

## Year 9 - Lesson 4: Addiction

<p><b>Learning Intentions</b></p> <p>I know that addiction takes many forms</p> <p>I understand some people's opinions of addicts and addiction</p> <p>I know I will meet circumstances I can control and circumstances I can't control</p>	<p><b>Resources</b></p> <p>Kaspar's story sheet</p> <p>Character cards (one per student)</p> <p>The Truth About Drugs booklet from Frank:  <a href="http://www.talktofrank.com/sites/default/files/The%20truth%20about%20drugs%20v1.2.pdf">www.talktofrank.com/sites/default/files/The%20truth%20about%20drugs%20v1.2.pdf</a></p>
<p><b>Engagement</b></p> <p>Give the students a few minutes to share the opinions raised about the legalisation of cannabis. Then explain that you will be returning to the subject at the end of the lesson.</p> <p>In pairs (A and B) invite the students to play a word association game. A creates a list of ten words which they say to B. B says the first word that comes into their head. Then it's B's turn to create a list and A says the first word that comes into their head.</p> <p>After preparing the class with this game, the teacher then asks the students to all write down the first word that comes into their head when they say the word 'addict'. The students are then invited to share their word with the class. The teacher or a willing student can be used as a model to represent the effect of those words, drawing out the body language and sense of the effect that word might have on someone. Ask the students for their reaction/thoughts about the word 'addict'.</p>	<p><b>Prompt</b></p> <p>What do you think the word 'addict' could mean to other people?</p>
<p><b>Teaching/Learning Activities</b></p> <p><b>Activity 1: Kaspar</b></p> <p>Ask for two volunteer to be Reader 1 and Reader 2. Share the story of Kaspar. Pose the Discussion questions to the students.</p> <p>With the students sat in a circle labelled A, B, A, B, A, B, ask them to create their own definition for the word addiction. What is the difference between addiction and a habit?</p> <p><b>Activity 2: Character card game</b></p> <p>Still in the same A, B, A, B configuration, give each of the students a character card. Students must not give anything away and must keep straight-faced.</p> <p>Then toss a coin to see who will start. If the Bs start they either keep their card or swap it with one of the As either side of them. Everyone looks at their card but no one reacts or says anything. The As now choose to keep the card they have or swop it to either side of them. Stress that they cannot swop it straight back to the person who gave it to them. Students then look at their cards and say nothing.</p> <p>The teacher says, "If you are happy with your card, stand up. Everyone standing up must swap with someone else who is standing up and then sit back down in the same place without looking at their card." Then the teacher says, "If you were unhappy, stand up and swap with someone else standing up. Then sit down, without looking at your card." When everyone is sat down the teacher tells everyone to look at their card. Have a discussion about who is happy, who is unhappy and why. Are there any similarities between real life and the game? Emphasise to the students that there are some things we can control and some things we cannot control and, whilst a lot of life can be down to chance, there are a lot of decisions/choices to be made to improve the quality of life.</p>	<p>Are addictions easy to identify? Why/why not?</p> <p>What do all these addictions have in common?</p>