

Year 1 – Drug, alcohol and tobacco education What do we put into and on to bodies?		
Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p>LESSON ONE</p> <p>Pupils learn about what can go into bodies and how it can make people feel</p> <p>Pupils</p> <ul style="list-style-type: none"> are able recognise that different things that go into bodies can make people feel good or not so good can identify whether a substance might be harmful to take in know how to ask for help if they are unsure whether something should go into the body 	<ul style="list-style-type: none"> Pre-topic assessment activity: <ul style="list-style-type: none"> Pupils complete the storyboard - Georgie in the Garden Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. Hook activity: Pupils name things that go into the body and show where they go into the body on a body outline. <i>whole class</i> Introductory activity: Pupils identify which substances feel good or not so good in the body. <i>whole class</i> Main activity: Pupils look at pictures of different substances found around home and school and identify whether they are good or not so good (harmful) to bodies. <i>pairs</i> Closing activity: Pupils role-play a scenario where a child comes across a substance and is not sure whether to put it in their body and how to ask for help. <i>whole class</i> 	<ul style="list-style-type: none"> Drug Wise, Islington Health and Wellbeing Team Year 1, Lesson 1, What do we put into our bodies? Nothing - A KS1 drug education resource using story and puppet which can be used to deliver drug education Available through training. Visit www.leedsforlearning.co.uk or www.schoolwellbeing.co.uk/training_courses
<p>LESSON TWO</p> <p>Pupils learn about what can go on to bodies and how it can make people feel</p> <p>Pupils</p> <ul style="list-style-type: none"> know that substances can be absorbed through the skin are able to recognise that different things that people put on to bodies can make them feel good or not so good can state some basic safety rules for things that go on to the body 	<ul style="list-style-type: none"> Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. Hook activity: Pupils name things that go on to the body. <i>whole class</i> Introductory activity: Pupils identify things from the list that feel nice on the body or not nice on the body. <i>whole class</i> Main activity: Pupils write/draw about a time when they put cream or lotion on their body – what it was, why they used it, who put it there and how it felt. <i>individual</i> Closing activity: Pupils are read scenarios about being safe around things that go on the body, and are given three possible responses. Pupils choose the most sensible option. <i>whole class</i> Post-topic assessment activities: <ul style="list-style-type: none"> Pupils add to / amend their original copy or complete a new version of the storyboard - Georgie in the garden Pupils complete the self-reflection sheet - What do we put into and on to bodies? 	<ul style="list-style-type: none"> Drug Wise, Islington Health and Wellbeing Team Year 1, Lesson 2, What do we put on to our bodies? Nothing - A KS1 drug education resource using story and puppet which can be used to deliver drug education Available through training. Visit www.leedsforlearning.co.uk or www.schoolwellbeing.co.uk/training_courses

Children's literature to support the topic	Help, advice and support
<ul style="list-style-type: none"> Nice or nasty? Claire Llewellyn 	<ul style="list-style-type: none"> Pupils should be encouraged to talk to someone who helps keep them safe and healthy, such as their parent, teacher or other adult they trust In an emergency: 999 ChildLine: 0800 11 11 www.childline.org.uk