

National Assembly for Wales

Health and Social Care Committee

Inquiry into new psychoactive substances (“legal highs”)

Evidence from PACE (Partners and Communities Engaging – LH AI 05

Partners and Communities Engaging

The Good Drug Dealer Film and Education Resource Secondary School Evaluation.

July 2014.

Please note that it is advised that this evaluation should be read in partnership with the attached appendices.

Background

The PACE group (Partners and Communities Engaging) was established in the autumn of 2012 due to various partners concerns regarding mephedrone use, commonly called ‘meow meow’, initially within the Blaenau Gwent community and expanding to Caerphilly. Particular concerns were raised in Schools where pupils had voiced a growing concern that their peer’s substance misuse, predominantly in relation to ‘meow meow’, had increased and was causing social distress within their community.

The PACE group formed and over the last 18 months the membership has included Elected Members from Blaenau Gwent and Caerphilly, Caerphilly Community Safety Partnership Manager, an independent former Deputy Head Teacher, a prominent local Film Director, Community Partners including Tai Calon, Communities 1st, Police and Office of the Police and Crime Commissioner, Gwent Police School Liaison Coordinator, Healthy Schools coordinator and Substance Misuse Lead Officer. Key constitution aims of this group included:

- Work with partners from all sectors to identify issues
- Link to strategic policies and plans
- To raise funds
- Publish and promote work
- Work with similar groups

Research

In order to gain a robust perspective of the issues face by young people the group agreed that it would be critical to hold focus groups with young people. Several targeted peer sessions were arranged across the Blaenau Gwent community, approximately seventy 15-16year olds were asked in confidence what the issues were regarding ‘meow meow’ use in their community. Please see Appendix D for the full research findings, however key information included:

- The targeted audience indicated that at least 40% had tried ‘meow, meow’
- Popular with girls, due to weight loss
- Dealing is prevalent and more obvious than ever before

- There is 'payment structure' to dealers known as 'strapping'
- Confusion regarding legality of perceived 'legal highs' (mephedrone was legal, however since 2010 mephedrone has been classed a category B substance)
- The age of use has decreased, more younger teenagers have used this substance

As part of these sessions young people were asked what they felt would be the best way to engage with their secondary school aged peers in regards to learning about the social, emotional and illegal issues in relation to misusing a range of New Psychoactive Substances (NPS's) like mephedrone. The groups suggested that a dramatic film and education pack would be the most engaging way forward.

PACE agreed that an educational resource including film drama should be developed. The film and educational resource was funded by PACE partners including contributions from the Office of the Police and Crime Commissioner, Gwent Police, Caerphilly Community Safety Partnership, Blaenau Gwent Substance Misuse Commissioning Group, Blaenau Gwent Councillors, Tai Calon, Gwent Safeguarding Board.

Development process

Film

Based on the research finding PACE agreed core objectives to achieve through the development of a drama script:

- To raise awareness of drug dealing and criminality.
- Explore dealer's motives and create distrust between the viewer and central 'dealing' characters.
- Raise awareness regarding the harm, risks and consequences of drug misuse.
- The impact of substance misuse on individuals, families and the community.

The script developed over several months and included additional research on the impact of mephedrone on the community, police information on the legality of substances, feedback from substance misuse workers on the signs, effects and common cutting agents. Once signed off by the PACE group, filming and editing were completed by late November 2013.

Education Resource

Alongside the film development a task and finish group was set up to develop an educational pack, the group consisted of Personal and Social Education (PSE) lead teachers from both boroughs, Gwent Police core liaison coordinator, healthy schools coordinator, the locality substance misuse children and young person's service provider and Lead Officer and an independent ex deputy head with previous experience of delivering substance misuse education and whom had conducted the peer sessions. Please see Appendix E for the full contents of the pack developed including class room activities.

The education pack was reviewed post launch of the film to ensure feedback on appropriate guidance including cross reference to the Welsh Government PSE framework.

The PACE guidance notes include information on how they perceive this full resource should be used in an educational setting:

- That the resource should be viewed and discussed by each schools senior management and PSE team to establish how to coordinate this resource across the key stages within their schools PSE framework.
- The PACE group recommended, as in line with the Welsh Government Substance Misuse Guidance, that this resource should be used in a highly structured way in schools PSE framework and not used in isolation.
- Schools should engage with parents regarding the suitability of this product.
- That although the resource has been made due to the local issues with Mephedrone this can be adapted to explore issues with other NPS's or powered substances based on locality needs at the time.
- Guidance referenced with the PSE and the Welsh Government Substance Misuse Education good practice frameworks links included in the pack.

PACE were also made aware through the Substance Misuse Lead Officer and the Healthy Schools Coordinator that the PACE resource pack could possibly link into the Gwent Area Planning Board's Prevention and Advice Group (APB PAG). This group had recently developed good practice substance misuse PSE training to be rolled out across Gwent. It was considered that it would be easier to provide joint training in one session to incorporate both resources to ensure best value for teachers, this is subject to agreement by the APB.

Launch

On the 16th January 2014 The Good Drug Dealer was official launched at The Market Hall, Brynmawr. Approximately 300 people attended this screening and there was media interest from ITV and BBC Wales.

The film received positive feedback and many of members attended confirmed that they would interested in receiving additional training to equip them to use the resource within their education settings ranging from schools, youth services, youth offending services etc.

There was some feedback regarding the content of film, in particular regarding some scenes towards the end of the film. The PACE group acknowledged this feedback and confirmed that the film should produced in its entirety to ensure the full impact of the film is captured, PACE acknowledged that key partners such as Schools and Youth setting would use this as they felt appropriate within their settings and that the education pack guidance had been revised to support this.

School Evaluation June 2014

Rhymney Comprehensive School in Caerphilly kindly agreed to complete an evaluation of this product on both students and staff from 16TH-27TH June 2014.

Before starting this process the Deputy Head, PSE Coordinator and Head of Pupil support met with a member of the PACE group for a briefing regarding the evaluation process and overview of the guidance as stated above.

Below captures the key information from the evaluations.

Teacher feedback (please see appendix A and B for full response)

- The delivery of PSE in RC is done by a dedicated PSE team as opposed to a form tutor delivery model. The PSE Coordinator has written a separate report of key outcomes, please see appendix A
- However, the pack and resource was shown to variety of staff including PSE tutors and therefore the majority of the group answered questions 1-4 and not the remaining questions as this would not have added value to the evaluation.
- **88%** of teachers felt that this resource could be used in the schools PSE structure
- **73%** of teachers felt the film successfully depicted the illegal world of drug supply
- **91%** of teachers stated the film explored issues about the harms of substance misuse to individuals, families and the communities.
- The PSE tutors in partnership with the PSE coordinator focused on all the questions which included reference to activity deliverance.
- They agreed fully with the suggested process with the full pack being scrutinised by senior school management, the schools governing body and felt the pack was a good tool to educate parents and pupils alike.
- School management and PSE tutors discussed key scenes at length and decided to use all scenes to end of Year 9 upwards (high end KS3,4 and 5). **73.5%** of all staff stated that this should be used for Key Stage 4 and up.
- They agreed the film within this age group should be shown in its entirety and endorsed it full usage in their Substance Misuse PSE programme.
- The Deputy Head was very keen to say it held staff attention from start to finish, the teaching group decided this was a riveting drama.
- As a complete package it is a very useful resource, the film and activities represent a good resource.

Student feedback (please see appendix C for full response)

- The film was seen by 106 pupils from years 9 and 10. It should be noted that not every student answered all questions.
- The viewing and completion of questionnaire was organised by the PSE department.
- Although some pupils found the film to be disturbing (as in understanding the wider picture of substance misuse criminal activity/consequences of dealing), Post film discussion the with pupils highlighted peer pressure as a major factor in drug taking.
- **85.5%** of students agreed that the filmed successfully showed the world of drug dealing
- The pupils were very positive about highlighting the negative drug effects from the film, while enjoying the film as a drama.
- **94%** of students felt the film successfully highlighted the dangers of drug use.
- **70.7%** of students felt the drama served to increase their mistrust of drug dealers
- **69.8% of students agreed** that the film and range lesson activities would encourage them to distant themselves from drug misuse, while only **2.8% disagreed**
- **88%** of students stated that the film successful showed why people become interested in dealing

- Students wanted to see what happened in the storyline.
- Students who saw the film indicated that they 'loved it'. Because it maintained their attention as a drama while containing important messages.
- The word of the film spread very quickly around the school with others wanting to see it.

Parent's comments

In addition to the formal evaluation process an additional educational session was conducted with 7 parents. All of whom agreed that film and educational pack was a powerful resource and they fully supported the use of this within schools. The majority of parents also stated that the film taught them valuable information about substance misuse. And they felt that the film and a post screening basic substance misuse awareness session would be extremely beneficial for parents/guardians to keep them updated with recent substance misuse trends, signs and symptoms.

Additional Outcomes:

There have been several other key outcomes achieved through this process, Including:

- Receiving the Partnership Award 2014 from the Police and Crime Commissioner
- The film and educational resource pack have been placed on the agenda for the Annual National Police and Crime Commissioners meeting
- Interest from the BBC to show the film as part of a future drug awareness schedule
- Members of the PACE group along with Gwent Deputy Police and Crime Commissioner were invited to the Houses Parliament to speak of the issues regarding new psychoactive substances.

Next steps/recommendation:

- Publish this evaluation and supporting documents to partners including Schools, Tai Calon and the Police and Crime Commissioner Office.
- Roll out various bespoke educational sessions to a variety of key partners including resource.
- Disseminate to the APB and relevant sub groups.

Acknowledgement and thanks:

To the Actors, who gave their time for free to support the film

Jeff O'Reilly (Principle researcher and educational lead)

Peter Watkins-Hughes (Film Director)

Councillor Hayden Trollope (Blaenau Gwent)

Councillor John Morgan (Blaenau Gwent)

Kathryn Peters (Caerphilly CS Manager)

David Rees (Blaenau Gwent)

Phil Diamond (Blaenau Gwent)

Operation Talon

Cllr Carl Cuss (Caerphilly)

Cllr Diane Rowberry (Blaenau Gwent)

Cllr Oriol Price (Blaenau Gwent)

Communities Ist

Tai Calon

Lisa Meredith (Blaenau Gwent)

Daryl Peach (Film editor)
Film crew
Gwent Police representatives
Ian Johnston (Police and Crime Commissioner)
Paul Harris (Deputy Police and Crime Commissioner)
Neil Taylor (PCC officer)
Members of the education sub group:
Lyndon Samuels (Gwent Police)
Shan Palmeria (Blaenau Gwent)
Yolanda Jones (Blaenau Gwent)
PSE Tutor from Bedwas
Dianne Webb (Caerphilly)
Members from DAYS-Blaenau Gwent and Caerphilly Drug and Alcohol Youth Support
Also many thanks to the staff, pupils and parents of Rhymney Comprehensive School

Appendices:

Appendix A: The Good Drug Dealer Evaluation: Rhymney PSE Co-ordinator's report

Appendix B: The Good Drug Dealer Evaluation: Professionals response

Appendix C: The Good Drug Dealer Evaluation: Student response

Appendix D: Research findings

Appendix E: PACE Substance Misuse Educational pack resource

Appendix A: PSE Coordinator's Response

The Good Drug Dealer Evaluation – Professional

Rhymney Comprehensive School

Question 1: Do you think that this resource could be used within the substance misuse strand of your PSE framework?

Yes

Question 2: If so, which Key Stage(s) could this be adapted to?

KS3, KS4 and KS5

Question 3: Do you feel this film successfully depicts the illegal world of drug supply and dealing?

Yes

- It gives pupils a view of how dealers operate, but more importantly it shows the little regard and consideration dealers have for the user;
- It demonstrates the criminality involved and how individuals can easily be embroiled in the dangerous and toxic world of drug dealing, and the consequences of doing so.

This should serve to scare young people away or at least make them think twice about engaging in such activities (user or dealer).

Question 4: Do you feel the film explores issues about the harms of substance misuse to individuals, families and the community?

Yes

- It demonstrates how vulnerable users are and how they are at the mercy of drug dealers;
- It shows the dreadful impact this has on family members who have to mourn the loss of relatives or deal with the backlash;
- It illustrates how whole communities can be affected indirectly – use of resources and manpower.

All these issues should affect pupils by making them think carefully about engaging in such unsafe behaviour.

Question 5: Does the education resource pack help in achieving the central aims of the film?

Most definitely!

It will prompt pupils to reflect on the criminal world of drug dealers and the consequences of getting involved both as a user and as a dealer. It encourages pupils to explore the risks and consequences involved in such activity and how this might affect relatives and friends.

Question 6: Is the film and education pack useful in helping young people develop a process for informed decision making including the analysis of risk taking behaviour associated with substance misuse?

Yes, because the DVD gives a realistic view point and the resource pack then reinforces this by allowing pupils to explore the feelings and thoughts they may have about the subject. It should allow the development of consequential thinking and give pupils the opportunity to share ideas and maybe even their own experiences in a safe classroom environment. The sharing of ideas and experience should further help to reinforce attitudes and feelings about the terrifying risks

associated with drug taking and drug dealing. Pupils are more likely to listen to the views and advice of their peers and the activities should permit this to happen.

Question 7: Some of the activities call for analysis of central characters. Does this serve to focus on the lack of morals within the illegal world of drugs?

Yes

The way the characters are portrayed throughout the DVD seems to reflect the seedy world they operate in. The DVD depicts how some of the characters have no moral compass or compassion for other individuals (the young and vulnerable especially). The main characters, though seemingly more moral, have little control over events and become victims themselves. This should hopefully serve to reinforce the message intended.

Question 8: Through the film's exploration of the intentions and morals of drug dealers, do the suggested activities help to drive a mistrusting divide between potential substance misusers and dealers?

Yes

The activities seem to reinforce messages explored in the DVD and the risks associated with drug dealing and using. Questions asked of pupils in the activities should encourage them to think carefully about choices and the case study especially in Activity 8 should drive home the reality of the true impact that engaging in such risky behaviour leads to.

Question 9: How do you feel your students will respond to this full resource?

Pupils' reactions to the DVD were very positive and all were fully engaged when viewing the film. I feel it is a resource that can be used and adapted for PSE lessons and I intend incorporating it into my KS3 schemes of work for Year 9 next year. It also covers elements of the PSE GCSE course which we started delivering this academic year. Generally pupils have a strong sense of what is right and wrong and I feel that they have and will respond to the resource favourably and constructively.

Question 10: Would you be happy for us to conduct a post evaluation with staff and students at a later date?

Yes

Head of PSE

Appendix B:

The Good Drug Dealer Evaluation-Professionals

Rhymney Comprehensive School

June 2014

A total of 34 teachers completed questions 1-4.

The remaining questions were answered by the PSE team only. Please see additional report from the PSE Co-ordinator, appendix A for a full response.

Questions:

1. Do you think this resource can be used within the substance misuse education strand of your PSE framework?

(please circle)

Yes- 88.2% agreed

No- 0%

Unsure- 11.8%

2. If so which Key Stage(s) could this be adapted to?

KS3- 5.9%

KS4-73.5%

Late Yr 9's upwards- 20.6%

3. Do you feel this film successfully depicts the illegal world of drug supply and dealing?

(Please circle)

Yes- 73.5%

No- 2.9%

Don't know- 23.5%

If so how? (NB this includes all comments made):

"This film depicts the more sinister side to drug supply vs the glamour some students associate with it"

"Shows the chain of people involved and the range of people involved"

"Very realistic covers issues that affect the local community"

"Shows what drugs are mixed with & the effects of taking substances"

"See links between dealer and supply"

"Tiers of selling"

"It indicates that the people above do not care what they are selling as long as they make money"

"Hard hitting"

"Showing the poisonous substances used to mix drugs. Also the effect on user's over periods of time"

"Vulnerable aspect of those children involved"

"Deals with money/habit/health issues. Hard hitting but I believe this message is needed"

"Clearly shows the changes in people due to the use of drugs"

"Through the realism of the dealings and consequences of these dealings"

"Danger to health and violence"

"Young people dealing drugs and being manipulated by older dealers"

"Consequences of crime"

"I think it was a little tame in places if we are really trying to get the message across"

"Lack of glamour. Ordinary nature of those involved. Felt Owen comes across a bit of a hero at times!-only negative really"

4. Do you feel the film explores issues about the harms of substance misuse to individuals, families and the community?

(Please circle)

Yes- 91.1%

No- 5.9%

Partially- 2.9%

If so how and who?

"It shows the devastation substance misuse causes to all the community"

"How individual misuse impacts on family/community. Also how communities are targeted"

"Delivers a clear message"

"Shows impact on families"

"Shows emotional impact on relationships"

"Making more of the what happened to the young girl might also help...Both issues need to be addressed in schools"

"Good shock tactics used for overdose and dark side of drugs"

"Shows the effects that drugs can have on other people e,g the Grandfather passing away not knowing about Grandson"

"The scene with the young girl having taken the overdose was worse than the scene with the boy and the bag"

"The part of the film showing the overdosing particularly powerful."

"The fact that it is set in a 'small village' shows real life"

"The users-glad the fact it wasn't glamorous"

"Consequences of taking drugs-fitting and possible death, loss of loved ones"

“Elderly Grandfather was powerful”

“My concern would be some of our pupils “admire” Simon”

“I think maybe more on the effects it has on the individuals and the their families, wider communities etc. It shows too much of the dealers having too good a time”

Answers to the below questions have been captured in the PSE Coordinator response appendix A.

5. Does the education resource pack help in achieving the central aims of the film?
6. Is the film and education pack useful in helping young people develop a process for informed decision making including the analysis of risk taking behaviour associated with substance misuse?

(Please circle)

Yes

No

How?

7. Some of the activities in the education pack call for the building of central characters. Does this exercise serve to focus on the lack of morals within the illegal world of drugs?

(Please Circle)

Yes

No

How?

8. Overall do the suggested activities help to drive a mistrusting divide between potential substance misusers and dealers? Through the film exploration of drug dealers intentions and morals.

(Please Circle)

Yes

No

How?

9. How do you feel your students will respond to this full resource?

10. If you used this resource in your school, would you be happy for us to conduct a post evaluation with staff and students at a later date?

(Please Circle)

Yes

No

Appendix C:

The Good Drug Dealer Evaluation-Students

Rhymney Comprehensive School

June 2014

A total of 106 student s completed this below questionnaire. Below the responses are quantified into percentages, with salient points discussed by the students in their answers.

Evaluation form to be handed out after the screening.

Questions:

1. What do you think this drama is about?

All students identified with the central themes including trying to depict mistrust of dealers and their motives, understanding the dangers of substance misuse.

2. Having viewed this drama what words would you use to describe your feelings?

The below are a snapshot of words used to describe the student's feelings in response to the storyline and characters:

Sorry, emotional, worried, deep, sympathetic, shocked, relevant, tragic, more aware, sad, interested, angry, horrible, depressing, surprised, upsetting, sickening

3. Has the film succeeded in giving you a better understanding of the world of supply and illegal drug dealing?

Yes- 85.5%

No- 11.3%

Not answered- 2.8%

If so how?

The students who answered 'no' commented that they answered this way 'because they already knew'.

4. Do you think the drama has served to highlight the dangers of drug use?

Yes- 94%

No- 1.8%

Not answered-3.7%

If so how?

Numerous of responses highlighted the consequences of Laura, her plight in relation to drug misuse

5. Does the drama serve to show you how some people can be tempted into drug dealing?

Yes- 88.6%

No- 1.8%

Not answered- 9.4%

How?

Many references to the temptations to make money.

6. Were you surprised at the consequences for Spacey and Owen?

Yes- 54.7%
No- 38.5%
Unanswered- 6.6%

Why?

Yes – some students commented that they did not think that Spacey would die

No – some students commented that they felt the criminal world were capable of anything.

7. Has the drama served to highlight the risks of misusing drugs?

Yes- 76.4%
No- 3.7%
Unanswered- 19.8%

How?

Students made many references to consequences of linking with dealers and drugs use.

8. Has the drama served to increase your mistrust of drug dealers?

Yes- 70.7%
No- 6.6%
Unanswered- 22.6%
Why?

The students who answered no commented that they already mistrust them anyway

9. Do you think the film and range of suggested lesson activities would encourage you distant yourself from drug misuse?

Yes- 69.8%
No- 2.8%
Unanswered- 27.3%

Why?

Yes- students identified because of the possible serious outcomes of mixing with dealers and using drugs.

10. Any other comment?

Key points raised by students:

Brilliant film
Should be shown to more classes
A good message
A very good way of explaining the use of drug abuse
A good insight to drug dealing
Film was interesting and intense
A good idea to stop drug use
Educational
A good eye opener
A good film to teach young people to stay away from drugs
The film opened my eyes a lot about drugs and I would never go near them
Made me realise how bad things get when you sell drugs
Very educational
Good because it puts children off drugs
Sad but really good to educate them
People know it happens but actually seeing it is a shock. It is a good film and I enjoyed watching it
It's good to show, it makes you understand more
The actors make it believable
It got the point across
The film had a powerful story behind it
It was a good drama and it opened my eyes
I enjoyed the film because I now know of the bad effects and the consequences they cause
Should be shown to my year group (9) and above
The film proved a point in showing that the drug industry is bad

Appendix D:

Research Findings

This report is based upon research sessions held with groups of 15/16 year olds throughout Blaenau-Gwent. The sessions took place between July and December 2012.

Methodology

Discussions were held at four different locations, while group size ranged between 8 and 12. Discussion emanated either from lead questions offered by me or individual observations.

Having been closely involved in the development of drugs education for more than thirty years, I was very concerned by some of these emerging issues:

- At least 40% of 15/16 year olds have tried meow meow.
- The drug has the image of a teenage “fun drug”, being used by 11 – 20 year olds. Yes, 11!
- More teenage girls use the drug than any other in the past.
- Dealing is more open than ever before – although now classed as an illegal drug Category B, it started life as a legal substance.

- Communication technology is enhancing drug distribution and use.
- A lack of knowledge and low levels of self awareness can quickly lead to addiction issues.

Summary of Findings

The summary is presented in point form often employing the terminology used by the young people.

- We are right to be making the film – there is a massive concern.
- It is easier for a 14 year old to obtain meow than cigarettes.
- 40-50% of this age group have tried the drug.
- Each group could identify at least 25 regular users within their peers.
- During a recent Butlins trip, 50 were ejected for possession or use of the drug.
- Initially the drug was used by 11-20 year olds – it being quite normal to see 13 year old users. Now, users of 20+ year olds are becoming evident.
- More girls use meow than any drug in the past – it has a side effect of possible weight loss.
- Use of the drug is accepted as normal practice.
- “Racking up” openly occurs in several pubs and clubs.
- Cost: £10 a “gram” – sold in small polythene bags
- Deals are available – eg £40 can buy 7 bags. £30 can buy 10 grams if you are on good terms with the dealer.
- Dealers from out of town operate from cars. Local dealers use houses and flats or deal in the street.
- The groups could name at least 10 dealers within their town.
- Dealers are older than users.
- Meow can be cut many times with baking powder, washing powder, bi carb. And even ground glass. Hence, it is becoming known as a “dirty drug” by more experienced users.
- Users are known as “mow heads”.
- Some meow dealers also provide coke and cannabis.
- NRG 1&2 are beginning to be used.
- A mixture of meow and coke is sometimes used as a loss leader to get new users to come back for more (“hooking”).
- Dealers use Blackberry BBM to link with customers knowing that the Police are unable to access this technology. “Shop’s open” means that the drug is available for sale and meetings are then arranged.
- Dealing also involves “swapping” – and I phone can realise 4 bags. Dealers only want “pay as you go” phones, they are easier to sell.
- Dealing can involve debt – “strapping”. Debt can run into three figures. Failure to pay debts can lead to violence.
- Fighting in pubs and clubs has increased as a result of drug use.
- Theft of phones is seen as a means to an end.
- Knowledge of theft of money and valuables from home to buy the drug.
- Parents are largely unaware of the drug.
- Users are unaware of any dangers. Drug is thought to be non-addictive – associated with fun and having a good time with friends.

- Overall, the drug is not improving lives but young people do not want to consider the dangers or downsides.
- Drug used throughout the week but more so on weekend – having a “sesh”.
- Meow is being used more than alcohol to get high.
- High – “riding the buzz”, lasts for 2-3 hours. Loss of inhibitions, becoming almost hyperactive is common. Violence is also common since no pain is felt.
- Hallucinations have been known following regular use.
- Drug taken by “sniffing” and “bombing”. Mention of needle use in one town.
- Cannabis is regularly used to soften the “coming down” - £10 a bag
- Other signs of drug use: grinding teeth, slurred speech, and inability to sit still, blue hands.
- After effects can include: mood swings, bad temper, loss of appetite, “cats pee” smell emanating from skin pores and difficulty in urinating. Return to normal comes after a couple of days.
- Users look forward to the next high – is this first sign of possible addiction?
- Two regular users indicated that, in retrospect, they could identify a strong craving after 4/5 grams.
- One indicated that he was trying to beat the meow habit and that increased use of cannabis was helping. It is felt that cannabis is less addictive and more controllable. He is an academy football player and hopes that an imminent move out of the area will mean that he can make new non drugs based friends and create a new identity.

This research was undertaken to increase authenticity within the storyline of the film.

The exercise has served well to indicate the social location of mephedrone as well as providing an insight into the relationship between dealer and user while highlighting current drug use terminology.

While the research findings are presented in an anecdotal manner, there is much data to strongly suggest that there is a high degree of commonality across the communities of Blaenau-Gwent regarding the distribution and use of mephedrone. Similarities occur within age of users, methods of dealing, and rates of use and incidents of drug related crime. These issues serve to create high levels of social concern, particularly at a time when this illegal drug is still openly for sale on the Internet!

S.J.O'Reilly

Appendix E: Educational Pack contents

Teacher Guidance notes for schools in Wales.

Specific references to Substance Misuse Education within the PSE framework for the educational resource 'The Good Drug Dealer'.

It is suggested that substance misuse education activities that are delivered in Schools and other educational settings link where possible to the following Skills and Range(s) listed in the PSE framework and takes into account the guidance from the Welsh Government Substance Misuse Education (SME) Guidance 2013.

Both the PSE framework and Welsh Government SME guidance lists Skills and Range(s) for each educational Phase or Key Stage as set out below.

Key Stage 3 (for learners 11-14yrs old).

The specific references to SME at Key Stage3 are as follows:

Skills

Developing thinking (DT) Learners should be given opportunities to:

DT1- use some prior knowledge to explain links between cause and effect
DT2- identify and assess bias and reliability, e.g. evaluate messages from the media
DT3- consider others' views to inform opinions and make informed decisions and choices effectively.

Working with others (WWO) Learners should be given opportunities to:

WWO1 - work both independently and cooperatively
WWO2- make and maintain friendships, and begin to negotiate behaviour in personal relationships
WWO3- be assertive and resist unwanted peer pressure
WWO4- empathise with others' experiences, feelings and actions
WWO5- adapt to new situations
WWO6- access an appropriate range of sources for help, support and advice.

Range(R) Learners should be given opportunities to:

R1- display a responsible attitude towards keeping the mind and body safe and healthy
and to understand:

R2- the effects of and risks from the use of a range of legal and illegal substances and the laws governing their use
R3- how to use alcohol responsibly and the risks of binge drinking.

Key Stage 4 (for learners 14-16yrs old).

The specific references to SME at Key Stage 4 are as follows:

Skills

Developing thinking (DT) Learners should be given opportunities to:

DT1 take different perspectives into account when making informed decisions and choices effectively.

Working with others (WWO) Learners should be given opportunities to:

WWO1- make and maintain friendships and negotiate behaviour effectively in relationships
WWO2- be assertive and resist unwanted peer and other influence.

Range (R) Learners should be given opportunities to:

R1- accept personal responsibility for keeping the mind and body safe and healthy
and to understand:

R2- the short and longer term consequences when making decisions about personal health
R3- the personal, social and legal consequences of the use of legal and illegal substance
R4- how to access professional health advice and personal support with confidence.

Post 16.

The specific references to SME at Key Stage Post 16 are as follows:

Skills

Working with others (WWO) Learners should be given opportunities to:

WWO 1-negotiate effectively in relationships with peers and adults

WWO2-be assertive and resist unwanted peer and other influence

WWO3- independently access and evaluate information, support and advice.

Range (R) Learners should be given opportunities to:

R1-accept responsibility for all aspects of personal and social development and well-being

and to understand:

R2- how to critically evaluate personal lifestyle choices in the context of physical health and emotional well-being, considering the short- and long-term consequences of such decisions

R3- the need to exercise responsibility for personal and group safety in social settings

R4- the life experiences which enhance or damage self-esteem and explore how best to cope with the demands of such situations

R5- the role of the state in promoting public health and emotional well-being.

How do the activities within the Good Drug Dealer education pack link to the guidance listed above.

The table below demonstrates examples of particular skills and range for each key stage group, **this list is not exhaustive** and additional development should be considered.

Education Pack Activity (A).	KS3 links	KS4 links	Post 16 links
A1. How and why does Spacey slip into the world of drug dealing?	DT2, WWO1, WWO2, WWO4, R2,	DT1, WWO1,R2,	WWO3,R1, R2,
A2. How and why does Lawrence slip into the world of drug dealing?	DT2, WWO1	DT1, R2	WWO3, R1,R2
A3. Owen considers himself to be a 'good drug dealer' why does he believe this?	DT2, DT3, WWO1, R2,	DT1, WWO1, R2	WWO3, R1,R2
A4. The film takes into the world of drug dealing and drug dealers. How would you describe these people?	DT2,DT3, WWO1, R1, R2	DT1, R2,R3	WWO3,R2
A5. Spacey indicates that Laura exudes an unpleasant smell. What are the other side effects of	DT 1,WWO1, R1,R2	R1, R2,R3,	WWO3,R1, R2,

using mepedrone type drugs?			
A6. In the film we encounter Spacey's girlfriend Laura taking drugs through a blood stained £5 note. At the party we also see her using drugs. She later leaves the scene with another male.....	DT1, DT3, WWO1, WWO2, WWO6,R1,R2	R1, R2,R3	WWO3,R1, R2, R3,
A7. What methods of payment for drugs did you see in the film? Can you think of any other methods of payment that take place?	WWO1,R1,R2	R1,R3	WWO3,R1, R2,R3
A8. Personal consequences and impact regarding criminality and Substance misuse.	DT1,DT3,WWO1,WWO4 R1, R2	WWO1, WWO2, R1, R2,R3	WWO3,WWO2,R1, R2,R4

It is also considered good educational practice is to evaluate the effectiveness of activities in relation to pupil learning after each session.

In additional to the SME guidance and PSE framework you may wish to obtain information on local Children and Young Person's Substance Misuse Provider's. It is good practice for teachers and support staff to know referral pathways into these services, should they be needed. Substance Misuse Provider's are willing to provide general substance misuse and contact information for pupils and provide support to Schools substance misuse training programmes.

Please contact your local Substance Misuse Lead Officer or Healthily School Coordinator for contact information.

References

National PSE Framework:

<http://wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/pse/?lang=en>

Welsh Government Substance Misuse Guidance:

<http://wales.gov.uk/topics/educationandskills/schoolshome/wellbeing/substance-misuse/?lang=en>

Educational Activities:

PACE Activity 1

How and why does Spacey slip into the world of drug dealing?

- Build a profile of Spacey (utilising stills from the film).
- What are his main characteristics?
- How do other people see him?
- How does Spacey view himself?
- Can he be trusted?

- How easy do you think it is to become embroiled in this world? Is Spacey a victim himself?
- How would you describe his relationship with his grandfather?
- Does he show any concern for others?

Refer to stills:

- SP1
- SP2
- SP3
- SP6
- SP11
- SP12
- SP13
- SP15
- SP16

PACE Activity 2

How and why does Lawrence slip into the world of drug dealing?

- Build a profile of Lawrence (utilising stills from the film).
- What are her main characteristics?
- How do other people see her?
- Can she be trusted?
- How easy do you think it is to become embroiled in this world? Is Lawrence a victim herself?
- Does she show any concern for others?

Refer to stills:

- FD1
- FD2
- FD4
- FD7
- FD8

PACE Activity 3

Owen considers himself to be a 'good' drug dealer. Why does he believe this?

- Is he concerned about his reputation with other drug dealers and users?
- Build a profile of Owen (utilising stills from the film).
- What are his main characteristics?
- Do Spacey and Owen want to be accepted by others around them?
- How do other people see him?
- Can he be trusted?
- How easy do you think it is to become embroiled in this world? Is Owen a victim himself?
- Does he show any concern for others?
- Is Owen aware of the dangers linked to the drug that he is selling?
- Does he genuinely care about any consequences?

Refer to stills:

- OW1
- OW2
- OW3
- OW8
- OW11
- OW20
- OW21
- OW22
- OW23

PACE Activity 4

The film takes us into the world of drug dealing and drug dealers, how would you describe these people?

- What crimes do we see within their way of living?
- Could you trust them?
- Do they trust each other?
- How do they get people to buy drugs from them?
- Why do people choose to sell drugs?
- Why do they run the risk of getting caught and facing consequences?
- In the film we see dealers undertaking a cutting process (the mixture of a drug with other substances such as household products i.e. baking powder, salt and sugar, Ajax/bleach as well as other drug substances). Why might this be dangerous?
- Why do dealers add substances to drugs at the cutting stage?
- Why does the quality of the drug get worse?
- Owen and Spacey present two very different viewpoints regarding the supply and selling of illegal drugs. Can you remember their views? Which viewpoint do you think is closer to reality?
- Do dealers care about users?

- What are the major differences between illegal substances and those bought at a chemist? (card activity to illustrate legal and illegal drugs).

Refer to stills:

- SP6
- OW18
- OW19

PACE Activity 5

Spacey indicates that Laura exudes an unpleasant smell, what are the other side effects from using mephedrone type drugs?

- Do we know the possible long term side effects from using this type of drug? (Carry out a value attitudinal exercise as a way of promoting discussion).
- Why do some young people take the risk of using drugs? (Use diamond activity to aid discussion using statements on cards).
- What are your concerns for Laura?
- How do you think Laura views herself?
- How do you think others view Laura?

Refer to stills:

- SP11
- SP12

PACE Activity 6

In the film we encounter Spacey's girlfriend, Laura, taking drugs through a blood stained £5 note. At the party we also see her using drugs, she later leaves the main room with another male.....

- In what ways has Laura put herself in danger?
- What might the consequences be?
- As a friend how would you advise Laura?
- What could you do?
- Would you look to involve others in supporting Laura? If so, who?

Refer to still:

- SP11

PACE Activity 7

What methods of payment for drugs did you see in the film? Can you think of any other methods of payment that take place?(ask pupils how they'd feel if their most valued possession was taken away...visualise how it would make them feel if the possession couldn't be replaced, how would this feel? Use a circle diagram with levels of importance)

- Do you think drug users are likely to get into debt to feed their habit?
- Who would be affected by their debt?
- In your opinion, is there a link between drug use and crime?

Refer to stills:

- OW3
- OW4
- OW10

PACE Activity 8

Personal consequences and impact regarding criminality and substance misuse.

1. Here is a statement from a person who has suffered personal tragic family loss as a result of substance misuse.

“The death of my brother who was so well known, liked and loved by many of us has affected us greatly and will always leave my family with so many unanswered questions. Unfortunately, drugs didn’t help him and sent him to a very dark place from which he couldn’t return. The fact that mephedrone or as it’s known on the street “meow” is so accessible to so many people is destroying society and also people’s lives. Not only does it destroy the person taking the drug, but it destroys the family, the friends, and even the services that have to deal with destruction. Unfortunately, my family will never be what it was and that is because of drugs. The sad fact is that youngsters are selling it due to a lack of jobs or, taking it because of depression or bullying. Hopefully this is a matter that one day will be sorted.”

Discuss your feelings after reading this true and tragic account.

2. Ask the group to outline the possible consequences of drug use under the following headings:

- Physical

- Financial
- Social
- Emotional
- Legal

In your opinion what do you think the legal consequences should be for a user of mephedrone or similar type drugs?

In your opinion what should be the legal consequences for a dealer?