KS3 – Year 7 Lesson plan for session 1

What do we know about drugs?

[Positive Choices Coventry](https://www.changegrowlive.org/positive-choices-coventry)

Lesson number: 1

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| Links to PSHE Association Programme of study  See:  <http://www.pshe-association.org.uk/resources>  Links to FRANK drug information <https://www.talktofrank.com/>  Positive Choices 02476 553130  <https://linktr.ee/positivechoices_coventry> | KS3 What do we know about drugs?  Learning outcomes;   * Develop awareness of sources of information on drugs, including the role of the media * Provide a definition of the term ‘drug’ * Identify a range of legal, illegal and prescribed medication |
| Time required | 30 minutes (depending upon pupil’s needs and teacher choices |
| Required resources | Basic knowledge and understanding of drugs (teacher). Positive Choices can provide basic drug awareness training to all PSHE teachers.  Pens/pencils  Flip chart paper and pens  Note pads |
| Background | Young people have access to many platforms to research information including chat rooms and social media but how do they know whether the information they receive is based on fact or opinion. Without knowing all of the facts (just opinions) it will be difficult for them to make an informed choice in the future.  The teacher delivering this session will need a basic level of drug awareness to manage any questions asked and provide factual information about the topic.  Be mindful that young people may know someone or are exposed to substance use within the family home, someone with lots of knowledge around substances may need meeting with after to ascertain level of risk or need for additional support |
| Group agreement | Points to include in group agreement are:   * Listen to each other in turn * Knowledge and experience come in different level-all questions are valid ones * No personal questions aimed at teacher or students * Be respectful |
| Activity | Introduction:  To understand more about where our information around drugs come from, we need to be able to understand what a drug is?  **What is a drug?**  Write on a flip chart-What is a drug?  Spilt the class into smaller groups and encourage the group to come up with a statement or definition of what a drug is? Remind them that drugs are not just illicit, they are also legal and prescribed medication and that people in the class may have different levels of knowledge but we are all here to learn.  Below is the common definition of what a drug is? Or you can simply write a substance which changes the way people think, feel and behave.  **“Any chemical substance which brings about a change in a person’s emotional state, bodily functioning or behaviour”**  (Once you look at different drugs further into the session you can reflect on the definition and ask the group to identify whether the drug affects people’s ability to think, feel and behave).  **Where has our information about drugs come from?**  In the same groups ask the students to discuss if:   * They have talked to their parents, carer or another trusted adult about drugs. What did they talk about and what evoked the conversation e.g. watching a programme that showed drug use or parents approached the subject. * They have talked to their siblings or friends about drugs. What did they talk about and what evoked the conversation e.g. know someone who has tried drugs. * They have heard or seen information about drugs in the news, magazines, and internet or in a television programme. What did they learn or discover?   In the discussion encourage the students to think about whether they were able to know if what they had learnt was factual or based on someone’s own experiences or opinion? With the different people they had spoken to or watched who would they consider to be more knowledgeable and trustworthy with the facts about drugs? What different messages did the media have on drugs?  Discuss the changes in tobacco and alcohol advertisement over time and that advertisement for both have since reduced or ceased, tobacco is no longer advertised positively on the television like it used to be and banned from being shown on soaps and reality shows. Ask the group to share how people could be influenced by seeing people on tv using drugs (including alcohol)?  **Name different types of drugs?**  Ask the groups to write down the names of as many drugs including ‘street names’ as possible in 5 minutes. Many of the drugs listed will have many names for example cannabis is known as weed, hash, grass, skunk, bud and pot.  Ensure that the group understand that some drugs are legal (including caffeine, alcohol, tobacco and volatile substances), illegal and prescribed medication.  Make sure that you have time at the end of this discussion to list what drugs are legal, illicit, prescribed medication and volatile substances. Make sure the students are aware that the legal substances have age restrictions such as alcohol, tobacco and solvents. If time permits revisit the definition of a drug and take a couple of examples from each list and ask if this would affect how someone thinks, feels and behaves.  Next session will look at the Facts about illegal drugs |
| Assessment | Check in with the group to ensure that they are ok and if anyone wants to talk have time available for them. |
| Plenary | Depending on the professional judgement of the teacher and pedagogy choices they have made, a consensus should be reached on each of the questions above.  Some teachers may wish to write and record this thinking, as a set of ‘class notes’, others may feel it sufficient to hold the discussion without any ‘formal’ record. |