

YEAR 6

MY CHOICE

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Truths

SHORT AND LONG TERM EFFECTS OF ALCOHOL

Label the effects below to the corresponding places in the picture.

Loss of Balance

Irregular Pulse

Swelling

Judgement Impairment

Vomiting

Headache

Cell Damage

Addiction

Memory Loss

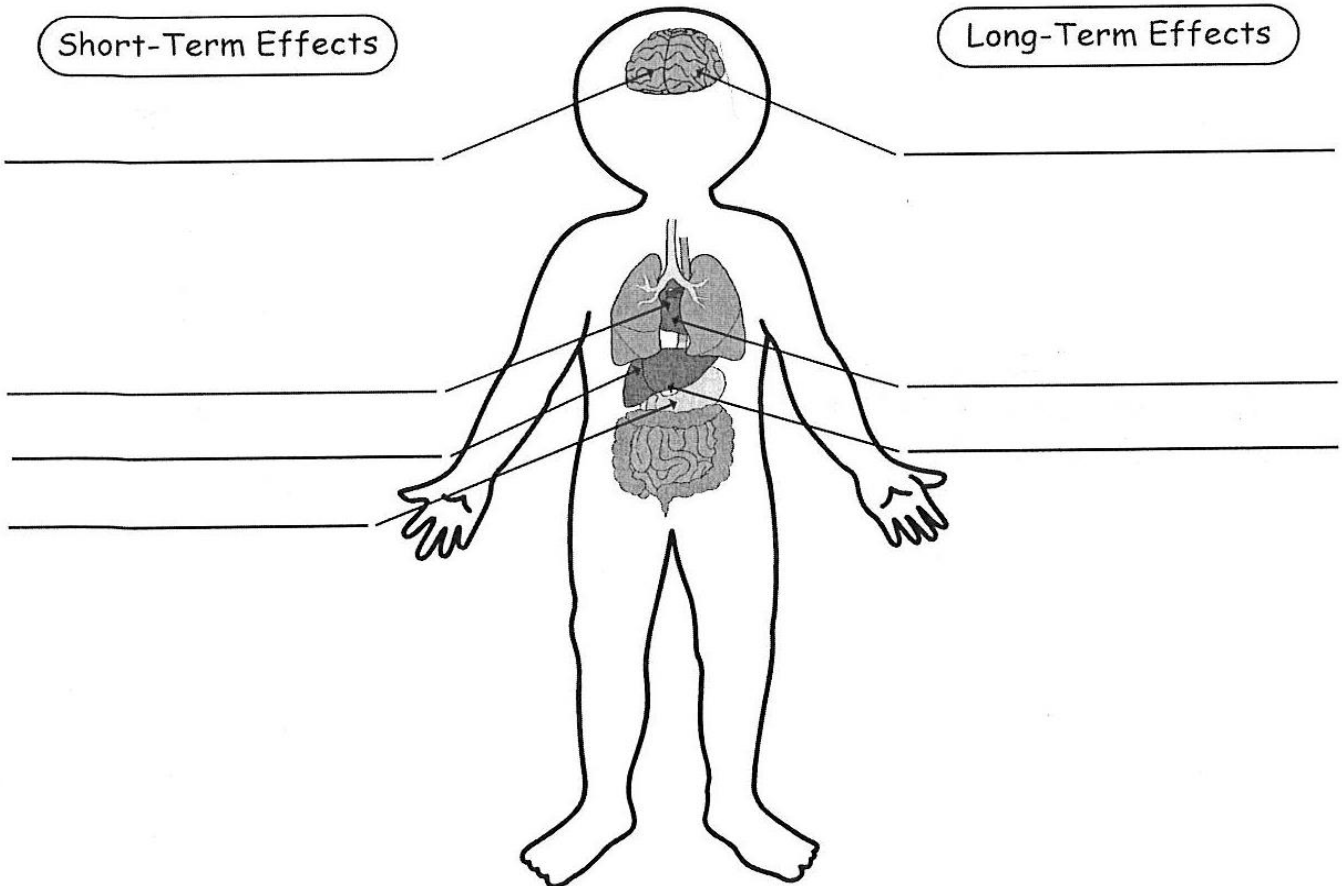
Heart Diseases

Cancer

Poor Coordination

Short-Term Effects

Long-Term Effects



How could these short and long term effects affect:

A Secondary School Student

A Driver

MISSION POSSIBLE

To: Agent 007
Mission: Follow alcohol's path in the body and prepare a detailed report
Time limit: 1 hour
Brief: You will be compressed and shrunk down, and dropped into a beer. When the target consumes the beer, you will sneak into her body. Your destination is the bloodstream. You may report your progress to the headquarters via the transceiver.



Agent: Headquarters, this is Agent 007. Over.

HQ: 007. Report location. Over.

Agent: I'm ready to roll. The Target has just taken up the beer mug. Looks like I'm entering her body.

HQ: Roger that. Stay connected and report each location.

Agent: _____



Points to consider in the report:

1. Which body parts does alcohol pass through before entering the blood?
2. After entering the bloodstream, where is the alcohol taken to for further processing?
3. If alcohol cannot be processed immediately, where does it go? How would it affect these body parts?

WARNING!!!

In the following situations of alcohol use, what are the potential dangers towards oneself and towards others? Please list them in the space below each box.

A.



Drink with one's family at a cousin's wedding banquet.

B.



Drink alone in some quiet corner near home because one is feeling downcast and depressed.

C.



Drink at dinner with a date who will be driving you home.

D.



Drink and party with sixty others at the beach.

Among the four situations described above, select the one you consider most dangerous by circling the letter at the top left hand corner of the box. For the situation selected, please create a slogan for the warning label.



Under all circumstances, alcohol use carries a risk to oneself and to others.



(Macao SAR Government Warning)



CLOSE-UP ON BULLYING

Read the following story and answer questions regarding bullying:

Emily was a new student who joined the Year 6 class this year when her family moved into the neighbourhood. On her first day at school, she sat by herself in a nice cool corner in the playground to enjoy her homemade lunch. A while later, Jenny and her friends came by and accused her of hogging their regular hang-out spot. Emily said the spot was empty when she first arrived and refused to be kicked out. Since that incident, the group of girls would call her "loner" and "loser" each time they saw her. Jenny also began to spread rumours against Emily saying that she was selfish and mean. Some people believed the rumour and created other mean insults calling her "pig", while others ignored her and avoided talking to her at all costs. Not only did Emily find it hard to find partners to pair up with for group discussions or class projects, she also found that most people avoided choosing her for team games.

Emily had since moved to another area to eat lunch to stay away from those girls. On one occasion, she observed a boy in the Year 5 class called Justin being pushed by Tom and his friends during lunch. They yelled out "Fatso" and quickly snatched Justin's sandwich and snacks away. When Justin tried to get his snacks back, the group of boys pushed him to the floor and walked away saying "Don't even think about it". Justin was left alone and helpless.

Emily felt bad for Justin but didn't know what she could do to help.

There are three types of bullying in the story. Using the key below, colour code the examples of bullying in the above passage:

Red: Physical (hitting, tripping, pushing, taking or damaging someone's property)

Blue: Verbal (name calling, insults, spreading rumours)

Green: Exclusion (ignoring, refusing to be near someone, excluding someone from school activities)

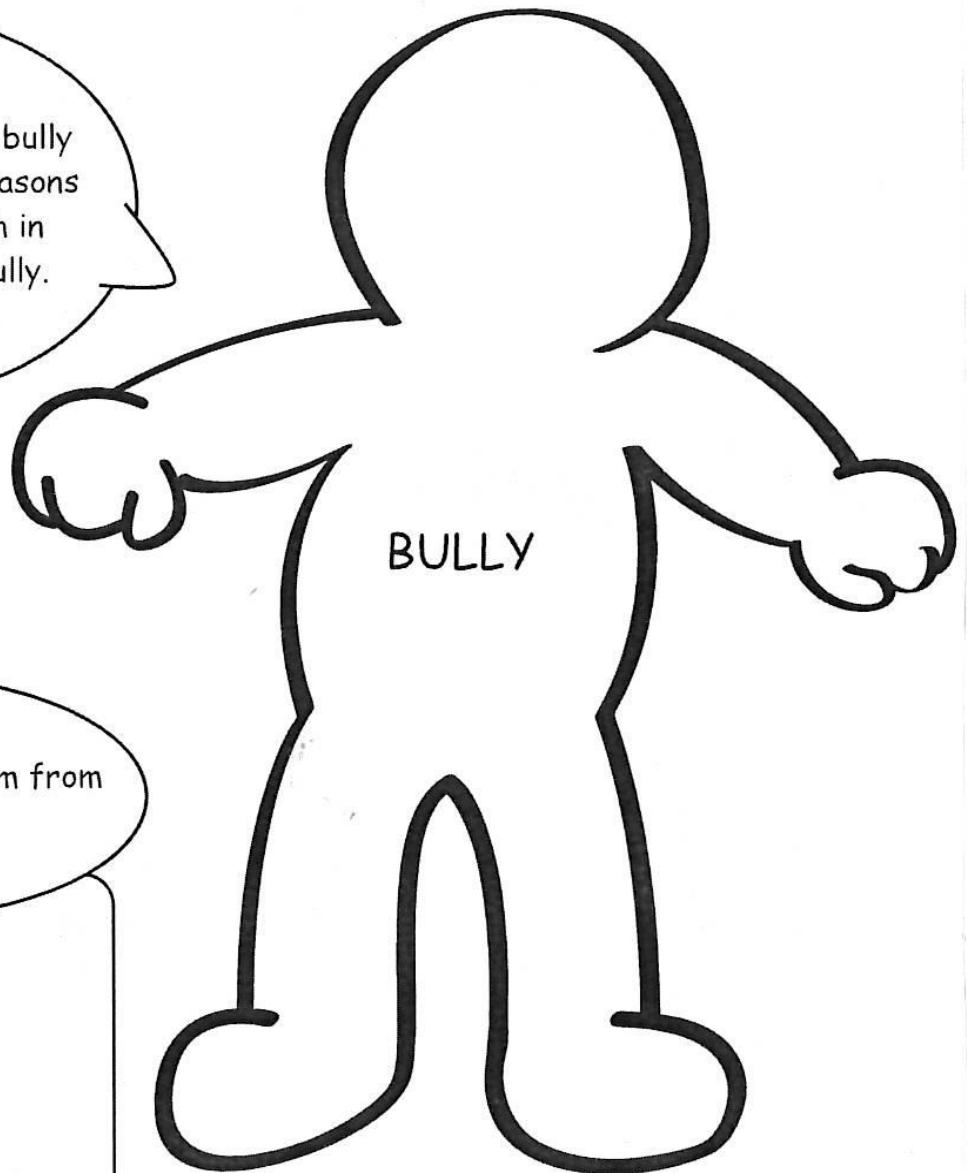
In the above story, who was involved in the bullying? What were their motives and goals?

Another type of bullying is Cyberbullying. It is the bullying behaviours used in digital technologies. Cyberbullying can happen at any time and may or may not be known to the victim.

*Based on information found at the National Centre Against Bullying (www.ncab.org.au)

STOP AND THINK

1. Why would a person bully others? Put some reasons you can come up with in the outline of the bully.



2. What keeps a victim from seeking help?

A large, empty rectangular box with rounded corners, intended for students to write their answers to question 2.

3. What can a victim do in a bullying situation?

Five horizontal lines for writing answers to question 3.

THE BULLYING INVESTIGATION

Use the following form and interview two classmates on bullying.

Interviewee 1:

- ☐ Male ☐ Female
- Have you witnessed classmates being given nicknames, mocked or ignored?
☐ Yes ☐ No (Skip to Q.5)
How often does this take place?
☐ Once a day ☐ Once a week ☐ Other: _____
- Where do these incidents usually take place?
☐ Anywhere in school ☐ Corridors ☐ Classrooms
☐ Cafeteria/Canteen ☐ Playground ☐ School bus
☐ Other: _____
- When do these incidents usually take place?
☐ Before school ☐ After school ☐ During class
☐ Recess / Lunch ☐ Other: _____
- Have you witnessed classmates being pushed, provoked or threatened?
☐ Yes ☐ No (Interview ends here)
How often does this take place?
☐ Once a day ☐ Once a week ☐ Other: _____
- Where do these incidents usually take place?
☐ Anywhere in school ☐ Corridors ☐ Classrooms
☐ Cafeteria/Canteen ☐ Playground ☐ School bus
☐ Other: _____
- When do these incidents usually take place?
☐ Before school ☐ After school ☐ During class
☐ Recess / Lunch ☐ Other: _____
- Did you help the victim?
☐ If "yes", how? _____
☐ If "no", why? _____

To prevent bullying, victims and observing bystanders each play a role. Noting when and where these incidents take place can help prevent further incidents of bullying.

Interviewee 2:

- ☐ Male ☐ Female
- Have you witnessed classmates being given nicknames, mocked or ignored?
☐ Yes ☐ No (Skip to Q.5)
How often does this take place?
☐ Once a day ☐ Once a week ☐ Other: _____
- Where do these incidents usually take place?
☐ Anywhere in school ☐ Corridors ☐ Classrooms
☐ Cafeteria/Canteen ☐ Playground ☐ School bus
☐ Other: _____
- When do these incidents usually take place?
☐ Before school ☐ After school ☐ During class
☐ Recess / Lunch ☐ Other: _____
- Have you witnessed classmates being pushed, provoked or threatened?
☐ Yes ☐ No (Interview ends here)
How often does this take place?
☐ Once a day ☐ Once a week ☐ Other: _____
- Where do these incidents usually take place?
☐ Anywhere in school ☐ Corridors ☐ Classrooms
☐ Cafeteria/Canteen ☐ Playground ☐ School bus
☐ Other: _____
- When do these incidents usually take place?
☐ Before school ☐ After school ☐ During class
☐ Recess / Lunch ☐ Other: _____
- Did you help the victim?
☐ If "yes", how? _____
☐ If "no", why? _____

- When and where is bullying more likely to take place? _____
- Why does bullying happen at these times and in these places?

- Did the bystanders do anything to help the victim? If yes, how?

- What can we do to stop bullying?

STAND UP TO THE BULLY

Bullied student tickled pink by schoolmates' T-shirt campaign

Wednesday, September 19, 2007

CBC News

Two Nova Scotia students are being praised across North America for the way they turned the tide against the bullies who picked on a fellow student for wearing pink.

The victim — a Grade 9 boy at Central Kings Rural High School in the small community of Cambridge — wore a pink polo shirt on his first day of school.

Bullies harassed the boy, called him a homosexual for wearing pink and threatened to beat him up, students said. Two Grade 12 students — David Shepherd and Travis Price — heard the news and decided to take action. "I just figured enough was enough," said Shepherd.

They went to a nearby discount store and bought 50 pink shirts, including tank tops, to wear to school the next day.

'Sea of pink' support

Then the two went online to e-mail classmates to get them on board with their anti-bullying cause that they dubbed a "sea of pink." But a tsunami of support poured in the next day. Not only were dozens of students outfitted with the discount tees, but hundreds of students showed up wearing their own pink clothes, some head-to-toe.



When the bullied student, who has never been identified, walked into school to see his fellow students decked out in pink, some of his classmates said it was a powerful moment. He may have even blushed a little.

"Definitely it looked like there was a big weight lifted off his shoulders. He went from looking right depressed to being as happy as can be," said Shepherd.

And there's been hardly a peep from the bullies since, which Shepherd says just goes to show what a little activism will do.

"If you can get more people against them ... to show that we're not going to put up with it and support each other, then they're not as big as a group as they think are," he says. The students' "sea of pink" campaign did not go unnoticed outside the province. U.S. talk show host Ellen DeGeneres expressed interest in their story, and other schools are talking about holding their own "pink day."

"It's been totally overwhelming for us. I mean we're just two local boys and I mean we're getting calls from like Alaska and e-mails. It's just phenomenal the support that we've gotten from across the globe," said Price.

The school principal, understandably, was flush with pride.

"You're always hearing about the youth of the world and how bad things are. Well, they're not that bad," said Stephen Pearl.

SOURCE: <http://www.cbc.ca/canada/nova-scotia/story/2007/09/18/pink-t-shirts-students.html>

Bystanders can do a lot to help stop bullying. Think about a situation where someone was bullied at school. What can you do to help this student? Write down your plan in the space below:

Where: _____

When: _____

How: _____

How can you help?

VICTOR THINKS

Victor is facing an important decision about friendship.

His best friend Jimmy is leaving soon to study abroad. His friends have planned a farewell party for him for Saturday. However, Victor is supposed to represent the school in their basketball semi-finals on the same day. They must win to advance in the tournament, so the group mates were counting on Victor to play.

Following the four steps of decision making, help Victor make an appropriate decision.



Step 1: What's going on?

Step 2: What are the options?

- Option 1: Go to the farewell party
- Option 2: Go play basketball

Option 1:
Farewell party

- Jimmy will not be back for a long time.
- _____
- _____
- _____

Step 3:
What are the consequences?

Brainstorm the consequences for each option and put them in the respective boxes.

Option 2:
Basketball

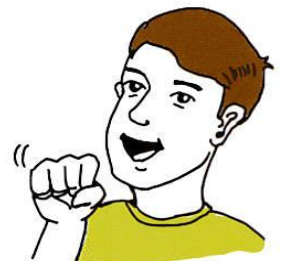
- The team cannot play with Victor missing.
- _____
- _____
- _____

Step 4: Make a Decision

If I were Victor, I'd choose _____

The main reason is _____

Come to think of it, there might be better alternatives, such as

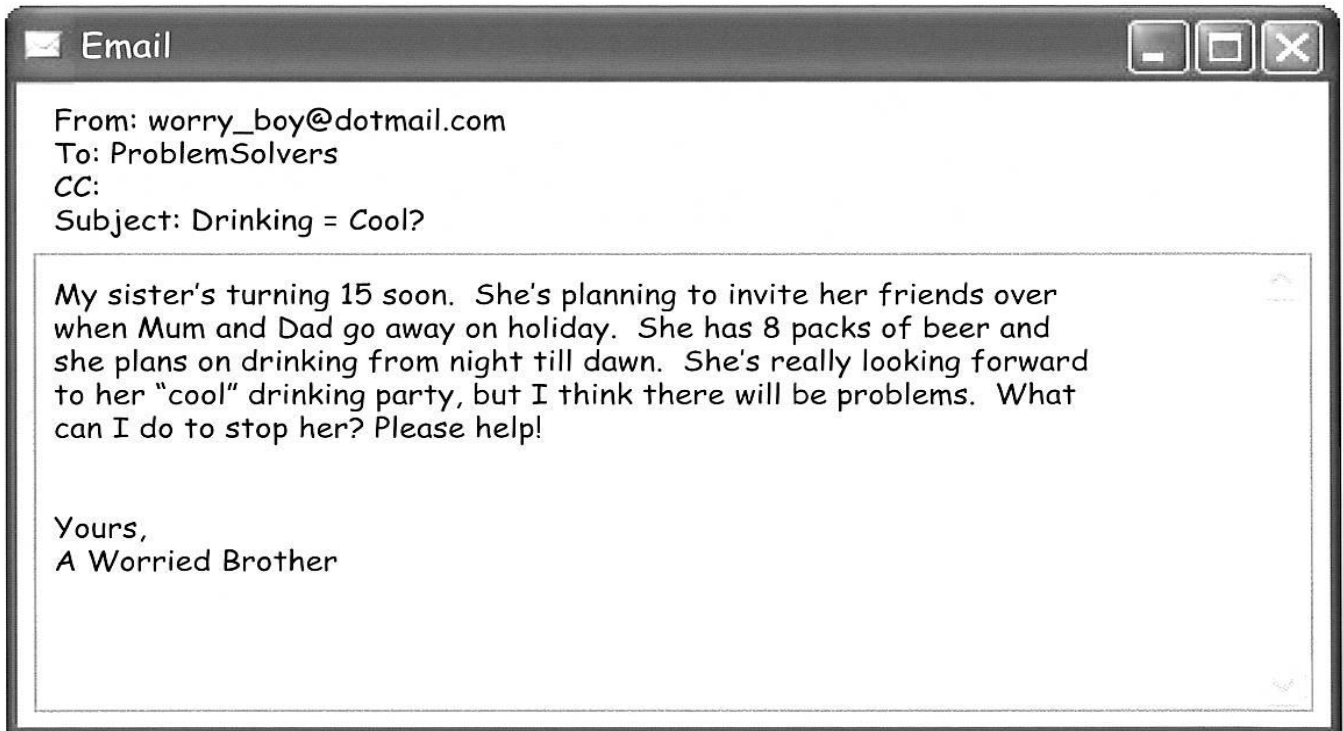


When facing difficult situations, consider the options and respective consequences, because everybody must be responsible for their decisions.



PROBLEM SOLVERS

The team at ProblemSolvers received an email.



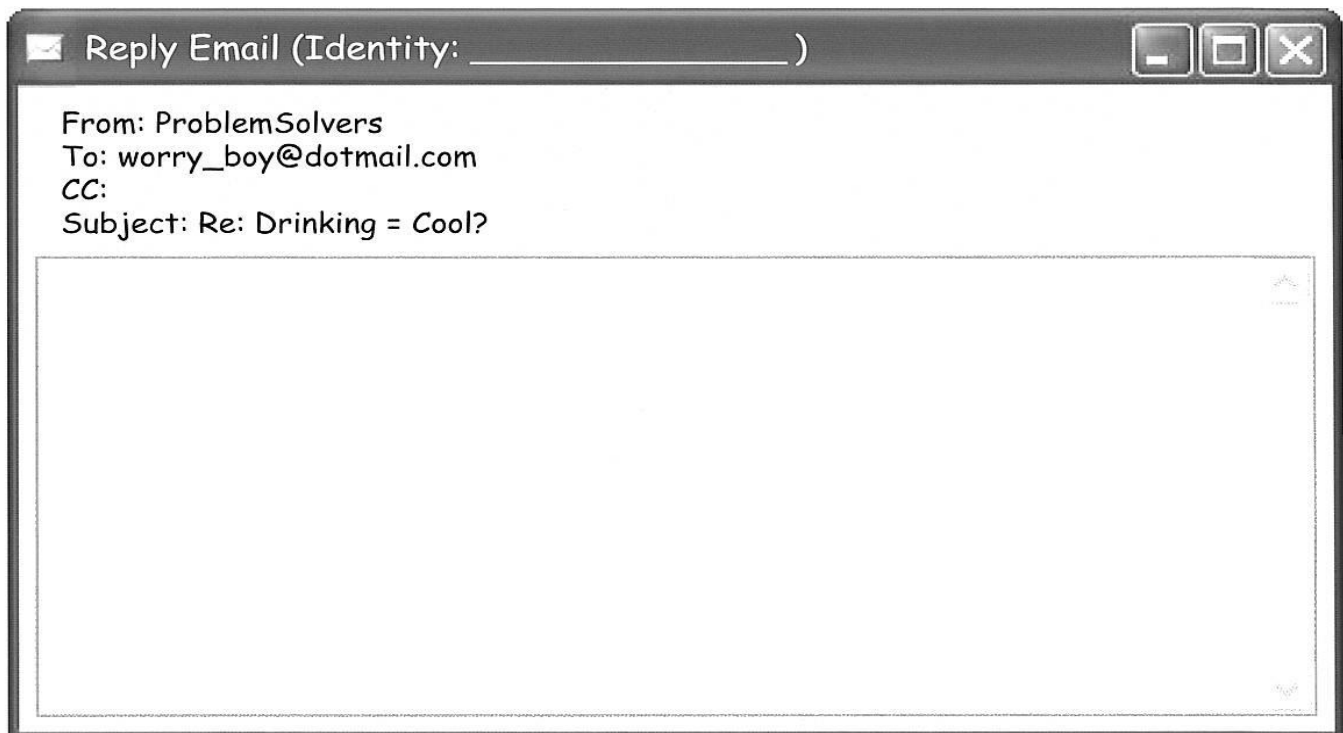
Email

From: worry_boyl@dotmail.com
To: ProblemSolvers
CC:
Subject: Drinking = Cool?

My sister's turning 15 soon. She's planning to invite her friends over when Mum and Dad go away on holiday. She has 8 packs of beer and she plans on drinking from night till dawn. She's really looking forward to her "cool" drinking party, but I think there will be problems. What can I do to stop her? Please help!

Yours,
A Worried Brother

Among the team at ProblemSolvers is a social worker, a PTA chairperson, a sports coach, a fashion and style consultant, and a student representative. Choose an identity as you reply to the email.



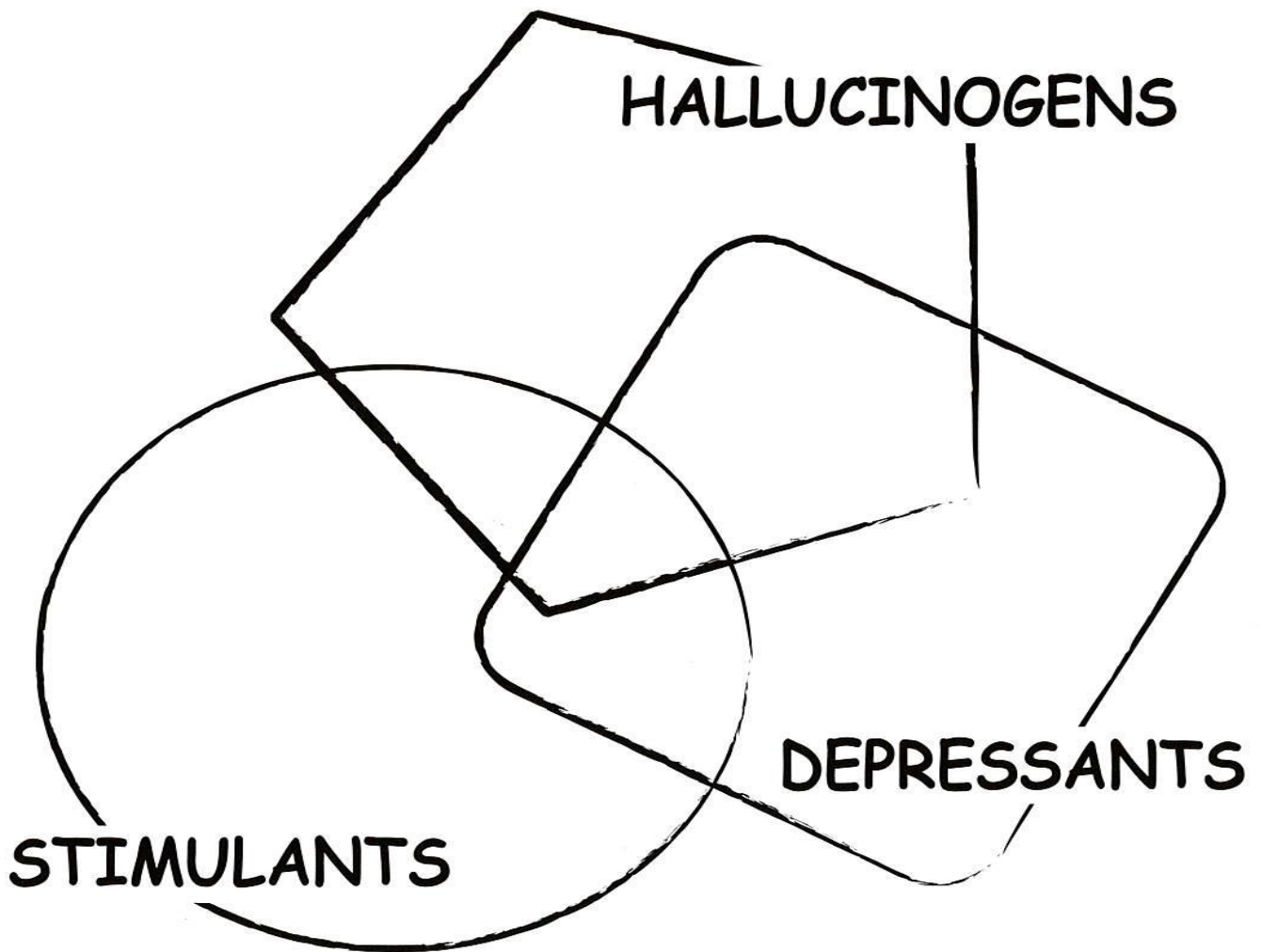
Reply Email (Identity: _____)

From: ProblemSolvers
To: worry_boyl@dotmail.com
CC:
Subject: Re: Drinking = Cool?

DRUG CATEGORISATION

Put the following drugs in the categories they belong to:

Cannabis (Marijuana)	Alcohol	Nicotine
Caffeine	Methamphetamine (Ice)	Ketamine



According to the World Health Organization (WHO), a drug is any substance - besides water, food and air - that upon entering the body, changes the way the body works.

KETAMINE AND METHAMPHETAMINE TRUTHS

Sort out and fill in the Ketamine and Methamphetamine(Ice) boxes with the information listed below.

Is a depressant and hallucinogen	Is an animal anaesthetic	Is a white powder	Causes heart failure
Causes hallucinations	Causes nosebleeds	Damages the bladder	Causes aggressive behaviour
Is a strong stimulant	Looks like clear crystals	Causes severe dental problems	Causes skin sores

Ketamine	Methamphetamine (Ice)