

PSD LESSON PLAN PROFORMA

Teacher:	ALCOHOL PROJECT	Key Stage 1: Year 2
	<p><u>THEME/TOPIC:</u> Alcohol Education</p> <p><u>CONTEXT:</u> Findings from your school's Health Related Behaviour Questionnaire may have identified a need to address issues around alcohol in year 2. Across Solihull, 31% of year 2 children say they have tasted alcohol while 14% don't know. 9% say they have tasted alcohol in the last week.</p> <p>These lessons should only be undertaken if they are in line with the school's policy on Drug & Alcohol Education. It is good practice to ensure that parents are aware of the learning being undertaken so that they are better able to support their children.</p> <p><u>OBJECTIVE[S]:</u> To explore how drinks enter the body To look at ways of identifying alcoholic drinks</p> <p><u>OUTCOMES:</u> Pupils will:</p> <ul style="list-style-type: none"> • Understand the basic renal system, i.e. what happens to my body when I drink a substance. • Know that there are a variety of different drinks some of which contain alcohol and others that don't <p><u>ACTIVITIES:</u> [see detailed planning]</p>	
<p><u>Resources</u></p> <ul style="list-style-type: none"> • Empty bottles, all sorts • Large sheets of flipchart paper • Whiteboards and pens • Pictures of drinks to hold up or project onto whiteboard. 	<p><u>KEY QUESTIONS/ASSESSMENT OPPORTUNITIES</u></p> <p>Are children able to recognise which drinks contain alcohol and which do not?</p>	

DETAILED LESSON PLANNING

TIMING	ACTIVITIES [include resources, key questions, key words]
	<p>It may be appropriate if it has not already been done to complete the Draw and Write activity prior to this work to gain an understanding of children's knowledge about drugs and alcohol.</p>
5	<p>Warm up 'My favourite drink is...'</p>
10	<p>Introduction: I Need a Drink! Ask the children to imagine this scenario: Someone (you could use a puppet here) 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 on a whiteboard the kind of drink they think the person means. Go round the circle. Ask the children to share their drink as a class. Tally and categorise their responses. E.g. Adult/child drinks Fizzy/still Hot/cold Some may mention alcoholic drinks and so this could be another category. Teacher could introduce something alcoholic at this stage.</p>
15	<p>Activity Now imagine that when you get into the kitchen, mum or dad isn't there and there are no other adults to help you get a drink. You can see these bottles in the kitchen. (Have a range of bottles) What would you do? Which do you think are safe to drink? Which are unsafe? How do you know? Should you take a drink on your own? A puppet could be used to depersonalise this activity.</p>
15	<p>Activity Draw an outline of a body on a whiteboard or large sheet of paper, and ask the children to label how drinks get into the body: Mouth – Oesophagus(food pipe) – stomach – (bloodstream – brain) – liver – kidneys Explain to the children that some drinks contain something called alcohol (This may already have been mentioned during first activity). Which drinks do you know have alcohol in the? Brainstorm all of the alcoholic drinks that they know. If appropriate, tell the children that alcohol is a drug and that all drugs affect the brain and how the body works (how someone thinks, feels and behaves).</p>
5	<p>Which are alcoholic? Pictures or bottles. Show pictures of different drinks ask the children to put their thumbs up if they think the drink is alcoholic and thumbs down if the don't. What misconceptions might there be? How did you know? Can you buy these drinks? Why not?</p>

LESSON EVALUATION

What went well?	How do you know?
What didn't go so well?	How do you know?
What evidence do you have that the pupils achieved the learning objectives?	
What strategies did you use to assess the pupil's learning?	
Targets for next lesson	