

YEAR 5/6: Drugs Education

It is recommended that the 'Breath of Fresh Air' tobacco resource is used in Y5 or Y6. Every primary school in the county should have a copy but it is also available to download from the GHLL website www.ghll.org.uk

Year 5

LEARNING OUTCOME	KEY QUESTIONS	THEMES AND CONTENT AREAS
<p><u>Optional baseline assessment</u> To begin to think about drugs, their forms and their uses</p>	<ul style="list-style-type: none"> • What is a drug? • Who might use drugs? • What might they do with them? • What should I do if I find some drugs? 	<p><i>Jugs and herrings activity:</i> Introductory activity to establish level of children's knowledge, understanding and identify any existing misconceptions (see below).</p> <p>In small groups, children suggest a definition for the word drug. Introduce the World Health Organisation definition: 'A drug is a substance that people take the way they think, feel or behave' and compare this to their definitions.</p>
<p>Session 1</p> <p>Know that there are different types of legal and illegal drugs including their form, their effects and their associated risks.</p>	<ul style="list-style-type: none"> • What is a drug? • Why do we have laws in this country? • What are the different consequences of breaking the law? • What are the laws that control drugs? • What legal and illegal drugs are there? • What does legal / illegal mean? • Who decides the law? • Why are some drugs illegal and some legal? • What effects do these drugs have? • What are solvents (if these are raised)? 	<p>Generate a class list of drugs- use those from activity 1 as well as any others the children can think of.</p> <p>In groups of 4, categorise drugs by legal / illegal followed by using a 3 circle venn diagram to further categorise into <u>medical/ non-medical legal/ non-medical illegal</u>; or to categorise about usage: <u>do people take them for recreational use/ to make them well/ to keep them healthy</u></p> <p>Groups share and discuss any they found difficult to categorise. Clear up any misunderstandings and highlight the fact that some (e.g. tobacco) will be difficult to categorise.</p> <p><i>This will not be a straightforward activity and will therefore lead to discussion about the law as per key questions. It is</i></p>

	<ul style="list-style-type: none"> • What risks are there? What would someone need to know before they tried a legal / illegal drug (the risks) <ul style="list-style-type: none"> • What are the effects and risks of using alcohol? 	<p><i>the discussion that is important rather than arriving at the 'correct answer'!</i></p> <p><i>(This could tie in with a visit from the police)</i></p>
<p>Session 2</p> <p>To identify risk in a range of different situations and consider what I might be able to do to keep myself and others safe.</p>	<ul style="list-style-type: none"> • Why do people take risks? • How do we know when things are unsafe? • What can we do to reduce risk to ourselves / others? • What can we do when risks might harm others? • What risks might someone take if they were with a friend/ a group of friends/ parents/ alone? Why might this differ? 	<p>As a class, draw up a list of common risks children their age might take: crossing the road, watching a scary film, cycling on a main road, going on a social media app, going on a rollercoaster, singing in front of the school etc. In pairs, children each identify a risk that they would take and one that they wouldn't and the reasons why. Share some of these as a class.</p> <p>(Optional: Write each risk on a separate piece of paper and as a class try to line these in order of danger through identifying potential harms. Exploring how different people might feel differently about each risk.)</p> <p>Discuss how risks can be reduced: 'How can someone keep themselves safe, even if ...'</p> <p>In small groups, ask the children to draw and write as many different situations in which they might encounter drugs: e.g. medicine at home; an open bottle of wine on the kitchen table; being offered a cigarette. Ask them to decide what the risks are for each situation and ensure they recognise that every situation involving drugs has some elements of risk involved. In pairs, children choose one of the situations they have drawn and consider how they might reduce the risks. Share these ideas as a class, noting similarities and differences, and discussing any misconceptions or actions that may actually be increasing the risk.</p>

<p>Session 3</p> <p>To begin to think about why people might choose to use different recreational drugs To know that most people choose not to smoke, drink at high risk levels or use illegal drugs</p> <p><i>Note: A safe environment to share information is a must – without the risk of peers misusing what they have heard. Ground Rules are essential to enable this to happen</i></p>	<ul style="list-style-type: none"> • Why might someone choose to use this particular drug for the first time? • Why might someone choose to use this particular drug on a regular basis? • What might the side-effects be of using this particular drug? • What other things could someone do to meet these needs? • Do most people smoke / drink at high risk levels / use illegal drugs? 	<p>From the list of drugs, select three or four that are most familiar to the children (e.g. alcohol, tobacco, caffeine and cannabis). In small groups, children make a list of the reasons why someone might choose to use that drug for the first time; and then reasons why someone might choose to use it regularly.</p> <p>Look for any similarities and differences between the two lists.</p> <p>Draw out ideas about addiction, social influences and pressures, enjoyment, relaxation and habit. Discuss whether the reasons are the same or different for the different drugs.</p> <p>Select reasons relating to ‘boredom’, ‘excitement’ and ‘feeling grown up’: in groups, children to come up with as many different ways they can of other ways someone could meet these needs apart from using recreational drugs. Ask whether they think most people smoke or use illegal drugs? Do most people drink responsibly (i.e. not at high risk levels)?</p> <p>Why are there fewer young people smoking, drinking alcohol or using illegal drugs than there were 10 years ago?</p> <p>NB It is important to reinforce the fact that increasingly young people (and adults) are choosing <i>not</i> to smoke. Data from the Gloucestershire Online Pupil Survey has seen a sharp decrease in the number of young smokers since 2006 when the survey was first carried out. In 2016 only 7% of Y10 pupils in Gloucestershire were regular (i.e. at least once a week) smokers compared to 15% in 2006.</p>
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<p>Session 4</p> <p>To understand the difference between persuasion and influence</p> <p>To identify strategies for dealing with being persuaded</p>	<ul style="list-style-type: none"> • What's the difference between persuasion and influence? • How might I feel when someone is trying to persuade me to do something I don't really want to do? • What might I be able to do to keep myself safe/ enable me to make my own choices 	<p>Ask the children to imagine that a robot has been made which is designed to be able to persuade people to do things. Ask children for ideas about how they would recognise this 'robot persuader'. What would the robot say or do if it was trying to persuade someone who was <i>reluctant</i> to:</p> <ul style="list-style-type: none"> • Eat a piece of chocolate cake • Go down to the park with them • Play a particular game / watch a certain film • Try a drink of alcohol /try a cigarette • Etc. <p>In pairs, children to draw the 'robot' persuader and list its abilities and characteristics. Then ask the children to explain how they would feel if the robot persuader was trying to persuade them to do something. How would they know they were being persuaded?</p> <p>Explore the differences between being 'persuaded' and being 'influenced'. NB We often feel uncomfortable when we are being persuaded and that a decision is needed. However, when we are being influenced, we feel more comfortable and already may really want to do the thing being suggested. Working with a partner, children decide on three signs that a 'human' persuader is at work. Share these. Then each pair to think of 2 reasons why they might refuse the offer being made, and 2 actions they could do to get themselves out of the situation. You could begin to explore the differences between passive, aggressive and assertive responses with them.</p>
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Year 6

<p>Session 1 To understand that all drugs can be harmful if they are not used safely</p>	<ul style="list-style-type: none"> • Which drugs are safer to use than others? Why might this be? What are the risks with using drugs? • How can we know how to use medicines safely? • How can people drink alcohol responsibly? 	<p>Using the class list of drug names, ask the children to say which drugs are safe and which are unsafe. This is impossible as all drugs are unsafe if they are misused or not used safely. Discuss any issues that arise. In pairs, children complete the sentence: It is easier/ more difficult/ very difficult to use ... [drug] safely because...’ Consider the use of medicines as well. Remind the children about the safe storage of medicines.</p> <p>In a small group, look at the label on a bottle of alcohol (real or on a picture)– what information does it give you. Look at government guidance on alcohol consumption. Discuss recommended daily limits of no more than 14 units of alcohol a week. For information, that’s about 6 pints of 4% beer or 6 glasses of 175ml wine. The recommendations apply equally to men and women.</p> <p>Ask children to explain how knowing about units can help people keep within the rec. limits.</p> <p>See the following for guidance: https://www.drinkaware.co.uk/alcohol-facts/alcoholic-drinks-units/latest-uk-alcohol-unit-guidance/</p> <p>Try writing a new label for a bottle of alcohol using the medicines format. Why is it difficult?</p>
<p>Session 2</p>	<ul style="list-style-type: none"> • What is the difference between fact and opinion? 	<p>Make up a list of 10 sentences such as 1. Cannabis is good for you because some people use it</p>

<p>To learn to distinguish between fact and opinion</p>	<ul style="list-style-type: none"> • How do we know that facts are true? • What do I want to find out about different drugs? • Where could you go to get accurate information? 	<ul style="list-style-type: none"> as a medicine 2. Tobacco is addictive because once someone starts smoking they can't stop 3. They should make cigarettes illegal 4. If you feel ill you have to take a medicine to feel better 5. All drugs can be harmful if they are misused 6. If someone gets caught with cannabis, they can get arrested 7. Drinking alcohol is safe because it is a legal drug 8. It is against the law to sell cigarettes to people under the age of 18 9. If someone is found guilty of supplying cannabis they could be sent to prison 10. It is better to drink decaffeinated coffee rather than normal coffee <p>Ask the children to sort these into what they think are the facts and what they think are the opinions. How can we tell the difference between a fact and an opinion? How do we know whether a fact is true? Why do people have different opinions about drugs?</p> <p>Explain that sometimes people might tell us things which seem to be facts, but may not be totally accurate. Discuss where they could go to find out the facts about drugs, including websites, help-lines and people who they trust.</p> <p>In groups, children choose one of the drug names from the class list (from session 1) and write one fact they know about the drug and one fact they would like to find out/ question they would like answered.</p> <p>They could research these using www.talktofrank.com or</p>
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		from prepared information. Children to find out facts such as: how the drug gets into the body, whether it acts quickly or slowly, how it affects the way someone might think, feel or behave. (You might also introduce the terms depressant, stimulant, analgesic and hallucinogenic to describe the effects of different drugs).
<p>Session 3</p> <p>To learn what it means to be 'assertive' and practice this</p>	<ul style="list-style-type: none"> • How do people persuade us? • Explain what we can do? • How does it feel to be under pressure? 	<p>As a group, children talk about times they wanted something and tried to persuade someone else to let them have it/ do it. How did they go about this? Discuss times when other people might try and persuade us to do something. How does it make us feel? Define persuasion.</p> <p>What we can do to resist persuasion? Introduce the concept of aggressive/ passive/ assertive responses to persuasion thinking about how our body language and use of language will differ. Assertive responses try to find a win/win solution. Using the scenario of a friend trying to persuade them to lend them their new bike: children practise being assertive in pairs.</p> <p>Discuss how sometimes people might try and persuade us to do something that is quite tempting: what can we do in this scenario? Role-play in pairs with one person trying to persuade the other to accept a sweet which they must not accept.</p>
<p>Session 4</p> <p>To think about the risks surrounding unknown substances</p>	<ul style="list-style-type: none"> • Why might it be dangerous to pick up litter? • Why might it be dangerous to pick up a syringe? 	<p>Ask the children to think of reasons why it might be dangerous to pick up litter. Show a picture of a syringe and ask why it might be dangerous to pick it up. Ensure they understand that it is sharp, may have been in someone</p>

<p>and consider what to do if they come across them</p> <p>To learn about the dangers of handling discarded syringes and needles</p>	<ul style="list-style-type: none"> • What might the dangers be of unknown substances and what might I do to keep myself, and others, safe? • Who might you tell if you found a syringe or unknown substance? 	<p>else's body and may contain an unknown substance.</p> <p>Using pre-prepared set of cards with different types of drug written on (e.g. pills, bottle of medicine, packet of cigarettes, syringe) and another set with places (e.g. school playground, in the park, in the kitchen). As a class, children to take it in turns to pick one 'drug card' and one 'situation card' and consider what they should do and who might help them if they found that drug in the place described. Explore what the risks are, what help they might need, who might they tell and how they might tell. In small groups, each choosing one scenario, children briefly act out the situation. Make a short set of rules as a class: 'You should always tell an adult if...'; 'You shouldn't touch it if ...'</p>
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'Jugs and Herrings' Drugs Draw and Write activity

Setting up the activity

The drugs draw and write activity (sometimes referred to as 'Jugs and Herrings') is a simple way of gaining a baseline measure of your children's knowledge and understanding of what drugs are, drugs they may have heard of and the use of drugs. Analysis of the children's responses will give you a good starting point for planning your work on drugs and pitching it at the right level taking into account any prior knowledge, misconceptions etc that the children may have.

Explain to the children that you are going to read them a story and it is very important that they listen carefully. Tell them you will be asking questions and they have to write or draw their answers on the paper provided. There are no right or wrong answers, and it is not a test. They must work by themselves and not talk.

Each child needs to put the date and class at the top left hand corner, and fold the paper into 8 segments and number the sections 1-8 like this:

1	2	3	4
5	6	7	8

Check that there are no children called John or Sue, then read the story twice through. Using the questions ask the children to draw or write their answers in the appropriate section. Section 8 is blank for the children to write any concern or questions about drugs. Collect the sheets when the children have completed the exercise. Say you will look at their answers and come back to see them.

The Story

One day two children called John and Sue were walking home from school through the local park when they noticed a bag lying on the grass. John and Sue went over to take a closer look. On opening the bag they found that there were DRUGS inside.

The children are then asked to respond to the following questions:

1. Draw what you think was in the bag.
2. Draw the person who you think lost the bag.
3. Draw what you think that person was going to do with the bag.
4. What did the children do with the bag?
5. What would you have done with the bag?
6. Can a drug be good for you? If so, when?
7. Can a drug be bad for you? If so, when? NB. The children can draw and/or write their answers.
8. Write any comments or questions that you have in this section. (These will be answered in a later lesson).