# **Drug, Alcohol & Tobacco Education**

**Lesson Plan**

| **Year Group: Year 2** | **Lesson Number: 1**  **Lesson Heading: How Do Medicines and Alcohol Affect The Body?** |
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| **Learning Outcomes:**  Children:   * Are able to identify the basic functions of the heart, lungs, stomach and brain and draw/describe a basic circulatory system. * Are able to explain/demonstrate understanding of what happens to substances when they enter the body. | |
| **Links:**  This lesson contributes towards:  Cross curricular links to science | |
| **Resources Required for Lesson:**  Paper and coloured pencils. | |
| **Beginning:**  □ Refer to class golden rules and rewards. | |
| **Main Activities:**  **What Things Could Go Into or Onto My Body?**  **Whole Class Activity:**  **Idea storm all the things that could go into or onto the body:**  Include:   * Food * Drinks (include alcoholic drinks) * Medicines * Pills * Cigarette Smoke * Car Fumes * Perfume * Aerosol Products * Soap * Cream * Inhalers * Splinters * Germs/Bacteria * Pollution * Sunshine * Water   Continues over page | |
| **Assessment Activity:**  **Where Do Things Go When They Enter My Body?**  **Talk together. Drawing and writing. Making a display. Individual, class and pair or group activity.**  Remind children of their previous work on the items which enter their bodies and how they get in (see Year 1 – Lesson 1). Without further discussion, invite them to draw what they think is inside their bodies.  Ask the children to use coloured pencils to show:   * How food and air get in and where they go? * How germs from a cut get in and where they go? * How sunshine gets in and where it goes?   Invite the children to share their ideas with a partner or in a small group, before coming together as a larger group to pool their ideas and display their pictures.  Investigate in a similar way how the children think their bodies deal with the good and the not so good items which are taken in. Your are likely to receive responses such as:   * My body uses the good bits * It gives me tummy ache * My body gets rid of the bad bits * It makes me cough * It makes me sick * It makes me feel sleepy * My body fights the germs   Children can be asked to illustrate, label and expand on their responses. Once you are aware of the children’s perceptions you will be able to see which, and how much, new scientific information is relevant and appropriate.  Some children’s concepts of their body systems may be well advanced and they will be ready for a more scientific approach; other children might find such an approach confusing and need more activities. | |