



Spring 1 - How can drugs affect everyday life?

British Value Link: Individual Liberty

Lesson	Activity Outline	Knowledge and Skills	Context
1	<p>External Body Workshop – bolt-on.</p> <p>Objective: I can identify how to keep myself safe.</p> <p>This lesson will be delivered by Lisa McCarthy - Community Futures Support Worker.</p> <p>Year 5 – Thursday 11th January 1:45-2:30 Year 6 – Thursday 11th January 2:30-3:00</p> <p>The workshop will be based on keeping safe on the street, stranger danger etc.</p> <p>Floorbook expectation: pupil voice and images.</p>	<p>Knowledge: Learning to make 'for' and 'against' arguments to help with decision making.</p> <p>Skills: To know some strategies I can use to overcome pressure from others and make my own decisions.</p>	<p>Walsall Road Safety strategy: Walsall Road Safety Strategy 2019</p> <p>“Road safety affects everyone in our borough and improving the safety of our roads is a key factor in making Walsall an attractive place to live, work and visit.”</p>
2	<p>Objective: To begin to understand the influence others have on us and how we can make our own decisions.</p> <p>This lesson is following Kapow: Y 5/6: Safety and the changing body (Cycle A) > Y5/6 Lesson 5 (Cycle A): Drugs, alcohol and tobacco: Influences</p> <p><u>Activate:</u></p>	<p>Knowledge: I can explain some things I can make my own decisions about.</p>	<p>Pupils should know: The facts about legal and illegal harmful substances and associated</p>



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	<p>1. Invite the children to think for a couple of minutes about the choices they make either on a daily or perhaps a weekly basis. Ask for feedback.</p> <p>2. Remind the children that they did a similar activity in Year 3/Year 4 and invite the children to consider whether the choices they make now are different to those they made when they were younger. What choices do they make now that they couldn't before? Also discuss who makes decisions for them or with them?</p> <p>Key questions</p> <ul style="list-style-type: none"> • What choices do we make? • How have the choices changed as we have got older? <p><u>Main Event</u></p> <p>1. Discuss the fact that we all make a lot of choices every day. Some of these we might do without really thinking, for example, deciding what to have for breakfast. Other decisions take more thought, such as spending any pocket money we have saved. Whenever we make a decision there are likely to be people or things that influence us. Ask the children to think about the people who influence their choices and decisions. Write these on the board.</p> <p>2. Ask the children to stand in a large circle with a hoop in the middle. Read out the list of influencers that you have written on the board, and ask the children to move to show how much of an influence that person or thing is on them. The closer they go to the middle of the circle, the stronger the influence.</p> <p>As children move, ask them to think about the differences in their responses, including different levels of influence and different children's responses.</p>	<p>I understand that other people might try to influence my decisions and choices. I know some strategies I can use to overcome pressure from others.</p>	<p>risks, including smoking, alcohol use and drug-taking.</p> <p>Gov.UK National Statistics 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</p>
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	<p>Explain that we are all influenced by different things and to a different degree. This is also likely to change over time. You can also discuss how these influences are likely to change in the future.</p> <p>The example of parents and friends might illustrate this point, as the influence from parents tends to decrease with age, whereas the influence from friends tends to increase.</p> <p>3. Ask the children to think about why friends and people who are a bit older than them might be an important influence.</p> <p>People want to keep friends, to fit in with a group, to be seen to be grown up, to do as others do. Explain that this is sometimes called peer pressure.</p> <p>4. Explain that when we make a decision it is important that we think very carefully about it. We need to think about both the positive and the negative aspects of making a choice.</p> <p>Floorbook expectation: images and pupil voice.</p>		<p>number in treatment since 2008 to 2009 (24,494).”</p>
<p>3</p>	<p>Objective: What are the long-term effects of drugs?</p> <p><u>Activate:</u></p> <p>Today, we will be learning about the effects of drugs on the body, particularly focusing on the long-term effects and the effects on teeth. Drugs are substances that can change the way our bodies work. They can be legal, like medicine prescribed by a doctor, or illegal, like drugs that are not allowed to be used. It is important to understand the impact that drugs can have on our health. Let's explore this topic further!</p> <p>Q: What are drugs?</p> <p>Q: Can you give an example of a legal drug?</p>	<p>Knowledge: Discussing the reasons why adults may or may not drink alcohol.</p> <p>Skills:</p>	<p>Census 2021 data: 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%;</p>



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<p>Q: What are illegal drugs?</p> <p><u>Main Event:</u> Short-Term Effects</p> <p>When people use drugs, they can experience short-term effects. These effects may happen right after taking the drug and can last for a short period of time. Some common short-term effects include feeling happy and excited, having increased energy, and experiencing a change in perception. However, it is important to remember that drugs can also have negative short-term effects, such as feeling anxious, paranoid, or experiencing physical health problems. Q: What are short-term effects of drug use? Q: Name a positive short-term effect of drug use. Q: What are some negative short-term effects of drug use?</p> <p><u>Long-Term Effects</u></p> <p>In addition to short-term effects, drugs can also have long-term effects on our bodies. These effects may not be immediate and can develop over time. Some common long-term effects include addiction, damage to organs, mental health problems, and changes in behaviour. It is important to understand that long-term drug use can have serious consequences for our health and well-being.</p> <p>Q: What are long-term effects of drug use? Q: Give an example of a long-term effect of drug use. Q: What are some consequences of long-term drug use?</p> <p><u>Effects on Teeth</u></p> <p>Drugs can also have a negative impact on our teeth. They can cause problems such as gum disease, tooth decay, and tooth loss. This is because drugs can affect the saliva in our mouths, which helps to clean our teeth and protect them from decay. It is important to take care of our teeth by brushing them regularly and visiting the dentist to prevent drug-related dental problems.</p>	<p>To understand the risks associated with drinking alcohol.</p> <p>To know some strategies I can use to overcome pressure from others and make my own decisions.</p>	<p>approximately 1.1 million adults) reported last year drug use in the year ending June 2022; there was no change compared with the year ending March 2020.</p>
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	<p>Q: What are some problems that drugs can cause to our teeth? Q: How do drugs affect our saliva? Q: What can we do to prevent drug-related dental problems?</p> <p><u>Main Event</u> Instruct students to research the effects of different drugs on teeth. Provide guidance on the format and content of informative leaflets. Ask students to create leaflets using presentation software like Microsoft PowerPoint or Google Slides. Encourage them to include relevant information, illustrations, and practical tips for maintaining good oral health. Students can present their leaflets to the class or display them digitally for wider access in the school.</p> <p>Floorbook expectation: QR videos, images and pupil voice.</p>		
4	<p>Objective: To understand which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>Explain to the children that today we are going to be looking at ‘Peer Pressure’ and influence from people around them, and from the things they see from the media. If the class is unsure, define what ‘Peer Pressure’ is to them and what ‘media’ is.</p> <p><u>Main activity</u> Begin the session by clarifying some basic safety messages with the class:</p> <ul style="list-style-type: none"> • Never touch any drugs or drugs equipment (paraphernalia) • Do not smoke cigarettes 	<p>Knowledge: To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>	<p><u>Census 2021 data:</u> 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)</p>



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<ul style="list-style-type: none"> • Do not touch or take any medicines unless they are given by a trusted adult • Do not take any form of illegal drugs • Do not drink alcohol while under age • Avoid people who they think may be under the influence of drugs • Do not do anything dangerous which they know may cause them harm • Try to be responsible at all times when it comes to decision making • If they are unsure always ask a trusted adult <p>Explain to the children that there are pressures in everyday life that can influence what they should and shouldn't do. For e.g.:</p> <ul style="list-style-type: none"> • How they should feel • What they should like or dislike • How they should act or respond • What music they should like or dislike • What football team they should support <p>Link this back to previous sessions around 'Decision Making' and 'Risk'. Explain that these pressures can come from friends, siblings, friends of friends, strangers and even from media (TV shows, Music, Movies, Social Media, Apps). Ask them for any examples they can think off and discuss as a class. Talk the class through the 'You're Not The Boss Of Me' worksheet/PowerPoint to prep for completing the different scenarios on the 'Learning to say No' worksheet.</p> <p>Talk through the scenarios and ask the children how they would respond in each scenario and situation and how they would say NO.</p> <p><u>Closing activity:</u> As a closing activity, in small groups or as a class, 'Role Play' and practice being assertive and saying NO! Display the 'Saying No to Peer Pressure' list for guidance.</p> <p>Resources:</p>	<p>Skills: To recognise and manage 'dares'</p>	<p>reported last year drug use in the year ending June 2022; there was no change compared with the year ending March 2020.</p>
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	key-stage-2-lesson-overviews.pdf (tameside.gov.uk) – pg. 39 cont.		
5	<p>Assessment</p> <p>Objective: Big Finish – How can drugs affect everyday life?</p> <p>Today the children will have their Big Finish – answering the Big Question from this term - How can drugs affect everyday life?</p> <p>Objective: To understand the historical context of drug use and its impact on everyday life.</p> <p>Divide the class into pairs or small groups. Provide access to tablets, laptops, or computers. Ask students to research the history of drugs and their effects on society. In their pairs or groups, students create an interactive timeline using an online tool (e.g., Timeline JS or Sutori). The timeline should include key events, legislation, and societal changes related to drug use. Students present their timelines to the class, explaining the significance of each event and its impact on everyday life.</p>	All of above knowledge and skills are relevant for today’s lesson.	Assess the children’s learning to see what they have learnt and if the lessons have been useful to their outlook on how we treat others with respect.