KS3 – Year 7 Lesson plan for session 3

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

Lesson number: 3

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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 | KS3 The effects of drugs?  Learning outcomes;   * Demonstrate knowledge and awareness of some drug issues * Explain why some people use drugs * Identify reasons why some people chose not to use drugs |
| 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  Note pads |
| Background | Young people may become tempted or encouraged by others to try drugs, having some awareness of the effects drugs can have on the user will hopefully deter them from using or for those that choose to use it will inform them with factual information of some of the potential risks using the substance may present.  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 effects of drugs and explore in more detail why people choose to or choose not to use drugs.  **What are the effects of drugs?**  Split the group into 3 smaller groups and give each group a drug (cannabis, alcohol and tobacco) to discuss. Ask the groups to think about the risks that their drug will have on the person who is using it-consider immediate and long term risks. Ask them to consider what they know or think is a fact, what they have heard or maybe even what they have seen.  Once the group have discussed and written up their suggestions ask each group to share with the whole group and encourage them to agree, disagree or add more to the list. Throughout the discussion ensure that you (teacher) have highlighted what the facts are and dismissed the myths to allow the students to finish this exercise understanding the risks around using these 3 drugs.  **Why do people use drugs?**  Encourage the group as a whole to ‘mind map’ as many reasons why they think people use drugs-revisit the session last week and start with some of the previous examples. Ask the group to consider;   * Why people start using drugs * Why people continue to use drug   Why people start?   * Peer pressure (Inc. friends and family) * Pressure from outside influencers-music, film, tv * Groomed by another into using drugs * To feel better (pain, mental health) * Experiment * To feel part of something/sense of belonging * Everyone is taking drugs (cannabis) so it must be harmless * Unaware of the risks   Why people continue?   * Become reliant on it * Enjoy the feeling it gives * Becomes part of their routine(peer group) * Always available (friends/family) * Makes them feel better   Inform the group that the immediate gratification that comes with using a drug for the first few times quickly disappears, it takes more of the drug to experience the same initial feeling you first enjoyed depending on your tolerance levels and this increases the risks of harm in the short and long term.  **Why people choose not to use drugs?**  It is important that young people understand that not everyone is using drugs and that it is not a ‘rite of passage’ for someone to have to have used drugs as part of their teenage years. Young people should feel confident to say ‘no’ in situations that they feel uncomfortable with and that supportive friends would not pressure friends to do something they did not want to do.  Ask the group to think about why people do not use drugs? People can draw upon their own reasons as to why this is (but only if people are comfortable to and others are respectful of this).  Encourage the group to consider how their values and attitudes may influence their decisions, their support network including family (immediate/extended) and their social group and their own resilience in terms of decision making can influence this.  Look at reasons such as;   * Able to talk to someone if feeling low/sad/unhappy/confused * Confident to be able to say no to things that I do not want to do * My family are against drug use and I would support this view * I have researched certain drugs and know what impact they can have * My friendship group does not introduce me to drugs-I choose these friends on what I believe is right * I have seen what drugs can do to people and I would not want to experience this   Please be mindful that there may be students in the group that may have used drugs or have family members that use drugs so encourage the group to be respectful of this and that we should not judge someone else on their decisions but be supportive.    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. |