

Year 4 – Drug, alcohol and tobacco education		
Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
LESSON ONE Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them Pupils <ul style="list-style-type: none"> are aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used can identify why a person may choose to use or not use a drug are able to state some alternatives to using drugs 	<ul style="list-style-type: none"> Pre-topic assessment activity: <ul style="list-style-type: none"> Pupils consider who to go to for help if they are worried about someone using drugs Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. Hook activity: Display the definition 'drug'. Pupils name and draw a drug they have heard about on post-it notes. Pupils add their post-it note to headed flipchart paper displayed around the room with the different headings: caffeine, alcohol, tobacco and nicotine products, medicines. <i>individual</i> Introductory activity: Pupils consider caffeine, alcohol, tobacco and nicotine products and discuss when and where these might be used. For example: a person might drink alcohol at the pub on a Saturday afternoon. <i>pairs</i> Main activity: Pupils word-storm ideas about why a person might want to use drugs such as caffeine, alcohol, tobacco and nicotine products in different situations. Pupils then consider what the person could do instead of using the drug. For example: have a non-alcoholic drink instead. <i>groups</i> Closing activity: Pupils discuss why people might want to use alternatives to drugs in different situations or not to use a drug at all and make a list. <i>whole class</i> 	<ul style="list-style-type: none"> Drug Wise, Islington Health and Wellbeing Team Year 4, Lesson 1, Drugs that are common in everyday life
LESSON TWO Pupils learn about the effects and risks of drinking alcohol Pupils <ul style="list-style-type: none"> know how alcohol can affect the body explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed know that there are laws and guidelines related to the consumption of alcohol 	<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 different drinks that contain alcohol. Help the pupils categorise these into: beers, lagers and ciders; wines and champagnes; fortified wines (such as sherry and port); spirits and liqueurs. Discuss that different types of alcoholic drinks vary in strength (the amount of alcohol they contain) and that this is important for people to know. <i>The more alcohol a person takes in, the greater effect it will have on their body.</i> <i>whole class</i> Introductory activity: Pupils look at a simple diagram of the body that explains where alcohol goes in the body once it is consumed. Pupils discuss some of the effects this might have on the body. <i>Pairs</i> Main activity: Pupils place different cards with situations where people are drinking alcohol on a risk continuum to show which situations are most risky. <i>groups</i> Closing activity: Pupils explain why they have placed the situation cards on the risk continuum where they have and justify their ideas. Give pupils information relating to the law and government guidelines when discussing the different responses. <i>whole class</i> 	<ul style="list-style-type: none"> Drug Wise Islington Health and Wellbeing Team Year 4, Lesson 2, About alcohol

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LESSON THREE Pupils learn about different patterns of behaviour that are related to drug use Pupils <ul style="list-style-type: none"> • can explain what is meant by the terms 'habit' and 'addiction' • can identify different behaviours that are related to drug use • know where they can go for help if they are concerned about someone's use of drugs 	<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 discuss common habits they notice in people. Pupils discuss what habits are, how habits begin and why habits can be hard to change. <i>whole class</i> • Introductory activity: Pupils give examples of types of behaviour in relation to drug use (such as smoking cigarettes), including 'never', 'occasionally' and 'habit'. For example: habit – often or always smoking regularly. <i>whole class</i> • Main activity: Pupils have cards describing different people's behaviour around drug use (alcohol, smoking or caffeine). Pupils match the cards to the type of behaviour being described never', 'occasionally', 'habit', 'addicted'. <i>groups</i> • Closing activity: Pupils discuss whether any of the behaviour in the example suggests that person might benefit from some help or support and identify which. Direct the pupils to support for adults if they worried about drug use but also for pupils if they are ever worried about someone they know. <i>whole class</i> • Post-topic assessment activities: <ul style="list-style-type: none"> ○ Pupils add to / amend their original copy of where to go for help if they are worried about someone using drugs or complete a new version ○ Pupils complete the self-reflection sheet – Making choices 	<ul style="list-style-type: none"> • Drug Wise Islington Health and Wellbeing Team Year 4, Lesson 3, Drug use
ASTHMA LESSON FOR YEAR 2, 3 OR 4 Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use Pupils <ul style="list-style-type: none"> • know what asthma is and how it can affect people • can recognise the symptoms of an asthma attack • understand how people with asthma can look after themselves – treating asthma as a condition and treating an asthma attack 	<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 create a word-storm or graffiti board, jotting down any words they know that relate to asthma. <i>groups</i> • Introductory activity: Pupils are given a presentation about asthma – see Drug Wise asthma presentation or contact your school nurse. <i>whole class</i> • Main activity: Pupils complete a quiz or make a leaflet about asthma for other pupils. <i>individual</i> • Closing activity: Pupils discuss the question: Poppy has been diagnosed with asthma. What will she need to remember? <i>pairs</i> 	<ul style="list-style-type: none"> • Drug Wise, Islington Health and Wellbeing Team Year 2, 3 or 4, Asthma lesson, About asthma

Children's literature to support the topic	Help, advice and support
<ul style="list-style-type: none"> Rory – an additional resource which could be used: A storybook and teaching resource pack to help children understand parental alcohol misuse. Rory can be used either as a targeted approach to support those affected by parental alcohol misuse or with a whole class/group. Available through training. Visit www.leedsforlearning.co.uk or www.schoolwellbeing.co.uk/training_courses 	<ul style="list-style-type: none"> Pupils should be encouraged to talk to someone who keeps them safe and healthy, such as their parent, teacher or other adult they trust ChildLine: 0800 1111 www.childline.org.uk Change4Life: www.nhs.uk/change4life Leeds NHS Stop Smoking Service Contact: stopsmokingleeds@nhs.net 0800 169 4219 Further information at : www.oneyouleeds.org.uk In an emergency: 999