



# Lesson Delivery and Activity Guidance

## Drugs and the Law

Please be reminded that this is NOT a standalone resource; is designed as a toolkit to support teachers to deliver information specific to the Law and Personal Safety only. The resources in this tool-kit can be used over multiple lessons and can be adapted to suitability for KS3 & KS4.

### Lesson Framework

**Base Knowledge** -1 stage: activity options range from 5 to 10 minutes.

**Core Learning** - 4 stages: activity options range from 5 to 25 min per stage

**Sign-Posting** -1 stage: information of local and national support

**Knowledge Check** - 1 stage: activity options range from 5 -10 minutes

**Home Learning:** Optional resources to support follow-on learning

**Parent Notice:** Optional home-link to parents

**Base Knowledge:** ranging from 5 - 10 minutes

#### 4 activity options

Activities used in this section can be re-visited at the **end** of the lesson to evidence learning: pupils can return to base work to add points learnt using a different colour pen.

Activities could also be used as ice-breakers.

#### Resources needed:

A-board or white board

Suitable pens

**What do you know?** Work sheet can be used in a group or per pupil as suggested in option 3.

Print "What do you know?" Sheet

**Before & After Knowledge Sheet** for use per pupil as suggested in option 4.

Print Before & After Knowledge Sheet

#### Option 1: Class Graffiti Wall (5 min)

- Using an A-Board or white board, write DRUGS in the middle and invite pupils to come forward to write something they know or would like to know related to drugs and the law.

**Quick fire option:** to encourage contribution from every pupil.

Arrange class into 2 lines either side of the board. A pupil from each line is to write at the same time, moving onto the next 2, and so on.

#### Option 2: Class Board Blast (10 min)

**EXPLAIN:** definition below (consider display on white board)

Substances are controlled under the Misuse of Drugs Act 1971.

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Illegal drugs are placed into one of 3 classifications. This is broadly based on the harm they cause either to the user or to society when they are misused.

The class guides the maximum penalty for offences involving a particular drug.

Class A drugs have the most severe penalty, being considered to cause the most serious harm.

- Divide A-Board or white board into **3** sections as follows:  
**Class A; Class B; Class C** (Classification of Drugs)
- Under each class add:  
**Supply** (e.g. sell/give/share)  
**Possess** (e.g. have on you)  
**Produce** (e.g. make, manufacture)
- Based on the explanation of the legislation, encourage individual pupils to:
  1. Name a drug and decide what classification it fits under.
  2. Follow on with the maximum prison term for the drug for supply, possess, and produce.
- Aim for 3-5 drug examples before moving on.

### Option 3: Group Discussion (10 min)

- Divide board into headings as above.
- Arrange class into 3-5 mixed groups.
- Each group to discuss and share their views/knowledge of drugs and its classification, and the maximum sentences for supply, possess, produce. **(5 min)**
- In turn, each group to provide the class with one or two examples. **(5 min)**
- Option to use the **“What do you know?”** record sheet: print one per group **or** one per pupil from the link above

### Option 4: Before-After sheet (5 min)

- Print one per pupil from the link above
- Pupils to complete first section before lesson commences
- Second section to be completed at the end of the lesson.

**TIP:** Keep pupils in their groups if you intend to continue with group work options. Keep all base knowledge on display/accessible for pupil reference throughout.



## Core Learning: 3 Stages to meet learning objectives

### Stage 1

#### Drug Classifications, Sentences and Facts

**Meets learning objectives 1, 2 and 3:** The aim of this stage is to build on the base knowledge by clarifying to pupils the correct classification of common known drugs and the correct maximum sentences for supply, possess, and produce.

Activity includes facts relating to additional consequences throughout.

**Activity Options:** 2 available ranging from 20 to 35 minutes.

**Links to materials are underlined below**

#### Resources needed:

**Classification and Sentences Fact Card Activity:** Consists of 21 cards 12 drug type cards - 6 sentence cards – 3 offence cards; consider how many drug cards to use when planning for time; aim to use at least 6 of the 12. [Print Classification and Sentences Fact Cards](#)

**Classification and Sentences Teacher Answer Reference Sheet:** [print Classification and Sentences Answer Sheet](#)

#### Optional:

**Drug & Law Question & Fact Sheet:** True or False style question sheet which includes a Teacher Answer Sheet. [Print Drug and Law Fact Quiz](#)

#### Option 1: Classification and Sentences Fact Cards - Group Task (20 - 35 min)

- Cut into individual drug type, offence and sentence cards
- According to time, decide how many drug type cards to use out of the 12
- Activity WILL need the use of all 6 sentence and all 3 offence cards
- Set of cards to be given per group (as per previous grouping or re-arrange) **OR** divide drug cards between groups (1 or 2 each)
- Pupils to refer to previous base work (displayed) to support discussion and decision of whether the drug is Class A, B, or C (5 mins)
- One classification is decided, using the sentencing cards groups to decide what maximum sentence is for each – supply, possess, produce – for the drug they are working with. (5mins)
- In turn each group to give answers for the agreed matches from their cards. (5min per group)
- Use teacher answer and reference sheet to confirm the correct answers have been given and explain corresponding **NOTES & Criminal Action Process**.

#### Option 2: Classification and Sentences Fact Cards - Class Task (10 - 15 min)

- Drug type, offence and sentence cards to be cut individually as above.
- According to time, decide how many drug types to use.

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- Give 6 pupils a maximum sentence card and 3 pupils an offences card to read out and keep displayed (as an alternative, affix to wall/board or copy onto white board)
- Fold drug type cards and place into a container.
- Pupils to pick a drug card, and choose an offence (supply/produce/possess)
- Class to decide/agree what classification the drug is and choose from the 6 maximum sentence options what the punishment is for the drug and offence
- Teacher to use answer and reference sheet to confirm the correct answers and explain corresponding **NOTES & Criminal Action Process**.

### **Optional: Drugs and Law Fact Quiz.**

Fact sheet consisting of other relevant facts can be used to close this section, use a group or individual pupil activity.

Sheet can be cut into individual question sections and handed out to pupils to open class discussion. Also suitable for knowledge check at end of the lesson, or a home-learning task

## Conclude with reference and discussion to RRR

**Consider the respect and responsibility ethos at this point:** Highlight respect for self and others regarding using and sharing/giving drugs to others; respecting the law and personal responsibility regarding lawful consequences and the impact to one's life.



## Stage 2

### Common Scenarios Activity

**Meets learning objectives 2 and 3:** The aim of this stage is to build on the base knowledge and learning from stage 1 to increase pupils' ability to identify potential risk, consequences and impact when faced with making a decision in the real world.

**Activity options:** 2 scenarios available with 3 delivery options ranging from 15 -20min.

**Links to materials are underlined below**

#### Resources needed:

1. Cannabis in the park Scenario (suitable for both KS3 & KS4).  
Print Cannabis in the Park Scenario
2. Drone at a house party Scenario (recommended for KS4);  
Print Drone at a House Party Scenario

**Option 1** = 1 copy per group; **Option 2** = 1 copy per pupil; **Option 3** = 1 copy for teacher only

#### Option 1: Common Scenarios - Group Task (15 -20 min)

- Choose scenario 1 or 2 according to age and need.
- Arrange class into **3- 5** mixed groups (as per previous grouping or re-arrange)
- Explain task and remind pupils to refer to learning from stage 1 to answer the questions.
- Provide each group the scenario sheet to discuss and complete. **(5-10 mins)**
- In turn, each group to provide answer one question. If not correct, open to other groups until correct answer is achieved using the Teacher Answer sheet as reference. **(10 mins)**

#### Option 2: Common Scenarios - Pupil Task (20 min)

- As above, choose relevant scenario 1 or 2 and provide a copy to each pupil.
- Explain the task and remind pupils to refer to learning from stage 1 to answer the questions.
- Pupils to complete questions, working individually **(10 mins)**
- In turn, pupils to give answer to each question until all have been answered correctly. Use Teacher Answer sheet.

#### Option 3: Common Scenarios Class Task (10 min)

- As above, choose relevant scenario 1 or 2, no copy for pupils
- Explain the task and remind pupils to refer to learning from stage 1 to answer the questions.
- Read the scenario to the class (consider display on white board)
- Ask each question to class – open class discussion to achieve the correct answer.
- Work through until each question is answered correctly and provide further explanation from the TEACHER answer sheet.

**Move onto Stage 3**

### Stage 3: Powers and Procedures

**Meets learning objective number 2:** The aim of this stage is to build on the base knowledge and learning from stages 1 and 2 to increase pupils' knowledge of the powers Police have to search for drugs and for pupils to understand the search process and their rights in a real-life scenario

**Activity option:** 1 scenario available; 2 delivery options.  
When planning, teacher to decide delivery option according to time, need and age.

**Links to materials are underlined below**

#### Resources needed:

**Police Powers & Procedure Scenario Activity:** a scenario with questions relating to police powers including stop & search. Print [Police Powers and Procedure Scenario](#)

**Teacher Answer Reference Sheet:** Print [Police Powers and Procedure Answer Sheet](#)

#### Number of copies needed depends on group work or individual work option

Group Task Option = 1 copy per group

Class Task Option = 1 copy per pupil

**Before Commencing:** Read, print or display the legislation below to class

**Police have powers to search you for drugs under [Section 23\(2\) Misuse of Drugs Act 1971](#)**

“If a constable has [reasonable grounds to suspect](#) that any person is in possession of a controlled drug the constable may:

- (a) [Search](#) that person, and detain him for the purpose of searching him;
- (b) [Search](#) any vehicle or vessel in which the constable suspects that the drug may be found, and for the person in control of the vehicle or vessel to stop it.
- (c) [Seize and detain](#) anything found in the course of the search which appears to the constable to be evidence of an offence under this act”.

#### Option 1: Police Powers and Procedure Scenario - Group Task (15 -20 min)

- Arrange class into 3- 5 mixed groups (as per previous grouping or re-arrange)
- Explain the task and remind pupils to refer to learning from stage 1 to answer the questions.
- Provide each group the scenario sheet to discuss and complete (5-10 mins)
- In turn, each group to provide answer and rationale to the questions, opening class discussion to explore differing views (5-10 mins)
- Use Teacher Answer sheet to clarify correct answer and rationale.

#### Option 2: Police Powers and Procedure Scenario - Class Task (20 min)

- Scenario sheet to be provided to each pupil to complete (may confer with partner)
- Pupils to provide individual answers to questions, opening class discussion to explore differing views (10 mins)
- Use Teacher Answer sheet to clarify correct answer and rationale.

[Move onto sign-posting to support](#)



### Sign-Posting to Support

**Meets learning objective 4:** The purpose of this section is to make pupils aware of relevant support services available to them in school, locally, and nationally, including how and where to access them.

Options to provide this information to pupils are listed below. Resources can be printed or consider sent electronically.

To ensure the information is available and accessible to pupils following this lesson, consider the following methods:

- Inform pupils verbally and visually of the support available to them in school and externally (consider displaying the support services poster on a white board when speaking)
- **ENSURE** pupils know how/who to access in school for advice and support
- Print the Drug Support Services Poster to display in school, making sure pupils know where it is
- Place a link to the poster on school web-site
- Send poster electronically to pupils via pupil email system
- Pupil reference cards can be printed as handouts detailing local and National support services: Drug Support Mini Reference Cards

**Optional Legal Highs Awareness:** provides an information sheet relating to 'Legal highs'; this can be given to both pupils and parents to raise awareness and signpost to support and further information.

**Safe4me 4 Pupil Safety Points:** (Optional reassurance and advice for pupils)

1. Not all young people use drugs; in the Crime Survey for England and Wales 2011/12 it was reported that 37.7% of 16-24 year olds (2.5 million) had **never** taken an illicit drug in their lifetime.
2. Be cautious of being in the company of peers who use drugs as you may be caught with them and be subject to being searched by the Police.
3. Always remember the impact a drug offence on your record can have to your future; what may seem fun now, you may seriously regret in later life.
4. Look out for your peers and remind others who are using drugs of the support available to address their problem. This is being a caring friend.

**Move on to Knowledge Check**

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### Knowledge Check: ranging from 5 - 10 minutes

As mentioned in the Base-Knowledge section, the activity options can be re-visited for pupils to add points to evidence their knowledge, understanding and learning journey. This is an opportunity to encourage peer-learning by pupils sharing their learning with the class.

**Activity options:** 2 options available

There is a separate Student Evaluation sheet as an alternative option if preferred

**Option 1:** Re-visit the base knowledge activity used at start.

Class Graffiti Wall  
Class Board Blast  
Group Discussion  
Before & After Knowledge Sheet

Using a different colour pen, pupils are to add something learnt or confirm something they wanted to know at the start that they now do.

**Option 2: Student Evaluation Sheet (5 min)**

A copy to be given to each pupil to complete; records evidence of learning for individual pupils

**Reflect:** Ask pupils “**What have you learnt about drugs and the Law? Have any of your views changed?**” Encourages pupils to share something they know that they didn’t know before or express their values about points they agree or disagree with.

**Move onto home-learning**



### Home Learning

The aim of this section is to expand pupil learning, taking it beyond school into the home to family and among peers; also developing the learning further by developing follow-on work associated with Drugs and the Law by bridging to a related topic:

**Sexual Offences; Anti-Social Behaviour, Alcohol, Criminal Justice System (coming soon)**

The resources provided are optional and are designed to be used according to need and choice.

**Please be mindful of pupils known to be affected by Drug Abuse when setting home learning tasks.**

### Home Learning:

Below are some short ideas for home learning or additional classroom tasks. The aim is to expand thinking of Drugs and the Law and link learning to associated topics such other as Anti-Social Behaviour, Domestic Abuse/Unhealthy Relationships, Alcohol, Sexual Offences.

**Activity Options:** 3 available, 2 of which provide links to associated issues.  
**Links to materials are underlined below**

#### Option 1: Drugs in the media

There are many songs, films, and TV series written and produced which make reference to drugs and drug use. Some glorify and promote drug use, others refer to the negatives and impact they can cause. Often these include references to physical abuse and sexual acts, often aimed at women.

Pupils to research a song, film, TV series or a famous celebrity publicly known for their use of drugs and/or violence, looking at the debate of whether media can influence teens through a positive message that drug use is harmful and detrimental, or a negative message that drug use is good, or if it has no effect on them at all?

Provide pupils with the Drugs in the Media Research Sheet as guidance and reference to complete the task. Print 'Drugs in the Media Research Sheet'

Pupils to give a presentation of their findings/views/beliefs to the class, individually or in groups

#### Option 2: Drugs and associated issues

As mentioned, drug use can commonly be linked with other issues such as Anti-Social Behaviour, Domestic Abuse/Unhealthy Relationships, Alcohol, and Sexual Offences.

Pupils to choose an issue commonly associated to drug use and devise a presentation from the list below to highlight reasons why/how the link to other issues could happen.

1. Present a fictional story/scenario to depict drug use, related issues and outcomes.
2. Present a 'real-life' story from media research where drug use has led to additional issues and highlight the outcomes.

#### Option 3: Drugs and Support Services

Pupils to choose a specific drug to research; focus on the ingredients, health & financial implications, classifications & sentences - Pupils to present findings to the class individually or in groups

**Additional research:** support services available to users and how to access them.

### Parent and Guardian Notice

This notice takes the topic of Drugs and the Law into the home to promote parent awareness and encourage parent support. It provides a brief summary of the value of the topic for the child, the aims of the lesson, and contains details of relevant support.

The can be printed below or sent home electronically via parent mail.

**Be mindful of pupils known to be affected by Drug Abuse when sending this notice home.**

### Other Resources:



Consider bespoke training or education from Stacey which can incorporate linked topics such as legal highs, domestic abuse, sexual issues and other forms of risky behaviour.

Further details are available in the Independent services section of Safe4me.