# **Drug, Alcohol & Tobacco Education**

**Lesson Plan**

| **Year Group: Year 2** | **Lesson Number: 3****Lesson Heading: Making Safe Choices** |
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| **Learning Outcomes:**Children:* Recognise name and deal with feelings in a positive way.
* Learn and practice when and how to say ‘No, I won’t’, ‘I’ll ask’, ‘It’s OK’.
* Identify safe adults that they can talk to.
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| **Links:**This lesson contributes towards: |
| **Resources Required for Lesson:** |
| **Beginning:**□ Refer to ground rules and rewards |
| **Main Activities:****Group Role Play Activity:**Remind the children of the importance of rules for keeping safe and how we play the most important role in keeping ourselves safe and healthy.Develop the following scenarios for pupils to role play in how they would cope if someone tried to persuade them to do something they didn’t want to:**Scenario One:**Your are going out on a day trip with a friend and their family and your parent/carer is trying to persuade you to take fruit for your picnic instead of sweet and crisps.**Scenario Two:**You are playing out in the garden with a friend when they try to persuade you to cross the road and go to the park to play. They tell you “Your mum won’t mind”. |
| Invite the children to talk about:* What would you do/say?
* What would the persuader do/say?
* How would you feel – worried, scared, excited?
* Who would you tell/ask?
* Differences between someone persuading you to do something good and something that could be dangerous or wrong.

**Persuaders and Drugs****Individual Draw/Write Activity:**Ask the children to think about people who might try to persuade them to try ( taste, sniff or puff) strange substances. Who are these people? Ask the children to illustrate and talk about people who might try to persuade them. Look at the children’s pictures for stereotyping of strangers or dangerous people.Encourage the children to think about what such people might *say* rather than what they look like. Write in speech bubbles what the children think these people might say (for example: ‘They are only like sweets’ or ‘It won’t hurt’) and how they themselves might answer them (for example: ‘It’s dangerous’ or ‘No, I won’t’ or ‘I’ll ask my mum if it’s OK’). Help them to practice listening to persuasion and them making confident refusals. You can also help them to practice telling an adult that they are being persuaded to take something. This is an important coping strategy.Talk with the children about the people who they feel they can trust. Invite them to illustrate and label these people. Explore, where possible, individual children’s choices and reason for trust. |