# **Drug, Alcohol & Tobacco Education**

**Lesson Plan**

| **Year Group: Year 1** | **Lesson Number: 1**  **Lesson Heading: How Do Medicines Get Into The Body?** |
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| **Learning Outcomes:**  Children:   * Are able to draw a human body and identify the mouth, nose and skin. * Can talk about the basic functions of the heart and lungs. * Recognise that substances that we put onto or into our bodies affect them. | |
| **Links:**  This lesson contributes towards:  QCA End of Key Stage 1 Outcomes: 1c, 3c, 3f, 3g, 5d, 5h  ECM Outcomes: BH, SS | |
| **Resources Required for Lesson:** | |
| **Beginning:**  □ Refer to class golden rules and rewards. | |
| **Main Activities:**  **Activity 1:**  **What Goes Into My Body?**  Encourage children to think about all of the ways in which ‘things’ can enter their bodies. For example:   * By Breathing * Eating * Drinking * Sniffing * Via Mouth, Ears and Eyes * By Injection or by Accident (splinters, wasp stings, nails, pins or thorns)   Encourage them to think widely, to include medicines, pills, berries, smoke, fumes, pleasant smells and scents. Remind them of the danger of things they cannot identify or could mistake for sweets. | |
| **Assessment Activity:**  **Where Do I Think It All Goes?**  **It is important at this stage to discover as much as possible about the children’s perceptions of what is inside their bodies, before planning any teaching about the dangers of specific substances on different parts of the body and body systems.**  Painting and drawing. Making a display. Talking together. Individual or small group activity.  Invite the children to paint large-scale pictures of what they think is inside their bodies. Display the pictures and talk with the children about what happens when all the different things they have talked about enter their bodies. Where does food and drink go? Pills? Injections? The children’s unprompted perceptions of the bloodstream and digestion will be most revealing.  Most children will not be ready for formal descriptions, diagrams and language for parts of the body. The analysis of their perceptions and explanations will enable you to plan your teaching more effectively and to monitor changes in their understanding.  Without attempting to explain body systems, it is possible to explain that what we eat, drink, sniff or are injected with finds its way all round our bodies. Explain that it does not, as many young children think, go into parts of the body and stay there. | |