

# Health, Safety & Dignity



A series of interactive workshops to help young people make a positive choice about alcohol. Produced and developed by Saint Roch's Secondary School Students



**Saint Roch's  
Secondary School  
Glasgow**



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## Project Background

As part of their Personal Development Course a group of 6th year students from Saint Roch's Secondary School designed a four week peer education course for use with younger pupils. They developed their lessons with support from their drama teacher, Glasgow Council on Alcohol staff and the Health Improvement Senior (Schools).

The course focused on alcohol and had 3 themes: Safety, Health & Dignity.

The young people delivered to S1 and S2 pupils in their own school and then went onto deliver a four week block of sessions to a group of S1 pupils in Springburn Academy. Pupil evaluations were carried out at the beginning and end of the four week block (evaluation consisted of statements which participants were asked to rate from strongly agree to strongly disagree)

Evaluation results indicated that participant attitudes to alcohol had changed in that during the week four evaluation; fewer agreed with the statement that "having a drink with friends is a good way to relax and forget about all your worries" and fewer agreed with the statement that "young people find it hard to say no to drink due to peer pressure".

The young people from Saint Roch's worked really hard to develop the sessions. We decided to share their work with other schools by developing a teachers' pack in order to support young people to make informed, positive choices about alcohol. This pack can be used by staff to deliver alcohol education to young people or by senior students wishing to gain experience of peer education delivery.

**For further information on alcohol or support in using this pack please contact The Glasgow Council on Alcohol, Prevention and Education Team.**



## introduction to Alcohol

- Alcohol reaches the brain within five minutes of being swallowed.
- Alcohol is a depressant drug that slows down activity of the brain.
- Eating before drinking slows down the rate at which alcohol is absorbed into the body.
- Fizzy drinks increase the speed at which alcohol is absorbed into the body.
- Alcohol affects women more quickly than it does men.
- Alcohol can have a detrimental affect on a young person's developing liver.
- Young people tend to be lighter than adults. This may increase the effects of alcohol on the young person.
- There is no safe limit for drinking and driving. Even at the legal limit young drivers are five times more likely to have an accident than non-drinkers.
- Alcohol affects a person's decision making before it affects their co-ordination.
- Around 22% of 13-17 year olds get into arguments or fights after drinking alcohol.
- One thousand children aged under 15 are admitted to hospital each year with acute alcohol poisoning. All of these need emergency treatment and may end up in intensive care.
- 18-24 year olds are the heaviest drinkers in the population.
- People who drink too much in an evening may still be over the legal limit for driving the next morning.
- It takes the liver one hour to break down one unit of alcohol.
- There is only one cure for a hangover – TIME!

Adapted from Alcohol Statistics Scotland, ISD 2009 + [www.choicesforlife.org](http://www.choicesforlife.org)

## **Special Instructions and tips**

- 1) Plan everything before the session and have all the materials ready and organised beforehand.**
- 2) Have backup activities just in case something doesn't go the way it was planned to go.**
- 3) Try to be confident and provide clear instructions to the young people.**
- 4) Try not to point at the young people (e.g. when separating into groups) because it makes them feel pressured.**
- 5) Try to enjoy presenting and delivering the project, delivery will become easier the more you do it!**

# Week 1 Introduction Week

LIT 3 - 02a / 4 - 02a  
3-09a / 4 - 09a

## Objectives

- Encourage young people to contribute to group discussions
- Start to explore attitudes towards alcohol

## What you will need:

- An evaluation form for each participant. (see page 5)
- A1 flip chart paper with the letters A-Z written down the side of the page. 1 per group. (An alternative could be to use a smartboard)
- A1 flip chart paper with the question 'Why do people choose to drink?' A1 flip chart with 'Why do people choose not drink?'
- Statement sheet for the YES/NO game (page 6)
- YES/NO sheets (pages 8 and 9)

## Introduction – (5 minutes)

Explain that the class will be taking part in interactive workshops over the course of 4 weeks. Each workshop will help them to explore different issues relating to alcohol through a variety of activities.

Give out the evaluation forms and explain that the evaluations will be given out at the beginning of the project and at the end to see if the young people's attitudes towards alcohol have changed over the course of the 4 weeks. This should only take a few minutes.

## Task 1 – (15 minutes)

Gather in completed evaluation forms. Split the young people up into groups of no more than 6 per group.

Give them A1 flip chart paper with the letters A-Z written down the side and explain to them that they have to try and think of at least one word that they think of when they hear the word alcohol i.e. feelings, behaviours, brands of alcohol etc, for every letter of the alphabet. (This can be a competitive activity or a non-competitive activity between the groups) ie. first group to reach Z is the winner.

## Task 2 – (15 minutes)

The next activity is called the YES/NO game.

This game involves the leader of the workshop reading out a series of statements that the group can either agree with or disagree with (depending on their own opinion). This task helps the young people to begin to explore attitudes to alcohol.

If the young people agree they go to the YES side of the class. If they disagree they go to the NO side of the class.

They can also have no opinion where they stay in the middle of the class. Try to encourage them to think about the statements and to pick YES or NO.

After one question/phrase has been read out and they have chosen which side you can ask some people to give their opinions on why they agree or disagree.

Do this for every statement.

## Task 3 – (15 minutes)

Ask the young people to go back into their groups. Hand out two sheets of A1 flip chart paper. On one piece of the paper there is the question 'Why do people choose to drink?' and on the other it says 'Why do people choose not to drink?'

Ask the young people to work as a group to brainstorm different ideas of why they think people choose to drink and why they don't drink.

Ask young people to discuss then answer as a class to explore own/ other attitudes to alcohol.

The ideas they have begun to form in today's session will be explored further over the next 3 weeks.



## Week 1 Statements

- 1) The legal age for drinkers in the UK is 18
- 2) It is safe to drive the morning after a night out
- 3) Drinking alcohol is ok in moderation
- 4) All young people drink alcohol under the age of 18, it doesn't do you any harm
- 5) People might take advantage of a drunk person
- 6) Drinking is a good way to relax and have fun with friends
- 7) Drinking excessive amounts of alcohol has no effect on my community
- 8 A young person's decision to drink is influenced by peer pressure from friends
- 9) I would laugh at a friend if they drank too much
- 10) The way that alcohol is portrayed by the media (advert on TV etc) can influence a persons decision to drink
- 11) It's ok to get drunk every once in a while
- 12) It doesn't matter if you can't remember what has happened after a night out
- 13) Many people drink small amounts of alcohol to celebrate a special occasion
- 14) If my friend was drunk, it would be ok to leave them alone
- 14) Coffee can help a person to 'sober up'

**These are only suggestions, add in more / new statements if you want too!**

# Week 1 Alcohol Project Survey

## Q1. I make my own choices about alcohol

Circle

Strongly agree	1
Tend to agree	2
Neither agree nor disagree	3
Tend to disagree	4
Strongly disagree	5
Don't know	X

## Q2. I am influenced by the media

Strongly agree	1
Tend to agree	2
Neither agree nor disagree	3
Tend to disagree	4
Strongly disagree	5
Don't know	X

## \*Q3. My alcohol messages come from

Friends	1
Family	2
School	3
Local Shops	4
TV	5
Media i.e. facebook, twitter, advertising campaigns	X

## Q4. Having a drink with friends is a good way to relax and forget about all the worries you have

Strongly agree	1
Tend to agree	2
Neither agree nor disagree	3
Tend to disagree	4
Strongly disagree	5
Don't know	X

## Q5. Young people find it harder to say no to drink due to peer pressure from their friends

Strongly agree	1
Tend to agree	2
Neither agree nor disagree	3
Tend to disagree	4
Strongly disagree	5
Don't know	X

## Q6. Alcohol related health problems do not happen to young people

Strongly agree	1
Tend to agree	2
Neither agree nor disagree	3
Tend to disagree	4
Strongly disagree	5
Don't know	X

# YES WE CAN

**NO**



## Week 2 Themes – Health, Safety & Dignity

EXA 3 - 12a / 4 - 12a

LIT 3 - 02a / 4 - 02a

3 - 09a / 4 - 09a

### Objectives

- Develop a deeper understanding of situations and consequences associated with excessive alcohol consumption
- Work as a team to categorise situations
- Introduction to tableaux techniques

### What you will need:

- Pictures of different situations which involve alcohol. See pages 12 - 26.
- Health, safety and dignity sheets. See pages 27 - 29.
- A guide to tableaux. See page 11.
- List of words depicting scenes/ situations associated with alcohol to use for tableaux exercise (page 30).

### Introduction:

Last week we began to discuss our thoughts and attitudes to alcohol and why people chose to drink.

This week we will look at some scenarios associated with alcohol and then use tableaux to bring some scenarios to life

### Pairs Game – 20 minutes.

Tell the young people that they will be playing a pairs game with pictures of different situations associated with the negative effects of alcohol. Split into small groups and work together to match or pair the pictures under the 3 headings of Health, Safety or Dignity.

### Health

ie. effects on the body and mind

### Safety

ie. danger to yourself and others

### Dignity

ie. image and appearance and how other people see you

Ask for feedback from the class so that they can explore why they put each picture into a specific category.

### Tableaux Exercise

– 20 minutes

Ask the group to come back into one big group in the middle of the classroom. Explain that they are going to do a tableaux exercise which involves creating a frozen picture or scene using their bodies. This may need to be explained to the children if they are not familiar with drama words. (see guide to tableaux on page 11)

Using the words list from page 30 say it out loud for them all to hear.

Count down from 5 to 1 to allow each child to take 5 seconds to freeze into a picture of what they think this word or phrase looks like in a frozen part of a picture.

When the group is familiar with the exercise they may be able to work in pairs or groups of 3 or 4 children.

After the activity is complete ask the young people how they felt when taking part this week.

When summing up the class could discuss the negative associations of alcohol - in the lesson can they think of anything positive? (ie. drinking in moderation, special occasions, celebrations etc)



## Week 2

# A guide to Tableaux

### Tableaux – What is it?

In a tableau, participants make still images with their bodies to represent a scene. A tableau can be used to quickly establish a scene that involves a large number of characters. There is no movement so a tableau is easier to manage than a whole-group improvisation – yet can easily lead into extended drama activities.

It can be used to explore a particular moment in a story or drama, or to replicate a photograph or artwork for deeper analysis.

### How do you do it?

To begin with young people should stand in a circle, and a theme is given.

One by one, they step into the space and establish still images in relation to one another until the tableau is complete.

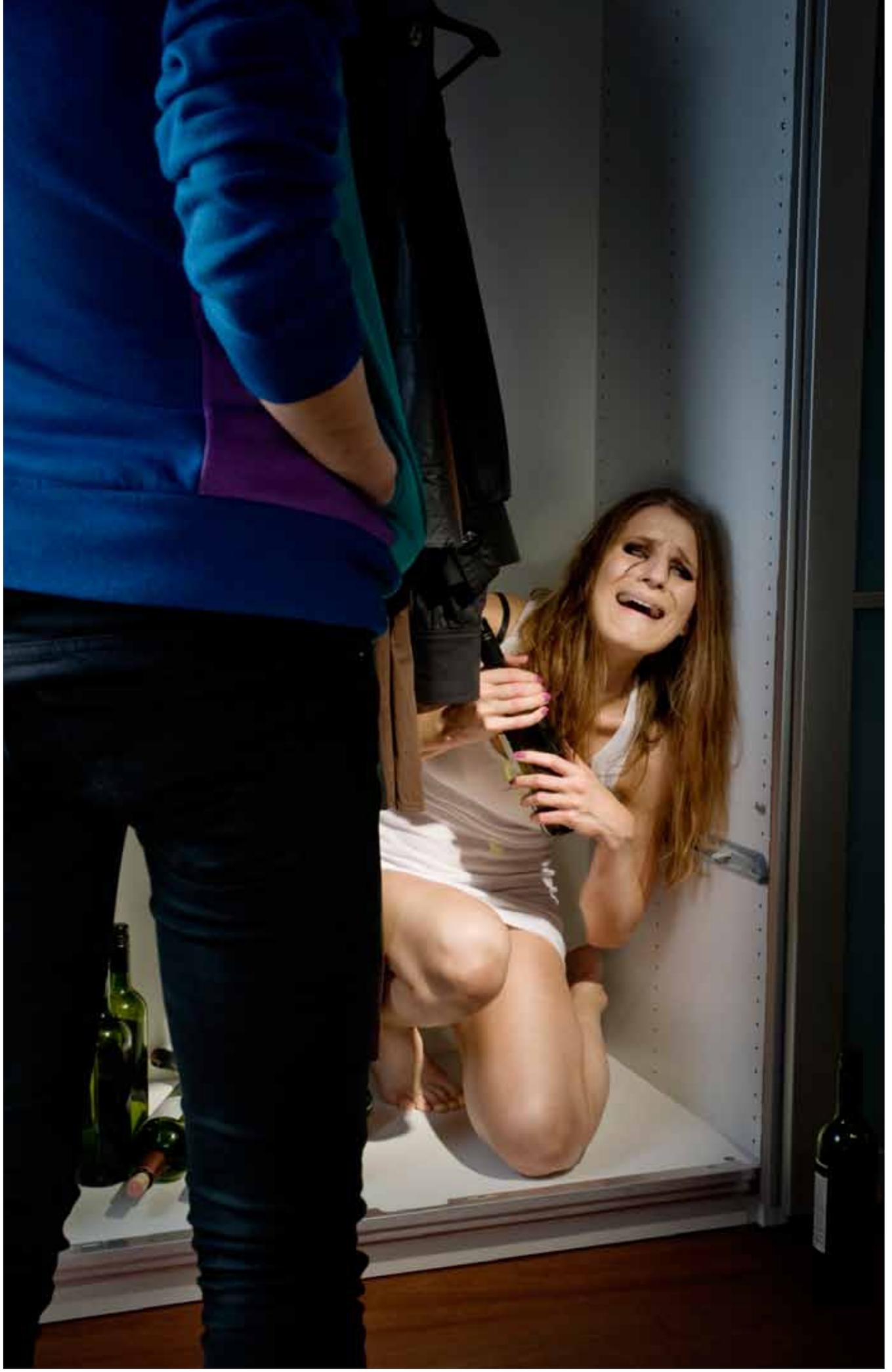
The scene can also be brought to life through improvisation, with the teacher/session leader clapping his/her hands to signal the beginning and end of the action.

When the group feel comfortable with the concept, they can also work in small groups on different aspects of a theme. They can discuss each group's tableau in turn, mentioning what they can see happening, what they would like to know more about and what they think could happen next. Afterwards, each group can comment on how these viewpoints compared with their initial intentions.

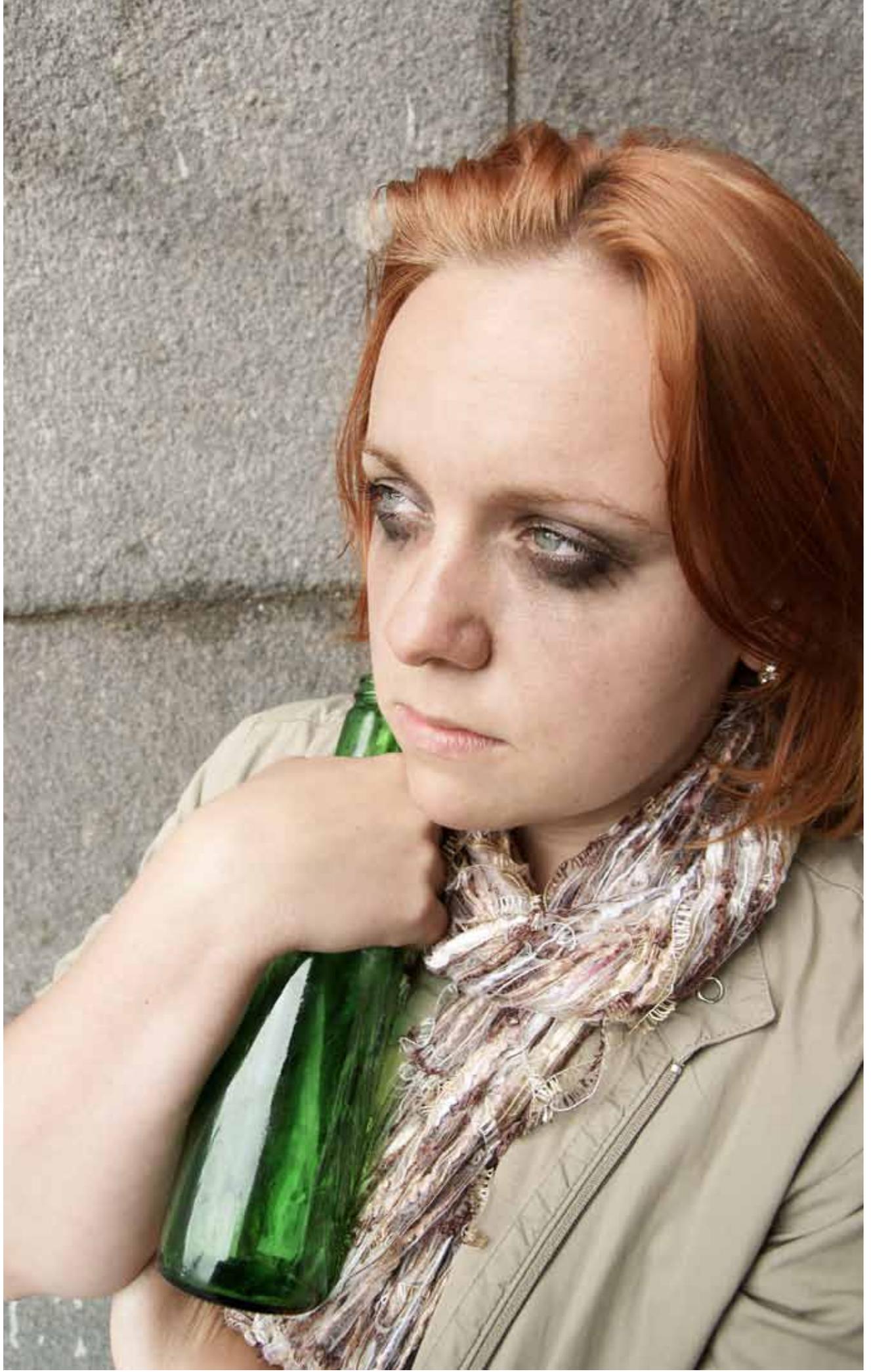




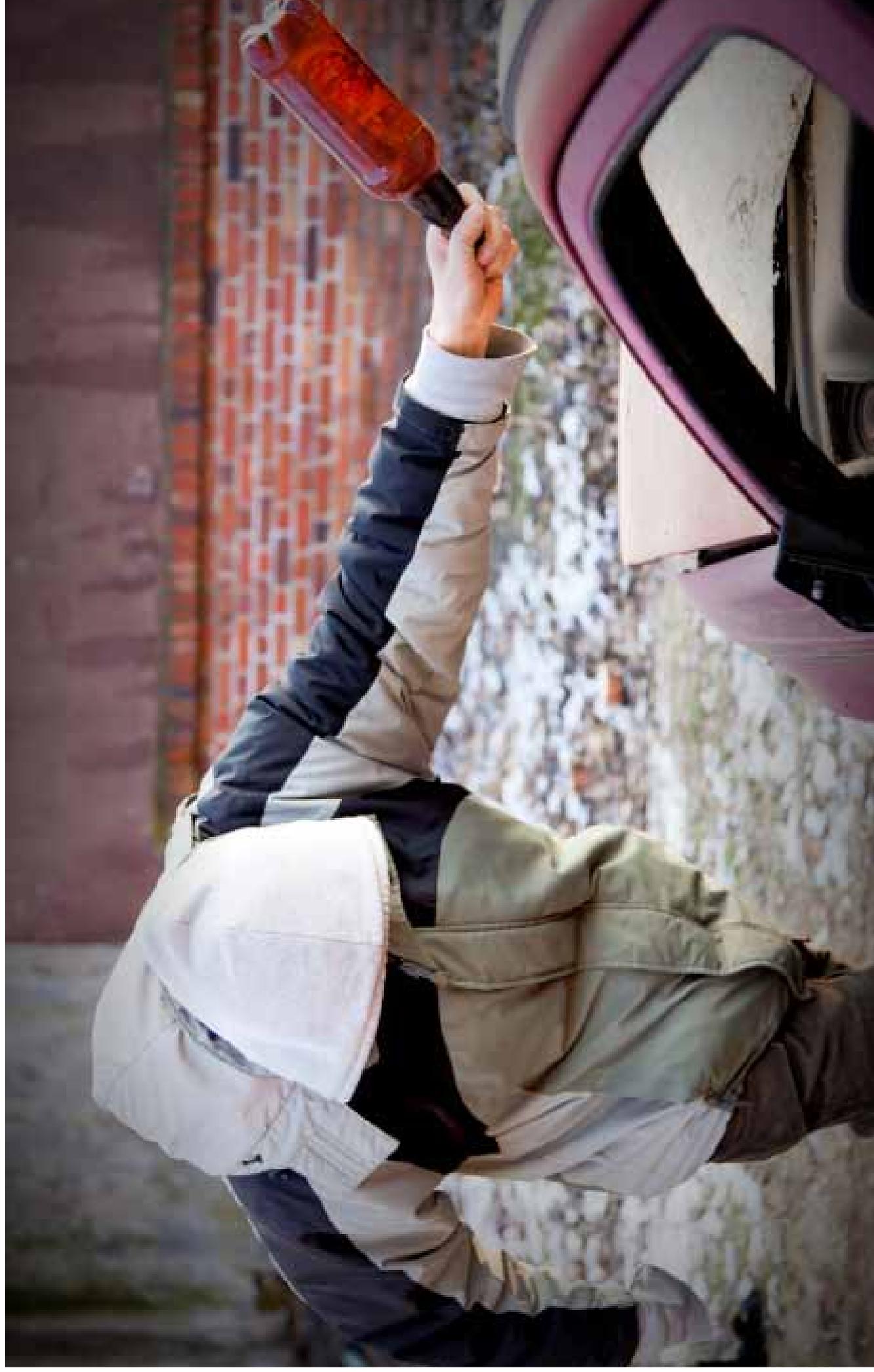
























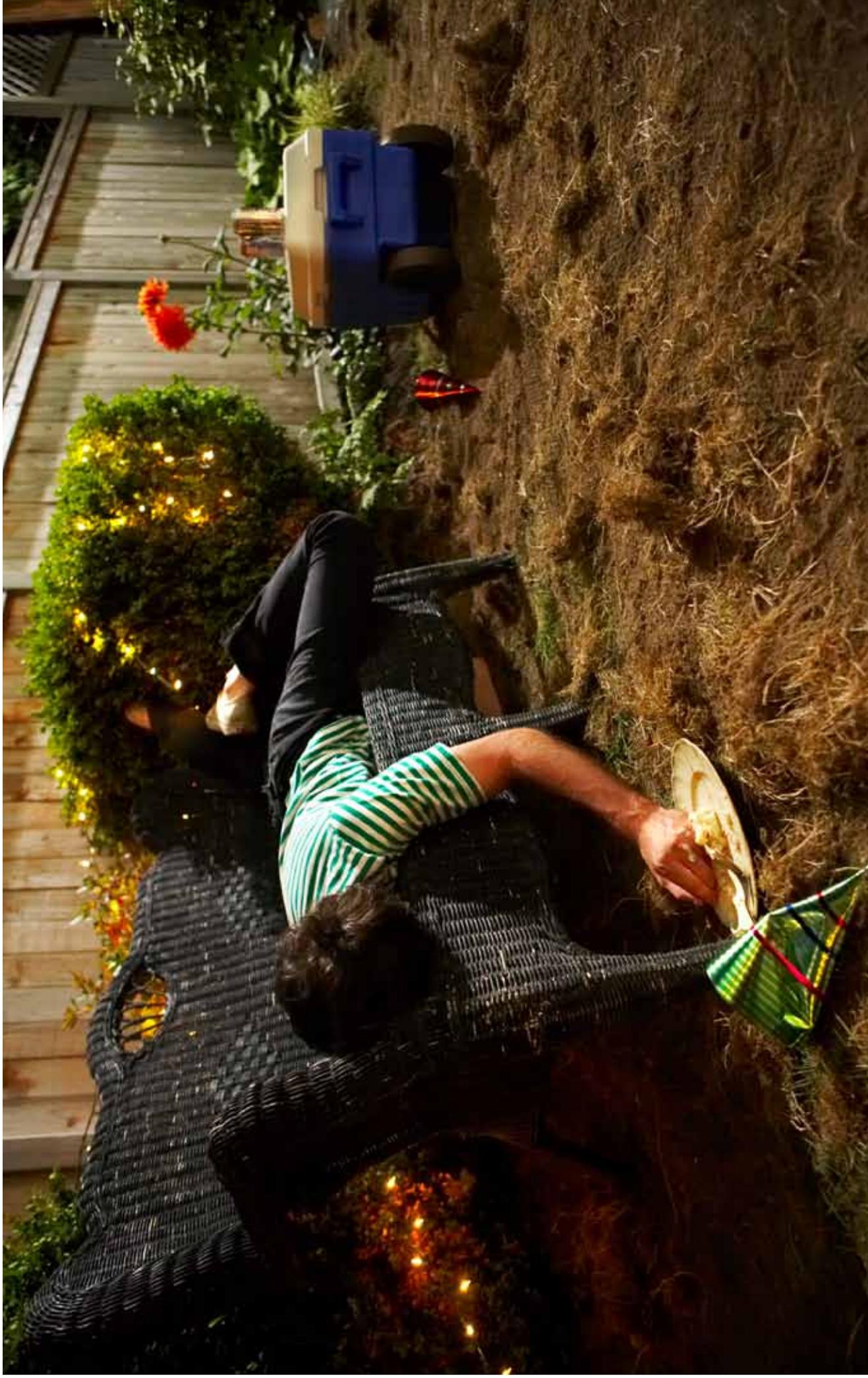








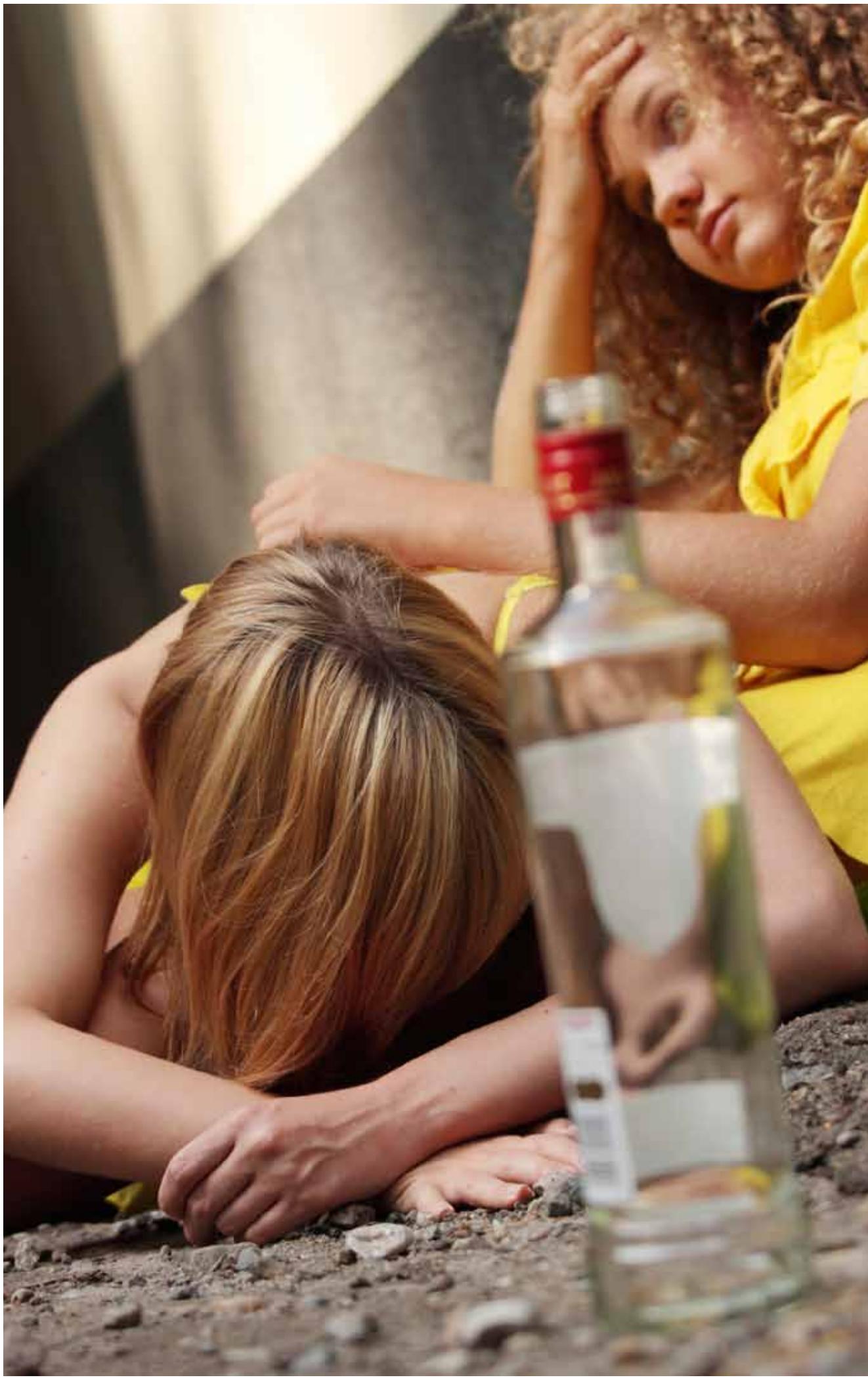


























# Health



# Safety



# Dignity



## Week 2 Tableaux Exercise

### Phrase / Word sheet:

Pictures of different situations which involve alcohol.  
(please note this list is not exhaustive)

- RISK TAKING
- HOSPITAL
- CONFRONTATION
- POLICE
- UNDER THE INFLUENCE
- PEER PRESSURE
- CONSEQUENCES
- HEALTH
- SAFETY
- DIGNITY
- A CELEBRATION
- DRINKING SMALL AMOUNTS
- FRIENDS



## Week 3

# Effects of Alcohol on the Body

HWB 2 - 38a / 3 - 15a / 3 - 16a  
3 - 38a / 3 - 41b / 3 - 43a  
SCN 2 - 12a

### Objectives

- Increase knowledge of the effects of alcohol on the body

### What you will need:

- Access to smartboard and websites such as

[www.bbc.co.uk/science/humanbody/body/indexinteractivebody.shtml](http://www.bbc.co.uk/science/humanbody/body/indexinteractivebody.shtml)

- Body Torso Model or poster from science department
- Negative Effects of alcohol on the Body Sheet (A and B) See pages 32 and 33
- A1 Flipchart paper (one per group)
- Colour Markers/Pens
- Myths & Facts Quiz - page 34
- Myths & Facts Quiz signs See pages 35 and 36

### Introduction

Today we are going to explore the effects of alcohol on the body.

### Task 1 – 10 minutes

Split the pupils into 2 groups or carry out with whole class:

In each group you will talk about how the body operates and what each organ does. Invite individuals to pinpoint organs on the smartboard and click on each organ to find out its function.

Give the young people a chance to ask any questions about the body.

You may need to use your own knowledge while explaining the functions of the different organs, so be well prepared!

### Task 2 – 15 minutes

Split class into 4 groups

Give each group a piece of A1 Flipchart paper.

Give each member of the group a flip chart pen and ask them to draw a body model including organs. (Give the young people lots of encouragement and assure them that they don't have to be shy and worry about making their drawing perfect).

Write the names of the body organs on the body outline, referring back to the online body image if required.

### Task 3 – 15 minutes

Hand out copies (one per group) of the Negative Effects of Alcohol on the Body sheet.

Explain to the group that they are going to look at the body model they have made and match up the alcohol effects with the correct body organ.

Ask the groups to feedback to the class and clarify correct/ incorrect answers.

If there is any time left, give out the Myths and Facts quiz. (10 minutes)

# Negative Effects of Alcohol on the Body

## Sheet A

### Effects on the Heart

Drinking more than the recommended limits can have a harmful effect on the heart. It can cause abnormal heart rhythms, high blood pressure, damage to heart muscle and other diseases such as stroke. (British Heart Foundation)

### Effects on the Liver

Your liver cannot store alcohol. It processes about 90 per cent of the alcohol you drink to eliminate it from your body. It breaks down the alcohol into water, gas and fat.

### What happens to the liver if you drink too much?

Your liver can only handle a certain amount of alcohol in any given time (one unit an hour). If you are drinking quickly, your liver cells will have to work overtime to process the alcohol. When this is more than the liver can deal with, the excess is transported to the rest of your organs.

Your liver needs water to do its job. As alcohol acts as a diuretic (makes you pass urine), it dehydrates you and forces the liver to divert water from elsewhere.

Regular and heavy drinking over time can strain or disrupt this process, leading to alcoholic liver disease.

As well as all the problems related to the liver not doing its job, people with cirrhosis also have a much higher chance of getting liver cancer. Each year, three to five per cent of people with cirrhosis will develop liver cancer.

A young person's liver is not fully grown and takes longer to process alcohol.

Alcohol stays in the body longer and causes more damage than it would in someone who is over 18. (British Liver Trust)

### Alcohol's effect on your stomach

Alcohol irritates your digestive system. Drinking – even a little – makes your stomach produce more acid than usual, which can in turn cause gastritis (the inflammation of the stomach lining). This triggers tummy pain, vomiting, diarrhoea and, in heavy drinkers, even bleeding.

“In the longer term, alcohol is associated with an increased risk of cancer of the mouth, tongue, lip, throat, stomach, pancreas and colon,”

“Other digestive problems caused by drinking too much include acid reflux – where stomach acid burns your throat. Alcohol can also contribute to developing a peptic ulcer – a painful, open sore in your stomach lining.”

Drinking can make it more difficult to digest food and take in nutrients.

**Skin** – Spots, bags under the eyes, dehydrated skin, reddening of the face

**Eyes** – Bloodshot, tired eyes

**BRAIN** – Alcohol is a depressant which affects brain function this can cause;

- loss of inhibition. A person may become more talkative and confident
- poor judgement
- inability to feel pain, so injuries may be worse than you think
- memory loss
- loss of coordination
- increased feelings of emotion
- slurred speech
- tiredness

([www.drinksarter.org](http://www.drinksarter.org))

Please photocopy and cut into headings

# Negative Effects of Alcohol on the Body

## Sheet B

<b>SLURRED SPEECH</b>	<b>LOSS OF CO-ORDINATION</b>	<b>REDDENING / SWEATY / FLUSHED</b>
<b>UNSTEADY STANDING/ WALKING</b>	<b>LOSS OF INHIBITION (more talkative, confident)</b>	<b>DEHYDRATION</b>
<b>CAN'T FEEL PAIN</b>	<b>STROKE</b>	<b>DEPRESSANT EFFECT</b>
<b>POOR JUDGEMENT</b>	<b>TIREDDNESS</b>	<b>LOW MOOD/MOOD SWINGS</b>
<b>HAS TO WORK HARDER</b>	<b>TAKES LONGER TO PROCESS ALCOHOL</b>	<b>MEMORY LOSS</b>
<b>PAIN</b>	<b>VOMITING/DIARRHOEA</b>	<b>BLEEDING</b>
<b>INCREASED RISK OF CANCER</b>	<b>ACID REFLUX</b>	<b>DIGESTIVE PROBLEMS</b>
<b>SPOTS</b>	<b>BAGS/BLOODSHOT/TIRED</b>	<b>TOO MUCH WATER LOSS</b>

## Week 3 Myths & Facts Quiz (with answers)

- This exercise can be done as a class, ask young people to stand in the middle of the room
- Hang the MYTH sign on one wall with the FACT sign on another wall
- Read out each statement and ask the class to move to either MYTH or FACT depending on what they think is the correct answer

**1. Alcohol has a greater effect on young people because of their age and lack of experience**

FACT - Alcohol has a greater effect on young people

**2. Alcohol is a stimulant (upper) type drug**

MYTH: It is a depressant (downer) type drug, it depresses the central nervous system and dulls the action of the brain.

**3. You can sober up from alcohol by drinking black coffee**

MYTH: only time sobers you up

**4. You can sober up from alcohol by having a cold shower**

MYTH: Only time sobers you up

**5. Only time sobers you up**

FACT: Nothing else like coffee, showers, air etc sobers you up, it takes 1 hour for 1 unit of alcohol to leave your system. (1 unit = ½ pint of standard beer/lager, 175ml glass of wine, 25 ml measure of spirit (40% vol)).

**6. If you mix your drinks you will get drunk quicker**

MYTH: Mixing drinks does not make them stronger, it just means that you are likely to be drinking more. How quickly and how much you get drunk is dependent on many things, whether you have eaten before, how quick you drink, your weight and gender, how much you drink etc.

**7. It will be all right to drive a car in the morning after drinking the night before**

MYTH: Depending on how much you have drunk the night before, you can still be over the legal driving limit the next day and fail a breathalyser test 12 hours after stopping drinking. It takes 1 hour for 1 unit of alcohol to leave your system.

**8. Drinking beer is less harmful than drinking spirit**

MYTH: People are just as likely to develop problems or get into trouble when drinking beer as they would if they drank spirits. It is the amount that you drink that matters not so much what you drink.

# Why?



**Fast**



## Week 4 Drama Week

HWB 3 - 38a / 4 - 38a

3 - 39a / 4 - 39a

3 - 40a / 4 - 40a

3 - 41a / 4 - 41a

EXA 3 - 01a / 4 - 01a 3-01b

3 - 12a / 4 - 12a 4-13a

### Objectives

- To reflect on learning from previous weeks
- To explore situations / consequences associated with excessive alcohol consumption and present them using tableaux
- To explore the effects on different characters within role play situations

### Materials required:

- A guide to tableaux. Phrase worksheet from week 2 tableaux exercise
- Pens to fill out the end of block evaluation forms
- Evaluation forms (overleaf)

### Introduction

This week we will look at some scenarios associated with alcohol and then use tableaux to bring these scenarios to life.

#### Task 1 – 20 minutes

Split the young people into groups of 4

Explain to the groups that we will be using tableaux again in order to explore dangerous situations involving alcohol.

To warm up the group ask the class to stand in a circle. The teacher / facilitator will say the word “alcohol”, the group must take it in turns to step into the space while using his/her body to represent what alcohol means to them.

Ask the young people to return to their groups

Ask the group to think of 4 different situations in which people consuming too much alcohol could get themselves into.

The young people may need support to think of different situations. If needed refer back to week 2 tableaux exercise: Phrase/Word sheet.

If they feel comfortable, encourage each group to present one scenario from each group to the rest of the class.

#### Task 1 – 20 minutes

The second activity involves role play (during which they will work in groups to act out scenarios that they think young people may experience with alcohol) and the following characters should be portrayed in the groups: mother, father, doctor and a drunk teenager and his/her friends.

After giving out the roles ask the groups to think of scenarios to devise in which all these characters must interact with each other. A word or phrase could be used as a stimulus if appropriate, such as “that’s me home” said by the intoxicated teenager.

If there is time left at the end of the lesson, it might be useful to present these scenarios to each other and stop the young people in action to ask questions about how each character feels at that moment.

Re-cap and evaluation: Over the last 4 weeks we have explored our attitudes to alcohol and why people chose to drink. We have used tableaux to show scenarios associated with excessive alcohol consumption. We have focussed on the effects of alcohol on the body and this week we have taken part in role playing to portray scenarios and consequences associated with excessive alcohol consumption. Ask young people to reflect on their favourite parts of the course and distribute evaluation sheets.

## Week 4 Evaluation of the Project

The senior pupils carried out a SWOT analysis to evaluate the effectiveness of their own delivery of the sessions. This included looking at what worked well, what didn't and help them to reflect in order to improve future delivery.

### SWOT Analysis

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Lots of good ideas</li> <li>• Collaborated Well</li> <li>• We are able to link all the weeks together</li> <li>• We took on the kids ideas and worked on them</li> <li>• S1 pupils are more relaxed with us because we were also young</li> <li>• We developed our confidence</li> <li>• We planned our weeks well – everyone was engaged, we had back up ready.</li> <li>• The project was educational</li> <li>• Questionnaires showed that project went well; kids thought that they were getting alcohol messages from the school instead of peers.</li> <li>• Interactive activities, kids were always engaged.</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Some people didn't want to do the drama.</li> <li>• Sometimes our materials were prepared in a rush.</li> <li>• Some groups finished before other groups.</li> <li>• We sometimes pointed at young people instead of using their name.</li> <li>• The girls wore skirts and could not do some floor work.</li> <li>• Reluctant to work when the children were in groups with their friends so they need to be separated.</li> <li>• Girls may not work if not in a group with friends.</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Address children by their names</li> <li>• Improve planning</li> <li>• Make sure girls wear trousers if possible as some floor work involved</li> <li>• Keep an eye on the time.</li> <li>• Make sure you always have a back up plan</li> <li>• Mix up groups of children</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Some kids carry on too much and do not listen</li> <li>• Run out of time</li> <li>• Back up activities may not work</li> <li>• Girls not willing to work if they are not with their friends in a group.</li> <li>• Girls may not want to wear trousers/take part in floor activities.</li> </ul>

# Week 4 Evaluation Form

## Q1. I make my own choices about alcohol

Circle

Strongly agree	1
Tend to agree	2
Neither agree nor disagree	3
Tend to disagree	4
Strongly disagree	5
Don't know	X

## Q2. I am influenced by the media

Strongly agree	1
Tend to agree	2
Neither agree nor disagree	3
Tend to disagree	4
Strongly disagree	5
Don't know	X

## \*Q3. My alcohol messages come from

Friends	1
Family	2
School	3
Local Shops	4
TV	5
Media i.e. facebook, twitter, advertising campaigns	X

## Q4. Having a drink with friends is a good way to relax and forget about all the worries you have

Strongly agree	1
Tend to agree	2
Neither agree nor disagree	3
Tend to disagree	4
Strongly disagree	5
Don't know	X

## Q5. Young people find it harder to say no to drink due to peer pressure from their friends

Strongly agree	1
Tend to agree	2
Neither agree nor disagree	3
Tend to disagree	4
Strongly disagree	5
Don't know	X

## Q6. Alcohol related health problems do not happen to young people

Strongly agree	1
Tend to agree	2
Neither agree nor disagree	3
Tend to disagree	4
Strongly disagree	5
Don't know	X



# 08 CFE Links

**Context for learning / curriculum area(s): Approaches to learning, active learning, cooperative/collaborative learning, ICT, peer education & creativity.**

**Level/Sector: Senior Phase**

Experiences and Outcomes (being contributed to): Linkage to Responsibility for All and Fourth Phase E's and O's in order to consolidate learning gained during broad general education.  
 HWB 3-19a, HWB 4-13a, HWB 4 -39a, H&WB 4-40a, H&WB 40-4b, H&WB 4-41b.  
 LIT 4-02a, 4-03a, 4-05a, 4-06a & 4-10a. EXA 3-01a, EXA 3-03a, EXA 3-06a.

- **Learning Intentions: What do you want them to learn? Which part/s of the E&O's**
- develop self-awareness, self-worth, experience personal achievement, build resilience and confidence.
- participate in a wide range of activities which promote a healthy lifestyle
- assess and manage risk and understand the impact of risk-taking behaviour.
- Skills for work, learning and life.

**Success Criteria:**  
 Organise, plan, prepare and confidently deliver and engage S1 pupils in a high quality Alcohol and Drug session.  
 S1 pupils will be able to feedback on increase knowledge of alcohol & drugs.

**Activities/Experiences; Preparatory Activities;**  
 Confidence Building, Ice Breakers, Presentations Skills, Importance of Team Work, Increase knowledge of alcohol and drugs, session development use of materials, ICT, role play, evaluation and reflection.

**Knowledge/Skills/ Capabilities/Attributes being developed:**

Confidence, self esteem, team work, presentation skills, decision making, planning, increased knowledge of alcohol & drugs, use of initiative, Ability to adapt delivery style to suit learners needs.

**Meeting Learners Needs:**  
 Active Learning  
 Delivery methods  
 Use of ICT  
 Role Play/scenarios  
 Explore knowledge around alcohol and drugs  
 Groupwork

**Assessment Approaches + Evidence of Learning: Comes from what learners say/write/make/ do in response to their learning/activities?**  
**Verbal feedback from S5 & S6.**  
**Session Plan preparation.**  
**Delivery & evaluation of session (younger pupil survey/senior pupil SWAT analysis).**

**Partnerships:**

St Rochs Secondary School Pupils  
 St Rochs Drama Dept  
 Springburn Academy/North  
 East Health Improvement Team/ Glasgow Council On Alcohol

Adapted from A Curriculum for Excellence (education Scotland 2012)



# 08 CFE Links

**Context for learning / curriculum area(s): Approaches to learning**  
**active learning, cooperative/collaborative learning, & creativity.**

**Level/Sector: Level 3**

Experiences and Outcomes (being contributed to):

HWB 3-11a, 3-15a, 3-16a, 3-19a, 3-38a, 3-39a, 3-40a, 3-41a, 3-41b.  
LIT 3-02a, LIT3-10a.

**Knowledge/Skills/ Capabilities/Attributes being developed:**

Confidence, self esteem, team work, group work, role play, decision making, increased knowledge of alcohol & drugs.

**• Learning Intentions: What do you want them to learn? Which part/s of the E&O's**

- Develop own learning and others, self-awareness, resilience and confidence.
- Develop understanding of effects of alcohol on the human body. Assess and manage risk and understand the impact of risk-taking behaviour.
- Develop understanding of the positive/negative effects of alcohol on the mind, body & behaviour.
- Develop decision making skills, understand options and consequences of my decisions. Identify safe/unsafe actions/behaviours.

**Success Criteria:**

Successful participation in group work exercises, role play and contribution to class discussion about alcohol, increased knowledge of alcohol & drugs.

**Activities/Experiences: Preparatory Activities;**

Yes/No Game  
Why people drink/don't drink discussion  
Pairs Game – alcohol situations  
Effects of alcohol on the body  
Role play, scenarios,

**Meeting Learners Needs:**

Active Learning  
Role Play/scenarios  
Explore knowledge around alcohol and drugs  
Groupwork/Teamwork

**Partnerships:**

Saint Rochs and Springburn Academy Pupils  
Saint Rochs Drama Dept  
Springburn Academy  
Glasgow CHP North East  
Sector Health Improvement Team  
Glasgow Council On Alcohol

**Assessment Approaches + Evidence of Learning: Comes from what learners say/write/make/ do in response to their learning/activities?**

**Verbal feedback from participants**

**Quiz answers, body drawings, discussion, scenarios developed during role play exercises. Delivery & evaluation of session (younger pupil survey/senior pupil SWAT analysis) .**