

So, What's the Problem?

Teacher Follow-up Activities

The So! What's the Problem? 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.

So! What's the problem Additional activities	Literacy and Numeracy Framework	Links with the PSE Framework for 7 to 19 year-olds in Wales	
		Skills	Range
1.a Class bingo	L(O)l L(R)c L(W)la	<ul style="list-style-type: none"> Distinguish between facts belief and opinions 	<ul style="list-style-type: none"> The harmful effects both to themselves and others of alcohol and other legal and illegal drugs
1.b Quiz	L(O)c&d L(R)c	<ul style="list-style-type: none"> Distinguish between facts belief and opinions 	<ul style="list-style-type: none"> The harmful effects both to themselves and others of alcohol and other legal and illegal drugs
2. Reasons not to misuse alcohol activity	L(O)sp L(O)c&d L(R)c L(R)r&a	<ul style="list-style-type: none"> Use appropriate techniques for personal reflection 	<ul style="list-style-type: none"> Take increasing responsibility for keeping the mind and body safe and healthy
3. Opinion finder activity	L(O)sp L(O)l L(O)c&d L(R)c	<ul style="list-style-type: none"> Express their views and ideas confidently through a range of appropriate methods 	<ul style="list-style-type: none"> Explore their personal values



4. Strategies activity	L(O)sp L(O)c&d L(W)la	<ul style="list-style-type: none"> ▪ Work cooperatively to solve problems ▪ Resist unwanted peer pressure and behaviour 	<ul style="list-style-type: none"> ▪ The harmful effects both to themselves and others of alcohol and other legal and illegal drugs ▪ To understand that personal actions have consequences
5. Scenario theatre	L(O)sp L(O)l L(O)c&d	<ul style="list-style-type: none"> ▪ Empathise with others experiences and feelings ▪ Form personal opinions and make informed decisions 	<ul style="list-style-type: none"> ▪ To understand the importance of personal safety ▪ To understand that personal actions have consequences
6. Risky behaviour activity	L(O)c&d	<ul style="list-style-type: none"> ▪ Identify links between cause and effect 	<ul style="list-style-type: none"> ▪ The harmful effects both to themselves and others of alcohol and other legal and illegal drugs
7. Leaflet / poster activity	L(O)sp L(O)c&d L(R)rs L(R)r&a L(W)l	<ul style="list-style-type: none"> ▪ Find and develop information and ideas. 	<ul style="list-style-type: none"> ▪ Develop respect for themselves and others

1. Introductory activity - use either activity 1.a or 1.b as an introduction to connect and recap with the previous lesson.

1.a. Class Bingo - Begin with a class bingo exercise to reiterate the work of the Police Schools Liaison Officer. Give each pupil a bingo grid and write the 12 key words below on the board. Ask each pupil to fill in the nine squares putting their choice of 9 out of the 12 terms in any order, alcohol, solvent, misuse, binge drinking, anti-social behaviour, depressants, risks, consequences, drug, medicine and law.

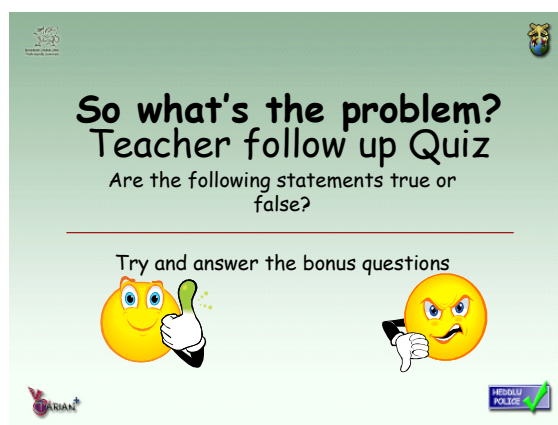


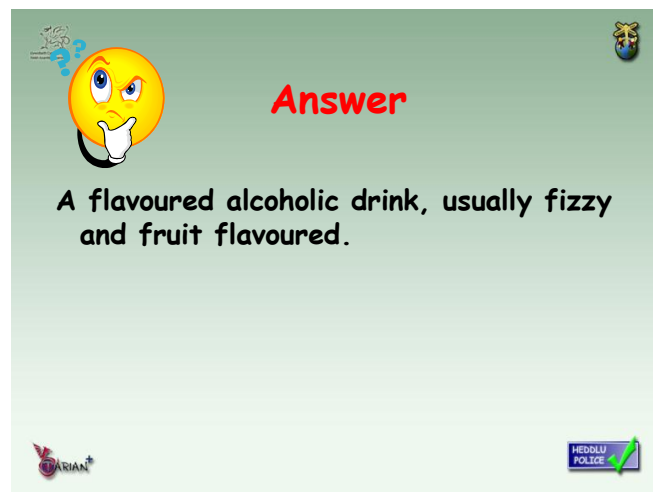
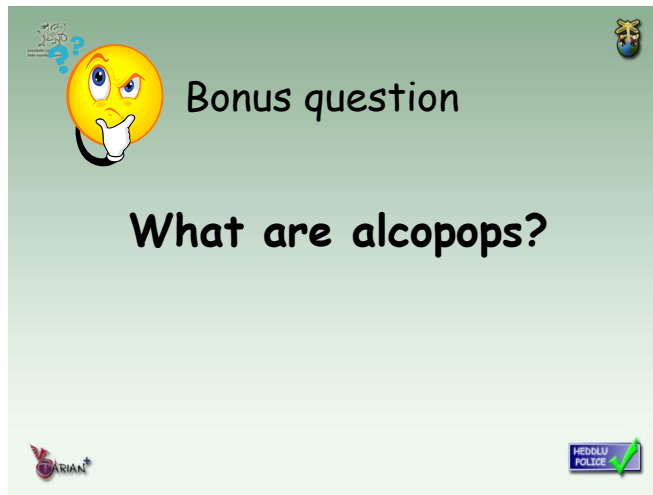
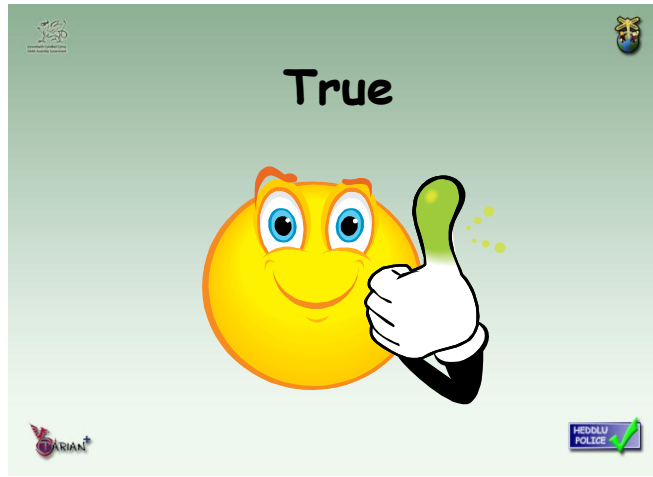
1. *Alcohol* - drinking this changes the way your mind or body works
2. *Solvent* - this liquid evaporates and inhaling this changes the way your mind or body works. It can kill first time.
3. *Misuse* - to use something wrongly or in a way that it was not intended to be used
4. *Binge Drinking* - is when men drink more than 8 units in one session and women drink more than 6 units in one session.
5. *Anti Social Behaviour* - is any behaviour that upsets someone or they think is wrong, or is against the law
6. *Depressants* - these reduce your bodily activity making your body work slowly.
7. *Risks* - to increase the chance of danger
8. *Consequence* - is a result of what has gone or happened before
9. *Drug* - a drug is something that changes the way your mind or body works
10. *Medicine* - all medicines are drugs but not all drugs are medicines
11. *Law* - a written rule stopping certain actions e.g. illegal to buy alcohol less than 18 years of age.
12. *Units* - alcoholic drinks have different strengths and their strength is measured in these.

Call eyes down. Read out the definitions of the 12 terms in turn in random order. To ensure the order is random is to have the definitions written out on small cards beforehand. The pack is shuffled, or shaken in a bag so that the order is random, as in real bingo.

Pupils cross off the terms on their card if and when they match the definitions. When someone calls a line (horizontal, vertical, or diagonal), they read back the terms and their meanings. Then proceed to a full house. Again, the winner read back the terms and meaning

1.b. Power point quiz activity - Use the PowerPoint Quiz. The class can be divided into 2 or more teams, or pupils can work in pairs or individually. They can indicate their answer of true or false by thumbs up for true and down for false. If in 2 teams, a true or false and bonus question could be asked to each team in turn, with a point awarded for each correct answer.





There is no alcohol in most larger or beer



False



Note


Most beer and lager has alcohol, they can differ in strength. An average lager is about 4% that means 4 parts in 100 is alcohol. There are few beers/lagers that are non-alcoholic. This is always shown on the can.





Bonus question

Can you explain what a drug is? (Not examples)



 **Answer**

A drug is a substance that if put into your body (Not food) changes the way your mind and body works.


 



 You must be 18 years old to be able to buy alcohol.





True






 

 **Bonus question**


Can you explain why sniffing solvents is so dangerous?






 **Answer**


- Solvents can cause death by stopping a person breathing.






Glue is an example of a solvent.







 




True














Bonus question

Put the following in order of strongest to weakest per volume of alcohol.

- Shandy
- Coke
- Wine
- Cider
- vodka









Answer

- Vodka
- Wine
- Cider
- Shandy
- Coke




A unit of wine has more volume of alcohol than a unit of vodka.



ARIAN+ HEDDLU POLICE

False




ARIAN+ HEDDLU POLICE


Note

A unit is a measure of alcohol and regardless of whether it is a unit in beer or vodka the unit is still the same. Consider which is the heavier a ton of gold or a ton of feathers. There will be a larger amount of feathers however they still weigh a ton.


Bonus question



Can you describe some of the effects that drinking a lot of alcohol can have on a person?





ARIAN+ HEDDLU POLICE






Answer




- Loss of balance, not able to walk properly
- Become aggressive
- Anti-social behaviour e.g. fighting
- Being sick
- Become unconscious
- Less inhibited (do things that perhaps you wouldn't do if you were not drunk)



You must be 18 years and over to buy all solvents.



False



NOTE

Some solvents such as deodorant nail varnish and furniture polish can be purchased by those under 18, petrol, lighter fuel and some glue would require the person to be 18 and may result in the retailer asking for proof of age.



Bonus question

Can you give 3 more examples of solvents that are dangerous to sniff?



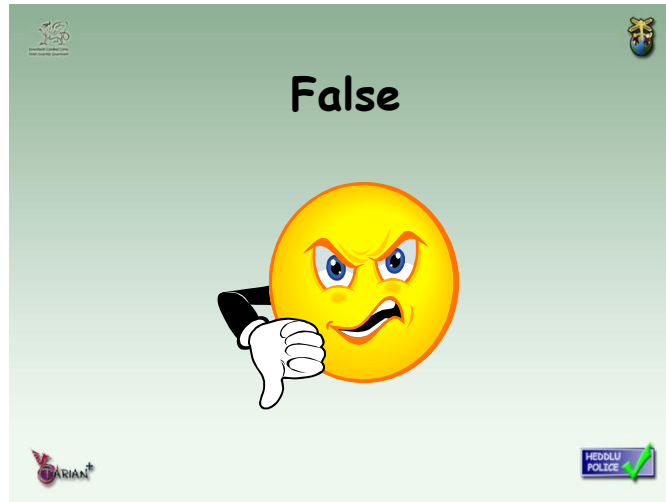
Answer

glue
nail varnish
hairspray
petrol
or lighter fuel



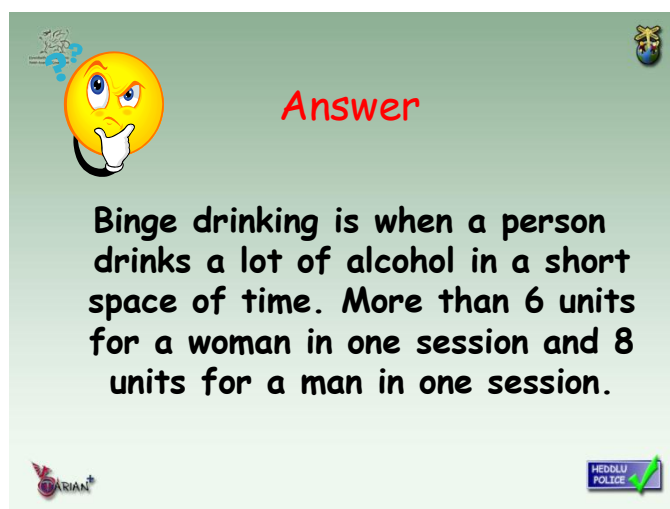
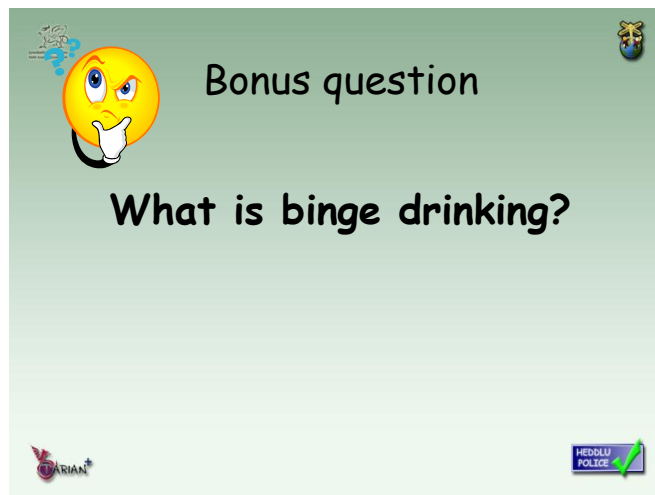
Alcohol is a stimulant it speeds the body up.





NOTE

Alcohol is a depressant - it slows the body down, that's why people can lose motor control (use of arms and legs) slur their speech and lose consciousness when they misuse alcohol.





2. Reasons not to... activity - Download the reasons for not misusing alcohol cards and cut them into individual cards. Give each group a set of reasons cards including a few provided blank ones

Ask the pupils to consider the reasons for not drinking alcohol and to fill in the blank cards by writing down any other reason they can think of for not drinking. As a group ask them to discuss which are the most important reasons? Ask the group to place their answers in order of importance. The most important answer being placed at the top of the set the least important at the bottom. Explain to the group that they must all agree to the order. Then ask two groups to compare their answers discuss and justify their reasoning and differences. The two groups as one can then reform the order if necessary. Facilitate class feedback to compare the group's responses

3. Opinion Finder Activity: download the opinion finder fact sheets. Divide the class into pairs. Distribute one opinion finder sheet to each pair. The pairs can either mingle and record a tally of how many agree ✓ / disagree ✗ / not sure? about each statement. They must discuss each others' reasons for their stated view. Or alternatively, organize the activity in pairs or as a whole class, to sort the statements into the three categories. The pupils then return to their seats for whole class discussion. Which statements caused the greatest divide? Which statements caused the least divide? Why was this?

4. Strategies activity. - Divide the class into small groups. Give each group a sheet of flip chart paper and marker pens. Cut out the strategy statements resource and distribute one to each group to place on their desk. Ask the pupils to move around the room in silence and read the statements and then write **one thing down** on any sheet or flip chart paper in response to the statement. It should be their first instinctive response. Then ask the pupils return to their groups, and as a team add at least 3/4 more responses to the statement they were originally allocated.

After a period of discussion ask the groups to present their findings to the class as a whole. Take the opportunity to develop the pupils' ideas particularly about how to deal with peer pressure in relation to alcohol.

Strategy statements

I think it could be fun to drink alcohol because.....
I think it is not a lot of fun to drink alcohol because.....
If a friend asks me to drink alcohol at a party I would.....
I don't want to drink alcohol because.....
I would like to try alcohol in the future because.....
I think solvents are dangerous because.....
I wouldn't try solvents because.....
If I saw my friends taking solvents I would.....

5. Scenario theatre -This activity allows the group to understand the effect of different attitudes and behaviours, and the consequences of different actions.

Divide the class into groups. Give each group one of the two scene cards (1 scene card is related to solvents misuse and 1 to alcohol misuse) provided in the resources. Introduce the situation to be portrayed.

Each group should decide what characters would be involved, who is playing which character and where the action occurs e.g.

Photo 1

- Boy / girl
- Younger brother or sister
- Parent/s
- Paramedic
- House / hospital

Photo 2

- Boy / girl
- Shop keeper in off licence
- Friend / s
- Parent / s
- Off licence / home

Ask each group to devise a scenario illustrating the possible outcome/ consequence of this action. Allow the group time to devise and practice their role play.

If possible sit the class in a circle around a working space. Explain the rules. Select one group and ask them to perform the scene they have created. Allow the scene to play uninterrupted for a few minutes. When the scene is underway class members of the class are free to stop



the action by raising their hand. The person who has raised their hand can then suggest a modification to the script and ask the group to play out the suggestion, or swap in roles with one of the group. Players can also stop the action to ask advice of the audience. This allows the action to be rewound and sections replayed in different ways to explore all possibilities, effects, consequences and outcomes of the current situation or the future. It can even be rewound to explore a new course of action.

A debrief can be facilitated by the teacher to reiterate the key message and learning points. There is no need to wait until the end the role play the action can be stopped at any time to discuss a particular point or issue arising.

In future lessons this activity and the outcomes discussed could:

- Lead into a lesson on first aid in particular the recovery position using the sketch resource provided as a trigger resource.
- Be utilised as an assembly play to deliver key messages within the school.

6. Risky Behaviour Activity - It is important to first establish if any pupils have egg allergies, as they will not be able to take part or be close to this activity.

Prepare 3 hard boiled eggs and put them into an egg box (Large box made for 10 or 12 eggs) put 7 un-boiled eggs in amongst the hard boiled eggs. Ask 7 pupils to volunteer to help with the activity. Each person in turn is blindfolded and made to stand on a large sheet of plastic. Make sure the clothes of the pupil are protected by a large plastic apron. They pick an egg from the box and then squeeze it. You repeat the activity with all 10 eggs 3 pupils will have escaped whilst 7 will have the eggs crack in their hands. The activity illustrates the % chance of a person dying from sniffing aerosols for the first time; the fraction being 7/10ths or 70%. It is important for pupils to be able to grasp the level of risk of even trying this, just the once.

7. Poster/Leaflet activity - Ask the pupils to choose one strategy to resist peer pressure and to draw or create a poster/leaflet containing the message. The pupils might like to do this using ICT.

