

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

Name of resource	Smokefree 4 Me			Contact	Quit Your Way, NHS Greater Glasgow & Clyde
Date published	2012 (updated 2015)			Publisher	NHS Greater Glasgow & Clyde
Target group / CfE Level	Early <input type="checkbox"/>	First <input type="checkbox"/>	Second <input type="checkbox"/>	Third <input checked="" type="checkbox"/>	Fourth <input type="checkbox"/> Senior Phase <input type="checkbox"/>
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 5 themes each with suggested classroom activities. Teachers do not need to deliver all 5 themes.
Brief description of resource	<p>The Smokefree 4 Me programme is a health education initiative which aims to prevent smoking uptake and encourage young people to make an informed choice to stay smoke free. The programme is open to all S1 and S2 classes across Greater Glasgow and Clyde.</p> <p>Classes can take part in the programme in different ways depending on the interests and needs of the pupils as well as the amount of time available in class to undertake activities. The programme is split into five themes:</p> <p>Theme 1: Health Effects of Smoking Theme 2: Peer Influence and Decision Making Theme 3: Smoking and the Law Theme 4: The Tobacco Industry, Advertising and Promotion Theme 5: Tobacco, Poverty and the Environment</p> <p>Each theme has an accompanying lesson plan with background information on the topic, suggested ideas for lesson development and a topical newsletter.</p>				

I.T. / Practical requirements	All secondary 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	None	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
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
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		
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 relation to substance use, for example, units of alcohol, tobacco sales.	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		
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 example, 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 judgement and impair ability to make responsible decisions, for example, unwanted sexual experience.		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		
	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 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	