YEAR 10 LESSON 6 Assessment of learning

TITLE Opportunities to reflect and have a say about illegal drugs

KEY CONCEPTS
◆ Understanding risks
◆ Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices

KEY PROCESS
◆ Reflect on personal strengths, achievements and areas for development

CONTENT
◆ Risks and legal situation of all classes of drugs
◆ Consider which are the least/most harmful drugs. The legalisation of drugs and the pros/cons of change.
◆ Assessment and evaluation of work through its impact on individuals and knowledge gained by students

LEARNING OUTCOMES
by the end of the lesson pupils will:
◆ Recollect aspects of their learning over the previous 5 lessons
◆ Record, discuss and evaluate their learning as a group and individually
◆ Have made and presented a group piece of work

FUNCTIONAL SKILLS
◆ English/Communication/Listening/Speaking/Writing

RESOURCES
☐ 10 balloons (prepared in advance)
☐ Raffle tickets
☐ Thin strips of paper with statements, some correct. Some incorrect
☐ Judging sheets and score numbers
☐ Evaluation Sheet
Begin this lesson by recapping on all the topics that have been covered in this scheme of work:

❖ The impact of cannabis usage on yourself and others
❖ Understanding addictive behaviours and patterns of drug use.
❖ Recognising sources of help and support for drug use
❖ Drug laws that exist in this country and in other countries round the world
❖ The penalties for breaking the law
❖ Risks around drug and alcohol use
❖ Strategies for handling potentially risky situations

Explain in this lesson the pupils will be using their learning from all these lessons to help them carry out these activities.

Activity 1

Burst a Balloon activity

❖ Place 10 YES/NO statements summarising work covered in Year 10 separately inside the 10 balloons, blow up and tie
❖ Give each student a raffle ticket. Pull out a raffle ticket 10 times and ask that person to come to the front and burst a balloon. Read aloud the information to the group. Answer YES or No to statements either orally as whole class or group activity or a individual exercise for teacher to mark later.

Activity 2

Presentation

❖ Prepare a presentation to the class (group activity). Imagine you are the Home Secretary you are meeting a group of young people from across Britain. Your group has 10 minutes to prepare a 5-point presentation about why all drugs should be put into different classes in law according to their risk/danger or no class at all.

Activity 3

Presentations and Judging

❖ Presentations and judging (whole class) using prepared sheet

Activity 4

Evaluation

❖ Ask each pupil to fill in the evaluation sheet. If there is time discuss the main points in the class.