

Active Citizenship Pushed

Lesson 1



Lesson 1: Drugs and Peer Pressure

Planning	
Theme	This lesson explores the risks and consequences of taking legal and illegal addictive drugs and strategies to deal with peer pressure.
Prior Learning	Pupils should have gained prior knowledge and understanding of: <ul style="list-style-type: none">• some of the different types of drugs available; and• the risks and consequences of misusing drugs and alcohol.
Learning Outcomes	Pupils will be able to: <ul style="list-style-type: none">• identify addictive drugs and explain why they are dangerous;• discuss the adverse effects of taking addictive and illegal drugs; and• develop strategies to deal with peer pressure.
Thinking Skills and Personal Capabilities Focus	Pupils will have opportunities to develop skills by: <ul style="list-style-type: none">• working in groups, respecting the views of others and reaching agreements (Working with Others and Self-Management);• devising solutions to deal with peer pressure (Thinking, Problem Solving and Decision Making); and• role playing (Being Creative).
Resources	Film Pushed Drug and Peer Pressure PowerPoint presentation Post-it notes Worksheet 1: Diamond Ranking cards Worksheet 2: Peer Pressure Worksheet 3: Short-Term and Long-Term Solutions wall headings

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Suggested Teaching and Learning Strategies

Launch

- Display slide 2 of the Drugs and Peer Pressure PowerPoint presentation. Ask the class to form groups. Encourage each group to discuss which images show addictive drugs.
- Take feedback from each group.
- Explain to your pupils that **all** of the images show addictive drugs. Show the next series of slides, which explains a little about each drug.

Some pupils may not know what each drug is. Answer any of their queries. Slides 3–9 provide more detail, so you just need to be able to name each drug when you show the first slide.

Activities

Activity 1: What drug did Zoe take?

1. Show the class the film *Pushed*.
2. Ask your pupils for feedback, using effective questioning such as:
 - **Why do you think the film opens with Mikey having night terrors?**
 - **What do you think might be going on in Zoe's house?**
 - **Why does the necklace mean so much to Zoe?**
 - **Why does Zoe pretend that she has had a drink before in front of Mikey?**
 - **Why does Katie want to leave when Mikey pulls out the pills?**
3. Ask your pupils:
 - **From the images you saw at the beginning of the lesson (on slide 10), which drug do you think Mikey had given to Zoe?**
 - **If a drug is legal, is it safe for anyone to use?**Ask your pupils for feedback.

Most pupils are likely to state ecstasy. Although this is a possibility, you should point out the rise in deaths from prescription drugs such as Pregabalin and fake prescription drugs.

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Activity 2: Counterfeit drugs

1. Ask your pupils to form groups of four.
2. Display slide 11 **What ingredients do you think go into a counterfeit drug?** Ask the groups to discuss their answers.
3. Take feedback from each group and display their answers.
4. Display slide 12 **Hidden Poisons in Counterfeit Medications.** Compare and contrast these answers with your pupils' answers.
5. Ask your pupils if they are shocked or surprised by any of the answers. To gather more information, ask effective questions such as:
 - **How does it make you feel knowing what goes into these drugs?**
 - **Which one are you most shocked by and why?**
 - **Would you let someone you know take counterfeit medications?**
 - **Why do you think these types of ingredients go into counterfeit drugs?**

Activity 3: Diamond ranking

1. Before the lesson, cut out the **Diamond Ranking cards** on **Worksheet 1**. Make sure you have enough to give each group a set.
2. Show some or all of the following clips:
 - a) Aaron Kinney from Ballymena [discusses using marijuana](#) as a coping mechanism
 - b) [Prescription medicine abuse](#)
 - c) Drugs Map of Britain: [Belfast Buds](#)
(Warning: distressing scenes and strong language)

[Belfast's Pregabalin Addiction](#) is a longer documentary, which may help you learn more about the drug.

Warning: Distressing scenes and strong language

3. Ask your pupils: **Why do young people take legal or illegal drugs?**
4. Give each group a set of **Diamond Ranking cards** from **Worksheet 1**. Ask each group to rank the reasons young people give for taking drugs, from most to least likely.
5. Ask the groups for feedback on the reasons they thought were most and least likely.

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Activity 4: Dealing with peer pressure

1. Label two walls or flip chart sheets with the titles in Worksheet 3:

Short-Term Solutions

Long-Term Solutions

2. Show slide 14 and give out **Worksheet 2: Peer Pressure** and some Post-it notes to record their answers.
3. Ask your pupils:

What situations might lead a young person to feel pressured to do something they don't want to do? Lead a class discussion on your pupils' answers. Have some solutions for dealing with peer pressure ready before starting the lesson.

Answers could include drugs, alcohol, sex, breaking the rules or bullying.

4. Read the statement about peer pressure in the thought bubble on **Worksheet 2**. Ask the class:

If you feel under pressure, in the moment, to drink or take drugs, what can you do a) in the short term and b) in the long term?

5. Ask your pupils to write as many solutions for the *short-term* and *long-term* as they can think of on the Post-it notes and place these under the appropriate headings.
6. Lead a class discussion on their answers. Ask your pupils to choose any solutions they feel may work for them and add these to their own worksheet.

Answers could include:

Short-term: make an excuse to leave such as:

- I have to be home for something;
- say you're not feeling well; or
- change the subject.

Long-term: choose your friends carefully: a friend who pushes you to do drugs is not such a good friend. Agree in advance that you and a friend will both say no together.

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Activity 5: Role play

1. Ask your pupils to form pairs.
2. Encourage one pupil in the pair to try to pressurise the other pupil into doing something. Ask the other pupil to practise saying no. Encourage both pupils to try using the solutions they identified in the previous activity.
3. Give your pupils a few minutes to complete this activity and then ask them to swap roles.
4. Facilitate a discussion using the following questions:
 - **What did it feel like to be in each role?**
 - **Did you find saying no difficult? Why? Why not?**
 - **Do you think you would do this in a real-life situation?**

Debrief

Lead a class discussion on what your pupils have learned, using these prompt questions:

- **Why did Katie and Zoe take a drink from Mikey?**
- **Why might Zoe have been keener to do so?**
- **Why do young people take drugs?**
- **What could young people do instead?**
- **What did you learn about drugs today?**
- **Where can you get help if you are worried about drugs?**

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Lesson 1: Resources



Worksheet 1: Diamond Ranking cards

I'm just bored and there's nothing else to do.

It's the only way I can get away from all things that are bothering me.

All my friends are doing drugs. If I don't take them I won't fit in.

I like the way they make me feel!

My parents take drugs so why shouldn't I?

I just wanted to know what they're like.

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Lesson 1: Resources



Worksheet 2: Peer Pressure

Peer pressure isn't just your friends saying 'Come on! Do it!' Often, it's much more subtle. Because most of us want to fit in, sometimes we feel pressure to do what our friends are doing, even if we know it's wrong or we simply don't want to do it.

When an ad campaign tells us to 'Just say no!' it sounds so easy, but peer pressure can be hard to ignore.



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Lesson 1: Resources



Worksheet 2: Peer Pressure

Short-Term Solutions	Long-Term Solutions





Worksheet 3: **Short-Term and Long-Term Solutions** wall headings

Short-Term Solutions

Long-Term Solutions