

The Character Curriculum

Flourishing for Life



<p>Y4: Harmful substances L1 - What are harmful substances?</p>	<p>Learning objective:</p> <ul style="list-style-type: none"> - Identify substances which are harmful to our bodies. 	<p>Key vocabulary: Necessary, unnecessary, substances, category, classify, drug, legal, illegal Key virtues: Critical thinking, confidence, integrity</p>
<p>Resources:</p> <p>PowerPoint</p> <p>Different substances (resource 1)</p>	<p>Statutory links: Health Education (2020) Pupils should know:</p> <ul style="list-style-type: none"> - The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	
<p>Key questions:</p> <p>What substances are necessary for our bodies to function well?</p> <p>What substances are unhealthy for us?</p> <p>What is the difference between unhealthy and dangerous?</p> <p>What do you already know about alcohol, drugs and cigarettes?</p> <p>What would you like to know?</p> <p>Where can we get information about harmful substances?</p>	<p>Learning activities:</p> <p>Starter: What do we put into our bodies?</p> <p>We put lots of things into our bodies. Some of them are good for us, some are good for in limited quantities and some are harmful for us.</p> <p>Show children the pictures and ask them to classify them into groups showing which ones we should have:</p> <ul style="list-style-type: none"> - Unlimited amounts/lots of. - Limited amounts. - None. <p>Ask children to justify and explain their choices (e.g. why shouldn't we have unlimited amounts of cheese?). Ask children to add another example to each category.</p> <p>Activity 1: KWL grid</p> <p>Explain that we are going to be looking at substances which are harmful for our bodies (specifically alcohol, drugs and cigarettes).</p> <p>Ask children to complete a KWL grid to show what they know and what they would like to know. There is an example in the PowerPoint.</p>	

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<p>How do we know if this information is accurate?</p> <p>What does the law say about cigarettes, drugs and alcohol?</p>	<p>Use the questions generated to tailor planning to answer them.</p> <p>Activity 2: Sources of information</p> <p>Where can we get information from about alcohol, drugs and cigarettes? How do we know that the information we get is accurate? What intellectual virtues do we need to use when we are looking for information?</p> <p>Draw up a class brainstorm of different sources of accurate information e.g. NHS website, doctors, Childline.</p> <p>Plenary: The law</p> <p>What does the law say?</p> <p>Ask students if they know the laws regarding cigarettes, alcohol and drugs?</p> <p>Go through the laws.</p> <p>There is a summary of legislation and a consolidation activity (is it legal? or is it harmful?) here: https://esol.britishcouncil.org/content/learners/uk-life/be-safe-uk/drugs-alcohol-and-cigarettes [accessed 27.05.2020].</p>
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