Unit G Giving and receiving support

About the unit

In this unit, pupils learn about some of the longer-term consequences of misusing drugs or alcohol, including dependency and impact on relationships, careers and mental health. They assess to what extent they can support each other and identify their limitations. They investigate and report on national and local sources of support for young people and practise asking for help. They research ways of improving the provision of services or help for young people and engage in activities to address those needs.

This unit describes a one-day drug, alcohol and tobacco education awareness day for use as a whole-school, key stage or year group event. Alternatively, individual activities in this unit could be used in timetabled lesson time. The unit could be adapted for other issues, such as sex and relationships education, mental health or bullying.

Pupils are involved in planning and organising the awareness day. At the event they attend a series of workshops, in some cases helping visitors from outside agencies to lead activities for other pupils. Pupils studying for a short-course GCSE in citizenship studies could take responsibility for organising and leading the activities for other pupils in their year group.

The first activity in this unit should take place well in advance of the event itself, so that the aims and desired outcomes can be agreed and visitors' availability established.

This unit draws on earlier knowledge and understanding of drugs, alcohol and tobacco and of a range of PSHE and citizenship skills gained in key stages 1–3. It links with unit 15 'Crime and safety awareness – a whole-school multi-agency approach' in the key stage 3 scheme of work for citizenship. Activities in the unit also link with science 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 confidence and responsibility and making the most of their abilities

Pupils should be taught:

1d to recognise influences, pressures and sources of help and respond to them appropriately

Developing a healthy, safer lifestyle

Pupils should be taught:

2c the causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management

2e 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

2f in the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices

2g to seek professional advice confidently and find information about health

Developing good relationships and respecting the differences between people

Pupils should be taught:

3c to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support

3d to work cooperatively with a range of people who are different from themselves

3e to be able to talk about relationships and feelings

3j to know about the statutory and voluntary organisations that support relationships in crisis

3k to develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities

Breadth of opportunities

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

4a take responsibility

4b feel positive about themselves

4c participate

4d make real choices and decisions

4e meet and work with people

Citizenship

Knowledge and understanding about becoming informed citizens

Pupils should be taught about:

1f the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally

Developing skills of enquiry and communication

Pupils should be taught to:

2a research a topical, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics

2b express, justify and defend orally and in writing a personal opinion about such issues, problems or events

2c contribute to group and exploratory class discussions, and take part in formal debates

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

3c reflect on the process of participating

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: understand that using drugs, alcohol or tobacco can result in a range of health problems and harmful consequences. They know that there are support services and initiatives for young people and find out about services available to them. They survey the views of others and participate in an activity to improve their local community. They begin to evaluate their own role. They value themselves and their peers as sources of support.

Resources

Resources include:

- the DfES PSHE website – 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

- Department of Health
- DrugScope
- Alcohol Concern
- National Drugs Helpline (provides information on national and local agencies offering support)

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

Learning objectives Pupils learn:	Possible teaching activities	Learning outcomes Pupils:	Points to note
Investigating support and services for young people with drug-, alcohol- or tobacco-related problems			
• ways of finding out about other people's views on support and services for young people • to identify questions they want to find answers to and to plan their investigation • to use a range of information sources in their research, including ICT • to work with others to plan their involvement in the drugs, alcohol and tobacco awareness day	• Individually or in pairs, the pupils undertake background research to help plan their drug, alcohol and tobacco awareness day/event. Ask them to find out what young people want to know about drugs, alcohol and tobacco and whether they think there is adequate support from local services. Pupils identify: – what they want to find out about – who they will consult, *eg the whole school, year group, class, teachers, parents/carers* – how they will gather opinions, *eg through break-time surveys, school council, holding meetings* • Working in small groups, the pupils design and carry out the survey and report back to the class on their findings. They then use the findings to identify aims for a drug, alcohol and tobacco awareness day that would meet some of the information needs and bring young people and agencies closer together. They could use local directories, libraries or the internet to identify national and local agencies and services that support young people in relation to drug, alcohol and tobacco use and misuse. The pupils consider which of these bodies would best be able to support the planned event, ensuring that there would be a balance of activities that would promote skills as well as providing information. Findings are shared through group presentations to the class and each class makes a display. • Using their research, pupils work in groups to plan different aspects of the awareness day, including: – contacting potential speakers and workshop leaders – planning an exhibition about the services and information sources available, with stands staffed by local agency representatives – where appropriate, organising peer-led activities	• carry out research and consultation by talking to a range of school and community members to ascertain their views and opinions • undertake a planned investigation of national and local services on sources of support available to young people with drug, alcohol or tobacco problems • work together to identify ways of helping their peers to develop knowledge, skills and understanding in relation to drugs, alcohol and tobacco • present their findings to others and give reasons for their views • plan and organise their own involvement in an awareness day	• Link with citizenship: unit 15 'Crime and safety awareness – a whole-school multi-agency approach' in the key stage 3 scheme of work. • When pupils undertake their research it is important that they consider any differences between the needs of boys and of girls. • The local School Drug Adviser, Healthy Schools Coordinator and Drug Action Team Coordinator will be able to help with information about local services and may be able to offer support in planning the day. • Information about national and local agencies offering support is available from the National Drugs Helpline website. • Visitors should be briefed in line with school policies and good practice guidance on the use of visitors in drug, alcohol and tobacco education. See page 24 of the *Teacher's booklet*. • It may be helpful to set up a planning committee involving pupils to help coordinate the event. • Link with English: En1 S&L3d, En2 R4a in the key stages 3 and 4 programme of study.

Learning objectives Pupils learn:	Possible teaching activities	Learning outcomes Pupils:	Points to note
Giving and receiving support – know your limitations			
• to participate in and contribute to workshops and activities • to find information and sources of support • to clarify their attitudes to people with drug, alcohol or tobacco problems • about a range of problematic physical, mental or social consequences of using drugs, alcohol or tobacco • how to communicate with their peers and offer support or advice • to recognise their limitations and the importance of seeking professional advice	• On the day of the event, the pupils work alongside external contributors to manage the exhibition and lead presentations and workshops. The exhibition could comprise stands from agencies and organisations, plus information displays that pupils have produced using leaflets and websites (including live web links if possible). • Before the workshops begin, remind the pupils of previously agreed ground rules for discussion and working together. Workshops could include: **A workshop on local health priorities**. In groups, the pupils explore their attitudes to drug, alcohol and tobacco treatment services. Explain to them that in this workshop scenario they are responsible for the £2 million local health care budget of their Primary Care Trust. They have to decide how to spend the budget and explain their reasons. Give the pupils a list of health care needs and how much they would cost, including help for those with drug or alcohol problems, *eg two new kidney dialysis machines, a hospice, a care home for the elderly, an HIV/AIDS clinic, a special care baby unit*. Discuss whether treatment for drug and alcohol problems should be a priority and why. **A workshop on substance use and misuse**. The pupils work with drug and alcohol agency staff in scenarios and role-plays. Give pupils in small groups examples of a range of patterns of drug or alcohol use, including problem drug or alcohol use. Ask pupils to decide if the person has a drug problem and to identify the criteria they use to make their decision, *eg the amount, when the drug is taken, who else is involved, how the person feels about the drug, how it affects their life or others' lives*. Possible scenarios include: – Karen drinks at her local pub four times a week. Mostly she drinks three or four glasses of wine a night and feels slightly light-headed. Recently she has also been drinking five or six glasses of wine at the weekend, as well as a few bottles of spirit mixes – Azad is having trouble sleeping and goes to his doctor for sleeping pills. He has been taking the pills every night for two weeks and now feels unable to sleep without them – Shantalle is a college student who also has a well-paid part-time job. She and her friends have started using drugs at weekends and she is too tired to go to college on Monday mornings. Recently she has been trying to borrow money from her friends **A drug or alcohol agency workshop on giving and receiving advice**. The pupils work in threes. Two of them practise giving and receiving advice on personal issues, *eg on clothes, eating habits, music, friends,* but excluding advice about drugs, alcohol or tobacco. Provide prepared scenarios, to depersonalise the issue. The third pupil acts as an observer. All three pupils then discuss:	• participate responsibly in school or community-based activities • summarise different points of view and express opinions, giving reasons • practise peer mentoring and resistance skills and demonstrate empathy • understand that drug, alcohol or tobacco use can have a variety of consequences on people's lives and identify a range of these • communicate their knowledge and understanding of drugs, alcohol and tobacco, tailoring it to the needs of their audience • identify and evaluate different options for dealing with problems • understand that there are times when it is necessary to seek professional support for accurate information or other help • know the roles of different community organisations and agency members in meeting the needs of those with drug, alcohol or tobacco problems • reflect on their participation and what they have learnt during the day	• Any of these activities could be incorporated into a timetabled programme if it is not possible to organise a full-day event. • These activities may be adapted for exploration of other issues, *eg sexual health, mental health*. The focus should be on young people and their families. • Link with citizenship: unit 15 'Crime and safety awareness – a whole school multi-agency approach' in the key stage 3 scheme of work. • The timing and organisation of the event should allow all pupils to attend a range of knowledge-based and skills-based activities. • For sources of information and statistics for the exhibition and to support activities, see the following resources: – www.doh.gov.uk/public/stats1.htm – the DrugScope website – the Alcohol Concern website – the National Drugs Helpline website • Other scenarios could focus on: relationship problems; difficulties finding or keeping employment; anti-social and criminal activity under the influence of, or to fund, use; depression; situations in which pupils or young people are affected by other people's use, *eg a parent's or carer's*. • Whatever scenarios are used, teachers and other adults involved should be clear about the procedures for dealing with disclosure. • Link with English: En1 S&L4a in the key stages 3 and 4 programme of study.

Learning objectives Pupils learn:	Possible teaching activities	Learning outcomes Pupils:	Points to note
Giving and receiving support – know your limitations (continued)			
	– how it felt to give the advice – how it felt to receive the advice – how the advice was given, *eg whether the person was rude or condescending* – whether it was good advice – what other support could have been offered Explain that support might mean simply listening to each other and helping to talk through a problem, rather than telling people what to do. In groups or independently, the pupils conclude why giving and receiving advice or support can be difficult. They could draw up a checklist for giving and receiving advice. **A theatre group or drama department workshop on resistance skills**. The pupils identify situations in which they find it difficult to deal with unhelpful peer influence, *eg drinking alcohol, getting into a car with a driver who they know has used drugs or alcohol, smoking cigarettes, sharing prescribed medicines with others, buying illegal substances*. With the help of theatre or drama specialists, they role-play the situation and practise approaches to resisting pressure. They choose the approaches they think would work best for them and plan how and when to use them. **Peer-led activities**. A team of pupils designs a questionnaire to survey other pupils' knowledge of national and local agencies that support young people with drug-, alcohol- or tobacco-related problems. They encourage the other pupils to use the exhibition information and other sources, *eg the internet (ICT equipment should be made available), telephone directories*. A stand in the exhibition enables pupils to find additional information and check their answers. • At the end of the event, ensure that there is time for the pupils to evaluate the day. They could complete an evaluation form during the closing session. In pairs or small groups they review and reflect on what they have learnt and how their skills have developed, considering what actions they could take after the event. Findings are shared with all those who took part. • Other activities could include: – presentations by agencies that support problem users of drugs, alcohol or tobacco – a police service workshop on drugs and the law – a presentation by a Drug Action Team or Drug and Alcohol Reference Group representative, *eg on statistics relating to problem drinkers or drug misuse and/or local issues and services* – health promotion: trial smoking cessation sessions; first aid classes		• If evaluation forms are completed and findings are summarised and shared, care will be needed to ensure pupil anonymity.

Learning objectives Pupils learn:	Possible teaching activities	Learning outcomes Pupils:	Points to note
Taking responsible action – supporting each other			
• to reflect on what they learnt and the skills they developed during the workshops • how they can support their peers or participate in supporting initiatives	• After the one-day event or series of lessons, give the pupils opportunities to identify needs in the school or local community and to plan ways of meeting them. Research from the first section of the unit and the evaluation findings from the second section may be useful here. The pupils could: – take part in peer mentoring or support schemes already in place in their school, or work towards designing one and setting it up – take part in peer education training programmes, *eg by inviting outside agencies to run volunteer training outside lesson times or by using lesson times to develop materials or ideas for teaching younger pupils about drugs, alcohol and tobacco* – be involved in designing, setting up or evaluating a drop-in centre for pupils at the school by working with the school nurse or another appropriate professional, *eg a Connexions Adviser* – campaign for local change, *eg for the local authority to fund a centre for young people, or for existing services to offer more accessible support to young people*. The pupils could be consulted on design or involved in fundraising – participate in reviewing the school policy on drug-related incidents – join local initiatives offering support, *eg those run by the youth service outside school time* – establish ongoing links with local services and agencies through a health committee of the school council, which could feed views and information into the Primary Care Trust or Drug Reference Group	• identify and reflect on the knowledge, skills and understanding they have developed as a result of the activities in which they participated • decide how they can support their peers or take part in supporting others in relation to a need they have identified	• Peer education projects should always be carried out within well-defined structures and boundaries. Those involved must be clear about their role and should receive ongoing support and training. Where peer educators undertake work in other schools, the activities should be under the guidance of the support provider's school. The PSHE and Citizenship Information Service at the National Children's Bureau can provide information about peer education. • The LEA Healthy School Coordinator or PSHE Adviser can help establish and maintain contacts with relevant community groups and agencies. • These activities could support the school's plans to use the National Healthy School Standard. • Link with citizenship: 3a–c in the key stage 4 programme of study. • Link with English: En1 S&L4d in the key stages 3 and 4 programme of study.

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