

# Kiddo's Choice?

## Teacher Follow-up Activities

The Kiddo follow-up activities provide pupils with opportunities to achieve Key stage 3 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales 2008 and the National Literacy and Numeracy Framework 2013. The activities presented below are not sequential but rather are a menu for teachers to select from.

Kiddo's Choice? Follow-up Activities	Links with the PSE Framework for 7 to 19 year-olds in Wales		
	Literacy and Numeracy Framework	Skills	Range
1. Introductory activity	L(O)sp L(O)l L(O)c&d	<ul style="list-style-type: none"> <li>Use some prior knowledge to explain links between cause and effect.</li> </ul>	
2. Perceptions of alcohol use and abuse	L(O)sp L(O)l L(O)c&d L(R)r&s N(UNS)unfr N(UDS)crd L(UMS)te L(W)mpr	<ul style="list-style-type: none"> <li>Work both independently and cooperatively</li> <li>Create and present information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Develop respect for themselves and others</li> <li>How to use alcohol responsibly and the risks of binge-drinking</li> </ul>
3. Scenarios	L(O)sp L(O)l L(O)c&d L(R)r&a	<ul style="list-style-type: none"> <li>Empathise with others' experiences, feelings and actions</li> </ul>	<ul style="list-style-type: none"> <li>To understand their responsibilities as young citizens in Wales</li> </ul>



4. Making choices resisting peer pressure	L(O)sp L(O)l L(O)c&d L(R)c L(W)mpr	<ul style="list-style-type: none"> <li>▪ Be assertive and resist unwanted peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>▪ To understand what they believe to be right and wrong actions and the moral dilemmas involved in life situations</li> </ul>
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## 1. Introductory activity

Display the two cartoons provided (resource 1a and 1b). Ask pupils to interpret and discuss the meaning of the cartoons and any issues raised. The aim of the stimulus is to trigger a discussion about the effects of alcohol.

## 2. PowerPoint - Perceptions of alcohol use and abuse

- a) Divide the class into pairs and distribute copies of the Alcohol Perception Survey (resource 2a). Ask each pair to discuss and complete the survey. Return to whole class work.

Use the PowerPoint (resource 2b) which contains a number of facts and figures related to the use and abuse of alcohol. Compare the pupils' survey responses with the information given on the slides. During the discussion relate the contents of each slide to the local area.

- b) Complete the task given on the final slide.

As a class discuss the concept that we don't always think about the consequences binge-drinking has on others in the wider community. What affects can binge-drinking have on other people? Who cleans up the mess? Under Youth Restorative Disposals (YRD) those responsible for any mess may be asked to clean it up. The poster seen on the slide is part of a new government led council poster campaign and has been included in order to provoke discussion i.e. Is it fair that other people have to clean up drunken mess and vomit? Who clears up the empty beer bottles? Is the council being unprofessional by publishing such posters? Will they have the desired effect on under-age drinkers?

The pupils' task is to design a poster possibly using ICT that reflects how their behaviour under the influence of alcohol could affect the people in their local community and the consequences that could result.



Alternatively:

- c) Pupils could design a leaflet to be given to their peers that will inform them of the consequences of drinking too much alcohol. The leaflets should include facts and figures, images and help-lines. Pupils could use the internet to help them collect the information. Pupils should be reminded that their leaflet needs to be attractive so that pupils will take notice of the messages presented.

Note:

*Pupils could also be asked to create a PowerPoint that could be shown in a morning assembly to accompany their leaflet.*

### 3. Scenarios

- a) Divide the class into small groups. Ask each group to select a spokesperson. Display the 'Kiddos - Setting the scene' PowerPoint (resource 3a) slide, to stimulate discussion on anti-social behaviour. Ask the class the questions below and board blast the consequences of the behaviour illustrated in the slide.
- b) Distribute at least one of the scenario cards (resource 3b) to each group. Ask the pupils to consider the following questions:
1. Who does this affect?
  2. How are they affected?
  3. What should you do?
  4. What might be the consequences of these actions?
  5. What are the possible consequences of doing nothing?

Ask the spokesperson to feedback the findings of their group to the whole class.

### 4. Making Choices - resisting peer pressure

Introduce the following statement to the class:

"I shouldn't be standing here in the first place!"

Jay says this when he is in the dock in court. Why does he think he should not be in that position? Ask the class to consider how he might have avoided ending up in court.



Divide the class into small groups. Give each group a copy of the A3 stimulus sheet called Making Choices (resource 4a). Ask pupils to discuss each of the photo stills and to answer the key questions set:

- Could Jay have made an alternative choice?
- If so, what could Jay have done?

Ask each group to feedback their answers. Nominate one scenario to each group. Ask each group to develop a strategy to help Jay resist peer pressure. (resource 4b) Feedback could take the form of a short role play to present to the class.

## Useful Website Addresses and Links

<http://www.independent.co.uk/news> provides current news articles for class debate

<http://www.direct.gov.uk> provides information on the criminal justice system and the law for teachers and parents

## Teacher Resources

The PSE Guidance web site is found on:

[www.wales.gov.uk/personalandsocialeducation](http://www.wales.gov.uk/personalandsocialeducation)

## Other Resources

