young People from

*the Association for Young People's Health<sup>3</sup> and NHS Smoking, Drinking and Drug Use surveys<sup>4</sup> show that this is not the case and that most young people are making healthy decisions – so they are in the majority if they choose not to use substances.*

<sup>3</sup> Association for Young People's Health, 2019. *Key Data on Young People 2019*.

<sup>4</sup> National Health Service, 2018. *Smoking, Drinking and Drug use among young people in England*.

## Plenary/**Assessment of learning**



### **Signposting support**

Make students aware that further guidance can be found via:

- a tutor, head of year, Designated Safeguarding Lead, parent/carer, or other trusted adult
- Childline: [www.childline.org.uk](http://www.childline.org.uk) 0800 1111

If appropriate, students may also be directed towards:

- [www.nhs.uk](http://www.nhs.uk) for further information on healthy choices
- Talk to Frank – [www.talktofrank.com/get-help](http://www.talktofrank.com/get-help)

Explain that it is important that they tell someone if they are worried about anything to do with alcohol or other drugs, as telling no-one could lead to accidents or problems. They should always talk to an adult they trust (such as a parent/carer or teacher) if needed. Remind students they must never put something into their body or onto their skin if they don't know what it is, and/or if they don't have permission from their parent/carer.



### **End-point assessment**

Re-cap different ways of expressing an opinion, or asserting ourselves. Give each student/group a different scenario where someone might feel pressure to use substances, from the **Resource 5: Images** used in lesson 1. Ask them to demonstrate what they could do in response to any pressure felt by the characters to use substances.

Depending on the situation, there may be a variety of ways that a young person could support themselves. For example:

- putting plans in place before they find themselves in a pressurised situation, such as agreeing with friends to support each other's decisions
- talking to their family to ask them if someone is able to pick them up if they decided that they wanted to come home
- saying a polite but assertive 'no thanks' to offers of alcohol or other drugs

Finally, ask students to tell you at least one source of support that might be used if someone needed help and support in relation to alcohol and other drugs.



# RESOURCES

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

## UPPER KS3-4

L1: Substance use: risks and consequences .....	20
L2: Substance use: identifying pressure .....	24
L3: Substance use: managing influences .....	29

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

## RESOURCE 1 Images



1. A group of teenagers in school uniform drinking alcohol in a public place



2. A group of teenagers smoking cigarettes and cannabis, and drinking alcohol in a public park



3. A young person buying drugs

## RESOURCE 1a Teacher information

Image	Possible risks and consequences
1.	<ul style="list-style-type: none"> <li>The person who has supplied the alcohol has broken the law and risks legal consequences.</li> <li>The police have the power to take the alcohol away from anyone they suspect to be under 18 and ask for their name, address and date of birth. If the person does not give details or will not hand over the alcohol they are likely to be arrested.</li> <li>The young people drinking alcohol may be more likely to injure themselves or have an accident as alcohol can affect a person's ability to make healthy/safe decisions. They might also take greater risks than they usually would, such as having unsafe sex as alcohol can affect a person's judgement.</li> <li>One of them might also require medical attention, which may make the situation more dangerous if there is nobody nearby to help them.</li> <li>Drinking too much alcohol could lead to health consequences such as feeling dizzy or being sick.</li> <li>The young people may be vulnerable in a public place where anyone could approach them. If any of them are left alone, or travel home alone, they may be even more vulnerable, or prone to injuries or accidents. It is important, however, to avoid victim blaming. People who are targeted by others are not to blame for what happens. But it is important to be aware of surroundings when out, for example by thinking about what they could do to reduce risks to personal safety (e.g. keeping an eye on personal belongings, keeping their handbag/pockets closed).</li> </ul>
2.	<ul style="list-style-type: none"> <li>The young people in the picture are at risk of legal consequences including the cannabis being taken away, or receiving on-the-spot fines. A police officer attending the scene would stop and search all the young people there under the Misuse of Drugs Act. Under the age of 18, they might be given a caution or a conditional caution, and/or referred to young people's services, including youth offending team. Parents/carers will be informed as well.</li> <li>It is illegal to possess, and illegal to supply, cannabis.</li> <li><b>Possession</b> means that an individual is caught with a drug, such as cannabis, for personal use. The person does not have to be using it, just to have it in their possession.</li> <li><b>Possession with intent to supply</b> means that a person is planning to give drugs to someone else. This includes selling, sharing or giving for free, even to friends.</li> <li><b>Supply</b> means that a person gives someone else the drugs. This can be selling, giving for a reward of some form, sharing or giving for free.</li> <li>There may be mental health consequences in the short and long-term for the young people using cannabis.</li> <li>There may be short term risks linked to the effects of cannabis on decision-making and risk-taking behaviours whilst under the influence, and long term health risks, such as cancers.</li> </ul>
3.	<p>The person selling the substances is risking legal consequences and would be charged with supply.</p> <p>The person buying the drugs might also be exposed to other/future criminal activity.</p> <p>There would be risk to the person using the substance, and this risk would be greater if the person were to drive after using it. They would be at an increased risk of an accident, and would also risk legal consequences.</p> <p>It is difficult to know whether a 'street' drug contains what it is claimed to contain or not, how strong it might be, and what the drug is mixed with. Additionally, the same drug can have different effects on the same person on different occasions, depending on how much is taken, where they are taking it, who they are taking it with, how they are thinking/feeling at the time etc. Therefore, the effects of these drugs are hard to predict and there may be a range of negative consequences for the young people consuming them.</p>

## RESOURCE 2 Risks and consequences cards



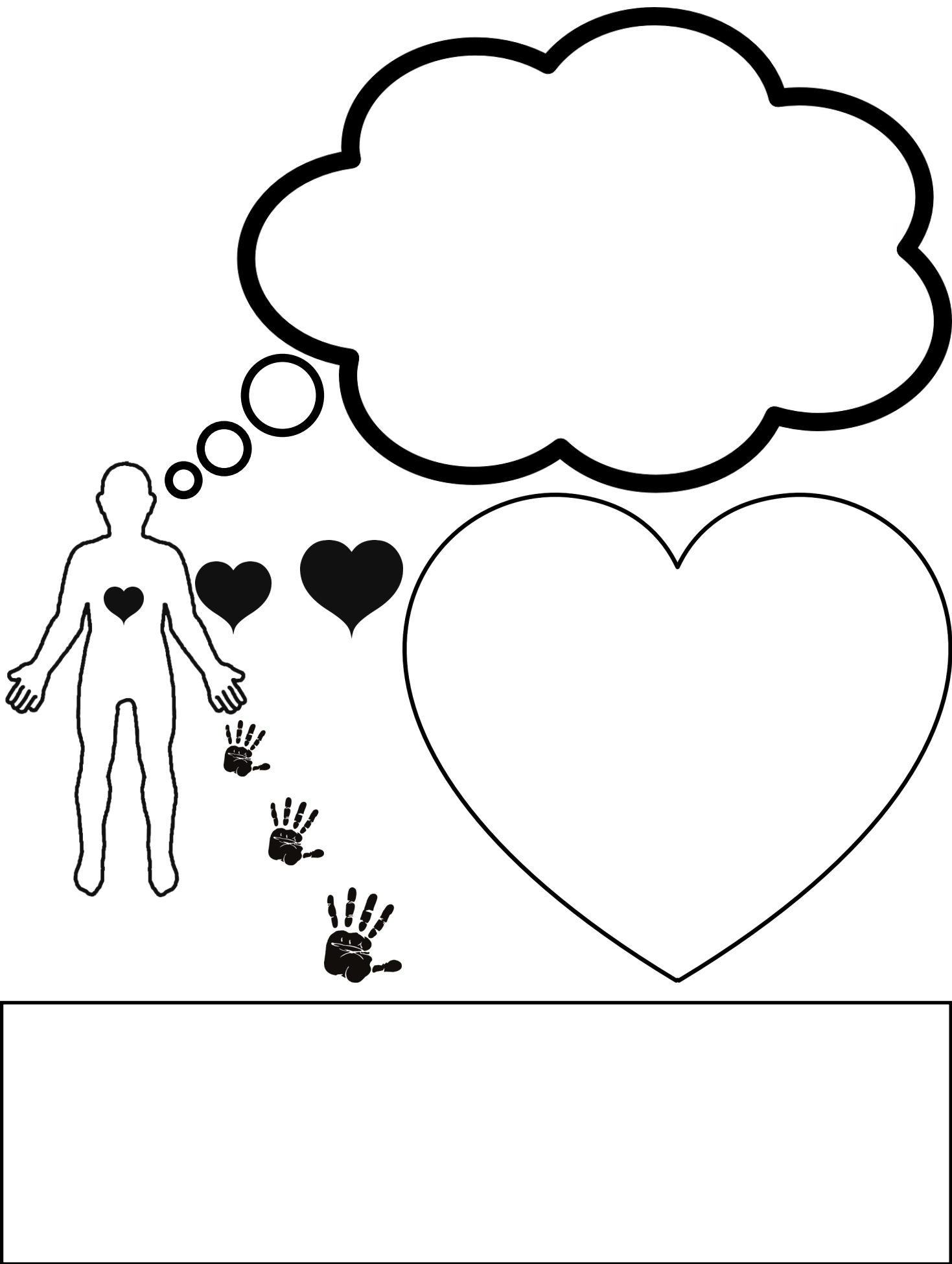
Feeling or being sick	Increased risk of harm by others	Poor decision-making
Having a headache	Anxiety/depression	Needing medical attention
Getting into trouble with parents, school or police	Developing an illness, such as liver disease or cancer	More likely to be injured or have accidents
Personal safety affected	Mental health affected	Feeling dizzy

## RESOURCE 3 Outcomes



All the young people involved will be arrested	Someone might get into an accident or injure themselves	Someone might experience anxiety or other mental health issues
Someone might feel or be sick, or feel unwell	A police officer will confiscate any drugs or alcohol from the young people	The young people might make poor choices
The young people might get in trouble with their parents or school	The young people might experience long term health effects, such as liver disease	Someone's personal safety might be affected

RESOURCE 1 Think, feel, do





## RESOURCE 2 Scenarios



**1.** My religion says that people should not drink alcohol. But everyone else I know drinks it and nothing bad ever happens to them. If I decided not to drink it I'd be the 'odd one out'.

**2.** I was at a party last weekend and everyone was passing arounds pills of some sort and everyone was taking one. All my friends tried one and there were some older people from school there watching to see what I would do when they were passed to me.



**3.** Loads of people on social media post pictures where they are vaping or hanging out at shisha bars — it's just what friends do when they spend time together. Even celebrities post pictures of themselves smoking this stuff!

**4.** My friends and I were hanging out in a park last week when another group from school turned up and offered us bottles of alcohol that they had brought with them. All of my friends said no to having some.











**5.** A girl from school is having a party next week at her house. Her parents are going to go in another room while we are there to give us some privacy. Someone from our class said they'll bring some alcohol if anyone wants some.

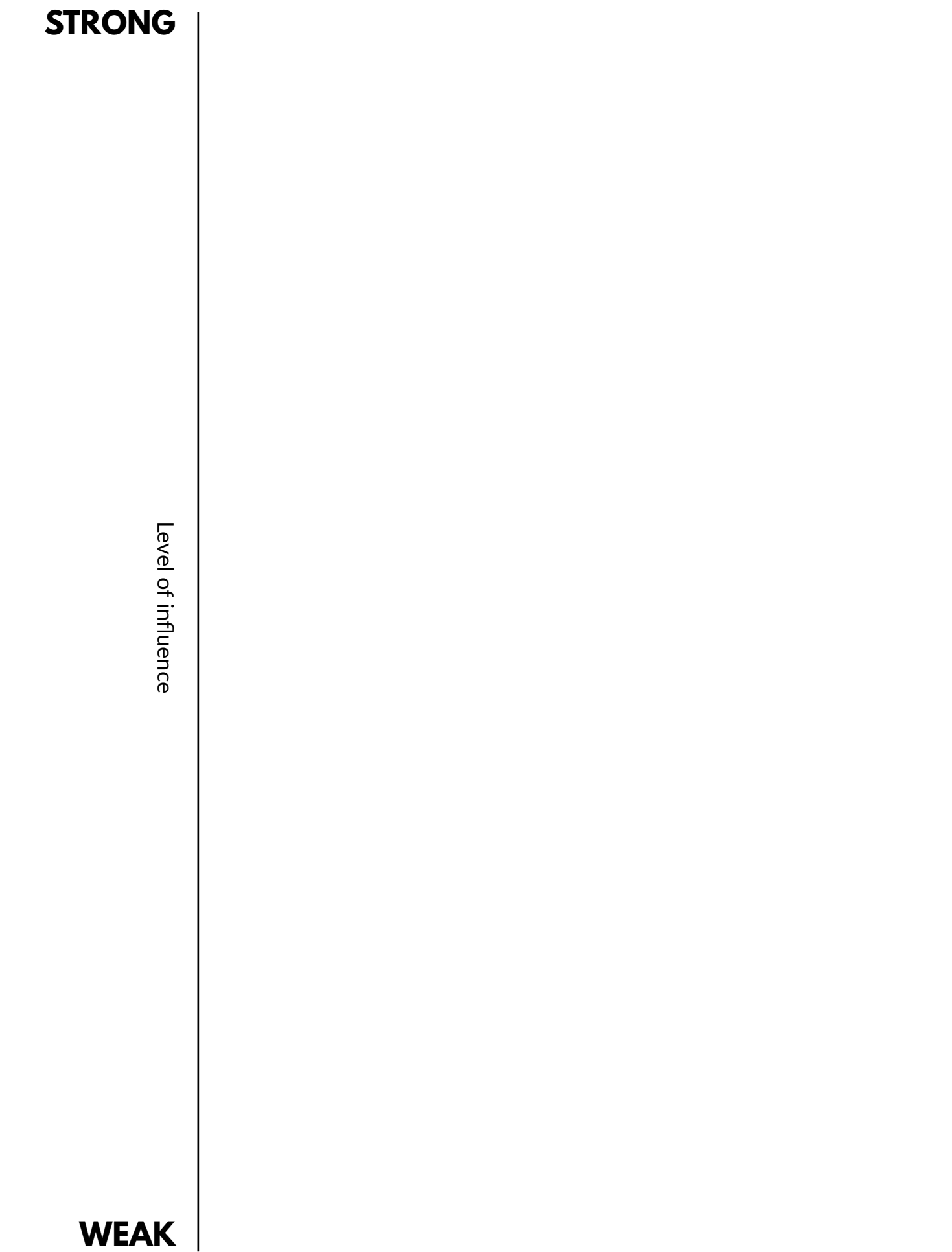
**6.** We had dinner with my grandparents last night and they brought round a bottle of wine to have with dinner. My parents said my brother and I could have a glass if we wanted to.



## RESOURCE 3 Vocabulary

Unsafe	
Pressured	
Worried	
Confused	
Unsure how to act or what to say	
Relaxed	
Happy	
Excited	

RESOURCE 4
 Influence chart



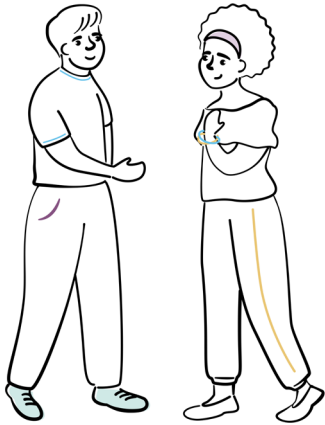
## RESOURCE 5 Influence cards



What someone values and their goals for the future	Advertising, including from the alcohol and tobacco industries	Friends/peers
Family	Political opinions	School
Desire to fit in	Religion	How happy and confident someone feels about themselves
Celebrities	Social media	Media, including film, TV, and music

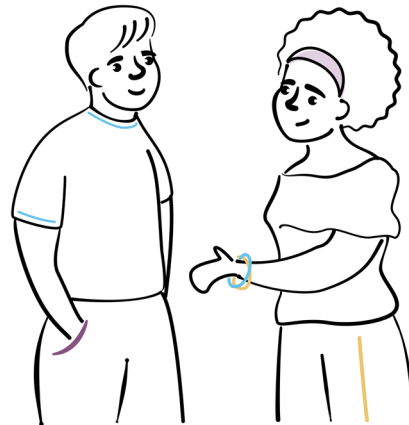
## RESOURCE 1 Story

*Josh inviting Natasha to the party*



1. Natasha has joined a new school. Josh has invited her to a party at his house. Natasha's really pleased.

*Natasha telling Josh she does not drink alcohol*



2. Natasha tells Josh she does not drink alcohol, but would love to come.

*Natasha saying "no" to having a drink*



3. There are lots of people at the party and Natasha is a bit nervous. Someone asks if she wants a drink. Natasha says "no, thanks".

*Natasha shaking her head when offered a drink*



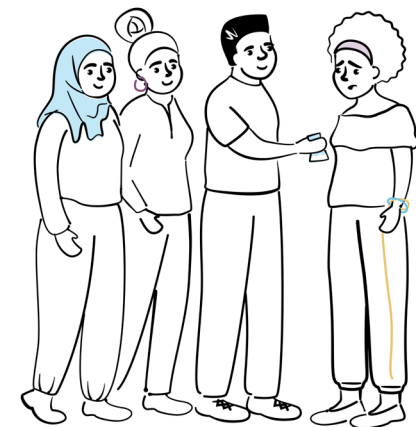
4. A friend of Josh's asks if Natasha wants some of her drink. Natasha shakes her head.

*Natasha spotting the drugs*



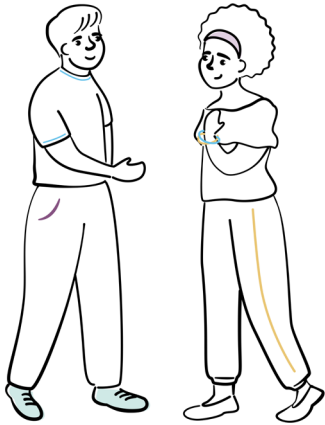
5. Natasha cannot see Josh anywhere. The people she is with pass round a backpack with a small bag of white powder in. She thinks it might be drugs. She turns her back to the group.

*Natasha being offered drugs*

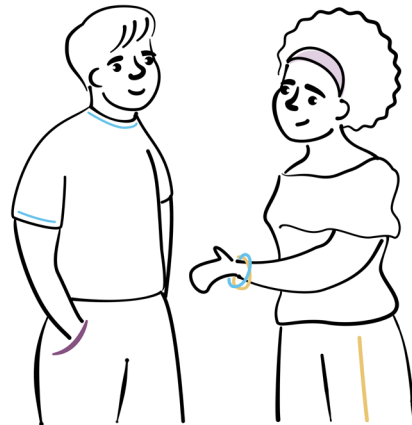


6. One of the group taps Natasha on the shoulder and says, "So how about you, new girl, are you trying some?"

## RESOURCE 2 How should Natasha respond?



1. Natasha has joined a new school. Josh has invited her to a party at his house. Natasha's really pleased.



2. Natasha tells Josh she does not drink alcohol, but would love to come.



3. There are lots of people at the party and Natasha is a bit nervous. Someone asks if she wants a drink.



4. A friend of Josh's asks if Natasha wants some of her drink.



5. Natasha cannot see Josh anywhere. The people she is with pass round a backpack with a small bag of white powder in. She thinks it might be drugs.



6. One of the group taps Natasha on the shoulder and says, "So how about you, new girl, are you trying some?"

## RESOURCE 3 Responses

*Natasha turns her back on the group*

*Natasha walks away*

*Natasha calls someone to pick her up*

"My parents would be upset if I had any"

"I think I'm going to go home"

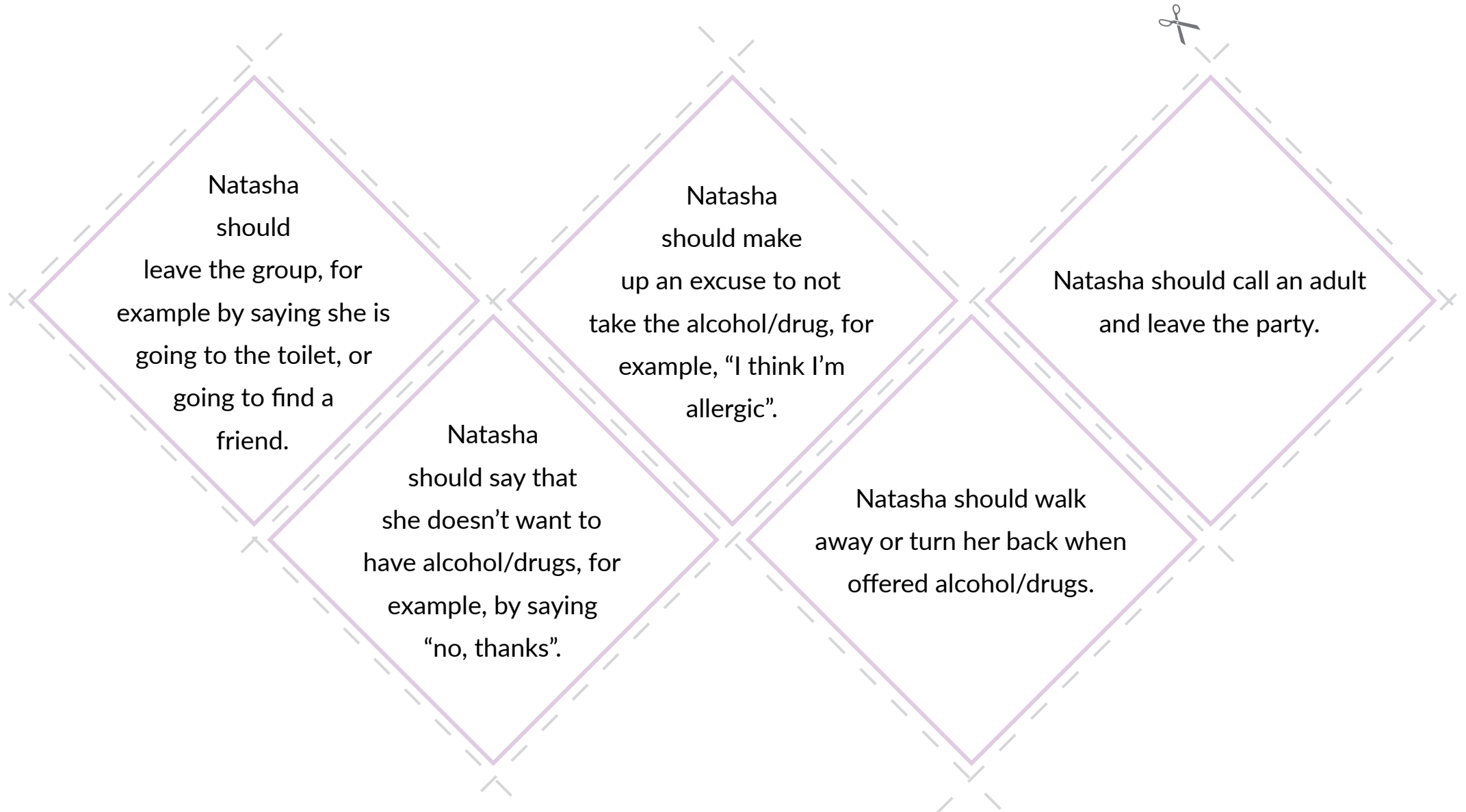
"No, thanks"

"Maybe later"

I don't want anything"

"I'm going to go and find Josh"

## RESOURCE 4 Diamond 5





## RESOURCE 5 Images

