

# Sinister Substances

## Teacher Follow-up Activities

The Sinister Substances follow-up activities provide pupils with opportunities to achieve Lower Key stage 2 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales and the National Literacy and Numeracy Framework in Wales 2013. The activities presented below are not sequential but rather are a menu for teachers to select from.

TASK additional activities	Literacy and Numeracy Framework	Links with the PSE Framework for 7 to 19 year-olds in Wales	
		Skills	Range
1. Introductory activity	L(O) sp L(O)c&d L (R)c L (R)r&a	<ul style="list-style-type: none"> <li>Distinguish between facts beliefs and opinions</li> </ul>	<ul style="list-style-type: none"> <li>Understand the harmful effects, both to themselves and others, of tobacco, alcohol and other legal and illegal substances</li> </ul>
2. Diamond ranking activity	L(O) sp L(O) l L(O)c&d L (R)rs L (R)r&a	<ul style="list-style-type: none"> <li>Identify links between cause and effect</li> <li>Listen carefully, question and respond to others</li> </ul>	<ul style="list-style-type: none"> <li>Take increasing responsibility for keeping the mind and body safe and healthy</li> </ul>
3. Role play in the round	L(O) sp L(O) l L(O)c&d	<ul style="list-style-type: none"> <li>Resist unwanted peer pressure and behaviour</li> <li>Express their views and ideas confidently through a range of appropriate methods</li> </ul>	<ul style="list-style-type: none"> <li>Feel positive about themselves and be sensitive towards the feelings of others</li> <li>Understand that personal actions have consequences</li> </ul>
4. Sinister Substances	L(O) sp L(O) l	<ul style="list-style-type: none"> <li>Express their views and ideas confidently through</li> </ul>	<ul style="list-style-type: none"> <li>Feel positive about themselves</li> </ul>



poem writing	L(O)c&d	a range of appropriate methods	and be sensitive towards the feelings of others
5. Pupil Power Poster	L(O) sp L(O) I L(O)c&d	<ul style="list-style-type: none"> <li>Express their views and ideas confidently through a range of appropriate methods</li> </ul>	<ul style="list-style-type: none"> <li>Understand the harmful effects, both to themselves and others, of tobacco, alcohol and other legal and illegal substances</li> </ul>
6. Writing a Sinister (Substances) Story	L(O) sp L(O) I L(O)c&d	<ul style="list-style-type: none"> <li>Express their views and ideas confidently through a range of appropriate methods</li> </ul>	<ul style="list-style-type: none"> <li>Understand the harmful effects, both to themselves and others, of tobacco, alcohol and other legal and illegal substances</li> </ul>

## 1. Introductory Activity

To reiterate the work undertaken during the police officers lesson use the worksheets (Resource 1a). Ask the pupils:

- How much do you know about smoking?
- How much do you know about alcohol?
- How much do you know about solvents?

Divide the class into groups. Ask pupils to complete the worksheets in Carousel style Ask the pupils to feedback their answers to the class to reinforce the learning and to 'connect' with the previous lesson.

You can also print copies of the **Sinister Fortune Teller** (Resource 1 b) which the pupils can build with some assistance. These can encourage discussion about previous learning in the Sinister Substances lesson. Pupils could also design their own Fortune Teller to convey key messages from the Sinister Substances lesson.



## 2. Diamond Ranking Activity

a). As discussed in the lesson, it is against the Law to smoke in cars when someone under the age of 18 is present. Ask the children to work in small groups to brainstorm why they think the law has been passed. Ask each group to share one idea with the class.

b). Ask the children to work in pairs to carry out the diamond ranking activity using the cards (2.a) and sheet (2.b) below. Two sets of cards have been provided to cater for different ages or literacy levels. Ask the children to read each of the statements about why it is against the Law to smoke in cars when someone under the age of 18 is present and decide which are the most and which are the least important. They should place the cards on the diamond-ranking sheet in order of importance. The purpose of this exercise is to provoke discussion about the relative importance of a range of factors. The diamond shape encourages a focus on the single most important factor, then the next two, the next three and so on until the least important factor.

### SIMPLE STATEMENTS FOR SORTING

Children under 18 years are safe from passive smoking.	Children with asthma won't get ill.	Unborn babies are safe from smoke.
Hair and clothes won't smell.	Your lungs don't get clogged up with tar.	All the family can breathe clean air.
Children don't have to breathe in 'nasty niffs'	A trip in the car is enjoyable.	Children learn that smoking is not good for you.

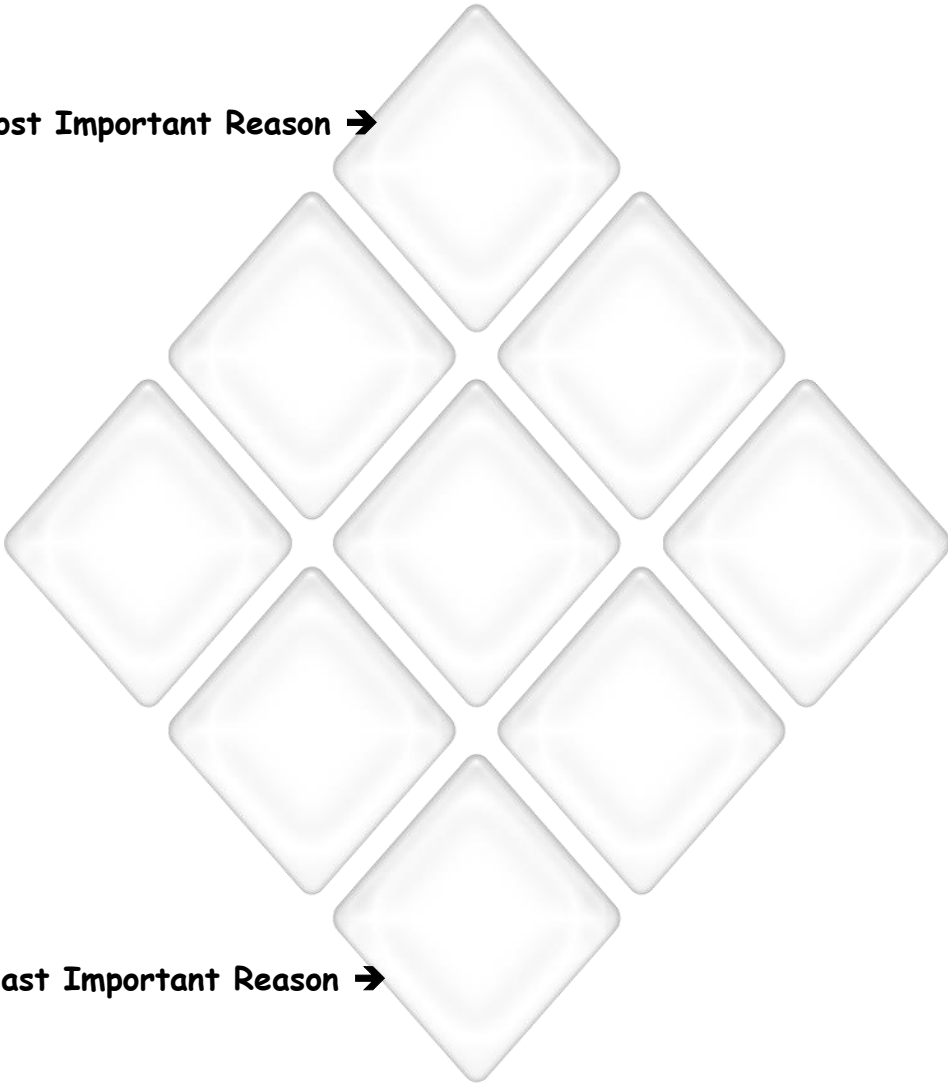
### MORE COMPLEX STATEMENTS FOR SORTING

When under 18's are out and about, they don't have to worry about passive smoking.	Children with asthma or other breathing problems don't have to worry about getting ill anymore.	Pregnant women can travel and feel their unborn babies are safe from smoke.
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Banning smoking in car means that people's hair and clothes won't smell any more.	Your lungs will not be clogged up with tar and other Sinister Substances.	Everyone in the family can breathe smoke-free air.
Children do not have to breathe in 'noxious niffs'.	A trip in a car is enjoyable for the whole family.	By banning smoking in cars for under 18 year olds, everyone knows that smoking is not good for you.

Most Important Reason →



Least Important Reason →



c). Plenary - Were any of the children's original ideas generated through the brainstorm on the cards?

Complete the exercise as a class to discuss their reasoning.

- After the children have finished the task, ask a pair to share their top choice with the class and give reasons for their choice.
- Who else has that as a top choice? Did they have the same reasons?
- Carry on until everyone's top choice has been discussed.
- Ask another pair what their bottom choice is and ask for reasons.
- Who else has that as a bottom choice? Did they have the same reasons?
- Carry on until everyone's bottom choice has been discussed.
- Are there any reasons the children have that are not on the cards?

3. **Role-Play in the Round** - To undertake this activity you will need a room big enough for the children to sit in a circle without any tables or chairs.

a) Divide the class into two halves; one half of the class to take on the roles of **persuaders** and the other half as **resisters**. Divide the persuaders and resisters into groups of four. Ask the persuaders to come up with ideas about how to persuade others to drink alcohol or smoke a cigarette. Pupils to note their ideas on the worksheets provided (Resource 3a and 3b). *The class teacher chooses which substance to focus on depending on their class and context.* Ask the resisters to come up with ideas about how to resist when friends try to get them to drink alcohol, smoke a cigarette. Children should discuss their ideas and perhaps mind-map their thoughts.

b) Re-group the children so each group has 2 persuaders and 2 resisters. Ask the children to role-play a scenario when two children try to persuade two other children to drink or smoke.

*Support the children to provide the basis of a narrative structure, i.e. characters, setting, plot, etc. Once the children have agreed their scenario they should role-play what happens. In the role-play they should come to a resolution to complete the narrative. Allow 10-15 minutes for this stage. Ask for a group of 4 to volunteer to perform their role-play to the class.*

c) **The plenary** Following the role-play ask the children to form new groups of four and together list as many ways of saying 'no' that they can remember from the role-play. Each group then shares their list with the rest of the class. Ask each child to choose which strategy they would feel most comfortable to use if they were offered a drink or cigarette

Ask them to draw a picture of themselves with a speech bubble saying 'NO!' and giving their reason.

4. **Sinister Poem** - Remind the pupils about the Sinister Substances poem at the end of the SCPO lesson.



Read the poem (using Resource 4) and discuss the main message.

Divide the pupils into pairs or groups of three / four. Discuss the key words from the lesson - **substances, Tobacco, Alcohol and Solvents**. The pupils can then brainstorm a few ideas before writing their own poems. Alternatively, one poem could be written as a whole class activity - using feedback from the groups.



We see these *Sinister Substances* every day,  
Remember to take care when they come your way!  
Tobacco, Alcohol and Solvents too,  
All three are poisons which can be dangerous to  
you!



### 5. Pupil Power Poster.

Using resource 5, ask the pupils to choose either tobacco, alcohol or solvents as a theme. Ask them to design a 'Prevention Message Poster' outlining the dangers of the particular substance. The posters can then be displayed in the school, on the school website, in the parent newsletter or Tweet online to @Schoolbeat. Alternatively, send a copy to your local School Community Police Officer who would love to see them.

**6. Sinister Story** - Replicating the Sinister Substances style of storytelling, ask the pupils to write their own 'Sinister Substances' story. Share with parents, grandparents and the school community to get the 'Sinister' message across. Link in with the SCPO and or Tweet to @schoolbeat.

