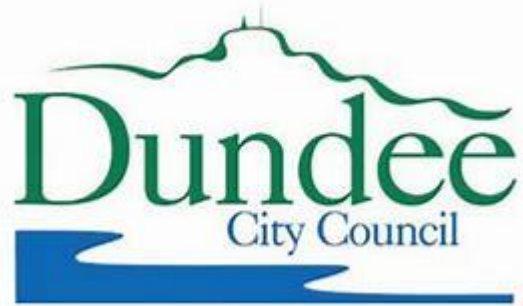


Substance Misuse Curriculum Framework

Thursday 28th March 2019, The Shore, Dundee

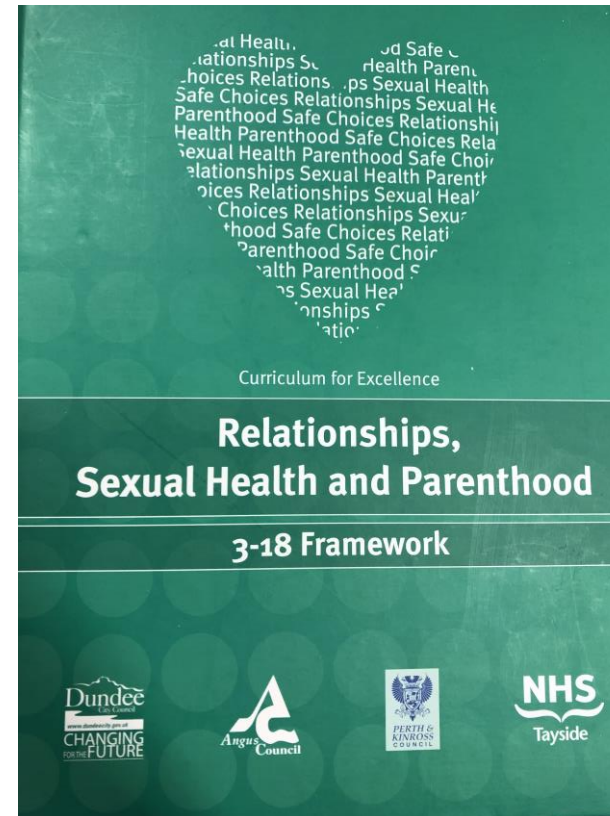


Welcome and Introduction...

- ▶ Sylvia Cranston, Staff Tutor Health and Wellbeing, Angus Council
- ▶ Andy Cunningham, Staff Tutor Health and Wellbeing, Dundee City Council
- ▶ Kerry Dalgetty, Senior Health Promotion Officer, NHS Tayside
- ▶ Kay Dow, Education Support Officer, Perth & Kinross Council
- ▶ Catriona Scobbie, GIRFEC Development Officer, Perth & Kinross Council

Background...

- ▶ RSHP Framework produced to support consistent teaching, learning and assessment across all levels and all 3 local authorities.
- ▶ Consistent approach for partners
- ▶ Guidance for practitioners that supported planning and delivery, but allowed flexibility dependant upon learner needs
- ▶ Substance Misuse Framework is a continuation of this good practice.



Rationale and Context...

- ▶ Data from SALSUS, although reports a decrease in the number of young people using alcohol and drugs, still suggests 40%-46% of young people in Tayside have smoked, drunk alcohol or used illicit drugs.
- ▶ Priority 3 in the Tayside Plan for Children, Young People and Families asks services to help equip young people to make healthy lifestyle choices and reduce risk taking or harmful behaviours.
- ▶ Education Scotland's recent review of PSE in Early, Primary and Secondary settings commented significant impact partnership and multi agency working can have on supporting children and young people's learning
- ▶ The Education Scotland Review of PSE also however called for children and young people's learning experiences to be improved, and increased opportunities for pupils to help design their HWB programme

The Resource...

SUBSTANCE MISUSE

Organiser and
Experience &
Outcome

Suggested Intended
Learning

Suggested Learning
Experiences

Example Resources

Examples of
Assessment
Approaches

Suggested
Vocabulary

Early Level – Action in Unsafe Situations

HWB 0-42a I can show ways of getting help in unsafe situations and emergencies.

Intended Learning:

- Learners should:
- be aware of the people who can help in an emergency or unsafe situation
 - know how to contact the emergency services for help if required
 - be able to recite their own name, home address and telephone number

Suggested Learning Experiences:

- Cooperative Learning Strategies – set up scenarios where pupils work together to problem solve, e.g., match emergency services and their vehicles
- Various DVD / books / resources e.g., Fireman Sam
- Small Group Work - set up contexts where pupils can practise contacting emergency services
- Partner Links – class visitor (e.g., Police Scotland or NHS Tayside) to talk about getting help in an emergency
- Role-play – dressing up clothes, explore the role of police, fire, health workers
- Independent – safely spot emergency vehicles in community

Resources:

- Oh Lila!
- People Who Help Us
- Police Box
- Emergency Services websites
- Clothes for role play
- Times Educational Supplement Website

Assessment Approaches / Evidence:

SAY	MAKE	WRITE	DO
Recite own name and address.	Build a fire / police station.	Identify the emergency services.	Role play emergency situations.

Suggested Vocabulary:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Safe / Unsafe • Danger • Doctor • Worried • Police • Emergency • Fire service, Ambulance | <ul style="list-style-type: none"> • Symbols • Hospital • Stranger • Help • Paramedic • Siren |
|--|---|

Comments:

Example...

- ▶ Commitment to provide CPR training for Children and Young People.
- ▶ Curricular rationale across all levels of Substance Misuse Experiences and Outcomes
- ▶ Example of partners supporting the curriculum in a progressive, age and stage appropriate way

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
- St John's Ambulance / St Andrew's First Aid
- British Heart Foundation
- First aid kit
- Manikins

Discussion

- ▶ Q1. What are you currently doing to support substance misuse education in your setting or role?

Substance Misuse- what does it look like..

- The Substance Misuse Experiences and Outcomes have been split into levels:

Early Years

First Level

Second Level

Third and Fourth Level

Senior Phase

Nursery/P1

P2/3/4

P5/6/7

S1/2/3

S4/5/6

Under the following key organisers:

Use of Substances

Informed Choices

Risk Taking Behaviour

Action in Unsafe Situations

SUBSTANCE MISUSE

Early Level – Action in Unsafe Situations

HWB 0-42a I can show ways of getting help in unsafe situations and emergencies.

Intended Learning:

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

Suggested Learning Experiences:

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

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| <ul style="list-style-type: none"> • Oh Lila! • People Who Help Us • Police Box | <ul style="list-style-type: none"> • Emergency Services websites • Clothes for role play • Times Educational Supplement Website |
|--|--|

Assessment Approaches / Evidence:

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Suggested Vocabulary:

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Framework Activity

In your groups you have been allocated a section of the framework to look at and discuss.

On the flip chart paper provided, record your groups answers to the following questions:

- ▶ Which organiser does your section relate to?
- ▶ Which levels does this organiser cover?
- ▶ What are the main educational themes?
- ▶ Was there any content that surprised you?

Please have one of your group ready to give feedback at the end of the activity.

- Which organiser does your section relate to?
- Which levels does this organiser cover?
- What are the main educational themes?
- Was there any content that surprised you?

The Substance Misuse Experiences and Outcomes have been split into levels:

Early Years	Nursery/P1
First Level	P2/3/4
Second Level	P5/6/7
Third and Fourth Level	S1/2/3
Senior Phase	S4/5/6

Under the following key organisers:

Use of Substances
Informed Choices
Risk Taking Behaviour
Action in Unsafe Situations

Your Next Steps

Having looked at the framework, consider how this document might be of use to you?

Can you help to support/promote the use of the framework?

Discussion Question:
What's next for you?

Our Next Steps

- ▶ Launch in each Local Authority to Head Teachers (next term)
- ▶ CLPL sessions to help practitioners understand content and use of the Framework (next term / Session - can you help?)
- ▶ Continue to support and contribute to the development of the wider Tayside Substance Misuse Prevention Framework