KS3 – Year 9 Lesson plan for session1

[Positive Choices Coventry](https://www.changegrowlive.org/positive-choices-coventry)

Lesson number: 1

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|  Links to PSHE Association Programme of studySee:<http://www.pshe-association.org.uk/resources>Links to FRANK drug information <https://www.talktofrank.com/>Positive Choices: 02476 553130  |  KS3 Facts about alcohol Learning outcomes;* Demonstrate knowledge of the effects of alcohol on the body
* Knowledge around differing strengths of alcohol and unit measures
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| Time required | 30 minutes (depending upon pupil’s needs and teacher choices). |
| Required resources andHandout 9a-units of alcoholHandout-9b how many units Handout-9c effects on the bodyPSHE and Citizenship GCSE. This series is relevant for teaching teenagers about personal welfare and the effects of drink and drugs. | Basic knowledge and understanding of drugs (teacher). Positive Choices can provide basic drug awareness training to all PSHE teachers.Pens/pencils Flip chart paper and pensNote pads Handouts Pictures or empty bottles of 10 different types of alcohol-keep it relevant to what young people drink such as wine, lager, various spirits, shots. Ensure that you have the %ABV on the item you use and cover this with a post stick prior to the session.Choose Alans (14 year old) experience of alcohol video to show the group: <https://www.bbc.co.uk/teach/class-clips-video/pshe-gcse-ks4-drink-and-drugs-my-story/z69cvk7> |
| Background | Young people may become tempted or encouraged by others to try alcohol. Understanding the effects of alcohol on the body and identifying risks of drinking alcohol will enable young people to make an informed choice. The teacher delivering this session will need a basic level of drug awareness to manage any questions asked and provide factual information about the topic. Be mindful that young people may know someone or are exposed to substance use within the family home, someone with lots of knowledge around substances may need meeting with after to ascertain level of risk or need for additional support  |
| Group agreement  | Points to include in group agreement are:* Listen to each other in turn
* Knowledge and experience come in different level-all questions are valid ones
* No personal questions aimed at teacher or students
* Be respectful
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| Activity  | Introduction:Today’s session is to look at the facts about alcohol.We have discussed previously around the different drugs young people may be exposed to and the laws attached to each and your ability to make the right decision for you at that time. The next couple of session will look at alcohol and the risks that young people may be faced with whilst intoxicated. **Alcohol**Teacher-line up the 10 different empty bottles of alcohol or display the picture card covering the % ABV with a post stick to reveal at a later stage and in no order of strength. Invite one student to come up and place the bottles or pictures in order of strength-starting with the weakest. Once the student has finished allow the other students to discuss in pairs whether they agree with the line-up.Ask the group how they know?Arrange the bottles in the correct order (if they had not already achieved this) and remove the post sticks. Introduce the students to what % ABV means.Definition of % ABV= the concentration is measured as the percentage of pure alcohol (ethanol) in the product by its volume. This measure is called alcohol by volume.Share with the students that **Ethanol** which is the intoxicating ingredient of many alcoholic drinks such as beer, wine and distilled spirits is also an important industrial chemical; it is **used** as a solvent, in the synthesis of other organic chemicals, and as an additive to automotive gasoline (forming a mixture known as a gasohol). Do you know what the recommended daily allowance is for men and women over the age of 18?The Chief Medical Officer (CMO) does not recommend for men or women to drink more than **14 units** per week and ensure they have no alcohol days in between. Do you know what the recommended daily allowance is for young people under the age of 18?CMO guidelines are; Young people under the age of 15 are recommended not to consume alcohol therefore there is no recognised or recommended amount and those 15-17 year olds that do consume alcohol are to drink below the adult recommendations and no more than 1 day per week.Use handouts 9a and 9b-how many units?Handout 9a provides a teaching of working units out and a list of units relating to a variety of alcohol drinks-this will help the pair’s complete handout 9b.Split the group into pairs and ask them to work through the worksheet-how many units?Ask the pairs to feedback to the group and correct any incorrect figures.Show Alans video and discuss the risks of not recognising the amount of units consumed.Ask the group whether this is always realistic to keep a track of units; if someone else pours the drinks or if you have already had a few and become too intoxicated to monitor the amount, to know if you can drive, operate machinery, safe to walk home etc.**Alcohol and the body?**Using a body template handout 9c-as the individual groups or pairs to discuss the effects of alcohol on the body. Ask them to identify areas of the body that could be impacted. Once completed ask the group to discuss their answers and add to the body map areas where they may have missed.Next session will look at alcohol and risks   |
| Assessment | Check in with the group to ensure that they are ok and if anyone wants to talk have time available for them. |
| Plenary | Depending on the professional judgement of the teacher and pedagogy choices they have made, a consensus should be reached on each of the questions above. Some teachers may wish to write and record this thinking, as a set of ‘class notes’, others may feel it sufficient to hold the discussion without any ‘formal’ record.  |