# **Drug, Alcohol & Tobacco Education**

**Lesson Plan**

| **Year Group: Year 4** | **Lesson Number: 3**  **Lesson Heading: Friendship, Relationships and Influences** |
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| **Learning Outcomes:**  Children:   * Recognise how other people and friends can try to persuade. * Identify how it feels to be persuaded or pressurised and practice skills to resist persuasion or pressure. | |
| **Links:**  This lesson contributes towards: | |
| **Resources Required for Lesson:**  Drawing materials | |
| **Beginning:**  Refer to class golden rules and rewards | |
| **Introduction:**  Review lesson 2, remind children that they have been learning about social drugs including alcohol.  **Main Activities:**  **Activity 1:**  **What Is It Like To Be A Grown-Up?**   * Discussion, Imagining, Designing, Illustration and Writing. * Individual and Class or Group Activity.   Invite the children to imagine themselves going to a fancy dress parade looking like a grown-up. Ask them to draw and label specific things which they could wear to make themselves look like a grown-up, e.g. certain clothes or make-up. Would they take something with them to show they are grown-up, e.g. a mobile phone?  Collect up and talk about their work. Are all the pictures concerned with appearance? Do cigarettes and alcohol appear?  Ask the children whether their fancy dress could fool anyone into thinking they really are grown-up? Invite them to record their responses in some way, eg. using shared writing or tape recordings. | |
| **Activity 2:**  **Behaving Like a Grown-Up**  Outline to the children a story in which a child deals with a difficult situation in a responsible and mature way. Invite the children to illustrate the character behaving in a grown-up, responsible way and ask them to label the responsible behaviour.  You could base your story on situations such as:   * Being pressurised to experiment with cigarettes or alcohol. * Seeing someone in a bullying situation and helping them. * Coping with disappointment, loss or grief.   Ask the children to think about the difference between dressing like a grown-up and trying to behave in a grown-up and responsible way. This could provide an opportunity for examining situations in which young people have been persuaded that experimenting with smoking, drinking alcohol and using drugs makes them look and feel grown-up. What are the risks?  **Plenary:**  Outline to children that not all grown-ups drink alcohol, some choose not to for health reasons or religious beliefs, and that most adults who do drink alcohol, do so safely and responsibly.  **Assessment of Learning Activity:**  Pupils to produce a word search, crossword, poem or poster on “A healthy lifestyle with or without alcohol”. | |