



# CHOICES for LIFE

SUPPORTING MATERIALS

# SUPPORTING MATERIALS

## PURPOSE OF SUPPORTING MATERIALS

CREATED IN PARTNERSHIP, THESE SUPPORTING MATERIALS USE THE EXPERIENCES AND OUTCOMES OF CURRICULUM FOR EXCELLENCE TO PROMOTE LEARNING ON CHOICES FOR LIFE AND HAVE BEEN REVIEWED FOR 2010.

([WWW.CURRICULUMFOREXCELLENCE.GOV.UK](http://WWW.CURRICULUMFOREXCELLENCE.GOV.UK)).

THE SUPPORTING MATERIALS SHOULD:

- COMPLEMENT EXISTING SUBSTANCE MISUSE EDUCATION;
- SUPPORT THE YOUNG PEOPLE'S DEVELOPMENT OF THE FOUR CAPACITIES WITHIN CURRICULUM FOR EXCELLENCE;
- PREPARE YOUNG PEOPLE FOR PARTICIPATING IN THE CHOICES FOR LIFE EVENT;
- EXPLORE MANY OF THE ISSUES AND MESSAGES ADDRESSED AT THE CHOICES FOR LIFE EVENT.

THIS DOCUMENT SUPPORTS TEACHERS WITH MATERIALS FOR USE BEFORE AND AFTER THE CHOICES FOR LIFE EVENT AND CAN BE USED ALONGSIDE YOUR OWN OR CAN BE ADAPTED TO MEET THE NEEDS OF YOUR PUPILS.

## LEARNING OUTCOMES

BY USING THE SUPPORTING MATERIALS YOUNG PEOPLE WILL BE ABLE TO:

- REVIEW THEIR LEARNING ON SUBSTANCE MISUSE EDUCATION;
- INCREASE THEIR KNOWLEDGE OF THE KEY MESSAGES PROMOTED AT CHOICES FOR LIFE;
- EXPLORE AND DISCUSS THE ISSUES ADDRESSED AT THE CHOICES FOR LIFE EVENT;
- DEVELOP KNOWLEDGE AND SKILLS TO SUPPORT FUTURE DECISION MAKING.

## TEACHING METHODS

THE MATERIALS USE A VARIETY OF TEACHING METHODS TO ENGAGE YOUNG PEOPLE, THESE INCLUDE:

- INDIVIDUAL, GROUP AND CLASS DISCUSSION
- WORKING IN PAIRS
- ROLE-PLAY AND IMPROVISATION
- CREATIVE WRITING
- ACCESSING WEBSITES

## SUCCESSFUL LEARNERS

### WITH:

- ENTHUSIASM AND MOTIVATION FOR LEARNING
- DETERMINATION TO REACH HIGH STANDARDS OF ACHIEVEMENT
- OPENNESS TO NEW THINKING AND IDEAS

### AND ABLE TO:

- USE LITERACY, COMMUNICATION AND NUMERACY SKILLS
- USE TECHNOLOGY FOR LEARNING
- THINK CREATIVELY AND INDEPENDENTLY
- LEARN INDEPENDENTLY AND AS PART OF A GROUP
- MAKE REASONED EVALUATIONS
- LINK AND APPLY DIFFERENT KINDS OF LEARNING IN NEW SITUATIONS

## CONFIDENT INDIVIDUALS

### WITH:

- SELF-RESPECT
- A SENSE OF PHYSICAL, MENTAL AND EMOTIONAL WELL-BEING
- SECURE VALUES AND BELIEFS
- AMBITION

### AND ABLE TO:

- RELATE TO OTHERS AND MANAGE THEMSELVES
- PURSUE A HEALTHY AND ACTIVE LIFESTYLE
- BE SELF-AWARE
- DEVELOP AND COMMUNICATE THEIR OWN BELIEFS AND VIEW OF THE WORLD
- LIVE AS INDEPENDENTLY AS THEY CAN
- ASSESS RISK AND MAKE INFORMED DECISIONS
- ACHIEVE SUCCESS IN DIFFERENT AREAS OF ACTIVITY

# TO ENABLE ALL YOUNG PEOPLE TO BECOME:

## RESPONSIBLE CITIZENS

### WITH:

- RESPECT FOR OTHERS
- COMMITMENT TO PARTICIPATE RESPONSIBLY IN POLITICAL, ECONOMIC, SOCIAL AND CULTURAL LIFE

### AND ABLE TO:

- DEVELOP KNOWLEDGE AND UNDERSTANDING OF THE WORLD AND SCOTLAND'S PLACE IN IT
- UNDERSTAND DIFFERENT BELIEFS AND CULTURES
- MAKE INFORMED CHOICES AND DECISIONS
- EVALUATE ENVIRONMENTAL, SCIENTIFIC AND TECHNOLOGICAL ISSUES
- DEVELOP INFORMED, ETHICAL VIEWS OF COMPLEX ISSUES

## EFFECTIVE CONTRIBUTORS

### WITH:

- AN ENTERPRISING ATTITUDE
- RESILIENCE
- SELF-RELIANCE

### AND ABLE TO:

- COMMUNICATE IN DIFFERENT WAYS AND IN DIFFERENT SETTINGS
- WORK IN PARTNERSHIP AND IN TEAMS
- TAKE THE INITIATIVE AND LEAD
- APPLY CRITICAL THINKING IN NEW CONTEXTS
- CREATE AND DEVELOP
- SOLVE PROBLEMS

## EXPRESSIVE ARTS

"I CAN RESPOND TO THE EXPERIENCE OF DRAMA BY DISCUSSING MY THOUGHTS AND FEELINGS. I CAN GIVE AND ACCEPT CONSTRUCTIVE COMMENT ON MY OWN AND OTHERS' WORK."  
EXA 0-15A / EXA 1-15A  
EXA 2-15A / EXA 3-15A

## LITERACY AND ENGLISH

"TO HELP ME DEVELOP AN INFORMED VIEW, I CAN IDENTIFY AND EXPLAIN THE DIFFERENCE BETWEEN FACT AND OPINION, RECOGNISE WHEN I AM BEING INFLUENCED, AND HAVE ASSESSED HOW USEFUL AND BELIEVABLE MY SOURCES ARE."  
LIT 2-18A

## NUMERACY

"I HAVE CARRIED OUT INVESTIGATIONS AND SURVEYS, DEVISING AND USING A VARIETY OF METHODS TO GATHER INFORMATION AND HAVE WORKED WITH OTHERS TO COLLATE, ORGANISE AND COMMUNICATE THE RESULTS IN AN APPROPRIATE WAY."  
MNU 2-20B

## SOCIAL STUDIES

"I CAN USE EVIDENCE SELECTIVELY TO RESEARCH CURRENT SOCIAL, POLITICAL OR ECONOMIC ISSUES."  
SOC 2-15A

## HEALTH AND WELLBEING

PHYSICAL WELLBEING  
MENTAL, EMOTIONAL, SOCIAL AND PLANNING FOR CHOICES AND CHANGES  
PE, PHYSICAL ACTIVITY AND SPORT  
FOOD AND HEALTH  
SUBSTANCE MISUSE  
RELATIONSHIPS, SEXUAL HEALTH AND PARENTHOOD.

## SCIENCES

"BY INVESTIGATING SOME BODY SYSTEMS AND POTENTIAL PROBLEMS WHICH THEY MAY DEVELOP, I CAN MAKE INFORMED DECISIONS TO HELP ME TO MAINTAIN MY HEALTH AND WELLBEING."  
SCN 2-12A

## TECHNOLOGIES

"HAVING ANALYSED HOW LIFESTYLE CAN IMPACT ON THE ENVIRONMENT AND EARTH'S RESOURCES, I CAN MAKE SUGGESTIONS ABOUT HOW TO LIVE IN A MORE SUSTAINABLE WAY."  
TCH 2-02A

## RELIGIOUS EDUCATION IN ROMAN CATHOLIC SCHOOLS

"I KNOW THAT GOD WANTS ME TO DEVELOP MY GOD-GIVEN GIFTS AND I HAVE REFLECTED ON HOW I CAN USE THEM FOR THE COMMON GOOD."  
RERC 2-02A

## RELIGIOUS AND MORAL EDUCATION

"I AM DEVELOPING AN INCREASING AWARENESS AND UNDERSTANDING OF MY OWN BELIEFS AND I PUT THEM INTO ACTION IN POSITIVE WAYS."  
RME 2-08A

# CHOICES FOR LIFE: KEY MESSAGES

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“LEARNERS DEVELOP THEIR UNDERSTANDING OF THE USE AND MISUSE OF A VARIETY OF SUBSTANCES INCLUDING OVER THE COUNTER AND PRESCRIBED MEDICINES, ALCOHOL, DRUGS, TOBACCO AND SOLVENTS. THEY EXPLORE AND DEVELOP THEIR UNDERSTANDING OF THE IMPACT OF RISK-TAKING BEHAVIOUR ON THEIR LIFE CHOICES.”

CURRICULUM FOR EXCELLENCE - HEALTH AND WELLBEING: EXPERIENCES AND OUTCOMES – SUBSTANCE MISUSE.

THE KEY MESSAGES OF CHOICES FOR LIFE RELATE TO USE AND MISUSE OF ILLEGAL DRUGS, ALCOHOL, TOBACCO, SOLVENTS AND THE DEVELOPMENT OF POSITIVE LIFESTYLE CHOICES FOR YOUNG PEOPLE, THEIR FAMILIES AND COMMUNITIES.

## CHOICES FOR LIFE: KEY MESSAGES – INFORMATION FOR TEACHERS

### DRUGS

- YOUNG PEOPLE WILL ALWAYS BE A PARTICULAR TARGET FOR THOSE WHO DEAL DRUGS.
- PREVALENCE OF ILLEGAL DRUG USE AMONG 13 – 15 YEAR OLDS HAS REMAINED STABLE BETWEEN 2006 AND 2008 (SOURCE: SALSUS [WWW.ISDSCOTLAND.ORG/ISD/4872.HTML](http://WWW.ISDSCOTLAND.ORG/ISD/4872.HTML)).
- 94% OF 13 YEAR OLDS AND 77% OF 15 YEAR OLDS REPORTED NEVER USING ANY ILLEGAL DRUGS. (SOURCE: SALSUS).
- ALL DRUGS CAN BE HARMFUL IF YOU MISUSE THEM. ILLEGAL DRUGS ARE OFTEN MIXED WITH OTHER HARMFUL SUBSTANCES .
- LEGAL DRUGS SUCH AS ALCOHOL AND TOBACCO ARE ALSO HARMFUL, BUT THEY COME WITH INFORMATION ABOUT THE HARM THEY CAUSE.
- IT IS CRITICAL THAT YOUNG PEOPLE RECEIVE CREDIBLE INFORMATION AND EDUCATION SO THAT THEY CAN MAKE INFORMED CHOICES. KNOW THE SCORE, THE NATIONAL DRUGS INFORMATION CAMPAIGN, PROVIDES MATERIAL AND SUPPORT ABOUT DRUGS AND THE CONSEQUENCES OF THEIR USE. ([WWW.KNOWTHESCORE.INFO](http://WWW.KNOWTHESCORE.INFO) OR 0800 587 5879).
- WE KNOW THAT SOME DRUGS ARE BANNED TO SPORTS MEN AND WOMEN AND THEY ARE TESTED DURING COMPETITIONS AND RISK DISQUALIFICATION IF ANY ARE DISCOVERED. HOWEVER, SOME CHILDREN WITH ASTHMA OR OTHER DISABILITIES WILL TAKE MEDICATION WHICH SHOULD NOT HINDER THEIR ABILITIES ON THE SPORTS FIELDS.
- THERE ARE ILLEGAL AND LEGAL DRUGS. IF YOU ARE FOUND IN POSSESSION OF AN ILLEGAL DRUG, EVEN IF YOU ARE HOLDING IT FOR A FRIEND THERE CAN BE SERIOUS CONSEQUENCES.
- CERTAIN LEGAL DRUGS SUCH AS ALCOHOL, TOBACCO AND SOLVENTS ARE GOVERNED BY AGE RESTRICTIONS TO CONTROL THEIR USE.
- SOLVENTS AND VOLATILE SUBSTANCES ARE A RANGE OF PRODUCTS (MANY ARE EVERYDAY HOUSEHOLD ITEMS) THAT GIVE OFF AN INTOXICATING VAPOUR.
- FURTHER CREDIBLE INFORMATION ABOUT SOLVENT ABUSE CAN BE FOUND AT [WWW.RE-SOLV.ORG](http://WWW.RE-SOLV.ORG).

# CHOICES FOR LIFE: KEY MESSAGES

## ALCOHOL

- ALCOHOL IS A DEPRESSANT DRUG AND SLOWS DOWN YOUR BODY'S NERVOUS SYSTEM.
- IT'S NOT TRUE THAT EVERYONE ELSE IS DRINKING. ONLY 11% OF 13 YEAR OLDS DRANK IN THE WEEK BEFORE THEY WERE SURVEYED (SALSUS 2008 - [WWW.ISDSCOTLAND.ORG/ISD/4872.HTML](http://WWW.ISDSCOTLAND.ORG/ISD/4872.HTML)).
- DRINKING ALCOHOL CAN MAKE YOU MORE VULNERABLE TO RISKY BEHAVIOUR.
- YOUNG PEOPLE ARE MORE VULNERABLE TO THE HARMFUL EFFECTS OF ALCOHOL
- THERE ARE NO SAFE DRINKING LIMITS FOR CHILDREN.
- YOUNG PEOPLE'S BODIES AND BRAINS ARE NOT FULLY DEVELOPED SO ALCOHOL CAN DAMAGE THE BODY BEFORE IT IS FULLY GROWN AND MAY CAUSE PROBLEMS FOR LATER IN LIFE.
- GOVERNMENT GUIDELINES SUGGEST THAT MEN (OVER 18) SHOULD NOT DRINK MORE THAN 3-4 UNITS PER DAY AND WOMEN (OVER 18) 2-3 UNITS PER DAY. ALL ADULTS SHOULD HAVE AT LEAST 2 ALCOHOL FREE DAYS EACH WEEK.
- IT IS ILLEGAL TO BUY OR TO ATTEMPT TO BUY ALCOHOL IF YOU ARE UNDER 18.
- IF YOU ARE 18 OR OVER IT IS ILLEGAL TO BUY OR ATTEMPT TO BUY ALCOHOL FOR SOMEONE UNDER THE AGE OF 18.
- IT IS ILLEGAL TO GIVE ANY CHILD UNDER THE AGE OF 5 ALCOHOL.
- THE CRIME AND PUNISHMENT ACT (SCOTLAND) 1997 GIVES POLICE THE POWER TO CONFISCATE ALCOHOL FROM UNDERAGE DRINKERS IN PUBLIC PLACES AND THE POWER TO CONFISCATE ALCOHOL FROM ANYONE SUSPECTED OF SUPPLYING OR SELLING ALCOHOL TO A MINOR (UNDER 18).

FOR MORE INFORMATION ABOUT ALCOHOL ISSUES GO TO  
[WWW.ALCOHOL-FOCUS-SCOTLAND.ORG.UK](http://WWW.ALCOHOL-FOCUS-SCOTLAND.ORG.UK).

# CHOICES FOR LIFE: KEY MESSAGES

## TOBACCO

- IN SCOTLAND 13,000 PEOPLE DIE EVERY YEAR FROM SMOKING RELATED ILLNESS, THE EQUIVALENT OF 250 A WEEK OR 35 A DAY.
- LUNG CANCER KILLS MORE PEOPLE THAN ANY OTHER TYPE OF CANCER.
- 9 OUT OF 10 LUNG CANCER DEATHS ARE CAUSED BY SMOKING.
- WITHIN A YEAR OF STOPPING SMOKING RISK OF HEART ATTACK FALLS TO ABOUT HALF THAT OF A CONTINUING SMOKER, AND WITHIN 10 YEARS RISK OF LUNG CANCER FALLS TO HALF THAT OF A SMOKER.
- STOPPING SMOKING IS THE BIGGEST STEP ANYONE CAN TAKE TO IMPROVING THEIR HEALTH AND IT'S NOT JUST THE RIGHT DECISION FOR THE SMOKER, BUT ONE THAT WILL BENEFIT THEIR FRIENDS AND FAMILY.
- IT IS ILLEGAL TO SELL CIGARETTES AND TOBACCO PRODUCTS TO ANY PERSON UNDER THE AGE OF 18.
- DISCOURAGING YOUNG PEOPLE FROM STARTING TO SMOKE HAS THE GREATEST POTENTIAL FOR IMPROVING HEALTH IN SCOTLAND.
- 4% OF 13 YEAR OLD GIRLS AND 3% OF 13 YEAR OLD BOYS ARE REGULAR SMOKERS (SALSUS 2008 [WWW.ISDSCOTLAND.ORG/ISD/4872.HTML](http://WWW.ISDSCOTLAND.ORG/ISD/4872.HTML)).
- NON SMOKERS ARE MORE LIKELY TO HAVE A HOBBY OR DO SPORTS THAN REGULAR SMOKERS.
- 1.3 MILLION PEOPLE IN SCOTLAND SMOKE.
- 83% OF SMOKERS REGRET EVER STARTING.

REFERENCES – [WWW.HEALTHSCOTLAND.COM/TOBACCO](http://WWW.HEALTHSCOTLAND.COM/TOBACCO).

# ACTIVITIES PRE-EVENT

## ACTIVITY 1: WHAT HAVE I LEARNED IN SUBSTANCE MISUSE EDUCATION?

ASK THE YOUNG PEOPLE TO GO INTO GROUPS AND GIVE EACH GROUP A DIFFERENT SET OF COLOURED CARDS.

EACH PERSON SHOULD WRITE ON THE CARDS THE THINGS THEY KNOW ABOUT SUBSTANCE MISUSE (DRUGS, ALCOHOL AND SMOKING). THE GROUPS SHOULD DIVIDE THE CARDS INTO CATEGORIES AND THE CARDS SHOULD THEN BE STUCK ONTO PIECES OF FLIPCHART OR LARGE PIECES OF PAPER.

SOME SUGGESTED HEADINGS ARE:

- NAMES AND/OR FACTS ABOUT ILLEGAL DRUGS, TOBACCO AND ALCOHOL
- NUMBERS OF YOUNG PEOPLE USING ILLEGAL DRUGS; TOBACCO AND ALCOHOL
- THE EFFECTS OF USING SUBSTANCES
- SKILLS AND STRATEGIES TO USE IN RISKY SITUATIONS
- YOUNG PEOPLE'S VIEWS OF SUBSTANCE MISUSE

**"I UNDERSTAND THE EFFECT THAT A RANGE OF SUBSTANCES INCLUDING TOBACCO AND ALCOHOL CAN HAVE ON THE BODY."**  
HWB 2-38A SUBSTANCE MISUSE

## ACTIVITY 2: LIFESTYLE CHOICES AND MESSAGES

IN PAIRS, THE YOUNG PEOPLE SHOULD DISCUSS THE IMPACT OF DRUGS, ALCOHOL AND SMOKING ON LIFESTYLE CHOICES. THEY SHOULD THEN GIVE A SHORT TALK ON THEIR VIEWS TO THEIR PEERS.

NOW ASK THE YOUNG PEOPLE TO CREATE POSITIVE LIFESTYLE MESSAGES. SOME EXAMPLES COULD BE:

- A POSTER CAMPAIGN WITHIN YOUR SCHOOL PERHAPS USING IT SKILLS
- ENCOURAGING YOUNG PEOPLE TO RESEARCH POSITIVE LIFESTYLE MESSAGES IN THE MEDIA.

THE MESSAGES CREATED BY THE YOUNG PEOPLE COULD BE DISPLAYED IN THE SCHOOL OR SHOWN ON THE SCHOOL WEBSITE. THIS WILL HELP TO PROMOTE THE CHOICES FOR LIFE EVENT TO THE WHOLE SCHOOL COMMUNITY.

**"I UNDERSTAND THE IMPACT THAT MISUSE OF SUBSTANCES CAN HAVE ON INDIVIDUALS, THEIR FAMILIES AND FRIENDS."**  
HWB 2-43A SUBSTANCE MISUSE

# ACTIVITIES PRE-EVENT

## ACTIVITY 3: DECISION MAKING SKILLS USING ROLE PLAY

YOUNG PEOPLE TO CREATE A ROLE PLAY FOCUSSED ON DECISION MAKING SKILLS AND PEER PRESSURE.

ENCOURAGE THEM TO USE THEIR OWN KNOWLEDGE.

IDEAS FOR THE ROLE PLAY COULD BE:

- YOU ARE INVITED TO A PARTY, YOUR FRIENDS ARE DRINKING. YOU DON'T WANT TO DRINK - WHAT DO YOU DO?
- YOUR FRIEND ASKS YOU TO GO AND BUY CIGARETTES FOR THEM. YOU DON'T WANT TO DO THIS, BUT DON'T WANT TO LOSE THEIR FRIENDSHIP.
- YOU ARE OFFERED SOME CANNABIS BY A GROUP OF FRIENDS. YOU HAVE NEVER USED CANNABIS BEFORE, BUT DON'T WANT TO BE DIFFERENT.

**"I CAN IDENTIFY THE DIFFERENT KINDS OF RISKS ASSOCIATED WITH THE USE AND MISUSE OF A RANGE OF SUBSTANCES."**

HWB 2-41A SUBSTANCE MISUSE

**"I KNOW OF ACTIONS I CAN TAKE TO HELP SOMEONE IN AN EMERGENCY"**

HWB 2-42A SUBSTANCE MISUSE

## ACTIVITY 4: PRETEND YOU'RE A JOURNALIST!

THE CHOICES FOR LIFE EVENT IS HAPPENING SOON: YOUNG PEOPLE ARE TO TAKE ON THE ROLE OF A JOURNALIST AND HAVE TO PREPARE SOME QUESTIONS ON WHAT THEY MIGHT ASK OTHER PUPILS ABOUT THE EVENT.

SOME IDEAS AROUND WHAT QUESTIONS MIGHT BE ASKED COULD BE:

- WHAT DID YOU LEARN?
- WHAT REACTIONS DID YOU HAVE TO SOME OF THE THINGS YOU SAW?

ALSO SEE ACTIVITY 1 WITHIN THE POST EVENT SECTION FOR PROGRESSION OF THIS ACTIVITY.

**"I KNOW POPULAR CULTURE, THE MEDIA AND PEER GROUPS AS WELL AS MY OWN ATTITUDES AND VALUES CAN INFLUENCE HOW I FEEL ABOUT SUBSTANCE USE AND RECOGNISE THE IMPACT THIS MAY HAVE ON MY ACTIONS."**

HWB 2-39A / HWB 3-39A

PLEASE GO TO [WWW.CHOICESFORLIFE.COM](http://WWW.CHOICESFORLIFE.COM) FOR MORE INFORMATION.

**"I KNOW HOW TO ACCESS INFORMATION AND SUPPORT FOR SUBSTANCE RELATED ISSUES."**

HWB 3-40B

# ACTIVITIES POST-EVENT

## ACTIVITY 1: TELL OTHERS WHAT YOU THOUGHT ABOUT CHOICES FOR LIFE?

ASK PUPILS TO USE THE QUESTIONS THEY PREPARED BEFORE ATTENDING CHOICES FOR LIFE (ACTIVITY 4 PRE-EVENT) TO INTERVIEW SOME OF THEIR FOLLOW UP PUPILS AND TEACHING STAFF.

USING THE INFORMATION GATHERED THEY SHOULD DECIDE HOW TO PRESENT FINDINGS TO OTHERS.

SOME SUGGESTIONS COULD BE:

- A PRESENTATION AT SCHOOL ASSEMBLY
- AN ARTICLE FOR A SCHOOL NEWSLETTER
- CREATING A PAGE FOR THE SCHOOL WEBSITE
- PRESENTING AT A PARENTS EVENING/SCHOOL EVENT.

## ACTIVITY 2: 'READY OR NOT DRAMA' BY PACE THEATRE GROUP – WHAT HAPPENED NEXT?

ASK PUPILS TO WRITE WHAT THEY THINK THE CONSEQUENCES OF THE CHARACTERS' ACTIONS MAY BE OVER THE NEXT FEW DAYS OR WEEKS.

READ THE FOLLOWING QUESTIONS TO THE CLASS TO PROMPT THINKING:

- WHAT DO YOU THINK HAPPENED TO THE CHARACTERS?
- IMAGINE YOU ARE CHANTELLE'S MUM, DAD OR RELATIVE. WHAT WOULD THEY BE THINKING?
- WHAT DO YOU THINK THE TEACHERS OF CHANTELLE, RACHEL AND ROBBIE ARE THINKING ABOUT THE SITUATION?
- CHANTELLE'S FRIENDS CAN'T BELIEVE WHAT HAS HAPPENED. HOW CAN THEY SUPPORT HER?
- WHAT WOULD YOU DO IF YOU WERE CHANTELLE, RACHEL OR ROBBIE?
- WHAT WOULD YOU DO IF YOU WERE THE PARENT/CARER OF THESE CHARACTERS?

ASK THE PUPILS TO GO INTO GROUPS AND TO LOOK AT EACH OTHERS FINDINGS AND PERHAPS DISCUSS OTHER QUESTIONS THEY MAY WANT ANSWERS TO.

AFTER DISCUSSION THE GROUP SHOULD DEBATE WHICH CONSEQUENCES WOULD BE MOST LIKELY TO HAPPEN.



### **ACTIVITY 3: PORTRAY THE MESSAGES YOU HEARD AT CHOICES FOR LIFE.**

ASK PUPILS TO COMPLETE VARIOUS ACTIVITIES WHICH CAN BE DISPLAYED WITHIN THE SCHOOL ENVIRONMENT AND TO THE WIDER COMMUNITY.

SOME SUGGESTED IDEAS COULD BE:

- WRITING AN ACROSTIC POEM ABOUT THE EVENT USING THE WORDS CHOICES FOR LIFE.
- COMPLETING SOME ARTWORK PORTRAYING SOME OF THE THEMES FROM CHOICES FOR LIFE.
- DEVELOPING A SCHOOL CAMPAIGN AROUND ALCOHOL OR OTHER SUBSTANCE TO INCLUDE PARTNERS AND THE WHOLE SCHOOL COMMUNITY AND INDEED CLUSTER GROUPS.

ALL THE ABOVE CAN BE SHOWCASED WITHIN SCHOOLS AND GOOD PRACTICE SHARED ON THE CHOICES FOR LIFE WEBSITE ALONG WITH PHOTOGRAPHS AND ARTWORK. PLEASE SUBMIT VIA OUR MESSAGE BOARD.

[WWW.CHOICESFORLIFE.COM](http://WWW.CHOICESFORLIFE.COM)

THESE MATERIALS HAVE BEEN REVISED FOR 2010 IN CONJUNCTION WITH CURRICULUM FOR EXCELLENCE.

‘CHOICES FOR LIFE’ WISH TO THANK ALL THOSE WHO HAVE CONTRIBUTED.