

## Substance Use Education

<b>Stage:</b> Third to Fourth	<b>Lesson:</b> What Are the Legal Consequences of Drugs?
<p><b>Expected national standards for each level:</b>          Gives examples of current laws and advice in relation to substance use, for example, units of alcohol, tobacco sales, including legal implications.          Identifies potential impact of short and long term substance use.</p>	
<p><b>Substance Misuse Experiences and Outcomes:</b>  <b>HWB 3-38a / 4-38a</b> Understand the positive effects that some substances can have on the mind and body but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances.  <b>HWB 3-43a</b> I understand the impact that on-going misuse of substances can have on a person's health, future life choices and options.</p>	
<p><b>Resources Required for Lesson:</b>          Flip chart paper / paper, pens, access to Know the Score website for legal information.          Current news story re drugs and legal implications.</p>	
<p><b>Main Activities:</b>          Ask the young people:</p> <ul style="list-style-type: none"> <li>• Do you have any rules within your family? Why?</li> <li>• Do you have any (unsaid) rules between your friends? Why?</li> <li>• Why do we have laws in general?</li> <li>• Do you know about the school policy on drugs (including smoking and alcohol)? What does it say? Is there one?</li> </ul> <p>Write responses on a board or flip chart.</p> <p><b>Next ask:</b></p> <ul style="list-style-type: none"> <li>• What do you know about laws regarding drugs?</li> </ul> <p>Discuss these ideas. Relate the ideas about rules and laws in general to the specific context of rules and laws governing the use of drugs. You could highlight any stories that have recently been publicised in the press or on TV.</p> <p>Discuss with pupils their views of and attitudes to the laws relating to drugs – including tobacco and alcohol:</p> <ul style="list-style-type: none"> <li>• Why are they in place?</li> <li>• To protect young people? Other people?</li> <li>• What other reasons could there be?</li> <li>• What are the advantages and disadvantages of current laws and regulations?</li> </ul> <p>(A good discussion point is that parents can legally give their children alcohol from the age of 5 years; do pupils feel that this law should be reviewed, and if so, what do they feel the law should be?)</p>	

In small groups, ask young people to discuss rules, policies and the law:

- What are the two main acts in drug legislation in the UK? [Misuse of Drugs Act 1971, Psychoactive Substances Act 2006].
- The drug classification system [Misuse of Drugs Act] – why is it there, what it reflects, what changes there have been and what they mean (cannabis was reclassified from Class C to Class B, due to concerns about effects on mental health)
- What penalties exist for possession, supply or smuggling? [see Know the Score website for details on drugs and the law]. Should these be reviewed? What if a young person was being exploited to sell drugs?
- How might having a drug conviction impact on a person's life, both in the short term and long term?

Feedback to whole group

### **Drugs & the Law Quiz**

- See worksheet resource 'Drugs & The Law Quiz'
- Use the quiz sheet to organise a classroom quiz. After the quiz bring the class back together to share correct answers and see who has the highest score.