

## Appendix 4: Check-list for selecting resources

It is unlikely that any one resource will generate a positive response to every aspect of the check-list, but positive answers to a high proportion are desirable.

Good practice principles	Yes/No
Are the underpinning values and beliefs clearly stated, and are they consistent with those of the school?	
Are drugs defined to include medicines, alcohol, tobacco, volatile substance and illegal drugs?	
Is there guidance on identifying pupils' levels of knowledge and experience of drug use and how to incorporate this into planning?	
Do activities cover a range of teaching and learning styles?	
Is there guidance on evaluating activities?	
Are the materials free from racial, gender and sexist stereotypes?	
Do the materials take account of religious, cultural, physical diversity and special educational needs?	
Does the material suggest ways of involving parents and the community in drug education?	
Has the material been developed in consultation with pupils and teachers and has the effectiveness been evaluated?	
Does the material include guidance on the knowledge and skills needed for effective delivery and help build teacher confidence?	
<b>Teaching and learning</b>	
Does the material outline processes for establishing a safe learning environment?	
Is active learning promoted?	
Are discussion and reflection encouraged?	
Do the activities cover the development of knowledge, skills and attitudes?	
Is the content differentiated and can it be adapted for use with particular groups of pupils?	
Is guidance given on assessing learning outcomes?	

Content	Yes/No
Does the range of drugs covered meet with pupils' needs?	
Is the content factually accurate and balanced?	
Are learning outcomes clearly stated?	
Are learning outcomes sufficiently challenging?	
Is the content appropriate to the needs of pupils in terms of language, images, attitude, maturity, understanding and knowledge required?	
Does it avoid racial, sexist, and gender stereotyping?	
Does it include positive images of a range of people and will the imagery and language appeal to pupils?	
Do the activities encourage pupils to think about drug use, evaluate evidence and take account of a range of perspectives?	
<b>Curriculum issues</b>	
Does it contribute to broad and balanced PSHE and citizenship provision?	
Does the material say how it covers statutory and non-statutory learning outcomes?	
Does the resource support continuity and progression across Key Stages and curriculum subjects?	
Can the material be adapted to differing curriculum models and school timetables?	

(Adapted from *The Right Choice – Guidance on selecting drug education materials for schools* [DrugScope, 1998])