



**CHOICES
FOR LIFE**

LIAM'S STORY

**KEY THEMES : PEER PRESSURE
SUBSTANCE USE &
MISUSE**

LEARNERS DEVELOP THEIR UNDERSTANDING OF THE USE AND MISUSE OF A VARIETY OF SUBSTANCES INCLUDING OVER THE COUNTER AND PRESCRIBED MEDICINES, ALCOHOL, DRUGS, TOBACCO AND SOLVENTS. THEY EXPLORE AND DEVELOP THEIR UNDERSTANDING OF THE IMPACT OF RISK-TAKING BEHAVIOUR ON THEIR LIFE CHOICES. THE EXPERIENCES AND OUTCOMES WILL ENABLE LEARNERS TO MAKE INFORMED PERSONAL CHOICES WITH THE AIM OF PROMOTING HEALTHY LIFESTYLES.

HWB SECOND LEVEL

LEARNING INTENTIONS

THE FOLLOWING ACTIVITIES WILL EXPLORE:

- HOW SUBSTANCES CAN AFFECT HEALTH
- HEALTHY LIFESTYLES
- MAKING POSITIVE CHOICES
- REALISING THE CONSEQUENCES OF CHOICES MADE
- DREAMS, AMBITIONS AND GOALS
- MAKING THE TRANSITION FROM PRIMARY TO HIGH SCHOOL

HWB SECOND LEVEL

2-27A WHY IS LIAM DISTRACTED DURING SWIMMING PRACTICE?

2-39A HOW DID LIAM'S PEER GROUP INFLUENCE HIS ATTITUDE AT SCHOOL?

2-38A LIAM'S MUM DESCRIBES THE DANGERS OF SMOKING. WHAT DOES SHE SAY?

2-40A HOW DID DRINKING ALCOHOL AFFECT THE BOYS AND GIRLS AT THE PARK?

2-41A DO YOU THINK THEIR BEHAVIOUR WAS 'RISKY'? EXPLAIN WHY.

2-43A HOW COULD DRINKING ALCOHOL OR SMOKING HAVE AN IMPACT ON JOHNNY'S CHANCE OF BEING A FOOTBALLER OR LIAM'S SWIMMING ABILITY?

2-43A WHY DOES LIAM PUT HIS CIGARETTE OUT WHEN HE IS AT THE PARK?

2-26A/2-22A WHAT BENEFITS WILL PARTICIPATING IN SPORT BRING LIAM?

2-01A/2-02A/2-03A/2-06A WHY DID SPEAKING TO MELISSA HELP LIAM?



FOLLOW UP ACTIVITIES

YOUR DREAMS AND AMBITIONS

YOU ARE GOING TO WRITE ABOUT YOUR DREAMS AND AMBITIONS FOR THE FUTURE. YOUR PIECE OF WRITING SHOULD BE IN SENTENCES AND PARAGRAPHS. INCLUDE THE FOLLOWING:

- **WHAT SUBJECTS YOU LIKE AT SCHOOL**
- **WHAT YOU ARE GOOD AT**
- **WHAT YOUR HOBBIES ARE**
- **WHAT CLUBS YOU GO TO IN AND OUT OF SCHOOL**
- **WHAT YOUR EXAM RESULTS WILL BE LIKE**
- **WHAT/WHO YOU THINK WILL INFLUENCE YOU**
- **HOW DO YOU THINK YOU WILL REACT TO OTHER PEOPLE'S INFLUENCES? WILL YOU DO WHAT EVERYONE ELSE IS DOING TO FIT IN? OR WILL YOU DO WHAT YOU WANT TO DO - EVEN IF THAT MEANS MAKING OTHER FRIENDS?**
- **HOW ARE YOU GOING TO ACHIEVE YOUR DREAM?**

MAKING THE TRANSITION

MOVING ON TO SECONDARY SCHOOL CAN FEEL LIKE A BIG STEP AND SOMETIMES PEOPLE CAN FEEL ANXIOUS ABOUT SOME ASPECTS OF IT AND REALLY EXCITED ABOUT OTHER PARTS. IN GROUPS OF 3-4 SHARE SOME OF YOUR CONCERNS AND HOPES ABOUT YOUR MOVE TO SECONDARY SCHOOL WITH OTHER MEMBERS OF THE GROUP.

GROUP TASK

COLLECT A PIECE OF PAPER. FOLD IT IN HALF LENGTHWAYS AND THEN AGAIN ACROSS THE WAY SO IT HAS FOUR SECTIONS. OPEN UP THE PIECE OF PAPER. IN THE MIDDLE DRAW A BUBBLE AND WRITE DOWN THE PHRASE - MOVING ON TO SECONDARY SCHOOL.

IN THE BOTTOM LEFT SPACE ON YOUR GROUP'S PAPER, WRITE THE HEADING 'WORRIES'. NOW WRITE DOWN FOUR THINGS YOUR GROUP ARE ANXIOUS ABOUT IN RELATION TO MOVING ON TO SECONDARY SCHOOL. IN THE BOTTOM RIGHT HAND BOX WRITE THE HEADING 'SORTED!'.

NOW DISCUSS AND THEN WRITE DOWN IDEAS TO HELP REDUCE EACH ANXIETY OR PREVENT IT FROM HAPPENING. YOUR TEACHER MAY BE ABLE TO GIVE YOU SOME STARTER IDEAS.

NOW IN THE TOP LEFT HAND BOX WRITE THE HEADING 'CAN'T WAIT'. THEN DECIDE AS GROUP 4 THINGS YOU ARE REALLY EXCITED ABOUT GOING TO SECONDARY SCHOOL AND WRITE THEM DOWN UNDER THE HEADING

IN THE TOP RIGHT HAND BOX PUT THE HEADING 'REALLY CAN'T WAIT'. THEN DISCUSS AND WRITE DOWN WHAT YOU COULD DO TO MAKE THESE THINGS EVEN BETTER WHEN YOU GO TO SECONDARY SCHOOL. SHARE YOUR THOUGHTS WITH THE OTHER GROUPS

YOU MIGHT WANT TO CREATE A CARD/ RESOURCE WITH ALL THE WAYS OF MAKING YOUR TRANSITION AS EASY AS POSSIBLE. YOU COULD KEEP IT AND USE AS YOU MOVE TO SECONDARY SCHOOL.

YOU COULD ALSO SHARE YOUR CONCERNS WITH YOUR NEW SCHOOL SO THEY CAN ALSO HELP MAKE YOUR TRANSITION AS SMOOTH AS POSSIBLE.





INTERDISCIPLINARY LEARNING IDEAS

INTERDISCIPLINARY LEARNING OPPORTUNITIES SHOULD ALWAYS BE PLANNED AROUND CLEAR PURPOSES, BE BASED ON THE EXPERIENCES AND OUTCOMES FROM THE DIFFERENT CURRICULUM AREAS AND ALLOW FOR PROGRESSION. SUCH PROJECTS MAY ALSO BE ENHANCED BY WORKING WITH PARTNERS WHO ARE ABLE TO OFFER SPECIALIST SUPPORT.

CURRICULUM AREA	LEARNING IDEA	EXPERIENCE/OUTCOME
MATHS/NUMERACY	WORK OUT THE COST OF CIGARETTES, FOR EXAMPLE A NUMBER OVER A PARTICULAR TIME/LIFETIME HTTP://WWW.CANSTOPSMOKING.COM/TOOLS/COST-CALCULATOR	MNU 2-01A/2-03A/2-20B
	WORK OUT TAX RAISED PER PACKET/FROM ONE PERSON OVER A PERIOD OF TIME/LIFETIME.	MNU 2-07A/2-20B
SCIENCE	IMPACT OF SMOKING ON THE BODY, IMPACT OF SMOKING ON PEOPLE WITH PRE-EXISTING HEALTH CONDITIONS E.G. ASTHMA, AGING SKIN.	SCN 2-12A
HEALTH AND WELLBEING	HTTP://CHOICESFORLIFEONLINE.ORG/CARDS/SMOKING-THE-EFFECTS-ON-YOUR-BODY.ASPX	HWB 2-41A
ENGLISH/LITERACY HEALTH AND WELLBEING	USE OF MEDIA TO PROMOTE CIGARETTES, IMAGES USED.	LIT 208A/ 2-17A/2-18A HWB2-39A
SOCIAL STUDIES	THE LAW AND SMOKING, PACKAGING PROPOSALS FOR CIGARETTES HTTP://CHOICESFORLIFEONLINE.ORG/CARDS/SMOKING-AND-THE-LAW.ASPX	SOC 2-15A

