

PERSONAL WELL-BEING – DRUG EDUCATION

YEAR 8 LESSON 6 Assessment
TITLE What have we learnt about alcohol?

KEY CONCEPTS

- ◆ Recognising that healthy lifestyles, and the wellbeing of other, depend on information and making responsible choices.
- ◆ Understanding that our physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened.

KEY PROCESSES

- ◆ Use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary.
- ◆ Find and evaluate information, advice and support from a variety of sources and be able to support other in doing so.
- ◆ Assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others to do so.
- ◆ Use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help.
- ◆ Identify how managing feelings and emotions effectively supports decision-making and risk management.

CONTENT

- ◆ Multiple choice quiz to assess recall of factual information.
- ◆ Pair work to identify strategies and support for alcohol related scenarios
- ◆ Small group work to develop poster/leaflet on alcohol related issue for peer group

LEARNING OUTCOMES

by the end of the lesson students will:

- ◆ Be able to describe the potential impact of alcohol use on young people and adults
- ◆ Review their knowledge and understanding of alcohol and related personal and social health, safety and well being issues.
- ◆ Demonstrate knowledge of sources of support

FUNCTIONAL SKILLS

- ◆ English Communication/Speaking/Listening/Reading/Writing

RESOURCES

- A4 cards marked A, B, C, D
- Handout "Where to get help wheel"

- Poster design assessment sheet
- A3 paper, pens, magazine pictures of young people and alcohol bottles for collages (optional)
- Details of national websites and helplines for young people

LESSON PLAN

Activity 1

- ❖ Ask the pupils to think back over the topics that they have covered in this programme
 - Myths/facts/fiction about alcohol
 - Units in alcoholic drinks
 - Ways in which alcohol is used in our society
 - Attitudes to alcohol
 - Understanding different peoples points of view towards drinking alcohol
 - How alcohol affects our bodies
 - How to handle alcohol related first aid situations
 - Assessing risk in different alcohol situations
 - Assessing different types of alcohol use
 - How alcohol affects our behaviour
- ❖ In this lesson we are going to see how much we have learnt over the last few weeks. Explain that they are going to do a multiple choice quiz to review learning of alcohol facts:
- ❖ Display cards marked A, B, C, D in four corners of classroom. Read out following multiple choice questions, students to move to corner that they think is the correct answer. Alternatively pupils to work in teams and allocate one team representative to move to corner.
 - The recommended daily safer drinking limit for adult men is:
 1. 2-3 units
 2. 3-4 units * correct answer
 3. 4-5 units
 4. 5-6 units
 - Alcohol affects:
 1. the liver
 2. the heart
 3. the brain
 4. all of these * correct answer
 - Approximately how long does it take a healthy person to process one unit of alcohol?
 1. 20 minutes
 2. 40 minutes
 3. 1 hour * correct answer
 4. 1 ½ hours
 - What is the minimum recommended age for drinking any alcohol in the UK; remember this about a young person's health, not the law.
 1. 8 years old
 2. 12 years old
 3. 15 years old * correct answer
 4. 18 years old

- Which of the following drinks contains a single unit of alcohol?
 1. a small pub measure of whisky * correct answer
 2. a pint of lager
 3. a small bottle of alcopop, e.g WKD or Bacardi Breezer
 4. a large glass of red wine
- If a person drank 3 cans of strong lager at a party starting at 8pm, when would they be completely safe to drive, i.e. have no alcohol in their system?
 1. 11pm
 2. Midnight
 3. 2am
 4. 4am * correct answer – each can contains 2-3 units, so 6 units would take approx 6 ½ hours to be processed.

Activity 2

- ❖ Where to get help wheel
- ❖ Students work in pairs to complete inner circle with ideas of what the young person in the dilemma could do immediately, or longer term.
- ❖ Half of the dilemmas are about a young person drinking alcohol and the effect on them directly. The others are about the impact of others alcohol use on a young person.
- ❖ Draw up list on whiteboard of ideas from pupils as to where they could get support or advice, or what they would advise someone to say or do in that situation.

Activity 3

- ❖ Students to work in pairs or small groups.
- ❖ Students to choose one dilemma that they want to develop into a poster or leaflet containing advice for other young people their own age or younger who are in that situation.

Activity 4

- ❖ Peer review of posters/leaflets. Students to score another groups poster against the following criteria:
 - Did the poster/leaflet give any advice on what a young person could do to keep themselves safe?
 - Did the poster/leaflet include information on where young people could go in your school or town if they needed help or advice?
 - Did the poster/leaflet include details of any national helplines and websites?
 - How helpful/relevant was the advice and information for young people your age?
- You may like to use the poster design assessment sheet to help you.

Activity 5

- ❖ Ask each pupil to fill in the evaluation sheet. If there is time discuss the main points in the class.