

PERSONAL WELL-BEING – DRUG EDUCATION

YEAR 9 LESSON 1 Personal Identity
TITLE What do we know about cannabis?

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.
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KEY PROCESSES

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

- ◆ Review previous learning about alcohol and other drugs. Agree how cannabis and other drugs will be discussed in the classroom, including what pupils feel they need to know.
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LEARNING OUTCOMES

by the end of the lesson, pupils will:

- ◆ Have agreed how cannabis and other drugs are discussed in the classroom
 - ◆ Have reviewed previous learning about alcohol and other drugs
 - ◆ Have assessed learning needs, to ensure they are covered in future lessons
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FUNCTIONAL SKILLS

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

- Large sheets of paper
- Pens
- Question box

LESSON PLAN

Activity 1

- ❖ Review PSHE group agreement
- ❖ Display and review the group agreement, previously used.
- ❖ Check it is still relevant, agree and record any revisions needed.

Activity 2

- ❖ Review previous learning
- ❖ Ask small groups to recall and summarise their learning about alcohol and drugs from last year's programme, identifying key areas of learning.
- ❖ You could ask students to group their contributions under headings such as something I learnt about the effects of alcohol and other drugs, Something I learnt about helping others..., Something I learnt about coping with risk..., Activities I remember..., etc.
- ❖ Each group (or representative) can present their summary to the class.

Activity 3

Cannabis – what we know and what we need to know

- ❖ Explain that the following activity is intended to record individual thoughts and attitudes relating to cannabis, to inform future lessons this year.
- ❖ Organise a table based carousel so that students circulate in small groups adding contributions to various sheets. Sheets may be labelled using some or all of the following headings: benefits of use, risks of use, types of cannabis (and street names), the law and legal consequences, origins and history, safety and health recommendations etc. Students are asked to add things that they know about cannabis. In a different colour, or different area of the sheet, they can add things that they would like to know or discuss about cannabis and other drugs.
- ❖ The collated contributions can be discussed, myths & misinformation addressed and areas for identified for future learning agreed and prioritised.
- ❖ For reference: factual information about cannabis can be found on the FRANK website, as part of the A-Z of Drugs <http://talktofrank.com> (aimed at young people) and on the Drugscope website, as part of the Drugsearch in the resources section www.drugscope.org.uk (aimed at professionals).
- ❖ Sheets could be reviewed as part of lesson 6.

Activity 4

Overview of year 9 programme

- ❖ Discuss the planned content of year 9 drug education module, with a focus on cannabis. Seek feedback from students on the planned programme of lessons and how this may meet identified learning needs or might be adjusted, in the light of earlier discussions.

Activity 5

- ❖ Highlight question box
- ❖ Display and remind pupils of the question box that will be made available during this and future

lessons.

- ❖ Answers to questions will be incorporated into future lessons and/or answered in a specific question & answer slot.
- ❖ You may wish to give 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 cannabis, as this is the focus for year 9.

