



Spring 2 – What is a drug?

British Value Link: Individual Liberty

Lesson	Activity Outline	Knowledge and Skills	Key Vocabulary	Context
1	<p>Domestic Violence workshop with Michelle Tolley (DSL) – bolt-on.</p> <p>Year 3 – 21st February 14:15 – 15:00</p> <p>Year 4 – 22nd February 13:45 – 14:30</p> <p>Floorbook expectation: pupil voice and images.</p>			
2	<p>LO: To understand the concept of legal and non-legal drugs, street names for drugs, and the laws related to drug use and possession.</p> <p>Book link: No Smoking, No Drinking, No Drugs</p> <p>Before the lesson, outline to the children that this is a safe environment, and they are free to discuss anything.</p> <p>To assess students' prior knowledge of this topic, conduct a brief class discussion by asking the following questions:</p> <ul style="list-style-type: none"> • What do you understand by the term 'drugs'? • Can you give examples of drugs that are legal? • What are some potential dangers associated with drug use? • Have you heard of any street names for drugs? <p>Starter</p>	<p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco</p>	<p>Legal drugs: Substances that are prescribed or regulated by the law and considered safe for consumption or use.</p> <p>Non-legal drugs: Substances that are illegal or not</p>	<p>Pupils should know:</p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>Gov.UK National Statistics</p>



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	<ul style="list-style-type: none"> Introduce the topic by displaying images of various drugs, including legal drugs such as nicotine and caffeine, as well as non-legal drugs like cannabis and cocaine. Ask students to identify and classify them into legal and non-legal drugs. After a brief discussion, introduce the concept of street names and ask if any students are familiar with any street names for drugs. Explain that street names are slang terms used to refer to drugs. <p>Input Provide a clear definition and explanation of legal and non-legal drugs. Provide examples of legal drugs, such as medicines prescribed by doctors or over-the-counter drugs available in pharmacies. Discuss non-legal drugs, highlighting their potential dangers and the reasons for their legal classification. The concept of street names for drugs will be introduced, with presenting examples of common street names for drugs.</p> <p>Activity Students will be divided into small groups. Each group will be given a set of flashcards with different drug names, both legal and non-legal. The flashcards will include a mix of street names and actual drug names. The groups will work together to sort the flashcards into categories: legal drugs, non-legal drugs, and street names. As a class, the groups will share their categorisation and discuss any disagreements or uncertainties. Teacher needs to guide the discussion, providing explanations and clarifications where needed.</p> <p>Plenary</p>	<p>and nicotine or other drug use; people they can talk to if they have concerns</p> <p>Disciplinary knowledge: Understanding legal and non-legal drugs, street names for drugs, and laws related to drug use and possession.</p> <p>Substantive knowledge: Knowing the specific types of legal and non-legal drugs, being familiar with common street</p>	<p>regulated by the law, often associated with harmful effects on health.</p> <p>Street names: Slang terms or code words used to refer to drugs, often used to conceal their actual names.</p> <p>Laws: Rules and regulations set by the government to maintain order and protect citizens.</p>	<p>Young people's substance misuse treatment statistics 2021 to 2022: report</p> <p>“There were 11,326 young people (people under the age of 18) in contact with alcohol and drug services between April 2021 and March 2022. This is a 3% increase from the previous year (11,013) but a 54% reduction in the number in treatment</p>
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	<p>A class discussion will be conducted based on the activity. The teacher will ask students to share their observations and highlight any interesting or surprising findings. Key concepts, such as legal and non-legal drugs, street names, and laws related to drug use and possession will be summarised. The teacher will also emphasise the importance of making informed decisions regarding drugs and the potential consequences of using non-legal drugs.</p> <p>Resources Needed</p> <ul style="list-style-type: none"> • Images of various drugs (legal and non-legal) • Flashcards with different drug names (legal and non-legal, including street names) <p>Floorbook expectation: pupil voice and images.</p>	<p>names for drugs, and understanding the reasons for the laws regarding drug use and possession.</p>		<p>since 2008 to 2009 (24,494).”</p>
<p>3</p>	<p>LO: Smoking and Vaping, Effects of Drugs and Smoking, Peer Pressure, and Finding Support</p> <p>Book link: No Smoking, No Drinking, No Drugs</p> <p>To evaluate the students' prior knowledge, the teacher can begin the lesson with a class discussion. The teacher can ask questions such as:</p> <ul style="list-style-type: none"> • Have you heard of smoking and vaping? What do you know about them? 	<p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and</p>	<p>Smoking: The act of inhaling smoke from a cigarette, pipe, or cigar.</p> <p>Vaping: The act of inhaling and exhaling</p>	



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	<ul style="list-style-type: none"> • What do you think the effects of smoking and vaping might be? • Have you ever heard about drugs? What do you think drugs can do to our bodies? • Have you ever felt pressured by someone to do something you didn't want to do? <p>Starter Show the students images of cigarettes, e-cigarettes, and drugs, and ask students to share what they know about them. Discuss their responses as a whole class and create a mind map on the board to record their ideas.</p> <p>Input Begin by explaining that smoking involves inhaling smoke from a cigarette, while vaping involves using an electronic cigarette (e-cigarette) that produces vapor.</p> <ul style="list-style-type: none"> • Use visual aids (e.g., pictures, videos, diagrams) to illustrate how smoking and vaping can harm the body, focusing on the impact on the lungs, heart, and overall health. • Discuss the effects of smoking and vaping, including short-term effects (e.g., bad breath, coughing) and long-term effects (e.g., lung cancer, heart disease). • Transition to discussing the harmful effects of drugs on the body, including the damage they can cause to organs, brain function, and overall health. 	<p>their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>By the end of this lesson, students should know: The harmful chemicals in cigarettes and e-cigarettes and their effects on the body.</p>	<p>vapor produced by an electronic cigarette (e-cigarette).</p> <p>Drugs: Substances that can alter the way the body functions or the mind works.</p> <p>Peer pressure: Influence from friends or peers to behave or think in a certain way, often leading to doing something you</p>	
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	<p>Activity</p> <ul style="list-style-type: none"> • Divide the class into small groups and provide each group with a scenario related to smoking, vaping, or drugs, involving peer pressure. • In their groups, students should brainstorm and role-play strategies to resist peer pressure in these situations. • After the role-play, each group should present their scenario and the strategies they came up with to the class. • Lead a class discussion to reflect on the different strategies and identify which ones would be most effective in resisting peer pressure. <p>Plenary</p> <ul style="list-style-type: none"> • Introduce the concept of finding support and encourage students to consider who they can talk to if they have concerns related to smoking, vaping, or drugs. • Discuss the importance of seeking help and identify suitable trusted adults, such as parents, teachers, or the FLO team. • Provide each student with a support contact sheet where they can record the contact details of individuals they can reach out to if they have concerns (use the generic school one). <p>Resources Needed:</p> <ul style="list-style-type: none"> • Images of cigarettes, e-cigarettes, and drugs. • Visual aids, e.g., videos, diagrams, or online resources. 	<p>The short-term and long-term effects of smoking and vaping. The harmful effects of drugs on the body. Strategies to resist peer pressure related to smoking, vaping, and drugs. Suitable adults and sources of support they can turn to if they have concerns related to smoking, vaping, or drugs.</p>	<p>may not want to do.</p> <p>Support: Help or guidance provided by others in times of difficulty or uncertainty.</p>	
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	<ul style="list-style-type: none"> • Scenario cards for group activity. • Support contact sheets for each student. • Paper, pens, and colouring materials for creating posters or leaflets. <p>Floorbook expectation: pupil voice and images.</p>			
4	<p>LO: To understand alcohol misuse and why people drink alcohol or take drugs</p> <p>Book link: No Smoking, No Drinking, No Drugs</p> <p>To assess students' prior knowledge and understanding of alcohol and drugs, the teacher can use the following questions:</p> <ol style="list-style-type: none"> 1. Have you heard of alcohol before? What do you know about it? 2. What do you think drugs are? Can you give an example? 3. Do you know why some people might choose to drink alcohol or take drugs? 4. What are some possible dangers or risks associated with alcohol and drug misuse? <p>Starter:</p> <ul style="list-style-type: none"> • Display a range of images related to alcohol and drugs on the board. • Ask students to discuss in pairs or small groups what they think the images represent. Encourage them to share their ideas. • After a short discussion, elicit their responses and write key ideas on the board. <p>Input (Explanation):</p> <ul style="list-style-type: none"> • Introduce and explain the key vocabulary: 	<p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>Students should understand the difference between alcohol and drugs.</p> <p>Students should be aware of potential risks and consequences associated with alcohol and drug misuse.</p>	<p>Alcohol: A type of drink that can make people feel relaxed or drunk when consumed in large quantities.</p> <p>Drugs: Substances that can change how a person thinks, feels, or acts.</p> <p>Misuse: Using something (like alcohol or drugs) in a way</p>	<p>Census 2021 data:</p> <p>Approximately 1 in 11 adults aged 16 to 59 years (9.2%; approximately 3 million adults) and approximately 1 in 5 adults aged 16 to 24 years (18.6%; approximately 1.1 million adults) reported last year drug use in the year ending June 2022; there</p>



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	<p>Alcohol: A type of drink that can make people feel relaxed or drunk when consumed in large quantities. Drugs: Substances that can change how a person thinks, feels, or acts.</p> <ul style="list-style-type: none"> Facilitate a class discussion on why people might drink alcohol or take drugs. Encourage students to share their thoughts and ideas while guiding the conversation using prompting questions: Have you ever seen someone drinking alcohol or taking drugs? Where? Can you think of any reasons why someone might choose to drink alcohol or use drugs? What do you think they might feel or experience when they do that? Are there any situations where it is not appropriate to drink alcohol or use drugs? <p>Activity:</p> <ul style="list-style-type: none"> Divide the class into small groups and provide each group with a scenario card. On the card, describe a situation in which a character might consider drinking alcohol or taking drugs. In their groups, students discuss the scenario and come up with reasons why the character might consider using alcohol or drugs. After group discussions, ask each group to share their ideas with the whole class. Facilitate a brief discussion around each scenario, including the potential risks and consequences of alcohol and drug misuse in those situations. 	<p>Students should learn and reflect on the reasons why people may choose to drink alcohol or take drugs.</p> <p>Students should develop strategies for making informed and responsible choices about alcohol and drugs.</p>	<p>that is harmful or inappropriate.</p> <p>Informed: Having knowledge and understanding about a topic or situation.</p> <p>Responsible: Making choices that consider the well-being and safety of oneself and others.</p> <p>Consequences: The results or effects that follow from an action or decision.</p>	<p>was no change compared with the year ending March 2020.</p>
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	<p>Plenary:</p> <ul style="list-style-type: none"> • Revisit the images displayed at the beginning of the lesson. • Students independently write a reflection in their journals or on a piece of paper, answering questions such as: Based on what we discussed, why do you think people might drink alcohol or take drugs? What risks or consequences did we discover in our group discussions? How can we make informed and responsible choices regarding alcohol and drugs? <p>Resources Needed:</p> <ul style="list-style-type: none"> • Images related to alcohol and drugs • Scenario cards (one per small group) • Journals or paper for reflection <p>Floorbook expectation: pupil voice and images.</p>			
5	<p>Activity 1: Class Debate</p> <p>Divide the class into small groups and assign each group a specific statement related to drugs, alcohol, or tobacco (e.g., "Tobacco should be illegal for everyone"). Give the students time to research and gather evidence to support their assigned statement. Then, hold a class debate where each</p>	As above		Assess the children's learning to see what they have learnt and if the lessons



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	<p>group presents their arguments. Encourage critical thinking and respectful discussion.</p> <p>Activity 2: Fact or Fiction? Provide the class with a series of statements about drugs, alcohol, and tobacco. Some statements should be true, while others should be false. Students work individually or in pairs to determine whether each statement is fact or fiction. Afterward, discuss each statement as a class, providing the correct information and clarifying any misconceptions.</p> <p>Activity 3: Creating Infographics Introduce the concept of infographics and their purpose in presenting information visually. Ask students to research facts and statistics about drugs, alcohol, and tobacco and then create their own infographics using online tools or software. Focus on accurate data representation and clear visual communication of key messages. Display the finished infographics around the classroom or in a school-wide exhibition.</p>			<p>have been useful to their outlook on what it a drug,</p>
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