KS3 – Year 8 Lesson plan for session 2

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

Lesson number: 2

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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 Attitudes towards drug use?  Learning outcomes;   * Explore our personal values and attitudes around drugs, alcohol and tobacco * Able to listen to the views of others |
| Time required | 30 minutes (depending upon pupil’s needs and teacher choices). |
| Required resources and  NHS school survey 2018  <https://digital.nhs.uk/data-and-information/publications/statistical/smoking-drinking-and-drug-use-among-young-people-in-england/2018/part-8-drug-use-prevalence-and-consumption#pupils-who-have-ever-taken-drugs> | 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  Flipchart with strongly agree and strongly disagree to be displayed on 2 walls within the room with a space for a continuum line  Room arranged to allow student to move to one side of the room and another safely  Using the data within the NHS school survey 2018 attached devise a short questions and answers activity as part of the ‘how many people are using drugs’ section |
| Background | Young people may become tempted or encouraged by others to try drugs, having some awareness of the law relating to drug use, possession and dealing may deter some young people.  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 our attitudes towards drug use.  We have discussed previously how our personal values and attitudes reflect our decision making and what we feel is right or wrong. This session will allow us to discuss these further by debating with each other on a series of statements and topics.  Please remind the group that this is to be done in a respectful way and to challenge the opinion not the person.  **What do we think about drugs?**  A continuum line will be across the room with strongly agree and strongly disagree at either end. After each statement is read out move along the line to where your view sits.  Ask the students why they strongly agree or strongly disagree-ask them to debate their point with someone from the opposite extreme.  Ask the students in the middle points why they are there and ask them to debate their point with those at either end of extremes.  Statement suggestions (you can tailor these)  **Cannabis should be legal in the UK**  Around 78,000 people die of smoking tobacco each year (2018)  Around 5843 (in 2017) died as a direct result of alcohol use  Approx. 250 deaths caused by drink driving in 2017  Approx. 24 people died where cannabis was mentioned on their death certificate (2018)  In 2017 legal cannabis was linked to a 66% increase in road traffic accidents in Colorado (USA)-states within America that have legalised cannabis have seen an increase in road traffic accidents, A&E admissions due to overdose and 11-19 year old taking their own lives had since doubled since legalising cannabis (using cannabis to deal with issues such as bullying impacts on mental health which increases risk of suicide)  As a teenager using cannabis can increase risk of mental health issues by 5 times  Cannabis is not legal in Amsterdam but tolerated  **Medical procedures needed due to prolonged tobacco or alcohol use should be paid for by the individual and not the NHS**  Liver transplant caused by alcohol hepatitis-famous one being George Best  Rehabilitation paid for by tax payers  Heart bypass caused by build-up of fatty tissues through smoking  **If drug education was better, fewer people would turn to drugs**  Ask the group to consider what age would it be best to start having drug education lessons  Are parents open to discussing drugs at home with them  Do they feel enough is done through the media to deter? Does the media glamorise through certain programmes such as Top boy  **The age limit to drink alcohol should be changed to 16**  Consider why 16 year olds need to drink alcohol  The 2009 Chief Medical Officer Reported concerns that heavy drinking at under twenty years old was associated with abnormalities in brain areas dealing with motivation, reasoning and interpersonal interactions. Subsequent research has shown that alcohol is indeed causing such changes in some young people  Conclude the activity and acknowledge how well the group did in terms of listening to the view of their peers and sharing their personal views on the statements.  **How many people are using drugs?**  Ask the group whether they feel that drug use is as high as people think it is. Young people may be under the impression that most people have tried or are using drugs when in fact the numbers are fairly low and are dropping year on year.  Complete the question and answer activity you have pre-prepared for the group to understand the extent of drug use with young people.  Next session will look at the Making healthy choices |
| 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. |