

Rue the Day

Teacher Support Materials and Activities

The Rue the Day follow-up activities provide pupils with opportunities to achieve Key Stage 3 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.

Rue the Day Additional Activities	Literacy and Numeracy Framework	Links with the PSE Framework for 7 to 19 year-olds in Wales	
		Skills	Range
Introductory Activities 1a Group Jigsaw	L(O)c&d	<ul style="list-style-type: none"> Work both independently and cooperatively 	—
1b Place-mat Group Activities	L(O)sp L(O)l L(O)c&d L(W)s&o	<ul style="list-style-type: none"> Work both independently and cooperatively 	<ul style="list-style-type: none"> The effects and risks of a range of legal and illegal substances and the laws governing their use.
1c Drugs Alphabet	L(O)c&d L(W)hgps	<ul style="list-style-type: none"> Use some prior knowledge to explain links between cause and effect 	—
2. Remember the Law!	L(O)sp	<ul style="list-style-type: none"> Use some prior knowledge to explain links between cause and effect 	—
3. The Crystal Ball	L(O)sp L(O)l L(O)c&d L(W)mpr L(W)s&o	<ul style="list-style-type: none"> Use prior knowledge to explain links between cause and effect Empathise with others' experiences, feelings and actions 	<ul style="list-style-type: none"> Display a responsible attitude towards keeping the mind and body safe and healthy The effects and risks of a range of legal and illegal substances and the laws governing their use
4. Scenarios Activity What would you do?	L(O)sp L(O)l L(O)c&d L(R)c L(R)r&a	<ul style="list-style-type: none"> Consider others' views to inform opinion and make informed decisions and choices effectively Express opinions clearly and justify a personal standpoint 	<ul style="list-style-type: none"> Display a responsible attitude towards keeping the mind and body safe and healthy What they believe to be right and wrong actions and the moral dilemmas involved in life situations

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5. Sorting Activity Effects of legal and illegal substances	L(O)sp L(O)l L(O)c&d L(R)c	<ul style="list-style-type: none"> • Use prior knowledge to explain links between cause and effect • Consider others' views to inform opinion and make informed decisions and choices effectively 	<ul style="list-style-type: none"> • The effects and risks of a range of legal and illegal substances and the laws governing their use
6. Law and Penalties	L(O)sp L(O)l L(O)c&d L(R)r&a	<ul style="list-style-type: none"> • Consider others' views to inform opinion and make informed decisions and choices effectively 	<ul style="list-style-type: none"> • The effects and risks of a range of legal and illegal substances and the laws governing their use
7. Storyboard Activity	L(O)sp L(O)l L(O)c&d L(R)rs L(R)r&a L(R)c L(W)mpr	<ul style="list-style-type: none"> • Use some prior knowledge to explain links between cause and effect • Access an appropriate range of sources for help, support and advice 	<ul style="list-style-type: none"> • Understand the effects of and risks from the use of a range of legal and illegal substances and the laws governing their use • The key aspects of the criminal justice system and how they relate to young people
8. Attitudes Activity	L(O)sp L(O)l L(O)c&d	<ul style="list-style-type: none"> • Consider others' views to inform opinions and make informed decisions and choices effectively • Be assertive and resist unwanted peer pressure 	<ul style="list-style-type: none"> • Display a responsible attitude towards keeping the mind and body safe and healthy • How to use alcohol responsibly and the risks of binge drinking • What they believe to be right and wrong actions and the moral dilemmas involved in life situations
9. Family, Friends and Society	L(O)sp L(O)l L(O)c&d	<ul style="list-style-type: none"> • Make and maintain friendships and begin to negotiate behaviour in personal relationships 	<ul style="list-style-type: none"> • Develop positive attitudes towards themselves and others
10. Thoughts and Feelings	L(O)sp L(O)l L(O)c&d L(W)mpr	<ul style="list-style-type: none"> • Communicate confidently personal feelings and views through a range of appropriate methods. • Use a range of techniques for personal reflection 	<ul style="list-style-type: none"> • The key aspects of the criminal justice system and how they relate to young people • The effects and risks of a range of legal and illegal substances and the laws governing their use

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11. Illicit tobacco	L(O)sp L(O)l L(O)c&d L(R)rs L(R)c L(R)r&a	<ul style="list-style-type: none">• Identify and assess bias and reliability e.g. evaluate messages from the media• Consider others' views to inform opinions and make informed decisions and choices effectively	<ul style="list-style-type: none">• Develop positive attitudes towards themselves and others• Topical local and global issues• The effects and risks of a range of legal and illegal substances and the laws governing their use
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Introductory Activities

1a. Group Jigsaw Activity

To connect and recap on previous learning download the 'Jigsaws' character photographs (resource 1a). Cut each independent A5 character photograph into 4 pieces and distribute the pieces randomly around the class to complete a group sort activity. Ask the class to form into groups according to the matching pieces of photograph.

1b. Placemat Activity

Download the placemats (resource 1b). Each one has a photograph of one of the characters from the Rue the Day film and four writing sections. Give one to each group. Ask each group to write in one writing section – answering the question, 'What do you remember about this person in the film?' Complete the sheet with the groups as a carousel exercise. Each group can then feed back the results to the class.

1c. Drugs Alphabet Activity

In groups, complete the drugs alphabet exercise (resource 1c), to establish prior learning either orally or as a written exercise. Include street and chemical names, drug paraphernalia etc. Class feedback and discussion. Dispel any misconceptions.

2. Remember the Law

As an introduction to connect and recap the teacher can use the substance flashcards (resource 2a) to reiterate the work of the Schools Police Officer (SPO).

Discuss with the whole class:

- What is the correct name for the drug in the picture?
- What is the drug called on the street?
- What class is the drug?
- What are the dangers of using unclassified drugs and/or New Psychoactive Substances (NPSs)?

The flashcards provided are:

- | | |
|--|--------------|
| 2a. Amphetamines | 2b. Cannabis |
| 2c. Cocaine | 2d. Heroin |
| 2e. LSD | 2f. Ecstasy |
| 2g. New Psychoactive Substances (NPSs) | |

3. The Crystal Ball Activity

Divide the class into groups. Explain to the pupils that they need to complete this activity as if they were updating Gareth's Facebook profile in 5 years' time. Half the groups will be asked to discuss and complete the A3 positive activity sheet (resource 3a) to illustrate the possible positive outcomes of Gareth's future; the other half of the groups will be asked to discuss and complete the A3 negative activity sheet (resource 3b) to illustrate possible negative outcomes of Gareth's life. Each group can then feedback their ideas to the class.

4. What would you do? Scenarios Activity

Divide the class into groups; distribute one scenario (resource 4a) per group. Allow ten minutes for discussion and then ask each group to select a spokesperson to feedback their answers to the whole class.

Scenario 1

You are having a sleepover at your house and are looking at clips on YouTube with your friends. As you watch, a pop-up appears advertising a substance that is labelled 'not for human consumption' but you've heard that it gives you a 'high'. One of your friends suggests it would be fun to order some stuff.

1. What would you do?
2. If you decide to buy, what could the consequences be?
3. How could you say no?

Teacher's Prompt

Easy access to drugs on the internet does not make them safe. Information given is not credible.

The people who make these drugs are only interested in profit, not the well-being of those who buy. Many of these 'on sale' drugs are labelled 'not for human consumption' so that dealers (sellers or suppliers) can get around the law and avoid responsibility for any negative consequences or risks.

Scenario 2

You are at a party at your friend's house and you discover some prescription drugs in the bathroom cabinet. You show them to your friend who thinks it might be fun to slip them into someone's drink and see what happens.

1. What would you do?
2. If you decided to spike your friend's drink, what could the consequences be?
3. How could you say no?

Teacher's Prompt

Taking the drugs from the cabinet is theft.

It is an offence for someone to be in possession of prescribed medication if it is not their own.

It is an offence to administer a noxious substance to another person.

There is an increased risk if legal or illegal substances are combined with alcohol or with any substance that causes a 'high'; including the risk of death.

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Scenario 3

You are at the park with a group of older friends who are all drinking alcohol. They offer you a drink. When you refuse, they put pressure on you to join in.

1. What would you do?
2. If you decided to accept, what could the consequences be?
3. How could you say no?

Scenario 4

One of your friends started smoking cannabis last year; he's now a regular user. He has become very moody and paranoid, is missing school and falling behind with his work. He keeps on asking you to lend him money.

1. What would you do?
2. What could the consequences of your actions be?
3. How could you say no?

Teacher's Prompt

Cannabis is a Class B Controlled Drug.

The penalty ranges from 5 – 14 years imprisonment for offences in relation to Cannabis.

The conviction will stay on someone's record for LIFE.

If you give someone money to buy drugs you could be committing an offence that is, you could be considered as aiding and abetting.

Scenario 5

You are with a group of friends hanging around the shops. A police officer sees a small packet being passed around and suspects that you have an illegal drug in your possession. In your pocket you have got a drug which you think is legal.

1. What would you do?
2. What could the consequences of your actions be?
3. At what point could you have avoided this situation?

Teacher's Prompt

Police officers have the power to stop and search if they suspect that someone is in possession of an illegal substance. If the individual is under 18 and in possession of alcohol or tobacco, these can be confiscated.

At the time that the police officer in the street speaks to the young person, they won't know if the substance is legal or illegal so an arrest can take place. The substance is then analysed. Many New Psychoactive Substances (NPS) contain

5. Effects of legal and illegal substances

Divide the class into small groups and issue sorting mats (resource 5a) and effects cards (resource 5b). Explain to the pupils that there are numerous effects as a result of taking legal and illegal drugs (at this point pupils may offer examples of both).

These effects can be classed as Social, Emotional and Health. Ask pupils to sort the effects cards (5b) under different categories e.g. Nausea would be a Health effect. Lack of inhibitions may be a Social effect.

While the groups work on categorising the effects, the teacher should monitor and, support the pupils' discussions. During feedback ask each group in turn to provide examples from the different categories. Refer to the teacher prompt sheet (resource 5c) for examples of the drugs that most likely have these effects.

N.B. Examples of drugs should only be discussed if children volunteer them so as not to encourage experimentation or curiosity.

In conclusion, emphasise that both legal and illegal drugs can have serious consequences leading ultimately to death in some cases.

6. Law and Penalties Activity

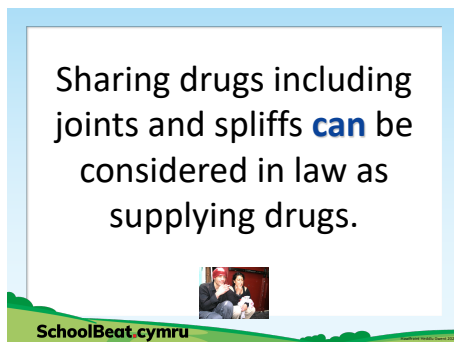
Introduce the topic through either a class or group exercise based on the law and penalties true / false worksheet. This quiz can be used in numerous different ways:

- As a worksheet paper exercise (resource 6a) where pupils tick if they think the statement is true or false.
- As a plenary activity where teacher reads out the statement or uses PowerPoint to show the statement (resource 6b). Pupils can either hold up different coloured cards (resource 6c) for true and false or stand and sit for true and false or use thumbs up /down / middle. The teacher does not need to complete all the statements and could choose a few to use.
- As a kinaesthetic exercise display true and false cards (6c) at either side of the classroom.

The teacher reads out the statement or uses the PowerPoint to display the statement and pupils are asked to go to true or false according to their answer.

Answers are available below

Statement 1



Sharing drugs including joints and spliffs **can** be considered in law as supplying drugs.

SchoolBeat.cymru

True

Passing around a cannabis cigarette to share can lead to charges of supplying the drug. In order to supply a drug, no money or goods need to be exchanged as the charge is supplying NOT selling.

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Statement 2

You **cannot** be charged and sent to court for your first drugs offence.



SchoolBeat.cymru

False

You can be sent to court and imprisoned for your first offence. A reprimand may be received but is not automatic if you are found in possession of a small amount of drugs for personal use.

Statement 3

Growing cannabis plants can lead to a prison sentence of **fourteen** years and /or a fine.



SchoolBeat.cymru

True

Growing cannabis plants is punishable by up to 14 years imprisonment and / or a fine and the seizure of assets.

Statement 4

A GP **can** prescribe cannabis as a medicine in Great Britain.



SchoolBeat.cymru

FALSE

A GP cannot prescribe cannabis in Great Britain. Medical benefits are not officially recognised. However, medical research is going on. Refer to our SchoolBeat Newsletter article on Cannabis Oil

[SchoolBeat Newsletter 17](#)

Statement 5

If you are convicted of a drugs offence you are **likely** to be barred from entry into other countries.



SchoolBeat.cymru

True

If you are convicted of any drugs offence you are likely to be barred from entering or working in many foreign countries (Australia, NZ and America) and your conviction may also affect your chances of employment in the UK.

Statement 6

Cannabis **has** been legalised in this country.



SchoolBeat.cymru

False

Cannabis has not been legalised in this country. The Government have classified it as a class B drug. This means you can be arrested for possessing cannabis for your own use. Police can administer a formal warning under certain circumstances. Persons under 18 will be arrested because a parent/carer/responsible adult must be informed and present when the young person is interviewed.

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Statement 7

Looking after drugs for a friend is **illegal**.



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True

Looking after drugs for a friend is illegal. This would be considered to be possession of an illegal substance.

Statement 8

Supplying ecstasy could lead to a prison sentence of **life**, an unlimited fine and seizure of assets.



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True

Supplying ecstasy which is a class A drug is punishable by a maximum sentence of life imprisonment an unlimited fine and the seizure of assets.

7. Storyboard Activity

Print off required number of pupil storyboard activity sheets (resource 7a). Ask pupils to fill in the blanks. Pupils will be required to read and answer questions. Answers are to be found on resource 7b, storyboard activity teacher answer sheet.

The PowerPoint (resource 7c) Liam's Story can be used with a whole class along with pupil storyboard activity sheets (7a). This may be particularly helpful for use with less able pupils.

As an extension with more able pupils, provide a copy of the Pupil storyboard activity sheet resource 7d. Pupils may design their own storyline that explores the supply and possession of a drug other than cannabis. This will require knowledge of the classification of the chosen drug and penalties associated with convictions for possession, supply or intent to supply.

Revision of Classification of Drugs and Penalties can be made using; Drug Classification Penalties sheet (resource 7e). and or Drug Classification Penalties PowerPoint (resource 7f).

8. Attitudes Exercise

An opinion finder exercise followed by class discussion could be organised using the Attitude Cards provided (resource 8a). These can be downloaded and laminated. Divide the class into pairs. Give each pair one card. (18 sheets available) Pupils move around the class asking the other pupils to comment on the statement written on their sheet. They keep a tally score for each box (agree, disagree or not sure).

When all pupils have contributed to each statement, the pairs discuss their findings and complete the box and the bottom (we think that...). If ICT facilities are available the results could be graphed. Each pair to feedback to the whole class.

Encourage pupils to consider their own opinion and to answer any questions the rest of the class may have. To conclude the lesson each pupil writes down something he/she has learned from the lesson on a "post it". They should place their post it on the back of the door on their way out. At the start of the next lesson the pupils should retrieve their post it from the back of the door, read out what they have written in order to reflect on their learning.

9. Family, Friends and Society

This activity can be used to develop awareness of the social consequences of drug taking on the family, friends, society and on an individual's future.

- Using the people/organisations cards (resource 9a) decide as a group who is most affected by someone's drug use. Place answers onto the circle (resource 9b or 9c) Place those most affected near the USER in the centre.
- Pupils can then select the first five people nearest the word USER and explain how and why they think they are the most affected of all the twenty people / organisations listed. These can be written on the worksheet entitled Family, Friends, and Society (resource 9d).

10. Thoughts and Feelings Activity

Exploring thoughts and feelings at each stage can help make the issues real and internalise learning. Divide the class into small groups and distribute a picture sheet (resource 10a). Ask the pupils to discuss what thoughts and feelings the characters might have. The scribe can write their answers in the thoughts and feelings bubbles.

Feed back to the whole class. There are no correct answers to the activity; however, the following is offered to help teachers focus the pupils' ideas.

10a. Thoughts and Feelings Activity		
■ When you are a dealer		
<u>Thoughts:</u> <ul style="list-style-type: none"> I'm important I'm big I'm hard 	<u>Feelings:</u> <ul style="list-style-type: none"> Big Impressive Important 	<ul style="list-style-type: none"> Needed
■ When you are arrested by the Police		
<u>Thoughts:</u> <ul style="list-style-type: none"> I am a criminal Will I go to jail? What have I done? 	<u>Feelings:</u> <ul style="list-style-type: none"> Terrified Blind panic Sick 	<ul style="list-style-type: none"> Very Small Dread Shocked
■ When your room is searched		
<u>Thoughts:</u> <ul style="list-style-type: none"> Mum & Dad will kill me Can't believe this 	<u>Feelings:</u> <ul style="list-style-type: none"> Chronic Shame Guilt 	<ul style="list-style-type: none"> Dread Shock Terror
■ When you are reprimanded		
<u>Thoughts:</u> <ul style="list-style-type: none"> Will this nightmare ever end? How could I have been so stupid? 	<u>Feelings:</u> <ul style="list-style-type: none"> Shrinking Embarrassment Disbelief 	<ul style="list-style-type: none"> Fear Shame
■ When you consider your future		
<u>Thoughts:</u> <ul style="list-style-type: none"> I'm marked for life Was it worth all this? My life is ruined 	<u>Feelings:</u> <ul style="list-style-type: none"> Pointless Empty Depressed, etc. 	

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As a plenary activity, ask the pupils the following question. Tell them to share their answer with their partner.

Based on all the activities you have completed . . .
What do you think and feel about illegal drugs?
What would you say to a friend who offered you an illegal substance?

Feedback to whole class some examples of the answers given.

11. Illicit Tobacco

Legal/Illegal Ice Breaker Carousel

Divide the class in to five groups. Give each group a statement from resource (11a) and allow two minutes discussion time to decide whether the statement is illegal or legal. Rotate the statements every two minutes and ensure that all groups have discussed each statement in turn. Each group can then feedback from their discussions. The Teacher Prompt Sheet (11b) can help facilitate feedback.

Real Life Articles

Provide each group with a news article either from the resource Real Life Articles (11c) or locally sourced. Ask each group to read their article and discuss the following questions.

1. What has happened?
2. What were the consequences to the persons involved?
3. What could the consequences be to the person's family?
4. What could be the impact on the wider community?
5. If any, who would be deemed as the winners and losers in this article?

As a whole class activity each group will then be asked to feedback from their articles and discussions. Use Pupil Questions (resource 11d) and Teacher Prompt sheet (resource 11e) to facilitate the activity and subsequent feedback.