# **Drug, Alcohol & Tobacco Education**

**Lesson Plan**

| **Year Group: Year 4** | **Lesson Number: 2****Lesson Heading: The Safe Use of Legal Substances and Medicines** |
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| **Learning Outcomes:**Children:* Understand the basic renal system, i.e. what happens to my body when I drink a substance.
* Know how alcohol affects the body – that the body takes longer to process alcoholic drinks because it affects the brain and can affect health.
* Know that alcohol is a very strong drug and that adults can drink responsibly, but that it is not safe for children to drink alcohol.
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| **Links:**This lesson contributes towards: |
| **Resources Required for Lesson:**Drawing materials for pupils.Additional resources: * Food and Drink – crack the code sheet (photocopied sheet in pack).
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| **Beginning:**Refer to class golden rules and rewards  |
| **Introduction:****I Need a Drink!*** Discussion arising from scenario. Analysing and categorising views. Debate. Listing knowledge.
* Individual and class activity.

Supply the children with drawing equipment.Ask the children to image this scenario:Someone has just walked through the back door into their kitchen where a group of people are sitting, having a meal. The person says: “I’m exhausted. I need a drink.”Without discussion or sharing ideas, ask the children to draw and/or write the kind of drink they think the person means. Ask the children to share their views as a class. Ask them to categorise and analyse their views and debate them. |
| Example:* 14 of us said Alcohol
* 5 of us said a cup of tea
* 4 said coffee
* no-one said water
* 6 said a cold drink

**Main Activities:****Activity 1:**Draw an outline of a body on a whiteboard and ask children to label how drinks get into the body:Mouth→Oesophagus (food pipe) →stomach→[bloodstream→brain] →liver→kidneysExplain to children that alcohol is a drug and that all drugs effect the brain.**Activity 2:****Social Use:**Conduct a brainstorm of the times of occasions when and why we eat or drink, and the effect upon us. Ask the children to think of particular ‘events’ when we eat and drink and whether others are involved in the times we enjoy our food and drink. They could complete the list as follows:* Eat/Drink When/At eg. My Birthday
* With Friends and Parents
* Because To Celebrate
* I Feel Good but Ate too Much and Felt Sick

**Summarise** by discussing that the ‘social’ and even cultural aspects of eating and drinking is also important and so are the feelings (the mental health aspects). Explore times when children have identified that they have eaten or drunk too much and expand on issues of:* Body being ‘overloaded’ and how that can make us feel sick, tired or affect behaviour – a good example of this is drinking too much coke or eating too many sweets at a party.
* Moderation – that adults can drink alcohol safely and responsibly in the same way that they can use medicine safely: that alcohol bottles have a label to tell adults how strong the alcohol is.

**Additional Resources to Support Activities:*** Crack the Code – Food & Drink Sheets – photocopiable sheet available.

**Extension Activity:**As a class, discuss different opinions on the effects of alcohol and why the effects may not be the same for everyone. Show the children two different sized containers of clear water. Add the same amount of food dye to each container and ask them to observe what happens. Explain that the smaller container, which will be darker in colour, represents the way that smaller people are more affected after drinking the same amount of alcohol. Explain how alcohol can be measured in units and that different drinks contain different amounts of alcohol. In groups, the children pour water into different sized glasses eg pint class, half pint class, wine glass and add an equal amount of food dye to each to represent a unit of alcohol. Ask the children to describe what they see and use this to explain why some drinks are stronger than others. |