

## Drugs

Key Stage 3

<b>Aim of this lesson</b>	<p>This lesson aims to:</p> <ul style="list-style-type: none"> <li>• To provide a basic understanding of drugs.</li> <li>• To make students aware of the impact that drugs can have on both their own mental and physical wellbeing and how this in turn can affect the people and the situations around them.</li> </ul>
<b>Learning objective</b>	<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> <li>• State the affects that drugs have on people’s lives.</li> <li>• Outline how the criminal justice system responds to people committing drug offences.</li> <li>• Have an understanding of the health implications of drug taking.</li> </ul>
<b>National curriculum</b>	<p>See links to the national curriculum document.</p>
<b>Context</b>	<p>Society’s attitudes towards drugs are complex, confusing and sometimes contradictory. Laws relating to drugs can be equally confusing and the awareness of the effects isn’t always clearly understood by students. It is sometimes said that a drug users actions only affect themselves and so it is a “crime without a victim”.</p> <p>Public perception of people taking drugs and the affects it has on their behaviour, especially in a confined space such as public transport, highlights that in actual fact there are lots of victims.</p>

### Introduction

Introduce your class to the topic and the aims of this lesson.

Start with a fast moving guess the drug exercise. Get your students together in an informal setting and read out the following descriptions of substances. Ask students:

- To identify the substance and say whether possession is legal or illegal. Ask them further exploratory questions around each answer that they give.
- Have they ever seen anyone take this drug?
- Do they know what the affects of it are likely to be?
- Do they know where they would get this drug from?

1. Comes in the form of a resin, oil or herb. Was reclassified in 2004 and again in 2008 and is usually smoked.
2. Used for household and DIY purposes, widely available in DIY and other shops, can cause sudden death.
3. Used to build up muscles, can affect growth and personality, available in gyms and health clubs.
4. Sold in the form of a liquid, acts as depressant, high doses can lead to a loss of control, fighting and accidents.
5. Powerful stimulant often associated with celebrities, frequently taken through the nose in a process called "snorting".

	<p>Answers:</p> <ol style="list-style-type: none"> <li>1. Cannabis, possession legal.</li> <li>2. Glue, possession legal.</li> <li>3. Anabolic Steroids, possession can be legal.</li> <li>4. Alcohol, legal.</li> <li>5. Cocaine, possession illegal.</li> </ol> <p>This informal chat with your students should give you an insight into how aware of drugs they are and you can then use it to gauge the delivery of the rest of the lesson. The suggested activities below will help you to achieve this.</p>
<p><b>Activity One</b></p>	<p>Get the students to sit together. Explain the theory that it is sometimes said that a drug users actions only affect themselves and so it is a “crime without a victim”. Talk this through with them and see what their opinions are. Read out the following statements and get them to discuss their thoughts.</p> <ul style="list-style-type: none"> <li>• My parents were drug users. I never had a childhood.</li> <li>• My bag was grabbed from me when I got off the bus by a man who needed drug money.</li> <li>• My sister was persuaded to carry drugs across town by her boyfriend. She got caught and arrested and is in prison now.</li> <li>• I was kicked and beaten by people who had been taking drugs all day.</li> <li>• There is a little old lady who lives next door to me, she can’t visit her friends anymore because she is scared of the bunch of youths that take drugs under the railway arches at the end of her road.</li> </ul>

<p><b>Activity Two</b></p>	<p>Ask students to come up with a short definition of a drug. Can they come up with a statement that makes clear the relationship between coffee, tobacco, heroin, prescription medicines, cannabis and any other substance they think of as a drug? Encourage your students to think about how these drugs may change or alter behaviours. Think about whether or not a person can be deemed responsible for their actions if they are under the influence of drugs at the time.</p> <p>Get them to think about how they would feel if they were in the following scenario.</p> <p>You are travelling home with your friends after an afternoon in town. You get on the bus and there is a gentleman who appears to be asleep on the back row of seats. As you begin your journey, he wakes up and starts shouting and swearing at you. He isn't making any sense. He is ranting about someone taking all of his drugs away and blaming you. He lurches towards you and falls and hits his head. He is bleeding everywhere and appears unconscious. What would you do? How would you feel?</p> <p>Talk through the responsibilities the students may feel they have (advise them of what action they should take). Talk through the consequences of everyone's actions, from the bus driver who allowed him to sleep on the bus, to the person who sold the drugs to him, to the students and other passengers on the bus.</p>
<p><b>Lesson Summary</b></p>	<p>By the end of the lesson students should be able to define, identify and be aware of the affects that a range of drugs and drug taking can have on those around us, particularly in relation to public transport.</p>