

PERSONAL WELL-BEING – DRUG EDUCATION

YEAR 10 LESSON 2 Healthy Lifestyles
TITLE Addiction – why do some develop addiction?

KEY CONCEPTS

- ◆ Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
- ◆ Understanding that our physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened.

KEY PROCESSES

- ◆ Use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary.
- ◆ Find and evaluate information, advice and support from a variety of sources and be able to support others in doing so.
- ◆ Assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others to do so.
- ◆ Use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help.
- ◆ Identify how managing feelings and emotions effectively supports decision-making and risk management.

CONTENT

- ◆ Small group and whole group work discussion around definitions of addiction and dependence.
- ◆ Small group and whole group exercise to explore behaviours around recreational and dependent use of cannabis, and potential impact of use.
- ◆ Plenary to discuss sources of support, information and advice.

LEARNING OUTCOMES

by the end of the lesson pupils will be able to:

- ◆ Understand the potential impact of cannabis use on self and others
- ◆ Review and deepen their knowledge and understanding of addictive behaviours and drug dependence, focusing on cannabis.
- ◆ Recognise sources of support

FUNCTIONAL SKILLS

- ◆ English/Communication/Discussion/Listening

RESOURCES

- Cannabis statements photocopied on to cards
- Header cards – “Recreational Cannabis Use” and “Dependent Cannabis Use”

LESSON PLAN

Activity 1

- ❖ Form students into groups of 3. REMIND OF GROUND RULES and not to name or disclose someone they know.
- ❖ Ask students to make a list of all the items on the board, they feel they couldn't be without. i.e. iPod, mobile phone, computer, television, hair straighteners, electric tooth brush....etc. etc.
- ❖ You could prepare a list beforehand and ask them to prioritise this list depending on how important this item is to them in their life, as they see it.
- ❖ Ask the group to imagine that a new law has been brought in banning the use of these items for under 16s.
 - What would they miss most if it was taken away from them?
 - How would they cope?
 - How would they feel?
 - What effect would this have on them physically/emotionally/mentally?

This exercise provides an introduction into the rest of the lesson and enables the young people to empathise with the concepts of addiction and dependency.

Activity 2

- ❖ In groups discuss some or all of the following:
 - A definition for addiction and dependency
Possible definitions:
ADDICTION – a strong compulsion to keep doing or repeating something (nearly all the time) despite ongoing negative consequences
DEPENDENCY – PHYSICAL – when someone feels physically ill if they do not keep taking the drug (caffeine, nicotine, alcohol, heroin)
DEPENDENCY – PSYCHOLOGICAL – when someone feels they need to keep taking a drug to feel OK and to function – they cannot imagine life without the drug.
 - The sort of things people may become addicted to – in addition to illegal drugs?
Gambling, computer games, sex, smoking, alcohol, exercise, buying things we can't afford, food.
 - Why 'giving up' something is hard
- ❖ Class discussion:
 - What factors may lead someone to becoming addicted?
 - What helps when a person is trying to give up?
 - What doesn't help?
 - What changes need to happen?

Learning point: when people become addicted/dependent on something like a drug, giving up can be difficult, but not always as difficult as we may imagine. To what extent can we all empathise with this feeling?

Activity 3

Group activity: Cannabis Use – Dependent or Recreational Use.

- ❖ Photocopy the following statements onto cards and sort into sets of approximately six. Place header cards with Recreational Cannabis Use and Dependent Cannabis Use on whiteboard at front.

- ❖ Students to imagine that a young person of a similar age or slightly older is smoking cannabis. They must decide as a group if their statements would be a sign of that young person smoking recreationally, i.e. they feel in control and are choosing to smoke cannabis, or that they have developed a dependence on cannabis. There may be some statements that could fit in either category, depending on different circumstances. Groups to then place their cards on the board at front for whole class discussion.

Learning Point: Drug use may cause personal or social difficulties for a person without it developing into dependence, i.e. they are arrested, excluded from school for possession, their use causes arguments within their family etc. Other people may have different views on their drug use – would parents saying they are worried have a different impact from friends saying they are worried? There are several talking points that can be drawn from this exercise.

Activity 4:

- ❖ Plenary: Return to the “what helps/doesn’t help” discussion points, and remind students of where they could get support for a friend in a similar position, i.e. school nurse, pastoral team, local drug service, GP, etc.

It will be helpful to remind young people about the level of confidentiality each service provide and ensure they know what this means for them.

