

## PERSONAL WELL-BEING – DRUG EDUCATION

**YEAR 8 LESSON 4 Relationships**

**TITLE Drunk in charge of my body**

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### KEY CONCEPTS

- ◆ An awareness of how alcohol affects their ability to make decisions
  - ◆ Demonstrate an awareness of resisting negative decisions and using assertiveness techniques appropriately
  - ◆ Begin to explore the link between use of alcohol and early sexual experiences
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### KEY PROCESSES

- ◆ Use knowledge and understanding to make informed choices about safety, health and wellbeing
  - ◆ Assess and manage the element of risk in personal choices and situations
  - ◆ Use strategies for resisting unhelpful peer influence and pressure
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### CONTENT

- ◆ Ways of recognizing and reducing risk, minimizing harm and getting help in emergency and risky situations
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### LEARNING OUTCOMES

*by the end of the lesson the pupils will be able to:*

- ◆ Articulate what they know about how the use of alcohol makes them vulnerable
  - ◆ Recognise their own ability to make decisions and keep themselves safe
  - ◆ Have some simple top tips for having a safe night out
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### FUNCTIONAL SKILLS

- ◆ English Communication/Speaking/Listening
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### RESOURCES

- <http://www.drinkaware.co.uk/talking-to-under-18s/professionals/vox-pop-interviews-with-young-people>
- Drunk goggles, keys
- Poster
- Continuum cards and scenario cards copied and cut up
- You, Friend, Strangers handout photocopied for every pupil
- Backpack handout copied on to A3

## LESSON PLAN

### Activity 1

- ❖ Either, ask 2 students to put on beer goggles if available.
  - Teacher says, "This feeling wearing goggles is an estimate of how you might feel after an evening drinking. Imagine you are in the park with a group of mates. It is the end of the evening. You lose your keys in the grass."
  - Pupils observe 2 volunteers walking with beer goggles trying to find the bunch of keys the teacher has previously dropped. "What does it feel like?" "How easy is it to carry out normal activities?" "What risks are there in that situation in the park?"
- ❖ Or, using the Steve Evans Don't Walk Away or similar poster and divide students into groups.
  - What might be happening in the picture?
  - What could happen?
  - Explore how the evening could end up negatively... discuss the outcome
  - What led up to this situation? Share the stories with the class
- ❖ Now discuss... What could they have done or said differently to avoid or control the negative outcome? When should the person/s have done/said this?

### Activity 2

- ❖ Give out the "You, Friends, Strangers" handout. Ask pupils to fill this in on their own. Discuss the answers as a whole group.

### Activity 3

- ❖ Place "Totally at risk" "Totally protected" continuum cards, either on a washing line with pegs, blu-tak on the white board or put either side of room. Share out the scenario cards amongst the pupils and ask them to discuss in small groups what kinds of risks could stem from the scene described. Ask them to place the card on the continuum line and to explain what risks may be connected with the scenario or how it may protect someone. Link to discussions and task them to bring ideas together.

### Activity 4

#### Assessment scenarios. Back pack activity

- ❖ Print handout as A3. Draw or write in a group all the things a young person could take to help avoid or minimise the possible risks on a night out