

KS3 – Year 9 Lesson plan for session 2

Lesson number: 2

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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 Risks associated with alcohol Learning outcomes;* Knowledge of the impact alcohol has on the drinker
* Knowledge of the risks associated with alcohol use
* Awareness of the impact alcohol can have on ability to make decisions
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| Time required | 30 minutes (depending upon pupil’s needs and teacher choices). |
| Required resources andHandout 2a-risks associated with underage drinking Handout-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.<https://www.bbc.co.uk/teach/class-clips-video/pshe-gcse-ks4-drink-and-drugs-my-story/z69cvk7>YouTube video-Part 4: What do we feel at different stages of intoxication? | 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 YouTube video showing the different stages of intoxication-please note that this is an Australian video so the law will be different (legal drinking level) but the process and stages are standard and gives the viewer a good insight into the stages that a drinker will go through during their drinking episode. Please view to ensure it is suitable. |
| 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 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 risks associated with alcohol.In the last session we started to look at the effect's alcohol has on the drinker. This session we will continue to look at the effects of the drinker and the risks that are associated with alcohol use. **Alcohol**There are different stages of intoxication that people go through when drinking alcohol. Teacher-If you have access to Youtube you can show the short video to show the stages of intoxication or discuss the image below. The above image shows the different stages of intoxication-BAC refers to blood alcohol concentration, which is the alcohol levels within the blood. Ask the group if they know what the different levels of intoxication are?Split the group into 6 groups and give each group a stage of intoxication. Ask the groups to discuss the effects associated with each stageExamples:Stage 1; talk more, over confident, lose attention span, more daring, lack of will power and lack of judgement. Stage 2; slower response time, starting to feel unbalanced, struggle to focus and remember, feel sleepy/drowsyStage 3; Staggering, confused, become emotional, speech slurring, over affectionate, aggressive or violent, will not feel painStage 4; unable to walk, slumped in doorways, not able to communicate, in and out of consciousness, unresponsive Stage 5; breathing becomes slow and shallow, heart rate slow, unconscious, comaStage 6; stop breathing Spend time in discussing the risks of drinking alcohol and what risks are prevalent to each stage.Next session will look at harm reduction with alcohol & Personal safety  |
| 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.  |