

It's Your Choice

Teacher Follow-up Activities

The It's Your Choice follow-up activities provide pupils with opportunities to achieve Key Stage 2 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales and the National Literacy and Numeracy Framework in Wales 2013. The activities presented below are not sequential but rather are a menu for teachers to select from.

It's Your Choice Additional activities	Literacy and Numeracy Framework	Links with the PSE Framework for 7 to 19 year-olds in Wales	
		Skills	Range
1. a) Story Making group activity	L(O)s L(O)l L(O)c&d L(O)r L(O)c	<ul style="list-style-type: none"> Distinguish between 'facts', beliefs and opinions Form personal opinions and make informed decisions 	<ul style="list-style-type: none"> To take increasing responsibility for keeping the mind and body safe and healthy To understand the harmful effects, both to themselves and others, of tobacco alcohol and other legal and illegal substances Be honest and fair and have respect for rules, the law and authority
b) Problem Solving Thinking Frame activity	L(W)mpr	<ul style="list-style-type: none"> Express their views and ideas confidently through a range of appropriate methods Empathise with others' experiences and feelings 	<ul style="list-style-type: none"> Understand that personal actions have consequences Be honest and fair and have respect for rules, the law and authority
c) Reflection activity	L(W)mpr L(W)la	<ul style="list-style-type: none"> Resist unwanted peer pressure and behaviour 	<ul style="list-style-type: none"> Understand the range of their own and others' feelings and emotions



<p>2. Pressure and influence situation cards</p>	<p>L(O)sp L(O)c&d L(R)c</p>	<ul style="list-style-type: none"> • Resist unwanted peer pressure and behaviour • Use appropriate techniques for personal discussion 	<ul style="list-style-type: none"> • To understand the harmful effects, both to themselves and others, of tobacco alcohol and other legal and illegal substances • Personal actions have consequences
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Teacher answer sheet 1a: Why is Siân's mum crying?

Siân and Melissa are friends

Cory is going out with Melissa

Cory and Dafydd are 16

Siân's mum thinks she is too young for boyfriends

Siân told her mum she was going to a birthday party with Melissa

Dafydd and Cory were shouting and swearing in the street

Mrs Jones called the police

Dafydd asked Siân to hide drugs in her pocket

Dafydd told Siân that cannabis isn't illegal if you're under 14

Dafydd and Cory ran off when the police came

Siân was arrested by the police

The police officer told Siân's mother possession of drugs was an offence

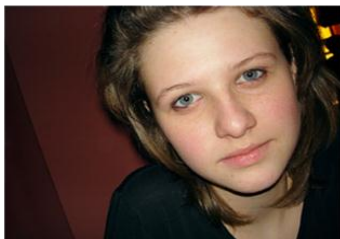
The police want to know who Siân got the drugs from

Siân's dad has grounded her

Siân has been cautioned by the police



1.b



Siân



Melissa



Cory



Siân's Mum



Siân's Dad



Melissa's Mum



Dafydd



Mrs Jones



The Police

1.a) Story Making group activity -

Download the teacher's answer sheet above. Divide class into small groups. Using the pupil resource provided download the story making group activity statements resource (1a), one set per group. Cut up statements and place in envelopes with one set of character pictures (1.b) Write, 'Why is 'Siân's mum crying?' on the front of each envelope and give out one to each group

Explain what a mystery is and the role the children will play.

Suggested script:

- On the front of the envelope is a question what does it say?
- In the envelope are statements that have been cut up. Read the statements to help you solve the mystery of why Siân's mum is crying?
- Your task is to solve the mystery by sorting the statements into order to make a story.
- The pupils can use the character pictures as an aid to help them visualise the story.

1.b Problem Solving Thinking Frame activity -

Give out one Problem Solving Thinking Frame activity sheet (1c) to each group. Ask the pupils to write down the reasons why Siân's mum is crying on the sheet. Pupils do not have to fill in all 6 reasons.

Ask the pupils to agree on the main reason why Siân's mum is crying and write this reason in the 'Conclusion' speech bubble.

The pupils can feedback their conclusions to the whole class to compare and contrast their responses. This will provide an opportunity for discussion.

1.c.Reflection activity

Ask pupils to reflect on each of the questions given on the Reflection Frame activity sheet 1d, and record their responses.



2. Pressure and influence situation cards

Download the role play / situation cards. Divide the class into groups and provide each group with a scenario card. (2a) Blank scenario cards are also provided to enable you to create your own if required. Ask the group to devise a role play to illustrate one possible positive and one possible negative outcome to their scenario. Each group can then enact their scenario as feedback to the class allowing the teacher to highlight the influence of peer pressure and that it can be positive but it can also be negative. Reinforce the positive answers to the role play / situation cards. These can be collected using a table format on the board, or on a PowerPoint, explaining why they are good ideas. (2b)

Write up the outcome of the activity into table format entitled Situations + Actions, then photocopy for wall use or to be filed in the pupils PSE folder. (2c)

It is suggested that the role plays generated in this exercise could be used with peers during assembly time or to a suitable year group studying the same subject area.

