

PCSHE Booklet

Topic 1 – Drugs and Alcohol

Name: _____

Class: _____

Teacher: _____

Year 8 Curriculum

Topic 1: Drugs and Alcohol

Alcohol and drug misuse and pressures relating to alcohol use

Topic 2: Identity and relationships

Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception

Topic 3: Mental Health

Influences on mental health, coping with bereavement, and digital resilience

Topic 4: Equality and Discrimination

Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia, and visual differences.

If you need any support...

Home/school support:

1. A friend
2. A teacher
3. Tutor
4. Parent
5. Mrs Loveridge
6. Mrs Jones
7. Mr Ogden
8. Mr Hayward

Reputable Organisations:

1. Contact ChildLine:
www.childline.org.uk
Contact number: 0800 1111
2. Visit www.nhs.uk
3. Visit www.talktofrank.com
Live chat: 2pm-6pm, Phone
0300 123 6600, Text: 8211

Knowledge Organiser

PCSHE – Year 8 Term 1 – Drugs and Alcohol

KPI1 – Key terms

- **Nicotine:** A toxic colorless or yellowish oily liquid which is the chief active constituent of tobacco. It acts as a stimulant in small doses, but in larger amounts blocks the action of autonomic nerve and skeletal muscle cells.
- **Vaping:** The action or practice of inhaling and exhaling the vapor produced by an electronic cigarette or similar device.
- **Smoking:** The action or habit of inhaling and exhaling the smoke of tobacco or a drug. Usually through Cigarettes or Cigars.
- **E-Cigarette:** E-cigarettes are electronic devices that heat a liquid and produce an aerosol or mix of small particles in the air. Which is then inhaled.
- **Alcohol:** The alcohol in all alcoholic drinks is the same – called ethanol. It is a colourless, odourless and inflammable fluid.
- **Inhibition:** a feeling that makes someone self-conscious and unable to act in a relaxed and natural way.
- **Licensed premises:** a place that can sell alcohol.
- **Discretion:** decision
- **Private Premises:** Privately owned land.
- **Alcoholism:** addiction to the consumption (drinking) an alcoholic drink
- **Alcoholics:** Someone who is addicted to alcohol.
- **Intoxicated:** affected by alcohol or drugs to the point where a person is potentially not able to control their body/
- **Confiscate:** to take away.
- **Underage:** Under the age of 16 in the UK.
- **Enclosed:** surrounded or closed off on all sides.
- **Prohibit:** to not allow.
- **Aerosol:** a substance that is under pressure and released as a fine spray.
- **Bystanders:** a person who is present at an event or incident but does not take part.
- **Sedative:** something taken for its calming and sleep creating effect.
- **Stimulant:** a substance that creates increased amounts of nervous activity in the body.

KPI2 – How does alcohol affects you?

Based on a standard (175ml) 13% volume glass of white wine or 4% strength pint of lager,

- **1 glass of white wine or a pint of lager (just over 2 units):** You're talkative and feel relaxed; Your self-confidence increases; Driving ability is already impaired, which is why it's best to drink no alcohol if you're driving.
- **2 glasses of white wine or 2 pints of lager (just over 4 units):** Your blood flow increases; You feel less inhibited, and your attention span is shorter; You start dehydrating; one of the causes of a hangover.
- **3 glasses of white wine or 3 pints of lager (just under 7 units):** Your reaction time is slower; Your liver has to work harder; while your judgement may decrease.
- **4 glasses of white wine or 4 pints of lager (just over 9 units):** You're easily confused; You're noticeably emotional; and you may become less capable

KPI3 - Alcohol and the Law

It is against the law

- To sell alcohol to someone under 18 anywhere.
- For an adult to buy or attempt to buy alcohol on behalf of someone under 18.
- For someone under 18 to buy alcohol, attempt to buy alcohol or to be sold alcohol.
- For someone under 18 to drink alcohol in licensed premises,
- For an adult to buy alcohol for someone under 18 for consumption on licensed premises,
- To give children alcohol if they are under five.

It is not illegal:

- For someone over 18 to buy a child over 16 beer, wine or cider if they are eating a table meal together in licensed premises at the discretion of the manager.
- For a child aged five to 17 to drink alcohol at home or on other private premises

KPI4 – Signs of Alcohol Addiction:

It can be tricky to spot the signs of alcoholism as alcoholics can be secretive about it and can become angry if confronted. Some signs and symptoms can include:

- A lack of interest in previously normal activities
- Appearing intoxicated more regularly
- Needing to drink more in order to achieve the same effects
- Appearing tired, unwell or irritable
- An inability to say no to alcohol
- Anxiety, depression or other mental health problems
- Becoming secretive or dishonest

Knowledge Organiser

PCSHE – Year 8 Term 1 – Drugs and Alcohol

<p>KPI 5: Smoking and the Law</p> <ul style="list-style-type: none"> You must be over 18 to buy cigarettes in the UK. If you're under 16 the police have the right to confiscate your cigarettes. It's illegal: <ul style="list-style-type: none"> For shops to sell you cigarettes if you are underage For an adult to buy you cigarettes if you are under 18 To smoke in all public enclosed or substantially enclosed area and workplaces To smoke in a car with a child 	<p>KPI8: How do E-cigarettes work?</p> <p>E-cigarettes produce an aerosol by heating a liquid that usually contains nicotine, flavorings, and other chemicals that help to make the aerosol. The liquid used in e-cigarettes often contains nicotine and flavorings. This liquid is sometimes called "e-juice," "e-liquid," "vape juice," or "vape liquid." Users inhale e-cigarette aerosol into their lungs. Bystanders can also breathe in this aerosol when the user exhales it into the air. E-cigarette aerosol is NOT harmless "water vapor." The e-cigarette aerosol that users breathe from the device and exhale can contain harmful and potentially harmful substances, including:</p> <ul style="list-style-type: none"> Nicotine Ultrafine particles that can be inhaled deep into the lungs Flavoring such as diacetyl, a chemical linked to a serious lung disease Volatile organic compounds Cancer-causing chemicals Heavy metals such as nickel, tin, and lead
<p>KPI6 - Vaping and the Law</p> <ul style="list-style-type: none"> You must be 18 or over to purchase e-cigarettes or e-liquids in the UK. It also became illegal for an adult to buy e-cigarettes for someone under the age of 18. Although there is no legal restriction on where you can vape in the UK there are local laws in force that prohibit the practice. The choice of whether to allow vaping is that of the property owner. Vaping generally is not allowed on the underground, planes, buses or trains and train stations in the United Kingdom. Vaping while you drive may not seem like such a big deal, but it could land you with up to nine penalty points and a fine of £2,500. 	<p>It is difficult for consumers to know what e-cigarette products contain. For example, some e-cigarettes marketed as containing zero percent nicotine have been found to contain nicotine.</p>
<p>KPI7: Effects of Nicotine</p> <ul style="list-style-type: none"> Nicotine is both a sedative and a stimulant. When a body is exposed to nicotine, the individual experiences a "kick." This is partly caused by nicotine stimulating the adrenal glands, which results in the release of adrenaline. <p>Nicotine can affect various systems throughout the body and may cause:</p> <ul style="list-style-type: none"> dizziness and light-headedness. sleep disturbances. changes in blood flow. headaches. increased risk of blood clotting. increased blood pressure. changes in heart rhythm and rate. shortness of breath. 	<p>If you need any support:</p> <p>Please speak to:</p> <ul style="list-style-type: none"> A friend A teacher Tutor Parent Mr Ogden Mr Hayward Mrs Loveridge Mrs Jones <p>Reputable Organisations:</p> <ul style="list-style-type: none"> Childline: www.childline.org.uk, contact number – 08001111, Visit www.nhs.uk; Visit: www.talktofrank.com, Live Chat: 2pm-6pm, Phone: 0300 123 6600 Text: 8211

Low Stake Quiz

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Sliding Scale – Lesson 1

Tobacco: Risks and Influences

Sliding Scales

I can assess and evaluate my prior knowledge, beliefs and attitudes regarding substance use.



I can analyse a range of potential influences on young people to smoke.



I can demonstrate strategies for managing peer influence in situations involving tobacco, e-cigarettes and vapes.



Key words: Tobacco, Nicotine, Nicotine replacement therapy, e-cigarettes, vaping, shishas, waterpipes.



Task 1: Place each statement along the continuum line.

STRONGLY AGREE ← → STRONGLY DISAGREE

People overstate the risks of using alcohol and tobacco.	When people take drugs, they never really know what they are taking.	Medications have been well evaluated so there are no risks when taking them.
It is important for people to make their own mind up about taking substances.	Making healthy choices regarding drugs, alcohol and tobacco is easy.	Young people like taking risks and find smoking and drinking exciting.
Young people mostly use drugs because their friends do.	If adults didn't drink or smoke as much, young people wouldn't either.	Fewer school children are using drugs, alcohol and tobacco.



Task 2: Write down your answers to the social norms quiz below, which uses data from the Smoking, Drinking and Drug Use Survey in England (SDDU) 2018.

1. What percentage of young people aged 11-13 have never tried smoking cigarettes?
1. What percentage of young people aged 11-13 say they are regular smokers?
1. What percentage of young people aged 11-13 are regular users of e-cigarettes/vapes?
1. What percentage of young people aged 11-13 said they had never taken drugs?



Task 4: Complete the tobacco card sort to categorise the risks of tobacco into physical, mental/emotional and social/legal effects of using tobacco.

Tooth and gum disease	Struggling to exercise or participate in physical activity	Police can confiscate tobacco products if someone is under 16	Wanting to smoke more frequently
Decreased ability to taste and smell	Harm to sperm which may lead to infertility	Increased risk of fires	Cravings causing stress
Increased risk of different types of cancer	Lung and breathing problems e.g. bronchitis	Others can be affected by second-hand/passive smoke	Increased worry about how to give up smoking
Heart problems e.g. increased risk of heart attack in the future	Increased risk of experiencing a stroke	Friends not wanting to spend time with someone who smokes	Increased worry about some of the physical and social risks
Smoking tobacco leads to clothes, hair and fingers smelling of cigarette smoke.	High blood pressure	Spending money on costly cigarettes means less to spend on other things.	Low confidence if struggling to quit smoking.
Stale breath and stained teeth.	Wrinkling of the skin	Some people find smoking unattractive in potential partners	Nicotine cravings can reduce concentration between cigarettes

Task 6: Read through and discuss the influences on each character. Annotate each statement with your ideas about what influences are acting on the characters.

1

I've never smoked anything before but my dad used to smoke cigarettes and is trying to quit. The other day, I found one of his e-cigarettes and thought I might give it a try.

2

I've known for a while that a friend smokes. Yesterday they offered me a cigarette on our walk home from school. The rest of our group tried one and then it felt like it was my 'go'.

3

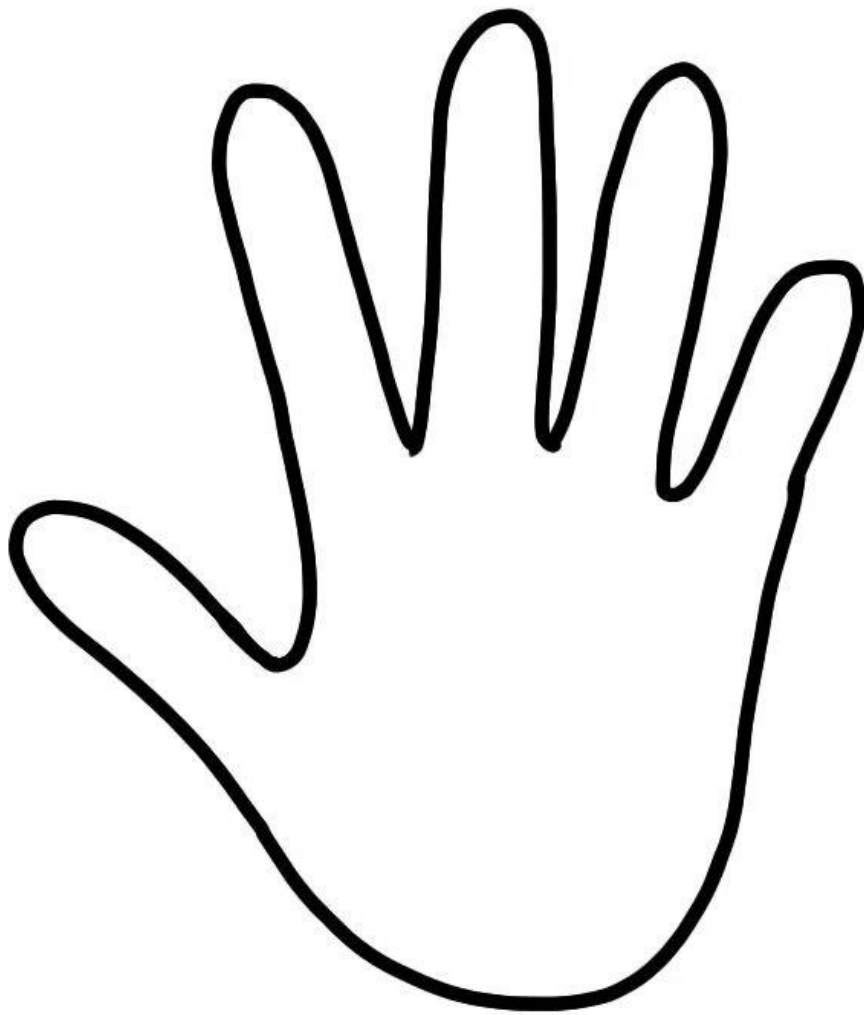
Last week, I was at my best friend's party and walked into his older sister's bedroom. The air was full of smoke and she and her friends were all sitting in a circle smoking. They invited me to join them.

4

I went to my auntie's wedding which was held at a shisha bar. My cousin called it a "hookah lounge" and said they are part of our cultural heritage. There was a hookah at each table. Lots of people were smoking from them.

5

I've never smoked anything before but recently my favourite YouTuber was seen smoking a vape. I've noticed the fruity, sweet smell when I've walked past people on the street vaping. I'm starting to think vaping isn't a big deal.



Low Stake Quiz

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Sliding Scale – Lesson 2

Alcohol: Risks and Influences

Sliding Scales

I can explain why most people my age does not use alcohol and explain why young people's alcohol use is declining.



I can describe the effects of alcohol misuse.



I can describe the strategies to manage influence on alcohol use.



I can identify sources of support for alcohol misuse.



Key words: Alcohol, decline, influences, long-term and short-term.

Task 3: Sort the risks of alcohol into short term and long term risks by completing the table in your booklet.

Short term risks	Long term risks

Task 4: Work in pairs to rank the different influences on young people's alcohol use from most significant to least significant. **There are no right or wrong answers.**



Task 6: Design a public information campaign to raise awareness about the statistics relating to young people's alcohol use. The aim is to get across the message that most young people do not misuse or currently use alcohol, so young people should not feel pressurised to drink alcohol to be cool or fit in.

Low Stake Quiz

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7. _____

8. _____

Sliding Scale – Vaping

Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Sliding Scales

I can explain the potential impact of influences and marketing on people's decisions on vaping.

Not confident

Confident



I can explain the consequences of vaping, including the environmental cost.

Not confident

Confident



I can suggest ways to challenge influences and misconceptions about vaping

Not confident

Confident



Key words: vaping, e-cigarettes, nicotine, marketing, influence, misconception.

TJ: A day in the life

Task: Read the timeline of TJ's day and, in pairs, answer the questions in your booklet.

<p>TJ gets ready for school and goes downstairs for breakfast. There are some pamphlets on the kitchen table about quitting smoking, and how vaping can help. TJ sees Mum through the window using her new vape.</p>	<p>Who or what is influencing the characters?</p>	<p>What impact might this have on them?</p>	<p>What ideas might TJ develop about vaping as a result?</p>
<p>On the way to school, TJ sees a group from the year above at school, laughing and joking together. One is showing the rest of the group their new vape, and they are passing it around to all have a taste. As they walk past, TJ breathes in and thinks it smells nice.</p>			
<p>At lunch, TJ's friend Ben says he thinks his brother will get them some vapes if they ask. The vape shop advertises all the different flavours and colours they have in stock, and TJ is really tempted to say yes. Ben says that if there is a whole shop just for vapes, and they advertise so openly to people their age, it must be ok to do.</p>			
<p>TJ is scrolling through social media feeds after school. There seem to be vapes in a lot of the photos and videos online – nobody is trying to hide what they are doing, not even influencers. And besides, even TJ's mum vapes! TJ decides to speak to Ben about getting a vape tomorrow.</p>			

Task: Watch the videos outlining the negative side-effects of vaping. Write these down in a mindmap in your booklet.



Consequences of vaping

Task: Complete the four-square grid shown below. Sort each of the consequences by deciding which category each fact should come under.

Environmental impact

Health impact

Legal impact

Other impact

Consequences

In the UK, two disposable vapes are thrown away every second. Over a year, this is enough lithium to make around 1,200 electric car batteries (lithium is needed for batteries, decreasing reliance on fossil fuels).

It is not illegal to smoke or vape underage, but anyone who sells cigarettes or vapes to under-18s, or buys them on behalf of anyone under 18, is breaking the law.

Vapes can help someone to quit smoking, by providing a replacement source of nicotine for those who want to quit smoking (although they are not recommended for non-smokers).

Vaping can be addictive, mostly due to the presence of nicotine and the ease with which it can be taken and become part of someone's daily routine.

Vaping still exposes users to some toxins. Nicotine is an addictive substance and evidence suggests it may be more risky for young people than for adults.

The long-term risks of vaping are unclear. While vaping is far less harmful than smoking (the risks from which are well-evidenced), it is not risk free.

The liquid and vapour in vapes contain some chemicals found in cigarette smoke (although at lower levels) that may be harmful.

The vaping industry continues to grow (with some vaping companies backed by the tobacco industry) and is solely focused on making a profit.

Organisations are free to make their own policies about where people can vape. This may mean that someone has to separate from their friends/family and go to a designated area where they are allowed to vape.

More than half of people who buy single-use vapes bin them and some of the biggest vaping brands do not take any specific steps to promote recycling.

Vapes are an age-restricted product because there is potential for users to become addicted to nicotine-containing vapes, and because the long-term effects of vaping on health are unknown.

In the UK, vapes require specialist recycling. If they aren't recycled, the lithium-ion batteries can start fires when crushed in a waste truck or at a waste-processing plant.

Task: Brainstorm any strategies you think TJ and their friends could use to manage influence.

Consider:

- 1) Include misconceptions about vaping
- 2) Negatives of vaping
- 3) The cost of vaping
- 4) Emphasise the side effects of vaping

Low Stake Quiz

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4. _____

5. _____

6. _____

7. _____

8. _____

Sliding Scale – Lesson 3

Manging Influences

Sliding Scales

I can explain the physical, emotional and social consequences of substance use.



I can demonstrate strategies that could be used if someone offers something harmful or illegal to me.



I can explain the potential impacts of others' views on drugs, alcohol and smoking on decision-making.



Key words: Social norms, pressure, influence

Task 1: Read each scenario and answer the questions on the next page.



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.

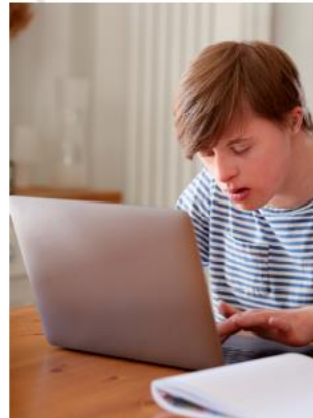


My older brother is 20 and sometimes he and his mates drink a few beers round our house. They say it's no big deal, but my brother wouldn't let me try it because I'm too young.

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.

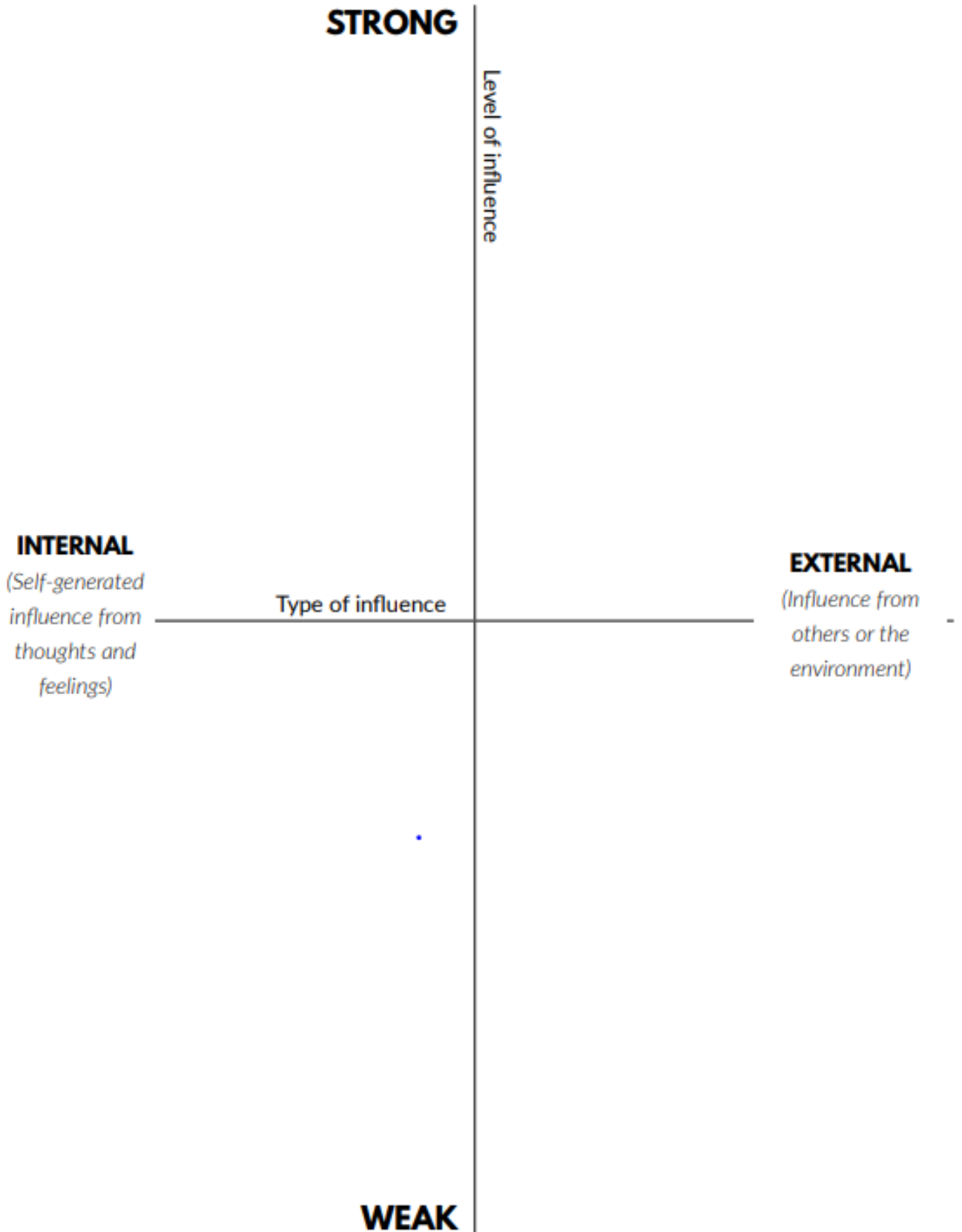


1. What is influencing these characters?

2. How will these influences change over time as they get older? How so?

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

Task 2: Sort the reasons why someone might be influenced onto the influence chart, assessing how weak or strong the impact of the influence is likely to be on a person's behaviour in relation to whether they take a substance or not.



Task 5: Look back at the first three scenarios in your booklet. Decide which you think might be the strongest influence for each.

Scenario 1:

Scenario 2:

Scenario 3:

Task 6: Read Natasha's story and discuss on the powerpoint.

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?"

