

Year 8 - Lesson 3: Your Changing Tastes

<p>Learning Intentions</p> <p>I acept that our bodies are continually changing and growing</p> <p>I know that alcohol affects the growing brain</p> <p>I recognise that our taste can be used to manipulate what we buy</p>	<p>Resources</p> <p>PowerPoint slides: image of the tongue; images of drinks; images of drinkers; statistics x2 slides; alcohol and the law; how alcohol affects the brain.</p> <p>Grapes</p>
<p>Engagement</p> <p>Remind the students of their task last week: to ask at home for a list of things they used to like the taste of when they were little but now don't and things they hated then but now eat quite happily. Ask the students what they found out. Discuss how tastes change. What's the most extreme food anyone has ever eaten? What are your favourite drinks? If time, you could do a taste test by blindfolding a volunteer and have them taste a variety of foods; records their reactions using the PowerPoint slide image of the tongue.</p> <p>Marketing P</p> <p>Ask the students: If your job is to market alcohol products to young people, how would you use this information about changing tastes? Use the PowerPoint slide of the pictures of drinks to ask the students to which age range of people these drinks are marketed. Ask them to make a timeline of this information.</p> <p>Attitudes P</p> <p>Show students the PowerPoint slide of the images of drinkers. Students discuss what they see in the pictures. What do they think could be the circumstances? What are their responses? What does this tell us about our attitudes to alcohol use?</p>	<p>Prompt</p> <p>Have you always liked the same foods and tastes?</p> <p>What's the most extreme food you have eaten?</p> <p>When is alcohol use acceptable/unacceptable and why?</p>
<p>Teaching/Learning Activities</p> <p>Activity 1 P</p> <p>Check how secure your students are with percentages; if it helps, use fractions or expressions in brackets instead. Use the timeline from Lesson 1. On the timeline, the 11-15 age range is highlighted. Also display the PowerPoint slide:</p> <p>2001: 61% (more than six out of ten, well over half) of 11-15 yr olds have had an alcoholic drink in their lifetime.</p> <p>2011: 45% (less than half) of 11-15 year olds have had an alcoholic drink in their lifetime.</p> <p>Emphasise that the percentage or share of 11-15 year olds who have had an alcoholic drink is going down. These figures mean that 55% (more than half) or the majority of 11-15 year olds have never had an alcoholic drink. In pairs, as the students to discuss these facts. What are their responses?</p> <p>Show the next PowerPoint slide of statistics:</p> <p>In London 70% (seven out of every 10) of 11-15 year olds have never had an alcoholic drink</p> <p>However, 80% (8 out of every 10) of 15 year olds have had an alcoholic drink at least once in their lives</p> <p>See what the students make of these statistics. Aim to bring out the fact that you are unlikely to have a drink before you are 15 but at that time you are likely to have had a drink. Ask the students why they think this might be.</p>	<p>What does this tell us?</p> <p>What do you think about these facts?</p> <p>What happens when you are 15 to cause this?</p>