

Year 8 – Alcohol and Other Drugs

Activity Overview

Drug Education: Fact or Fiction and Drug Types Exploration

- This lesson begins with a "Fact or Fiction" activity, prompting discussions about various drug-related statements.
- Students explore different drug categories (Hallucinogen, Depressant, Stimulant) through a Circle and Write station
- A final discussion and summarisation session lead to students writing about each drug type in their notebooks, consolidating their understanding.
- The lesson aims to dispel myths about drugs and introduce students to various drug categories.

Learning Intentions

- Students learn about the range of effects drugs can have and the way different drugs can be categorised.
- Students use each other's understanding to explore different perspectives and experiences with drugs.

Success Criteria

- Students can describe each drug category and provide a few examples.

Resources

- PowerPoint Presentation
- Post-It notes
- Markers
- Large A3 (or bigger) sheets with each sheet to have one of these titles: "Hallucinogen" "Depressant" or "Stimulant"

Teacher Notes

Warm-up: Fact or Fiction/Heads or Tails

15 minutes

Reference: Alcohol and Drug Education – [Drug Facts](#)

Students all stand up and place their hands on their heads if they believe that the following statement is “True” or hands on their hips if they believe the statement is “False”.

The teacher reads out each statement from the PowerPoint slides. Use the class responses as a prompt for discussion.

Option: Get the class to close their eyes as they respond and open them once everyone is in position. This may generate more discussion. Project the Lesson PowerPoint on the board and get students to place answers in their books.

Circle and Write Station

30 minutes

Tables around the classroom with labels on them and a stack of post-it notes titled with the drug category “Hallucinogen” “Depressant” or “Stimulant” and pens.

Students are assigned a station, grab a post-it note and write something about that drug-category they learned and place it under the label of the drug category. This could be, names of drugs (slang and proper names) that fit into that category, effects of the category, etc.

5 mins of silent thinking/writing. Take turns to add their post-it note.

Discuss with their group.

After 10 mins they move to the next group. 5 mins to discuss what’s already been put.

Students rotate until they’ve been to every category.

Reference: Drug Advisory Council of Australia – [The Word on the Street](#)

Share and Discussion

5 minutes

Students stand around the edges of the room so they can see each category. The teacher then walks around and uses the post-it notes as discussion prompts with the class.

Recap: Summarise the Content

15 minutes

Students write the headings of each drug category in their books and then write 4 sentences on each drug category.
