

PERSONAL WELL-BEING – DRUG EDUCATION

YEAR 9 LESSON 4 Relationships
TITLE Making my mind up on illegal drugs

KEY CONCEPTS

- ◆ Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects our self esteem
- ◆ Recognising that healthy life styles and the well being of self and others depend on information and making responsible choice
- ◆ Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations
- ◆ Appreciating that pressure can be used positively or negatively to influence others in situations involving risk
- ◆ Developing the confidence to try new ideas and face challenges safely, individually and in groups.
- ◆ Understanding that relationships can cause strong feelings and emotions.

KEY PROCESSES

- ◆ Reflect on feelings and identify positive ways of understanding
- ◆ Managing and expressing strong emotions and challenging behaviour
- ◆ Reflect critically on their own and others' values
- ◆ Use knowledge and understanding to make informed choices about safety, health and wellbeing
- ◆ Find information and support from a variety of sources
- ◆ Assess and manage the element of risk in personal choices and situations
- ◆ Use strategies for resisting unhelpful peer influence and pressure. Identify how managing feelings and emotions effectively support decision-making and risk management.

KEY CONTENT

- ◆ Facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and other ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations

LEARNING OUTCOMES

by the end of the lesson the pupils will be able to:

- ◆ Have a better understanding of what we mean by stress and healthy ways to deal with it
- ◆ Understand the risks involved with cannabis use
- ◆ Identify protective behaviours or strategies for keeping safe in all situations not just drug ones.

FUNCTIONAL SKILLS

- ◆ English- Communication/speaking/listening/discussion/presenting
- ◆ ICT – finding and selecting information

RESOURCES

- Consequence cards
- Least/Most risky cards
- Bus stop sheet
- 4Cs Cards.
- Cannabis scenario
- DVD Extract Dworld <http://www.drugscope-dworld.org.uk/wip/24/flash/videos/cann1.html>

LESSON PLAN

Activity 1

- ❖ Coping cards on how people deal with stress. Brainstorm in groups things that might cause stress
- ❖ Group report back briefly
- ❖ Does stress link with alcohol and cannabis use?
- ❖ Spread coping cards on floor/large table, (remove some previously if too many). Each student takes a card (remove the rest)
- ❖ Students place their card on continuum helpful, useless, not much use, harmful

Activity 2

- ❖ Bus stop activity In groups decide on what conversations the characters at the bus stop might be having about a given cannabis scenario. What advice would you give to the students who have been excluded. Why do you think the school has taken this action?

Activity 3

- ❖ Use DWorld web site video extract
 - What advice would you give to the character in each scenario?
 - Give advice to the character from the extract?
 - Would any of the coping cards be helpful?
- You may like to use the activity 4(below) to guide the responses to this scenario.

Activity 4

Making your mind up. 4Cs mantra (see below)

- ❖ Explain the 4Cs decision making model that the students will be asked to consider using when thinking about substance misuse
 1. Be **Clear** about what the issue is- think what the decision is about
 2. **Consider** the options available- what are the possible decisions you might make?
 3. Think about the **Consequences** of each option-what might happen in each case?
 4. **Choose** the best option – make a decision most appropriate to you.

Activity Five – Assessment (optional)

- ❖ Project from Dworld <http://www.drugscope-dworld.org.uk/wip/24/projects.htm#> on Drugs and the Law

