**Adam’s Story: Teacher notes**

**Drugs and Alcohol awareness**

Linked to the PSHE Association Programme of Study for KS1 and KS2

|  |
| --- |
| **Core Theme 1: Health and Wellbeing** |
| **Key Stage 1** | **Key Stage 2** |
| 14. to recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ | 2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’  |
| 11. to recognise their increasing independence brings increased responsibility to keep themselves and others safe |
| 13. that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media |
| 14. to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong |
| 17. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others |
| 23. about people who are responsible for helping them stay healthy and safe and ways that they can help these people |

**Introduction to Adam’s Story**

The animation being shown is the story of Adam Rogers. On 4th July 2009, Adam went for a night out with friends. He was having a really nice time seeing friends he hadn’t see for a while. In the early hours of the 5th July he was hit by a single punch and died later that day. Every Action Has Consequences is the name of the charity set up in Adam’s memory by his family. Adam was punched by a sixteen year old male who was drinking alcohol underage. Hospital tests showed that by the end of the evening, Adam was below the legal limit for driving.

Please be aware that this film is a true story and it might make you feel uncomfortable. Remember that all feelings are ok but not all actions are, and every action has consequences.

* What does the word ‘alcohol’ mean? Take feedback from children to check their understanding and find out how much they know about alcohol.
* Link Adam’s story to the dangers of alcohol.

Lesson ideas:

1. **Introduction to alcohol- ‘What is Alcohol?’**

Circle time activity

How much do children already know? Take feedback from children and discuss this after watching Adam’s animation. How did alcohol have an impact upon the night?

Explain how alcohol is a legal drug for people aged 18+ years. It depresses the nervous system and alters mood, behaviour, judgements and reactions. When people drink alcohol, it's absorbed into their bloodstream. From there, it affects the central nervous system (the brain and spinal cord), which controls most body functions.

Discuss the children’s attitude to alcohol- some may be inquisitive. Discuss contact with alcohol, e.g. parent’s drinking.

Discuss the reasons why people may choose to drink alcohol underage? E.g. peer pressure, to fit in, curious of the taste, and advise what to do in these situations.

1. **The effect of alcohol upon the body. ‘The effect upon the body’**

Explain to children about the law and how people need to be aged 18+ to buy/be served alcohol. Why do they think this is? Compare effects on an underage person with a legal person. Explain how alcohol will have a greater effect upon young people compared to adults as their bodies are still developing and growing. Discuss short term and long term effects, give examples. Short term (regrets, accidents) long term- becomes a habit and they get addicted, breaking the law drinking underage- what if they were to get caught?

Show a large picture of the human body on the whiteboard/large paper. Ask children to say how they think alcohol effects our vital organs. Teacher/adult to annotate the body. Then use the interactive website (<http://www.talkaboutalcohol.com/YoungPeople/FactZone/FactZoneFlash30.aspx>)

to explore the impact of alcohol upon the different body parts. \*\*Please be aware that the ‘reproductive organs’ tab on the website discusses alcohol and sex, so you may choose to avoid this area for the primary age range. Children could then annotate an A4 picture of the human body with facts they have learned today.

1. **Alcohol and reactions**

Discuss how alcohol affects reactions, coordination, mood, reflexes. Discuss the law and why it is illegal to drink and drive? Go on to discuss the life changing consequences of breaking laws. Remind children that alcohol is a depressant, and therefore slows down the function of the central nervous system. More alcohol causes more changes in the brain. It is against the law to drive with more than 80mg of alcohol per 100ml of blood. If people break the law, they face a fine up to £5000, six months in prison and having their licence taken away for at least a year. Causing death through drink-driving can result in a maximum prison sentence of 14 years and a two year driving ban.

Could link to the Think! Road safety website, and use the website to promote road safety, explaining how often, drink drivers have killed other people, and advise children of the best ways to stay safe

<http://talesoftheroad.direct.gov.uk/>

1. **The facts- Losing Inhibitions**

As teenagers lose their inhibitions when drunk, they are far more likely to be involved in an accident, a violent incident and to engage in other risky behaviours (e.g. smoking, drugs). If a teenager drinks regularly before they are 15, they are 11 times more likely to suffer unintentional injuries after drinking. GCSE prediction grades also fall by 20 points, the difference between an A\* and a C grade.