

Name

Class

Tutor  
Group

# Year 8 – Personal Development

## Health and Wellbeing: Drugs and Alcohol



### KEY VOCABULARY LIST

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Ground Rules	Boundaries that a class sets at the start of a Personal Development lesson
Vaping	Using electronic cigarettes (e-cigarettes) to inhale nicotine in a vapour rather than a smoke.
Peer Pressure	When someone feels forced to do something by their peers.
Addiction	Not having control over doing, taking or using something to the point where it could be harmful to you.
Substance Misuse	Use of alcohol, illegal drugs, or over-the-counter or prescription medications in a way that they are not meant to be used.
County Lines:	Transporting illegal drugs from one area to another, often across police and local authority boundaries, usually by children or vulnerable people who are coerced into it by gangs.

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# EXPECTATIONS

- Always write in black or blue pen.
- Always use a ruler for straight lines.
- If you make a mistake, cross it out with a single line.
- Always draw diagrams, tables and graphs in pencil with a ruler if necessary.
- Always mark and correct your work in red pen.
- Respond to any feedback your teacher gives you in red pen.
- Take pride in your work, make it neat!
- All tasks should be completed in silence and by yourself unless your teacher tells you otherwise.

# What is Personal Development?

In Personal Development lessons you will be taught about three key topics. These include:

- **Health and Wellbeing** (E.g. Healthy eating, mental health, puberty and self examination)
- **Relationships** (E.g. Healthy relationships, respect for others, consent and sexual harassment)
- **The Wider World** (E.g. The law, citizenship, anti-discrimination, finance and careers)

Sometimes these lessons are called **PSHE**. This stands for **Personal, Social, Health and Economic Education**.

In Personal Development, you will learn about **British Values**. These are:

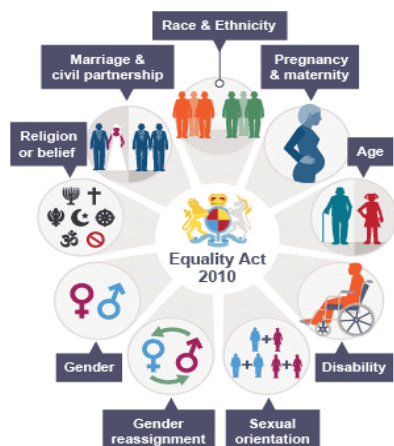


1. Democracy
2. Rule of Law
3. Tolerance of different cultures and religions
4. Mutual respect
5. Individual liberty

In Britain, our **British Values** are protected in the law. In Personal Development, you will learn to recognise **protected characteristics** which are part of the **Equality Act 2010**. This law helps to stop **discrimination** and ensure everyone is treated fairly. There are 9 protected characteristics, these are:



1. Race and ethnicity
2. Pregnancy and maternity
3. Age
4. Disability
5. Sexual orientation
6. Gender reassignment
7. Gender
8. Religion or belief
9. Marriage and civil partnership



# Personal Development – Ground Rules

Some topics in Personal Development may be challenging depending on your own experiences. Therefore, it is important that there are clear **ground rules** for every lesson. Every scholar will follow these in lessons so everyone feels comfortable.

**Class Task:** As a group, agree on your ground rules for Personal Development lessons and write these below. The teacher will refer to these ground rules regularly so that all scholars feel safe and able to share ideas.



## Ground Rules

1	
2	
3	
4	
5	

## Subtopic 1 –Vaping and smoking

### Learning Objectives

- To learn about different influences and consequences that might affect decisions relating to vaping.

**Tobi:** I've heard they're safe

**Jaz:** Really? Don't you have to be 18 to buy them though?

**Tobi:** I don't know – people in our year have them... And I've seen loads of flavours online – there's bound to be one we'll like. Besides, they're just disposable so we can just bin them if we don't like them. So, shall we give it a try?

## Overheard conversation



## Silent & Solo

**Do Now:** Read the overheard conversation below and answer the questions which follow.

1. What do you think they are talking about?

## 2. What does the law say?

### 3. What might be the impact of disposing them?

4. What other impacts might they have?

## What is vaping?

Electronic cigarettes (e-cigarettes) allow the user to inhale nicotine in a vapour rather than a smoke. This is known as **vaping**. **Nicotine** is the main addictive ingredient of tobacco cigarettes.

E-cigarettes work by heating a liquid that contains nicotine and flavourings, among other chemicals. They do not burn tobacco and do not produce tar or carbon monoxide, which are two of the most damaging components to health in tobacco smoke. There are lots of different e-cigarettes that come in both refillable/rechargeable and disposable forms.





**Turn and Talk:** As vapes don't contain carbon monoxide or tar, this means they are safe for everyone to use. Do you agree?

**Stop and Jot:** Write down what you have discussed about the safety of vapes.

Smoking *is* more harmful than vaping. Tobacco smoke contains 7,000 chemicals including carbon monoxide and tar, and a sticky soup of around 250 toxic chemicals, causing disease, disability, and early death. The levels of exposure to cancer causing toxins are extremely low in people who vape compared with those who smoke but there is still **some** exposure. Short-term effects can include coughing, headaches, dizziness and sore throats. The long-term effects are, as yet, unknown.

**Task 1:** Read the timeline of TJ's day below and, answer the questions which follow.

Timeline of TJ's day	Who or what is influencing the characters	What impact might this have on them?	What ideas might TJ develop about vaping as a result?
TJ gets ready for breakfast. He sees some leaflets on the table about quitting smoking, and how vaping can help. TJ sees his mum using her new vape.			
TJ sees some students laughing and joking. They are passing a vape around. As they walk past, TJ breathes in and thinks it smells nice.			
TJ's friend Ben says his brother will buy them vape. The shop advertises lots of flavours to people their age. Ben says it must be ok to do.			
TJ scrolls through social media feeds after school. There seem to be vapes in a lot of the photos and videos online – nobody is hiding what they are doing, not even influencers. Even TJ's mum vapes! TJ decides to buy a vape.			

Task 2: Read through each statement and decide which category this fits into.				
Statement	Environmental	Health	Legal	Other
a. In the UK, 2 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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Vaping still exposes users to some toxins. Nicotine is an addictive substance and evidence suggests it may be riskier for young people than for adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The vaping industry continues to grow (with some vaping companies backed by the tobacco industry) and is solely focused on making a profit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. 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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Resisting pressure to vape or smoke

**Peer pressure:** When someone feels forced to do something by their peers

Young people may face **peer pressure** to vape or smoke. They might feel a pressure to fit in or do what expected by others. Peer influence is part of growing up and young people are influenced in many different areas, e.g. the sports teams they support, the music they like, or the clothes they buy – but this can extend to substance use behaviours as well such as vaping or smoking. It is important to be informed about risks to support people to make the right decision.



British Values –  
Respect/Rule of Law

Vaping does not expose people to as many harmful chemicals but it is addictive. If someone doesn’t smoke, they should not be encouraged to vape and the impact on the body remains unknown. Advice from the government is clear that young people in particular should not vape and there are planned changes to advertising and availability to try stop young people having easy access to vapes.

<p><b>Reflection:</b> Return to your baseline task on p5. Think about what you have learnt in this lesson and write a response from Jaz, declining Tobí’s offer.</p>
<div></div> <div></div> <div></div>



## Subtopic 2 – Energy drinks and caffeine

### Learning Objectives

- Describe the effects of caffeine and explain the risks
- Explain how to reduce caffeine in your diet and the benefits

#### Do Now:

1. What is vaping?

2. Which is more dangerous – vaping or smoking?

3. What addictive substance is in both vapes and cigarettes?

4. What is the legal age to buy a vape?

5. What impact does vaping have on the environment?



**Silent & Solo**

**Baseline Activity:** Read through the questions below on caffeine and answer them using your own knowledge.

What do you already know about caffeine?

What do you want to know about caffeine?

How is it the same or different from other drugs?

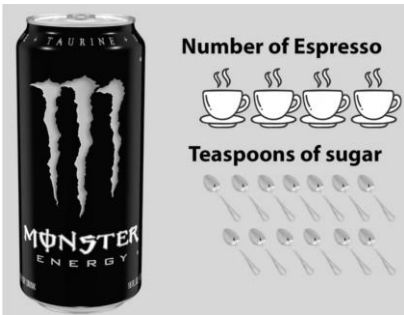
How is caffeine advertised or marketed, including to young people?

**Turn and Talk:** Caffeine is not a dangerous drug. Do you agree?



What is caffeine?

**Caffeine** is a stimulant often found in drinks such as tea, coffee, cola, energy drinks, sports drinks and some medicines. Energy drinks can contain high levels of caffeine and sugar. They often have a higher amount of caffeine than many other drinks as they are aimed at boosting energy (caffeine causes a feeling of alertness).



Any boost in energy, however, is normally very short-lived and a person often finds they feel the need for more caffeine to stop the energy ‘slump’ they experience afterward. Too much caffeine can cause anxiety, sleeplessness, agitation, palpitations, diarrhea and restlessness.

**Task 2:** Read the scenario and answer the questions below.



Jordan started drinking energy drinks as he wanted to make the school football first team but often felt too tired to stay for training. After using the drinks for a while, he found his energy levels and mood were very ‘up and down’ and he got in trouble at school for being disruptive. By bedtime he struggled to sleep and spent most of the night wide awake, anxious about how little sleep he was getting. But if he tried not to drink energy drinks, he felt too tired to do anything.

1. Why is Jordan drinking energy drinks?

2. How do you think they are affecting his health?

3. What are the risks if he continues to consume them?

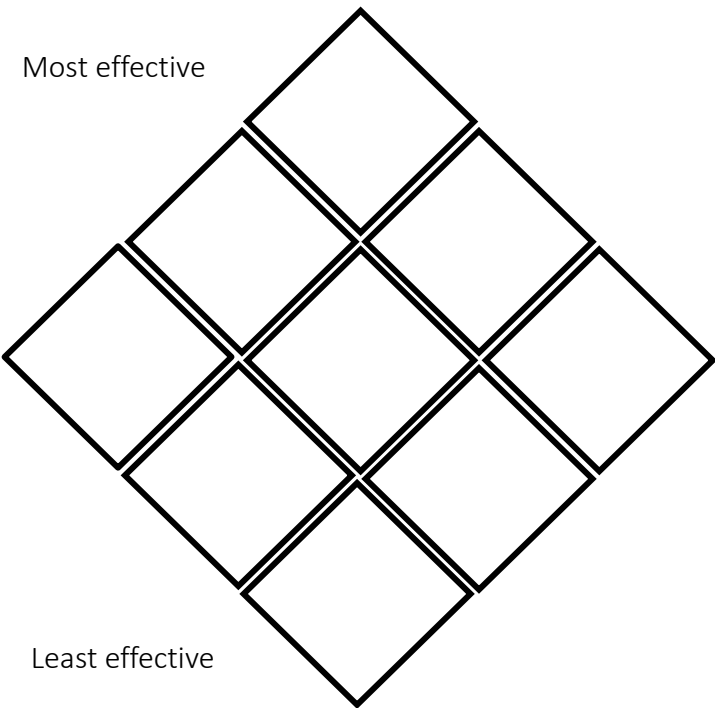
4. What advice might you give to Jordan?

Advice about energy drinks

The NHS advises everyone to drink caffeine in moderation – some people are more sensitive to caffeine than others, depending on how much they drink and how often. You should always check the label for caffeine content. It is important to consider the other health risks associated with consuming the quantity of sugar contained in such drinks.

The government have said they are committed to banning the sale of energy drinks to anyone under the age of 16. Many shops have decided to put in place a ban themselves.

**Task 2:** Sort the statements into a diamond 9 showing the best way someone could cut down on caffeine. Put the best method at the top, then the next two most effective, down to the least effective.



1. Talk to a trusted adult who can help	6. Gradually reduce intake of caffeinated products day by day
2. Switch to decaffeinated or non-caffeine containing products	7. Establish healthy sleep habits to reduce the feeling of ‘needing’ an energy boost
3. Switch to healthier energy boosting food/drinks e.g. fruit or porridge	8. Avoid skipping meals to reduce the feeling of ‘needing’ an energy boost
4. Check the ingredients on foods and medicines to see if they contain caffeine	9. Avoid ‘temptations’ where possible. E.g. By not going to the shop before school
5. Drink more water – staying hydrated helps to maintain energy levels	

**Reflection:** Return to your baseline task on p9 and add any extra information you now know about caffeine.

# Subtopic 3 – Alcohol

## Learning Objectives

- Consider the range of reasons for someone deciding to drink or not drink alcohol
- Understand the impact of alcohol on the body and also on others

### Do Now:

1. What is caffeine?

2. Where might you find caffeine?

3. Write down 2 dangerous ingredients in a cigarette

4. What age can you legally vape?

5. Write down 2 possible effects of drinking too much caffeine?



Silent &  
Solo

**Baseline Activity:** Read through the questions and suggest the % of 11-13 who said this

### Questions

Guess

Actual

a. Said they have never tried alcohol?

b. Said they had drunk alcohol in the last week?

c. Said they usually drank alcohol at least once a month?

d. Said they thought it was OK to drink alcohol once a week?

1. Were the answers different to your guesses?

Were there any answers that surprised you and why?

**Task 1:** Using your own knowledge, complete the table below:

Reasons to drink alcohol	Reasons to not drink alcohol

**Task 2:** Look again at your reasons **to** drink and rank these into:

- High risk reasons
- Medium risk reasons
- Low risk reasons

It is illegal to buy alcohol under 18 years old. 16 or 17 year olds accompanied by an adult can drink, but not buy, beer, wine or cider with a meal. Under 18s can be stopped, fined or arrested by police if caught drinking alcohol in public.



### Effects of alcohol on the body

Drinking alcohol has both long-term and short-term effects on the body.



**Short-term effects** could include: becoming more confident— leading to ‘out of character’ behaviours, feeling sick, feeling drowsy, headache, diarrhoea, dizziness and lack of coordination, making poor decisions, being at greater risk in certain situations, accidents and injuries due to falling over, memory loss and a ‘hangover’ the following day.

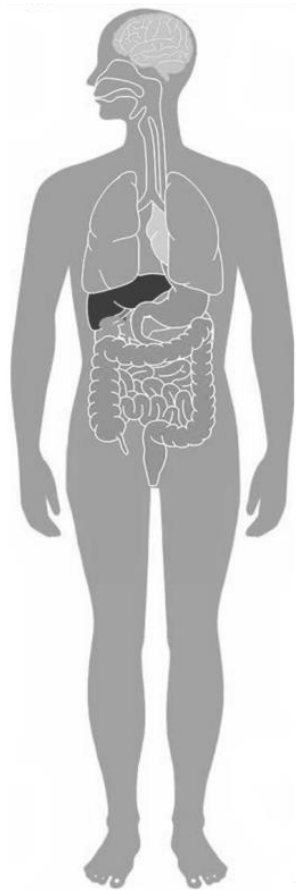


**Long-term effects** of alcohol use include: health issues such as high blood pressure, stroke, liver disease, effects on mood such as anxiety and depression, cancers, alcohol dependency, fallout from unwise actions while drunk including relationship changes and feelings of regret, and injuries. There are also sugar-related concerns including obesity, dental health issues and acne.

**Task 3:** Read through the effects that alcohol has on the body and add the number to the diagram to show which part of the body it is referring to

1. Too much alcohol and drinking on an empty tummy can cause sickness. Some people may even pass out and risk choking on their own vomit.	2. Too much alcohol makes the heart beat faster and can cause panic attacks.
3. Alcohol is calorific. Too much can lead to weight gain.	4. Too much alcohol gives you bloodshot eyes.
5. Too much alcohol makes the skin hot and sweaty and can make people red-faced.	6. Too much alcohol can make people upset, anxious or angry.
7. Alcohol is broken down in the liver, but it can only cope with 1 drink an hour. Drinking heavily for a long time increases the risk of liver disease	8. Too much alcohol can make the body sweat.
9. Too much alcohol can lead to a headache/ hangover, so it's important to drink plenty of water/ soft drinks.	

Body Part	Number
Head	
Eyes	
Skin	
Heart	
Liver	
Waist	
Brain	
Tummy and Gut	
Armpits	



**Turn and Talk:** Alcohol doesn't just effect the drinker. Why must people be mindful of the impact of their decision upon others?



**Stop and Jot:** Write down what you have discussed the effects of alcohol on others.


**Reflection task:** Read through Marnie's comments to Sasha below. Write down three responses you Sasha could give to say why she might not want to drink.

Come on Sasha...everyone is at it! *Loads* of people drink underage and you're just being boring if you don't. It's harmless and you'll feel better for it... it'll be a laugh. Here... have a taste.

1.

--

2.

--

3.

--

## Subtopic 4 – Prescription and counter medication

### Learning Objectives

- Explore how to use prescription medications safely and understand how drug habits and dependence occurs

#### Do Now:

1. Give 2 reasons why someone might decide to drink alcohol

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2. Write down 2 reasons someone might decide not to drink

--	--

3. Write down 2 reasons someone might decide to drink

--	--

4. At what age can you legally buy a vape?

--

5. What is peer pressure?

--



Silent &  
Solo

**Baseline Activity:** Answer the questions below:

a. What sorts of things can people become addicted to? List your ideas.

1.	5.
2.	6.
3.	7.
4.	8.

b. How might you be able to tell if someone has an addiction? *E.g. Choices, emotions, thoughts.*


c. Do you think it's a person's own fault if they become addicted to a substance?




**Show me:** Medication that you receive from a doctor or buy from a shop are safe and you can't get addicted. Do you agree?



**Stop and Jot:** Write down what you have discussed the effects of alcohol on others.

## Prescription and Counter Medication

It is likely that everyone will come across prescription drugs at some point, perhaps for an infection or injury you might suffer or someone you know. Just like illegal drugs, people are still at risk of developing an addiction or dependence on legal drugs.

**Addiction:** Not having control over doing, taking or using something to the point where it could be harmful to you.



Substance misuse can be on purpose or by accident. A common example is alcohol, paracetamol or antibiotics. There are clear guidelines on how these drugs are to be used safely but sometimes people ignore this advice and take the medications in a different way than they are prescribed/advised – this is **substance misuse**.

**Substance misuse:** Use of alcohol, illegal drugs, or over-the-counter or prescription medications in a way that they are not meant to be used.

## Over the counter medicines

All medicines that are sold over the counter are required to provide you with specific information so that you can use it safely. **This is the law.** If you are given any drugs from someone without any instructions or details, you cannot be sure what they contain.

Some of these include:

1. **Product information** – what do you need to take it for?
2. **Ingredients** – what is in it?
3. **Dosage** – how much should I take?
4. **Important information** – anything else that you should know before you take the medication.
5. **Storage** – where should I keep the medication safely?
6. **Expiry Date** – a date when the medicine should be used by

**ACTIVE INGREDIENTS**  
Each tablet contains Paracetamol 500 mg

**WHAT THIS MEDICINE IS USED FOR**  
Fast effective temporary relief of pain and discomfort associated with:  
• Headache/Tension headache • Migraine headache  
• Muscular aches • Backache • Arthritis/Osteoarthritis  
• Period pain • Toothache • Cold & flu symptoms. Reduces fever

**WARNINGS**  
**Do not use Panadol**  
• If you are allergic to paracetamol or hydroxybenzoates  
• If using other medicines containing paracetamol  
• For children below age 7, except on medical advice  
• For more than 48 hours for children aged 7-17 except on medical advice  
• For more than a few days at a time in adults except on medical advice  
• If any of the seals on this packaging are broken  
• If the package use-by date below has expired  
• Until you read the enclosed leaflet carefully

**Ask a doctor before use**  
• If you have liver or kidney problems  
• If you are taking warfarin (a medicine used to thin the blood)

**Stop use and see your doctor immediately if**  
You have an allergic skin reaction, shortness of breath or wheezing after taking Panadol.

**While using this product**  
If an overdose is taken or suspected, ring the Poisons Information Centre (AUST: 13 11 26; NZ: 0800 764 766) or go to the hospital immediately, even if you feel well because of the risk of delayed, serious liver damage if left untreated. Keep to the recommended dose. Contains hydroxybenzoates as preservatives.

**DIRECTIONS FOR USE**

Age	Tablets	How often
12-Adult	1-2	every 4-6 hrs with water as required (maximum 8 tablets in 24 hrs)
7-12	½ - 1	every 4-6 hrs with water as required (maximum 4 tablets in 24 hrs)

**OTHER INFORMATION**  
Store below 30°C.

**Suitable for:** • People with stomach ulcers • Breastfeeding mothers  
Does not contain gluten, lactose or sugar.

**Task 1:** Look at the boxes of medication below and answer the questions next to each example.

**Please read the enclosed leaflet carefully before you take this product.**

**About this product**

For the relief of symptoms associated with the common cold and flu, including relief of aches and pains, sore throat, headache, nasal congestion and fever. Day capsules will also relieve fatigue and drowsiness.

**Directions for use**

Swallow whole with water. Do not chew.

**Dosage**

**Adults, the elderly and children aged 16 years and over:** Two Day capsules every 4 to 6 hours during the daytime, as required, followed by two Night capsules at bedtime. Leave at least 4 to 6 hours between doses. Do not take more than 8 capsules (4 doses) in any 24 hour period. **Do not give to children under 16 years.** Do not take for more than 3 days unless advised by your doctor. Do not take more medicine than the label tells you to. If you do not get better, talk to your doctor.

**Important**

**CONTAINS PARACETAMOL.** Do not take anything else containing paracetamol while taking this medicine. Talk to a doctor at once if you take too much of this medicine, even if you feel well. The Day time capsules contain caffeine which may disrupt sleep if taken at night. **Keep out of the sight and reach of children.** Do not use capsules after the date shown on the pack. **Do not store above 25°C.**

**Ingredients**

**Each red/yellow Day capsule contains:** paracetamol 500 mg, caffeine 25 mg and phenylephrine hydrochloride 61 mg. **Each dark blue/light blue Night capsule contains:** paracetamol 500 mg and phenylephrine hydrochloride 61 mg.

A

1. What is this product for?

2. How much should you take?

3. Where you should keep it?

4. Anything else you should know about it?

B

Batch No:  
Expiry:

2H0871  
07-2025

Please read the enclosed leaflet carefully before use.

**How does this product help?**

Sudafed Decongestant Tablets with Pseudoephedrine hydrochloride, helps clear stuffy noses, catarrh, blocked sinuses and sinus pressure associated with colds, flu and allergies.

**How to take?** For oral use.

**Adults and children aged 12 years and over:**

Take 1 tablet with a glass of water every 4-6 hours.

**Do not give to children under 12 years old.**

**Do not take more than 4 tablets in 24 hours.**

**Do not take more medicine than the label tells you to. If you do not get better, talk to your doctor.**

As with all medicines, if you are pregnant or currently taking any other medicine, consult your doctor or pharmacist before taking this product. Do not take with any other cough and cold medicine.

**Keep out of the sight and reach of children.**

Each tablet contains: Pseudoephedrine hydrochloride 60 mg. Other ingredients include: Lactose. See leaflet for further information.

Store below 30°C in the original package.

**Marketing Authorisation holder:**

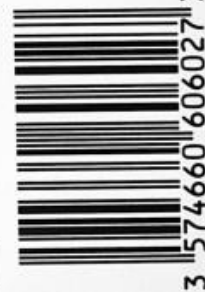
McNeil Products Limited, High Wycombe, Buckinghamshire, HP12 4EG, UK.

PL 15513/0024

**McNeil**  
Products Ltd

Sudafed is a registered trade mark.

P



**SUDAFED**  
Pseudoephedrine hydrochloride  
12 tablets  
**DECONGESTANT**  
Tablets

1. What is this product for?

3. What is the expiry date?

2. How much should you take?

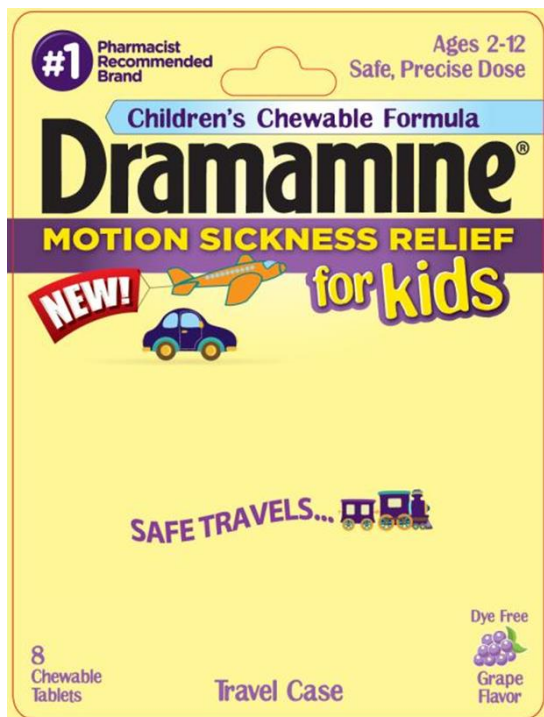
4. Where should you keep it?

**Turn and Talk:** What might happen if someone does not read the instructions on medication carefully?



**Stop and Jot:** Write down what you have discussed about impact of not reading instructions.

**Reflection :** Look at the box of medication below:



a. Explain what key information you should look for and why.

b. Return to your baseline activity on p16 and add any new information you have learnt from this subtopic

## Subtopic 5 – County lines

### Learning Objectives

- Understand the term county lines and the dangers which surround this
- Be able to explain where to seek support

### Do Now:

1. What is an addiction?

2. Give a 3 examples of something that a person can be addicted to

3. What 3 things should you look for on the packaging for medication?

4. At what age can you legally buy an alcoholic drink?

5. What impact does alcohol have on the heart?



Silent &  
Solo

**Baseline Activity:** Imagine a criminal gang selling drugs moved into a small town. Can you suggest the different people who might be affected by their illegal activity?

1.

5.

2.

6.

3.

7.

4.

8.

How could you protect yourself from being affected?

**Gang** - A gang can be a group of friends who hang around together. But some gangs are involved in crime. Sometimes gangs are violent and might fight other gangs or carry weapons.

What are county lines?

County lines is where illegal drugs are transported from one city or town to another. Gangs recruit and use children and young people to move drugs and money for them. Children as young as 12 years old and up to 17 years old are recruited, often using social media. Sometimes they are given gifts such as new clothes, trainers or headphones to encourage them to work for the gang. They are exploited and forced to carry drugs between locations, usually on trains or coaches. They are also forced to sell drugs to local users. Gangs sometimes use violence to threaten children and young people when recruiting them. Gangs also violently assault children and young people working for them if they find their drugs or money to be missing. Weapons such as firearms, knives, bats and acid are sometimes used to make violent threats

THEY MAKE  
YOU FEEL  
LIKE YOU'RE  
FRIENDS.  
BUT YOU'RE  
NOTHING  
TO THEM.

Zack, 15

The 'County Line' is the mobile phone line used to take the orders of drugs.

Task 1: What signs might you see in a town where there are problems with county lines?

Task 2: Read through the scenario and answer the questions which follow:
A young teenager is promised new trainers and phone if they help a new older friend with a job out of town for a few weeks
a. How might this teenager be feeling?
b. What risks can you identify?
c. What help or advice would you give this person?

**Task 3:** Read through the scenario and answer the questions which follow:

A teenager is living in a cramp, dirty flat working all night, 7 days a week selling drugs out of town. They have had their mobile taken off them and are unsure when they will be allowed to go home.

a. How might this teenager be feeling?

b. What risks can you identify?

c. What help or advice would you give this person?

**Show me:** Look at the facts about below. Which do you think is false?



#### County Lines Facts

1. Tackling county lines is a priority for UK Law Enforcement.

2. There is a multi-agency approach in place to help tackle county lines.

3. If you have concerns about county lines it is best to keep quiet and stay out of it.

4. Children often don't see themselves as victims or that they have been groomed into criminal activity.

#### What to do if you have concerns

The best advice is to **trust your instincts**. Even if someone isn't involved in county lines drug dealing, they may be being exploited in some other way, so it's always worth speaking out.

- You can speak to your local police by dialling 101, or in an emergency 999.
- If you would rather remain anonymous, you can contact the independent charity Crimestoppers on 0800 555 111.



If you are a young person who is worried about your involvement, or a friend's involvement in county lines. A good option is to speak to an adult you trust and talk to them about your concerns. You can also call Childline on 0800 1111. Childline is private and confidential service where you can talk to specially trained counsellors about anything that is worrying you.

**Reflection:** Return to your baseline task on p20 and add any new information you have learnt this lesson.

Learning Objectives

- To understand the **rule of law** and what this means
- To apply this to what you have learnt throughout this subtopic

Do Now:

1. Can you name the 5 British Values?

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2. What are 2 short-term consequences of drinking caffeine?

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3. What are 3 long-term effects of drinking too much alcohol?

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4. What is substance misuse?

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5. What are county lines?

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**Baseline Activity:** Thinking about this topic, what laws have you learnt about? Write down as much as you can remember about each one

Rule of Law



# The Rule of Law

Everyone should follow the laws in Britain. They are designed to protect everybody in our country.

Everyone is equal before the law. The actions of individuals, organisations, governments or even rulers can be challenged in court; in a fair society no-one is above the law.

- Democracy
- Rule of Law
- Tolerance
- Mutual respect
- Individual liberty



**Task 1:** How does the rule of law protect the wellbeing and safety of everyone?

**Task 2:** Read through the scenario and answer the questions which follow:

Nav has been bought a few cans of beer by his older brother and takes them to his friend Sonny. They walk to the park together and are drinking them whilst sat on one of the benches. Two police officers see Nav and Sonny. They walk over to where they are and ask ‘Where have you got those beers from’?

a. Are Nav and Sonny committing a crime? If so, what is it?

b. Had anyone else committed a crime? If so, who and why?

c. What might happen to Nav and Sonny?

d. How does this law help to protect people?



<b>Task 3:</b> Read through the scenario and answer the questions which follow:
Aisha is with her friends at the local cinema, they are waiting outside until the film starts. An older man pulls up in a car and asks her if she wants to earn £50 quickly. He says it will only take an hour and if she is trustworthy, she can do some other jobs for him.
Is Aisha committing a crime?
Who is committing a crime and why?
What might happen to Aisha?
How does this law help to protect people?
How can Aisha protect herself?

<b>Reflection:</b> How might you encourage someone to follow the rule of law? Remind yourselves of some of the laws you have looked at and write down what you might say to someone who is tempted to break the rule of law.

# ASSESSMENT

Write down 3 places you will find caffeine

1.

2.

3.

What are 2 long term effects of too much drinking too much caffeine?

4.

5.

What is the addictive ingredient in vapes and cigarettes?

6.

Name 2 long-term effects of smoking?

7.

8.

What is peer pressure?

9.

Give 3 examples of negative peer pressure

10.

11.

12.

Give 3 examples of positive peer pressure

13.

14.

15.

Write down 3 reasons why might someone choose not to drink alcohol?

16.

17.

18.

When is it legal to buy alcohol?
19.
What are 2 short-term effects of drinking alcohol?
20.
21.
What are long-term effects of drinking alcohol?
22.
23.
Name 3 things you should look for on box of medication
24.
25.
26.
Give 3 examples of counter or prescription medication
27.
28.
29.
What is substance misuse?
30.
What are county lines?
31.
What are 5 signs that there might be county lines in a particular town or city?
32.
33.
34.
35.
36.

What might someone do to persuade someone to move drugs or money?			
37.			
38.			
39.			
40.			
Who could you speak to if you were concerned about someone being involved in county lines?			
41.			
42.			
43.			
What are the 5 British Values?			
44.			
45.			
46.			
47.			
48.			
How do laws keep us safe?			
49.			
50.			
Total		%	

Handwriting practice lines on page 29. The page contains 20 sets of horizontal lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

A large rectangular area with a solid black border, containing 25 horizontal dotted lines for writing.

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# Where can you find support?

Remember, if you are concerned or have questions, there is always someone you can speak to

- At Longsands Academy, we are a Telling School. If you are experiencing any issues or problems either in or out of school, you can speak to your tutor, head of year or other trusted member of staff, write down the details and drop our note in one of the black postboxes or email: [tellus@astrea-Longsands.org](mailto:tellus@astrea-Longsands.org)
- For accurate, reliable health information, visit [www.nhs.uk](http://www.nhs.uk)
- For support around mental health, visit Young Minds at [www.youngminds.org.uk](http://www.youngminds.org.uk) For help, text SHOUT to 85258 or call
- For advice on drugs, their effects and the law, visit [talktofrank.com](http://talktofrank.com)
- For advice on a range of issues from bullying, mental health, relationships and more contact Childline [www.childline.org.uk](http://www.childline.org.uk) 0800 1111
- If you are worried about online abuse or the way someone is communicating, you can contact CEOP: <https://www.ceop.police.uk/Safety-Centre/>
- If you want to report a crime anonymously you can contact Crimestoppers on 0800 555 111
- You can also report concerns directly to the police by calling 101 or 999 in the case of an emergency

