

## Unit F Managing risk

### About the unit

In this unit, pupils develop their understanding of the risks associated with their own or other people's use of drugs and alcohol, particularly in the short term, and practise skills to keep safe. Pupils are encouraged to take responsibility for their own learning, and to apply it to their lives. They consider real-life situations involving drug use, drinking and drunkenness and the use of drugs in sport, and a variety of risks associated with the use of drugs and alcohol. They acquire skills for handling emergency situations.

This unit builds on activities about risk in the key stages 1, 2 and 3 units, and particularly in unit C 'Building knowledge and understanding about drugs and alcohol – practising skills to deal with situations'.

The unit can be linked with sex and relationships education. There are also links with key stage 4 science, health and social care, PE and English. Some links are included in the 'Points to note' section.

### Where the unit fits in

This unit addresses the following aspects of the key stage 4 non-statutory framework for PSHE, and the key stage 4 programmes of study for citizenship and science:

#### PSHE

##### Developing a healthy, safer lifestyle

Pupils should be taught:

- 2a to think about the alternatives and long- and short-term consequences when making decisions about personal health
- 2b to use assertiveness skills to resist unhelpful pressure
- 2c about the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make
- 2g to seek professional advice confidently and find information about health
- 2h to recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques

##### Breadth of opportunities

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through opportunities to:

- 4a take responsibility
- 4d make real choices and decisions
- 4e meet and work with people
- 4g consider social and moral dilemmas
- 4h find information and provide advice

#### Citizenship

##### Knowledge and understanding about becoming informed citizens

Pupils should be taught about:

- 1a the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems

##### Developing skills of participation and responsible action

Pupils should be taught to:

- 3a use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own
- 3b negotiate, decide and take part responsibly in school and community-based activities

#### Science

Pupils should be taught:

- Sc2 2m the effects of solvents, alcohol, tobacco and other drugs on body functions

### Expectations

**Expectations should be adapted according to the needs, age, stage and maturity of the pupils. It is expected that by the end of this unit most pupils will:** know about the immediate risks associated with using alcohol or drugs and with multi-drug use. They research and identify accurate information about different drugs, using a range of resources. They recognise the importance of making informed choices about alcohol or drug use, and have an increased awareness of ways to reduce the risks associated with it. They know and can use basic emergency aid skills. They plan how to use what they have learnt in their own lives.

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## Resources

Resources include:

- the DfES citizenship website – [www.dfes.gov.uk/citizenship](http://www.dfes.gov.uk/citizenship) (includes resources and guidance about citizenship)
- the DfES PSHE website – [www.teachernet.gov.uk/PSHE](http://www.teachernet.gov.uk/PSHE) (information on resources and links to other websites)

Many groups and organisations produce online resources that are relevant to drug, alcohol and tobacco education. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through [www.qca.org.uk/pshe](http://www.qca.org.uk/pshe)

- Department of Health
- Wired for Health
- Release
- DrugScope
- Alcohol Concern
- Office for National Statistics
- British Crime Survey
- National Drugs Helpline (provides details of local drugs agencies)
- Drugs Prevention Advisory Service (DPAS)
- Portman Group (provides resources to support alcohol education)
- Mind, Body & Soul
- Drug Prevention and Education Information Service (DEPIS) (information about resources)
- Institute of Alcohol Studies

NB: care should be taken when encouraging pupils to access websites

**Learning objectives**

Pupils learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note****Establishing need**

- that there are physical, emotional, financial and social risks associated with drug, alcohol and tobacco use
- to reflect on their own and others' behaviour and on the importance of making positive choices
- Assess the pupils' current knowledge, understanding and attitudes regarding the risks associated with drinking and drug use. Give small groups of pupils a collection of words or pictures of items associated with drinking or drug use and ask them to make up a story or drama about them within a limited time. Explain that the stories need to convey the risks and consequences of drug-taking or drinking through a real-life situation. The items could include *cigarette papers, syringes, foil, matches, prescription bottles, empty alcoholic drink bottles*.
- The pupils present their stories or dramas to the group and the rest of the class, who analyse them using questions, eg
  - *Is the story realistic?*
  - *Was the information conveyed about the drugs or alcohol, and the risks of taking them, accurate?*
  - *What other information about the drugs or alcohol could have been conveyed that wasn't?*
  - *What physical, social or emotional risks or consequences, if any, were associated with the drinking or drug use?*
  - *Could any other risks or consequences have been portrayed?*
  - *What would they do if they were one of the characters in the stories or dramas?*
- Compare the pupils' beliefs about the realism of the stories or dramas with national and local statistics on drinking and drug use.
- Did the pupils over- or under-estimate drug and alcohol use among young people, as shown in the statistics? Does their new knowledge have any impact on their attitudes to drug-taking and drinking alcohol?
- With the pupils, discuss how the stories or dramas reflect their knowledge and understanding of the effects and risks of using drugs and alcohol, and what they feel and think about using them. Discuss why the pupils should have accurate knowledge and understanding, even if they choose not to use drugs or alcohol themselves.
- The pupils individually rank their current knowledge or understanding and identify gaps that need to be addressed, eg *would they know what to do in the situations presented? Do they have the skills and confidence to deal with the situation?*
- Extension activity: focus on the skills needed by people facing pressure to use drugs or alcohol. Pupils identify the range of skills, practise them in role-play scenarios and assess their own levels of competence in the skills. They identify a skill they need to work on and plan to practise it.
- identify some effects and risks of using drugs and alcohol
- communicate what they know and understand through a piece of creative writing or drama
- analyse information for bias, inaccuracy and incompleteness
- demonstrate the use of accurate information in decision-making
- reflect on and identify areas where they need to improve their knowledge, skills or understanding
- Quizzes or brief scenarios could be used as alternatives to the stories or dramas.
- To minimise any embarrassment, the pupils could submit anonymous requests for what they want to find out through their drug, alcohol or tobacco education, and these requests could be used to inform the content of the programme.
- Ensure that any different needs of boys and girls are considered.
- Analysis of national and local statistics on drug and alcohol use can help challenge assumptions about peer use or 'normative expectations'. For up-to-date local statistics, contact the LEA School Drugs Adviser or local Drug Action Team Coordinator. For details of local drug agencies, see the National Drugs Helpline website. For national statistics, see the websites of the following organisations:
  - Department of Health
  - Wired for Health
  - DrugScope
  - Alcohol Concern
  - Office for National Statistics
  - Home Office (for the British Crime Survey)
- Link with English: En1 S&L4a in the key stages 3 and 4 programme of study.

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Pupils learn:		Pupils:	

### The consequences of using drugs and how to respond positively in drug-related situations

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| <ul style="list-style-type: none"> <li>• about the risks associated with using drugs, as identified through the activities in the first section</li> <li>• about the risks of using different drugs together</li> <li>• how to use information to analyse risk and make decisions</li> <li>• to minimise risks or harm associated with drug use</li> <li>• how to respond in an emergency, including who to contact and some basic emergency aid techniques</li> </ul> | <ul style="list-style-type: none"> <li>• Give small groups of pupils different scenarios relating to drug use, eg <ul style="list-style-type: none"> <li>– <i>A has taken three ecstasy tablets and has been dancing for five hours without a break. He is looking hot and sweating a lot</i></li> <li>– <i>B is having a party and, with a friend, has baked a cake with a large amount of cannabis in – but she hasn't told any of the guests</i></li> <li>– <i>C has smoked cannabis and tried heroin (not injecting) once before. C's older boyfriend and his friends are all injecting and offer her a syringe</i></li> <li>– <i>D is on medication to help control mental illness. Someone offers him ecstasy.</i></li> </ul> </li> <li>• Ask the pupils to identify what the potential bad consequences of each scenario are, what they think the person should do and what difficulties the person faces. The pupils may need to research accurate information, eg <i>using leaflets, ICT</i>, before deciding their response.</li> <li>• In pairs, the pupils discuss the reasons why people might take such risks. The pupils may need to research the way the drug makes the user feel, and to consider the context of the use, eg <i>the role of drugs in clubbing or music culture</i>.</li> <li>• The pupils report back through class presentations or group-to-group exchange (whereby members of each group move to another group and explain what they have learnt).</li> <li>• Explain that sometimes medical emergencies and deaths do occur as a result of drug use, and that whether or not the pupils themselves decide to use drugs there may be occasions where people around them do use them. The pupils learn emergency aid techniques with a qualified instructor.</li> </ul> | <ul style="list-style-type: none"> <li>• know the risks and effects of taking different drugs</li> <li>• draw on their own knowledge and use decision-making skills to make an informed choice in different situations</li> <li>• recognise that sometimes drug-taking can be fatal</li> <li>• know how to respond in an emergency situation</li> <li>• know steps to reduce risks and demonstrate the use of resistance skills when under pressure from others</li> </ul> | <ul style="list-style-type: none"> <li>• Establish ground rules for discussion (see page 20 of the <i>Teacher's booklet</i>).</li> <li>• Video and other resources could be used in place of scenarios to explore risks. For possible resources see the websites of the following organisations: <ul style="list-style-type: none"> <li>– Department of Health</li> <li>– TeacherNet (the PSHE area)</li> <li>– The Drug Education and Prevention Information Service (DEPIS) website</li> </ul> </li> <li>• Sensitivity will be needed if materials with hard-hitting messages are used. Pupils and parents should know in advance what is going to be covered, and that pupils may find some of it disturbing. See page 18 of the <i>Teacher's booklet</i> for guidance on the use of harder-hitting messages.</li> <li>• Link with English: En1 S&amp;L1c, 11a in the key stages 3 and 4 programme of study.</li> </ul> |
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Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Pupils learn:		Pupils:	

### The consequences of drinking alcohol and how to respond positively in alcohol-related situations

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| <ul style="list-style-type: none"> <li>• about the different views that society has towards drinking alcohol</li> <li>• about the effects of drinking alcohol on health and behaviour and about the associated risks to themselves and others</li> <li>• how to limit, by using unit measurements, the amount of alcohol they or others consume</li> <li>• about the importance of planning in order to minimise risk</li> <li>• skills to resist unwanted pressure</li> </ul> | <ul style="list-style-type: none"> <li>• The pupils use TV, film, magazines or other sources to explore general images of drunkenness. They analyse the images, eg             <ul style="list-style-type: none"> <li>– <i>Do the images portray drunkenness as comical, dangerous or harmless?</i></li> <li>– <i>What sort of people get drunk and why?</i></li> <li>– <i>What do others around them think and feel about the drinkers' behaviour? and why?</i></li> <li>– <i>How might the drinker subsequently feel about their behaviour?</i></li> </ul> </li> <li>• Pupils could discuss the potential consequences of the situations portrayed in terms of health and other risks to the individual or other people. They can draw on previous work including work in Science about how alcohol affects health.</li> <li>• Draw the pupils' attention to the latest statistics on the number of young people who have been drunk, and the numbers of accidents and acts of violence in which alcohol is involved. Explain that too much alcohol can be fatal, though such incidents are rare, and stress the importance of emergency aid techniques.</li> <li>• Discuss how much a person needs to drink before they are 'drunk'. Draw on the pupils' earlier work on how alcohol is measured in units and how alcohol affects people differently according to their size, weight, gender, experience of drinking, etc. Give the pupils information on the unit content of different drinks, and give them lists of drinks from different people's 'nights out'. Ask the pupils to calculate how many units each person had, and how this might have affected their behaviour, feelings, safety, etc. Ask the pupils about the legal limits for drinking alcohol and driving.</li> <li>• Pupils research organisations that can provide information, help and advice about alcohol-related issues.</li> </ul> | <ul style="list-style-type: none"> <li>• recognise that different people have different views on alcohol and drunkenness, both positive and negative</li> <li>• know and understand the effects and risks of drinking alcohol</li> <li>• understand that alcohol has different effects on different people, and the reasons for these differences</li> <li>• know the legal limits for drinking alcohol and driving, and the reasons for them</li> <li>• identify ways to avoid risky situations and to resist pressure, and know where to go for help or advice</li> </ul> | <ul style="list-style-type: none"> <li>• Sources for statistics on drinking can be found at the websites of the following organisations:             <ul style="list-style-type: none"> <li>– Department of Health (drugs statistics and information section)</li> <li>– Alcohol Concern</li> <li>– Wired for Health (section on risky situations involving alcohol)</li> </ul>             See the Portman Group website for a directory of resources for education on alcohol.           </li> <li>• Drink-driving fact sheets are available from Alcohol Concern and from the Institute of Alcohol Studies.</li> </ul> |
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**Learning objectives**

Pupils learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note****The consequences of drinking alcohol and how to respond positively in alcohol-related situations (continued)**

- As a class discuss an issue, eg
  - *Are there any differences between young people and adults getting drunk?*
  - *Should alcohol be banned from sporting events?*
  - *Should the legal limit for drinking alcohol and driving be raised or lowered?*
- Ask the pupils, individually, to assess and record their knowledge and understanding about alcohol, eg
  - *What have I learnt?*
  - *What else would I like to know?*
  - *What do I understand about how alcohol affects me and others around me?*
  - *Where do I go if I want help or advice?*
  - *What advice would I give to someone about avoiding risky situations related to alcohol?*
- Extension activity: pupils could watch and discuss a recent government TV advertisement campaign and consider, eg
  - *What are the key messages and who are they targeted at?*
  - *Is the campaign an effective deterrent?*
  - *What could be done to make it more appropriate to young people?*

- St John Ambulance, the Royal Life Saving Society UK, the British Red Cross and the local health promotion unit may be able to support the development of emergency response skills.
- See unit C 'Building knowledge and understanding about drugs and alcohol – practising skills to deal with situations', for activities on measuring alcohol in units.
- Link with science: Sc2 2m in the programme of study and unit 9B 'Fit and healthy' in the key stage 3 scheme of work.
- Opportunity to link with RE: many GCSE religious studies specifications and agreed syllabuses for RE include the study of the various attitudes of faith communities to drug and alcohol use, eg *the prohibition of alcohol in Islam, the use of wine in some Christian worship*. Such syllabuses also include the study of personal and social responsibility promoted by faith communities and ethical and moral questions concerning the use and misuse of substances.

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Pupils learn:		Pupils:	

### Drug-taking in sport

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| <ul style="list-style-type: none"> <li>• about how drugs, alcohol and tobacco can affect sporting performance</li> <li>• about the regulations restricting drug use, including the use of medicines, in different sports and the potential consequences of breaking these</li> <li>• to use a range of sources of information to research the issues</li> </ul> | <ul style="list-style-type: none"> <li>• Use newspaper cuttings or other news coverage of sportspeople who have been accused of using drugs to enhance performance, or other drugs or alcohol that could potentially detract from it. Ask pupils to find out how sports people know which substances are not permitted.</li> <li>• The pupils discuss their feelings about the incident, <i>eg Did the person know they had taken a banned substance? What did the sportsperson risk by using the drugs or alcohol? Should they keep their medal(s)?</i></li> <li>• Groups of pupils select an issue to research, <i>eg</i> <ul style="list-style-type: none"> <li>– <i>banning footballers from drinking alcohol</i></li> <li>– <i>distinguishing between proper and improper use of medicines by sportsmen and women</i></li> <li>– <i>using steroids to enhance performance</i></li> <li>– <i>using 'recreational' illicit drugs</i></li> <li>– <i>testing for drugs in sports competitions</i></li> </ul> </li> </ul> <p>The groups write and perform a documentary programme covering some of the evidence and arguments surrounding the issue, <i>eg</i></p> <ul style="list-style-type: none"> <li>– <i>the effect of particular drugs or alcohol on performance</i></li> <li>– <i>sporting regulations on the use of drugs and alcohol</i></li> <li>– <i>how sportspeople might be tested for, or found to have used, the drug, or alcohol</i></li> <li>– <i>the possibility of false accusations of use</i></li> <li>– <i>how the media cover the story, and how the use affects the reputation of the individual or sport</i></li> <li>– <i>the different views of those involved (users and non-users, families, supporters, etc)</i></li> <li>– <i>whether drugs, alcohol or tobacco advertising and sponsorship should be permitted in sports</i></li> </ul> <ul style="list-style-type: none"> <li>• Where possible, record the pupils' documentaries. Alternatively, they could be shown to other groups and assessed for accuracy, balance and interest.</li> <li>• Pupils obtain feedback on their documentaries and discuss how what they have learnt could be publicised to others.</li> </ul> | <ul style="list-style-type: none"> <li>• work as members of a group to research an issue, identifying key questions and the information they need to answer them</li> <li>• present their findings to a target audience, giving reasons for their views and drawing on their research</li> <li>• reflect on their participation in the activity</li> <li>• clarify personal attitudes to drug-taking in sport</li> </ul> | <ul style="list-style-type: none"> <li>• An alternative topic could be testing for drug or alcohol use in the workplace.</li> <li>• The Sport England website has useful information on the issue of drug use in sport.</li> <li>• Link with science: Sc2 2m in the programme of study and unit 9B 'Fit and healthy' in the key stage 3 scheme of work.</li> <li>• Link with English: En1 S&amp;L4b, 11b in the key stages 3 and 4 programme of study.</li> </ul> |
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