

Year 9 Health L1.1 & 1.2	TITLE: Alcohol	
<p>OUTCOMES:</p> <ul style="list-style-type: none"> • Students will define 'drug' and link to alcohol • Students to understand society's image of alcohol and the effects of alcohol • Students to understand what units of alcohol are • Students to be aware of the dangers of 'binge drinking' 		
<p>RESOURCES:</p> <ul style="list-style-type: none"> • Handout booklet 'Alcohol and You' – these are being provided – when these lessons are finished encourage students to take the booklets out of their folders and take home • Power point 'Alcohol' (PSHCE/Y9 Health/L1-4 Alcohol) • Musical Chairs drinking statements (teacher copy only) • Binge Drinking – U Drive PSHCE/Y9 Health/Y9 L1.1-1.4/Binge Drinking • DVD Getting Hammered • DVD Panorama 'The Truth About Happy Hour' 		
<p>Activity: Introduction</p> <ul style="list-style-type: none"> • Students to define what a drug is – put student definitions on board and attempt to agree a definition <p>Formal definition: a drug is a chemical substance which alters the working of the mind/body</p> <ul style="list-style-type: none"> • Students to note down the definition • Link this to alcohol 	<p>Resources</p> <p>Booklet 'Alcohol and You'</p>	
<p>Task 1: Images of alcohol</p> <ul style="list-style-type: none"> • Ask all students to contribute a word or phrase that they link to their image of alcohol • Note these on board – add any more that they might think of • Note which ones are positive and which are negative – does one list contain more images than the other? • Ask students where their images of alcohol come from – how much are they influenced by advertising? • What age group are different adverts aimed at? (Many adverts for alcho-pops seem to be aimed at young people) 		

<ul style="list-style-type: none"> • At Christmas the number of adverts for alcohol increase – why do they think this is? Should Christmas be targeted by alcohol producers? • Discuss how advertisers try to influence people to buy their brand 	
<p>Task 2: How we are influenced by alcohol</p> <ul style="list-style-type: none"> • Get students to stand in a large circle around the room • Read out the statements from 'Musical Chairs' one at a time • If students feel that the statement applies to them they should move one place clockwise around the circle <p>By the end of the statements most students will most likely have moved at least once – most more than that</p> <ul style="list-style-type: none"> • Ask them what they think this game shows <ul style="list-style-type: none"> - almost all of us have been affected by alcohol at some point, what matters is how we use it 	<p>Musical Chairs drinking statements</p>
<p>Why do people drink alcohol?</p> <ul style="list-style-type: none"> • Discuss with students – put their ideas on the board and students to complete the spider diagram in their booklets – link to positive and negative words above <p>Ideas can range from socialising, because people like it to addiction or peer pressure</p>	
<p>Task 3: Information on alcohol</p> <ul style="list-style-type: none"> • Play the Power Point 'Alcohol' • There are interactive task on the effects of alcohol and information on alcoholism • Slide 7 – students to decide if any of these young people have an alcohol problem • Link back to reasons that people drink alcohol 	<p>Power point 'Alcohol'</p>

<p>This is 4 pints of ordinary beer for men and 6 small glasses of wine for women – in the DVD clips you are about to see – do you think these young people have had more than this???</p> <ul style="list-style-type: none"> • Discuss with students – are the government guidelines realistic? • Do they think that young people aged 15-17 usually stay within these guidelines? 	
<p>Binge drinking</p> <p>Play the YouTube clips in the Binge Drinking folder – these are government adverts about binge drinking – discuss student reaction</p> <ul style="list-style-type: none"> • DVD Getting Hammered – this has a menu at the front – to come out right click the picture – DVD Options – Menu • I suggest Ray and Stacey Rays 16th Medical Research Options – this is from the top 20 most dangerous drugs – notice alcohol is no. 5 'Plastered' <ul style="list-style-type: none"> • These are all short and the others are rather technical and the brain damage is covered next lesson 	<p>U Drive PSHCE/Y9 Health/Y9 L1.1- 1.4/Binge Drinking</p>
<p>Alcohol and Health Risks:</p> <ul style="list-style-type: none"> • See page in booklet – discussion how too much alcohol affects the body – look through these pages and discuss • Highlight the link between safety and drinking • Highlight the link between unwanted pregnancy and sexually transmitted infection and alcohol <p>This leads into the next lesson – Basic Instinct</p>	<p>Booklet 'Alcohol and You'</p>

<p>If it all goes wrong</p> <ul style="list-style-type: none"> • Read through the relevant page in Alcohol booklet • Ensure that students know what the recovery position is – explained in booklet • Get students to demonstrate on each other!! 	<p>Alcohol and You booklet</p>
<p>If you have time and want more information on binge drinking use the following</p> <p>Play the DVD Panorama on Binge Drinking</p> <p>This is 30 minutes</p> <ul style="list-style-type: none"> • Discuss what they have seen <p>Go back to the reasons for drinking alcohol – how do these relate to the video</p>	<p>DVD Panorama ‘The Truth About Happy Hour’</p>