The main theme of this unit is how to make informed and responsible choices and decisions about the future. The activities provide practical knowledge and strategies to support pupils when dealing with future situations. The unit also helps them better understand the natural changes that happen during puberty that prepare them for being adults.
Teaching approaches

Personal Journals

Provide simple journals for each pupil to record their personal reflections in. Journals could also include contact information of people/organisations that can offer them help and advice during this unit. You can make these by simply stapling together six folded A4 pages inside a sturdy cover.

Use these when your pupils need time to write an intention of what they need to do or at the end of a session to record what they have learned. Assure them that the journals are personal and will not be collected. As much of this unit is about making choices and decisions, a means to reflect throughout is beneficial.

Gallery

Pupils can learn so much from observing and talking about their own and others’ pictorial responses to a particular issue. Gather your pupils’ drawings together in an open space (on a number of tables brought together or even on the floor). Ask them to examine the drawings as they walk around the perimeter and then to seat themselves down around the drawings. Ask them to comment on any similarities/differences or things that have struck them when looking at the pictures.

Ideas, Insights, Intentions

An ideal way to sum up an activity is to place your pupils in pairs and ask them to come up with:
- one new idea or useful thing that they have learned;
- one new insight into their beliefs/practices; and
- one intention (something that they plan to do as a result of their learning).

Each individual should first record their thoughts on their own, and then share with their partner. They could write these down in their journal (see above).

Pupils’ Views

To learn what your pupils really think about a topic or issue, write a statement on the top of a flipchart page. Repeat with four more related statements on pieces of flipchart paper. Place your pupils in five groups. Designate a statement to each group and invite each group (together or individually) write a comment beneath it. Then, as a group, they should take two to three minutes to discuss and clarify what has been written. At a given signal, have each group move on to the next statement and comment on it. Repeat until everyone has had an opportunity to comment on each statement. As they become used to the process, make the statements more provocative and be sure to add your own comments. Encourage them to express agreement or disagreement with previously written comments.
Key Experiences in coping safely and efficiently with their environment

Building on Key Stage 1
Strategies and skills for keeping themselves safe and healthy:
- knowing what to do or from whom to seek help when feeling unsafe;
- being aware of different forms of bullying and developing personal strategies to resist unwanted behaviour;
- exploring the rules for and ways of keeping safe on the roads;
- knowing about potential dangers and threats in the home and environment;
- developing simple safety rules and strategies to protect themselves from potentially dangerous situations; and
- identifying ways of protecting against extremes of weather.

* Decisions about whether these topics should be taught or not must be agreed with parents and governors.

Working at Key Stage 2
How to sustain their health, growth and well being and coping safely and efficiently with their environment:
- understanding the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene;
- knowing about the harmful effects to themselves and others of tobacco, alcohol, solvents and other illicit and illegal substances;
- knowing how the body grows and develops;
- being aware of the physical and emotional changes that take place during puberty;* and
- recognising how responsibilities change as they become older and more independent.

Moving towards Key Stage 3
Personal Development Key Concept: Personal Health
Personal Development Key Concept: Relationships
Home Economics Key Concept: Independent Living

Progress in learning

- I am aware of the adverse effects of alcohol addiction.
- I know the difference between appropriate and inappropriate use of alcohol.
- I can talk about the harmful effects of second-hand smoke.
- I know what a drug is and the adverse effects that they can have.
- I can talk about and value other people’s opinions.
- I know different ways to minimise harm from hazardous substances.
- I can use appropriate terminology when talking about or naming parts of the body.
- I am beginning to put into practice strategies to resist peer pressure.
- I know how to weigh up pros and cons to help make an informed decision.
- I can tell you how I am changing and developing.
- I can learn from and build on others’ ideas and opinions.
- I can show understanding of the stresses involved in parenting.
Learning intention

Understand and value the elements that contribute to a safe and healthy lifestyle.

Planning together

A planning activity carried out at the beginning of a theme or topic will allow your pupils to have a say in what they want to know and find out about the topic. More importantly, it also allows you to ascertain what they already know about the topic. As this unit builds on learning from Living.Learning.Together. Years 1-6, it is crucial that you spend time finding out what your pupils’ level of understanding and experience is. A simple way of encouraging this form of planning is to ask the class to:

- generate a list of questions about the topic;
- go through the list together and discuss ways that they may be able to obtain answers;
- allocate key questions to specific activities (that may be covered in this unit);
- allocate other key questions to a large piece of paper that can remain on view throughout the duration of the topic and when answered can be crossed out; and
- allocate the remainder of key questions to specific groups or pairs of children.
Thinking Skills and Personal Capabilities by the end of Key Stage 2

Managing information

Be able to ask deeper and wider questions to clarify a task and to plan and set goals;
Begin to challenge conventions and assumptions;
Be able to classify, compare and evaluate information and to select the most appropriate methods for a task;
Develop methods for collating and recording information and monitoring progress on a task; and
Have a sense of audience and purpose.

Thinking, problem solving and decision-making

Show the ability to use memory strategies to deepen understanding;
Identify and order patterns and relationships through a range of strategies such as grouping, classifying and reclassifying, and comparing and contrasting;
Make and test predictions, examine evidence and make links between possible causes and effects;
Discriminate between fact and opinion and question the reliability of evidence;
Understand more than one point-of-view;
Examine options and weigh up pros and cons;
Try alternative problem solving solutions and approaches; and
Use different types of questions systematically and with purpose.

Being creative

Pose questions that do not have straightforward answers and seek out problems to solve and challenge the routine method;
Use all the senses to stimulate and contribute to ideas;
Experiment with different modes of thinking (for example visualisation);
See opportunities in mistakes and failures;
Learn from and build on their own and others’ ideas and experiences;
Value other people’s ideas;
Experiment with objects and ideas in a playful way;
Make ideas real by experimenting with different ideas, actions and outcomes; and
Begin to develop their own value judgments about the merits of their work.

Working with others

Become more independent in their social and interpersonal skills;
Show that they can work in different roles in a group and take responsibility for appropriate tasks;
Be willing to help others with their learning;
Understand and learn to respond to feedback; and
Work with their peers to reach agreements and begin to manage disagreements.

Self-management

Evaluate what they have learned and compare their approaches with others;
Make links between their learning in different contexts;
Become more self-directed by working on their own or with a group;
Learn ways to manage their own time;
Seek help from a variety of sources;
Work towards personal targets identified by themselves or jointly with the teachers; and
Be more confident in their knowledge of personal strengths and weaknesses.

Being creative

Pose questions that do not have straightforward answers and seek out problems to solve and challenge the routine method;
Use all the senses to stimulate and contribute to ideas.

Working with others

Become more independent in their social and interpersonal skills;
Show that they can work in different roles in a group and take responsibility for appropriate tasks.

Self-management

Evaluate what they have learned and compare their approaches with others;
Make links between their learning in different contexts;
Become more self-directed by working on their own or with a group.
Across the Curriculum: Connecting the learning

Mathematics and Numeracy
Collecting and recording data on a daily basis. Visually illustrating the healthy choices made by the pupils for their break.

Art and Design
Examining their own and others’ art so that they can gather a range of visual responses to a topic.

Using ICT
Working with others to make effective use of a thinking diagram using an interactive white board.

Words and phrases I will hear and use
- Hazardous Substances
- Healthy Choices
- Hooked
- Independence
- Influences
- Campaign
Learning activities

Activity 1
Alcohol – how we see it
What we already know about alcohol is determined and new, factual information is sought.

Activity 2
Alcoholism - who pays the price?
How addiction affects family members is investigated.

Activity 3
Second-hand smoke
Positive, healthy attitudes towards a smoke-free environment are developed.

Activity 4
What is a drug?
Accurate knowledge about drugs is provided to ensure clearer decision-making.

Activity 5
Hazards
The dangers associated with hazardous substances and ways to minimise their use is explored.

Activity 6
Let's do something
How peer groups work is examined.

Activity 7
Healthy choices and decisions
Thinking skills for handling specific situations are developed.

Activity 8
How we have changed
The changes that take place during puberty are explored and understood.

Activity 9
The wonder of new life
How new life begins and the stresses of parenting are investigated.
Learning activity 1: Alcohol – how we see it

CORE CONCEPT
Examining society’s attitudes to alcohol helps inform our attitudes and behaviours in relation to the substance.

SUGGESTED SUCCESS CRITERIA
We will examine and clarify some of our own attitudes about alcohol. We will discriminate between fact and opinion.

POINTS TO NOTE
Be certain to send home copies of Resource A: Letter to Parent(s)/Carer(s) before beginning this unit. Also, it is essential that you present this subject and the activities within this unit sensitively, as there may be pupils in your class who have experienced or suffered due to difficulties in relation to alcohol misuse.

An alcoholic is a person who is dependent on alcohol. They are unable to control their drinking and believe that they cannot manage without it. They feel that without alcohol they would not be able to cope with life. As an alcoholic continues drinking, over time his/her lifestyle, relationships and mental and physical health changes. Relationships with their family and friends suffer. There are often financial problems. An alcoholic may have memory lapses – s/he forgets what has happened to him/her. The alcoholic’s whole life is centered on alcohol and drinking.

WHAT YOU NEED
- Letter to Parent(s)/Carer(s) (Resource A)
- Make A Sandwich! (Resource B)
- Large sheets of blank paper
- Alcohol Stories (Resource C)
- Labels with Fact, Fiction, and Don’t Know written on them
- What I Think About Alcohol (Resource D)

WHAT TO DO
- What Do You Already Know?
- Different Situations
- Fact Or Fiction

What Do You Already Know?

Use Resource B to fair group your pupils into fours and give each a large piece of paper with the word alcohol written in the centre.
Next, ask the groups to write on the left hand side all that they know or have heard about issues related to alcohol. On the right hand side of the page, have them list any issues that they would like to know more about or things that they feel they need clarified. Have the groups present their lists to the class and from this create one list of issues around alcohol that they would like to know more about. You could write these ideas on a large piece of paper and refer to it as the activities progress.

**Fact Or Fiction**

At opposite ends of the room, place two large labels with the word **Fact** on one and the word **Fiction** on the other. Place a label with the words **Don’t Know** in the middle of the room. Next, read out the statements on page 8 and ask your pupils to move to the label that they think is correct. If they are uncertain, tell them that they can move to the **Don’t Know** section. Each time that pupils move to the label of their choice after you have read the statement, clarify information, as necessary, and discuss any differences of opinion, etc.

**Different Situations**

Distribute copies of Resource C. Read the stories aloud or have your pupils read them. Next, fair group your pupils and ask each group to select one of the situations and fully consider the issues the story raises by answering the questions that follow it. Ask each group to relay their discussion to the rest of the class. Issues such as peer pressure, self-image and acceptance may come up in the discussions that follow and could serve as a useful basis for discussing attitudes to alcohol.
### Learning activity 1: Alcohol – how we see it (continued)

<table>
<thead>
<tr>
<th>Statement</th>
<th>T/F</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person can only legally buy alcohol if they are 18 years of age or older.</td>
<td>True</td>
<td>A person under 18 who is convicted of buying alcohol may be fined.</td>
</tr>
<tr>
<td>A person under 18 may drink or have alcohol in a public place.</td>
<td>False</td>
<td>It is against the law.</td>
</tr>
<tr>
<td>Alcohol affects the brain.</td>
<td>True</td>
<td>The brain is the organ most sensitive to alcohol.</td>
</tr>
<tr>
<td>Alcohol makes you braver and more exciting.</td>
<td>False</td>
<td>Alcohol impairs judgement and self-control.</td>
</tr>
<tr>
<td>Alcohol makes you more talkative.</td>
<td>True</td>
<td>With moderate amounts of alcohol, some people tend to talk more.</td>
</tr>
<tr>
<td>People are always able to stop drinking when they choose.</td>
<td>False</td>
<td>Many people find it difficult to stop drinking. Many alcoholics never stop drinking. Some, however, do after much support.</td>
</tr>
<tr>
<td>If a woman is pregnant, drinking alcohol can affect her baby.</td>
<td>True</td>
<td>Alcohol in the mother’s bloodstream reaches the baby’s circulation and can cause reduced growth and development.</td>
</tr>
<tr>
<td>Alcohol is a cause of road accidents.</td>
<td>True</td>
<td>The number of road traffic fatalities attributable to a driver/rider on alcohol or drugs in 2005 was 24, (22 male, 2 female). Even small amounts of alcohol impair driving, so thinking that you can have one drink isn’t realistic – you simply cannot drink and drive.</td>
</tr>
<tr>
<td>Alcoholics are usually homeless and on the streets.</td>
<td>False</td>
<td>Alcoholics are just ordinary people who suffer from an illness. Many live at home with families or on their own. A minority end up homeless.</td>
</tr>
<tr>
<td>An alcoholic can easily decide to stop drinking.</td>
<td>False</td>
<td>It is very difficult. An alcoholic is dependent on alcohol.</td>
</tr>
<tr>
<td>A young person cannot have problems with alcohol.</td>
<td>False</td>
<td>The number of young people being treated for problems relating to alcohol is increasing.</td>
</tr>
</tbody>
</table>
As a review, ask your pupils to consider their thoughts about alcohol. Gather in a circle and invite each one in turn to say one new thing that they have found out about the effects of alcohol. Finally, distribute copies of Resource D and ask pupils to record their own opinions about alcohol now that they have listened to the different scenarios and completed the activities so far. Compile the sheets to create a booklet with the title: *P7’s Thoughts About Alcohol*. Before compiling, decide together whether their responses that appear in the booklet should be anonymous or not.

**Attitudes to Alcohol**

**Effects of Alcohol**
CORE CONCEPT
One in four adults drinks at a level likely to be harmful. One in 20 will be alcohol dependent. Addiction can be defined as: Being physically dependent on a particular substance or devoted to a particular activity in order to feel normal.

Creating an awareness of alcoholism and its effect on the family fosters understanding of the associated problems. Knowing the effects of alcohol helps us to make responsible decisions about its use.

SUGGESTED SUCCESS CRITERIA
We will explore the nature of addiction. We will understand the effects of addiction on family members. We will discuss appropriate and inappropriate use of alcohol.

POINTS TO NOTE
As always with these topics, particular sensitivity is required as some children may be living in homes where there is alcoholism or other addiction problems. It is possible that a child under pressure will suddenly choose to talk to an adult within the school about a problem associated with addiction at home. If this is the case, refer to your school’s existing Child Protection policy and procedures.

Before beginning this activity, it is also important to think about your own attitudes towards alcohol.

WHAT YOU NEED
- Drawing materials
- Maria’s Diary (Resource E)
- Sticky notes
- Pencils
- Flipchart paper
- Markers
- A speaking object
Active Learning and Teaching - Methods for Key Stages 1 & 2 from your school’s Curriculum Implementation Box

WHAT TO DO
- Introduction
- Gallery And Discussion
- Maria’s Diary
- Discussion

Learning activity 2: Alcoholism - who pays the price?

Alcoholism
Harmful
Addiction
Ask your pupils to think for a moment about something they do that they would find hard to stop doing. Give an example yourself. Examples include watching T.V., playing the Playstation, playing sport or biting nails. Use a thinking skills diagram to identify and discuss both the pros and cons of some of these activities. Discuss whether or not they agree that these could all be classed as a habit. Then, have a debate around the statement “Habits ... good for you?”

Introduction

Ask your pupils to draw a picture of a person who is hooked on something. Instruct them to illustrate a person who is either:

- a compulsive gambler;
- addicted to smoking;
- a habitual drug taker; or
- hooked on the internet.

Encourage them to include some words and phrases in their picture, and ask them to try to show how the person looks, feels, acts and the consequences of being hooked. Gather the pictures together and encourage them to share their thoughts and feelings about what they have drawn. What does being hooked mean? What did they include in their drawings to indicate this? Are there any common features or traits among the pictures?

Next, ask them how the people they drew would feel and act if they were deprived of whatever they’re hooked on. Explain that people who continuously drink, use drugs, or gamble even when it causes problems with their family, friends, health or work are hooked. They feel that they have to have it. Together, try to come to a definition of addiction that approaches the following: An addiction means that someone uses a substance or activity in order to feel okay.

Point out that most alcoholics/addicts are just ordinary people, who need help to stop.

Gallery And Discussion
Maria’s Diary

Read aloud Maria’s Diary entries (Resource E) or ask different pupils to read alternate sections. Ask them the following questions to prompt discussion:

- What sort of an addiction has Maria’s father? (Reinforce that alcoholism and addiction are diseases.)
- What effect is his addiction having on Maria’s family?
- What is Maria’s life like? Can she control/stop her father’s drinking? (Reinforce that nobody can control another person’s drinking.)
- Is Maria the only person that this is happening to? (Reinforce that Maria is not alone. There are lots of young people just like Maria.)
- Who pays the price for alcoholism in this situation?

Having identified some of the feelings in relation to this story, ask your pupils to suggest what Maria could do if she finds things too difficult? Emphasise that in such circumstances, a person doesn’t need to be alone. There are people who can help. Maria needs to find someone she can talk to about the problem - someone she trusts who will listen to her. Ask them to provide examples Maria could consider, such as a teacher, a friend’s parent, a brother or a sister. Remind them that these should be part of the network of ‘safe adults’. (After this activity, consider reviewing your pupils’ lists of ‘safe adults’ that they can call/speak to if they need to talk about something that is bothering them. If your pupils keep learning journals, encourage them to add phone numbers and websites of some of the organisations talked about. (See ‘Resources Section’ for further details.)

Discussion

Follow a Community of Enquiry approach to further discuss this topic.

Introduction

Gather your pupils in a circle and explain that in this session you will be talking about alcohol. If you have one, remind yourselves of your class Circle Time contract, which will apply to everyone in the circle. If you wish to mix everyone up, ask your pupils to change places if:
- they like football;
- they are wearing anything blue;
- they have brothers;
- they can do a handstand;
- they have ever won a prize; or
- they have ever been on a boat.

Next, and in turns, name a drink starting with each letter of the alphabet.
**Discussion (continued)**

If you have not already done so, read Resource E: Maria’s Diary. If you read the diary earlier in this activity, remind the class of their discussion. Give everyone individual thinking time to identify themes in story, for example:
- What’s the story saying?
- Did it make you wonder about anything?

Include the prompt questions from the previous activity if you feel it is necessary to stimulate discussion. Using a Think, Pair, Share* approach, invite everyone in the circle to pair up knee to knee. Include yourself if there are not even numbers in your class.

Give out the sticky notes and ask each pair to record one question about the story. Then, join up pairs into groups of four. Remind the class about open-ended questions, such as those beginning with Why. On a flipchart sheet, jot down one question from each group of four. Display these and look for links between the questions. Then, as a class, use Dot Voting* to select one question to discuss further.

**Sharing Information**

Designate a hand signal everyone should use when they want to speak, for example hands on knees or one raised finger. Invite the group whose question was chosen to begin the discussion. Then choose another person to respond, etc. Have the speaker choose who responds next. Alternatively, use the Talking Heads* approach.

Try to act as a facilitator and not lead the discussion. Instead, use neutral responses to encourage your pupils’ views. Useful facilitator language includes:
- Thank you.
- Mm-hmm.
- I see.
- Why do you say that?
- Can you give us an example?
- Can anyone think of a different point of view?
- So you’re saying ...
- Having heard that, who agrees?
- Can you/a person put that another way?
- What do you mean by this word? For example you mentioned ...
- What do you think he/she meant?
- Would anyone like to add anything?

**Closing Activity**

Pass the speaking object, if you use one, for a round of final thoughts. Then have your class reflect by asking them to complete the following sentences:
- The most important thing I learned today ...
- What I found interesting ...
- I would like to find out more about ...

**Self-Evaluation**

What did we do well? What could we do better/differently next time? You may choose to have your pupils to record their discussion in their Enquiry Journals.

* Active Learning and Teaching Methods for Key Stages 1&2. For full reference, see the ‘Suggested further reading’ section of this resource.
Learning activity 3: Second-hand smoke

CORE CONCEPT
Providing accurate information on the effects of second hand smoke helps pupils make decisions about smoking and ensures that they develop positive attitudes towards a smoke-free environment.

SUGGESTED SUCCESS CRITERIA
We will be more aware of the threat to ourselves from second-hand smoke. We will know ways to protect ourselves from the harmful effects of second-hand smoke.

POINTS TO NOTE
Second-hand smoke refers to ‘sidestream’ smoke (which is released from the burning tip of a cigarette) and ‘mainstream’ smoke (which is smoke inhaled and then exhaled by a smoker). Due to the health risks of second hand smoke, Northern Ireland introduced legislation in April 2007 to ensure that enclosed and substantially enclosed workplaces and public places, as well as certain vehicles, are smoke free. For further information, see www.spacetobreathe.org.uk

WHAT YOU NEED
- Sheets of paper approx. 5 feet long
- Writing and drawing materials
- Access to internet
- Poster paper

WHAT TO DO
- Up In Smoke
- Campaign
- Role Play

Up In Smoke
Divide the children into small groups of four or five and provide each group with a large sheet of paper (approx five feet long). Instruct each group to trace a volunteer’s body outline onto their sheet. Around the outline, ask them to write short phrases or words and draw pictures or symbols indicating the benefits of not smoking. Ask each group to present their body outline to the class.

Next, ask how many of them have been in the presence of a smoker. Remind them that although they may have made a conscious decision not to smoke, the person close by them or in the same room as them is not respecting their decision. Ask them to think for a moment and consider the impact this exposure to smoke may have had (or remains to have) on them.
Campaign

Discuss the effects of second-hand smoke (SHS) with your pupils. Divide the class into five groups and ask each group to find out about the different effects of second-hand smoke. Explain that they will use this information in a campaign to inform others about the risks associated with second-hand smoke. A selection of key questions and associated tasks that your pupils could use to research and develop their campaign are suggested.

<table>
<thead>
<tr>
<th>Key Question</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What</strong> is SHS?</td>
<td>Come up with a definition of second-hand smoke. Include the alternative names that it may be known as. Find a media clip that explains it.</td>
</tr>
<tr>
<td><strong>Who</strong> does SHS harm?</td>
<td>Find out the facts and figures, draw pictures and think of a slogan to express your message.</td>
</tr>
<tr>
<td><strong>What</strong> harm does SHS do?</td>
<td>Find out about the symptoms as well as the short and long-term effects. Provide these in bullet form. Access pictures to illustrate your facts.</td>
</tr>
<tr>
<td><strong>Why</strong> does SHS harm us?</td>
<td>List the three main ways: as it is invisible, has chemicals and is unfiltered. Find information relating to these three aspects.</td>
</tr>
<tr>
<td><strong>How</strong> does the law protect us?</td>
<td>Find out when new law came about in Northern Ireland and what it meant. List the places where you now cannot smoke.</td>
</tr>
</tbody>
</table>

Role Play

Role play how we can be assertive in the way we ask a smoker to respect our right to clean air. For example, role play a non-smoker asking a smoker to put out his or her cigarette/move to another area/smoke outside of your home.

Encourage your pupils to visit sites such as [www.nhs.uk/smokefree](http://www.nhs.uk/smokefree) or [www.spacetobreathe.org.uk](http://www.spacetobreathe.org.uk) to gather their information. Ask them to either assemble the information together into a pamphlet that could be reproduced and distributed or into a visual display that could be used to campaign for greater awareness about second-hand smoke.

Next, ask them to discuss other ways they could have informed people about the dangers of second-hand smoke. In groups, ask them to create cigarette posters (large cigarette shape on a landscape A3 page) with words, slogans and pictures on them describing their personal attitudes to second-hand smoke. Finish by having them add to this some factual information that they learned as they developed their campaign. Display the posters in public spaces.
Learning activity 4: What is a drug?

CORE CONCEPT
Having accurate knowledge about drugs helps pupils make better decisions about their use.

SUGGESTED SUCCESS CRITERIA
We will know the definition of a drug. We will become more aware of safe practices in relation to drugs.

POINTS TO NOTE
The knowledge and attitudes that pupils have about drugs can vary considerably from school to school and from individual to individual. This activity will provide some indication of what work might be appropriate for your class. It should provide a starting point for more specific work on drugs.

WHAT YOU NEED
- The Bag (Resource F)
- Drawing materials

WHAT TO DO
- It’s In The Bag
- Household Drugs
- Group Work
- Let’s Talk

The bag activity is based on the Draw & Write Investigation Technique developed by the Health Education Authority’s Primary School Project, 1989.

It’s In The Bag

Read the following to your class: One day Kyra and her friend Nicola went for a walk. They had been walking for a little while, when they noticed a bag on the side of the road. “Someone must have lost it,” said Nicola. “Maybe we can find its owner.” Kyra wondered what was inside the bag. She picked it up and looked inside. She turned to Nicola in surprise. “It’s full of drugs,” she said.
Next, distribute copies of Resource F. Ask your pupils to draw in the bag what they think the two girls found. When completed, ask them to tell the class what drugs they drew. List these drugs on the board. Then, ask the following questions to encourage discussion:
- What is a drug?
- Are some drugs legal and others not? Why?
- Can you name some legal drugs?
- Are legal drugs ever misused?
- Do you think the children in the story were in any danger?
- What dangers might there have been for them?
- What do you think the owner was going to do with the bag?
- What do you think the children did with the bag?
- Can a drug be good for you? If so, when?
- Can a drug be bad for you? If so, when?

Next, ask your pupils to share some of their definitions of what a drug is. Collate elements of their responses to devise a definition of a drug. A final definition could be, for example: A drug is a substance that changes the way the body works and that may change the way a person feels, thinks and behaves. Then, together re-examine some of the drugs listed on the board to see if the definition adequately describes them.

What is a drug?

Household Drugs

Draw an outline of a house on the board. Ask your class to think about what drugs might be found in that house. Ask them to call out what drugs might be found in the different rooms, for example, paracetamol tablets, asthma inhalers, aerosols, cigarettes and alcohol. Discuss the different drugs and the purposes they might have. Together make a list of Dos and Don’ts in relation to the drugs. For example:
- Instructions with prescription drugs should not be altered.
- Medicines/tablets should be stored safely and out of reach of young children.
- Syringes, which can be used to inject drugs, are extremely dangerous. Used syringes can carry diseases and should not be touched.
- If you find a syringe you should tell an adult.

Group Work

Make sufficient copies of the statements on page 18 and cut them into single cards. Then fair group your pupils, and give each group a set of cards, face down. Explain that each person in their group is to turn over a card in turn, read it aloud and finish the statement. When they have finished the statement, the others in their group may suggest different endings. After discussion, the group selects and records the most popular ending for that statement. This process continues until each statement has been dealt with.
**Learning activity 4: What is a drug? (continued)**

<table>
<thead>
<tr>
<th>People who sell alcohol should ...</th>
<th>People who smoke should ...</th>
<th>People who take drugs are ...</th>
<th>Medicines are ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoking is ...</td>
<td>Addicts are ...</td>
<td>People who sell drugs are ...</td>
<td>People who take drugs should ...</td>
</tr>
<tr>
<td>The main reason people take drugs is ...</td>
<td>One of the worst drugs is ...</td>
<td>Getting drunk is ...</td>
<td>What worries people about drugs is ...</td>
</tr>
</tbody>
</table>

**Medicines**

**Drugs**

**Smoking**
Let’s Talk

Bring your pupils back together and get feedback on the statements from each group. The following questions may help:
- What statements did you disagree about most?
- What statements did you all agree with?
- What statements did you find the easiest to complete? Why?
- What statements did you find the most difficult to complete? Why?

Summarise by discussing what they feel they learned.
Learning activity 5: Hazards

CORE CONCEPT
Gases (such as butane gas fumes) and volatile solvents that vaporise at room temperature (such as petrol, glue, nail varnish remover or paint thinner) can cause psychoactive effects if inhaled. Regular use can lead to dependence and a range of associated health problems. Over 1,000 products found in sheds, cupboards and fuel tanks around the home and the community contain volatile solvents and gases, and this list continues to grow.

SUGGESTED SUCCESS CRITERION
We will explore the dangers associated with hazardous substances and ways to prevent or minimise harm.

POINTS TO NOTE
A classroom response to volatile solvent abuse should be considered only where there is widespread use in your school or local community. Ensure that you are aware of your school’s policy statements on solvents before initiating these activities.

Also, note that if you choose to have your pupils photograph warning signs in their community, you will need to allow extra days to accommodate this.

Remind pupils to take photographs or to draw signs from a safe distance.

WHAT YOU NEED
- Substances (Resource G)
- Access to internet
- Safety First (Resource H)
- Large pieces of paper
- Magazines

WHAT TO DO
- Warning Signs
- Safe As Houses
- Safety First

Warning Signs

Ask your pupils if they know what warning signs are? Where might they see them and why do we need them? As part of their home learning, ask them to look out for and, if possible, gather examples of warning signs by taking photographs, downloading examples or by drawing them. Examples might include caution, high voltage and danger signs. Display all examples found. Explain to the class why each particular warning sign is needed, explaining the concept of hazards as you do so.
Then, explain that they are now going to focus on the home and the many substances that could potentially be hazardous.

Next, make sufficient copies of Resource G: Substances and fair group your pupils into small groups. Ask them to group the cards using two criteria: those that are harmful and those they believe are safe. Ask them to include a reason on each card for their choice. Explain that substances that do us harm are known as hazardous substances.

Next, ask the groups to list on a piece of paper additional products they know of that contain hazardous substances. Together, write a definition for the term hazardous substance and invite them to draw and label some of the products that they have found to contain hazardous substances. Place these images around the definition. Finish by introducing some official hazard symbols for substances and have them add these to their display. (See the EU symbols for Toxic, Harmful/Irritant and Corrosive Substances on: http://actrav.itcilo.org/actrav-english/telelearn/osh/ip/symbols.htm)

Consider having a few household products to hand to show how these symbols appear on actual products.

**Safe As Houses**

Fair group your pupils and distribute magazines and a large piece of paper. Assign a room in the house to each group, for example kitchen, bedroom, bathroom, utility room and garage. Ask each group to find pictures or words of products found in that part of the home and to paste/write these on to their sheet. Next, ask them to group their findings according to: Not Harmful, Might Be Harmful, Harmful, Don’t Know.

Draw a large outline of a house on the board and divide it into four columns. Ask each group in turn to list the Not Harmful products in the appropriate column. Repeat for the other three categories. When completed, ask if anyone would like to move any products to another column. Finally, have everyone draw brightly coloured chemical warning signs and place these on their sheet.

**Safety First**

Fair group the class into groups of four. Make a number of copies of Safety First (Resource H), cut out the groups cards and distribute one card to each group. Ask each group to read their card carefully and to complete the task it describes. In the task, they are asked to:
- research the possible effects of hazardous substances to the skin and eyes as well as if inhaled or swallowed;
- explore a short scenario;
- draw, label and write about the possible dangers relating to the scenario; and
- list ways to prevent harm.

When complete, ask the groups to report their findings back to the whole class. Record on the board their ideas for avoiding harm. Invite the other groups to comment on or suggest alternative ways to prevent harm in each group’s scenario.

Finish by completing the range of protective strategies. Include:
- wearing protective clothing such as gloves, face masks, glasses and boots;
- keeping heat and flames away from hazardous substances; and
- ensuring there is plenty of fresh air when working with hazardous substances by opening doors and windows, using fans, and working outdoors.
Learning activity 6: Let’s do something

CORE CONCEPT
Helping pupils understand the way peer groups work helps them to make better decisions within these groups.

SUGGESTED SUCCESS CRITERIA
We will become aware of the influences within peer groups.
We will devise strategies to resist peer pressure.
We will become aware of one’s ability to influence the decisions within a group.

POINTS TO NOTE
This lesson deals with peer groups and how they operate. The role plays in this activity focus mainly on alcohol, cigarette, medicine and drug use. You could adapt this to focus on any drug-related topic, including solvents, etc., by devising your own role plays. This activity complements Violet Unit 7: New Horizons of this resource.

WHAT YOU NEED
- Role Plays (Resource I)
- Paper and art materials

WHAT TO DO
- Role Play
- Devising Strategies

Decisions Peer groups Peer pressure
Devising Strategies

Ask your pupils to think of ways to deal with peer pressure. The following could be included:
- Give your opinion and stick to it.
- Join with someone who has a similar view to you.
- Don’t change your mind just because someone else has a different opinion.
- Try to persuade others of your point of view.
- Don’t give in just because you have a different opinion.
- Be proud of what you think.
- If the pressure is too much, don’t hang around with that group of people. After all, if they don’t respect your opinion they may not be the best choice of friends for you.

After discussing possible strategies, have your pupils create colourful banners with slogans to remind the class of the strategies they could use when they need to be assertive. Display these banners under an appropriate heading.

Role Play

Divide your pupils into groups of three, distribute copies of Resource I and designate a scenario to each group. Give them time to discuss the situation and to role play how they would deal with it. Ask for volunteers to role play the situations in front of each other. After the role plays, use the following questions to prompt discussion:
- What can the person who is being put under pressure do to avoid it?
- How do our friends influence our actions?
- Why do people want to influence the actions of others?
Learning activity 7: Healthy choices and decisions

**CORE CONCEPT**
Living life to the full involves solving problems and making choices and decisions, either as an individual or as part of a group. Thinking through problems, listening to others’ opinions and discussing how to handle specific situations where an element of risk is involved helps pupils to deal more effectively when faced with these types of situations in the future.

**SUGGESTED SUCCESS CRITERIA**
We will classify, evaluate and present relevant information. We will explore ways of handling risky situations. We will examine options and weigh up pros and cons.

**POINTS TO NOTE**
Develop a range of situations that have arisen in the lives of the pupils at your school. The decision-making process in this activity can be taught to a class or individual who will, with practice, be better able to make rational, age-appropriate decisions with an appreciation of the consequences. The yellow units of Years 5 and 6 Living.Learning.Together. also provide relevant information.

**WHAT YOU NEED**
- Access to the internet
- Health magazines
- Art materials
- Leaflets from Health Promotion Agency (see Resources Section)
- Thinking Skills Diagram (Resource J)

**WHAT TO DO**
- Project Well-Being
- Decision-Making In Action

**POINTS TO NOTE**
Develop a range of situations that have arisen in the lives of the pupils at your school. The decision-making process in this activity can be taught to a class or individual who will, with practice, be better able to make rational, age-appropriate decisions with an appreciation of the consequences. The yellow units of Years 5 and 6 Living.Learning.Together. also provide relevant information.

**WHAT YOU NEED**
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- Art materials
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- Thinking Skills Diagram (Resource J)

**WHAT TO DO**
- Project Well-Being
- Decision-Making In Action

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**Project Well-Being**
Fair group the children into small groups of three/four. Explain that they’ll be developing a presentation for teenagers about health and hygiene matters, which they will deliver to the class. Invite each group to choose one of the following aspects of health and hygiene:

- healthy eating;
- exercise, sleep;
- care of skin, teeth and hair;
- smoking;
- use of alcohol; or
- handling hazardous substances.
Instruct groups who choose the last three aspects (smoking, alcohol or hazardous substances) to also include in their presentations the risks associated with these.

Specify a time frame for researching and gathering information, pictures/drawings on their topic, and remind each group to assign roles at the outset. Each group may select a format to deliver their information through. Show them a variety of presentation formats, for example a PowerPoint, an ICT-created leaflet or a poster. Remind them that the information they present must be easy to read, visual, communicates their message well and provide a list of dos and don’ts.

When completed, ask the following questions to gauge their level of understanding and how well your pupils worked together:
- What would you say was the most important information in your project; why is that and how did you present it?
- What sources of information did you use? How did you know they were reliable?
- How did you work as a group?
- What were your roles? How did you resolve any differences of opinion?
- What was the most interesting thing you learned about the topic, about your group and about yourself?
- If you were to do a similar project, would you do anything differently?

**Decision-Making In Action**

Think of a risk situation and present this to the class (this may have occurred in the local community and may involve children being offered cigarettes/alcohol/drugs or finding a syringe). Explain that you are going to work together to decide what to do in this situation. Using a thinking skills diagram on the board, discuss the risk situation using the following key questions:
- What is the issue/problem?
- What are the dangers? (include dangers to others and to relationships where relevant)
- What could you do? (list all possible options)

Either diagram these headings on the board, or allow your pupils to record the discussion on the thinking skills diagram in Resource J.

Next, fair group your pupils into fours or fives, assign each group one of the options from the list and have them analyse and list its pros and cons. Explain that you want them to hear about each others’ thoughts. To do this, one person from each group must stay with their sheet while their group members rotate throughout the class. The person with the sheet should explain to arriving groups what options they explored, the pros and cons of this option and what they decided. The arriving group members ask the pupil who remained questions about the option and then give their own ideas on the pros and cons and whether or not the option is a good one. This process should continue until all groups circle back to their original group location.

Once groups are reunited, they should inform the pupil who stayed behind at their table about the other options they learned about. The pupil who stayed behind should share details of his/her discussions with visiting groups, including any new information or insights gained. If necessary, they can make changes to their pros/cons. Finally, ask each group to report on the decision if they felt their option was a good one once they weighed up all the pros and cons. Then, as a class, decide on the best overall option. Encourage your pupils to give reasons why.

**Extension**

Ask the children to each set their own health and hygiene goals for the future and to base these on their decision-making activity. Include ones in relation to drugs; eating; exercise; what they would like to be or do; what sport/activity they would like to participate in; what foods they would enjoy eating; and what would be their preferred form of relaxation. Ask them to write this as a Personal Promise/Pledge. If your pupils keep personal journals, they could include this in it. Remind your pupils that they are becoming more responsible and that the habits they form now (healthy or unhealthy) could remain with them well into adult life.
Learning activity 8: How we have changed

CORE CONCEPT
Puberty is a time of transition when boys and girls are growing and developing into young adults. Puberty cannot be rushed or delayed, as we have no control over the physical changes, but being prepared for the change will ensure a smoother transition into adulthood.

SUGGESTED SUCCESS CRITERION
We will understand the changes that take place during puberty.

WHAT YOU NEED
- Teacher Information 1 (Resource K)

WHAT TO DO
- Transition

POINTS TO NOTE
In teaching the following, ensure that you are aware of your school’s policy regarding Relationship and Sexuality Education (RSE) and about how activities relating to it should be taught (for example, small groups v. whole class, together v. single sex groups, how questions are dealt with, etc. You may need to refer to the learning that took place in Year 6 yellow unit of Living.Learning.Together. Also, remember to send home copies of Resource A to ensure parents/carers are informed of the nature of these activities before you begin.

Transition

Remind your pupils of previous learning about adolescence and how during this stage of puberty many changes occur. These changes are not only physical changes but also psychological and social changes. Explain that because their bodies are going through many changes, eating well, getting enough rest, exercising and keeping clean all significantly help to enhance well-being at this important time.

Together, discuss the physical changes that occur in girls and boys and record these on the board as in the table below. Discuss the similarities and also the differences. Explain that as they now are maturing, it is important that they understand why these changes are/will be taking place.
Female
- A growth spurt occurs.
- Breasts develop.
- Menstruation/periods begin.
- Underarm and pubic hair begins to grow.
- Hips broaden.
- Perspiration may increase.
- Oily skin and pimples may develop.

Male
- A growth spurt occurs.
- The testicles, scrotum and penis enlarge.
- Pubic, facial and other body hair begin to grow.
- The voice deepens.
- Perspiration may increase.
- Oily skin and pimples may develop.

Next, use a class round format to take feedback. Ask your pupils to select one of three words (Interests, Worries or Surprises) and to place it in the following sentence stem: The thing which ......................... me is ............. ............ Refer to the detailed, puberty-related information in Resource K to clarify any of the issues that may have been raised at this point. Go on to discuss the social and emotional changes that occur during puberty that affect the way a young person might act or react. Examples could include:
- quick changes in mood;
- developing strong feelings;
- worrying about how they look; and
- the increased influence of friends and groups (peer pressure).

Emphasise that although these are not visible changes, it is equally important to recognise that these changes do occur and that they are a natural part of their development process. Reinforce the importance of talking to someone they trust about how they feel about the changes taking place.

Extension
If you are teaching puberty for the first time, you may find a carefully chosen DVD useful. Some DVDs offer a high standard of both presentation and expertise and professionalism of the presenter. A DVD can also provide you with ideas and information for future presentations you may choose to give.

Note, however, that DVDs have limited value unless you follow up viewing with opportunities for your pupils to clarify the information presented and to discuss their opinions and feelings. This feedback will also provide you with a practical evaluation of the DVD’s content/quality, highlighting which parts the pupils responded to best, what facts and language they easily understood and what was not understood or was misinterpreted by them. After watching the DVD ask your pupils to discuss the following in small groups:
- What have you learned from the video?
- How do you feel about what you have learned?
- Is there anything that is unclear to you?
- Who will you discuss the information on puberty with at home or in school?
- When might be a good time?
- What changes are you looking forward to?
- As you experience changes in your life, how do you cope?
Learning activity 9: The wonder of new life

CORE CONCEPT
By informing pupils about new life and how it comes about, you encourage them to appreciate this event and to respect, value and cherish new life.

SUGGESTED SUCCESS CRITERIA
We will learn how new life begins. We will recognise the stresses involved in parenting.

WHAT YOU NEED
- Ben's Birth Day (Resource L)
- First-time parents to visit class
- PowerPoint (Foetal Growth at www.neelb.org.uk. See useful websites for full details)
- Teacher Information 2 (Resource M)

WHAT TO DO
- KWL
- Ben's Birth Day
- Parenting
- Where It All Begins

POINTS TO NOTE
The information you present in this activity should be simple and appropriate to your class' developmental level. In dealing with the topic of new life, adhere to your school's RSE policy. This policy will clarify how to present the content in a context that respects, values and cherishes new life as well as the religious and moral ethos that should inform your teaching about human reproduction.

Ben's Birth Day
Read the story about Ben in Resource L and discuss it as a class. Open with questions such as:
- Why was Ben surprised when people said he was only hours old?
- How did Ben's life begin?
- At what stage did Ben's mum realise she was pregnant?
- How did Ben get nourishment?
- At what stage could Ben hear music?
- What was his mum and dad's reaction on seeing him?

KWL*
Begin by reviewing your previous discussions about puberty in Learning Activity 8. Ask your pupils what they remember about any previous learning on the topic, using the following questions to prompt discussions:
- What did you know already?
- What did you want clarified or to know more about?
- By the end of the activity, what did you learn?

(*Active Learning and Teaching Methods for Key Stages 1 & 2, CCEA)
**Parenting**

Explain to your pupils that becoming a parent is, perhaps, the most responsible job an adult can have in life, and it is essential that a lot of thought and preparation is given to it in advance. (It is for this reason, that pupils should be taught that while they may be physically able to have a baby, they are not ready emotionally or socially to take on this task.)

Organise a visit from a couple who are first-time parents to talk to the class about their new baby. The parents might explore the following issues with the class:
- the care the baby needed when s/he was born;
- the care the baby needs now;
- the people who care for the baby;
- the protection a baby needs;
- what they enjoy most about the baby;
- the baby’s feeding routine and the amount of time this takes each day;
- the baby’s changing routine and the amount of time this takes each day;
- what aspects of having a child they found most surprising/difficult (for example childcare costs, lack of personal time, sleep deprivation, parenting and working, parenting and socialising, etc.).

Finally, read the following statement to the children: *Looking after a baby is a full-time job and more.* Then, invite your pupils to partner up and discuss the statement. Now that they have listened to the first-time parents’ experience, do they agree or disagree with the statement and why?

**Where It All Begins**

Use the PDF titled, *Foetal Growth Resource*, with your class to examine the process of how life begins (available at www.neelb.org.uk - Search: Foetal Growth). Alternatively view appropriate DVD material or look at pictures. Further information is also available in Resource M: Teacher Information 2. As a follow-up to this, you might ask your pupils to write about what they learned. You could prompt their thinking by putting unfinished sentences on the board or using questions similar to the following:
- How does new life begin?
- What journey does the egg make?
- What journey does the sperm make?
- Where do they meet?
- What happens when they meet?
- Did you learn anything new?
- What did you know about already?
- What did you hear that surprised you?
- What did you hear that interested you?
- Are there areas that you are still unclear about?

As an alternative to the questions, you could have your pupils write a creative piece about the meeting of the sperm and the egg.
Letter to Parent(s) / Carer(s)
Dear Parent(s)/Carer(s)

We are beginning our next unit of learning in Personal Development and Mutual Understanding. This unit of work focuses mainly on preparing your son/daughter for their future. It, therefore, deals with substances that can have negative effects on the body (alcohol, tobacco, drugs and hazardous substances are covered). Other activities in this unit will help them better understand how and why their bodies grow and change, especially the natural changes that happen during puberty that prepare them for being adults. Through this work, we hope that your child will understand that these changes happen in his/her own good time and that this is different for each child. We want to help your child realise that these changes cannot be hurried.

To help prepare your child for these activities, you could talk with him/her about:
- how s/he has changed since s/he was born;
- some of the changes that happen to boys and girls when they reach puberty;
- how to keep themselves safe in risky situations; and
- how they can be assertive and stand up for themselves.

Please contact me if you have any concerns or would like more details about the content of the activities we’ll be completing or if you require a copy of our school’s Relationship and Sexuality Education Policy.

Best wishes,

Class Teacher
Make A Sandwich!

Learning activity 1: Alcohol - how we see it
Copy this page onto sticky-backed paper to create labels. Stick a label on each pupil’s back. (You can vary the ingredients or what you want to make to suit your class.) Everyone must move around asking yes or no questions to find the ingredient that is on their back. Once everyone has found out which ingredient they are, they must form a group to make a complete sandwich.
Story 1
Katie was invited to her cousin’s wedding. There was great excitement and preparation for the wedding. In the church, Katie saw her cousin dressed in white. At the reception there was a big meal. People could choose to drink wine with the meal. Later on, there was live music. The band was playing and everyone danced. There was a bar at the wedding and many people were buying drinks. Everybody seemed to be in great form. People were dancing, laughing, singing and talking. It was great fun. Katie and her parents stayed in the hotel that night as her parents had decided it was not safe to drive after drinking.

Talk about it
- Why were people drinking at the wedding?
- Did this drinking cause any difficulties?
- Did Katie enjoy the day? Why?
- Are there other celebrations where people drink alcohol?

Story 3
Aidan has an older brother called John. John is 18 and he recently got his driver’s licence. Sometimes John borrows their dad’s car to go out. One evening he borrowed the car to go to a party. Before he went, Aidan heard his dad telling John to be careful and not to do anything foolish.

Later that night there was a phone call to the house from the police. Aidan heard his father answer the phone and become very upset. He told Aidan and his mother what had happened. John had been drinking at the party and was driving people home. On his way home, he crashed into another car. John and some of his friends were in the hospital. The driver of the other car was also injured.

Talk about it
- What effects has alcohol had in this story?
- Which people were hurt by its use?
- Was Tom’s dad hurt by his use of it?
- How might Tom feel about the situation?
What I Think About Alcohol

Write down your thoughts and feelings about alcohol. Put one thought in each bubble.
Maria’s Diary
Monday
It’s late and Daddy still isn’t in. He’s hardly been in at all for the past few days. I suppose he’s been drinking again. Mum is wrecked. This evening I heard her crying while she was making dinner. She fell asleep on the sofa while I was doing my homework. I had a lot of homework today.

Tuesday
There was a row at home today. Daddy came home and he was drunk. Mum got really mad with him and he told her to shut up. We were told to go upstairs. We all went into our bedrooms. Gillian started to cry. I told her not to worry, that it would be alright, but I really didn’t believe that. We didn’t get any homework done and we went to bed early. Mum came up to me in my room and I told her that I needed to do my homework. She said she would give me a note in the morning.

Wednesday
I got into trouble at school today. I had no homework done because of last night. I went into mum to get a note from her this morning. She said not to worry, that she would go down to the school later on. I told my teacher that I had no homework done. He gave out to me and told me to go to the principal. The principal wrote a note home to mum. When I got home, mum was in bed because she wasn’t feeling well. I made the dinner for Sarah and Gillian. When I got home, mum was in bed because she wasn’t feeling well. I made the dinner for Sarah and Gillian. Mum read the note from school, but she didn’t say anything about it. Everything seems to be going wrong. I was upset after school today, but I didn’t want anyone to hear so I pulled the bedclothes over my head.

Thursday
I was supposed to have money for swimming today, but I forgot it. The teacher said I could go, but that I would have to bring it next week. I’m able to swim because when we were small Daddy used to bring us swimming. That was before he started to drink. Things were good then. Mum says he is an alcoholic. She says it’s like a disease. I hope there is a cure for it.

Friday
In school today we were doing a project on homeless people. Someone wrote that only alcoholics were homeless. I didn’t say anything but I know that’s not true. Mum had a nice dinner for us today when we came home. She said she was sorry about the past few days, but that she was exhausted after the row with Daddy. Daddy came home early today and took us shopping. I didn’t want to talk with him because I’m cross with him.
Learning activity 4: What is a drug?

The Bag

In the bag below, draw what drugs you think Kyra and Nicola found inside the bag. Who do you think lost the bag?
Copy and cut out each of the cards to make enough sets for each group in your class. Have your pupils group the cards into two categories:
- substances that you think could cause harm; and
- substances that you think could not cause harm.

On each card, have them write reason for their choice.
Learning activity 5: Hazards
<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>People using hazardous substances need to be aware of the possible dangers and ways to prevent them.</strong></td>
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</tr>
<tr>
<td><strong>Glue</strong> can be harmful if not used carefully.</td>
<td><strong>Paint</strong> can be harmful if not used carefully.</td>
<td><strong>Oven cleaner</strong> can be harmful if not used carefully.</td>
<td><strong>Petrol</strong> can be harmful if not used carefully.</td>
</tr>
<tr>
<td>As a group, research the possible damage that glue might do to the eyes and the skin.</td>
<td>As a group, research the possible damage that paint might do to the eyes and the skin.</td>
<td>As a group, research the possible damage that oven cleaner might do to the eyes and the skin.</td>
<td>As a group, research the possible damage that petrol might do to the eyes and the skin.</td>
</tr>
<tr>
<td>Find out if the fumes would be dangerous? Why?</td>
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<td>Find out if the fumes would be dangerous? Why?</td>
</tr>
<tr>
<td>Find out what might happen if glue was swallowed.</td>
<td>Find out what might happen if paint was swallowed.</td>
<td>Find out what might happen if oven cleaner was swallowed.</td>
<td>Find out what might happen if petrol was swallowed.</td>
</tr>
<tr>
<td>Record your findings in a way that you will be able to present them to the rest of the class.</td>
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</tr>
</tbody>
</table>

**Your scenario**

- **Group 1**: Kyra is making a pencil holder. She uses instant-stick, strong glue. She asks her little brother to help her.

- **Group 2**: Martin is spray painting a model car. It is a hot and humid day. He is in the garage and all the doors and windows are shut.

- **Group 3**: Nicola is cleaning the oven with spray oven cleaner. She is in a rush and is not wearing rubber gloves.

- **Group 4**: Helen is in the garage filling a container with petrol. While she is walking to the door with the container, she slips, falls over and the petrol spills everywhere. She lies unconscious in a pool of petrol.

**Draw, label and write about the possible dangers. List the ways to prevent harm.**

- **Group 1**: Draw, label and write about the possible dangers. List the ways to prevent harm.

- **Group 2**: Draw, label and write about the possible dangers. List the ways to prevent harm.

- **Group 3**: Draw, label and write about the possible dangers. List the ways to prevent harm.

- **Group 4**: Draw, label and write about the possible dangers. List the ways to prevent harm.
Learning activity 6: Let’s do something

Role Plays
Role Play 1
You are on your way to the shop. Some older children you know are sitting on a bench smoking. You stop to talk to them and they offer you a cigarette.

Role Play 2
The local off-licence sells alcohol to 15 year olds.

Role Play 3
You are in a park with some friends. Some others join you. They show you some tablets and say that you should take one, as it will make you feel great.

Role Play 4
Your brother has some of his friends with him at home. You see them take beer from the fridge and go upstairs to the bedroom. You know that your mum would be very upset.

Role Play 5
You are in a friend’s house and you get sick. You have a pain in your stomach. There is no one in your home at the moment. Your friend offers you some medicine that she was given for a sick stomach.

Role Play 6
You find a syringe (needle) lying on the ground outside the local park.

Role Play 7
You see some young people who live near you take a small packet from a man who is walking down the street. Later, you see someone whom you heard is taking drugs, get a small packet from this man.

Role Play 8
Your friend talks to you about his mother. He is very worried about her, as she seems to be drinking a lot. A few times she was drunk when he got home from school. He does not know what to do.
Resource J
Personal Development and Mutual Understanding Yellow Unit

Learning activity 7: Healthy choices and decisions

Thinking Skills Diagram
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the issue/problem to be solved?</td>
<td></td>
</tr>
<tr>
<td>How do you know it is an issue/problem?</td>
<td></td>
</tr>
<tr>
<td>What are the dangers associated with the problem? (including to others and to relationships)</td>
<td></td>
</tr>
<tr>
<td>What are your options? List them all.</td>
<td></td>
</tr>
<tr>
<td>Next, look at ONE option in your list and think about its good and bad points. Record these below.</td>
<td></td>
</tr>
<tr>
<td>Pros of option</td>
<td>Cons of option</td>
</tr>
<tr>
<td>Is this a good option? Why?</td>
<td></td>
</tr>
</tbody>
</table>
Use the following detailed facts to clarify any questions your pupils may have. Explain that puberty is a time of transition when boys are growing and developing into young men and girls are growing and developing into young women. Remind them that each one of us is unique and different and so, too, is the pace of change. Puberty cannot be rushed or delayed; we have no control over the physical changes. However, being informed about and prepared for the change will ensure a smoother transition into adulthood.
The Ovaries
The ovaries are two walnut-sized organs where the female eggs/ova are stored. All the eggs a girl will ever produce are in the ovaries at birth, but the eggs are immature and only ripen in the ovaries shortly before their release. Usually one egg (ovum) is released each month.

Womb/Uterus
The womb prepares itself to receive an egg by building up a thick lining of blood as if a nest was being prepared. If the egg is fertilised by the sperm in the fallopian tube, it will attach itself to the lining of the womb for nourishment. If the egg is not fertilised, the lining is not needed so it breaks up and leaves the body as a trickle of blood through the vagina. This process is called menstruation.

Fallopian Tubes
These are the passageways from the ovaries to the womb.

Cervix
This is the neck of the womb.

Menstruation
Many words in English come from Latin. Menstruation comes from the Latin word mens meaning month. Periods usually occur once a month. The flow of blood usually starts as a small discharge or trickle. In most instances, the flow is quite slow and gradual and usually lasts from 3-5 days.

There is no definitive starting age for periods. Like all the other changes that occur, the timing is up to each girl’s individual growth clock. Most girls begin their periods between ages 9 and 16, and frequently between 11 and 13.

In the beginning periods can be irregular, but eventually most girls settle into a more regular cycle. Periods can cease or become irregular when a girl is very ill, suffers huge trauma or loses weight rapidly. Periods will cease for the duration of pregnancy.

Menstruation is normal and natural, and most girls suffer little discomfort. Girls should continue their usual routines including P.E. and Games. In fact, exercise can help as it speeds up circulation, which alleviates tension or headaches.

Encourage the girls in your class to talk to their mother, sister or another trusted adult about periods and the type of sanitary protection that they will use. Explain the school policy on availability of sanitary protection and which teacher to approach if a girl’s period starts in school.

Menstruation is a normal process that continues for many years of a girl’s life. Understanding what is happening in her body at this time prepares a girl for her first period.
Transitions

Decisions

Peer groups

Resource K (continued)
Personal Development and Mutual Understanding Yellow Unit
Learning activity 8: How we have changed
<table>
<thead>
<tr>
<th><strong>Penis</strong></th>
<th><strong>Sperm Production</strong></th>
<th><strong>Erection</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The penis is usually small and soft. Most of the time only urine passes through the penis. When semen passes through, the bladder is closed off thus preventing the release of urine.</td>
<td>Sperm are microscopic male reproductive cells with a head and a tail. They resemble tadpoles. They are much smaller than the female egg. After a boy reaches puberty, his testicles start producing sperm. Unlike the female’s eggs, which are present in the ovaries from birth, boy’s bodies produce new sperm constantly. Sperm are carried through a tube in the penis where they are released in a white fluid called semen. This is called ejaculation. Urine and semen never travel through the penis at the same time.</td>
<td>The penis is soft and small most of the time. When a young man becomes sexually excited, blood flows into the tissues of the penis and, consequently, the penis stiffens and becomes erect.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Body Hair</strong></th>
<th><strong>Voice Changes</strong></th>
<th><strong>Skin Changes</strong></th>
<th><strong>The Scrotum</strong></th>
<th><strong>The Testicles</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>There is an increase in facial and body hair.</td>
<td>There is usually a change in the voice.</td>
<td>Skin changes are common to both boys and girls during puberty. The skin becomes oilier and they will also perspire more. Because of these skin changes, it is important to remember to wash well all over daily.</td>
<td>The scrotum controls the temperature of the testicles. The temperature is lower than body temperature and this is the ideal condition for the production of sperm.</td>
<td>These produce sperm and testosterone and are located in a pouch called the scrotum, which hangs behind the penis. Males have two testicles each. These are the size of a small plum when fully grown. One testicle usually hangs lower than the other.</td>
</tr>
</tbody>
</table>
Resource L
Personal Development and Mutual Understanding Yellow Unit

Learning activity 9: The wonder of new life

Ben’s Birth Day
Hi, my name is Ben. They say that today is my birth day and I am only a few hours old, but believe me I have been around at lot longer that that. You would think that resting in my mum’s womb for the last nine months would have prepared me for my journey into the real world, but being born is an exhausting and frightening experience.

Let me tell you my story so far. It began nine months ago when sperm from my dad met with an egg from my mum and suddenly, there was me! You were created just like I was.

During my first six weeks, my mum and dad were not aware that I was there. It wasn’t until mum missed her first period and had a pregnancy test that she realised she was carrying me. They were so delighted to see me today. I can only imagine how excited they felt when the pregnancy was confirmed. Then, who wouldn’t be excited about me! Even though I was no bigger than the tiniest small finger nail, by the end of these six weeks I had the beginnings of arms, legs, nose and eyes. My heart was beating and my spine was partly formed. By the end of my third month, my fingers and toes, knees and elbows had grown and my good looks were in place. My vocal cords had formed, but I didn’t speak yet. The umbilical cord that attached me to my Mum did a great job of giving me food, though I didn’t like spicy food as it gave me hiccups!

By the sixth month, my eyes had opened. I couldn’t see very much as it was very dark in there. I really enjoyed moving about, twisting and turning, though my Mum wished I wouldn’t move about so much when she was trying to get some sleep! I had a light covering of hair on my head. I could also hear loud music and sometimes people singing along. I think it must have been my dad, because that was one of the voices I heard earlier today. Don’t tell him I said so, but he could use some singing lessons!

By the end of the ninth month I was much bigger and had put on a lot of weight, which made it difficult for me to move around as much. All of my vital organs had formed.

As I said earlier, today was my birth day. I was very surprised and a little bit frightened when I felt my Mum’s tummy start to tighten and I felt myself being pushed downwards. I tried to hold back but I was being propelled along. I passed through a very narrow tunnel and it seemed to take a long time. Suddenly, I saw bright lights and heard lots of noise, it felt very cold and strange and I started to cry. Then I heard familiar voices saying, “Oh look! It’s our beautiful baby boy. Ben, welcome to the world”. It was my mum and dad.

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Teacher Information 2
**Becoming A Parent**

Becoming a parent is perhaps the most responsible job that an adult can do in life, and it is essential that a lot of thought and preparation is given to it in advance. For this reason, children who have come through puberty must be taught that while they may be physically able to have a baby, they are not ready emotionally or socially to take on this task.

**Conception**

The most intimate expression of love is when a man and woman express their love for one another physically in sexual intercourse. During sexual intercourse, the man and woman become physically close to one another and the man’s penis enters the woman’s vagina. This is a special experience for the man and woman, and happens in the context of a committed loving relationship such as marriage.

Every month a woman produces an ovum or egg in one of her ovaries. About half way through a woman’s menstrual cycle, the ovum (egg) is released from the ovary and travels along the fallopian tube. There are two fallopian tubes connecting the ovaries to the womb. If the ovum is fertilised by the woman having sexual intercourse during this time, conception can take place. The fertilised egg makes its way to the womb and embeds itself in the soft lining where the growth of a baby begins. The woman’s periods stop for the duration of the pregnancy. If conception does not take place, the ovum is shed from the body during the woman’s period.
Suggested stories

Browne, A. Changes
(Farrar Straus Giroux: 2002) 0 37441178

Vigna, J. I Wish Daddy Didn’t Drink So Much
(Whitman & Co. US: 1998) 0 807535265

Naik, A. Wise Guides: Drugs
(Hodder Children’s Books: 1997) 978-0340699737

Suggested resources

Active Learning and Teaching Methods for Key Stages 1 & 2

Citizenship and Safety Education (CASE) resource
Available from the Police Service of Northern Ireland

Drugs: Guidance for Schools in Northern Ireland
(CCEA: 2004) 1 85885652 3
(See Appendix 11 for a list of regional-based drug prevention organisations)

Guidance for Primary Schools: Relationships and Sexuality Education
(CCEA: 2001) 1 85885209 9

Slough, J. Drug Education for Children Aged 4-11: A Quick Guide
(Heinemann: 2000) 978-1854673268

Smokebusters Teaching Pack
www.ulstercancer.org/campaigns

Wetton, N. and Williams, T.
Health for Life: Ages 4-7
(Nelson Thornes Ltd.: 2000) 978-0174233862

Wetton, N. and Williams, T.
Health for Life: Ages 8-11
(Nelson Thornes Ltd.: 2000) 978-0174233879

Useful websites

Smoke-free booklet to support second-hand smoke campaign

Toolkit and information for teachers to support children affected by parental alcohol misuse
www.alcoholandfamilies.org.uk/toolkits.htm

See Childline’s Kid Zone
www.childline.org.uk

Regional alcohol and drugs website for professionals in Northern Ireland
www.drugsprevention.net

DFES’ and Department of Health’s interactive web-based resource aimed at Key Stage 2 pupils
www.galaxy-h.gov.uk

Health Promotion Agency for Northern Ireland
www.healthpromotionagency.org.uk

Smoke-free legislation advertisement developed by the Health Promotion Agency
www.healthpromotionagency.org.uk/work/tobacco/campaigns7.htm

Website dedicated to children’s queries around their health and well-being
http://www.kidshealth.org/kid/grow

National Association of Children of Alcoholics
Free confidential helpline 0800 358 3456
www.nacoa.org.uk/

Northern Ireland website dedicated to supporting smoke-free legislation
www.spacetobreathe.org.uk/

http://www.wiredforhealth.gov.uk