

PERSONAL WELL-BEING – DRUG EDUCATION

YEAR 11 LESSON 1 Personal Identity
TITLE What do we know about illegal 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 drugs.
- ◆ Agree how illegal and other drugs will be discussed in the classroom, including what pupils feel they need to know this year.

LEARNING OUTCOMES

by the end of the lesson, pupils will:

- ◆ Have agreed how drugs, with a focus on illegal drugs, will be discussed in the classroom
- ◆ Have reviewed previous learning about drugs
- ◆ Have assessed remaining learning needs, to address 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.
- ❖ Review previous learning
 - Ask small groups to recall and summarise their learning about drugs from last year's programme, identifying key areas.
 - You could ask groups of students (or representatives) to prepare a short presentation on what they have learnt, to present to the class.

Activity 2

Illegal Drugs – what we would like to discuss and find out about

- ❖ Although a lot of learning has already taken place around drugs, there will be opportunities to revisit some issues in more depth and look at how drug related issues may affect society and the wider world.
- ❖ Ask groups of pupils to list a series of topics that could be covered in the remaining lessons of this drug module. They should include areas that they feel are relevant to their personal lives and also of interest to them and will expand previous learning.
- ❖ You could provide sentence stems to complete, for example:
 - I would like a chance to discuss...
 - I need to know
 - I would be interested to learn more about ...
 - I would be interested to hear what people think about ...
 - To keep safe I
 - To help others I
 - I've never really understood ...
 - I've always wondered ...
- ❖ From all the small group contributions compile a class list of topics, which may involve prioritising in terms of importance.
- ❖ When the final list has been compiled, compare with the planned content of year 11 drug education module.
- ❖ Seek feedback from students on the planned programme of lessons and how this might be adjusted, if necessary.

Activity 3:

- ❖ 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. Some questions could be put to visitors or contacts from external agencies, in person or via an email e.g. NHS contact, Local Authority Drug Adviser, Drug Treatment Agency or Police

representative.

- ❖ You may wish to leave time for small groups to generate questions and add them to the box at the end of this and subsequent sessions.

