



Don't be that someone:

# Introduction

These three lesson plans have been written to be used in the 14–19 curriculum for use with Key Stage 4 students as part of the Personal Wellbeing programme within their Personal, Social and Health and Economic Education (PSHE) curriculum. The second lesson uses a documentary of those affected by drink drive situations, followed by some attitude based activity. This lesson can be used alone but students would benefit from exploring other aspects of alcohol use by using all three lessons.

## The lessons have been produced with specific aims in mind:

- to reinforce the teaching and learning methodologies underlying effective delivery of PSHE
- to provide opportunities for the development of knowledge, skills, feelings and attitudes related to the use and misuse of alcohol, and drink driving in particular

*'Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.'*

QCDA Curriculum: PSHE

The Key Stage 4 programme of study offers an opportunity to develop a planned work programme. During this planning it is important to consider the following aspects:

**Key Concepts:** Planning should ensure that the five key concepts – personal identities; healthy lifestyles; risk; relationships and diversity – are integrated into teaching and learning across the curriculum. Understanding and skills related to each concept should be developed through concrete examples that can be applied to real life situations.

## The Key Concepts in these three lesson plans include:

### Healthy Lifestyles:

- recognising that healthy lifestyles and the wellbeing of self and others depend on information and making healthy choices
- understanding that our physical, mental, sexual and emotional health affect our ability to lead fulfilling lives

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*'INSPIRED BY A TWO-PART POEM WRITTEN AS A WAY OF DEALING WITH THE LOSS OF MY UNCLE WHEN HE DIED IN A DRINK DRIVING ACCIDENT, I FEEL SO STRONGLY ABOUT THE DANGERS OF DRINK DRIVING THAT I HAVE DEVELOPED THIS RESOURCE PACK, TO EDUCATE AND INFORM YOUNG PEOPLE ABOUT THE DANGERS AND ISSUES SURROUNDING DRINK DRIVING.'*

MICHAEL MCADAM -  
PRODUCER OF 'DON'T BE THAT SOMEONE'

PART FUNDED BY THE LONDON BOROUGH OF CAMDEN PUBLIC SAFETY TEAM

## Risk:

- evaluate the potential risks and benefits of personal lifestyle choices, understanding that individuals need to manage risk to themselves and others in a range of personal and social situations
- appreciating that pressure can be used positively or negatively to influence others in situations involving risk

## Relationships:

- understanding that relationships can affect everything we do in our lives
- understanding that relationships can cause strong feelings and emotions

**Key Processes:** Planning should ensure that students make progress in the three key processes – critical reflection; decision making and managing risk; and developing relationships and working with others.

These three lessons contribute to the skills and processes in personal wellbeing, particularly:

### 1 Critical reflection:

- 1.1 reflect on their own and others' values and change their behaviour accordingly
- 1.2 reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and act on them

### 2 Decision making and managing risk:

- 2.1 use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary
- 2.2 find and evaluate information, advice and support from a variety of sources
- 2.3 assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others do so
- 2.4 use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when to get help

### 3 Developing relationships and working with others:

- 3.1 use the skills of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
- 3.2 work individually and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration
- 3.3 explore feelings and emotions related to changing relationships and develop skills to cope with loss and bereavement

## Learning objectives and outcomes:

All three lessons have stated learning objectives and outcomes that can be traced back to <http://curriculum.qcda.gov.uk/>

**N.B.** The specific learning objectives and outcomes are also stated at the top of each individual lesson plan.

THE PURPOSE OF THE RESOURCE PACK IS TO REDUCE THE NUMBER OF DRINK DRIVING CASUALTIES BY MAKING PEOPLE AWARE OF THE DANGERS OF DRINK DRIVING, ALL YEAR ROUND. GOVERNMENT FUNDED CAMPAIGNS CURRENTLY FOCUS ON ASSUMED PEAK ACCIDENT DANGER TIMES OF CHRISTMAS AND SUMMER (WHEREAS DFT ROAD CASUALTY STATISTICS SHOW THAT THE ABOVE PERIODS ARE NOT WHEN THE MOST DRINK DRIVE ACCIDENTS HAPPEN).

SOURCE:

[HTTP://WWW.DFT.GOV.UK/THINK/](http://www.dft.gov.uk/think/)

A LARGE PROPORTION OF ALL DRINK DRIVE CRASHES OCCUR WITHIN THREE MILES OF THE START OF THE JOURNEY

### Assessment:

Assessment for Learning (AfL) helps teachers plan learning opportunities that meet the real needs of their students. AfL strategies have been integrated into these lesson plans to help teachers in identifying and responding to student needs.

**AfL for these lessons:** To provide opportunities for the development of knowledge, skills and attitudes related to the use and misuse of alcohol and drink driving in particular.

Hand out post-it notes to students and ask them in pairs/threes to write down questions they want answered, or issues they'd like to explore, during the(se) session(s). Invite group discussions first, and then either collect feedback produced by a group scribe, or (if the groups are less confident) invite anonymous written contributions (by way of the post-it notes mentioned above). Keep these contributions and use them to inform your choices within the lesson(s). Return to the list at the end of the lesson(s) and see which ones have not been answered – students can answer them using the computers etc. The Drinkaware and Alcohol Concern websites are useful sources of information and can be used to assist the students.

Assessment of Learning (AoL) should be a planned part of teaching and learning of personal wellbeing. When the lessons are complete, try to gauge the students' learning, by seeking feedback from them about what they have learned, how their feelings may have changed, how they might apply their learning and anything further they consider it would be useful for them to explore and learn.

Assessment in PSHE is about measuring changes in student knowledge, skills, feelings (including confidence) and progression through the subject. It is not about judging the worth, personality or values of an individual student or their family.

These three lesson plans have been tailored to inform the planning and assessment of key processes at the end of Key Stage 4.

If you use these three lessons, they will contribute particularly to the end of key stage key statements below.

### Healthy Lifestyles: learners are able to:

- describe the short and long term consequences of personal health choices, including choices related to sexual activity and substance (including alcohol) use and misuse and make decisions based on the knowledge

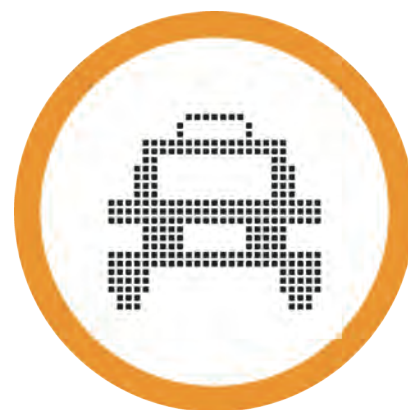
### Risk: learners are able to:

- evaluate the potential risks and benefits of personal lifestyle choices, including their impact on relationships
- recognise that risk assessment and management are part of life and give examples of how to manage and reduce risk in different circumstances

### Relationships: learners are able to:

- describe some of the possible effects of family and other significant events on feelings, emotions and personal wellbeing, and the impact these may have on relationships

IN ONE YEAR ALONE  
2230 CAR PASSENGERS,  
AGED BETWEEN 16 AND  
24 YEARS, HAVE BEEN  
KILLED OR INJURED IN  
ROAD ACCIDENTS WHEN  
AT LEAST ONE OF THE  
DRIVERS OR RIDERS  
INVOLVED WERE OVER  
THE LEGAL DRINK  
DRIVE LIMIT



### **Diversity: learners are able to:**

- explain how differing cultures, faiths and beliefs may influence lifestyle choices, and demonstrate respect for these differences

A student self-assessment activity (Worksheet 3) that looks at these key statements has been included at the end of the lessons.

### **Curriculum opportunities:**

**During Key Stage 4, students who participate in these three lessons will be offered the opportunity to:**

- use case studies, simulations, and scenarios to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour
- take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them
- evaluate their own personal development and learning, and set realistic targets and goals for future life choices
- make links between personal wellbeing and work in other subjects of the curriculum and out of school activities

The materials can also be used to contribute to aspects of both the Citizenship Curriculum and the Science Orders.

#### **Citizenship:**

Breadth of Study: k: The rights and responsibilities of consumers, employers and employees

#### **Science Orders:**

Breadth of Study: Organisms and Health

2.1e: Human health is affected by a range of environmental and inherited factors, by the use and misuse of drugs and by medical treatments

### **Differentiation:**

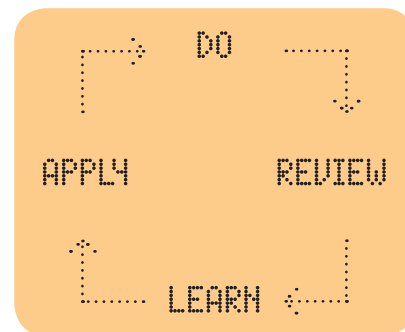
These materials have been written for mixed ability groups. Where there is a wide range of abilities within a class it may be helpful for teachers to read the student questions out from the interactive whiteboard and where necessary to use teaching assistants to support some students.

**N.B. Teachers can download PDF lesson plans from [www.dontbethatsomeone.co.uk](http://www.dontbethatsomeone.co.uk), or from the Resource Pack's DVD – the lesson plans and worksheets are also available in a PowerPoint format so that they can then be displayed on the interactive whiteboard if this is easier for the teacher.**

### **Key teaching and learning methodologies in PSHE:**

Teaching and learning in PSHE is naturally done within a model of Active Learning (see right).

The lessons have been written to offer teachers the flexibility to tailor them to meet the needs and preferences of their students. The basic processes of effective PSHE are followed, offering choices that can be made by teachers who know their students' preferred learning styles, experiences and behaviours best.



ACTIVE LEARNING MODEL:  
PERSONAL AND SOCIAL  
DEVELOPMENT FOR ALL:  
MCLAUGHLIN AND BYERS 2001

### The basic structure of the lessons is in six steps: (The Big Plan)

- 1 Setting the ground rules
- 2 Identifying student needs/Assessment for Learning
- 3 Warm up activities
- 4 Stimulus/activity based on knowledge, attitude and skill development
- 5 Review and reflect
- 6 Assessment of Learning

The three lessons have been planned using the above framework while encouraging the use of teacher choice and discretion within that.

Each lesson is planned for fifty minutes to an hour – however this is only a guideline and your experience as a teacher will tell you when an exercise needs to be extended or curtailed.

IN, 2007, THE MONTHS  
OF MAY AND JUNE  
WERE WHEN THE MOST  
DRINK DRIVE ACCIDENTS  
OCCURED (SOURCE:  
WWW.DFT.GOV.UK/THINK)

NEARLY 15,000  
PEOPLE ARE KILLED  
OR INJURED IN DRINK  
DRIVE RELATED  
ACCIDENTS IN THE  
UK EVERY YEAR