

# Drug education

KS5/Post-16, Lesson 5: Travelling and making decisions



# Travelling and making decisions

This is the last of five lessons for key stage 5 on understanding the risks and consequences of substance use, and making informed decisions about alcohol and other drugs. This lesson focuses on the risks and consequences of substance use when travelling, and making responsible decisions about alcohol and other drugs in different contexts where young people are increasingly independent.

## Learning objective

To learn how to make safe decisions about alcohol and other drugs, in contexts where young people are independent, including abroad.

## Learning outcomes

Students will be able to:

- explain how laws about alcohol and other drugs differ in the UK and abroad
- analyse the impact of substance use on someone's safety when travelling abroad
- identify where someone could get help and support in new environments

## Resources required

- Box or envelope for questions
- Resource 1: *Overheard conversation* [1 per student]
- Resource 2: *World map* [1 per pair]
- Resource 2a: *World map – alternative* [support option, as required]
- Resource 3: *Consequences tree* [1 story per pair]

## Baseline assessment

### Introduction (Slides 10–11, 2 mins)

Introduce the learning objective and outcomes. Explain that today's lesson will explore international laws relating to alcohol and other drugs, the risks and consequences of substance use when travelling abroad, and how to make safe and responsible decisions about alcohol and other drugs in new contexts.

Use slide 11 to revisit ground rules and remind students of the question box.

### Baseline assessment activity (Slide 12, 10 mins)

Give students **Resource 1: Overheard conversation** and ask them to read the snippet of a conversation between a group of friends planning a holiday, before answering the three questions that follow. Explain that they will return to the second part of the activity at the end of the lesson.

As this is a baseline assessment, students should do this on their own, without any prompting or discussion. This allows you to assess what knowledge they have retained about the legal consequences of possessing different substances, as well as their knowledge of laws relating to alcohol and other drugs in other countries.

Take feedback, drawing out any common ideas from the class, or any misconceptions they may have. Ask students not add ideas to their work at this stage, as they will return to this activity at the end of the lesson.

Use this discussion to adapt the lesson, if necessary, for example if students show less understanding of the consequences of possessing or using illegal substances in other countries, spend time talking through each of the laws shown in the first core activity and answering any questions students have.

## Core activities

### Laws around the world (Slides 13–16, 10 mins)

Introduce students to Dinah's story, using slide 13. Explain that Dinah and her friends are planning a holiday abroad and are going to a country where laws about using alcohol and other drugs might differ from laws in the UK. Before students read the story in more detail, they are going to explore what some of these laws might be.

Using **Resource 2: World map**, ask pairs to read the different examples of laws around the world relating to the use and possession of alcohol and other drugs. They should match these laws to their corresponding country by writing the letter of each statement into the boxes on the map.

Once they have matched these, ask them to discuss why laws relating to alcohol and other drugs might vary according to region and country.

Take feedback, using the answers on slide 15 to help guide discussions.

Draw out key learning:

- *Laws are written according to the culture and politics of a country and are informed by a country's religion and/or history. Cultural differences in attitudes towards alcohol and other drugs mean that in some countries, laws are far more restrictive than in others. It is important to be aware of these differences in the law when making plans to travel abroad.*
- *Using reliable sources of information, such as the Foreign Office's travel advice, as well as UK embassies or consulates when travelling abroad, can help to make sure that people are making safe and responsible choices when travelling.*
- *Laws both in the UK and in other countries relating to alcohol and other drugs will change over time, as research into the harms and effects of different substances grows. It is important not to assume knowledge of the law, and to always check reliable sources of information, such as government websites, for current information.*

Then, using slide 16, ask students to discuss what the other consequences might be of breaking laws related to alcohol and other drugs when abroad. For example, they could consider how this might impact a person's career, relationships, or reputation.

*Ask volunteers to share their ideas, drawing out the key learning:*

*If a person is caught breaking the law through illegal use of alcohol or other drugs, consequences might include being detained in a country and unable to return to work, having a detrimental effect on their job/career; having to pay a fine, which may place financial strain on a person, in turn affecting their relationships with family or a partner; receiving a criminal record, which could negatively impact their job prospects, reputation, or relationships with others; being unable to get a visa to visit or work in a particular country.*



**Support:** Ask students to use **Resource 2a: World map – alternative** to complete the activity, using the information to fill in the blank boxes.

### **Consequences tree (Slide 17, 15 mins)**

Explain that students are now going to look at what happens to Dinah and her friends as they go on holiday. Split the class into two, and then into pairs. One half of the class should read **Resource 3: Consequences tree – Dinah's Story (A)**, while the other half should read **Resource 3: Consequences tree – Dinah's Story (B)**. Make sure that the resource has been folded along the lines before giving it to students, so that they can unfold the story one step at a time. The bottom section of the resource should be folded under the second section, which should then be folded under the first.

Using slide 17, introduce the first section of the scenario, which is the same for both versions of the story. Then, in pairs, ask students to continue to unfold each step of their scenario, pausing to discuss and note down their answers to the questions on the resource.

*Note: The location of the scenario is not given so students can apply their knowledge from the previous activity and consider a range of risks and consequences that would occur in different settings.*

Once students have reached the end of the consequences tree, ask pairs who were looking at **Dinah's Story (A)** to join with a pair who were looking at **Dinah's Story (B)**. Ask the groups to share their thoughts and ideas about the potential risks and consequences in the two versions of the story.

Finally, take feedback from the class. Students might suggest:

#### **Dinah's Story (A):**

- *Part 1: If the friends decide to go to the party, they should ensure that they are aware of the law regarding the legal age to buy alcohol or whether consuming alcohol is legal. The consequences of attending the party might be positive or negative, depending on what happens once they arrive. For example, they might have an enjoyable night and meet new friends. However, there may be other partygoers whose behaviour causes trouble, which could pose a problem for the friends.*
- *Part 2: Dinah might be concerned about staying at the party as she is about to go to university on a conditional offer; she might be worried that if she is found to be involved with the use of illegal substances, she could face a fine or detainment, which could jeopardise her place at university.*
- *It isn't clear what substance AJ is offering to the friends – it could be alcohol or an illegal drug. They should be aware that there may be unpredictable consequences if any of them decide to accept the offer, including not knowing how their bodies will react to the substance, or what exactly is in the substance. There is also the risk of drugs being adulterated ('cut') with an unknown substance. They also cannot be sure if it is something that is legal to use or possess in the country which they are visiting. If they decide to join AJ in using it and are caught, they could risk getting into trouble with local authorities and face a range of legal consequences, from a fine to imprisonment.*
- *Part 3: Dinah's friends could go back to the hotel and meet one another away from the bar or stay where they are so that they can spot each other in the crowd. If they are concerned about their safety, they can ask for help from the members of staff at the bar and ask to stay there until they are able to regroup or use a phone to contact one another if they are not able to on their own device.*

### **Dinah's Story (B):**

- *Part 1: If the friends decide to go to the party without being sure whether it has permission to be held, the party might be shut down by local authorities and there may be legal consequences for those attending, including fines.*
- *Part 2: Dinah and her friends could choose to keep a close eye on Saira, making sure that she is breathing and conscious, and putting her into the recovery position if necessary. They could call for emergency services, contact the hotel staff for first aid, call a parent/carer/relative for help or advice, or call Saira's parent(s)/carer(s)/emergency contact.*
- *Part 3: The friends might choose to either tell the paramedics what Saira has taken at the party, or to tell them that Saira is unwell, while avoiding saying anything regarding substance use that might get them into trouble. However, to ensure Saira's safety, it is important that they tell the paramedics as much as they can, describing anything that Saira consumed, so that they can build as accurate a picture as possible. While there is a risk that the substance has been adulterated, giving as much detail to the paramedics as they can, will help ensure that Saira gets the best possible treatment.*

If any students have discussed the question in the challenge activity, ask them to feedback their ideas to the rest of the class. If no students have completed the challenge activity and time allows, put the question to the class and ensure the following key points are drawn out in discussion:

- *Dinah and her friends might have felt external pressure in the form of peer pressure, from AJ and from each other. They might also have felt an internal pressure to attend the party and accept the substances offered to them, if they felt that this is what is expected of young people, or if they felt this was necessary to fit in with their peers.*
- *Later, when the police arrive at the party in Dinah's Story (A), or when Saira needs help in Dinah's Story (B), the friends might face different internal pressures, including wanting to take*

*actions that would keep each other safe, and not wanting to make choices that might get the friends in trouble with the local authorities.*



**Challenge:** Ask students to discuss the following question in their small groups: Where in the two versions of the scenario might Dinah or her friends have felt pressure to make a particular decision? Was this an internal or external pressure? How could they manage situations like this in future?

### **Accessing help and support (Slide 18, 10 mins)**

Use slide 18 to share sources of support that can be accessed in the UK and when travelling abroad. Using this information, ask students to work in their small groups to identify when the characters in both versions of the story could say something to their friends, or take action to get help and support, which could lead to positive and safe outcomes. They should discuss where they could receive support from, and what type of support could be accessed.

Ask volunteers from different groups to feedback their ideas and draw out the following key learning:

- *Before going away, the friends could talk to each other about any concerns or worries that they have and establish expectations.*
- *If someone is planning on doing something that conflicts with someone else's personal values, it is important that they communicate their feelings with their friends. Although they might not all agree on the best course of action, it is important that all their concerns are heard.*
- *It is also important that everyone's decisions are respected, as long as they are safe and legal, and that individuals aren't pressured to change their mind.*

### **Dinah's Story (A):**

- *After arriving at the party, if Dinah or her friends did not want to stay, or to accept AJ's offer, they could use a range of exit strategies including: saying an assertive, but friendly, 'no'; using humour to avoid the situation and leave; clearly articulating why they do not want to stay or use the substance; saying that they are going to go to the bar instead, where there are members of staff.*
- *At any point, if the friends were concerned about AJ's behaviour or anything else that happened at the beach, they could approach the staff working at the bar and ask for help. Although they might worry about getting AJ in trouble, their safety must be prioritised. They should also keep in mind that any consequences faced by AJ would be the result of AJ's own actions and decisions.*
- *If at any point someone was concerned about their rights and the law while travelling outside the UK, they could ask for advice from the British Embassy, High Commission, or Consulate, in the country they were visiting. They might choose to do this before they go away, to make sure that they are as informed as possible but could also do so at any point, if concerned about facing legal consequences while outside the UK.*

### **Dinah's Story (B):**

- *Dinah, or her friends, could call a parent/guardian/carer at any time if they were concerned and wanted advice. Emphasise that although this is Dinah's first trip abroad without her family, her independence is not undermined by needing to ask for help. Part of making independent decisions involves knowing when it is appropriate to ask for support, and making choices that are authentic to the individual rather than guided by external pressures.*

- *The friends might be concerned about getting into trouble with local law enforcement or their families if they ask for help for Saira. They might also be worried about giving information to the paramedics that might lead to consequences for the rest of the group. However, it is important that they seek help as soon as possible if anyone is in danger or at risk of harm, giving as much detail as possible. They should contact the local number for emergency services and ask for medical assistance.*

## Reflection and endpoint assessment

### Reflection and endpoint assessment (Slides 19-20, 10 mins)

Ask students to return to the baseline assessment activity and complete the second half of the sheet, evaluating the ways that the characters' actions could impact other areas of their life, such as their relationships, careers, or personal safety. Then, ask students to write a response from Deniz's point of view to his friends, explaining what they should do to ensure their safety when they go on holiday.

Use this activity to assess the progress that students have made against the learning outcomes for this lesson.

Finally, ask students to reflect on this and the previous lessons by choosing three things that they have learnt, two ways that they have been challenged or encouraged, and one way that their behaviour or actions might change in the future. As this is a private reflection, they do not need to share this with the rest of the class.

## Signposting support

### Signposting support (Slide 21, 3 mins)

If time allows, answer any questions from the question box that are appropriate to answer in front of the class. If students have written their names, keep the answers anonymous.

Remind students how they can access further advice, guidance and support related to substance use, including:

- Speak to staff in school such as their form tutor, head of year, school nurse, or a member of the safeguarding team
- Speak to another trusted adult such as a parent/carer, or family member, or visit their GP
- Visit Childline, which can be contacted by young people under 19, at [www.childline.org.uk](http://www.childline.org.uk); or by phone on 0800 1111
- Visit their GP or [www.nhs.uk/live-well/quit-smoking/nhs-stop-smoking-services-help-you-quit/](http://www.nhs.uk/live-well/quit-smoking/nhs-stop-smoking-services-help-you-quit/) for help quitting smoking
- Visit FRANK at [www.talktofrank.com/get-help/find-support-near-you](http://www.talktofrank.com/get-help/find-support-near-you) to find local support services
- Visit Release, which provides a free, confidential and non-judgmental information and advice service in relation to drugs and drug laws, at [www.release.org.uk/drugs-legal-advice](http://www.release.org.uk/drugs-legal-advice), 0207 324 2989, or [ask@release.org.uk](mailto:ask@release.org.uk).

Tell students they can also find international phone numbers for emergency services at [www.gov.uk/foreign-travel-advice](http://www.gov.uk/foreign-travel-advice), or for British Embassies, High Commissions, or Consulates at [www.gov.uk/world/embassies](http://www.gov.uk/world/embassies).

## Extension activity

### Giving advice (Slide 22)

Ask students to write a short letter of advice in response to the prompt below.

*"I'm going on holiday with my mates at the end of summer. We're staying at a resort that's really popular, but I've heard things can get a bit rowdy out there. I want to have fun, but I want to be as prepared as I can be too. What do I need to know before I go?"*