



Making Good CHOICES

Session Length	45 minutes
Introduction	In this second UKS2 session on drugs, alcohol and tobacco, pupils will consider scenarios where people feel pressured to use them. Children will be encouraged to use their scientific knowledge and religious understanding to cope with pressured situations and make good choices. The teaching is underpinned with the religious understanding that consuming harmful substances is harmful to our bodies, and therefore God's creation.
Learning Objectives	Pupils will: <ul style="list-style-type: none"> • Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco • Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies
Success Criteria	Pupils will: <ul style="list-style-type: none"> • Engage with the film and answer questions • Take an active part in group/paired activities
Virtues to be developed	<ul style="list-style-type: none"> • Appreciative • Respectful • Discerning
Resource Materials	<ul style="list-style-type: none"> • Teacher Notes (this document) • Online Presentation • Appendix 1 – Pressure Scenarios • Appendix 2 – Storyboard Template
Preparation Notes	<ul style="list-style-type: none"> • Think of a story to tell about a time you felt pressures (Slide 1) • Print copies of Appendix 1 depending on how you want to facilitate the activity (Slide 3).

Introduction: Feeling Pressure

<p>Slide 1</p>	<p>Ask the pupils to draw on their previous knowledge of drugs, alcohol and tobacco. Overall, do they believe that these substances are good for their bodies?</p>
<p>Slide 2</p>	<p>Explain to the pupils that in this session they will learn about pressure.</p> <p>Tell children a story about a time you felt pressured, for example:</p> <p><i>You are a vegetarian and you once went to a restaurant for a friend's birthday. The people eating out were trying to get you to taste their meals, which contained meat. You didn't feel comfortable as you are a vegetarian.</i></p> <p>Explain that:</p> <p>Pressure is the feeling that someone is pushing you towards something you do not feel comfortable with.</p> <p>Ask children to discuss a time they felt pressure, for example:</p> <ul style="list-style-type: none"> • Joining a club they didn't want to join • Playing a game in the playground they didn't want to play • Going for tea at someone's house even though they didn't want to • Any situation where they felt someone was pushing them towards a certain choice, good or bad.

Group and Written Activity: Conscience Alley

<p>Slide 3</p>	<p>Explain to the pupils that as they get older, they may experience some situations where they feel pressured to make a choice about drugs, alcohol or tobacco. Ask pupils to consider the following:</p> <p>Read the first scenario from Appendix 1 – Pressure Scenarios</p> <p>After reading the scenario, explain that you are going to carry out an activity called 'conscience alley'.</p> <ul style="list-style-type: none"> • The class will form two lines, one will be 'for' and one 'against'. • One pupil will walk down the middle of the 'alley' the 'for' side will say their opinions of why they should give in to the pressure and the 'against' side will give reasons for why they should not give into the pressure. You may need to model this!
-----------------------	--

	<ul style="list-style-type: none"> Once the pupil gets to the end of the ‘alley’ they must make their decision. Once the pupils understand the activity, break them into smaller groups for them to carry out the activity using the one or more scenarios from Appendix 1, or alternatively, run this activity from the front with different groups of children each time. On the Appendix, children should record their responses for the scenarios they use.
<p>Slide 3 (continued)</p>	<p>Ask the pupils to voice how they felt, as they walked down conscience alley.</p> <ul style="list-style-type: none"> Did they feel uncomfortable? Did they feel worried? Anxious? Upset? Distressed? <p>Explain that these are all emotions associated with feeling pressured.</p> <p>It is important to reinforce the idea of moderation here. As pupils grow older, they will find themselves in situations where alcohol is prevalent and consuming this in moderation, within recommended limits, and when it is legal, is okay.</p>
<p>Personal Writing: Storyboards</p>	
<p>Slide 4</p>	<p>Use Appendix 2 – Storyboard Template to demonstrate how you would like children to create a storyboard for a pressure situation (either one used previously or a made up one). They are to include the written story, pictures and speech bubbles, focusing on the reaction to feeling pressured.</p> <p>Within their storyboard, pupils may want to include one of the ways of dealing with pressure, relevant to their scenario, including:</p> <ul style="list-style-type: none"> Take time out Do something else for a while Talk to someone and ask for help Take a fresh look at the problem; think of new solutions Don’t be overly critical of yourself Think about your good qualities Don’t take on more than you can handle Put things into perspective

- Keep a journal
- Use your sense of humour
- Practice thankfulness

After some time of writing, invite the pupils to share their storyboards with their peers. Discuss the reactions within the storyboards and whether the pupils agree with these.

Reflection

Slide 5

You might like play music and/or ask children to close their eyes during this reflection. Use the following or your own words:

- Imagine yourself giving a beautiful homemade gift to two friends:
 - One friend loves the gift, looks after it, respects it and protects it.
 - The other doesn't care about or value the gift at all. They disrespect it, trash it and forget about it.
 - **As the creator of the gift, how would you feel?**
- In the same way, we each have a wonderful gift.
 - **A gift that we have been blessed with, to take care of and to honour.**
 - **This gift is our bodies; our bodies that God created.**
- **We each have a choice about how we use our 'gift'.**
 - Like the first friend, we can choose to look after our gift and protect it.
 - Or like the second friend, we can choose not to care about or value our gift. We can treat it badly.
- **We are well within our rights to say 'no',** whenever we feel we are putting our bodies in danger.
 - But we can also remember that **God is forgiving.** We may find ourselves in situations where we don't say 'no', and we bow to the pressure.
 - But even if/when we do, **God will always be there for us.**

Invite children to reflect on their learning from the session by saying **one thing they are thankful for.**