KS3 – Year 7 Lesson plan for session 2

Facts about illegal drugs.

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

Lesson number: 2

|  |  |
| --- | --- |
| 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 | KS3 Facts about illegal drugs?  Learning outcomes;   * Demonstrate factual knowledge about drugs * Recognise different attitudes and values relating to drugs, alcohol and tobacco |
| Time required | 30 minutes (depending upon pupil’s needs and teacher choices |
| Required resources and  Drug fact sheets available to download <https://www.drugwise.org.uk/factsheets-and-infographics/> | 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-list of 5 illegal drugs written up on 5 separate flip chart sheets and a basic knowledge of the drugs listed.  Note pads |
| Background | Young people may know or will at some point in their lives come into contact with others who smoke tobacco, drink alcohol or even take drugs. It will be essential for young people to make their own informed choices and decisions around this behaviour by understanding more about the drugs and an insight into why people may choose to use these drugs and not being influenced by others.  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:  Re-cap previous session and enquire with the group what they took away from the last session.  Today’s session is to look at the facts about illegal drugs and to explore people’s attitudes towards drugs, tobacco and alcohol.  **Facts about drugs?**  Display the 5 pre-prepared flip charts around the room.   1. Alcohol 2. Tobacco 3. Cannabis 4. Volatile substances (Glue, gases Inc. nitrous oxide canisters and aerosols) 5. New psychoactive substances Inc. Spice, Mamba   Go through the 5 drugs that you have listed and get a view on how many of the drugs the students have heard of.  Ask the group to move around the room and write something they know, have heard about the drugs or a question that they have about the drug.  Teacher to lead a discussion around the facts of each of the drugs written on the charts (pre-prepared fact sheets will help aid the discussion).  Ask the groups to identify 3 facts from each drug that they think their peers should know.  **Different attitudes and values relating to drugs, alcohol and tobacco.**  Ask the group what the different is between an attitude and a value.  **Values** decide what we think is right, wrong, good, or unjust. **Attitudes** are our likes and dislike towards things, people, and objects  In the last session the group discussed the different sources that they have or could go to for information around drugs but why do people use drugs, tobacco and alcohol?  Encourage the group to discuss reasons why people may start to use drugs, tobacco and alcohol. Discuss the points (and any other valid points) below further;   * Peer pressure * Curiosity * People around them do it * To feel better * It looks cool * Everyone is doing it so why shouldn’t I   How would our values and attitudes reflect in the reasons above? For example peer pressure-How do we select our friendship groups? Is it guided by our values i.e. how they treat people, how honest they are, or is it based on our attitudes such as they share the same interests that you share or because you like to have a good time or feel that you don’t fit in with other groups and they are funny/liked or popular.  Discuss whether the choices you make reflect your values;  An example of this is one of your values is honesty but you have been smoking tobacco with friends despite knowing how your parents feel about smoking.  Next session will look at the effects of 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. |