

Active Citizenship

Pushed

SEN (Inclusion)



L1

Lesson 1: Risks and Consequences of Addictive Drugs

This lesson explores the risks and consequences for taking legal and illegal addictive drugs and the strategies to deal with peer pressure.

Planning	
Prior Learning	<p>Pupils should have gained prior knowledge and understanding of:</p> <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	<p>Pupils will be able to:</p> <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	<p>Pupils will have opportunities to develop skills by:</p> <p>Working with Others and Self-Management</p> <ul style="list-style-type: none"> • working in groups, respecting the views of others and reaching agreements; <p>Thinking, Problem Solving and Decision Making</p> <ul style="list-style-type: none"> • devising solutions to deal with peer pressure; and <p>Being Creative</p> <ul style="list-style-type: none"> • role playing.
Resources	<p>Film Pushed</p> <p>Presentation: Drugs and Peer Pressure</p> <p>Lesson 1: Resource A – Types of Drugs</p>



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 to Mickey that she has already taken alcohol?**
 - **Why does Katie want to leave when Mikey pulls out the pills?**
- From the images you saw at the beginning of the lesson (on slide 10), which drug do you think Mikey had given to Zoe?
- (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).
- If a drug is legal, is it safe for anyone to use? Ask your pupils for feedback.



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L1



Activity 2: When is a drug safe to take?

Show pupils the images on **Resource A – Types of Drugs**.

Ask the pupils:

- whether they recognise any of these drugs;
- who may provide these drugs and why?
- to determine when these drugs might be unsafe to take;
- what they should do if another person tries to give them drugs?

Possible answers and discussion points:

- *An adult such as a parent, doctor or a teacher might provide these if you are feeling unwell. Medicine is another name you may hear.*
- *You should not take drugs you haven't been prescribed or if another person's name is on the label.*
- *If the person offering you drugs is not an adult you trust, do not take these. If in doubt speak to an adult such as a parent or your teacher.*

Activity 3: What is peer pressure?

- Ask the pupils what they know about peer pressure.
- Look at some peer pressure ideas, available online and choose one that best suits your class.
- Ask the pupils to identify different types of peer pressure.
- After the pupils have discussed these areas, continue with the short term and long term solutions to peer pressure.
- If you feel under pressure to drink or take drugs, what can you do
 - **in the short term?**
 - **in the long term?**
- Ask your pupils to discuss as many solutions for the short-term and long-term as they can think of.

Lead a class discussion on their answers.

Possible answers and discussion points:

- *examples of peer pressure to gauge understanding;*
- *areas identified could be stealing, smoking, drinking, drugs or sexual activity.*

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Answers could include:

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

- saying you have to be home for something or you're not feeling well; or
- changing the subject.

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

Activity 4: Role play

Ask your pupils to form pairs.

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.

Give your pupils a few minutes to complete this activity and then ask them to swap roles. 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?**

Activity 5: Being a good friend

Ask your pupils:

- **whether they saw any examples of good friendship in *Pushed*;**
- **to identify a time when characters faced friendship challenges in the film; and**
- **think about everything that has been discussed in this lesson about peer pressure and being a good friend.**

Encourage your pupils to form pairs. Ask one pupil to ask the other in the pair what makes a good friend, using a recording device to record their response. Encourage the pupil to play the recording back to rest of the class. While they do this, note any common themes on the board.

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L1

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 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?**
- **Is it easy to be a good friend?**
- **What are the risks you need to take to be a supportive friend?**

Ensure that your pupils are aware of the dangers present in real life from this lesson. Remind them who they can talk to if they have any issues or concerns with anything discussed in this lesson.



Lesson 1: Resource A – Types of Drugs

- Paracetamol
- Penicillin
- Calpol
- Nurofen

