

PSD LESSON PLAN PROFORMA

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| Teacher: | ALCOHOL PROJECT | Key Stage 1 : Year 2 |
| | <u>THEME/TOPIC:</u> Alcohol Education lesson 2 | |
| | <u>CONTEXT:</u> See lesson 1 | |
| | <u>OBJECTIVE[S]:</u> <ul style="list-style-type: none"> • To explore the effects that alcohol has on the body. • To experience some of the physical limitations that alcohol can affect. | |
| | <u>OUTCOMES:</u> <ul style="list-style-type: none"> • Pupils will know that alcohol affects people in different ways, and can affect men and women very differently. • Pupils will have experienced some of the effects of alcohol on the body • Pupils can recall a fact about alcohol | |
| | <u>ACTIVITIES:</u> [see detailed planning] | |
| <u>Resources</u> <ul style="list-style-type: none"> • Outline of body created from last lesson • Safer drinking chart • Pint Glass, half pint glass • Sheet with different sized glasses on. • Alcohol goggles • Masking tape • Balls • Small objects – coins, dice, counters, keys etc • Plastic steering wheel or small hoop • Washing line, pegs and cards | <u>KEY QUESTIONS/ASSESSMENT OPPORTUNITIES</u> | |

DETAILED LESSON PLANNING

| TIMING | ACTIVITIES [include resources, key questions, key words] |
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| 10 | <p>Washing line activity – more healthy, less healthy. Place pictures of different activities/plates of food e.g. sitting watching television, someone smoking, plate of sausage, chips and beans, glass of water etc. on a continuum from more to less healthy.</p> |
| 15 | <p>Recap on the outline of the body, bring it back out from last week. Discuss as a class the effects that alcohol has on the body. Brainstorm any ideas that the children may have.</p> <p>(Split class into two groups. Teacher to lead one activity another adult lead the other.)</p> <p>Activity 1</p> <p>As a group, discuss different opinions on the effects of alcohol and why the effects may not be the same for everyone. Individually give the children a sheet with 3 different sized glasses drawn on. Ask them to predict what they think would happen if they filled each container with water and added the same amount of blackcurrant. Using just one colour pencil ask the children to predict what they think would happen.</p> <p>In pairs or small groups give the children two different sized containers e.g. pint glass and half pint glass or wine glass. Instruct the children to carry out a short experiment. They must fill both containers with water and then add the same amount of blackcurrant to each container and ask them to observe what happens. In their pairs they must feedback what has happened and why they think this has happened.</p> <p>As a whole group pose the question “so why does alcohol affect different people in different ways?” Explain that the smaller container, which will be darker in colour, represents the way that smaller people are more affected after drinking the same amount of alcohol.</p> <p>Safer drinking chart:</p> <p>Show the safer drinking chart. Ask them why they think there are differences between men and women? Remind the children that because alcohol affects everyone differently there can only be recommended guidance on safe limits.</p> |
| 15 | <p>2. <u>Alcohol goggles</u></p> <p>Explain to the children that the alcohol goggles are going to simulate what it feels like to be impaired due to alcohol. Stress to the children that the goggles only simulate visual impairment, and that when one is actually impaired, there are other consequences as well.</p> <p>The following activities should be done “sober” and then repeat the tasks in the same order while impaired with the goggles on.</p> <p>Catch the ball Have the participant stand with one hand behind their back; throw five small balls one at a time that they need to catch.</p> <p>Walk the line Walk the line of masking tape on the carpet twice. Record the number of times you misplace your feet.</p> <p>Without glasses With glasses</p> <p>Pick it up Throw car keys, coins, dice, sweets or any other small objects</p> |

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| 5 | <p>on the floor and tell them to pick the items up as quickly as possible.</p> <p><u>Only do this activity if there is enough room !!</u></p> <p>Steering wheel Using a real steering wheel or a plastic wheel have the participant drive around the classroom on a simple course that you design using masking tape, traffic safety cones, desks, or chairs.</p> <p>Discuss the following questions:</p> <ul style="list-style-type: none">• How did the goggles make you feel when you first put them on?• What difference did having the goggles on make to each activity?• What might the consequences of drinking too much alcohol be if it feels a bit like wearing the goggles? <p>Finish with a round of one thing I have learnt about alcohol is.....</p> |
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LESSON EVALUATION

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| 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 | |
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