

PSD LESSON PLAN PROFORMA

Teacher:	ALCOHOL PROJECT	Key Stage: 1 – Year 2
	<u>THEME/TOPIC:</u> Alcohol Education lesson 3	
	<u>CONTEXT:</u> See lesson 1	
	<u>OBJECTIVE[S]:</u> To explore times and occasions when people drink alcohol and their reasons To learn about labels and what labels on products can tell us	
	<u>OUTCOMES:</u> <ul style="list-style-type: none"> • To understand the reasons why people drink and how this can be done in moderation. • Know what labels on packets and bottles are telling us. 	
	<u>ACTIVITIES:</u> [see detailed planning]	
<u>Resources</u> <ul style="list-style-type: none"> • Drinking situation cards • Empty grocery packets • Empty alcohol bottles • Paper and pens for posters and display • Pint glass, half pint glass and wine glass 	<u>KEY QUESTIONS/ASSESSMENT OPPORTUNITIES</u>	

DETAILED LESSON PLANNING

TIMING	ACTIVITIES [include resources, key questions, key words]
<p>5</p> <p>10</p>	<p>Recap on ground rules</p> <p>Warm up activity – Change places if ... (health related statements e.g. ...you have ever been swimming, ... you had breakfast this morning, ... you walk to school, ...you brush your teeth twice a day etc..)</p> <p>Activity</p> <p>On the whiteboard or flipchart paper conduct a brainstorm of the times and occasions when and why we eat and drink and the effect upon us. Ask the children to think of particular 'events' when we eat and drink and whether others are involved in the times we enjoy our food and drink. They could complete the list as follows: On white boards in pairs draw an occasion and then share:</p> <ul style="list-style-type: none"> • Eat/Drink When/ At eg. My Birthday • With Friends and parents • Because To Celebrate • I Feel Good but Ate too much and felt sick <p>Summarise</p> <p>By discussing that the 'social' and even cultural aspects of eating and drinking is also important and so are the feelings (the mental health aspects). Explore times when children have identified that they have eaten or drunk too much and expand on issues of:</p> <ul style="list-style-type: none"> • Body being 'overloaded' and how that can make us feel sick, tired or affect behaviour – a good example of this is eating too much cake or eating too many sweets at a party. • Moderation – that adults can drink alcohol safely and responsibly in the same way that they can use medicine safely: that alcohol bottles have a label to tell adults how strong the alcohol is. <p><u>Labels:</u></p>
<p>15</p>	<p>Explore with the children what information is on the packets.</p> <p>Start with an empty grocery packet eg baked beans – what does the label tell us? (Ingredients, how much energy they will give us, if someone was allergic to peanuts it would warn them not to eat it.)</p> <p>With medicines, remind children that adults can use the label to tell them how much it is safe to give a child.</p> <p>With alcohol bottle/can show children that is a % ABV figure printed on the can. Explain that this tells adults how strong the alcohol is so that they can decide how much it would be safe to drink, because alcohol is a drug and can be very strong.</p>
<p>15</p>	<p>Activity</p> <p>In small groups give the children a picture of a drinking situation e.g. a pregnant women drinking, a group of party goers drinking, someone winning a grand prix spraying champagne, a child having a sneaky sip of beer at a party etc. Ask the children to think about: Who is this person? What is happening? How do you feel about the situation? Feedback.....</p>

5	<p>Explain that having looked at the physical effects of drinking alcohol they are now going to think about other consequences of drinking alcohol for the individual, family and friends, and also the community? Give each group a different situation card and ask them to think about who is affected by the situation? Is it more than just the individual? Take feedback from each group.</p> <p>Round</p> <p>One thing that today's lesson has made me think about is ...</p>
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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	