

Course Title: E1-E3 Literacy / Functional English	Group ability: M8-E3	Time: 10.00 – 12.30	Date: 26/05/10 28/05/10
Subject/Lesson Topic: Drugs - 1	Location: JQC	Duration: 2.5 hrs	No of Students: 6-9

Aims: This session explores the theme of drugs and the debate about their use.

Key words: Drugs, Class, Heroin, Poster, Cannabis, Addiction.

Objectives:
 By the end of the session, students will be able to:

- Identify some terms for illegal drugs and have an awareness of different drug categories, as used in the law.
- Show some ways in which drugs posters can persuade us not to take drugs.
- State that drugs are not a new problem within society and begin to segment or split words to help with spelling/reading.

	Teaching Point/ Activities	Student Activities			Resources
	<p>Introduction. The housekeeping and aims and objectives are covered.</p> <p>The group are introduced to the topic of illegal drugs and are asked to name as many words as they can that are associated with illegal drugs.</p> <p>The group then work in pairs and look at the posters on drugs and they are encouraged to think about the term ‘Persuade’ with some questions on this verbally and then complete the written question sheets.</p> <p>How to treat an overdose. Introduce idea of writing clear, step by step instructions.</p>	<p>Differentiated Activity (1)</p> <p>Individuals making comments are encouraged to elaborate upon these by questioning.</p> <p>The group are asked for an example of something they might persuade someone to do and they look at this term in relation to these posters.</p> <p>Discussion</p>	<p>Differentiated Activity (2)</p> <p>There are some brief written questions that are based upon the posters – the group are encouraged to discuss these in pairs and formulate some brief answers.</p> <p>Reordering instructions activity (print on card and cut up before handing out to students)</p>	<p>Differentiated Activity (3)</p> <p>Two sets of poster questions are available: multiple choice for E1-2 literacy, open response for E3+.</p>	<p>Whiteboard.</p> <p>Laminated drugs posters, whiteboard and question sheets on the drugs posters.</p> <p>Instructions activity</p>

	Teaching point / Activities	Student Activities		Resources
	<p>There is then a discussion about the way in which illegal drugs are categorized. The group is then split into two groups and they have to place the drugs under the correct drug categories.</p> <p>There is then a brief discussion about why some drugs are considered to be more serious than others – this will lead on to the whole group reading activity on ‘Heroin Addiction’.</p> <p>The group then complete a paired reading activity where they re-read the passage, before underlining the words that give the reasons for the person getting started on drugs.</p> <p>The other tasks in the sheet are then completed.</p> <p>The sheet is then completed and the group are introduced to the concept of segmenting words.</p>	<p>The group can be helped to read any of the terms for the drugs that they may be unfamiliar with.</p> <p>There is a discussion – the reading can be lead by the tutor or any one of the students who may wish to volunteer.</p> <p>The group can be helped to identify the words and pronounce them.</p> <p>The tutor models the process of segmenting and it is explained that this is useful for the spelling and reading of words.</p>	<p>Students are encouraged to underline or highlight the words that explain why the person started a drug addiction.</p> <p>There is a table for the group to complete on this subject.</p>	<p>Drug matching exercise.</p> <p>‘Heroin addiction’ worksheet.</p> <p>Worksheet (as above) and highlighters or pens.</p> <p>Worksheet on segmenting.</p>
<p>Session Evaluation / Notes – see over</p>				

Session Evaluation	Notes

Notes:

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