

PERSONAL WELL-BEING – DRUG EDUCATION

YEAR 8 LESSON 3 Diversity
TITLE Alcohol in our Society

KEY CONCEPTS

- ◆ Appreciate that there are similarities as well as differences between people of different race, religion, culture or disability, gender, age or sexual orientation.

KEY PROCESSES

- ◆ Pupils should be able to reflect critically on their own and others' values. Value difference between people and demonstrate empathy and a willingness to learn about people different from themselves.

CONTENT

- ◆ Examples of conflicting values encountered in society and the clarification of personal values.

LEARNING OUTCOMES

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

- ◆ Understand the different ways we use alcohol in our society
- ◆ Reflect on their own attitudes towards alcohol and listen to the views of other people

FUNCTIONAL SKILLS

- ◆ English/Communication/Speaking/Listening.

RESOURCES

- Worksheet 1
- Pictures of alcohol being used in a variety of situations
- Worksheet 2
- Agree/Strongly Disagree/Disagree/Strongly Agree sheets
- Worksheet 3

LESSON PLAN

Activity 1 – Starter/Warm Up

- ❖ Give out the worksheet. Divide the class into small groups and give each group a copy of the worksheet. Ask them to discuss what is happening in the picture and either draw or write various outcomes to this scenario. Discuss with pupils the different ways they have interpreted the scenario.

Activity 2

- ❖ Divide the class into small groups and give each group a set of alcohol pictures – showing alcohol being used in different situations.
 - Drunken night out
 - Family meal with alcohol being drunk
 - Toasting someone
 - Wedding/celebration
 - Watching football
 - Cocktail wine bar
 - Down the pub
 - Communion wine
- ❖ Ask the groups to look at the pictures, discuss the way that alcohol is being used and classify the pictures into negative and positive images of alcohol. Ask the groups to feedback to the whole class and record positive ways that alcohol is used in society and how it can be used to enhance a social situation.

Activity 3

- ❖ Give each pupil a copy of the worksheet “Have You Got An Attitude”. Ask the group to complete it on their own. Place 4 pieces of paper on the ground saying Strongly Agree/Agree/Disagree/Strongly Disagree. Read out the statement from the worksheet and ask the pupils to stand by the statement that matches their answer. Invite responses and discussion between pupils standing at different places on the continuum, allowing pupils to change position if they hear anything that causes them to re-think their original response to the statement.

Activity 4

- ❖ A new bar is planning to open in town. The bar is part of a chain of bars that originated in Australia and are rapidly becoming a popular global brand as a result of a very effective advertising campaign targeting young people with lots of promotional offers:
 - Themed nights
 - Cheap drinking sessions
 - Special sessions for 13-16 year olds
- ❖ The bar has applied to the council for a license to open in the centre of town. Before the decision is made, the Council has consulted with various groups:
 - Police
 - Local residents
 - Hospital, Accident and Emergency Unit

- Local Council
- Salvation Army
- Local pubs
- Local shops
- Young people
- ❖ Divide the class into 8 groups. Give each group one of the roles above and ask them to discuss their feelings about the proposed new bar. Each group should come up with 3 main arguments for or against the proposal.
- ❖ As a whole class, ask each group to read out their 3 main points.
- ❖ Whole class discussion:
 - are they surprised by the diversity of view points?
 - who has the strongest arguments?
 - do some groups have more influence than others?
 - what decision do they think the Council will come to?

