

Year 11 - Lesson 5 & 6: Alcohol and the Liver

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Learning Intentions</p> <p>I understand that liver damage from an unhealthy lifestyle can affect anyone, including me</p> <p>I understand the lifestyle choices necessary to keep my liver healthy and the harm to my liver that an unhealthy lifestyle might cause</p> <p>Note: This lesson is to be taught over Lessons 5&6 to allow time for discussion.</p> | <p>Resources</p> <p>Rugby ball</p> <p>Lager can/wine bottle/cigarette packet/McDonald's bag</p> <p>PowerPoint slides</p> <p>Jazzy, Stacey and David's stories (See YouTube clips in PowerPoint)</p> <p>What's the score? Quiz sheets</p> <p>Matching game: descriptions cards and pictures</p> <p>Balloon</p> |
| <p>Engagement</p> <p>Ask the students to share what they have found out about some of the health risks and consequences associated with alcohol. Draw out from them that some of the risks and consequences are not visible or tangible until much later on in life, when it is too late to change. Ask the students if they know the names of any diseases or conditions that can occur as a result of misusing alcohol.</p> | <p>Prompt</p> <p>How does alcohol affect the body - now and in the future?</p> |
| <p>Teaching/Learning Activities</p> <p>Activity 1: Play 'Down on one knee'</p> <p>With two volunteers at the front, explain that they are going to do a catching game with the rugby ball. Give the pair two minutes to see how many catches they can get in that time. Teacher comments on how well they are working together and brings in language of 'functioning, working well, if you were an organ of the body you would be working well, fully functioning', etc. See if another pair wants to have a go; again, the teacher comments on how well they are working together, or functioning well.</p> <p>Then the pair has another go but this time, as the pair begins to throw and catch the rugby ball, the teacher tries to distract them from catching the ball by waving different items in their path (lager can, wine bottle, McDonald's bag, packet of cigarettes) with the intention of trying to get them to miss catching the ball. Each time someone misses the ball they pay a forfeit. The forfeits are:</p> <ul style="list-style-type: none"> • To go down on one knee, then try to catch the ball again with the teacher distracting them again • Then go down on two knees • Then they are given one of the items such as the lager can to hold • Then close one eye • Then hold a second item <p>Each time make it harder and harder to catch until it is almost impossible. The teacher then asks the class to think about at what point it becomes difficult to throw/catch the ball and at what point does it become impossible to 'function' because you are too inhibited by the lager/happy meal/cigarettes?</p> <p>Once the students have demonstrated how hard it can become to catch the ball with so many factors against them, they return to their seats. Ask the rest of the class to comment on what they saw happening. In pairs, ask the students to think about anything else in life that this can relate to, e.g. our health, and feedback.</p> | <p>At what point does it become impossible to 'function' because you are inhibited by other things?</p> |