

PERSONAL WELL-BEING – DRUG EDUCATION

YEAR 10 LESSON 6 Assessment of learning
TITLE Opportunities to reflect and have a say about illegal drugs

KEY CONCEPTS

- ◆ Understanding risks
- ◆ Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices

KEY PROCESS

- ◆ Reflect on personal strengths, achievements and areas for development

CONTENT

- ◆ Risks and legal situation of all classes of drugs
- ◆ Consider which are the least/most harmful drugs. The legalisation of drugs and the pros/cons of change.
- ◆ Assessment and evaluation of work through its impact on individuals and knowledge gained by students

LEARNING OUTCOMES

by the end of the lesson pupils will:

- ◆ Recollect aspects of their learning over the previous 5 lessons
- ◆ Record, discuss and evaluate their learning as a group and individually
- ◆ Have made and presented a group piece of work

FUNCTIONAL SKILLS

- ◆ English/Communication/Listening/Speaking/Writing

RESOURCES

- 10 balloons (prepared in advance)
- Raffle tickets
- Thin strips of paper with statements, some correct. Some incorrect
- Judging sheets and score numbers
- Evaluation Sheet

LESSON PLAN

Begin this lesson by recapping on all the topics that have been covered in this scheme of work:

- ❖ The impact of cannabis use on yourself and others
- ❖ Understanding addictive behaviours and patterns of drug use.
- ❖ Recognising sources of help and support for drug use
- ❖ Drug laws that exist in this country and in other countries round the world
- ❖ The penalties for breaking the law
- ❖ Risks around drug and alcohol use
- ❖ Strategies for handling potentially risky situations

Explain in this lesson the pupils will be using their learning from all these lessons to help them carry out these activities.

Activity 1

Burst a Balloon activity

- ❖ Place 10 YES/NO statements summarising work covered in Year 10 separately inside the 10 balloons, blow up and tie
- ❖ Give each student a raffle ticket. Pull out a raffle ticket 10 times and ask that person to come to the front and burst a balloon. Read aloud the information to the group. Answer YES or No to statements either orally as whole class or group activity or a individual exercise for teacher to mark later.

Activity 2

Presentation

- ❖ Prepare a presentation to the class (group activity). Imagine you are the Home Secretary you are meeting a group of young people from across Britain. Your group has 10 minutes to prepare a 5-point presentation about why all drugs should be put into different classes in law according to their risk/danger or no class at all.

Activity 3

Presentations and Judging

- ❖ Presentations and judging (whole class) using prepared sheet

Activity 4

Evaluation

- ❖ Ask each pupil to fill in the evaluation sheet. If there is time discuss the main points in the class.