

Primary Substance Misuse Resources – Quality Assurance Tool – The Resource in a School Context and/or Community Setting

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| Name of resource | Trade winds | | Contact | Quit Your way, NHS Greater Glasgow & Clyde |
| Date published | 2010 (updated 2015) | | Publisher | Educational Services, West Dunbartonshire Council |
| Target group / CfE Level | Early <input type="checkbox"/> | First <input type="checkbox"/> | Second <input checked="" type="checkbox"/> | Third <input type="checkbox"/> Fourth <input type="checkbox"/> Senior <input type="checkbox"/> Phase |
| Resource type: | Pack <input checked="" type="checkbox"/> | DVD <input type="checkbox"/> | Drama <input type="checkbox"/> | Online Resource <input checked="" type="checkbox"/> |
| | Interactive Website <input type="checkbox"/> | Information Website <input type="checkbox"/> | Lesson Plan <input checked="" type="checkbox"/> | App <input type="checkbox"/> |
| | Reference <input type="checkbox"/> | Leaflet <input type="checkbox"/> | Other <input type="checkbox"/> | |
| Terms & Conditions | None | | Copyright Holder | NHS Greater Glasgow & Clyde |
| Main focus | Tobacco | | No. of sessions required | The Programme consists of 7 topics each with suggested classroom activities. Teachers do not need to deliver all 7 topics |
| Brief description of resource | <p>Trade Winds: Learning about Tobacco is an interdisciplinary resource for primary schools and is targeted at P5-P7 pupils (second level).</p> <p>The pack covers all curriculum areas and is designed to enable children to extend their learning beyond the health impacts of tobacco to a consideration of broader tobacco issues.</p> <p>The pack is split into 7 topic areas: Topic A - Setting the Scene Topic B - History of Tobacco Topic C - Health Effects of Smoking Topic D - Secondhand Smoke Topic E - Cost of Tobacco (Global and Local) Topic F - Influences on Smoking (Media and Peer Pressure) Topic G - Extending Children's Learning Through the Arts</p> | | | |

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| I.T. / Practical requirements | All primary schools in Greater Glasgow and Clyde have previously received a hard copy of the pack but please follow the link below for the most recent version with up to date statistics. Some lessons may require IT access in class depending on activities chosen. | | |
| Implications for Staff (for example is further training required prior to delivery) | No training required but CPD sessions may be available in each local authority area via your local CPD calendar. | | |
| Cost attached to accessing resource | No | Resource last reviewed | Sept 2017 |
| Online link | http://www.nhs.gov.uk/your-health/healthy-living/smokefree/quit-your-way/smokefree-young-people-and-schools/schools/ (click link to register and download the pack) | | |

| Indicators | Tick indicators met by resource | Evaluative Comments / Any other info |
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| The resource is consistent with principles set out by the GG&C Prevention and Education Model. | ✓ | |
| The resource reflects Experiences and Outcomes for Substance Misuse education and the national standards. | ✓ | |
| The health related information contained in the resource is up-to-date at time of review. | ✓ | |
| The resource has clear learning intentions and outcomes aligned to Curriculum for Excellence. | ✓ | |
| The resource can be delivered flexibly and differentiated as appropriate. | ✓ | |
| The resource takes account of relevant protected characteristics and meets the requirements of relevant Equalities legislation. | ✓ | |
| The resource supports the young person to resist pressures by supporting the development of self-confidence and resilience. | ✓ | |
| The resource suggests or employs different delivery methods, for example group work, role play, discussion, specialist inputs etc. | ✓ | |
| There is existing evidence that demonstrates the resource's effectiveness. (e.g. research evidence, evaluation) | ✓ | |
| Resource supports the option for partnership working in its delivery. | ✓ | |
| The resource contains information and sign posting to appropriate services and other resources for young people | ✓ | |
| Senior phase: The resource extends and deepens learning in substance misuse and continues to develop skills for learning, life and work | | |
| Senior phase: The resource will help to develop the necessary skills young people need to make positive choices about their future | | |

| Level | | Expected national standards for each level | Substance Misuse Experiences and Outcomes | Tick if met by resource | Comments / Any other info |
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| Early | Use of substances | Identifies which substances may be helpful and which may be harmful in given situations. | 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 | | |
| | Action in unsafe situations | Suggests way to get help in unsafe and emergency situations, for example, seeking out an adult. | I can show ways of getting help in unsafe situations and emergencies. HWB 0-42a | | |
| | | Names the emergency services. | I can show ways of getting help in unsafe situations and emergencies. HWB 0-42a | | |
| First | Use of substances | Identifies conditions which require medication and how it benefits health. | 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. HWB1-38a | | |
| | Action in unsafe situations | Identifies why misusing medication can be harmful. | I know how to react in unsafe situations and emergencies. HWB1-42a | | |
| | | Links personal actions to health and wellbeing, using role play for example. | I know how to react in unsafe situations and emergencies. HWB1-42a | | |
| | | Describes when and how to contact emergency services. | I know how to react in unsafe situations and emergencies. HWB1-42a | | |
| Shares key information about an emergency situation. | | I know how to react in unsafe situations and emergencies. HWB1-42a | | | |

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| Second | Use of substances | Gives examples of what can happen to the body as a result of smoking tobacco or drinking alcohol. | I understand the effect that a range of substances including tobacco and alcohol can have on the body. HWB 2-38a | ✓ | |
| | | Knows the recommended alcohol intake advice. | I understand the effect that a range of substances including tobacco and alcohol can have on the body. HWB 2-38a | ✓ | |
| | Informed choices | Gives examples of how peer, media and other pressures can influence decision making. | 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 | ✓ | |
| | Risk taking behaviour | Identifies risks associated with the use of substances, for example, overdose, impaired judgement / vision. | I know that alcohol and drugs can affect people's ability to make decisions. HWB 2-40a | | |
| | | Identifies the impact of risk taking behaviours on life choices and relationships, for example, job prospects, limited foreign travel, loss of driving licence, family. | I can identify the different kinds of risks associated with the use and misuse of a range of substances. HWB 2-41a I understand the impact that misuse of substances can have on individuals, their families and friends. HWB 2-43a | ✓ ✓ | |
| | Action in unsafe situations | Performs basic first aid procedures, for example, minor bleeding and burns, recovery position. | I know of actions I can take to help someone in an emergency. HWB 2-42a | | |
| Explains how to contact the appropriate emergency services giving full details of the incident and location. | | I know of actions I can take to help someone in an emergency. HWB 2-42a | | | |
| Third | Use of substances | Explains the benefits of substances in supporting good health, for example, prescribed medication. | 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 | | |
| | | Gives examples of current laws and advice in | Understand the positive effects that some | | |

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| | | relation to substance use, for example, units of alcohol, tobacco sales. | 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 | | |
| Informed choices | | Explains how media and peer pressure might affect own attitudes and behaviour. | 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 3-39a | | |
| | | Identifies and selects the skills / qualities required to make positive choices in challenging situations, for example, confidence, resilience, assertiveness. | 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 | | |
| | | Gives examples of positive coping strategies when dealing with stressful and challenging situations, for examples, walk away, talk to friend / adult, physical activity. | 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 | | |
| | | Knows how to access local support services. | I know how to access information and support for substance-related issues. HWB 3-40b | | |
| Risk taking behaviour | | Weighs up risk and identifies potential safe and unsafe behaviours and actions, for example, the impact of gambling. | After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions. HWB 3-41a | | |
| | | Explains how substance misuse can affect | I know that the use of alcohol and drugs | | |

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| | | judgement and impair ability to make responsible decisions, for example, unwanted sexual experience. | can affect behaviour and the decisions that people make about relationships and sexual health. HWB 3-41b | | |
| | Action in unsafe situations | Know actions to be taken in an emergency relating to substance misuse. | I know the action I should take in the management of incidents and emergencies related to substance misuse. HWB 3-42a | | |
| | | Identifies potential impact of short and long term substance use. | 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 | | |
| | | Identifies local substance misuse issues and how they are being addressed. | Through investigating substance misuse in my local community, I can reflect on specific issues and discuss how they are being addressed. HWB 3-43b | | |
| Fourth | | Use of substances | Justifies the risk benefits of substances in supporting health, for example, homeopathic remedies. | 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 | |
| | Explains the potential impact of short and long term substance use on health and life, including legal implications. | | 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 | | |
| | Evaluates the impact of media and peer pressure on own attitudes and behaviour. | | Through investigation, I can explain how images of substance use and misuse can influence people's behaviour. HWB 4-39a | | |
| | Informed choices | Demonstrates the skills / qualities required to manage challenging situations, for example, self-reliance, self-efficacy, assertiveness. | 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 | | |

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| | | | wellbeing and can apply these in situations that may be stressful or challenging, or involve peer pressure. HWB 4-40a | | |
| | | Explains the benefits of positive coping strategies / techniques when dealing with stressful and challenging situations. | 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 | | |
| | | Knows how to access local and national support services. | I know how to access information and support for substance-related issues. HWB 4-40b | | |
| | | Demonstrates the skills / qualities required to assess and manage risk, for example, self-awareness, self-confidence, composure. | After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions. HWB 4-41a | | |
| Risk taking behaviour | | Explains the impact and potential consequences substance misuse can have on decision making, for example, drinking and driving, non-consensual sex. | 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 | | |
| Action in unsafe situations | | Justifies actions which might be taken in an emergency relating to substance misuse. | I know the action I should take in the management of incidents and emergencies related to substance misuse. HWB 4-42a | | |
| | | Compares current national and international statistics related to the impact of substance misuse. | By researching the impact of substance misuse nationally and internationally I can explain similarities and differences among communities. HWB 4-43b | | |
| | | | I understand the local, national and international impact of substance misuse. HWB 4-43c | | |