

# Class Act

## Teacher Support Materials and Activities

The Class Act activities provide pupils with opportunities to achieve Key Stage 4 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales. The activities presented below are not sequential but rather are a menu for teachers to select from.

| Class Act activities       | Links with the PSE Framework for 7 to 19 year olds in Wales  |  |
|----------------------------|--|--|
|                            | Skills   | Range  |
| 1. Introductory Activities | <ul style="list-style-type: none"> <li>Use prior knowledge to explain links between cause and effect and make predictions</li> </ul>   | <ul style="list-style-type: none"> <li>Understand the personal, social and legal consequences of the use of legal and illegal substances</li> </ul>  |
| 2. Drugs Alphabet          | <ul style="list-style-type: none"> <li>Use prior knowledge to explain links between cause and effect</li> </ul>  | <ul style="list-style-type: none"> <li>Understand the personal, social and legal consequences of the use of legal and illegal substances</li> </ul>  |
| 3. Dominoes                | <ul style="list-style-type: none"> <li>Use prior knowledge to explain links between cause and effect</li> <li>Work both independently and cooperatively</li> </ul>   | <ul style="list-style-type: none"> <li>Understand the personal, social and legal consequences of the use of legal and illegal substances</li> </ul>  |
| 4. The Law Sorting Cards   | <ul style="list-style-type: none"> <li>Use prior knowledge to explain links between cause and effect, and make predictions</li> </ul>  | <ul style="list-style-type: none"> <li>Understand the short and longer term consequences when making decisions about personal health</li> <li>Understand the personal, social and legal consequences of the use of legal and illegal substances</li> </ul> |
| 5. Scenarios               | <ul style="list-style-type: none"> <li>Take different perspectives into account when making informed decisions and choices effectively</li> <li>Work both independently and cooperatively to plan and complete a range of</li> </ul> | <ul style="list-style-type: none"> <li>Understand the personal, social and legal consequences of the use of legal and illegal substances</li> </ul>  |

|                              | tasks   |  |
|------------------------------|---|--|
| 6. Actions have Consequences | <ul style="list-style-type: none"> <li>• Take different perspectives into account when making informed decisions and choices effectively</li> </ul>   | <ul style="list-style-type: none"> <li>• Understand the personal, social and legal consequences of the use of legal and illegal substances</li> <li>• Understand the short and longer term consequences when making decisions about personal health</li> </ul> |
| 7. Opinion Finders           | <ul style="list-style-type: none"> <li>• Use a range of techniques for personal reflection</li> <li>• Communicate personal feelings and views</li> <li>• Be assertive and resist unwanted peer and other influence</li> </ul> | <ul style="list-style-type: none"> <li>• Understand the personal, social and legal consequences of the use of legal and illegal substances</li> </ul>  |
| 8. Name that Drug            | <ul style="list-style-type: none"> <li>• Find and develop information and ideas</li> <li>• Work both independently and cooperatively to plan and complete a range of tasks</li> </ul>   | <ul style="list-style-type: none"> <li>• Accept personal responsibility for keeping the mind and body safe</li> <li>• Understand the personal, social and legal consequences of the use of legal and illegal substances</li> </ul>                             |
| 9. Research Activity         | <ul style="list-style-type: none"> <li>• To find and develop, create and present information and ideas</li> </ul>   | <ul style="list-style-type: none"> <li>• To understand the personal, social and legal consequences of the use of legal and illegal consequences.</li> </ul>  |
| 10. NPS - Fact or Myth?      | <ul style="list-style-type: none"> <li>• Find and develop information and ideas</li> <li>• Apply learning to unfamiliar or more abstract situations</li> </ul>  | <ul style="list-style-type: none"> <li>• Understand the personal, social and legal consequences of the use of legal and illegal substances</li> </ul>  |
| 11. What am I?               | <ul style="list-style-type: none"> <li>• Find and develop information and ideas</li> <li>• Work both independently and</li> </ul>   | <ul style="list-style-type: none"> <li>• Understand the personal, social and legal consequences of the use of legal and illegal substances</li> </ul>  |

|  |   |   |
|--|---|---|
|  | cooperatively to plan and complete a range of tasks | <ul style="list-style-type: none"><li>• Understand the short and longer term consequences when making decisions about personal health</li></ul> |
|--|---|---|



### 1. Introductory Activities

As an introduction to connect and recap the teacher can use the substance flashcards **Resource (1.a)** to reiterate the work of the School Community Police Officer (SCPO). A whole class oral question and answer session:

- What is the correct name for the drug in the picture?
- What is (the drug's) street name?
- What class is (the drug)?
- What are the dangers of using new unclassified drugs?

The flashcards provided are:

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

### 2. Drugs Alphabet

Individually or in groups, complete the exercise, the drugs alphabet (**Resource 2**) to establish prior learning either orally or as a written exercise. Include street and chemical names, drugs paraphernalia etc. Ask the class to feedback and discuss. Dispel misconceptions.

### 3. Drug Domino Card Game

This game can be played in several ways:

#### Game 1

Distribute the Drug Domino Cards (**Resource 3.a**) evenly amongst the class. Choose a pupil to read out their question to the class. The pupil with the correct answer reads out the answer to the class, and then reads the question on their card. Again the pupil with the correct answer reads the answer to the class, followed by their question. This continues until the class reaches the original question they started with.

### Game 2

Distribute the cards amongst the class. Pupils must then get out of their seats and find the person who has the correct answer to their question, thereby forming themselves into a circle.

### Game 3

Give a set of Drug Domino Cards to a group of pupils. Ask pupils to match up the cards into question and answer.

Drug Domino Card Answers (Resource 3.b) are available for reference.

| Questions  | Answer   |
|--|--|
| What is the definition of a drug?  | Something which changes the way the mind or body works |
| What does the acronym LSD stand for?   | Lysergic Acid Diethylamide                             |
| What are the three classifications of illegal drugs?   | A, B and C   |
| Name a naturally occurring hallucinogenic class A drug   | Magic Mushrooms  |
| What is the maximum prison sentence for possession of a class B drug?                                    | 5 years  |
| What is the maximum prison sentence for the supply of a class C drug?                                    | 14 years   |
| What is the maximum prison sentence for intent to supply a class A drug?                                 | Life imprisonment                                      |
| Give an example of a substance illegal drugs are cut (mixed) with  | Brick dust   |
| Give an example of an additional substance found in New Psychoactive Substances (NPS)                    | Cocaine  |
| What word describes the amount of a drug in a dose?  | Purity   |
| Give an example of a class B drug that can increase the heart rate dangerously                           | Speed (amphetamine)                                    |
| Give an example of a prescription drug that becomes a class C drug if obtained illegally                 | Steroids   |
| What is the name of the Act which controls New Psychoactive Substances?                                  | Psychoactive Substances Act 2016                       |
| What is a possible consequence of illegal drug use?  | Death  |
| What do all young people have in relation to the use of illegal drugs?                                   | A choice   |
| What is the name of the act of parliament which covers illegal drug use?                                 | The Misuse of Drugs Act 1971                           |
| Name the much publicised new psychoactive substances (NPS) that later became a class B illegal substance | Meow Meow (Mephedrone)                                 |

|   |                             |
|---|-----------------------------|
| What free bilingual helpline can offer help or advice about drug and alcohol misuse?                | DAN 24/7                    |
| Who will be informed if someone under the age of 18 is arrested for a drugs offence?                | Parents or Carers           |
| What consequence of illegal drug use could affect a young person's job or ability to travel abroad? | A Criminal Record           |
| What does NPS stand for?  | New Psychoactive Substances |

#### 4. The Law Sorting Cards

Divide the class into groups and provide each group with a set of sorting cards. **(Resource 4.a)** Ask each group to discuss and then correctly match the activity described with the offence, the resultant legal penalty and decide on a possible consequence in relation to the offence e.g. social, economic etc. and write their on the blank red cards provided. **(Resource 4.b.)** Discuss as a class the group feedback. See answers below:

|  |   |   |  |
|--|---|---|--|
| A man gets in a car and drives home from the pub. He has been drinking Alcohol.  | It is an offence to have 80 mg or more of this substance per 100ml of blood and drive.                                    | 12 month ban. 6 months in prison<br>£5,000 Fine.                      | Pupils to write a possible consequence of the action in the blank card provided. |
| A girl is stopped by the police. She is carrying a bag with 8 Ecstasy tablets in it.                                   | This is a Class A drug. Possession of a small amount can be enough to be charged with intent to supply.                   | Life prison sentence.<br>Unlimited fine.                              | Pupils to write a possible consequence of the action in the blank card provided. |
| A 16 year old is found drinking Vodka in the street.   | It is an offence for people under 18 to be in possession of this substance on the street.                                 | The police confiscate the substance.                                  | Pupils to write a possible consequence of the action in the blank card provided. |
| A woman grows Cannabis in her home.  | Production of this drug is illegal.<br>This is a Class B drug.  | 14 year prison sentence.<br>Unlimited fine.                           | Pupils to write a possible consequence of the action in the blank card provided. |
| A 21 year old has been drinking heavily. He is stopped by police because he is shouting abuse at people in the street. | It is an offence to be under the influence and disorderly. Causing harassment, alarm or distress to people is an offence. | £1000 fine.   | Pupils to write a possible consequence of the action in the blank card provided. |
| Your friend gave you a New Psychoactive Substance that they bought off the internet. He/she says it's legal.           | Many drugs bought on the internet are illegal.<br>Ignorance is no defence.  | The Police could arrest you and confiscate the substance for testing. | Pupils to write a possible consequence of the action in the blank card provided. |

## 5. Scenarios

Divide the class into groups. Ask the pupils to read the scenario (**Resource 5a**) and discuss the questions posed. Feedback and discuss any issues that arise as a whole class and dispel any misconceptions. (**See answer sheet resource 5.b**)

## 6. Actions Have Consequences

The aim of this activity is to explore the consequences of drug use. Divide the class into groups and provide each group with one of the photographs of various drug images a question worksheet (**Resource 6.a**) Ask the groups to discuss their group photo and complete the image activity worksheet provided (**Resource 6.b**). Allow time for group discussion. Using the PowerPoint presentation (**Resource 6.a**) to display the images to the whole class, each group should provide feedback for pupil led class discussion.

OR

Alternatively collect current newspaper articles related to the consequences of drug use.

## 7. Opinion Finder Activity

This activity aims to explore pupils' opinions around the topic of New Psychoactive Substances (NPS). Give out an Opinion finder Activity Sheet (7.c or 7.d) to each pupil. Ask pupils to move freely amongst their classmates. Each pupil should in turn ask all the others their opinions regarding the 6 statements on the shorter *Opinion finder Activity sheet 7.c* (see accompanying PowerPoint resource 7a) or the full 13 statements on *Opinion Finder Activity sheet 7.d*. (see accompanying PowerPoint resource 7b). Pupils will either agree or disagree with the statements. A tally should be kept by pupils of each response.

There are no right or wrong answers; however, it will be appropriate to make comment on pupils' opinions using the information available on the *Teacher Background Information Sheet Opinion Finder* below.

## Teacher Background Information Sheet - Opinion Finder Activity

|    | Opinions  | Supportive information  |
|----|---|---|
| 1. | All pupils need to know is how to say no to drugs                               | The best approaches to drugs education involve providing up to date relevant knowledge that does not rely on 'scare-tactics' and that allows for pupils to develop appropriate skills relevant to making positive choices. Inputs from relevant professionals and agencies in addition to teacher inputs have been shown to be effective in helping pupils change opinions and reduce or take fewer risks. Pupils need to know about drugs from the perspective of the law, social impact and affects on health. SCPOs are best placed to deliver education as related to the law and social impact and are able to help schools deal with incidents of drug or substance misuse through implementation of the School Crime Beat Protocol. This endeavours to reduce criminalisation of young people.   |
| 2. | New Psychoactive Substances are a more socially acceptable form of drug taking. | Probably the most socially acceptable legal high (over 18s) is Alcohol. There are many risks attached to New Psychoactive Substances. Health risks, social risks, breaking of laws through their influence and impact on the wider community through their use.   |
| 3. | There is an unnecessary fuss over the care needed when using painkillers        | Over the counter painkillers can cause addiction in a week. The governments Medicine agency has warned that they may become addictive within a few days of use. New restrictions are being applied to medicines containing codeine; including Nurofen plus, and Solpadine, warnings will be clearly displayed on packs stating 'Can cause addiction. For three days use only'. A survey found that Solpadine and Nurofen plus were the most commonly misused products, followed by generic Co codomol, Syndol and feminax. Women are feared to be at most risk. A headache that won't go away can be a sign of painkiller addiction. The only cure for what neurologists refer to as "medication overuse headaches" is to switch to painkillers not containing added ingredients like opioids or Caffeine, or going cold turkey and cutting out painkillers altogether. |
| 4. | Festivals are all about opportunities to get high                               | In addition to great music and fun company, festivals have gained a reputation as being venues for substance misuse. There are significant risks attached to mixing drugs i.e. polydrug use eg. stimulants and depressants such as alcohol and cocaine. The effects of taking cocaine and alcohol together are far more dangerous than taking either drug alone. Cocaethylene is formed when Alcohol and cocaine meet in the liver. This 'metabolite' remains in the body much longer, subjecting the heart and liver to a prolonged period of stress. That's why some of the recorded deaths from Cocaethylene occur up to 12 hours after the user has mixed substances. The risk of sudden death is 18 times  |

|    |  |  |
|----|--|--|
|    |  | <p>greater when alcohol and cocaine are used together. And what's even worse is that you can't see it coming, you could be feeling completely fine one minute and the next minute, BANG.</p> <p>A class of substances called Benzodifurans. Also known as Benzo fury, B Dragonfly or Fly and is known to have a similar effect to LSD although it is much longer lasting (1-3 days). Typically bought online it is taken orally in the form of blotter paper, liquid and less commonly pills. The onset of its effects can be delayed for up to six hours. This delay has resulted in the user ingesting more thinking the first dose was inadequate. It is a toxic substance and the risk of overdose is very high.</p> <p>Risks of choosing to get high at festivals include:</p> <ul style="list-style-type: none"> <li>• The unknown element of buying substances without understanding effects and risks</li> <li>• Everyone responds differently to substances</li> <li>• Risk taking behaviour increasing in potentially unsafe environment</li> <li>• Substance misuse and driving issues</li> </ul> |
| 5. | Inhaling nitrous oxide (laughing gas) is just a bit of a joke              | <p>Nitrous Oxide is a simple gas that when inhaled causes rapid pain relief, euphoria and mild sedation and sometimes psychedelic dissociation effects. Used in form of whipped cream chargers dispensed into balloons. In the UK possession of nitrous oxide for non-inhalant use is legal for those over 18. It is illegal to inhale nitrous oxide and sell to under 18s. Nitrous has gained the nick name 'Hippy-crack' because it lends itself to repeated and compulsive use for some people. Any form of substance dependency or risk taking behaviour escalating under its influence is no laughing matter.</p>   |
| 6. | Young people would be better to use Alcohol rather than take illegal drugs | <p>Alcohol is tolerated as a socially acceptable drug, yet it is recognised as being as one of the most harmful substances a young person can take. Safe levels for young people are unknown as all current guidance is produced for adults. Irresponsible use of Alcohol 'binge drinking' or drinking too much on a single occasion, can lead to:</p> <ul style="list-style-type: none"> <li>• ASB</li> <li>• Drink driving</li> <li>• Unsafe sex</li> <li>• Impaired brain development</li> <li>• Injury or death</li> </ul>   |

|    |  |   |
|----|--|---|
| 7. | Pupils with ADHD should be medicated   | <p>Ritalin, a Cocaine-like stimulant which, paradoxically, is said to calm down a child, is a psychoactive drug.</p> <p>66,000 prescriptions are dished out annually in Britain to treat ADHD, double the figure of 5 years ago.</p> <p><b>Common Side Effects</b></p> <ul style="list-style-type: none"> <li>• Addiction</li> <li>• Nervousness including agitation, anxiety and irritability</li> <li>• Trouble sleeping (insomnia)</li> <li>• Decreased appetite</li> <li>• Headache</li> <li>• Stomach ache</li> <li>• Nausea</li> <li>• Dizziness</li> <li>• Heart palpitations</li> </ul> <p><b><i>Other Serious Side Effects Include</i></b></p> <p>Slowing of growth (height and weight) in children</p> <p>Seizures, mainly in patients with a history of seizures</p> <p>Eyesight changes or blurred vision</p> |
| 8. | The taking and selling of legal drugs should be controlled through licensed premises (Like pubs in UK or cafés in Holland) | Consider pros and cons  |
| 9. | Drugs are a necessity to help people cope with the challenges of life  | <p>There are instances where because of illness people need their doctor to prescribe medicines to help alleviate or cure symptoms. These drugs are strictly licensed and their use supervised by a qualified health practitioner.</p> <p>Stress is a very real part of life and strategies to deal with it are important. Having someone to talk to helps. It has been found recently that plenty of exercise and fresh air also helps produce endorphins in the body which help to keep people healthy and stress free.</p> <p>Alcohol and misusing legal or using illegal drugs can mask stress. They don't help deal with the problems and usually make everything worse by exposing users to increased risks, health damage and impact on those around the user.</p>   |

|     |  |   |
|-----|--|---|
| 10. | It's an individual's human right to decide what to take into his/her body                        | This may be true as a general rule unless it impacts on the breaking of laws. Once an individual chooses to break laws then the police will become involved. It is important to be aware of the impact any choice to take drugs has on those around us, from family and friends to the wider community and the emergency services that have to supply support when risk taking behaviour gets a person into trouble or difficulty.  |
| 11. | To avoid possible sexual offences from occurring young people should not mix alcohol with dating | Alcohol is the most common drug implicated in date rapes. Alcohol's direct action on the brain is as a depressant. It generally decreases the activity of the nervous system, alcohol can cause dis-inhibition, i.e. inhibits cells and circuits in the brain which themselves are normally inhibitory. In short you become less in control of your behaviour and may engage in sexual behaviours you may not if sober e.g. acts of rape, unprotected sex with or without consent. There is a much higher risk of sexual assaults or unplanned pregnancy or transmission of sexually transmitted infections occurring when young people misuse Alcohol. |
| 12. | Parents should monitor the sites their children visit on the Internet                            | Parents in Wales appear have concerns about how their children use the Internet. However many have not got parental controls set on their children's digital devices. Those that don't have parental controls mainly say it's either because they trust their child or because they are supervising them. It is important to note that New Psychoactive Substances may be available online sites.   |

### **8. Name that drug!**

This activity aims to help pupils identify a range of legal and illegal substances according to how they look (photo image) effects on user, signs of use and the law.

There are 16 Drug Sorting Cards that can be used for this activity.

Prepare resources by printing enough copies of *(Resource 8.b) Drug Names Flash Cards* and *(Resource 8.c) Drug Sorting Cards sets 1-4*. Resources will require cutting up into individual cards. Keep a copy of each of the Drug Sorting Cards uncut for personal reference when reviewing the activity with the pupils.

Divide the class into small groups.

Give out 1 set of 4 Resource 8.c, Drug Sorting Cards to each group (Each group will also need the corresponding Resource 8.b, Drug Name Flash Cards. (See slide 2 of Name that Drug PowerPoint Resource 8.a).

Groups have 15 - 20 minutes to complete the task. Once the task is completed review each drug using the Resource 8.a, Name That Drug PowerPoint, slides 1-

18. This will offer pupils the opportunity of identifying all 16 substances through the reviewing of the task. Feedback to whole class.

### 9. Research Activity

a. In small groups using the official website [www.dan247.org.uk](http://www.dan247.org.uk)

or another approved site, ask the pupils to:

- research one legal/illegal/unclassified substance;
- identify the personal, social and legal consequences of using the drug they are researching;
- decide how best to summarise and present their research findings.

This task could be more prescriptive by providing a shortlist of substances to be researched and asking each group to:

- identify a specified number (e.g. 3) personal, social and legal consequences;
- collate the information using the research table provided below. (see Resource 9.a)

| Drug | Consequences |        |       |
|------|--------------|--------|-------|
|      | Personal     | Social | Legal |
|      |              |        |       |
|      |              |        |       |
|      |              |        |       |

b. As a follow up activity, ask each group to prepare a short presentation (4/5 minutes) for their peers on the topic:

'The consequences of using..... (a named substance).'

### 10. New Psychoactive Substances (NPS) - Fact or Myth?

This activity will raise awareness of 4 key messages around NPS

Statements read as follows:

1. NPS are safer because they are new **FACT** Myth
2. NPS are more pure than other drugs **FACT** Myth
3. You can't get arrested if you have them **FACT** Myth
4. Young people can get easy access to them **FACT** Myth

This activity may be carried out in a number of ways.

### Class activity:

The PowerPoint (Resource 10) may be used to review each statement in turn. There are notes accompanying each slide that may be used to explain the right answer.

Another way to do this as a class is to ask for a show of hands in response to each statement as either Fact or Myth, then ask pupils to offer an explanation for their answer. Use PPT to review pupil responses.

### **11. What am I?**

This next activity will test pupils' knowledge about different substances and increase awareness of these drugs' effects, signs of use and the law around them.

There are two ways to carry out this activity as explained below.

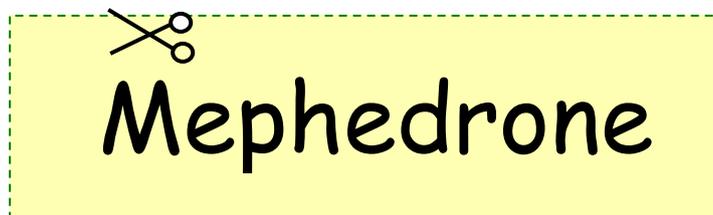
a) To prepare this activity for use, download and cut out the following resources in order to make up enough sets for 1 set of resources per group. In a class of 30 pupils you would need approximately 6 sets.

#### **Resources**

'What am I? Drugs Name Cards' (11.a) and a set of 'What am I?' Information Cards (11.b)

The 'What am I?' drugs name cards need to be cut into individual names. Cut around the dashed line and make into a set for each group. The 'What am I?' information card set includes 7 different drug sheets. 1 set of 7 per group.

e.g.



Divide pupils into small groups. Ask them to read through the descriptions of the various drugs on each of the 7 sheets and to decide which drug they think each card is describing. Using the cut out, 'What am I?' name cards, pupils put the name of the drug with its corresponding description.

b) Alternatively this activity may be done as a paired or small group activity, using the, 'What am I?' information cards (11.b) and the 'What am I?' work sheet (11.c). Use one 'What am I?' sheet and one set of cards per pair or small group. Ask the pupils to read through the descriptions of the various drugs on each of the 7 sheets and to decide which drug they think each card is describing. Using the 'What am I?' sheet, they can select a drug name from a list of possible choices at the top of the sheet.

There are more choices than spaces to be entered on the sheet, so they need to select 7 from a possible 14 choices. Each drug name and description can be reviewed using the 'What am I?' answer sheet.

Answer Sheet

# What am I?

1.



MSJ

2.



Mephedrone

3.



Anabolic Steroids

4.



Synthetic Cathinones

5.



NRG1

6.



Cannabis

7.



Melanotan