

To get the most value from the Life Education session it is recommended that students participate in the following activities prior to attending.

### 1. What's the difference?

Have students discuss in pairs the difference between a rule and a law. Once defined, students produce a mind map or concept map to document what they know about laws and/or rules, including examples. Discuss as a class why laws and rules are in place.

### 2. What do you know?

Give each group a large, blank piece of paper. Present each group with one of the questions:

- What is a drug?
- What does a drug look like?
- How might a drug be harmful?
- How might a drug be helpful?

Within a designated time, groups 'graffiti' their paper with words, phrases or drawings related to their question. Posters are then passed to another group. Instruct students to avoid repetition of ideas by ticking the comments they agree with, writing comments next to new ideas and writing their own new ideas. The process is repeated until the group's original sheet is returned. Groups read, discuss and summarise the graffiti sheets.

### 3. What do you think?

Conduct a polarised debate to discuss one of the following topics:

- Legal drugs can be harmful
- Sharing medicines is okay
- Smoking should be banned in all public places
- The 0.05 blood alcohol concentration should be changed to 0.0
- Social media has a poor influence on young people

Before the debate begins, students sit in a horseshoe shape. Those who agree with the statement to be debated sit on the right-hand side of the horseshoe, those who disagree sit on the left-hand side and those who are undecided sit across the top of the horseshoe. The debate begins with a speaker who agrees with the statement, followed by a speaker who disagrees with the statement and then by a person who has yet to decide. Students may change positions around the horseshoe as the debate progresses, if they modify their view. Students may keep a log of their opinions and feelings, making entries each time they change positions around the horseshoe.

### 4. Opinion Search

Each student folds a large sheet of paper in 8 squares and circulates the room to find 8 people who can give them information or opinions on the following questions:

What would you do if you had a headache?

Who would you call on if you had a problem?

How do you deal with peer pressure?

Who or what affects the decisions you make?

What rule or law do you think is important?

# Decisions

## PRE VISIT ACTIVITIES

How do you feel about alcohol advertisements?

When is it safe to take medication?

Where should smoking be allowed?

Each person who adds an opinion to a square signs their name against their contribution. To debrief, common findings could be collated.

### 5. Making Decisions

Each student draws up a 'Y Chart' on a piece of paper, with a central title, 'Making Decisions'. In each of the three spaces of the 'Y chart', students draw and/or write what making decisions looks like, sounds like and feels like.

### 6. Decision timeline

Ask students to recall decisions they made in the last 2 years, then recall some decisions they have made in the last 12 months, then predict future decisions they might make. Students create a decisions timeline by recording past, present and future decisions. The following timeline template could be used <http://www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html>. Students can print out and compare their timelines.