



DRUG EDUCATION

facilitation guidance, lessons & resources

YEAR 9

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Foreword

The Thames Valley Violence Reduction Unit is committed in partnership to reduce the risk of harm towards children and young people in every context. As such, some of our closest and most important partners are in education. We recognise that schools and educational settings provide unique access to children’s development and we are committed to supporting educators as they prepare young people to help them make great choices when faced with potentially dangerous situations.

Recent statutory changes to PSHE and RSE content mean that students are expected to learn the legal context to health and relationship issues and have provided fresh impetus to ensure that students are given accurate, trauma informed inputs on important issues such as substance use and peer pressure to help them keep themselves and their friends safe.

As an evidence-based organisation, it is important for us to build on a strong body of evidence when considering how we support our communities. Therefore we are delighted to rely upon the research completed by LSE, PSHE Association and NPCC that shows that quality delivery by trained police officers, in conjunction with teacher-led sessions not only enhances the knowledge retained by students but also improves trust in the police.

Thames Valley VRU and Thames Valley Police are delighted to have worked closely in partnership with the PSHE Association and the National Police Chiefs Council to commission what we believe are excellent resources and lesson plans for our schools to freely access, and for our police colleagues to look to in supporting children right across the Thames Valley.

Stan Gilmour
Director, Thames Valley Violence Reduction Unit

Drugs education: Facilitation guide

This facilitation guide accompanies the year 9 drugs education lessons designed to effectively facilitate a police officer visit to enhance delivery of drug education in schools.

The lessons explore attitudes to drugs, raise awareness of the risks associated with drug use, particularly focusing on the legal consequences, and build strategies to manage pressure relating to drug use.

***Please read and consider this guidance first, before delivering the lessons.**

Research on best practice in visit facilitation

The PSHE Association and National Police Chief's Council (NPCC) recently completed a research study which found that learning on drugs and the law was enhanced when a police officer facilitated a lesson which was embedded as part of a well-planned approach.

The model used was for teachers to deliver the initial drug education lesson, and provide a follow-up lesson which linked to the visit, with the lesson delivered by a police officer as the second session. This reflects good practice in embedding learning as part of a wider drug education programme.

This format also provided opportunities for students to be involved in preparing questions for officers to make the most of the visit.

For further information about this study, please see www.pshe-association.org.uk/policing-our-research.

Effective drug prevention education

These lessons focus specifically on the risks, consequences and ways to manage pressure relating to the use of illegal drugs. They are not intended to fully address legal drugs or over the counter medicines so such content should have been covered before a scheduled visit from a police officer. The PSHE Association's Drug and Alcohol Education Schemes of Work provides further materials to support teaching colleagues to deliver such learning and can be accessed [here](#).

Evidence shows that effective prevention education* uses varied teaching approaches, is matched to students' developmental stage, is inclusive of students' differences and takes a positive approach, avoiding scare tactics. Social norms activities have been used in these lessons as they can positively harness the importance of the influence of peers during adolescence by emphasising that only small numbers of young people use illegal substances. Young people's perceptions of this usage is likely to be significantly higher than the reality shown by current research**. The power of learning that the majority of their peers are not involved in drug use can therefore positively impact young people's own choice about these behaviours in the future.

* [Key principles of effective prevention education](#) – PSHE Association on behalf of CEOP

** [Key Data on Young People](#) – Association of Young People's Health

Note that positive social norms interventions are typically not appropriate / effective in situations where the social norm is in fact quite negative (for example, social norms theorists warn against the inadvertent negative consequences of highlighting the high prevalence of domestic violence). Negative social norms can signal social permission for a negative practice. It is therefore advisable to avoid statistics that aim to show the 'extent of the problem' by highlighting the prevalence of those using drugs, for example. Additionally, there can be concerns where young people actively seek to oppose social norms so be prepared to adapt teaching accordingly.

Preparing to teach

Creating a safe learning environment

A safe learning environment helps students feel comfortable with sharing their ideas, without attracting negative feedback, avoids possible distress and disclosures in a public setting. It also helps you to manage discussions on sensitive issues confidently. It is good practice to:

- work with students to establish ground rules about how they will behave in PSHE lessons, such as;

Everyone has the right to be heard and respected.

We will use language that won't offend or upset other people.

We will use the correct terms, and if we don't know them, we'll ask the teacher.

We will comment on what was said, not the person who said it.

We won't share our own, or anyone else's, personal experiences.

We won't put anyone on the spot and we have a right to pass.

We won't judge or make assumptions about anyone.

- make boxes available in which students can place anonymous questions or concerns, to avoid having to voice them in front of the class
- provide balanced information and differing views to help students clarify their own opinions
- be sensitive to the needs and experiences of individuals – some students may have direct experience of some of the issues
- distance the learning from students to discourage personal disclosures in the classroom and to keep the learning environment safe
- offer opportunities for students to discuss issues in small groups as well as sharing views with the class
- always work within the school's policies on safeguarding and confidentiality
- link PSHE education into the whole school approach to supporting student welfare
- make students aware of sources of support, both inside and outside the school.

***Further guidance on creating a safe learning environment is available from the PSHE Association in both [Police in the Classroom: A handbook for police and PSHE teachers](#) and in the [Drug and alcohol education: Teacher guidance document](#).**

Links to PSHE Association programme of study and statutory guidance

Each of the three core themes of the [PSHE programme of study](#) contain suggested learning opportunities which provide the context through which students can develop knowledge, essential skills and attributes. The learning opportunities should be used flexibly according to students' development, readiness and needs, and taking account of prior learning, experience and understanding.

As stated above, these lessons should be taught as part of a PSHE scheme of work on risk management, healthy lifestyles or further drug and alcohol education. The table below shows the learning opportunities from the relevant PSHE education core themes at KS3 which are met by these lessons. It also highlights where elements from the Department for Education's new statutory guidance for health education are achieved through the lesson content. Learning should always take place within a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts.

Learning opportunity from PSHE Association Programme of Study	Department for Education: New statutory guidance for RSE and health education
<p><i>Students should have the opportunity to learn:</i></p> <p>Core theme: Health and wellbeing</p> <p>H25. factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis</p> <p>H26. the law relating to the supply, use and misuse of legal and illegal substances</p> <p>H27. to recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs)</p> <p>H28. the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke</p> <p>Core theme: Relationships</p> <p>R31. to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours</p>	<p><i>Students should know:</i></p> <p>Health education</p> <p>Topic: Drugs alcohol and tobacco</p> <ul style="list-style-type: none"> the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. the law relating to the supply and possession of illegal substances.

Signposting support

Support for students

Ensure students know where they can seek help and further advice, both now and in the future:

www.childline.com — for students to seek advice on a wide range of concerns

www.talktofrank.com — for advice and information about drugs

www.victimsupport.org.uk — for someone who has been a victim of crime

Information for teachers and police to support delivery

Those wishing to seek further guidance on delivering effective drug education can review the PSHE Association's Drug and Alcohol Education Teacher Guidance and Evidence Review documents which are available [here](#).

Acknowledgements

These materials are based on the work originally completed in collaboration with the National Police Chiefs Council. We are grateful for their support in adapting the materials for use in the Thames Valley Police context, and for Sussex Police's permission to use the related visuals.

We also thank The Loop — a charity providing harm reduction and welfare support — for the expertise they shared to inform the adaptations.

This is the first of three lessons for year 9 focusing on the risks and consequences of drug use. This lesson plan is intended for use by teachers to provide a suitable lesson exploring attitudes to drugs in advance of a visit by a police officer next lesson. It will allow you to gain a clear picture of students' current understanding of drugs, explores attitudes towards their use and clarifies perceptions regarding the prevalence of drug use.

Neither this, nor any of the other lessons, are designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

These lessons have been adapted from the [PSHE Association Drug and alcohol education programme](#). If schools are unable to secure a visit from a police officer to deliver lesson 2, we recommend teachers use Year 9 lesson 1: Exploring attitudes as an alternative to this lesson plan.

Learning objective	Students learn: <ul style="list-style-type: none"> About drugs and young people's attitudes and behaviours regarding drug use
Learning outcomes	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> describe the names and effects of a range of illegal drugs analyse their attitudes and beliefs about the prevalence of drug use amongst young people assess the reasons why young people might choose to use or not use drugs
Resources required	<ul style="list-style-type: none"> Box or envelope for anonymous questions Plain paper (or exercise books) and pens Blank post cards (for 'exit cards') Resource 1: Types and effects card sort [1 set of cut up cards per pair] Resource 1a: Types and effects card sort [1 set of cut up cards as needed for support] Resource 2a: Reasons for and against drug use [As needed for support]

Activity	Description	Time
1. Introduction	Introduce learning objective and outcomes, and revisit ground rules	5
2. Baseline activity	Students complete a draw and write activity, recording their initial ideas about drugs, the associated risks and the law	10
3. Analysing draw and writes	Students work in pairs to compare and analyse their first ideas about drugs, the associated risks and the law	5
4. Types of drugs	Students work in pairs to match drug types to their effects	10
5. Exploring social norms	Students complete a statistics quiz about drug use amongst young people	10
6. Reasons for and against drug use	In pairs, students mind map reasons for and against taking drugs	10

7. Endpoint assessment	Students complete an exit card demonstrating their learning from the lesson	5
8. Signposting	Remind students how to access further advice, guidance and support related to drugs	5

Climate for learning	<p>Make sure you have read the accompanying Facilitation Guide before delivering this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.</p> <p>NB. Resource 1 references impotence and drug effects on sex organs (stimulants and steroids). Consult your RSE policy to check it is appropriate to include these references or revise the cards accordingly.</p>
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Key words	Drugs, illegal, risk, social norms, hallucinogen, stimulant
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Baseline assessment	<p>Introduction 5 mins</p> <p>Negotiate or revisit ground rules for the lesson, and remind students of the anonymous question box and the importance of not sharing any personal stories. Ensure time is given during the lesson for students to write down any questions they would like to ask about drugs, their health impact and the law and add them to the anonymous question box. Plan in time to review these questions, deciding which need answering straight away and which would be best left for the police visitor.</p> <p>Introduce the learning objective and outcomes and explain that today's lesson will explore attitudes towards drug use and key information about drugs.</p>
	<p>Baseline assessment activity 10 mins</p> <p>Working on their own, ask students to draw and write their responses to the following stimulus:</p> <ul style="list-style-type: none"> • Draw someone who uses drugs • Now add the drug(s) they use • Draw or write what the drug(s) look(s) like • And how they are used • Add any of the effects of taking the drug(s) • Add any ideas you have about why this person uses them • Add what the consequences might be for the person using the drug(s) <p>As this is a baseline assessment, it is important to use neutral, non-guiding language and avoid giving any further information until the activity has been completed. Tell students that the accuracy of spelling and grammar and artistic ability do not matter and that slang terms may be used (alongside the correct term if they know it).</p>

Use the insights from this and the next activity to gauge students' current understanding to adapt teaching throughout this series of lessons.

Analysing draw and write baselines

5 mins

Students work in pairs/small groups to discuss ideas from their draw and write activity. Explain that students should not add or change anything about their answers at this stage. Students can discuss:

- Whether any common stereotypes emerged?
- If someone has drawn a stereotypical image, does this mean nobody else uses drugs?
- Was the focus on legal or illegal drugs?
- Did everyone identify broadly the same drugs, or is there a wide range?
- What reasons for, and effects of, taking them have been identified in your group?
- Is there anything your group would like to know more about as a result of doing this activity?

Take feedback, identifying trends in attitudes, understanding and misconceptions across the class. There are often misconceptions around drug names, appearance and effects. It is common for students to depict an unkempt drug user- perhaps hidden in a hoodie – which, when challenged, they acknowledge is an unhelpful stereotype. Each of these misconceptions gives us an indicator of the assumptions and myths young people may have which need to be addressed. They also provide insights into what may be occurring for the young people in your school at this time.

NB: When this discussion is complete, ensure students have added their name to the draw and write and collect in as they will refer back to it at the end of the unit of work to demonstrate progress.

Types of drugs

10 mins

NB. Resource 1 references impotence and drug effects on sex organs (stimulants and steroids). Consult your RSE policy to check it is appropriate to include these references or revise the cards accordingly.

Working in pairs, students sort the cards on **Resource 1: Types and effects card sort** to match 'effects' to each drug type. Circulate amongst groups to gauge responses.

Share the answers using an original copy of Resource 1 (correct answers are next to each drug type). Ask students one thing that surprised them or that they did not know about one of the drug types.

Key learning:

- *There are a range of effects that different types of drugs have. Sometimes different types of drugs will have some effects in common. For example: both LSD and cannabis have been linked to paranoia; both depressants and stimulants give enjoyable feelings – though in differing levels of intensity.*

- While the effects of some types of drug are pleasurable, there are also a range of effects that the same drug can cause including effects that can damage health directly or increase the vulnerability of a person using them.
- It is important that students note that it is difficult to know whether a 'street' drug contains what it is claimed to contain or not, it is also hard to know what the drug is mixed with. Therefore, the effects of these drugs are hard to predict.
- Even if a substance contains what was intended and/or is 'pure', each of us can respond differently to the same drug as we are all unique – we may even respond differently to the same drug on a different occasion. This is another reason why taking substances without medical supervision carries particular risk as there is no monitoring of side effects or adverse reactions.
- Dosage is also an important factor – the amount someone takes can determine how serious their reaction is – but the size or volume of a drug doesn't provide information on how much active ingredient or harmful fillers are in a substance. It often takes 30-90 minutes for drugs to take effect so some people take additional doses as they mistakenly believe the original dose did not work.
- Additionally, students should understand that mixing different drugs (including alcohol) can be particularly dangerous.

Support: Ask students to sort the simplified **Resource 1a: Types and effects cards**. These have a reduced number of effects described.

Challenge: Ask students to write a short news item or script explaining why the effects of street drugs cannot be guaranteed.

Exploring social norms

10 mins

Discussion of social norms is incredibly valuable and has been shown to have a positive impact on health behaviours, but needs to be handled with care in order to ensure that students see the relevance to their experiences. It is also important to reflect on whether this activity is suitable for your class as research suggests that there are subgroups who are enticed by the idea of going against the crowd – in those circumstances, it is best to skip this activity and spend longer on the next activity.

In pairs, students complete the PowerPoint quiz, guessing what they think the correct statistics are. Ask students to hold up mini white boards/paper with their guess written on for each question.

Share the answers with students and discuss how close they were to guessing the correct answer:

- Q1: 2% of 11-15 year olds are 'regular' smokers (meaning 98% are not)
- Q2: 56% of 11-15 year olds have never tried an alcoholic drink
- Q3: 8% of 11-15 year olds have ever tried cannabis (meaning 92% have not)
- Q4: 4% of 11-15 year olds have ever tried nitrous oxide (meaning 96% have not)¹
- Q5: 20% of 16-24 year olds have used an illegal drug in the last year (meaning 80% have not)²

Develop discussion by asking students:

- Have any of these statistics surprised you?
- Why might perceptions of young people's drug use sometimes be inaccurate, even amongst young people themselves?
- How might perceptions of what is common for people your age impact young people's behaviour?
- How might media portrayal of young people's behaviour impact on a young person's choices?

Students will likely have overestimated peers' use of alcohol and drugs – perhaps due to media influence, misinformation/misreporting among their peer group or a higher rate of usage among an individual's social circle. Young people who believe most of their peers are involved in using drugs and alcohol are more likely to use them themselves. It is therefore crucial to emphasise how low drug use prevalence actually is; it is more common for young people not to use drugs. Reputable data from anonymous surveys like these show that rates of teenage drug and alcohol use are low and have significantly declined over the last 20 years.

Reasons for and against drug use

10 mins

Ask students to work in pairs or groups to create a list or mind map of all the reasons people might give for and against using drugs.

Reasons for drug use students are likely to suggest:

1. *For fun, makes people feel happy/confident, they think drugs will relax them or give them an interesting experience*
2. *To be accepted in a friendship group, peer pressure, to impress someone, want to seem 'cool'*
3. *They believe everyone else is doing it, they have friends/family members who use drugs, influence of the media and it seems 'the norm'*
4. *They are curious and/or like taking risks*
5. *They want to escape reality, perhaps because of traumatic experiences and/or difficult feelings*

Reasons against drug use students are likely to suggest:

1. *Concerns over health risks and short-term effects e.g. addiction, hangovers and heightened accident risks*
2. *Valuing a healthy lifestyle in which drugs are not a feature*
3. *Religious/cultural beliefs or family-based reasons such as family disapproval of drug use*
4. *Worried about breaking the law or getting caught*
5. *Worried about potential legal consequences if convicted of a drugs-related offence*
6. *To avoid losing control or acting in unwanted ways while under the influence*
7. *Having a great time without drugs*
8. *Feeling comfortable making their own choices, so feeling able to resist peer influence*
9. *Pre-existing medical condition that means using drugs would be particularly harmful*

Then ask students to discuss the reasons for and against the use of drugs.

- Are any of the reasons in favour of drug use based on inaccurate beliefs?
- How could someone address these inaccurate beliefs?
- Which reasons do they believe are the strongest reasons against drug use and why?

It is essential that through discussion and feedback, students have an opportunity to challenge the reasons to use drugs suggested above. Key points include:

- Non-prescribed substance use to manage stress or depression is likely to make symptoms worse in the long-term; note that many drugs (including alcohol) aren't prescribed by doctors for a good reason.
- Some controlled substances are used in experimental medical treatments but the differences in purity between substances used in medical settings and street drugs is a concern, and taking substances without medical oversight carries much greater risk.
- Using drugs can affect decision-making which can increase the likelihood of engaging in risky behaviours. If the individual is already in a risky situation or with people they do not know or trust, their level of vulnerability will increase when under the influence of drugs.
- As shown in the statistics above, very few young people are actually involved in drug use.
- The legal consequences associated with drug use will be covered in more detail next lesson.

Support: Ask students to use two colours to indicate the reasons a person might give for and against using drugs in **Resource 2a: Reasons for and against drug use**.

Challenge: Ask students to script an exchange between friends discussing why they choose not to use drugs.

Visit preparation and endpoint assessment

5 mins

As explored in the [Police in the Classroom handbook](#), officer visits are best embedded and prepared for. Explain to the group that a police officer is visiting to teach them about drugs, the law and policing next lesson. Ask students to add any further questions to the question box which they would like to ask the police officer.

To finish, ask students to respond to the following statement:

"It's important to have laws about drugs to keep young people safe."

Discuss reflections as a class and note any key points to share with officers to help them understand the baseline attitudes of the class. Raise the following key points as part of class discussions:

- Many health and social risks associated with drug use are prevented due to the legal position.
- Connected risks related to behaviour while under the influence, gangs and organised crime are also mitigated by our laws.

Media analysis

Ask students to assess the representation of drugs-related storylines they have seen in TV, film or other media. Be mindful that it is important to avoid inspiring students to engage with unsuitable materials so this may be best completed as a home learning reflection activity. If sharing in class, it would be helpful to revisit ground rules and suggest students write their responses before sharing so there is a suitable filter for suggestions.

1 Statistics for questions 1-4 from: National Health Service, 2018. *Smoking, Drinking and Drug use among young people in England*.

2 Statistic from: Home Office, 2019. *Drugs Misuse: Findings from the 2018/19 Crime Survey for England and Wales*.

This is the second of three lessons focusing on the risks and consequences of drug use. This lesson will teach students about the law in relation to drugs, the legal consequences of possessing or supplying drugs and how police officers enforce these laws in practice. It is intended for use by police visitors to the classroom in collaboration with teachers.

These lessons have been adapted from the [PSHE Association Drug and alcohol education programme](#). If schools are unable to secure a visit from a police officer to deliver lesson 2, we recommend teachers use Year 9 lesson 2: Drugs, the law and managing risk as an alternative to this lesson plan.

Learning objective	<ul style="list-style-type: none"> To learn about the potential legal and personal consequences of using illegal drugs
Learning outcomes	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> explain the legal terms 'possession', 'supply' and 'intent to supply' in relation to drugs explain the short and long term legal consequences of being found in possession of, using, selling or supplying different classes of drugs analyse the police's role in enforcing the law on drugs
Resources required	<ul style="list-style-type: none"> Box or envelope for anonymous questions Mini whiteboards or paper Resource 1: Key information card sort Resource 2: Picture cards Resource 3: Outcomes cards

Activity	Description	Time
1. Baseline assessment	Students respond to an overheard conversation, sharing their initial ideas about drugs and the law	5
2. Card sort	Students match the legal term, class of drug, maximum penalty and illustrative examples	15
3. Picture analysis	In small groups, students analyse a scene to review the risks, decide what laws are being broken and explore how an officer might respond	10
4. Predicting outcomes	Students sort different legal outcomes by likelihood of occurrence	10
5. Ongoing outcomes	Ask students to consider the long term outcomes for someone arrested for drug offences	10
6. Endpoint assessment	Students revisit the overheard conversation and add new learning to demonstrate progress	5

7. Signposting	Remind students how to access information and support, including how to contact the police and report a crime Respond to final questions	5
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Climate for learning	Make sure you have read the accompanying Facilitation Guide before delivering this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.
Key words	Drugs, legal/illegal, possession, intent to supply, consequences, criminal record

Baseline assessment

Baseline assessment activity

5 mins

Introduce yourself to the students but avoid discussing core lesson content until the baseline assessment has been completed. Ensure ground rules are discussed.

Share the Overheard conversation on the PowerPoint (slide 3) with students and in pairs, ask them to discuss their ideas to the following questions:

- What do you think Person A and Person B are talking about?
- Which person do you think is right? Why?
- What might the consequences be for Person B?

Ask pairs to write their answers on mini-whiteboards or on paper and hold them up. This will give an idea of students' current understanding about drugs and the law. It may be helpful to correct any misconceptions at this point in the lesson or to come back to them as the lesson progresses.

Remember to review any questions students may have prepared in the previous lesson and adapt the lesson content or address these directly.

Introduction

Introduce the learning objective and outcomes to the students and explain that today's lesson will look at the law about drugs, and how police officers work to ensure drugs laws are followed.

Core activities	Key terms	15 mins
	<p>Share the blank table from Resource 1: Key information card sort and review the definition of Possession, Supply and Intent to supply.</p> <p>Working in pairs, give students the cut up cards from Resource 1: Key information card sort and ask them to organise the cards to complete the table – placing the legal consequence and example for both possession and supply/intent to supply on each row.</p>	

Take feedback and clarify definitions, sentences and examples with students. It is important to cover:

- Drug classification and related impacts
- Types of offences and related sentencing, including connected offences such as disorderly behaviour and traffic offences
- How intoxication may be grounds for a police search
- While there is no possession offence for Psychoactive Substances (unless in custodial settings or on education premises such as schools), this does not mean they are 'safer' - there are still personal and health risks to their use, as well as the risk of confiscation of the substance by police officers.
- Discuss the position with alcohol and use of alcohol in a public place.

Officers may wish to add additional information about possible sentencing for these crimes in different circumstances, using different drug classification examples. In particular, students would benefit from understanding how officers would manage incidents of possession of a small amount of cannabis or khat if a person is over 18 without prior record of drug-related offences.

Be aware that discussion around police stop and search powers may raise concerns about ethnicity-based prejudice. This lesson is an opportunity to explore misconceptions around how officers use their powers but also to acknowledge lived experience of misuse of stop and search. It may be appropriate to arrange a separate lesson to cover this aspect in further detail if student feedback and discussion shows a need for further learning on this aspect.

Support: Provide students with fewer cards to match by placing some cards in the table for students.

Challenge: Ask students to suggest additional examples of 'possession' and 'intent to supply'.

Picture analysis

10 mins

Working in small groups, give students one of the images from **Resource 2: Picture cards** and ask them to imagine a police officer is nearby. Ask them to discuss the following questions:

1. Why might an officer need to approach this situation?
2. What questions might they ask?
3. Are any laws being broken? If so, which person is breaking them and what is the law?

Encourage students to use the key legal terms from the previous activity. If time allows, rotate picture cards so students have an opportunity to discuss different situations.

Take feedback, drawing out the key learning that:

1. First and foremost, the officer will be concerned about the immediate safety and wellbeing of the young people in the image. Explore how location and context impact drug use risk. Officers will also be concerned for other members of the public. The law is being broken and needs to be enforced to ensure the rules are followed in future. The young people might also be vulnerable to ongoing harms from the drug trade.

2. Suggested questions may vary for each scenario. Important to draw out that the police need to gather information about the situation and work out how much harm is being caused and by whom. Remind students that officers don't know what situation they are walking into, so might also feel anxious, on edge, etc.
3. Answers will vary. Officers should use discretion and knowledge of the law to respond to answers and challenge misconceptions in each case.

Support: Some pictures (A, B and C) are likely to be easier to interpret so these could be assigned to students who need more support.

Challenge: Ask students to explain why they think laws exist about drugs and alcohol.

Predicting outcomes

10 mins

Still using their picture scenario, ask students to decide what they think might happen next. Hand groups **Resource 3: Outcomes cards** and ask them to select from the cards to show which outcome they think is the most likely. This could be completed as a continuum from most to least likely for a particular scenario if time allows for more detailed feedback.

Answers will vary based on the scenario and different groups' perceptions. Ensure the class understand that officers can and do arrest young people for drug offences, particularly for supply of drugs, but that police officers may use their powers of discretion in the wider interests of society.

Support: Give students fewer cards to sort (e.g. 5 or 6) rather than 9.

Challenge: Ask students to suggest what factors might affect possible outcomes to the situation (e.g. how intoxicated someone is, the class of the drug, the time of day, who else is around, etc.)

Ongoing outcomes

10 mins

Still in their groups, ask pupils to split their page into a grid of four and write in the spaces the headings 'Personal' 'Friends and Family' 'Career' and 'Travel'. Ask students to write down any consequences of having a criminal record for drug offences for each of these aspects of a person's life. It is important that this activity does not reinforce unhelpful stereotypes around the impacts of a conviction while also making young people aware of the realities of engaging in criminal activity.

Take feedback, using experiences and knowledge to elaborate on the following key points:

- *Personal* = might feel regret or guilt or that they let themselves down. May be less confident about new challenges, worried what others will think, damage to personal reputation etc. Might have to spend time in prison.
- *Friends and family* = may be disappointed. Friends might not want to hang out anymore as they are worried about their own reputation. Family might be more worried about their decisions and safety in future. Might have to be away from family while in prison.

- *Career = have to disclose certain criminal offences when applying for jobs, so might be less likely to get a job. Might not be able to work in certain professions anymore, including careers in medicine.*
- *Travel = can't get in to some countries (e.g. USA) with a drugs conviction. Might limit options and opportunities in the future, for example to live or work abroad.*

Ask the class how knowing this information can help someone at a critical 'point of choice' if they face a situation which involves drugs.

Endpoint assessment

5 mins

Ask students to revisit the overheard conversation from the start of the lesson. Ask students to now write a response to Person B, convincing them of the consequences of their actions.

This should be used by the class teacher to assess learning from the session. Officers may choose to take feedback if time allows.

Signposting support and final questions

5 mins

Remind students that they can access support at home, and both in school (through their form tutor, head of year, or school police officer) and out of school, through local and national organisations. Share the following websites and phone numbers with young people:

- Childline - www.childline.org.uk Phone: 0800 1111
- Talk to Frank - www.talktofrank.com/get-help Phone: 0300 123 6600

Remind students that if they need to contact the police, they can:

- Dial 999 to get help in an emergency
- Phone 101 to report a non-urgent crime
- Anonymously report a crime at www.fearless.org

Before the officer finishes, ensure any questions from the question box from last lesson have been responded to, and provide time for any final queries.

Leaflet campaign

Ask students to create a leaflet for young people highlighting the key legal risks relating to drug use. This should define key terms, provide examples of each and suggest possible consequences.

This is the last of three lessons focusing on the risks and consequences of drug use. This lesson develops skills and strategies to manage pressure and influence in relation to substances. It is intended for use by teachers to incorporate reflection on the visit from a police officer in the previous lesson.

Neither this, nor any of the other lessons, are designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

These lessons have been adapted from the [PSHE Association Drug and alcohol education programme](#). If schools are unable to secure a visit from a police officer to deliver the series of lessons, we recommend teachers using the original lesson pack which features this lesson on managing influence alongside further lesson plans .

Learning objective	<p>Students learn:</p> <ul style="list-style-type: none"> • how to manage peer and other influence in relation to substance use.
Learning outcomes	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • explain the physical, emotional and social consequences substance use might have for individuals • demonstrate strategies they could use if someone offers them something that might be harmful or illegal • explain the potential impact of others' views on drugs, alcohol and smoking on decision-making • explain what support is available to people who are concerned about substance use and how to access it for themselves or others
Resources required	<ul style="list-style-type: none"> • Box or envelope for anonymous questions • Students' baseline draw and write activity from lesson 1 • Resource 1: Types of influence [1 per pair] • Resource 1a: Types of influence - support [1 per student requiring support] • Resource 1b: Teacher answers [1 per class] • Resource 2: Talking heads [1 per pair] • Resource 3: Natasha's story [1 per pair] • Resource 4: Responding to influence [1 per pair]

Activity	Description	Time
1. Introduction	Introduce students to learning objective and outcomes, and revisit ground rules	5
2. Reconnecting activity	In pairs, students create a 60 second news bulletin summarising learning from the prior lessons' police visit	5

3. Understanding influence	Students complete a matching activity identifying the different forms influence can take	5
4. Talking heads	Students evaluate and rank different influences from a range of characters	10
5. Case study	Students read and discuss key issues arising from a case study	10
6. Responding to peer influence	Students suggest responses a person could have if observing a pressured situation	10
7. Endpoint assessment	Students revisit the draw and write baseline from lesson 1, adding new learning to demonstrate progress	10
8. Signposting	Remind students how to access further advice, guidance and support related to substance issues	5

Climate for learning	Make sure you have read the accompanying Facilitation Guide before delivering this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.	
Key words	social norms, pressure, influence	
Baseline assessment	Introduction	
	Introduce the learning objective and outcomes and explain that today's lesson will focus on developing skills and strategies to manage influences relating to substance use. Revisit ground rules for the lesson, and remind students of the importance of not sharing any personal stories.	
	Reconnecting and baseline activities	5 mins
	<p>In pairs, ask students to create a 60 second news bulletin to summarise what they learnt about drugs and the law last lesson. Encourage students to think about:</p> <ul style="list-style-type: none"> • The law in relation to drugs • The consequences of a criminal conviction for drug use • How the police respond to drug-related incidents <p>Ask a selection of pairs to feedback their 60 second bulletins. Use this activity to assess prior learning and address any misconceptions or forgotten learning.</p>	

To link in to the new learning, ask students to respond to the following statement: “Hanging out with people who use drugs is no big deal.”

Discuss their initial thoughts as a class and ensure the following key points are addressed:

- There are legal implications when part of a group who are in possession of drugs.
- There can be connected risks due to drugs influencing others’ behaviour e.g. alcohol use is associated with an increase in propensity to use violence, drug dealing is linked to involvement in crime.
- There can be connections to gangs and organised crime so consider any risks related to coercion.

Understanding influence

5 mins

Explain that there are many different types of influence and pressure on young people from many different places and in different forms. Hand students **Resource 1: Types of influence** and ask them to match up the name with the description – they could do this through drawing lines to connect the answers, colour coding or numbering.

Take feedback and go through answers with the class, using **Resource 1b: Teacher answers**.

Support: Provide students with **Resource 1a Types of influence – support**.

Challenge: Ask students to draw, write about or script an example of each type of influence.

Talking heads

10 mins

Working in pairs, hand students **Resource 2: Talking heads** and ask them to discuss the following questions:

1. What is influencing each character?

The influences include: celebrities, parents, religion, siblings, sport/interests, social media, ambitions for the future.

2. Will these influences change over time as the character gets older? How so?

The strength of each influence may change with age, for example:

- ◇ *certain celebrities may become more or less important to the character over time or they may change their habits*
- ◇ *their relationship with their parents may change, they may find that their opinion matters more or less to them*
- ◇ *they may feel that they can or cannot expect support from their parents in relation to substances if they do use them*

3. Is there any support the character can put in place from friends, family or other sources that would help them if they feel pressure to use substances?

- ◇ Depending on the type of influence there may be a variety of ways that a young person could support themselves. For example:
- ◇ putting plans in place before they find themselves in a pressurised situation
- ◇ talking to a trusted friend to let them know about their intention to not use substances
- ◇ talking to their family to ask them if someone is able to pick them up if they decided that they wanted to come home

Then ask students to reflect for themselves and rank the influences these people describe, based on which they think are most likely to influence their own choices about drug use. As this is a personal reflection task, students are not required to share their answers with the rest of the class.

Support: Ask students to focus on question one and identify the source of the influence.

Challenge: Ask students to choose a character to respond to and write a short response that a young person could give to support the character in continuing to resist pressure from the media, celebrities or friends.

Case study

10 mins

As a class, read **Resource 3: Natasha's story** and then ask students to work in small groups to discuss the following questions:

1. What might Natasha be thinking and feeling in this situation?
2. Are there any risks for Natasha in this situation? What are they?
3. What kind of influences might Natasha be experiencing in this situation?
4. What could Natasha say or do in this situation?

Take feedback from different groups, drawing out key learning:

1. Natasha might be feeling nervous, excited, curious, she might be keen to impress these new people and eager to fit in with them. She might be worried about what they will think of her based on how she reacts.
2. If she chooses not to take the drug, Natasha might be worried she's risking her reputation with these new people, possibly people thinking she is boring or not wanting to invite her to parties in the future. If she tries the drug, there is a wide range of risks which might be hard to predict. This includes not knowing how her body will react to the drug, the risks to her personal safety from being under the influence of a drug at a party where she doesn't know many people (including getting home safely), and risks relating to 'getting caught' taking the drug, either from her parents or other people in authority (e.g. the police).
3. The types of influence most appropriate in this context are 'internal' and 'friendly'. If Natasha says 'no' this might escalate to teasing or even 'heavy' pressure. This is predominantly influence from peers, although there may be other influences on Natasha's decision making (such as thinking about her family, her ambitions, her interests, her moral values etc.).

4. Students might suggest various ideas. It is helpful to focus on statements that use effective exit strategies, for example:

- ◇ saying an assertive but friendly and polite 'No thanks'
- ◇ making an 'excuse' as to why she can't take it
- ◇ using humour to avoid the situation
- ◇ clearly articulating the reasons why she wouldn't take the drug
- ◇ questions that aim to find out what it is and why others are taking it
- ◇ a way to get out of the immediate situation (e.g. going to the kitchen for another drink, going to the toilet, saying she is going to find Josh, etc.).
- ◇ Natasha might choose to take the drug, which could have a range of physical, social, emotional and legal consequences.

Challenge: Ask students to write three or four example responses of things that Natasha could say to resist the pressure to use the substance. They should try to use a variety of the approaches listed in the key learning from question three.

Responding to peer influence

10 mins

Ask students to imagine there is another young person at the party who wants to help Natasha respond to the pressure she is under. Working in pairs or small groups, students should add speech to the bubbles in **Resource 4: Responding to influence**, to illustrate what a young person might say to Natasha to support her, to the others who are putting pressure on Natasha, and to a trusted adult either now or in the future to seek help in managing these kinds of situations.

With these considerations, ask students to feedback the option they think would be most effective to support Natasha, and why they believe this would be the most useful option.

If time is available, students may benefit from rehearsing these conversations in pairs or small groups. In debriefing students from this rehearsal, teachers may wish to ask students to feedback on the following questions:

- How might this change the situation? For example, does it persuade someone to act differently or does it defuse tension?
- What might a trusted adult say in response?

Key learning:

- Showing support for Natasha might help her to feel more able to resist pressure from others.
- The young person might want to consider removing themselves from the situation as well, for example by contacting an adult to be taken home.
- The young person may want to seek help after the party from a trusted adult, for example if they are concerned that parties are featuring drugs and alcohol more frequently, they may wish to discuss this with a teacher or parent/carer, or to contact an outside agency such as Childline or Talk to Frank

Endpoint assessment

10 mins

Return students' baseline draw and write activity from lesson 1. Ask them to now revisit their ideas and change anything they want to and add anything new they can, based on what they have learnt.

As a recap, the following were the key statements used:

- Draw someone who uses drugs
- Now add the drug(s) they use
- Draw or write what the drug(s) look(s) like and how they are used
- Add any ideas you have about why this person uses them
- Add any of the effects of taking the drug(s)
- Add what the consequences might be for the person using the drug(s)

Students should use a different coloured pen to do this in order to demonstrate their progress over the series of lessons. These can be used to demonstrate progress and inform future teaching.

Reflecting on the learning and signposting support

5 mins

Remind students that they can access support at home, and both in school (through their form tutor, head of year, or school nurse) and out of school, through local and national organisations. Share the following websites and phone numbers with young people:

- Childline - www.childline.org.uk Phone: 0800 1111
- Talk to Frank - www.talktofrank.com/get-help

Script or storyboard

Students could create a short script, role play or storyboard. They should assume that in this instance Natasha does not want to take the drugs and demonstrate what she could do to manage the situation and how the night might continue going forward.

Depressants eg. Alcohol or solvents	Initial feelings of enjoyment, relaxation and/or confidence	Slows reactions and reduces the ability to think clearly, risks blackouts and can be toxic in higher doses
Stimulants eg. Amphetamine, MDMA or Cocaine	Temporarily increased energy, enjoyment and confidence	People can experience insomnia, a clenched jaw and/or a racing heart which increases the risk of heart attack. Can sometimes cause impotence and seizures
Hallucinogens eg. Magic mushrooms or LSD	Altered perception or hallucinations	People can experience anxiety and panic, impaired decision making, or 'bad trips' which can be very frightening.
Dissociatives eg. Ketamine or Nitrous oxide	Can feel relaxed, giggly or dream-like/detached	Some types can cause dizziness, headaches and nausea. Others may leave people feeling paranoid and unable to move or to protect themselves
Opioids eg. Heroin	A sense of wellbeing, pain-relief and/or feeling invincible	Sleepiness and loss of consciousness are common. High risk of addiction and increased risk of injury while less able to feel pain
Steroids eg. Anabolic steroids	Over repeated doses, increased muscle mass and quicker recovery from exercise	Linked to paranoia and aggressive behaviour. Repeated use can permanently affect sex organs and fertility
Cannabinoids eg. Cannabis	Feeling 'chilled out' or giggly	Linked to paranoia, mood swings and loss of memory which can become long-term problems with repeated use
Empathogens eg. MDMA	Wanting to make new friends, wanting to move and dance, feeling sexually aroused or 'loved up'	After use people can experience lower mood, anxiety, isolation or a sense of emptiness

Depressants eg. Alcohol or solvents	Relaxation for a short time Risk of collapse
Stimulants eg. Amphetamine, MDMA or Cocaine	Increased energy for a short time Risk of heart problems
Hallucinogens eg. Magic mushrooms or LSD	Hallucinations – seeing or hearing things that aren't real Sometimes feeling anxious and panicked
Dissociatives eg. Ketamine or Nitrous oxide	Feel dreamy or happy May not be able to move or keep safe from harm
Opioids eg. Heroin	Very happy for a short time Likely very low mood afterwards, plus injury and addiction risks
Steroids eg. Anabolic steroids	Increases muscles Can feel angry and confused
Cannabinoids eg. Cannabis	Feel relaxed or giggly Can feel confused and scared
Empathogens eg. MDMA	Feel happy and friendly Can feel very lonely or anxious after taking it

Below are a number of reasons a person might give for or against drug use.

- Use **one colour** to colour in the reasons a person might give for using drugs.
- Use a **different colour** to colour in the reasons a person might give against using drugs.
- **Complete the key** to show which colour you are using for each type of reason.

Key:	Colour
For	<input type="text"/>
Against	<input type="text"/>

The effects might feel good or relaxing	Worries about getting in trouble with the police	Worries about health risks like hangovers or accidents
Preferring to lead a healthy lifestyle	Having a great time without using drugs	Not wanting to lose control or act in a way that isn't like themselves
Believing everyone else is taking drugs	Religious, cultural beliefs or family disapproval of drugs	Wanting to impress another person or group who use drugs

	Possession This means being caught with a controlled substance for personal use. The person doesn't have to be using it, just to have it.		Intent to Supply/Supply This means a person gives, or is planning to give, drugs to someone else. This includes selling, sharing or giving drugs for free. The potential penalties are the same for both supply and intent to supply.	
Class A				
Class B				
Class C				
Psychoactive Substance				

Up to 7 years in prison and an unlimited fine	Up to 5 years in prison and an unlimited fine	Handing a class C drug to a friend	Keeping non-prescription class C tranquilisers in a school locker
Up to life in prison and an unlimited fine	Selling a class B drug	Up to 7 years in prison and an unlimited fine	Picking up some nitrous oxide canisters to take to a friend's house
Up to 2 years in prison and an unlimited fine (N.B. regulations for anabolic steroids are different)	Limited legal consequences for possession of these substances - does not mean there are no health risks	Carrying a bag with a small amount of a class A drug	Up to life in prison and an unlimited fine
Standing outside the school gates with a bag of MDMA pills to sell	Taking cannabis in the park	Up to 14 years in prison and an unlimited fine	Having a pack of a psychoactive substance in a pocket

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Class A	Up to 7 years in prison and an unlimited fine	Carrying a bag with a small amount of a class A drug	Up to life in prison and an unlimited fine	Standing outside the school gates with a bag of MDMA pills to sell
Class B	Up to 5 years in prison and an unlimited fine	Taking cannabis in the park	Up to life in prison and an unlimited fine	Selling a class B drug
Class C	Up to 2 years in prison and an unlimited fine (N.B. regulations for anabolic steroids are different)	Keeping non-prescription class C drugs in a school locker	Up to 14 years in prison and an unlimited fine	Handing anabolic steroids drug to a friend
Psychoactive Substance	Limited legal consequences for possession of these substances - does not mean there are no health risks	Having a pack of a psychoactive substance in a pocket	Up to 7 years in prison and an unlimited fine	Picking up some nitrous oxide canisters to take to a friend's house

A



B



C



D



E



F



All the young people involved are going to be immediately arrested	The officer would take the young people to a police station to be questioned	The officer will leave them alone and let them carry on with what they are doing
The young people and the officer will get into an argument	The officer will confiscate any drugs or alcohol from the young people	The officer will give them an official warning and tell them to go home
The officer will contact the young people's school and/or parents	The officer will take any young person at risk to a hospital	If they are under 16, they can't get into trouble with the law
The officer will facilitate the young person's referral for education or treatment	They will be issued with an on-the-spot fine	The officer will arrest them and they will spend the night in a police cell

Match up each type of influence with its correct description

Type of influence

Description

Indirect

When someone in the group asks others to do something, but will accept the answer if those people stand up to them and say no.

Friendly

This includes name calling and putting someone down, such as calling someone “lame”, “geeky”, “boring”, “frigid” etc. This makes someone feel embarrassed for not doing the thing they are being pressurised to do.

Heavy

No one directly tells anyone to do anything, but the person feels as if they have to go along with the crowd and join in with what others are doing, even if they don’t really think it is right.

Teasing

This type of influence happens through social media and the internet more widely. Often, it can seem as if a risky behaviour is much more common than it really is because lots of people talk about or share messages about it on social media.

Internal

This involves intimidating, threatening behaviour and can be either violent or non-violent. A person might make violent threats or threaten the friendship itself, for example saying “I won’t be friends with someone who wouldn’t do this for me.” It can involve blackmail.

Online

This pressure comes from inside the person themselves, and makes them feel like they should be involved in the risky behaviour, possibly because they think everyone else is, they want to be part of the group, or to look cool in front of others.

Match up each type of influence with its correct description

Type of influence**Description**

Indirect

When someone asks friends to do something, but is fine with it if they say no.

Friendly

Calling people names to make them feel embarrassed for not doing something.

Heavy

When someone feels they have to join in with something they don't think is right, even though nobody has directly said they have to.

Teasing

When someone sees things online that make it seem like lots of people are doing something risky, such as taking drugs.

Internal

When someone uses violence, blackmail or makes threats, for example saying "I won't be friends with someone who wouldn't do this for me."

Online

This pressure comes from inside the person themselves because they think everyone else is doing something, or they want to be part of the group, or to look cool in front of others.

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Type of influence	Description
Indirect	When someone in the group asks others to do something, but will accept the answer if those people stand up to them and say no.
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Online	This pressure comes from inside the person themselves, and makes them feel like they should be involved in the risky behaviour, possibly because they think everyone else is, they want to be part of the group, or to look cool in front of others.



I saw on the news that one of my favourite celebrities has taken drugs before, which really bothered me. Even though they got some bad press for it, I don't understand why they didn't go to prison.

My mum would be so disappointed if she thought I ever took drugs, or even hung out with people that did. It's much safer for me to stay away from all that completely, because I would never want to let her down.



My religion bans all drug taking. It is impossible to pray or serve God properly if someone is under the influence of drugs or alcohol. My faith means there's no way I'd ever go near it.

My older brother is 20 and sometimes he and his mates drink a few beers round our house. They say it's no big deal, but my brother wouldn't let me try it because I'm too young.



On social media, I feel like people claim to have done drugs even though they probably haven't, just to seem cool. Personally, I think it's really embarrassing and I don't get why anyone would brag about that.



As an athlete, it would seriously affect my chances of getting into a professional league if I ever tried drugs. My coach reminds us regularly about people who have been banned from the sport, had their medals taken away, or not been able to go to the USA to compete. I also know how bad it would be for my health and fitness.



I know I want to be a lawyer when I'm older. I've been studying really hard for my GCSEs so there is no way I would risk a problem on my record in case it got in the way of my future plans.

Natasha had just joined a new school and was worrying about making new friends, so was delighted when one of her classmates, Josh, invited her to a party at his house. She arrived a little nervous, and the house was packed with people. She recognised a few people from her class, but realised she didn't know very many people there at all. Josh invited her in and poured her a drink out of a punch bowl. Although she didn't really know what it was, she took a sip or two and found somewhere quiet to sit.

The music was playing and Josh was moving around talking and laughing with different groups of people, and introduced her to a few of them. She started to relax and was having a good time. Suddenly, Natasha realised she couldn't see Josh anywhere, and the people she was with started passing round a small bag of white powder. Everyone seemed to be taking a bit, then the group turned to Natasha, and holding out the packet someone asked "So how about you, new girl, are you trying some?"



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To Natasha:

Someone who wanted to help could say...



To others putting pressure on Natasha:

To a supportive adult (such as a parent or teacher):



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