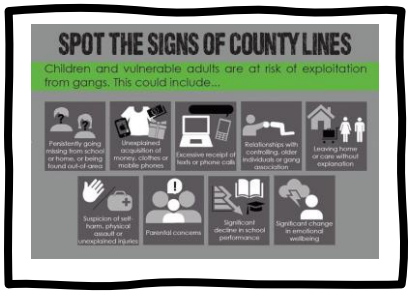
Name:	Form:

Personal Development

Year 10



Spring Term 1:

Health and Well-being:

Exploring influences

Ground rules

1

2

3

4

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8

Date:

Lesson 1: Substance use and assessing risk

On a scale of 1-5 **circle** how much you know about substance use and assessing risks.

1	2	3	4	5
I know nothing about substance use and assessing risks		I know some bits about substance use and assessing risks		I know lots about substance use and assessing risks

On the page overleaf, complete all of the questions on your own. We will go back over this at the end of the term.

This space below will be used during lesson 4 for an overall comment summarising what you have learnt.

Resource 1

What are the short-term effects of using substances, including alcohol and other drugs ?

What are the long-term effects of using alcohol and other drugs?

What are the risks of using alcohol and other drugs for an individual?

What are the risks of using alcohol and other drugs for wider society?

Resource 2

Do the following actions increase or decrease risk in relation to personal safety and wellbeing? Or does it depend on other circumstances?

	Increase	Decrease	It depends
1. Drinking a glass of water between alcoholic drinks			
2. Mixing alcohol and other drugs			
3. 'Sleeping it off' after binge drinking too much alcohol			
4. Taking drugs or drinking alcohol with strangers			
5. Having a plan for getting home from a party/ night out			
6. Accepting alcohol or other drugs from a friend			
7. Buying drugs online or via a social media app			
8. Drinking alcohol or taking other drugs in a public place, e.g. a park, a high street			
9. Eating a meal before drinking alcohol			
10. Drinking lots of water to 'flush' drugs out of the body			

If any that you have stated 'it depends', write down what it depends on.

Resource 3

Getting home

Read the scenario below and think-pair-share the different options Isla has and the risks involved.

Isla and Charlie have arranged a lift home from their classmate Marek's house party, with Charlie's older sister Beth. They agreed to be picked up at midnight, but after a couple of hours at the party, things start getting out of hand. Although they have had a couple of drinks themselves, a lot of people there seem very drunk and some have definitely been using something else on top of the alcohol!

They have a sense that trouble's brewing, so they call Beth to ask to be picked up early and she tells them she will leave the pub to collect them now. When she arrives, it is clear she has had several drinks herself. Charlie jumps into the car, but Isla doesn't know what to do. The house is in an unfamiliar area and Beth seems like the only option.

In pairs, discuss what Isla's best option might be and why.

Decide how to complete the story by writing down the words Isla could use to manage the moment and get home safely.

Getting help

Review the *getting help* scenario below: what could Oscar do?

Consider the pros and cons of the top three options and decide what you think the best option is in this scenario and why.

Oscar and his friends are at their classmate Marek's house party. Marek lives in a rural area, so there aren't any other houses nearby, and this means they can play the music loudly and have some drinks and smoke without upsetting any neighbours. Everyone is having a great night.

As the night goes on, Oscar notices he hasn't seen Marek in a while and goes looking for him. He finds Marek lying on the floor in another room and can't wake him up. He tells his friends, but they just laugh, saying Marek must be really drunk and needs to 'sleep it off'. Oscar doesn't know what to do.

What happens when you call 999?

- Once connected to a call handler, the caller should say which service is needed (i.e. ambulance, police, fire, or coast guard) and answer some questions to establish what is wrong,
- The caller should stay on the phone - the call handler will say when they have all the information they need.
- The caller might also be given instructions about how to give first aid until the ambulance arrives.
- There are a number of things people can do to assist the ambulance service, e.g. stay with the person until help arrives, tell the paramedics what the individual has taken, any medication they might be/ any allergies they have.

How might Oscar manage a negative response from his friends for calling for help – what could he say in response to any teasing or criticism of his decision?

What has been learnt?

Write down a 5-point action plan for peers in your year group on how to stay safe and keep each other safe at social events that might involve alcohol and/or other drugs.

Further support: need help or guidance?

If you have questions or concerns about your experience of drug and alcohol safety, you can always speak to your parent or carer, your Head of Year or Student Manager, a trusted adult or a teacher in school, for more advice and support.

There are lots of places to get advice about drug and alcohol safety:

Contact Childline www.childline.org.uk 0800 1111

Visit www.talktofrank.com 0300 1236600

Visit www.nhs.uk/live-well/alcohol-support

On a scale of 1-5 **circle** how much you **now** know about substance use and assessing risks.

1	2	3	4	5
I know nothing about substance use and assessing risks		I know some bits about substance use and assessing risks		I know lots about substance use and assessing risks

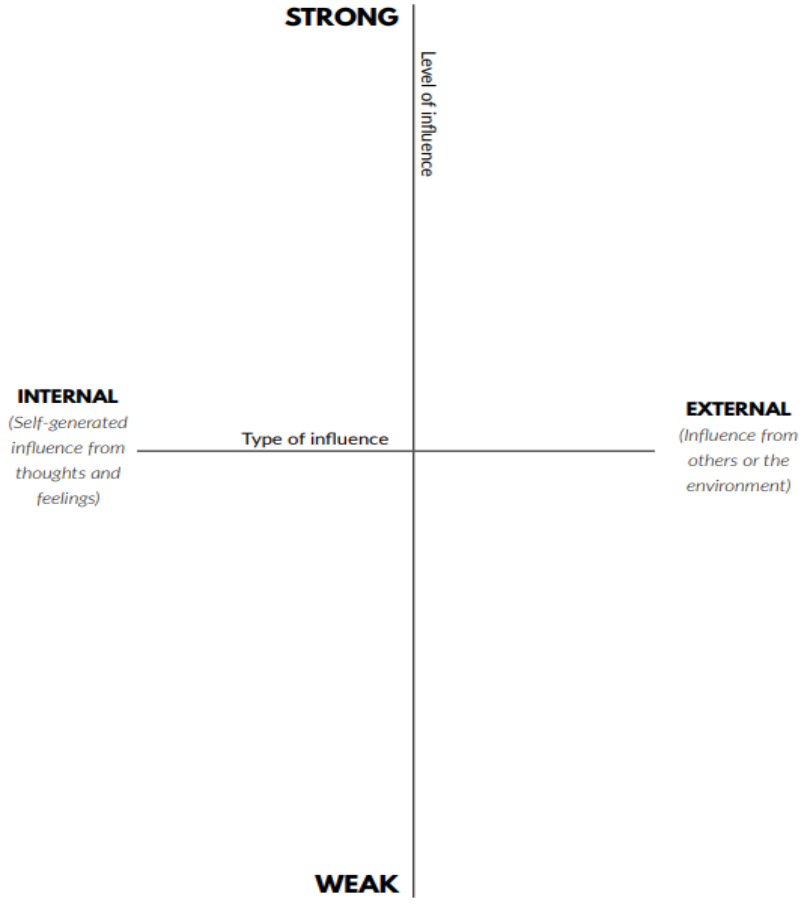
Date:

Lesson 2: Substance use and managing influence

On a scale of 1-5 **circle** how much you know about substance use and managing influence.

1	2	3	4	5
I know nothing about substance use and managing influence.		I know some bits about substance use and managing influence.		I know lots about substance use and managing influence.

Resource 1



Festival timeline

Read the timeline of Max's experience of preparing for and going to a festival.

In pairs, identify the potential influences on Max and the other characters at each stage, and analyse the potential impact of acting based on these pressures and influences.

Are the influences on Max internal or external, i.e. are they coming from Max himself or from an outside source?

		Influences	Influences Internal or external?
Stage 1 Max has just finished his GCSEs and is getting ready to go to a weekend music festival to celebrate. Lots of his friends are going, as well as people he knows from other schools. As he is packing, he sees messages in the group chat about what everyone should bring, including what alcohol and other drugs they could take with them.		Example: Friends	External
Stage 2 They arrive at the campsite and start setting up their tents. A group nearby are playing music, chatting and drinking. Another group seem to be smoking something together. Everyone seems very friendly and several people introduce themselves as they set up their camp.			
Stage 3 The group go to watch a band. It's very busy but there's a great atmosphere. Max's friend CJ drinks lots of beers quickly, some given to them by strangers, and now seems quite drunk. Max starts to become worried about CJ's behaviour, but everyone's having a good time and nobody else seems worried about CJ acting out of character.			
Stage 4 Max has lost CJ. He saw a group doing something with balloons earlier and now his friends are dancing with them. No-one else seems worried about what is going on and Max doesn't want to be accused of bringing down the mood. Eventually the last band finish up. Some of the group go off with their new friends and the rest head back to their own tents. A few hours later, Max finds CJ by the toilets, very dazed and confused and looking really unwell			

What has been learnt?

Create a list of 5 top tips for a 'festival survival guide' on a website, about how to keep the experience enjoyable and safe for all, e.g. create a system to check on one another at various points in the day.

Further support: need help or guidance?

If you have questions or concerns about managing influences, you can always speak to your parent or carer, your Head of Year or Student Manager, a trusted adult or a teacher in school, for more advice and support.

There are lots of places to get advice about drug and alcohol safety:

Contact Childline www.childline.org.uk 0800 1111

Visit https://www.talktofrank.com

On a scale of 1-5 **circle** how much you **now** know about substance use and managing influence.

1	2	3	4	5
I know nothing about substance use and managing influence.		I know some bits about substance use and managing influence.		I know lots about substance use and managing influence.

Date:

Lesson 3 and 4:Help seeking, and sources of, support

On a scale of 1-5 **circle** how much you know about seeking help and support.

1	2	3	4	5
I know nothing about seeking help and support..		I know some bits about seeking help and support..		I know lots about seeking help and support..

Resource 1

Road map

1. Drugs are often produced abroad

Key questions:

a. Who might be involved in producing drugs?

b. How are they likely to be treated / paid?

c. What impact might drug production have on the country?

d. How can people reduce the impact of drug use on developing countries?

2. The drug is imported into the UK through organised criminal gangs or drug mules

Key questions:

a. Why might someone become a 'drug mule' (someone who transports illegal drugs)?

b. What impact might the importation of drugs have on the environment?

c. What might criminal gangs gain from this? What further impacts might this have?

d. How can people get help if they are approached about or have become involved in gang activity?

3. The drug is bought and sold on the streets of the UK

Key questions:

a. Who might be selling or delivering the drugs?

b. What impact might drug dealing have on the local community?

c. How can people get help if they have become involved in this activity?

4. An individual in the UK takes the drug.

Key questions:

a. What impact might this have on the individual?

b. What impact might regular use of the drug have?

c. Are there any further impacts on others from an individual's drug taking?

Seeking support

Resource 2

TURNING POINT

Provides free support for young people who feel that their alcohol or other drug use is becoming a problem, and those who have some queries on their minds about substances.

Turning Point offers young people:

- Meetings where they feel comfortable.
- Advice and information about drugs and alcohol.
- Support for the changes the young person wants to make.
- Teaching new ways to cope.
- Helping the young person to cut down, quit and gain control.

WE ARE WITH YOU

Provides confidential support with alcohol, drugs or mental health.

We are with you has 80 local services in England and Scotland (including young people's services).

Support is also available from the online team to help with drug or alcohol advice for a young person or to support a friend or relative.

CHILDLINE

ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111

Can be contacted about anything — they are there to support young people and help them find ways to cope.

In addition to information and advice on a range of topics, they offer the following services:

- Anyone can call Childline free on 0800 1111 — it's confidential and the caller does not have to give their name if they don't want to.
- They offer a 1-2-1 online counsellor chat
- An email can be sent to them — they will try to reply within 24 hours.
- A person can get help from other young people on their message boards.

NHS STOP SMOKING SERVICES

Local stop smoking services are free, friendly and can massively boost a person's chances of quitting for good.

These services, staffed by expert advisers, provide a range of proven methods to help people quit. They'll give accurate information and advice, as well as professional support, during the first few months of an individual stopping smoking.

An individual will normally be offered a one-to-one appointment with an adviser, but many areas also offer group and drop-in services as well. Depending on where the person lives, the venue could be a local GP surgery, pharmacy, high-street shop, or even a mobile bus clinic.

GPs can refer people, or they can phone their local stop smoking service themselves to make an appointment with an adviser.

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NACOA

The National Association for Children of Alcoholics (www.nacoa.org.uk) provides information, advice and support for everyone affected by a parent's drinking.

They can be contacted via their free confidential helpline (0800 358 3456), or via email, for information and ongoing support for all ages.

Additionally, their online message boards enable young people to share and discuss experiences with others.

FAMILY MEMBER OR FRIEND

Could provide emotional support and guidance and could help someone access further services.

GP

Can provide confidential medical advice and may refer someone for treatment or prescribe treatment options. Many GP surgeries host support services such as smoking cessation and mental wellbeing inputs.

TEACHERS

Teachers/other staff members can help students to find appropriate further support.

They are available for students to raise their concerns with or to ask questions about drugs. Teachers can listen to concerns, but may also need to report this to the designated safeguarding lead if they are concerned about any student's safety (this is known as their safeguarding duty).

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Resource 3

1. I have been smoking now for a couple of years, but recently have been thinking about quitting. The problem is, I have no idea where to start! My best friend smokes, so it's difficult to avoid and I don't think he'll give me the encouragement I need.

2. I am worried about a friend who has started taking drugs at the weekend. She started hanging around with some new people who I think are pressurising her into it – I'm not sure she even enjoys it that much!

3. We recently had a death in the family and my brother hasn't taken it very well. He won't talk about anything, but spends a lot of time alone in his room or out with his friends until late. I know he has been taking some pills — I saw them in his room — but I don't know if I should tell anyone.

4. I have been out partying a lot lately. I've always drunk alcohol and taken drugs, but lately I've been feeling jittery and my anxiety seems to be getting worse. Going out is a big part of my life though and I don't want to stop.

5. My parents have always enjoyed having a few drinks, but recently I've noticed that my Dad has been drinking a lot more before Mum gets home from work. He seems to start drinking earlier and earlier in the day and now when I get in from school he's usually already drunk.

6. I used to smoke weed sometimes with my friends, but have started doing it when I'm by myself too. It started as a way to relieve some stress, but now I feel like I need something when I wake up in the morning to help me get through the day. I want to get some help, but I'm too shy to speak about everything in front of others.

Challenging barriers

Resource 4

Use the diamond 9 to rank the barriers someone might face in seeking support for substance use in a diamond shape.

1. Embarrassment or	2. Unable to recognise that they have a problem
3. Not wanting others to find out that they have a problem	4. Regularly being around 'temptation' through friends
5. Unsure where to access help	6. Worried about costs of accessing help
7. Unsure how to access help	8. Not wanting to appear 'weak' for needing help
9. Worried about getting into trouble	

Most significant barrier

Least significant barrier

On a scale of 1-5 **circle** how much you **now** know about seeking help and support.

1	2		3	4	5
I know nothing about seeking help and support..			I know some bits about seeking help and support..		I know lots about seeking help and support..

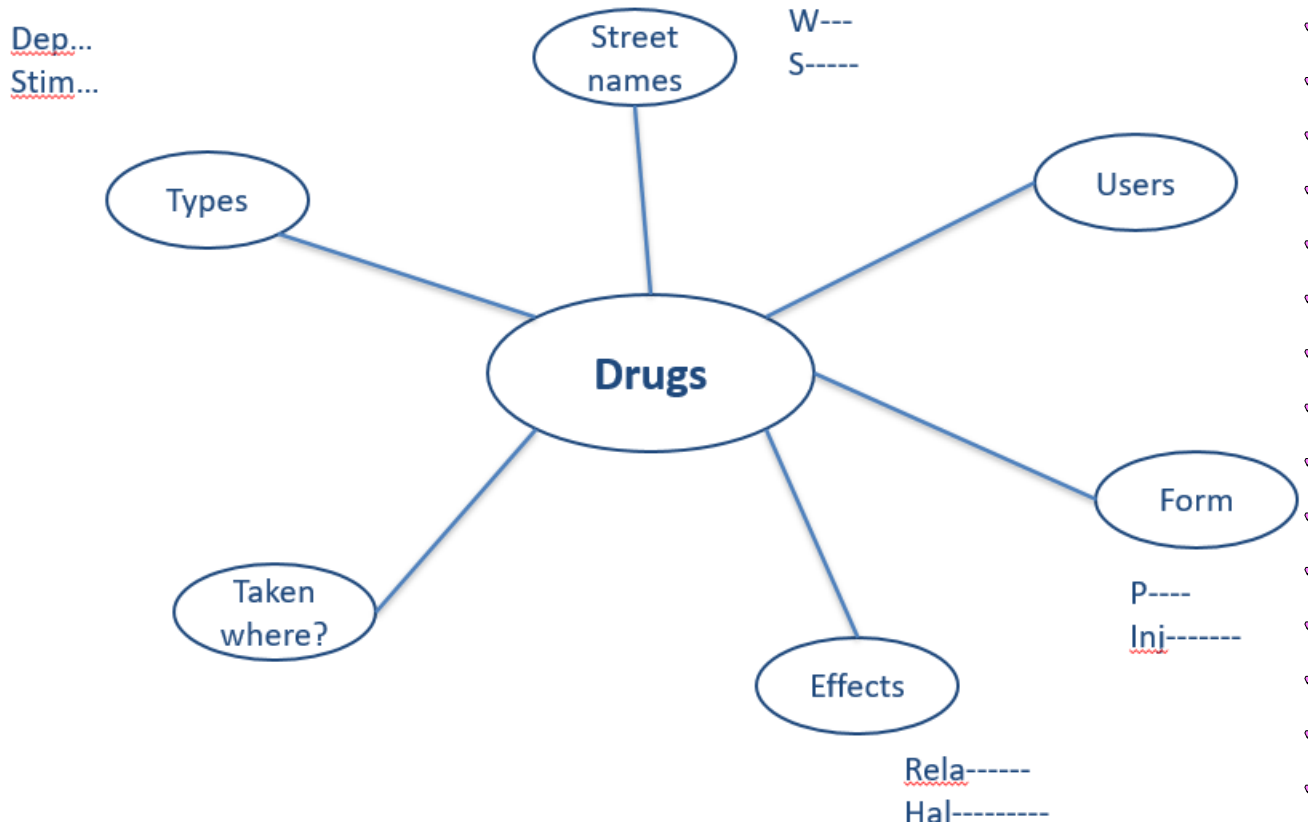
Date:

Lesson 5: Drug impact

On a scale of 1-5 **circle** how much you know about the impact of drugs on you, your family and the community.

1	2	3	4	5
I know nothing about the impact of drugs.		I know some bits about the impact of drugs.		I know lots about the impact of drugs.

Complete the table below with as much information as you know.



Types

Street names

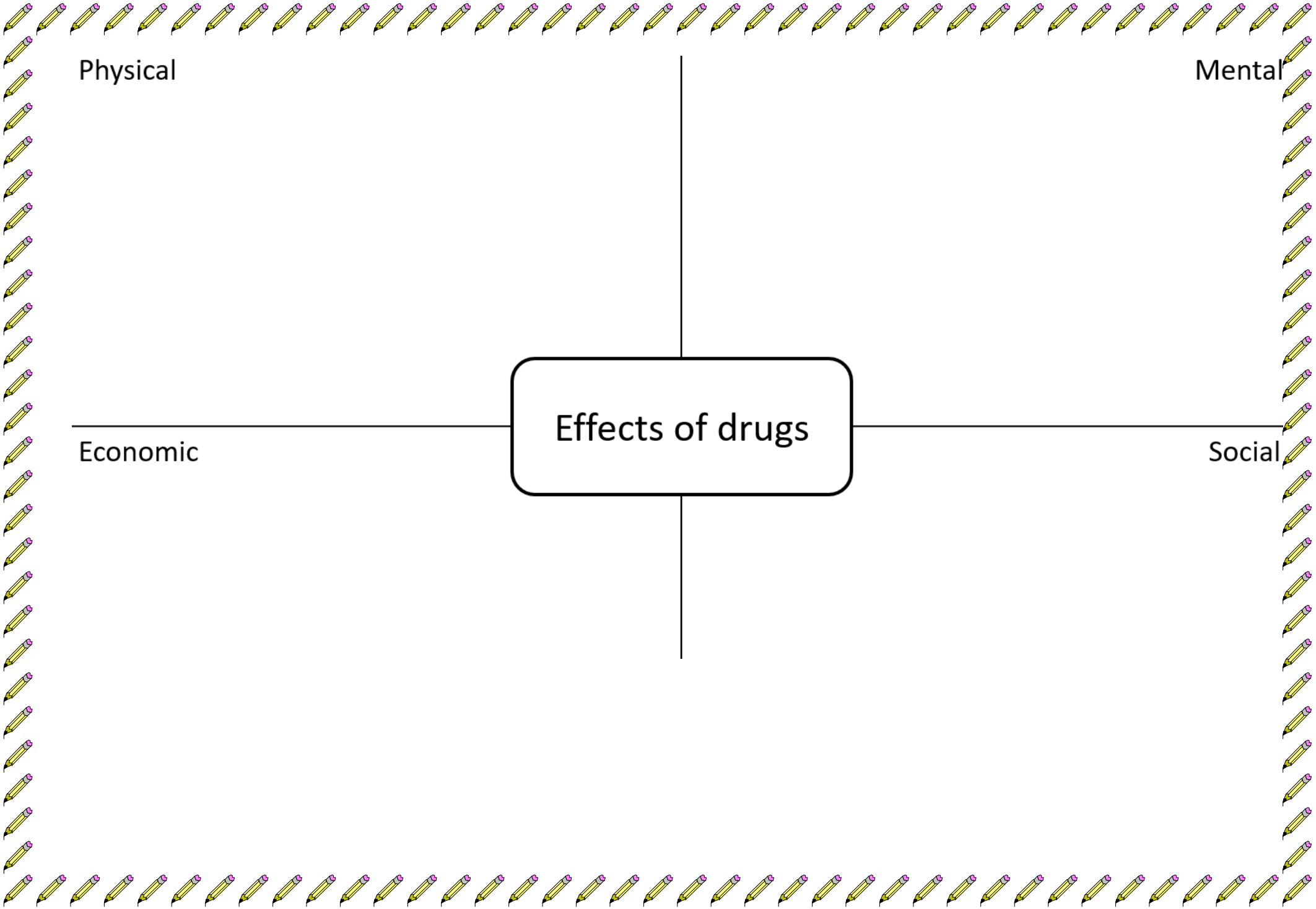
Users

Forms

Health
exercise
fitness
running
weightlifting
physical
Health
wellness
sleep
balance
health
wholesome
fruits
vegetables
water
vital
purpose
fulfillment
happy
passion
sense
happiness
satisfaction
feel
joy
mental
health
positive
attitude
thinking
optimism
possible
psychology
philosophy

Effects

Where


Physical
Mental
Effects of drugs
Economic
Social

Watch the short clip. What are the issues with using nitrous oxide/laughing gas?

On a scale of 1-5 **circle** how much you **now** know about the impact of drugs on you, your family and the community.

1	2	3	4	5
I know nothing about the impact of drugs.		I know some bits about the impact of drugs.		I know lots about the impact of drugs.

Date:

Lesson 6: County Lines

On a scale of 1-5 **circle** how much you know about healthy coping strategies.

1	2	3	4	5
I know nothing about County Lines.		I know some bits about County Lines.		I know lots about County Lines.

Work through the following questions and make brief notes on the possible answers:

1. What is Cameron doing? Who are the K10 Krew?
2. What is likely to happen to Cameron in the short term from being mugged on delivery and in the long term for joining a gang.
3. Who might have mugged Cameron and why?
4. Why do gangs not just deliver drugs themselves - what benefits do they gain from exploiting young people like Cameron?

County Lines – Gangs sending young people from cities into smaller towns and villages in order to sell drugs to the people living in these areas.

Disenchantment- to be disillusioned, in this case with society, and not feeling like there is a part in it for you and you could never play a successful role.

Trap House – a base used for drug operations, usually a person's home who has been bribed or threatened into the situation.

What is County Lines?

County Lines is a criminal practice that **involves gangs sending children from cities into smaller towns and villages in order to sell drugs** to the people living in these areas. It's called county lines because **these children often travel from a big city to small towns in a different county**, and they use **dedicated mobile phone'lines'** in order to contact people for buying and selling drugs. The most common drugs involved in County Lines are typically **heroin and cocaine**, but other drugs (such as MDMA, amphetamines, cannabis and spice) are also sold. The activity of selling drugs in this way is sometimes referred to as 'going country', as it involves going from the city into the countryside.

Gangs recruit young people into doing the work for them because it means that the **gang members themselves can manage the operation from a distance and are less likely to be detected by police.**

It is estimated that at least **46,000 children** in England alone are involved in criminal gang activity. In **London alone, there are 4,000 young people** who are being exploited to work for gangs in County Lines.

How do gangs recruit young people for County Lines?

There are several approaches that gangs might take in order to lure young people into working for them. One approach is grooming, which is when children and young people are given **attention, compliments, money, food or presents in order to build a relationship with a gang member**. The young person being groomed is then made to **feel like they owe something to the gang member**, and this is how they are recruited into criminal activity. Gangs use social media to target individual young people online, although they do also approach young people in public places such as parks and shopping centres.

As well as grooming, gangs sometimes use **violence in order to threaten young people into working for them. Weapons such as knives, firearms, bats and acid are used by gangs in order to force young people to carry drugs on trains** and sell drugs to local drug dealers in smaller towns. Violence is also frequently used towards the young people once they start working for the gangs - for example, if any money or drugs go missing.

As part of their criminal operation, gangs also have a house in the local area which they use as a base for selling (and sometimes making) drugs. This is known as a 'trap house'. Sometimes, gangs will take over the house of a local person and force them into allowing the gang to use their house as a 'trap house', usually with either violence or the promise of free drugs. This is called 'cuckooing', as it involves taking over another person's home, like cuckoos do with other birds. Young people are sometimes expected to stay in trap houses when they are working for the gangs. **This makes the young person extremely vulnerable to abuse, such as drug abuse, physical and even sexual abuse.**

Who do gangs target for County Lines?

Gangs typically **target young people aged between 12 and 17**. They usually target young people who are considered to be vulnerable, for example **homeless children, children living in care homes, children who have mental health issues, children living in extreme poverty, children with chaotic or broken family lives, or children who have been expelled from mainstream education.** They also look for children who may be wanting protection, money, love, excitement, status or a sense of belonging, in order to exploit these feelings for their own criminal purposes.

What are the long-term consequences of County Lines?

County Lines criminal activity has a negative impact on the communities involved. It brings further violence, abuse and drugs into rural communities. By flooding the market with Class A drugs, it increases social problems associated with drug use, for example anti-social behaviour, criminal damage and theft. As well as harming communities, County Lines activity has a negative impact on the individuals involved: if caught, drug dealers can face **prison sentences of around fourteen years**. Having a criminal record can then impact the individual's ability to gain particular types of employment in the future.

For the young people involved, as well as the risk of criminal prosecution, there is also the risk of becoming a user of drugs, as well as becoming trapped in gang activity. While some young people see criminal gangs as an escape from their life of poverty and abuse, many find that they are trapped into a life of working for violent gangs which keep them in a cycle of poverty, abuse and intimidation.

How can I tell if someone is involved in County Lines and what can I do if I'm involved?

Some of the indicators that a child may be involved in County Lines activity are: **staying out late; going missing for a few days; having drugs on them; having unexplained money, phones, jewellery or other items; becoming aggressive and using sexual, violent, or drug-related words all of a sudden; coming home looking bruised or in a bad state; having keys to unexplained places**. If you are worried about you or someone you know being involved in County Lines, call Crimestoppers on 0800 555 111.

1. What are the most common drugs used by Country lines?

2. Why do they use young children?

3. How many children are involved?

4. How do they get the children involved? Include both methods.

5. Who do they target?

6. What are the long term consequences?

7. How can you tell that someone is involved in County Lines?

Further support: need help or guidance?

If you have questions or concerns about your experience of drugs or county lines, you can always speak to your parent or carer, your HOY or Student Manager, a trusted adult or a teacher in school, for more advice and support.

There are lots of places to get advice about this topic.

The Children's Society
Whitecross Studios
50 Banner Street
London EC1Y 8ST

Supporter Care:0300 303 7000

If you have immediate concerns for the safety of yourself or others call 999.

If you are looking for general advice or information about safeguarding or child protection, please contact the NSPCC helpline on 0808 800 5000.

If you are a child and you need help, call Childline on 0800 11 11

On a scale of 1-5 **circle** how much you **now** know about County Lines.

1	2	3	4	5
I know nothing about County Lines.		I know some bits about County Lines.		I know lots about County Lines.

You are now at the end of your Spring Term 1 Personal Development work on Health and Well-being: Exploring Influences. Please answer the following questions:

1. Have you enjoyed this unit?: Yes No

2. What has made you give that response to question 1?:

3. Is there any other information you would have liked to have received in this unit? (If yes, please indicate what topic you would have liked to have visited.)