



Healthy Schools
DERBYSHIRE

Cabbage and Custard

'Life has its ups and downs'

by Caroline Small

**A radio drama to support Alcohol / PSHE Education
in Upper Key Stage 2 of Primary School**



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Background

Cabbage and Custard has been commissioned by Derbyshire Healthy Schools to support teachers to deliver Alcohol Education. It has been written and developed by a professional writer/director, Caroline Small, who has had many years experience teaching drama and leading a wide range of theatre in education projects with young people across the country.

In developing the structure and content of the drama, Caroline worked closely with a group of year 6 pupils from Newbold C.E. Primary School in Chesterfield, Derbyshire.

Aims

- To use a radio drama to support Alcohol Education and other aspects of PSHE/Drug Education.
- A resource to use with year 6 pupils.
- Promote listening skills.
- Extend knowledge, explore emotions and provide opportunities to develop attitudes.
- To promote a range of teaching approaches in the support materials.
- Address key issues for children and young people in an interesting way.
- Provide schools with a resource that is sustainable.
- To address sensitive issues in a safe way by using characters from a story.
- To develop a resource that is flexible and not prescriptive.

The Radio Drama

The drama is written in four episodes, each about 12 minutes in duration, with interlinked storylines and characters running across all four episodes.

The four episodes are recorded on separate tracks on the Cabbage and Custard Audio CD. The support materials are based on the four episodes and come in the form of teaching suggestions that allow flexibility and choice. The follow up work could be done over a week or half a term, depending on how much time you want to dedicate to it.

Creating a Safe, Secure and Supportive Learning Environment

It is important that drug education is delivered within a safe, secure and supportive learning environment where children's genuine questions and concerns can be sensitively addressed. The class may already have an established set of ground rules. Ground rules that are set should cover issues, such as teachers' and pupils' right to privacy and respect and the boundaries of discussion.

Pupils and teachers are discouraged from revealing personal information. Distancing techniques, using third person such as characters from a story, role-play and depersonalised discussions and anonymous question boxes are strategies that could be used.

School staff should not promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Safeguarding procedures must be followed when any disclosures are made.

Teaching Methods

A range of teaching and learning ideas have been suggested in the support materials, a lot of which use active learning techniques.

Some Active Learning Techniques – A Simple Description

Graffiti

Pupils are asked to write comments/opinions/facts on to a large piece of paper that can be displayed. Alternatively, each pupil may be given a piece of card, which can be part of a 'wall' to which they all contribute.

Draw & Write

This technique can be used with any age and for lots of different purposes. A simple statement is made for example, "The effects of drinking alcohol on the body are..." The participant then draws a picture diagram, and if they can, finishes the statement in writing beside it.

Advice Alley

Pupils stand in two facing rows, creating an alley. Each child is a brick. The person to be advised walks down the alley and each 'brick' speaks as they pass. It is advisable to allow them time to think of a piece of advice, before the person walks down the alley.

Carousel

Divide the group in half, and ask each group to form a circle. One circle stands inside the other. Pupils in each circle pair up by facing each other. You can then change partners by asking, for example, "The outer circle to move two people to the left". They can then be put 'in role' to act out simple scenarios and/or discuss issues.

Hot Seating

This can be done by a whole class or in groups as small as three. One person is in role as a character for example, Snow White. The rest of the group ask questions so that they can understand the character's feelings and motivations. This develops empathy, the ability to play a character and questioning and answering skills.

Risk Continuum

A continuum contains both extremes and everything in the middle. It can be used for other purposes as well as risk. One end is 'high risk' and the other 'low risk'. A pupil can physically position himself or herself anywhere on the line to indicate their response to any question, for example, the risk associated with drinking alcohol. This can then be used to generate discussion.

Diamond Nine

Small groups are given prepared cards (9 or more) each with a statement relating to an issue for discussion, e.g. 'qualities of a good friend.' Each group arranges the cards in the shape of a diamond to represent their views on the relative importance of each statement.

Snowballing

Pupils work alone for a few minutes listing ideas related to a task. They then form pairs and share views. The pairs then double up and share their ideas, and so on.

Agony Aunt/Uncle

Small groups of 3-4. Each group takes on the role of an Agony Aunt/Uncle. The group is asked to respond to an imaginary problem/letter. Groups may wish to share their solutions.

Brain Storm

Pupils offer spontaneous suggestions regarding any idea or issue. This is a short, quick activity where suggestions are recorded, but not discussed or challenged. Recorded material can be used later.

Assessment in Drug/Alcohol Education

Assessment in Drug/Alcohol Education should begin with opportunities for children to share, in an appropriate way, the knowledge, understanding and attitudes which they have about drugs and drug use. This is in effect, a baseline/needs assessment, which will help establish the levels of existing knowledge, beliefs and what they want to learn.

Baseline assessment will help to develop learning objectives and learning outcomes which can then be shared and discussed with pupils.

Assessment in Drug/Alcohol Education should be active and participatory helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. Pupils should learn how to reflect on their experiences, ask questions, make judgements and where appropriate set personal targets.

Normative Education

Young people often over estimate how many of their own age use alcohol so a key aspect of effective Drug/Alcohol Education is to explore these beliefs and social norms, challenge misperceptions and help children to understand why they occur. It has been shown that if pupils know that not everyone is getting drunk on a Friday night that some will feel strong enough to resist this temptation when they are older. It may also be appropriate on occasions to use national, local or school generated figures to prove this point.

This, in turn, promotes the critical thinking skills needed to make choices based on fact rather than false beliefs. It also provides opportunities within the curriculum to address attitude development and discuss what influences a young person's decision-making.

Children Affected by Parental Drug/Alcohol Misuse.

Many pupils will have parents/carers or relatives who drink alcohol but schools need to be sensitive to the very real possibility that the parents/carers or relatives of some pupils may be problem drug/alcohol users.

Care should be taken to ensure that the Drug/Alcohol Education Programme takes potential drug use of parents/ carers of family members into account, for example in the issues portrayed and the language used, so that Drug/Alcohol Education does not stigmatise or heighten pupils' anxieties about their parents'/ family members' welfare.

Schools should also be aware of the challenges in identifying the needs of children who remain 'hidden' due to the desire to conceal their parents'/siblings' behaviour.

Alcohol - A Teacher's Guide

Street Names

- Bevy
- Pint
- Mucky beer
- Swift half
- Jar
- Plonk
- Ale etc.....

Why do people choose to drink alcohol?

To have fun; to socialise with friends; to relax; to take the pain away; to celebrate; because they like the taste; to be like their friends; to feel confident etc.....

Why do people choose not to drink alcohol?

They don't like the taste; the way it makes them feel; religious reasons; health; expensive; too young; hangover; out of control etc.....

How much alcohol is in a drink?

- Units are a way of measuring how much alcohol is in a drink.
- 1 unit is about ½ pint of beer, a small glass of wine and a pub measure of spirits.
- Alcohol comes in different strengths.
The strength is shown as: '% by volume' on the bottle- the higher the %, the stronger the drink.

DRINK TYPE	ALCOHOL CONTENT	MEASURE/SIZE	UNITS
Beer	4 - 5%	Pint	2.5
Regular Cider	3.5 - 4.5%	500ml	2.25
Wine/Champagne	12%	125ml glass	1.5
		175ml glass	2
		250ml glass	3
Gin Vodka Rum Whisky Tequila	35 - 40%	25ml (single) measure	1
Alcopop	5.5%	275ml bottle	1.5

The above information is intended as a guide only. For complete accuracy, check the labels or contact the manufacturer.

The UK Government say that men should drink no more than 3-4 units a day and women no more than 2-3 units a day. Experts also say you should have at least two alcohol-free days each week. Young people are more at risk of alcohol damage because their bodies are still growing and developing.

The Law

- It is illegal to give alcohol to a child under 5.
- If you are under 18 it is illegal to buy or be sold alcohol.
- A 16 year old can be bought beer or cider in a pub if they are having a meal in an eating area.
- 14 year olds can go into a pub alone if the landlord allows them, but they cannot be sold alcohol.
- It is illegal to sell alcohol to someone under 18, anywhere.
- It is illegal for someone under 18 to buy alcohol.

Short Term Effects

Alcohol can make you think, feel and behave in many different ways. It can make you relaxed, sociable, loud, chatty, giddy, confident, aggressive, weepy, funny, dizzy, sick, fuzzy, take risks, do something you regret, lose your balance, see double, stagger, lose consciousness etc.....

The effects of drinking alcohol can depend on:

- The strength of the drink.
- How quickly it is drunk.
- Whether there is food in the stomach.
- The person's size (body weight).
- Gender (male/female).
- How used to drinking someone is.
- How the person is feeling before they start drinking.
- The situation they are in.

Long Term Effects

- Because young people's bodies are still growing, alcohol can interfere with their development. This makes young people vulnerable to the long-term damage caused by alcohol. This damage could include
 - Cancer of the mouth and throat.
 - Mental Health problems.
 - Liver cirrhosis and heart disease.

The Effects of Alcohol on the Brain

Cerebral Cortex: This is the main area involved in thinking, decision-making, emotions, and the five senses. Alcohol can effect this area by impairing your ability to think clearly and lowering your inhibitions. It may make you act without thinking or make you angry for no reason. Alcohol may affect your senses, such as blurring your vision. Long-term alcohol abuse can permanently damage this region.

Cerebellum: This part of the brain is important for coordinating many of your daily movements, such as walking and grabbing objects. Alcohol can slow your reflexes. It may cause you to lose your balance or make your hands shake.

Hippocampus: Your memory is controlled by the hippocampus. Drinking a lot of alcohol at one time can cause you to blackout, or forget a period of time. Long-term alcohol abuse can permanently damage the hippocampus, making it difficult for a person to learn.

Hypothalamus: Many body processes, such as heart rate and the feeling of hunger or thirst, are controlled in this small area. Alcohol can slow your heart rate and may make you hungrier and thirstier.

Central Nervous System: Alcohol slows down this system, which is made up of the brain, spinal cord, and nerves. That affects how signals flow through your body, making you think, speak, and move more slowly.

Medulla: Involuntary processes, such as breathing and monitoring body temperature, are controlled here. Drinking a lot of alcohol at one time can shut down the medulla, leading to a coma.



Characters

The Mulvaney's

Sharon		mum
Laura (11)]	
Luke (11)]	twins
Liam (8)		their brother
Naomi (14)		their sister
Alisha (12)		their cousin

There's also Rick, their Dad, who doesn't appear, and Gemma their baby sister. They have a dog called Jess.

The Fletchers

Robbie (10)		Luke's best friend - in the same Year 6 class
Clare		his Mum
Dave		his Dad

Clare and Dave are separated. Robbie lives with his mum but spends most weekends at his Dad's house.

At school

Miss Coleman		Year 6 teacher.
Mr Sherwood		Head teacher.
Jack]	
Jamie]	
Becky]	children in Year 6 - Chloe is Laura's best friend
Chloe]	
Leanne]	
Megan]	

Outside school

Callum (13)		friend of Robbie - lives next door to Dave
Ollie (13)		Callum's friend
Boy 1]	
Boy 2]	friends of Ollie and Callum - similar age
Girl 1]	
Natalie (16)		Callum's sister - baby-sits for Robbie

The Play

Background information

The story is set in a fictitious town somewhere in Derbyshire.

Laura and Robbie are in the same Year 6 class in a primary school. Their teacher is Miss Coleman.

Robbie lives with his mum (who is a hairdresser) and sees his Dad most weekends. His best friend is Luke, who is Laura's brother.

Laura's best friend is Chloe, who is about to leave Derbyshire and move to London with her family.

Episode 1

- **The Play – Friday**
- **Possible Learning Objectives/Outcomes**
- **Possible Teaching Ideas**
- **Resource 1 – Friendship Scenario Cards**
- **Resource 2 – Friendship Qualities - Diamond 9**
- **Resource 3 – Friendship Cards**
- **Resource 4 – Breakfast Ideas**

The Play - Friday

The story opens at breakfast:

- Laura is wanting to wrap the leaving present she has bought for Chloe.
- Robbie's alarm doesn't go off. He is late for school, mum is still in bed and there is nothing to eat for breakfast.

Later that morning at school:

- Having arrived at school late, Robbie and Luke get their first chance to talk to each other at playtime.
- Laura and some of the other girls talk to Chloe about moving to London.

Lunchtime:

- The class say goodbye to Chloe.
- Laura and Chloe exchange identical presents. They promise to stay friends and text each other over the weekend.

End of the school day:

- Luke asks his mum if Robbie can play with him on Saturday.
- Sharon (Luke's Mum) reminds him that they are going to a family wedding. She then talks to Robbie about his Mum (Clare) going round first thing in the morning to do the girls' hair for the wedding.
- When Robbie gets home he finds that his Mum has gone to bed because she isn't well, and he has to get his own tea. He has a brief conversation over the telephone with Dad and lies about Mum being ill.

Possible Learning Objectives

PSHE Education objectives addressed: 1a,1b,2a,2f,3a,4a,4c,4g,5b,5d,5h

Learning Outcomes:

- Children understand the qualities of a good friendship.
- Children have an awareness of their own friendships and understand ways to maintain positive relationships.
- Children understand what makes a healthy lifestyle and how to make informed choices.
- Children can identify the main characters and understand what happened in the episode.
- Children can recognise risks and consequences in different situations.
- Children can identify who to talk to if they need support/ help/ advice.

Possible Teaching Ideas

Scenario Cards

Use friendship scenario cards to discuss / debate what the children might think or feel about a situation or how they think the character should respond or behave.

Diamond 9

Using the characters as an introduction, discuss as a class / group what makes someone a good friend?

Recipe

Write a recipe for a good friend.

Word Wall

Pair up with a friend. Take a photograph or draw a picture of each other. Create a word wall of all the qualities both friends bring to the friendship. Present to the rest of the class.

Graffiti Wall

Ask the children to write questions/worries/opinions/facts about what they have heard in Episode 1. Discuss.

Draw and Write

Think about who/what could have helped or supported Robbie. Ask the children to think about some situations they have found themselves in or might find themselves in. Who could they ask for help and support? 'Produce a Gallery of people/organisations who can help us or on whom we rely.'

Resource 1 -
Friendship
Scenario Cards

Resource 2 - Friend
Qualities Diamond 9

Resource 3 -
Friendship Cards

Discussion

Why is it important to eat breakfast?
Include concentration, mood, energy levels etc.
Use the idea of Robbie missing breakfast to discuss what is a healthy breakfast? Create a varied menu of breakfast suggestions.



Resource 4 - Breakfast Ideas

Character Study

Begin to build up a character study of Luke and/or Robbie. Continue to keep adding to it after each episode.

Advice Alley

Discuss what worries Robbie might have. What advice could you give to Robbie?
(Make sure the children have the opportunity to think about and rehearse their answers).

Brainstorm

Discuss how and why Robbie lied to his Dad then discuss the risks and consequences.

Friendship Scenario Cards – Resource 1

Card 1

Robbie is struggling to understand his work at school, but won't admit it. His best friend Luke knows he is having problems and wants to help.

Card 2

Luke is worried about his best friend Robbie. Robbie has arrived late for school and is in trouble.

Card 3

Megan and Laura are in the same class. Megan finds out that Laura is very upset because her best friend Chloe is leaving to live in another part of the country.

Card 4

Ollie wants Robbie to go to the park with him. Robbie knows his mum would not want him to go without checking with her first. Ollie says a real friend would just do it.

Card 5

Alisha wants Jo to have nothing to do with Annie and Elizabeth because she says you can only have one real friend at a time. Joe wants them all to be friends.

Friendship Scenario Cards

Card 6

Callum and Robbie are 'dared' to drink some beer by Ollie and his friends. Neither of them really wants to but Callum takes a drink from the can to stop them calling him 'chicken', and then offers it to Robbie.

Card 7

Karen is always changing her mind at the last minute when she has made plans to do things with Laura. This means that Laura often has to do them on her own or not do them at all. She feels like Karen always lets her down.

Card 8

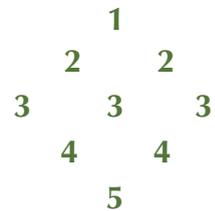
Laura is upset because her best friend Chloe has moved to another town. One day in class she tells Becky that she feels very lonely because she has no other friends.

Card 9

Jack is being looked after by his older brother Tom. Tom has some of his friends round and they drink too much. Tom falls asleep on his back on the bedroom floor.

Friendship Qualities Diamond 9 – Resource 2

Cut out the qualities cards and arrange them in a diamond 9 position (see right) with the most important in position 1, the least important in position 5 and the others inbetween.



Honest	Supportive
Loyal	Likes you for who you are
Kind	Shares
Funny	Listens
Understanding	Do everything together
Have the same interests	Laugh a lot together

Friendship Cards – Resource 3

Class/Group Matching Activity – Use the list of qualities taken from the diamond 9 activity and identify which quality best describes the scenario.

Meg told the teacher about some girls who were spreading lies about her friend Tina.	Jo and Leanne will often send each other a fun text to cheer each other up.
When Lisa felt upset or needed someone to talk to, Katie was always there for her.	A group of girls were trying to find out from Kerry why her friend Sally wasn't in school. Kerry knows why but promised not to tell.
Luke told his mum that he didn't like it when she kissed him in front of his friends.	Bill and Ben will always find a reason to be with each other.
Joe was really upset when his friend Tommy got into trouble at school.	Paul always shares his toys with his younger brother, Josh.
Sometimes Lucy and Annie just go round to each other's house and listen to music.	Jack went round to play computer games with Harry even though he really wanted to play football.
Chloe knows that the best way to cheer her friend Rachel up is to invite her round for tea.	Mel knows that if she has something on her mind, her friend Dave will always listen to her.
Kyle was in trouble for breaking some maths equipment at school. His friend Ed owned up to the teacher that it was his fault.	When Harry's pet dog died his friend James put a big effort into playing with him a lot.
Zak and Ethan have very different hobbies and often disagree but are still the best of friends.	Bill supports Man U and Ella supports Spurs but they are still the best of friends.
Mike and Lou always try to meet up and walk to school together.	Alisha keeps in touch with Zoey even though they now go to different schools.

Breakfast Ideas – Resource 4

-  Porridge mixed with some dried fruit
-  Poached egg on toast
-  Grill up rather than a fry up!
-  Boiled egg and soldiers
-  Crumpets
-  Wholegrain cereals
-  Toast (wholemeal bread)
-  Banana
-  Pot of yoghurt with muesli
-  Smoothies
-  Fruit juice
-  Tomatoes on toast
-  Beans on toast
-  Bagels
-  Toasted teacakes
-  Canned fruit in juice with low fat yoghurt
-  Fresh fruit salad
-  Pieces of apple dipped in yoghurt

For more information see -Healthy Schools 'Wake up to a Healthy Breakfast Leaflet.'



Episode 2

- The Play – Saturday
- Possible Learning Objectives/Outcomes
- Possible Teaching Ideas
- Resource 5 – Consequences Game
- Resource 6 – Consequences Chain
- Resource 7 – Alcohol Agree/Disagree
- Resource 8 – Blank Bottle Template
- Resource 9 – Influences

The Play - Saturday

Morning:

- The episode begins at Laura's house. Her cousin Alisha has arrived to be a bridesmaid along with Laura. It is chaos as they all get ready. Robbie's Mum has not turned up to do the girls' hair.

Lunchtime:

- Robbie and his Dad are having lunch in a supermarket after Robbie's football training. They briefly refer to mum being ill.
- The main conversation is about dad going out that evening to celebrate his friend's birthday.

Afternoon:

- Robbie and his friend Callum are going to the skatepark.
- They meet up with another boy called Ollie. He has a reputation as a 'nutter'.
- Ollie and his mates have some beer. They try to persuade Robbie to have some. He refuses and leaves as they taunt him about it.

Evening:

- It is the disco after the wedding. Laura and Alisha have gone into one of the bedrooms. Alisha is fed up with Laura going on about Chloe (who hasn't been in touch with her). She makes Laura a cocktail with alcohol from the minibar.
- Alisha persuades Laura to try different drinks that she mixes. Laura ends up being sick and has to be taken home.
- Robbie's babysitter (Natalie) comes round to look after him. She is old enough to drink but doesn't want one because she has a sensible attitude towards alcohol.
- Robbie rings his Mum but there is no reply.

Possible Learning Objectives

PSHE Education objectives addressed: 2a,2b,2d,2e,3a,3d,3e,3f,4a,4f,5d

Learning Outcomes:

- Children can describe some of the effects and risks of drinking alcohol.
- Children can describe some of the different beliefs and values in society about alcohol.
- Children can identify and explain how to manage risks in familiar situations.
- Children can explain how their actions have consequences for themselves and others.
- Children can describe ways of resisting negative peer pressure around issues affecting their health & wellbeing.

Possible Teaching Ideas

Draw and Write

Individual/Group. Ask the children to draw/write the reasons they think some people:

1. Never use alcohol.
2. Drink alcohol for the first time.
3. Drink alcohol occasionally.
4. Drink a lot of alcohol in one go.
5. Use the drug every day and find it difficult to stop using it.

Discuss.

Brainstorm

Write down all the drinks they have heard of and drink-associated words to create an A-Z alphabet of alcohol. Ensure it is a balanced, realistic approach.

Body Outline

Give out a copy of a body outline. Ask the children to draw and label what happens when someone drinks alcohol - where does it go and how does it affect the body. This activity can also be used at the end of a piece of work as a summative assessment.

(Visit www.drinkaware.co.uk for facts about alcohol and its journey around the body).

Carousel

Group into A's & B's. A's are given a scenario as a warm up activity. A's= Parent. B's= Child. The A's have to try to persuade the B's to tidy their room. The B's have to try and resist. Discuss.

Change partners. This time B's have to try and persuade the A's to drink a cocktail and A's have to try and resist.

Discuss strategies and techniques used including the use of body language.

Brainstorm

Think about the drinking situations that Laura and Robbie found themselves in. What attitudes were shown to drinking?

Discuss with the children what they think about the use of alcohol in society?

Continuum

Agree/Disagree. Read out statements relating to alcohol and issues within the episode and ask pupils to stand along the continuum according to what they think. Discuss after each question.

Question Box

Write down any questions or worries they might have about alcohol. (Always make time to look at the questions before sharing them with the class).

Freeze-Frame

Improvise a group trying to persuade someone to do something they don't want to do. Freeze frame and have the rest of the class suggest different courses of action to be developed.

Discuss

Complete the influences activity and identify what influences us and how this can affect our decision making.

**Resource 5 -
Consequences Game**

**Resource 6 -
Consequences Chain**

**Resource 7 -
Agree/ Disagree
Statements**

**Resource 8 -
Blank bottles
Template**

**Resource 9 -
Influences**

Science Activity

What factors influence the way the body reacts to alcohol e.g. gender, age, size, how much is drunk, what was in the stomach already, how often a person drinks, strength of drink, mood, situation.

Get 3 equal sized beakers and fill with varying amounts of water to represent different body sizes e.g. $\frac{1}{4}$, $\frac{1}{2}$ and a whole beaker full. Add 3 drops of ink into each beaker and stir. Ask the children to describe what they observed and to consider the question 'What would this mean if the beakers were people and the dye was alcohol?'

Ask the children to consider the effect of the same drink on a tall male, a small female and a child. Ask the children to write up the experiment.

Discussion

Give children a range of scenarios e.g. asthma attack, found someone unconscious. Who would we ring if there was an emergency? How would we do that? What would we say? Rehearse. What is the recovery position? In what situation might we need to use it? Practice. (www.sja.org.uk) Young First Aider Packs.

Brainstorm

Discuss how drinking alcohol might affect the way someone thinks and reacts.

Use the alcohol goggles to support this. Set tasks for the children to complete.

1. Walk in a straight line.
2. Throw a ball into a bucket.
3. Use keys to open a door.
4. Throwing and catching activities.

Discuss situations where people might put themselves in danger after drinking.

(The goggles can be borrowed from Derbyshire Resource and Marketing Service – Health Promotion.)

Poster

Think of as many positive activities as you can that a young person could do instead of drinking alcohol – Design a poster.

Subvertising

Invent a product ie. Adam's Astonishing Alcopop. Invent Jingles.

Devise an advert that would be suitable for Radio/TV identifying techniques advertisers use.

Use the same product and advert but introduce the health risks and dangers advertising never reveals.

Consequences Game – Resource 5

Group Activity

Equipment:

- Consequence cards
- 2 dice

1. Put the consequences cards face down in the middle.
2. Turn the top card over.
3. Roll the 2 dice.
4. The group has to think of as many possible consequences (positive and negative) as it shows on the 2 dice.



For example:

The consequence card is:

What might happen if you gave someone your medicine?

4 is rolled so the group has to think of 4 possible consequences, positive and negative....

- They are ill.
- There is not enough for you when you need it.
- You get into trouble.
- They feel better.

Consequence cards – Resource 5

What might happen if you go to bed late every night?

What might happen if you refuse to do a dare in front of your friends?

What might happen if you win lots of money?

What might happen if an adult drinks too much alcohol at a party?

What might happen if you never tidy your room?

What might happen if you try a cigarette for the first time?

What might happen if you have a problem and don't tell anyone?

What might happen if an adult had 3 pints of lager and then drove their car home?

What might happen if you ate a bowl of cabbage and custard?

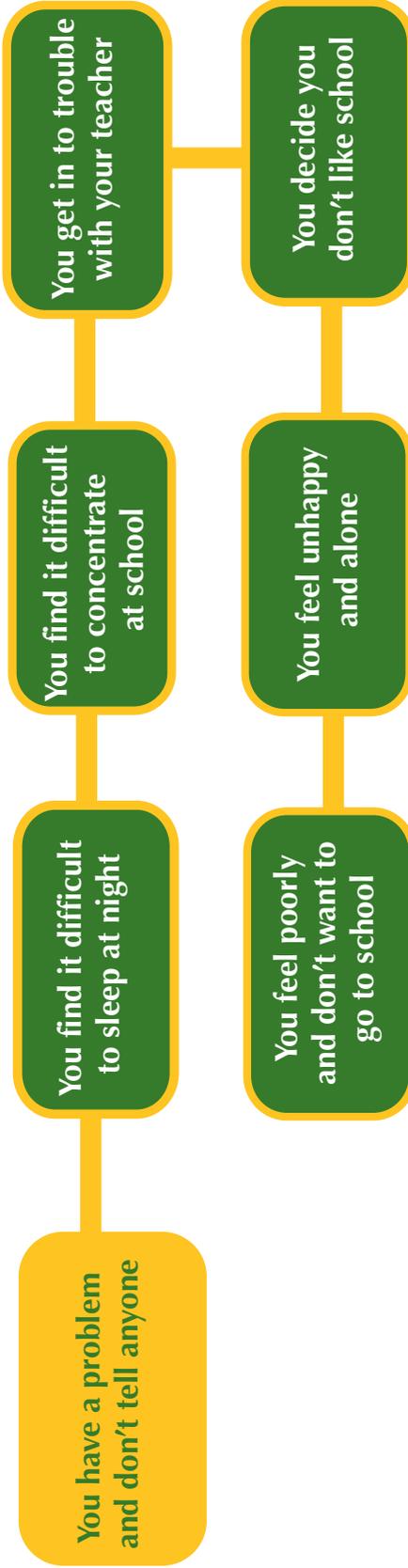
What might happen if someone smokes 10 cigarettes a day in the house?

Consequence Chain – Instructions – Resource 6

Resources needed: Scenario cards from resource 6 and strips of paper. Read the scenario and write down a possible consequence then continue to make a consequence chain. (A consequence of a consequence).

How long can you make the chain? As a class discuss the consequences each group has come up with based on the same scenario.

Example:



Challenge

Split the class into groups of 10. Give the groups the same scenario and get each child in the group to think of a different consequence for the scenario either **positive** or **negative**. Explore all the different consequences as a whole class.

Alcohol Agree/Disagree – Resource 7

It is ok to drink alcohol under the age of 18.

Alisha is a good friend.

Robbie is caring for himself.

Alcohol can make you take risks.

Alcohol can affect your health.

Every young person drinks alcohol.

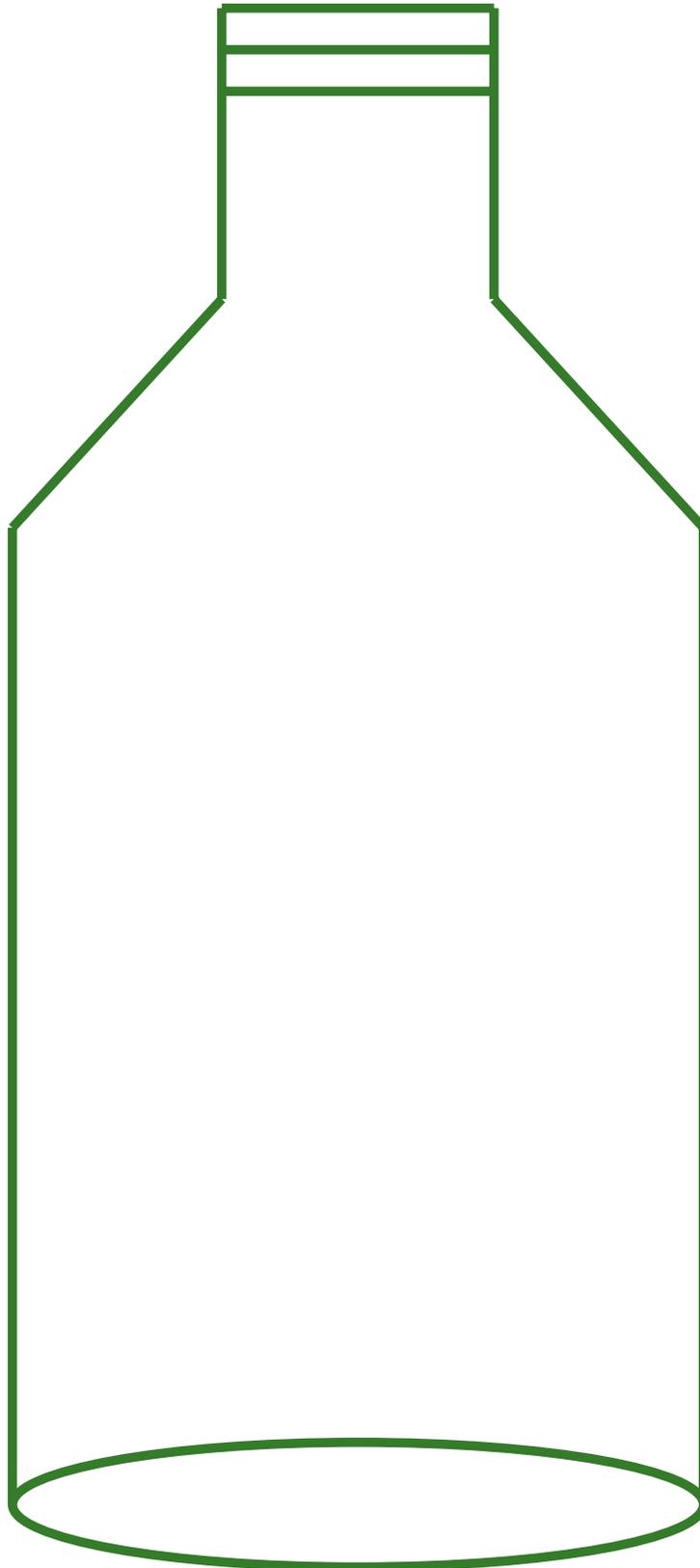
Alcohol is a drug.

Alcohol affects people in different ways.

Alcohol is expensive.

People who drink alcohol always have a good time.

Blank Bottle Template – Resource 8



Influences – Resource 9

If you were going to buy a new pair of shoes / trainers how much would the following influence you?

Put a 0 if it doesn't influence you at all, 1 if it does a little and 2 if it influences you a lot.

	Tick ✓ or ✗	Number 0-2
Parents/Carers		
Teachers		
If they were designer		
Friends		
You - What you like		

If you were going to choose a breakfast cereal how much would the following influence you?

	Tick ✓ or ✗	Number 0-2
TV adverts		
Parents/Carers		
Taste		
Healthy/Unhealthy		
Cost		
Free Gift		

If you were going to choose a new friend how much would the following influence you?

	Tick ✓ or ✗	Number 0-2
What they look like		
If they are funny		
If they are friendly		
If they are kind		
Like the same things		
Parents/Carers		

(continued overleaf)

Influences – Resource 9 (continued)

If you were going to choose how hard you work at school how much would the following influence you?

	Tick ✓ or ✗	Number 0-2
Teachers		
Parents/Carers		
You		
Friends		
If you like the subject		
Knowing you want a good job		
If the lesson is interesting		
Rewards		

Brainstorm how parents, teachers, friends and adverts might influence you.

Explore what they might do or say that would affect your decision making and the choices you make.

Episode 3

- The Play – Sunday
- Possible Learning Objectives/Outcomes
- Possible Teaching Ideas
- Resource 10 – High Risk, Low Risk
- Resource 11 – Problem Page
- Resource 12 – What do we mean by risk?
- Resource 13 – First Aid Template

Play - Sunday

Early morning:

- Dad has to take Robbie round to his Mum because there has been a break-in at the factory.

Later in the morning:

- Laura, her sister Naomi and Alisha take younger brother Liam and the dog (Jessie) for a walk to the park.
- They do not know that Laura and Alisha had been drinking alcohol at the wedding.
- Alisha persuades Laura to meet up with some boys at the allotments. Liam goes with them. Naomi doesn't want to go and stays at the park.
- The boys are doing 'dares'. Callum jumps off a shed roof and hurts his leg badly. An ambulance is sent for.
- The girls discover that Liam has gone missing.
- When Robbie gets home he finds mum ill in bed. He is very upset, and rings dad to tell him what has happened.

Afternoon:

- Robbie is with his dad. Mum has been taken to hospital. They talk about what has happened.

Possible Learning Objectives

PSHE Education objectives addressed: 2a,2b,3a,3e,3f,4a,4c,4g,5d,5g,5h

Learning Outcomes:

- Children can identify different types of relationship and identify ways to maintain positive relationships/friendships.
- Children can explain/identify how to manage risks in familiar situations.
- Children can identify and describe different attitudes to risk.
- Children can explain some of the effects alcohol has on the body.
- Children can make choices about how to develop healthy lifestyles.
- Children can identify who to ask for help and/or support.

Possible Teaching Ideas

Draw and Write

Ask the children to draw/write the risks the following age groups may take:

1. A child their age.
2. A teenager.
3. An adult.

- Discuss what has been written in pairs first then discuss as a whole class.
- If situations are risky, what must we consider before making a decision?
- What advice would you give to someone making a risky decision to ensure that person stays safe and healthy?
- THINK! If someone drank alcohol how might this affect their decision making?



**Resource 10 –
High Risk / Low Risk**

Poems

Write feelings poems as one of the characters.

Discussion

Make up a big bag of worries for the different characters. Get the children to guess which characters worry it is then get them to suggest ways of supporting them.

Episode 3

Snowballing

Trace Robbie's emotions from Episode 1-3.

Continuum

Read out made up dares and get the pupils to put on a risk traffic light.

Red – Very Risky Amber – Risky Green – Very Low Risk

- Continue the traffic light idea but with them generating their own dares.
- Discuss how they decide how risky a situation is.

Agony Aunt/Uncle

Small groups of 3-4. Each group takes on the role of an Agony Aunt/Uncle. The group is asked to respond to an imaginary problem/letter based on one of the characters from the story. Groups may wish to share their solutions.

Art activity

First Aid Box / Tool Kit. Make a box for Robbie to use as an example, it may include pictures of friends/family; a favourite book; a matching pair of socks; food; a hug; football stickers.

Get the children to make a small box using a template and ask them to put in all the things that would help them if they were having a bad day.



Resource 12 – What do we mean by risk?



Resource 11 – Problem Page



Resource 12 – First Aid Box Template

High Risk / Low Risk – Resource 10

(Based on the game Paper, Scissors, Stone)

- Groups of 4. Each player thinks of 5 risks and writes them on a strip of paper. Place them in a container. The leader chooses a risk and reads out a risk statement. The players decide how risky they think it is:

High risk – red

Medium risk – yellow

Low risk – green.

- On the count of 3, all players say which they think it is at the same time by putting hands into the middle:

Red – thumb down

Yellow – flat hand

Green – thumb up

- Did everyone always think the same? What does this tell us about other peoples attitudes/views to risk?



(continued overleaf)

High Risk / Low Risk – Resource 10 (continued)

Risk statements

- Going to the park when you have been told not to go.
- Walking over a pond when it is frozen.
- Looking after a bottle with something in, for some older pupils at school.
- Jumping into a puddle and splashing your older sister on a family walk.
- Having a sip of wine at a family meal.
- Telling lies to your best friend to try and get out of trouble.
- Not having a drink of alcohol when dared to by some other kids.
- Talking to people you have never met on the internet.
- Meeting someone you have been talking to on the internet.
- Drinking then driving a car.
- Drinking alcohol when you are expecting a baby.
- Drinking a lot of alcohol in one go.
- Drinking a lot of coke in one go.
- Drinking an energy drink before you come to school.
- Jumping off a high wall into some bushes.
- Jumping off the top board at the swimming baths.
- Not sharing a worry.
- Wandering off on your own when on a walk in a wood.
- Riding a horse without a helmet.
- Trying a cigarette for the first time.
- Smoking 3 cigarettes at the weekend.
- Taking someone else's medicine.

Problem Page – Resource 11

Dear

My friends and I have made a great den near the park. We go nearly every night. We don't get up to any trouble or anything, we just talk and have a laugh.

But last night some older lads turned up, Alisha fancies one of them. We had quite a laugh with them at first but then they asked us if we wanted a drink. Me and Chloe said we didn't want one but Alisha drank a whole can. Then she had another. The lads seemed to think she was great and were laughing and joking with her. Me and Chloe started to move off but I didn't want to leave Alisha as she was acting really strange. She pushed me away when I tried to help. In the end the lads went home. Alisha was staggering a bit but I managed to get her home. Luckily her mum and dad were out and her brother was too busy on his computer to notice anything. I left her and walked home by myself.

Will she be ok? Should I tell my mum about it? Do you think the lads will come back to the den again?

From Laura

Dear

I went to the skate park yesterday to meet some friends, Ollie had brought some lager from home and asked me if I wanted a drink but I said no. Everyone else had a drink but I really didn't want one but Callum has told everyone at school that I had been drinking. I can't believe he's done that because I thought he was my friend. Why did he tell lies about me? I feel really angry and upset and I don't know what to do

From Robbie

(continued overleaf)

Problem Page – Resource 11

Dear

I'm really looking forward to moving up to secondary school next term, but at the same time I feel quite worried. How will I know where my lessons are? The school is much bigger than my primary school

What happens if the older kids ask me to do things that I don't want to do?

My best friend isn't going to the same school as me and I'm really worried that I'll be all by myself.

From Laura

Dear

I'm really worried about my dad. He smokes a lot. As soon as he puts one out he's looking for another. He's tried really hard to stop but when he does he gets really stressed out and grumpy and then he starts again.

I want to tell him how I feel but every time I try something else happens. We have been doing some work at school about the dangers of smoking and I'm really scared about my dad's health.

How can I talk to dad? What can I do to get him to stop?

From Gemma

What do we mean by risk? - Resource 12

As a class try and define the term risk, include whether the outcome could be negative or positive and how severe the impact could be on health and wellbeing.

Low Risk

High Risk



Jumping off a shed roof

Jumping into a pond of hungry crocodiles

Asking an adult to stop smoking in the car

Saying 'No' to your best friend

Drinking a cocktail

Buying alcohol from a shop if you are under 18

Running across a road without looking

Making new friends

Smoking 3 cigarettes at the weekend

Going on a rollercoaster

Skateboarding

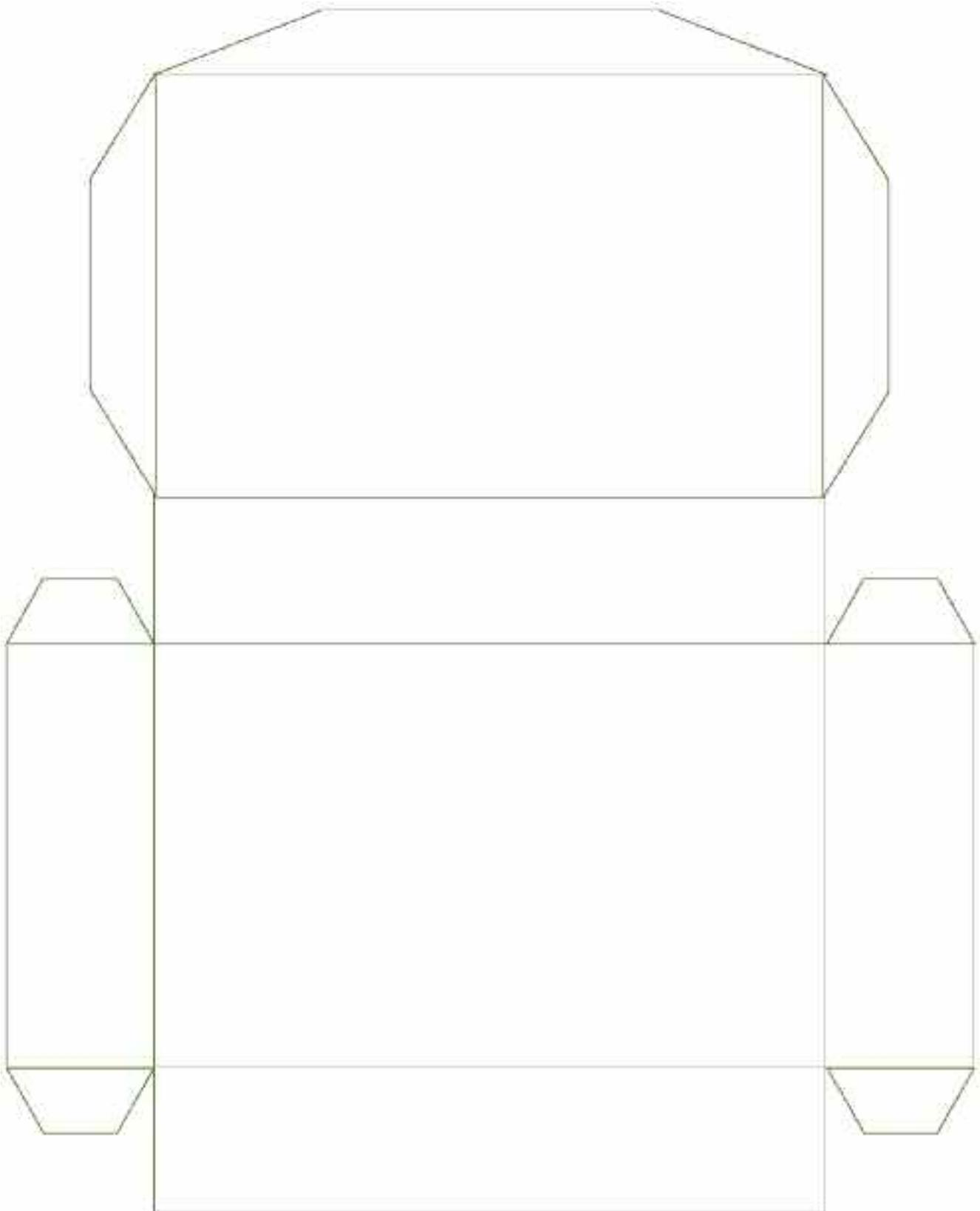
Drinking and smoking when pregnant

Putting your name and details on the internet and pretending to be older than you are

1. Divide into small groups. Give each group a set of statement cards and ask them to place on a continuum (washing line) 'Low Risk' one end and 'High Risk' at the other end. Each person takes a statement in turn, places it on the continuum and explains why they have placed it there. Group members cannot criticise the person for their choice, but can choose to influence the person to change their mind. Reflect as a group/class.

2. In pairs/small groups, choose one of the risks and identify 3 strategies for managing that risk.

First Aid Template - Resource 13



Episode 4

- The Play
- Possible Learning Objectives/Outcomes
- Possible Teaching Ideas
- Resource 14 – Agree/Disagree
- Resource 15 – Word Search

The Play - Monday

Before school:

- Mum is having a go at Laura about Liam (who was alright), when Laura gets a text message from Chloe who she is missing quite badly.
- The children go off to school.

Breakfast Club at school:

- Luke is telling some other children about Laura getting drunk.
- When Robbie arrives they talk about his mum.

Playtime:

- Some of the other girls try to get Laura to play with them but she doesn't want to because she is waiting for Chloe to text her.

Lunchtime:

- The headteacher tells Robbie that Clare is going to be okay and talks to him about sharing his worries.
- Laura tries to stay in because she is lonely, but Miss Coleman makes her go out to play.
- The other girls let her join in their skipping game.

End of the day:

- Sharon asks Robbie's dad about Clare.
- Laura and her new friend Megan arrange a sleepover.
- Robbie and Luke arrange to stay with each other next weekend.
- It ends with Dad reassuring Robbie that none of it was his fault!

Possible Learning Objectives

PSHE Education objectives addressed: 2a,3a,3d,4a,4g,5d

Learning Outcomes:

- Can describe the effects and risks of drinking alcohol.
- Can identify a range of people who are available to help them and their families.
- Can identify a variety of situations when they may need help.
- Can share different points of view about other people feelings and beliefs.
- Can describe ways of resisting negative peer pressure.

Possible Teaching Ideas

Mind Map

What do you think Chloe's worries are regarding starting a new school? Look closely at the worries, how could we help Chloe deal with them? Make a worry box/ worry dolls.

Poster

In pairs think about resistance strategies that could be used if a friend asked you to do something you really didn't want to do. Produce a poster.

Discuss

How do you think Robbie was feeling? Put all the words in a bottle and then put on the lid. Take off the lid and use this to discuss. What happened to Robbie's life as soon as he told his dad about his mum? Discuss and identify who we could share worries with if we had a problem. Create a class support network.

Diary

Write a diary entry for the weekend's events from the perspective of your chosen character.

Continuum

Agree/ disagree statements to discuss issues around alcohol.

Assessment & Evaluation Activities

What did you enjoy? What have you learnt?
How did you learn best? What else do you feel you need to know/ think about?

Tour

What do we know about alcohol? What more do we want to find out about alcohol?

In small groups research the issue and then produce a poster.
Share and discuss.

Collage / Poster

This activity uses skills to assess learning on a particular theme.

Divide the children into small groups. Ask them to use magazines and other materials to make a collage or poster that addresses the theme of 'Cabbage and Custard'.

Examples of themes:

- Being a good friend.
- What influences our decision making.
- The effects of alcohol on the body.
- The recovery position.
- National and local helplines and websites.
- Positive activities in our area.
- Asking and getting help and support.

Resource 14 –
Agree/Disagree

Resource 15 -
Wordsearch

Agree / Disagree – Resource 14

Alcohol companies should be allowed to sponsor or advertise at sporting events like football and cricket matches.

Drinking alcohol is more dangerous than smoking cigarettes.

Children should not be allowed to drink alcohol until they are 18.

You should not be allowed to drink ANY alcohol and then drive a car.

There is the same amount of alcohol in all drinks.

The price of alcohol should go up to make people drink less.

Some children pretend to have drunk alcohol because they think it makes them look 'cool'.

Most people who drink alcohol do not get drunk every time they have a drink.

It should be made clear how many units of alcohol are in each drink or bottle.

A friend would not get you to have a drink with alcohol in if you did not want one.

Wordsearch – Resource 15

R	S	S	E	C	N	E	U	Q	E	S	N	O	C
O	A	E	W	Z	I	L	L	O	H	O	C	L	A
B	F	R	I	E	N	D	S	T	V	M	G	O	R
B	E	A	A	T	Y	R	A	R	U	A	L	N	I
I	T	D	E	G	N	I	R	A	H	S	N	E	N
E	Y	S	D	R	U	N	K	D	D	W	B	L	G
I	P	I	C	O	C	K	T	A	I	L	L	Y	S
U	H	C	H	X	R	S	D	U	V	S	K	K	Y
L	U	K	E	D	E	I	R	R	O	W	S	A	C
L	L	A	B	T	O	O	F	T	A	I	B	G	T
M	C	H	L	O	E	T	S	U	R	T	U	J	X
J	U	C	A	L	L	U	M	L	I	E	S	I	E
D	I	A	M	S	E	D	I	R	B	G	P	U	T
F	P	L	E	H	F	F	E	G	A	B	B	A	C
S	T	R	O	N	G	R	E	V	O	G	N	A	H

ROBBIE

CARING

TRUST

DARES

ILL

ALCOHOL

CABBAGE

CHLOE

HANGOVER

COCKTAIL

WORRIED

LAURA

CONSEQUENCES

BRIDESMAID

CALLUM

TEXT

FOOTBALL

LONELY

SICK

SAFETY

UPSET

LUKE

RISKS

DRINKS

FRIENDS

BLAME

HELP

LIES

STRONG

SHARING

CUSTARD

DRUNK



Cabbage
and
Custard

Life has its ups and downs

'I am getting to the age where I want to try new things - going out alone with friends to the park, getting into mischief so it's good to think about the consequences.'

Year 6 Girl

Cabbage and **Custard**

Life has its ups and downs

'It teaches about risks and drinking alcohol something that we don't talk about much.'

Year 6 Boy

'I listened and learnt a lot - learning should be fun!'

Year 6 Girl