

Final Outcome: We are working towards writing a debate discussing whether or not the legal age of smoking and alcohol should be raised.

Component 7:

What we will know after this sequence:

- Pupils will be able to use scientific facts to explain their opinions on the legal age for smoking and drinking.
- They will be able to use cause and effect connectives correctly within their debates and will show respect and empathy towards their peers.



Vocabulary:

Debate, cause and effect, opinion, respect, empathy, reflections,

How will this feed into my next learning:

Pupils will use this knowledge to support their understanding in their Theatre ADAD drugs workshop.

Component 6:

What we will know after this sequence:

- Pupils will be able to identify the advantages and disadvantages of raising the legal age limit of smoking and drinking alcohol.
- They will be able to show respect to their peers' opinions and will use scientific data to support both sides of the argument.

Vocabulary:

Drugs, legal, illegal, pros, cons, age limit, debate,

How will this feed into my next learning:

Pupils will be able to share their own point of view on the age limit of smoking and drinking and will back it up using scientific knowledge.

Component 4:

What we will know after this sequence:

- Pupils will be able to identify the key ingredients of a cigarette and what effect these have on different parts of the body.
- Pupils will understand that some of these chemicals in cigarettes can lead to addiction.
- Pupils will be able to define the term addiction and will know the legal age in which you are allowed to smoke.

Vocabulary:

Drugs, substances, smoking, cigarettes, addiction, chemicals, nicotine,

How will this feed into my next learning:

Pupils will use their knowledge of legal and illegal drugs and substances to look at the specific risks and effects alcohol can have on their bodies.

Component 5:

What we will know after this sequence:

- Pupils will know that alcohol is a depressant and can have an effect on different organs in our body as well as our personalities.
- Pupils will be able to explain how alcohol can blur our judgements and the dangers this could have.
- Pupils will also explore how this drug can also be addictive.



Vocabulary:

Drugs, substance, alcohol, depressant, judgement,

How will this feed into my next learning:

Pupils will use their knowledge of drugs and the risks and effects they have on the body to debate whether or not the legal limit of these should be increased.

Component 3:

What we will know after this sequence:

- Pupils will know the difference between legal and illegal substances and drugs and will be able to identify where some are commonly available.



Vocabulary:

Peer pressure, drugs, substances, legal, illegal, available,

How will this feed into my next learning:

Pupils will use their knowledge of legal and illegal substances and drugs to explore the specific effects and risks of smoking.

Component 2:

What we will know after this sequence:

- Pupils will know the definition for indirect bullying and what emotions this may bring up for the bully and the victim.
- Pupils will also know why people join in with indirect bullying via peer pressure and how victims or witnesses should react when indirect bullying is done in front of them.

Vocabulary:

Bullying, anti-bullying, direct, indirect, peer pressure, bully, victim, resolution,

How will this feed into my next learning:

Pupils will use their knowledge of peer pressure and indirect bullying to explore why teenagers and adult may take drugs.

Component 1:

We should know:

Pupils should know what the term bullying is and will know that others can influence them to do things that may not be sensible. They will understand the importance of keeping physically healthy but also mentally healthy.

What we will know after this sequence:

- Pupils will know what the term peer pressure means.
- They will be able to identify reasons why children/adults may do something under peer pressure, for example, wanting to fit in, make friends, be part of the crowd etc.
- Pupils will also understand that peer pressure can come from friends as well as associates or strangers.

Vocabulary:

Peer pressure, friends, community, crowds, negative behaviour, positive behaviour, forced

How will this feed into my next learning:

Pupils will use their knowledge of peer pressure to identify what is meant by indirect bullying and what it might look like in school and outside school.

