

## PERSONAL WELL-BEING – DRUG EDUCATION

**YEAR 7 LESSON 1 Personal Identity**  
**TITLE What do we know about tobacco & other drugs?**

### KEY CONCEPTS

- ◆ Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
- ◆ Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened.

### KEY PROCESSES

- ◆ Reflect on personal strengths, achievements and areas for development.
- ◆ Find information and support from a variety of sources.

### CONTENT

- ◆ Developing an appropriate classroom context to discuss the topic of tobacco and other drugs and assessing current pupil knowledge.

### LEARNING OUTCOMES

*by the end of the lesson, pupils will:*

- ◆ Have agreed how to talk about drugs in the classroom
- ◆ Have considered the meanings of the word 'drugs'
- ◆ Know which drugs the group is aware of

### FUNCTIONAL SKILLS

- ◆ English Communication/Speaking/Listening/Writing

### RESOURCES

- Flip chart paper
- Marker pens
- Blu tac
- Question box
- Lots of slips of paper

## LESSON PLAN

### Activity 1 – Develop/review PSHE class agreement

In order for the topic of drugs to be discussed in the classroom in a way which is productive and comfortable for those involved, it will be necessary to develop a written class agreement which can be displayed throughout the year.

- ❖ Ask pupils, as a whole class or in groups, to identify things that may help or hinder open and helpful class discussions about drugs. Suggestions of how to overcome identified hindrances can be shared and written down. When agreement is reached on a set of rules that pupils feel able to work within, these can be written up and displayed for future reference and pupils reminded about the group agreement at the start of every PSHE Education lesson.

### Activity 2 – Draw & write drug education needs assessment

- ❖ Explain that the following activity is intended to find out what the class already knows about drugs, so that current understanding about drugs can be clarified and developed during the year.
- ❖ Small groups are asked to draw & write all they know about drugs on a sheet of blank flipchart paper. In the appendix of this resource there is also a printed sheet that could be used to carry out this exercise.
- ❖ It is useful for teachers to use the information generated by this activity to gain an accurate picture of the learning needs of the pupils and review how this is changing year on year.
- ❖ Alternatively sheets could contain a name of a different drug e.g. alcohol, cannabis, tobacco etc which can be circulated for each group to add a contribution. Completed sheets can be displayed on the wall and viewed as a tour or presented by groups. Key discussion points may be to clarify “what is a drug?” and agree a definition, identify names of different drugs including street names and correct any misinformation.

### Activity 3 – Overview of year 7 programme

- ❖ Discuss the planned content of the year 7 drug education module, with a focus on smoking. Seek feedback from students on the planned programme.
- ❖ Introduce question box
- ❖ Display the question box that will be made available during this and future lessons. Use of the question box will enable pupils to ask anonymous questions that can answered in future sessions. Referring to the agreement, remind the class that personal questions should not be asked.
- ❖ The question box will be used throughout the year. Answers to some questions will be incorporated into future lesson content (specific pupil questions, for which answers are provided, can be highlighted as appropriate) and others may be answered in a specific question & answer slot.
- ❖ You may wish to distribute slips of paper and allow time for small groups to generate questions and add them to the box at the end of this and subsequent sessions. Some guidance may be given on how to start their questions perhaps with key words or sentence stems such as: how..., what..., when..., where..., who..., why.... You could seek specific questions on tobacco & smoking, as this is a focus for year 7.