

# Health & Wellbeing

Substance Use & Managing Influence



# PERSONAL DEVELOPMENT EXPECTATIONS



## RESPECT

Treat yourself and others with kindness.  
Value different viewpoints.



## PARTICIPATE

Listen actively, contribute thoughtfully and engage with the learning.



## BE CURIOUS

Ask questions, explore ideas and challenge thinking respectfully.



## PROTECT PRIVACY

Keep personal stories confidential.  
Don't share information about others.



## STAY SAFE

Speak to a trusted adult if something worries you about yourself or someone else.



## BE OPEN-MINDED

Consider experiences, cultures and perspectives that are different from your own.



# By the end of this lesson, you will know:

- How internal and external influences affect decision making around alcohol and substances.
- Strategies for managing peer influence in increasingly independent situations.
- How to be a positive influence on others and help keep friends safe.



# Which has the biggest influence on the decisions we make?

- Friends
- Family
- Social media
- Celebrities
- Personal values
- Fear of missing out
- Future goals
- School
- Confidence/self-esteem

STRONGEST



WEAKEST

# Internal vs External Influences

## **INTERNAL – COMES FROM WITHIN US**

- Values
- Beliefs
- Confidence
- Curiosity
- Fear
- Goals

## **EXTERNAL – COME FROM OUTSIDE US**

- Friends
- Social media
- Advertising
- Family
- Environment
- Peer pressure

# Festival timeline



Read the timeline of Max's experience of preparing for and going to a festival.

In pairs, identify the potential influences on Max and the other characters at each stage, and analyse the potential impact of acting based on these pressures and influences.

Are the influences on Max internal or external, i.e. are they coming from Max himself or from an outside source?

# Strategies

In your group, identify opportunities for Max to be a positive influence on others in the timeline, and explain what strategy he could use.

E.g. could he encourage his friend to drink water between alcoholic drinks? Should he find help or a first aid tent at any point?



# Influences



Reflecting on who or what is influencing Max and his friends, rewrite the stage of the timeline you have been assigned.

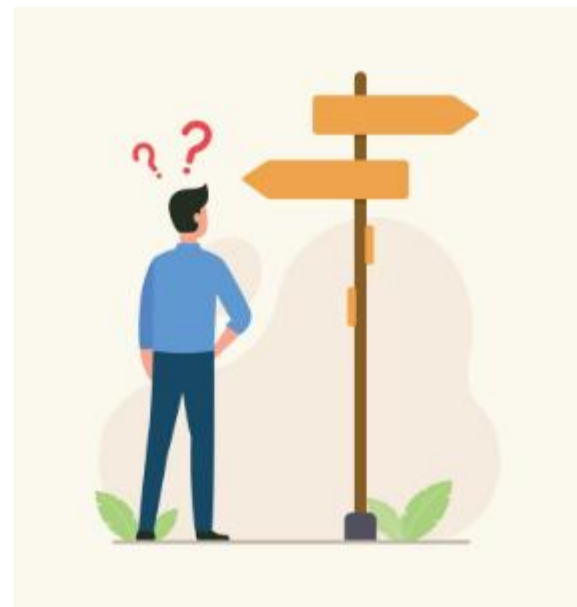
Consider what decisions might have been made if the pressures/ influences (internal or external) had been ignored or challenged.

# Sixth Form & Beyond Survival Guide

You have been asked to create a guide for students moving into Sixth Form, college, work or greater independence.

Create **5-7 top tips** for managing influences and staying safe when:

- Attending parties
- Going to festivals
- Spending time with friends
- Being offered substances
- Being away from parents/carers
- Making your own decisions





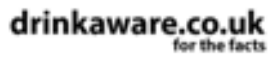


# What have we learned?



- As we get older, we gain more freedom and independence, but also more responsibility.
- Not all influences are negative, but it is important to recognise when other people, situations or emotions are affecting our decisions.
- The ability to think independently, make informed choices and look after others is an important life skill that will help you far beyond school.

# If you feel like you'd like to talk to someone after today's lesson

<p>You can talk to your tutor, Head of Year, a wellbeing ambassador or a trusted adult in school about anything you are struggling with.</p> <p><b>Designated Safeguarding Lead</b> – Mrs Goymer</p>	
<p>For accurate information around health use <a href="http://www.nhs.uk">www.nhs.uk</a></p>	
<p>For support around any issues affecting your wellbeing use <a href="http://www.childline.org.uk">www.childline.org.uk</a></p>	
<p>For information around drug use visit <a href="http://www.talktofrank.com">www.talktofrank.com</a></p>	
<p>For information around alcohol use visit <a href="http://www.drinkaware.co.uk">www.drinkaware.co.uk</a></p>	
<p>For free and safe mental health support visit <a href="http://www.kooth.com">www.kooth.com</a></p>	