

YEAR 3/4 : TOPIC : DRUGS, MEDICINES AND RISKS

Year 3

LEARNING OUTCOME	KEY QUESTIONS	THEMES AND CONTENT AREAS
<p>Session 1</p> <p>To begin to think about drugs, their forms and their uses</p> <p>To be able to define what a drug is.</p>	<ul style="list-style-type: none"> • What is a drug? • Who might use drugs? • What might they do with them? • What should I do if I find some drugs? 	<p>Jugs and herrings activity (see below): Introductory activity to establish level of children’s knowledge, understanding and identify any existing misconceptions. It is important that children complete the activity individually.</p> <p>Write the word ‘drug’ on a flip-chart. Make a class list of all the drug names they know: also use names from ‘Jugs and Herrings’ activity. Brainstorm ideas of what this word means and draw up a class definition from these ideas. Compare it with the World Health Organisation definition ‘A drug is a substance that people take to change the way they think, feel or behave’ and compare to own definitions.</p> <p>Research different dictionary definitions of the word drug – how and why are they different?</p>
<p>Session 2</p> <p>To identify major internal organs and their functions</p> <p>Begin to understand how tobacco, alcohol and medicines can affect different body parts</p>	<ul style="list-style-type: none"> • Where are the major body organs? (heart, lungs, stomach, intestines, liver, brain) • How do medicines affect the body? • How do tobacco and alcohol affect the body? 	<p>Ask the children to recall the major body organs and their functions.</p> <p>Sit the children around a life-sized paper outline of a human body (pre-prepared).</p> <p>Children place the cut out body parts in the outline, discussing their functions (see PPT).</p>

	<ul style="list-style-type: none"> • Are drugs helpful or harmful to the body? 	<p>4. In pairs, children write on a large strip of paper what the function of one body part is. Attach strip to large outline ready for display.</p> <p>5. Each have an A4 copy of the body outline (see PPT); they draw, name and colour the major organs. More able pupils can write functions similar to above, researching additional facts on the computer if they wish.</p> <p>6. Annotate the body outline above to show their current knowledge of how different parts of the body are affected by different medicines, tobacco and alcohol.</p>
<p>Session 3</p> <p>To identify and assess risk factors in a variety of situations</p>	<ul style="list-style-type: none"> • What do we mean by a 'risk'? • Can we avoid taking risks? • Which situations are riskier than others? • What are the things that make a situation more or less risky? • How can we make a risky situation safer (i.e. manage the risk)? 	<p>Risk Management, What should you do if...</p> <p>Display a large 'very risky' sign on the wall of one side of the classroom and a 'not very risky' sign on the opposite wall. Read the statements below to answer they have to stand between the signs, showing how risky they think the situation is.</p> <ul style="list-style-type: none"> • Eating five portions of fruit/veg a day, • Joining in with everything your friends do • Taking a medicine • Trying a drink of alcohol • Talking to a stranger • Picking up a needle found in the playground and giving it to an adult, • Playing near a railway line with your friends • Telling a lie <p>Each answer is reasoned out, discussing the potential risks and the risk factors that would determine how risky the situation is.</p>

		Children to suggest ways of reducing the risk in each situation so that they can move towards the 'not very risky' sign.
<p>Session 4</p> <p>To understand what it meant by the word influence To understand some of the ways that adverts can influence our decisions</p>	<ul style="list-style-type: none"> • What do we mean by an 'influence'? • Why do people make adverts? • How do adverts influence us? • Do adverts always show things as they really are? • Where do we see adverts? 	<p>What is the purpose of an advert? Where do we find adverts (online / in comics / magazines / television / cinema). Adverts try to influence our decisions about what we buy - what do we mean by 'influence'?</p> <p>Show some examples of current adverts aimed at children (many can be found on YouTube or in current comics) How do the adverts try to influence us? What techniques do they use? Have you ever bought or been given something that you really wanted but were disappointed when you got it?</p> <p>Can we be influenced by other people?</p> <p>Children to design an advert to influence people to behave in healthy ways e.g.</p> <ul style="list-style-type: none"> • To eat five portions of fruit and veg a day • To spend less time in front of a computer / phone / tablet screen • To do more exercise • To get a good night's sleep • To stop smoking

Year 4

<p>Session 1</p> <p>To know the main effects of drinking alcohol</p>	<ul style="list-style-type: none">• What is a drug? Review from previous years.• Which drinks contain alcohol?• How does drinking alcohol make people feel / behave?• Does it always have these effects? Why not?	<p>In pairs write a definition of what a drug is. Come up with a class agreed definition.</p> <p>Make a list of alcoholic and non-alcoholic drinks. (Why do people sometimes add non-alcoholic drinks to alcoholic ones?)</p> <p>Use a collection of pictures showing people drinking alcohol. Ask them to compare the pictures. What effect is alcohol having on those people? Why does it vary?</p> <p>NB It is important to depersonalise the discussion here. Although children draw on their knowledge and experience possibly from those they know, centre the discussion around the people they have drawn. This will allow you to discuss the issues without discussing children's personal experiences and circumstances.</p>
<p>Session 2</p> <p>To know the main effects of drinking alcohol (continued)</p>	<ul style="list-style-type: none">• Would a child's body be more affected by alcohol or less? Why?• Why are there recommended limits on alcohol consumption?• What does the liver do with alcohol? How might drinking lots of alcohol affect the liver?	<p>In groups of 4, children to think of some reasons why only over-18s are allowed to buy alcohol. Discuss as a class: checking understanding of greater effect of alcohol on smaller bodies.</p> <p>1. Show class two different sized containers of clear water. Add the same amount of food</p>

		<p>colouring to each and observe. Explain that the small container, which will be darker in colour, represents the way that smaller people (esp. children) are more affected after drinking the same amount of alcohol. (Could also relate to medicines.)</p> <p>2. Children record individually results and analysis.</p> <p>3. In groups, children pour water in to different sized glasses, eg pint, half-pint, wine glass. Add equal amounts of food colouring (rep. a unit of alcohol). Record and explain: the more diluted the colouring, the paler the water will be, thus some drinks are stronger than others.</p> <p>4. Discuss recommended daily limits of no more than 14 units of alcohol a week. For information, that's about 6 pints of 4% beer or 6 glasses of 175ml wine. The recommendations apply equally to men and women.</p> <p>Ask children to explain how knowing about units can help people keep within the rec. limits.</p> <p>See the following for guidance: https://www.drinkaware.co.uk/alcohol-facts/alcoholic-drinks-units/latest-uk-alcohol-unit-guidance/</p> <p>In groups, look at the label on a bottle of alcohol (real or on a picture)– what information does it give you. Look at government guidance on alcohol consumption – why is it now the same for</p>
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<p>Session 3</p> <p>To know the main effects of smoking cigarettes</p>	<ul style="list-style-type: none"> • What is a cigarette made from? • What is tar? • What effect does tar have on the lungs? • What is nicotine? • What happens to the heart when someone smokes a cigarette? 	<p>Show children the cigarettes and cotton wools experiment which shows the effects of someone smoking just 30 packs (600 cigarettes)</p> <p>https://www.youtube.com/watch?v=HD_r66sFjk</p> <p>In groups, children find out as much information as they can from a cigarette packet about the harm from smoking. What does the packaging tell you about what's inside a cigarette? Why are there health warnings? Who puts them there? The children could continue this research on the internet. This topic is covered in more depth in Y5/6 with the 'Breath of Fresh Air' resource</p>
<p>Session 4</p> <p>To develop attitudes towards smoking; explore the reasons people might start and to understand the reasons why people sometimes find it hard to stop smoking</p>	<ul style="list-style-type: none"> • Why might someone start smoking? • Why do most people choose not to smoke? • Why might they choose to continue? • Do people find it easy or hard to give up smoking? • What does addicted mean? • Is it impossible for people to give up smoking once they've started? 	<p>Circle time activity using following sentence stems: 'I would find it hard to live without XXX' 'If I had to live without XXXX I would feel...'</p> <p>Explore the idea that we all have things we enjoy doing and which might become a habit after a time. Sometimes it may be difficult to break that habit.</p>

	<ul style="list-style-type: none"> • Why do some people find it easier than others to give up smoking? • Is it normal for teenagers to smoke? (NB no – in 2016 only 3% 11- 15 year olds were regular smokers) 	<p>Ask children to put their hand up if they know someone who used to smoke but has now stopped (discourage children from naming people).</p> <p>If we asked all those people to rate on a scale from 1 - 10 how difficult it was to stop smoking would they all give the same answer? Why not? Children will give a range of answers e.g:</p> <ul style="list-style-type: none"> • It depends how long they'd been smoking • It depends how heavily they smoked • It was costing them too much • They were pregnant and didn't want to harm the baby • etc <p>How do most teenagers behave? Show children a 100 square. Ask them to guess the percentage of Y10 pupils in Gloucestershire who behave in the following ways. Explain that this means out of every hundred and this can be shown on the 100 square (NB Stats taken from the 2016 Glos OPS)</p> <p>How many Y10 pupils...:</p> <ul style="list-style-type: none"> • Usually/always eat breakfast [66%] • Do four or more hours of physical activity a week [72%] • Eat unhealthy snacks only once a day or less [60%] • Never drink energy drinks [64%] • Are not smokers [93%] <p>Point out that in every case the majority of Y10s behave healthily.</p>
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		<p>Why do you think most children choose not to smoke?</p> <p>NB It is important to reinforce the fact that increasingly young people (and adults) are choosing <i>not</i> to smoke. Data from the Gloucestershire Online Pupil Survey has seen a sharp decrease in the number of young smokers since 2006 when the survey was first carried out. In 2016 only 7% of Y10 pupils in Gloucestershire were regular (i.e. at least once a week) smokers compared to 15% in 2006.</p> <p>Design a poster to promote the idea that MOST young people choose not to smoke.</p>
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'Jugs and Herrings' Drugs Draw and Write activity

Setting up the activity

The drugs draw and write activity (sometimes referred to as 'Jugs and Herrings') is a simple way of gaining a baseline measure of your children's knowledge and understanding of what drugs are, drugs they may have heard of and the use of drugs. Analysis of the children's responses will give you a good starting point for planning your work on drugs and pitching it at the right level taking into account any prior knowledge, misconceptions etc that the children may have.

Explain to the children that you are going to read them a story and it is very important that they listen carefully. Tell them you will be asking questions and they have to write or draw their answers on the paper provided. There are no right or wrong answers, and it is not a test. They must work by themselves and not talk.

Each child needs to put the date and class at the top left hand corner, and fold the paper into 8 segments and number the sections 1-8 like this:

1	2	3	4
5	6	7	8

Check that there are no children called John or Sue, then read the story twice through. Using the questions ask the children to draw or write their answers in the appropriate section. Section 8 is blank for the children to write any concern or questions about drugs. Collect the sheets when the children have completed the exercise. Say you will look at their answers and come back to see them

The Story

One day two children called John and Sue were walking home from school through the local park when they noticed a bag lying on the grass. John and Sue went over to take a closer look. On opening the bag they found that there were DRUGS inside.

The children are then asked to respond to the following questions:

1. Draw what you think was in the bag.
2. Draw the person who you think lost the bag.
3. Draw what you think that person was going to do with the bag.
4. What did the children do with the bag?
5. What would you have done with the bag?
6. Can a drug be good for you? If so, when?
7. Can a drug be bad for you? If so, when? NB. The children can draw and/or write their answers.
8. Write any comments or questions that you have in this section. (These will be answered in a later lesson).