

## PERSONAL WELL-BEING – DRUG EDUCATION

**YEAR 11 LESSON 6 Assessment of learning**  
**TITLE What have we learnt about illegal drugs?**

### KEY CONCEPTS

- ◆ Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
- ◆ Understanding that 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 PROCESS

- ◆ Use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary
- ◆ Find information and support from a variety of sources.
- ◆ Assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others to do so.
- ◆ Identify how managing feelings and emotions effectively supports decision-making and risk management.

### CONTENT

- ◆ Review aspects of learning from this year.
- ◆ Discuss the impact of problematic drug use.
- ◆ Explore factors which may support and prevent making positive changes.

### LEARNING OUTCOMES

*by the end of the lesson pupils will:*

- ◆ Be able to describe how drugs can negatively affect daily life
- ◆ Be able to identify factors which support and prevent positive change
- ◆ Have reflected on their learning about drugs

### FUNCTIONAL SKILLS

- ◆ English/Communication/Listening/Speaking/Writing

### RESOURCES

- A range of Drug leaflets or information cards (for work in pairs)
- Flip chart paper
- Worksheet “Drugs making changes” provided (or use headings)
- Pens
- Post its

- Question box
- Evaluation Sheet (provided)

## LESSON PLAN

Begin this lesson by going over the topics that have been covered in the lessons in this scheme of work

- ❖ Recognising the different types of drug use
- ❖ Identifying strategies for reducing risk and minimising harm
- ❖ Identifying when and where to access support
- ❖ Decision making skills and drug use
- ❖ Understanding the risks involved with cocaine use
- ❖ Recognising the pressures that may influence a persons behaviour
- ❖ Identifying protective strategies to keep safe
- ❖ Understand the factors that may lead to problematic drug use.

Using everything you have learnt in these lessons complete the following activities:

### Activity 1

#### Different types of drug use

- ❖ As a short introductory activity ask pupils to explain what is meant by the terms:
  - Abstinence
  - Experimental use
  - Recreational use
  - Dependent use.
- ❖ You could ask 4 small groups to prepare a definition for one of these and share, with an example.
- ❖ As a follow up discussion you could discuss why some people seem to have problems with drug use (e.g. alcohol or cannabis) and other do not seem to. Why might this be?

### Activity 2

#### Drug problems

- ❖ Select some drugs that have been discussed this year, for example: Cocaine and Crack, Cannabis, LSD, Ecstasy, Alcohol and Ketamine.
- ❖ Provide pairs with details of one of these drugs.  
This could be a leaflet, fact sheet or picture card (e.g. colour drug information cards produced by HIT). You could provide a page from the FRANK booklet "all about drugs: does your child know more than you" or drug information from the FRANK website: [www.talktofrank.com](http://www.talktofrank.com).
- ❖ Ask pairs to identify, and write on post its, some examples of:
  - how problematic use of this drug may affect someone's daily life  
and (if time) on a different coloured post it
  - identify some tips for harm reduction that may be relevant for this drug
- ❖ Write the name of each drug used, as a heading on flip chart paper and display around the room. Students can add their post its to the relevant paper and tour to view other responses.

## ACTIVITY 3

### Making changes

- ❖ Ask groups of students to consider things that might help or prevent people making changes or positive choices around drug use.
- ❖ You could use the headings on the “Drug use – making changes” sheet attached, including the sub headings and prompts if needed.
- ❖ Alternatively give some groups the help heading and others the prevent heading and compare responses.
- ❖ See example completed sheet for some of the answers that may be given.

## ACTIVITY 4 (optional)

### What did we want to learn this year?

- ❖ If you still have the list of topics compiled by students during lesson 1, you may like to compare it with what has actually been covered during the year and discuss.

## ACTIVITY 5 (optional)

### a) Question box

- ❖ Time can be made at the end of the session to answer any remaining questions from this year’s question box. You may have had time over the past few weeks to seek further information to respond to any that seem more challenging, or those that may require specialist knowledge.

### b) Local Panel

- ❖ It may be possible to organise a small panel to whom students could put prepared questions, for part of the session. For example a police officer may be able to clarify aspects of the law and local policing, focussing issues relating to drugs and young people. A school nurse or drug treatment worker may be able to provide additional details of support available to individuals at the school. Answers to pupil questions could be sought by email, if attendance in person is not possible.

## ACTIVITY 6

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