



<b>STRAND:</b>	Drug and Substance Misuse	<u>Lesson Duration:</u> Variable up to 60 minutes, by agreement with centre staff, dependent on whether lesson is delivered as a whole, or in parts and how pupils respond.
<b>KEY STAGE:</b>	UKS2	
<b>LESSON:</b>	So, What's the Problem?	

**AIM**

- To understand the risks and consequences of alcohol and solvent use and misuse.

**PSE FRAMEWORK OBJECTIVES 2008**

- To listen carefully, question and respond to others. S (DC)
- To express their views and ideas confidentiality through a range of appropriate methods. S (DC)
- To give opportunities to ask for personal support and advice. S (WVO)
- To listen attentively in different situations and respond appropriately. S (DC)
- To know the harmful effects both to themselves and others of alcohol and solvents. R (H&E)
- To give opportunities to take increasing responsibility for keeping the mind and body safe and healthy. R (H&E)
- To understand that personal actions have consequences. R (M&S)
- To understand the effects of and risks from the use of a range of legal and illegal substances and the laws governing their use. R (H&E)

**LITERACY ACROSS THE CURRICULUM**

This lesson includes the following aspects from the literacy/ numeracy framework

- Speaking -L(O)sp
- Listening - L(O)l
- Collaboration and discussion L(O)c&d
- Reading strategy L(O)rs
- Comprehension L(R)c
- Meaning, purposes, readers L(W)mpr
- Structure and organisation L(W)s&o
- Language L(W)la

**LESSON OBJECTIVES**

- To know about the harmful effects both to themselves and others of alcohol and solvents and to understand that all actions have consequences.
- To express their ideas confidently and develop decision making skills.
- To take increased responsibility for their actions, keeping their body safe and to have respect for rules and the law.
- To raise awareness of strategies and sources of help.

**KEY WORDS**

alcohol, solvents, depressant, risks, consequences.



## Lesson Overview: So, What's the Problem?

### RESOURCES

- Key words, 1 definition of a drug, 1 definition of alcohol, 1 definition of a solvent, 1 definition of binge drinking, definition of ASB.
- 1 set of alcohol flashcards or real props, flip chart paper.
- A human bingo display sheet, a class set of human bingo sheets.
- 6 sets of sorting cards, storyboard triggers and class set of worksheets, video clip "Alcohol on Trial" from the "Thinking about Drinking" video.
- 1 set of cards for 'alcohol strengths' values continuum.

### ACTIVITIES

#### INTRODUCTION

- Ensure that the link with the previous lesson is explained
- Agree Golden Rules
- Clearly outline the classroom agreement about confidentiality
- Explain and display the learning objectives and key words.

#### MAIN ACTIVITIES

- Introductory pair work, what is a drug? Discuss feelings about drugs.
- Class discussion to decide on a definition for alcohol and solvents.
- Class brain storming activity on the board to name all the drinks they know. Divide the list into alcoholic and non-alcoholic drinks.
- Values continuum exercise to explain varying alcohol strengths.
- Class activity, Human Bingo to establish prior knowledge.
- Group card sorting activity.
- Watch the video clip "Alcohol on Trial" discuss ASB and binge drinking and its effects on the community. Discuss the laws and consequences of breaking them.
- Group storyboard activity through discussion/draw and write activity/role play.

#### REVIEW/PLENARY

- Circle Time

#### TEACHER FOLLOW-UP ACTIVITIES

For more detailed information and resources see the teachers section of the [www.schoolbeat.org](http://www.schoolbeat.org) website.