



GLOBAL CITIZENSHIP

TPS Powerful Knowledge Curriculum



Name: _____

Tutor group: _____

End of topic quiz results: /18

YEAR 8 AUTUMN 1
HEALTH AND WELLBEING- DRUGS AND ALCOHOL

Being a Global Citizen is not a new idea

For generations, we have strived to be the best people we can be and improve our society. The world and leaders do not always get it right, but if we are **respectful, open and kind**, we can help make the world a better place and contribute positively to it.

John Maxwell

John Maxwell is an American author, speaker and pastor who has written many books focussing on leadership. He has sold millions of copies of his books, with some being nominated for the best sellers list.



John Maxwell famously said:

“If your habits don’t line up with your dreams, then you need to either change your habits or change your dreams.”

This is a significant quote linking to becoming a better **Global Citizen**. We need to ensure that we have aspirations and dreams for our future to ensure that we can have a target to strive towards. Self-reflection is key to make sure that we don’t get caught up in the wrong habits; however, if we do develop poor habits, we need to understand that it isn’t too late to change our habits to become a better person.

For more information on John Maxwell, have a look at some of his books, or research some of his famous quotes about becoming an inspirational leader with good habits.

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Global citizenship expectations in lessons

>> Openness

We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss general situations as examples but will not use names or descriptions which could identify anyone. We will not put anyone 'on the spot'.

>> Keep the conversation in the room

We feel safe discussing general issues relating to mental health within this space, and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.

>> Non-judgmental approach

It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.

>> Right to pass

Taking part is important. However, we have the right to pass on answering a question or participating in an activity.

>> Make no assumptions

We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.

>> Listen to others

We will listen to the other person's point of view and expect to be listened to.

>> Using language

We will use the correct terms for the things we will be discussing rather than the slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.

>> Asking questions

We know that there are no stupid questions. We do not ask questions to deliberately try to embarrass anyone else. There is a question box for anonymous questions.

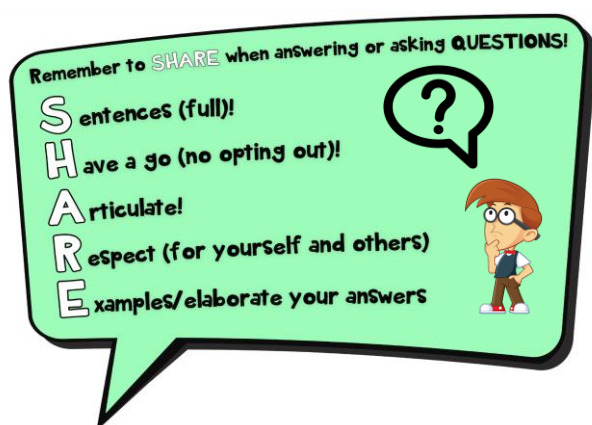
>> Seeking help and advice

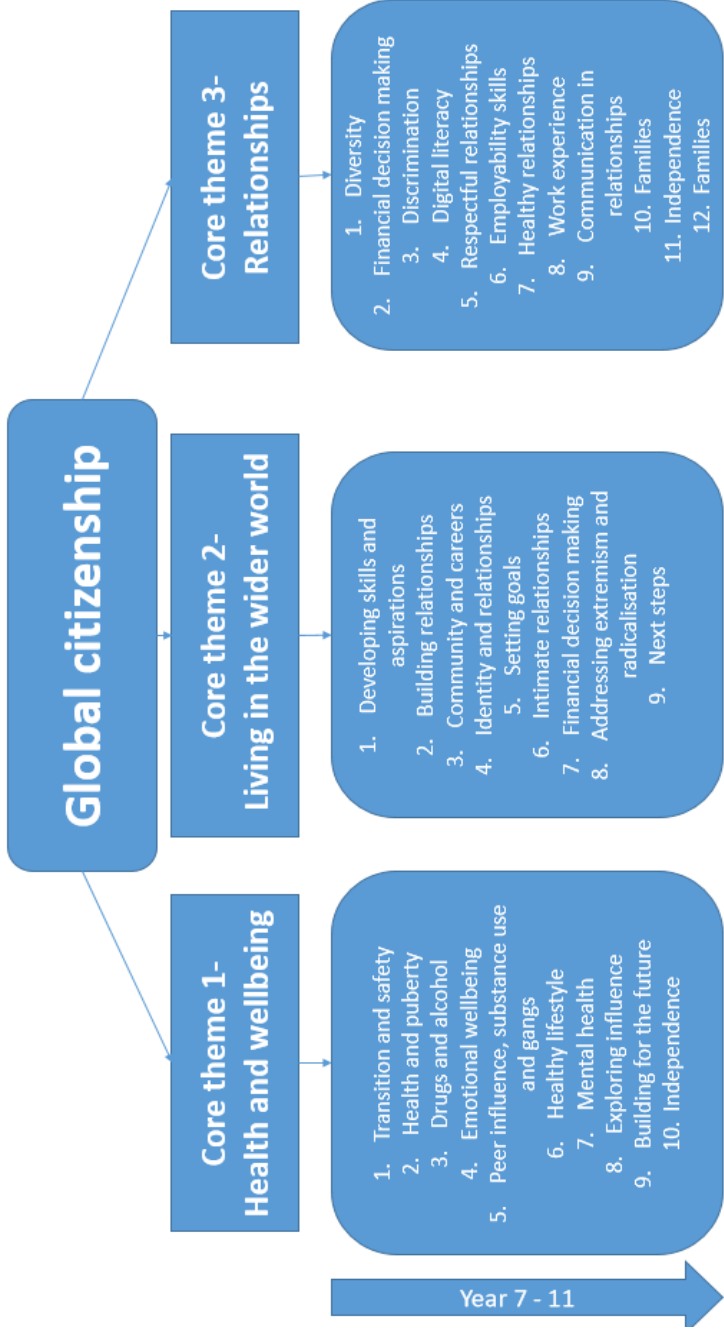
If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it.

All of these are key to successful and open lessons!

What your weekly lessons are going to look like:

1. Your teacher will always ensure that they are guiding you through the key knowledge for the lesson through expert explanation, during this time you will develop and apply your annotation and highlighting skills.
2. You will always be given the opportunity to develop your oracy (discussion) skills through tasks to share ideas and speak to your partner and the class. A key mantra for this is: SHARE
3. Reflection time will be given at the end of each topic to allow you the time to understand the content and apply it to being a better global citizen.





The Big Picture

Global citizenship is the subject that is key to ensuring that you are ready to leave Telford Priory School and enter the adult world with an understanding of everyday skills and knowledge to face the challenges or changes in your life. These skills are not necessarily taught in your other subjects and don't need to be tested for a qualification, however, they are key to your general knowledge and daily skills. The content is split into 3 core themes as you will see on the previous page. These three themes encompass a variety of topics from sex education to dealing with finances. The expectations above are key to ensuring that these lessons are productive and you feel confident in asking questions in front of peers. There will be lessons in tutor time (twice a week), performances from external providers, drop down days and event fayres, alongside enhanced learning weeks, all to ensure you gain the knowledge required.

Where this unit fits in the sequence

This unit is planned for teaching early in Year 8 as it provides a framework to ensure you understand the characteristics and risks of the variety of drugs, including medical, illegal and legal recreational drugs, including tobacco, nicotine and e-cigarettes.

The unit will help to understand how The Telford Priory School is part of our local community and the role that students play in this in order to stay healthy and ensure that our community is acting responsibly when it comes to drugs and alcohol.

It is also important to understand how we can use this information to inform friends and family, to promote healthy choices.

Threshold concepts

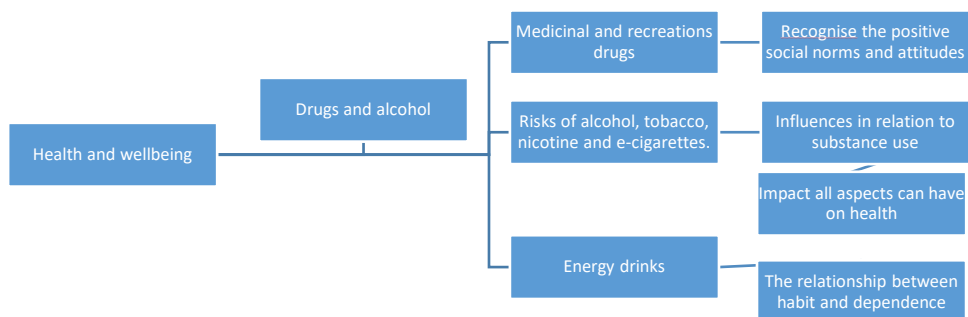
We will be studying things which rely on understanding the following things:

- Key information about medicinal and recreational drugs.
- The impact of the over-consumption of energy drinks.
- The relationship between habit and dependence.
- How to use over the counter and prescription medications safely.
- How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes.
- How to manage influences in relation to substance use.
- How to recognise and promote positive social norms and attitudes.

Relevant questions, linked to Health and Wellbeing (drugs and alcohol)

Core Question:	Answer:
What are recreational drugs?	Substances people may take to give themselves a pleasurable experience; to help them feel better if they are having a bad time; because their friends are using them; to see what it feels like? Including alcohol and tobacco.
Why are energy drinks bad for children?	Energy drinks are bad for children as they contain significantly high levels of sugar and caffeine which are bad for your body. They can affect energy levels and heart rate, causing long term issues linked to weight gain and heart problems.
Why is nicotine bad for the brain and development?	Research has found that nicotine may make animals' brains more receptive to the effects of other drugs. If so, a younger person who uses an e-cigarette or a tobacco cigarette may find other drugs like cocaine more rewarding. This 'priming effect' means that they would be more likely to be addicted to other drugs.
Why can you become dependent on drugs?	Your body gets used to the feeling and effects of regular use, this means the body then craves the substance you are taking, making you dependent on it.
What are over the counter medications?	These are medicines that can be brought from shops or pharmacies to help with a variety of different illnesses, they are now specific to treating an illness.
What are prescription medications?	These are provided by the doctor and specifically relate to an illness and you as a person.
Who can influence your decision on wellbeing?	There are a variety of different groups that can impact your decisions, such as; friends, family, religion, media, school community.
What are social norms?	These are accepted standards of behaviour, such as saying hello to greet someone.

Knowledge Organiser: Knowledge map



Key Vocabulary

Word	Definition	Example sentence
Recreational	Relating to drugs taken on an occasional basis for enjoyment	Alcohol and tobacco are classes as recreational drugs
Medicinal	A substance or a plant thought to have healing properties.	Sometimes cannabis is used as a medicinal drug in extreme cases to ease pain.
Legal highs	These are psychoactive drugs that contain various chemical ingredients, the term describes substances that mimic the effects of illegal drugs that are classified.	Legal highs are in fact illegal in the UK, due to the significant impact they can have on the body.
Stimulants	A substance that raises levels of physiological or nervous activity in the body.	There are a variety of different stimulants that people use to imitate drugs.
Caffeine	Is a stimulant and it is found in coffee, tea and other products	Energy drinks have significantly high levels of caffeine in them.
Consumption	The action of eating or drinking something.	To consume an energy drink before school can have an impact on your learning.
Dependency	To rely upon something.	People can have a dependency on drugs and alcohol.
Influence	The capacity to have an effect on the character, development or behaviour of someone or something.	Peers can have a positive or negative influence on your behaviour.
Prescription	An instruction written by a medication practitioner that authorises a patient to be issued with a medicine or treatment.	A doctor can write a prescription specific to your needs or illness.

Medications	Medication is a drug used to diagnose, cure, treat or prevent a disease or illness.	Medications can be prescribed by a doctor or brought over the counter.
Habit	Regular tendency or practice that is especially hard to give up.	It is difficult to get over a drug habit.
Nicotine	Is a stimulant that is naturally produced in plants. It is used for smoking.	Nicotine is found in cigarettes and e-cigarettes.
Alcohol	The term alcohol originally referred to the primary alcohol ethanol, which is used as a drug and is the main alcohol present in alcoholic beverages.	In the UK you can purchase alcohol for consumption at the age of 18 years old or over.
Illegal	Contrary to or forbidden by law.	It is illegal to purchase alcohol or tobacco before the age of 18 in the UK.
Legal	Correct or acceptable according to a law or rule.	It is a legal obligation that you understand the laws around drugs and alcohol.
Glucose	Is a simple sugar that is mainly made by plants.	Energy drinks have high levels of glucose in them.
Unit	A quantity chosen as a standard term of which other quantities are expressed.	Alcohol in beverages is measured by units; the government provide guidance on safe drinking based upon unit intake.
e-cigarette	A device that allows you to inhale nicotine in a vapour rather than smoke.	The long term health implications of using an e-cigarette are still unknown.
Family	A group of people related either by birth or marriage/other relationship.	Family can have a huge impact on our values and feelings.
Attitude	A way of thinking or feeling about something.	Having a positive attitude towards tasks can increase your success rate.

Key Takeaways

- **Types of drugs**

There are **medicinal** drugs and **recreational** drugs. **Medicinal** drugs are taken for health reasons/benefits. **Recreational** drugs are taken for fun and 'relaxation' but also, often, as a result of **peer pressure, influences, addiction/dependence** – they are **illegal**.

- **Energy drinks**

Energy drinks are highly caffeinated and full of **stimulants** and ingredients which are not good for you in high quantities. Energy drinks are NOT thirst quenchers – in fact, they are **dehydrators**. They have a range of **health risks and implications** such as **anxiety, obesity, heart problems, chest pains, headaches** and so on. They can also have a significant impact upon levels of **concentration** and **behaviour**.

- **Alcohol, cigarettes and e-cigarettes**

The health risks and implications of alcohol and cigarettes are highly publicised. In the short term, alcohol **impacts people's reactions, concentration, and judgement**; in the long term, it can cause **significant liver problems, cancers and heart problems**. **Smoking** causes a range of different **cancers** as well as **heart problems and strokes**. The long-term effects of using e-cigarettes are unknown, but there are chemicals in them which have been linked to cancer. All three are **highly addictive** and can be '**primers**', especially for young people, meaning they are more likely to go on to taking over forms of **stimulants/drugs**.

- **Habit and dependence**

A **habit** is something you become accustomed to doing; **dependence** is a reliance on something or an inability to do without it. This leads to a sense of being **controlled** by a substance.

- **Over the counter and prescription medication**

Over the counter medication is generic; anyone over 18 can buy it. **Prescription** medication has been prescribed for a specific person and must not be used by anyone else. Both of these, prescription meds in particular, can be **addictive**.

- **Influences and positive social norms**

We are **influenced** by several things and people. These **influences** can be both **positive of negative**. If **pressured/influenced** to do something which is potentially harmful to your emotional or physical health, the influence is **negative**. It is important to be aware of the possible **influences** around you and question whether they are **positive** or **negative**.

Topic 1: The types of drugs

*Learning Purpose: To understand the difference between **medicinal and recreational drugs** and their impacts on the body.*

Your teacher will explore the following information with you. Make sure you:

- *Ask questions if there is something you don't understand.*
- *Highlight key words and annotate with notes and details you didn't already know.*

Firstly, it is important to understand what **medicinal drugs** are and why they are used. The following are types of **medicinal drugs** that are used in the UK and *can be prescribed* by the doctor for people in excruciating pain or with a long-term illness: amphetamine, codeine, cannabinoids such as "spice" and cannabis. These drugs are not given in high doses for people to use for anything other than pain relief. They are used as a last resort.

You might be wondering why it is important that you know this as we don't want to promote taking drugs. However, some people have to take the above in order to get through the day. Just because they are using them as pain relief doesn't mean that the side effects go away, but it is a balancing act between the long-term effects of taking drugs and their illness.

Recreational drugs are substances people may take to give themselves a pleasurable experience; help them feel better if they are having a bad time; because their friends are using them; to see what it feels like and so on.

These recreational drugs include the following:

- **Alcohol**
- Tobacco (**nicotine**)
- Substances such as cannabis, heroin, cocaine and ecstasy
- Some prescribed medicines
- 'Legal Highs' are not actually legal- for example 'meow meow' is illegal in the UK.

These drugs may be:

- **Legal** - such as nicotine and alcohol (you **MUST BE 18** to purchase or consume both of these).
- **Illegal** - this means it is against the law to have them or supply them to other people; most **recreational drugs** are illegal.

Discuss the following in pairs:

Why do you think some teenagers try/use **recreational drugs**?

- 1.
- 2.
- 3.
- 4.

Your teacher will take feedback.

Discuss the following in pairs and be prepared to share:

What would you advise teenagers who are offered **recreational drugs**?



What support is available for teenagers?

- Drug team are here every Monday lunch time in the canteen to talk to.
- School nurse is available to provide advise
- Speak to your tutor, year mentor, head of house, Mrs Murphy or any member of staff you feel comfortable talking to.
- Talk to your parents and friends
- www.mind.org.uk
- BEAM in Wellington or online
- KOOH online
- 101 police support number
- Your own independent thought, awareness and wisdom

All the above information is important to understand; if you suspect someone is taking drugs or you are worried someone is dealing drugs you can speak to any of the above people or numbers. It doesn't make you a 'snitch/grass': remember there are long term impacts to taking drugs, ALL NEGATIVE, so in taking action to support people who are at risk we are always doing the right thing and taking responsibility for being true global citizens.



Reflection Time: Why is it important to understand about different drugs?

You may wish to use the following sentence starters to help you develop depth in your response.

It is important to understand about different drugs BECAUSE...

It is important to understand about different drugs BUT...

It is important to understand about different drugs SO...

Topic 2: Energy drinks

Learning purpose: To be able to explain the impact energy drinks have on the body, and the problems that arise from over-consumption.

Your teacher will explore the following information with you. Make sure you:

- *Ask questions if there is something you don't understand.*
- *Highlight key words and annotate with notes and details you didn't already know.*

What are energy drinks?

Energy drinks are drinks that are highly **caffeinated** and contain **stimulants** claiming to increase mental / physical stamina. There are a variety of different brands that make energy drink, including: Red Bull, Monster, Rock Star, Power House etc.

They contain a significant amount of **caffeine** (80mg), in comparison to a can of coca cola (23mg). They also have 27mg of fattening **glucose** and sucrose. These are all bad for your body in quantities as large as this.

Some people think that having energy drinks before or after exercise as their only drink will improve their performance: in fact, it will have the opposite effect.

- They are not thirst quenchers; they're dehydrators. **Caffeine** has a dehydrating effect.
- A high concentration of sugar causes health problems.
- High levels of carbohydrates (in the form of glucose) slows the body's absorption of water- reinforcing dehydration.

Energy drinks are now banned in some countries including; Denmark, Norway, France and Turkey.

Here in the UK they are regulated in the following ways:

1. Warning labels
2. Caution with alcohol (e.g. vodka Red Bull)
3. No use during pregnancy
4. No use with exercise

In pairs, consider the following:

Look at the pictures below: do you regularly drink any of them (or products like them)? If so, how often?



Please circle YES/NO

How often (be honest)?:

What changes will you make based on what you have learned here? (write in full sentences OR bullet points.)

Your teacher will take feedback.

Your teacher will explore the following information with you. Make sure you:

- Ask questions if there is something you don't understand.
- Highlight key words and annotate with notes and details you didn't already know.

The Guardian newspaper produced the following report:

Schools warned of pupils hooked on energy drinks

“Children are becoming dependent on energy drinks that have dramatic effects on their concentration and behaviour in schools. Experts have warned that you could get chest pains, headaches, restlessness and sleeplessness if you are addicted. Becoming addicted is easier if you are younger as your body craves the sugar”

Because your body is still developing sleep is really important, if you are restless or have a poor sleep routine then being addicted to energy drinks can impact your growth. Even if you aren't addicted, energy drinks can stay in a child's system for up to 12 hours.

Energy drinks can contribute to:

- increased heart rates,
- blood clots,
- heart problems,
- hypertension,
- anxiety,
- headaches,
- obesity,
- tooth decay,
- dehydration,
- interrupted sleep patterns.

At the moment in the UK, a child can purchase energy drinks and consume them, however parents/carers are to set boundaries upon the number of energy drinks consumed. Children are to be educated on a balanced diet to ensure that they understand the implications of drinking them.

Task: in pairs, discuss the following questions. Feel free to make notes and be prepared to share.

1. Should we be worried about energy drinks and teenagers?

2. Do you think energy drinks should be banned for children in the UK?

3. What can we do as a school to reduce the amount of people drinking energy drinks on their way into school?

Your teacher will lead feedback.



Reflection Time: Why is it important to understand the impact of energy drinks? You may wish to use the following sentence starters to help you develop depth in your response.

It is important to understand the impact of energy drinks BECAUSE...

It is important to understand the impact of energy drinks BUT...

It is important to understand the impact of energy drinks SO...

Topic 3: Risks of alcohol, tobacco, nicotine and e-cigarettes

Learning purpose: to understand what alcohol, tobacco, nicotine and e-cigarettes are and the impact they have on the body.

Your teacher will explore the following information with you. There is a LOT of it! Make sure you:

- *Ask questions if there is something you don't understand.*
- *Highlight key words and annotate with notes and details you didn't already know.*

Key facts and information around the topic area:

Alcohol

The amount of **alcohol** in drinks is expressed as a percentage present named as Alcohol by Volume (ABV) and varies from 0 - 50%. Spirits such as whisky and vodka have a higher alcohol content than wines or beers.

Did you know?

Fruits such as grapes and apples are used to make alcoholic drinks such as wine and cider. Cereals, e.g. barley and rye, are used to make beer and spirits. Spirits are made through the distillation process.

What happens to alcohol in the body?

Alcohol is absorbed from the stomach and the small intestine.

Alcohol is soluble in water and carried around the body in the bloodstream.

Alcohol is removed from the blood by the liver over a period of several hours. The rate at which this happens depends on age, sex, body weight, liver size and how much alcohol was consumed.

Sensible drinking

The government advises that people should avoid excessive regular drinking:

Men – no more than 3 to 4 **units** per day.

Women – no more than 2 to 3 **units** per day.

Where people do **consume** a larger amount, in one session (“binge drinking”), it is recommended to avoid alcohol for at least 48 hours to allow the body to break down all the alcohol consumed.

How does alcohol affect the body?

As the level of alcohol in the bloodstream increases, it may cause an effect on a person's behaviour.

Short term:

- slower reaction times;
- increased risk-taking;
- judgement becomes blurred;
- Poor co-ordination.

This is why it is dangerous to drink alcohol before driving a car.

Long term:

Vitamin B deficiency disease, beriberi, higher risk of liver damage such as cirrhosis and liver cancer and heart problems.

Tobacco and **nicotine**

In the UK, about **114,000** people die every year due to the long-term effects of tobacco and nicotine use. (That's about 13 an hour).

Five times more people die as a result of smoking than all of the below put together!

- Road Traffic Accidents
- Poisoning & Overdose
- Alcoholic Liver Disease
- Murder & Manslaughter
- Suicide
- And HIV Infection

What is in a cigarette?

There are lots of different chemicals in cigarettes: the main way in which people consume tobacco and **nicotine**.

- Ammonia (toilet cleaner)
- Radioactive polonium
- Arsenic (rat poison)
- Formaldehyde (used to embalm dead people)
- Acetone (nail polish remover)
- Tar (brown sticky substance)
- Carbon monoxide(car exhaust fumes)
- Urea (found in human and animal urine!)

Laws in place:

You have to be 18 years of age to **legally** smoke in the UK. Smoking is banned in public places. All cigarette packets have to have clear health warnings on them. Cigarettes cannot be displayed in shops they must be behind a covered area. The price of cigarettes is high because they are taxed.

Long term effects of smoking on **health**:

- Asthma
- Dental hygiene problems
- Lung cancer
- Emphysema
- Testicular cancer
- Impaired immune system
- Bronchitis
- Heart disease
- Menstrual problems
- Cervical cancer
- Bladder cancer
- Sperm abnormalities and impotence
- Kidney cancer
- Stomach cancer

- Leukaemia
- Pancreatic cancer

E-cigarettes

E-cigarettes deliver **nicotine** without smoking. They have become a popular alternative to tobacco cigarettes, however, unlike tobacco cigarettes the long-term health implications are as yet unknown.

How do e-cigarettes work?

They provide **nicotine** through an aerosol. Putting on the mouthpiece of the cartridge activates a battery powered device. A heater then converts a liquid solution, which contains **nicotine**, flavours and other chemicals, into an aerosol that the user can then inhale. This is also called “**vaping**”.

The problem with **e-cigarettes** is that, the mixture of these chemicals together has not been tested for health implications. There are known contents that can cause cancer, such as formaldehyde.

Why shouldn't teenagers use e-cigarettes?

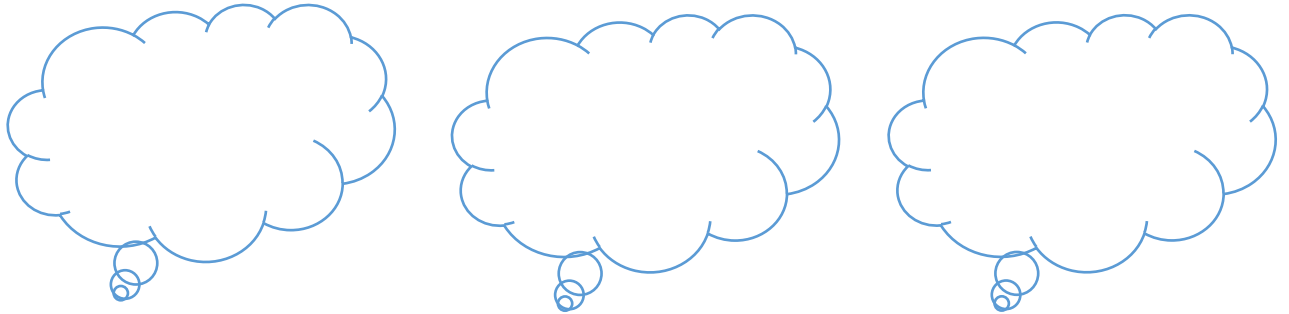
Research has found that **nicotine** may make animals' brains more receptive to the effects of other drugs. Some experts think this is true for people. If so, a younger person who uses an e-cigarette or a tobacco cigarette may find other drugs like cocaine, more rewarding. This 'priming effect' means that they would be more likely to be addicted to other drugs.

Task: in pairs, complete the following two activities. Your teacher will take feedback.

There is a lot of information in the above table to take in. Using the post-it notes below write down facts that you think are most important from the information above.



Are there any tips or ways in which we can help those that already use the above, to stop?



Reflection Time: What are the most significant consequences of using drugs, nicotine, alcohol, e-cigarettes? What advice would you give to someone considering trying these things?

Topic 4: Relationship between habit and dependence

Learning purpose: to be able to describe what the terms “habit” and “dependence” mean, and link them to alcohol and drugs.

Your teacher will explore the following information with you. Make sure you:

- Ask questions if there is something you don't understand.
- Highlight key words and annotate with notes and details you didn't already know.

Habit: a habit is a routine of behaviour that is repeated regularly and tends to occur subconsciously. This is acquired through previous repetition of an experience and can link to addiction.

Dependence: this is a state of relying on or being controlled by someone or something else.

Linking both definitions to drugs and alcohol

Substance dependence is an adaptive state that develops from repeated **drug/alcohol** administration, and which results in withdrawal issues. A drug/alcohol **addiction** is defined as a compulsive, out-of-control use, despite negative consequences.

What does all this mean?

As we have talked about before, **alcohol, drugs and energy drinks** can all be addictive due to their contents. This means that if your body becomes used to consuming them it can begin to rely on them to function properly. This can have significant impacts on the individual and their everyday life.

Task: in pairs, complete the following (your teacher will take feedback):

What do you think the side effects are of becoming dependent on drugs and alcohol?

Drugs	Alcohol
-------	---------

To become a Global Citizen, we need to think about how we can help our community. In Telford and Wrekin (as within all areas), there are people who are **dependent on drugs and alcohol** or both. There is a support group called STaRS that works with young adults (like you) and adults who require support with drugs and alcohol. STaRS come into school regularly to offer advice.

If you there is anyone you know or you need advice yourself, you can make an online referral at <https://www.telfordstars.org/> or call 0300 456 4291

Task: discuss and complete the following in pairs. Your teacher will take feedback.

Using the picture as the starting point, create a poster or slogan that STaRS can use as an advertising picture. You want to be able to engage with people that are struggling and see the sign.



- You must use at least 5 key terms from the key vocabulary section at the start of the booklet.
- One image linking to support
- Positive comment about supporting each other



Reflection Time: Why do you think support (through charities and organisations) is available? Why is it so important? You may wish to use the following sentence starters to help you develop depth in your response.

Support is available BECAUSE...

Support is available BUT...

Support is available SO...

Topic 5: Over the counter and prescription medications

*Learning purpose: to understand the importance of using over the counter and **prescription** medications safely, and what to do if they aren't.*

Your teacher will explore the following information with you. Make sure you:

- *Ask questions if there is something you don't understand.*
- *Highlight key words and annotate with notes and details you didn't already know.*

What is the difference between over the counter (OTC) and prescription medications?

OTC medication is not specific to one person and can be brought freely by anyone over the age of 18. You can buy OTC medications such as paracetamol in pharmacies and they can treat a variety of ailments.

Prescription medications are prescribed by a doctor and checked by a pharmacist before you can receive them; they are specific to an individual's illness and needs. For example, you can be prescribed an antibiotic but the strength and the amount that you require will be different to others; this is for the doctor to decide.

It is important that we understand the issues that can surround the correct and incorrect use of medication (both prescription and OTC): if they aren't used correctly then it can have a major impact on an individual and to future of medication.

Case study:

Below is a picture of Ant McPartlan (Ant from Ant and Dec), who recently received a driving ban (for drink driving) and spent some time in rehabilitation. He had been struggling with an addiction to pain relief that he could buy over the counter and receive on prescription.

IMPORTANT TO NOTE- he was not taking an overdose or wanting to end his life, he was addicted to the feeling of not having pain, so relied on taking them every day.



Your teacher will read the following article with you. Make sure you:

- *Ask questions if there is something you don't understand.*
- *Highlight key words and annotate with notes and details you didn't already know.*

Ant McPartlin: Painkillers, Alcohol, and Depression



(Photo by Featureflash Photo Agency/Shutterstock.com)

Anthony “Ant” McPartlin is undoubtedly one of England’s best-known television presenters, producers, and actors—best known as one half of *Ant & Dec* with the other being *Declan Donnelly*.

McPartlin and Donnelly have had a very successful career as television presenters, currently presenting *I’m a Celebrity...Get Me Out of Here!* Since 2002, *Ant & Dec’s Saturday Night Takeaway* and *Britain’s Got Talent* since 2007.

Always bearing an enthusiastic smile and attitude on screen, it was a *shock* to all of Britain to hear that McPartlin had been struggling with prescription *drug addiction, alcohol, and substance abuse* for over *two years*. He got hooked on painkillers following a serious knee injury in 2014 and a botched operation the following year. The drug of choice was *tramadol* which is used after moderate to severe injuries.

McPartlin spoke out about abusing alcohol while taking tramadol and other non-prescription drugs causing an extremely harmful bodily reaction from the killer cocktail.

Some side effects from *extreme* use of tramadol include:

- Seizures
- Depression
- Addiction
- Hallucinations
- Kidney failure
- Liver failure

McPartlin talked about his experience with tramadol stating that after mixing it with *alcohol*, he began suffering *hallucinations* and a year-long bout

with *depression*. His addiction even put his marriage at risk—he confirmed that he put his wife, *Lisa Armstrong*, “through hell” during this time.

One night in early 2017, McPartlin took his painkillers and alcohol of choice, resulting in a bad reaction. Hallucinating and frightened he begged his wife to rush him to the hospital. It was time to stop. In June of 2017, he checked himself into rehab and remained for two months.

Post-rehab McPartlin was walking free again with a smile on his face, ready to get back on screen with his best mate and co-star. McPartlin was fortunate enough to not take it beyond the point of his control. Others are not so blessed.

Prescription painkillers are not exempt from abuse. They are, if abused, just as addictive and dangerous as non-prescription drugs. Any individual can become a victim of them. Celebrities are not the only ones. Around 65% of patients at UK addiction centres have problems with legal substances, from alcohol to common painkillers such as codeine.

In June of 2017, it was reported by a leading addiction treatment organisation that prescription drug abuse is expected to surpass heroin abuse in 2017. The founder of the organisation stated, “*A lack of awareness around the addictive properties of these drugs along with the fact they are cheap and legal makes addiction difficult to spot. Opiates prescribed for pain can be very addictive. Codeine, diazepam, benzos, and tramadol are all causing problems.*”

I once took prescription painkillers after a sports injury rendered me immobile. It caused fevers, nausea, depression and terrible mood swings which would have never stopped had my mother not aided me in getting relief.

Task: in pairs, discuss the following questions. You may wish to make notes. Be prepared to share – your teacher will take feedback.

What are the issues with taking the same medication every day for a long period of time?

Why can over-the-counter medication be an issue?



Reflection Time: Why can over the counter and prescription medication be dangerous? You may wish to use the following sentence starters to help you develop depth in your response.

Over the counter medication can be dangerous BECAUSE...

Over the counter medication can be dangerous BUT...

Over the counter medication can be dangerous SO...

Topic 6: How to manage influences in relation to substance use.

*Learning purpose: to understand the different **influences** that can affect people who use substances.*

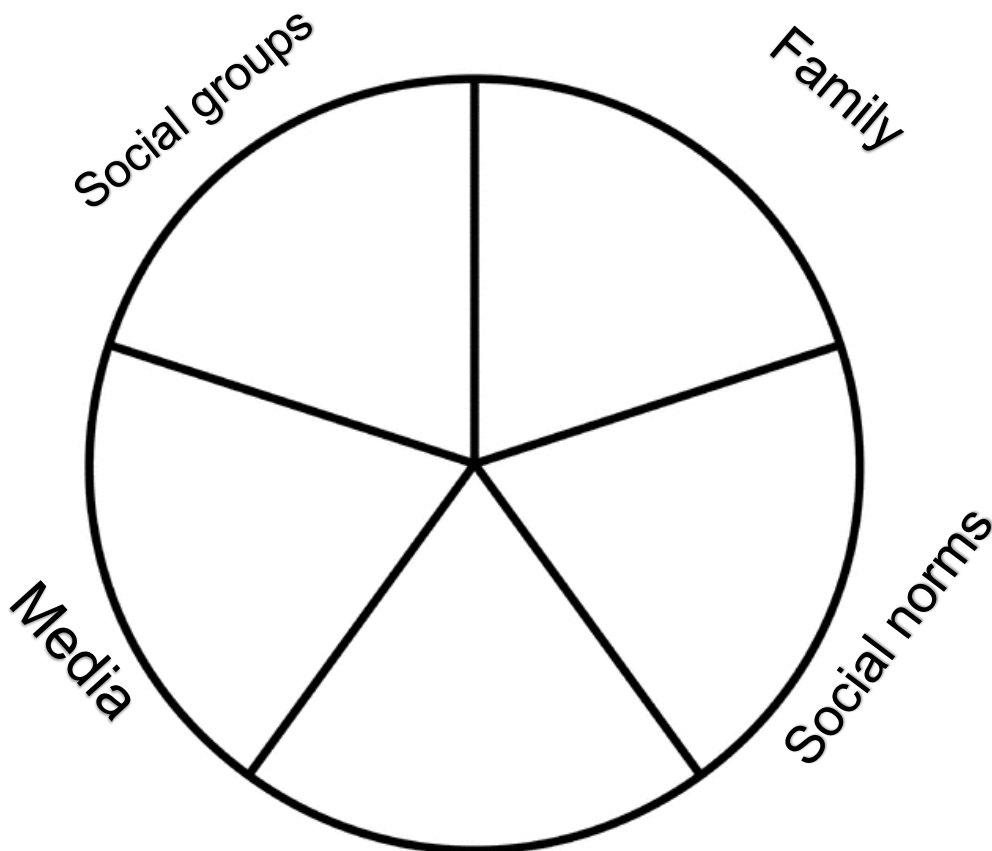
The term “substances” in global citizenship refers to physical aspects such as **cigarettes, drugs, medication, alcohol** etc. These substances as we have discussed link with **addiction**, mental health concerns and physical concerns.

For this topic, we are looking at the issues surrounding **influence** in relation to these substances and how we can manage them.

Core questions for consideration – discuss AS A CLASS:

- Where do influences come from?
- Can **influences** be positive and negative?
- How can we try to avoid being **influenced** negatively in our decisions?

Task: in pairs, use the table below and write down why the sections have an impact on the decisions we make in relation to substance use.



Debate and discussion

Personal values

As a group, we are going to discuss the following questions. Make notes **in pairs** below and be prepared to share in whole class discussion.

- What influences do people experience with regards to drugs?

- What steps can people take to protect themselves from negative influences?

Your teacher will take feedback.



Reflection Time: How can influences impact decision-making? Positively? Negatively? Why? You may wish to use the following sentence starters to help you develop depth in your response.

Influences can impact decisions BECAUSE...

Influences can impact decisions BUT...

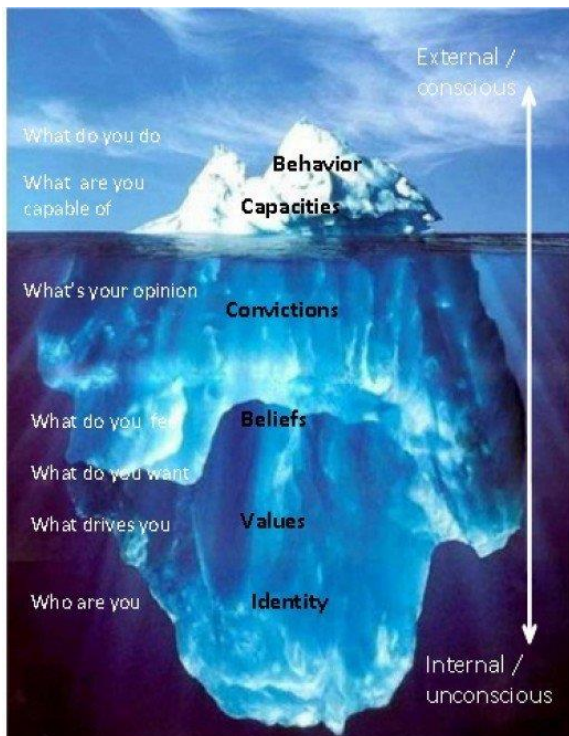
Influences can impact decisions SO...

Topic 7: How to recognise and promote positive social norms and attitudes.

*Learning Purpose: to be able to recognise and promote **positive attitudes** towards social norms in school and our local community.*

Last topic, we looked at social norms in relation to substance use. This week we are looking at how to recognise positive social norms and **attitudes**.

To understand what positive social norms and **attitudes** are, we first need to understand our own beliefs and values to decide what can be positive for us. The picture below has a variety of questions that link to attributes of us as people, with the link to your thoughts and what you 'show' the outside world.



Think reflectively about yourself first before we look at social norms. Complete the column below; have you reflected on your personality and own thoughts?

Behaviour: what do you do?	
Capacities: what are you capable of?	
Convictions: what's your intentions?	
Beliefs: what do you feel? What do you want?	
Values: what drives you?	

Priory Values Recap

What are the Priory Values and what do they mean?

	What is the value?	What does it mean?
P		
R		
I		
O		
R		
Y		

Task: in pairs, discuss the following and make notes. You may wish to refer back to the Priority Values to help you.

- What do you believe the positive social norms are here at TPS?

- How can we promote positive attitudes towards positive social norms?

- How do these social norms make us better **global citizens**?

Your teacher will take feedback.



Reflection Time: Why is developing and maintaining positive social norms important? You may wish to use the following sentence starters to help you develop depth in your response.

Positive social norms are important BECAUSE...

Positive social norms are important BUT...

Positive social norms are important SO...

Topic 8: DIRT/review and topic quiz

Learning purpose: to review and recap all tasks in this module, to ensure that you understand all the content and all tasks are completed.

Please ensure all core questions are answered and you have all tasks completed to the highest possible standard throughout the booklet.

Topic Quiz:

1. What is the difference between recreational drugs and medication? (2 marks)

2. List 3 substances that energy drinks contain that have a negative impact on the body when consumed in large quantities. (3 marks)

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-
-

3. Provide one example of how we can reduce the consumption of energy drinks. (1 mark)

4. Why are e-cigarettes bad for you? (2 marks)

- 5 Give two examples of how alcohol can damage the body? (2 marks)

- 6 Give three long-term health concerns linked with smoking? (3 marks)

7 What does the term “habit” mean? (1 mark)

8 What does the term “dependence” mean? (1 mark)

9 Where can influences come from? (3 marks)

-
-
-

10 What is the difference between over the counter (OTC) and prescription medication?
(2 marks)

Additional reading

<https://teens.drugabuse.gov/drug-facts/brain-and-addiction>

Your brain is who you are. It's what allows you to think, breathe, move, speak, and feel. It's just 3 pounds of grey-and-white matter that rests in your skull, and it is your own personal "mission control."

The brain is always working, even when you're sleeping. Information from your environment makes its way to the brain, which receives, processes, and integrates it so that you can survive and function under all sorts of changing circumstances and learn from experience. This information comes from both outside your body (like what your eyes see and skin feels) and inside (like your heart rate and body temperature).

The brain is made up of many parts that all work together as a team. Each of these different parts has a specific and important job to do. When drugs enter the brain, they interfere with its normal tasks and can eventually lead to changes in how well it works. Over time, drug use can lead to addiction, a devastating brain disease---when people can't stop using drugs even when they really want to, and even after it causes terrible consequences to their health and other parts of their lives. (Learn more about the **brain-body connection** (**link is external**).

The referenced media source is missing and needs to be re-embedded.

Drugs affect mostly three areas of the brain:

- **The brain stem** is in charge of all the functions our body needs to stay alive—breathing, moving blood, and digesting food. It also links the brain with the spinal cord, which runs down the back and moves muscles and limbs. It also lets the brain know what's happening to the body.
- **The limbic system** links together a bunch of brain structures that control our emotional responses, such as feeling pleasure when we eat chocolate or kiss someone we love. The good feelings motivate us to repeat the behaviour, which can be good because things like eating and love are critical to our lives.

The cerebral cortex is the mushroom-shaped outer part of the brain (the grey matter). In humans, it is so big that it makes up about three-fourths of the entire brain. It's divided into four areas, called lobes, which control specific functions. Some areas process information from our senses, allowing us to see, feel, hear, and taste. The front part of the cortex, known as the frontal cortex or forebrain, is the thinking centre. It powers our ability to think, plan, solve problems, and make decision.