



## **Lesson 2**

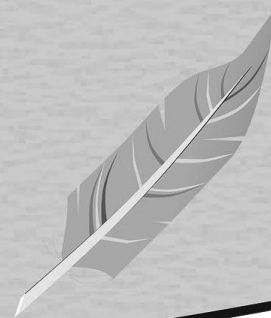
# **Managing risk: legal and illegal drugs**

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9

## **Ground rules**

[Add your class rules here]



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10



## **We are learning about some of the risks and effects of legal and illegal drug use**



### **We will be able to:**

- ✓ identify some of the risks and effects of drug use
- ✓ recognise the laws that relate to drugs and drug use
- ✓ analyse the level of risk in different situations involving drugs
- ✓ explain some of the risks of drug use, what support is available to help people and where to report concerns

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11

## **What is a drug?**

Think about this question with your partner and share your ideas.

*A substance people take to change the way they feel, think or behave.*

*The term 'drugs' can, of course refer to all drugs:*

- *all illegal drugs*
- *all legal drugs, including alcohol, tobacco and volatile substances (those giving off a gas which can be inhaled)*
- *all over-the-counter and prescription medicines*

# What's our starting point?

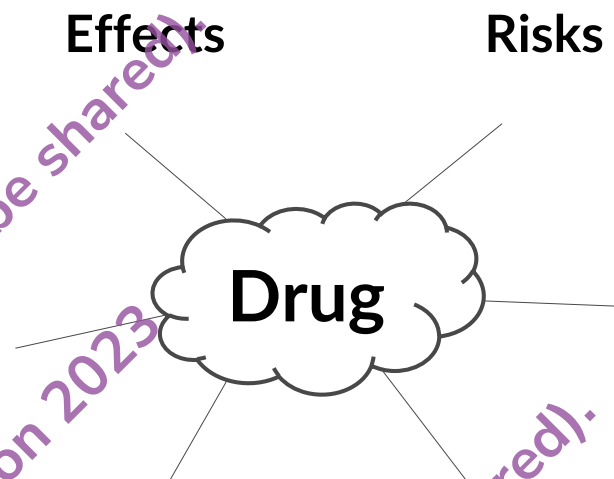
Write the word 'drug' in the middle of a piece of paper. Write 'Effects' on one side and 'Risks' on the other.

**What might happen to the person using a drug?**

Write your ideas under 'effects'.

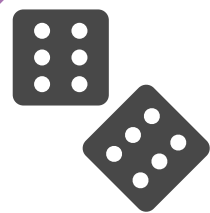
**Are there any risks of using a drug?**

Write your ideas under 'risks'.



## Effects and risks card game

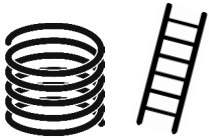
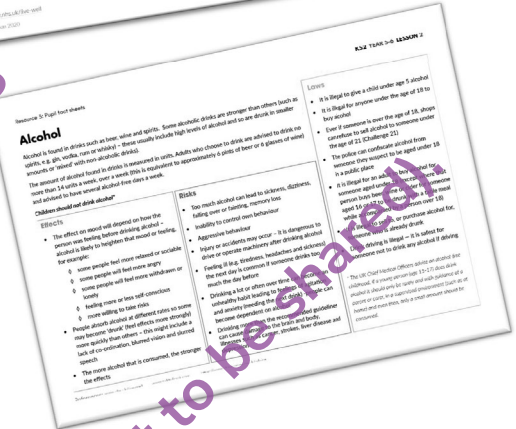
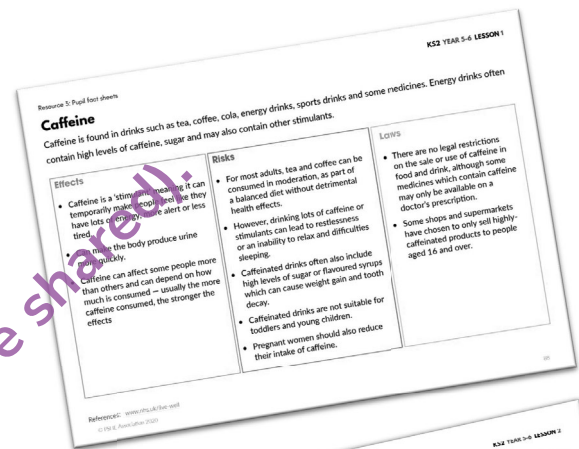
- With your group, take it in turns to roll the dice.
- If you roll a 1 or a 2, pick up an 'effect' card.
- If you roll a 3, 4, 5 or 6, pick up a 'risk' card.
- Read the card and with your group decide if it is a likely 'effect' or 'risk' of using the drug. If you think it is, keep the card. If you think it's unlikely, discard the card.



# Fact check

Read your drug factsheet with your group and check your answers.

- Were you surprised by any of the risks of the drug?
- Do different drugs have similar risks?



## Drug risk scenarios

With your partner, read the scenarios and find out:

- What is causing the risk?
- How risky is the scenario? (high, medium, low)

**Drug** – what it is, how strong is it?

**Person**– their age, mood, health

**Risk**

**Situation**– where the person is

Write your ideas on the sheet.

Are there any characters who are taking a risk with their health or the health and wellbeing of those around them?



# Drug risk scenarios

Higher or lower?

- Jim = Higher risk
- Jenny and Jay = Higher risk
- Indie = Medium or lower risk
- Dawn = Lower risk
- Alba = Higher risk
- Mo = Medium risk
- Shanise = Higher risk



## Reflecting and getting support

Do any of the characters from the scenarios need help and support?

- How and where could they get this?
- What might happen if they do?

If you have any worries or concerns:

- Talk to a trusted adult – a
- [www.childline.co.uk](http://www.childline.co.uk) 0800 1111
- Contact the police using 101 or ring 999 if someone is seriously ill, unsafe or scared



# What has been learnt?

Go back to the spider-gram from the beginning of the lesson.

Using a different colour pen or pencil, add to or change your ideas based on any new learning about the risks and effects of drugs.



## More activities

Choose one of the drugs we have learnt about in this lesson. Discuss the following questions:

- What (if anything) would reduce the risk of using the drug?
- What would increase the risk of using the drug?
- What could someone do if they were worried about the risk?

