

Year 5

## Healthy bodies, healthy minds

### Lesson 2: Alcohol, tobacco and drugs



#### Lesson context and overview

This is the second of three lessons exploring ways we can maintain physical and mental health and wellbeing. This lesson focuses on raising awareness and knowledge of facts about alcohol, tobacco and drugs.

#### Curriculum links

##### Physical health and mental wellbeing: Drugs, alcohol and tobacco

Pupils will learn:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

#### Resources

Large sheets of paper with the word 'Drugs' written in the middle  
Legal drugs quiz sheet (answer sheet also provided)  
Effects of legal drugs cards

#### Key vocabulary

drugs, alcohol, tobacco, cigarettes, e-cigarettes, vaping, caffeine, substances, legal, illegal, effects

#### Learning objectives

We will be learning:

- facts about legal and illegal harmful substances
- about how alcohol, caffeine and smoking can affect the body and mind.

#### Learning outcomes

We will be able to:

- explain some facts about legal and illegal substances
- describe ways that alcohol, caffeine and smoking can affect the body and mind.

#### Essential teaching guidance

Please ensure you have read the guidelines on creating a safe teaching and learning environment before delivering these lessons. To create a climate of trust for safe and effective learning, ensure that ground rules are established or revisited before delivery.

Be aware of pupils whose lives may be adversely impacted by drug use, both legal and illegal, and ensure that discussions about the effects of drugs are factual, not judgemental. It is also important to discuss the effects of drugs in a way that doesn't induce fear or anxiety, as many pupils will witness adults using legal drugs safely and in moderation. If any safeguarding issues are raised, please refer to your school's safeguarding policy and procedures.

## Starter/baseline activity

Introduce pupils to the objectives and the key vocabulary for the lesson. Ask them to create a 'graffiti wall' on a sheet of paper with the word 'Drugs' written in the middle (this activity can either be done as a whole class with a single graffiti wall, or in groups with individual graffiti wall sheets). Ask pupils to write down any words or phrases they know that could be related to drugs. They can write these on post-it notes and add them to the wall or write them directly on the wall.

Choose some of the post-it/written comments to discuss (or take feedback from groups). Responses will vary between classes, cohorts, schools and localities, but common topics for discussion might include:

- prescription drugs
- awareness of legal and illegal drugs
- street names for drugs
- the effects of different drugs
- misconceptions, misunderstandings or myths, and where these might come from
- value judgements.

## Core activities

1. Show slide 5, which contains facts about different types and categories of drugs. Ask pupils if they can think of any examples of drugs for each category other than the ones given on the slide. Explain that in this lesson the main focus will be on legal drugs that some people consume every day: caffeine, alcohol and tobacco.

Organise pupils into groups. Hand out a copy of the Legal drugs quiz sheet to each group and ask them to complete it to see how much they know. Alternatively, this quiz could be done using 'True', 'False' and 'Not sure' cards stuck onto the wall in different parts of the room, reading out each question on the presentation board and asking pupils to stand by the card that matches their response.

Go through the answers and correct any misconceptions using the answer sheet. If doing the quiz as a whole class activity, as described above, read each answer after pupils have moved, then regroup them for the next question.

2. Organise pupils into small groups and give each group a set of cards from the Effects of legal drugs sheet. Ask them to sort the effects under the drug that causes them. After groups have done this, ask if there were any surprises. Were pupils aware of the effects on the body and mind of each drug?

*Note: some of the effects given, especially in relation to alcohol, are not likely to occur unless people consume a drug in an extreme or uncontrolled way. Pupils will see adults they care about using legal drugs safely and in moderation, and it is important to avoid anxiety or concern that the effects given **will** occur unless the substances are avoided completely.*

3. Discuss with pupils why they think people choose to use the drugs they've discussed, despite some of the potential effects. Make a list of their suggestions.

Show pupils some of the reasons people give for using alcohol and tobacco on slide 7. Organise pupils into pairs. Ask them to use what they have learnt about the effects of alcohol and tobacco to think of some responses to these statements that might be healthier options for the person involved. Take feedback from pairs.

Ask some volunteers to role-play scenarios using the examples on the slide and the responses they've discussed.

## Extension activity

1. Organise pupils into groups and allocate each a legal or illegal drug. Ask them to research their drug and present information about it in a presentation or fact file to share with the rest of the class.
2. Ask pupils to produce a public information film/drama/radio broadcast, highlighting the risks of drug-taking and signposting to sources of support.

## Plenary

Return to the graffiti wall and ask pupils to use a different coloured post-it or pen to add anything more they now know about drugs.

Go around the class and ask pupils to either tell you one thing they have learnt about drugs from this lesson, or one thing more they would like to know. If possible, respond to the 'would like to know' comments immediately after they are given. If that is not possible, make a note of the comments and ensure that you respond to pupils either individually or via a whole class response as soon as you can after the lesson or in the following lesson in the series.

## Assessment

Use the graffiti wall to both gauge pre-existing understanding or preconceptions, and any progression in understanding during the lesson. The quiz sheet can also be used to assess knowledge and fill in any gaps where necessary.