

## Alcohol

Key Stage 3

<b>Aim of this lesson</b>	The aim of this lesson is to highlight to students how alcohol can impair reactions and make them do things they wouldn't normally do. This lesson also aims to give them an understanding of how drunk behaviour can impact on society and portray a false image of the younger generation.
<b>Learning objective</b>	This lesson highlights to students the dangers of getting drunk, a key objective being a reduction in the prevalence of "drinking to get drunk" and the anti- social consequences of drunkenness.
<b>National curriculum</b>	See links to the national curriculum document.
<b>Introduction</b>	Alcohol for many adolescents forms part of their lifestyle. Drinking is largely a social habit and in a young person's world is often associated with recreation. This lesson hopes to highlight to students how alcohol can impair reactions and influence their behaviour particularly when travelling on public transport. It also aims to encourage students to think about the antisocial consequences of drunkenness.
<b>Activity One</b>	<p>Draw large speech bubbles on a whiteboard. Get students to write in the speech bubbles all the reasons why they think people choose to drink or not drink alcohol.</p> <ul style="list-style-type: none"> <li>• Which reasons do they consider being good /sensible and which do they think could lead to risky situations?</li> <li>• Do they think that young people would give different reasons to adults?</li> </ul> <p>Why do you think it is against the law for under 18's to buy or drink alcohol?</p>

**Activity Two**

Laws regulate the purchase and consumption of alcohol by young people under the age of 18. This is because young people are considered to be less well equipped to cope with the effects of alcohol, both physically and emotionally. A young person also doesn't have the experience needed to deal with the effects of alcohol on perception and judgement.

Complete the following scenario with your students:

Ben is 15 and was out with three mates in town. They met up in the shopping centre and had a few drinks for a laugh. Ben had quite a bit of cash and he drank a few cans of extra strength cider. He soon became drunk.

It got pretty late and the group were hanging about waiting for the last bus home. Stephen started fooling around and teasing Ben for not being able to handle his drink. The drink had begun to affect Ben's judgement and he started to get dizzy. He playfully lunged towards Stephen and hit him in the face. He then lost his balance, fell over, hit his head and lost consciousness.

Stephen and two other friends panicked and tried to wake Ben up. The two other friends ran off, not wanting to get into trouble. Fortunately an ambulance was driving past and Stephen flagged it down. The ambulance driver said she was going to inform the police and wanted to know Ben's parents phone number, Stephen asked her not to involve anyone else but she said they had to contact them. Stephen and Ben were taken to the hospital and met by the police.

Read the case study above out to the class. It was not only Ben who was affected by what happened that night – several people were involved in his story. Do the following activity as a whole class or individual groups.

'Hot-seat' some of the characters in the story to find out how they were affected and how this made them feel. Choose someone to take on the role as the following:

- Stephen
- Ben
- Bens other two friends
- Police Officer
- Ambulance Crew
- Stephens mum or dad
- Bens mum or dad

Ask the class to think about: What did they do wrong? What did they do right? What else should/could they have done? What are the consequences of all of their actions?



**Lesson Summary**

By the end of this lesson students should be aware of some of the possible consequences drinking alcohol on the transport network can have. They should also have a clear knowledge and understanding of the consequences of their actions and how they can impact on other members of the community.

