KS3 – Year 8 Lesson plan for session 3

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

Lesson number: 3

|  |  |
| --- | --- |
| 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 Making healthy choices  Learning outcomes;   * Are able to work through the decision making steps * Aware of what influences their decisions * Able to identify risk to help inform their decision making |
| Time required | 30 minutes (depending upon pupil’s needs and teacher choices). |
| Required resources and | 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. Recognising who our influencers are, how we identify risk and we use these to help inform our decision making either to prevent using drugs or to ensure we stay safe.  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 how we make decisions.  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 help us work through the recommended steps to help us make the right decision for you at that time.  **What do we need to consider when it comes to making a decision?**  Ask the group to give suggestions on what they think needs to be considered when making a decision.-spend no longer than 5 minutes. Acknowledge any of the suggestions that reflect any of the 5 points below.   1. Identify your goal-this will keep you focused (what do you want to gain from this situation-could be to maintain friends, stop friends from doing it, not be pressured) 2. Gather information for weighing up your options (facts v’s opinions) 3. Consider the consequences-for you and for others (+ & - consequences for all including risks attached to the activity faced with) 4. Make your decision (how did you communicate decision) 5. Evaluate your decision (did it work out how you wanted to and are you happy with the decision-would you change anything if faced with it again)   Present these 5 points either on a flip chart or a handout for the group to have to hand for the following activities. Go through the steps and give examples of each of the points so they understand what each one means.  Divide the class into 3 or 4 groups depending on class size. Ask each group to apply the 5 steps to one of the following scenarios. Ask them to work out what their goal would be and work through the rest of the steps to achieve the goal.  Scenario 1:  Whilst walking home from school with your friends the group takes a short cut through the playing field. One of your friends gets out a packet of cigarettes and offers them out to the group. The group does not seem to be surprised by this and takes the cigarettes offered. You hesitate as you have never smoked before and your mum would be angry and upset if she found out, you want to say no and a couple of the group start laughing.  Scenario 2:  You and your friends meet after school on a regular basis but you are unable to join the group tonight as you have to stay home to help mum with some cake orders. You have suspicions that your friends have started to use nitrous oxide after over hearing them talking about laughing gas at school. Your mum is a baker and your friends know that she will have nitrous oxide at home to use in the cream canisters and have asked you to get them a couple of the canisters.  Scenario 3:  You have gone to your friend’s house to watch a movie and have a pizza whilst her parents have gone out for the evening. Your friend’s older brother comes home with a friend of his and you all start playing on the game console. You are all having a laugh and the brother gets out a bottle of vodka and suggests that you all play a drinking game, each time you lose you have to have a shot of vodka. You have not really drank alcohol only on special occasions with your parents and you have to walk home by 9.  Ask the group to share their goal and discuss each step that has helped them achieve their goal.  Did any of the group agree to the activity that was being presented to them? Did they maintain their friendship group? What or who influenced their decision making? Did the group identify the risks attached to the activity and maybe attached to their decision for example risk of losing friends, trust with mum.  Did the group demonstrate a clear understanding of the process of making right decision? If not add an additional session around decision making. |
| 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. |