

PERSONAL WELL-BEING – DRUG EDUCATION

YEAR 10 LESSON 1 Personal Identity

TITLE What do we know about 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

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

LEARNING OUTCOMES

by the end of the session, pupils will:

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

FUNCTIONAL SKILLS

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

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 cannabis from last year's programme, identifying key areas of learning.
- ❖ You could ask students to design a poster mentioning what were for them the key learning points. Each group (or representative) can talk through their poster to explain to the class what they have learnt.

Activity 3

Drugs – what we know and what we need to know

- ❖ Provide a large sheet for every table, labelled at the top with one of the drugs most commonly used by young people e.g. tobacco, alcohol, cannabis, cocaine, amphetamines, solvents, ecstasy, ketamine etc (include any drugs that may be of local significance).
- ❖ Ask each group to add some information about the drug to their sheet and also write a question about the drug – something they don't know, but would like to.
- ❖ As the sheets (or pupils) circulate at timed intervals other groups can add information and questions.
- ❖ When a round is complete, circulate the sheets again asking pupils to comment on any of the information they believe to be incorrect and answer any of the questions from other groups. A different colour pen can be used during round 2.
- ❖ Discuss the results and note any questions that the class could not answer, or information that may need to be checked for accuracy.
- ❖ Contributions can be discussed, myths & misinformation addressed and areas identified for future learning agreed and prioritised.
- ❖ For reference: factual information about a range of drugs 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 can be reviewed as part of lesson 6.

Overview of Year 10 programme

- ❖ Discuss planned content of year 10 drug education module. Seek feedback from students on the planned programme of lessons and how this may meet their learning needs or might be adjusted, in the light of earlier discussions.
- ❖ 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 allow time for small groups to generate questions and add them to the box at the end of this and subsequent sessions.