# **Drug, Alcohol & Tobacco Education**

**Lesson Plan**

| **Year Group: Year 3** | **Lesson Number: 3**  **Lesson Heading: How Can I Make Healthy Choices?** |
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| **Learning Outcomes:**  Children:   * Are able to name and label the heart, lungs and circulatory system and identify how inhaling smoke affects them. * Know that it is helpful to talk about making good choices with people they trust and some techniques to address unhelpful pressure. | |
| **Links:**  This lesson contributes towards: | |
| **Resources Required for Lesson:** | |
| **Beginning:**  □ Refer to class golden rules and rewards | |
| **Introduction:**  We’ve been talking about healthy choices – invite the children to discuss any healthy choices they have made in the last week.  **Recap:**  Smoking and the effects of smoking on the body.  For this lesson we are thinking about how to make healthy choice under pressure.  **Main Activities:**  **In small groups:**  Brainstorm techniques for saying “no”.  **Discuss ideas:**   * Broken record (or stuck CD to bring it up to date!) – eg. repeating “no, I don’t want to”. * Change the subject. * Give a health or related fact: “My neighbour has a weak heart from smoking”. * Walk away. | |
| Highlight the importance of being **assertive**  Children to role-play the following scenarios in threes using assertiveness skills. Two children to play the characters, the other to act as “director” and suggest ways to resist peer pressure if needed, or to give feedback on what good skills they saw being used:   * Two friends – your friend wants to burrow a CD but last time you loaned them one it got broken. * A friend suggests playing near a railway track. * A friend dares you to steal a chocolate bar from a shop.   **Plenary:**  We are making choices all the time, and it is always possible to make healthy choices. If we make unhealthy choices there will be consequences, which could happen immediately – as in risks of playing on railway track – or later – as with smoking. | |