KS3 – Year 8 Lesson plan for session 1

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

Lesson number: 1

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|  Links to PSHE Association Programme of studySee:<http://www.pshe-association.org.uk/resources>Links to FRANK drug information <https://www.talktofrank.com/>Positive Choices 02476 553130  |  KS3 The laws on illegal and legal drugs? Learning outcomes;* Will have the knowledge of the laws related to illegal and legal drugs and drug use
* Understand that the laws relating to drugs can change
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| Time required | 30 minutes (depending upon pupil’s needs and teacher choices)-this session is based on discussions. You may decide this session would be better split into 2 30-minute sessions. |
| Required resources andGuidance on the law<https://www.gov.uk/penalties-drug-possession-dealing>Intoxicating substance (supply) act 1985 [Intoxicating Substances (Supply) Act 1985 (legislation.gov.uk)](https://www.legislation.gov.uk/ukpga/1985/26/introduction/enacted) | 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 pensBasic knowledge on the law Pre-prepare separate flipcharts with Class A, B and C and the sentences imposed for (using, possession and dealing) and a section for the group to identify the drugs that fall within each classification.Note pads Activity drugs and the law-if time permits  |
| Background | Young people may become tempted or encouraged by others to try drugs, having a basic awareness of the law relating to drug use, possession and dealing may deter young people. The teacher delivering this session will need a basic level of drug awareness to manage any questions asked and provide correct information about the topic. Be mindful that young people may know someone or are exposed to substance use within the family home, someone with 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
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| Activity  | Introduction:Spend 5 minutes-Asking the group what they can remember from the topics that was discussed in Year 7. Today’s session is to look at the laws relating to drug use, drug possession and drug dealing.**What is law?**Ask the groups to discuss in their groups and define what law is?Cambridge dictionary definition is;*a*[*rule*](https://dictionary.cambridge.org/dictionary/english/rule)*, usually made by a*[*government*](https://dictionary.cambridge.org/dictionary/english/government)*, that is used to*[*order*](https://dictionary.cambridge.org/dictionary/english/order)*the way in which a*[*society*](https://dictionary.cambridge.org/dictionary/english/society)[*behaves*](https://dictionary.cambridge.org/dictionary/english/behave)Ask the group to consider what rules they have at home (no mobile phones after…bed no later than….), with friends (not having a relationship with the same person, not being friends with….) At school (no running, no mobile phones, no bullying, and no talking in class)? Ask the group why we have laws? (To protect us, prevents anarchy, protect our rights, guide to acceptable behaviour)Ask the group whether they know of the school’s drug policy and what it says? **Laws regarding drugs?**Ask the group what the;* Legal age is to drink alcohol (18 years old although parents can give children from the age of five alcohol at home, a 16-year-old can have a beer, cider, or wine with a meal in a pub with an accompanying adult)
* Smoke tobacco (18 years old including e cigarettes-illegal for anyone to buy or sell to under eighteen’s)
* To vape (18 years of age)
* To buy alcohol (18 years of age-illegal for anyone to buy or sell alcohol to an under 18-unless stated above)
* To buy tobacco (18 years of age)
* Legal age to buy solvents (18 years old for Lighter refills containing butane, volatile substances/solvents i.e. paint, thinners and certain glues. 16 years old aerosol spray can)

Advise the group that Nitrous Oxide (laughing gas) falls under the Psychoactive Substances Act 2016 which does not allow the seller to sell this to anyone if they believe it is to be inhaled for the purposes of intoxication; it is not illegal to be in possession of Nitrous Oxide. This Act also recognises and covers substances that are not listed as a controlled drug but can be used for the purpose of intoxication.Show the group the pre-prepared flip charts for Class A, B and C. Share with the group the sentences that could be imposed on people involved with the drugs within these classifications. Ask the group to give examples of drugs that they think fall into each, spend time discussing cannabis (most common used substance for young people) and explain that dealing cannabis is as easy as sharing a ‘spliff’ with a friend-both are breaking the law as both are using an illegal substance and the friend sharing the ‘spliff’ is dealing (in the eyes of the law money does not have to exchange hands to be classified as supply).Discuss the drug classification system with the group and provide examples of which drugs fit into which classification;Class A (heroin, cocaine, crack)Class B (amphetamine, cannabis, NPS-Spice, Mamba) Class C (steroids, tranquillisers, Valium)Discuss how classification is determined and why does it change? Explain to the group that there are reasons why drugs are classified, this is to do with the strength, risk of death to the user, the impact on the user and society (crime) and the long-term impact of the drug on the health including both physical and mental health.Drugs can move from one classification to another over time, this is due to the on-going research that is conducted on drugs and the changes to the drugs themselves having more impact on the user and society for example in 2009 cannabis was reclassified from a Class C drug to a Class B drug. Next session will look at the attitudes of drug use   |
| 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.  |