



KEYS TO

drugs

for young people aged 11 – 14 years old



An Overview of the 10 Key Sessions

Session	Title	Contents
Key Session 1 Years 7 / 8 / 9 Knowledge and understanding	What do you know about drugs?	Mind map Assessing knowledge Presentation of findings Needs analysis
Key Session 2 Years 7 / 8 Knowledge and understanding +	What types of drugs are there and how do they affect the body?	Definition of a drug A research task: drugs and their effects
Key Session 3 Year 7 Attitudes	What do you think of drug users?	Perceptions of drug users Pictorial representation
Key Session 4 Year 7 Skills	How would you act in different situations?	Considering effective refusal skills, practised through role play
Key Session 5 Year 8 Knowledge and understanding * + #	What are the risks from using drugs?	A research task: groups consider the risks associated with particular drugs, signs and symptoms and how to deal with situations requiring assistance, including First Aid
Key Session 6 Year 8 Attitudes	Why do people choose to use or choose not to use illegal drugs?	Considering choices relating to drug use
Key Session 7 Year 8 Skills +	Where can I get more information and help about drugs?	A research task: finding out where advice and information on drugs is available Presentation in booklet/pamphlet format

Key Session 1:

What do you know about drugs?

Aim:

To ascertain and value the students' existing knowledge and understanding about drugs and, in so doing, foster their self-esteem.

Teacher note: To ensure that the full benefit of this Key Session is realised, the responses that students give during this session need to be referred to during other Key Sessions in the resource. This Key Session may also be used at the start of the drugs input for each of the year groups.

Learning outcomes:

Pupils will have:

- ✦ Co-operated in assessing their existing knowledge and understanding of drugs and drug use
- ✦ Shared their knowledge and understanding with the teacher and the rest of their group
- ✦ Enhanced their self-esteem through contributing to their own learning needs and assessment.

Resources:

- ✦ One copy of Student Sheet (SS)1 **Drugs** per student (or a blank sheet of A4 paper)
- ✦ A4/flipchart paper and felt tip pens/crayons for feedback from each of the five groups
- ✦ Pens/pencils.

Activity:

- ✦ Provide each student with a copy of SS1 (or a blank sheet of A4 paper)
- ✦ Ask them to write on the paper anything that comes into their head when they think about the word '**drugs**'. Tell them that they will each then be asked to feed back to the whole group at least one response from their list so that a collective view can be taken from the group. Give them one or two minutes to complete this task, then take feedback. The responses offered can be written on a sheet of flip chart paper/whiteboard by the facilitator or by a student volunteer. The facilitator can give a brief resume of the findings, for example, distinguishing between names of drugs, slang terms, effects of drugs, images of drug users etc. The sheets should be collected for use in subsequent Key Sessions
- ✦ Allocate each group one of the questions below:
 - 1 What drugs have you heard of?
 - 2 Why do some people choose to use drugs?

3. Why do some people choose not to use drugs?
4. What are some of the effects of using drugs?
5. What are some of the risks of using drugs?

Encourage the groups to brainstorm or discuss their response to their allocated question and record the key points on a piece of paper

- ✦ It would be counter-productive if students struggled at this point, so you may have to give a few suggestions from the Teacher Prompt Sheet to those groups who need it
- ✦ When each group has finished, ask them to prepare to report their findings to the full group. Encourage them to consider how they want to do this either, for example, orally or in writing. Emphasise the need to be creative and to provide some explanation of understanding, rather than simply read out a list of words
- ✦ Time will then be needed for these presentations to be given so that the whole form group benefit from the findings
- ✦ After the presentations, ask each group to focus on the question '**What else do you want to make sure that you learn about drugs?**'
- ✦ Take feedback, ask for clarification if need be and keep a record of their responses. It is important that any topics that the students identify as wanting to learn about are looked at, at some point, during future Key Sessions. If this resource does not cover certain issues, students should be directed to one of the websites aimed at young people (see **Useful sources of information about drugs**).

Reflection/review:

Ask the students to work in their groups and discuss three things that they have learned about drugs during the session.

Extension activity:

Students prepare a one sentence definition of the word 'drugs'. Direct students towards the website www.drugscope-dworld.org.uk to help them (this website has both visual and spoken information).