

## **Alcohol and you** **Drink Driving**

Age group:	11-16
Duration:	45 minutes – 1 hour
Learning Objectives:	To raise awareness of the short term and long term effects of alcohol on the body and behaviour. To raise awareness of the current laws on alcohol and consider why they exist. To consider the consequences of drink driving.
N.C. links:	KS3 CIT 2a, b, c, 3a PSHE 2b, d, f SC1, SC2.2  KS4 CIT 2a, b, c, 3a PSHE 2e SC1, SC2.2 – Health
Resources:	Internet access <a href="http://www.alcoholandyou.org">www.alcoholandyou.org</a> Paper
Set-up:	Have the class visit the <a href="http://www.alcoholandyou.org">www.alcoholandyou.org</a> website individually or in pairs. Allow time for exploration but make sure they visit 'Alcohol – the effects' and 'Alcohol and society'. Move the group to work desks after half the lesson.
Introduction:	The lesson considers how alcohol affects different parts of the body and how this can compromise important tasks such as driving. The lesson looks at both the biological and social effects of alcohol. The lesson considers that before breathalysers policemen had to come up with a number of 'tests' to see if drivers had been drinking based on the effects of alcohol.

*Alcohol is a sensitive issue and teachers should be aware of the possibility that pupils may be from homes where there are alcohol related problems.*

Session: Begin the lesson by asking the students if they can think of any tests that policemen use to determine whether an individual has been drinking. These will probably include breathalysers, walking in a straight line, touching the nose with the finger whilst standing on one leg. Ask the students why they think these tests work.

The lesson is split into two halves. During the first half students should have access to the website [www.alcoholandyou.org](http://www.alcoholandyou.org). The website is designed for 11-16 year olds to provide information in an engaging yet educational manner. The students should be encouraged to explore the website at will, but they should all visit 'Alcohol – the effects' and 'Alcohol and society'.

The students should be aware that they will be expected to design tests for policemen to determine whether a driver has been drinking based

on the effects of alcohol on the body. They should therefore take notes during their search.

During the second half of the lesson the students can work individually or in pairs to make a list of the effects of alcohol on various parts of the body and design appropriate tests.

Plenary:

End the lesson by asking for suggestions and demonstrations of tests the students have designed. They should be able to explain to the rest of the class which part of the body they are testing and why it would confirm the driver had been drinking.

Summarise by asking for comments and opinions as to why drinking and driving is dangerous. Have a class vote on whether the current drink-driving limit is appropriate, or if drinking and driving should be banned completely.

Other opportunities:

The students could also invent other breathalyser style devices to test particular effects of alcohol on other parts of the body e.g. blood stream, cognitive tests etc.

Your ideas: