

10 Drugs Awareness



Aim: To investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse.

Understanding Drugs and Addiction

Activity 1
The Craving For Drugs

Impact of Drug Misuse on Emotions

Activity 2
Counting The Cost

Exploring Consequences on Self and Others

Activity 3
What Could Happen To Me?

Understanding Rights and Responsibilities

Activity 4
The Law And Drugs

10 Drugs Awareness

Aim: To investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse.

Understanding Drugs and Addiction

Activity 1: The Craving For Drugs



Learning Intentions

Pupils are learning:

- to understand a range of drug-related terms;
- to be aware of how drugs work on the body to create addiction;
- to sequence, order, classify, make comparisons;
- to use all the senses to stimulate and contribute to ideas.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Thinking, Problem Solving, Decision Making: Sequence, order, classify and make comparisons.
- Being Creative: Use all the senses to stimulate and contribute to ideas.
- Communication



Learning Experiences

- Active and hands-on
- Linked to other curriculum areas
- Varied to suit learning style



Attitudes and Dispositions

- Openness to new ideas
- Curiosity
- Personal responsibility

Resources

- 'Categories Of Drugs' (Resource 1)
- 'Types Of Drugs Match' (Resource 2)
- 'Most/Least Dangerous Drug' worksheet (Resource 3)
- 'How Drugs Work On The Brain' (Resource 4)
- Lots of rolled up balls of paper

Methodologies

- Group work
- Class discussion
- Active demonstration



Understanding Drugs and Addiction

Activity 1: The Craving For Drugs

1.1

Review with the class the four main categories of drugs using Resource 1, 'Categories of Drugs', reminding pupils of the car analogy (brakes, accelerator, windscreen, airbag) used in InSync Year 8. Give pairs of pupils Resource 2, 'Types of Drugs Match', and ask them to match the drugs to the categories. Review the pupils' answers (answers provided on the resource).

Distribute Resource 3, 'Most/Least Dangerous Drug'. Working in pairs, ask the class to rank the substances on the worksheet according to the level of danger associated with them (1 = most dangerous, 9 = least dangerous). The pairs now join up with another to check their answers, and then this group of four pairs up with another group. Review the answers with the class. Discuss the difficulty in ranking these drugs given the dangers associated with each of them.



Opportunity for AfL Formative feedback

1.2

In Year 9, pupils learned how drugs affect various parts of the body; this activity considers the effect of drugs on the brain. Ask the groups to come up with a definition for the following words: tolerance, physical addiction, psychological dependence, withdrawal. Each group then shares their definitions.



Opportunity for AfL Effective questioning

For reference, useful definitions are:

Tolerance - needing more of the drug to get the desired effect.

Withdrawal - a harsh reaction as the drug leaves the body.

Physical Addiction - a need to continue taking the drug in order to feel good or to avoid feeling bad
Psychological dependence - more common, and can happen with any drug. Feeling that you cannot cope without the drug even though you are not physically dependent.

Use 'How Drugs Work on the Brain' (Resource 4) to provide more detail. This can be made more explicit for pupils through an active demonstration in the class.

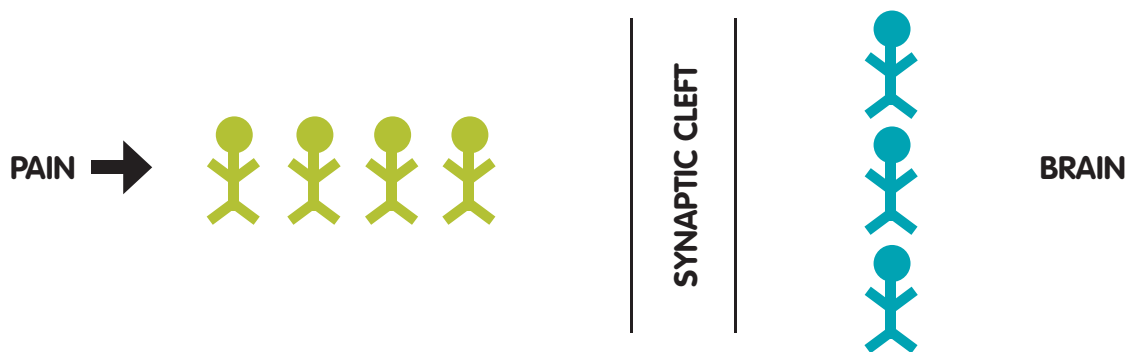
Understanding Drugs and Addiction

Activity 1: The Craving For Drugs

Pain Role Play

Nerve cell (Axon)

Receptors



Painkiller Role Play

Nerve cell (Axon)

Paracetamol

Receptors



Ask four volunteers to form a straight line to represent the axon. Ask three volunteers to line up to make a "T" shape with the axon – they are going to represent the receptors (the space between the axon and receptors represents the synaptic cleft).

To show how a pain signal is passed, pass balls or beanbags along the axon and throw across the synaptic cleft (gap) to the receptors. Now ask for a volunteer to be a mild pain relief medication e.g. paracetamol. They stand in the synaptic cleft (the gap). Now pass the balls/beanbags (signals of pain) along the axon and throw across the synaptic cleft to the receptors. The paracetamol can block some of the pain but some pain still gets through.

Understanding Drugs and Addiction

Activity 1: The Craving For Drugs

Strong Painkiller Role Play

Nerve cell (Axon)

PAIN →



Codeine



Receptors



Tolerance Role Play

Nerve cell (Axon)

PAIN →



Codeine



Receptors



To demonstrate the effect of a stronger drug like codeine, ask for two more people to be codeine in the synaptic cleft area. Now try to pass pain signals from the axon to the receptors. The signal does not get through. So, how does the body respond? It grows more receptors.

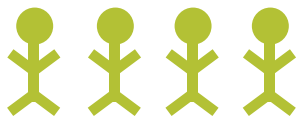
Ask for two new people to be new receptors - again some pain will get through. Ask the class, what could the person do if they experience pain again? Take more of the drug. Draw the link with drug tolerance i.e. we need more of the drug to give the desired effect.

Understanding Drugs and Addiction

Activity 1: The Craving For Drugs

Withdrawal Role Play

Nerve cell (Axon)



Receptors



Now the person stops using drugs. Ask the “codeine” to sit down. There are more receptors than there should be. Explain this is why people do not feel well after using drugs for a long period of time (this is withdrawal). The body will eventually return to normal but instead of the extra receptors returning to their seats they sit on seats in the receptor area. If the person uses drugs again, the receptors stand back up. This is how the body remembers drug use. This can explain dependence and addiction.

You could also use the example of cannabis and ask lots of people to stand in the cleft area. Cannabis clogs the synaptic cleft area hampering signals getting through. This causes cloudy thinking, anxiety and paranoia. Pupils reflect in their personal journals about how they feel about drugs after today’s activity.



Opportunity for AfL Pupil reflection

10 Drugs Awareness

Aim: To investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse.

Impact of Drug Misuse on Emotions

Activity 2: Counting The Cost



Learning Intentions

Pupils are learning:

- to identify the wider social and emotional consequences of drug misuse;
- to select the most appropriate info for task;
- to make links between cause and effect.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Managing Information: Select the most appropriate info for task.
- Thinking, Problem Solving, Decision Making: Make links between cause and effect.
- Communication



Learning Experiences

- Skills-integrated
- Culturally diverse
- Linked to other curriculum areas



Attitudes and Dispositions

- Personal responsibility
- Community spirit
- Curiosity



Resources

- 'Counting The Cost Fact Sheets on Cannabis, Alcohol And Smoking' (Resource 5)
- 'Counting The Cost Worksheet' (Resource 6)

Methodologies

- Group work and feedback
- Class discussion
- Self reflection

Impact of Drug Misuse on Emotions

Activity 2: Counting The Cost

The purpose of this activity is to encourage pupils to consider the wider consequences of alcohol, nicotine and cannabis misuse.

Divide the class into expert groups and ask each group to discuss either alcohol, nicotine or cannabis, and their impact on the individual, family and community. Distribute Resources 5 and 6, 'Counting the Cost Fact Sheets' and 'Counting the Cost Worksheet', to each group. They analyse the information given, and complete the worksheet for their drug. Ask each group to appoint a spokesperson to feedback to the class. The rest of the class add the new information on each drug to their individual worksheets after each group has given feedback. Alternatively, rotate the information sheets around the groups, until all the pupils have completed all columns of their worksheet. Allow time for a class discussion at the end of this part of the activity.



Opportunity for AfL

Peer-assessment and formative feedback

When feedback has been completed, ask each pupil to reflect in their personal journals on what they are most concerned about.



Opportunity for AfL Pupil reflection



10 Drugs Awareness

Aim: To investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse.

Exploring Consequences on Self and Others

Activity 3: What Could Happen To Me?



Learning Intentions

Pupils are learning:

- to consider the implications of drugs misuse for self and others;
- to learn from and build on others' experiences;
- to use a range of methods for collating, recording and representing information.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Being Creative: Learn from and build on others' experiences.
- Managing Information: Use a range of methods for collating, recording and representing information.
- Communication



Learning Experiences

- Investigating and problem solving
- Linked to other curriculum areas
- Supportive environment



Attitudes and Dispositions

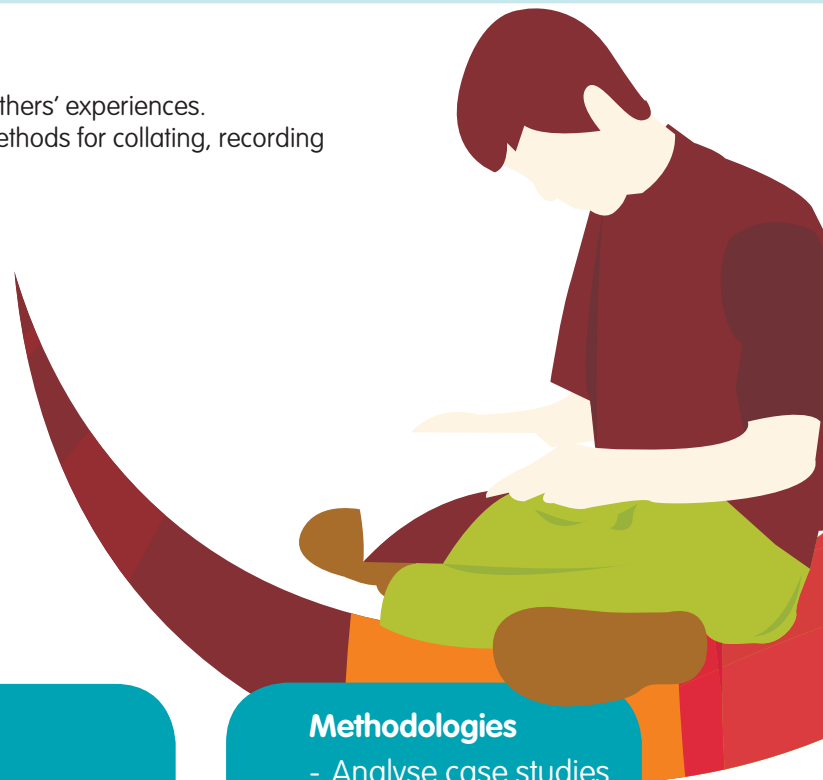
- Personal responsibility
- Concern for others
- Community spirit

Resources

- 'Real Life Stories' (Resource 7)
- 'Reasons People Drink' (Resource 8)
- Large sheets of paper
- Pens (2 different colours)
- Blu-tak

Methodologies

- Analyse case studies
- Class discussion
- Group work



Exploring Consequences on Self and Others

Activity 3: What Could Happen To Me?

In this activity, pupils look at some stories of how drug abuse can affect people's lives. Many more accounts are available online, simply put 'teenage drug stories' into a search engine to find more.

The last activity particularly focuses on usage and consequences of alcohol, as this is the most prevalent drug in Northern Ireland. Drinking alcohol is seen as normal here, with much pressure to drink regardless of age. However, it is also the cause of a lot of emotional trauma in many people's lives, even though it is considered sociable and 'good craic'.

3.1

This activity is most effective when carried out in circle time.

Ask pupils to read through Resource 7, 'Real Life Stories'. Discuss the stories afterwards, using the following prompt questions:

- Why did they initially decide to try drugs?
- Why did they keep taking drugs?
- What negative consequences happened as a result of their drug habit?
- How did their life change as a result of their drug habit?
- What could family/friends have done to help?
- What could the person have done as an alternative to help them cope with their situation? Where could they have gone for help?

3.2

The most commonly used drug in Northern Ireland is alcohol. This activity specifically considers why people drink, and to consider if any of these reasons give cause for concern.

Give each pupil a copy of Resource 8, 'Reasons People Drink' to complete individually. Brainstorm any more reasons why people drink and write them onto the board. Explain to the pupils that there are three situations when drinking occurs that raise concerns: 'using alcohol to cope', 'to feel better' and 'to get drunk'. Give groups of four to five pupils a large sheet of paper and a pen. Ask them to split their page into three and put the headings 'to cope', 'to feel better' and 'to get drunk' at the top of each section.

Then read through the statements on the 'Reasons People Drink' sheet together, writing the reasons into the appropriate section on their sheet. Some reasons may not fit into any column and some may fit into all. Now ask the pupils to discuss and write, in a different colour, at what age range they think a person might be most at risk of identifying with each reason. For example, 'to help me sleep' might be for older people or someone stressed at work, 'forget my worries' could apply to any age.



Opportunity for AfL

Effective questioning and formative feedback

Exploring Consequences on Self and Others

Activity 3: What Could Happen To Me?

Display the sheets along a wall and gives pupils time to walk around and read each other's ideas. Analyse the sheets with the class, highlighting any difference of opinion and encouraging pupils to explain their reasoning. It is important to facilitate discussion here, rather than pushing a certain attitude or conclusion.

Prompt questions to use are:

- Which reasons generally seem to be considered OK?
- Which reasons generally seem to be considered not OK?
- What other factors might need to be taken into account when deciding whether a reason is OK or not? (frequency, age, money, responsibilities...)
- How is drinking alcohol perceived in our society?
- What might people be trying to cope with that makes them drink alcohol?

3.3

The last part of this activity is to suggest alternative things to do instead of drinking alcohol. Ask pupils to look at Resource 8, 'Reasons People Drink', again. In groups, the pupils discuss finding alternative things to do for each reason on the list. For example, if someone has 'I drink to help me relax', alternative ways of relaxing could be a hot bath, watching TV, play a computer game, have a laugh with a friend, go for a walk etc.

Give the pupils a few minutes to discuss alternative actions, which they then feedback to the rest of the class. Alternatively, in circle time read out the first statement, then ask the next three people in the circle to give an alternative activity. Move on to the next statement, and repeat the same procedure.

Pupils reflect in their personal journals using the following prompt questions:

- How does alcohol presently affect your life?
- What particular concerns do you have regarding drug use?
- When do you think you could be most at risk of using alcohol or drugs?
- What could you do to avoid taking drugs when you don't want to?



Opportunity for AfL Pupil reflection



10 Drugs Awareness

Aim: To investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse.

Understanding Rights and Responsibilities

Activity 4: The Law And Drugs



Learning Intentions

Pupils are learning:

- about the law and drugs;
- to communicate with a sense of audience and purpose;
- to organise and plan how to go about a task.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Being Creative: Learn from and build on others' experiences.
- Managing Information: Use a range of methods for collating, recording and representing information.
- Communication



Learning Experiences

- Relevant and enjoyable
- Media-rich
- Skills-integrated



Attitudes and Dispositions

- Commitment, determination, resourcefulness
- Community spirit
- Curiosity

Resources

- 'The Cannabis Debate - Information Sheet' (Resource 9)
- Powerpoint Presentation (Resource 10)
- Computer access

Methodologies

- Guest speaker/PowerPoint presentation
- Class debate
- Class discussion



Understanding Rights and Responsibilities

Activity 4: The Law And Drugs

The first part of this activity informs pupils of the laws and penalties related to drugs. If possible, invite a guest speaker from the Police or the Children's Law Centre to speak to the pupils on this subject. If not, a PowerPoint presentation on the subject is provided on the accompanying CD.

The second part of the activity is a debate. This gives pupils the opportunity to engage in discussion on a controversial issue, encouraging them to think deeply about what they think is right and then justify their point of view.

Pupils need to do some research in preparation for this debate.

This research could be given as a homework activity before the class. Some useful websites for information are www.drugsinfofile.com, www.drugsalcohol.info/drugs and www.talktofrank.com.

Show Resource 10, 'Powerpoint Presentation' to the pupils or invite a guest speaker to talk about drugs legislation.

Explain to the class that they will now hold a debate on the legalisation of cannabis. This lesson provides an ideal opportunity not only to discover information and views around cannabis, but also helps develop debating skills.

Introduce the motion for debate to the class by writing on the board: 'This house believes that cannabis is a harmful drug and therefore should remain illegal'. Split the class into two groups, in favour and against the motion. Hand out Resource 9, 'The Cannabis Debate Information Sheet', to the relevant group, but encourage pupils to carry out their own additional research to add weight to their arguments during the debate.

On the day of the debate, each group must select a 'proposer' and a 'seconder'. The groups should work together to create the argument for the proposer and seconder to deliver. The proposers set out the argument. The proposer from the other group

counters this argument. The seconder from the first group then challenges the opposing argument with additional information that clarifies and consolidates the proposer's original statement. The seconder from the second group does the same. The argument is then opened up to the whole class for debate through the chair. Finally, close the debate and ask for a vote.



Opportunity for AfL

Formative feedback and peer-assessment

In their personal journals, pupils write down what they voted for and why.



Opportunity for AfL Pupil reflection