

Chapter one

INFLUENCES AND CHOICES

Types of drugs, categories and laws

Model Lesson 1

Bitesize activities:

What has the biggest influence?

What advice could someone give to a person who has decided to try something like a pill or powder?

Mental health and wellbeing

Fact sheets/ work sheets

Who and what influences our choices (blank and full versions)

Categories of drugs according to their effects and risks (blank and full versions)

What has the biggest influence on you?

What advice could someone give to a person who has decided to try a pill or a powder? (blank and full versions)

Further slides for teachers

LESSON PLAN 1 - INFLUENCES AND CHOICES

This selection of activities introduces different types of drugs and explores the risk to teenagers, what influences a young person's decisions and reasons for avoiding drugs.

AGE RANGE: 13-15

LESSON LENGTH: 50 minutes



talkabouttrust.org/resources/schools/dane-model-lesson-1-influences-and-choices/

PREPARATION:

Identify any local sources for help, advice and support and add to the penultimate slide
Print off any worksheets to be used.

LEARNING OBJECTIVES:

- Explore who and what influences our choices
- Look at the teenage brain and the effect drug and substances have on brain development
- Learn about different categories of drugs legal and illegal and their effects and the laws relating to them.

INTENDED LEARNING OUTCOMES:

Students will be able to:

- List factors that might influence a young person's decision on whether to use drugs or not.
- Give examples of legal substances and also illegal substances in the UK and their effects
- Give a reason why young people can make riskier choices
- Know what proportion of 11-15 year olds use alcohol and other substances
- Know where to go for more information and support

RESOURCES REFERENCED WITHIN THE POWERPOINT:

1) Who and what influences our choices - blank and completed

talkabouttrust.org/resources/schools/who-and-what-influences-our-choices-blank/

talkabouttrust.org/resources/schools/who-and-what-influences-our-choices-full/

2) Categories of illegal drugs sheets

talkabouttrust.org/resources/schools/categories-of-illegal-drugs-blank/

talkabouttrust.org/resources/schools/categories-of-illegal-drugs-full/

RESOURCES:

- Details of where students can go for support for substance-related concerns both within school and locally.

LESSON PLAN 1 - INFLUENCES AND CHOICES

ICEBREAKER: (10 mins)

Who and what influences our choices ?
Why do some people choose to try substances and others not ?

Why do you think 10-15 young people choose to try that drug?
What reasons might young people give for experimenting with substances or alcohol?
Why do you think drugs are illegal?

Prior to the activity, outline for pupils the definition of a drug: “a medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body,” i.e., a drug is something that changes how the body functions and feels.

If possible have pupils sitting in groups around tables with post it notes/paper and pens.

Ask pupils to work in groups and write down answers to a question for each group (either question 1 or 2).

Who and what influences our choices ?
Why do some people choose to try substances and others not ?

Nominate one spokesperson from each group to write the groups answers on the white board.

Consider the risk of influences and the protective factors, or if not sure.

Let the answers inform the 3rd question as a discussion ‘why do you think illicit drugs are illegal?’ or ‘why are there legal controls for nicotine and alcohol?’

TRENDS AND WHAT’S NORMAL?

So, what's out there?
What do older teenagers think?

Substances teenagers believe are most used by their year group.

1. Vaping	85%
2. Alcohol	82%
3. Cigarettes	78%
4. Cannabis (weed)	74%
5. Cannabis (edibles)	48%
6. Nicotine e-cigs	38%
7. Ketamine	32%
8. Cocaine	30%
9. MDMA/ecstasy	28%
10. Magic mushrooms	25%
11. LSD	22%
12. Steroids	20%
13. Xanax	18%
14. Other	4%

Based on responses of 1,024 13 to 18-year-olds, academic year 2022-2023
Source: OSM Foundation 2023

Is that true? How many young people use substances?

How many 11 to 15 year-olds have been offered illegal drugs?

3 in 10 11 to 15 year-olds have been offered illegal drugs

How many 11 to 15 year-olds have tried illegal drugs?

Less than 2 in 10 11 to 15 year-olds have tried illegal drugs

So, what's normal?

How many adults use cannabis regularly?

1 in 10 adults use cannabis regularly
1 in 3 having tried out of curiosity or use it occasionally

What proportion of young people 11 to 15 year-olds don't use vapes?

8 in 10 11 to 15-year-olds don't use vapes regularly

So, what's normal?

What proportion of young adults aged 16-24 don't drink alcohol?

3 in 10 16 to 24 year-olds don't drink alcohol

What proportion of young adults aged 16-24 avoid drinking heavily or getting drunk ?

and more than 8 in 10 (84%) of 16 to 24 year-olds don't get drunk, or drink heavily

We're often told things are getting worse!
Trends in 'any drug' use in the last year among adults aged 16 to 24 year-olds, 1995-2023

Proportions of people reporting use of any drug and cannabis in the last year, England and Wales, year ending December 1995 to year ending March 2023

Note: COVID may have lowered use due to lockdowns 2020-21

Why might someone think that more young people are using substances than is actually the case?

If people in a friendship group use cannabis, or vape, then it seems to be normal and what everyone else is doing – a bit like going to a town centre on a Saturday night where clubs and bars will be full of those who drink – it's them who you notice and not the big majority who are at home/ at the cinema/ bowling/ working/ with friends and not drinking.

It's the same with illegal drugs - a few have tried on occasions, but very few young people (not even 2 in 10) choose to use regularly.

LESSON PLAN 1 - INFLUENCES AND CHOICES

THE FACTS (10 mins) TEENAGE BRAIN

Changes in the teenage brain

The brain is adult size from age 9
But it is not fully mature until age 25!

DURING TEENAGE YEARS...

White matter in the centre of the brain gets stronger and bigger, meaning...
You can make decisions faster
Your reactions are quicker
You can calculate better – You are wired to learn faster!

BUT Grey Matter gets smaller
DID you know this part of the teenage brain SHRINKS?
This is linked to good judgement/ empathy, self-control and being able to think ahead

The last part of brain to mature is the pre-frontal cortex

Teenagers rely more on a part of the brain called the amygdala to make decisions and solve problems. The amygdala is associated with strong emotions, impulses, aggression and instinctive behaviour

What do these brain changes mean?

- Totally NORMAL to be embarrassed by parents, moody, difficult, argumentative, hyper-sensitive, emotional, self-aware
- Harder to think things through – more impulsive
- Harder to learn from risks that go wrong
- More likely to make risky decisions with friends to show off
- More likely to be influenced by peer pressure – want to fit in (FOMO)
- Using substances affects teen brain development – making someone more likely to become dependent the earlier use begins
- We grow out of this as we mature, but it's why we need to pause and think things through, as choices we make now can affect the rest of our lives

And then add in alcohol, cannabis, nicotine or other substances to the mix

TYPES OF DRUGS

What are some of the main categories of drugs?

Legal drugs

- Caffeine - stimulant
- Alcohol - depressant (contents regulated by law, legal purchase age)
- Nicotine - stimulant (contents regulated by law, legal purchase age)
- Medicines - prescribed by GP and dose controlled

Note that sharing prescribed medicines is illegal and could lead to person becoming seriously ill or the person giving the medicine to be arrested for supply or harm to friends

In the UK, controlled drugs fall into three different categories, according to their danger or how harmful they are:

Class A - Considered the most dangerous drugs, with the highest potential for harm and addiction

Class B - These drugs are considered less harmful than Class A but still pose significant risks

Class C - These substances are considered the least harmful, but can still lead to significant harm and penalties if misused

Drug classifications based on their effects on the body

STIMULANTS (Uppers)

- Speed up messages passing between the brain and body
- Makes a person feel more alert, alert, confident or energetic
- Increases the heart rate and blood pressure
- Can cause tremors, nerves, sleeplessness

DEPRESSANTS (Downers)

- Blocks the neural messages slowing down the messages between the brain and body
- Can affect concentration and coordination
- Slow down a person's ability to respond to external situations
- Reduces arousal and stimulation

DISSOCIATIVES

- Gives a feeling of isolation
- Causes people to feel separated or detached from their body or physical environment

EMPATHOGENS

- Increase feelings of empathy and loveability
- Other than both neuroimaging and stimulant effects

HALLUCINOGENS

- Psychedelic drugs that can temporarily change the way people see, hear, taste, smell or feel
- Abs affect mood and thought

STEROIDS

- Anabolic steroids are used by athletes to increase muscle mass and speed up recovery to speed muscle growth
- Used to speed up recovery to speed muscle growth
- Used to speed up recovery to speed muscle growth
- Used to speed up recovery to speed muscle growth

OPIODS

- Class of drugs that derive from, or are made from, natural substances found in the opium poppy plant
- Used primarily to relieve pain but can lead to feelings of euphoria

CANNABINOIDS

- Naturally occurring compounds found in the Cannabis plant
- May lead to memory loss or paranoia

ACTIVITY 1 CATEGORIES OF DRUGS, THEIR EFFECTS AND RISKS (20 mins)

Either working individually or in small groups, ask students to categorise the main types of drugs, the class (A,B or C), the classification (stimulant, empathogen, depressant, analgesic, etc.) and the short and long-term effects. Visit each group and discuss.

Categories of illegal drugs according to their effects and risks

Spend a few minutes deciding what class of drug the following are, and what effect they have on the body

Substance	Class	Effects	Substance	Class	Effects
Heroin Snow Smack			Cannabis Dope Ganja Weed Pot Dank		
NOMAM Molly E Bomb X Pink lagoon Gold bars White clover			Spice Grass K2 Red X Demem		
NOS Nangs Hippy crack Whippets Balloons			Cocaine Charcoal Coke Crack Blow Rocks		
Kataminol Kai Green Bump K2 Kai					

Categories of illegal drugs according to their effects and risks

Substance	Class	What is it?	Short term effects	Long term effects
Heroin Snow Smack	A	Opioid A depressant of the central nervous system. It acts on the brain's pain receptors, reducing pain and producing feelings of euphoria. It also causes constipation and respiratory depression.	Feeling a pleasurable rush and a reduction in pain, but soon after use may also experience drowsiness, inability to think effectively, brain fogging, heavy or watery eyes, dry mouth, nausea or vomiting, itchy skin, slowed heart rate and slowed the function of breathing.	Long term repeated use changes the physical structure and function of the brain and nerve cells. Heroin can alter the brain's ability to regulate behaviour, and responses to stressful situations. Heroin is also very addictive.
NOMAM Molly E Bomb X Pink lagoon Gold bars White clover	A	Empathogen A stimulant and psychedelic substance	Feeling happy and fired up, but also raised body temperature, high risk of dehydration or heat stroke, faster heart beat, racing, nausea, anxiety, panic attacks, confusion, epilepsy, paranoia	Prolonged MDMA use can lead to confusion, impaired ability to feel pleasure, increased emotional volatility, memory loss, lowered interest in sex, aggressive behaviour
NOS Nangs Hippy crack Whippets Balloons	C	Hallucinogen and a psychoactive substance and a sedative	Feelings of euphoria, relaxation and calmness fits of giggles and laughter, change in voice	Effects from repeated use of large amounts: dizziness, headache, severe damage, affect coordination (blurred)
Kataminol Kai Green Bump K2 Kai	B	Dissociative and a sedative	Numbness, chilled, loss of feeling, unable to move, numbness, agitation - dissociated from reality, memory loss, increased heart rate, nausea	Bradycardia (requiring need to pace) Additional pain, liver damage, paranoia and memory loss

Categories of illegal drugs according to their effects and risks

Substance	Class	What is it?	Short term effects	Long term effects
Cannabis Dope Ganja Weed Pot Dank	B	Cannabis Cannabis can be classified as a depressant, stimulant, or hallucinogen	Feelings of relaxation and euphoria, but also anxiety, panic, mental, and general fear with unexpectedly potent doses, or in individuals who don't use the substance regularly Other effects include altered sensory perception (such as increased or decreased sensitivity to pain, taste, or the perception of time, space, colour, and temperature), drug addiction, cognitive and memory impairment, increased heart rate, bloodshot eyes, individuals who use higher doses of marijuana may also experience psychotic symptoms such as hallucinations and delusions	Recurrenter difficulties, pregnancy-related risks, an increased risk of testicular cancer, attention deficit hyperactivity disorder, depression, anxiety, addiction, increased risk of other substance use disorders As the consumption of long-term high potency use are common, as high potency cannabis hearts been available and readily available
Spice Grass K2 Red X Demem	B	Synthetic cannabinoids	Euphoric feelings, altered perception and feelings of relaxation, but may also result in increased heart rate, hypertension, heart attack, vomiting, hallucinations, paranoia, severe anxiety, panic attacks and aggression	The long-term effects are largely unknown as it is a relatively new drug. However, heart damage and kidney damage are serious effects that have been reported as well as causing seizures
Cocaine Charcoal Coke Crack Blow Rocks	A	Stimulant	Raised heart rate, body temperature and blood pressure, unstable and shaky behaviour, dilated pupils, feeling very alert and confident, decreased appetite, restlessness, hyperactive, mental stress, loss of attention, drug addiction, nausea, cold, vomiting, aggression or violent behaviour, anxiety and paranoia, depression, seizures, psychosis (difficulty to know what is real and what is not), fit or heart attack, death	Permanent damage to heart and brain, damage to loss of the cartilage that divides the nostrils. If cocaine is snorted, respiratory problems or death if cocaine is smoked. Cocaine can also lead to stroke, heart attack, seizures and paranoia due to the loss of sleep, loss of weight, loss of appetite and loss of blood supply to body tissues If cocaine is injected, severe weight loss, hallucinations, sexual problems and healthily, mood swings, ongoing psychosis, depression and anxiety, mental health issues, tolerance and desire to take more of the drug

Carefully, go through the correct answers and ensure that pupils have copies of the classifications and effects to read or take away. Having a student workbook is a useful way to ensure knowledge is corrected to used as evidence for Ofsted.

Explain that the age of criminal responsibility is 10 years old. This means that people aged 10 – 17 can be cautioned, tried for criminal offences and gain a criminal record.

LESSON PLAN 1 - INFLUENCES AND CHOICES

FURTHER RISKS FROM DRUGS (10 mins) PLENARY

How can we know what's in illicit drugs?

How can we know what's in them? We can't!!!

There are no rules, regulations or ingredient lists for illegal drugs bought online or supplied by dealers - so someone can't know the dose/ strength/ additives/ chemicals in a substance without having it tested.

One in 7 vapes in schools contain spice

No drug is risk-free, including prescribed medicines

Use the media clippings to highlight the potential risks.

How can we know what's in illicit drugs?

Angus Cloud cause of death: Euphoria star died of accidental drug overdose

ALCOHOL

Angus Cloud, pictured in March, played drug dealer Fie in Euphoria. Euphoria actor Angus Cloud died from an accidental overdose of fentanyl, cocaine, methamphetamine and other drugs, a coroner has confirmed. The star, who played Fie in the hit HBO series, died in July aged 25.

Play the film clip to the class and respond to the questions that follow.

A former dealer tells us the truth

This young man was recruited into a gang in the South-West when he was just aged 8. He both supplied and used drugs before managing to get clean and turn his life around.

We just can't know what's in them

With thanks to ESCAPELINE

After watching the true-life account of dealing, can you explain

How legal and illegal drug production differs?

Why producers of illegal drugs add other substances to their products?

Why the effects of illegal drugs are unpredictable?

Briefly recap what has been covered in the lesson using the Learning Objectives.

Signpost students to staff in school and external agencies where they can go for additional support around substance issues.

Promote sources for further information, and support.

ASSESSMENT FOR LEARNING

WHAT CAN YOU REMEMBER?

CAN YOU.....

- List 3 things that might influence a young person's decision on whether to use drugs or not.
- Say what a depressant does to the body?
- Give a reason why young person's brain would be more affected by substance use
- Say what proportion of 11 to 15-year-olds use illicit drugs
- List 3 things that might help reduce stress, anxiety or low mood?

Ask students to:

- List 3 things that might influence a young person's decision on whether to use drugs or not
- Say what a depressant does to the body?
- Give a reason why young person's brain would be more affected by substance use
- Say what proportion of 11 to 15-year-olds use illicit drugs

BITESIZE ADDED LEARNING

Additional enrichment and content that can be used as standalone activities or in tutor time

Influences
bite size activity

What advice could someone give to a person who has decided to try something like a pill or powder?
bite size activity

Activities and strategies that can help our mental health and wellbeing
bite size activity

1. INFLUENCES AND CHOICES - BITE SIZE ACTIVITIES

What has the biggest influence? Bite size activity

AGE RANGE: 13-15

ACTIVITY LENGTH: 20 minutes



talkabouttrust.org/resources/schools/bitesize-what-has-the-biggest-influence/

OBJECTIVE: for students to think about what influences are most likely to affect their decision making and whether these influences are positive or negative.

LEARNING OUTCOMES:

- To identify what groups, individuals or situations are likely to lead to risky behaviour and which are most likely to be protective.

PREPARATION:

Print off the blank 'What has the biggest influence on you?' worksheet for the students.

RESOURCES REFERENCED WITHIN THE POWERPOINT:

What has the biggest influence on you?

talkabouttrust.org/resources/schools/what-has-the-biggest-influence/

ACTIVITY 1: (5 mins)

Ideally each individual will complete the 'What has the biggest influence on you?' sheet that is personal to them.

They could have this in a workbook or as a reflective activity.

For some, parents or peers might be protective, for others, a risk.

This can be done as a class activity but be sensitive to issues that some pupils may have at home or in their peer group with substance misuse or dependency.

What has the biggest influence on you?

1) Rank these influences in order from the least to the most influential:

Peer Group	Clubs/School
Media/Sport	Social Media
Parents/careers	Neighbourhood
Personal values	Influencers
Wanting to fit in	Curiosity
Religion	Trusted adults
Advertising/marketing	Brothers/sisters
Loneliness/isolation	

2) Think about whether each influence is protective (keeps you safer) or makes things lead to unsafe choices.

3) Complete this diagram as follows:
You are in the middle.

- Put the influences that have the most effect on you nearest in the middle band.
- Put the influences that have the least effect on you in the outer band.
- Put protective influences on the right side and those that are riskier on the left side.
- Remember: some influences can be protective sometimes and at other times not!

The diagram consists of two concentric circles with a vertical dashed line through the center. The left side is labeled 'Riskier' and the right side is labeled 'Protective'. In the center, there is a smiley face with a question mark, and the words 'MY CHOICES' are written below it. 'YES' is written on the left side and 'NO' on the right side of the inner circle.

1. INFLUENCES AND CHOICES - BITE SIZE ACTIVITIES

What advice could someone give to a person who has decided to try something like a pill or powder? Bite size activity

AGE RANGE: 13-15

ACTIVITY LENGTH: 20 minutes



talkabouttrust.org/resources/schools/bite-size-what-advice/

OBJECTIVE:

This is an example scenario of a rehearsal strategy that allows students to think through how they might respond in this situation. It is a realistic situation that a teenager may face.

The activity highlights the importance of supporting friends, offering responsible advice and keeping each other safe.

LEARNING OUTCOMES:

- explore how to support friends to stay safe and, support friends and be confident in making decisions that are in our best interests.

PREPARATION:

Print off blank 'what advice' worksheets for students.

RESOURCES REFERENCED WITHIN THE POWERPOINT:

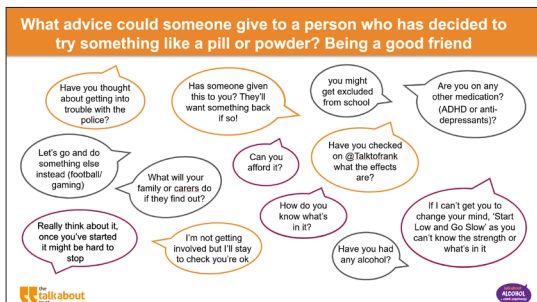
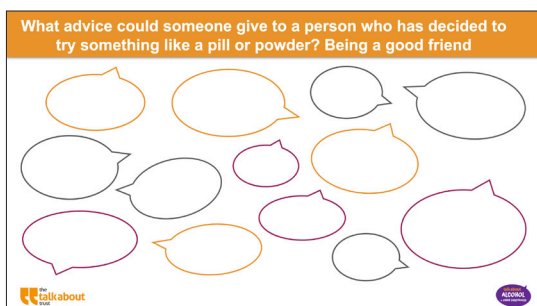
1) Being a good friend - What advice would you give - blank and full versions

talkabouttrust.org/resources/schools/what-advice-blank/

talkabouttrust.org/resources/schools/what-advice-full/

ACTIVITY

Either in small groups, or pairs, complete the worksheet and feedback to the class, comparing answers to the completed sheet.



1. INFLUENCES AND CHOICES - BITE SIZE ACTIVITIES

Mental health and wellbeing bite size activity

AGE RANGE: 13-15

ACTIVITY LENGTH: 20 minutes

 talkabouttrust.org/resources/schools/bite-size-mental-health-and-wellbeing/

OBJECTIVE:

This activity highlights potential ways of improving wellbeing and reducing stress and anxiety as an alternative to drinking alcohol, using nicotine or drugs.

LEARNING OUTCOMES:

- Explore alternative ways to improve wellbeing and reduce stress and anxiety.
- Know where to go for more information and support

PREPARATION:

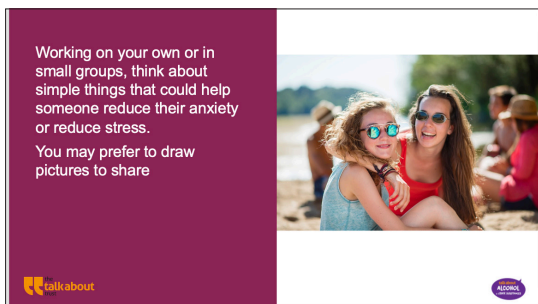
Add any local sources of help to the last slide.

RESOURCES REFERENCED WITHIN THE POWERPOINT:

none.

ACTIVITY

Working individually or in small groups, ask pupils to think about simple things that could help someone reduce their anxiety or reduce stress. Get them to write down or draw their ideas. Discuss with the whole class, feeding back ideas.



Working on your own or in small groups, think about simple things that could help someone reduce their anxiety or reduce stress. You may prefer to draw pictures to share

Follow the powerpoint to explore other potential ways of reducing stress and anxiety.



What are good ways for someone to lower their stress or anxiety?

Make time for fun and quiet Learn mindfulness

Write about how you feel Eat well and avoid too much caffeine

Talk to friends..... and family



What are good ways for someone to lower their stress or anxiety?

Exercise Listen to music Get outside in nature

Spend time looking after animals Get a good night's sleep Volunteer

Get involved in cooking Practice breathing exercises to help reduce anxiety



Key To Happier Living

G Giving Do kind things for others	R Relating Connect with people	E Exercising Take care of your body	A Awareness Live life mindfully	T Trying Out Keep learning new things
D Direction Have goals to look forward to	R Resilience Find ways to bounce back	E Emotions Look for what's good	A Acceptance Be comfortable with who you are	M Meaning Be part of something bigger

SOURCE: actionforhappier.org/

Highlight sources of help and support for mental health issues.



Where to go for help and support

Childline
The UK's free, confidential helpline for children and young people. Trained volunteers are on hand to provide advice and support by phone and online, 24 hours a day.
0800 11 11

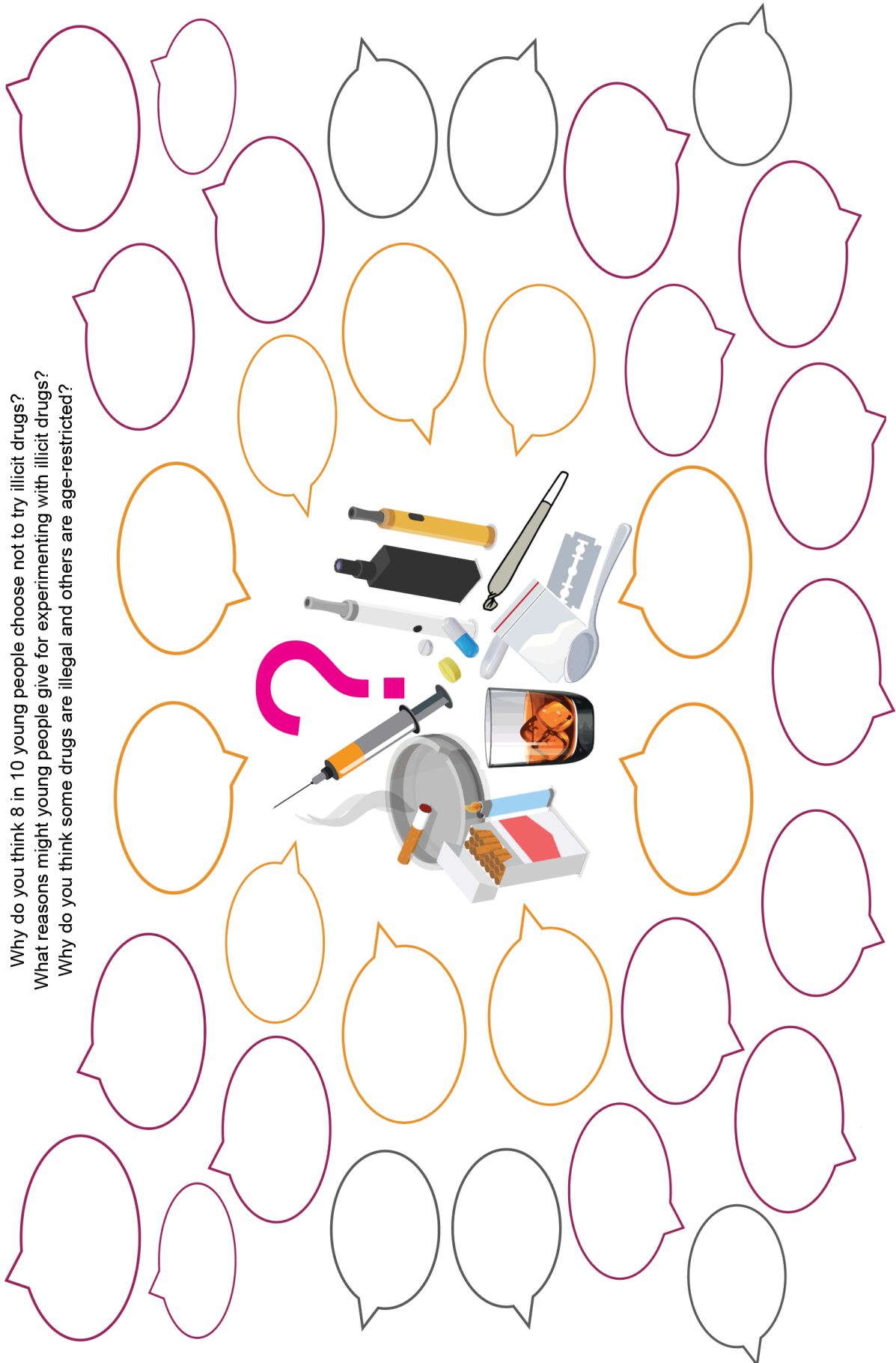
Kooth
An online mental wellbeing community. Access free, safe and anonymous support.
Kooth.com

Tellmi
A website that allows you to share your problems anonymously and receive free and immediate support and advice.
tellmi.help

Young Minds
UK children and young people's mental charity.
healthyoungminds.org.uk

Who and what influences our choices?

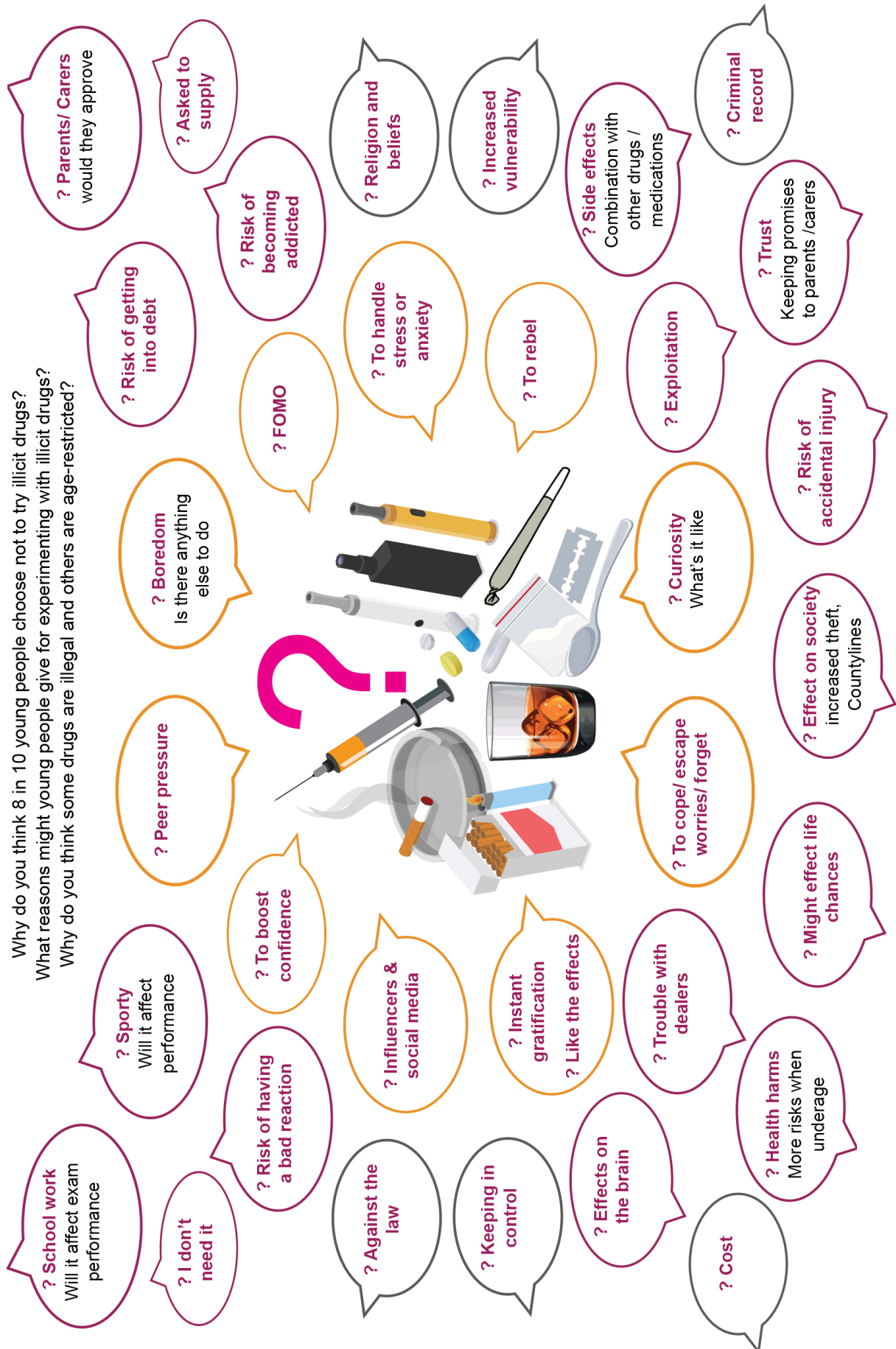
- Why do you think 8 in 10 young people choose not to try illicit drugs?
- What reasons might young people give for experimenting with illicit drugs?
- Why do you think some drugs are illegal and others are age-restricted?



1. INFLUENCES AND CHOICES - WORKSHEETS AND FACTSHEETS

Who and what influences our choices?


Why do you think 8 in 10 young people choose not to try illicit drugs?
 What reasons might young people give for experimenting with illicit drugs?
 Why do you think some drugs are illegal and others are age-restricted?



1. INFLUENCES AND CHOICES - WORKSHEETS AND FACTSHEETS

Categories of illegal drugs according to their effects and risks





N.B. The age of criminal responsibility is 10 years old. This means that people aged 10 – 17 can be cautioned, tried for criminal offences and gain a criminal record.

Substance	Class	What is it?	Effects (short and long term)
Heroin  Snow/ Smack			
MDMA Molly/E bomb/ X Pink legos/ Gold bars/ White clover			
NOS Nangs/ Balloons/ Hippy crack/Whippets/			
Ketamine/ Ket/ Green/ Bump/ Kit kat			
Cannabis Dope/ Ganja/ Weed/ Pot/ Dank			
Spice Grass/ K2/ Red X/ Demon			
Cocaine Charlie/ Coke/ Crack/ Blow/ Rocks			




1. INFLUENCES AND CHOICES - WORKSHEETS AND FACTSHEETS

Categories of illegal drugs according to their effects and risks

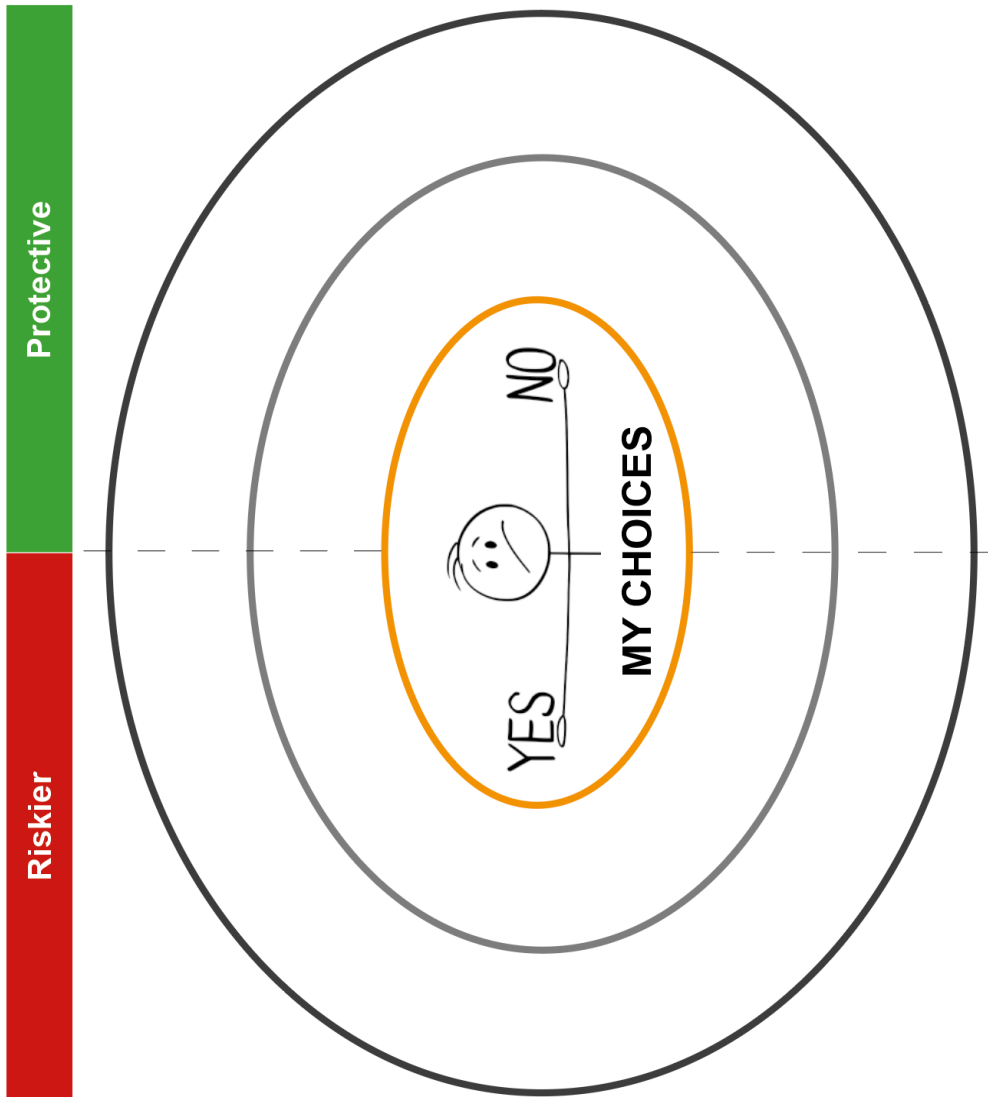
N.B. The age of criminal responsibility is 10 years old. This means that people aged 10 – 17 can be cautioned, tried for criminal offences and gain a criminal record.

Substance	Class	What is it?	Short term effects	Long term effects - heavy or high use
Heroin/ Snow/ Smack 	A	Opioid A depressant of the central nervous system,	Feeling a pleasurable rush and a reduction in pain, but soon after use may also experience drowsiness, inability to think effectively, limbs feeling heavy or weighed down, dry mouth, nausea or vomiting, itchy skin, slowed heart rate and slowed breathing.	Long term, repeated use changes the physical structure and of the brain and how it works. Heroin can alter the brain's white matter, which may affect decision-making abilities, the ability to regulate behaviour, and responses to stressful situations. Heroin is also very addictive.
MDMA/ Molly/E bomb/ X Pink legos/ Gold bars/ White clover 	A	Empathogen a stimulant and psychedelic substance	Feeling happy and loved up, but also: raised body temperature, high risk of dehydration or over hydration, faster heart-beat causing nausea, anxiety, panic attacks, confused episodes, paranoia.	Prolonged MDMA use can lead to confusion, impaired ability to pay attention, increased impulsiveness, memory loss, lowered interest in sex, aggressive behaviour.
NOS/ Nangs/ Hippy crack/ Whippets/ Balloons 	C	Hallucinogen, a sedative and a psychoactive substance	Feelings of euphoria, relaxation and calmness fits of giggles and laughter, change in voice. In high doses, affects coordination, and causes dizziness.	Effects from repeated use of large amounts: dizziness, faintness and nerve damage.
Ketamine/ Ket/ Green/ Bump/ Kit kat 	B	Dissociative and a sedative	Numbness, chilled, loss of feeling, a sense of euphoria, hallucinations, confusion, agitation – disconnected from reality, increased heart rate, nausea. K-hole - out of body feeling and unable to move.	Bladder problems (frequent need to pee and incontinence). Abdominal pain, liver and heart damage, paranoia and memory loss and seizures.

1. INFLUENCES AND CHOICES - WORKSHEETS AND FACTSHEETS

Substance	Class	What is it?	Short term effects	Long term effects heavy or high use
Cannabis Dope/ Ganja Weed/ Pot Dank 	B	Cannabinoid Cannabis can be classed as a depressant, or stimulant, or hallucinogen	Feelings of relaxation, calm and euphoria, munchies, but also anxiety, panic, with strong types. Altered sensory perception, mood changes, increased heart rate, bloodshot eyes. Higher doses can lead to psychotic symptoms such as hallucinations and delusions.	Respiratory difficulties, pregnancy-related risks, psychiatric disorders, lack of motivation, sleep disruption, poor mental health, memory loss.
Spice Grass K2/ Red X Demon 	B	Synthetic cannabinoid	Euphoric feelings, altered perception, increased heart rate, hypertension, heart attack, vomiting, hallucinations, paranoia, severe anxiety, panic attacks and aggression.	Heart and kidney damage, seizures and psychosis.
Cocaine Charlie/ Coke/ Crack/ Blow/ Rocks 	A	Stimulant	Raised heart rate, body temperature and blood pressure, excitable and chatty behaviour, dilated pupils, feeling very alert and confident, decreased appetite, restlessness, heightened sexual desire, risky behaviour, nausea, odd, erratic, aggressive or violent behaviour, anxiety and paranoia.	Permanent damage to heart and brain, damage to or loss of the cartilage that divides the nostrils if cocaine is snorted, respiratory problems or failure if cocaine is smoked (such as in the form of crack), vein damage, ulcers and gangrene (loss of blood supply to body tissue) if cocaine is injected, severe weight loss, hallucinations, sexual problems and infertility, mood swings, ongoing psychosis, depression and anxiety, mental health issues, seizures or heart attack, psychosis, depression.

What has the biggest influence on you?



1) Rank these influences in order from the least to the most influential:

- Peer Group - direct/ indirect pressure
- Media
- Sport
- Parents/ carers
- Personal values
- Wanting to fit in
- Religion
- Advertising/ marketing
- Loneliness/ isolation
- Current state of mind/ mental health
- Clubs
- School
- Teasing
- Online/ Social Media
- Neighbourhood
- Influencers
- Curiosity
- Threats
- Trusted adults
- Brothers/ sisters

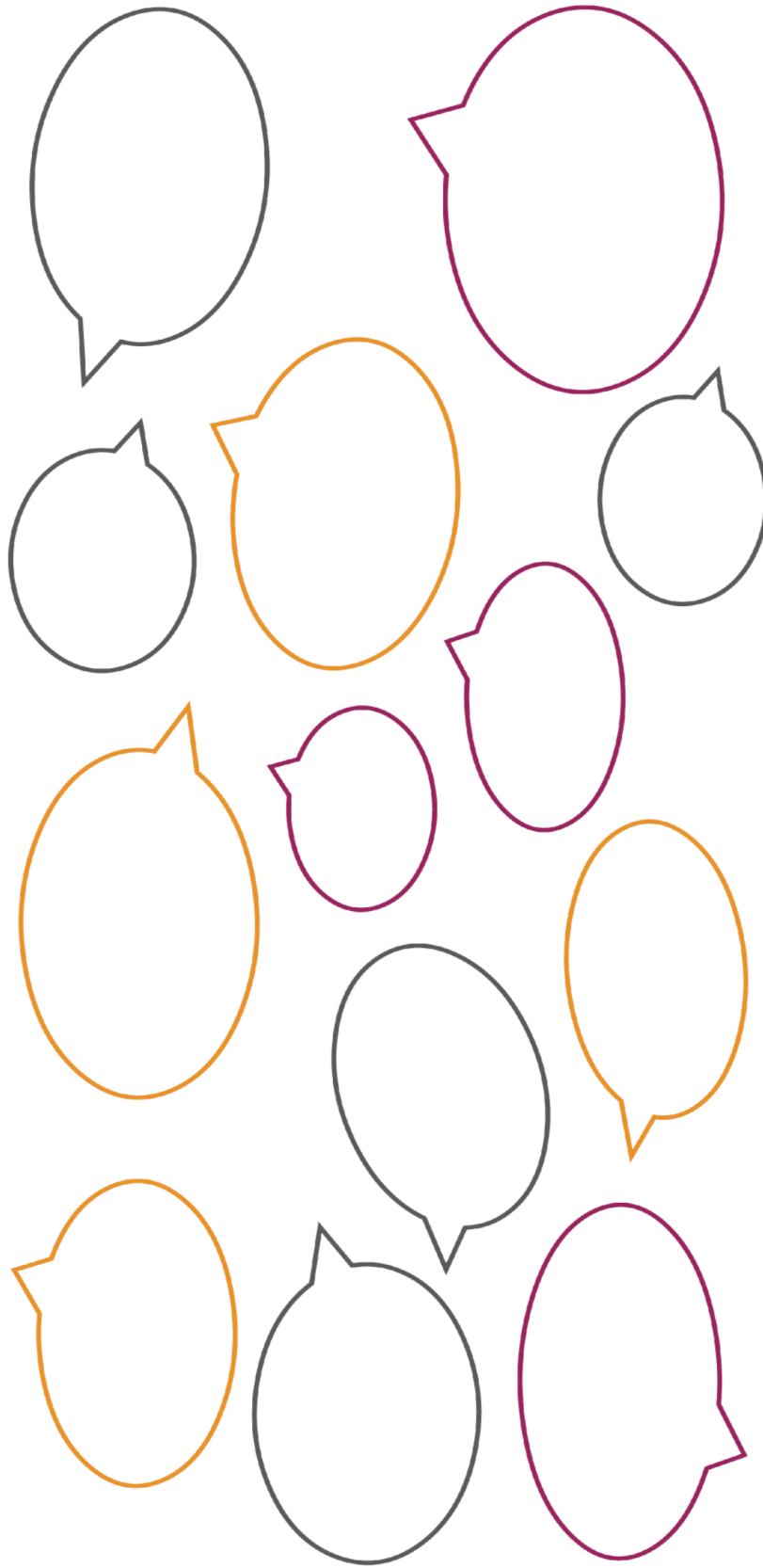
2) Think about whether each influence is protective (keeps you safer) or riskier (might lead to unsafe choices)

3) Complete this diagram as follows

- You are in the middle.
- Put the influences that have the most effect on you nearest in the middle band.
- Put the influences that have the least effect on you in the outer band.
- Put protective influences on the right side and those that are riskier on the left side.
- Remember, some influences can be protective sometimes and at other times not!

Influences and choices

What advice could someone give to a person who has decided to try something like a pill or powder? Being a good friend



What advice could someone give to a person who has decided to try something like a pill or powder? Being a good friend

Have you thought about getting into trouble with the police?

Has someone given this to you? They'll want something back if so!

Are you on any other medication? (ADHD or anti-depressants)?

you might get excluded from school

Have you checked on @Talktofrank what the effects are?

Let's go and do something else instead (football/gaming)

What will your family or carers do if they find out?

Can you afford it?

How do you know what's in it?

Really think about it, once you've started it might be hard to stop

I'm not getting involved but I'll stay to check you're ok

If I can't get you to change your mind, 'Start Low and Go Slow' as you can't know the strength or what's in it

Have you had any alcohol?

1. INFLUENCES AND CHOICES - ADDITIONAL INFORMATION FOR TEACHERS

Caffeine (Stimulant)

What are examples of caffeinated drinks?


- Red Bull, Monster, Prime Energy, Buckfast, Coffee, Iced coffee

How can someone feel after caffeine short-term?

- Hyper/ more alert, but then the effect wears off

How can someone feel after caffeine long-term?

- Side effects from too much caffeine include feeling restless/ anxious/ shaky/ irritable/
- Headaches on withdrawal
- Problems with sleeping



The European Food Safety Authority published a report on the safety of caffeine which showed how excess caffeine can interrupt sleep, cause anxiety and an increase in blood pressure.

The Food Standards Agency says: "Based on current scientific opinion on the safety of caffeine, we advise that children, or other people sensitive to caffeine, should only consume caffeine in moderation. Pregnant and breast-feeding women are advised not to have more than 200mg of caffeine over the course of a day, which is roughly two mugs of instant coffee or one mug of filter coffee."


Caffeine in soft drinks
 Monster Energy contains 160 mg of caffeine in a 16 fl oz can and Prime Energy has 200 milligrams of caffeine in a 16ounce can, which is about six times the amount of caffeine in a comparable can of Coca-Cola. It also has taurine, inositol, ribeoxanthine and gluconolactone, ingredients commonly found in other energy drinks"

Drink	Volume	Caffeine
Diet Coke	330ml	46mg
Lucozade Energy	380ml	46mg
Tea	160ml	60mg
Green Tea	Mug	50mg
Standard energy drink	200ml	80mg
Red Bull	250 ml	80mg
Costa Coffee	330ml	93mg
Instant Coffee	34g	100mg
Starbucks Doubleshot Energy + Coffee	443ml	145mg
Standard energy drink	500ml	160mg
Monster Energy	473ml	160mg
McDonalds Cappuccino	150ml	175mg
Costa Flat White	160ml	277mg
Starbucks Iced Brewed Coffee	946ml	320mg

Cocaine

Coke, 'C', 'Snow', 'Powder', 'Blow', 'Crack', 'Charlie', 'Sniff', 'Rock of Crack' or 'Freebase'. Cocaine is a white powder made from the leaves of the South American Coca plant. It is a Class A stimulant drug.

Cocaine, is most often inhaled through the nose or rubbed into gums, but it can be mixed with other substances and processed to make a waxy rock crystal ('Crack') or powder ('Freebase'), which is then smoked in a pipe. When samples are tested cocaine is often mixed with cheaper, highly addictive synthetic opioids such as nitrazines.



The Law

- Cocaine is a Class A substance. Being in possession of cocaine can result in up to 7 years in prison.
- Supplying cocaine, which includes giving or selling cocaine can result in a life prison sentence and an unlimited fine.
- A drugs conviction will prevent someone from being able to visit countries, such as the US, and makes it harder to get a job.

Effects

- High doses of cocaine can raise body temperature and cause convulsions, breathing difficulties, heart attack and heart failure. This can result in coma or death.
- Snorting cocaine can damage the structure of the nose. People who regularly use cocaine may experience nose bleeds, frequent runny nose and difficulty swallowing.
- Snorting cocaine and sharing equipment can place people at risk of contracting blood borne viruses. Blood and mucus are easily transferred onto straws and bank notes
- Cocaine use can cause people to feel depressed, anxious and suffer from panic attacks. It can make existing mental health issues worse.
- Regular use of cocaine can lead to digestive problems such as bowel decay from reduced blood flow.
- The risk of overdosing increases when cocaine is mixed with other drugs. When mixed with alcohol it forms a toxic substance in the liver called **cocaoethylete**, which increases the impact on the heart and liver.
- Cocaine changes brain function and pleasure pathways, withdrawal means people can experience intense cravings. Regular use can increase a person's tolerance to cocaine, which means they need more of the drug to achieve the same effect. This can increase the risk of harm, including overdose. It takes away the body's natural supply of dopamine (happy hormone), which can also lead to mental health issues and drug dependence.

What are Poppers?

Poppers are a group of chemicals that people breathe in (inhale) to get high. These "party drugs" are typically made with amyl nitrite or a similar substance. People sniff nitrite vapours to get a fast feeling of euphoria or muscle relaxation, often during sex.

The chemicals found in poppers belong to a class of drugs called alkyl nitrites. This includes amyl nitrite, butyl nitrite, isobutyl nitrite, isopropyl nitrite, and cyclohexyl nitrite.

In the medical world, amyl nitrite is a vasodilator (a drug that opens your blood vessels). It lowers your blood pressure and raises your heart rate.

Nitrites are a type of chemical that doctors sometimes use to treat heart conditions or chest pain. "Poppers" is a slang term for this type of chemical when it's used recreationally.

Poppers aren't addictive, but they can lead to serious health problems or death.

Common risks

Swallowing poppers can be fatal. Sniffing poppers is bad for anyone with heart problems because it can cause irregular or fast heart rhythms. Repeated use can damage your eyesight.

What do poppers look like?

They usually come in tiny glass or plastic bottles similar in size to popular energy drink shots. The liquid inside may be clear, gold, or yellowish.

What do poppers smell and taste like?

Some people say the strong-smelling odor is fruity, slightly sweet, or like dirty socks. Never put poppers in your mouth to taste or drink the liquid. The chemicals are poisonous.

How someone might feel

Euphoric, aroused, rush of blood to the head (head rush) and/or sick, faint, reduced co-ordination.

Read more about how it feels.

Effects on the body

Increased blood flow to different parts of the body. Can cause nosebleeds, headaches or chest pains.

Read more about effects on your body.

How long it takes to work

Immediately.

Read more about how long it takes to work.

How long the effects last

The headrush lasts for a few minutes then gets less. Someone might feel dizzy or sick for a while afterwards.

Class	Possession	Production	Possession With Intent To Supply	Supply (including being concerned in supply, conspiracy to supply, aggravated supply and offer to supply)
Class A (e.g., MDMA, Cocaine and Heroin)	Maximum sentence - 7 years imprisonment, a fine, or both	Maximum sentence - life imprisonment, a fine, or both	Maximum sentence - life imprisonment, a fine, or both	Maximum sentence - life imprisonment, a fine, or both
Class B (e.g., Cannabis, Spice* and Ketamine)	Maximum sentence - 5 years/fine/both	Maximum sentence - 14 years/fine/both (includes cultivation of a cannabis plant)	Maximum sentence - 14 years/fine/both	Maximum sentence - 14 years/fine/both
Class C (e.g., NOS)	Maximum sentence - 2 years/fine/both	Maximum sentence - 14 years/fine/both	Maximum sentence - 14 years/fine/both	Maximum sentence - 14 years/fine/both

Source: <https://www.nitrite.co.uk>

In practice, maximum sentences are rarely used; for more detailed and accurate information the release.org.uk [sentencing](https://www.release.org.uk) page.

*Producers of this group of drugs have altered the chemical structure so that newer products on the market fall out of the scope of the legislation. If this is the case these drugs then fall within the category of 'new psychoactive substances', or what is commonly called 'legal highs', and will therefore be controlled under the Psychoactive Substances Act 2016. Under the Act, possession for personal use is not an offence, but the following activities are: Production (including for personal use); supply or offering to supply; aggravated supply or offering to supply (near schools, prisons etc. or using someone under 18 as a courier); possession with intent to supply; importation and exportation/possession in prisons (and other custodial institutions).

Nitrous oxide, NOS

(Balloons/ hippie crack/ laughing gas/ Noz/ whippets)

Nitrous oxide is a colourless gas that people inhale, usually via a balloon or small silver canister. It is a depressant drug: slowing down the brain and bodies' responses.

A hallucinogenic
A psychoactive substance

Short term effects: feelings of euphoria, relaxation and calmness fits of giggles and laughter, change in voice

Long term effects from repeated use of large amounts: dizziness, faintness, nerve damage, affects coordination (driving)

NOS is a Class C drug. It is illegal to produce/ supply for its psychoactive effect. People found in unlawful possession of NOS could face up to two years in prison or an unlimited fine, with up to 14 years for supply or production.

talktofrank.com/drug/nitrous-oxide




Cannabis or alcohol with antidepressants or anti-anxiety medication

Repeated cannabis use can lead to confusion, anxiety, drowsiness, difficulty sleeping, restlessness, nausea, mood swings and hallucinations. These side effects can also be caused by some antidepressants, so using cannabis at the same time can make them worse.

Cannabis can interact with tricyclic antidepressants (TCAs), such as amitriptyline, imipramine and dothiepin. Both cannabis and TCAs can cause an abnormally fast heartbeat (tachycardia) and high blood pressure (hypertension).

Always read the guidance carefully or seek a GP's advice regarding drinking alcohol if on anti-depressants or anti-anxiety medication as alcohol can lower the effectiveness of some medications or increase the potential side effects of dizziness or drowsiness for example.



Ketamine

(Special K/ Vitamin K, Ket, Super K)

What is it?
A Dissociative and sedative

Short term effects: numbness, chilled, loss of feeling, unable to move, confusion, agitation - disconnected from reality, memory loss

Ketamine can

- increase heart rate
- make someone feel sick

Long term it is linked to serious bladder damage making it painful to wee, can lead to incontinence and leaks. Regular use is linked to stomach cramps and other organ damage including to the brain and kidneys. Abuse can lead to a decline in mental health and memory loss.

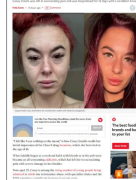
Ketamine is a Class B drug, which means it's illegal to have personally, to give away or sell.

Possession can result in up to 5 years in prison, an unlimited fine or both.

Supplying someone else, even friends, can result in up to 14 years in prison, an unlimited fine or both.

Like drink-driving, driving when high is dangerous and illegal.

talktofrank.com/drug/ketamine





Using drugs & alcohol if pregnant

Alcohol, cigarettes and recreational drugs are **teratogens** (substances that interfere with normal fetal development). It's best to avoid teratogens at all times during pregnancy.

Drinking when pregnant can affect a baby's development and the brain. Drinking often and a lot during pregnancy can result in Foetal Alcohol Syndrome Disorder (FASD). This can include: being underweight, having a small head, hyperactivity, a lack of focus and poor coordination. To find out more visit [fasdnetwork.org/what-is-fasd.html](https://www.fasdnetwork.org/what-is-fasd.html) or download our information sheet talkabouttrust.org/resources/schools/what-is-foetal-alcohol-spectrum-disorder-fasd/

Cigarette smoking during pregnancy is associated with fetal growth restriction, premature birth and miscarriage.

Using substances such as cocaine, methamphetamines, heroin and cannabis during pregnancy can cause low birth weight, heart problems and neonatal abstinence syndrome (when a baby goes through drug withdrawal after birth).

MDMA (Mandy/ Molly/ Ecstasy/ Crystal/ Pills/ XTC/ Beans or Doves)

MDMA is a psychoactive drug, a "psychedelic" stimulant drug usually sold as tablets in different shapes, colours and strengths, often imprinted with a picture or symbol. It can also come in capsules, powder or crystal and can be taken in liquid form.

Short term effects: feeling happy and loved up, but can also:

- Result in raised body temperature
- High risk of dehydration or over hydration
- make the heart beat faster, causing nausea, anxiety, panic attacks
- cause confused episodes
- cause paranoia

The strength of ecstasy pills are unpredictable and labs testing tablets find they often contain other drugs that can be harmful, such as: Methamphetamine, ketamine, cocaine or cathinones.


MDMA/ Ecstasy is a Class A drug, which means it's illegal to have personally, give away or sell.

Possession can result in up to 7 years in prison, an unlimited fine or both.

Supplying someone else, even friends, can result in prison, an unlimited fine or both.

Like drink-driving, driving when high is dangerous and illegal. If caught driving under the influence, a person may receive a heavy fine, driving ban, or prison sentence.

talktofrank.com/drug/ecstasy



These slides are available at talkabouttrust.org/resources/schools/additional-drug-slides-for-teachers/

Chapter two

ALCOHOL

(Please access the complete Alcohol Teacher Workbook for additional lessons, guidance, and factsheets

talkabouttrust.org/resources/schools/teacher-workbook-for-england-and-wales/ or
talkabouttrust.org/resources/schools/teacher-workbook-for-scotland/)

Model lesson plan 2

Bitesize activities:

Match numbers

Alcohol emoji quiz

Factsheets/ worksheets

How too much alcohol affects the body (blank, simple and full versions)

Consequences grid

How much is too much? Getting the balance right (number of drinks sheet)

You friends and strangers

Alcohol and the Law (simple and full versions)

How many units in a drink?

Please note that lessons 2,3 and 4 covering alcohol, cannabis and nicotine products can be interchanged in order.

MODEL LESSON PLAN 2 - ALCOHOL

This selection of activities explores alcohol, social norms and laws relating to alcohol consumption and the potential effect of consumption on health.

AGE RANGE: 13-15

LESSON LENGTH: 50 minutes



talkabouttrust.org/resources/schools/dane-model-lesson-2-alcohol/

PREPARATION:

- Identify any local sources for help, advice and support and add to the penultimate slide
- Read the instructions for the 4 hoops game (p21). As an alternative, questions can be placed around the room and pupils can circulate in groups from one to the other.
- **N.B. Decide between the 'either/ or' options for activity 1.**
- **For activity 2, choose ONE of the options**
- **Hide any slides you are choosing not to select from the power point**

Print off any worksheets selected:

If you choose Activity 1 option B:

- blank versions of the body worksheet for students to fill in, or draw a body on a flip chart (with heart and liver etc.).
- Copies of the completed body sheet - either the full version or the more simple version.

If you choose Activity 2 option D,

- Number of drinks sheet and the Consequences grid. (It is also great to have actual empty cans/drinks to represent drinks – from attractive looking soft drinks to a messy group of empties representing 6+ drinks).

For the extension activity,

- Copies of 'You, friends and strangers' worksheet.

LEARNING OBJECTIVES:

- Learn about how alcohol affects the body.
- Explore the consequences of drinking to excess for both the drinker and others around them.

INTENDED LEARNING OUTCOMES:

Students will be able to:

- Explain the short- and long-term effects of alcohol on bodily functions.
- Explain the potential consequences of drinking to excess for both the drinker and others around them.
- Assess the responsibilities people have towards others when they choose to drink.
- Identify where to go for more information and support

RESOURCES:

For this lesson you will need:

- Details of where students can go for support for alcohol-related concerns both within school and locally.
- An empty box for students to leave confidential questions in (the 'ask it basket').
- Internet for the students to access the body zone of talkaboutalcohol.com.
- Pens

For more resources on alcohol, please visit talkabouttrust.org. There are a range of Lesson plans, worksheets, factsheets, quizzes and film clips, which can be searched on topic (such as alcohol and the Law, Alcohol and it's effects, Units and guidelines, Staying Safe etc.). Resources can also be searched on year group.

The key resources for alcohol include:

Teacher workbook for England and Wales
talkabouttrust.org/resources/schools/teacher-workbook-for-england-and-wales/

Teacher Workbook for Scotland
talkabouttrust.org/resources/schools/teacher-workbook-for-scotland/

Six Model Lesson plans on Alcohol
talkabouttrust.org/resources/schools/6-model-lesson-plans-for-alcohol/

2. ALCOHOL - MODEL LESSON PLAN

RESOURCES REFERENCED WITHIN THE POWERPOINT:

Talk About Alcohol Interactive body (Accessed via the Body Zone)

talkaboutalcohol.com/interactive-body

Body worksheets

Blank version

talkabouttrust.org/resources/schools/how-too-much-alcohol-effects-the-body-blank/

Full version

talkabouttrust.org/resources/schools/how-too-much-alcohol-affects-the-body-full/

Simple version

talkabouttrust.org/resources/schools/how-too-much-alcohol-affects-to-body-simple/

Just a few Drinks film clip - Anna or Jordan

youtube.com/@talk-about-trust/videos

Consequences

Number of drinks sheet

talkabouttrust.org/resources/schools/0-2-4-6-number-of-drinks-sheet/

Consequences grid

talkabouttrust.org/resources/schools/consequences-grid/

Match the numbers game on TAA (accessed via the Challenge Zone)

talkaboutalcohol.com/match-numbers/

You, friends and strangers worksheet

talkabouttrust.org/resources/schools/you-strangers-and-friends/v

Want to learn more ?

talkaboutalcohol.com/body-zone-want-to-learn-more/

ICEBREAKER: (5 mins)

Small group discussion

ICE BREAKER

- In 4 groups, discuss each statement in turn and
- Decide whether each statement is true or false.
- Think of other drugs (legal or illegal) that might be one of the below.

Statements:

- Alcohol is a stimulant
- Alcohol is a depressant
- Alcohol is a pain killer
- Alcohol is hallucinogenic (changes what people see/hear)

Discuss as a whole group.

This activity allows students to discuss misconceptions and build knowledge in an exploratory way. The learning outcome of the activity is for students to realise that alcohol is a legal drug and is a depressant. See further information in the PowerPoint notes.

If necessary, replace the questions on the slide with your own questions. Alternative statements could be different types of drinks and the number of units in them or different laws related to the sale and consumption of alcohol. See the guidance on the slide notes.

ACTIVITY 1 - ALCOHOL AND THE PHYSICAL EFFECTS OF ALCOHOL: (10 mins)

Choose either option i) the Body Zone of the Interactive Learning Zone (talkaboutalcohol.com) or option ii) the class-based activity using the the printed worksheets.

i) The Body Zone

Using the Body Zone of the Interactive Learning Zone (talkaboutalcohol.com), allow students to explore what facts they already know and those they don't about alcohol and health.

Open up www.talkaboutalcohol.com on your screens and visit the Body Zone

Navigation buttons: WHO, FACT ZONE, CHALLENGE, BODY ZONE, BRAVE THE RAVE, WANT TO LEARN MORE?, HELP WITH SUPPORT.

Scroll over the interactive body and write down a fact you didn't know before

Body Zone navigation: BODY WATCH, FILMS AND STORIES, WANT TO LEARN MORE?

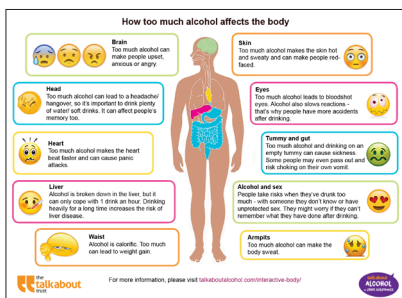
Interactive body diagram showing internal organs and a text box about the liver.

ii) How too much alcohol affects the body

- Handout the blank version of 'How too much alcohol affects the body'
- Students can work in pairs or small groups to complete the sheet, thinking about the short term and long term effects. They could use the interactive body to help them complete the sheet.

2. ALCOHOL - MODEL LESSON PLAN

- Allow students to compare their output with the chosen completed sheets.



What happens to alcohol in the body, short term and long term?

Proceed with the PowerPoint presentation covering what happens to alcohol in the body, short term and long term, and highlight the circumstances in which adults should not drink at all using the presenter notes.

ALCOHOL AND PHYSICAL EFFECTS
What happens to alcohol in the body?

When someone drinks alcohol it goes into their tummy, it is then absorbed into the bloodstream.

How quickly alcohol travels into the blood stream depends on:

- The amount of alcohol and type of drink
- How quickly the person is drinking
- Whether they have a full or empty stomach
- Body size and weight
- Whether they're male or female

The amount of alcohol in someone's blood stream is measured as 'blood alcohol concentration' (BAC). This is what the police measure to see if someone has drunk alcohol and driven a car.

ALCOHOL AND PHYSICAL EFFECTS
What happens to alcohol in the body short term?

- Most of the alcohol in our body is broken down by the liver (90%), but it can only metabolise one unit an hour.
- If someone drinks quickly or heavily, too much alcohol accumulates in their blood stream and organs. It also rushes to their brain and affects signals to their body.
- A little alcohol can make someone feel relaxed and happy, but this will change as they drink more.
- Teenagers are far more likely to hurt themselves or someone else after drinking. The younger someone begins drinking whole drinks or getting drunk, the more likely they are to try other drugs or become dependent on alcohol.

ALCOHOL AND PHYSICAL EFFECTS
What happens to alcohol in the body long term?

What happens to long term health if someone regularly drinks a lot of alcohol?

Increased risk of becoming addicted to alcohol

Increased risk of:

- Liver disease
- Some cancers
- Heart problems
- Adversely affected brain function and mental state.

ALCOHOL AND PHYSICAL EFFECTS
When should adults not drink at all?

- When planning to drive
- When working at heights, with electrical equipment or in other positions of responsibility
- While on certain medications - it's always best to check with a doctor or pharmacist
- When planning a pregnancy or when pregnant as alcohol can cross the placenta and damage the unborn child.
- Before or after energetic sport (alcohol is dehydrating)

ACTIVITY 2 - THE CONSEQUENCES OF TOO MUCH ALCOHOL (20 minutes)

OPTION A - The "Just a Few Drinks" film clip on Anna and discussion

OPTION B The "Just a Few Drinks" film clip on Jordan and discussion

OPTION C the Match numbers activity on line

OPTION D The Match the numbers activity detailed in the slides with worksheet.

OPTIONS A & B "Just a Few Drinks" film clip, and discussion

SOCIAL AND PHYSICAL EFFECTS OF ALCOHOL
Just a few drinks – Jordan's real life experience

While watching what happened to Jordan during a night out, think about:

- What better choices could Jordan have made:
 - before the party
 - during the party
- What could Jordan's friends have done to help?
- What safer choices were made once Jordan had passed out?
 - Were any laws broken?
 - What worse could have happened
 - during the evening
 - once Jordan had passed out?

SOCIAL AND PHYSICAL EFFECTS OF ALCOHOL
Just a few drinks - Anna's true story

While watching Anna's real-life experience think about:

- What better choices could Anna have made at different points
 - through the evening?
 - And afterwards?
- What worse things could have happened at different stages
 - during the party
 - upstairs?
 - Online and via social media?

Play the film clip up to the point indicated in the powerpoint notes and then ask one half of the class to anticipate how the situation could end well, depending on the choices Anna/ Jordan make. Ask the rest of the class to think about what less positive outcomes could happen. Complete the film clip* .

As a class, go through the questions on the slide. Highlight in the discussion how being resilient and resisting peer pressure might affect the outcome. There are prompts on the lesson plan listed in the resources section. This is also an opportunity to discuss the implications of posting unsuitable and embarrassing things on social media.

In groups, plan an alternative scenario where Anna or Jordan use strategies to resist peer pressure and enjoys themselves without getting drunk. Each group can act or read out the scenario to the class.

2. ALCOHOL - MODEL LESSON PLAN

* An alternative would be to split the class in half before watching the full film clip. Ask one half to think about and write down what else could have happened, and how things could have been worse. Ask the rest of the class to think about and write down alternative decisions Anna/ Jordan could have made during the evening.

OPTION C Interactive Learning Zone version 'Match Numbers'

SOCIAL AND PHYSICAL EFFECTS OF ALCOHOL
Match numbers activity

the talkabout trust

ALCOHOL

This short activity involves just 5 questions but makes students think about what could be an appropriate amount to drink to have an enjoyable time socialising for adults and how much would lead to problems, increased vulnerability and risk.

SOCIAL AND PHYSICAL EFFECTS OF ALCOHOL
Consequences

Match the consequence to the number of drinks.

- Discuss your choices as a group.
- When would each consequence be most likely to happen to someone?
- Which consequences are lower risk and which are higher?
- How might drinking affect the likelihood of each consequence happening?
- Under which circumstances should people never drink?

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ALCOHOL

OPTION D Class based activity

As a class, match each consequence to the number of drinks. Follow the questions on the slide and the detailed explanation in the presenter notes.

SOCIAL AND PHYSICAL EFFECTS OF ALCOHOL
Consequences

0 drinks	1-2 drinks	4+ drinks	6+ drinks

Get a criminal record | Pass out/have alcohol poisoning | Feel happy | If working | Have your drink spiked | Confusion | Get hammered/nausea

Take risks | Hangover | Be in danger of grooming | Go home with | Loss of coordination

There are no right or wrong answers, but students should think about how more alcohol would affect outcomes more profoundly. As an alternative to the grid, you can use empty bottles and cans to represent the number of

units - you can make non alcoholic alternatives look inviting and 6+ drinks look crushed and messy.

PLENARY: (5 mins)

WHAT CAN YOU REMEMBER?

Can you...

- Explain 2 short term and 2 long term effects of too much alcohol on the body?
- State which organ breaks down alcohol in the body?
- Name 2 possible risky consequences of drinking too much alcohol?

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ALCOHOL

Briefly recap what has been covered in the lesson based on the Learning Objectives:

Signpost students to staff in school and external agencies where they can go for additional support around alcohol issues

Promote talkaboutalcohol.com as a source of further information, resources and activities.

ASSESSMENT FOR LEARNING: (5 mins)

Ask students to:

- Explain 2 short term and 2 long term effects of too much alcohol on the body?
- State which organ breaks down alcohol in the body?
- Name 2 possible risky consequences of drinking too much alcohol?

EXTENDED PROJECTS:

Go to the Interactive Learning Zone talkaboutalcohol.com - Complete the 'Want to Learn More?' activity in the Body Zone.

Make a poster showing the physical and social effects of drinking too much alcohol or design an online campaign.

HOMEWORK or extension activity

- Go to the Interactive Learning Zone talkaboutalcohol.com
- Make a poster showing the physical and social effects of alcohol consumption and its potential risks

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ALCOHOL

2. ALCOHOL - MODEL LESSON PLAN

EXTENSION ACTIVITY: YOU FRIENDS AND STRANGERS (optional)

If you have time, Activity 1 and 2 of the worksheet “You, friends and stranger” can be completed in small groups.

Use the questions on the slide to explore how harmful drinking affects more than just the drinker.

SOCIAL AND PHYSICAL EFFECTS OF ALCOHOL
Extension activity - You, friends and strangers

Complete Activity 1 and 2 and discuss your choices.

- Does getting drunk affect just the drinker or other people?
- What might these consequences be?
- How can we behave in a responsible way?

The slide features two illustrations: one of a group of four people at a bar and another of two people talking, one holding a bottle. Logos for 'the talkabout trust' and 'ALCOHOL + OTHER SUBSTANCES' are visible at the bottom.