

DRUG & ALCOHOL EDUCATION

KEY STAGE 4-5

LESSON PLANS



Developing Health
& Independence

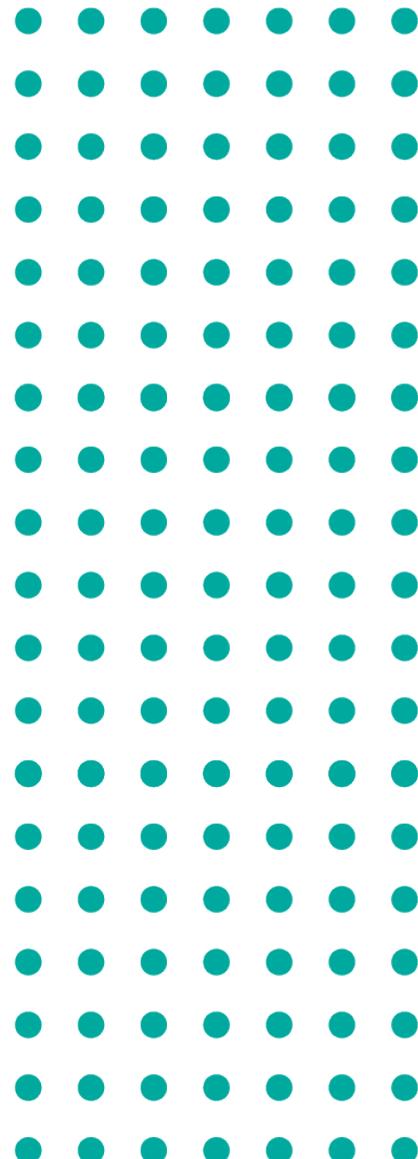
THE WRAP LESSON PLANS

Introduction

The Wrap Lesson Plans are designed to be easy-to-follow, off-the-shelf resources which help teachers deliver drug and alcohol education to pupils in Key Stages 3, 4 and 5. The information and activities detailed below are designed for Key Stages 4-5, there is a separate resource pack for Key Stage 3. Although there are different activities in each Key Stage, the content is similar, so it would not be suitable to do both set of plans as pupils progress through school. This lesson plan can be used for a standalone lesson or part of a wider PSHE programme, linking in well to other subjects dealing with health and relationships.

The project 'The Wrap' has been developed by DHI to provide a range of tools to support young people.

Alongside these teaching resources, The Wrap also includes a website, a self-help tool and a series of original videos. The Wrap website provides current information and help on the biggest issues impacting young people including: drugs, alcohol, staying safe, sex & relationships, mental health, accommodation, money, study, careers and making changes. Much of the information included in these lesson plans is taken from The Wrap website.



THE WRAP LESSON PLANS



Government Guidance

This lesson plan has been developed following the latest UK Government and Public Health England guidance and the legal duties (from 2020) with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Dame Carol Black's independent review of drugs focuses on prevention, treatment and recovery and the final report stated: 'drug use among children (aged 11 to 15) has increased by over 40% since 2014, reversing a previous long-term downward trend. The Department for Education (DfE) must ensure that schools seize the major prevention opportunity presented by the statutory guidance for Relationships, Sex and Health Education (RSHE).

Preventing drug misuse is more cost-effective and socially desirable than dealing with the consequences of misuse.

The statutory guidance states that Secondary School pupils should know:

- the facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions
- the law relating to the supply and possession of illegal substances
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- the physical and psychological consequences of addiction, including alcohol dependency
- awareness of the dangers of drugs which are prescribed but still present serious health risks

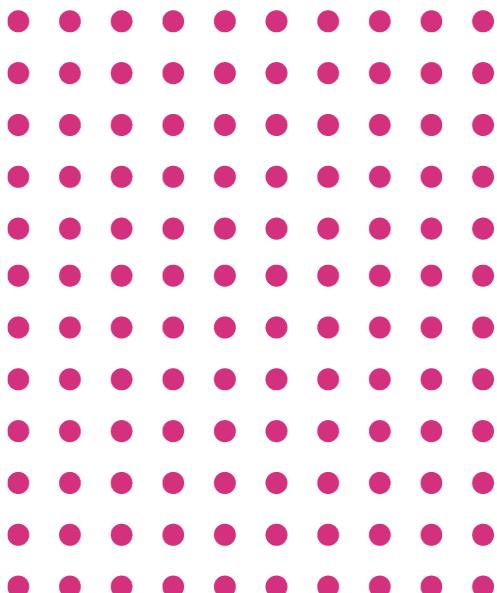


For further information visit:
www.thewrapdhi.org.uk

Learning Outcomes

In addition to meeting the statutory guidance, pupils will be able to:

- describe the names, appearance and effects of a range of illegal drugs
- assess the reasons why young people might choose to use or not use drugs and alcohol
- analyse how alcohol and other drugs affect decision making
- assess the risks of substance use
- explain how different internal and external influences can affect decision making
- explain ways to keep safe and support friends when socialising in situations involving alcohol or other drugs
- describe some of the health risks associated with occasional and problematic substance use
- describe strategies for managing peer influence in increasingly independent contexts
- explain what addiction/dependency is and how it can affect individuals
- identify sources of support and how to seek help for substance use and addiction
- evaluate and challenge potential barriers to seeking support



Format



This is designed to be an off-the-shelf resource that is easy to setup and teach. It allows teaching staff to 'cherry-pick' activities to suit their pupils and time allocated on the curriculum.

The lesson plans are based around 6 specially recorded videos that have been produced for the purpose of drug and alcohol education for young people. The videos cover the most prevalent drugs and the most commonly seen issues. The 6 videos cover: cannabis, alcohol, cocaine, ketamine, MDMA and County Lines.

These videos can be watched back to back to form one PHSE Session or divided into blocks and interspersed with the additional activities to form multiple lessons, dependent on the time allocated on the curriculum.

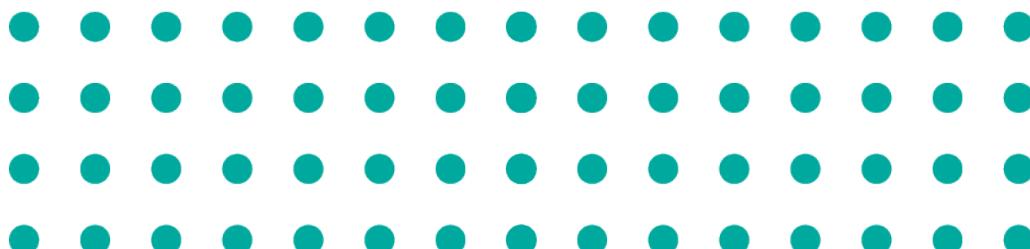
After each video section there are suggested activities, ranging from quick discussion topics to more in-depth class-based activities.

'Notes' are provided for the teacher to help manage discussions & activities. These are often taken from The Wrap website, visit www.thewrapdhi.org.uk for further details.

On Page 25 of this document are some additional activities which often relate to more than one drug.

On Page 27 there is an activity designed to share the learning further with other classes and year groups.

On Page 28 there are activities which are suitable for self-study or homework.



SIMPLE INSTRUCTIONS FOR VIDEOS

For each video decide which route – feel free to mix and match routes for different videos!

Route 1 (Discussion)

Watch video

Divide into groups. You can give all groups all the discussion topics (if time) or just one for each group.

Give each group their discussion topic(s)

Watch video for 2nd time

Discuss in group

Each group feedback to class

Route 2 (Alternative)

Watch video

Give class alternate activity

TIMINGS



Activity	Route	Description	Minutes
Cannabis Video	1	Students watch and discuss	10 - 15
For and Against	2	Prepare argument and discuss	15 - 20
Alcohol Video	1	Students watch and discuss	10 - 15
Agree / Disagree	2	Drawing to show alcohol effects	15 - 20
Cocaine Video	1	Students watch and discuss	10 - 15
Anti-Drugs Post	2	Create short advertisement	20 - 30

Ketamine Video	1	Students watch and discuss	10 - 15
Drug Cocktail	2	Card based discussion about mixing drugs	10 - 15
MDMA Video	1	Students watch and discuss	10 - 15
Create a Flyer	2	Taking MDMA - Influences	10 - 15
County Lines Video	1	Students watch and discuss	10 - 20
Letter/Text to Adult	2	Asking for help in County Lines	10 - 20

ADDITIONAL ACTIVITIES



Activity	Description	Minutes
The Debate	Facilitated Group Discussion	10 - 20
Influences Wall	Ideas added to flipchart / board	10 - 20
Different Situations	Analysis of scenarios	10 - 20

SHARING THE LEARNING FURTHER



Activity	Description	Minutes
Video Activity	Creating an education video on a drug	2 - 3hrs
Drug Assembly	Create a drug education assembly	2 - 3hrs

HOMEWORK

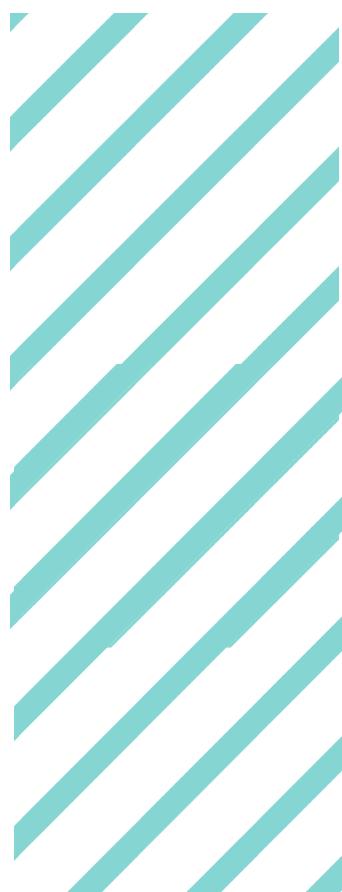


Activity	Description	Minutes
Drug Research Project	Research different drugs on The Wrap	10 - 15
Self Help Tool Scenarios	Use the Wrap Tool to investigate advice	15 - 20

MATERIALS

The Wrap lesson plans are designed to be off-the-shelf teaching resources with little pre-lesson preparation required and making use of the usual classroom resources. Dependent on the exercises selected you may need the following:

- Ability to show web-based videos
- Whiteboard / flip charts
- Marker pens
- Smart phone
- Plain paper



Characters

Ryan, Holly, Ethan, Jaz & Alfie

Discussion Topics 

A. Ryan, Holly, Jaz & Alfie seem to experience different effects from their Cannabis use.

- What do you think are the effects and risks from using cannabis?
- They also mention 'Spice' in the video - how might that be different?

NOTES ON CANNABIS & SYNTHETIC CANNABIS (SPICE): 

Cannabis can affect your state of mind and cause you to feel anxiety, paranoia and possibly experience psychosis (seeing or hearing things that aren't there or believing things that aren't true). This is normally only whilst under the influence of cannabis and will abate once the effects wear off.

THC and CBD are the main chemical compounds in cannabis and their levels dictate the level of effects of the drug. A higher THC level strain, such as skunk, is likely to have stronger and potentially more unwanted effects.

Some studies have shown a link between regular use of cannabis and serious mental health conditions, including schizophrenia. It is not clear whether cannabis causes these or whether people with underlying mental health conditions are more likely to use cannabis.

Smoking cannabis is associated with the same risks as smoking tobacco, ranging from sore throats and coughs to lung cancer and emphysema.

It can cause increased heart rate and blood pressure.

Cannabis impairs reaction times and co-ordination. This is particularly noticeable when it is used with alcohol.

Cannabis use can affect your concentration and motivation. This can have a negative impact on your performance at school/college or work.

Researchers have concluded that synthetic cannabinoids (Spice) are potentially more harmful than cannabis and it is therefore possible to 'overdose'. A number of deaths and emergency hospitalisations in the UK have been linked to the use of synthetic cannabinoids.

B. They discussed different methods of taking cannabis - eating, bongs & smoking. Why could this make a difference to the effect someone feels?

NOTES:

Using bongs, pipes or edibles can also increase the effects felt. Bongs and pipes often mean users are taking more smoke and so, more drug into their system. Eating cannabis often means it is difficult for the user to know how strong the strain of cannabis is and how much would be the desired dose. The effects of cannabis can be delayed by up to an hour when the drug is eaten.

C. Alfie was showing the effects of drinking alcohol AND cannabis. Why could this be particularly risky?

NOTES:

Mixing drugs is never a good idea. The effects often become unpredictable or amplified. Different types of drugs will have different effects on your mind, mood and body functions, mixing drugs will often cause confusion for your body's systems. Mixing alcohol and cannabis is likely to result in the user being uncoordinated, confused and sometimes sick.

D. Alfie wasn't in a great way. What could they have done to look after him?

NOTES:

They should stay with them and remain supportive. Made sure he got home okay. Provide water and talk calmly. They could seek help from others if there were increased concerns.

ALTERNATIVE ACTIVITY

The Legalisation Debate 

Some countries have chosen to legalise or decriminalise cannabis. Divide the class into 2 groups with one group to argue for legalisation, the other against. It is important that regardless of their personal views they seek to argue the point for side they've been given. Give each group 5 minutes to prepare their case, then let the debate begin! Allow each group to make an opening statement.

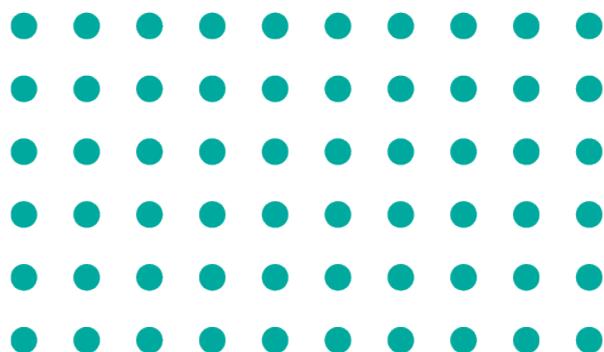
NOTES:



The arguments could consider: health benefits/health problems, mental health effects, tax, regulation of product, crime, gang activity, driving, people moving on to other drugs, alcohol is already legal.

For further reading on cannabis:

www.thewrapdhi.org.uk/find-information/drugs-alcohol/cannabis



Characters

Holly, Jaz, Ryan, Ethan, Honey, Blake

Discussion Topics



A. In the video the characters are drinking 'neat' spirits. If they were planning to drink, how could they drink more safely?

NOTES:



The effects of alcohol will vary a lot depending on what you are drinking. 'Downing' spirits will get you drunk very quickly. Try to pace yourself, particularly when drinking stronger drinks. Have water/soft drinks in between alcoholic drinks.

B. A few things went wrong on the night out. What are some of the potential things that could happen if you go out and drink too much (short-term risks)?

NOTES:



Accidents, fights, arguments, relationships you regret, unwanted pregnancies, sex you regret, people taking advantage of you, being sick, passing-out, arrests, losing possessions, upsetting social media posts, hangover.

C. How can I make sure I stay safe if I go out and people are drinking?

NOTES:



Feel confident to say no if you don't want to. Know your limits, this can be very difficult if you haven't drunk alcohol before. Try to be with people you trust.

Discussion Topics



Know your limits, however, this can be very difficult if you haven't drunk alcohol before.

D. What are some of the longer terms risk to regular alcohol use?

NOTES:



Drinking too much alcohol over a long period of time increases the risk of you developing a number of health problems. As alcohol affects the whole body, these risks include various cancers, stroke, heart disease, liver disease and damage to your brain and nervous system. Drinking high levels of alcohol over a long period can also have damaging effects on your mental health, with links to anxiety and depression. It also increases impulsivity and has links to self-harming behaviour.

ALTERNATIVE ACTIVITY

Drunk Person Drawing Activity



Divide the class into small groups and give each a large piece of flipchart paper. Ask each group to draw the outline of a person and then draw on some of the potential effects of alcohol on the body. Pupils should feel free to use images, words or emojis in their drawing. Consider both the short and long term effects.

Drunk Person Drawing Activity



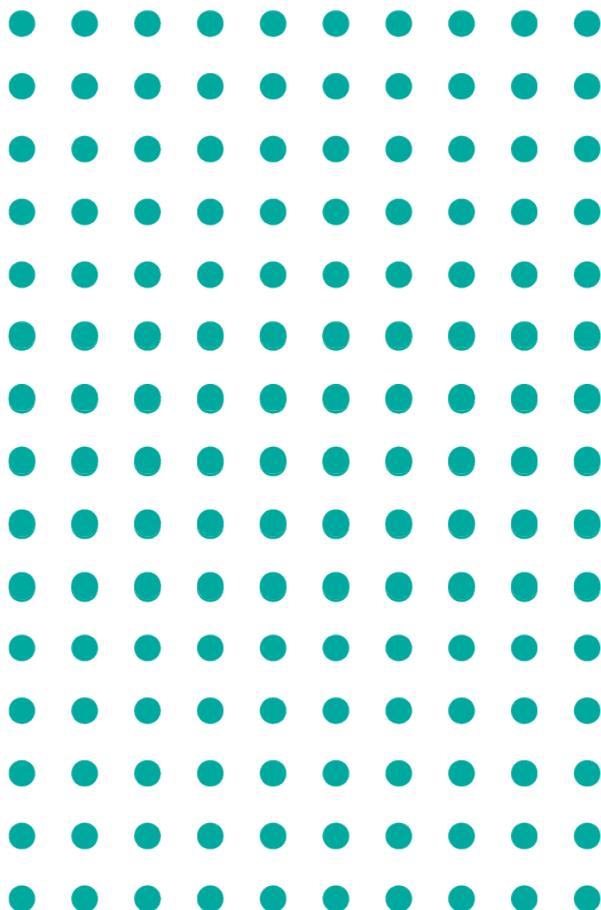
NOTES:



Effects could include: heart disease, liver disease, kidney disease, stomach and bladder problems, brain/memory problems, poor skin, appetite changes, impotency, sexual health problems, accidents, red eyes.

For further reading on Alcohol:

www.thewrapdhi.org.uk/find-information/drugs-alcohol/alcohol



Characters

Ryan, Holly, Jaz, Ethan, Blake, Older Character (cap & hoodie)

Discussion Topics



A. How does Cocaine make the characters act in the video?

NOTES:



Cocaine can make you: over-confident, talkative, argumentative, aggressive, risk-taking, paranoid, forgetful, regretful.



B. What are some of the risks from cocaine use highlighted in the video?

NOTES:



Cocaine is psychologically addictive and can become an expensive habit. The comedown sometimes lasts for days after and can often make people feel depressed and run down. You increase the risk to yourself if you combine alcohol with cocaine or another substance that causes a high. Snorting cocaine long-term can cause severe damage to the cartilage in your nose. Incidents you regret.



C. What are some of the added risks from chemical drugs (powders, pills) like Cocaine?

NOTES:



Purity, strength and toxicity levels are unknown and can change dramatically from source to source. Because pills are swallowed there can be a big delay in effect (sometimes over an hour) meaning sometimes users take another before the full effects are known.

Discussion Topics



D. Cocaine is a drug that is manufactured overseas and smuggled into the country. Consider what are some of the effects of a global drugs trade on the communities involved?

NOTES:



Violent crime, exploitation, gang conflicts, poverty, county lines, trafficking, other gang activities.

E. Ethan, Blake and older character seemed to be behaving weirdly

- Why do you think this is?

NOTES:



Ethan and Blake seemed to have got into dealing drugs and they are being threatened by the older character.

ALTERNATIVE ACTIVITY

Anti-Drugs Post



Create a short anti-Cocaine advertisement for the media platform of your choice: magazine, radio, TV, radio, social media (Tik-Tok, Snap Chat, Instagram).

Think carefully about the most important messages.

For further reading on cocaine:

www.thewrapdhi.org.uk/find-information/drugs-alcohol/cocaine

Characters

Holly, Ethan, Jaz, Ryan

Discussion Topics

**A. What are the effects of Ketamine you can see in the video?**

NOTES:



Happiness, disorientation, confusion, hallucinations and a sense of separation from the body are also commonly reported. 'K-holing' – an experience that is often described as a feeling of detachment from reality as though travelling along a tunnel.

B. What are some of the risks of Ketamine you can see in the video?

NOTES:



Risky behaviour which may lead to physical injury. As Ketamine is able to block pain very effectively, those under the influence of this drug may not be aware of the seriousness of any injuries sustained. Regular use has been linked to severe bladder problems. Frequent trips to the toilet and pain whilst urinating have often been reported. Severe cases have resulted in the surgical removal of the bladder.

C. Ryan is in a bad way.

- **What helpful and unhelpful actions can you see from the others?**
- **What should they do with him?**

NOTES:



Helpful: Gave him water, talked calmly, helped him up, warmed him up by fire.

Discussion Topics



Unhelpful: laughing/making fun of him.

Provide comfort, stay with him, calm, provide water, phone for help if concerned or not conscious.

D. Ketamine is sometimes taken along with other drugs such as cocaine and MDMA.

- Do you think this makes the drugs more dangerous than being taken on their own?

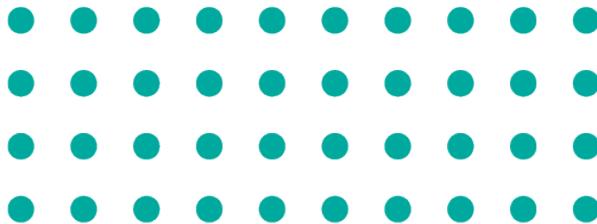
NOTES:



Yes - mixing drugs will often increase effects & dangers. It is strongly recommend you avoid taking drugs such as Ketamine and Cocaine or MDMA together, reactions are highly unpredictable and can be fatal. Users will likely come to some degree of harm even if you take strong precautions.

E. Jaz decides she doesn't want to get involved and says no to the drug

- Is that an easy thing to do?
- What pressures might she feel?



ALTERNATIVE ACTIVITY

Drug Cocktail



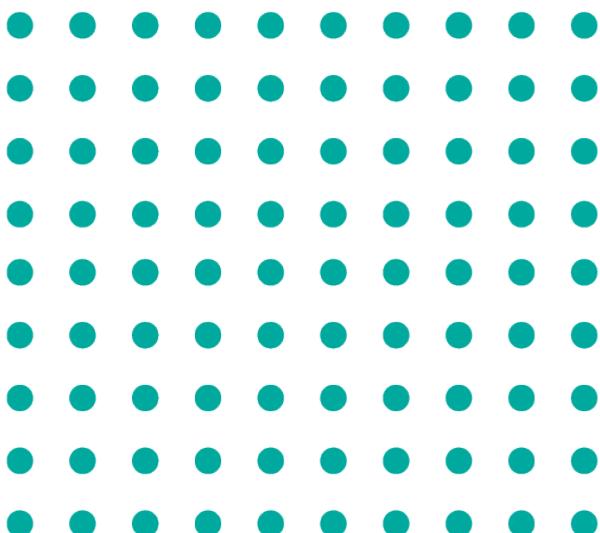
Pick two drugs from the list below. Think about the effects of that drug and how that could make the user feel if it was taken together with ketamine. Consider the potential risks.

Drug list:

- Cocaine
- Cannabis
- Magic Mushroom
- Alcohol
- Ketamine
- Codiene
- Nicotine
- NOS (Laughing Gas)
- LSD
- MDMA

For further reading on ketamine:

www.thewrapdhi.org.uk/find-information/drugs-alcohol/ketamine



Characters

Holly, Jaz, Dealer, Medical Person & Jaz's Mum

Discussion Topics

**A. What are the effects of MDMA you can see in the video?**

NOTES:



Increased happiness, energy, sensual awareness and feeling connected to others, confusion, sickness.

**B. What are the risks of MDMA (many you can see in the video)?**

NOTES:



You can never be sure exactly what you are taking. Sometimes different drugs are sold as MDMA and these often take longer to work or give stronger effects. If you take MDMA but feel no effects, do not take more – the onset may be delayed due to having taken something different. Taking more may increase the amount of the drug in your body and put you at increased risk of harm.

Short-term risks of ecstasy can include anxiety, panic attacks, paranoia and confused states.

If you suffer from any kind of heart condition you should avoid stimulant drugs like MDMA.

The comedown from ecstasy can cause people to feel lethargic and low in mood.

Long-term use has been associated with liver damage, depression and memory impairments.

MDMA alters the body's temperature control. This can lead to overheating or dehydrating, which can be fatal. Some people overcompensate by drinking too much water which can be equally as dangerous.

Discussion Topics

**C. The characters can be seen buying drugs at the party.**

- What might be some of the added risks to buying and taking drugs at a festival or party?
- Do you think drug testing at festivals is a good idea? (Users give a sample of the drugs they have bought to be tested but are allowed to keep the rest).

NOTES:



Difficult to know what you are buying & taking in terms of content and strength. A strange and public environment may increase paranoia and confusion. More difficult to get help.

Drug testing has been shown to reduce drug overdoses and deaths at events. However, some people feel this encourages people to buy drugs.

**D. NOS (Nitrous Oxide) is another drug commonly found at festivals.**

- What is NOS and how is it taken?
- What are some of the effects / risks of NOS use?

NOTES:



Nitrous Oxide (commonly called laughing gas) is a colourless gas which has a variety of uses, including in catering, automotive and medicine. Nitrous oxide is most commonly found in pressurised metal canisters (you may have seen these metal canisters lying around in the streets and parks).

People open the canister, transfer the gas into a container (usually a balloon), then inhale from the balloon.

Nitrous oxide slows down your brain and your body's responses - the effects of the drug vary depending on how much has been inhaled.

Discussion Topics



It can result in feelings of happiness, relaxation and calmness. Fits of giggles and laughter are common, along with sound distortions and hallucinations.

Nitrous oxide can also cause dizziness and give you a severe headache. Although short-lived, it can also cause intense feelings of paranoia.

It is very dangerous to inhale nitrous oxide directly from the canister and doing it in an enclosed space is also dangerous.

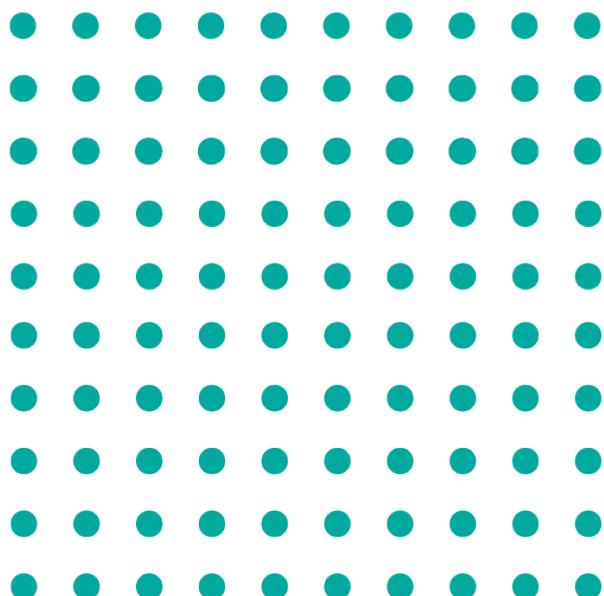
Avoid the use of plastic bags. People have died of suffocation due to putting bags over their heads.

If you take too much nitrous oxide, you risk falling unconscious and/or suffocating from lack of oxygen.

Dizziness, which might make you act carelessly or dangerously.

Heavy, regular use of nitrous oxide can lead to a deficiency of vitamin B12 and to a form of anaemia. Severe B12 deficiency can lead to serious nerve damage, causing tingling and numbness in the fingers and toes.

It can be hard to judge the amount to use safely. If you have too much, you can end up fainting, having an accident or worse.



ALTERNATIVE ACTIVITY

Graffiti Wall



1. Why might young people take a drug like MDMA at a festival or party? What are some of the reasons and influences?
2. Ask students to write on Post-it notes and affix to whiteboard / flipchart paper.
3. Read through suggestions and facilitate discussion

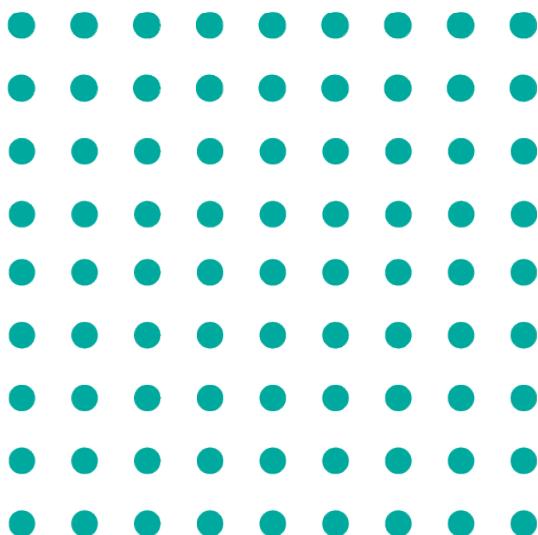
NOTES:



Gives them confidence, peer pressure, excitement, boredom, everybody does it, escapism, cheap, long lasting, makes them want to dance.

For further reading on MDMA:

www.thewrapdhi.org.uk/find-information/drugs-alcohol/mdma_ecstacy



Characters

Holly, Ethan, Drug Dealer, Mugger

Discussion Topics



A. What do you think are some of the reasons that Ethan started selling drugs?

NOTES:



Money, possessions, self-esteem, enhanced reputation, to feel wanted, part of a gang, boredom, felt scared.

B. Do you think Ethan had a chance to get out of the arrangement before things started getting more serious? How could he have changed things?

NOTES:



He could have tried to back away from the offer of making more money. He could have tried to talk to someone, seek help at an earlier stage.

C. What are Ethan's options for getting out of the situation?

NOTES:



Talk to the Police, school, Childline, a trusted adult, Fearless.

Discussion Topics



D. How can Holly help him?

NOTES:



Advise, provide emotional support, assist in reporting.

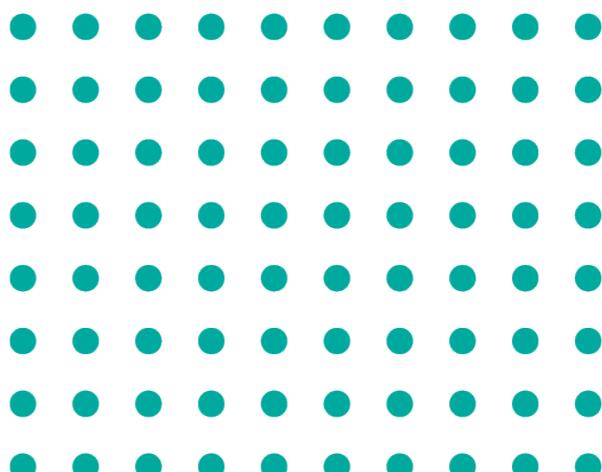
ALTERNATIVE ACTIVITY

Write a letter/email



Write a letter or an email to an adult explaining a county lines situation you have got yourself in.

- What are your worries and concerns?
- What are the important points to get across?



The Debate



1. Put 'Agree' on one wall and 'Disagree' on the opposite.
2. Read the statements below and ask pupils to move around the room to be closest to their position 'agree' or 'disagree'. They can be in the middle of the room, if unsure. Read through suggestions and facilitate discussion.
3. Facilitate a discussion around their various points. There are no right or wrong answers.
 - Alcohol is more dangerous to society than cannabis.
 - Drug laws should be changed in the UK.
 - Clubs and music festivals should encourage the testing of drugs on site.
 - It is easy to get addicted to most drugs.
 - It is easy to get help with drug problems.

Influences Graffiti Wall Activity



1. Ask students the following
 - Why might young people take drugs / drink alcohol?
 - What are some of the reasons and influences?
2. Ask students to write on Post-it notes and affix to whiteboard / flipchart paper.
3. Read through suggestions and facilitate discussion.

NOTES:



Peer pressure, escapism, boredom, looking grown up, excitement, experimentation.

Drug and Alcohol Use in Different Situations



1. Write the situations below on separate pieces of flipchart paper, divide the class into six groups and hand each group one of the sheets: Are a wide range of people represented or have common stereotypes been used?

- Meeting new people
- Preparing for exams
- Dancing at a crowded party
- Being in an unfamiliar place
- Having had a stressful day
- Being at home alone

2. Ask pupils to imagine that a young person is deciding whether to use a drug or drink alcohol in each of these scenarios. In their groups, students should write on the flipchart paper their responses to the following questions:

- What effect (if any) might the situation have on whether the young person decides to use a drug or drink alcohol?
- How might the situation affect the risks the young person faces if they do choose to use a drug or drink alcohol?
- How might the situation be made safer and/or where could the young person get support?

3. Afterwards, invite the groups to swap their sheets so that they can add any additional ideas to each other's situations.

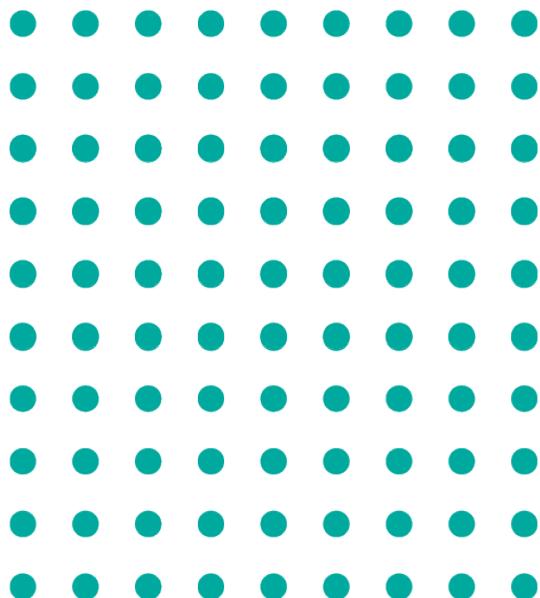
4. Facilitate group feedback.



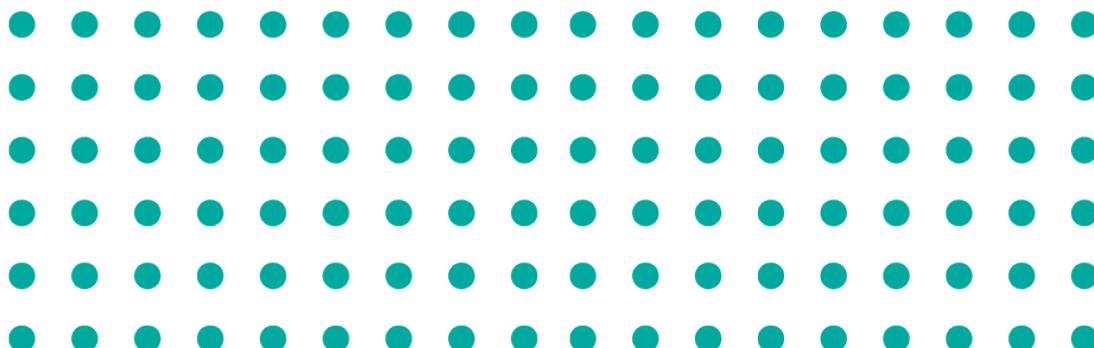
SHARING THE LEARNING FURTHER

Video Activity 

Ask pupils to create a short video of their own, regarding one of the drugs or issues covered in the session. It could use a reported information style, acting, music, dance – anything! It should focus on providing helpful information on staying safe to young people of their own age. Stress the importance of not sharing the videos outside the class, unless the correct authorisations are in place.

Create a Drugs Assembly for Younger Students 

Prepare a short information session for use at an assembly for Year 8s/9s. It should cover the effects and risks of a particular drug or drugs.



SELF-STUDY/HOMEWORK ACTIVITIES

Drugs Research Project



Using The Wrap Website and Self-Help Tool alongside other resources, give pupils a drug or drugs to research and report back on.

The research should include: street names, appearance, how it is taken, risks and safety messages. They could create an information flyer or feedback verbally to the wider class group.

The Wrap Self-Help Tool Scenarios



Using The Wrap Website and Self-Help Tool alongside other resources, give pupils a drug or drugs to research and report back on. The research should include: street names, appearance, how it is taken, risks and safety messages. They could create an information flyer or feedback verbally to the wider class group.

We value your feedback!

Comments on any elements of The Wrap should be sent to:

information@thewrapdhi.org.uk

