



# Substance Misuse

## Curriculum Framework

# SUBSTANCE MISUSE

## Acknowledgements

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## Introduction

Early initiation of substance use is a significant issue for children and young people across Tayside (Angus, Dundee and Perth and Kinross). Although SALSUS reports a decrease in the number of young people using alcohol and drugs, the results of Dartington surveys still suggest that 42% of young people in Angus, 41% of young people in Dundee and 46% of young people in Perth and Kinross have smoked cigarettes, drunk alcohol or used illicit drugs on at least one occasion.

Priority 3 of the Tayside Plan for Children, Young People and Families 2017-2020 states:

***“Our children and young people will be physically, mentally and emotionally healthy.”***

Specifically, this priority will be achieved by working in partnership to improve the mental health, wellbeing and resilience of children

and young people through early advice, support and education. Services will also equip young people to make healthy lifestyle choices and reduce their involvement in risk taking or harmful behaviours such as substance use, unsafe sex, poor diet and lack of exercise.

This curricular framework has been designed to help contribute to this improvement.

Covering all aspects of alcohol and other drug use, including the impact of parental or family member use, and associated risk, the framework will offer clear guidance on age and stage appropriate information with a shared vocabulary and agreed content. It will also provide information on resources and suggested delivery partners, providing the basis for more collaborative planning and improved partnership working between the statutory and third sectors.

## Outcomes

This framework will support the achievement of the following outcomes for children and young people living across Tayside

- Children, young people and families have increased awareness of choices and behaviour which presents risk
- Children, young people and families are more aware of helping services and are better able to express their support needs
- Increased collaboration, partnership, co-ordination and planning meaning more effective use of resources – people get the right help at the right time
- Children, young people and families at most risk are identified earlier and receive better early intervention

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## How to use this resource

This Curricular Framework has been developed to support age and stage appropriate substance misuse education in schools, in line with Curriculum for Excellence. All Substance Misuse Experiences and Outcomes are grouped together under four key organisers: Use of Substances, Informed Choices, Risk Taking Behaviour and Action in Unsafe Situations.

Intended Learning has been grouped together to inform practitioners' planning. This is not designed to be an exhaustive list, but rather will provide flexibility in delivery of the curriculum, relative and responsive to not only the age and stage of the learners, but the needs and experiences of the learning community as a whole. Similarly, with the Suggested Learning Experiences, practitioners will use this framework alongside their teaching, learning and pedagogical skills to plan, deliver and evaluate varied and progressive experiences that are appropriate for their learners.

Resources are also available to further support practitioners. Some have been highlighted under the grouped Experiences and Outcomes, and some further resources (including websites) are listed at the end of this document.

Regarding Assessment Approaches and Evidence, learners will undoubtedly produce lots of evidence of their learning in Substance Misuse, many of which will evidence their progress relative to the Experiences and Outcomes. This evidence, in conjunction with

the Substance Misuse Benchmarks, will inform teacher professional judgement and contribute to conversations with learners that will help inform progression and their next steps.

The inclusion of Suggested Vocabulary will help shape professional discussion, ensure coherence and progression and equip learners with the language to engage in relevant, age appropriate learning conversations. Again, this is not an exhaustive list, and therefore should be adapted to reflect the local community, their needs and concerns.

This resource and its format has been greatly influenced by the 3-18 Relationships, Sexual Health and Parenthood Curricular Framework, also produced by NHS Tayside, Angus Council, Dundee City Council and Perth and Kinross Council. Practitioners should, where appropriate, make links to this curricular resource and plan accordingly.

Practitioners should actively seek opportunities to involve partners to enhance delivery of the curriculum. Partners such as NHS Tayside, Police Scotland, Tayside Council on Alcohol (TCA) and Gowrie Care can provide specialist knowledge and understanding of the areas being discussed. As detailed in How Good Is Our School 4, Q1 2.7 – Partnerships, the involvement of partners should be part of a planned and evaluated programme which is responsive to need and is designed to ensure progression across the 3-18 learner experience.

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## Substance Misuse Experiences and Outcomes

Learners develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents. They explore and develop their understanding of the impact of risk-taking behaviour on their life choices. The experiences and outcomes will enable learners to make informed personal choices with the aim of promoting healthy lifestyles

Early	First	Second	Third	Fourth
I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances. HWB 0-38a	I know that there are medicines and some other substances that can be used in a safe way to improve health and I am becoming aware of how choices I make can affect my health and wellbeing. HWB 1-38a	I understand the effect that a range of substances including tobacco and alcohol can have on the body. HWB 2-38a	I understand the positive effects that some substances can have on the mind and body, but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances. HWB 3-38a / HWB 4-38a	
		I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions. HWB 2-39a / HWB 3-39a		Through investigation, I can explain how images of substance use and misuse can influence people's behaviour. HWB 4-39a
		I know that alcohol and drugs can affect people's ability to make decisions. HWB 2-40a	I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful or challenging or involve peer pressure. HWB 3-40a / HWB 4-40a  I know how to access information and support for substance-related issues. HWB 3-40b / HWB 4-40b	

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Substance Misuse (continued)				
Early	First	Second	Third	Fourth
		<p>I can identify the different kinds of risks associated with the use and misuse of a range of substances.</p> <p>HWB 2-41a</p>	<p>After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions.</p> <p>HWB 3-41a / HWB 4-41a</p> <p>I know that the use of alcohol and drugs can affect behaviour and the decisions that people make about relationships and sexual health.</p> <p>HWB 3-41b / HWB 4-41b</p>	
<p>I can show ways of getting help in unsafe situations and emergencies.</p> <p>HWB 0-42a</p>	<p>I know how to react in unsafe situations and emergencies.</p> <p>HWB 1-42a</p>	<p>I know of actions I can take to help someone in an emergency.</p> <p>HWB 2-42a</p>	<p>I know the action I should take in the management of incidents and emergencies related to substance misuse.</p> <p>HWB 3-42a / HWB 4-42a</p>	
		<p>I understand the impact that misuse of substances can have on individuals, their families and friends.</p> <p>HWB 2-43a</p>	<p>I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options.</p> <p>HWB 3-43a / HWB 4-43a</p> <div> <p>Through investigating substance misuse in my local community, I can reflect on specific issues and discuss how they are being addressed.</p> <p>HWB 3-43b</p> </div> <div> <p>By researching the impact of substance misuse nationally and internationally I can explain similarities and differences among communities.</p> <p>HWB 4-43b</p> <p>I understand the local, national and international impact of substance misuse.</p> <p>HWB 4-43c</p> </div>	

# SUBSTANCE MISUSE

## Benchmarks

Benchmarks in each curriculum area are designed to be concise and accessible, with sufficient detail to communicate clearly the standards expected for each curriculum level.

Teachers and other practitioners can draw upon the Benchmarks to assess the knowledge, understanding, and skills for learning, life and work which children are developing in each curriculum area.

KEY MESSAGES – WHAT TO DO	KEY MESSAGES – WHAT TO AVOID
<ul style="list-style-type: none"><li>• Use these Benchmarks to help monitor progress towards achievement of a level, and to support overall professional judgement of when a learner has achieved a level.</li></ul>	<ul style="list-style-type: none"><li>• Avoid undue focus on individual Benchmarks which may result in over-assessing or recording of learners' progress.</li></ul>
<ul style="list-style-type: none"><li>• Become familiar with other curriculum area Benchmarks over time.</li></ul>	<ul style="list-style-type: none"><li>• Avoid the requirement to spend time collating excessive evidence to assess learners' achievement.</li></ul>
<ul style="list-style-type: none"><li>• Use Benchmarks to help assess whether learners are making suitable progress towards the national standards expected and use the evidence to plan their next, challenging steps in learning.</li></ul>	<ul style="list-style-type: none"><li>• Do not create excessive or elaborate approaches to monitoring and tracking.</li></ul>
<ul style="list-style-type: none"><li>• Discuss Benchmarks within and across schools to achieve a shared understanding of the national standards expected across curriculum areas.</li></ul>	<ul style="list-style-type: none"><li>• Do not assess Benchmarks individually. Plan periodic, holistic assessment of children's and young people's learning.</li></ul>
	<ul style="list-style-type: none"><li>• Do not tick off individual Benchmarks.</li></ul>

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Early Level Benchmarks		
Curriculum Organiser	Experiences and Outcomes for Planning Learning, Teaching and Assessment	Benchmarks to Support Practitioners' Professional Judgement
Use of substances	I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances. HWB 0-38a	<ul style="list-style-type: none"><li>Identifies which substances may be helpful and which may be harmful in given situations.</li></ul>
Action in unsafe situations	I can show ways of getting help in unsafe situations and emergencies. HWB 0-42a	<ul style="list-style-type: none"><li>Suggests ways to get help in unsafe and emergency situations, for example, seeking out an adult.</li><li>Names the emergency services.</li></ul>

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First Level Benchmarks		
Curriculum Organiser	Experiences and Outcomes for Planning Learning, Teaching and Assessment	Benchmarks to Support Practitioners' Professional Judgement
Use of substances	I know that there are medicines and some other substances that can be used in a safe way to improve health and I am becoming aware of how choices I make can affect my health and wellbeing. HWB 1-38a	<ul style="list-style-type: none"> <li>Identifies conditions which require medication and how it benefits health.</li> </ul>
Action in unsafe situations	I know how to react in unsafe situations and emergencies. HWB 1-42a	<ul style="list-style-type: none"> <li>Identifies why misusing medication can be harmful.</li> <li>Links personal actions to health and wellbeing, using role play for example.</li> <li>Describes when and how to contact emergency services.</li> <li>Shares key information about an emergency situation.</li> </ul>

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Second Level Benchmarks		
Curriculum Organiser	Experiences and Outcomes for Planning Learning, Teaching and Assessment	Benchmarks to Support Practitioners' Professional Judgement
Use of substances	I understand the effect that a range of substances including tobacco and alcohol can have on the body. HWB 2-38a	<ul style="list-style-type: none"> <li>Gives examples of what can happen to the body as a result of smoking tobacco or drinking alcohol.</li> <li>Knows the recommended alcohol intake advice.</li> </ul>
Informed Choices	I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions. HWB 2-39a	<ul style="list-style-type: none"> <li>Gives examples of how peer, media and other pressures can influence decision making.</li> </ul>
Risk Taking Behaviour	<p>I know that alcohol and drugs can affect people's ability to make decisions. HWB 2-40a</p> <p>I can identify the different kinds of risks associated with the use and misuse of a range of substances. HWB 2-41a</p> <p>I understand the impact that misuse of substances can have on individuals, their families and friends. HWB 2-43a</p>	<ul style="list-style-type: none"> <li>Identifies risks associated with the use of substances, for example, overdose, impaired judgement / vision.</li> <li>Identifies the impact of risk-taking behaviours on life choices and relationships, for example, job prospects, limited foreign travel, loss of driving licence, family.</li> </ul>
Action in unsafe situations	I know of actions I can take to help someone in an emergency. HWB 2-42a	<ul style="list-style-type: none"> <li>Performs basic first aid procedures, for example, minor bleeding and burns, recovery position.</li> </ul>

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Action in unsafe situations (cont.)	<ul style="list-style-type: none"> <li>Explains how to contact the appropriate emergency services giving full details of the incident and location.</li> </ul>
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Third Level Benchmarks		
Curriculum Organiser	Experiences and Outcomes for Planning Learning, Teaching and Assessment	Benchmarks to Support Practitioners' Professional Judgement
Use of substances	<p>Understand the positive effects that some substances can have on the mind and body, but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances.</p> <p>HWB 3-38a</p>	<ul style="list-style-type: none"> <li>Explains the benefits of substances in supporting good health, for example, prescribed medication.</li> <li>Gives examples of current laws and advice in relation to substance use, for example, units of alcohol, tobacco sales.</li> </ul>
Informed Choices	<p>I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions.</p> <p>HWB 3-39a</p> <p>I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful or</p>	<ul style="list-style-type: none"> <li>Explains how media and peer pressure might affect own attitudes and behaviour.</li> <li>Identifies and selects the skills / qualities required to make positive choices in challenging situations, for example, confidence, resilience, assertiveness.</li> <li>Gives examples of positive coping strategies when dealing with stressful and challenging situations, for example, walk away, talk to friend / adult, physical activity.</li> </ul>

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Informed Choices (cont.)	<p>challenging or involve peer pressure. HWB 3-40a</p> <p>I know how to access information and support for substance-related issues. HWB 3-40b</p>	<ul style="list-style-type: none"> <li>Knows how to access local support services.</li> </ul>
Risk Taking Behaviour	<p>After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions. HWB 3-41a</p> <p>I know that the use of alcohol and drugs can affect behaviour and the decisions that people make about relationships and sexual health. HWB 3-41b</p>	<ul style="list-style-type: none"> <li>Weights up risk and identifies potential safe and unsafe behaviours and actions, for example, the impact of gambling.</li> <li>Explains how substance misuse can affect judgement and impair ability to make responsible decisions, for example, unwanted sexual experiences.</li> </ul>
Action in unsafe situations	<p>I know the action I should take in the management of incidents and emergencies related to substance misuse. HWB 3-42a</p> <p>I understand the impact that on-going misuse of substances can have on a person's health, future life choices and options. HWB 3-43a</p> <p>Through investigating substance misuse in my local community, I can reflect on specific issues and discuss how they are being addressed. HWB 3-43b</p>	<ul style="list-style-type: none"> <li>Know actions to be taken in an emergency relating to substance misuse.</li> <li>Identifies potential impact of short and long term substance use.</li> <li>Identifies local substance misuse issues and how they are being addressed.</li> </ul>

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Fourth Level Benchmarks		
Curriculum Organiser	Experiences and Outcomes for Planning Learning, Teaching and Assessment	Benchmarks to Support Practitioners' Professional Judgement
Use of substances	<p>I understand the positive effects that some substances can have on the mind and body, but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances. HWB 4-38a</p> <p>Through investigation, I can explain how images of substance use and misuse can influence people's behaviour. HWB 4-39a</p>	<ul style="list-style-type: none"> <li>Justifies the risk benefits of substances in supporting health, for example, homeopathic remedies.</li> <li>Explains the potential impact of short and long-term substance use on health and life, including legal implications.</li> <li>Evaluates the impact of media and peer pressure on own attitudes and behaviour</li> </ul>
Informed Choices	<p>I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful or challenging or involve peer pressure. HWB 4-40a</p> <p>I know how to access information and support for substance-related issues. HWB 4-40b</p>	<ul style="list-style-type: none"> <li>Demonstrates the skills / qualities required to manage challenging situations, for example, self-reliance, self-efficacy, assertiveness.</li> <li>Explains the benefits of positive coping strategies/ techniques when dealing with stressful and challenging situations.</li> <li>Knows how to access, local and national support services.</li> </ul>

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Informed Choices (cont.)	<p>After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions. HWB 4-41a</p>	<ul style="list-style-type: none"> <li>Demonstrates the skills / qualities required to assess and manage risk, for example, self-awareness, self-confidence, composure.</li> </ul>
Risk Taking Behaviour	<p>I know that the use of alcohol and drugs can affect behaviour and the decisions that people make about relationships and sexual health. HWB 4-41b</p>	<ul style="list-style-type: none"> <li>Explains the impact and potential consequences substance misuse can have on decision making, for example, drinking and driving, non-consensual sex.</li> </ul>
Action in unsafe situations	<p>I know the action I should take in the management of incidents and emergencies related to substance misuse. HWB 4-42a</p> <p>By researching the impact of substance misuse nationally and internationally I can explain similarities and differences among communities. HWB 4-43b</p> <p>I understand the local, national and international impact of substance misuse. HWB 4-43c</p>	<ul style="list-style-type: none"> <li>Justifies actions which might be taken in an emergency relating to substance misuse.</li> <li>Compares current national and international statistics related to the impact of substance misuse.</li> </ul>

# SUBSTANCE MISUSE

## Early Level – Action in Unsafe Situations

**HWB o-42a** I can show ways of getting help in unsafe situations and emergencies.

### Intended Learning:

<p>Learners should:</p> <ul style="list-style-type: none"> <li>be aware of the people who can help in an emergency or unsafe situation</li> <li>know how to contact the emergency services for help if required</li> </ul>	<ul style="list-style-type: none"> <li>be able to recite their own name, home address and telephone number</li> </ul>
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### Suggested Learning Experiences:

<ul style="list-style-type: none"> <li>Cooperative Learning Strategies – set up scenarios where pupils work together to problem solve, e.g., match emergency services and their vehicles</li> <li>Various DVD / books / resources e.g., Fireman Sam</li> <li>Small Group Work - set up contexts where pupils can practise contacting emergency services</li> </ul>	<ul style="list-style-type: none"> <li>Partner Links – class visitor (e.g., Police Scotland or NHS Tayside) to talk about getting help in an emergency</li> <li>Role-play – dressing up clothes, explore the role of police, fire, health workers</li> <li>Independent – safely spot emergency vehicles in community</li> </ul>
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### Resources:

<ul style="list-style-type: none"> <li>Oh Lila!</li> <li>People Who Help Us</li> <li>Police Box</li> </ul>	<ul style="list-style-type: none"> <li>Emergency Services websites</li> <li>Clothes for role play</li> <li>Times Educational Supplement Website</li> </ul>
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### Assessment Approaches / Evidence:

<b>SAY</b> Recite own name and address.	<b>MAKE</b> Build a fire / police station.	<b>WRITE</b> Identify the emergency services.	<b>DO</b> Role play emergency situations.
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### Suggested Vocabulary:

<ul style="list-style-type: none"> <li>Safe / Unsafe</li> <li>Danger</li> <li>Doctor</li> <li>Worried</li> <li>Police</li> <li>Emergency</li> <li>Fire service, Ambulance</li> </ul>	<ul style="list-style-type: none"> <li>Symbols</li> <li>Hospital</li> <li>Stranger</li> <li>Help</li> <li>Paramedic</li> <li>Siren</li> </ul>	<b>Comments:</b>
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# SUBSTANCE MISUSE

## Early Level – Use of Substances

**HWB o-38a** I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances.

### Intended Learning:

Learners should:

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| <ul style="list-style-type: none"> <li>be aware that some things are unsafe to touch, eat or drink</li> <li>know that medicines can make them better if they follow important rules</li> <li>be able to talk about safe and unsafe places to play</li> </ul> | <ul style="list-style-type: none"> <li>be able to recognise a range of harmful substances</li> <li>know what to do if medicine or other substances are found</li> </ul> |
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### Suggested Learning Experiences:

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| <ul style="list-style-type: none"> <li>Small Group Work – sort images of safe/unsafe household items</li> <li>Partner Links – local gardening groups, pharmacists</li> </ul> | <ul style="list-style-type: none"> <li>Role-play – use play medicine packs. Create hospital/Doctor/Nurse role-play corner</li> <li>Independent – identify plants, rubbish, substances that are harmful in local parks / on the walk to school</li> </ul> |
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### Resources:

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| <ul style="list-style-type: none"> <li>Dressing-up clothes for role-play</li> <li>Appropriate film / cartoon clips</li> <li>Craft paper and art resources</li> <li>Magazines and pictures</li> <li>Appropriate books</li> </ul> | <ul style="list-style-type: none"> <li>Camera and printing materials</li> <li>Sorting hoops for safe and unsafe things</li> <li>Images of safe and unsafe places to play in the community</li> </ul> |
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### Assessment Approaches / Evidence:

<b>SAY</b> Identify safe and unsafe substances.	<b>MAKE</b> Make a collage of safe and unsafe substances or places.	<b>WRITE</b> Write a set of safety instructions for medicines / substances.	<b>DO</b> Role play hospital. Complete safe/unsafe medication sorting activity.
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### Suggested Vocabulary

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|--|---|
| <ul style="list-style-type: none"> <li>Safe / Unsafe</li> <li>Healthy / Unhealthy</li> <li>Danger</li> <li>Medicine</li> <li>Doctor</li> <li>Pharmacy</li> <li>Needle</li> <li>Syringe</li> <li>EpiPen ®</li> <li>Allergy</li> </ul> | <ul style="list-style-type: none"> <li>Dose</li> <li>Measuring spoon</li> <li>Cleaning products</li> <li>Washing powder</li> <li>Washing capsule</li> <li>Dishwasher tablet</li> <li>Inhaler</li> <li>Salt / Pepper / Spices</li> <li>Calpol ®</li> </ul> |
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### Comments:

# SUBSTANCE MISUSE

## First Level – Action in Unsafe Situations

**HWB 1-42a** I know how to react in unsafe situations and emergencies.

### Intended Learning:

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| <p>Learners should:</p> <ul style="list-style-type: none"><li>• be able to describe how to help keep themselves safe in a dangerous situation (including online)</li><li>• be aware of the importance of seeking adult help in emergencies</li></ul> | <ul style="list-style-type: none"><li>• know how to call the emergency services, e.g., 999, 101</li><li>• know how to give basic first aid if required</li><li>• be aware of sources of support both at home and at school</li></ul> |
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### Suggested Learning Experiences:

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| <ul style="list-style-type: none"><li>• Cooperative Learning Strategies – sorting activities (strangers). Work with older pupils to learn basic first aid skills</li><li>• Small Group Work - mind-mapping danger, listen to others' experiences of what danger is to them</li><li>• Partner Links – emergency services, Heartstart, Community Safety Wardens</li></ul> | <ul style="list-style-type: none"><li>• Role-play – how to react positively and safely to different situations e.g., finding medicine or other unfamiliar substances, someone having an accident etc</li><li>• Independent – identify and assess risks in the home / during journey to school</li></ul> |
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### Resources:

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| <ul style="list-style-type: none"><li>• Drama prompt cards</li><li>• Oh Lila!</li><li>• Class visitors</li><li>• Heartstart – contact <a href="mailto:helenjbrady@nhs.net">helenjbrady@nhs.net</a></li></ul> | <ul style="list-style-type: none"><li>• Puppets</li><li>• Emotions masks</li><li>• Appropriate film / cartoon clips</li><li>• British Red Cross website</li></ul> |
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## Assessment Approaches / Evidence:

<b>SAY</b> Describe an emergency situation as if making a call to the emergency services.	<b>MAKE</b> Make a leaflet or information card explaining the role of each emergency service.	<b>WRITE</b> Write words relating to basic first aid instructions.	<b>DO</b> Role-play what could happen in situations involving substance misuse. Identify doctors' surgery, hospital, police station, pharmacy on a map of the local area.
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## Suggested Vocabulary:

Suggested Vocabulary:		Comments:
<ul style="list-style-type: none"> <li>• Safe / Unsafe (dosage)</li> <li>• Healthy / Unhealthy</li> <li>• Danger</li> <li>• Medicine</li> <li>• Doctor</li> <li>• Worried</li> <li>• Pharmacy</li> <li>• Emergency</li> </ul>	<ul style="list-style-type: none"> <li>• Harmful</li> <li>• Ambulance</li> <li>• Symbols</li> <li>• Hospital</li> <li>• Stranger</li> <li>• Police</li> <li>• Help</li> </ul>	

# SUBSTANCE MISUSE

## First Level – Use of Substances

**HWB 1-38a** I know that there are medicines and some other substances that can be used in a safe way to improve health and I am becoming aware of how choices I make can affect my health and wellbeing.

### Intended Learning:

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|---|--|
| <p>Learners should:</p> <ul style="list-style-type: none"><li>• be able to describe how medicines and other substances can improve their health</li><li>• know the important safety rules that must be followed when taking medicines, e.g., differing amounts for babies, toddlers, over sixes</li></ul> | <ul style="list-style-type: none"><li>• know how to make safe choices about medicines and other substances</li><li>• be aware that some common illnesses or conditions may require regular medication</li><li>• know what to do if they find someone else's medicine</li></ul> |
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### Suggested Learning Experiences:

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|---|---|
| <ul style="list-style-type: none"><li>• Cooperative Learning Strategies –create a poster promoting one choice someone could make to improve their health and wellbeing – drink water, play sport, brush teeth etc.</li><li>• Various DVD / books / resources, e.g., read, listen and reflect on George's Marvellous Medicine by Roald Dahl</li><li>• Small Group Work – explore medicine packaging and talk about warning labels and appropriate dosage</li></ul> | <ul style="list-style-type: none"><li>• Partner Links – NHS Tayside, visit local pharmacy</li><li>• Role-play – act out going to the doctor/ hospital/pharmacy. Act out what to do if they find medicine that does not belong to them</li><li>• Independent – find out who their own doctor is. Talk with parent / carer about medicine in the home</li></ul> |
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### Resources:

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|---|--|
| <ul style="list-style-type: none"><li>• Empty bottles / medicine boxes</li><li>• Syringe / EpiPen ® / Insulin pen</li><li>• Appropriate books</li><li>• Keys to Alcohol</li></ul> | <ul style="list-style-type: none"><li>• Basic first aid kit</li><li>• Create first aid station in role-play corner</li><li>• The World of Alcohol</li><li>• George's Marvellous Medicine by Roald Dahl</li></ul> |
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# SUBSTANCE MISUSE

## Assessment Approaches / Evidence:

<b>SAY</b> Discuss important safety rules for taking medicines. Name common illnesses and their symptoms.	<b>MAKE</b> Design own medicine packaging with safe labelling and storage instructions.	<b>WRITE</b> Write a keep-well guide to help with the safe storage and use of medicine.	<b>DO</b> Match medicines to well-known conditions and illnesses.
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## Suggested Vocabulary:

<ul style="list-style-type: none"> <li>• Safe / Unsafe</li> <li>• Healthy / Unhealthy</li> <li>• Danger</li> <li>• Medicine</li> <li>• Doctor</li> <li>• Worried</li> <li>• Pharmacy</li> <li>• Allergy</li> <li>• EpiPen®</li> <li>• Syringe</li> <li>• Needle</li> <li>• Instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Label</li> <li>• Packaging</li> <li>• Harmful</li> <li>• Symbols</li> <li>• Hospital</li> <li>• Stranger</li> <li>• Police</li> <li>• Ambulance</li> <li>• Help</li> <li>• Symptoms</li> <li>• Temperature</li> <li>• Prescription</li> </ul>	<b>Comments:</b>
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# SUBSTANCE MISUSE

## Second Level – Informed Choices

**HWB 2-39a / 3-39a** I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions.

### Intended Learning:

Learners should:

- be aware of and able to describe the effects peer influence and all forms of media can have on the decisions young people make about substance use
- be aware of how the advertising of alcohol is designed to attract particular customers specifically, on occasion, young people
- be able to explain how popular culture has influenced society's attitudes, values and decisions about substance misuse

### Suggested Learning Experiences:

- Cooperative Learning Strategies – design posters using newspapers / magazines. Analyse and discuss role of the media
- Various DVD / books / resources - use of video clips and class discussion to consider peer influence on young people and / or to compare how alcohol and other drugs are portrayed by media in different countries. Link to stigma – how are drug users portrayed?
- ICT – look at TV adverts / YouTube. Investigate the cost of alcohol in different countries
- Small Group Work – debate the minimum price per alcohol unit. Debate the risks associated with tobacco use and / or electronic cigarette use
- Partner Links – NHS Tayside
- Role-play – situations involving peer influence. Practise being assertive
- Independent – mind map discussion on decisions and how these are influenced

### Resources:

- Magazines, newspapers
- Selection of current TV adverts
- Music Lyrics
- Talk to Frank website (Resource for teachers)
- Peer Influence - [www.childline.org.uk](http://www.childline.org.uk)
- Peer Influence and drugs – Times Education Supplement (TES) website

# SUBSTANCE MISUSE

## Assessment Approaches / Evidence:

<b>SAY</b> Debate the role of the media in influencing young people. List sources of support for young people who feel pressured into doing something they do not want to do.	<b>MAKE</b> Design a poster that demonstrates the influence of the media.	<b>WRITE</b> Write about times they have had to make decisions. Create a PowerPoint comparing cultural attitudes to substances in different countries.	<b>DO</b> Act out 'sliding door' scenarios considering what happens if drugs are accepted/declined. Use 'hot seating' to interview professionals.
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## Suggested Vocabulary:

Suggested Vocabulary:		Comments:
<ul style="list-style-type: none"> <li>• Media</li> <li>• Peer influence</li> <li>• Culture</li> <li>• Influence</li> <li>• Consumerism</li> <li>• Marketing</li> <li>• Choice</li> <li>• Vaping</li> <li>• Stigma</li> </ul>	<ul style="list-style-type: none"> <li>• Assertive</li> <li>• Decision-making</li> <li>• Attitudes</li> <li>• Social media</li> <li>• Substance</li> <li>• Alcohol</li> <li>• Drugs</li> <li>• Electronic Cigarettes</li> </ul>	

# SUBSTANCE MISUSE

## Second Level – Risk Taking Behaviour

**HWB 2-40a** I know that alcohol and drugs can affect people's ability to make decisions.

**HWB 2-41a** I can identify the different kinds of risks associated with the use and misuse of a range of substances.

**HWB 2-43a** I understand the impact that misuse of substances can have on individuals, their families and friends.

### Intended Learning:

Learners should:

- be aware of the effect of alcohol and drugs on the brain and the body
- be aware of the risks and dangers of decision-making while under the influence of alcohol and other drugs
- be able to understand and explain the impact that misuse of substances can have on individuals, their families and friends

### Suggested Learning Experiences:

- Cooperative Learning Strategies – discuss positive and negative decisions
- ICT – watch TV and online adverts
- Small Group Work – Traffic light game to assess risk and reasons for choices (red, amber, green)
- Partner Links – Police Scotland, Scottish Ambulance Service, Tayside Council on Alcohol, Gowrie Care / Web Project.
- Role-play – 'Dare' situations. How to assess risk

### Resources:

- Advertisements
- Partner links
- BBC Bitesize website
- Rory
- Drinkaware website
- Storytelling Resource (EYYPT, NHS Tayside)

# SUBSTANCE MISUSE

## Assessment Approaches / Evidence:

<b>SAY</b> Debate the impact of substance misuse on community e.g., crime, health risks.	<b>MAKE</b> Make an information poster showing impact of drugs. Compile adverts using ICT.	<b>WRITE</b> Research chemicals in cigarettes / electronic cigarettes and present the risks. Explore emotions of the individual, family, friends and community.	<b>DO</b> Calculate cost of smoking.
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## Suggested Vocabulary:

Suggested Vocabulary:		Comments:
<ul style="list-style-type: none"> <li>• Impact</li> <li>• Community</li> <li>• Risk Assessment</li> <li>• Decision Making</li> <li>• Emotive language, e.g., remorse, regret, anger, fear, disappointment, shame, guilt</li> <li>• Chemicals</li> <li>• Toxic</li> <li>• Nicotine / Tar</li> <li>• New Psychoactive Substance (NPS)</li> </ul>	<ul style="list-style-type: none"> <li>• Misuse</li> <li>• Hallucination</li> <li>• Paranoid</li> <li>• Substance</li> <li>• Liquid</li> <li>• Tablet</li> <li>• Paper Tabs</li> <li>• Powder</li> <li>• Responsibility</li> <li>• Income</li> <li>• Choice</li> <li>• Cancer</li> <li>• Liver disease</li> </ul>	

# SUBSTANCE MISUSE

## Second Level – Action in Unsafe Situations

**HWB 2-42a** I know of actions I can take to help someone in an emergency.

### Intended Learning:

Learners should:

- be able to demonstrate some further first aid strategies such as the recovery position
- know how to contact the emergency services and provide all necessary details
- understand how to respond to emergencies in a variety of situations

### Suggested Learning Experiences:

- Small Group Work - Discuss or mind-map different types of emergency situation, e.g., finding alcohol, powder, syringes etc
- Partner Links – NHS Tayside, Red Cross, British Heart Foundation
- Role-play – contacting emergency services. Ask / answer appropriate questions
- Independent – Design advice cards for basic first aid procedure. Promote in school

### Resources:

- Heartstart - contact [helenjbrady@nhs.net](mailto:helenjbrady@nhs.net)
- St John's Ambulance / St Andrew's First Aid
- British Heart Foundation
- First aid kit
- Manikins

# SUBSTANCE MISUSE

## Assessment Approaches / Evidence:

<b>SAY</b> Talk through an emergency situation.	<b>MAKE</b> Make a poster outlining what to do in an emergency.	<b>WRITE</b> Write about a time they had to think quickly. Write instructions describing how to stop bleeding. Compile a cartoon strip with first aid instructions for burns or scalds.	<b>DO</b> Dramatise and present first aid scenarios, 999 phone calls. Carry out basic first aid procedures. Demonstrate CPR procedure and recovery position.
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## Suggested Vocabulary:

Suggested Vocabulary:		Comments:
<ul style="list-style-type: none"> <li>• Recovery position</li> <li>• CPR</li> <li>• Confidence</li> <li>• Tourniquet</li> <li>• Sling</li> <li>• Types of bandage</li> </ul>	<ul style="list-style-type: none"> <li>• Artery</li> <li>• Vein</li> <li>• Scald</li> <li>• Burn</li> </ul>	

# SUBSTANCE MISUSE

## Second Level – Use of Substances

**HWB 2-38a** I understand the effect that a range of substances including tobacco and alcohol can have on the body.

### Intended Learning:

Learners should:

- be able to explain the definition of legal and illegal drugs
- be aware of the effect that a range of substances including tobacco and alcohol can have on the body

### Suggested Learning Experiences:

- Cooperative Learning Strategies – discussion and consensus about drugs / medicines. Discuss the particular risks to young people of substance use / misuse and the benefits of no alcohol use during childhood for growth and development
- Partner Links – NHS Tayside, Police Scotland, Alcohol and Drug Partnership
- Role-play – NHS Tayside tobacco workshops, scenarios and situations
- Independent – create their own definition of a drug
- Sorting activities – legal and illegal drugs. Complete activity exploring different drugs- what makes them appealing and why

### Resources:

- NHS Tayside – Early Years and Young People Team
- ASH Scotland website
- Action on Smoking and Health website
- Alcohol Body Board
- Healthy / Unhealthy Organ Tunic
- The World of Drugs
- Partner visits
- Empty bottles, medicine boxes
- Keys to Alcohol
- The World of Alcohol
- Talk to Frank website (Resource for teachers)
- Storytelling IDL Resource

# SUBSTANCE MISUSE

## Assessment Approaches / Evidence:

<b>SAY</b> Recall names of drugs and their effects.	<b>MAKE</b> Make a collage of familiar drugs and medication.	<b>WRITE</b> Reflect on reasons for not choosing to abuse substances. Label the body with the effects of drug use (internal and external). List components of a cigarette or electronic cigarette.	<b>DO</b> Undertake a sorting activity of harmful / non-harmful household substances. Choose a drug to research and present findings to peers. Choreograph and film a warning / health advert describing 'how to be safe' or 'what to do if...'.
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## Suggested Vocabulary:

Suggested Vocabulary:		Comments:
<ul style="list-style-type: none"> <li>• Legal / Illegal</li> <li>• Alcohol (Describe different types, brands, varieties)</li> <li>• Drugs names</li> <li>• Street names for drugs</li> <li>• Medicine</li> </ul>	<ul style="list-style-type: none"> <li>• New Psychoactive Substance (NPS)</li> <li>• Nicotine / Tar</li> <li>• Chemicals</li> <li>• Cigarettes</li> <li>• Electronic cigarettes</li> <li>• Classification of drugs</li> <li>• Caffeine / Energy drinks</li> </ul>	

# SUBSTANCE MISUSE

## Third / Fourth Level – Informed Choices

**HWB 3-40a / 4-40a** I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful or challenging or involve peer pressure.

**HWB 3-40b / 4-40** I know how to access information and support for substance-related issues.

**HWB 4-41a** After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions.

### Intended Learning:

Learners should:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• be able to apply knowledge of health benefits and risks of medicines and other substances to make informed choices</li> <li>• develop resilience strategies to counter or prevent substance misuse</li> <li>• be aware of harm reduction strategies in relation to substance misuse</li> <li>• be aware of strategies to employ in stressful or challenging situations, or involving peer pressure, around substance misuse</li> </ul> | <ul style="list-style-type: none"> <li>• know where and how to access information and help around substance related issues in their local area</li> <li>• understand the difference between safe and unsafe behaviour in relation to substance use.</li> <li>• be aware of the consequences related to risky behaviour in relation to substance misuse</li> <li>• know that substances and their effects are directly linked to the drug, the individual and the setting.</li> </ul> |
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### Suggested Learning Experiences:

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|--|---|
| <ul style="list-style-type: none"> <li>• ICT – alcohol unit calculator, GONE resource (NHS Forth Valley) – training provided by NHS Tayside Early Years and Young People Team</li> <li>• Small Group Work - drug and setting activity to enable discussion about the consequences and risks associated with different substances in various settings with different people. Explore stigma – how are drug users portrayed in the media?</li> </ul> | <ul style="list-style-type: none"> <li>• Partner Links – Police Scotland, NHS Tayside, Samaritans, Tayside Council on Alcohol, Gowrie Care / Web Project</li> <li>• Independent – create questions about imaginary problems and respond to others' questions</li> </ul> |
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### Resources:

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| <ul style="list-style-type: none"> <li>• NHS Tayside dance and/or theatre tour</li> <li>• Wallet size information cards advertising local support services</li> <li>• YouTube / DVDs</li> </ul> | <ul style="list-style-type: none"> <li>• Board game – Drugs are a Losing Game, The 3 D's</li> <li>• Cool2talk website</li> <li>• Choices for Life website</li> </ul> |
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# SUBSTANCE MISUSE

## Assessment Approaches / Evidence:

<b>SAY</b> Talk about the personal skills and qualities required in challenging situations.	<b>MAKE</b> Make a leaflet advertising a local support service.	<b>WRITE</b> Write an imaginative piece on how to make informed choices.	<b>DO</b> Role-play / scenarios giving friends advice on positive coping strategies.
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## Suggested Vocabulary:

<ul style="list-style-type: none"><li>• Peer pressure</li><li>• Support</li><li>• Resilience</li><li>• Self-reliance</li><li>• Stigma</li></ul>	<ul style="list-style-type: none"><li>• Assertiveness</li><li>• Coping</li><li>• Safe behaviours</li><li>• Unsafe behaviours</li></ul>	<b>Comments:</b>
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# SUBSTANCE MISUSE

## Third / Fourth Level – Risk Taking Behaviour

**HWB 3-41a** After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions.

**HWB 3-41b / 4-41b** I know that the use of alcohol and drugs can affect behaviour and the decisions that people make about relationships and sexual health.

### Intended Learning:

Learners should:

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|---|---|
| <ul style="list-style-type: none"><li>• be able to identify and understand the difference between safe and unsafe behaviours, and the consequences of risky behaviours in relation to substance use and misuse</li><li>• know that substances and their effects are directly linked to the individual, the drug and the setting</li></ul> | <ul style="list-style-type: none"><li>• understand the short and long-term impact of alcohol and drugs on physical, emotional and sexual health</li><li>• know about the clear links between substance misuse and poor decision-making, e.g., drinking/driving, non-consensual sexual activity</li><li>• be aware that the use of alcohol and drugs can impact upon relationships with friends and family</li></ul> |
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### Suggested Learning Experiences:

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| <ul style="list-style-type: none"><li>• Various DVD / books / resources, e.g., Thames Valley Police 'Tea and Consent'</li><li>• Small Group Work - using alcohol goggles to carry out simple tasks to help understand how alcohol affects decision making</li></ul> | <ul style="list-style-type: none"><li>• Partner Links – NHS Tayside, Police Scotland</li><li>• Role-play – scenario / risk assessment role play</li><li>• Independent – access questions on Cooltalk and Talk to Frank websites</li></ul> |
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### Resources:

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| <ul style="list-style-type: none"><li>• Alcohol unit calculation</li><li>• News stories involving young people missing after a night out</li></ul> | <ul style="list-style-type: none"><li>• Young Scot Website</li></ul> |
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# SUBSTANCE MISUSE

## Assessment Approaches / Evidence:

### SAY

Talk through different solutions to risky situations.

### MAKE

Create a map of their local area and mark on the places where people drink alcohol.

### WRITE

Write an analysis of current government television advertising emphasising poor decision-making after substance misuse.

### DO

Develop case studies / scenarios which focus on harm reduction approaches to with substance use and misuse.

## Suggested Vocabulary:

- Inject
- Risk
- Snort
- Blood Borne Virus (BBV)

- Abstinence
- Addiction
- Dependence
- Disease

## Comments:

# SUBSTANCE MISUSE

## Third / Fourth Level – Action in Unsafe Situations

**HWB 3-42a / 4-42a** I know the action I should take in the management of incidents and emergencies related to substance misuse.

**HWB 3-43a** I understand the impact that on-going misuse of substances can have on a person's health, future life choices and options.

**HWB 3-43b** Through investigating substance misuse in my local community, I can reflect on specific issues and discuss how they are being addressed.

**HWB 4-43b** By researching the impact of substance misuse nationally and internationally I can explain similarities and differences among communities.

**HWB 4-43c** I understand the local, national and international impact of substance misuse.

## Intended Learning:

Learners should:

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| <ul style="list-style-type: none"> <li>• develop strategies to cope with an emergency situation</li> <li>• know why honesty and reliability are vital in the event of substance-related incident</li> <li>• develop further skills and knowledge around basic emergency first aid</li> </ul> | <ul style="list-style-type: none"> <li>• understand the short and long-term impact of alcohol and drugs on their health and wellbeing</li> <li>• know about substance misuse and how its challenges are being addressed locally, nationally and internationally</li> </ul> |
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## Suggested Learning Experiences:

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|--|---|
| <ul style="list-style-type: none"> <li>• Cooperative Learning Strategies – create and present an emergency response scenario</li> <li>• ICT – first aid. Websites / programmes, health data</li> <li>• Small Group Work – Discuss, debate and investigate using local data, e.g., alcohol related crime / drug deaths</li> </ul> | <ul style="list-style-type: none"> <li>• Partner Links – Police Scotland, NHS Tayside, Scottish Ambulance Service, TCA</li> <li>• Role-play – emergency first aid scenarios</li> <li>• Independent – compare and contrast national and international substance misuse statistics</li> </ul> |
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## Resources:

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| <ul style="list-style-type: none"> <li>• Heartstart</li> <li>• Alcohol or other drug support websites, e.g., Talk to Frank website</li> <li>• Alcohol Focus Scotland website</li> </ul> | <ul style="list-style-type: none"> <li>• Story of a Night Out (DVD / YouTube) (British Red Cross)</li> <li>• NHS Inform website</li> <li>• Community / Public Health website for statistics e.g., SIMD data</li> </ul> |
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# SUBSTANCE MISUSE

## Assessment Approaches / Evidence:

<b>SAY</b> Talk through an emergency situation and possible actions.	<b>MAKE</b> Design an info-graphic using local statistics.	<b>WRITE</b> Compare, analyse and evaluate health-based statistics for the local area.	<b>DO</b> Research the impact of substance misuse in the local area using, e.g., crime statistics.
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## Suggested Vocabulary:

Suggested Vocabulary:		Comments:
<ul style="list-style-type: none"> <li>• Impact</li> <li>• Possession</li> <li>• Dealing</li> <li>• Supply</li> <li>• Demand</li> <li>• Production</li> <li>• Addiction</li> <li>• Dependence</li> <li>• Recovery position</li> <li>• CPR</li> <li>• Community</li> </ul>	<ul style="list-style-type: none"> <li>• Disease</li> <li>• Drink-driving</li> <li>• Deprivation</li> <li>• Depression</li> </ul>	

# SUBSTANCE MISUSE

## Third / Fourth Level – Use of Substances

**HWB 3-38a / 4-38a** Understand the positive effects that some substances can have on the mind and body, but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances.

**HWB 4-39a** Through investigation, I can explain how images of substance use and misuse can influence people's behaviour.

### Intended Learning:

Learners should:

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|--|--|
| <ul style="list-style-type: none"><li>• be aware of the health benefits and risks of medicines and other substances</li><li>• be aware of the effects of drugs and the meaning of depressant, stimulant and hallucinogenic</li></ul> | <ul style="list-style-type: none"><li>• be aware of the reasons why people may choose to use substances – including electronic cigarettes.</li><li>• know about the physical, mental, emotional, social and legal consequences of the misuse of substances</li></ul> |
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### Suggested Learning Experiences:

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| <ul style="list-style-type: none"><li>• Cooperative Learning Strategies – create drug fact file</li><li>• Small Group Work – Discuss, debate and examine the history of positive properties of some drugs / medicines, e.g., medicinal cannabis oils, mental health treatments</li></ul> | <ul style="list-style-type: none"><li>• Partner Links – Police Scotland, NHS Tayside, Tayside Council on Alcohol, Gowrie Care / Web Project, Addaction</li></ul> |
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### Resources:

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Drug Box</li><li>• NHS inform website</li></ul> | <ul style="list-style-type: none"><li>• Know the Score website</li><li>• Why Not Find Out website</li></ul> |
|---|---|

# SUBSTANCE MISUSE

## Assessment Approaches / Evidence:

<b>SAY</b> Explain the benefits of some medications / substances.	<b>MAKE</b> Make adverts promoting health benefits of some substances.	<b>WRITE</b> Evaluate and analyse personal attitudes and opinions on substance misuse.	<b>DO</b> Investigate changes in the law around substances and substance misuse.
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## Suggested Vocabulary:

Suggested Vocabulary:		Comments:
<ul style="list-style-type: none"> <li>• Depressant</li> <li>• Stimulant</li> <li>• Hallucinogenic</li> <li>• Consequence</li> <li>• Inject</li> <li>• Snort</li> <li>• Ingest</li> <li>• Alcohol (types, brands, varieties,)</li> <li>• Drugs (names, street names)</li> </ul>	<ul style="list-style-type: none"> <li>• Addiction</li> <li>• Dependence</li> <li>• Nicotine / Tar</li> <li>• Caffeine</li> <li>• Energy drinks</li> <li>• Solvents</li> <li>• Tranquilliser</li> <li>• Stimulant</li> <li>• New Psychoactive Substance (NPS)</li> </ul>	

# SUBSTANCE MISUSE

## Senior Phase – Substance Misuse

*In the Senior Phase, learning should be negotiated with young people to reflect individual, school and community circumstances. This could also include topical societal, cultural or popular issues.*

### Intended Learning:

<p>Learners should:</p> <ul style="list-style-type: none"> <li>develop and demonstrate resilience in making decisions about their health and wellbeing</li> <li>know where to access information and support on substance misuse</li> <li>be aware of the wider impact substance misuse has on communities</li> </ul>	<ul style="list-style-type: none"> <li>be able to reflect on current social, cultural or popular issues surrounding substance misuse</li> <li>know how to react in emergency situations</li> <li>be aware of the links between substance misuse and other poor health outcomes, e.g., mental health, sexual health and pregnancy</li> <li>understand that the use of alcohol or drugs impacts the ability to give consent</li> </ul>
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### Suggested Learning Experiences:

<ul style="list-style-type: none"> <li>Cooperative Learning Strategies – produce a keep-safe strategy</li> <li>Group Work – examine the implications of substance misuse and driving. Debate legalisation of drugs</li> <li>Research impact of substance misuse in pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>Partner Links – Police Scotland, NHS Tayside, Tayside Council on Alcohol, Gowrie Care / Web Project, Addaction, WRASAC / RASAC</li> <li>Small Group Work – Look at popular song lyrics and their links to alcohol / drugs consumption and sex / consent</li> </ul>
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### Resources:

<ul style="list-style-type: none"> <li>Drug Box</li> <li>NHS inform website</li> <li>RSHP 3-18 Framework</li> </ul>	<ul style="list-style-type: none"> <li>Drugwise website</li> <li>NHS Tayside library – placenta</li> <li>Education Scotland – Guide to Consent</li> </ul>
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### Suggested Vocabulary:

<ul style="list-style-type: none"> <li>Mental health</li> <li>Deprivation</li> <li>Drink / drug-driving</li> <li>Foetal alcohol spectrum disorder</li> <li>Foetal alcohol syndrome</li> </ul>	<ul style="list-style-type: none"> <li>Classification of drugs</li> <li>Affluence</li> <li>Consent</li> </ul>	Comments:
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# SUBSTANCE MISUSE

## Resources – Available from Public Health

NHS Tayside Health Promotion Library contains a specialised collection of materials to support the population of Tayside in Health Improvement. There is no charge to use the service. Up to four resources can be borrowed at one time. Leaflets and posters are yours to keep. A maximum of 20 of most leaflet titles and 5 of most posters can be ordered with no limit on the number of titles per order. Please allow one week for the processing of orders. Dundee clients collect orders from Kings Cross. For Angus and Perth and Kinross, delivery can be made to a selection of NHS premises.

It is necessary to register to use the service. Register at: [www.tayhp.com](http://www.tayhp.com) prior to ordering what you require.

Telephone: 01382 424097 or 01382 424040. Email: [Tay-UHB.libraryservices@nhs.net](mailto:Tay-UHB.libraryservices@nhs.net)

Resources to support Alcohol Education			
Title	Supplier / Link	Order	Level
Oh Lila!	Alcohol Focus Scotland	R5355 / R6229	Early / First
Keys to Alcohol	Tacade	R6677	First / Second
The World of Alcohol (7-11)	Tacade	R6679 / R6680	First / Second
Rory	Alcohol Focus Scotland	R5160	Second
My Body Board	GASP	R6714 / R6715	Second / Third
Pickled Liver	GASP	R6706 / R6707	Second / Third
What is a Unit?	Health EdCo	R4937 / R5262 / R6369	Third / Fourth
On the Booze Again	Tacade	R4680	Third / Fourth
Drink Spin	GASP	R6700 / R6701	Third / Fourth
How Many Units? Interactive Display	GASP	R6704 / R6705	Third / Fourth / Senior
Drunk Buster (Goggles)	Drunkbusters	R4203 / R5259	Third / Fourth / Senior
Alcohol Night Time Goggles	Health EdCo	R6373	Third / Fourth / Senior
Energy Crisis Display	Health EdCo	R6600	Third / Fourth / Senior
Alcohol Changes Everything Game	Health EdCo	R6372	Third / Fourth / Senior
Alcoshots	Tacade	R4362	Fourth / Senior

# SUBSTANCE MISUSE

Resources to support Tobacco Education			
Title	Supplier / Link	Order	Level
Healthy / Unhealthy Organ Tunic	Twoey Educational Resources	R5237 / R5238 / R6379	Second
Smoke-free ABC	GASP	R6368	Second / Third
Smoking Resources Box	GASP	R6193 / R6194	Second / Third
Cigarette Skittles	EYYPT	R6392	Second / Third
Pairs Game	GASP	R5337 / R5338	Second / Third
Breathe (Resource)	NHS Tayside; Angus Council	R5343	Third
SmokeSpin	GASP	R6702 / R6703	Second / Third / Fourth
Smoke-free and Smokers Lung	GASP	R6363	Second / Third / Fourth
Types of Tobacco Display	GASP	R6698 / R6699	Second / Third / Fourth
Tobacco Clever Catch Ball	American Educational Products	R5335 / R5336 / R6380 / R6387 / R6388	Second / Third / Fourth
Smoker's Tar in a Jar	GASP	R3810 / R3811 / R3938 / R6383	Second / Third / Fourth
Ciggie Butt Tarmalade	GASP	R6391	Second / Third / Fourth
Smoking Blocks your Blood Vessels	GASP	R3815 / R5351 / R6378	Second / Third / Fourth
Artery Sections / Blockages	GASP	R6711 / R6712 / R6713	Second / Third / Fourth
The Tobacco Trap (DVD)	GASP	D6710	Second / Third / Fourth
What's in Tobacco Smoke? (Display)	GASP	R6695 / R6696	Second / Third / Fourth
Clem's Phlegm	Health EdCo	R4742 / R5260 / R6157 / R6375	Second / Third / Fourth
What's your Poison?	GASP	R4717	Second / Third / Fourth
Smoker's Foul Mouth	Health EdCo	R5144 / R6362 / R6374	Second / Third / Fourth
Tips to Help You Quit	GASP	R6365 / R6382 / R6412	Second / Third / Fourth
What Mummy does, Baby does (Model)	Childbirth Graphics	R4715	Third / Fourth
Smoking – Don't Get Burned	Health EdCo	R6371	Third / Fourth
Smokers' Roulette	Health EdCo	R3883 / R3884	Third / Fourth
Tobacco Tricks	Health EdCo	R6370	Third / Fourth

# SUBSTANCE MISUSE

Resources to support Drug Education			
Title	Supplier / Link	Order	Level
The World of Drugs	Tacade	R4682	Second
Drugs and Alcohol Clever Catch Ball	GASP	R6191	Second / Third
Writing to Reach You	Dundee Peer Education Project	R5150 / R5151	Third / Fourth
Drugs & Alcohol: The Issues (DVD)	Channel 4	D6708 / D6709	Third / Fourth / Senior
Drugs Box	D&Wp	R3543	Third / Fourth / Senior

# SUBSTANCE MISUSE

## Useful Websites

[www.alcohol-focus-scotland.org.uk](http://www.alcohol-focus-scotland.org.uk)

Alcohol Focus Scotland is the national charity working to prevent and reduce alcohol-related harm. Their website provides information on alcohol, campaigns and policy, training, resources and latest news. C.H.A.T. resource pack is available to purchase on completion of training. Resources cover Early Level to Fourth Level / Senior Phase. (Oh Lila / Rory / Rory 2 / A.D.A.M) Online resource: [www.chatresource.org.uk/](http://www.chatresource.org.uk/) (Early Level +)

[www.bbc.com/education](http://www.bbc.com/education)

BBC Bitesize includes Class Clips supporting Experiences and Outcomes for Health and Wellbeing. Topics covered include Food and Health, Mental and Emotional Wellbeing, Parenthood, Physical Wellbeing, Planning for Choices and Changes, Relationships, Sexual Health, Social Wellbeing and Substance Misuse. (Early – Second Level)

[www.redcross.org.uk/](http://www.redcross.org.uk/)

British Red Cross website includes free teaching resources for primary and secondary teachers, parents and young people (Early Level +)

[www.tes.com/teaching-resources](http://www.tes.com/teaching-resources)

Times Educational Supplement (TES) website offers access to a range of resources made by teachers for teachers. The site is split into Early Years, Primary, Secondary and Additional Support Needs. (Early Level +)

[www.twinkl.co.uk/resources/curriculum-for-excellence/curriculum-for-excellence-early/curriculum-for-excellence-early-health-and-wellbeing](http://www.twinkl.co.uk/resources/curriculum-for-excellence/curriculum-for-excellence-early/curriculum-for-excellence-early-health-and-wellbeing)

Twinkl – Website offering a range of resources which class teachers' can use and adapt to suit the needs of their students. (Early Level +)

[www.drinkaware.co.uk](http://www.drinkaware.co.uk)

Drinkaware alcohol education resources provide free, curriculum-linked alcohol education resources for students aged 9 to 14. One-hour workshop plans provide engaging activities for 11 to 16 year olds. Primary resources include Introducing Alcohol; Understanding the Risks and Harms associated with Alcohol; Alcohol and Handling Peer Pressure; Alcohol and Emotional Health. Secondary resources include: Introducing Alcohol; Understanding the Risks and Harms associated with Alcohol; Alcohol and Handling Peer Pressure; Alcohol and Emotional Health; Alcohol Booster Lesson. (Second Level +)

[www.youngboozebusters.com](http://www.youngboozebusters.com)

Website provides information to help young people find out about alcohol and other drugs. Registration enables young people to find information and play games, unlocking the next stage of learning. The website also has a link for parents to access information. The website is facilitated by Greater Easterhouse Alcohol Awareness Project. (Second Level)

# SUBSTANCE MISUSE

[www.ashscotland.org.uk/](http://www.ashscotland.org.uk/)

ASH Scotland – Action on Smoking and Health (Scotland) - is the independent Scottish charity taking action to reduce the harm caused by tobacco. The website includes a series of one page “fast facts” on a range of tobacco-related products. Topics include second hand smoke, stopping smoking, addictive nature of nicotine, e-cigarettes, and illicit tobacco. (Second Level +)

[www.talktofrank.com](http://www.talktofrank.com)

Website providing confidential drug advice, including a live chat between 2 and 6pm. The website also provides information about Drugs (A-Z). Suitable for Secondary stage students and adults requiring further information (Third Level +)

<https://young.scot/choices-for-life/>

'Choices for Life' is a Police Scotland initiative aimed at raising awareness amongst young people aged 11-18 about the dangers of smoking, alcohol and drugs as well as online safety and advice on how to deal with negative peer pressure. (Third Level +)

[www.drugwise.org.uk](http://www.drugwise.org.uk)

Website providing information which is topical, evidence-based and non-judgemental and is promoted through media work, public-speaking and lecturing. Suitable for class teacher use, and for secondary stage students (Third Level +)

[www.knowthescore.info](http://www.knowthescore.info)

Website providing information to people who have taken drugs, are thinking of taking drugs, or are just curious and want to know more. The website also hosts a town / postcode finder to enable individuals to access direct support from local services. Suitable for class teacher use, and for secondary stage students. (Third Level +)

[www.wnfo.org.uk](http://www.wnfo.org.uk)

Website Why Not Find Out is an independent source of information run by prevention charity Mentor, helping young people to avoid drug related risks. Information includes films, stories and a drug A – Z. Suitable for class teacher use, and for secondary stage students. (Third Level +)

[www.cool2talk.org](http://www.cool2talk.org)

Website providing a confidential place for young people to freely ask questions about issues of concern. The website is designed for young people 12 and over. Responses are provided within 24 hours. The website also offers an on-line confidential counselling service, Monday and Wednesday 8pm - 9pm. (Third Level +)

[www.mentor-adepis.org](http://www.mentor-adepis.org)

Mentor – ADEPIS (Alcohol and Drug Education and Prevention Information Service) was developed by the prevention charity Mentor UK as a platform for sharing information and resources aimed at schools and practitioners working in drug and alcohol prevention. Focus on England; however, the website does provide other relevant general information. (Third Level +)

# SUBSTANCE MISUSE

<https://www.nhsinform.scot/>

NHS inform is Scotland's national health information service. Its aim is to provide the people of Scotland with accurate and relevant information to help them make informed decisions about their health and the health of the people they care for. As well as providing information about illnesses, injuries and conditions, NHS inform provides up to date information about healthy living topics, including drugs and alcohol. (Third Level +)

[www.alcoholeducationtrust.org](http://www.alcoholeducationtrust.org)

Website provides education materials and lesson plans for different age groups and abilities, together with short film clips to support class discussion. (Third Level +)

[www.re-solv.org/resources/](http://www.re-solv.org/resources/)

Re-Solv works to reduce the harms caused by volatile substance abuse (VSA) and the misuse of other legal substances across the UK by keeping the ever-present and changing form of legal substance misuse in the forefront of policy and public awareness, continuing to drive prevention through education and training and providing support for the individuals, families and communities affected by it. Website includes resources for class teachers. (Third Level +)

<https://www.bhf.org.uk/how-you-can-help/how-to-save-a-life/how-to-do-cpr/heartstart-training>

Heartstart provide basic first aid and emergency lifesaving skills suitable for young people. This can be delivered by an instructor, or as a train the trainer course. Topics covered include choking, recovery position, cuts and CPR. Facilitated by the British Heart Foundation. Contact - [helenjbrady@nhs.net](mailto:helenjbrady@nhs.net)