

Lesson 1 Legal and Illegal Drugs

Learning Intention

To explore a range of legal and illegal drugs, their risks and effects

Learning Outcomes

To know about a range of legal and illegal drugs

To have some understanding of the effects and risks of illegal drugs

Resources

Blank pieces of paper for draw and write exercise

Paper for graffiti boards

[Drugs Facts Teacher Guide](#)

[Drugs Facts cards](#)

[Anonymous Questions template](#)

Activities

1. Ground Rules

In a circle, ask the class questions to help establish some rules for these lessons. Ensure you include the following: listen to each other; treat each other with respect (this includes no laughing at each other, taking turns, no personal questions); only say things you don't mind people knowing about.

2. Needs Assessment Ideally this activity is done prior to the lesson to allow time to consider the pupils' knowledge and understanding and inform what is covered. See [Drugs Facts Teacher Guide](#) for additional information.

Give a blank piece of paper to each pupil and ask them to fold it in half and half again to give 4 sections. Read out one statement from the list below and ask the pupils to draw and/or write their response on one section of the paper. Repeat with the other 3 statements. In order to gain a clear understanding of the range of knowledge, ask the class to do this activity individually and in silence.

1. A girl was walking home from school when she finds a bag of drugs. Draw or write what was in the bag.
2. Draw or write about who you think lost the bag.
3. Draw or write about what you think the person was going to do with the bag.
4. Draw or write about what you would do if you found the bag.

Collect the papers and explain that you will discuss their ideas with them in a later lesson.

3. What is a drug?

Ask the children to work in small groups to name any drugs they can think of. At this point do not restrict this to legal or illegal. Take feedback from each group on one drug at a time. Explore what is meant by legal or illegal and ask the class to say whether or not they think each drug is legal or illegal.

4. Graffiti Boards

Using separate pieces of flipchart paper, write the name of each drug the children mentioned in the previous activity on a separate sheet. In small groups, give each group a headed sheet and ask the children to write down anything they know or have heard about that particular drug, including street

Lesson 1 - continued

Page 2

names, risks and effects. Circulate the sheets until each group has written on all of them. Display the sheets and discuss each one with the whole class. Challenge any misconceptions by asking the class the reasons for their answers, making sure you reinforce the correct information. Use the [Drugs Facts Teacher Guide](#) to support this discussion.

5. Effects and Risks

Using the [Drugs Facts cards](#), select only the cards which mirror the range of drugs pupils have raised in activities 2, 3 and 4. Discard the cards that represent drugs that have not been discussed. The **answer cards** are included in the pack, these should be removed at this stage and revealed later in the exercise. The length of time needed to complete this exercise will depend on the group, it is unlikely that all the cards could be covered in one lesson.

Explain that the class are now going to think more about the effects and risks of some of the drugs they have mentioned. In groups, give each group a pack of cards. Ask the group to match the Drug Name to the Picture card (Task 1). Next, if appropriate, match the correct Effects and Risks cards to the appropriate drug. (Task 2). Some pupils may need help understanding the information on the cards. Share the correct answers with the class using the answer cards. Ask the children if there were any surprises, similarities or differences between the Effects and Risks cards.

6. Reflect and Review

Using the [Anonymous Questions template](#) ask the class to complete the sentence: After the lesson I wanted to know ... This can be any question that they may have about drugs that they feel has not been covered in the session. Reassure the class that if they haven't got a question, they can leave it blank. The questions should be placed in the box at the front of the classroom and they will be answered in the next lesson.