

## PERSONAL WELL-BEING – DRUG EDUCATION

**YEAR 8 LESSON 5 Risk**  
**TITLE Risks of Alcohol**

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### KEY CONCEPTS

- ◆ Understanding the risks of drinking alcohol
  - ◆ Assess and manage risk in personal choices and situations
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### KEY PROCESSES

- ◆ Assess and manage risk around alcohol
  - ◆ Use knowledge and understanding to make informed choices about safety, health and well-being
  - ◆ Know when and how to get help outside school
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### CONTENT

- ◆ Understanding experimental, recreational and problematic drinking, alcohol units, risks of alcohol , getting help outside school
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### LEARNING OUTCOMES

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

- ◆ Understand risks around alcohol
  - ◆ Have strategies to resist unwelcome influence / pressure
  - ◆ Know where to get support out of school
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### FUNCTIONAL SKILLS

- ◆ English- Communication/discussion/reflection
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### RESOURCES

- Scenarios -experimental, recreational, problematic cards
- A4 sheet with units
- Alcohol clock (numbers 1-12) and instructions
- Leaflet/s for outside agencies
- Drink aware unit calculators

## LESSON PLAN

### Activity 1

- ❖ Read out the short paragraph (attached) about 3 friends (one has tried alcohol and doesn't like it, one drinks it every now and then, one drinks and gets into trouble) to explain experimental, recreational, bingeing and problematic alcohol use. This will hopefully enable the pupils to gain a quick understanding of the different patterns of behaviour underlying types of alcohol use.
- ❖ In groups, give them the scenario cards and headings sheet and ask them to place each situation under the four headings- experimental, recreational, bingeing or problematic . Discuss the differences.

### Activity 2

- ❖ Re-visit alcohol units (see alcohol units guide)
- ❖ Alcohol clock & night out activity. See attached instructions

### Activity 3

- ❖ In pairs, ask them to write a list of all the agencies outside school where they could get help (e.g. YP Drop-in, YP Drug & Alcohol Service, FRANK, Connexions etc.,) Discuss where the services are, what kind of services, how they could be seen. If appropriate show films of local agencies.
- ❖ It is important to help young people understand what is meant by a confidential service.