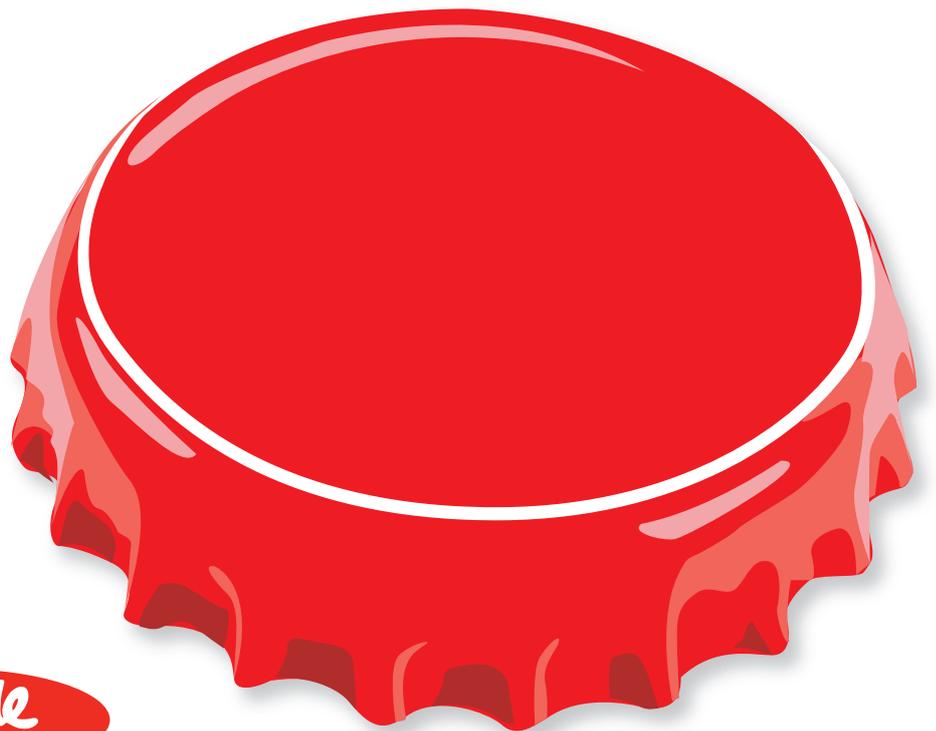




KEYS TO

# alcohol

for children aged 7 to 11 years old



# An Overview of the 10 Key Sessions

## KNOWLEDGE

<b>Key Session 1</b>	<b>What do you already know about alcohol?</b>	Assessing and valuing existing knowledge	Language skills; writing, speaking and listening	Clarifying and prioritising information for a class display
<b>Key Session 2</b>	<b>What is an alcoholic drink?</b>	Explanation of what is alcoholic, units and recommended safe levels	Speaking and listening, writing, Mathematics, sorting	Sorting drinks containers Assessing knowledge gained
<b>Key Session 3</b>	<b>What happens to alcohol in the body?</b>	How food and drink, including alcohol, passes through the body	Science, speaking and listening	Listening to a presentation Prioritising the effects of alcohol use
<b>Key Session 4</b>	<b>What are the risks of drinking alcohol now and in the future?</b>	The effects of short term and long term drinking	Writing and research skills	Production of diagrams to show the risks and wider effects of drinking alcohol
<b>Key Session 5</b>	<b>What are the laws about drinking alcohol?</b>	Brief overview of the legal situation across the countries of the UK	Writing and reading skills, Art	Matching facts activity and production of signage to promote laws

## ATTITUDES

<b>Key Session 6*</b>	<b>Why do some people choose to drink alcohol and others choose to remain alcohol free?</b>	Stressing the importance of individual decision making	Reading skills, Art: pictorial representation of facts	Class discussion Design and production of chart/poster
<b>Key Session 7*</b>	<b>What is healthier safer drinking?</b>	Using existing knowledge as a basis for deciding advice for healthier safer drinking	Recalling information, writing and Art	Analysing information; writing slogans and producing advice labels for bottles of alcohol on healthier safer drinking

## SKILLS

<b>Key Session 8</b>	<b>When and how is it best to say 'no' to alcohol?</b>	Personal decision-making and refusal skills	Drama roleplay, Art	Practising refusal skills in roleplay; developing a poster to encourage safer use of alcohol
<b>Key Session 9++</b>	<b>How can you help if someone has drunk too much alcohol?</b>	First Aid in relation to alcohol use	Emergency aid, writing skills	Practical First Aid session; writing a code for what to do in an emergency relating to alcohol misuse
<b>Key Session 10</b>	<b>How can you find out more about alcohol?</b>	Reviewing knowledge and learning how to find out more about the health topic	Reference and writing skills; ICT skills	Developing a presentation on Powerpoint

\* These activities include feedback from the parents/carers of the pupils. It ensures that the information is relevant to them and allows for a link with the home which could provide opportunities for discussion.

++ This activity is based on a First Aid session to include placing someone in the recovery position and dealing with an unconscious person. This should be run by a qualified trainer, who will need booking in advance (see Key Session 9).

## Key Session 3:

# What happens to alcohol in the body?

### Aim:

The aims of this session are to explain how the digestive system works; to show how alcohol travels through this system to impact on the brain and the rest of the body; and to consider some of the factors that will have an effect on the impact of drinking alcohol.

### Learning outcomes:

Pupils will have:

- ✦ Increased knowledge of how the body digests food and drink, including alcohol
- ✦ Understood factors that impact on the effect of alcohol
- ✦ Worked co-operatively to assess the relative impact of drinking alcohol.

### Resources:

- ✦ One copy of PS4 **How the digestive system works** per pupil
- ✦ (Optional: if available, use a model of a body to aid the explanation of the digestive system. Some health professionals, such as the school nurse, may be able to help you to borrow/provide a model to aid explanation)
- ✦ One copy of PS5 **What happens to alcohol in the body?** for each pair of pupils
- ✦ Scissors and paper for each pair of pupils.

### Activity:

- ✦ Give out a copy of PS4 to each pupil (and/or use a model of a body to point out the different organs involved in the digestion of food and drink). It is important that the pupils understand how this system works in order for them to understand the impact that alcohol can have on the body. Talk through the process of how the food and drink is taken in and used by the body (pupils may write this information into their **Keys to Health** notebook):
  - ☆ Food and drink are taken in through the **mouth**. The food is ground up by the teeth and added to saliva for ease of swallowing
  - ☆ They both pass down the tube called the **oesophagus** to enter the **stomach**. Chemicals are added to break the food down further then it passes through a valve to the **small intestine**.
  - ☆ More fluids containing chemicals continue to break

down the food. The sides of the walls are made of finger like projections called **villi**. These have very thin walls and allow the good products of digestion to pass through to the blood stream to be taken to the cells all over the body to provide energy

- ☆ The solid waste passes through the **large intestine** and out of the body as **faeces**
  - ☆ The **liver** helps get rid of any poisonous, useless materials. However most liquid waste is cleaned out of the blood by the **kidneys** and is passed out of the body as **urine**
  - ✦ It is now important to explain how alcohol is taken in by the body (pupils may write this information into their **Keys to Health** notebook) :
    - ☆ **Alcohol** follows the same route. However, alcohol is very soluble in water. It does not need digesting and goes quickly through to the **small intestine** where it passes straight into the **blood stream**
    - ☆ Alcohol passes very quickly around the whole of the body and into the **brain**. Alcohol is a **depressant drug** and so it slows down the working of the brain
    - ☆ Alcohol contains poisons and these are broken down in the **liver**
    - ✦ Divide the pupils into pairs. Provide each pair with a copy of PS5, a sheet of paper and a pair of scissors. They should follow the instructions on the sheet and complete the task. Explain that they need to place the effects they have cut up along the continuum to show what harm they feel each effect has on the body
- Key message: the effects given are mainly through the impact of the alcohol on the brain. The overloading of the digestive system with poisons accounts for the sickness and vomiting.**
- ✦ Ask the pupils to compare their responses. All pairs will come up with a variety of responses. It would be fun to have a string line on the classroom floor with a sheet of paper each end with the statements '**least harmful**' and '**most harmful**'. For each statement, one of each pair could then stand along this line in the same relative position as on their pictorial representation and say why they have stood in that position, with a class discussion following. It will illustrate very clearly the range of opinions on the topic. Repeat for each statement

## Key Session 3:

- ✦ The final aspect of this activity is to explain to the pupils why alcohol can have different effects on different people and at different times. The variety is accounted for by:
  - ☆ Age, size and weight of the person drinking
  - ☆ Strength and amount of alcohol drunk
  - ☆ Speed that the alcohol is drunk
  - ☆ If the person has eaten before and during drinking
  - ☆ If the person is using other drugs, including medicines.

### **Reflection/review:**

In pairs try to remember the way in which the body processes food and drink (without looking at PS4... too much!)

### **Extension activity:**

Write down the main information learned in this session and take it home to discuss with parents/carers.