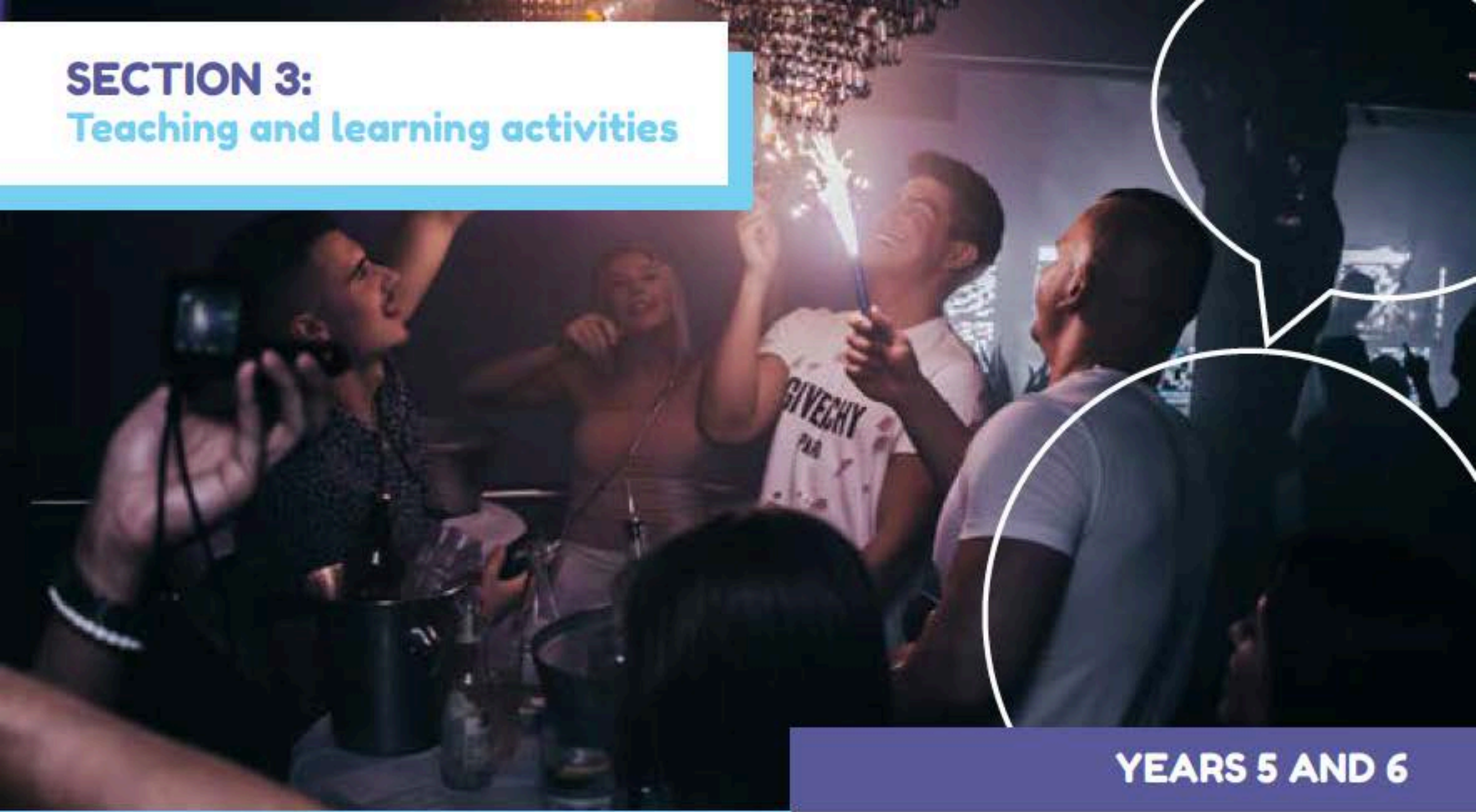


SECTION 3: Teaching and learning activities



YEARS 5 AND 6

Activity 1: Alcohol use and the body

LEARNING INTENTIONS:

After completing the activities students will:

- Know how to be responsible for their choices concerning the use of alcohol
- Understand the safe choices available concerning the use of alcohol and what alternatives are available
- Be able to make informed choices concerning the use of alcohol

CURRICULUM LINKS:

Australian/Victorian Curriculum	NSW Curriculum
<p>Achievement standard elements</p> <p>Students access and interpret health information and apply decision-making and problem solving skills to enhance their own and others' health, safety and wellbeing</p>	<p>Stage 3 Outcomes</p> <p>PD3-2</p> <p>Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others</p> <p>PD3-6</p> <p>Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable</p> <p>PD3-9</p> <p>Applies and adapts self-management skills to respond to personal and group situations</p>

Australian/ Victorian Curriculum	NSW Curriculum
<p>Content descriptions</p> <ul style="list-style-type: none"> ▶ Plan and practise strategies to promote health, safety and wellbeing (ACPPS054/VCHPEP108) ▶ Practise skills to establish and manage relationships (ACPPS055/VCHPEP109) ▶ Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057/VCHPEP111) <div style="position: absolute; top: 380px; left: 20px; border: 1px solid #00AEEF; border-radius: 50%; padding: 10px; color: #00AEEF; font-style: italic;">attitudes and beliefs</div> <div style="position: absolute; top: 550px; left: 200px; border: 1px solid #00AEEF; border-radius: 50%; padding: 10px; color: #00AEEF; font-style: italic;">practice and plan</div>	<p>Content</p> <ul style="list-style-type: none"> ▶ Examine how identity and behaviour are influenced by people, places and the media, for example (ACPPS051) ▶ Identify how personal strengths and qualities contribute to identity and inform views ▶ Explore the factors that influence how individuals interact and the personal choices they make, eg. alcohol use and expectations, rights and responsibilities ▶ Investigate community resources and ways to seek help about health, safety and wellbeing, for example (ACPPS053) ▶ Research sources of health information and places where they can seek help about health, safety and wellbeing ▶ Apply criteria to determine the reliability and relevance of community resources in providing factual information ▶ Recommend appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or wider community, for example: reflect on the impact of their choices and decisions on the health, safety or wellbeing of their community ▶ Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing, for example (ACPPS054) ▶ Identify situations where personal choices can influence their own and others' health, eg. alcohol use, risk-taking ▶ Identify personal strategies and responses that model assertiveness and resilience in challenging situations, eg. saying no if offered alcohol

LINKS TO OTHER KLA OUTCOMES:

ENGLISH:	EN3-3A	MATHEMATICS	MA3-18SP
HISTORY:	HT3-3	SCIENCE	ST3-1WS-S

ACTIVITY DESCRIPTION



Teacher note: *Explaining concepts is a higher order skill that requires practice, and recording information conveyed orally helps students build note-taking skills. If you have students who need assistance with scribing use a speech to text App on an iPad or tablet to record the Sage's answer*

Introducing the concept



OVER THE RAINBOW:

- In this activity, one student plays the role of teacher (*sage*), and the other plays the attentive student (*scribe*)



Students work in pairs. One student is the sage (*speaker*) and one is the scribe (*silent writer*). Ask students to take 30 seconds to think what comes to mind when they hear the word ALCOHOL

The sage provides their response clearly to the scribe

The scribe records the sage's thinking on paper

When time is up, the sage and scribe switch roles to answer the next question

Follow up questions for sage and scribe

1. What is a safe level of alcohol for teenagers to drink?
2. How does alcohol affect the teenage body?

Select several pairs to share their responses to each question. At this stage only highlight any misinformation or inaccuracies.

Expanding the concept



Watch the Talk Revolution video:
The effect of alcohol on the body (ACH010506)



As a class discuss the following questions that arise from the video. Record class responses.

- ▶ How does alcohol effect the body?
- ▶ Does alcohol cause damage to the brain?
- ▶ When is it okay to drink alcohol?
- ▶ Can alcohol be used safely?
- ▶ Who can help you with decisions about alcohol?
- ▶ Where can you find reliable information about alcohol?

Review the class responses and encourage students to add to the responses and adapt them to their understanding.

Reinforcing the concept - how does alcohol affect my body?

The Dizzy Goal Challenge

The purpose of this activity is to simulate how alcohol can affect the body, in particular the way alcohol can impair your movements and control of your body actions.

Resources & Equipment:

- ▶ 4 Soccer Goals
- ▶ 8 Soccer Balls
- ▶ Recording sheet (*See Below*)

Before the lesson takes place, set up the goals and balls as per diagram with the balls at least 6m apart.



Teacher note:

Groups could video each student's attempts to compare and analyse each of their attempts.

The dizzy goal challenge cont.

- Each member of the group attempts to kick a goal. Record how it felt and what they did to score the goal.
- As a class watch the [USAIN BOLT DIZZY GOAL CHALLENGE](#).
- Each member of the group takes the Dizzy Goal Challenge as per Usain Bolt clip.
- Record in the Dizzy Goal's Report how it felt and whether they scored

the goal. If a goal wasn't scored ask students to record what happened. Eg they missed the ball when attempting to kick, they couldn't aim at the goal when kicking, they couldn't kick the ball accurately.

- Once all groups have completed the Dizzy Goal Report ask students to share whether the hypothesis was proven or not and how their findings from the experiment support their conclusion.

Reinforcing the concept

Highlight how this links to alcohol and the effects it has on our perception and ability to act and behave the way we usually can.

Ask students to brainstorm types of behaviours and actions people might engage in whilst drinking or after they have been drinking alcohol e.g. get up and dance, play social sport such as backyard cricket, ask someone out, order a meal, drive home, walk home, accept a dare from friends, cook a bbq, catch a taxi / Uber home, etc.

For each of the class' suggestions, ask them to hypothesise based on their findings from the Dizzy Goal challenge, how drinking alcohol may affect their ability to do each. Discuss their justifications for their judgements.

Check for understanding activities

3-2-1 reflector

Ask students to record on a post-it note, class padlet or in their books:

- 3 new things learnt this lesson
- 2 things that connected to their previous knowledge and
- 1 question they still have that they will research further

