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SMART

4

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**Drugs** **Alcohol**  
**Knives** **Bullying**

# Teachers guidebook

Getting the most out of the roadshows



# Teachers guidebook

## Getting the most out of the roadshows

### Introduction

Welcome to the 2 Smart teachers guidebook. This guidebook has been produced as a resource to support the 2 Smart shows, which your school will be or has recently taken part in. Now in its twelfth year, the 2 Smart roadshows are attended by around 80 percent of all young people in Essex during their first year of secondary education. This year, for the first time, 2 Smart has been extended to cover four key areas; knives, bullying, drugs and alcohol- all of which are likely to be issues to most young people at some point in their lives.

Although we would love to believe that every young person who attends 2 Smart is going to avoid drugs, knives, bullying and alcohol, unfortunately, in reality we know that this is not going to be the case. The aims of 2 Smart are not just to encourage young people to steer clear of drugs, alcohol, knives and bullying, but also to explain the risks and dangers young people face, to give them the knowledge and understanding behind making the right choices, and to teach them why the choices they make are so important.

Essex Police fully supports the learning of the citizenship curriculum in schools. The following sessions, although designed as ideas for teachers, can be supported by police officers or police community support officers (PCSO) - there is more about this on the following pages.

This guidebook is made up of two main parts:

- Lesson ideas and activities in the four 2 Smart subjects; bullying, knives, alcohol and drugs.
- Support or reference material which you may find useful, that can either be delivered separately, or as part of any of the 2 Smart lessons.

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## Using this guidebook

The subjects covered in this guidebook have been written so that they can either be followed straight through as a structured lesson plan, or mixed, altered and changed to be used in different formats or structures in lessons. Each activity, in most cases, could be used on its own, or mixed with other sessions- depending on how much time you can give to the subject.

Please feel free to alter and tailor as appropriate the subjects and sessions to your needs - all classes learn differently - this guidebook is designed simply as a resource to help give you usable ideas. Care however, should be taken, not to dilute the messages delivered through the sessions.

These sessions should ideally be delivered as soon as possible after visiting the roadshow. The format and nature of the roadshows will mean that they will get young people's minds thinking about the subjects, and it is important to follow this up as soon as possible, as this initial interest may be lost with time.

It is also important to be aware that some young people may already have had first hand experience of these subjects. Care should be taken in these cases before, during, and after the lessons, and it is important to be aware of this and to follow up any individual issues a young person may have or disclose. This should be handled sensitively in accordance with school guidance.

## 2 Smart subjects

The sessions themselves will be split into three main categories;

### Introduction

This is usually several short 10 minute activities to introduce the topic, and also to establish what young people already know about the given subject.

### Main activities

Are longer activities (generally around 20 minutes), which look at the issue, or part of the issue, in more detail, and enable the young people to learn and understand the subject that is being taught.

### Conclusions

Finally this is a short review at the end of the lesson to see what the class have learned and understood, and to evaluate what they thought of the session.

## What the law says – police involvement

Each section will have a box like this. These boxes explain what the law states in relation to the given subject. Where there is support from a member of Essex Police, this is an ideal opportunity to involve a local police officer or community support officer, who can talk to the class and give some advice.

As well as this input, we hope your local police officer or police community support officer will become much more involved in the whole lesson. Please however, do bear in mind that police officers (and staff) are not experienced teachers, and so will require support from teachers in any part of lesson delivery - the aim of these lessons is for a joint delivery that supports the 2 Smart message, as well as motivating the class to listen, participate and learn. The 'law' input does not necessarily have to be at the start, but can be delivered at any point that is most suitable.

Please also bear in mind that although Essex Police fully support these lessons, all uniformed officers work primarily in response to crime and disorder and so in some cases where there may not be an officer available, therefore, this section should be seen as a reference guide for you as to what the law says.

These boxes can also be used as a starting point for discussions. For example- do young people agree with the law? Is it fair or not? Would they change the law if they could? It is important to think of both victim and offenders points of view when doing this!



**Aim of subject (at the end of the lesson students should learn):**

- To know what the law says about drugs
- To understand why people take drugs
- To understand the risks associated with taking drugs

## What the law says – police involvement

There are quite a few different laws involving drugs and illegal drugs. The first thing to point out is that not all drugs are illegal. Certain drugs, like steroids and tranquillisers, are legal in some cases (although not many). We're going to focus on the illegal drugs. Drugs are put into three categories; A, B and C.

**Class A** – eg. Heroin, LSD, Ecstasy, Cocaine, crack.

*Max. sentences:* Possession; 7 years + unlimited fine  
Supply/production; life + unlimited fine

**Class B** – eg. Barbiturates, Amphetamines.

*Max. sentences:* Possession; 5 years + unlimited fine  
Supply; 14 years + unlimited fine  
Production; life + unlimited fine

**Class C** – eg. Cannabis, tranquillisers.

*Max. sentences:* Illegal possession; 2 years + unlimited fine  
Supply/production; 14 years + unlimited fine

It is also an offence to allow an illegal drug to be produced or used in your own home. Max penalties; Class C - 5 years, Class A/B – 14 years.

Police powers – Police officers may search a person or vehicle, if they have reasonable grounds to believe illegal drugs are present. If they find anything, they may seize it, they may detain you. If you refuse a search, this may also lead to an arrest (why do you think this is?). A warrant is needed to search a premise.

Solvents - These are illegal to buy under the age of 18.

If a police officer has reasonable grounds to suspect you are in possession, or are supplying, class A or B drugs, they may arrest you.

Taken from the Misuse of Drugs act, 1971

## Introduction activities

### What do you know? (10 mins)

To introduce the subject, ask the class to start by testing their knowledge. How many drugs can they name? Write everything that's suggested up on the board, including slang names.

Either explain to the class, or ask the class, to identify which ones are slang names, and which are proper names for drugs.

#### Examples;

(Proper name; slang name)

Amphetamines; *Speed, whizz, uppers, amph, billy, sulphate*

Cannabis; *weed, green, hash, resin, dope, ganja, marijuana, draw, grass*

Cocaine; *coke, Charlie, snow, crack (a smokeable form of cocaine)*

Ecstasy; *E's, doves, XTC, disco biscuits, echoes, hug drug, burgers, MDMA*

Heroin; *smack, brown, horse, gear, junk, H, jack, scag*

LSD; *Acid, trips, tabs, blotters, micordots, dots*

Alkyl Nitrates; *butyl nitrate, rock hard, kix, TNT, liquid gold, poppers*

#### Extension:

You could also ask the class to classify the drugs; A, B, C, or legal (such as alcohol, tobacco and caffeine) - getting the class to say what category each drug might be, and then revealing the answer (see table above).

## Good or bad- why do people take drugs? (10 mins)

Ask the group to work in pairs or small groups to weigh up the pros and cons of taking drugs. You could set each group the task of listing reasons for or against, or both. For example;

- Why do people take drugs? (pros)
- What are the down-sides to taking drugs? (cons)

Ask the groups to feed back what they thought, and see if others agree.

Whatever points the class make, it is good to bear in mind the following points;

- You never know for sure what is in a drug. Many drugs are 'laced' (this is when things are added) with cheaper products, such as talcum powder, flour, or even poisons.
- Drugs affect people differently. What is fine for one person, may make someone else feel differently.
- You can't tell how strong a drug is just by looking at it (sometimes you can't even tell the type of drug by looking at it). A high dose for someone who hasn't tried a drug before can be very dangerous.

## Main activities

### Situations (20 mins)

See Drugs Worksheet 1. Ask the class to work in small groups of 2 – 4, and give each group a situation. Get one person from each group to read through the situation to the others, then the group to discuss the situation and answer the questions (this should take about 10 – 15 mins).

The groups can then feed back their situations and answers to the class, for other students to discuss and look at how to deal with each situation.

### Notes:

#### Situation 1

Dave may be feeling a different number of ways. If he is unsure, he should think about both the health risks, and the risk of breaking the law.

Cannabis is a depressant and in a lot of cases causes similar effects to that of alcohol. In the long term, cannabis has also been linked to mental health issues. Cannabis is detectable in the body for a long time after use. Traces can be found up to 14 weeks.

If Dave does try the joint, and if he is caught, he will probably be arrested for possession of cannabis. As cannabis is a class C drug, and he has not tried it before, it is likely he would get a reprimand or warning from the police.

As Dave passes the joint on, he is breaking another law. By passing an illegal drug on he is technically supplying the other person. This is a much more serious offence, and can carry a custodial sentence. This is still the case even though no money has changed hands. If the joint has been passed around, then everyone who has done so is guilty of trafficking.

#### Situation 2

A police officer has every right to search anyone (male or female) who they suspect to be carrying any illegal item. Although as a female, Steph can ask to be searched by a female officer, and the male officer would need to contact a female colleague. Suspicious substances like these tablets (likely to be ecstasy) are a class A drug, and are treated more seriously than cannabis. The maximum punishment could be a custodial sentence. Even if they are not Steph's she is still in possession of them, and so still breaking the law.

In this case, both Steph and her friend are in trouble. Her friend would still technically be in possession even though he has passed them on to someone else (If he claims to have given them to Steph, this would be seen as drug dealing, even if no money has changed hands, which is much more serious. Supply of a class A drug can lead to a lengthy custodial prison sentence.



### Mikes Story (10 minutes)

Mike is a comedian. He earns a living making people laugh, and he's very good at it! However he wasn't always a successful comedian; he's taken a path unlike most of us. When he was younger Mike was a heroin addict.

Mike was brought up in a pretty normal home, just like any other child. However, things changed as he went through secondary school, and by the age of 16, Mike was taking class A drugs.

His life went down from there, and he soon became addicted to heroin. He was addicted for 10 years, and in that time nearly lost nearly everything; his friends, jobs, and his health. 'I was skeletal and yellow with hepatitis. I couldn't see any way out.'

He did change, however, when he reached rock bottom. He managed to get his life back on track- in rehabilitation clinics and with other support he overcame his addiction, and at the age of 28 became completely clean. He has not slipped back since, and has stayed clean for 18 years - not even drinking alcohol.

Read out Mike's story. Either working individually, in pairs or small groups, get the class to answer the following (this could either be in workbooks or as a classroom discussion);

- What is an addiction?
- How was Mike affected by his addiction?
- What do you think got Mike into trying heroin?
- How do you think Mike could have avoided ending up in the situation he did?

There are several 'correct' answers. If an answer can be justified with a reason, but the key factors that are certainly worth noting are;

- Mike may well have a criminal record, and long term health issues, as a result of his addiction.
- It is almost certain that Mike tried 'softer' drugs before heroin. Many reformed addicts often start out drinking alcohol, then smoking cannabis, then cocaine, and then become trapped in a spiral and end up addicted to heroin.
- If in the first case Mike had said 'no' to heroin, or other drugs. It's harder to stop something when you have already started. Many people say that you can become totally addicted to heroin after just one 'hit' - such are its risks.

### Conclusion (5 mins)

If you haven't already done so, take some time in the conclusion to discuss the law around drugs. Ask the class for examples, which drug would be in which class, when and why police can search on suspicion of drug possession, or when a police officer can arrest you for a drug offence.

# DRUGS WORKSHEET

1



## Situation 1

Dave is 14. He has been hanging around in town with a new group of friends, and one of them offers to share a cannabis joint. He doesn't normally smoke, and he's not sure about cannabis. He knows it is illegal.

- How does Dave feel right now?
- What might happen if Dave says yes?
- If you were another of Dave's friends, what would you say to him, what would you advise him to say and do?
- If Dave were to take some of the joint, would he be breaking the law? If so, what would be likely to happen to him if he were caught?

### Extension

Dave decides that he doesn't want to try the cannabis. This is not a problem to the group, and Dave takes the joint and passes it on to another friend in the group.

- Has Dave still broken the law?
- If yes, what law(s) has he broken?

## Situation 2

Steph is going to a party with a group of friends, one of them has some tablets. They see a police officer walking towards them. The friend says to Steph that he knows the police officer, and he suspects he will be searched, and asks Steph to hold on to them as Steph is female the male officer will not search her. Steph is not sure about this, but reluctantly says she will.

- Can the police officer search Steph even though she is female?
- What would happen to Steph if she is searched?
- Is it illegal to hold the drugs, even if they aren't Steph's?

### Extension

The police officer stops the group, and asks everyone to empty their pockets. Steph says they aren't hers.

- Who is in trouble?
- What will happen to Steph and her friend?



### Aim of subject

- To know what the law says about knives and other offensive weapons
- To understand the risks of carrying knives and weapons
- To understand the consequences of carrying or using a knife

## What the law says – police involvement

Using a knife as a weapon or carrying a knife that can be used as a weapon in a public place is against the law.

Any item or objects that could be used to inflict damage to another person, or threaten such actions, is classed as an offensive weapon. This could include things like hammers, corkscrews or even compasses.

If you are caught carrying anything that could be seen as an offensive weapon in a public place, you will have to explain to a police officer why you are carrying it. If you cannot give a good reason why you should be carrying such an item, you may well be arrested.

There is also a separate charge of carrying a 'pointed article', and carrying a firearm or an imitation firearm. These offences are considered more severe, as mostly these items are illegal to own or carry in any situation.

In addition to this, it is also an offence to bring any weapon onto school premises- this law was recently added in 2006.

In any case, it is not legal to carry a knife for self defence, and if you use it, then you could be charged with assault with intent, or even worse.

It is also illegal for anyone under 16 to purchase a knife (and 18 for an air rifle or BB gun).

Taken from Section 139 (Pointed/bladed articles), 139A (articles on school premises) of Criminal Justice Act 1998, and Section 1 of the Prevention of Crime Act 1953

## Introduction activities

### Legal Knives (5 mins)

Introduce the topic by saying that the lesson is about knives, and ask the class 'are all knives illegal?' Ask the class to list some places knives are used as part of every day life.

### Why it is illegal to carry a knife? (5- 10 mins)

Following on from the first question, ask 'why do people carry knives?' Get the class to work in small groups or pairs to come up with some reasons why people carry knives. This should explore the differences between the normal use of knives, and illegally using or carrying a knife. From here, talk about the different circumstances for having a knife, and what times/places/situations it would be legal or illegal to have or use a knife.

You could also talk about other items which can be used as weapons- such as tools, cricket bats etc- when would they be seen as a weapon, and when are they ok to use?

### Debate – is it ok to carry knives? (10 – 15 mins)

Split the class into two groups. One half should be for knives- arguing why its good to carry knives, or why you should be allowed to carry knives, and the other against this question.

Give each group five minutes to come up with some reasons why their side is right, and think about some answers to questions the other side might ask. Here are a few examples;

**For-** you feel safer knowing you can defend yourself, respect from friends, in case you need to use one in an emergency (for any reason).

**Against** – it's against the law, you'll be more likely to be attacked, you could have your knife taken off you and be used against you, if you use it you could be charged with very serious offences.

Whatever the outcome of the debate, it's important to reinforce the point that carrying a knife or weapon is illegal, and very dangerous - this includes carrying a knife for self-defence.



## Main activities

### Situation (20 mins)

Think back to the 2 Smart drama at the roadshow. Can the class remember what happened in the drama? Hand out Knives Worksheet 1. This gives a very similar scenario, which shows how easy it is for things to get out of hand when no-one wants to stand down, or lose their reputation, and that it's easy for people to get hurt when things get out of control.

Get the class, either to work through the questions individually, or discuss in small groups about the questions and then answer the questions as a group. Get the class to feedback their answers; there is often more than one right answer.

### Notes:

The simple answer that it was Jason's own fault- if he hadn't been carrying a knife he couldn't have got stabbed! In a way he is lucky. If it had been one of the others, rather than just being in trouble for possessing a knife, he could also have been charged with assault with intent (with a weapon), or even attempted manslaughter.

Chances are that the situation was fuelled by alcohol. It often makes us behave and feel differently. If neither had been drinking, they would have both behaved more rationally, and would have probably never got into a confrontational position. If either of them had backed down, then this wouldn't have happened. Would it have really mattered if one of them had just said 'ok' and left it alone from there? As it turned out that would have definitely been the best thing to do!

### Westley's Story (15 mins)

Ask the class to work in groups of 4 – 6. Hand out Knives Worksheet 2. Get them to each take a character and think about how Westley's murder would impact on their life. How would it change or affect them? What would happen to them? How would they feel?

There are no set 'right or wrong' answers. If the class can justify a suitable answer then there could be a wide range of effects or feelings.

Get the class to think about people in the wider area- who else might be affected by Westley's murder?

'Westley's Weapons Awareness'...is a Connected Home Office approved programme. Aimed at educating young people about the implications of carrying weapons, challenging youth views to avoid crime. For full details of follow-up sessions to reinforce 2 Smart through Westley's Story - email: [ann@KnifeCrimes.org](mailto:ann@KnifeCrimes.org) or visit Online Resource [www.KnifeCrimes.org](http://www.KnifeCrimes.org)

## Conclusion (5 mins)

To review the lesson, ask several questions about young people's opinions to knives, and around the law on knives and weapons. Some example;

- *Is it illegal to carry a knife?* To carry a knife legally you have to demonstrate that there is a legitimate purpose for carrying it.
- *Is it illegal to buy or carry a BB gun under the age of 18?* Yes.
- *What is the maximum prison sentence for carrying a knife in school?* 4 years.
- *What is the maximum sentence if you use a knife for self-defence in a public place?* Can be life, because it's still illegal to carry a knife!
- *What should you do if you think someone is carrying a knife or another weapon?* In most cases, stay away from the person who you think has the weapon, and you should speak to an adult you trust, who should deal with the issue confidentially.

## KNIVES

## WORKSHEET

1

*This scenario is very similar to the drama in the 2 Smart roadshow-*

It's the last week of term, and Charlotte and her friend Charlie are off out to a mate's house party. They meet up with Deano and Jason on the way in the park. They are both well-known in the area, and not for the right reasons. They both take drugs regularly and Jason often carries a knife. Charlotte used to date Deano, and they're still friends, but Charlie doesn't really like either of them.

They have all been drinking for a little while, and are making a lot of noise. When a nearby resident comes over and asks them to be quiet, Jason pulls out a knife from his jacket and shows it to him, and threatens him. The resident runs off, and the group go back to their drinking. Charlie stands up to Jason saying how stupid it is to start threatening people, but rather than listening to him, Jason becomes aggressive towards Charlie and starts calling him a 'wimp' and 'spineless' because he must be afraid of people. Charlie says he's not, and Jason is an idiot to think that.

This soon starts to get out of control, and Jason and Charlie square up to each other, with neither wanting to back down. Charlotte stands in between them to calm them down, and as they break apart, Charlie mutters something under his breath. Jason turns and leaps at Charlie, reaching for his jacket pocket. Charlotte and Deano both jump in, and for a second all four are locked together. Then there's a loud shout, and Jason pulls back and falls to his knees; his right arm covered in blood, cut with his own knife.



- 1 Whose fault was it that Jason got hurt?
- 2 If Jason had stabbed Charlie or one his other friends, what do you think would have happened then?
- 3 What laws do you think have been broken?
- 4 What were the other factors that led to the fight breaking out?
- 5 What do you think will happen to Jason now?
- 6 What should Charlie, or Jason, have done to stop this from happening?
- 7 How do you think the other characters feel?
- 8 What do you think the other characters (Charlotte and Deano) could have done to try and stop what happened from happening

### Extension

Either making up your own situation, or re-writing this one, create a short role-play to show that if the characters had reacted differently, in the end things would have been different (you could make them either better or worse depending on what you want to show!)

# KNIVES WORKSHEET 2

## Westleys Story

Westley was murdered at a cash-point in 2005. He died from a single stab wound. He was 27. He lived in Colchester in Essex. His story made national news.

Two men were arrested and charged with his murder. One man, who was 32, was convicted of murder, and received a life sentence in prison. The other man was jailed for manslaughter and was given seven years.

The murder happened as a result of an argument at the cash-point. It was believed to have been started over who was at the front of the queue.

What started out as something so tiny and trivial ended up having such a massive effect on so many people. This is the reality of what can happen if you carry a knife and things get out of hand. How would you feel if it happened to someone you know?

Look at the list of people below - all of these people were affected in some way as a result of what happened to Westley.

*Westley's killers*

*Westley's friend*

*The killer's children*

*Westley's parents*

*A witness at the scene of the crime*

*The police officer who investigates the crime*

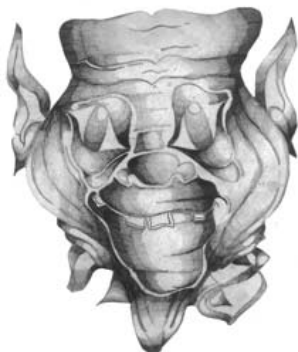
For each of the above characters, answer the following questions;

- How would it change my life?
- How do I feel?
- What am I going to do now?

## Extension

**Faces** - look at these faces below- Westley drew them when he was 12. Either using one, two, or all three faces- look at the emotions and expressions of the characters in the pictures.

- Which do you think each of these characters would be in the story? For example, would they be; the victim, attacker, victim's friend, or maybe a relative, or a witness to the attack?
- Give a reason for your choice- why do you think a face might represent a character?





### Aim of subject

- To understand what bullying is
- How to avoid bullying others, or being bullied
- To know what to do if you are being bullied

## What the law says – police involvement

Although there is not an offence called bullying, the act of bullying could include offences such as; assault, theft, harassment, or criminal damage (there may be others as well...)

You can be arrested and charged from the age of 10 for all these offences, and could get a fine, or go to court and could get a criminal record for life.

It is also likely that you would be in trouble with the school too- this could see you get detention, or even getting a fixed term or permanent exclusion.

Bullying is something that happens to a lot of people, and most people who have been bullied get through it and so can you- but remember the sooner you talk to someone about it, the sooner it can be stopped.

### Dealing with bullies:

Talk to someone- maybe a teacher, or another adult you can trust. Explain what happened, how often, who did it, where and whether anyone else saw it. Keep speaking up until someone listens.

Act more confident- don't let the bully think you're afraid.

Hang around with friends or an adult at times when you're most in danger of being bullied.

Don't fight back. It'll make things worse and can get you into trouble.

Don't blame yourself for what has happened.

Keep a record of what is happening to you.

Taken from Criminal Damage act 1971, Theft Act 1968, Public Order Act 1986 and Criminal Justice Act 1998

## Introduction activities

### Separation (5- 10 mins)

To introduce the topic, ask the class to separate themselves into groups, for example based on an opinion or interest; such as favourite type of music, or favourite sport, or even hair colour or eye colour. You could either get the class to stand in different parts of the classroom, based on their opinion/interest, or to stand up or sit down if they agree with a certain question.

Ask the class what they think of people in the other groups, and if they have a problem with other people choosing other groups. Ask the class if they still get on with their friends, who have chosen other groups. Does it matter if people are different or have different interests? Of course not! The aim of this to make the class aware that people are different, and do have different opinions and that this is ok.

### What is a bully? (5- 10 mins)

Ask the class to talk in pairs about what they think a bully is, and what do bullies look like and do? After a few minutes, draw an outline of a person, and get the class to feed back one or two things each, writing them up on the board. Try to find common opinions or themes- review what the class has put, and talk about which are true and typical of bullies, and which aren't- ask the whole class to see if they agree or disagree with each statement.

It is important to say that although there may be certain similarities, there is no set way of telling who a bully is, and that most similarities will be in behaviour or character and not physical appearance.

## Types of bullying (5- 10 mins)

Ask the class to come up with ways people might bully or be bullied. Write the ideas up on the board. The below is a list of examples to work with (this list is not exhaustive, but you should make sure that most or all of the below are included):

- Calling someone names
- Being left out, or being made to feel unwanted
- Being hit, pushed or kicked
- Threats
- Putting false or nasty things on the internet
- Being teased because of the way you look or what you wear
- Being teased because of your interests
- Having things stolen or taken from you
- Being sent nasty text messages, or prank phone calls

With the list you have, ask the class to work in pairs or small groups to list in some sort of order, or discuss (for example);

- The most common types of bullying
- The worst types of bullying – are some worse than others?

## Main activity

### Situations (20 - 25 mins)

Hand out the Bullying Worksheet 1. Ask the class to work in small groups of 2 – 4, and give each group one of the situations. Get one person from each group to read through the situation to the others, and then as a group, discuss the situation and answer the questions (this should take about 10 – 15 mins).

The groups can then feed back their situations and answers to the class, for other students to discuss and look at how to deal with each situation. Although there are no right or wrong answers 'set in stone', it should be clear to see what is happening in each, and how each situation can be overcome.

### Notes:

**Situation 1** – Although it's right that Jenna got a reprimand, Sian should be punished by the school for bullying too. Jenna should have not lost her temper- but should have spoken to someone about this- if she'd have spoken to an adult sooner- she probably wouldn't have gotten into the situation at all. Josie and Sara should try and help Jenna to talk to her parents or the teachers, or talk to them if Jenna is too scared to herself.

**Situation 2** (can be for lower ability) – It is clear that Rob is bullying Alex. Alex needs to talk to someone- maybe a friend, or ideally a teacher or another adult he can trust, who will help sort out the problem. If he doesn't do anything- it's quite likely it will get worse because he will be seen as an 'easy target'. If caught, Rob could be suspended from school.

**Situation 3** – Mark needs to stand up to this. As a lot of the bullying is online (cyber-bullying) - so it's possible to keep a record of what is happening. It might go away in time, but it might get worse, Mark should talk to Aaron, who might be able to help heal the rift between the other two- if not he should talk to an adult about the problem too. Aaron should be able to help- he knows both of them, and can try to talk to them both individually, or he could talk to an adult. He needs to be supportive to Mark.

**Situation 4** (can be for higher ability)– This is mainly about intimidation and social exclusion, and Sam has to be brave and stand up to what is happening. He could talk to his parents, the head of year, or even his basketball team players or other friends. Sam shouldn't be afraid, and he should act or things might become more worse. He should keep a record of all the texts- phone numbers can often be traced.

## Conclusion: school rules (10 mins)

Talk about how the school deals with bullying. Your school should have an anti-bullying policy (or similar 'dealing with bullying' guidelines), so take examples from this. Ask the class to give their ideas about what they can do to stop bullying, whether there are victims, bullies or bystanders. Write their comments on the board.

Using their comments as examples, talk through ways of dealing with bullying, and the actions and effects that bullies have on their victims. Refer back to the bullying policy wherever possible.

# BULLYING WORKSHEET 1

## Situation 1

Jenna has always had trouble reading and writing, and last year found out she was dyslexic. This year, she has a learning support assistant to help her in class. She is doing really well, but a lot of girls tease her saying things like she's 'retarded' and 'stupid'. There is one girl called Sian who always makes fun of her- she also encourages the other girls to do the same, or tells them to ignore her. Last Wednesday after English, Sian was really nasty to Jenna and Jenna snapped and pushed Sian to the floor. Jenna then took Sian's ipod and stamped on it. The police were called and Jenna was arrested and has been given a reprimand for this.

Jenna doesn't have that many friends, but her best friends, Josie and Sara spend a lot of time with her and she talks to them about most things. She hasn't told them what is happening, although they both know that something is up- it was so unlike her to do what she did.

- Do you think it was fair for Jenna to receive a reprimand from the police?
- What do you think Jenna should have done?
- What do you think should happen to Sian?
- What could Jenna's friends, Josie and Sara do to help?



## Situation 2

Rob had always been seen as a bit of a bully- he's bigger than most people, and always hung around with people who you didn't want to mess around with.

Alex is the opposite. He works hard at school, and is in the top set for most classes. Whenever Rob sees him, he is nasty to him, calling him names, pushing him over and throwing things at him. Normally Alex just ignores this, as he thinks it is just 'part of being in school'. But it does really upset Alex; he thinks that because he is smaller, there is nothing he can do to stop the bullying.

- Is Alex being bullied?
- What do you think Alex could do to stop the bullying?
- What might happen to Alex if he doesn't do anything?
- What do you think might happen to Rob if he gets caught?



**Situation 3**

Aaron, Mark and Lewis had been mates for years, but things changed when Mark broke up with his girlfriend, Cindy. Lewis, who had always liked her and had been jealous of Mark, started seeing her, and although Mark didn't really mind to start off with, things soon changed. Lewis started spreading lies about Mark, and also saying things like 'Mark won't ever get a proper girlfriend' and 'Cindy was too good for him'.

Mark tried to ignore this but now Lewis has even started posting more lies on the internet and on MSN. Aaron, who is still friends with both, is now stuck between the two and doesn't know what to do. It's now getting to the point where others are joining in and sending Mark abusive emails and messages on MSN.

- What sort of bullying is happening here?
- What can Mark do?
- What do you think will happen if Mark doesn't do anything?
- How should Aaron do to help the situation?

**Situation 4**

Outside of school, Sam plays guitar in a heavy metal band with some other boys from nearby towns. He really likes this sort of music, and his style of dress reflects that. He also studies really hard in school and hopes to go to university.

Problems seemed to begin after Sam and his friends beat the school sports captain, Luke, and his team at basketball. Initially he started getting anonymous texts from two phone numbers, saying things like that he was a 'dirty greebo', and that he should 'watch his back'. The texts or prank calls then became more regular from four or five numbers, and then things were put up on the internet too. There was also a rumour around the school that a group of boys are on the lookout for boys like Sam and are going 'emo bashing'. Last week, Sam was cornered by Luke and three of his friends in the toilets, and if the head of year, Mr Skinner, hadn't come in, things could have been much worse.

Sam's mum is very worried about him- he's starting to say he's feeling ill a lot recently, has been caught twice skipping lessons, and his last school report was the worst he had ever got. Sam says it's just because his work is getting harder, but his mum doesn't believe him.

- What sort of bullying is happening here?
- How do you think Sam feels?
- What do you think will happen if Sam doesn't do anything?
- Who could Sam speak to for help?



### Aim of subject

- To know the law in relation to alcohol consumption
- To understand the effects alcohol has on the body
- To understand the risks in binge drinking

## What the law says – police involvement

### Purchasing

You are allowed to drink alcohol under the supervision of a parent/carer at home from the age of five. At 16 you may purchase beer or wine with a meal in a licensed restaurant, and at 18 you may purchase alcohol from a licensed premises, such as a pub, nightclub, supermarket or off-licence.

It is a criminal offence to supply alcohol to someone under the age of 18.

### Drinking

In addition to this some areas (such as some town centres) may have exclusion zones, prohibiting anyone from drinking alcohol within the designated area.

If you are caught drinking in a public place, you may have your alcohol confiscated. If you are caught purchasing alcohol under the age of 18, you could be arrested. The law is currently being changed- it is likely that by next year, it will be an offence to drink in a public place under the age of 18, and you could (for example) be fined or arrested for doing so.

### Other effects

The other problem that the police encounter on a very regular basis is the breaking of other laws that are fuelled by people acting under the influence of alcohol. This can be anything from public order offences (such as urinating in public, or using abusive language), to more serious crime such as criminal damage, or assault, or theft.

Alcohol alters your judgement to situations as well as altering your senses. It can make people aggressive, or fearless, and you can end up finding you do things you wouldn't normally do. Getting drunk is seen as glamorous to many young people, and although everyone has tried it at some point, it is important to try and make sure young people know the risks- and the possible consequences.

Taken from section 147 of the Licensing Act 2003, and the Crime & Disorder Act 1998

## Introduction activities

### Is alcohol a drug? (5 mins)

To introduce the subject, start by asking the class about alcohol- has anyone in the class tried any sort of alcohol? Does anyone in their family drink?

For example, get the class to stand up, and to separate to different side of the class dependant on their views for the following questions (you could also ask students to give a reason for their choice);

- Is alcohol a drug? (The answer is yes)
- Is alcohol safe to drink? (a supported reason could be correct in both cases)
- What's more dangerous, alcohol or heroin? (Both are correct, if the student has a good reason. As a substance heroin is much more dangerous, however alcohol kills at least 20 times more people every year than every other drug put together. This is because alcohol is much more widely used.)

### What are the effects of alcohol? (5- 10 mins)

Draw up a rough outline of a body on the board. Ask the class to say what the effects of the alcohol are on the body, and write them up on the board (or you could get the class to write or draw up the effect on the board themselves).

It is also important to be aware of the long term conditions alcohol has on the body- you could either do this at the same time or separately, but it is important to point out the differences between the direct effects of alcohol, and the long-term damage that regular heavy drinking has. Effects include (this list is not exhaustive!);

**Short term**

Dizziness  
Sickness  
Slurring of speech  
Double vision  
Headaches  
Loss of balance

**Long term**

Liver failure ( cirrhosis of the liver), or liver cancer  
Mental health issues- e.g. memory loss, depression  
Mouth and throat cancer  
Diabetes  
Heart disease  
Extra weight (especially for men)

## Main activities

### How much? (15 - 20 mins)

Get the class to work through Alcohol Worksheet 1. The worksheet shows how much alcohol is contained in each type of drink, and how much is regarded as a safe recommended maximum. It is worth pointing out that this amount is for adults, and is only guidance as everyone's tolerance to alcohol is different. For children and young people, this amount is less.

**Answers:**

Type and amount of drink	Amount of alcohol in units	Safe amount for men	Safe amount for women
1 Small glass wine	1 unit	3 – 4	2 – 3
25ml measure of vodka	1 unit	3 – 4	2 – 3
1 pint normal strength lager	2 units	2	1 ½
1 pint of strong cider	2.5 units	1 ½	1
25ml measure of whiskey	1 unit	3 – 4	2 – 3
1 bottle of wine	6 units	½	Less than ½
1 bottle of normal lager	1.5 units	2	2
1 bottle of vodka mix drink	2 units	2	1 ½

**Extension:**

- 1) 3 glasses of wine or 2 pints of lager?
- 2) 2 measures of whiskey or 2 bottles of lager?
- 3) 2 bottles of vodka mixer drinks or 2 pints of regular strength lager?
- 4) 1 pint of strong cider or 2 measures of vodka?
- 5) 3 measures of whiskey or 2 pints of lager?

*2 pints of lager*  
*2 bottles lager*  
*The same*  
*Pint cider*  
*2 pints of lager*

Most bottles of vodka or whiskey are 750ml - how many units of alcohol is this? This is a total of 30 units.

### Situations (15 - 20 mins)

Get the class to work in pairs or small groups of 2 – 4, and give each group one of the situations from Alcohol Worksheet 2. Get one person from each group to read the situation out to the others, and then as a group, discuss the situation and answer the following questions;

1. What happened/is going to happen to the character in your situation?
2. How do you think they feel?
3. Do you think they would be in the same position if they hadn't been drinking?
4. What if they had only had a small amount of alcohol?

Once the group have discussed the situations, re-read out the situations to the whole class, and ask the groups to feed back their answers to the whole class.

## Notes:

### Situation 1 (can be for lower ability)

It's quite simple here- too much vodka has led to a loss of balance and control, in this case a broken wrist. It is quite likely she may have alcohol poisoning too. She will probably be in hospital for a couple of days, and away from school for longer.

### Situation 2

Gary and Aaron will probably be spending the night in a police cell. If they are lucky, and haven't been in trouble before they will probably get a warning. If not, they are likely to go to court and get a criminal record. If they hadn't been drinking, it's quite likely they wouldn't have been so aggressive, and so wouldn't have got into the situation.

### Situation 3 (can be for higher ability)

This is a typical situation where the young person, Kris, has been led on by his peers. To try and be accepted by the 'in' crowd he not only got in a lot of trouble with his parents, but also embarrassed himself. He could have also been hurt if he was lying in a street. It is likely that his 'friends' will think less of him now for being so easily led, than if he'd not got drunk at all.

### General notes for all situations:

For each situation, although the circumstances are quite different, the answers may well be quite similar (it is worth pointing this out to the group). Generally, the message should be the same- drinking alcohol can cause you to lose your sense of right and wrong, your self control and dignity, and your health.

However, it is also important to be realistic, although in an ideal world we would young people will listen and try alcohol at the age of 18- in reality this is very (very) unlikely! Therefore a message that says although drinking underage isn't to be encouraged; to drink sensibly is a lot safer than to drink heavily- this is a moral that can (hopefully) be carried on into adulthood.

It's also likely that in all the situations, if the character had consumed a sensible amount (say one or two drinks), they would have been in control and the subsequent situations would have probably not happened.

Of course, it is also still important to point out that you never know how alcohol will affect you, and once you start drinking it's harder to stop, so maybe the best thing to do is to drink no alcohol after all!

## Alternative Situations (15- 20 mins)

*[Note: This role play activity could work well in any of the lessons as an extension- in particular as part of the bullying activities]*

Read through the situations again. Get the class to try and look at it in another way- what would have happened if things had been different?

Ask the class to work in small groups to come up with 'alternative realities'. Either using the situation as a starting point, or creating their own entirely, get the group to create a short role-play to show how things might work out differently. You could leave each group to come up with their own ideas completely, or give some input and ask some groups to portray someone making the 'right' decision, and others to show the wrong one- or even a 'worse case' scenario. It is also worth trying to get the groups to focus on the 'key decision' moment - the point in the role play where the main character makes their choice.

## Conclusion (5 mins)

To finish the lesson off, try to see if the class's attitude towards alcohol has changed. Ask the class what they think about alcohol, and what they think about some of the risks that come with drinking (and especially getting drunk). It is also worth re-capping on the law around alcohol- for example, testing the class's knowledge on the legal ages.

# ALCOHOL WORKSHEET 1

The safe amount of alcohol to drink per day for men is no more than 4 units (adult), and 3 for women.

How many of each of the above is this? Complete the table below.

Type and amount of drink	Typical amount of alcohol in units	Men	Women
1 Small glass wine	1 unit		
25ml measure of vodka	1 unit		
1 pint normal strength lager	2 units		
1 pint of strong cider	2.5 units		
25ml measure of whiskey	1 unit		
1 bottle of wine	6 units		
1 bottle of normal lager	1.5 units		
1 bottle of vodka mix drink	2 units		

## Extension

### What's more?

- 1) 3 glasses of wine or 2 pints of beer?
- 2) 2 measures of whiskey or 2 bottles of lager?
- 3) 2 bottles of vodka mixer drinks or 2 pints of standard lager?
- 4) 1 pint of strong cider or 2 measures of vodka?
- 5) 3 measures of whiskey or 2 pints of lager?

Most bottles of vodka or whiskey are 750ml - how many units of alcohol is this?

## ALCOHOL

## WORKSHEET

## 2

**Situation 1**

Stacy is 14 and has only ever tried small amounts of alcohol a couple of times before. It's the end of school term, and she meets up with her friends, one of which has got a bottle of vodka from her boyfriend to celebrate. They drink it between them, with Stacy having the majority of it.

At first she feels great, but then she starts to feel ill. She feels dizzy, and is then violently sick, and passes out, falling on the floor. She wakes up the next morning in hospital- her arm is in plaster.

**Situation 2**

Gary and Aaron are both 16 and get drunk with their friends most Fridays. They hang out normally in the local bus shelter. While there, another group of young people walk past, and Gary thinks one of them makes a gesture at him. He shouts at the group and they shout back, so he gets up, runs over to them and starts pushing one of the boys.

Aaron, who is also drunk, follows, and tries to pull Gary away. Another boy in the group then trips Aaron up, and Gary punches him in the face, breaking his nose. A full fight follows, and the police are called.

**Situation 3**

Kris has never drunk much alcohol before. He is 16, and quite shy. He is invited to a birthday party, but is told that he must bring some alcohol so that he can get totally wasted- as that's what everyone else will be doing.

He isn't sure what to do, but he ends up taking a bottle of wine and some cider from his parent's garage. He gets to the party to find that some people are drinking, but not that many. A couple of people he knows from schools see the alcohol he has got, and they start to drink it with him.

Kris soon starts dancing and 'loosening up' as he is drinking. The others encourage him to drink more and more- saying that he has to drink it all or he's a 'lightweight'. He drinks a whole bottle of wine, and the group cheers him on. He starts to feel quite dizzy, and so he goes to sit outside....

... he wakes up at home the next morning- feeling sick and with a very bad headache. He can't remember what happened last night. Later that day, he goes onto his Myspace, to see someone has posted a video of him lying in the street, in nothing other than his boxers! It all starts to come back to him as he remembers being pushed over, and having his clothes pulled off, and everyone laughing at him. To make matters worse- his parents picked him up like this- they also knew he stole the alcohol, and they are very disappointed in his behavior.





## Staying safe & making the right choices

Getting involved with knives, alcohol, drugs and bullying can be a risky business, and it's not just these that can be a problem, life is full of risks. This page is here to help give you some advice about how you can make the right decision, and what to do if you think a friend needs your help. If you're not sure about something, here are a few pointers to help you make the right choice;

- **Talk to someone.** It really does help to talk- it may be your friends, family, an adult- but the important thing is that it's someone you feel comfortable talking to. Ask their advice. There are a lot of people out there who can help- especially if you feel you are a victim of something.
- **Think about what you're doing,** and what might happen if you do something you shouldn't. Think before you act- if you do something, what is going to happen? What might the consequences be? What would you do if something went wrong? Many people end up hurt or in trouble because they 'just didn't think about it'
- **Don't do something just because it seems like everyone else is.** This is peer pressure- if you think something your doing is wrong, it probably is! Don't be tempted to do it 'just to be part of the crowd'. It doesn't help, and it could be you who gets in trouble for it.

### Helping a friend.

Sometimes it's your friends that need helps.

- Stick by them. Don't turn your back on them
- Talk to them and listen carefully to what they say
- Don't make fun of them behind their back
- Suggest they talk to someone who might help them
- Offer to be with them when they ring or go for help
- Don't keep on at them too much
- Encourage them to be positive about themselves
- Just being there for them may mean a lot to them

### What to do in an emergency.

If things go wrong, don't panic! It's important to keep calm and help;

- Make sure they have plenty of **cool, fresh air**, especially if you think they have taken **ecstasy**
- Don't **frighten** or **startle** them in any way, especially if you think they have been sniffing **solvents**
- **Don't** throw water over them
- Turn them on their **side** and put them in the **recovery position**
- Get to a telephone, **dial 999** and get an ambulance
- If it involves drugs or alcohol- **tell the ambulance crew** -identifying these could help them to save a life!

### If someone is getting panicky or anxious

- Try to **calm** them down
- Keep them away from **loud noises** and **bright lights**
- Talk **quietly** and tell them that the panicky feeling will gradually go away- you don't want them to do anything silly

### What else can you do and where else can you go?



**NEED SOME HELP BUT DON'T KNOW WHERE TO TURN? HERE'S SOME PLACES THAT CAN HELP YOU OUT IF YOU NEED SOME ADVICE....**

**www.talktofrank.com** 0800 776600 Confidential advice on all drug issues from Frank

**www.childline.org.uk** 0800 1111

**www.estconnexions.co.uk** 080800 13219 Careers advice and more

**www.need2know.co.uk** Information about any issue

**www.essexlife.org** Loads of info about places to go & things to do in Essex

**www.gameover4knives.com** Knife crime info and more

**www.crimestoppers-uk.org** If you know something about crime get in touch- you don't have to give your name and you could get a financial reward!

**Southend Drug Action Team** 01702 534786

**Essex Young Peoples Drug & Alcohol Service (EYPDAS)** 01245 493311

**Essex Victim Support** 0845 4565995

## True or False? Quizzes

Quizzes are a great way of delivering knowledge in an enjoyable way. These could be either given as a part of each lesson (especially useful if you have spare time before the end of a lesson!), or possibly as a whole 'citizenship quiz'.

Whatever the case, it is important to allow time to review the answers fully- correcting answers and explaining the reasons behind them will help to develop learning much more- this is why a statement has been given to support many of the answers. Many of these questions have been taken from the 2 Smart roadshow – you can remind the class of this to see who can remember what from the roadshow itself!

### Answers

#### Alcohol

1. **True**
2. **False** Only half a pint of average strength beer is needed to make one unit of alcohol.
3. **False** Over half (60%) of young people taken to hospital with alcohol consumption are female.
4. **True**
5. **False** About 40 percent of all violent incidents are alcohol related.
6. **True**
7. **False** Although in small amounts are OK - drinking too much can damage your body, not to mention the 1000's of injuries alcohol causes every year!
8. **False** Alcohol is a depressant- it will usually lower your senses and often make you feel worse.
9. **True** More people become ill, or die, from alcohol abuse than from all illegal drugs put together.
10. **True** People who are drunk are more likely to be victims of things like theft, assault, even rape.
11. **True**

#### Knives

1. **True**
2. **False** Self defence is not acceptable- only a reason to use a knife for its intended purpose (say you were fishing) would be acceptable.
3. **True**
4. **True** The Be Safe Project studied young people in a variety of places to find this.
5. **True**
6. **True**
7. **False** More people who carry knives are hurt. If an attacker has a weapon, and they know you do too they are more likely to try and hurt you first.
8. **False** BB guns are not toys- if you are seen in public with a BB gun, it will be taken very seriously.
9. **True** Research (by Crimestoppers) has shown that at least 35percent of people who are involved in a knife crime have been hurt by their own knife.

#### Drugs

1. **True**
2. **False** It's important to get the right information- can get good advice from FRANK.
3. **True**
4. **False** It's slang for smoking heroin.
5. **False** Amphetamine speeds up your heart to the point of exhaustion.
6. **True**
7. **True**
8. **True**
9. **False** The main problem is the mental craving for the drug.
10. **True**
11. **False** You can never tell what you are getting until it's too late.
12. **True**

#### Bullying

1. **False** Over 70 percent of young people say they have been a victim of bullying at least once .
2. **True**
3. **False** Its good to stand up against bullies and bullying- but fighting will get you into trouble too .
4. **True**
5. **True** (mostly) Many forms of bullying online include discrimination, such as racism, which is illegal. Persistent bullying is called harassment.
6. **True** Serious bullying Includes; harassment, assault and theft – these are all against the law .
7. **True**
8. **False** This may happen, but unfortunately if you do nothing it's likely to get worse before it gets better.

## True or False?

### Alcohol

- 1 Too much alcohol can make you become aggressive.
- 2 There is one unit of alcohol in 1 pint of average strength beer.
- 3 Young males are more likely to be taken to hospital due to alcohol poisoning.
- 4 In the USA, you have to be 21 to purchase alcohol.
- 5 About 1 in 5 of all violent incidents are related to alcohol.
- 6 Over 5000 young people under the age of 16 end up in hospital because of drinking too much alcohol every year.
- 7 Alcohol is still safe to drink- even if you do have a little bit more than you should.
- 8 Drinking alcohol will make you feel better.
- 9 Alcohol abuse affects more people than heroin abuse.
- 10 If you are drunk you much more likely to become a victim of crime.
- 11 Alcohol misuse costs the national health service (NHS) more than £1bn (£1000000000) per year.



### Knives



- 1 It is illegal for a shop to sell a knife to anyone under the age of 16.
- 2 Carrying a knife if it's only to defend yourself is an acceptable excuse in the law.
- 3 Carrying a knife carries a maximum sentence of four years in prison, or £1000 fine.
- 4 A recent survey has shown that up to 1 in 3 children have carried a knife.
- 5 The Offensive Weapons Act covers the law in relation to knives.
- 6 Over 250 people die every year from weapons related incidents.
- 7 You're less likely to be attacked if you carry a knife.
- 8 BB guns are only toys- you can't get into trouble for playing with one.
- 9 Nearly half of people who carry knives have been injured by their own weapon.

### Drugs

- 1 In the early 1600's China punished tobacco smoking by death.
- 2 I can rely on what friends tell me about drug
- 3 'Speed' is a nickname for Amphetamines.
- 4 Chasing the dragon is a new play station 3 game.
- 5 Amphetamines (speed or whiz) make you feel sleepy.
- 6 Using LSD (acid or trips) can make you have hallucinations.
- 7 If you have a drugs conviction you are likely to be banned from visiting the USA.
- 8 LSD users who become anxious and panicky can be calmed down by giving them a hug (baby sitting).
- 9 When someone stops using Heroin the main problem to overcome is their physical health.
- 10 If you take an E tablet and dance it will make your body temperature go up.
- 11 If you buy ecstasy ('E') you always know what you are getting.
- 12 Heroin is one of the most dangerous drugs around.



### Bullying

- 1 Only very few people are actually victims of bullying.
- 2 Bullies will often pick on people who they think are weaker than them.
- 3 Fighting with a bully is always the best way to stand up against them.
- 4 If you are being bullied, talking to an adult or a friend you trust will help.
- 5 Cyberbullying is against the law.
- 6 Most serious bullying is a criminal offence.
- 7 All schools have to have a anti-bullying policy.
- 8 If you are being bullied and you ignore it then it will probably stop.



## Responses to challenges

### Why do teachers know everything?

It is very likely that young people will question or challenge you during the lessons- this is a healthy part of the lesson format. When responding to these questions it is important to be able to give informed and balanced information, being careful not to sound too judgemental, but without giving the impression of condoning any negative behaviour. The next few pages are designed to give you some suggestions for responses to questions from your classes.

Although these questions are written for their specific subject- many of the principles behind the answers can applied to several or all of the subjects. It's also worth bearing in mind that some young people may be raising personal issues in class, and that this should be approached sensitively- some questions may be better discussed away from the classroom.

**Activity (10 – 15 mins)**- *Try a bit of role reversal – rather than using these responses to answer class questions, give a question(s) as a statement to the class (individually or in small groups)- and see if they can write a response.*

Encourage them to see this as if they had been asked the question by a friend? How would they answer? Share each groups answer with the class? Do the other groups agree? This activity would work best towards the end of a lesson.

## Drugs

### 'Everyone uses drugs'

This is really misleading since the majority of young people who try a drug will not use it again. It is probably around 40 percent by the end of Year 11. Recreational illegal drug use (regular use but not dependent use) is still a minority activity. So the answer really is - 'No, not everyone uses illegal drugs or solvents, the majority of young people don't.' Even in some cases where it may be true that a majority of a group may be using- is that a reason for you to do so?

### 'It's safe'

No it isn't. There is no such thing as safe drug use, all drug use carries risk and even prescribed drug use can go wrong! This needs to be unpacked, 'What do you mean by safe?' – medically safe, socially safe, legally safe? There may be 'less harmful' ways of using drugs and if you are going to use them it would make sense to know what these are but there is no 'safe' drug use, it is always risky and potentially harmful. The vast majority of young people who use drugs will not die from the use but this does not mean there is no physical or mental harm taking place. Much of the damage to your body is 'invisible' and damage to your mental functioning can be apparent to everyone else but not to you. Harm can also happen to other people - for example, a driver stoned on cannabis will have poor judgement very similar to a drunk driver but for far longer and may harm a number of other people.

### 'I can live with the risks- being young is about taking risks and making mistakes'

The key point is- 'But do you really know what all the risks are?' Life is about taking risks, making mistakes and learning from them and you don't have to be young to do this! What is important is to understand all the risks. The problem with taking drugs is that you can never be sure of all the risks. Some of the risks can come as a nasty surprise. Yes, drugs can make you feel really good and help you have a good time. They can be exciting, stimulating and help you feel part of a group especially if your friends use drugs. But you are risking your immediate and long term health, your finances, your lifestyle, your career prospects, your travel prospects and perhaps your freedom. For example- get a criminal record and you can never visit America, or apply for certain jobs. Or you could end up doing permanent damage to yourself or even someone else. Some things can't be taken back once they have happened- and you could have to live with that forever.

### 'Using a drug every now and again is ok'

There are two problems with this. Firstly, with drugs it is very easy to slip into more and more regular use and unexpectedly find you are having problems with stopping. The other problem is that you never know what will happen - every time you use a drug it is a unique event. Drug use, especially illegal drug use, is highly unpredictable. You run all the risks of not knowing what it is, what it will do to you this time, what the strength is, what you might do whilst under its influence etc. Some drugs, like ecstasy, can apparently be used with little outward harm until the one time it severely damages the user. Many young people suddenly have difficulties with drugs following a long period of apparent 'safe' use.

### 'It's fun - people say they make you feel really good'

A drug can make us feel a certain way or change our mood. The problem is that this is very unpredictable. A drug taken today may have one effect but taken tomorrow may make you feel quite different, ranging from a new good feeling to feeling really awful (alcohol is a good example). It is also quite important to remember that people will tell you about their good experiences but are sometimes less willing to tell you about their bad experiences. Drugs also affect different people in different ways so if a person tells you that a drug will have a certain effect, this only means that this is what they experienced on that drug. It may be, and probably will be, quite different for you. Using a drug may make you feel really good, it may make you sick, it may really frighten you or possibly hurt you badly.

**'I know someone who's been using drugs for years and he is fine'**

We all know someone who smoked like a chimney for 80 years, drank a bottle of whisky a day and lived till 106. Most people don't. We all focus on the exception because focusing on casualties makes us feel uncomfortable. This is human nature. Is this young person really fine? Has he suffered any illness, money problems, social or legal problems? If not then he may just be lucky, he may be lying or his problems may be in the future. Many people cross the road very badly, many get away with it but it is still dangerous and common sense would suggest that it wasn't a good idea!

**'My friends wouldn't let anything happen to me'**

It is unlikely that your friends will knowingly allow anything to happen to you. The problem is that with drugs or alcohol, your friends may not know all of the risks. They may well get their drugs from another person who in turn may get them from others. When you take a drug you are not only trusting your friends but all the other people who are involved in their production. These are not your friends and probably couldn't care less about you.

**Bullying****'I wasn't meant to be hurtful - I was only joking around'**

Well that may be the case from your point of view- but is that the same from the person on the receiving end of your 'jokes'? Everyone likes to have fun and that's a good thing, but things can seem very different if you're on the receiving end of a prank, or being teased. Think about how you would feel if you were being teased, or a friend of yours was being teased- would it be the same harmless fun then?

**'I only join in because everyone else is doing it'**

This still doesn't make it ok to do. This form of joining in is peer pressure, but it's important not to get involved in anything simply because others are doing it! This is especially true if you think or know it's wrong, or it's hurting others. Try and think of how you would feel if you were the victim- what would you think about people who join in? The 'laugh at it and your part of it' initiative was started to stop this.

**'It feels like I'm the only one that ever gets bullied'**

This is almost certainly not the case- research has shown that 70 percent of people have felt bullied at some point. However that doesn't make it acceptable, and in some cases what might start off as something quite small can get worse if you don't deal with it.

**'I don't know what to do to stop being bullied'**

The first thing to know is that help is out there, but you need to speak up and tell someone. This is always the best thing to do. Talk to someone you trust, maybe a teacher, or another person who will listen and support you.

If you really feel you can't talk to anyone, there are other things you can do. Try not to look afraid, act as confident as you can- as bullies will often pick on those who they think are 'easy targets'. Ignoring bullies doesn't always work, but if you can show the bully that it doesn't bother you (even if it does inside), then bullies will sometimes get bored. If it's happening at particular times/places, try and avoid those, and if you can't, try and get a friend to be there with you. Try to plan ahead, and think about your actions- you can avoid getting into situations where you may be bullied this way. You can also make a record of what is happening- so when you are able to tell someone, you can show exactly what's happened. Also, do remember if you're being bullied- it's not your fault- it is the bully who is in the wrong. Most serious incidents are also criminal acts (such as assault or theft)- so they could be reported to the police. Remember- people can only help you if they know there's a problem- if you don't tell them they might never know.

**'If I tell someone about it I'm afraid it will get worse'**

The question you have to ask yourself first is- what might happen if I don't tell anyone? The important thing is to talk to the right person- someone you trust and someone you think can help you. Most teachers will help you, they will have probably dealt with bullying before, and they will know how to deal with it in a discreet way that will stop the bully, without making things worse for you.

**'If I'm being bullied I can get my older brother/sister/friend to 'sort them out'**

Or you could go and give them a good kicking yourself?!?! (NOT a good idea) There is a chance this may work, but there are many things wrong with this. How can you be sure that the bully(s) won't go and get their 'bigger' friends, and escalate the situation further? Secondly, retaliating like this only puts you in the wrong; you could be arrested for assault for example, if you respond physically. It is important to stand up for yourself- bullies do often pick on those they believe are weaker, but that shouldn't mean you're getting into a fight (or any other form of retaliation) to do so.



## Alcohol

### **‘Getting drunk is something that everyone does/ I want to try it’**

It's not necessarily- it's something that a lot of people talk about doing, and some do, but that doesn't mean you have to. There's no harm trying alcohol if your careful (at home with your parents is allowed from the age of 5!) - and many adults drink alcohol on a regular basis. However drinking too much and getting drunk is different- you lose your self control, your balance and your ability to make rational decisions- this is why it's common for young people to get hurt, embarrass themselves, or get into trouble when they've been drinking.

### **‘Alcohol isn't illegal so it can't be that bad’**

Firstly remember- if you're under 18 then alcohol is illegal to purchase, and it can be confiscated if you are found with it in a public place. In small amounts it's not bad for you- in fact there is research that has shown one or two drinks a day is perfectly fine (although this is only for adults!). But the key here is moderation- too much alcohol is a completely different matter and can be very bad for you. The effects alcohol has on young people is more than it has on adults, it can be much more harmful, which is why although it is legal, it is carefully restricted for children and young people.

### **‘My older friends/siblings/family drink all the time, and they're fine’**

Again, the key word here is moderation. Many adults enjoy alcohol regularly, and especially if they drink only a small amount, are probably perfectly safe and fine to do so. However it's a different matter for those who get drunk regularly. As well as the long term effects (which can come years later), such as liver cancer or heart disease, when you get drunk you lose control of yourself, making you more likely to embarrass yourself, or get injured, become ill, or become a victim of crime. If you know people who get drunk regularly chances are they've experienced these things (although they probably won't want to admit it- most people never do!!). The other thing to remember is that as you get older, you learn to deal with the risks better (that's the same in all parts of life). This is why alcohol is restricted to under 18s.

## Knives

### **‘I only carry for protection - I feel safer carrying a knife’**

The first thing to know is that you are no safer if you carry a knife than if you don't. If someone knows you have a knife, then they'll actually be more likely to attack you first- because they'll see you as more of a threat than someone who doesn't have a knife. It is also against the law- carrying a knife for protection is still carrying an offensive weapon; the maximum sentence is four years in prison. And if it's only for protection- would you really use it? If not, then why carry it? If so, then it's not really self-defence, because it's illegal to carry a knife. So you can't say it was only for self-defence in court, so if you do use it, even just to 'protect yourself', you could be convicted with aggravated assault, attempted murder or even murder or manslaughter- which can carry a life sentence. The best answer is- if you don't feel safe in a situation, get away from it. Carrying a knife to deal with the problem is not the answer, and it's likely to escalate a situation- meaning you'll either get hurt, or hurt someone else.

### **‘No one will mess with me if they know I carry a knife’**

Do you really think carrying a knife will make you 'untouchable'? Also, if people know you carry, sooner or later it will be picked up by parents, teachers or the police, who will not tolerate it and if they find you with a knife- the consequences can be very serious.

### **‘Most of my mates carry a knife’**

Possible- but much more likely not true. What might be more likely is 'Most of my mates say they carry knives all time.' It may be true, but the majority of young people don't. It is believed that about 40 percent of young people have carried a knife by the age of 16, but many of these will have only carried a knife once or twice. At the end of the day what's important is about what you feel- do you really want to carry a knife? Do you really feel the need to carry a knife, bearing in mind the risks, just because everyone else does?



**2 Smart working in partnership with Southend United Community & Educational Trust who deliver various educational programmes to schools taking part in 2smart. Programmes include...**

- **‘Goals! Life Skills’** – eight week project aimed at young people failing to achieve their potential, or may be close to exclusion due to negative behaviour
- **‘Blue BodyCare’** – five week healthy lifestyles project aimed at increasing levels of physical activity, providing nutritional advice, and tackling obesity
- **‘Getting on with the Blues’** – five week project which helps educate young people on citizenship, the dangers of alcohol misuse, bullying and racism

For more information please contact Steve Goodsell on Tel: 01702 341351



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**2smart** is an original project produced by Essex Police with specialist material provided by Territorial Policing HQ

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