

PERSONAL WELL-BEING – DRUG EDUCATION

YEAR 10 LESSON 5 Risk

TITLE Identifying the harm that drugs can cause

KEY CONCEPTS

- ◆ Understanding risks.
 - ◆ Understanding the need to manage risk to themselves and others in a range of situations
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KEY PROCESSES

- ◆ Assess and manage risk and minimise harm in risky situations.
 - ◆ Find and evaluate information, advice and support.
 - ◆ Identify how managing feelings and emotions effectively supports decision-making and risk-management.
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CONTENT

- ◆ Risks and legal situation of Class A drugs/Legal Highs
 - ◆ Consider which are the least/most harmful drugs.
 - ◆ The legalisation of drugs
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LEARNING OUTCOMES

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

- ◆ Understand risks around a range of drugs.
 - ◆ Understand the laws on drug use.
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FUNCTIONAL SKILLS

- ◆ ICT/numeracy
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RESOURCES

- Access to websites (e.g. Drugscope, FRANK) or drugs leaflets.
- Law info sheet.
- Least/Most Dangerous activity and helpsheet.

LESSON PLAN

Activity 1

- ❖ Ask pupils to research the risks and legal situation of a selection of Class A drugs and Legal Highs (either as a homework task, using ICT (www.drugscope.org.uk) or FRANK or free downloadable leaflets (available from FRANK) <http://ddshl.broadssystem.com/freeleaflets.aspx>)

Activity 2

- ❖ Do the Most/Least Dangerous activity in groups or pairs, whereby pupils place the drugs in order of (their perception of) least/most harmful. (see help sheet).
- ❖ Discuss, using the info sheet and re-enforce the message that risk depends on numerous factors including the drug, person and situation.

Activity 3

- ❖ Consider the Drug Laws (see Drug Law handout)
- ❖ Hot-seat exercise – In this exercise pupils are being given an opportunity to consider and express some of the arguments for and against the drug laws as they exist in this country. Split the class into two groups, one group will be in favour of de-criminalising cannabis, the other group will be against any relaxing of the current laws. Ask every pupil to think of one statement that represents the point of view they have been asked to represent.
- ❖ At the front of the class create two 'hot seats', one for each of the two positions.
- ❖ One pupil from the 'for' section and one from the 'against' section sit in the 'hot seats' and give a reason why they are for or against. Only the pupils in the hot seats are allowed to speak. Other pupils can put their hands up to indicate they want to move to the hot seats or the teacher can decide who speaks. At the end of the discussion when as many pupils as possible have spoken, take a vote on what they actually think, for this vote the pupils make their own minds up after hearing a range of different points of view.