

PERSONAL SOCIAL HEALTH ECONOMIC EDUCATION

PERSONAL WELL-BEING – DRUG EDUCATION

YEAR 11 LESSON 2 Healthy Lifestyles
TITLE Accessing Support

KEY CONCEPTS

- ◆ Recognising that healthy lifestyles, and the wellbeing of other, 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 courses and be able to support other 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.

LEARNING OUTCOMES

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

- ◆ Recognise potential factors for developing problematic drug use
- ◆ Identify strategies for reducing risk and minimising harm, including assertiveness
- ◆ Identify when and where to access support

CONTENT

- ◆ Discussion of impact of drug use on personal wellbeing, relationships and society, exploring and comparing abstinence, recreational and problematic patterns of drug use.

FUNCTIONAL SKILLS

- ◆ English/Communication/Listening/Speaking/Reading/Writing

RESOURCES

- ☐ Copies of handouts

Activity 1

- ❖ Display Path to Addiction Model on whiteboard or give groups of pupils a copy of handout.
- ❖ Groups to brainstorm what is meant by:
 - abstinence
 - experimental use
 - recreational use
 - recreationally dependent use (a.k.a. psychological dependence)
 - dependent use (a.k.a. addiction or physical and/or psychological dependence)
- ❖ Key questions for each of the stages:
 - What types of drugs do you think a person at each stage would use?
 - How do you think they would behave?– what would their life be like?
 - How would they think/feel – would their self esteem be high or low?
 - Could their mental health be affected, i.e. depression, paranoia,
 - Would their relationships be affected?
 - What skills would they need?
 - Assertiveness, ability to make choices and decisions for themselves
 - Ability to confidently ask for appropriate support or advice
 - What would they need to know?
 - Harm minimization skills, facts about drugs and alcohol, side effects etc.
 - What support would they need?
Family/friends, GP, counselling , FRANK website or local helpline

Note on model: Abstinence – remind students that for some people abstinence is a choice, or is based on their cultural or religious beliefs, also that recovered drug or alcohol dependent users may be abstinent.

Activity 2

- ❖ Read out following case studies and get pupils to discuss where they think the person is on the path to addiction. Alternatively, give copies of worksheets for pupils to plot answers either individually, in pairs or small groups before plenary.

Activity 3

- ❖ Use the handout “making decisions about drug use” and activity notes or the diamond 9 templates and statements.