

# Subject

## Judgement upon alcohol

# Major goals:

- \* To create health-oriented attitude towards alcohol consumption.
- \* To provide students with basic knowledge about alcohol and its influence on human organism.
- \* To discourage students from reaching for alcohol.
- \* To refer acquired knowledge to everyday life and to form, on this basis, correct patterns of behaviour.
- \* To introduce students to effective cooperation within a group.
- \* To make students aware of reasons for reaching for alcohol.
- \* To give students pause for thought on the issue: Does alcohol abuse solve your problems?

# The desired effect after realising the programme :

- \* The ability of critical view on encouraging to drink alcohol.
- \* The ability to identify the consequences of alcohol abuse.
- \* Students' assertive refusal towards alcohol offerings.

# Methods:

- \* presentation,
- \* observation,
- \* discussion,
- \* additions method,
- \* problem method,
- \* scenes, brain storm,
- \* metaplan,
- \* integration games,

NO  
ALCOHOL

# Teaching aids:

- \* paper sheets,
- \* sticky notes,
- \* markers,
- \* pins,
- \* yarn
- \* music

# The course of activities



# 1. AN AGREEMENT WITH THE GROUP BREAKING STUDENTS IN TEAMWORK

- \* Setting the norms and rules of teamwork – concluding an agreement makes work in a group easier, we can refer to it in case of some problems during the classes, e.g. discipline problems or conflict situations..
- \* Students are asked to think which norms and rules should be applied during the classes.
- \* The teacher writes each idea on the board, then the group decides whether to approve it or not.

# Exemplary agreement

DURING THE CLASSES GIVEN RULES OUGHT TO APPLY :

- Each participant shares the responsibility for the course of the classes,
- We are confidential,
- We are tolerant,
- We are honest and open-minded,
- We are active listeners,
- We don't interrupt other speakers,
- We don't speak simultaneously,
- We don't criticise.





# Task 2:

## Integration game

### \* ,The net'

Everybody sits in a circle. The first person says their name and throws a ball of wool to one of the other people saying their name in the same time. The next person says who gave them the ball, their name and a name of a person to whom they throw the ball, and so on. We can add some other information to this play, e.g. age, hobbies, etc.

The first person holds the end of the wool and every next person also holds the yarn in a way that it creates a net. We can ball the wool in the same way but exactly in the same order to avoid tangling the yarn.

„What’s new, what’s good?” – for a group in which people know each other  
Participants sit in a circle and every person finishes a sentence: „The nicest thing that happened to me this week is...”



# Task 3:

## PLANS FOR THE FUTURE – mind map

- \* Creating a mind map ,Plans for the future’.
- \* The teacher tries to find in students’ utterances confirmation that alcohol can destroy our future plans and dreams.
- \* The teacher sticks a sheet of brown paper to the board and asks the students to write their plans , dreams about the future and everything they want to achieve on sticky notes and then stick them to the paper on the board.



- Then the teacher sticks to the brown sheet of paper a bigger piece with a sign ALCOHOL on it.
- The teacher takes a marker and crosses out with premeditation all the ideas on the sticky notes, finally they tear off the sheet of brown paper from the board, destroy it and throw it into a dust bin. After that they ask the students to explain his/her behaviour.



# 4. Presentation

- \* The teacher explains how drinking alcohol affects particular systems in human organism and discusses addiction phases.



# Task 5 :

## : „Lost values’

- \* 4 groups – each group analyses a different phase of alcohol addiction looking for an answer to the question:
- \* What do I lose in a given areas when I abuse alcohol?
- \* education, participation in interesting events, joy of achievements, parents trust, friendship.
- \* Summary of the task – alcohol abuse is not only a waste of health and money – a lot of crucial ( in normal life) values and relationships stop being important for an addicted person.





# Task 6:

## Alcohol trial

- \* Participants are divided into 3 groups :
- \* judges,
- \* defenders,
- \* prosecutors

Each group prepares their speech completing the texts given by the teacher.

- \* Judges: who abuses alcohol, which background alcoholics come from, what behaviour is alternative to abusing alcohol
- \* Prosecutors: enumerate the consequences of abusing alcohol
- \* Defenders: determine why young people reach for alcohol

- \* The teacher encourages students to conduct a trial against the alcohol and leads students through the following stages of the trial





# Task 7: What instead?

- \* Each of the three groups presents their answers for the question: 'What instead?'
- \* e.g. love, friendship, goals and plans for the future
- \* They provide examples of behaviour which protect from reaching for the alcohol – it leads students to reflection and self-evaluation.



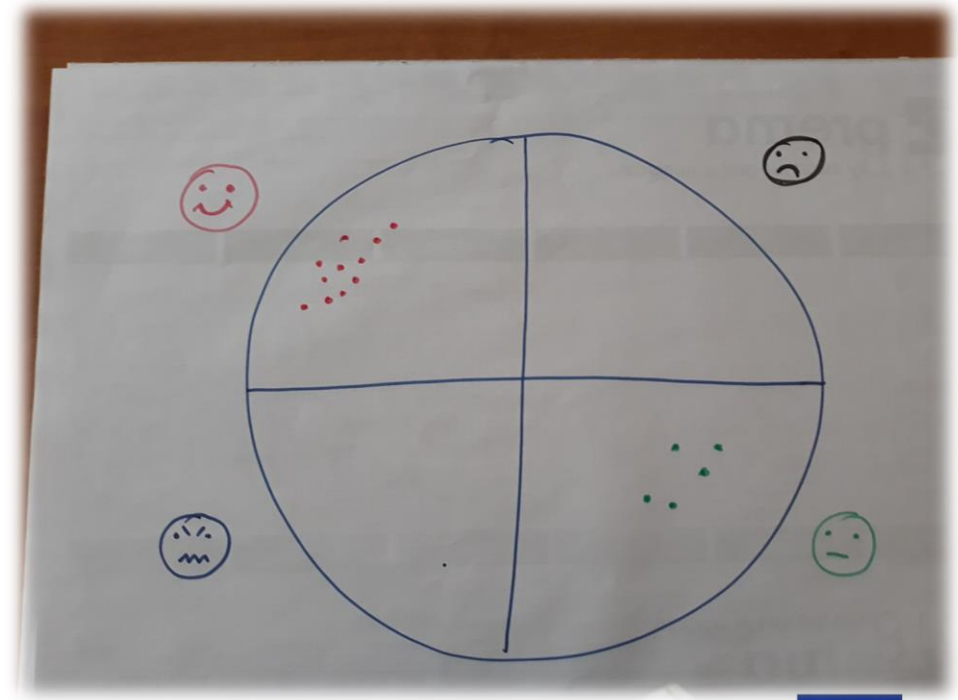
# Evaluation

Summarizing task:

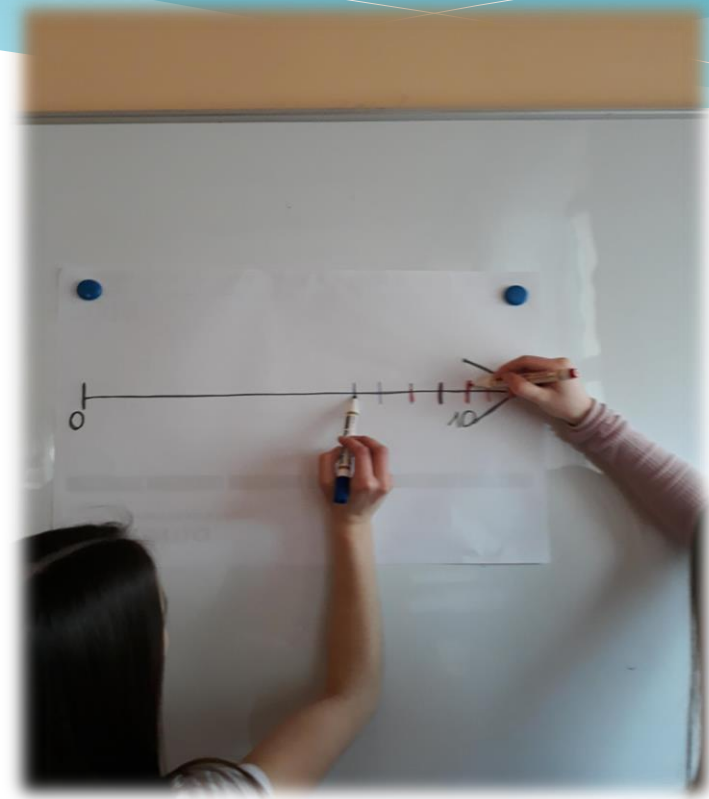
## 1.Shield

Each part of the shield means a different aspect.

Students' task is to put dots – the closer to the middle, the higher evaluation.



- \* 2. Scale – students are asked to mark their assessment on a scale.



# Thank You for Your attention