

# New and Nasty

## Teacher Support Materials and Activities

The New and Nasty follow-up activities provide pupils with opportunities to achieve KS3 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales.

N.B. The activities presented below are not sequential but rather are a menu for teachers to select from.

New and Nasty additional activities	Literacy and Numeracy Framework	Links with the PSE Framework for 7 to 19 year-olds in Wales	
		Skills	Range
1. Introduction	<ul style="list-style-type: none"> <li>▪ L (O) speaking (sp)</li> <li>▪ L (O) listening (l)</li> <li>▪ L (O) collaboration and discussion (c &amp; a)</li> <li>▪ L (R) response and analysis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work both independently and cooperatively</li> </ul>	
2a. Exploring Peer Pressure	<ul style="list-style-type: none"> <li>▪ L (O) speaking (sp)</li> <li>▪ L (O) listening (l)</li> <li>▪ L (O) collaboration and discussion (c &amp; a)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a range of techniques for personal reflection</li> <li>▪ Express opinions clearly and justify a personal standpoint</li> <li>▪ Take part in debates and vote on issues</li> <li>▪ Empathise with others' experiences, feelings and actions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop respect for themselves and others</li> </ul>
2b. The Positive and Negative	<ul style="list-style-type: none"> <li>▪ L (O) speaking (sp)</li> <li>▪ L (O) listening (l)</li> <li>▪ L (O) collaboration and discussion (c &amp; a)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communicate confidently personal feelings and views through a range of appropriate methods</li> <li>▪ Express opinions clearly and justify a personal standpoint</li> <li>▪ Be assertive and resist unwanted peer pressure</li> <li>▪ Empathise with others' experiences, feelings and actions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop respect for themselves and others</li> <li>▪ Develop positive attitudes towards themselves and others</li> </ul>
2c. Being assertive	<ul style="list-style-type: none"> <li>▪ L (O) speaking (sp)</li> <li>▪ L (O) listening (l)</li> <li>▪ L (O) collaboration and discussion (c &amp; a)</li> <li>▪ L (R) response and analysis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communicate confidently personal feelings and views through a range of appropriate methods</li> <li>▪ Express opinions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop respect for themselves and others</li> <li>▪ Understand the range of emotions they experience and how to develop strategies for</li> </ul>

		<p>clearly and justify a personal standpoint</p> <ul style="list-style-type: none"> <li>Take part in debates and vote on issues</li> <li>Be assertive and resist unwanted peer pressure</li> <li>Empathise with others' experiences, feelings and actions</li> </ul>	<p>coping with negative feelings</p>
3. Developing Resilience	<ul style="list-style-type: none"> <li>L (O) speaking (sp)</li> <li>L (O) listening (l)</li> <li>L (O) collaboration and discussion (c &amp; a)</li> <li>L (R) response and analysis</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of techniques for personal reflection</li> <li>Communicate confidently personal feelings and views through a range of appropriate methods</li> <li>Express opinions clearly and justify a personal standpoint</li> <li>Be assertive and resist unwanted peer pressure</li> <li>Empathise with others' experiences, feelings and actions</li> <li>Develop and use a range of strategies to manage anger and resolve conflict</li> <li>Access an appropriate range of sources for help, support and advice.</li> </ul>	<ul style="list-style-type: none"> <li>Develop respect for themselves and others</li> <li>Understanding the features of safe and potentially abusive relationships.</li> <li>Understand the range of emotions they experience and how to develop strategies for coping with negative feelings</li> </ul>
4a. Know What You're Taking	<ul style="list-style-type: none"> <li>L (O) speaking (sp)</li> <li>L (O) listening (l)</li> <li>L (O) collaboration and discussion (c &amp; a)</li> <li>L (R) response and analysis</li> </ul>	<ul style="list-style-type: none"> <li>Use prior knowledge to explain links between cause and effect</li> <li>Listen attentively in different situations and respond appropriately</li> <li>Communicate confidently personal feelings and views through a range of appropriate methods</li> <li>Express opinions clearly and justify a personal standpoint</li> </ul>	<ul style="list-style-type: none"> <li>Develop respect for themselves and others</li> <li>Display a responsible attitude for keeping the mind and body safe</li> <li>The effects of and risks from the use of legal and illegal substances and the laws governing their use</li> </ul>



4b. What's the Difference?	<ul style="list-style-type: none"> <li>▪ L (O) speaking (sp)</li> <li>▪ L (O) listening (l)</li> <li>▪ L (O) collaboration and discussion (c &amp; a)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Express opinions clearly and justify a personal standpoint</li> <li>▪ Communicate confidently personal feelings and views through a range of appropriate method.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Display a responsible attitude for keeping the mind and body safe</li> </ul>
4c. Recipe for Disaster	<ul style="list-style-type: none"> <li>▪ L (O) speaking (sp)</li> <li>▪ L (O) listening (l)</li> <li>▪ L (O) collaboration and discussion (c &amp; a)</li> <li>▪ L (R) response and analysis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Express opinions clearly and justify a personal standpoint</li> </ul>	<ul style="list-style-type: none"> <li>▪ The effects of and risks from the use of legal and illegal substances and the laws governing their use</li> </ul>
4d. What's the Impact?	<ul style="list-style-type: none"> <li>▪ L (O) speaking (sp)</li> <li>▪ L (O) listening (l)</li> <li>▪ L (O) collaboration and discussion (c &amp; a)</li> <li>▪ L (R) response and analysis</li> <li>▪ L (W) La</li> </ul>	<ul style="list-style-type: none"> <li>▪ Express opinions clearly and justify a personal standpoint</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop respect for themselves and others</li> <li>▪ Display a responsible attitude for keeping the mind and body safe</li> <li>▪ The effects of and risks from the use of legal and illegal substances and the laws governing their use</li> </ul>
4e. Who Would Be A Guinea Pig?	<ul style="list-style-type: none"> <li>▪ L (O) speaking (sp)</li> <li>▪ L (O) listening (l)</li> <li>▪ L (O) collaboration and discussion (c &amp; a)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Express opinions clearly and justify a personal standpoint</li> </ul>	<ul style="list-style-type: none"> <li>▪ The effects of and risks from the use of legal and illegal substances and the laws governing their use</li> </ul>
4f. NPS and the Law	<ul style="list-style-type: none"> <li>▪ L (O) speaking (sp)</li> <li>▪ L (O) listening (l)</li> <li>▪ L (O) collaboration and discussion (c &amp; a)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Access an appropriate range of sources for help, support and advice.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The effects of and risks from the use of legal and illegal substances and the laws governing their use</li> </ul>
5. NPS Key messages	<ul style="list-style-type: none"> <li>▪ L (O) speaking (sp)</li> <li>▪ L (O) listening (l)</li> <li>▪ L (O) collaboration and discussion (c &amp; a)</li> <li>▪ L (R) response and analysis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communicate confidently personal feelings and views through a range of appropriate methods</li> <li>▪ Express opinions clearly and justify a personal standpoint</li> </ul>	<ul style="list-style-type: none"> <li>▪ The effects of and risks from the use of legal and illegal substances and the laws governing their use</li> <li>▪ Display a responsible attitude for keeping the mind and body safe</li> </ul>
6. NPS News Article	<ul style="list-style-type: none"> <li>▪ L (O) speaking (sp)</li> <li>▪ L (O) listening (l)</li> <li>▪ L (O) collaboration and discussion (c &amp; a)</li> <li>▪ L (R) response and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communicate confidently personal feelings and views through a range of appropriate methods</li> </ul>	<ul style="list-style-type: none"> <li>▪ The effects of and risks from the use of legal and illegal substances and the laws governing their</li> </ul>

	<ul style="list-style-type: none"> <li>▪ analysis</li> <li>▪ L (W) mpr</li> <li>▪ L (W) La</li> <li>▪ L (W) gpsh</li> </ul>	<ul style="list-style-type: none"> <li>▪ Express opinions clearly and justify a personal standpoint</li> </ul>	use
7. Scenarios	<ul style="list-style-type: none"> <li>▪ L (O) speaking (sp)</li> <li>▪ L (O) listening (l)</li> <li>▪ L (O) collaboration and discussion (c &amp; a)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communicate confidently personal feelings and views through a range of appropriate methods</li> <li>▪ Express opinions clearly and justify a personal standpoint</li> </ul>	<ul style="list-style-type: none"> <li>▪ The effects of and risks from the use of legal and illegal substances and the laws governing their use</li> </ul>

Method	Activity	Resources
1a. Introduction Group task	To connect and recap on previous learning download the character photographs Resource 1a. Cut each independent A5 character photograph into 4 pieces and distribute the pieces randomly around the class. Ask the class to form into groups according to the matching pieces of photograph.	Resource 1a
1b. New and Nasty Refresher Group task and whole class	Download the character worksheet Resource 1b. Distribute one character photograph to each group. Ask each group to complete one section of the worksheet by answering the question on the card. Pass the worksheet on to the next group in a carousel fashion. When complete take feedback from each group.	Resource 1b

2a. Exploring Peer Pressure Whole class discussion  Paired discussion	<p>a) Ask the class:</p> <p style="text-align: center;"><i>Why do people sometimes go along with the crowd?</i></p> <p>Pupil suggestions might include the following:</p> <ul style="list-style-type: none"> <li>• want to be liked</li> <li>• to fit in</li> <li>• because they worry that others might make fun of them if they don't</li> <li>• to try something new that others are doing</li> <li>• peer pressure.</li> </ul> <p>In pairs, ask the pupils to explain <b>peer pressure</b> in their own words.</p> <p>Ask pupils to share their explanations, and as a class agree on a class definition.</p> <p>Alternatively, you could use the following definition (Resource 2a)</p> <p style="text-align: center;"><b><i>'Peer pressure is feeling like you have to do something just because your friends or other people around you are doing it'.</i></b></p> <p>In small groups, ask the pupils to discuss and suggest examples of peer pressure.</p>	Optional - Peer pressure definition Resource 2a
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<p>Group discussion</p>	<p>Examples might include:</p> <ul style="list-style-type: none"> <li>• Wearing the same style of clothes as your friends</li> <li>• Wanting a certain type of smart phone</li> <li>• Changing your friends</li> <li>• Teasing or bullying others</li> <li>• Missing lessons/mitching from school</li> <li>• Dieting or body building to have a particular look</li> <li>• Liking a specific type of music</li> <li>• Smoking or drinking</li> <li>• Experimenting with NPS or other drugs</li> <li>• Sexting</li> </ul> <p>Feedback to the whole class emphasizing that making your own decisions is important.</p>	
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<p><b>2b The Positive and Negative</b> Whole class discussion</p>	<p>Clarify that peer pressure isn't always bad or negative. It can also be positive. Friends can sometimes encourage and inspire you to achieve things!</p> <p>Distribute the positive and negative peer pressure cards, Resource 2b to each group. Ask the class to suggest examples of:</p> <ul style="list-style-type: none"> <li>• <b>positive peer pressure</b></li> <li>• <b>negative peer pressure</b></li> </ul> <p>Pupils can write their suggestions on the peer pressure cards if required.</p> <p>Ask groups to feedback their responses, then, ask the following questions:</p> <ol style="list-style-type: none"> <li>1. <i>Have you ever done something that you didn't want to do?</i></li> <li>2. <i>Did you give in to peer-pressure? Why?</i></li> <li>3. <i>How did it feel?</i></li> </ol> <p>After recapping rules about confidentiality, ask pupils to share their answers and real life experiences with the whole class.</p>	<p>Resource 2b</p>
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<p><b>2c. Being Assertive</b> Group activity</p>	<p>Sometimes resisting negative pressure from friends is difficult and needs a quick decision.</p> <p>Explain that when they experience peer pressure, it's a good idea to have a few 'get-out' statements ready - responses that can be used to get out of an uncomfortable situation safely.</p> <p>Explain that being assertive helps you:</p>	
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- to stand up for yourself
- explain how you feel and what you want, while still treating people with respect.

Arrange the class into small groups and distribute an assertiveness scenario Resource 2c to each group. Ask each group to suggest **assertive 'get-out' statements** for their scenario.

In turn, ask the groups to role-play their suggestions practicing different types of 'get-out' responses to avoid peer pressure.

You can ask the rest of the class to identify where the pupils have responded:

- assertively
- aggressively
- passively.

In groups, ask the pupils to discuss which 'get-out' responses they would be most likely to use in real life and why.

Take feedback from a few.

Resource  
2c

### **Teacher note**

The scenarios are listed below:

1. *Your friends are planning to play a practical joke on a new pupil in your class on the bus ride home.*
2. *Your friend thinks it would be good fun to block-up a sink in the toilets.*
3. *You're at a local shop and a friend puts a couple of bubble gums into your coat pocket.*
4. *You receive a risky (inappropriate) picture of a person in your class on your phone from a friend who wants you to forward it to everyone you know.*
5. *You are hanging out with friends in the park when a person who is smoking passes the cigarette to you.*
6. *As you look older for your age, your friends try to persuade you to buy cider in the local shop.*
7. *Someone is pressuring you to do something sexual that you don't feel comfortable with.*

Finally, ask the class to reflect on the following:

- Good friendships take time, attention, and effort to develop. It's OK to have just a few really good friends who you trust.
- People should like you for who you are and respect your

decisions. If someone won't be friends with you just because you won't do the same things as them, then they are not true friends.

- If you are worried about not fitting in or feel like you're being forced to do things that you don't want to, talk to someone you know who will listen and help you, for example, a teacher or school counsellor.

### Extension ideas

- Make a word collage that shows the positive power of peer pressure.
- Hold a class debate to discuss the role technology and social media (Smart phones, texting, Instagram, Facebook, Twitter) play in peer pressure.
- For more ideas teaching about assertiveness visit: <http://www.samaritans.org/your-community/supporting-schools/deal-teaching-resources/developing-emotional-awareness-and/copin-3>
- Ask your pupils to check out ideas about being assertive on the ChildLine website at: <https://www.childline.org.uk/explore/feelingemotions/pages/being-assertive.aspx>

### 3. Developing Resilience

Whole class discussion

#### Introduction

Referring back to 'Jaimie's Story' from the 'New and Nasty' lesson, explain that we all experience difficult times at some point in our lives. However, there are coping strategies that we can use to manage our thoughts and feelings.

Often we do this without realising, but sometimes we need help to find new ways to cope if we find we are struggling with something that has happened.

#### Objective

To nurture pupils' self-belief, perseverance and ability to bounce back from set-backs.

#### Introducing the concept of resilience

Watch the Samaritans 'Resilience' YouTube animation at:

<https://www.youtube.com/watch?v=w91c3k5dXAM>

Group task

Ask the pupils to work in small groups and to suggest their own definition or explanation of resilience. Take feedback from the groups and agree on a class definition.



<p>Group task</p>	<p>Alternatively, the following definition could be given to the class:</p> <p style="text-align: center;"><b>Resilience is about working through challenging times</b></p> <p>Explain that to be resilient we need to have <b>strategies</b> that help us to cope when a challenge comes our way.</p> <p>Arrange the class into small groups. Hand out a set of coping cards Resource 3a to each group.</p> <p>Firstly, ask the groups to consider the questions given on the card:</p> <ol style="list-style-type: none"> <li>1. <i>Have you ever used any of the coping strategies?</i></li> <li>2. <i>In what situation?</i></li> <li>3. <i>Did it help? If yes, How did it help?</i></li> </ol> <p>Then, ask the class to think about which strategies they might use to help cope with stressful situations. Ask the groups to sort the coping cards into those that are 'helpful' and those that might be 'unhelpful'. Using the heading cards provided in Resource 3a.</p> <p><u>Coping with stressful situations</u></p> <p>Display the PowerPoint slide Stressful Situations Resource 3b. Divide class into pairs. Allocate one stressful situation from the list below to the pairs of pupils.</p> <p>Ask the pupils to discuss their best coping strategies for that situation. Collate the pupils' suggestions, and discuss each response and compare ideas and thoughts.</p> <div style="border: 1px solid black; background-color: #d9ead3; padding: 10px; margin: 10px 0;"> <p><b><u>Teacher note</u></b></p> <ul style="list-style-type: none"> <li>moving schools in the middle of the school year</li> <li>making new friendships</li> <li>too much homework</li> <li>pressure to do well in exams</li> <li>your body changing</li> <li>having to take more responsibility at home</li> <li>family money problems</li> <li>someone in your family being seriously ill.</li> </ul> </div> <p>Ask the pupils to think about something they find difficult to cope with and make an 'in the palm of my hand' plan Resource 3c to include 5 things (one per digit) they can do to help themselves cope with this situation.</p>	<p>Resource 3a</p> <p>Resource 3b</p> <p>Resource 3c</p>
<p>Plenary</p>	<p>Recap that:</p> <ul style="list-style-type: none"> <li>everyone experiences problems from time to time</li> </ul>	



	<ul style="list-style-type: none"> <li>• sometimes we use coping strategies we know and have used before, at other times we need to ask for help</li> <li>• it is never the person's fault</li> <li>• asking for help is a good thing</li> <li>• if you feel lonely or are going through a difficult time, always talk to someone you trust</li> <li>• it's a sign of strength to be able to ask for help and find a solution.</li> </ul>	
	<p><b>Extension ideas</b></p> <ul style="list-style-type: none"> <li>• For more ideas and activities for teaching about being assertive and resilience visit:</li> </ul> <p><a href="http://www.samaritans.org/your-community/supporting-schools/deal-teaching-resources/developing-emotional-awareness-and/copin-3">http://www.samaritans.org/your-community/supporting-schools/deal-teaching-resources/developing-emotional-awareness-and/copin-3</a></p>	

<p><b>4a. Know what you're taking?</b> Group Work</p>	<p>Divide the class into small groups and distribute the set of photographs of various substances to each group. Resource 4ai Explain to the groups that the pictures are of different substances, and that they could be <b>Legal or Illegal</b>.</p>	<p>Resource 4ai</p>
	<div style="border: 1px solid black; padding: 5px;"> <p><b><u>Teacher Note</u></b> One of the photographs is of Paracetamol which is a well-known, legal, medicinal drug that the children will all recognise. Paracetamol is the only substance that comes in a packet with instructions.</p> </div>	
	<p>Tell the children that there are some cards posted around the room with dosage instructions on them, and ask the pupils to match the dosage instruction cards Resource 4aii to the substances cards. The pupils will <b>only</b> be able to match the Paracetamol with specific dosage instructions, all others will be guesses.</p>	<p>Resource 4aii</p>
<p>Feedback</p>	<p>Ask each group to feedback their responses. Discuss the common features all groups agreed on. Highlight to the groups that because it's impossible to know what these substances contain (aside from the branded Paracetamol) or how strong they are - we do not know what dosage is safe to take.</p> <p>Also, discuss with the groups the fact that people's perceptions of what each picture shows can vary, which means they could end up taking a substance thinking it was something else.</p> <p><b><i>N.B. Discuss the fact that this is the problem with New Psychoactive Substances (NPS). If you buy them you have no idea what's in them, or what dosage is safe to take.</i></b></p>	



<p><b>4b.</b> <b>What's the difference?</b> Group Work</p> <p>Whole Class discussion/ Board blast</p>	<p>Display the Packaging PowerPoint Resource 4b and ask the groups to discuss what differences they can see between the Paracetamol packaging compared with the NPS packaging.</p> <p><b><i>N.B. Gogaine is a banned substance and cannot be legally bought. It is used here as an example of what the packaging of an NPS looks like - ensure that pupils are aware that it is now illegal.</i></b></p> <p>The regulated, legally available Paracetamol packet tells you:</p> <ul style="list-style-type: none"> <li>• who made it</li> <li>• where they are made</li> <li>• who should and should not take it</li> <li>• what it contains</li> <li>• its strength</li> <li>• what dose you should take</li> <li>• what to do if it makes you ill</li> <li>• what to do if you take too much</li> </ul>	<p>Empty Paracetamol boxes OR Resource 4b</p>
<p>Whole class discussion</p>	<p>Display the pictures of the two laboratories. (Resource 4c)</p> <p>Discuss the differences between the two pictures as a whole class.</p> <p>The following should be noted:</p> <ul style="list-style-type: none"> <li>• NPS laboratories are not regulated or controlled.</li> <li>• The people making the drugs have no medical qualifications.</li> <li>• Standards of hygiene are poor.</li> <li>• Each batch of the drug contains varying amounts of different substances, as they are not accurately measured. This means that that the strength and ingredients vary from batch to batch of the same named drug.</li> </ul>	<p>Resource 4c</p>

<p><b>4d</b> <b>Recipe for Disaster</b> Cookery Demo</p>	<p>Select two pupils from the class and tell them they are going to be 'chefs' for the next few minutes.</p> <p>Ask the two pupils to stand with their backs to each other so they cannot see what each other is doing; but the rest of the class can see them both.</p> <p>On the table in front of the two pupils, place a mixing bowl, spoon and a selection of fake New Psychoactive Substances (NPS) such as: Flour, Bicarbonate of Soda, Mixed Herbs, TicTacs etc.</p> <p>Display the Recipe on the PowerPoint, Resource 4d, and ask both chefs to place the ingredients in the bowl as described in the recipe.</p> <p>Highlight that as the measurements are not very specific, by the end of the recipe the pupils will have varying amounts of the substances in their bowls which illustrates what could happen with different batches of NPS.</p>	<ol style="list-style-type: none"> <li>1. Selection of household substances in clear plastic bags which are unlabelled to look like NPS.</li> <li>2. Mixing bowl</li> <li>3. Wooden spoon</li> <li>4. PPT of the recipe (Resource 4d)</li> </ol>
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<p><b>4e</b> <b>What's the Impact?</b> Group Work</p> <p>Group presentation</p>	<p>Ask the pupils to return into their small groups. Give each group a gingerbread man diagram (Resource 4e).</p> <p>Ask pupils to label the effects NPS can have on the body on the gingerbread man.</p> <p>In turn, ask each group to pin their Gingerbread man up at the front of the class and feedback their answers.</p> <p>In summary, point out to the class that there are possible effects on <b>all</b> parts of the body. This draws attention to the fact that the risk you take with an NPS is unknown - you have no idea what you are taking - nor do you have any idea of the effect it will have on your body.</p>	<p>Resource 4e</p>
<p><b>4f</b> <b>Who would be a guinea pig?</b></p> <p>Whole class discussion</p>	<p>Show the Guinea Pig PowerPoint slide Resource 4f and encourage the class to discuss why anyone who takes an NPS might be called a guinea pig!</p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• the drugs are untested</li> <li>• the drugs are uncontrolled</li> <li>• the purity and strength of NPS varies</li> <li>• the ingredients vary from batch to batch</li> <li>• some contain illegal drugs</li> <li>• not enough is known about them</li> <li>• the long term effects are not yet known.</li> </ul>	<p>Resource 4f</p>

<p><b>4g</b> <b>NPS and the Law</b> Whole class Discussion</p>	<p>The 2016 Law surrounding NPS has made the manufacture and supply of NPS illegal.</p> <p>Display the NPS and the Law PowerPoint slide (Resource 4g).</p> <p>Discuss the consequences of a criminal record for a drugs conviction and how it could affect their futures.</p> <p>A criminal record will mean:</p> <ul style="list-style-type: none"> <li>• getting a job will be difficult: e.g. you will not be able to work with children, public services etc.</li> <li>• you might be refused entry into to foreign countries</li> <li>• you might not get insurance.</li> </ul>	<p>Resource 4g</p>
<p>Thought Shower</p>	<p>Ask each group to name one person/agency they could go to for help or advice:</p> <ul style="list-style-type: none"> <li>• Teacher</li> <li>• School Nurse</li> <li>• Parents/Carers</li> <li>• Youth Worker</li> <li>• Drugs Agencies</li> <li>• Dan 24/7</li> <li>• MEIC</li> </ul>	<p>Resource 4h</p>

	Display helping hand PowerPoint (Resource 4h) to summarise and reinforce key messages.	
Plenary	Each group to tell the others in the class the most significant fact they have learnt about NPS.	

5. NPS Key messages	<p>Print the NPS Awareness posters Resource 5 produced for the AWSLCP #NPSAware campaign and distribute one poster to each group. Ask the pupils to discuss the message on the poster using the questions given below as a prompt. The messages are listed below:</p> <p style="text-align: center;"><b>You don't know how your body will react to a New Psychoactive Substance</b></p> <p>Look at the poster. What message does this convey to you about the possible effects NPS could have on the body?</p> <p style="text-align: center;"><b>You have no idea what the effects will be</b></p> <p>Study the NPS effects poster. What do you think the possible effects could be - both short term and long term?</p> <p style="text-align: center;"><b>You have no idea what's in a New Psychoactive Substance</b></p> <p>Study the NPS ingredients poster. Would you know what you were taking? What are the ingredients in these drugs?</p> <p style="text-align: center;"><b>You can't be sure it's legal - it may contain illegal drugs</b></p> <p>What does this slogan mean to you and what does the poster symbolise?</p> <p style="text-align: center;"><b>You can't be certain it's safe to take</b></p> <p>What is your impression of this poster? What is the key message in your opinion?</p> <p style="text-align: center;"><b>You don't know what you are taking</b></p> <p>How does this poster make you feel? What does it suggest about the ingredients in an NPS?</p> <p>Feedback pupil's interpretations to the whole class.</p> <p>Pupils need to then decide on a key message of their own choice and design their own poster. This can be done individually, in pairs or groups depending on availability of time and resources.</p>	<p>Resource 5</p> <p><b>Set of 6 AWSLCP NPS posters</b></p>
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<p><b>6. NPS News Article</b> Paired activity</p>	<p>In pairs, pupils should read the New Psychoactive Substances (NPS) article about their use in Wales. They can take it in turn to read each section.</p> <p>Ask the pupils to answer the questions that follow. This can be done verbally or if time allows - answers can be written.</p> <p>Feedback pupils' answers to the whole class.</p>	<p>Resource 6</p>
<p><b>7. Scenarios</b></p>	<p>The scenarios presented in Resource (7) provide pupils with an opportunity to discuss and explore various situations where they might find New Psychoactive Substances are available. Divide the class into small groups and distribute at least one scenario card (Resource 7) to each group. Ask the pupils to read the scenario and discuss their answers to the questions posed.</p> <p>Invite feedback from each group.</p> <p>In summarising, emphasise that there is support available for help and guidance from people and agencies such as the School Nurse, the SCPO, local drug agencies, Dan24/7, MEIC and <a href="http://www.schoobeat.org">www.schoobeat.org</a></p>	<p>Resource 7</p>

