

PERSONAL WELL-BEING – DRUG EDUCATION

YEAR 8 LESSON 1 Personal Identity

TITLE What do we know about alcohol?

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

- ◆ Review previous learning about tobacco and other drugs, agree how alcohol and other drugs will be discussed in the classroom – including what pupils feel they need to know.

LEARNING OUTCOMES

by the end of the lesson, pupils will:

- ◆ Have agreed how to talk about alcohol and other drugs in the classroom
- ◆ Have reviewed previous learning about tobacco and other drugs
- ◆ Have shared their educational needs, to ensure they are covered in future lessons

FUNCTIONAL SKILLS

- ◆ English Communication/Speaking/Listening/Reading/Writing.

RESOURCES

- Sheets of paper
- Pens
- Post-its (optional)
- Large bottle shaped container (optional)
- Question box

LESSON PLAN

Activity 1 – Review PSHE group agreement

- ❖ Display and discuss the group agreement. What do the class think of these rules?
 - Can they keep to them?
 - How did they work last year?
 - Does anything need to be changed?
 - What will happen if the agreement is broken?
- ❖ When agreement is reached the (revised) agreement can be written up and displayed for future reference.

Activity 2 – Review previous learning

- ❖ Ask small groups to recall and summarise their learning about drugs from last year's programme, identifying key areas of learning.
- ❖ Each group (or representative) can present their summary to the class.
- ❖ Alternatively you may wish to circulate sheets with prepared headings for groups to add to and display round the room. You could give each student a number of post-its to complete and stick on the relevant sheets. Headings may include:
 - Something I learnt about tobacco and other drugs ...
 - Something I learnt about drug users...
 - Something I learnt about coping with risk...
 - Activities I remember..., etc.

Activity 3 – Alcohol: what we need to know

- ❖ Explain that the following activity is intended to find out individual thoughts and attitudes relating to alcohol, to inform future lessons.
- ❖ Hand out 2 sheets of paper to each student (or small groups).
- ❖ Individuals or groups are asked to record what they know about alcohol, on one sheet, and what they would like to learn, on another.
- ❖ Sheets of paper could be in the shape of bottles or have bottle shaped areas to write in. Alternatively completed slips of paper can be placed in a large bottle shaped container (that you can easily open to retrieve contributions) as messages in a bottle.
- ❖ As a whole class the messages can be discussed, collated and areas identified for future learning prioritised.
- ❖ Sheets can be reviewed, as part of the assessment activity, in lesson 6.

Activity 4 – Overview of year 8 programme

- ❖ Discuss the planned content of the year 8 drug education module, with a focus on alcohol. Seek feedback from students on the planned programme and how this may meet identified learning needs or might be adjusted.
- ❖ Introduce question box
- ❖ Display and remind pupils of the question box that will be made available during this and future lessons.

- ❖ The question box will be used throughout the year, periodically addressing questions in the box. 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 and 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. You could seek specific questions on alcohol, as this is the focus for year 8

