

## Substance Use Education

<b>Stage:</b> <b>Second</b>	<b>Lesson:</b> <b>How Does Alcohol Affect The Body?</b>
<b>Expected national standards for each level:</b> Gives examples of what can happen to the body as a result of smoking tobacco or drinking alcohol. Knows the recommended alcohol intake advice.	
<b>Substance Misuse Experiences and Outcomes:</b> <b>HWB 2-38a</b> I understand the effect that a range of substances including tobacco and alcohol can have on the body.	
<b>Resources Required for Lesson:</b> Water, containers, food colouring, different size glasses	
<u>Activity 1</u> Draw an outline of a body on a whiteboard and ask children to label how drinks get into the body: Mouth → Oesophagus (food pipe) →stomach→[bloodstream → brain] → liver → kidneys <ul style="list-style-type: none"> <li>• Explain to children that alcohol is a drug and that all drugs affect the brain.</li> <li>• Explain the effects on physical and mental health of drinking too much alcohol and the benefits of no alcohol use during childhood for growth and development:             <ul style="list-style-type: none"> <li>• Alcohol poisoning</li> <li>• Accidents and Injuries</li> <li>• Appearance / presentation</li> <li>• Affect on brain development</li> <li>• Affect on education</li> <li>• Poor Mental Health</li> <li>• Vulnerability</li> <li>• Liver damage</li> </ul> </li> </ul>	
<u>Activity 2 – Limits and moderation</u>  Discuss times or occasions when and why we eat or drink, and the effect upon us. Ask the children to think of particular ‘events’ when we eat and drink and whether others are involved in the times we enjoy our food and drink. For example: I ate and drank at my birthday with my family to celebrate, it felt good but I ate too much and felt sick.	
Summarise by discussing that the ‘social’ and even cultural aspects of eating and drinking is also important and so are the feelings (the mental health aspects). Explore times when children have identified that they have eaten or drunk too much and expand on issues of: <ul style="list-style-type: none"> <li>• Body being ‘overloaded’ and how that can make us feel sick, tired or affect behaviour – a good example of this is drinking too much coke or eating too many sweets.</li> <li>• Moderation – that adults can drink alcohol responsibly in the same way that they can use medicine safely: that alcohol bottles have a label to tell adults how strong the alcohol is.</li> </ul>	

### Activity 3 – units of alcohol

Using the suggested materials:

- As a class, discuss different opinions on the effects of alcohol and why the effects may not be the same for everyone.
- Show the children two different sized containers of clear water. Add the same amount of food dye to each container and ask them to observe what happens.
- Explain that the smaller container, which will be darker in colour, represents the way that smaller people are more affected after drinking the same amount of alcohol.

Explain how alcohol can be measured in units and that different drinks contain different amounts of alcohol. In groups, the children pour water into different sized glasses e.g. pint glass, half pint glass, wine glass and add an equal amount of food dye (or equivalent colour) to each to represent a unit of alcohol. [If required, [unit calculators are available from HIRS](#) for teachers / other staff to guide the lesson]

Ask the children to describe what they see and use this to explain that some drinks are stronger than others.

Show the low risk guidance for adults. Units are a way to measure all alcohol, despite the strength or volume.

## “Low risk” Alcohol Consumption

<p><b>Weekly regular drinking</b></p> <p>Men <i>and</i> women are advised it is safest not to regularly drink more than 14 units of alcohol per week.</p>		<p><b>Single occasion drinking</b></p> <p>If consuming 14 units per week, spread this evenly over 3 or more days. Have several alcohol free days per week.</p>
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**Avoid alcohol if you are pregnant or trying for a baby**

Full guidance in [UK Chief Medical Officers' Low Risk Drinking Guidelines](#)